

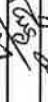






BHARATIYA VIDYA BHAVAN, KOCHI
YEAR PLAN FOR THE ACADEMIC YEAR 2026-2027
STD I

ENVIRONMENTAL STUDIES

MONTH	UNIT	CHAPTER	CONCEPTS
JUNE	2. LIFE AROUND US	1. PICTURE TIME	EXAMPLES OF BIRDS AND ANIMALS
JULY	2. LIFE AROUND US	1. PICTURE TIME	EXAMPLES OF BIRDS AND ANIMALS
AUGUST	2. LIFE AROUND US	3. A FARM	DOMESTIC AND WILD ANIMALS
SEPTEMBER	2. LIFE AROUND US	3. A FARM	DOMESTIC AND WILD ANIMALS
OCTOBER	2. LIFE AROUND US	3. A FARM	DOMESTIC AND WILD ANIMALS
NOVEMBER	3. FOOD	1. FUN WITH PICTURES	FRUITS AND VEGETABLES
DECEMBER	3. FOOD	2. THE FOOD WE EAT	MEALS OF THE DAY FOOD FROM PLANTS AND ANIMALS
JANUARY	3. FOOD	2. THE FOOD WE EAT	MEALS OF THE DAY FOOD FROM PLANTS AND ANIMALS
FEBRUARY	4. SEASONS	1. THE FOUR SEASONS	SEASONS AND TYPES OF CLOTHES
MARCH			REVISION

NAME OF THE SCHOOL	NAME OF THE TEACHER	SIGNATURE
BMV, TRIPUNITHURA	SMITHA VARMA	
BVM, EROOR	SWAPNA M V	
BAV, KAKKANAD	LEKSHMI AJITH	
BVM, ELAMAKKARA	SREELAKSHMI A	
BVM, GIRINAGAR	SOUMYA K S	
BVV, THRIKKAKARA	MEENA NAIR T N	
BNV, VELLORE	DEEPTHI GEORGE	

BHARATIYA VIDYA BHAVAN, KOCHI

SCHEME OF WORK FOR THE YEAR 2026-2027

CLASS	I						
SUBJECT	ENVIRONMENTAL STUDIES						
MONTH	JUNE						
LESSON	UNIT 2 LIFE AROUND US						
TOPIC	CHAPTER 1 PICTURE TIME						
CURRICULAR GOALS	CG-7 Children make sense of the world around through observation and logical thinking CG-6: Children develop a positive regard for the natural environment around them						
COMPETENCIES	C-7.1: Observes and understands different categories of objects and relationships between them. C-6.1: Shows care for and joy in engaging with all life forms.						
SUB-TOPIC	CONCEPTS	GENERAL COMPETENCIES	SPECIFIC COMPETENCY	LEARNING OUTCOME	COGNITIVE LEVELS (AS PER DOK)	ACTIVITY/ ACTIVITIES	ASSESSMENT QUESTIONS
Living and non living things (ORAL)	Living things can move, breathe, eat, grow and reproduce. Example: Rat, cat, cow, dog Non living things cannot move, breathe, eat, grow and reproduce. Example: Book, box, bed, plate	1. Observes and understands different categories of objects and relationships between them. 2. Shows care for and joy in engaging with all life forms.	1. Recognise and name common living and non living things. 2. Understand the characteristics of living and non living things	1. Identifies and describes common objects, people, pictures, animals, birds, events etc. on their own. 2. Shows curiosity and interest in identifying specific flora and fauna	Identify living and non living things. Classify objects into living and non living things. Connect to daily life situations	1. Draw and colour any five living and non living things. 2. Observe the pictures on the board and identify them as living or non living things.	

<p>Animals and their natural place of living.</p>	<p>Animals that live on land Examples-lion,donkey, deer, fox, hen,cheetal, snake, cow, monkey, camel. Some animals live in water Examples -fish, star fish octopus.</p> <p>Words to be written - lion, monkey, crow, hen, elephant,</p>	<p>1. Environmental Awareness 2. Shows care for and joy in engaging with all life forms.</p>	<p>1. Sort animals based on where they live. 2. Recognise basic animal groups based on their habitat</p>	<p>1. Shows joy in engaging with animals in the local environment. 2. Shows curiosity in observing and identifying animals. 3. Identifies and describes the living places of animals</p>	<p>List the names of animals that live on land and in water. Distinguish different types of animals. Apply the knowledge in daily life.</p>	<p>1. Animal walk (game) - Call out the names of animals. Students can move like that animal and can freeze if it's not a land animal.</p>	<p>Where does a fish live? Name one animal that lives on land and one animal that lives in water.</p>
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WORKSHEET 1

