ENVIRONMENTAL STUDIES I GRADE 1

GUARDIANS OF THE WORLD

The world around us (Environmental Studies) if done right has the potential to become one of the most important subjects that lends itself to a highly interactive classroom. MysticLand's Guardians of the World series is an NEP 2020 and NCF 2023 aligned programme.

This teacher manual is your trusty guide to maximise the interactivity of this programme in classrooms. It will help you uncover interesting ways to teach, extra content beyond the book, classroom reflection sessions as well as ample media resources to weave a magical learning journey.

Guardians of the World Grade 1 is divided into six sections and twelve chapters. Each chapter has content followed by activities. These activities are of the following types:

QUIZ TIME — Fun quizzes of different types that test concepts from the book.

ACTIVITY — Activities range from research to creation. All are based on application of concepts learnt.

Media resources in the form of podcasts are a part of multiple chapters. These are interesting and inspirational stories that have to be played aloud in class. Most of these have a listening comprehension.

GUARDIANS OF THE WORLD — This section is in accordance with the United Nations Sustainable Development Goals (UNSDG). Chapters with this type of activity bring awareness to the corresponding UN SDG and move learners into action.

HOW TO USE TEACHER TOOLS

LEARNING OUTCOMES

A quick introduction to each chapter with expected learning outcomes

TEACHER SUPERPOWER

Additional content that can be discussed in class which is adjacent to the content in the books

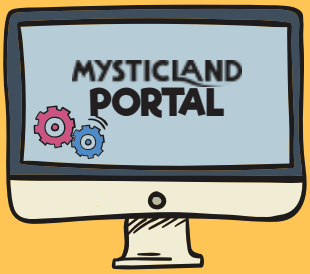
SUGGESTED ACTIVITIES

Interactive ways to disseminate content in the book via activities or reflection sessions

MEDIA RESOURCES

Audio / video / images to be shared in classrooms that complete the learning journey

video presentation MysticLand media



Team MysticLand supports teachers with media resources, teacher manuals, sample assessment papers, answer keys, lesson plans and more! You have access to all via the MysticLand Portal.

1. Visit www.mysticlandinschool.com
2. Click the login link
3. Enter the school code MYSTICALS2025
4. You will now have access to all digital resources

CHAPTER NAME	ACTIVITIES	CURRICULAR GOALS (NCF 2023)
Chapter #1 All about me	The Mystical identity story My identity sheet	CG-4 (C17, C20, C23) CG-7 (C26, C27) CG-10 (C55)
Chapter #2 My five senses	Make the best use of your senses Quiz time	CG-2 (C7, C10, C11, C12) CG-3 (C15, C16) CG-4 (C20) CG-13 (C66)
Chapter #3 Exercise is fun!	Quiz time The story of Preetismita Bhoi Movement journal	CG-1 (C5) CG-3 (C13, C14, C15, C16) CG-10 (C55) CG-12 (C60)
Chapter #4 Every family is special	Family tree Write a letter to your distant relative Quiz time	CG-4 (C17, C19) CG-17 (C27) CG-9 (C43) CG-12 (C61, C62)
Chapter #5 The wonderful world of plants	Quiz time A walk in the garden	CG-4 (C22) CG-6 (C25) CG-7 (C27) CG-8 (C29, C30) CG-12 (C59, C61) CG-13 (C66)
Chapter #6 Let us meet our animal friends	Quiz time A farm visit	CG-2 (C7) CG-4 (C22) CG-6 (C25) CG-7 (C27) CG-12 (C59, C61) CG-13 (C64, C66)
Chapter #7 Our atmosphere	Weather journal Quiz time	CG-2 (C8, C12) CG-7 (C27) CG-8 (C29, C30, C39) CG-13 (C64, C66)
Chapter #8 Houses around us	Quiz time Create your own house	CG-1 (C4) CG-2 (C7) CG-3 (C15) CG-4 (C20, C23) CG-8 (C30, C36) CG-12 (C61, C62) CG-13 (C64, C66, C67)
Chapter #9 Transportation around me	Quiz time Draw a future transport	CG-2 (C12) CG-7 (C26) CG-8 (C29) CG-12 (C61) CG-13 (C66)
Chapter #10 Our guardians: the police	A visit to the police station Quiz time	CG-1 (C4, C5, C6) CG-3 (C15) CG-4 (C19, C23) CG-7 (C27) CG-9 (C43) CG-12 (C61)
Chapter #11 What to do if you get lost?	Remember the emergency numbers Quiz time	CG-1 (C4, C5, C6) CG-2 (C12) CG-8 (C30) CG-4 (C18, C19, C22) CG-7 (C28) CG-9 (C43) CG-13 (C64, C65)
Chapter #12 The many uses of water	Quiz time The water curse in MysticLand	CG-1 (C1, C2) CG-5 (C24) CG-6 (C25) CG-7 (C26, C27) CG-10 (C55) CG-13 (C64)

