



Britannica
EDUCATION

Language Treasures: Saving Dying Words

Theme: Cultural Development



PBL Explorer's Guide

PROJECT NAME

LANGUAGE TREASURES: SAVING DYING WORDS

Grade **7**

Duration **6 Weeks**

Subject **Social Science**

Learning Outcome



To explore, document, and preserve local dialects or lesser-spoken languages by collecting 'vocabulary', translating key phrases, and creating illustrated storybooks. This project builds cultural awareness, empathy, and storytelling skills, culminating in a community event that celebrates and shares their linguistic heritage.

Alignment to Standards

Interdisciplinary Focus



- **Language Arts:** Collect and translate local words, phrases, and folktales; develop storybooks to preserve language heritage.
- **Art & Design:** Create illustrated storybooks, visual dictionaries, and posters that represent local traditions and expressions.
- **Information and Media Literacy:** Discuss the importance of cultural respect, inclusivity, and global awareness.
- **Moral Science/Value Education:** Present the importance of linguistic diversity, cultural identity, and the need for preserving their traditions.
- **ICT (Information and Communication Technology):** Use digital tools to record audio samples, design storybooks, or create interactive exhibits.

21st-Century Skills

- Communication
- Collaboration
- Creativity
- Cultural Awareness
- Research Skills
- Empathy
- Media Literacy
- Critical Thinking

Attributes

- Communicators
- Inquirers
- Open-minded
- Reflective
- Caring
- Knowledgeable

Sustainable Development Goals



Reduced Inequalities



Sustainable Cities and Communities

Key Responsibilities and Expectations



Collaborative Participation: Every learner will engage in all activities, while designated teams will take responsibility for specific tasks.

- ✓ **Team Leader:** Guides overall project planning and coordination, ensures timely progress, and supports cross-team collaboration.
- ✓ **Research Team:** Collects vocabulary, phrases, and stories from local dialects through interviews, fieldwork, and cultural sources.
- ✓ **Content Team:** Translates collected content into accessible formats and creates illustrated storybooks, or visual dictionaries.
- ✓ **Creative Design Team:** Designs storybook visuals, cover pages, posters, and display materials that reflect the language and cultural themes.
- ✓ **Community Engagement Team:** Conducts interviews, connects with local speakers or elders, and organizes the final exhibition, or reading event.
- ✓ **Documentation Team:** Captures the entire process through notes, photos, and recordings, and compiles a final showcase or digital archive.

01 Real-World Connect



Read this passage and answer the questions.

The Living Treasures of the World—A Journey of UNESCO's Intangible Cultural Heritage

Many years ago, in different corners of the world, people carried beautiful traditions – songs passed down through generations, dances that told ancient stories, languages spoken only in small villages, and rituals tied to the land and seasons. These practices, though not carved in stone or stored in museums, were living treasures. But as the world changed—rapid urbanization, television, the internet, and global trade—these traditions started fading. Grandparents had fewer chances to pass on lullabies. Children moved away from villages.



Local languages began disappearing. In the early 2000s, UNESCO – the United Nations Educational, Scientific and Cultural Organization—realized that something precious was being lost. They were already protecting physical sites like the Taj Mahal or the pyramids of

Egypt, but they saw that the heart of many cultures—their music, food, language, and stories—was disappearing. So in 2003, UNESCO created the Convention for the Safeguarding of the Intangible Cultural Heritage (ICH). This new initiative aimed not just to preserve but to celebrate and support living traditions.

Since then, UNESCO ICH has worked with countries around the world to identify and protect these living heritages. They help communities pass on traditional knowledge, train the next generation, and keep cultures vibrant and alive. In India—a land rich in diverse traditions—there are currently 14 elements on the UNESCO Representative List of Intangible Cultural Heritage. These include *Kumbh Mela*, *Kutiyattam* (Sanskrit theatre from Kerala), *Ramleela*, *Chhau* dance, and Yoga, among others. Each of these represents centuries of storytelling, belief, and community spirit.