BHARATIYA VIDYA BHAVAN, KOCHI

SCHEME OF WORK FOR THE YEAR 2026-2027

CLASS	I
SUBJECT	ENVIRONMENTAL STUDIES
MONTH	JULY
LESSON	UNIT 2 LIFE AROUND US
TOPIC	CHAPTER 1 PICTURE TIME
CURRICULAR GOALS	CG-7 Children make sense of the world around through observation and logical thinking CG-6: Children develop a positive regard for the natural environment around them
COMPETENCIES	C-7.1: Observes and understands different categories of objects and relationships between them. C-6.1: Shows care for and joy in engaging with all life forms.
SUB-TOPIC	CONCEPTS
	GENERAL COMPETENCIES
	SPECIFIC COMPETENCY
	LEARNING OUTCOME
	COGNITIVE LEVELS (AS PER DOK)
	ACTIVITY/ ACTIVITIES
	ASSESSMENT QUESTIONS

<p>Fun with numbers. Five little monkeys</p>	<p>Some animals live both on land and in water. Example - frog, tortoise. Animals that spend more time on trees - monkeys, owls and crows. Words to be written - frog, deer, fish, goat, tiger, bear, rabbit, sparrow, frog and snake.</p>	<p>1. Observation and creativity of the natural habitat 2. Environmental Awareness</p>	<p>1. Sort animals based on where they live. 2. Recognise basic animal groups based on their habitat</p>	<p>1. Shows joy in engaging with animals in the local environment. 2. Shows curiosity in observing and identifying animals. 3. Identifies and describes the living places of animals</p>	<p>List the names of animals that live in water Understand the basic characteristics of aquatic animals</p>	<p>Make a fish - leaf art - using fallen leaves. Textbook activity on page no. 49 and 53</p>	<p>Does the frog live only on land? Where does a duck live?</p>
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**ORAL-Speak three sentences about your favourite animal.
ENVIRONMENTAL SENSITIVITY 1**

BHARATIYA VIDYA BHAVAN, KOCHI

SCHEME OF WORK FOR THE YEAR 2026-2027

CLASS	I						
SUBJECT	ENVIRONMENTAL STUDIES						
MONTH	AUGUST						
LESSON	UNIT 2 LIFE AROUND US						
TOPIC	CHAPTER 3 A FARM						
CURRICULAR GOALS	CG-6 Children develop a positive regard for the natural environment around them						
COMPETENCIES	C-6.1: Shows care for and joy in engaging with all life forms						
SUB-TOPIC	C-6.2: Shows curiosity and appreciation for nature and living things.						
	CONCEPTS	GENERAL COMPETENCIES	SPECIFIC COMPETENCY	LEARNING OUTCOME	COGNITIVE LEVELS (AS PER DOK)	ACTIVITY/ACTIVITIES	ASSESSMENT QUESTIONS
Sounds of animals	Animals and their corresponding sounds. Some animals are big. Eg - whale, tiger. Some animals are small. Eg-rat, sparrow Words to be written- Cow - moo-moo Hen-chuck-cluck Cat- miaon-miaon Dog-woof-woof Lion- roar-roar Honey bee - buzz-buzz Cat, rat, sparrow	Shows care for and joy in engaging with all life forms.(L)	Discriminate the sounds of common animals. Creative expression and imitation of sounds of animals	Identify and name farm animals and their corresponding sounds. Learn new animal names and sounds. Explore farm animals and their sounds through additional activities.	Match the sounds of animals.	HPC ACTIVITY - Animal home hunt Textbook activity on page no. 76.	What sound does a dog make? Name the biggest animal on land?
ENVIRONMENTAL SENSITIVITY 2							