Chapter #1

ALL ABOUT ME



LEARNING OUTCOMES

Once, while trying to enter the human world, the Mysticals end up in a young human's closet. The young girl, Skye, waits outside the closet, ready to attack whatever is inside. But when the Mysticals tumble out and meet Skye, she finds out that they are magical creatures! She extends a hand of friendship and introduces herself to them. They exchange notes on who they are.

The outcome of this chapter is for learners to recognise their unique identities and find out what makes them special. They shall also understand the concept of social groups and how they shape their identities.



SUGGESTED ACTIVITIES

Some young learners may be confident while others may need a little push. So, it would be encouraging if you as their teacher share things about your identity first. This will encourage learners to open up and talk about themselves confidently.

There are two activities in this chapter:
My Identity Sheet- All learners should complete their very detailed identity sheet which is designed to help them think beyond physical attributes. It will involve some self-introspection time.
Encourage learners to think about aspects like their favourite activities, food, or family traditions. Use simple prompts like, "What is one thing you love about yourself?" to make it fun and engaging. Have each learner share their answers, fostering a sense of individuality and self-worth.
The Mystical Identity Story- This is a podcast story where the Mysticals discover unique traits about their identities and learn to love themselves for who they are.



TEACHER SUPERPOWER

Now that learners know that fingerprints are unique to each of us, here is one more aspect that makes us special - ***No one alse has your voice***

Each person's voice is unique, just like fingerprints. It is shaped by the size of our vocal cords, the shape of our throat, mouth, and even our personality. That is why we can often recognise friends and family just by hearing their voice on the phone. Ask learners to think of someone they can recognise by voice alone!

Your name is special

Names often have unique stories behind them. Share a little about your own name (like its meaning or why it was chosen). Ask learners if they know something special about their names, and highlight that our names are an important part of our identity.



MEDIA RESOURCES

The Mystical Identity Story

Identity Explained for Children
2 min 59 seconds

Chapter #2

MY FIVE SENSES

LEARNING OUTCOMES

The Mysticals visit their new human friend again. They see a tent in Skye's room and decide to sit inside it. Suddenly, Felix hears Skye's mother approaching her room. Skye is amazed by how sharp Felix's ears are. Each Mystical shows off their super senses. Skye then tells them about the senses of the human body.

The outcome of this chapter is for learners to understand how our five senses work and how each one of them plays an important role in helping us make sense of the world around us.

SUGGESTED ACTIVITIES

To test each sense of the learners, there can be small challenges. For example, learners can be asked to stay quiet for 30 seconds and describe the sounds they hear in the classroom- fans, vehicles honking, birds chirping, etc. At the end of each test, there can be a discussion on how each sense of the body works.

There are two activities in this chapter:

Quiz Time

Make the best use of your senses- In this activity, we have listed 12 items. Each of these are tagged to a sense organ. Students have to bring any one item from their home. They are free to bring something outside this list. Another student will be picked and asked to guess the item without seeing it. They can touch it and other students will give prompts such as 'taste it' or 'smell it'.

