



RISE



Sanjan Nagar  
Public Education Trust



**A Foundational Learning  
Community of Practice Initiative  
Learning Through Harmonies**

گائیں  
اور  
سیکھیں

#GaenAurSeekhain  
#LearningThroughHarmonies  
#AajKyaSeekha

**The Mission Paani Anthem**

**Lyrics by: Prasoon Joshi  
Singer: Antara Nandy**



A Foundational Learning  
Community Practice Initiative  
*Learning Through Harmonies*

گائیں اور سیکھیں

**Song Name:** The Mission Paani Anthem

**Singer:** Antara Nandy

**Lyricist:** Prasoon Joshi

**Performed by:** Sanjan Nagar Public Education Trust Higher Secondary School

**Choir/Lead Vocalist:** Sanjan Nagar School Choir

**Resource Persons:** Alya Rasheed, Rizwan Gill, Farzana Kausar Attiya Anwar

**Grade/s:** Grade 3 onwards

**Subject/s:** Climate

**Credits:** Ms.Shumaila Akash & Ms.Abeera Sabir

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## Lyrics:

Socho Toh Kyun Hai Aaj  
Sehma Sehma Paani  
Yeh Chup Chap Paani Kyun

Chalo Badal De Yeh  
Kahani Kahani  
Bacha Lein Nishani Hum

Poochegi Dharti  
Tab Kahan The Tum  
Nadi Ro Rahi Thi  
Tab Kahan The Tum

Swachata Aur Paani  
Humko Bachani Hai Ye Zindagani

Socho Toh Kyun Hai Aaj  
Sehma Sehma Paani  
Yeh Chup Chap Paani Kyun

Chalo Badal De Yeh  
Kahani Kahani  
Bacha Lein Nishani Hum

Poochegi Dharti  
Tab Kahan The Tum  
Nadi Ro Rahi Thi  
Tab Kahan The Tum

Swachata Aur Paani  
Humko Bachani Hai Ye Zindagani

Hai Kab Se Naaraz  
Gussa Gussa Paani  
Yeh Kyun Udas Paani Kyun

Chalo Badal Dein Yeh  
Kahani Kahani  
Bacha Lein Nishani Hum

Poochegi Dharti  
Tab Kahan The Tum

Nadi Ro Rahi Thi  
Tab Kahan The Tum

Swachata Aur Paani  
Humko Bachani Hai Ye Zindagani

Drip Drap  
Drip Drip Drap  
Drip Drap  
Drippy Drap  
Drip Drap Drip Drip Drap  
Drip Drap  
Drippy Drap

