



ANAND VIDYA VIHAR

Vadodara ,Gujarat ,India



RIDS DOSSIER 2024 - 25

Recognition of International Dimension in Schools



*Shaping Minds, Nurturing Hearts, and
Building Futures – Where Every Activity
Inspires Excellence!*



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*Shaping Minds, Nurturing Hearts, and
Building Futures – Where Every Activity
Inspires Excellence!*

Section 1



01 India 02 Nepal 03 Thailand 04 Japan
05 Indonesia 06 UK 07 USA 08 France



About the School



- Extremely well ventilated classrooms, providing a colourful and stimulating environment to the developing and impressionable minds.
- Digi Classrooms which is a comprehensive solution to provide ICT needs of students.
- A large campus with adequate open spaces for sports and a plethora of activities.
- An ambience that makes the process of learning an invigorating and interesting exercise at every stage.
- Special emphasis laid on improving concentration of the mind through the use of yoga, meditation, music, dance, theatre & visual arts.
- A routine that ensures a balanced curriculum without burdening the child and yet manages to be holistic and complete with respect to intellectual, emotional & social needs
- Provision to work within the framework of the CBSE syllabi and yet provide a non structured approach so that learning is not a burden but a pleasure.
- An in-house counselling facility catering to students with learning disabilities.

PHILOSOPHY OF SCHOOL

- Primarily we believe in providing a stress-free environment.
- Focus is on making concepts clear, so that once a child has understood or is able to comprehend, learning begins
- Our intention is to make them as independent as possible, where minimum spoon-feeding is done. We encourage them to answer in their own words rather than cramming answers. This is possible when verbal development has taken place to a certain degree in class.
- We believe in the see touch, feel, approach. Observe, absorb and then elaborate or express. Stress is laid on enhancing visual skills along with verbal and auditory skills.
- We encourage them to ask questions and hone their curiosity.
- Initially we are a little slow with the children. We try our level best to understand each child and our intention is to bring out the best in them.
- We do not believe in the conventional methods of recapitulation and adopt different ways to make the students recall what ever they are supposed to.
- We encourage students to independently develop their own learning strategies after they are in a position to arrange their thoughts systematically.
- We retain the students' note books and text books for junior classes in school so that they needn't carry a bagful to school everyday

- We give minimal home assignments to students as we do not want to see them burdened. So a lot of effort goes into thinking of different ways, of giving them work that they enjoy and is meaningful.
- Every morning the children are exposed to soothing and serene music after which they do a brief spell of meditation. The aim is to break the home mode & prepare them for the day. Eventually it will act positively in grooming them. However, this cannot be achieved by the school alone. It is necessary for the parents to play a major role in helping them grow in the right direction.
- Physical development is given due importance in the daily curriculum as is dance, music, art and aesthetics. All these are extremely essential for the all round development of a child.
- After the children have settled in, we are very strict about discipline and do not give any leeway.
- So in a nut shell we believe in providing an invigorating environment where the children grow at their own pace howsoever fast or slow it may be, initially. Then we try to tap individual talents and potentials.

KALAM MAKER SPACE



From Principal 's Desk

I, Poornima Menon, the Principal of Anand Vidya Vihar have been serving as the Principal officially from 2017 and previously as an in charge since 2015.

I have always believed in utilising 12 years of student life in the most productive ways in order to bring out the individuality in each student and celebrate their uniqueness by helping them find their own voice and niche in the world we live in.

When the soil in each region carries its own soul and has its own tale to share after undergoing weathering, erosion and subsequent flow with the rains and rivers across lands, the diversity that we see around also needs to be brought to the fore and told.

My effort in celebrating the rich heritage of my country ,India and the pluralism we revel in is manifested in the various activities and endeavours I design for each year. I am a loyalist for the UN designated SDG accomplishment and ensure incorporation of two to three goals in the annual calendar with activities chartered for realising the essence of the same.

I have always advocated and practised life long learning and continue to pursue new courses and encourage my staff to follow suit.

It is this inclination for challenges and adopting new perspectives that I decided to initiate the 4th ISA or now the RIDS programme as pursuing the same would give an edge to students in assimilating internationalism with the right flavour.

Exposing to richness and textures of various cultures help build a resilient, broad minded and initiative driven community, the future of tomorrow and the need of today.

Students are the ambassadors to a thriving and more sustainable way of living but setting examples and giving platforms is crucial in their growing years and that being my driving force; I hope to achieve my mission with zest and zeal.



Note form the RIDS Coordinator

"Learning to live together in peace and harmony is a basic aim of education."

– UNESCO

As a RIDS coordinator , I was fortunate to initiate, audit and experience the innovative approaches in fostering international dimensions in my school. I was an ISA coordinator before but this time my perspective were entirely different. The 'Covid 2020' pandemic taught us a very valuable lesson, the importance of healthy life, food, clean water and air and sustainable living. Thus this formed the basis of the 7 curriculum activities which incorporated Sustainable Development Goals 3,5,11 and 13.



We formed a team of 7 teachers from different grades, different faculties headed by our respected principal who was a guiding light in the entire process. In multiple brainstorming session we learnt and understood the objective of RIDS and its framework provided by the British

Council. Together we planned to incorporate international dimensions into lesson plans and activities based on human health, wellbeing, food, clothes, disasters and sustainable cities.

From preschool to grade 12, the students were enthusiastic in participating in various activities, specially the collaborative activities. A group of 12 students visited Japan for cultural exchange. They had a memorable experience, overcoming the barrier of language they could communicate their views on sustainable and affordable houses. But with Thailand school we face language a major barrier as only a few students could understand very little English and not much could be don there.

Collaborating with partner school was a difficult task as this year we face water logging problem in the city due to which schools were closed and this led to postponing of many activities. Later due to paucity of time some activities happened very late. Still the children and parents were very cooperative. The compilation of activities and organizing them as per RIDS's format was a smooth process. We worked as a team and inspite a few hiccups things turned out better, thanks to my dear coordinators.

I would like express my deep gratitude to our Principal maam, Mrs. Poornima Menon, for trusting me and helping me in the entire process. I extend my heart felt gratitude to all the coordinators for their dedication and support. My special thanks to Mrs. Khyati and Mrs. Jasmin Premson and Mrs. Usha Pandit for helping me in various tasks.

Finally I can say that, it was both challenging and rewarding. This experience sharpened and deepened my skills and was a focal point of my career graph this year.

Ms. Seema Kadri

RIDS International Coordinator



Job Description of RIDS Coordinator

- **Monitor and evaluate the impact of international collaborations.**
- **Partnering with local and international schools to support program implementation.**
- **Oversee collaborative activities that feature international aspects, ensuring cultural exchange between the school and partner country.**
- **Oversee collaborative activities that feature international aspects, ensuring cultural exchange between the school and partner country.**
- **To contribute towards a school policy statement on the International Dimension.**
- **To develop an international dimension throughout the school by helping colleagues develop and embed school's curriculum in RIDS action plan.**
- **To help the school celebrate the rich and diverse cultural heritage and ethnic diversity within the school through assemblies, international days/weeks, etc.**
- **To regularly evaluate the impact of international activities.**
- **To develop, monitor and support global school links and exchanges.**
- **Addressing language and cultural barriers in international collaborations.**
- **Guiding schools through the RIDS accreditation process, including self-assessment, documentation, and evidence submission.**
- **To have overall responsibility for successfully submitting the portfolio for certification.**
- **Ensuring that schools maintain consistency in their global practices post-recognition.**
- **Develop and implement strategies to embed international dimensions into the school's vision, programs and policies.**



International Policy of the School

#School definition of International policy:#

The statement of International policy states that the school intends and remains committed to create global citizens who reflect the school's ethos by nurturing students to be adept to adapt and adopt best flavours of all lands, training them to be open minded and open hearted while retaining the traditional essence of Indian culture through myriad activities infused into school curriculum.

The policy enlists all doables and imperatives to attain the statement in letter and spirit.

The policy is formulated in accordance with the views and opinions of parents, students, teaching staff and management along with external stakeholders like community involved and therefore is subject to amendment.

Our international policy entails the following:

- 1. Creating opportunities to learn from the international dimension given to the teaching learning process via the disciplines pursued grade wise.**
- 2. To engage students in activities that exemplify our commitment to inculcate internationalism in students.**
- 3. To be actively involved in school and student exchange programmes with established sister concerns overseas.**
- 4. To liaise with agencies, individuals who facilitate new ties to be forged with schools abroad.**

Exemplification

The school maintains that encouraging students to visit different lands, soak in the prevalent culture there and hosting students from other lands and learning to expand minds and be open hearted to receive rich cultural experiences is an important facet of the school's international policy.

Additionally we respond to online collaborations from across shores for widening educational horizons and rich cultural immersion.

Hence with 3 international school exchange programme completed as cycles with hosting and facilitating student exchanges with North Coast Preparatory Academy for Performing Arts Arcata, California, USA from 2015 and 1 full cycle with Liceo Scientifico Galileo Galilei, Sienna, Italy from 2019 where students attended schools on either end and explored culture of the host country and our country in good measure, we aver we have strong inclination for treating the world as our family. We have now started school exchange cycles with Oguni High School, Oguni, Yamagata, Japan and are about to embark on a new linkage with Singaraja high School, Bali, Indonesia. We conducted online competitions during our signature school fest AVV AURA with schools based in Vietnam, Indonesia, Malaysia, Thailand and Japan in the Debate and Design Thinking competitions in 2023 and plan to continue expanding our reach to schools beyond Indian shores.

We have been a host school for AFS students on an exchange programme since 2007 and have now associated ourselves with Rotary Cosmopolitan, Vadodara too for the same



International Policy of the School

Vision

Anand Vidya Vihar has always maintained the leit motif of: To create local in heart and global in mind citizens by transacting education that enriches and empowers students to be well in health, technically skilled, environmentally and socially conscientious, digitally savvy yet emotionally grounded and leaders to initiate actions and initiating changes to lead.

Mission

The school aims to

1. Create language smart individuals with a strong grasp on Indian and foreign languages by introducing them from middle school and assessing it for intended achievement.
2. Create students adept and savvy in STEAM with the help of the state of the art infrastructure in the fabrication lab and well equipped science labs along with strong impetus to innovations, inventions and gamification of learning within the campus.
3. Create socially smart students equipped with a global mindset with provision of year long student exchange programme through AFS and Rotary Cosmopolitan of students from foreign countries and AVVites stepping onto foreign soils for education.
4. Create students who are responsible, adjusting and open minded to host and be hosted by students from foreign shores by enrolling in school exchange programmes. The school is a part of ASEAN school group.
5. Create students equipped with 21st century skills with introduction of skill based academic electives from grades 6 to 12 like mass media studies, electronics and hardware, food, nutrition and dietetics, Library and information Science and simultaneous life skill building interventions from grades 3 onwards as club activities has helped students learn about new fields like Carpentry, photography, cooking, stitching, martial arts, Robotics, scrabbles, Chess and so on. The following was incorporated into the school time table consciously and with year end expectations infused.
6. Create holistically empowered students by creating multiple fora and envisioning multi skill activities be it using visual or performing arts or sports integrated activities or academic activities designed to chisel cognitive calibre of students and to attain the goal enlisted



CPD Certificates





CPD Certificates





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Recognition of International Dimension in Schools (RIDS) 2024

Action Plan Form



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British Council Policies

Child Protection

We believe that child protection requires everyone to take responsibility and that every child matters. We recognise that the care, protection and welfare of children is paramount and that all children have the right to be protected from all types of harm. We also recognise that we have a fundamental duty of care towards all children where our programmes and operations facilitate contact with children, or have an impact on children. We aim to achieve this through compliance with UK child protection laws and the relevant laws in each of the countries where we operate and by adhering to Article 19 of the United Nations Convention on the Rights of the Child (UNCRC) 1989.

A child is defined in the British Council as anyone who has not reached their 18th birthday (UNCRC 1989) irrespective of the age of majority in the country where the child is, or in their home country.

As an educational institution a school should seek to protect children by:

- valuing and respecting them and listening to them.
- ensure all necessary checks are made when recruiting staff.
- maintaining strong child protection systems and procedures for staff.
- training its staff and providing a common understanding of child protection issues to inform planning and practice.
- sharing information about child protection and good practice with children and parents / carers
- sharing information about any concerns with the relevant agencies and involving parents and children appropriately
- providing effective management for staff through clear processes, supervision, and support.

A school should provide adequate and appropriate resources to implement this policy and ensure it is communicated and understood. The school should review this policy regularly to reflect new legal and regulatory developments and ensure good practice.

Data Protection

The British Council will use the information that you are providing for the purpose of implementation of the International School Award programme. It will also be used to contact you for other British Council projects, programmes and events.

We may also share your information to other departments of the British Council so that they can use it to inform you about the details of their activities, services and events (including social events) which might be of interest to you.

Use of any photographs, materials and any personal information about the British Council and staff members is restricted and the school should seek written consent from us before using the same.

Under UK Data Protection law, you have the right to ask for a copy of the information we hold on you, and the right to ask us to correct any inaccuracies in that information. If you want more information about this please contact your local British Council office or see our website: www.britishcouncil.org/privacy

I have read British Council's policies for Child Protection and Data Protection and agree to abide by them.


Principal

Signature of school head along with school stamp
Anand Vidya Vihar
Harinagar Society,

Gotri Road, Vadodara - 390 027



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Curriculum Activity 1

Name of the school: ANAND VIDYA VIHAR

City: VADODARA

Region: GUJARAT

Activity title mentioning the international dimension:

'One Stop Solution'

Understanding and adhering to traffic rules and utilizing public transport, carpooling, or embracing eco-friendly modes like walking and cycling fosters responsible global citizenship. Such practices contribute to green cities, curbing air pollution, and collectively steers us towards a sustainable future, transcending borders for a healthier planet.

Learning outcomes—at the end of the activity the students will be able to(*write in terms of knowledge, skills and attitude):

Knowledge:

- gain understanding of public transportation systems in India, US, UK and Japan.
- acquire knowledge of common sustainable initiatives for green cities in each country.
- learn about strategies for alleviating traffic congestion, as well as the importance of adhering to traffic rules and reducing pollution.

Skills:

- develop research skills like collaboration, communication and observation.
- enhance creativity skills by constructing model vehicles using waste materials to represent transportation modes.
- develop problem-solving and decision-making skills through traffic games.

Attitudes:

- cultivate a sense of environmental responsibility and guardianship.
- develop a positive attitude towards carpooling and other environmentally friendly commuting options.
- promote attitudes of global citizenship and community responsibility.



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Brief and clear description of the activity that will help in attaining the projected learning outcomes:

1. **Exploring Global Transportation:** Students will
 - **research** and do the **comparative study** on the common modes of transportation in India, US, UK and Japan and present their research on an A4 size paper. They will solve **worksheet** on it.
 - **visit** local bus depots, railway stations and airport with their family to observe the functioning of the place.
 - present their learning creatively by **creating models** of vehicles representing transportation modes in the India, US, UK and Japan using waste materials. It will be judged using pre-decided criteria(Rating scale).
2. **Let's be responsible: As a brainstorming activity**
 - The students will watch videos on traffic rules in India, US, UK and Japan.
 - They will visit the Traffic Department to learn the traffic rules and safety measures in India while driving on road through demonstrations and interaction with the traffic officer.
 - They will internalize their learning by playing an online game, 'Traffic Escape'. It will be self-assessed through award point in the game.
 - They will learn civic etiquettes of commuting through a role play. It will be assessed through rubric.
3. **Let's Go Green :**
 - The students will find out from newspapers/books/ internet, the green cities in India, US, UK and Japan and identify them on a **map** of India, US, UK and Japan. The students will learn the sustainable transportation practices in making green cities through a talk show by a resource person.
 - They will be assessed through a worksheet (Checklist). The map work will be assessed through checklist.
4. **Taking Action:** The students will
 - Fill a **survey form (google classroom)** to collect data on number of vehicles used by their family member. In class they will do **tally marking** on a chart paper to study maximum usage of a car, 2 wheeler, rickshaw, bus etc by their families.
 - Take the initiative of conveying the environmental benefits of sustainable transportation practices to their families and encouraging them to participate in the school's '**Green Travel Challenge**' which aims to reduce pollution and promote healthy living by walking, cycling, or carpooling. The record of 'Green Travel Challenge' will be collected through '**Strava app**' and walking, cycling data through submission records in **google classroom**. The most enthusiastic participant will get an appreciation certificate from the school.
 - The students will sing a **group action song** and take a **pledge** to save the environment in front of the school community and they will be assessed using a **Rating scale** to evaluate students' group action song performance.
 - The life skills and values learned in the activities will be self-assessed through **google form** in the form of MCQ.



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Month and duration of activity: May and June (5 weeks)

Classes/no. of pupils involved: Classes 2 and 3

Countries covered: India, US, UK, Japan

Subjects covered: Science, Social Science, English, Music, Math, Life skills.

Teachers responsible: Lisha Mathew, Priya Vij, Archana Nair, Leena Nair, Suchita Gawas, Sushila Giri, Anupama Kumari, Dhara Patel, Nimit Christian, Rupali Brahmachandisa, Meeta Mehta, Aparna Tunuguntala, Kalpana Kshatriya.

Evaluation methods to measure the learning out come among the pupils:

Activity 1) Rating scale of vehicle model, Checklist for worksheet, feedback from teachers and students. Teacher's report on the activity.

Activity 2) Checklist for worksheet and map work, feedback from teachers and students. Teacher's report on the activity.

Activity 3) The record of 'Green Travel Challenge' will be collected through 'Strava app' and walking, cycling data through submission records in google classroom, feedback from teachers, parents and students. Teacher's report on the activity, rating scale to evaluate students' group action song performance based on coordination, creativity, and alignment with sustainability themes, students' reflections to assess the values learned through MCQ based questions via google form.

Evidence to be provided in the portfolio:

☐ **Photographs of all the activities:** Research work, **visit** with their family local bus depots, railway stations and airport, visit to the Traffic Department, model vehicles from waste, map activity, tally marking on a chart paper, online game and role play, 'Green Travel Challenge', group action song, pledge.

☐ **Scanned copies:** Research Work, worksheets, judgment sheet of best out of waste, rubric, map work, checklist of worksheet and map work, survey forms, appreciation certificate, rating scale of action song, pledge, feedback form of Parents' teachers, resource persons, teacher's report, activities sent on Google classroom.

☐ **Screenshots: Messages** shared to communicate with the parents through google classroom, resource person, online game, 'Traffic Escape', survey sent on google classroom, google form of assessment.

☐ **Links:** videos on traffic rules, online game, 'Traffic Escape', Strava app, google form links.



Approved Action Plan



Curriculum Activity 2

Name of the school: Anand Vidya Vihar

City: Vadodara

Region: Gujarat

Activity title mentioning the international dimension:

'FROM SOIL TO SOUL'

Achieving SDG 'zero hunger' requires collaborative efforts to ensure sustainable food production and implement modern agricultural practices that increase production, help maintain ecosystems, strengthen capacity for adaptation to climate change, and progressively improves land and soil quality. Studying the economic, environmental, social and cultural dimensions of crop production help us to consume effectively and avoid wastage globally especially in context of India, US, UK and Thailand.

Learning outcomes – at the end of the activity the students will be able to (* write in terms of knowledge, skills and attitude):

Knowledge:

1. Learn the different crops grown by the farmers in different seasonal conditions across the different states of India, US, UK and Thailand.
2. Understand the importance of sustainable practices of growing different types of crops and its economic impact.
3. Know the cross-cultural importance of growing crops in harvest festivals.

Skills:

1. Develop research skills on different varieties of crops grown on different climatic conditions.
2. Showcase creative skills by using millets to design a poster/collage.
3. Develop creativity by designing a coding skill of organic farming.

Attitude:

1. Develop empathy and respect for farmers growing crops.
2. Develop a positive attitude towards millets and its nutritional values.
3. Foster co-operation and commitment to preserve different crops, human lives and resources across the globe so as to develop a safe and secure sustainable global village.



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Brief and clear description of the activity that will help in attaining the projected learning outcomes:

1) Research, Group Discussion and sharing PPT: Students of AVV and partner school in India, will **research** on different types of crops grown in India, UK, US and Thailand on the basis of climatic conditions, soil and economic conditions of the farmers in each country. They will analyze the pattern in growing different crops and its economic impact due to climate change in UK, US and Thailand and compare it with India through **group discussion**. The GD will be assessed by using a **Rubric**. A talk show will be organized with a **resource person** from Agricultural Institute of Gujarat to learn about new implementations/techniques in the farming sector which are sustainable and economical. The students will present their knowledge through **PowerPoint presentation**. It will be assessed using a **rating scale** with pre-decided criteria. Their learning will be assessed by **MCQ based questions by using google forms**.

2) Learning Creatively: Students of both the schools will

- Create a beautiful **collage/posters with slogans** by using **millets** in a competition at school and showcase the **types and importance of millets** in our daily life. The competition will be assessed by judges using a **rating scale** with pre decided criteria.
- **Design a coding** unplugged **game** for climate adaptations in a creative way. The game will be assessed with a **rating scale**.
- Enact different harvest festival practices through traditional dances performed during Lohri, Onam, Bihu and Pongal of India and Songkran of Thailand, Thanks Giving Day of UK and US to show how agriculture influences the cultural diversities across the globe. Videos of dances will shared with partner school. Report writing on the event will be peer assessed using Rubric. The students will share their **reflections through the digital tool Padlet**.



3) Taking Action: The students of both the schools will

- Promote **organic farming** by starting a veggie garden 'CHLOROPHYLLA' in school on 'World Environment Day'. The students will grow different vegetable and medicinal crops and will promote a sustainable eco system at school. The report and video of the activity will be shared via mail and YouTube with the community, parents and the partner school. The skills and values learned in the activity will be assessed using a **self-reflection** form.
- **Promote a healthy, nutritious** and balanced food concept by launching a 'Millet Food Fest' at school dining hall. The skills and values learned in the activity will be assessed using a **self-reflection** form using Survey Monkey.
- Research and find out useful **ways of utilizing crop and agricultural waste** in India, US, UK and Thailand and **create a useful product**. The research work will be presented in a **project file** and will be shared through e-mail to partner school. The **innovative product** made by the students will be assessed through a competition by using a **Rating scale** with pre decided criteria sheet.
- The student will create awareness in the school community about the importance and essence of food for sustainable living in a student led conference.

Approved Action Plan



Month and duration of activity: June 15th to July 30th)/6 weeks

Classes / no. of pupils involved: Class V and VIII/ 203 students

Countries covered: India, US, UK, Thailand

Subjects covered: Science, Social Science, English, Fine Arts and ICT

Teachers responsible: Nalini Iyer, Dr. Sonal Prakashkar, Salma Quadri, Madhavi Dhodapkar, Maitri Buch, Gayatri Bajaj, Sushila Giri, Urmi Shah, Shaily Dave and Prashasti Majmundar.

Evaluation methods to measure the learning outcome among the pupils:

Activity 1) Rating scale with pre decided criteria for PowerPoint presentation, **Rubric for GD assessment**, feedback from partner school, Feedback from teachers, students and resource person. MCQ on Google Form.

Activity 2) Rating Scale judgment sheet for Millet painting, Rating Scale judgment sheet for coding game, Self-reflection through Padlet.com, Rubric assessing student's report on harvest dances of India, US, UK and Thailand, Feedback from teachers, students and judges.

Activity 3) Rating scale criteria sheet for Zero Waste Competition, **self-reflection** form using Survey Monkey, Observation data for Veggie Garden, feedback from teachers, students, parents and judges.

Evidence to be provided in the portfolio:

- ☐ **Photographs of all the activities:** Research work, students' sharing their research work, Power point presentation, Resource person interaction with students, GD, millet paintings, dances, **CHLOROPHYLLA** inauguration, Millet food fest, Zero Waste Competition, student led conference.
- ☐ **Scanned copies:** Research Work, PPT, Posters and Evaluation forms like: rubrics, rating scale, Teacher feedback form, Self- Reflection forms, peer assessment, Parents' feedback form, feedback from partner school. Feedback of resource person, students' report files.
- ☐ **Screenshots: Emails** shared to communicate with the partner school, parents, resource person, WhatsApp messages.
- ☐ **Links:** YouTube links, Padlet link, SurveyMonkey link, google form link



Approved Action Plan



Curriculum Activity 3

Name of the school: Anand Vidya Vihar

City: Vadodara

Region: Gujarat

Activity title mentioning the international dimension:

Swastha Shariram Supradhanam (A Healthy Body is Paramount)

Promoting health and wellness through physical activities and conservation; fostering global health and environmental responsibility. Swastha Shariram Supradhanam aims to promote personal health and planetary well-being by engaging in physical activities and advocating for conservation, and inspiring global collaboration for sustainable health and environmental conservation.

Learning outcomes—at the end of the activity the students will be able to(*write in terms of knowledge, skills and attitude):

Knowledge :

1. Demonstrate a comprehensive understanding of the significance and global impact of indigenous sports, including their cultural, physical, and social dimensions in UK, USA, Thailand and India.
2. Develop interest and acquire knowledge about principles of Physics behind International sports.
Acquire knowledge about the prevalence and benefits of yoga, as well as its integration into various cultural contexts worldwide and specifically UK, USA, Thailand and India.
4. Develop an understanding of the importance of biodiversity conservation and its implications for human health.
5. Gain insights into the impact of environmental degradation on ecosystems and wildlife, recognizing the interconnectedness of local and global environmental issues.

Skills :

1. Develop research skills to gather information about different sports and environmental conservation topics, as well as presentation skills to effectively communicate their findings.
2. Building computational skills by calculating the necessary data which influences athletes' performance and technique in the chosen sport for (UK, USA, Thailand, India).
3. Demonstrate proficiency in performing physical activities such as Surya Namaskar and participating in environmental cleanup activities, fostering teamwork and leadership skills.

Attitudes : Students will be able to –

1. Develop an appreciation for diverse sports cultures and recognize the importance of cultural exchange in sports at both local and international levels.
2. Understand the importance of science in techniques to enhance athletes' performance.
3. Cultivate a positive attitude towards yoga as a holistic approach to promoting physical and mental wellbeing, acknowledging its significance in global health practices.
4. Develop a sense of environmental responsibility and a commitment to conservation efforts, recognizing the importance of preserving the environment for future generations.



Approved Action Plan



Brief and clear description of the activity that will help in attaining the projected learning outcomes:

1) Research and investigation: The students will

- Research on indigenous sports from USA, UK, Thailand and India. They will do a case study of any one such sport in the 4 countries and present it in the form of a power point, highlighting the history, cultural and global impact of these sports, including their journey to Olympics. PPT presentation will be peer assessed through a rubric with pre-decided criteria. Rating Scale to assess students' research, design, presentation, and collaboration skills. Worksheet will be solved to assess learning.
- Study the science behind sports by researching on any one track and field events like Javelin throw or shot put, focusing on size, shape, minimum weight, center of gravity, angle of throw, body posture, while throwing of the javelin/shot put as defined according to world Athletics rules. They will then investigate on how to achieve the best athletes' performance by throwing the Javelin/shot put with different speed, force and angles. They will present their research in a project file. It will be assessed through rating scale with pre-decided criteria.

2) Yoga for global health and wellbeing:

Students of AVV and partner school will learn about the presence and practice of Yoga in UK, US, Thailand and compare their findings with India. They will study the benefits of Yoga in physical and mental health and wellbeing, including improved posture, flexibility, strength, balance and body awareness. Students of AVV and partner school will explore about Yoga, Aerobics and Zumba which strengthens the body and improves overall fitness of the body. Students will solve worksheet based on the above activity. To foster a positive mindset and to recognize the importance of physical fitness for overall wellbeing, the students will perform Surya Namaskar, different asanas of yoga, rhythmic aerobic exercises and a dance based workout that is Zumba on World Yoga Day in front of the school community as a culmination activity to showcase the integration of physical activities for holistic health. Students will make posters showcasing how different asanas performed for flexibility of the spine and joints, for an increase in blood flow and oxygen, better posture and balance, toned and strengthened muscles, reduction of toxins built up in the body and good immune system. The posters will be assessed on pre-decided criteria sheet(rating scale)

3) Environment impacts our health:

- Students of AVV and partner school will research and do an online debate on the topic, 'Conservation of Plants and animals is a must for good health and wellbeing'. Assessment through rating scale with pre decided criteria.
- Students will research and compare the C3 and C4 plants and plant saplings in school campus which are natural air purifiers. The research will be presented in the form of a project file which will be graded with pre-determined criteria(rating scale).
- They will engage in practical activities such as trekking for environmental cleanup. Environment Quiz will be conducted through google form.



Approved Action Plan



Month and duration of activity: June / July - (6 Weeks)

Classes/no.ofpupilsinvolved: Grades IV, XI AND XII /184 students

Countries covered: India, US, UK, Thailand

Subjectscovered: Physical Education, Yoga, Physics, ICT and Biology

Teachersresponsible: Dr. Kukoo Mukherjee, Bharti Lalchandani, Rashmi Erande, Akhil Pathak, Jasmin Premson, Chaitali Gupta, Dr. Sonal Prakashkar.

Evaluation methods to measure the learning outcome among the pupils:

Activity 1)

Ppt presentation will be peer assessed through a **rubric**, Feedback from teachers, students and Judges, student's report, Rating Scale to assess students' research, design, presentation, and collaboration skills. Problem- solving assessment, project file will be assessed through **rating scale** on research, experiment, tabulation of data, graphical representation, conclusion, Checklist for worksheet.

Activity 2)

Worksheet based on yoga, aerobics, Zumba, **posters** will be assessed on rating scale. Feedback from teachers, students and Judges, student's report. Self-reflection form for self-assessment.

Activity 3)

Debate will be assessed through rating scale, project file which will be graded with rating scale, feedback from teachers, judges and students, student's report. Environment Quiz will be conducted through google form.

Evidence to be provided in the portfolio:

- **Photographs of all the activities:** Research work, students' sharing their research work, Power point presentation, Yoga Day, debate, trekking.
- **Scanned copies:** Research Work, worksheets, project files, Posters, Evaluation forms like: peer assessment rubric, 4 rating scales, Teacher feedback form, Self- Reflection forms, Parents' feedback form, feedback from partner school, students' report.
- **Screenshots: Emails** shared to communicate with the partner school, parents, WhatsApp messages, Ppt , google form.
- **Links:** YouTube links (of Yoga Day, Debate, Physics experiment, C3,C4 experiment, trekking)school blog link for report on all activities, google meet link for debate, google form link for quiz.



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Curriculum Activity 4

Name of the school:Anand Vidya Vihar / Anand Prep Academy

City: Vadodara

Region:Gujarat

Activity title mentioning the international dimension:

'Dressing Up'

By understanding and embracing the diverse clothing choices influenced by seasons, professions, climate conditions, and culture, we learn to appreciate the richness of global diversity. It fosters empathy, respect, and understanding for different ways of life, promoting a more inclusive and interconnected world. Through fashion, we can celebrate the uniqueness of various cultures while also recognizing our shared humanity.

Learning outcomes – at the end of the activity the students will be able to(*write in terms of knowledge, skills and attitude):

Knowledge :

- ☐ Children will be able to learn how people (around the globe) dress up according to the climate conditions, professions, occasion and culture in the US, UK, Thailand and India.
- ☐ Children will be able to develop and understand the need to reuse and recycle clothes for sustainability.

Skills :

- Develop research skills to gather information about the kinds of clothes worn by people in different countries (UK, US, Thailand, India).
- Fostering communication and collaboration skills to present research findings in front of an audience.
- Building creativity skills by finding ways to reuse and recycle clothes.
- Promote thinking skills by identifying similarities and differences in the way people dress up in different countries (UK, US, Thailand, India).

Attitudes :Students will be able to –

- Inculcate respect and application for clothes as a means for giving an identity to an individual and a country at large.
- Enhance curiosity and confidence to present themselves in front of an audience.



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Brief and clear description of the activity that will help in attaining the projected learning outcomes:

1) Brain storming activities: To equip children with the knowledge of types of clothes worn in India, US, UK, Thailand in different seasons/cultures/professions/occasions they will

- ☐ Watch a Powerpoint presentation based on it
- ☐ Listen to stories and sing rhymes (to understand the importance of dressing up for identity).
- ☐ Pretend play in doll house (to create awareness of various clothing materials used in different weather conditions/seasons).

Children will present their knowledge by matching pictures of various clothes worn in different seasons/profession/cultures through a **worksheet** which will be assessed through a **checklist**.

2) Finding Out-Children will be divided into 4 groups. Each group will research on the kinds of clothes worn by people of India, US, UK, Thailand

- ☐ People with different requirements / professions/climate,
 - ☐ People on various occasions/cultures,
- and present their findings on a chart paper. They will present their knowledge in front of an audience with the **charts** which will be judged through **Rating scale**.
- ☐ Research findings of all the groups will be displayed on soft boards and each group of children will take a **gallery walk** to identify similarities and differences in dressing across India, US, UK, Thailand. Children will be assessed for their knowledge about similarities and differences in clothes worn across countries using a **rubric**.

3) Reuse and Recycle: Children will learn about the importance of reusing and recycling clothes for sustainability, through discussions, charts and audio visuals. Children will be divided into groups and assigned separate tasks like:

Recreate clothes on paper based on pattern and designing used in clothes in different countries.

Reuse clothes by donating clothes to the needy and experience the 'Joy of Giving'(reflections of children shall be video graphed)

Recycle clothes to create a new thing/object eg: bag, apron, with the help of their parents in school.(To understand and to make our planet more sustainable).

There will be a **Fashion Show** where children will apply their knowledge about the various kinds of clothes worn on occasions/ in cultures/professions/seasons and come dressed in distinct/special clothes of different countries (UK, US, Thailand, India) and speak a few lines on the same. Students will do verbal Self-reflection. Children will be assessed through **rating scale** on the basis of a pre-decided criteria sheet.



Approved Action Plan



Month and duration of activity: August & September / 4 Weeks

Classes/no. of pupils involved: Foundation Stage – 2 (4-5 year olds)/ 114 pupils

Countries covered: India, US, UK, Thailand

Subjects covered: Social Studies, Math, Science, Language.

Teachers responsible: Ms. Avani Shah, Ms. Gauri Sarvaiya, Ms. Rachana Kapadia, Ms. Krishna Patel

Evaluation methods to measure the learning out come among the pupils:

Activity 1) Checklist to assess worksheet, Feedback from teachers, teacher's report.

Activity 2) Rubric to assess their knowledge about similarities and differences in clothes worn across countries, presentation through charts. Feedback from teachers, teacher's report.

Activity 3) Fashion show will be assessed through Rating scale with a pre decided criteria. Verbal **self-reflection** for impact assessment. Feedback from teachers and parents, teacher's report.

Evidence to be provided in the portfolio:

- ☐ **Photographs** of all the activities.
- ☐ **Scanned copies** of feedback forms of teachers, parents,, judges, teacher's report of all activities, rating scales, rubric, checklist, charts, worksheet
- ☐ **Links** (YouTube) of Videos of audio/visuals shown to children, videos of self-reflection sheets and fashion show.
- ☐ **Screenshots** of circulars to parents.



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Curriculum Activity 5

Name of the school: ANAND VIDYA VIHAR SCHOOL

City: VADODARA

Region: GUJARAT

Activity title mentioning the international dimension:

STORY TIME

The universal power of storytelling transcends cultural boundaries, shaping mood and values worldwide. As our invisible mentors, stories provide a platform for self-expression, weaving moral values into the fabric of folk tales, fostering an international network of shared wisdom and understanding.

Learning outcomes—at the end of the activity the students will be able to(*write in terms of knowledge, skills and attitude):

KNOWLEDGE:

1. Know the life of Buddha's teachings and study how Buddha is a Universal Mentor.
2. Identify the role of stories as invisible mentors and platforms for self-expression all over the world.
3. Understand the significance of moral values embedded within folk tales and their global reach.

SKILLS:

1. Analyze and interpret narratives from a myriad of cultural heritages, offering insight into the diverse perspectives and values that enrich human experience worldwide.
2. Utilize storytelling techniques to articulate personal anecdotes and convey universal truths, fostering empathy and understanding across cultural divides.
3. Synthesize timeless moral lessons gleaned from folk tales to promote societal harmony and progress.

ATTITUDE:

1. Foster an appreciation for the value-based diversity of global storytelling.
2. Cultivate empathy and understanding by immersing oneself in the narratives of diverse cultures, allowing each story to serve as a window into the hearts and minds of others.
3. Embrace a lifelong commitment to learning by actively seeking out and engaging with stories from around the world, thus perpetuating a cycle of cultural exchange and enrichment.



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Brief and clear description of the activity that will help in attaining the projected learning outcomes:

- 1. Buddha a universal mentor:** Students of Class 7, aged 12-13, of India and Thailand will research and compare the life and impact of Buddha and his teachings **in India, Thailand, Nepal and Japan**. They will present their research a **PowerPoint presentation**. The Ppts will be shared via mail and will be graded through rating scale with pre decided criteria sheet. A **quiz via google form** will be conducted in both the countries on the life of Buddha and his teachings.
- 2. Weaving a story:** 12-13-year-old students from India and Thailand will intertwine their imaginations to craft stories rich in character, plot, setting, theme, point of view, conflict, and vibrant illustrations through online **flip book creator app** and it will be shared as direct links. It will be assessed on the basis of a pre-decided criteria sheet(Rubric).
- 3. Stories to inculcate values:** During Grandparents' Day festivities, Class 1 students, aged 6-7, of India and Thailand will enjoy stories/folktales from their grandparents from diverse corners of the globe, including Thailand, India, Japan, and Nepal. The children will show their love and appreciation by gifting the grandparent with self-made cards/Gifts etc. **Reflection on values learned will be done via rating scale.**
- 4. Art : A medium of storytelling:** On the World Dance Day, Grade 7 students of our AVV will showcase the cultures/traditions/customs of India, Thailand, Nepal and Japan through inter house **folk dance competition**. Parallel to this students of Thailand will showcase the culture of the 4 countries in **any art form**. The performances/art will be judged on pre decided criteria via **rating scale**. **Videos** of the performances will be shared via You Tube.



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Month and duration of activity: (5 weeks) 15 Oct 15 Nov

Classes/no. of pupils involved: Classes I and VII/ 280 students

Countries covered: India, Thailand, Nepal, Japan

Subjects covered: Performing art, Social Science, Language, ICT

Teachers responsible: Komal Bhagchandani, Sushila Giri, Chaitali Gupta, Tanya Solomon, Gayatri Bajaj, Preeti Tiwari, Alpna Kundu, Meeta Mehta, Rupali, Aparna T., Mark, Anju Batas, Leena Nair, Prashasti Majmundar.

Evaluation methods to measure the learning outcome among the pupils:

Activity 1: Rating scale with pre decided criteria for PowerPoint presentation, peer assessment

Student's report, Feedback from teachers, students and Judges. Quiz through Google form.

Activity 2: Rubric of story writing competition, student's report, Feedback from teachers, students and Judges. Creating stories on online **flip book creator app**

Activity 3: Self-assessment of values (Rating scale), student's report, Sharing of stories via 'Padlet' app. Feedback from Grandparents, parents, teachers and special guests.

Activity 4: Rating scale judgement sheet with pre decided criteria for dance competition. Feedback from teachers, students and Judges, student's report.

Evidence to be provided in the portfolio:

- ☐ Photographs of all the activities.
- ☐ Scanned copies of feedback forms of Grandparents, teachers, students, parents, students, guests, judges, students' report of all activities, judgement sheets of ppt, dance competition, self reflections, rubric assessment.
- ☐ Links (YouTube) of Videos of dances of India, Thailand, Japan and Nepal, Padlet link –cross cultural storytelling, flip book creator app link, link of google form for quiz.
- ☐ Screenshots of mails, Padlet work, stories on flip book creator, Google form, and communications through LINE app with Thailand school.



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Curriculum Activity 6

Name of the School: Anand Vidya Vihar

City: Vadodara

Region: Gujarat

Activity title mentioning the international dimension:

'Home Sweet Home'

Efficient houses built in a way that respect resources and could last long in quality systems, are said to be the way forward in achieving a low carbon footprint and a sustainable development encompassing society, environment, culture and economy. From conception to creation, houses needs to be built with the aim to promote not only environmental conservation and economic development but also quality of life and social equality globally.

Knowledge:

- ☐ Identify and compare features of modern and ancient housing structures, recognizing the evolution of architectural practices and their impact on sustainability.
- ☐ Explore global perspectives on housing heritage, understanding the cultural and historical significance of different housing traditions across countries.
- ☐ Demonstrate an understanding of the principles of sustainable housing, including the use of eco-friendly materials, energy-efficient designs, and affordability considerations.

Skills:

- ☐ Utilize research skills, observation skills and critical thinking skills to gather information on modern and ancient housing features.
- ☐ Utilize collaboration skill effectively in teams to brainstorm ideas, communicate concepts, and create digital prototypes of eco-friendly house designs.
- ☐ Utilize digital tools and online platforms to participate in virtual activities and share findings with international peers, encouraging cross-cultural collaboration and communication skills.

Attitudes:

- ☐ Cultivate an appreciation for diverse housing traditions and architectural heritage, fostering respect for cultural differences and historical perspectives.
- ☐ Develop a sense of responsibility towards environmental sustainability and affordability in housing, recognizing the importance of adopting eco-friendly practices and design solutions.
- ☐ Exhibit a willingness to innovate and problem-solve in addressing housing challenges, demonstrating creativity, resilience, and adaptability in designing sustainable solutions.
- ☐ Embrace a global mindset and collaborative spirit, valuing the exchange of ideas and perspectives with international peers to address common environmental and societal challenges related to housing.



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Brief and clear description of the activity that will help in attaining the projected learning outcomes:

1) Traditional knowledge for sustainability: Research work and ppt presentation.

- **Secondary research:** Students of India will **research and compare** housing systems of ancient civilizations of India, UK, Thailand and Japan. The students of both the countries will study the difference in the old traditional houses with modern houses in 4 countries keeping in mind the climate, culture, shape, materials used and sustainability.
- **Primary research:** Students of both the countries will **visit** the archeological sites in their respective countries or museums to study the housing pattern in ancient times.
eg. Indian students will visit Lothal. The students will **investigate** the concept of 'urban heat islands' and temperature variations in urban areas and green spaces/traditional structures.

The students will collate the data collected and present it in the form of **PowerPoint presentation**. The Ppt presentation will be graded by pre decided criteria.

A **worksheet** will be shared with both the countries to assess their learning.

2) Modern Knowledge for sustainability: Learning from expert and Group discussion

There will be an **online seminar** for both India and partner country by resource persons on structural engineering and architectural designs. The students will devise a **questionnaire** to ask pertinent questions regarding sustainable and economical housing plans.

There will be a group discussion on, 'Compare sustainable development encompassing society, environment, culture and economy of UK, Japan and Thailand with India'.

GD will be assessed through Rubric with predetermined criteria.

3) Creating affordable and eco-friendly houses: Design Thinking Competition

The students of both the countries will participate in DT competition. This competition will be **conducted offline and online** as well, allowing students from international schools to participate and collaborate using virtual platform, where they will present a prototype of an eco-friendly and affordable modern house using Design thinking principles. They will be **judged by experts** through **Rating scale** on originality, sustainability, economical, scalability and special feature.



Approved Action Plan



Month and duration of activity: Sept and Oct (6 weeks)

Classes/no. of pupils involved: Class X, XI & XII /125 students

Countries covered: India, Japan, UK, and Thailand

Subjects covered: History, Political Science, English, Design Thinking, ICT, Photography, Social Science.

Teachers responsible: Debasri Chakraborty, Alpana Kundu, Shivalika, Yogita Harné, Jasmin Premson, Seema Kadri, Usha Pandit, Gayatri Bajaj

Evaluation methods to measure the learning outcome among the pupils:

Activity 1) Rating scale with pre-decided criteria for PowerPoint presentation, peer assessment

Student's report, Feedback from teachers, students and Judges. Assessment of worksheet as per marking scheme. Peer Assessment evaluating each other's presentations. Checklist and Rating Scale to assess students' research, design, presentation, and collaboration skills.

Activity 2) Rubric with predetermined criteria to assess Group Discussion. Student's report, Feedback from teachers, students and Judges. Self-reflection for impact assessment.

Activity 3) Checklist for performance, Assessment and **Reflection** assessing students' participation and performance in design activities, such as creating digital prototypes, followed by reflection on their design process and outcomes. **Rating scale** on originality, sustainability, economical, scalability and special feature for DT competition, Student's report, Feedback from teachers, students and Judges.

Evidence to be provided in the portfolio:

- **Photographs** of all the activities (research work and presentations, students' field visit, seminar, design thinking competition);
- **Scanned copies** of feedback forms of teachers, students, parents, guests, judges, students' report of all activities, judgement sheets of Ppt, DT competition. Self-reflection, rubric of Group Discussion. Checklist of performance Assessment.
- **Links** (YouTube) of Videos of Lothal, Google meet for DT competition and online seminar.
- **Screenshots** of mails, Google meet for DT competition and online seminar, communications through app with Japan school.



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Curriculum Activity 7

Name of the school: ANAND VIDYA VIHAR

City: VADODARA

Region: GUJARAT

Activity title mentioning the international dimension:

“LET’S BE PREPARED”

Preparing for disasters saves countless lives. Initiative at the global level to understand the nature of some common natural disasters like earthquake, flood, and cyclone and to prepare oneself to plan for its mitigation so that there is minimum loss of life, properties, and resources, is need of the hour. Let us be prepared, to face any such disaster by joining hands together at the global platform and try reducing its impact by sensitizing children towards personal commitment to action and services for global sustenance of all.

Learning out comes—at the end of the activity the students will be able to(*write in terms of knowledge, skills, and attitude):

KNOWLEDGE

1. Identify and study natural disasters like earthquake, floods, and cyclones in countries - India, USA, Nepal and Thailand.
2. Know and learn the evacuation plan and rescue technique that need to be executed at the time of such disasters.
3. Identify the logos / symbols / signages that are used to create awareness amongst citizens worldwide, at the time of natural disasters like earthquake, floods, and cyclones.

SKILLS

1. Develop research skills like collecting data, analysis, critical thinking.
2. Develop communication skills and collaborative skills by interacting and sharing their research work, exit plan and rescue techniques with the partner schools.

ATTITUDE

Develop empathy, co-operation, and commitment to save human lives and property.



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Brief and clear description of the activity that will help in attaining the projected learning outcomes:

1) Research work: Students of **India and Nepal** will do research work on the natural disasters like earthquake, flood and cyclone and their frequencies in the countries-India, USA, Nepal, and Thailand. The research will comprise of causes, effects and mitigation of such disasters. They will do a **comparative case study of one major disaster in each of the country** and measures taken to mitigate them. The data will be analysed and shared with peers through power point **presentation**. It will be peer assessed via a **rubric**.

The students will mark the regions on the world map where natural disasters like earthquake, floods and cyclone most frequently occur using appropriate symbols. The map work will be **peer checked** through a marking scheme. The Map work and the power point presentation will be **shared through email** between both the countries. Their learning will be assessed through a **online quiz in Kahoot**.

2) Disaster Mock Drills: To conduct a disaster mock drill, **resource persons** will be invited to simulate children with mock earthquake drill and fire drill, (fire might get triggered due to earthquake). Also rescue techniques like emergency exit through a safe route and CPR will be demonstrated and will be practiced by students. The students will prepare a **questionnaire** to clear doubts. Similar activity will be conducted in Nepal.

Students learning would be gauged by a **worksheet** with all the questions related to mock drills and rescue techniques. Videos of the activity will be shared between the 2 schools.

3) Awareness Campaign: Community Seminar on Disaster Management

Students of India and Nepal will prepare **posters** with **logos/signage (in the dominant language of India, USA, Nepal, and Thailand)** with safety signs depicting Do's/Don'ts of such disasters and showing preventive measures, one needs to take at the time of disasters like earthquake, floods, and cyclone.

The Students of India and Nepal will prepare **brochures** on disasters with slogans to make people understand **the need to donate** for a good cause and to motivate them to come forward and empathize with the victims by contributing at the time of distress to reduce the impact of disaster. Posters, Brochures will be self-assessed via **rubric**.

Students of India and Nepal will make **podcasts** to educate people on how to take of themselves at the time of calamity and how to save others, sharing also the national emergency helpline of their respective countries. The Podcasts will be judged through **Rating Scale** with predetermined criteria.

All of these will be explained and **presented** in front of school community during community seminar.



Approved Action Plan



Month and duration of activity: October and November(6 weeks)

Classes/no.of pupils involved: VI and IX / 208 Students

Countries covered: India, USA, Thailand and Nepal

Subjects covered: Social Science, English, Fine Arts, ICT, Physical Education, Life Skills

Teachers responsible: Usha Pandit, Gayatri Bajaj, Alpana Kundu, Preeti Tiwari, Priya Vij, Zalak Shah, Madhavi Dhodapkar, Rashmi Erande, Ruta Vyas, Kalpana Kshatriya

Evaluation methods to measure the learning outcome among the pupils:

Activity 1) Rubric with pre-decided criteria for PowerPoint presentation **Map skill-** assessed through marking scheme, feedback from partner school, student's report, Feedback from teachers, students, **Checklist and Rating Scale** to assess students' research, critical thinking, presentation, and collaboration skills. Quiz on Kahoot.

Activity 2) Worksheet consisting questions on mock drills, exit and rescue techniques, **Questionnaire:** will be assessed by peers using rating scale, feedback from partner school, student's report, Feedback from teachers, students, resource persons.

Activity 3) podcast: assessed with pre-decided criteria by parents, students, teachers, and partner school community using a SurveyMonkey.com. Self-reflection form to assess life skills and values learned during the entire activity by students, student's report, Feedback from teachers, students, Parent and school neighbors.

Evidence to be provided in the portfolio:

☐ **Photographs of all the activities:** Research work, students' sharing their research work, Power point presentation, Map work, Resource person clearing students' doubt, Mock Drills, rescue (CPR) technique, poster making, brochure making, podcast making, awareness campaign.

☐ **Scanned copies:** Research Work, PPT, Map work, Questionnaire, Posters, Brochures, Evaluation forms like: rubrics, checklist, rating scale, Teacher feedback form, Self- Reflection form, peer assessment, Parents' feedback form, feedback from partner school. feedback of resource person,

☐ **Screenshots: Emails** shared to communicate with the partner school, parents, resource person, WhatsApp messages.

☐ **Links:** YouTube links, Podcast link, Survey Monkey link, Kahoot link



Approved Action Plan



Month and duration of activity: October and November(6 weeks)

Classes/no.of pupils involved: VI and IX / 208 Students

Countries covered: India, USA, Thailand and Nepal

Subjects covered: Social Science, English, Fine Arts, ICT, Physical Education, Life Skills

Teachers responsible: Usha Pandit, Gayatri Bajaj, Alpana Kundu, Preeti Tiwari, Priya Vij, Zalak Shah, Madhavi Dhodapkar, Rashmi Erande, Ruta Vyas, Kalpana Kshatriya

Evaluation methods to measure the learning outcome among the pupils:

Activity 1) Rubric with pre-decided criteria for PowerPoint presentation **Map skill-** assessed through marking scheme, feedback from partner school, student's report, Feedback from teachers, students, **Checklist and Rating Scale** to assess students' research, critical thinking, presentation, and collaboration skills. Quiz on Kahoot.

Activity 2) Worksheet consisting questions on mock drills, exit and rescue techniques, **Questionnaire:** will be assessed by peers using rating scale, feedback from partner school, student's report, Feedback from teachers, students, resource persons.

Activity 3) podcast: assessed with pre-decided criteria by parents, students, teachers, and partner school community using a SurveyMonkey.com. Self-reflection form to assess life skills and values learned during the entire activity by students, student's report, Feedback from teachers, students, Parent and school neighbors.

Evidence to be provided in the portfolio:

- ☐ **Photographs of all the activities:** Research work, students' sharing their research work, Power point presentation, Map work, Resource person clearing students' doubt, Mock Drills, rescue (CPR) technique, poster making, brochure making, podcast making, awareness campaign.
- ☐ **Scanned copies:** Research Work, PPT, Map work, Questionnaire, Posters, Brochures, Evaluation forms like: rubrics, checklist, rating scale, Teacher feedback form, Self- Reflection form, peer assessment, Parents' feedback form, feedback from partner school. feedback of resource person,
- ☐ **Screenshots: Emails** shared to communicate with the partner school, parents, resource person, WhatsApp messages.
- ☐ **Links:** YouTube links, Podcast link, Survey Monkey link, Kahoot link



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Month and duration of activity: October and November(6 weeks)

Classes/no.of pupils involved: VI and IX / 208 Students

Countries covered: India, USA, Thailand and Nepal

Subjects covered: Social Science, English, Fine Arts, ICT, Physical Education, Life Skills

Teachers responsible: Usha Pandit, Gayatri Bajaj, Alpana Kundu, Preeti Tiwari, Priya Vij, Zalak Shah, Madhavi Dhodapkar, Rashmi Erande, Ruta Vyas, Kalpana Kshatriya

Evaluation methods to measure the learning outcome among the pupils:

Activity 1) Rubric with pre-decided criteria for PowerPoint presentation **Map skill-** assessed through marking scheme, feedback from partner school, student's report, Feedback from teachers, students, **Checklist and Rating Scale** to assess students' research, critical thinking, presentation, and collaboration skills. Quiz on Kahoot.

Activity 2) Worksheet consisting questions on mock drills, exit and rescue techniques, **Questionnaire:** will be assessed by peers using rating scale, feedback from partner school, student's report, Feedback from teachers, students, resource persons.

Activity 3) podcast: assessed with pre-decided criteria by parents, students, teachers, and partner school community using a SurveyMonkey.com. Self-reflection form to assess life skills and values learned during the entire activity by students, student's report, Feedback from teachers, students, Parent and school neighbors.

Evidence to be provided in the portfolio:

☐ **Photographs of all the activities:** Research work, students' sharing their research work, Power point presentation, Map work, Resource person clearing students' doubt, Mock Drills, rescue (CPR) technique, poster making, brochure making, podcast making, awareness campaign.

☐ **Scanned copies:** Research Work, PPT, Map work, Questionnaire, Posters, Brochures, Evaluation forms like: rubrics, checklist, rating scale, Teacher feedback form, Self- Reflection form, peer assessment, Parents' feedback form, feedback from partner school. feedback of resource person,

☐ **Screenshots: Emails** shared to communicate with the partner school, parents, resource person, WhatsApp messages.

☐ **Links:** YouTube links, Podcast link, Survey Monkey link, Kahoot link



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Recognition of International Dimension Schools (RIDS) 2024



SELF ASSESSMENT AND AUDIT SUMMARY

School Name: ANAND VIDYA VIHAR

Please use the table below for self-auditing the activities before you start on the RIDS journey. A copy of this form should be submitted with the RIDS Registration/Application Form. Also, use the table below after completing the Action Plan

Activity number	Activity title	Partner school/s (if any) and country 'In-School activities'	Classes Involved												Subjects Involved				Deep learning Skills				Other parameters				Month and duration	Completed					
			Pre-primary	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Std 9	Std 10	Std 11	Std 12	English	Other languages	Maths	Science	Social Studies	ICT	Communication	Collaboration	Critical Thinking	Creativity	Character			Global Citizenship	In school Activities	ICT and Digital projects	School Links and Collaboration	International Dimension
1	ONE STOP SOLUTION	In school activity																														MAY, JUNE	
2	FROM SOIL TO SOUL	Indian school																														JUNE, JULY	
3	SWASTHA SHARIRAM SUPRADHANAM	Indian school																														JUNE, JULY	
4	DRESSING UP	In school activity																														JULY, AUG, SEPT	
5	STORY TIME	MATTHAYOM WATNAIRONG SCHOOL BANGKOK, THAILAND																														OCT, NOV	
6	HOE SWEET HOME	JAP AN																														SEPT, OCT	
7	LET'S BE PREPARED	Motherland school, Nepal																														OCT, NOV	

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Recognition of International Dimension in Schools (RIDS) 2024 AUDIT TEMPLATE FOR INTERNATIONAL WORK AND GLOBAL DIMENSION

Consider five years' period- Current and last years

School: ANAND VIDYA VIHAR

Head teacher: POORNIMA MENON

Teacher Co-ordinator: Seema Kadri

Date of audit: 31.03.2024

Academic years considered for this audit: Every year March 31

1 Curriculum topics/activities with international dimension

Subject	Age range of students	Brief description of Topic/ Chapter and country studied	
1.Story time English	6,7,12	☐ Classes 7 will research and compare the life and impact of Buddha and his teachings in India, Thailand, Nepal and Japan. ☐ Write a story through online flip book creator app ☐ Learning values through story telling	Example Food Fiesta Students studied the favourite food in countries like France, China and Italy and their nutritional value 
2. Home Sweet home (SS, English)	15,16,17,18	☐ Research on ancient and modern houses of India, Japan, UK and Thailand through PPT. ☐ Create sustainable and affordable houses through design thinking	
3.Lets be prepared(SS, English)	11,14 years	☐ Research on natural disaster and mitigation measures in India, USA, Nepal and Thailand. ☐ Student will prepare posters, logos, signage in the language of India, USA, Nepal and Thailand to create awareness of rescue and exit of natural disaster.	

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Recognition of International Dimension in Schools (RIDS) 2024

2 Cross-curricular activities (theme day, week, assemblies with international themes or a global dimension)

Subjects involved	Details of international activity	Example World Environment Day International Food Fiesta Health and Wellness Week
1. Story time (Language – English , performing Arts, Social Studies)	*) Grand Parents Day (Grand parents will be invited to narrate a story and students will gift them a self made card)	
2. Swastha Shareeram Supradhaanam (Yoga, PE)	*) International Yoga Day will be celebrated by school community by doing yoga. Activity and footage will be uploaded on to school You tube channel	
3. Soil to Soul (Science, Social Science, Art)	*) Promote organic farming by starting Veggie garden 'CHLOROPHYLLA' in school on world Environment Day. *) Poster/collage competition using millets to promote millet and its nutritional values.	
4. Lets be prepared (SS, Science and Physical Education)	Rescue techniques like emergency exit through a safe route and CPR will be demonstrated by disaster Mock Drills on International Day for Disaster Risk Reduction	

3 Student visits: Non-Reciprocal (overseas trips OR visits within India to museums, cultural centres, galleries, etc.)

Age range of students	Place of visit	Purpose of visit	International learning	Example History: war memorials and museums Art: Study visit to national galleries
1) 7	Bus station , Railway station	*) Under the one stop solution projects parents will be taking their wards to visit the said places to learn about universal features	To learn the functioning of public transport	
2) 8	Traffic Control Department	To learn about strategies for increasing traffic safety as well as to learn the importance of adhering to traffic rules and reducing pollution.	control	
3) 17,18	Khatamba	*) under the project Swastha Shareeram Supradhaanam students of grade 11 and 12 will visit the Khatamba forest zone to clean up the place	To learn the value of preserving one's environment for future needs.	
4) 16,17	Trip to Lothal	To study the housing patterns in ancient times.	Will learn about the difference between modern and ancient housing structure and their impact on sustainability	

Approved Action Plan



Recognition of International Dimension in Schools (RIDS) 2024

4 Student exchange visits: Reciprocal (with another country)

Age of students	Duration of visit	Purpose of exchange	Country
15,16	10 days	To participate in International offline competitions	India, Thailand
16,17	2 to 3 weeks	To participate in school exchange programme with hosting done by families of students of respective schools	India , USA

5 Head teacher/teacher exchange visits: Reciprocal/Non-Reciprocal

Name of teacher	Subject	Purpose of visit	Country
1) Debasri Chakraborty	History, political Science	To chaperone students for an international offline competition and alongside to experience the rich cultural heritage of Bangkok, Thailand which will also include visit to Buddhist temples and exchanging research material on stories related to Buddha	Thailand
2) Seema Kadri 3) Dr.Kukoo Mukherjee	Science	To chaperone students for an international Exchange and hosting programme in the houses of students studying in NPA, Arcata, California, USA and along with that to research and share findings of research on disaster mitigation measures	USA



Approved Action Plan



Recognition of International Dimension in Schools (RIDS) 2024

6 International visitors in school

Name of the visitor	Nationality	Purpose of visit and nature of interaction with students	Date/ Month	Example Japanese Embassy officials visiting school
1. Faculty of Matthayom WattNairong school, Bangkok	Thai	*) To chaperone students participating in the international school competition hosted by our school along with experiencing rich cultural heritage of Gujarat. *) Also research findings of the collaborative projects under RIDS will be shared and studied	October 2024	
2. Faculty of north coast preparatory academy for performing arts, Arcata, California	North American	*) To chaperone students participating in the international school exchange programme, where visitors will be hosted by our school students and they will experience rich cultural heritage of Gujarat. *) Also research findings of the collaborative projects under RIDS will be shared and studied	December 2024	

7 Links/partnerships with schools/educational organisations overseas

Name of the school	Country	Brief description of the link/ partnership	Methods of communication
1. Matthayom WattNairong school, Bangkok 	Thailand	*) To facilitate students participating in the international school competition hosted by our school and theirs along with experiencing rich cultural heritage of Gujarat and the same at Bangkok. *) Also research findings of the collaborative projects under RIDS will be shared and studied both offline and online. *) To facilitate students participating in the international school exchange programme, where visitors will be hosted by our school students and they will experience rich cultural heritage of Gujarat. The reciprocal visit to NPA will be held earlier in the month of September on similar lines. *) Also research findings of the collaborative projects under RIDS will be shared and studied	*) Emails *) Line App *) Blogs *) School You tube channel *) Social Media handles – FB , Instagram, Linked in, *) Google meet/ ZOOM platform
2. North coast preparatory academy for performing arts, Arcata, California 	USA		*) Emails *) Whats App *) Blogs *) School You tube channel *) Social Media handles – FB , Instagram, Linked in, *) Google meet/ ZOOM platform



Approved Action Plan



Recognition of International Dimension in Schools (RIDS) 2024

8 Links with other schools in India

Name of the school	Region/ State	Brief description of the link/ partnership	Methods of communication
1. ASPEE Nutan Academy , Mumbai	Maharashtra , India	The proposed school will visit our school for participating in the international competition hosted by our school. Reciprocally there will be a school visit to Mumbai where students under this project will observe and learn more on methods of promoting and practicing health and wellbeing by the school.	*) Emails *) Whats App *) Blogs *) School You tube channel *) Social Media handles – FB , Instagram, Linked in, *) Google meet/ ZOOM platform
2 . Aditya Birla School, Somnath, Veralval	Gujarat, India	The proposed school will visit our school for participating in the international competition hosted by our school. Reciprocally there will be a school visit to Veralval where students under this project will observe and learn more on methods of promoting organic farming and use of millets for daily consumption under India's year of the millet programme.	*) Emails *) Whats App *) Blogs *) School You tube channel *) Social Media handles – FB , Instagram, Linked in, *) Google meet/ ZOOM platform

9 Community/Social action projects on global issues

Age range of students	Brief description of activity	Global issue relevance	Example Students making posters and participate in a rally to spread awareness about AIDS and the ways to prevent it 
6,7,8	Green Travel challenge- car pooling challenge, walking and cycling Parents will be encouraged to carpool/walk/cycle for their wards pick and drop from school there by avoiding traffic jams and pollution	To reduce air pollution and noise pollution	
14	The Students will prepare brochures on disasters with slogans to make people understand the need to donate for a good cause and to motivate them to come forward and empathize with the victims by contributing at the time of distress to reduce the impact of disaster	Sensitizing children towards a Social causes	
17,18	Students will visit nearby place(Khatamba)for a trek and clean up activities.	Sensitizing children towards a Social causes	

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Section 2



01 India 02 Nepal 03 Thailand 04 Japan
05 Indonesia 06 UK 07 USA 08 France

School Name: ANAND VIDYA VIHAR (RIDS2429)

Please use the table below for self-auditing the activities before you start on the RIDS journey. A copy of this form should be submitted with the RIDS Registration/Application Form. Also, use the table below after completing the Action Plan

Activity number	Activity title	Partner school/s (if any) and country 'In-School activities'	Classes Involved												Subjects Involved				Deep learning Skills				Other parameters				Month and duration	Completed				
			Pre-primary	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Std 9	Std 10	Std 11	Std 12	English	Other languages	Maths	Science	Social Studies	ICT	Communication	Critical Thinking	Creativity	Character	Global Citizenship			In school Activities	ICT and Digital projects	School Links and Collaboration	International Dimension
1	ONE STOP SOLUTION	In school activity																													MAY, JUNE	
2	FROM SOIL TO SOUL	Indian school- Aditya Birla School, Gujarat, India																													JUNE, JULY	
3	SWASTHA SHARIRAM SUPRADHANAM	Indian school- Aspee Nutan Academy school, Mumbai, INDIA																													JUNE, JULY	
4	DRESSING UP	In school activity																													AUG, SEPT	
5	STORY TIME	MATTHAYOM WATNAIRONG SCHOOL, BANGKOK, THAILAND																													OCT, NOV	
6	HOE SWEET HOME	Oguni High School, Oguni Town, Yamagata ,Japan																													SEPT, OCT	
7	LET'S BE PREPARED	Motherland school, Nepal																													OCT, NOV	

This year we could not do the cultural exchange due to heavy rainfall and floods in Vadodara. Our school was closed for a week and then the school's schedule shifted to later dates. This led to paucity of time for us and our children. Later when we were free to do the exchange but Thailand school could not match our schedule with their calendar.