Today, because of globalization, preserving local languages and traditions is more important than ever. As the world becomes more connected, dominant languages like English often replace local dialects. When a language dies, so does a way of seeing the world—how a community names its seasons, describes its emotions, or sings to its newborns. Through projects like UNESCO ICH, and efforts by schools and communities, young people can now become language guardians—documenting, illustrating, and sharing their unique cultural expressions before they vanish.

The story of ICH is not about saving the past. It is about safeguarding identity in the present, and ensuring that future generations still hear the songs, speak the words, and dance the stories that make each culture beautifully different.

Source: [What is Intangible Cultural Heritage?](#)

What problems are we trying to solve, and why is it important?



Answer these questions to understand the the significance of the passage:

- What does the term “intangible cultural heritage” mean? Can you give examples from your own community?
- Why did UNESCO feel the need to create the Intangible Cultural Heritage (ICH) Convention in 2003?
- How is globalization affecting traditional languages and cultural practices around the world?
- What might happen if living traditions like songs, dances, or local dialects are not passed down to younger generations?
- Can you think of how modern developments might make it more difficult for traditional customs to be passed down today?



2.1 Research

- Begin by exploring the concept of “Intangible Cultural Heritage” (ICH). What makes it different from monuments or physical heritage?
- Investigate how languages, dialects, storytelling, and folklore are considered parts of this living heritage.
- Learn about UNESCO’s ICH Convention and why it exists – to protect languages, storytelling, folk songs, and other cultural expressions.
- Research 8-10 local dialects, as well as endangered languages, that are spoken in different parts of your state/country, and which reflect community identity and traditional knowledge.
- Understand how globalization, urbanization, and reduced usage are threatening these languages.
- Use resources such as:
 - [UNESCO ICH Official Website – What is Intangible Cultural Heritage?](#)
 - [UNESCO ICH: India’s Representative List](#)
 - [UNESCO YouTube Channel – Short videos on living traditions around the world](#)
 - [UNESCO Resources on Safeguarding Endangered Languages](#)
 - [People’s Linguistic Survey of India \(PLSI\)](#) – Explore community-led language documentation
 - [Britannica Kids – Language](#) – Easy-to-read overview of language as a cultural tool
- Watch short videos or interviews of storytellers or community elders using local dialects to pass on knowledge or folk stories.
- Document your research as notes, vocabulary samples, or word lists in your *Design Thinker’s Journal*.

2.2 Data Collection and Analysis

- Visit a community setting where the local dialect is used (e.g., festivals, religious ceremonies, folk gatherings, village homes).
 - Observe how language is used in daily interactions, rituals, music, or stories.

- Note specific words, expressions, or storytelling styles that are unique to that dialect.
- Document your observations using sketches, key words, or audio samples (with permission) in your journal.

2.3 Conduct Interviews with Elders

- Identify 8–10 grandparents, storytellers, language teachers, or folk artists who have deep knowledge of local dialects.
- Ask thoughtful questions to understand their memories, emotional connections, and concerns about the fading use of their language.

Sample Interview Questions:

Questions	Answers
What stories or songs were shared with you during your childhood?	
Are there any words in your language that don't exist in Hindi or English?	
How do you feel about fewer people speaking your language today?	
What can young people do to keep this language alive?	

- Record answers or write notes about their responses and emotional connection to the language.
- Reflect on what you learned from elders and community settings and what role young people can play in preserving these traditions.

2.4 Report Creation

Summarize your key findings in the *Design Thinker's Journal*. Highlight major insights from your research, interviews, and field observations.



3.1 Research and Brainstorming Solutions

- Explore successful initiatives that preserve endangered languages, such as UNESCO ICH stories, People’s Linguistic Survey of India, and school-based oral history projects.
- Understand how communities preserve language through folk songs, riddles, sayings, and oral storytelling across generations.
- Brainstorm creative ideas that can help preserve and showcase the local dialects or lesser-spoken languages:
 - Thematic Vocabulary collection and Glossary (e.g., for food, nature, family terms)
 - Mini phrasebooks or illustrated dictionaries
 - Bilingual storybooks retelling local folktales, songs, or lullabies
 - Audio recordings of elders sharing stories or singing; language walls or visual displays in classrooms or corridors.
- Discuss with your group how to represent these elements through storybooks, audio-visual exhibits, or community reading events.

