

# Activity 01 (i) - Mapping our village

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_


Activity type: Group

**Objective:** To understand and appreciate your surroundings which includes natural and man-made resources, cultural sites and important facilities in your village

**Materials required:** Pen, Pencils, Erasers, Crayons/Colour pencils

**Instructions:**

- To be done in groups of 2-3 students which the teacher can decide
- In the below boxes, tick the natural and man made resources, cultural sites and important facilities that are in your village

Natural resources	Cultural sites	Infrastructure/ facilities	Man-made resources
 <input type="checkbox"/> Forest	 <input type="checkbox"/> Sacred groves/Forest	 <input type="checkbox"/> School	 <input type="checkbox"/> Farming land
 <input type="checkbox"/> River	 <input type="checkbox"/> Place of worship	 <input type="checkbox"/> Hospital/PHC	 <input type="checkbox"/> Park
 <input type="checkbox"/> Pond	 <input type="checkbox"/> Sacred tree	 <input type="checkbox"/> Roads	 <input type="checkbox"/> Water dam
 <input type="checkbox"/> Waterfall	 <input type="checkbox"/> Ghotul/Youth dormitories	 <input type="checkbox"/> Anganwadi	 <input type="checkbox"/> Well/Tank
 <input type="checkbox"/> Mountain	 <input type="checkbox"/> Community gathering	 <input type="checkbox"/> PDS shop	 <input type="checkbox"/> Water pump
 <input type="checkbox"/> Rocky hill	 <input type="checkbox"/> Market/Haat	 <input type="checkbox"/> Bus stand	 <input type="checkbox"/> Grazing land
<p>Others</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Others</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Others</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Others</p> <p>_____</p> <p>_____</p> <p>_____</p>

You can utilise the 'Others' section under each category to specify additional sites

## Activity 01 (ii) - Mapping our village

### Instructions:

- Mark the centre of the village on the paper
- Mark your house in relation to where the village centre is
- Mark the different natural and man-made resources, cultural sites and infrastructure facilities that you identified in Activity 01 (i)
- See the sample map below on how to mark

### Draw your map



### Sample map



# Activity 02 (i) - Birds in our lives

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

Activity type: Individual

**Objectives:** To observe the diversity of birds in the wild in and around your village and learn about their role in nature

**Materials required:** Pen, Pencil, Eraser, Crayons/Colour pencils

**Instructions:**

- Find a quiet place in and around your village
- Sit for 5 minutes, and see if you can spot any birds
- In the table below add the details of one of the birds you can see (the first row gives an example)
- Do this for 4 different kinds of birds

Local name	Size (in cm) and colours on the bird	Describe the bird (its beak, tail, neck)	What was the bird doing?	What sound did the bird make?
Mayur (Indian Peafowl)	200cm and Blue, Green, White, Purple, Brown	Bright and colorful bird, fan like feather, long neck, short tail	The bird was pecking at a seed on the ground	Loud tweet

**Special instructions:**

Sit quietly, and if you want to approach for a closer look do it as silently as you can so that you do not disturb the bird. Do not chase or catch the birds for this exercise.

## Activity 02 (ii) - Birds in our lives

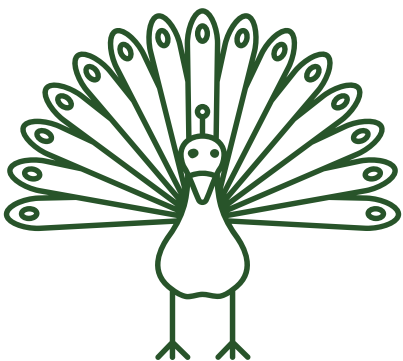
### Instructions:

- Ask your parents or grandparents about any stories they know about a local bird and write it down in the given space below
- Draw the bird in the story

### Write the story

A large, empty rectangular box for writing the story.

### Draw the bird



A large, empty rectangular box for drawing the bird.

