

PDF Compressor Free Version
INTERNATIONAL SCHOOL AWARD
2018 -19 DOSSIER
St. Francis School (ICSE)
Borivli (West) Mumbai – 400103



Phone : 022 2893 4214
Email : sfsborivali@gmail.com
Website : www.sfsborivali.com

CONTENTS

PDF Compressor Free Version

Section 1

- i. About the school
- ii. Experience of the ISA Coordinator
- iii. Approved action plan
- iv. International Policy
- v. International Coordinator Job Description

Section 2

Self assessment and audit summary

Section 3

Evidence of activities

- i. Activity 1- Learning about numbers in India and U.A.E.
- ii. Activity 2- Studying the beneficial effects of Yoga in India, Nepal and Singapore
- iii. Activity 3- Impact of cleanliness and hygiene in India and U.A.E.
- iv. Activity 4- Poets in defence of nature around the world
- v. Activity 5- Patriotism through poetry
- vi. Activity 6- My Vote, My Voice
- vii. Activity 7- Celebrating our differences (India and U.A.E.)

Section 4

Supplementary Activities

Section 5

Future Plans

SECTION 1:

ABOUT ST. FRANCIS SCHOOL (ICSE)

PDF Compressor Free Version



OUR VISION

To lead every child to WISDOM through an enlightened learning ambience wherein Franciscan values of peace, Love and Hope are instilled and integrated.

OUR MISSION

To educate every child, promoting high-quality educational environment, holistic development, academic excellence and responsible global citizenship.

St. Francis School, Borivali is an unaided Christian Minority institution established in 2005, by the Congregation of Missionary Brothers of St. Francis of Assisi (CMSF). Francis Brothers, a Christian Religious Order founded by Rev. Bro. Paulus Moritz in the year 1901, is well known in India and across the globe for its valuable contribution in different fields.

The Congregation has over hundred well established centres in India which include: Schools, Colleges, Engineering and Management Institutes, Industrial Training Institutes, Hospitals, Homes for the Aged, Orphanages, Social Welfare Centres, etc. It has branches in countries like Sri Lanka, U.S.A., Germany, Switzerland, Italy, Paraguay, Bolivia and Canada.

St. Francis School, Borivali is a co-educational institution open to children of all communities. It follows the syllabus of the Indian Certificate of Secondary Education (ICSE) , Delhi and the medium of instruction is English.

We strive to inculcate in students a sound philosophy of life based on faith in God, respect for the individual, concern for the less privileged of the society and ideals of truth and justice.

With the aim of creating world citizens, our school has been part of a student exchange programme with a school in Stuttgart, Germany. This year marks a decade of friendship and collaboration between our two schools.

EXPERIENCE OF THE INTERNATIONAL COORDINATORS

PDF Compressor Free Version

MS. SONIYA JENCY JACOB



MS. MICHELLE BORGES

Coordinating the working of the ISA group of teachers was a novel experience for us. There were challenges to face and much to learn along the way. We realized that while we have access to the world, being linked with advanced technology and continually updated with world happenings, there exists a gap in how well we relate to and experience other cultures. Through the opportunities ISA provided, it was great to see our students open their minds to the world as they journeyed through the activities, learning and researching about the world.

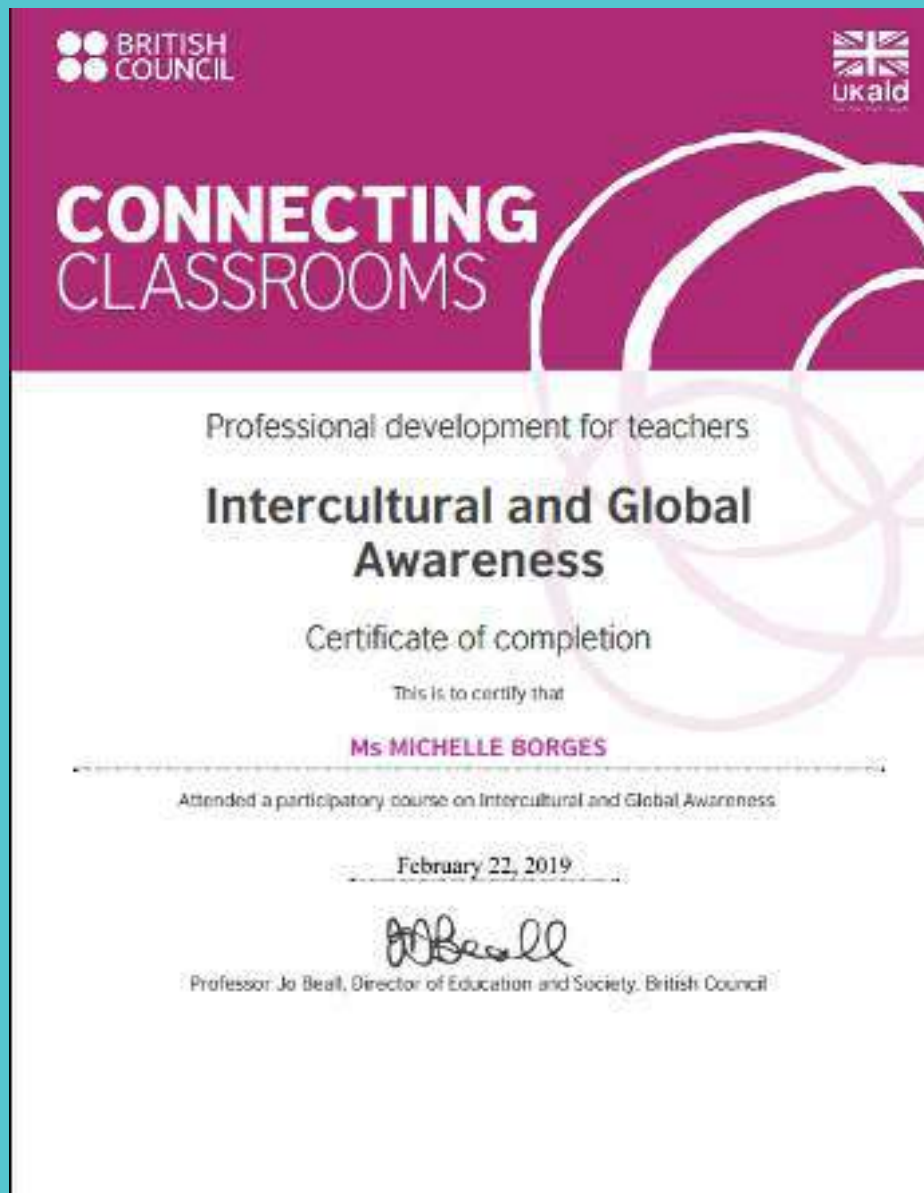
Teachers too were always ready to go the extra mile, redo, rethink and improve on the learning experiences they were creating for our students. They learned along with their students remembering that the best teachers are those that are always learning. In the midst of the many activities that are commonly part of a school year, teachers never lost their enthusiasm. Learning Arabic numerals, going out on a beach cleanliness drive, actually practicing the method of election were some of the enriching learning experiences they had.

Collaborating on an international level has not been new to us here at St. Francis School, as we have enjoyed a decade long association with EBELU, a school in Stuttgart, Germany. However creating new connections with our partner school in Dubai was an altogether different learning for our students. While we prepare to present the particular 7 activities taken up for the ISA this year, we know this journey still continues.

We strive to plan new adventures for our students and take them to various parts of our globe within the four walls of a class room.

Professional Development Courses Certificates

PDF Compressor Free Version



Professional development for teachers

Introduction to International Learning

Certificate of completion

This is to certify that

Ms MICHELLE BORGES

Attended a participatory course on Introduction to International Learning

April 3, 2019

Professor Jo Beall, Director of Education and Society, British Council

Professional Development Courses Certificates

PDF Compressor Free Version

Professional development for teachers

Education for Global Citizenship

Certificate of completion

This is to certify that

Ms SONIYA JENCY JACOB

Attended a participatory course on Education for Global Citizenship

March 25, 2019

□

Professor Jo Beall, Director of Education and Society, British Council

CLICK HERE FOR ICT CERTIFICATE

http://www.sfsborivali.com/isa_project_2019/ictcert.jpg

SCHOOL HIERARCHY

PDF Compressor Free Version

**SCHOOL PRINCIPAL
BRO. WILFRED MONTEIRO**

**VICE PRINCIPAL
BRO. AUGUSTUS SAMAD**

**ACADEMIC SUPERVISORS,
SECONDARY SECTION
MS. KALYANI NAIR
MS. SONIYA JENCY JACOB**

**COORDINATORS
PRE-PRIMARY &
PRIMARY SECTIONS
MS. SHIRLEY REGO
MS. SHARMILEE COUTINHO**

ISA TEAM



ISA TEAM MEMBERS

PDF Compressor Free Version

INTERNATIONAL COORDINATORS:

MS. SONIYA JENCY JACOB

MS. MICHELLE BORGES

ACTIVITY 1

MS. PAKEEZAH KHANAM

MS. WELDRINA COLACO

ACTIVITY 2

MS. DONNELLA MACHADO

MS. RESHMA BRITTO

ACTIVITY 3

MS. PRISHAL PEREIRA

MS. ELIZABETH GONSALVES

ACTIVITY 4

MS. JOYCE FERNANDES

MS. SAVIA D'SOUZA

MS. DIPTI FIROS

ACTIVITY 5

MS. SHEETAL GUPTA

MS. RUHITA DABRE

ACTIVITY 6

MS. PETAL D'SOUZA

MS. SHARMILEE COUTINHO

ACTIVITY 7

MS. GANDHALI DHUNDUR

MS. BEENA NAIR

TECHNICAL ASSISTANCE:

MR. NEWTON PETER

MR. RAJIV MANIAR

MR. NIKHIL MISQUITTA

APPROVED ACTION PLANS

PDF Compressor Free Version



INTERNATIONAL SCHOOL AWARD

ACTION PLAN FORM FOR

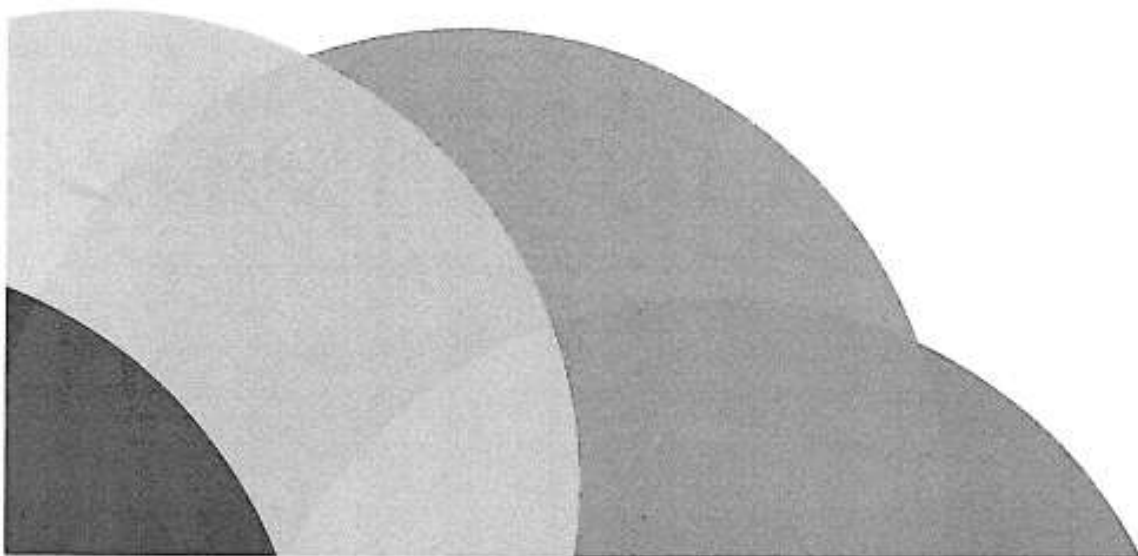
Foundation Certificate

Intermediate Certificate

British Council International School Award

Note: Please tick the appropriate box as per the level of ISA you are applying for.

www.britishcouncil.in





INTERNATIONAL SCHOOL AWARD

SECTION 1: SCHOOL DETAILS

Name of the School ST. FRANCIS SCHOOL (ICSE)

Postal address of the School (with pin code)
MT. POINSUR, BORIVLI (WEST), MUMBAI -400103.

Affiliation to School Board ICSE (INDIAN CERTIFICATE OF SECONDARY EDUCATION)

Type of School (Please tick the box that best describes your school)

Pre-Primary / Primary School Secondary School

Senior Secondary School Special School

Total no. of pupils 1800 Age range of pupils 3.5 to 15 years

Gender of the School: Boys Girls Mixed/Co education

Head Teacher / Principal BRO. WILFRED MONTEIRO

ISA Coordinator/s MS. SONIYA JENCY JACOB

MS. MICHELLE BORGES

Telephone (School) 022 28934214 Fax NA

Mobile No (Principal) 900796314

Mobile No (ISA Coordinator/s) 8879094597, 9860284827

Principal's email id monteirocms@gmail.com

ISA Coordinator's email id soniya.jency@yahoo.com, michborges@yahoo.in

Website www.stfsborivli.com

Data Protection Notice

Thank you for sharing your information with us. This information will not be shared with any other organisation for any purpose and will remain the property of the British Council who may use it for the purpose of promoting British Council activities. This may include placing your photograph(s) in our publications, and in our promotional materials. We may want to use your information to send you details of Council activities, services and events (including social events) which you might find of interest. We will disclose this information to the ISA panel. You have the right to ask for a copy of the information we hold about you.



INTERNATIONAL SCHOOL AWARD

SECTION 2: BACKGROUND INFORMATION

2.1 Your reasons for applying for the Foundation Certificate/ Intermediate Certificate/ British Council International School Award (maximum 3 bullet points)

- 1. To continue to enhance the process of developing an attitude of global awareness in the students and teachers of the school
- 2. To enable the teaching learning process to be an exciting one, reflecting changing world dynamics.

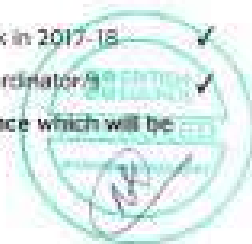
2.2 Any previous experience (last two years) of activity having international dimension (maximum 3 examples)

| Brief description of the international activity | When it was conducted | Classes involved | Outcome of the activity |
|---|-----------------------|------------------|--|
| A student exchange program was planned and arranged in the school in collaboration with a German school | January and May 2018 | 6 to 10 | A group of 15 students from Germany visited our school in the month of January 2018, getting a first hand experience of Indian culture in Mumbai. In |
| | | | |
| | | | |

2.3 We will prepare / revise our school policy to guide our international work in 2017-18 ✓

2.4 We will produce a Job Description (role & responsibilities) of the ISA Coordinator ✓

Both the above documents have to be included in the dossier of evidence which will be submitted at the end of the year.

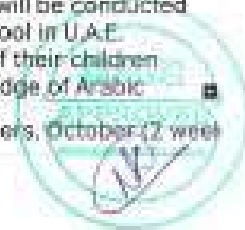




**INTERNATIONAL
SCHOOL AWARD**

SECTION 3: ISA ACTION PLAN

| | |
|---|---|
| Name of the School: | ST. FRANCIS SCHOOL (ICSE) |
| City: | MUMBAI |
| Region: | MAHARASHTRA |
| Curriculum Activity 1 (Title mentioning the international dimension): | Learning about numbers in India & U.A.E.(Number sequence and ordinal numbers) |
| Learning Outcomes- at the end of the activity the students will be able to (* Write in terms of Knowledge, Skills and Attitude): | By the end of this activity the students will be able to: (i) Knowledge- (ii) Learn about number names from 1 to 10 in English, Hindi and Arabic as taught in India & U.A.E. (iii) Students will gain an understanding of the use of ordinal numbers in everyday life. |
| Brief and clear description of Activity that will help in attaining the projected learning outcomes | (A) Students will be taught the Arabic numbers (1 to 10) by using flash cards, dramatization and charts on numbers in Arabic, based on their knowledge of these numbers in English. Students in U.A.E. will also be taught the same numbers in Hindi, based on their knowledge of these numbers in Arabic. (B) The students will then do a worksheet where the children will be asked to match the English & Arabic numbers. Students in U.A.E. will do a similar worksheet, matching Hindi and English numbers (1 to 10). (C) A game activity will be done with the students, 'Guessing the price' where some common items will be displayed and their imaginary prices will be displayed in Arabic (Numbers 1 to 10 only). Four teams of students will be given turns to guess the price marked in Arabic. Team with most number of right answers will win the game. (D) Using the power point presentation teacher will explain to the students the concept of ordinal numbers. Students are given activity worksheets using the concept of the colours of the rainbow to teach ordinal numbers. A similar activity will be conducted for the students of the partner school in U.A.E. (E) Parents views on the learning of their children about ordinal numbers and knowledge of Arabic |
| Month and duration of activity | July 2018 (2weeks)-Ordinal numbers, October (2 week) |





**INTERNATIONAL
SCHOOL AWARD**

SECTION 3: ISA ACTION PLAN

| | |
|--|---|
| Classes / no. of pupils involved | Grades 1 and 2 / 380 students |
| Countries covered | India and U.A.E |
| Subjects covered | Maths, Dramatization, English, Art |
| Teachers responsible | Tr. Pakeezah Tr. Welchrina |
| Evaluation methods to measure the learning outcome among the pupils | Teachers report on the activity conducted Questionnaire Worksheets Parent feedback |
| Evidences to be provided in the portfolio | Photographs Video recording of students performing activities and dramatization PPT Student worksheets |

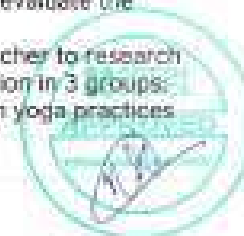




INTERNATIONAL SCHOOL AWARD

SECTION 3: ISA ACTION PLAN

| | |
|---|---|
| Name of the School: | ST. FRANCIS SCHOOL (ICSE) |
| City: | MUMBAI |
| Region: | MAHARASHTRA |
| Curriculum Activity 2 (Title mentioning the international dimension): | Studying the beneficial effects of Yoga practiced in India, Singapore and Nepal. |
| Learning Outcomes- at the end of the activity the students will be able to (* Write in terms of Knowledge, Skills and Attitude): | By the end of this activity the students will be able to: (1) Knowledge- (i) Learn ways to quieten the mind and connect with the body (ii) Gain and understanding of yoga practices done in India, Singapore and Nepal. (2) Skill- Develop flexibility of the physique by learning |
| Brief and clear description of Activity that will help in attaining the projected learning outcomes | (A) Teacher will teach 'Anulom' (breathe in) and 'Vilom' (breathe out) to a group of students. Teacher will conduct some basic exercises. She will then begin teaching the selected asanas. For this purpose videos demonstrating the selected asanas will be shown to the students. (B) Teacher will then train a group of 40 students each for the following asanas- Vrkkshasana, Vajrasana, Chakrasana and Dhaurasana. The students will then be asked to perform the asanas at home and parent feed back will be taken. (C) During the morning assembly on the International Yoga day i.e. on June 21, students will be acquainted with the information on the history of yoga and importance of practicing it daily. (D) Students will be divided into groups and will be asked to make charts on the four asanas which include the positions, steps followed, how the asanas are useful and precautions to be taken. Students will also prepare charts on yoga practices in India, Singapore and Nepal. Supervisor will evaluate the charts made. (E) Students will be guided by the teacher to research and prepare a power point presentation in 3 groups: one group of students will prepare on yoga practices |
| Month and duration of activity: | June to November |



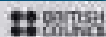


**INTERNATIONAL
SCHOOL AWARD**

SECTION 3: ISA ACTION PLAN

| | |
|--|---|
| Classes / no. of pupils involved | Grade 3 & 4/240 app |
| Countries covered | India, Singapore and Nepal |
| Subjects covered | Science, Physical Education, History, English, Art |
| Teachers responsible | Tr. Reshma D'Britto Tr. Donnella Machado |
| Evaluation methods to measure the learning outcome among the pupils | <ul style="list-style-type: none">- Supervisors evaluation report on the charts made by the students- Teacher's report on commemoration of yoga day- Parents feedback |
| Evidences to be provided in the portfolio | Photographs Charts Video recording of students activities Parent feedback sheets Teacher's report Video clips of the asanas taught to students |

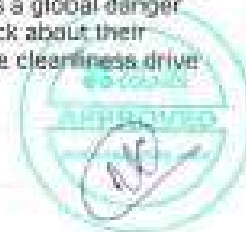


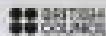


**INTERNATIONAL
SCHOOL AWARD**

SECTION 3: ISA ACTION PLAN

| | |
|--|---|
| Name of the School: | ST. FRANCIS SCHOOL (ICSE) |
| City: | MUMBAI |
| Region: | MAHARASHTRA |
| Curriculum Activity 3 (Title mentioning the international dimension): | Studying the impact of cleanliness and hygiene practiced in India and United Arab Emirates(U.A.E.) |
| Learning Outcomes- at the end of the activity the students will be able to (* Write in terms of Knowledge, Skills and Attitude): | By the end of the activity the students will be able to: (1) Knowledge-Gain an understanding about the importance of maintaining cleanliness and hygiene and some of the measures taken to maintain hygiene in India & U.A.E (2)Skill-Evaluate and analyze the environmental and |
| Brief and clear description of Activity that will help in attaining the projected learning outcomes. | (A) 40 students will learn about diseases caused due to unclean surroundings and their spread through Food, Air, Water and Insects in India as well as U.A.E. They will collect information and present it through power point presentation stating the measures to maintain good hygiene. (B) Students in the class will also learn about the different kind of biodegradable wastes and non-biodegradable wastes and the ways of disposing them. They will also learn about land pollution caused and its impact on the globe, especially the hazards caused by plastic bags through maintaining a scrap book, sticking pictures and collecting information on land pollution. Having acquired the information on the need of ban on plastic and its ill effects, around next 40 students will come together and make paper bags and cloth bags. (C) The next set of 40 students will go for a beach clean- up drive where they will help to clean up the beach specially the plastic that is a global danger today. Students will fill in feedback about their experience and learning from the cleanliness drive |
| Month and duration of activity | October and November |





**INTERNATIONAL
SCHOOL AWARD**

SECTION 3: ISA ACTION PLAN

| | |
|--|--|
| Classes / no. of pupils involved | Grade 5 Age Group (10-12) 120 students will be involve |
| Countries covered | India & U.A. E |
| Subjects covered | EVS, Maths, Science, Ari, Geography, Craft and Comput |
| Teachers responsible | Tr. Prishal Pereira Tr. Elizabeth Gonsalves |
| Evaluation methods to measure the learning outcome among the pupils | Students presentation in form of paper and cloth bags Scrap books Power point presentations. |
| Evidences to be provided in the portfolio | Photography, Scanned copies of some scrap book pages, Feedback of students on the beach cleanliness drive, |

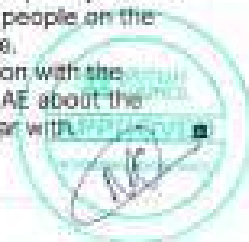


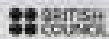


INTERNATIONAL SCHOOL AWARD

SECTION 3: ISA ACTION PLAN

| | |
|---|---|
| Name of the School: | ST. FRANCIS SCHOOL (ICSE) |
| City: | MUMBAI |
| Region: | MAHARASHTRA |
| Curriculum Activity 4 (Title mentioning the international dimension): | Poets in defence of Nature around the World. |
| Learning Outcomes- at the end of the activity the students will be able to (* Write in terms of Knowledge, Skills and Attitude): | By the end of the activity the students will be able to: (1)Knowledge- Gain an understanding of the style of writing of different poets in India ,U.S.A & U.K. (2)Skill- Critically evaluate the factors responsible for degradation of nature in India U.S.A and U.K. (3) Attitude-Develop a sense of responsibility towards nature. |
| Brief and clear description of Activity that will help in attaining the projected learning outcomes | (A)The teacher will introduce the students to a few renowned nature poets of India ,USA and UK and their reasons for writing nature poetry using PPT presentation. (B) The teacher will read out a few poems to acquaint the students with the themes and the style of the writing of poets around the world. (C) Students will be asked to research poems written by Indian , American and English poets. They will then prepare a presentation using innovative methods like solo and choral recitation,enactment using props and slogans. (D) The best poem presentations will be chosen by teacher and presented before students in the school assembly and parents during the Annual day function. (E) During the Van Mahotsav week students of the entire school will be encouraged to compose poems on nature and make collages on nature related themes. (F) A street play incorporating nature poetry will be performed by students to enlighten people on the importance of preservation of nature. (G) Students will exchange information with the students of their partner school in UAE about the nature poetry they have been familiar with. |
| Month and duration of activity | July to September 2018. |





**INTERNATIONAL
SCHOOL AWARD**

SECTION 3: ISA ACTION PLAN

| | |
|--|--|
| Classes / no. of pupils involved | Grade 6(100 students) |
| Countries covered | India,UK & USA |
| Subjects covered | English,Science,Computer, Art,Craft, Dramatics |
| Teachers responsible | Tr.Joyce Fernandes Tr.Savia D'Souza Tr.Deepthi Finos |
| Evaluation methods to measure the learning outcome among the pupils | Oral recitation, Parents feedback, Peer assessment, Teacher's report |
| Evidences to be provided in the portfolio | Collages & Poems by students Snapshots of feedback forms Photographs of the street play Teacher's report. |





INTERNATIONAL SCHOOL AWARD

SECTION 3: ISA ACTION PLAN

| | |
|---|---|
| Name of the School: | ST. FRANCIS SCHOOL (ICSE) |
| City: | MUMBAI |
| Region: | MAHARASHTRA |
| Curriculum Activity 5 (Title mentioning the international dimension): | Patriotism through poetry in India (Hindi language), England and USA(English Language) |
| Learning Outcomes- at the end of the activity the students will be able to (* Write in terms of Knowledge, Skills and Attitude): | By the end of the activity the students will be able to: (1) Knowledge- Gain an understanding of the writing style of different poets in India, England & USA. (2) Skill- To conduct research and critically present the life of the chosen poets. (3) Attitude- (i) Develop a sense of national pride. |
| Brief and clear description of Activity that will help in attaining the projected learning outcomes | (A) The teacher will read out patriotic poems (Hindi) of an Indian poet, in an inspiring manner using power point presentation. (B) Student research: The students will be guided to research poems written by Indian and foreign poets based on patriotism. Students will then present a project in which they will mention a brief biography of poets (both Indian and foreign) who have composed patriotic poems and elaborate on their writing style and main inspiration. (C) Poetry recitation by students: Some selected poems will be recited by the students as a part of the Independence day celebration in school, to inspire patriotic feelings. (D) Collage display: Some students will depict patriotism of selected poems in a collage during the Independence day celebration. (E) Dramatization: On Hindi Diwas (September 12) students will dress up as Indian poet or a character in the Indian poem and present the poems to a student audience. |
| Month and duration of activity | July to September |



COURSE

**INTERNATIONAL
SCHOOL AWARD**

SECTION 3: ISA ACTION PLAN

| | |
|---|--|
| Classes / no. of pupils involved: | Grade 7 /120 students: |
| Countries covered: | India, England and U.S.A |
| Subjects covered: | Hindi,English,History, Dramatization and Art |
| Teachers responsible: | Tr.Sheetal Gupta Tr.Ruhita |
| Evaluation methods to measure the learning outcomes among the pupils: | Assembly presentation PPT Presentation Teacher's report Project-Scrap book. |
| Evidences to be provided in the portfolio: | Photographs PPT Video recording of student's activities Teacher's report |





**INTERNATIONAL
SCHOOL AWARD**

SECTION 3: ISA ACTION PLAN

| | |
|---|---|
| Name of the School: | ST. FRANCIS SCHOOL (ICSE) |
| City: | MUMBAI |
| Region: | MAHARASHTRA |
| Curriculum Activity 6 (Title mentioning the international dimension): | My Vote, My Voice - Understanding the process of democracy in India and Australia |
| Learning Outcomes- at the end of the activity the students will be able to (* Write in terms of Knowledge, Skills and Attitude): | By the end of the activity, students will be able to: (1) Knowledge: Gain an understanding of the election process in democracy in India and Australia. (2) Skills: (i)Gain a first hand experience of participating in the election process for Class monitorship in school. |
| Brief and clear description of Activity that will help in attaining the projected learning outcomes. | A. Students will be introduced to a Voting Vocabulary Chart and then solve a crossword puzzle sheet based on the chart knowledge. B. Students will be shown a PPT presentation of the similarities and differences in the election process in India and Australia. C. A Class Elections will be organized for grade 8 (all divisions) for the Class Monitor position. D. National Voter's day (January 25, 2019) in India will be celebrated in school to create awareness on the importance of democratic elections and ethical voting practices through the morning assembly and creative Posters will be designed by the students. E. Students will participate in an organized debate on the topic, 'Are Elections the best method of democracy?' |
| Month and duration of activity | June 2018 to January 2019(One activity per month) |





**INTERNATIONAL
SCHOOL AWARD**

SECTION 3: ISA ACTION PLAN

| | |
|--|---|
| Classes / no. of pupils involved | Grade 8/120 students |
| Countries covered | India & Australia |
| Subjects covered | Civics ,Geography, English, Art & Craft and Maths |
| Teachers responsible | Tr.Petal D'Souza Tr.Sharmilee Coutinho |
| Evaluation methods to measure the learning outcome among the pupils | Power point presentation Voting Vocabulary charts Crossword sheets Assembly presentation Class debate Creative poster design |
| Evidences to be provided in the portfolio | Photographs PPT Video presentation(debate) Cross word sheets Teacher's report |





**INTERNATIONAL
SCHOOL AWARD**

SECTION 3: ISA ACTION PLAN

| | |
|---|--|
| Name of the School: | ST. FRANCIS SCHOOL (ICSE) |
| City: | MUMBAI |
| Region: | MAHARASHTRA |
| Curriculum Activity 7 (Title mentioning the international dimension): | Celebrating our differences- a comparative study of the culture of India and UAE |
| Learning Outcomes- at the end of the activity the students will be able to (* Write in terms of Knowledge, Skills and Attitude): | By the end of the activity the students will be able to: (1) Knowledge- (i) Be well informed about the core cultures of India and UAE. (ii) Understand how socio-cultural and economic factors have changed over a period of time in both the countries. |
| Brief and clear description of Activity that will help in attaining the projected learning outcomes | (A) Students will prepare a location map of both countries and respective city (India-Mumbai and UAE-Dubai) (B) Students will research and collect data on the following parameters: - Population - Languages spoken - Religions practised - Festivals celebrated - Dressing styles - Eating habits - Marriage customs - occupation practised (C) They will prepare collages, scrap books and PPT presentation on the information collected above, in small groups. (D) They will be an exchange of research material collected by students in India and UAE through e-mail |
| Month and duration of activity | July, August and October 2018 |



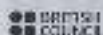


**INTERNATIONAL
SCHOOL AWARD**

SECTION 3: ISA ACTION PLAN

| | |
|--|---|
| Classes / no. of pupils involved | Grade 9/80 students |
| Countries covered | India and UAE |
| Subjects covered | Geography, History, computer, Maths, Art & Craft, Value |
| Teachers responsible | Tr. Ganghal Dhundur Tr. Beena |
| Evaluation methods to measure the learning outcome among the pupils | Map marking Questionnaire PPT presentation Teacher assessment report |
| Evidences to be provided in the portfolio | Photographs PPT Maps Collage Scrapbooks Questionnaire |





INTERNATIONAL SCHOOL AWARD

SECTION 4: BRITISH COUNCIL POLICIES AND GUIDELINES

Child Protection

The British Council firmly believe that all children have potential and that every child matters - everywhere in the world. Children are a top priority as they have a unique honesty and willingness to exchange knowledge and ideas that can meaningfully build trust and make a sustainable difference in the future worldwide.

