



# **O. P. JINDAL SCHOOL**

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**BRITISH COUNCIL**  
**RIDS ACTIVITY**  
**2024-2025**



**Dear Students / Parents**



It gives me immense pleasure to acknowledge the incredible strides our school has made in integrating international dimensions into our educational framework. As we continue to foster a global perspective within our school community, I am proud to highlight the positive impact of our international dimension activities.

The Recognition of an International Dimension in Schools (RIDS) program for the session 2024-25 has helped to integrating international awareness within curriculum. It has provided a framework for school to develop international activities across the curriculum, including collaborative work with partner schools, and opportunities to involve the wider community.

Our students have participated in four in house and three collaborative research based activities. Each activity is conducted from July to August through three sub activities. Through these activities the students have not only enhanced their academic learning but have also developed essential 21<sup>st</sup>-century skills such as empathy, cultural intelligence and effective communication for the globalized world. They have grown in their ability to communicate across cultures, think critically about global issues and cultivate empathy and understanding for others. The international dimension activities have truly enriched their educational journey, equipping them with the knowledge and experience to become responsible global citizens.

Together, we are creating a learning environment where the international dimension is not just recognized but celebrated as a cornerstone of education. Our continuous efforts to build this momentum has helped us to ensure that our school remains a beacon of excellence and inclusivity in nurturing future-ready individuals with a strong international outlook. I look forward to seeing how these experiences will continue to shape their personal and academic growth, both within and beyond the classroom. Let us continue to celebrate and build upon these achievements, ensuring that our students remain inspired and empowered to make a difference, both locally and globally.

**R. K. Trivedi**  
**Principal**



## Activity -1: BLUE GOLD (Inhouse)

This activity has helped to generate awareness about the usage of water in India and other countries like Ghana, Nepal and Bangladesh. This initiative has motivated them towards adopting the measures to save water and develop the habit of responsible consumption to avoid wastage of water. This activity has also helped students to develop creative abilities, fine and gross motor skills, speaking and writing skills with emotional skills to make them sensitive towards the environment children recognised the significance of water as a vital resource for life, ecosystems, and communities.



- ❖ Identified the global and local challenges related to water scarcity, pollution, and sustainable management.



- ❖ Understood the role of water conservation in addressing climate change and promoting sustainability.
- ❖ Developed practical water-saving techniques applicable at home, school, and community levels.
- ❖ Analysed water usage patterns and propose strategies to reduce water wastage.
- ❖ Applied critical thinking to solve real-world problems related to water management.
- ❖ Cultivated a sense of responsibility and accountability for preserving water resources.
- ❖ Fostered collaboration and teamwork in implementing water conservation initiatives.
- ❖ Promoted awareness and advocacy for water sustainability within the community.

These outcomes aim to inspire learners to value water, adopt sustainable practices, and become active participants in water conservation efforts.



## **Activity 2 : Healthy Champs (Collaborative)**



"If you want your children to keep their feet on the ground, put some responsibility on their shoulder."

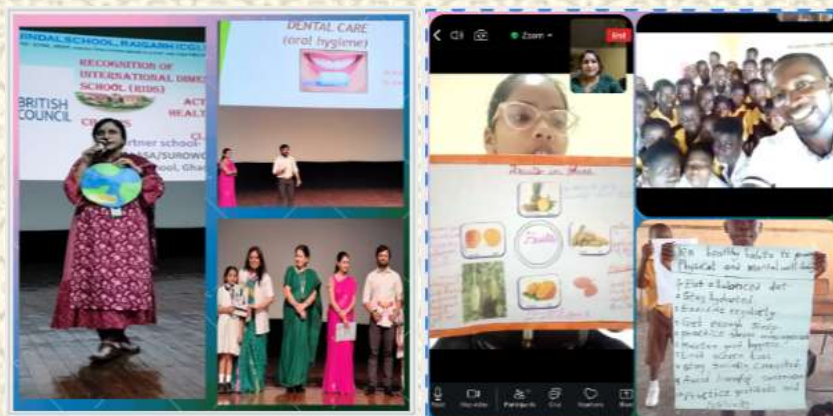
The project –Healthy Champs! Aims to spread awareness among the little learners, on how to inculcate responsible and sensitive attitude of the students towards the benefit of healthy habits related to health, self and surroundings. The students will do comparative study on variety of fruits and vegetables available in the countries like India, Ghana, Japan and

France along with their nutritional values. They will learn the importance of health and hygiene in their life. The young learners will start practicing healthy habits in their daily life which will help them to prevent from diseases.

