MYSTICLAND IN SCHOOL

GRADE 2

GENERAL KNOWLEDGE

PROJECT GUIDE

Dear Teacher,

This is a collection of five interesting projects with respective rubrics that can be given out to learners during their MysticLand General Knowledge programme. They have been put together under the guidelines of NEP 2020.

Please note that projects are not compulsory for completion of the course. If as a school, your preference is to conduct test-based assessments, question banks are a part of your Teacher Tools Google Folder. If you would prefer a project-based assessment, this guide will be useful.

PROJECT TITLES FOR GRADE 2

1. **I, the Community Hero** (Creative and Research-Based)
2. **Where in the World Are You?** (Research-Based)
3. **My Plate of Diversity** ((Creative and Research-Based)
4. **Animals, the Soil Warriors** (Research-Based)
5. **Build a Strong House** (Creative, Hands-on, and Research-Based)

Project Title #1: I, the Community Hero

Chapter: The world around me

Project Type

☐ Hands-on Activity ☑ Research-Based ☑ Creative

Objective

Encourage students to imagine themselves as a community helper.

Instructions

Introduction:

- Community helpers make our lives easy by providing important services. For example, doctors, nurses, police officers, firefighters, teachers, garbage collectors, and many others.
- They take care of us and keep our surroundings clean.

Task:

- On a chart paper, draw yourself as a community helper. For example, a bus driver, sweeper, police officer, etc.
- Write down all your responsibilities as your chosen helper.
- Bonus activity- Write one more activity you would take up to do something more for the community.

Materials Needed:

- Chart paper
- Pencil, eraser, ruler
- Crayons or coloured pencils

Research Pointers:

- Which tasks does your community helper perform?
- What if we did not have that community helper?
- What uniform does your community helper wear?

Creative Guidelines:

- Draw yourself in the correct uniform of your chosen community helper.
- Make your chart colourful to truly celebrate your helper's contribution to the community.

Expected Outcome

A creative depiction of community helpers, highlighting their roles in society and their importance.

Evaluation Criteria

- ✔ Colourful chart
- ✔ Clearly defined roles
- ✔ Creativity and effort

Submission Format

- ✔ Self sketch of chosen community helper

Project Title #2: Where in the World Are You?

Chapter: Where in the world are you?

Project Type

☐ Hands-on Activity ☑ Research-Based ☐ Creative

Objective

Help students learn how to read a map and plot cities, countries, and continents correctly. Students will learn geography with the help of landmarks.

Instructions

Introduction:

- The world is made up of villages, cities, countries, and continents. Each place is special with something unique - a monument, park, mountain range, etc.
- Let's draw a map and find its city, country, and continent!

Task:

- Step 1: Print a photo of your chosen landmark. For example, Tawang Monastery
  - ✔ Draw the city/state shape in which the landmark is. For example, Tawang town/ Arunachal Pradesh
  - ✔ Around the city, draw the country. For example, India
  - ✔ Which continent is this country in? Draw the continent around it and position the country correctly. For example, Asia
- Step 2: Write two features about your chosen landmark. For example, when it was built, who built it, why it is important, cool architectural features, etc.
- Step 3: Present the map and landmark to the class.

Materials Needed:

- Chart paper
- Printed photo of landmark
- Crayons or coloured pencils
- Pencil and eraser

Research Pointers:

- Which city, state, country, and continent is your chosen landmark located in?
- What makes your chosen landmark special? (eg, oldest monastery, tallest building, most visited park, etc)

Creative Guidelines:

- Keep the map neat and colourful.
- Draw or stick elements related to that country. For example, flag, mountains, rivers, pav bhaji, tiger, peacock, etc if choosing India.

Expected Outcome

A layered location map with a photo of the landmark and two interesting facts about it.

Evaluation Criteria

- ✔ Correct mapping of location (from city/state to continent)
- ✔ Accurate facts about the landmark
- ✔ Creativity and effort in presentation
- ✔ Neat and colourful work

Submission Format

- ✔ Hand-drawn layered map with a landmark fact sheet

Project Title #3: My Plate of Diversity

Chapter: Diversity in food

Project Type

☐ Hands-on Activity ☑ Research-Based ☑ Creative

Objective

Help students understand how food varies across India, why food habits differ, and how local ingredients shape cuisine.

Instructions

Introduction:

- India has many different kinds of food!
- What people eat depends on where they live, the climate, and the crops grown in their region.
- Let's create a diverse food plate by exploring food from different states!