TEACHER SUPERPOWER

1. Sense of smell and memory: Did you know? Our sense of smell is strongly linked to memory. That is why a familiar smell, like your favourite food, can remind you of home or a special occasion. You can ask learners if they have a smell that reminds them of something special, helping them connect senses to memories.

2. Taste bud trivia: Our tongue can taste four main flavours: sweet, salty, sour, and bitter. Some people can taste a fifth flavour called umami, often found in savoury foods. Share with learners that their taste buds change as they grow, which is why they may start liking foods they did not like before.

3. Super sight: Our eyes see in 3D: Humans have two eyes which give us depth perception, helping us see in 3D and judge distance. Animals like rabbits have eyes on the sides of their heads for a wider field of view but can not judge distance as well. This could be an interesting way to discuss how different animals use their senses uniquely.

4. Amazing ears: Sound moves through the air as waves. Our ears catch these waves and turn them into signals that our brain understands as sound. Explain to learners that is how we can tell if something is close or far away just by listening, helping them appreciate the science behind hearing.

5. Skin as the largest organ: Our skin is not only our sense of touch but also our largest organ! Skin protects us from germs, helps regulate our temperature, and allows us to feel textures, temperatures, and more. Ask learners to touch different classroom objects and describe how each feels, engaging them in active sensory exploration.

MEDIA RESOURCES

How your tongue works?
5 min 06 seconds

Magical eye test

Chapter #3

EXERCISE IS FUN!

LEARNING OUTCOMES

Skye is doing rock climbing in her Physical Education class in school. Scorch rushes to rescue her, thinking that Skye is falling. Skye explains to her that they do such physical activities in class as a form of exercise. She then explains to Scorch how humans exercise and Scorch tells Skye how the Mysticals exercise.

The outcome of this chapter is for learners to understand what exercise is and the different types of exercises they can do. They shall also learn why it is important to exercise every day.

SUGGESTED ACTIVITIES

At the beginning of the chapter, learners can be asked to hop in place for 30 seconds to test their fitness. Learners can take a call on their fitness level on their own.

There are three activities in this chapter

Quiz Time

Storytime- There is an inspiring story of Preetismita Bhoi which learners can hear and take inspiration from. This ties back to UN SDG 3: Good Health and Well-Being which highlights the importance of staying healthy and maintaining an active lifestyle.

Movement journal- A 10-day exercise challenge for learners of 10 types of exercises. Learners must track their progress in the journal.

TEACHER SUPERPOWER

1. Exercise helps our brain too!

Exercise does not just make our bodies stronger; it helps our brain too! Physical activity improves focus, memory, and even mood. Explain to learners that when we exercise, our brain gets more oxygen, making it easier to think clearly and feel happy.

2. The importance of heart health

Our heart is a powerful muscle that pumps blood to every part of our body. Regular exercise keeps it strong, just like lifting weights makes arm muscles stronger. Explain to learners that activities like running, jumping, and dancing make the heart “work out”, helping it stay healthy.

3. Exercise gives us energy

Although it might feel tiring at first, exercise actually boosts our energy in the long run. Let learners know that physical activities wake up our body, making us feel more awake and ready to learn or play.

4. Fun and unusual exercises

Around the world, people exercise in unique ways! Share examples like Tai Chi from China, an ancient form of slow movement, or Capoeira from Brazil which combines martial arts and dance. You can ask learners if they have a favourite way to exercise or play.

5. Muscles have memory!

Our muscles remember exercises we practise often, making it easier to get better over time. Explain that this “muscle memory” is why we can learn to do things like ride a bike or play a game without thinking too hard, as long as we keep practising.

MEDIA RESOURCES

Yoga freeze dance
3 min 26 seconds

The Story of Preetismita Bhoi

What happens when you stop exercising?

Chapter #4

EVERY FAMILY IS SPECIAL



LEARNING OUTCOMES

Skye's wish finally comes true in this chapter. The Mysticals sneak her into MysticLand! Verum and Scorch take Skye to their homes. Skye meets Scorch's unique nuclear family and is amazed by Verum's big joint family. The MysticLand Elder sees through Skye's disguise and demands that she be taken back to the human world quickly.