Child protection is everybody's responsibility. We recognize that we have a fundamental duty of care towards all children we engage with including a duty to protect them from abuse. We aim to achieve this through compliance with child protection laws in each of the countries we operate and to adhere to the:

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

- valuing, respecting and listening to children
- ensuring 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 concerns with agencies who need to know, 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.

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 pass 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 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.


Signature of School Head along with School stamp

ST. FRANCIS SCHOOL
MT. PONSUR, BORIVLI (W),
MUMBAI - 400 103.



SCHOOL INTERNATIONAL POLICY

Rationale for an International Policy :

PDF Compressor Free Version

The School Management and staff recognize that students today are learners in a global village. Intercultural and global communication is an ever present reality in their lives. With the ease of access to the internet at the touch of a finger, young people are closely connected with world happenings as they occur– be it international sporting events, the dynamic political scenario around the world or matters related to economic markets. In this scenario, educational institutes are duty bound to extend learning beyond the four walls of the classroom. It has become necessary to empower students with learning experiences which will help them to not only appreciate their own unique heritage but also that of the myriad of cultures that they will, no doubt engage with one day. These global citizens of tomorrow will need to be sensitized to the changing world realities and how they can make a positive difference.

Therefore, we, the Management and staff of St. Francis School (ICSE) will endeavor to:

- To be aware of our responsibility towards global citizenship.
- To create awareness about the diversity in the world and promote respect for multicultural differences among the staff and students.
- To familiarize students with the historical, geographical and political study of places around the world.
- To develop international collaboration in education by establishing links or partnerships with schools across the globe.
- To sustain the links with schools in various parts of the world which have been already developed.
- To engage students in a multitude of innovative activities which will foster creative expression in them.
- To make use of every opportunity for students to travel and meet people from varied backgrounds and cultures.
- To facilitate students learning from their interaction and exchange with international peers.
- To increase staff capability towards the international dimension of learning.
- To sensitize students about global issues and develop their skills of critically thinking about these issues.
- To cultivate a responsible attitude towards nature and encourage involvement in environmental issues globally.
- To kindle in students a humanitarian spirit by involving them in outreach projects and visits.
- To help students learn to effectively combine the knowledge of science, technology and spirituality to grow into well balanced world citizens.
- To adopt practices which are healthy, life sustaining and respectful of human dignity.

INTERNATIONAL COORDINATOR JOB DESCRIPTION

PDF Compressor Free Version



The International Coordinator will need :

- To undertake the overall responsibility for successfully applying for the International School Award.
- To work closely with and support teachers while planning and implementing international activities within and in addition to the A curriculum.
- To guide the team of teachers working on international activities and motivate the involvement of students and other staff members as well.
- To regularly appraise the impact of the activities.
- To frame and review, along with the stakeholders of the school, an international policy.
- To support the development of global links and exchanges.
- To incorporate activities into the school which celebrate diversity.
- To gather evidence of the activities done, document and compile the international activities done in the school.
- To conduct an annual audit of the activities undertaken to evaluate the International dimension.
- To prepare learners who are well equipped with the skills to be a global citizen.
- To explore ways to build and expand on the international dimension of activities.
- To facilitate collaboration with link schools by exchanging information from student activities and arranging video link interaction whenever possible.

SECTION 2 : SELF ASSESSMENT AUDIT SUMMARY

PDF Compressor Free Version

School Name: ST FRANCIS SCHOOL (GEMS)

Please use the table below for all planning the activities before you start on the PA journey. A copy of this form should be submitted with the PA form. Please refer to the Application Form 2018/19 on the form below after completing the activities.

| Activity number | Activity title | Partner schools (if any) and country in school activities | Classes Involved | | | | | | | | | | | | | Subjects Involved | | | | Deep learning Skills | | | | | Other parameters | | Months and duration | Completed | | |
|-----------------|---|---|------------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-------------------|------|---------|----------------|-----------------------|-------------------|------------------|------------------------|-----------------|------------------|----------|---------------------|-----------|-----------------------|---------|
| | | | Prep | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | English | Math | Science | Social Studies | Character Development | Personal Learning | Cross-curricular | Project based learning | Self-reflection | Peer-review | Feedback | | | Other | Remarks |
| 7 | Learning About Numbers In India And UAE | GEMS WESTMINSTER SCHOOL, DUBAI U.A.E | Prep | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | English | Math | Science | Social Studies | Character Development | Personal Learning | Cross-curricular | Project based learning | Self-reflection | Peer-review | Feedback | Other | Remarks | July to August 2018 | ✓ |
| 8 | Studying The Beneficial Effects Of Yoga | — | Prep | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | English | Math | Science | Social Studies | Character Development | Personal Learning | Cross-curricular | Project based learning | Self-reflection | Peer-review | Feedback | Other | Remarks | July to November 2018 | ✓ |
| Example | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Teacher - Mrs. H. J. ... | Partner School - ... | Prep | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | English | Math | Science | Social Studies | Character Development | Personal Learning | Cross-curricular | Project based learning | Self-reflection | Peer-review | Feedback | Other | Remarks | 2018-2019 | ✓ |

| Activity number | Activity title | Partner schools (if any) and country in school activities | Classes Involved | | | | | | | | | | | | | Subjects Involved | | | | Deep learning Skills | | | | | Other parameters | | Months and duration | Completed | | |
|-----------------|--|---|------------------|----|----|----|----|----|----|----|----|----|-----|---|---------|-------------------|---------|--|-----------------------|-----------------------|-------------------|------------------------|------------------------|-----------------|------------------|----------|---------------------|-----------|---------------------|---|
| | | | Prep | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 <th>English</th> <th>Math</th> <th>Science</th> <th>Social Studies <td>Character Development</td><td>Personal Learning</td><td>Cross-curricular</td><td>Project based learning</td><td>Self-reflection</td><td>Peer-review</td><td>Feedback</td> <th>Other</th><th>Remarks</th> </th> | English | Math | Science | Social Studies <td>Character Development</td> <td>Personal Learning</td> <td>Cross-curricular</td> <td>Project based learning</td> <td>Self-reflection</td> <td>Peer-review</td> <td>Feedback</td> <th>Other</th> <th>Remarks</th> | Character Development | Personal Learning | Cross-curricular | Project based learning | Self-reflection | Peer-review | Feedback | Other | | | Remarks | |
| 9 | Impact Of Cleanliness And Hygiene In India And U.A.E | — | Prep | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | English | Math | Science | Social Studies | Character Development | Personal Learning | Cross-curricular | Project based learning | Self-reflection | Peer-review | Feedback | Other | Remarks | February 2019 | ✓ |
| 11 | Poets In Defence Of Nature | GEMS WESTMINSTER SCHOOL, DUBAI U.A.E | Prep | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | English | Math | Science | Social Studies | Character Development | Personal Learning | Cross-curricular | Project based learning | Self-reflection | Peer-review | Feedback | Other | Remarks | July to August 2018 | ✓ |
| 12 | Patriotism Through Poetry | — | Prep | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | English | Math | Science | Social Studies | Character Development | Personal Learning | Cross-curricular | Project based learning | Self-reflection | Peer-review | Feedback | Other | Remarks | July to August 2018 | ✓ |
| Example | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Teacher - Mrs. H. J. ... | Partner School - ... | Prep | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | English | Math | Science | Social Studies | Character Development | Personal Learning | Cross-curricular | Project based learning | Self-reflection | Peer-review | Feedback | Other | Remarks | 2018-2019 | ✓ |

| Activity number | Activity title | Partner schools (if any) and country in school activities | Classes Involved | | | | | | | | | | | | | Subjects Involved | | | | Deep learning Skills | | | | | Other parameters | | Months and duration | Completed | | |
|-----------------|---|---|------------------|----|----|----|----|----|----|----|----|----|---|---------|------|-------------------|--|-----------------------|-------------------|-----------------------|------------------------|------------------|------------------------|-----------------|------------------|----------|---------------------|-----------|-----------------------|---|
| | | | Prep | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 <th>English</th> <th>Math</th> <th>Science</th> <th>Social Studies <td>Character Development</td><td>Personal Learning</td><td>Cross-curricular</td><td>Project based learning</td><td>Self-reflection</td><td>Peer-review</td><td>Feedback</td> <th>Other</th><th>Remarks</th> </th> | English | Math | Science | Social Studies <td>Character Development</td> <td>Personal Learning</td> <td>Cross-curricular</td> <td>Project based learning</td> <td>Self-reflection</td> <td>Peer-review</td> <td>Feedback</td> <th>Other</th> <th>Remarks</th> | Character Development | Personal Learning | Cross-curricular | Project based learning | Self-reflection | Peer-review | Feedback | Other | Remarks | | | | |
| 6 | My Vote, My Voice | — | Prep | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | English | Math | Science | Social Studies | Character Development | Personal Learning | Cross-curricular | Project based learning | Self-reflection | Peer-review | Feedback | Other | Remarks | June 18 to Jan 19 | ✓ |
| 7 | Celebrating Our Differences - India & U.A.E | GEMS WESTMINSTER SCHOOL DUBAI, U.A.E | Prep | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | English | Math | Science | Social Studies | Character Development | Personal Learning | Cross-curricular | Project based learning | Self-reflection | Peer-review | Feedback | Other | Remarks | July, August & Oct 18 | ✓ |
| Example | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Teacher - Mrs. H. J. ... | Partner School - ... | Prep | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | English | Math | Science | Social Studies | Character Development | Personal Learning | Cross-curricular | Project based learning | Self-reflection | Peer-review | Feedback | Other | Remarks | 2018-2019 | ✓ |

AUDIT TEMPLATE FOR INTERNATIONAL WORK AND GLOBAL DIMENSION

Only for Intermediate / British Council International School Award

Consider two years' period - current and last academic year

School: ST. FRANCIS SCHOOL (ICSE)

Headteacher: BRO. WILFRED MONTEIRO

Teacher Co-ordinator: MS. SONIYA JENCY JACOB, MS MICHELLE BORGES

Date of audit: FEBRUARY 2019

Academic years considered for this audit: 2017-18, 2018-19

1 Curriculum topics/activities with international dimension

| Subject | Age range of students | Brief description of Topic/ Chapter and country studied | |
|--|-----------------------|---|--|
| ENGLISH LITERATURE | 10-11 yrs | 'ONE FRIDAY MORNING' - Story on racial discrimination (U.S.A, South Africa, India) | <p>Example Food Fiesta Students studied the favourite food in countries like France, China and Italy and their nutritional value.</p> |
| SOCIALLY USEFUL PRODUCTIVE WORK (SUPW) | 13-14 yrs | 'COOKING WITHOUT FIRE' - Continental European desserts and salads and Indian sweets, street food | |
| GERMAN LANGUAGE | 10-11 yrs | 'BRÜDERCHEN KOMM TANZ MIT MIR' - Performing a German Nursery Rhyme (Sing and dance) | |
| HISTORY | 11-12 yrs | 'FAMOUS CHARACTERS FROM THE PAST' - Monoacting (U.S.A, U.K, Africa) | |

AUDIT TEMPLATE FOR INTERNATIONAL WORK AND GLOBAL DIMENSION

Only for Intermediate / British Council International School Award

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

| Subjects involved | Details of international activity | |
|--|--|---|
| PHYSICAL EDUCATION, HISTORY | INTERNATIONAL YOGA DAY - Special Assembly - Guests invited from 'Patanjali' to talk about and demonstrate to all classes | Example World Environment Day |
| SOCIAL STUDIES, VALUE EDUCATION | VANMAHOTSAV - 1 week - Essay writing, Drawing Competitions across classes - Planting of saplings | International Food Fiesta Health and Wellness Week |
| ENGLISH, ART, PERFORMING ARTS, VALUE EDUCATION | FOUNDER'S DAY - Grand cultural programme promoting Franciscan Values of Love, Peace & Hope - Essay writing & Drawing Competition, Quiz Competition | |

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 | |
|-----------------------|---|--|---|--|
| 14-15 yrs | VAYUSHAKTI EXHIBITION, W.M HIGH SCHOOL & JR COLLEGE, MULUND | UNDERSTANDING THE LATEST TECHNOLOGY USED BY THE INDIAN AIR FORCE | RANKING OF IAF IN THE WORLD SCENARIO | Example History: war memorials and museums Art: Study visit to national galleries |
| 13-15 yrs | HINDUSTAN AERONAUTICS LIMITED, (HAL), NASIK | INDUSTRIAL VISIT | KNOWLEDGE OF AIRCRAFT TECHNOLOGY COMMONLY USED ACROSS DIFFERENT COUNTRIES | |

AUDIT TEMPLATE FOR INTERNATIONAL WORK AND GLOBAL DIMENSION

Only for Intermediate / British Council International School Award

4 Student exchange visits: Reciprocal (with another country)

| Age of students | Duration of visit | Purpose of exchange | Country |
|-----------------|-------------------|---|---------|
| 13 yrs | 15 days | CULTURAL EXCHANGE AND VISIT TO LOCAL FAMILIES | GERMANY |
| | | | |

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

| Name of teacher | Subject | Purpose of visit | Country |
|-----------------------|-------------------------|---|---------|
| BRO. WILFRED MONTEIRO | HEAD TEACHER/ PRINCIPAL | ACCOMPANYING STUDENTS ON THE EXCHANGE PROGRAMME | GERMANY |
| MS SHILPA RAJPURKAR | COMPUTER APPLICATIONS | ACCOMPANYING STUDENTS ON THE EXCHANGE PROGRAMME | GERMANY |
| MS MICHELLE BORGES | SCHOOL COUNSELLOR | | |

AUDIT TEMPLATE FOR INTERNATIONAL WORK AND GLOBAL DIMENSION

Only for Intermediate / British Council International School Award

6 International visitors in school

| Name of the visitor | Nationality | Purpose of visit and nature of interaction with students | Date/ Month | |
|---------------------------------------|-------------|--|---|--|
| MR. GEREON MÜLLER | GERMAN | ACCOMPANYING GERMAN VISITING EXCHANGE STUDENTS | 3 rd to 15 th JANUARY, 2019 | Example Japanese Embassy officials visiting school |
| MS. LENA MBORMANN | GERMAN | " | " | |
| MS. ISABEL FEZER MS. KARIN WINKLER | GERMAN | COMMENORATING 50 YEARS OF MUMBAI - STUTTGART TWINNING & 10 YEARS OF SCHOOL PARTNERSHIP | 29 th JANUARY, 2019 | |

7 Links/partnerships with schools/educational organisations overseas

| Name of the school | Country | Brief description of the link/ partnership | Methods of communication |
|------------------------------------|---------|--|--|
| EBELU (Eberhard Ludwigs Gymnasium) | GERMANY | STUDENT EXCHANGE PROGRAMME | Email Visit to India and to Germany |
| GEMS WESTMINSTER SCHOOL | U.A.E | COLLABORATION OF CLASSROOM ACTIVITIES | Email |

AUDIT TEMPLATE FOR INTERNATIONAL WORK AND GLOBAL DIMENSION

Only for Intermediate / British Council International School Award

8 Links with other schools in India

| Name of the school | Region/ State | Brief description of the link/ partnership | Methods of communication |
|---------------------------------------|-----------------------------------|---|------------------------------------|
| BOMBAY CAMBRIDGE INTERNATIONAL SCHOOL | ANDHERI (EAST) MUMBAI MAHARASHTRA | CO-ORDINATION FOR INTERNATIONAL SCHOOL AWARD | Telephonic conversation, Whats app |
| ST-FRANCIS D'ASSISI SCHOOL | BORIVALI (WEST) MUMBAI M.S | CELEBRATING NATIONAL DAYS (INDEPENDENCE DAY, REPUBLIC DAY, MAHARASHTRA DAY) | Meeting together |

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 |
|-----------------------|---|---|---|
| 10-11 yrs. | BEACH CLEANLINESS DRIVE | Land pollution, Marine destruction awareness | |
| 13-14 yrs | SAPLING PLANTING ON VANMAHOTSAV | Promoting the growth of tree | |
| 6 - 14 yrs | TOTAL HEALTH/ WELLNESS: Variety performances in Annual Day Function | Awareness about importance of various aspects of health | |

Data Protection Statement

Your personal information will be used in line with British Council standards. The British Council will treat all personal information in accordance with UK law and its own privacy policy. The British Council will not sell or disclose your details to third parties for commercial reasons.

Under UK Data Protection law you have the right to ask for a copy of the information we hold on you, for which we may charge a fee, and the right to ask us to correct any inaccurate information. If you want more information about this please contact your local British Council office or the data protection team dataprotection@britishcouncil.org.

SECTION 3:
PANORAMA OF THE ACTIVITIES

PDF Compressor Free Version

Activity 1
Learning about numbers
in India and U.A.E.

Activity 2
Studying the beneficial
effects of Yoga in India,
Nepal and Singapore

Activity 7
Celebrating our
differences
(India and U.A.E.)

Activity 3
Impact of cleanliness
and hygiene
in India and U.A.E.

Activity 6
My Vote,
My Voice

Activity 4
Poets in defence
of nature
around the world

Activity 5
Patriotism
through poetry



ACTIVITY 1

PDF Compressor Free Version

LEARNING ABOUT NUMBERS. 1-10 IN INDIA AND U.A.E.



ARABIC NUMERALS



HINDI NUMERALS



1

ACTIVITY COVER SHEET

Please complete a separate sheet for each activity

Activity number

School Name: St. Francis School ICSE

Title of activity: Learning about numbers in India and U.A.E

Teacher responsible: Tr. Pakeegah and Tr. Waldrine

Other staff involved: Tr. Brenda, Tr. Jolly, Tr. Leema

Subjects involved: Maths, Dramatisation, English, Art

Aim: The aim of the activities is to introduce the ordinal numbers and arabic number of U.A.E.
Content: The teacher explained both the concepts Tr explained ordinal no's through PPT and explained arabic no's through chart, flashcards and dramatisation. An evaluation is done to check the understanding of the students through worksheets.
Outcomes: The students appreciated the dressing sense of the Arabian people. They were happy to learn the numbers 1 to 10 in Arabic. They understood the difference between ord and arabic nos. students also learned about ordinal numbers.

Countries explored: India and U.A.E

Link school(s): GEMS Westminster School, Dubai, U.A.E

Other sources of information: google search, you tube videos, other teachers experiences, reference books

Time period of activity: Together 4 weeks (Ordinal no's-2weeks, Arabic no's-2weeks)

Number of students involved in this activity: 380 students were involved. grade 1 and grade 2.

Age range of students involved: Students from age group 6 to 8 years were involved in the activity.

Type of Evidence included: Videos, photographs, PPT, students worksheets, parents, students and teachers feedback.

TEACHING ARABIC NUMERALS (CLASS 1)

Use of Chart to introduce Arabic numerals



Teacher introducing Arabic numerals with the help of the Arabic number chart prepared by the parents of Class 1



THE TEACHING – LEARNING PROCESS

Most students had not known how Arabic numerals differed from those used in their school.

Learning through Drama

Children were excited to be dressed up in the traditional Arabian dress as worn by the local people for the dramatization activity to introduce Arabic numbers. Under the supervision of teachers they displayed the price of items in Arabic numerals using flash cards.



Students dressed up as sellers in local Arabian dress, displayed the items for sale.

Students who played the role of customers asked the sellers about the selling price of the displayed items.



Students acting as sellers indicate the price of items to students in the role of customers. First they show the flash card, then display the price using fingers.





Teacher explaining the price of the item in English with the help of the fingers so that the students understand it clearly.



Different students getting an opportunity to be involved in the activity as customers and getting exposed to different Arabic numerals



Another student displaying the price of item using the flashcard.



And so the learning continues while students have fun playing their roles !

Seller telling the price of the item by counting the fingers.



http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 1, Video 1 & 2



The 'Actors'!

Students dressed as sellers displaying the Arabic number flash cards of the prices of the displayed items.

Evaluation of Arabic numerals concept taught to Class 1 students, using worksheet

An evaluation was conducted for the Class 1 students to check the understanding of the Arabic Numerals concept. They attempted to recall the Arabic names and Arabic numbers.

ST. FRANCIS SCHOOL (ICSE)

WS - 2

Subject: Maths [Arabic & English Numbers] Date- _____

Class: I Name: _____ Div. _____ R. No: _____

QA. Match the columns: -

| English Number | Arabic Number |
|----------------|----------------|
| 8 (Eight) | ٨ (Arbiaa) |
| 2 (Two) | ٢ (Waahid) |
| 10 (Ten) | ١٠ (Thalatha) |
| 7 (Seven) | ٧ (Tisaa) |
| 4 (Four) | ٤ (Khamsa) |
| 9 (Nine) | ٩ (Ithnaan) |
| 6 (Six) | ٦ (Thamaaniya) |
| 3 (Three) | ٣ (Sabaa) |
| 1 (One) | ١ (Aashara) |
| 5 (Five) | ٥ (Sitta) |

EVALUATION WORKSHEET FOR ARABIC NUMERALS

Students solving the worksheets

PDF Compressor Free Version



Corrected evaluation worksheets

PDF Compressor Free Version

ST. FRANCIS SCHOOL (ICSE)

WS-2

Subject: Maths [Arabic & English Numbers] Date: 11-10-18

Class: I Name: Amala Div: Div. D R. No: 25

QA. Match the columns: -

| English Number | Arabic Number |
|----------------|----------------|
| 8 (Eight) | ٨ (Arbiaa) |
| 2 (Two) | ٢ (Waahid) |
| 10 (Ten) | ١٠ (Thalatha) |
| 7 (Seven) | ٧ (Tisaa) |
| 4 (Four) | ٤ (Khamsa) |
| 9 (Nine) | ٩ (Ithnaan) |
| 6 (Six) | ٦ (Thamaaniya) |
| 3 (Three) | ٣ (Sabaa) |
| 1 (One) | ١ (Aashara) |
| 5 (Five) | ٥ (Sitta) |

* V. Govt. 19/10/18

ST. FRANCIS SCHOOL (ICSE)

WS-2

Subject: Maths [Arabic & English Numbers] Date: 11-10-18

Class: I Name: Aarav Div: Div. D R. No: 20

QA. Match the columns: -

| English Number | Arabic Number |
|----------------|----------------|
| 8 (Eight) | ٨ (Arbiaa) |
| 2 (Two) | ٢ (Waahid) |
| 10 (Ten) | ١٠ (Thalatha) |
| 7 (Seven) | ٧ (Tisaa) |
| 4 (Four) | ٤ (Khamsa) |
| 9 (Nine) | ٩ (Ithnaan) |
| 6 (Six) | ٦ (Thamaaniya) |
| 3 (Three) | ٣ (Sabaa) |
| 1 (One) | ١ (Aashara) |
| 5 (Five) | ٥ (Sitta) |

* V. Govt. 19/10/18

ST. FRANCIS SCHOOL (ICSE)

WS-2

Subject: Maths [Arabic & English Numbers] Date: 19-10-18

Class: I Name: Abhishek Div: Div. D R. No: 10

QA. Match the columns: -

| English Number | Arabic Number |
|----------------|----------------|
| 8 (Eight) | ٨ (Arbiaa) |
| 2 (Two) | ٢ (Waahid) |
| 10 (Ten) | ١٠ (Thalatha) |
| 7 (Seven) | ٧ (Tisaa) |
| 4 (Four) | ٤ (Khamsa) |
| 9 (Nine) | ٩ (Ithnaan) |
| 6 (Six) | ٦ (Thamaaniya) |
| 3 (Three) | ٣ (Sabaa) |
| 1 (One) | ١ (Aashara) |
| 5 (Five) | ٥ (Sitta) |

* V. Govt. 19/10/18

ST. FRANCIS SCHOOL (ICSE)

WS-2

Subject: Maths [Arabic & English Numbers] Date: 19-10-18

Class: I Name: Mary Div: Div. D R. No: 21

QA. Match the columns: -

| English Number | Arabic Number |
|----------------|----------------|
| 8 (Eight) | ٨ (Arbiaa) |
| 2 (Two) | ٢ (Waahid) |
| 10 (Ten) | ١٠ (Thalatha) |
| 7 (Seven) | ٧ (Tisaa) |
| 4 (Four) | ٤ (Khamsa) |
| 9 (Nine) | ٩ (Ithnaan) |
| 6 (Six) | ٦ (Thamaaniya) |
| 3 (Three) | ٣ (Sabaa) |
| 1 (One) | ١ (Aashara) |
| 5 (Five) | ٥ (Sitta) |

* V. Govt. 19/10/18

Revision of Arabic numerals 'Guessing the Price' activity

As students had learned through a drama associated with prices, revision was also planned using the concept of pricing to help remind them of Arabic numerals. The 'Guessing the price' game was played in the class through dramatization.



Some students were dressed in traditional Arabian dress as sellers for the 'guessing the price' activity.



Seller asking the class to guess the price of the displayed item.

Students in class trying to guess the correct price of the item by showing the appropriate flash card numeral. Points were awarded for correct answers, row wise.



Teacher writing the points gained by each row on the board.

Students displaying the Arabic numbers flashcards during 'Guessing the price' activity.



http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 1, Video 3

Evaluation process using feedback forms

PDF Compressor Free Version

Students' Views

BRITISH COUNCIL 70 YEARS IN INDIA

STUDENT EVALUATION OF INTERNATIONAL ACTIVITY

Name: Syarah Sabri (PS) | 1

Title of activity: Selling items (Arabic numbers)

What did you learn about the activity that you liked best?

I learned arabic numbers through drama.
I learned about buying and selling.

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

I learned about the arabic people dressing.
I got information about numbers 1 to 10 in arabic.

What did you find easiest to learn with others with?

It was a fun activity.

Thank you for your time and comments.

BRITISH COUNCIL 70 YEARS IN INDIA

STUDENT EVALUATION OF INTERNATIONAL ACTIVITY

Name: Jasmin (PS) | 1

Title of activity: Selling items

What did you learn about the activity that you liked best?

I loved the activity.
I learned about arabic numbers.
I learned about selling and buying.

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

I learned arabic numbers till 10.
I learned about arabic dressing.

What did you find easiest to learn with others with?

The activity and the drama were interesting.

Thank you for your time and comments.

Teacher views

BRITISH COUNCIL 70 YEARS IN INDIA

TEACHER EVALUATION OF INTERNATIONAL ACTIVITY

Name: Ms. Brenda Colaco

Title of activity: SELLING PRICE (ARABIC NUMBERS) Date: _____

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

The students were enthusiastic of the activity. They showed eagerness in answering. In all the message was clearly driven making the concept easier to understand and to be able to put into practice.

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

The idea was genuine, so it had a crystal clear impact on me. Doing these kinds of activities enhances the teaching-learning process thereby bringing out the creativity in the teachers.

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

The most effective part was the way in which the students were dressed. Use of effective flash-cards declaratively word.
The least effective part I did not find as the activity and concept was very clearly understood by the students.

Thank you for your time and comments.

Parents' views

BRITISH COUNCIL 70 YEARS IN INDIA

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name: Khushi Khadola
Title of activity: Selling Items (English & Arabic Numbers) Date: 6th Dec '18

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

Khushi was happy to participate in this activity. As she is shy, this activity helped her to build confidence & talk to students. She learnt arabic numbers & dressing style of the arabs.

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

Khushi learned how to read arabic numbers.

Any other comments?

more often such activities should be conducted in class.

Thank you for your time and comments.

BRITISH COUNCIL 70 YEARS IN INDIA

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name: DHRUV GIRISH GABA
Title of activity: Selling Items (English & Arabic Numbers) Date: 6th

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

This activity had a positive impact on my child. He got to learn Arabic numbers & understood the concept of selling.

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

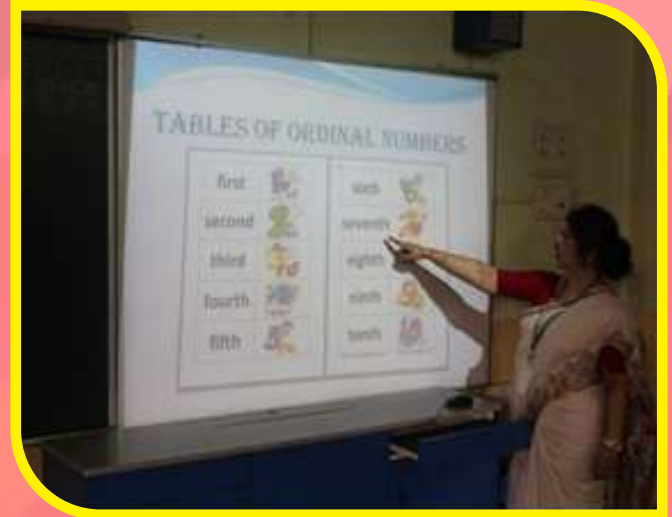
Any other comments?

This kind of activities increases child's knowledge & boosts his confidence. Such activities should be conducted on regular basis.

Thank you for your time and comments.

TEACHING ORDINAL NUMBERS (CLASS 2)

Students were already familiar with the concept of Cardinal numbers. They were taught the concept of Ordinal numbers as distinct from Cardinal numbers.



http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 1, PPT - 1



Students answering the questions during the teaching learning process.

