



ST. MARY'S SCHOOL

SAFDARJUNG ENCLAVE

THINK GREEN AND GO GREEN!!

SUMMER PROJECT

CLASS VII & VIII



When the last tree is cut, the last fish is caught, and the last river is polluted; when to breathe the air is sickening, you will realize, too late, that wealth is not in bank accounts and that you can't eat money

1. Introduction:

We have only the one planet. And we, as human beings, have been given the responsibility and the opportunity to lead, take care of, and nurture this planet which is home to thousands of many different living plants and animals.

Man has been selfish and has taken decisions that only benefit him and only benefit him in the short term. He has made dams, he has clear cut forests, he has destroyed mountains, he has industrialised animals and plants so that he can have a more comfortable life, with more food, more clothes and more choice. He has polluted the ground water, he has created huge landfills and he doesn't seem like he is going to stop. Man was supposed to be the guardian of the planet but has turned out to be its greatest enemy.

Saving the environment is one of the most difficult and most crucial goals of the twenty first century. And while, big changes require governments and business leaders to take bold action, a lot can be done by the common man, who is the largest consumer of goods and the largest generator of waste. An annual celebration of Earth Day should not be the only time during the school year when you devote significant classroom time to explore issues of environmental awareness and stewardship.

You, as students have an interesting opportunity this summer to understand how the environment around you is affected by human activity. Instead of reading about environmental issues on the internet, this project wants you to explore your neighbourhood and understand how an environmental theme (such as, water, air, land, etc.) is affected by human activities and perceptions.

This project would be an experiential one, where we would expect students to develop their interview, observation and data analysis skills. You will have to collect primary data from around your homes about your theme. You will have to meet key stake-holders and you will have to understand why and how we have reached this worrying environmental situation.

2. The topics:

i) Water- The elixir of life (Roll No. 1 to 7)

How can you measure the water quality in your area? How does your neighbourhood deal with water pollution? Do they conserve water? How? Can you measure water scarcity in your area? What are the officials doing to address this problem?

ii) Food-Food for thought-How important is to eat healthy food (Roll No. 8 to 14)

Is the food in your area safe? Where does it come from? How much food is wasted in your neighbourhood? Can you measure this? Interview people to understand their opinion on inflation on food prices. What are the officials doing to address this problem?

iii) Land- Save mother earth before it is too late (Roll No. 15 to 21)

Who controls and maintains the common areas of your neighbourhood? Are they held responsible? Is parking a problem in your area? Why is it so? Are there trees in your area? Can we make a map of all the trees in our area? Are they protected? What are the officials doing to address this problem?

iv) Waste- Resources at the wrong place (Roll No. 22 to 28)

How is waste managed in your area? How much waste does your neighbourhood produce? Who are the ones who manage the waste? Are they treated fairly? How can we improve the situation? What are the officials doing to address this problem?

v) Air-Care For Air, Polluting it, Is Not Fair (Roll No. 29 to 35)

How pure is the air in your neighbourhood? How can we measure this? How many people suffer from respiratory diseases in your neighbourhood? Do we have enough parks and green spaces? are these maintained well or used for other purposes? What are the officials doing to address this problem?

vi) Energy- Energy is money, so use wisely (Roll No. 36 to 42)

What are the main energy sources in your neighbourhood? Are they mostly renewable or non-renewable sources? Can we measure how much energy is used by every household on a daily basis? Is it possible to move towards renewable sources? Would people agree? What are their reservations? What are the officials doing to address this problem?

3. General instruction to the students:

How do I start working on my project?

- You will have been given a topic to focus on from the group of topics decided upon. Spend some time researching about the topic and the issues involved here.
- Create one or more research questions. For example, if your topic is Water, can you find out if the water in your colony is safe and do most people agree?
 - To answer such a question will require you to collect data. You should conduct surveys at home and in your neighbourhood to measure societal perceptions. You will have to measure water quality as well.
 - You should meet key stakeholders; MCD, SDMC, DJB officials, RWA members, and get their opinions on the issue.
- Each student must reflect, read, observe, study, survey, prepare questionnaires, interview people, click pictures, make videos, collect evidence and gather information about their specific area.
- Students must use different learning tools such as **mathematical tools for data handling, mapping tools, surveys, interviews, and letters to various authorities and so on to present statistics and analysis** effectively.
- Create a poster and a slogan to spread awareness to save Our Planet Earth.

4. The Presentation Format

I. The project file must have the following-

- a) The name, class, roll number and the topic should be clearly displayed on the cover.
- b) A content / index sheet
- c) Your observation sheets should be attached in the file- Data collection, Surveys, Diary Entry/ Writing Journals/report on the interaction, relevant photographs and Poster.
- d) A bibliography sheet
- e) An acknowledgement sheet.

II. Few things to keep in mind while doing your project-

- i. The project should be hand-written and print-out will not be accepted.
- ii. Use either blue or black pen.
- iii. Use only ruled white sheet, coloured sheets will not be acceptable.
- iv. Sketch pens, glitter pens, highlighters should only be used for marking/underlining/highlighting.
- v. Spiral bindings will not be acceptable.
- vi. Go eco-friendly, use newspaper to make the folder cover; use your imagination to decorate them.
- vii. Folder should be of A4 size, oversized, expensively decorated folder is unnecessary.
- viii. Deadline must be respected; **last date for the submission of the project by 14th July, 2017.** Late submission will invite penalty.

5. Assessment parameters:

Your project work will be assessed on:-

- a) Originality
- b) Content
- c) The mapping / drawing skills
- d) Analytical and evaluation skills
- e) Viva
- f) Creativity.

6. General instruction to parents:

As you might know, in our school we use the teaching method of Project Based Learning, to help students learn better. A project motivates students to gain knowledge, and they remember it longer. Projects also give students the chance to apply the skills they learn in school to personally relevant and real-world situations. If done with passion, your child will learn how to collect and analyse data, think critically, solve problems, and make presentations. These skills will help students succeed in the future, both in school and in today's working environment.

As parents or guardians, you can discuss the project at home, encouraging your child to think hard and ask questions about the topic. You can also support the project by accompanying them to various places but please allow them to lead the project themselves. Please do not do the work for your child no matter what the situation. They will only learn when they struggle to complete their work.



Happy Holidays and Have Fun

