

Fun-Based Learning Activities

Grade 8



DRAFT

FUN-BASED LEARNING ACTIVITIES

(Grade 8)



PSS Central Institute of Vocational Education
(A Constituent Unit of NCERT, New Delhi)
Shyamla Hills, Bhopal-462002 (M.P.) India

Fun-Based Learning Activities

For Grade 8

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About Fun-based Learning Activities

(FBLA)

In India, the fun-based learning, as a separate term or idea, was neither the part of any commission or its recommendations, nor the point of any previous education policies. All the educational committees and policies that had been made in India, since independence, focussed towards one idea, i.e., to make the stress-free school learning for the young students along with an encouragement towards self-learning. But none of the aforementioned policies and commissions could indicate the roadmap towards providing stress free learning to school students.

It is NEP 2020 that has concretized the learning concept that involves fun element, in their report by providing 21st century skills to the middle school students in stipulated bagless days through the pedagogy of fun-based learning and teaching. NEP 2020 in its para 4.26 states that “every student will take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities and as mapped by local skilling needs. A practice-based curriculum for Grades 6-8 will be appropriately designed by NCERT while framing the NCFSE 2020-21. All students will participate in a 10-day bagless period sometime during Grades 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. Similar internship opportunities to learn vocational subjects may be made available to students throughout Grades 6-12, including holiday periods. Vocational courses through online mode will also be made available. Bagless days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts. Children will be given periodic exposure to activities outside school through visits to places/monuments of historical, cultural and tourist importance, meeting local artists and craftsmen and visits to higher educational institutions in their village/Tehsil/District/State.”

Fun-based learning is a popular pedagogical approach and is practised across the world. Fun-based learning means indulging students in relevant activities by stimulating their senses of sight, smell, vision or touch and involving them in the learning of the subject. Fun based learning can be an exhilarating, motivating and transformative experience for the students. Learning is

essentially an interplay of engagement and substance. Substance is what a child learns, whereas engagement refers to how the child has learnt.

The PSS Central Institute of Vocational Education, Bhopal took up the challenge after recognizing the importance of pre-vocational education and the pedagogy of fun-based teaching and learning, and developed the fun-based learning activities (FBLA). PSSCIVE, Bhopal is presently propagating vocational education through its various programmes across the country so as to support the effective implementation of the NEP 2020.

The FBLA provide the basic knowledge of various livelihoods and life-skills in a fun-based manner to the students of Grades 6-8 so as to make them aware of the world of work and develop a positive attitude towards dignity of labour. The FBLA's framework inculcated the guidelines related to NEP 2020.

The activities have been designed on 21st century skills which will be delivered with a fun-based teaching and learning pedagogical approach and will be implemented under the 10 bagless days programme for the school students studying in grades VI-VIII. It is a benchmark for induction of structured pre-vocational education in the school system. Under the FBLA, the learning will be primarily experiential and will aim at fostering respect for the variety of professions.

The FBLA include activities which are exclusively developed from scratch and draws no hard boundaries between curricular, extra-curricular, or co-curricular areas of the current education system. The developed activities can easily be applicable and replicable according to regional and local skilling needs with its dynamic and frugal nature. They also offer a glimpse of future professions with some type of practical exposure towards vocational-style training in a fun oriented manner. The FBLA is divided according to Grades 6-8, as per the cognitive level, age appropriateness and safety measures involved for the students.

FBLA for Grade 6:

The activities, designed and developed for Grade 6, is in accordance with the learning aptitude of the child who has just finished the elementary level of education. The FBLA for this class group is introductory in nature so as to enable a student to get sensitised and aware about various vocational courses. The activities designed are based on the curiosity and discovery-oriented approach. The activities belonging to trades like agriculture; automobiles; beauty and wellness; banking, financial services and insurance; travel, tourism and

hospitality; food processing; healthcare; energy; IT/ ITeS etc. are fundamental and simple in nature that can easily be conducted in the classrooms.

FBLA for Grade 7:

The activities designed and developed for Grade 7 enables the students to understand and get hands-on experience about various nuances in different vocational fields. The activities are intermediate and experiential in nature that can easily be carried out in both classrooms and outdoors. These activities are based on discussions and experiential based approach.

FBLA for Grade 8:

The activities designed and developed for Grade 8 provides a real glimpse of the world of work to the students. The main objective for this class group is to have exposure in these vocation fields particularly in the form of expert visits or educational visits at the workshop. These activities will help the students to learn and empathise about the dignity of labour when they work on their activities with the local craftsman. It ensures that students become well informed about the different vocational sectors through the extended version of these pre-vocational activities and then they can select the appropriate vocational course in Grade 9.

Bhopal
March 2022

RAJIV KUMAR PATHAK
Professor and Head
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Activity 1. Work for Every Hand!

Duration of the activity: 3-4 hours or complete day (if visits are included)

Vocational area(s) under which activity falls: All types of vocations

Background and rationale of the activity:

The term “vocation” signifies the idea that each individual person has unique strengths and gifts with which they can make a positive contribution towards the betterment of the community. Each of us has interests and passions that can propel us in directions of service and creativity.

Vocation is not on finding one’s dream job but is rooted in character and commitment towards providing the value to others. It is about growing into a person who focuses their life beyond themselves. It is about living life in a way to make a positive contribution to the world. There are many ways to make such a contribution which include.

- Performing tasks that meet the daily needs of others. Various people in many other professions as electricians, accountants, airline pilots, nurses etc., improve the world by simply providing everyday goods and services.
- Providing ethical leadership in various government and business organizations, and society.
- Doing big and small things to bring peace and justice to the world.
- Working for the health of the living beings and environment.
- Creating works of beauty through all kinds of artistic expression and expressions of truth through various avenues of scholarship.

The term “Vocation” according to the older texts involves hearing and responding to the “voice” which uniquely calls each individual so as to live purposeful lives by serving the world in all kinds of ways.

This activity aims to provide an understanding about various other vocations apart from the one they have known in their school life. The activity wants to sensitize children that they have to earn their living either by getting educated or by acquiring some skill in a particular area. In these areas, students can develop their awareness, knowledge, attitudes and skills which will help them to create their own path to live a better life.

Objective of the activity:

To make students aware of various vocations present in modern times.

Material/ Resources required:

Notebook, pens, blackboard, bus services

Note to the teacher:**Before the activity:**

- Prepare a flow map first hand to understand the flow of the activity by visiting any bazaar and joining the vocations to yourself.

During the activity:

- Ensure the safety of children while visiting the bazar.
- Ensure that every student is actively involved in the activity.
- Help students in making the trace of vocations from their sightings by providing key points in that shop/activity.

Stepwise procedure:

1. Start the discussion by asking students:
 - Have you heard the term “vocation”? What is the difference between academic and vocational education?
 - Do you like any vocation in particular?
 - How can you improve vocational education?
 - Are vocations related to entrepreneurship?
2. Now, divide the classroom into six groups having equal students in each group. Take students to the nearby market or haat bazar area and ask students in the group to note everything they see in their notebooks which they think will be included in vocations. Ask students to at least note down 50 sightings when they are going and coming back from the location and present on the location.
3. After reaching the classroom, ask students to combine their list of sightings in the group.
4. Now, each group will draw a trace map of the sightings. This has to be done in following ways:
 - For instance, the student has noted about a grocery store, then the group will write “group 1” at the centre and then linked it with grocery store,

the grocery store will need the item from reseller, reseller will need the item from the manufacturer, manufacturer will need the item from the producer, the producer will be the farmer, the farmer will need money from the bank to buy seeds, the farmer will need plumber to maintain pipes, the farmer will need doctor for his animals etc.

- The students will trace the ending using the sightings they have recorded.
5. Now, on the black board write the word “group” and ask each quieter representative from the group who will write for their group. The first group will provide their traced map of the activity with vocations identified, the second will provide their map in continuation after the completion of the first group and similarly the activity will be continued till the last group has provided their input in the flow chart.
 6. The trace map will show students about the interdependence of these vocations in their life. Without any particular vocation/s, their lives could have been in hustle and tussle.
 7. The teacher then should ask students following questions:
 - What behaviour should you show if you were also working in one of these professions?
 - Do you think the answer you have provided is really followed? What should be done to maintain the dignity of people who are engaged in the various vocations as discussed above?
 8. At last, ask students about their experience towards this activity and what they have learned from this activity.

Learning outcomes:

Students will be able to get the opportunities to understand different work-occupations around them.

Customisation/ Extension of the activity according to the local or regional skilling needs:

The students can gather information on following:

- Note down about their names and other basic details.
- Common name of work that they do.
- Core skills on which their vocation is based upon.
- Where did they learn the skills?

- On an average, how much they earn on daily/monthly basis?
- Learn in brief about different tools/gadget that they use.
- Students have to be polite and considerate towards others while collecting the information.
- Teachers should ensure that the students should wait for an answer, if the person is busy with work.
- Make sure that the students seek permission about touching or using any gadget or tool used for the job work.
- Teacher should ensure that students do not invade the privacy of the people they are interviewing. Make sure students seek their consent prior to conducting interviews or clicking photographs.

Activity 2. A Day in Nursery

Duration of the activity: 3-4 hours

Vocational area(s) under which activity falls: Floriculture / Horticulture, Science

Background and rationale of the activity:

We see a variety of plants in our surroundings. It is necessary to understand how plants are propagated and managed in a controlled environment to grow a variety of plants independently. In this activity, students will visit a Nursery to observe various varieties of plants and understand the importance of its different components.

Objective of the activity:

To highlight the importance of plants and to draw students' attention to the different components of a nursery.

Material/ Resources required:

Notebook, Paper, Pen and colour pens

Note to the teacher:

Before the activity:

- Teachers need to identify a nearby nursery and schedule the day and time of the visit with the nursery authority.
- Teachers need to divide students in groups to avoid on field chaos.
- Prior to visit, teachers need to prepare and share observational questionnaires with the students.

During the activity:

- Teachers need to encourage students to ask observation-based questions.

Stepwise procedure:

1. Divide students in groups 5-10 students each.
2. Now, the nursery owner will inform the students about
 - Different type of plants (Flowering, decorative and fruits plants) are present in the nursery.
 - Different tools used in the nursery

- Different components of the nursery
 - Types of pots are used to grow the plants
 - Pattern of watering followed in the nursery
 - Types of soils are used in the nursery
3. After demonstrating the nursery, the teacher will ask each group the name of the 5 different flowers, 5 different types of soil, 5 different sizes of pots based on weight; 5 different tools by showing them after an hour of break.
 4. For each correct answer there are points, which helps in deciding the winning team.

Learning outcomes:

Students will be able to

- know the different variety of the flowers.
- differentiate between a variety of pots, soils and gardening tools.

Customisation/ Extension of the activity according to the local or regional skilling needs:

Students and their groups can be asked to make new pots by providing a specific seed, using a specific type of soil, manure and pot.

Activity 3. Clay Sculpture Making

Duration of the activity: 4-5 hours

Vocational area(s) under which activity falls: Handicraft, agriculture, geography.

Background and rationale of the activity:

The term “Soil” not only resonate with environment, food and life but is also connected with aesthetic and nutritional value. Soil through the form of pottery is moulded in to variety of items used for household purpose, gardening, aesthetic and spiritual purpose. Household utensils like earthen pot provides clean and chilled water at free of cost during summer season, dishes cooked in earthen vessels are less acidic in nature, idols of gods and goddess made of clay are easily miscible in water, clay pots help provides health environment for the plants to grow by providing the porosity of clay which allows air and moisture to penetrate through the sides of the pot. This activity will provide the students the hands-on experience of pottery toward sculpture making with help from a local artisan.

Objective of the activity:

To introduce students to various types of pottery and sculpture making process.

Material/ Resources required:

Mould clay, pre sculpted parts (hands, mukut (crown), talwar (sword), legs, head, etc.)

Note to the teacher:

Before the activity:

- Prepare the workshop site before the visit of the students. If the visit is not possible, then the prepare the mould clay along with the pre sculpted parts.
- Divide the classroom in the group of 4-5 students each or depending upon the strength of the classroom.

During the activity:

- Ensure that every student is able to observe the process
- Help the students while sticking the parts together.
- Ensure that students do not spoil their uniforms while performing the activity.