3.2 Solution Design

- Create a mind map for your ideas above, incorporating the elements below:
 - Theme: What is the heart of your project? Examples include: “Voices of Our Village”, “Lost and Found Words”, and “Echoes of Our Language”.
 - Purpose: To preserve and promote a lesser-known dialect through youth-led documentation and storytelling.
 - Activities like word collections, translations, illustrated books/posters, audio recordings of speakers, interviews with elders or storytellers
 - Presentations like a bilingual storybook or picture dictionary, language heritage corners at school, a live storytelling session in the dialect, a wall of words displayed with illustrations.
- Use innovative ways to represent your ideas:
 - Oral Story Booth: Record and playback short tales, lullabies, or riddles from community speakers.
 - Language Tree: A tree where each leaf displays a rare or forgotten word contributed by learners or families.

- Audio Map: A digital or poster map showing where dialects are spoken, with QR codes linking to audio clips.
- Community Showcase: Invite grandparents, storytellers, or poets to share sayings, stories, or jokes in the dialect.
- Memory Booklet: Compile learner-collected phrases, stories, and artwork into a printed or digital booklet.

3.3 Feasibility Study

- Evaluate your available space—classroom walls, library corners, or school corridor for display/exhibition.
- Plan time for research, interviews, storybook creation, and setting up displays or audio stations.
- List the materials you'll need: notebooks, chart paper, audio recorders or phones, pens, art supplies, binders.
- Check school permissions for recording voices, taking photos, and publishing materials online or in newsletters.
- Estimate costs for printing, decorations, or basic equipment, and explore donation or reuse options.

3.4 Report Creation

Summarize your key ideas and solutions in the *Design Thinker's Journal*. Highlight major concepts developed during brainstorming and planning discussions.





4.1 Creating a Model

Language Wall: Say It, Show It

- Materials Needed:
 - Recycled cardboard, string, cloth scraps, natural materials (leaves, twigs, thread)
 - Art supplies (colors, sketch pens, glue, scissors)
 - Phone or tablet for recording audio
 - QR code generator (optional)
- Choose 5–10 useful words or phrases from your selected dialect (e.g., greetings, food names, emotions, places).

Language	Word/Phrase	Meaning in English	Region
Bodo	<i>Khulumbai</i>	Thank you	Assam
Gondi	<i>Lingo dev</i>	God	Madhya Pradesh, Chhattisgarh
Bhili	<i>Navo</i>	New	Gujarat, Rajasthan, MP

- Ask elders or native speakers how to pronounce the word.
- Record the correct pronunciation using a phone or tablet.
- Design Word Cards
 - Front: Word in local dialect + illustration
 - Back: English translation + simple drawing
 - Add a QR code or number linked to the recorded audio file (optional but engaging).

4.2 Assemble the Wall

Bring your language to life using everyday materials – twigs from your garden, old cloth from home, cardboard boxes, or colorful threads. Let your wall reflect the spirit of your community.

Choose how you want to share your words:

- Hanging Mobile—Dangle word cards from sticks or hangers with string or beads.
- Language Tree—Create a tree and let each word bloom like a leaf.
- Wall Collage—Arrange cards on cardboard or cloth with drawings and colors.
- Use the idea given above, or invent your own ways to honor the language and its speakers!
- Coordinate with family members, elders, or local cultural groups to gather stories, songs, or proverbs in the dialect.
- Structure Your Event
 - Opening: Introduce your project and explain why your group chose to explore this dialect or cultural tradition.
 - Exploration: Invite guests to explore word walls, recorded voices, or posters.
 - Closure: Thank community members, guests, or elders who helped with the project. Share a collective reflection or pledge to protect local culture.
- Rehearse with your team in front of your educator or peers for smooth coordination, transitions, and clear communication.

4.3 Photo Journal

As your campaign progresses, capture photos of key moments. Record short videos or voice notes of team activities and write brief reflections to share what you are doing and learning at each stage.

4.4 Report Creation

Summarize your key findings and insights on the prototype development in the *Design Thinker's Journal*, highlighting what worked, what didn't, and how your ideas evolved through the process.