BHARATIYA VIDYA BHAVAN, KOCHI

SCHEME OF WORK FOR THE YEAR 2026-2027

CLASS	I						
SUBJECT	ENVIRONMENTAL STUDIES						
MONTH	SEPTEMBER						
LESSON	UNIT -2 LIFE AROUND US						
TOPIC	CHAPTER -3 A FARM						
CURRICULAR GOALS	CG-6 Children develop a positive regard for the natural environment around them						
COMPETENCIES	C-6.1 Shows care for and joy in engaging with all life forms C-6.2. Shows curiosity and appreciation for nature and living things.						
SUB-TOPIC	CONCEPTS	GENERAL COMPETENCIES	SPECIFIC COMPETENCY	LEARNING OUTCOME	COGNITIVE LEVELS (AS PER DOK)	ACTIVITY/ ACTIVITIES	ASSESSMENT QUESTIONS
Animals and birds	<p>Food habits of animals Cow and horse eat grass. Cat eats rat. Monkeys swing and jump on the trees. Colour of birds. The crow is black in colour. The parrot is green and has a red beak. The peacock has many colours . Peacock is our National bird Elephant is the biggest animal on land. Crow cleans our surroundings. Animals we keep in our homes are called pet animals Eg - dog,cat Animals we keep for work or food are called farm animals. Eg - cow,goat Pet and farm animals together are called domestic animals. Animals that live in the jungle are called wild animals.Eg-lion,elephant Words to be written-dog, duck, peacock, giraffe, parrot.</p> <p>Words to be written- cow, crow, tiger, sparrow, peacock.</p>	Shows care for and joy in engaging with all life forms.	Discuss the characteristic features of animals. Collaborates with peers to sort animals into categories such as domestic, wild, farm, and pet animals.	Compare the animals based on their colour and size. List animals, birds and insects that live in your surroundings. Categorize animals according to their food habits Differentiate wild and domestic animals. Identify and name different farm and pet animals. Classify animals into wild, farm and pet animals. Apply the knowledge in daily life situations.	List animals according to their size	Text book activity	What does a cow eat? Which animal eats rat?

**ORAL- Speak three sentences about your pet animal
WORKSHEET 2**

BHARATIYA VIDYA BHAVAN, KOCHI

SCHEME OF WORK FOR THE YEAR 2026-2027

CLASS	I						
SUBJECT	ENVIRONMENTAL STUDIES						
MONTH	OCTOBER						
LESSON	UNIT -2 LIFE AROUND US						
TOPIC	CHAPTER -3 A FARM						
CURRICULAR GOALS	CG-6 Children develop a positive regard for the natural environment around them						
COMPETENCIES	C-6.1 Shows care for and joy in engaging with all life forms C-6.2. Shows curiosity and appreciation for nature and living things.						
SUB-TOPIC	CONCEPTS	GENERAL COMPETENCIES	SPECIFIC COMPETENCY	LEARNING OUTCOME	COGNITIVE LEVELS (AS PER DOK)	ACTIVITY/ ACTIVITIES	ASSESSMENT QUESTIONS
Movement of animals	Movement of animals - Different animals move in different ways	Shows care for and joy in engaging with all life forms	Differentiate animals based on their movements.	Compare the animal movement	Demonstrate animal movements Cite examples for animals that move in different ways.	Give students a list of animal names(dog, goat, lion, duck, deer, elephant, monkey) and ask them to sort them into pet, wild, and domestic animals. Textbook activity on page no. 82 and 83.	Which animal hops? How does a bird move?

BHARATIYA VIDYA BHAVAN, KOCHI

SCHEME OF WORK FOR THE YEAR 2026-2027

CLASS	I						ASSESSMENT QUESTIONS
SUBJECT	ENVIRONMENTAL STUDIES						
MONTH	NOVEMBER						
LESSON	UNIT 3 - FOOD						
TOPIC	CHAPTER 1 - FUN WITH PICTURES						
CURRICULAR GOALS	CG-1 Children develop habits that keep them healthy and safe						
COMPETENCIES	C-1.1: Shows a liking for and understanding of nutritious food and does not waste food. C-1.2 Practices basic self-care and hygiene						
SUB-TOPIC	CONCEPTS	GENERAL COMPETENCIES	SPECIFIC COMPETENCY	LEARNING OUTCOME	COGNITIVE LEVELS (AS PER DOK)	ACTIVITY/ ACTIVITIES	

