BRITISH COUNCIL UK/IN YEAR OF CULTURE 2017

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Please add further sections depending on the number of activities presented.
Refer to the portfolio guidance while compiling evidence.

Section 4 Supplementary Activities (optional; should not exceed more than one full sheet)

Section 5 Future Plans (optional; should not exceed more than one full sheet)

SECTION - 1

Mount Litera: Creating Leaders of Tomorrow

Mount Litera Zee School

Great School. Great Future

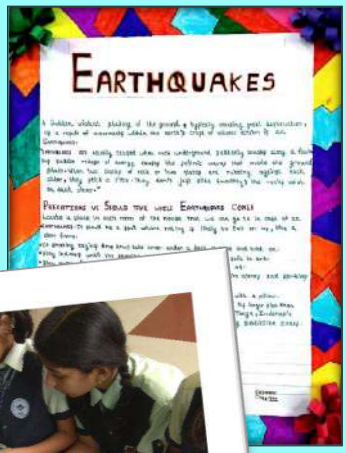
Mount Litera Public School

Ulao, Begusarai, Bihar (851134)

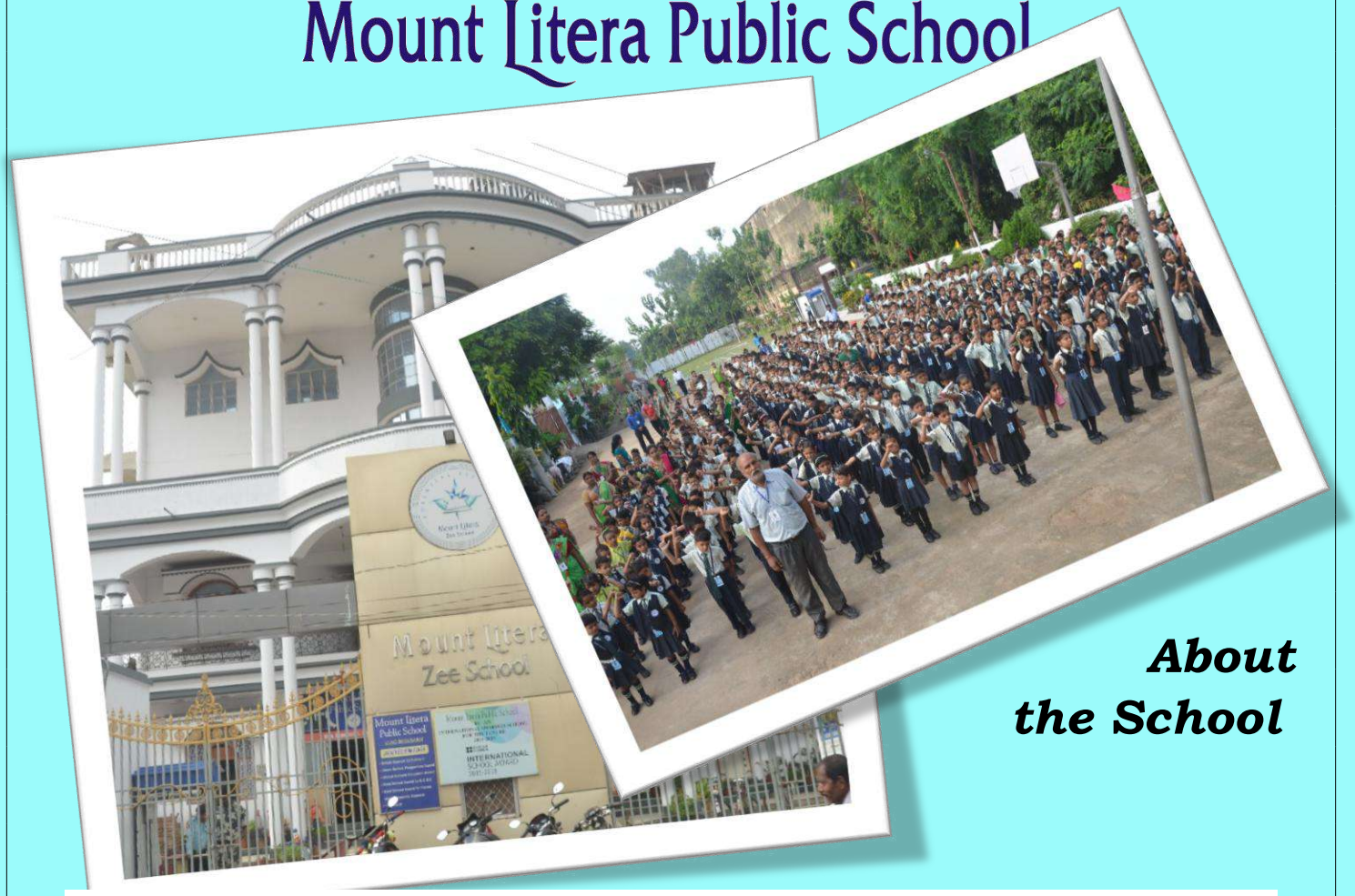
E-mail ID : principal.begusarai@mountlitera.com Website : www.mlpsbegusarai.com

Affiliated to C.B.S.E., New Delhi, Aff. Code No. – 330572. School Code - 50509

International School Award DOSSIER



Mount Litera Public School



About the School

Mount Litera Public School is a C. B. S. E affiliated school, located at Ulao, Begusarai with a mission to find the unique potential of each and every individual for a vision to produce a young dynamic leader of the 21st century.

In order to achieve the same, the school believes in following the special teaching methodology which is supported by an education arm of Zee Learn Limited. With these education methodology children are being taught with Litera Octave and pedagogy of emerging the student profile with the help of essential life-skills and human values.

The pattern of CCE equips the children along with the exposure of open-ness and practical culture and conduct.

Along with learning pattern, the school, believes in fostering the holistic development in children. So, it emphasizes the children for physical activities through games and sports to enhance the physical fitness and proverb that a sound minds in a sound body.

The students of Mount Litera, Begusarai are excelling in different sectors as it is surrounded with highly developed infrastructure having all separate laboratories along with language lab and computer lab where approx 40 students can avail themselves of the same at a time. All through the academic session children can avail the indoor sports due to the availability of sports rooms with different sports facilities. The school is having its own big auditorium separate for general seminars and for enhancing creative skills. With all the above supportive ingredients and essence of academic infrastructures of our institution. I would like to conclude that we have accomplished the most pragmatic and conducive personality development environment for brushing up and perfecting our budding children

Mount Litera Public School

ISA Coordinator Experience

We were already awarded for the ISA Award for the Session 2015-18. We filled the Re-Accreditation Form for the next session. This program has helped our students to explore the world. Through the activities “Family and Family Values” the students learnt that though there are many similarities and dissimilarities in the Indian and Western Culture, they all have their own advantages and disadvantages. They also learnt the important family values taught by them.

Through the Activity “National Games” and “Road Signs” they got the International Learning of different countries.

We also had a contact with one of the Schools of Nigeria for 3 of our activities. We had a great time interacting with them.

Students who took part in the program have greatly improved their language skills, research skills and skill of collaboration which will help them to grow as leaders in the global community.

The ISA Program is truly something that builds strong bonds and creates relationships. This program has given the students an opportunity to connect themselves across the globe.

Successful completion of all the activities planned throughout the year has brought international dimensions to our curriculum. Certainly there were several hurdles, yet the strong faith, cooperation excellent team members and a lot of hard work, we all teachers of the school made it happen in the manner it should be done.

BRITISH COUNCIL

SECTION 3:
ISA ACTION PLAN

Name of the School: **MOUNT LITERA PUBLIC SCHOOL** **City: BEGUSARAI**

Curriculum Activity 1 (Title and brief description): Family and Family Values (The first tool for inculcating the moral values) -
Description: The aim of the project is to make children understand how the family is important and the values taught by them (Collaborative)

Learning Outcomes (max. 3) - at the end of the activity the students will be able to:
Knowledge: Gain Knowledge of different kinds of families in different countries and the family values taught there.
Skills: Identify the similarities and dissimilarities between families of different countries.
Attitude: To appreciate the importance of Indian Family Values and also to make the people of another country aware of the benefits of Indian Family and to focus the young generation to have Indian Family Trend.

Description	Month and duration of activity	Classes / no. of students involved	Countries covered	Subjects covered	Teachers responsible	Evaluation methods to measure the learning outcome among students	Evidences to be provided in the portfolio
The teacher will show a video clip of a family in USA and a family in India. The students will be asked to perform drama where two different families (one of USA and one of India) would be reflected with the merits and demerits , advantages and disadvantages and the moral value would be emphasized on the benefits of Indian families. This will be followed by listing down the differences and similarities between them. The teacher will help the students in doing the same. The students will list down the important family values and its importance on a chart-paper. A small quiz will be conducted among the students on the importance of family values. The teacher will show a video clip of a family in USA and a family in India.	July - 17 (4 weeks)	Class – Sr. Kg. , III (40)	India, USA, Japan, Korea, Jamaica , UK	Science, SSt, English, Computer, General Knowledge	Mr. Lalit Mrs Smriti, Mrs. Alun Mrs. Rinki	Teacher's report, Chart-paper, Quiz, Skit Presentation	Activity photographs, Pictures of chart drawings, Videos of teacher showing the clips, Feedback questionnaire. Quiz results. Email Exchange with partner schools, Snapshot of Facebook comments

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The students will be asked to perform drama where two different families (one of USA and one of India) would be reflected with the merits and demerits , advantages and disadvantages and the moral value would be emphasized on the benefits of Indian families. This will be followed by listing down the differences and similarities between them. The teacher will help the students in doing the same. The students will list down the important family values and its importance on a chart-paper. Work will be exchanged with the partner schools. A small quiz will be conducted among the students on the importance of family values.							

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Curriculum Activity 2 (Title and brief description): Trees and Plants (Asset of Environment) - Collaborative
Description: The aim of the activity is to study the importance of trees and plants of different countries of the world.

Learning Outcomes (max. 3) - at the end of the activity the students will be able to:
Knowledge: The students will gain the knowledge of different kinds of plants and trees along with the sizes in the chosen countries of study.
Skills: Will identify the new trees, their medicinal values, and their contribution in maintaining a healthy and green environment.
Attitude: Develop an attitude to save the trees as well as to plant the saplings because of multiple positive reasons.

Description	Month and duration of activity	Classes / no. of students involved	Countries covered	Subjects covered	Teachers responsible	Evaluation methods to measure the learning outcome among students	Evidences to be provided in the portfolio
The teacher will show the chart of various trees and plants of different countries to the students. This will be followed by a group discussion on the medicinal values, beautification values of various trees and their impact on the biodiversity. Then the students will sort the plants and trees on the various classification methods. They will paste the pictures on a chart-paper. The chart-paper will be made with the help of the teachers and will be displayed on the class wall. The respective teachers will give some worksheets related to the topic. In this way the students will learn	August - '17 (4 weeks)	Class Jr.Kg., Nursery, 1, 2 (50)	India, South Africa, Phillipines, Sri Lanka, USA, UK	S.St. , Science, English, Computer, Maths.	Mrs. Manju Mrs. Kiran Mrs. Smriti	Student's Worksheet Teacher's Report Field Visit, Scanned copies of worksheets	Teacher's Feedback, Parent's Feedback, Scanned copies of worksheets, Children's Feedback, Pictures of Field Visit Email Exchange with partner schools, Snapshot of Facebook comments,

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about the different trees and plants of different countries. The teacher will show the chart of various trees and plants of different countries to the students. This will be followed by a group discussion on the medicinal values, beautification values of various trees and their impact on the biodiversity. Then the students will sort the plants and trees on the various classification methods. They will paste the pictures on a chart-paper. The chart-paper will be made with the help of the teachers and will be displayed on the class wall. The respective teachers will give some worksheets related to the topic. In this way the students will learn about the different trees and plants of different countries. Work will be exchanged with the partner schools.							

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Curriculum Activity 3 (Title and brief description): ROAD SIGNS (The gadget to avoid road accident) - Collaborative
Description: The aim of the project is to study the uses of different road signs used in the different selected countries of the world.

Learning Outcomes (max. 3) - at the end of the activity the students will be able to:
Knowledge: The students will gain knowledge of different road signs of the selected countries of the world.
Skills: Students will be able to compare the road signs of India with other countries of the world.
Attitude: Will be able to make the correct use of various road signs

Description	Month and duration of activity	Classes / no. of students involved	Countries covered	Subjects covered	Teachers responsible	Evaluation methods to measure the learning outcome among students	Evidences to be provided in the portfolio
The teachers in-charge will hold a session of the students to make them aware of the different road signs of the countries such as Nepal, France, USA, Australia and India. The students will prepare a small skit on the importance of road sign. They will make chart posters of various road signs to have a better knowledge of the same. The teachers in-charge will prepare a worksheet for the students for the same. The teachers in-charge will hold a session of the students to make them aware of the different road signs of the countries such as Nepal, France, USA, Australia and India. The students will prepare a small skit on the importance of road sign. They will make chart posters of various road	September 2017 (4 weeks)	Grade V (30)	India, Australia, France, USA, Nepal	GK, Social Science,	Mr. Siddhartha , Mr. Lalit	Students Worksheets, Chart Posters, Skit on importance of road sign Teacher's report	Video clipping of skit, Scanned worksheets, Pictures of chart posters Photographs of students at work Email Exchange with partner schools, Snapshot of Facebook comments,

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SECTION 3:
ISA ACTION PLAN

Curriculum Activity 4 (Title and brief description): Currency (The only tool for survival) - Collaborative
Description: The aim of the project is to make students aware of the different currencies of the world, their exchange rates, their symbols, its appreciation and depreciation

Learning Outcomes (max. 3) - at the end of the activity the students will be able to:
Knowledge: gain the knowledge about the various currencies of the selected countries, their exchange rates, etc.
Skills: learn about the costs and benefits of money in regard to the standard of living, income, markets, and trade.
Attitude: the honesty and moral values, psychology and future financial planning and investments. Also they will learn different countries' currency with their exchange rates.

Description	Month and duration of activity	Classes / no. of students involved	Countries covered	Subjects covered	Teachers responsible	Evaluation methods to measure the learning outcome among students	Evidences to be provided in the portfolio
Students will be introduced to the concepts of money and its uses (buying and selling) Teachers will introduce the name and symbols and currency of the selected countries via chart paper. This chart paper will be displayed in the class. They will also be taught about the exchange rates of different countries related to India and how it affects the market. One group of student can become a buyer and the other group can become seller and then the students will buy goods and they will learn about the exchange rates of various countries. The students will interact with the international students through skype and will share the condition the exchange rates causes in the countries of theirs and in India.	Dec (2017) 3 Weeks	Class IV, V (30)	India, USA, Norway, Europe, Brazil, Britain	GK, Maths, Science,	Mr. Lalit, Mr. Siddhartha, Mr. John, Mr. Raghuveer	Quiz, Poster Making, Currency chart Exhibition, Teacher's Observation, Student's Report , Worksheet, Teacher's Report	Pictures of Currency Exhibition, Quiz Results, Pictures of Posters. Scan copy of worksheet Evaluation sheets, Quiz questions Email Exchange with partner schools, Snapshot of Facebook comments,

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Curriculum Activity 5 (Title and brief description): National Games - Collaborative
Description: (The aim of the project is to familiarize the students with the national games of different countries as well as the eminent sports people from the respective sports.

Learning Outcomes (max. 3) - at the end of the activity the students will be able to:
Knowledge: Gain information about the rules and regulations of the various sports and about legends from various sports.
Skills: Have the ability to research, compile information, and present it through different media.
Attitude: Foster interest in different sports around the world and appreciate the life and achievements of various persons.

Description	Month and duration of activity	Classes / no. of students involved	Countries covered	Subjects covered	Teachers responsible	Evaluation methods to measure the learning outcome among students	Evidences to be provided in the portfolio
The students shall collect information about the national sports of India, SriLanka, England, Japan, Brazil. They will also study the sporting legends of the games they shall then create PPT Presentations and charts on the rules of games, information about sporting legends and rules of the games. Students shall even dress up in the respective sport attire along with the sports gear so as to illustrate the game to their peer group. They shall also display information about chosen players on a chart-paper, which shall include stories of	November 2017) 3 weeks	Class - VI (30)	India, Sri Lanks, England, Japan and Brazil	GK, Physical Education, Science, SST, English, Computer	Mr. S.S. Tiwari, Mr. Laliteshwar, Mr. Devendra. Mr. Sambha, Mr. Vipin	Students Presentation, Questionnaire, Teacher Report, Peer Assessment , Audience Feedback	Photographs, Scanned Copies of charts / posters, Scan of Feedback forms, Teacher's Report, PPT Handouts. Email Exchange with partner schools, Snapshot of Facebook comments,

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their lives and achievements along with relevant newspaper / magazine cutting . The partner school may also share about the details of their national games. The students shall collect information about the national sports of India, SriLanka, England, Japan, Brazil. They will also study the sporting legends of the games they shall then create PPT Presentations and charts on the rules of games, information about sporting legends and rules of the games. Students shall even dress up in the respective sport attire along with the sports gear so as to illustrate the game to their peer group. They shall also display information about chosen players on a chart-paper, which shall include stories of their lives and achievements along with relevant newspaper / magazine cutting . The partner school may also share about the details of their national games.							

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SECTION 3:
ISA ACTION PLAN

Curriculum Activity 6 (Title and brief description): Disaster Managemnt - Online Collaborative
Description : The aim of the project is to make the students learn about disasters afflicting various countries like earthquake(Japan), floods (India), storms (Philippines), droughts (Ethiopia). They shall learn about the various techniques employed by the people to face disasters.

Learning Outcomes (max. 3) - at the end of the activity the students will be able to:
Knowledge: Gain knowledge about natural disasters taking place in chosen countries of study and the methods implemented to face them and minimize damage.
Skills: Be like to carry our research and analysis, and present the result; create models of disaster management techniques.
Attitude: Develop an attitude of sensitivity towards the suffering caused due to natural disasters and foster a helping attitude in regard with the same.

Description	Month and duration of activity	Classes / no. of students involved	Countries covered	Subjects covered	Teachers responsible	Evaluation methods to measure the learning outcome among students	Evidences to be provided in the portfolio
The students will do a research on countries affected by natural Disasters like India, Nepal, Japan, Bangladesh, Ethiopia, Philippines and study the aftermaths of the disasters faced by them. They will also study the disaster management plan taken by each of these countries. Students will be divided in six groups and conduct research on each country individually. The research work will conclude with class presentations where each group will present their work to the other groups. They shall create simple models of disaster management techniques (like earthquake - resistant buildings in Japan, houses on slits to adapt to flooding in India). The work on	January - 18 (4 weeks)	Class - VII (40)	India, Nepal, Japan, Bangladesh, Ethiopia	GK, English, Computer, SST, Science	Nikita, Mr. John, Mrs. Bharti, Mr. Bijay, Mr. Siddhartha, Mr. Lalieshwar Prasad Mr. Vipin, Mr. Siddhartha	Peer Assessment and feedback, Teachers Report, Teachers evaluation of International Activity, Students Presentation	Scanned copies of feedback form, teacher's report, Scanned copy of activity photograph, Students presentation, Peer Assessment and feedback, PPT Handouts, Email Exchange with partner schools, Snapshot of Facebook comments.

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disaster management will be shared with partner school. The partner school may share the disaster disaster management plan with students of our country. The information will be uploaded on the website as well as the school facebook page. The students will do a research on countries affected by natural Disasters like India, Nepal, Japan, Bangladesh, Ethiopia, Philippines and study the aftermaths of the disasters faced by them. They will also study the disaster management plan taken by each of these countries. Students will be divided in six groups and conduct research on each country individually. The research work will conclude with class presentations where each group will present their work to the other groups. They shall create simple models of disaster management techniques (like earthquake - resistant buildings in Japan, houses on slits to adapt to flooding in India). The work on disaster management will be shared with partner school. The partner school may share the disaster disaster management plan with students of our country. The information will be uploaded on the website as well as the school facebook page.							

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Curriculum Activity 7 (Title and brief description): ENDANGERED ANIMALS (The Real Threat to Animals) - Collaborative
Description : This project will allow students to gain knowledge about various endangered species specific to certain countries of the world like Tiger (India and China), Blue Whale (India and Srilanka), Elephant (Srilanka), and Rhino (India and Africa), etc. They will about their habitats and the reason for being in danger.
Learning Outcomes (max. 3) - at the end of the activity the students will be able to:
Knowledge:- Gain knowledge about the endangered species, their habitats and the reason for being in danger in countries like India, China, Srilanka and Africa.
Skill: Prepare scrap books, and masks of various endangered animals found in different parts of the world.
Attitude: Develop interest in wide research on endangered species of different countries.

Description	Month and duration of activity	Classes / no. of students involved	Countries covered	Subjects covered	Teachers responsible	Evaluation methods to measure the learning outcome among students	Evidences to be provided in the portfolio
Students will do research work on the endangered species of the selected countries with regards to their habitats and the reasons for being in danger, i.e. Tiger in India and China, Rhino in India and Africa,. Students will prepare a scrap book on the endangered animals. They will also study the common threats faced by them, and the reason behind the same. Ex. Tigers are endangered in India due to poaching and loss of their habitat. Students will prepare a detailed brochure with information about the endangered animals of our country and carry out a campaign in the neighbourhood areas for saving these animals.	February - 18 (4 weeks)	Class VIII (20)	India, China, Srilanka, Africa	English, EVS, Geography, Art & Craft, G.K.	Mr. Laliteshwar Prasad, Mr. Shamba, Mrs. Bharti, Mr. Siddhartha	Teacher Report, Feedback Form, Peer Assessment Brochures, Visitors Feedback	Photographs, Scanned copy of feedback forms, Teacher's Report Scanned copy of brochure, Scanned copy of scrapbook, Scanned copy of posters, Posters of campaign Email Exchange with partner

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Students will do research work on the endangered species of the selected countries with regards to their habitats and the reasons for being in danger, i.e. Tiger in India and China, Rhino in India and Africa,. Students will prepare a scrap book on the endangered animals. They will also study the common threats faced by them, and the reason behind the same. Ex. Tigers are endangered in India due to poaching and loss of their habitat. Students will prepare a detailed brochure with information about the endangered animals of our country and carry out a campaign in the neighbourhood areas for saving these animals. Work will be exchanged with the partner schools							schools, Snapshot of Facebook comments

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Mount Litera Public School

International School Policy

International Policy

Rationale

Through the inclusion of an international focus in the school, we are able to offer to our children, a range of experiences that will enhance their learning and raise awareness of their national and international identity.

Purposes

- To provide an informed awareness of countries, cultures and languages other than our own
- To encourage greater involvement in environmental issues
- To develop curiosity about other cultures
- To enable children, staff and Board of Management to experience daily life in other countries
- To promote the use of ICT in meaningful contexts for the development of communication skills
- To provide an added opportunity for the promotion of equal opportunities, racial equality and citizenship

Guidelines

By having an international dimension as part of our ethos, we can provide children and staff with a wider variety of experiences both within, and in addition to the DES primary curriculum:

- develop links with schools in other countries in Europe and further afield
- welcome to our school teachers and pupils from other countries
- raise awareness of environment issues other than those in our locality through joint projects
- encourage interest and motivation through the provision of first hand experiences of life in another country
- promote communication through writing letters and emails to friends abroad
- provide staff with opportunities to compare different teaching and learning styles
- raise awareness and appreciation of other environments and what is happening in the world
- develop cross-curricular activities with an international theme for all children

Evaluation

This policy will be continually evaluated as part of the annual review process of international projects and initiatives e.g. Erasmus+. It will also be reviewed by our Board of Management. A statement of evaluation will also appear in our annual School Development Plan.

Mount Litera Public School

International Coordinator's Job Description

- Coordinator used to provide the details of the project to the concerned teacher and used to monitor that the project is being carried out as per the action plan.
- The data related to the project used to be given by the coordinator to the concerned teacher. These data used to be the details from the internet on the topic.
- The clippings on different topic used to be downloaded by the coordinator.
- The clubbing of data into the dossier was being done by the coordinator.
- The coordinator used to be the channel between the ISA team member and the school members for any kind of communication.
- The coordinator used to search partner schools and send mails to different schools for partnership.
- The dossier preparation was done by the coordinator.

Mount Litera Public School

ISA Coordinator Experience

We were already awarded for the ISA Award for the Session 2015-18. We filled the Re-Accreditation Form for the next session. This program has helped our students to explore the world. Through the activities “Family and Family Values” the students learnt that though there are many similarities and dissimilarities in the Indian and Western Culture, they all have their own advantages and disadvantages. They also learnt the important family values taught by them.

Through the Activity “National Games” and “Road Signs” they got the International Learning of different countries.

We also had a contact with one of the Schools of Nigeria for 3 of our activities. We had a great time interacting with them.

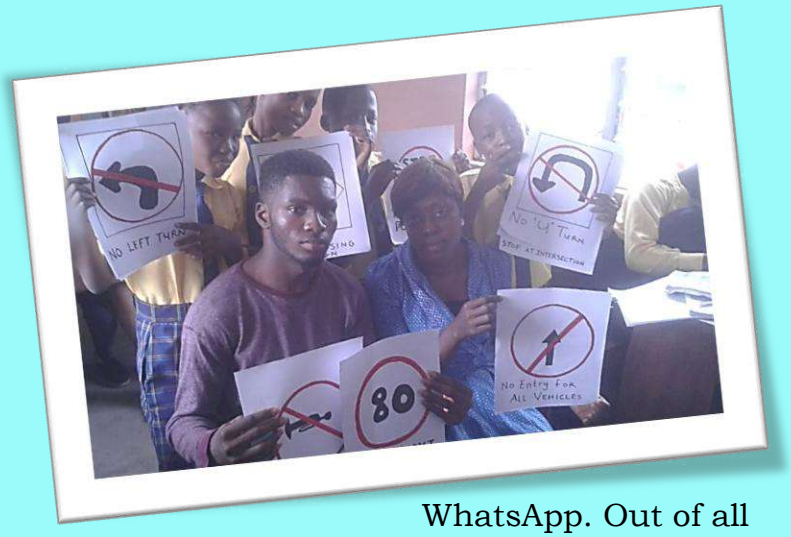
Students who took part in the program have greatly improved their language skills, research skills and skill of collaboration which will help them to grow as leaders in the global community.

The ISA Program is truly something that builds strong bonds and creates relationships. This program has given the students an opportunity to connect themselves across the globe.

Successful completion of all the activities planned throughout the year has brought international dimensions to our curriculum. Certainly there were several hurdles, yet the strong faith, cooperation excellent team members and a lot of hard work, we all teachers of the school made it happen in the manner it should be done.

Mount Litera Public School

Report on Partnership with the International School



We would like to inform you that we tried to connect many global schools for the partnership in the ISA activities which we have planned. We tried to connect through Facebook, Gmail and WhatsApp. Out of all the mails and the Facebook messages which were sent by us, and luckily one school from Nigeria reverted. The School was **Gloryland Continental High School, Lagos, Nigeria** and the contact person was **Mr. Emmanuel**. We had a start of the communication and shared our projects with him on WhatsApp. They showed their interest for 3 activities from 7 of ours. The projects on which they agreed to show their interest and work with us included Family and Family Values, Road Signs and Natural Disasters. We also had a skype session with the partner school. Our students interacted with the students of Nigeria and they shared their thoughts among them and also they made some projects for enhancing the learning process. The students were excited to interact with the Nigerian School and the glimpse is attached in the DVD.

So, in all we had only 1 International School for 3 of our activities. Sadly, we could not get more schools for our ISA Activities, but we did not miss out any international activity planned in our projects as we took help from the internet and various reference books to gather the information required on it and hence we completed the projects.

The concerned mails and messages have been printed out and are attached for the reference.

SECTION - 2

Mount Litera: Creating Leaders of Tomorrow

BRITISH COUNCIL UK/IN YEAR OF CULTURE 2017

SELF ASSESSMENT AND AUDIT SUMMARY

School Name: Mount Litera Public School, Ulao, Begusarai

Please use the table below for self-auditing the activities before you start on the ISA journey. A copy of this form should be submitted with the ISA Registration/ Application Form. Also, use the table below after completing the Action Plan to self-check whether the key parameters are met. Please submit a copy of this form in your ISA portfolio after cross-checking against the key parameters.

Activity number	Activity title	Partner school/s (if any) and country 'In-School activities'	Classes Involved													Subjects Involved						Deep learning Skills						Other parameters				Month and duration	Completed
			Pre-primary	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Std 9	Std 10	Std 11	Std 12	English	Other languages	Maths	Science	Social Studies	ICT	Communication	Collaboration	Critical Thinking	Creativity	Character	Global Citizenship	In school Activites	ICT and Digital projects	School Links and Collaboration	International Dimension		
1.	Family and	Gloryland	✓			✓										✓	✓		✓	✓		✓	✓			✓	✓	✓		✓	✓	Jul-Aug	✓
	Family Values	Continental High																														17	
		School, Lagos,																															
		Nigeria																															
2.	Trees and		✓	✓	✓											✓	✓	✓	✓	✓		✓		✓	✓			✓			✓	Sep-17	✓
	Plants																																
Example																																	
1	'Lunchbox' - What we eat at lunchtime	Francesco Podesti, Italy Cardinal Newman school, Eire						✓								✓			✓	✓					✓							05/01/2005	✓

BRITISH COUNCIL UK/IN YEAR OF CULTURE 2017

SELF ASSESSMENT AND AUDIT SUMMARY

School Name: Mount Litera Public School, Ulao, Begusarai

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3.	Road Signs	Gloryland						✓									✓			✓		✓	✓		✓		✓	✓		✓	✓	Sep - 17	✓
		Continental High																															
		School, Lagos,																															
		Nigeria																															
4.	Currency						✓	✓									✓	✓	✓					✓			✓	✓			✓	Dec - 17	✓
Example																																	
1	'Lunchbox' - What we eat at lunchtime	Francesco Podesti, Italy Cardinal Newman school, Eire						✓								✓			✓	✓					✓							05/01/2005	✓

BRITISH COUNCIL UK/IN YEAR OF CULTURE 2017

SELF ASSESSMENT AND AUDIT SUMMARY

School Name: Mount Litera Public School, Ulao, Begusarai

Please use the table below for self-auditing the activities before you start on the ISA journey. A copy of this form should be submitted with the ISA Registration/ Application Form. Also, use the table below after completing the Action Plan to self-check whether the key parameters are met. Please submit a copy of this form in your ISA portfolio after cross-checking against the key parameters.

Activity number	Activity title	Partner school/s (if any) and country 'In-School activities'	Classes Involved													Subjects Involved						Deep learning Skills						Other parameters				Month and duration	Completed
			Pre-primary	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Std 9	Std 10	Std 11	Std 12	English	Other languages	Maths	Science	Social Studies	ICT	Communication	Collaboration	Critical Thinking	Creativity	Character	Global Citizenship	In school Activites	ICT and Digital projects	School Links and Collaboration	International Dimension		
5.	National Games								✓							✓	✓		✓	✓			✓	✓		✓	✓	✓			✓	Nov - 17	✓
6.	Disaster Management	Gloryland								✓						✓	✓		✓	✓			✓	✓		✓	✓	✓			✓	Jan - 18	✓
		Continental High																															
		School, Lagos,																															
		Nigeria																															
Example																																	
1	'Lunchbox' - What we eat at lunchtime	Francesco Podesti, Italy Cardinal Newman school, Eire						✓								✓			✓	✓					✓							05/01/2005	✓

BRITISH COUNCIL UK/IN YEAR OF CULTURE 2017

SELF ASSESSMENT AND AUDIT SUMMARY

School Name: Mount Litera Public School, Ulao, Begusarai

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			Pre-primary	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Std 9	Std 10	Std 11	Std 12	English	Other languages	Maths	Science	Social Studies	ICT	Communication	Collaboration	Critical Thinking	Creativity	Character	Global Citizenship	In school Activites	ICT and Digital projects	School Links and Collaboration	International Dimension		
7.	Endangered Animals										✓					✓	✓		✓					✓		✓	✓	✓			✓	Feb - 18	✓
Example																																	
1	'Lunchbox' - What we eat at lunchtime	Francesco Podesti, Italy Cardinal Newman school, Eire						✓								✓			✓	✓					✓							05/01/2005	✓

SECTION - 3

Mount Litera: Creating Leaders of Tomorrow

ACTIVITY – 1

FAMILY AND FAMILY VALUES

The first tool for inculcating the moral values

01

Activity number

ACTIVITY COVER SHEET

Please complete a separate sheet for each activity

School Name:	Mount Litera Public School

Title of activity:	Family and Family Values
Teacher responsible:	Mr. Lalit and Mrs. Rinki
Other staff involved:	Mrs. Smriti, Mrs. Alun
Subjects involved:	Science, SST, English, Computer, General Knowledge
Brief details of the aim, content and outcomes of the activity:	The main aim of the activity was to make the students aware of the different kinds of families across the globe and the important family values taught there. The students interacted with the students of Nigeria and they learnt about the family culture present there and also some of the family values. The students were also taught about the families of more different countries like USA, Japan and UK. A small quiz was conducted among the students on the type of the family. A small skit was organized among the students to show the importance of family and also they learnt the values taught in the family and the importance of parents in our life.
Countries explored:	India, USA, UK, Nigeria and Japan
Link school(s):	Gloryland Continental High School, Lagos, Nigeria
Other sources of information:	Internet and Interactive White Board
Time period of activity:	July - 17, (4 Weeks)
Number of students involved in this activity:	40
Age range of students involved:	7 Years - 9 Years
Type of Evidence included:	Activity Photographs, Pictures of Chart Drawings, Quiz Report, Email Exchange with partner school, Teacher Report, Skit Presentation Photographs

Teacher Explaining the Concept to the Students

Teacher explaining the students the concept of different kinds of familiies. What are the differences between a typical Indian Family and a Western Culture Family. The information was sourced with the help of the internet and the EVS LR of Class III students.

This was followed by a chart making activity. The Chart Making Activity was then followed by a Quiz Competetion among the students. Later we got a partner school for this project and the students interacted with the partner school on the family values taught there and how theirs family is different from ours.

This was then followed by a small skit presented by the students to show the importance of family in our life.

Chart Paper Making Activity by the Students

Students making chart on the various family values being taught to them and the importance of each one of them.

The charts were then pasted on the softboard to make other students aware of the same.

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Zee School
Great School, Great Future

Students watching videos and photos of different families

Students seeing a video clip and images of the different families of different countries of USA and UK.

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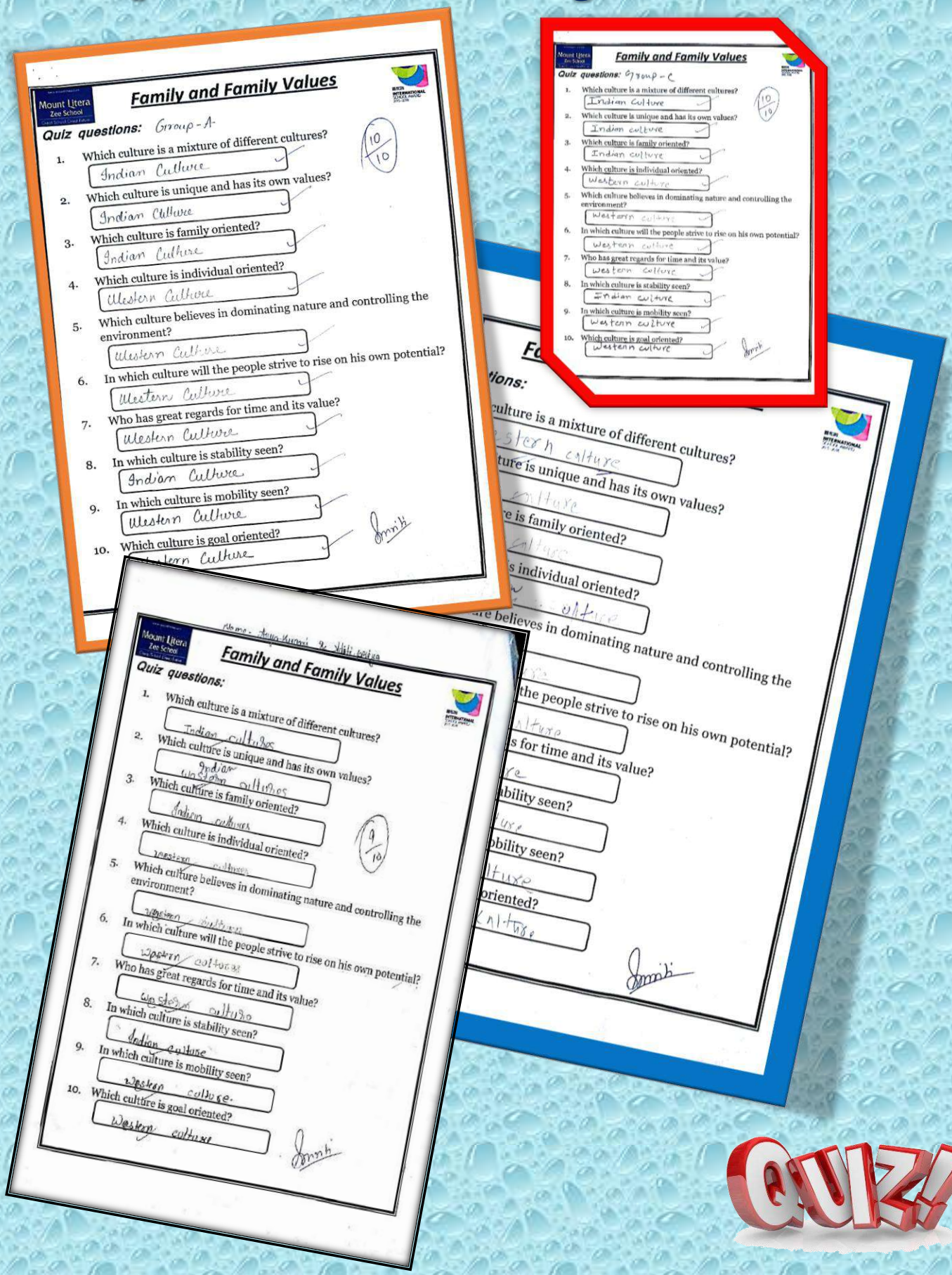
Great School, Great Future

Quiz Conduction Among the Students



Family and Family Values

Quiz questions: Group - A

1. Which culture is a mixture of different cultures? — Indian Culture
2. Which culture is unique and has its own values? — Indian Culture
3. Which culture is family oriented? — Indian Culture
4. Which culture is individual oriented? — Western Culture
5. Which culture believes in dominating nature and controlling the environment? — Western Culture
6. In which culture will the people strive to rise on his own potential? — Western Culture
7. Who has great regards for time and its value? — Western Culture
8. In which culture is stability seen? — Indian Culture
9. In which culture is mobility seen? — Western Culture
10. Which culture is goal oriented? — Western Culture

10/10

Family and Family Values

Quiz questions: Group - C

1. Which culture is a mixture of different cultures? — Indian Culture
2. Which culture is unique and has its own values? — Indian culture
3. Which culture is family oriented? — Indian culture
4. Which culture is individual oriented? — Western culture
5. Which culture believes in dominating nature and controlling the environment? — Western culture
6. In which culture will the people strive to rise on his own potential? — Western culture
7. Who has great regards for time and its value? — Western culture
8. In which culture is stability seen? — Indian culture
9. In which culture is mobility seen? — Western culture
10. Which culture is goal oriented? — Western culture

10/10

Family and Family Values

Quiz questions:

1. Which culture is a mixture of different cultures? — Indian culture
2. Which culture is unique and has its own values? — Indian Western cultures
3. Which culture is family oriented? — Indian cultures
4. Which culture is individual oriented? — Western cultures
5. Which culture believes in dominating nature and controlling the environment? — Western culture
6. In which culture will the people strive to rise on his own potential? — Western culture
7. Who has great regards for time and its value? — Western culture
8. In which culture is stability seen? — Indian culture
9. In which culture is mobility seen? — Western culture
10. Which cultture is goal oriented? — Western culture

9/10

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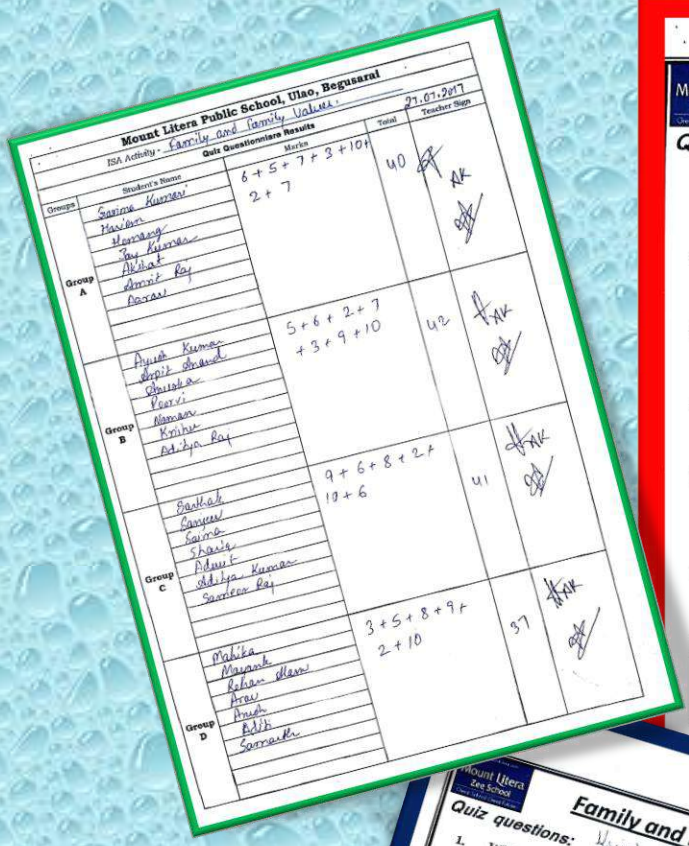
Quiz Conduction Among the Students

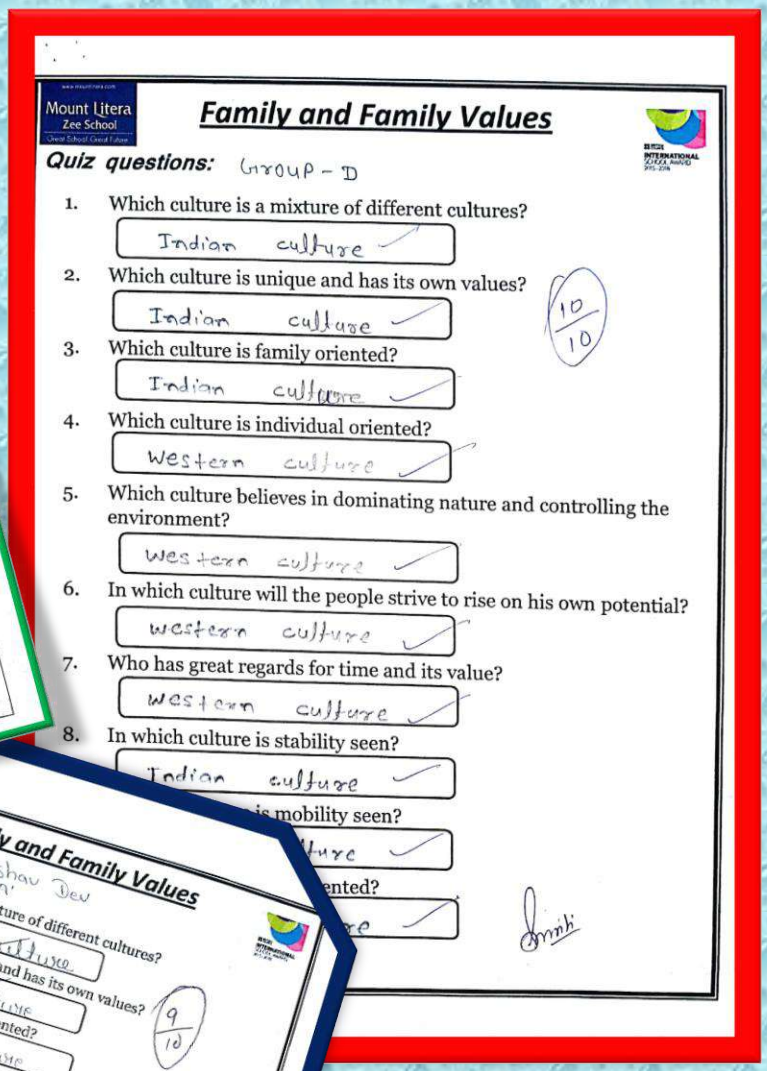

Mount Litera Public School, Ulao, Begusarai

ISA Activity - Family and Family Values.