- Encourage students to ask questions with the experts.

After the activity:

- Ensure that students clean their hands at the completion of the activity.

Stepwise procedure:

1. Before reaching the workshop, engage students in discussion:
 - What are the properties of products made using soil?
 - Can you name some products made using soil? What is the name of the field which produces these items?
 - Why do you think earthen ware are healthy for us?
2. Artisan should start the discussion with the students about the:
 - process of making the clay mould for pottery
 - type of soil used in pottery and sculpture making
 - instruments used in making the pottery and sculptures
3. The artisan should show case the activity of making the moulding clay in front of the students.
4. The groups will be provided the moulding clay ingredients and they have to mix them as per the direction of the artisan.
5. Each student in the group has to make the idol from the following categories:
 - Animals sculpture
 - Pots and vessels
6. Students may also be given pre-sculpted parts which they can try to identify and reorganize. Teachers may also ask students to discuss their cultural understanding of these sculptures.
7. At the end of the activity ask students what they have learned about this field.
8. The sculpted parts prepared by the students can be brought back to the classroom after drying it under the sun and be kept for display.

Learning outcomes:

Students will be able:

- learn about various types of soils used in pottery making.
- know about that sculpture making and pottery is also a vocational trade.

- learn about dignity of the labour and efforts involved in making the product.

Customisation/ Extension of the activity according to the local or regional skilling needs:

- If outdoor activity is not possible, artisan can be called to the school to showcase their expertise to the students and work out with students in developing their sculptures and pots.
- If possible, students can also design their own earthen pots, bake it and can take to their home.

Activity 4. Design your Own Motif

Duration of the activity: 4-5 hours (includes outdoor visit)

Vocational area(s) under which activity falls: Apparels and Textiles

Background and rationale of the activity:

People in India uses a variety of fabrics in the form of clothes which have their unique prints. In India, fabric material ranges from Cotton, Silk, Linen, Wool, Jute, Satin, Chiffon, Georgette, Nylon, Velvet, Polyester, Taffeta, Denim and lastly Rayon. The fabric style ranges from Khadi, Kalamkari, Chikankari, Sambalpuri, Chanderi, Paithani, Patola, Phulkari, Bandhni, Kanjivaram, Kinnauri shawls, Jamdani, Kasavu, Muga silk, Madras Checks, Bhagalpuri silk, Mysore Silk, Lepcha, Kota Doria, Ajrakh, Narayan Peth sari, Kantha, Kunbi, Bagru, Ilkal, Mangalgi, Sangneri, Bomkai. This activity will focus on introducing students to the world of fabrics by developing their own motifs and printing their fabrics with the help of printing expert. This activity will also help students to understand closely the vocations of apparels and textiles work.

Objective of the activity:

To provide hands-on experience to students to create their own motifs and get it printed on fabrics.

Material/ Resources required:

Notebook, pencil, potatoes, scissors, compass, plain white cotton handkerchiefs, a long white sari or a white chunni or a white cloth, acrylic colours or fabric paints, a local block print expert/ artisan.

Note to the teacher:

Before the activity:

- Notify students to bring a medium or large size potato and a piece of white cloth/ handkerchief each.
- Familiarize with the local fabrics in your respective state. For example, if from Madhya Pradesh, familiarize yourself with Chanderi, Maheshwari, Bagh, Batik print works and various other hand-block printing techniques which use natural colours etc.
- Familiarize with various block printing methods. Teacher may take an example and discuss in detail with students. For eg: Teacher may discuss

about the Chhipa community (who are experts in printing and block prints) and the struggles they have faced over the years.

- Keep 1-2 examples of potato motifs ready to showcase to students so as to encourage students to come up with unique designs of their own.

During the activity:

- Ensure that there are spare potatoes and cloth pieces in the class in cases during the activity.
- Slice the potatoes in half for the student
- Help the students to develop their motifs on the potatoes and placing it on the fabric.
- Ensure that every student is able to develop their own print.
- Ensure that student uses compass, scissors and/or safety pins cautiously.
- Ensure that students should clean their hands at the completion of the activity.

Stepwise procedure:

1. Start the discussion by asking students:
 - What is a fabric and what is the difference between the term fabric and cloth?
 - Do you any other types of fabrics? If yes, please explain it in detail.
 - Is your uniform coming under fabric or cloth?
 - Do you know how the fabrics are made in industry?
 - Do you know how the block is made for the printing?
 - How does the motif is carved on to the block before begin the printing process?
2. Now, ask students to first develop their motifs in their notebook and then onto their potato sample with the help of compass, safety pins and scissors.
3. Students will be giving the 2 hours to design their own motif, dip it in the paint colour and make prints on the handkerchief. At the end, all the handkerchief will carry the unique motif designed by the individual student.
4. After printing on the fabric, teacher will help the student to self-analyse their idea and the actual imprint on the cloth. Based on this analysis, the students should now make another block on the other half of the potato and use it to create a block-print pattern.

5. If possible, the students can then be taken for a field visit to an artisan who works on block printing and they can get feedback on their motif from a local expert (block print artisan). If not then, an artisan can be invited to the school for a lecture and demonstration who will explain to students the process of block printing and how it works.
6. The students can re-do the potato carving activity again on field, by getting tips from the artisan on how to make their motifs better in design.
7. At the end, students will work on a common fabric (white sari) by making a commonly agreed upon design, by working with the artisan.

Learning outcomes:

Students will be able:

- to learn how motifs are made and how printing works.
- get the exposure of a local artisan in designing the motifs.

Customisation/ Extension of the activity according to the local or regional skilling needs:

If potatoes are not easily available, the same activity can be conducted using larger erasers, or sponge etc.

The students may be taken for a field visit to an artisan who works on block printing and they can get feedback on their motif from a local expert (block print artisan). Further, this activity can also be done at the workshop of that block print artisan who will explain to students the process of block printing will helping them to create their own motifs.

Extra information:

Activity may be related to the chapter in *Science Textbook: Synthetic fibres and plastics*; and *chapter on "Industries" in Resource and Development textbook*.

Note: This image is only to showcase the expected outcomes (representational examples).



Activity 5. Road Signals Memory Game

Duration of the activity: 2-3 hours

Vocational area(s) under which activity falls: Automotive

Background and rationale of the activity:

When the number of vehicles is increasing exponentially on a yearly basis, road safety methods directly come into the picture. Road safety methods /rules are meant for reducing the risk of accidents and injuries on the road. These rules must be followed by all users who are driving or walking on the roads which include pedestrians, cyclists, motorists, and bus and truck drivers. Since India ranks high when it comes to the number of road accidents, it is now very important to put major emphasis on understanding traffic rules and regulations, so that today's informed students become tomorrow's responsible citizens. This activity aims to enable a student to understand the meaning of various traffic sign boards.

Objective of the activity:

To learn about various types of traffic signals and their importance.

Material/ Resources required:

Prints of the memory game resource, prints of the list of traffic signals sheet

Note to the teacher:

Before the activity:

- Familiarize with the various types of traffic signals used in India
- Divide the classroom into groups each having 4-5 students or depending upon the strength of the class.
- Take the print out the game resource as per the strength of the class and then cut out each of the cards.

During the activity:

- Ensure that every child gets their chance in the memory game.
- Ensure that each group has an assigned team captain who is responsible for returning the cards back.

Stepwise procedure:

1. Start the discussion by asking students:

- What are the various types of traffic rules and signals?
2. Along with the discussion, explain students about various types of traffic signals and the situations to be followed while in the traffic.
 3. Now, divide the classroom into groups each having 4-5 students or depending upon the strength of the class. Each group will be given 8 sets of alphabets to place their bet on the card to be drawn.
 4. Teacher will now mention the rules to every group:
 - The game has a set of 27 pairs of cards. So, in total there are 54 cards.
 - Each pair of card consists of a traffic signal and the nomenclature related to it.
 - Each student from each group will be present on the dais.
 - All the cards will be face down so that students will not be able to know all about the cards.
 - Students have to match the pair of cards when laid out in a grid on a table. The objective is to collect the most pairs of cards. The student who manages to do that wins.
 - The first student will come and will take the first card from the grid. If the student chooses the next card as the correct pair, then that group will be given 5 letters from each group. Also, s/he will be given a chance consecutively to choose the next card.
 - If the student fails to take the correct card, then that group has to give 5 letters to all other groups. The student will be given 3 chances if they choose a wrong card. If wrong card is chosen for all the three times, then the next person from that group will take his/ her place.
 - Then, play in a clockwise direction i.e., group 1, group 2 etc. If the student fails to turn the correct card, then the chance will be passed to the next student.
 - The student has to choose the card in ten seconds time frame, otherwise the group will lose 5 letters each to all other groups and the chance will be passed to the next student.
 - The trick is to remember the location of the cards. The group with the most pairs wins at the end of the game.
 5. Now the teacher will start the game. The students have to complete the game in 2 hours and has to secure maximum number of cards.

6. At the end of the activity, teacher will ask students to what they have learned in this activity and what they have enjoyed in this activity.

Learning outcomes:

Student will be able to

- learn about various types of road and traffic signals in a playful way.
- improve their memorization skills.

Extra information:

Resources are available in the Annexure.

Activity 6. Mindfulness

Duration of the activity: 2-3 hours

Vocational area(s) under which activity falls: Beauty and Wellness

Background and rationale of the activity:

Mindfulness has now become an integral part of the beauty and wellness industry. Introspection, understanding the body and its processes to the molecular level, and figuring out ways to implement clarity of thought and methods for improving focus are now given more emphasis to lead a peaceful life. Mindfulness is a way of paying attention to the present moment, using techniques like meditation, breathing and yoga. It helps an individual to become more aware of their thoughts and feelings so that, instead of being overwhelmed by them, they are better able to manage them. This activity will make students aware about their thoughts and feelings and will develop skill to be more aware about their surroundings.

Objective of the activity:

To develop mindfulness skills among the students.

Material/ Resources required:

A wall clock, chalks, blackboard, notebooks, pens.

Note to the teacher:

Before the activity:

- Practice the mindfulness exercise yourself for few days and analyze the result.
- Divide the students in to groups of 4-5 students in each group or depending upon the strength of the class.
- Ensure that the groups should be sitting at opposite corner of the classroom.

During the activity:

- Ensure that students are able to understand the nuances of this activity.

Stepwise procedure:

1. Initiate the discussion with the students on:
 - What more feelings are developed in you when you are threatened by a teacher or a situation

- How do you feel when you are unable to focus on the activities on your hand?
 - Have you felt sudden emergence of thoughts out of nowhere when you start studying?
 - Do you daydream often?
2. Along with the discussion, explain students about the merits of mindfulness.
 3. Now, start with the first part of the activity
 - This part of the activity is titled as “Be Here and Now”
 - In first step, asked the students to close their eyes. Now take a deep breath and hold the breath by counting reverse from 5 and then do deep exhale by counting in reverse from 20. Do the same for 3 times and they have to focus on their breathing and counting.
 - In second step, they have to see the things, from their left to right in slow manner and in non-judgmental way. If they are looking at their friends face, see it in detail. Explore all the freckles and spots on their face, explore the benches in which they are sitting, the walls, hairstyles etc. in detail without moving from their location. The students have to zoom in for maximum details for anything they see while moving from left to right without thinking anything about that thing.
 - In the third step, the students will close their eyes and have to feel the sensation they are feeling in various part of the body. If they are feeling some sensation in head, accept that feeling completely without looking for from where this sensation has been generated in their body. They will feel like the sensation has disappeared when they have accepted that sensation.
 - In last step, after accepting the sensation, the students will tell themselves in their mind, that I am here and now. And will open their eyes.
 4. Now, start with the second part of the activity
 - This part of the activity is titled as “Catching the monkey”
 - In this activity, the students are divide in the groups of 4-5 students depending upon the strength of the class.
 - Now, the teacher will stand with the clock along with the group one students. The first group students have to recite 1-100 number

series by taking two or three at a time and starting either in decreasing or increasing or both. For instance, the group can start counting as

- (100,97), (98,94), (96,91) ...
- (1,100,3), (5,97,4), (9,94,5) ...

