



# GREEN LIVING

SEMESTER - I (APR-OCT) SANGITA WAHI



## Learning Outcome

- Developing a feeling of love and respect for all elements of nature.  
To understand that nature is a part of us and we are a part of nature
- To aim at sustainable lifestyle and green living as a default lifestyle for the coming generations. Nurturing green habits in a way that responsible living comes naturally rather enforced.
- To understand the importance of growing food as the start point of reversing environmental degradation and health hazards for all.
- To understand the cyclic flow in all natural elements and resources
- To revive traditional wisdom of scientific and natural living and blend it in urban modern lifestyle of younger generations.
- To align student understanding with UN Sustainable Development Goals

# **Theme 1: The Natural World**

# 1

# EXPLORE NATURE

## Learning Outcome

- Learn to be with nature and observe closely.
- Observing bio-diversity in nature
- Observing different shapes, patterns, textures and colours in the garden
- Identify different parts of the plant.
- Identify the plant world from different leaves, flowers, seeds etc.

## Materials

- Cloth bag, magnifying glass/phone camera
- Leaves, stems, flowers, seeds collected from nature walk, A4 box board/thick cartridge sheet and fevicol.

## Teacher's Understanding

- Must have keen observation
- Must be able to identify and appreciate different parts of the plants in school campus(specially seeds)
- Have recognition of common insects, birds and other creatures found in the school garden
- Appreciation of diversity of colour shapes and textures.
- Must be familiar with stamping/pasting technique

## Methodology

### **Nature Walk Activity:**

- Teachers and children go for nature walk.
- Teachers engage in informal talk with students showing beauty in nature.
- Show different shapes, textures and colours in life forms. Parts of plants, tiny insects, birds and their habitat. Create a spirit of wonder and excitement.
- Children are ask to fill up their treasure bag with dry flowers, leaves, seeds, stems, berries and seeds. Encourage picking up rather than pluck.(7-10 items)

### **Collage Tree Activity**

- Back in classroom, teachers help each student to identify their treasure.
- Then demonstrate making a collage tree by pasting elements collected to convey bio-diversity.(Ref: Fig 1.1, 1.2, 1.3, 1.4)
- Students do the same with teacher's assistance. Teachers may pencil draw a basic shape of tree to guide pasting)
- (\*Alternately same can be done by colour stamping with poster colours to create a tree.)

## Class Assessment

Ask/Recap students to identify all parts of the plant

## Home Assignment

Collect different shapes of leaves from the garden and create one art piece with leaf stamping at home





Fig 1.1



Fig 1.2



Fig 1.3



Fig 1.4

## **Theme 2: Magic in a Seed**

# 5

## HARVEST PARTY

### Learning Outcome

- Observing the concept of seed to harvest on a miniature level
- Understanding naturally grown plant food as a healthy option
- Understanding nutrition in seeds and micro greens
- Variety in vegan food preparation
- Experiencing community living

### Materials

**Teaching:** Animal foods (curd, cheese, mayonnaise, eggs and honey) and plant based foods (fruits, spices, nuts, vegetables) placed in separate crates.  
**For Sandwiches:** Big serving tray, cut 1/2 light toasted bread slices or ready toasty, butter, sliced tomato, cucumber, potato hash and micro greens  
**For Salad:** 1 big serving bowl, finely chopped onions, tomato, cucumber, corn, beans, sesame, flaxseed, or any vegetable or seed of choice, micro greens, rock salt, lemon juice and jaggery powder. Quantity and proportion as per class strength  
*\*Labels for all ingredients*  
**Learning:** 1 tsp, 1 quarter plate, 1 small scissors per student

### Teacher's Understanding

- An understanding that organically grown micro greens are packed with nutrition.
- Importance of encouraging a vegan lifestyle to reverse environmental degradation and falling health conditions of human race
- Understand concept of community living and its benefits in history of mankind

### Methodology

- Community living is enforced by community harvesting, cooking and eating together a vegan meal salad and sandwich.
- Teacher introduces the concept of vegan or plant based with examples including micro greens.
- Show contrast of animal based food vs plant based food.
- Explain the importance of micro greens as full of nutrition as it has all the power stored in a seed.
- Children harvest and collect their micro greens in a common bowl(Ref: Fig 5.1)
- Children and teachers together add all salad ingredients while naming all.
- Teachers add seasoning and serve to all
- Teachers assist students in assembling their own sandwich with ingredients mentioned above and enjoy(Ref: Fig 5.2)
- \*The above could be restricted to one dish*

### Class Assessment

Interaction on Vegan food(plant based) to assess if idea is recognized?  
Recap or ask names of foods we can get from plants  
Recap or ask names of foods we get from animals  
Ask if we should we eat animal food?

