



KAMAL PRATISHTHAN  
**Mount Litera**  
Zee School  
Great School. Great Future

Wakad

# International School Award

2015 - 2016



Late Tanaji Tukaram Kalate Educational Campus

Mount Litera Zee School : Sr. No. 199/2 & 3, Pink City D. P. Road, Wakad, Pune 411057



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# SECTION - 1





KAMAL PRATISHTHAN  
**Mount Litera**  
**Zee School**  
Great School. Great Future

## ABOUT THE SCHOOL

MLZS is a part of one of the leading education organizations in India, Zee Learn Ltd which is backed up by a powerful brand – Zee Network and the stability of Essel group.

Mount Litera Zee School is located in the city of Pune, Maharashtra, India. MLZS Wakad was established in 2015 and started its first academic year in June 2015 with classes from Nursery to Std IV. It currently has a staff of 300 students and 24 teaching staff.

It has been the endeavour of the school to give a culturally rich and holistic learning environment to the students. The school conducts many activities round the year to make the students aware of the culture and living of the other countries in the world, including celebration of International Days.

Mount Litera Zee School is headed by the Chairman, Mr Rahul Kalate, Head of the School, Ms Satwant Palekar. Ms Palekar has worked in close association with the ISA Coordinator Ms Sapna Agarwal to plan and organise various activities with an international dimension around the year.





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## EXPERIENCE OF ISA COORDINATOR

Our journey began with a briefing about the International School Award in July 2015. We were apprehensive to start and realising the humongous task ahead, we started planning for the activities that would be creative and also have a learning dimension. The students and teachers were excited to learn about the various countries and they started working with a vision and common goal.

The activities like 'Masking Connect', 'House is where the Heart is', 'Birding Friends', 'Rhyming Connect', 'International Festivities', 'International food Mood' and 'Tribal Dance Showcase' gave students ample opportunities to explore and connect with the students of partner schools. It was indeed an exuberating and satisfying experience for all. The feedback received from parents about the learning of the students and it really helped in improving their communication, presentation, team work skills among the students. A remarkable improvement was seen in the staff and students as they worked together on activities and developed their skills as they collaborated with the partner schools. Sending the box of friendship and writing letters to the students in partner schools fostered the feeling of friendship and comradeship. The students learnt to appreciate the cultural diversity of the various countries and saving the natural environment and sensitivity on global issues.

Personally, it was an enriching experience and successful completion of activities left us all with a sense of pride and belongingness. Being the ISA Coordinator has made me a better leader, a more responsible and sensitive citizen of the global world.

--Ms Sapna Agarwal

# APPROVED ACTION PLAN

## ACTIVITY -01

**BRITISH  
COUNCIL**

### SECTION 3: ISA ACTION PLAN

*Mount Litera Zee School, Mahadev.*

#### Curriculum Activity 1-Tribal Dance Showcase- Online and Collaborative Activity

Learning Outcomes - at the end of the activity the students will be able to:

1. gain understanding of the tribal dances in different parts of the world with regards to the countries chosen for study ( Knowledge)
2. develop their artistic and creative skills as they would be putting up the dances in a cultural program and analysing how the dances of India are different from that of other countries. ( Skills)
3. Appreciate the similarities and understand the differences diversity of dance forms of the various countries ( Attitudes)

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
<ol style="list-style-type: none"> <li>1. The teacher will explain what is a tribal dance or contemporary dance.</li> <li>2. For the activity, students will collect information about tribal dances of countries under study</li> <li>3. The students will discuss the same in a group discussion and will prepare a comparative chart of the difference of the tribal dances of the various countries</li> <li>4. The students will be taught the tribal dances of various countries in groups.</li> <li>5. The students will perform the dance in a cultural event in front of the parents</li> <li>6. The teachers will exchange pictures of tribal dances with partner school</li> <li>7. The article will be published in Local newspaper</li> </ol>	January 3 weeks	Ses 1 A and B 57 students	Russia India Japan	EVS Math English History Art Music ICT	Bhavna Suri Archana Agarwal Pallavi Joshi Anurupa Madhuri Dixit Kosha Karanchandani	Presentation Evaluation of Dance Competition Display Charts Group Discussion Comparative Charts Photos Worksheets	Photographs Scanned Copies of <ul style="list-style-type: none"> <li>• Display Charts</li> <li>• Parent Feedback Form</li> <li>• Student Feedback Form</li> <li>• Teacher Report</li> <li>• Email Exchange with partner school</li> <li>• Media Report</li> <li>• Judges sheet for presentation</li> </ul>






**Curriculum Activity 2 : INTERNATIONAL FOOD MOOD- ( Collaborative Activity)**

**Brief Description-** The activity aims at making the learners aware of the contemporary and popular food items of various countries of the world under study and appreciate the diversity and similarities of the food.

**Learning Outcomes (max. 3) - at the end of the activity the students will be able to:**  
 1. Gain understanding of the contemporary food items in different parts of the world with regards to the countries chosen for study ( Knowledge)  
 2. develop their culinary skills as they would be creating the dishes and presenting them in an International Food Festival( Skills)  
 3. Appreciate the living conditions and diversity of food of the various countries ( Attitudes)

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
1. The teacher will explain the importance of food depending on the climatic conditions and the farming styles in form of ppt 2. Students will collect information about the various food items of countries under study. 3. The children will research on the food and make a scrap book for the same 4. The students will have skype discussion with the students of the partner school about the contemporary food of their countries 5. The information collected will be exchanged on emails, PPT with the partner school 6. The students will make a presentation in front of other students and teachers 7. the groups will set up food stalls in the International Food Festival and invite parents 8. the learners will have a formative assessment in the form of quiz	October 6 weeks	Sid 1,2,3,4	China India Mexico Italy	EV VS English ICT	Bhawna Suri Archana Aggarwal Roshni Karnachandani	Presentation Display Charts on Food Scrap Book Assessment based on Quiz	

## SECTION 3: ISA ACTION PLAN

### Curriculum Activity 3 : House is where the Heart is

**Brief Description-** The activity aims at making the learners aware of the kinds of houses in various countries in relation to the topography and climatic conditions

- Learning Outcomes - at the end of the activity the students will be able to:**
1. Gain understanding of the kinds of houses in India and other parts of the world and differentiate in the materials being used by countries( Knowledge)
  2. Develop enquiry based learning and their creative skills ( Skills)
  3. Explain diff styles of houses ( Attitudes)

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
1. The teacher at first will explain importance of houses how the style of houses depends on the climate and landscape through ppt	December 3 weeks	Sr Kg Std I A Std I B	Srilanka India	EVS ICT	Bhavana Suri Arthana Agarwal	PPT Questionnaire	Photographs of Models
2. Students will collect information with teacher's help about kinds of houses and make model houses of countries of study and present charts also.		75 students	China	English Art	Pallavi Joshi Madhuri Dixit	Comparative Charts Models	Scanned Copies of • Display Charts • Parent Feedback Forms
3. The students will help of teachers the difference between the kinds of houses based on the topography and climatic conditions in form of w/s				History	Roshnee Karancharandani	Parent Feedback Exhibition	Student Feedback Forms Teacher's Report Questionnaire
4. The students will put up an exhibition of the models and charts for the parents during the PTM							
5. The students will have an Assessment in the form of Questionnaire							





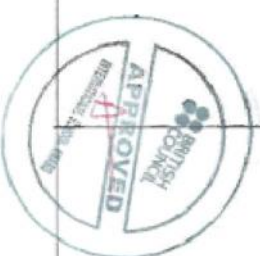
**Curriculum Activity 4: MASKING TO CONNECT**

**Brief Description-** a Comparative study of the masks worn by people (men and women) across various countries

**Learning Outcomes - at the end of the activity the students will be able to:**

1. gain understanding of the kinds of masks worn by men and women in India and other parts of the world ( Knowledge)
2. Interpersonal skills, communicating cross culturally, enquiry based skills, organizing and working with others and digital technology ( Skills)
3. Appreciate the diversity of masks of the various countries and understand their similarities and differences( Attitudes)

Description	Month and duration of activity	Classes / no. of students involved	Countries covered	Subjects covered	Teachers responsible	Evaluation methods to measure the learning outcomes among students	Evidences to be provided in the portfolio
1. The teacher will explain through videos/ books why masks are worn by people and the origin of masks in countries of study	January 3 weeks	Sid 2,3,4 20 students	New Zealand Vietnam India	EVS English Art	Bhawna Suri Archana Agarwal Pallavi Joshi	Charts Questionnaire Presentation	Photographs of Masks and Skit
2. students will collect information about kinds of masks worn and their significance in various countries				Hindi Math	Madhavi Dixit Roshnee	Assessment Worksheet Masks	Teacher's Report Assessment Worksheet
3. The students will make masks of various countries using more or less same materials used in countries of study				ICT	Karamchandani Nisha Thorat	Skit	Presentation Assessment
4. The students will present a skit in assembly wearing masks							
5. The students will make a presentation to the teachers and will have a assessment							



## Curriculum Activity 5 : BIRDING FRIENDS

**Brief Description-** a Comparative study of the birds and animals of various countries under study and to sensitize the students towards protecting the environment.

- Learning Outcomes - at the end of the activity the students will be able to:**
1. Identify the kinds of birds and animals in India and the countries of study ( Knowledge)
  2. Develop presentation and communication skills by doing a talk show ( Skills)
  3. Learn to appreciate nature and that the birds and animals should not be harmed ( Attitude)

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
1. The teacher will explain about the birds and animals of India and then of countries under study through videos/ books/ charts	March 3 weeks	Nursery Dr KG	India Australia	EVS	Elhanna Suri	Colouring worksheet Talk Show Teacher's Report	Photographs of talk show and Craft items including puppets
2. The students will do colouring activities and other creative activities for the birds like paper bags/ puppets		36 students	Africa	English Art	Archana Agarwal Madhuri Dixit	Assessment sheet for Fancy Dress Competition Charts PPT Puppets	Script of Talk show Parent's Feedback
3. The students will learn to say a few lines about the birds and animals of countries under study				Hindi ICT	Roshnee Karamchandani		Assessment sheet for Fancy Dress Competition
4. The students will dress as birds and animals and have a fancy dress competition. They will be assessed on the same. Parents will be invited for the show.					Nisha Thorat		





**Curriculum Activity 6 : RHYMING CONNECT**

Brief Description- a Comparative study of the Kindergarten rhymes of various countries under study and understand their significance

**Learning Outcomes - at the end of the activity the students will be able to:**

1. Gain understanding of the kindergarten rhymes in India and other countries under study ( Knowledge)
2. Develop their artistic and creative skills and understand about various characters ( Skills)
3. Appreciate the diversity of rhymes of the various countries and understand their similarities and differences( Attitude)

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
<ol style="list-style-type: none"> <li>1. The teacher will teach students Indian rhymes in vernacular languages and then the rhymes of other countries under study with the help of audio clip and videos</li> <li>2. The students will learn the rhymes with actions and present the same in school assembly</li> <li>3. The students will understand the significance of the rhymes and understand the characters</li> <li>4. Students will do colouring worksheets based on rhymes</li> <li>5. Students will make craft items based on rhymes and exhibit the same for parents</li> </ol>	November 2 weeks	Nursery Jr KG Sr KG	India USA Europe	EVS English Hindi Marathi ICT Music Art	Suechismita Serapati Leena Savlani Shubhada Sangale Kumari Smriti Anand Rani Mrudula Anurta Madhuri Dixit	Rhyme Presentation Colouring worksheets Craft items presentation Charts Teachers Report Parent Report	Photographs of Art Work And presentation Teachers Report Parent Report APFRC Approved for Charts/ Colouring Worksheets 15/05/2022 15/05/2022

# ACTIVITY-07



A decorative border of small globe icons, each showing the Americas, surrounds the entire page. The globes are arranged in a rectangular frame with an inner border and an outer border.

# **INTERNATIONAL POLICY DOCUMENT**

## **AIM:**

- The said policy is formulated so as to act as a guiding principle for the school's International Activities and also to work as a touchstone to check conceptualization, implementation and execution of
- To widen the horizons of students and bring in the changed approach in them so as to think beyond the state, country.
- To work towards the preservation of the Earth and its resources.
- To encourage respect for cultural, religious, and linguistic diversity.
- To provide and International dimension in Education through class links, video conferencing, internet and visits of foreign nationals in the classrooms.
- In the true spirit of the school's motto, "Great School Great Future", effort will be made to imbibe values and integrate International Dimension into the school curriculum and facilitate greater avenues of knowledge.
- To facilitate a scientific temperament amongst students along with the provision of greater vistas for communicating with people from different backgrounds.
- To provide greater information on carrier opportunities available beyond the domestic backgrounds.

## **CONCLUSION:**

This policy will keep on evolving over a period of time and this will be reviewed at fixed time intervals so as to keep abreast with the ever changing world scenario.

To meet the school's need and in response to the Local, National and International demands, every effort will be made by the Management, Staff and student to fulfill the aims and objectives of the policy document in letter.

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## **JOB DESCRIPTION OF AN ISA CO-ORDINATOR**

**MS.SAPNA AGARWAL**

- To be overall responsible for designing and writing the ISA Action Plan.
- Coordinating with British Council, teachers and students.
- To establish links with various schools from different countries.
- To arrange for visits of eminent personalities and organize events.
- To check the periodic appraisal of the action plan which is implemented.
- To develop an appreciation and respect for cultural, linguistic and religious diversity.
- To help the students to showcase their talent and participate in international activities.
- To instill among the students the desire to actively participate in multicultural and global activities.
- To enhance the knowledge of teachers and students through interaction on online forums with their counterparts.
- To help colleagues to develop the use of international themes for cross curricular projects.
- To organize international days by conducting special assemblies.
- To coordinate the international activities in the school and mentoring of the same.
- To provide a complete support and resource system for teachers to help them in conducting activities based on international dimension.
- To promote and publish activities implemented on blogs/website and social networks.
- To keep records and documents of all the activities mentioned in the action plans.



# SECTION -2



BRITISH  
COUNCIL

School Name: MOUNT LITERA ZEE SCHOOL, WAKAD

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	Skt 1	Skt 2	Skt 3	Skt 4	Skt 5	Skt 6	Skt 7	Skt 8	Skt 9	Skt 10	Skt 11						Skt 12		
				English	Other languages	Maths	Science	Social Studies	ICT	Communication collaboration	Critical Thinking	Creativity	Character	Global Citizenship	In school Activities	ICT and Digital projects	School Links and collaboration	Interpersonal Dimension				
01	TRIBAL DANCE SHOWCASE	MINGDE ELEMENTARY SCHOOL	✓							✓	✓	✓	✓	✓	✓	✓	✓	✓	JANUARY 3 WEEKS	✓		
02	INTERNATIONAL FOOD MONTH	SCHOOL OF FLORENCE		✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	OCTOBER 3 WEEKS	✓		
03	HOUSE IS WHERE THE HEART IS	SRI LANKA, INDIA CHINA	✓	✓						✓		✓	✓	✓	✓	✓	✓	✓	DECEMBER 3 WEEKS	✓		
04	MASKING TO CONNECT	NEW ZEALAND VIETNAM, INDIA		✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	JANUARY 3 WEEKS	✓		
05	BIRDBIRD FRIENDS	INDIA, AUSTRALIA, AFRICA U.S.A.	✓							✓	✓	✓	✓	✓	✓	✓	✓	✓	MARCH 3 WEEKS	✓		
06	RHYMING CONNECT	DNU EUROPE	✓							✓	✓	✓	✓	✓	✓	✓	✓	✓	NOVEMBER 2 WEEKS	✓		
07	INTERNATIONAL FESTIVITIES	DNU VUDA ALUKKUTTA MOHAY SRI LANKA	✓							✓	✓	✓	✓	✓	✓	✓	✓	✓	DECEMBER 4 WEEKS	✓		
Example																						
1	'Lunchbox' - What we eat at lunchtime	Francesco Podesti Italy Cardinal Newman school, Ere								✓				✓	✓	✓			05/11/2005	✓		



# SECTION -3



# ISA PROJECT -1

## TRIBAL DANCE SHOWCASE



JAPAN




INDIA



RUSSIA



# ACTIVITY COVER SHEET

 <b>ACTIVITY COVER SHEET</b>	
Activity number <u>01</u>	
School Name:	<u>MOUNT LITERA ZEE SCHOOL, WAKAD, PUNE</u>
Title of activity:	<u>TRIBAL DANCE SHOWCASE</u>
Teacher responsible:	<u>Ms. Bhawna Sugi, Ms. Archana Agarwal, Ms. Pallavi Joshi, Ms. Anurita, Ms. Madhuri Dixit, Ms. Roshni K.</u>
Other staff involved:	<u>Ms. Anand Ravi, Ms.</u>
Subjects involved:	<u>E.V.S, Maths, English, History, Art, Music, ICT</u>
Brief details of the aim, content and outcomes of the activity:	<u>The activity aims to strengthen students' creative skill in live performance through the study of Craft and technique. The students learn the fundamental principles of dance training, dance making &amp; dance performance. The students develop a broad understanding of the social cultural content of dance and performance.</u>
Countries explored:	<u>Russia, India, Japan</u>
Link school(s):	<u>Mingde Elementary School, Russia.</u>
Other sources of information:	<u>Wikipedia, library books, PPT</u>
Time period of activity:	<u>January 3 weeks</u>
Number of students involved in this activity:	<u>54 students of Std IA and B</u>
Age range of students involved:	<u>6 to 7 years</u>
Type of Evidence included:	<u>1) Photograph of dance show</u> <u>2) Photograph of worksheet</u> <u>3) Parents feedback</u> <u>4) Teachers feedback</u> <u>5) Students feedback</u> <u>6) PPT</u>

# ACTIVITY ACTION PLAN



## SECTION 3: ISA ACTION PLAN

Mount Litera Zee School, Wakad.

### Curriculum Activity 1-Tribal Dance Showcase- Online and Collaborative Activity

Learning Outcomes - at the end of the activity the students will be able to:

1. gain understanding of the tribal dances in different parts of the world with regards to the countries chosen for study ( Knowledge)
2. develop their artistic and creative skills as they would be putting up the dances in a cultural program and analysing how the dances of India are different from that of other countries. ( Skills)
3. Appreciate the similarities and understand the differences diversity of dance forms of the various countries ( Attitudes)

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
<ol style="list-style-type: none"> <li>1. The teacher will explain what is a tribal dance and how it is different form folk dance or contemporary dance.</li> <li>2. For the activity, students will collect information about tribal dances of countries under study</li> <li>3. The students will discuss the same in a group discussion and will prepare a comparative chart of the difference of the tribal dances of the various countries</li> <li>4. The students will be taught the tribal dances of various countries in groups.</li> <li>5. The students will perform the dance in a cultural event in front of the parents</li> <li>6. The teachers will exchange pictures of tribal dances with partner school</li> <li>7. The article will be published in Local newspaper</li> </ol>	January 3 weeks	Sid 1 A and B 57 students	Russia India Japan	EVS Math English History Art Music ICT	Bhawna Suri Archana Agarwal Pallavi Joshi Amruta Madhuri Dixit Roshnee Karamchandani	Presentation Evaluation of Darce Competition Display Charts Group Discussion Comparative Charts Photos Worksheets	Photographs Scanned Copies of <ul style="list-style-type: none"> <li>• Display Charts</li> <li>• Parent Feedback Form</li> <li>• Student Feedback Form</li> <li>• Teacher Report</li> <li>• Email Exchange with partner school</li> <li>• Media Report</li> <li>• Judges sheet for presentation</li> </ul>





# INTRODUCTION TO PROJECT

The project 'Tribal Dance Showcase' was selected for Grade I students and aimed at enhancing their knowledge in multicultural awareness and building strong values among children through various interesting activities. Fun and knowledge went hand in hand when children did the dance presentations. They understood that though there is a variety in geographical location, languages spoken, weather, currency, flags, dress and food habits, the culture has many similarities.

Humans have always expressed their feelings in movement and dancing and dancing is a one marking of the oldest forms of human's emotional expressions. Dance is also of means of crisis of life or encouraging the crops or healing the sick soul and body. Behind many ritual dances is the believe that it is through the dance that human speaks directly to his Gods. Dance is the ritual setting that becomes part of these powers beyond might of human and has several functions.

## \*Tribal dance of India

Throughout human history, dancing has been used in worship. Dancing often serves to create a feeling of unity among the participants.

## \* Tribal dance of Russia

The Russian dance has broadness of movements, daring and special cheerfulness, poetry, and combination of modesty and simplicity with profound dignity.

## \* Tribal dance of Japan

Japanese traditional dance has a long history, the oldest known ones may be among those transmitted through the **kagura** tradition, or folk dances relating to food producing activities such as planting rice (**dengaku**) and fishing, including rain dances.