The language barrier also caused challenges in communication. Though it was fun translating the activity in Thai language, we could not explain to them our objectives. After a long trail of communications between AVV and Matthayom Watnairong, Thailand, I decided to change the school. I reached out to several international schools in search of a partner for our activity. After months of persistent effort, I'm pleased to share that an alumna of our school, currently studying in France, kindly agreed to collaborate with us. She worked with her school, Clement Marot in Cahors, France, to facilitate the Story Time activity. Although the scope was small, the support from her school helped us complete one of our collaborative activities—the Life and Teachings of Buddha.

Note from the coordinator



My challenges

Participating in a prestigious programme like RIDS is quite an honour as well as a challenging task given the mammoth nature of seven projects and alignment with all classes of a school that caters to age range from 3 to 18. This time was the fourth ever attempt and as every time excitedly we had signed up with lists of projects along with collaboration with various countries mentioned.

However all countries we had identified for the said exchange courtesy their time difference, existing rigid schedules and other rigours ended up given a cold response to our endeavours on establishing smooth collaboration. ***We have had 3 exchange programmes with North Coast Preparatory Academy for Performing Arts, Arcata, California with their visits to AVV, Vadodara, India thrice and we had reciprocated the visits to the said school twice the third getting aborted exactly a couple of weeks before take off owing to Covid induced lock down in 2020.***

However the good will we enjoy with this school got us to launch the reciprocal visit yet again in 2023-2024 therefore also encouraging us to enlist it as a school or country for a collaborative project. However visa norms and appointment hiccups at the consulate thwarted our attempts and the project earmarked for USA could not be materialised with the school. **(Refer annexure 2 pg 50-53)**

Since 2020 we are in touch with a Bangkok, Thailand based school, Matthayom Wattnairong school where we had won prizes and appreciation in online competitions and also the offline one in 2023 when we participated in the Nairong International Conference. Hence the confidence boosted then encouraged us to enlist this school too for one of our collaborative projects which unfortunately could not materialise despite repeated attempts. Neither could we participate in the conference for want of participants nor could we conduct projects collaboratively for want of support from the school team there. We had to struggle hard a lot which you could easily verify with our attempts at communicating with various schools and eventually a France based school agreed partly to help us out. **(Refer annexure 1 pg 49)**

The Nepal based school, Motherland Secondary School Nepal that we had listed down too took a long time to reciprocate and conduct activities; however we are glad it materialised despite their struggles with a hectic schedule. We had an overseas trip to Japan especially to the Yamagata Prefecture where an Oguni based high school invited us and we went as a group. This school helped us in conducting activities but the two main challenges we faced there were language barriers and an inflexible school schedule despite being physically present in the campus. There are two observations I would like to make here as a Principal heading a school working on RIDS programme.

There has to be an incentive attached to collaborate with a school seeking collaboration which simply put means the partner schools should be awarded certificates at least if not some other lucrative offer to show interest in collaborating. Secondly, these schools should be identified by the British Council so that the rigour of locating schools is taken up by the British Council and establishing contacts as well as spreading the essence of Internationalism alone is left for the RIDS award aspiring schools to do. That way collaborating becomes an effective proposition and a meaningful venture.

I am a part of certain other groups with many Principals in touch with me who have professed to same nature of difficulties when scouting for schools which means the problem persists and there are visible challenges which needs to be resolved at the base level or by the decision making team. Hoping to hear and see some workable solution to this ever persistent problem.

**From the Principal
Poornima Menon**



To whomsoever it may concern

For international collaboration under RIDS programme we had listed a few countries namely Thailand, Nepal and Japan.

We have been trying contacts in Nepal and Thailand.

Our text messages are clearly conclusive.

Both the country representatives at first showed interest but Nepal later backed out citing a hectic school calendar.

The Thailand school has been reticent since the beginning despite the Principal (Me) knowing them and having met them personally.

Thailand additionally has a language issue as it needs Thai translations to get work done which again we had sent but to no avail.

We have emails for these too with records of no response.

In Japan we had physically planned a trip to Oguni High School from 28th October to 6th November. We spoke to the Japanese students about 6 RIDS activities at first just to let them know the nature of work done at our end but each time it needed a translation from their English Japanese teacher as they barely have a grasp on the language. We have pictorial evidence for the same. The 7th RIDS activity slated to be done with the Japanese school was a difficult task to execute.

There was an online meet scheduled with an architect who even spoke on Japanese architecture and sustainability in the light of earthquakes along with Indian structures... However it took us google translator to explain and show that the speaker was talking about the Japanese architecture which they, the students are already familiar with.

So after the session we again used google translations to explain the content in the worksheets to get it done by the students and they then answered in Japanese. The worksheets are attached.

There are three basic problems we face usually.

1. If not an English speaking country then comprehension of the task is a challenge.
2. The schools have their own hectic choc a bloc schedule and are unwilling to accommodate another activity from a partner country however simplified it is from our end even if their initial enthusiasm was encouraging.
3. Absence of a real incentive like a certificate from the British Council to the school with which we are collaborating makes matters worse.

Review by the Principal



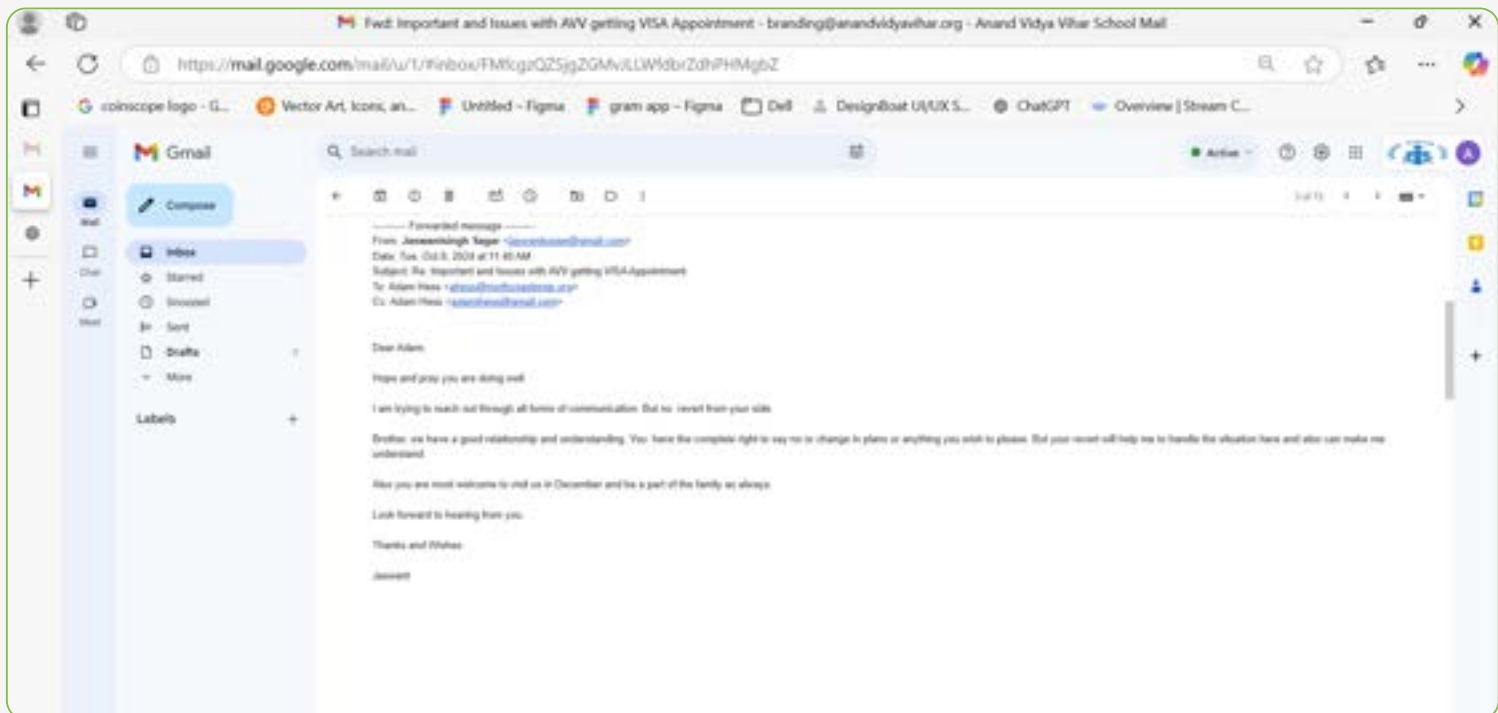
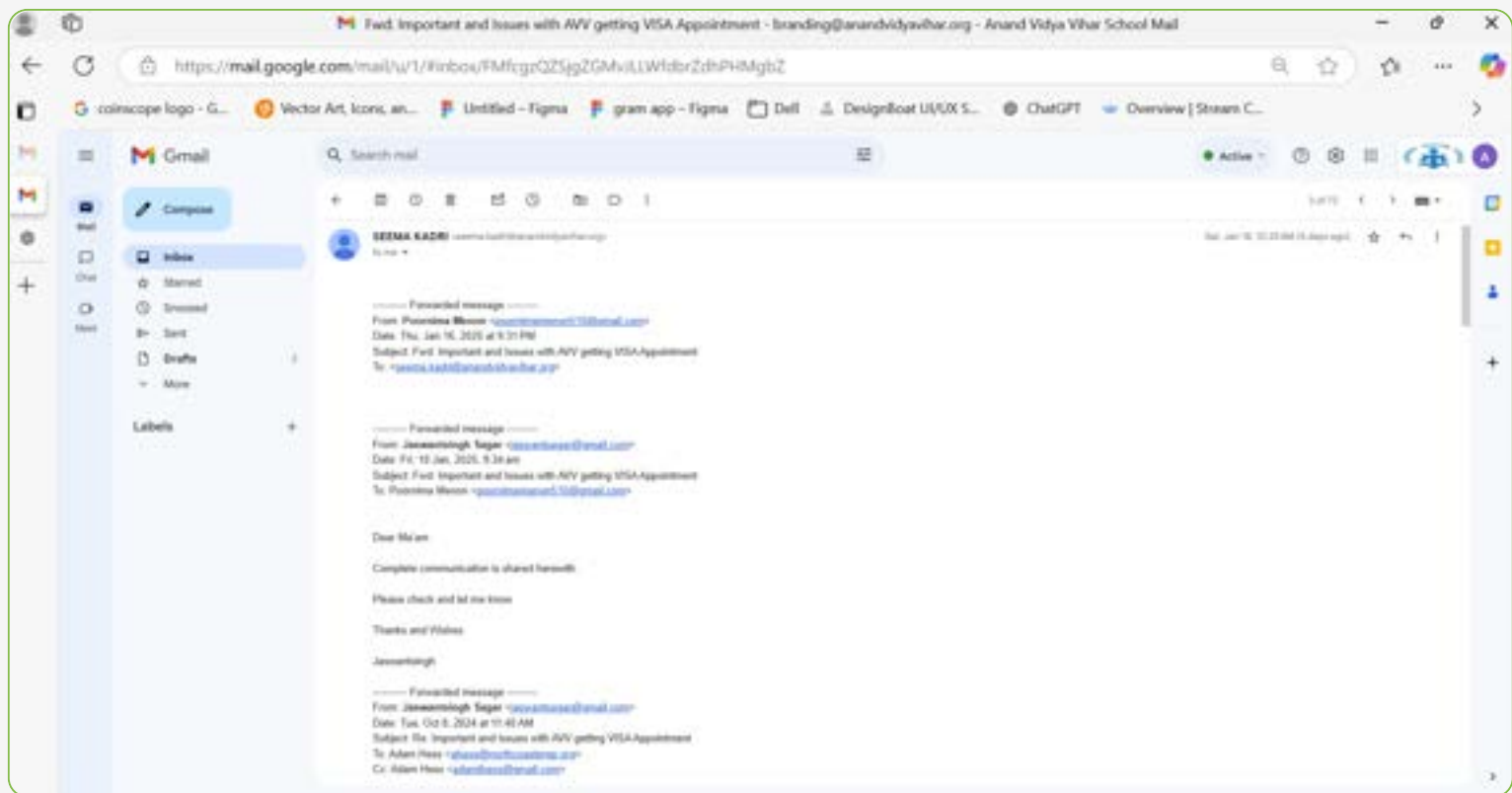
Annexure 1





Evidence

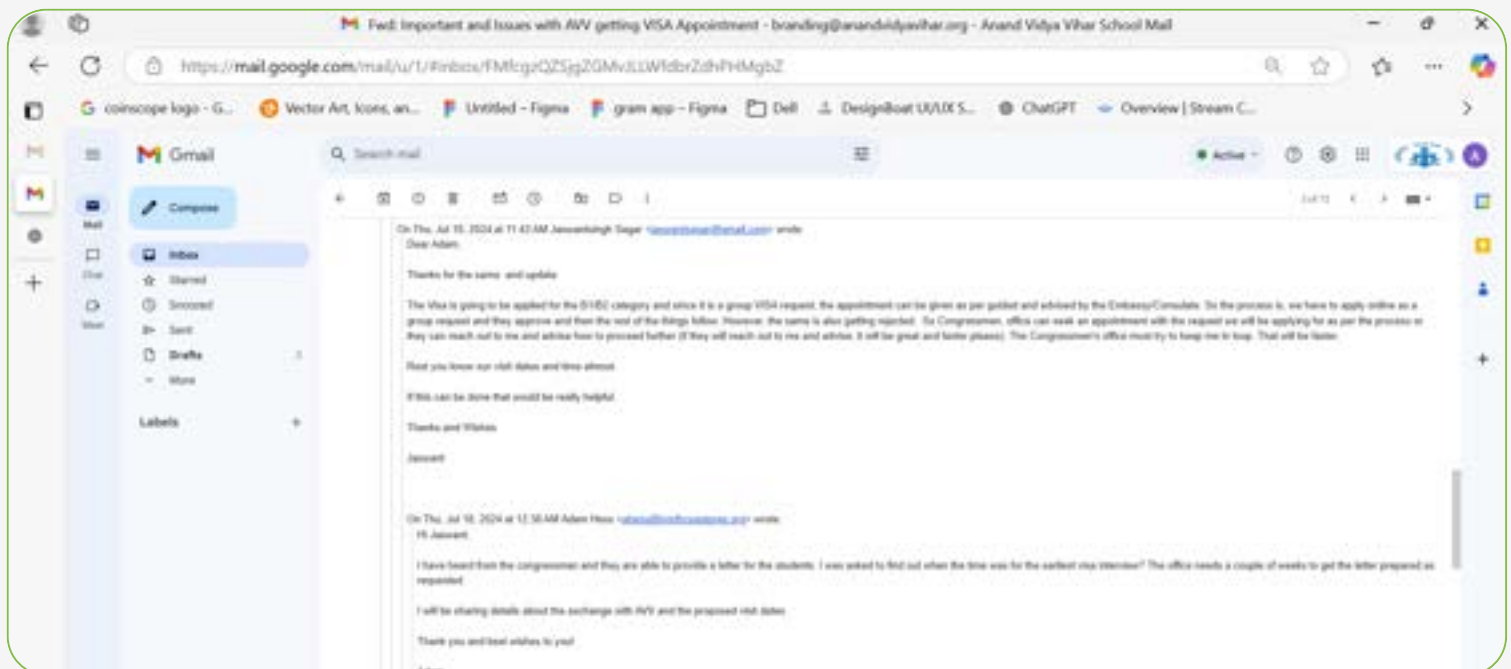
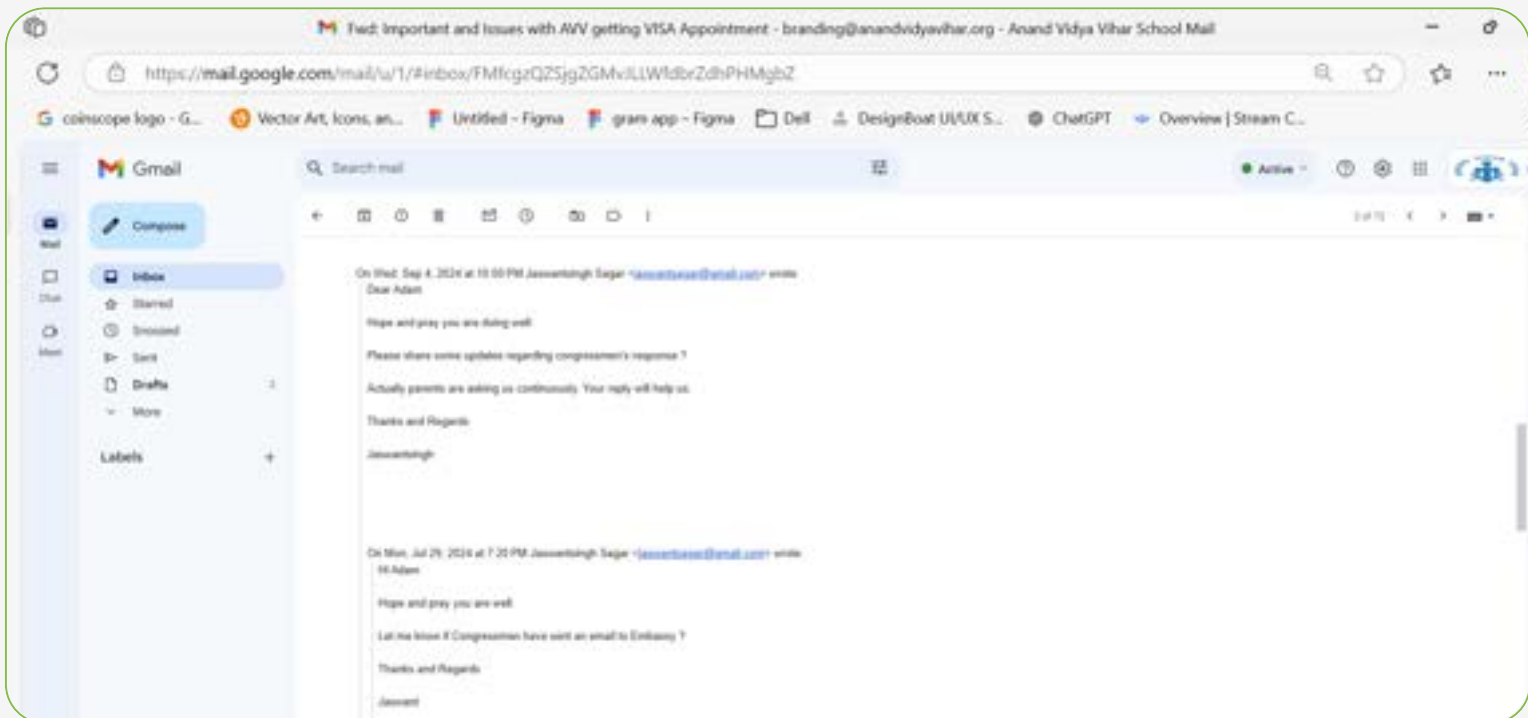
Annexure 2





Evidence

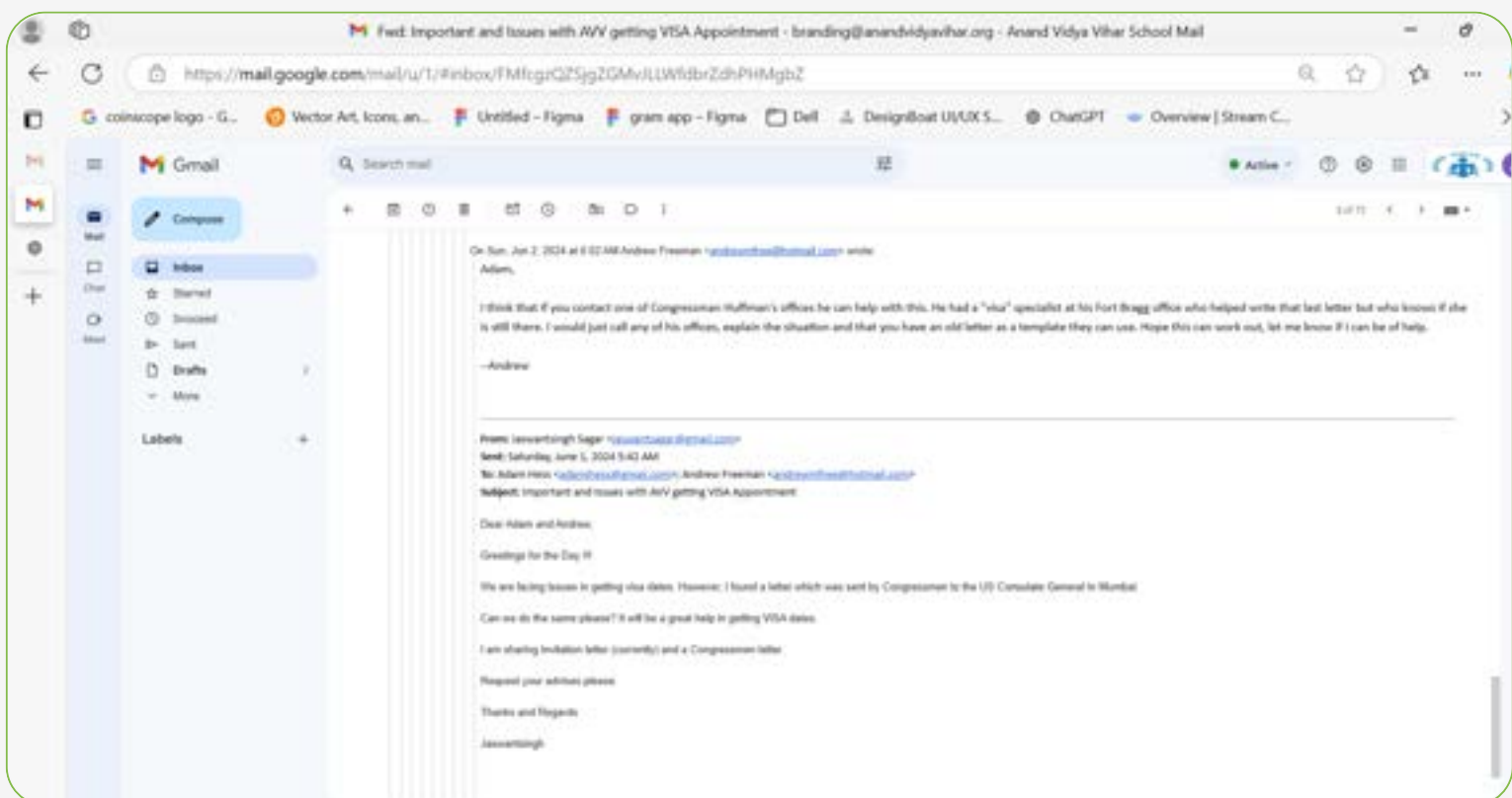
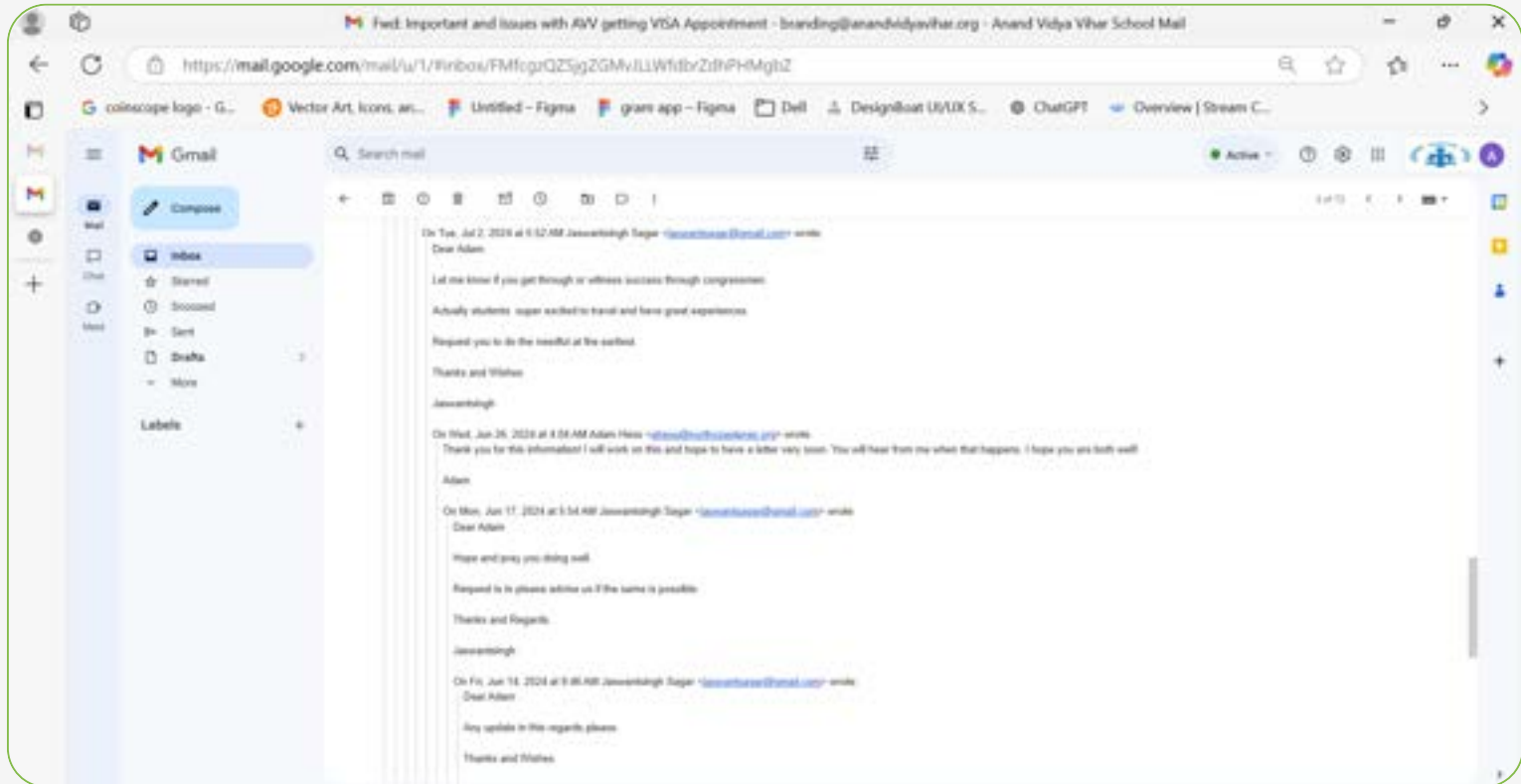
Annexure 2





Evidence

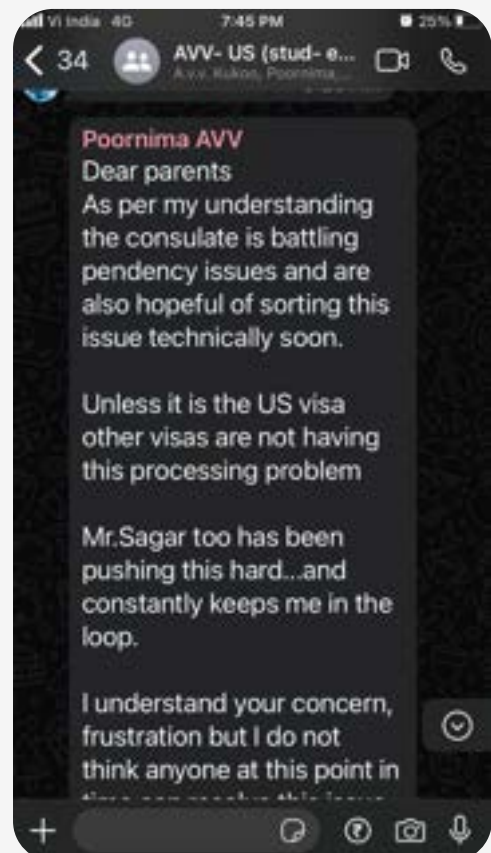
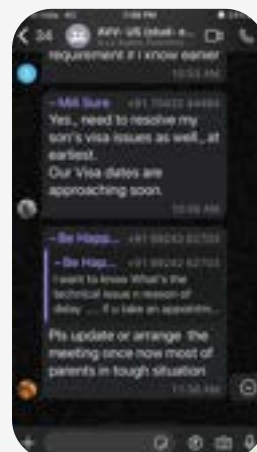
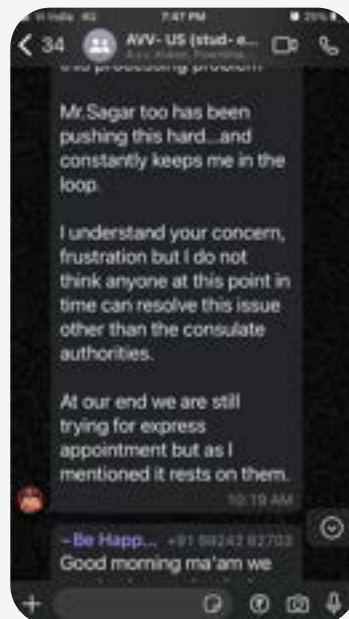
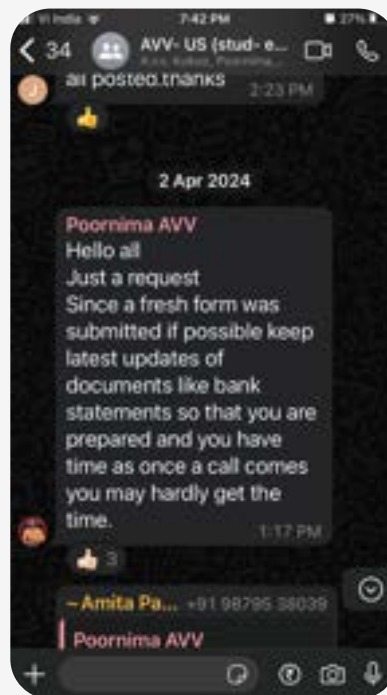
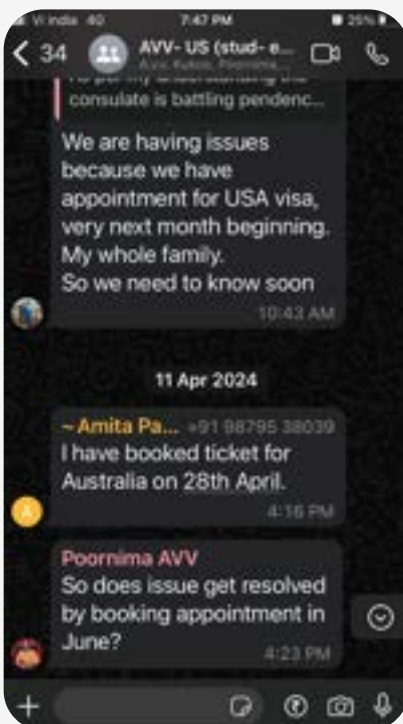
Annexure 2



Evidence

Annexure 2

Cultural Exchange Program with USA California posed many challenges





*Shaping Minds, Nurturing Hearts, and
Building Futures – Where Every Activity
Inspires Excellence!*

Section 3



01 India 02 Nepal 03 Thailand 04 Japan
05 Indonesia 06 UK 07 USA 08 France



*Shaping Minds, Nurturing Hearts, and
Building Futures – Where Every Activity
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Curriculum Activity – 1

One Stop Solution

Understanding and adhering to traffic rules and utilizing public transport, carpooling, or embracing eco-friendly modes like walking and cycling fosters responsible global citizenship. Such practices contribute to green cities, curbing air pollution, and collectively steering towards a sustainable future, transcending borders for a healthier planet.





Activity Cover Sheet

Activity No : 01 Inhouse Activity

RIDS ID:	RIDS2429	City	Vadodara , Gujarat , India
School Name:	Anand Vidya Vihar		
Title of the activity:	ONE STOP SOLUTION		
Teacher Responsible:	Lisha Mathew, Dhara Patel, Priya Vij, Archana Nair, Aparna Tunuguntala, Leena Nair, Vaishali Thakur, Suchita Gawas, Meeta Mehta, Rupali Brahmachandisa, Anupama Kumari, Ruta Vyas, Kalpana Kshattriya, Nirmal Christian, Mrs. Poornima Menon (Principal), Mrs. Seema Kadri (Coordinator),		
Other staff involved:	Sushila Giri, Maitri Buch, Harsh Kotak, Khyati Patel		
Subject covered:	English, Science, Math, Social Science, Music, Life Skills, ICT		
Brief details of the aim, content, and outcome of the activity: For the Details of the Activity Click Here → 	Aim : The aim of the activities is to provide students with a comprehensive understanding of global transportation systems, traffic rules, and sustainable practices. Through comparative studies, creative projects, practical engagements, and environmental initiatives, the activities aim to cultivate responsible and environmentally conscious behaviours among students. Content : The activities involved students researching and comparing transportation modes in India, the US, the UK, and Japan, completing worksheets, visiting local transportation hubs, and creating vehicle models from waste materials. They watched videos on traffic rules from the aforementioned countries, visited the Traffic Department, played an online game called 'Traffic Escape and Take the Lead,' and participated in role-playing activities to learn civic etiquettes of commuting. Additionally, students researched green cities in India, the US, the UK, and Japan, attended a talk on sustainable transportation practices, and completed worksheets to assess their understanding. They filled out survey forms to collect data on their family's vehicle usage, conducted tally marking in class, and participated in the 'Green Travel Challenge'. Finally, students performed a group action song and took a pledge to support environmental conservation. Outcome : Knowledge: - Gain understanding of public transportation systems in India, US, UK and Japan. - Acquire knowledge of common sustainable initiatives for green cities in each country. - Learn about strategies for alleviating traffic congestion, as well as the Importance of adhering to traffic rules and reducing pollution. Skill : - Develop research skills like collaboration, communication observation. - Enhance creativity abilities by constructing model vehicles using waste materials to represent transportation modes. - Develop and problem-solving and decision-making skills Attitudes: - cultivate a sense of environmental responsibility and guardianship. - Develop a positive attitude towards carpooling and other environmentally friendly commuting options. - promote attitudes of global citizenship and community responsibility.		
Countries explored:	India, US, UK, Japan		
Partner School Name & country (for collaborative activity):			
Other sources of information:	Internet, Videos, PPT		
Time period of the activity:	May and June		
Classes involved:	Grade 2 & Grade 3		
Number of students involved:	250 students		
Types of evidence:	Photographs of all the activities: Research work, visit with their family local bus depots, railway stations and airport, visit to the Traffic Department, model vehicles from waste, map activity, tally marking on a chart paper, online game and role play, 'Green Travel Challenge', group action song, pledge. Scanned copies: Research Work, worksheets, judgment sheet of best out of waste, rubric, map work, checklist of worksheet and map work, survey forms, appreciation certificate, rating scale of action song, pledge, feedback form of Parents' teachers, resource persons, teacher's report, activities sent on Google classroom. Screenshots: Emails shared to communicate with the parents, resource person, online game, 'Traffic Escape', survey sent on google classroom, google form of assessment. Links: videos on traffic rules , online game, 'Traffic Escape', Strava app, google form links		

Teachers Report

In today's world, sustainable transportation is crucial for reducing environmental impact and promoting healthy living. Our program on sustainable transportation aimed to educate students about different modes of transport and their environmental implications. The activities were designed to foster a comprehensive understanding of transportation systems globally and encourage responsible behaviour. Through the program, students engaged in various learning activities that emphasized both research and practical application. They conducted comparative studies on transportation modes in India, the US, the UK, and Japan, and creatively presented their findings.



Visits to local bus depots, railway stations, and airports allowed them to observe and understand transportation systems firsthand. By creating models of vehicles using waste materials, they learned about recycling and resourcefulness. Interaction with the Traffic Department and playing the online game 'Traffic Escape' helped students internalize traffic rules and safety measures. They also explored sustainable practices by identifying green cities and understanding the importance of eco-friendly transportation options. Students took the initiative to collect data on vehicle usage, participated in the 'Green Travel Challenge', and sang a group action song pledging to save the environment. These activities not only enhanced their knowledge but also developed critical thinking, creativity, and a sense of responsibility towards the environment.

The skills and values learned through this project are applicable in future endeavors, promoting sustainable living and community awareness. This activity was planned for April and May, but due to summer vacations, it was postponed to June. The intense heat and subsequent flood issues caused further delays. Despite these setbacks, the students remained enthusiastic and committed to the project. A highlight of the project was the involvement of students from classes 2 and 3. Their performances and anchoring on stage showcased their talents and understanding of sustainable transportation. The students displayed their models of different types of transport, made from waste materials, which was a clear reflection of their learning and creativity. A special moment during the project was recognizing the efforts of parents who took the initiative to carpool. They were awarded certificates of appreciation for their contribution to promoting sustainable transportation practices. Overall, the sustainable transportation initiative was a significant learning experience for the students. They not only gained knowledge about global transportation systems but also developed a sense of responsibility towards the environment. The initiative has instilled valuable life skills and values in the students, which they will continue to build upon in future activities.

-Ms. Anita Arora

Evidences

Activity 1.1a – Exploring Global Transportation



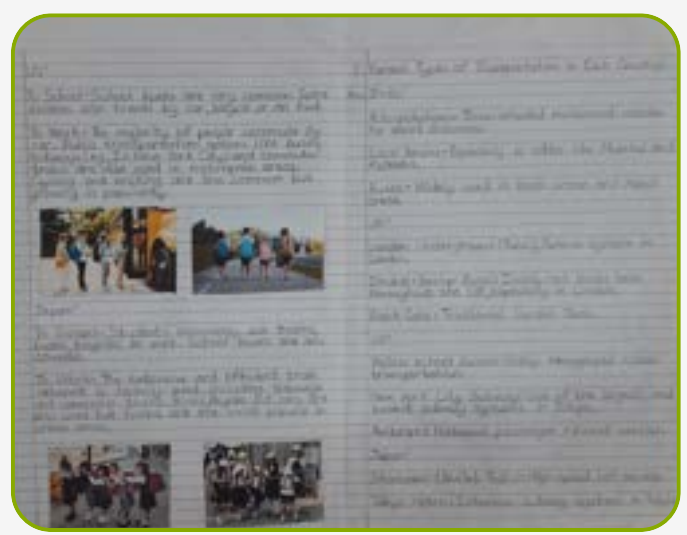
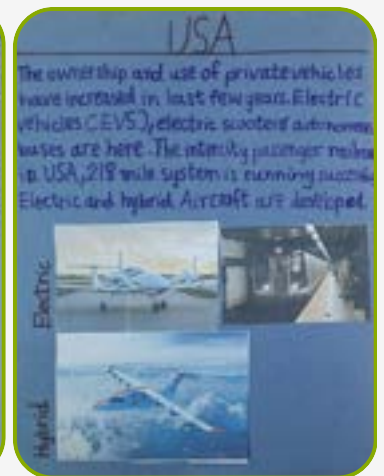
ON MODES OF TRANSPORTATION				
Modes of transport used to travel to	In India	In Japan	In U.K.	In U.S.
SCHOOL	Walk Bicycle 2 wheeler Bus	Walk	Walk Bus	Bus
WORK	Train. Bus 2 wheeler Car	Train	Train. Bus	Car. Train.
Famous Mode of Transport	In India	In Japan	In U.K.	In U.S.
Railways	✓	✓	✓	✓
Roadways	✓	✓	✓	✓
Airways	—	—	—	✓



The students researched and compared the transportation system in India, US, UK, and Japan and presented their findings in a form of foldables.

Evidences

Activity -1.1 Exploring Global Transportation



Assessment of worksheet on research work





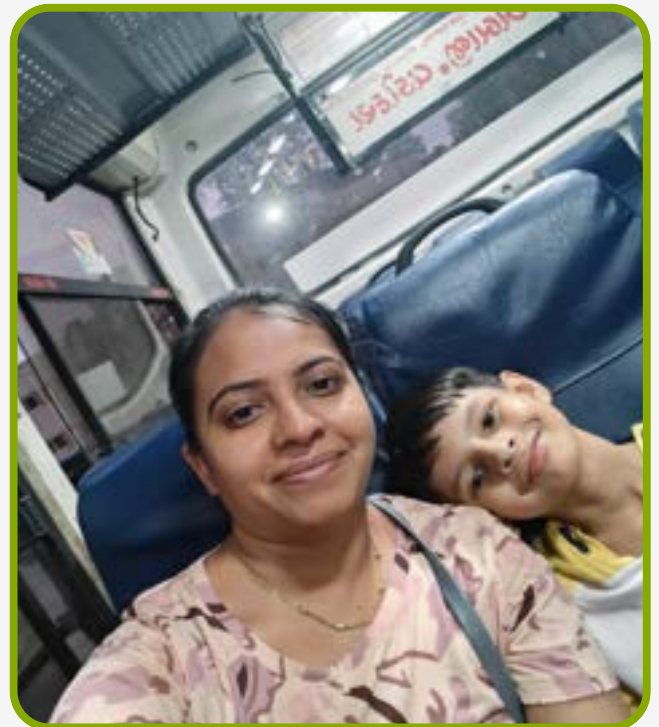
Evidences

Activity -1.1b Exploring Transportation Hubs - A family learning adventure



Video Link for Fun Trip :

<https://drive.google.com/file/d/1qjWbScOUvWG5c28vhY7HCSgeBDKtym0Y/view?usp=sharing>



Students, along with their families, visited local depots, railway stations, and airports to observe their operations. By connecting classroom knowledge with real-world applications, students enhanced their understanding of transport systems and their societal impact.

Evidences

Activity – 1.1c Creating Models of Vehicles out of waste



Students showcased creativity and environmental awareness by crafting vehicle models from waste materials, highlighting the importance of recycling and envisioning eco-friendly transportation solutions, also teaching them how to care for the environment.



Evidences

Assessment of activity 1

Crafting vehicle models using waste materials, turning trash into functional art!

ANAND VIDYA VIHAR

SCIENCE COMPETITION TERM-I (VEHICLE MAKING FROM WASTE)

ONE STOP SOLUTION EXPLORING GLOBAL TRANSPORTATION CLASS-II

JUDGES LIST

Sr. No.	NAME OF THE STUDENT	CREATIVITY (5 MARKS)	NEATNESS (5 MARKS)	CONFIDENCE (5 MARKS)	CONCEPT CLARITY (5 MARKS)	ORAL PRESENTATION (5 MARKS)	Total
1	Rakshit Patel	5	5	5	5	5	25
2	Priransh Thakur	3	3	1	0	0	7
3	Yashvi Thakur	4	2	2	3	3	14
4	Tanishka Aggarwal	5	4	4	5	5	23
5	Kaveer Shah	4	5	4	4	4	21
6	Aarav Patel	4	5	3	3	3	18
7	Dhyan Bhatt	4	4	3	3	3	17
8	Rishi	3	3	3	4	4	17
9	Maitrad	5	5	5	5	5	25
10	Jishnu	3	3	4	4	3	17
11	Mahip Gandhi	2	2	2	2	2	10
12	Anay Pathak	2	2	2	2	2	10
13	Kavin Patel	2	2	2	2	2	10
14	Shruti Patel	3	3	3	3	3	15
15	Ravee Doshi	4	4	5	4	5	22
16	Kiran Mehta	1	1	2	2	2	8
17	Vishnu Shah	3	4	3	3	3	16
18	Mansu Patel	5	5	4	5	5	24
19	Rishi Mehta	5	5	4	4	4	22
20	Shikha Jain	4	4	3	2	3	16



SCIENCE COMPETITION TERM-I (VEHICLE MAKING FROM WASTE)

ONE STOP SOLUTION EXPLORING GLOBAL TRANSPORTATION CLASS-III

JUDGES LIST

Sr. No.	NAME OF THE STUDENT	CREATIVITY (5 MARKS)	NEATNESS (5 MARKS)	CONFIDENCE (5 MARKS)	CONCEPT CLARITY (5 MARKS)	ORAL PRESENTATION (5 MARKS)	Total
1	Krish Selank	3	5	3	2	3	16
2	Dhyan Bhatt	5	5	5	5	4	24
3	Jishant Patel	3	5	5	5	4	22
4	Anshu Pathak	2	3	4	3	4	16
5	Mansu Patel	5	5	2	2	1	15
6	Over Shah	3	3	4	3	3	16
7	Misha Desai	3	5	4	4	4	20
8	Mithal Patel	3	4	3	3	4	16
9	Ananth Patel	2	2	3	3	3	13
10	Prisha Patel	4	4	3	2	3	16
11	Rudraksh Pathak	3	4	3	2	3	15
12	Rishan Patel	2	2	3	3	3	13
13	Kavish	4	3	2	3	3	15
14	Shlok Patel	5	5	4	4	4	22
15	Enrique Christen	5	5	4	4	4	22
16	Griva	3	3	2	2	2	12

Evidences

Evaluation forms of activity 1.1



Link for all Evaluation forms : https://drive.google.com/drive/folders/1fZbda8nz-uYsgDc2bVvBBh0ivU7sH0V3?usp=drive_link



Recognition of International Dimension in Schools (RIDS) January 2024

Teacher evaluation of international activity

School Name:	ANAND VIDYA VIHAR	Location:	VARANASI
Name:	SIDHA MATHESI	Department:	ENGLISH
Title of activity:	Research a comparative study of India, US, UK, Japan		
Date:	8/7/24		

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

Students have increased their knowledge and understanding of the 4 countries studied. They have developed valuable critical thinking and research skills. Comparative analysis has helped them identify similarities & differences and think more broadly about cultural, economic & political context.

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

It has allowed us to refresh our knowledge of the countries studied. It has encouraged us to reflect on our own teaching practices and consider new ways to incorporate comparative studies into our curriculum.

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?)

Overall, this activity has been a valuable learning experience for both students and staff, and has demonstrated the importance of comparative studies in broadening our understanding of the world.

Thank you for your time and comments.



Recognition of International Dimension in Schools (RIDS) January 2024

Parent/ guardian evaluation of international activity

School Name:	Anand Vidya Vihar	Location:	Varanasi
Name:	Pankaj Prashant Rathod	Department:	
Title of activity:	Fun trip with parents to bus / railway station		
Date:	19/1/24		

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

It helped child a lot to learn about Public Transport. Explore real world scenario of how most of the population travels. It offers opportunities for certain logistic and practical experience. Management Skills.

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

It taught Confidence, independence and boost self answer to my child. Through this activity my child started to take interest in planning journey, know every detail about how to do, what to do etc.

Any other comments?

Now a days kids even we parents too mostly travel by personal car. So due to such activity kids can learn a lot. Need to encourage kids to do such practical experience.

Thank you for your time and comments.



Recognition of International Dimension in Schools (RIDS) January 2024

Student evaluation of international activity

No of activity:	1	Title of activity:	Best out of the waste.
Your name:	Pankaj Bharti		
Your age:	7 years		
Class:	7th		

I enjoyed creating artwork from waste materials. I found it very satisfying to transform everyday items like cardboard, bottles, caps into something useful and meaningful.

I have learnt many new ideas such as creativity, upcycling, resource management and it develops hand-on skills.

Like with any school activity, time limitations can add pressure and stress. We might feel rushed to complete our projects, which minimises our enjoyment.

Offering students more flexibility in the types of projects they can create can increase more involvement and participation.



Activity – 1.2 Let’s be responsible

Learning Traffic Rules and Civic Etiquettes through Videos and Role Play



65

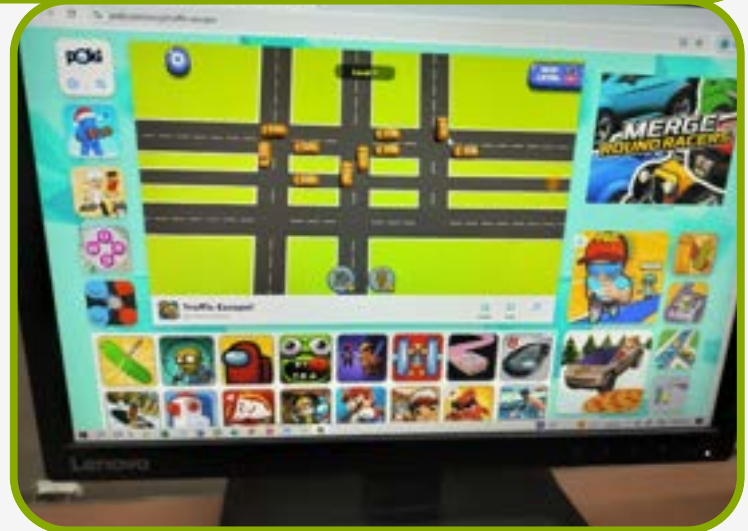
Evidences

Activity – 1.2 Let's be responsible (Visit to Traffic Department-Real life Interaction with the Traffic Police)



Evidences

Activity – 1.2 Let's be responsible (Online Game On Traffic Rules)



Students enhanced their understanding of traffic rules by engaging in interactive online games such as Traffic Escape and Take the Lead. Their performance was assessed based on the points they earned in the games.

Evidences

Evaluation of activity 1.2

Link for Evaluation : <https://drive.google.com/drive/folders/ITx-A7HFmM3j6Cck0RIPEKRDx8g2z1K6h?usp=sharing>



Recognition of International Dimension in Schools (RIDS) January 2024

Parent/ guardian evaluation of international activity

No of activity	1	Title of activity	TRAFFIC AWARENESS PROGRAM - VISIT TO CHILDREN TRAFFIC PARK
Your name	LISHA MATHAN		
Your child's name	JAENE ANNA JOHN		
School	ILD (ANAND VIDYA VIHAR)		
My child has benefited from practical lessons in road safety and traffic rules which contributes to increased awareness. In the local community, such initiatives promote safer road behaviour among children reducing accidents.			
I likely gained insight into the importance of education on road safety.			
Overall, the visit to the Children Traffic park had a positive impact on child's road safety awareness and behaviour.			



Recognition of International Dimension in Schools (RIDS) January 2024

Student evaluation of international activity

School Name	Anand Vidya Vihar	Location	Wadodara
Name	Nitya Wadhwan	Class	3B
Title of activity	Traffic rules in UK, USA, Japan		
What have you enjoyed most about this activity? What did you like most?			
As a student I enjoyed learning about how each country's traffic rules reflect its unique culture and values.			
What new ideas or observations have you gained? How is it useful?			
I gained knowledge and a broader understanding of global traffic management practices. It was enjoyable and informative.			
What have you best enjoyed in this activity and you feel any improvement was needed?			
Seeing visuals of actual street scenes and traffic signs from each country can make it easier to remember.			



Activity 1.3a – ‘Let’s Go Green’ Talk Show



On sustainable practices in making green cities



Evidences

Activity 1.3b - 'Let's Go Green' Map Work



Class - J, Bhabha, Nari, Arjun, Tita

ANAND VIDYA VIHAR
RECOGNITION OF INTERNATIONAL DIMENSION IN SCHOOLS
(RIDS)
THEME: LET'S GO GREEN
MAP POINTING CHECKLIST

SL. NO.	MAP POINTING	YES	NO
1	Marked the city 1 correctly	✓	
2	Marked the city 2 correctly	✓	
3	Marked the city 3 correctly	✓	
4	Marked the city 4 correctly	✓	
5	Marked the city 5 correctly	✓	

SL. NO.	MAP POINTING	YES	NO
1	Marked the city 1 correctly	✓	
2	Marked the city 2 correctly	✓	
3	Marked the city 3 correctly	✓	
4	Marked the city 4 correctly	✓	
5	Marked the city 5 correctly	✓	

MAP POINTING	YES	NO
1. Country	✓	
2. Country	✓	
3. Country	✓	
4. Country	✓	
5. Country	✓	

MAP POINTING	YES	NO
1. Country	✓	
2. Country	✓	
3. Country	✓	
4. Country	✓	
5. Country	✓	

green cities pointed on the map of USA
green cities pointed on the map of Japan
green cities pointed on the map of UK
green cities pointed on the map of India

ANAND VIDYA VIHAR RECOGNITION OF INTERNATIONAL DIMENSION IN SCHOOLS (RIDS) THEME: LET'S GO GREEN MAP POINTING CHECKLIST	YES	NO
QUESTIONS		
Single Choice Questions		
1. Country	✓	
2. Country	✓	
3. Country	✓	
4. Country	✓	
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95. Country	✓	
96. Country	✓	
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98. Country	✓	
99. Country	✓	
100. Country	✓	



Evidences

Evaluation of activity 1.3



Link for Evaluation forms : <https://drive.google.com/drive/folders/1EyshThClQqngxB2lqD2fOcKJLywAsdb?usp=sharing>



Recognition of International Dimension in Schools (RIDS) January 2024

Teacher evaluation of international activity

Subject Name	ANAND VIDYA VIHAR	Teacher	VEDANNA	
Name	ANAND T	Subject	SCIENCE	
Date of activity	18/12/24	Green - Map Activity	Date	18/12/24

How involved in the topic this activity has been for the students involved?

This was a great impact on the students by this activity. It has increased the awareness of environmental issues and sustainability. Developed their map reading and geographical skills. Inspired curiosity and interest in exploring how cities can contribute to a green future.

How involved in the topic this activity has been for you as a teacher?

This activity gave a positive impact on each one of us by making awareness about environmental issues, fostering a sense of collective responsibility. To adopt sustainable practices, this interactive approach encouraged to actively contribute to positive change in their surroundings.

What was the biggest learning for you from this activity?

The most significant part was increased engagement and actively participating in geographical and environmental learning. Each and every segment of the activity was well planned and very effective.

Thank you for your time and assistance.



Recognition of International Dimension in Schools (RIDS) January 2024

Visitor evaluation of international activity

Subject Name	ANAND VIDYA VIHAR	Visitor Name	WIRANATHAN
Name	Dr. Suman Prasad	Designation	Teacher
Date of activity	18/12/24		

How involved in the topic this activity has been for the students involved?

The pupils involved were very excited and with inputs from parents, for the day, so as to reduce the pollution level. They also took a pledge to do so.

How involved in the topic this activity has been for you as a visitor?

I got a chance to touch the young heads through my presentation. It had a deep impact on them as they all were now aware about the "mother earth" and its conservation.

What was the biggest learning for you from this activity?

More such activities can be conducted and the time for the presentation can be increased by few minutes.

Thank you for your time and assistance.



Recognition of International Dimension in Schools (RIDS) January 2024

Student evaluation of international activity

Subject Name	ANAND VIDYA VIHAR	Student Name	VEDANNA
Name	Suman	Grade	3C
Date of activity	18/12/24		

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

I enjoyed painting the green cities on the maps of different countries like USA, UK, Japan and India. The best thing was I could gain the knowledge about the maintenance of the greenery in these countries.

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

The new idea which I learnt from this activity is about the sustainable transportation. I was amazed to know the ways of converting a city into a clean and green city.

What was the biggest learning for you from this activity?

This is the best activity of painting the clean and green cities on the maps of different countries. In this activity I enjoyed each and every moment.

Thank you for your time and assistance.



Recognition of International Dimension in Schools (RIDS) January 2024

Student evaluation of international activity

No. of activity	1	Topic of activity	Green - Map Activity
Your name			
Your age			
Class			

I enjoyed learning by watching and listening to the teacher. I also learned about the importance of green cities.

I learned to do recycling, stop pollution, and use the environment.

No, there was no difficulty by the reason of Dr. Suman Prasad, explained each and every step in detail.

Stop throwing plastic on roads, saving water and electricity.

"Save the Earth"



Recognition of International Dimension in Schools (RIDS) January 2024

Student evaluation of international activity

No. of activity	1	Topic of activity	Green - Map Activity
Your name			
Your age			
Class			

In this session, the interaction between Dr. Suman and we students was the best. I enjoyed showing everything in a picture form.

I learnt not to pollute mother Earth. Do not waste water.

I enjoyed everything in this activity. There was no difficulty to understand.

I would like to share the pledge with my parents and neighbours as well.



Recognition of International Dimension in Schools (RIDS) January 2024

Teacher evaluation of international activity

No. of activity	1	Topic of activity	Green - Map Activity
Your name			
Your age			
Class			

Participation in activities related to reducing pollution raises students awareness of environmental issues and the importance of sustainability.

My awareness led to change in personal habits such as reducing waste, conserving energy or using sustainable transportation options.

The clean green city activity raises awareness among staff, students and parents about the importance of environmental conservation and the impact of pollution on the planet.

No improvement is needed but if it includes interactive sessions such as group discussions, workshops, or hands-on activities.

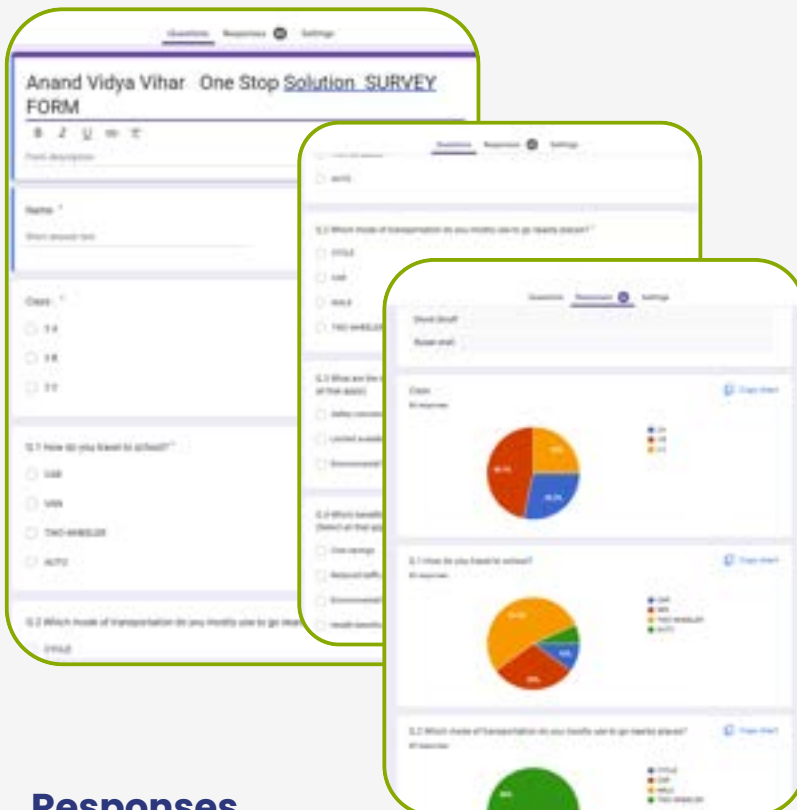
Evidences

Activity 1.4a - 'Taking Action' - Tally marking



Google form for Survey

<https://docs.google.com/forms/d/1jRW-1lKTclWlGndQmEq7SgvDqCdAdw-rFrAOZlhr7T8/edit?ts=6752bbed>



MODE OF COMMUTE TO SCHOOL	
METHOD OF TRANSPORT	NUMBER OF CHILDREN
	
	
	
	
	
Total	

Responses for Survey

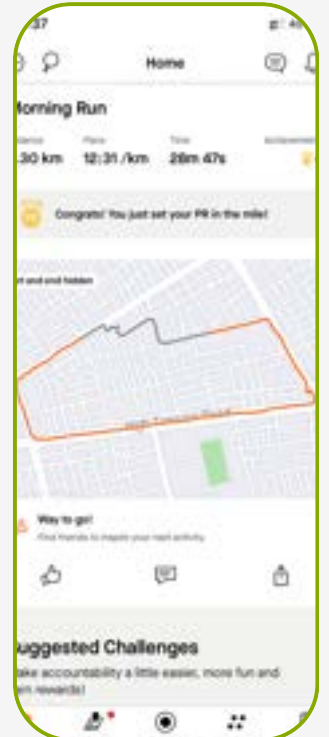
<https://docs.google.com/forms/d/1jRW-1lKTclWlGndQmEq7SgvDqCdAdw-rFrAOZlhr7T8/edit?ts=6752bbed#responses>



Students conducted a survey using a Google Form to collect data on the number of vehicles used by their family members. They then organized and collated the data through tally marks, which were presented visually on a chart paper.

Evidences

Activity 1.4b 'Taking Action' – Green Travel Challenge



Your Weekly Snapshot

[See More](#)

Activities

1

Time

28m 47s

Distance

2.30 km

▲ 1

▲ 28m 47s

▲ 2.30



Parents actively participated in the 'Green Travel Challenge,' an initiative to reduce pollution and promote healthy living by encouraging walking, cycling, or carpooling. The most committed participants were recognized with appreciation certificates from the school.

Activity 1.4b 'Taking Action' –Green Travel Challenge



74

Evidences

Activity -1.4c Sing, Pledge, and Protect: A Harmonious Commitment to the Environment!



ANAND VIDYA VIHAR		
RIDS (THEME SONG) SINGING PERFORMANCE ASSESSMENT SHEET		
ID	SINGING IN SCALE	SINGING IN PROPER TEMPO AND ARTICULATION
1. Manav Pariya	A	A
2. Divyansh Singh	A	A
3. Aaditi Patel	A	A
4. Kanya Patel	A	A
5. Dhyan Ravi	A	A
BC		
1. Rishi Mehra	A	A
2. Kritika Sonawala	A	A
3. Ananya Choudhary	A	A
4. Pooja Singh	A	A
DA		
1. Priya Desai	A	A
2. Sayana Mishra	A	A
3. Kavin Paul	A	A
4. Dhruv Patel	A	A
EC		
1. Mysha Desai	A+	A
2. Dhevi Patel	A+	A
3. Ananya Patel	A	A
4. Devashree Thakur	A	A
5. Ananya Indrani	A+	A
6. Kanya Patel	A	A
7. Shikha Khanna	A	A
8. Sonique Choudhary	A	A+
9. Ananya Sharma	A	A
FA		
1. Aditya Kumar	A	A
2. Narens Jinger	A	A
3. Dhruv Shrivastava	A	A
4. Tapasvi Rao	A	A



Students performed an engaging group action song on Sustainable Transportation, inspiring the audience through creative expression. A pledge was taken by all present to commit to saving the environment and adopting greener transportation solutions.