The outcome of this chapter is for learners to understand what family means and thereby learn the concepts of nuclear and joint families. They will also be able to analyse what kind of family structure they live in.



SUGGESTED ACTIVITIES

Learners understand better with examples. So, five learners can be picked randomly and asked about their family structures.

There are three activities in this chapter:
Quiz Time
Family tree- Learners must map their families with a family tree. Parents/guardians can encourage learners to learn about their distant relatives.
Write a letter to your distant relative- Get in touch with a distant relative by writing a letter or have a warm telephonic conversation with them.



TEACHER SUPERPOWER

1. Family traditions make us unique
Many families have special traditions, like a favourite holiday meal, bedtime stories, or family movie nights. Traditions help family members feel close and create happy memories together. Share one of your own family traditions, and ask learners to think about something special their family does.

2. The power of family stories
Family stories are like treasures that get passed down. These stories help us learn about our history and family values. Explain that just as they learn from stories about the Mysticals, learners can learn from stories their parents and grandparents tell.

3. The role of love and support in families
Families support each other through challenges and celebrate happy moments together. Explain to learners that while family members might not always agree, they still love and care for each other, creating a "team" that helps each other.

4. Families around the world
Share a fun fact about families in other cultures, like how extended families often live together in some parts of Asia or how some communities in Africa have close-knit villages where everyone helps raise the children. This shows learners that family bonds are valued all over the world, even if they look different.



MEDIA RESOURCES



One of the biggest families in the world
1 min 19 seconds



How families stay connected

Chapter #5

THE WONDERFUL WORLD OF PLANTS

LEARNING OUTCOMES

Felix tags along with Skye on a school trip to a botanical garden. He brings a noisy plant from MysticLand as a gift for Skye's teacher but Skye disapproves. Obviously! The two of them see various plant groups such as herbs, shrubs, trees, climbers, creepers, and trees. Felix takes a few plant seeds back to MysticLand.

The outcome of this chapter is for learners to explore the different plant groups on Earth. They shall learn to distinguish between them and even identify a few plant groups in their environment based on their physical features.

SUGGESTED ACTIVITIES

Ask learners if they have observed plants from groups such as herbs, shrubs, climbers and creepers in their homes and kitchens. Then they shall be able to understand the different groups better when they have seen the plants themselves.

There are two activities in this chapter:

Quiz Time

A walk in the garden- In this activity, learners must explore and observe a garden and answer a few questions upon their return. They may also show a unique leaf they saw there. This ties back to UN SDG 13 which talks about planting more trees and fighting climate change.

TEACHER SUPERPOWER

1. Plants Are superheroes of the planet

Plants produce the oxygen we need to breathe, making them essential for life on Earth. Explain that plants act as "superheroes" by cleaning the air, providing food, and offering shelter for animals and insects. This can help learners see plants as important helpers in our world.

2. Amazing adaptations in plants

Some plants have unique features to help them survive in their environments. For example, cactus plants store water in their thick stems to survive in deserts, and water lilies have wide leaves to float on water. Share one or two adaptations and ask learners if they have seen plants with special features.

3. Food comes from plants

Remind learners that many of their favourite foods come from plants! Fruits, vegetables, grains, and even spices like cinnamon come from different plant parts. This can be a fun way to connect plants to everyday life and the importance of healthy eating.

4. Plants are great communicators

Did you know that plants "communicate" with each other? For example, some plants release chemicals to warn nearby plants about pests. Other plants use colour and scent to attract helpful insects like bees, which help them grow by spreading pollen. This is a great way to introduce the idea that plants are part of a larger ecosystem.

5. Plants help us stay cool and calm

Trees provide shade and cool down the environment, especially in hot weather. Additionally, being around plants can make people feel happier and less stressed. Explain to learners that spending time in nature can boost their mood and energy levels, showing them the emotional benefits of plants.