## DESCRIPTION OF PROJECT

The project was split into various smaller activities as below:

- ❖ Activity 1- The Teacher will explain what a tribal dance is and how it is different from folk dance or contemporary dance. This will be done through video and ppt presentations about dances.
- ❖ Activity 2- For the activity, students will collect information about tribal dances of countries under study from books and internet and do worksheets on the tribal dances.
- ❖ Activity 3- The students will have a group discussion about the dances and will prepare a comparative chart of the difference of the tribal dance of the various countries
- ❖ Activity 4- The students will be taught the tribal dances of various countries in groups.
- ❖ Activity 5- The students will perform the dance in a cultural event in front of the parents.
- ❖ Activity 6- The teachers will exchange pictures and information and of tribal dances performed by students, with the partner school.
- ❖ Activity 7- An article will be published in local newspaper about the dance performances in a cultural event and the videos will also be put up on the school facebook page and you tube.



## ACTIVITY 1- EXPLANATION OF TRIBAL DANCES THROUGH VIDEOS AND PPT

### RUSSIA

Russia is the largest country in the world. Russian culture has a long and rich cultural history, steeped in literature, ballet, painting and classical music. Russia has a very visual cultural past, from its colorful folk costumes to its ornate religious symbols. Russia has a variety of tribal dances.



Teacher explaining about the Russian tribal dance to students

#### Costumes and traditional dance



**INDIA** In some instances of Indian tribal dances, the dancing is simple and comprises of little more than insignificant mixing of the feet or waving of the hands. At other times it is just swaying of the body to the clapping of hands, or beating of primitive drums to designate time. Yet another tribal dance form demonstrates only the monotonous movement of the hands and feet. But, generally speaking, a wide range of movement requiring all parts of the body, the head, back, hips, arms,

fingers and the feet and even facial muscles are employed in tribal dances.

Teacher explaining about the Japanese tribal dance to the students

#### DANCES OF THE INDIA



Teacher explaining about the Japanese tribal dance to the students



## JAPAN



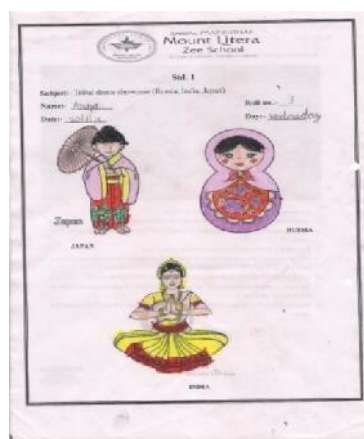
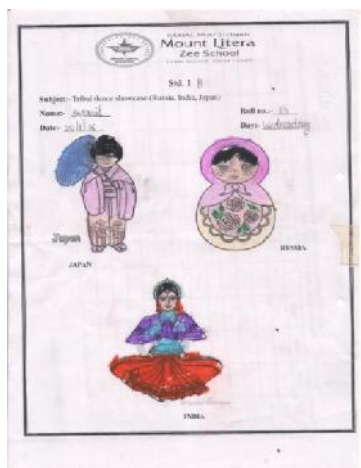
Japanese hand-held fans were originally designed as implements used to induce an airflow. The Japanese fan dance was choreographed for private performances and to highlight the ornate work on the fan. The prop was not only easy to dance with, but also added to the color of the Japanese Kimono, elaborate hair styles and bold make-up. Traditionally, the steps choreographed were slow, deliberate and very suggestive, to the music that was most of the time a live accompaniment.



## ACTIVITY 2 - STUDENTS COLLECTED INFORMATION AND MADE WORKSHEETS ON THE TRIBAL DANCES OF RUSSIA, JAPAN AND INDIA.



The students were explained about the worksheets based on the different dances and then the students coloured the worksheets. This helped the students understand the differences in the dance costumes and the dance styles of India, Russia and Japan. The students thoroughly enjoyed the activities of information gathering and worksheets.



**RUSSIA**

**INDIA**

**JAPAN**

### ACTIVITY 3 - STUDENTS HAD A GROUP DISCUSSION AND MADE A COMPARATIVE CHART ON TRIBAL DANCES.



The teacher had a group discussion with the students based on their knowledge about the dances of India, Russia and Japan. They did a comparative study of the dances and then prepared a comparative chart on the different tribal dance forms of India, Russia and Japan.



**RUSSIA**



**INDIA**



**JAPAN**



## ACTIVITY 4- STUDENTS WERE TAUGHT THE TRIBAL DANCES of ....BY THE TEACHER .

The dance teacher showed the videos of the tribal dances of India, Russia and Japan to the students. They were then taught the dance steps in simple style and rhythm. The students learnt the nuances of the dances and the different styles. It was thoroughly enjoyed by the students. The teacher also explained the differences in the costumes of the various tribal dances and when the dances were performed in the countries of Russia, India and Japan. It was a thoroughly enjoyable experience for the students.



Students learning Japanese dance steps from the teacher



The students learning the Indian Koli dance steps from The dance teacher.

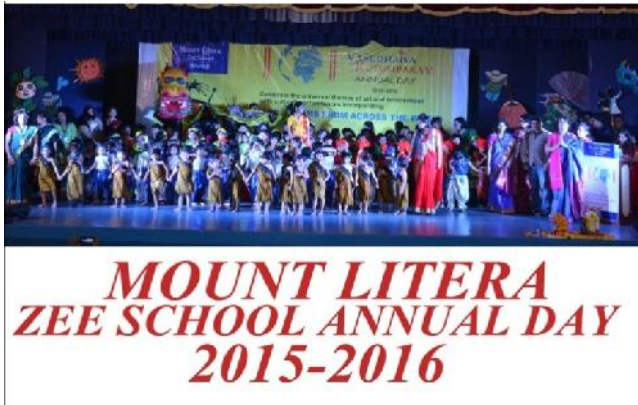
YOUTUBE DANCE LINK:- <https://www.youtube.com/watch?v=QvsPoUzIKwE>

YOUTUBE DANCE LINK:- <https://www.youtube.com/watch?v=7zPtYgSMwGk>

YOUTUBE DANCE LINK: <https://www.youtube.com/watch?v=IhYxbMcug8c>

## ACTIVITY 5 - STUDENTS PRESENTED THE TRIBAL DANCES IN A CULTURAL EVENT .

The students were all excited to present the dances in a cultural program marking the Annual Day of the school. The program was attended by the parents of the participants. The theme for the Annual gathering was 'The whole world is One' reflecting the fact that though the tribal dances from India, Russia and Japan are different, the cultural heritage binds the countries together.



The students performing tribal Russian Dance



Tribal Koli Dance from India being performed by the students.

Enchanting Japanese tribal dance being performed by students!!

# EVALUATION OF DANCES

## RUSSIA, INDIA, JAPAN

KAMAL PRATISTHAN  
Mount Litera  
Zee School  
ISA Traditional Dance Activity

Indian Kholi Dance.

Sr. No	Name	Props	Costume	Confidence	Presentation	Total
1.	Siddik	4	4	3	3	14
2.	Ali	4	4	4	4	16
3.	Abhigyan	4	4	2	4	14
4.	Almond	4	4	3	4	15
5.	Ayash	4	4	4	4	16
6.	Ayash	4	4	4	4	16
7.	Santosh	4	4	4	4	16
8.	Sanjay	3	4	4	4	15
9.	Sanvi	3	4	4	4	15
10.	Pratik	4	4	4	4	16

Date: 25<sup>th</sup> Jan 16

Signature: *Roshni*  
Roshni Karan Chandani

Stamp: MOUNT LITERA ZEE SCHOOL

KAMAL PRATISTHAN  
Mount Litera  
Zee School  
ISA Traditional Dance Activity

Russian Dance.

Sr. No	Name	Props	Costume	Confidence	Presentation	Total
1.	Ashli	5	4	4	3	16
2.	Priya	4	4	3	4	15
3.	Aman	3	4	4	4	15
4.	Harsh	3	4	4	4	15
5.	Ojas	4	3	3	3	13
6.	Kavya	3	3	4	3	13
7.	Arya	3	4	4	4	15
8.	Nave	4	5	4	5	18
9.	Subhro	5	5	4	4	18

Date: 23/1/16

Signature: *Pallavi*

Stamp: MOUNT LITERA ZEE SCHOOL

KAMAL PRATISTHAN  
Mount Litera  
Zee School  
ISA Traditional Dance Activity

Russian Dance.

Sr. No	Name	Props	Costume	Confidence	Presentation	Total
1.	Ashli	5	4	4	3	16
2.	Priya	4	4	3	4	15
3.	Aman	3	4	4	4	15
4.	Harsh	3	3	3	3	12
5.	Ojas	4	3	4	3	14
6.	Kavya	3	3	3	4	13
7.	Arya	3	4	4	3	14
8.	Nave	4	5	4	5	18
9.	Subhro	5	5	4	4	18

Date: 23/1/16

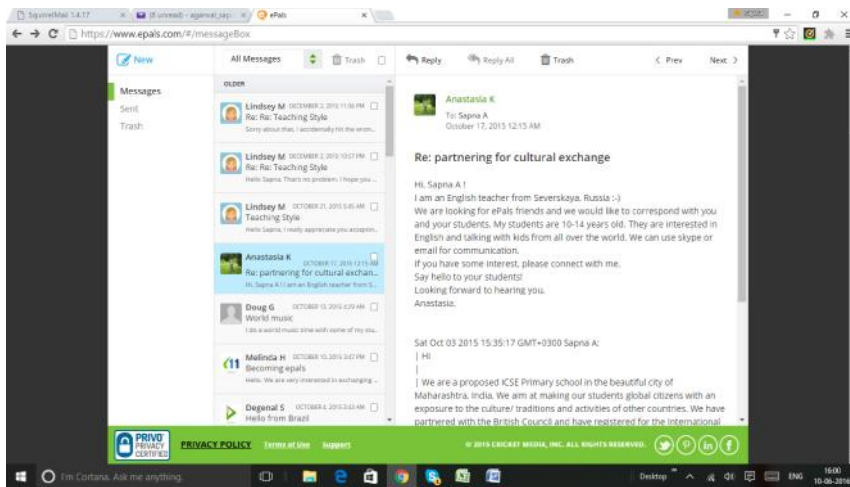
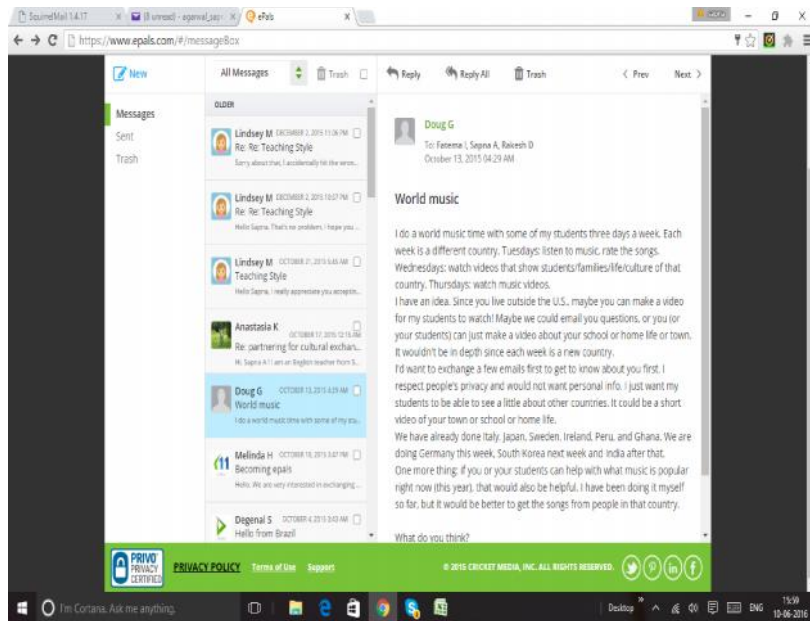
Signature: *Pallavi*

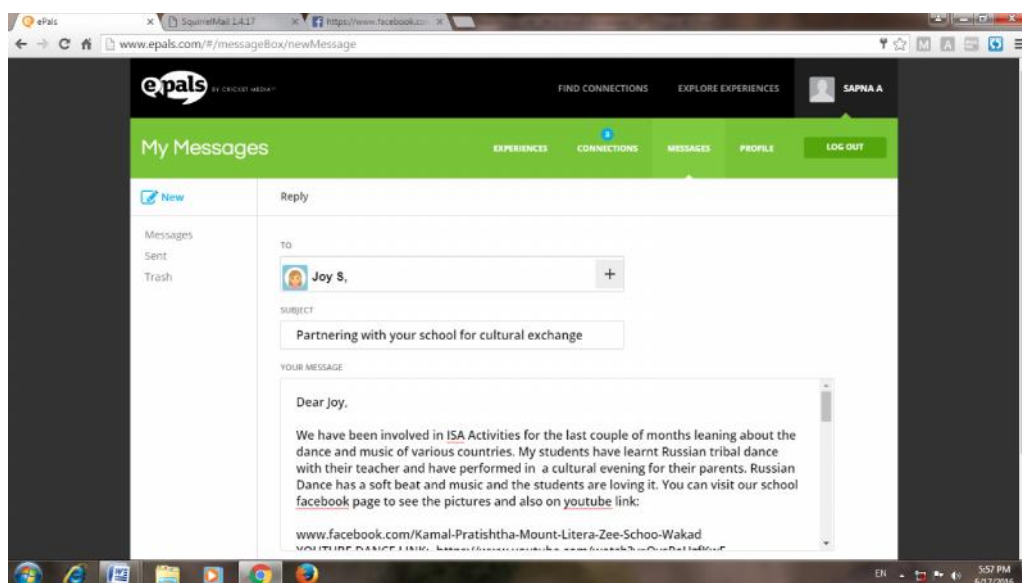
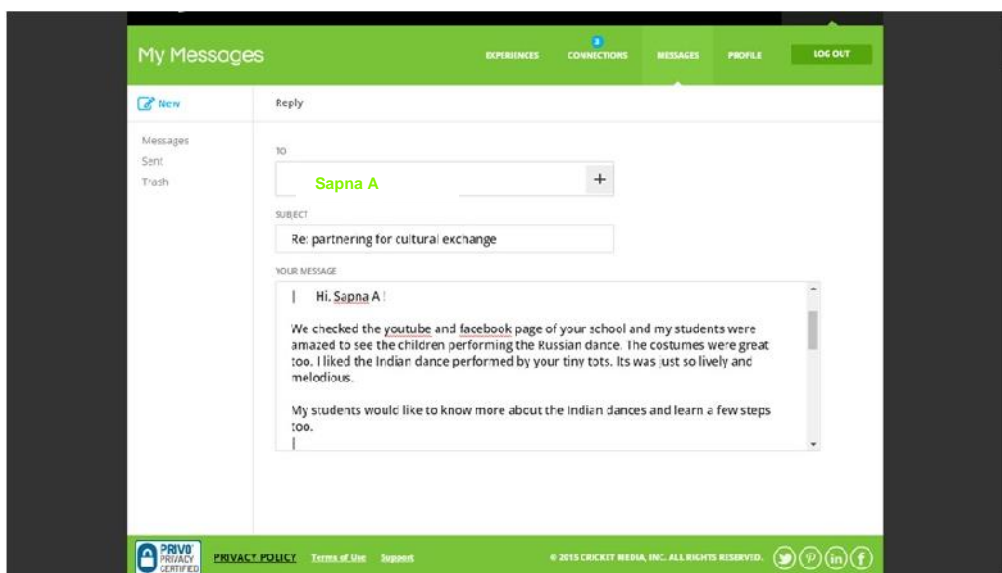
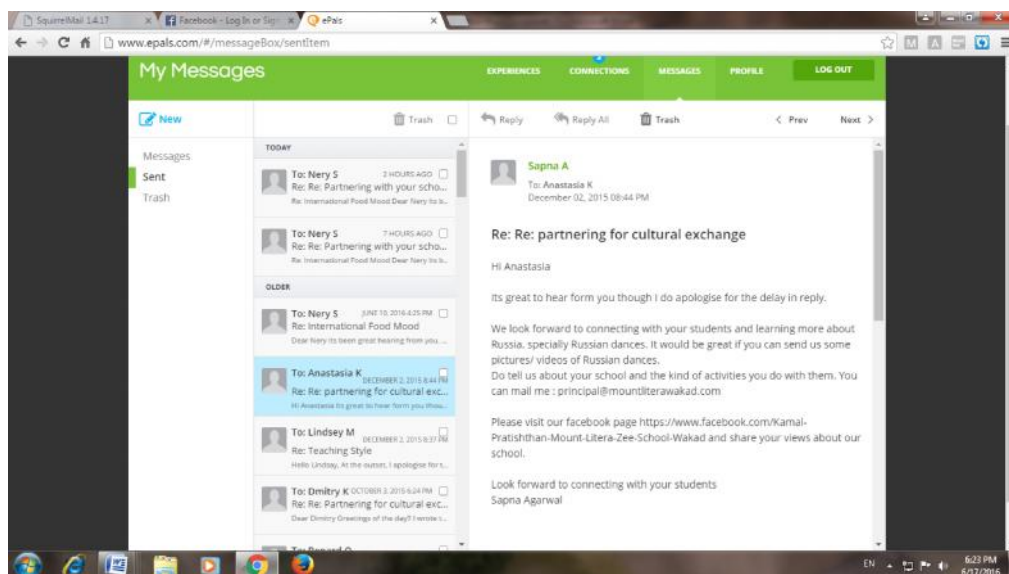
Stamp: MOUNT LITERA ZEE SCHOOL

The students were evaluated on the basis of the presentation, costume, confidence and props used for the tribal dance performances from India, Russia and Japan.



## ACTIVITY 5 - THE TEACHER EXCHANGED THE PICTURES OF THE SHOW WITH THE PARTNER SCHOOL.





## TEACHER REPORT ON TRIBAL DANCES

### Teacher Report

Report on Tribal dance Festival

Date :- 23<sup>rd</sup> Jan 2016

Day :- Saturday

Activity :- Tribal dance Festival

Place :-

The Purpose of education is not just making a student's literate but adds rationale thinking.

Knowledge and self sufficiency keeping pace with changing Paradigms we at Mount Litera Zee School (Waked) tries to bring learning opportunity to children beyond classroom.

The school held a annual concert to enhance the learning of the student about different dance forms of in India, Russia and Japan and Indian dance. Made students and Parents excited and they enjoyed a lot.

All parents and guests appreciated the efforts and concepts learning of the students.



Regards.  
Nisha.



**RUSSIA**



**INDIA**



**JAPAN**



# TEACHER FEEDBACK ON ACTIVITY

**BRITISH COUNCIL**

**TEACHER EVALUATION OF INTERNATIONAL ACTIVITY**

Name: Madhuri A. Dixit

Title of activity: Traditional Dances Date: 27/1/16

Please comment on the impact this activity has had on the students involved:

Children came to know different cultures costumes of different countries like Russia, Japan, India, Brazil etc.

Please comment on the impact this activity has had on you and any other staff involved:

We could see different creativity by parents in the children makeup of their dances like China, India, and it

Please make any suggestions for improvement (e.g. What was the most effective part of this activity for you and why? What was the least effective and why?)

all types of traditional dances and the presentation was a most effective part.

Thank you for your time and comments.

*MADHURI*

**BRITISH COUNCIL**

**TEACHER EVALUATION OF INTERNATIONAL ACTIVITY**

Name: Mrs Archana Agrawal

Title of activity: Traditional dances Date: 23/1/16

Please comment on the impact this activity has had on the students involved:

Students from our school learned various dances from different countries like China, Japan, Russia, Africa, Brazil, India and U.S. Children were very happy after learning this various types of dances.

Please comment on the impact this activity has had on you and any other staff involved:

Even we enjoyed teaching our children these different dance forms like fan dance, Ball Room dance, Ribbon dance, Kholi dance. While teaching we also came across their cultures, costumes and music.

Please make any suggestions for improvement (e.g. What was the most effective part of this activity for you and why? What was the least effective and why?)

We enjoyed the presentation by the children on the stage.

Thank you for your time and comments.

*Archana*

**BRITISH COUNCIL**

**TEACHER EVALUATION OF INTERNATIONAL ACTIVITY**

Name: Mr Pillai A. Gokhale

Title of activity: Traditional dance Date: 23/1/16

Please comment on the impact this activity has had on the students involved:

This activity had a great impact on the students involved as our children not only learned the dance form but also their makeup and their costume.

Please comment on the impact this activity has had on you and any other staff involved:

I was amazed with the beautiful music and their props.

Please make any suggestions for improvement (e.g. What was the most effective part of this activity for you and why? What was the least effective and why?)