Chalo Bacha Lein Ye  
Dharohar Purani  
Yeh Tera Mera Paani Chal

Drip Drap  
Drippy Drap

Chalo Badal De Yeh  
Kahani Kahani  
Bacha Lein Nishani Hum

Drip Drap  
Drippy Drap

Poochegi Dharti  
Tab Kahan The Tum  
Nadi Ro Rahi Thi  
Tab Kahan The Tum

Swachata Aur Paani  
Humko Bachani Hai Ye Zindagani

Paani  
Swachata Aur Paani  
Paani Paani  
Humko Bachani Hai Ye Zindagani

## Audio Video Link:

<https://www.facebook.com/watch/?v=293217955339016>

# Alignment of Mission Pani Anthem with SNC 2020

## Thematic Area: Climate

### Part 1: Alignment with SNC

Single National Curriculum

General Knowledge I-III 2020

General Science 4-5 2020

**Integrate subjects:** Science English Urdu Math

**Theme:** How we organize ourselves, How the world works

Subject	Standards	Benchmark	Skills	Learner profile	Attitudes	SLO's
<ul style="list-style-type: none"> <li>Urdu</li> <li>Science</li> <li>English</li> <li>Math</li> </ul>	<ul style="list-style-type: none"> <li>Students will be knowledgeable of the composition, structure, processes and interactions among the Earth's resources.</li> <li>Students will display a sense of curiosity and wonder about the natural world.</li> <li>They will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge for the mutual benefit of self, society, and the environment.</li> <li>Use linguistic expressions to communicate.</li> <li>Comprehend words, sentences and paragraphs as</li> </ul>	<ul style="list-style-type: none"> <li>Identify the Earth's resources that we use in everyday life.</li> <li>Develop interest and curiosity about objects and events within the immediate environment.</li> <li>Take ownership in learning.</li> <li>Be open-minded in self-review, peer review and teacher review by practicing honesty and integrity in the classroom.</li> <li>Be sensitive to the needs of other people and organisms in environment.</li> <li>Recognize and articulate sound patterns and stress in words, and basic intonation patterns in statements and questions as they occur in classroom texts.</li> <li>Use linguistic exponents to communicate appropriately for functions and co-functions of opinions, apologies, requests and instructions in class and school environment.</li> </ul>	Social skills Communication skill Thinking skills	Communicator Reflective Knowledgeable Thinker Caring	Integrity Commitment Empathy Appreciation	➤ <b>Students will be able to:</b> <ol style="list-style-type: none"> <li>Appreciate the importance of water.</li> <li>Talk about the use of water in everyday life.</li> <li>Recognize that water in rivers and streams flows from mountains to oceans or lakes.</li> <li>Identify some of Earth's natural resources that are used in everyday life.</li> <li>Learn new vocabulary concerning environmental issues.</li> <li>Understand the dangers associated with polluting water bodies.</li> <li>Explore the problems and consequences of water shortage on the earth.</li> <li>Develop awareness of what can be done locally and individually to conserve water.</li> <li>Give advice to other on their roles in water conservation in an oral presentation.</li> <li>Analyze</li> </ol>

	<p>meaningful expression.</p> <ul style="list-style-type: none"> <li>• Recognize grammatical functions concepts of time, tense and aspect, and use them for spoken and written purposes.</li> <li>• Write meaningful and effective sentences and a paragraph using Different writing techniques.</li> </ul>					<p>information and create a poster way to reduce, re use and recycle water</p> <ol style="list-style-type: none"> <li>11. Understand the amount of water available on earth.</li> <li>12. Become familiar with correct grammar.</li> <li>13. Recognize rhyming words in a paragraph.</li> <li>14. Use rhyming words in daily words.</li> <li>15. Express their ideas in targeted language.</li> </ol>
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## Activities:

### Activity 1:

Brainstorming and mind mapping

Objectives:

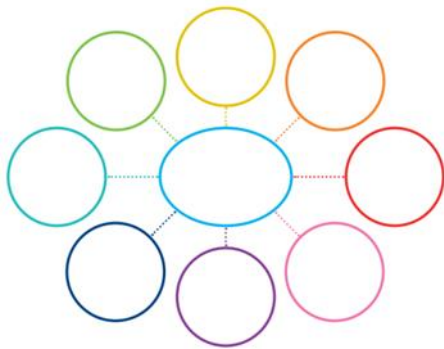
Students will be able to:

- Develop thinking skills
- share their ideas with peers
- Form connections
- Think critically

Instructions and guidelines:

Students will:

- Tell what comes to their mind when they hear the topic.
- share their point of view with teachers and class fellows.
- Write down as many ideas as they can think about the topic.





## Activity 2:

### Think Pair Share

#### Objectives:

- The Think-Pair-Share activity gives them the opportunity to feel more comfortable sharing their thoughts.
- It helps students to think individually about a topic or answer to a question.
- It teaches students to share ideas with classmates and builds oral communication skills.
- In addition to fostering social skills, this strategy also improves students' speaking and listening skills.
- When pairs brainstorm together, each student learns from their partner.

#### Instructions and guidelines:

- T: (Think) Teachers begin by asking a specific question about the text. Students "think" about what they know or have learned about the topic.
- P: (Pair) Each student should be paired with another student or a small group.
- S: (Share) Students share their thinking with their partners.

**Think**  


What **I** think...

**Pair**  


What my **partner** thinks...

**Share**  


What **we** will share...

## Activity 3:

Vocabulary building نئے الفاظ سیکھنا

Objectives:

Students will be able to:

- Improve their vocabulary
- Use new words in daily life
- Write and pronounce new words

Instructions and guidelines:

- Students will write new words on the post aid and paste them on the word bank
- Students will provide new words
- Students will make sentences using new words

New words mention below:

دھرتی - زندگانی - ندی - سویچتا - چھپ چھپ - سہما سہما -

Activity 3: Words and their meanings

Objectives:

Students will be able to:

- identify new words
- Use Urdu lugat dictionary
- Search and understand multiple/easy meanings of words

Instructions:

Read the poem, find out new words search for their meaning from Urdu lugat, and write synonyms of new words in English.

