	ВПАРА	TIVA VIDVA RHAVAN KOCHT	KENDRA
		TIYA VIDYA BHAVAN, KOCHI I fd h. envidonmental stud	
		FD II, ENVIRONMENTAL STUD	
	YEAR P	LAN FOR THE ACADEMIC YEA	AK 2025-20
MONTH	UNIT	CHAPTER	CONCEPT
JUNE	Welcome to My World	Seeing without Seeing (Oral)	 Sensory Exploration Empathy and Inclusion
JULY	Going Places	Come Back Soon	Modes of transport : Land, water
AUGUST	Going Places	Come Back Soon (cont)	Modes of transport: Air
SEPTEMBER	Life Around Us	The Smart Monkey	 Environmental Responsibility. Positive behaviour and role models.
OCTOBER	Life Around Us	The Smart Monkey (cont)	 ♦ Good manners ♦ Healthy habits
OCTOBER	Harmony	Little Drops of Water	 Sources of water. Uses of water.
NOVEMBER	Harmony	Little Drops of Water (cont)	 Forms of water. Safe drinking water.
DECEMBER	Harmony	We are all Indians	 ♦ Celebrating Diversity. ♦ Appreciating individuality. > Tamil Nadu > Kerala > Gujarat > Kashmir
JANUARY	Harmony	We are all Indians (cont)	 > Rajasthan > Bengal > Manipur > Karnataka > Odisha > Maharashtra > Uttar Pradesh
FEBRUARY	Life Around Us	The Crow (Oral)	 Celebrating inner beauty and individuality Confidence and positive image. Types of birds around us.
MARCH		REVISION	• 13pcs of birds around us.

			BHARATIYA VID	YA BHAVAN, KOCHI								
		S		OR THE YEAR 2025-20	26							
CLASS	п											
SUBJECT	ENVIRONMENTAL ST	NVIRONMENTAL STUDIES										
MONTH	UNE											
LESSON	UNIT 2 CHAPTER 2: SEEING V											
TOPIC	SENSE ORGANS											
CURRICULAR GOALS	CG-2 Children develop s	sharpness in sensorial perceptions										
COMPETENCIES	C-2.4 Differentiates mul-	C-2.3 Differentiates sounds and sound patterns by their pitch, volume and tempo. C-2.4 Differentiates multiple smell and taste. C-2.5 Develops discrimination in the sense of touch.										
SUB-TOPIC	CONCEPTS	GENERAL COMPETENCIES	SPECIFIC COMPETENCY	LEARNING OUTCOME	COGNITIVE LEVELS	ACTIVITY/ACTIVITIES	ASSESSMENT QUESTIONS					
Sense organs	 Sensory Exploration Empathy and Inclusio 	Sensory Awareness -notices and responds to sensory stimuli, such as sounds, textures, and visual cues.	auditory cues. Identifies objects and	 Students will recognize and empathize with the challenges faced by someone with a disability. Students will understand how other senses can be used to learn and experience the world. 	Understand Recall and Reproduction	Speak five sentences on the topic Sense Organs and their functions. (GD)						
		0	Sense Organs and	l their functions (GD)								
		\vee										

			BHARATIYA	VIDYA BHAVAN, KOCHI						
			SCHEME OF WOR	RK FOR THE YEAR 2025-2	2026					
CLASS	п									
SUBJECT	ENVIRONMEN	TAL STUDIES								
MONTH	JULY									
LESSON	UNIT 3 CHAPTER 1: CC	DME BACK SOON								
TOPIC	MEANS OF TRA	ANSPORT								
CURRICULAR GOALS	CG-1 Children o	develop habits that keep them health	y and safe.							
COMPETENCIES	C1.5 Shows awar	reness of safety in movements and ac	ts appropriately.		~					
SUB-TOPIC	CONCEPTS	GENERAL COMPETENCIES	SPECIFIC COMPETENCY	LEARNING OUTCOME	COGNITIVE LEVELS (AS PER DOK)	ACTIVITY/ACTIVITIES	ASSESS	MENT QUESTIC	ONS	
leans of transport	Land transport Water transport	Recognises and categorises various means of transportation such as land (cars, buses, bicycles), water (boats, ships), and enter of wheels on a bicycle or bicycles), water (boats, ships), and er of wheels on a bicycle or bicycles), water (boats, ships), and enter of wheels on a bicycle or bicycles), water (boats, ships), and enter of wheels on a bicycle or bicycles), water (boats, ships), and enter of wheels on a bicycle or 								
			WORKSHEE	T 1 : COME BACK SOON						
			\sim							