Students were also shown a video on Ordinal numbers.

PDF Compressor Free Version



Evaluation of Ordinal number concept

An evaluation was conducted of Class 2 students to check the understanding of the Ordinal numbers concept. Below is a sample of the evaluation worksheet which was given to students.

ST. FRANCIS SCHOOL (ICSE)

AC-1

Subject: Mathematics

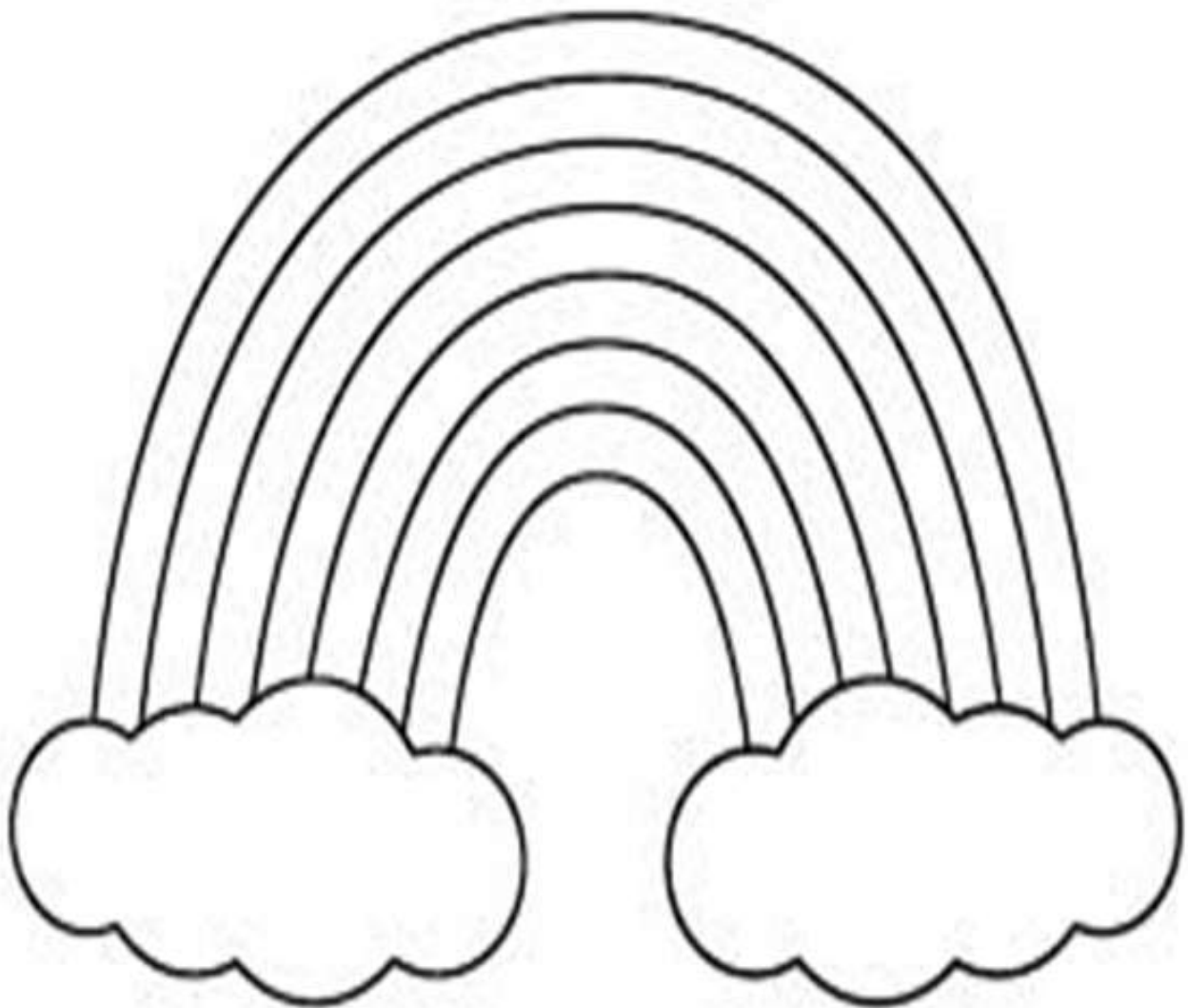
Topic: Cardinal & Ordinal Numbers

Date- 30/07/18

Class: II Marks: 05 Name: _____ Div : _____ R. No: _____

Q1. Colour the rainbow, start from the top: -

[First stripe- Violet, Third stripe- Blue, Sixth stripe- Orange, Seventh stripe- Red, Fifth stripe- Yellow, Second stripe- Indigo, Fourth stripe- Green]



Classroom activity

'Colouring the rainbow' activity worksheet was conducted in the classroom for students, to evaluate the Ordinal number concept.




Students colouring the rainbow activity worksheets

Evaluation: Corrected worksheets

PDF Compressor Free Version

ST. FRANCIS SCHOOL (ICSE)
Subject: Mathematics Topic: Cardinal & Ordinal Numbers Date: 30/07/18 AC-1
Class: II Marks: 05 Name: Arjun Div: 11 R. No: 2


Q1. Colour the rainbow, start from the top: -
[First stripe- Violet, Third stripe- Blue, Sixth stripe- Orange, Seventh stripe- Red, Fifth stripe- Yellow, Second stripe- Indigo, Fourth stripe- Green]



Arjun ★

ST. FRANCIS SCHOOL (ICSE)
Subject: Mathematics Topic: Cardinal & Ordinal Numbers Date: 30/07/18 AC-1
Class: II Marks: 05 Name: Arjun Div: 11 R. No: 2


Q1. Colour the rainbow, start from the top: -
[First stripe- Violet, Third stripe- Blue, Sixth stripe- Orange, Seventh stripe- Red, Fifth stripe- Yellow, Second stripe- Indigo, Fourth stripe- Green]



Arjun ★

ST. FRANCIS SCHOOL (ICSE)
Subject: Mathematics Topic: Cardinal & Ordinal Numbers Date: 30/07/18 AC-1
Class: II Marks: 05 Name: NAVYA Div: 11 R. No: 26


Q1. Colour the rainbow, start from the top: -
[First stripe- Violet, Third stripe- Blue, Sixth stripe- Orange, Seventh stripe- Red, Fifth stripe- Yellow, Second stripe- Indigo, Fourth stripe- Green]



NAVYA ★

ST. FRANCIS SCHOOL (ICSE)
Subject: Mathematics Topic: Cardinal & Ordinal Numbers Date: 30/07/18 AC-1
Class: II Marks: 05 Name: SARVITA Div: 11 R. No: 22

Q1. Colour the rainbow, start from the top: -
[First stripe- Violet, Third stripe- Blue, Sixth stripe- Orange, Seventh stripe- Red, Fifth stripe- Yellow, Second stripe- Indigo, Fourth stripe- Green]



SARVITA ★

Evaluation process – Parents' views in feedback forms

PDF Compressor Free Version

 BRITISH COUNCIL 70 YEARS ON INDIYA

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name: Siveta Vashi

Title of activity: Rainbow colouring (ordinal numbers)

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

*My ward had a good impact of this activity.
My ward learned about the rainbow colours.
My ward learned about the ordinal numbers
through this activity.*


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

*As a parent I was not directly involved in
this activity, but my ward had a great impact.
My child understood and learned clearly
about the ordinal numbers.*

Any other comments?

*Such kind of activities should be conducted
on regular basis in school.*

Thank you for your time and comments.

 BRITISH COUNCIL 70 YEARS ON INDIYA

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name: Oliver Pinlo

Title of activity: Rainbow colouring Date: _____

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

- My ward was very happy with the activity conducted in the class.
- This Rainbow activity had a good impact on my child.
- My child now knows to name all the colours of the rainbow in proper order.

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

- As a parent I was not directly involved in this activity.
- But my child was very happy doing this activity and he learned many things from this activity.

Any other comments?

All over the activity was very good.

Thank you for your time and comments.

Evaluation Process- Students' views in feedback forms

PDF Compressor Free Version

BRITISH COUNCIL 70 YEARS IN INDIA

STUDENT EVALUATION OF INTERNATIONAL ACTIVITY

| | | | |
|--------------------|---|------|----------|
| Name: | <i>Arya Jansat Rane</i> | Std: | <i>I</i> |
| Title of activity: | <i>Rainbow Colouring (Cardinal & Ordinal Numbers)</i> | | |

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

- 1) I enjoyed to colour the Rainbow.*
- 2) I learnt the colour of the Rainbow.*
- 3) I like to count and write the pictures.*
- 4) I enjoyed the activity.*
- 5) I have learnt also the place of different colours.*

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

- 1) I like the colours of the Rainbow.*
- 2) I have learnt the ordinal numbers.*

What have you least enjoyed or found some difficulty with?

Thank you for your time and comments.

BRITISH COUNCIL 70 YEARS IN INDIA

STUDENT EVALUATION OF INTERNATIONAL ACTIVITY

| | | | |
|--------------------|---|------|----------|
| Name: | <i>Ekshu Anish Jaha</i> | Std: | <i>I</i> |
| Title of activity: | <i>Rainbow Colouring (Cardinal & Ordinal Numbers)</i> | | |

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

- 1) I felt very excited while colouring the rainbow thinking which would next colour be. I have learnt the place of colours.*
- 2) I enjoyed a lot and also felt creative.*
- 3) I was very happy while colouring the rainbow as all the colours were very attractive.*

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

- 4) The colours reminded me of the beauty of nature.*
- 5) The place of different colours are important.*

What have you least enjoyed or found some difficulty with?

Thank you for your time and comments.

Teachers Report on ISA Activity 1:

PDF Compressor Free Version

Learning numbers 1 to 10 in Arabic

Numbers are very important in human life since the identity of man is known and starts with date of birth and time as well, where numbers are involved. Even in our day to day life numbers are used - in transaction of money matters tell the time and so on. Events are recorded day, month and year wise where numbers are involved. In every aspect of our life numbers appear in one way or another. Mathematics, which runs only on numbers, plays a very important role almost in every field. Numbers are as important as the alphabet and without it our life may stand still. Keeping this thought in mind, we selected number learning as our topic.

We decided to introduce the topic of Arabic numbers for our Class 1 students and Ordinal numbers for our Class 2 students.

Arabic numerals for our Class 1 students.

We showed charts to teach Arabic numbers. Students prepared flash cards of English and Arabic Numbers, with the help of their parents. We conducted the seller-customer activity to reinforce the concept in a fun way. An evaluation worksheet was conducted after the activities. Revision was done using the similar pricing concept used while teaching but in the form of a game 'Guessing the Price'. 195 students, 5 teachers and more than 10 parents were involved in these activities. 3 Videos related to the topic are uploaded in the school website.

Feedback was collected from parents, students, and teachers to understand effectiveness of the teaching process.

By dramatization students enjoyed learning Arabic numbers. They have remembered the Arabic numbers long after finishing these activities. By dressing for the roles they played, they also were made aware about local Arabian dressing style. Some students with relatives in the Gulf nations were proud to be able to show their cousins that they too could read and say the Arabic numbers! Many students were eager to know more about writing numbers in different languages. This activity on learning Arabic numbers has thus helped them relate to people of another culture on this very basic concept of numerals and has piqued their curiosity to know more about people in other parts of the world.

Cardinal & ordinal numbers for our Class 2 students:

Teacher used Power point presentation to explain the topic, Cardinal & Ordinal numbers. Video was shown on Cardinal & Ordinal numbers. An evaluation was conducted by students colouring the 'Rainbow' worksheet. 185 students and 4 teachers were involved in this activity.

Collaboration with GEMS Westminster School, Dubai, U.A.E.:

As part of the partnership between St. Francis School (ICSE) and GEMS Westminster school in Dubai, U.A.E., students were taught the numerals in Hindi and our Class 1 students were surprised to know that Hindi numerals is not something students in Dubai usually learn.

Our collaboration with GEMS Westminster School in U.A.E. was enlightening as we understood how learning of mathematical concepts is essentially the same in different parts of the world.

FUTURE PLANS

We have decided to explore another mathematical concept of measurement for higher classes. Specifically we will help students to learn about variations in the systems of measurement in different countries and contrast them.

We also thought of making students aware of numbers in other languages since they showed curiosity about this.

COLLABORATION WITH GEMS WESTMINSTER SCHOOL, DUBAI

PDF Compressor (E-mail Communication)

From: Soniya Jency <soniya.jency@yahoo.com>

Sent: Wednesday, June 13, 2018 11:31 AM

To: Beena Nair <beena.n_wsr@gemsedu.com>

Subject: Invitation to collaborate school activities with St.Francis (ICSE), Mumbai

Respected Madam,

I am writing to you with reference to the collaboration of school activities which we are undertaking as a part of the ISA program. (Ref: Ms. Deepa Nair, St.Francis School (ICSE), Mumbai)

Our Teachers are planning the following activities with their students:

1. With Class 2 (Age 7 yrs)

Subject: Maths

Topic: Hindi and Arabic numerals

2. With Class 6 (Age 11 yrs)

Subject: English

Topic: Nature poetry related to contemporary environmental degradation

3. With Class 9 (Age 14 yrs)

Subject: Geography

Topic : Cultures of India and Dubai

Kindly let us know if you would like to proceed with a collaborative study between our schools.If so, we can provide in depth details of the project plans by 15th June 2018. If you confirm this collaboration, we would like to know which period of the school year (Month) would be most appropriate for the execution of these projects in your school.

I would also like you to know that the basic topic being same, you are free to modify the activities as per your curriculum.

I request you to kindly get back to me at the earliest, so that we may carry on a fruitful collaboration.

Thank you.

Regards,

Ms. Soniya Jency Jacob

Asst.Academic Supervisor

St.Francis School (ICSE), Mumbai

From: Beena Nair

Sent: Thursday, June 14, 2018 3:37 PM

To: Soniya Jency <soniya.jency@yahoo.com>

Subject: RE: Invitation to collaborate school activities with St.Francis (ICSE), Mumbai

Dear Sonia,

Thanks for your email.

We would definitely like to collaborate with you in these projects.

However I am handling only secondary school. So at present I can promise you regarding the senior school project. Let me check with my colleagues in the primary section and I will get back to you regarding the other ones.

Regarding the timing for the project, mid-December would be ideal for us.

In the UAE we have two main festivals – both Eids and both of them get over by September, when we begin our new academic session.

In December, we have the UAE National Day celebrations and that would be a good time for the project on cultures.

I will let you know about other projects by Tuesday 19th June as we have Eid break until then.

Do let me know if that is alright.

Looking forward to a fruitful collaboration.

Warm Regards

Beena Nair

Phase Leader Grades 9 – 11

P.O Box 12975, Ras Al Khaimah, United Arab Emirates

Tel: +971 7 203 5999 | Fax: +971 7 226 8777

www.gemswestminsterschool-rak.com

<https://www.facebook.com/GEMSWestminsterSchool.RAK/>

https://www.youtube.com/channel/UCKMwVs9mTmESj1m_nk7XvoQ

@gems_wsr www.gemseducation.com

PDF Compressor Free Version

GEMS Education is a registered trademark of the GEMS Group of companies. Premier Schools International LLC is a limited liability company registered in Dubai, United Arab Emirates with commercial register number 1003392, a paid up capital of AED3,000,000, and having its office at PO Box 8607, Dubai, United Arab Emirates and is authorised to use such trademark.

From: Beena Nair <beena.n_wsr@gemsedu.com>
To: Soniya Jency <soniya.jency@yahoo.com>
Sent: Friday, 15 June 2018 15:49:01
Subject: FW: Invitation to collaborate school activities with St.Francis (ICSE), Mumbai

Dear Sonia,
I am happy to let you know that my colleagues from the other sections too have agreed to collaborate with you for the project.
Please take this as ----- confirmation for all the three projects.
We will be in Mumbai from July 15th to August 15th. So we could try to meet and discuss the requirements in detail.
Do let me know if that would be fine with you.

Warm Regards
Beena Nair
Phase Leader Grades 9 – 11

[Beena Nair<beena.n_wsr@gemsedu.com>](mailto:beena.n_wsr@gemsedu.com)

To

[Soniya Jency asavaridsouza@gmail.com](mailto:soniya.jency@yahoo.com)[Rhea Marina Lawrence](mailto:rheamarina@lawrence.edu)

CC

[Michelle Borges](mailto:michelleborges@yahoo.in)

10/10/18 at 8:57 PM

Dear Soniya

Thanks for your mail. I am sure you have started most of the projects discussed.
I have copied in Ms. Asavari, Phase Leader Primary and Ms. Rhea, Phase Leader Grades 6 to 8 this mail.
Please feel free to contact them directly.
Do keep us informed regarding the activities happening in your school.

Regards
Beena

St. Francis School Activity Co-ordination
[Michelle Borges<michborges@yahoo.in>](mailto:michelleborges@yahoo.in)

To

asavaridsouza@gmail.com

23/11/18 at 10:20 AM

Dear Asavari Madam,

I am Ms. Michelle Borges, co-ordinator for the ISA (International School Award) of the British council in our school. I have been given your reference by Ms. Beena Nair of the Secondary section in your school. We had invited the possibility of co-ordinating 3 intercultural activities with your school, which she was gracious enough to accept and agree to. Therefore I am giving the the details as follows.

I am writing to you about the activity happening in the Primary Section (Classes 1 and 2) wherein students are going to be familiarized with the Arabic numerals from 1 to 10. If you could do a similar concept with students (Class level of your choice) with Hindi numbers, it would be much appreciated. It is of course your choice how the concept will be taught. I am sending across the activity plan details along with some photographs which may help give a better idea of what is being done by the teachers here. Additionally a sheet teaching ordinal numbers was also done; this too could be done if you like. However the earlier concept of Arabic/Hindi numbers is more a requirement. Maybe you could send us any photographs /videos when you are able to do this activity or even having the students connect through school on skype if possible, to enable better interaction.

PDF Compressor Free Version

Kindly let me know your thoughts on the possibilities and any possible time frames you are considering to do this activity. In our school we are completing the activities by 21st December 2018 before we close for the Christmas break.

Thank you for your time and looking forward to co-ordination with you and your school.

Regards,
Michelle Borges
Co-ordinator (ISA)
St. Francis School (ICSE)
Mumbai

· 6 Attachments

[View all](#)

[Download all](#)

- tr teaching concept.JPG
- Activity plan class 1&2.JPG
- arabic no flash cards.jpg
- arabic numbers chart.jpg
- children doing ordinal numbers sheet.JPG
- rainbow ordinal numbers worksheet.jpg

Beena Nair <beena.n_wsr@gemsedu.com>

To: Michelle Borges

26 Apr at 8:05 pm

Dear Michelle,

We are very happy to inform you that the learning Hindi numbers activity was successfully completed by our students.

Our students come from different countries and cultures, including India.

So it was a very different learning experience.

Many of them have watched Bollywood movies which are quite popular here and listened to our songs, so this was a very fun and thrilling experience.

They enjoyed learning and even started using it with our Indian staff.

Parents too were happy that their children had learnt a new language.

Looking forward to more such experiences where we can connect by cultural exchanges.

Please find attached a list of activities that were undertaken.

Warm Regards

Beena Nair

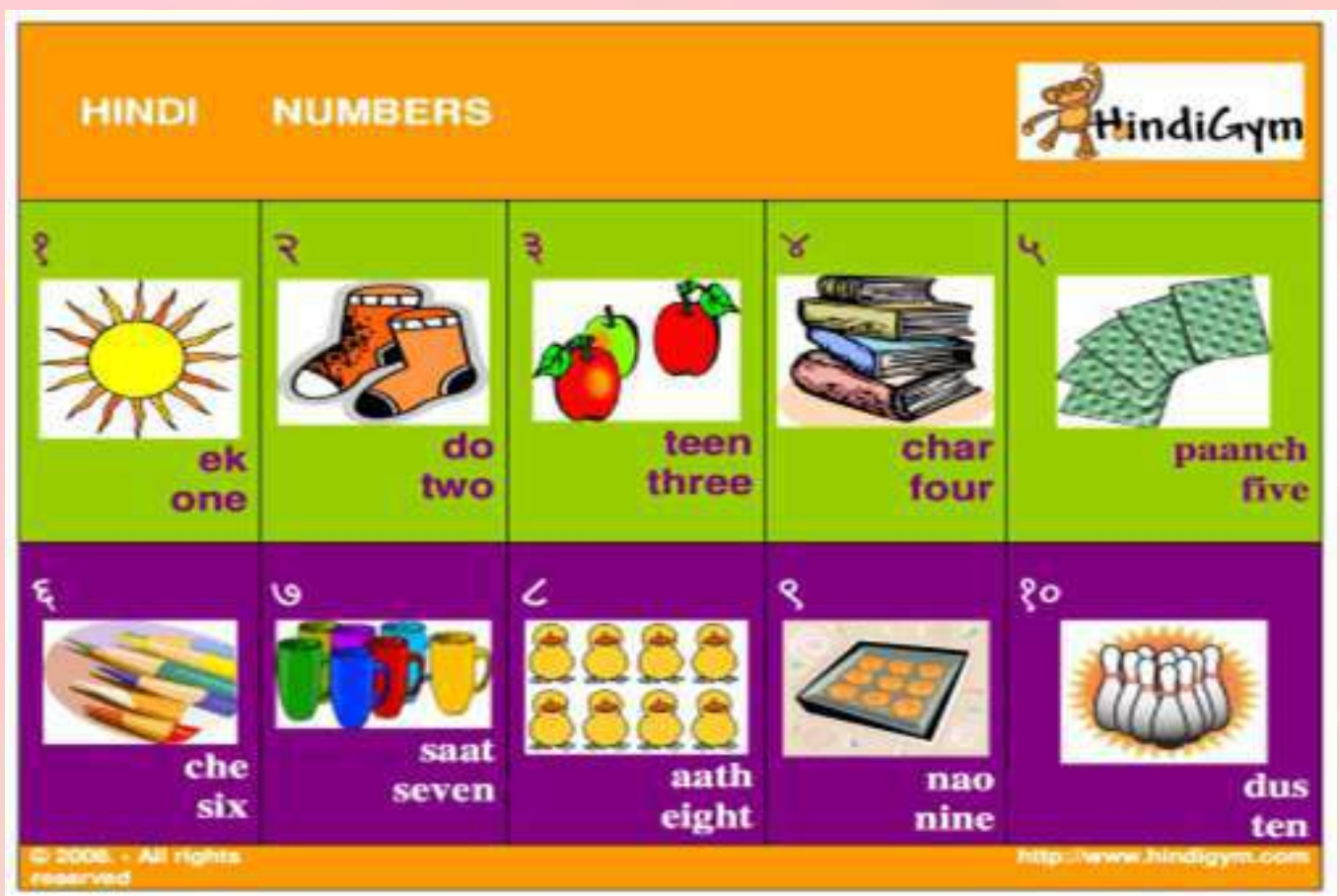
Phase Leader 9 – 12

PDF Compressor Free Version

[Hindi number activities.docx](#) We tried different methods to teach our students numbers in Hindi.. Given below are three of them.

Activity 1

This was displayed in class and students were asked to read out the numbers in Hindi. It was also a good way for recollection and memorising.



Activity 2

<http://masalamommas.com/wp-content/uploads/2015/02/voice-0581.m4a> - used this song in the class Teachers enacted the song along with the students and students had a lot of fun singing along.

Activity 3

Simon says – We modified the game of Simon says – teacher asked the students to raise their hands and show the fingers as per the Hindi number called out by her – eg – as she called out ek, children had to show one finger, if she called out paanch – children showed 5 fingers.

ACTIVITY 2

PDF Compressor Free Version

STUDYING THE BENEFICIAL EFFECTS OF YOGA PRACTICED IN INDIA, SINGAPORE AND NEPAL



Activity number

| | |
|---|---|
| School Name: | ST FRANCIS SCHOOL (ICSE) |
| Title of activity: | Studying the beneficial effects of Yoga practiced in India, Singapore and Nepal |
| Teacher responsible: | Tr. Reshma D' Britto Tr. Donnellia Machado |
| Other staff involved: | Tr. Elizabeth Gonsalves, Tr. Priscilla |
| Subjects involved: | Art, Computer, English, Science, Physical Education, History |
| Brief details of the aim, content and outcomes of the activity: | This activity helped the students to quieten their minds and it also helped them to gain the understanding of the different asanas and the ways in which these asanas are helpful. The demonstrations of different asanas shown to the students helped them to gain an insight to it. Students learnt through research how yoga was practiced in Singapore and Nepal and its very inception in India. |
| Countries explored: | India, Singapore and Nepal |
| Link school(s): | |
| Other sources of information: | Internet |
| Time period of activity: | June to November |
| Number of students involved in this activity: | Grade 3 and 4 / 240 app. |
| Age range of students involved: | 8 to 9 years |
| Type of Evidence included: | Photographs Charts Video recordings of students activities Parents feedback sheets Teacher's report and Video clips of the asanas |

LEARNING THE YOGA BASICS: BREATHING TECHNIQUES

PDF Compressor Free Version



The 'Anulon' (breathe in) and 'Velon' (breathe out) being shown to the students.



Teacher demonstrating the breathing exercise to the students.



Students of Class 3 practicing breathing exercise (anulon and velon) under teacher's supervision.



http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 2, Video 5 & 6



Students of Class 4 doing the breathing exercise.



DEMONSTRATING THE ASANAS

1. VAKRASANA

PDF Compressor Free Version



Bones



Flexibility

**Vakrasana video (no.3) being shown to the students.
Demonstration of the asana done stepwise.**

Improved Sense of Balance

Lower Blood Pressure



Students observing the video carefully.



Reduced

Students doing the Vakrasana stepwise.



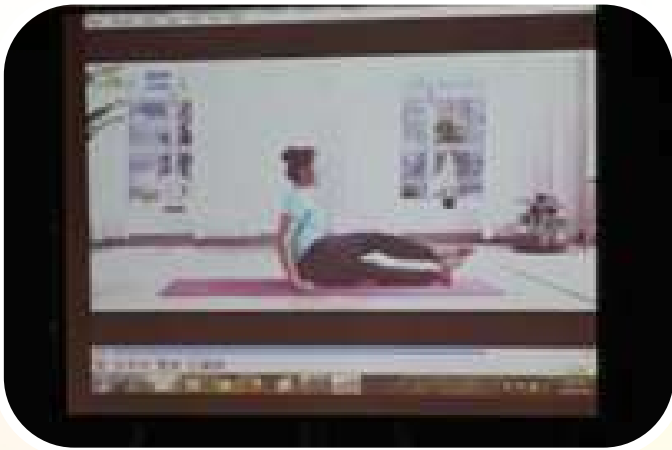
http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 2, Video 7 & 8

DEMONSTRATING THE ASANAS

2. VAJRASANA

PDF Compressor Free Version



Healthy Weight

Gene Expression



Relief

Chronic Neck Pain



http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 2, Video 9 & 10

DEMONSTRATING THE ASANAS

3. CHAKRASANA

PDF Compressor Free Version



Healthy Weight

Gene Expression



Stronger Bone
Improve Sense of Balance

Increased Flexibility
Lower Blood Pressure



http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 2, Video 13 & 14

DEMONSTRATING THE ASANAS

4. DHANURASAN

PDF Compressor Free Version



Chakrasana being practiced by the



Video demonstration (no. 9) of Dhanurasana.



Students practicing Dhanurasana following the correct steps.



http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 2, Video 11 & 12

LEARNING THE YOGA BASICS: VRUKSHANANA

PDF Compressor Free Version



Students performing Vrukshanana



STUDENT FEEDBACK

PDF Compressor Free Version

BRITISH COUNCIL 70 YEARS IN INDIA

STUDENT EVALUATION OF INTERNATIONAL ACTIVITY

| | | | |
|---|---|------|-----------|
| Name: | Ananya R. Naik | Std: | IV Lilies |
| Title of activity: | Studying the beneficial effects of Yoga Practiced in India, Singapore and Nepal | | |
| What have you enjoyed most about this activity? What did you like best? | | | |
| The best part of this activity is that it makes my body flexible. Shavasana helps my body and mind and improves my energy levels. | | | |
| What new ideas or information have you learned from this activity? | | | |
| I got a lot of information about different types of asanas like Vakrasana, Chakrasana, Tadasana, Padmasana, Vajrasana etc. | | | |
| What have you least enjoyed or found some difficulty with? | | | |
| Yoga would have been more comfortable if mats were provided by the school itself. | | | |

Thank you for your time and comments.

Stro
Bo

Improv
Sense
Balanc

Lo
Su
in


ased
bility

ower
lood
essure



STUDENT FEEDBACK

PDF Compressor Free Version

 BRITISH COUNCIL | 70 YEARS IN INDIA

STUDENT EVALUATION OF INTERNATIONAL ACTIVITY

| | | | |
|--------------------|--|------|------------|
| Name: | Janishka N. Gyde | Sta: | IS, Lilies |
| Title of activity: | Studying the beneficial effects of yoga practical in India, Singapore and Nepal. | | |

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

The benefits that different asanas holdes for me a lot. The way to do different asanas was fun. Some positions were difficult, but I enjoyed the positions, steps and the way to do it. I liked an asana called vrikshasana the best. The bones of the body and muscles were so in good.

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

I did an assignment on dhawantrasana. And on the day of the assignment, I learned a lot about it. So, here's what I learned.
Dhanurasana is effective in weight loss.
It cures constipation.

What have you least enjoyed or found some difficulty with?

Though some asanas were difficult, they were fun and enjoyable. But one that I least enjoyed was padmasana. I did not like it because it was difficult for me to fold my legs in the particular manner.

Thank you for your time and comments.

Strong
Bones

Improve
Sense of
Balance

Low
Sugar
in Blood

Increased
Flexibility

Lower
Blood
Pressure

Improved
Digestion



PARENT FEEDBACK

PDF Compressor Free Version

BRITISH COUNCIL 70 YEARS IN INDIA

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

| | | |
|-------------------|--|-----------------|
| Name: | Koyan Kaurhik Patel | |
| Type of activity: | Studying Yoga's benefits practiced in India, Singapore & Nepal | Date: 27/2/2019 |

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

It is observed that after being associated with yoga exercises, her concentration has been improved. Academically also she has progressed better.

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

I am associated with yoga last few years. Regular exercise helping flexibility of body, concentration & focus in daily routine activities as well as office work is less concern. Calm mind & positive attitude have helped me to handle the things in better manner.

Any other comments?

