Chapter 4: Our School — A Happy Place

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Exercise 4.1 — Write (p. 56 — What I like / How to make school greener / Whom to talk to)

Q1 What do I really like about my school?

SOLUTION

This is a personal reflection question. Think about what makes your school special to you.

Model answer: I really like the library and the garden in my school. The library has many interesting books, and the garden is full of colourful plants and butterflies. I also love playing with my friends in the playground during break time.

Answer: Personal answer — write what you genuinely enjoy about your school (friends, playground, library, garden, teachers, etc.). Answers will vary.

Q2 How can I make my school greener?

SOLUTION

A green school manages waste, saves water, uses electricity carefully, and plants more trees. Model answer: I can make my school greener by planting more trees and flowering plants, switching off lights and fans when not in use, not wasting water, using dustbins properly, and separating wet and dry waste.

Answer: By planting trees, saving water and electricity, reducing waste, and keeping the campus clean. Specific actions will vary by school.

Q3 In case there is any difficulty at school, whom do I talk to or inform?

SOLUTION

Model answer: If I face any difficulty at school, I talk to my class teacher first. I can also speak to the school principal, a counsellor, or any trusted adult at school. It is important to tell a grown-up so the problem can be solved quickly and safely.

Answer: Talk to your class teacher, the school principal, a school counsellor, or any trusted adult at school. Specific person will vary.

Exercise 4.2 — Activity 1 — Walk around school and create its map (p. 56)

Q1 Walk around your school and create its map. Include the main building, playground, garden, water tanks and other key features. Do not forget the school gate and the pathways that connect the buildings.

SOLUTION

This is a hands-on mapping activity. Walk around your school slowly and notice everything.

Steps to follow:

1. Start at the school gate and walk around the campus.
2. Note the location of the main building, classrooms, office, library, and toilets.
3. Note where the playground, garden, water tanks, and dustbins are.
4. Draw a rough sketch on paper showing these features with labels.
5. Add pathways that connect the different areas.

Include a compass direction (North) and a simple legend/key.

Answer: Draw a labelled map of your school showing: main building, playground, garden, water tanks, school gate, and connecting pathways. Maps will vary by school.

Exercise 4.3 — School Explorer Teams — observation checklist discussion (p. 57–58)

Q1 Electricity Savers: Are lights and fans 'on' when no one is using them? Do the classrooms use natural light? Which areas of the school feel the hottest and the coolest during the day?

SOLUTION

Observe each classroom and corridor in your school as part of the Electricity Savers team.
Model answers based on observation:
Lights/fans left on: Look for empty rooms — often the staffroom corridor or storerooms have fans left running.
Natural light: Classrooms with large windows on the south or east side use natural light well.
Hottest area: Open corridors facing west feel hottest in the afternoon. Coolest area: Rooms under shade trees or with cross-ventilation.

Answer: Observation-based — answers will vary by school. Note which rooms waste electricity and which stay cool naturally.

Q2 Green Guardians: Are there trees or plants in the school? Who takes care of them? Where can we plant more? Do birds or butterflies visit these areas? Is there a compost pit in the school?

SOLUTION

Walk around the campus and observe the green areas.
Model answers:
Trees and plants: Most schools have trees in the playground or along the boundary wall.
Care: The school gardener (mali) or students in the gardening club usually water and tend the plants.
Where to plant more: Empty corners of the playground, along pathways, or in pots on windowsills.
Birds/butterflies: Trees with flowers attract butterflies; tall trees attract sparrows and pigeons.
Compost pit: Check near the garden area — ask the gardener or school office.

Answer: Observation-based — answers will vary by school. Note green areas, caretakers, planting spots, wildlife visitors, and whether a compost pit exists.

Q3 Water Watchers: Are there any leaking taps? Is water being wasted? Are water tanks clean and covered? Are there any wet places that could be breeding mosquitoes?

SOLUTION

Walk around the water points (taps, tanks, toilets) in the school.
Model answers:
Leaking taps: Often found near the playground drinking water point or in toilet blocks.
Water wastage: Students sometimes leave taps running after use.
Tanks: Check if the overhead tank has a lid — an uncovered tank can breed mosquitoes and collect dust.

Wet places: Puddles near the toilet block or a broken tap area can become mosquito breeding spots.