# Activity 03 (i) - Medicinal plants and their uses



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

Activity type: Individual

**Objective:** To appreciate the traditional ecological knowledge of their community, the medicinal properties of local plants and the traditional methods of preparing medicines using the plants

**Materials required:** Pencil, Pens, Erasers, Gum/ Resin

**Instructions:**

- With the help of your parents or grandparents, identify 4-5 medicinal plants that are easily found in and around your village
- Closely look at the features of each plant
- Ask your parents or grandparents about the plants used
- Use the below table to add the details (the first row gives an example)

Local name of the plant	Size (in cms) of the leaf and color of the leaf	Describe the plant (its stem, leaves, roots, flowers, fruits, branches etc)	What are the medicinal properties of the plant?	How is the medicine made from the plant?
Korfad (Aloe vera)	80 cms and light green	This plant has no stem with a bunch of leaves stuck to each other. Leaves are thick and fleshy with thorny edges	Gel of this plant is used to improve health of skin and hair	Peel the skin of the leaf to get a colorless gel. Mix the gel to make a thick paste which can be applied on the face to moisturise the skin and hair to avoid dryness

## Activity 03 (ii) - Medicinal plants and their uses

### Instructions:

- Use the below sheet to stick the parts of the plants with medicinal value (for instance leaf, root, stem etc) you have collected.
- You can use local gum or resin available from leaf, seed, roots etc

**Plant 1 Local name:**

**Plant 2 Local name:**

**Plant 3 Local name:**

**Plant 4 Local name:**

## Activity 04 - Your favourite festival

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

Activity type: Individual

**Objective:** To understand and appreciate the importance of diverse traditional festivals in your village

**Materials required:** Pencil, Pens, Erasers

**Instructions:**

- With the help of your parents or grandparents, identify one main traditional festival celebrated in your village
- Interview them about the festival asking them the below questions and write their responses in the space below each question in a few lines

**What is the local name of the festival?**

\_\_\_\_\_

**When is it celebrated?**

\_\_\_\_\_

**Why is it important for your community?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**How is it celebrated? (activities, rituals etc)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## Activity 05 (i) - Agricultural diversity and crop calendar

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

Activity type: Individual

**Objective:** To appreciate the diversity of crops grown in the village

**Materials required:** Pencil, Pens, Erasers, Gum/Resin

**Instructions:**

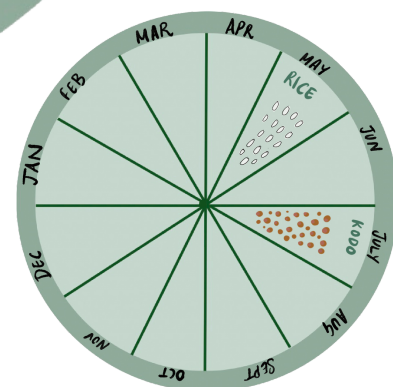
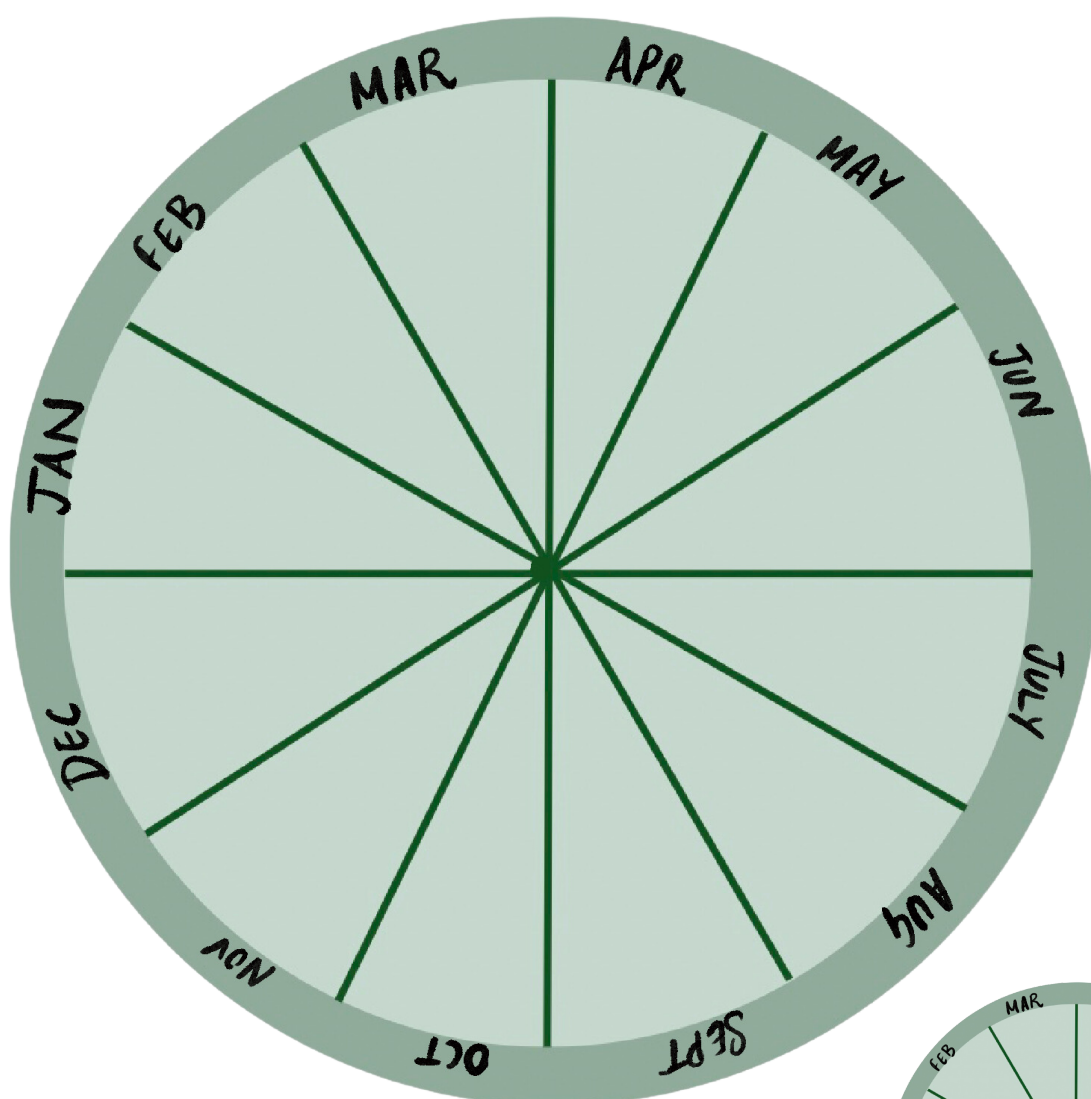
- Students are required to collect a few seeds of the different agricultural crops grown in their village
- Enter the local name of the crop against the month in which it is harvested
- If the seeds are not available the name of the crop can still be added in the table
- In each month there may be more than one kind of crop harvested, you can add all names