The most effective part was the information that we had before the performance. The least effective part is the makeup as it is very loud.

Thank you for your time and comments.

*Pillai A. Gokhale*

# PARENT FEEDBACK ON ACTIVITY

**BRITISH COUNCIL**

**PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY**

Name: Mr Ahmed

Title of activity: Tribal Dances. Date: 29/1/16.

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

My child has taken more interest in dancing and he likes Japanese dance.

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

The theme of the dance was very interesting and very nice.

Any other comments?

Japanese dance is very much different from other dances & costume also.

Thank you for your time and comments.



**RUSSIA**



**INDIA**



**JAPAN**



# STUDENT FEEDBACK ON ACTIVITY

**BRITISH COUNCIL**  
STUDENT EVALUATION OF INTERNATIONAL ACTIVITY

Name: Amishi Khare Std: 1-B  
Title of activity: Tribal Dances

What have you enjoyed most about this activity? What did you like best?  
I loved performing Japanese dance very much. The costume Japan was very nice.

What new ideas or information have you learned from this activity?  
Far more costume, music, all were new for me.

What have you least enjoyed or found some difficulty with?  
Too much of practice and too much of make up. I did not like.

Thank you for your time and comments.

**BRITISH COUNCIL**  
STUDENT EVALUATION OF INTERNATIONAL ACTIVITY

Name: Akya Upadhyay Std: 1  
Title of activity: Tribal dance & show case

What have you enjoyed most about this activity? What did you like best?  
I love performing Indian dance very much. The costume was very nice.

What new ideas or information have you learned from this activity?  
Grabs, dances, costume, music all were new for me.

What have you least enjoyed or found some difficulty with?  
Too much of practice and too much of make up. I did not like.

Thank you for your time and comments.

**BRITISH COUNCIL**  
STUDENT EVALUATION OF INTERNATIONAL ACTIVITY

Name: Affar Ahmed Std: 1-B  
Title of activity: Tribal Dances

What have you enjoyed most about this activity? What did you like best?  
I enjoyed performing Japanese dance very much. The costume Japan was very nice.

What new ideas or information have you learned from this activity?  
Far dance, costume, music were new for me. and Make up also.

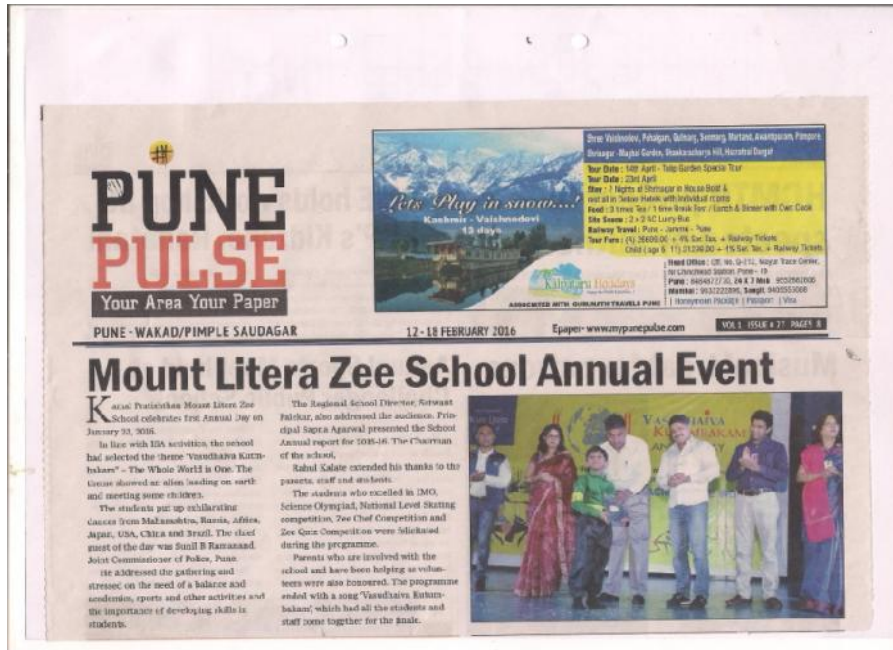
What have you least enjoyed or found some difficulty with?  
Too much practice and too much Make up. I did not like.

Thank you for your time and comments.



# PRESS RELEASE OF THE ACTIVITY

An article was published in a leading newspaper about the ISA activity TRIBAL DANCE SHOWCASE.



## CONCLUSION/ TEACHER'S REPORT

Upon the approval of the action plan, the teachers began the implimentation immediately. Beginning with folk dances of the Tribal dance and continuting with Power point presentation, youtube videos and enjoyed doing the dance and learning about other countries. This brought about high level of excitement and great learning for the students and teachers which further lead to school cultural shows, stage shows and role play.

Folk dances are the best means use to pramote multicultural awareness and build self confidence. The value such as compassion, intigrity, humility, authenticity were taught using tribal dance. Fun and knowledge went hand in hand. Children learn to appreciate the diffrences among the countries, and their varied cultural, food, currency, language, flag, and learnt words of greetings in the three countries they explored. Children were involved in collecting information and pictures of countries.

Teachers were introduced to the British Council's 'school online' website and the teacher development cources.

The teachers also understood that a strong moral value base is required in building a wholesome personality to lead a successful life anywhere in the world both among adults and children, which can be best done through the different type of Tribal dances.



**RUSSIA**



**INDIA**



**JAPAN**

# PROJECT -2

## International Food Mood





# ACTIVITY COVER SHEET

BRITISH COUNCIL	
ACTIVITY COVER SHEET	
Activity number <b>01</b>	
School Name:	MOUNT LITERA ZEE SCHOOL, WAKAD
Title of activity:	INTERNATIONAL FOOD MOOD
Teacher responsible:	Ms. Bhawna Suri, Ms. Archana Agrawal Ms. Roshnee Karamchandani, Ms. Pallavi
Other staff involved:	
Subjects involved:	E.V.S, ENGLISH, ICT
Brief details of the aim, content and outcomes of the activity:	The activity aims at making the learners aware of the contemporary and popular food items of various countries of the world under study and appreciate the diversity and similarities of food
Countries explored:	China, India, Mexico, Italy.
Link school(s):	Mexico High School
Other sources of information:	Internet, Books, Art, & craft
Time period of activity:	3 weeks (in October 2015)
Number of students involved in this activity:	70 students.
Age range of students involved:	6-19 years.
Type of Evidence included:	Photographs, letters and email exchange with partner schools, scanned scrapbooks, parent feedback form, teachers report, student feedback form, copy of display charts, copies of quiz assessment



# ACTIVITY ACTION PLAN



## SECTION 3: ISA ACTION PLAN

### Curriculum Activity 2 : INTERNATIONAL FOOD MOOD- ( Collaborative Activity)

Brief Description- The activity aims at making the learners aware of the contemporary and popular food items of various countries of the world under study and appreciate the diversity and similarities of the food.

Learning Outcomes (max. 3) - at the end of the activity the students will be able to:

1. Gain understanding of the contemporary food items in different parts of the world with regards to the countries chosen for study ( Knowledge)
2. develop their culinary skills as they would be creating the dishes and presenting them in an International Food Festival( Skills)
3. Appreciate the living conditions and diversity of food of the various countries ( Attitudes)

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
<ol style="list-style-type: none"> <li>1. The teacher will explain the importance of food depending on the climatic conditions and the farming styles in form of ppt</li> <li>2. Students will collect information about the various food items of countries under study.</li> <li>3. The children will research on the food and make a scrap book for the same</li> <li>4. The students will have skype discussion with the students of the partner school about the contemporary food of their countries</li> <li>5. The information collected will be exchanged on emails, PPT with the partner school</li> <li>6. The students will make a presentation in front of other students and teachers</li> <li>7. the groups will set up food stalls in the International Food Festival and invite parents</li> <li>8. the learners will have a formative assessment in the form of quiz</li> </ol>	October 3 weeks	Std 1,2,3,4	China India Mexico Italy	EVS English ICT	Bhawna Suri Archana Agarwal Roshnee Karamchandani	Presentation Display Charts on Food Scrap Book Assessment based on Quiz	



## INTRODUCTION TO PROJECT

Traditional food refers to foods and dishes that are passed through generations and also refers to foods consumed over the long term duration of foods consumed over the long-term duration of civilization that have been passed through generations. Food nutrition is a key element in maintaining our overall physical well being. The project was taken up for the primary classes I, II, III and IV students. The aim of the project was to make the students aware of the differences in the cuisines of India, China, Mexico and Italy. The students were explained the importance of food and how the food varies in different countries according to the climate and traditions.

The students did research and also learnt about the food of the countries under study through ppts and internet. They tasted the different cuisines in the International food festival conducted in the school.





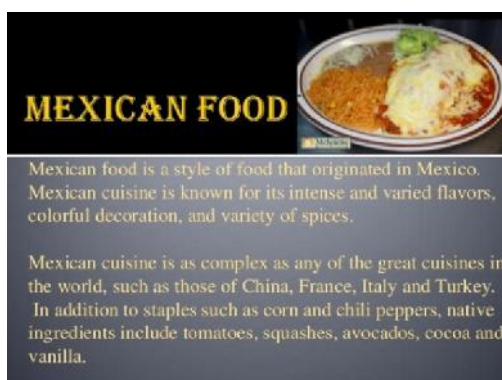
## DESCRIPTION OF PROJECT

The project was split into various smaller activities as below:

- ❖ Activity 1- The teacher will explain the importance of food and the types of food through pictures and ppt
- ❖ Activity 2- The students will collect the information about the foods of India, Italy and China from books and internet
- ❖ Activity 3- The students will research about the food of countries under study and make a scrap book.
- ❖ Activity 4- The students will have a skype session with the students of the partner schools about the contemporary foods of their country.
- ❖ Activity 5- The information collected will be exchanged with the partner schools through emails
- ❖ Activity 6- The students will make a presentation in front of other students.
- ❖ Activity 7- The groups will set up food stalls in an International Food Festival in the school
- ❖ Activity 9- The learners will have a formative assessment in the form of a quiz.
- ❖ Activity 10- An article will be published in a leading newspaper.



## ACTIVITY -1- THE TEACHER DISCUSSED AND EXPLAINED THE IMPORTANCE OF FOOD OF INDIA, CHINA, ITALY AND MEXICO TO THE STUDENTS THROUGH PICTURES AND PPTS.



## ACTIVITY -2- THE STUDENTS COLLECTING INFORMATION ABOUT THE FOOD OF INDIA, MEXICO, ITALY AND CHINA

Students collecting information about the traditional food from books and discussing with the teacher



### ITALIAN FOODS

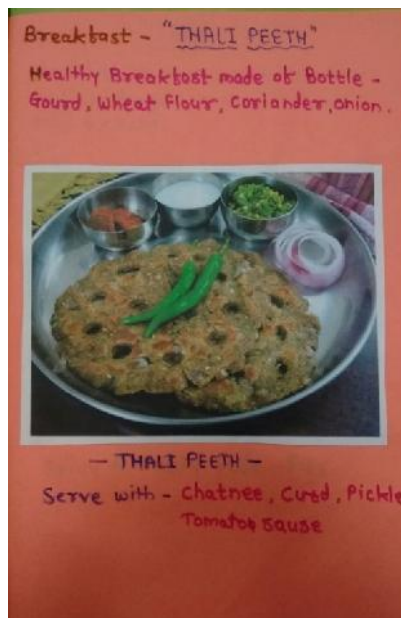
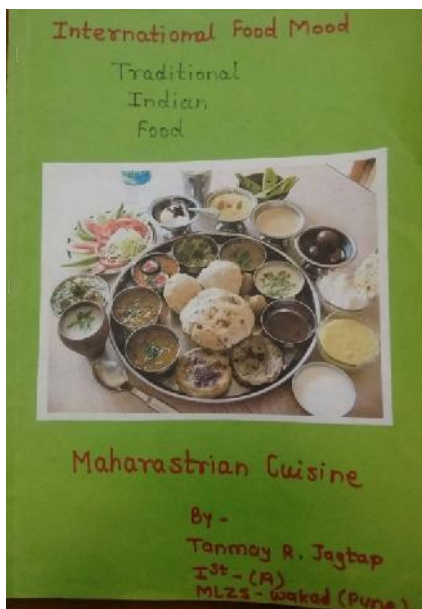
- history of Italian cooking
- Italian food has become famous all over the world
- Its pasta based dishes and the use of cheese
- The food is mostly combined with sauces



















## ACTIVITY -3 - SCRAPBOOK MAKING ACTIVITY BY STUDENTS-

Group work on scrap book making activity by the students.



## ACTIVITY -3 CRAFT ACTIVITY BY STUDENTS

International Food Mood Activity						
	Flags	Time of meal	Traditional food	Ingredients	Types of cuisine	Pictures
China		Breakfast - 6:30 to 7:30 am Lunch - 12:00 to 1 pm Dinner - around 7 pm	Spring-rolls Chow Mein Wontons Dumplings Sweet and sour Pork	China Meat and veg, China starch, Noodles, corn starch, soy sauce, vinegar, chili sauce, garlic, olive oil, vegetables	Zu cuisine Chuan cuisine Yue cuisine Shen cuisine	 
Italy		Breakfast - 7:30 am to 8:30 am Lunch - 1 pm to 3 pm Dinner - 7 pm to 9 pm	An Italian, big man and built like an ox, with several courses of delicious, simple dishes and, of course, lots of good company. Antipasto, Pasta & Ragout, Supper	Garlic, olive oil, Dark leafy greens and whole grains	Northern Italy cuisine Sicilian cuisine Sardinian cuisine Roman cuisine	  
India		Breakfast - 8 am to 9 am Lunch - 1:30 to 2:30 pm Dinner - 8:30 to 9:30 pm	In India, we have been widely appreciated for its fabulous use of herbs and spices. India is quite famous for its delicious, multi-cuisine available in a large number.	Mustard, Fenugreek, Cumin seed, Aniseed, and whole cumin seed. Blend of sweet and spicy flavors	Bengali food Gujarati food Kashmiri food Mughlai Cuisine Punjabi Food Rajasthani Food South Indian Cuisine	 
Mexico		Breakfast - 7:00 am to 10 am Lunch - 1:30 pm to 4 pm Dinner - 8:00 pm to 9:00 pm	The Mexican style, the food, is still prepared much the same way as it was centuries ago. It is a blend of the best of both worlds, a type of food that is not prepared by hand.	Mexico today - maize (corn), beans, avocados, eggplant, chilies, and tomatoes. We all know that chilies peppers play a big part in traditional Mexican food.	Hot quesadilla Chapulines Tamales Black Bean and Corn Salada Salad Tacos al pastor	  

Comparative chart made by students





KAMAL PRATISHTHAN

## Mount Litera Zee School

Great School, Great Future

From:

Mount Litera Zee School  
Wakad, Pune  
India

Date: 17 June 2016

To ,

The Assessor  
British Council  
India

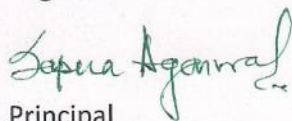
Sub:- Skype session for Curriculum Activity No.2 – International Food Mood

Dear Sir/ Madam,

As per the action plan Curriculum Activity No 2 for the International School Award the students were suppose to have skype session with the students of partner schools in Mexico, Italy and China.

Due to the vast time zone difference the skype session could not be conducted. Hence letters written by the students were sent to Mexico High School. We have included the email exchange and scanned copies of letters in the dossier.

Regards



Principal



## ACTIVITY -4 LETTERS WRITTEN BY STUDENTS TO PARTNER SCHOOLS IN ITALY.

Palak  
DATE 28/11/16 PAGE 2

Hello Friend,  
How are you,  
My name is Palak. I study in  
Mount Litera Zee School, Wakad,  
Pune. I am from Nagpur. I  
foranges are famous of Nagpur-wada  
'Rice and our language'  
Marathi. Please Share your Italian  
food with me. Waiting for your  
letter. Please send your letter  
as soon as possible.

Bye, Bye

Thank you

Regards,

Palak Meshram

Std-3-(A)

Mount Litera Zee School,  
Wakad, Pune, Maharashtra

KHANAK  
III-A  
DATE 28/11/16 PAGE 1

Hello Friend,  
How are you,  
My name is Khanak. I study  
in Mount Litera Zee School, Wakad,  
Pune. I am from Rajasthan. The  
famous food of Rajasthan is Dal  
Bati Churma and our language is  
Marwadi. Please Share your Italian  
food with me. Waiting for your  
letter. Please send your letter  
as soon as possible.

Bye, Bye

Thanks you

Regards,

Khanak Dubey

Std-3-A/14

Mount Litera Zee School,  
Wakad, Pune, Maharashtra

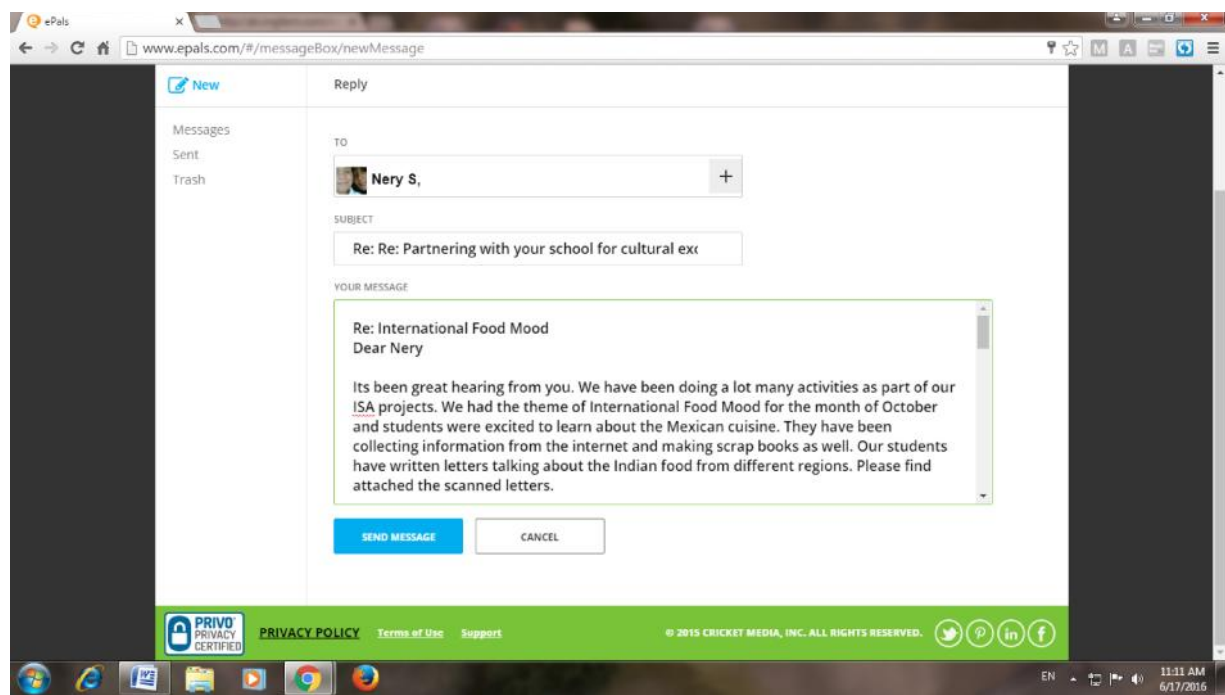
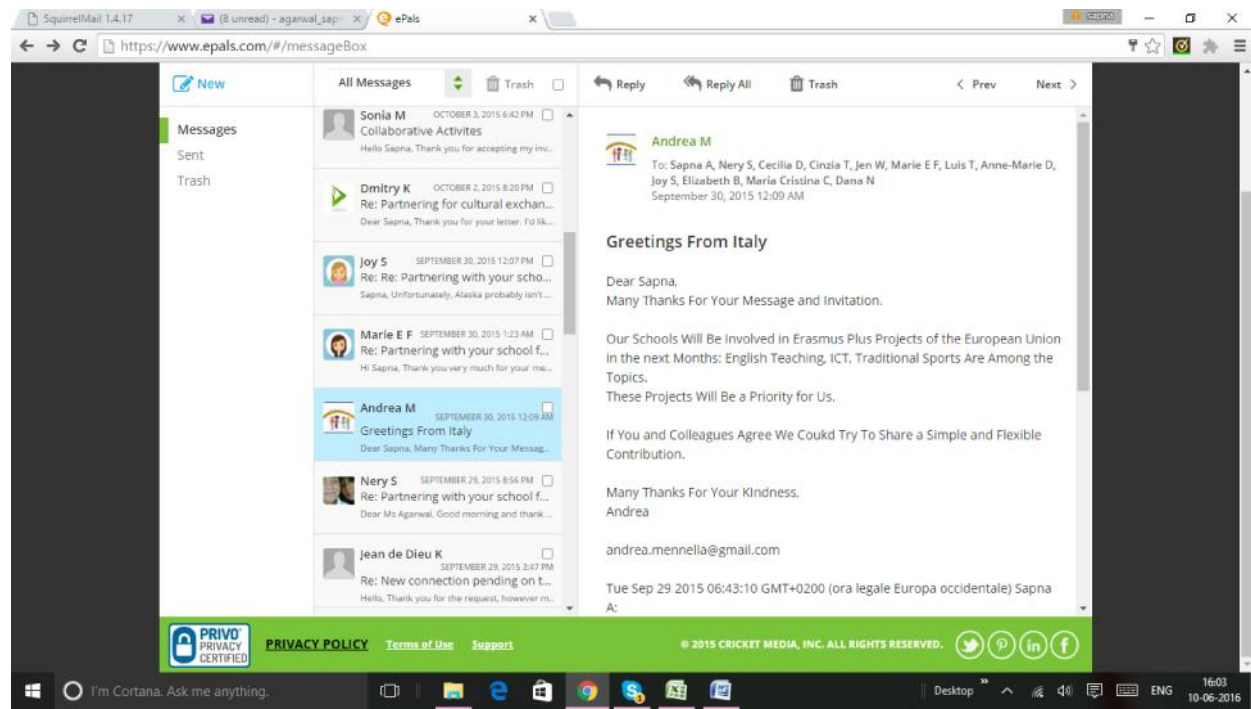
Dear Friend,

Hello, how are you? My name is vedant from  
india. I study in Mount litera zee school, wakad.  
I stay in Maharashtra our famous Maharashtrain  
dishes are miltial pav made of miltial, Kothimbore,  
onion and pav. Our mother tongue is Marathi.  
Come let me tell you some more dishes are  
Chapati bhaji, thean what and so on to visit  
many dishes and share some food with me.  
I will be waiting for your letter.

