

SUGGESTED ACTIVITIES

WEEK ONE

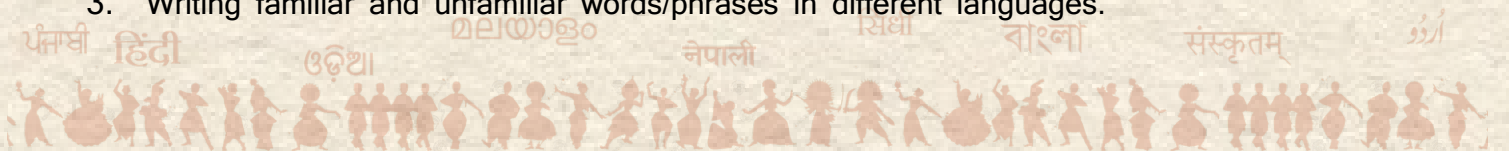
Theme-Environment/Nature

1. Nature walk in the immediate surroundings of the school campus / to a nearby garden/ orchard / botanical park / field / forest etc. Students will be encouraged to observe different plants / bushes / trees / crops and have can talk about these in their own language to each other.
2. Students will be asked to have a round of the whole school campus, identify the flora and fauna present there and find out their names in different languages. Labelling can also be done by them. This activity can also be done. by showing the pictures.
3. Students can be asked to pick up fallen leaves while coming to the school or going here and there for any purpose, they can be asked to prepare an album and know the names of these leaves in different languages from teachers, parents & garden experts.
4. Students can also be motivated to make use of sign language for various activities. Identification of medicinal plants and conversation about the qualities of these plants can be shared in different languages. Labelling can also be done for these plants in different languages if these are available in school premises.
5. A storyteller / community person/parent can be invited to the School to tell a story about the different seasons, environmental issues of the area using vocabulary specific to the particular area.
6. Organization of quizzes in Indian languages being used in the school.
7. Videos on different wildlife conservation projects are available in different languages, these can be shown to the students. It will be appreciated if students will be shown those videos/ documentaries in unfamiliar language and ask them to guess the content.
8. Students can be involved in different environment friendly activities such as composting, waste reduction where the experts will demonstrate the procedure in different languages.
9. Presentation of the description of local ecosystems in familiar and unfamiliar languages on bulletin boards.

WEEK TWO

Literature

1. Narration of stories in familiar languages followed by any other language. Code-mixing and code switching should be promoted.
2. Author Visits: Invite local authors who write in the state language to interact with students. They can share their experiences, read excerpts from their books, and engage in Q&A sessions.
3. Writing familiar and unfamiliar words/phrases in different languages.



4. Reciting of poems in different languages.
5. Students will be asked to enact stories in different languages.
6. Organize trips to local libraries, museums, or historic sites related to the state's literary heritage. Students will be asked to write their experience.
7. Expressing feelings and ideas in different languages.
8. Writing letters/Stories and translating into different languages using the ANUVADINI: Voice & Document AI Translation Tools (<https://anuvadini.aicte-india.org>) developed by AICTE.
9. Exchange of books of different languages with classmates, teachers, friends and neighbours.
10. Shabd Antakshari-This can be played by asking one student to speak any word from his/her surroundings in a familiar language and the other students will tell that particular word in a different language.
11. The teacher may select a popular story/poem/play in state language and read aloud with voice modulation and expressions. The translation of same story/poem/play will be read in different languages. The script of the unfamiliar Indian language may also be shared with the students along with translation, if possible.

WEEK THREE

Cuisine

1. A marketplace may be set up and the spices may be displayed along with their names in different Indian languages.
 - Pictures of spices may also be used.
 - Names can be in 3-4 Indian languages.
 - Senior students may also be told about scientific names of the spices.
 - In the same way as mentioned in previous activity, the marketplace may be set-up for pulses, cereals, millets etc.
2. The teacher may ask the students to display/ speak about cuisines of different states.
3. A variety of utensils are used in Indian kitchens and their shape, material they are made of, and utility differs from one area to another. The teacher may explain this to the students.
4. Different cooking techniques are used in different Indian kitchens. They vary from roasting, baking, steaming, frying and many others. Students will be asked to discuss these cooking techniques in at least 2-3 different languages.
5. The rich cultural heritage that forms an integral part of different states also has some peculiar customs associated with cooking, serving and eating of food. Some such customs are only followed during festivals or other special occasions. The teacher will initiate a discussion on these peculiar customs. The students will be divided in groups and will

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then speak about these customs in the language of that particular state to which the custom belongs.

6. Students can be asked to know the perspectives of their grandparents and senior citizens in the neighborhood about the changes occurring in the vocabulary related to cuisine due to the changing of lifestyles.

WEEK FOUR

Knowing your Surroundings

Interdisciplinary Activities

1. Students can be asked to identify different important places/ buildings of their area and know their historical background from the community people and then write whatever has been told to them in at least two languages. The local history can be narrated for all the students later on.
2. Students can be taken to monuments, historically significant buildings to observe the architecture, material etc. of the building and have a conversation about this with their classmates and local people using vocabulary of that particular area.
3. A visit can be organised for students to public libraries and they can be shown different books/newspapers/magazines/manuscripts in different Indian languages. The teacher may also arrange these books through various organisations.
4. A neighbourhood survey may be conducted by the senior students. The students will collect information based on the following criteria.
 - Languages spoken by members of the family.
 - New words added to the vocabulary in the past 25 years.

