

- Activity Sheets I and II are designed as Environmental Science (EVS) projects for Grade III–V students. They can be connected to:
 - Unit 2 ('Life Around Us') of the Grade III EVS textbook (NCERT, 2024–2025). This unit invites teachers and students to enjoy observing the animals and plants around us: *"The more we watch them, the more we learn about their fascinating lives. This curiosity drives us to explore further, discovering new and exciting things. Recognising and respecting the well-being of both plants and animals is essential for maintaining ecological balance and fostering a more compassionate society"*.
 - Chapter 1 ('Super Senses') of the Grade V EVS textbook (NCERT, 2024–2025). In this chapter, children learn about the strong sense of sight that raptors have.
- Each activity can be done over 2–3 days. Each sheet has some tasks that can be done in the classroom and some that need to be done outside. Plan to allot three hours to the classroom tasks.
- For the classroom tasks:
 - Introduce the two activities by screening the film on a computer or mobile phone. If this is not possible, read the article titled 'All that Breathes: Why Raptors Matter' in this issue. Then briefly narrate the story of the kite 'carers' to your students.
 - Start each classroom session by giving students 5–10 minutes to observe the photographs of the four kinds of kites in Activity Sheet I and that of the other kinds of raptors in Activity Sheet II.
 - Share clear instructions for each activity. Remind students that they need to record their observations in the tables provided in each sheet.
 - Give students enough time to record their observations and answer the questions in each sheet. Facilitate a discussion based on students' observations and any questions they may have.
- For the tasks that can be done outside the class, encourage students to:
 - Work together if they live in the same neighbourhood.
 - Observe these birds carefully without disturbing or harming them. (You may want to draw your students' attention to the kinds of observations listed in the tables in the two sheets before assigning this task).
 - Talk to the elders in their community, listen carefully to what they tell them about these birds, and carefully record these details in their notebooks or activity sheets.
- Make a note of any student questions that have not been addressed during the class discussion. You could take these up later. Or assign them to your students to explore on their own and share their findings with the class.
- Encourage students to think about how interdependent all living beings are on each other and the environment that we are part of. By inviting students to observe their surroundings with attention and learn from the lived experience of their communities, we can help them develop care, empathy, and compassion even for beings that appear fearsome or disgusting to people.

Contributed by:

Radha Gopalan, who is an environmental scientist with a PhD from the Indian Institute of Technology Bombay (IITB), Mumbai. After an 18-year career in environmental consulting, she taught Environmental Science at the Rishi Valley Education Centre, Andhra Pradesh. She is a Visiting Faculty at the School of Development, Azim Premji University, Bengaluru, and a member of the Kudali Intergenerational Learning Centre, Telangana.