<p>Fruits for all. A visit to the market.</p>	<p>Different types of vegetables - pumpkin, cauliflower, potato, brinjal. Different types of fruits - grapes, bananas, mango, orange, papaya. Sweet scented flowers - rose, marigold, jasmine. Farmer grows vegetables and fruits on his farm. Market is a place where we buy and sell fruits and vegetables. Words to be written Fruits- mango, orange, banana, apple, cherry, pineapple, watermelon, jack fruit, pomegranate. Vegetables- peas, onion, carrot, brinjal, broccoli. potato, cabbage, pumpkin, cauliflower, beetroot, beans, spinach, Flowers - jasmine, rose. market, farmer.</p>	<p>1. Healthy Eating Habits 2. Shows a liking for and understanding of nutritious food and does not waste food</p>	<p>1. Observe and describe the characteristics of fruits and vegetables 2. Identify the benefits of fruits and vegetables.</p>	<p>Identify fruits and vegetables based on their colour. Appreciate the work done by farmers</p>	<p>Distinguish between fruits and vegetables Recognise sweet scented flowers. Connect to real life situations,</p>	<p>Draw and colour any two red, green and purple vegetables or fruits.</p>	<p>Which fruit is called the king of fruits? Name one green vegetable.</p>
<p>ORAL - Speak three sentences about your favourite fruit or vegetable.</p> <p>WORKSHEET 1 ENVIRONMENTAL SENSITIVITY 1</p>							

BHARATIYA VIDYA BHAVAN, KOCHI

SCHEME OF WORK FOR THE YEAR 2026-2027

CLASS	I						
SUBJECT	EVS						
MONTH	DECEMBER						
LESSON	UNIT 3 - FOOD						
TOPIC	CHAPTER -2 THE FOOD WE EAT						
CURRICULAR GOALS	CG-1 Children develop habits that keep them healthy and safe.						
COMPETENCIES	C-1.1: Shows a liking for and understanding of nutritious food and does not waste food.						
SUB-TOPIC	C-1.2 Practices basic self-care and hygiene						
	CONCEPTS	GENERAL COMPETENCIES	SPECIFIC COMPETENCY	LEARNING OUTCOME	COGNITIVE LEVELS (AS PER DOK)	ACTIVITY/ACTIVITIES	ASSESSMENT QUESTIONS
Meals of the day	We eat three meals in a day. We have breakfast in the morning. We have lunch in the afternoon. We have dinner at night. Avoid Junk Food/Eat Healthy Food. Food that is unhealthy is called junk food. Words to be written- Meals- breakfast, lunch, dinner	Shows a liking for and understanding of nutritious food and does not waste food	1. Assesses daily meal patterns. 2. Differentiates between healthy and junk food.	Identifies and differentiates between different types of food. Records his/her observations, experiences and information on the effects of healthy food over junk food. Group the food items for a healthy breakfast, lunch and dinner.	Sort food into categories such as healthy and unhealthy Appreciate healthy food habits Apply in daily life situations	Sort pictures of junk food and healthy food. Draw and colour your favourite food items.	When do we eat lunch? Which meal do we eat at night?

BHARATIYA VIDYA BHAVAN, KOCHI

SCHEME OF WORK FOR THE YEAR 2026-2027

CLASS	I						
SUBJECT	EVS						
MONTH	JANUARY						
LESSON	UNIT 3 - FOOD						
TOPIC CURRICULAR GOALS COMPETENCIES	CHAPTER -2 THE FOOD WE EAT CG-1 Children develop habits that keep them healthy and safe.						
S	C-1.1: Shows a liking for and understanding of nutritious food and does not waste food						
SUB-TOPIC	CONCEPTS	GENERAL COMPETENCIES	SPECIFIC COMPETENCY	LEARNING OUTCOME	COGNITIVE LEVELS (AS PER DOK)	ACTIVITY/ACTIVITIES	ASSESSMENT QUESTIONS

<p>Food from plants and animals.</p> <p>We get honey from honey bees. Honeybees live in beehives. We get milk from cows. Curd, butter, cheese, ghee, paneer etc are made from milk. Food we get from plants- onion, radish, guava, carrot, peas.</p> <p>Words to be written- Animal products- honey, butter, milk, curd, egg Plant products- radish, guava. Milk products - Curd, butter, cheese, ghee, paneer</p>	<p>Shows a liking for and understanding of nutritious food and does not waste food</p>	<p>1. Recognize that honey comes from honeybees and milk from cows. 2. Identify plant-based foods like onion, radish, guava, carrot, and peas. 3. Understand that curd and butter are made from milk.</p>	<p>Identify the sources of food. List down the different food we obtain from plants and animals.</p>	<p>List examples of food from plants and animals. Compare and contrast different food sources- plant products and animal products</p>	<p>Textbook activity on page no. 102, 104 and 105</p>	<p>Name one food item that is made from milk. Where do honey bees live?</p>
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WORKSHEET 2