5.1 Spread the Word!

- Brighten up your classrooms, corridors, school gate, and library with illustrated word walls and posters to spark curiosity about local dialects.
- Promote the event during morning assemblies, Language Day, Heritage Week, or Social Studies period to engage learners and educators.
- Add video clips or audio snippets in your school newsletters, websites, and WhatsApp groups. These may include dialect words, local stories, or mini-interviews with native speakers.
- Send handmade invitation cards or “word-of-the-day” illustrations to elders, families, and local speakers to acknowledge their role and make them feel valued and celebrated.
- Host a Language Showcase where learners present their “Language Wall” models, play audio recordings, or narrate folk stories.
- Invite guests to share their reflections.
- End the event with a collective pledge to preserve and celebrate our rich linguistic heritage.





6.1 Project Deliverables

- Present project outcomes to peers and stakeholders, highlighting key findings, challenges, and achievements.
- Share your created work and your learning journey.
- Collect constructive feedback and develop a comprehensive report or portfolio that documents the process and outcomes.
- Submit the *Design Thinker's Journal* and the picture-framed folk art.

6.2 Reflection

- Participate in a group discussion to share and reflect on the successes and challenges you experienced during the project.
- Document contributions, key insights, and challenges in the *Design Thinker's Journal*.

Reflection Worksheet: Reflect on what went well and what you learned from the project. Then fill in the worksheet with your reflections.

- What was the main purpose of this project, and do you think we successfully helped preserve a local dialect or language?

- What was your most meaningful role or task in this project, and how did it make a difference?

- What were some challenges you faced while researching or collecting stories/words, and how did you overcome them?

- What is one important thing you learned about your community or culture through this experience?

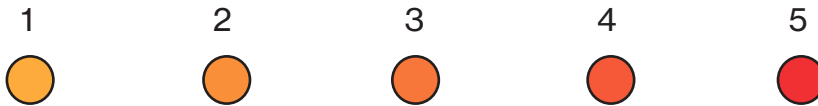
- If you had to do this project again, what would you do differently to improve it?

Feedback Form



Use Google survey/SurveyMonkey for audience feedback during presentations.

1. How clearly did the project presentation explain the importance of preserving local dialects and languages?



2. After attending this event, how motivated are you to help preserve local languages in your own way?

- Very Motivated
- Somewhat Motivated
- Not Motivated

3. What suggestions would you offer to improve future exhibitions or projects focused on language and culture preservation?

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Digital Tools: Google Docs for collaborative blogging



What Did I Learn?

- Understood how preserving local dialects helps safeguard cultural identity and connects communities to their heritage.
- Developed research and observation skills by exploring endangered languages through interviews, stories, and vocabulary collection.
- Gained hands-on experience in creating illustrated storybooks, audio recordings, and cultural displays to showcase lesser-spoken languages.
- Collaborated in teams to plan, design, and execute a celebration event that honored community voices and traditional knowledge.
- Developed confidence in communication and creative expression while promoting language pride and cultural awareness.

Evaluation of Sustainable Development Goals (SDGs)

Sustainable Development Goals		
How far were we able to fulfill Sustainable Development Goals through this project?		



Career Pathway Exploration

Explore and identify careers related to your project:

Career Role	Job Responsibilities	Required Skills and Qualifications	Connection to the Project	Sources and References

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BIRLA BALIKA VIDYAPEETH, PILANI
HOLIDAYS HOMEWORK
CLASS VII ALL SUBJECTS