			BHARATIYA VI	DYA BHAVAN, KOCHI							
SCHEME OF WORK FOR THE YEAR 2025-2026											
CLASS	п										
SUBJECT	ENVIRONMENT	AL STUDIES									
MONTH	AUGUST										
LESSON	UNIT 3 CHAPTER 1: COM	ME BACK SOON									
ΤΟΡΙΟ	MEANS OF TRAN	NSPORT									
CURRICULAR GOALS CG-1 Children develop habits that keep them healthy and safe.											
COMPETENCIES	C1.5 Shows awareness of safety in movements and acts appropriately.										
SUB-TOPIC	CONCEPTS	GENERAL COMPETENCIES	SPECIFIC COMPETENCY	LEARNING OUTCOME	COGNITIVE LEVELS (AS PER DOK)	ACTIVITY/ACTIVITIES	ASSESSMENT QUESTIONS				
Means of transport	Air transportUnderstand specific features of and (cars, buesc) bicycles), water (boats, ships), and air (airplanes, helicopters).Understand specific features of an airplane.Identifies and names various means of air transport.Air transportPacelops skills to observe different transport no modes and analyze their characteristics and uses.Understand specific features of air (airplanes, helicopters).Classifies means of transport.Develops skills to observe 										
	WORDS TO BE WRITTEN : Land , Water, Air ,Ship, Yacht, Boat, Truck, Motorbike, Car, Scooter, Bicycle, Helicopter, Rocket, Aeroplane, Train. KEYWORDS: Tractor, Speed boat, Autorickshaw, Submarine, Shikara, Police jeep. Jet plane, Fire engine, Bullock cart										
			ENVIRONMENTAL SENS	SITIVITY 1: COME BACK SO	DON						

			BHARATIYA VIDY	A BHAVAN, KOCHI						
		S	CHEME OF WORK FO	OR THE YEAR 2025-2	026					
CLASS	п									
SUBJECT	ENVIRONMENTAL STUDIES									
MONTH	SEPTEMBER									
LESSON	UNIT 4 CHAPTER 4. THE SMART MONKEY									
TOPIC	Good manners, healthy habits									
CURRICULAR GOALS	CG 1: Develops habits that keep them healthy a	and safe.								
	C-1.3 Keeps school/classroom hygienic and org	ganised.			0					
					5-2					
SUB-TOPIC	CONCEPTS	GENERAL COMPETENCIES	SPECIFIC COMPETENCY	LEARNING OUTCOME	COGNITIVE LEVELS (AS PER DOK)	ACTIVITY/ACTIVITIES	ASSESSMENT QUESTIONS			
Good manners	CONFETENCIES CONFETENCES CONFETEN									
WORDS TO BE WR	ITTEN : Sorry, Thank you, Welcome, Please,	Healthy, Unhealthy	. 1.			11				
		~	The importance	of cleanliness (GD) HE SMART MONKEY						
		\sim	WORKSHEET 2 : TI	HE SMART MONKEY						

