

Mainstreaming Health and Physical Education



Central Board of Secondary Education

Preet Vihar, Delhi - 110092

My SEWA Promise

Social Empowerment Through Work Education and Action

1.1 RATIONALE

- 1.1.1 Health and Physical Education is concerned with total health of the learner and the community. Besides physical health, it includes mental and emotional health of the learners. Health is often a state of physical, mental, emotional, social and spiritual well-being and not merely the absence of disease or infirmity.
- 1.1.4 Therefore, provision has to be made much more systematically than before, in the school curriculum for Health and Physical Education imbued with Life Skills.
- 1.1.9 While at the Senior Secondary level, through the integrated PE approach, students will acquire the knowledge, skills, right attitudes and values towards the pursuit of a lifelong physically active and healthy lifestyle.

1.2 OVERALL OBJECTIVES:

- 1.2.1 To develop awareness regarding the importance of physical fitness in individual and social life including Life Skills.
- 1.2.2 To enable an individual to enhance inner qualities - self-mastery, discipline, courage, confidence and efficiency.
- 1.2.3 To enable an individual to display a sense of responsibility, patriotism, self-sacrifice and service to the community.
- 1.2.11 To help children grow as responsible citizens by inculcating in them certain social and moral values through games, sports, Red Cross, Scouts and Guides etc.
- 1.2.12 To address the physical, psycho-social needs of CWSN (Children with Special Needs) in an integrated fashion.
- 1.2.13 To seek in instilling self-worth thus helping students to become confident, assertive, emotionally stable, independent and self-controlled.
- 1.2.14 To help release of emotional stress, anxiety and tension, leading to a reduced risk of depression.
- 1.2.15 To help strengthen peer relationships, social bonding, buddy mentorship and team camaraderie.
- 1.2.16 To develop more positive attitude towards challenges, winning and losing, thus preparing students for life and for the workplace.

STRAND 3: SEWA (Social Empowerment through Work Education and Action)

5.1 Introduction

Several years ago, the noted educationist *Paulo Freire* pointed out that there is no such thing as neutral education. Any education, to be meaningful, has to fit into the context of the society in which it is given and which is relevant to the times. In the context of the multiplicity and the rapidity of the changes that are taking place, the students need to know and understand the contexts in which they are living today and the demands that will be made on them, in the immediate future, to fit into the changing patterns of society.

SEWA aims to develop a whole person in their intellectual, personal, social, emotional and social growth. Learners engaged in this program are expected to be life-long learners and through experiential learning develop as active citizens and caring and compassionate humans. The experiential and constructive modes of learning emphasize the immediate personal experience of the learner and view learning as a process.

SEWA takes learning beyond the walls of the classroom and sometimes even beyond the boundaries of the school, building bridges with the authentic and real world in meaningful and positive ways. The following may be noted with regard to SEWA:

- SEWA is an integral component of HPE.
- This aspect aims to focus on the mental/emotional and social health of the child
- All students of classes IX to XII will participate in SEWA programme

5.2 Objective:

There is an urgent need to foster strong mental and social health amongst today's children so that they can connect with their peers, their elders, the community, the environment, etc. The main objective of the SEWA projects is to direct children's mind in constructive activities with positive outcomes through the facilitation of creative and critical thinking. This would help them to develop self-confidence and self-esteem.

Another objective of this programme is to underline the significance of the interdependence of all human beings and our dependence on the environment in this shrinking global village.

Students must acknowledge that they have a responsibility towards the less privileged, the disadvantaged, the CWSN (Divyang), the society, and the environment. The principle of giving to society has to become second nature to them.

5.3 The SEWA Philosophy

SEWA is all about social or community service; it can include environmental, civic responsibilities or democracy or health and fitness related projects, international and other projects too, as long as the project is able to connect the child to his surroundings or to a cause, and is able to generate a sense of responsibility towards it (even if it is towards health and fitness of the class itself). The Social Empowerment component to a large extent inspires SEWA philosophy, which in the Indian environment refers to the concept of service to the community.

5.7 Guidelines for Students

Students are expected to:

- Improve/impact the community/ environment/ health and fitness of the students and choose the focus area for the project.
- Brainstorm and create mind-maps on the chosen area
- Identify the causes they want to support and choose one/or more ways of carrying it forward.
- Outline the **objectives of the projects** they have chosen and **present plans for the implementation** as well as **ways of measuring the success** of the project.
- **Assign roles** to each member of the class community by consensus. **Ensure each and every child is included.**
- Learn to research on the chosen area of SEWA
- Seek guidance from the teacher when they need it. For example: When selecting the topic, while selecting the activities, while preparing and conducting a survey if required, while finalizing the booklet.
- Learn how to plan, implement, review and take responsibility for their decisions.
- **Examine the effect of their intervention** and support for the causes they have chosen and present them to the rest of the class/school.
- **Capture the hours** spent as well as documents as evidence wherever required in the student Portfolio/dossier
- Each student will **submit an individual spiral bound booklet** of the work s/he has done during the hours of service.
- The Booklet submitted will consist of not more than 12 pages. (Max.-15 pages)
- Students will either work **alone or in groups of 2, 3, 4, 5, 6 or maximum 10** individuals, however each student must submit an individual file at the time of submission.
- The file must be hand-written by each student. Exception will be made only for any tabular representations and photograph print pages.

- Students shall wear the school uniform during all field visits.
- No project work shall be publicized through the print, electronic or social-media in any manner whatsoever without written permission of the Principal.
- Please note collection of you are allowed to conduct fund-raising activities with the Principal's consent **ONLY but you are not allowed to go door-to-door to collect money.**
- Share the impact of the SEWA work undertaken as a part of a **special exhibition at the end of the year for which you must prepare a collage on one chart paper ONLY**, clearly highlighting the role of each student in the group.
- Further, each group will prepare one Power Point Presentation with a maximum of 6 slides.

Slide 1 - Name of the Project and the SEWA & CBSE LOGO

Slide 2 - Name and pictures of the group members with class and div.

Slide 3 & 4 - Tables if any

Slide 5 & 6 - Collage of Photographs

- **ONE Power Point Presentation will be submitted to the CT by the Group Leader ONLY.**

(Teachers will save the ppts in the g-suite drive as "Group No.-ClassSec-2022-23")

- The CTs will maintain a log in their Handbooks with a list of their class students and enter a 'Done' remark when the spiral bound booklet is submitted. There is no need to maintain a log for the submission of the ppt.

5.8 What forms a Social Empowerment activity?

The activities conducted 'in school' as part of Eco-clubs, Sports Club, Literacy Clubs or 'out of school' as community outreach activities etc. can be considered as Social Empowerment activities. It may range from a small role as 'volunteer' and a 'contributor' to running an entire project over the year. Social Empowerment activities are bound to germinate some thought process in young minds.

The class may decide to take up any innovative social empowerment activity every year; students may decide the role of each child; at the end of each year the class as a whole may present its project report.