The students of class II of our school have taken responsibility of developing 'Healthy habits' this session under the British Council RIDS project, 'Healthy Champs'(Curriculum Activity 2). Our partner school is Abaasa Surowodofu D/A Basic, Ghana, Africa. Our partner school has participated actively in this activity in spite of availability of limited resources and unstable internet facilities and devices. The project leader from the partner school got his job shifted then also he and his team continued for taking the efforts and getting the objective fulfilled.



It was a wondrous experience by the students, parents and teachers of both the schools to work on the topic and build the foundation of Healthy Champs. The overwhelming responses from the children have again proved that, nothing can be a hurdle when the intention is strong. Teachers of both the schools interacted with each other and sent the photographs and the worksheet with partner school through mail. Evaluations forms were filled up by the students, teachers and parents after the activities and the communication was flawless throughout.





## *Activity 3 : Circle Time -Flag Anthem & Map (Collaborative)*

National flag is nation's identity and symbol of pride, an anthem depicts the country's history, traditions, beliefs, unity and a map shows the borders of countries, states, and other regions.



The objective of this activity - Flag, Anthem and Map was to help students of class III to appreciate the significance of Flag Anthem and location of any country and understand how they reflect the culture, history, and identity of any country. The students have learnt about the topic for the countries like India, UK, France, and Australia.

In this collaborative effort students of O. P. Jindal School and of Partner countries UK and France have demonstrated excellent teamwork and presentation skills through different activities such as; Gathering the information about flags, anthems, and maps about partner countries through Power-point presentation in assembly and resources. Reflecting their learning through display, scrapbook, exhibition and during the video-conference.

The students have participated with full interest and enthusiasm. The dedication of team of teachers and their hard work has helped to achieve the planned learning outcomes as mentioned below under various headings:-

**Knowledge Gained:** Students gained a deeper understanding of the national symbols and their cultural and historical significance of partner countries.

**Skills Developed:** Research skills, creativity, collaboration, communication, public speaking, Attitude : Cultural Appreciation Respect Through this collaborative activity, students developed a greater appreciation for diverse cultures and traditions due to different geographical locations and respect for identity of a nation i.e.; flag and anthem.

I hope many such efforts in future will help to set a strong base of international understanding in their learning.

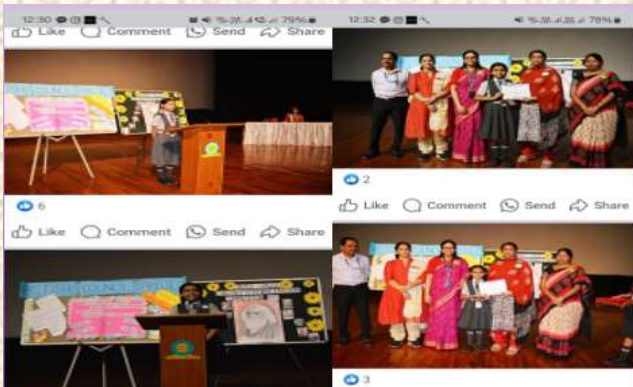


## Activity 4 : Poetry Pals - Exploring the world of poets (Inhouse)



"A great poet is the most precious jewel of a nation." With this belief, the RIDS British Council Project for the session 2024-25, titled "Poetry Pals-Exploring the World of Poets," was undertaken to make students aware of poets from India, America, Britain, and France, and their invaluable contributions to humanity. Through this initiative, students of Class 5 participated in various sub-activities that cultivated their appreciation for poetry and nurtured their creativity.

The Poetry Drive commenced with a Library Exploration, where students explored poetry collections of Rabindranath Tagore and Sarojini Naidu from India, Robert Frost and Maya Angelou from America, William Wordsworth and John Keats from Britain, and Victor Hugo and Paul Verlaine from France. Delving into these works, students discovered themes like nature, resilience, love, and societal reform.



This unique activity bridged literature and mathematics. Students explored the historical timelines of poets, integrating chronological order and mathematical concepts. Under the guidance of their Mathematics teachers, they created timelines of poets' significant events, such as the publication of their famous works, birth and death dates, and other milestones.