MEDIA RESOURCES

Twining motion of vines
0 min 42 seconds

Plants around us - pictures

Chapter #6

LET US MEET OUR ANIMAL FRIENDS

LEARNING OUTCOMES

Skye has taken Felix and Scorch to her grandfather's farmhouse, the Nana-Nani Farmhouse. There, Skye and the Mysticals meet various farm animals and birds. Felix even had a hilarious rendezvous with a cow! The Mysticals fly back to MysticLand before a buffalo can charge at them.

The outcome of the chapter is to introduce farm animals and birds of India to learners so that they know their habitats and behaviours. They shall also learn how these animals help us and the environment.

SUGGESTED ACTIVITIES

To make this chapter more interactive, ask learners if they have seen the birds and animals mentioned in the book. How about animals in the wild? Has anybody gone on a safari?

There are two activities in this chapter:
Quiz Time including a word search
A farm visit- In this activity, learners must write about an animal they have seen on a farm and how it helps humans. This also ties back to UN SDG 15: Life on Land which talks about the importance of animals who live on land. It will be great to organise a field visit too.

TEACHER SUPERPOWER

1. Every animal has a unique role in nature
Every animal, from the smallest insect to the largest mammal, plays an important part in the environment. For instance, bees help pollinate flowers, birds spread seeds, and earthworms make the soil healthy. This can help learners understand that animals, big or small, contribute to keeping nature balanced.

2. Types of animal homes
Animals live in different types of homes that suit their needs. Birds build nests in trees, rabbits dig burrows underground, and fish live in water. Discuss these homes to show that animals, like humans, need safe places to live and thrive.

3. Animals communicate in many ways
Animals have special ways to "talk" to each other. Dogs bark, birds chirp, bees dance, and dolphins make clicking sounds. Introduce learners to one or two animal communication methods, and ask if they have seen animals communicate before.

4. Caring for pets and other animals
Explain that animals need food, water, shelter, and love just like humans. Pets like cats, dogs, and birds need our care, while wild animals need us to protect their habitats. This can help learners understand their role in treating animals kindly and protecting wildlife.

5. Animals are important to the ecosystem
Share that animals help in many ways: they spread seeds, fertilise soil, control pest populations, and much more. For example, owls help farmers by eating mice and rats, while bats eat mosquitoes. This helps learners see animals as helpers who keep our environment healthy.

MEDIA RESOURCES

How smart are crows?
1 min 51 seconds

Peacock dance display
1 min 55 seconds

Animals in India and the world

Chapter #7

OUR ATMOSPHERE



LEARNING OUTCOMES

One day, Orak attends Skye's atmosphere class as a new student. Skye is scared as someone might discover that he is a Mystical! Skye's teacher brings a blue cake to class to explain the Earth's atmosphere and weather patterns. Orak, the science expert, answers all of the teacher's questions while eating the cake.

The outcome of the chapter is for learners to understand the Earth's atmosphere and the functions of its two main layers- the troposphere and stratosphere. Learners shall also study the Earth's weather patterns and how they change.



SUGGESTED ACTIVITIES

We can begin the class by reflecting on the current weather:
- What does it feel like? Warm, cold, pleasant?
- What sort of clothes do we wear during different weather?

There are two activities in this chapter:
Quiz Time
Weather journal- In this activity, learners will have to take a week and draw the weather every day. If possible, we can also get them to record the temperature. It will be interesting to have a weather chart for the class as a permanent fixture for learners to understand the shift in weather patterns through the year.



TEACHER SUPERPOWER

1. Layers of the atmosphere as protectors
Share with learners that the atmosphere is like a "big blanket" around Earth, protecting us from harmful sunlight and keeping our planet warm enough for life. Explain that each layer of the atmosphere has a special job, just like how each learner has a special role in class or at home.

2. The ozone layer - a super shield
The ozone layer is part of the atmosphere that acts like a shield, blocking harmful rays from the Sun. It is essential for life on Earth. Explain that just as learners might use sunscreen to protect their skin, the ozone layer protects everything on Earth from strong sunlight.