Deadline for the submission of Project:

Tuesday, 10th January 2023

Even sports activities can be taken up as a SEWA project by the class. Some of the activities under sports that can be taken up are as follows (illustrative list):

AREAS OF SERVICE	TEACHER GUIDE	TOPICS FOR SEWA ACTIVITY
The Class Teacher will sign all the documents		
Health and Fitness Related Activities	H&PE Dept	<ul style="list-style-type: none"> Organizing sports meet for CWSN (Children with Special Needs) (<i>Le Bénévolat</i>) Organizing sports competition for primary school Organized Inter-class/ Inter-school sporting activities (basketball, volleyball, hockey, netball, squash, cricket and boxing) Long distance runs (half and full marathons) for a cause Organizing and volunteering for various 'in-school activities and Language Club, Theatre and Dramatics Club, Social Science Club, Dance club, Science Club, Science Fairs, Heritage Club, Nature Clubs.
Service to the Environment	EVS & Science Teachers	<ul style="list-style-type: none"> School gardening project. Enrichment Activities of different Ministries can be taken up in project mode, such as Swachhta Abhiyan for neighbouring community
Community Service – <i>Le Bénévolat</i>	SL&LSP Teachers	<ul style="list-style-type: none"> Projects on social awareness or cross curricular themes initiated, planned and implemented by students with teacher as initiator. Anti-Bullying or Anti Ragging Committee and awareness raising. As volunteer for charities 'outside of school' such as orphanages, Homes for the Elderly. Collecting and distributing used and unused books and clothes to the underprivileged. Volunteer work with stray animals and organizations connected with the same cause. Helping to raise funds for beneficiaries involving natural disasters (flood, earthquake victims). Adopting a Home for the Elderly for interactive activities. Adopting an orphanage for conducting joyful activities. As volunteer for an Organization for individuals with special needs (Institute for persons with Hearing Impairment/Autism/Down's syndrome/ Cerebral Palsy/ any others) As volunteer for a Cancer support Centre As volunteer for the Junior Red Cross Society As volunteer for the Development of a Slum As volunteer for Educating Street Children
	Art Dept.	Holding an Art Exhibition for fund raising.
	Art Dept.	Collaborating as part of Photography Club and create Exhibitions across the city with a social message.
	Pol. Sc. Teacher	Participating or volunteering in Youth Parliament or mock UN Sessions.
	Relevant Soc. Sc. Dept.	Enrichment Activities of different Ministries can be taken up in project mode, such as Paryatan Parv – creating awareness about historical sites and tourist spots in your city, etc.

Please Note: The 'Teacher Mentor' is the **H&PE teacher** of the respective section and will sign wherever the 'Teacher Mentor' is mentioned.

5.9 Activities complying with SEWA Criteria

SEWA activities require involvement and interaction. When students assume a passive role and no contributory service is performed, it cannot be defined as a SEWA activity/project.

Activities which do NOT fall under SEWA:

- An activity through which a student attains financial or some other type of benefit (unless this benefit is passed on in full to a worthy cause).
- Getting involved in effortless, monotonous, and repetitive work – like returning library books to the shelves.
- Work experience that only benefits an individual student.
- Activities that cause division among different groups in the community.
- Activities with a bias to any religion or cultural sector which may hurt the sentiment of any other person in any form.
- Regular recreational or community activities of a temporary nature - like a visit to a museum, the theatre, concert, or sports event unless it clearly inspires work in a related activity in which a student is already engaged.
- Any unsupervised or recorded activity where there is no guide or responsible adult onsite to evaluate and confirm student performance and evaluate accordingly.

5.11 Procedures

1. Fill out a **My SEWA Promise form**.

The description of the activity needs to be in complete simple sentences and describe the SEWA activity intended to be taken up by the class.

2. Each student in consultation with the teacher and parents decide and create an hourly schedule of activities in accordance with role assigned. This form must be signed by a parent and submitted to the school's SEWA Mentor.

3. **Fill out 'Reflective Musings' at the end of every 4 hours given to the project and keep attaching it to the SEWA dossier.**

(The time is given in hours and not in periods with the intention that if the child does any additional work outside school hours, it can be reflected here).

4. SEWA hours will be accounted for both in school as well as out of school activities, provided they are agreed upon by the mentor.
5. It is expected from a SEWA volunteer that they would be honest in recording their activities.
6. Complete your SEWA classes/periods before the last date.
7. All the forms must be completed and signed and attached with relevant evidences, together with a Self-Appraisal Form for classes IX-XII and a summary list of the SEWA projects/hours as items of SEWA dossier/scrapbook.
8. The visual evidence (photographs, videos, etc.), testimonials and certifications must be there to support the project.
9. Ensure that you submit a Collage of the activities done on a chart paper.
10. After all the signatures and the School Stamp is placed it is advised to scan and keep a copy of this project for future purpose and reference. Once the project is submitted to the school it will not be returned and will be maintained for CBSE archives.
11. It is also advised to make a photo-copy of the Certificate once it is signed and maintain the same in your own Certificate file.

Following are all the compulsory pages for the project



DELHI PUBLIC SCHOOL

MY SEWA PROMISE 2022-23

Student: _____

Class/Sec: _____ **Admission No:** _____

Project Topic: _____

PROJECT 'MY SEWA PROMISE'

INDEX

TITLE	PAGE NO.
1.My SEWA Promise Form	_____
2.Certificate by the School	_____
3.Acknowledgement by Organisation (Optional)	_____
4.SEWA Hourly Schedule	_____
5.SEWA Log	_____
6.Mentor's Observation	_____
7.Self-Appraisal Form	_____
8.Student/s Details	_____
9.Project Report	
9.1 Project Topic	_____
9.2 Project Focus	_____
9.3 Target Point	_____
9.4 Duration	_____
9.5 Key Objectives/ Learning Outcomes	_____
9.6 Project Process	_____
9.7 Reflective Musings	_____
9.8 Tabular Reports/ Interview Questions/ Survey Forms	_____
9.9 Share and Celebrate	_____
10. Photo Journey	_____
11. Annexures (If required)	
11.1 Letter of School to Organisation	_____
11.2 Volunteer I-Cards for Parent/Guardian	_____

NAME & SIGNATURE OF MENTOR TEACHER:

MY SEWA PROMISE FORM

Dear Student,

SEWA (Social Empowerment through Work Education and Action) is a firm step to prepare you for life. It is a voluntary project experience. You have to complete the MY SEWA Promise form and obtain prior approval for the activity/project. Selection of a SEWA activity, development, implementation of the proposal and evaluation of the activity is the responsibility of each student. Signature of the parent indicates review and approval of this proposal.

STUDENT NAME: _____ **CLASS/ Sec:** _____

BRIEF DESCRIPTION OF THE ACTIVITY:

DURATION (DAYS & TIME): _____ **ESTIMATED HOURS:** _____

NAME OF MENTOR TEACHER: _____

NAME OF THE TEACHER GUIDE: _____

STUDENT SIGNATURE

DATE:

PARENT SIGNATURE

DATE:



DELHI PUBLIC SCHOOL

CERTIFICATE

MY SEWA PROMISE

2022-23

This is to certify that _____
studying in Class _____ Sec _____ has successfully completed his/her SEWA
Project for the academic session 2022-23 under the guidance of
_____ and _____.