Month in which agricultural crop is harvested	Local names of agricultural crops
January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	

## Activity 05 (ii) - Agricultural diversity and crop calendar

### Instructions:

- In the below circle stick a few of the seeds in the month in which they the agricultural crop is harvested
- Write the local name of the crop for that month in the space provided
- If there is more than one kind of crop harvested in a month stick a few of each kind and add the names
- See the sample image at the bottom of the page



Sample



## Activity 06 (ii) – Non-timber forest produce diversity and regeneration

**Objective:** Seed bombs are an inexpensive way to regenerate forests. Seed balls help restore native species of trees—and making the balls is a fun activity for students. In this activity students will learn how to make seed bombs.

**Materials required:** Seeds of different kinds, clay, soil

### Instructions:

- Identify a suitable patch of land in or near the school. The patch chosen should not be too sunny or the soil too wet
- Mix clay, soil and seeds in the ratio 5:1:1 adding water little by little
- The mixture should be moist and of a consistency that is not too hard or dripping wet
- Shape the mixture into small balls (about the size of a medium mango)
- Throw these balls in the patch selected.
- In a few days/weeks depending on the species the seeds will sprout. (If the patch is too dry watering may be required occasionally)



**Note:** For forest regeneration seeds of NTFP species should be used which are then used for regeneration. But to learn how to make seed bombs any fast germinating seeds of local varieties of paddy, millets or vegetables can be used.

## Activity 7(i) - The cultural relevance of trees and creating a sacred tree

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

Activity type: One is individual and one is group

**Objective:** To understand and appreciate the cultural relevance of trees

**Materials required:** Chart paper, Gum/resin, Colour pencils, Pencil, Paper

**Instructions:**

- Student to ask the elders in the village stories around 2 species of trees that are of cultural or sacred significance
- Students need to collect leaves of different sizes of these 2 species
- Write out the story and stick one leaf in the table below