SUBJECT	HOMEWORK	EXTRAMARKS ASSIGNMENT
HINDI	<ol style="list-style-type: none">1. अपना स्व परिचय लिखिए (नाम, कक्षा, परिवार परिचय, और परिवार फोटो)2. हिंदी वर्णमाला के सभी वर्णों का प्रयोग करते हुए एक शब्दकोश बनाएँ व उन शब्दों के अर्थ भी लिखें 3. आपकी पाठ्यपुस्तक मल्हार में बिरजू महाराज से साक्षात्कार दिया गया है अगर आपको अपनी पसंद के किसी भी प्रसिद्ध व्यक्ति (क्रिकेटर, राजनेता, अभिनेता, वैज्ञानिक आदि) का साक्षात्कार लेने का अवसर मिले तो आप उनसे कौन-कौन से प्रश्न पूछेंगे व वह व्यक्ति आपके प्रश्नों के क्या उत्तर देंगे कल्पना करके लिखें 4. आप सभी ने रामायण पढ़ी व सुनी होगी आपको उसकी कौन-सी घटना सबसे अच्छी लगी उस घटना का अपनी भाषा में संवाद लेखन करे या एक लघु नाटिका तैयार करें 5. कोई एक उच्च स्तर की कविता व कहानी उचित भाव भंगिमा के साथ याद करें व लिखे 6. 1 से 50 तक हिंदी में गिनती लिखें व याद भी करें।	EXTRAMARKS ASSESSMENT FOR HINDI WILL BE ASSIGNED IN EXTRAMARKS. LOG IN USING USER ID & PASSWORD COMPLETE THE ASSESSMENTS ONLINE ONLY.
ENGLISH	<p>Design a creative and colourful bookmark for your English notebook. Decorate it neatly and write an inspiring quotation by a famous poet or author.</p> <p>1) Memorize a poem of your choice for the Pentangular Competition. Focus on proper pronunciation, expression, and confidence while reciting.</p>	EXTRAMARKS ASSESSMENT FOR ENGLISH WILL BE ASSIGNED IN EXTRAMARKS. LOG IN USING USER ID & PASSWORD COMPLETE THE ASSESSMENTS ONLINE ONLY.

	<p>2) Revise all the syllabus completed till 16 May 2026 from Extra Marks and complete the assignments and activities given in it.</p> <p>3) Read an English storybook of your choice during the holidays and write a short synopsis of the story in your English notebook.</p>	 Language Treasures_ Saving Dying Words.ç
MATHS	<p>A) Mathematics Through Photography Mathematics is present everywhere around us — in nature, buildings, roads, art, sports, markets, and even daily activities. This will help you observe your surroundings carefully and discover how mathematics is connected to real life. Click 10 photographs from your surroundings.</p> <ol style="list-style-type: none"> 1. Paste each photograph neatly on an A4 sheet or in a scrapbook. 2. Below every picture, write: <ul style="list-style-type: none"> o A suitable title o The mathematical concept seen in the picture o A small paragraph (5–7 lines) explaining how the photograph is related to mathematics. <p>B) Practice the modules on Computational Thinking in your Practice Notebook. Modules will be shared with you by the class teacher.</p> <p>C) Practice the assigned questions on Extra marks on weekly basis. Also solve below given worksheets:</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  Computational Thinking - Chapter 1.ç </div> <div style="text-align: center;">  Computational Thinking - Chapter 3.ç </div> </div> <div style="text-align: center; margin-top: 10px;">  Computational Thinking - Chp 1 - Grç </div>	EXTRAMARKS ASSESSMENT FOR COMPUTER WILL BE ASSIGNED IN EXTRAMARKS. LOG IN USING USER ID & PASSWORD COMPLETE THE ASSESSMENTS ONLINE ONLY.
SCIENCE	<p>Q.No 1 Prepare a collage on Natural phenomenon based on basic principles of Science. OR Prepare a small toy by using waste material with the help of Google based on simple scientific principles.</p> <p>Q.No.2 Prepare a small circuit using components of circuit to move fan or to glow bulb.</p> <p>QNo. 3 Do assignments from chapter 1 to 3 from Extra Marks in your science copy.</p> <p>Q.No.4</p>	EXTRAMARKS ASSESSMENT FOR SCIENCE WILL BE ASSIGNED IN EXTRAMARKS. LOG IN USING USER ID & PASSWORD COMPLETE THE ASSESSMENTS ONLINE ONLY.