3. Weather changes with the atmosphere
The atmosphere plays a big role in creating different types of weather, like sunny, rainy, and snowy days. Explain that when the Sun warms different parts of Earth, it affects the atmosphere, creating wind, clouds, and weather patterns. Learners can try observing daily weather changes to connect with the atmosphere's role in weather.

4. Earth's atmosphere versus space
Earth's atmosphere contains the air we need to breathe, but as we go higher (like astronauts do), there is less and less air until there is none. That is why astronauts need spacesuits with oxygen tanks. This can spark curiosity about the differences between Earth and outer space.

5. How plants and animals rely on the atmosphere
The atmosphere provides carbon dioxide for plants which they use to make food, and release oxygen essential for animals and humans. This can help learners see that plants, animals, and the atmosphere work together to support life.



MEDIA RESOURCES

How is a rainbow formed?
3 minutes 32 seconds

Layers of atmosphere

Chapter #8

HOUSES AROUND US

LEARNING OUTCOMES

Skye has to submit a project on homes in cities, towns, and villages in India. But she does not have the slightest motivation in her bones to do it. She summons the Mysticals for help. Orak suggests giving her a tour of India in his Tempus Machine. Skye then successfully completes her project.

The outcome of this chapter is for learners to understand the difference between cities, towns, and villages in India and how homes differ in each region. Learners shall also have a fair grip on the amenities, population size, and so on in the various regions in India.

SUGGESTED ACTIVITIES

A discussion could be opened for learners to express what kind of homes they would like to live in. Would they like to live in tall skyscrapers? Or bungalows in towns with their own gardens?

There are two activities in this chapter:

Quiz Time

Create your own house- learners have to make their own model sustainable house out of cardboard, glue, and newspapers. This ties back to UN SDG 11: Sustainable Cities and Communities which talks about making cities safe and sustainable for everyone. While making a house, they will learn what planning must be done to ensure everyone's safety. They shall also learn to appreciate the comfort of a home and understand that everyone needs a safe place to live.

TEACHER SUPERPOWER

1. Houses reflect different climates

Houses around the world are often built to match the climate. In cold places, homes might have steep roofs to prevent snow from piling up, while houses in hot areas might have thick walls to keep the inside cool. This helps learners understand that houses are designed to protect people from different types of weather.

2. Materials matter in building houses

People use different materials for building houses based on what is available locally. For example, homes in rural areas might be made from mud, straw, or bamboo, while city houses are often built with bricks, cement, and steel. Ask learners to imagine what materials they would use if they built a house in a forest, a desert, or a snowy mountain.

3. Types of houses around the world

There are fascinating house types worldwide: igloos made of ice, treehouses in rainforests, floating houses in Southeast Asia, and yurts in Central Asia. Sharing these examples can give learners a sense of the diversity and creativity in how people build homes.

4. Our homes provide more than shelter

Homes are not just places to sleep; they provide comfort, safety, and a space for family activities. Ask learners to think about what makes their home special to them, whether it's a favourite corner, a family tradition, or a pet. This helps them appreciate that homes are designed with care to support family life.

5. Building a house takes a team

Many people are involved in constructing a house, including architects, engineers, and builders. Introduce learners to the idea that creating a safe, strong home takes planning and teamwork, helping them understand the importance of cooperation and specialised skills in building homes.

MEDIA RESOURCES

Houses around us: pictures

Chapter #9

TRANSPORTATION AROUND ME

LEARNING OUTCOMES

This chapter's story is a continuation of the previous chapter's Tempus Machine journey. Orak is sure that Skye was mesmerised by his fancy vehicle but Skye was rather underwhelmed. She shows him and the other Mysticals how the non-magical modes of transportation on Earth are more thrilling! However, in the end, Skye learns to value the Tempus Machine, too.

The outcome of this chapter is for learners to know the different modes of transportation in and outside cities in India. They may also learn to appreciate how exciting it can be to travel on public transportation with other people and enjoy the different views.