People should give time for yoga in daily life for better health. As health is real wealth.

Thank you for your time and comments.

Strong Bone

Improve Sense of Balance

Low Sugar in Blood

Increased Flexibility

Lower Blood Pressure

Improved Digestion



PARENT FEEDBACK

PDF Compressor Free Version

BRITISH COUNCIL 70 YEARS IN INDIA

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name: ADITYA NAIDU

Title of activity: Study the beneficial effects of Yoga practiced in India. Date: 26-2-19

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

My child has got to know about the history of yoga, the different types of it, and the benefits of doing yoga by this activity.

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

yes, I was involved in this activity with my child even I have benefited by the knowledge of yoga, as to how it is helpful in keeping us healthy and fit.

Any other comments?

No other comments.

Thank you for your time and comments.

Strong Bone

Improve Sense of Balance

Low Sugar in Blood

Improved Blood Pressure

Lower Blood Pressure

Improved Blood Pressure



PARENT FEEDBACK

PDF Compressor Free Version

BRITISH COUNCIL 70 YEARS IN INDIA

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

| | | |
|--------------------|--|----------------|
| NAME: | AISHANI KALWAR | |
| Title of activity: | Studying the beneficial effects of Yoga practised in India, Singapore and Nepal. | Date: 27/11/19 |

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

Aishani is fortunate to be exposed to Yoga at an early age because of our school. This yoga programme has contributed immensely to her performance in sports and overall improvement in fitness levels. She has become more agile and flexible.

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

Yoga in the morning is a booster for me as it gives me energy to carry out the tasks for the entire day without getting tired. It has brought calmness in my nature which in turn reflects in my behaviour towards my children and family.

Any other comments?

Yoga has advantages for people of all age groups. So it is highly recommended.

Thank you for your time and comments.

Stress
Boredom

Improve
Sense
Balance

Low
Sugar
in

Stress
Anxiety

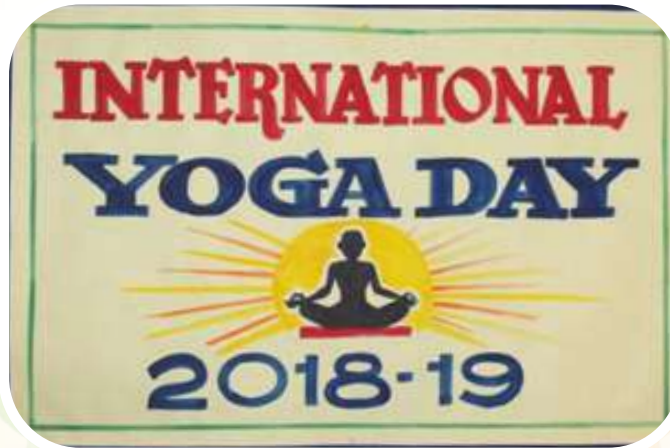
High
Blood
Pressure

Diabetes



CELEBRATING INTERNATIONAL YOGA DAY IN SCHOOL ON 21st JUNE 2018

PDF Compressor Free Version



Healthy
Weight

Alter
Gene



Sense of
Balance

Blood
Pressure

**Students participating in the morning assembly
on International Yoga Day.**

Lower Blood
Sugar Levels
in Diabetics

Improved
Lung
Capacity

Relief from
Chronic
Back Pain

Improved
Sexual
Function



**Representatives of the Patanjali group enlightening
the students about the importance of yoga.**

CELEBRATING INTERNATIONAL YOGA DAY IN SCHOOL ON 21st JUNE 2018

PDF Compressor Free Version



Weight



Expression



Balance



Pressure



Relief



Neck Pain

Representatives of the Patanjali group demonstrating the asanas to the students.



Students doing warm up exercises under the guidance of the instructor.



Stronger
Bones

Improved
Sense of
Balance

Lower Blood
Sugar Levels
in Diabetics

Relief from
Chronic

Increased
Flexibility

Lower
Blood
Pressure

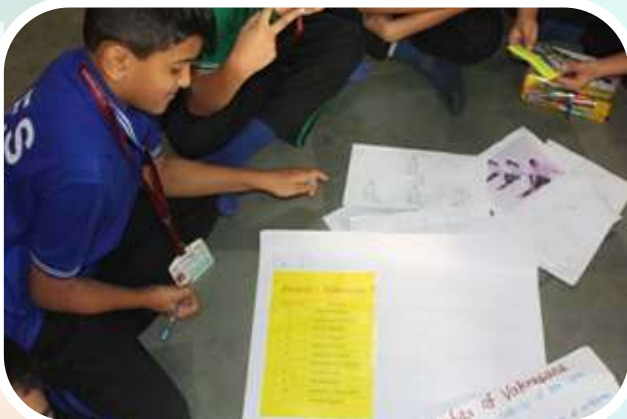
Improved

The instructors guide the students in doing the 'Anulon' and 'Velon' breathing techniques



CREATIVELY LEARNING ABOUT YOGA IN INDIA NEPAL AND SINGAPORE: MAKING CHARTS.

PDF Compressor Free Version

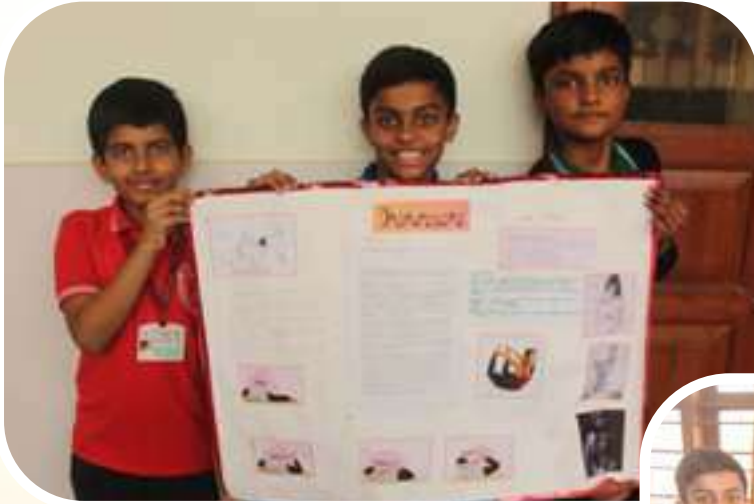


Improved
Brain
Function

Alter



N



Stress Levels



Stronger



Lower Blood Pressure

In Diabetics



Relief
Ch
Bac



Anxiety Relief



http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 2, Video 15

CREATIVELY LEARNING ABOUT YOGA

STUDENTS MAKING CHARTS OF THE VARIOUS ASANAS PRACTICED IN INDIA NEPAL AND SINGAPORE.

PDF Compressor Free Version



Weight



Gene Expression



http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 2, Video 16

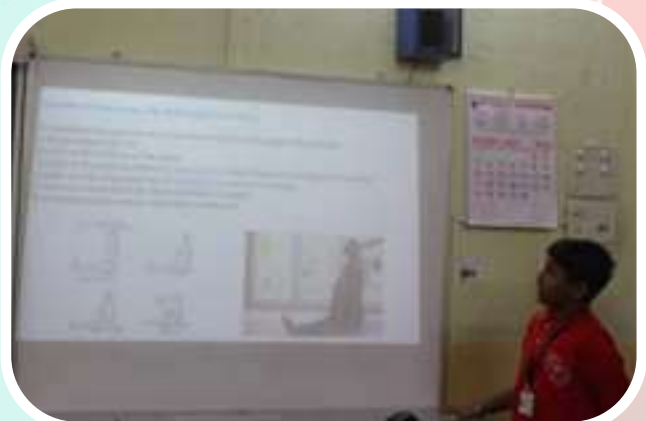
LEARNING ABOUT YOGA PRACTICES IN INDIA, NEPAL AND SINGAPORE USING POWERPOINT PRESENTATION

PDF Compressor Free Version

Yoga practices in India – Students presentation



Improved
Brain
Function



Lower Blood



Improved



http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 2, Video 17 & PPT - 2

Yoga practices in India – Students presentation

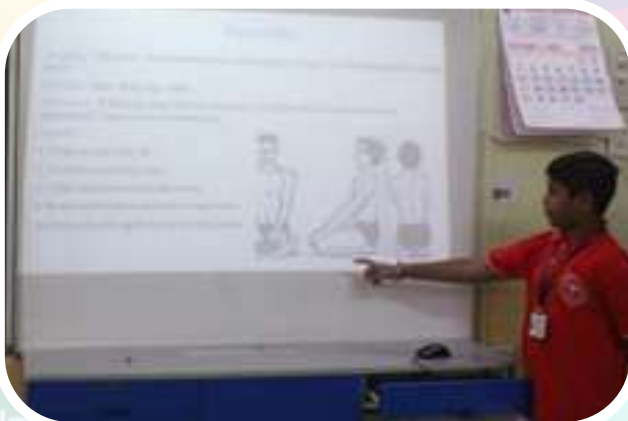


Improved
Brain
Function

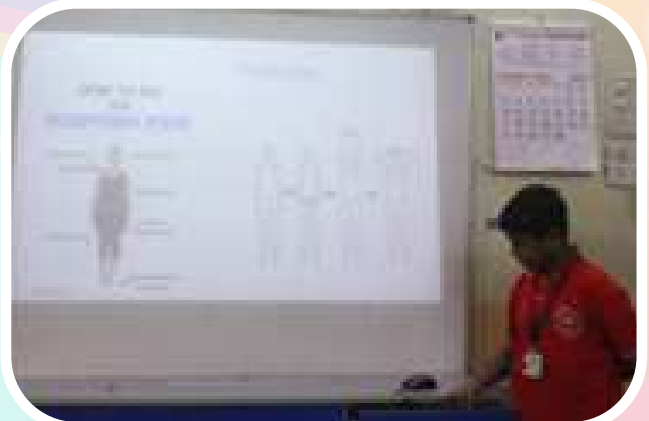


Gene

Expression



Weight



Imp
Sense of

Blood



Anxiety
relief



Sexual

Yoga practices in Nepal – Students presentation



Stronger
Bones



Lower
Blood
Pressure

Improved
Senses
Balance

Lower
Blood
Sugar Levels
in Diabetics



Anxiety
Relief



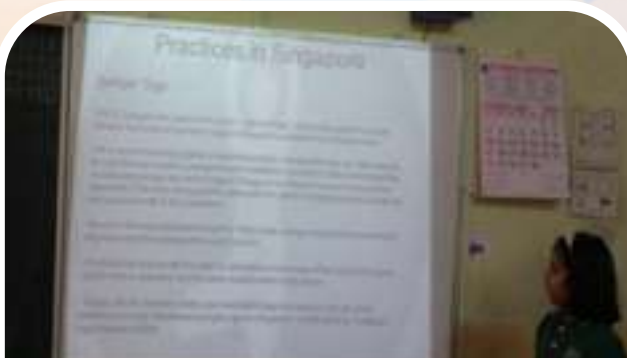
http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 2, Video 18 & PPT - 3

Yoga practices in Singapore – Students presentation



Improved
Brain
Function



Reduced
Chronic
Neck Pain

Improved
Sexual
Health





Lower Risk

Order
Function

Lower



TEACHER FEEDBACK

PDF Compressor Free Version

BRITISH COUNCIL 70 YEARS IN INDIA

TEACHER EVALUATION OF INTERNATIONAL ACTIVITY

| | | | |
|--------------------|---|-------|---------|
| Name: | Mrs. Elizabeth L. Gonçalves | | |
| Title of activity: | Studying the beneficial effects of Yoga practiced in India, Singapore & Nepal | Date: | 24/1/19 |

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

Students enjoyed the practice of yoga. I felt it is the need of time to include yoga in the school curriculum. Students were very well involved in the "Anulom" and "Velom". Later they were also made to practice the asanas; which were exhibited by the teacher. These help them develop concentration, flexibility & to calm themselves.

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

As a teacher it helped me to calm down my mind and it ensures lifetime well-being if practiced on daily basis.

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 activity was interesting & effective; but only suggestion is, the activity should be conducted for smaller groups as it assures 100% participation.

Thank you for your time and comments.

Strong Bone

Improve Sense of Balance

Low Sugar in Diet

Stress

Lower Blood Pressure



TEACHER FEEDBACK

PDF Compressor Free Version

BRITISH COUNCIL 70 YEARS IN INDIA

TEACHER EVALUATION OF INTERNATIONAL ACTIVITY

| | | |
|--------------------|--|---------------|
| Name: | Mrs. Pooja Eby | |
| Title of activity: | - Studying the beneficial effects of Yoga practiced in India, Singapore and Nepal. | Date: 27/2/19 |

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

This activity is a true stress reliever when the activity was introduced it was a challenge for some children. Eventually they also started showing great interest. Including this activity in the curriculum, the students stress level has lowered and there is an improvement in their academic performance too.

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

This activity is to empower students to promote life time wellness. This activity has definitely helped them to develop body mind awareness and ability to nurture their own well-being.

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 students thoroughly enjoyed and did it with great interest. This was the most effective part. On the otherhand, this activity could not sustain the interest of lazy children.

Thank you for your time and comments.



VISITOR'S FEEDBACK

PDF Compressor Free Version

BRITISH COUNCIL 70 YEARS IN INDIA

VISITOR EVALUATION OF INTERNATIONAL ACTIVITY

| | | | |
|--------------------|---|-------|----------|
| Name: | Ms Hemal Shah | | |
| Title of activity: | Studying the beneficial effects of Yoga Practiced in India, Singapore and Nepal | Date: | 21-06-18 |

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

It was a wonderful experience to see students keen to learn the asanae and paying good attention to the instructions being given to them. They showed good interest in understanding about the benefits of yoga.

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

When I see students take interest, it encourages me to visit more such institutions, so that the students become ambassadors of Yoga.

Any other comments?

Thank you for the opportunity to interact with students.

Thank you for your time and comments.

TEACHER REPORT:

PDF Compressor Free Version

It was a wonderful learning experience for the teachers as well as students. The students learned a different way of doing a breathing exercise (Anulon and Velon). The students were enthusiastic to learn the different asanas which were demonstrated through the video. Students were also taught an extra asana-Vakrasana which they enjoyed. They took the initiative to practice these asanas at home under the supervision of their parents. The students learnt about the inception of Yoga in India, it's importance, health benefits of practicing it every day, the effects of yogic exercises on your body, the different poses in countries like India, Singapore and Nepal through the research.

As a teacher-in-charge, I also learnt the creative ways in which Yoga is practiced in Singapore and Nepal and the various asanas which are done here. The students thoroughly enjoyed the group activity of chart making which was teamwork.



VALUE ADDITION:

PDF Compressor Free Version

The Guest of Honour at our school annual day function this year was the German teacher from EBELU, Ms. Lena Moorman who visited our school in January 2019, as a part of the student exchange programme. The theme for the Annual day being 'Wellness', our students were pleasantly surprised to know that Ms. Lena, who is an English teacher, also taught Yoga to her students in Germany!



Lower Blood

Sugar Levels



ACTIVITY 3

IMPACT OF CLEANLINESS AND HYGIENE IN INDIA AND U.A.E

PDF Compressor Free Version



The Hygiene Bank



3

ACTIVITY COVER SHEET

Please complete a separate sheet for each activity

Activity number

| | |
|---|---|
| School Name: | St. Francis School (ICSE) |
| Title of activity: | Studying the impact of cleanliness and hygiene practiced in India and U.A.E |
| Teacher responsible: | Tr. Rishal Pereira and Tr. Elizabeth Gonzales |
| Other staff involved: | Tr. Steffi, Tr. Deepa-N, Tr. Varsha, Tr. Ann |
| Subjects involved: | English, Science, Mathematics, Social studies, Art and Craft, Geography etc. |
| Brief details of the aim, content and outcomes of the activity: | <ol style="list-style-type: none"> 1. Students will learn about diseases caused due to unclean surroundings and their spread through food, air, water and insects in India and UAE 2. Students will learn about the different kind of biodegradable wastes and non-biodegradable wastes and the ways of disposing them. 3. Students will learn about the globally dangerous substance plastic through beach cleaning drive. 4. Students will make use of paper & cloth bags in day to day life. |
| Countries explored: | India and U.A.E |
| Link school(s): | — |
| Other sources of information: | Internet |
| Time period of activity: | 2 months (October and November) |
| Number of students involved in this activity: | 120 students |
| Age range of students involved: | 9-11 years |
| Type of Evidence included: | Photographs, Scanned copies of some scrap book pages, feedback of students parents & teachers involved in beach cleaning drive, feedback from students who made cloth bags. |

LEARNING ABOUT DISEASES AND THEIR SPREAD: INDIA AND U.A.E.

PDF Compressor Free Version

Students collecting information about diseases caused due to unclean surroundings and their spread through Food, Air, Water and Insects in India as well as U.A.E.



Students collect information about various diseases.



Presentation through PPT of the collected data of India as well as U.A.E .



Students share the information about diseases caused due to unclean surroundings and stating measures to maintain good hygiene.

The Hygiene Bank



http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 3, PPT 5,6,7 & 8

Let's learn about..... WASTE DISPOSAL: BIODEGRADABLE AND NON-BIODEGRADABLE

PDF Compressor Free Version

Students learn about the different kind of biodegradable wastes and non-biodegradable wastes and the impact of plastics.



Teacher imparting knowledge about ways of disposing bio degradable and non-biodegradable wastes.



Students learn about the different kind of biodegradable wastes and non-biodegradable wastes and the ways of disposing them



Having learned to differentiate between wet and dry waste, students use the appropriate bin kept in the classroom for disposing waste.



LAND POLLUTION AND IMPACT OF PLASTIC ON THE EARTH

PDF Compressor Free Version



Students learn about land pollution and its impact on the globe, especially the hazards caused by plastic bags



Teacher also imparts knowledge about the impact of plastic on the environment through videos.



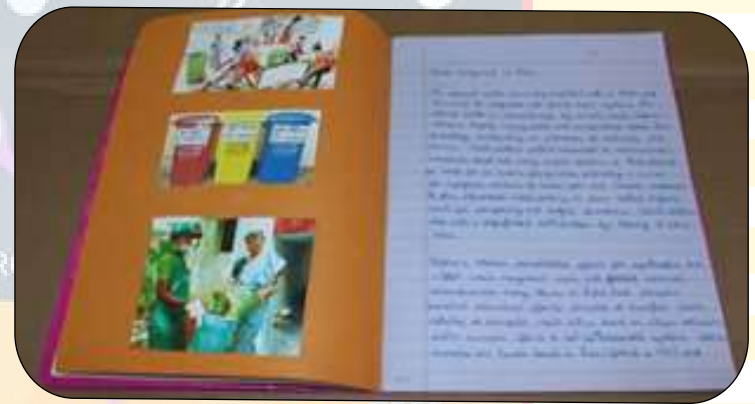
Timely help provided by the teacher

**Scrap book
maintenance:
Putting it all together**

hand
hygiene
es

Completed Scrap book glimpses:

PDF Compressor Free Version



Scrap books done by the students showing the land pollution in India and UAE and its impact on the globe.

HOUSE CLEANING



LEARNING TO MAKE AND USE ALTERNATIVES TO PLASTIC: PAPER & CLOTH BAG MAKING

PDF Compressor Free Version



Students using their creativity in craft.....
And the result is beautifully made paper & cloth bags!

MORNING PROCEDURES



BEACH CLEANLINESS DRIVE: Doing our bit

PDF Compressor Free Version

A circular which gave parents of
Class 5 students details of the Beach Cleanliness
Drive organized as a field trip to Vasai beach.

St. Francis School (ICSE)

Mt. Poojar, Borivli (W), Mumbai - 400 103.

Dear Parents/Guardians,

As part of the Field trip (ISA Project), we would like to take our children of Std five to Visit a Beach in Vasai. As our contribution towards our national project of 'Swachh Bharat Abhiyan' and instilling an environment friendly attitude, we propose to take the students to the Vasai Beach involving the little hands to clean the beach and doing their bit for the environment.

The details of the trip are given below:

Venue: Vasai Beach and Farms

Date: 13th October, 2018.

Distance: 40 km from Borivli.

Reporting time: 7:00 am in the school for attendance and prayers.

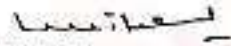
Departure time: 7:15 am

Expected arrival time: 2:30 pm in the school quadrangle (regular updates during the day will be uploaded on Tann)

General Instructions:

1. Bus-service will not be available for either pick-up from home or to drop the students back home. Parents need to make arrangements for the same.
2. Parents/Guardians coming to pick their wards must carry their escort cards with them.
3. Students should be dressed in school PT uniform, a cap and suitable footwear.
4. ID cards must be worn all the time.
5. Hand gloves will be provided.
6. Children to carry enough water and some light snacks for the day.
7. Snacks and water will be provided.

Parents are requested to fill in the consent form given below and submit to the class-teacher by 9th October, 2018.


Principal

DECLARATION FOR PARTICIPATION IN THE TRIP

Respected Principal,

I am pleased to allow my son/daughter _____ studying in
Std: _____ Div: _____, to be a part of the School Trip to 'Vasai beach and farms' on 13th
October, 2018. However in the event of any change in the programme due to circumstances beyond
human control or mishap, loss of property or any other unforeseen contingencies, I shall not hold the
school or the organizers responsible for any matter whatsoever.

Name of the Parent/Guardian: _____

Contact No: _____

Signature of the Parent/Guardian

At the beach a teacher explained the causes and impact of beach pollution and how each person can make a difference by taking initiative before students received instructions to be followed while doing the cleanliness drive.

PDF Compressor Free Version



Hygiene Bank

Saves Lives



Getting into action!: Cleaning Vasai beach

PDF Compressor Free Version



http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 3, Video: 20



Mission accomplished at Vasai beach!



The

hygiene



'WE LEARNED SO MUCH': FEEDBACK OF STUDENTS, PARENTS AND TEACHERS

PDF Compressor Free Version

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name: Harsh Arora Roll No: 2118
Date: 10/11/20 Time: 10:00

Dear school management,
Your recent cleanup activity undertaken by the school has positively impacted my son. He has not only participated in the cleanup activity but understood the importance of 'fight against pollution'. He was very serious about the mission undertaken by 'Green Zone' group. He does it with his friends and family too!

Though I am not directly involved in the school activity, the enthusiasm shown by my son has surely motivated me to do something of like kind in the near future.

I would like to take this opportunity to thank our school administration and all those involved in undertaking such a noble act and instill good values and also educate our children to save our environment through such activities.

Thank you for your time and efforts.





70 YEARS IN INDIA



PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

| | | |
|--------------------|----------------------|----------------|
| Name: | JONATHAN FERNANDES | |
| Title of activity: | CLEANING VASAL BEACH | Date: 22/02/19 |

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

MY CHILD JONATHAN QUIETLY REMINDS ME TO CARRY A CLOTH BAG FOR SHOPPING AND ALSO EDUCATES THE WATCHMAN AND THE SWEEPERS HOW TO KEEP THE COMPOUND CLEAN BY THOROUGH.

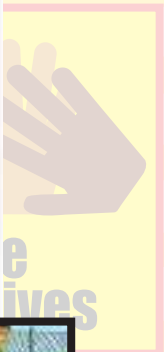
If you have been directly involved in this activity please comment on the impact this activity has had on you:

NA

Any other comments?

This activity was really fruitful. Should have more similar activities in school.

Thank you for your time and comments.



THE
H
B

PARENT / GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

| | | |
|--------------------|----------------------------------|-------|
| Name: | ARONI ASHISH RINI | |
| Title of activity: | Beach cleaning activity at Vasai | Date: |

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

Beach cleaning activity has positive impact on my child. It changes behaviour of my child by giving anti-litter message to her. She also learn about importance of cleanliness of beach which increases beauty of nature (beach) & reducing pollution and helps to protect aquatic organisms.

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

I couldn't involved in beach cleaning activity but activity of beach cleaning by school has had great indirect impact on me. From this activity my daughter has learned about importance of nature conservation. she is always guiding us and her friends about importance of cleanliness. she also participated in "DAHISAR RIVER MARCH" and "Tree plantation" program in the society.

Any other comments?

Beach cleaning activity by children inspire people to clean up beaches on a voluntary basis. Our beaches are the bridge between our world and the ocean. Our world and ocean both are equally important to save our mother 'EARTH'. school has to conduct such activities every year to create awareness about nature conservation among the students.

Thank you for your time and comments.



ENGLISH COUNCIL 70 YEARS NUNDA
TEACHER EVALUATION OF INTERNATIONAL ACTIVITY

Name: Dr. Deepa S. Nair
Title of activity: Beach Cleaning Activity (Science) Date: _____

Please comment on the impact this activity has had on the students involved:
It was heartbreaking for them to see the shorelines littered with unwanted things (rubbish). They also understood how marine debris damages habitat, entangles wildlife and harms marine life. They also came up with ways to combat the problem of pollution viz, avoiding plastics & follow the 3 R's - Recycle, Reuse, Reduce.

Please comment on the impact this activity has had on you and any other staff involved:
It was an easier way to understand as well as teach our students about Marine Debris. It also helped to make the students understand the need & importance of 'beach cleaning' and 'changing the human behaviour' by sensitising them to the problem.

Please make any suggestions for improvement (e.g. What was the most effective part of this activity for you and why? What was the least effective and why?)
The most effective part of this activity was the picking up of the waste on the beach. This made them realise that though it may look like a miniscule object, but it proves to be a great danger to our environment.

Thank you for your time and comments.



STUDENT EVALUATION OF INTERNATIONAL ACTIVITY

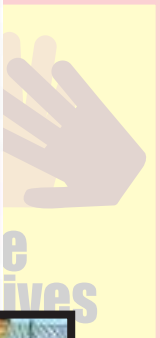
Name: Vaunika Bhagat Std: 5th Tulips
Title of activity: _____

What have you enjoyed most about this activity? What did you like best?
Making new things out of wastes excites me. The most so doing the activity was full of joy and good experience

What new ideas or information have you learned from this activity?
From this activity I have learned to make good use of waste items and create new and useful things, this has also taught me to keep my surroundings clean and have a clean world.

What have you least enjoyed or found some difficulty with?
There was no such thing which I didnot enjoy or like about this activity.

Thank you for your time and comments.



THE
H
B

TEACHER'S REPORT :

PDF Compressor Free Version

The students learned practically about land pollution in our city Mumbai by visiting Vasai beach. They were horrified to see the dirt on the beach, particularly the large number of plastic bags and containers. No doubt, it left an unforgettable impression on their mind about what land pollution looks like, first hand. During classroom discussion later, some students recollected from their research on U.A.E., that the beaches looked much cleaner and well maintained. They discussed how legal measures can be used to instill better civic sense in India too. The students also enjoyed making the paper bags and few ventured to make cloth bags too. They understood that it was not merely for craft value but also a solution to minimize the use of plastic. It was a timely realization too because of the recently introduced ban on the use of non-biodegradable plastic bags in Maharashtra by the State government. Many students have started carrying only cloth bags to school because they have understood how they reduce pollution and can be used again.

While wet and dry bins have been in use in each classroom in school for some time now, students started taking their use seriously after studying about biodegradable and non-biodegradable waste and its disposal. They are often seen correcting each other if they are being wrongly used.

Researching and presenting power point presentations on diseases in India and U.A.E. was definitely a confidence builder for students. Aside from this, they were impressed to learn how the scenario of diseases caused by food, water and insects was quite different in India and U.A.E.

Future Plans:

The students have themselves put forth some ideas for activities in the next academic year. Organizing a disease awareness drive in the school next year during the rainy season was one ideas they were keen on.



ACTIVITY 4

Poets in defence of nature around the world

PDF Compressor Free Version



"Look deep into nature, and you will understand everything better."

Albert Einstein

Teachers creating awareness through a Power point presentation about renowned nature poets and their works

PDF Compressor Free Version



The teacher informs the students about the famous Nature poets from U.K.



Students listen raptly while the teacher describes how Wordsworth was influenced by Nature.



The teacher explains how Tagore was so bound with Nature that he considered himself one with it.



Students become familiar with the use of metaphor in nature by American poet Robert Frost



http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 4, PPT: 9

STUDENTS RESEARCHING ON NATURE POETS

PDF Compressor Free Version



Students in
discussion
as they research
on the topic



Students making
a comparative study
of Tagore
and other poets

ENGLISH VS INDIAN NATURE POETS

PDF Compressor Free Version



The white lotus changes
into a cup of silver.....
Sea of Foliage
- Toru Dutt



Nature never did betray
the heart that loved her.
Tintern Abbey
- William Wordsworth

POEM RECITATION CHORAL RECITATION

PDF Compressor Free Version



WE ARE
THE CARETAKERS
OF THIS WORLD



HAPPY
DENIZENS
OF MOTHER EARTH



http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 4, Video: 22

SOLO RECITATION

PDF Compressor Free Version



A student
reciting
the poem
'Daffodils

DAFFODILS –
Fluttering and dancing
in the breeze

Daffodils by William Wordsworth

*I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.*

*Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.*

*The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a peopled company;
I gazed—and gazed—but little thought
What wealth the show to me had brought*

*For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodile*

UNDERSTANDING OUR ROLE IN NATURE'S DESTRUCTION

PDF Compressor Free Version



DON'T BLAME NATURE

Why challenge Mother Nature in vain?
Accept her superiority and power,
One can't traverse with equal speed
each lane,
Take blame for every flood, wind,
drought and show'r!

When hot, the excess steam must be
let off,
When cold, one needs to cover to gain
heat;
When Nature's in a furious mood,
don't scoff;
Find solutions better and don't retreat.

When Nature sends a breeze, man
loves her touch;
When Nature blows a fierce wind,
men rant, rave;
Yet, Nature balances her acts so
much.
From Natural disasters, man ought to
save.
Align with Nature, Love the way she
works!
But cursing God brings man more
Nature's jerks!