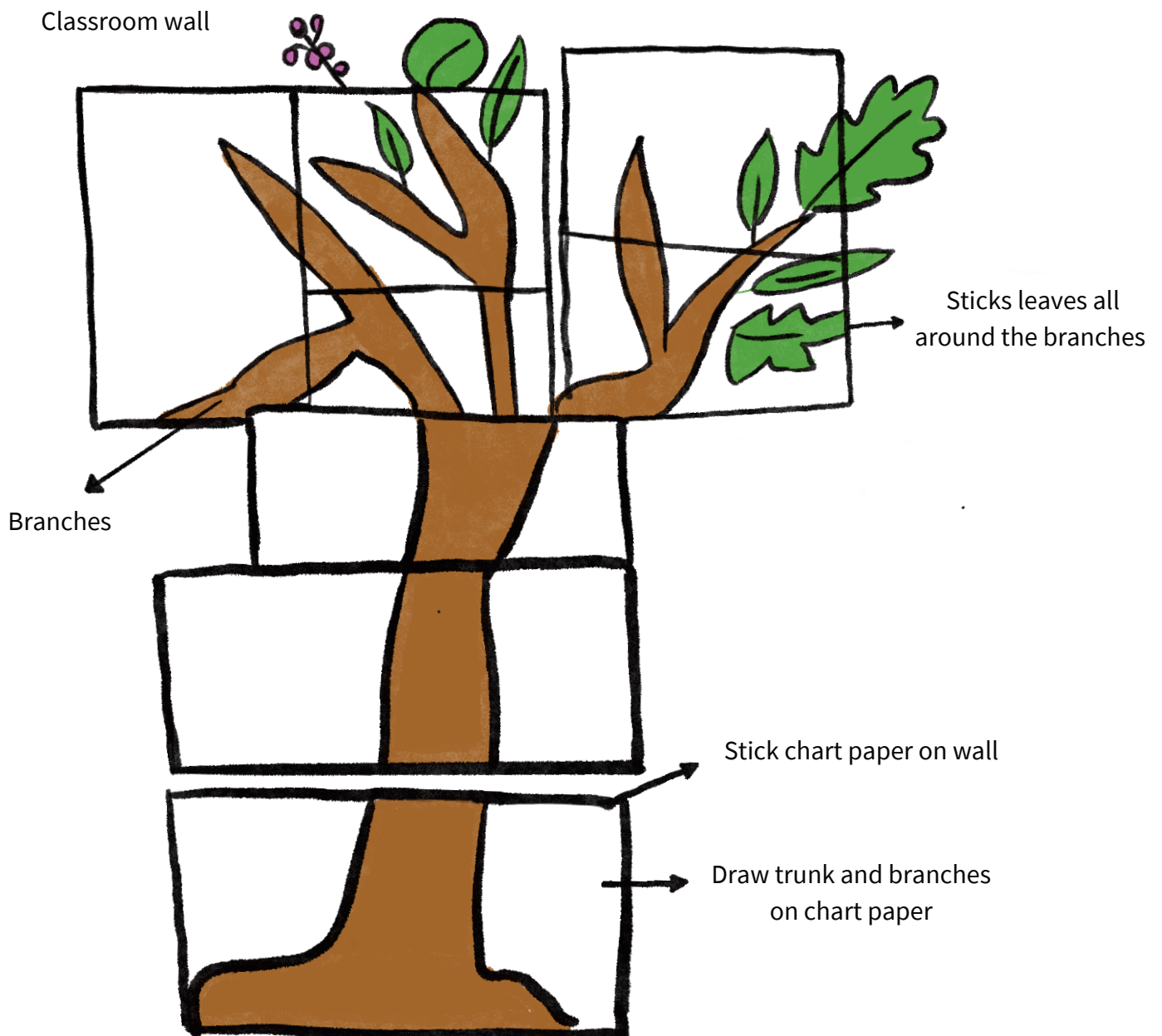
<p><b>Species 1 Local name</b> _____</p>	
<p><b>Story about the tree</b></p>	<p><b>Stick the leaf here</b></p>
<p><b>Species 2 Local name</b> _____</p>	
<p><b>Story about the tree</b></p>	<p><b>Stick the leaf here</b></p>

## Activity 7(ii) - The cultural relevance of trees and creating a sacred tree

### Instructions:

*This activity will have to be done in class*

- Students should bring the leaves left over after sticking in the table above to class
- Teacher to identify a wall in the classroom
- Using the chart paper and pasting it on the wall students should be able to create the trunk and branches of a tree that will be coloured brown
- Students to then stick the leaves on the branches to create a tree



## Activity 08 - Making a model of the forest around

Name(s) : \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

Activity type: Group

**Objective:** To create a model of the forest around that will help students appreciate the landscape and diversity of flora and fauna

**Materials required:** Cardboard/wood plank, Clay, Mud, Sand, Twigs, Branches of native tree species, Grass, Fruits and Flowers, Stones, Pebbles, Rocks, Water colours, Water, Pen, Paper, Gum

### Instructions:

*Classroom or any available space in school*

- This activity shall be spread across two weeks
- Teachers can choose to make one large sized model with the entire class or divide the class into groups asking each group to make models of smaller size