Quiz Questionnaire Results

27.07.2017

Groups	Student's Name	Marks	Total	Teacher Sign
Group A	Sarina Kumari, Manish, Hansraj, Raj Kumar, Akshat, Amit Raj, Aarav	6+5+7+3+10+2+7	40	AK
Group B	Ayush Kumar, Arpit Anand, Anushka, Pari, Naman, Krishna, Aditya Raj	5+6+2+7+3+9+10	42	AK
Group C	Sankalp, Sanjeev, Saurabh, Shank, Adwit, Aditya Kumar, Sameer Raj	9+6+8+2+10+6	41	AK
Group D	Mahika, Mayank, Rehan Alam, Anu, Anish, Aditi, Samarth	3+5+8+9+2+10	37	AK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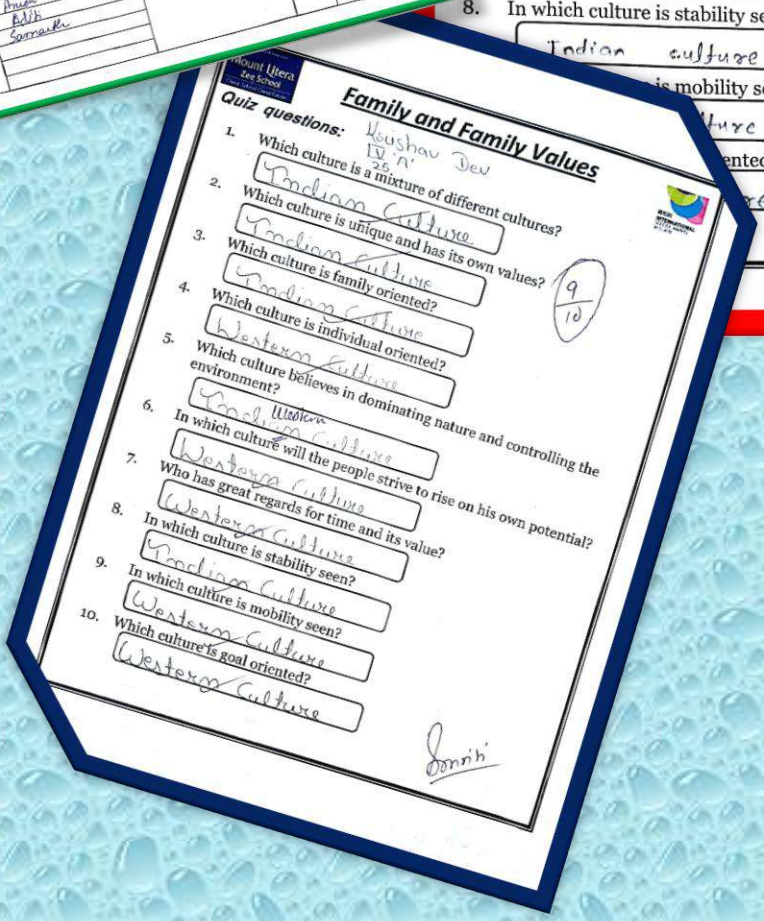
Great School, Great Future

Family and Family Values

Quiz questions: Group - D

1. Which culture is a mixture of different cultures?
   Indian culture
2. Which culture is unique and has its own values?
   Indian culture
3. Which culture is family oriented?
   Indian culture
4. Which culture is individual oriented?
   western culture
5. Which culture believes in dominating nature and controlling the environment?
   western culture
6. In which culture will the people strive to rise on his own potential?
   western culture
7. Who has great regards for time and its value?
   western culture
8. In which culture is stability seen?
   Indian culture
   is mobility seen?
   ture
   ented?
   re

10/10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Family and Family Values

Quiz questions: Koushav Dev IV A 25

1. Which culture is a mixture of different cultures?
   Indian Culture
2. Which culture is unique and has its own values?
   Indian Culture
3. Which culture is family oriented?
   Indian Culture
4. Which culture is individual oriented?
   Western Culture
5. Which culture believes in dominating nature and controlling the environment?
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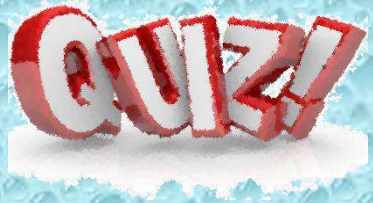
   Western Culture
10. Which culture is goal oriented?
    Western Culture

9/10



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Skit Presentation on the Importance of Family

A small akit was conducted on the same to make the students aware of the various family values and the importance of parents in our life.

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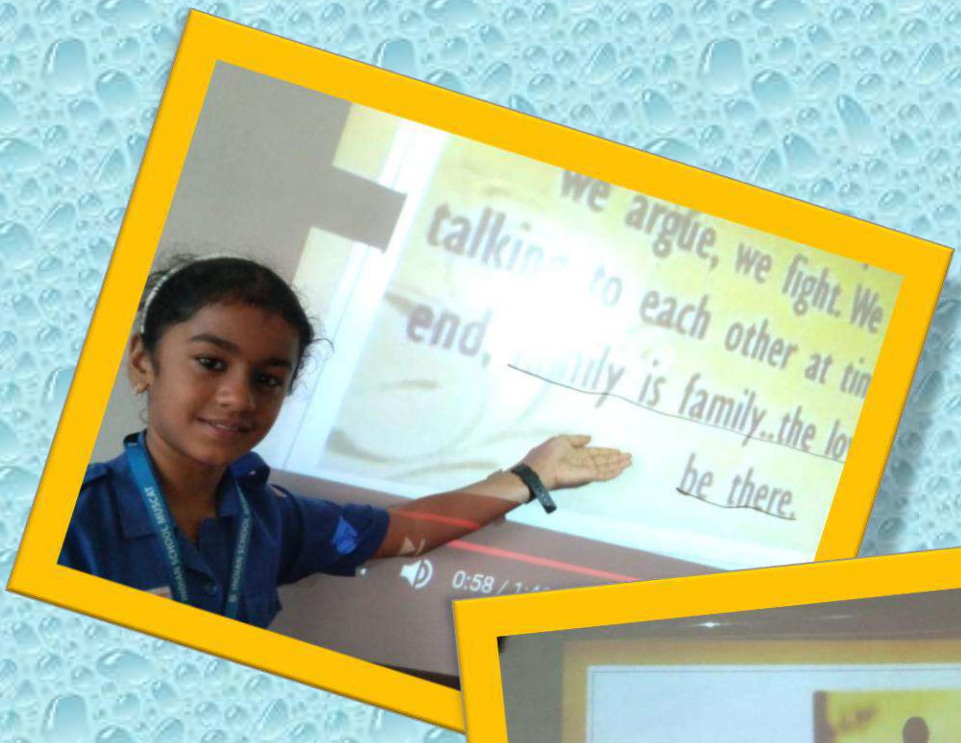
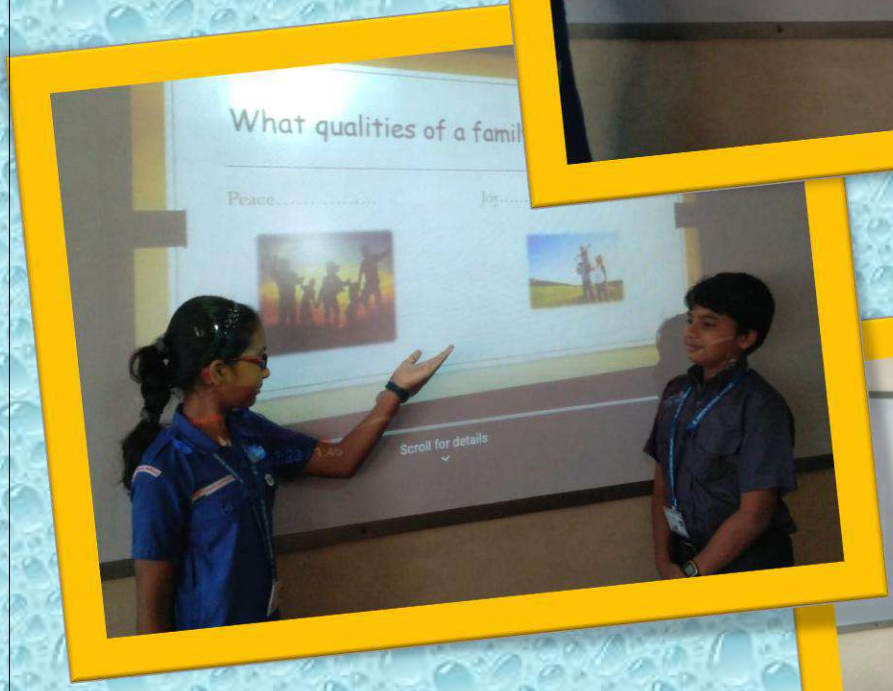
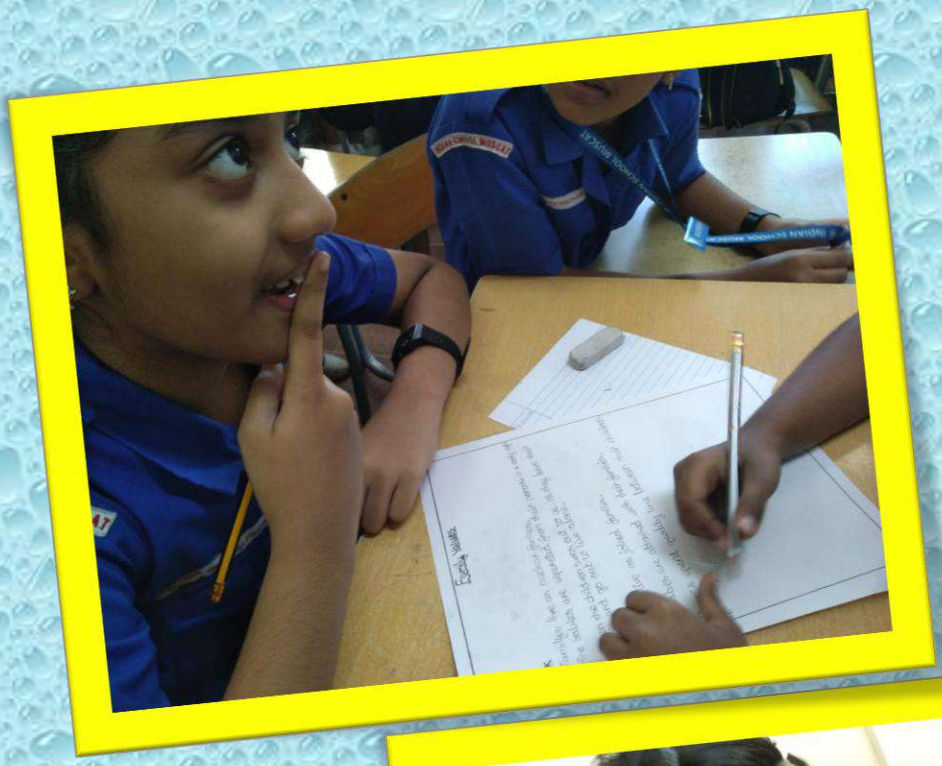
Partner School Conference on the Topic Family

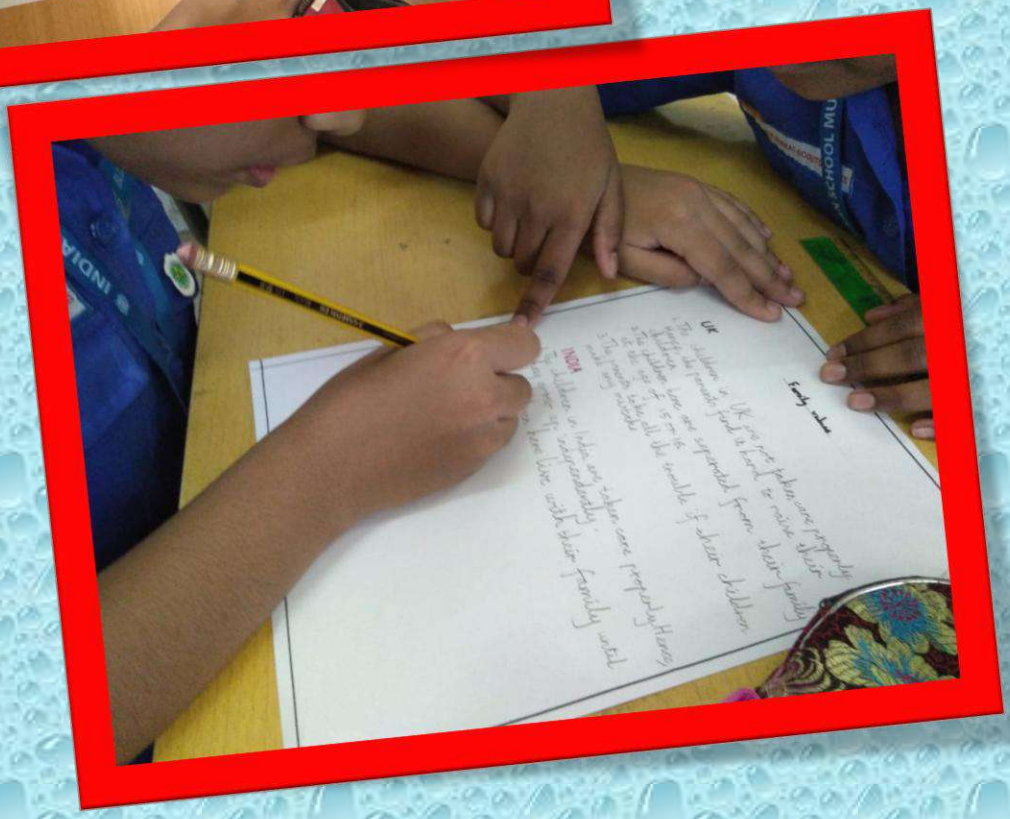
Gloryland Continental High School, linked up with us in the activity Family and Family Values and shared their thoughts of the importance of family and the values being taught there and how the family of theirs is different from ours.

Collaborative Activity









Students of Indian School, Muscat participating in collaborative activity

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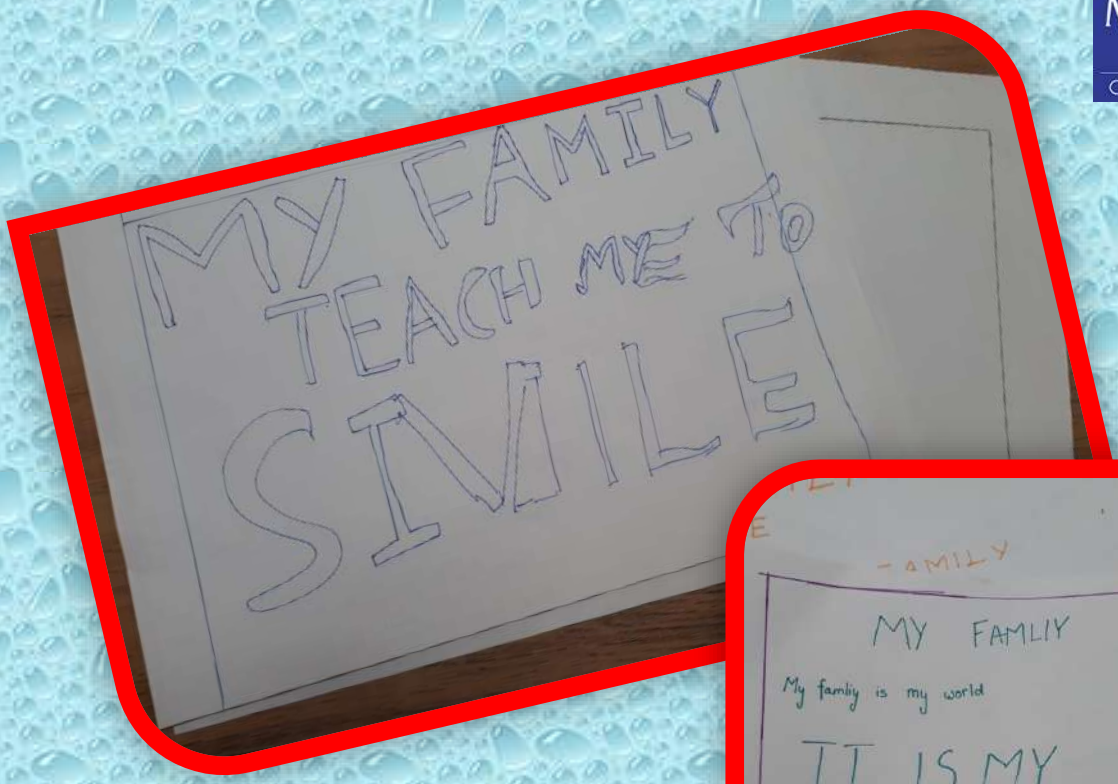

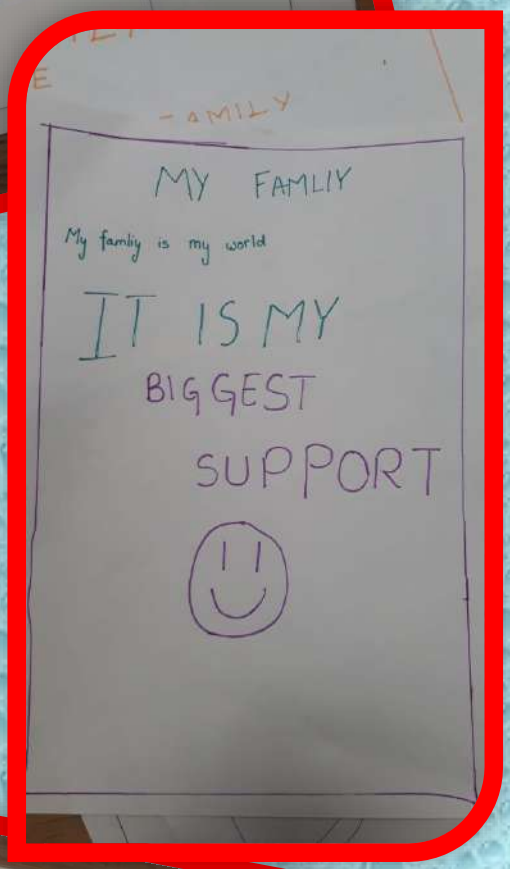

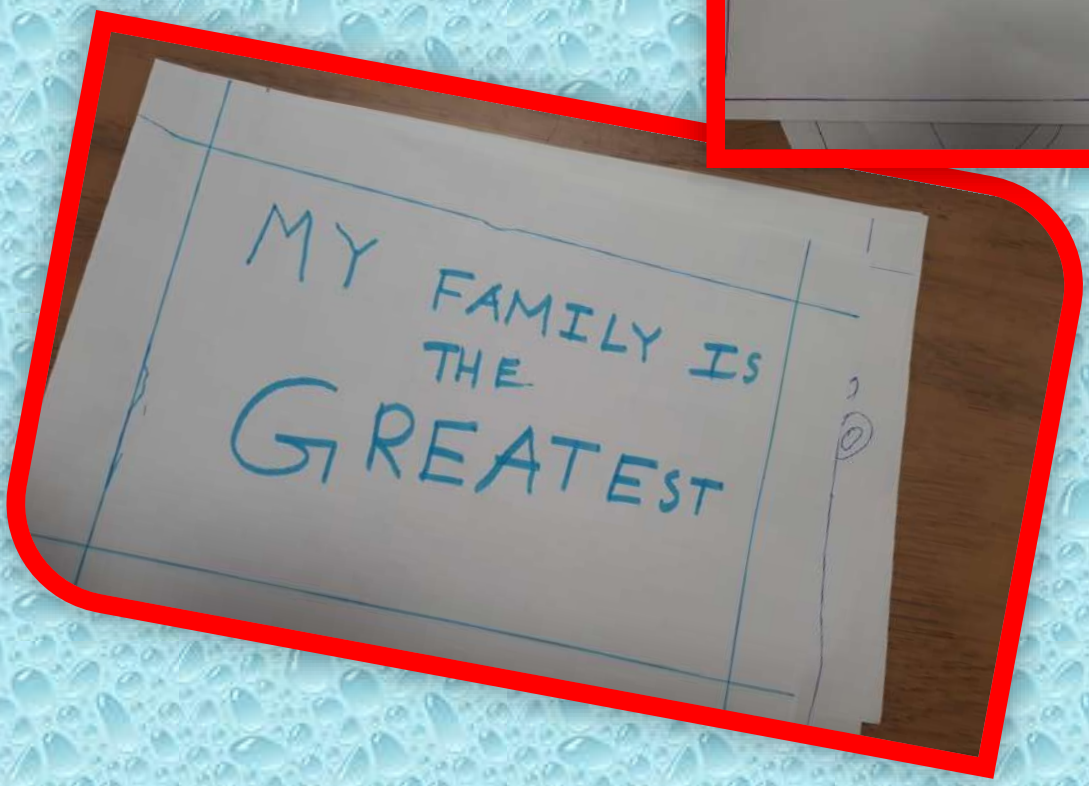

Family Values

UK

1. Families live as nuclear families.
2. In UK Children donot like their parents to protect them.
3. Children leave their parents and stay on their own at the age of 18.
4. Most of time children take their own decisions.
5. Quality time is spent between the parents and the children.

India

1. Quality time is spent between the parents and the children.
2. Families live as joined families.
3. Children live with their parents and look after each other.
4. Parents and children discuss and take decisions.
5. In India even adult children consult their parents on most of their important aspect of their lives

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Family Values

UK

Families live as nuclear families.
The babies are seperated from their parents in a early

When the children turns out to be 18, they leave their parents and go out to live alone.

India

Families live as joint families.

2 The babies are attached with their families.

3 Parents spent quality time between their child

4. When they turn out to be marriage year they lea their parents and live with their family.

5. Most of them live with their family.

Scanned by CamScanner

Family values

UK

1. The children in UK are not taken care properly. Hence, the parents find it hard to raise their children
2. The children here are seperated from their family at the age of 15 or 16.
3. The parents take all the trouble if their children make any mistake.

INDIA

1. The children in India are taken care properly. Hence, they grow up independently
2. The children here live with their family until they are old enough to get married.
3. The parents don't need to be at the back of their children to raise them up.

★ Parents both in India and UK spend quality time with their children.

★ Parents try their best to inculcate moral values to their children.

6. The Indian family is considered strong, stable, close, resilent and enduring.

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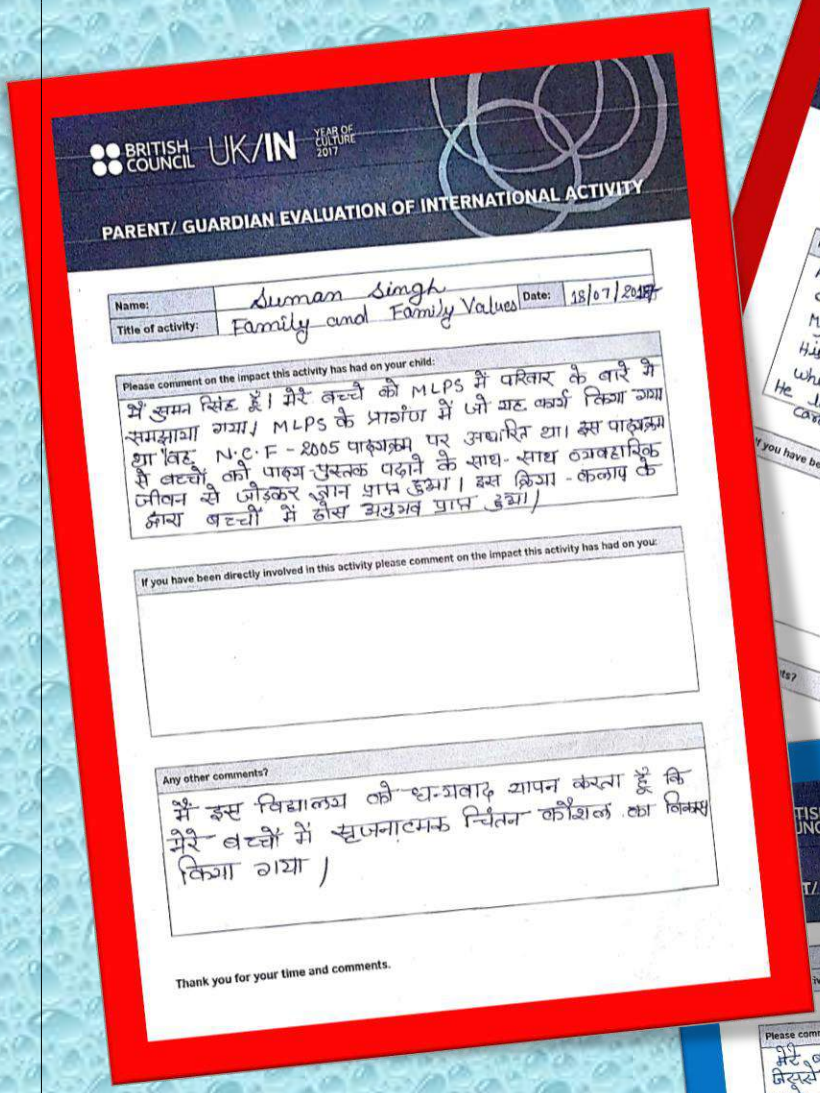
Parents Feedback



BRITISH COUNCIL UK/IN YEAR OF CULTURE 2017

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name: Suman Singh
Title of activity: Family and Family Values
Date: 18/07/2017

Please comment on the impact this activity has had on your child:

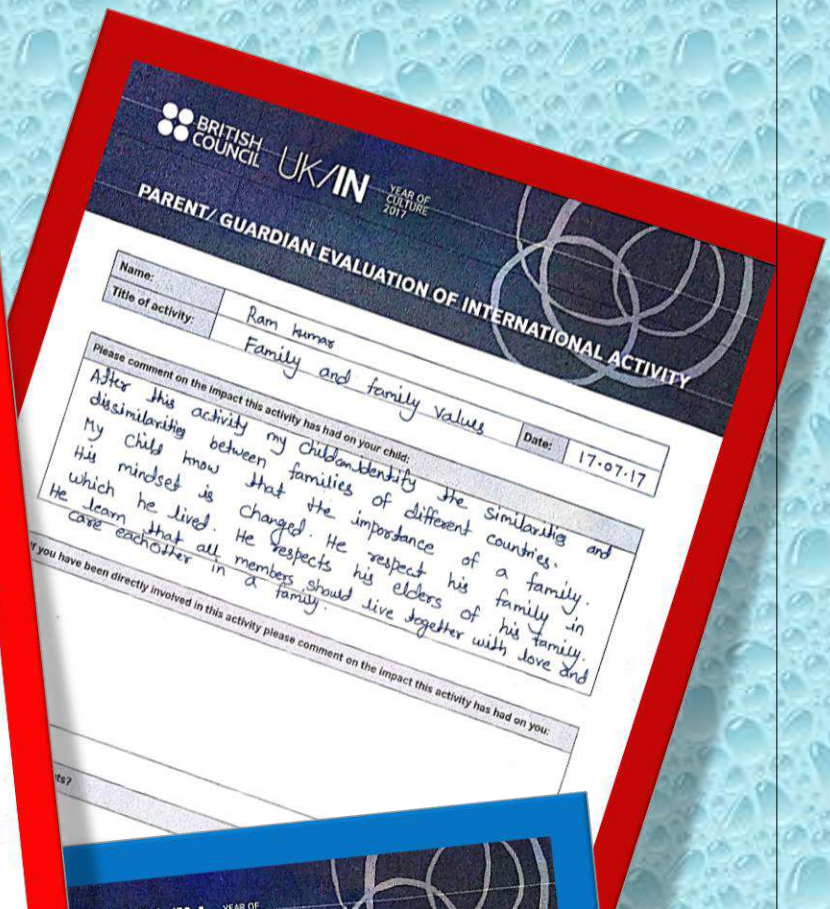
मैं सुमन सिंह हूँ। मेरे बच्चे को MLPS में परिवार के बारे में समझाया गया। MLPS के प्रांगण में जो यह कार्य किया गया था वह N.C.F - 2005 पाठ्यक्रम पर आधारित था। इस पाठ्यक्रम में बच्चों को पाठ्य पुस्तक पढ़ाने के साथ-साथ व्यवहारिक जीवन से जोड़कर ज्ञान प्राप्त हुआ। इस क्रिया-कलाप के द्वारा बच्चों में होस अनुभव प्राप्त हुआ।

If you have been directly involved in this activity please comment on the impact this activity has had on you:

Any other comments?

मैं इस विद्यालय को धन्यवाद ज्ञापन करता हूँ कि मेरे बच्चों में सृजनात्मक चिंतन कौशल का विकास किया गया।

Thank you for your time and comments.



BRITISH COUNCIL UK/IN YEAR OF CULTURE 2017

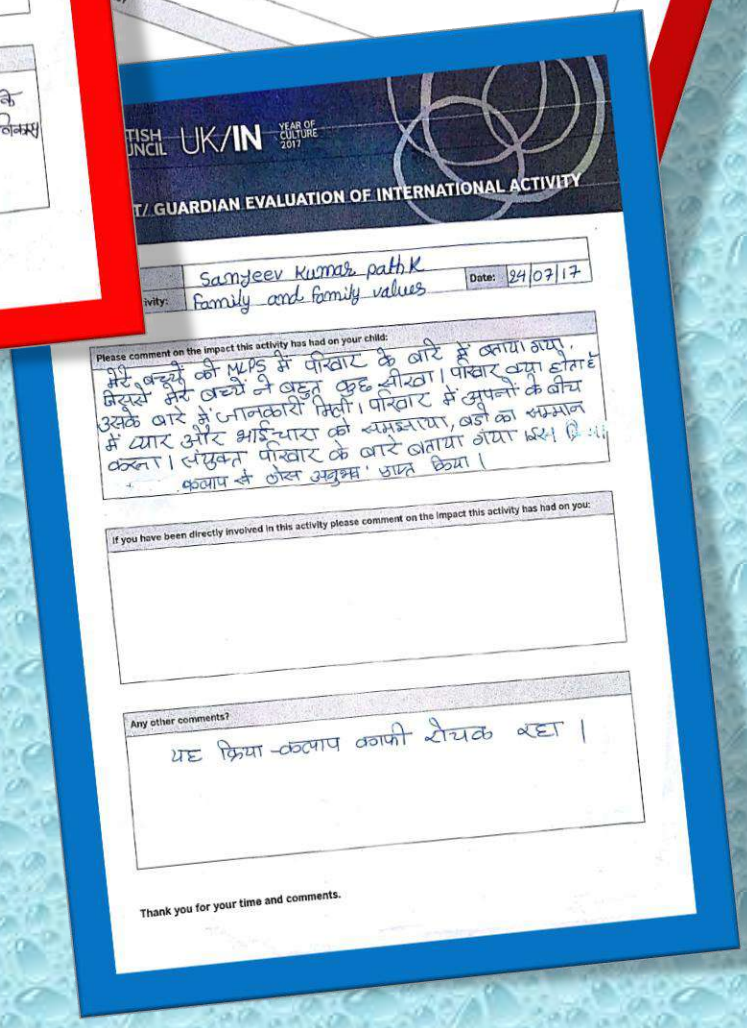
PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name: Ram kumar
Title of activity: Family and family values
Date: 17.07.17

Please comment on the impact this activity has had on your child:

After this activity my Child can identify the similarities and dissimilarities between families of different countries. My Child know that the importance of a family. His mindset is Changed. He respect his family in which he lived. He respects his elders of his family. He learn that all members should live together with love and care eachother in a family.

If you have been directly involved in this activity please comment on the impact this activity has had on you:



BRITISH COUNCIL UK/IN YEAR OF CULTURE 2017

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name: Sanjeev Kumar pathak
Title of activity: Family and family values
Date: 24/07/17

Please comment on the impact this activity has had on your child:

मेरे बच्चे को MLPS में परिवार के बारे में बताया गया। जिससे मेरे बच्चे ने बहुत कुछ सीखा। परिवार क्या होता है उसके बारे में जानकारी मिली। परिवार में अपनों के बीच में प्यार और भाईचारा को समझाया, बड़ों का सम्मान करना। संयुक्त परिवार के बारे बताया गया इस क्रियाकलाप से होस अनुभव प्राप्त किया।

If you have been directly involved in this activity please comment on the impact this activity has had on you:

Any other comments?

यह क्रिया-कलाप काफी रोचक रहा।

Thank you for your time and comments.

Teacher Report

Report of the Teacher on

Family and Family values **Activity – (Project 1)**

Name of the Teacher: Mrs. Rinki

The theme of the activity was related to family and family values. The aim of the project was to make children understand how the family is important as well as to inculcate moral values in them.

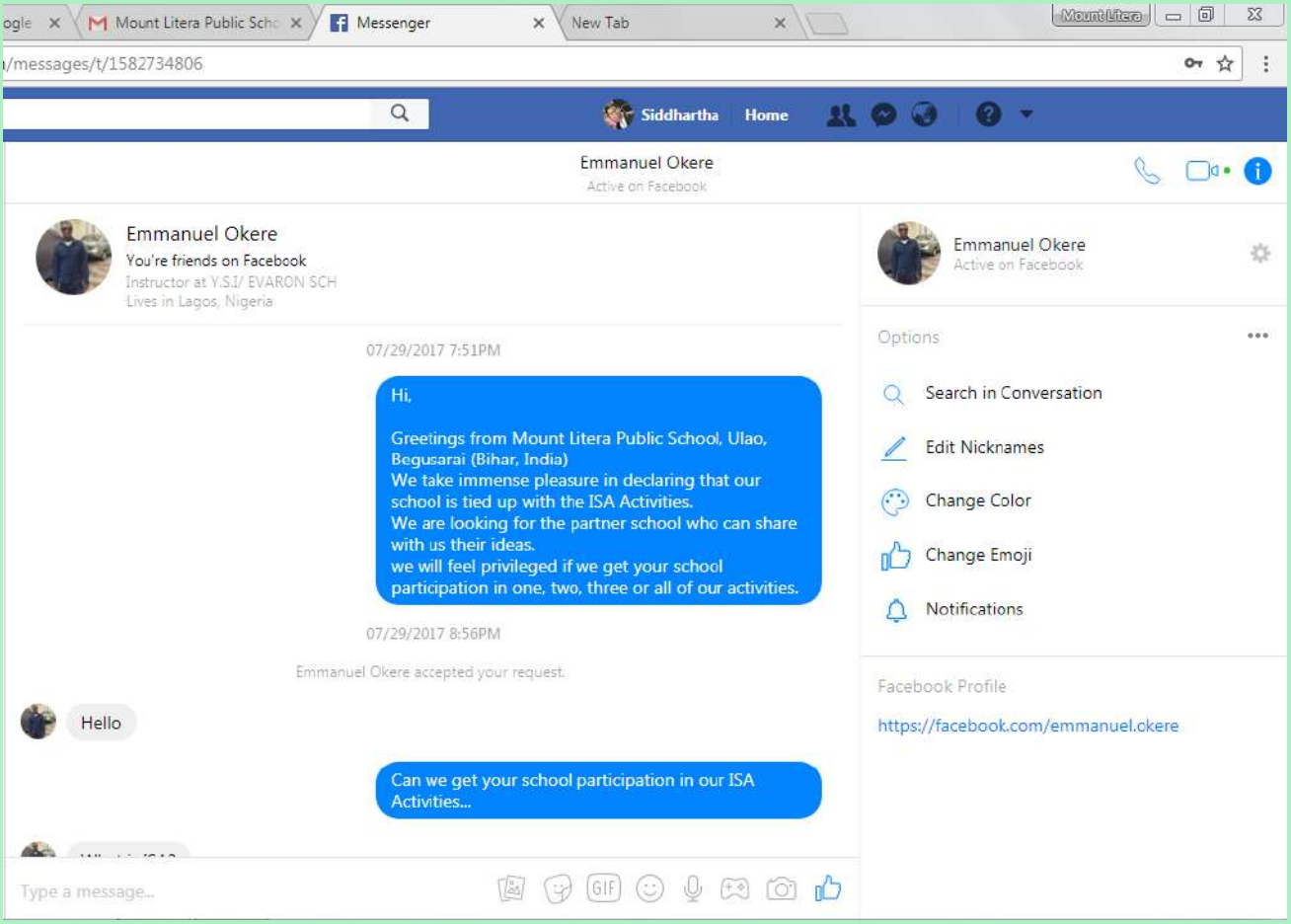
A video clip of a family in the USA and a family in India was shown to them and asked them to list down the similarities and dissimilarities, merits and demerits in order to make them understand the benefits one derive being part of an Indian family.