BHARATIYA VIDYA BHAVAN, KOCHI

SCHEME OF WORK FOR THE YEAR 2026-2027








CLASS	I						
SUBJECT	EVS						
MONTH	FEBRUARY						
LESSON	UNIT -4 SEASONS						
TOPIC	CHAPTER -1 THE FOUR SEASONS						
CURRICULAR GOALS	CG-7 Children make sense of the world around through observation and logical thinking						
COMPETENCIES	7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis						
SUB-TOPIC	CONCEPTS	GENERAL COMPETENCIES	SPECIFIC COMPETENCY	LEARNING OUTCOME	COGNITIVE LEVELS (AS PER DOK)	ACTIVITY/ACTIVITIES	ASSESSMENT QUESTIONS

<p>Seasons and types of clothes</p>	<p>Four different types of seasons spring, summer, monsoon, winter. We need clothes to cover our body. We must wear clean clothes. In summer we wear cotton clothes. They keep us cool. In winter we wear woollen clothes. They keep us warm. We get cotton from the cotton plant. We get wool from sheep. We use an umbrella to protect ourselves from sunlight and rain. Flowers bloom in spring season. We can see rainbow in rainy season. A rainbow has seven colours</p> <p>Words to be written-summer, winter, spring, monsoon, rainbow cotton, woollen, heat, cold, warm, umbrella, raincoat, rainy season.</p>	<p>Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis.</p>	<p>1. Connect different types of seasons and relates them to appropriate types of clothing and their sources. 2. Analyze the importance of wearing clean and season-appropriate clothes.</p>	<p>Compare four types of seasons. Discuss the different types of clothes worn during each season. Identifies the different types of clothes.</p>	<p>List the four seasons. Identify things suitable for each season. Compare clothing choices made during different seasons.</p>	<p>Text book activity page no 110, 112, 114</p>	<p>What type of clothes do we wear in winter? How do we protect ourselves from rain?</p>
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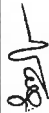



Oral - Speak three sentences about your favourite season.

WORKSHEET 3
ENVIRONMENTAL SENSITIVITY 2

BHARATIYA VIDYA BHAVAN, KOCHI	
SCHEME OF WORK FOR THE YEAR 2026-2027	
CLASS	I
SUBJECT	EVS
MONTH	MARCH
REVISION	

NAME OF THE SCHOOL	NAME OF THE TEACHER	SIGNATURE
BMV, TRIPUNITHURA	SMITHA VARMA	
BVM, EROOR	SWAPNA M V	
BAV, KAKKANAD	LEKSHMI AJITH	
BVM, ELAMAKKARA	SREELAKSHMI A	
BVM, GIRINAGAR	SOUMYA K S	
BVV, THRIKKAKARA	MEENA NAIR T N	
BNV, VELLORE	DEEPTHI GEORGE	

BHARATIYA VIDYA BHAVAN, KOCHI	
HPC ACTIVITY - 2026-2027	
ANIMAL HOME HUNT	
CLASS1	EVS
DOMAIN 2: Socio – Emotional Development	
Curricular goals: CG-6 Children develop a positive regard for the natural environment around them.	Competency/ Competencies: C-6.1 Shows care for and joy in engaging with all life forms
ACTIVITY	
<p>Assumption: Students have basic knowledge of common animals and their place of living</p> <p>Prior Preparation: Children are asked to bring pictures of different animals that live on land, water and tree. .</p> <p>Materials Needed: Picture cards of animals (lion, fish, camel, monkey, penguin, frog) Habitat charts or pictures (land, water, tree,) Glue or Velcro dots, Crayons</p>	
Activity Flow	
Time	Steps
10 Min	<p>Introduction Show children different habitat pictures and briefly explain</p>
35 Min	<p>Animal Matching Game Give each child an animal picture card. Ask them to come forward and paste the animal in the correct habitat.</p>
15 Min	<p>Follow up activity - To reinforce learning and encourage reflection, the class will engage in a group discussion. Students will be asked to recall the animal habitats. Students are encouraged to draw their favourite animal and its home,</p>