Evaluation of activity-1.4





Recognition of International Dimension in Schools (RIDS) January 2024

Parent/ guardian evaluation of international activity

Activity Name:	AYF Exhibition	Location:	Shinjuku
Date:	Sund. 10 Nov. - 10.30	By:	Ms. O
Name of participant:	Can Feleky, Aynur	Name:	Shinju

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

Because of this activity children aware of the importance of environment & others of world. awareness, religious life etc. they instead of using car, they to save fuel & protect the earth. I also they are happy to go together with other people.

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

When we go together with other people, we enjoy a lot & know other people, and also when working together with others, I feel we know & know the world & together.

Any other comments

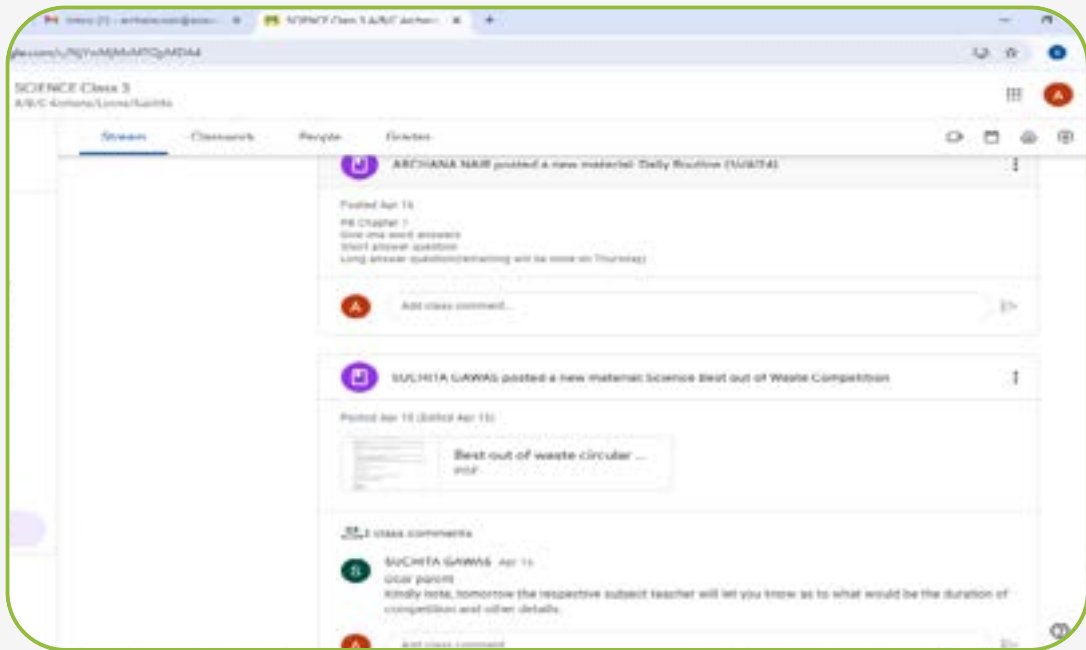
It's a good initiative so children become more knowledgeable, please do this type of activity.

Thank you.

Thank you for your time and comments.



Evidences



Dear Parents

Activity : Best out of waste competition – Vehicles from waste materials

We will be organizing the 'Best out of waste competition' as a part of Sustainable Transportation under RID's program.

The competition encourages children to create vehicles using waste materials and instill the values of recycling, promoting sustainability and eco-friendly practices.

Kindly note:

- 1) Students can make a vehicle by using ice-cream sticks, paper cups, plastic spoons, cardboards, sld Cds or any other recyclable waste materials.
- 2) The child has to explain the use of that vehicle, how it benefits us.
- 3) Most important : The child has to do it here in the school so kindly don't make it from home and send it with the child.

Details of the competition are as follows :

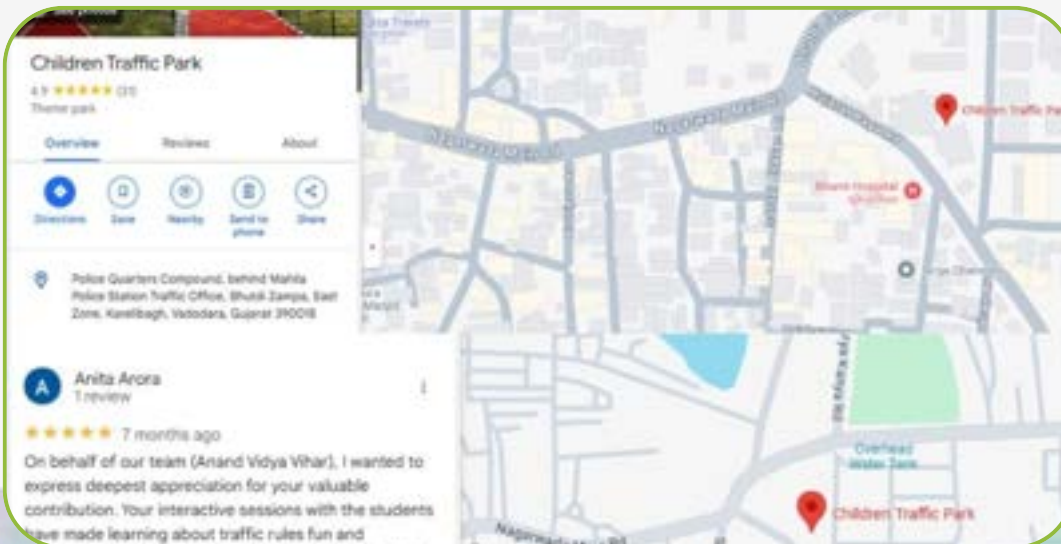
Date : 26th April 2024

Venue : Classroom

This competition is mandatory as it is a part of Multi-skill Activity type.

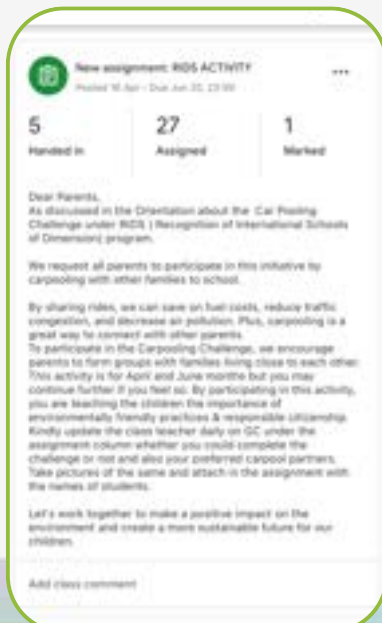
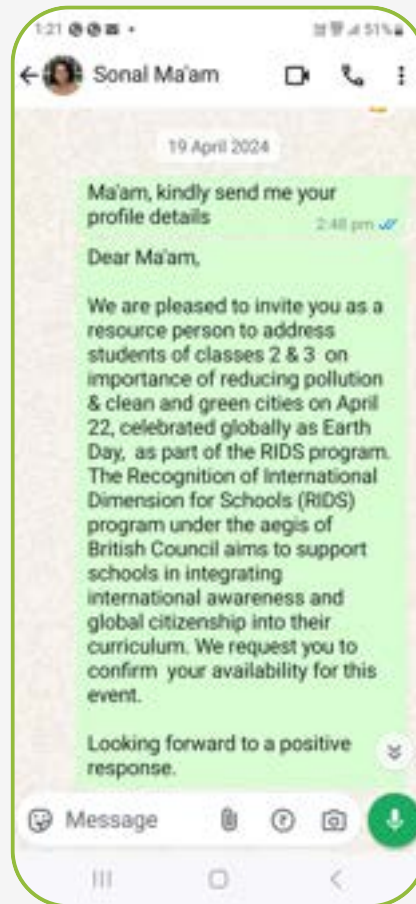
Judgement criteria for the competition :

- 1) Creativity
- 2) Neatness
- 3) Confidence
- 4) Concept Clarity
- 5) Oral Presentation

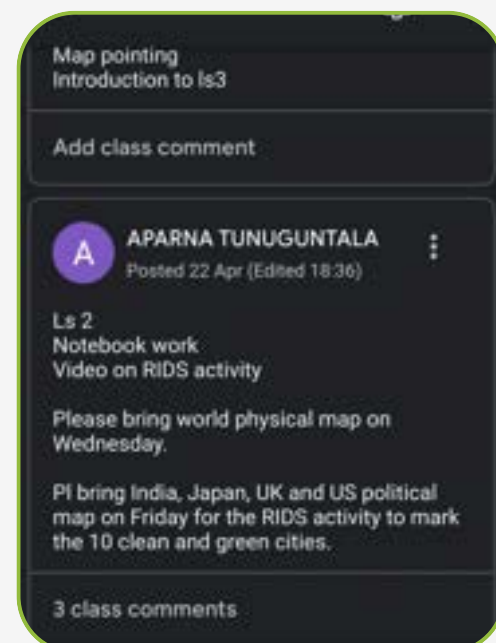
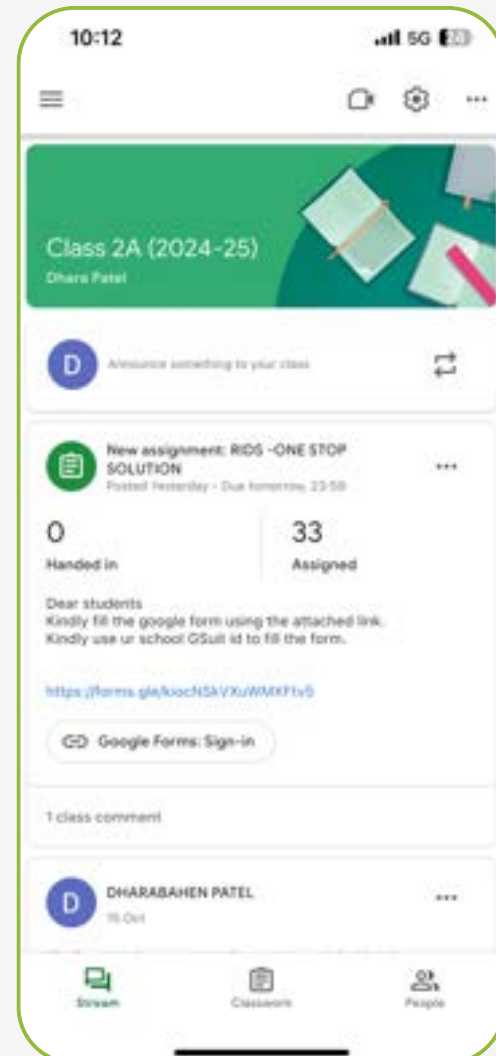




Evidences



Communication



Evidences

Media



<https://youtu.be/MVQI1v333AA?si=NXjYCxSpbsm98IUD>



FOOTPRINTS

TERM-1 || 2024-25 ||

RECOGNITION OF INTERNATIONAL DIMENSIONS OF SCHOOLS (RIDS)



ONE STOP SOLUTION: SUSTAINABLE TRANSPORTATION

THE RIDS INITIATIVE, "ONE STOP SOLUTION: SUSTAINABLE TRANSPORTATION," ENGAGED STUDENTS OF CLASSES 2 AND 3 IN ACTIVITIES PROMOTING ECO-FRIENDLY TRANSPORTATION PRACTICES. THEY COMPARED TRANSPORT SYSTEMS ACROSS INDIA, THE US, THE UK, AND JAPAN, RESEARCHED FAMILY VEHICLE USAGE, AND VISITED LOCAL TRAFFIC DEPARTMENTS. PARENTS ACTIVELY SUPPORTED THE INITIATIVE THROUGH CARPOOLING. THE PROGRAM CULMINATED IN A SPECIAL ASSEMBLY WHERE STUDENTS PRESENTED THEIR FINDINGS AND PERFORMED A GROUP SONG ON SUSTAINABLE TRANSPORTATION. A PLEDGE TO PROTECT THE ENVIRONMENT UNITED STUDENTS, PARENTS, AND TEACHERS, FOSTERING ENVIRONMENTAL RESPONSIBILITY AND INSTILLING VALUES OF SUSTAINABILITY BEYOND THE CLASSROOM.



Link for PPT of One Stop Solution : https://drive.google.com/file/d/1qTN7jKFNkq_UAxiPZVRtCFBr7VOp4kMm/view



*Shaping Minds, Nurturing Hearts, and
Building Futures – Where Every Activity
Inspires Excellence!*



*Shaping Minds, Nurturing Hearts, and
Building Futures – Where Every Activity
Inspires Excellence!*

Curriculum Activity – 2

From Soil to Soul

Achieving SDG 'zero hunger' requires collaborative efforts to ensure sustainable food production and implement modern agricultural practices that increase production, help maintain ecosystems, that strengthen capacity for adaptation to climate change, and that progressively improve land and soil quality. Studying the economical, environmental, social and cultural dimensions of crop production help us to consume effectively and avoid wastage globally.





Activity Cover Sheet

Activity No: 2 – Collaboration with Aditya Birla School , Somnath ,Gujarat ,India.

RIDS ID:	RIDS2429	City	Vadodara , Gujarat , India
School Name:	Anand Vidya Vihar		
Title of the activity:	FROM SOIL TO SOUL		
Teacher Responsible:	Nalini Iyer, Dr. Sonal Prakashkar, Salma Quadri, Madhavi Dhodapkar, Maitri Buch, Gayatri Bajaj, Sushila Giri, Urmi Shah, Shaily Dave. Prashasti Majmundar, Mrs. Poornima Menon (Principal)		
Other staff involved:	Science, Social Science, English, Fine Arts and ICT		
Subject covered:	History, Political Science, English, Design Thinking, ICT, Photography, Social Science		
Brief details of the aim, content, and outcome of the activity: For the Details of the Activity Click Here → 	Aim: To educate students on the importance of sustainable agriculture and crop diversity and to foster appreciation, awareness of the natural world and the impact of human activities on the environment. Content: The project, "From Soil to Soul," promoted sustainable agriculture and crop diversity. Students researched and presented on global crops of India,US,UK and Thailand. They have inaugurated the Vegie garden ' Chlorophylla ' at the school campus Outcome : Knowledge: 1. Learn the different crops grown by the farmers in different seasonal conditions across the different states of India, US, UK and Thailand. 2. Understand the importance of sustainable practices of growing different types of crops and its economic impact. 3. Know the cross-cultural importance of growing crops in harvest festivals. Skills: 1. Develop research skills on different varieties of crops grown on different climatic conditions. 2. Cultivate creativity skills by incorporating millets in our daily life practices. 3. Develop by designing a coding skill of organic farming. Attitude: 1. Develop empathy and respect for farmer in growing crops. 2. Develop a positive attitude towards millet and its nutritional values. 3. Develop co-operation and commitment to save different crops, human lives and resources across globe to develop a safe and secured sustainable global village.		
Countries explored:	India, US, UK, Thailand		
Partner School Name & country (for collaborative activity):	Aditya Birla School, Somnath, Gujarat , India		
Other sources of information:	Internet, Documentaries, Reference books, Resource Person.		
Time period of the activity:	June 15th to July 30th)/6 weeks		
Classes involved:	Class V and VIII		
Number of students involved:	203 students		
Types of evidence:	Photographs of all the activities: Research work, students' sharing their research work, Power point presentation, Resource person clearing students' doubt, GD, millet paintings, dances, CHLOROPHYLLA inauguration, Millet food fest, Zero Waste Competition, student led conference. Scanned copies: Research Work, PPT, Posters, Evaluation forms like: rubrics, rating scale, Teacher feedback form, Self- Reflection forms, peer assessment, Parents' feedback form, feedback from partner school. feedback of resource person,students' report files. Screenshots: Emails shared to communicate with the partner school, parents, resource person, WhatsApp messages. Links: YouTube links, Padlet link, SurveyMonkey link, google form link		

Teacher's Report

It gives me immense pleasure to share my experience and learning during the course of RIDS activity on the theme-From Soil To Soul with class 5 and 8.

"From Soil to Soul" project was a comprehensive and interdisciplinary initiative that aimed to educate students about the importance of sustainable agriculture, crop diversity, and the impact of food production on the environment and society. As the project coordinator, I am delighted to report on the successful implementation and outcomes of this innovative project.

A vegetable garden "CHLOROPHYLLA" was inaugurated to promote organic farming and sustainable ecosystem practices at school. Students from classes 5 and 8 were actively involved in the garden's maintenance, demonstrating their commitment to environmental sustainability. The students took ownership of the garden, watering, pruning, and harvesting the vegetables regularly.



I would like to take this opportunity to express my heartfelt gratitude to our school principal, Mrs. Poornima Menon, for her unwavering support and guidance throughout this project. I also extend my sincere appreciation to Mrs. Seema Kadri and my dedicated team of teachers, whose tireless efforts and collaboration were instrumental in the successful completion of this activity. Their commitment to excellence and teamwork has been truly inspiring, and I am grateful to work alongside such a talented and motivated team.

The Vegie Garden yielded a bountiful harvest of bottle gourds and tomatoes. The students not only learned about sustainable gardening practices but also gained entrepreneurial skills by selling the harvested produce. This experience instilled in them a sense of pride, responsibility, and the value of hard work. The Vegie Garden inauguration and maintenance have been an incredibly rewarding experience. As a member of SOCLEEN, I am committed to continuing and expanding this initiative in the future. I believe that such projects can have a profound impact on promoting environmental sustainability, entrepreneurship, and community engagement among students and the wider community.

The "Coding for Climate" game was developed using a combination of coding languages, including Scratch and Python. The game was designed to be modular, with each level focusing on a specific aspect of sustainable agriculture practices and climate adaptation. The game features interactive elements, such as quizzes, challenges, and games, that teach players about sustainable agriculture practices and climate adaptation. The game has also promoted technological innovation, coding skills, development of critical thinking and problem-solving skills among our students. This game has enhanced our students' engagement and motivation to learn about sustainable agriculture practices and climate adaptation. I believe that this game can be a valuable tool for promoting environmental education and sustainability among students.

Despite facing logistical challenges in coordinating with our partner school due to the monsoon season, our students rose to the occasion and delivered outstanding results. Their cooperation, dedication, and teamwork were truly commendable as they successfully completed all the required activities. I am thrilled to witness their growth and enthusiasm, and I am grateful for their fantastic efforts, which made this project a resounding success.

"From Soil to Soul" project was a resounding success, achieving its objectives and demonstrating the potential for interdisciplinary and project-based learning. The project not only educated students about sustainable agriculture and food production but also fostered essential skills, values, and community awareness. As educators, we are committed to continuing and expanding this initiative, inspiring future generations to become responsible stewards of the environment and promoters of sustainable food systems.

- Mrs. Nalini Iyer

Evidences

Activity 2.1a-PPT presentation



Research work and Presentation

On different types of crops grown in India, UK, US and Thailand on the basis of climatic conditions, soil and economical conditions of the farmers in each country.

The students presented their knowledge through PowerPoint presentation

Evidences

Activity 2.1a-PPT Samples



Link for all ppts : https://drive.google.com/drive/folders/1hMoMTT8v6frvvaba1U15rQ-5rgAoNs_5

India

CROPS IN INDIA

MADE BY: MEERA MEHTA (10)
SHIVANGI PATEL (2)
SHRIYA PANCHOLI (1)
PAL SHAH (5)

DIFFERENT TYPES OF CROPS GROWN ON THE BASIS OF CLIMATIC CONDITIONS

- Crops grown according to different seasons:
- Kharif Crops (Monsoon): Crops grown in the rainy season are called Kharif Crops. They require plenty of water. Ex: Paddy, Maize, Soyabean, Cotton, Groundnut etc.
 - Rabi Crops (Winter): Crops grown in the winter season are called Rabi Crops. They require less water. Ex: Wheat, Gram, Pea, Mustard, Linseed etc.
 - Zaid Crops (Summer): Crops grown in the summer season are called Zaid Crops. Ex: Muskmelon, Watermelon, Cucumber, Sudan Grass etc.

SOIL IN DIFFERENT PARTS OF THE COUNTRY

- Alluvial soils are widespread in the northern plains and river valleys. It covers about 40% of the total land area of the country. These soils are mainly derived from the debris brought down from the Himalayas. In the Peninsular region, they are found in deltas of the east coast and in the river valleys. Alluvial soil have been deposited by the Indus, the Ganges, and the Brahmaputra rivers.
- The entire northern plains (including parts of Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Haryana, Himachal Pradesh, Madhya Pradesh, Punjab, Rajasthan, Uttarakhand, Uttar Pradesh, and West Bengal) are made of alluvial soil. These soil also extend in Rajasthan and Gujarat through a narrow corridor. It is also found in the eastern coastal plains particularly in the deltas of Mahanadi, the Godavari, the Krishna, and the Kaveri rivers.

Thailand

Welcome to thailand crop world

MADE BY: KIRITAN MEHTA
ABHINAV MEHTA
TANISHA JAIN
ROHIT KUMAR

INFORMATION

1-REDUCED CROP YIELDS
Droughts and unpredictable rain fall patterns lead to reduced crop yields.
Line graphs showing average crop yields over the years with rainfall data.



INFORMATION

2-INCREASED COSTS
Investments in irrigation systems and climate-resistant crop increases operational costs.
Bar charts comparing traditional farming costs vs. cost with climate adaptations.



U.K.

CROPS IN UNITED KINGDOM

WELCOME TO THE ADVENTURE OF CROP FIELDS IN UK

INDEX

01 ABOUT CROP
In this slide crops and its types are described.

02 CROPS IN UK
Which crops grow in different seasons.

03 SOIL IN UK
Soil and its types are described.

04 FARMING METHODS
Farming methods adopted by them in years.

05 CROP ECONOMY
Overall description of economy of UK through crop production.

CROPS GROWN IN DIFFERENT SEASONS-

SEASON

The crops grown in different seasons are listed below.

WINTER

Wheat, barley, and other crops are grown in winter. They are harvested in late summer.



SPRING

The crops grown in different seasons are listed below.

AUTUMN

The crops grown in different seasons are listed below.

USA

RIDS Activity From Soil To Soul On USA

MADE BY: KIRITAN MEHTA
ABHINAV MEHTA
TANISHA JAIN
ROHIT KUMAR

Information on Crops Grown

- Corn is grown in Iowa, Illinois, Nebraska, Minnesota, Indiana and Kansas. They are sown in April and May and are harvested in October and November.
- Soybeans are grown in Illinois, Iowa, Nebraska and Indiana. They are sown in May and June and are harvested during late September through October.
- Barley is grown in Idaho, North Dakota, Montana, Colorado, Wyoming and Washington. They are sown in April and May and are harvested during late July to end of September.
- Oats are grown in North Dakota, Minnesota, Nebraska and Iowa.

Here is a graph of USA's agricultural trade-



Evidences

Activity 2.1a - Assessment

ANANDVIDYA VIHAR							
RIDS ACTIVITY- GRADE:8 A							
CURRICULUM ACTIVITY-2-FROM SOIL TO SOUL							
SUB ACTIVITY 1- RESEARCH AND POWERPOINT PRESENTATION							
SR.NO	GROUP NAME	CONTENT (2)	ORGANISATION AND STRUCTURE (2)	CREATIVITY (2)	PRESENTATION (2)	GLOBAL VISION (2)	TOTAL
1 THAILAND	Lishhi Palash Naitik Swara	2	2	2	2	2	10
2 USA	Mahimra Ved Krishiv Manav	2	1	2	2	1	8
3 INDIA	Tanay Mahir Karya Adwaita	2	1	2	2	1	8

Nakho.

Nabe

ANANDVIDYA VIHAR							TOTAL
RDS ACTIVITY- GRADE:8							
CURRICULUM ACTIVITY-2-FROM SOIL TO SOUL							
SUB ACTIVITY 1- POWERPOINT PRESENTATION							
SR.NO	GROUP NAME	CONTENT	ORGANISATION AND STRUCTURE	CREATIVITY	PRESENTATION	GLOBAL VISION	
1	INDIA Divij Mahit Vikash Rishav	2	2	1	2	1	8
2	UK Gauri Sakita Vanshika Akshara	2	1	2	1	2	8
3							

Handwritten signature: *Neha*

Nabe

ANANDVIDYA VIHAR							
RIDS ACTIVITY- GRADE:8							
CURRICULUM ACTIVITY-2-FROM SOIL TO SOUL							
SUB ACTIVITY 1- POWERPOINT PRESENTATION							
SR.NO	GROUP NAME	CONTENT	ORGANISATION AND STRUCTURE	CREATIVITY	PRESENTATION	GLOBAL VISION	TOTAL
4	UK Ahyana Mahi Shavya Tanishka	2	2	1	2	2	9
5	THAILAND Abhijay Kishan Tanish Rohit	2	1	1	2	1	7
6	USA Tari Yay Shivam Leticia	2	2	1	2	1	8

Kaboo

Nabe

Evidences

Activity 2.1 b – Group Discussion



Students analyzed the change in growing different crops and its economic impact due to climate change through group discussion.

Evidences

Activity 2.1b - Assessment

ANAND VIDYA VIHAR
Multiskill Activity (2024-25) RIDS
Class - 8 A/B/C

8A

Assessment Rubrics for Group Discussion

Groups	Content Knowledge			Participation & Engagement			Communication & Collaboration			Critical thinking & Problem Solving			Organization & Time Management			Total Score (10)
	All the students explained the content (point 2)	Few students explained the content (point 1.5)	Only 1-2 students explained the content (point 0.5)	All the students participated enthusiastically (point 2)	Few students participated enthusiastically (point 1.5)	Only 1-2 students participated enthusiastically (point 0.5)	All the students communicated effectively and collaboratively (point 2)	Few students communicated effectively and collaboratively (point 1.5)	Only 1-2 students communicated effectively and collaboratively (point 0.5)	All the students analysed and presented their innovative ideas (point 2)	Few students analysed and presented their innovative ideas (point 1.5)	Only 1-2 students analysed and presented their innovative ideas (point 0.5)	All the students organized their presentation effectively within the time limit (point 2)	Few students organized their presentation effectively within the time limit (point 1.5)	Only 1-2 students organized their presentation effectively within the time limit (point 0.5)	
Group 1 Tanya Shah Nanya Mangal Nishita Agrawal Shashank Parmar	2	—	—	—	—	0.5	—	1.5	—	—	1.5	—	—	1.5	—	7
Group 2 Vishal Singh Dhruv Patel Mukul Patel Dny Sharma	2	—	—	2	—	—	2	—	—	—	1.5	—	—	1.5	—	9
Group 3 Haj Shah Jasraj Patel Shweta Datta Dny Vaghela	2	—	—	—	1.5	—	—	1.5	—	—	1.5	—	—	1.5	—	8
Group 4 Bhishu Suthar Ved Patel Mehar Pandey Mahima Upadhyay	2	—	—	2	—	—	—	1.5	—	—	1.5	—	—	1.5	—	8.5
Group 5 Palak Kulkarni Shah Lakshmi Nanya Patel Rishi Kulkarni	2	—	—	—	1.5	—	—	1.5	—	—	1.5	—	—	1.5	—	8
Group 6 Aditya Mishra Tanshi Jaiswal Rishi Kulkarni Nanya Mishra	—	1.5	—	2	—	—	—	1.5	—	—	1.5	—	—	1.5	—	8
Group 7 Shweta Datta Meha Vaghela Shweta Patel Tanshi Thakur	—	1.5	—	2	—	—	—	1.5	—	—	1.5	—	—	1.5	—	8
Group 8 Mehar Shinde Sudha Mehta Yashika Patel Rishi Parmar	—	1.5	—	—	1.5	—	—	1.5	—	—	1.5	—	—	1.5	—	7.5

ANAND VIDYA VIHAR
Multiskill Activity (2024-25) RIDS
Class - 8A/B/C
Assessment Rubrics for Group Discussion

8B

Groups	Content Knowledge			Participation & Engagement			Communication & Collaboration			Critical thinking & Problem Solving			Organization & Time Management			Total Score (10)
	All the students explained the content (point 2)	Few students explained the content (point 1.5)	Only 1-2 students explained the content (point 0.5)	All the students participated enthusiastically (point 2)	Few students participated enthusiastically (point 1.5)	Only 1-2 students participated enthusiastically (point 0.5)	All the students communicated effectively and collaboratively (point 2)	Few students communicated effectively and collaboratively (point 1.5)	Only 1-2 students communicated effectively and collaboratively (point 0.5)	All the students analysed and presented their innovative ideas (point 2)	Few students analysed and presented their innovative ideas (point 1.5)	Only 1-2 students analysed and presented their innovative ideas (point 0.5)	All the students organized their presentation effectively within the time limit (point 2)	Few students organized their presentation effectively within the time limit (point 1.5)	Only 1-2 students organized their presentation effectively within the time limit (point 0.5)	
Group 1 Shweta Parikh Rishi Prakash Nanya Patel Nishita Pandey	2	-	-	2	-	-	-	1.5	-	-	1.5	-	-	1.5	-	8.5
Group 2 Nanya Mehta Shweta Patel Nanya Pandey Pat Shah	2	-	-	-	1.5	-	-	1.5	-	-	1.5	-	-	1.5	-	8
Group 3 Nanya Kulkarni Nanya Patel Nanya Pandey Nanya Kulkarni	2	-	-	2	-	-	2	-	-	-	1.5	-	-	1.5	-	9
Group 4 Nanya Kulkarni Nanya Patel Nanya Pandey Nanya Kulkarni	2	-	-	2	-	-	-	1.5	-	-	1.5	-	-	-	0.5	7.5
Group 5 Nanya Kulkarni Nanya Patel Nanya Pandey Nanya Kulkarni	-	1.5	-	-	1.5	-	-	1.5	-	-	1.5	-	-	1.5	-	7.5
Group 6 Nanya Kulkarni Nanya Patel Nanya Pandey Nanya Kulkarni	2	-	-	-	1.5	-	-	1.5	-	-	1.5	-	-	1.5	-	8
Group 7 Nanya Kulkarni Nanya Patel Nanya Pandey Nanya Kulkarni	-	1.5	-	-	1.5	-	-	1.5	-	-	1.5	-	-	1.5	-	7.5
Group 8 Nanya Kulkarni Nanya Patel Nanya Pandey Nanya Kulkarni	-	1.5	-	-	1.5	-	-	1.5	-	-	1.5	-	-	1.5	-	7.5

Exchange Teachers : Sakshi Gaur
Sneha Singh

Evidences

Activity 2.1 c- Talk Show



Google forms link : <https://forms.gle/wYJimUFD5sdb8NNH8>



A talk show was organized with the resource person Mr. Parth Viradiya from Agricultural Institute of Gujarat to learn about the new implementations/ techniques in the farming sector which are sustainable and economical.





Activity 2.1 c- Assessment



Which organizational structure is most conducive for sustainable agriculture? 1

☐ A hierarchical structure of top-down

☐ B an inter-divisional organizational structure (2 pts)

☐ C a flat-based organizational structure emphasizing teamwork (3 pts)

☐ D a structure of agriculture and forestry activities

What is precision farming, and how does it contribute to sustainable agriculture? 1

Two answers

Based on scientific or suggest farming practices. (three word) (30 words)

Two answers

It uses various tools to suggest about sustainable and environmental farming techniques for improved farm sustainability. 1

Two answers

What role can technology play in promoting sustainable agricultural practices in Brazil? 1

Two answers

Submit Close Window

How do you rate this assessment? 1

Very Dissatisfied Dissatisfied Satisfied Very Satisfied

How often will you use this assessment? 1

Never Often Always

 Google form Responses link :
https://docs.google.com/forms/u/1/d/1XoVTyT96wcqAP0UOutSI_2O2UtcTeIFXG4qaPphetbo/edit#response



Activity 2.1 – Evaluation


**IB
DANCE**

Recognition of International Dimension in Schools (RIDS) January 2024

Teacher evaluation of international activity

Subject Name:	French / Histoire / Arts	Activity Name:	Week 10 - 12 (2023)
Teacher:	Dr. Sarah [Name]	Activity Type:	Workshop
Topic of activity:	War, peace, and love	Duration:	1 hour

Please comment on the impact the activity had on the international dimension.

It was an excellent activity and students learned about different cultures and their different values. Also, they learned how it is important to include it in our life.

Please comment on whether the activity has helped you achieve your own objectives.

I was thrilled after working on the material. I saw the students had a lot of fun doing the activity. They had an overall experience for the activity as it included the multiple uses of their creativity.

Please make any suggestions for improving this activity for next effective year of the program or provide other ideas for the activity and why.

The most effective part was making students in different the results and their vote more such activities should be continued to make the year as "Don't tell to who".

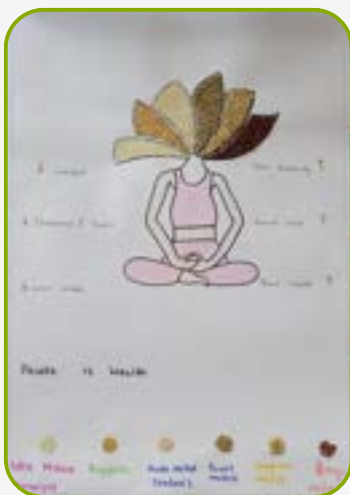
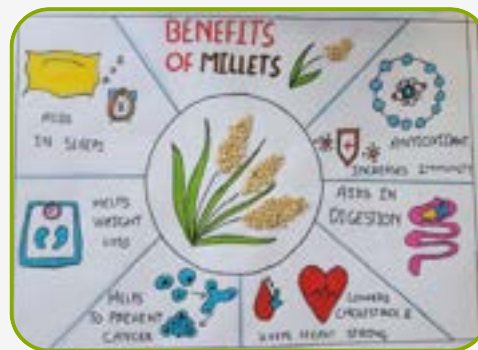
Thank you for your time and comments.



90

Evidences

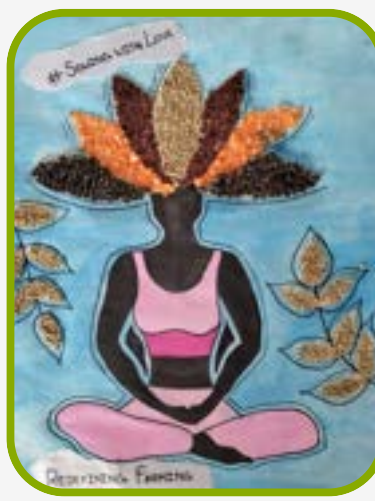
Activity 2.2a- Millet Poster Making



Students Created a beautiful painting/collage by using millets as a competition at school and showcasing the importance of millets in our daily life.

Evidences

Activity 2.2a Millet Poster done by
Aditya Birla School ,Somnath ,Gujarat ,India.

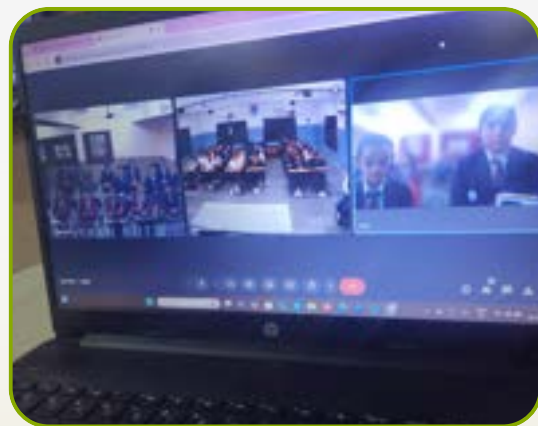


Evidences

**Collaboration with Aditya Birla School ,
Somnath ,Gujarat ,India.**



Link : <https://drive.google.com/drive/folders/1fQv2Zj5iXZKa0vRBn4L6yOiSAsC7U9Hi?usp=sharing>



Evidences

Activity 2.2a - Assessment

ANAND VIDYA VIHAR

Millet Poster making RIDS activity 2024

Judgement sheet (Art department)

Std-8th-C

No.	Name	Content/ creativity 5 Marks	Slogan/ Write up 5 Marks	Neatness/ Completion 5 Marks	Overall presentation 5 Marks	Total
I	Aarav Shah	4	4	4	5	17
I	Vidhi Mehta	4	4	4	5	17
II	Prerit Amin	3	3	4	3	13
II	Diya	3	3	4	3	13
III	Tashi S.	2	2	3	3	10

Madhavi v. Dhodapkar

JUDGE

Madhavi v. D.

ART FACULTY

PRINCIPAL

ANAND VIDYA VIHAR

Millet Poster making RIDS activity 2024

Judgement sheet (Art department)

Std: 8th-B

No.	Name	Content/ creativity 5 Marks	Slogan/ Write up 5 Marks	Neatness/ Completion 5 Marks	Overall presentation 5 Marks	Total
I	Ranj. Kumbhariga	4	4	4	4	16
II	Samir Pathak	3	3	4	4	14
III	Ghata. Purohit	4	3	2	3	12
IV	Nilag. Bhut	-	-	-	-	-

JUDGE

ART FACULTY

PRINCIPAL

ANAND VIDYA VIHAR

Millet Poster making RIDS activity 2024

Judgement sheet (Art department)

Std: 8th-A

No.	Name	Content/ creativity 5 Marks	Slogan/ Write up 5 Marks	Neatness/ Completion 5 Marks	Overall presentation 5 Marks	Total
I	Dishi Lalwani	4	3	4	4	15
II	Yaj. Shah	3	2	4	4	13
III	Yashika	3	3	4	3	13
IV	Palash. Kothari	3	3	2	3	11
V	Swara. Patel	-	-	-	-	-
VI	Isani. P.	-	-	-	-	-

JUDGE

Madhavi v. D.

ART FACULTY

PRINCIPAL

Evidences

Activity 2.2b- Coding for Climate (Game)



Students Designed a coding unplugged game for climate adaptations in a creative way. They were assessed through Rating scale

ANAND VIDYA VIHAR
RIDS ACTIVITY: FROM SOIL TO SOUL- GRADE 8
RATING SCALE: TO ASSESS THE CODING FOR CLIMATE GAME
Name: Divij Sharma

Not satisfactory Fair Good V. Good Excellent

10 15 20 25 30 35 40 45 50

Neha
Signature of Teacher In-charge

ANAND VIDYA VIHAR
RIDS ACTIVITY: FROM SOIL TO SOUL- GRADE 8
RATING SCALE: TO ASSESS THE CODING FOR CLIMATE GAME
Name: Vedang Mehta

Not satisfactory Fair Good V. Good Excellent

10 15 20 25 30 35 40 45 50

Neha
Signature of Teacher In-charge

ANAND VIDYA VIHAR
RIDS ACTIVITY: FROM SOIL TO SOUL- GRADE 8
RATING SCALE: TO ASSESS THE CODING FOR CLIMATE GAME
Name: Maakha Parmar

Not satisfactory Fair Good V. Good Excellent

10 15 20 25 30 35 40 45 50

Neha
Signature of Teacher In-charge

ANAND VIDYA VIHAR
RIDS ACTIVITY: FROM SOIL TO SOUL- GRADE 8
RATING SCALE: TO ASSESS THE CODING FOR CLIMATE GAME
Name: Satvika

Not satisfactory Fair Good V. Good Excellent

10 15 20 25 30 35 40 45 50

Neha
Signature of Teacher In-charge

ANAND VIDYA VIHAR
RIDS ACTIVITY: FROM SOIL TO SOUL- GRADE 8
RATING SCALE: TO ASSESS THE CODING FOR CLIMATE GAME
Name: Tanish Jainwal

Not satisfactory Fair Good V. Good Excellent

10 15 20 25 30 35 40 45 50

Neha
Signature of Teacher In-charge

Evidences Activity- 2.2c Harvesting Festivals of USA,UK,Thailand & India



Harvesting festivals youtube link: <https://youtu.be/MVQIlv333AA?si=rICSbljTOUpW58iO>



Students Enacted different harvest festivals like Lohri, Onam, Bihu and Pongal of India and Songkran of Thailand, Thanks Giving Day of UK and US to show how agriculture influence the cultural diversities across the globe.

Evidences

Activity- 2.2c Students Report

ANAND VIDYA VIHAR
RIDS ACTIVITY
CURRICULUM ACTIVITY - 2
FROM SOIL TO SOUL
SUB ACTIVITY: CELEBRATING HARVEST FESTIVALS

NAME: Meera Mehra
DATE: 19.10.24

→ Anand Vidya Vihar School organized an event on different harvest festival practices through traditional dances performed during Lohri, Onam, Bihu and Pongal of India, Songkran of Thailand, Thanks Giving Day of US and UK to show how agriculture influences the cultural diversities across the globe.

I have learnt the following skills and values:

→ **Skills:** Creativity skills, research skills, social skills etc.

→ **Values:** 1. Develop empathy and respect for farmers growing crops.
2. Develop a positive attitude towards millets and its nutritional values.
3. Foster co-operation and commitment to preserve different crops, human lives and resources across the globe so as to develop a safe and secure sustainable global village.

ANAND VIDYA VIHAR
RIDS ACTIVITY
CURRICULUM ACTIVITY 2
FROM SOIL TO SOUL
SUB ACTIVITY: CELEBRATING HARVESTING FESTIVALS

NAME: Shweta Patel
DATE: 19.10.24

→ Anand Vidya Vihar School organized an event on different harvest festival practices through traditional dances performed during Lohri, Onam, Bihu and Pongal of India, Songkran of Thailand, Thanks Giving Day of US and UK to show how agriculture influences the cultural diversities across the globe.

I have learnt the following skills and values:

→ **Skills:** Creativity skills, research skills, social skills etc.

→ **VALUES:** 1. Develop empathy and respect for farmers growing crops.
2. Developed a positive attitude towards millets and its nutritional values.
3. Foster co-operation and commitment to preserve different crops, human lives and resources across the globe so as to develop a safe and secure sustainable global village.

ANAND VIDYA VIHAR
RIDS ACTIVITY
CURRICULUM ACTIVITY 2
FROM SOIL TO SOUL
SUB ACTIVITY: CELEBRATING HARVESTING FESTIVALS

NAME: Divya Gargani
DATE: 19/10/24

→ Anand Vidya Vihar school organized an event on different harvesting festival practices through traditional practices and dances performed during Lohri, Onam, Bihu and Pongal of India, and Songkran of Thailand, Thanks Giving Day of UK and US to show how agriculture influences the cultural diversities across the globe.

I have learnt the following skills and values:

→ **Skills:** Creativity Skills, Research skills, Social Skills and many more.

→ **VALUES:** 1. Develop empathy and respect for farmers growing crops.
2. Develop a positive attitude towards millets and its nutritional values.
3. Foster co-operation and commitment to preserve different crops, human lives and resources across the globe so as to develop a safe and secure sustainable global village.

ANAND VIDYA VIHAR
RIDS ACTIVITY
CURRICULUM ACTIVITY 2
FROM SOIL TO SOUL
SUB ACTIVITY: CELEBRATING HARVESTING FESTIVALS

NAME: Pwshim Pwshika
DATE: 19.10.24

→ Anand Vidya Vihar School organized an event on different harvest festival practices through traditional dances performed during Lohri, Onam, Bihu and Pongal of India, Songkran of Thailand, Thanks giving Day of UK and US to show how agriculture influences the cultural diversities across the globe.

I have learnt the following skills & values:

→ **SKILLS:** Creativity skills, Research skill, Social Skills and many more.

→ **VALUES:** 1. Develop empathy and respects for farmers growing crops.
2. Develop a positive attitude towards millets and its nutritional values.
3. Foster co-operation and commitment to preserve different crops, human lives and resources across the globe so as to develop a safe and secure sustainable global village.

Evidences

Activity - 2.2 c Assessment for Students Report

Traits	CONTENT (Report Writing)			
	Poor (0-3)	Fair (4-6)	Good (7-9)	Excellent (10-12)
Organisation	Totally unrelated. The information appears to be disorganised.	Remotely relevant. Information is organised but paragraphs are not well-structured.	Somewhat relevant. Information is organised with well-constructed paragraphs.	Directly relevant. Information is very organised with well-constructed paragraphs and subheadings.
Information	One or more topics were not addressed. Information has little or nothing to do with the main topic.	All topics are addressed and most questions are answered with about 1 sentence each. Information clearly relates to the main topic. No details and / or examples are given.	All topics are addressed and most questions are answered with at least about 2 sentences each. Information clearly related to the main topic. It provides 1 - 2 supporting details and / or examples.	All topics are addressed and all questions are answered. Information clearly relates to the main topic. It includes several supporting details and / or examples.
Analyses	Provides insufficient evaluation and critical analysis of the topic in terms of research and comparison to similar work done by others.	Provides somewhat adequate evaluation and critical analysis of the topic in terms of research and comparison to similar work done by others.	Demonstrates thoughtful evaluation and critical analysis of the topic in terms of research and comparison to similar work done by others.	Demonstrates sophisticated evaluation and critical analysis of the topic in terms of research and comparison to similar work done by others.
Grammar & Spelling	Many grammatical, spelling or punctuation errors.	Some grammatical, spelling or punctuation errors.	A few grammatical, spelling or punctuation errors.	No grammatical, spelling or punctuation errors.

ANAND VIDYA VIHAR
BIOG ACTIVITY
CURRICULAR ACTIVITY 2 FROM SOIL TO SOIL
SUB ACTIVITY 2.2 CELEBRATING THE HARVESTING FESTIVALS OF DIFFERENT COUNTRIES
PEER ASSESSMENT OF REPORT WRITING ON HARVESTING FESTIVALS
CLASS: 8
PEER ASSESSMENT DONE BY: Group 1: Meera, Parvi, Priya

Group Names	Organisation	Information	Analysis	Grammar and Spelling	Total Marks
Group 1 Meera Parvi Priya	10	9	10	10	39
Group 2 Disha Shruti Jasvi	10	9	9	10	38
Group 3 Sushruti Vidha Disha	9	9	10	7	35
Group 4 Disha Yash Shruti	9	8	10	7	34
Group 5 Gauri Rishi Gauri	—	—	—	—	—

Teacher's Signature: _____

ANAND VIDYA VIHAR
BIOG ACTIVITY
CURRICULAR ACTIVITY 2 FROM SOIL TO SOIL
SUB ACTIVITY 2.2 CELEBRATING THE HARVESTING FESTIVALS OF DIFFERENT COUNTRIES
PEER ASSESSMENT OF REPORT WRITING ON HARVESTING FESTIVALS
CLASS: 8
PEER ASSESSMENT DONE BY: Group 1: Meera, Parvi, Priya

Group Names	Organisation	Information	Analysis	Grammar and Spelling	Total Marks
Group 1 Meera Parvi Priya	—	—	—	—	—
Group 2 Disha Shruti Jasvi	10	9	10	10	39
Group 3 Sushruti Vidha Disha	9	10	9	10	38
Group 4 Disha Yash Shruti	10	9	9	10	38
Group 5 Gauri Rishi Gauri	10	9	10	10	39

Teacher's Signature: _____

ANAND VIDYA VIHAR
BIOG ACTIVITY
CURRICULAR ACTIVITY 2 FROM SOIL TO SOIL
SUB ACTIVITY 2.2 CELEBRATING THE HARVESTING FESTIVALS OF DIFFERENT COUNTRIES
PEER ASSESSMENT OF REPORT WRITING ON HARVESTING FESTIVALS
CLASS: 8
PEER ASSESSMENT DONE BY: Group 1: Meera, Parvi, Priya

Group Names	Organisation	Information	Analysis	Grammar and Spelling	Total Marks
Group 1 Meera Parvi Priya	10	9	10	10	39
Group 2 Disha Shruti Jasvi	10	9	9	10	38
Group 3 Sushruti Vidha Disha	—	—	—	—	—
Group 4 Disha Yash Shruti	8	9	10	9	36
Group 5 Gauri Rishi Gauri	9	9	9	9	36

Teacher's Signature: _____



Evidences

Activity -2.2c Students Reflections through Padlet



Student Reflection Padlet Link: <https://padlet.com/yogitaharne/my-sumptuous-padlet-y5j6cr3p3pqyvajj>

The screenshot shows a Padlet board with a purple background. The title is "RIDS-FROM SOIL TO SOUL-HARVESTING FESTIVALS Rubric". Below the title, there are two main sections: "Preservation of Traditional Practices" and "Fostering Community Cohesion". Each section has five cards representing different levels of achievement: "Needs Improvement (1 point)", "Satisfactory (2 points)", "Good (3 points)", "Excellent (4 points)", and "Awesome performance by the students of grade 5 & 6. Amalgamation of agricultural festivals with different cultures across the globe. Excellent performance!". The cards contain descriptive text for each level.

The screenshot shows a Padlet board with a light blue background. The title is "My sumptuous padlet". Below the title, there are six cards, each representing a different topic related to agriculture. The topics are: "Nalini Iyer", "Agricultural Practices", "Agriculture encompasses crop and livestock production, aquaculture, and forestry for food and non-food products.", "Influencing agriculture", "Agricultural practices refer to steps taken by farmers to grow crops and produce high quality and quantity production.", and "Agriculture place and important role in culture". Each card contains a brief description of the topic.

Evidences

Activity - 2.2, a,b,c Evaluation



Link for all Evaluation : https://drive.google.com/drive/folders/ILOXhKPzqv7lg-cXB_PzMZpuKvfl_fLJK

Recognition of International Dimension in Schools (RIDS) January 2024

Teacher evaluation of international activity

School Name:	Anand Vidya Vihar	Location:	Vadodra
Name:	Muthi Bach	Grade:	8th
Date of activity:	Millet's Poster making competition	Date:	5/5/24

Please comment on the impact this activity had on the student's learning.

- **Targeted and focused** - Students learn about the nutritional benefits and environmental sustainability of millets, fostering a deeper understanding of healthy eating and agriculture practices. - **Learning on millets** - often considered a more sustainable crop - can inspire students to explore existing about food chains.

Please comment on the impact this activity had on the school's learning.

- Such competitions often encourage collaboration between different departments, fostering a more integrated approach to education.

Please make any suggestions for improvement (i.e., what you did well at and what you did not do well at and why? What was the best observed and why?)

When students actively participate, they develop a personal connection to the topic, which enhances learning experience.

- **Suggestion:** - allow digital submissions or even a digital competition where they can create posters using graphic design tools.

Thank you for your time and comments.

Recognition of International Dimension in Schools (RIDS) January 2024

Parent/ guardian evaluation of international activity

School Name:	Anand Vidya Vihar	Location:	Vadodra
Name:	Nisha Shailen Mehta	Grade:	8th
Date of activity:	Millet's Poster making competition	Date:	5/5/24

Please comment on the impact this activity had on the student's learning.

- With the help of this project my daughter learnt about different type of millets and their uses. She is able to understand the significance of millets in today's generation.

Please comment on the impact this activity had on the school's learning.

- We started to use millets food on regular basis. This helps us to improve our health.

Please make any suggestions for improvement (i.e., what you did well at and what you did not do well at and why? What was the best observed and why?)

- These types of activities will increase the awareness about the millets. One people will start to use these millets, this will help to reduce dependency on other crops like wheat, rice etc.

ISA Evaluation Form - Full Award

Recognition of International Dimension in Schools (RIDS) January 2024

Teacher evaluation of international activity

School Name:	Anand Vidya Vihar	Location:	Vadodra
Name:	Dr. Anand Vidya Vihar	Grade:	8th
Date of activity:	Coding game - KOD QUEST	Date:	5/5/24

Please comment on the impact this activity had on the student's learning.

Students who are learning coding as one of their subjects got an opportunity to make a game during their RIDS activity (last festival). The game's name was 'KOD QUEST'. Students played the game too. It was a great learning experience for them as they could make the choice which design to use for their game.

Please comment on the impact this activity had on the school's learning.

I was involved in the activity along with the students. It could be the enthusiasm and the learning that was there in them. Few staff members as well as parents also played the game on the laptop and it was a very enriching experience.

Please make any suggestions for improvement (i.e., what you did well at and what you did not do well at and why? What was the best observed and why?)

Most effective part was incorporation of creativity and design. It could be the enthusiasm and the learning that was there in them. Few staff members as well as parents also played the game on the laptop and it was a very enriching experience.

Thank you for your time and comments.

Recognition of International Dimension in Schools (RIDS) January 2024

Student evaluation of international activity

School Name:	Anand Vidya Vihar	Location:	Vadodra
Name:	Divya Sharma	Grade:	8th
Date of activity:	Coding for Climate	Date:	5/5/24

What have you learned most about the activity? What did you like best?

We got more experience about coding and while we were preparing the game, I personally got to explore JavaScript (JS) language. The best parts writing code got a bit addictive and fun. Ultimately, a distinctive activity.

What have you learned most about the activity? What did you like best?

I personally got to learn about new modules like (thinter), functions, script and tags which will help assist me in the future. I also learnt about some human activities impacting the environment.

What have you learned most about the activity? What did you like best?

Working with a frontend language (which was used for the decoration and presentation) like JavaScript was interesting as it is a very hard language as we need to specify everything in it (even though it was important to connect the algorithm to the game).

Evidences

Activity- 2.3a Chlorophylla -Veggie Garden



Chlorophylla Veggie garden link : <https://youtu.be/0Q6oo9BANXM?si=TIQPFgBuH1AgVMT0>



Students Promoted organic farming by starting veggie garden 'CHLOROPHYLLA' in school on 'World Environment Day'. The students grew different vegetable and medicinal crops and promoted a sustainable eco system at school.

Evidences

Activity - 2.3a Students report & Self Reflection Forms

Anand Vidya Vihar
RTOB - Activity II
19 August 2024

Chlorophylla Veggie Garden

Anand Vidya Vihar organised an event on the awareness of organic farming on 5th June. Evening and day. This event was named as Chlorophylla Veggie Garden. As the science teachers of grade 5 and 9 were engaged in this event students of these classes were encouraged to participate in this event. It took place on the garden side lane on the Anand Vidya Vihar Play ground.

This event was about growing different vegetables and medicinal plants organically by using manures. The students were handed equipments such as Khurpi to plough the soil, then they were handed seeds of sweet chili, bottle gourd, fenugreek, tulsi, mint, barley and neem. Then a layer of soil was added on top. After some some days growth of these plants were seen.

In this event majority learnt skills were how to use khurpi to plough the soil, at what depth the seeds were to be sown and how to take care of them. This event was successful to promote organic farming as a beneficial advantage to our health.

ANAND VIDYA VIHAR
RTOB ACTIVITY -2
FROM SOIL TO SOUL
SUB ACTIVITY - 'CHLOROPHYLLA' VEGGIE GARDEN
Name: Mahima Upadhyay
Grade: 8A
SELF REFLECTION FORM

Q1. What is the name of the Veggie Garden inaugurated in our School?
Ans. The 'Chlorophylla' is the name of our veggie garden which is inaugurated in our school.

Q2. Do you think creating sustainable Ecosystem is very important? why? List any 3 benefits.
Ans. Yes, creating sustainable ecosystem is important as it helps to sustain all types of organisms, to provide all types of food and allows us humans to interact with each other.

Q3. What is the importance of promoting Organic Farming at micro level?
Ans. The importance of organic farming at a micro level is as it does not involve the usage of fertilizers and stops the crop from spoiling.

Q4. What are the skills and Values, you have learnt through the activity?
Ans. The skills and values which I learnt throughout the activity, are that I learnt how to do ploughing, and saving of seeds.

Q5. Do you like the initiative taken by our school to promote organic farming?
Ans. Yes, our school has taken a good initiative by promoting organic farming.

Rate this activity from 1 to 5

😊😊😊😊😊

ANAND VIDYA VIHAR
RTOB ACTIVITY -2
FROM SOIL TO SOUL
SUB ACTIVITY - 'CHLOROPHYLLA' VEGGIE GARDEN
Name: Divyanki Arora
Grade: 8
SELF REFLECTION FORM

Q1. What is the name of the Veggie Garden inaugurated in our School?
Ans. The 'Chlorophylla' is the name of the Veggie Garden inaugurated in our school.

Q2. Do you think creating sustainable Ecosystem is very important? why? List any 3 benefits.
Ans. Yes, creating sustainable Ecosystem is very important because it helps all organisms to sustain. It also provide every sort of the organism and allow humans to interact with each other.

Q3. What is the importance of promoting Organic Farming at micro level?
Ans. Organic farming is very important because it is does not involve chemical fertilizers and seeds, thus it is the crop both from the soil.

Q4. What are the skills and Values, you have learnt through the activity?
Ans. The skill I learnt the great skill of sowing and ploughing throughout the activity. And I also learnt the values of our production.

Q5. Do you like the initiative taken by our school to promote organic farming?
Ans. Yes, I really liked the initiative taken by our school to promote organic farming.

Rate this activity from 1 to 5

😊😊😊😊😊

ANAND VIDYA VIHAR
RTOB ACTIVITY -2
FROM SOIL TO SOUL
SUB ACTIVITY - 'CHLOROPHYLLA' VEGGIE GARDEN
Name: Jasvi Patel
Grade: 8
SELF REFLECTION FORM

Q1. What is the name of the Veggie Garden inaugurated in our School?
Ans. Chlorophylla is the name of the Veggie Garden inaugurated in our school.

Q2. Do you think creating sustainable Ecosystem is very important? why? List any 3 benefits.
Ans. Yes, it is important as it balances all the life forms cycle. It provides a sustainable way to live, saves resources (natural) and protects eco-system.

Q3. What is the importance of promoting Organic Farming at micro level?
Ans. It is important as it maintains environment health and keeping agriculture production at a sustainable level.

Q4. What are the skills and Values, you have learnt through the activity?
Ans. We learnt the skills to practice growing of crops, understanding the time, hardwork and patience a farmer requires for a successful crop.

Q5. Do you like the initiative taken by our school to promote organic farming?
Ans. Yes, I liked the initiative taken by our school to promote organic farming.

Rate this activity from 1 to 5

😊😊😊😊😊

Evidences

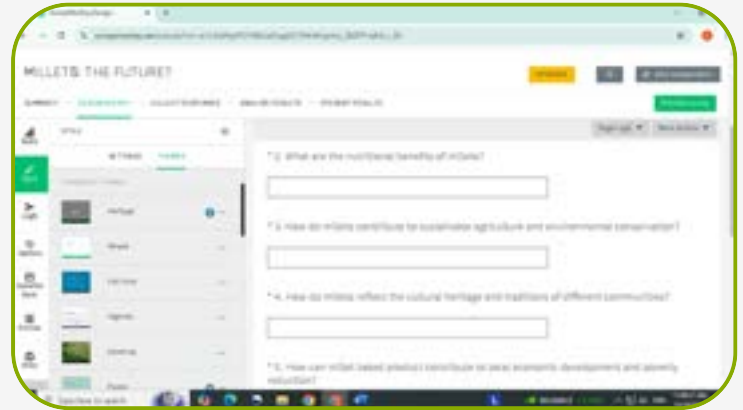
Activity- 2.3b Millet Food Fest



Students Promoted a healthy, nutritious and balanced food by launching a 'Millet Food Fest' at school dining hall.



Activity – 2.3b Self Reflection



Evidences

Activity – 2.3c Project file on Agricultural waste India , US, UK & Thailand

Students researched on the useful ways of utilizing crop and agricultural waste in India, US, UK and Thailand .
The research work was presented in a project file



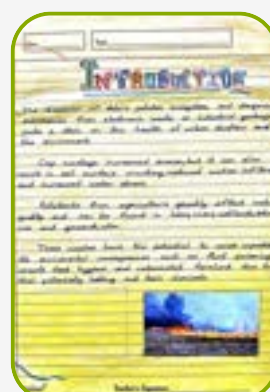
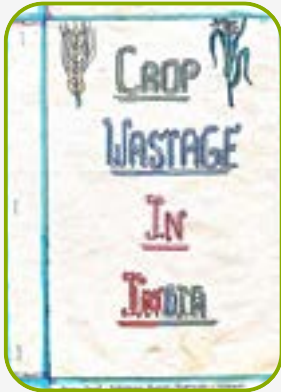
Evidences

Activity – 2.3c Project files on Agricultural waste

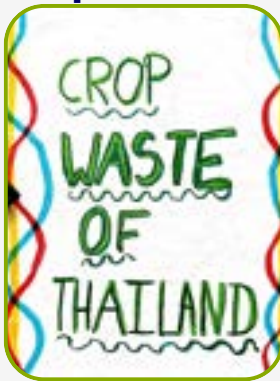


Link For all Project Files : https://drive.google.com/drive/folders/1YamSTDpPLk83h2rUs59JJJo24KoL_2PQo

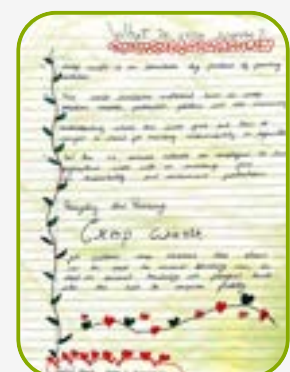
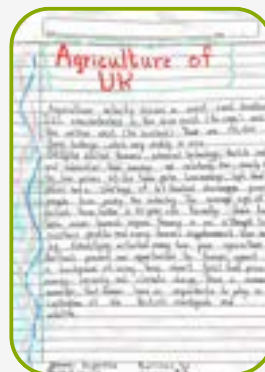
Crop waste in India



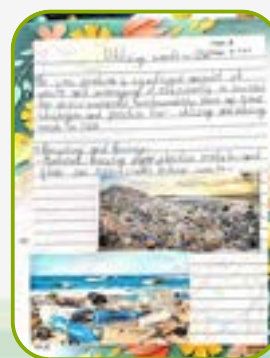
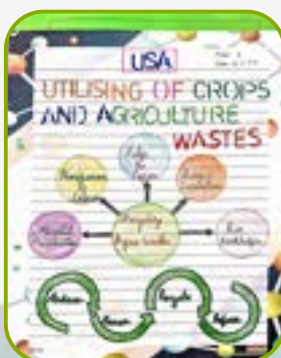
Crop waste in Thailand



Crop waste in U.K



Crop waste in U.S.A



Evidences

Activity – 2.3c Innovative ways of using crop waste



Students Created a useful product.
From crops and Agricultural waste.