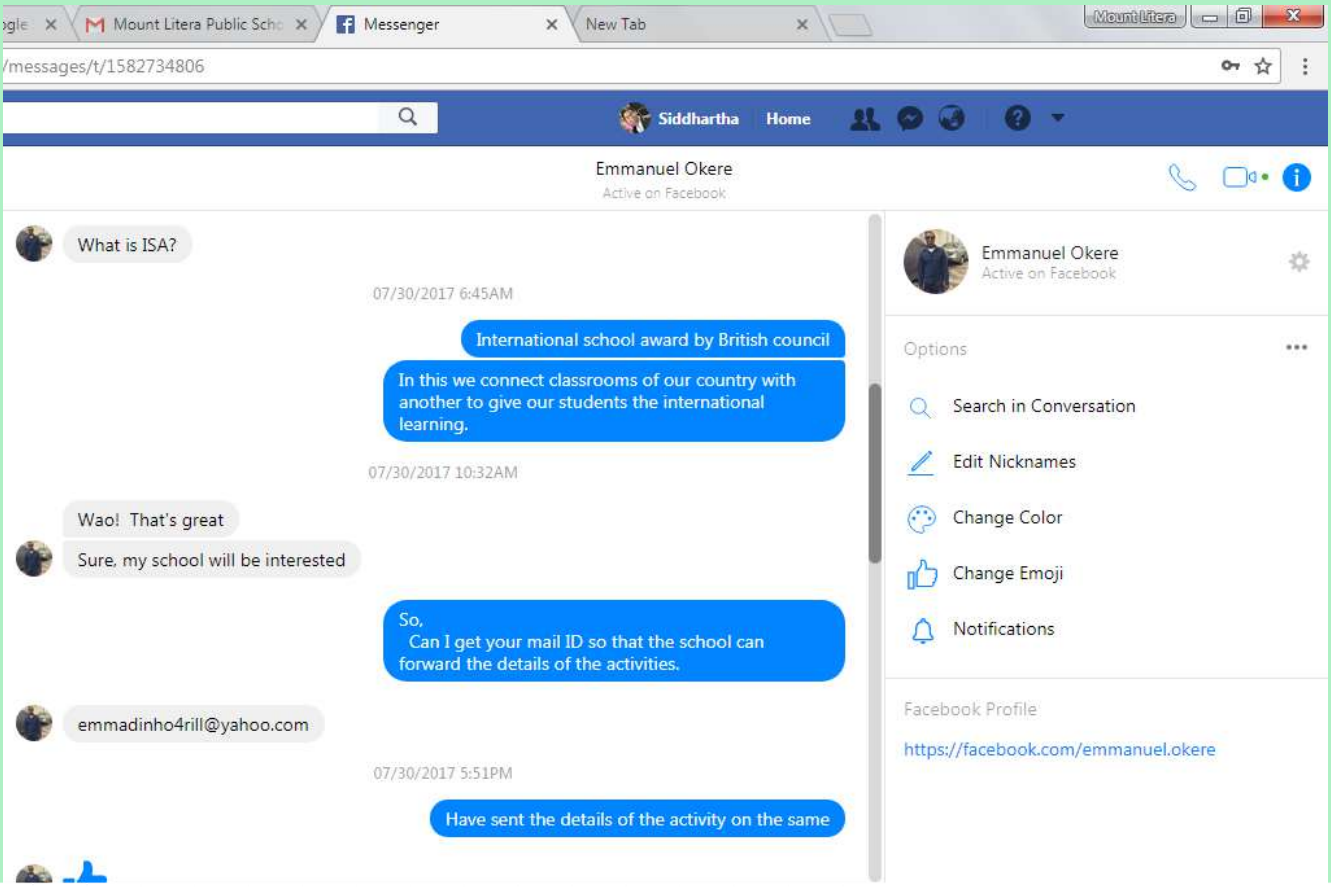
A drama and a quiz competition were also conducted by the students in addition of the activity.

The students also interacted with the students of Nigeria and they learnt about the family culture present there and also some of the family values.

Teacher Report

Email Exchange and Facebook Snapshots:





Mount Litera Public Scho | Messenger | New Tab

/messages/t/1582734806

Siddhartha | Home

Emmanuel Okere
Active on Facebook

Have sent the details of the activity on the same

07/31/2017 10:01AM

Can we arrange for video call??

07/31/2017 11:16AM

Hi, I got the mail but I was unable to open the attachment due to the to my browser except I use a desktop computer or can you send the attachment via whatsapp? I can easily access it there.
For the video call, YES

07/31/2017 12:45PM

Can you share your WhatsApp number

+2347066773342

I have been able to opened the attachment. Thanks

Type a message...

Emmanuel Okere
Active on Facebook

Options

Search in Conversation

Edit Nicknames

Change Color

Change Emoji

Notifications

Facebook Profile

https://facebook.com/emmanuel.okere

Mount Litera Public Scho | Messenger | New Tab

/messages/t/1582734806

Siddhartha | Home

Emmanuel Okere
Active on Facebook

+2347066773342

I have been able to opened the attachment. Thanks

I've gone through them. Nice programs

I found 3 events captivating for my sch

11/14/2017 5:50PM

Hi,
How are you doing?

11/30/2017 9:34PM

Hello....

12/01/2017 7:25AM

Fine how're you

How's everything going

12/01/2017 1:02PM

Type a message...

Emmanuel Okere
Active on Facebook

Options

Search in Conversation

Edit Nicknames

Change Color

Change Emoji

Notifications

Facebook Profile

https://facebook.com/emmanuel.okere

Gmail

Mount Litera Public School <mlpsulao0010@gmail.com>

Details of ISA Activity

1 message

Mount Litera Public School <mlpsulao0010@gmail.com> Sun, Jul 30, 2017 at 12:07 PM
To: emmadinho4rill@yahoo.com

Greetings from Mount Litera Public School, Ulao, Begusarai (Bihar, India)

We take the immense pleasure in declaring that Mount Litera Zee School, Ulao, Begusarai is tied up with the ISA Activities and we looking for the partner schools.

Also we are sharing the details of the activities in the attachment.

We will feel privileged if we get your school participation in our any one, two, three or all of them.

Thanks and Regards,

ISA Coordinator
SIDDHARTHA KUMAR
Mount Litera Public School, Ulao, Begusarai

ISA.pdf
776K

WhatsApp Chat with Partner School

+91 89691 63414: Hi
+91 89691 63414: This is Siddhartha form Mount Litera Public School Ulao Begusarai
Glory Land Continental High School: Hello
Glory Land Continental High School: OK
Glory Land Continental High School: We can video call now
+91 89691 63414: Actually the net speed is slow so unable to contact
+91 89691 63414: Sorry can't hear your voices
+91 89691 63414: Which are the three activities
+91 89691 63414: Are you on skype
+91 89691 63414: Or IMO
Glory Land Continental High School: OK....
Glory Land Continental High School: Family and family values
Glory Land Continental High School: Road signs
Glory Land Continental High School: I'm on Imo
Glory Land Continental High School: And disaster management
+91 89691 63414: Ok
Glory Land Continental High School: We can talk on Imo
Glory Land Continental High School: Hello!!
Glory Land Continental High School: We can chat about it here
Glory Land Continental High School: You said it's an interactive video conference on the subject matter right?
+91 89691 63414: Yes
Glory Land Continental High School: With the students
+91 89691 63414: Yaa
Glory Land Continental High School: So, they gonna hook up with your school for it?

+91 89691 63414: Yes
+91 89691 63414: The students will share about the family values taught in our country and the family values taught there
Glory Land Continental High School: OK.... Between 30-60 min right
+91 89691 63414: Yes
Glory Land Continental High School: OK
+91 89691 63414: The students will share the types of family, nuclear, large and joint
Glory Land Continental High School: Yea
Glory Land Continental High School: I understand the concept
+91 89691 63414: Road signs : what are the road signs available there and it's importance
Glory Land Continental High School: OK.. OK
+91 89691 63414: Disaster management : how can we manage the natural or man-made disasters
Glory Land Continental High School: OK...
+91 89691 63414: What steps are taken to control it
Glory Land Continental High School: ✓
Glory Land Continental High School: That's fine
+91 89691 63414: Any ideas from your end
Glory Land Continental High School: Are we having them on a day or different topic on different days?
+91 89691 63414: Three different day s
Glory Land Continental High School: Alright!
+91 89691 63414: How will the video conferencing be conducted
Glory Land Continental High School: □
Glory Land Continental High School: Which ways has it done on your angle?
+91 89691 63414: Through Skype as it is on a PC and we can forecast through a projector
Glory Land Continental High School: OK □
Glory Land Continental High School: Will suggest that to my school
Glory Land Continental High School: I'm sure it will interest them

+91 89691 63414: Yes me too
Glory Land Continental High School: □
Glory Land Continental High School: What are the benefits? So I can share with my boss
+91 89691 63414: Any more suggestions from your side so that we may also proceed with the same
Glory Land Continental High School: Personally, I understand how it works but for the interest of the sch. They will want to know the incentives as getting the facilities and connections will cost them some money
+91 89691 63414: Sure sir I will talk to my head and then inform you in a couple of hours
Glory Land Continental High School: □
+91 89691 63414: It's just a classroom connecting programme.
change the ideas.
f incentive
Glory Land Continental High School: OK
Glory Land Continental High School: Will relate with my boss in that regards
+91 89691 63414: Okay
Glory Land Continental High School: Will appreciate if you can give her a call (my boss) stating your from me it will make it easier for me when relating with her
+91 89691 63414: Can I get her number
Glory Land Continental High School: +234805 459 1417
Glory Land Continental High School: The name of the school is : Gloryland continental school
+91 89691 63414: What's her good name
Glory Land Continental High School: Mrs joy
Glory Land Continental High School: Tell her you got her contact from Mr Emmanuel Okere the PHE teacher
+91 89691 63414: Ok
Glory Land Continental High School: Then share with her and conclude that I will shall give her more information later.
Glory Land Continental High School: Don't forget to mention your partners eg British Council
+91 89691 63414: No. Doesn't show on WhatsApp
Glory Land Continental High School: She isn't on whatsapp with that number. Can you give her a direct call

+91 89691 63414: Okay I'll try
+91 89691 63414: Tomorrow
+91 89691 63414: As it's late night
Glory Land Continental High School: She will pick now
Glory Land Continental High School: Hello....
+91 89691 63414: Yes
Glory Land Continental High School: You said tomorrow right?
+91 89691 63414: Yes
] Glory Land Continental High School: OK...
] Glory Land Continental High School: You can reach her from 10am upward from tomorrow.
] +91 89691 63414: Aur
] +91 89691 63414: Sure
] Glory Land Continental High School: What class or age bracket are we going to use?
Glory Land Continental High School: ?
+91 89691 63414: We have mentioned in the activity details
Glory Land Continental High School: You here in Nigeria we use primary /basic(1,2,3,4,5 and 6) for primary schools
Glory Land Continental High School: Then we have secondary
Glory Land Continental High School: Std. Iv, v..... Etc stands for what in your country?
+91 89691 63414: It stands for primary.
Glory Land Continental High School: □
Glory Land Continental High School: Hello
Glory Land Continental High School: Good day, how are you doing?
+91 89691 63414: Me fine.
+91 89691 63414: Wht about you
Glory Land Continental High School: I'm fine

Glory Land Continental High School: Can we talk on phone now
Glory Land Continental High School: I'm with my boss
+91 89691 63414: Can I call after half an hour
+91 89691 63414: I am on the bus
Glory Land Continental High School: OK, but we can chat along right?
+91 89691 63414: Ya
Glory Land Continental High School: She has little questions
+91 89691 63414: What
Glory Land Continental High School: Firstly, Are we gonna have different students for each topic based on their classes?
+91 89691 63414: Yes
+91 89691 63414: We have mentioned in the activity details
+91 89691 63414: Which class is associated with which activity
Glory Land Continental High School: OK
Glory Land Continental High School: Secondly,
Glory Land Continental High School: What is the age range of your students in std vi?
Glory Land Continental High School: Vii and viii respectively
+91 89691 63414: 11-12 years
+91 89691 63414: For class 6
+91 89691 63414: So the next classes
Glory Land Continental High School: OK, thanks
+91 89691 63414: What's your school age range
Glory Land Continental High School: What about std 1? Age range
+91 89691 63414: 7-8 year
Glory Land Continental High School: Our primary 3 is between 7-9 years old
+91 89691 63414: Same as ours□□
Glory Land Continental High School: While our primary 5, 6 7 classes are between 11-14 years

] Glory Land Continental High School: We shall be getting our pupils ready for the conference soon
+91 89691 63414: Yeah
Glory Land Continental High School: Hello Sidhatta, trust you're good.
essary information on the school email : glorylandcontinentalschools@yahoo.com
+91 89691 63414: Okay got it.
] Glory Land Continental High School: □
Glory Land Continental High School: OK

ACTIVITY – 2

TREES AND PLANTS

Asset of Environment

Mount Litera Zee School
Great School, Great Future

Teacher Explaining the Concept to the Students

Teacher explaining the different kinds of trees to the students. The students learnt the importance of trees and also developed the attitute of saving trees.

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Teacher Explaining the Concept to the Students

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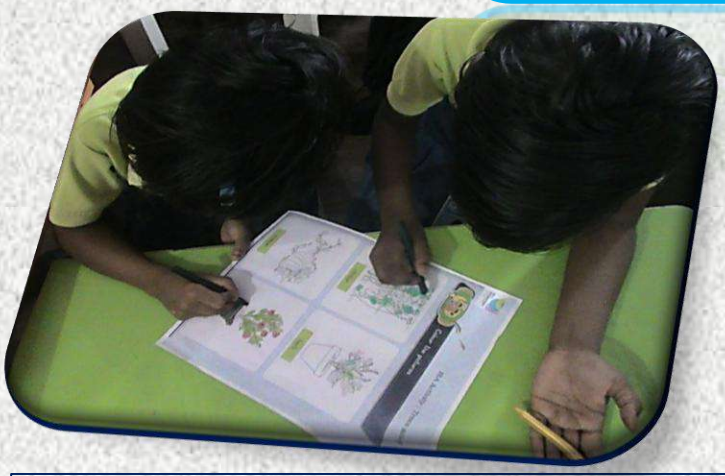
Worksheet Completion by the Students



Students doing the worsheet given to them. They are classifying the different kinds of plants.

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Worksheet Completion by the Students

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Worksheet Completion by the Students

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Field Visit of the Students to a nearby garden

Students having a visit to a nearby garden and identifying different types of trees and plants.

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Tree Planting Activity done at various places

Students planting trees and giving a message to the society the importance of trees.

Skit on the Importance of Trees

Students of higher classes organized a skit to show the students the importance of trees.

They also took a pledge to save the trees. The students learnt from the activity that why the trees are important and how it helps us in our day to day life.

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Worksheet to the Students

Mount Litera Zee School
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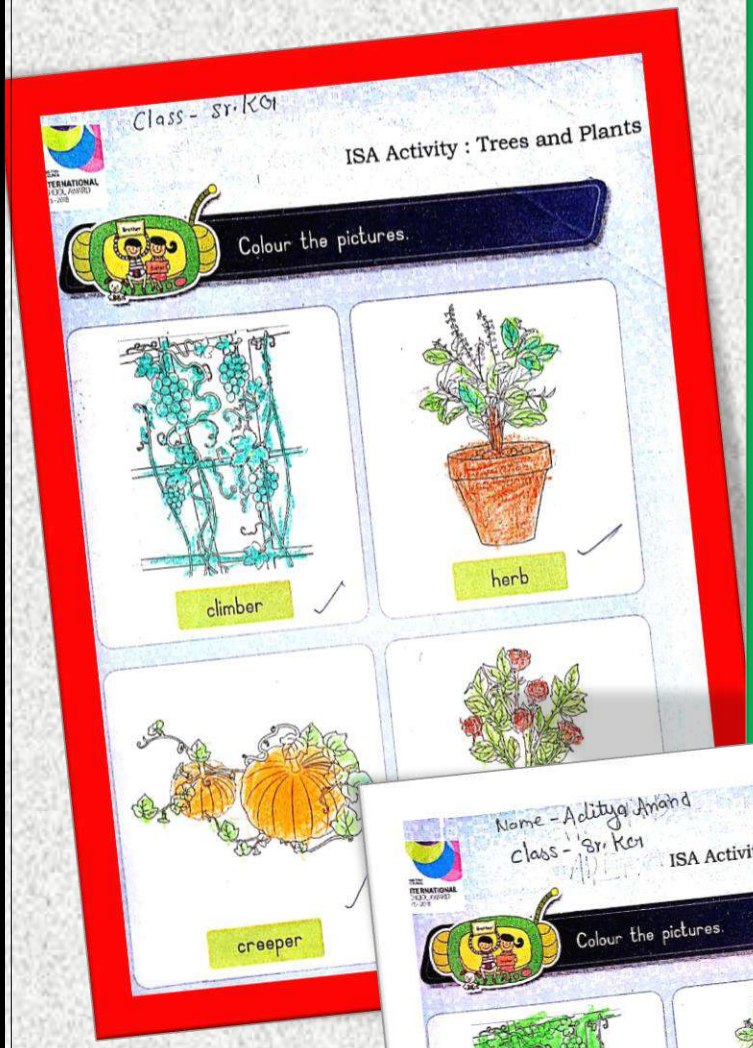
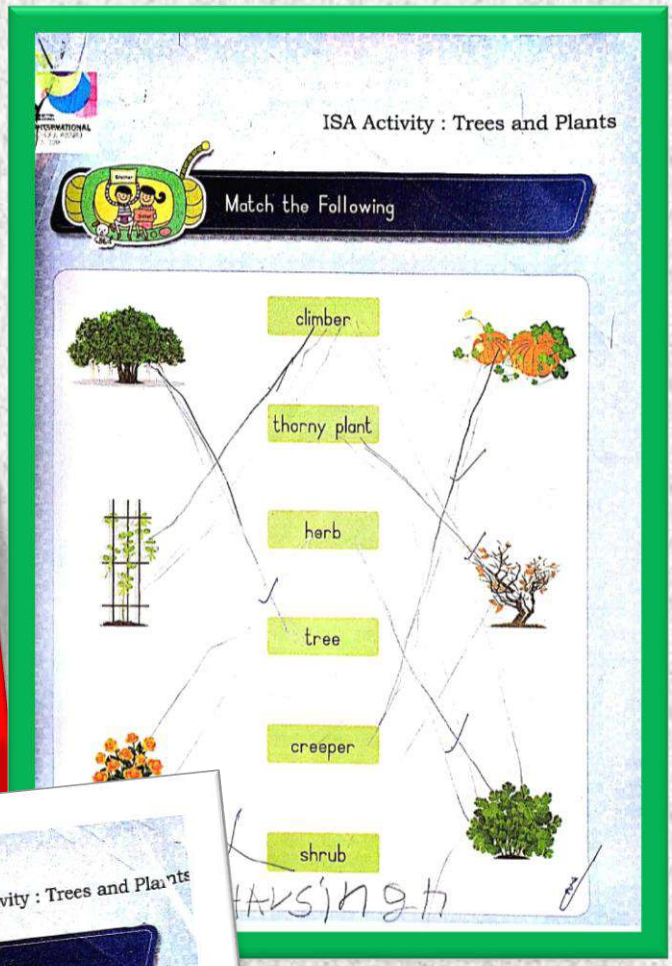
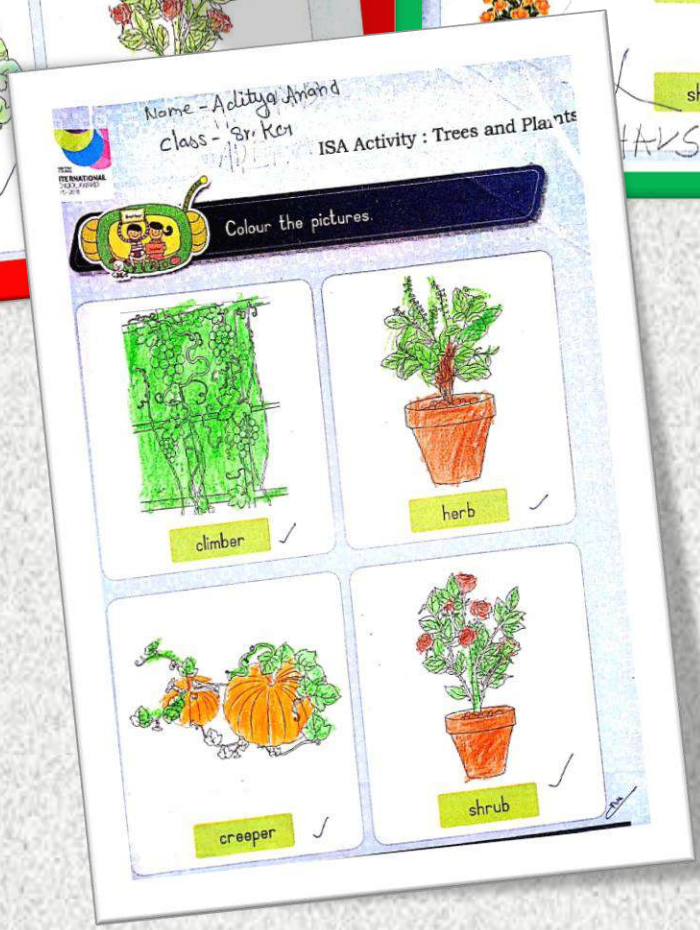
Worksheet to the Students







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Worksheet to the Students

Mount Litera Zee School
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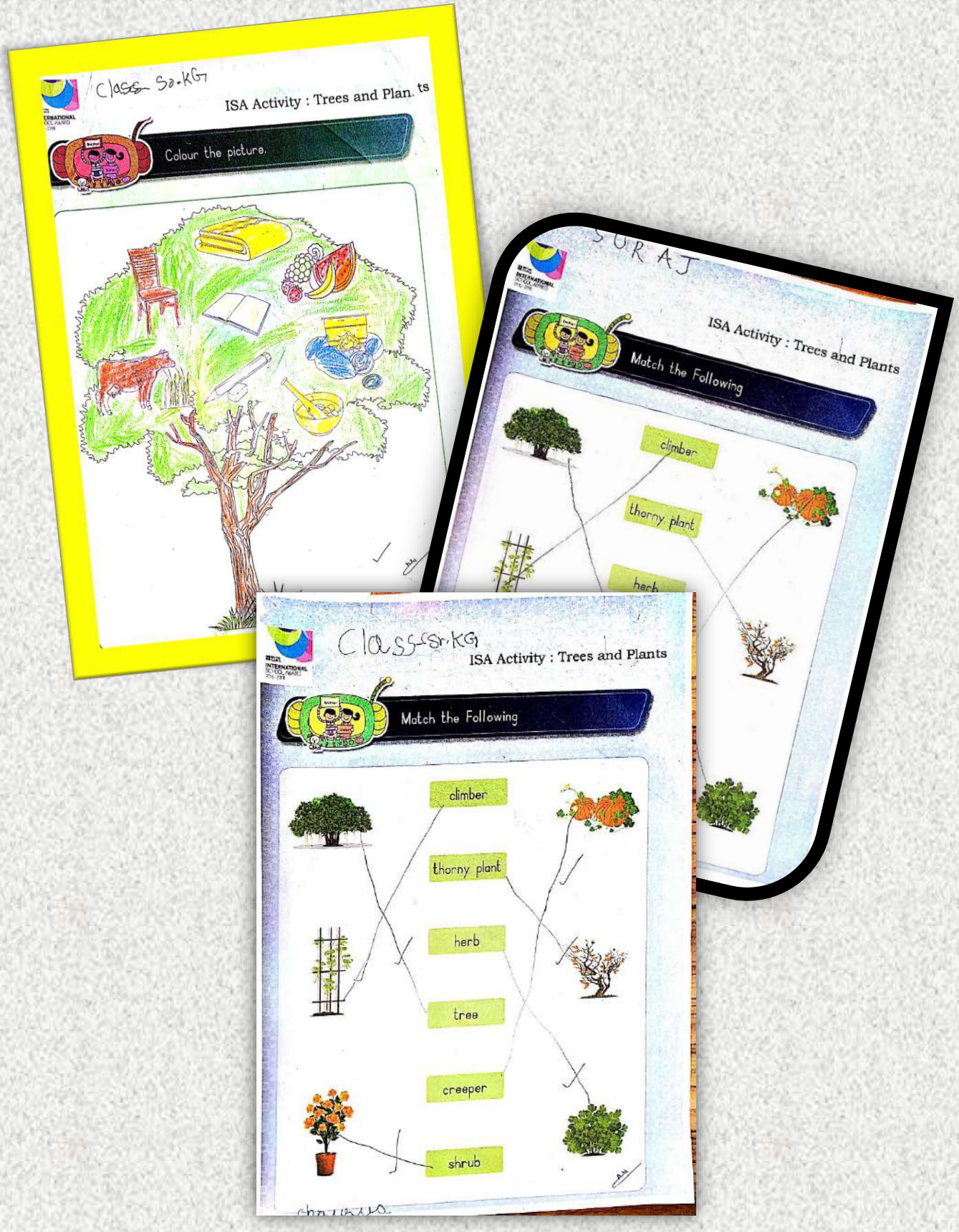
Worksheet to the Students



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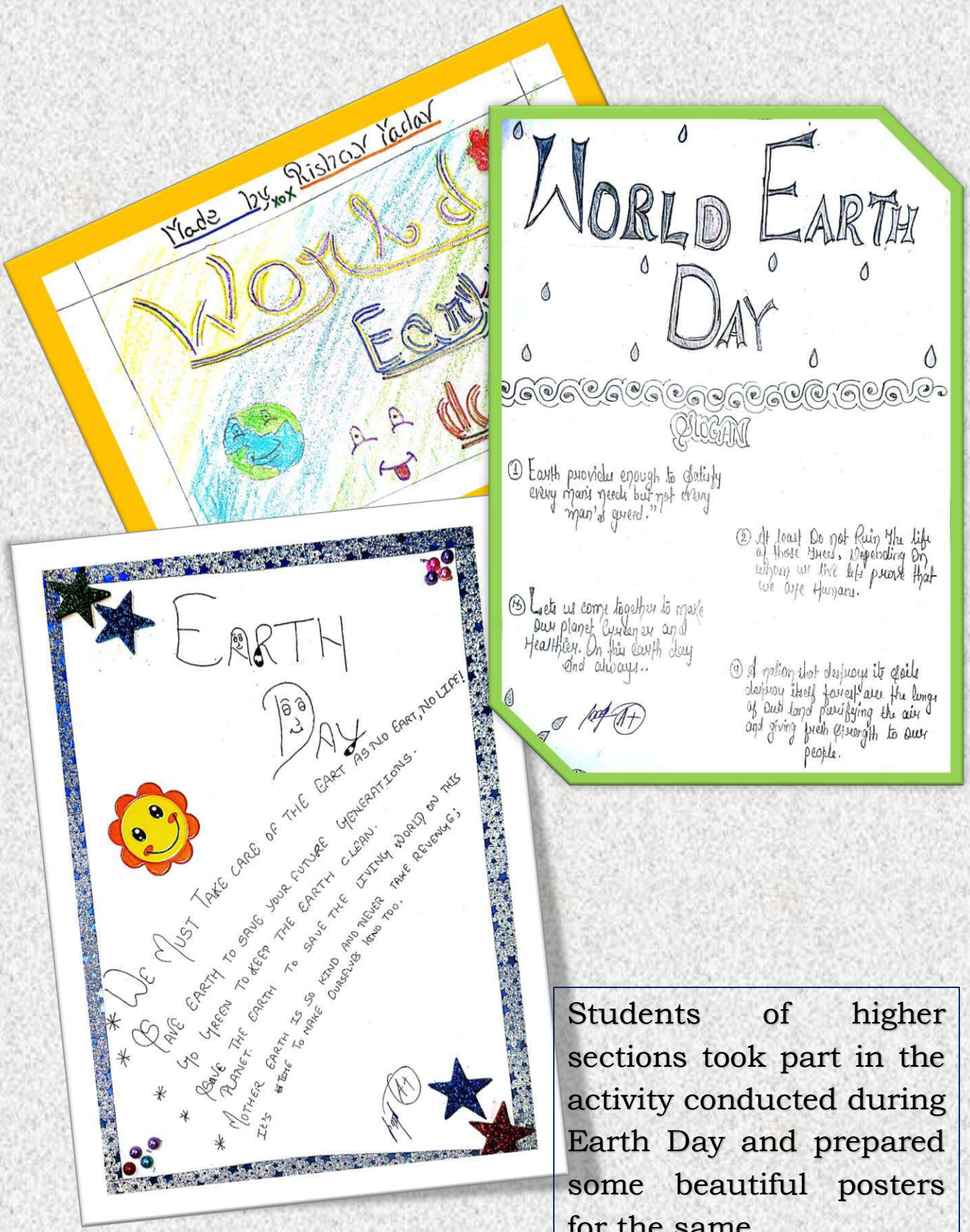
Posters Made by the students



Students of higher sections took part in the activity conducted during Earth Day and prepared some beautiful posters for the same.

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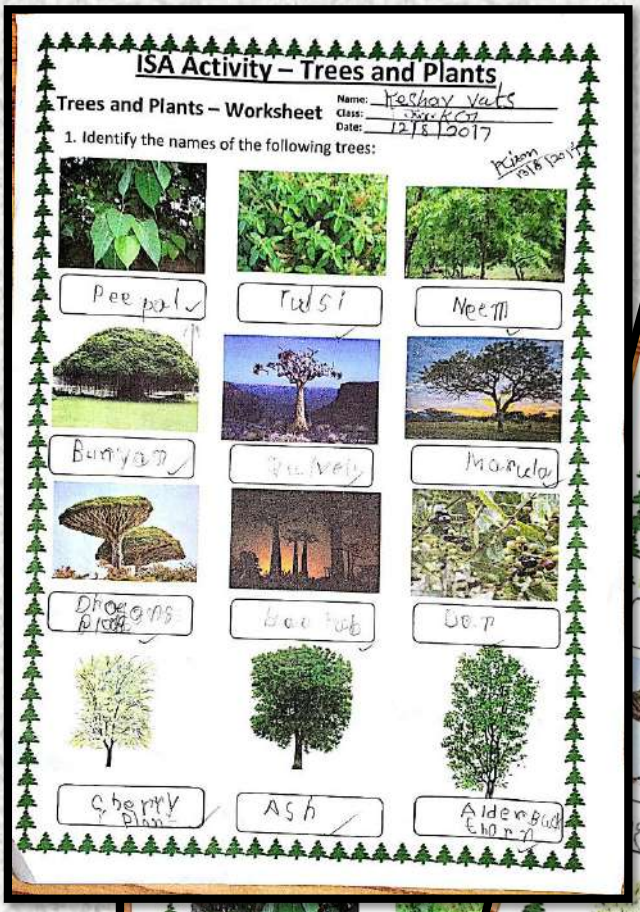
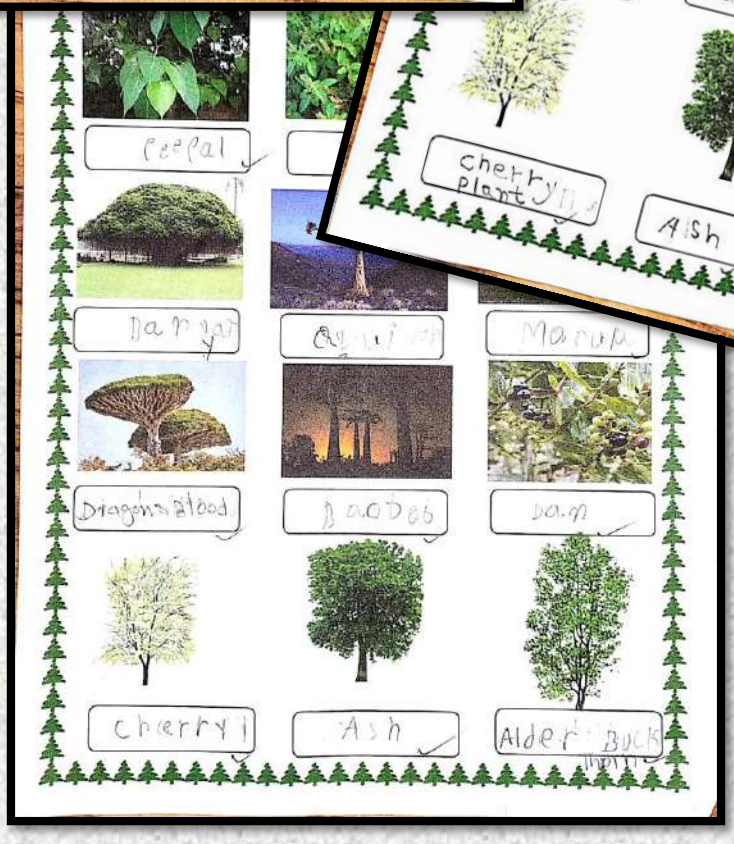
Worksheet to the Students





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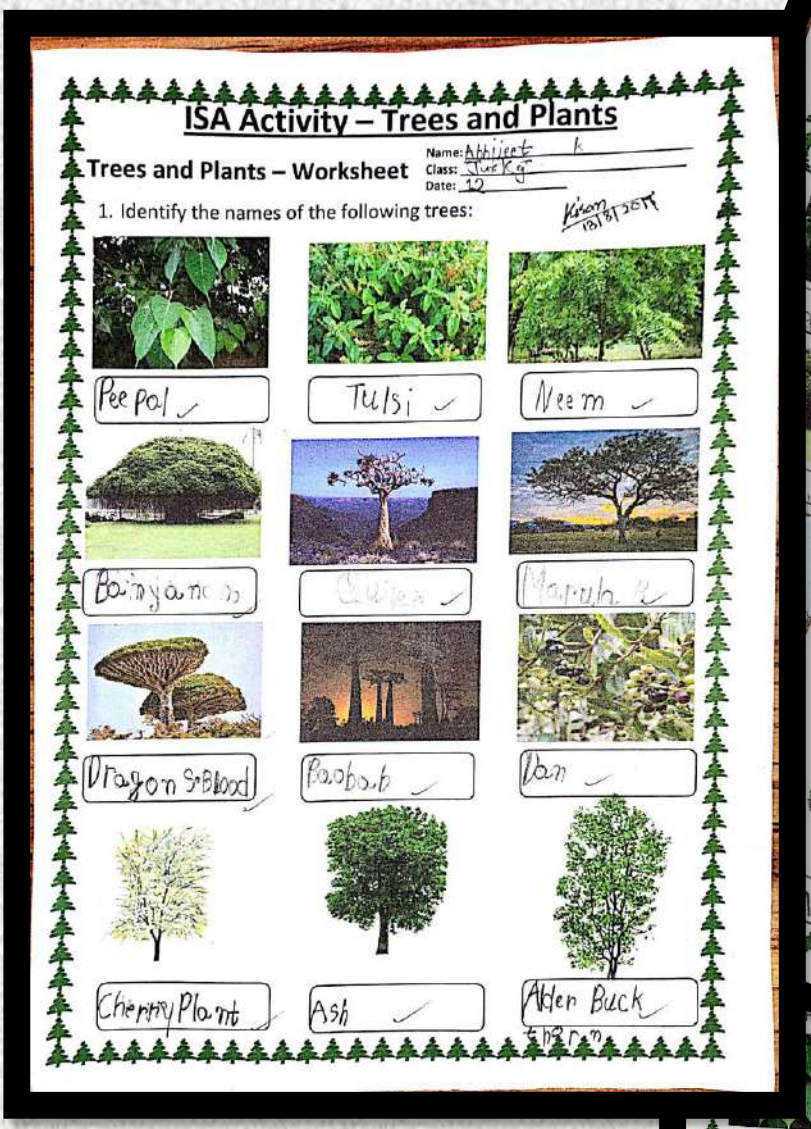
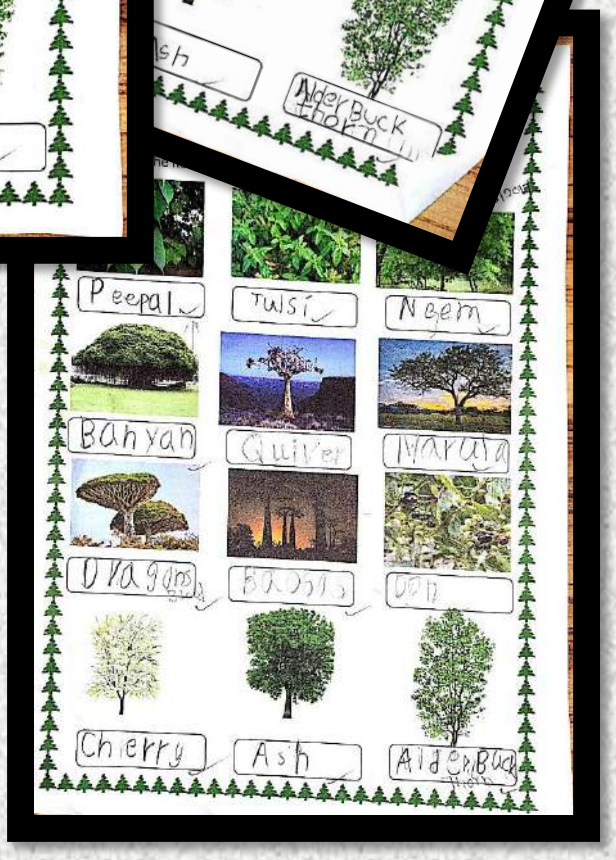
Worksheet to the Students





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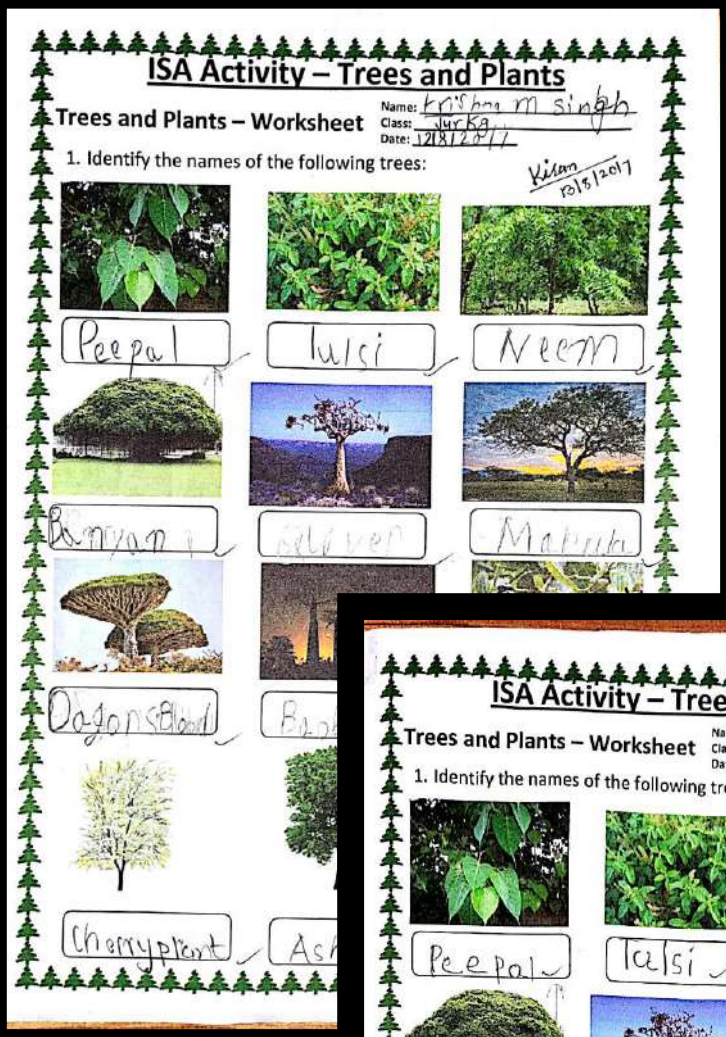
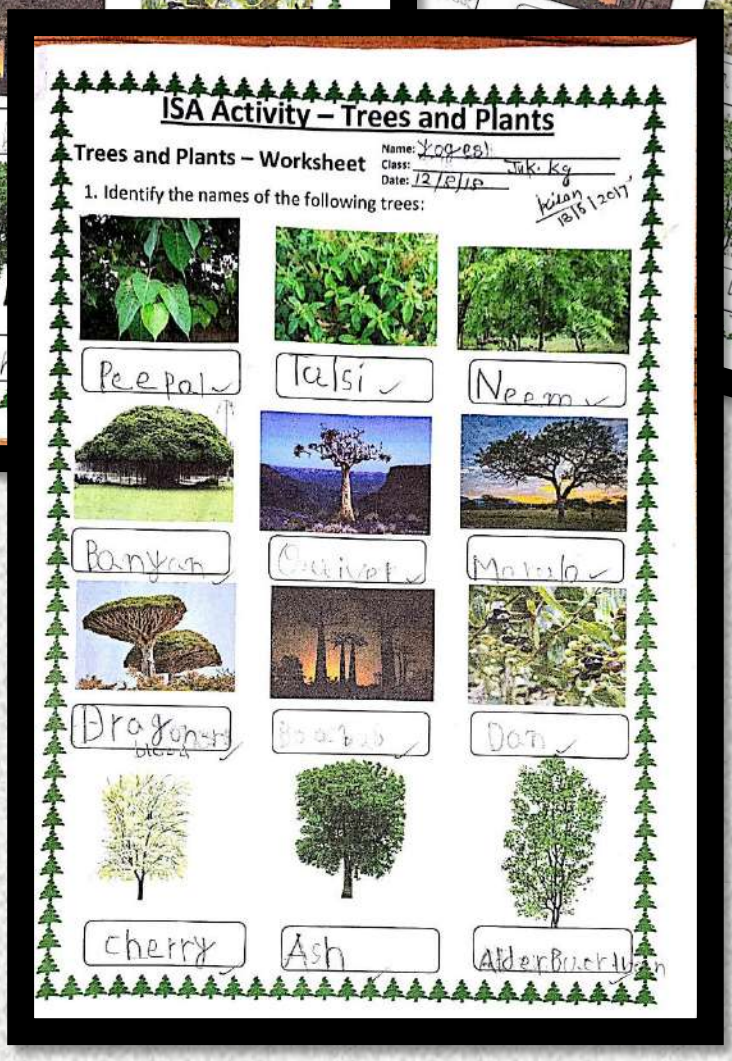
Worksheet to the Students





Collaborative Activity

Students having a video session on the different trees and plants of the School of Oman.