He/ She has dedicated the required number of hours of service as per the guidelines.

**Principal
Delhi Public School**

School Stamp

SEWA HOURLY SCHEDULE

Hour Count	Date and Day	Proposed Activity Plan
Hour 1		
Hour 2		
Hour 3		
Hour 4		
Hour 5		
Hour 6		
Hour 7		
Hour 8		
Hour 9		
Hour 10		

NAME & SIGNATURE OF PARENT: _____

NAME & SIGNATURE OF MENTOR TEACHER: _____

(This page must contain all the information about the hours spent planning a particular proposed activity.)

SEWA HOUR LOG

STUDENT NAME: _____

PROJECT TITLE: _____

Date	Activity	Hours	Mentor's Signature

(This page must contain all the details about the actual conduct of a particular activity.)

MENTOR'S OBSERVATION

Student Name: _____ Class/ Div: _____

Attendance: _____

Participation: _____

Commitment: _____

Additional Comments: _____

The 'My SEWA Promise' Project was:

Satisfactorily Completed

Not Satisfactorily Completed

TEACHER MENTOR'S SIGNATURE / NAME

SEAL OF THE SCHOOL

My SEWA Promise

SELF APPRAISAL FORM

My Name _____

My Project Topic: _____

My Project Focus: _____

My Commitment towards the Project/ Activity:

This Activity/ Project has been a great learning experience because

I initially felt that the project could not have achieved its outcomes because

The project has definitely changed me as a person in terms of behaviour, attitude and life skills because

The details of beneficiary(ies). Any significant comment received from them; please quote

The challenges I faced and the things I might do differently next time so as to improve.

PARENT ID-CARD FORMAT

FRONT:

DELHI PUBLIC SCHOOL		
	Name: Mr. / Mrs. _____	
	Parent of: _____	
	Studying in Class: _____	Section: _____
	Admission No: _____	
<p>I take responsibility of accompanying the given group of students whenever they need to visit the Centre they have opted to serve through My SEWA Promise Project for the Academic session 2022-23.</p>		
_____ Parent Name	_____ Mentor Teacher Signature	_____ School Stamp

BACK:

List of Students with Class/Section:

In case you require a permission letter for the project kindly complete this format and email it to info@dps<location>.com. The same will be printed on the school letterhead and can be collected the next day from school.

The email content is as follows:

Dear Principal

I humbly request you to please provide my team a Letter of Consent so that we may volunteer at _____. The letter with all the details of our group is attached with this email for your perusal.

Thanking you sincerely for the letter.

Your Student

TO WHOM IT MAY CONCERN

Address

Dear Sir/Madam

Subject: Permission to volunteer at your organization for the School Volunteer Project.

The students of Class IX-XII are required to participate in a **Student Leadership & Life Skills Programme** project titled: **Project My SEWA Promise** for the academic session 2022-23. This project was initiated in 2011 and has been a part of our school's ethos since 2011.

We intend to encourage our students to promote and improve human quality of life. We hope they eventually comprehend that volunteerism is the best way to gather experience and knowledge as well as develop multiple skills. Needless to say it makes a high positive impact on one's personality and academic area.

Our students have selected your esteemed establishment for their project work.

The Group Members are:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Your support will indeed help the students broaden their horizons and prepare a project of high standards. We hope you encourage our students to realise that "the true volunteer practices the ethic of kindness and benevolence and extends it to all human beings."

I request you to please allow my students to visit your establishment in order to be able to submit a good and worthwhile project.

Regards

Principal

Delhi Public School

FOLLOWING ARE A FEW SAMPLES OF PROJECTS THAT THE CBSE HAS PROVIDED FOR REFERENCE PURPOSE ONLY:

5.18 Exemplar Projects under Social Empowerment sub-strand of SEWA

(These may be taken up in age-appropriate ways across IX - XII)

The projects given here are only exemplar projects and are illustrative/ suggestive in nature. These are given so that the child/class may be able to understand the topic/ activity. This will help the child/class to plan the activity / project accordingly. The child/class may take/ choose any other project/ activity which has a positive impact on the environment, community, society, the disadvantaged, etc.

Project-1: ‘Swachcha Vidyalaya Swachcha Bharat’ Project-2: "Dignity of Labour"

Project-3: "Empathy"

Project-4: Care for Homeless Children Project-5: Being Safe and Responsible

Project-6: Environment Conscious Citizens as Part of Eco Clubs

Project-7: Reduce, Recycle, Reuse (most important 3R's) and Now Respect

****The projects should all be Hand Written. Except for tabular documentation.***

Project-1: 'Swachcha Vidyalaya Swachcha Bharat'

Project Focus- Cleanliness and Sanitation

Duration- Term/Annual

Key Objectives:

Learner will:

- identify clean and dirty places.
- bring attitudinal change towards cleanliness and sanitation.
- be able to distinguish between benefits of cleanliness and the disadvantages of uncleanliness, including the health hazards.
- make the community aware of the result of not practising cleanliness.
- know the importance of cleanliness in neighbourhoods, parks, market places, roads and cities.
- know how to appeal for clean places.
- be aware of unclean and unhealthy surroundings as breeding ground of epidemics and diseases.
- be able to highlight cleanliness as an important value in day-to-day life.
- Develop a creative methodology to create awareness in community and test it

SE Component

- To be able to take care of personal hygiene and being organized with belongings.
- To learn to keep household items and personal belongings in proper place (before and after photos).
- To be able to live life of cleanliness through word and example.
- To learn the art of **proper waste disposal and be able to sensitize other people about it.**

"We must get obsessed about the cleanliness of our city."

Role of Mentor/ Teacher:

- Initiate a project in consultation with students
- Act as an initiator and motivate learners to be ever vigilant in maintaining cleanliness at all public places such as markets, parks, gardens, bus stands, railway stations, movie halls, and malls, etc., as well as while using public transport, public utilities.
- Focus on the tidiness of Class Room, Library, Assembly Hall and Computer Room.
- Respect National property.
- Generate awareness of health and hygiene amongst the slum dwellers.

Project Process:

Prepare:

- Brainstorming and discussion sessions to be organised for students.
- Identify the area to focus on and prepare **a road map** to achieve targets.

The following ideas can be further explored (illustrative only):

- a) Disposal of human waste properly and safely

- b) Creating sensitization amongst community members about personal hygiene
- c) Spreading awareness about sanitized and clean toilets and contribution required to maintain public utilities
- d) Proper garbage disposal
- e) School Sanitation
- f) Personal Hygiene
- g) Drinking Water Testing
- h) Green and Blue Bins
- i) Recycling
- j) Water Conservation
- k) Water Table
- l) Interacting with City Sanitary Workers
- m) Spending a day with sanitary workers
- n) Visiting a city water works
- o) Adopt a Park/ Lake/ Pond

Collect the above data and read prepared report of the class, then segregate the areas where 'Mission Cleanliness' can be accomplished. Reflect and form groups and get the project rolling.