- The students have to say the number continuously and if the student stops to think he gets eliminate. And the group has to start again.
- The rest of the students will just focus on the hands of the clock and the numbering of the group. If they have any other thought, they make the tally mark of that though and again start to focus on the second hands of the clock.
- Once the first group has completed the activity, the second group will start and rest of the group will focus on the numbering and the seconds hands of the clock.

5. Now, the last part of the activity

- This part of the activity is titled as “Gratitude”
- Ask the students to write 20 things they are really grateful to have in their life right now.
- Tell students to start their statements using “I am so happy and grateful for...”. For instance, I am so happy and grateful for my friend or I am so happy and grateful for my books etc. they can be grateful for anyone and anything.
- Once the students complete their statements, ask the students to say their statements in mind slowly, one word by one word, and give thank you to each thing they have written and feel happiness about that thing in their heart.

6. At the end of the activity, ask students to tell the difference in their feeling level before starting the activity and after the completion of the activity. Students can also tell what they have learnt and enjoyed in this activity.

Learning outcomes:

Student will be will be able to:

- understand the importance of mental health.

- accept the feelings that has been generated in their body while confronting and will be present in the situation (both mentally and physically)
- to develop their concentration power which will help them to focus in few seconds.
- develop the feeling of gratitude towards the things they have in their life.

Activity 7. Hunar Haat

Duration of the activity: 3-4 hours

Vocational area(s) under which activity falls: Textile and Handicrafts/ Green skills

Background and rationale of the activity:

Conserving our traditional arts forms has become a necessity. The aim of the activity is to inculcate the importance for the local artisans or local artform. The activity is designed to introduce the concept of self-employment along with nurturing the creativity and innovativeness of the student.

Objectives of the activity:

- Create awareness and inform students about the three R's (Reduce, Reuse and Recycle).
- Nurture the creativity and innovativeness of the student through reusing and recycling.
- Enabling students to use their abilities to identify waste materials which can be upcycled and recycled.
- Introducing the concept of self-employment.

Material/ Resources required:

Recyclables, waste material (things supposed to be thrown away like cardboard, empty plastic bottles, cartons etc. any other resources available in your locality), thread / ribbon, colours, buttons, scissors, glue, decorative items etc.

Note to the teacher:

Before the activity:

- Contact any local expert or craftsmen to visit to the school for the demonstration of their activities or a local visit to the nearby craft clusters.
- The activities include wooden carving, metal work, local weavers, decorative item makers, or decorative pottery maker etc.
- If it is organized in school, identify a location within school campus and also make necessary arrangements including chairs and display boards according to the 10-15 person for demonstration purpose.
- Publicity of the hunar haat event in advance in the school.

During the activity:

- Give a brief introduction about the process
- Also tell the importance of the local enterprises and livelihood.

Stepwise procedure:

1. Initiate the discussion by asking the following questions to the students:
 - What do you do with your old clothes, bag, shoes and stationery?
 - What you/ your family member do with empty plastic bottles, cartons, newspapers etc.
 - Is it important to reuse/ upcycle the various waste or recyclable materials?
 - What would you choose between self-employment and doing a job and the motivation behind that?
 - Have you visited any handicraft mela/ event, hunar haat etc. in their locality?
 - If yes, what kind of handicraft items did you see there?
2. Provide an introduction to the handicraft that is available.
3. After discussion, following are the instructions for performing the activity:
 - Form groups, each having 5-10 students.
 - Each group will allow to observe the process of the craft making in detail at the school campus or during the field visit
 - Under such demonstration the expert or artisan should provide information about the different tools and techniques used in craft making
 - Time to demonstrate such activity is 3-4 hours.
 - Next, teachers ask each student to present their view on the topic.

Learning outcomes:

Student will be able to:

- explain the concept of self- employment and their view point on it.
- understand the importance of local craft.

Customisation/ Extension of the activity according to the local or regional skilling needs:

- Students can be asked to prepare traditional handicraft work, bamboo work, paintings relevant to their social-cultural background and present before the class.
- Inviting local artisans for motivating and developing a thought line amongst students for Handicraft and how this can be opted and seen as a profession.
- A hands-on activity can be provided by the local artisans to the students based on the local crafts.

Activity 8. I am an Entrepreneur

Duration of the activity: 3 – 4 hours

Vocational area(s) under which activity falls: Product design, handicrafts, creativity, design thinking.

Background and rationale of the activity:

An entrepreneur is a person who starts a business and is willing to risk loss in order to make money. They are able to recognize an opportunity in the face of a problem by looking at it from a different perspective, find innovative and original solutions to that problem and set up their startup avenues. Entrepreneurs follow a problem-solving approach which helps them in coming up with new ideas for business generation. The term “entrepreneurs” also sometimes refers to those who can translate the developed inventions into useful products and services. Entrepreneurs often work towards solving a problem in society by providing a useful or innovative solution for it. This activity will help students to think and act like an entrepreneur in solving the problem.

Objective of the activity:

To develop students’ entrepreneurial skills

Material/ Resources required:

Notebooks and pens

Note to the teacher:

Before the activity:

- Prepare some exemplar situations to be shared with the students which can give them some idea to make progress in the activity.
- Provide the following themes to the group to make their idea:
 - Lack of economic opportunity and unemployment
 - Food and water security
 - Lack of education
 - Safety, security, and well being
 - Government accountability and transparency
 - Poverty and corruption
 - Large scale conflict and wars
 - Climate change and destruction of natural resources
 - Daily life situation

During the activity:

- Ensure that every student is able to participate in this activity.
- Encourage students to speak up on their ideas as much as possible.
- Do not dismiss students' ideas, no matter how trivial or simple they seem. Encourage as many ideas as possible, even if they seem "impractical".
- Ask the student little intense question so that they can be able to see the blind spot of their solution.

Stepwise procedure:

1. Start the discussion by asking students:
 - What do you know about entrepreneurs? What they really do?
 - What are the sectors do you think the entrepreneurs have worked till now? Can you name it.
 - What are the sectors do you think entrepreneurs has not worked? Can you name it.
 - If you choose to become an entrepreneur, what field will you choose to improve and why?
 - Name some famous entrepreneurs of our time.
2. Along with the discussion, explain the students about the origin and scope entrepreneurship to the students.
3. Now, divide the classroom into groups each having 4-5 students or depending upon the strength of the class. Also, write the themes on the board from which every group has to choose two themes.
4. Tell all the groups they will act as an investor for other students who is presenting the idea. They all have 3-4 sets of alphabets "A-Z" which they can use as funds to invest in the idea of the students. The student who is presenting has to answer all the questions of the investors so as to gain the funds.
5. Once the group has chosen their themes, now the group has to brain storm within themselves to find a problem they have seen nearby them and is related to that theme and want to change or solve that problem.
6. All the groups will be given 2-2.5 hours to brain storm on the issues to be selected and the solutions to that issue. Every member in the group has to find one issue from their selected theme and have to develop its respective

solution. They can make a theoretical or paper model solution to their identified problem.

7. When all the group has completed their brain storming activity, the first group will start the presentation. Every group has to discuss following points:
 - Why they have selected their situations.
 - For which area their idea is related: Urban or Rural or Tribal
8. Every member of the group will be given 10-15 minutes to explain the problem they have selected from the them and the solution they have proposed to address the problem. Along with their explanation, then can also show their paper prototype, how it may work and why people will want to buy it.
9. Once they have completed their presentation, teacher and other student will appraise the idea of every student in the group and ask the questions related to the problem. If they find that student is able to understand the situation and the problem, then teacher along with the other group can give the letters to that student as an investment in their idea.
10. All the other groups will follow the same pattern till the last group has given their presentation. The teacher will ask students to make words out of the collected letters by their groups. The words should be distinct and should match with the entrepreneurial field.
11. At the end, teacher will ask students whose idea they all like and reasons related to it. Also, what they have liked about this activity and what they have enjoyed the most in this activity.

Learning outcomes:

Students will be able to:

- recognize and identify problems in a given real-world context.
- demonstrate problem-solving skills for the given problem.
- design potential /viable solutions to the problem.
- develop an entrepreneurial mind-set.

Customisation/ Extension of the activity according to the local or regional skilling needs:

- Students can also allot the points as +1/-1 to the idea they liked the most.
- Teachers can also suggest students to include local problems in line with the theme.

Activity 9. Give them First Aid Dressing!

Duration of the activity: 2-3 hours

Vocational area(s) under which activity falls: Health care and paramedical services

Background and rationale of the activity:

First aid training helps people learn to be more conscious of safety in the workplace, leading to a reduced number of accidents and injuries. Students encounter with situation which requires basic knowledge of first aid and handling. These situations comprise of cut/scrape, insect bite, burn, splinter, sprains, strain, nosebleed and fracture. It is important to equipped students with the knowledge of primary first aid components. This activity will get students aware of the process of providing first aid to the next person. It will also provide them the opportunities to learn how to provide a dressing and other important first aid in emergency situation

Objective of the activity:

To develop the first-aid dressing skills in the students.

Material/ Resources required:

Scissors, bandage, gauze pads, antiseptic cream, adhesive tape, antiseptic liquid, thermometer, ORS, oximeter, tweezers, disposable gloves, surgical masks, paracetamol tablets, pain-killer tablets, antacid, emergency blanket, pressure (elastic) bandage, instant cold pack, crêpe rolled bandages, sterile eye bandages, cleaning wipes. A paramedical staff

Note to the teacher:

Before the activity:

- Gather all the information on first aid kit components and actions.
- Divide the students in the groups of 4-5 students depending upon the strength of the class.
- Provide the situation (as stated below) to the students:
 - Your friend has developed scratch on forehead while playing and there is a bleeding.
 - You have got glass pieces pierced in your foot while playing bare foot on the ground.

- You have got your nails broken while playing football and it is bleeding
- Juby has been playing football all day. He forgot to drink water and fainted on the playground. What would your actions be?
- You tripped on a stone and sprained your ankle while walking back from school to home.
- Your 10-year-old brother suddenly just broke his teeth
- Your friend in her menstruation period got severe abdominal cramps.
- Something went into your eyes when you were cutting a wood block.
- You burnt your fingers during cooking.
- You are feeling sick after eating some street food. You have started vomiting.
- You have bruised your knee while playing kho-kho and started bleeding.
- Your wrist got sprained while you were washing your clothes with a mogri/ thaapi/ wooden bat.

During the activity:

- Ensure that every student is able to observe the dressing style shown by the paramedic staff.

Stepwise procedure:

1. Initiate the discussion by asking students:
 - What do you understand by first aid? And when do you think it should be given to the patient?
 - What are the items do you think comes in a first aid box?
 - Do you know to dress a wound? What are the procedures required to dress an injured person?
2. Now, divide the students into groups of 4-5 students as per the strength of the class.
3. Showcase the first aid material on the desk in an order.

4. Provide the situation to the groups and ask them to prepare the sequence to solve the situation. The groups are provided with 15 min to prepare the sequence regarding the situation.
5. Meanwhile, introduce the paramedical worker with the students who will observe the students' sequence.
6. The group will present their sequence to solve the situation. In this, they will show actually how they will dress the patient or provide the required first aid to the patient.
7. Once, all the groups have completed their presentation, the teacher will ask the paramedical staff to assess the students' skills.
8. The Paramedical staff will have to provide the idea of paramedical services along with the right way to provide the first aid to the patients.
9. The group again in the guidance of the expert will redress the patient so as to learn the proper dressing skills in first aid. Further, the expert will discuss more about the first aid skills with the items available on the table.

Learning outcomes:

Students will be able to learn how to dress a wound and various other first-aid skills required in various situations.

Customisation/ Extension of the activity according to the local or regional skilling needs:

More number of situations can be created as per local needs.

Activity 10. Break the Code!

Duration of the activity: 3-4 hours

Vocational area(s) under which activity falls: IT, Telecom, Security

Background and rationale of the activity:

Instant messaging, social media and emails have become an integral part of our everyday live. The looming threats related to the privacy and security of personal information comes along with the exponential growth of smart phones and instant messaging apps. One way of protecting the privacy of messages in instant messaging apps is through 'encryption'. Encryption is a method by which one ensures that only the person you are sending your messages to can actually read the message. The encrypted messages are difficult to read by the crackers who has cracked the devices for the information. Once the messages are typed and encrypted by a particular method it can only be decrypted by the person to whom you have send the message and who also has the same encryption method. This activity gives a very preliminary understanding of how encryption works.