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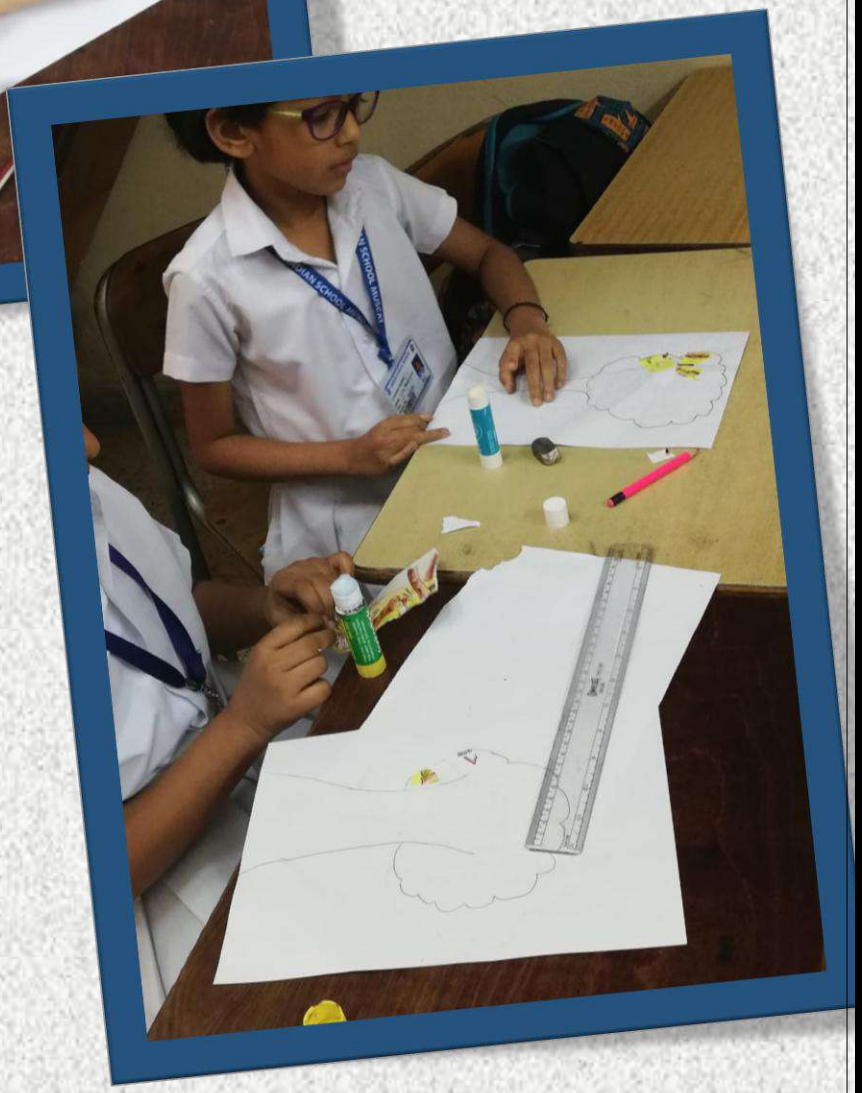

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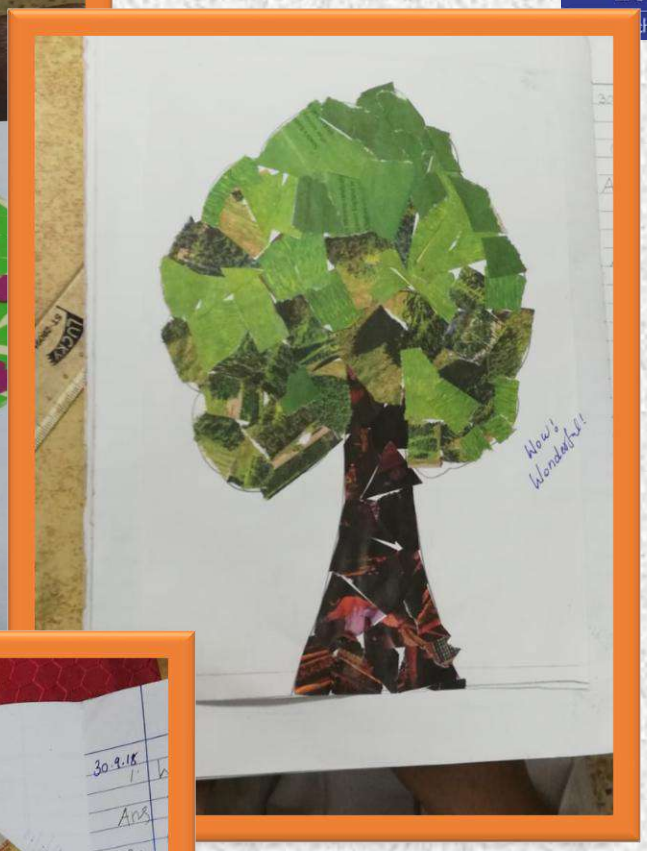

Students of Indian School, Muscat involved in collaborative activity for Trees and Plants.

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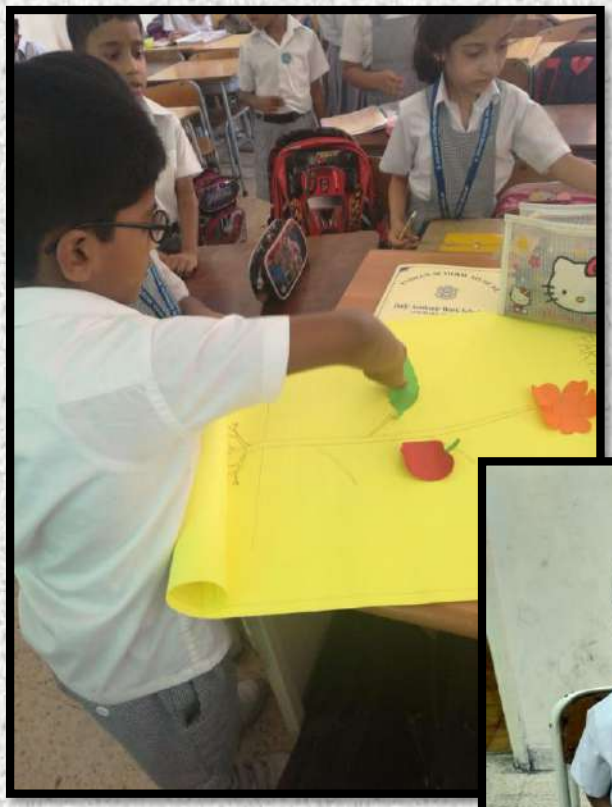

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Students of Indian School, Muscat involved in collaborative activity for Trees and Plants.

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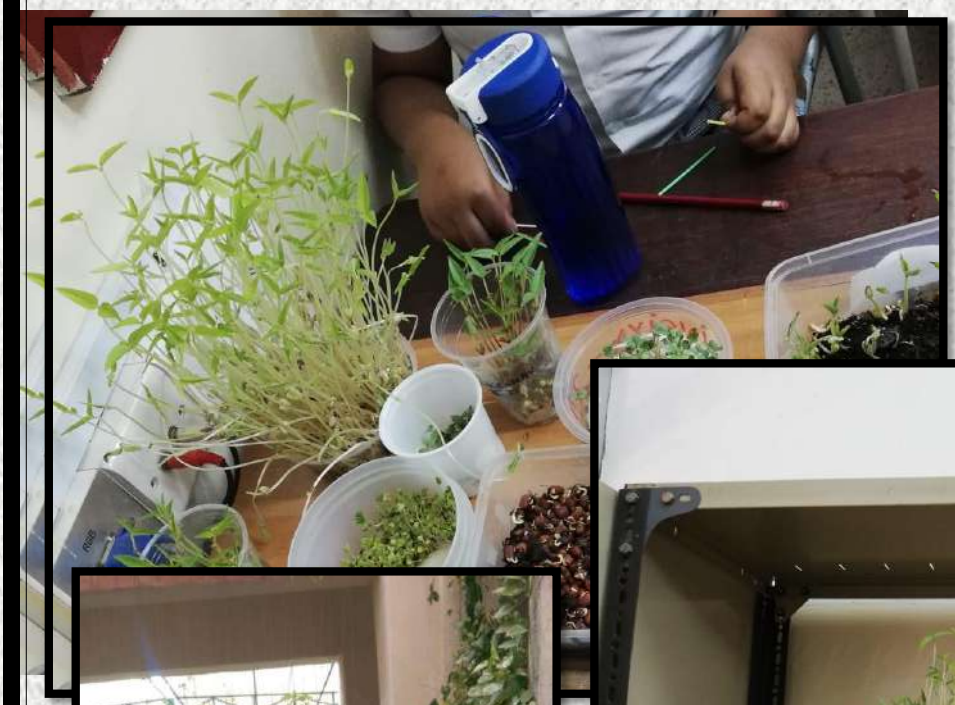

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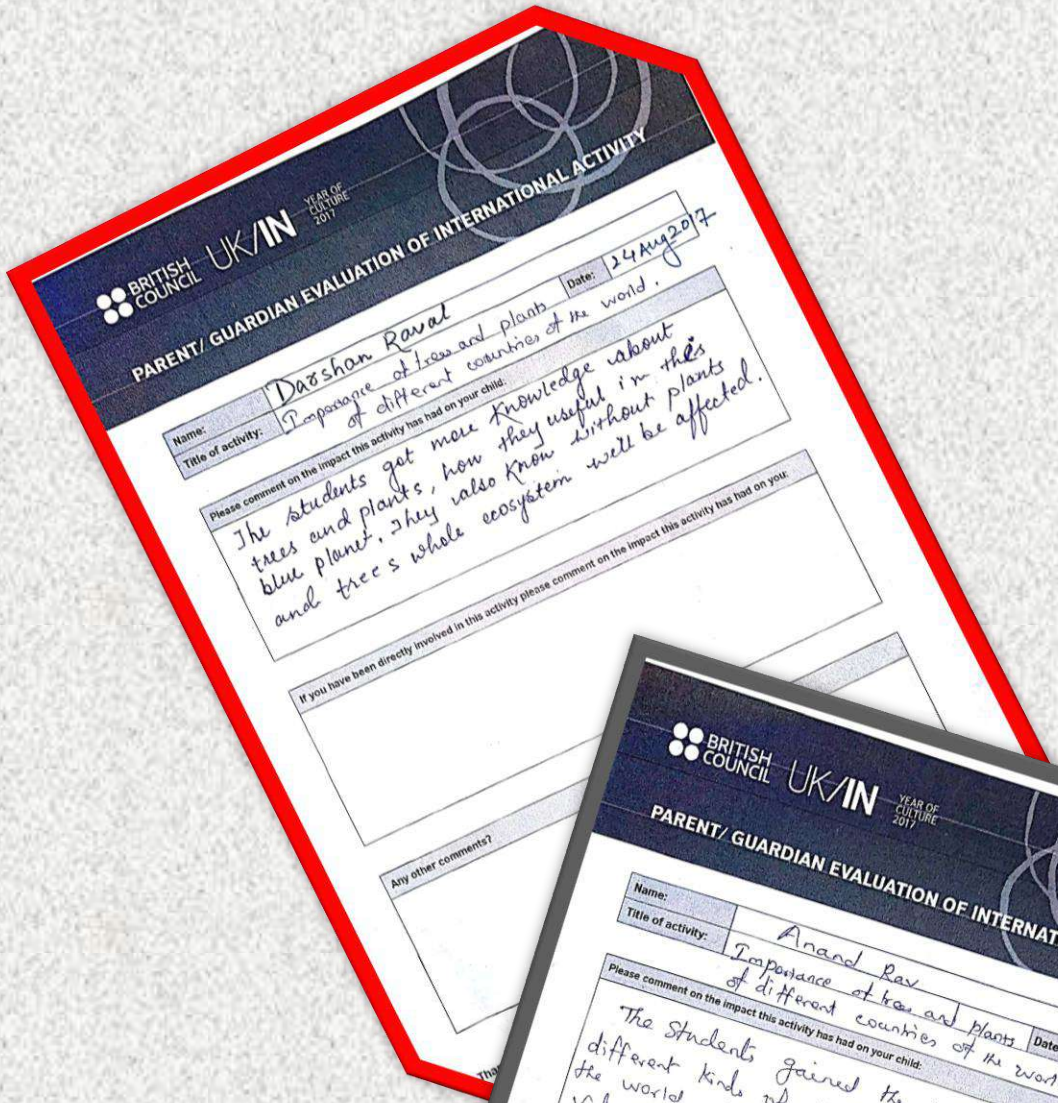
Parents Feedback



BRITISH COUNCIL UK/IN YEAR OF CULTURE 2017

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name: Darshan Raval

Title of activity: Importance of trees and plants of different countries of the world.

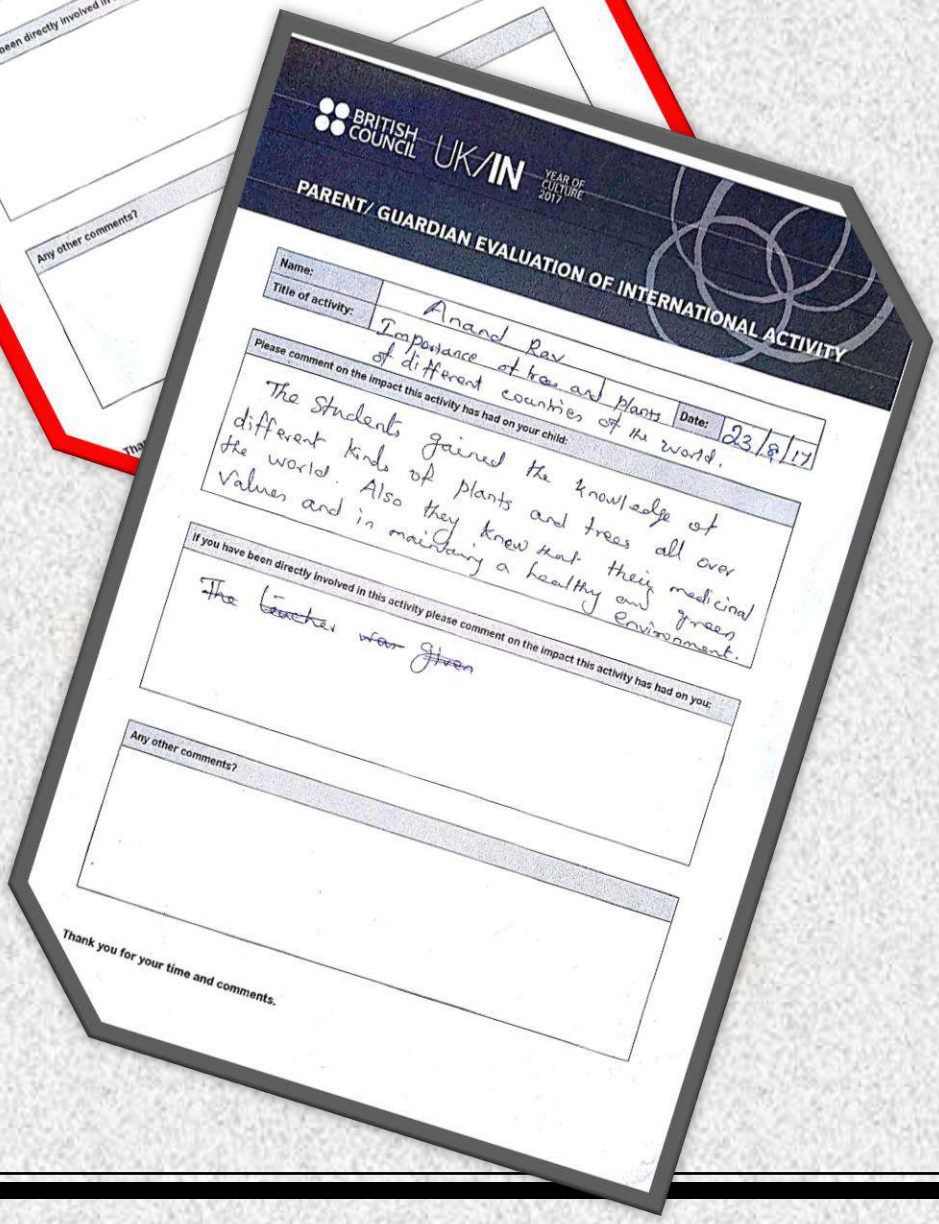
Date: 24 Aug 2017

Please comment on the impact this activity has had on your child:

The students got more knowledge about trees and plants, how they useful in this blue planet. They also know without plants and trees whole ecosystem will be affected.

If you have been directly involved in this activity please comment on the impact this activity has had on you:

Any other comments?



BRITISH COUNCIL UK/IN YEAR OF CULTURE 2017

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name: Anand Rav

Title of activity: Importance of trees and plants of different countries of the world.

Date: 23/8/17

Please comment on the impact this activity has had on your child:

The Students gained the knowledge of different kinds of plants and trees all over the world. Also they knew that their medicinal values and in maintaining a healthy and green environment.

If you have been directly involved in this activity please comment on the impact this activity has had on you:

~~The teacher was given~~

Any other comments?

Thank you for your time and comments.

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Teacher Report

Report of the Teacher on

TREES AND PLANTS **Activity – (Project** 2 **)**

Name of the Teacher: Mrs. Kiran

The activity was related to trees and plants which are considered the assets of environment. The students gained the knowledge of different kinds of trees and plants of different countries. At the end of the activity the students were able to understand the importance of saving the trees as well as plant more and more saplings because of multiple positive reasons. A chart of various plants and trees of different countries were shown to the students followed by a discussion on their properties, medicinal values, and their impact on the biodiversity of the planet.

Teacher Report

02

Activity number

ACTIVITY COVER SHEET

Please complete a separate sheet for each activity

School Name:	Mount Litera Public School

Title of activity:	Trees and Plants
Teacher responsible:	Mrs. Kiran
Other staff involved:	Mrs. Manju and Mrs. Smriti
Subjects involved:	Science, SST, English, Computer, Maths
Brief details of the aim, content and outcomes of the activity:	The main aim of the activity was to make the students aware of the importance of trees and plants in our life. The students also learnt about the medicinal values and beautification values of some plants and how it helps in maintaining a green and healthy environment. This was then followed by a worksheet completion on different kinds of plants. To enhance the learning, a small skit by higher class students was organized to show the importance of trees. This developed an attitude among the students to save the trees. This was then followed by a field visit to a nearby garden. Sadly, we couldn't get any partner school for this activity and so we made the things available from the internet and Youtube.
Countries explored:	India, South Africa, Sri Lanka, USA and UK
Link school(s):	NA
Other sources of information:	Internet and Interactive White Board
Time period of activity:	August - 17 (4 Weeks)
Number of students involved in this activity:	50
Age range of students involved:	3 Years - 6 Years
Type of Evidence included:	Teacher's Report, Scanned Copies of Worksheet, Children's Feedback, Pictures of Field Visit, Activity Photographs

ACTIVITY – 3

ROAD SIGNS

The gadget to avoid road accident

03

Activity number

ACTIVITY COVER SHEET

Please complete a separate sheet for each activity

School Name:	Mount Litera Public School

Title of activity:	Road Signs
Teacher responsible:	Mr. Siddhartha
Other staff involved:	Mr. Lalit
Subjects involved:	GK , Social Studies
Brief details of the aim, content and outcomes of the activity:	The main aim of the activity was to make the students aware of the different road signs of various countries. The students learnt the same and made various road signs to have a better understanding of the same. The students also learnt the importance of those road signs. This was then followed by the worksheet completion on the same. Luckily, we got a partner school (Gloryland Continental High School) for the same and they also prepared some of the road signs of their countries and showed it to the students. A small conference was conducted on the same activity.This was then followed by the ppt preparation by the students and was shown to the class for having a better understanding.
Countries explored:	India, Australia, France, USA, Nepal
Link school(s):	Gloryland Continental High School, Lagos, Nigeria
Other sources of information:	Internet and Interactive White Board
Time period of activity:	September - 17 (4 Weeks)
Number of students involved in this activity:	30
Age range of students involved:	10 Years - 11 Years
Type of Evidence included:	Teacher's Report, Scanned Copies of Worksheet, Children's Feedback, Road sign preparation, Activity Photographs, Scanned copy of quiz results, Email Exchange with Partner school, snapshot of Facebook Comments

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Teacher Explaining the Concept to the Students

Teacher explaining the different road signs and their importance. The information was sourced from the internet. The students learnt the various road signs of different countries like USA, France, Nepal, Australia and Nigeria.

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Teacher Explaining the Concept to the Students

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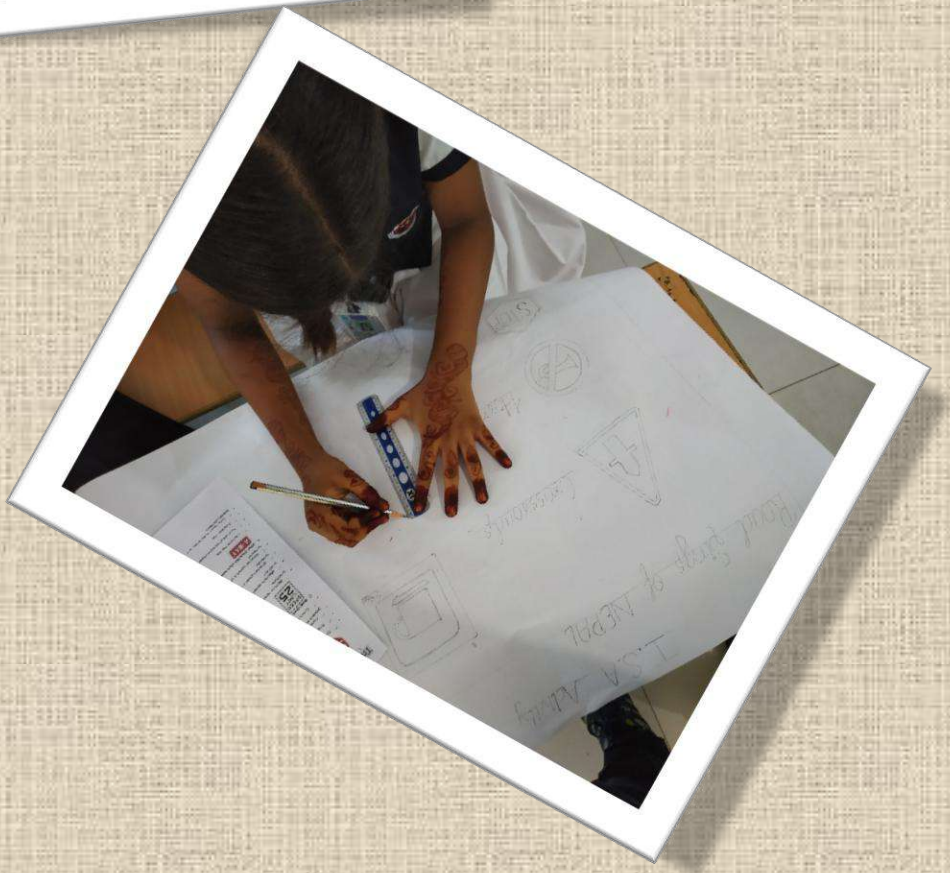
Chart Making Activity by the Students



Students preparing various road signs which they learnt form the theory classes.

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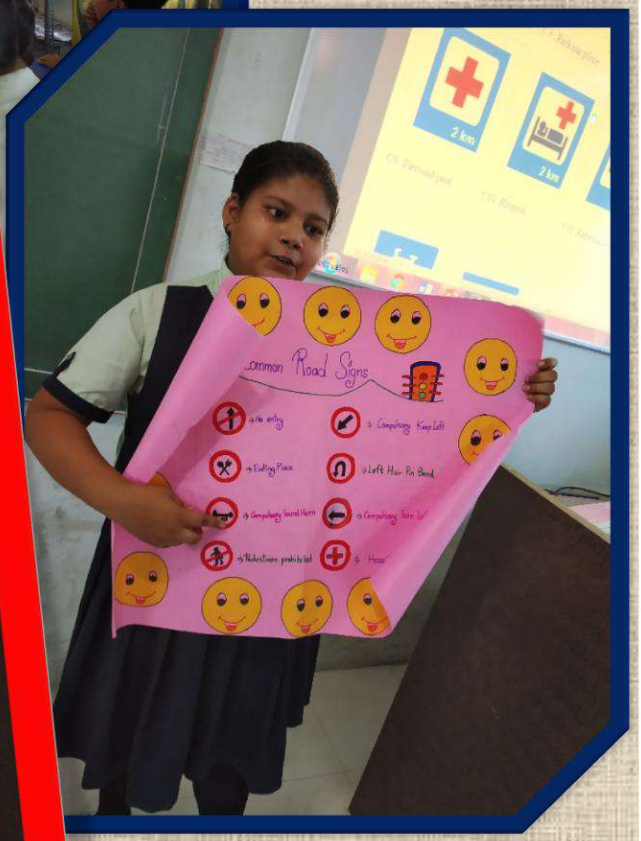
Children Explaining the Different Road Signs



Children explaining the different road signs of different countries to their classmates.

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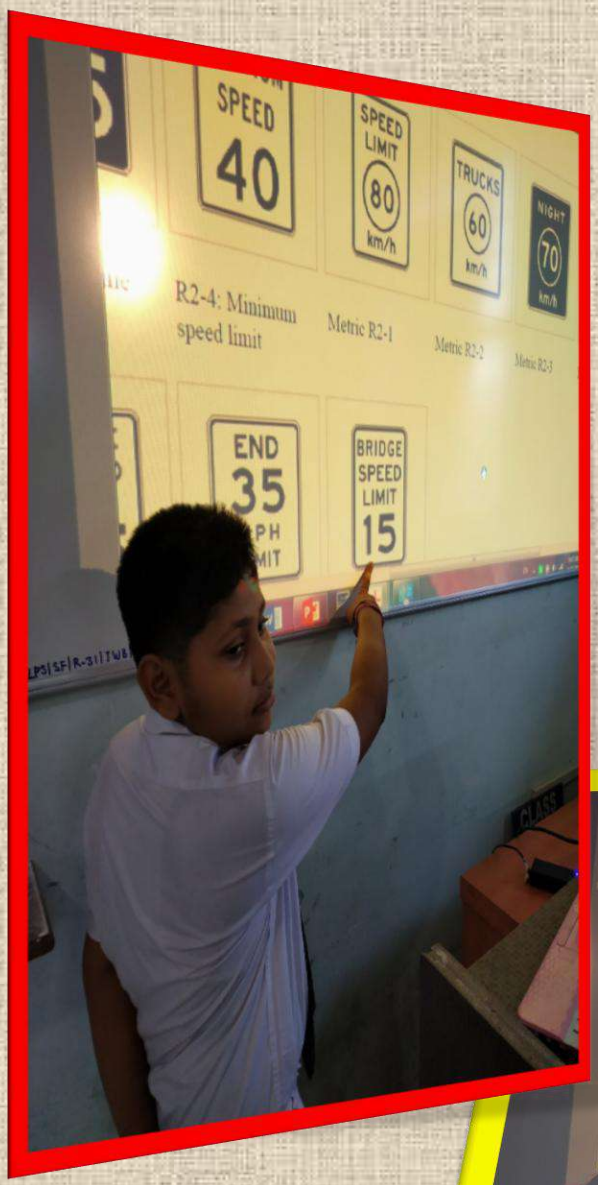
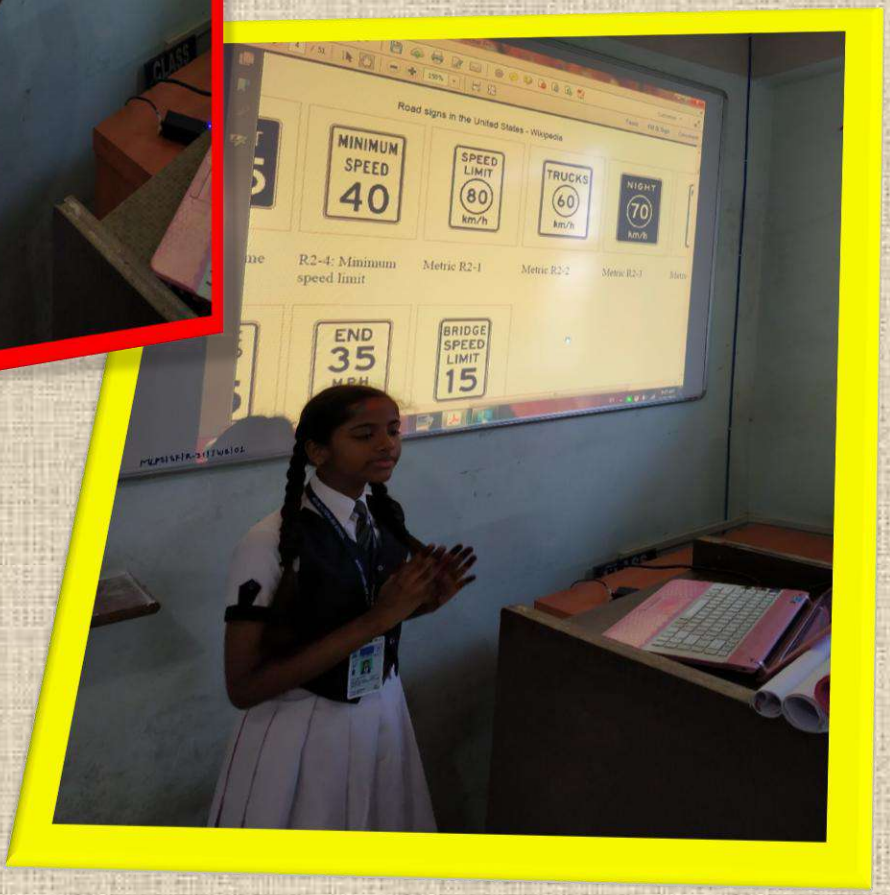
Children Explaining the Different Road Signs

Mount Litera
Zee School
Great School, Great Future

Children Explaining the Different Road Signs





Mount Litera
Zee School
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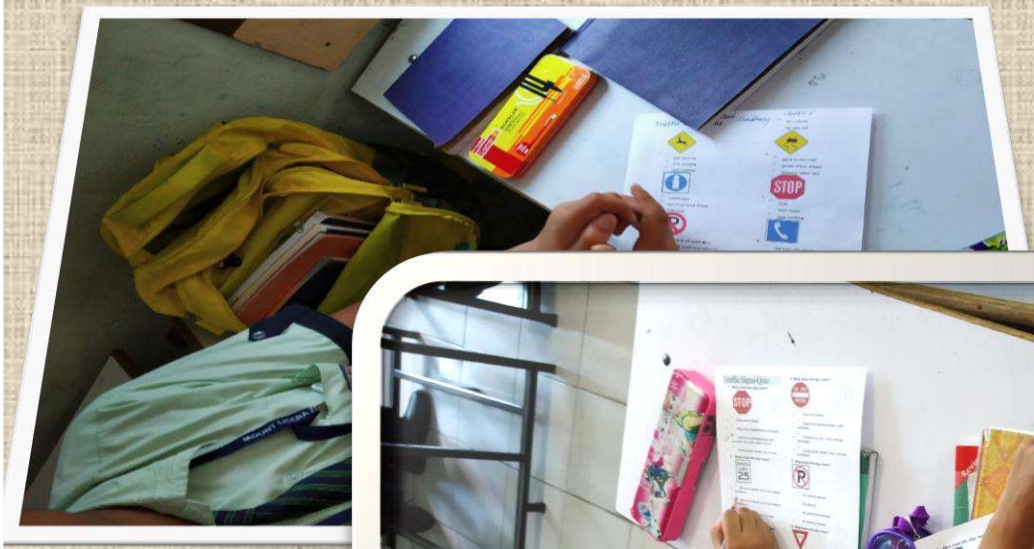
Children doing the Worksheet given to the : Quiz

Children completing the different worksheet given to them on the road signs of various countries

Mount Litera
Zee School
Great School, Great Future

Children doing the Worksheet given to the : Quiz



Mount Litera Zee School
Great School, Great Future

Scanned Worksheet

Traffic Signs-Quiz

1. What does this sign mean?
   - Slow down ahead
   - Stop only if pedestrians are present
   - Come to a complete stop, and proceed only when safe to do so
   - Construction ahead, do not enter
2. What does this sign mean?
   - Minimum speed is 25 in all weather conditions
   - Maximum speed is 25 in all weather conditions
   - Minimum speed is 25 in ideal conditions
   - Maximum speed is 25 in ideal conditions
3. What does this sign mean?
   - Four-lane highway
   - Four-way intersection ahead
   - Four-way stop
   - Cars, trucks, motorcycles, and bicycles permitted
4. What does this sign mean?
   - Dead end ahead
   - Restricted roadway ahead, t... prohibited
   - Pedestrians only, motor v... prohibited
   - Construction ahead, ... prohibited
5. What does this sign me...
   - No parking
   - No party
   - No pe...
   - No ...
6. What do...