Suggestions: (May be done in groups under the supervision of a Mentor/ Adult/ PeerMentor)

Organize Cleanliness Month:

- For cleanliness drive arrange advertisement competition for students' in schools.
- Identify surroundings or a locality which need assistance by doing a field survey of the surrounding community area.
- Create awareness and take up projects to ensure cleanliness of water sources like lakes, rivers, ponds and other such bodies that are getting polluted due to insensitivity of human beings.
- Segregate groups who can provide solutions to most aspects of cleanliness through researching articles, TV programmes, and video on YouTube or by speaking to the authorities and residents.
- Students can prepare Street Plays and present them to community members, using creative medium like posters, placards for slogan march to generate awareness.
- Project on 'Cleanliness Drive' of a nearby public place may be taken up in groups.
- Don't miss to click the photographs of the area before the cleanliness drive and after that.

Reflective Musings:

- Discussions will be held in class on the activities of the project. The students will think, talk and write about what they have learned and observed.
- Questions will be discussed in class about their experiences and response of the community; e.g.,
 - Describe what have you learned and felt about your project? ○
 - How far was the activity beneficial for you?

- What have you learned about yourself and your surroundings from this project?
- How do you think we can solve problem of cleanliness and sanitation?
Where did you find maximum dirt and squalor?
- How can we make the project more effective?
- The students will be given a Proforma to fill in (Self-Assessment) so that they can assess their own learning from the project.
- Share and Celebrate
- An assembly can be arranged to award all participants.
- The students will display the charts and models on school notice-board.
- Certificates can be awarded to students.
- The students can make future plans about continuing the activities/projects by taking them to the community.
- The class room can also be decorated with charts and models.
- The students can also keep imparting information regarding cleanliness through practical demonstration to other students.
- The report of the project may be published in the newspapers and the school's magazine.

Activity Report for Cleanliness/ Sanitation Drive (illustrative only):

S. N o.	Identified Locality	Steps taken for cleaning up	Awareness generated	Solutions recommended

Student to write and update their activity report:

Date	Activity	Learning Experience	Outcome

Students to give details of their learning experience:

Learning Outcomes

Learner will:

- learn that they must keep their surrounding areas and themselves clean.
- raise awareness among other students and their community members about personal hygiene and keeping their surrounding environment clean.
- become aware citizens and will be able to spread awareness amongst the people around them.
- go through the process of initiating, planning and implementing a project based on cleanliness and sanitation.

Key Messages

- Share your knowledge, experience and skills with others.
- Take utmost care of both personal hygiene and environmental hygiene.
- Do not throw garbage or litter at public places.
- Keep your surrounding areas clean in order to make your environment pleasant.

Assessment

Rubric may be developed in consultation with teachers

Project - 2: "Dignity of Labour"

Project Focus – Empathy and Compassion

Target Point- As individuals we should encourage students to respect all jobs and understand the value and dignity of work. Sweepers, shoe makers, laborers and launderers contribute to comfortable living.

We should respect people for their perseverance, hard work and effort. If we have to accord dignity to labour, social services must be commended and community has to be sensitive to individuals and learn to understand and respect them.

Key Objectives:

Learner will:

- understand the value of toil.
- understand the importance of different occupations in our social system – such as, ice-cream lorry, balloon man, chai stall, kite seller, bangle seller, knife sharpener, food lorry, etc.
- learn to respect people from different vocations of life. *
- understand and value of Human Rights.
- be empathetic and compassionate. *
- respect people despite nature of work involved in their vocations. *
- instill love for labour. *

* values integrated across SEWA

Role of mentor teacher / Peer Mentor:

- Initiate and brainstorm a collaborative project.
- Deducing inferences from comparative study of life situations.
- Discussing consequences of disliking a type of work and attitudinal problems related to it.
- Suggest remedies.
- Instill respect for all types of work.
- Be able to support discussions with anecdotes and examples from the life of great people (M.K. Gandhi, Abraham Lincoln, Martin Luther King, Lal Bahadur Shastri), who believed in dignity of labour and practised it as well.

Project Process:

- Divide students in groups of around ten.
- Organise brainstorming sessions with the students.
- Collect quotations and quips.
- Collect Newspaper cuttings indicating both - respect for Human Rights and violation of Human Rights.
- Share stories and anecdotes highlighting the theme.
- Prepare an action plan and roadmap to achieve it.
- Analyze the action plan.
- Collect views of elders/parents/other adults.

- Organise outing in specific area to identify and correlate the project.

Suggestive Activities:

- One group could contribute to community work by regularizing and facilitating the job of people from different walks of life in their respective areas/ apartment complexes by making them aware of hygiene, etc.
- Collect funds in cash / kind to recognize and reward the contribution of helpers on special occasions like New Year / Labour Day. Keep proper records of this collection.
- Organise a discussion in class where people were victimised due to their profession and how Human Rights were violated in such situations.
- Celebrate World Human Rights Day (10th December) and Labour Day (1st May).
- Address the issue through creative arts, perform street plays, interviews of the school helpers (getting to know them better).
- Understand the importance of knowing how to work with the hand.

Reflective Musings:

- Discussion sessions will be organized to have a better understanding of Human Rights.
- Students can discuss about the importance of different vocations in a social structure.
 - Why must a human being be seen and treated beyond his/her occupation.
 - Basic courtesies that should be extended to one and all.
 - How do they need to change their attitude and behaviour to be more humane compassionate and empathetic.
 - What are the social or mental problems that arise from lack of respect for labour in different categories?
 - How can we appreciate the contribution of helpers?
 - Develop a code of personal behaviour consistent with the social and physical aspects.
 - In a Journal explore the life skills you have developed in the process.
- Elucidate the ideas you have gathered from your preparation on the value of 'Dignity of Labour'.

"It is dignity for a man to labor in his vocation."

Interview Questionnaires

- Understand the problems of ten different community helpers.
- Share experiences in class discussion and dissect problems and threats.

S. N O .	Name and address	Occupational problems and threats	Assistance required	Suggestio ns

Activity reports (to be updated by students):

Date	Name and address	Activity	Outcome/s	Change in attitude

Assessment

Rubric may be developed in consultation with teachers

Project - 3: "Empathy"

Project Focus- Facilitating inclusivity

Target Point- The concern about the fate of others, the ability to realize another person's insecurities and fears and ability to put oneself in their shoes and willingness to extend a supportive hand makes for empathy.

Individuals, communities, countries will not be able to get socially empowered without EMPATHY.

It is also ability to appreciate, understand and accept other person's emotions. It improves inter-personal relations especially with people of different abilities, backgrounds, regions and nationalities.

Key Outcomes:

Learner will:

- be sensitive to the needs of others
- support inclusivity and develop a positive attitude
- develop compassion and value human life
- support and help people in distress
- develop a humane outlook
- express love, care and compassion towards the disadvantaged and CWSN (Divyang)
- be able to communicate the value of empathy
- understand the importance of inclusivity and support it
- sensitize peers as well as community members about inclusivity and help prepare a conducive environment for the same
- develop skills of self awareness and critical thinking towards the under privileged

Role of Mentor/ Teacher:

The mentor/teacher should:

- help students understand implications of life situations -discrete difference between sympathy and empathy;
- guide students to communicate value of empathy through examples;
- organize rotation mentoring of CWSN (Divyang)
- support and create conducive environment for promoting inclusivity.
- Initiate, brainstorm, plan, organize and collaborate with students.

