

iDA- Interdisciplinary Areas

Environment Education Syllabus - Academic Year 2024-25

Chapter 1: Assessment Modules

Activity 1. Field Trip Activity: A peaceful experience of the beach/river/ponds/wetland/first rain/sky gazing and write a field note about the interactions of the various environmental components and share in the class.

Tasks for Students

Observation and Note-taking: Look closely at the different parts of the environment (plants, animals, weather, water, soil, etc.). Write down what you see and how these parts interact with each other.

Field Note Writing: Write a detailed field note based on your observations. Describe at least three different parts of the environment and how they interact.

Class Presentation: Share your field note with the class. Talk about your findings and answer questions from classmates and the teacher.

Assessment Criteria for Teachers

Observation Skills: How well the student observes and describes different parts of the environment. How well the student notices interactions between these parts.

Writing Skills: How clear and organized the field note is. How well the student uses descriptive language.

Presentation Skills: How clearly and engagingly the student presents their observations. How well the student answers questions.

Evaluation Rubrics:

Competencies	Excellent	Good	Fair	Needs Improvement
Observation Skills	Very detailed observations. Describes interactions clearly.	Good observations with some details. Describes most interactions.	Basic observations with few details. Describes some interactions.	Few observations with little detail. Describes few or no interactions.
Writing Skills	Very clear and well-organized field note. Uses descriptive language well.	Mostly clear and organized field note. Uses some descriptive	Somewhat clear but not well-organized. Uses limited descriptive	Unclear and poorly organized. Uses little descriptive language.

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Presentation Skills	Very clear and engaging presentation. Answers questions well.	Mostly clear and engaging presentation. Answers most questions.	Somewhat clear presentation. Answers some questions.	Unclear presentation. Struggles to answer questions.

Activity 2. Debate: Debate on ‘Unnecessary intervention in natural processes. E.g. Concretisation of storm water drains in kulagars/agricultural fields/housing societies.

Tasks for Students:

Research and Presentation: Find out how concretizing storm water drains affects nature, farming, and housing. Prepare a 5-minute presentation to share your findings with the class.

Debate Participation: Take part in a class debate on the topic. Be ready to argue both for and against unnecessary intervention in natural processes. Use facts and examples to support your arguments.

Reflective Essay: Write a 250-word essay about what you learned from the debate. Include your own thoughts and suggest other ways to manage storm water without concrete.

Assessment Criteria for Teachers:

Understanding of the Topic: How well does the student understand the impact of unnecessary intervention in natural processes?

Communication Skills: How clearly and effectively does the student present and debate their ideas?

Critical Thinking and Reflection: How well does the student think about the topic and reflect on what they have learned?

Evaluation Rubrics:

Competency	Excellent	Good	Fair	Needs Improvement
Understanding of the Topic	Understands the topic very well and gives detailed examples.	Understands the topic well and gives good examples.	Understands the topic a little and gives some examples.	Does not understand the topic well and gives few or no examples.
Communication Skills	Speaks very clearly and confidently; uses strong arguments and facts.	Speaks clearly; uses good arguments and facts.	Speaks somewhat clearly; uses basic arguments and facts.	Has difficulty speaking clearly; uses weak arguments and facts.

Critical Thinking and Reflection	Thinks deeply about the topic with insightful reflections and solutions.	Thinks well about the topic with thoughtful reflections and some solutions.	Thinks a little about the topic with some reflections and few solutions.	Does not think deeply about the topic; little or no reflection or solutions.
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Activity 3. Street play on environmental issues

Tasks for Students:

Script Writing: Write a simple script about an environmental issue like pollution, cutting down trees, or climate change.

Performance Practice: Practice your script and plan how to use props, costumes, and sounds to make your play better.

Street Play Performance: Perform your play in front of an audience, showing what you learned about the environmental issue.

Assessment Criteria for Teachers:

Understanding the Issue: Do students understand the environmental issue well?

Creativity and Presentation: Are the students creative and do they present their play well?

Teamwork: Do students work well together as a team?

Evaluation Rubric

Competency	Excellent	Good	Fair	Needs Improvement
Understanding the Issue	Understands the issue very well, gives clear and correct information.	Understands the issue well, gives mostly correct information.	Understands the issue a little, gives some incorrect information.	Does not understand the issue well, gives mostly incorrect information.
Creativity and Presentation	Very creative and interesting, uses props, costumes, and sounds well.	Creative and interesting, uses props, costumes, and sounds well.	Some creativity, uses a few props, costumes, or sounds.	Not very creative, uses few or no props, costumes, or sounds.
Teamwork	Works very well together, everyone helps a lot.	Works well together, most help a lot.	Works okay together, some help more than others.	Does not work well together, few help much.

Activity 4. Suggested Reading: Needs vs Wants - Gulu Meets Money (TruBuddy Comics)

Tasks for Students:

Identify Needs and Wants: Read "Gulu Meets Money (TruBuddy Comics)".

List at least 3 needs and 3 wants that Gulu encounters.

Create a Comic Strip: Draw a short comic strip (3-4 panels) showing Gulu making a decision between a need and a want. Students can take different examples. Write a brief explanation of Gulu's decision.

Class Discussion Participation: Participate in a class discussion about the differences between needs and wants. Share your thoughts and listen to others' ideas.

Assessment Criteria for Teachers:

Understanding Needs and Wants: How well did the student understand and differentiate between needs and wants?

Creativity and Clarity in Comic Strip: How creative and clear was the student's comic strip in showing the decision-making process?

Engagement in Class Discussion: How actively and thoughtfully did the student participate in the class discussion?

Evaluation Rubric:

Competency	Excellent	Good	Fair	Needs Improvement
Understanding Needs and Wants	Clearly identified and explained all needs and wants	Identified most needs and wants with some explanation	Identified some needs and wants with little explanation	Struggled to identify or explain needs and wants
Creativity and Clarity in Comic Strip	Very creative and clear with detailed explanation	Creative and mostly clear with good explanation	Some creativity and clarity with brief explanation	Lacks creativity and clarity, with no or poor explanation
Engagement in Class Discussion	Very active and thoughtful participation	Active participation with some thoughtful input	Some participation with limited input	Little to no participation or input