### Home Assignment

Eat a plant based meal on weekend with family.  
(Next day informal interaction could be about this meal)





( Fig 5.1)



( Fig 5.2)

## **Theme 3: Food Garden**

# 10

## SOWING THE SEEDS

### Learning Outcome

Learn which vegetables are planted directly with seeds  
Learning to broadcast seeds directly for leafy vegetables

### Materials

Identify beds to sow leafy vegetables  
All seeds of winter leafy vegetables  
Garden tags with visuals of vegetables to ease recognition  
Garden Tags in any sustainable but weather resistant material like wood, metal, twigs and fabric, stones, tin caps, slate tile etc.

(Ref: Fig10.1)

### Teacher's Understanding

- Beds need to be prepared and watering needs a day prior to sowing
- Understanding of vegetables that are sown directly from seeds. Eg spinach, fenugreek, fennel, dill, coriander, bathua and roots like raddish, beetroot, shaljam, knol, carrots etc
- Understand right conditions for germination: Moist soil, well lit area from regular observation

### Methodology

#### Fun Activity: Broadcast seeds

- Teachers Display all seeds in plates and make students familiar with names while showing flash cards/stickers
- Then children and teachers together broadcast seeds
- Group of children can broadcast one variety
- Make sure seeds of greens are at a gap of a cm and roots approx 5"
- Broadcast seeds and gently move the soil gently with hand so that seeds are covered

### Class Assessment

#### Oral:

Name the vegetables you have sown today

### Home Assignment

Find one winter seed from the kitchen and sow.





( Fig10.1)

## **Theme 4: Back to Sustainable Living**



# 15

## I MAKE MY OWN TOYS

### Learning Outcome

- Develop habit of making ones own toys with recycled material rather than buy.
- Learning to use natural materials to play rather than toxic market toys.
- Develop innovative thinking that sees every object as play thing.

### Materials

Bamboo or chhadoo sticks, branches of trees, garden cutter, some pebbles/ leaves, some flowers, old pizza box, fevicol, maze pattern

### Teacher's Understanding

- Technique of making simple maze and tic tac toe with twigs as shown in reference. (Ref: Fig 15.1)

### Methodology

- Teacher and children together make a maze by pasting bamboo sticks on the given pattern.
- Teacher demonstrates how to play. Each students gets a chance to play.
- Teacher demonstrates making tic tac toe and how to play on the table.
- Then teacher distribute material to students to work in pairs.
- Children play in pairs.

### Class Assessment

### Home Assignment

Ask children to make and play both the games at home with natural materials



Fig 15.1

# 16

## FIRST AID BOX

### Learning Outcome

- Association with the concept of plants as medicine.
- Identification of common medicinal plants and health of different body parts with them.
- Learn to make a first aid garden
- Do away with habit of popping pills for small ailments

### Materials

**Teaching:** One 3'x3'x1 wooden crate, 1 cardboard crate, 1 plant of each variety for school medicinal garden.

Eg. Lemon Grass, Sadabahaar, Tulsi, Neem, Aloe vera, Ajwain, Rosemary, Pennywort, Giloy, Oregano etc. (Ref: Fig 16.1)

(Bigger plants like neem and giloy can be somewhere in school premises)

**Learning:** 1 Medicinal plants per student

### Teacher's Understanding

Basic understanding and identification of common herbs and medicinal plants mentioned above and their health benefits for different body organs.

### Methodology

#### Role Play Activity:

- Teacher dressed as a doctor enters with a carton that is designed as large size first aid box and asks the students if they can recognize her and the box.
- Teacher announces that she is a doctor and who will play with me doctor game.
- Communicates that players will act like her patients. Selects 2-3 volunteers.
- Opens the first aid box and acts to give remedies as leaves from the plants in the box.
- Teacher explains that you can be healthy by just eating a leaf or flower then why eat bitter pills for small issues. Also that we must have these plant medicines at home.

#### Potting First Aid Garden Activity:(Ref: Fig 16.2, Fig 16.3)

- Creates excitement in children about making a first aid garden.(Ref: Fig 23.1)
- Children move outdoors to pot first aid box in a pre ready wooden crate.
- Children take home a sapling of medicinal plant

### Class Assessment

Recap/ask name of medicinal plants discussed and which body part they treat

### Home Assignment

Transplant your sapling in home garden and visit a nursery to buy more medicinal plants



Plant	Organ
Lemon grass	Stomach
Sadabahaar-	Pancreas
Tulsi	Throat
Ginger	Stomach
Neem	Skin
Kadhipatta	Hair
Aloevera	Skin
Ajwain	Stomach
Rosemary	Blood
Oregano	Lungs
Indian Rose	Heart
Brahmi	Brain
Dill	Stomach
Parseley	Kidney
Mustard	Ears

( Fig 16.1)



(Fig 16.2)



(Fig 16.3)