			BHARATIYA	VIDYA BHAVAN, KO	СНІ				
SCHEME OF WORK FOR THE YEAR 2025-2026									
CLASS	П								
SUBJECT	ENVIRONMENTAL STUDIE	S							
MONTH	OCTOBER								
LESSON	UNIT 4 CHAPTER 4. THE SMART M UNIT 5 CHAPTER 1: LITTLE DROP								
ΤΟΡΙΟ	Healthy habits Sources of water Uses of water								
CURRICULAR GOALS	CG 1: Develops habits that kee CG 7 Children make sense of t		e. h observation and logical think	ing					
COMPETENCIES	C-1.3 Keeps school/classroom C-7.2 Observes and understand		onships in nature by simple hy	pothesis.					
SUB-TOPIC	CONCEPTS	GENERAL COMPETENCIES	SPECIFIC COMPETENCY	LEARNING OUTCOME	COGNITIVE LEVELS (AS PER DOK)	ACTIVITY/ACTIVITIES	ASSESSMENT QUESTIONS		
Healthy habits	Wear clean clothes. Brush teeth twice daily. Chew food properly while eati	Recognises the importance of daily hygiene practices such as bathing, brushing teeth, washing hands, and wearing clean clothes to maintain health and prevent illness.	Explains how germs spread and the importance of hygiene in preventing illness. Applies good habits and healthy habits in real life.	Observes and identifies the details in the story and make connections between the characters' action and real life situations.	Recall and Reproduction Skills And Concepts Strategic thinking	"Hygiene Hero Badge" Give students a simple checklist (tick boxes) of daily hygiene habits and ask them to tick the healthy hygiene habits they follow. Colour a badge Ask each child to draw and colour a badge with the words "Hygiene Hero"			
Sources of water. Identifies various sources where water is found, such as oceans, Pond Distinguish betweente found, such as oceans, is different states of water- gas (water vapor) - and Pond Sources and uses of water. Such as ponter Sources and uses of water. Take two boxes labeled as Sources and uses of water. Take two boxes labeled as Sources and uses of water. Sources of water rivers, lakes, ponds, Pond gas (water vapor) - and under which these ohanges under states of water. Sudents discuss and of water. Stategic Thinking Stategic Thinking Sources and uses of water. Take two boxes labeled as Sources and uses of water. Sources of water under which these ohanges under states of water. Students will enumerate different sources of water. Students will discuss the features of sea water. Mix all the picture cards and ask them to pick one and identify the card and place Jases of water rendos to prevent Drinking watsage. Fundents of prevent watsage. Students will discuss the features of sea water. Fundents will discuss the features of sea water. Hem in the correct box.									
VORDS TO BE WRITTEN: Ice, Water, Steam, Rain, Ground, Salt, Well, Lake, Pond, River, Snow, Cloud, Germs, Drinking, Bathing, Brushing, Heating, Cooling (EYWORDS: Hose, Leak, Short, Full									
			ENVIRONMENTAL SE	NSITIVITY 2: THE SMAL	RT MONKEY				

			BHARATIYA VIDYA	BHAVAN, KOCHI			
		SCH	EME OF WORK FOR	R THE YEAR 2025-2020	5		
CLASS	П						
SUBJECT	ENVIRONMENTAL STUDIES						
MONTH	NOVEMBER						
LESSON	UNIT 5 CHAPTER 1: LITTLE DROPS OF WATER						
TOPIC	Forms of water. Safe drinking water.						
CURRICULAR GOALS	CG 7 Children make sense of the world around throu	gh observation and logical t	hinking				
COMPETENCIES	C-7.2 Observes and understands cause and effect rela	ationships in nature by simp					
SUB-TOPIC	CONCEPTS	GENERAL COMPETENCIES	SPECIFIC COMPETENCY	LEARNING OUTCOME	COGNITIVE LEVELS (AS PER DOK)	ACTIVITY/ACTIVITIES	ASSESSMENT QUESTIONS
Forms of water. Safe drinking water.	Forms of water. The three forms of water are ice water and water vapour. Safe drinking water. We must drink clean water. Boiling water kills the germs in the water. We can use a water filter to free the water from germs.	Identifies various sources where water is found, such as oceans, rivers, lakes, ponds. Recognises the need to conserve water and understand basic methods to prevent wastage.	Distinguish between the different states of water solid (ice), liquid (water), and gas (water vapor) and understand the conditions under which these changes occur.	Categorize different methods of purification of water.	Compare Strategic Thinking	Drawing Activity: Forms of water 1. Ice cubes 2. Water in a glass 3. Steam rising from hot water List out any three ways to save water (GD)	
		LIST	OUT ANY THREE WAY WORKSHEET 3: LITTL	'S TO SAVE WATER (GD) E DROPS OF WATER	1		
				3: LITTLE DROPS OF W	ATER		
		BU	N.ELL				

