

# AMRIT INDO CANADIAN ACADEMY

## CLASS IX

### Holiday's homework

## Theme- Community Services

Dear parents,

This project is the part of **The Wise Skills Initiative**, started by our school to inculcate social emotional learning. Wise Skills emphasizes the critical traits and principles summarized in the concept of wisdom, which can be thought of as, "Making good choices for myself and others."

Wise Skills promotes the development of grit and resilience in young people. The program includes activities designed to:

- 1 Teach and reinforce themes of good character
- 2 Introduce positive role models
- 3 Encourage service to others
- 4 Proactively address issues such as violence, bullying, peer pressure, and drugs and alcohol

We know that all parents, educators, and other adults who care for children and youth want nothing more than to see them grow into happy and successful adults who make good choices for themselves and for others. We are honoured that you are considering using Wise Skills to help you teach the children and youth in your care about the things that matter most in life.

### GUIDELINES

**3hours of community service is compulsory for classes 1, 2 and 3.**

**5hours of community service is compulsory for classes 4, 5 and 6.**

**8 hours of community service is compulsory for classes 7 and 8.**

**10hours of community service is compulsory for class 9 onwards.**

- ✚ **One can invest time in more than one activity. (For example - a student of class 3 can participate in any number of activities given below from 1 to 33 but total time invested should be minimum 3 hours.)**
- ✚ **Students class 4 onwards would prepare a report including printouts of photographs of the services taken on A4 sheets and compile them properly in a self-made binder. Sample of the report to be prepared has been attached. Community service report should clearly mention :**
  - a. The activity/activities opted for community service**
  - b. Why this particular activity was opted by child over others**
  - c. What was the impact of community services on you?**
  - d. What was the impact of your services on your community?**
  - e. Some positive and negative remarks received by a student While undertaking a specific community service.**

**Printouts of photographs must include time stamp.**

- ✚ **Printouts of photographs taken must clearly verify the work done. (For example in case of activity number 4 photographs must clearly show**
- a. **The hospital where the drive ‘meals on wheels’ was conducted,**
  - b. **Student engaged in the activity at hospital as well as preparing Meals for the drive.**

**Stamp of local authority is important for verification of the services taken. For example:**

- ✚ **Village Sarpanch in case of cleaning drive in village in case of activity 10, or member of municipality in case of urban areas,**
- ✚ **Manager of old age home in case of activity 5,**

**Note: Students of class 1, 2, 3 are not required to prepare a report. Only printouts of photographs taken on A4 sheets with entitled services undertaken is sufficient.**

1. Students can conduct a collection drive in their locality by collecting old clothes, toys, books and they can conduct the distribution drive for the same.
2. Students can actively participate in direct interaction with the underprivileged children listening to the problems they face in life and must try to provide help where ever they can.
3. Students can help the children with their academics, teaching them the subjects like English, Math, Computers, etc., Storytelling sessions (to make them happy for a while), cleanliness etc.
4. Students can also help in serving the community by visiting the children admitted in various hospitals distributing them gifts, toys, juices etc.
5. Regularly visit a “grand friend” at an old age home. Play card games, do crafts together, teach each other new skills, make up stories, exchange advice and build a real connection.
6. Deliver Meals on Wheels in hospitals helping people who have come from distant places, raise funds to donate food.
7. Draw some special pictures. Use these as wrapping paper, tucking inside them a piece of wrapped candy or silk flower, along with a note like “thanks for being so nice” or “you made my day.” Then keep these in the bag and when you’re out together, stay on the lookout for a nice cashier, helpful librarian, or kind friend to hand out a surprise package. It cues kids to see goodness everywhere.
8. Raise funds to buy forage, feed and other items that the animal shelter houses need. (Gaushalas)
9. Help out someone from your locality dealing with illness by helping in routine household chores.
10. Pick up litter in your neighborhood or park. It’s safe to do this by wearing gloves and using a pick up tool or a Reacher. Put each piece of trash in a box or garbage bag, then recycle or throw away when you’re done.
11. Protect natural, cultural, and historical resources by volunteering for some heritage site that you have near your home. For example ancient historical building or an old mosque, temple or gurudwara.
12. Help the government in its swachh Bharat Abhiyan by cleaning roads, removing litter or by making

dustbins using recyclable materials.