Project Process

Prepare: (Suggestive ideas)

- Organise brainstorming sessions with the students
- Discuss the scope of project and prepare a road map
- Draft an action plan
- Make 'who needs my help' worksheet

- Participate in prayer services. Express feelings in form of poem/ story.
- Write letters to sick or distressed or visit old age homes / orphanages (read to them or play with them)
- Role-play, creating situations which call for a manifestation of empathy.
- Identify or compose a poem on the subject and read it to the class.
- Ask them to work on 'who needs my help' worksheets prepared during the 'Prepare' phase. They can depict it through words or drawing thinking about the needs of others and provide assistance without being asked. (Show the writings and pictures)
- Discuss how we can help CWSN, fighting with terminal diseases like Cancer, belong to disadvantaged groups.
- Plan their interaction, on rotation, with CWSN.

Reflective Musings:

- Talk about empathy with students, ask them to discuss it within their peer group and family.
- Discussions will be held in class on the activities of the project. The students will think, talk and write about what they have learned and observed.
- Questions will be discussed in class about their experiences and response of the community; e.g.

"I believe empathy is the most essential quality of civilization."

- Describe what have you learned and felt about your project?
- How far was the activity beneficial for you?
- What have you learned about inclusivity from this project?
- The students will be given a Proforma to fill in so that they can assess their own learning from the project.
- The teacher will also fill the Proforma to assess and rate the performance of the students.

Share and Celebrate

- Students share awards and certificates for practicing the value after relating situations and elaborating on them.
- An assembly can be arranged to award the outstanding students.
- The report of the project may be published in the newspapers and the school's magazine.

Assessment

Rubric may be developed in consultation with teachers

Project - 4: Care for Homeless Children

Project Focus- Child Rights

Target Point- Groups as community volunteers participate in a programme to give happiness to children living in shelters. This would also increase awareness about the issue of homelessness. This SE project will also focus on every child's right for special protection and care. Children have the right to an adequate standard of living, health care, education and services, and to play and recreation.

Learning Outcomes:

Learner

- understands and appreciates every child's right to an optimal standard of living, health care, education and services, and to play and recreation. These also include a balanced diet, a warm bed to sleep in, and access to schooling.
- is aware about issues of homelessness.
- develops empathy for other children who may be less privileged than them but not less creative or talented.
- expands their horizon of society and develop an understanding of child rights.
- assesses impact of one's work.
- supports underprivileged children.
- helps create a social environment that supports and respects every child's rights.
- develops deep insight into the living conditions of underprivileged children.

Role of mentor/ teacher:

The teacher/ Mentor/Initiator

- help students develop an action plan.
- provide them with an understanding of Child Rights.
- help them with all support in terms of logistics.
- facilitate the process and provide them all scaffolding required.

Project Process:

- help students in identifying a shelter for children.
- guide students to understand the complexities involved by a few pre-project activities.
- brainstorm and ask what they think their objective is.
- coordinate with the authorities concerned and complete any official formalities required in the school and in the shelter.

Suggestive activities

- Plan to clean a shelter. The improved aesthetics will add cheer to the House.
- Identify needs of various Shelters in the community (Read the concept and complete the Survey Form). Look up which Shelter has the direst need to be painted. Steps for painting the Shelter:

- a) A group of students may go and take measurement of the area to be painted-the rooms, the compound wall and the outside wall.
- b) Discuss the budget that will be involved in purchasing the paints and discuss how to arrange for any donation from the community.
- c) Organise a donation drive.
- d) Meet the local authorities.
- e) Get budget allocated for cleaning

Reflective Musings:

- Discussions will be held in the class on the activities of the project. The students will think, talk and write about what they have learned and observed.
- Questions will be discussed in class about their experiences and response of the community; e.g.:
 - i. Describe what you have learned and felt about your project.
 - ii. How far was the activity beneficial for you?
 - iii. What have you learned about child rights from this project?
- What can be your future plans about continuing to support such children in terms of their other basic requirements?

Share and Celebrate

- An assembly can be arranged to award the outstanding students.
- The students may display activity pictures (before and after) on school notice-board.
- Certificates can be awarded to all students.
- The report of the project be published in the newspapers and the school's magazine.

Survey Form - Suggestive

1. Please read the following concept and complete the survey:

A group of students from _____ (School's name) are interested in giving a makeover to a House like yours. These children have decided to bring happiness to a group of their friends by adding colour to their life and be friends with them. However, as the resource is limited, they are interested to find out which of the Shelters have the urgent need for it.

Survey form to identify Shelter for Makeover

i) Select how you feel about the qualities of your Shelter:

Quality/Scale Low _____ High 1, 2, 3, 4, 5

Maintenance of rooms

Maintenance of bathrooms

Number of games played

Colour of your room-wall

Classes conducted

ii) After reading the above service description, how interested would you be in using the described service?

- Not at all interested
- Not very interested
- Neither interested nor uninterested
- Somewhat interested
- Extremely interested

iii) Which features are the most valuable in the above description?

iv) Do you find anything unappealing in the concept? Please Write.

v) How often do you get such opportunities from other community groups?

- Once in a year
- Once in two years
- Less often
- Never seen

vi) Do you want us to do anything more for you in addition to what we offering? List any three in order of you preference.

Alternate Suggestive Activities:

- Celebration of festivals with children in Orphanages.
- Adopting an Orphanage/Slum/Village and help to skill children (Communicative Skills, Etiquette, Exploring viable job opportunities)

Assessment

Rubric may be developed in consultation with teachers

Project - 5: Being Safe and Responsible

Project Focus - First Aid/ Health Club; Disaster Prevention and Mitigation

Target Point - To bring awareness in the society about safety concern, reactions to different types of dangers and how to give first aid during emergencies.

Learning Outcomes:

Learner will

- understand importance of being safe and responsible.
- understand the importance of first aid, dealing with cuts and bruises, heat exhaustion and heat stroke, breathing difficulties, cuts nosebleeds, choking, basic sports injuries
- practice first aid skills in order to empower them to help people in emergencies.
- learn to prepare a first aid kit.

Cross-Curricular Linkages

- The students will learn basics of first aid.
- The students will be trained practically about first aid skills.

Project Process

- The students will be provided tips for facing danger.
- Informative lecture-demonstration sessions will be arranged with doctors from different hospitals including a dentist.
- The students will be provided first aid boxes.
- The students will be divided into four groups for conducting the project. A project manager from within the group will check the progress of the students for their field work. The project manager will bring a camera to make video of first aid provision to others.
 - After collecting data about the topic, the students will discuss various dangers in the classroom and will come up with life saving and precautionary reactions. They

will

be asked the following questions:

- What is your very first response to danger?
- Why is first aid not a common practice?
- How can it be made common practice among people of the community?
- Can you explain different situations in which first aid is required? ○
What can be your first reaction towards an injured person?
- What will you do, if you see an unconscious person lying in a pool of blood?
- What can be done to make first aid a common practice?
- The students will go to the hospitals in order to attend lectures of the doctors about first aid. Each group of students will visit 3 doctors. The students will also make videos of the sessions held with the doctors. 'First aid' videos will be shown to students.
- Practice of first aid will be done in the classroom.