Evidences

Activity - 2.3c Assessment for Innovative Product

ANAND VIDYA VIHAR
Multi Skill Pair Activity 2024-25

Class: V-A Date: 10-9-2024

No	Names	Originality/Innovation (5)	Utility (5)	Oral Presentation (4)	Coordination (5)	Sustainability (5)	Total (25)	Result	Remarks
1	MUMUKSHU VARSHNI, ZUNARA GUPTA	4	4	3	4	4	19	II	$19 + 16 = 35$
2	ANURAG GUPTA, ARJUN TAINI	3	2	2	3	2	13	Cons.	$13 + 15 = 28$
3	ANURAG GUPTA, YASHVI KUMAR	2	2	3	2	2	12		$12 + 10.5 = 22.5$
4	PAUL SHARMA, MIYA SATHVIA	3	2	3	3	2	13	Cons.	$13 + 15 = 28$
5	HIDRAB VOHRA, ADITYA PATEL	2	2	2	2	2	10		$10 + 14.5 = 24.5$
6									
7									
8									
9									
10									

NAME OF THE JUDGE 1: Sharma NAME OF THE JUDGE 2: Mishra
SIGN: [Signature] SIGN: [Signature]

ANAND VIDYA VIHAR
Multi Skill Pair Activity 2024-25

Class: V-B Date: 10-9-2024

No	Names	Originality/Innovation (5)	Utility (5)	Oral Presentation (4)	Coordination (5)	Sustainability (5)	Total (25)	Result	Remarks
1	ANURAG GUPTA, ZUNARA GUPTA	3	2	2	3	2	12		$12 + 11 = 23$
2	ANURAG GUPTA, ARJUN TAINI	2	3	3	3	2	13		$13 + 12 = 25$
3	ANURAG GUPTA, YASHVI KUMAR	2	3	2	2	2	11		$11 + 11 = 22$
4	PAUL SHARMA, MIYA SATHVIA	2	2	3	3	2	12		$12 + 11 = 23$
5	HIDRAB VOHRA, ADITYA PATEL	3	2	2	2	2	11		$11 + 10 = 21$
6									
7									
8									
9									
10									

NAME OF THE JUDGE 1: Sharma NAME OF THE JUDGE 2: Mishra
SIGN: [Signature] SIGN: [Signature]

ANAND VIDYA VIHAR
Multi Skill Pair Activity 2024-25

Class: V-C Date: 10-9-2024

No	Names	Originality/Innovation (5)	Utility (5)	Oral Presentation (4)	Coordination (5)	Sustainability (5)	Total (25)	Result	Remarks
1	ANURAG GUPTA, ZUNARA GUPTA	4	4	3	3	4	18	III	$18 + 10.5 = 28.5$
2	ANURAG GUPTA, ARJUN TAINI	4	4	4	4	4	20	II	$20 + 12 = 32$
3	ANURAG GUPTA, YASHVI KUMAR	2	3	2	2	3	12		$12 + 10 = 22$
4	PAUL SHARMA, MIYA SATHVIA	3	3	3	3	3	15		$15 + 10 = 25$
5	HIDRAB VOHRA, ADITYA PATEL	3	3	2	2	3	13		$13 + 10 = 23$
6									
7									
8									
9									
10									

NAME OF THE JUDGE 1: Sharma NAME OF THE JUDGE 2: Mishra
SIGN: [Signature] SIGN: [Signature]

Evidences

Activity – 2.3d Student Led Conference



YouTube link : <https://youtu.be/XtXCYP-sdo?si=9K-G2HxnmhZvpPO>



The students presented their activities in front of school community



Evidences

Activity - 2.3 a,b,c,d Evaluation



Link for all forms : https://drive.google.com/drive/folders/10W5qrHoW7N_DnyxkDcOatmAK9SIVmdAK

Recognition of International Dimension in Schools (RIDS) January 2024

Student evaluation of international activity

School Name: Anand Vidya Vihar, Location: Haryana, India
 Name: Anand Vidya Vihar, Class: 10
 Title of activity: How of using crop waste and agricultural waste (Croped rice, Dried out of water)

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

It engaged them in a way that they could learn from waste which was useful and the best thing was that everyone could learn from it. It was a great way to learn and to make something useful.

Recognition of International Dimension in Schools (RIDS) January 2024

Teacher evaluation of international activity

School Name: Anand Vidya Vihar, Location: Haryana, India
 Name: Anand Vidya Vihar, Class: 10
 Title of activity: How of using crop waste and agricultural waste (Croped rice, Dried out of water)

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

By engaging in these activities students can significantly contribute to the effective utilization of waste crops, promoting sustainability and innovation in agriculture worldwide.

Please comment on the impact this activity has had on the teacher's practice:

Teachers can enhance the students' attitudes and behaviors towards sustainability and contribute to a broader movement for responsible agricultural practices.

Please comment on the impact this activity has had on the school's culture:

This Collaborative Approach not only enhances educational outcomes but also promotes a culture of sustainability that can have effects on the community.

Recognition of International Dimension in Schools (RIDS) January 2024

Visitor evaluation of international activity

School Name: Anand Vidya Vihar, Location: Haryana, India
 Name: Dr. Chandan, Class: 10
 Title of activity: How of using crop waste and agricultural waste (Croped rice, Dried out of water)

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

આ સક્રિયતાથી વાંચી વિદ્યાર્થીઓને પણ સંસ્કૃતિ અને જાણકારી મળી શકે છે અને તેમણે પણ સત્વરે જાણકારી મળી શકે છે અને તેમણે પણ સત્વરે જાણકારી મળી શકે છે.

Please comment on the impact this activity has had on the teacher's practice:

વિદ્યાર્થીઓ અને શિક્ષકોને પણ સત્વરે જાણકારી મળી શકે છે અને તેમણે પણ સત્વરે જાણકારી મળી શકે છે.

Please comment on the impact this activity has had on the school's culture:

આ સક્રિયતાથી વાંચી વિદ્યાર્થીઓને પણ સંસ્કૃતિ અને જાણકારી મળી શકે છે અને તેમણે પણ સત્વરે જાણકારી મળી શકે છે.





Evidences

Communication with Aditya Birla School Somnath ,Gujarat ,India.



WhatsApp

17/05/24, 1:47 pm - Messages and calls are end-to-end encrypted. No one outside of this chat, not even WhatsApp, can read or listen to them. Tap to learn more.

17/05/24, 1:48 pm - Nalini: Good afternoon ma'am

17/05/24, 1:48 pm - Nalini: Myself Nalini Iyer from Anand Vidya Vihar school, Vadodara, Gujarat

17/05/24, 1:50 pm - Nalini: This is regarding the RIDS, British Council Activity. You are my partner school, wherein we need to share and exchange our activities.

We will be starting our activities in the month of June.

Kindly share your mail id so that I can forward our planning.

17/05/24, 7:09 pm - Nalini: null

18/05/24, 8:05 am - RIDS Kirti Upadhyay: Good morning ma'am, I'm extremely sorry that I couldn't respond yesterday as I was driving whole day.

Here I share my email ID:

kirti.upadhyay@yahoo.com

Thank you.

With warm regards

Kirti Kumar Upadhyay

18/05/24, 8:14 am - Nalini: Thank you so much ma'am.

I will send my planner to your mail id.

We need to conduct the activities in both schools and must share our activities.

Looking forward to work with you ma'am

18/05/24, 9:05 am - RIDS Kirti Upadhyay: Yes ma'am. By the way I am Kirti Sir.

The confusion very obvious as my name is unisex and it sounds more of feminine

Regards

21/05/24, 9:09 am - Nalini: Good morning sir

21/05/24, 9:11 am - Nalini: I will send the entire activity plan to you through e-mail.

The first activity planned on World Environment Day, 5 th June. Classes are Std 5 and 8

Kindly plan for the same.

Regards

Nalini Iyer

21/05/24, 9:12 am - Nalini: Do you have any official mail id allotted from your school?

21/05/24, 9:13 am - RIDS Kirti Upadhyay: kirti.upadhyay@adityabirla.com

21/05/24, 9:14 am - Nalini: Thank you sir. I will send the mail in the above mail id. Is it ok sir?

21/05/24, 9:14 am - RIDS Kirti Upadhyay: Good morning ma'am,

We have summer vacation in the school right now and the school will reopen on June 24 for the students. So, we have to plan the activities accordingly.

Regards

22/05/24, 4:49 pm - Nalini: Hello sir

I have mailed you the activity planner

Kindly go through it.

Once your school starts, you can start your activities sir

We will be sharing our activities sir.

22/05/24, 4:55 pm - RIDS Kirti Upadhyay: Yes, ma'am. Thank you so much.

22/05/24, 4:57 pm - Nalini: Thank you sir.

Looking forward to work with your school .

22/05/24, 5:11 pm - RIDS Kirti Upadhyay: Yes ma'am, it would definitely be a wonderful and learning experience.

16/07/24, 8:06 am - Nalini: Good morning sir

16/07/24, 8:06 am - Nalini: Hope all is well

16/07/24, 8:08 am - Nalini: I have completed few activities in my school, I am sending the mail to you today.

What about your side activities sir? Have you completed any as per the activity sheet sent ?

18/07/24, 7:48 am - RIDS Kirti Upadhyay: Good morning Dear Ma'am, Greetings of the day!

Kindly share your activities through email and we'll share ours. We'll also try to align our activities with yours.

Regards

18/07/24, 8:03 am - Nalini: Thank you so much sir. I will share today itself sir

26/07/24, 1:23 pm - Nalini: Good afternoon sir

Kindly check your mail. I have sent few activities completed by our school students.

26/07/24, 2:57 pm - RIDS Kirti Upadhyay: Ohk ma'am. I'll check and revert.

Regards

05/08/24, 8:15 am - Nalini: Good morning sir

Hope you liked our RIDS activities.

Kindly give your feedback of the activities through mail sir.

Hope you have done few activities. Kindly share that too.

26/09/24, 6:34 pm - Nalini: Good evening sir

26/09/24, 6:35 pm - Nalini: Hope everything is fine

26/09/24, 6:37 pm - Nalini: Sir, kindly share the activities from your side. It's a exchange programme so unless and untill you can't share any activity from your school side it's not get completed.

Kindly mail me the activities what you have conducted at your school.

Waiting for your reply

26/09/24, 7:10 pm - RIDS Kirti Upadhyay: Yes ma'am. You'll receive the files by this weekend. Actually, we were piled up by lots of work during last months. We have been doing all the activities but couldn't get time to share. Just give two more days and we'll email you all the files.

Thank you for your support.

Regards

26/09/24, 8:58 pm - Nalini: Wow! Very nice to hear that. Looking forward the mail sir.

09/10/24, 6:43 pm - Nalini: Good evening sir

Still not received any activity from your side.

Kindly share your activities through mail.

15/10/24, 8:28 am - Nalini: Good morning sir

Kindly send the activities whatever you have been done till date. We have completed all the activities and we have a culmination activity tomorrow.

Kindly send me as early as possible.

15/10/24, 8:28 am - Nalini: null

15/10/24, 9:01 am - RIDS Kirti Upadhyay: Good morning ma'am, Once again I'm sorry but you'll positively receive by today.

11/11/24, 5:48 pm - Nalini: null





Evidences

Communication with Aditya Birla School Somnath ,Gujarat ,India.



WhatsApp

22/10/24, 1:49 pm - Messages and calls are end-to-end encrypted. No one outside of this chat, not even WhatsApp, can read or listen to them. Tap to learn more.

22/10/24, 1:49 pm - RIDS Rajesh Aditya Birla School Kapadia is a contact

22/10/24, 1:20 pm - RIDS Rajesh Aditya Birla School Kapadia: Good afternoon, Madam.

I am Rajesh Kapadia from ABPS, Veraval.

I am the new CCA incharge.

22/10/24, 1:21 pm - RIDS Rajesh Aditya Birla School Kapadia: Principal Madam has asked me coordinate with you for the exchange of activities

22/10/24, 1:21 pm - RIDS Rajesh Aditya Birla School

Kapadia: Please let me know how we can go about it

22/10/24, 3:58 pm - Nalini: Good afternoon sir

22/10/24, 3:58 pm - Nalini: null

24/10/24, 8:08 am - Nalini: Good morning sir

Kindly share the activities done by your school students through an e- mail.

nalini.iyer@ anandvidyavihar.org

11/11/24, 5:49 pm - Nalini: Good evening sir

11/11/24, 6:11 pm - RIDS Rajesh Aditya Birla School

Kapadia: Good evening, Madam

11/11/24, 6:41 pm - Nalini: I have received the mail from your side but the the activities are not what I have been sent sir.

I have sent the entire activity plan and also shared the pics of every activity performed by the students.

If you want me to explain again, I can sir.

indly give me time and date so that I can talk to you sir.

11/11/24, 6:42 pm - Nalini: <Media omitted>

11/11/24, 6:43 pm - Nalini: If not all activities mentioned above atleast few can be done from your school students

11/11/24, 6:44 pm - Nalini: I have sent the mail to kirti sir also and shared the pics

11/11/24, 6:44 pm - Nalini: Kindly do the needful sir

11/11/24, 6:44 pm - Nalini: <https://youtu.be/XtXCYP-sdo?si=9K-G2HxnmhZvpPO>

11/11/24, 6:45 pm - Nalini: This is what we completed all the activities and shared in the YouTube

11/11/24, 6:56 pm - RIDS Rajesh Aditya Birla School Kapadia: Ok

11/11/24, 6:56 pm - RIDS Rajesh Aditya Birla School Kapadia: Once the school reopens on 18 November

11/11/24, 6:56 pm - Nalini: Thank you so much sir

26/11/24, 12:21 pm - Nalini: Good afternoon sir

26/11/24, 12:21 pm - Nalini: I have sent a mail to you. Kindly check.

26/11/24, 12:22 pm - Nalini: Can I talk to you sir. Kindly let me know the time.

27/11/24, 5:39 pm - Nalini: Topic: Crop production and management in India,UK,US and Thailand.

Ask class 8 students to make the above PPT in a group. You can allot 6 students in one group.

27/11/24, 5:41 pm - Nalini: Topic 2: poster/ collage making using millets.

Ask class 8 or class 5 students to make the posters in a group.(5 students in a group)

27/11/24, 5:42 pm - Nalini: Atleast 5 to 7 PPT and 5 to 7 posters are enough sir.

27/11/24, 5:43 pm - Nalini: <Media omitted>

27/11/24, 5:43 pm - Nalini: <Media omitted>

27/11/24, 5:44 pm - Nalini: Sample ppt

27/11/24, 5:58 pm - RIDS Rajesh Aditya Birla School Kapadia: Thank you very much.

03/12/24, 8:10 am - Nalini: Good morning sir

Hope your students are started their RIDS activities.

You can share their work through e mail sir

03/12/24, 8:42 am - RIDS Rajesh Aditya Birla School Kapadia: Good morning, Madam.

Yes, they have started.

Will share with you once it's completed.

03/12/24, 8:44 am - Nalini: Ok sir. Thank you

07/12/24, 8:49 am - Nalini: Good morning sir

If your students completed the activities, kindly e mail the work.

12/12/24, 2:14 pm - Nalini: Good afternoon sir.

12/12/24, 2:17 pm - Nalini: Kindly share the Activity picture of your school students through mail.

We are making the final Dozier. We need to compile the work sir.

12/12/24, 3:06 pm - RIDS Rajesh Aditya Birla School Kapadia: Good afternoon, Madam.

We have completed Collage making/ Painting.

Will share it tomorrow.

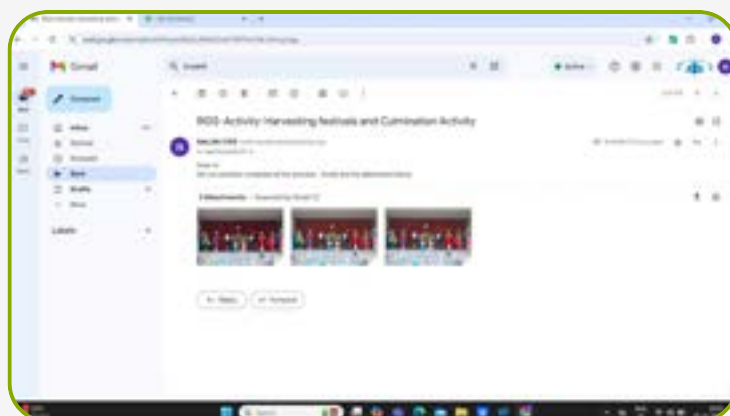
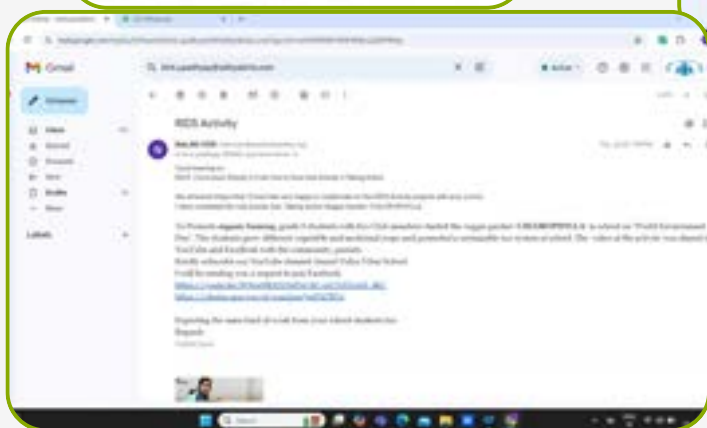
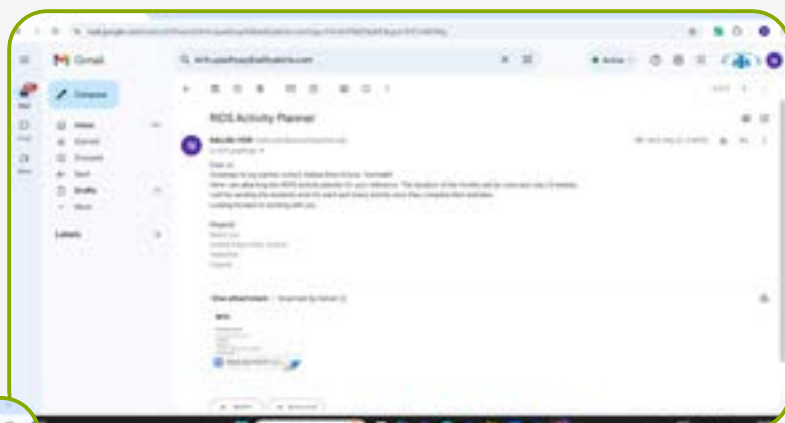
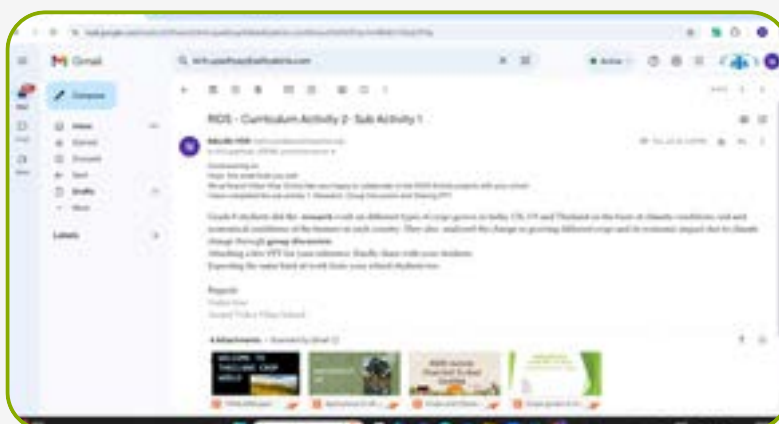
12/12/24, 3:12 pm - Nalini: Wow. Thank you so much sir



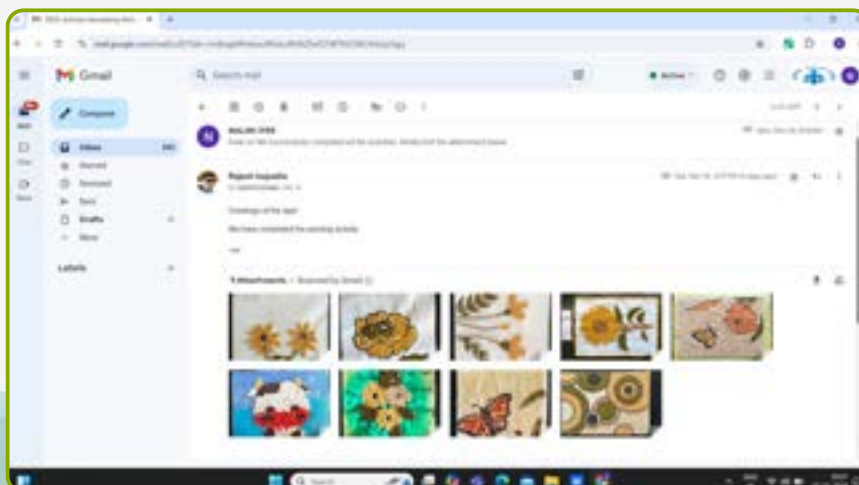


Evidences

Communication with Aditya Birla School Somnath, Gujarat, India.



e-mail from partner school



Evidences

Media



Face book

<https://www.facebook.com/share/v/19dhaJfsiB/>



Instagram

<https://www.instagram.com/reel/C9ledLpS6Bb/?igsh=bG1ncms2Zjc5ZG4w>



YouTube:

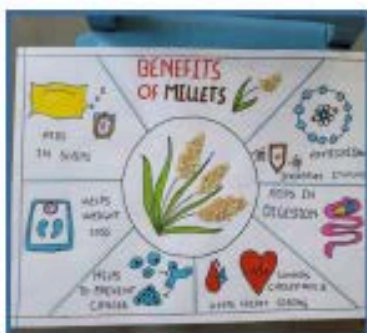
<https://youtu.be/XtXCYQP-sdo?si=9K-G2HxnnmhZvpPO>

<https://youtu.be/MVQIlv333AA?si=riCSbljTOUpW58iO>

<https://youtu.be/0Q6oo9BANXM?si=TIQPFgBuHIAgVMT0>



RECOGNITION OF INTERNATIONAL DIMENSIONS OF SCHOOLS (RIDS)



FROM SOIL TO SOUL

FROM SOIL TO SOUL FOCUSES ON ACHIEVING SDG 'ZERO HUNGER' THROUGH SUSTAINABLE AGRICULTURE. STUDENTS OF AVV RESEARCHED CROPS FROM INDIA, THE US, UK, AND THAILAND, EXPLORING ECONOMIC AND ENVIRONMENTAL FACTORS. THEY ENGAGED IN DISCUSSIONS AND CREATED INNOVATIVE PROJECTS LIKE MILLET POSTERS AND CODING GAMES ON ORGANIC FARMING. A TALK SHOW WITH AN EXPERT FROM THE AGRICULTURAL INSTITUTE OF GUJARAT HIGHLIGHTED MODERN FARMING TECHNIQUES. STUDENTS ENACTED HARVEST FESTIVALS, PROMOTED ORGANIC FARMING WITH A SCHOOL VEGGIE GARDEN, LAUNCHED A 'MILLET FOOD FEST,' AND CREATIVELY REUSED AGRICULTURAL WASTE. THESE ACTIVITIES FOSTERED COOPERATION AND COMMITMENT TO ENSURING FOOD SECURITY AND SUSTAINABILITY WORLDWIDE.





*Shaping Minds, Nurturing Hearts, and
Building Futures – Where Every Activity
Inspires Excellence!*



*Shaping Minds, Nurturing Hearts, and
Building Futures – Where Every Activity
Inspires Excellence!*

Curriculum Activity – 3

Swastha Shariram Supradhanam!

Swastha Shariram Supradhanam aims to promote personal health and well-being by engaging in physical activities and advocating for conservation, and inspiring global collaboration for sustainable health and environmental conservation.



Activity Cover Sheet

Activity No : 3 Collaborative

RIDS ID:	RIDS2429	City:	VADODARA
School Name:	ANAND VIDYA VIHAR		
Title of the activity:	SWASTHA SHARIRAM SUPRADHANAM		
Teachers Responsible:	Dr. Kukoo Mukherjee, Bharti lalchandani, Rashmi Erande, Akhil Pathak, Jasmin Premson, Shivalika Savant and Dr. Sonal Prakashkar		
Other staff involved:	Poornima Menon (Principal), Sunil Patel, Ranjit Bhai		
Subject covered:	Physical Education, Yoga, Physics, Math, ICT and Biology		
Brief details of the aim, content, and outcome of the activity:	Knowledge: 1. Demonstrate a comprehensive understanding of the significance and global impact of indigenous sports in UK, USA, Thailand and India. 2. Develop interest and acquire knowledge about principles of Physics behind sports. 3. Acquire knowledge about the prevalence and benefits of Yoga, as well as its integration into various cultural contexts in UK, USA, Thailand and India. 4. Develop an understanding of the importance of biodiversity conservation and implications for human health. 5. Gain insights into the impact of environmental degradation on ecosystems and wildlife, recognizing the interconnections of local and global environmental issues. Skills: 1. Develop research skills to gather information about different sports of chosen countries and environmental conservation topics as well as presentation skills to effectively communicate their findings. 2. Building computational skills to assess the techniques used by players in track and field game (Shot put). 3. Demonstrate proficiency in Physical activities, different yoga, Surya Namaskar and participating in trekking activities, fostering teamwork and leadership skills. Attitudes: 1. Develop an appreciation for diverse sports cultures 2. Understand the importance of science in techniques to enhance athletes' performance. 3. Cultivate a positive attitude towards yoga as a holistic approach to promoting physical and mental well being, acknowledging its significance in global health practices. 4. Develop a sense of environmental responsibility and commitment to conservation efforts and preserving for future generations.		
Countries explored:	UK, USA, Thailand and India		
Partner School Name & country (for collaborative activity):	Aspee Nutan Academy school, Mumbai, INDIA		
Other sources of information:	Internet, Videos, documentaries, Books, Resource Person		
Time period of the activity:	June - July (6 weeks Proposed, got delayed due to Monsoon showers and flooding), [October- November 6 weeks]		
Classes involved:	Grades 4, 11 and 12		
Number of students involved:	216		
Types of evidence:	Photographs: Research work, Students sharing their research work, Power point presentation, students involved in measuring the field dimensions for kabaddi and shot put game, Yoga, debate, Resource person discussing with students, trekking activities. Scanned Copies: Research work, worksheets, project files, posters and photo-frames regarding yoga, Evaluation forms, feed back forms from teachers, parents students and visitors. Screenshots: E.mails to partner school, Whats app messages, PPT, google form. Links: Google form link for debate, google form link for quiz		

For the Details
of the Activity

[Click Here](#) →





Teacher's Report

It gives me immense pleasure to share my experience during our RIDS activity on the theme - SWASTHA SHARIRAM SUPRADHANAM (Healthy body is paramount) with classes 4, 11 and 12.

“SWASTHA SHARIRAM SUPRADHANAM” was an initiative to promote personal health and planetary well being by engaging in physical activities and advocating for conservation, fostering global health and environmental responsibility.



Students selected four indigenous games Cricket from UK, Lacrosse from USA, MUAY Thai from Thailand and Kabaddi from India. During their research they came to know about the history of the game, the cultural and global impact of the game, physical fitness techniques utilized by team players in each of the game. Measurement of court size for the team game kabaddi was done by students with the help of inputs from Sunil Patel sir. Students also found that athletes can improve the technique of playing a game through knowledge of scientific principles. Practice of Surya namaskar and other yoga activities are a part of their daily routine now, as they are well trained by Mrs. Bharati Lalchandani and have a better understanding of the benefits of each Asanas.

Students gained knowledge of importance of C4 pathways in plants through the discussion initiated by our in-house resource person Dr. Sonal Prakashkar and planted saplings of Bajra and maize (C4 plant saplings) in the school garden. Trekking activity with GEER foundation to Kevdi Camp was yet another important activity through which they came to know about many medicinal plants which are of importance to us and students pledged to take care of nature. I would like to take this opportunity to express my heartfelt gratitude to our school principal Mrs. Poornima Menon and RIDS Coordinator Mrs. Seema Kadri for the guidance and support during the activities. I thank all the teachers who were a part of this programme for their hard work and dedication to make the students gain knowledge about the importance of consistent practice either in life or in a game.

I would like to thank our partner school Principal Mrs. Nuzhat R. Khan, teacher Mrs. Freda Almeda and the students of Aspee Nutan Academy school, Mumbai for their involvement in two of the activities Yoga and online debate on the topic “conservation of plants and animals can only promote health and well being”, which was appreciated by the judges.

Swastha Shariram Supradhanam was a resounding success, achieving its objectives and demonstrating the potential for interdisciplinary approach and project based learning. It helped the students to achieve collaboration skills, made them confident, physically fit and creating environmental awareness among the students to create a better future for the planet and its inhabitants.

-Dr. Kukoo Mukherjee

Evidences

Activity 3.1 a Powerpoint presentation



Link for Assessment and Rubric : https://drive.google.com/drive/folders/1QzmZgYgSLM3oS_UM0EpAmcJYPJPB9-4?usp=drive_link

After research on indigenous sports of four countries India, Thailand, UK and USA students presented their findings in the form of Power point presentation. It was evaluated by judges as well as peer assessed.



ANAND VIDYA VIHAR
BRAIN ACTIVITY 3 - INDIGENOUS SPORTS OF FOUR COUNTRIES
BRAIN FOR PEER ASSESSMENT OF RESEARCH FINDINGS

Peer Assessment	1	2	3	4
Topic Relevance	Indigenous sports are relevant to the topic of research.	Indigenous sports are relevant to the topic of research.	Indigenous sports are relevant to the topic of research.	Indigenous sports are relevant to the topic of research.
Student Knowledge	Indigenous sports are relevant to the topic of research.	Indigenous sports are relevant to the topic of research.	Indigenous sports are relevant to the topic of research.	Indigenous sports are relevant to the topic of research.
Content of data	Indigenous sports are relevant to the topic of research.	Indigenous sports are relevant to the topic of research.	Indigenous sports are relevant to the topic of research.	Indigenous sports are relevant to the topic of research.
Assessment of content	Indigenous sports are relevant to the topic of research.	Indigenous sports are relevant to the topic of research.	Indigenous sports are relevant to the topic of research.	Indigenous sports are relevant to the topic of research.
Conclusion	Indigenous sports are relevant to the topic of research.	Indigenous sports are relevant to the topic of research.	Indigenous sports are relevant to the topic of research.	Indigenous sports are relevant to the topic of research.

STUDENT'S NAME: _____

ANAND VIDYA VIHAR
BRAIN ACTIVITY 3 - INDIGENOUS SPORTS OF FOUR COUNTRIES
BRAIN FOR PEER ASSESSMENT OF RESEARCH FINDINGS

Peer Assessment of Research Findings

1. Indigenous sports - UK, USA, THAILAND and INDIA
2. Indigenous game - Shotput (Math and Physics)
3. Innovative healthy drink modified for players
4. Nature helps in maintaining our health - Medicinal plants

JUDGEMENT SHEET FOR ASSESSMENT OF RESEARCH FINDINGS

PEER ASSESSMENT OF RESEARCH FINDINGS

Team	Name of student	Originality of content	Presentation	Length of time	Relevance to content	Conclusion	Total
1	ANAND VIDYA VIHAR	5	2	3	3	3	16
2	ANAND VIDYA VIHAR	5	4	3	4	4	18
3	ANAND VIDYA VIHAR	5	3	3	3	3	15
4	ANAND VIDYA VIHAR	5	3	3	3	3	15
5	ANAND VIDYA VIHAR	5	3	3	3	3	15
6	ANAND VIDYA VIHAR	5	3	3	3	3	15
7	ANAND VIDYA VIHAR	5	3	3	3	3	15
8	ANAND VIDYA VIHAR	5	3	3	3	3	15
9	ANAND VIDYA VIHAR	5	3	3	3	3	15
10	ANAND VIDYA VIHAR	5	3	3	3	3	15

Names of group members who participated: _____

Teacher's Signature: _____

ANAND VIDYA VIHAR
BRAIN ACTIVITY 3 - INDIGENOUS SPORTS OF FOUR COUNTRIES
BRAIN FOR PEER ASSESSMENT OF RESEARCH FINDINGS

Peer Assessment of Research Findings

1. Indigenous sports - UK, USA, THAILAND and INDIA
2. Indigenous game - Shotput (Math and Physics)
3. Innovative healthy drink modified for players
4. Nature helps in maintaining our health - Medicinal plants

JUDGEMENT SHEET FOR ASSESSMENT OF RESEARCH FINDINGS

PEER ASSESSMENT OF RESEARCH FINDINGS

Team	Name of student	Originality of content	Presentation	Length of time	Relevance to content	Conclusion	Total
1	ANAND VIDYA VIHAR	5	2	3	3	3	16
2	ANAND VIDYA VIHAR	5	4	3	4	4	18
3	ANAND VIDYA VIHAR	5	3	3	3	3	15
4	ANAND VIDYA VIHAR	5	3	3	3	3	15
5	ANAND VIDYA VIHAR	5	3	3	3	3	15
6	ANAND VIDYA VIHAR	5	3	3	3	3	15
7	ANAND VIDYA VIHAR	5	3	3	3	3	15
8	ANAND VIDYA VIHAR	5	3	3	3	3	15
9	ANAND VIDYA VIHAR	5	3	3	3	3	15
10	ANAND VIDYA VIHAR	5	3	3	3	3	15

Names of group members who participated: _____

Teacher's Signature: _____



Evidences

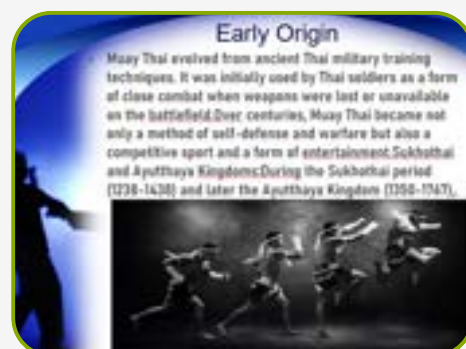
Activity-3.1 a Indigenous Sports-Research Findings

Link for PPT :https://drive.google.com/drive/folders/1Mzxnn6f9aqHKUVkgVrTZDGVZojjXzquO?usp=drive_link

India



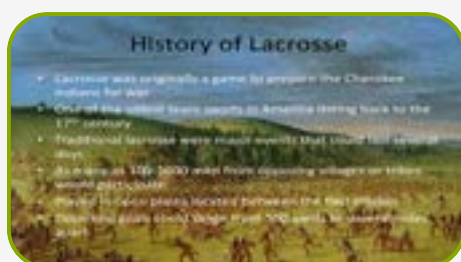
Thailand



UK



USA



Evidences

Activity 3.1 b Shot Put Game – Reasearch Findings (Physics and Math behind shotput game)

Link for ppt :https://drive.google.com/drive/folders/115J-3GCdLPUVRjRuN2LIUJIFikUIGoYF?usp=drive_link



2. Tangential Separation

- The sector in which the shotput players are allowed to throw the shot is of an angle equal to approximately 35°.
- The tangential path of the release after completing the circular rounds is also an important thing to consider when players are strategically and technically preparing.



Essential Exercises for Shot Put

- Squats**
Squats are a foundational exercise for shot put throwers as they help develop lower body strength, power, and stability. By targeting the **quadriceps, hamstrings, glutes, and core muscles**, squats improve the explosive force needed for generating maximum power during the throw.
- Deadlifts**
Deadlifts are another essential strength exercise for shot put throwers as they target the **posterior chain muscles**, including the **glutes, hamstrings, and lower back**. This exercise helps in developing overall strength and power, especially in the hips and legs, which are crucial for generating force during the shot put throw.




ANAND VIDYA VIHAR
RIDS ACTIVITY 2024-25
SWASTHYA SHARIKAM SUPRADHAANAM

Physics In Shotput

DYNAMICS IN SHOTPUT



POWER IN MOTION: EXPLORING SHOT PUT TECHNIQUES

Shot put is a track and field event where athletes throw a heavy metal ball, called a shot, as far as possible.

Competitors use techniques like the glide or spin to generate power, with men's shots weighing 7.26 kg and women's 4 kg.

Training focuses on strength, technique, and precision. It has a rich history, being an Olympic event since 1896 for men and 1948 for women, with notable records held by athletes like Ryan Crouser and Valerie Adams.




WORK DONE IN SHOTPUT

It is defined as the product of the force applied to the shot and the distance over which that force is exerted in the direction of the throw.

$$W = F \cdot d \cdot \cos(\theta)$$

SI Unit- Joules (J)

In shot put, "work done" refers to the effort exerted by the athlete to propel the shot.

- Force Exerted:** The athlete applies a force to the shot during the throw, primarily using their arms and body to push it away.
- Displacement:** The distance the shot moves while the force is applied is crucial. A longer displacement generally means more work done, resulting in greater velocity.
- Kinetic Energy:** The work done translates into kinetic energy, allowing the shot to travel further. The work-energy principle states that the work done on the shot equals its change in kinetic energy at the moment of release.

ENERGY CONSERVATION

Energy conservation in shot put involves the transformation of different forms of energy throughout the throw.

SI Unit- Joules (J)

At Release	After Release	Energy Losses
At the moment of release, the kinetic energy of the shot is at its maximum. The work done by the athlete translates into kinetic energy, propelling the shot forward.	Once the shot is in the air, its kinetic energy will gradually convert into gravitational potential energy as it rises, and then back into kinetic energy as it falls, illustrating the conservation of mechanical energy.	Some energy is lost to factors like air resistance and internal friction within the athlete's body.



Activity 3.1b Power point Presentation Shot Put Game

Students presenting Physics and Math behind Shotput game



Evidences

Assessment and Evaluation



Link for Assesment : https://drive.google.com/drive/folders/1OKJFYaGqj4jQPuKdSYnQY_cNdO0zKNEU?usp=drive_link

ANAND VIDYA VIHAR
RISHI ACTIVITY 3
SHANTHA SHARADAM SUPRADHANAM
QUIZ RELATED TO SHOTPUT

1. Which is the correct grip for shotput?
a. 1-2-3-4 b. 1-2-3-5 c. 1-2-3-6 d. 1-2-3-7

2. Which is the correct stance for shotput?
a. 1-2-3-4 b. 1-2-3-5 c. 1-2-3-6 d. 1-2-3-7

3. Which is the correct action for shotput?
a. 1-2-3-4 b. 1-2-3-5 c. 1-2-3-6 d. 1-2-3-7

4. Which is the correct follow-up for shotput?
a. 1-2-3-4 b. 1-2-3-5 c. 1-2-3-6 d. 1-2-3-7

5. Which is the correct follow-up for shotput?
a. 1-2-3-4 b. 1-2-3-5 c. 1-2-3-6 d. 1-2-3-7

ANAND VIDYA VIHAR
RISHI ACTIVITY 3. SHANTHA SHARADAM SUPRADHANAM

Rating scale for quiz 1
(Math and Physics related Shot put game)

10 Questions

Rating scale for quiz 2
(Math and Physics related Shot put game)

10 Questions

ANAND VIDYA VIHAR
RISHI ACTIVITY 3. SHANTHA SHARADAM SUPRADHANAM
Quiz for Shotput Project 1

1. Which is the correct grip for shotput?
a. 1-2-3-4 b. 1-2-3-5 c. 1-2-3-6 d. 1-2-3-7

2. Which is the correct stance for shotput?
a. 1-2-3-4 b. 1-2-3-5 c. 1-2-3-6 d. 1-2-3-7

3. Which is the correct action for shotput?
a. 1-2-3-4 b. 1-2-3-5 c. 1-2-3-6 d. 1-2-3-7

4. Which is the correct follow-up for shotput?
a. 1-2-3-4 b. 1-2-3-5 c. 1-2-3-6 d. 1-2-3-7

5. Which is the correct follow-up for shotput?
a. 1-2-3-4 b. 1-2-3-5 c. 1-2-3-6 d. 1-2-3-7

Quiz 1 & 2 for shotput was provided in the form of worksheet and assessment was done using rating scale

RECOGNITION OF INTERNATIONAL DIMENSION IN SCHOOLS (RIDS) JANUARY 2024

Teacher evaluation of international activity

School Name	ANAND VIDYA VIHAR	Teacher	VANDANA
Name	SHANTHA SHARADAM SUPRADHANAM	Subject	ENGLISH
Title of activity	SHANTHA SHARADAM SUPRADHANAM	Date	

Please comment on the report (the activity has had on the student's learning)

The activity has provided students with an insight into the significance of maintaining a healthy lifestyle and how engaging games and physical activities can positively impact their physical and mental well-being. It encouraged them to learn and presentational skills, fostering confidence and artistic development. The hands-on exploration of such an essential theme is likely to instill lifelong habits and an appreciation of health's pivotal role in personal & academic success.

Please comment on the report (the activity has had on the student's learning)

Being a part of this activity was incredibly inspiring. Witnessing students engage with the topic so thoughtfully and creatively highlighted their potential to make informed choices about their health. It also reinforced my belief in the importance of integrating such education into the curriculum to truly well-rounded individuals. Personally, it served as a reminder of the importance of taking work & health in my own life.

Please comment on the report (the activity has had on the student's learning)

The theme, 'Shanta Sharadama Supradhanam' is more relevant than ever in today's fast-paced world. Encouraging students to think critically about this topic not only benefits them but also helps them to their families & communities. Such activities not only enhance knowledge but also contribute to shaping a healthier society.

RECOGNITION OF INTERNATIONAL DIMENSION IN SCHOOLS (RIDS) JANUARY 2024

Visitor evaluation of international activity

School Name	Anand Vidya Vihar	Visitor	VANDANA
Name	SHANTHA SHARADAM SUPRADHANAM	Subject	PE Teacher
Title of activity	PE presentation for Shotput game	Date	

Please comment on the report (the activity has had on the student's learning)

Students had gained knowledge during the recent work activity which was presented in front of the 11th & 12th grade and teachers. They gained confidence and they respected the cultural differences between the countries. During the feedback I had instructed them about reducing the content on each slide and speaking more about it which they agreed.

Please comment on the report (the activity has had on the student's learning)

I liked the idea of introducing four games for four different countries and the significance of its history to the present day. I liked it much on youngsters by giving the representations in different major games like Asian games, Olympics etc.

Please comment on the report (the activity has had on the student's learning)

Overall I found that children started respecting the need for regular practice & discipline required for a sport.



Link for evaluation forms: https://drive.google.com/drive/folders/1kpSL9NP4j0Vf1I28ultX0e0gk7d4UZ2k?usp=drive_link

Evidences

Activity 3.2 a- For global health & wellbeing



Link for ppt :https://drive.google.com/drive/folders/1BtukurQVfqCgB7vcepcEJiNuGRrLL5rzd?usp=drive_link

Students of AVV school performing Yoga, Zumba and Aerobics



Evidences

Activity 3.2 a – Yoga at Aspee Nutan Academy School Mumbai(Partner school)

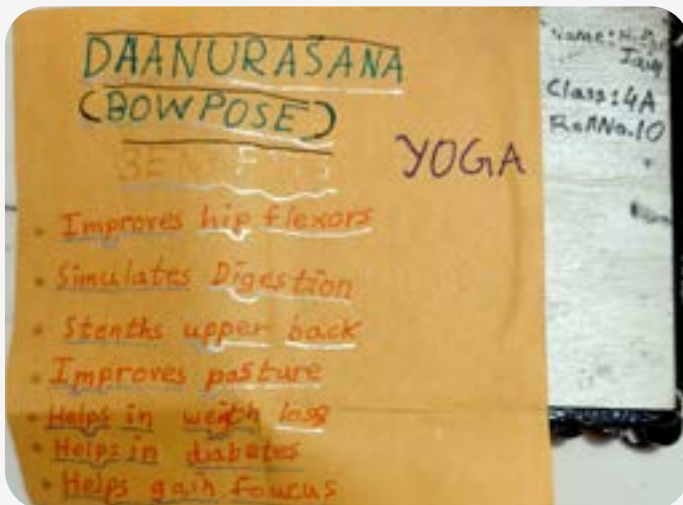


Evidences

Activity-3.2 b Posters & Photo Frames by AVV

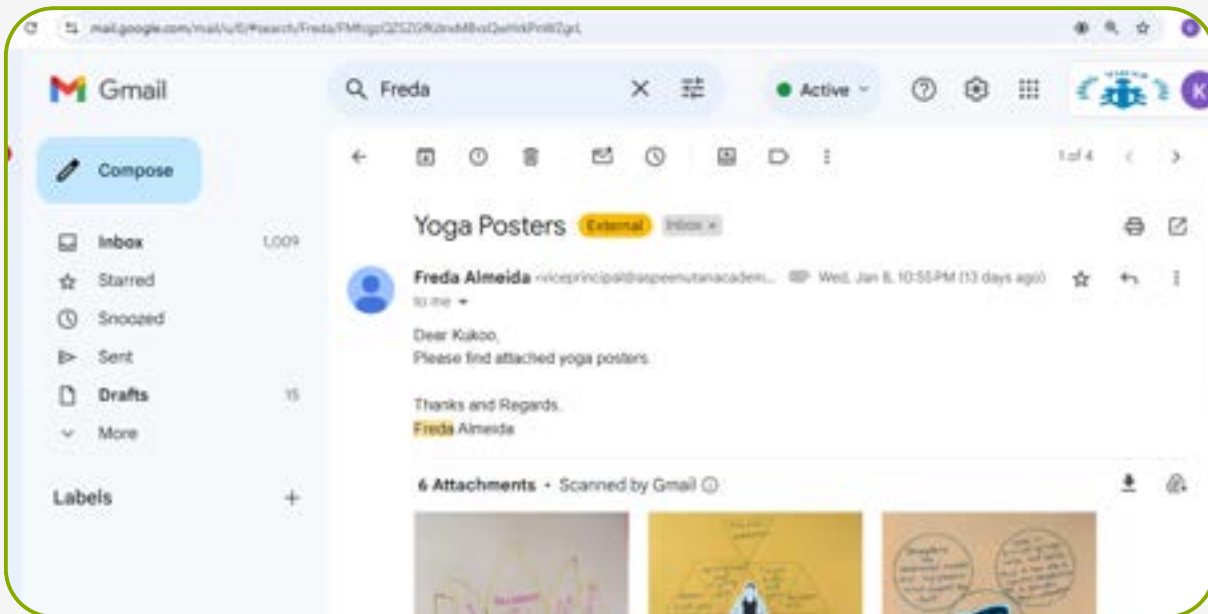


Link for Poster frames :https://drive.google.com/drive/folders/191y8gSmushHHVkdclF5Q0e6tghuel-Nei?usp=drive_link



Evidences

Activity-3.2 b Posters & Photo Frames made by Aspee Nutan Academy School (Partner School)

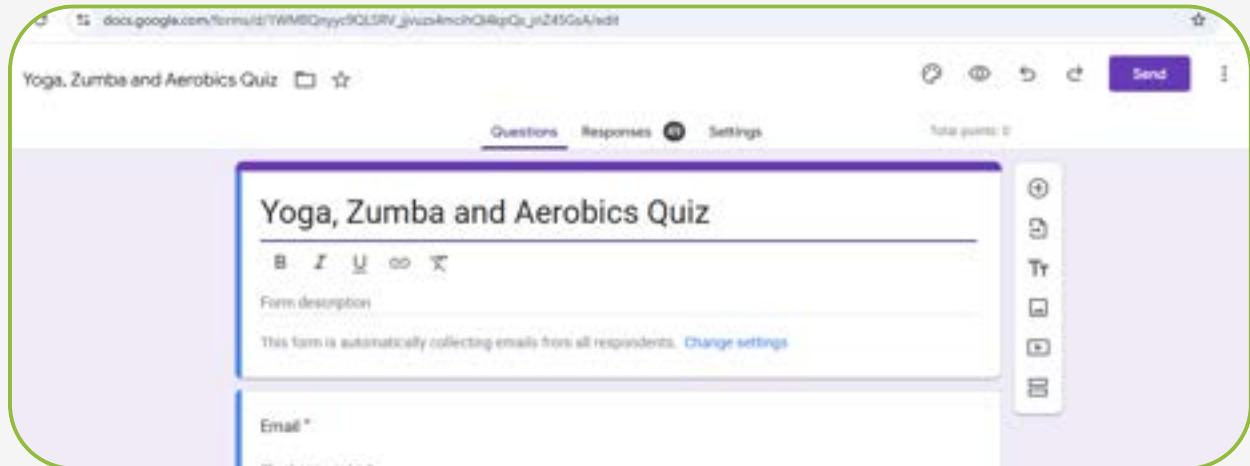


Evidences

Activity 3.2 -Assessment(Google quiz)



Link for google quiz :<https://docs.google.com/forms/d/e/1FAIpQLSdDfuI0b4qDWM0zNgseMujlOXIDjK-oCP6tuld2CEbaspXu7Q/viewform?usp=sharing>

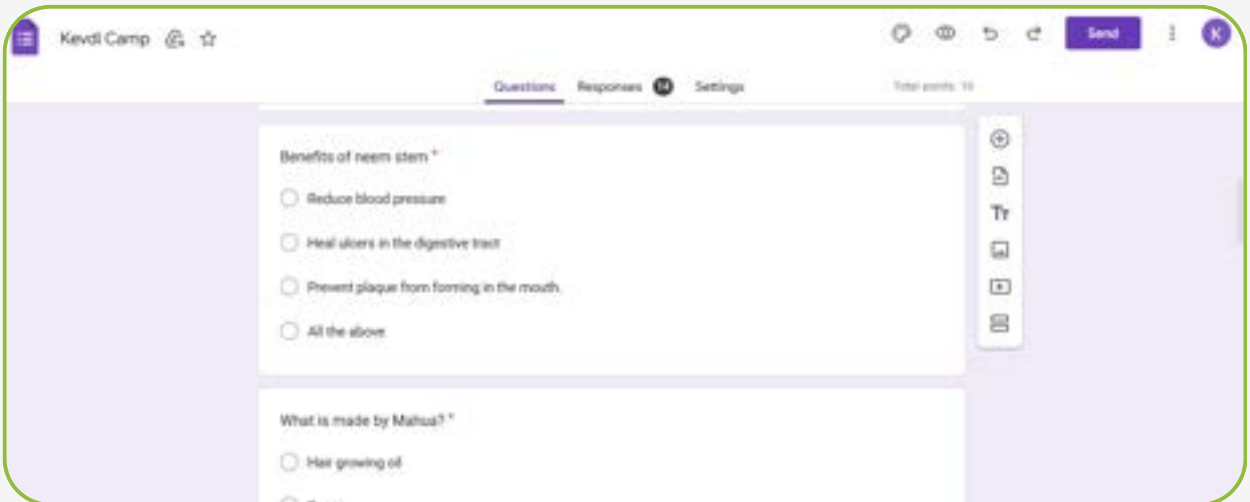


Yoga, Zumba and Aerobics Quiz

Form description

This form is automatically collecting emails from all respondents. [Change settings](#)

Email *



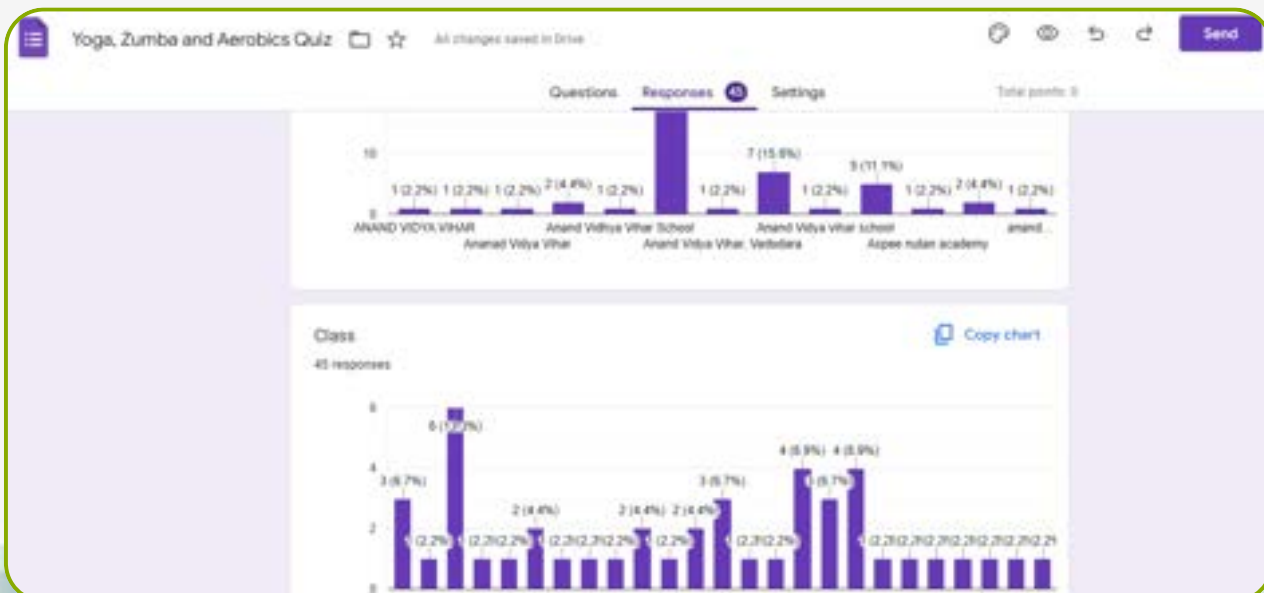
Benefits of neem stem *

- ☐ Reduce blood pressure
- ☐ Heal ulcers in the digestive tract
- ☐ Prevent plaque from forming in the mouth
- ☐ All the above

What is made by Mahua? *

- ☐ Hair growing oil

Students of Anand Vidya Vihar and Aspee Nutan Academy School both participated in the quiz on Yoga, Zumba and Aerobics



Evidences

Activity-3.2 Assessment & Evaluation



Link for Assessment :https://drive.google.com/drive/folders/ITDVSU_z-qNubOE2rUG1xg7scMqEoRW_?usp=drive_link

ANAND VIDYA VIHAR
RIDS ACTIVITY 3 - SWASTHA SHARIRAM SUPRADHANAM
Posters and photo-frames of students on benefits of Yoga
RATING SCALE FOR ASSESSMENT

Team/HEAD	Name of students & (ASANA)	Display attracts viewer's attention	Content is clear & easy to read	The poster is neat	Graphics and other visuals	Total
		5	5	5	5	20
1	SKRRAVI SHIH (SETU-BANDHASANA)	3	3	3	4	13
2	JASHMIT SINGH (BHARANGA BHANGA)	4	3	3	4	14
3	PELCHA GUTHAR (SHALABHANA)	4	4	4	4	16
4	HITARTH JAIN (DHANURASANA)	4	3	3	4	14
5	ANANJA JASHAV (DHANURASANA)	4	4	4	4	16
6	NANDINI CHAUDHAN (BADDH PADASANA)	4	3	3	4	14
7	RAKID JANI (GURU NANAKAS)	3	3	3	4	13
8	DISHAN GUTHAR (TADARASANA)	3	2	2	4	11

Excellent - (18-20), Very Good - (15-17), Good - (12-14), Satisfactory - (9-11), Less Satisfactory - (6-8)

Judge's signature: Madhini S. Mendapam

BRITISH COUNCIL
Recognition of International Dimension in Schools (RIDS) January 2024

Visitor evaluation of international activity
RESOURCE PERSON : BHARATI LALCHANDANI

School Name:	ANAND VIDYA VIHAR	Location:	VADODRA
Name:	BHARATI LALCHANDANI	Designation:	YOGA TEACHER
Title of activity:	RIDS ACTIVITY-3 (YOGA ACTIVITY)	Date:	23/10/24
SWASTHA SHARIRAM SUPRADHANAM			

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

This Yoga activity had lot of impact on students & were ready to do it. They realised the importance of Yoga for Swastha Sharira & all promised to do Yoga practically. Students were very Enthusiastic & Energetic.

Please comment on the impact this activity has had on parents:

Very good activity conducted in school to bring awareness about the importance of good habits & how to be healthy always by practicing Yoga & other physical activity, Pranayama & meditation every day. For mental consistency is very important. Good initiative taken by school.

Any other comments:

RIDS Activity was well planned & demonstrated by students by which students sitting in the audience were inspired & motivated & they promised to do Yoga every day for "SWASTHA SHARIRAM SUPRADHANAM"

BRITISH COUNCIL
Recognition of International Dimension in Schools (RIDS) January 2024

Parent/guardian evaluation of international activity
Parent of child & class:

School Name:	Anand Vidya Vihar	Location:	Vadodra
Name:	Yash Patel		
Title of activity:	RIDS ACTIVITY 3: SWASTHA SHARIRAM SUPRADHANAM	Date:	23/10/24

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

After doing this activity my child was aware of few asanas and breathing exercises. She is now aware of the benefits of these asanas.

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

Not directly involved in this activity.

Any other comments:

They should have such activities on regular basis in their school curriculum. This will help in their mental and physical growth.

BRITISH COUNCIL
Recognition of International Dimension in Schools (RIDS) January 2024

Teacher evaluation of international activity

School Name:	Anand Vidya Vihar	Location:	Vadodra
Name:	Prachi Patel		
Title of activity:	RIDS ACTIVITY 3 (YOGA)	Date:	23/10/24
SWASTHA SHARIRAM SUPRADHANAM			

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

Forming a healthy body through practices like yoga can lead to greater commitment, self-belief and success in students' academic and personal lives.

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

By practicing a healthy body, we teachers are made ready to feel energized, motivated and committed to our work, ultimately benefiting the entire educational community.

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

The most effective part of this activity is that the students were encouraged to do yoga practically and through that the tradition of yoga can be continued with deep rooted in our culture which offers benefits for both body and mind.

BRITISH COUNCIL
Recognition of International Dimension in Schools (RIDS) January 2024

Student evaluation of international activity

School Name:	Anand Vidya Vihar	Location:	Vadodra
Name:	Adarsh Kumar		
Title of activity:	RIDS ACTIVITY 3 (YOGA ACTIVITY)	Date:	23/10/24
SWASTHA SHARIRAM SUPRADHANAM			

Please comment on the impact this activity has had on you:

Initiation of the students in practicing asanas learning the benefits of various asanas.

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

The meaning of an significance of meditation values are shared and their benefits.

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

I enjoyed the activity and there was learning and some useful significant improvement.

Evidences

Activity-3.3a Online Debate



Topic: "Conservation of plants and animals is a must for good health and wellbeing"





Evidences

Assessment & Evaluation



Link : https://docs.google.com/spreadsheets/d/1YWK_liefqqGM3shvULpNh_zon8l8lvRaXl2Nvj3SJQ/edit?usp=sharing

ROR Activity 3 - SWASTHA SHIRIRAM SUPRAACHANAM Debate Competition Topic - "Conservation of plants and animals only can promote health and well-being"							
Slution	School	Participants	ORGANISATION AND CLARITY (3)	USE OF ARGUMENT (4)	USE OF CROSS EXAMINATION AND REBUTTAL (5)	PRESENTATION STYLE (4)	TOTAL (30)
Topic	Name of School	Name of Student	(Main arguments and responses are outlined in a clear and orderly way)	(Reasons are given to support the resolution)	(Identification of weakness in opponent's arguments and ability to defend oneself)	(Tone of voice, clarity of expression, precision of arguments, keeping audience's attention and persuading them of one's case)	
Conservation of plants and animals only can promote health and well-being	ANAND VIDYA VIHAR (For)	ASHWATH KAD				4	
		PUNYASA BHAGWAT				3.5	
		MAITREYI SHOLAKA			4	3.5	
		RIJAL GOGRI				4	
	ASPEE NUTAN ACADEMY (For)	Natyaas Nayak	4	4	3.5	4	15.5
		Chavari Barcha				4.2	
Plants and animals only can promote health and well-being	ANAND VIDYA VIHAR (Against)	Medharesh Shukla				3	
		Manish Parsh				4	
		CHINMAYI BADGER	4	4	3	3.5	14.5
		AANUSHREE THAKKAR				4.5	
	ASPEE NUTAN ACADEMY (Against)	VIDUSHI SHARMA				4	
		Uttar Marthak	3	3	3	4	13
		Pranav Phale				3	
		Chaitanya Vora				4	
		Hindan Malwani				3	
			4	3.5	2.5	5.5	15.5
WINNING TEAM: ANAND VIDYA VIHAR PUNYASA BHAGWAT MAITREYI SHOLAKA RIJAL GOGRI							
BEST SPEAKERS: FOR: Natyaas Nayak AGAINST: Chinmayi Badger							
JUDGE 1: VANDANA NAMBIAR							

Rating scale by Judge

- 4 modern civilizatic studies referred to
- 3.5 relevant examples were included
- 3.5 points covered
- 4 covered all areas like pharma, agri and overall human health
- 4 good delivery and points covered
- 2.5 good analytical data
- 3.5 very well rebutted connecting to example given by for team

Online Debate between AVV School & Aspee Nutan Academy Mumbai

**Judge 1 : Vandana Nambiar
Judge 2 : Freda Almeda**

BRITISH COUNCIL

Recognition of International Dimension in Schools (RIDS) January 2024

Visitor evaluation of international activity

School Name:	ANAND VIDYA VIHAR - INTERNATIONAL SECTION OF 8	Teacher:	VANDANA NAMBIAR
Topic:	CONSERVATION OF PLANTS AND ANIMALS	Observer:	HR A (REPLYING)
Title of activity:	ONLINE DEBATE (JUDGE)	Date:	01/11/24

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

This debate highlights conservation's significance, encouraging students to: 1) Urge change in environmental initiatives. 2) Develop holistic understanding of health and well-being. 3) Cultivate critical thinking, research and public speaking skills. 4) Recognize interconnectedness of human and planetary health. 5) Inspire peers to adopt eco-friendly lifestyles. 6) Enhance awareness about conservation's role in health. 7) Encourage interdisciplinary approaches. 8) Promote future leaders in sustainability.

Please comment on the impact this activity has had on you.

"Conservation of plants and animals only can promote health and well-being" has sparked insightful discussions. Conservation is indeed crucial but not the sole factor. As a Judge to debate, it has enlightened me to think and ponder on these thoughts to make an impact on our future and the future of our children. It was an overwhelming experience to listen students speaking in favour covering points about biodiversity loss, ecological benefits from interacting with nature and students speaking in counter covering points about socioeconomic factors, technological advancement and individual choices.

I would suggest that such activities which involve thought-provoking arguments should be organized regularly for the students. Invite experts for workshops & seminars. Establish school eco-clubs.

BRITISH COUNCIL

Recognition of International Dimension in Schools (RIDS) January 2024

Visitor evaluation of international activity

School Name:	ASPEE NUTAN ACADEMY, BOMBAY	Teacher:	HR A (REPLYING)
Topic:	FREDA ALMEDA	Observer:	TEACHER
Title of activity:	ONLINE DEBATE (JUDGE)	Date:	15/11/24

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

The debate activity significantly enhanced our students' critical thinking, communication and research skills while fostering confidence, teamwork and empathy. It surely encouraged our students to analyse issues from multiple perspectives, handle disagreements constructively, and articulate ideas effectively. By expanding knowledge and critical reasoning this activity has prepared our students for academic, societal and future careers, all while building leadership & self-confidence.

Please comment on the impact this activity has had on you.

For me the debate activity helped to enhance my critical evaluation and decision-making skills. It sharpened my ability to listen actively, identify logical flaws, and provide constructive feedback. Additionally, it broadened my perspective on various topics, fostering empathy for differing viewpoints. It was truly wonderful to be a part of this initiative.