Answer: Observation-based — answers will vary by school. Report leaking taps and uncovered tanks to the school authorities immediately.

Q4 Traffic Trackers: What happens outside the school gate during arrival and exit times? Is there a pedestrian crossing across the road for children? Do vehicles speed in front of the school?

SOLUTION

Observe the school gate area at arrival (morning) and dismissal time with a teacher.
Model answers:
Arrival/exit: Parents park vehicles on both sides of the road, creating congestion. Some vehicles block the footpath.
Pedestrian crossing: Some schools have a zebra crossing; many do not.
Speeding vehicles: Vehicles often speed during off-peak hours when no traffic police are present.

Answer: Observation-based — answers will vary. Note congestion, presence/absence of zebra crossing, and speeding vehicles. Share findings with the class.

Q5 Waste Warriors: Where do you find litter? What kinds of litter do you see? Are there enough dustbins around the school? Are the students using these bins? Why or why not? Are there separate bins for food waste and other waste?

SOLUTION

Walk around the school and observe waste at different spots.
Model answers:
Litter spots: Canteen area, playground near the boundary wall, corridors outside classrooms.
Types of litter: Wrappers, fruit peels, paper scraps, plastic bags.
Dustbins: Often there are not enough — one per corridor is usually not sufficient.
Bin use: Many students use bins, but some do not — possibly because bins are too far away or habits are not formed.
Separate bins: Some schools have green (wet) and blue (dry) bins; many still use only one bin.

Answer: Observation-based — answers will vary by school. Note where litter is found, number of bins, student habits, and whether bins are segregated.

Exercise 4.4 — Discuss — Findings after School Explorer activity (p. 59)

Q1 After your school exploration, discuss with the class: What did you find?

SOLUTION

Model answer: We found that some classrooms had lights and fans switched on even when empty. There were a few dripping taps near the toilet block. The dustbins near the canteen were overflowing and there were no separate bins for wet and dry waste. The school garden had some plants but needed more trees.

Answer: Share the observations your team made — about electricity use, water waste, greenery, waste management, or traffic. Answers will vary by school.

Q2 Was there anything that made you feel concerned?

SOLUTION

Model answer: We were concerned that there was standing water near the toilet block because it can become a breeding place for mosquitoes. We were also worried that children cross the road without a proper zebra crossing, which is unsafe.

Answer: Mention anything that seemed unsafe or harmful — like leaking taps, overflowing bins, missing pedestrian crossing, or lights left on. Answers will vary.

Q3 Did anything surprise you? What was it?

SOLUTION

Model answer: We were surprised to find that even a small dripping tap can waste so much water in a day. We were also surprised that the school had only two dustbins for the entire playground.

Answer: Share something unexpected you noticed — a hidden garden area, the number of dripping taps, how much litter was in one spot, etc. Answers will vary.

Q4 What made you feel proud?

SOLUTION

Model answer: We felt proud to see that students in our school mostly use dustbins and that our school has a small garden with flowering plants. The compound wall also has creepers growing on it, which makes the school look green and beautiful.

Answer: Mention something positive you observed — good waste habits, a well-maintained garden, a clean corridor, etc. Answers will vary.

Exercise 4.5 — Write — Waste Management: dry waste / wet waste / bin colours (p. 59)

Q1 Write examples of dry waste and wet waste.

SOLUTION

Dry waste: Paper, plastic wrappers, cardboard, glass bottles, metal tins, old newspapers, cloth scraps.

Wet waste: Vegetable peels, fruit peels, leftover food, tea leaves, eggshells, garden leaves.

Answer: Dry waste: paper, plastic, glass, metal. Wet waste: food scraps, vegetable/fruit peels, garden leaves.

Q2 Name the colour of the bin used for the following types of waste.

SOLUTION

In India, waste bins are colour-coded for easy segregation:

Green bin — Wet / biodegradable waste (food scraps, vegetable peels, garden waste)

Blue bin — Dry / recyclable waste (paper, plastic, glass, metal)

Note: Some schools/municipalities also use a red bin for hazardous waste (batteries, medicines).

Answer: Green bin: wet (food/garden) waste. Blue bin: dry (recyclable) waste such as paper and plastic.

Exercise 4.6 — Write — Items given to recyclers (p. 60)

Q1 What things does your school give to recyclers?