SUGGESTED ACTIVITIES

A set of questions about travelling on various modes of transportation in India can be asked. For example, who all have travelled in a metro? Learners can raise their hands accordingly.

There are two activities in this chapter:

Quiz Time

Draw a future transport- This is an opportunity for students to get creative and design a vehicle that does not harm the environment and would be invented in the future. This ties back to UN SDG 11: Sustainable Cities and Communities which talks about pollution in towns and cities and how it has caused various health problems.

TEACHER SUPERPOWER

1. The evolution of transportation

Transportation has changed over time from simple walking and riding animals to advanced vehicles like cars, trains, and airplanes. Share how people once travelled long distances on foot, then by animals, and later by inventions like the wheel and steam engines. This helps learners see how transportation has evolved to make travel faster and easier.

2. Different vehicles for different terrains

Different vehicles are used based on where people live and the terrain. For example, people in snowy places use snowmobiles, while those in desert regions use camels or specialised trucks. Explain that in mountainous areas, cable cars are used, and in Venice, Italy, people travel by boats on canals.

3. Transportation and pollution

Cars, buses, and trucks release gases that affect air quality. Explain that more people today are using eco-friendly options, like bicycles or electric vehicles, to reduce pollution. You can ask learners to think about ways they can help, such as walking or cycling when possible.

4. Vehicles of the future

Share that engineers are designing future transportation like self-driving cars, electric airplanes, and even space travel vehicles! Introduce learners to the concept of innovation in transportation, sparking their imagination for what travel might look like in the future.

5. Importance of traffic rules

Traffic rules help keep people safe. Explain basic rules like stopping at red lights, looking both ways before crossing the road, and wearing seat belts. This can help learners understand that transportation safety is essential, whether they are riding a bike or travelling by car.

MEDIA RESOURCES

An auto with a garden on its roof
1 minute 59 seconds

India's transportation- old and new

Chapter #10

OUR GUARDIANS: THE POLICE



LEARNING OUTCOMES

Skye is working on her project for Guardians Day in school and chooses to represent the police. Suddenly, she wonders if MysticLand also has a police. She calls Scorch on her Mysty-Sribbly Board to confirm this. Scorch does not know what police means. Skye explains what the Indian police do and why they are our guardians.

The outcome of the chapter is for learners to understand the important roles that the Indian police play in our lives and how they keep us safe. They also learn about the differences between the uniforms of male and female officers.



SUGGESTED ACTIVITIES

Learners can be tested on their knowledge of the Indian police. They can be asked if they know what all the police officers do for the community.

There are two activities in this chapter:
Quiz Time including a word search
A visit to the police station- In this activity, learners must find the location of their local police station. We also encourage them to visit the station and give the officers gratitude cards, thanking them for their service.



TEACHER SUPERPOWER

1. The role of police in the community
Police officers are guardians who work to keep communities safe by enforcing laws, helping people in emergencies, and protecting property. Explain that just as learners have classroom rules, communities have rules to make sure everyone is safe and treated fairly.

2. Different types of police
There are various types of police officers, including traffic police who manage road safety, forest rangers who protect wildlife, and detectives who investigate crimes. This helps learners see that the police have many roles, each with special skills and responsibilities.

3. Tools of a police officer
Police officers use unique tools like radios for communication, handcuffs for restraint, and even K-9 units (police dogs) for search and rescue. Introduce these tools as “helping hands” for officers to do their job effectively, sparking interest in the tools and teamwork used in law enforcement.

4. Police uniforms around the world
Police officers in different countries wear unique uniforms and badges. For example, police in the UK often wear rounded helmets, while in India, officers wear khaki uniforms. Sharing these differences shows learners that although uniforms may vary, the role of the police is similar worldwide.

5. Respecting community helpers
Police officers are community helpers who work day and night. Encourage learners to show respect to police officers and all helpers by saying thank you, following rules, and asking for help if they need it. This helps build an understanding of respect and gratitude for those who keep communities safe.