- The students will learn how to check temperature and blood pressure of a person.
- Charts and models will be prepared by students.
- The students will perform first aid in real life. They will treat the injured students and their community members. They will keep a record of those who will be treated.
- The students will teach students of lower class about different first aid techniques.

Reflective Musings:

- Students will share their experience of working on the project with their teachers and class fellows.
- Students will be asked the following questions about their project and present it in the form of a report:
 - What did you learn while conducting this project?
 - Did you feel that this project made a difference to your life and the lives of others?
 - What problems did you face during the project?
 - Do you think that the project was successful?
- The students will develop a proforma to fill in, so that they can assess and judge their performance.
- The teacher will also develop a proforma to assess and rate the performance of the students.
- Each student will present a Report.

Share and Celebrate:

- Health Mela: A Health Mela can be organised to sensitize people about the importance of first aid. Demonstrations and lectures on administering first-aid can be presented.
- Exhibition: An exhibition will be held during the Mela. Charts and models made by the students can be displayed in the exhibition.
- Speeches: Speeches/ Lecture-demonstrations can be done by the students to spread awareness about first aid.
- Publicity: The report of the project may be published in the school's magazine and newspapers.

Assessment

Rubric may be developed in consultation with teachers

Project - 6: Environment Conscious Citizens as Part of Eco Clubs

Project Rationale -

Our world is changing, and changing fast. Our environment is pressured due to over-exploitation of our finite natural resources, climate change, and rapidly changing economic and social situations. This is leading to us leaving behind a complicated and difficult mess for our future generations to deal with. Unless the young generation does not build an appreciation for nature and see value in its preservation, we will continue to deplete our natural resources, causing irreparable damage to our planet.

Our education systems must ensure our children develop an understanding of the environmental systems and learn new skills and new ways of living sustainably with respect for themselves, each other, their communities and their surrounding environment.

Education has been globally recognized as a key solution to achieving sustainability in development and current lifestyle approaches. To achieve this, it is important to target all the stakeholders by empowering them to take conservation action. Classes IX to XII are the most crucial years of laying foundation for professional life, thus an intervention at this stage is most impactful in shaping the society.

Project Focus-

This is a leadership building exercise and will help the students to become a thinking and environmentally conscious individual. It is a journey of self-evaluation and personal and professional growth.

Target Point-

The following activities that the senior secondary school (Classes IX to XII) students of all the CBSE schools, can undertake through its Social Empowerment through Work Education and Action (SEWA) programme. You can choose 1 activity from each section.

6.1. SELF HELP

6.1.1 Learning Outcomes:

Students will –

1. Connect with nature
2. Adopt practices that will benefit the environment
3. Prepare a plan and suggest steps your family can take to become a sustainable household.
4. Manage domestic waste produced in their homes

6.1.2 Activities –

Did you know that nature has a therapeutic effect on us? It has been scientifically proven that, being in the proximity of nature encourages physical activity, reduces negative

emotions, enhances recovery from illness and eventually has positive effects on physical and mental health. Nature can be an individual's first step to achieving holistic well being.

6.1.2.1 Connecting with Nature

- a) Go on a walk in a park/garden/forest nearby. Choose a time when there is a likelihood of minimum disturbance.
- b) Take a deep breath and feel the air (warm/cool).
- c) Visit regularly and observe different kinds of trees that grow there.
- d) Compare their size, kinds of leaves, flowers, seeds, bark, canopy etc.
- e) Observe different kinds of birds, insects any other animal that you see on the walk.
- f) Look closely at the birds and insects having an affinity to a particular kind of tree. Find out if there is a symbiotic relationship.
- g) Choose a plant and observe it closely to find some additional information about the tree such as flowers, fruits, seeds, bark, trunk, any special adaptation, size, kind of soil it grows on etc.
- h) Find the name of the tree, its importance in nature and for humans.
- i) Collect or draw pictures of its leaves, fruit, flower and other prominent parts.
- j) Create herbariums with fallen leaves, flowers and twigs of the tree.
- k) Look for a special feature that helps the plant adapt in the climate of your region.
- l) Make a list of books and publications that you referred for additional information on the tree.
- m) Prepare a portfolio for the tree capturing detailed information about the tree.
- n) Read National/International publications and websites on environmental themes regularly.

- **Refer to field guides on the Indian Landscape on Birds, Mammals, Reptiles, Trees and Marine life**

6.1.2.2 Set up a small kitchen/herb garden at your school. This can be your first step to healthier living while conserving resources. If possible, take help from a gardener or a visit a nursery nearby.

- a) Identify a space in your school, where you can start your kitchen garden. You can grow vegetables/herbs in pots as well.
- b) Ensure that it gets enough sunlight.
- c) Analyze the space available and decide upon the herbs/vegetables you can grow.
- d) Choose the herbs/vegetables that are easy to grow and are seasonal.
- e) Procure the seeds, soil, pots (optional), manure and basic gardening tools.
- f) Water your garden regularly.
- g) Consult a gardener on the steps to be taken to care for the plants.
- h) Harvest the vegetables/herbs and cook your favourite dishes with them.
- i) Involve others in looking after the garden.

6.1.2.3 Prepare a plan to make the households of all students and teachers of a class more efficient and sustainably functioning unit.

a) Prepare a chart to evaluate the monthly household expenditure on various items used by your family and the waste generated. Talk to your parents and other family members to collect the information.

Items	Monthly Expenditure	List of waste generated
Groceries	INR	Packaging material- Plastic bags, tetra packs, cartons, plastic bottles etc.
Fruits & Vegetables	INR	Food waste
Clothing (monthly average)	INR	Old clothes, buttons, bed sheets, old shoes etc.
Electricity	INR	
Transport	INR	
Cooking Gas	INR	
Water	Litres	Waste water from kitchen, laundry etc.

b) A sustainable household should have minimal impact on the environment. For this, it should use minimal resources and generate as less waste as possible. To ensure this, suggest ways in which use of resources and generation of household waste can be minimized.

c) Reuse grey water or waste water from the kitchen and laundry for gardening or floor cleaning.

d) Repair, Reuse and Recycle household waste as much as possible.

e) Reduce the use of electricity and cooking gas

f) Use eco-friendly means of transport such as public transport or CNG vehicles.

g) Practice the above ways and review the chart to measure the extent to which your household has become low cost and sustainable.

6.1.2.4 Segregation and proper disposal of waste in every household will help combat the issue of waste management in our towns and cities by reducing the burden on its landfills. It is important to segregate waste at source itself. Sensitize family members of households and start segregating waste at each selected home.

a) Keep separate containers for dry and wet waste in the kitchen.

b) Keep two bags for dry waste collection- paper and plastic, for the rest of the household waste

c) Keep plastic from the kitchen clean and dry and drop into the dry waste bin. Keep glass/plastic containers rinsed of food matter. Give away the recyclable waste items to the kabadiwala/junk dealers or rag pickers.

d) Send kitchen waste to the community compost pits. You may sensitize and encourage your community to start composting wet waste from the kitchen.

