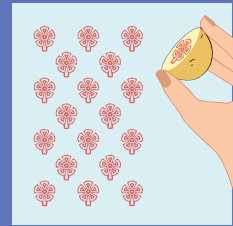
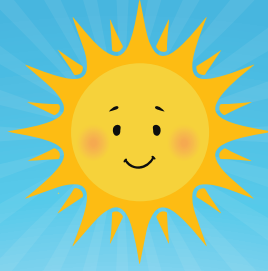


DRAFT

MORSE CODE

A ..	F ...
B ...	G ---
C ---	H ---
D ---	I ..
E ..	J ---



# Fun-Based Learning Activities

Grade  
**7**



DRAFT

# **FUN-BASED LEARNING ACTIVITIES**

**(Grade 7)**



**PSS Central Institute of Vocational Education**

**(A Constituent Unit of NCERT, New Delhi)**

**Shyamla Hills, Bhopal-462002 (M.P.)**

**Website: [www.psscive.ac.in](http://www.psscive.ac.in)**

## **Fun-Based Learning Activities** For Grade 7

First Edition  
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### **Publication Team**

*I/c Publication: Prof. R. K. Pathak*

*Editors: Ms. Pooja Sharma*  
*Mr. Deepankar Kavathekar*

### **Cover and Layout**

*ICT Centre,*  
*PSSCIVE, Bhopal*

# **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 21<sup>st</sup> 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 21<sup>st</sup> 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 6-8. 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*  
Pandit Sunderlal Sharma Central  
Institute of Vocational Education

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# Table of Contents

About Fun-based Learning Activities (FBLA) .....	i
Acknowledgement .....	iv
Activity 1. My Work, My Pride!.....	1
Activity 2. Seed paper.....	4
Activity 3. Let’s draw our Agro-climatic zones .....	6
Activity 4. Designing your Fabric.....	9
Activity 5. Traffic Symbol Quiz .....	12
Activity 6. Calculating the Mileage.....	14
Activity 7. Let’s do a Hair Do! .....	16
Activity 8. Fruits to Glow.....	19
Activity 9. Area to Volume cost!.....	22
Activity 10. Let us make some Bricks! .....	25
Activity 11. Make Something out of Nothing! .....	28
Activity 12. Brainstorming for Solutions .....	31
Activity 13. Use your Care Box! .....	34
Activity 14. Stain Remover .....	37
Activity 15. Design a Code!.....	40
Activity 16. A Reporter’s Flipbook.....	43
Activity 17. Let’s make ad jingles.....	47
Activity 18. Let us Design our Restaurant .....	50
Activity 19. Tall Tales .....	54
Activity 20. Secret Coding .....	58
Annexure: Resources related to the activities.....	61
FBLA Development Team .....	86



# Activity 1. My Work, My Pride!

**Duration of the activity:** 3-4 hours

**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 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 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 develop the student's understanding in the ways to acquire skill-based education and convert it into a livelihood activity or profession.

**Material/ Resources required:**

Newspaper images which show textiles, food and resources found in different states, Newspaper images of different geographical habitats, pens.

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

- Collect different newspaper and magazine images of sensible themes and relatable to vocation fields.
- Divide the classroom into groups having 4-5 student in each group or depending upon the strength of the class.

**During the activity:**

- Ensure that all students are able to participate in the activity.

**Stepwise procedure:**

1. Start the discussion by asking students
  - What is your dream to become in future? What are the other areas related to your field?
  - Do your dream impact other jobs present in the market as positively or negatively or both ways? Explain?
  - What will you do if you are asked to stop studying and have to earn your own meal? Will you still choose your dream or the areas related to your field? Why?
2. Along with the discussion explain the students that they have to earn their living. Explain about the different vocations as the other field they have told which are linked to their dream job.
3. Now, divide the classroom into groups each having 4-5 students or depending upon the strength of the class. Distribute 4 to 6 newspaper and magazine images to each group and ask them to work in team and identify the vocation as if they all are living in these habitats.
4. Further, each student from the group has to narrate a fictional story which should involve all the group members and all the vocations identified in the picture within 10 minutes.

5. One member from the group will be writing all the identified vocations from the picture on the board.
6. Now, students will be given 1.5-2 hours to work in their group and has to frame a fictional story.
7. Once the groups have completed their preparation, the first group will come and will start their narration. The second group will start their narration after the completion of first group and should include the reference of two stories along with its vocations in their stories. Similarly, the rest of the group will follow the same steps in narrating their identified vocations through story.
8. At last, the teacher will conclude about the various vocations identified by the groups through images. Teacher should ask students what they have loved about the activity and what they have learned from this activity.

### **Learning outcomes:**

Students will be able to develop

- narration skills through narrating a story
- team work approach to understand things in varied facets
- and understand about various different work-occupations according to the habitat.

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

- After the above activity, students can develop an Indian map indicating the states with their specialty crafts, crops, food habits, textiles and vocations for their classroom.
- A bowl with the slips written with the name of the vocation or things of above-mentioned types with state will be written and folded.
- Students will be given 45 seconds to pick the 5 slips from the bowl without dropping any slips from it (as it will call for -5 points for group) and has to place the slip by opening one at a time.
- If the students, has taken same type of slip more than once, the group will be given -6 points.
- After, completion of the time, student should return the slip in the bowl.

## Activity 2. Seed paper

**Duration of the activity:** 3-4 hours

**Vocational area(s) under which activity falls:** Agriculture

### **Background and rationale of the activity:**

Gardening is the best way for a great many things. It can be best for your ambience, best for your soil health, and best for the backyard birds and butterflies. It's a great way to relieve stress, to set goals for yourself, and to nurture something. On top of all that, many vegetables, and plants can be grown in your backyard, using simple gardening techniques.

### **Objective of the activity:**

To introduce the students about how to grow the seeds by making planter cards that can be used during any festivals as greeting cards.

### **Material/ Resources required:**

Recyclable paper, some warm water, hand blender or Grinder or mortar pestle; flowers seeds (Marigold, tulsi or any flower seeds)

### **Note to the teacher:**

#### **Before the activity:**

- Ask the students to gather/ bought together a large pile of recyclable paper from their home a day before (Like newspaper, tissue paper, grocery bags, scraps of unprinted computer paper, and traffic tickets or unpaid bills).
- During any functions or events, instruct students to collect the flowers from the garlands and dry it so that it can be used in the activities.

#### **Stepwise procedure:**

1. Tear and shred it into very small pieces with scissor or hands.
2. Now fill this shredded paper in the blender or grinder or motor pastel filled  $\frac{1}{4}$  with the warm water.
3. Now, blend the mixture until mushy mess turn into a fine pulp.
4. Remove the addition water from the pulp using sieves or pieces of cotton handkerchief.

5. Once the pulp is ready, evenly spread the pulp on the A-4 size wax paper, kindly place a wax paper on the top and press it so that extra water will remove.
6. Give a shape of the paper which you want thickness. But just be sure to spread it as thin as possible to ensure it dries quicker.
7. Now, add 5-10 seeds of the flowering plants on the pulp, which is set on the wax paper.
8. Leave it for 2-3 hours under the fans for drying/ than 1 hours under the sun.
9. Once the pulp has dried on one side, turn it paper over and allow the other side so as to get dry completely. Once both sides are dry, the seed paper is ready for use.
10. Now decorate the seed paper with various quotes and designs and exchange it with other students and friends.
11. If paper is not exchanged, then put the seed paper in the pot well mixed with the compost and soil
12. Minimally water the pot at regular basis.
13. Make a note of different stages of the plant which are observed.

**Learning outcomes:**

Students are able:

- to make a readymade seed paper using flowering seeds.
- to identify different seeds of the plants.
- to learn how a plant seed transformed into whole plants.

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

- Teacher can decide the selection of flowers seeds according to local availability and choices.

## **Activity 3. Let's draw our Agro-climatic zones**

**Duration of the activity:** 2-3 hours

**Vocational area(s) under which activity falls:** Agriculture, geography

### **Background and rationale of the activity:**

An “Agro-climatic zone” is a land unit in terms of major climates, suitable for a certain range of crops and cultivars. It aims at scientific management of regional resources to meet the food, fiber, fodder and fuel wood without adversely affecting the status of natural resources and environment. Agro-climatic conditions mainly refer to soil types, rainfall, temperature and water availability which influence the type of vegetation's. Indian soil is classified according to the different agro-climatic zones which provide insight above crops cultivation and its associated activities. There are about 15 agro-climatic zones in India as Western Himalaya, Eastern Himalaya, Lower Gangetic plain, Upper Gangetic Plain, Middle Gangetic Plain, Central plateau and hills etc. This activity will provide the hands-aid to the students to learn about various soil types and the various agro-climatic zone where they can be found.

### **Objective of the activity:**

To aware the students to various types of agro-climatic zones available in the country.

### **Material/ Resources required:**

Cardboard sheets of A0 size, paper tags, tapes, white chart papers of A0 size, glum, fevicol, pen, tying thread, 500gm samples of Black soil, Alluvial soil, Red soil, laterite soil and arid soil

### **Note to the teacher:**

#### **Before the activity:**

- Take the A0 size white chart sheet and draw the layout of India without writing any name of the states on it. Stick this chart sheet on A0 card board sheets.
- Prepare a proper way on the charts to hang them on the wall.

#### **During the activity:**

- Ensure that every student is participating in the activity.
- Aid students in sticking the soil types on the chart.

### **Stepwise procedure:**

1. Start the discussion by asking students:
  - What are the various types of soils? And how have they formed on earth?
  - What is the importance of these various types of soil in our life?
  - What are the various regions where these soil types are found?
  - Do you know the soil type present in your region?
2. During the discussion with students, explain the importance of various types of the soil and area where they can be found.
3. Divide the classroom into groups having 7-8 students in each group or depending on the strength of the class. Display the sample of various types of soils on the desk – Alluvial soil, Black Soil, Red Soil, Laterite soil and Arid soil.
4. Distribute the chart marked with Indian map to the groups. Tell students that they have to mark the following regions where the particular soil types are found. The regions are:
  - a) Western Himalayan region
  - b) Eastern Himalayan region
  - c) Lower Gangetic plain region
  - d) Middle Gangetic plain region
  - e) Upper Gangetic plain region
  - f) Trans-Gangetic plain region
  - g) Eastern plateau and hill region
  - h) Central plateau and hill region
  - i) Western plateau and hill region
  - j) Southern plateau and hill region
  - k) East coast plain and hill region
  - l) West coast plain and hill region
  - m) Gujarat plain and hill region
  - n) Western plain and hill region
  - o) Island region

5. Four students will mark the regions, as per the starting discussion, on the map while the rest four students will write the types of crops or trees or flora grown in this region.
6. Once the group has located the region and drawn it on the map, 15-20 minutes' time will be provided to each group to apply glue on that area and sprinkle particular type of soil in that area. The group has to make the clean map of the region which represents both the flora and soil type. The group has to neatly dress the floras' type sheet on the map with the help of the tape and tie the thread properly so that it can safely be put up on the wall.
7. The group which completes the task in time will be awarded by putting their map in front of the classroom.
8. At the end of the activity, ask students what they have learned in this activity.

**Learning outcomes:**

Students will be able

- to learn the basics of agro-climatic zones of India.
- To learn about various types of soils and flora supported by these soils.

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

- If soil samples are not available, sketch pens can also be used to depict the regions.



## Activity 4. Designing your Fabric

**Duration of the activity:** 3 hours

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

### **Background and rationale of the activity:**

People in India use 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 which includes printing techniques and develop their foundations in the vocations of apparels and textiles work.

### **Objective of the activity:**

To provide hands-on experience to students of printing various motifs on fabrics.

### **Material/ Resources required:**

A long white sari or a white chunni or a white cloth, different acrylic or fabric paints colours, some samples of naturally available motifs like peas pods, capsicum rings, cross section, ladyfinger, lotus stem, etc.

### **Note to the teacher:**

#### **Before the activity:**

- Notify students to think of various possibilities of block prints available. For example: peas pods, capsicum rings, cross section, lady's finger, lotus stem, Cucumber, Tondli, or using cauliflowers, finger prints, strings, toothbrush, spoons, pista pods, bottle caps, rings, rubber sole etc.
- 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.
- Make groups of 4-5 students. Each group to decide which material they will use as ready-made motifs and bring it to classroom in the next session.

### During the activity:

- Tell students about the various fabrics and styles available in the country either through the presentation mode or present some of the fabrics which are famous in local areas.
- Ensure tasks are divided equally amongst group members and all group members get to participate in the block painting.