Traffic Signs Quiz

1. Deer dancing / Deer jumping / Deer crossing
2. Information / Ice cream stand ahead / Interstate
3. Do not drop off passengers / Restricted to persons with a 'P' in their name / No Parking
4. Time for resting and relaxing / Rock and roll / Railroad crossing
5. No turning back / No U-turns / No way out
6. Bend in the road / Drunk driver ahead / Slippery when wet
7. Stop / Slow down / Stop honking
8. Use your cell phone / Call home / Telephone
9. Mother walking children / School Crossing / Parental guidance
10. Ice cream sandwich / No entry / Alien landing zone

1. What does this sign...
   - Highway ...
   - Hiking tr...
   - Hotel ahead to the rig...
   - Hospital ahead to the right
2. What does this sign mean?
   - An intersection
   - A crosswalk
   - A railroad crossing
   - A blasting zone
3. What does this sign mean?
   - Dog crossing ahead
   - Deer crossing ahead
   - Zoo ahead
   - Hunting zone ahead
4. What does this sign mean?
   - You have entered a one way road the wrong way
   - Inter...
   - Hiking trails ahead
   - School crossing ahead
6. What does this sign mean?
   - All traffic turn left
   - No left turn
   - No U-turn
   - Truck route to the left
7. What does this sign mean?
   - Four-lane traffic ahead
   - Divided highway ahead
   - Two-way traffic ahead
   - Intersection ahead

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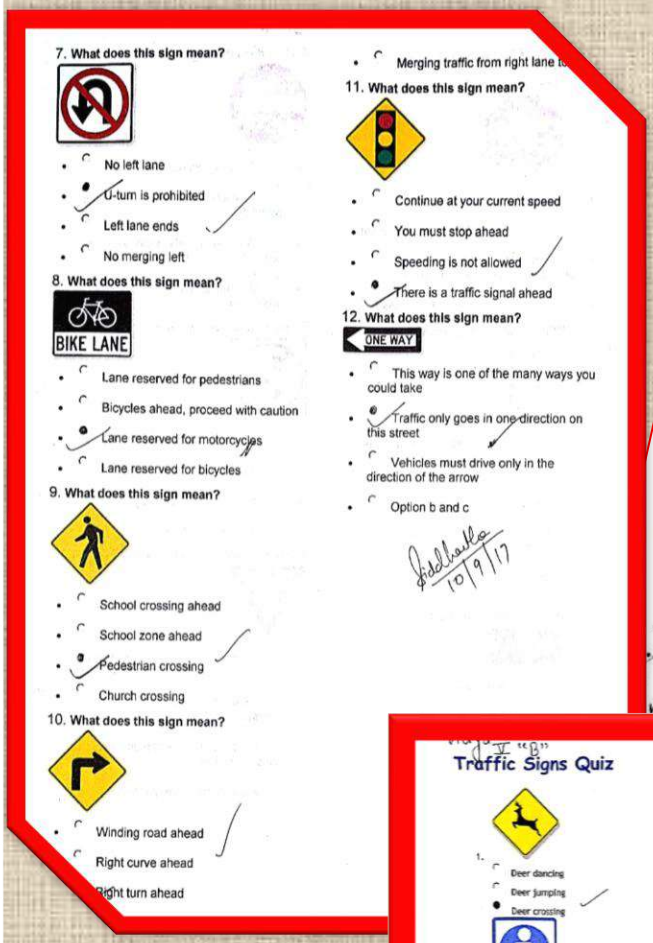
Great School, Great Future

Scanned Worksheet



7. What does this sign mean?
- No left lane
- U-turn is prohibited
- Left lane ends
- No merging left

8. What does this sign mean?
BIKE LANE
- Lane reserved for pedestrians
- Bicycles ahead, proceed with caution
- Lane reserved for motorcycles
- Lane reserved for bicycles

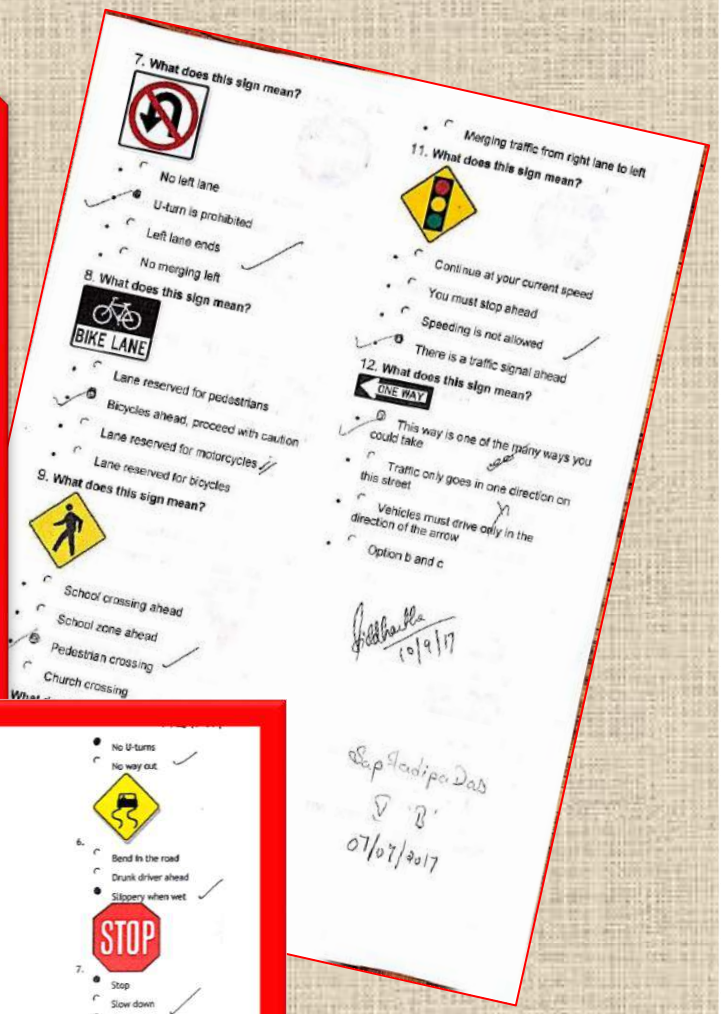
9. What does this sign mean?
- School crossing ahead
- School zone ahead
- Pedestrian crossing
- Church crossing

10. What does this sign mean?
- Winding road ahead
- Right curve ahead
- Right turn ahead
- Merging traffic from right lane to

11. What does this sign mean?
- Continue at your current speed
- You must stop ahead
- Speeding is not allowed
- There is a traffic signal ahead

12. What does this sign mean?
ONE WAY
- This way is one of the many ways you could take
- Traffic only goes in one direction on this street
- Vehicles must drive only in the direction of the arrow
- Option b and c

10/9/17



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Merging traffic from right lane to left

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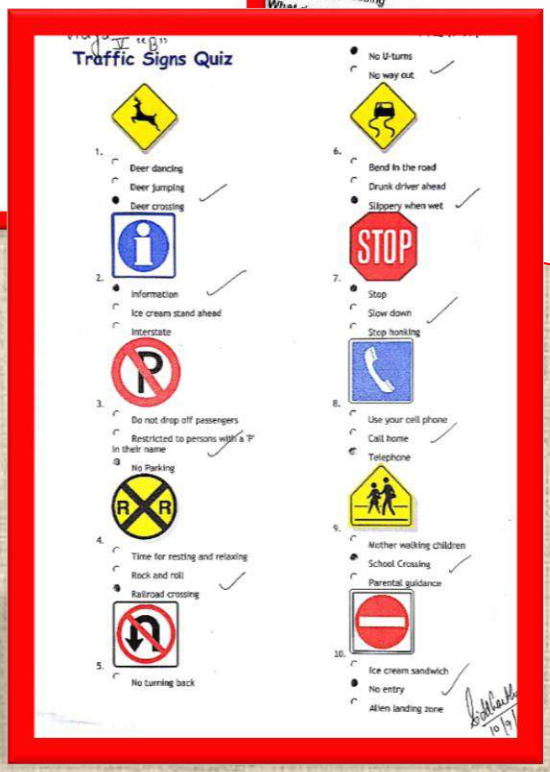
10/9/17

Sap Nandipa Das
V 'B'
07/07/2017



Traffic Signs Quiz

1. Deer dancing / Deer jumping / Deer crossing
2. Information / Ice cream stand ahead / Interstate
3. Do not drop off passengers / Restricted to persons with a 'P' in their name / No Parking
4. Time for resting and relaxing / Rock and roll / Railroad crossing
5. No turning back
6. Bend in the road / Drunk driver ahead / Slippery when wet
7. Stop / Slow down / Stop honking
8. Use your cell phone / Call home / Telephone
9. Mother walking children / School Crossing / Parental guidance
10. Ice cream sandwich / No entry / Alien landing zone
- No U-turns
- No way out

10/9/17

Mount Litera Zee School
Great School, Great Future

Scanned Worksheet

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- Traffic only goes in one direction on this street
- Vehicles must drive only in the direction of the arrow
- Option b and c

10/9/17

Traffic Signs-Quiz

1. What does this sign mean?
STOP
- Slow down ahead
- Stop only if pedestrians are present
- Come to a complete stop, and proceed only when safe to do so
- Construction ahead, do not enter

2. What does this sign mean?
SPEED LIMIT 25
- Minimum speed is 25 in all weather conditions
- Maximum speed is 25 in all weather conditions
- Minimum speed is 25 in ideal conditions
- Maximum speed is 25 in ideal conditions

3. What does this sign mean?
4-WAY
- Four-lane highway
- Four-way intersection ahead
- Four-way stop
- Cars, trucks, ...

4. What does this sign mean?
DO NOT ENTER
- Dead end ahead
- Restricted roadway ahead, traffic prohibited
- Pedestrians only, motor vehicles prohibited
- Construction ahead, motor vehicles prohibited

5. What does this sign mean?
- No parking allowed
- No partying
- No pedestrians allowed
- No passing allowed

6. What does this sign mean?
YIELD
- Slow down and prepare to stop if necessary
- Come to ... complete stop at the ...
- ... and maintain a ...
- ... vehicles

ISA Activity - Road Signs

Name: Sumit kumar
Date: 8/9/17
Class: V

1. Match the Words to the Pictures

1	Maximum Speed Limit 60 Mph	L
2	Caution Cows in road	A
3	Men At work	F
4	Falling rocks	B
5	Slippery Road	D
6	Traffic lights ahead	G
7	Caution horse riders ahead	L
8	Roundabout ahead	S
9	No over taking	O
10	School Crossing	J
11	Steep downhill ahead	T
12	Bumpy road	V
13	Parking	S
14	Tunnel ahead	K
15	Caution Kangaroos	M
16	Possible queuing	E
17	Cross roads ahead	W
18	Give way to traffic	F
19	No Cars or motorcycles	B
20	No U turn	U
21	One way	X
22	Train tracks ahead	T
23	Stop	E

A B C D E F G H I J K L M O P Q R S T U V X

10/9/17

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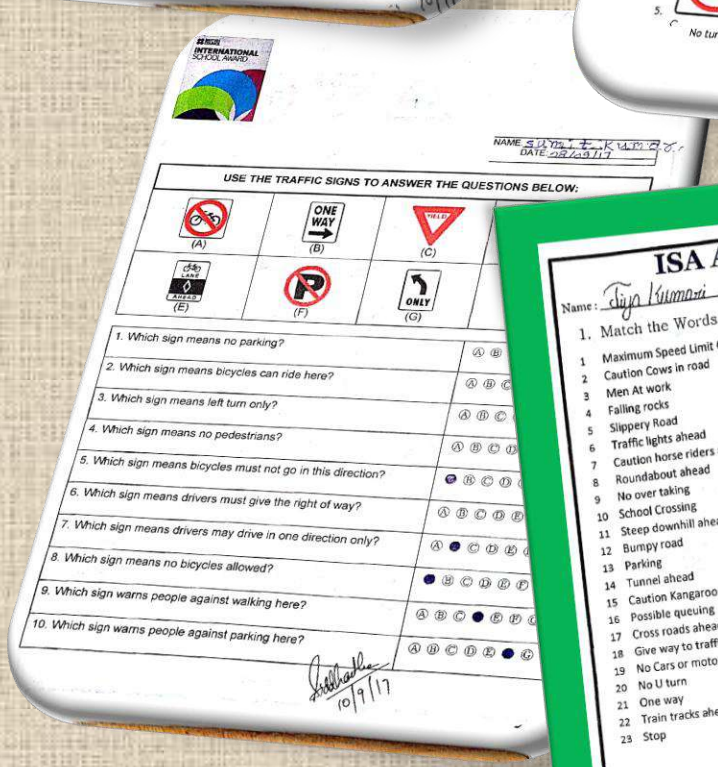

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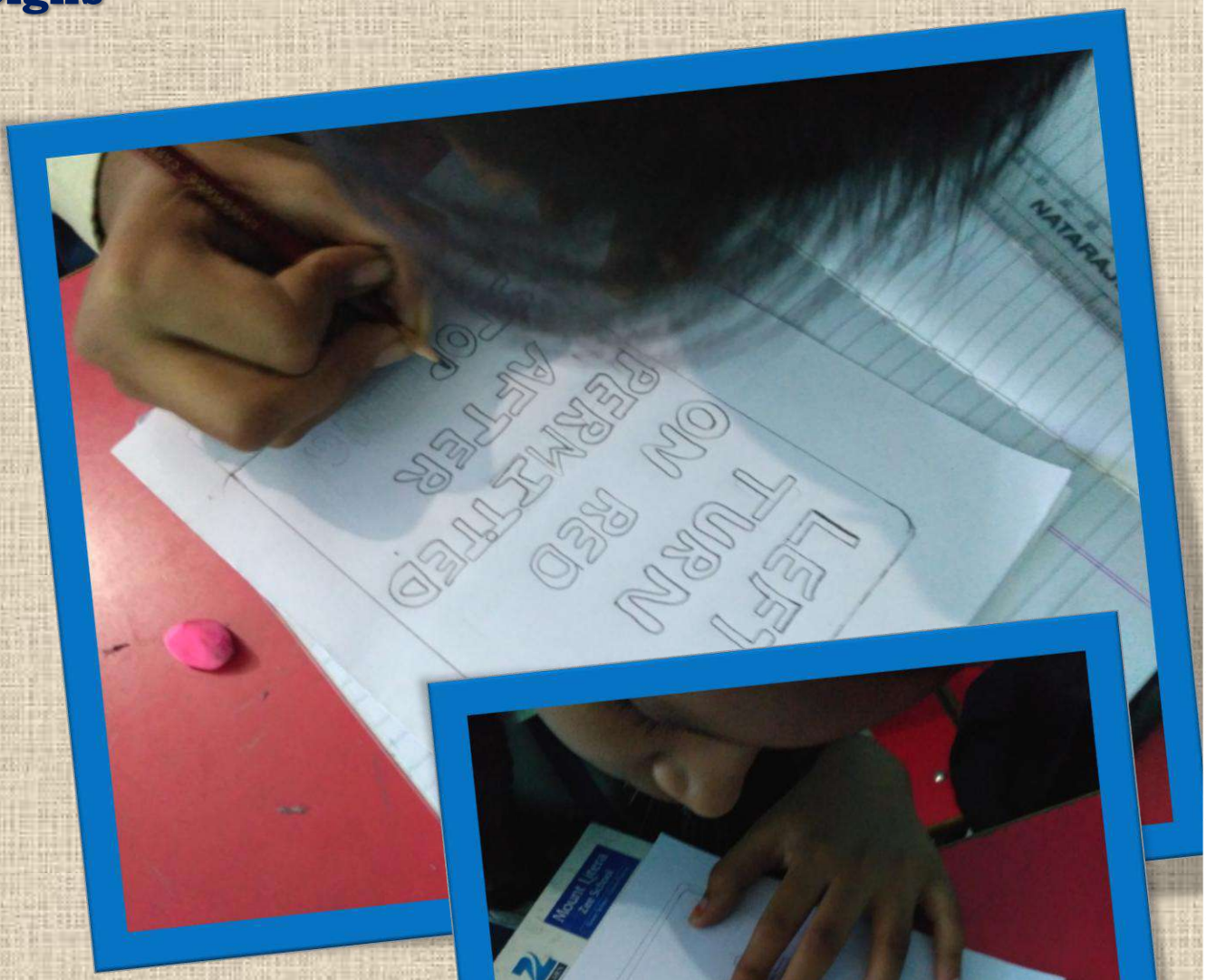
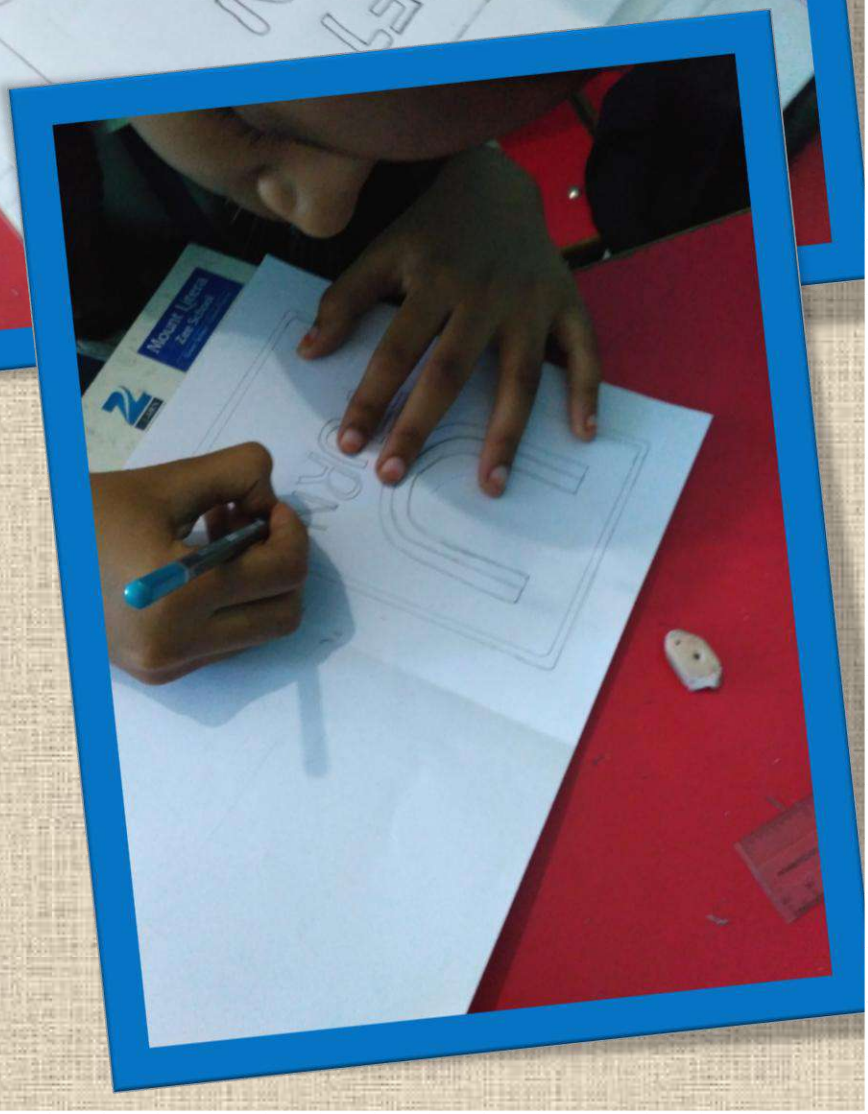
Children preparing some Commonly used Road Signs





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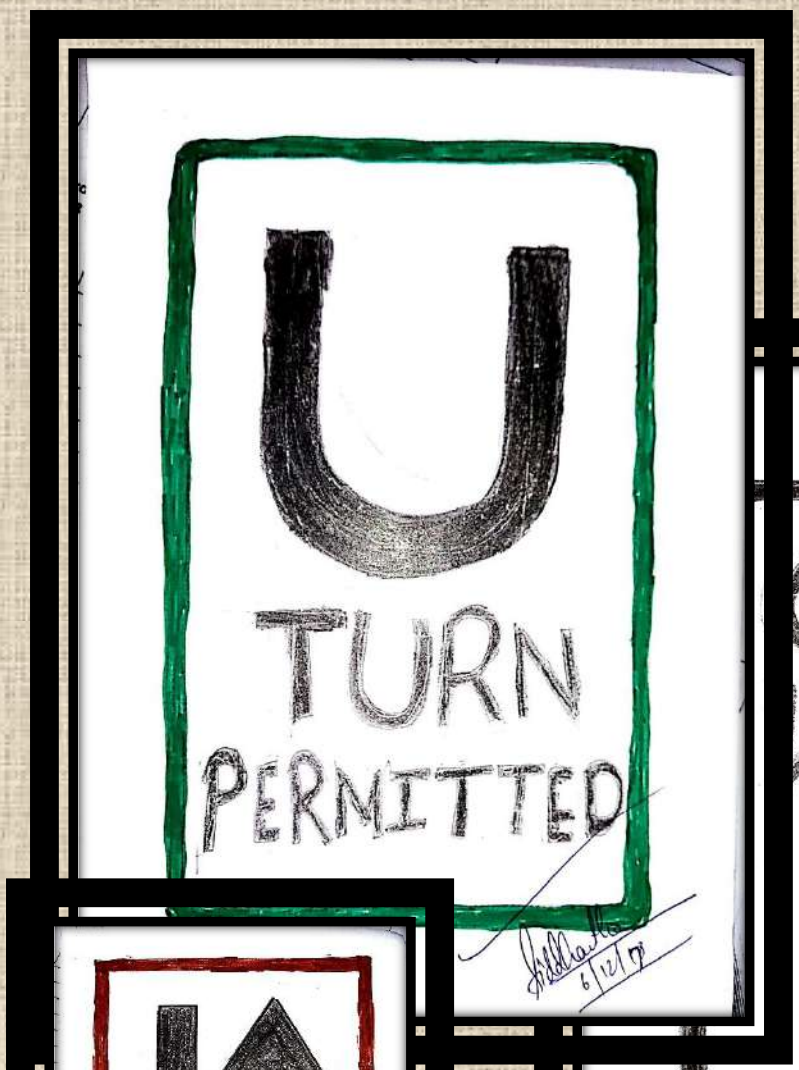

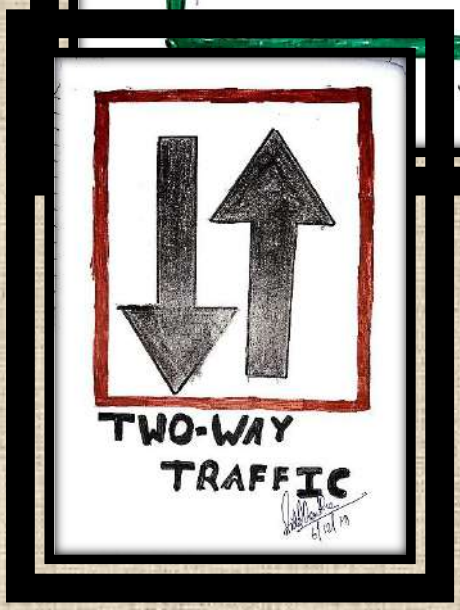

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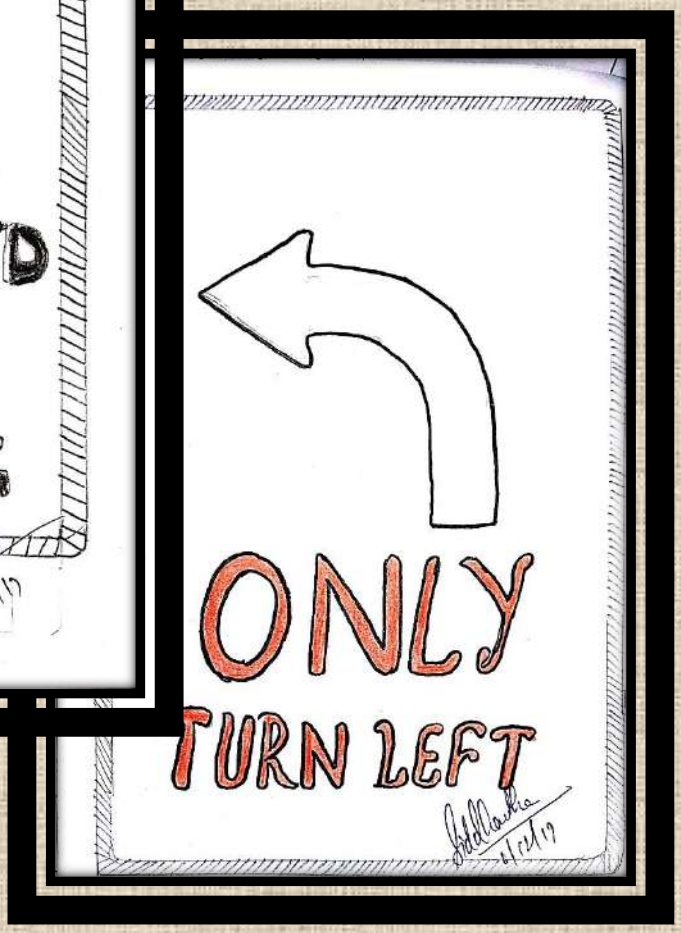

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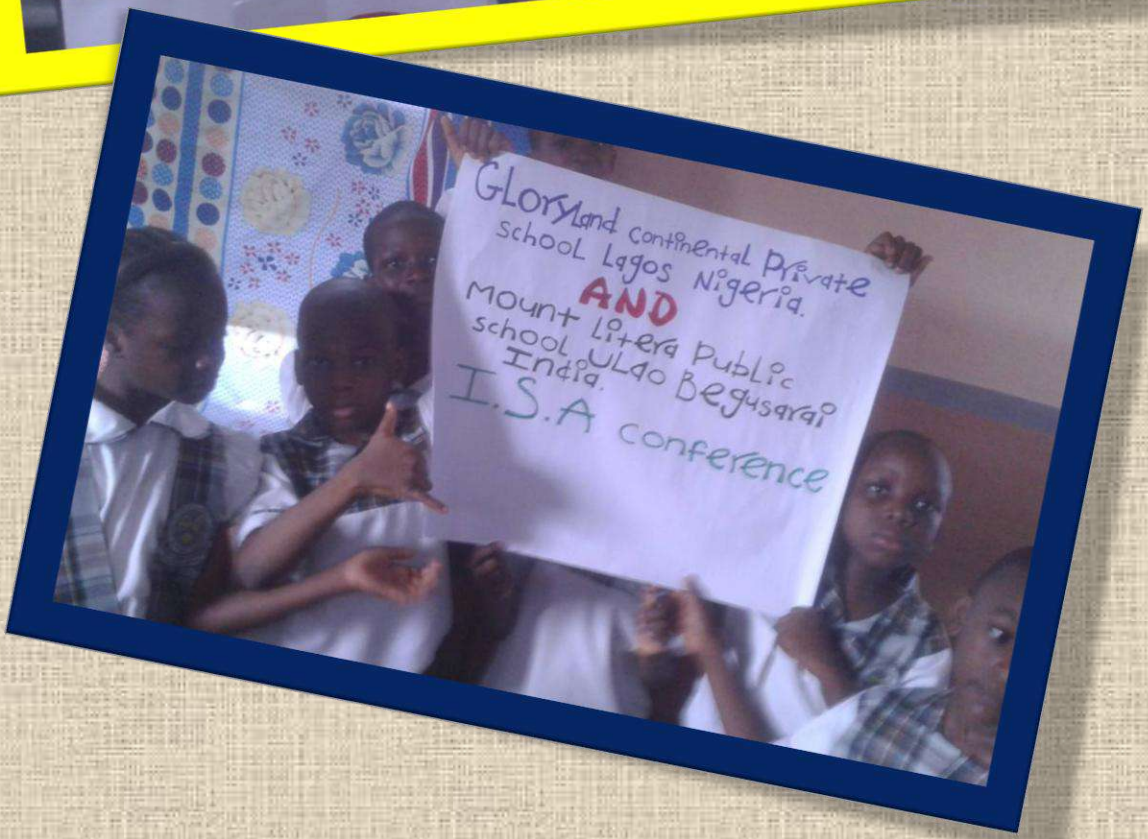
Partner School Activity on the Topic Road Signs

Gloryland Continental High School, linked up with us in the activity Road Signs and shared their thoughts on the importance of road signs and the various road signs present there.

NO LEFT
PEDESTRIAN CROSSING SIGN
STOP
No 'U' Turn


Glorsland continental Private
School Lagos Nigeria.
AND
Mount Litera Public
school ULao Begusarai
India.
I.S.A conference

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Parents Feedback

BRITISH COUNCIL UK/IN YEAR OF CULTURE 2017

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name: Anish Raj
Date: 12/09/2017
Title of activity: Shudha Road Sign

Please comment on the impact this activity has had on your child:

Road Sign is very important for traveller that can helps too children. It can show the how to use understand the uses of lights colour at road. Now kids are also using the road sign with good manners.

If you have been directly involved in this activity please comment on the impact this activity has had on you:

Any other comments?

Thank you for your time and comments.

BRITISH COUNCIL UK/IN YEAR OF CULTURE 2017

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name: Bharat
Date: 13/09/2017
Title of activity: Road Signs.

Please comment on the impact this activity has had on your child:

My kids are able to make the correct use of various road signs. They come to know the proper road rules. It is a very useful

BRITISH COUNCIL UK/IN YEAR OF CULTURE 2017

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name:
Date:
Title of activity:

Please comment on the impact this activity has had on your child:

If you have been directly involved in this activity please comment on the impact this activity has had on you:

Any other co

Thank you fo

Teacher Report

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Report of the Teacher on

Road Signs **Activity – (Project** 3 **)**

Name of the Teacher: Mr. Siddhartha

The activity was related to different kinds of roads signs used in the different countries of the world. The aim was to creat proper road sense in the young minds. The teacher incharge held a session to make the students aware of different road sign used in countries like Nepal, USA, Australia and India. The student were asked to make charts and posters displaying the road signs in different countries.

We also got a partner school (Glorybrd continental High School) for the project. A small conference was conducted on the same and was then followed by activity exchang activities.

Teacher Report

ACTIVITY – 4

CURRENCY

The only tool for survival

04

Activity number

ACTIVITY COVER SHEET

Please complete a separate sheet for each activity

School Name:	Mount Litera Public School

Title of activity:	Currency
Teacher responsible:	Mr. John
Other staff involved:	Mr. Lalit, Mr. Siddhartha, Mr. Raghuveer
Subjects involved:	GK , Maths and Science
Brief details of the aim, content and outcomes of the activity:	The main aim of the activity was to make students aware of the different currencies of the world along with their exchange rates (Approx. values) The students also did a small currency exhibition and did a small worksheet on the currencies of different countries. The teacher also explained them the exchange rates.
Countries explored:	India, USA, Norway, Europe, Brazil, Britain
Link school(s):	NA
Other sources of information:	Internet and Interactive White Board
Time period of activity:	December - 17 (4 Weeks)
Number of students involved in this activity:	30
Age range of students involved:	10 Years - 11 Years
Type of Evidence included:	Teacher's Report, Scanned Copies of Worksheet, Children's Feedback, Currency Exhibition Images, Activity Photographs, Email Exchange, Pictures of posters

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Teacher Explaining the Concept to the Students

Teacher explaining the different currencies and their exchange rates to the student.

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Teacher Explaining the Concept to the Students

Mount Litera Zee School
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Currency Exhibition cum Worksheet Completion

A small currency exhibition of different countries was organized by the students to make other students also aware of the different currencies of the different countries.

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Currency Exhibition cum Worksheet Completion

Responsible teacher explaining to the students about the different currencies and their exhange rates (Approx. Value)

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Worksheet to the Students

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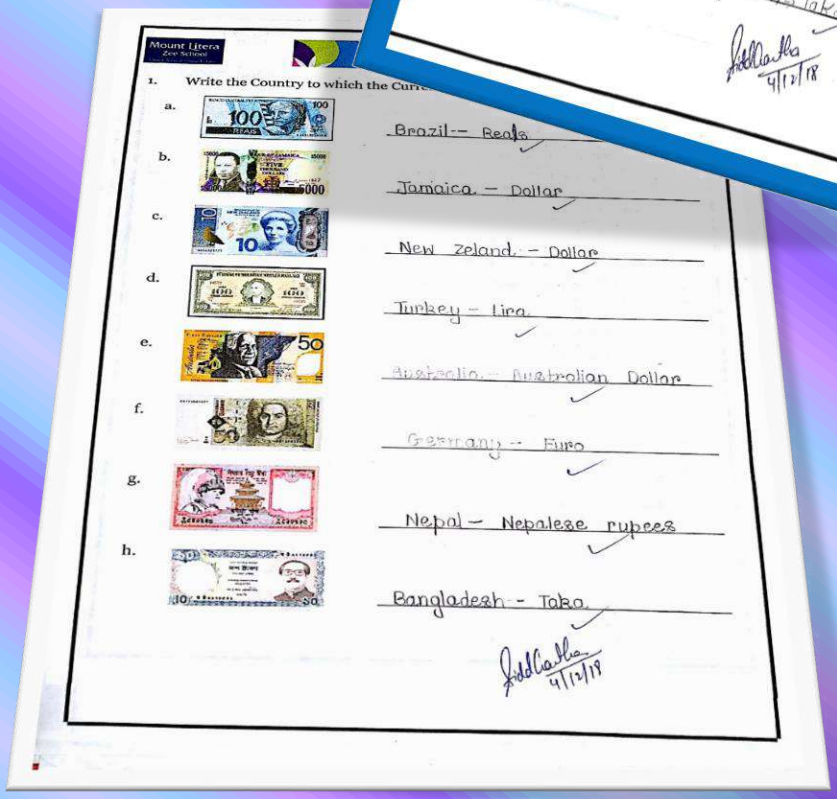
Worksheet to the Students



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Worksheet to the Students

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Childrren Preparing Chart of Currencies of Different Countries

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Childrren Preparing Chart of Currencies of Different Countries

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Childrren Preparing Chart of Currencies of Different Countries

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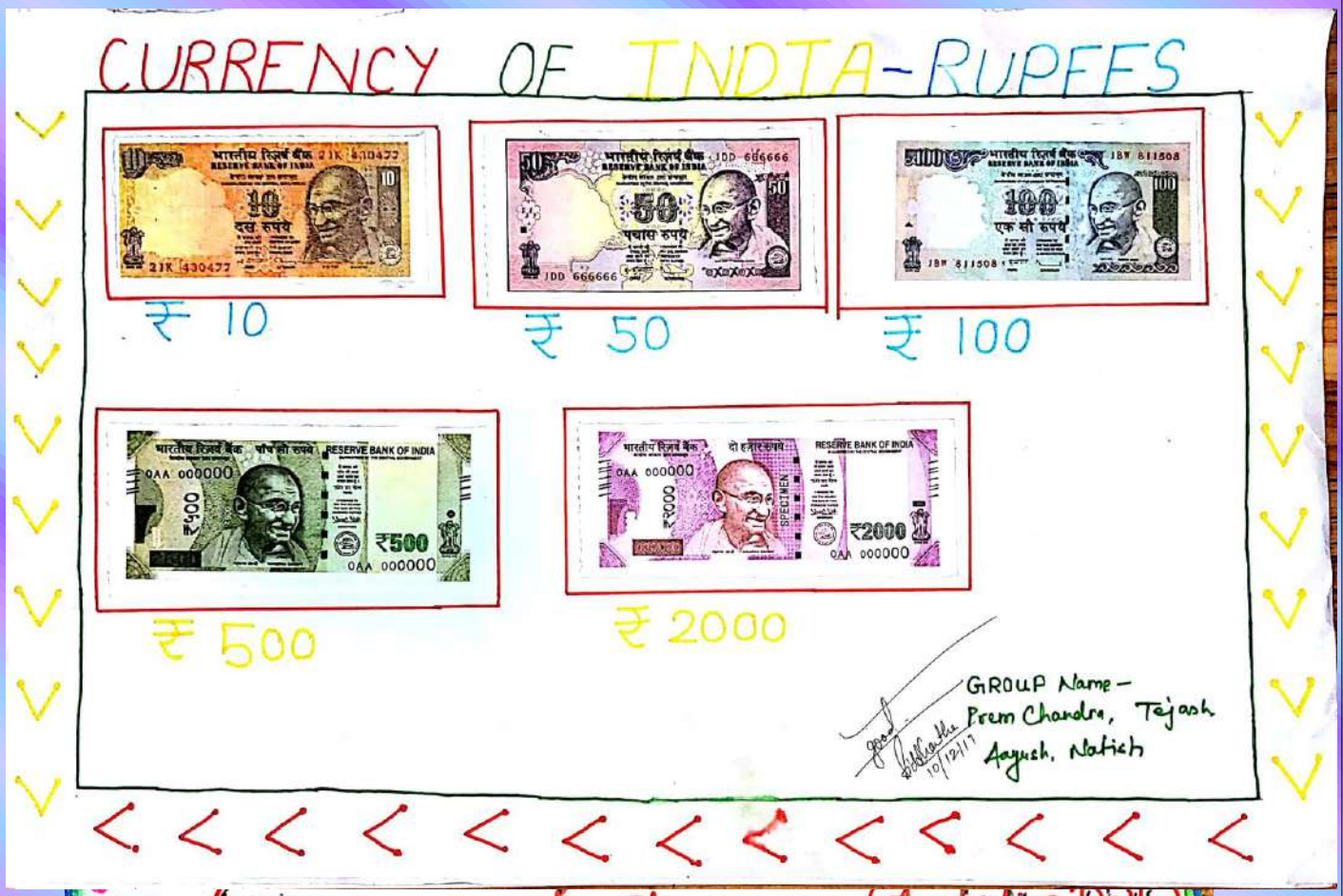
Scanned Copy of Chart Posters



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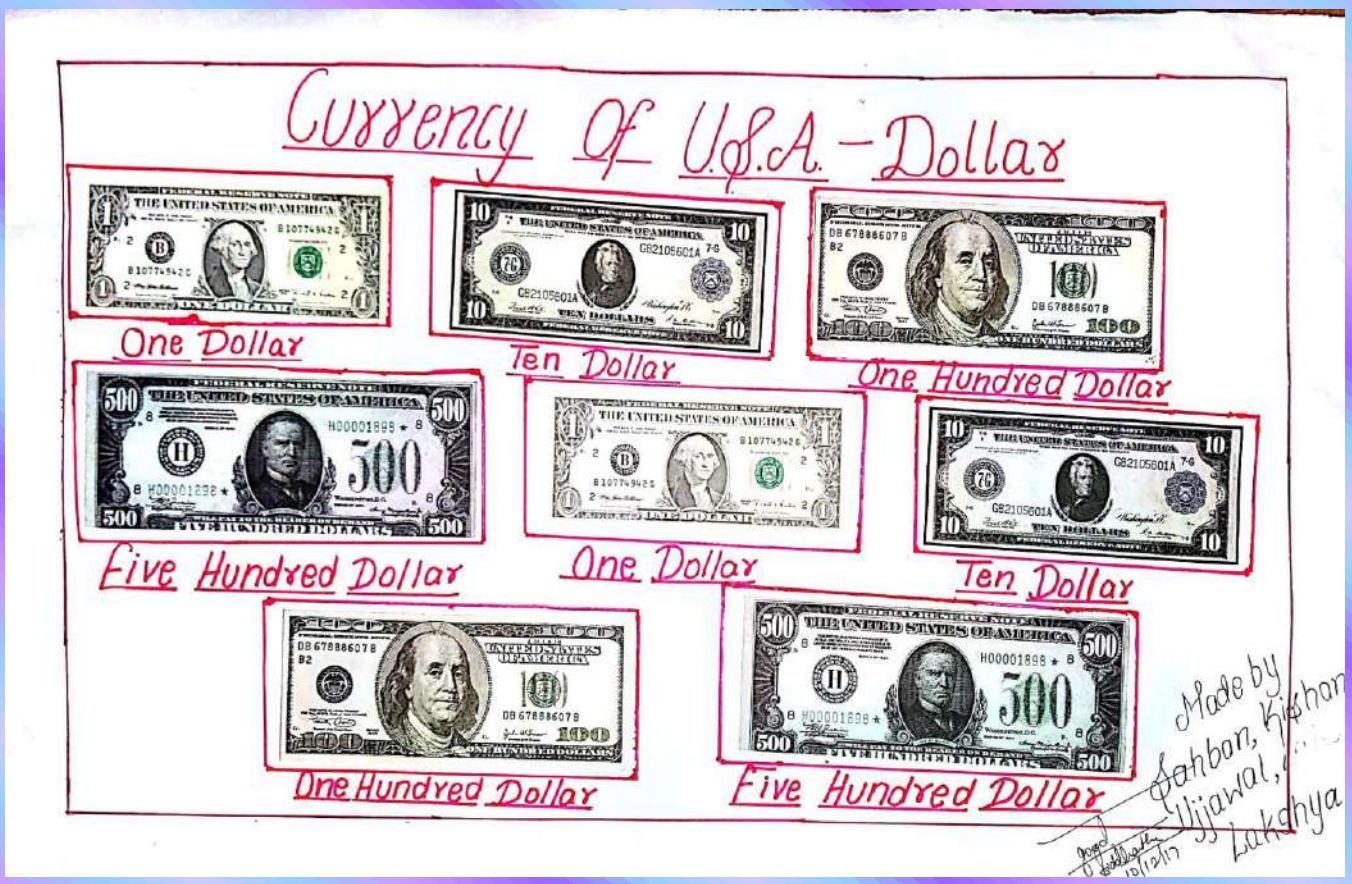
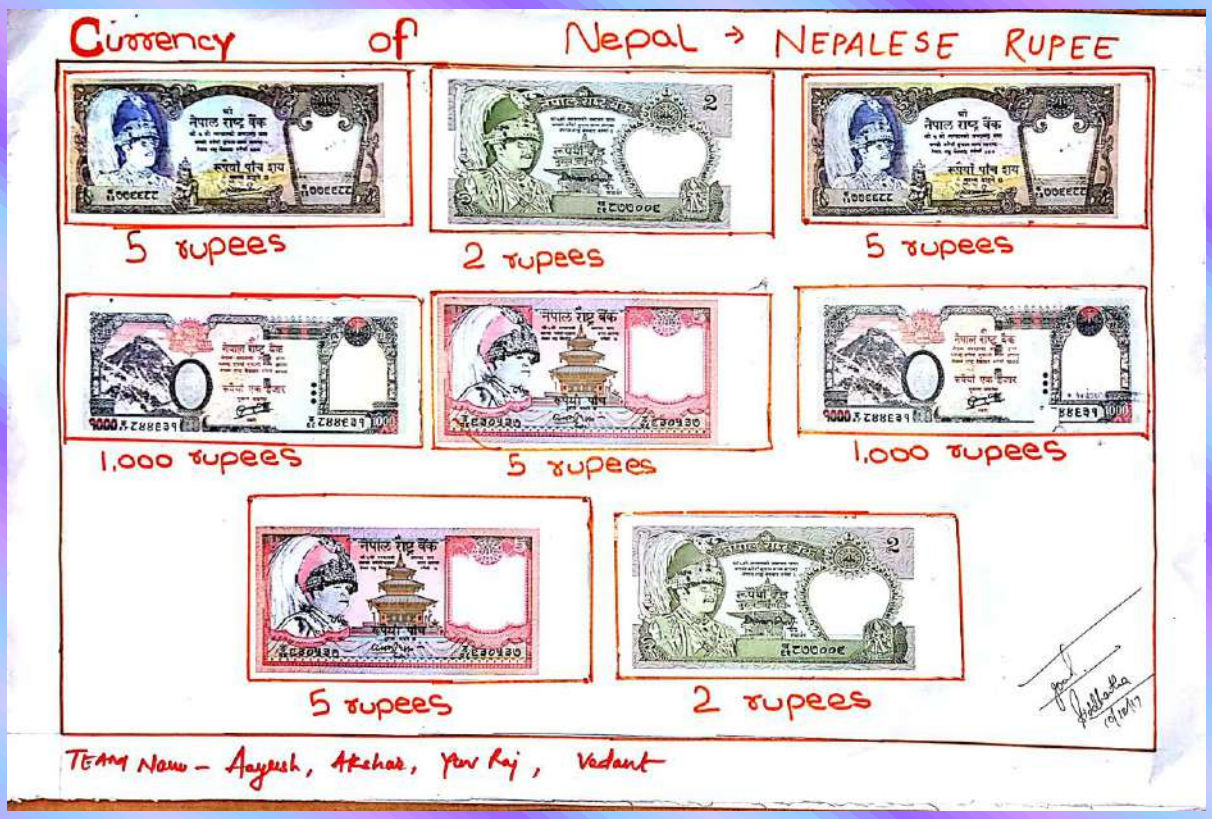
Scanned Copy of Chart Posters