Evidences

Activity -3.3 b C3 and C4 Project file

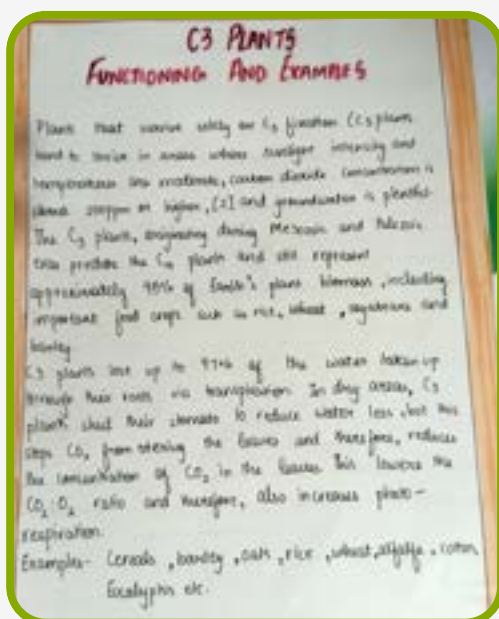


Link for video :https://drive.google.com/drive/folders/1A5SPH0I5R7EgbrNt_nrtGWWTHZO_SXqq?usp=drive_link



INDEX	
SERIAL NO.	TITLE
1	What are C3 and C4 plants?
2	Similarities between C3 and C4 plants
3	Functioning of C3 plants
4	Functioning of C4 plants
5	Differences between C3 and C4 plants
6	Why are C4 plants preferred?
7	Case Study 1: Maize (C4 plant)
8	Case Study 2: Sugarcane (C4 plant)

The students researched and discussed C3 and C4 plants with their biology teacher and presented their work in the project file



ANAND VIDYA VIHAR SCHOOL RIDS ACTIVITY 3- SWANATHA SRIHARSHAN SUPRAJESANAM ACTIVITY: RESEARCH AND THE PRESENTATION ON C3 AND C4 PLANTS						
Gr. No.	GROUP LEADERS NAMES	CONTENT (1)	RESEARCH (1)	CREATIVITY/PRESENTATION (1)	CLARITY (1)	TOTAL (20)
1.	Jishika Parikh	4.5	4	4.5	4	17
2.	Ravishruti Singh	5	4.5	5	5	19.5
3.	Riya Parikh	4.5	4.5	5	5	19
4.	Palani Kothari	5	4.5	4.5	4.5	18.5
5.	Krishna Nataraj	5	4.5	5	4.5	19
6.	Laravanya Kulkarni	4.5	4	4.5	4	17
7.	Shikha Dhulekha	5	4.5	5	5	19.5

• RATING SCALE: 5=EXCELLENT, 4= VERY GOOD, 3= GOOD, 2= POOR, 1= VERY POOR

Evaluated by
Dr. Sonal Prakashkar
PCT Biology

Evidences

Activity –3.3 b Plantation activity

Plantation activity of C4 plants in school campus which act as natural air purifiers



The students planted C4 plants (Bajra) in the school's veggie garden. The C4 plants are natural air purifiers



Evidences

Activity -3.3c Trekking - Kevdi Camp



Students visited Kevdi camp for their trekking activity during the visit they were explained about benefits of remaining healthy and keeping your environment clean, taking care of nature, use of car pooling or bicycle etc. They also gained knowledge about different medicinal plant which they exhibited in school for the benefit of other students.





Evidences

Activity –3.3c Trekking Activity Google Form

Link for google form :https://docs.google.com/forms/d/e/1FAIpQLSeQNxVHaYsiEn89XMvUQi-O2FIXjVknV6x6UG_Pdh-N9sQ5cA/viewform?usp=sf_link

Environmental Quiz (Based on Kevdi Camp visit)

Please fill the form

This form is automatically collecting emails from all respondents. [Change settings](#)

Name *

Short answer text

Email *

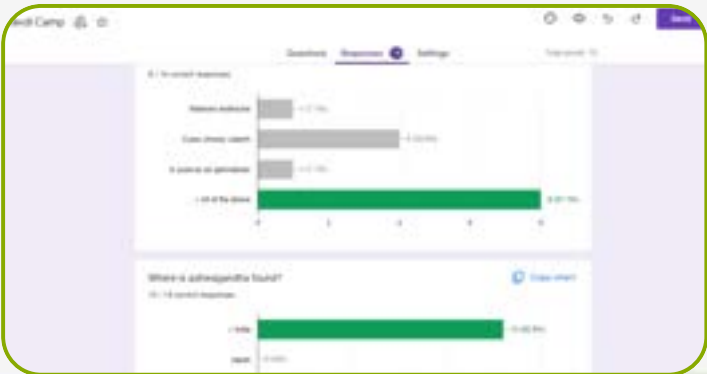
Short answer text

Benefits of neem stem *

- ☐ Reduce blood pressure
- ☐ Heal ulcers in the digestive tract
- ☐ Prevent plaque from forming in the mouth
- ☐ All the above

What is made by Mahua? *

- ☐ Hair growing oil
- ☐ Paper
- ☐ Fermented to create a local alcoholic beverage



Evidences

Assessment & Evaluation



Link for Assessment

https://drive.google.com/drive/folders/1nyeJEqw9CDh5yAoaEj2i2r0arauTvzmR?usp=drive_link

Recognition of International Dimension in Schools (RIDS) January 2024

Teacher evaluation of international activity

School Name:	ANAND VIDYA VIHAR	Location:	VANDHARA
Name:	Dr. KUNAL KUMAR	Designation:	Teacher
Title of activity:	Session on C ₃ & C ₄ Plants	Date:	22/10/24

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

The students learnt a lot about C₃ & C₄ pathways. They came to know about the benefit of C₄ pathway and how they produce a C₄ carbon molecule as the first product of carbon fixation. They also understood the examples and uses of C₄ plants. They also learnt about the importance of C₄ plants in the school garden where they started to plant them.

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

I had my own doubts about how to identify these plants. As the session conducted by Dr. Kunal Prakashan explained about the differences clearly & why we should have more of C₄ plants around.

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

If time permitted we could have done experiments to distinguish between them. But I think students enjoyed the planting activity of C₄ plants.

Thank you for your time and comments.



Recognition of International Dimension in Schools (RIDS) January 2024

Visitor evaluation of international activity

School Name:	ANAND VIDYA VIHAR	Location:	VANDHARA
Name:	Dr. SURESH KUMAR	Designation:	TEACHER
Title of activity:	Session on C ₃ & C ₄ Plants	Date:	22/10/24

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

The students had a better understanding of C₃ and C₄ pathways. Also they were surprised about the increasing level of CO₂ in the atmosphere. The C₄ pathway and krebs anatomy helped them to understand how planting these plants will help the atmosphere.

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

As I have background of Biology I was very much interested in this activity. The deep Research helped me to understand the C₄ pathway in a better ways. The plantation was done in the school campus which was a very warming experience for me and had a deep impact.

Any other comments?

This kind of plantation drive should be carried often and not only plantation but the maintenance of the saplings should be done properly so that they bloom into a tree with Rich canopy.



Recognition of International Dimension in Schools (RIDS) January 2024

Parent/ guardian evaluation of international activity

PARENT OF CLASS & STUDENT

School Name:	ANAND VIDYA VIHAR	Location:	VANDHARA
Name:	SHRUTI DAVE	Designation:	Parent
Title of activity:	RIDS ACTIVITY 3 - SUSTAINABLE LIVING: Importance of C ₃ & C ₄ plants in our environment	Date:	22/10/24

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

Providing the knowledge related to C₃ and C₄ plants to students is a wonderful activity, as it was followed by plantation drive, helped children to understand the importance of C₄ plants. It also helping them to promote sustainable land use and providing fresh environment.

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

Yes, I have participated in this activity and C₄ plants are very valuable for our ecosystem and its plantation drive has provided awareness to plant them in our kitchen garden too.

Any other comments?

Really enjoyed this activity. ☺



Recognition of International Dimension in Schools (RIDS) January 2024

Student evaluation of international activity

School Name:	Anand Vidya Vihar	Location:	Vandhara, Gurgaon
Name:	Aradhana Gargal	Grade:	10 th
Title of activity:	RIDS - Sustainable Living: Importance of C ₃ and C ₄ plants	Date:	22/10/24

What topic you enjoyed most about this project? What did you like best?

Something I found the most about this activity was that it was a very engaging and interactive session which helped us learn about the new concept of C₃ and C₄ plants, which was really interesting to know about.

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

I got to know about C₃ and C₄ plants are, about their differences and their respective advantages. We also learnt how we can use a microscope to see the different structures of chloroplast in both. We got to know about different examples of both the plant types.

What have you learnt enjoyed in this activity and you feel any improvement was needed.

I feel that at certain times the session became a bit boring but I believe that if we actually take a look at the chloroplast structures using a microscope and grow the plants with our own hands, it would become an even better experience!

Evidences

Community Seminar



Presentation Of all the activities of Swasth Shariram Supradhanam infront of school community



Parents were served with healthy protein drink which is essential for a healthy body along with exercise

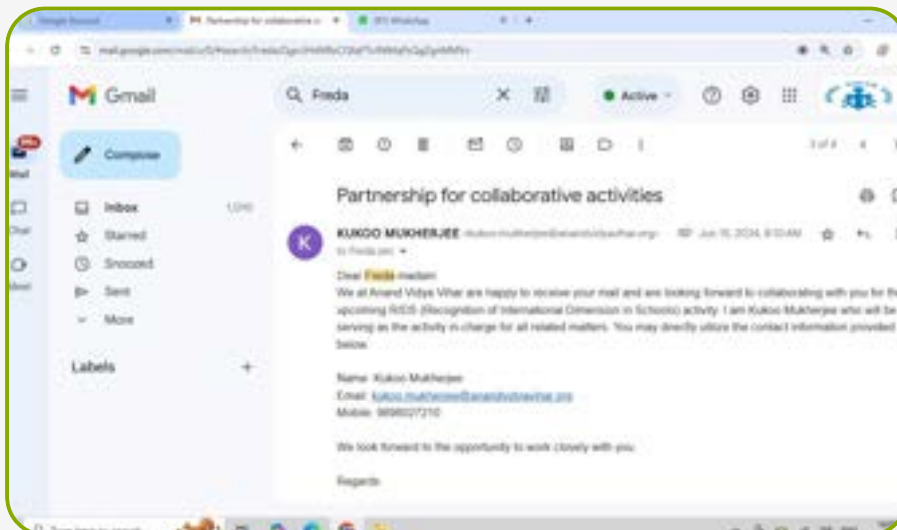
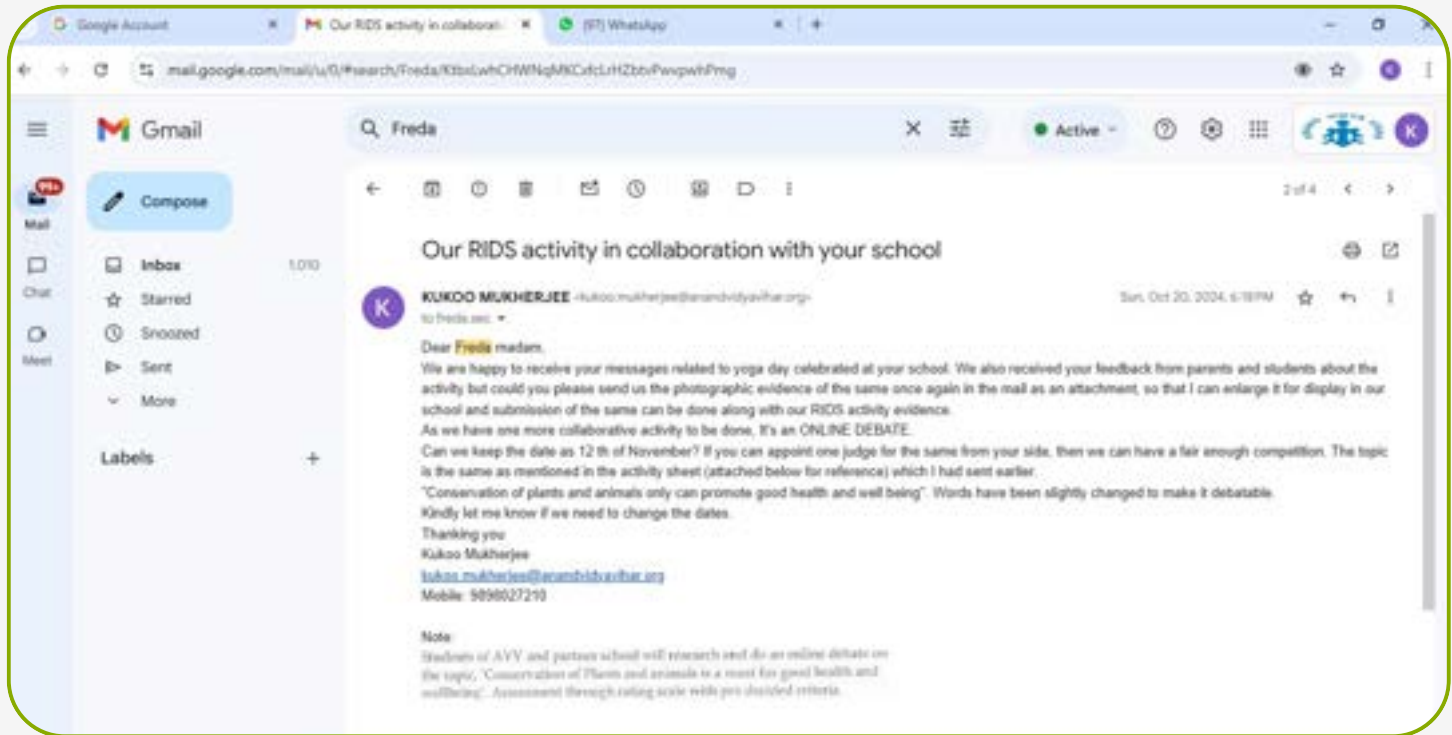


Evidences

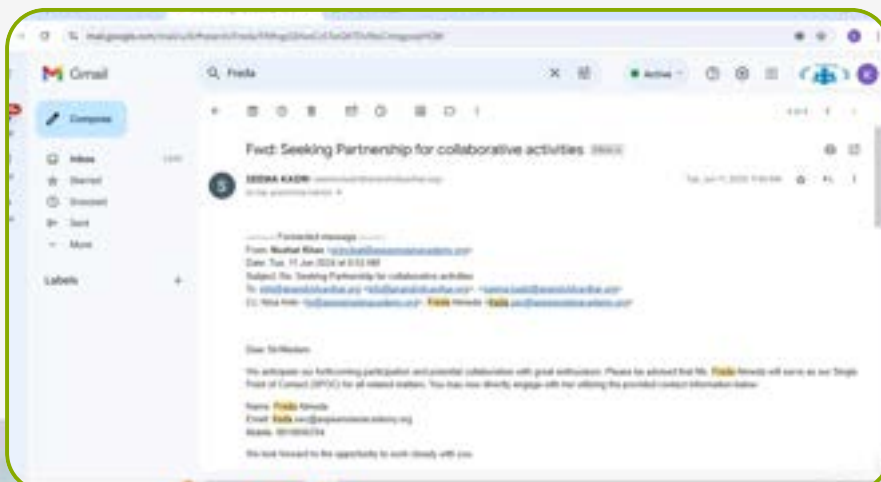
Communication



Link for Communication : https://drive.google.com/drive/folders/1GwjquTjJjJdQzkHlwq2L-Qy0EWd19edk?usp=drive_link



Email messages for collaboration of two activities of Swastha Shariram Supradhanam



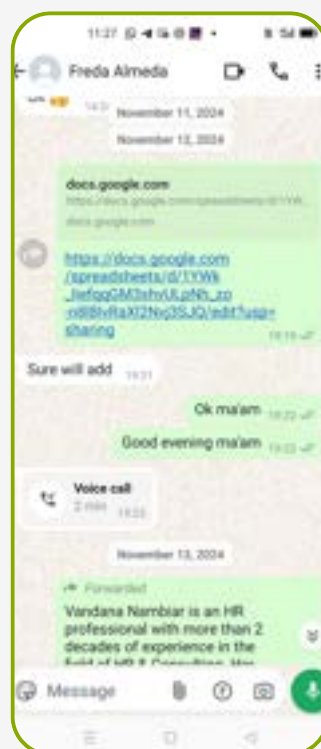
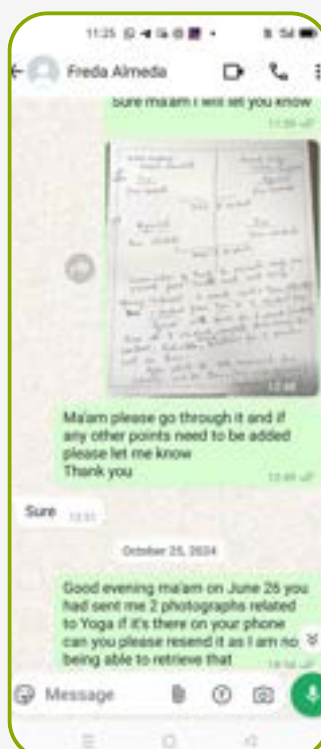
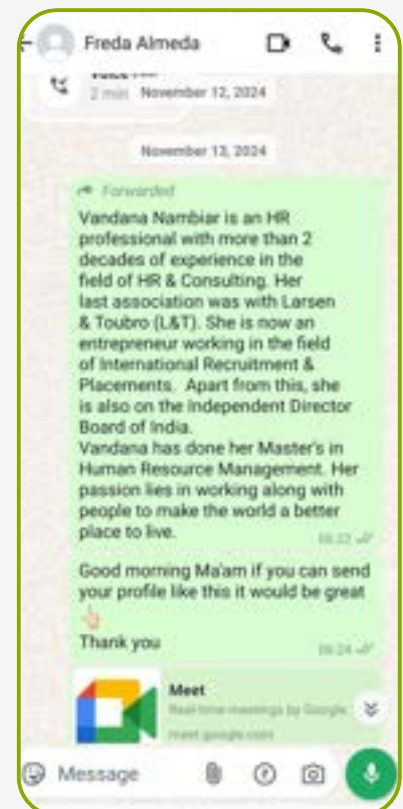


Evidences

Communication



Link for Communication : https://drive.google.com/drive/folders/1GwjquTjJJdQzkHlwq2L-Qy0EWd19edk?usp=drive_link



**WhatsApp
messages for
collaboration of
two activities of
Swastha Shariram
Supradhanam**

Evidences

Media

Link for Media : https://www.youtube.com/watch?v=ybUsBAN_Ddo

Presentation Infront of the School Community for Swasth shariram supradhanam was covered by Vadodara images News Channel



Our Students Participated in a cultural exchange program with school of Oguni High School, Oguni Town, Yamagata, Japan. In which our students presented a PowerPoint Presentation on benefits of yoga and gifted book marks and pocket diaries with details about medicinal value of plants

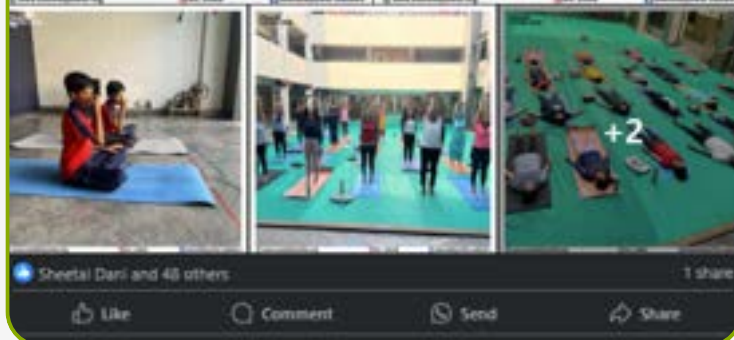


Evidences

Media



<https://www.facebook.com/watch/?v=3780563548881644&rdid=stAowR5SBtmWcQ8Y>



<https://www.facebook.com/anandvidyavihar.vadodara/posts/pfbid02nDrHKw6NKyTU38eKrJ5bP7U4JQVfBSKToqjAE1gFQWQLhDXLSRMSmsNrbKoAZLKol?rdid=TfxMAO23wklELC9b#>



<https://www.facebook.com/anandvidyavihar.vadodara/posts/pfbid0rgF3wuLQ83jgqwUn9TVYAj6wsdaKYyDeuZ7AidEsAzCzoD57Mdhxa5ondFV69w6l?rdid=50wirqFrCEHWIO8M#>



ANAND VIDYA VIHAR

FOOTPRINTS

TERM-1 || 2024-25 ||

RECOGNITION OF INTERNATIONAL DIMENSIONS OF SCHOOLS (RIDS)



SWASTHA SHARIRAM SUPRADHANAM

SWASTHA SHARIRAM SUPRADHANAM PROMOTES PERSONAL HEALTH AND PLANETARY WELL-BEING THROUGH SPORTS, ENVIRONMENTAL CONSERVATION, AND GLOBAL COLLABORATION. STUDENTS EXPLORED INDIGENOUS SPORTS FROM THE USA, UK, THAILAND, AND INDIA, STUDYING THEIR CULTURAL IMPACT AND JOURNEY TO THE OLYMPICS, WITH A FOCUS ON KABADDI AND SHOTPUT. THEY ALSO EXAMINED THE PHYSICS BEHIND SHOTPUT. YOGA WAS HIGHLIGHTED FOR ITS PHYSICAL AND MENTAL HEALTH BENEFITS, WITH STUDENTS SHOWCASING ASANAS. ENVIRONMENTAL ACTIVITIES INCLUDED PLANTING CA PLANTS FOR AIR PURIFICATION AND LEARNING ABOUT MEDICINAL PLANTS DURING A TREKKING ACTIVITY. AN ONLINE DEBATE ON THE CONSERVATION OF PLANTS AND ANIMALS FOR HEALTH IS PLANNED FOR NOVEMBER 12TH.





*Shaping Minds, Nurturing Hearts, and
Building Futures – Where Every Activity
Inspires Excellence!*

Curriculum Activity – 4

Dressing Up

By understanding and embracing the diverse clothing choices influenced by seasons, professions, climate conditions, and culture, we learn to appreciate the richness of global diversity. It fosters empathy, respect, and understanding for different ways of life, promoting a more inclusive and interconnected world. Through fashion, we can celebrate the uniqueness of various cultures while also recognizing our shared humanity



Activity cover sheet

Activity No : 04 Inhouse Activity

RIDS ID:	RIDS2429	City	Vadodara , Gujarat , India
School Name:	Anand Vidya Vihar		
Title of the activity:	Dressing Up		
Teacher Responsible:	Ms. Avani Shah, Ms. Gauri Sarvaiya, Ms. Krishna Patel, Ms. Suruchi Pathak		
Other staff involved:	Ms. Hetal Shah		
Subject covered:	Social studies, Math, Science, Language		
Brief details of the aim, content, and outcome of the activity:	Aim : The aim of the activity was to make the students aware about how and why people around the globe choose to dress up according to the 1.Weather conditions 2. Requirements / profession 3.Occasion 4.Culture Content : Students were given information and knowledge through PPT discussions, stories, rhymes & pretend play about the kind of clothes worn by people in India, US, UK & Thailand. Students were encouraged to build on their research skills by finding about the kinds of clothes worn by people of different countries (India, US, UK & Thailand) on various occasions, of different cultures with different requirements/professions & in various climatic conditions. To access the students, worksheets were given. Fashion show was conducted for a comparative analysis of the culture, and choices of different countries. Outcome • Gain understanding of similarities and differences in the clothes worn by people of different countries. • Develop awareness about rescuing / upcycling old clothes in creative ways to understand the concept of sustainability. • Develop respect & appreciation for various cultures and choices people make. • Become confident and find ways to present their findings in a creative manner		
Countries explored:	India, US, UK, Thailand		
Partner School Name & country (for collaborative activity):			
Other sources of information:	Power point Presentations		
Time period of the activity:	August / September – 4 weeks		
Classes involved:	Foundation Stage - 2		
Number of students involved:	114 Puplis		
Types of evidence:	Photographs of all activities, checklist, scanned copy of worksheets, snapshots of videos taken, feedback forms of parents, children and teachers.		

[For the Details of the Activity](#)

Click Here →



Teacher's Report

"Dressing Up", an activity undertaken for 4-5 years olds was engaging, and challenging from the very start. The challenge was to equip the students with the need to choose different clothes according to occasions / cultures / professions / climate.

To start with, Power Point presentations were shared with children to create awareness about kinds of clothes worn in different countries (India, US, UK & Thailand). Singing rhymes and listening to stories were enjoyed the most by children, which enabled them to understand the need to dress up for identity.

Gathering information and presenting the same through chart presentation in front of the entire school community was an activity that sharpened research & thinking skills of children. Communication & collaboration skills were also fostered through this activity, The 'Fashion Show' was a pleasurable delight for the parents. Children confidently presented their learnings & understanding by walking on a ramp and saying a few lines about the attire worn by them.

Reusing & recycling old clothes for creating something new developed a sense of responsibility in the future generation where parents were assistants to their children participating in activities like 'Joy of Giving' (distributing old clothes to the needy) has instilled in the children the importance of kindness, generosity and community involvement. This activity enabled the children to explore and appreciate the span of global diversity and gave them an insight towards different clothing perspectives that are impacted by climatic seasons, professions, cultural practices. Such integration into society has promoted respect, understanding and tolerance towards other people's ways of life and vice versa. Through fashion they have learnt to honour differences between cultures and appreciate cultural plurality as well.

I want to take a moment to truly appreciate the incredible dedication and hard work of our teaching team in executing this activity. Their collective efforts, passion and commitment in fostering an engaging and enriching learning environment have been instrumental in the learning of the children.

-Mrs. Hetal Shah



Evidences

Activity 4.1a- Brainstorming



Powerpoint presentations were shared with children to equip them with knowledge of type of clothes worn in different seasons / cultures / Professions/ occasions in India , US , UK , Thailand



Evidences

4.1b Powerpoint presentation



Link for ppt: https://drive.google.com/drive/folders/1CRJLKZ27Ag5CQW92Pj_Ve6C0IugHwYRX?usp=drive_link

Professional wear worn in four countries



Police officer

- This is a police officer.
- A police officer catches thieves and protects people.
- A police officer wears khaki uniform.

Professional wear worn in India



Police officer

- This are police officer.
- A police officer catches thieves and protects people.
- A police officer wears black and white uniform.

Professional wear worn in UK



Police officer

- This are police officer.
- A police officer catches thieves and protects people.
- A police officer wears black and white uniform.

Professional wear worn in USA

Seasons wear worn in four countries (ppt)



rainy days



Monsoon wear worn in Indian



Monsoon wear worn in USA

Casual clothes & Traditional clothes worn in four countries



Casual clothes worn in India



Casual clothes worn in India

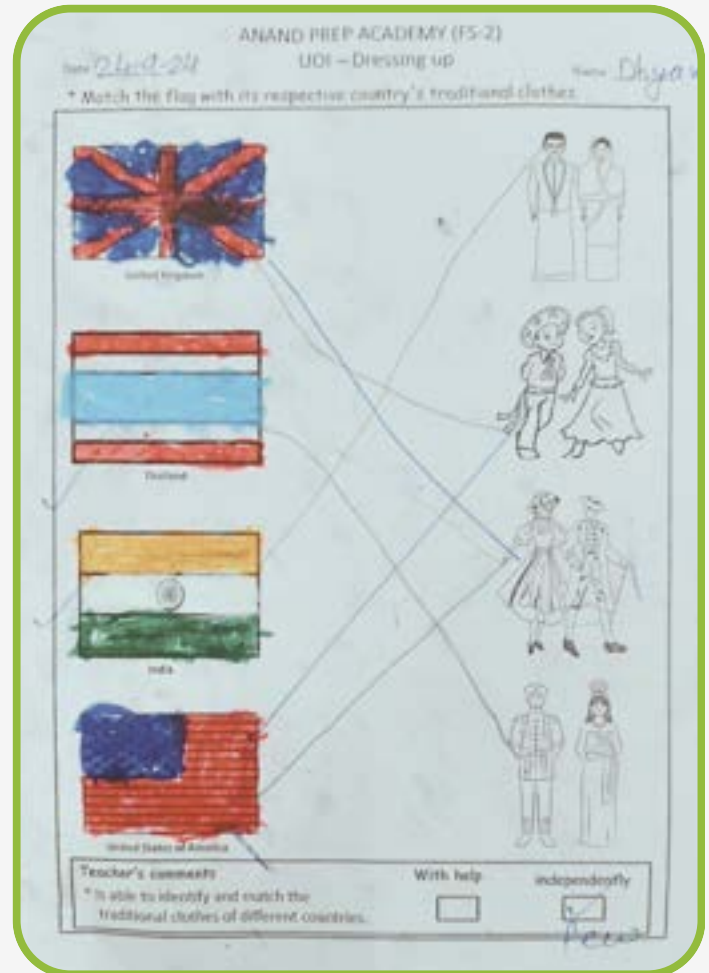
- Women - T-shirt, skirt and trousers, kurtis, sarees.
- Men - T-shirt, shirt, pants, track pants, shorts and trousers.



Casuals clothes worn in UK

Evidences

Assessment & Evaluation



Children Presented their knowledge by matching pictures of various clothes worn in different seasons/ professions/ cultures through a worksheet.

Evidences

Activity – 4.2a Story and Rhymes

 Link for Froggy gets ready story : https://youtube.com/watch?v=g_Aqq5jnDDg&feature=shared

 Link for Rhymes on Seasonal clothes : <https://www.youtube.com/watch?v=g5UULVTf0mw>
https://youtu.be/-jBfb33_KHU?feature=shared



Children enjoyed singing rhymes and listening to stories to understand the importance of Dressing Up for Identity.

Evidences

Activity – 4.2b Pretend play



Pretend play is an Integral part of a child's play. Children wore various clothing used in different weather conditions/ seasons to create awareness .

Evidences

4.2c Chart presentation



Children were divided into four groups. Each group enthusiastically presented their research findings on the kinds of clothes worn by people in different countries.



Evidences

Assessment

ANAND PREP ACADEMY (FS-2)

UOI – Dressing up

Rating scale for the 'Group presentation'

Date: _____		Group: _____		
	Criteria	Fairly good 	Good 	Excellent 
1.	Speaks confidently and is audible throughout the presentation.			
2.	Clearly presents information about clothes from different countries.			
3.	Uses creative and engaging methods to present information.			
4.	All group members participated equally and contributed to the presentation.			

Professional clothes

Dhyar

ANAND PREP ACADEMY (FS-2)

UOI – Dressing up

Rating scale for the 'Group presentation'

Date	23-9-24	Group	3	
	Criteria	Fairly good 	Good 	Excellent 
1.	Speaks confidently and is audible throughout the presentation.		✓	
2.	Clearly presents information about clothes from different countries.		✓	
3.	Uses creative and engaging methods to present information.			✓
4.	All group members participated equally and contributed to the presentation.			✓



Evidences

Activity –4.3 Gallery walk



Research findings of all the groups were displayed on soft boards and each group of children took a Gallery Walk to identify similarities and differences in dressing across countries.



Evidences

Assessment & Evaluation

Rubric for the 'Gallery walk'

Anand Prep Academy (FS-2)

UOI- Dressing up

Date : _____

Name : _____

Criteria	Level : 1 Just starting	Level : 2 Getting there	Level : 3 You got it
Finding things that are the 'Same'	I could identify few similarities in the clothes across countries.	I was observant and could identify many similarities in the clothes across countries.	I was able to observe minute details and identify most similarities in the clothes across countries.
Finding things that are 'Different'.	I could identify few differences in the clothes across countries.	I was observant and could identify many differences in the clothes across countries.	I was able to observe minute details and identify most differences across countries.
Connecting clothes to seasons, professions occasions and culture across four countries	I need help to understand why people wear different clothes.	I could talk a little about why people wear different clothes.	I could talk about why people wear different clothes in different places and for different



Recognition of International Dimension in Schools (RIDS) January 2024

Teacher evaluation of international activity

School Name	Anand Prep Academy	Teacher	Vadodara
Class	FS-2	Subject	ES-2
Date of activity	18.10.24		

Please comment on the impact the activity has had on the students (impact):

Gallery walk activity positively impacted the students. It enhanced engagement, promoted visual learning, fostered social skills and encouraged students to think critically.

Please comment on the impact the activity has had on the staff (impact):

Making arrangements for the gallery walk fostered collaboration, enhanced communication amongst staff members and created a supportive feedback. It also boosted the morale of the staff members and inspired them to be innovative, timely promoting and strengthening team relationships.

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

The gallery walk activity asked the students to take a close look at each chart that was displayed. Students could relate their knowledge to what they had learned and make meaningful connections. Students also got a fair idea about the similarities and differences in dressing worn by people in different countries and at different times and places. This hands-on approach encouraged collaboration, discussion and a deeper understanding of the topic.

Thank you for your time and comments.



Recognition of International Dimension in Schools (RIDS) January 2024

Teacher evaluation of international activity

School Name	Anand Prep Academy	Teacher	Vadodara
Class	FS-2	Subject	ES-2
Date of activity	18.10.24		

Please comment on the impact the activity has had on the students (impact):

This activity helped students broaden their perspective on global diversity, cultural customs, and traditions. It inspired them to appreciate diversity and understand the importance of respecting different cultures. The students gained valuable insights on how different cultures, customs, and traditions have shaped the world. It also helped them understand the importance of respecting different cultures and traditions in our global community.

Please comment on the impact the activity has had on the staff (impact):

For this activity, we teachers worked together to design & implement the canvas, sharing painting tasks, work & shared expertise. Working together, we encouraged students' enthusiasm, creativity, and innovation. This activity helped teachers to foster critical thinking, creativity & confidence in students.

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

Thank you for your time and comments.

Evidences

Activity 4.3a Reuse & Recycle

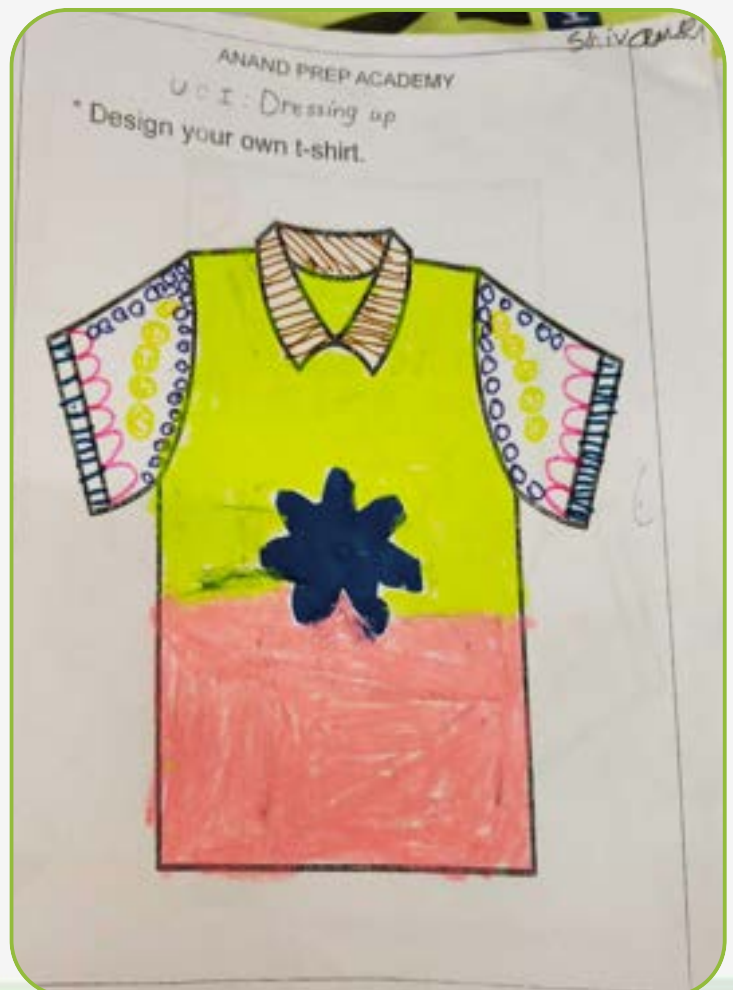
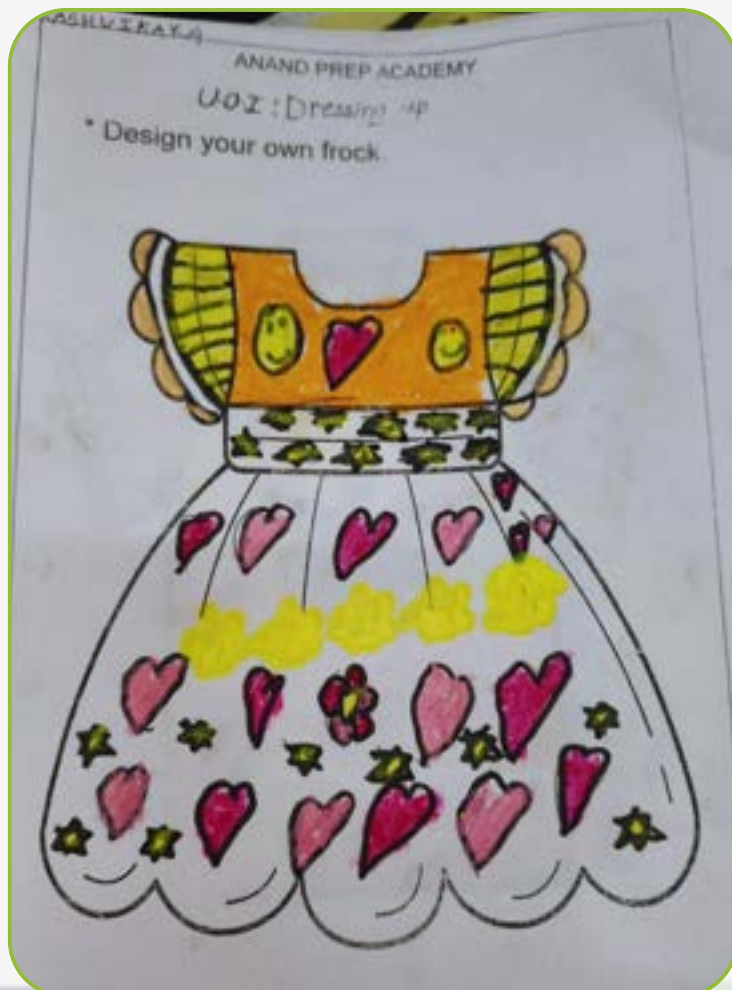
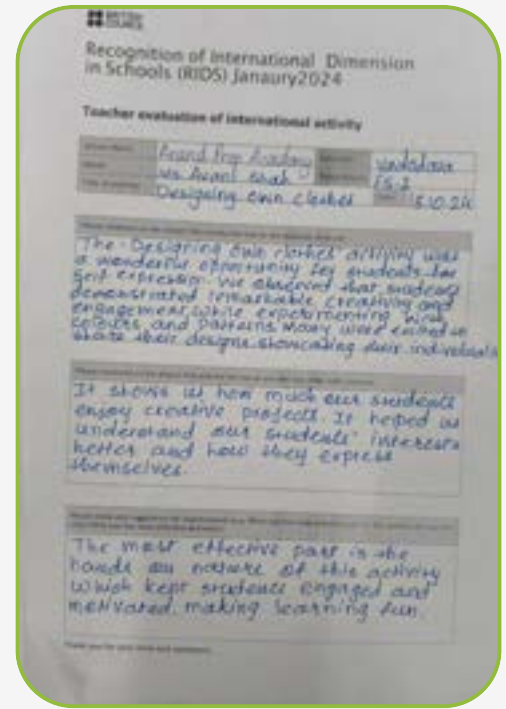


Creativity was enhanced in children when they created patterns and designs on paper used in clothes in different countries.



Evidences

4.3a Recreate design



Evidences

Activity – 4.3b Joy of giving



Link for Granny's sari story : <https://www.youtube.com/watch?v=QKuC4TuId5o>



Recognition of International Dimension in Schools (RIDS) January 2024

Teacher evaluation of international activity

School Name:	Anand Prep Academy	Location:	Noida
Name:	Hetal Shah	Department:	
Title of activity:	Joy of Giving	Date:	

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

Through the joy of giving activity, students got an idea about sharing, caring and making the world a better place for everyone. It taught them to reflect on what they have and how they can share it with others. Participating in activities like these has instilled in the children the importance of kindness, generosity & community involvement.

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

This activity has fostered collaboration & enhanced a sense of community amongst teachers & staff members. It has reinforced a shared commitment to values like empathy and kindness. It has created a supportive and nurturing environment for both educators & students.

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?):

Most effective part of Joy of giving activity was the immediate emotional connection it created between participants and the recipient. It was a memorable and impactful experience for everyone.

Thank you for your time and comments.

Social outreach Program – Joy of Giving:

Children brought in clothes with the idea of reusing them by donating to the needy to experience the "JOY OF GIVING". Reflections of children were video graphed.

Videos of students on Joy of giving

https://drive.google.com/file/d/1LTXTJ_55Djpwx1RaWrMmMHxCvtSVmJXyi/view?usp=drive_link

https://drive.google.com/file/d/1LR1GNg6DN2gA7iyWdfXXYwXfDrsc4BxR/view?usp=drive_link

Evidences

Activity – 4.3c Recycle clothes



Link for Best out of waste activity: <https://drive.google.com/file/d/1LP764C2yngSiGRaZk6Kc3RXINIDfMRhp/view?usp=sharing>



Parents along with their children recreated new things /objects by recycling old clothes. A lesson well learnt to make our planet more sustainable.



Evidences

Assessment & Evaluation



Recognition of International Dimension in Schools (RIDS) January 2024

Teacher evaluation of international activity

School Name: Anand Prep Academy School: Vadodra
 Name: Sunishi Pathak
 Title of activity: "Best out of waste" Date: 18.10.24

Please comment on the impact the activity has had on the school and/or class

"Best out of waste" was a fun and impactful way for parents & students to connect while making a positive contribution to the environment. The activity was educational, allowing parents & children to discuss topics like waste management, conservation, sustainability & creativity in practical terms.

Please comment on the impact the activity has had on the school and/or class

All environmental, sustainable concerns simply as they support students & families, fostering a collaborative environment. Staff become more aware of sustainability issues, potentially leading to changes for greener practices within the school.

Please state any responses for improvement (e.g. What aspects need provision part in the activity or school? What are the key objectives and why?)

The most effective part was the activity provided practical experiences & fostered engagement through active participation. I found it a very least effective part in this activity.

Thank you for your time and comments.

Recognition of International Dimension in Schools (RIDS) January 2024

Parent/ guardian evaluation of international activity

School Name: Anand Prep Academy School: Vadodra
 Name: Elvira Patel
 Title of activity: Best out of waste Date: 18.10.24

Please comment on the impact the activity has had on the school and/or class

This activity not only cultivated my child's imagination, but also taught her the importance of recycling, to find my child to transform, creative to think and created practical waste from which she will learn for a long time from now.

Please comment on the impact the activity has had on the school and/or class

This activity encouraged me to explore my creativity, imagination and self-expression. We truly enjoyed the experience and sampling of each other.

Please state any responses for improvement (e.g. What aspects need provision part in the activity or school? What are the key objectives and why?)

Such project could bring awareness importance for both of us. Thank you much for such forward for more such activities.

Thank you for your time and comments.

Recognition of International Dimension in Schools (RIDS) January 2024

Parent/ guardian evaluation of international activity

School Name: Anand Prep Academy School: Vadodra
 Name: Elvira Patel
 Title of activity: Best out of waste Date: 18.10.24

Please comment on the impact the activity has had on the school and/or class

This activity helped my child learn the value of the things around us and not waste them. We did the same activity with her parents. When my child watched other kids do the same activity with a more creative idea, it was like seeing your own child do the best after learning. Finding old clothes to make new things like a bag, shoes, etc. was a great idea.

Please comment on the impact the activity has had on the school and/or class

It was indeed a fun activity and learning experience, both for me and my child. We both learned a lot about sustainability and how to reuse old clothes to create new, beautiful things. It was a great opportunity for me as a mother to spend quality time and create fun for my child.

Please state any responses for improvement (e.g. What aspects need provision part in the activity or school? What are the key objectives and why?)

Overall, it was a wonderful initiative by the school to have such an educational activity. We and my child thoroughly enjoyed doing this together. Great learning experience for both of us.

Thank you for your time and comments.

Evidences

Activity - 4.3d Fashion show



Through the Fashion show children applied their knowledge of fashion in various countries. They came dressed in distinct / special clothes of the chosen countries and spoke a few lines on the same.



Evidences

Dressing up

Activities done through out the topic were shared with parents by a power point presentation on the day of "Fashion Show".

UOI

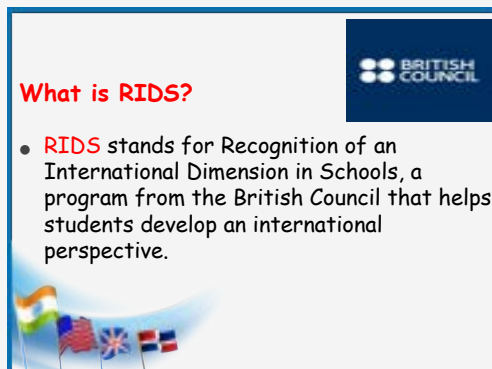
Dressing up

Central idea- "People choose different clothes depending on the climatic conditions, culture and traditions."



What is RIDS?

RIDS stands for Recognition of an International Dimension in Schools, a program from the British Council that helps students develop an international perspective.

Creating Environment



India



Creating Environment



United States of America



Creating Environment



Thailand



Creating Environment



United Kingdom



Seasonal clothes

Finding similarities and differences in seasonal clothes across four countries.



Summer Season



Seasonal clothes

Finding similarities and differences in seasonal clothes across four countries.



Monsoon season



Seasonal clothes

Finding similarities and differences in seasonal clothes across four countries.



Summer Season

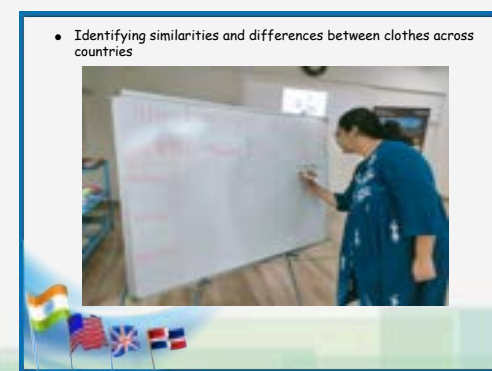


Science experiments

To explain the meaning of words -Absorption and water proof.




Identifying similarities and differences between clothes across countries

Word wall




Fashion show Assessment & Evaluation

[illegible]

Evidences

Fashion show : Evaluation



Recognition of International Dimension in Schools (RIDS) January 2024

Teacher evaluation of international activity

School Name:	Anand Prep Academy	Location:	
Name:	Gauri Sawhney	Department:	
Title of activity:	Fashion show	Date:	

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

Fashion show as part of RIDS Activity for "Dressing Up" topic was fun educational experience which supported various developmental skills in young students. By show casing various styles and cultures, students learnt to appreciate diversity. Participating in fashion show allowed students showcase clothes as well as in general confidence.

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

I saw students reflected their learning by answering queries to the questions asked in the fashion show. It involved all the teachers and other staff members as well, increasing the enthusiasm among all and enhanced the overall fruitful learning 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 of fashion show was the level of confidence students showed while walking on the stage with the costumes along with saying their dialogue in front of a large audience. The students learned collaborative work and patience while waiting for their turn. The parents got a very good insight on the topic. Their loud and clear dialogue showcased their spirit and positiveness for learning.

Thank you for your time and comments.



Recognition of International Dimension in Schools (RIDS) January 2024

Parent/ guardian evaluation of international activity

School Name:	Anand Prep Academy	Location:	Vadodra
Name:	Priyanka, Pritesh Patel (Aash Patel)	Department:	
Title of activity:	Fashion Show	Date:	11.01.24

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

The fashion show activity had a immense impact on my child. This activity help her to develop courage and boost her confidence. She became more comfortable speaking in front of audience. Furthermore, the cultural knowledge she gained about different countries about splendid.

If you have been working towards this activity, please comment on the impact this activity has had on you:

As a Parent, the activity had significant impact on me. Taking part in the Preparation gave me the chance to explore my creativity and work alongside my child in an engaging and educational manner. It deepened my appreciation for her learning process. Watching her progress and knowing I had a hand in it filled me with profound sense of satisfaction.

Any other comments:

The most impactful aspect of the activity was the blend of creativity, cultural exploration and creativity and public speaking. Furthermore, I am truly grateful to the school and teachers for making the activity such a success and source of enjoyment for all. I deeply appreciate the effort they put into it.

Thank you for your time and comments.



Evidences

Communication

Suruchi Pathak
Sep 13

Dear Parents,

Please find below attached schedule for the upcoming activities for the topic: 'Dressing up'.

*Chart presentation by children during school hours on
Friday 20-9-24

*Best out of waste
We have planned a creative and eco-friendly activity under 'R2D3 ACTIVITY' at our school, the 'Best Out of Waste' activity. This project aims to promote the concept of recycling by encouraging students and their parents to create useful or decorative items using old and waste clothes for which one parent has to accompany the child. It's a fantastic opportunity to bond as a family, teach the importance of sustainability and unleash your creativity. Participation of the child and any one parent is mandatory.
Date:- Friday, 20-9-24
Time

- 9:30 a.m to 10:30 a.m

*Guidelines:
1. Use old clothes or fabric scraps that are no longer in use.
2. Create a functional or decorative item (e.g., bags, mats, cushions, toys, etc.).
3. Ensure the item is made with minimal new materials, focusing on reusing the waste fabric.
4. Parents will have to bring all the required material from home to create the item.

*Fashion show
Date:- Friday, 4-10-24
Children will reflect their understanding of the unit through a presentation. Only one parent can attend the presentation. The details regarding the timing and costume will be sent soon.

4 class comments

Dressing up
Rachana Kapadia - Aug 20 (09:00 Aug 20)

Dear Parents,

We are excited to inform you that our class will be engaging in a group activity focused on the topic 'Dressing up' as a part of R2D3 Activity specifically to explore the clothing traditions of India. The students have been divided into four groups, and each group will be tasked with preparing a detailed chart on the topic 'Clothing worn by People of India.' This project will consider various aspects such as climate, professions, culture and occasions.

The thoughts and creative work of each group will be displayed through a presentation of the groups. As part of the activity, all groups will participate in a gallery walk where students will have the opportunity to observe and compare the similarities and differences in dressing styles across Thailand, India, the USA, and the UK.

It's important that every child actively participates in both the research and the presentation of their group's chart. This collaborative effort will not only enhance their understanding of different cultures but also develop their presentation skills.

We appreciate your support and encourage you to discuss and help your child with their assigned tasks.

Note

- The date for the group presentation will be intimated soon.

* Please find attached list of the groups and the contact numbers to coordinate with the respective group members.

* Kindly contact the class teacher for any query after 12:30 p.m.

Group 1
Topic

- Seasonal clothes
Jasrat, Aadhy, Meera, Krishna, Harishath, Ishanay, Visha

Group 2
Topic

Suruchi Pathak
Oct 17

Dear Parents,

We have finished our unit of inquiry 'Dressing up'. Children will reflect their understanding of the topic through a fashion show. All children have participated in the presentation. Only one parent can attend the presentation on Friday, 04-10-24. The presentation will begin at 9:15 a.m. Children should be in school before 9:00 a.m and will leave at their regular time. Your presence will help motivate your child's participation.

Note

- Please send a pair of uniform in their bag

4 class comments

MAANUSHI JOSHI (Oct 17)
Ok ma'am 🙏

Aarti Shah
Aug 20

Dear Parents,

We are pleased to inform you about an upcoming R2D3 activity (Recognition of International Dimensions in schools) for the unit of inquiry during the next 4 to 6 weeks. The topic is 'Dressing up (clothes)' across 4 countries India, United Kingdom, United States of America and Thailand for which we request your co-operation in the following aspects i.e.,

(a) Help children seek information related to the topic from the Encyclopedias, Library, etc., and bring it to school.
(b) Help children frame questions/seek answers, inspire them to research, find things and share the knowledge with friends.
Please find attached the details of the topic.

Clothes- UOI (1).pptx
PowerPoint

Dressing-up



What We Learn:

For the next few days, children will learn about the similarities and differences in clothes across India, Thailand, USA and UK.

Why we learn:

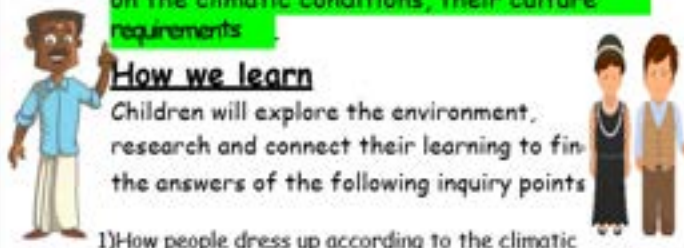
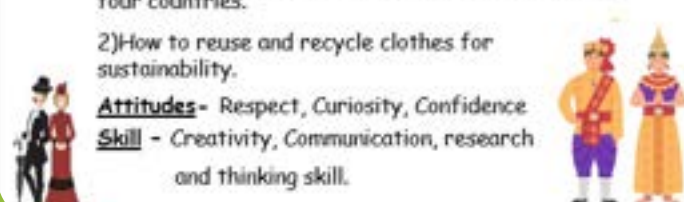
People choose different clothes depending on the climatic conditions, their culture requirements

How we learn

Children will explore the environment, research and connect their learning to find the answers of the following inquiry points

- 1) How people dress up according to the climatic conditions, professions, occasions and culture across four countries.
- 2) How to reuse and recycle clothes for sustainability.

Attitudes- Respect, Curiosity, Confidence
Skill - Creativity, Communication, research and thinking skill.



*Shaping Minds, Nurturing Hearts, and
Building Futures – Where Every Activity
Inspires Excellence!*



*Shaping Minds, Nurturing Hearts, and
Building Futures – Where Every Activity
Inspires Excellence!*

Curriculum Activity – 5

Story Time !

The universal power of storytelling transcends cultural boundaries, shaping mood and values worldwide. As our invisible mentors, stories provide a platform for self-expression, weaving moral values into the fabric of folk tales, fostering an international network of shared wisdom and understanding.





Activity No: 5 Collaborative Activity (Lycée Clément Marot 59 RUE DES AUGUSTINS, CAHORS)

166

Teacher's Report

I am delighted to share my experience. This program focused on exploring the cultures of four countries - India, Japan, Thailand, and Nepal - through fun activities that helped everyone understand different cultures and learn new technology skills.

Our school had the amazing opportunity to take part in an international competition NISE 7th Nairong school conference 2023 in Matthayom Watnairong school, Bangkok, Thailand, where we explored the country's rich culture and spiritual traditions.

This year we could not do the cultural exchange due to heavy rainfall and floods in Vadodara. Our school was closed for a week and then the school's schedule shifted to later dates. This led to paucity of time for us and our children. Later when we were free to do the exchange but Thailand school could not match our schedule with their calendar. The language barrier also caused challenges in communication. Though it was fun translating the activity in Thai language, we could not explain to them our objectives.

After a long trail of communications between AVV and Matthayom Watnairong, Thailand, I decided to change the school. I reached out to several international schools in search of a partner for our activity.

After months of persistent effort, I'm pleased to share that an alumna of our school, currently studying in France, kindly agreed to collaborate with us. She worked with her school, Clement Marot in Cahors, France, to facilitate the Story Time activity. Although the scope was small, the support from her school helped us complete one of our collaborative activities—the Life and Teachings of Buddha. For this project, students researched and created presentations about Buddha's life and philosophy, comparing how his teachings are embraced in four different countries. The school shared the ppts prepared by the students of Clement Marot with our school. But the school's policy of privacy did not allow us to have an online interaction.

Students wrote stories in various genres and learned how to make flipbooks to showcase their research in a creative way. It was a wonderful chance for them to express their ideas and bring their learning to life.

One of the highlights of the program was the Grandparents Day celebration. It was a heartfelt event where students had the chance to bond with their grandparents and hear traditional folktales from the countries we had studied.



-Mrs. Komal Bhagchandani

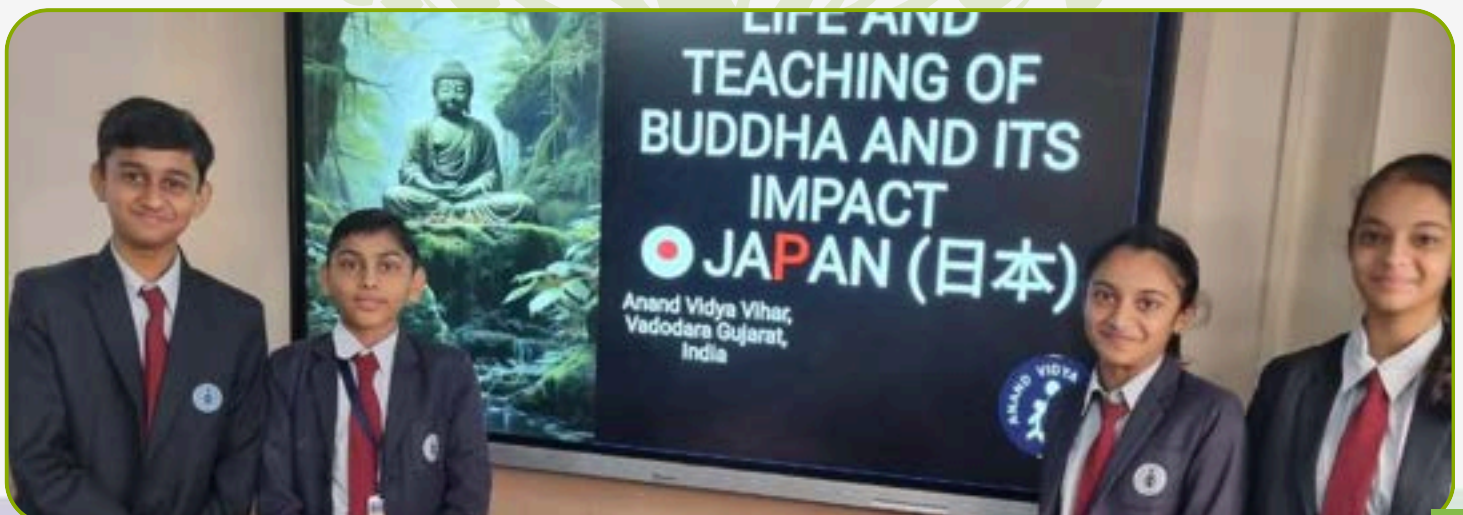
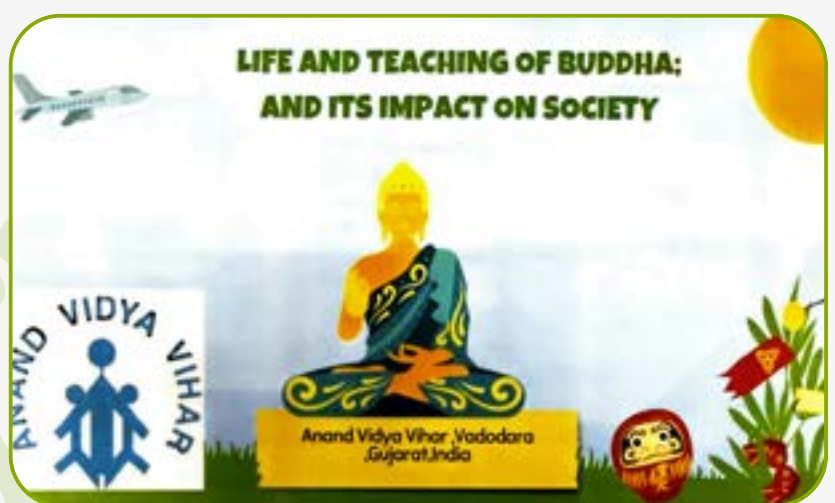
Evidences

Activity 5.1 – Research work and Presentation



Buddha- A universal mentor

Students researched the life and impact of Buddha and his teachings in India, Thailand, Japan and Nepal and presented their knowledge a ppt presentation.

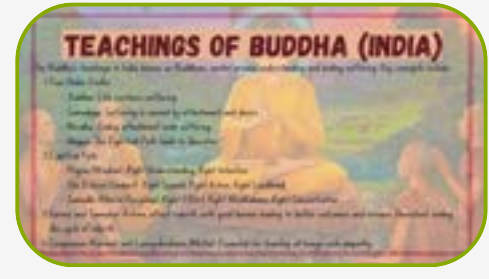
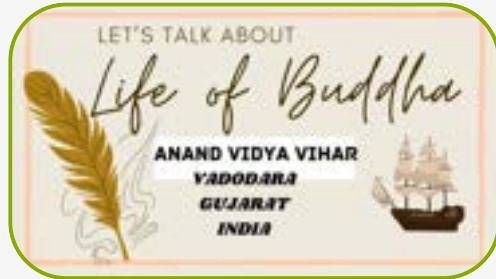




Evidences

Activity 5.1 – PowerPoints

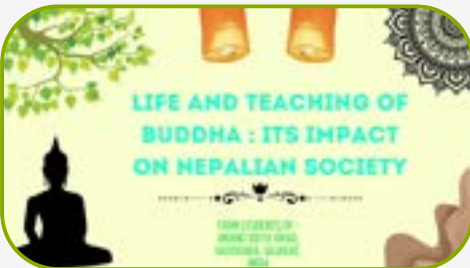
INDIA–Life of Buddha



JAPAN- https://drive.google.com/drive/folders/1AcM4a1Obg5w7cp-o3lxazuYABE2oSVZ8?usp=drive_link



NEPAL: <https://acrobat.adobe.com/id/urn:aaid:sc:AP:5d923142-4224-49f8-8bd9-0c058ee3d6f7>



Thailand- <https://www.canva.com/design/DAGUf5MdTH0/7Lnprb0UgF4cFdsIT7OEuA/edit>

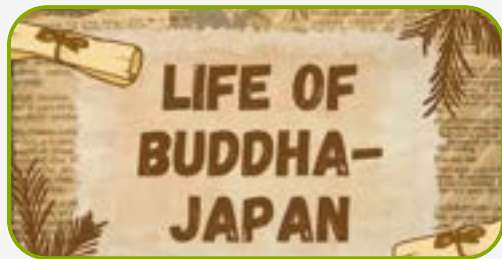


Flip book Making : https://drive.google.com/drive/folders/1Y-sfIG4vnM4UixT9oVhZSIzWpf2f6I-K?usp=drive_link

Evidences

Activity 5.1 – PPT of Partner school Clément Marot59, CAHORS,France .

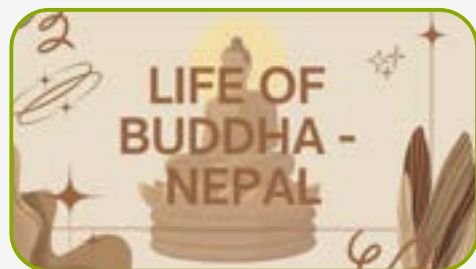
Life of Buddha Japan (French)



Life of Buddha India



Life of Buddha Nepal



Life of Buddha Thailand





Evidences

Assessment & Evaluation



Link for Evaluation : https://drive.google.com/drive/folders/10QPvXfoVIApdTGY2ACfDEIZMrvRRqj_A?usp=drive_link

ANAND VIDYA VIHAR Buddha Universal Mentor Activity: PPT Presentation				
Criteria	Exemplary (4)	Proficient (3)	Basic (2)	Below Basic (1)
Content	Covers topic in depth, with details and examples. Subject knowledge is excellent and completely accurate.	Includes essential knowledge about the topic. Subject knowledge appears to be good and is mostly accurate.	Includes essential information about the topic, but there are more than 2 factual errors.	Content is minimal, or there are several factual errors.
Presentation	Very clear, well-organized, engaging, creative, effective results that enhance the message. Highly engaging, confident, and energetic delivery.	Clear, organized, easy to follow, well-designed visuals that support the message, good audience engagement, clear delivery.	Somewhat clear, occasionally disorganized. Visuals are used but not very effective. Some audience engagement, inconsistent delivery.	Unclear, disorganized, hard to follow, ineffective or poorly designed visuals. No audience engagement, monotonous delivery.
Language Used	Clear and effective.	Mostly clear with minor issues.	Some difficulty in understanding.	Chaotic or unclear.
Relevance of Pictures and Graphics	All pictures and graphics are highly relevant and directly support the content. They are clear, well-chosen, and significantly enhance the understanding and impact of the message.	Most pictures and graphics are relevant and support the content. They are clear, enhancing understanding and engagement.	Some pictures and graphics are relevant but not always clear or helpful. They provide limited support to the content.	Pictures and graphics are irrelevant or confusing. Do not support or enhance the content in any way.
Originality	Highly original, with fresh, innovative ideas. Creative and unique approach that stands out from others.	Demonstrates original ideas and a creative approach. Stands out with unique elements, though some aspects may feel familiar.	Some originality, but relies on common or familiar ideas. Few unique or creative elements.	Lacks originality. Heavily copied or derivative. No new ideas or creative elements.