### 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?
2. Now, show the students the presentation on the various fabrics and their style types available in the country. If computer is not available, explain the locally available fabrics to the students.
3. Now, make groups of 4-5 students. Now spread the white cloth and divide it into number of groups. It will be easy if the cloth is divide into 6 parts as shown in figure.

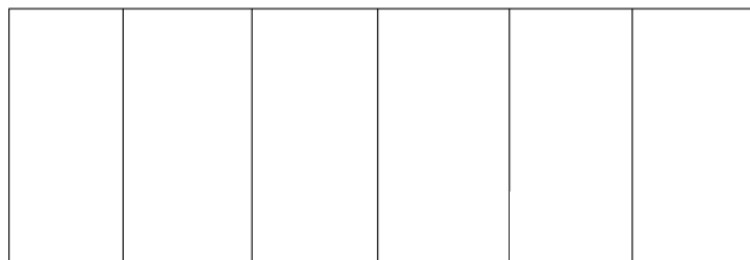


Fig: Distribution of cloth

4. Each vertical section is allotted one group.
5. The group should have decided on their motif/print item which is to be used as a block for printing.
6. The group should discuss about the colour scheme for printing. More than one colours can be used.
7. In the next 1-2 hour, students can use their chosen material and colours to print their section of the sari.

8. Possible outcome can look like this (which can be displayed in the class):



***Fig: The final outcome may look something like this.***

**Learning outcomes:**

Students will be able to learn how hand block printing works on any fabric

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

- The teacher can ask students to create wall hanging of fabric.

## Activity 5. Traffic Symbol Quiz

**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 sensitise students to all the basic road safety and traffic regulations.

### **Material/ Resources required:**

Bells, stopwatch.

### **Note to the teacher:**

#### **Before the activity:**

- Take the print out of the teacher's explanation-question sheet.
- Divide the classroom into groups each having 4-6 students or depending upon the strength of the class.

#### **During the activity:**

- Ensure that every student is participating in the activity.
- Ensure that students answer the questions after ringing the bell. The group who rang first before the listening the questions will lose the 5 points.
- Ensure that students have to answer with the time limit

#### **Stepwise procedure:**

1. Start the discussion by asking students:

- What are the various types of transportation system and why road transport is mostly preferred?
  - According to you, what are the reasons for the road accidents?
  - In how many types does the traffic signs are being divided?
2. Now, divide the classroom into groups each having 5-6 students or depending upon the strength of the class.
  3. Distribute the signs and symbols sheet to each group. Also, distribute the bells to each group.
  4. Now, when teacher will read the question along with the symbol number, the group which knows the answer will ring the bell. If the group give the right answer, then the group will get +5 points. If they give the wrong response -3 points.
  5. Once the teacher asks the question, for example “Near a pedestrian crossing, when the pedestrians are waiting to cross the road, you should – (a.) Sound horn and proceed; (b.) slow down sound horn and proceed or (c.) Stop the vehicle and wait till the pedestrians cross the road and then proceed”, every group has 10 secs to respond the same.
  6. The group will maximum scores will provide their strategies on wining the quiz.

**Learning outcomes:**

Students will be able to

- identify common road signs
- associate the common road signs with what they mean

**Extra information:**

Questions are given in Annexure.

## Activity 6. Calculating the Mileage

**Duration of the activity:** 2-3 hours

**Vocational area(s) under which activity falls:** Power, Automotive/Electronics and Hardware

### **Background and rationale of the activity:**

Metering stations like a petrol pump or meters like speedometer, odometer & electric meter are an important component of our day-to-day life. Students can get exposure to a wide variety of instruments and metering devices like flow meters and others. This activity gives an insight into metering by physically viewing and observing them.

### **Objective of the activity:**

The activity aims to introduce to students with various types of metering devices of daily life.

### **Material/ Resources required:**

5 Motorcycle or 5 cars (Might be teachers' cars or bikes); stopwatch; pen and paper

### **Note to the teacher:**

#### **Before the activity:**

- The teacher needs to identify a nearby place where the activities can be performed.
- Teachers need to divide students into groups of 4-5 to avoid on-field chaos.
- Teacher can keep the five different motorcycle or car in the field/ school parking.
- Teacher can provide insight about the average speed calculations of the vehicles.

#### **During the activity:**

- Teachers need to encourage students to do the designated task timely using standard formula.
- Teachers provide a 10 day back data of the vehicle regarding their odometer reading and places on the vehicle itself; also write the fuel filled detail in the chit like 5 L, 6 L and its company mileage.

- Place the above information by a sticky note on the vehicle.
- Kindly arrange all the vehicles in the parking lot.

**Stepwise procedure:**

1. Now teacher will give 5 chits (contains the vehicle number) to each group and the time line for the completing the task is 30 minutes
2. Task for the students;
3. The students first have to identify the vehicle using number given in the chit
4. Then see the chit placed on the vehicle
5. Then calculate the distance travelled by subtracting the present odometer reading with the 10 days odometer readings (provided in the chit)
6. The chit also contains the fuel filled in the litre as 2 L or 3 L or 5 L
7. Calculate the mileage in KMPL is Distance travelled in Kms / Amount of fuel used in litres.
8. For example, if you ride your bike for 100 km with 5 litres of fuel, the mileage of your bike is  $100\text{km}/5\text{ litre}$ , i.e., 20 km per litre.
9. Tally the calculate milage with the company mileage of the bike or car (Provided in the chit)
10. If the give more milage then the company then it is the bike termed as green bike or else red bike
11. Kindly perform the task in the 30 minutes, those group can appropriately tally and calculate the mileage within time frame can win.

**Learning outcomes:**

Students will be able to

- observe and read metering devices.
- interpret readings on a metering device.

## Activity 7. Let's do a Hair Do!

**Duration of the activity:** 2-3 hours

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

### **Background and rationale of the activity:**

Hair care management is an integral part of the beauty and wellness industry. An individual's personality can be reflected in the way they have styled and managed their hair. The inclusion of daily hair care activities in everyday routine can change the look and personality of an individual. Different professions need different hair styling so as to provide ease of work and to make them presentable. This activity will make students aware about the importance of hair care and to know more about the various hair style according to the profession.

### **Objective of the activity:**

To learn about different popular hairstyles.

### **Material/ Resources required:**

Comb, water, oil, hairpins, juda pin, clips, hair gel (optional), wigs (optional), posters of different hairstyles (for all genders).

### **Note to the teacher:**

#### **Before the activity:**

- Ask students to carry a comb, hair oil, hairpins, juda pin, clips, or any other hair accessories in class.
- Bring the wigs (optional) and posters of different hairstyles.
- Divide the students in to mixed groups of 4-5 students in each group or depending upon the strength of the class.
- Following situation slips to be prepared like:
  - A chef cooking in his/her hotel.
  - A model promoting hair product in an advertisement.
  - A teacher coming to the school.
  - An air hostess on a flight.
  - An individual at an event like marriage or birthday parties.
  - Independence Day celebration at the office.



- Medical professional in hospitals mainly doctors and nurses.
- While riding a bike.
- Performing a movie scene
- Giving a performance on classical dance like: Kathak, Bharatanatyam and Kuchipudi.
- Playing sports like - Kabaddi, Basketball, Badminton, and others.

### **During the activity:**

- Show examples of various hairstyles via videos or images available on the internet and posters of different hairstyles (for all genders) as a part of the introduction to the activity.

### **Stepwise procedure:**

1. Initiate the discussion with the students on:
  - Why is hairdressing, oiling, combing and shampooing being important for our hair?
  - Does one hair style work at all the places and occasions?
  - Have you observed different hairstyles amongst different professionals, for example:
    - How does doctor(s) style their hair?
    - How does teacher(s) style their hair?
    - How does military or police professional(s) style their hair?
    - How does actor(s) style their hair?
2. Now, divide the students into mixed groups based on the strength of the class.
3. Ask one student from each group to come and pick one slip kept on the table.
4. Based on the situation mentioned in the slip, students have to prepare the chosen hairstyle in a time frame of 30 mins.
5. When all the groups have completed their expected hairstyles on either wigs or fellow student's hair, then ask them to present it on the following pointers:
  - Describe the scenario they got in their slips
  - Why they have made this particular hairstyle or chosen particular poster/s in regard to the situation.
  - What they know about the profession.

- Each team will be given 5-7 mins for presenting their idea.

**Learning outcomes:**

Student will be will be able to:

- understand the importance of hair care and styling in personal grooming.
- enumerate basic practices of everyday hair care routine.
- demonstrate and describe appropriate hairstyles for different professions and occasions.

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

Based on the local context situations can be customise and make it more relevant and contextual for the students.

## Activity 8. Fruits to Glow

**Duration of the activity:** 2 – 3 hours

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

**Background and rationale of the activity:**

The Beauty and wellness industry is witnessing exponential growth which leads them towards a huge demand for beauty products. The products in the market now-a-days are more inclined towards the use of one or more natural ingredients. A large sector of this very industry is presently relying on the home-made recipes for various beauty products. The purpose of this activity is to introduce the students about the common fruits used for personal skin care and how to make products at home using naturally home-available ingredients.

**Objective of the activity:**

To generate usable skincare products using discards of the different fruits.

**Material/ Resources required:**

Discarded parts of different fruits including peel (e.g., dried orange peel), pulp (e.g., banana, papaya) and juice (e.g., lemon, watermelon etc.), 250 gm Semolina (Rava), 250 gm Bengal gram flour (Besan), spoons, bowls, water, turmeric, 100ml milk, 100gm sugar, pomegranate seeds.

**Note to the teacher:**

**Before the activity:**

- Ask the students beforehand to bring fruit peel/ pulp available at their kitchen.
- Bring semolina (Rawa), gram flour, turmeric and milk.
- Ensure that students should bring material from their home and as much as possible avoid purchases.
- Bring some different raw materials to conduct more experiments.
- Divide the students into groups each having 4-5 students or depending upon the strength of the class.

**During the activity:**

- Ensure that every student is able to participate in the activity.

- Encourage students to experiment with various fruits and various product ideas

### **Stepwise procedure:**

1. Initiate the discussion with students depending upon the availability of fruits available in the region, like:
  - Which fruit do you like the most and what are the different components of the fruit? For e.g., If a student likes to eat mango, then the different components of mango are peel, pulp and seed.
  - What is the possible usage of different parts of fruit?
  - Can you give examples of fruits which are used for personal care /skin/ beauty care?
  - Why fruit-based products are safe and healthy as compared to factory manufactured products?
  - What fruit product do you use at your home?
2. Along with the discussion, explain students about the skin as the largest organ of the body, difference in the skin type on the face and on the body, and the maintenance of skin is very necessary.
3. Now, create a list of the fruits pulps and peel brought by students on the board like watermelon pulp, muskmelon, papaya pulp, banana peel and pulp, orange peels, lemon juice, strawberry juice etc. Students can also bring a piece of fruit and the pulp can be made out of that fruit.
4. Divide the students into groups each having 4-5 students depending upon the strength of the class. Each group is then allocated with a specific fruit/ fruit-part and is asked to create their own product (face pack/ face scrub etc.) in 30 minutes using the products written up on the blackboard.
5. Now ask the students to suggest what kind of personal /skin/ beauty care products can be made using the fruits mentioned on the list. For example: orange juice, dried orange peel powder can be used for skin rejuvenation, lemon juice for dandruff treatment etc.
6. Once the product is prepared, asked the group to perform a patch test on their hand and present the results in the classroom and explain the process of making it. Each group will be given 10-15 minutes to present.
7. At the end, the group with the most useful product with long usage life and least investment of resources will be announced by the teacher.

**Learning outcomes:**

The students will be able to

- identify various ingredients/ fruits and its different component to be used as personal/ beauty / skin care products.
- enumerate the use of different fruits and its components available in the kitchen for personal/ beauty / skin care purposes.
- create new products or product combinations for personal/ beauty / skin care purposes using easily available fruits in the kitchen.
- discuss about the importance of beauty and wellness sector.

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

- Students can ask their grandparents, parents, siblings and neighbours about the beauty and skin care products which were homemade and used by them.

**Extra information:**

Methods to prepare different face scrub and packs are given in Annexure.

## Activity 9. Area to Volume cost!

**Duration of the activity:** 3-4 hours

**Vocational area(s) under which activity falls:** Mathematics, construction.

### **Background and rationale of the activity:**

Measurement is important because it helps us to quantify the world around us. An understanding of the processes of measurement, the concept of a unit, and a familiarity with the tools and common units of measurement, are all critical for students to develop an understanding of the world around them. Students find struggle with reading various measurement tool, in using the studied metric system in measuring real objects and knowing which tool is for which measurement. This activity will help students to understand the concept of measurement and know the calculation required for area and volume.