DON'T BLAME NATURE

Align with Nature
– Love the way she works

SOLO RECITATION IN THE CLASS

PDF Compressor Free Version



I must go down
to the sea again.....
SEA FEVER
– JOHN MASEFIELD



http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 4, Video: 21

THE BEST POEM "GOING FOR WATER" BEING RECITED AT THE ASSEMBLY

PDF Compressor Free Version



GOING
FOR
WATER



Budding Nature Poets of St. Francis School

PDF Compressor Free Version

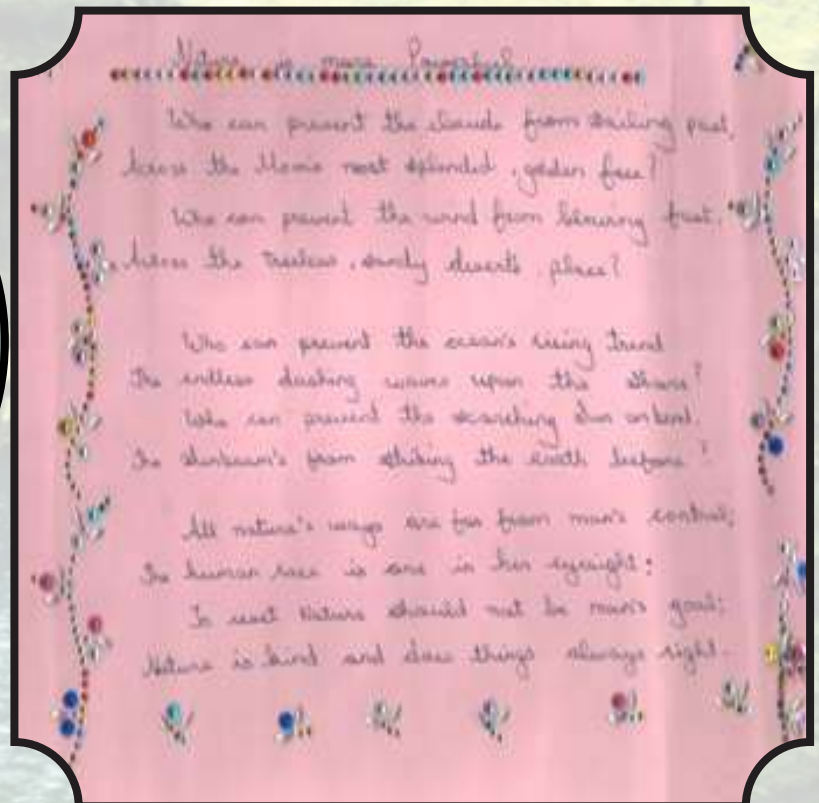
Let's look after God's beautiful garment



DARREN D'SOUZA



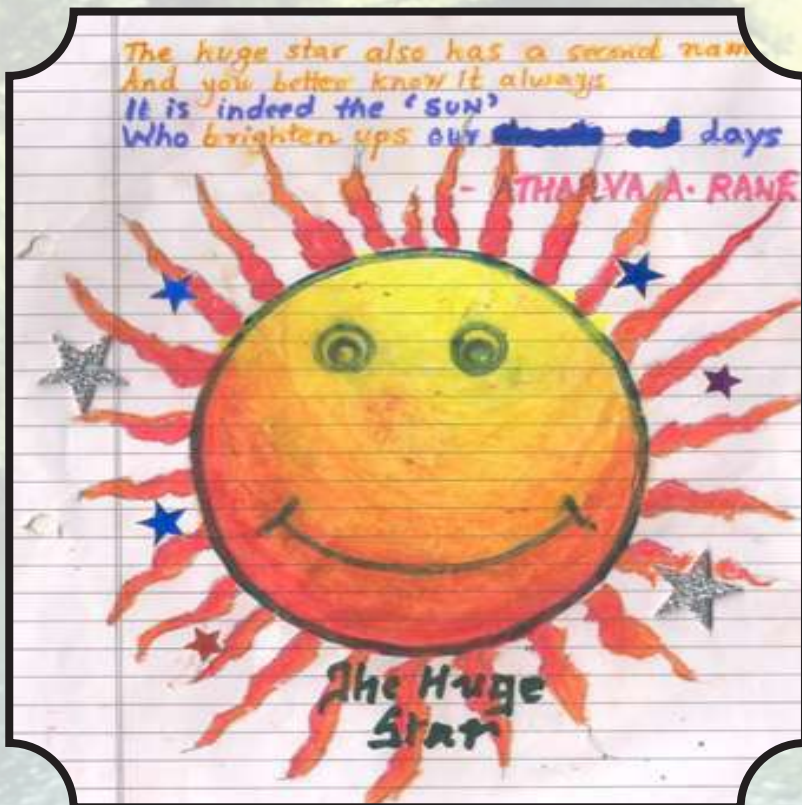
VIANNE D'SOUZA



Nature is kind and does things always right



The huge star,
the provider
of light



ATHARVA RANE

COLLAGE MAKING ACTIVITY AS A PART OF VAN MAHOTSAV CELEBRATIONS

PDF Compressor Free Version



Out of
concern for
nature



STREET PERFORMANCE - CREATING AWARENESS FOR ANIMAL WELFARE

PDF Compressor Free Version

'WE ARE THE OTHERS ON THIS WORLD'



Waiting patiently
to begin.....



Drawing the
crowd.....

**Lend us
your ears**



Introducing
the performance...



Creating
awareness



http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 4, Video: 23 & 24

MY CHILD'S LEARNING - PARENT FEEDBACK

PDF Compressor Free Version

BRITISH COUNCIL | 70 YEARS IN INDIA

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

| | | | |
|--------------------|----------------------------|-------|-----------------------------|
| Name: | MRS. PETAL D'SOUZA | | |
| Title of activity: | POETS IN DEFENCE OF NATURE | Date: | 20 th Sept' 2018 |

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

My child, Darren D'Souza has shown utmost interest in learning and reciting the poem to the best of his ability. He has been very enthusiastic about making the 'props' for the poem recitation and finally delivered the poem with a lot of energy and expression.

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

I decided to write the lines of the nature poem titled 'God's beautiful garment'. In the backdrop of the calamity that struck the state of Kerala, this proved to be an opportunity for me, Darren's mother to pen down my inner thoughts on Nature.

Any other comments?

Thank you for your time and comments.

THEY LEARNT WHILE THEY DID!

- TEACHER FEEDBACK

PDF Compressor Free Version

BRITISH COUNCIL 70 YEARS IN INDIA

TEACHER EVALUATION OF INTERNATIONAL ACTIVITY

| | | | |
|--------------------|-------------------------|-------|--|
| Name: | Mrs. Jony Shimmy Daniel | Date: | 19 th to 21 st September, 2018 |
| Title of activity: | Poem Recitation | | |

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

It enhanced the public speaking and presentation skills of the students. They got an opportunity to exhibit their talent and confidence. The use of variety of props made their presentation rich and capture everyone's attention. The students worked on pace, pronunciation, rhythm and intonation greatly to enhance the recitation.

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

This activity offered a powerful way to spread the message about the nature and also create an awareness on the negative effects of human activity on the planet. They conveyed the message of the poem powerfully and clearly to the audience. We all were impressed by the performance and the efforts put in by the 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?)

The students succeeded in understanding the poet's sentiments and bringing them to life. This was the most effective part of this activity.
This activity could not sustain the interest of children who are weak in the language.

Thank you for your time and comments.

ENJOYED DOING THE ACTIVITY! STUDENT FEEDBACK

PDF Compressor Free Version

BRITISH COUNCIL 70 YEARS IN INDIA

STUDENT EVALUATION OF INTERNATIONAL ACTIVITY

| | | | |
|--------------------|--|------|----|
| Name: | Adrian D'Souza | Std: | VI |
| Title of activity: | "POETS IN DEFENCE OF NATURE" (Poem Recitation) | | |

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

When my teacher announced in class about the Recitation Activity I was very excited. What I enjoyed most was making a selection of a poem which I could use for my recitation and to present before my friends in class. My mother and I searched for, and went through many nature poems by renowned poets before deciding to do 'Leisure' by W.H. Davies. Being a lover of poetry, it was very interesting to read the different poems by different poets. It was a great learning experience too.

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

From this activity I learned how some poets were deeply influenced by nature ^{and its beauty}. Nature brought them great joy and was sometimes a comfort to them. (eg:- Daffodils by Wordsworth) I also learnt how some poets were saddened by the destruction of nature for modernization & urbanisation projects and loss of animal and bird species. (The host Dances of Games - Juliet Wilson) From reciting the poem Leisure, I learnt that sometimes we get so busy with our work that we fail to appreciate the simple sights of beauty that nature offers us - like squirrels hiding their nuts in grass.

What have you least enjoyed or found some difficulty with?

I loved every aspect of this activity - researching for the poem, memorising it, learning from my mother how to modulate my voice so that it sounded good and finally presenting it before my classmates and teacher. But, I did find difficulty in coming up with props for my poem. I simply could not think of any effective prop so I decided not to have any prop at all. Instead I focused on ~~delive~~ voice modulation to ensure that I delivered my poem well.

Thank you for your time and comments.

ENJOYED DOING THE ACTIVITY! STUDENT FEEDBACK

PDF Compressor Free Version

BRITISH COUNCIL | 70 YEARS IN INDIA

STUDENT EVALUATION OF INTERNATIONAL ACTIVITY

| | | | |
|--------------------|--|------|---|
| Name: | Piiti Fernandes. | Std: | 6 |
| Title of activity: | "POETS IN DEFENCE OF NATURE" STREET PERFORMANCE - 'WE ARE THE OTHERS ON THIS WORLD' | | |

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

I enjoyed all the practice sessions with our teachers while they were training us for our parts in the street performances. It was fun to rehearse with my friends. ^{also} performing before the people on the street by my school. What I liked best was the many people being impressed by our performance.

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

I learnt that it is our responsibility to take care of all the animal species on the planet. Our teacher explained that all life forms are dependent on each other therefore if we do not preserve them today, we are actually endangering our own future.

What have you least enjoyed or found some difficulty with?

The only difficulty I faced was at the start when I had to memorise a long poem but later with a lot of practice, I got more comfortable.

Thank you for your time and comments.

STUDENTS TAKING RESPONSIBILITY: VISITOR FEEDBACK

PDF Compressor Free Version

BRITISH COUNCIL 70 YEARS IN INDIA

VISITOR EVALUATION OF INTERNATIONAL ACTIVITY

| | | | |
|--------------------|---|-------|-----------|
| Name: | Mrs. Shirley Johnson | Date: | 4.12.2018 |
| Title of activity: | Street performance (in defence of nature) | | |

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

I spoke to a few students who were involved part of the street performance and realised that they felt strongly about how adults were indifferent to the destruction they were causing to the planet and animal and plant species. Their motive behind putting up the performance was to make us adults aware that it is our responsibility to ensure the preservation of the planet for them and the future generations. The students felt that it was their responsibility to make the elders aware.

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

While bringing my daughter home from school, we noticed a group of school students in school uniform and wearing masks, trying to attract our attention. Curiosity aroused, we stopped to see what would happen next. The students performed a choral recitation cum enactment of a poem which effectively conveyed the need for protection and conservation of wild animals. I learnt that we must unite to conserve animal species as our existence depends on it.

Any other comments?

The students performed with confidence and aplomb. It was evident that they had put in a lot of effort. It was an enjoyable performance.

Thank you for your time and comments.

TEACHER'S REPORT: IT WAS FUN TO WATCH THEM LEARN!

PDF Compressor Free Version

As the pressure of human population increases, there is greater demand for housing, infrastructure and transport facilities. Meeting these demands are already posing disastrous consequences such as increasing pollution levels, delayed arrival of monsoons, rising flood waters, oppressive summer heat etc.

Thus compounding the problem, we wanted to sensitize our children to the very real threat to the environment caused due to irresponsible behavior.

Therefore after much deliberation and careful thought, we decided to do a project on Nature as our theme. This project was taken under the ISA Activity.

We conducted some three to four activities under this project.

The first one comprised of making the students aware of how poets around the world have expressed their view about nature in their poems.

This was done by reading out poems written by different poets (English American and Indian) to the students also a power point presentation was shown to enhance the feeling of love and concern for nature.

Taking the project forward, the students were asked to recite poems written by different nature poets. This activity motivated the students to do a bit of research on nature poets around the world which helped them also to know the different styles of writing and themes adopted by these poets. Some talented students also wrote poems of their own and presented them in the class.

The best of the poems were then presented at the assembly to make the others aware of their responsibility towards the nature.

The second activity under this project was a part of the Vanmahotsav Festival whereby students took part in a collage making competition, sending out the message of preserving the nature through Collage art. To encourage the efforts of the students, the best presentations were awarded certificates. Taking part in this activity the students thoroughly enjoyed themselves displaying their creativity.

The third activity was a group activity which was a "Street Performance" of a poem enactment emphasizing on the message of saving the animals getting extinct and also developing empathy towards animals as being a part of our eco system.

Students were elated to perform and take part in such a unique activity.

Besides enjoying themselves tremendously while doing the various activities that comprised our project, our students learned a great deal. Not only did they become acquainted with the different poets from U.K, U.S.A and India but they also learned how Nature influenced their writing styles and inspired them to write soul- stirring poems. It made them realize that environmental degradation was a global issue.

The above activities helped students develop their confidence and overcome stage fright and the group activities taught them to work effectively as a team. The project was successful in inculcating a deep love and respect for Nature.

OUR FUTURE PLANS

Our future plans are to explore how nature has been dealt with, in works of prose. Our children would also like to come up with innovative ways of increasing awareness in society on the need of protecting the environment.

COLLABORATION WITH GEMS WESTMINSTER SCHOOL, DUBAI

PDF Compressor Free Version

(E-mail Communication)

From: Soniya Jency <soniya.jency@yahoo.com>
Sent: Wednesday, June 13, 2018 11:31 AM
To: Beena Nair <beena.n_wsr@gemsedu.com>
Subject: Invitation to collaborate school activities with St.Francis (ICSE), Mumbai

Respected Madam,

I am writing to you with reference to the collaboration of school activities which we are undertaking as a part of the ISA program. (Ref: Ms. Deepa Nair, St.Francis School (ICSE), Mumbai)

Our Teachers are planning the following activities with their students:

1. With Class 2 (Age 7 yrs)
Subject: Maths
Topic: Hindi and Arabic numerals
2. With Class 6 (Age 11 yrs)
Subject: English
Topic: Nature poetry related to contemporary environmental degradation
3. With Class 9 (Age 14 yrs)
Subject: Geography
Topic : Cultures of India and Dubai

Kindly let us know if you would like to proceed with a collaborative study between our schools.If so, we can provide in depth details of the project plans by 15th June 2018. If you confirm this collaboration, we would like to know which period of the school year (Month) would be most appropriate for the execution of these projects in your school.

I would also like you to know that the basic topic being same, you are free to modify the activities as per your curriculum.

I request you to kindly get back to me at the earliest, so that we may carry on a fruitful collaboration.

Thank you.

Regards,

Ms. Soniya Jency Jacob
Asst.Academic Supervisor
St.Francis School (ICSE), Mumbai

From: Beena Nair
Sent: Thursday, June 14, 2018 3:37 PM
To: Soniya Jency <soniya.jency@yahoo.com>
Subject: RE: Invitation to collaborate school activities with St.Francis (ICSE), Mumbai

Dear Sonia,

Thanks for your email.

We would definitely like to collaborate with you in these projects.

However I am handling only secondary school. So at present I can promise you regarding the senior school project. Let me check with my colleagues in the primary section and I will get back to you regarding the other ones.

Regarding the timing for the project, mid-December would be ideal for us.

In the UAE we have two main festivals – both Eids and both of them get over by September, when we begin our new academic session.

In December, we have the UAE National Day celebrations and that would be a good time for the project on cultures.

I will let you know about other projects by Tuesday 19th June as we have Eid break until then.

Do let me know if that is alright.

Looking forward to a fruitful collaboration.

Warm Regards

Beena Nair

Phase Leader Grades 9 – 11

PDF Compressor Free Version

P.O Box 12975, Ras Al Khaimah, United Arab Emirates
Tel: +971 7 203 5999 | Fax: +971 7 226 8777
www.gemswestminsterschool-rak.com
<https://www.facebook.com/GEMSWestminsterSchool.RAK/>
https://www.youtube.com/channel/UCKMwVs9mTmESj1m_nk7XvoQ
[@gems_wsr](https://www.instagram.com/gems_wsr)
www.gemseducation.com

GEMS Education is a registered trademark of the GEMS Group of companies. Premier Schools International LLC is a limited liability company registered in Dubai, United Arab Emirates with commercial register number 1003392, a paid up capital of AED3,000,000, and having its office at PO Box 8607, Dubai, United Arab Emirates and is authorised to use such trademark.

From: Beena Nair <beena.n_wsr@gemsedu.com>
To: Soniya Jency <soniya.jency@yahoo.com>
Sent: Friday, 15 June 2018 15:49:01
Subject: FW: Invitation to collaborate school activities with St.Francis (ICSE), Mumbai

Dear Sonia,
I am happy to let you know that my colleagues from the other sections too have agreed to collaborate with you for the project.
Please take this as ----- confirmation for all the three projects.
We will be in Mumbai from July 15th to August 15th. So we could try to meet and discuss the requirements in detail.
Do let me know if that would be fine with you.

Warm Regards
Beena Nair
Phase Leader Grades 9 – 11

[Beena Nair<beena.n_wsr@gemsedu.com>](mailto:beena.n_wsr@gemsedu.com)
To
[Soniya Jency asavaridsouza@gmail.com](mailto:soniya.jency.asavaridsouza@gmail.com)Rhea Marina Lawrence

CC
Michelle Borges
10/10/18 at 8:57 PM

Dear Soniya
Thanks for your mail. I am sure you have started most of the projects discussed.
I have copied in Ms. Asavari, Phase Leader Primary and Ms. Rhea, Phase Leader Grades 6 to 8 this mail.
Please feel free to contact them directly.
Do keep us informed regarding the activities happening in your school.
Regards
Beena

Michelle Borges<michborges@yahoo.in>
To
Rhea Marina Lawrence

CC
Beena Nair
12/12/18 at 9:48 AM

Dear Rhea Madam,
I am Ms. Michelle Borges, co-ordinator for the ISA (International School Award) of the British council in our school. I have been given your reference by Ms. Beena Nair of the Secondary section in your school. We had invited the possibility of co-ordinating 3 intercultural activities with your school, which she conveyed that you'll were gracious enough to accept and agree to. Therefore I am giving the the details as follows.

PDF Compressor Free Version

I am writing to you about the activity happening in the Middle School Section (Class 6) wherein students were familiarized with nature poets from USA, England and India and their work. Further they were involved in composing poetry/ creating collages and enactment of these nature poetry etc, thus helping them develop concern for the environment and reflect on a poets role in doing so. If you could do a similar concept with students (Class level of your choice) related to nature poetry and covering any aspect of environment concern in the UAE, it would be much appreciated. It is of course your choice how the concept will be taught or the activity is planned. I am sending across the activity plan details along with some photographs which may help give a better idea of what has been done by the teachers here. Maybe you could send us any photographs /videos when you are able to do this activity or even having the students connect through school on skype is possible, to enable better interaction.

Kindly let me know your thoughts on the possibilities and any possible time frames you are considering to do this activity. In our school we are completing the activities by 21st December 2018 before we close for the Christmas break.

Thank you for your time and looking forward to co-ordination with you and your school.

Regards,
Michelle Borges
Co-ordinator (ISA)
St. Francis School (ICSE)
Mumbai

On Wednesday, 12 December 2018 9:54 AM, Rhea Marina Lawrence <rheamarina.1_wsr@gemsedu.com> wrote:

Hi Michelle,

Thanks for getting in touch. The activities sound very exciting! However, we close for Winter break on 13th of December and so we will be able to conduct these activities on once we get back in January. I will forward your mail to our English department so that they can start planning around the same theme. We would like to have a skype call so students can interact and discuss their ideas. I will get back to you soon with the dates.

Compliments of the season!

Thanks and Regards,
Rhea Lawrence
Phase Leader – KS3
Innovation Leader

P.O Box 12975, Ras Al Khaimah, United Arab Emirates
Tel: +971 7 203 5999 | Fax: +971 7 226 8777
www.gemswestminsterschool-rak.com
<https://www.facebook.com/GEMSWestminsterSchool.RAK/>
[@gems_wsr](https://www.youtube.com/channel/UCKMwVs9mTmESj1m_nk7XvoQ)

Hi Rhea,
I thought that I would reply immediately since you will soon be closing for the winter break. Thank you for the prompt reply. Our academic year would wind up by mid-March for Class 6 so I hope we can work something out before that. Looking forward to hearing from you in January 2019. Till then wishing you a relaxing break and happy festive season!

Regards,

PDF Compressor Free Version

Michelle Borges

[Michelle Borges<michborges@yahoo.in>](mailto:michborges@yahoo.in)

To

[Rhea Marina Lawrence](#)

CC

[Beena NairSoniya Jency](#)

16 Jan at 11:23 AM

Hi Rhea,

Greetings in the New Year! I am writing as a gentle reminder to you about the topic for Class 6 (Poets in defence of nature), the details of which I had mailed to you earlier. Since you are back from your winter break, I hope to hear from you about how your English Dept.is planning the activities on this topic. I need to start collecting data about the outcome of your school's activities with the students related to this topic, for submission with our project. Our submission is time bound i.e. by end of February 2019. The documents related to your school activities are a compulsory requirement for us to submit our project

You are free to plan a simple activity on the topic according to your convenience. So kindly revert at the earliest possible for you. We are available for any clarifications.

Regards,

Ms. Michelle Borges

St. Francis School (ICSE)

From: Rhea Marina Lawrence

Sent: Wednesday, January 16, 2019 10:37 AM

To: Esther Sylvester <esther.s_wsr@gemsedu.com>; Jermilyn Kidatan <jermilyn.k_wsr@gemsedu.com>

Cc: Beena Nair <beena.n_wsr@gemsedu.com>

Subject: FW: ISA coordination activities class 6

Hi Both,

Please give me an update! This is an interesting activity and will look great for your department. Please let me know the plan.

Thanks and Regards,

Rhea Lawrence

ÑíÇ áæÑäÓ

Phase Leader – KS3

[Esther Sylvester<esther.s_wsr@gemsedu.com>](mailto:esther.s_wsr@gemsedu.com)

To

[Michelle Borges](#)

19 Jan at 6:53 PM

Hi Michelle,

Greetings from West minister school Ras Al Kkaimah!

As we have just finished our inspection followed by PCM(Reports)

I have just looked into this project.

Can you please let me know if I could have an extension of submission date and how many of these tasks do you require.

Regards

Esther Sylvester

HOD English for Secondary

Hi Esther,

PDF Compressor Free Version

Thank you for your mail. As you may have read in the curriculum plan of the activity for class 6, there are activities like recitation, collage, street play, composing own poems etc which students have been guided to do. The students need not belong to class 6 as in our school project; they may be from any grade in middle school, as per your convenience. You are free to select any of these methods or any other too, of your choice, to familiarize the students with nature poetry from around the world, particularly American, English and Indian poets. Any **one activity** can be done as per your choice and as appropriate for your students. The main purpose of the activity is to make students aware of the role poets play in defending the harm which is being done to nature. But kindly keep a record (Photographs/ videos/poems taught or researched) which could be sent by mail to us, as we will need these as a submission requirement. If the teacher in charge of the activity can write a short report on what was done with the students and how it impacted their learning, it would be highly appreciated.

As we have to submit by mid March, perhaps 1st week of March is the latest when we could incorporate your schools work with our project. Since only one activity is necessary hope it can be completed by end of February 2019. If there is any clarification, please feel free to mail us. Thank you for the interest and efforts you are taking for this project.

Regards,
Ms. Michelle Borges
St. Francis School (ICSE)

[Esther Sylvester<esther.s_wsr@gemsedu.com>](mailto:esther.s_wsr@gemsedu.com)

To
[Michelle Borges](#)
CC
[Jermilyn Kidatan](#)

21 Jan at 11:56 AM
Thanks for being so prompt Michelle, will start working on it.
Regards
Esther Sylvester
HOD English for Secondary

[Michelle Borges<michborges@yahoo.in>](mailto:michborges@yahoo.in)

To
[Esther Sylvester](#)
CC
[Soniya Jency](#)

Today at 10:49
Hi Esther,
Hope all is well at school.
I am writing to enquire whether your department was able to make some progress with the activity regarding nature poetry that we had earlier discussed. If you have any updates/ photographs/ videos of the students doing an activity, I would appreciate it. If there is any possibility of student interaction you may have planned you may kindly let me know what are ideas/ time frames which are appropriate.

Thank you for your time and hoping to hear from you soon.

Regards,
Michelle Borges
St. Francis School (ICSE)

To
[Michelle Borges](#)

CC
soniya.jency@yahoo.com [Stephen Waldron](#) [Nicole Haynes](#) [Akram Tarik](#) [Shiny Christy](#) [Beena Nair](#)

PDF Compressor Free Version

11 Feb at 3:16 PM

Dear Michelle,

Greetings from Gems Westminster School!

Here is the update on our project ISA Activity collaboration– Nature Project

Grade 6 students: are working on -

beatboxing lyrics on the theme of Reduce , reuse and recycle for the project. A write up on the importance of writing for nature will be presented as well.

Secondary Students:

One of the students has composed her own poem on Deforestation and presenting a drawing to match it.

Another project is visual harvesting –students have chosen a poem on Nature conservation.

Another poem is by Ted Hughes accompanied with a collage.(Marine Life)

We are also on the lookout for Arabic poems.

We plan to complete this project by the end of the month, and share it with your students.

Regards

Esther Sylvester

Literacy coordinator

P.O Box 12975, Ras Al Khaimah, United Arab Emirates

Tel: +971 7 203 5999 | Fax: +971 7 226 8777

www.gemswestminsterschool-rak.com

To

[Esther Sylvester](#)

CC

[Soniya JencyBeena Nair](#)

Today 12 Febreuary 2019 at 10:14

Dear Esther,

Thank you so much for the update! The ideas your students have explored on the topic of nature poetry sound very exciting and interesting. We will be especially happy to learn more about Arabic poems on the topic, as I'm sure our students may have never heard/ read any before I will be sending across a video of a street play which was done by the students and some final pictures of the work they have done soon. I will be waiting eagerly to see your students work through photos etc. and perhaps when it is convenient the students can have a skype interaction, to share their experience and thoughts on the topic and this collaboration as well.If the first week of March 2019 is convenient, we can plan an interaction for the students then. You can let me know any other dates too.

Thanks once again for the interest you have taken to make this collaboration a fruitful learning experience for both of our students!

Regards,

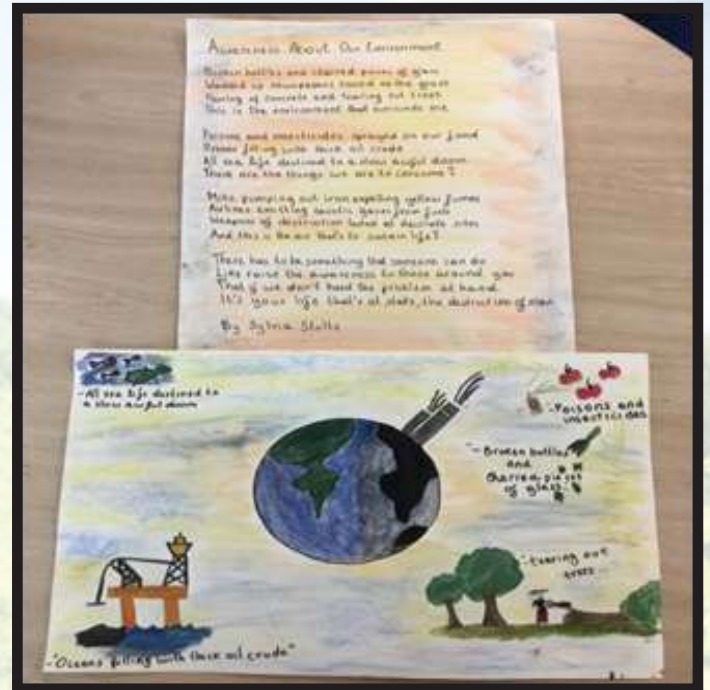
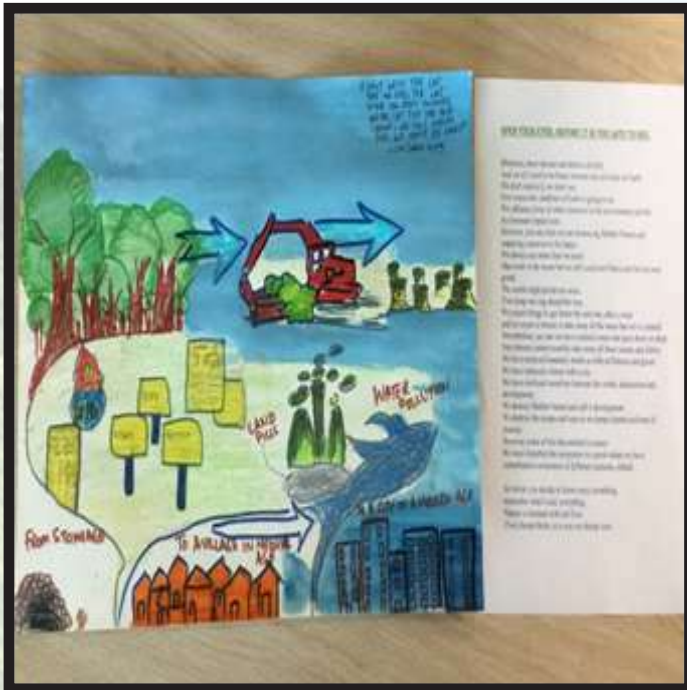
Ms. Michelle Borges

St. Francis School (ICSE)

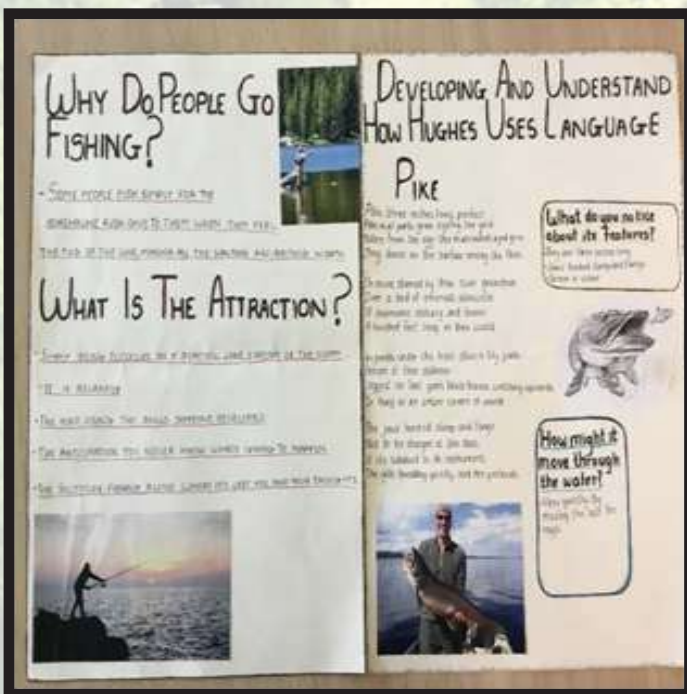
A video interaction was not possible unfortunately, as skype as a medium is not used in Dubai and later the partner school found it difficult to work out technical issues and school schedules.