WEEK FIVE

My School

1. A patriotic song/prayer/value based song may be prepared in a different Indian language. It may be sung/ recited in the morning assembly in school.
2. There are various commands that are given during the assembly to the students. These commands may be given in different Indian languages. As a pre-activity exercise, the students may be informed about these commands a day prior to the assembly.
3. Different areas of the school are usually marked in one language in most of the schools. Let these areas be marked/labelled in 2-3 different languages.
4. The display boards in schools are a powerful medium of communication. Let these boards have some information that may be translated to another Indian language in the second half of the display board.
5. Every morning, the students may be asked to prepare and greet others in a selected Indian language. A few sentences that form an initial part of any conversation may also be added.

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6. A pledge is usually taken by a student as a part of a school, school club, student council, house prefect etc. This pledge may be taken in different Indian languages.
7. The school logo usually has a top line. This tag-line may also be translated into 2-3 Indian languages.
8. The school informs the students about the rules and regulations, dos and don'ts these, too, may be translated into different Indian languages. (at least 1-2)
9. One day of the week may be designated as Proud Indian Day and the students may be asked to come dressed in Indian ethnic attire and speak in the language that is associated with that attire.
10. 'Bhasha Sangam' is a book that promotes multilingualism. The children may be asked to learn at least five sentences from this book.
11. Students may be encouraged to make short/ brief announcements in classrooms in different languages. The teacher may form groups for this purpose giving a different language to each group.
12. The students will be distributed in groups and asked to collect names and other information about Famous books in a particular language. Then, as a follow-up exercise, they will prepare a catalogue for famous books in different Indian languages. They may browse the website of Sahitya Academy.
13. The titles cover page and the review of the book may be displayed in an exhibition in the school library.

WEEK SIX

Values

1. Students can be encouraged to learn greetings, (Namaste, Shubh Ratri etc) at least in languages other than they already know.
2. Rights and duties of a citizen can be written in different languages and displayed on the Bulletin Board or any other appropriate area in the school.
3. Students can be asked to frame code of conduct, rules and regulations of the school, and of various events going to take place in the school in two different languages. The students will also read these rules to the whole school.
4. Students can be asked to find out the words for different values (punctuality, discipline, perseverance, Kindness, tolerance etc) in different languages, and learn to speak also in conversation.
5. All students can be asked to compile different value based Statements of famous personalities and write those in different languages.
6. Value based stories/ poems/ folk Tales narrated drama/songs be shown and sung to the students in different languages.
7. Videos on value-based scripts can be shown to the students with caption in a different Indian language.

WEEK SEVEN



Numeracy & Mathematics

1. Ask children to write five sums/problems from their textbooks in their own words.
2. Games and puzzles in different languages.
3. Number names in their own language.
4. Mathematical terms in different Indian languages.

WEEK EIGHT & NINE

Show your Talent

1. Most states of India have a traditional costume. The teacher will divide the class into groups and each group will be designated a state of India. The students will try to come to school in the traditional costume of that state and they shall describe the costume in a language that is predominantly spoken in that state.
2. The students will be provided moulding clay and they shall prepare traditional jewellery or masks of a particular state as designated by the teacher. The students will exhibit this jewellery and masks and explain the tradition, culture and history of these items' in language that is predominantly spoken in that state.
3. The students will be encouraged to write poetry and then translate it into the 'language of the day' as chosen by the school/teacher. They will be encouraged to use translation tools with the help of technology or dictionaries if they are available in the library.
4. The students will be divided in groups and will be encouraged to choose landmark/building of historical importance/river/lake/wildlife sanctuary/National Park of a particular state. They will collect/draw/paint pictures of these landmarks and put appropriate captions in a language that is predominantly spoken in that state.
5. The students will be encouraged to prepare puppets for a puppet show. The puppet show will have two types of puppets, one that speak the language that the students are familiar with and the other puppets will speak a language that has been chosen by the teacher. This activity can be done in groups and the puppet shows can be showcased in the class or during the assembly.

WEEK TEN

My Thoughts and Ideas

1. Teachers play a crucial role in enabling the students to express their ideas. The students may be divided into groups and will be asked to prepare a presentation on the topic- 'How did I spend my day in _____ (name of a state given by the teacher). The students will make this presentation using languages spoken in that particular state.
2. The teacher will ask the students to write the words 'भारतीयभाषाउत्सव' in at least three different Indian languages. The students may be encouraged to use calligraphy while writing these words.

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3. The students will be encouraged to write a letter to friends living in different regions of India in Indian languages.
4. The students will be divided into groups and they will do a role play. Each group will represent a state of India. The members of the group will showcase a historical event/description of a monument/enactment of an important person of that state, using multilingualism.
5. The students will be asked to express her/his views on 'मेरा देश, मेरा गौरव'.
6. Every class will create an outline sketch of India on the blackboard or display board. The students will use calligraphy to write the greetings in different languages.

WEEK ELEVEN

Reading and expression

- Reading aloud multilingual books.
- Developing familiarity with scripts.
- Writing short sentences in different languages.
- Watching national award winning movies with captions and narrating the story/idea.
- Developing familiarity with script, content of classical languages.

WEEK TWELVE

On Shri Subramania Bharati.

- Reading his original poetry and translations.
- Reading and writing about Subramania Bharati as the poet and philosopher.
- Organising movie and documentary shows.
- Inviting scholars and preparing for the programme in different language.
- Learning 20 sentences in the language of the poet.

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