			BHARA	TIYA VIDYA BHAVAN	, KUCHI					
	SCHEME OF WORK FOR THE YEAR 2025-2026									
CLASS	П									
SUBJECT	ENVIRONME	NTAL STUDIES								
MONTH	DECEMBER									
LESSON	UNIT 5 CHAPTER 2: V	VE ARE ALL INDIANS								
TOPIC	Celebrating Div Appreciating in									
CURRICULAR GOALS	CG-12 Children	a develop abilities and sensil	pilities in visual and perform	ning arts, and express their of	emotions through art in mear	ingful and joyful ways				
COMPETENCIES	C-12.5 Commu	nicates and appreciates a va	riety of responses while cre	ating and experiencing diffe	rent forms of art, local cultur	re and heritage				
SUB-TOPIC	CONCEPTS	GENERAL COMPETENCIES	SPECIFIC COMPETENCY	LEARNING OUTCOME	COGNITIVE LEVELS (AS PER DOK)	ACTIVITY/ACTIVITIES	ASSESSMENT QUEST			
Celebrating Diversity. Appreciating individuality.	Festivals ≻Tamil Nadu Pongal ≻Kerala - Onam Dance forms ≻Gujarat Garba	appreciates the variety of cultures, languages, traditions, and beliefs within the community and the nation. Develops an attitude of respect and acceptance towards individuals from diverse backgrounds.	Recognises national symbols, festivals, and traditions that represent the country's diversity. Engages in classroom activities that celebrate various cultures, such as music, dance, and art projects.	Students will recognise and celebrate the diverse language traditions, customs and interests of individuals from different regions of India. Students will understand that despite diverse backgrounds, India shares a common intellect of belonging and unity.	Evaluate Strategic Thinking					
	WORDS TO BE WRITTEN : Pongal, Garba , Bhangra, Kerala ,Taj Mahal, Manipuri, Kannada, Telugu, Odia, Malayalam, Punjabi KEY WORDS : Odisha, Gujarat, Puppet show, Rajasthan, Punjab, West Bengal, Tamil Nadu, Maharashtra, Andhra Pradesh , Karnataka, Ellora and Ajanta Caves WORKSHEET 4: WE ARE ALL INDIANS ENVIRONMENTAL SENSITIVITY 4: WE ARE ALL INDIANS									
		<	Jun.							

			BHAR	ATIYA VIDYA BHAVA	N, KOCHI		
	1		SCHEME (OF WORK FOR THE Y	EAR 2025-2026		
CLASS	п						
SUBJECT	ENVIRONMEN	TAL STUDIES					
MONTH	JANUARY						
LESSON	UNIT 5 CHAPTER 2: WI	E ARE ALL INDIANS					
ΤΟΡΙϹ	 Rajasthan Bengal Manipur Karnataka Odisha Maharashtra Uttar Pradesh 						
CURRICULAR GOALS	CG-12 Children o	levelop abilities and sensibil	ities in visual and performi	ng arts, and express their em	otions through art in meaning	ngful and joyful ways	
COMPETENCIES	C-12.5 Communi	cates and appreciates a varie	ty of responses while creat	ing and experiencing differen		and heritage	
SUB-TOPIC	CONCEPTS	GENERAL COMPETENCIES	SPECIFIC COMPETENCY	LEARNING OUTCOME	COGNITIVE LEVELS (AS PER DOK)	ACTIVITY/ACTIVITIES	ASSESSMENT QUESTIONS
≫ Rajasthan	MONUMENTS ➤ Maharashtra Ellora and Ajanta caves ➤ Uttar Pradesh Taj Mahal	Recognises and appreciates the variety of cultures, languages, traditions, and beliefs within the community and the nation.	Recognises national symbols, festivals, and traditions that represent the country's diversity. Engages in classroom activities that celebrate various cultures, such as	Students will recognise and appreciate the unique qualities and interests of each individual, adding to the richness of the country as a whole.	Evaluate Strategic Thinking	COLLAGE MAKING MY STATE, MY PRIDE! Make a collage on a chart paper using pictures of the following State animal State flower	

			BHARA	FIYA VIDYA BHAVAN	, КОСНІ						
			SCHEME OF	WORK FOR THE YE	CAR 2025-2026						
CLASS	II										
SUBJECT	ENVIRONMENTA	AL STUDIES									
MONTH	FEBRUARY										
LESSON	UNIT 4 CHAPTER 3: THE	CROW (ORAL)									
торіс	 Celebrating inne Confidence and Types of birds a 										
CURRICULAR GOALS	CG-6 Children develop a positive regard for the natural environment around them										
COMPETENCIES	C-6.1 Shows care f	for joy in engaging with all li	ife forms.								
SUB-TOPIC	CONCEPTS	GENERAL COMPETENCIES	SPECIFIC COMPETENCY	LEARNING OUTCOME	COGNITIVE LEVELS (AS PER DOK)	ACTIVITY/ACTIVITIES	ASSESSMENT QUESTIONS				
THE CROW (ORAL)	Celebrating inner beauty and individuality. Confidence and positive image. Types of birds around us.	Recognises and understands one's own lebrating inner auty and tividuality. Appreciates others' viewpoints and experiences. • Students will explore the meaning of inner beauty and valuing individual qualities. Recall and Reproduction Skills or concepts onfidence and sitive image. • Students will experiences. • Students will explore the meaning of inner beauty and valuing individual qualities. • Students will explore the meaning of inner beauty and valuing individual qualities. • Students will understand the importance • Students will understand the importance Speak five sentences on the topic, My Favourite Bird (GD)									
			M	IY FAVOURITE BIRD (G	D)						
			8 Jun								