### **Objective of the activity:**

To develop measuring skills among the students about measuring objects.

### **Material/ Resources required:**

Measuring tools like ruler, measuring tape, paper or sheet, pens

### **Note to the teacher:**

#### **Before the activity:**

- Arrange different types of measuring tools as listed in the activity.
- Divide the students in the group having 4-5 students or depending upon the strength of the class. Ensure that the quieter students in the class are distributed in all the groups.
- Provide the situations to the students to use measurement instrument in measuring objects:
  - Measure the length, breadth and height of the benches, table, room, blackboard and notebooks and books/ lunchbox/ bottle/ duster or anything other measurable in the classroom.
- Measure the stated situations in following systems:
  - Inches, Miles, Yards, Feet.
  - Ounces, Pound, Tons
  - Gallons, Quarts, Pints, Fluid Ounces, Cubic Yards.

### **During the activity:**

- Explain about different types of units and their conversions along with other measuring systems to the students.
- Aid the student in measuring the height of the classroom. If not possible, take the height of the classroom the same as the length of the classroom.
- Aid students in calculating the activity on board. Ensure that the quieter students have a chance to come forward and solve the conversion.
- Ensure that students do not hurt themselves during the activity.

### **Stepwise procedure:**

1. Start the discussion by asking students:
  - What are the different types of measuring units you have learned in previous class? Do you remember its conversion table?
  - Can you tell how is the cost of the paint for painting the building is calculated?
  - Have you ever calculated the volume of the vessel available at your home?
2. Divide the students in a group of 4-5 students or depending upon the strength of the class. Ask a student to write the conversion table on board. Now, tell students that they have to calculate the cost of the paint require to paint the classroom and benches.
3. Distribute papers and ask students to measure the objects and the classroom equipment like walls, benches, blackboard, window size, almirah etc. in the 15- 20 minutes.
4. Once the group has calculated the metric value, they have to provide the answer in the above stated measuring system within the stipulated countdown of 30. Every student in the group has to solve each part in the situation on the blackboard.
5. Each quieter student in the group will be given the title “Solver” who will solve the conversion before the stipulated countdown. If s/he solve the conversion before the time +60 seconds will be extra awarded to that group to solve the rest of the conversion.
6. Similarly, all the other groups will perform the activity. Provide a rough estimate of the cost of iron and cost of paints to the students to solve the problem.

7. Ask the students at last what they have most enjoyed about this activity and what they have learnt from this activity.

**Learning outcomes:**

Students will be able to

- learn to calculate the area and volume of the object through measuring the length, width, height and weight of items like chair, table, books, bottle etc.
- calculate the cost require in making the item and painting the building.

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

- Students can also calculate the cost of paint require to paint the building through the rough approximation of the size of the building.



## Activity 10. Let us make some Bricks!

**Duration of the activity:** 3-4 Hours

**Vocational area(s) under which activity falls:** Construction

### **Background and rationale of the activity:**

Bricks have been used for building innumerable structures over many thousands of years because of their durability. A brick is a type of block used to build walls, pavements and other elements in masonry construction. Properly, the term brick denotes a block composed of dried clay. Air-dried bricks, also known as mudbricks, have a history older than fired bricks, and have an additional ingredient of a mechanical binder such as straw. This activity provides students with basic hands-on opportunities of brick making.

### **Objective of the activity:**

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

### **Material/ Resources required:**

Apron, gloves, Soil (8 Kg), water (2 litres), cardboards or shoe boxes, crushed dry leaves (1-2 kg), ash (1 kg), scissors, glue or fevicol, oil (50 ml), a deep vessel and mixing spoon or ladle, mug.

### **Note to the teacher:**

#### **Before the activity:**

- Prepare a powder out of dried crushed leaves.
- Asked the students to bring the parcel card boards or thick shoe boxes along with glue or fevicol and scissors.
- Use hard/thick cardboards for making frames. Ensure that the joints of the frames are sealed completely.

#### **During the activity:**

- Ensure that every student is able to observe the preparation of the mixture.
- Help the student while removing their mixture from the boxes.

#### **After the activity:**

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

### **Stepwise procedure:**

1. Start the discussion by asking students:
  - What are the basic construction materials you have seen in the construction?
  - What are the changes you think have come in present construction materials as compare to the old ages?
  - What were the earlier sticking agents used to stick the stones while building walls and houses?
2. Along with the discussion, explain the students about the evolution of the construction industry, changes in materials and pros and cons, making and strengthen of the bricks.
3. Now, ask the students to take their cardboard and craft it into a rectangular mould box. Students should completely close the corners of the box otherwise solution will get leaked out from these corners.
4. Dry it under the sunlight for few hours so that it is ready to use.
5. Now, wear the gloves and the apron. Fetch the utensil.
6. Take about 4 kg of soil and 500 grams of powdered leaves and mixed the dry ingredients thoroughly with hands.
7. Add water, mug by mug, so that the complete mixture is mixed well in to a thick paste.
8. If the mixture is very dry, add water quarter by quarter amount and mix the ingredients. Don't make the slurry of the ingredients.
9. Now, apply some oil on the internal surface of the cardboard box so that the brick can be removed easily.
10. Place the soil mixture in the cardboard frame and tap it gently so that the mixture can fit in the frame properly.
11. Dry the mixture filled in the boxes under the sunlight for 1-2 hours. Once the bricks are dried inside the boxes, remove the frames gently.
12. The mud bricks are ready.
13. Let the bricks dry for a few hours. In the meantime, explain to students the process of burning bricks, which is the last stage of brick making which helps to impart strength and hardness to it.

**Learning outcomes:**

Students will be able to

- make simple brick-like blocks
- understand the manufacturing process of bricks.

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

Depending on which area the school is located, teachers can use local soil which will be most appropriate in making brick like blocks.

If possible, the school can make the brick kiln to bake the bricks.

# Activity 11. Make Something out of Nothing!

**Duration of the activity:** 2- 3 hours

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

## **Background and rationale of the activity:**

With the limited amount of earth resources left in the human's purview, it has become necessary to move towards the route of 3R's which are Reduce, Reuse, and Recycle. Conserving our environment for a future towards sustainability has become a necessity. Thus, educating our students about the three R's - Reduce, Reuse, and Recycle at an early age has become a need of the hour. With this consideration, the activity has been designed to embrace and enhance observation and creative thinking skills. Further, this activity will help the students to reflect on their behaviour as a consumer.

## **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.
- Sensitization of student about the zero waste.
- Enabling students to use their abilities to identify waste materials which can be upcycled and recycled.

## **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:**

- Pre-hand knowledge on **3R's (Reduce: Reuse: Recycling)**, Upcycle and Green Skills of waste management.
- Teachers and Students need to get a few things which they do not use (waste materials) present at their home or surroundings.

- Teachers will bring a few products made out of waste/ recyclable materials. S/he can also showcase a few examples from the internet or print materials.

### During the activity:

- Encourage the students to be sensitive towards the environment and use their creativity and innovativeness.
- Give some examples of waste material and their possible uses, for example:
  - **Empty plastic bottle:** planters, holders, piggy bank lamps shades, bird feeder, wall decorative items etc.
  - **Cardboard and cartons:** photo frame, cardboard trays, storage bins, decorative items, hanging items etc.
  - **Old clothes:** rugs, doormat, carry bag, soft toys, cleaning towels etc.
  - **Old CDs, DVDs:** hanging pieces, wall decorative items, holders etc.
  - Any other idea by the teacher and student

### 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?
  - How you can practice 3 R's (Reduce, reuse and recycle) in your everyday life?
2. After discussion, following are the instructions for the activity:
  - Form groups, each having 4-5 students with 1 team leader per group.
  - Every group goes around the campus - identifies and collects the different waste material which they feel can be reused or recycled like metal scrap, old books, papers, tires, wooden materials, ceramic vessel etc.
  - Students are given time for collecting waste material is 30 minutes.
  - After collection of waste material, students create a minimum of 3 items using the material in their groups.
  - Students can use paints, threads, mirrors or colour papers to decorate.
  - Time for creating the items is 1 hour.

3. Next, students present the creation made by them with an explanation of the process.
  - Each group will get 5-7 mins to present their items.
4. At the end, the group with the most useful product will be announced as the winner of the activity.

**Learning outcomes:**

Student will be able to:

- tell how productive things can be made out of waste material.
- demonstrate - reuse or upcycle different types of waste by making new items, products or articles.
- describe the 3 r's (reduce, reuse and recycle) of waste management.

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

- Ask students to share their activity with their neighbours and family members and request them to create new items using different waste material available with them.

## Activity 12. Brainstorming for Solutions

**Duration of the activity:** 2 – 3 hours

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

### **Background and rationale of the activity:**

Problem solving is a part of almost every person's daily life. It is a way to understand what is happening in our environment, identify things we want to change and then figure out the things that need to be done to create the desired outcome. Problem solving is the source of all new inventions, social and cultural evolution, and the basis for market based economies. It is the basis for continuous improvement, communication and learning. In this activity, students will brainstorm in their groups to find the solution for the problem they have found in the given situation.

### **Objective of the activity:**

To provide students with an opportunity to do problem-solving and creative thinking for a situation.

### **Material/ Resources required:**

Notebook 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

### **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".

### **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?
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. 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.
5. All the groups will be given 1-2 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.
6. 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



7. 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.
8. After the completion of the explanation from group 1, other group members are allowed to ask questions from the group members which could be their doubts, clarifications and suggestions for improvement in design.
9. All the other groups will follow the same pattern till the last group has given their presentation.
10. 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

**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 13. Use your Care Box!

**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 components of first aid. It will also provide them the opportunities to engage in problem solving process so as to develop their decision-making skills by anticipating the given scenario.

### **Objective of the activity:**

To develop the awareness and understanding regarding to the use of first-aid box

### **Material/ Resources required:**

Blackboard, tape, pictures of first aid items, newspapers, and cardboard box.

### **Note to the teacher:**

#### **Before the activity:**

- Gather a brief information about all first aid kit components and all the first aid actions.
- Prepare Placard or PPT or pictures (one item on one slide) based on items present in First Aid Box like: Scissors, bandage, stethoscope, gauze pads, antiseptic cream, adhesive tape, antiseptic liquid, spirit, injection, thermometer, ORS, oximeter, sphygmomanometer, tweezers, gloves, mask, paracetamol tablets, pain-killer tablets, antacid, emergency blanket, pressure (elastic) bandage, Tincture benzoin, surgical blade, knife, instant cold pack.
- Divide the students in a group of 4 students each.
- Provide the situations (stated below) to the students so that they choose the proper flow of items from the first aid box:

- Your sister is playing and she falls down and gets a bruise on her knee.
  - Your brother is cooking and he burns his finger while making rotis.
  - Your mother is cutting vegetables and by mistake cuts her finger with the knife.
  - During a summer day your friend went out shopping, as s/he comes back home s/he faint due to dehydration.
  - Your father is walking and he trips on a stone. He sprained his ankle.
  - You and your friend are running and your friend falls down by tripping on a rock.
  - Your sister has eaten some wild berries from the shrubs while playing, and she started vomiting.
- Ensure to mix the pictures of the first aid items with the newspaper cutting so as to increase the time limit of the student to search the things from the box and to increase their thinking capability for how to use a picture in a particular situation.

### **During the activity:**

- Ensure and encourage that all students to speak up while recounting their experiences.
- If any group is not able to identify the shown item, it is passed to another group. In case any group is not able to identify then the teacher needs to explain.
- Provide each group with the situation and ask them to prepare the sequence of first aid steps. Provide 10-15 min to each group for prepare their idea and then present their idea to other students.

### **Stepwise procedure:**

1. Initiate the discussion by asking the 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?
2. Now, display the first aid items.
3. Divide students in to the group of 4-5 students depending upon the strength of the class.

4. Provide each group with the situation and 10-15 min to prepare the sequence of use of material in first aid box.
5. Display all the pictures of the items used in a first box and then fold it and jumble up and place it in the box.
6. Now, ask the first group to find the required items in the box randomly in the countdown of 15 and then ask to complete their sequence with the items they have secured through the box.
7. Now, the students from first group will use the item collected from the box so as to make procedure of a first for the situation they have received. Students will get a 10-20 mins to make the sequence.
8. Once, the group is ready they will show their idea in front of the class.
9. If the group gather an item which they don't know, then the group will try to guess the use and will pass it till the right group knows when to use that item.
10. At the end teacher will explain the other uses of the items, if there are any, to the students.