Task:

- Step 1: Take a paper plate or draw a big plate on a chart paper.
- Step 2: Pick five states and find one famous food dish from each state.
  Example: Punjab – Makki di Roti & Sarson da Saag
  Example: Kerala – Appam & Stew
  Example: West Bengal – Rosogolla
- Step 3: Draw or cut and paste pictures of these foods onto the plate.
- Step 4: Write one fun fact about one of the dishes (eg, Why is it famous? What makes it unique?).
- Step 5: Decorate the plate and make it colourful!

Materials Needed:

- Chart paper or paper plate
- Crayons or coloured pencils
- Printed or hand-drawn food pictures
- Pair of scissors and glue (for sticking pictures)

Research Pointers:

- What do people eat in different parts of India?
- What ingredients are special to each region? (eg, coconut in South India, mustard oil in Bengal)
- How does climate affect food choices?

Creative Guidelines:

- Make your plate colourful and detailed.
- Label the names of the dishes and their states.
- Add small drawings of ingredients (eg, wheat for roti, rice for dosa).

Expected Outcome

A beautiful food plate collage with five diverse Indian dishes, their state names, and one fun fact about a dish.

Evaluation Criteria

- ✔ Correctly identifying food from five different states
- ✔ Correctly identifying the main ingredients of each region
- ✔ Creativity in presentation
- ✔ Writing at least one fun fact
- ✔ Neatness and effort

Submission Format

- ✔ Hand-drawn or collage-style Diversity Plate

Project Title #4: Animals, the Soil Warriors

Chapter: Earthworms are our friends

Project Type

☐ Hands-on Activity ☑ Research-Based ☐ Creative

Objective

Help students learn which animals live in the soil and improve the quality of the soil. Students will know why these animals are called Soil Warriors.

Instructions

Introduction:

- Many animals and insects create tunnels in the soil which allow water to drain away.
- They eat plant debris and keep the soil clean.
- They help to cycle nutrients through the soil.
- Let us research these Soil Warriors and spread awareness about them.

Task:

- Draw or stick a photo of your chosen Soil Warrior.
- Write the name of your Soil Warrior, where it is found, the animal group it belongs to, and its lifespan.
- Write down how it helps the environment.
- Write two fun facts about it, for example, unique bodily features, behaviour, diet, etc.
- Bonus activity: Go to a garden and collect some soil. Stick the soil on your chart paper.

Materials Needed:

- Chart paper
- Crayons or coloured pencils
- Printed pictures
- Pair of scissors and glue (for sticking pictures)

Research Pointers:

- Learn how small animals make a big impact.
- Learn the different types of animal groups.
- Learn fun facts about the chosen Soil Warrior.

Creative Guidelines:

- Make your chart colourful.
- Make sure your drawing of the Soil Warrior is detailed.
- Add other features like soil and plants around your Soil Warrior.

Expected Outcome

A creative and well-researched presentation of a Soil Warrior, highlighting its role in nature.

Evaluation Criteria

- ✔ Correctly identifying which animals are Soil Warriors
- ✔ Correctly identifying the features of the Soil Warrior, including the animal group it belongs to.
- ✔ Creativity in presentation
- ✔ Writing at least two fun facts
- ✔ Neatness and effort

Submission Format

- ✔ Creative poster of a Soil Warrior

Project Title #5: Build a Strong House

Chapter: Art of architecture

Project Type

☑ Hands-on Activity ☑ Research-Based ☑ Creative

Objective

Encourage students to build a small house structure that can support a glass of water on its roof. Help students understand the basics of architecture and how important it is to build a sturdy building.

Instructions

Introduction:

- Architects have the responsibility of building beautiful structures.
- But their main goal is to build strong structures which will not easily break.
- Let us learn how buildings stand strong with the help of pillars, materials, clever designs, and so on.

Task:

- Take different-sized cardboard boxes and build a house. It can have one storey, or can be a tall tower.
- Add pillars and a roof.
- Include at least four windows and one door.
- Once your house is ready, present your project to the class. To show how strong your house is, place a glass of water on the roof for five minutes. Your house must not crumble with the glass's weight!

Materials Needed:

- Cardboard boxes like toothpaste boxes, cookie boxes, shoe boxes, etc
- Glue, pair of scissors
- Newspapers
- Paint to decorate the house
- A filled glass of water to show the house's strength

Research Pointers:

- Find out which materials are used to build homes.
- Learn how strong houses are built.

Creative Guidelines:

- You can make strong pillars with toothpaste boxes. Fill them with newspaper.
- Make your house colourful.
- Try different house shapes! It can be round, rectangular, or wherever your imagination takes you!

Expected Outcome

A 3D model of a strong house made of cardboard boxes and newspapers, demonstrating sturdiness through the water glass test.

Evaluation Criteria

✔ House must not crumble during water glass test
✔ Creativity in presentation
✔ Correct use of materials

Submission Format

✔ 3D model of a house