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BVV, THRIKKAKARA	MEENA NAIR T N	
BNV, VELLORE	DEEPTHI GEORGE	

BHARATIYA VIDYA BHAVAN, KOCHI COMPETENCIES FOR THE ACADEMIC YEAR - 2026-2027		EVS
TERM 1: CHAPTER: PICTURE TIME		
CLASS 1	SOCIO-EMOTIONAL DEVELOPMENT	
DOMAIN	CG-7 Children make sense of the world around through observation and logical thinking	
CURRICULAR GOAL	CG-6: Children develop a positive regard for the natural environment around them	
COMPETENCE	C-7.1: Observes and understands different categories of objects and relationships between them.	
S	C-6.1: Shows care for and joy in engaging with all life forms.	
	STREAM	SKY
	MOUNTAIN	
AWARENESS	Why can't a fish live on the land?	Name one animal that live both on land and in water..
SENSITIVITY	How would an animal feel if it lost its home?	How would you feel if you had to leave your home and live somewhere new?
CREATIVITY	Draw your favourite animal and it's home	Draw a new animal habitat using your imagination. What animals would live there?




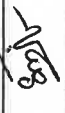


BHARATIYA VIDYA BHAVAN, KOCHI		
CLASS 1	TERM 1: CHAPTER : A FARM	EVS
DOMAIN	SOCIO-EMOTIONAL DEVELOPMENT	
CURRICULAR GOAL	CG-6 Children develop a positive regard for the natural environment around them	
COMPETENCIES	C-7.1: Observes and understands different categories of objects and relationships between them. C-6.1: Shows care for and joy in engaging with all life forms.	
	STREAM	SKY
AWARENESS	Is your animal a pet or a wild animal?..	How is your animal different from another animal you know?
SENSITIVITY	Should we be kind to animals? Why?	Why is it important to protect animals and their homes?
CREATIVITY	Can you draw and colour your favourite animal from the parade?	Can you pretend to be your animal and explain what a day in its life is like?

BHARATIYA VIDYA BHAVAN, KOCHI

CLASS 1	TERM 2: CHAPTER : THE FOOD WE EAT	EVS	
DOMAIN	SOCIO-EMOTIONAL DEVELOPMENT		
CURRICULAR GOAL	CG-1 Children develop habits that keep them healthy and safe.		
COMPETENCIES	C-1.1: Shows a liking for and understanding of nutritious food and does not waste food		
	STREAM	MOUNTAIN	
		SKY	
AWARENESS	Can you name one fruit or vegetable you saw at the market?	Can you name two fruits or vegetables of different colours?	Why is it important to eat different fruits and vegetables every day?
SENSITIVITY	Did you say 'thank you' when you bought something? Why is that important?	How did you talk to customers from other classes?	Why is it important to listen respectfully when someone is talking about their fruit or vegetable?
CREATIVITY	If your fruit or vegetable could talk, what would it say to the customer?	Can you think of a funny or silly name for your fruit or vegetable based on its color?	Imagine you are a fruit or vegetable living in the market. Tell about yourself, explaining what healthy benefits you give to people who eat you and why you are important for their body.

BHARATIYA VIDYA BHAVAN, KOCHI

CLASS 1		TERM 2: CHAPTER : THE FOUR SEASONS	EVS
SOCIO-EMOTIONAL DEVELOPMENT			
CURRICULAR GOAL	CG-1 Children develop habits that keep them healthy and safe. CG-7 Children make sense of the world around through observation and logical thinking		
COMPETENCES	C-1.1: Shows a liking for and understanding of nutritious food and does not waste food C-1.2 Practices basic self-care and hygiene 7.2: Observes and understands cause and effect relationships in nature by forming		
	STREAM	MOUNTAIN	SKY
AWARENENESS	Which things do we use during your season?	Name the season in which you see the most flowers blooming	What is the difference between summer and monsoon?
SENSITIVITY	How can we stay safe and healthy during summer?	How can we help others during heavy rain or cold weather?	Why should we take care of plants and animals in every season?
CREATIVITY	Can you think of a creative symbol for THE season?	If seasons had colours, which colour would you give to each season?	If you could talk to the sun, rain, or wind , what would you ask them?

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