MEDIA RESOURCES



Police uniform of every state in India
4 minutes 54 seconds



Indian police universe

Chapter #11

WHAT TO DO IF YOU GET LOST?



LEARNING OUTCOMES

This chapter serves as a guide on what learners can do in case they get lost. It shows them how to calmly handle the situation and call for help. The chapter also has important phone numbers for learners to keep with them and a place to write their parent's/guardian's number.



SUGGESTED ACTIVITIES

Practice makes perfect! The learners can be put into a scenario and asked to act out the safety steps given in the chapter.

There are two activities in this chapter:
Quiz Time
Remember the emergency numbers- Memorise and write down emergency contact numbers and stick them up on the home refrigerator. This will help learners and their families memorise the numbers as they pass by the refrigerator every day.



TEACHER SUPERPOWER

1. Staying calm is a super skill
Explain to learners that staying calm when they are lost is a "superpower" that helps them think clearly and make safe decisions. Share that everyone, even adults, can sometimes get lost, and staying calm is the first step to finding help.

2. Knowing emergency contacts
Teach learners that having a list of emergency contacts is important. Encourage them to memorise a parent or guardian's phone number and introduce the idea of carrying a small card with emergency numbers. This helps them understand that having contacts is a safety tool.

3. Recognising safe adults
Safe adults include police officers, teachers, or adults with children. Explain that if learners are ever lost, they should look for these people to ask for help. Discuss how to identify safe adults, reinforcing their understanding of who to approach.

4. The importance of staying in one place
Share that moving around can make it harder for others to find them if they are lost. Staying in one place, especially a familiar spot, increases the chance of being found quickly. Use an example, like waiting near a landmark or store, to make this concept relatable.

5. Using their voice to get help
Encourage learners to use their voice confidently to call out for help if they do not see a familiar face. This can be a fun role-play activity in class, where they practise saying, "Help! I am lost!" so they feel prepared to use this skill if they ever need it.



MEDIA RESOURCES

N/A

Chapter #12

THE MANY USES OF WATER

LEARNING OUTCOMES

The Mysticals sneak Skye into MysticLand and Felix casts a spell to make her look like a Mystical. Together, they are attending a special class with MysticLord. This class is about the importance of water and why we need to save it. Quickly then, MysticLord caught Skye and smiled. Felix changed her back into her human form and returned her to the human world.

The outcome of the chapter is for learners to understand that we need water every day for many activities and that is why it is extremely important to save it. They shall also learn a few ways to use water wisely.

SUGGESTED ACTIVITIES

Learners can be asked if they have come across water shortage. How often? Have they ever opened the tap and realised there was no water left? How did they feel? This will set a good context for the chapter.

This chapter has two activities:

Quiz Time

The water curse in MysticLand- The Bruha has put a curse on MysticLand and taken away their water. All the citizens of MysticLand panic and try to break the curse. They also realise how important water is and how many tasks would be unachievable without the precious resource. Learners must hear the story and answer the question at the end upon introspection on the topic. This ties back to UN SDG 6: Clean Water and Sanitation which talks about the importance of water in our daily lives.

TEACHER SUPERPOWER

1. Water is essential for all living things

Plants, animals, and humans all need water to survive. Introduce the idea that water is like “fuel” for living things, keeping our bodies healthy, plants green, and animals hydrated. This helps learners see that water connects all life on Earth.

2. Fun ways we use water

We use water for so many things: brushing our teeth, taking a bath, cooking, and even having fun like swimming! Ask learners to think of all the ways they use water in a day to help them realise how much they rely on it.

3. Small steps to save water

Share tips with learners on how to save water, like turning off the tap while brushing their teeth, taking shorter showers, and reporting leaky taps. Explain that every little action adds up, and together, we can all help conserve this precious resource.

MEDIA RESOURCES

The Water Curse in MysticLand

How much water is on Earth?
1 minute 24 seconds

How to wash your hands without wasting water
0 minutes 55 seconds