6.2 COMMUNITY OUTREACH ACTIVITIES

6.2.1 Learning Outcomes:

Students will –

1. Conduct awareness campaigns in School and neighbourhood community.
2. Conduct survey on utilization of resources, quality of soil, water, air and sanitary conditions
3. Prepare a report based on the survey and inform the local authorities about the issues.
4. Adopt a neighbourhood community for greening and cleanliness.
5. Suggest innovative solutions for sensitization of the community and dealing with local environmental issues.

6.2.2 Activities –

6.2.2.1 Start a Birding club in your school

- a) Find a group of nature enthusiasts (conservation leaders) in your school who volunteer to be the core working committee for the Birding club. Give an interesting name to your club.
- b) Organize the Birding club core committee meeting to plan the activities of the club. Arrange for some binoculars, if possible.
 - Conduct regular nature walks especially during winters.
 - To start with looking at some common birds.
 - Be attentive to the different kinds of bird calls you hear during the walk.
 - Observe their size, colour of feathers, colour of the eyes and beak and claws if possible.
 - Try to find out the different kinds of nests birds make.
 - Follow some basic rules during birding walks such as, maintaining a distance from nests and nesting colonies to ensure that there is no stress caused to the birds.
 - Learn some interesting facts and stories about birds and share them among your birding community members.
 - Refer to books
 - Conduct regular meetings for the core committee to share knowledge and gain from each other's experience.
 - Conduct presentations for others in the school to sensitize them about issues concerning the birds.

6.2.2.2 In the 21st century, it has become utmost essential for the schools to become green entities and undertake activities that will empower their students and teachers to take conservation action and become leaders for nature conservation. Prepare an annual calendar of activities that will offer them opportunities to explore, learn and practice sustainable living. Student committees can be formulated to undertake following activities during the year.

-Publish quarterly e-newsletter on Sustainability and Conservation of environment, "The Green Gene". Students will design e-newsletter. The following are the suggested sections; however, students may use their own creativity to design it. –

- i. Editor's Column
- ii. News Alert
- iii. New species discovered
- iv. People for the Planet (Conservationists, scientists, authors for nature etc.)

- v. Sustainable practices – Try at Home
- vi. Activity section (Crossword, Quiz, picture quiz, puzzles etc.)
- vii. Reader's Column (Nature art, posters, stories, poems, photographsetc. contributed by the readers)
- viii. Circulate the newsletter to all the stakeholders.

-Suggest methods to reuse of greywater in school. Share the ideas with the school authorities and support them in the implementation.

-Track journey of waste in your school from source to destination

-Segregate waste in your classroom and prepare a plan to dispose each kind of waste sustainably. Attempt to become a zero waste classroom and showcase your classroom as a model classroom for others to follow.

6.2.2.3 Survey your local community to find out the environmental issues. Prepare a set of questions that you will need to ask to collect relevant information on sanitary conditions, quality of air, soil and practices that have a negative impact on the environmental health.

Prepare a report on the above with respect to your school/community highlighting the issues and its impact on them. Draft a letter to the school/local authorities informing them about the issue and send the letter to them along with the report.

6.2.2.4 Make a School Compost pit- Organic waste constitutes 35-40% of the municipal solid waste generated in India. This waste can be recycled by the method of composting. Composting ensures that this waste is not carelessly thrown or left to rot but nutrients are recycled and returned to the soil.

- a) A group of students may conduct a survey on the kind of waste produced in the school.
- b) Identify a cool, shady corner in your school compound or garden where a pit can be dug. Cover the pit with a net or mesh to keep away flies and birds.
- c) Start a waste segregation project in the school. Install two dustbins in the school for biodegradable and non-biodegradable waste.
- d) Put a layer of biodegradable waste (Bits of paper, leaves, twigs, fruit peels, leftover food etc.) into the pit and cover it with a thin layer of soil or dried leaves to prevent bad odour.
- e) Turn the waste over and over once every three days. In about 45 days, the pure, rich and organic waste will be ready to be used in the school's garden.

6.2.2.5 Plan an awareness campaign for water conservation/plastic free school/neighbourhood in your school and execute it.

- a) Create a poster to dissuade the local community members from using plastic bags or waste water and display the posters in public places.
- b) Write slogans against use of plastic bags/water wastage/pollution.
- d) Have these community members take pledge to avoid using plastic bags/ prevent water wastage.

6.2.2.6 Form groups of volunteers in your neighbourhood for making it greener and cleaner. Undertake any of the following activities in the locality-

- a) Conduct cleanliness drives in the locality
- b) Carry out plantation drive in the locality

- c) Install dustbins in the area
- d) Write a letter to the local authorities to ban plastics
- e) Run anti fire cracker campaigns in the locality.
- f) Encourage community households to segregate waste and educate them about proper disposal of waste.

6.3 PRE VOCATIONAL AND SKILL DEVELOPMENT ACTIVITIES

6.3.1 Learning Outcomes:

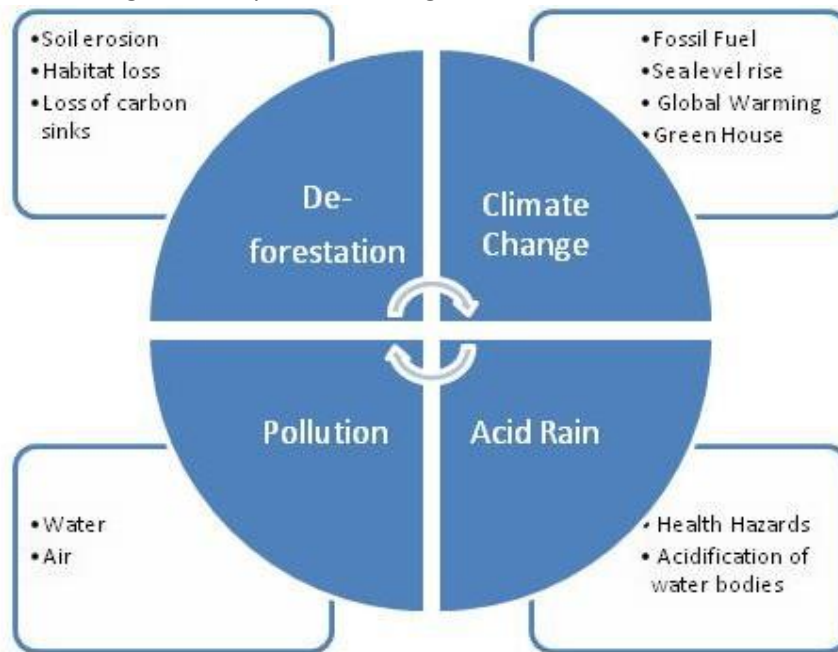
Students will –

1. Prepare a plan to start a small scale eco-friendly business (Entrepreneurship)
2. Set up Vermicompost pits/compost bins, Upcycle (Paper, Glass bottles, plastic), installing vertical gardens for earning profits.