ANAND VIDYA VIHAR Buddha Universal Mentor Teachers Criteria Evaluation Sheet							Date: 28/10/2024
Group Performance	Name Of The Teachers	Content	Attendance	Language used	Relevance of Pictures and graphics	Originality	Total
1	Heera Poddhi, Suresh Budge, Vipasa Jain, Karna Soodhi, Prashant Pate, Animesh Choudhary, Varsha Patel	3.5	3.5	3.5	3.5	3.5	17.5
2	Kavita Lakshmi, Suresh Yadav, Sheela Jaiswal, Vandana Parnan, Inari Dhanu, Kanya Patel	3	2.5	2.5	3	3	15
3	Priya Datta, Barkhshi Devi, Rashmi Parnan, Swathi Raj, Ishwari Bhargava, T.A. Sri Satish, Suman Singh, Anshu Singh	4	3.5	3.5	4	4	19.5
4	Bhavana Patel, Suresh Patel, Anant Patel, Rakhi Joshi, Sakshi Verma, Shubham Datta, Yash Shah, Siddhant Sharma	3.5	3.5	3.5	4	4	17.5
5	Geeta Choudhary, Misha Kaur, Ashwini Parnan, Vibha Rathi, Rakhi Joshi, Kanya Verma, Harshika Mishra, Kavyashree Pate	3.5	3	3	3	4	16.5
6	Aditi Verma, Suresh Shah, Kishore Kapadia, Anshu Gange, Ganga Pathak, Kishore Pate	3	3.5	3	3.5	4	17
7	Parvati Joshi, Nisha Negi, Chaiti Bhadani, Divya Bhatt, Shikha Singh	3.5	3	3	3.5	4	17
8	Shreya Chakravarti, Aditi Parnan, Pooja Rajput, Gagan Mishra, Tanishk Sharma, Vibha Datta	4	3.5	3	3	4	17.5
Name of teacher: <u>LAUREN KUNDU</u> <u>2. PREETI TIWARI</u>		Signature of teacher: <u>[Signature]</u> <u>[Signature]</u>					

BRITISH COUNCIL

Recognition of International Dimension in Schools (RIDS) January 2024

Student evaluation of international activity

School Name:	Anand Vidya Vihar	Location:	Vadodra
Name:	Tanishk, Swathi, Parnan, Aditi P.	Grade:	7
Title of activity:	Buddha - The Universal Mentor		

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

From this activity, I have learnt most about working in a team. Our efforts were coordinated to produce the final result. We also learnt to use new software for making our presentation.

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

From researching on this activity, we have learnt about the life of the Buddha (Gautama). We learnt about all his lessons and his path to enlightenment. The Buddha really inspired us to never give up and keep working hard.

What have you least enjoyed in this activity and you find only disappointment was meeting.

I feel that when the software was new to us, we weren't as skilled as we should have been. I believe we could improve our presentation if we had prepared more.

BRITISH COUNCIL

Recognition of International Dimension in Schools (RIDS) January 2024

Teacher evaluation of international activity

School Name:	Anand Vidya Vihar	Location:	Vadodra
Name:	Lauren Kundu	Position:	Teacher
Title of activity:	Buddha - The Universal Mentor	Date:	28/10/24

Please comment on the impact this activity has had on the children involved.

Most development I students can learn important ethical principles, such as compassion, mindfulness and non-attachment which can influence their behaviour and decision-making.

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

It strengthened the bond between teachers and students, creating more supportive classroom atmosphere.

Please make any suggestions for improvement to the activity and what was the best effective and why?

Most effective part of this activity is professional development because the activity enables a more enriched educational experience for both teachers and students.

BRITISH COUNCIL

Recognition of International Dimension in Schools (RIDS) January 2024

Student evaluation of international activity

School Name:	Anand Vidya Vihar (RIDS)	Location:	Vadodra
Name:	Swathi, Parnan, Swathi, Parnan	Grade:	7th (RIDS)
Title of activity:	Life of Buddha Indian enlightenment		

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

I primarily enjoyed learning and understanding well about the life of Buddha. Swathi, Parnan, Swathi, Parnan. Learning about how he became the good Buddha. Swathi, Parnan, Swathi, Parnan. He was able to become a spiritual leader. Swathi, Parnan, Swathi, Parnan. He was able to become the primary just as much as the devotion.

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

From this activity, I learnt about the value of spirituality, peace, and how I understood and enjoying our effort much. Personally, I learned about the story of Buddha. Swathi, Parnan, Swathi, Parnan. I learned that the path to enlightenment is not simple as we think.

What have you least enjoyed in this activity and you find only disappointment was meeting.

I thoroughly enjoyed this activity and find the story in our "Buddha" subject part. I feel that learning about our past, in if my impression is right. I would say more than just learning to know about the Buddha, we should be able to connect and learn from his and his teachings.



Evidences

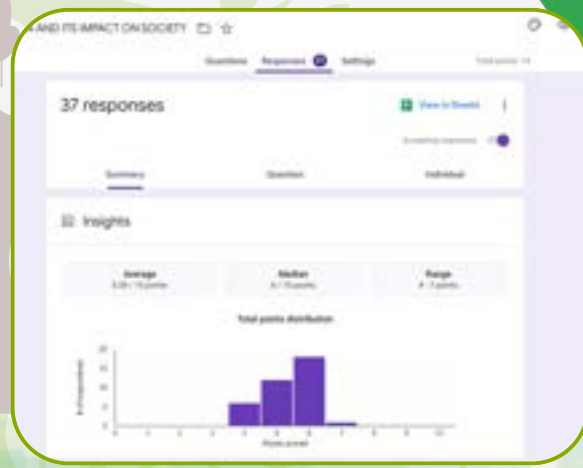
Google Quiz



Google form link for Quiz on Buddha: <https://forms.gle/JV3UyjnxcEdaHAs26>



Email	Score	Score released
shreya.chakraverty@anandvidyavihar.org	4	Dec 4 9:14 PM
viky.mishra@anandvidyavihar.org	5	Dec 4 8:58 PM
amya.patel@anandvidyavihar.org	6	Dec 4 9:00 PM
ayana.banerjee@anandvidyavihar.org	5	Dec 5 1:49 PM
aditi.singh@anandvidyavihar.org	5	Dec 5 2:02 PM
arjun.patel@anandvidyavihar.org	6	Dec 5 2:08 PM
pranavika.singh@anandvidyavihar.org	5	Dec 5 2:18 PM
hansa.mishra@anandvidyavihar.org	6	Dec 5 2:20 PM



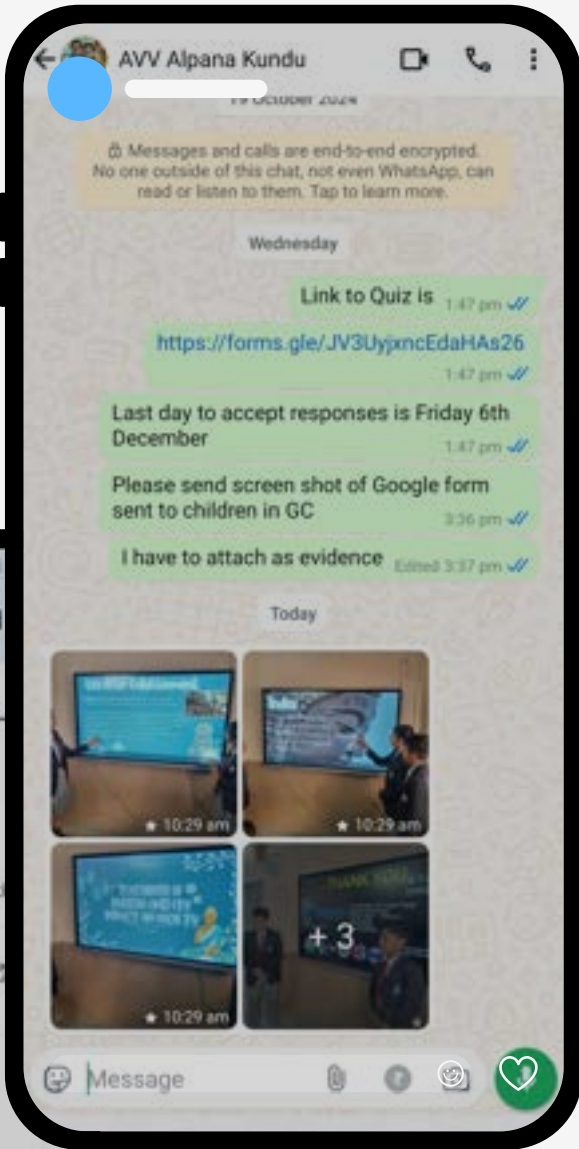
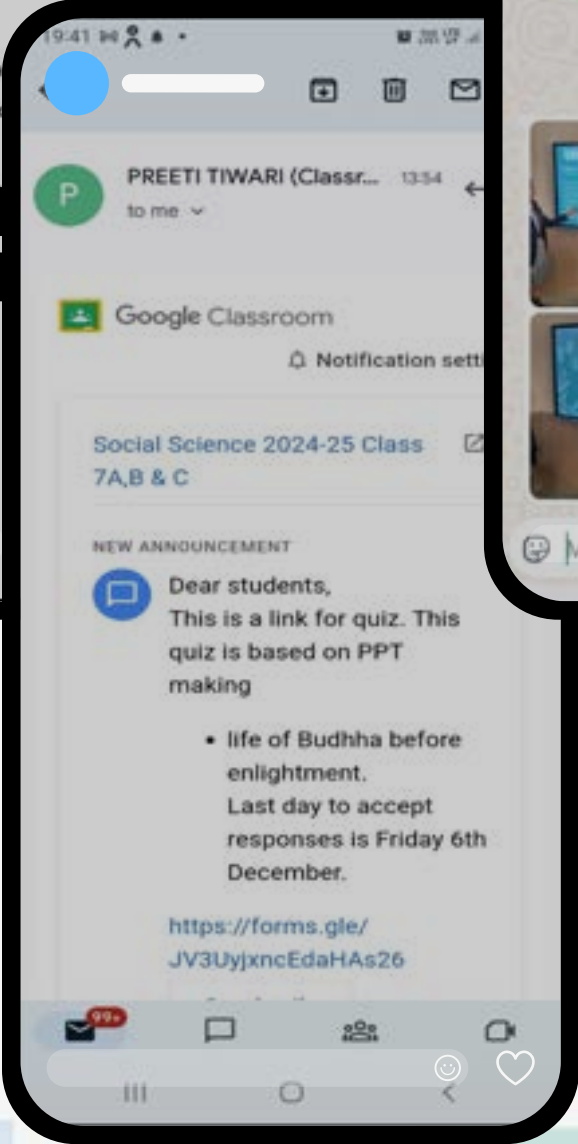
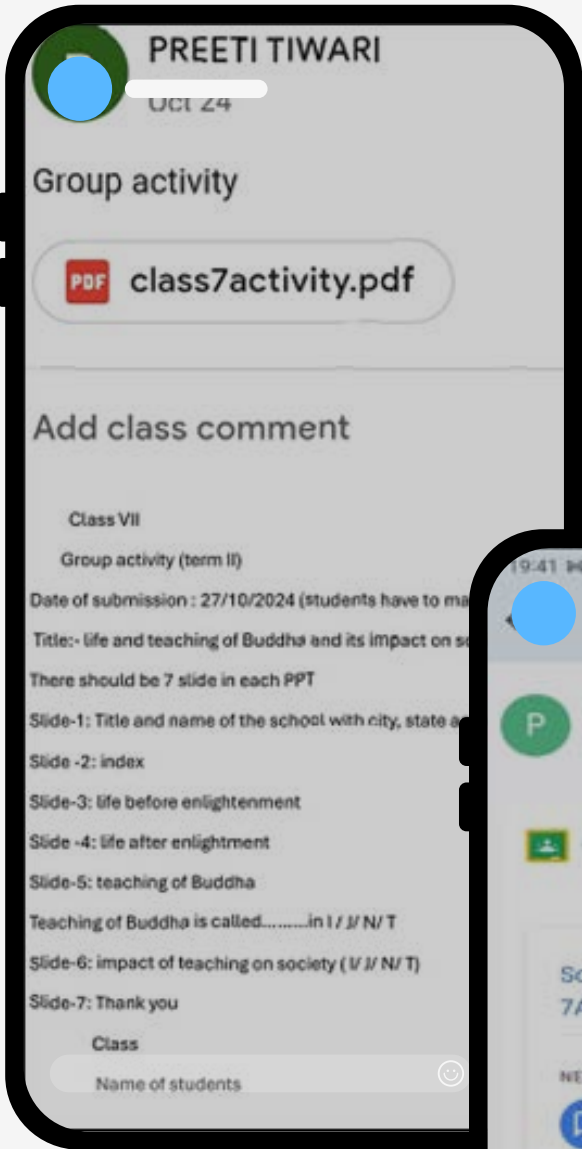


Evidences

Communication

Google class communication

Whatsapp communication

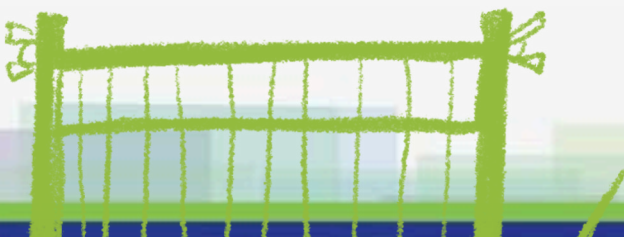


Evidences

Activity 5.2 – Weaving a story on app



Students engaged in a creative story-weaving activity using the Flip Book app, crafting captivating tales inspired by the stories of India, Nepal, Japan, and Thailand. This collaborative effort showcased their imagination and highlighted the unique writing of each country.



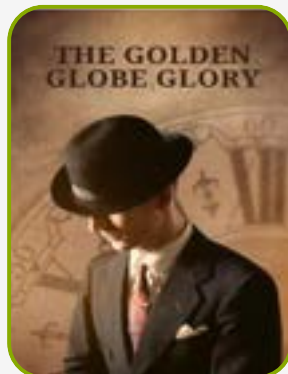


Evidences

Flip Book



Flip book Making : https://drive.google.com/drive/folders/1Y-sF1G4vnM4UixT9oVhZSIzWpf2f6I-K?usp=drive_link



CHAPTER 2 CIRCLED BY SHADOWS

At 7:45 he left his house and as Kanch went down the street he noticed a group of odd-looking men glancing at him. Kanch didn't worry as he was a much-known detective and was used to it. He focused on his case about "Science Globe". He couldn't help but notice that the boys staring at him.

As he approached a quiet street with three people the boys changed. At first they made him uncomfortable and then they all went silent. Behind the Royal Society Hall of Architecture, Thailand, Kanch glanced unconsciously and slipped to himself "Where are you?" After some time, he noticed the entrance and saw a pair of footprints coming.



The man was wearing a police uniform, as the man came into sight Kanch recognized that he was the Commissioner of Bangkok City. His name was Khan Agency. He was an elderly man. He said "Nice to meet your young man. I have heard excellently of you from my colleagues."

I realize you know that the Science Globe was stolen and a group of secret organizations was planning to steal it."

Kanch "I don't understand what you are saying. I am afraid that my answer certainly is, yes, my dear Sir, I have with a bow in his hand."

"What is the name of your little organization?"

"That's called it. Sir. We started."

"You wanted to know the name, Sir."

"Tell me."

"The 'Silent Support'."

Do you mean you are planning to get your hands on it? "The same organization who secretly got 'The Southwestern' passing by Van Tugh at the entrance last year," said Kanch smiling to his desire to have more.



(Thailand story weaving)

<https://heyzine.com/flip-book/1ee5816dae.html#page/1>

<https://heyzine.com/flip-book/f52905b151.html>



(India story weaving)

<https://heyzine.com/flip-book/23492754f3.html>

HE FEARSOME FIVE and the trapdoor on the barn



CH-5 NOW THE PIECES ARE IN PLACES

They descended into the hidden space, cautiously before them. Dust clung to the air, thick and stiff, what looked like a makeshift riotous. Against the worn-out bed, its sheets crumpled as though sun-burnt. An ancient laptop sat on a rickety table, its scattered papers, most of them filled with strange scribbled notes. Among the clutter, they noticed a leading to the bed, where the sheets were even made their stomachs churn, and Rysal took a step back to keep his hemophobia at bay.

Sifting through the papers, Mai's sharp gaze landed at the bottom of the stack. She carefully unfolded coordinates, a date, and the cryptic message: "It's then." The air grew tense as they pieced together connected to something bigger. Mai theorized the had been a part of something covert, and what seemed far from over.



The ryukin, since feared and abandoned, slowly gained recognition as a special landmark. The story of **Hiroshi** and **Katsumi** became famous, drawing visitors from near and far who came to learn about the haunted past of the mansion. It was no longer a place of terror but one of respect, where the spirits had found their peace.

And as for the children? They were finally free to be kids again. A few weeks later, they gathered at the old mansion, this time with a **cricket bat** in hand. The mansion, now filled with the echoes of their laughter, stood as a reminder of the bond they had forged during their mysterious adventure.

"Game on!" Takumi called, ready to bowl. And so, the children resumed their game, with the mansion watching over them, no longer as a source of fear but as a testament to their bravery—and to the peace that had been restored.



(Japan story weaving)

<https://heyzine.com/flip-book/a3a1a20aad>

<https://heyzine.com/flip-book/a50ba61d7b.html>



(Nepal story weaving)

<https://heyzine.com/flip-book/a3a1a20aad>

<https://heyzine.com/flip-book/5a67415f6c.html>



THE GHOST OF LANKHE OUR ENGLISH PROJECT

By

Yashika, Adarsh, Anshika, Arushi, Shikhar

Warning

You will need a flashlight.

This is a horror story about Lankhe, who is a demon.

Characters:

Lankhe- A spirit

Dikshant- A brave hero

Greshik & Rishabh - Two brave Brothers

This is the time of Halloween, is a horror place called 'Dargah', two brothers Greshik & Rishabh were waiting around the street for trick or treats. They came to one house where an old mysterious man lived. They knocked on the door. The man said:

don't have any treats but instead a story of Lankhe. The leader of Dargah, who used to do black magic for wealth.



Then a mysterious man named Dikshant, defeated Lankhe. The man shot the deer and then Greshik and Rishabh went home and slept.

Then they got a weird dream about Lankhe and Dikshant fighting. They woke up and went to the man where they met before.

They asked in this story real and also said what they dreamt about.



Evidences

Assessment & Evaluation



Link for Evaluation : https://drive.google.com/drive/folders/1LHg_EKT_Z48VICjRH8M3JMcj5w6_Hcui?usp=drive_link

ANAND VIDYA VIHAR, VADODARA CLASS 7 RIBS (RIS) STORY WRITING

Criteria	Exceeding Expectations 4-5	Meets Expectations 3-4	Approaching Expectations 2-3	Needs Improvement 1-2
Plot	Story has a clear, original, and engaging plot with well-developed conflict and resolution.	Story has a clear plot with a conflict and resolution, but lacks originality.	Plot is somewhat unclear or predictable. Conflict and resolution are weak.	Plot is unclear or missing. Conflict and resolution are absent or illogical.
Character Development	Characters are complex, believable, and have clear motivations. Dialogue is authentic and reveals character.	Characters are developed with some depth. Dialogue is present but could be more revealing.	Characters are flat or stereotypical. Dialogue is limited or unrealistic.	Characters are underdeveloped or absent. Dialogue is missing or inappropriate.
Setting	Setting is vividly described and contributes to the atmosphere and mood of the story.	Setting is described with some detail, but could be more vivid.	Setting is present but lacks detail and description.	Setting is vague or absent.
Language Use	Uses a variety of sentence structures and vivid language to create images and tone.	Uses appropriate language and sentence structures, but lacks variety.	Language is simple and repetitive. Sentence structure is limited.	Language is fragmented or inappropriate. Sentence structure is unclear.
Organization	Story is well-organized with a clear beginning, middle, and end. Transitions are smooth and effective.	Story has a clear beginning, middle, and end, but transitions could be improved.	Story lacks a clear structure or organization. Transitions are absent or ineffective.	Story is disorganized and lacks a clear beginning, middle, or end.

ANAND VIDYA VIHAR, VADODARA

Class 7A

Group No.	Name of the students	Plot (20)	Character Development (20)	Setting (20)	Language Use (20)	Organization (20)	Total (100)
1	Adarsh Kulkarni, Arjun Kulkarni, Ansh Kulkarni, Arjun Kulkarni, Arjun Kulkarni	5	5	5	5	5	30
2	Nikhil Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni	5	5	5	5	5	30
3	Adarsh Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni	5	5	5	5	5	30
4	Adarsh Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni	5	5	5	5	5	30
5	Adarsh Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni	5	5	5	5	5	30
6	Adarsh Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni	5	5	5	5	5	30
7	Adarsh Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni	5	5	5	5	5	30
8	Adarsh Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni	5	5	5	5	5	30
9	Adarsh Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni	5	5	5	5	5	30
10	Adarsh Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni	5	5	5	5	5	30

ANAND VIDYA VIHAR, VADODARA

Class 7B

Group No.	Name of the students	Plot (20)	Character Development (20)	Setting (20)	Language Use (20)	Organization (20)	Total (100)
1	Adarsh Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni	5	5	5	5	5	30
2	Adarsh Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni	5	5	5	5	5	30
3	Adarsh Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni	5	5	5	5	5	30
4	Adarsh Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni	5	5	5	5	5	30
5	Adarsh Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni	5	5	5	5	5	30
6	Adarsh Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni	5	5	5	5	5	30
7	Adarsh Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni	5	5	5	5	5	30
8	Adarsh Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni	5	5	5	5	5	30
9	Adarsh Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni	5	5	5	5	5	30
10	Adarsh Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni	5	5	5	5	5	30

Recognition of International Dimension in Schools (RIDIS) January 2024

Student evaluation of International activity

Group Name: Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni

Name: Arjun Kulkarni

Roll No.: 7B

Topic: Weaving a Story

What have you enjoyed most about this activity? What did you learn?

I enjoyed writing a story because it allowed me to use my imagination and create a world of my own. I also learned how to work with my group members and share ideas.

What was the most challenging part of this activity?

The most challenging part was coming up with a unique plot and making sure everyone's ideas were included.

What were your group members' contributions to this activity?

My group members helped me with my writing and gave me feedback on my story. They also helped me with the presentation.

What were your group members' contributions to this activity?

My group members helped me with my writing and gave me feedback on my story. They also helped me with the presentation.



Recognition of International Dimension in Schools (RIDIS) January 2024

Student evaluation of International activity

Group Name: ANAND VIDYA VIHAR, ANAND VIDYA VIHAR, ANAND VIDYA VIHAR, ANAND VIDYA VIHAR, ANAND VIDYA VIHAR

Name: ANAND VIDYA VIHAR

Roll No.: 7C

Topic: Weaving a Story

What have you enjoyed most about this activity? What did you learn?

I enjoyed writing a story because it allowed me to use my imagination and create a world of my own. I also learned how to work with my group members and share ideas.

What was the most challenging part of this activity?

The most challenging part was coming up with a unique plot and making sure everyone's ideas were included.

What were your group members' contributions to this activity?

My group members helped me with my writing and gave me feedback on my story. They also helped me with the presentation.

What were your group members' contributions to this activity?

My group members helped me with my writing and gave me feedback on my story. They also helped me with the presentation.



Recognition of International Dimension in Schools (RIDIS) January 2024

Student evaluation of International activity

Group Name: Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni, Arjun Kulkarni

Name: Arjun Kulkarni

Roll No.: 7B

Topic: Weaving a Story

What have you enjoyed most about this activity? What did you learn?

I enjoyed writing a story because it allowed me to use my imagination and create a world of my own. I also learned how to work with my group members and share ideas.

What was the most challenging part of this activity?

The most challenging part was coming up with a unique plot and making sure everyone's ideas were included.

What were your group members' contributions to this activity?

My group members helped me with my writing and gave me feedback on my story. They also helped me with the presentation.

What were your group members' contributions to this activity?

My group members helped me with my writing and gave me feedback on my story. They also helped me with the presentation.

Communication on Google Classroom

English 2024-25 Class 7A, B & C

Announce something to your class

GAYATRI CHHAPEL
14:38

Anand Vidya Vihar
Circular
Date: 10 October 2024

Subject: Weaving a Story - RIDIS Activity for Grade 7

Dear Students,

We are excited to announce a creative and interactive group activity for Grade 7, Weaving a Story, as part of the RIDIS (Reading, Imagination, Dialogue, and Storytelling) program. This engaging task will allow you to explore different cultures, develop teamwork, and enhance your storytelling skills.

Activity Details:

10/10/24, 1:52 PM

Anand Vidya Vihar School Bld - I am sharing Weaving a story GC Message with you



KIDMAL BHAGCHANDANI kidmal.bhagchandani@anandvidyavihar.org

I am sharing 'Weaving a story GC Message' with you

GAYATRI CHHAPEL - gayatri.chhapel@anandvidyavihar.org

Wed, Oct 11, 2024 at 2:42 PM

To: kidmal.bhagchandani@anandvidyavihar.org

One app for all your Word, Excel, PowerPoint and PDF needs. Get the Microsoft 365 app: <https://aka.ms/365apps>

Weaving a story GC Message.pdf

403K

2. Final Output:

- Your group will create a story in a flipbook format using the Flip Book app. This will include text and illustrations to bring your story to life.
- Ensure that the final submission is engaging, creative, and reflects teamwork.

3. Submission Guidelines

- Deadline: 20 October 2024
- Format: The flipbook should be completed and shared digitally via the Flip Book app link provided by your teacher.

4. Presentation Day:

- Groups will present their stories in front of the class on 25 October 2024.

We look forward to seeing your creativity and teamwork shine through this exciting activity. Remember, this is a group effort, so collaborate effectively and enjoy the process.

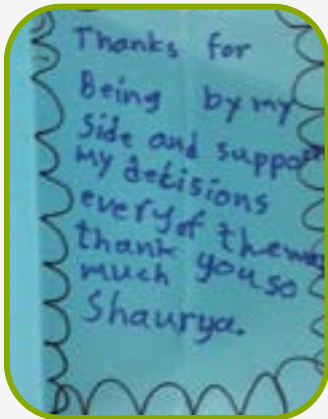
For any further clarification, please contact your teachers, Ms. Tanja Solomon or Ms. Gayatri Bajaj.

All the best,

Warm regards,
Tanja Solomon and Gayatri Bajaj
Class Teachers, Grade 7

Evidences

Activity 5.3 – Stories to Inculcate Value



Grandparents' Day was celebrated in our school with warmth as grandparents shared folktales from India, Thailand, Japan, and Nepal, enriching the children with cultural stories. The children expressed their love and gratitude by presenting heartfelt handmade cards.

Evidences

Assessment & Evaluation



Link for Evaluation : https://drive.google.com/drive/folders/1uzJtD4zpWI4WUH3szpGiwTzK3LAnfu0Z?usp=drive_link

ANAND VIDYA VIHAR

Self Reflection Form

ACTIVITY :- Grandparent's Day Celebration

CLASS: 1

DATE: 14 NOV 2024

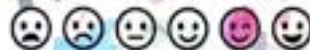
I, Dinak Today love my grandparent.



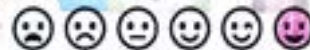
I enjoy spending time with my grandparent.



I love listening to stories from my grandparent.



My grandparent teaches me good manners.



My grandparent loved the card I made for him/her.



ANAND VIDYA VIHAR

Self Reflection Form

ACTIVITY :- Grandparent's Day Celebration

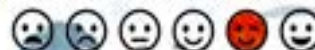
CLASS: 1-B

DATE: 14 NOV 2024

I, KIAAN SHAH love my grandparent.



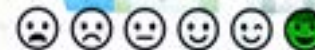
I enjoy spending time with my grandparent.



I love listening to stories from my grandparent.



My grandparent teaches me good manners.



My grandparent loved the card I made for him/her.



Recognition of International Dimension in Schools (RIDS) January 2024

Visitor evaluation of international activity

School Name:	ANAND VIDYA VIHAR	Location:	Wardha, Maharashtra
Name:	SHRIMANJUN K. PATEL	Yoga Number:	
Date of activity:	Story Time	Date:	14/11/2024

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

This activity has been a wonderful opportunity for students to experience the joy of storytelling, enhancing their listening skills, and also helping to nurture their imagination and understanding of different cultures.

Please comment on the impact this activity has had on you.

Participating in this activity has been a fulfilling experience for me as a grandparent. It allowed me to connect with the younger generation and share cultural values through stories. It was heartwarming to see their interest and engagement.

Any other comments

Activities like Storytime are crucial for building inter-generational bonds and fostering a love for story and learning. I hope such initiatives continue to bring communities closer and inspire lifelong learning in children.



Recognition of International Dimension in Schools (RIDS) January 2024

Parent/ guardian evaluation of international activity

School Name:	AVV	Location:	
Name:	Shyamji Dada. ("Bima Dada")	Yoga Number:	
Date of activity:	Story Time	Date:	14/11/2024

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

My child's family is a multi-generational family. It was a great opportunity for them to learn about the importance of family and the role of grandparents. They were very engaged and enjoyed the stories.

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

I am a grandparent and I was very happy to see my grandchild's interest in the activity. It was a wonderful experience for all of us.

Any other comments

Activities like family-related programs are very important for children. It helps them to understand their roots and the role of grandparents.



Recognition of International Dimension in Schools (RIDS) January 2024

Teacher evaluation of international activity

School Name:	Anand Vidya Vihar	Location:	
Name:	Ms. Neelika Nigam	Yoga Number:	
Date of activity:	Story Time (Grandparents Day)	Date:	14/11/2024

Please comment on the impact this activity has had on the children involved.

Students got an opportunity to interact with older generation, fostering a sense of family connection. Children also came to know about the importance of grandparents in their life.

Please comment on the impact this activity has had on you as a staff member.

I and other co-teachers, we felt that teachers can act as a strong bond between school & families/parents. It was fun arranging everything for the event. The enthusiasm of children, grandparents, teachers, and staff was great.

Please share any suggestions for improvement to help us be more effective in the coming year.

"Story telling" by grandparents was the most effective part because it made the environment more lively & comfortable for older grandparents. Calling them once in a while may be more participatory for each one of them.

Thank you for your time and contribution.

Evidences

Activity 5.4 - World Dance Day



Link for Video : youtu.be/NDXSgZwAXzQ



World Dance Day was celebrated in our school with an inter-house dance competition, showcasing the different vibrant cultures and traditions of India, Thailand, Japan, Nepal and few other countries. The event highlighted unity in diversity through the art of dance.



Evidences

Assessment & Evaluation



Link for Assessment : https://drive.google.com/drive/folders/16Z2wZZom6760WYZZfuFcJqX20cUsv826?usp=drive_link

ANAND VIDYA VIHAR
World Dance Day 2024

GROUP PERFORMANCE SENIORS 29.04.2024

JUDGE'S CRITERIA EVALUATION SHEET

SRL	CRITERIA	SONG SELECTION + INTRODUCTION		COORDINATION + CHOREOGRAPHY		COSTUME (Should not be hired) + PROPERTIES		OVERALL PERFORMANCE (ENTRY, EXIT, MUSIC EDITING)		TOTAL	RANK
		POINTS/ HOUSE	10 (5+5)	10 (5+5)	10 (5+5)	20	50				
1	RED Malaysia	5	5	4	5	4.5	4.5	8.5	6.5	43	
2	BLUE Thailand	5	5	4	5	5	5	8.5	8.5	46	Ind
3	YELLOW Vietnam	5	4	4	4	4.5	4.5	8.5	6	40.5	
4	GREEN Indonesia	5	5	5	5	5	5	9	9	48	1st

Name of Judge KIRAN KAPOOR. Name of Judge Dr. Nitesh Parikh.

Signature of Judge [Signature] Signature of Judge [Signature]

ANAND VIDYA VIHAR
World Dance Day 2024

GROUP PERFORMANCE CLASS 3-7 (Junior) 29.04.2024

JUDGE'S CRITERIA EVALUATION SHEET

SRL	CRITERIA	SONG SELECTION + INTRODUCTION		COORDINATION + CHOREOGRAPHY		COSTUME (Should not be hired) + PROPERTIES		OVERALL PERFORMANCE (ENTRY, EXIT, MUSIC EDITING)		TOTAL	RANK
		POINTS/ HOUSE	10 (5+5)	10 (5+5)	10 (5+5)	20	50				
1	RED Italy	2	4	4	3	4	4	8	8	37	1st
2	BLUE American Dance	1	1	1	2	2	2	7	7	23	
3	YELLOW Nepal	2	2	2	3	3	3	8	8	31	Ind
4	GREEN U.K	3	3	3	4	4	4	8	8	37	

Name of Judge Dr. Nitesh Parikh Name of Judge Kiran Kapoor

Signature of Judge [Signature] Signature of Judge [Signature]

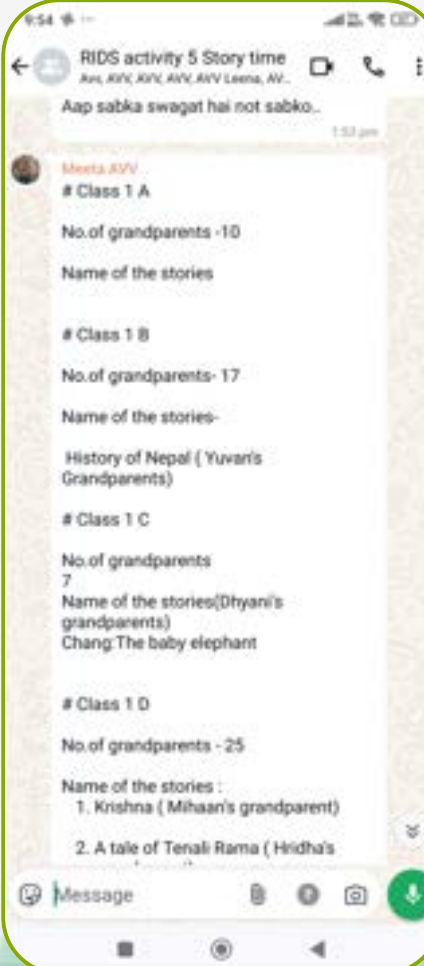
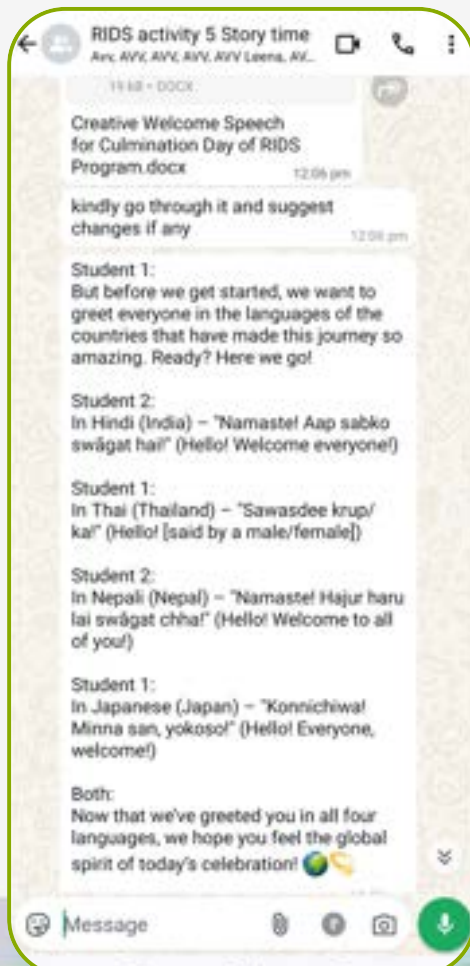
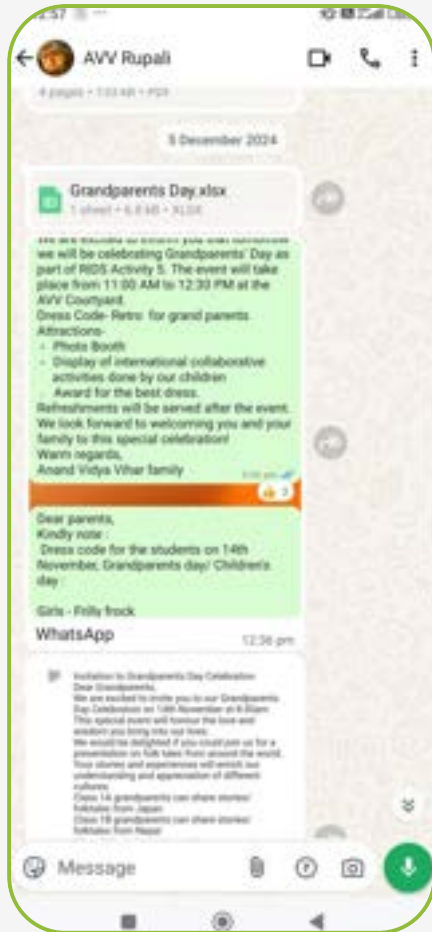
Evidences

GALLERY WALK





Evidences



Communication

Communication with Parents on Grand parents Day



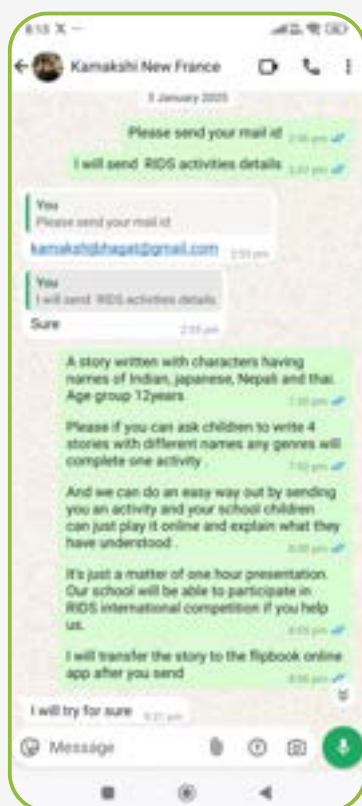


Evidences



Communication

with Clément Marot 59, rue des augustins
CAHORS, France.



Link for video: https://drive.google.com/file/d/1-OuLTfON_SR36gfbxn8IVwAdrokTHlbu/view?usp=drive_link



Evidences

Communicate with France

21/05, 11:51 AM Anand Vidya Vihar School Mail - RIDS activity file - Story Time.

KOMAL BHAGCHANDANI <komal.bhagchandani@anandvidyavihar.org>

RIDS activity file - Story Time.
2 messages

KOMAL BHAGCHANDANI <komal.bhagchandani@anandvidyavihar.org>
To: kamakshibhagat@gmail.com, SEEMA KADRI <Seema.kadri@anandvidyavihar.org>, poornima.menon@anandvidyavihar.org
Fri, Jan 3, 2025 at 7:30 PM

Hi Kamakshi,
I am sending you details of the Rids activity Story time, (translated in French for your school) to be done with collaboration with an international school. Any two activities can be done by your school in France, even done in French is ok.
I hope you can help us in completing our Rids activity
Thanking you
Komal Bhagchandani
Anand Vidya Vihar
India.

RIDS activity file - Story Time.docx.pdf
51K

KOMAL BHAGCHANDANI <komal.bhagchandani@anandvidyavihar.org>
To: Meenapuraswani@gmail.com, SEEMA KADRI <Seema.kadri@anandvidyavihar.org>, poornima.menon@anandvidyavihar.org
Tue, Jan 7, 2025 at 12:40 PM

Hi Meenu,
I am sending you details of the Rids activity Story time, to be done with collaboration with an international school. Any two activities can be done by your school in United States.
[Quoted text hidden]

RIDS activity file - Story Time.docx.pdf
51K

Activity 2 - (Age 12 / 13 years) (ENGLISH)

- 1) Make 4 groups
Eg. Group I - Thailand
Group II - India
Group III - Nepal
Group IV - Japan
- 2) Write stories using your imagination. Using characters or any others from the country given to your group. You can use the Flipbook creator app, Inkt or any other app.
- 3) Share your story line with our school via mail (We will share our story link via mail to you).
- 4) The stories will be assessed through rubric.

Activité 2 - (Âge 12 / 13 ans) (FRENCH)

Faites 4 groupes:
Par exemple: Groupe I - Thaïlande
Groupe II - Inde
Groupe III - Népal
Groupe IV - Japon

Écrivez des histoires en utilisant votre imagination. Utilisez un personnage ou tout autre personnage du pays donné à votre groupe. Vous pouvez utiliser le site de l'application Flipbook Creator ou toute autre application.

Partagez votre histoire avec notre école par courriel (Nous vous partagerons le lien de notre histoire par courriel).

Les histoires seront évaluées au moyen d'une rubrique.

Dear Madam / Sir, (ENGLISH)

Thank you for agreeing to collaborate with our school in the activity "Story Time", under RIDS programme.

Please conduct any 1 activities out of given below:

Activity 1 - (Age 12 / 13 years)

- 1) Make 4 groups for four countries
- 2) Each group will research on life of Buddha and impact of his teachings in the country given to them.
Eg. Group I - Thailand
Group II - India
Group III - Nepal
Group IV - Japan
- 3) Each group will make PPT on their research work.
- 4) Share the 4 PPT's via mail (We will share our work with you.)
- 5) A quiz on Google Form will be conducted at the end of the activity. (Link will be sent via mail.)

Chère Madame/Monsieur, (FRENCH)

Merci d'avoir accepté de collaborer avec notre école dans l'activité « Histoire de notre », dans le cadre du programme RIDS.

Veuillez mener 1 activité parmi celles indiquées ci-dessous:

Activité 1 - (Âge 12/13 ans)

Faites 4 groupes pour quatre pays.
Chaque groupe fera des recherches sur la vie de Bouddha et l'impact de ses enseignements dans le pays qui leur est confié.
Par exemple: Groupe I - Thaïlande
Groupe II - Inde
Groupe III - Népal
Groupe IV - Japon

Chaque groupe réalisera un PPT sur son travail de recherche.
Partagez les 4 PPT's par mail (Nous partagerons notre travail avec vous.)
Un quiz sur Google Form sera réalisé à la fin de l'activité. (Le lien sera envoyé par courriel.)

Activity - 3 (Age 6 / 7 years) (ENGLISH)

Grand Parents Day: Celebration.

- 1) Grand Parents / Elders of family can be invited to come to school and tell stories from Thailand, India, Nepal, and Japan to their grandson / granddaughter.
- 2) Take photos, videos. Share through email.
- 3) The little ones can speak of the values learnt in the story told by their grandparent.
- 4) They can show their love to their grandparent in some form. (Our children are gifting their grandparent cards prepared by them.)

Activité - 3 (Âge 6 / 7 ans) (FRENCH)

Fête des Grands Parents : Célébration.

Les grands-parents/ainés de la famille peuvent être invités à venir à l'école et raconter des histoires de Thaïlande, d'Inde, du Népal et du Japon à leur petit-fils/petite-fille.

Prenez des photos, des vidéos. Partagez par e-mail.

Les plus petits peuvent parler des valeurs apprises dans l'histoire racontée par leurs grands-parents.

Ils peuvent montrer leur amour à leurs grands-parents d'une manière ou d'une autre. (Nos enfants offrent à leurs grands-parents des cartes préparées par eux.)

Activity - 4 (Age 12 / 13 years) (ENGLISH)

- 1) Culture of Thailand, India, Japan and Nepal
- 2) Children can show the culture of Thailand, India, Japan and Nepal through
 - ☐ Dressing up to show traditional attire
 - ☐ Dance
 - ☐ Drawing
 - ☐ Or
 - Any other art form.
- 3) Take photos / videos and send via mail.

Activité - 4 (Âge 12 / 13 ans) (FRENCH)

Culture de la Thaïlande, de l'Inde, du Japon et du Népal

Les enfants peuvent montrer la culture de la Thaïlande, de l'Inde, du Japon et du Népal à travers

S'habiller pour montrer une tenue traditionnelle

Danse

Dessin

Or

Toute autre forme d'art.



Evidences

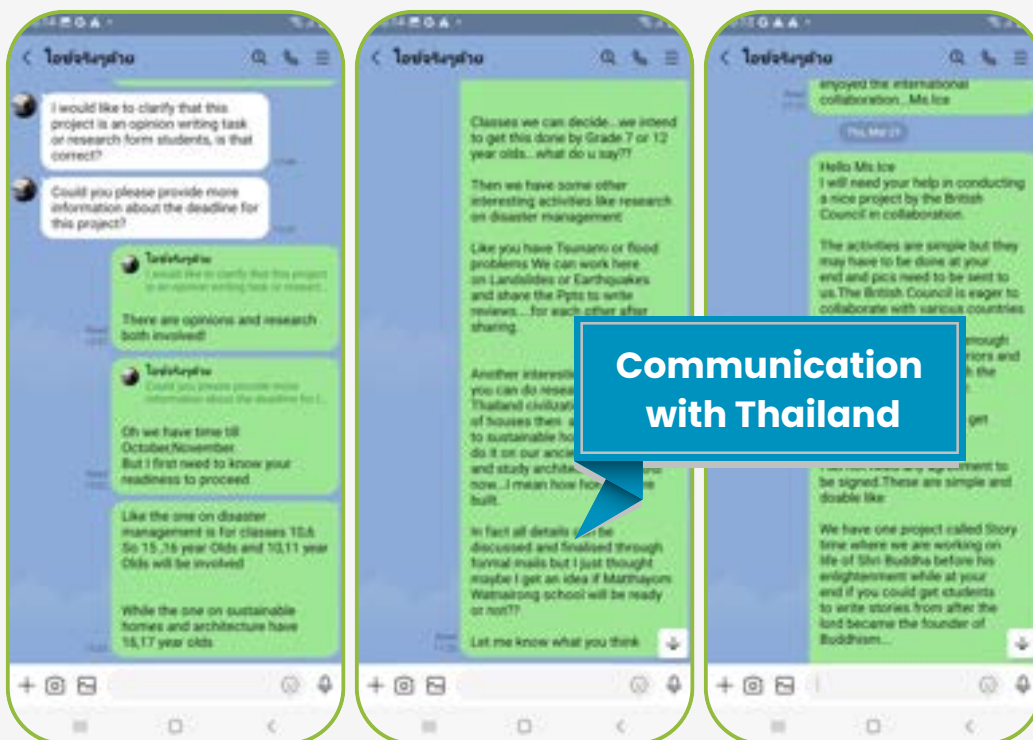
Communication with NAIRONG School, Thailand

Mail contents with translation in Thai

Dear Madam / Sir, (ENGLISH) Thank you for agreeing to collaborate with our school in the activity, 'Story Time', under RIDS programme. Please conduct any 3 activities out of given below: Activity 1 – (Age 12 /13 years) 1) Make 4 groups for four countries. 2) Each group will research on life of Buddha and impact of his teachings in the country given to them. Eg. Group I – Thailand Group II – India Group III – Nepal Group IV – Japan 3) Each group will make PPT on their research work. 4) Share the 4 PPT's via mail (We will share our work with you.) 5) A quiz on google form will be conducted at the end of the activity. (Link will be sent via mail.)

เรียนคุณผู้หญิง / ท่าน (THAI) ขอบขอบคุณ ที่ตกลงร่วมกิจกรรม โรงเรียนของเราในกิจกรรม 'Story Time' ภายใต้โครงการ RIDS กรุณา ดำเนินกิจกรรมใด ๆ 3 จากที่ที่ 1) กำหนดกลุ่ม 4 ประเทศ 2) แต่ละกลุ่มจะค้นคว้าเกี่ยวกับพุทธประวัติ นิเวศผลกระทบของศาสนาของพระองค์ในประเทศที่มอบให้ เช่น กลุ่ม 1 – ประเทศไทย กลุ่มที่ 2 – อินเดีย กลุ่ม 3 – เนปาล กลุ่มที่ 4 – ญี่ปุ่น, น 3) แต่ละกลุ่มจะท 1 PPT ในงานวิจัยของตนเอง 4) แบ่งปัน 4 PPT's ทางไปรษณีย์ (เราจะแบ่งปันงานของเรากับคุณ) 5) จะมีการตอบค านาใน Google Form เมื่อ สิ้น สด กิจกรรม (ลิงค์จะถู ส่ง ทางไปรษณีย์)

Communication with Thailand

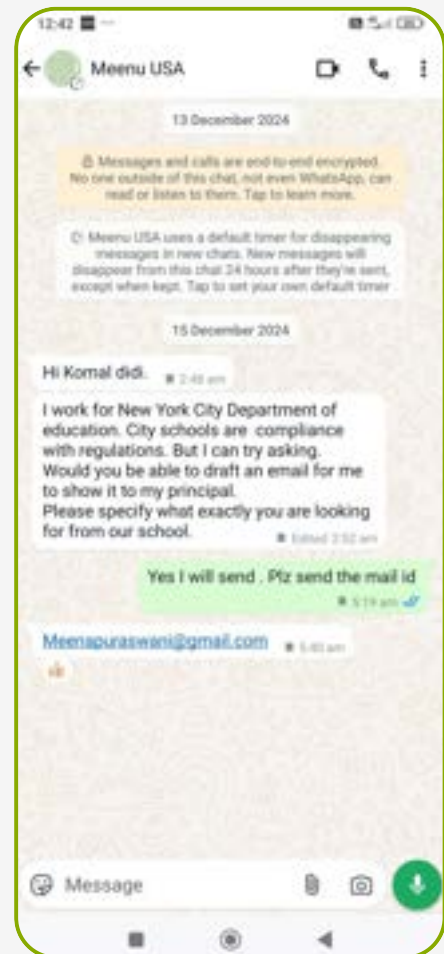
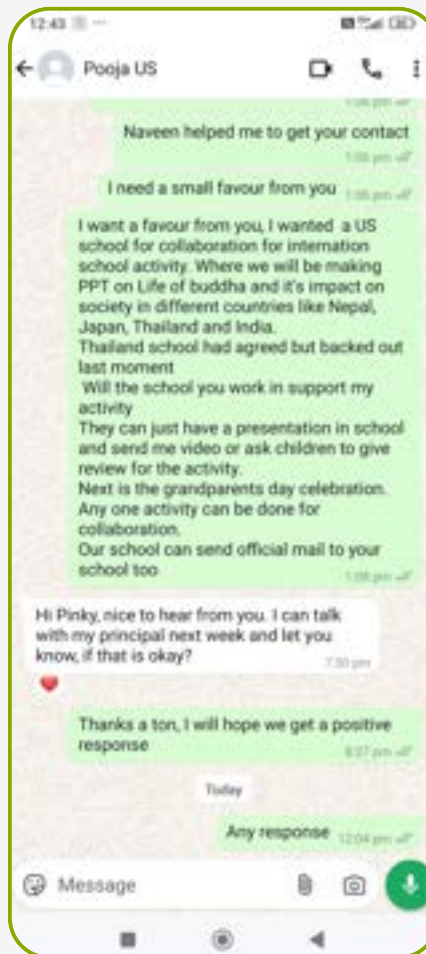


Communication for collaborative Activity



Evidences

Communicate with USA



1/18/25, 12:14 PM

Anand Vidya Vihar School Mail - RIDS activity file - Story Time.



KOMAL BHAGCHANDANI <komal.bhagchandani@anandvidyavihar.org>

RIDS activity file - Story Time.

KOMAL BHAGCHANDANI <komal.bhagchandani@anandvidyavihar.org>

Tue, Jan 7, 2025 at 12:40 PM

To: Meenapuraswani@gmail.com, SEEMA KADRI <Seema.kadri@anandvidyavihar.org>, poornima.menon@anandvidyavihar.org

Hi Meenu,

I am sending you details of the Rids activity Story time, to be done with collaboration with an international school. Any two activities can be done by your school in United States.

[Quoted text hidden]



RIDS activity file - Story Time.docx.pdf
51K

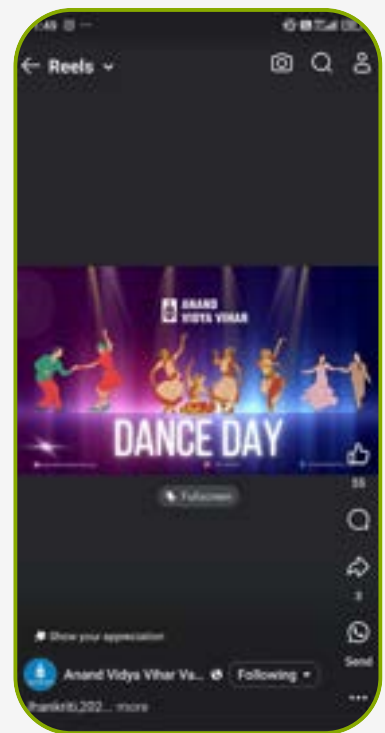


Evidences

Media



<https://www.facebook.com/share/r/183Me5vq6o/>



<https://www.instagram.com/reel/C6xxw4dux8e/?igsh=N2ZsdHN1aGRteDEy>



<https://www.youtube.com/watch?v=NDXsgZwAXzQ>



ANAND VIDYA VIHAR

FOOTPRINTS

TERM-1 || 2024-25 ||

RECOGNITION OF INTERNATIONAL DIMENSIONS OF SCHOOLS (RIDS)



STORY TIME

UNDER THE RIDS INITIATIVE BY THE BRITISH COUNCIL, A SERIES OF ACTIVITIES UNDER **STORY TIME** PROMOTED GLOBAL AWARENESS AND CULTURAL EXCHANGE AMONG STUDENTS. CLASS 7 EXPLORED THE LIFE AND TEACHINGS OF BUDDHA THROUGH COLLABORATIVE RESEARCH, HIGHLIGHTING HIS IMPACT ACROSS INDIA, THAILAND, NEPAL, AND JAPAN. THEY ALSO ENGAGED IN STORY WRITING THROUGH ONLINE FLIPBOOK MAKING, BLENDING IMAGINATION WITH CULTURAL NARRATIVES. ON GRANDPARENTS DAY, CLASS 1 STUDENTS ENJOYED GLOBAL FOLKTALES, SHOWING APPRECIATION WITH HANDMADE GIFTS. AN INTER-HOUSE FOLK DANCE COMPETITION ON WORLD DANCE DAY CELEBRATED THE RICH CULTURAL TRADITIONS OF INDIA, THAILAND, NEPAL, AND JAPAN, FOSTERING UNDERSTANDING AND CONNECTION AMONG STUDENTS.





*Shaping Minds, Nurturing Hearts, and
Building Futures – Where Every Activity
Inspires Excellence!*



*Shaping Minds, Nurturing Hearts, and
Building Futures – Where Every Activity
Inspires Excellence!*

Curriculum Activity – 6

Home Sweet Home

Efficient houses built in a way that respect resources and could last long in quality systems, are said to be the way forward in achieving a low carbon footprint and a sustainable development encompassing society, environment, culture and economy. From conception to creation, houses needs to be built with the aim to promote not only environmental conservation and economic development but also quality of life and social equality globally.





Activity Cover Sheet

Activity No: 6 Collaborative (Oguni High School,Oguni Town,Yamagata ,Japan)

RIDS ID:	RIDS2429	City	Vadodara , Gujarat , India
School Name:	Anand Vidya Vihar		
Title of the activity:	'Home Sweet Home'		
Teacher Responsible:	Debasri Chakraborty, Alpna Kundu, Shivalika Savant, Yogita Harne, Jasmin Premson, Seema Kadri, Usha Pandit, Gayatri Bajaj		
Other staff involved:	Ranjitbhai, Ramanbhai (Peons)		
Subject covered:	History, Political Science, English, Design Thinking, ICT, Photography, Social Science		
Brief details of the aim, content, and outcome of the activity:	Knowledge: Identify and compare features of modern and ancient housing structures, explore global perspective on housing heritage and understanding the cultural and historical significance of different housing traditions across countries, Demonstrate an understanding of the principles of sustainable housing including the use of eco- friendly materials, energy-efficient designs and affordability considerations. Skills: Utilize research skills, observation skills, critical thinking skills to gather information on housing features, collaborations skills, communication skills and create digital prototypes of eco-friendly house designs. digital tools and online platforms to participate in virtual activities and share findings with international peers, encouraging cross-cultural collaboration and communication skills. Attitudes: Cultivating an appreciation for diverse housing traditions and architectural heritage, fostering respect for cultural differences and historical perspectives. Develop a sense of responsibility towards environmental sustainability and affordability in housing, recognizing the importance of adopting eco-friendly practices and design solutions. Exhibit A willingness to innovate and problem-solve in addressing housing challenges,demonstrating creativity, resilience and adaptability in designing sustainable solutions. Embrace a global mindset and collaborative spirit valuing the exchange of ideas and perspectives with international peers to address common environment and societal challenges related to housing. Embrace a global mindset and collaborative spirit valuing the exchange of ideas and perspectives with international peers to address common environment and societal challenges related to housing.		
Countries explored:	Thailand, Japan, United Kingdom and India		
Partner School Name & country (for collaborative activity):	Oguni High School,Oguni Town,Yamagata ,Japan		
Other sources of information:	Internet, Resource Person – Mr. Arup Ghosh, Visit to Vadodara's Heritage sites		
Time period of the activity:	September and October (6 Weeks)		
Classes involved:	X, XI, XII		
Number of students involved:	125		
Types of evidence:	Photographs of all the activities (research work and presentations, students' field visit, seminar, design thinking competition); Scanned copies of feedback forms of teachers, students, parents, guests, judges, students' report of all activities, judgement sheets of Ppt competition, DT competition. Self-reflection, rubric of Group Discussion. Checklist of performance Assessment. Links (YouTube) of videos of Lothal, Google meet for DT competition and online seminar.Screenshots of mails, Google meet for DT competition and online seminar, communications through app with Japan school.		

For the Details
of the Activity

Click Here →



Teacher's Report

As the coordinator of the activity 6 titled 'Home Sweet Home', I am extremely elated and feel empowered that we tried to gather our understanding about SDG 11 which is about making cities and human settlements inclusive, safe, resilient and sustainable. The world's population is constantly increasing. To accommodate everyone, we need to build modern, sustainable cities.

For all of us to survive and prosper, we need new, intelligent urban planning that creates safe, affordable and resilient cities with green and culturally inspiring living conditions. The students of grades 10, 11 and 12 took immense interest and invested time in researching about houses of four countries namely Thailand, Japan, the United Kingdom and India where students had PowerPoint Presentation Competition. Students had researched about Thailand, Japan, the United Kingdom and India's climate, culture, shape, material used and



sustainability in their PowerPoint Presentation. After the presentation students solved a worksheet to show their understanding of the title

Followed by that a group of students visited three different heritage sites of Vadodara known for its architectural wonder.

To collect information about architecture which included materials with more durability and longevity, structures, style, pattern, ventilation, eco-friendly, cost- effective, culturally significant are some of the areas they had covered in their research. It was a one day activity upon coming back these students prepared a detailed report about their visit.

Unfortunately, we had to change the venue from Lothal to Vadodara. Due to rain and flood at Vadodara. We couldn't plan to visit the destination in the month of September or in October. And by the time we had finalized the visit to Lothal, a mishap happened at the site which led to closure of the site. The challenge of not getting the desired plan executed has made this activity to shift in the month of December.

After a lot of brainstorming along with Principal and the administrator we could finalize three places in Vadodara. In short period of time we took permission and visited the places for our activity. The 2nd activity was planned in a manner where students got an opportunity to attend an online seminar about structural engineering and architectural design, followed by this a questionnaire was devised by students for the resource person to answer. This activity was shared along with Oguni High School, Japan. Though they could join for a very brief period.

Followed by this we had a group discussion on comparing sustainable development which encompassed society, environment, culture and economy of UK, Japan, Thailand with India. After collecting the knowledge and understanding, our students participated in Design Thinking competition which was to present a prototype of an eco-friendly and affordable houses.

- Ms. Debasri Chakraborty

Evidences

Activity-6.1a Research work



Students researched and compared housing systems of ancient civilizations with modern houses of Thailand, Japan, UK and India. And collated and presented their findings through PPT.



Evidences

Activity-6.1b Visit to Vadodara's Heritage Sites

NOTE:

Change of Primary Research Site Due to Inclement Weather in the Month of September and October and Subsequent Closure of Lothal Site Due to an Accident

Lothal death: Police, administration seek explanation from IITs, ASI

Surabhi Verma, a researcher at IIT Delhi, died after the excavation pit, from where she was collecting soil samples, collapsed on her on November 27.

Written by **Brendan Dabhi**

Ahmedabad | November 30, 2024 01:35 IST

4 min read

NewsGuard



<https://indianexpress.com/article/cities/ahmedabad/lothal-death-police-administration-seek-explanation-from-iits-asi-9697993/>

Students' Alternative Activity: Permission letters to visit three Heritage sites in Vadodara-Narsinhji Munshiji Temple, Shri Aurobindo Ashram and Ramkrishna Mission Vivekanda Memorial

ANAND VIDYA VIHAR

TO WHOM IT MAY CONCERN

Students of the 11th Standard of Anand Vidya Vihar School (the "Students") have been assigned a project of visiting the National Heritage Sites in Vadodra (the "Project") where students are studying about the historical, cultural, and social aspects of the region.

Name of the Students:

1. Anshika Patel
2. Anshika Patel
3. Anshika Patel
4. Anshika Patel
5. Anshika Patel
6. Anshika Patel
7. Anshika Patel
8. Anshika Patel

Teacher Name:

Mr. Anand Vihar Vihar

Principal:

Anand Vihar Vihar

Heritage Society:

Heritage Society, Vadodra - 390 001

ANAND VIDYA VIHAR

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6. Anshika Patel
7. Anshika Patel
8. Anshika Patel

Teacher Name:

Mr. Anand Vihar Vihar

Principal:

Anand Vihar Vihar

Heritage Society:

Heritage Society, Vadodra - 390 001

ANAND VIDYA VIHAR

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Name of the Students:

1. Anshika Patel
2. Anshika Patel
3. Anshika Patel
4. Anshika Patel
5. Anshika Patel
6. Anshika Patel
7. Anshika Patel
8. Anshika Patel

Teacher Name:

Mr. Anand Vihar Vihar

Principal:

Anand Vihar Vihar

Heritage Society:

Heritage Society, Vadodra - 390 001

Activity-6.1b Visit to Vadodara's Heritage Sites



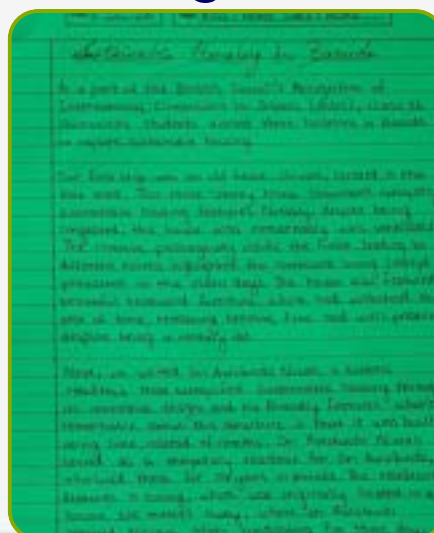
Link of Report : https://drive.google.com/drive/folders/198T1cFHeblaT2v5U1B_0uCwmjk-fPpw



Students' Alternative Activity: Students visited and had interaction with the experts of the Heritage Sites of Vadodara to examine the materials, structures, and architectural styles of three distinct locations.