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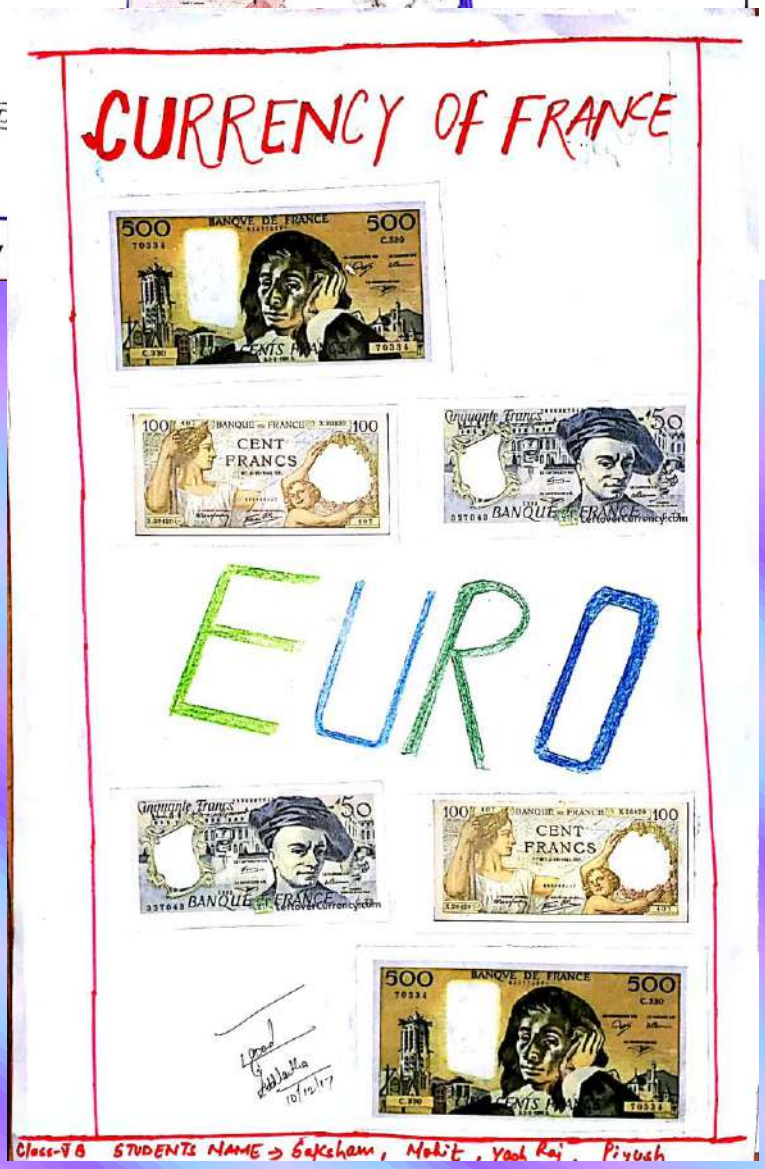
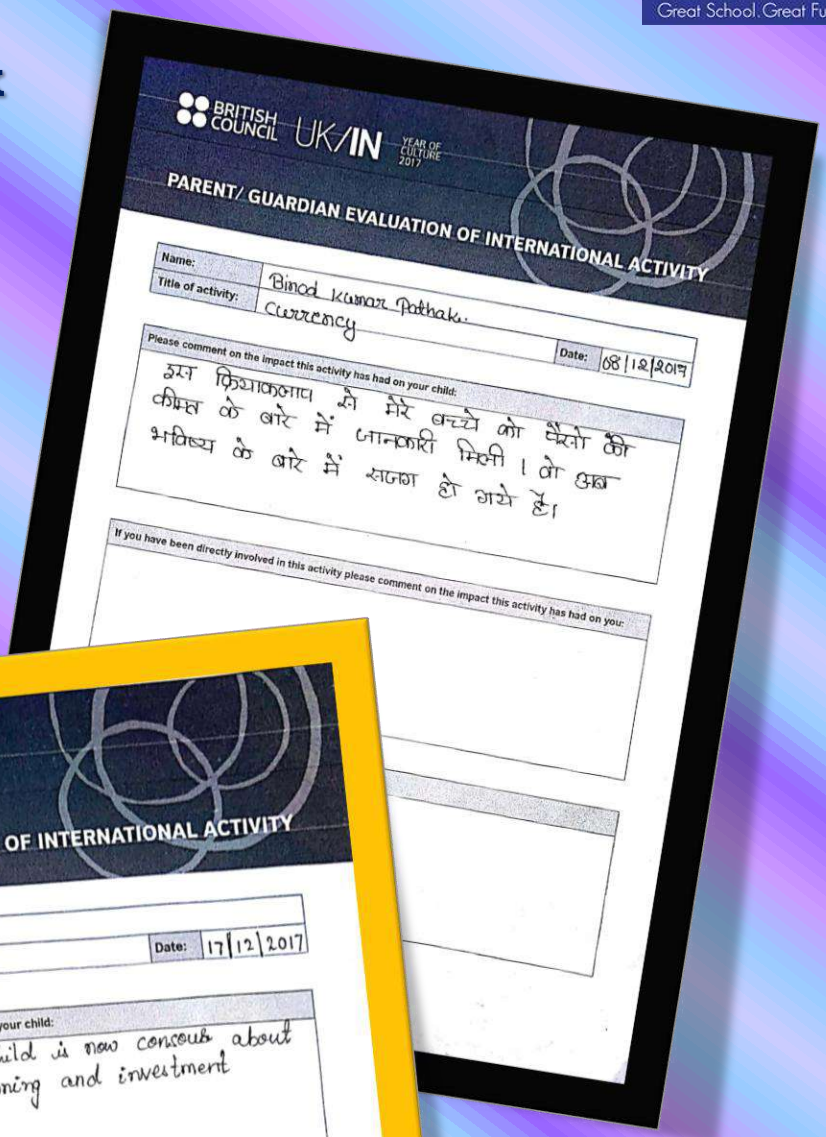


Mount Litera Zee School
Great School, Great Future

Parents Feedback



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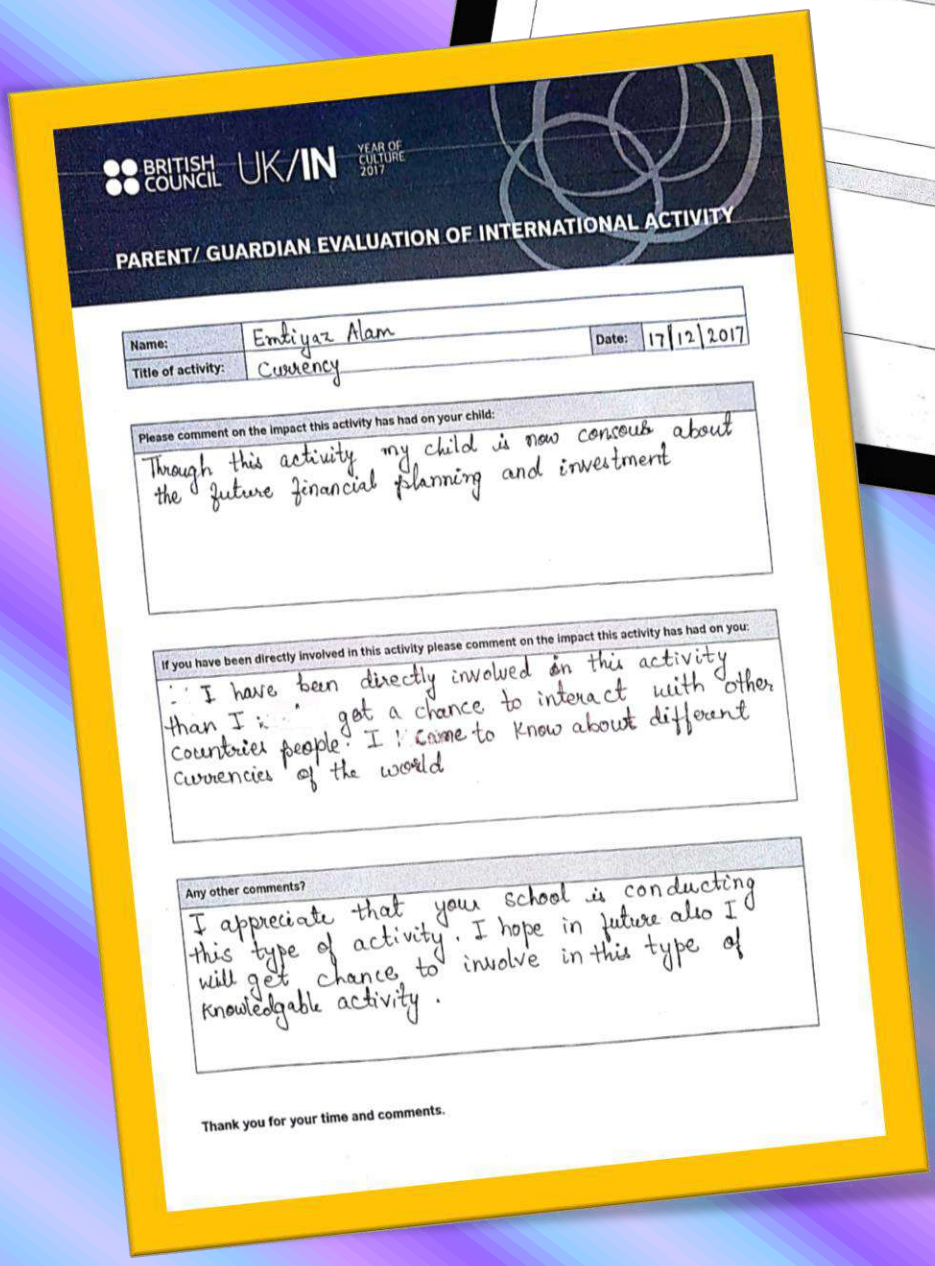
PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name: Binod Kumar Pathak.
Title of activity: Currency
Date: 08/12/2017

Please comment on the impact this activity has had on your child:
इस क्रियाकलाप से मेरे बच्चे को पैसो की कीमत के बारे में जानकारी मिली। वो अब भविष्य के बारे में सजग हो गये है।

If you have been directly involved in this activity please comment on the impact this activity has had on you:



BRITISH COUNCIL UK/IN YEAR OF CULTURE 2017

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name: Emtiyaz Alam
Title of activity: Currency
Date: 17/12/2017

Please comment on the impact this activity has had on your child:
Though this activity my child is now consous about the future financial planning and investment

If you have been directly involved in this activity please comment on the impact this activity has had on you:
I have been directly involved in this activity than I got a chance to interact with other countries people. I came to know about different currencies of the world

Any other comments?
I appreciate that your school is conducting this type of activity. I hope in future also I will get chance to involve in this type of knowledgable activity.

Thank you for your time and comments.

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Great School, Great Future

Teacher Report

Report of the Teacher on Currencies **Activity – (Project** 4**)**

Name of the Teacher: Mr. John

The aim of the activity was to make student aware of the different currencies of the world, their exchange rates and to learn about the costs and benefets of money in regard to the stand-end of living income, market and trade.

A session was conducted by the teachers using chart papers displaying the pictures of curren-cies of different countries.

A class was given to make them understand the exchange rates of the currencies of different nations.

A small currency exhibition was also conducted to make the students understand the same.

Teacher Report

ACTIVITY – 5

NATIONAL GAMES

05

Activity number

ACTIVITY COVER SHEET

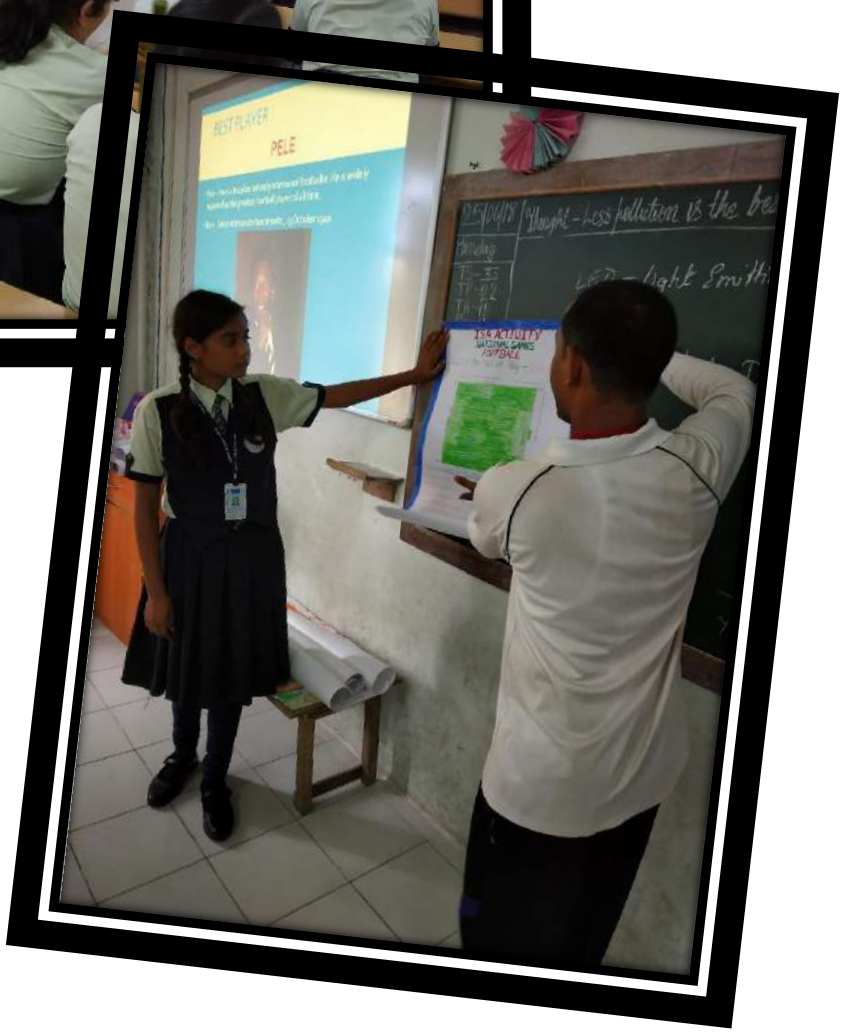
Please complete a separate sheet for each activity

School Name:	Mount Litera Public School

Title of activity:	National Games
Teacher responsible:	Mr. Lalit and Mr. Sambha
Other staff involved:	Mr. Vipin and Mr. Devendra
Subjects involved:	GK , Social Studies, Physical Education, Science, Computer
Brief details of the aim, content and outcomes of the activity:	The main aim of the activity was to make students aware of the national games of different countries and their legendary players. The students learnt the rules for various games and also they played some of them following the rules. Recently we got contact with Mr. Emmanuel for organizing Annual Sports Day in our school. We hope that this activity can help the students more in learning sports.
Countries explored:	India, Sri Lanka, England and Brazil
Link school(s):	NA
Other sources of information:	Internet and Interactive White Board
Time period of activity:	November - 17 (4 Weeks)
Number of students involved in this activity:	30
Age range of students involved:	11 Years - 12 Years
Type of Evidence included:	Teacher's Report, Scanned Copies of Worksheet, Children's Feedback, Scanned copies of Chart Posters, PPT Preparation by the students, Activity Photographs.

Mount Litera Zee School
Great School, Great Future

Teacher Explaining the Concept to the Students



Teacher explaining the different National Games of selected countries like India, Sri Lanka, England and Brazil

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Peer Asessment

Children explaining their PPT to other class members.
The PPT is of some famous Sport Legends of a particular sports

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Children practicing games

Children practicing sports of different countries. They are playing and also following the rules of the games which they learnt in the class.

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Clippings of PPT as made by the students

Clippings of PPT prepared by the students about Football

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Clippings of PPT as made by the students

NAMES OF SOME BRAZIL FOOTBALL STADIUM

S.No.	Stadium	Capacity	City	State	Year Opened	Home Team
1	**Maracanã**	78,838	Rio de Janeiro	Rio de Janeiro	1950	Flamengo, Fluminense
2	**Mané Garrincha**	72,888	Brasília	Distrito Federal	1974	Brasília, Legião
3	Morumbi	67,052	São Paulo	São Paulo	1960	São Paulo
4	Estádio do Arruda	60,044	Recife	Pernambuco	1972	Santa Cruz
5	Engenhão	60,000	Rio de Janeiro	Rio de Janeiro	2007	Botafogo

VIOLATIONS

- Hand Ball: touching the ball with any part of your hand, arm, or shoulder.
- Pushing
- Tripping
- Slide tackling from behind
- All violations are a free kick for the other team

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Parents Feedback

BRITISH COUNCIL UK/IN YEAR OF CULTURE 2017

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name:	Aashika Sundaram
Title of activity:	National Games
Date:	8/11/2017

Please comment on the impact this activity has had on your child:

National games made my child more confident in this our education and sports both are important -and. " very good teacher and really helpful, my daughter has learnt a lot of things. I am very happy. I am so pleased with how my child has progressed thank you.

If you have been directly involved in this activity please comment on the impact this activity has had on you:

Any other comments?

" Great school, my child loves it."

Thank you for your time and comments.

BRITISH COUNCIL UK/IN YEAR OF CULTURE 2017

PARENT/ GUARDIAN EVALUATION OF INTERNATI

Name:	Abhishek Kumar.
Title of activity:	National Games collaborat

Please comment on the impact this activity has had on your child:

It created the interest in different spo
the world. Kids come to know the
rules and regulations of various
the life history of different legen
various sports. It was very in

If you have been directly involved in this activity please comment on the impact this a

Any other comments?

Thank you for your time and comments.

Teacher's Report

Report of the Teacher on

National Games Activity – (Project 5)

Name of the Teacher: Mr. shambha

The activity was conducted in the month of November for a period of three weeks for the sixth class students to make them familiarise with the national games of different countries and about the legends from various sports. The project included collecting information about the national sports of some countries like India, Japan, Brazil etc. as well as the legends of sports and games of our country and various other countries. Students gave PPT presentations and made charts on this rules of games as well as information about the various sporting legends who ruled the sports and games of different eras.

Teacher Report

ISA ACTIVITY
NATIONAL GAME
HOCKEY

Introduction :-

Hockey is the national game of India. It is a game played between two teams on a filed with curved sticks and a small hard ball. Field hockey is a team sport in which a team of players attempts to score goals by hitting, pushing or flicking the ball with hockey sticks into the Oppoising team's goal.

History :-

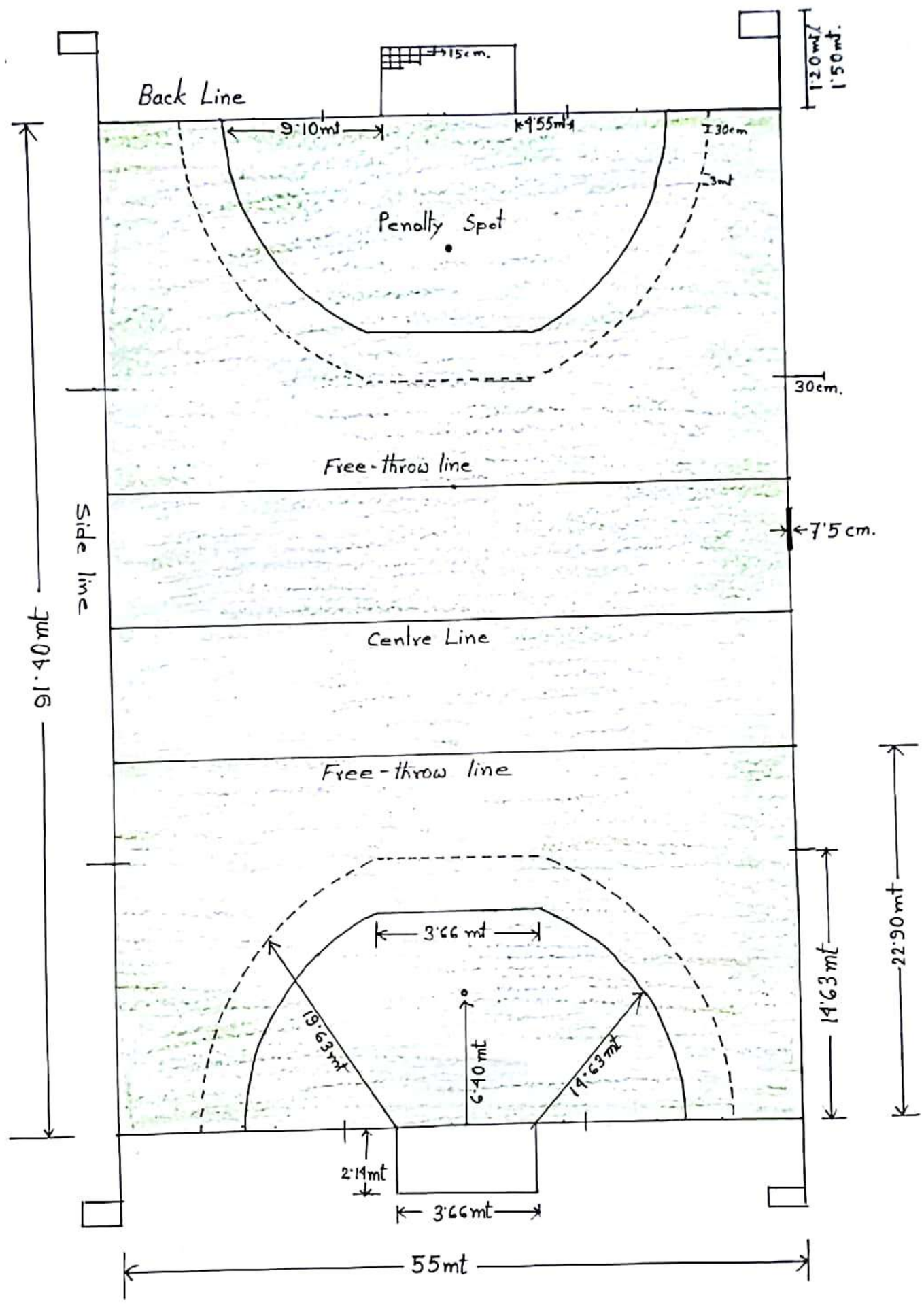
Hockey birth place was Asia. Modern Hockey was Created in England. The first hockey club was formed in Blackheath in 1861. The first international match was played in 1895 between England and Ireland. The first hockey club was formed in Calcutta in 1885-86 followed by Bombay and Punjab.

* In 1908, hockey was included in the modern Olympic Games.

* In Olympic Games, India played hockey for the first time in 1928.

* India won the Olympic Hockey Gold for five times in a row.

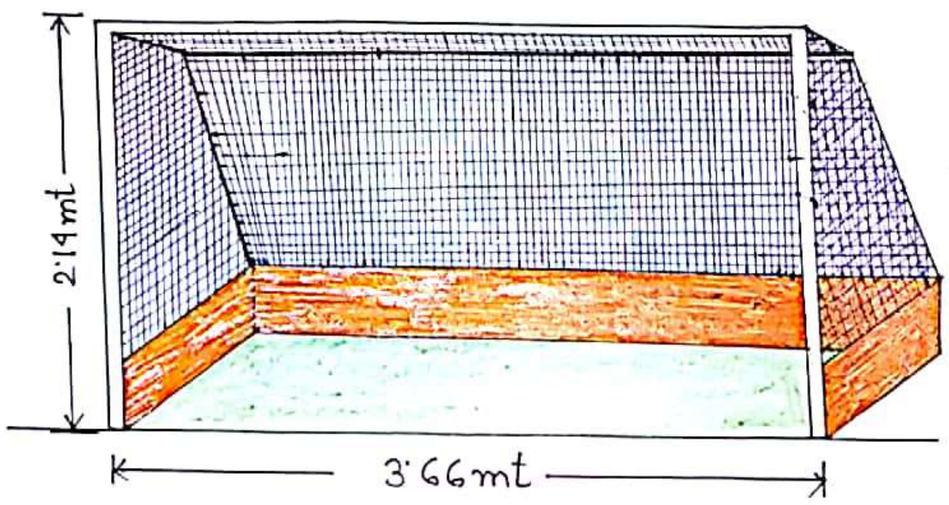
ISA ACTIVITY
NATIONAL GAME
HOCKEY



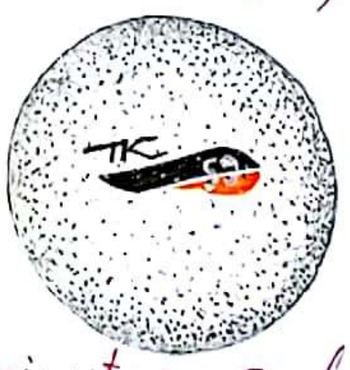
IS A ACTIVITY NATIONAL GAME
HOCKEY

Measurement of Hockey :-

1. Length of the field = 91·40 mt
2. Width of the field = 55 mt
3. Shooting circle or D or Arc = 14·63
4. Distance of the penalty spot = 6·40 mt.
5. Number of players in each team = 11 + 5 Extra.



6. Height of goal = 2·14 mt
7. Width of goal = 3·66 mt
8. Weight of ball = 5½ Ounce to 5¾ Ounce. (156 gm — 163 gm)
9. Circumference of the ball = 8 — 9 inches.
10. Weight of the stick for women = 23 Ounce.
11. Weight of the stick for men = 28 Ounce.
12. Duration of the match = Two halves of 35 - 35 minutes each.
13. Interval = 5 - 10 minutes.
14. Officials = 1 Referee
    1 Umpire.
    2 Goal Judges.



ISA ACTIVITY
NATIONAL GAMES
FOOTBALL

Introduction ⇨: Football is the national game of Brazil. The game of football is also known as Soccer. Each team tries to Score goal by moving the ball to an opposing team's end of the field.

History ⇨: The ancient Period Greeks, Romans and chinese are known to have Played many ball games which involved the use of the feet.

* Modern football is a contribution of England.
* Federation Internationale de Football Association (FIFA) was established on 21st may in 1904.
* Brazil has won the FIFA World cup a record 5 times in 1958, 1962, 1970, 1994 and 2002.
* Football was included in the Olympic Games of 1908
* All India Football Federation was founded in 1937.

Laws of the Game ⇨ IFAB currently acknowledges 17 law of Soccer that are the standared for any Professional or international match Played. They are as follows:

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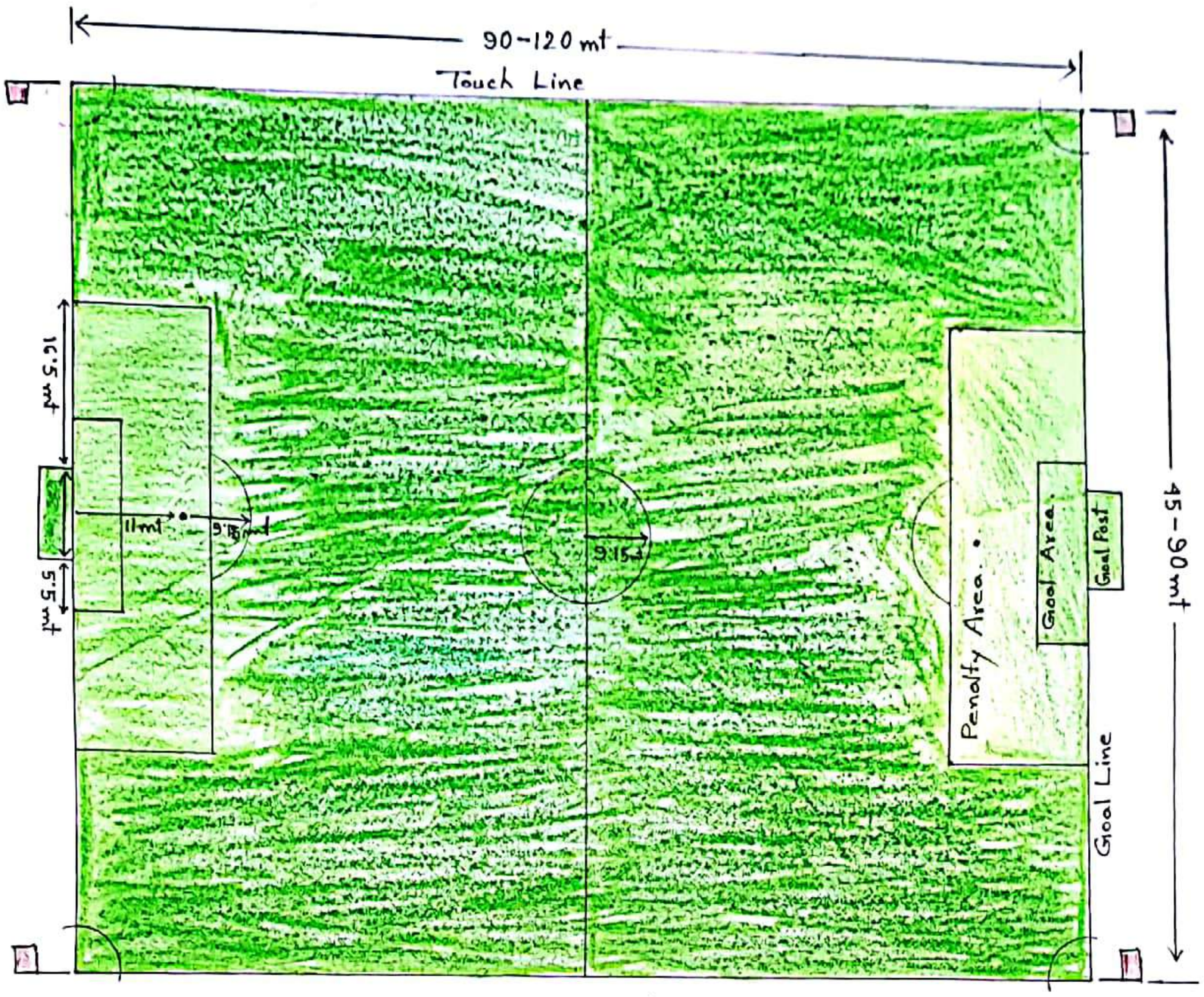
NATIONAL GAMES
FOOTBALL

Law 1 ⇨: The Field Of Play → Picture / measurement



Measurement of Playfield:-

(I) Shape of the Playfield = Rectangular

(ii) Length (National) = 90 mt - 120 mt.

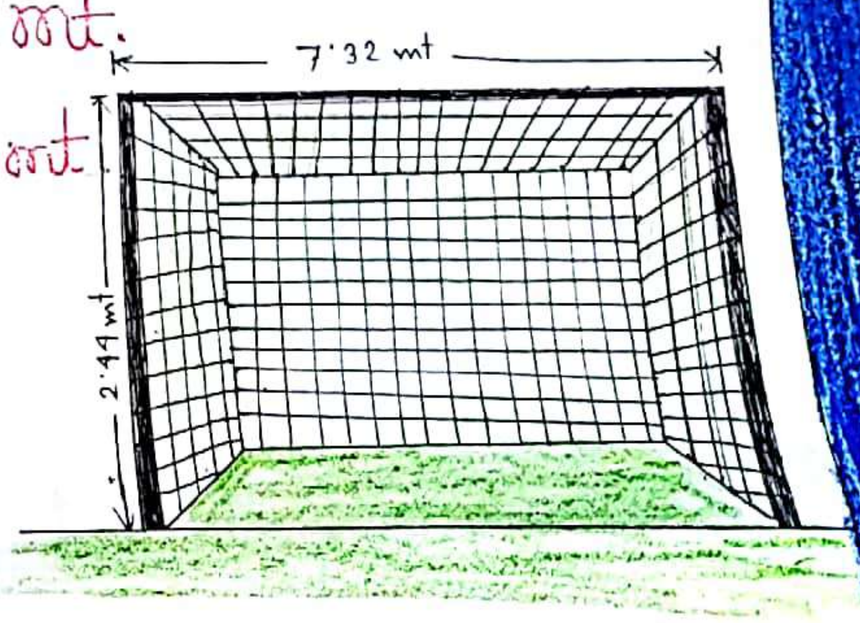
(iii) Width (National) = 45 mt - 90 mt.

(iv) Length (International) = 100 mt - 110 mt.

(V) Width (International) = 64 mt - 75 mt.

(vi) Distance between two goalpost = 7.32 mt.

(vii) Height of cross bar = 2.44 mt.



(viii) Height of corner flag = 1.5 mt.

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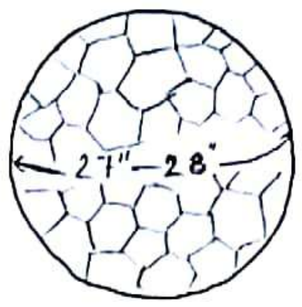
NATIONAL GAMES
FOOTBALL

LAW-:2. The Ball ⇒ Picture



1. Weight = 410–450gm
2. Circum .erence = 27"–28" (inches)
3. Shape = Spherical
4. Made of = Leather or another comParable medium

LAW-3 - The Number of Players.

Players -: (i) Number of Players ⇒ 11.
(ii) Extra Players ⇒ 7.
(iii) Total Players ⇒ 18.
(iv) Substituted in a match = 3 (2 Players and 1 goal keeper)

LAW.4 -: The Players Equipment.

All Players are required to wear a jersey, shorts, Shin guard, socks and Cleats.

LAW-5 ⇒ The Referee is the authority on the filed. and his order is law

LAW-6 The Assistant Referee are Primary responsible for assisting the referee by signaling with a flag When ball go. Of Play Player is fouled, Player is in an Offside position.

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NATIONAL GAMES
FOOTBALL

LAW-7 ⇨ The Duration Of the Match.

(i) Time :- Time duration : Two halves of 15 minutes each

(ii) Interval = 15 minutes

Officols :- (1) Referee = 1
(2) linemen = 2
(3) Table official - 1
(4) Total officials = 4.

LAW 8 :- The start and Restart of Play.

Kick-off is generally determined by a coin toss. whereby the winning team can ither choose to start with the ball or choose which goal they would like to attack. kick-off occurs at the start of each half. and after each goal scored. and is taken at the center of the halfway line. If a team scores a goal, the opposing team is given the kick-off to restart the match.

LAW 9 ⇨ The ball In and out of Play.

The ball is out of play when it fully crosses either goal line or the touch line. It is also out of Play if the referee stops Play for any reason. If for any reason.

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NATIONAL GAMES
FOOTBALL

The ball strikes the frame of the goal or the referee and remains within the goal and touch lines. it is still in play.

LAW 10 ⇨ The Method of Scoring

A goal is scored when the entire ball has crossed the goal line with in the frame of the goal.

LAW 11 ⇨ Offside :- When an attacking player receives the ball while on his opponents half. he must be level or behind the second to last defender.

LAW-12 ⇨ Fouls and Misconduct.

A direct free kick is awarded when a players

* Jumps at an opponent.
* Pushes an opponent.
* Holds an opponent.
* Handles the ball deliberately.

If a player create this type of behaviour in his Planty area. Opponent team will get penalty kick

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LAW 13 ⇨ Free kicks two categories.

A. Direct Freekicks

B. Indirect Free kicks.

LAW-14: The Penalty kick.

A penalty kick is awarded either when a defensive player fouls an attacking player or commits a handball in his/her team's penalty area.

LAW 15 ⇨ The Throw-In

A throw-in is awarded when the possissing team plays the ball out of bounds over the touch-line while taking a throw-in a player must release the ball with both hands simultaneously and keep both feet firmly planted on the ground.

LAW 16 ⇨ The Goal kick

A goal kick is awarded when the offensive team players kick the ball out of the defensive team's goal line.

LAW 17 ⇨ The Corner kick. = A corner kick is awarded to the offensive team when the defensive team plays the ball out of bounds over its goal line. The ball is placed with in the corner area and is kicked back in to play by the The offensive team.

ISA ACTIVITY
NATIONAL GAME
FOOTBALL

Important Tournament :-

National :

1) Federation Cup
2) National Football League
3) Durand Cup
4) Santosh Trophy
5) Subroto Cup
6) D.C.M Cup
7) Copa America
8) Airlines Gold Cup
9) Rajiv Gandhi Gold Cup
10) Begum Hazrat Mahal Cup.

International :

1) Euro Cup
2) Merdeka Cup
3) Pacific Cup
4) Africa Cup.
5) IFA Shield.
6) Asia Cup
7) Rovers Cup
8) FIFA World Cup
9) International Nehru Gold Cup
10) Olympics Football Championship
9 Afro-Asian Championship
12) Commonwealth Games Football Championship.

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NATIONAL GAME
FOOTBALL

8. Sin trapping

D) Dribbling :

1. Shift position dribbling.
2. Joggle dribbling.
3. Faint dribbling.

E) Trackling :

1. Front block trakling.
2. Side ways trackling.
3. Back block trackling
4. Sliding trackling.

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NATIONAL GAME
FOOTBALL

Some fundamental skills.

A) Kicking :

1. Toe kick.
2. Instep kick.
3. Outstep kick.
4. Kicking with inside of the foot.
5. Kicking with outside of the foot.

B) Passing :

1. Passing the ball with instep.
2. Chip pass.
3. Flick pass
4. Volly pass with the instep

C) Trapping :

1. Shole trap
2. Chast trap
3. Thigh trap
4. Head trap
5. Abdomen trapping
6. Inside trapping
7. Full instep trapping

ISA ACTIVITY
NATIONAL GAME
VOLLEYBALL

Introduction :-

Volleyball is the national game of Sri Lanka. Volley ball is an Olympic team sport in which two teams of 6 active players are separated by a net. Sri Lanka Volleyball Federation (SLVE) is the main governing body of Volleyball in Sri Lanka, where volleyball is its national sports.

History :-

* The game of volleyball was invented by William G. Morgan.
* The Federation International de Volleyball (FIVB) was formed in the year 1947.
* The game attained Olympic status for both men and women category in the year 1946 at Tokyo, Japan.
* The first World Volleyball Championship was held during the year 1949 at Prague, Czech Republic.

Volleyball in India :-

Volleyball was introduced by Y.M.C.A during early 1900's. Y.M.C.A. college of physical Education, Madras was instrumental in popularizing the game in the early stages. The Volleyball Federation of India (VFI) was set up in the year 1951.