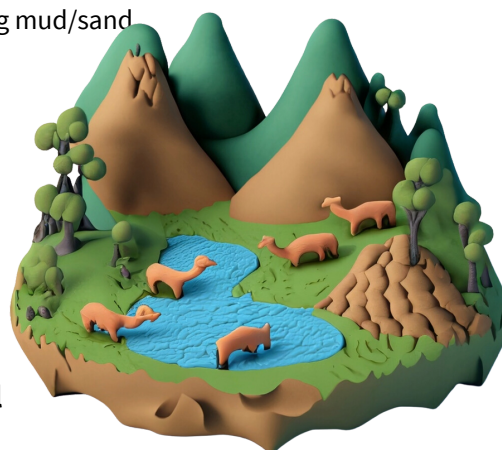
### How to make the model

Session: 1

- Provide a thick cardboard to each group and instruct them to form a large tray or base using this. The cardboard size will depend on how big a model the teachers want it to be—multiple models made by smaller groups or a single big sized model built by the whole class either in the classroom or in any large enough space in the school. For the larger model the base can also be a wooden plank
- Spread clay (preferably)/mud evenly on the surface
- Encourage students to create the landscape shaping the clay/mud into hills, valleys, flat areas. For water bodies such as rivers, lakes and ponds students can shape depressions using their fingers
- Students can make clay models of any animal or bird species commonly found in the forest around. Students can also make models of creatures found in the water such as fishes, crabs, snails and so on
- Leave the landscape and clay models to dry for the week

Session: 2

- Once the clay is dried, paint the depressions for water bodies blue, the hills green or brown and other relevant colours
- Ask students to collect stones, pebbles, rocks to add more features they wish to the landscape
- Ask students to collect twigs, branches of native tree species, grass, fruits and flowers to add vegetation to the models. They can be poked into the clay surface or made to stand using mud/sand
- Place the clay models of animals and birds in parts of the landscape that students think they are found
- Write the names of all the species in their local language on small pieces of paper and stick using resin near the models



Sample clay model

## Activity 09 - Ethnic Day

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

Activity type: Individual

**Objective:** To celebrate the diversity and culture of the different communities

**Instructions:**

*This activity will have to be done in class*

- With the help of the elders in the family or village, encourage students to learn one of their traditional dance or music art form and the fascinating stories especially linked to nature behind these
- Students should come dressed in their traditional costumes and provide:
  - 1) 5 minute oral presentation about the art form mentioning the origin, history and its relevance to their culture.
  - 2) 5 minute performance of this art form in the form of dance/music/other instruments. The students can choose songs and dances that speak about nature around them. They can also learn how to make musical instruments and teach their classmates.





## Activity 10 - Web of life

Name(s): \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

**Activity type:** Groups of minimum 6;  
multiple groups can do this simultaneously

**Objective:** To show how humans, animals and plants are all connected and part of the ecosystem

**Materials required:** Paper/index cards, thick twine (multiple balls of twine for different groups), pen, scissors

**Instructions:**

*This activity is to be done in an open space in school*

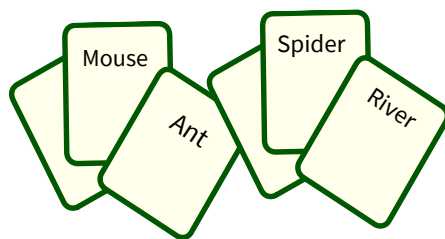
- Teacher to write each of the animals, plants, organisms from the list below on index cards/paper. The dimensions of the paper/index cards should be such that the letters can be written big, and are easy to see.
- Teacher should make the students in the group sit or stand in a circle
- Place the pile of cards in the centre of the circle
- Each student who is part of the circle takes a card from a pile in the middle and holds it up so that everyone can see the name of the organism on the card
- The student (lets say student 1) who picks up the card “Tree” is given the ball of twine. He/she starts by throwing the ball of twine to anyone else in the circle
- The student who catches the ball (Student 2) tries to explain how the organism on his/her card interacts with the tree. (Others can join in to help)
- Student 2 then holds on to the twine and throws the ball to a third person (Student 3) who now explains how the organism on his/her card interacts with that of Student 2
- Anyone getting stuck can be helped by the other students or by the teacher
- The twine can be thrown multiple times to the same organism
- This game goes on till everyone in the group has had a chance at catching the twine

### List for the index card

Sun	Bird
Bee	Butterfly
Mushroom	Tree
Grass	Flower
Mouse	Snake
Ant	Frog
Earthworm	Snail
Spider	Owl
River	Squirrel
Rain	Soil
Dead leaf	Deer
Leopard	Fish

**Question:** What will happen if one of the organisms is removed from the web. How would this affect the ecosystem?

**Answer:**



Index cards

