



Let's do some activities!

Find your match

Through this activity, students will be able to **distinguish between living and non-living things**. It will encourage the skills of observation, quick thinking, interaction with each other, communication and collaborative learning.

Age/class: Students of classes II and III

Group size: 24 students (can be adapted for any even-sized group of students)

Materials required:

- 12 cards with pictures of living things (depending on the number of children, this number may be more or less.)
- 12 cards with pictures of non-living things.

These cards should be kept hidden or upside down till the round begins.

Note: Teachers can cut out pictures from old newspapers/magazines and paste them on cards made from old charts or household items, packets, etc. They can also draw pictures themselves and involve the children, too.

Suggestions for living things: hen, boy, girl, monkey, sparrow, frog, banyan tree, mango tree, ant, spider, lizard, litchi tree, lotus, rose, goat, buffalo, elephant, cow, parrot, peacock, pigeon, fish, cat, snake, earthworm, human, butterfly, plant, sugarcane, camel, crow, friend.

Suggestions for non-living things: earthen pot, school bag, bicycle, chalk, cricket bat, book, rickshaw, fan, steel plate, cot, kite, stone, lantern, door, phone, slippers, spoon, black board, table, light bulb, bus, scooter, brick, window, wall, umbrella, doll, bell, flag, clock, tea, mirror, water bottle.

Easy level: Find your partner

- Distribute the cards. Randomly give one folded card to each student with the instruction that no one should look at it till the teacher tells them to.
- On the teacher's signal (ready, steady, go!), students look at their cards.
- Each student must find a partner who has a card from the same category (living or non-living).
- Once they find a match, they sit down together as a pair.

Intermediate level: Find two partners

- Repeat the process, but this time, each student must find two other students with cards from the same category. For example, if a student has a card for a living thing, the student has to find two other students who also have cards of living things.
- They form groups of three.



Illustration by Shivendra Pandya

Difficult level: Find partners with the same theme

- Repeat the process, but this time, each student must find two other students with cards from the same theme. For example, someone with an animal card (such as, cat) will have to find another two who also have animal cards (such as, monkey, cow).
- They form groups of three.

Tips for Teachers:

- Mix up the cards after each round. Introduce new cards in the later rounds to expose students to a wider range of examples.
- Encourage students to explain *why* they think something is living or non-living after each round.
- Have the whole class reflect on which things they grouped together and why.
- End with a short discussion or a drawing activity where students sort or label items into two columns as 'living' and 'non-living'.

Silent roads

This activity will help students build **trust**, **non-verbal communication**, and **collaborative problem-solving** through physical movement and teamwork. This can be done with children of classes III, IV and V. An open space is essential for this game.

Age/class: Students of classes III, IV and V

Group size: Any even number of students. Divide students into pairs (1 driver + 1 vehicle in each pair).

Easy level

Step 1: Pair Up

- Divide students into pairs. One student becomes a 'vehicle' and the other its 'driver'.

Step 2: Blindfold the child who is the 'vehicle'.

Step 3: Create silent signals

- Each pair decides on non-verbal signals that the driver will use to guide the vehicle. For example:
 - o One tap on the right shoulder = Turn right
 - o One tap on the left shoulder = Turn left
 - o Two taps on the back = Move forward
 - o A gentle tug on the sleeve = Stop



Illustration by Shivendra Pandya

- o Light tap on both shoulders = Reverse

Step 4: Navigate a simple path

- Set up a simple pathway with chalk lines.
- The driver (student) stands behind the vehicle (student) and guides the vehicle (student) using the agreed-upon signals.

Step 5: Swap roles

- Once done, have students switch roles and repeat. The driver becomes the vehicle, and the vehicle becomes the driver.

Difficult level

- Add a time challenge or a small object pick-up task.
- Encourage reflection: How did you feel when you were the vehicle? Was your communication clear? How did it feel to depend on touch instead of sight or speech? What helped you trust your partner?

Tips for Teachers

- Monitor for safety and fairness
- Discuss how we communicate even without words—great for building empathy and understanding different forms of expression

These two activities have been contributed by Silja Samuel Bansriyar. Silja is part of the Design Team at Azim Premji University, Bengaluru.

Fruits, Flowers and Vegetables

This activity can be conducted with a group of 10 to 15 children. There is no concept of winning or losing, and all children get an equal chance to participate. Everyone gets a turn.

Easy level

To begin the game, one child is asked to volunteer and come forward. The child pretends to be carrying a basket on their head. While the rest of the children stand in a circle, this child walks inside the circle, calling out, 'Fruit, flower, vegetable'. At any moment, this child can stop in front of anyone and call out one of the three words: 'fruit', 'flower', or 'vegetable'. The other child has to immediately name one item belonging to the category that has been named. For example, if it is 'flower', the child must name a flower. Similarly, for the other categories.

The game moves quickly, so the children must stay alert. If a child is unable to respond, or gives an incorrect answer, for example, says 'potato' when they have been asked to name a fruit, the basket is placed on that child's head, and that child then takes the turn of walking around the circle in the same manner to continue the game.



Illustration by Shivendra Pandya

Difficult level

The game begins in the same way, with the child calling out the three words, but they may stop in front of someone and say two words instead of one. For example, fruit and flower. Now, the other child must name one fruit and one flower.

The difficulty level can be increased further, and at the next stage, the child may say all three words together. In which case, the respondent must name one fruit, one flower, and one vegetable.

This gradual increase in difficulty keeps the game engaging and helps children build attention, speed, and quick thinking in a playful and stress-free manner.

Translated from Hindi. Translator: Sejal Arora Vettor: Simran Luthra

This activity has been contributed by Anil Singh from Bhopal. He is involved in the work of children's literature and enrichment of libraries with the Tata Trusts' Parag Initiative.