### **Learning outcomes:**

Students will be able to:

- understand the importance and use of first aid items in case of emergencies.
- learn about the team work.
- learn to use their thinking process in analysing the item and its other use in real situation.
- manage unexpected small injuries which occur on daily bases.

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

- More situations can be explored as compared to the stated ones.
- Students may be asked to explore and enlist different first-aid items available at their home.

## Activity 14. Stain Remover

**Duration of the activity:** 1-2 hours

**Vocational area(s) under which activity falls:** Healthcare

### **Background and rationale of the activity:**

Stains are caused by the chemical or physical interaction of two dissimilar materials. If a stain has "set" itself on the surface, it has become chemically bonded to the material that it has stained and cannot be removed without damaging the material itself. Students always stains their dresses with inks spots, food stains, grease and other stains while playing in the ground. In this process, students will learn about stain removal which is the process of removing a mark or spot left by one substance on a specific surface like a fabric. In this activity, students will be expose to the various stain patches and various stain removing medias which will help them to know which media is effect on which stain patches.

### **Objective of the activity:**

To aware students about substances which can be used as cleaning agents.

### **Material/ Resources required:**

4-5 Plastic tubs, samples of cloth with the stains (coffee stains, ink stains, food oil stains, tea stains and grease stains), water, detergent powder, boric acid (or carom powder), methylated spirit swab, talcum powder, salt, glycerine, paper cups.

### **Note to the teacher:**

#### **Before the activity:**

- Prepare the stain 5-6 stain patches of 5 inches \* 5 inches' size for each stain types for each group.
- Divide the classroom into groups each having 4-5 students or depending upon the strength of the class.
- Provide students with all the ingredients along with the stain patches.

#### **During the activity:**

- Ensure that every student is able to participate in the activity.
- Ensure that students first apply the asked stain remover on the stains and then only wash it in the water tub.

- Ensure that students should not play with the stain removers. If soap enters into the eyes, immediately wash eyes with water.

### **After the activity:**

- Ensure that all students wash their hands after the completion of the activity.

### **Stepwise procedure:**

1. Start the discussion by asking students:
  - What is stains?
  - What is the nature of stains? What do you understand by hydrophilic and hydrophobic nature of dirt?
  - How do you normally remove the stains in your home? What material you use to remove the stains?
2. Along with the discussion explain students about the science behind the cleaning and removing stains from the clothes.
3. Now, divide the classroom in to groups each having 4-5 students or depending upon the strength of the class. Distribute students with wash tub with water along with paper cups containing boric acid/carom powder, detergent, glycerine, and salt. Now, distribute stain patches to every group such that each student in the group is having 4-5 stain patches.
4. Tell every student to take precautions while using the stain removers. Ask student to divide the patches in to two part: one part they will use respective powder and on other part they use only the detergent.
5. Teacher will tell students about the specific role of each remover:
  - Coffee stains can be removed with glycerine liquid
  - Tea stains can be removed by salt
  - Food stains, oil stains and grease stains can be removed by boric acid powder or carom powder.
  - Ink stains can be removed by rubbing alcohol.
6. Now all the groups will be given 60-90 minutes to clean the stain patches given to them. They have to identified the stains and stain removing agent to be used to remove those stains. They have to also see if the patches are being removed from other stain removing agents given to them.

7. Students have to take the small amount of stain remover on one side of the cloth with few droplets of water and have to give constant rubbing which will remove the stains marks.
  - Students will dip the coffee stain in the glycerine and rub it gently with the hands. With constant rubbing the pigment from the coffee will slowly stick to glycerine and will loosen from the cloth. Similarly, students will rub the tea stain will lighten with the salt.
  - Food stain has oil and turmeric in it. Rubbing it with boric acid powder will loosen the oil and also lighten the turmeric stain.
  - Ink stains are very strong. Students has to use the methylated spirit swab to rub on the stain in one direction multiple times. The ink dissolves in the spirit and the stain lightens every time they rub the swab.
8. After rubbing for 10 to 15 mins, all the cloth samples should be dipped in detergent water and washed thoroughly.
9. Now, the students will clean the second part of patch completely with the detergent to see it if the stains are completely removed as compared to the earlier method.
10. Students will find out how the stains were gone and what substance they used for removal of that stains.
11. At the end of the activity, ask students what they have learned in this activity and what they have enjoyed in this activity.

**Learning outcomes:**

Students will be able to learn to identify the substances which act as stain removers.

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

Students can be asked to bring different stained fabric from their home and they will try if it can remove with mentioned stain removers.

## Activity 15. Design a 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 life. 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

### **Material/ Resources required:**

Printed templates of codes, A4 sheets, notebooks and pens.

### **Note to the teacher:**

#### **Before the activity:**

- Prepare more types of code sheet 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



### **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.

### **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?
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. Also distribute A4 sheets to the students to make their second code sheet so as to code their story.
4. Tell students that they have to make their own code sheet. They can use the reference of the sheet given to them but they don’t have to copy the same idea. They have to make it from the scratch and its should be unique.
5. 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.
6. All the groups will be given 2-2.5 hours to write their story in a coded form. It is important that the group should write their paragraph in such a way that the first line is coded from the code sheet they have received from the teacher and the second line is coded from the code sheet they have developed

by working together. Every alternate line should accordingly be coded with the first code sheet (given by the teacher) and second code sheet (designed by themselves).

7. Once all the group has completed the activity, collect all the coded stories with the both the code sheet from the groups and redistribute the coded stories along with first code sheet to the other groups randomly so that no group receive their own coded message. Once every group has decoded the first line, ask the group to send two of their members to come and take the second code sheet from the table within 60 seconds. In this way, the student has to use their skills to search the correct code sheet to decode their story.
8. Now, all the groups will be given 30 minutes to decode the story by referring to both the code sheets given to them. For instance, if Group B receives the coded story of Group A, then they will have two code sheets. Group B will now refer to both those code sheets and decode the story that Group A has written.
9. 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.
10. 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.
- to decode simple messages using a reference code.
- to explain the basics of encryption.
- to will to choose correct person for the job.

### **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.

Sample codes are given under Annexure.

## Activity 16. A Reporter's Flipbook

**Duration of the activity:** 2-3 hours

**Vocational area(s) under which activity falls:** Media and Entertainment

### **Background and rationale of the activity:**

Media is the mode through which people get information about what is happening in their surroundings. Media helps people by providing the subjects to think about, to debate on that subject and to understand the effects of those subjects on our society. There are broadly 4 categories of media- Print/Publishing, Broadcasting, Digital Media, Outdoor. In this activity students will be given exposure to a simple form of print media i.e., zine/ mini booklet /flipbook. A zine, pronounced "zeen" (just like the end of the word magazine), is a homemade publication. There are no set-in-stone rules for making zines. A zine can be about anything a person is interested in and wants to share with the people. The content and appearance of a zine is completely up to its creator. This activity will help the students to share their ideas they want with their classmates with the help of zines

### **Objective of the activity:**

To enable students to express their creative and abstract ideas through zines.

### **Material/ Resources required:**

A4 papers, scissors, colours, black and blue pens, pencils, scale and eraser.

### **Note to the teacher:**

#### **Before the activity:**

- Ask students to bring their own black and blue pens, pencils, colours, scale, eraser and small scissors.
- Bring scissors and stationary items in spares. Also bring a rim of A4 sheets.
- Develop some zines beforehand on varied topics to showcase the students.

#### **During the activity:**

- Encourage students to include diverse topics in their zines.
- Ensure that students are involved in participating in the activity.

#### **Stepwise procedure:**

1. Start the discussion by asking students:

- What are the various forms of media? How are they classified?
  - What are the advantages and disadvantages of these various media forms?
  - Have ever published or created any content for any of this media?
2. Along with the discussion, explain the students about the concept of 5W1H (What, when, whom who, why and how), zines and its other history related important things in understanding print media.
  3. Now, demonstrate to the students how to create a mini zine / flip booklet by making a demo in front of them. Tell students that Zines/flipbooks are a form of storytelling and reporting via self-publishing mode and this tool can be used to create one's own report of an incident/ experience / learning in a visual and verbal manner.
  4. Now, ask students to take their stationary items and scissors. Distribute 3 sheets to every student in the class.
  5. Students will now create 3 mini booklets
    - First zine will be about any subjects they have learned till now.
    - Second and third zine will be about any topics of students' choice.
  6. Students have to create a visual and words mix report of an incident, experience or our learning for their zines. If students are unable to select, following topics could be suggested:
    - A visit to the market, zoo, tourist places, bazaar, sanctuary - my observations
    - My daily schedule, my favourite food, My favourite personality
    - What I learnt in language class, music class, sports etc.
    - What are fundamental rights, India and its wonders, Indian climate and geography etc.
    - People around me in my house, particular field of work etc.
  7. Now, students will
    - First collect all the details about their topic of interest,
    - Next, arrange the details in their notebooks as per a sequence
    - Start making the zines by folding and cutting the paper as shown by the teacher and

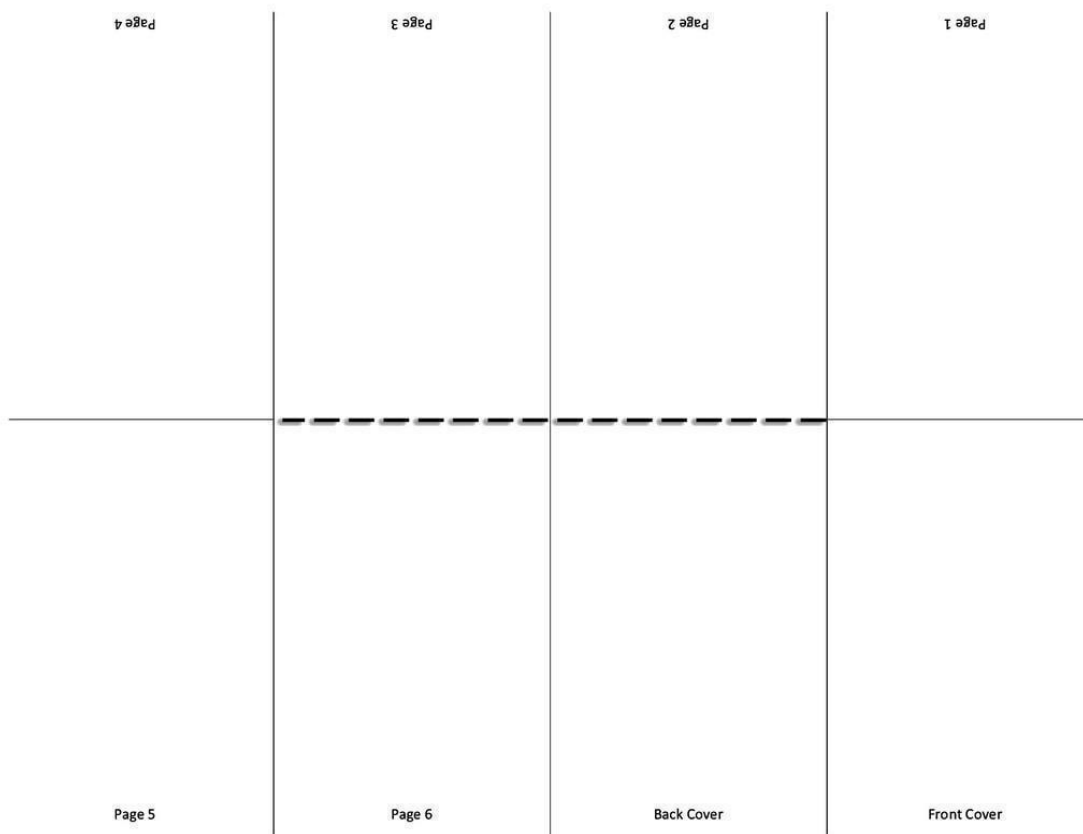
- At lastly, they will draw and write their information inside it.
8. Students will be given 2-2.5 hours to make their respective zines.
  9. At the completion of the activity, all students will be asked to present their zines and put it together on a table so that everyone can assemble and see together. Students can tell what they have learned in this activity and the most enjoying part of this activity.