6.3.2 Activities –

6.3.2.1 As more consumers demand that companies behave in a socially responsible way, it's becoming more common for businesses to implement environment friendly practices. You can take this initiative one step further by starting an eco friendly business and scale it.

-Prepare a mind- map of desirable and sustainable future in local community or neighbourhood. For example, following is the map for describing environmental issues-



- List the changes needed in the local community to ensure that the business does not harm or degrade the environment in any way. Each required change is a business opportunity.
- The business can be service/product based.
- Fix upon a business based on your knowledge and skills.
- Describe your business idea. (What to sell? How to sell? Where to sell? Who will buy? Why will he buy?)

- Find the investment on the basis of operational and human resource costs. Fix the pricing.
- Plan a fundraising activity (refer to next activity).
- Analyze the risks & threats. Prepare a strategy to overcome it.
- Analyze strengths and opportunities and plan to use them for running your business.
- Build your network. Promote your product/service (Make a poster advertisement for your product/service).
- Few eco friendly businesses are- Selling upcycled (paper bags, cloth bags etc.) or energy efficient products, garden products, nursery, environmental radio programme etc.

6.3.3. Fund- Raising for Eco Friendly businesses-

- Explain who you are, what you are all about and why someone should support you in 15 seconds.
- Remember fundraising is not just about raising money, it's also about building relationships with your community for the longer term.
- Tell the prospective supporters following things.



- Share a report of expenditure with your donors/supporters to ensure transparency and credibility in your efforts.

6.3.4. Environmental consciousness and sustainability should infuse in every aspect of our living. This will require every individual to develop certain skills that will enable them to manage their resources more efficiently.

- Make a list of skills that are required to manage resources in a more sustainable ways such as vermicomposting, paper recycling, gardening, rainwater harvesting etc.
- Find an expert and invite him/her to conduct a workshop.
- Organize the workshop in the school.
- Have students form groups and undertake the project.
- Organize an exhibition to display the projects.

Project - 7: Reduce, Recycle, Reuse (most important 3R's) and Now Respect

Project Focus – Conservation, Caring for the Planet, Segregation of garbage

Target Area - It enables children to learn about the original source of material and also which materials can be recycled.

Every living organism is important in this world, be it an elephant, a banyan tree, a rabbit, an insect, a mustard plant, or inanimate resources such as water, air or soil. They are members of one or the other food chain and are dependent on one another. Every food chain starts from a plant source and man is the last consumer in almost all the food chains. But with increasing population the resources are depleting. We need to establish a balance between human populations and available resources so that renewable sources find sufficient time to renew themselves and others can be recycled and reused.

Learning Outcomes:

Learners-

- learn about the original source of material goods such as glass, aluminium, iron, paper, plastic, petroleum, coal.
- learn the importance of segregating garbage.
- learn which materials can be recycled. .
- learn to coordinate between plan and action, within the volunteer group as well as with the target group.
- find new ways of cooperating with each other.
- learn social skills and ability to solve problems in a group.
- understand the importance of conserving resources.
- explore and internalize the importance of Reduce, Recycle, Reuse.
- learn to use resources judiciously.

Project Process: Prepare:

- Students will make a rough layout and plan the activities to practically implement the project.
- Conduct a class discussion. Discuss the meaning of recycling. (The teacher may tell a story with a message - "There is enough for everyone's need but not for their greed").
- Students will make a list of things that can be recycled at home or at school.
- Discuss the reasons for recycling. Ask students if they know what the source of the original material is.
- Many students do not know the actual origin of materials and how material is recycled. Prepare and use the resource sheets to sequence the steps from original product to recycling for each material.
- Draw story boards about where materials come from. Display stories.
- Identify locality or target area for the execution of the project.
- Form groups of 10 to 12 students and elect a group leader for each group. The students in each group should preferably be from the same residential area to make it practically easy for them to target their project area.

- Divide larger areas into smaller target areas, and allot them to each group accordingly.
- Do a door to door survey to find out things that are needed to be recycled by the people living in the neighbourhood and collect data to fill in the provided survey sheet.
- Talk to the local area welfare society and arrange a presentation.
- Conduct a survey on environmental hygiene of your school (classroom, corridors, washroom, public spaces) and suggest solutions.
- Prepare a presentation to :-
 - spread awareness about Reuse and Recycling.
 - sensitize people about conservation of nature by recycling.
 - make residents aware about the benefits of segregating the trash.
 - tell them about the various benefits of understanding the origin of various goods so that recycling becomes easy for them..
- Ask students to prepare two lists by following the steps given below:
 - Make a list of all man-made things around them.
 - Try to find out where they come from.
 - The materials, about which they have a doubt (its origin), will be marked in the list.
 - The teacher will help them find the origins of these materials.
- Share the list prepared by you with the residents and prepare a consent list of those who would agree to segregate the trash in order to facilitate the garbage disposal.
- Prepare an evaluation sheet after monitoring and taking feedback from the residents to make a record of people to know how they have benefitted from the project.

Reflective Musings:

- After the collection of the data from survey, ask students to assemble all the collected data at one place.
We have to start caring about our planet. That is why we should recycle. "Why should we recycle? To talk is good, to act is better."
- Guide students to research and prepare two lists- one with the materials that can be recycled and another one with the materials that cannot be recycled.
- Guide students to prepare a presentation highlighting the following:
 - Meaning of Recycling.
 - The need for reuse.
 - Does it help in easy disposal if the garbage is segregated?
 - Why do some materials need to be recycled while others cannot?
 - Why does man need to control greed and utilise Mother Earth's resources thoughtfully?
 - Why do we need to respect the resources provided by nature? ○
What should be reduced and why?
- Discussions will be held in class on the activities of the project. The students will think, talk and write about what they have learned and observed.
- Questions will be discussed in class about their experiences and response of the community; e.g.,

- Describe what you have learned and felt about your project: ○ How far was the activity beneficial for you?
- What have you learned about yourself and your surroundings from this project?
- How do you think we can sensitize people about conserving and respecting resources?
- How can we make the project more effective?

- The students will be given a Performa to fill in so that they can assess their own learning from the project.

Share and Celebrate:

- An assembly can be arranged to award the outstanding students.
- The students will display the charts and models on school notice-board.
- Certificates can be awarded to all students.
- The classroom can also be decorated with charts and models.
- The students can also keep imparting information regarding cleanliness through a practical demonstration to other students.
- The report of the project may be published in the newspapers and the school's magazine.

Survey Sheet

S N	Name	Residen tial Address	People who started segregating garbage	People who did not start segregating garbage	People who were benefitted (Those who Changed)

Student Evaluation Sheet to be filled by the Mentor after the completion of each activity:-

Sched uled Activit y	Propo sed Date	Sugges ted numbe r of hours	Hours invest ed	Date of completi on of the activity	Learnin g Outco mes achieve d	Skills develo ped

Self-Assessment

1. The experience was a great learning experience because _____
2. The next time, i will ensure

3. The community needs that were fulfilled

4. The community needs that were not addressed include

5. The things that i would do differently next time include

6. I think we can be better equipped for future involvement in the community by

Overall Assessment

Rubric may be developed in consultation with teacher