SOLUTION

Model answer: Our school sets aside old newspapers, cardboard boxes, empty glass bottles, and metal tins for recyclers. Sometimes old plastic chairs or broken equipment that can be repaired are also given to recyclers.

Answer: Old newspapers, cardboard, glass bottles, metal tins, and reusable plastic items are typically given to recyclers. Answers will vary by school.

Q2 Ask your parents and find out if there are any items that they had set aside to give to the recyclers. What are they?

SOLUTION

This is a home inquiry activity. Ask your parents or grandparents.

Model answer: My parents set aside old newspapers, empty bottles (glass and plastic), cardboard boxes, and old clothes to give to the recyclers (kabadiwala). My grandmother also keeps old iron utensils to give to the scrap dealer.

Answer: Common items set aside at home: old newspapers, glass/plastic bottles, cardboard, old metal utensils, cloth. Answers will vary by family.

Exercise 4.7 — Discuss — Wet waste management and sanitation workers (p. 62)

Q1 How is wet waste managed: (1) In your school, and (2) In your home?

SOLUTION

In school: Wet waste (food scraps from the canteen, fruit peels) is collected in the green bin. In many schools, it is composted in a compost pit to make manure for the garden.
At home: Wet waste such as vegetable and fruit peels is either composted in a kitchen compost bin, used as animal feed, or given to the municipality garbage collector.

Answer: School: green bin collection, then composting or municipal pickup. Home: composting, kitchen waste bin, or municipality collection. Answers will vary.

Q2 What happens if we do not separate our waste?

SOLUTION

If we do not separate waste, wet and dry waste get mixed together.
Wet waste makes dry waste (paper, cardboard) soggy and unusable for recycling.
Mixed waste is harder for sanitation workers to handle and more dangerous.
It is also difficult to compost or recycle mixed waste.
Mixed waste ends up in landfills, causing more pollution and health problems.

Answer: If waste is not separated, dry waste gets spoiled and cannot be recycled, composting becomes impossible, and sanitation workers face greater health risks. More waste ends up in landfills, causing pollution.

Q3 What can we do to make the work of sanitation workers easier and safer?

SOLUTION

Always separate wet and dry waste before putting them in the bin.
Never throw sharp objects (glass, needles) without wrapping them safely.
Do not litter — dispose of waste only in bins.
Treat sanitation workers with respect and dignity.
Support schools and communities that provide them with protective gloves and equipment.
Reduce waste so there is less for sanitation workers to handle.

Answer: Separate wet and dry waste, wrap sharp items safely, avoid littering, and treat sanitation workers with respect. The less waste we create, the easier their work becomes.

Exercise 4.8 — Activity 3 — White and black tiles under the Sun (p. 62)

Q1 Take two tiles or stones — paint one black and the other white. Keep them under the Sun. After a while, touch each of them and feel the difference in their temperature. Which one felt cooler?

SOLUTION

This is a hands-on experiment. Do it under the supervision of your teacher.

Steps: Paint one tile black and one white. Place both in direct sunlight for 15-20 minutes. Touch each tile carefully.

Observation: The white tile feels cooler than the black tile.

Explanation: White surfaces reflect the Sun's heat, so they absorb less and stay cooler. Black surfaces absorb heat, so they become much hotter.

Answer: The white tile feels cooler. White reflects the Sun's heat while black absorbs it, so black surfaces become much hotter.

Exercise 4.9 — Discuss — Keeping areas cool (p. 63)

Q1 If your area is getting warmer, what actions can be taken to keep it cool?

SOLUTION

Plant more trees — trees provide shade and cool the air through transpiration.
Paint roofs white — white roofs reflect sunlight and reduce heat inside buildings.
Use window shades or curtains to block direct sunlight.
Plant creepers on walls to cool them down.
Keep windows open to allow natural air circulation (cross-ventilation).
Use clay pots (matkas) for drinking water instead of refrigerators — matkas cool water naturally without electricity.

Answer: Plant trees for shade, paint roofs white to reflect heat, allow cross-ventilation with open windows, plant creepers on walls, and use matkas for natural cooling.

Q2 If you have to paint the roof of your school or home white, what would happen?

SOLUTION

A white roof reflects the Sun's heat away from the building.
The rooms below the roof would feel cooler, especially in summer.
Less need for fans and air conditioners means less electricity use.
This is a simple, low-cost way to manage heat without machines.