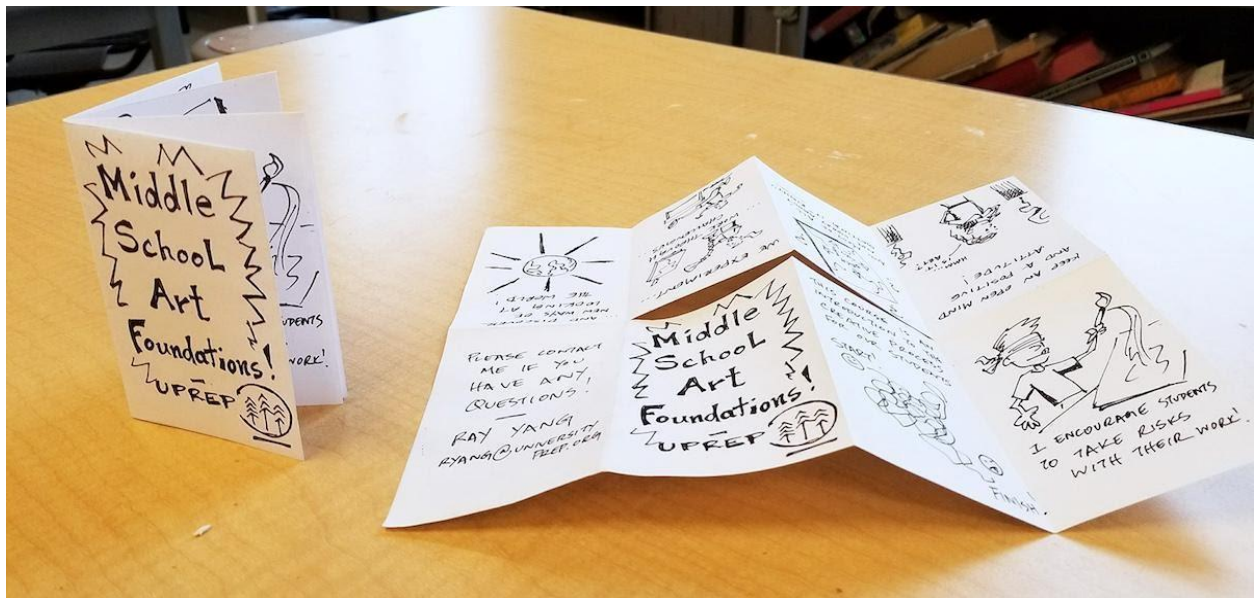
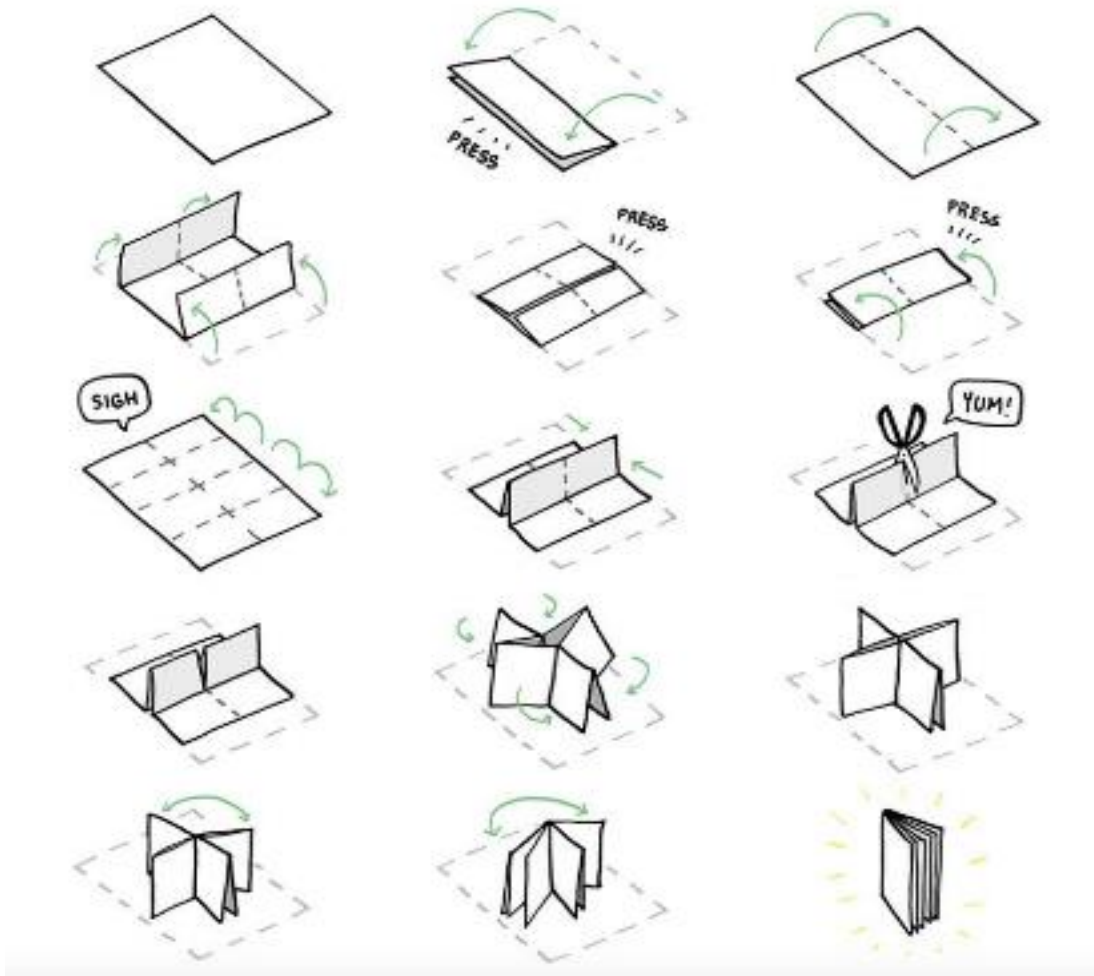
**Learning outcomes:**

Students will be able to

- list different types of print media
- self-publish their individual works
- report their own stories/experiences
- appreciate various forms of print media professions.
- differentiate between just textual and visually rich reports and will able to write visual reports.

**Extra information:**





## Activity 17. Let's make ad jingles

**Duration of the activity:** 2 – 3 hours

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

### **Background and rationale of the activity:**

A jingle is a short, simple tune, often with words, which is used to advertise a product or programme on radio or television. Electronics media advertisements are subjected to time constraints when published on radio or television. So to grab the attention of the listeners or the viewers, the jingles are created with a rhyming hook so as to hold the mind of the listener after listening the track for the first time. Jingles are considered as a sign to check the sales of an item. If the jingles 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 jingle for an unknown product

### **Objective of the activity:**

To develop the students' literary skills to create jingles 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.

### **Note to the teacher:**

#### **Before the activity:**

- 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 jingles 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 jingles for the product/ services.
- Help the students in developing the jingles using proper rhyming.
- Ensure that students are not teasing their classmates using the jingles.

**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?
  - 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.
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 alphabets (A-Z).
4. Now, the students have to prepare a jingle according to the situation for the product they have brought from their home. Students will be given 1-1.5 hours to prepare their activity in group



5. Now, once all the group has completed their preparation. The first group will start presenting their 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.
6. Once the first group has completed its presentation, the second group will start till the last group present its jingles.
7. At the end, all the group will be asked to give two distinguish words from the letters they have earned through jingles.
8. 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 rhyming in creating the jingles
- describe a product in optimum words
- give a tune to the words to correlate with a product
- learn new words.

## Activity 18. Let us Design our Restaurant

**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 restaurant – from creating food items to serving them to their class fellows.

### **Objective of the activity:**

To give students an experience of working in a restaurant.

### **Material/ Resources required:**

Apron, table, chair, utensils (2-3 vessel, a spatula, spoons, plates, tray), water, menu card (created by students on following items - chopped onion, lemon, tomato, cucumber, carrots, salt, namkeen mixture, banana, apple, guava, seasonal fruits, chips, bread, bread spread, paper bowl).

### **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 following points:
  - Food preparation
  - Food service
  - Attending the customers
  - Maintenance of the setup area
  - Being the customer

- Ask 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, tomato, cucumber, carrot, Kurkure and Chips, Chana jor garam, bread, bread spread, black salt, table salt, black pepper and condiments (salt, ketchup, mayonnaise, oregano, chilli flakes, etc.) related to the food items.

### **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 dress messed up during preparation.
- Act as a mild deterrent and 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.
- 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 visited any restaurant before? What was its name?
  - What did you eat there? Is that your favourite dish?
  - Do you like eating at restaurants? Why?
  - Do you know anyone who works at a restaurant? What is their work?
  - What do you think are the different types of work that need to be done at a restaurant?
2. Now, divide the students in the groups as decided. Ask the students to decide the name of their restaurant.
3. Ask the students regarding what they know about the group in which they have been placed and which roles are involved in their title group?
4. After the students discuss what they know about their group titles, explain about the responsibilities of waiters, receptionists, and chefs. 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 bring the ingredients they have brought and ask them to prepare a menu out of the available ingredients.
6. The students under the “Maintenance of the area” group will rearrange the class in the shape of the restaurant by placing their study tables and chairs in order. While the students under the “Food Preparation” group will prepare the dishes like sandwich, bhel puri, fruit salad and chana jor garam. The students under the “Food service” group will decorate the food in plates and will work with the food preparation group. The students under the “attending the customers” group will take orders and generate bills for the customer.
7. Students under “Attending the customer” group will start the play by welcoming the students under “Being the customer” group, taking them and placing them to their seat, providing them with the menu card with good gestures, taking their order, delivering their order to preparation team, placing their food items on the plate, serving them their dishes and providing them their bills. Here, students will play the role of customers, waiters, manager, receptionist and customers.
8. The students under the “attending the customer” group have a responsibility to be alert and attentive for the customers. If a customer group has any confusion related to the menu, then it is the duty of the “attending the customer” group to clarify it after which the customer is supposed to give their orders.
9. Now, the teacher can act as a customer to motivate as well as deter the setup and generate chaos in the restaurant. The “Attending the customer” group members have to acknowledge the situation and has to sort the customer problem very calmly and politely.
10. 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 and treat the staff of any restaurant with respect even if they make a mistake.
11. 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 will acquire the following life skills:

- Empathy
- Communication skills
- 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.

## Activity 19. Tall Tales

**Duration of the activity:** 2-3 hours

**Vocational area(s) under which activity falls:** Tourism and hospitality

### **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 historic significance in various parts of India has led to the development of various tourist spots in form of Wildlife Sanctuaries, National Parks, Heritage and pilgrimage sites.

This set of activities helps to sensitize students to the various tourist locations in the country and activities required to make a journey successful.

### **Objective of the activity:**

To bring about an understanding of various terms used in the tourism industry.

### **Material/ Resources required:**

Notebooks and pen

### **Note to the teacher:**

#### **Before the activity:**

- Familiarizes with all common terminologies associated with tourism and hospitality industry. (These terminologies should include the ones mentioned in the activity as well as a few basic others.)
- Divide the students in the 6 group or more of 4-5 students each depending upon the strength of the class.
- Make teams which have members distributed equitably in terms of language skills. This is to avoid unfair advantages to teams who may be stronger in language skills.

#### **During the activity:**

- Ensure that every student is participating in the activity.
- Ensure that students are able to cover all the points in the table.

#### **Stepwise procedure:**

1. Start the discussion with asking following questions to the students like:

- Have you ever travelled to any place in or outside India?
  - What was the purpose of your trip?
  - How did you prepare for your trip?
  - What modes of transport did you use to reach your destination?
  - Did you stay with family or at a hotel?
  - Describe your experience in the hotel.
  - During traveling, where do you eat your meals?
  - Which places have you travelled to?
  - What is your most memorable travel experience?
  - Which places in India, according to you, are the most favourite amongst tourists?
2. Divide the classroom in to groups each having 4-6 students or depending upon the strength of the class.
  3. Now, draw the table given below on the blackboard. Also write the name of the items given under each heading.

<b>Mode of travel</b>	<b>Type of tourism</b>	<b>Mode of payment</b>
<b>Restaurant/ Hotel/ Hostel Staff/ Meal's type</b>	<b>Destination</b>	<b>Baggage</b>

- Modes of travel include – Railways, Aeroplane, Road, Climbing, Bullock cart, Horse cart, Streamer, Ferry, Walking, Rickshaw, bus, metros, car, camel cart and bicycle.
- Mode of payment include – Cash, cheque, cards, mobile payment, internet banking.
- Meals type include – breakfast, brunch, elevenses, lunch, tea, supper, dinner.