Objective of the activity:

To provide students a preliminary understanding of encryption and expose them to the difficulties of breaking a code

Material/ Resources required:

Printed templates of codes, notebooks and pens.

Note to the teacher:

Before the activity:

- Prepare more types of code sheet which is having a pattern depending upon the same format.
- Divide the classroom in to groups each having 4-5 students or depending upon the strength of the class.
- Provide the following situations to the groups to write their story.
 - Planting crops in your field
 - Cleaning your house for festival
 - History of your city
 - A poem you remembered
 - Standing in front of the stores or railway or metro station or in school fair or a monument
 - My favourite food items

During the activity:

- Ensure that each student writes one line in the coded message.
- Ensure that each group makes a story comprising of 4-5 paragraphs depending upon the strength of the group.
- If the students find difficulty in identifying the pattern, then only provide the reference as “every alphabet is assigned an alphabet two ahead of it, which means A=C, B= D, C= E and so on. The last two alphabets Y and Z is A and B respectively”.

Stepwise procedure:

1. Start the discussion by asking students:
 - What do you understand by the term “secret messages”? What is/ are their importance in our lives?
 - How do you think in earlier times the kings and their minister exchanges information secretly?
 - What are the modern methods of sending the secret messages? Can you name them.
 - What do you know about encryption?
 - What are the various methods with which encryption takes place? Can you name it.
 - What are the areas in which encryption is mostly used other than consumer applications?
2. Along with the discussion, explain students about the role IT and other computer industry in developing encryption technique to safe proof the users’ information while using internet services for surfing, online purchasing or conversing with their friends.
3. Now, divide the classroom in to groups each having 4-5 students or depending upon the strength of the class. Distribute printed code to each group. The groups should not know what code the other groups have received.
4. Now ask each student from the group to come and pick a slip and note their situations. Once every student has their situations, ask them to write a paragraph on their situations in such a way that it should make a link with paragraph of other group members. In this way, the group will develop the story and then it will encode the story with the code sheet given to their group.

5. All the groups will be given 2-2.5 hours to write their story in a coded form.
6. Once all the group has completed the activity, collect all the coded stories with the both the code sheet from the groups and redistribute only the stories to the groups randomly so that no group receive their own coded message.
7. Now, all the groups will be given 30 minutes to decode the story by working in group without any code sheet. Do not provide the reference as long as all the group demand the same.
8. At the end, teacher will ask all groups to read out their stories and also present what strategies they used to decode the story quickly. If the group is unable to decode the story, then they have to guess what is in the story and original group will tell if they have guessed it correctly.
9. At last, teacher will ask students what they have learned in this activity and what they have most enjoyed in this activity.

Learning outcomes:

Students will be able to

- write coded messages using a reference code.
- decode messages without using a reference code.
- explain the basics of encryption.
- understand the complexity of the message decoding.

Customisation/ Extension of the activity according to the local or regional skilling needs:

Teachers can make codes in regional languages and can distribute it to the students for the activity. Teachers can also make more situations to make the activity more interesting.

Extra information:

Code 1 has the pattern of reverse order of alphabet, Code 2 has the pattern of increasing values in the multiples of 2, Code 3 has alphabets associated with numbers 1, 2, 3 and so on in order. A counter example is having random numbers assigned to alphabets. Such codes **should not be** used in this exercise as they cannot be cracked in a regular classroom setting.

Resources are available in the Annexure.

Activity 11. Tring, Tring, how may I help you?

Duration of the activity: 3-4 hours

Vocational area(s) under which activity falls: Telecommunication, communication skills

Background and rationale of the activity:

The Telecommunications activity introduces the various ways in which we communicate with each other on a daily basis, and discusses the impact of communication – both verbal and non-verbal. In this activity, students will act as customer persons and customer care executives of telecommunication service providers. A customer care executive/representative, also known as a customer service representative, facilitates the relationship between companies and their clients. Though their responsibilities vary based on the company they work for, most representatives are responsible for answering customer questions and addressing their concerns. This activity will help students to understand the role of the customer care in making and maintaining the organization's face.

Objective of the activity:

To expose students to the communication skills through the customer care role play.

Material/ Resources required:

Notebooks and pens.

Note to the teacher:

Before the activity:

- Gather a brief information related to the functions of Customer service representatives.
- Divide the classroom in to groups each having 5-6 students or depending upon the strength of the class.
- Provide the following situations on which the students will call the customer care:
 - Charging excess tariff on post-paid connection
 - Sent a malfunctioned product again on the request
 - Booking the tickets for the vacations

- Charging extra charges on credit card
- PC is not working
- Charging fees for the services not availed on the mobile

During the activity:

- Ensure that every student is participating in the activity.
- Ensure that every student has to use the improvisation to develop their conversation ideas while conversing with one another.

Stepwise procedure:

1. Start the discussion by asking students?
 - What is the role of organization after selling their products to the customers?
 - What is the role of after sales and services of any organization? Who do you connect with at this department?
 - What is the role of customer service executive? What are the daily activities of customer care executives?
 - What are the important skills required by customer care executives?
2. Along with the discussion, explain the students the importance of customer care and call centre executives in developing new products according to their constant discussion with the customers.
3. Now, divide the classroom in to groups each having 4-5 students or depending upon the strength of the class.
4. Each group will be further divided into two groups as “representative” and “customer”. Both the sub groups have to engage in conversation with the other groups except their own group. For instance:
 - Group I have two group.
 - The representative group in the first group will engage in conversation with the customer sub-group of all other groups.
 - The customer sub-group in the first group will engage in conversation with all other sub representative groups. Group I both the sub groups will not engage in conversation with each other.
 - Similar style is to be followed by all other sub groups.
5. Every member in the group will be given alphabets for transactions.

6. Teacher will now write the situations on the board and only customer group will take the situations or make their situations based on the written themes. The teacher will also give the representative group students the conversation opening sheets which will help the students in starting the conversations.
7. The customer group students have to be little deterrent if they have complaint while they have to be more enthusiastic if they have to know about services.
8. Now, each customer-representative has 15 minutes to solve the problem or provide the complete information for customer satisfaction. If time finishes, representative group will have to pay fine in form of 5 letters from their alphabets to the customer group. If they solve the situation within time limit, then the customer has to give them 5 letters from their particular alphabets
9. Teacher can help the particular customer and representative students on 3 times with 3 letters per solution.
10. After telling the rules, the students will be given 15 minutes to choose their topic. Students have to improvise their conversations while conversing with the one another.
11. At the end of the activity, teacher will talk about the best points in the conversations. Teacher will also ask students what they have learnt in this activity and what they have enjoyed in this activity.

Learning outcomes:

Students will be able to

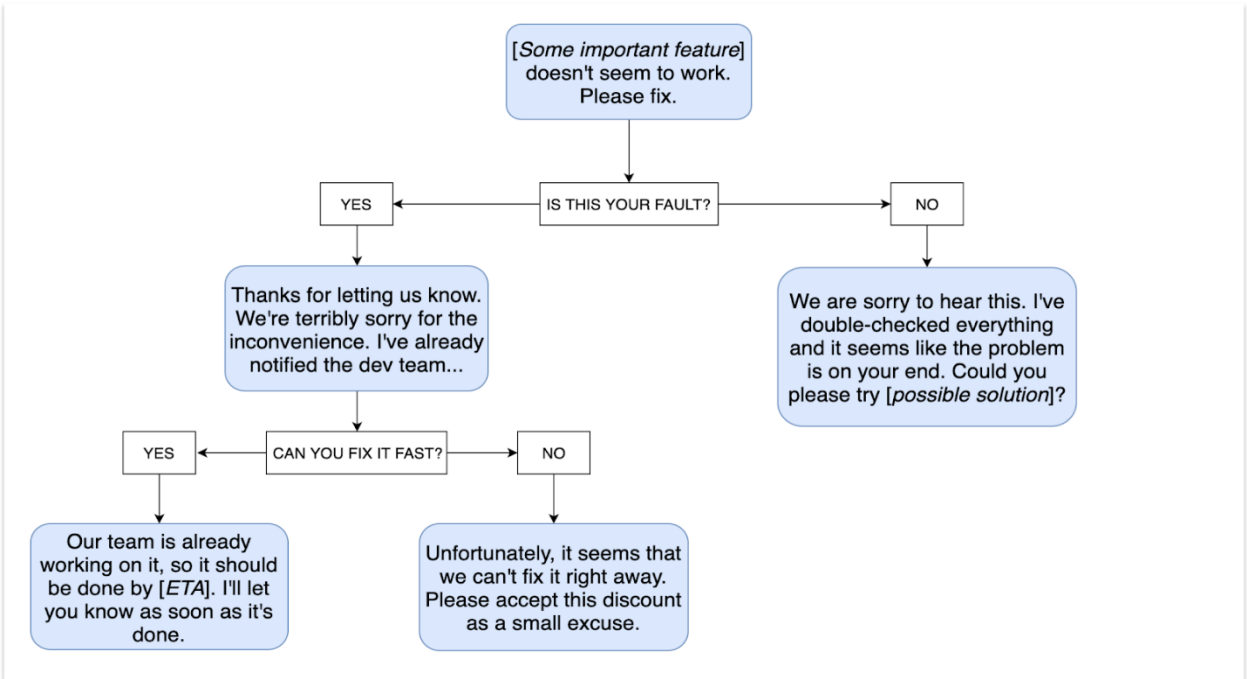
- understand about the role of customer care and how they are connected to the improvement of the business.
- develop conversational skills as required to solve the problem.

Customisation/ Extension of the activity according to the local or regional skilling needs:

The students can converse in regional language too but they have to maintain the courtesy and respect of another student.

Extra information:

The students can follow the supporter-consumer problem resolving method through this flowchart.



Teacher can provide the following starting statements to the customer representative students.

Customer: "Hello?"

Support Rep: "Hi, this is (your name) from (company name). Before we get started, who do I have the pleasure of working with today?"

Customer: "How do I purchase your product (sim card/broadband)?"

Support Rep: "I'd be happy to help you with this. But first, let me share this knowledge base article that will definitely help you."

Customer: "Your product is terrible. It's overpriced and it doesn't turn on every time I use it."

Support Rep: "Thank you for this feedback. I understand how frustrating it can be to anyone who doesn't know the benefits of our products. Let me clarify with you regarding our products...."

Customer: "Hi, I received this product yesterday, but when I opened it, it's not working. What are you going to do about this?"

Support Rep: "I am so sorry to hear that. My apologies that your product didn't arrive as expected. I'd be happy to take care of this for you. Would you like me to ship a new one right now, or would you like to begin a refund instead?"

Customer: "There is a problem in using your telecommunication services. Can you resolve it?"

Customer: "Wow! Thank you so much. You've been a great help today."

Support Rep: "Glad to hear it. And, if you'd like, please feel welcome to share that feedback via our survey triggered at the end of each (case/call). We would really appreciate it."

Customer: "I just need you to tell me my account number and password. I don't care what your company policy says. I'm in a hurry."

Support Rep: "I understand your frustration and I want to get you that information as quickly as possible, but unfortunately, I can't provide you with an account number or password at this time. While I certainly trust you are who you say you are, this policy is in place for the security of all our customers and without going through the required identification process, it would put your account at risk."

Activity 12. Budget the Event

Duration of the activity: 3-4 hours

Vocational area(s) under which activity falls: Logistics, Media and entertainment, Tourism and Hospitality

Background and rationale of the activity:

Organising any event/ festival/ ceremony is an integral part of any culture. It involves the varied number of preparations which has to be overseen by a person for smooth functioning of the event. Organizing the event involves the principles of management which are: Planning, Organizing, Staffing, Directing and Controlling. An event organizer keeps a 360° glance over the planned activities in an event. Even if the event is successfully planned, financial factors will could affect the success of the event. This activity will give the students an idea on planning and directing the activities in any event along with keeping their eye on allocated budget.