Answer: The roof would reflect sunlight instead of absorbing it, making the rooms below much cooler. This reduces the need for fans and saves electricity.

Exercise 4.10 — Activity 4 — Dripping tap water measurement (p. 64)

Q1 Look out for a dripping tap or poke a small hole in a used water bottle filled with water. Collect the dripping water in a glass. Measure the time it took to fill one glass. Calculate how many glasses would become full in one day.

SOLUTION

This is a hands-on measurement activity.

Example calculation: Suppose it takes 10 minutes to fill one glass.

Number of minutes in one day = 24 x 60 = 1,440 minutes.

Glasses filled in one day = 1,440 / 10 = 144 glasses.

One glass is approximately 250 ml, so 144 x 250 ml = 36,000 ml = 36 litres wasted per day from one dripping tap!

This shows how even a slow drip wastes a large amount of water over time.

Answer: Do the activity with your teacher. Even one dripping tap can waste tens of litres of water per day. Results will vary based on the drip rate.

Exercise 4.11 — Discuss — Preventing water wastage (p. 64)

Q1 What are some easy things we can do in our school to prevent the wastage of water?

SOLUTION

Report dripping or leaking taps to the teacher or school office immediately.
Turn off the tap tightly after use.
Do not leave the tap running while soaping hands — turn it off, soap, then rinse.
Use only as much water as needed when filling bottles.
Do not splash or play with water at the school taps.
Check that water tanks are properly covered to avoid evaporation and contamination.

Answer: Report leaking taps, turn off taps tightly after use, avoid running water unnecessarily, and check that tanks are covered. Small habits save large amounts of water.

Q2 How can you collect and use rainwater at home or in school?

SOLUTION

Rainwater harvesting: Place barrels or tanks under drainpipes to collect rainwater from roofs.
At school: A rooftop collection system can channel rainwater into underground tanks.
Collected rainwater can be used to water the school garden, wash playgrounds, or flush toilets.
At home: Place buckets outside during rain to collect water for watering plants.

Answer: Collect rainwater from rooftops using pipes and tanks (rainwater harvesting). Use the collected water for watering plants, washing, or flushing.

Exercise 4.12 — Write — Trees and birds on campus (p. 65)

Q1 Name the trees on your campus or near your school.

SOLUTION

This is an observation activity. Walk around and identify the trees.
Common trees found in school campuses across India include: Neem, Peepal, Banyan, Mango, Gulmohar, Ashoka, Coconut, Tamarind.
You may use a field guide or ask your teacher to help identify them.

Answer: Personal/local answer — walk around and note tree names. Common examples: Neem, Peepal, Mango, Banyan, Gulmohar. Answers will vary by school and region.

Q2 Which birds and insects have you seen near the plants or trees on your school campus?

SOLUTION

Model answer: I have seen sparrows and pigeons perching on the large Peepal tree near the school gate. Butterflies (both yellow and white ones) visit the flowering plants in the garden. Bees are often seen around the jasmine creeper on the wall.

Answer: Personal observation — examples: sparrows, pigeons, crows, butterflies, bees near flowering plants. Answers will vary by school campus.

Exercise 4.13 — Activity 5 — Water temperature under tree vs. under Sun (p. 66)

Q1 Take two glasses of water. Measure the temperature using a thermometer. Keep one glass under a tree and the other under the Sun. After one hour, measure the temperature again. What do these readings tell us?

SOLUTION

This is an experiment to be done with the teacher's guidance.
Expected observation: The glass kept under the tree will be cooler (lower temperature) than the glass kept under the Sun.
Example readings: Start temperature of both glasses = 28 degrees C.
After 1 hour: Under tree = 28-30 degrees C (slightly changed). Under Sun = 35-40 degrees C (much warmer).
What the readings tell us: Trees provide shade and reduce the temperature of the area below them. This is why it feels cooler sitting under a tree than in the open sun.

Answer: The glass under the tree stays cooler than the one under the Sun. Trees provide shade and lower the surrounding temperature, which is why planting trees helps keep areas cool.

Exercise 4.14 — Write — Traffic rules and school gate observations (p. 67)

Q1 Find out and write at least three traffic rules.