Synonyms	معنی	الفاظ
Anger, rage, temper	خفا ہونا	غصہ غصہ
Afraid, anxious, fearful	ڈرا ہوا/ چپ چاپ	سہما سہما
Earth	زمین	دھرتی
Life	عمر / حیات	زندگانی
Splash	پانی پر ہاتھ مارنے یا کسی چیز کے گرنے کی آواز	چھپ چھپ
Stream	نالا / نہر / دریا	ندی
Cleanliness	نفاست	سویچتا

## Activity 4:

### Drawing from Imagination (Graffiti board)

The graffiti board can serve as a place for students to record their thoughts about a particular concept as they engage in a series of experiences related to

#### Objectives:

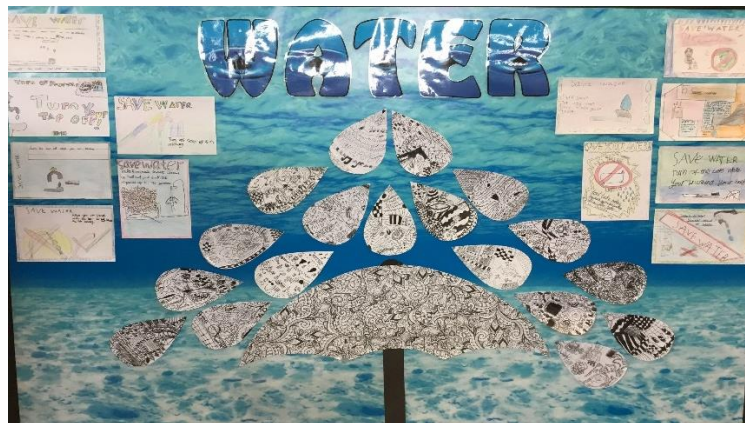
Students will be able to:

- Draw from imagination
- Enjoy the colors
- Enhance their creativity
- Promotes the development of various learning skills (brainstorming, logical reasoning, recall of facts)
- students share their ideas and opinions.

#### Instructions\ guidelines:

Draw the main idea of the poem (water resources, ways of saving water, Being a leak detective, water conservation, hygiene, love water) an on A4 sheet for graffiti board.

Graffiti is an art that is written, painted, or drawn on a wall or other surface,



Science and Math Project

## Activity 5:

### Be Eco smart (Conduct a water usage survey)

This practical lesson will give the children a chance to be detectives for water wastage around the school, and look at where they think water could be saved. It's important to get the timing right for this exercise so that your inquisitive pupils don't get under the feet of other children taking part in PE or other lessons. Another thought-provoking activity is attached to the main exercise, which the children can use together with the main survey to guess how much water is used in the course of just one day.

#### Objectives:

Children should be able to:

- To record and interpret data
  - To understand why it is important not to waste water
  - To identify simple areas where water can be saved
- Success criteria:

#### Success criteria:

- Children should be able to:
- Conduct a survey
- Understand the issue of wasting water

#### Curriculum links:

##### Mathematics

- Handling data
- Gathering information
- Construct bar charts and pictograms, where the symbol represents a group of units
- Use Venn and Carroll diagrams to record their sorting and classifying of information
- Extract and interpret information presented in simple tables, lists, bar charts, and pictograms

#### Preparation required/resources:

##### Activity sheet: Water Survey

##### Starter:

Ask the children to think of all the ways that water is used around the school.

Encourage them to think of less obvious ways – for example, gardening, water for the staff room kettle...

##### Whole class introduction:

Ask the children: "Why do we need to conserve water?" Draw out as many answers as possible, and encourage them to think about the issues that affect them directly and wider environmental issues.

Talk about the fact water is a precious resource, and that we need to protect the environment.

Then ask the children where they think they use water around the school.

## Activity – Water Survey

Hand out the Water Survey worksheet and organize children in pairs or teams.

Explain that now the children are going on an important mission, and their task is to look around the school and investigate where they think water is being wasted.

Can they see any evidence of water being wasted in, or around, the school? Ask the children to look for:

- Dripping taps
- Wet floors
- Leaks in the walls and ceilings
- Hosepipes or sprinklers left on in grassy areas
- Unused toilets flushing at regular intervals
- Overflowing sinks and old-fashioned taps with unregulated flows

If they see any of these examples, they should give the school a low score in these areas. Tell the children that they should award high scores if they see that:

- Taps and showers are turned off
- Taps are regulated to provide a limited flow (sprinkler effect taps)
- Water fountains are available for children to drink from
- The school has hanging baskets instead of flower beds
- Gutters and downpipes are strong and intact
- There are water butts for rainfall-harvesting
- School gardens are well maintained - top marks if there is an active gardening club!

Explain the scoring system to the children before they start the survey so that they know how to score a good and a bad result. They also need to understand that the scores should be discussed in teams.