Objective of the activity:

To develop the budgeting skills of the students by making them able to estimate the funds required by tasks in an event

Material/ Resources required:

Notebook, Pen/Pencil

Note to the teacher:

Before the activity:

- Ensure that the students are divided equally in groups. Students with similar skills/ abilities should not be in the same group.
- Each group should include at least one student who is able to draft and sketch the idea faster. These groups should be planned beforehand. (Groups of 4-5 students)

During the activity:

- To encourage students to come up with creative ideas which are unique and enjoyable so as to celebrate the event allotted to their groups.
- Each group is to be allot one event from the list given below.
- Refrain from criticising students and just suggest minor improvements in the logistical aspect, if needed.

- Ensure that the event created involves following tasks in it:
 - **Research and goal setting** –This is the planning stage where team formation for particular area like, communication team, refreshment team, stage team, venue team etc. has to be planned according to the event. This also involves 5W’s and 1H (Who, What, Where, Why, When and How) of the event.
 - **Designing the event** – Under this head, the team chooses the venue, decides and allocate the budget, prepare the list invitees, prepare the programme schedule and menu for lunch/dinner and creating promotional material for the event.
 - **Coordinating and Day-of planning** – The team will here finalize their plan with teammates about the event. Proper layout of the program to be drafted which include details of the person to be contacted in state of urgency.
 - **Evaluating of event** – Check list points to be prepared to know the success of the event.
- Provide an estimate of ₹7,000 as an allocated budget to each group and ask them to tell the distribution of the fund for the activities.
- Ensure equal participation of students by asking their roles in team activity. Also, ensure that most of the critical tasks are covered, even if they aren't listed in the most organised manner.
- Provide one complex situations to the students when presenting their ideas and ask them to reset their timeline of activities within 10 minutes, like: -
 - If the Chief Guest backs out at the last moment, how the team will proceed?
 - If the number of people in the event increases as compare to the stated number, how will you serve refreshment to them?
 - If there is technical failure, how will you proceed the event?
 - If some starts to object over the content of the event, how will you handle the situation?
 - If there are fire breakout / short circuit conditions, what are the escape points in the event?

Stepwise procedure:

1. Divide the students in groups.

2. Ask the students to sit in their allotted groups.
3. Now, distribute one event to each group from the prepared list.

| Sr. No. | Name of Event | Date |
|----------------|------------------------|---------------------------|
| 1 | Sports Day | Any date |
| 2 | Vijay Divas | 16 th December |
| 3 | Independence Day | 15 th August |
| 4 | Annual Gathering | Any date |
| 5 | Constitution Day | 26 th November |
| 6 | Teachers Day | 5 th September |
| 7 | Children's Day | 14 th November |
| 8 | Women's Day | 8 th March |
| 9 | Reading Day | 19 th June |
| 10 | Environment Day | 5 th June |
| 11 | Senior Citizen's Day | 21 st August |
| 12 | Labour Day | 1 st May |
| 13 | Differently Abled Day | 3 rd December |
| 14 | Parents Day | Any date |
| 15 | Diversity Day | 21 st May |
| 16 | World Youth Skills Day | 15 th July |

4. After distributing the events, now each group is allotted 10-15 minutes' time to discuss and find out about the importance of celebrating these events among team members and to note down everything they know about the event.
5. If students need more details about the event, a discussion with teacher and other group can take place.

6. Now, ask the students to create a school event with the topic allotted to their group. The student task with layout should make the flow map of the activity in the event.
7. Teacher should explain the understated points to the students in easy language so that they can understand how they should proceed their planning of their event:
 - Research and goal setting
 - Designing the event
 - Coordination and Day-of planning
 - Evaluating the event
8. The group should be provided with the budget of ₹7,000 which they have to spent in planning their activities.
9. The students are allotted with the time limit of 2.5 – 3 hrs in which they have to work in team to conceptualized the activities/tasks for event and involve their creativity in celebrating that event. Students should chalk out dates/deadlines for completion of tasks along with the budget kept for each task or activities. These deadlines and the allotted budget estimate should be practical and achievable.
10. The group representative, after planning and discussion, will present the idea about the event. The student tasked with layout will draw their plan on board and members will define their role in the event in accordance with the chart.
11. Teacher should provide the situation to the groups and ask them to reset their timeline or the activities so as to have a smooth event. Also, if any activity is affected in the situation how the budget allocated to that activity will be affected.
12. The group representative will change the layout according to the discussion and suggests their solution towards the problem.
13. Each group should present their lists of activities in front of the class and other groups and teacher can give them constructive feedback.

Learning outcomes:

The students will able to

- estimate the time duration required for completion of the task
- re-plan their activities so as to ensure the successful completion of the event.

- learn the concept of budget and learn to prioritise activities if any shortcomings arise either technically or physically.

Customisation/ Extension of the activity according to the local or regional skilling needs:

- The group with the most detailed layout will be rewarded by allowing that group to plan and organize that particular festivals/events in the same format in the school.

Activity 13. Parcel Delivery Express

Duration of the activity: 2 -3 hours

Vocational area(s) under which activity falls: Logistics

Background and rationale of the activity:

Logistics refers to the movement of goods from Point A to Point B, which entails two functions: transportation and warehousing. While the overall supply chain is a network of businesses and organizations working in a sequence of processes, including logistics, to produce and distribute goods. At present, effective logistics is essential in a global economy. Businesses and individuals need to be able to rely on getting their goods and documents to the intended recipient as quickly, safely and cost-effectively as possible. In this activity, students will understand the basic of logistics by delivering some important and urgent parcels in the schools.

Objective of the activity:

To give students an opportunity to understand the various functions and workings of the delivery/parcel/courier system.

Material/ Resources required:

Notebooks and other items from every students, teachers and non-teaching faculty present in the school, pens, school bags.

Note to the teacher:

Before the activity:

- Divide the classroom into groups each having the 4-5 students or depending upon the strength of the class.
- Collect an article (either book, box, hair clap, note books, files, etc. items which students have with them) from all classes from the school along with the name, roll number, class and section of the person to whom the property belong.

During the activity:

- Guide students in their process of courier services activity wherever they are required.

Stepwise procedure:

1. Start the discussion by asking students:

- What do you understand by the term logistics? What are the different types of items coming under logistics deliverables?
 - What is a difference between a courier service and a postal service despite both being delivering the items?
 - What are the main features of courier services?
 - Along with the discussion, explain the students about the role of supply chain in making the country's economy by delivering the products on time.
2. Now, divide the classroom in to groups each having 4-5 students or depending on the strength of the class. Name the group as
 - Receiving and Packaging group
 - Order delivering group
 3. Every group will be given 50 points in the starting and after completion of each task +20 points will be added to their scores. If the students fail to meet the deadline, they will lose -5 points for every 10 minutes. If any student is found roaming and running, all the group will lose -20 points at that instant. So, every group has to keep an eye on other group.
 4. Now, the teacher will give the students all the items they have collected from every person from the school campus. The role of the group is to distribute the items, make a list of items with the name of the person, class and section, type of the object and the signature column.
 5. In the group of 4-5 students;
 - 2 students will bring and sort the items
 - 1 student will make the list of the items
 - And other 2 students will go on delivering that item.
 6. Now, the student who is preparing the list has to make the list in such a way that the delivery student has to take less time delivering the items and have to deliver all the items and return to the classroom as fast as possible. The group has to work on the designing of the route in such a way that they have to return as soon as possible.
 7. The students who are delivering the parcels has to divide the parcel among them according to the route. The students will use their bags to securely keep

the parcels and have to move silently for delivering their parcels without disturbing others classes.

8. The student who are going to deliver the items has not to run and deliver the items. If the students are found running, then the points will be deleted from their scores.
9. Students have to brisk walk to deliver the products, deliver the parcel, take the signature and has to return to the class as soon as possible or before the last gong of the traditional bell.
10. At the end of the activity, every group will discuss their strategies on attending their targets on time. The teacher will ask students what they have learned in this activity and what they have enjoyed in this activity.

Learning outcomes:

Students will be able to

- distribute various packages to specified locations within a given time frame.
- plan travel routes based on locations and time frames.
- carefully packing or unpacking any items.

Activity 14. Let's make our Advertisement

Duration of the activity: 3-4 hours

Vocational area(s) under which activity falls: Media and entertainment, Organized retail, literary

Background and rationale of the activity:

Advertising is the best way to communicate to the customers. Advertisement informs the customers about the brands available in the market and the variety of products useful to them. Advertising is for everybody including kids, young and old. It is done using various media types, with different techniques and methods most suited. An advertisement jingle is a short, simple tune, often with words, which is used to advertise a product or programme on radio or television. Mass media advertisements are focused towards generating the sale of their products and services. So to grab the attention of the listeners or the viewers, the ads are created with a hook so as to hold the mind of the listener after viewing or listening the track for the first time. Ads are considered as a sign to check the sales of an item. If the ads are well crafted, then it is sure it will generate repeat purchase from the customer side. This activity aims to provide student with an idea of creating the ads for an unknown product

Objective of the activity:

To develop the students' literary skills to create both print and electronic ads for products/ services.

Material/ Resources required:

Antiques items like soft toys, cars, dolls, empty pencil box, pens, bottle, duster, doors, almirah, etc. which is in the classroom or can be brought from home, colours, A4 sheet, pencil, scale, eraser

Note to the teacher:

Before the activity:

- Ask students to bring their colours and stationary items with them.
- Ask students to bring some of the antique which is non-used and has the zero-value product for the activity. The antique items can be their child soft toys, cars, dolls, empty pencil box, pens, bottle or anything which no do not have any value.

- Prepare some catchy ads on the school products which will help students to understand.
- Divide the classroom into groups each having 4-5 students or depending upon the strength of the class.
- Provide the following situations to the students to sell their antiques:
 - Standing in front of school
 - Standing in front of cinema theatre
 - Standing in front of haat-bazaar
 - Standing nearby airport
 - Standing nearby railway station
 - Standing in front of hospital
 - Standing in front of the zoo
 - Standing in front of the bakery.

During the activity:

- Ensure that every student is able to participate in the activity by providing their version of the ads for the product/ services.
- Help the students in developing the ads using proper scheming.

After the activity:

- Ensure that students are not teasing their classmates using the jingles.

Stepwise procedure:

1. Start the discussion by asking students:
 - What is the aim of any advertisement?
 - What are the various medias and types of the advertisements?
 - Can you remember the any advertisements you have seen recently?
Can you sing it or narrate it?
 - What are types of advertisements you all have remembered or heard since your childhood?
2. Along with the discussion, explain the students the about the laws related to the advertisements, role of ads in sales and creative mind behind the creation of the ads. If computer along with speaker is available, show the students the various iconic ads created by top ad agencies.

3. Now, divide the classroom in to groups each having 4-5 students or depending upon the strength of the class. Ask the students to take out their antique items and provide a situation to them. Along with the situation every group will be have two sets alphabets (A-Z) – one for print ads and one for radio jingles.
4. Now, the students have to prepare a print and a radio jingle according to the situation for the product they have brought from their home
5. For the print ads, students have to design their ads along with the slogan. The ad should provide maximum information with minimal words. The ad should be attractive and hook the student’s interest in knowing more of its content.
6. For the radio jingles, student has to make script considering one word as one seconds. In total, they have to make the jingle of 25 seconds.
7. The students will be given 2-3 hours to prepare their activity in group.
8. Now, once all the group has completed their preparation. The first group will start presenting their ads and radio jingles one by one. When the first student will complete its performance, the other group will now tell if they want to buy that product or not. If they want, then they will have to give an alphabet for the transaction. If no group want to go for transaction, then the performing group will have to give their alphabets to each group. After this transaction, the second group member will present his/her jingle in front of the class.
9. Once the first group has completed its presentation, the second group will start till the last group present its jingles.
10. At the end, all the group will be asked to give eight distinguish words from the letters they have earned through jingles.
11. The teacher at the last will ask student what they have learned in this activity and what they have enjoyed the most in this activity.

Learning outcomes:

Students will be able to

- discuss the importance of advertisements in selling a product.
- describe a product in optimum words.
- give a tune to the words to correlate with a product.
- learn new words.

Customisation/ Extension of the activity according to the local or regional skilling needs:

Teachers from rural areas can ask children to make advertisements of local stuff like 'mataka', bullock cart, mud house, etc.