	<p>Prepare a Magic Message Card using acid or base for your favourite person.</p> <p>Q.No.5</p> <p>Prepare a small video on planting trees by yourself on the occasion of Environmental Day and explain few lines about the planted tree .</p>	
<p>COMPUTER</p>	<p>1. Identify AI Around You Activity: Paste or draw pictures of any 5 AI-based applications/devices used in daily life. Example: · Smart Phone Face Lock · Google Maps · Alexa · YouTube Recommendations · Chatbots Write 2 lines about each.</p> <p>2. AI vs Human Intelligence Complete the table: Human Intelligence Artificial Intelligence Humans can think and feel AI works on data _____</p> <p>3. Draw a Robot · Draw and color your own AI Robot. · Give your robot: o A name o Special powers o One helpful task it can do Example: “My robot cleans the house and helps in homework.”</p> <p>4. Research Activity Topic: “AI in Daily Life” Write a short paragraph (80–100 words) on: · How AI helps people · Where AI is used · Why AI is important Add pictures if possible.</p> <p>5. Creative Writing Imagine: “You wake up and find an AI Robot in your home.” Write 8–10 lines about: · What the robot does · How it helps you · What fun activities you do together</p> <p>6. Computer Practical Activity Make a Chart or Poster on: “Uses of Artificial Intelligence” Include: · Pictures · Slogans · Coloring</p>	<p>EXTRAMARKS ASSESSMENT FOR COMPUTER WILL BE ASSIGNED IN EXTRAMARKS. LOG IN USING USER ID & PASSWORD COMPLETE THE ASSESSMENTS ONLINE ONLY.</p>

	<ul style="list-style-type: none"> · Examples of AI tools <p>Suggested slogans:</p> <ul style="list-style-type: none"> · “AI Makes Life Easy” · “Smart Machines for Smart Work” · “Future is AI” 	
SANSKRIT	<p>1)आपकी पाठ्यपुस्तक के पाठ 8 में दी गई संस्कृत सूक्तियों में से कोई भी पाँच सूक्तियाँ हिन्दी या अंग्रेजी अर्थ के साथ चित्र सहित रचनात्मक ढंग से लिखकर लाइए।</p> <p>2) आपकी पाठ्यपुस्तक में पृष्ठ 114 पर दिए गए श्री संकटनाशनं गणेशस्तोत्र का प्रतिदिन पाठ कीजिए ।</p> <p>3) आपकी पाठ्यपुस्तक में पृष्ठ 136 पर दिए परियोजनाकार्य में दिए भारतीय वीरांगनाओं में से किन्हीं तीन के विषय में उनके चित्र सहित दो-तीन वाक्य संस्कृत में लिखिए ।</p> <p>4) अकारांत पुल्लिंग किसी भी एक शब्द के रूप याद करके संस्कृत की कॉपी में लिखिए ।</p>	<p>EXTRAMARKS ASSESSMENT FOR SANSKRIT WILL BE ASSIGNED IN EXTRAMARKS. LOG IN USING USER ID & PASSWORD COMPLETE THE ASSESSMENTS ONLINE ONLY.</p>
SOCIAL SCIENCE	<p>1. “Adopt a Crop” Mini Activity Choose any one Indian crop (Wheat, Rice, Tea, Cotton, Millets etc.) and prepare a creative crop card on an A4 sheet. Include: States where it is grown Climate required One interesting fact One food item made from it Draw or paste pictures Creative Twist: Make the crop card in the shape of the crop itself (example: mango shape for mango farming, leaf shape for tea, etc.)</p> <p>2. “Neighbourhood Passport” Activity Prepare a small handmade “passport booklet” of India’s neighbouring countries. Include any 5 neighbours: Capital National flag Currency Famous food/place One interesting cultural fact Decorate each page like a passport stamp/travel diary.</p> <p>3. Fun Map Challenge On an outline map of India: Mark neighbouring countries</p>	<p>EXTRAMARKS TWO ASSESSMENTS ARE ASSIGNED IN EXTRAMARKS. LOG IN USING USER ID & PASSWORD COMPLETE THE ASSESSMENTS ONLINE ONLY.</p>