13. Serve as unofficial welcoming friends for immigrants who could use help navigating unfamiliar streets and who need assistance learning the customs and colloquialisms that aren't in any handbook.
14. Repair and donate such items as toys, household items or computers to poor ones who cannot afford it.
15. Volunteer with Red Cross Youth Services or similar organization through your local Red Cross branch. And make sure kids and parents take a CPR/first-aid course so everyone is ready to volunteer lifesaving services if necessary.
16. Write letters to deployed service members from army, navy, air force and other paramilitary forces to tell them how grateful you are for their services. You can get their posting address from armed forces websites.
17. Produce a neighborhood newspaper or e-letter.
18. Connect with teens around the world through UNICEF - sponsored Voices of Youth.
19. Certify your backyard, even your apartment balcony, as a wildlife garden through the Indian Wildlife club.
20. Greet new people on your street with a small gift such as a houseplant or plate of cookies.
21. Adopt a town monument and keep it clean.
22. Make treats and deliver them to your local police or fire station.
23. Collect clothing, blankets, toys, disposable diapers, and personal care items and donate to homeless shelters.
24. Plant extra seeds and share the plants or Sell the flowers or plants and donate the proceeds to a local organization in need.
25. Organize to build a playground in your neighborhood.
26. Make treats for a local senior homes.
27. Improve the local government school grounds.
28. Collect unused make-up, perfume and other cosmetics for a center for abused women.
29. Make center pieces, holiday cards, birthday cards, and notes for assisted living facilities,

children hospital wards.

30. Have kids practice reading a book and read it to a younger child who needs help learning how to read; a senior citizen who will benefit from companionship or a child in a special needs classroom in your school who is learning to read.
31. Read a newspaper to an elderly person who can no longer read the small print.
32. Make a bird bath from a plastic dish and put it in your yard or on the windowsill. Keep it filled with water and maintain water bowls both migrating and local birds. Make birdseed available as well.
33. Collect money and then provide popsicles for homeless kids'.

05/25/2018



### *Activity 5 : visiting an old age home*

a) why this particular activity was opted by child over others ?

b) what was the impact of community services on you ?

c) what was the impact of your services on your community ?

d) some positive and negative remarks received by a student while undertaking

a specific community service ?



**Before**



**After**



**BEFORE**



THEF

Sample shots for activity 10 clearly showing the impact of the services undertaken.

## **Theme- Importance of Urban Planning**

### **General Instructions:**

**The Entire project has been devised to make students more sensitive to the daily challenges faced by the Urbanites of Punjab to enhance the thinking skills (analytical, divergent, critical and creative) of the students so as to prepare them to deal with the challenges faced by our country. This project is divided into 19 stages. Each stage of the project should be compiled on A4 sheets in a self-made binder.**

- 1. Stages 1, 5, 14, 15 requires a field visit. Attach two photographs of your field visit. Photographs must have date and time stamp.**
  - 2. Stage 5 requires one traffic police official to be surveyed. answers of Survey are to be noted down on a A4 sheet. Students must mention the name, age, gender, of traffic police official along with his/her signatures. Attach your photographs taken during the survey with date and time stamp.**
  - 3. Stage 10 requires a student to survey at least 5 different professionals. Answers of Survey are to be noted down on separate A4 sheets for each professional. Students must mention the name, age, gender, address of each person along with his/her signatures.**
  - 4. Stage 14 requires you to plant a tree. Attach photographs clearly showing their growth process as a proof. Start this stage of project by 4<sup>th</sup> June.**
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1. Make a trip to the busiest location of your city (for example Ghumar Mandi, Feroze Gandhi Market etc.) with your (parent/guardian) on different modes of traffic ((once on a four wheeler {car, bus,} once on a two wheeler {bike, Activa or scooter} and once on a cycle)) during most busy hours (e.g. ÷ after 6 pm). Note down your most memorable experiences.