Activity 15. Cashier Sahib!

Duration of the activity: 2-3 hours {4 to 5 hours (Visit out daylong activity)}

Vocational area(s) under which activity falls: Organized Retail

Background and rationale of the activity:

A retail cashier, in organised retailing, is responsible for looking after the overall POS operations, such as handling service cash point/POS, following point-of-sale procedures for various products, processing customer orders for goods in retail, part exchange sale transactions in retail, payments from different modes in retail, and cash and credit transactions in retail operations. While adhering to accounting principles and conventions, a cashier serves and processes all customer transactions through various types of tenders within the retail environment. A cashier is also the face of the organization or the shop when a customer approaches to it with a specific desire or need. In this activity, students will learn about the role of a cashier in dealing the customer, maintaining the cash box and cash register in a shop.

Objective of the activity:

To expose students towards the concept of cash handling in organization

Material/ Resources required:

Notebook, pen, bundle of fake currencies or 5-6 bundle of newspapers pages cropped or folded in the size and shape of ₹500, ₹100, ₹50, ₹20 and ₹10, strips of newspapers in size of 20 cm*10cm and a table with a drawer or a separate closed box,

Note to the teacher:

Before the activity:

- Prepare the bundle of ₹2000, ₹500, ₹100, ₹50, ₹20 and ₹10 from newspaper pages. Mark the denominations on the cut outs and distribute in to students. A total of ₹50,000 fake tenders made out of newspaper should be distributed among students. And rest ₹50,000 should be orderly arranged in the cash box.
- Divide the students in to two groups: One group may be designated as Cashier which should have at most 4-5 students and another group as customers.
- Distribute ₹50,000 among all the students in customer group such that every one of them has equal amount of denominations with them

- Provide the situation to the customer group as stated below:
 - Airplane agency has got their flight cancelled and asking extra fare for upgrading you to next flight.
 - The computer which you had received after repair is not working and the store is not refunding you even after the store policy after third repair.
 - You are ordering the food but wanted to make customize changes in the dish.
 - You are paying your complete bills related to gas, electricity, TV, and tiffin services.
 - You are booking the venue of an event for a business conference and you have deposited the half the amount. But it has been observed some extra charges and commodities are added in your bill and has been charged from your organization.
 - You are paying your gym membership but you have been overcharged by the organization.
 - You have to book the hotel room for the standard rate and automatically your room is upgraded to higher class rate while paying the bill. Once the amount is deducted then you came to realize the discrepancy.
- Provide 15 min for the groups to prepare their opening sentences. Students should not write the narration and have to improvise the situation on their own.

During the activity:

- Ensure that every student play their role in the activity.
- Act as a mild deterrent customer and bargain with the students under every situation so as develop their negotiation skills.
- Ask every next student, who is going to play the role of the cashier, to note the amount present in the cash box.
- Ensure that students do not cajole or harass the student who is playing the role of the cashier.

After the activity:

- Point out the good point in the conversation among the student's discussion.

Stepwise procedure:

1. Start the discussion by asking students:
 - What do you know about the cashier?
 - What do you think are the responsibilities of a cashier in a food shop/ garment shop and grocery store?
 - Can a cashier could also be called as an owner?
 - Can cashier could also be responsible for the growth of an organization? If yes or no, please explain.
2. Now, distribute the students in two groups. as cashier and as a customer. The cashier group is provided with the ₹50000 while the customer group is distributed with the same amount.
3. The first student will take the seat of the cashier and will start conversation with the group of customers. It is to be noted that a group of 5-6 students can simultaneously argue with the cashier on the same idea. The cashier has to handle them and on the same time has to reduce the flow of money from the cash box.
4. In similar pattern, next other cashier will converse with cashier to resolve their issue. Cashiers should be provided with the strips of bills (newspaper folded bills) so that they could provide authenticated new bills to the customers
5. Once the situations are completed, ask both the group to total their money bills and tally if the cashier has been able to save the cash in the cash box.
6. The teacher then should explain the effect of conversation and negotiation skills which changes the tally.

Learning outcomes:

The students would learn about:

- cash transactions along with real-life calculation on the spot to sort the situation.
- how communication and negotiation skills helps to save the money and image of the organization.

Customisation/ Extension of the activity according to the local or regional skilling needs:

The situation listed can be changed and modify according to the need.

Activity 16. ABC of Manufacturing

Duration of the activity: 2-4 hours

Vocational area(s) under which activity falls: Manufacturing, Entrepreneurship, Management

Background and rationale of the activity:

Many small scale and cottage industries manufacture various items with easily available raw materials. For example, one may make organic incense sticks using cow dung, ghee, dry rose powder, etc. This activity provides the students with hands-on opportunity about small scale manufacturing or cottage industries at village level.

Objective of the activity:

The activity aims to expose students to production of an item through the hands-on approach.

Material/ Resources required:

Apron, gloves, charcoal powder (500 gm), wood sawdust (500 gm), ghee (200 gm), dried cow dung cake (2-3 big pieces), dry rose petals (250 gm), water (150 ml), bamboo sticks or ice cream sticks, a deep vessel and spoons.

Note to the teacher:

Before the activity:

- Prepare a dry powder out of dried rose petals.
- Divide bamboo sticks into the size of 6'x 0.25' for sticking the moist incense mixture onto the stick. If bamboo sticks are not available, ice cream sticks can be used dividing it into two parts lengthwise.
- Ensure that no pricks remain on the bamboo sticks or ice cream sticks as it can hurt the students.

During the activity:

- Ensure that every student is able to observe the prepared mixture.
- Help the students while sticking the mixture on to the sticks.

After the activity:

- Ensure that students clean their hands after completing the activity.

Stepwise procedure:

1. Wear gloves and an apron. Fetch the utensil in which the mixture is to be prepared.
2. Take the charcoal powder, wood sawdust, rose petal powder, cow dung in the utensil in the following ratio:
 - Four parts of charcoal powder and wood saw dust. To this mixture, add one part each of rose petal powder and finely crushed cow dung.
 - If you have taken 500gms of charcoal powder and wood saw dust, then mix approximately 130-150gms of rose petal powder and cow dung into it.
3. Mix the dry ingredients thoroughly with your hands.
4. Add the entire amount of ghee to the mixture so as to develop the binding properties in the mixture.
5. After mixing with ghee, add water, spoon by spoon, so that the complete mixture is easily kneaded into a dough.
6. If the mixture is dry, further add 3 -5 spoons of water and knead it again. Don't make the slurry of the ingredients.
7. Once the dough is made, take as many small portions out of the dough and distribute it among the students. Also, distribute the sticks among the students.
8. Ask the students to take a small portion of the dough to roll and elongate it.
9. Take the bamboo sticks and stick it onto the rolled incense part.
10. Dry these incense sticks under sunlight for 1-2 hours. The sticks are ready to use.

Learning outcomes:

Students will be able to make incense sticks and understand the ABC of simple manufacturing.

Customisation/ Extension of the activity according to the local or regional skilling needs:

- Depending on which area the school is in, teachers may choose a different set of raw materials to make the incense sticks.
- Teachers can explain the difference between organic and inorganic products.
- Teachers can also ask students to design a sustainable packaging for the incense sticks.

Activity 17. Weaving Temptation

Duration of the activity: 2-3 hours

Vocational area(s) under which activity falls: Textiles

Background and rationale of the activity:

Most of the discarded fabric is not reused and ends up in the landfill. The upcoming industry of sustainable products flourishes on innovative ideas from individuals who see an alternative way to upcycle the discarded and create business opportunities.

Objective of the activity:

To understand the art of textile weaving technique.

Material/ Resources required:

Few discarded saris /dupattas strip (1/2 to 1-inch-thick), scissors, thick cardboard (approx. size 6*8 inches), paper cutter, broad ice-cream stick, wool string (5 meter).

Note to the teacher:

Before the activity:

- Familiarize with different types of weaving forms in our country.
- Familiarize with the making of a cardboard loom and the weaving involved in the activity so that during the activity the students can be helped in their weaving technique.
- Ask the students to bring thick cardboard (6*8 inches), scissors, wool strings, broad ice cream sticks and colourful discarded saris, dupattas or stripes of discarded sari and dupattas strips etc. from their home.
- Bring some extra materials in case some students are not able to bring the things for the activity.
- Divide the classroom in to groups each having 3-4 students or depending upon the strength of the class.

During the activity:

- Ensure that every student is participating in the activity.
- Ensure that students work in groups and follow all the steps in weaving the strips.

Stepwise procedure:

1. Start the discussion by asking students:
 - What is meant by weaving? And how fibres are transformed into clothes using weaving techniques?
 - Have you ever seen a weaving in front of you? Can you explain various types of weaving?
 - Do you know about history of weaving related to our country?
2. Along with the discussion, explain the students about the concept, history and types of weaving techniques used till now.
3. Now, divide the classroom in to groups each having 3-4 students or depending upon the strength of the class. Tell the students that they all are going to weave a small rug/ coaster. Ask students bring out their collected discarded clothes. Students will be given 2-3 hours to make their rags out of strips.
4. Students will need cut the clothes they had brought into small strip of $\frac{1}{2}$ to 1-inch thickness. If some of the strips are short, they can be tied together while weaving.
5. Now, students will make the loom using the thick cardboard piece. For this, the students need to make approximately 10-12 small cuts both on top and bottom of the cardboard.
6. After making the cuts on top and bottom part of the cardboard, students will take the wool string, tie its end to one corner of the cardboard and then pass the thread through the cuts such that vertical lines are created. Continue to wrap the yarn around the loom until all of the slits are filled. Place two ice-cream sticks between the yarn and the cardboard. Push one stick towards each of the closed ends.
7. Now, students should take the cloth strips and start weaving in the following way:
8. Tie your first cloth strip in a knot around the first wool string, at the top of the loom.
9. Next, go under the next wool string and then over the string and repeat until you have woven over and under all wool strings.
10. After reaching to one end, now go the opposite direction, weaving your cloth strip over and under the string, alternating what you did in the previous row.

If the cloth strip was over the string on the last row, then it should be under the string in this row.

11. Pack the cloth strip tightly by pushing the threads together toward the top of the loom. When the cloth strip becomes short, tie to another weft piece and continue.
12. Once the student completes their weaving, they can remove your weave from the loom by going on the back of the cardboard, lifting up the horizontal strings up and over the cuts made for strings and removing the weave entirely from the loom. Cut any long pieces from the knots.
13. After the completion of the activity, teacher can ask students what they have learned in this activity and what they have enjoyed in doing this activity. The students can take their prepared rag to their home.

Learning outcomes:

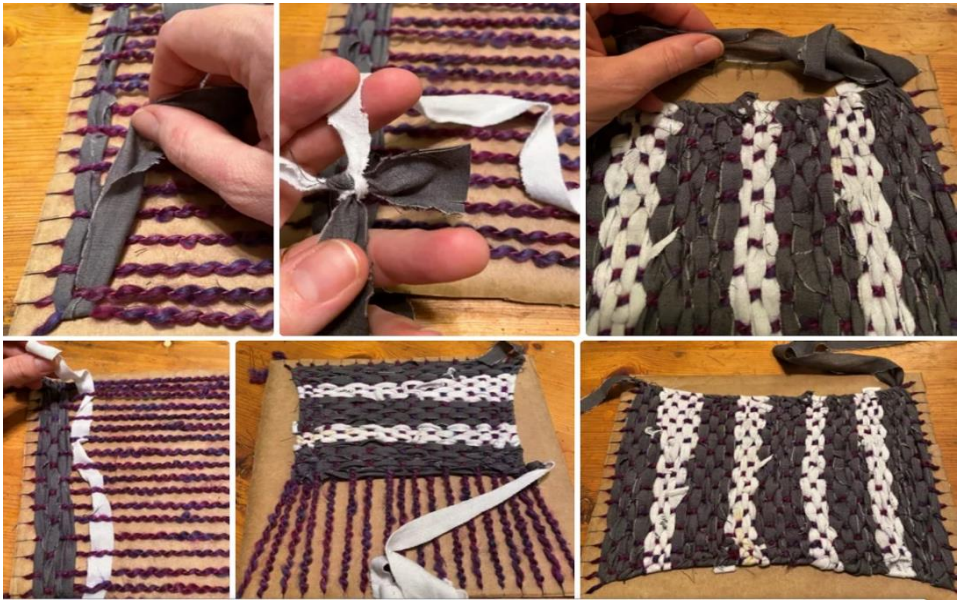
Student will be able to:

- learn about how to do weaving on a loom.
- learn how to create a cardboard loom.
- appreciate the efforts of handloom artists

Customisation/ Extension of the activity according to the local or regional skilling needs:

- As an extension of the activity, stressing on the need for sustainable industries, the teacher can also tell the students about individuals, start-ups and industries who are using the traditional weaving methods to make unique sustainable products using discarded plastics.
- Students can bring cleaned plastics from their home, and use the same stepwise procedure to make rags out of plastics.
- Students can also join their rags to make a big rag and can hang it in their classroom

Extra information:



Activity 18. My Tours & Travel Company

Duration of the activity: 3-4 hours

Vocational area(s) under which activity falls: Travel, Tourism and Hospitality; IT, Geography

Background and rationale of the activity:

The tourism industry is an important sector for every state as it generates employment and adds up to the economy of the country. The varying climatic and biogeography conditions along with historical significance in various parts of India has led to the development of various tourist spots in the form of wildlife sanctuaries, national parks, heritage and pilgrimage sites. This activity helps to sensitize students to locate and mark tourist locations in their area which can help them in promoting tourism of their area.