	BHARATIYA VIDYA BHAVAN, KOCHI											
	SCHEME OF WORK FOR THE YEAR 2025-2026											
CLASS	П											
SUBJECT	ENVIRONMENTAL STUDIES											
MONTH	MARCH	A										
					RE	VISION						-
NAME OF THE SCHOOL	NAME OF THE TEACHER	SIGNATURE										
BVM ELAMAKKARA	ATHIRA M S											
BVM EROOR	CEEMOL MATHEW											
BAV KAKKANAD	DEVI SRUTHI V											
BVM GIRINAGAR	ANU RAMAN											
BVV THRIKKAKARA	ANJALI A G											
BNV VELLOOR	GREETA JAMES											
BMV TRIPUNITHURA	DEEPTHI R											

BUNN. ELANNAKKARA

	DOMAIN	2: Socio – Emotional Development
	С	LASS II, HPC ACTIVITY TERM 1
	CHAPTER 1: COME BACK SOON MEANS OF TRANSPORT	UNIT 3
Curricular goals CG-1 Children	s: develop habits that keep them healthy and safe.	Competency/ Competencies: C1.5 Shows awareness of safety in movements and acts appropriately.
	А	CTIVITY (INDIVIDUAL)
"My Transport Objective: Students will id Activity Durati	dentify a mode of transport (land, water, or air).Create a c	raft or drawing of it.Display and speak a few lines describing it.
		Activity Flow
Time		Steps
10 min	Brief Introduction Quick discussion with visual aids (pictures or toys o Ask questions like: "What is your favorite way to tra	f cars, boats, planes, etc.). avel? Why?"
20 min	Creative Craft/Drawing Time Each student picks one type of transport. They draw, color, or create a paper model (e.g., fold	ing paper to make a car, boat, or airplane).
20 min	Let's Talk or Write Students write or speak 3–5 simple sentences about Name of the transport Where it travels Why they like it	their chosen vehicle.
10 min	Wrap-Up & Display Teacher summarizes land, water, and air transport. Collect and display the crafts on a class board or tab	le.
	AS	SSESSMENT QUESTIONS
2.What kind of	y move on land, water, or in the air? (Beginner level) f transport do we use to go far away quickly?(Proficient l use vehicles without harming the environment?(Advance	
2.Why is it imp	you say to a driver or helper who takes you somewhere? portant to share your toy vehicles with others?(Proficient we never throw trash out of a car or bus window?(Advan	level)

	3.Student gives one clear reason independently.Correct reason (e.g., "It pollutes the environment")	3.Student gives two or more reasons with explanations. Multiple reasons (e.g., "It makes the place dirty and harms animals.")
 Student gives a simple response with support (e. g., "Let's go!").Needs prompting or choices. Student gives one simple idea with support (e.g., "It will see people or buildings."). Student gives one simple idea with help (e.g., "It goes fast to help people.") 	 Student gives one creative and clear sentence independently. Student shares one or two things the train would see or learn. Student describes what the toy looks like and how it helps in an emergency. 	 Student gives a detailed or funny response, possibly adding emotion/personality. Student gives a thoughtful, creative answer with specific examples. Student gives a creative and detailed description with features and purpose.
	30	
	g., "Let's go!").Needs prompting or choices. 2.Student gives one simple idea with support (e.g., "It will see people or buildings."). 3.Student gives one simple idea with help (e.g., "It	1. Student gives a simple response with support (e. g., "Let's go!").Needs prompting or choices. 1. Student gives one creative and clear sentence independently. 2. Student gives one simple idea with support (e.g., "It will see people or buildings."). 2. Student shares one or two things the train would see or learn. 3. Student gives one simple idea with help (e.g., "It 3. Student describes what the toy looks