2. Note the maximum and minimum speeds at which your dad was able to drive the vehicles (car, bike). Calculate the average speed of the entire journey (different modes of traffic) by considering the time taken and distance travelled. On which mode of transport were you the fastest? Record the time difference. How slow is traffic in the area covered of the city compared to Hyderabad (27.1 km/hr.) which is considered to be fastest city as far as average speed of traffic is concerned?

3. On which mode of transport was your journey most comfortable. Mention reasons. (50 words)

4. Was your Dad's (parent/guardian) mood same throughout the journey. Talk to your dad about any incident of road rage that he has experienced in his life. Discuss with him and 3 others (of different age groups) on how to avoid such incidents. (Make notes)

5. Take notice of duties conducted by traffic police en- route. Did you find men in blue uniforms struggling to take control over traffic? Mention any such traffic rule violations that you witnessed on road. Record the statement of a traffic police officer on the common Traffic rule violations and problems they face during their routine job.

6. Mention the documents and the equipment required to drive the vehicles. Enquire and note down the steps and requirements to be fulfilled for applying a license. Does the minimum age to apply for a license differs across nations? Answer your question by comparing to any one nation from each continent. Paste a political map of world pointing the nations referred.

7. What do you think can be the solution to worsening traffic crisis of major Indian cities like Ludhiana? Suggest any five measures that you

would like to implement on priority basis as traffic in charge of your city (SP Traffic).

8. In case you are involved in an accident what are the measures that you should follow as first priority? Discuss with your parents and record their statements on paper.

1. The following data shows the number of passengers vehicle drivers involved in accidents for a particular city was obtained by selecting 2000 drivers at random.

Age group of drivers (in years)	Number of accidents in one year				
	0	1	2	3	more than 3
18 – 25	395	150	120	60	30
26 – 50	520	100	70	25	25
Above 50	390	50	40	10	15

Find the probability of the following events for a driver selected at random from the city:

- (i) being 18 – 25 years of age and having 2 accidents in one year.
- (ii) being 26 – 50 years of age and having two or more accidents in one year.
- (iii) having no accidents in one year.
- (iv) which value would you like to learn from the data given?

9. Do you think lack of urban planning and encroachment on public land could be another reasons for traffic congestion in your city? Attach photographs as proofs depicting the mentioned cause.

10. Government of Punjab often mentions financial crunch in its talks. It could be one reason for poor infrastructure in your city. As an economic advisor suggest five measures to generate funds. Survey at least 5 different people (from different professions) asking for their priorities while spending the money if they have the power to do so in your city. Record their statements.

11. How does the stray animals impact the roads of your city? Suggest any five measures to control these homeless animals.

12. Ludhiana has recorded one of the poorest Air quality Index? What are the parameters considered to calculate the Air Quality Index of Indian cities? Is traffic responsible for the deteriorating the quality of air we breathe. Suggest any five measures to reduce the pollution in your city.

13. The following table gives the result of study conducted by the department of environment and energy, New Delhi to find out the concentration of air pollutant, Sulphur dioxide in parts per million (ppm) of a city for some days :

Concentration of Sulphur dioxide (ppm)	0.00-0.05	0.05-0.10	0.10-0.15	0.15-0.20	0.20-0.25
Number of days	5	6	8	7	4

1. What is the probability of the concentration of this air pollutant in the interval of 0.10-0.15 on any of these days?
2. What values are shown here by?

14. What is the impact of pollution on the human and environmental health? Visit the closest hospital and enquire about the ratio of people getting sick due to their exposure to pollution as compared to other ailments. Plant a tree for the cause. Take weekly pictures of the tree and monitor its growth. Photographs must show the hospital visited with signatures of hospital staff.

15. Last year several two wheelers like Honda Activa were sold at throw-away prices after intervention by the Supreme Court of India. Record the statement of at least two retailers. Add your opinion. Take one photograph each of the retailer stores that you visited along with the signatures of the retailers.

16. Make a report on various unique solutions adopted by developed countries like UK, Belgium, Germany, France etc. to the problems of traffic congestion, rising pollution and cleaner cities. Can such solutions be answer to the woes of your city?