Objective of the activity:

To develop awareness among students about local tourist spots available in their area by plotting a map of the hidden gems of India and to design an itinerary.

Material/ Resources required:

Computer and/or Android phone with internet access (if these aren't available then the printouts of the relevant states and districts' maps can be used), notebook, pen/pencil.

Note to the teacher:

Before the activity:

- Familiarize and note down famous local tourist areas of the state and district along with its longitudes and latitudes.
- Practice marking locations on the software for at least a couple of times before conducting the activity.
- If devices are not available, use A4 size paper maps of state and district maps to plot the points.
- Divide the students into groups having 4-5 students each or depending upon the strength of the class.
- Ensure that at least two students are there in each group, which have strong literary skills as they have to create the content for the tour plan.

Encourage the shy/ quieter students in the group to explain the idea of the group to everyone in the class.

During the activity:

- Ensure each student marks/plots at least one location on the map.
- Encourage students to explore the online tools and check its other features as well, to familiarise themselves with the user-interface.
- Focus more on the planning aspect of the itinerary and less on the beautification of it.
- Encourage students to think beyond the examples given for creating their tour plans.

Stepwise procedure:

1. Start the discussion by asking students:
 - Have you ever travelled to a location with the help of tour and travel companies?
 - What functions or activities are performed by tour and travels companies?
 - Can you name some of the tour and travel companies in your area?
 - What is the name of the organization used by Indian railways for tour and travel services?
 - What are the famous spots for which tour and travel services have been acquired by people?
2. Along with the discussion, explain to students about the role of tourist places in generating jobs for various avenues nearby that tourist places and use of longitudes and latitudes in marking points on the maps.
3. Now, ask students to list out all the tourist spots present in their states and districts. If students are unable to spot out, help them by references of those places.
4. Divide the students into groups of 4-5 students each or depending upon the strength of the class. Ask every group to decide a name for their tours and travel agency. 15-20 minutes will be provided to the groups to decide their names.
5. Provide every group with the list of latitudes and longitudes for these places along with 1.5-2 hours so as to mark it on the paper map (as well as on the online map services, if available). Along with locating the points, the groups

have to choose 8 locations from the map and have to create 2-day, 3-day and 5-day tour plans out of these locations.

6. The tour plan should be of three types
 - Low budget
 - Medium budget
 - High budget
7. The budget profiles should explain the proper planning of the trip and should include the hotel check in-check outs, breakfast, lunch, dinner, spots to be visited/ sightseeing, train tickets bookings, guides etc. Further, there should be one interesting point in every budget plan which should compel other students to choose the plan.
8. The tour plan should provide a complete estimate of every cost involved in tour activity. When all the groups complete the activity, draw the table equal to the number of groups with columns as to the budget profile. If the group is able to satisfy the maximum number of students in each profile will have to discuss their strategy in making their plan.
9. The group will present their plans to other students. Every group will be provided 25-30 min to explain their plans in detail which should include booking methods, transaction methods, mode of travel to the locations, hotel locations, hotel types, food benefits, etc.
10. Once the group completes their explanations, ask students to vote for each profile they have like the idea. Similarly, the rest of the groups have to explain their ideas to other students.
11. At last, the group with a higher score in a particular profile will explain their plan to the class.

Learning outcomes:

Students will be able to

- recall and learn about tourist locations in their local area and its importance.
- compose a location map for the local tourist locations around them.
- design a basic travel itinerary.

Customisation/ Extension of the activity according to the local or regional skilling needs:

- If computers and internet are available, then the students can do the activity online on Google maps. Otherwise, use printouts of maps to map/plot the tourist locations. Provide the students with longitude and latitude of the points which will help them to point the locations on the map.
- If technology is available and maps are accurate, then teachers can be permitted to upload these local maps created by the students on the school website.

Activity 19. Find Treasure Code, if you can!

Duration of the activity: 1-2 hours

Vocational area(s) under which activity falls: Travel, Tourism and Hospitality

Background and rationale of the activity:

A person travels several places for different reasons. Locating a place correctly on a map saves a lot of time. As a part of exploring new places, reading maps is one of the most basic skills which every individual must develop if s/he wants to explore the vividness of their journey. Whether a person is a tourist or a tour agent, having knowledge of maps and having a sense of direction is an essential life skill. This activity is aimed at exposing students to the skills of reading and making maps.

Objective of the activity:

To develop the student's cartography skills and analysing skills

Material/ Resources required:

A simple hand-crafted box filled with chocolates or (fake) jewelled box which represents a treasure, digging tools, stationery like paper, pencil and colours.

Note to the teacher:

Before the activity:

- Ensure that the location of the treasure chosen by the student groups are safe locations. Insist students to avoid places with mud or water, as a safety precaution.
- Divide the students into two groups. Now, further make groups out of 2-3 students out of these groups depending upon the strength of the class.
- Ensure that the treasure locations chosen by students are approximately located within similar distances from the classroom. This is to ensure that all groups have a fair chance to reach the treasure location in a limited time.
- Provide 15-20 minutes to the students for hiding the items in the school premises.
- Make maps and riddles separately so as to be mixed with the students' riddles and maps.

During the activity:

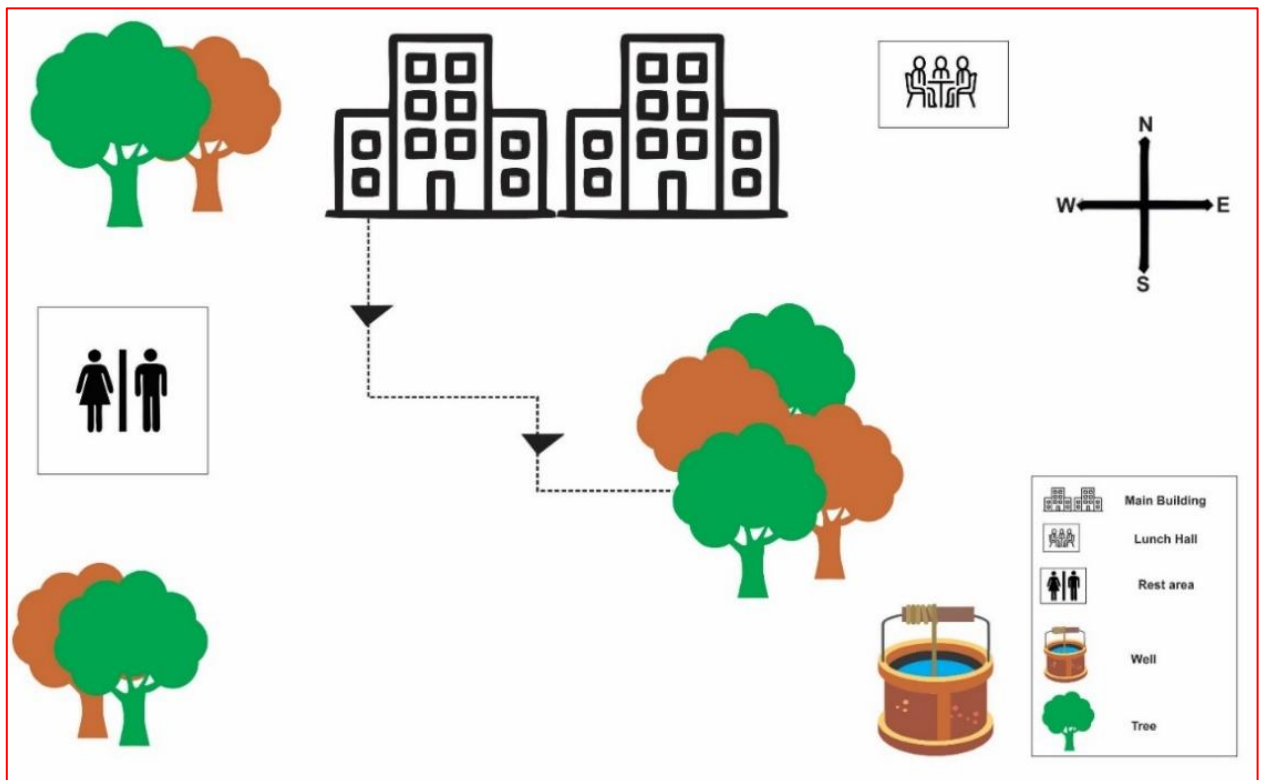
- Guide students while making their maps, so as to produce a map as accurate as possible.
- Ask students to draw only directions, cardinal direction symbols and legend to the landmarks in their maps. No other information should be displayed in the map.
- Students should return quickly after finding their treasure so as to get 5 points. If students are found discussing, both groups will deduct -3 points per student depending upon the students found discussing.

Stepwise procedure:

1. Start the discussion with the students by asking them:
 - What do they understand about the treasure hunt?
 - What are the important things to be kept in mind while going for a treasure hunt?
 - What important things do they think should be marked on the map if they have hidden the item in this world? Do they want to find their hidden treasure?
 - What are the other ways of indicating the hidden treasure apart from maps?
2. Now, divide the classroom majorly into two groups, say group 1 and group 2. Further, divide the students in groups of 2-3 depending upon the strength of the class. All the students of group 2 will be moved to the other classroom while group 1 will be in the same classroom so as to avoid the leak of information. It is important to tell that both groups will hide items and prepare hints for each other.
3. Ask group 1 to visit the school premises and choose a location, which is nearer and ambiguous to every student, to hide the treasure item. After 15-20 minutes or with the first bell (made by teacher), group 1 has to return to their classroom. Similarly, once the group 1 returns, group 2 will follow the same process by looking for the hiding places inside the school building.
4. Now, group 1 will be given a treasure which they have to immediately hide in their chosen places within 15-20 minutes and have to come back to the classroom before the fifth bell. After returning to the classroom, some students will draw their maps, while others will make the riddles of the location. The teacher will help the students to make the riddle. Once the

group 1 returns the group 2 will follow the same process to hide treasures given to them inside the school campus.

5. An A4 sheet paper will be given to every group on which they have to draw the map or write the riddle and will be folded and given back to the teacher.
6. The teacher will mix the maps in the box and keep it in the corridor. With the sound of the bell, group 1 will start moving out, taking one map from the box. Similarly, group 2 will take the map from the box and start searching the location. Students will be given $\frac{1}{2}$ - 1 hour to search the treasure and report back to the class.
7. If the students of any group find discussing two points will be deducted from each group even if they are not of the same group.
8. The group who quickly find their hidden items will be given 4 points. With a bell sound, students should halt their search and return to the class.
9. After the completion of the activity the groups will tell -
 - How they have been able to solve the map and the puzzle;
 - What different types of issues they faced in understanding the puzzle?



10. For example - Each group will hide their treasure in a specific place. After that, make a map of that place on a piece of paper and give it to the teacher. They can choose a place in their playground or hide it in any safe location on the school campus. For instance, students can make a map like the one showcased below. Notice that the map has symbols for trees, restrooms and water coolers. It also has landmarks marked by the school building, canteen as well as directions of north, south, east and west. It also gives a sense of distance by mentioning the number of steps to be taken in order to reach the treasure.