GEMS WESTMINSTER SCHOOL STUDENTS TAKE TO POETRY IN THE INTEREST OF NATURE

PDF Compressor Free Version



Some of the creative work done by students of our collaboration school



http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 4, Video: 25

ACTIVITY 5

PATRIOTISM THROUGH POETRY

PDF Compressor Free Version



PDF Compressor Free Version

Activity number

| | |
|---|---|
| School Name: | St. Francis School (ICSE) |
| Title of activity: | Patriotism Poems |
| Teacher responsible: | Tr. Sheetal and Tr. Ruhita |
| Other staff involved: | Tr. Britam |
| Subjects involved: | Hindi, English, History, V-Ed, computer, ^{Art &} craft |
| Brief details of the aim, content and outcomes of the activity: | <p><u>Aim</u> - To inculcate in the students the value of patriotism through a variety of activities</p> <p><u>Content</u> - Project collage, poem, recitation, dramatization of the poem by being in character.</p> <p><u>Outcome</u> - Students got a better understanding of patriotic poems. They were able to inculcate value of patriotism and develop a sense of national pride.</p> |
| Countries explored: | India, England, USA |
| Link school(s): | - |
| Other sources of information: | Internet, Textbook, library |
| Time period of activity: | July to September 2018. |
| Number of students involved in this activity: | 125 students involved in the activity. |
| Age range of students involved: | 12-13 years of students were involved. |
| Type of Evidence included: | Photographs, PPT, Video recording of students activities, Teachers report, feedback forms. |

TEACHER PRESENTING THE DIFFERENT ASPECTS OF PATRIOTIC POEM

PDF Compressor Free Version



Patriotic poems explained with the help of a power-point presentation.

Teacher giving information regarding the Freedom fighters on whom the Patriotic poems are generally written.



Power Point Slide



http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 5, Video: 26 & PPT 10

TEACHER RECITED THE POEM
“JHANSI WALI RANI”
WRITTEN BY SUBHADRA KUMARI CHAUHAN.



http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 5, Video: 27

Poem- Jhansi wali Rani

सिंहासन हिल उठे, राजवंशों ने भृकुटि तानी थी
बूढ़े भारत में भी आयी, फिर से नयी जवानी थी
गुमी हुई आजादी की, कीमत सबने पहचानी थी
दूर फिरंगी को करने की, सबने मन में ठानी थी

चमक उठी सन् सल्तान में, वह तलवार पुरानी थी
बुन्देले हरबोलों के मुख, हमने सुनी कहानी थी
खूब लड़ी मर्दानी, वह तो झांसी वाली रानी थी

कानपूर के नाना की, मुंहबोली बहन 'छबीली' थी
लक्ष्मीबाई नाम पिता की, वह सन्तान अकेली थी
नाना के संग पढ़ती थी वह, नाना के संग खेली थी
बरछी ढाल कृपाण कटारी, उसकी यही सहेली थी

वीर शिवाजी की गाथाएं, उसको याद जबानी थीं
बुन्देले हरबोलों के मुख, हमने सुनी कहानी थी
खूब लड़ी मर्दानी, वह तो झांसी वाली रानी थी



सुषम सुगती शैल

STUDENTS RESEARCHED FOR INFORMATION ON DIFFERENT PATRIOTIC POETS OF INDIAN AND FOREIGN ORIGINS AND STUDIED THEM IN DETAIL SO AS TO PRESENT IT IN A FORM OF A PROJECT. THEY STUDIED THEIR BIOGRAPHY, WRITING STYLE AND THEIR INSPIRATION FOR WRITING PATRIOTIC POEMS.

PDF Compressor Free Version



Searching for information on British poet Alfred Lord Tennyson

Searching for information on an early American poet Joseph Rodman Drake



Students researching Patriotic poems on the internet



Researching information on an Indian poet Sohanlal Dwivedi, and his poem.



STUDENTS MAKING PROJECTS ON THEIR CHOSEN POET

PDF Compressor Free Version



Complete Dedication

Enthusiastic
Students



Phew.... It's
getting done





Group Activity-
Collaboration &
Co-operation

Neat Work

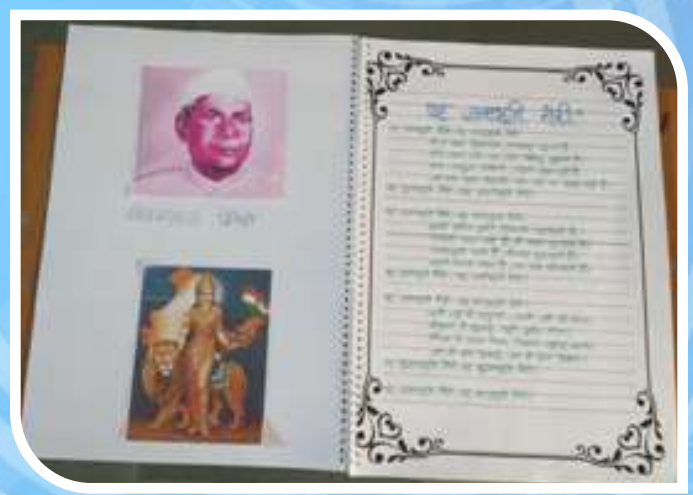
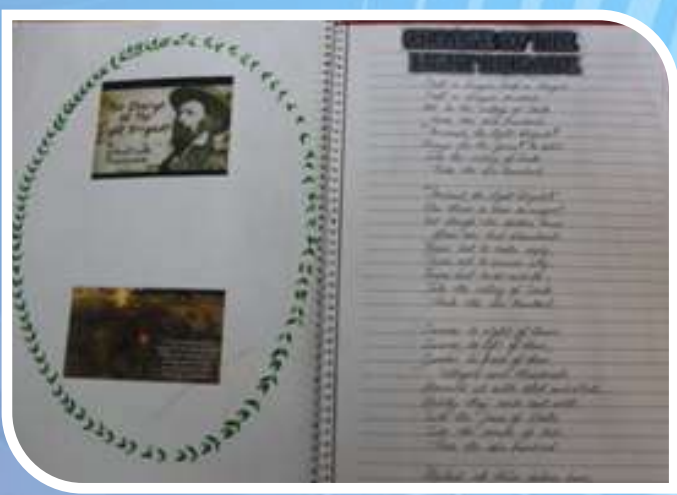
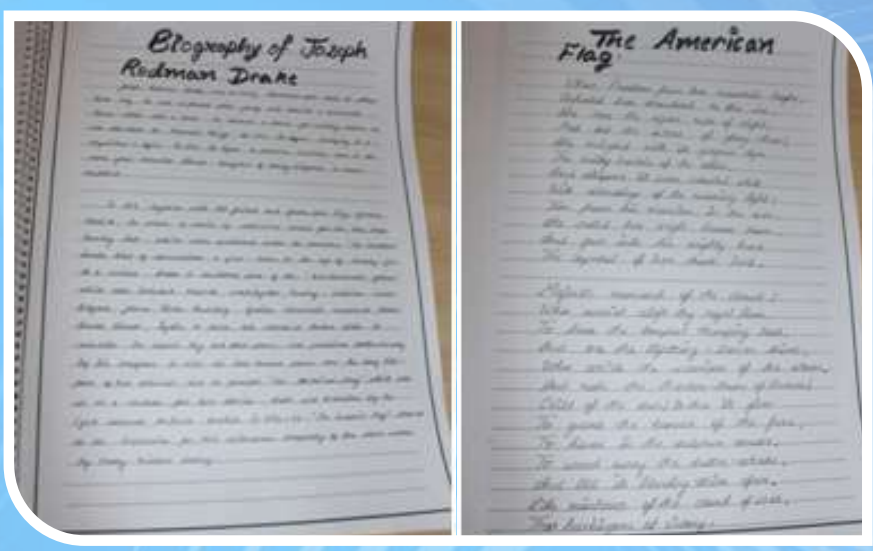
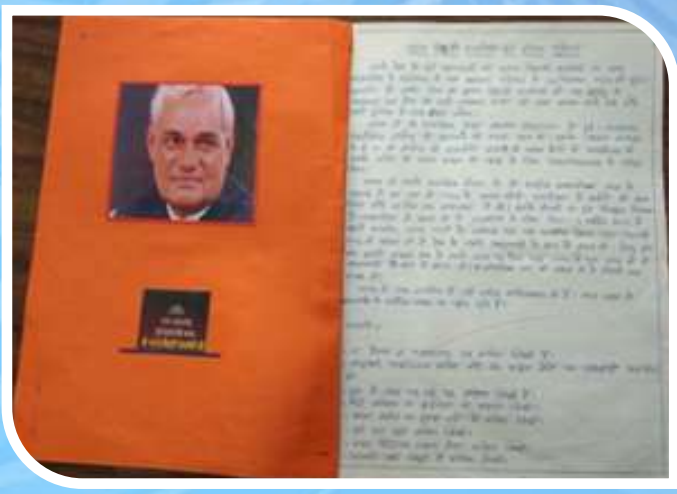


Teacher guiding
the students



COMPLETED PROJECTS

PDF Compressor Free Version



PATRIOTIC POEM RECITATION ON INDEPENDENCE DAY

PDF Compressor Free Version



Budding Poets



Patriotism with gusto !!!!!



Creating moments of magic with poetry !!!!!!!

COLLAGE MAKING

PDF Compressor Free Version



Great minds
at work!!!

A mélange
of colours



Dedication- a step
closer to patriotism!!!



THE FUTURE IN SAFE AND COMPETENT HANDS!!!

PDF Compressor Free Version



Collage making instilled the feeling of Patriotic Fevour among the students.



ON THE OCCASION OF HINDI DIWAS I.E.
12TH SEPTEMBER, 2018, STUDENTS DRESSED UP AS
CHARACTERS FROM THEIR POEMS OR ALTERNATIVELY
AS POETS AND PRESENTED PATRIOTIC POEMS.
PDF Compressor Free Version



Truly a Fiery spirit!



Inbuilt dedication!

An outpouring of heartfelt emotions!



http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 5, Video: 28, 29 & 30

During assembly students presented a skit depicting patriotism as part of Hindi Diwas Celebration.

PDF Compressor Free Version



Hidden talents come to the forefront!

Such an emotive stance- truly an actor in the making!



The display of great talent on stage resulted in a captivated audience!



STUDENT EVALUATION OF INTERNATIONAL ACTIVITY

| | | | |
|--------------------|------------|------|---------------|
| Name: | Janushree | Std: | VII - Daisies |
| Title of activity: | Patriotism | | |

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

One thing that I enjoyed was the recitation of the poem. It was a pleasure to give honour to our brave soldiers through my poem. Also we had collage making which I enjoyed very much. The whole experience was interesting and enjoyable.

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

Through these activities I got a lot of information and ideas. For the poem recitation, I went through many poems which reflected the passion and determination that they had to keep their country safe. Reading all the poems on our brave soldiers and seeing their pictures made me realize that only saying the pledge is not enough. We should also show gratitude towards our beloved country and our brave soldiers.

What have you least enjoyed or found some difficulty with?

There is nothing that I have least enjoyed or found some difficulty with. Our teachers were there with me to guide me at every step. I enjoyed every moment of these activities.

Thank you for your time and comments.

STUDENT EVALUATION OF INTERNATIONAL ACTIVITY

| | | | |
|--------------------|------------------|------|--------------|
| Name: | Shreyam Bangeera | Std: | VII - Lilies |
| Title of activity: | Patriotism | | |

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

I enjoyed collecting patriotic poems, vibrant images and information on the inspiring lives of the poets. There was a lot of work but we did not consider it as a burden. We divided the work and shared the responsibility. This project taught us the value of team work.

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

I learned about the great patriotic fervours among the foreign poets like Alfred and Tennyson and Rodman Quake. Reading their poem was a wonderful experience. Their lives and biography is truly inspiring.

What have you least enjoyed or found some difficulty with?

I had difficulty in finding poets with two patriotic poems. There were other British and American poets who had written beautiful and inspiring poems, but I could not find two poems on patriotism by the same poet. In spite of the difficulty, I enjoyed working on this project as it revealed to me the depth of the love, people especially, Wiltshire had for their country.

Thank you for your time and comments.

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

| | | |
|--------------------|-------------|----------------|
| Name: | Priti James | |
| Title of activity: | Patriotism | Date: 19-09-18 |

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

This activity taught my child team spirit, planning and most of all instilled in him the spirit of patriotism through poetry (poems). The whole process of short listing the poems and poets was itself a great educative and entertaining experience for my child.

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

It taught me as a parent an important lesson that children were capable of getting things organised and meeting the deadline without any under pressure and stress, it given the right motivation and support. Unique subjects like this raise their interests and awareness.

Any other comments?

A well planned activity and an enriching experience. It developed a love for poetry among the children.

Thank you for your time and comments.



PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

| | | | |
|--------------------|-----------------------------------|-------|------------|
| Name: | MRS. DEEPAJI B SOANI | | |
| Title of activity: | COLLAGE MAKING & HINDI RECITATION | Date: | 07/08/2018 |

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

We had chosen a poem on Rani Lakshmi Bai. My son was busy collecting pictures from old news papers, magazines and History books because of which we read out the life history of Rani Lakshmi Bai. Otherwise, it was not possible. He then made a wonderful collage with a suitable poem which depicted her life history. I am satisfied with his involvement. He has started reading more historical books.

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

Being a housemaker, I was directly involved with the activity. The present activity made me think that this is a better way of educating young citizens about the sacrifices made by our patriotic leaders in order to get independence for our country.

Any other comments?

We should have more of such activities so that the students develop their presentation skills, cooperative learning skills and writing skills.

Thank you for your time and comments.

TEACHER EVALUATION OF INTERNATIONAL ACTIVITY

| | | |
|--------------------|----------------|----------------|
| Name: | Tr. Deepa Nair | |
| Title of activity: | Patriotism | Date: 24-09-18 |

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

This activity helped to explore and encourage the speaking skills and confidence bonds among the children. Poems, as such, help to relax the body, mind and soul. Also, the patriotic fervour helped the students imbibe nationalistic feelings and to strengthen their unity. This was the reason behind everyone trying to contribute their best in the collage making activity.

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

This was a very effective method to make students understand and instill in their tender minds the true spirit of patriotism in an easy way along with due emphasis on voice modulation, intonation, etc. Also, during the activity, the students were exposed to the patriotic works of poets from all over the world.

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?)

This activity made the students understand how patriotic feelings (patriotism) binds the citizens of a country into the feelings of unity and brotherhood. The students who found it difficult to understand the language (Hindi) were however, at a loss in understanding the message of the poem but enjoyed the collage work.

Thank you for your time and comments.



TEACHER EVALUATION OF INTERNATIONAL ACTIVITY

| | | | |
|--------------------|---------------------|-------|----------|
| Name: | Mrs Joyce Fernandez | Date: | 28-09-18 |
| Title of activity: | Patriotism | | |

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

This activity inspired the students to express their patriotic feelings. They got an opportunity to exhibit their talent through public speaking (poem recitation). It also gave them a chance to understand and reflect upon the glory and grandeur of our patriotic (national) leaders who fired patriotic passion in young minds. The students developed their pronunciation, rhythm & intonation to enhance ^{the} recitation.

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

This activity offered a powerful way to instil patriotic fervour amongst all who participated as well as observed the activity. It was a real joy to see the students recite poems with intent zeal and enthusiasm which was very inspiring. To see the students involved in making a comparative study of the poets around the world on the subject of patriotism was extremely interesting. We were all ^{impressed}.

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 students succeeded in understanding the style of writing of poets around the world and gained an understanding of the sentiments of the poets. This was the most effective part of the activity.

The activity was not well enjoyed by those students who failed to understand the complex words in Hindi.

Thank you for your time and comments.

Our project had the theme of patriotism wherein students learnt that patriotism is the feeling of love, devotion sacrifice and a sense of attachment to a homeland. This attachment can be a combination of many different feelings relating to one's own homeland including ethnic, cultural, political or historical aspects.

My findings-

- 1) Scrap book activity- students were asked to collect poems having a patriotic flavor by Indian and foreign poets, pictures having a theme of patriotism. While doing this activity the pupils learnt how the poets tried to instill a sense of patriotism in their countrymen through their poems.
- 2) 'आज तिरंगा फहरा रहा है' by 'सजीवन मयंक'
This poem was read out to the students in the class. The poem was explained with the help of a PPT. A few students in the class became emotional and this activity helped to increase the feelings of patriotism in the students.
- 3) Students were asked to memorize patriotic poems and they recited them in the school auditorium using props. This not only helped pupils to develop their self-confidence but also learnt the importance of being patriotic towards one's motherland.
- 4) As part of the Independence Day celebrations in school, students were asked to make a collage on selected patriotic poem by Indian poets; the students enjoyed and learnt how Indians poets tried to arouse patriotic feelings in the masses during the freedom struggle.
- 5) On Hindi Diwas the students came dressed as famous Hindi poets or characters in Hindi poems and dramatised a poem of their choice. The children played their roles with a lot of enthusiasm and zeal. By putting themselves into the shoe of the character they were depicting, they became one with the character and effectively expressed the feelings and emotions of the characters. Since this activity was presented before other students, it helped to increase a spirit of patriotism in students.
- 6) By becoming familiar with the patriotic poems of England and U.S.A., the students understood that irrespective of cultural background, there is a universality in matters of the heart, namely the love for motherland.

Future plan

- ✦ We plan in future to put up a play based on the freedom struggle.
- ✦ We plan to explore with students the various factors influencing feelings towards one's motherland.
- ✦ Students of the school who will be visiting Germany as a part of the student exchange programme will share with their fellow students on how patriotism is viewed in Germany, when they return.

MY VOTE, MY VOICE

PDF Compressor Free Version



[Australia] votes



**EVERY
INDIAN VOTE
COUNTS!**

Register Today!

Being An Indian Does



Activity number

School Name: ST. FRANCIS SCHOOL (ICSE)


| | |
|---|---|
| Title of activity: | MY VOTE, MY VOICE - UNDERSTANDING THE PROCESS OF DEMOCRACY IN INDIA AND AUSTRALIA. |
| Teacher responsible: | TR. PETAL D'SOUZA, TR. SHARMILEE COUNTINHO |
| Other staff involved: | TR. RUPALI KARANDE |
| Subjects involved: | CIVICS, GEOGRAPHY, ENGLISH, ART & CRAFT, MATHS. |
| Brief details of the aim, content and outcomes of the activity: | <p>(a) Students will be introduced to a Voting Vocabulary chart and then solve a Crossword puzzle sheet based on the Chart knowledge.</p> <p>(b) Students will be shown a PPT presentation of the similarities and differences in the election process in India and Australia.</p> <p>(c) Class Elections will be organised for the post of the Class Monitor.</p> <p>(d) National Voters Day (January 25, 2019) will be celebrated through a Morning Assembly</p> <p>(e) Students will participate in an Organised Debate on 'Are Elections the Best Method of Democracy?'</p> |
| Countries explored: | INDIA & AUSTRALIA |
| Link school(s): | - |
| Other sources of information: | - |
| Time period of activity: | JUNE 2018 TO JANUARY 2019 |
| Number of students involved in this activity: | 120 STUDENTS |
| Age range of students involved: | 13-14 YEARS |
| Type of Evidence included: | <ul style="list-style-type: none"> • PHOTOGRAPHS • PPT • VIDEO PRESENTATION • CROSS WORD SHEETS • TEACHER'S REPORT |

LEARNING ABOUT VOTING VOCABULARY


PDF Compressor Free Version

VOTING VOCABULARY


- 1) **Ballot Box** - A ballot box is temporarily sealed container, usually a square box through sometimes a tamper resistant, with a narrow slot in the top.
- 2) **Ballot Paper** - A paper used for voting in a ballot especially in a parliamentary or local government election one having the names of the candidates printed on it.
- 3) **Secret Ballot** - It is the system of voting where the voter's choice is not revealed.
- 4) **Campaign** - It is an organized effort which seeks to influence the decision making process within a specific group.
- 5) **Canvassing** - It is the systematic initiation of direct contacts with individuals, commonly used during political campaigns.
- 6) **Suffrage** - It is the right to vote.
- 7) **Referendum** - It is the direct vote in which an entire electorate is invited to vote on a particular proposal.
- 8) **Electoral college** - An electoral college is a set of electors who are selected to elect a candidate to a particular office.
- 9) **Polling day** - A day when the general elections are held.
- 10) **Opinion Polls** - It is simply referred to as a poll or a survey, is a human research survey of public opinion from a particular sample.



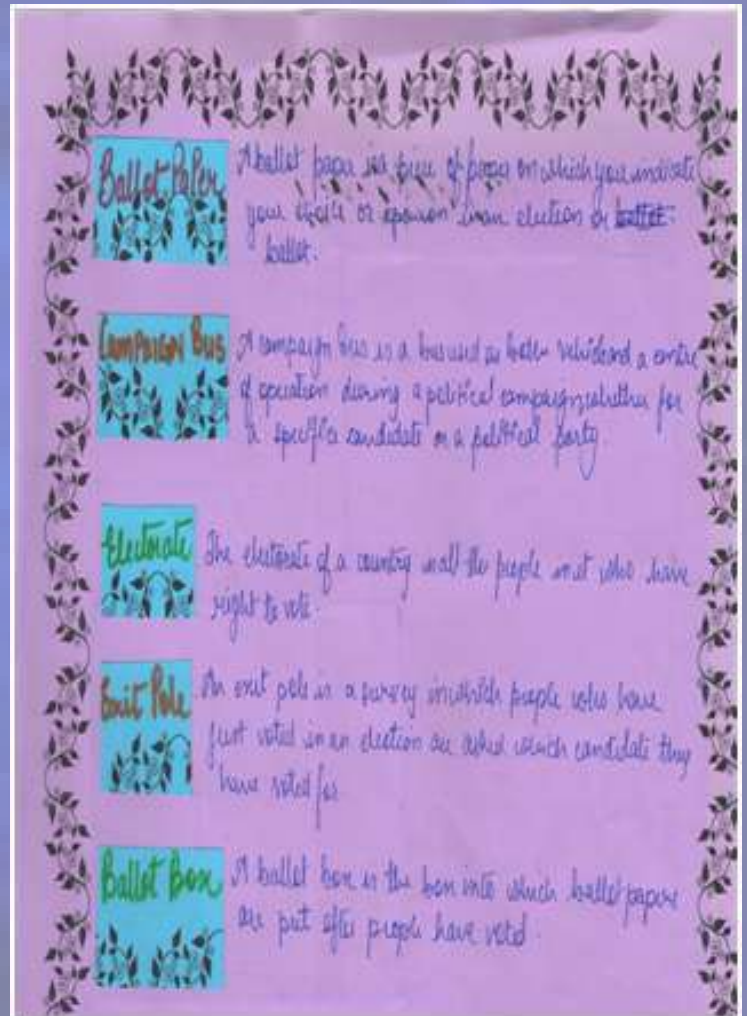
COUNTRY DIVIDED IN DIFFERENT UNITS FOR PURPOSE OF ELECTIONS



BALLOT PAPER



VOTE BALLOT BOX



Ballot Paper - A ballot paper is piece of paper on which you indicate your choice or opinion in an election or ballot.

Campaign Bus - A campaign bus is a bus used to help advertise a course of operation during a political campaign, either for a specific candidate or a political party.

Electors - The electors of a country are all the people and who have right to vote.

Exit Poll - An exit poll is a survey in which people who have just voted in an election are asked which candidate they have voted for.

Ballot Box - A ballot box is the box into which ballot papers are put after people have voted.

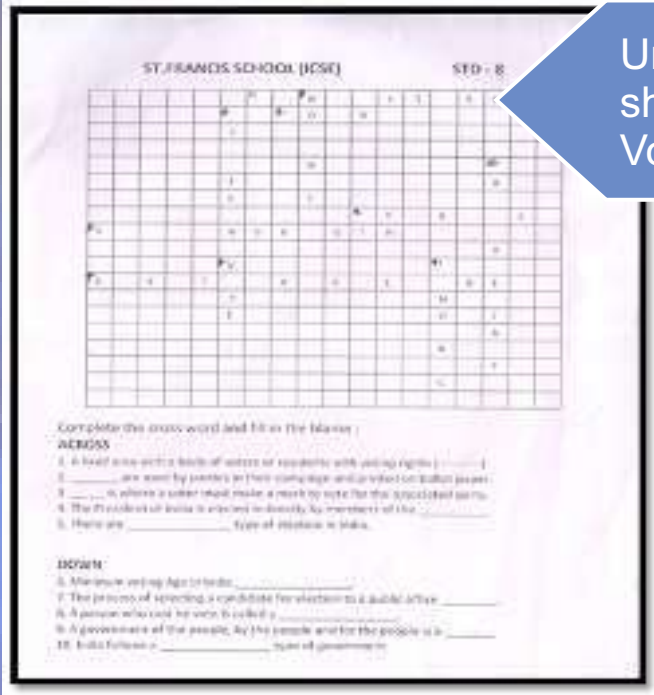
Students presented the Voting Vocabulary which they were taught in creative ways.



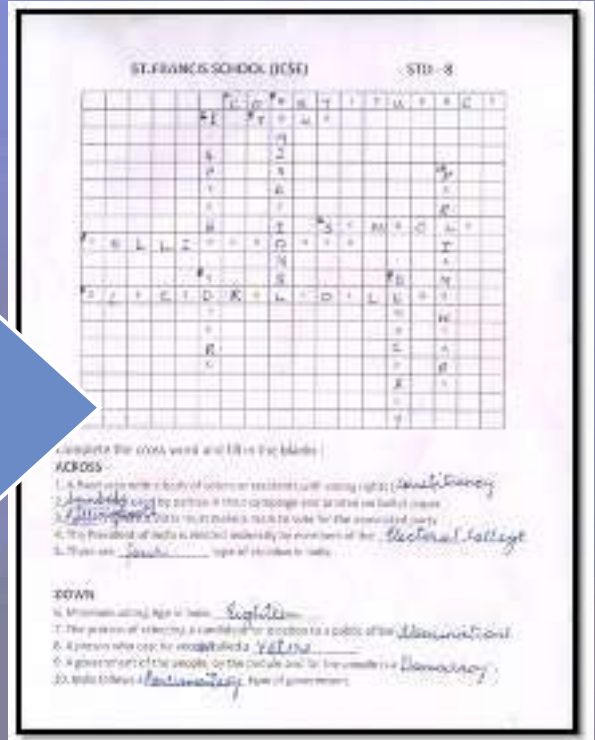
LEARNING ABOUT VOTING VOCABULARY

PDF Compressor Free Version

Solving a Crossword Puzzle based on learned Voting Vocabulary



Unsolved crossword puzzle sheet based on the Voting Vocabulary learned



Solution of the crossword puzzle



Students attempting to solve the crossword puzzle

ELECTIONS IN THE CLASSROOM: CLASS 8 ELECTIONS 2018-19

1. FILING OF CLASS CAPTAIN NOMINATION FORMS

PDF Compressor Free Version

Form submitted: 09

PROSPECTIVE CLASS CAPTAIN PROFILE AND NOMINATION FORM 2018-19

Nominee's full name: Ritika Pawan Bajaj

Have you held any leadership rank before? (answer Yes/No) YES If Yes...Indicate the year/class: 1st Standard - 6th Standard

Have you been part of any House/School activities/competitions? (If Yes, mention all.)
Yes, I have been in: 1) Annual Day of Year - 2013-14; 2) 2016-17; 2017-18.
3) In Teacher's Day of Year 2017-18.
4) In Inauguration Ceremony Year 2017-18.
5) In German Exchange Program, 2017-18.
6) In TER School - GUNUNG - 2nd Run Up - 2015-16
7) Annual Sports Day, 2017-18
8) Spell Bee (National Level) 2014-15

State why would you like to contest for the post of Class Captain.
A leader is the one who knows the way, goes the way and shows the way. I think I am disciplined and also experienced. I will always help all the teachers whenever they need.
(TO BE FILLED BY GRADE 9 STUDENT)

Why would the nominee be a good choice for the position? (to be completed by proposer and/or seconder)
She is a confident person and has positive qualities of a leader. She has a creative mind and organised things well. She will be efficient enough to maintain discipline in the class.

Proposer Name: KAVYA DESAI
 Seconder Name: VIRAT SHAH
 Nominee's Signature: Ritika

PROSPECTIVE CLASS CAPTAIN PROFILE AND NOMINATION FORM 2018-19

Nominee's full name: ABHINAV PRABHU LIGADI

Have you held any leadership rank before? (answer Yes/No) YES If Yes...Indicate the year/class: 2017-18, VII

Have you been part of any House/School activities/competitions? (If Yes, mention all.)
RECITATION - HINDI/ENGLISH, STORY TELLING, SPECTRAURA, INTERHOUSE QUIZ COMPY-FOUNDER'S DAY, DEBATE COMPETITION, ESSAY WRITING COMPETITION, FANCY DRESS COMPETITION, ELOCUTION COMPETITION, SPELLING BEE - INTERSCHOOL CAPTIN

State why would you like to contest for the post of Class Captain.
I would like to contest for this post because I believe I have:
 ① Good leadership qualities.
 ② Understanding caring attitude towards fellow students.
 ③ Good communication skills, which will help me act as a better link between
(TO BE FILLED BY GRADE 9 STUDENT) students & teachers.

Why would the nominee be a good choice for the position? (to be completed by proposer and/or seconder)
Abhinav is a confident and responsive student and has good leadership qualities. He is enthusiastic and actively takes part in class and school activities. He is also organized and possesses good communication skills.

Proposer Name: Aditi A. Rao (ASK in post)
 Seconder Name: Arjun Reddy Raja Reddy
 Nominee's Signature: Abhinav Prabhu Ligadi

PROSPECTIVE CLASS CAPTAIN PROFILE AND NOMINATION FORM 2018-19

Nominee's full name: Harsh J. Patel

Have you held any leadership rank before? (answer Yes/No) Yes If Yes...Indicate the year/class: 2, 3, 4, 5, 6, 7

Have you been part of any House/School activities/competitions? (If Yes, mention all.)
School Football team 2nd, 3rd, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th
quizz 2016-2017, Interhouse football, Mathematics quiz, 5th-6th, 7th, 8th, 9th, 10th, 11th, 12th
Maths - 2nd position 2nd std, 3rd std - 3rd place Maths and 4th std - 1st place, story telling and 2nd std - 1st place sports, spectraura
10th std - MIP, 11th - 12th 4th std.