Student's Report on Heritage Sites of Vadodara



Evidences

Activity-6.1C PowerPoint Presentation

Students ' presented Ppt of the old and modern houses of Thailand, Japan, UK & India.



Rubric , Judgement sheet and Peer Assessment



Link of Peer Assessments: <https://drive.google.com/drive/folders/1KU4HgRTmXZe9EXJzCVjMU4IdeZkvc0uU>

ANAND VIDYA VIHAR					
Recognition of International Dimension in School					
Curriculum Activity: 6					
Home Sweet Home					
Criteria- Rating Scale for PowerPoint Presentation Competition					
Criteria	1- Poor	2- Fair	3- Good	4- Very Good	5- Excellent
Research Quality	Lacks relevant research, factual inaccuracies present.	Research is present but lacks depth or has some inaccuracies.	Adequate research with mostly accurate information, though may lack depth.	Thorough, accurate research relevant to the topic, with minor gaps.	Highly detailed, accurate, and well-documented research supporting conclusions.
Design & Visual Appeal	Design is cluttered, hard to read, and lacks structure.	Basic design with some visual issues (e.g., poor alignment or inconsistent fonts/colors).	Clear and structured design, but could be more visually engaging.	Visually appealing, well-organized, and enhances content.	Exceptional design, creative, enhances message with effective visuals, text.
Presentation Skills	Unclear, unconfident, lacks audience engagement.	Some clarity, but lacks engagement or has pacing/timing issues.	Clear, organized delivery but lacks engagement or timing optimization.	Clear, organized delivery but lacks engagement or timing optimization.	Highly confident, engaging, flawless delivery with strong audience interaction.
Collaboration & Teamwork	No evidence of collaboration, entirely individual.	Some collaboration, but contributions are disjointed or uneven.	Clear collaboration with fair contributions, though coordination could improve.	Strong collaboration, balanced contributions from all members.	Seamless collaboration, unified approach and style, exceptional support.

ANAND VIDYA VIHAR					
Recognition of International Dimension in School					
Curriculum Activity: 6					
Home Sweet Home					
Information Sheet- Rating Scale for PowerPoint presentation Competition					
Name of the Country	Name of the Participants	Research Quality	Design & Visual Appeal	Presentation Skills	Collaboration & Teamwork
Country 1 (Team 1)	1. Ananya A 2. Tanvi 3. Ananya 4. Tanvi	25	20	20	20
Country 2 (Team 2)	1. Tanvi 2. Ananya 3. Tanvi 4. Ananya	2	2	2	2
Country 3 (Team 3)	1. Tanvi 2. Ananya 3. Tanvi 4. Ananya	4	5	4.5	4.5
Country 4 (Team 4)	1. Tanvi 2. Ananya 3. Tanvi 4. Ananya	4	4	4.5	4.5
Judge 1: <i>Chaitanya</i>		Judge 2: <i>Chaitanya</i>			
Name of the Judge 1 Mr. Chaitanya		Name of the Judge 2 Mr. Chaitanya			
Feedback/Comments: <i>Amazingly presented with clarity in concept and use of digital technology. Every aspect of the topic was covered thoroughly.</i>					
Mr. Anand Kulkarni		Mr. Anand Kulkarni			
(O.D.D. Coordinator)		(Principal)			

ANAND VIDYA VIHAR					
Recognition of International Dimension in School					
Curriculum Activity: 6					
Home Sweet Home					
Checklist for PowerPoint Presentation (Peer Assessment)					
Name of the Country	Participant	Criteria	Yes	No	Comments
Country 1 (Team 1)	1. Ananya A 2. Tanvi 3. Ananya 4. Tanvi	Is the research thorough and relevant to the topic?	☒	☐	
Country 2 (Team 2)	1. Tanvi 2. Ananya 3. Tanvi 4. Ananya	Is the design visually appealing and easy to read?	☒	☐	
Country 3 (Team 3)	1. Tanvi 2. Ananya 3. Tanvi 4. Ananya	Is the content clearly explained and easy to follow?	☒	☐	
Country 4 (Team 4)	1. Tanvi 2. Ananya 3. Tanvi 4. Ananya	Is the speaker able to explain complex ideas in an understandable way?	☒	☐	
Country 5 (Team 5)	1. Tanvi 2. Ananya 3. Tanvi 4. Ananya	Is the content clearly explained and easy to follow?	☒	☐	
Country 6 (Team 6)	1. Tanvi 2. Ananya 3. Tanvi 4. Ananya	Is the content clearly explained and easy to follow?	☒	☐	
Country 7 (Team 7)	1. Tanvi 2. Ananya 3. Tanvi 4. Ananya	Is the content clearly explained and easy to follow?	☒	☐	
Country 8 (Team 8)	1. Tanvi 2. Ananya 3. Tanvi 4. Ananya	Is the content clearly explained and easy to follow?	☒	☐	
Country 9 (Team 9)	1. Tanvi 2. Ananya 3. Tanvi 4. Ananya	Is the content clearly explained and easy to follow?	☒	☐	
Country 10 (Team 10)	1. Tanvi 2. Ananya 3. Tanvi 4. Ananya	Is the content clearly explained and easy to follow?	☒	☐	
Judge 1: <i>Chaitanya</i> Judge 2: <i>Chaitanya</i>					
Name of the Judge 1 Mr. Chaitanya Name of the Judge 2 Mr. Chaitanya					
Feedback/Comments: <i>Amazingly presented with clarity in concept and use of digital technology. Every aspect of the topic was covered thoroughly.</i>					
Mr. Anand Kulkarni Mr. Anand Kulkarni					
(O.D.D. Coordinator) (Principal)					

Evidences

Report

Report on Traditional Knowledge for Sustainability in Housing Systems

Traditional knowledge, especially regarding architecture and housing systems, plays a critical role in providing sustainability. Ancient civilisations utilized their knowledge of local climate, available materials, and cultural practices to create dwellings that were not only practical but also environmentally sustainable. The study of traditional housing systems from civilisations in India, the United Kingdom, Thailand, and Japan reveals unique approaches to sustainability, offering valuable insights for modern architecture.

This report highlights the research conducted by students comparing the housing systems of these civilisations, focusing on climate adaptation, cultural influences, materials used, and sustainability. Additionally, a worksheet was designed to assess the understanding of these concepts after the lesson that presentation made by students.

They had understood about climate adaptation, use of local materials, natural ventilation, insulation, passive cooling, and sustainable energy use. The ancient housing systems from these regions are an exemplary demonstration of how traditional knowledge can contribute to sustainable living practices. Use of local, sustainable materials: Each civilisation utilised materials that were locally sourced and biodegradable, reducing the need for transportation and minimising environmental impact.

Climate-responsive designs: Homes were specifically built to suit the climatic conditions of their regions, reducing the need for external energy sources.

Traditional sustainability: Many housing designs incorporated elements of local culture, such as communal living spaces, respect for natural elements, and adaptability to seasonal changes.

The lesson on "Traditional Knowledge for Sustainable Housing" was extremely informative, providing valuable insights into how ancient civilisations harnessed local materials, climate-adaptive designs, and cultural practices to build environmentally sustainable homes.

The experience was both engaging and enlightening, emphasising the importance of applying these enduring principles to contemporary architecture for a greener, sustainable future.

12th Semester
Kavisha Rij



Activity-6.1C PowerPoint Presentation

Evaluation of Anand Vidya Vihar and Oguni High School- PowerPoint Presentation

Recognition of International Dimension in Schools (RIDS) January 2024

Teacher evaluation of international activity

Teacher Name:	ANAND VIDYA VIHAR	Teacher:	Vandana Bhatnagar
Subject:	DR. SONAM PRASAD	Department:	Biology
Date of activity:	PPT competition	Date:	23/10/2024

Please comment on the impact this activity had had on the students learning:

The students were thrilled after doing the Research work on the housing style of ancient and current time. It was a pleasant experience for them to know how scientifically the houses were constructed so as to keep them cool and ecofriendly.

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

As teachers we were able to have a detail insight into the sustainable housing during the ancient time. Also it helped us to know how it is now essential to think about the architecture that can be more favourable for the changing climate conditions.

Please share any suggestions for improvement for a better way to conduct this part of the activity (the project only) that was the most affecting and why?

The housing style of ancient era was the most amazing and it had an insight of the topic. However, some improvements in the presentation skills would have made it better.

Recognition of International Dimension in Schools (RIDS) January 2024

Visitor evaluation of international activity

Visitor Name:	Anand Vidya Vihar	Visitor:	Vandana
Subject:	Health, Civics	Department:	Art
Date of activity:	"Home Sweet Home" - Traditional Foundation	Date:	23/10/2024

Please comment on the impact this activity had had on the students learning:

Students learned in this activity about the culture and climate conditions play a major role in the design of their homes. Also, how the traditional design can be a healthy and sustainable design.

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

There was a lot of information and knowledge through this activity. Every country that should have for you many ideas to design the which promotes sustainable development for friendly homes.

Please share any suggestions for improvement for a better way to conduct this part of the activity (the project only) that was the most affecting and why?

The thing that I enjoyed the most about this activity was that I got the experience of learning in front of a large audience and a lot of knowledge. We presented it with really inspiring to research about different architectural styles and sustainable housing techniques incorporated in them.

Please share any suggestions for improvement for a better way to conduct this part of the activity (the project only) that was the most affecting and why?

I learnt about the different sustainable housing strategies and techniques of the different countries - India, UK, Japan and Thailand.

The visitors, since I understood and spoke about it, I learnt about traditional housing, etc.

Please share any suggestions for improvement for a better way to conduct this part of the activity (the project only) that was the most affecting and why?

Everything in this activity from researching to presenting everything was enjoyable and it was a fun learning activity.

Recognition of International Dimension in Schools (RIDS) January 2024

Student evaluation of international activity

Student Name:	Anand Vidya Vihar	Student:	Vandana
Subject:	Health, Civics	Department:	Art
Date of activity:	"Home Sweet Home" - Traditional Foundation	Date:	23/10/2024

Please comment on the impact this activity had had on the students learning:

The thing that I enjoyed the most about this activity was that I got the experience of learning in front of a large audience and a lot of knowledge. We presented it with really inspiring to research about different architectural styles and sustainable housing techniques incorporated in them.

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

I learnt about the different sustainable housing strategies and techniques of the different countries - India, UK, Japan and Thailand.

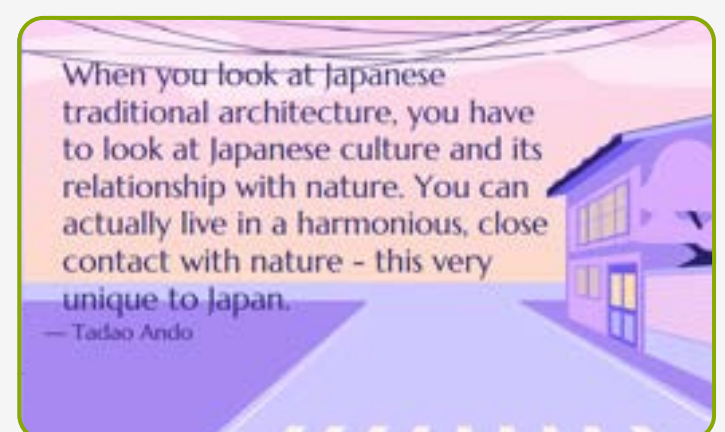
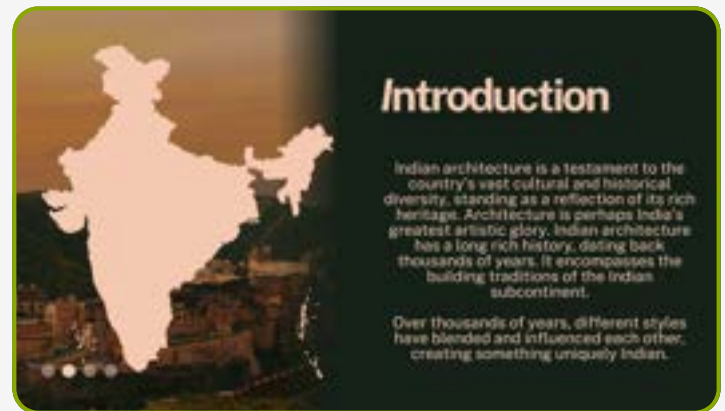
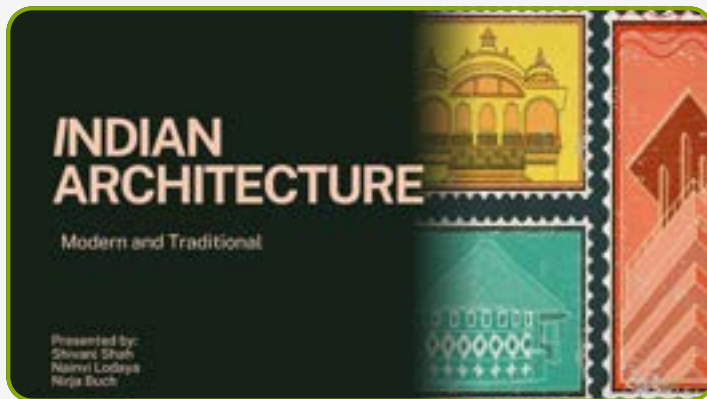
The visitors, since I understood and spoke about it, I learnt about traditional housing, etc.

Please share any suggestions for improvement for a better way to conduct this part of the activity (the project only) that was the most affecting and why?

Everything in this activity from researching to presenting everything was enjoyable and it was a fun learning activity.

Evidences

Activity-6.1 c Screenshots of PowerPoint Presentations



Evidences

Activity-6.1 c Exchange between India and Japan Ancient and Modern Housing System



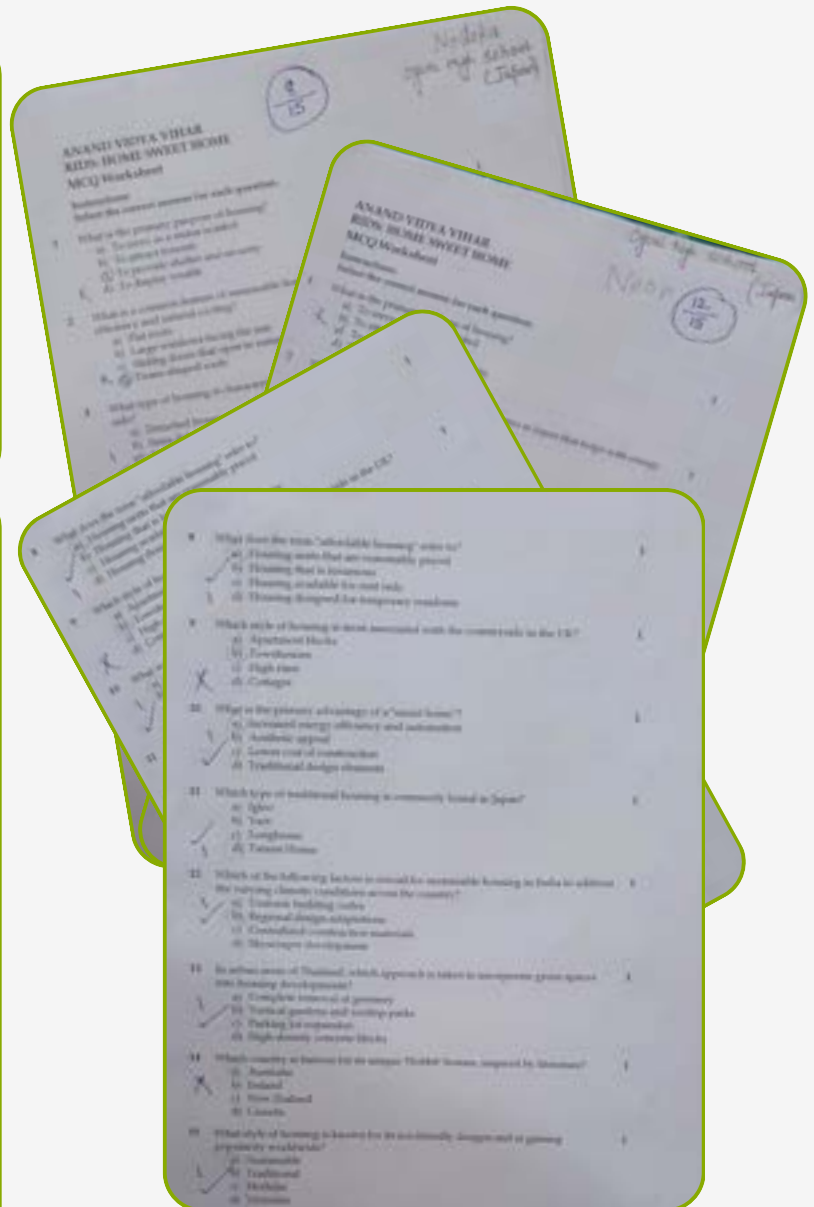
Students of Anand Vidya Vihar, Vadodara presented PPT to the students of Oguni High School about the ancient and modern housing system of Thailand, UK, India and Japan and Students of Japan shared their knowledge verbally.



Evidences

Activity-6.1 c Exchange & Evaluation

Students of Anand Vidya Vihar, Vadodara and students of Oguni High School solving worksheet on their learning



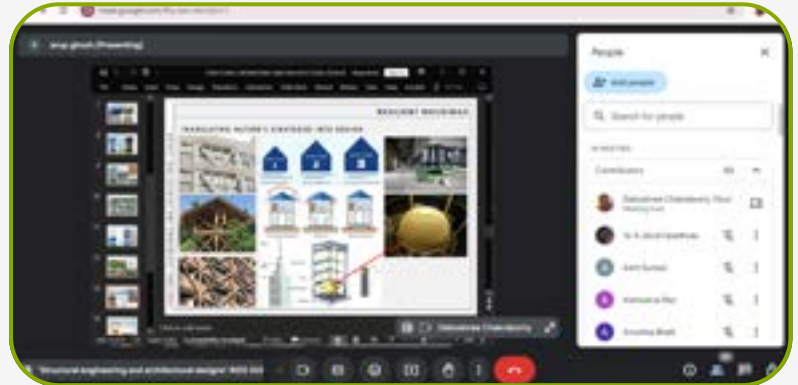
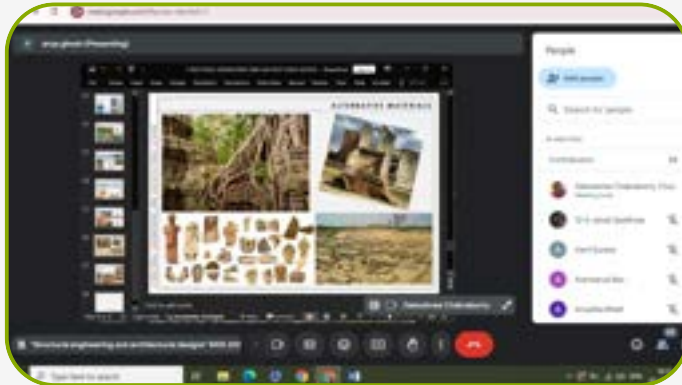
Evidences

Activity-6.1d Cultural Exchange between India and Japan



Evidences

Activity – 6.2 a Online Seminar between Students of India and Japan



Mr. Arup Ghosh conducted an Online Seminar for Students of India and Japan . The title of the seminar was “ Structural Engineering and Architectural Design.”



Classroom of Japan



Evidences

Questionnaire made by student to ask the expert.

As a part of the lesson, group of standard 10,11,12 students created a questionnaire regarding sustainable houses. The student aimed to explore various factors influencing the adoption of green architecture and the role of sustainable design in everyday life.

Questions :-

1. How do you believe sustainable houses can contribute to reducing the carbon footprint of cities?
2. What long-term benefits do you think sustainable housing offers to the environment and future generations?
3. Do you think sustainable house designs are practical?
4. Are sustainable houses affordable?
5. What do you think are the biggest challenges to building sustainable houses? (High initial cost, lack of awareness, unavailability of materials, etc.)

Kabir, Anika



Recognition of International Dimension in Schools (RIDS) January 2024

Parent/ guardian evaluation of international activity

Activity Name: Young Professional Day 2024 Country: Japan

Teacher: Language Division Date: June 2024

How did you find the activity? (Please write your response below)

The said international activity of international dimension was very good. All students had enjoyed the activity and learned the importance of the world.

I would like to know more things. It was very interesting.

We are very happy to have all kind of international activity. We are such a lucky opportunity for us.



Activity -6.2 a Online Seminar and sharing between Students of India and Japan

Report on Online Seminar

Report on Online Seminar for Sustainable House - Report on a Classroom Learning and Architecture Design

Sustainability in architecture has gained significant attention in recent years as the global community seeks to address the environmental challenges posed by rapid urbanization and climate change. Sustainable houses, which promote environmental responsibility, energy efficiency, and long-term economic prosperity, are key to creating a greener, more resilient future for the planet. In this report, we will explore the key insights from a seminar conducted by an expert architect on sustainable engineering and architectural design for sustainable house. Furthermore, we will discuss the questions raised by standard 10 students, which reflect a deep understanding of sustainable principles and their practical application in housing design.

1. Seminar Overview: Report Architect on Sustainable Engineering and Architectural Design for Sustainable House

The report architect provided an in-depth overview on sustainable engineering and architectural design with a focus on sustainable houses. The seminar aimed to educate students and integrate green architecture with modern engineering principles. The key highlights of the seminar are outlined below:

a) Sustainable Design Principles

The architect emphasized the importance of understanding sustainable design principles at every stage of a house life cycle - from planning and construction to occupancy and eventual demolition. Some key principles include:

- Energy Efficiency: Using advanced insulation techniques, energy-efficient windows, and smart systems to optimize heating, cooling, and lighting.
- Water Conservation: Implementing rainwater harvesting systems and water-efficient plumbing fixtures.
- Material Selection: Choosing materials that are sustainable, locally sourced, and have a low carbon footprint. Examples include bamboo, recycled steel, and natural stone.
- Green Orientation and Passive Design: The strategic placement of windows and walls to maximize natural light and reduce reliance on artificial lighting and cooling.
- Advanced Engineering in Sustainable Design: The architect explained that sustainable houses require a balance between aesthetic appeal and structural integrity. The following aspects were discussed:
- Load-bearing Structures: The choice of material (steel, timber, concrete) that can support the primary design while ensuring structural integrity.
- Integration of Green Features: Sustainable houses must also be resilient to natural forces, particularly in regions prone to extreme weather events. Modern engineering solutions, such as the use of reinforced concrete or steel structures, ensure that the houses are both safe and sustainable.
- Use of Reinforced Concrete: Reinforced concrete provides robust foundation, walls, and superstructure, contributing to the overall sustainability of the project.

c) Sustainable Engineering Design

The seminar also highlighted the importance of sustainable innovation in designing homes that not only functionally and aesthetically but also maximize sustainability.

- Green Roofs and Walls: The use of vegetation, covered surfaces to improve air quality, reduce heat islands, and conserve energy efficiency.
- Energy Storage: Storing energy from solar panels for use during cloudy days and reducing the need for fossil fuels.
- Smart Homes: The integration of smart technology (IoT) systems that allow for efficient energy management, such as smart thermostats and lighting systems that adjust based on usage patterns.

- Kabir, Anika
Date: 12-6-24

Evidences



Activity -6.2b Group Discussion



Judgement Sheet

ANAND VIDYA VIHAR							
Recognition of International Dimension in School							
Curriculum Activity: 6							
Home Sweet Home							
Judgement Sheet (Group Discussion)							
Country & Participants' Names	Understanding of Topic Title (%)	Research & Data (%)	Clarity of Communication (%)	Critical Thinking (%)	Contribution to Discussion (%)	Teamwork & Collaboration (%)	Total (%)
United Kingdom (Team 1) 1. Ananya 2. Yash 3. Arjun 4. Arjun 5. Arjun	4	4	3	3	4	3	20+30+20+20+20+20=130
Team 2 1. Ananya 2. Ananya 3. Ananya 4. Ananya 5. Ananya	3	4	3	3	3	2.5	15+20+20+20+20+12.5=107.5

3.5	3.5	3	3	3	3	19+19=38
4	4	4	4	5	4	25+29=54

Judge 1: Ananya Judge 2: Ananya

Name of the Judge 1 (in Office Part): _____ Name of the Judge 2 (in Office Part): _____

Feedback/Comments: The SD on 'Home Sweet Home' was inspiring, especially when we explored how to make homes more eco-friendly and green. I appreciated the ideas shared about using energy-efficient app, in green building materials and promoting waste reduction at home. It highlighted how small changes contribute to more sustainable environment.

Signature: _____ Date: _____

Self Reflection for Impact Assessment

Recognition of International Dimension in school

Curriculum Activity: 6

Self-Reflection for Impact Assessment

Name: Yashraj Class & Section: 8A

Self-Reflection: Assessment on Group Discussion: Sustainable Development in the UK, Japan, Thailand and India

The self-reflection assessment was a challenging task to help me realize how much I learned about sustainable development in the context of society, development, culture, and economy. Each assessment can be rated on a scale from 1 to 5, using visual indicators. The scale is represented by smiling faces, stars.

1. I learned from several sources and by myself.

2. I have appropriate low public engagement.

3. I have appropriate low public engagement.

4. I have appropriate low public engagement.

5. I have appropriate low public engagement.

6. I have appropriate low public engagement.

7. I have appropriate low public engagement.

8. I have appropriate low public engagement.

9. I have appropriate low public engagement.

10. I have appropriate low public engagement.

11. I have appropriate low public engagement.

12. I have appropriate low public engagement.

13. I have appropriate low public engagement.

14. I have appropriate low public engagement.

15. I have appropriate low public engagement.

16. I have appropriate low public engagement.

17. I have appropriate low public engagement.

18. I have appropriate low public engagement.

19. I have appropriate low public engagement.

20. I have appropriate low public engagement.

Economic Sustainability

8. I gained insights into how the economy influences sustainable development, particularly in balancing growth with environmental protection.

9. I now realize the different economic challenges and opportunities each country faces in implementing sustainability (e.g., the UK's green economy, India's industrialization, Thailand's agriculture).

Global vs. Local Approaches

10. I learned that sustainable development requires both global cooperation and local customization to be effective.

Overall Reflection

11. Overall, I feel that the group discussion has significantly improved my understanding of sustainable development and its multifaceted nature.

Rubric

ANAND VIDYA VIHAR					
Recognition of International Dimension in School					
Curriculum Activity: 6					
Home Sweet Home					
Rubric (Group Discussion Assessment Sheet)					
Criteria	1- Poor	2- Needs Improvement	3- Satisfactory	4- Good	5- Excellent
Understanding of Topic Title	Lacks understanding of sustainable development and its connection to the topic.	Shows limited understanding of the topic, but lacks depth in some areas.	Shows a basic understanding of the topic, with some depth in some areas.	Shows good understanding of the topic, with some depth in some areas.	Shows deep understanding of the topic, with excellent depth in all areas.
Research and Data	No relevant facts or examples to support arguments.	Relies on generalizations and lacks supporting evidence or data.	Provides some relevant examples, but lacks accuracy or depth in research.	Provides mostly relevant facts and examples with some accuracy.	Provides accurate, relevant facts and examples with excellent accuracy.
Clarity of Communication	Ideas are unclear and confusing, making it hard to understand the points.	Difficult to follow due to unclear communication or poor organization.	Communication is somewhat clear, but lacks organization or coherence.	Communication is clear and organized, with some depth in the points.	Communication is very clear and organized, with excellent depth in the points.
Teamwork and Collaboration	No critical analysis or evaluation of others' contributions.	Makes few comparisons and lacks to-depth analysis or critical thinking.	Offers basic comparisons and lacks to-depth analysis or critical thinking.	Provides some comparisons and makes some comparisons, though limited.	Provides detailed comparisons and makes excellent comparisons, with excellent depth in the points.
Contribution to Discussion	Does not participate in the discussion.	Rarely participates or offers very little contribution.	Participates but offers limited points or lacks to engage with others.	Actively participates with relevant points and contributes to the discussion.	Actively participates with relevant points and contributes to the discussion, with excellent depth in the points.
Work and Organization	Does not collaborate with the group, leading to disorganized discussion.	Shows little teamwork, often ignores others' ideas.	Makes some teamwork, but lacks to engage with others.	Makes good teamwork, with relevant points and contributes to the discussion.	Makes excellent teamwork, with relevant points and contributes to the discussion, with excellent depth in the points.

Evidences

Activity 6.2b – Student Report and Evaluation of Group Discussion



Sustainable Housing Development and its Impact on Society, Environment, Culture and Economy in the United Kingdom, Thailand, Japan, and India

- Ishika Singh, etc.

A group discussion event was held under the title 'Sustainable Housing Development and its Impact on Society, Environment, Culture and Economy in the United Kingdom, Thailand, Japan, and India'. The students were divided into four teams, each representing a different country: UK, Japan, Thailand, and India. They discussed the challenges and opportunities of sustainable housing development in their respective countries. The students shared their views on the impact of sustainable housing on society, environment, culture, and economy. They also discussed the role of government and private sector in promoting sustainable housing development. The event was a great success and the students learned a lot from it.

Sustainable Housing Development and its Impact on Society, Environment, Culture and Economy in the United Kingdom, Thailand, Japan, and India

- Ishika Singh, etc.

The group discussion event was held under the title 'Sustainable Housing Development and its Impact on Society, Environment, Culture and Economy in the United Kingdom, Thailand, Japan, and India'. The students were divided into four teams, each representing a different country: UK, Japan, Thailand, and India. They discussed the challenges and opportunities of sustainable housing development in their respective countries. The students shared their views on the impact of sustainable housing on society, environment, culture, and economy. They also discussed the role of government and private sector in promoting sustainable housing development. The event was a great success and the students learned a lot from it.

Recognition of International Dimension in Schools (RIDS) January 2024

Student evaluation of International activity

Event Name:	Anand Vidya Vihar	Category:	Environment
Topic:	Sustainable Housing	Age Group:	11-12
Event Date:	Group Discussion		

I got to know about sustainable housing development and its friendly houses in four different countries: Thailand, UK, Japan and India. I enjoyed the preparation of the RIDS activity.

Now the four countries manage to promote sustainable development in the houses.

It was a great experience and I learned a lot from it.

It was a great experience and I learned a lot from it.

Recognition of International Dimension in Schools (RIDS) January 2024

Visitor evaluation of International activity

Event Name:	ANAND VIDYA VIHAR	Category:	Environment
Topic:	Sustainable Housing	Age Group:	11-12
Event Date:	HOME SWEET HOME		

I got to know about sustainable housing development and its friendly houses in four different countries: Thailand, UK, Japan and India. I enjoyed the preparation of the RIDS activity.

Now the four countries manage to promote sustainable development in the houses.

It was a great experience and I learned a lot from it.

It was a great experience and I learned a lot from it.

Recognition of International Dimension in Schools (RIDS) January 2024

Teacher evaluation of International activity

Event Name:	ANAND VIDYA VIHAR	Category:	Environment
Topic:	Sustainable Housing	Age Group:	11-12
Event Date:	HOME SWEET HOME		

I got to know about sustainable housing development and its friendly houses in four different countries: Thailand, UK, Japan and India. I enjoyed the preparation of the RIDS activity.

Now the four countries manage to promote sustainable development in the houses.

It was a great experience and I learned a lot from it.

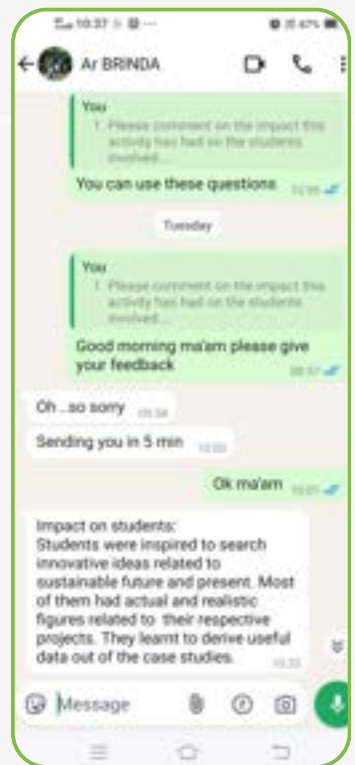
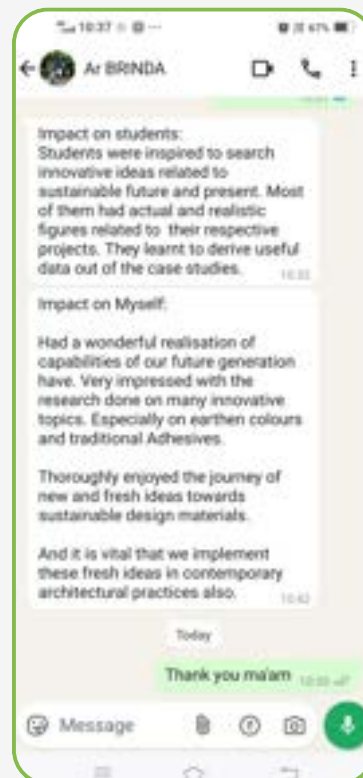
It was a great experience and I learned a lot from it.

Evidences

Activity -6.3 Design Thinking Competition



The students of AVV applied the steps of Design Thinking and came up with innovative ideas for sustainable and affordable houses.





Activity –6.3 Assessment & Evaluation

ARANI VIDYA VIDAR DESIGN THINKING COMPETITION CLASS 12 DATE: 9-9-24 (Monday)									
	NAME OF STUDENTS	NAME OF PROJECT	Originality/ Innovation (%)	Relevance/ Utility (%)	Feasibility/ viability (%)	Human element/ emotional connect (%)	Viability/ economical/ sustainable (%)	TOTAL (%)	REMARKS
1	HEM PATEL MANVISHREE THAKAR	Colour of earth	4	4	4	4	4	20	3 rd
2	ANIRUDH SRIVANAN		5	5	5	5	3	23	1 st
3	ANRVI DESAI		5	5	4	4	4	22	2 nd

JUDGE 1: BRINDA STEPHEN CHRISTIAN

JUDGE 2: ABBAS PITOLWALA

Class 11 & Class 12 was judged together

PROFESSOR: Mr. Anurag Mishra



Evidences

Communication

Yamagata Prefectural Oguni high school
 Address: 621 Oaza Iwahara, Oguni-machi, Nishikitsuna-gun, Yamagata-ken, 999-3502
 Email: yuguni@pref.yamagata.jp
 Website: <https://www.ygi-oguni.k.ed.jp/>
 Contact Number: 81238622854

June 4th, 2024

Invitation to Students and Teachers of Anand Vidya Vihar School, Vadodra from 27th October to 18th November 2024

To
 The Principal
 Anand Vidya Vihar School
 Baroda

On behalf of Yamagata Prefectural Oguni high school, I invite students and staff of Anand Vidya Vihar (AVV) in Vadodra, Gujarat, India to visit our school and as a part of cultural exchange program.

The aims of this cultural exchange program are for the participants to understand the rich cultural heritage of one another's countries; to immerse themselves in one another's cultures by communication and interacting with families around, and to engage in service work in one another's respective communities. The intended outcome of this program is to foster deeper cultural understanding and enrich the lives of all those who participate.

The basic itinerary for AVV students and staff on their visit to the Japan will be a 3-days visit in Tokyo complete with historical tours and sightseeing, staying in Nishiokitama District, Yamagata for 8 to 10 days and experiencing the daily life of an Japanese students, sightseeing and historical sites, attending cultural and arts based events in and around Yamagata; gaining an understanding of the history, economy, and politics of the region by visiting historical sites, local businesses, and local governmental institutions.

I am the principal of Yamagata Prefectural Oguni SHS and their visit will be supported by the other members of our school staff and community.

We are very much looking forward to the visit of AVV students and staff. We hope to provide the good quality experience for our guests from India when they visit us.

From AVV Side Ma.Poonima Madam (Principal, AVV) is requested to be part of the visit. And also Mr.Jaywant Singh Sagat (Coordinator for the Exchange both schools) to plan complete activities and encounter for the benefit for the students and schools.

If you have any questions do not hesitate to be in contact with me.

Sincerely,

 Masaru Yamashita
 Principal of Yamagata Prefectural Oguni SHS
 81238622854 or yamashita.ak@pref.yamagata.ed.jp

ANAND VIDYA VIHAR

New Date: 24/10/2024
 0202-81510709-06-030001

Visitors names at Yamagata Prefectural Oguni high school as follows:

Sr. No.	Names As per Passport	Category	Passport No.	DOB	Gender
1	Mamun Poonima Vinodkumar	Principal & Group Head	C2718863	05-10-1977	Female
2	Melag Vindang Deepak	Student	04270678	30-09-2001	Male
3	Dhruvankar Amolika Ashok	Student	95872841	05-10-2005	Female
4	Mun Hazrat Bhadrakumar	Student	V5267263	30-08-2020	Male
5	Narayani Aanya Anand	Student	V0002240	28-12-2009	Male
6	Bhagwati Poojashri Pram	Student	X0021865	15-09-2007	Female
7	Patel Radha Supersikumar	Student	W1228847	28-04-2013	Female
8	Chokkula Madini Himanshu	Student	V1423667	25-01-2008	Female
9	Sane Navya Prasen	Student	X800404	23-01-2021	Female
10	Dave Vilas Prasen	Student	89061119	02-02-2012	Female
11	Singh Rajat Khawal	Student	B0287309	26-02-2008	Female
12	Joshi Vachan Krishnakant	Student	C2048126	03-12-2009	Male
13	Patel Digvijay Vinod	Student	C1999573	08-08-2001	Male

With Best Regards
 Mrs Poonima Vinod Kumar Mamun
 Principal
 Anand Vidya Vihar

 Principal
 Anand Vidya Vihar
 Harimaga Society, Ghat Road, P.O. Subhanspur,
 Vadodra - 390027, Gujarat, India
 Tel: 0202-81510709

anandvidyavihar@yahoo.co.in
 www.anandvidyavihar.org

+91 (202)-0380041
 +91 84208 19027
 Harimaga Society, Ghat Road, P.O. Subhanspur,
 Vadodra - 390027, Gujarat, India

ANAND VIDYA VIHAR

New Date: 24/10/2024
 0202-81510709-06-030001

22/10/2024

To
 Vice Officer
 Japanese Council General,
 Mumbai,
 India

On behalf of Anand Vidya Vihar and Yamagata Prefectural Oguni high school, our students and staff of Anand Vidya Vihar (AVV) in Vadodra, Gujarat, India are invited to visit the school and community at Oguni as part of a cultural exchange program from 26 Oct. to 18 Nov. 2024.

The aims of this cultural exchange program are for the participants to understand the rich cultural heritage of Japan; to immerse themselves in Japanese culture by staying with a host family/community based dormitories and/or engage in service activities. The intended outcome of the programme is to foster deeper cultural understanding and enrich the lives of all those who participate.

The basic itinerary for AVV students and staff will be a 3-day stay and visit in Oguni complete with local and house tours and sightseeing, staying with host families/dormitories and attending in the school to get an overview of local and urban lifestyle and a 8 day visit to Tokyo to get a feel of the vibrant spirit of the city of Tokyo with trips to Disneyland and two local schools and other places of like setting.

I the Principal of the Anand Vidya Vihar School, am the coordinator of the visit to Japan and will be supported by the participating families and other members of our school staff and community. Along with the plane tickets, and some other costs associated with the Tokyo visit, the participating host families will be incurring most expenses associated with the visit of AVV students to Japan.

The school at Oguni are very much looking forward to the visit of AVV students and staff to Japan. They promise to host us with the highest level of hospitality and make our visit one that something beyond measure. We hope to enjoy a quality experience during our visit.

The names of the students and staff invited to visit Yamagata Prefectural Oguni high school as part of this cultural exchange are in the next page.

With Best Regards
 Mrs Poonima Vinod Kumar Mamun
 Principal
 Anand Vidya Vihar

 Principal
 Anand Vidya Vihar
 Harimaga Society,
 Ghat Road, Vadodra 390 027

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 Vadodra - 390027, Gujarat, India

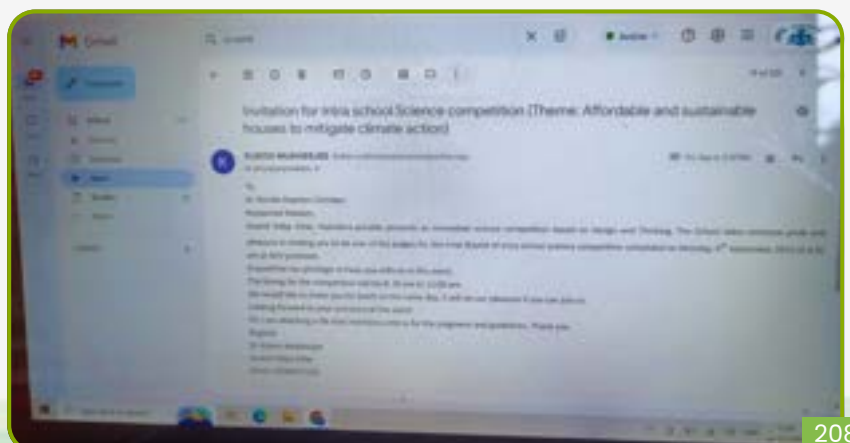
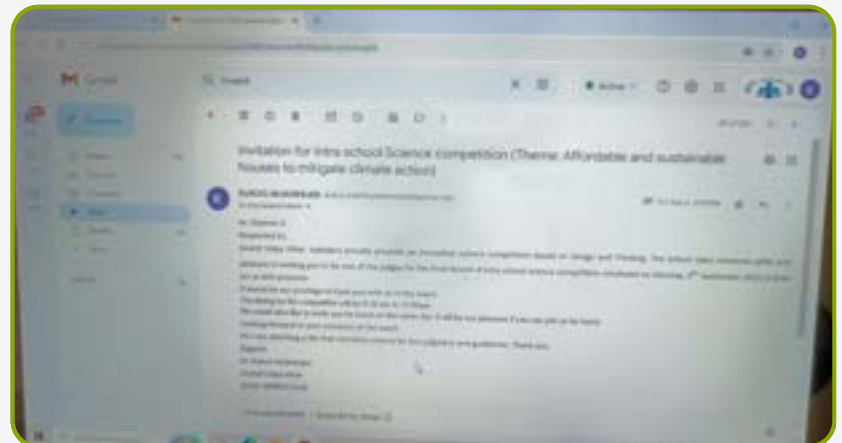
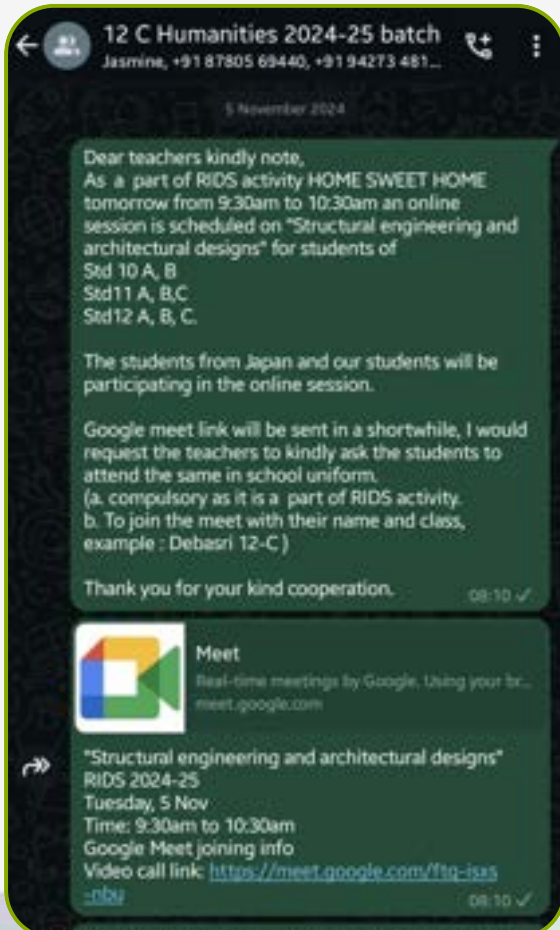
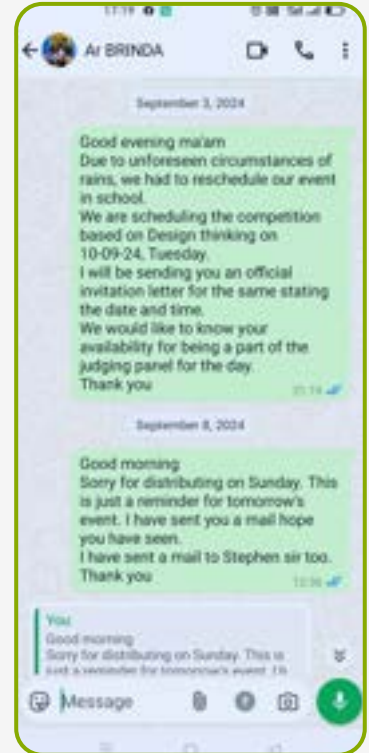


Evidences

Communication



Link for Communication: https://drive.google.com/drive/folders/1hp8Yd0GQNaH8B8_Z1c2xulKgiQsRBFVZ

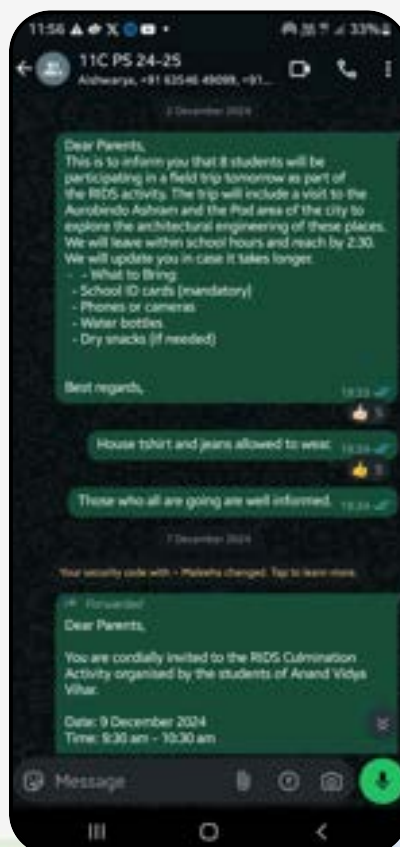


Evidences

Communication



Link for Communication: https://drive.google.com/drive/folders/1hp8Yd0GQNaH8B8_Z1c2xuIKgiQsRBFVZ



Evidences

Presentation of Activity in front of School community



Evidences

Living like a japanese student,enjoying school activities



Evidences

Cultural Activity with Japan



Media

小国高インドの学生訪問団と交流

小国町の小国高（山形県校舎、70△）は今年秋、インドの学生訪問団を受け入れ、1週間にわたる交流を通じて国境を越えた絆を育んだ。同校は生徒のコミュニケーション力向上に加え、世界の多文化に接する貴重な機会になったとして、今後も各国・地域の学生の来学や留学と交流を受け入れられよう、国際的視野を意図した授業を進めていく考えだ。

国境を越えた絆育む

折り紙で交流する小国高生とインドの学生
＝10月30日、小国町・小国高（同校提供）

訪れたのは前年度部・グシャラット州にある大学入学前までの12年制学校「アナンド・ビディア・ビハール（AVV）」で、授業を含む滞在生活は約12～19歳の男女12人。学生は10月30日～11月5日に、小国高で英語、国語、数学、家庭、地理歴史といった全8教科の授業に参加し、町内のスポーツ交流センターアスネットと小国高の壁が気にならなくなったと

国際的視野 今後とも意識

いい、インドの暮らしを知りたい。故郷には折り紙を手ほどきする場面もあった。一緒に羊羹会も楽しめ、米沢市の上杉神社や南陽市の朝野大社を巡るなどして、親睦を深めた。

1年高橋明杜さん（15）は「インドも日本も時代代感性は似ている。英語の出来よりも、相手は伝えようと努力が大事だと分かった」と印象を述べた。3年塚原美奈さん（17）は別れ際に贈る学生たちの姿に「とても感銘を受けた。私たちとの出会いを大切にしてくれていることがうれしかった」。インドの友人とは今も交換サイトで連絡を取り合っているという。

交流の端緒は舟山知勇教諭が昨年、アジアの学生が集まる会議でAVVの校長と面談したこと。AVV側の申し出て小国訪問が実現した。舟山教諭は「日本を訪れたいという海外のニーズは、私たちが考えている以上に高い」と話す。留学のように海外に出向くだけでなく、諸外国の学生を受け入れる素地を整えることが、活発な国際教育の実現につながることを強調した。

小国高では、そのポイントを実際の視野だと捉えている。受け入れを経験した教員が賛助した場合でも次に対応できるよう、英語だけでなく他言語を含め、国際的視野を養うための授業に取り組みしていく方針だ。

（上巻大田）

学びのフロンティア

佐藤俊一

Evidences

Media



ANAND VIDYA VIHAR

FOOTPRINTS

TERM-1 || 2024-25 ||

RECOGNITION OF INTERNATIONAL DIMENSIONS OF SCHOOLS (RIDS)





DESIGN THINKING

LET'S CREATE TO LIVE...

TO FOSTER CREATIVITY AND INNOVATION IN CHILDREN, A DESIGN THINKING COMPETITION WAS HELD ON 10TH OF SEPTEMBER 2024. DESIGN THINKING IS AN ITERATIVE PROCESS IN WHICH YOU CREATE INNOVATIVE SOLUTIONS TO PROBLEMS AROUND US. IT IS NOT JUST A PROCESS BUT A MINDSET WHICH MAKES YOU OBSERVE, EMPATHISE, DEFINE AND FIND SOLUTION WHICH IS HUMAN-CENTRIC, VIABLE, ECONOMICAL AND SUSTAINABLE.

CLASSES 6 TO 8 PRESENTED THEIR INNOVATION ON, 'TRADITIONAL KNOWLEDGE FOR BETTER LIVING'. THE SENIORS I.E. CLASSES 9 TO 12 APPLIED DESIGN THINKING STEPS TO INNOVATE IN THE HOUSING SECTOR UNDER THE TOPIC, 'SUSTAINABLE AND AFFORDABLE HOUSES'.









*Shaping Minds, Nurturing Hearts, and
Building Futures – Where Every Activity
Inspires Excellence!*



*Shaping Minds, Nurturing Hearts, and
Building Futures – Where Every Activity
Inspires Excellence!*

Curriculum Activity – 7

Let's Be Prepared

Preparing for disasters saves countless lives. Initiative at the global level to understand the nature of some common natural disasters like earthquake, flood, and cyclone and to prepare oneself to plan for its mitigation so that there is minimum loss of life, properties, and resources, is need of the hour. Let us be prepared, to face any such disaster by joining hands together at the global platform and try reducing its impact by sensitizing children towards personal commitment to action and services for global sustenance of all.



Activity Cover Sheet

Activity No: 7 Collaborative Activity (Motherland Secondary school, Nepal)

RIDS ID:	RIDS2429	City	Vadodara , Gujarat , India
School Name:	Anand Vidya Vihar		
Title of the activity:	LET'S BE PREPARED		
Teacher Responsible:	Usha Pandit, Gayatri Bajaj, Alpana Kundu, Preeti Tiwari, Priya Vij, Zalak Shah, Madhavi Dhodapkar, Rashmi Erande, Ruta Vyas, Kalpana Kshatriya		
Other staff involved:	Harsh Kotak, Sushila Giri and Anju Batas (IT department), Komal Bhagchandani (Librarian), Sunil Patel (Physical Education and admin), Sheetal Dani (admin) , helpers , peons , dining hall staff		
Subject covered:	Social Science, English, Fine Arts, ICT, Physical Education, Life Skills		
Brief details of the aim, content, and outcome of the activity:	Aim: The aim is to raise global awareness about natural disasters, preparing children to understand, mitigate, and reduce their impact, ensuring minimum loss of life, property, and resources through personal commitment and action. Students from India and Nepal will research natural disasters (earthquakes, floods, cyclones) in India, USA, Nepal, and Thailand, focusing on causes, effects, and mitigation. They will create maps, presentations, and conduct disaster mock drills. They will also prepare awareness posters, brochures, and podcasts for a community seminar on disaster management and preparedness. Knowledge: - Studied natural disasters like earthquakes, floods, and cyclones in India, USA, Nepal, Thailand. - Learned evacuation plans and rescue techniques for disaster situations. - Identified logos, symbols, and signages used globally to raise awareness during natural disasters. Skills: - Developed research skills such as data collection, analysis, and critical thinking. - Enhance communication and collaboration skills by sharing research, exit plans, and rescue techniques with partner schools. Attitude: - Cultivate empathy, cooperation, and a strong commitment to saving human lives and property during disasters. For the Details of the Activity 		
Countries explored:	India, USA, Thailand and Nepal		
Partner School Name & country (for collaborative activity):	Motherland Secondary School, Nepal		
Other sources of information:	Resource Persons (Fire Fighting, CPR), Sharing experiences (real life experiences during interaction with partner school, Internet, Encyclopedia and Disaster Management NCERT Textbook		
Time period of the activity:	October– November (6 weeks)		
Classes involved:	VI and IX		
Number of students involved:	208 students		
Types of evidence:	Photographs of all the activities: Research work, students' sharing their research work, Power point presentation, Map work, Resource person clearing students' doubt, Mock Drills, rescue (CPR) technique, poster making, brochure making, podcast making, awareness campaign. Scanned copies: Research Work, PPT, Map work, Questionnaire, Posters, Brochures, Evaluation forms like: rubrics, checklist, rating scale, Teacher feedback form, Self- Reflection form, peer assessment, Parents' feedback form, feedback from partner school, feedback of resource person. Screenshots: Emails shared to communicate with the partner school, parents, resource person, WhatsApp messages. Links: YouTube links, Podcast link, SurveyMonkey link, Kahoot link		

Teacher's Report

As the coordinator of the Disaster Management and Preparedness project, I am proud to reflect on the journey our students undertook from planning to execution. This initiative, involving classes 6 and 9, focused on natural disasters such as earthquakes, floods, and cyclones. It not only helped students understand disaster management but also developed essential life skills. Personally and professionally, it has been a rewarding experience to witness their growth—both academically and as responsible, self-directed learners.

The students showed impressive dedication to their research. They explored the causes, effects, and mitigation strategies for natural disasters in India, Nepal, Thailand, and the United States. This comparative analysis deepened their understanding of global challenges. Beyond facts, they connected with the human aspect of disaster management, learning from the experiences of people in different regions.

This fostered empathy and a stronger appreciation for disaster preparedness, reflected in the posters and brochures they created to raise awareness.

The students took full ownership of the project, showing responsibility, accountability, and initiative. Their PowerPoint presentations, shared with peers, teachers, and visitors, highlighted their growing confidence and research skills. These presentations also provided a platform to improve their public speaking and presentation abilities—skills valuable beyond the classroom.

A significant part of the project involved mock disaster drills, including fire, earthquake, and CPR drills. These hands-on activities provided practical skills that could save lives during a real disaster. The students embraced these drills, learning vital rescue and safety techniques. Their commitment to disaster preparedness was clear, and they demonstrated their skills with great enthusiasm.

The students also showcased creativity in raising awareness through podcasts. They created podcasts on disaster preparedness, detailing the Do's and Don'ts during earthquakes, floods, and cyclones. This initiative allowed them to apply their knowledge in a practical way. They also recorded videos of their mock drills and created quizzes on Kahoot, contributing to the overall success of the project.

Collaboration with Motherland Secondary School in Nepal added an international dimension. Although there were challenges in aligning schedules, persistent communication ensured smooth coordination. Mr. Baman, the coordinator at Motherland Secondary School, played a pivotal role in facilitating this collaboration, supported by Mr. Jaswant Sagar, who helped with communication between the schools. The online quiz, jointly conducted by both schools, tested students' knowledge of disaster preparedness.

The project developed students' research, communication, and collaboration skills. They learned to gather data, think critically, and present their findings clearly. Collaboration with students from Nepal broadened their perspectives on global disaster preparedness efforts.

I would like to thank Mrs. Seema Kadri, RIDS coordinator at AVV, and our Hon'ble Principal, Mrs. Poornima Menon, for giving me the opportunity to lead this project. Their guidance and support were invaluable.

In conclusion, the Disaster Management and Preparedness project has been an enriching experience for both the students and me. The students have gained essential skills, become more aware of disaster challenges, and are now better equipped to make a positive impact locally and globally.



– Mrs. Usha Pandit

Evidences

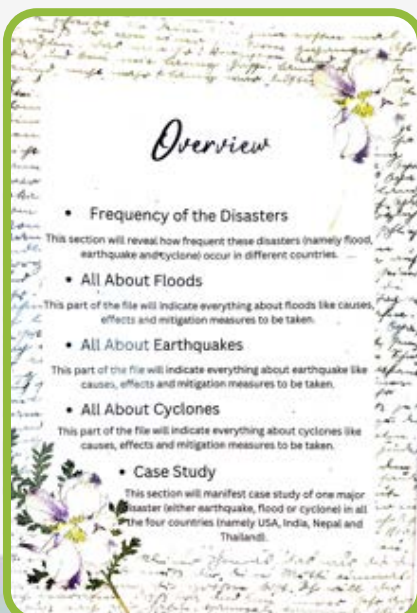
Activity 7.1 a – Research work



Link for File work: https://drive.google.com/drive/folders/1wa5Mq1lhBWKh16uxEeLEDbataXLCaua2?usp=drive_link



Students of AVV India and Motherland Secondary School at Nepal engrossed in research work regarding Natural disasters – flood, cyclone and earthquake in USA ,India , Nepal , Thailand. They collated their work in a file

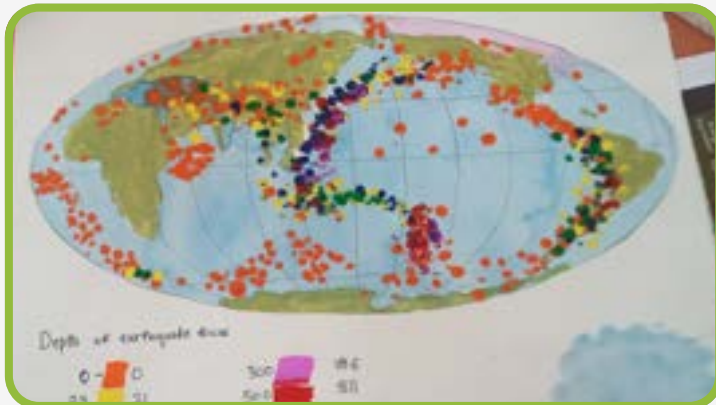


Evidences

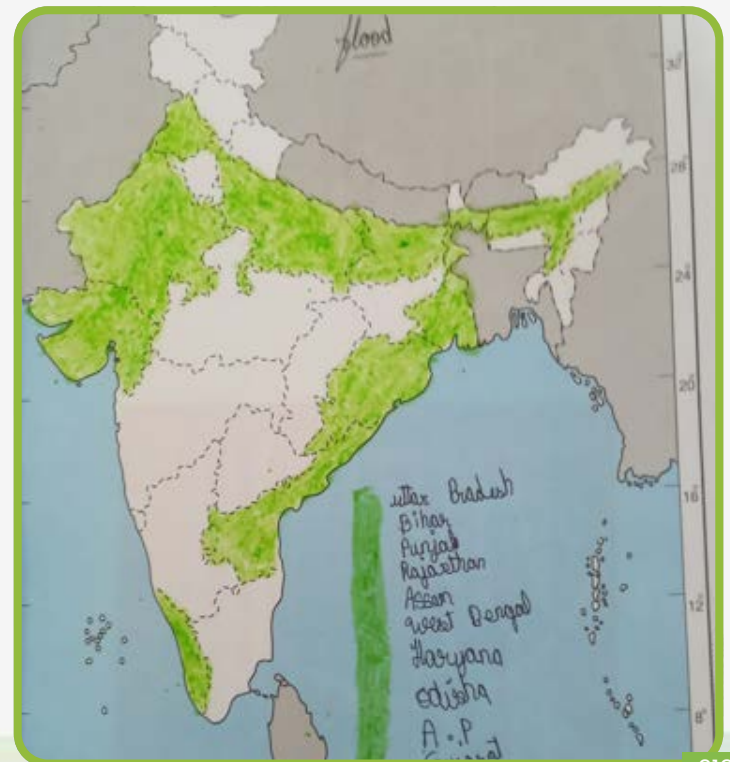
Activity – 7.1b Mapwork



Link for Mapwork: https://drive.google.com/drive/folders/1JuUHgmkyLINZTlulAeGwjJgM2GUJv8ap?usp=drive_link



**Marking natural disasters :
Earthquake, floods and
cyclone on the world map
and map of India**





Evidences

Assessment & Evaluation



Link for Evaluation: https://drive.google.com/drive/folders/18PQEeBPSXiId9hk2ppPxuZknX-g4NswF?usp=drive_link

ANAND VIDYA VIHAR

LET'S BE PREPARED: DISASTER MANAGEMENT
RATING SCALE TO ASSESS CRITICAL THINKING

Date:

ACTIVITY 1:

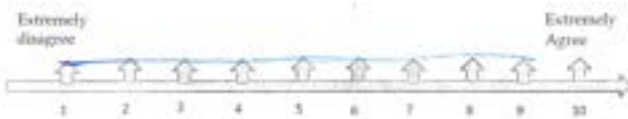
Assessment of: Natural Disasters

CLASS 9

Assessment by: Aradhya Datta

How would you approach a natural disaster?

What steps would you take to understand the problem and develop a plan?



ANAND VIDYA VIHAR

LET'S BE PREPARED: DISASTER MANAGEMENT
CHECKLIST: RESEARCH WORK

Date: 15/10/24

ACTIVITY 1:

Assessment of: Natural Disasters

CLASS 9

Assessment by: Madhavi Upadhyay

CRITERIA	Satisfactory	Good	Very Good	Excellent
It provided a clear background information of the topic				✓
It gets the reader's attention right from the beginning				✓
The research problem/s is/are properly defined				✓
It is deemed significant to the society			✓	
Important terms are appropriately defined				✓

Signature: In charge Teacher

BRITISH COUNCIL

Recognition of International Dimension in Schools (RIDS) January 2024

Teacher evaluation of international activity

School Name: Anand Vidya Vihar Location: Vadodara
Name: Alpana Kumbhar Department: Social Science
Title of activity: Research Activity Date: 4.10.24

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

Research done by students on earthquakes and other natural disasters highlight the profound impact on their understanding and mitigation of seismic risks, flood control etc.

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

The activity reflects a strong understanding of the science behind seismic activity and the broader impact of natural disasters on human societies.

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

Parent/ guardian evaluation of international activity

School Name: Anand Vidya Vihar Location: Vadodara
Name: Nitya Harne
Title of activity: Research work Date: 1-10-2024

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

The research work gives new insight in my mind regarding the global impact on natural disaster. How being a human our role play very significant part. When we talk about natural disaster calamities so we have to generate awareness about it. Empathy, awareness are main priorities.

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

If I was directly involved in it so it was great pleasure for me after long time with my daughter I will learn new phase of life with new perspective. It gives deeper understanding and sense of responsibility.