1 means very bad

2 indicates a problem

3 is average

4 means good

5 is the best possible score

Even if they don't find any problems, this exercise will help children to understand and recognize common areas where water could be wasted, and make them aware of potential problem areas in the future and at home.

## Additional activities

- 1) Measuring how much water is used in a day

If you can, take a water meter reading in the morning and again at the end of the school day, and see how much water has been used in one day.

Make a record of the number of times a common source of water like the drinking fountain is used. Ask children to guess how much water is drunk every time it's used and multiply the two to see how much water the fountain uses in a day.

## 2) Estimating how much water is used in school each day

Talk about how much water is used in different parts of the school. Explain to the children that their task will be to try and guess how much water the school uses in one day.

### **Split the children into groups.**

Give each group a different area of water usage, chosen from the areas that you picked out earlier in the lesson. The children should

Then try to work out how much water is used by working out how much each activity uses, and multiplying that by the approximate number of people.

Once you know how much each activity uses (for example a toilet flush uses approximately five liters of water, and more modern toilets use as little as two liters) - multiply that by the approximate number of people in the school, and see if you can come up with an overall figure between you. You could compare this with the water meter reading and see how close you get!

### **Plenary:**

Bring the groups together and discuss each team's survey results. Compare the scores awarded by each team or group. Did all the teams agree? Where did the scores differ and why? Talk about any areas of concern (low scores) as well as the school's strengths (high scores). Then ask the children what they think they should do with the important information they have gathered - perhaps suggest that they collate it and make a presentation to the head teacher to highlight the areas where the school could make improvements. Ask the children to come up with water-saving measures they could introduce to the school.

### **Extension Activity:**

Ask the children to produce a water-saving plan based on the 'Water Survey' activity sheet. This can be used as the basis for a child centered whole school plan and used to contribute towards Eco-School's status and the coveted Green Flag. Homework activity: Using a copy of the same 'Water Survey' activity sheet, the children can do a water survey of their home to see how it compares with school. Parents and careers can help with setting the scores. Can the children encourage their parents or careers to use less water at home?

*Be Eco-smart*

## **School Water Survey Worksheet**

Together with your team, your mission is to find out where water is being wasted in your school grounds or main buildings

**Scores:**

1 - means very bad    2 - indicates a problem    3 - is average    4 - means good    5 - is the best possible score

Needs Improvement	1	2	3	4	5	Excellent
It is very hard to find a drink of water at break.						There are lots of drinking fountains for all the children.
There are a lot of large flower beds which need to be watered.						There are a few small flower beds and more hanging baskets
The bathroom floors are wet or covered in water.						The bathroom floors are dry
When it rains, the water pours straight down the drain						Rain collects in water butts to be reused or put on flower beds.
The taps are old-fashioned; water comes out too fast and wastes water.						The taps are modern and make a gentle spray/flow
All the taps and showers are dripping						None of the taps or showers drips
There are no gardeners in the school						The school has a very good gardening club

When the teams have returned with their results, add the scores together as a class and talk about any areas of concern, (low scores) as well as the school's strengths, (high scores).



## Activity 6: My Pledge

Look at the scores below. What score would you give each area? For example, if it's very easy to get a drink at the break, then you could tick 5.

If it is very difficult to get a drink, tick 1

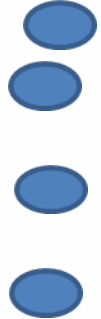
### Water Conservation Pledge Checklist

*I PLEDGE to conserve water and to use water wisely.*

*I PLEDGE to take shorter showers, use less water in the bathtub and turn off the water while I'm brushing my teeth.*

*I PLEDGE to remind my parents to use water wisely if they are wasting it.*

*I PLEDGE to continue my water-saving habits when I become an adult, because I know that water is LIFE and I do not have water to waste.*



Signature: \_\_\_\_\_





## Feedback Form:

FORM 1 for Teachers/ External Reviewer

### Evaluation Form for the implementation of Learning through Harmonies Foundational & Social Emotional Learning Teachers- External Reviewer

Title of the Song: "The Mission Pani Anthem"

Were you introduced to LTHs in a workshop? Yes/No

Did you download from the APP: Yes/No

To be filled by Teacher/Teacher Assistant/ Volunteer

Country	
Province and District	
Date of the activity conducted	
School Name in Full	
Type of School Govt./Private/Foundation	
Name of Teacher/Teacher Assistant/ Volunteer who assisted the pilot	
Number of Participants Teachers, Students & External collaborators)	

Please read the statements below and indicate the option that best describes your opinion.