State why would you like to contest for the post of Class Captain.
I would like to contest for the post of class captain as I want to guide my class to their targets in sport, academics and discipline and I know that my fellow classmates are talented.
(TO BE FILLED BY GRADE 9 STUDENT)

Why would the nominee be a good choice for the position? (to be completed by proposer and/or seconder)
The nominee is a good sportsman and a good person at school. He is also a good leader.
Harsh Patel has extensive sportsmanship and with his leadership his class would be the best one.

Proposer Name: Amay Shah
 Seconder Name: Amay Shah
 Nominee's Signature: Harsh Patel

PROSPECTIVE CLASS CAPTAIN PROFILE AND NOMINATION FORM 2018-19

Nominee's full name: Aisha Anjali Mathias

Have you held any leadership rank before? (answer Yes/No) Yes If Yes...Indicate the year/class: 5th - 6 (2016-17) 5th - 7 (2017-18)

Have you been part of any House/School activities/competitions? (If Yes, mention all.)
Since kindergarten I have participated in many school and interschool competitions. As listed below every year:
Story telling competition, Hindi recitation competition, English elocution competition, Dance competition, Interhouse debate competition, Interview, Tabletop competition, Book reviewing, interschool competition, Essay writing, Fancy dress, interschool story telling competition and speech and debate.

State why would you like to contest for the post of Class Captain.
I have been fortunate to study in an ICSE school where I have got numerous opportunities to enhance my personality. If given an opportunity to become a class captain of VIII class, I would definitely take the initiative. I believe that I have acquired all these years. I have helped my teachers and just that I enjoy working with my classmates to achieve our class goals.
I would like to contest for the post of class captain as I would like to be able to represent my class to hold a special position in the next academic year.
(TO BE FILLED BY GRADE 9 STUDENT)

Why would the nominee be a good choice for the position? (to be completed by proposer and/or seconder)
Aisha has a good leadership quality. She is capable enough to manage the class. So far she has been a very good leader. She is very disciplined. She can support the class with full potential.

Proposer Name: Shikha, Indira
 Seconder Name: Asha Fernandez
 Nominee's Signature: Aisha

Nomination forms filled by students aspiring to be elected as the Class Captain

2. CAMPAIGNING FOR THE POST OF CLASS CAPTAIN NOMINATION FORMS

PDF Compressor Free Version



Creative posters designed by students to campaign for the post of Class Monitor in Class 8



Display of student campaign posters on the classroom flannel board before elections

Canvassing for the post of Class Captain..

PDF Compressor Free Version



3. VOTING DAY

PDF Compressor Free Version

Students casting their vote for the Class Captain.....

My Vote, My Voice.....



.....My Vote,, My Choice

Counting votes.....



Tallying votes.....

4. DECLARING THE RESULT OF THE ELECTIONS AND THE WINNER IS.....

PDF Compressor Free Version

**CONGRATS
CLASS CAPTAIN!**



**CONGRATS
ASSISTANT CLASS CAPTAIN!**



LEARNING ABOUT ELECTIONS PROCESS IN INDIA AND AUSTRALIA

PDF Compressor Free Version



http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 6, PPT: 11

NATIONAL VOTER'S DAY 2019

25TH JANUARY

PDF Compressor Free Version

BJP (BHARATIYA JANATA PARTY)

CONGRESS

SYMBOL OF BJP (Lotus)

SYMBOL OF CONGRESS (Hand)

DIRECT ELECTION

* Direct election is a system of choosing political leaders in which the voters directly cast ballots for the person, persons or political party that they desire to see elected.

* European Parliament and the US House of Representatives are elected directly.

INDIRECT ELECTION

* An indirect election is an election in which voters do not choose between candidates for an office, but elect people who then choose.

* Many countries with parliamentary systems elect their heads of state indirectly.

ELECTIONS - HISTORY PROJECT

Alisha Mathias
Roll No. 4
VIII Daisies

| | | |
|------------------|------|-----------------------|
| 1. CANDIDATE-1 | OC | <input type="radio"/> |
| 2. CANDIDATE-2 | B | <input type="radio"/> |
| 3. CANDIDATE-3 | S | <input type="radio"/> |
| 4. CANDIDATE-4 | G | <input type="radio"/> |
| 5. CANDIDATE-5 | Φ | <input type="radio"/> |
| 6. CANDIDATE-6 | X | <input type="radio"/> |
| 7. CANDIDATE-7 | E | <input type="radio"/> |
| 8. CANDIDATE-8 | Y | <input type="radio"/> |
| 9. CANDIDATE-9 | Ω | <input type="radio"/> |
| 10. CANDIDATE-10 | π | <input type="radio"/> |
| 11. CANDIDATE-11 | σ | <input type="radio"/> |
| 12. CANDIDATE-12 | μ | <input type="radio"/> |
| 13. CANDIDATE-13 | θ | <input type="radio"/> |
| 14. CANDIDATE-14 | λ | <input type="radio"/> |
| 15. CANDIDATE-15 | τ | <input type="radio"/> |
| 16. CANDIDATE-16 | NOTA | <input type="radio"/> |

Election Commission of India

Election The Best Method Of Democracy - Yes

Ballot Paper - A ballot paper is a piece of paper on which you indicate your choice of candidate in an election on paper.

Campaign Bus - A campaign bus is a vehicle used by political campaigns to transport voters to a specific candidate's event or rally.

Electorate - The electorate is a group of all the people eligible to vote in an election.

Exit Poll - An exit poll is a survey of voters taken soon after they have voted about their choice.

Ballot Box - A ballot box is a box into which voters place their ballots.

Election The Best Method Of Democracy - Yes

People have the right and responsibility to choose their leaders. Democracy is the best way to have control on a community. It allows for the power to be with those on whose behalf they are to be governed. Only the voters themselves can decide on the best way to run a country and elect the best person for the job.

Mohit B. Singh
14-25 10th & 15th

VIEWS

The election process is the method of choosing the people who will run the government. It is the process of electing the best person to run the country. It is a process of choosing the best person to run the country. It is a process of choosing the best person to run the country.

ELECTION VOCABULARY

- The election process is the method of choosing the people who will run the government.
- The election process is the method of choosing the people who will run the government.
- The election process is the method of choosing the people who will run the government.
- The election process is the method of choosing the people who will run the government.
- The election process is the method of choosing the people who will run the government.

-Surya Prakash
15/10/19
Roll No. 18



http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 6, Video: 31

Making of Creative charts for voters day given as option for History project

IS ELECTIONS THE BEST METHOD OF DEMOCRACY?: **A DEBATE**

PDF Compressor Free Version



**Students of Class 8 in the midst of
a thought-provoking debate**



http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 6, Video: 32

What everyone appreciated! : FEEDBACK

STUDENT'S VIEWS

PDF Compressor Free Version

BRITISH COUNCIL 70 YEARS IN INDIA

STUDENT EVALUATION OF INTERNATIONAL ACTIVITY

Name: Abhinav P. Jodai Sex: VIII

Title of activity: Value Based Assembly

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

The thing I have enjoyed the most about this activity is group preparation which we did and the speaking part and raising awareness about elections, to the entire school during morning assembly.

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

I have learnt from this activity that

- I vote can make a change
- Every vote counts
- Election day is not a day of rest
- Election is the power bestowed to the people to choose the person who leads the country.

What have you least enjoyed or found some difficulty with?

We found something of national importance in a fun way and did not have any difficulty.

Thank you for your time and comments.

BRITISH COUNCIL 70 YEARS IN INDIA

STUDENT EVALUATION OF INTERNATIONAL ACTIVITY

Name: Ritika Bajaj Sex: VIII

Title of activity: PPT- Comparison of Elections in India & Australia

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

I loved the whole idea of making a PPT. It made me clear with my elections knowledge. I side-by-side got to know about the entire procedure of elections in two countries i.e. India and Australia.

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

I learned many of the things of India & Australia:

- The election procedure
- The election commission
- Election of President and the Prime Minister
- Penalties.
- Basis on which voting takes place.

What have you least enjoyed or found some difficulty with?

Nothing, I enjoyed the activity completely.

Thank you for your time and comments.

BRITISH COUNCIL 70 YEARS IN INDIA

STUDENT EVALUATION OF INTERNATIONAL ACTIVITY

Name: Ms. Aisha Mathial Sex: VIII

Title of activity: Debate - Elections are the best method of democracy.

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

I enjoyed working as a team and gathering thought-provoking information and statements. I learned how to express myself better and put forward something in a professional way. Being on the opposition, the best thing I liked from this debate is that it gave me various point of views to think & analyse.

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

I learned more about the election system, the statistical data of the elections that are held in a healthy manner across states. The different ways of democracy and a new way or an idea to hold an election. The actual meaning of democracy and the efforts taken by the Election Commission to hold an election in a healthy way.

What have you least enjoyed or found some difficulty with?

According to me all my team members were well-cooperative and always agreed to try to put forward a certain point in their best possible way. But, something that I found difficult managing was to decide on whom to give a chance to speak and whether that certain point would be made the proposition side ask or no further questions, as the only one person could speak at a time for each question.

Thank you for your time and comments.

PARENT'S VIEWS

PDF Compressor Free Version

BRITISH COUNCIL 70 YEARS IN INDIA

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name: Mrs. Usha Bajaj
 Title of activity: PPT- Comparison of Elections in India & Australia Date: 19/1/19

Please comment on the impact this activity has had on your child:
 This helped my child in learning about new topics. 'Elections' a very important topic, was cleared by the presentation. She also received a good knowledge on team work skills, presentations etc.

If you have been directly involved in this activity please comment on the impact this activity has had on you:
 I too get information about the two different types of election in two different countries.

Any other comments?
 No.

Thank you for your time and comments.

BRITISH COUNCIL 70 YEARS IN INDIA

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name: Mrs. Cynthia Mathias
 Title of activity: Debate - Elections are the best method of democracy. Date:

Please comment on the impact this activity has had on your child:
 My child learnt more about democracy and our Constitution. She became aware of her duties and rights.

If you have been directly involved in this activity please comment on the impact this activity has had on you:
 Alisha prepares for the debates on her own. It makes me happy to see her conduct in such activities. The facts that she summarized were impressive.

Any other comments?
 Such debates should be held more often at class level and school level.

Thank you for your time and comments.

BRITISH COUNCIL 70 YEARS IN INDIA

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

Name: Dhamshita Vagela
 Title of activity: Elections Date:

Please comment on the impact this activity has had on your child:
 This activity is an extremely useful activity for the children. It improves the speaking skills of children. It builds up self-confidence as well. Campaigning for votes and narrating a public speech is a confidence-building part. This activity can be a turning point for many children.

If you have been directly involved in this activity please comment on the impact this activity has had on you:
 Making the charts and requesting for votes by a speech is itself an impactful activity. I've seen the change in my daughter's attitude towards every situation. Now, before saying or taking any decision, she thinks about it first and this is a very important thing every child should have.

Any other comments?
 I would suggest that these types of activity and elections should happen in all schools so the children get a chance to come up and reveal their inner selves in front of everyone without hesitating.

Thank you for your time and comments.

TEACHER'S VIEWS

PDF Compressor Free Version

BRITISH COUNCIL 70 YEARS IN INDIA

TEACHER EVALUATION OF INTERNATIONAL ACTIVITY

Name: Donnelia Pachado

Title/Activity: My Vote, My Voice - Debate Date: _____

What were the key points raised by the students?

The students were able to raise valid points supporting their view on whether elections are the best method for democracy. They also showed skill in evaluating and critically thinking over opposing viewpoints.

What were the key points raised by the students?

It was a good experience to see students use the debate platform to express themselves as the younger generation. They were well-informed and concerned about their country. I was happy to see this.

Thank you for your time and comments.

BRITISH COUNCIL 70 YEARS IN INDIA

TEACHER EVALUATION OF INTERNATIONAL ACTIVITY

Name: MUMUKSHU PRASAD JHA

Title/Activity: National Voting Day (promoting Activity) Date: 24/03/19

What were the key points raised by the students?

- This activity had a major impact on the students as the students came to know more about the voting day.
- Students were also told about the importance of a vote.

What were the key points raised by the students?

- This activity had a good impact on me as I came to know more about the responsibility of an individual on the voting day.

What were the key points raised by the students?

- The most effective part of this activity was the way it was presented to the students.
- Students as well as staff members gained a lot of information.

Thank you for your time and comments.

TEACHER'S REPORT

PDF Compressor Free Version

“Change is the end result of all true learning.”

-Leo Buscaglia

It was a privilege to have been given a chance to work on the History project for the ISA 2019-20.

Myself, Ms Petal D'souza and my co-teacher, Ms Sharmilee Coutinho tried our very best to make a CHANGE in the thought process of the student thereby educating him/her about the importance of voting and the need for a meaningful Democratic Election in our country.

We planned activities that would fit well into our time and managed to conduct most of what we planned successfully well.

We conducted the Election process for the post of 'Class Captain' which began with filing a nomination form by the student and involved casting the Vote by Secret Ballot ,thereafter electing the Captain.

Several other activities like Election Vocabulary, Crossword sheets and projects reinforced learning on the topic.

A power point presentation on the topic “Comparison of Elections in India and Australia further widened their horizons when each of them got absorbed in researching information and doing a comparative study on the way Elections are conducted in Australia and India.

Students were divided into teams and asked to do reference on a particular topic related to the comparative study.

Students found that the penalty imposed on Not VOTING in Australia must be imposed in India too and that Voting must be made compulsory for all Indian Citizens. The comparative study was an enlightening experience for the students and the whole idea of Elections interested them further.

The Class Debate on 'Elections as a method of Democracy' further made the child think, state his views and opinions and listen to the viewpoints of his classmates thus giving him/her the power to discern.

On January 25,2019 class 8 prepared with some inspiring thoughts on the importance of Casting their Vote and not just considering Voting Day as another Holiday. The whole idea of the morning assembly created an impact as it was presented creatively with short dialogue, shouting of slogans and a soulful patriotic song.

Well, in conclusion I would like to add that it has been a pleasure for us teachers to have been part of the ISA activity . It encouraged us to make an effort to go beyond the curriculum and has proved to be an enriching learning experience for both the teacher and the student.

The overall outcome of the whole project has been worthwhile. Involving students and ensuring that they meet given deadlines was not an easy task. Nevertheless, the learning outcome has been achieved! And we are more than happy to have accomplished this.

CELEBRATING OUR DIFFERENCES A COMPARATIVE STUDY OF THE CULTURE OF INDIA AND UAE.

PDF Compressor Free Version



CELEBRATING OUR DIFFERENCES A COMPARATIVE STUDY OF THE CULTURE OF INDIA AND UAE.

PDF Compressor Free Version

ACTIVITY NUMBER: 7

| | |
|--|--|
| School Name: | ST. FRANCIS SCHOOL (ICSE) |
| Title of activity: | <u>CELEBRATING OUR DIFFERENCES</u> – A COMPARATIVE STUDY OF THE CULTURE OF INDIA AND UAE. |
| Teacher responsible: | TR. GANDHALI AND TR. BEENA |
| Other staff involved: | SIR NIKHIL |
| Subjects involved: | GEOGRAPHY, COMPUTER, MATHEMATICS, HISTORY, ARTS, CRAFT AND VALUE EDUCATION. |
| Brief details of the aim, content and outcomes of the activity: | <p><u>AIM</u> Students gain knowledge about the core cultures of India and U.A.E. They understand the socio-cultural and economic factors changing over period of time.</p> <p><u>Content:</u> Students prepare maps, collages, scrapbooks, click photographs and share with schools in UAE.</p> <p><u>Outcome:</u> students get to know about UAE and India.</p> |
| Countries explored: | INDIA , U.A.E |
| Link schools: | GEMS WESTMINSTER SCHOOL, DUBAI, U.A.E. |
| Other sources of information: | INTERNET, MAGAZINES |
| Time period of the activity: | JULY, AUGUST AND OCTOBER 2018 |
| Number of students involved in this activity: | 80 STUDENTS |
| Age range of the students involved: | 13 -14 YEARS |
| Type of Evidence included: | PHOTOGRAPH, PPT, MAP, COLLAGES, QUIZ, QUESTIONNARE, FEEDBACK FORM, EMAIL. |

COLLECTION, COMPILING AND PRESENTATION OF DATA

PDF Compressor Free Version
Where are the cities located???
Let's search for the data



Students search information about the location of India and UAE with the help of the of internet.



Yes !!!!!!!!!!!!!!!
Found the Location

Students prepare a scrap book and write in detail the information they have found about the location of India and U.A.E.



Topic
MUMBAI - The Miniature India

LOCATION: On western coast of Maharashtra
 $18.96^{\circ}\text{N} - 72.82^{\circ}\text{E}$

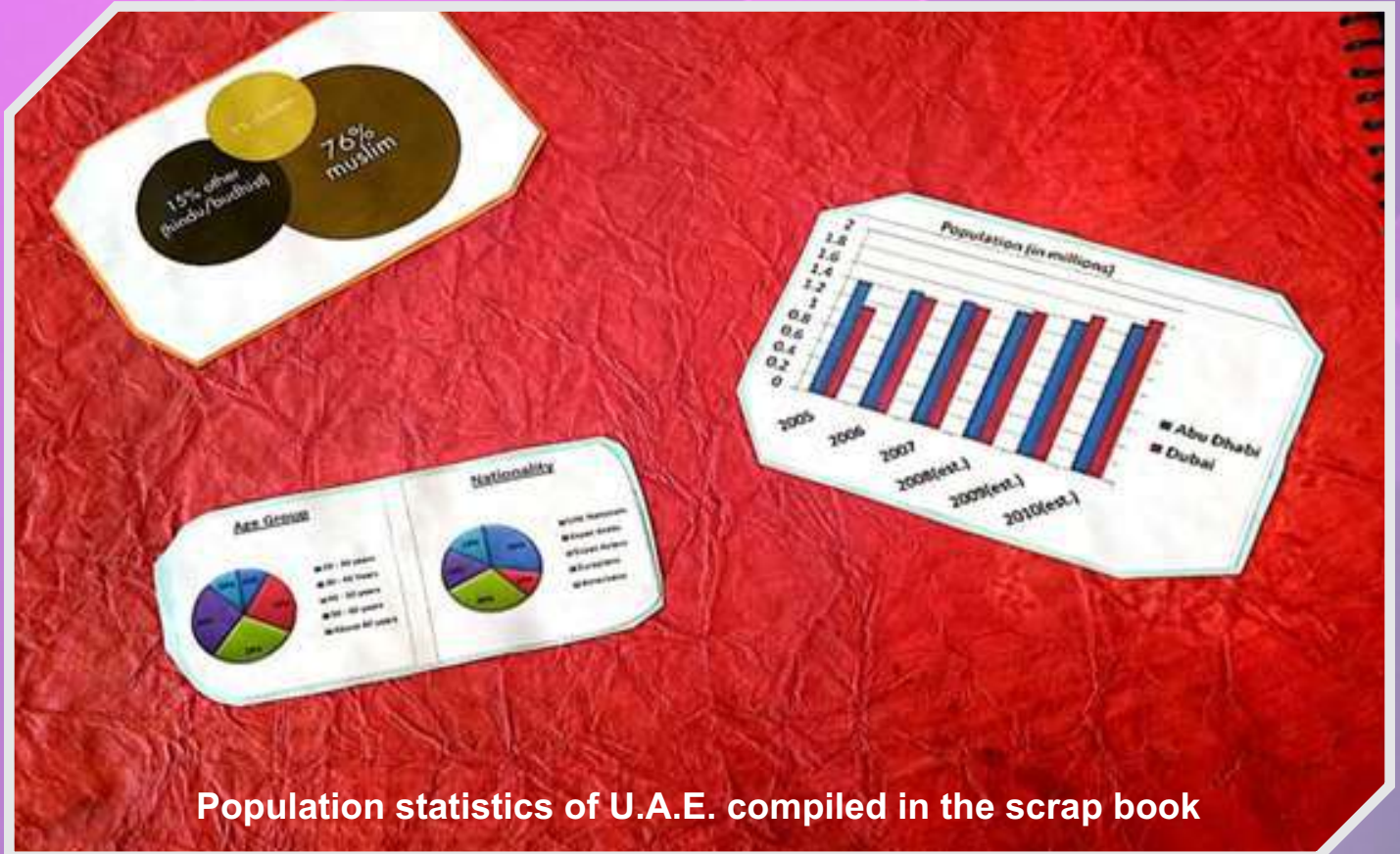
ALTITUDE: 10 metres to 15 metres

AREA: 603.39 km²

India is the 7th largest nation in the world present in the northern hemisphere of the globe which is geographically located wth $22^{\circ}36'$ and $77^{\circ}12.5'$. In the Indian region of India, Mumbai, the economic heart of India, the capital city of Maharashtra, lies on the western coast of India by the bank of the Arabian Sea. Mumbai is based on the Salsette Island that is located at the opening of Ulhas River, in the coastal region known as Konkan. Mumbai is made from a group of 7 islands.

LET'S COUNT THE POPULATION.....

PDF Compressor Free Version



Population statistics of U.A.E. compiled in the scrap book



Students search the population data through internet, learn to analyse and present the data and select one among them.

WHAT'S THE LANGUAGE SPOKEN ???

PDF Compressor Free Version

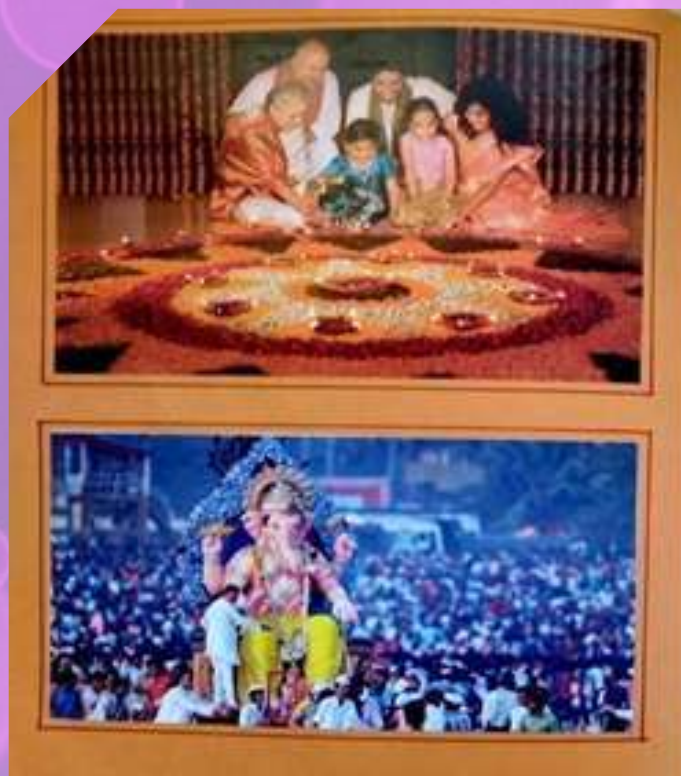
Students prepare chart and scrap books showing the languages spoken in India and U.A.E



Students display the Arabic Script and information showing the languages spoken in UAE and India. Students display them in the form of charts and scrap books.

Here comes the colours of the Festivals!!!!!!!

PDF Compressor Free Version



Students appreciate the cultural differences between India and UAE. Students prepare collage of festivals celebrated by both countries.

CULTURAL EXTRAVAGANZA!!!!!!!!!!!!!!

MARRIAGE RITUALS



Delicacies enjoyed in both countries.....

PDF Compressor Free Version

DATE _____
TOPIC _____

FOOD

Mumbai is known for its lip-smacking dishes. The staple foods include rice, fish curries, Indian bread (roti), vegetable curries, pulao and desserts. The major ingredients are coconut, cashew nuts, peanuts and peanut oil. The cuisine covers a large assortment of interesting, authentic dishes, hot and zesty seafood.

→ Local dishes

- Vegetable pulao
- Amni
- Batata polu

→ Seafood

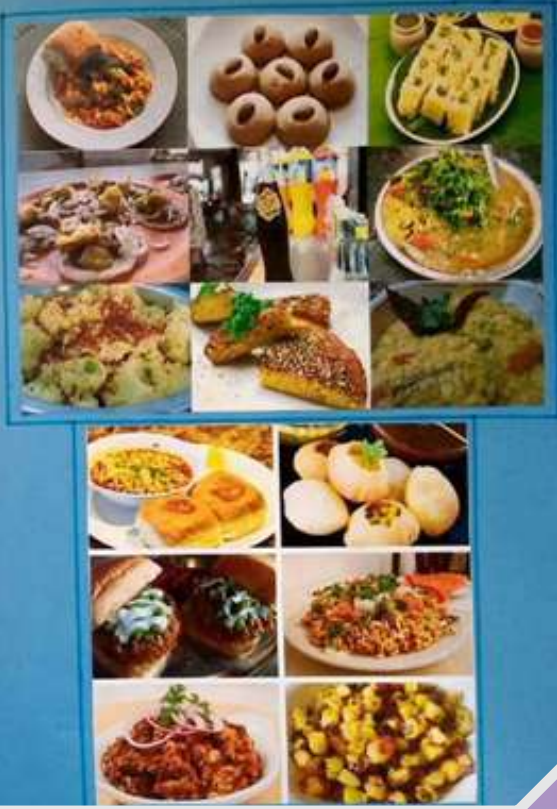
- Fish Kolwada
- Frank tikki

→ Chats

- Vada Pav
- Babeli

→ Sweets

- Modak
- Sheera

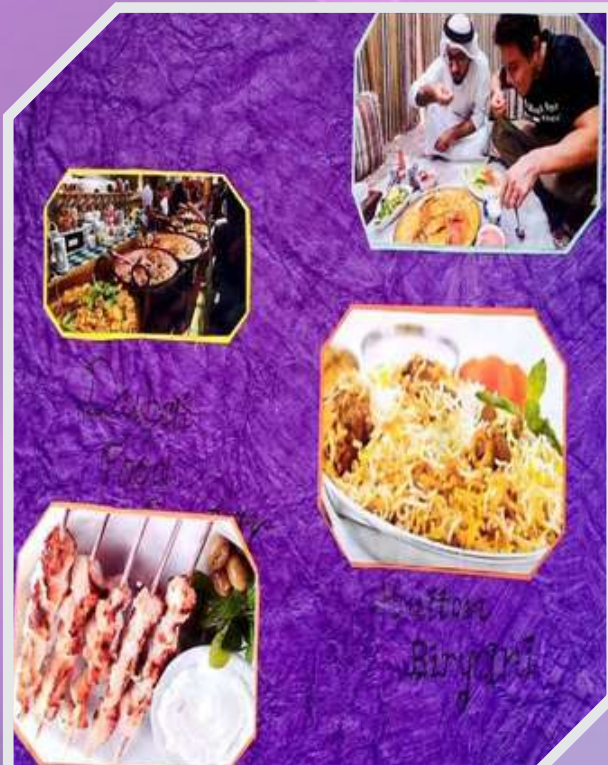


- Dns Bombay duck masala
- Anda bhurji
- Butter chicken

- Fish curries
- Bombay fish fry

- Parsi Puri
- Pav Bhaji

- Puran Poli
- Anarsa



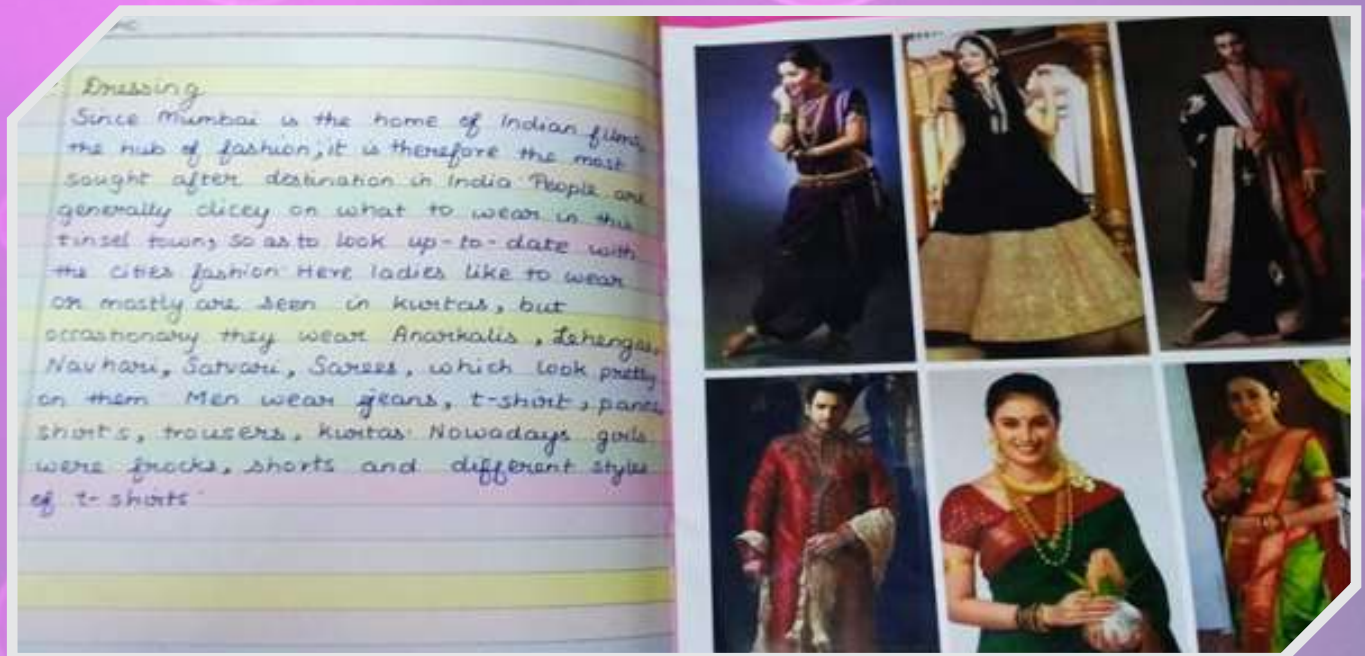
Eating Habits

Meat, fish and rice are the national food of Dubai. All Muslims and Arabs are the traditional cuisine of the country. They's made from whole roasted lamb or mutton and a soft, served on debab skewer with vegetables and drizzled over rice. It's a really one of the most popular dishes in Dubai, because it's considered a festive meal in Gulf Arab states. Hummus, falafel, are also some of the outside cuisines in Dubai.