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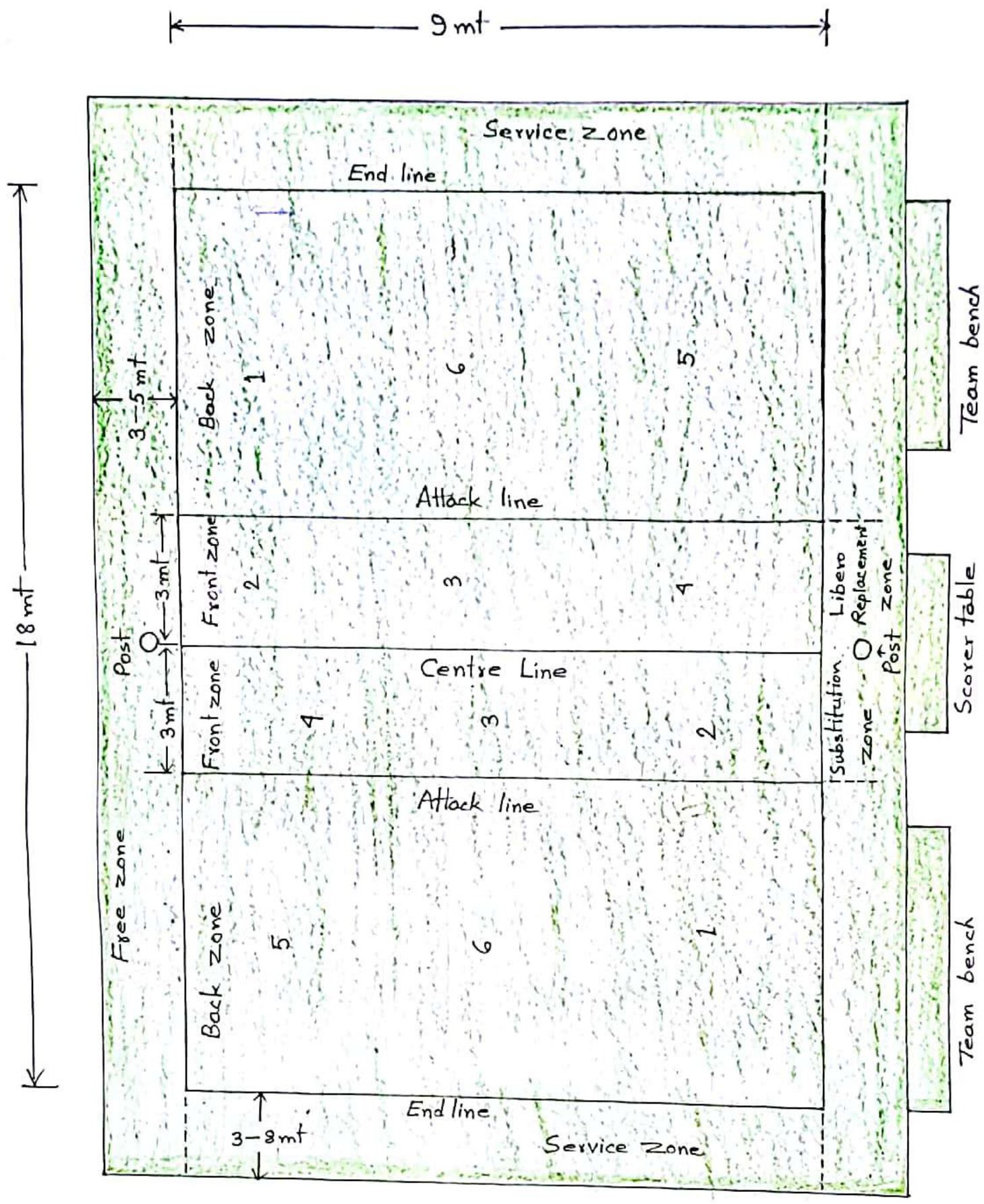
NATIONAL GAME
VOLLEYBALL

Measurement of playfiled



Volleyball court

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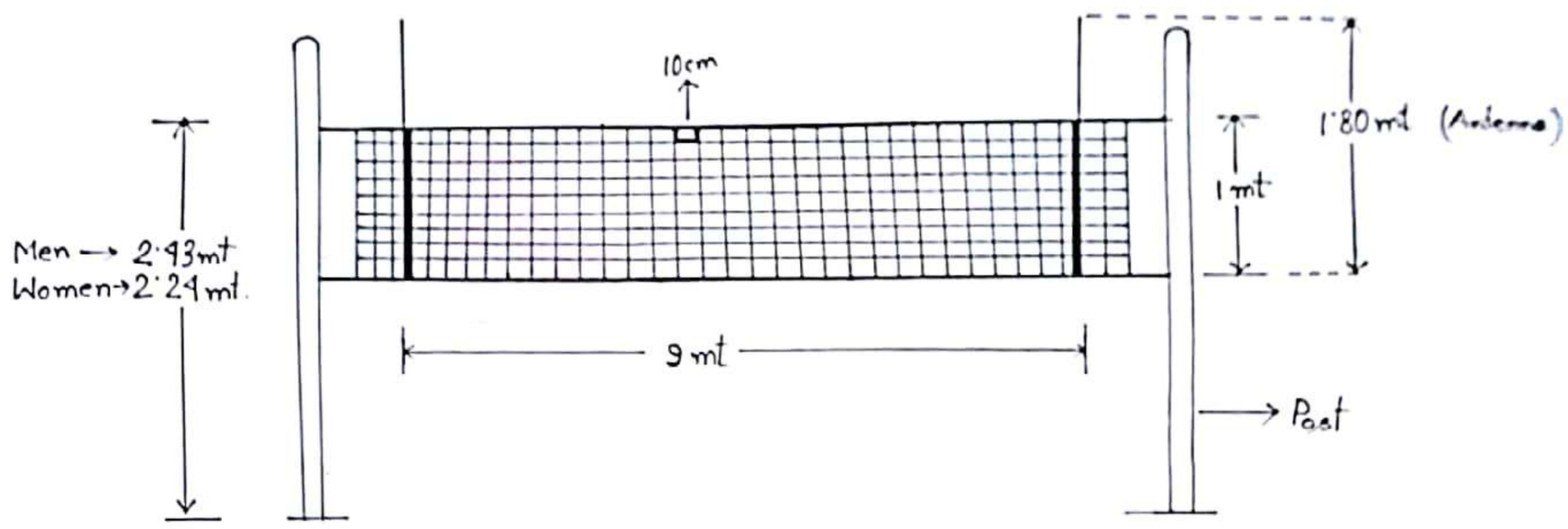
NATIONAL GAME
VOLLEYBALL

Measurement

1. Length of the filed = 18 mt
2. Width of the filed = 9 mt
3. Width of the boundary lines = 5 cm
4. Number of players in each team = 6
5. Number of substitute = 6
6. Officials = 7 (Referee - 1, Umpire - 1, Sector - 1, Linesmen - 2 to 4)



7. Height of net from the ground = 2.43 mt (Men). 2.24 mt (Women).
8. Width of the net = 1 mt
9. Length of the antenna = 1·80 mt
10. Size of net mesh = 10 cm.
11. Distance of pole from side line = 50 - 100 Cm.

ISA ACTIVITY
NATIONAL GAME
VOLLEYBALL

12. Colour of the ball = Multi-coloured
13. Weight of the ball = 260 gm to 280 gm.
14. Circumference of the ball = 65 cm to 67 cm.
15. Size of the ball = spherical.
16. Inside pressure of the ball = 0·30 – 0·325 kg/cm²
17. Made of the ball = leather or synthetic leather.

General rules of the game :-

1. The service area was expanded to allow players to serve from anywhere behind the end lines but still within the theoretical extention of the sidelines.

2. Changes were made to lighten up calls on faults for carries and double-touches, such as allowing multiple contacts by a single player on a team's first contact provided that they are a part of a single play on the ball.

3. A set (expect the deciding-5th set) is won by the team which first scores 25 points with a minimum lead of 2 points. In case of a 24-24 tie, play is

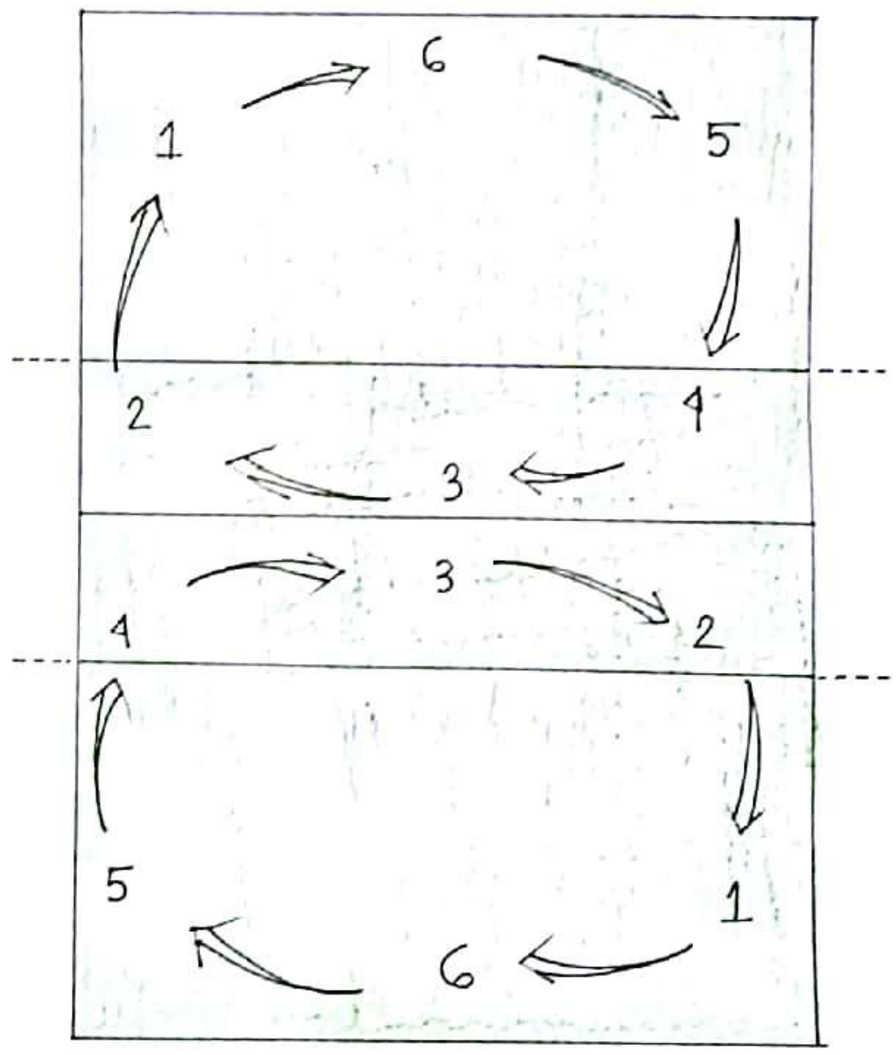
ISA ACTIVITY
NATIONAL GAME
VOLLEYBALL

Continued until a two point lead is achieved (26-24, 27-25...). In case of a 2-2 sets tie, the deciding set (5th set) is played to 15 points with a minimum lead of 2 points. In case 14-14 tie, the play continued until a two point lead is achieved or anyone team scores 17th points. The maximum point limit is 17.

4. The "Libero" the specialized defensive player must wear a different colour uniform with number. He is allowed to replace any player in the back row. He is not allowed to complete an attack hit, nor serve, block or attempt to block.

5. The service is to be executed with in 8 sec. after the first referee whistle for service.

6. Players rotation pattern will be clock wise.
Players standing position will be anti-clock wise.



Rotation pattern

ISA ACTIVITY
NATIONAL GAME
VOLLEYBALL

Fundamental skills of the game :-

Two type of playing process =>

A) Offensive skills
B) Defnsive skills

A) Offensive skills :-

The Service =>

1) Under hand service
2) Tennis service
3) Floating service
4) Side arm service
5) Round arm Service

Pass =>

1) Over hand pass
2) Set pass

Smash =>

Approach. Take off. Contacting the ball, Follow through.

B) Defensive Skills :-

1) Under arm pass
2) Dig pass
3) Forward dive
4) Roll and one-hand dig
5) Blocking

ISA ACTIVITY
NATIONAL GAME
VOLLEYBALL

Important tournaments :-

National :

1) All India National Volleyball Championship
2) National Volleyball League
3) All India University Volleyball Tournament
4) Senior National Volleyball Championship
5) Youth National Volleyball Championship
6) Mini National Volleyball Championship.
7) Junior National Volleyball Championship
8) Sub - Junior National Volleyball Championship.

International :

1. World Volleyball Championship
2. Volleyball World Cup.
3. Olympic Volleyball Championship
4. Asian Volleyball Championship.
5. Commonwealth Volleyball Championship.
6. Volleyball Youth World Cup.
7. Grand Champions Cup.
8. Volleyball World League.
9. Asian Games Volleyball Championship.
10. Volleyball Junior World Cup.
11. Federation Cup.

3:34 PM 19.5K/s 4G VoLTE 64%

Emanuel
yesterday at 7:36 pm

asked her to carry me along in gettin…

Good 8:50 PM

Do you guys do sports in your school? 8:52 PM

Yes 8:58 PM

Fantastic 8:58 PM

I don't know if we can have any sports related program together 8:59 PM

We are having our Annual Sports Day in the month of November 9:01 PM

> Emanuel
> I don't know if we can have any sports related program together

Yes sure we can 9:01 PM

> You
> We are having our Annual Sports Day in the month of November

Waoo! How I wish I'm in India I would have helped to plan and officiate the event 11:06 PM

> You
> Yes sure we can

How should we go about it? 11:06 PM

12 JUNE 2018

> Emanuel
> Waoo! How I wish I'm in India I would have helped to plan and officiate the event

What Sports do you all play 8:01 AM

I'm a general sports instructor but I got my level I coaching of foot-ball through the British Council in conjunction with Premier Skills. Apparently, we play games such as : athletic, football, handball, volleyball, and some other indoor sports activities e.g table tennis, ludo, whot, cheese etc.... 11:32 AM

> Emanuel
> I'm a general sports instructor but I got my level I coaching of football through the British Council in conjun…

Wow great 12:00 PM

So how shall we proceed 12:00 PM

How can our students learn from you 12:00 PM

We've to create an Avenue for that..... It's gonna be online right? 1:57 PM

> Emanuel
> We've to create an Avenue for that..... It's gonna be online right?

Means 1:57 PM

Like a video conference 1:58 PM

All I need to do is to package some sports activities and programs suitable for them.
I believe in the future, we will learn from each other one on one. 2:00 PM

Have you been in touch with Mrs Nwakobi? 2:03 PM

> Emanuel
> Have you been in touch with Mrs Nwakobi?

Yes 2:08 PM

But what is she looking for 2:09 PM

> Emanuel
> All I need to do is to package some sports activities and programs suitable for them. …

Yeah 2:09 PM

Do I need to do something regarding the same, any arrangements 2:10 PM

Or something 2:10 PM

> You
> Do I need to do something regarding the same, any arrangements

Yea, the same 2:10 PM

Ok we have already planned some worksheet for the students so that they can do after completing the activities 2:11 PM

I've brief her about the one we had together with Glory land school and she is interested about it 2:11 PM

> You
> Ok we have already planned some worksheet for the students so that they can do after completing the act…

Fantastic 2:12 PM

As we are having our summer break

Type a message

ACTIVITY – 6

DISASTER MANAGEMENT

06

Activity number

ACTIVITY COVER SHEET

Please complete a separate sheet for each activity

School Name:	Mount Litera Public School

Title of activity:	Disaster Management
Teacher responsible:	Mr. Lalit and Mrs. Bharti,
Other staff involved:	Mr. Siddhartha, Mr. John, Mr. Bijay, Mrs. Nikita
Subjects involved:	GK, English, Computer, SST, Science
Brief details of the aim, content and outcomes of the activity:	The main aim of the activity was to make students learn about the disasters afflicting various countries and the various techniques employed by the people to face disasters. They developed an attitude of sensitivity towards the suffering caused due to natural disasters. The students prepared chart posters and also prepared some PPT on the same and explained it to other class groups.
Countries explored:	India, Nepal, Japan and Bangladesh
Link school(s):	NA
Other sources of information:	Internet and Interactive White Board
Time period of activity:	January - 18 (4 weeks)
Number of students involved in this activity:	40
Age range of students involved:	13 Years - 14 Years
Type of Evidence included:	Teacher's Report, Scanned Copies of Worksheet, Children's Feedback, Scanned copies of Chart Posters, PPT Preparation by the students, Activity Photographs, Email exchange with partner schools.

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Teacher Explaining the Concept to the Students

Teacher explaining the different natural disasters and their effects on the human habitat, to the students.

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Chart Posters of Different Natural Disaster

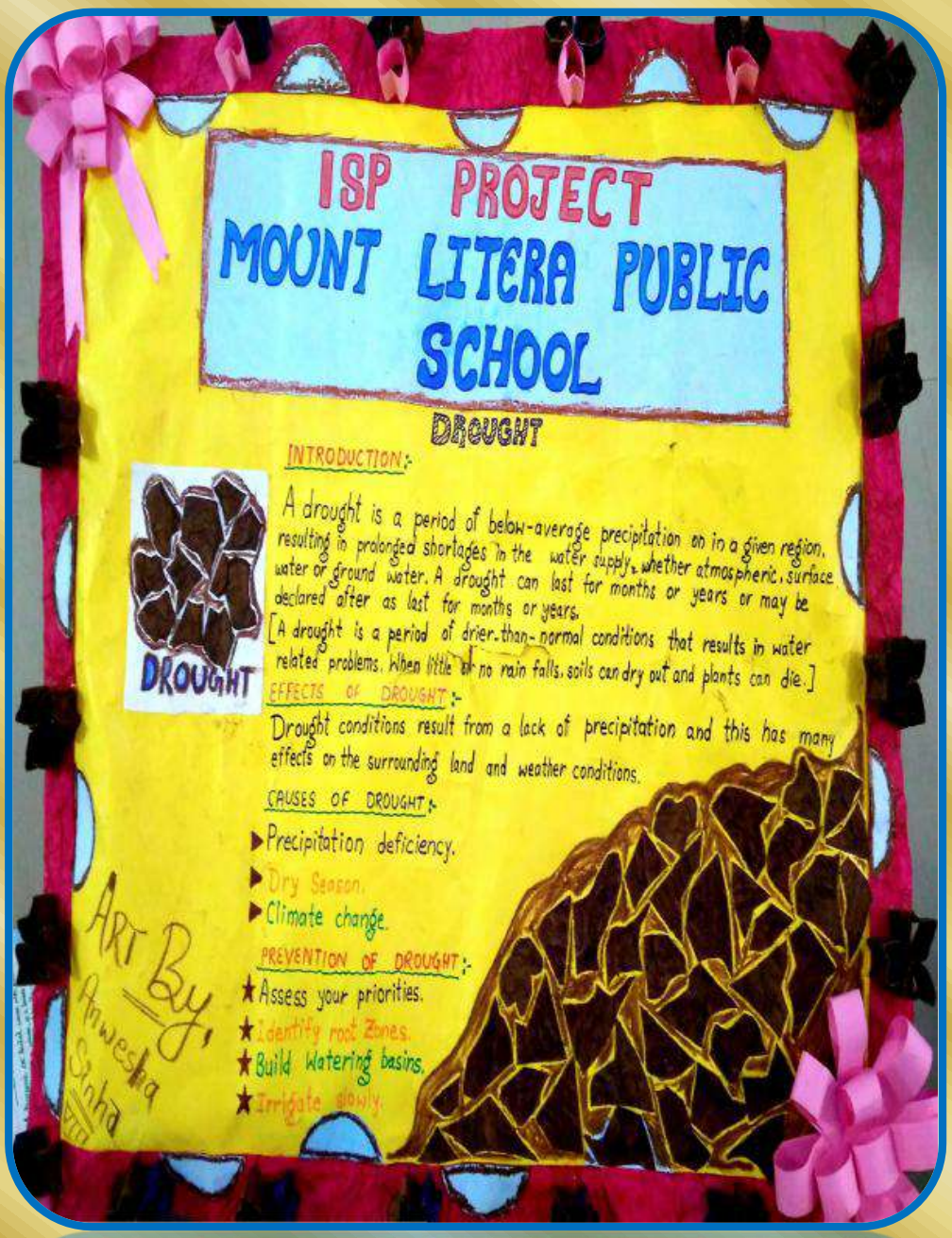

Chart posters of different natural disasters prepared by the students.

They were then displayed on the class softboards.

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ISA

Mount Litera Public School
Ulao, Begusarai

DROUGHT

What is Drought ?

The abnormally long period of insufficient or no rainfall at all is called drought.

Animals and humans also die due to thirst or dehydration. The places where drought occurs most of the time are Bihar, Orissa, Rajasthan, Satara, Nashik, Pune, Solapur, Dhule, Beed.

Precautions :-

1 Don't let the water run when washing dishes.

2 Give top priority to irrigation established tree.

3 Stocking your home with extra bottles of water and rain water harvesting is yet another great idea.

Made by
Yashshree VIII

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EARTHQUAKES

A Sudden violent shaking of the ground, typically causing great destruction, as a result of movements within the earth's crust or volcanic action is an EARTHQUAKES.

"EARTHQUAKES are usually caused when rock underground suddenly breaks along a fault. This sudden release of energy causes the seismic waves that make the ground shake. When two blocks of rock or two plates are rubbing against each other, they stick a little. They don't just slide smoothly; the rocks catch on each other."

PRECATIONS WE SHOULD TAKE WHILE EARTHQUAKES COMES

Locate a place in each room of the house that we can go to in case of an EARTHQUAKES. It should be a spot where nothing is likely to fall on us, like a door frame.

- If shaking begins drop down; take cover under a desk or table and hold on.
- Stay indoors until the shaking stops and we're sure it's safe to exit.
- Stay away from bookcases or furniture that can fall on us.
- Stay away from windows. In a high rise building, expect the fire alarms and sprinklers to go off during an EARTHQUAKES.
- If you are in bed hold on and stay there, protecting our head with a pillow.
- Indonesia is in a very active seismic zone, also but by virtue of its larger size than Japan, it has more total EARTHQUAKES. This would probably be Tonga, Indonesia since they are all in extremely active seismic area along subdiction zones.

Major earthquakes and volcanic Zones

VAISHNAVI
Class-VIII

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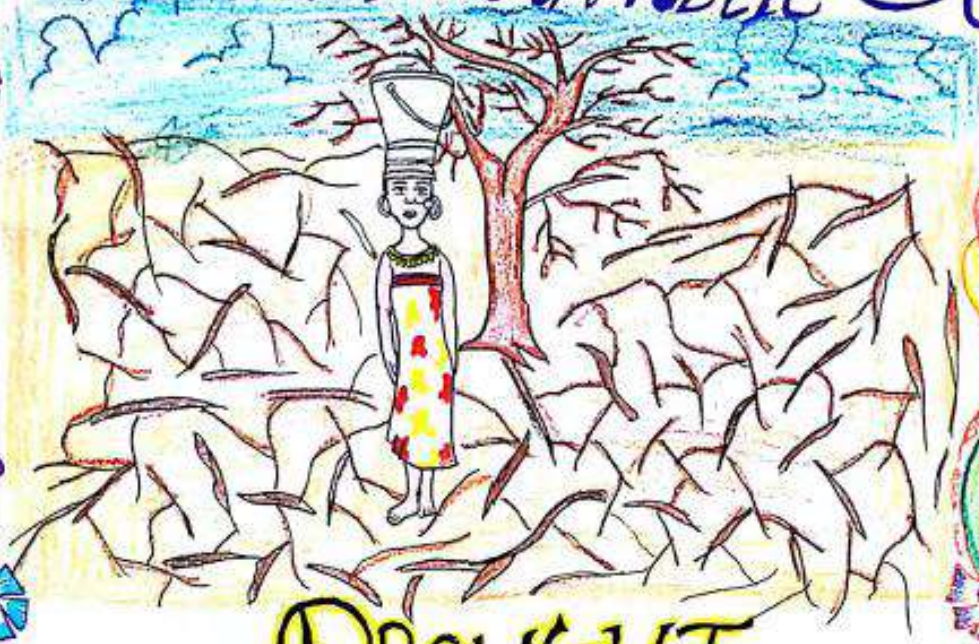
I.S.A

MOUNT LITERA PUBLIC SCHOOL



DROUGHT

A drought is a period of below-average precipitation in a given region, resulting in prolonged shortages in water supply, whether atmospheric, surface water or groundwater. A drought can last for months or years, or may be declared after a few as 15 days. It can have a substantial impact on the ecosystem and agriculture of the affected regions and harm to the local economy. Annual dry seasons in the tropics significantly increase the chance of a drought developing and substance subsequent bush fires. Periods of heat can significantly worsen drought conditions by hastening evaporation of water vapour.

ISA

MOUNT LITERA PUBLIC SCHOOL

CAUSE OF FLOOD

- Sustained Rainfall
- Rapid snowmelt
- Monsoons
- Tropical cyclones

PREVENTION

1. Planting forests
2. Landscaping of areas
3. Lowering water level in dams.

FLOOD

DISADVANTAGE

- Loss of human life
- Damage of property
- Destruction of crops
- Loss of live stock
- Water - borne disease.
- Damage of power transmission

ADVANTAGE

- It provide nutrients to the soil and increase production of crops

What is flood??

Flood is an overflow of water that submerges land that is usually dry. Floods are common natural disaster that can affect millions of people.

FLOOD PRONE COUNTRIES →

India, Australia, Croatia, Israel, Finland, Portugal, Netherlands, Germany, Belgium, Ireland, Switzerland, Sri Lanka & Bangladesh.

INDIA'S FLOOD PRONE AREAS →

West Bengal, Orissa, Andhra pradesh, Kerala, Assam, Bihar, Gujrat, U.P, Haryana and Punjab.

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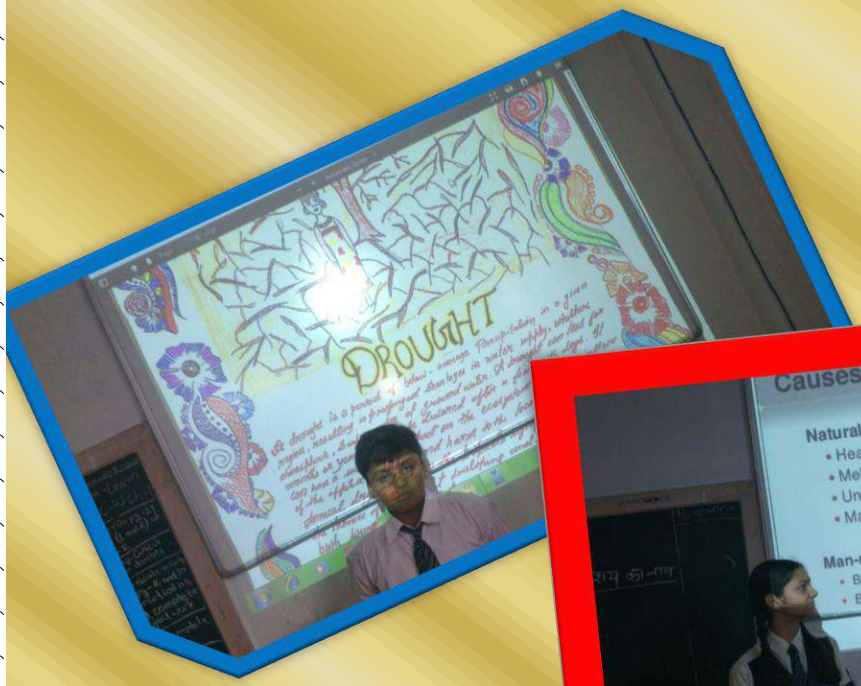
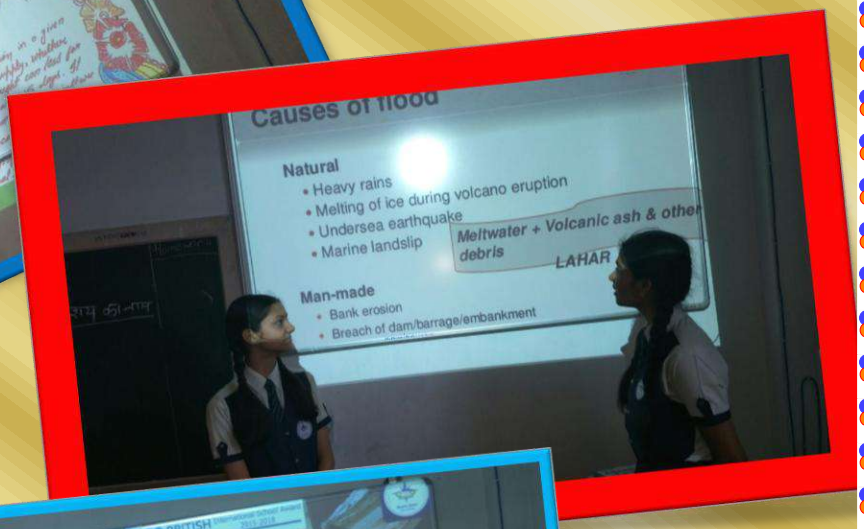
Students Explaining their PPT to other groups





Students explaining their PPT to the other class groups.

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Students Explaining their PPT to other groups

Mount Litera Zee School

Clippings of the PPT prepared by the students

India and Natural Disasters

India is one of the most disaster prone countries in the world.

- Over 65% land area vulnerable to earthquakes;
- 70% of land under cultivation prone to drought;
- 5% of land (40 million hectares) to floods;
- 8% of land (8,000 km coastline) to cyclones.
- A Major Disaster occurs every 2-3 years;
- 50 million people affected annually
- 1 million houses damaged annually along with human, social and other losses
- During 1985-2003, the annual average damage due to natural disasters has been estimated at 70 million USD

Source: Ministry of Agriculture, GOI; IMTPC; Ministry of Urban Development, GOI

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Clippings of the PPT prepared by the students

Drought

Drought is an extended period when a region notes a deficiency in its water supply whether surface or underground water. A drought can last for months or years, or may be declared after as few as 15 days. Generally, this occurs when a region receives consistently below average precipitation. It can have a substantial impact on the ecosystem and agriculture of the affected region. Although droughts can persist for several years, even a short, intense drought can cause significant damage and harm the local economy.

Types

Meteorological drought is brought about when there is a prolonged period with less than average precipitation. Meteorological drought usually precedes the other kinds of drought.

Hydrological drought is brought about when the water reserves available in sources such as aquifers, lakes and reservoirs fall below the statistical average. Hydrological drought tends to show up more slowly because it involves stored water that is used but not replenished.

- Agricultural droughts are droughts that affect crop production or the ecology of the range. This condition can also arise independently from any change in precipitation levels when soil conditions and erosion triggered by poorly planned agricultural endeavours cause a shortfall in water available to the crops. However, in a traditional drought, it is caused by an extended period of below average precipitation.

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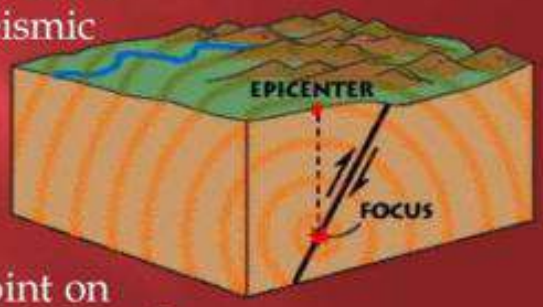
Clippings of the PPT prepared by the students

Earthquake:

An earthquake is the result of a sudden release of energy in the Earth's crust that creates seismic waves. The seismic activity of an area refers to the frequency, type and size of earthquakes experienced over a period of time.

Focus:

Focus is the point on the fault where rupture occurs and the location from which seismic waves are released.



Epicenter:

The **epicenter** is the point on the Earth's surface that is directly above the focus, the point where an earthquakes or underground explosion originates.

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Clippings of the PPT prepared by the students

INTRODUCTION

A **tsunami** from Japanese"harbor wave" English pronunciation:, also known as a **seismic sea wave**, is a series of waves in a water body caused by the displacement of a large volume of water, generally in an ocean or a large lake. Earthquakes, volcanic eruptions and other underwater explosions (including detonations of underwater nuclear devices), landslides, glacier calvings, meteorite impacts and other disturbances above or below water all have the potential to generate a tsunami Unlike normal ocean waves which are generated by wind or tides which are generated by the gravitational pull of the Moon and Sun, a tsunami is generated by the displacement of water.

The Destruction Of Tsunami

- Tsunami death toll tops 118,000.
- Around 10,000 killed in India.
- In Thailand, more than 4,000 are feared dead and dozens of deaths are reported in Malaysia, Myanmar and Maldives.
- WHO estimates five million people are without basic needs.

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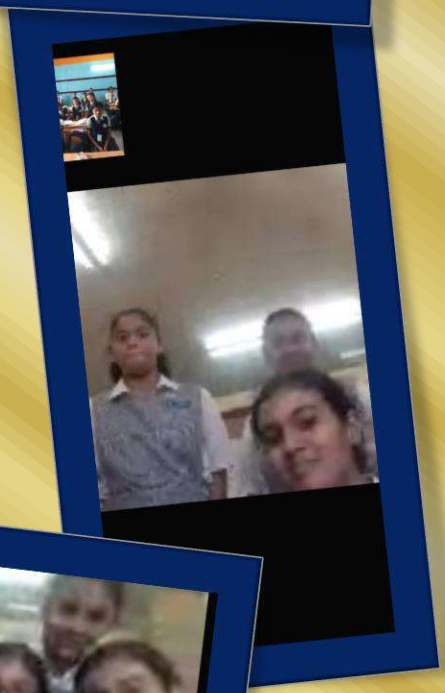
Children having a Collaborative Activity among the International Schools



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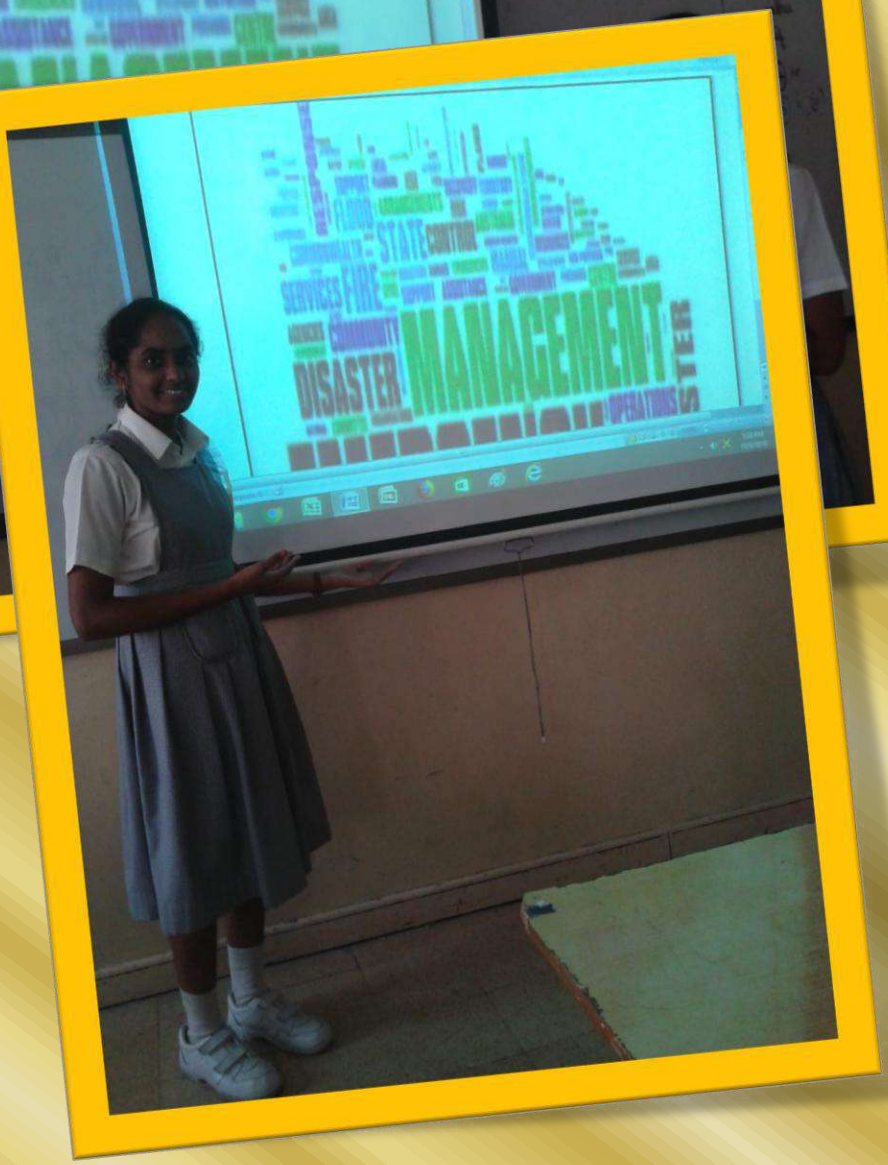

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Students of Indian School, Muscat participating in different activities held for the project

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Parents Feedback

BRITISH COUNCIL UK/IN YEAR OF CULTURE 2017

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name:	Mritunjay Kumar	Date:	17-01-18
Title of activity:	Disaster Management		

Please comment on the impact this activity has had on your child:

प्राकृतिक आपदा 'विषय पर कराए गए Activity के द्वारा प्राकृतिक आपदा और उससे बचाव के बारे में बच्चों की जानकारी दी गई। हमारे छोटे प्राकृतिक आपदा के कारण और उ नुकसान के बारे में देखा और समझ ज्ञान के अलावा भी Activity के तह इसी तरह आशा करता हूँ कि आगे भी

If you have been directly involved in this activity please comment on th

Any other comments?

मैं आशा करता हूँ कि इस तर विद्यालय में होता रहे।

Thank you for your time and comments.

BRITISH COUNCIL UK/IN YEAR OF CULTURE 2017

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name:	Ashish Kumar		
Title of activity:	Disaster management	Date:	21.01.18

Please comment on the impact this activity has had on your child:

As a Parent, I am thankful to M.L.P.S Ulao, Begusarai. Our kid learnt that how a natural disaster occur and how we can be safe of it. So, I request you to do activities like this in future that he may be able to be safe in their lives and others.

If you have been directly involved in this activity please comment on the impact this activity has had on you:

Any other comments?

This activities should be revise in future so that my ward will be able to be a good man in future Thanku.

Thank you for your time and comments.

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Teacher Report

Report of the Teacher on

Disaster Management **Activity – (Project** 06 **)**

Name of the Teacher: Mrs. Bharti

The project on the topic of disaster management was conducted in the month of January, 2018 for 4 weeks in which our 7th class students were able to learn about the various types of disasters afflicting various countries like earthquakes, flood storms, droughts etc. In addition to that they learnt about various techniques employed by the people to face disasters.