1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.

No	Statement	1	2	3	4	5
1.	The children are actively engaged in activities that use Learning through Harmonies (LTH) resources/content					
2.	The children are actively participating in group work while using Learning through Harmonies (LTH) modules					
3.	The LTH resources are useful for the facilitator					
4.	Children are learning more with music and its activities					

Please respond to the questions in the table below

No	Question	Answer
5.	Which song module is used most in daily school routines? Which subject?	
6.	What is the frequency of using songs in your classes? E.g., Two songs per week etc.	
7.	Can you see evidence of improved learning outcomes to the use of songs modules/content?	
8.	How can the song content/resources contribute to improving learning outcomes?	Specific Subject: Vocabulary Building: Learning by doing?



## FORM 2

### Evaluation of the use of Learning through Harmonies Resources in camps

To be filled by an external observer/monitor during the Session Observation

Country	
Province/ District	
Date of the activity	
School	
Number of Participants	
Title of the Song Selected from LTH	
Name of External Observer	

Please read the statements below and indicate the option that best describes your opinion

1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.

No	Statement	1	2	3	4	5
1.	The teacher was prepared to use the song modules					
2.	Children are actively participating in the session					
3.	The discussion was appropriate to the song module/context					
4.	Children seem to know the song and used the activities well					

No	Question	Answer
5.	Did the teacher include use of song modules/resources in the lesson plan?	
6.	Which song is used most in the school? & Which subject period?	
7.	What is the frequency of using the selected songs as a learning resource? E.g., One song per day/ 1 per week etc.	
8.	Can you attribute any improved learning outcomes to the use of music for learning? Back it up with evidence	
9.	Do you have any suggestions on how we can improve the approach of Learning through Harmonies?	

## FORM 3

### Evaluation of the use of Learning through Harmonies Resources in learning camps

**To be filled by Students**

Country			
Province			
District			
School Name			
Date of the Activity			
Name of Student			
Your Grade			
Gender	Girls	Boys.	Other

Please read the statements below and indicate the option that best describes your opinion.

1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.

No	Statement	1	2	3	4	5
9.	The session/song activities were very engaging and the teacher conducted the session really well.					
10.	All the children in class actively participated in both individual and group activities					
11.	The songs selected for LTH made learning meaningful for me					
12.	The LTH helped me in learning new words and activities through the selected songs,					

Please respond to the questions in the table below

No	Question	Answer
13.	Which part of the learning through harmonies experience did you enjoy most?	Theme wise breakdown Lyrics and Composition: Singing: Links of the curriculum and SLOs: Learning Activities:
14.	Do you think that the songs were well selected by thematic areas and fit well with your curriculum?	
15.	Was there anything you thought was missing from the LTH approach & content?	
16.	Do you think learning through music and related activities is easier? Explain why?	
17.	Do you have any suggestions on how we can improve the approach of Learning through Harmonies?	

# “Learning through Harmonies- Gain aur Seekhain”

**Pilot Duration:** October – December 2022

**Cities /Provinces:** Karachi –Sindh, Lahore- Punjab

**Collaborating Teams:** Government, Education Depts. (Sindh/Punjab), ITA/Pakistan Learning Festival, Poets, Musicians, Schools (public & private) Universities & Expert

A Communities of Practice (COP) innovation for supporting Foundational Learning in Pakistan implemented by Idara-e-Taleem-o-Aagahi (ITA)- its flagship program Pakistan Learning Festival (PLF) in collaboration with Research on Improving Systems of Education (RISE) Program at the Blavatnik School of Education, University of Oxford.

## **Vision**

**” To embed music and performing arts in mainstream curriculum for foundational and social emotional learning”**

The learning campaign "Learning through Harmonies- Gain aur Seekhain" aims to foster Social Emotional Learning (SEL) and focuses on enhancing the Foundational Learning of school-going kids by exposing them to pedagogy using music, maker art and craft techniques, and other learning activities related to the songs/poems.

***The proposed learning campaign has taken place in 2 phases which are given below:***

- 1- Selection and curation of 12-15 songs across themes of inclusion, climate change /STEM and tolerance/diversity in learning will be mapped to foundational literacy rich in language at the right level, linguistic appreciation, geographical diversity, tolerance, heritage, and packed with meaning-making.

***Target Grades: 2- 8 primary and middle level (maybe senior too)***

- 2- The curated songs along with their activities’ modules has been implemented in the learning camps at different schools followed by evaluation of the students.

# Profile of all partners





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