Students learn to appreciate the differences in Food, Clothing and marriage rituals in India and UAE

DRESSING STYLES

PDF Compressor Free Version

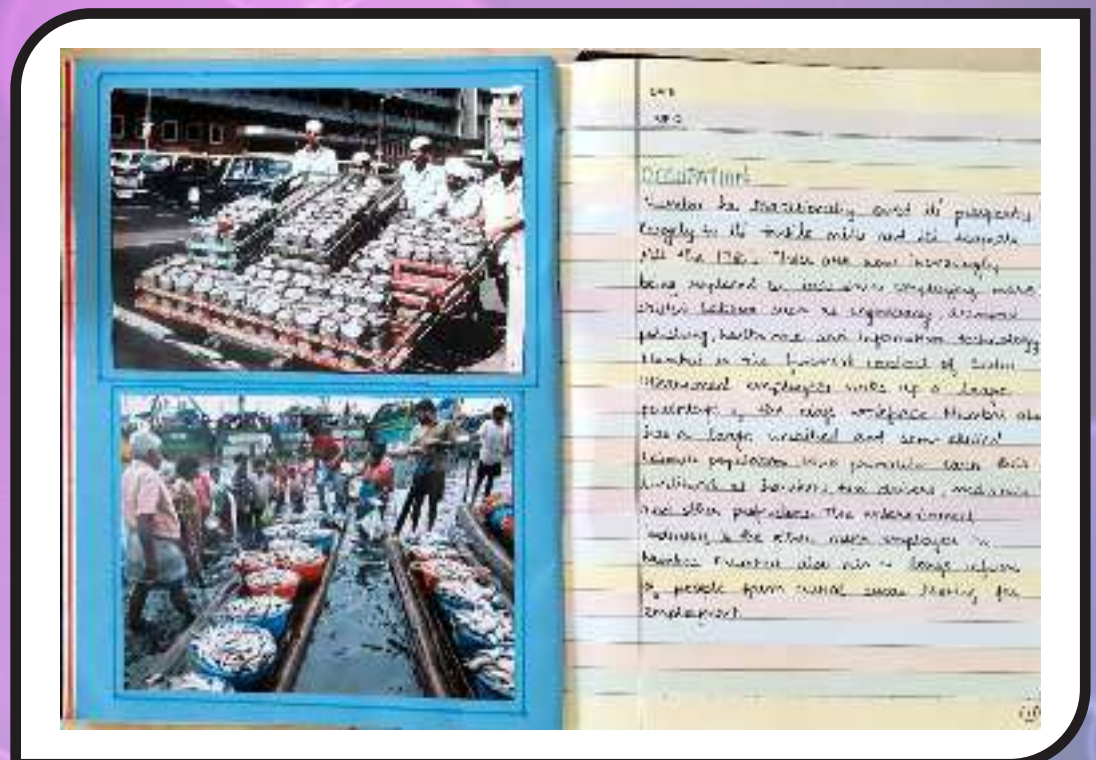
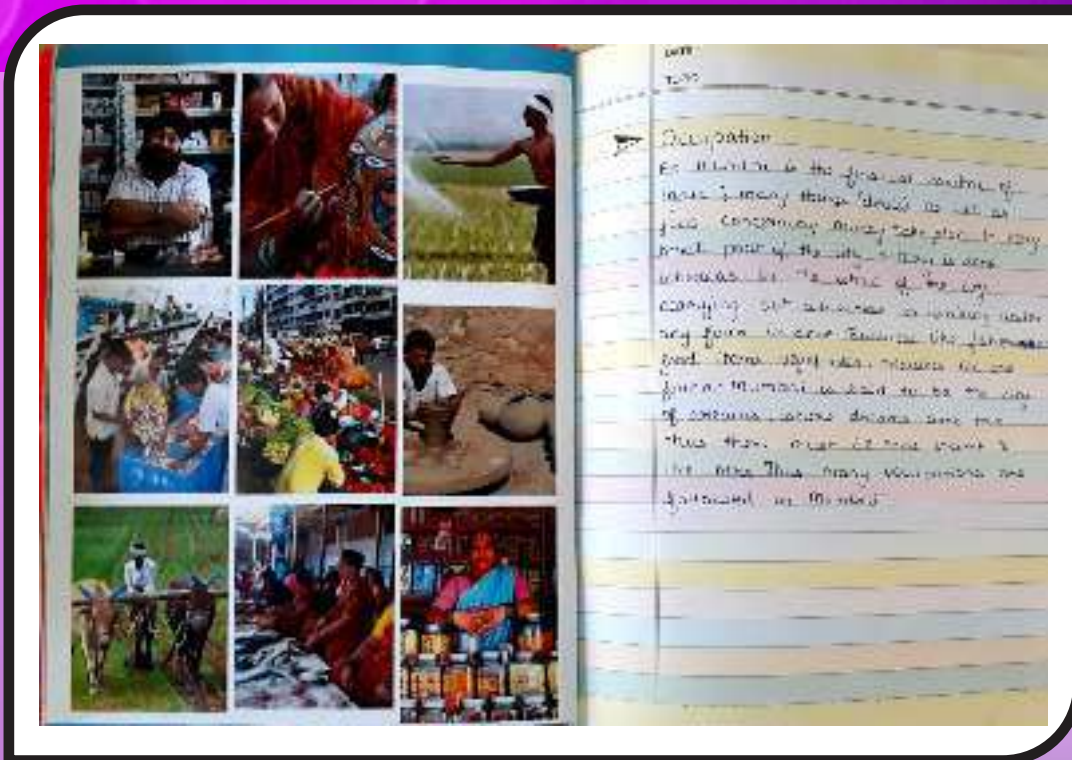


Students enjoyed sticking pictures, collecting information of India and UAE. They actively participated in preparing the scrap book.

OCCUPATION

Scrap book pictures showing Indian occupations

PDF Compressor Free Version

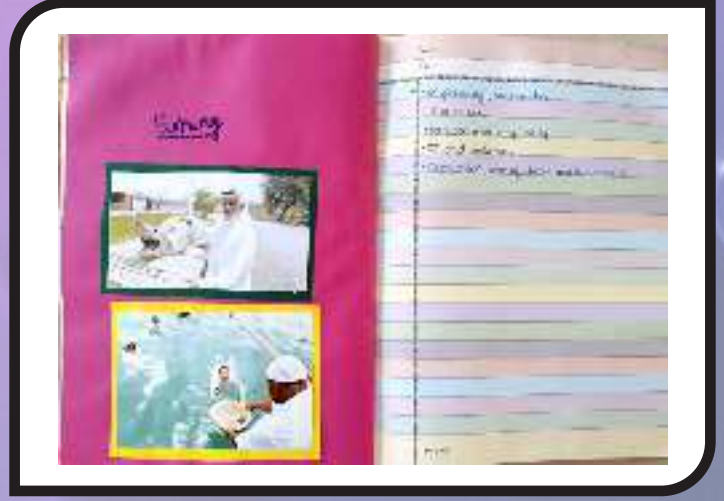
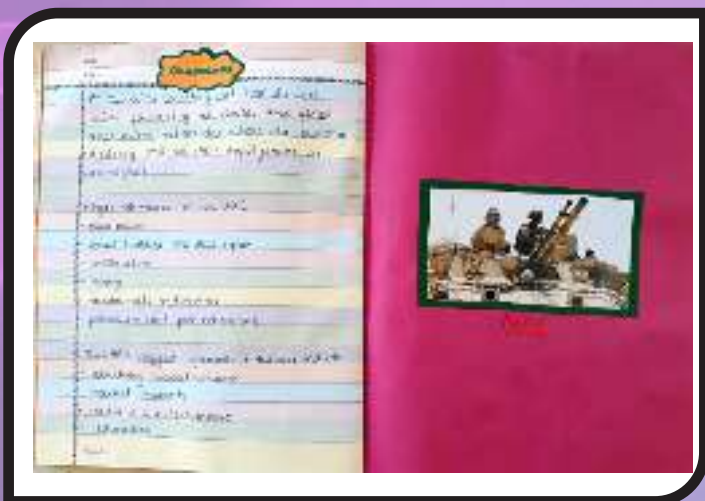


Students analyse the information about the occupation and changes in Occupation due to education. Students observe that there has been a great change in occupation pattern as the level of education is very high in both the countries.

OCCUPATION

Scrap book pictures showing Indian occupations

PDF Compressor Free Version



COLLAGE MAKING ACTIVITY

PDF Compressor Free Version

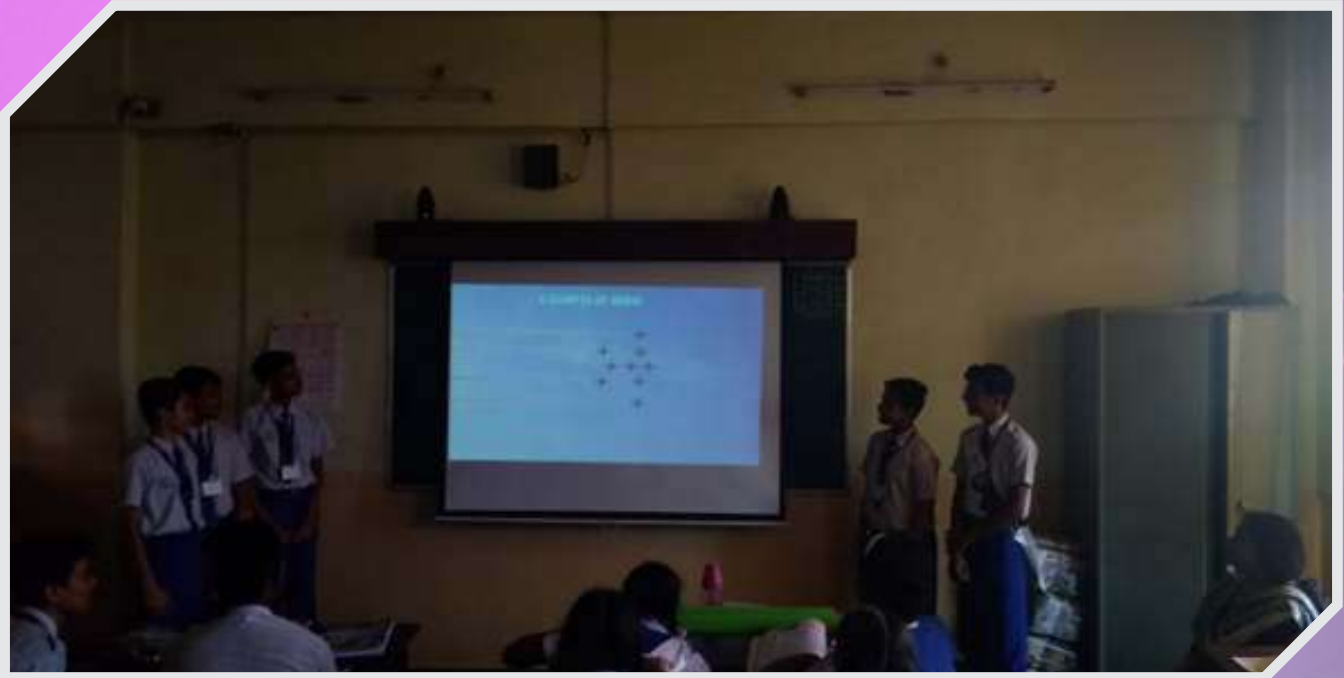
Students select the information of India and UAE, prepare collage.
Students use their creative skills in preparing the collage.



Students enjoyed collecting pictures and creatively pasting and making a collage of different aspects of India and UAE.

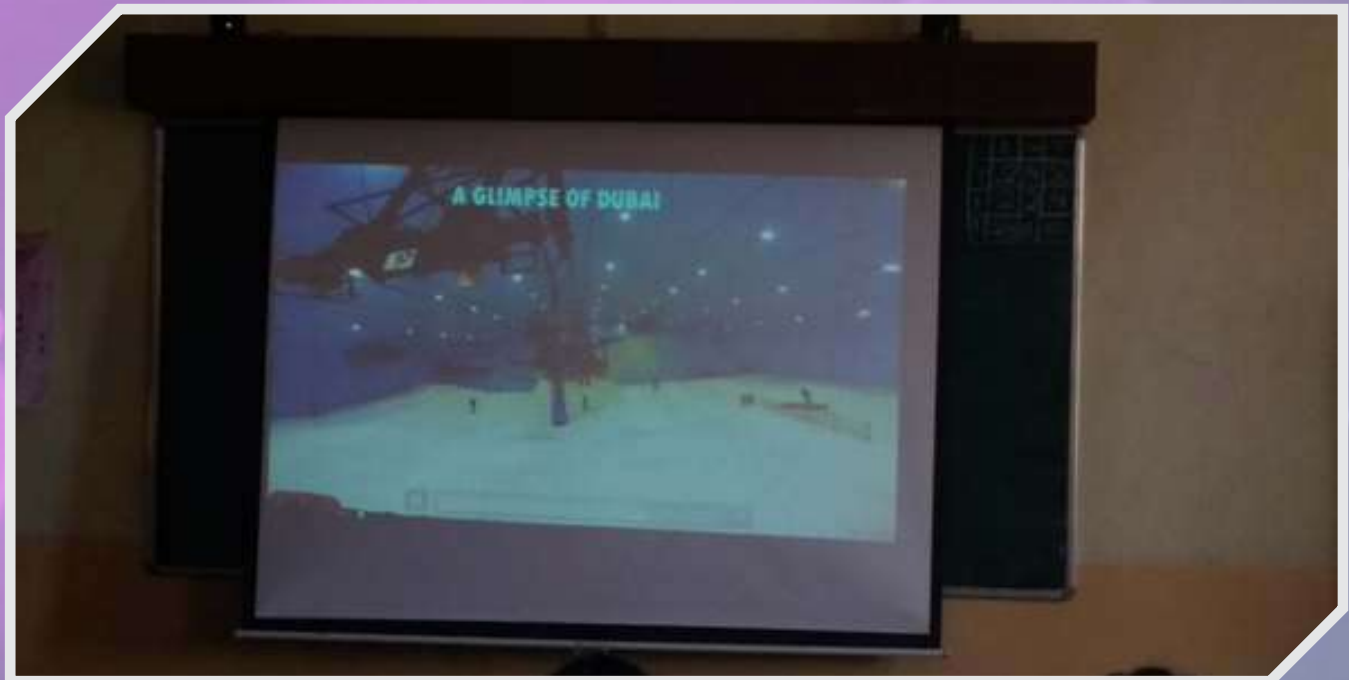
TECHNOLOGY HAS TO BE INVENTED OR ADOPTED.

PDF Compressor Free Version



http://www.sfsborivali.com/isa_project_2019/isaproject2019.htm

Activity 7, PPT : 12 & 13



**Students explain their Power point presentations
to their fellow students.**

STUDENTS SOLVED THE FOLLOWING QUESTIONNAIRES.....

PDF Compressor Free Version

QUESTIONNAIRE

- 1.The annual art Dubai Fair is held between January and February .[yes,no]
- 2.The Dubai marathon is a charitable funding event which allows one to take part for a small fee with a chance of winning a small cash prize. [yes,no]
- 3.Dubai desert classic is the most popular golfing event in the UAE.[yes,no]
- 4.Dubai international jazz festival is held at Dubai Music city.[yes,no]
- 5.The Dubai national day festival is celebrated on 2nd of December.[yes,no]
- 6.Sandals are rarely used footwear for both women and men.[yes,no]
7. The UAE press code campaigner was started by Hanan Al Rayes and Asma Al Muhain.[yes,no]
- 8.The clothing in UAE is an aspect of the Bedouin life in the Arabian peninsula.[yes,no]
- 9.The gulf region women wear an abaya.[yes,no]
- 10.The abaya is made from a red silky material with different embellishments.[yes,no]
- 11.The main language of Dubai is Arabic.[yes,no]
- 12.Tamil is one of the languages spoken in Dubai[yes,no]
12. 85% of the people in Dubai are muslims .[yes,no]

Students later solved questionnaire on various information covered in the Power point presentations.

Name: Anam Saad
STD: IX
Div: Libia

QUESTIONNAIRE

- 1.The annual art Dubai Fair is held between January and February. [yes,no]
- 2.The Dubai marathon is a charitable funding event which allows one to take part for a small fee with a chance of winning a small cash prize. [yes,no]
- 3.Dubai desert classic is the most popular golfing event in the UAE. [yes,no]
- 4.Dubai international jazz festival is held at Dubai Music city. [yes,no]
- 5.The Dubai national day festival is celebrated on 2nd of December. [yes,no]
- 6.Sandals are rarely used footwear for both women and men. [yes,no]
7. The UAE press code campaigner was started by Hanan Al Rayes and Asma Al Muhain. [yes,no]
- 8.The clothing in UAE is an aspect of the Bedouin life in the Arabian peninsula. [yes,no]
- 9.The gulf region women wear an abaya. [yes,no]
- 10.The abaya is made from a red silky material with different embellishments. [yes,no]
- 11.The main language of Dubai is Arabic. [yes,no]
- 12.Tamil is one of the languages spoken in Dubai. [yes,no]
12. 85% of the people in Dubai are muslims. [yes,no]

Name: Jeeha Bagesh
STD: IX
Div: Libia

QUESTIONNAIRE

- 1.The annual art Dubai Fair is held between January and February. [yes,no]
- 2.The Dubai marathon is a charitable funding event which allows one to take part for a small fee with a chance of winning a small cash prize. [yes,no]
- 3.Dubai desert classic is the most popular golfing event in the UAE. [yes,no]
4. Dubai international jazz festival is held at Dubai Music city. [yes,no]
- 5.The Dubai national day festival is celebrated on 2nd of December. [yes,no]
- 6.Sandals are rarely used footwear for both women and men. [yes,no]
7. The UAE press code campaigner was started by Hanan Al Rayes and Asma Al Muhain. [yes,no]
- 8.The clothing in UAE is an aspect of the Bedouin life in the Arabian peninsula. [yes,no]
- 9.The gulf region women wear an abaya. [yes,no]
- 10.The abaya is made from a red silky material with different embellishments. [yes,no]
- 11.The main language of Dubai is Arabic. [yes,no]
- 12.Tamil is one of the languages spoken in Dubai. [yes,no]
12. 85% of the people in Dubai are muslims. [yes,no]

Students take active participation in solving the questionnaire provided to them after the presentations in class.

FEEDBACK FORMS

BRITISH COUNCIL | 70 YEARS IN INDIA

PARENT/ GUARDIAN EVALUATION OF INTERNATIONAL ACTIVITY

| | | | |
|--------------------|----------------------------------|-------|---------|
| Name: | Shreya Mangesh Patole | | |
| Title of activity: | ISA Geography Project | Date: | 12/3/19 |

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

The project kept my child busy during those few days. She could sharpen her acumen and creative skills through this project. I have observed that she has become more aware towards the outside world and that she has become more industrious.

M. Patole

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

Due to my pre-occupations with my work, I could not participate or lend her a helping hand in this project.

Any other comments?

No comments.

BRITISH COUNCIL 70 YEARS IN INDIA

STUDENT EVALUATION OF INTERNATIONAL ACTIVITY

| | | | |
|--------------------|-----------------------|------|--------------|
| Name: | Esha Parakh | Std: | X Lilies (B) |
| Title of activity: | ISA Geography Project | | |

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

Through this activity, I ^{have} gathered an abundance of knowledge about the customs, traditions, social life and political aspects of U.A.E. The opportunity which this project provided me to study in depth about the Islamic culture and lifestyle gave a boost to my knowledge. I found this aspect of the ISA project quite enjoyable and beneficial.

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

I have learned many facts about the population, occupation and marriage customs which I wasn't aware of earlier. This project also increased my knowledge about the language and the way of dressing of the people of U.A.E. This project also gave a boost to my creative skills and I learned the art of making a collage.

What have you least enjoyed or found some difficulty with?

Accurate facts about the population, appropriate images of marriage customs and rituals were a bit difficult to find.

Students enjoyed doing this activity as they got an opportunity to gain knowledge about the various cultural aspects, differences in their cultures inspite the fact that theirs oneness between them.

BRITISH COUNCIL | 70 YEARS IN INDIA

TEACHER EVALUATION OF INTERNATIONAL ACTIVITY

| | | |
|---|-----------------------------|-------|
| Name: | Tr. Gandhali A. Khundur | |
| Title of activity: | Celebrating our Differences | Date: |
| Comparative study of the culture of India and UAE | | |

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

The impact was positive. students were involved from the starting stage of collecting the data to analysing the data. Their various skills were harnessed from acute observation to crafts, evaluation and public speaking through PPTs.

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

I realised that given a chance the students can come up with good ideas, their knowledge in computers helped ~~with~~ to know the new things we got to know their interest areas. Some students hidden skills were shown which I got to know through this activity. A good teaching learning environment was cultivated.

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?)

I don't see any improvement, since every part of the activity was enjoyed by me and my students. Students learned by doing than just rote learning. Since they were actively involved they were eagerly waiting to present the data to the other groups. They were very happy.

Thank you for your time and comments.

Teacher appreciated the efforts of the students as they learned and were exposed to number of activities that needed analytical skills, interpretational skills etc. Teacher liked this activity as students learn better by doing.

Teacher's Report

PDF Compressor Free Version

Students of standard 9th were selected and involved in this activity. Different groups were made and were explained the purpose and the procedure of the activity to be conducted. They were explained various aspects of the activity in detail.

The students were been informed about the partner country and the coverage of the various aspects of the study area. The students collected the information through internet, magazines and books and presented them in different forms.

The students as grouped , presented their research through PPTs, collages and scrap books. The PPT was presented in the class in front of fellow students and teachers.

The Evaluation was done through quiz and questionnaire filled by students.

My Findings:

- The project inspired students to obtain a deeper knowledge of the subject they are studying .
- Students develop confidence and self-direction as they move through both the team-based and independent work.
- Students also horn their organizational and research skills and develop better communication with their peers and adults.
- Students also learned to integrate technology into the curriculum.
- The positive approach shown by the students was a great motivation for all teachers.

Future plans

- We plan to research more on different parts of the world as well as India to connect to the socio-cultural and economic changes that have taken place over a period of time.
- We also plan to visit the study area to have a better understanding .

COLLABORATION WITH GEMS WESTMINSTER SCHOOL, DUBAI (E-mail Communication)

PDF Compressor Free Version

From: Soniya Jency <soniya.jency@yahoo.com>

Sent: Wednesday, June 13, 2018 11:31 AM

To: Beena Nair <beena.n_wsr@gemsedu.com>

Subject: Invitation to collaborate school activities with St.Francis (ICSE), Mumbai

Respected Madam,

I am writing to you with reference to the collaboration of school activities which we are undertaking as a part of the ISA program. (Ref: Ms. Deepa Nair, St.Francis School (ICSE), Mumbai)

Our Teachers are planning the following activities with their students:

1. With Class 2 (Age 7 yrs)

Subject: Maths

Topic: Hindi and Arabic numerals

2. With Class 6 (Age 11 yrs)

Subject: English

Topic: Nature poetry related to contemporary environmental degradation

3. With Class 9 (Age 14 yrs)

Subject: Geography

Topic : Cultures of India and Dubai

Kindly let us know if you would like to proceed with a collaborative study between our schools.If so, we can provide in depth details of the project plans by 15th June 2018. If you confirm this collaboration, we would like to know which period of the school year (Month) would be most appropriate for the execution of these projects in your school.

I would also like you to know that the basic topic being same, you are free to modify the activities as per your curriculum.

I request you to kindly get back to me at the earliest, so that we may carry on a fruitful collaboration.

Thank you.

Regards,

Ms. Soniya Jency Jacob

Asst.Academic Supervisor

St.Francis School (ICSE), Mumbai

From: Beena Nair

Sent: Thursday, June 14, 2018 3:37 PM

To: Soniya Jency <soniya.jency@yahoo.com>

Subject: RE: Invitation to collaborate school activities with St.Francis (ICSE), Mumbai

Dear Sonia,

Thanks for your email.

We would definitely like to collaborate with you in these projects.

However I am handling only secondary school. So at present I can promise you regarding the senior school project. Let me check with my colleagues in the primary section and I will get back to you regarding the other ones.

Regarding the timing for the project, mid-December would be ideal for us.

In the UAE we have two main festivals – both EIDs and both of them get over by September, when we begin our new academic session.

In December, we have the UAE National Day celebrations and that would be a good time for the project on cultures.

I will let you know about other projects by Tuesday 19th June as we have Eid break until then.

Do let me know if that is alright.

Looking forward to a fruitful collaboration.

Warm Regards

Beena Nair

Phase Leader Grades 9 – 11

P.O Box 12975, Ras Al Khaimah, United Arab Emirates

Tel: +971 7 203 5999 | Fax: +971 7 226 8777

www.gemswestminsterschool-rak.com

<https://www.facebook.com/GEMSWestminsterSchool.RAK/>

https://www.youtube.com/channel/UCKMwVs9mTmESj1m_nk7XvoQ

[@gems_wsr](#)

www.gemseducation.com

GEMS Education is a registered trademark of the GEMS Group of companies. Premier Schools International LLC is a limited liability company registered in Dubai, United Arab Emirates with commercial register number 1003392, a paid up capital of AED3,000,000, and having its office at PO Box 8607, Dubai, United Arab Emirates and is authorised to use such trademark.

-----**From:** Beena Nair <beena.n_wsr@gemsedu.com>

To: Soniya Jency <soniya.jency@yahoo.com>

Sent: Friday, 15 June 2018 15:49:01

Subject: FW: Invitation to collaborate school activities with St.Francis (ICSE), Mumbai

Dear Sonia,

I am happy to let you know that my colleagues from the other sections too have agreed to collaborate with you for the project.

Please take this as ----- confirmation for all the three projects.

We will be in Mumbai from July 15th to August 15th. So we could try to meet and discuss the requirements in detail.

Do let me know if that would be fine with you.

Warm Regards

Beena Nair

Phase Leader Grades 9 – 11

On Tuesday, 22 January 2019 8:16 PM, Beena Nair <beena.n_wsr@gemsedu.com> wrote:

[Hi Michelle,](#)

Apologies for the late reply.

Regarding Grades 9 and above, our social studies department is working on it and will get back to you by the week end. I remember we had also discussed a skype type conversation between our students.

We are very happy to work with you and look forward to this collaboration.

Warm Regards

Beena Nair

Phase Leader 9 – 12

On Thursday, 24th January 2019 at 10:47

PDF Compressor Free Version

Hi Beena,

I was glad to know that the Social Studies dept has begun work on the activities for Class 9, comparing the cultures in UAE and India. Our students will be here for another week only and then will be sitting for their final exams from 4th Feb., 2019. I was thinking perhaps if you could pick a convenient day from 29/30/31 Jan., 2019 which we could arrange a skype interaction, we could have the students ready. Also please communicate the time which would be possible for your students on the selected day.

Our students have prepared ppts, charts and scrap books to showcase their research and learning. Some of these photographs I will be sending across to you in a couple of days by mail. If you could also do that with any material your students have made, that would be great! It may help the students to understand what has been done in the other school and therefore prepare them for a more useful interaction.

I will not take any more of your time. Thank you once again for all the efforts and time you have been giving for this collaborative study between our two schools.

Regards,

Ms. Michelle Borges

St. Francis School (ICSE)

To

[Michelle Borges](#)

CC

[Soniya Jency](#)

11 Feb at 9:55 AM

[Hi Michelle](#)

Hope you are doing good.

We have completed the project and it was fun.

I will send you the presentation, photographs by the weekend.

However, I think video conference was a good idea. Is there any chance that we can still do it?

Warm Regards

Beena Nair

Phase Leader 9 – 12

To

[Beena Nair](#)

CC

[Soniya Jencyasavaridsouza@gmail.com](mailto:Soniya.Jencyasavaridsouza@gmail.com)

11 Feb at 1:57 PM

Dear Beena,

Thanks for your mail. We were glad to hear that the activity has been completed and that the students enjoyed it.

I am attaching some of the photographs of the scrap books made by our students for this project with this mail.

We will be waiting to receive your photos, presentations too.

As concerns the video conferencing, we can possibly plan a date during the second week of March 2019. We are using Skype here at school. Please let me know if this is ok and also kindly let us know your convenient date for the video session.

Regards,

Ms. Michelle Borges

St. Francis School (ICSE)

GEMS Westminster School students partaking in the celebration of cultures!

PDF Compressor Free Version



Collage work displaying India & U.A.E.

PDF Compressor Free Version



Our partner school celebrated 'Year of Tolerance' and the festival of India on 25th January 2019, India's republic day



SECTION 4:

PDF Compressor Free Version

Supplementary activities

INDO-GERMAN STUDENT EXCHANGE PROGRAMME



The group of visiting German students with their teachers: January 2019



The German and Indian students who are part of the Exchange Programme for 2018 -19



An intercultural workshop at school for the students to get better acquainted



Visiting Mumbai: At the Pagoda



Interacting with students of Class 5 who have been introduced to German language within the curriculum from 2018 -19



Learning the Indian Arts:
Warli Painting and Mehendi application being demonstrated



**CELEBRATING WELLNESS WITH OUR GERMAN GUESTS:
PDF Compressor Free Version
AT THE SCHOOL ANNUAL DAY FUNCTION**



Mr. Muller and Ms. Lena, the visiting faculty from EBELU, Stuttgart, Germany as Guests at the School Annual Day function on 12th January 2019



Focusing on our common concern: Mother Earth

Celebrating 50 years of twin city partnership between Stuttgart and Mumbai & 10 years of School Exchange Program : A Visit of German delegates in January 2019

PDF Compressor Free Version



FUTURE PLANS

After the ISA journey, it is necessary to look ahead and plan for more exciting adventures in learning and collaboration for our students.

Some of our future plans include:

- Planning a Student Exchange Program with a different country (Asia or Europe).
- Teacher visits within India to help our educators appreciate and experience various aspects of our own diversity as Indians.
- Building student leadership in school by reinventing the role of our Student Council body, empowering them to take socially and globally relevant issues to the student population. One such issue which affects student life closely is 'bullying'. Therefore we plan to take up a campaign on this issue.
- Encouraging student visits to NGO's which reach out to different groups in society, so that students are sensitized to their role as world changers.