Thankyou so much  
vedant. Ladwalkar



## ACTIVITY 4 - INFORMATION EXCHANGE WITH PARTNER SCHOOL



letters from MLZS wakad x

https://mail.google.com/mail/#inbox/1555e238577ce9f9

Google

Gmail

COMPOSE

letters from MLZS wakad students

sapna agarwal <agarwal\_sapna2005@yahoo.co.in> 10 October 2015

Dear Nery

Its been great hearing from you. My students have written letters talking about their traditional food items. Please find attached the same. Kindly share the information with your students.

India has a varied cuisine right from the north to the south. Many traditional recipes have ben lost over the years due to the excessive flooding of international cuisines in the day to day lives. It would be great to learn more about the Mexican cuisines as it is not very prevalent in India.

Regards

No recent chats  
Start a new one

student letters.do...

sapna agarwal

Dear

https://mg.mail.yahoo.com/neo/launch?.rand=eqv50 (35 unread) - agarwal\_sapn...

MAIL

Compose

Archive Move Delete Spam More

Student letters

Nery s <snerymexico@gmail.com> 17 October 2015

To agarwal\_sapna2005@yahoo.co.in

Hello Sapna

It was such a pleasure to receive the letters from your students. I shared the letters with my students and they were all excited to get the letters and learn about the food in India. The names are very interesting and they feel the dishes must be tasty too.

Some students have travelled to India and have tasted some Indian food. Mexican food is relatively simple though it does contain a variety of ingredients. The popular Indian dishes are tacos, enchiladas, pasta and rice. I'm sure your students would love them.

Have a greta day!

Cordially  
Nery Salcedo

Reply Reply to All Forward More

Click to Reply, Reply all or Forward

PROJECT Easy O Free Task Design Database Software Design PROJECT Easy O Free Task Design Database



## ACTIVITY 5- INTERNATIONAL FOOD FESTIVAL.

The school organized an international Food Mood Festival for the students and parents to relish the cuisines of the different countries.



Mouth watering Indian Food



Parents enjoying the International Food Festival



Sumptuous Italian Pizza in the making



Ready to serve the Chinese Hakka Noodles!!



## ACTIVITY -6 WORKSHEETS GIVEN TO STUDENTS

Medant  
Padwalke

KAMAL PRATISHTHAN  
**Mount Litera**  
Zee School  
Great School. Great Future

**QUIZ ON INTERNATIONAL FOOD** IV-A

1. Which of these is a flat Mexican bread, made from flour or corn?  
a. Flat bread    b. Tortilla    c. Blintz    d. Pancake
2. What do you call a soup containing tripe?  
a. Menudo    b. Sope    c. Tarquitos    d. Siete Mares
3. The two types of tortillas are flour and  
a. Wheat    b. Corn    c. Hardshell    d. Ortega
4. What are Jalapenos?  
a. Spicy green peppers    b. Mild green peppers  
c. Spicy red peppers    d. Spicy yellow peppers
5. What are enchiladas covered with?  
a. Guacamole    b. Corn Chips    c. Tomatoes    d. Mexican Sauce
6. How are most Mexican dishes served?  
a. Chips and Salsa    b. Tortillas    c. Beans and Rice    d. Jalapenos
7. From which animal is pancetta sourced?  
a. Pig    b. Sheep    c. Cow    d. Deer
8. Which staple of the Italian store cupboard is made using cornmeal?  
a. Ricotta    b. Polenta    c. Tortillas    d. Jalapeno
9. Which spice lends its distinctive colour and flavour to risotto Milanese?  
a. Chilli    b. Saffron    c. Nutmeg    d. Starseed

Byanant



KAMAL PRATISHTHAN  
**Mount Litera  
Zee School**  
Great School. Great Future

Devanshi

**QUIZ ON INTERNATIONAL FOOD**

1. Which of these is a flat Mexican bread, made from flour or corn?  
a. Flat bread    ☒ b. Tortilla    c. Blintz    d. Pancake
2. What do you call a soup containing tripe?  
a. Menudo    b. Sope    c. Tarquitos    ☒ d. Siete Mares
3. The two types of tortillas are flour and  
a. Wheat    ☒ b. Corn    c. Hardshell    d. Ortega
4. What are Jalapenos?  
☒ a. Spicy green peppers    b. Mild green peppers  
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a. Pig    b. Sheep    ☒ c. Cow    d. Deer
8. Which staple of the Italian store cupboard is made using cornmeal?  
a. Ricotta    b. Polenta    ☒ c. Tortillas    d. Jalapeno
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☒ a. Chilli    b. Saffron    c. Nutmeg    d. Starseed

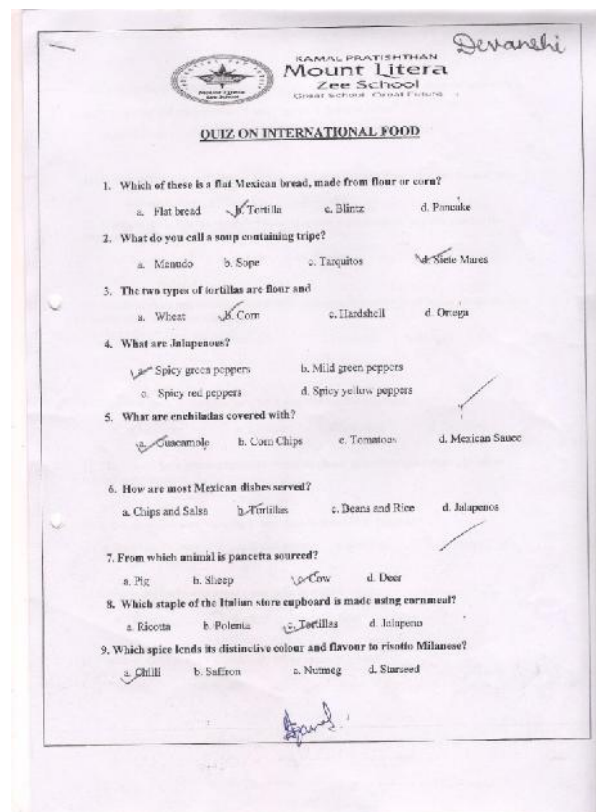
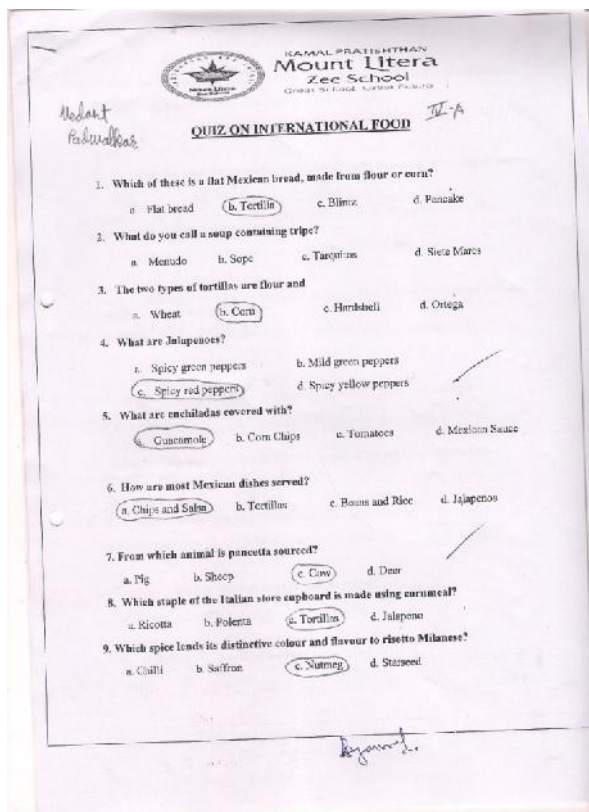
Devanshi

The teacher gave worksheets for the students to do based on the food items of China, Mexico, Italy and India.



## ACTIVITY -7. ASSESSMENT IN THE FORM OF QUIZ

The students participated in a Quiz Competition based on food of countries under study.



## STUDENT FEEDBACK OF THE ACTIVITY

**BRITISH COUNCIL**

**STUDENT EVALUATION OF INTERNATIONAL ACTIVITY**

Name: Shrutij Sex: Sr-Kr

Title of activity: International food Mood sat-19/15

What have you enjoyed most about this activity? What did you like best?

*I liked all the cuisines, especially the Chinese cuisine. It was delicious. There was such a big variety of different types of foods. There were plenty of games, all which were extremely fun. The games were my favourite, and I liked them best.*

What new ideas or information have you learned from this activity?

*I went with my friends and family. We enjoyed a lot together. I have learned that being with family is the most fun part of any activity.*

What have you least enjoyed or found some difficulty with?

*No, I didn't find any difficulty in anything.*

Thank you for your time and comments.

**BRITISH COUNCIL**

**STUDENT EVALUATION OF INTERNATIONAL ACTIVITY**

Name: Ayad. Pajari Sex: Male

Title of activity: International food mood date 16/10/15

What have you enjoyed most about this activity? What did you like best?

*I enjoyed various food items and enjoyed funfair with my family. I liked Chinese food very much and enjoyed games. I spent great time with my friends in international food mood activity.*

What new ideas or information have you learned from this activity?

*I learned different food items from around the world that was really interesting for me. I participated with great happiness. I got important information about food.*

What have you least enjoyed or found some difficulty with?


*I enjoyed every thing in funfair with my friends and family.*

Thank you for your time and comments.





## PARENT FEEDBACK ON THE ACTIVITY

 BRITISH COUNCIL		
PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY		
Name:	S. Manisha Kumari	
Title of activity:	International food mood	Date: 19/10/15
Please comment on the impact this activity has had on your child:		
<p>International food mood was a very good activity. My children enjoyed various food and I got valuable information about different food items from around the world. Please conduct these kind of activity in future.</p>		
If you have been directly involved in this activity please comment on the impact this activity has had on you:		
<p>My self Enjoyed this activity so much. I enjoyed various instal such as mexican, Indian, chinese &amp; new about various food culture.</p>		
Any other comments?		
<p>Thank you so much for conducting this activity. We had great time with my our family in fun fare international food mood.</p>		
Thank you for your time and comments.		





# TEACHER EVALUATION OF INTERNATIONAL ACTIVITY



Name:	Ms BHAWNA SURI	Date:	1/10/15
Title of activity:	FOOD MOOD		

Please comment on the impact this activity has had on the students involved:

Students will always remember the different types of cuisine and their ingredients related to the particular country. The students will always remember the various methods of cooking.

Please comment on the impact this activity has had on you and any other staff involved:

Working together with parents and children was a great experience for an I.S.A. project. It gave me a lot of knowledge for the food cuisine of China, Mexico and Italy.

Please make any suggestions for improvement (e.g. What was the most effective part of this activity for you and why? What was the least effective and why?)

The most effective part of this activity was that the involvement of students, parents in teachers. We all have worked in a coordination. It had enhanced our knowledge regarding the authentic cuisines of China, Mexico and Italy.

Thank you for your time and comments.



# TEACHER EVALUATION OF INTERNATIONAL ACTIVITY



Name:	Ms. Pallavi Akshayadeep Gokhale.	
Title of activity:	Food Mood.	Date: 1/10/15

Please comment on the impact this activity has had on the students involved:

Students were enjoying the activity. Students understands the food culture of the countries better. Student can identify the cuisines of different countries.

Please comment on the impact this activity has had on you and any other staff involved:

I learned alot about food culture of different countries. Ingredients used in different countries. Ingredients used in different countries cuisines, methods of preparation etc.

Please make any suggestions for improvement (e.g. What was the most effective part of this activity for you and why? What was the least effective and why?)

The most effective part is the funfair. because parents were also involved.



## TEACHER REPORT ON INTERNATIONAL FOOD MOOD ACTIVITY.

### Teacher Report

#### Report on International Food Festival

Date:- 25<sup>th</sup> October 2015

Day:- Sunday

Activity:- International Food Fair

Place:- School basement

The purpose of education is not just making a student's literate but adds emotional thinking, knowledge and self-sufficiency. Keeping pace with changing paradigms like at Mount Litera Tree School (Wakad) tries to bring learning opportunity to children beyond classroom.

The school held a fair to enhance the learning of the students about cuisine of different countries like China, Italy and Mexico. Teachers set up stalls of different cuisine for parents and children to explore the food from various countries.

Watching and enjoying Italy cuisine ie pizza, burgers, Chinese cuisine ie noodles and veg manchurian and Indian food like Bhel, golgappa, cholepure made students and parents excited and they enjoyed a lot.

All parents and guests appreciated the efforts and concepts learning of the students.

Regards  
Reshmi K.





## PRESS RELEASE OF THE ACTIVITY



# THE TIMES OF INDIA



**TIMES**  
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## MLZS hosts International Food Festival

of various food items from these countries and parents were invited to attend the festival. Everyone enjoyed the hot pizzas, Chinese noodles, Manchurian and mouth watering Indian food items. Prizes were declared for the best food and the best decorated stall. The visitors also had fun at the various games stalls.



Food stalls offer dishes from different countries

THE TIMES OF INDIA

## Students create awareness about Meatless Day

[illegible]

On the other hand, the political and economic situation in the various countries and regions were inclined to attend the national. The

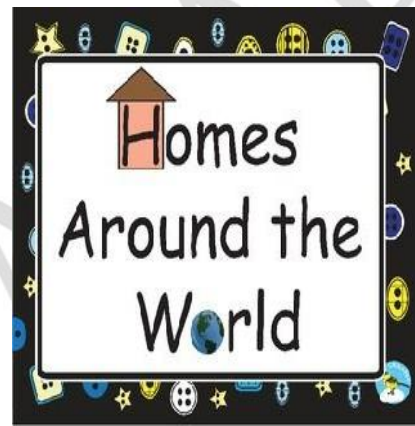
**International Food Festival**  
As part of the International School Award at Jethro, Wigan, Lisa Zee Shoo, Wigan, showcased an international food festival in its premises recently to help children learning about the cuisine of different countries in the India House. Today will

*(continued)*



# PROJECT 3

## HouseIs Where The Heart Is



# ACTIVITY COVER SHEET

BRITISH COUNCIL	
ACTIVITY COVER SHEET	
Activity number <u>8</u>	
School Name:	MOUNT LITERA ZEE SCHOOL
Title of activity:	HOUSE IS WHERE THE HEART IS.
Teacher responsible:	Ms. Bhawna Suri, Ms. Archana Agrawal, Ms. Pallavi Gokhale, Ms. Madhuri Dixit, Ms. Rashmi Karmchandani
Other staff involved:	
Subjects involved:	E.V.S, ENGLISH, ICT, ART, HISTORY,
Brief details of the aim, content and outcomes of the activity:	The activity aims at making the learners aware of the kinds of houses in various countries in relation to the topography and climatic conditions and differentiate in the materials being used by countries. It also develops enquiry based learning and creative skills of students and students are able to explain different styles of houses.
Countries explored:	SRILANKA, INDIA, CHINA.
Link school(s):	
Other sources of information:	internet - google, wikipedia, Books, charts, ppt
Time period of activity:	DECEMBER- 3 WEEKS.
Number of students involved in this activity:	75 STUDENTS OF SR-K.G, IA and IB.
Age range of students involved:	4.6 YRS to 6.0 YRS.
Type of Evidence included:	Photographs of models, display charts, parent feedback forms, student feedback forms, teacher's report, questionnaire.



# ACTIVITY ACTION PLAN



## SECTION 3: ISA ACTION PLAN

### Curriculum Activity 3 : House is where the Heart is

Brief Description- The activity aims at making the learners aware of the kinds of houses in various countries in relation to the topography and climatic conditions

Learning Outcomes - at the end of the activity the students will be able to:

1. Gain understanding of the kinds of houses in India and other parts of the world and differentiate in the materials being used by countries ( Knowledge)
2. Develop enquiry based learning and their creative skills ( Skills)
3. Explain diff styles of houses ( Attitudes)

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
<ol style="list-style-type: none"> <li>1. The teacher at first will explain importance of houses how the style of houses depends on the climate and landscape through ppt</li> <li>2. Students will collect information with teacher's help about kinds of houses and make model houses of countries of study and present charts also.</li> <li>3. The students will help of teachers the difference between the kinds of houses based on the topography and climatic conditions in form of w/s</li> <li>4. The students will put up an exhibition of the models and charts for the parents during the PTM</li> <li>5. The students will have an Assessment in the form of Questionnaire</li> </ol>	December 3 weeks	Sr Kg Std I A Std I B  75 students	Srilanka India China	EVS ICT English Art History	Bhawna Suri Archana Agarwal Pallavi Joshi Madhuri Dixit Roshnee Karamchandani	PPT Questionnaire Comparative Charts Models Parent Feedback Exhibition	Photographs of Models  Scanned Copies of <ul style="list-style-type: none"> <li>• Display Charts</li> <li>• Parent Feedback Forms</li> <li>• Student Feedback Forms</li> <li>• Teacher's Report</li> <li>• Questionnaire</li> </ul>





## INTRODUCTION TO PROJECT





## DESCRIPTION OF PROJECT

The project was split into various smaller activities as below:

- ❖ Activity 1-Handouts of PPT on houses.- Teacher shows videos and PowerPoint presentation of the houses of these countries (India, China and Sri-Lanka) to the students.
- ❖ Activity2- Model making of houses.- Teacher guides students for making models of different houses.
- Activity 3-Comparative charts.- Comparative charts were made by the teachers and the students to compare houses of the different countries.
- Activity 4- Learning of the chosen countries.- Teacher explained the students about the maps, climate, culture and houses of three countries.
- Activity 5 - Exhibition on house models.-Exhibition was held to show the various houses models made by the students.
- Activity 6- Questionnaire on houses.- Teachers held a quiz competition on houses and other information on these countries.
- Activity 7 - Evaluation Report-It includes evaluation report from students, parents and teachers.
- Activity 8 - Feedback is taken from students, parents and teachers as well.



## ACTIVITY 1- HANDOUTS OF PPT ON HOUSES OF DIFFERENT COUNTRIES.

Teacher shows videos and PowerPoint presentation of the houses of these countries(India, China and Sri-Lanka) to the students. Students will gain the information on houses based on the climatic condition and topography of that country.

Teacher explaining about the houses in different countries.



Students enjoying ppt on houses in India.



Students watching videos on houses in china'.



## ACTIVITY 02 - MODEL MAKING OF HOUSES.

Involvement of parents and students in house model making. Teachers also helped children in making the different houses models.



Parents and students are busy in making their house models.

Teachers helping students in making the house models.