	<p>Shade any 4 major crop-producing states using different colours</p> <p>Bonus Creative Task</p> <p>Make a slogan/poster on: “Save Farmers, Save Nation”</p> <p>OR</p> <p>“Unity with Our Neighbours”</p> <p>Best creative work will be displayed in the class.</p>	
HEALTH ,GROOMING,WELLNESS	<p>8) <u>Health, Grooming and Wellness</u></p> <p>Topic: Daily Skin Care Routine</p> <p>Homework Instructions:</p> <p>Students have to practice a simple daily skin care routine at home with their mother. They must write the step-by-step process neatly in their notebook.</p> <p>Daily Skin Care Routine (CTMS Method)</p> <p>C – Cleansing</p> <p>Wash the face with clean water and a gentle face wash.</p> <p>Remove dirt, sweat, and oil from the skin.</p> <p>T – Toning</p> <p>Apply toner or rose water using cotton. It helps to refresh and tighten the skin.</p> <p>M – Moisturizing</p> <p>Apply moisturizer gently on the face. It keeps the skin soft and hydrated.</p> <p>S – Sun Protection</p> <p>Apply sunscreen before going outside. It protects the skin from harmful sun rays.</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Practice the CTMS routine at home. 2. Demonstrate the routine with the help of your mother. 3. Write all steps neatly in your notebook. 4. Draw or paste related pictures. <p>Learning Outcome:</p> <p>Students will understand the importance of skin care and healthy grooming habits</p> <p>Regards</p> <p>Seema Panwar</p> <p>Wellness instructor 6350168994</p>	
KAUSHAL BODH (SKILL BASED)	<p>Students will prepare a small plant nursery at home using pots or recycled containers and grow any 2–3 plants such as Tulsi, Mint, Coriander, Marigold, Tomato, or Aloe Vera. Students must care for the plants regularly and maintain a simple observation record of plant growth.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Plant Nursery Setup – Sow seeds/saplings and care for plants. 	

	<p>2. Observation Record – Note plant growth and changes.</p> <p>3. Creative Task – Make a poster/planter/plant care chart.</p> <p>4. Blog Writing – Write a 150–200 word blog with one photograph with the plants.</p> <p>5. Video Making – Prepare a 1–2 minute video showing plant care and learning from the activity.</p> <p>Suggested Blog Topics: (On any topic)</p> <ul style="list-style-type: none"> - My Little Green Corner at Home - From Seed to Plant – My Gardening Journey - Why Plants Are Our Best Friends - Small Plants, Big Happiness - The Joy of Growing Plants at Home - Any topic of your choice can also be done. <p>Submission:</p> <ul style="list-style-type: none"> - Blog post to be submitted through email by 1st June 2026 on: anita030002@bbvpilani.edu.in - Remaining work to be submitted after reopening of school in project file A4 pages. 	
<p>CAREER AND SOCIO-EMOTIONAL HOMEWORK</p>	<p>A) Career Exploration Project: Ask students to pick a career they find interesting and create a mini-project about it. They can include information like what the job involves, skills needed, and why they chose it</p> <p>B) Strength Feedback Activity – write 2 of your strengths and 1 area that needs to improve . then Ask 3 people , can be parents , family and friends for your 2 strengths and 1area to improve in your, compare it with what you have written . Write in about 100 words in your scrap book about your reflection – and what you will work on</p>	

NOTE: BRITANNICA PROJECT BASED LEARNING

LOG IN PROCESS

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Or,

- **Search Britannica Library in Google**
- **Click on Log in tab**

Provide School Access ID – bbvs

Password- 1234@1234

- **Choose option Teens**
- **Click on My Britannica on top right corner**
- **Individual participant log in**

USER ID - BBVPST520..... (put last 5 digit of student number or scholar number in blanks)

Password- 87654321

MAKE A JOURNAL

Students may include:

- 1. Pop-up pages**
- 2. Handmade bookmarks**
- 3. Mini newspaper cuttings**
- 4. QR codes**
- 5. Charts and infographics**
- 6. Creative cover page with title**

Important Note:

Decorate the projects as creatively as possible.

Best projects will be uploaded and selected for further rewards and appreciation.

PLEASE FIND ATTACHED PDF GUIDELINES FOR PROJECT WORK.

FOR ANY HELP CAN GIVE ME A CALL ON 8972410865 (Capt. Savita Sharma – 9680380101)