Students calculated durations of poets' lives, intervals between major publications, and historical gaps between poets from different nations. These activities enhanced their analytical skills and understanding of historical contexts. Collaborative discussions enriched their learning, and the timelines were creatively displayed during the session.

The students created personalized scrapbooks documenting biographical details, excerpts, and reflections on their favourite poets. They also explored various poetic styles and wrote short poems inspired by the themes of the luminaries they studied. These creative outputs were displayed on bulletin boards, showcasing the students' dedication and understanding.



The project successfully achieved its goal of fostering cultural awareness, interdisciplinary learning, and literary appreciation. Students developed their Oratory and Chronological Skills. Students developed the attitude to respect the freedom to express.









## **Activity 6 : Banking Through International Currencies (In house)**



The activity "Banking through International Currencies" aims to educate participants about the banking systems, regulations, and practices in various countries, focusing on international currencies. The activity covered topics such as: Origin and evolution of banking systems: Understanding the historical development of banking in different countries. International currencies and exchange rates: Learning about major currencies, exchange rates, and their impact on global trade. Regulatory frameworks and compliance: Familiarizing participants with banking regulations, laws, and standards in different jurisdictions. Cross-border banking and

transactions: Exploring the complexities of international banking, including trade finance, payments, and risk management.

Benefits of Knowing Banking through International Currencies enhances understanding of global trade and commerce: Knowing how international currencies work facilitates better comprehension of global trade dynamics. It also improves financial decision-making about investments, transactions, and risk management. Acquiring knowledge of international banking and currencies enhances career prospects in finance, trade, and related fields. The activities under the topic make us familiar with



international currencies and banking systems simplifies interactions with foreign banks, clients, and suppliers. Understanding international banking and currencies helps individuals stay informed about global economic shifts and their implications. The activity also improves our knowledge of international banking and currencies that facilitates expansion into new markets, enabling businesses to navigate foreign financial systems. Understanding international banking and currencies helps identify and manage risks related to cross-border transactions.

By acquiring knowledge of banking through international currencies, students and teachers gain a competitive edge in the global market, make informed financial decisions, and navigate the complexities of international trade and commerce. The activity provides valuable insights into the origin, transformation, and current state of banking systems in India, France, USA, and South Korea. The comparative analysis highlighted the unique characteristics, challenges, and opportunities in each country's banking sector, emphasizing the importance of understanding the global banking landscape in the context of international currencies.







## Activity 7 : From Soil to Sustenance - International Reflections on "Farm to Fork" (Collaborative)

This integrated project on organic farming has been a transformative journey for students, allowing them to immerse themselves in sustainable practices and learn the value of indigenous seeds. Activities like growing crops, creating seed banks, and recording growth stages have helped students connect theoretical knowledge with hands-on experience. Collaborating with a partner school in France has broadened their understanding of global farming practices, showcasing the shared challenges and



unique approaches of different nations, including India, the USA, and Sri Lanka. Students have actively participated in discussions and awareness drives, exploring food safety measures and the importance of minimizing waste. Through these activities, they have expressed enthusiasm in presenting skits, engaging in debates, and exchanging ideas about real-world applications of food safety principles.

The collaboration with the partner school in France has added an enriching dimension to the "Grow Your Food" activity. Students in France have shared insights into their traditional farming practices and the use of indigenous seeds specific to their climate and soil conditions. They have highlighted their reliance on organic compost and crop rotation methods, emphasizing sustainable farming approaches. The exchange of experiences through shared videos, reports, and a Google Form evaluation has provided both schools with valuable feedback. The responses from the French students have showcased their appreciation for the Indian techniques of seed preservation and their interest in adopting some practices for biodiversity conservation.

The "No Fire Healthy Cooking Competition" has been the highlight of the project. Students have described the experience as eye-opening, as they have explored different cuisines and the significance of indigenous seeds in food security. Sharing their reflections, recipes, and videos with the partner school has enriched their learning experience, fostering a sense of accomplishment and global connection. Many students have noted how the project has encouraged them to see themselves as contributors to sustainable development, both locally and globally.

This activity has lightened up inspiration in the learners to develop themselves as NO HUNGER WARRIOR and I hope in future many other initiatives will help to guide the students towards the sustainable development goal and required 21st century skills.

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