Ariv Sinha of Sr KG  
making a Chinese house model

## Some of the beautiful house models made by them

Chinese house model made by Shriya

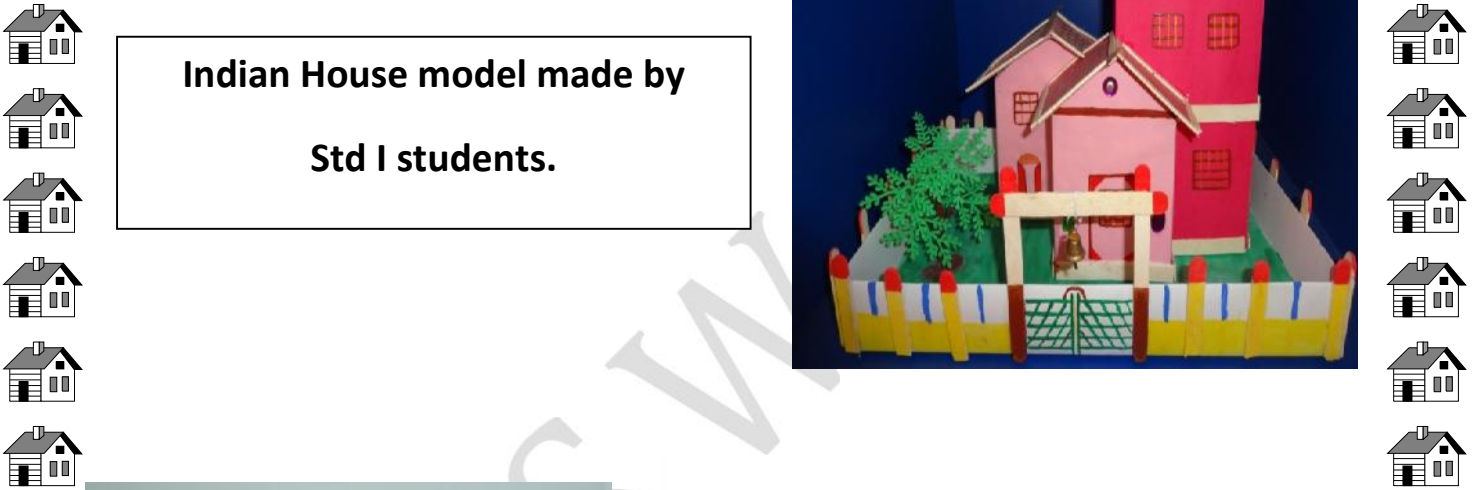


**Srilanka House models made by  
Sr.Kg students.**





**Indian House model made by  
Std I students.**



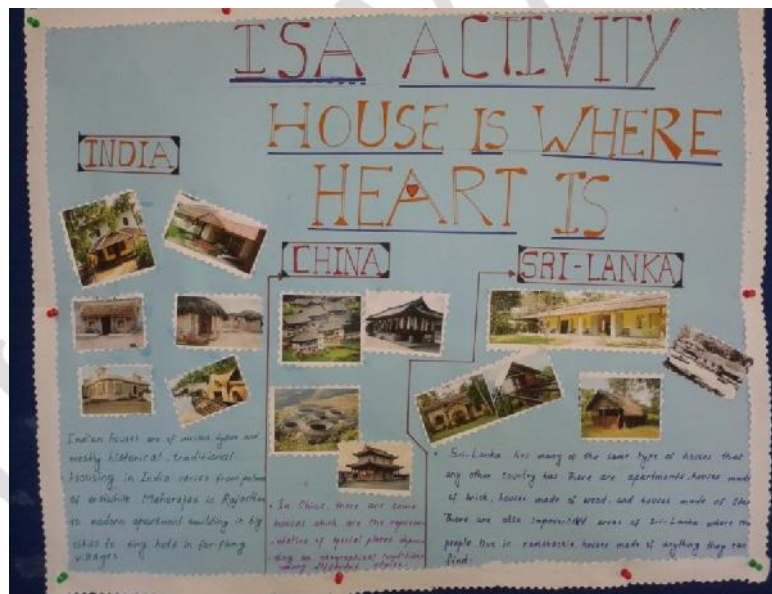
**Vatsal making model  
of Indian house**





## ACTIVITY 03- COMPARATIVE CHARTS.

Comparative charts were made by the teachers and the students to compare houses of the country.







## ACTIVITY 05- EXHIBITION ON HOUSE MODELS.

Exhibition was held to show the various houses models made by the students.



Students are busy in the exhibition and teacher is explaining to them.

Parents appreciating the models at the Exhibition.





## ACTIVITY 06- QUESTIONNAIRE ON HOUSES.

Teachers held a quiz competition on houses and other information on these countries.

**Quiz Competition on  
houses of different  
countries**



**Students actively involved  
in this activity**



**Students preparing  
themselves for the  
questionnaire.**





## Final Assessments done by the teachers as an oral quiz

1. These houses are made out of mud, straw and dried out leaves. (Hut/ kuchha house).
2. A cone shaped wooden casing by a covering of buffalo-hide. (Tepee).
3. What is the capital city of Sri Lanka?  
(Colombo).
4. What is the currency of Sri Lanka?  
(Sri Lankan Rupee).
5. What are the traditional houses of the Hakka ethnic group in Fujian?  
(Hakka Houses).
6. Which houses are the best and the very costly houses with luxurious features?  
(Palaces).
7. Which house is prepared of snow otherwise blocks of ice?  
(Igloo).
8. Which is the typical Chinese Han house of the Zhou Dynasty? (Siheyua).
9. Which are very common in North-West China due to the dry weather?  
(Cave Dwellings).
10. The most popular types of dwellings in Tibet.  
(Tibetan Stone Chambers).
11. Which houses are lucrative, sustainable, organic architecture initiatives?  
(Baker Model house).
12. What is the national fruit of Sri-Lanka?  
(Jack-fruit).
13. What is the first language of Sri-Lanka?  
( Sinhalese and/or Tamil).
14. What continent Sri-Lanka is located?  
(Asia).
15. The well-liked temporary ethnic tents of India. -(Shamiana).

**ISA ACTIVITY -03 :-House is where the heart is**  
**Assessment sheet.**

Sr.no	Name	Round1	Round 2	Round 3	Total
1.	Aarya	8	8	9	25
2.	Aush	8	8	8	24
3.	Tanishka	9	9	8	26
4.	Vihaan	7	8	8	23
5.	Videsh	8	9	8	25
6.	Kanak	8	8	9	25
7.	Devanshi	9	9	8	26
8.	Ritwik	8	9	9	26
9.	Jaanvi	8	8	9	25
10.	Arjun	8	8	8	24

Judge:- Ms- Sapna Agsawal

Sign :-

*Agaswal*

Date:- 10-12-15



## ACTIVITY 07- EVALUATION ON HOUSE MODELS.

It includes evaluation report from students, parents and teachers on the activity which we conducted on the houses of three countries.

**BRITISH COUNCIL**  
STUDENT EVALUATION OF INTERNATIONAL ACTIVITY

Name: Tahira Pandey Sec: 1-B  
Title of activity: House is where heart is

What have you enjoyed most about this activity? What did you like best?

I enjoyed making models of China house I come to know about its architecture and material used for making their houses.

What new ideas or information have you learned from this activity?

Came to know new material used different types of houses including bamboo.

What have you liked or found some difficulty with?

Finding information of china house term's long.

Thank you for your time and comments.

**BRITISH COUNCIL**  
STUDENT EVALUATION OF INTERNATIONAL ACTIVITY

Name: Aditi Hegde Sec: 1  
Title of activity: House is where heart is

What have you enjoyed most about this activity? What did you like best?

Finding information of china house was boring but I enjoyed making model.

What new ideas or information have you learned from this activity?

I enjoyed making model of china house I come to know about its archt. use and material used for making these houses.

What have you liked or found some difficulty with?

come to know new material used different types of houses.

Thank you for your time and comments.

**BRITISH COUNCIL**  
STUDENT EVALUATION OF INTERNATIONAL ACTIVITY

Name: Rishabh Singh Sec: 1-1-B  
Title of activity: House is where the heart is

What have you enjoyed most about this activity? What did you like best?

I enjoyed making model of china house I came to know about its architecture and material used for making their houses.

What new ideas or information have you learned from this activity?

I came to know new material used, different types of houses.

What have you liked or found some difficulty with?

Finding information of china houses was boring.

Thank you for your time and comments.

# Teacher Evaluation of International Activity.

**BRITISH COUNCIL**  
TEACHER EVALUATION OF INTERNATIONAL ACTIVITY

Name: Ms Archana Aggarwal  
Title of activity: Houses where the heart is Date: 25/1/16

Please comment on the impact this activity has had on the students involved:

Students were involved in making various house model of different countries like china, thailand etc.

Please comment on the impact this activity has had on you and any other staff involved:

We also got the information about the various forms of houses of this countries.

Please make any suggestions for improvement (e.g. What was the most effective part of this activity for you and why? What was the least effective and why?):

Different house models made by different students was really effective.

Thank you for your time and comments.

*Archana*

**BRITISH COUNCIL**  
TEACHER EVALUATION OF INTERNATIONAL ACTIVITY

Name: Madhavi A. Dixit  
Title of activity: Houses where the heart Date: 27/1/16

Please comment on the impact this activity has had on the students involved:

children got information about different house and how to make that type of houses.

Please comment on the impact this activity has had on you and any other staff involved:

we could see different creativity by parents and children making it interesting and busy.

Please make any suggestions for improvement (e.g. What was the most effective part of this activity for you and why? What was the least effective and why?):

Model making was a most effective with exhibition and Teachers giving information about houses was least effective as links, website was already given.

Thank you for your time and comments.

*Madhavi*

**BRITISH COUNCIL**  
TEACHER EVALUATION OF INTERNATIONAL ACTIVITY

Name: Ms. Pallavi A. Gokhale  
Title of activity: "House is where the heart is" Date:

Please comment on the impact this activity has had on the students involved:

Students are very excited after making these houses. They learned about chinese architecture. They also learnt about the material used for making the houses.

Please comment on the impact this activity has had on you and any other staff involved:

I was very happy and excited after seeing the models of chinese houses. It was a very nice experience.

Please make any suggestions for improvement (e.g. What was the most effective part of this activity for you and why? What was the least effective and why?):

The most effective part was the beautiful display of these houses.  
The least effective part that the models of ~~the~~ were huge and not appropriate for small children to handle them.

Thank you for your time and comments.

*Pallavi*



## ACTIVITY 08-FEEDBACK ON HOUSE MODELS.

Feedback was taken from students, parents and teachers as well.

**BRITISH COUNCIL**

**PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY**

Name: Anand R. Bandekar  
Title of activity: House it where the heart is (Model - China house) Date: 27-1-16

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

Because of this activity my daughter Jshita came to know about Chinese culture and architecture. This activity helped Jshita to gain more knowledge about China, this also helped her to improve her Creativity, Curiosity and was very excited to create model from her own house ☺

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

This unique activity helped me also to know more about Chinese architecture and culture. For this activity I came across various websites and it helped me to gain more information @ China. I was very happy and excited while creating "Jshita's Chinese H.

Any other comments?

Thank you for your time and comments.



**BRITISH COUNCIL**

**PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY**

Name: Vidua N. Heade  
Title of activity: House it where the heart is Date: 28/1/16

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

She know another type of house which is different from Indian type

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

I am appreciate for helping child to acquire basic social skills for making this real objectives.

Any other comments?

I am bothered about declining awareness among our children about our own culture. Suggest to teach children about Indian personalities and traditional culture too.

Thank you for your time and comments.



## TEACHER'S REPORT

### Teacher Report

Report on ISA Activity "House where the Heart is".

Date - 15th, December, 2015

Day - Tuesday.

Activity - "House where the Heart is"

Activity No - 3

Place :- Basement of school.

The school has arranged the exhibition of various house models of the countries like India, China and Sri-Lanka in relation to the topography and climatic condition. The main objective is to develop enquiry based learning and their creative skills. The exhibition has made the understanding the kinds of houses in India with other parts of the world and differentiation according to the materials being used by the countries to support the climatic change.

Through the exhibition school tries to feed knowledge in the minds of the students globally. All the parents and guests has appreciated the programme and school with the teachers' efforts.



Regards  
Suchismita Senapati

# PROJECT 4

## MASKING TO CONNECT





# ACTIVITY COVER SHEET

BRITISH COUNCIL	
ACTIVITY COVER SHEET	
Activity number <u>4</u>	
School Name:	MOUNT LITERA ZEE SCHOOL, WAKAD, PUNE
Title of activity:	"Masking to connect"
Teacher responsible:	Ms. Bhawana Swel, Ms. Archana Agatwal, Ms. Pallavi Ms. Madhuri Dixit, Ms. Rashmi K, Ms. Nisha Thorat
Other staff involved:	Ms. Shubha S., Ms. Kumari Smriti, Ms. Suchismita S. Ms. Leena
Subjects involved:	E.V.S, English, Art, Hindi, Math, ICT.
Brief details of the aim, content and outcomes of the activity:	The activity aims at doing a comparative study of the masks worn by people (men and women) across various countries. * Student will be able to gain understanding of the kinds of masks worn by men and women in India and other parts of the world. Students will be able to appreciate the diversity of masks of the various countries and understand their similarities and differences. They will learn Interpersonal skills, enquiry based skills, digital technology.
Countries explored:	New Zealand, Vietnam, India.
Link school(s):	
Other sources of information:	Wikipedia, library books, ppt etc.
Time period of activity:	3 weeks
Number of students involved in this activity:	January 20 students of standard 2, 3 and 4
Age range of students involved:	7 years to 10 years.
Type of Evidence included:	* Photographs of Masks and skit * Teacher's Report * Assessment Marksheet. * Presentation Assessment.





# ACTIVITY ACTION PLAN



## SECTION 3: ISA ACTION PLAN

### Curriculum Activity 4: MASKING TO CONNECT

Brief Description- a Comparative study of the masks worn by people (men and women) across various countries

Learning Outcomes - at the end of the activity the students will be able to:

1. gain understanding of the kinds of masks worn by men and women in India and other parts of the world ( Knowledge)
2. Interpersonal skills, communicating cross culturally, enquiry based skills, organizing and working with others and digital technology ( Skills)
3. Appreciate the diversity of masks of the various countries and understand their similarities and differences( Attitudes)

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
<ol style="list-style-type: none"> <li>1. The teacher will explain through videos/ books why masks are worn by people and the origin of masks in countries of study</li> <li>2. students will collect information about kinds of masks worn and their significance in various countries</li> <li>3. The students will make masks of various countries using more or less same materials used in countries of study</li> <li>4. The students will present a skit in assembly wearing masks</li> <li>5. The students will make a presentation to the teachers and will have a assessment</li> </ol>	January 3 weeks	Std 2,3,4 20 students	New Zealand Vietnam India	EVS English Art Hindi Math ICT	Bhawna Suri Archana Agarwal Pallavi Joshi Madhuri Dixit Roshnee Karamchandani Nisha Thorat	Charts Questionnaire Presentation Assessment Worksheet Masks Skit	Photographs of Masks and Skit Teacher's Report Assessment Marksheet Presentation Assessment



## INTRODUCTION TO PROJECT

The project 'Masking to connect' was selected for Grade 2 and 3 students and aimed at enhancing their knowledge about the masks of the various countries under study and their similarities and differences. It also aimed to make them understand the kinds of mask worn by men and women in India and other parts of the world. It was an interesting project wherein students learnt about the various types of masks and presented a skit wearing the masks. They understood that the masks are used for a variety of purpose including religious celebrations, to ward off evil, The students were given a project for making the masks using different materials like the paper plates, thermocol, paper mache' etc. Parents appreciated the concept and the learning that their wards had gained during the activity.



## DESCRIPTION OF PROJECT

The project was split into various smaller activities as below:

- ❖ Activity 1- Teacher explains through books why masks are worn by people and the origin of masks in countries of study.
- ❖ Activity 2- The teacher shows videos of the masks worn by men and women in India, New Zealand and Vietnam.
- ❖ Activity 3- The students collect information about kinds of masks worn and their significance in various countries of study and prepare a chart on the comparative study of the masks of different countries.
- ❖ Activity 4- The students make masks used in the various countries under study.
- ❖ Activity 5- The students present a skit in assembly wearing masks.
- ❖ Activity 6- The students will make a presentation to the teachers and will have an assessment.





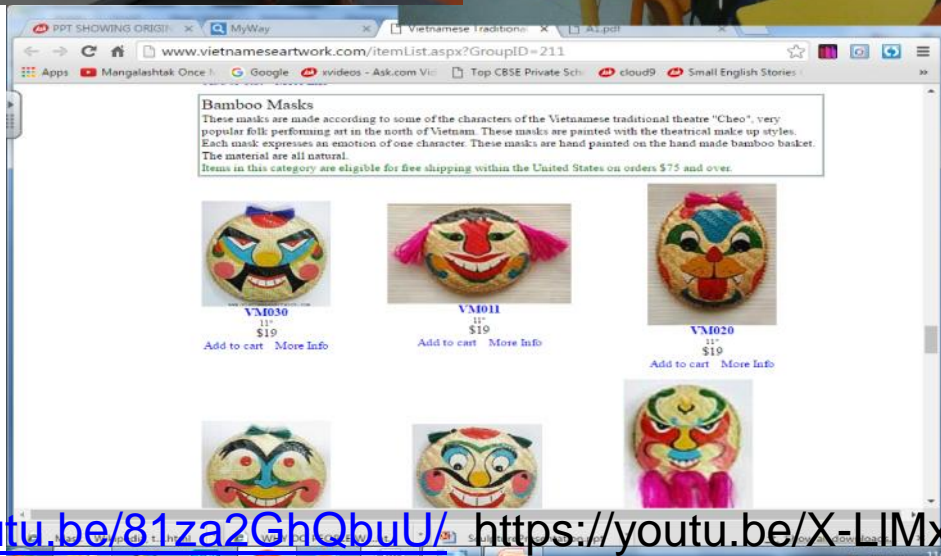
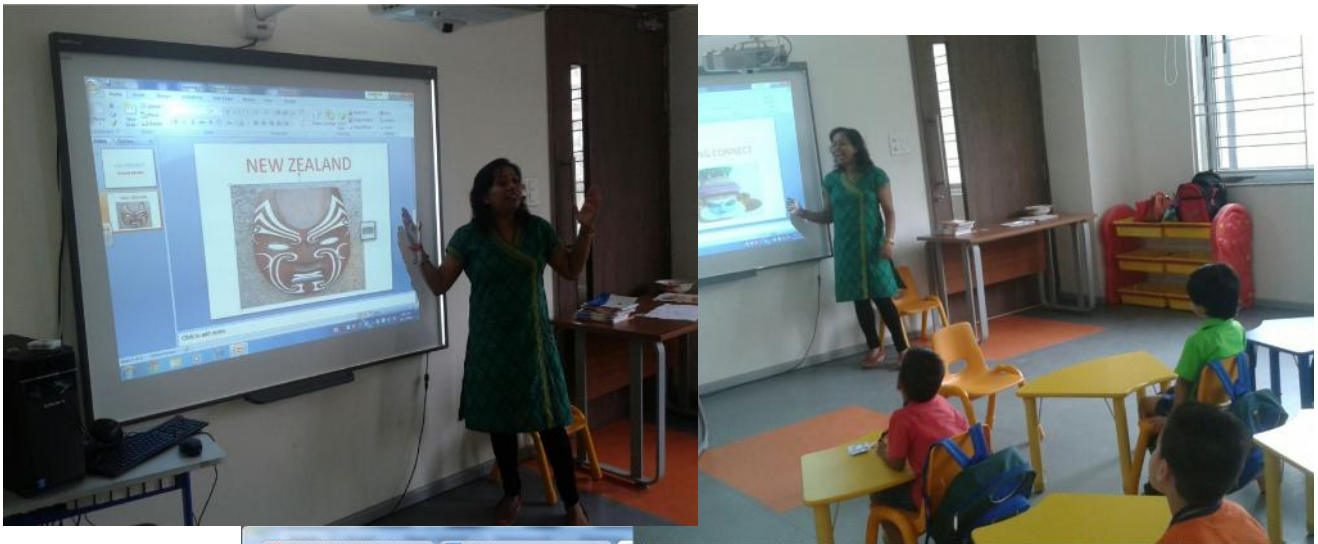
## ACTIVITY -1 EXPLANATION OF MASKS THROUGH BOOKS

The students were introduced to the masks of India, New Zealand and Vietnam through books and flash cards. The students were very inquisitive to know about the masks.



## ACTIVITY -2- VIDEOS ON MASKS

The teacher also made the students understand about the masks through videos.



<https://youtu.be/81za2GhQbuU/> <https://youtu.be/X-LIMxdeX20>



## ACTIVITY -3 STUDENTS COLLECTING INFORMATION ABOUT KINDS OF MASKS

Students were encouraged to collect information about masks from the internet, library books etc under the teacher's guidance. This encouraged them to sift through information to get the right information about the masks of various countries.