SOLUTION

1. Always stop when the traffic light turns red and go only when it turns green.
2. Always wear a helmet when riding a two-wheeler and a seatbelt in a car.
3. Pedestrians should use the zebra crossing or footpath and not walk on the road.
4. Do not use a mobile phone while driving or crossing the road.
5. Keep to the left side of the road.
6. Vehicles must stop to let pedestrians cross at a zebra crossing.

Answer: Three traffic rules: (1) Stop at red, go at green. (2) Use helmets/seatbelts. (3) Use the zebra crossing to cross the road.

Q2 Think and write about what you saw at the school gate.

SOLUTION

Model answer: At our school gate during arrival time, I saw many parents parking vehicles on both sides of the road, making it difficult for other vehicles to pass. Some vehicles were parked blocking the footpath, so children had to walk on the road. A traffic volunteer (in our school) helped children cross safely. There was no zebra crossing on the road in front of the gate.

Answer: Personal observation — write what you actually observed: congestion, parking, presence/absence of zebra crossing, vehicles speeding, children crossing safely or unsafely. Answers will vary.

Exercise 4.15 — Discuss — Improving traffic near school (p. 68)

Q1 Besides making signboards, what else can we do to improve traffic near the school?

SOLUTION

We can request the school to appoint a traffic volunteer (teacher or security guard) at peak times.

Paint a proper zebra crossing on the road in front of the school.

Place speed-breakers ('humps') in front of the school gate.

Spread awareness among parents to park in designated areas and not block the road.

Students can form a 'Traffic Trackers' group to observe and report unsafe situations to the school.

Request the local municipal council or police to post a traffic officer during school hours.

Answer: Post a traffic volunteer at arrival/dismissal times, paint a zebra crossing, install speed-breakers, educate parents about safe parking, and request traffic police support.

Exercise 4.16 — Write — Fire safety: extinguisher, assembly point, action during fire (p. 68)

Q1 Where is the fire extinguisher kept in your school?

SOLUTION

This is a personal inquiry — check your own school.
Model answer: In our school, there is a red fire extinguisher fixed to the wall near the principal's office and one on each floor near the staircase. It is bright red and mounted at adult height on a wall bracket.

Answer: Personal answer — check your school. Fire extinguishers are usually placed near staircases, corridors, the school office, or the laboratory. Answers will vary.

Q2 In case of a fire, where is the assembly point in your school?

SOLUTION

This is a personal inquiry — check your own school.
Model answer: In our school, the fire assembly point is the open ground/playground behind the main building. There is a sign showing the assembly point near the school entrance.

Answer: Personal answer — ask your teacher or check the evacuation notice in your school. The assembly point is usually the open playground or a large open area away from the building. Answers will vary.

Q3 What should you do if there is a fire or if you smell smoke?

SOLUTION

1. Stay calm — do not panic.
2. Alert your teacher or any adult nearby immediately.
3. Move quickly and calmly towards the nearest exit. Do not run.
4. Crawl low under the smoke with your mouth covered to breathe cleaner air.
5. Do not hide in closets or bathrooms.
6. Never use a lift/elevator — always use the stairs.
7. Go to the designated assembly point and stay with your group.
8. Once outside, never go back inside the building.
9. Alert staff or teachers if anyone is missing or injured.

Answer: Alert a teacher, stay calm, move to the nearest exit, crawl low under smoke, go to the assembly point, and never return to the building once outside.

Exercise 4.17 — Activity 6 — Discuss everyday behaviour situations (p. 70)

Q1 Two students are pushing and skipping the line at the water tap while others are waiting. If you see such a situation, what would you do? What steps can we take to prevent such incidents?

SOLUTION

What to do: Politely remind the students that everyone has been waiting and ask them to join the end of the queue.
Do not push back — that makes things worse.
If they do not listen, inform the teacher on duty.
Prevention: Form a proper line every time. Appoint a line monitor. Display a 'Wait your turn' notice near the tap.

Answer: Politely ask them to wait their turn and join the queue. If they refuse, inform the teacher. Prevent it by forming organised lines and appointing a line monitor.

Q2 A student is scribbling on a classroom bench with a marker. Another child watches but says nothing. If you see this, what would you do? What steps can prevent such incidents?

SOLUTION

What to do: Gently tell the student that scribbling on school property is wrong and damages school belongings.
If needed, inform the teacher.
Prevention: Remind students at the start of the year to respect school property. Display 'Keep your school beautiful' posters. Encourage students to speak up when they see damage being done.