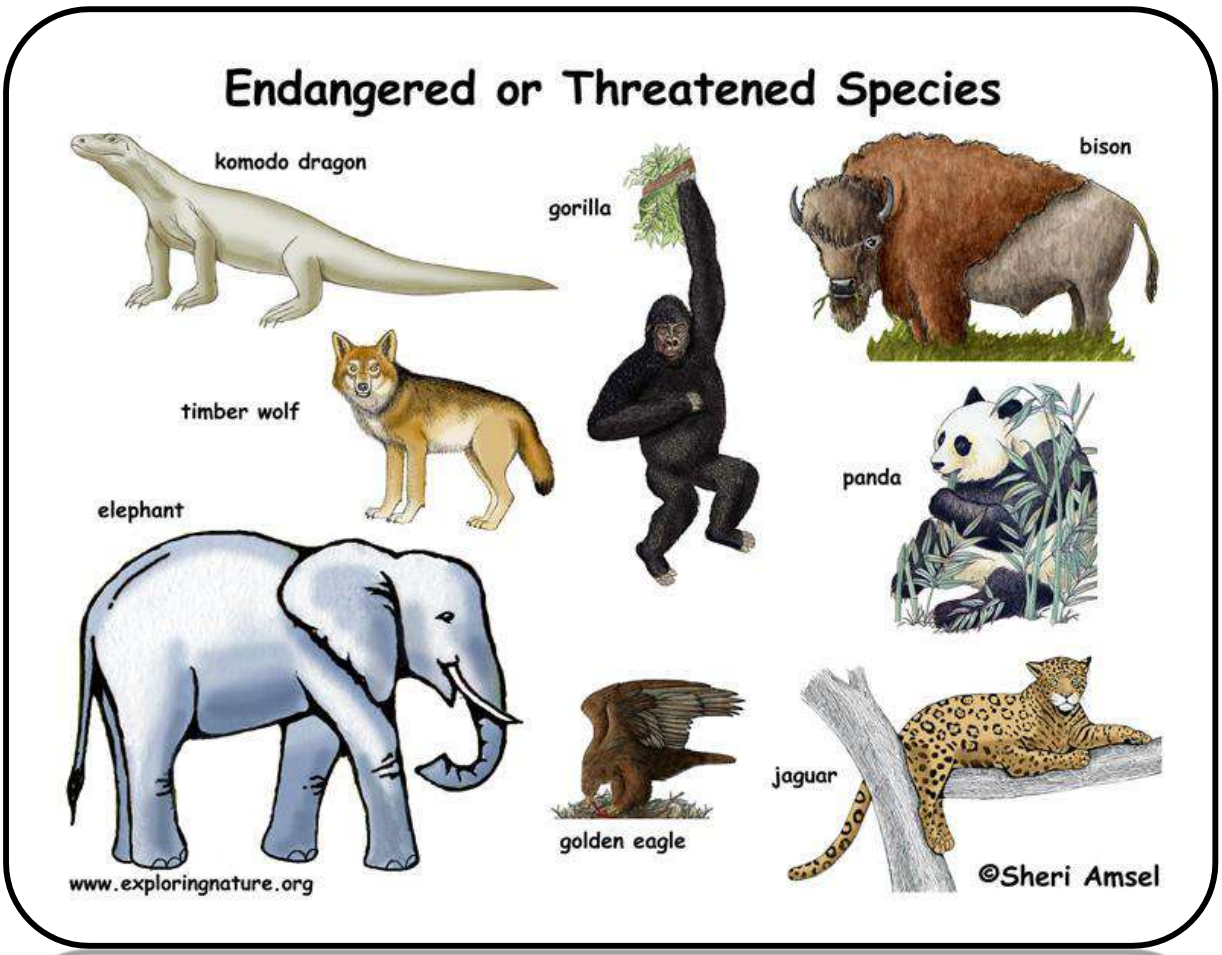
A research was done by the students to get the complete awareness about the various type of disasters and the countries affected by such disasters on a regular basis. They also studied various disaster management plans taken by the authorities of countries like India, Japan Bangladesh, Ethiopia, Philippines.

They also prepared the PPT on the same and explained the PPT to other classmates.

Teacher Report

ACTIVITY – 7

ENDANGERED ANIMALS



07

Activity number

ACTIVITY COVER SHEET

Please complete a separate sheet for each activity

School Name:	Mount Litera Public School

Title of activity:	Endangered Animals
Teacher responsible:	Mr. Lalit and Mr. Sambha
Other staff involved:	Mrs. Bharti and Mr. Siddhartha
Subjects involved:	English, EVS, Geography, Art & Craft, GK
Brief details of the aim, content and outcomes of the activity:	The main aim of the activity was to make the students aware of different endangered animals and their reason for being in danger. What protective measures are being taken to overcome these. The students learnt about these animals and also about their habitat. They prepared a PPT on the same and explained it to the peer group. They also prepared a scrapbook and posters on the same. They completed the worksheet given to them.
Countries explored:	India, China, Africa and Sri Lanka
Link school(s):	NA
Other sources of information:	Internet and Interactive White Board
Time period of activity:	February - 18 (4 weeks)
Number of students involved in this activity:	20
Age range of students involved:	12 Years - 13 Years
Type of Evidence included:	Teacher's Report, Scanned Copies of Worksheet, Children's Feedback, Scanned copies of Chart Posters, PPT Preparation by the students, Activity Photographs.

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Teacher Explaining the Concept to the Students

Teacher explaining the endangered animals of different countries along with their natural habitata na d reasons for endangerment

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Children preparing Scrapbook of Different Endangered Animals

Children preparing Srapbook of different endangered animals

Children preparing Scrapbook of Different Endangered Animals

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Children preparing Scrapbook of Different Endangered Animals

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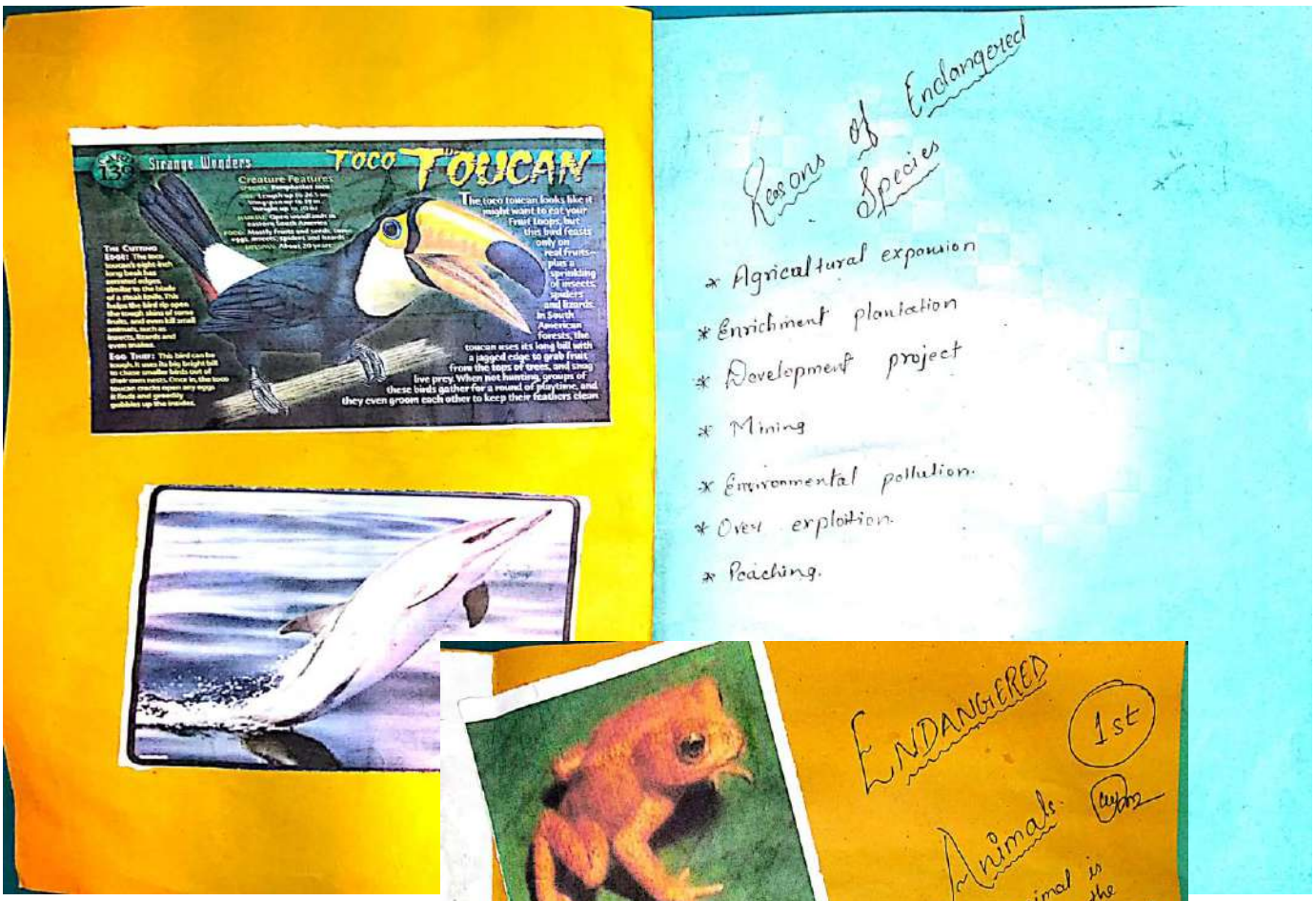
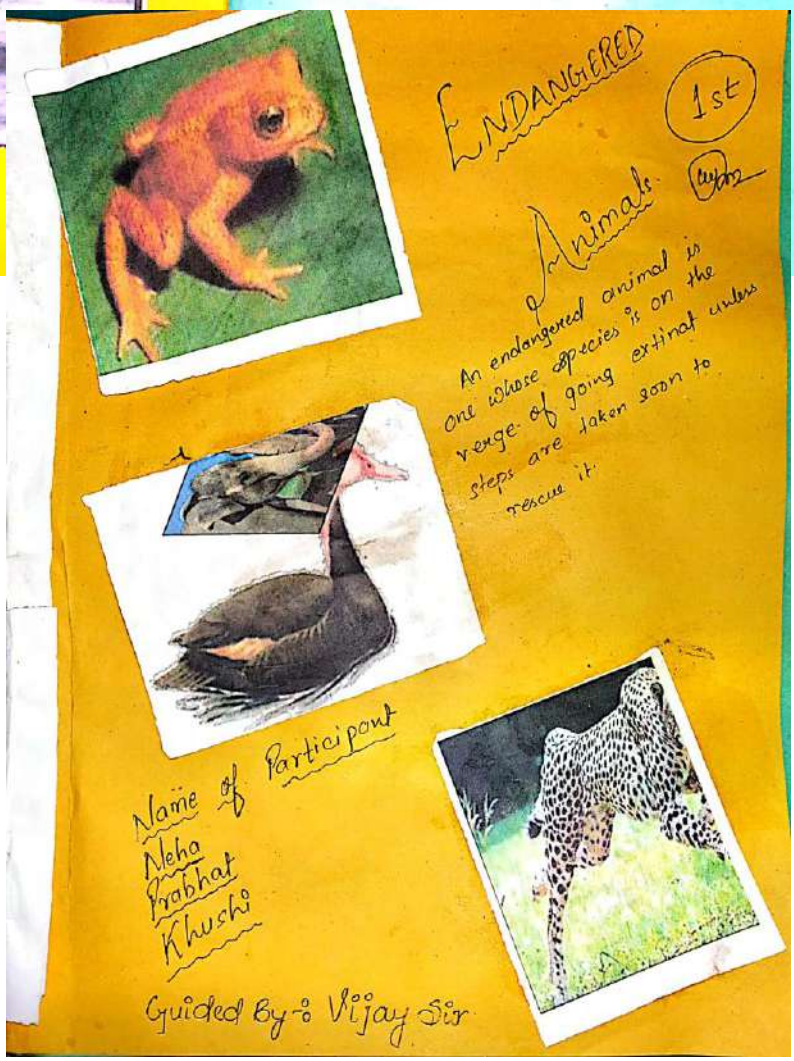
Scanned Scrapbook of Endangered Animals





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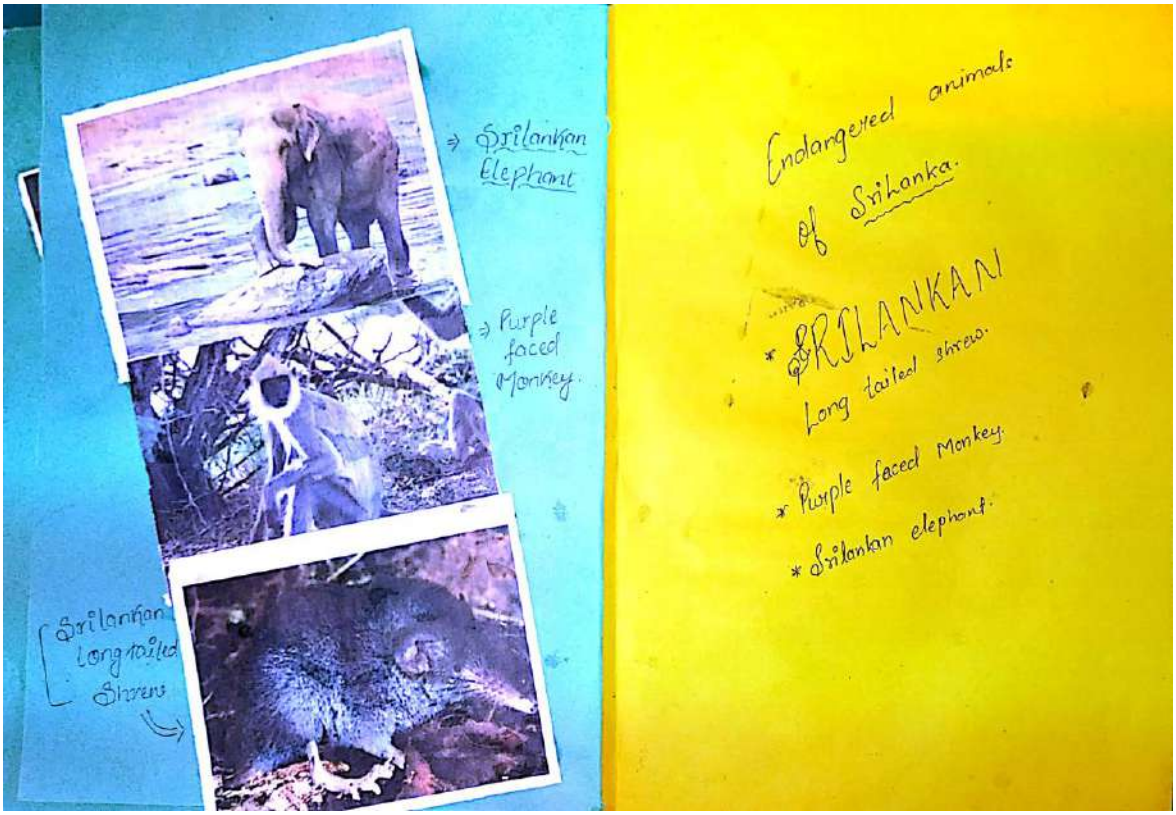
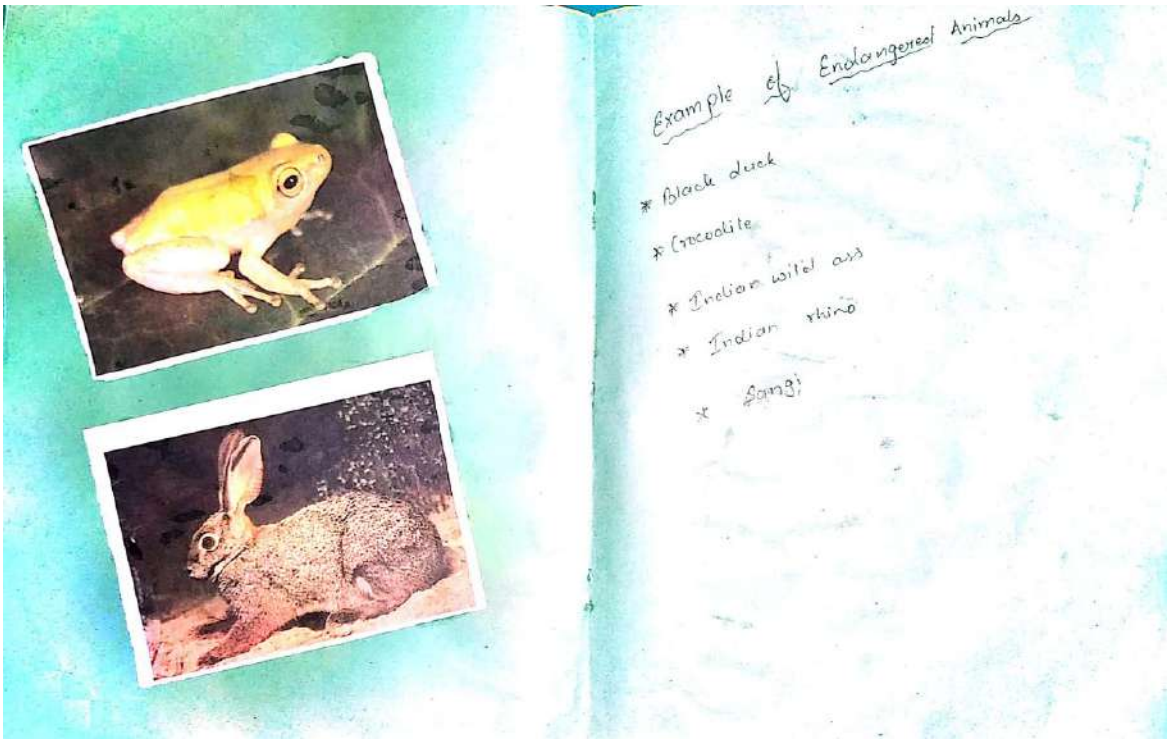
Scanned Scrapbook of Endangered Animals





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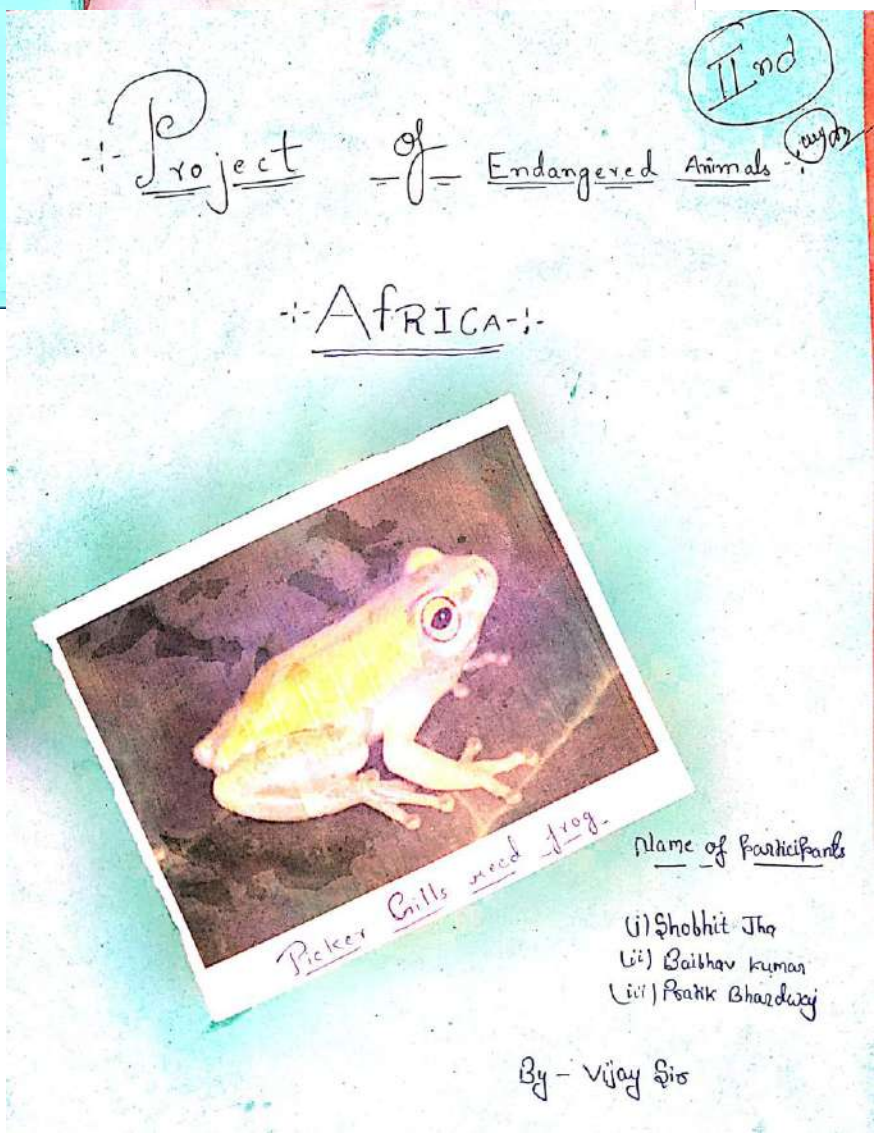
Scanned Scrapbook of Endangered Animals



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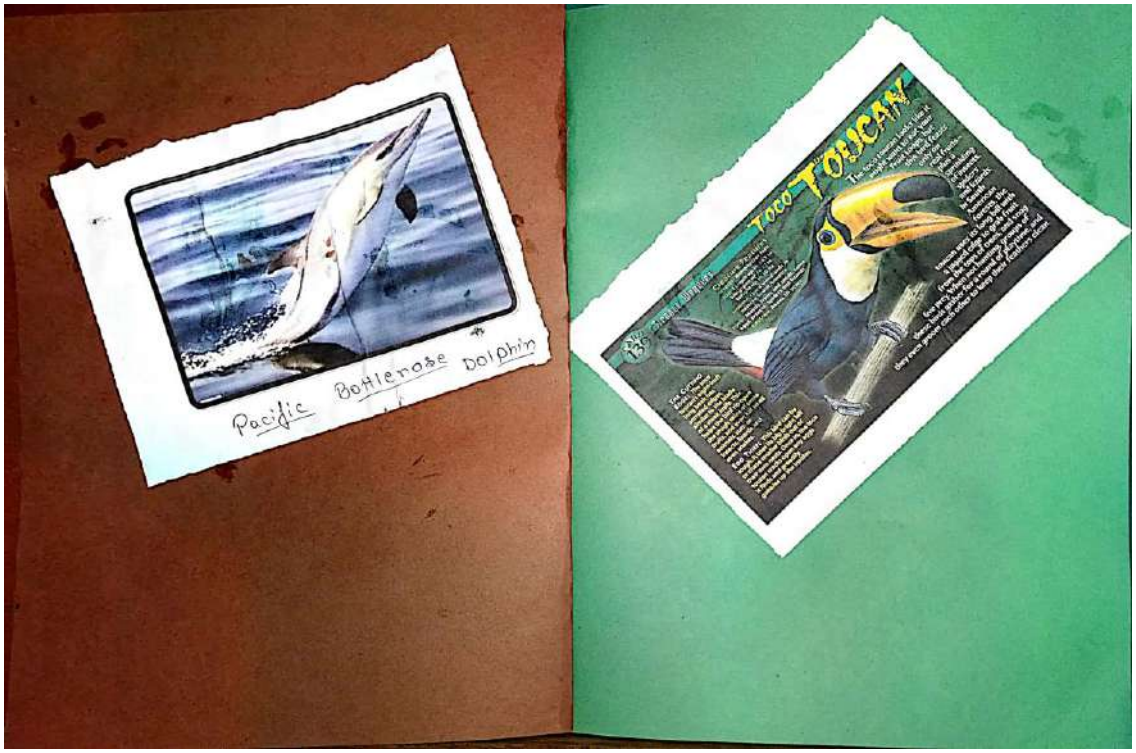
Scanned Scrapbook of Endangered Animals



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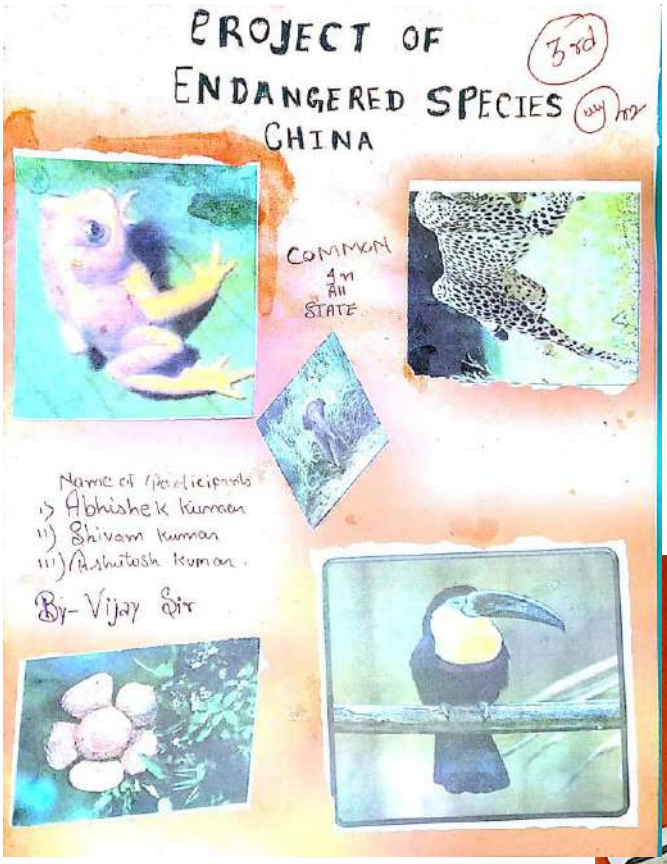
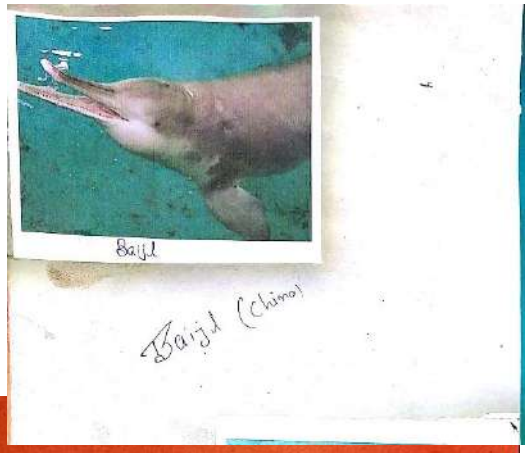
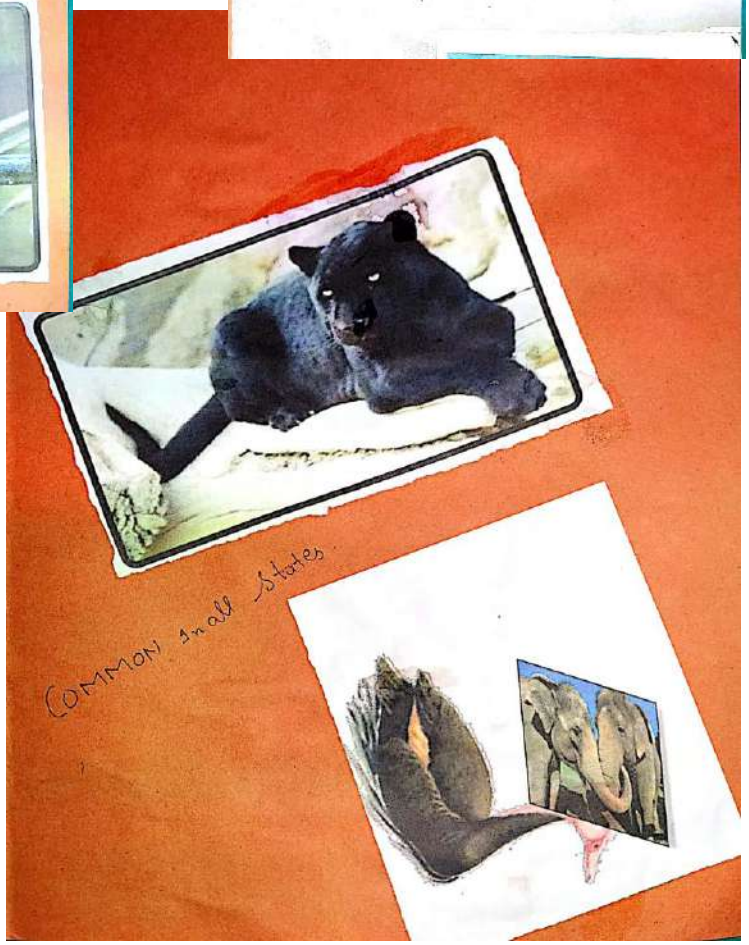
Scanned Scrapbook of Endangered Animals







Mount Litera Zee School
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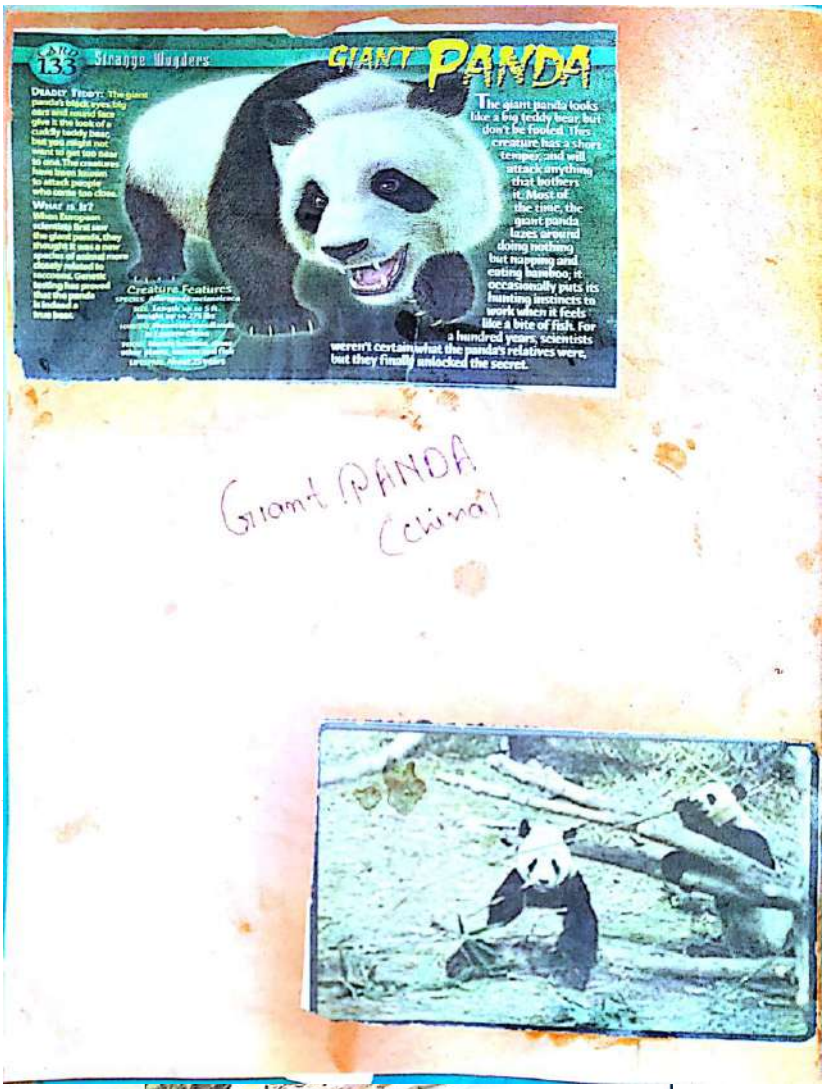
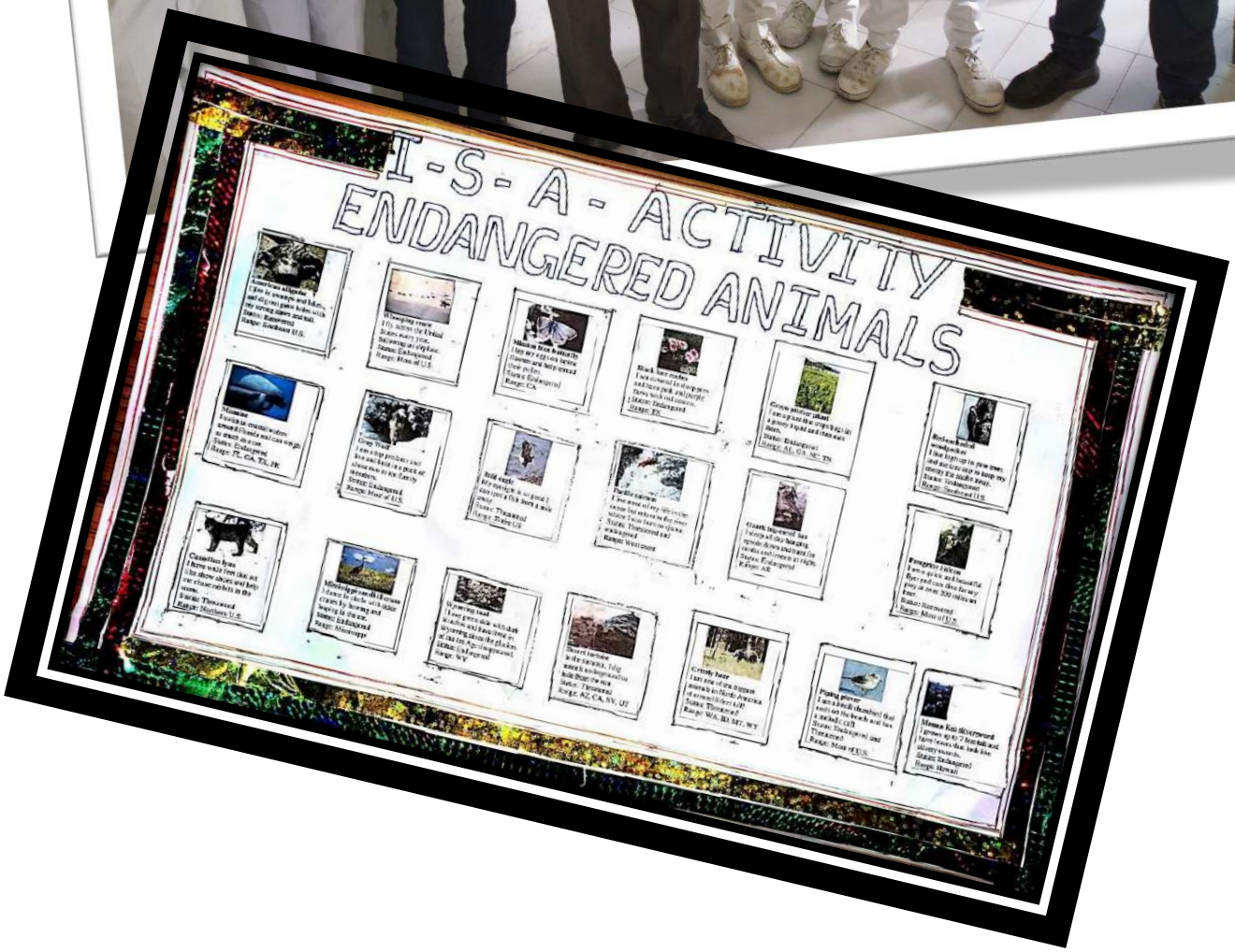
Scanned Scrapbook of Endangered Animals



Mount Litera Zee School



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Rally taken out in Neighbourhood

To save the Tigers.

Parents Feedback

Mount Litera Zee School

BRITISH COUNCIL UK/IN YEAR OF CULTURE 2017

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name: PANKAJ KUMAR CHAUDHARY

Date: 21.02.18

Title of activity: ENDANGERED ANIMALS

Please comment on the impact this activity has had on your child:

As a parents, I am thankful to M.L.P.S. Ulao, Begusarai, because our Student has learnt about the natural balance of animals and enviroment through your activity class. I request you to do such ~~activity~~ activities make the student their enviroment and surroundings better way thank you.

If you have been directly involved in this activity please comment on the impact this activity has had on you:

Any other comments?

Thank you for your ti

BRITISH COUNCIL UK/IN YEAR OF CULTURE 2017

EVALUATION OF INTERNATIONAL ACTIVITY

Name: Sri Kumar Verma

Date: 16/02/18

Title of activity: Endangered Animals.

activity has had on your child:

I am thankful to M.L.P.S. Ulao, because our student has learnt the natural balance of animals and environment through your activity class. I request you to do such activities make the student their environment and surroundings better way thank you

n this activity please comment on the impact this activity has had on you:

such activities in future that my school be a knowledge about natural living with thanks

Yours
Sri K. Verma

BRITISH COUNCIL UK/IN YEAR OF CULTURE 2017

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name: Ajay Verma

Date: 02/03/2018

Title of activity: Endangered Animals

Please comment on the impact this activity has had on your child:

My child has been able to understand the importance of Conservation of the forest lands in order to save endangered species of animals from extinction. In addition to that he learnt about the different methods adopted by the authorities concerned to save such endangered animals from being extinct.

If you have been directly involved in this activity please comment on the impact this activity has had on you:

Any other comments?

I thank all the teachers of MLPS Ulao, Begusarai for ~~conducted~~ having conducted such activities which are very informative as well as thought provoking. I hope such activities will be conducted again in future.

Thank you for your time and comments.

Teacher's Report

Mount Litera Zee School
Great School, Great Future

Report of the Teacher on

ENDANGERED ANIMALS **Activity – (Project** 07**)**

Name of the Teacher: Mr. Lalitesh Waar

Endangered animals and real threat they face was the theme of the activity conducted by class - VIII students. The activities were conducted for a period of four weeks in the month of February 2018. A research work was conducted on the endangered species of the selected countries, their habitat and the threat they face and the reason behind the such threats which endangered the precious animals.
students also prepared a scrap book on the same. They also prepared a PPT and explained it to other class members.

Teacher Report

Gmail

Mount Litera Public School <mlpsulao0010@gmail.com>

Regarding Partnership with the Activities of ISA Activity

3 messages

Mount Litera Public School <mlpsulao0010@gmail.com> Thu, Sep 27, 2018 at 10:39 AM
To: zeeshanismoman@gmail.com
Cc: ZEE BEGUSARAI <mlps0010@gmail.com>

Dear Sir / Madam,
Greetings from Mount Litera Public School, Ulao, Begusarai (Bihar, India)

We take the immense pleasure in declaring that Mount Litera Zee School, Ulao, Begusarai is tied up with the British Council for the ISA Activities and we are looking for the partner schools.

The Activities are as follows :
1. Family and Family Values
2. Trees and Plants
3. Disaster Management

Hope to get positive results from your end.

Thanks and Regards,
SIDDHARTHA KUMAR
ISA Coordinator

Mount Litera Public School <mlpsulao0010@gmail.com> Thu, Sep 27, 2018 at 11:07 AM
To: zeeshanismoman@gmail.com
Cc: ZEE BEGUSARAI <mlps0010@gmail.com>

Dear Anjali,
Warm greetings from Mount Litera Public School, Ulao, Begusarai.

Kindly find the details of the Activity below.

1. Family and Family Values
Students - Std. 3
We would like to have a Skype Session and a collaborative activity of all the above mentioned activities among the students. The students will be taught the different family values and also they will be preparing a chart of the importance of family values in our life. The students will also identify the similarities and dissimilarities of the different families of the world.
We would like the participation of 10-15 students.

2. Trees and Plants
Students - Std. UKG
The students will learn the different kinds of trees and plants along with their medicinal values, beautification values, and their contribution in maintaining a healthy and green environment. The students will develop an attitude of saving the trees as well as planting more trees for maintaining a healthy environment.

3. Disaster Management
Students - Class VII
The students will have the knowledge of the different natural disasters occurring in the different countries, their reasons for occourring and the methods implemented to face and minimize the damage. The students will carry out research and do the analysis of the same. The countries chosen for study are India, Japan, Nepal, Bangladesh.
[Quoted text hidden]

Mount Litera Public School <mlpsulao0010@gmail.com> Thu, Sep 27, 2018 at 11:08 AM

To: zeeshanismoman@gmail.com
Cc: ZEE BEGUSARAI <mlps0010@gmail.com>

Dear Madam
Warm greetings from Mount Litera Public School, Ulao, Begusarai.

Kindly find the details of the Activity below.

1. Family and Family Values
Students - Std. 3
We would like to have a Skype Session and a collaborative activity of all the above mentioned activities among the students. The students will be taught the different family values and also they will be preparing a chart of the importance of family values in our life. The students will also identify the similarities and dissimilarities of the different families of the world.
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2. Trees and Plants
Students - Std. UKG
The students will learn the different kinds of trees and plants along with their medicinal values, beautification values, and their contribution in maintaining a healthy and green environment. The students will develop an attitude of saving the trees as well as planting more trees for maintaining a healthy environment.

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[Quoted text hidden]

SECTION - 4

N.A.

Mount Litera: Creating Leaders of Tomorrow

SECTION - 5

Mount Litera: Creating Leaders of Tomorrow

FUTURE PLANS

- We want to begin exchange program for faculty, for a longer duration, than we have been doing now.
- We will strive to create a community of parents and teachers who support each other in making the school best one.
- We also want to make the association with British Council for a long duration in terms of ISA by spreading the message of importance of globalized education