## ACTIVITY -4 MASKS MADE BY STUDENTS

The students were actively engaged by the teachers to make masks using various materials like paper, paper mache' etc. They painted and coloured the masks.



Attractive masks of India, New Zealand and  
Vietnam made by  
the students



## ACTIVITY -4 SKIT PRESENTED BY STUDENTS IN THE ASSEMBLY WEARING MASKS

The students then worked with the teachers to prepare the script of the skit. This skit was then presented in the assembly in front of all the students.





Masking Connect 15/01/16  
Activity (ISA)  
Mask Parade

Comarar - Good morning everyone, very warm welcome to mask connect activity, which is going to take place in our ISA Project. In this activity we selected three countries from around the world. These countries are India, New Zealand and Vietnam. Our participants are ready to start the mask parade that was organized in Mask fair.

Sarkish - Hi everyone, I have a long trunk and big ears, I live in dense forest. Can you guess, who am I - I am an elephant. (He was in elephant mask) - From India

Bhanya - Hi everyone, I always believe in good and always spread happiness. I am a sign of victory over evil. guess who am I - I am Durga (God) From India

Aman - Hi everyone to pay respect our ancestors, we put Maori mask and the line on the mask mirror. I am representing New Zealand.



Pratyush - I take care of my people and their basic rights. People love me and respect me. guess who am I. I am a Tribal king, who believe in their tradition and culture.

Arjun - Hi every one welcome to the mask parade. I believe in festivities and traditions of Vietnam. I put lot of effort in theatre and play.

All participant were ready to present the show, they introduced each other and presented parade in their special style. they waved hand and completed the parade with happiness.


All participants danced well and delivered important information about their mask and country.

So that way we conducted this activity informative and enjoyable.



## ACTIVITY -5 -STUDENT ASSESSMENT FOR MASKING CONNECT SKIT

The students presented a skit wearing the masks in the school assembly and they were assessed on the basis of their confidence and presentation

<div><b>KAMAL PRATISHTHAN Mount Litera Zee School</b> <small>Great School Great Future</small></div> <b>ISA Project Masking Connect</b>					
Sr.N o	Name	creativity	Confidence	Presentation	Total
1.	Ayush	3	3	3	9
2.	Arya	3	4	4	11
3.	Vatsal	3	3	2	8
4.	Adishree	3	4	3	10
5.	Tvisha	4	4	3	11
6.	Kaniska	4	5	3	12
7.	Devanshi	5	5	5	15
8.	Khanak	5	5	5	15
9.	Maloji	4	4	4	12
10.	Maithali	5	5	5	15
11.	Palak	5	5	5	15
12.	Atharva	4	4	4	12

Signature : *Pallavi* Date: 24/1/16.





## TEACHER REPORT

### Teacher's Report :

Report on MASKING CONNECT Activity

Date :- 4th March 2016

Day :- FRIDAY

Activity :- Masking connect Activity.

Place :- Parking of the school.

Learning happens best when it is connected to the real world we live in. We at Mount Libera Zee school (Wakad) is preparing the learners's foundation and making children to take on the responsibility of being an active participant in the learning process.

Today, school held different programs to enhance the learning of the student about different types of MASK from different countries like India, Vietnam & Srilanka. We conducted a skit and also the Ramp Walk with the children wearing the Mask of different countries.

All the students and teachers enjoyed this presentation. All of them taken a great efforts to make this event a grand success. We would really like to appreciate the efforts taken by all students.

Thanks & Regards,  
Ms. Archana Aggarwal.





# ISA PROJECT -5

## BIRDING FRIENDS



AFRICA



INDIA



AUSTRALIA



# ACTIVITY COVER SHEET

BRITISH COUNCIL	
ACTIVITY COVER SHEET	
Activity number <u>05</u>	
School Name:	MOUNT LITERA ZEE SCHOOL, WAKAD, PUNE
Title of activity:	BIRDING FRIENDS.
Teacher responsible:	Ms. Bhayna Sani, Ms. Archana Agrawal, Ms. Madhura Dixit, Ms. Nisha Thorat, Ms. Roshni K.
Other staff involved:	Ms. Shubhada Sangale, Ms. Kuman Smriti, Ms. Suchismita Senapati, Ms. Leena
Subjects involved:	E.V.S, ENGLISH, ART, HINDI, ICT
Brief details of the aim, content and outcomes of the activity:	The activity aims at doing a comparative study of the birds and animals of various countries under study and to sensitise the students towards protecting the environment. The students were able to identify the birds & animals and learnt to appreciate nature. They also developed their presentation and communication skills.
Countries explored:	INDIA, AUSTRALIA, AFRICA.
Link school(s):	
Other sources of information:	Wikipedia, library books, ppt.
Time period of activity:	MARCH - 3 WEEKS.
Number of students involved in this activity:	36 students of NURSERY & JR-K.G.
Age range of students involved:	2.6 YEARS to 4 YEARS.
Type of Evidence included:	1) Photographs of Talk Show and Gift Items. 2) Script of Talk Show. 3) Parent Feedback 4) Assessment Sheet for Fancy Dress Competition. 5) PPT



## ACTIVITY ACTION PLAN

The action plan approved by the British Council was used as reference for the ISA Activity.



### SECTION 3: ISA ACTION PLAN

#### Curriculum Activity 5 : BIRDING FRIENDS

Brief Description- a Comparative study of the birds and animals of various countries under study and to sensitize the students towards protecting the environment.

Learning Outcomes - at the end of the activity the students will be able to:

1. Identify the kinds of birds and animals in India and the countries of study ( Knowledge)
2. Develop presentation and communication skills by doing a talk show ( Skills)
3. Learn to appreciate nature and that the birds and animals should not be harmed ( Attitude)

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
1. The teacher will explain about the birds and animals of India and then of countries under study through videos/ books/ charts 2. The students will do colouring activities and other creative activities for the birds like paper bags/ puppets 3. The students will learn to say a few lines about the birds and animals of countries under study 4. The students will dress as birds and animals and have a fancy dress competition. They will be assessed on the same. Parents will be invited for the show.	March 3 weeks	Nursery Jr KG 36 students	India Australia Africa	EVS English Art Hindi ICT	Bhawna Suri Archana Agarwal Madhuri Dixit Roshnee Karamchandani Nisha Thorat	Colouring worksheet Talk Show Teacher's Report Assessment sheet for Fancy Dress Competition Charts PPT Puppets	Photographs of talk show and Craft items including puppets Script of Talk show Parent's Feedback Assessment sheet for Fancy Dress Competition





## INTRODUCTION TO PROJECT

The project 'Birding Friends' was selected for Grade Nursery and Jr.K.G students and aimed at enhancing their knowledge about the birds and animals of various countries under study and their similarities and differences according to the habitat. It also aimed at sensitizing the students about the importance of protecting the natural environment. It was a fun project wherein students learnt about the various birds and presented a fancy dress talk show dressed up like the birds from India, Africa and Australia. They understood that though there is a variety in habitat, some birds are common to the countries and some are different. The students learnt to appreciate nature and that the birds and animals should not be harmed. They had a discussion with the teachers on the birds and animals and learnt important facts through videos, books and charts and puppet show. This helped the students to compare and contrast the different birds and animals. To measure the extent of students' learning, a fancy dress competition was conducted which gave a fair idea to the teachers about their learning outcome. The worksheets and craft items including puppets made by the students helped them to appreciate the diversity in nature. The preparation for fancy dress saw the involvement of parents in this learning process. Children honed their presentation and communication skills through the talk show. Parents appreciated the concept and the learning that their wards had gained during the activity.

## DESCRIPTION OF PROJECT

The project was split into various smaller activities as below:

- ❖ Activity 1- Teacher explains about the birds and animals of India and the other countries of study through books and charts
- ❖ Activity 2- The teacher shows videos and power point presentation of the birds to the students.
- ❖ Activity 3- The students will do colouring activity for the birds and make paper bags and puppets.
- ❖ Activity 4- The students will learn a few lines about the birds and animals under study.
- ❖ Activity 5- The students will dress as birds and animals and participate in Fancy Dress Competition. Parents will be invited for the same.



## ACTIVITY -1 EXPLANATION OF BIRDS THROUGH BOOKS

The students were taught about the birds and animals of the various countries under study through story telling sessions using books and picture charts. The session was thoroughly enjoyed by all students who asked various questions to help them understandf better.

Students enjoying a session about birds of various countries!!



“ I want to know about the peacock!!”



## ACTIVITY -2-HANDOUTS OF PPT ON BIRDS

The students were shown ppt about the birds from India, Australia and South Africa in the classrooms.



BIRDS OF INDIA



HEN



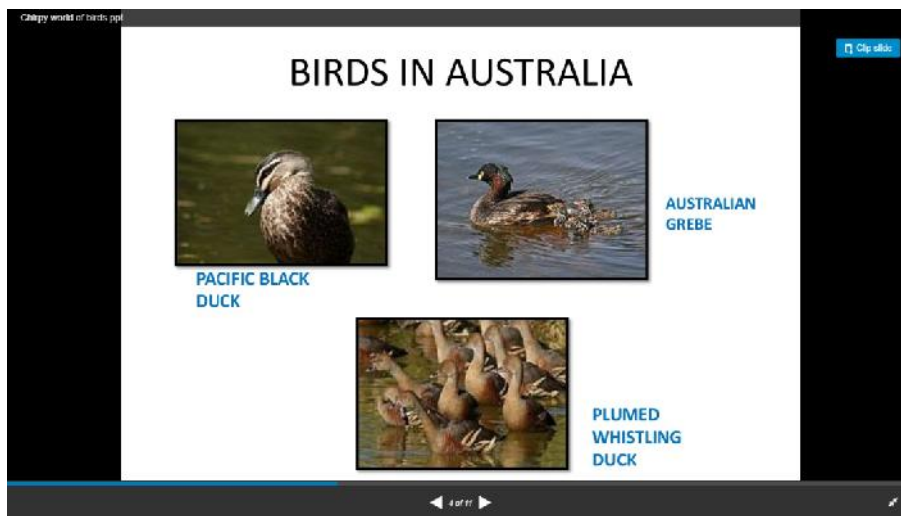
INDIAN  
ROLLER



PARROT



Colourful PPTs were  
presented to the students



The teachers shared the handouts of the presentations with the students and discussed the similarities and differences of birds.



## ACTIVITY -3 COLOURING ACTIVITY BY STUDENTS

The teachers prepared worksheets with the birds of various countries to the students for colouring.



The students were given worksheets made by the teachers on the theme 'Birding Friends' which they enjoyed colouring.





### ACTIVITY -3 CRAFT ACTIVITY BY STUDENTS

The students were actively engaged in doing the craft activity on the pictures of the different birds.



Colourful and attractive  
Crafts were made by the students

The students decorated the pictures  
with beads and different textures

### ACTIVITY 3 -PUPPET ACTIVITY BY STUDENTS

The students made stick puppets for various birds and also presented a puppet show to their friends



## ACTIVITY -4 TALK SHOW BY STUDENTS

### Jr. KG Talk Show

Birding Friends activity is one of the ISA activities. The students were taught about the birds of different countries and then they presented a fancy dress show where students dressed up like birds and spoke a few lines about the bird they portrayed. They spoke the following lines:

- AarivSinha – Sparrow ( African Bird)

Good morning school. I am Aariv Sinha going to tell you about Sparrow. I am small and brown in colour. I eat soft plants and insects. Thank You!

- Agamjeet G (Barn Owl- Australian bird)

Good morning everyone. I am Agamjeet going to present myself as a barn owl today. I am from Australia. Owls are active at night and see things properly. They can't move their eyes, they only move their heads. Thank You!

- Aarush Mane:Eagle ( African Bird)

Good morning everybody I am Aarush Mane presenting myself as an African Eagle. I am the most powerful bird and have excellent eyesight. I have large hooked beak and I am found in 60 different species. Thank You!

- Aarya Pande – Penguin (Australian Bird)

Good morning everybody I am AaryaPande from Jr KG, going to tell you about Australian penguins. I don't fly but I swim 20 miles per hour. I am a social animal live with other penguins. Thank You!



- ArjunSharma:Peacock- (Indian Bird)

Good morning everyone I am Arjun Sharma today I am a peacock a beautiful bird. I am a national bird of India .Peahens refers to female animal and peacock to male. I love dancing with my pretty feather. Thank You!

- AaryaLonkar:KingParrot-( Australian Bird)

Good morning school I am AaryaLonkar from Jr KG I am a pretty king parrot today. I am the most intelligent bird which can imitate human voice. I have a red head and green body.ThankYou!

- ArjunRandive—Cock-(Indian Bird)

Good Morning School I am Arjun Randive, today I am a cock with orange crest. I have a strong legs and claws. I eat mainly fruits and grains.ThankYou!

- MohiTolani: Crow- (Indian Bird)

Good morning everyone. I am MohiTolani going to present myself as a crow. I am found around the world and famous for my intelligence. I am black in colour and my” cow cow” is well known. Thank you!

- SaanviKulkurni:Peacock- ( Indian Bird)

Hi everyone. My name is SaanviKulkurni today I am a beautiful peacock with shiny feather. I am a national bird of India. I love dancing in cloudy weather. Thank You!

- ShivaniPatil: Peacock- ( Indian Bird)

Good morning everybody. I am ShivaniPatil and today, I am presenting myself as a Peacock a national bird of India. We belong to Peafowl group, the males are peacock and females are peahens. I have pretty shiny feathers so I love dancing. Thank You!

Students presenting  
the talk show on  
birds of India,  
Australia and Africa  
in the class.



My favourite bird is the  
parrot!!

## Nursery Talk Show

AaradhyaKumbhare:-Peacock(Indian Bird)

"I am a peacock. I am an Indian bird. I love to dance. Thank You"

AnayShrivastav:- Raven (Australian bird)

"Hi everyone. My name is Anay. Today I am dressed as a raven. I make sound as ka-ka-ka."

AnayKothawade:-Cock(Indian Bird)

"Good morning everyone, I am a cock. I wake up everyone."

IshaniPhalake:-Peacock(Indian Bird)

"Hello everyone, I am a peacock. My feather has multiple colours. I like to dance when rain comes. "

NakshChoudhary: King Parrot(Australian Bird)

"Good Morning teachers, I am dressed as a king parrot. I am a pet bird. All love to keep me at home."

AyushKumbhare:-Kangaroo(Australia)

" Hi everyone, I am a kangaroo . I live in Australia."

NyshaThussu:- Peacock(Indian Bird)

"Good morning teachers, today I am a peacock. I am an Indian bird. I love to dance. I have so many colours in my feathers."

MitaliTatiya: Parrot(Indian Bird)

"Hello everyone, my name is Mitali Tatiya. Today I am dressed as a parrot. I love to eat red chillies."

TiyaRale:-Peacock(Indian Bird)

"Hi everyone, I am an Indian bird. I am counted as one of the beautiful birds."



## ACTIVITY -5 FANCY DRESS COMPETITION

The students of Nursery and Jr KG presented a talk show and fancy dress for the parents on the theme of birds.

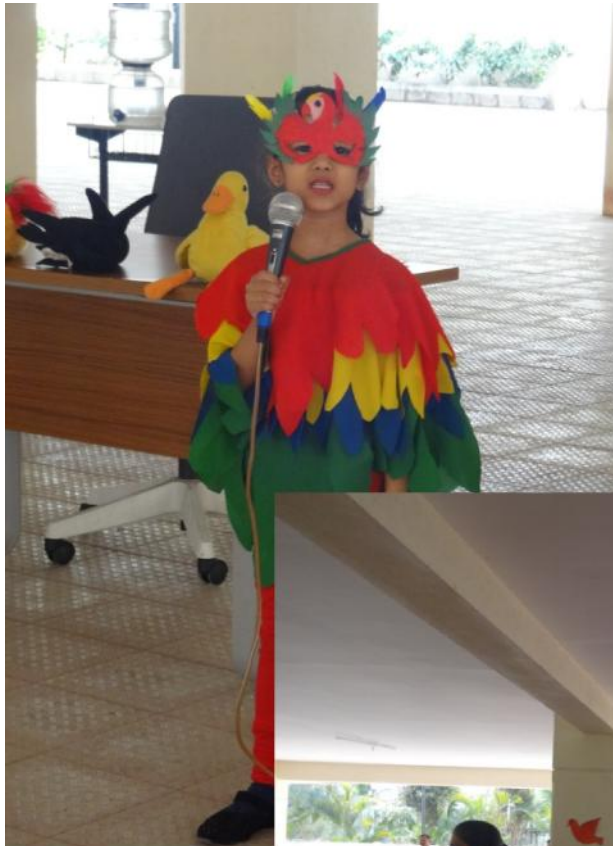


“ I am the crow.. I help in keeping environment clean!!”

“I am a penguin from Australia”



The tiny tots of Nursery were helped by their very talented parents and teachers to dress up as birds and present the talk show.



Parents and teachers were in awe of the young and talented performers and appreciated their efforts.

## RESULT SHEET OF FANCY DRESS COMPETITION

The students were judged on their performance on the basis of Presentation, Confidence and Content

### ISA Activity 5 : BIRDING FRIENDS

#### ASSESSMENT SHEET

#### NURSERY

Sr. No.	Name	Character	Country	Presentation (5)	Confidence (5)	Content (5)	Total (15)
1.	Aaradhya kumbhar	Peacock	India	3	2	2	7
2.	Anay Bhivastar	Raven	Australia	3.5	2.5	2	8
3.	Aarya paliwal	N/A	—	—	—	—	—
4.	Anay Kothawale	Cock	India	3	3	3	9
5.	Ansh Tapkir	Shoveler	Australia	3.5	—	—	3.5
6.	Ishani Phalake	Peacock	India	3	4	3	10
7.	Samaira Bais	N/A	—	—	—	—	—
8.	Anupreeta Bende	N/A	—	—	—	—	—
9.	Ayush kumbhar	Kangaroo	Australia	3	3	2	8
10.	Nysha Theethu	Peacock	India	4	1	1	6
11.	Shruti Kothimbire	N/A	—	—	—	—	—
12.	Naksh choudhary	King Parrot	Australia	3	2	2	7
13.	Sarvesh Mankar	Love Bird	Africa.	3	1	—	4
14.	Nitali Tetiya	Parrot	India	3.5	4.5	4	12
15.	Tiya Rale	Peacock	India	5	3.5	3	11.5
16.	Aditi Sharma	N/A	—	—	—	—	—

Judge:- SAPNA AGRAWAL Sign:- Agnawal

Date:- 25-02-201



# ISA Activity 5 : BIRDING FRIENDS

## ASSESSMENT SHEET

Jr. KG.

Sr. No.	Name	Character	Country	Presentation (5)	Confidence (5)	Content (5)	Total (15)
1	Aanyaneya			4	3	3	10
2	Aarav	Sparrow	Africa	4	2	2	8
3	Aarush	Eagle	Africa	2	3	2	7
4	Aanya patil			3	2.5	2	7.5
5	Aanya ponde	Penguin	Australia	3.5	3	2	8.5
6	Agamjeet	Barn Owl	Australia	3	3	3	9
7	Anika			5	4	3	12
8	Anjali			-	-	-	-
9	Arjun R.	Cock	India	3	3	2	8
10	Arya Lonkar	King Parrot	Australia	3	3	2	8
11	Ahanya			-	-	-	-
12	Darsh			-	-	-	-
13	Jaiman			3	2	2	7
14	Kaustubh			3	2	2	7
15	Khanak			5	4	4	13
16	Mohit	Crow	India	3	3	2	8
17	Mokshada			-	-	-	-
18	Neel			-	-	-	-
19	Niharika			5	3	3	11
20	Saanvi	Peacock	India	3	3	2	8
Judge:-		Sign:-		Date:-			
21	Shivani	Peacock	India	3.5	4	4	11.5
22	Pratyush			3	3	2	8
23	Akshiti			3	3	2	8
24	Yashwardhan			-	-	-	-
25	Arjun S	Peacock	India	4	3	3	10
26	Kaushik			-	-	-	-

## PARENT FEEDBACK ON ACTIVITY

It was an emotional day for the parents to see their your wards perform as birds and talk confidently in front of an audience.

**BRITISH COUNCIL**

**PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY**

Name:	ARRIV SINHA (Gr 6)	Date:	25/12/2016
Title of activity:	Fancy Dress competition		

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

This activity brings positive impact where Arriv wants to learn different aspects of becoming himself a bird (fancy dress). Once we told him that we would create wings and beaks to make him bird, he was excited, and was involved during the creative activities.

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

Yes we were directly involved in this activity. We enjoyed the creative part of it, also were happy to see Arriv's enthusiasm in all the activity we carried out, be it sketching, cutting, colouring, decorating.