- Types of baggage includes – Hard side Luggage, Soft side Luggage, Carry-on Luggage, Rolling Spinner Luggage, Duffel Bags, Garment Bags, Travel Totes.
  - Types of location to be visited include – Eco tourism, Rural Tourism, Urban Tourism, Adventure Tourism, Heritage Tourism, and Religious Tourism.
  - Types of hotels include – Chain hotels, Motels, Resorts, Inns, Transit hotels, Heritage hotels, and Hostels.
  - Types of people in hotels includes – Receptionist, porter, cleaner, chef, waiter.
4. Now, each group has to develop a travel story covering all the points in the table in such a way that they have to cover maximum heading in the table. Also, every student will be given alphabets “A-Z” as medium to give points to the students presenting the story. So, each group will have 5-6 sets of alphabets.
  5. All the groups will be given 30-45 minutes to prepare the idea for their story. Students can prepare the narration of the story but they will not write any point on paper. Students has to develop an interesting plot, twist and turns in their story so as to gain the letters
  6. Once all the group has finished their preparation, the first member of the first group will start narrating the story. The narrator will be given 20 minutes to tell their story. Once the first member finishes his/her story, the second member will start narrating his/her story which will include the sub story of the first member’s story. Similarly, the all the members of the groups will narrate their story.
  7. The rest of other group will note the various items included by the narrator in their story. If they find the narrator has delivered the story which has interesting plot, twist and turn along with covering maximum number items under the headings, then they can give at most 20 letters to the narrator from their side.
  8. The narrator has to add the letters to their alphabet bag which they receive from the students. Similarly, rest of the students from every group has to deliver their stories.
  9. Once all the group has delivered their stories, the teacher will now ask the group to make distinct words from the total letters their group has received



in this activity. All the groups will be given 10 minutes to form the words apart from the one they are knowing.

10. At last, the teacher will tell students about the points they can improve in their story telling skills and will ask students what they have learned and enjoyed in this activity.

**Learning outcomes:**

Students will be able to:

- explain simple terminologies related to tourism and hospitality industry
- specify and differentiate between different types of tourism like: rural tourism, eco-tourism, ethical tourism etc.
- name the different and famous tourist places of different parts of India.

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

- Students in groups can make a story and all of them can tell the continuation of the story without including the previous member's references in their story.

## Activity 20. Secret Coding

**Duration of the activity:** 3-4 hours

**Vocational area(s) under which activity falls:** Private security

### **Background and rationale of the activity:**

Organisations, shopping malls, industries and commercial establishments need security. Private security industry provides services for protection from potential harm, threat, damage to persons and property. A Security Guard is expected to secure life and property from risks and threats by following basic guarding practices, which could be done with or without the help of security equipment. The person is expected to identify potential risks and threats, take countermeasures, operate security equipment, carry out basic documentation, report incidents to get assistance from the concerned agencies and communicate effectively with people and police. A security guard should have knowledge and skills for performing searches, use of security equipment, reporting and documentation, access and parking control, escort duties, handling situations in case of emergencies and disasters. This activity will help students to understand Morse code to communicate and transmit messages secretly in a given situation.

### **Objective of the activity:**

To make students aware about ways to communicate a message using Morse codes.

### **Material/ Resources required:**

Papers, notebook and pens

### **Note to the teacher:**

#### **Before the activity:**

- Divide the students in groups of 4-5 students each depending upon the strength of the class.
- Provide the following situations to the students in the slips:
  - Travelling to a fictional world of cartoons and caricatures
  - Stuck in middle of a snowy mountain/ hot desert with a speaking mammoth/camel

- Talking with a fictional character from the history book about the school homework.
- Finding treasure with wandering spirits/talking animals
- Exploring universe with help of talking celestial bodies
- Prepare extra stories in Morse code format and mix it with students' stories.

### **During the activity:**

- Ensure that every student is able to participate in the activity.
- Ensure that the story contains a brief opening and a starting middle story in it which could help the next group in moving forward.

### **Stepwise procedure:**

1. Start the discussion by asking student:
  - What do you know about various ways to communicate in 19<sup>th</sup> century?
  - Which method do you find fastest in transferring information in that period? Which one will you prefer?
  - What do you know about telegraph and on what method does this system works?
  - Have you seen a working telegraph? What do you know about Morse code?
  - What do you know about SOS? How SOS helps in locating people in evacuation process during disaster times?
2. Now, divide the students in a group of 4-5 students each depending upon the strength of the class. Make sure there are even number of groups.
3. Distribute the papers among the students. Now, call each group one by one and ask them to take one folded slip from the table, memorize their situation and return the slip on the table.
4. Once every group memorizes their situation, explain them about the Morse code and its uses in simple language and ask students if they have completely understood the meaning.
5. Now, draw the Morse code on the blackboard which should be clear to the students sitting at the back.
6. Ask the students to prepare a short beginning of their story as per the situation given to their group. The story should contain main elements and the beginning part. The story should not be written anywhere.

7. Once the student has crafted their story, ask them to code their story in Morse code. Provide 45- 50 minutes to the students to code their story in to the given paper. Not thing else should be written on the paper.
8. Now, collect the sheets from the students and jumbled it up with extra stories in coded form and redistribute to the group again.
9. Now provide 45-50 min to every group to decode their sheets using the Morse code written on board.
10. Once every group has decoded their story, ask group one students to start narrating the continuation of story. Students have to use improvisation to make their story. Every student in the group has to participate to improvise their group story.
11. About 25-30 minutes will be provide to each group to perform their act. When the first group ends their narration the second group has to start their narration. The second group has to include the first group narration in their story so as to make the sync in the stories. In the similar way rest of the group has to narrate their story.
12. After the completion of the activity, ask students what they enjoyed most in this exercise and what they have learnt new things in this activity.

**Learning outcomes:**

Students will be able to

- learn to write and communicate in Morse code language.
- know about the technologies to communicate in emergency

**Extra information:**

Morse code is given under Annexure.

## **Annexure: Resources related to the activities**

Activity 5: Traffic symbol quiz

<b>S. No.</b>	<b>Question</b>	<b>Option 1</b>	<b>Option 2</b>	<b>Option 3</b>	<b>Answer</b>
1.	Near a pedestrian crossing, when the pedestrians are waiting to cross the road, you should	Sound horn and proceed	Slow down, sound horn and pass	Stop the vehicle and wait till the pedestrians	3
2.	You are approaching a narrow bridge; another vehicle is about to enter the bridge from opposite side you should	Increase the speed and try to cross the bridge as fast as possible	Put on the head light and pass the bridge	Wait till the other vehicle crosses the bridge and then proceed	3
3.	When a vehicle is involved in an accident causing injury to any person	Take the vehicle to the nearest police station and report the accident	Stop the vehicle and report to the police station	Take all reasonable steps to secure medical attention to the injured and report to the nearest police station within 24 hours	3
4.	On a road designated as one way	Parking is prohibited	Overtaking is prohibited	Should not drive in reverse gear	3
5.	You can overtake a vehicle in front	Through the right side of that vehicle	Through the left side	Through the left side, if the road is wide	1
6.	When a vehicle approaches an unguarded railway level crossing, before crossing it, the driver shall	Stop the vehicle on the left side of the road, get down from the vehicle, go to the railway track, and ensure that no	Sound horn and cross the track as fast as possible	Wait till the train passes	1

## Activity - 5

## RESOURCES

		train or trolley is coming from either side			
7.	How can you distinguish a transport vehicle.	By looking at the tyre size	By colour of the vehicle.	By looking at the number plate of the vehicle.	3
8.	Validity of learners licence	Till the driving licence is obtained	6 months	30 days	2
9.	In a road without footpath, the pedestrians	Should walk on the left side of the road	Should walk on the right side of the road	May walk on either side of the road	2
10.	Free passage should be given to the following types of vehicles	Police vehicles.	Ambulance and fire service vehicles	Express, Super Express buses	2
11.	Vehicles proceeding from opposite direction should be allowed to pass through	Your right side	Your left side	The convenient side	1
12.	Driver of a vehicle may overtake	while driving down hill	If the road is sufficiently wide	When the driver of the vehicle in front shows the signal to overtake	3
13.	Driver of a motor vehicle shall drive through	The right side of the road	The left side of the road	The Centre of the road	2
14.	When a Vehicle is parked on the road side during night	The vehicle should be locked	The person having license to drive such a vehicle should be in the drivers seat	The park light shall remain lit	3

## Activity - 5

## RESOURCES

15.	Fog lamps are used	During night	When there is mist.	When the opposite vehicle is not using dim light	2
16.	Zebra lines are meant for	stopping vehicle	pedestrians crossing	for giving preference to vehicle	2
17.	When an ambulance is approaching	allow passage if there are no vehicles from front side	no preference need be given	the driver shall allow free passage by drawing to the side of the road	3
18.	Red traffic light indicates	vehicle can proceed with caution	stop the vehicle	slow down	2
19.	Parking a vehicle in front of entrance to hospital	Proper	Improper	Proper if NO PARKING sign is not provided	2
20.	Where the slippery road sign is seen on the road, the driver shall	reduce the speed by changing the gear	apply brake	proceed in the same speed	1
21.	Overtaking is prohibited in following circumstances	when it is likely to cause inconvenience or danger to other traffic	when the vehicle in front is reducing speed	during night	1
22.	Drunken driving	allowed in private vehicles	allowed during night time	prohibited in all vehicles	3
23.	Use of horn prohibited	Mosque, Church and Temple	Near Hospital, Courts of Law	Near Police Station	2
24.	Rear view mirror is used	for seeing face	for watching the traffic approaching from behind	for seeing the back seat passenger	2



## Activity - 5

## RESOURCES

25.	Boarding in and alighting from a vehicle while in motion	Permitted in bus	permitted in autorickshaw	prohibited in all vehicles	3
26.	Parking is permitted	In turnings	On foot paths	Where parking is not prohibited	3
27.	When fuel is filled in a vehicle	shall not check air pressure	shall not smoke	shall not use any light of the vehicle	2
28.	Mobile phones shall not be used	in Government offices	in Police Stations	While driving a vehicle	3
29.	Overtaking is prohibited	When the road ahead is not clearly visible	when the road ahead is wide enough	when the road centre is marked with white broken lines	1
30.	The pedestrians shall not cross the road at sharp bends or very near to a stopped vehicle. Why?	Inconvenience to other vehicles	Inconvenience to other road users	Drivers of other vehicles coming at a distance may not see persons crossing the road	3
31.	Records of a private vehicle are	Registration Certificate, G.C.R., Insurance Certificate	Registration certificate., Insurance Certificate, Tax Token, Driving Licence	Registration Certificate, Permit, Trip Sheet	2
32.	While turning to a road to the left of the road in which you are going, you should	Show the left turn signal, drive to the centre and turn to the left	Sound horn and turn to the left	Show the left turn signal, keep to the left side of the road and turn to the left.	3

## Activity - 5

## RESOURCES

33.	Validity of P.U.C.C. Pollution Under Control Certificate	6 months	One Year	Two years	1
34.	While you are driving with the head light in high beam during night, a vehicle approaches from opposite direction, you will	Proceed keeping to the left	Put the head light in dim and bright alternatively several times	Dim the head light till the vehicle passes	3
35.	The Driver of a vehicle extends his right arm with the palm downward and moves the arm upward and downward several times. You will understand that	He is turning to the left	He is slowing down the vehicle	Allowing to overtake	2
36.	Minimum age for getting a license to drive motor cycle without gear	18 years	21 years	16 years	3
37.	When you see the traffic sign School, you should	Stop the vehicle, sound horn and proceed	Slow down and proceed with caution	Sound horn continuously and proceed	2
38.	While turning to the left, the driver of a two wheeler shall	Extend his left hand towards left	Not show hand signal	Show left turn signal with his right hand	3
39.	The Signal while taking U-turn	Left turn signal	Right turn signal	Slow down signal	2
40.	The driver of a vehicle shall not take U-turn	In a road where there is no traffic restrictions	In a busy road	When there are vehicles passing through the left	2

## Activity - 5

## RESOURCES

41.	One time tax for a new car is for	Till the registration of the vehicle is cancelled	15 years	5 years	2
42.	Before overtaking a vehicle, it should be ensured that	No vehicle is approaching from behind	The road ahead is clearly visible and it is safe to overtake	The vehicle in front is turning left.	2
43.	Number of persons can be carried in the cabin of a Goods Carriage	5 Persons	Sufficient persons for loading and unloading the goods	As many persons as recorded in the Registration Certificate	3
44.	When your vehicle is being overtaken, you should	Stop your vehicle and let the vehicle to overtake	Increase the speed of your vehicle	Not obstruct the other vehicle from over taking	3
45.	A place where parking is prohibited	In front of a parked vehicle	On one-way road	On foot-path	3
46.	The hand brake is to be used	To reduce the speed	To apply sudden brake	To park a vehicle	3
47.	More than two persons on a two-wheeler is	Allowed in unavoidable circumstances	Violation of law	Allowed when the traffic is less	2
48.	You want to overtake a vehicle near a hospital. You will	Blow the horn continuously	Not blow horn	Blow the horn only intermittently	2
49.	Using unregistered vehicle in public place is	Illegal	Legal	Legal if there is urgency	1
50.	Minimum age for obtaining driving license for transport vehicles	25 years	18 years	20 years	3