17. on urban transport is dependent its economy and more than the well-being of the urbanites. This makes it important to phase-in a mobility system that is clean, sustainable and health-friendly. Prepare a poster ad that speaks for the cause.

18.



“ਅਹਿੰਸਾ ਵੀ ਉਹ ਹੀ ਕਰਵਾ ਸਕਦਾ ਹੈ ਜਿਸ ਨੂੰ ਉਸਦੇ ਵਿਗੜਨ ਦਾ ਦੁੱਖ ਹੈ, ਜਿਸ ਨੂੰ ਵਿਗਾੜੇ ਨੂੰ ਸੁਧਾਰਨ ਦੀ ਲੋੜ ਹੈ, ਜਿਹੜਾ ਉਸਦੀ ਤਰੱਕੀ ਦਾ ਚਾਹਵਾਨ ਹੈ, ਉਸਦਾ ਭਲਾ ਸੋਚਦਾ ਹੈ। ਉਹ ਉਸ ਨੂੰ ਠੰਮ੍ਹਣਾ ਦੇਵੇ, ਅਹਿੰਸਾ ਕਰਾਏ ਕਿ ਚਿੱਕੜ ਵਿਚੋਂ ਬਾਹਰ ਆ ਜਾ। ਉਸ ਨੂੰ ਹੌਂਸਲਾ ਦੇਵੇ ਕਿ ਅਜੇ ਡੁੱਲ੍ਹੇ ਬੇਰਾਂ ਦਾ ਕੁਝ ਨਹੀਂ ਵਿਗੜਿਆ, ਉਸ ਲਈ ਘਰ ਦੇ ਬੂਹੇ ਬੰਦ ਨਹੀਂ— [‘ਡੁੱਲਾ ਉਹ ਨਾ ਜਾਣੀਏਂ ਜੇ ਮੁੜ ਘਰ ਆਵੇ’] ਉਹ ਥੋੜ੍ਹਾ ਜਿਹਾ ਵੀ ਹੁੰਗਾਰਾ ਭਰੇ ਤਾਂ ਉਸਦੀ ਬਾਂਹ ਫੜ ਲਈ ਜਾਵੇ। ਉਸ ਨੂੰ ਅਹਿੰਸਾ ਕਰਾਇਆ ਜਾਏ ਕਿ ਉਹ ਬਹੁਤ ਕੁਝ ਕਰ ਸਕਦਾ ਹੈ। ਕਿਸੇ ਗਲਤੀ ‘ਤੇ ਇਹ ਨਾ ਅਹਿੰਸਾ ਕਰਾਇਆ ਜਾਵੇ ਕਿ ਉਸ ਨੇ ਤਾਂ ਨੱਕ ਵਢਾ ਦਿੱਤੀ ਹੈ, ਕੋਈ ਕਿਸੇ ਨੂੰ ਮੂੰਹ ਦਿਖਾਉਣ ਜੋਗਾ ਨਹੀਂ ਰਿਹਾ। ਸਗੋਂ ਗਲਤੀ ਸੁਧਾਰਨ ਦੇ ਮੌਕੇ ਤੇ ਸਾਧਨ ਦਿੱਤੇ ਜਾਣ, ਰਾਹ ਦਿੱਤਾ ਜਾਏ ਅੱਗੇ ਵੱਧਣ ਦਾ, ਕਿਉਂਕਿ ਨਾ ਕੋਈ ਦੇਵਤਾ ਜੰਮਦਾ ਹੈ ਨਾ ਦੈਂਤ। ਇਹ ਤਾਂ ਉਸਦੇ ਕਰਮ ਹਨ, ਜੋ ਉਸ ਨੂੰ ਮਾੜੇ ਤੋਂ ਚੰਗਾ ਬਣਾ ਸਕਦੇ ਹਨ।