Answer: Tell the student it is wrong to damage school property and inform the teacher if needed. Prevent it by building awareness about respecting shared spaces.

Q3 Someone throws a wrapper in the playground. A younger student copies the same act. What would you do? What steps can prevent this?

SOLUTION

What to do: Pick up the wrapper and put it in the bin yourself — this sets an example. Politely remind both students to use the dustbin.
Prevention: Place more dustbins in the playground. Show by example — if older students use bins, younger ones will copy that positive behaviour instead.

Answer: Pick up the wrapper yourself as an example and politely remind both students to use the dustbin. Good behaviour by older students encourages younger ones to follow.

Q4 One student keeps teasing and making fun of another student. What would you do? What steps can prevent this?

SOLUTION

What to do: Stand up for the student being teased. Tell the bully that teasing is hurtful and wrong. Stay with the student who is being teased so they do not feel alone. Inform the teacher or school counsellor.

Prevention: Build a classroom culture of kindness. Conduct discussions about bullying. Have a 'Kindness Ambassador' programme in school.

Answer: Stand with the student being teased, firmly tell the bully to stop, and inform the teacher. Schools can prevent bullying with kindness programmes and zero-tolerance policies.

Q5 A group of students are making noise in a public park and disturbing a small group doing yoga nearby. What would you do? What steps can prevent this?

SOLUTION

What to do: Politely tell your group to lower their voices and be mindful of others in the park. Move to a different part of the park where you will not disturb the yoga group.

Prevention: Before going to public places, remind students that shared spaces must be respected by everyone.

Answer: Ask your group to lower their voices or move further away from the yoga group. In public spaces, we must be considerate of others who are also using the space.

Exercise 4.18 — Let us reflect — End-of-chapter questions (p. 71–72)

Q1 Out of all the classrooms in your school, which one do you think is the nicest and why?

SOLUTION

Model answer: I think the science laboratory is the nicest room in our school because it has large windows that let in plenty of natural light and fresh air, making it cool and bright. There are many interesting specimens and charts on the walls, and it has a lovely view of the school garden.

Answer: Personal answer — choose a classroom or room in your school and explain what makes it nice (light, ventilation, decoration, view, etc.). Answers will vary.

Q2 Create a happiness tree. On a wall or chart paper, draw a large tree with many branches. Each student adds a 'leaf' with one small action that makes the school a happier place (for example, greeting someone, turning off lights, sharing space).

SOLUTION

This is a creative class activity. Here are ideas for leaves on the happiness tree:
Greeting friends and teachers with a smile every morning.
Turning off lights and fans when leaving the classroom.
Helping a classmate who is struggling with a task.
Keeping the classroom tidy.
Sharing your lunch with someone who forgot theirs.
Using the dustbin instead of littering.
Watering the school plants.
Saying 'thank you' to the school support staff.

Answer: Do the activity with your class. Each leaf on the happiness tree should carry one kind, responsible action. Examples: greeting others, turning off lights, sharing space, watering plants.

Q3 Write a letter to your teacher on 'My School — My Happy Place'.

SOLUTION

This is a creative writing activity.
Structure of the letter:
Date: (write the date)
Dear (Teacher's name),
Introduction: Why school is your happy place.
Main body: What you love about your school — friends, activities, learning, the environment. What you would like to do to make it even better.
Closing: Your name.
Sample opening: 'I love coming to school every day because it is a place where I learn new things, make friends, and feel safe...'

Answer: Write a personal letter to your teacher describing what makes school a happy place for you and one thing you will do to make it better. Answers will vary.

Q4 Which actions would you extend to your home, neighbourhood and communities to make it a happy place for all? Describe any one of them in detail.

SOLUTION

Model answer: I would extend waste segregation to my home and neighbourhood.

At home, I will keep two bins — one green for wet waste (vegetable peels, fruit waste) and one blue for dry waste (paper, plastic).

I will remind my family members to put waste in the correct bin.

In my neighbourhood, I will talk to friends about not littering on the street and placing waste in the correct municipal bins.

I will also encourage my neighbours to give old newspapers and bottles to recyclers rather than throwing them away.

Proper waste separation makes the work of sanitation workers easier and keeps our community clean and healthy.