## Activity - 5

## RESOURCES

51.	Overtaking is prohibited in the following case	State highway	Panchayath roads.	Narrow bridge.	3
52.	If a person in charge of an animal apprehending that the animal may become unmanageable, request to stop a vehicle	The driver shall stop the vehicle	The driver shall proceed, blowing the horns	The driver shall reduce the speed	1
53.	Parking prohibited in the following case	road side	where parking is permitted	near traffic light	3
54.	Over speeding	is an offence leading to suspension or cancellation of driving license	is an offence leading to punishment by fine only	is not an offence	1
55.	When school buses are stopped for picking up or setting down students	Blow horn and proceed	proceed slowly and cautiously since there is chance of students suddenly crossing the road	No special care is required	2
56.	When a blind person crosses the road holding White Cane	The driver of a vehicle shall consider the white cane as a traffic sign to stop the vehicle	Blow the horn and proceed	Slow down and proceed with caution	1
57.	When a motor vehicle is involved in an accident	shall report to the nearest police station within 24 hours	shall report to the nearest police station within 12 hours	shall report to the nearest police station within 48 hours	1

## Activity - 5

## RESOURCES

58.	When any property of a third party is damaged due to an accident	driver shall report to the nearest police station within 24 hours	driver shall report to the nearest police station within 7 days	need not report to any police station	1
59.	When the vehicle behind has begun to overtake our vehicle	We shall not overtake another vehicle.	we can overtake another vehicle	we can overtake another vehicle blowing horn	1
60.	The driver of the vehicle in front has not given signal for over taking	We can overtake	we shall not overtake	we can overtake blowing horn	2

### Activity 8: Fruits to glow

Preparations related to various face scrubs and packs

#### **Milk And Pomegranate Seeds Face Scrub**

The pomegranate seeds act as a great scrubber and are rich in antioxidants and vitamin C, A and E, whereas the lactic acid present in milk eradicates dead skin cells and improves skin.

Ingredients: ½ cup pomegranate seeds, Cold milk

To make this scrub just blend ½ cup handful of pomegranate seeds and add adequate amount of cold milk to it. Apply it evenly on your face and scrub for few minutes. Rinse with plain water and pat dry.

#### **Sugar And Ripe Papaya Face Scrub**

The papain in papaya is very beneficial in dissolving dead skin layers and exfoliating the skin while sugar is great scrubbing agent.

Ingredients: Papaya, ½ tbsp sugar,

Just smash, some finely chopped pieces of ripe papaya, add ½ tbsp sugar to it, and mix well. Spread the paste all over your face and scrub for 2-3 minutes. Let it stay for 15 minutes before washing off.

#### **Buttermilk And Oatmeal Face Scrub**

The combination of these two ingredients is very helpful in removing dead skin and removing sun-tan.

Ingredients: Quarter cup oatmeal, ½ cup buttermilk

Add quarter cup oatmeal in half-cup buttermilk and wait until all the buttermilk is soaked. Apply it on your face, massage in circular motion for 4-5 minutes, and rinse with lukewarm water, pat dry.

#### **Green Tea and Baking Soda Face Scrub**

Green tea has a little rough texture due to which it aids in dead skin removal. In addition, both the ingredients are a great exfoliate which makes this pack more effective.

Ingredients: 2 green tea bags, 2 tbsp baking soda, 2 tbsp honey

Cut two used green tea bags, and add 2 tbsp of baking soda and honey to it. Keep stirring the mixture until you get a thick paste and then apply it on your face. After 10 minutes massage your face with wet fingers and rub with a wet towel.

**Vanilla Extract, Sugar and Vitamin E Scrub**

Vanilla extract contains skin damage repairing properties, sugar removes dead skin while vitamin E oil to keep the skin hydrated and nourished.

Ingredients: 2 capsules vitamin E oil, 1 tbsp vanilla extract and sugar

Puncture two capsules of vitamin E oil and add 1 tbsp vanilla extract and sugar to it. Mix it thoroughly, apply it on your face. Scrub for face for a few minutes, and rinse with tepid water, pat dry.

**Raw Milk and Semolina (Rawa/Suji) Face Scrub**

Raw milk contains lactic acid in high quantities which acts as a natural cleanser and helps in exfoliating the skin. Semolina is also an amazing exfoliate for skin.

Ingredients: 2 tbsp cold raw milk, 1 tbsp semolina

In a bowl and add cold raw milk to it in a ratio of 2:1. Let the mixture rest till semolina soaks whole milk forming a thick paste. Apply this pack on your face and let it rest for 10-15 minutes. Once the mixture turns moderately dry gently massage your face in order to scrub off the dead skin on your face. Wash away the scrub mixture with lukewarm water and pat dry.

**Honey and Almonds Face Scrub**

Almonds contain vitamin E and are help to nourish skin from within. Honey is a natural moisturizing agent and also an antioxidant.

Ingredients: 10-12 almonds, Milk, 2 teaspoons of honey

Soak 10-12 almonds in milk overnight (8-10 hours) and peel the soaked almonds in the morning. Put the leftover milk and peeled almonds in a food processor and grind to form a thick granule paste. Remove the paste in a small bowl and add 2 teaspoons of honey into it and mix well. Apply the scrub on clean face and neck and scrub for a few minutes. Post scrubbing let the scrub pack dry on your face and once it's completely dried wash off with lukewarm water.

**Sugar and Lime Juice Scrub**

This scrub is really simple to make and can be very effective to remove the piling dead skins. However, this scrub, being strong in nature is better suggested for use on the body, instead of the delicate skin of the face.

Ingredients: 1/2 teaspoon sugar, 1 teaspoon of lime juice

Take 1/2 teaspoon of sugar and add 1 teaspoon of lime juice to it. Now use this mixture to scrub your body in slow circular motion. Once you are done scrubbing, wash off with water.

**Besan and Rice Scrub**

This is another effective homemade scrub that can work efficiently for removing dead skin from the face as well as from the body. This scrub can be very ideal for sensitive skin as well. Wash some rice with water and dry them out.

Ingredients: 1 teaspoon rice powder, 1 teaspoon besan

Now grind them to make a coarse rice powder. Mix 1 teaspoon of this rice powder with 1 teaspoon of besan and add water to the mixture to come up with a smooth pack. Use this scrub on your face and body, rubbing in slow circular motion. Let the pack set for 5 minutes and then scrub again before washing off with water.

**Luxurious Fenugreek, Milk and Milk Cream Scrub**

If you have dry to normal skin, this scrub can be the ideal one for you. The fenugreek seeds remove the dead skin while the milk and milk cream nourish the skin from within making it soft and smooth.

Ingredients: 2 tablespoons fenugreek seeds, Milk, 1 tablespoon milk cream

Soak 2 tablespoons of Fenugreek seeds in raw milk overnight. In the morning dry them in sun and grind them to make a coarse powder. Now add 1 tablespoon of milk cream to this powder and use it as a scrub on your face and body to get rid of the layer of dead skin completely.

**Orange Peel, Honey and Milk Scrub**

The peel of orange can be a great ingredient for scrubbing the skin and removing dead skin cells.

Ingredients: 1 teaspoon orange peel powder, 1 teaspoon honey, 1/2 teaspoon milk



Collect the peel of an orange and dry it under the sun. Once the peel has dried, grind it to make orange peel powder. Take 1 teaspoon of this powder add 1 teaspoon honey to it and 1/2 teaspoon milk. Use this scrub on your face and body. You should follow the scrub-leave-scrub process repeatedly to get the best results. Wash off with water.

**Oat, Honey and Lemon Scrub**

Oat and Honey does not only taste good but also works great as a scrub for removing dead skin cells. This scrub is very gentle on the skin and can be used on face as well.

Ingredients: 1 teaspoon oats, 1 teaspoon honey, few drops lemon juice

To make this scrub mix 1 teaspoon of oats with 1 teaspoon of honey. Now add a few drops of lemon juice to the mixture. Use this pack for scrubbing your face and body. Then let it stand for 5 minutes and then again continue scrubbing. Wash off with water or remove with a dry cotton cloth.

**Poppy Seeds and Green Papaya Scrub**

This is a very luxurious and effective scrub. However, being very gentle, this scrub is more suitable to be used on the face. Poppy seeds offer mild scrubbing action on the skin and the green papaya of the scrub helps in exfoliating the skin through its enzymatic constituents promoting soft skin.

Ingredients: 1 teaspoon green papaya paste, 1 teaspoon poppy seeds

Take few pieces of green papaya and grind them to make a paste. Take 1 teaspoon of this paste and mix 1 teaspoon of poppy seeds to it. Now use this scrub on your face. Let it set for some time before washing off.

**Sea Salt, Honey and Potato Peel**

Sea salt is a great ingredient for removing dead skin cells and when mixed with potato peel it can also offer de-tanning effects. Potato peels are known for their ability to remove any unnatural skin pigmentation and the honey ensures the best nourishment of the skin.

Ingredients: 1 teaspoon honey, 1 teaspoon sea salt, 1 teaspoon potato peel paste

Take a potato, clean it properly and peel off the skin. Now crush the potato skin to make a paste. Add 1 teaspoon honey with 1 teaspoon sea salt and add this mixture with 1 teaspoon of the potato peel paste. Mix all the ingredients well and use it as a scrub to get the best results.

### **Almond and Honey Scrub**

Almonds are loaded with skin nourishing elements and they can offer great scrubbing effects too.

Ingredients: 6-8 almonds, 1 teaspoon honey

Take 6-8 almonds and grind them to make a coarse powder. Add 1 teaspoon honey to it to come up with a paste that is more on the dry side. Use this paste to scrub your face in circular motion. Let it set for 10 minutes and then scrub again before removing with a soft damp cotton cloth. This is an ideal scrub for dry skins during winter.

### **Turmeric Facial Scrub**

Turmeric is known for its great anti-bacterial properties. It can also work as a facial scrubber when used in the right way.

Ingredients: Turmeric

To get the scrubbing effects with turmeric, make a paste with 2 inch of fresh turmeric root and apply the paste onto your face. Let it set until it gets 90% dry and then start rubbing your face with your hands in firm circular motion. The dried out turmeric will work as a scrub and exfoliate your skin gently, revealing the new skin cells.

### **Wheat Bran and Yogurt Skin Scrub**

Wheat bran can work as an effective scrub for the skin. By adding it with yogurt you will ensure the best nourishment of the skin and it will also add a healthy glow.

Ingredients: 2 teaspoons wheat bran, 1 teaspoon yogurt

Mix 2 teaspoons of wheat bran with 1 teaspoon of yogurt. Use this mixture as a scrub on your face and body. After scrubbing for 2 minutes, you should leave it on to get at least 80% dry and then scrub again before washing off with water.

### **Mango Face Pack**

Mango has skin rejuvenating and moisturizing properties. It works great for unclogging the pores and removing dullness from your skin, thus resulting in soft and healthy skin.

Ingredients: 1 mango pulp, 1 tbsp curd

Make a smooth paste by mixing both the ingredients together and apply it on your face. Wash off with tepid water after 20 minutes, pat dry. Do this twice a week.

### **Peach and Yogurt Face Pack**

This face pack is very beneficial in rejuvenating your skin, lightening dark spots and increasing the natural glow of your skin.

Ingredients: Pulp of 1 peach fruit, 1 teaspoon yogurt

Mix both ingredients thoroughly in a bowl to make a smooth paste. Apply it evenly on your clean and damp face and let it rest for the next 20 minutes. Rinse with warm water, pat dry.

### **Lychee and Lavender Oil Face Pack**

Lychee is loaded with antioxidants, vitamin C and fibre and has the ability to fight the free radicals, thus providing a healthy skin. Mixing it with lavender oil gives you a naturally wrinkle free and even toned skin.

Ingredients: 3-4 lychees, 2-3 drops lavender oil

Juice 3-4 lychees, add a few drops of lavender oil to it, and mix well. Apply the mixture on clean face and rinse with tepid water after 15-20 minutes.