- |                                                       |                                                          |
|-------------------------------------------------------|----------------------------------------------------------|
| (1) ‘ਡੁੱਲ੍ਹੇ ਬੇਰਾਂ ਦਾ ਕੁਝ ਨਹੀਂ ਵਿਗੜਿਆ’ ਦਾ ਕੀ ਅਰਥ ਹੈ ? |                                                          |
| (ੳ) ਕੁਝ ਨੁਕਸਾਨ ਹੋ ਚੁੱਕਾ ਹੈ <input type="checkbox"/>   | (ਅ) ਹਾਲੇ ਬਹੁਤਾ ਨੁਕਸਾਨ ਨਹੀਂ ਹੋਇਆ <input type="checkbox"/> |
| (ੲ) ਹਾਲੇ ਵੀ ਸੰਭਲ ਜਾ <input type="checkbox"/>          | (ਸ) ਹਾਲੇ ਵੀ ਮਾੜੇ ਕੰਮ ਛੱਡ ਦੇਵੋ <input type="checkbox"/>   |
| (2) ‘ਡੁੱਲਾ ਉਹ ਨਾ ਜਾਣੀਏਂ ਜੇ ਮੁੜ ਘਰ ਆਵੇ’ ਕੀ ਚੀਜ਼ ਹੈ ?   |                                                          |
| (ੳ) ਇਕ ਮੁਹਾਵਰਾ <input type="checkbox"/>               | (ਅ) ਇਕ ਵਾਕੰਸ਼ <input type="checkbox"/>                   |
| (ੲ) ਇਕ ਅਖਾਣ <input type="checkbox"/>                  | (ਸ) ਇਕ ਗੀਤ <input type="checkbox"/>                      |
| (3) ‘ਨੱਕ ਵਢਾ ਦਿੱਤੀ ਹੈ’ ਦਾ ਕੀ ਅਰਥ ਹੈ ?                 |                                                          |
| (ੳ) ਬੇਇੱਜ਼ਤੀ ਕਰਵਾ ਦਿੱਤੀ ਹੈ <input type="checkbox"/>   | (ਅ) ਲਹੂ-ਲੁਹਾਨ ਕਰਵਾ ਦਿੱਤਾ ਹੈ <input type="checkbox"/>     |
| (ੲ) ਬਹੁਤ ਇੱਜ਼ਤ ਦਿੱਤੀ ਹੈ <input type="checkbox"/>      | (ਸ) ਕੁਝ ਵੀ ਨਹੀਂ ਕਰਵਾਇਆ <input type="checkbox"/>          |
| (4) ‘ਠੰਮ੍ਹਣਾ ਦੇਣਾ’ ਦਾ ਕੀ ਅਰਥ ਹੈ ?                     |                                                          |
| (ੳ) ਕਿਸੇ ਨੂੰ ਵਿਗਾੜ ਦੇਣਾ <input type="checkbox"/>      | (ਅ) ਆਸਰਾ ਦੇਣਾ <input type="checkbox"/>                   |
| (ੲ) ਕਿਸੇ ਨੂੰ ਸੁਧਾਰ ਦੇਣਾ <input type="checkbox"/>      | (ਸ) ਬੇਸਹਾਰਾ ਕਰ ਦੇਣਾ <input type="checkbox"/>             |
| (5) ਕਿਨ੍ਹਾਂ ਦੇ ਸਹਾਰੇ ਬੰਦਾ ਚੰਗਾ ਜਾਂ ਮਾੜਾ ਬਣਦਾ ਹੈ ?     |                                                          |
| (ੳ) ਕਿਸੇ ਦੇ ਆਸਰੇ ਵੀ ਨਹੀਂ <input type="checkbox"/>     | (ਅ) ਧਨ-ਦੌਲਤ ਦੇ ਸਿਰ ‘ਤੇ <input type="checkbox"/>          |
| (ੲ) ਸਿਫ਼ਾਰਸ਼ ਦੇ ਸਿਰ ‘ਤੇ <input type="checkbox"/>      | (ਸ) ਕਰਮਾਂ ਦੇ ਸਿਰ ‘ਤੇ <input type="checkbox"/>            |

19. ਆਪ ਨੇ ਇਸ ਸਾਰੇ ਪ੍ਰੋਜੇਕਟ ਮੇਂ ਜੋ ਅਭਿਆਸ ਕੀਯਾ ਤਸੇ 200 ਸ਼ਬਦੀਂ ਮੇਂ ਬਯਾਨ ਕਰੇਂ।