BUNN. ELAMAKKAF

DOMAIN 2: Socio – Emotional Development					
CLASS II, HPC ACTIVITY TERM 2					
UNIT 5					
CHAPTER 2: HARMONY WE ARE ALL INDIANS					
WE ARE ALL INDIANS					
CG-12 Children d	develop abilities and sensibilities in visual and performing	C-12.5 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture and heritage			
	arts, and express their emotions through art in meaningful and joyful ways				
ACTIVITY (GROUP)					
COLLAGE MAK MY STATE, MY					
Objective: Students will crea	Objective: Students will create a colorful collage to showcase key symbols and culture of their state using pictures and labels.				
Activity Duration		P			
Protivity Duration		1P			
	Students will create a colorful collage to showcase key symbols and culture of their state using pictures and labels. Activity Duration: 60 min Materials Needed: Chart paper Scissors Glue stick Pictures (cutouts from manazines, printed, or drawn) of				
	ors,Glue stick,Pictures (cutouts from magazines, printed, or e flower,State tree,State bird,State festival,Popular food	ulawii) of.			
Color pens/sketch	n pens ials (optional – glitter, stickers, borders, etc.)	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~			
Pencil ,Eraser and	d Ruler				
Color pens/sketch pens Decorative materials (optional – glitter, stickers, borders, etc.) Pencil ,Eraser and Ruler Decorate the collage neatly and wirte the name of the state.					
Activity Flow					
Time		Steps			
5 min	Introduction & Instructions	•			
	Teacher explains the theme: "My State, My Pride" Shows an example (if possible)				
10 min	Planning Time				
	Briefly discusses what each category means (animal, flo Students choose the state (if not already assigned)	wer, festival, etc.)			
35 min	Collage Creation				
Teacher helps students list the 6 items they'll include on the collage.					
	Students cut, arrange, and paste pictures on the chart Write labels for each picture				
	Decorate the collage neatly				
10 min Wrap-up Time Add the state name clearly at the top. Check for neatness, correct labels, and complete information. Teacher collects or displays all collages on a wall or board Check for neatness, correct labels, and complete information.					
ASSESSMENT QUESTIONS					

	1. Student identifies the state animal with help or by	1 Student names the state animal and says	1. Student identifies, describes the animal, and explains			
	pointing.	one simple fact about it.	why it's special.			
	2. Student points to or names one part of the collage	2.Student chooses one part and explains	2. Student selects a part, explains their choice, and shares			
	with support. Needs prompting or choices	simply why it is special.	how it shows pride.			
	3.Student gives a basic idea with support (e.g., "It is	3.Student gives one clear reason the	3. Student gives a thoughtful answer with explanation or			
Awareness	big" or "It is strong"). Needs help or prompting.	animal is special.Names a quality.	cultural link.Explains its importance.			
	1.Student uses a word or picture to show feeling (e.g.,	1.Student shares a clear feeling and gives	1.Student gives a detailed response with emotions and			
	"happy" or a smiley face). Needs support or choices.	one reason.States a feeling.	explanation Expresses a rich feeling .Explains why the			
	2. Student identifies a basic emotion (feeling) like"I		celebration feels special			
	would feel very sad."	way; connects trees to basic survival	2.Student expresses empathy and creativity; gives a			
	3.Student names simple actions to keep the state clean.	needs.	message or solution to humans.			
Sensitivity		3.Student explains why keeping the state clean is important.	3.Student shows creativity and suggests a rule or message for others.			
Sensitivity	1 Chalant since simple share success that (1 (()	1				
	1.Student gives simple, clear answer about what the fruit does (e.g., makes people happy, gives energy).	1.Student explains why this magic is helpful or important (e.g., it helps people	1.Student uses imagination to create a short story about the magical fruit's effect on people or the environment.			
	2.Student identifies the state bird and flower and giving		2. Student explains how do they solve the problem and			
	them names or roles (e.g., "The bird is kuttu and the	2.Student describes the place and	how does the story end?Creative thinking and conclusion			
	flower is Lily").	challenge (e.g., "They flew to a forest	(e.g., "The bird found the way home and the flower			
	3. Student chooses anyone and names it.	and got lost" or "The flower needed	bloomed in the sunlight").			
		sunlight to bloom").	3.Student uses creative language or ideas (e.g., "We			
		3. Student explains the reason behind the	would have a butterfly parade," or "The flower would be			
		choice.	on flags and posters").			
Creativity						
		C1				
N						
$\mathcal{O}_{\mathcal{V}}$						
×.						
		$\langle \cdot \rangle$				
	N	¥				
BUNNELLA						
\checkmark						