Answer: Choose one action (e.g., waste segregation, saving water, planting trees) and describe how you would practise it at home and in your neighbourhood to benefit everyone.

Q5 Imagine a day in school from someone else's perspective. Choose one: (a) A student who navigates school using a wheelchair, (b) A student who speaks a different mother tongue, (c) A sanitation worker at school. Write a diary entry from their point of view.

SOLUTION

This is a creative empathy writing activity.

Model diary entry (for a student using a wheelchair):

Monday, 10 September

Today was a mixed day. My friends helped me reach class on time, which made me really happy. But the corridor near the science lab had a big step that my wheelchair cannot go over, so I had to take a long way around. During lunch, I could not reach the upper counter at the canteen because it was too high. I wish the school could add a ramp near the science lab and a lower counter. My friends always make me feel included — that part is wonderful!

Answer: Write a diary entry stepping into someone else's shoes. Reflect honestly on what was easy, what was hard, and what made them feel welcome or excluded. Answers will vary.

Q6 As principal for a day, what three changes would you make to enhance happiness, safety and greenery in your school?

SOLUTION

Model answer:

1. Greenery: I would plant a row of Neem and Ashoka trees along the school boundary and start a butterfly garden with flowering plants.
2. Safety: I would install a speed-breaker outside the school gate and arrange for a traffic volunteer every morning and afternoon.
3. Happiness: I would create a 'Rest and Read' corner in the corridor with a small bookshelf and some potted plants, where students can sit and relax during free periods.

Answer: Choose three improvements related to greenery, safety, and happiness. Examples: planting trees, adding a zebra crossing, creating a reading corner. Answers will vary.

Q7 In groups of 4–5, act out one of the following situations: (a) A student showing kindness in a difficult situation, (b) A team solving a school water wastage problem, (c) A student helping a shy classmate feel included. After each role-play: What did you see? What was inspiring? Could this happen in real life?

SOLUTION

This is a group role-play activity. Here is guidance for each scenario:

(a) Kindness: Act out a student standing up for someone being teased, or helping a classmate who dropped all their books.

(b) Water wastage: Show a team noticing a dripping tap, reporting it to the teacher, and putting a 'Please turn off the tap' sign near the taps.

(c) Shy classmate: Show a student inviting a quiet classmate to join a group game or sit together at lunch.

After the role-play, discuss: what worked, what felt real, and what everyone can do in their daily school life.

Answer: Perform the role-play as a group. Reflect on what the kind action was, why it was inspiring, and how the same situation could happen and be handled well in real school life.

Q8 Write a one-minute speech for your morning assembly on 'My Dream School'. Mention what makes it special, who helps it stay that way and what every student can do.

SOLUTION

This is a creative speaking/writing activity.

Model speech (approximately 100-120 words — about one minute):

'Good morning! My dream school is a place where every child feels safe, happy and valued. It is green with trees, flowers and a butterfly garden. The corridors are clean, the taps never drip, and the lights are always switched off when not in use.

But a dream school is not built by teachers alone. Our gardener, cleaners, security guard, and

canteen staff all help keep it running. Most importantly, we — the students — make it special by showing kindness, picking up litter, saving water and being helpful to one another.
Together, let us take care of our school, because it is our happy place. Thank you!'

Answer: Write and practise a short speech describing your ideal school, the people who keep it great, and the specific actions students can take every day. Answers will vary.

Q9 Take a quick survey — ask five students and one teacher: (a) What is the one thing that makes them feel happy in school? (b) What is the one thing that could be improved? (c) What is the one kind thing that they saw today? Record and present your findings. What did you learn from others?

SOLUTION

This is a survey and data-presentation activity.
Steps:
1. Prepare three questions on a sheet of paper.
2. Ask five classmates and one teacher. Write down their answers clearly.
3. Look for common answers — what makes most people happy? What do most people want to improve?
4. Present a summary to the class (you can make a table or draw a simple bar chart).
Sample finding: 4 out of 6 people said 'friends' make them most happy at school. 3 out of 6 said 'more dustbins' would improve the school.
What you can learn: Different people notice different things — teachers may focus on cleanliness while students focus on fun. Both views help us understand our school better.

Answer: Conduct the survey, record responses, and present your findings to the class. Look for common themes and discuss what you learned about others' experiences of school.