Learning outcomes:

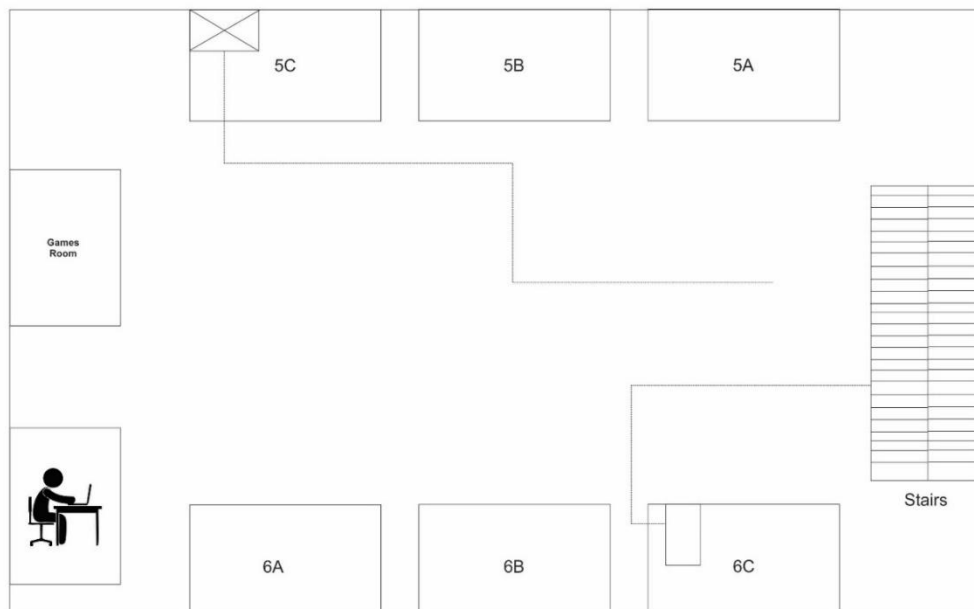
Students will be able to -

- read and interpret basic hand-drawn maps and puzzle.
- make simple maps and puzzle.
- develop literary skills.

Customisation/ Extension of the activity according to the local or regional skilling needs:

- Teachers can also alternatively ask students to draw a map that represents their home and the surrounding streets, shops and other landmarks.
- If more sections are present, then clubbing of the group and of maps and puzzles along with mixing of students can be done.

Extra information:



Activity 20. Develop a Hotel for Room booking

Duration of the activity: 4-5 hours

Vocational area(s) under which activity falls: Travel, Tourism and Hospitality

Background and rationale of the activity:

The Hospitality Industry, which includes lodging, food and drink, event planning, theme parks, travel and tourism, is a several billion-dollar industries that mostly depends on the availability of leisure time and disposable income. A hospitality unit, such as a restaurant, hotel or an amusement park consists of multiple groups of facility maintenance, direct operation's servers, housekeepers, porters, kitchen workers, bartenders, management, marketing and human resources etc. which provide tireless services so that their host enjoys their vacation period smoothly. Presently the hospitality industry has turned into an organization which includes various departments so as to improve the leisure time of their esteemed customers. This activity focuses towards the working of a hotel – which includes developing and delivering restaurant services, meeting room services, housekeeping services and other services to their class fellows who act as customers/guests of the hotel.

Objective of the activity:

To understand the various operations to be performed in a hotel.

Material/ Resources required:

Bed sheets, notebook, table alarm, apron, table, chair, utensils (2-3 vessel, a spatula, spoons, plates, tray), water, and menu card (created by students about dishes made by following items (chopped onion, lemon, tomato, salt, namkeen, banana, apple, guava, chips, bread, bread spread, paper bowl), school bags, small laundry bags filled with papers, broom.

Note to the teacher:

Before the activity:

- Divide the students into groups of 4-5 students each depending upon the strength of the classroom.
- Each group will be looking at the following points:
 1. Reception
 2. Laundry and Maintenance
 3. Restaurant
 4. Customer Service

- Ask the students to bring the dry items from the home like Murmura, Namkeen, Fruits available at home, sauce packets available at home.
- Bring the chopped onions, chopped tomato, Chips, *Chana jor garam*, bread, bread spread, black salt, table salt, black pepper and condiments related to the food items.
- Bring the bedsheets to make the designated areas in the classroom.

During the activity:

- Ensure that every student is able to participate and observe the process.
- Help students in preparing the food items. Ensure that students don't get their uniforms messed up during preparation.
- Act as a mild deterrent and also encourage students to handle the pressure and solve the situation. The situations are as follows:
 - The customer spilling water by mistake,
 - The waiter serving a wrong dish,
 - The customer disliking the preparation,
 - Plating of the food items is not proper
 - Room is not cleaned
 - Unavailability of the room after booking before a month.
 - Suggestion of tour plan by concierge or reception.
 - Changing of booking dates
- Students have to use the improvisation technique and have to be humble with other students performing the activity.
- If the students are not able to handle the situation or unable to move forward, then accept their way of solution.

Stepwise procedure:

1. Start the conversation by asking students:
 - Have you ever visited any hotel? What was its name?
 - What things did you remember about that place?
 - Do you like visiting hotels? Why? What are the unique features you like in your visit?
 - Do you know anyone who works at a hotel? What is their work?
 - What do you think are the different types of work that need to be done at a hotel?
2. Now, divide the students in the groups as decided. Ask the students to decide the name of their hotel.

3. Ask the students what they know about the group in which they have been placed. Also ask the members and activities that are involved in their title group.
4. After students discuss what they know about their group titles, explain to them about the quality of personnel working in the hotel industry. It should also be mentioned that honesty is of the utmost importance in any area of work and helps to build a sustainable business.
5. Now, ask the students to take out the ingredients they have brought and ask the “restaurant” group to prepare a menu out of the available ingredients.
6. The students under the “laundry and maintenance” group will be divided into cleaner and helper. They will rearrange the class in the shape of the restaurant by placing their study tables and chairs in order.
7. The students under the “Restaurant” group will be divided into Chef, Chef helper and Waiters. The Chef and Chef helper will prepare and plate the food while the students under the “waiter” group will take orders, deliver the food and generate bills for the customer. The “Restaurant” group will prepare the menu card and the dishes in accordance with the same. For example, like sandwiches, bhel puri, fruit salad, chana jor garam etc.
8. The students under the “Reception” group will be divided into porter, concierge and manager. The manager and concierge will welcome the customer to the hotel and keep record of their details. The concierge will help the customers by helping them in their bookings and other visit plans while the manager will sort the problems of the customers. The porter will help the customers by locating their rooms and providing necessary itineraries for their comfortable stay.
9. Now, all the groups along with the customer group will be given 30 minutes to frame their idea of their operations. The reception, restaurant and laundry group will work together towards team effort in making their restaurant successful. The customer group (with two students at a time) will visit the hotel and praise the hotel in their conversation.
10. Students under “reception” group will start the play by welcoming the students under “customer” group, receiving them, taking record of their details, providing them their itineraries, taking them to their rooms, placing their baggage, providing them with the hotel menu card and providing details for calling other groups. Here, students will play the role of customers, manager, receptionist and customers.

11. The students under the “restaurant” group have a responsibility to be present as soon as possible on the customer side when the customer enters the restaurant area. Their play includes taking their order, delivering their order to the preparation team, placing their food items on the plate, serving them their dishes. If a customer group has any confusion related to the menu, then it is the duty of the “restaurant” group to clarify it after which the customer is supposed to give their orders. Here, students will play the role of customers, chefs and waiters.
12. The students under the “laundry and maintenance” group have a responsibility to make sure their customers feel happy and safe in their hotel. Their play includes cleaning the room, arranging the lounge area, clearing the trash, clearing the soiled clothes and cutleries, sanitising the area and maintaining the repairs. Here, students will play the role of customers, cleaners and helpers.
13. Now, the teacher can act as a customer to deter the setup and generate chaos in the hotel. The responsible group members have to acknowledge the situation and have to sort the customer problem very calmly and politely.
14. The teacher, at last, explains the importance of keeping calm and controlling emotions in such a situation. S/he also asks students to imagine themselves in the place of waiters, managers, cleaners and treat the staff of any restaurant with respect even if they make a mistake.
15. The students will also discuss their experience in various groups. The activity should be wrapped up by distributing the food items among the students.

Learning outcomes:

After performing above mentioned activities students acquire the following skills:










- Empathy
- Communication skills
- Decision making
- Teamwork
- Design Thinking
- Creative Thinking
- Non-gas food Preparation

Customisation/ Extension of the activity according to the local or regional skilling needs:

- The teacher can arrange for an experience-sharing session of an employee/ owner of a restaurant.

Annexure: Resources related to the activities

Activity 5: Road Signals Memory game

| | | |
|---|---|---|
|  |  |  |
| STOP | LEFT HAND PIN BEND | RIGHT HAND CURVE |
|  |  |  |
| LEFT TURN PROHIBITED | ONE WAY | GIVE WAY |
|  |  |  |
| SPEED LIMIT | OVERTAKE NOT ALLOWED | HORNS PROHIBITED |

Cut along the dotted lines to create 18 cards from this sheet

Cut along the dotted lines to create 18 cards from this sheet



COMPULSORY
SOUND HORN



COMPULSORY
AHEAD
OR TURN RIGHT



COMPULSORY
AHEAD ONLY



STEEP
DESCENT



STEEP
ASCENT



COMPULSORY
KEEP RIGHT












PEDESTRIAN
CROSSING



SCHOOL
AHEAD



NARROW
ROAD AHEAD

| | | |
|---|---|---|
|  |  |  |
| FALLING ROCKS | MEN AT WORK | CYCLE CROSSING |
|  |  |  |
| NARROW BRIDGE | PARKING LOT SCOOTER AND MOTOR CYCLE | PARK THIS SIDE |
|  |  |  |
| PUBLIC TELEPHONE | PETROL PUMP | HOSPITAL |

Cut along the dotted lines to create 18 cards from this sheet

Activity 10: Break the code!

CODE 1

| | | | | |
|----------|----------|--|----------|----------|
| A | Z | | N | M |
| B | Y | | O | L |
| C | X | | P | K |
| D | W | | Q | J |
| E | V | | R | I |
| F | U | | S | H |
| G | T | | T | G |
| H | S | | U | F |
| I | R | | V | E |
| J | Q | | W | D |
| K | P | | X | C |
| L | O | | Y | B |
| M | N | | Z | A |

CODE 2

| | | | | |
|----------|-----------|--|----------|-----------|
| A | 2 | | N | 28 |
| B | 4 | | O | 30 |
| C | 6 | | P | 32 |
| D | 8 | | Q | 34 |
| E | 10 | | R | 36 |
| F | 12 | | S | 38 |
| G | 14 | | T | 40 |
| H | 16 | | U | 42 |
| I | 18 | | V | 44 |
| J | 20 | | W | 46 |
| K | 22 | | X | 48 |
| L | 24 | | Y | 50 |
| M | 26 | | Z | 52 |

CODE 3

| | | | | |
|----------|-----------|--|----------|-----------|
| A | 1 | | N | 14 |
| B | 2 | | O | 15 |
| C | 3 | | P | 16 |
| D | 4 | | Q | 17 |
| E | 5 | | R | 18 |
| F | 6 | | S | 19 |
| G | 7 | | T | 20 |
| H | 8 | | U | 21 |
| I | 9 | | V | 22 |
| J | 10 | | W | 23 |
| K | 11 | | X | 24 |
| L | 12 | | Y | 25 |
| M | 13 | | Z | 26 |

CODE 4

| | | | | |
|----------|----------|--|----------|----------|
| A | C | | N | P |
| B | D | | O | Q |
| C | E | | P | R |
| D | F | | Q | S |
| E | G | | R | T |
| F | H | | S | U |
| G | I | | T | V |
| H | J | | U | W |
| I | K | | V | X |
| J | L | | W | Y |
| K | M | | X | Z |
| L | N | | Y | A |
| M | O | | Z | B |

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