### **Cherries And Yogurt Face Pack**

The natural face mask is healthy for skin and fading away dark spots.

Ingredients: 5-6 cherries, 3 teaspoons yogurt

Peel off the skin of 5-6 cherries and remove seeds. Blend into paste and add 3 teaspoons of yogurt. Mix well and apply on face. Wash off with lukewarm water after 15 minutes. Apply once a week for best results.

### **Strawberry Milk Face Pack**

This face pack is intended to remove tan and brighten up face. Strawberries are a great source of antioxidants and Vitamin C. It will brighten up face and Lactic Acid in raw milk will help remove tan.

Ingredients: 2 strawberries, 2 teaspoons raw milk

Crush 2 strawberries with a fork and blend with 2 teaspoons of raw milk. Apply on face for 15 minutes. Massage and wash off with cold water.

### **Papaya and Lemon Face Pack**

The face effectively removes tan (papain enzyme in papaya helps this) and honey moisturizes and adds glow to the face.

Ingredients: Papaya, 1 teaspoon honey, 1 teaspoon lemon juice, 1 teaspoon sandalwood powder

Cut half-ripe papaya into small pieces and mash them. Add a teaspoon of honey, a teaspoon of lemon juice, and a teaspoon of sandalwood powder. Mix well and apply evenly on your face and neck. Allow it to dry for about 10-15 minutes. Rinse it off with cold water.

### **Grapes and Apple Face Pack**

These fruits are rich in antioxidants. Apple helps in fading fine lines.

Ingredients: 5-6 grapes, 1 apple

Blend 5-6 grapes and half an apple with skin into a smooth paste. Apply on face for 20 minutes and wash off with cold water.

### **Apple And Honey Face Pack**

Apple is rich in vitamin C, vitamin A, and collagen. The face pack improves skin.

Ingredients: Apple, 1 tablespoon of organic honey

Grind apple skin fine and add a tablespoon of organic honey. Prepare a fine paste of it and apply on face. Wash off with cold water after 20 minutes.

### **Banana Berry Face Wrap Up For Washing**

Ingredients: Banana, Honey/lemon

Mash inside the ripe banana in addition to apply on the face in addition to neck. Add using some honey/lemon in case you have acne. Bathe off following 15-20 a few minutes.

### **Papaya Berry Pack Intended for Glowing Skin**

This natural breathing apparatus is fantastic for tanned epidermis. It rejuvenates skin like a dream.

Ingredients: Papaya

Take a ripe papaya, in addition to scoop out and about the pulp. Massage onto damp epidermis for 15-20 a few minutes and rinse it absent.

### **Grape Berry Pack Intended for Acne**

Ingredients: Grapes

Mash these grapes to discover the pulp on the fruit. Apply on your face.

Keep on until eventually it dries and bathe it off.

### **Strawberry face wrap up for unexciting and tanned skin**

This is amongst the best masks on the market to clear dull, tanned epidermis.

Ingredients: Strawberry

Grind many strawberry pulps with a little drinking water and put it to use to the face. Wash off after a while and say hello to beautiful epidermis.

### **Cucumber Berry Face Wrap Up for Dry Skin**

Cucumber has got the property of cooling down skin this also mask is most effective for dry skinned glimmering gems.

Ingredients: Cucumber

Grate many cucumbers in addition to apply this juice on the face in addition to neck. Allow it dry effortlessly and bathe it off. The pulp can be refrigerated in addition to use as an eye wrap up.

### **Mixed berry face wraps up for toning the skin**

This clubs inside the goodness of fruits! This fruit facial for fatty skin may wonders.

Ingredients: Papaya, Banana, Grapes, Strawberry, Cucumber

Just include a spoonful of each pulp. Thoroughly massage your skin. Keep on until eventually it dries and bathe it off.

### **Cherry and Strawberry Face Pack**

Cherries have an anti-aging effect on the skin as it is rich in antioxidants, Vitamin A & C, iron, potassium and iron.

Ingredients: Cherry, Strawberry, Honey

Mixed with strawberry and honey, the pack becomes a complete skin tonic. The pack can be easily prepared by crushing cherry and strawberry and adding a spoon of honey in it. Apply the paste on the face and leave it for 30 minutes before washing.

### **Watermelon Face Pack**

Watermelon is a natural facial cleanse on its own.

Ingredients: Watermelon

Simply make a paste of few slices of watermelon. Gently apply it on the face and neck. Let it set for 10-20 minutes before washing it with cold water.

### **Pomegranate Face Mask**

Pomegranates are one of the best fruits that can be used to rejuvenate the skin and has anti-aging properties.

Ingredients: Pomegranate

Crush pomegranate seeds and apply them on the face, they are perfect exfoliators to remove dead skin cells. Rinse it off after 15 minutes.

### **Orange Peel and Yogurt Pack**

Oranges help to improve the texture of the skin, give a magnificent glowing texture. It also helps to get rid of the excess oils from the skin.

Ingredients: Oranges, Curd

A simple massage with orange juice on the face in circular motions is enough to work wonders. Alternately take orange peel powder and mix it with some curd to make it a paste. Apply it on the face and neck. Leave it on for twenty minutes and wash off with lukewarm water.

### **Mixed Fruit Face Pack**

Consists of all the beneficial properties of all fruits. It makes a perfect pack for oily skin.

Ingredients: All fruits

Make a paste of assorted fruits and massage the paste on the face and neck. Wash it off after 10 minutes.

### **Simply Lemon Juice**

Lemon juice is a natural cleanser that will remove all dark spots and scars from your skin. If you have the dead skin cells, this will be easily removed with the help of the naturally obtained lemon juice. If you have problem with the acne marks, this too will be removed with the lemon juice.

Ingredients: Lemon juice

You can either apply the lemon juice in raw form all over your skin or mix it with lukewarm water and make an application. Wash it off after about 15 minutes.

### **Mint and Turmeric**

During the hot summer day, you must be feeling very helpless due to excess sweat and perspiration. Mint will provide the best remedy in this regard due to its soothing property.

Ingredients: Mint, Turmeric

You have to take the handful of mint and a pinch of turmeric in a mixer and grind it appropriately. Apply the paste of this mint over your face after cleaning your face with water. Let the paste settle down over your skin your skin gets the good part of it inside. You will get a soothing effect. Wash it off with cold water after 15 minutes.

### **Natural Essential Oil**

When your skin becomes dry, it means that your skin lacks some natural oil and minerals. You need to replenish the same with the help of the natural oil massage.

Ingredients: Jojoba oil, Olive oil, Coconut oil, Almond oil,

Take a spoon each of jojoba oil, olive oil, coconut oil and almond oil and massage your skin. Rinse it off after about 10 minutes.

Activity 15: Design a code

**CODE 1**

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



**CODE 2**

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

**CODE 3**

<b>A</b>	<b>10</b>		<b>N</b>	<b>65</b>
<b>B</b>	<b>5</b>		<b>O</b>	<b>80</b>
<b>C</b>	<b>20</b>		<b>P</b>	<b>75</b>
<b>D</b>	<b>15</b>		<b>Q</b>	<b>90</b>
<b>E</b>	<b>30</b>		<b>R</b>	<b>85</b>
<b>F</b>	<b>25</b>		<b>S</b>	<b>100</b>
<b>G</b>	<b>40</b>		<b>T</b>	<b>95</b>
<b>H</b>	<b>35</b>		<b>U</b>	<b>110</b>
<b>I</b>	<b>50</b>		<b>V</b>	<b>105</b>
<b>J</b>	<b>45</b>		<b>W</b>	<b>120</b>
<b>K</b>	<b>60</b>		<b>X</b>	<b>115</b>
<b>L</b>	<b>55</b>		<b>Y</b>	<b>130</b>
<b>M</b>	<b>70</b>		<b>Z</b>	<b>125</b>

**CODE 4**

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

**CODE 5**

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

Activity 26: Secret Coding

# International Morse Code

1. The length of a dot is one unit.
2. A dash is three units.
3. The space between parts of the same letter is one unit.
4. The space between letters is three units.
5. The space between words is seven units.

A ● —  
B — ● ● ●  
C — ● — ●  
D — ● ●  
E ●  
F ● ● — ●  
G — — ●  
H ● ● ● ●  
I ● ●  
J ● — — —  
K — ● —  
L ● — ● ●  
M — —  
N — ●  
O — — —  
P ● — — ●  
Q — — ● —  
R ● — ●  
S ● ● ●  
T —

U ● ● —  
V ● ● ● —  
W ● — —  
X — ● ● —  
Y — ● — —  
Z — — ● ●

1 ● — — —  
2 ● ● — —  
3 ● ● ● — —  
4 ● ● ● ● —  
5 ● ● ● ● ●  
6 — ● ● ● ●  
7 — — ● ● ●  
8 — — — ● ●  
9 — — — — ●  
0 — — — — —

# FBLA Development Team

## **Members -**

Adithi Muralidhar, *Scientific Officer – D*, Homi Bhabha Center for Science Education, TIFR, Mumbai, Maharashtra, India

Akash Singh, *Director*, The Megamind, Anuppur, Madhya Pradesh, India

Anisha Malhotra Dalvi, *Post-doctoral fellow*, Homi Bhabha Center for Science Education, TIFR, Mumbai, Maharashtra, India

Anita Nuna, *Professor and Head*, Department of Curriculum Studies, NCERT, New Delhi, India

Ashish Kolarkar, *State Coordinator*, Haselfre Foundation, Chennai, Tamil Nadu, India

Ayushi Sharma, *Officer (Skill Education)*, Lend-A-Hand-India, Pune, Maharashtra, India

Butool Abbas, *Education Consultant*, Mumbai, Maharashtra, India

Jaswinder Singh, *Vocational Teacher (IT/ITes)*, GSSS Bathri, Chamba, Himachal Pradesh, India

Kavita Sharma, *Vocational Teacher (Retail)*, RPVV, INA Colony, New Delhi, India

M Alen Phom, *Vocational Teacher (Beauty and Wellness)*, BGHSS, Longleng, Nagaland, India

Mamta Singh, *Vocational Teacher (IT/ITes)*, Sages, Risali, Bhilai, Chhattisgarh, India

Manjulata Bhammarkar, *Guest lecturer (Psychology)*, Christ College, Bhopal, Madhya Pradesh, India

Mihir Pathak, *Project Based Learning Facilitator*, Vijapura Vidya Sankul, Sidsar, Gujarat, India

Mudit Shrivastava, *Assistant Editor*, Chakmak, Bhopal, Madhya Pradesh, India

Pradeep Yadav, *Consultant*, School of Energy and Environment, DAVV, Indore, Madhya Pradesh, India

Pramod Maithil, *Founder*, Prakriti Initiatives, Ujjain, Madhya Pradesh, India

Preeti Dixit, *Expert (Food Processing)*, Bhopal, Madhya Pradesh, India

Rekha Kori, *Vocational Teacher (IT/ITes)*, JR Naidu Govt. H.S. School, Raipur, Chhattisgarh, India

Sakhee Bhadkamkar, *Training Officer*, Lend-A-Hand-India, Pune, Maharashtra, India

Sanjay Kumar Sen, *Research Scholar*, Department of Education (CIE), University of Delhi, New Delhi, India

Snehal Uttekar, *Content Developer*, Lend-A-Hand-India, Pune, Maharashtra, India

Swati Bedekar, *Director*, Discovery Science Resource Group, Vadodara, Gujarat, India

Thevesh Gujre, *Training and Monitoring Officer*, Bhartiya Grameen Mahila Sangh, Indore, Madhya Pradesh, India

Vivek Kumar Srivastava, *Vocational Teacher (IT/ITes)*, RPVV, INA Colony, New Delhi, India

#### **PSSCIVE Team -**

Kuldeep Singh, *Associate Professor*, Department of Agriculture and Animal Husbandry, PSSCIVE, Bhopal, Madhya Pradesh, India

Pooja Sharma, *Junior Project Fellow*, Department of Agriculture and Animal Husbandry, PSSCIVE, Bhopal, Madhya Pradesh, India

Deepankar Kavathekar, *Assistant Editor*, Department of Agriculture and Animal Husbandry, PSSCIVE, Bhopal, Madhya Pradesh, India

#### **Coordinator -**

Rajiv Kumar Pathak, *Professor and Head*, Department of Agriculture and Animal Husbandry, PSSCIVE, Bhopal, Madhya Pradesh, India

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NCERT

**PSS Central Institute of Vocational Education**  
**Shyamla Hills, Bhopal - 462002 (M.P.) India**  
**[www.psscive.ac.in](http://www.psscive.ac.in)**