Any other comments:

Being a parent I am very thankful to school authority and teachers. Teachers while activity enhanced academic skills with social awareness. The guidance given by parents and planned activities are very interesting short term with fun and responsibility.

FEEDBACK FORM

Name Radha Patel Roll no 4

Class 9

Date 19/10/2024

TOPIC: NATURAL DISASTER
MANAGEMENT FILE

In this activity started as a task and my interest got deeper as I researched on the various case studies. What is natural cannot be avoid but what we are responsible for, we have to curb it. In this we also made brochures to spread awareness among people, this was a creative experience for me.

From this activity I have learnt a lot about earthquakes, cyclone, floods in different countries like India, Nepal, Thailand, USA. It also helped in deeper understanding of causes, effects and mitigation measures. It was a blend of technology, art, map skills. This project has equipped my understanding skills.

BRITISH COUNCIL

Recognition of International Dimension in Schools (RIDS) January 2024

Student evaluation of international activity

School Name: Anand Vidya Vihar Location: Vadodara
Name: Sruvika Patel Grade: IX
Title of activity: Research work

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

The thing I enjoyed about this activity is the learning of mitigation methods and how to save ourselves. The best thing was to do research work about different natural disasters.

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

I have learned that what are the impacts, mitigation methods and its implementation done by different countries. The new thing was also learning about the countries and their histories about how they rescued themselves.

What have you found enjoyed in this activity and provided any improvement was needed?

The least enjoyed thing in this activity was the making of ppt as it was same as making a file, books are same things and during this process, I unnecessarily skipped some important things and was not feeling good about it.

SELF REFLECTION (Activity 1: Research Work)

- Q1. What did I like the most and why?
The thing that I liked most about the activity was researching about the particular topic because it provided me with things that I was not aware of and gave me new information and made me aware of new things.
- Q2. What did I learn?
The activity was mostly about disasters and its management. I learned about how natural disasters occur, its impact and effects and mitigation measures related to it.
- Q3. How can it be improved?
The activity was overall very helpful and knowledgeable but the thing that can be improved in the activity is that rather than using handwritten things, we could have done it all using PPT presentation.

Name: Aradhya Datta
Class: 9C
Roll no: 2

RIDS ACTIVITY - RESEARCH WORK

Activity 1: Research Work

- Q1. What did I like the most and why?
- Q2. What did I learn?
- Q3. How can it be improved?

Ans.1 One thing that I liked the most was the format our teachers gave us and the abundance of knowledge we gained while doing the research work. Our teacher made sure that we weren't overwhelmed by the work and we gained the information in a creative way rather than rote learning.

Ans.2 During the research I got to know more about how and why the disasters are caused and how closely they affect people's life. It made me realize the actual severity of these disasters and how important it is to help people affected by it.

Ans.3 There are a lot of ways in which we can donate to people in need of help. We can always give our leftover food, money, but also donate on websites. Even a small sum can make a difference.

Evidences

Activity -7.1 c Powerpoint



Link : <https://classroom.google.com/c/NjYwMjkzODIyNzU2/a/Njk3NTcxNDI0MDY2/submissions/by-status/and-sort-name/done/all>

NATURAL



DISASTERS



INTRODUCTION

Natural Disasters are catastrophic events that result from any of the Earth's natural phenomena. These can range from floods and hurricanes to tsunamis and earthquakes.

Natural disasters can be divided into four groups in general:

- Atmospheric
- Terrrestrial
- Biological
- Aquatic



CYCLONES

Cyclone is a storm or system of winds that rotates about a center of low atmospheric pressure.

Tropical cyclones that originate in the West (Atlantic Ocean and Gulf of Mexico) are called hurricanes.

Tropical cyclones that originate in the East (western Pacific and northern Indian Ocean) are called typhoons.

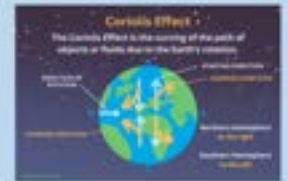
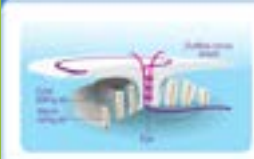
The term "hurricane" is usually used for the large storms or tropical cyclone that form over the Atlantic Ocean or the eastern Pacific Ocean.



CAUSES

Tropical cyclones, hurricanes or typhoons form when convection causes warm, moist air above the ocean to rise, creating a low pressure system that sucks air into the center, or 'eye'.

They work on the 'Coriolis Effect'. The Coriolis Effect is where a mass when rotating in a circular movement experiences a force on itself. This force is perpendicular to the axis of rotation and the direction of motion.



Frequency of Disasters

Below is the data for the frequency of earthquakes, floods, and cyclones in India, Nepal, USA and Thailand from 1980 to 2023:

Country	Earthquakes	Floods	Cyclones
India	15	110	35
Nepal	25	10	0
USA	20	150	60
Thailand	5	80	20

Key Data Points:

- India: Floods are the most frequent, followed by cyclones. Earthquakes are less frequent.
- USA: Floods and cyclones are more common compared to earthquakes.
- Nepal: Earthquakes are significantly more frequent; floods are less common.
- Thailand: Floods are the most frequent, with fewer cyclones and even fewer earthquakes.

Comparative Analysis

Summarize key points from each case study in the following table:

	India	USA	Nepal	Thailand
Frequency	Moderate	Varied (depending on region)	High (due to tectonic activity)	Moderate to High (monsoon season)
Disasters	Earthquakes, Cyclones, Floods	Hurricanes, Tornadoes, Floods	Earthquakes, Landslides	Floods, Cyclones
Response	Early warning systems, Rescue operations, International aid	Evacuations, Federal and state aid, Search and rescue	Search and rescue, International aid, Relief efforts	Evacuations, Relief efforts, Community assistance
Prevention	Coastal infrastructure improvements, Tsunami warning systems	Improved levee systems, Enhanced emergency management policies	Reconstruction, Seismic retrofitting, Disaster preparedness training	Urban drainage systems, Flood control, Infrastructure improvement, Community awareness programs

Conclusion

Summary of Findings:

- Natural disasters have severe human, economic, and environmental impacts, regardless of geographical location.
- Effective disaster management requires a combination of structural and non-structural measures tailored to local contexts.
- Preparedness and community involvement are crucial for building resilience and reducing disaster risks.
- Recommendations: Invest in early warning systems and infrastructure improvements to enhance disaster preparedness and response capabilities.



Case Study: Thailand – 2011 Chao Phraya River Flooding

Description of the Event:

The 2011 floods in Thailand occurred from July 2011 to January 2012, primarily due to heavy monsoon rains. The floods affected large parts of the country, including the capital city of Bangkok and surrounding provinces. It was one of the most severe flooding events in Thailand's history, causing significant damage to infrastructure, agriculture, and livelihoods.

Immediate Response:

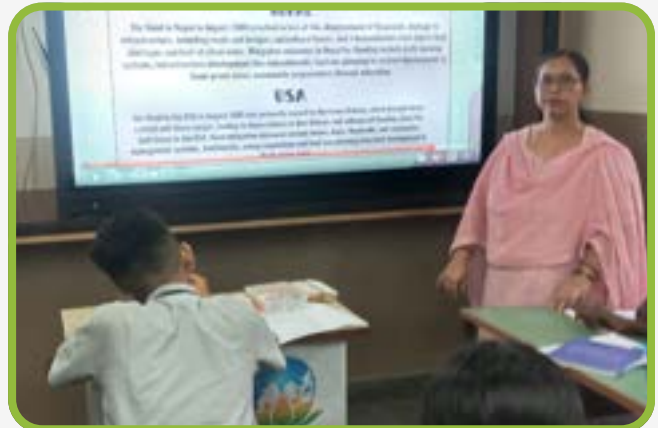
Evacuation orders were issued to residents in flood-prone areas to ensure their safety. Government relief efforts were mobilized to provide emergency aid, including food, water, and shelter, to affected communities. Temporary shelters were set up to accommodate displaced individuals and families.

Long-Term Mitigation Measures:

Improved urban drainage systems were developed to better manage floodwaters and reduce the risk of urban flooding. Flood control infrastructure, such as levees and flood barriers, was constructed to protect vulnerable areas from inundation. Community awareness programs were launched to educate residents on flood risks and preparedness measures.

Evidences

Activity -7.1 c Powerpoint Presentation



Power point presentation based on research work of Disasters like earthquake flood and cyclone of USA, Nepal, Thailand and Japan being assessed by students of grade 9



Assessment & Evaluation Rubric

[illegible]

A disaster is a sudden event that causes damage and destruction. Disasters disrupt communities, resources and often require urgent response.

- Firstly, I was just shocked by the extent of the problems. From grade 6 to grade 9. We had two classes, and the worst is that the students are taught about these disasters, and they don't know and we know about the safety measures as well.
- Secondly, I thought there would have been warning and there are no previous warnings, which is very bad. In safety measures, should be updated to show they don't see safety. Many are afraid probably the because disaster helped to it, still, I think it is not our business to let children.
- Lastly, the world. In the following years, I had a company, a disaster training about disaster safety. Not through, their disaster... that safety measure people. I have asked them a lot.

Thank You!

SELF REFLECTION
(Activity 2 - Personal work)

Q1. What did I like the most and why?
The thing that I liked most about the activity was reflecting about the particular topic because it provided me with things that I was not aware of and gave me information and made me aware of new things.

Q2. What did I learn?
The activity was mostly about business and its environment. I learned about how sales quotas occur, the impact and effects and mitigation measures related to it.

Q3. How can it be improved?
The activity was overall very helpful and knowledgeable but the thing that can be improved is in the activity in that rather than using handwritten things, we could have used it all using a PPT presentation.

Name: Shreyas Deshpande
Class: 10
Date: 10/05/2023

[illegible]

WU Activities - Task instructions

Activity 1: Research article

Q1. What did I do, the most and why?

Q2. What did I learn?

Q3. How did it go, overall?

Task 1 One thing that I liked the most with the formal my teachers gave us and the abundance of knowledge we gained while doing the research work. Our best grade was that we weren't overwhelmed by the work and we gained the information in a useful way rather than just learning.

Task 2 During the research, I got to know more about how and why the doctors are doing research and how clearly they affect people's life. I made me realize the actual severity of these diseases and how important it is to help people affected by it.

Task 3 There are lots of ways in which we can decide to help people in need of help. We can always give an illness either food, money, but also decide on whether there is a better way to make a difference.

QUESTION: Let's be prepared

- Self-Reflection

QUESTION: WORK

Q: What I like the most and why?

Ans: The thing that I like the most was the topic of the topic, like at the topic of Diabetes Management. It was a good topic yet interesting. Because we do know about different diseases and know to the point that point to us we know that after that definitely led to many successful deaths. In the topic of diabetes we all should know that's why I like research with on the topic the most.

Q: What did I learn?

Ans: I learned the subject matters that is person, blood sugar. Because we don't know what it can become kind of what diabetes.

Q: How can it be improved?

Ans: It can be improved by researching in the field of the topic by reading more case study and also the interview of experts.

Self-Reflection
Activity 1: Research Work

Q1. What did I like the most and why?
Ans. The thing that I liked the most was to gather information of official natural disasters in the countries and to present the project.

Q2. What did I learn?
Ans. I learned about the causes and effects of various natural disasters in different countries and how to reduce the destruction.

Q3. How can it be improved?
Ans. It can be improved by reducing the content and making it practical, to the point.

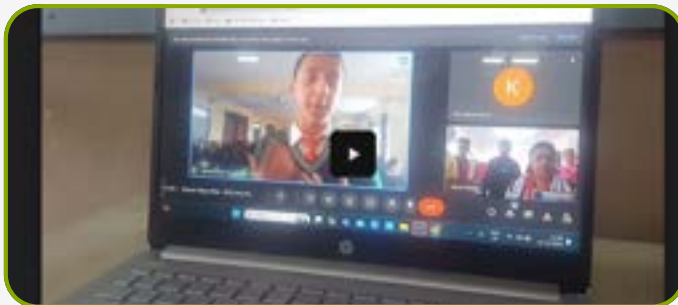
Activity -7.1 d

Evidences

Kahoot -Online Quizzing & Virtual Meet with Motherland School, Nepal



Link: https://drive.google.com/drive/folders/18PQEeBPSXiid9hk2ppPxuZknX-g4NswF?usp=drive_link



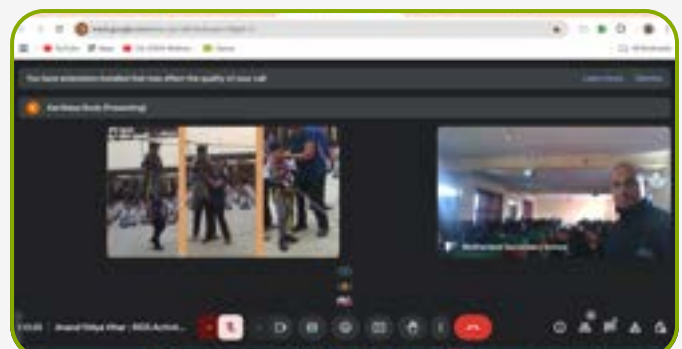
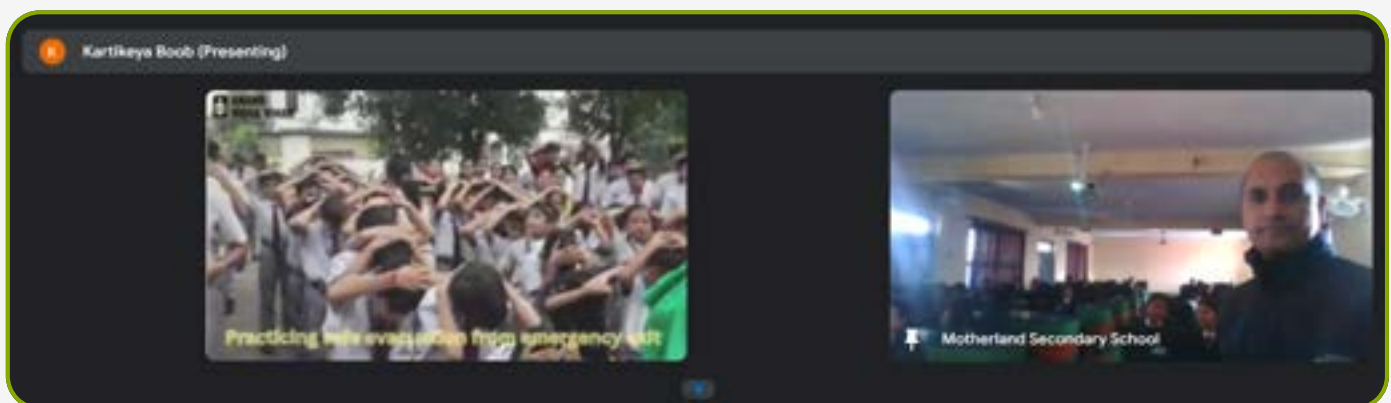
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https://drive.google.com/file/d/174ulbwb883vM2fJVHlsNiUgeuSLbJey/view?usp=drive_link



https://drive.google.com/file/d/1Ajk6OU2HVOgoHL0lc3ta1n3B0C_9f_2/view?usp=drive_link



Link kahoot quiz : <https://kahoot.it/solo/?quizId=832327e6-dfbe-450c-88f6-7eb1db33912d>

Evidences

Activity -7.2a Disaster Mock Drills Orientation



Orientation for teachers for conducting mock drill



Fire drill was conducted to learn safe evacuation techniques

Evidences

Activity -7.2b Earthquake mock Drill



Link for youtube : https://youtu.be/HAApWKW97ak?si=Pa4i0apHkvptZbM_



Earthquake mock drill designed to teach essential safety steps like "Drop, Cover, and Hold On".

Evidences

Activity -7.2 c Rescue technique CPR



Link for Youtube : <https://youtu.be/5cAFAdOKzIU?si=6EeBJWlrYctz7bdS>



QUESTIONNAIRE

1. What does CPR stand for?
 a) Cardio Pulmonary Resuscitation
 b) Cardiovascular Pulmonary Resuscitation
 c) Cardiovascular Pumping/Resuscitation
 d) Both a and b
2. Why is CPR important?
 a) It helps someone breathe
 b) It can save a life during a cardiac arrest
 c) Both a and b
3. What should you do first if you see someone collapse?
 a) Call for help
 b) Start CPR immediately
 c) Check if they are awake
4. How can you tell if someone needs CPR?
 a) They are talking
 b) They are breathing normally
 c) They are unresponsive and not breathing
5. What is the correct position for your hands during chest compressions?
 a) One hand on top of the other in the center of the chest
 b) Both hands on the stomach
 c) One hand behind the head
6. What is the recommended rate for chest compressions?
 a) 20 compressions in 1 minute
 b) 100-120 compressions in 1 minute
 c) 50 compressions in 1 minute

CPR QUESTIONS

How do you check if someone is breathing before starting CPR?

2. What is the correct compression depth for adult CPR?

3. How does CPR differ for adults, children, and infants?

4. What is the recommended ratio of chest compressions to rescue breaths for adult CPR?

5. How should you perform CPR on someone who has a neck or back injury?

Name: Swara Shah
Class: 6th

Questions on CPR and rescue techniques.

1. What does CPR stand for?
2. How can you check if someone is breathing?
3. What is the correct ratio of chest compressions to rescue breaths for adult CPR?
4. How many rescue breaths should you give to an adult during CPR?
5. What is the first step to take when you find someone who is unconscious?
6. What is the purpose of rescue breaths in CPR?
7. When should you perform CPR?
8. Where your hands should be placed during chest compressions?
9. When should you stop CPR on an adult?
10. What is the correct ratio of chest compressions to rescue breaths during adult CPR?

Resource person conducting workshop on CPR: Cardio Pulmonary Resuscitation, one of the most important rescue techniques

Evidences

7.2 (a,b,c) Worksheet

Link: https://drive.google.com/file/d/1E-5uJtpY0cvyLsNO_YiWKOHLzGu-OFi/view?usp=drive_link

ANAND VIDYA VIHAR
RIDS: Let's Be Prepared
Worksheet

Mock Drill Exit and Rescue Techniques MCQ Worksheet

Instructions
Select the correct answer for each question.

Section 1: General Knowledge

- What is the primary purpose of a mock drill?
- A) To entertain participants
- B) To train individuals for emergencies ✓
- C) To assess building security
- D) To practice fire safety only
- Which of the following is a key component of exit strategies during an emergency?
- A) Staying indoors
- B) Knowing multiple exit routes ✓
- C) Ignoring the alarm
- D) Waiting for instructions from authorities
- During a mock drill, which of the following should be prioritized?
- A) Personal belongings
- B) Quick and safe evacuation ✓
- C) Socializing
- D) Taking photos
- What is the first action to take when an alarm sounds?
- A) Investigate the source
- B) Evacuate immediately ✓
- C) Call a friend
- D) Stay seated

Section 2: Exit Techniques

- Which of the following is NOT an effective exit technique?
- A) Using stairs instead of elevators
- B) Helping others evacuate
- C) Using back for personal items ✓
- D) Using back for personal items

Section 3: Rescue Techniques

- In case of smoke, what is the best practice for exiting a building?
- A) Stand up and walk quickly
- B) Crawl low to the ground ✓
- C) Wait for help
- D) Cover your face with a pillow
- Which of the following best describes a "safe zone"?
- A) The area where the fire started
- B) A designated meeting place outside the building ✓
- C) The nearest restroom
- D) An area within the building
- What is the first step in a basic rescue operation?
- A) Provide the rescue
- B) Assess the situation ✓
- C) Call for help
- D) Gather resources
- Which of the following actions is essential when communicating a rescue situation?
- A) Whispering to others
- B) Using clear and loud communication ✓
- C) Ignoring the situation
- D) Assuming others know what to do
- When performing a rescue, what should be prioritized?
- A) The most difficult person to rescue
- B) The person in the most immediate danger ✓
- C) The person with the best equipment
- D) The person who is closest

Section 4: Scenario-Based Questions

- In a fire drill, if someone is unable to evacuate due to a disability, what should be done first?
- A) Leave them behind
- B) Immediately call emergency services ✓
- C) Assess their condition and plan a rescue
- D) Wait for them to exit on their own

- What is the best way to alert rescue teams in an emergency?
- A) Use non-verbal signals
- B) Call 911 or the designated emergency number ✓
- C) Yell loudly without specific details
- D) Send a text message

Section 5: Review Questions

- Why is it important to remain calm during an emergency?
- A) It makes the situation worse
- B) It helps in making rational decisions ✓
- C) It confuses others
- D) It prolongs the evacuation time
- How can teamwork enhance the effectiveness of rescue operations?
- A) By reducing confusion
- B) By allowing for faster decision-making ✓
- C) By dividing tasks among members
- D) All of the above
- Which of the following is the most effective way to practice rescue techniques?
- A) Reading about them
- B) Watching videos
- C) Conducting regular mock drills ✓
- D) Discussing them in meetings



**Mother School,
Nepal- online
sharing with AVV**

Evidences

7.2 (a,b,c,d,) Evaluation & Feedback

Link: https://drive.google.com/drive/folders/1YAYXO0qqxYKbFziRyOj4qWK8GKhY-m4J?usp=drive_link

BRITISH
COUNCIL

Recognition of International Dimension in Schools (RIDS) January 2024

Student evaluation of international activity

School Name: Anand Vidya Bharati Location: Vadodara
Name: Ishani N. Arnav Grade: 9B
Title of activity: CPR Workshop

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

I like the activity and demonstration of CPR when the person was practically showing us how to do the CPR. I also liked that he did interaction with the students.

What new did you learn from this activity?

I have learnt many tricks of various situations in real life. Mitigation measures.

What have you been engaged in this activity and you find any improvement was needed.

I don't enjoyed the thing that most of the people were not interacting with the speaker. Otherwise it was all fun.

Thank you for your time and comments.

BRITISH
COUNCIL

Recognition of International Dimension in Schools (RIDS) January 2024

Teacher evaluation of international activity

School Name: Anand Vidya Bharati Location: Vadodara
Name: Tanvi A. Mehta Department: English
Title of activity: Disaster Risk, Mock Drill Date: 23/10/24

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

The CPR training had a profound impact on the students. They were introduced to essential first-aid techniques that could truly save lives during emergencies. The practical, hands-on approach ensured that students practice the correct techniques.

Please comment on the impact this activity has had on you and the other staff present.

"This activity was enlightening for the staff as it reinforced the importance of emergency preparedness for in schools. The staff along with students received valuable life-saving training."

Have you any suggestions for improvement (if any)? What was the most effective part of the activity for you and what was the least effective part (if any)?

The most effective part of the CPR training was the hands-on practice sessions. However, the sessions could benefit from smaller group sizes to allow each student more individual attention.

Thank you for your time and comments.

BRITISH
COUNCIL

Recognition of International Dimension in Schools (RIDS) January 2024

Visitor evaluation of international activity

No. of activity	Title of activity	Fire Training & Demonstration
Your name	Pratik Deshpande	
Please comment on the impact this activity has had on the pupils involved.		
Fire training activities equip pupils with practical skills, knowledge of emergency protocols, to all students and staff.		
Please comment on the impact this activity has had on you.		
Fire training instils in all students feeling quick and effective responses in emergencies.		
Please comment on the impact this activity has had on the school generally.		
All over all staff and students very satisfied.		
If you have any suggestions for how to improve this activity, please comment here.		
If an fire extinguishers are available then I give better training and demonstration about fire fighting.		

Pratik
23-10-24

BRITISH
COUNCIL

Recognition of International Dimension in Schools (RIDS) January 2024

Parent/ guardian evaluation of international activity

School Name: Anand Vidya Bharati Location: Vadodara
Name: Priyanka Arnav (Guardian) Grade: 9B
Title of activity: Disaster Risk Drill (CPR) Date: 1-10-24

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

This activity has helped my child understand emergency protocols and develop a sense of preparedness. It reinforced the importance of staying calm in a crisis. Additionally, it has equipped him with vital life skills, creating an empowering experience while encouraging safety and care for others.

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

I have not been directly involved in this activity. If I would have My preparedness skills would be improved.

Any other comments?

Such activities create an invaluable learning experience for children, fostering a sense of responsibility and awareness about safety. It also created an opportunity for children to collaborate and support each other in emergency situations.

Thank you for your time and comments.

FEEDBACK FORM

Name Radha Patel Roll no 4

Class9

Date 19/10/2024

TOPIC: MOCK DRILL AND CPR SESSION

In this activity we had performed different mock drill such as for fire and for earthquake. we also got a session for CPR training, all this was informative experience as it is applicatory

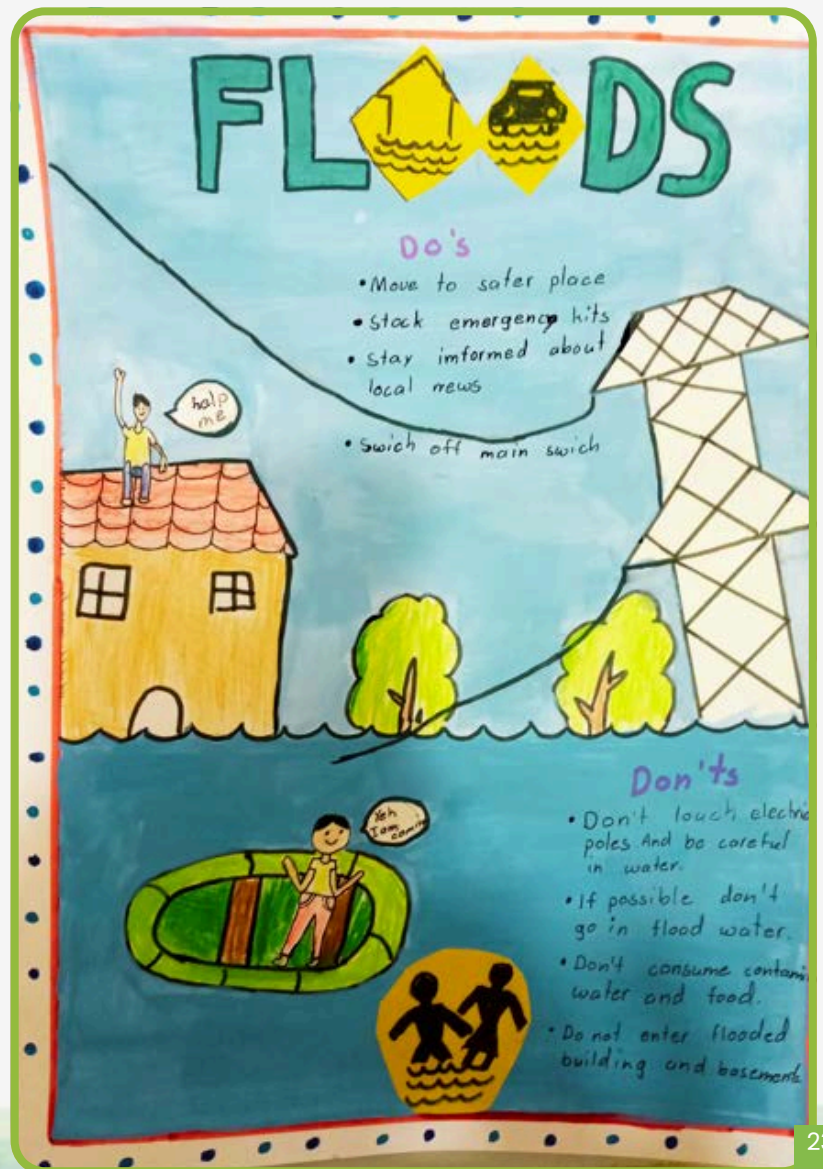
From this activity I have learnt a lot about how to deal with such critical situation, stay calm and composed and act vigilantly. This activity also has helped us to know different rescue techniques, exits plans and life saving techniques

date	name & address	tel./fax/mobile/email	remarks
20-10-24	Radha Patel		my daughter enjoyed the activity and learned many things about fire and earthquake. She was very happy and motivated.

date	name & address	tel./fax/mobile/email	remarks
20-10-24	Ishan Patel		It's always a privilege to have my son in school and share my knowledge and experience with the school. I am proud of his achievements and hope he continues to excel in all his studies.

Evidences

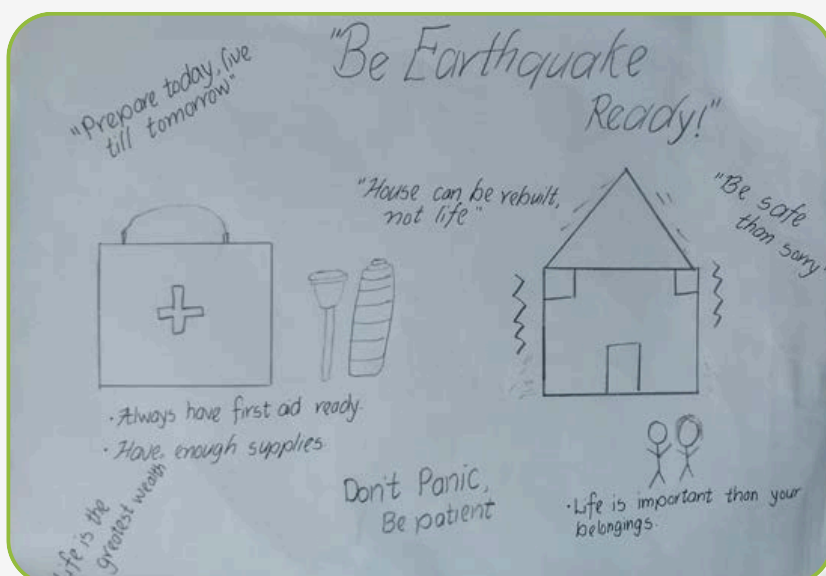
Activity 7.3 Awareness campaign – Poster Making



**Posters Made by
AVV school India**

Evidences

Activity-7.3 b Posters Making



Posters Made by Motherland School, Nepal



Activity 7.3 Awareness campaign – Poster Making



Signature of Teacher in charge

Signature of Teacher in charge

Signature of Teacher in Charge

Signature of Teacher in charge

Signature of David Ford, Jr., President

Signature of Teacher in Charge

Evidences

Activity 7.3 Awareness campaign – Brochure Making



Brochure by India



Brochure making by Nepal



Brochure making for awareness campaign





Activity-7.3a Self assessment Rubric

ANAND VIJAYA VIHAR BIDS, LET'S BE PREPARED ACTIVITY 3: BROCHURE MAKING- SELF ASSESSMENT RUBRIC				
NAME: _____ Roll No: _____ Date: _____	CLASS: _____	_____	_____	_____
PARAMETERS	Excellent (4)	Predict (3)	Basic (2)	Below Basic (1)
Content accuracy to disseminate information about disaster preparedness	All data is accurate and relevant ✓	Most data is accurate and relevant ✓	Several inaccuracies but some data is correct ✓	Numerous inaccuracies, making data unreliable
Promoting safety tips	Demonstrates a high level of proficiency in promoting safety tips ✓	Displays a good level of proficiency in promoting safety tips ✓	Shows basic proficiency in promoting safety tips ✓	Lacks proficiency in promoting safety tips
Encouraging community action	Demonstrates a high level of proficiency in encouraging community action ✓	Displays a good level of proficiency in encouraging community action ✓	Shows basic proficiency in encouraging community action ✓	Lacks proficiency in encouraging community action
Language used	Clear and effective ✓	Mostly clear with minor issues ✓	Some difficulty in understanding ✓	Chaotic or unclear
Relevance of pictures and graphics	Consistent and apt use of pictures and graphics ✓	Generally consistent and apt use of pictures and graphics with minor issues ✓	Inconsistent and apt use of pictures and graphics with noticeable issues ✓	Poor or no relevant pictures and graphics used
Effectiveness of brochure in encouraging people to act	Demonstrates a high level of proficiency in encouraging people to act ✓	Displays a good level of proficiency in encouraging people to act ✓	Shows basic proficiency in encouraging people to act ✓	Lacks proficiency in encouraging people to act
Impact of brochure and overall presentation	Highly presented and well-organized ✓	Mostly well-organized with minor issues ✓	Some organizational problems, impacts clarity ✓	Poorly presented and poorly organized
Design of brochure	Strategically placed a headline, text, emergency helpline, a call to action, and visuals ✓	Mostly strategically placed a headline, text, emergency helpline, a call to action, and visuals ✓	Some elements are placed strategically while others like headline and text are missing ✓	Chaotic and unorganized with most of the elements missing
Character of improvement in the brochure	None ✓	Minor ✓	Major ✓	Needs improvement

Signature of Incharge Teacher

**ANAND AND VIDYA VIHAR
RIDS: LET'S BE PREPARED**

NAME: ANAND KUMAR
 DATE: 11/10/20
 CLASS: 4C

PARAMETERS	Exemplary: (4)	Proficient: (3)	Basic: (2)	Below Basic: (1)
Content accuracy to disseminate information about disaster preparedness	All data is accurate and relevant ✓	Most data is accurate and relevant ✓	Several inaccuracies but some data is correct	Numerous inaccuracies, making data unreliable.
Promoting safety tips	Demonstrates a high level of proficiency in promoting safety tips.	Displays a good level of proficiency in promoting safety tips ✓	Shows basic proficiency in promoting safety tips	Lacks proficiency in promoting safety tips.
Encouraging community action	Demonstrates a high level of proficiency in encouraging community action.	Displays a good level of proficiency in encouraging community action ✓	Shows basic proficiency in encouraging community action	Lacks proficiency in encouraging community action.
Language used	Clear and effective ✓	Mostly clear with minor issues	Some difficulty in understanding	Chaotic or unclear
Relevance of pictures and graphics	Consistent and apt use of pictures and graphics	Generally consistent and apt use of pictures and graphics with minor issues ✓	Inconsistent and inapt use of pictures and graphics with noticeable issues	Poor or no relevant pictures and graphics used
Effectiveness of brochure in encouraging people to act	Demonstrates a high level of proficiency in encouraging people to act ✓	Displays a good level of proficiency in encouraging people to act	Shows basic proficiency in encouraging people to act.	Lacks proficiency in encouraging people to act.
Impact of brochure and overall presentation	Well- presented and well- organized	Mostly well - organized with minor issues ✓	Some organizational problems, impacts clarity	Poorly presented and poorly organized
Design of Brochure	Strategically placed a headline, text, emergency helpline, a call to action and visuals	Mostly strategically placed a headline, text, emergency helpline, a call to Action and visuals ✓	Some elements are placed strategically while others like headline and text are missing	Chaotic and unorganized with most of the elements missing.
Chances of improvement in the brochure	None	Somewhat ✓	Mostly	Needs improvement

Signature of In-charge Teacher _____

Evidences

Activity-7.3 Awareness Campaign



Link for evaluation: <https://youtu.be/txNByIC7uUA?si=7LI55sl-dt9cx3ko>



Disseminating Dos and Don'ts of natural disasters and preventive measures to be taken. Motivating community to donate for a good cause.



Evidences

Activity-7.3 Awareness Campaign – Podcast



Link for YouTube: <https://youtu.be/6wThJ4iycEc>



Link for evaluation :
https://drive.google.com/drive/folders/1lpKS8LaHAQE8JIPLEMNA-ha/gXcXV6EH?usp=drive_link



Link for survey monkey: https://www.surveymonkey.com/results/SM-6cwpYnsuBA4MHndpXb5TCg_3D_3D/

ANAND VIDYA VIHAR

RIDS: LET'S BE PREPARED

RATING SCALE TO ASSESS PODCAST

Name: Prisha Singh Class: 4 A Date: 26.11.20

Activity - 3

Rate your podcast on the following parameters on the scale of 1 to 5, 1 being Highly dissatisfied and 5 being highly satisfied

Sl. No.	Parameters	Rating Scale
1	How relevant and useful the content is?	1 2 3 4 5
2	How engaging it is?	1 2 3 4 5
3	How well it offers value to your listeners?	1 2 3 4 5
4	How well is the podcast structured?	1 2 3 4 5
5	How reliable and valid the tips on mitigation measures are?	1 2 3 4 5
6	How effective and interesting are you as a host?	1 2 3 4 5
7	How balanced is the podcast?	1 2 3 4 5
8	How neutral and unbiased the podcast is?	1 2 3 4 5
9	How unambiguous the podcast is?	1 2 3 4 5
10	How satisfied are you with the performance of your podcast?	1 2 3 4 5

RIDS Activity PODCAST: Let's Be Prepared



Evidences

Evaluation and Self reflection



Link for evaluation : https://drive.google.com/drive/folders/1lpKS8LaHAQE8JIPLEMNA-ha7gXcXV6eH?usp=drive_link

Earthquake

- Nepal is a mountainous country and it is in the high risk of earthquake
- The massive earthquake of 1934 A.D. killed around 1000 people in Nepal
- Earthquake can never be predicted and prevented but we can construct strong earthquake resistant building to reduce human casualties
- Being the world's greatest on the earth, we should always try to maintain balance in the environment, just like in the human activities, which can result natural disasters

My Understanding

Disaster is an event that causes significant damage to its property, environment, etc. due to natural or human caused reasons. Some examples of disaster are flood, landslide, earthquakes, cyclone, etc. Disasters are very dangerous if they are not anticipated as they can take the life of hundred if not thousands of people they say. Therefore a better than cure which means that we can save more lives by prevention than cure but it is not possible to prevent a natural every disaster before it occurs as it is required to have the help to manage disaster when they occur as well like how we should not panic during such situation. How we should be taught about the different disaster that occur and if it is not in our day I want to include the part about we are not taught about disaster in our curriculum so I will be attaching topic to them I feel that we should add various disaster for better understanding about such disaster. I am happy to see such related work done.

SELF REFLECTION (Activity 2: Awareness Campaign)

- Q1. What did I like the most and why?
Ans. I liked making and campaigning about the disaster and donation. I liked one of the things that I liked most about the activity. It made the people around us aware about the effects of donation and helping people in need.
- Q2. What did I learn?
Ans. During brochure making, we learned a lot of things like the effect of disaster on people and their lives. The podcast was a fun activity and it helped me learn to adjust with people and teamwork.
- Q3. How can it be improved?
Ans. I think that this activity was really good and things were managed properly, but the only thing that I could have been improved was the time management and different people and activity which would give us more time to prepare.

FEEDBACK FORM

Name Radha Patel Roll no 4
Class9 Date 19/10/2024

TOPIC:PODCAST

In this activity we were in pairs and were assigned one topic of natural disaster and we choose earthquake and prepared a script. It was difficult to conduct the podcast but we eventually managed

From this activity I have learnt a lot about getting over nervousness, voice modulation and keeping focused on topic and making it interesting

RIDS ACTIVITY - Self Reflection

Activity III: Awareness Campaign

- Q1. What did I like the most and why?
Ans. I liked going to home and shops of different people and spreading awareness about the cause one of my friends post was that how attentive and interested people were when we spread the information.
- Q2. What did I learn?
Ans. I learnt about how generous and good-hearted people are and how they want to help people in need but aren't able to due to their limited knowledge and access.
- Q3. How can it be improved?
Ans. We can improve it by reaching more people in high positions who can contribute more to the cause.

Self-Reflection

-HEARD PAGE
-9C
-11

Activity 3: Awareness Campaign

- Q1. What did I like the most and why?
Ans. The thing that I liked the most was creating the party note, logo and slogans for making compelling poster.
- Q2. What did I learn?
Ans. I learned to make brochures and to present it to the people and saw how effective it was.
- Q3. How can it be improved?
Ans. It can be improved by expanding this activity to all the grades and to be spread more to all the common masses.

in Schools (RIDS) January 2024

Teacher evaluation of international activity

School Name: ANAND VIDYA VIHAR Location: VASOPADA
Teacher: MS. PRIYANKA TIWARI Department: Social Science
Title of activity: Awareness campaign Date: 23/10/24

Please comment on the impact this activity has had on the students' learning.

Campaigning promotes teamwork and collaboration. Students often become more engaged in their learning when they can connect it to the real-world issues. It also helps students develop essential skills such as public speaking, teamwork and critical thinking. It enriches their educational experience and prepare them to be active, responsible members of society.

Please comment on the impact this activity has had on your own professional development.

Engaging in these activity enhances our skills in areas like leadership and community engagement. It challenges us to think critically about our teaching practices and how we can incorporate real-world issues in to the curriculum. Overall, these experiences enrich our professional lives, making us more effective educators.

Please add a few comments for the improvement of the activity (if any) - (You may add a few more points of this activity, the job is of what you can do to make it better and why?)

The most effective part of the activity is often direct community engagement. This approach allows for genuine interactions between campaigners and the audience. The least effective part of a campaigning activity is often over-reliance on advertisement without a clear targeted

Recognition of International Dimension in Schools (RIDS) January 2024

Student evaluation of international activity

School Name: ANAND VIDYA VIHAR Location: VASOPADA
Student: RADHA PATEL Grade: IX-B
Title of activity: CAMPAIGN

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

I enjoyed going to different places and spreading awareness about the donations during natural disasters. Researching about the ways of donation and spreading the ideas would mean to increase the number of people donating and help the people in need.

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

I have learnt about new ways to donate and the situations people are in during this disaster. I learnt about mitigation and ways to help more people.

What have you been engaged to this activity and you feel any improvement was needed.

I think that the improvement is needed in spreading awareness to more people in higher positions as their donations could make more impact. The communication skills could also be better in some areas.

Parent/ guardian evaluation of international activity

School Name: Anand Vidya Vihar Location: Locality opposite the school
Parent: Radha Patel Date: 23/10/24
Title of activity: Awareness campaign

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

Interesting activity with a practical approach. My child's creativity, planning, execution, critical evaluation all got a very good boost with this activity.

If you have been directly involved in this activity (parent) comment on the impact this activity has had on you.

I was not directly involved in this activity.

Any other comments

Brochures made by students were creative, precise and impactful.

Evidences

Community Seminar



Link for community seminar : <https://youtu.be/Le6J3eicecY?si=AyzpujakajD-xS>



Students presented all the activities in front of school community during community seminar.



Evidences

RIDS - Self & Peer Prepared

4. Self-Reflection is:

COMMUNITY SEMINAR

Q1. What did I like the most and why?

Ans. The thing that I liked the most was that everyone gave their idea and how people gave their experience of them facing a disaster.

Q2. What did I learned?

Ans. I learned how perfect team work can manage the world properly.

Q3. How can it be improved?

Ans. It can be improved by giving recognition to every one as it was a team work.

Shalabh Chandra
IX-B
27

Self-Reflection
RIDS ACTIVITY - 4
Community Seminar

Q1. What did I like the most and why?

The methods used for telling, teaching and evaluation while the seminar. Also addressing the problem statement with proper analysis and research work done by the community members.

Q2. What did I learn?

The way people presented themselves on the basis of their speaking skills and clarity of thought by infusing its resources, wisdom and experience leading to a greater use of opportunities for them.

Q3. How can it be improved?

The part that can be taken as improvement is creating children as participants in learning, not as recipients of a forced body of knowledge. Also by aiming simple considerable changes in school routines leading to proper functioning of such events.

Shalabh Chandra
IX-B
28

Self reflection & Evaluation

BRITISH COUNCIL
Recognition of International Dimension in Schools (RIDS) January 2024

Visitor evaluation of international activity

School Name: Anand Vidya Vihar School Location: Vrindavan
Name: Rachinand Khandelwal Occupation: P.T. Jyoti
Title of activity: Disaster Management of 11-12 Date: 26/01/24

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

- Impact in terms of future leadership and decision making and preparing leadership as promotional.
- Preparation for the future situation disaster is the way to live the life and readiness for disaster, disaster and participation.

Please comment on the impact this activity has had on yourself:

- I am happy to see that future of my nation is in good hands and we have good first volunteers that I will try to ensure and the future will be more students from future more aspects of disaster/disaster management.

Any other comments:

- I would like to be a part of such kind of events in future. School management is great and provides platform to help to participate and develop themselves. I'll recommend a greater support for me to be a part of such program.

Thank you for your time and comments.

Rachinand Khandelwal

ANAND VIDYA VIHAR
RIDS-LET'S BE PREPARED
SELF REFLECTION: ASSESSMENT OF LIFE SKILLS AND VALUES

Name: Harsh Veri Class: 9C Date: 26/01/24

1. How did you use your communication skills during the project (e.g., in your research, creating brochures/posters, podcast, or presenting to others)?

- ☒ Very Effectively
- ☐ Effectively
- ☐ Neutral
- ☐ Not Very Effectively
- ☐ Not at All

2. Which communication method did you find most challenging? (e.g., writing the brochure, making the podcast, presenting) and how did you overcome it?

In my opinion, making the podcast was the most challenging out of all. It was hard to use camera while co-ordinating with my partner but I overcame it by gaining confidence and also helping my partner.

3. How well did you collaborate with your classmates, the partner school, and others involved in the project?

- ☒ Very Well
- ☐ Well
- ☐ Neutral
- ☐ Poorly
- ☐ Very Poorly

4. What did you learn about working with others to achieve a common goal (e.g., creating posters, brochures, or organizing drills)?

I learned that it is very important to participate and show leadership skills and move as a team to achieve goal.

5. What role did you play in your team, and how did you contribute to the overall success of the project?

I helped the team in research work. I also helped in creating a ppt, podcast script, etc. These things contributed to the overall success of the project.

6. How did you handle any conflicts or disagreements during the team work process?

There was almost no conflict, but during the presentation there were disagreements which we faced as a team.

7. How did you use problem-solving skills during the project? (e.g., finding information, developing ideas for the brochure or poster, making challenges during mock drills)

- ☒ Very Effectively
- ☐ Effectively
- ☐ Neutral
- ☐ Not Very Effectively
- ☐ Not at All

8. How did this project help you improve your critical thinking and decision-making skills?

This project unlocked my critical thinking skills as we, as a team, were encouraged to create a beautiful project which required new thoughts and decisions.

9. How responsible were you for completing your tasks and assignments on time?

- ☒ Very Responsible
- ☐ Responsible
- ☐ Neutral
- ☐ Not Very Responsible
- ☐ Not Responsible at All

10. Did you take initiative during the project (e.g., suggesting ideas, helping others, leading a task)? Explain.

I did take initiative during the project, more as a leader rather than just as a member. I helped by suggesting ideas, cooperating with others, taking initiative and being a helping hand. All these efforts made the project a success.

BRITISH COUNCIL
Recognition of International Dimension in Schools (RIDS) January 2024

Student evaluation of international activity

School Name: Anand Vidya Vihar Location: Vrindavan
Name: Anshu Veri Occupation: P.T. Jyoti
Title of activity: Community Seminar Date: 26/01/24

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

I got a different point of view about different disasters. The teachers kept us engaged in this activity in an interactive manner which was a positive thing.

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

I learned about different disasters, causes, effects and got a feeling of disaster awareness and flood through ppt, report file and community seminar.

What have you found enjoyable in this activity and how did the experience make you feel?

The class could have been more fun and suitable for everyone and the class was nice but could have been more interactive.

11. How well did you manage your time during the project, especially when balancing research, creating materials (posters, brochures, posters), and preparing for the mock drills?

- ☒ Very Well
- ☐ Well
- ☐ Neutral
- ☐ Poorly
- ☐ Very Poorly

12. How did you use your creativity during the project (e.g., designing posters, creating art with ideas for the poster, creating engaging content)?

- ☒ Very Creatively
- ☐ Creatively
- ☐ Neutral
- ☐ Not Creatively
- ☐ Not at All

13. What aspect of the project allowed you to be the most creative?

In my opinion, the aspect of creating your own brochures and posters, and distributing it among the people allowed me to be the most creative.

14. How did you demonstrate leadership or take initiative during the project?

- ☒ Very Actively
- ☐ Actively
- ☐ Neutral
- ☐ Not Very Actively
- ☐ Not at All

15. In what ways did you contribute to the organization of the project (e.g., organizing mock drills, planning the poster, researching disaster management tips)?

I was one of the disciplinary volunteers and contributed by guiding people and maintaining discipline. I helped in organizing mock drills.

16. How did this project help you develop empathy for people affected by disasters around the world?

- ☒ A Great Deal
- ☐ Somewhat
- ☐ Neutral
- ☐ Very Little
- ☐ Not at All

17. How can you use the knowledge and skills from this project to help your community or others in the future?

The abundant knowledge I got can be used if any problem arises. In case of conflict, arrest, CPR can be used. If any natural disaster occurs, the rescue techniques can come in use.

18. How well did you manage stress or challenges during the project?

- ☒ Very Well
- ☐ Well
- ☐ Neutral
- ☐ Poorly
- ☐ Very Poorly

BRITISH COUNCIL
Recognition of International Dimension in Schools (RIDS) January 2024

Teacher evaluation of international activity

School Name: Anand Vidya Vihar Location: Anand Vidya Vihar
Name: Anshu Veri Occupation: Social Science
Title of activity: Community Seminar Date: 26/01/24

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

Seminars can help students believe that they can make a difference in the community and that they should be involved in community service.

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

Community seminars have positive impact on teachers. It helps to develop trust, confidence and optimism which may change teaching philosophy.

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?)

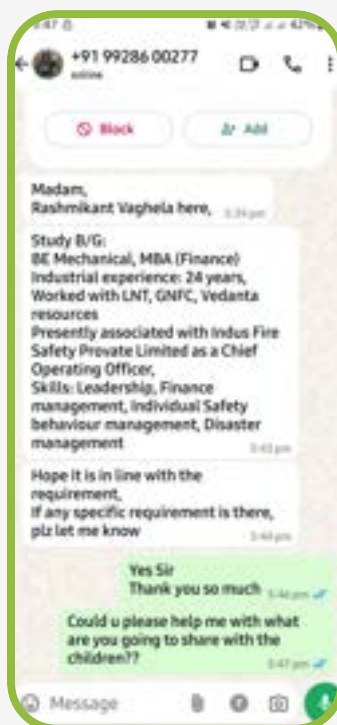
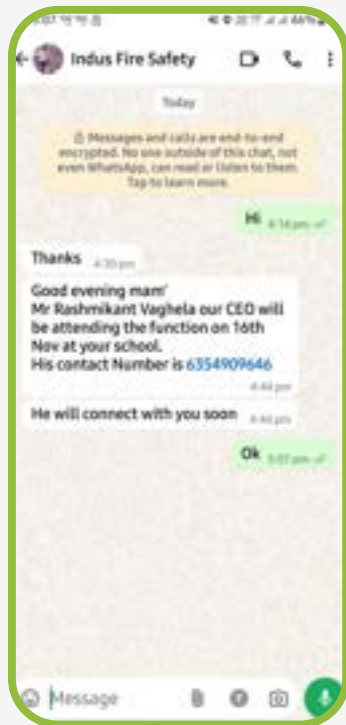
All the activities were performed perfectly. Students learnt many things from these activities.

Thank you for your time and comments.

Evidences

Communication

Link for communication & Media : https://drive.google.com/drive/folders/1ELgADHps_ffgWZqRdE0Qs214tgCHpvjC?usp=drive_link



Subject: Preparation for the Online Collaborative Session on Disaster Management and sharing of survey link

Message from Jaswantsingh Sagar <jaswantsingh@gmail.com> to: USHA PANDIT <usha.pandit@anandvidyavihar.org> Cc: Baman Ghimire <bamang@motherland.edu.ng>, poornima.menon@anandvidyavihar.org

Dear Usha Ma'am

Good Evening !!!

Baman Ji spoke to me today evening in length and he is trying to navigate things properly and place the same in order for us. We may have to attend an online session as per their time and take it forward. I request you to consider the same.

Let us wait for his advice further and shall take it forward.

Thanks and Wishes

Jaswantsingh

On Mon, Nov 25, 2024 at 6:36 PM USHA PANDIT <usha.pandit@anandvidyavihar.org> wrote:

Respected Sir,
Warm greetings!

I wanted to express my heartfelt gratitude for your prompt response and continued support. Despite your busy schedule, you've been instrumental in taking our collaboration forward with a positive approach.

As we move forward with the planned activities, including brochures and placards, I'd like to emphasize the importance of at least one online session to ensure a meaningful collaboration between our schools. Even a brief 30-minute session with a handful of students from both schools would be invaluable.

To achieve our action plan objectives, I propose we conduct an online quiz on Kahoot, where students can share their experiences and insights gained during this project.

Additionally, I'd like to share a survey link to assess the podcast prepared by our students:

<https://www.surveymonkey.com/r/LHS9FFN>

I kindly request that you, your staff, and students fill out the survey after watching the podcast video, available here:

Link of podcast: <https://youtu.be/MKmPnYkQE7si=BBcSjgwX94mEWVKf>

Once again, I extend my sincerest thanks for your kind efforts. I'm confident that our schools will forge a strong and positive partnership.

Thank you and regards,



Evidences

Communication



Link for communication & Media : https://drive.google.com/drive/folders/1ELgADHps_ffgWZqRdE0Qs214tgCHpvjC?usp=drive_link

Communication between Avv & Mother land school via jaswant singh sabgr with Baman Kumar Ghimire



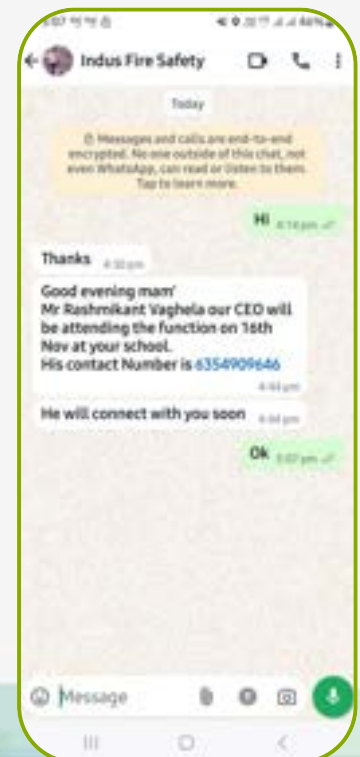
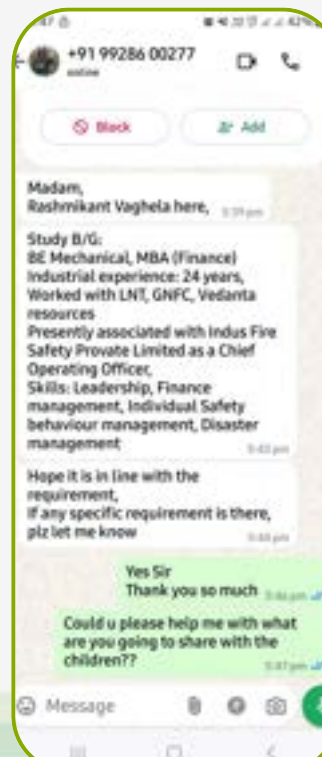
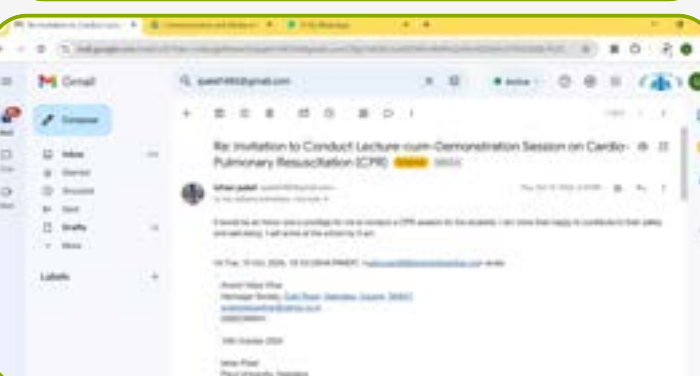
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https://drive.google.com/file/d/1RZQ6uODadhZrX7bB3wO0hoFRT22bJSV6/view?usp=drive_link

Communication between Usha Pandit & Ishan Patel for conducting CPR Session

Communication between Usha Pandit & Rashmikant Vaghela to be the Chief Guest at community seminar





Evidences

Media

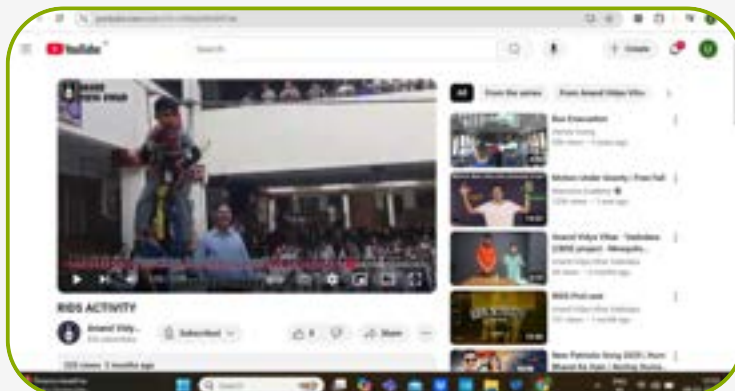


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<https://www.youtube.com/watch?v=HAAPWKW97ak>

<https://www.youtube.com/watch?v=6wThJ4iycEc>

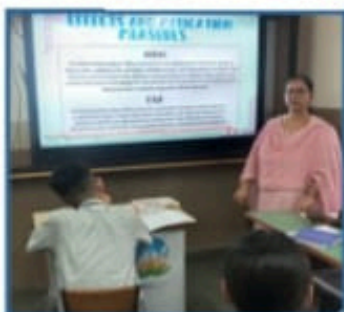


<https://www.facebook.com/100057522637067/posts/pfbid0uMK9hTYZHycsC1XC9BkWLxZvtBuDRw9SaPtap4DGFVmkmp4iNZ7LgTGHv5icZ8vAI/?app=fbl>

FOOTPRINTS

TERM-1 || 2024-25 ||

RECOGNITION OF INTERNATIONAL DIMENSIONS OF SCHOOLS (RIDS)



**DISASTER AWARENESS INITIATIVE:
EMPOWERING YOUNG MINDS**

THE DISASTER AWARENESS INITIATIVE AT OUR SCHOOL EMPOWERED STUDENTS, TEACHERS, AND THE COMMUNITY BY RAISING AWARENESS ON FLOODS, CYCLONES, AND EARTHQUAKES. STUDENTS CREATED POSTERS, BROCHURES, AND PRESENTATIONS, WHILE PRACTICAL DRILLS AND PODCASTS SHARED LIFE-SAVING TECHNIQUES. THIS PROJECT FOSTERED CRITICAL THINKING, RESEARCH SKILLS, AND EMPATHY, PROMOTING COMMUNITY ENGAGEMENT. PARENTS AND COLLEAGUES APPRECIATED THE INFORMATIVE DRILLS, AND STUDENTS GAINED CONFIDENCE IN DISASTER RESPONSE. THE INITIATIVE EMPHASIZED COLLABORATION AND COMMUNITY RESPONSIBILITY, EQUIPPING STUDENTS WITH ESSENTIAL LIFE SKILLS AND HIGHLIGHTING EDUCATION'S ROLE IN BUILDING RESILIENCE AND COMPASSION. IT SUCCESSFULLY SHAPED INFORMED, EMPOWERED GLOBAL CITIZENS DEDICATED TO DISASTER PREPAREDNESS.





*Shaping Minds, Nurturing Hearts, and
Building Futures – Where Every Activity
Inspires Excellence!*

Section 4



01 India 02 Nepal 03 Thailand 04 Japan
05 Indonesia 06 UK 07 USA 08 France



Future plans

As the head of the institution, I have chalked out a few areas where school would be focusing on and they are inclusive of the following enumerated activities..

1)

Any Time Help centre with counsellors counselling students in-house and Abhimukhta, circle time with parents for parenting guidance at frequent intervals will help us bridge gaps between children and parents which poses impediments for grooming students due to lack of transparency on either side.

2)

Prayaan, #HeForShe movement exclusively initiated by AVV as a school and inspired by UN WOMEN movement for supporting women and helmed by men helps us in achieving gender parity through changed mindsets and brought about with a slew of activities directed towards the same.

3)

International visits with cultural programmes The school has active school exchange programmes both within and outside the country. Within the country we have promoted inter state or province travels and hosting facilities while for international visits schools in USA, Italy, Japan, Indonesia are already connected with us and we are further planning to expand our horizon.

4)

Alankrita, annual fine arts and painting exhibition for 2 days at the famed Exhibition hall, MS University gives our students the exposure to express themselves on canvas and then explain it as professionals to visitors. This activity is scheduled at the end of the academic cycle in February and has helped students build their confidence and talents and we plan to now add their works onto website for online exposure.

5)

Amantran, a Career fair conducted for the students by the students and addressing aspirations of the students is a regular activity and we are including as many professions in the fray to give exposure to our students on future careers to explore to make them employable or enterprising

6)

We are registered with TED Ed and conducted our first series in 2024 and intend to continue with our pursuit at striving for excellence of our students on communication skills.

7)

An array of clubs catering to provide orientation and exposure to various skills for students which includes gymnastics, communication skills, Creative writing, fireless cooking, chess, Scrabbles, Canva designing, using waste articles to create artifacts, folk dance or playing instruments to using games and articles to generate love for math and logic, Scouts and Guides, stitching, IOT, Robotics, Photography, Eco club, Ted club, Carpentry and more is included in the time table and as many as 20 skill based subjects are introduced from grades 6 to 12 as part of the Skill India initiative and we aspire to see these students using the skills so formed put to use in designing, innovating and creating scalable products.



8)

Sport and health and sanitation programmes are interconnected and we have been actively promoting the two aspects through two umbrellas, Prerna: Swasthya ki ore or Inspiration for a healthy life through cyclothons and Prerna: Swachta ki ore or Inspiration for a Clean and green environment with messages spread through a marathon we have been organising since last 15 years. We continue to spread this message not just by grabbing headlines but practising what we preach.

9)

We are in proud possession of a state of the art fabrication and tinkering lab called Kalam Maker Space and with the equipments housed as well as the activities conducted we hope to see Creative minds and geniuses created.

10)

AVV AURA is the school's signature fest with six segments 2 each dedicated to cognitive, affective and psychomotor domains. If design thinking and Commerce quiz cater to cognitive realm then Folk dance and rock band events cater to psychomotor while debates and Model United Nations cater to Affective domains. Therefore with 3 contextual segments we aspire to see holistically well rounded individuals.

11)

Joy of giving is an activity that we conduct during Christmas time and while celebrating Children's day. So collecting footwear for the underprivileged to collecting warm clothes for the destitutes is ingrained in students helping them understand that while children's day and Christmas are periods to rejoice there is a population waiting outside the campus wanton and needy.

12)

Communicative English Excellence for Certification of Teachers is an ambitious programme we have embarked upon helping teachers to professionally learn, master and gain proficiency in Communicative English Fluency.

13)

World dance day, World Music day, World Yoga day and Doctors' days are celebrated and observed for helping students assimilate experiences, develop skills and hone talents with a healthy body and mind which is possible only with conscientious and concerted efforts for the same and we do it year after year.



14)

Health and well being classes and summits are a regular feature at school helping students to cope up with 21st century pressures and stress related activities. Our students have featured in an online review meeting conducted by Ministry of Education, India and UNESCO.

15)

We have a Tie up with AFS and Rotary Interact club to facilitate exchange programmes for individual students both to and from India and the tie up with AFS is since 2008. We have a student of ours heading g to Taiwan under Rotary programme in the upcoming academic year post which she will bring back essence of the Country for the school to soak in.

16)

.Personalities of the year with one international ,one national are chosen for the year for students to explore learn and imbibe lessons and values by emulating them.

17)

.SDG of the year is or are picked up democratically and incorporated into all activities conducted at school making students sensitive to global needs and to develop 21st century skills to help build initiative taking habits in them and to help them to shape themselves into change makers.



Thank you!

for being part of our story!

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