Any other comments?

The event was very good event, and helped every child to bring out a little creative activity.



## PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name:	Hemant Choudhary (Father Akshat Choudhary 5x K6)		
Title of activity:	Binding friends fancy dress competition	Date:	2/15/2016

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

This is really good event and kids can learn so many things about birds. I really appreciate efforts of MRS.

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

It's learning experience for me and activity organised is very good.

Any other comments?





## PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name:	Dr. Aamir Shaikh (Master Ali Shaikh, Sr. 10e)	
Title of activity:	Bird-fancy dress Competition	Date: 15 <sup>th</sup> Feb 2016

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

- An excellent activity
- Helps to encourage children's confidence
- Helps to improve stage performance
- Helps to have good English Communication skills.
- Ali enjoyed a lot for this activity.

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

- Good to English Communication skills
- Knowledge of birds across the world.
- Knowledge of birds habits/food/dress up-etc.

Any other comments?

- This is a good activity.
- Please keep up the good work.
- please do better on Sat/Sunday entr.

*Shahid*

# **PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY**

Name:	PRAM KARKUN (Aanjanaya's Mom)	Date:	25-02-2016
Title of activity:	FANCY DRESS COMPETITION		

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

All kids looked great in the activity. The most imp. aspect of such activities is it makes kids stage free & boosts the self confidence. Still at this age kids may not understand importance of kids but activities like this will build up strong foundation for them.

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

As a mother, I was excited to see my kid standing in front of all and narrating a few lines. He may not understand what he is speaking, but he felt excitement in the competition - that made me happy.

Any other comments?

Just keep on encouraging kids, a little pre-preps before the activity will help us a lot.

THANK YOU

## PRESS RELEASE OF THE ACTIVITY

An article was published in a leading newspaper about the ISA activity Birding Friends' Fancy Dress Competiton held in the school.






# ISA PROJECT 6

## RHYMING CONNECT



# ACTIVITY COVER SHEET

 <b>BRITISH COUNCIL</b>	
ACTIVITY COVER SHEET	
Activity number <b>6</b>	
School Name:	Mount Litera Zee School - Ulakad
Title of activity:	RHYMING CONNECT
Teacher responsible:	Ms. Suchimika Senapati, Ms. Leena, Ms. Smriti, Ms. Subhada, Ms. Anand Ran + Ms. Meenula Sharma
Other staff involved:	
Subjects involved:	English, E.V.S., Hindi, ICT, Music, Art.
Brief details of the aim, content and outcomes of the activity:	<p>Aim: Is to gain understanding of the kindergarten rhymes in India, USA and Europe.</p> <p>Content: Poem/Rhymes, pictures + videos related to it.</p> <p>Outcome: Children gain understanding develop their artistic + creative skills + learn to appreciate diversity of rhymes of various countries.</p>
Countries explored:	INDIA, USA, EUROPE
Link school(s):	
Other sources of information:	
Time period of activity:	2 Weeks.
Number of students involved in this activity:	60 students
Age range of students involved:	3 Yrs - 5 Yrs.
Type of Evidence included:	<p>Photographs (of Art Work + presentation)</p> <p>TEACHER REPORT</p> <p>Scanned Copies of Charts, Colouring Worksheets.</p>

## ACTIVITY ACTION PLAN

The action plan approved by the British Council was used as reference for the ISA Activity.



Curriculum Activity 6 : RHYMING CONNECT							
Brief Description- a Comparative study of the Kindergarten rhymes of various countries under study and understand their significance							
Learning Outcomes - at the end of the activity the students will be able to:							
1. Gain understanding of the kindergarten rhymes in India and other countries under study ( Knowledge) 2. Develop their artistic and creative skills and understand about various characters ( Skills) 3. Appreciate the diversity of rhymes of the various countries and understand their similarities and differences( Attitudes)							
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
1. The teacher will teach students Indian rhymes in vernacular languages and then the rhymes of other countries under study with the help of audio clip and videos 2. The students will learn the rhymes with actions and present the same in school assembly 3. The students will understand the significance of the rhymes and understand the characters 4. Students will do colouring worksheets based on rhymes 5. Students will make craft items based on rhymes and exhibit the same for parents	November 2 weeks	Nursery 0-1 KG Sr KG	India USA Europe	EVS English Hindi Marathi ICT Music Art	Suchismita Senapati Leena Savlani Shubhada Sangale Kumari Smriti Anad Rani Mridula Amruta Madhuri Dixit	Rhyme Presentation Colouring worksheets Craft items presentation Charts Teachers Report Parent Report	Photographs of Art Work And presentation Teachers Report Parent Report Scanned Copies of Charts/ Colouring Worksheets





## INTRODUCTION TO PROJECT

The project 'Rhyming Connect' was selected for Grade Nursery, Jr.K.G and Sr K.G students and aimed at enhancing their knowledge about the rhymes of various countries under study. It aimed at developing the musical abilities of the students and making them understand the meaning and importance of the rhymes of India, USA and Europe. It was a fun project wherein students learnt about the various rhymes in a sing song manner. They gained information about the various countries under study and about the differences in rhymes. The students learnt to appreciate music and also developed their movement and gross motor skills while performing the rhymes in class. The students set up the classes as per the rhymes with the teacher's assistance and dressed as characters of the rhyme to do a presentation. The students also did craft work and worksheets based on the rhymes. The worksheets and craft items including puppets made by the students helped them to appreciate the diversity of the rhymes. Parents were also involved in preparing the students for the presentation. Parents appreciated the concept and the learning that their wards had gained during the activity.



## DESCRIPTION OF PROJECT

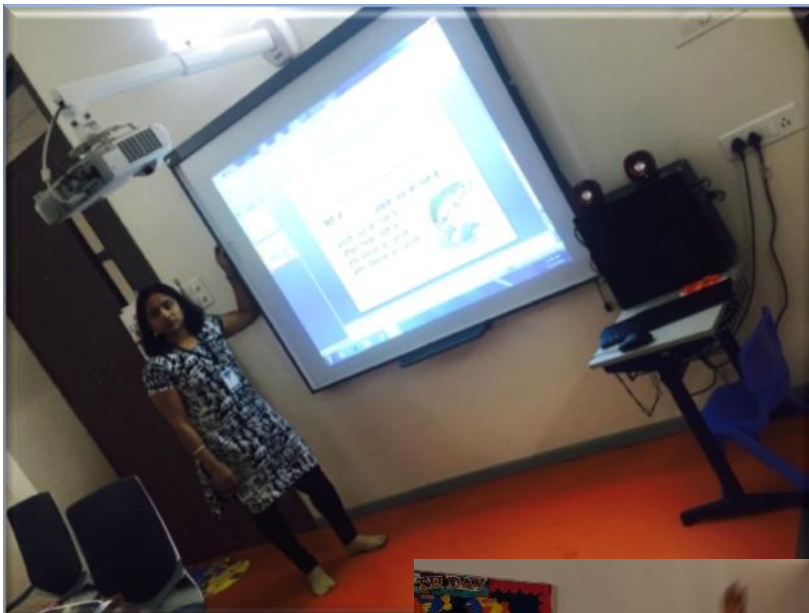
The project was split into various smaller activities as below:

- ❖ Activity 1- The teacher will teach the rhymes to the students using videos and ppts.
- ❖ Activity 2- The students learn the rhymes and present them in front of the students in the assembly.
- ❖ Activity 3- Students will understand the meaning of the rhymes and the characters.
- ❖ Activity 4- Students will do colouring worksheets based on the rhymes.
- ❖ Activity 5- Students will make craft items based on the rhymes and present them to the parents.



## ACTIVITY -1 EXPLANATION OF RHYMES THROUGH VIDEOS AND PPTS.

The students were taught about the birds and animals of the various countries under study through story telling sessions using books and picture charts. The session was thoroughly enjoyed by all students who asked various questions to help them understandf better.





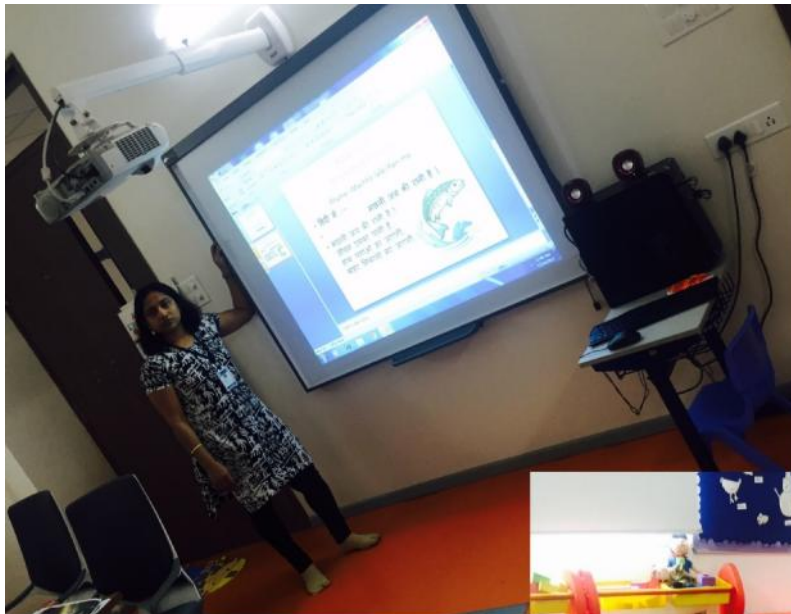
## ACTIVITY -2-STUDENT PRESENTATION OF RHYMES

The students wore the costumes of the characters and helped the teacher in setting up the classes as the scene of the rhyme. They were excited to present the rhyme in front of their friends.

Students all geared up for the presentation



## ACTIVITY -3 STUDENTS EXPLAINED MEANINGS OF THE RHYMES



Teacher explaining the rhymes to the students



Sitting in rapt attention listening to the teacher



## ACTIVITY -3 WORKSHEET MAKING BY STUDENTS

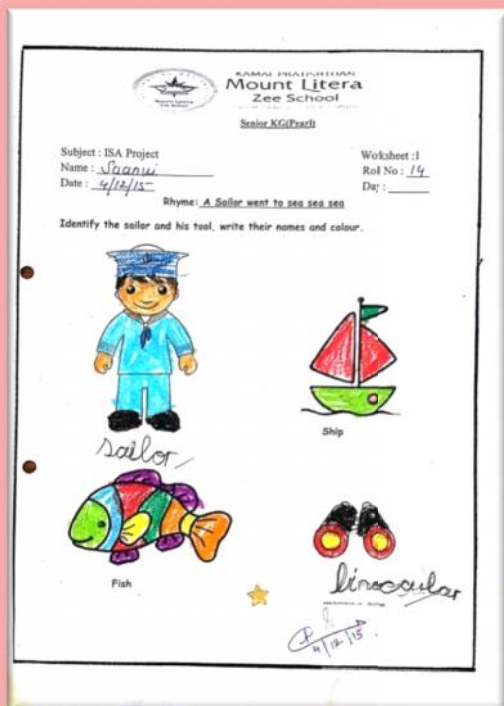
The students were given worksheets based on the rhymes for colouring.



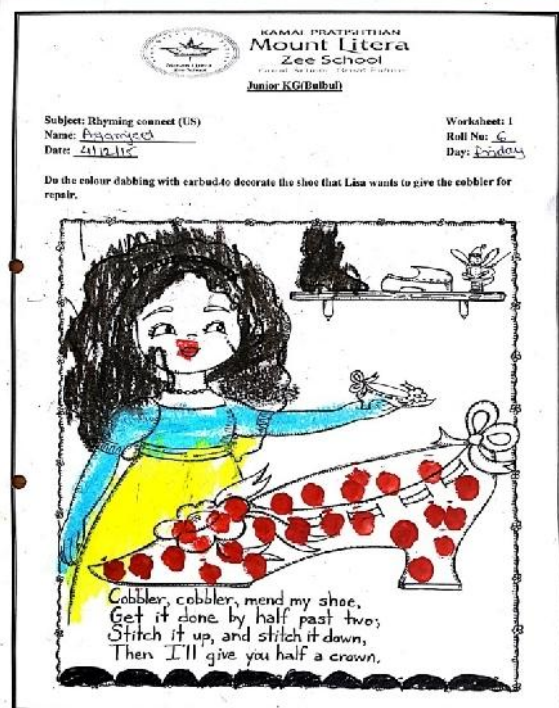
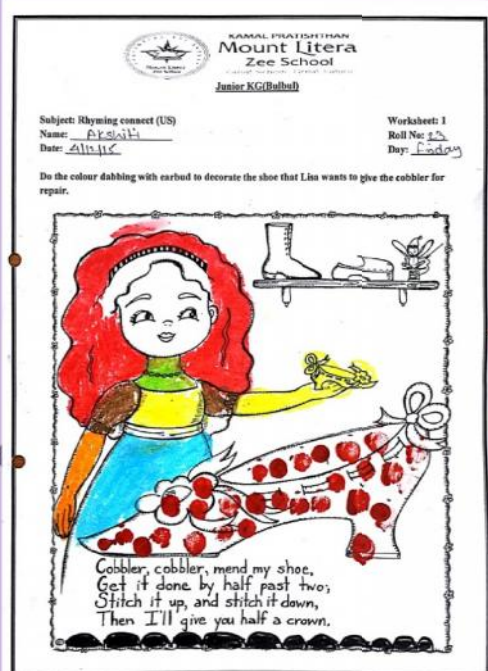
Teacher guiding the students





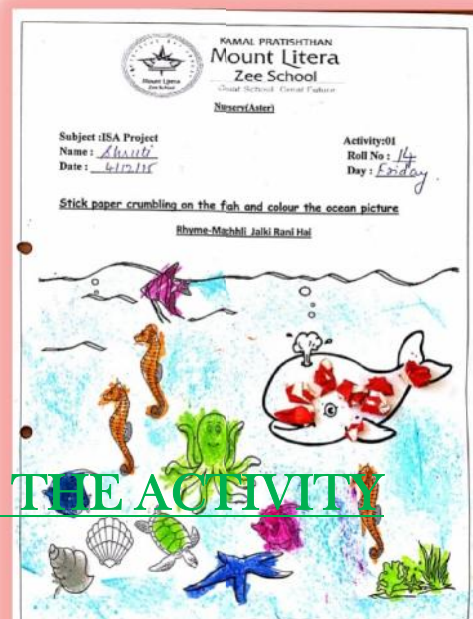
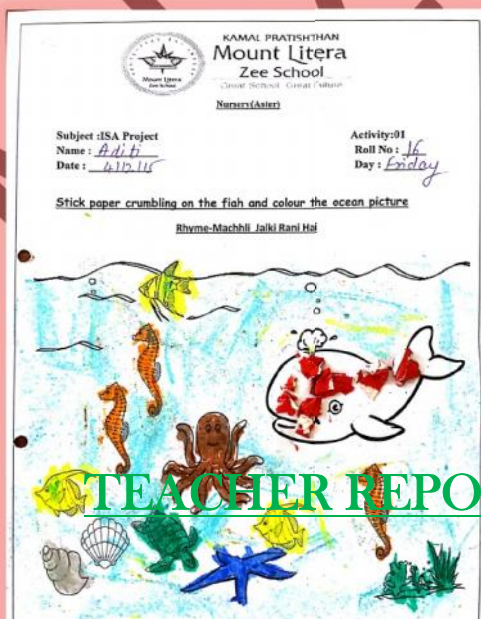


The beautifully  
presented handwork  
of the KG students



## ACTIVITY -5 CRAFT ITEMS PREPARED BY STUDENTS

The students made stick puppets of characters of the rhymes and also did paper craft on the worksheets.



TEACHER REPORT ON THE ACTIVITY



KAMAL PRATISTHAN  
Mount Litera  
Zee School  
Great School Great Future

### ISA Activity (Rhyming connect)

Venue - At school

Attended by - All students of Pre-Primary

Date - 27/11/15

Day - Friday

Our ISA Project was based on Rhyming Connect this Nov. 2015 for Pre-Primary. We have been assigned Rhyming Connect activity from three countries: India, US, and UK. The students were taught the rhymes of the various countries under study through videos and CD's. The students learnt the rhymes of the various countries under study through videos and CD's. The students learnt the rhymes with actions. They also did worksheets and some craft based on the rhymes.

Nursery did presentation to the other students on "Machli zal Ki Rani hai" from India our Jr. K.G presented on "Cobbler Cobbler mend my shoes" from USA and our Sr. K.G students presented rhymes "Sailor went to sea, sea, sea" All the rhymes presented with props and proper manner by our angles. Everybody made a great effort towards

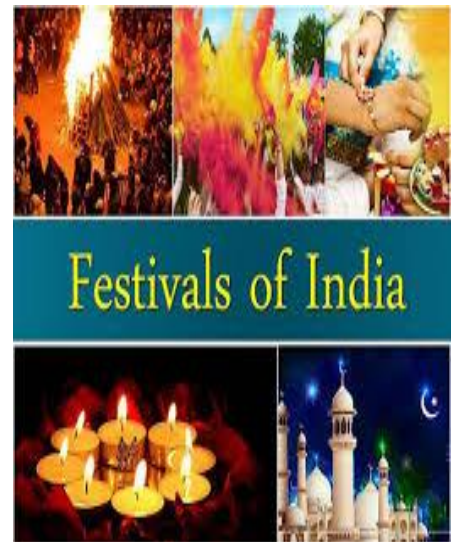
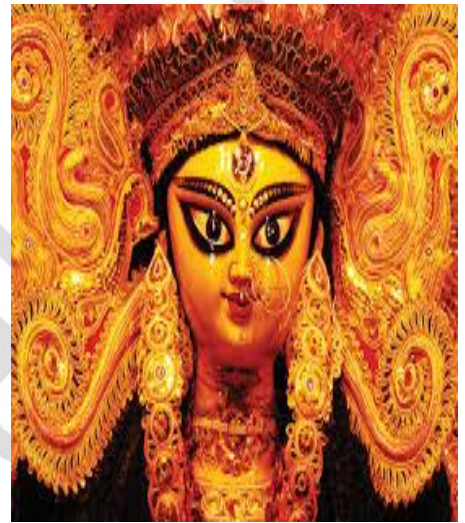
the ISA Presentation. It was wonderful and learning activity through fun. Students performed very well.

This activity will help children for all round development and they will learn about the rhymes of other countries. As part of this activity kids were very happy we acknowledge children's interest and excitement in this activity. We observed students they were creative and open up to express themselves.



# PROJECT 7

## INTERNATIONAL FESTIVITIES





# ACTIVITY COVER SHEET



## ACTIVITY COVER SHEET


Activity number

7

School Name: MOUNT LITERAZEE SCHOOL WAKAD PUNE

Title of activity:	INTERNATIONAL FESTIVITIES
Teacher responsible:	MS Suchismita S., MS. Leena Savlani, MS
Other staff involved:	Subdha S. MS. Smriti K. MS. Anand Rani, MS. Mridula, MS. Madhuri M.
Subjects involved:	EVS, English, Hindi ICT, Music, Art
Brief details of the aim, content and outcomes of the activity:	The main aim of the study of International festivities, a comparative study of various festivals of China, India and Sri Lanka. Students were able to know about International festival and enjoy various culture.
Countries explored:	India, China, Sri Lanka
Link school(s):	DNU/UDA Aludeniya Mahavidyalaya Weligalle Kandy Sri Lanka - 20610
Other sources of information:	Wikipedia, library books, PPT, google
Time period of activity:	December - 4 week
Number of students involved in this activity:	60 Students from Nursery, Jr Kh, and Sr Kh
Age range of students involved:	2.6 years to 5.6 years
Type of Evidence included:	Photographs of art work, Presentation and Box of friendship, Scanned copies of worksheets, Teachers report, Email exchange with Partner School, Parent Report, PPT, Print out, website link.

# ACTIVITY ACTION PLAN



## SECTION 3:

## ISA ACTION PLAN

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**Curriculum Activity 7: INTERNATIONAL FESTIVITIES Collaborative and Online Activity ( school website upload)**  
**Brief Description-** a Comparative study of the traditional festivals of various countries

**Learning Outcomes - at the end of the activity the students will be able to:**

1. Learn about the traditional festivals in India and other parts of the world as countries under study( Knowledge)
2. Evaluate and Compare the festivals of various countries under study ( Skills)
3. Understand similarities and differences of festivals celebrated by people around the world and appreciate and respect the same.( Attitude)

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 in the portfolio
1. The teacher will teach them about the festivals in India and other countries through pictures/videos 2. The students along with the teacher will prepare a Box friendship and send to the partner schools and learn about their festivals through email 3. Teachers will share worksheets made by students on festivals with partner schools and do a questionnaire 4. The students will do art work related to the festivals and do a one min talk show on the festivals 5. The students will have a culmination activity for the celebration of the festivals in presence of parents	December  4 weeks	Nursery Jr KG Sr Kg 60 students	India China Srilanka	EVS English Hindi ICT Music Art	Suchismita Senapati Leena Savlani Shubhada Sangale Kumari Smriti Anad Rani Mridula Amruta Madhuri Dixit	PPT Questionnaire Art work related to festival Box of Friendship Teacher's Report Parent Report Presentation	Photographs of and Presentation of friendship Scanned copies worksheets Teacher's Report Email exchange partner school Parent Report Website link PPT Printout



## INTRODUCTION TO PROJECT

The project International Festivities were selected for Nursery, Jr. K.G. and Sr. K.G. students to enhancing their knowledge about various International Festivities. It was a fun project where students learnt about the different International festivals. This project was based on the festival of India, Sri Lanka and China. A festival is an event ordinarily celebrated by a community and centering on some special characteristics aspect of that community. It is a special day or period, usually in memory of a religious event, with its own social activities, food, or ceremonies. This project was done to make students aware the different perspective of international celebration. The study aims doing a comparative study of various festivals of China, India and Sri Lanka. Students understood that though they are some similarity how people from different part of world celebrate their festival; there are some uniqueness as well. This ISA project was also trying to inculcate cultural values in students.



Sri Lanka



India



China

## DESCRIPTION OF PROJECT

This helped the students to get an in-depth knowledge about the various International festivals at the same time helped them to gain more knowledge about various tradition.

- ❖ **ACTIVITY 1** - The teacher will teach them about the festivals in India and other countries through picture/videos
- ❖ **ACTIVITY 2**- The students along with the teacher will prepare a Box friendship and send to the partner school and learn about their festivals through email
- ❖ **ACTIVITY 3** - Teacher will share worksheets made by students on festivals with partner school and do questionnaire
- ❖ **ACTIVITY 4**- The students will do art work related to the festivals and do one min talk show on the festival
- ❖ **ACTIVITY 5**- The students will have a culmination activity for the celebration of the festivals in presence of parents

## ACTIVITY -1 EXPLANATION OF INTERNATIONAL FESTIVALS THROUGH PICTURE AND PPT

Teacher Introduced various international festivals of the world in our ISA activity we have assigned three countries India, Srilanka and China. Ganesh Puja from India . Srilankan celebrating Thai Pongal.



### GANESH CHATURTHI CELEBRATION IN INDIA

- It is widely celebrated in the state of Tamilnadu.
- It is a Thanksgiving festival observed at the end of harvesting season.



### Thai Pongal Festival in Sri Lanka

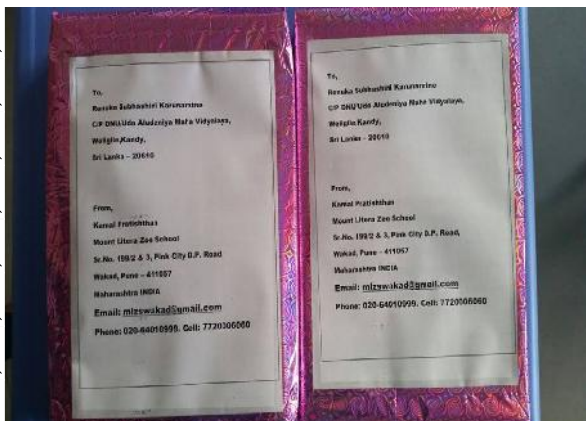


**Teacher teaching through presentation**



## ACTIVITY -2-PREPARATION OF FRIENDSHIP BOX FOR PARTNER SCHOOL

Children are holding worksheets which were sent to our partner



BOX OF FRIENDSHIP FOR SRI LANKA

SRI LANKAN STUDENTS  
RECEIVED BOX OF FRIENDSHIP



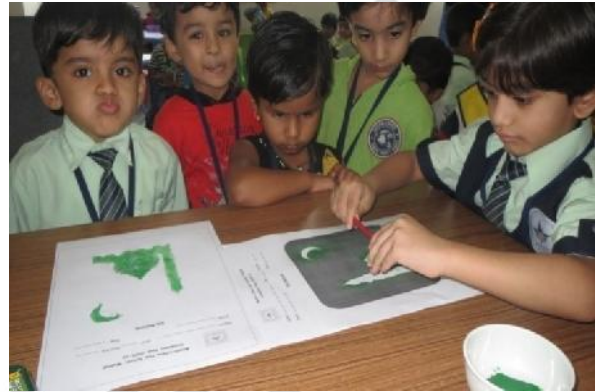
MLSZ WAKKAL STUDENTS SHOWING VARIOUS ART WORK OF  
FESTIVITIES

## ACTIVITY 3: WORKSHEET MADE BY STUDENTS

Children are standing with International Festivities worksheets



OUR NURSERY TINY TOTS WORKING  
ON FESTIVAL PROJECT



CHILDREN ARE DOING BRUSH  
PAINTING



Children are doing group activity of  
colouring



## ACTIVITY 3: WORKSHEET MADE BY STUDENTS



OUR NURSERY TINY  
TOTS WORKING ON  
FESTIVAL PROJECT



HOLI CELEBRATION





## Craft Work done by Students

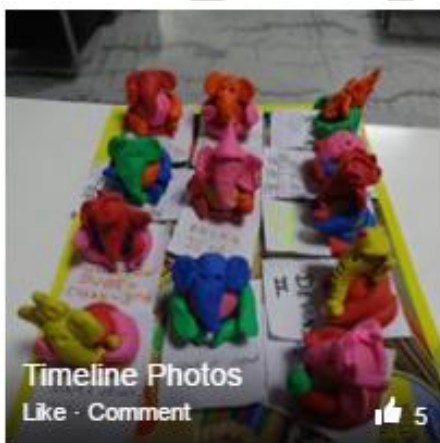
### International Festivities



### X-mas and Diwali Celebration



### Students doing Ganesha Craftwork



## ACTIVITY: 4 ONE MINUTES TALK SHOW DONE BY STUDENTS



CHILDREN ARE DOING ART WORK



TALK SHOW ON INTERNATIONAL FESTIVITIES



TALK SHOW PRESENTED IN TRADITIONAL COSTUMES





## ONE MINUTE TALK SHOW

Khanak: Good morning everyone. I am going to say about Durga puja. Durga puja is an auspicious festival celebrating the victory of good over the evil.

Arjun: Good morning school. My name is Arjun Sharma going to tell about Diwali. Diwali is the festival of joy and happiness.

Aarya: Good morning school. My name is Aarya Pande going to tell you about Chinese festival “New Year “. This is called spring festival

Shivani: Good morning everyone. My name is Shivani Patil. I am going to talk about Sri Lankan Festival Thai Pongal. We decorate pretty Rangoli on that day.

Vrinda: Hi everyone, my name is Vrinda and I am going to talk about Durga puja, this is my favorite festival we do puja on that day and put new cloths and visit Durga Pandal.

Aman: Hi everyone, my name is Aman and I am going to tell you about Diwali, I love Diwali because I decorate our house with candles, eat sweets and having fun with fun.

Sanvi: Hi everyone, my name is Sanvi Kulkarni. I am going to talk about Chinese festival New-year. People decorate their houses with red color



## ACTIVITY: 5 CULMINATION ACTIVITIES IN PRESENCE OF PARENTS



PARENT ARE ATTENDED CULMINATION ACTIVITIES



PRESENTATION ON VARIOUS FESTIVALS BY STUDENTS

## QUESTIONNAIRE

### International Festivities for ISA project (India, China, Sri Lanka)

1. What is the famous festival of India? ( Diwali)
2. Which festival is the festival of lights? (Diwali)
3. What do you call New Year Festival in China (Spring Festival)
4. What is the famous festival of Sri Lanka? (Thai pongal, Patti pongal)
5. Which country celebrates dragon festival? (China)
6. Which country celebrates Esala Perahera festival in the world (Sri Lanka)
7. Which country celebrates Buddhist Festival? (Sri Lanka)
8. Which festival is related to Harvesting?( Pongal)
9. What are the famous festivals of India? ( Durga Puja Ganesh Chaturthi, Diwali )

## PARENT REPORT

MLZS were very excited for the ISA activity they participated in culmination program and workshops



**BRITISH COUNCIL**  
PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name: Ashok Pujari  
Title of activity: International festivitius Date: 15/12/15

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

International festivitius is one of the most informative and learning experience for me. My child came to know various festivals across the world, that reflects unity in diversity. My child learned different culture.

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

Yes, I was involved in the activity through workshop and talk show presentation. That was really amazing. Children talked about India, China and Sri Lanka that was really informative for me.

Any other comments?

Thank you so much MLZS Makad for conducting such kind of activities. Looking forward for more and more informative activities in future.

Thank you for your time and comments.





## PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name: Manisha Kumari  
Title of activity: International festivities Date: 13/12/15

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

Thank you so much school, for conducting such activity. My child came to know festival of CHINA, INDIA and SRI LANKA this was really informative and knowledgeable.

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

I was involved in the activity as a mother felt so satisfied to participate in this. children presentation, workshop and talk show, very informative.

Any other comments?

I would like to say special thanks to MLZS wakad for conducting this activity.

Thank you for your time and comments.

# EMAIL EXCHANGE WITH PARTNER SCHOOL

The teachers sent emails to partner schools and

**Sapna Agarwal**

to me ▾

----- Original Message -----

Subject: Fw: HI....

From: "shubhadasangale" <[shubhadasangale15@rediffmail.com](mailto:shubhadasangale15@rediffmail.com)>

Date: Mon, February 8, 2016 8:35 am

To: "principal" <[principal@mountliterawakad.com](mailto:principal@mountliterawakad.com)>

From: Renuka Subhashini Karunaratne <[renukasubhashik@gmail.com](mailto:renukasubhashik@gmail.com)>; Sent:

Sun, 07 Feb 2016 05:45:09 To: shubhadasangale

<[shubhadasangale15@rediffmail.com](mailto:shubhadasangale15@rediffmail.com)>; Subject: Re: HI....&nbsp;&nbsp;&nbsp;Dear

Subhada,I saw your photos. You&#39;ve done a great job.Thanks for the

friendship boxes. Your kids..... exellent..... I think they &#39;ve

got a proper guidance from you. I&#39;d like to know more about the

&nbsp;&nbsp;&nbsp;friendship box. I love the paper works you&#39;ve done with your

kids too. &nbsp;&nbsp;&nbsp;

&nbsp;&nbsp;&nbsp;On Fri, Feb 5, 2016 at 8:42 AM, shubhadasangale

<[shubhadasangale15@rediffmail.com](mailto:shubhadasangale15@rediffmail.com)> wrote:

Hi Renuka...How are you ? Few days back we had an ISA activity conducted

in our school named Rhyming connect, for which we have uploaded few

pictures on our face book page ( Kamal Pratishthan Mount Litera Zee

School).Just have a look at it and your comments would be highly

appreciated.Thanks...Shubhada.....

**Sapna Agarwal**

to me ▾

----- Original Message -----

Subject: Fw: HI....

From: "shubhadasangale" <[shubhadasangale15@rediffmail.com](mailto:shubhadasangale15@rediffmail.com)>

Date: Thu, April 7, 2016 1:37 pm

To: "principal" <[principal@mountliterawakad.com](mailto:principal@mountliterawakad.com)>

Cc: "mridulamohla" <[mridulamohla@gmail.com](mailto:mridulamohla@gmail.com)>

From: Renuka Subhashini Karunaratne <[renukasubhashik@gmail.com](mailto:renukasubhashik@gmail.com)>; Sent:

Fri, 18 Mar 2016 06:11:05 To: shubhadasangale

<[shubhadasangale15@rediffmail.com](mailto:shubhadasangale15@rediffmail.com)>; Subject: Re: HI....&nbsp;&nbsp;&nbsp;Dear

Shubhada,Over joyed to see your present.Thank you very much for it. My

students were also happy to see them. Your sts are very tallented.

I&#39;ll send mine too as soon as possible. I&#39;m sending some photos

with this. Thanks a lot again.

Renuka

&nbsp;&nbsp;&nbsp;On Sun, Feb 7, 2016 at 5:45 AM, Renuka Subhashini Karunaratne

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## WEBSITE LINK OF FESTIVITIES

[https://en.wikipedia.org/wiki/Festivals in Sri Lanka](https://en.wikipedia.org/wiki/Festivals_in_Sri_Lanka)

[www.importantindia.com/17423/major-festivals-of-india](http://www.importantindia.com/17423/major-festivals-of-india)

[www.chinahighlights.com/festivals/traditional-festival](http://www.chinahighlights.com/festivals/traditional-festival)



## TEACHER'S REPORT

Date - 11/12/2016

Day - Friday

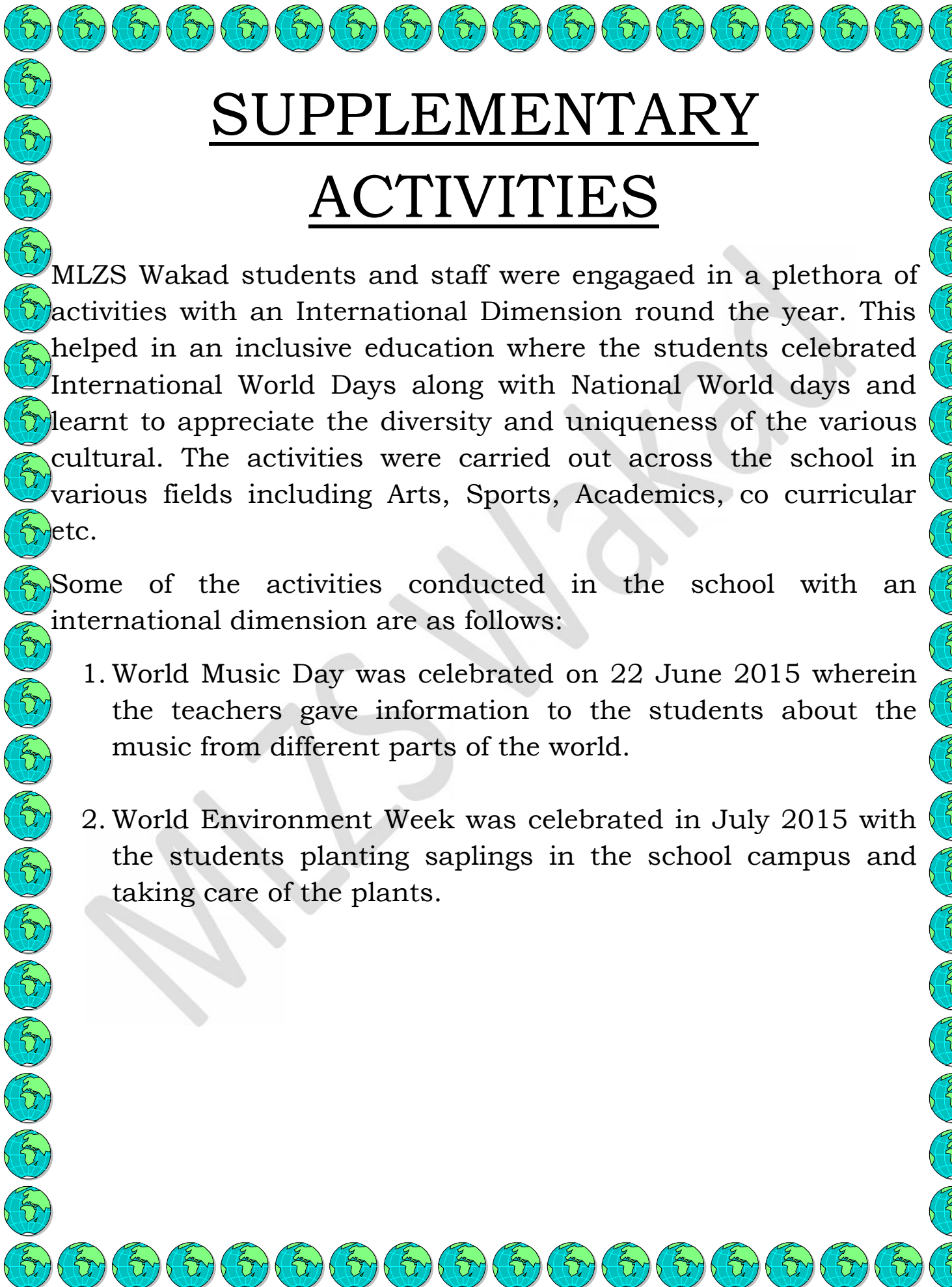
Vanue - At school

Attended by – All Students (Nursery, Jr. KG, Sr.KG) and Teachers

International Festivities is one of the most educational ISA projects. This project was selected for Nursery, Jr. KG and Sr.KG students to make them aware about International festivals. In this segment we have been assigned three countries Sri Lanka, India and China. The main aim of this ISA project was to do comparative study of various festivals in collaboration with partner schools through Friendship box which contains activity worksheet, craft to focus particular festival. Chinese New Year (Spring Festival) is the most popular festival in china; children were well informed through various website links, worksheets, presentation and activities. Indian festival such as Durgapuja, Diwali, and Ganesh Puja etc. We conducted lot of activities and skit to make this project exciting; we used educational videos which were based on festivitals. Thai Pongal, The Kandu Esala perahera is the most spectacular festival of Srilankawhere Procession parade is organized on the street of Kandy and people put tradition costumes. Children were very excited about all the festivals and participated so well. This was fun learning project and we tried to inculcate cultural and traditional value among the students

# SECTION -4



A decorative border of small globe icons, each showing a different view of the Earth, surrounds the text. The globes are arranged in a rectangular frame with an inner border and an outer border.

# SUPPLEMENTARY

## ACTIVITIES

MLZS Wakad students and staff were engaged in a plethora of activities with an International Dimension round the year. This helped in an inclusive education where the students celebrated International World Days along with National World days and learnt to appreciate the diversity and uniqueness of the various cultural. The activities were carried out across the school in various fields including Arts, Sports, Academics, co curricular etc.

Some of the activities conducted in the school with an international dimension are as follows:

1. World Music Day was celebrated on 22 June 2015 wherein the teachers gave information to the students about the music from different parts of the world.
2. World Environment Week was celebrated in July 2015 with the students planting saplings in the school campus and taking care of the plants.





3. International Friendship Day was celebrated on 03 August in a unique way by tying the ribbons to the trees. They also took a pledge to save the trees.



4. International Grand Parents Day was celebrated in September 2015 by inviting the grandparents of the primary students in the school. The elders penned down their memories as grandparents and had an exciting time interacting with the students and playing games.



5. World International Day of the elderly was celebrated on 01 October by inviting senior citizens in a special assembly conducted by the students. The elders shared their life experiences and advised the students to uphold the family values and traditions.



6. World Space Week was celebrated in October 2015 with the students gathering information about space and a model



making competition being organized in the school for primary students.



7. World Food Day was celebrated on 16 October 2015 by organizing No fire Cooking activity for the students. The teachers showed ppt and videos to the students about the



food of various countries and how it is different from Indian cuisine.



8. UNICEF Day and International Human Rights Day was celebrated wherein the teachers put up a skit for the students and felicitating the school support staff. The teachers also discussed about the equal rights for all human and children and the students visited an orphanage to donate grocery items, toys, stationery.





9. Science Week was celebrated in the school on the occasion of the World Science Day in February 2016. The students performed Science experiments all across classes and the parents were invited to view the same.



10. International Women's Day was organized on 08 March 2016. The students and staff were briefed about the equal rights of men and women and to mark the occasion, the school hosted a Women's Car rally which was flagged off from the school.



11. Sports- The school regularly takes its students to various sports competitions. Armaan Harode of Std I has qualified for the International Skating Championships to be held in Malaysia in July 2016. He is also a part of the team that made the Guinness World Record for maximum number of participants who did 72 hours nonstop skating in Belgum in May 2016.



12. The students have also participated in the International Science, Math and English Olympiads to develop their scholastic skills. Some students have done the school proud by getting good International rankings.



13. The teachers of Mount Litera Zee School Wakad have been trained in the International Core skills and have completed the British Council Schools Online courses.



# SECTION -5



# FUTURE PLANS

With an overall preview of the ISA Project and the impact it has had on the school community we look forward:

- To conduct similar kind of programmes in the school.
- To make reciprocal visits to the partner school.
- To integrate the international activities with the school curriculum.
- To provide International Education Training to the teaching staff.
- To motivate and encourage student participation in various International activities and competition.
- To organize regular celebrations of our rich and diverse heritage.
- To continue and encourage students to exchange their views and ideas through pen pals.
- To actively encourage the study of foreign languages for all our students by offering a range of appropriate language options.

