TOUCHPAD

Ver. 2.2

7

Teacher's Manual

Extended Support for Teachers

ORANGE
www.orangeeducation.in

Teacher's Time Table

Periods / Days	0	I	II	III	IV		V	VI	VII	VIII
Monday						B				
Tuesday						R				
Wednesday						E				
Thursday						A				
Friday						K				
Saturday										

Development Milestones in a Child

Development milestones are a set of functional skills or age-specific tasks that most children can do at a certain age. These milestones help the teacher identify and understand how children differ in different age groups.

Age
5 - 8 Years

Physical	• First permanent tooth erupts • Shows mature throwing and catching patterns • Writing is now smaller and more readable • Drawings are now more detailed, organised and have a sense of depth
Cognitive	• Attention continues to improve, becomes more selective and adaptable • Recall, scripted memory, and auto-biographical memory improves • Counts on and counts down, engaging in simple addition and subtraction • Thoughts are now more logical
Language	• Vocabulary reaches about 10,000 words • Vocabulary increases rapidly throughout middle childhood
Emotional/ Social	• Ability to predict and interpret emotional reactions of others enhances • Relies more on language to express empathy • Self-conscious emotions of pride and guilt are governed by personal responsibility • Attends to facial and situational cues in interpreting another's feelings • Peer interaction is now more prosocial, and physical aggression declines

"If you cannot do great things, do small things in a great way."

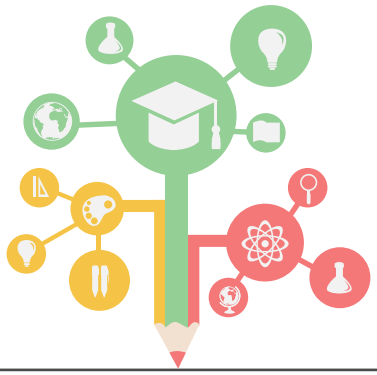
Age 9 - 11 Years	
Physical	• Motor skills develop resulting in enhanced reflexes
Cognitive	• Applies several memory strategies at once • Cognitive self-regulation is now improved
Language	• Ability to use complex grammatical constructions enhances • Conversational strategies are now more refined
Emotional/ Social	• Self-esteem tends to rise • Peer groups emerge

Age 11 - 20 Years	
Physical	• If a girl, reaches peak of growth spurt • If a girl, motor performance gradually increases and then levels off • If a boy, reaches peak and then completes growth spurt • If a boy, motor performance increases dramatically
Cognitive	• Is now more self-conscious and self-focused • Becomes a better everyday planner and decision maker
Emotional/ Social	• May show increased gender stereotyping of attitudes and behaviour • May have a conventional moral orientation

Managing the children's learning needs according to their developmental milestones is the key to a successful teaching-learning transaction in the classroom.

"Family is the most important thing in the world."

Teaching Pedagogies



Pedagogy is often described as the approach to teaching. It is the study of teaching methods including the aims of education and the ways in which such goals can be achieved.

Lesson Plans

A lesson plan is the instructor's road map which specifies what students need to learn and how it can be done effectively during the class time. A lesson plan helps teachers in the classroom by providing a detailed outline to follow in each class.

A lesson plan addresses and integrates three key components:

- Learning objectives
- Learning activities
- Assessment to check the student's understanding

A lesson plan provides an outline of the teaching goals:

Before the class

1. Identify the learning objectives.
2. Plan the lesson in an engaging and meaningful manner.
3. Plan to assess student's understanding.
4. Plan for a lesson closure.

During the class

Present the lesson plan.

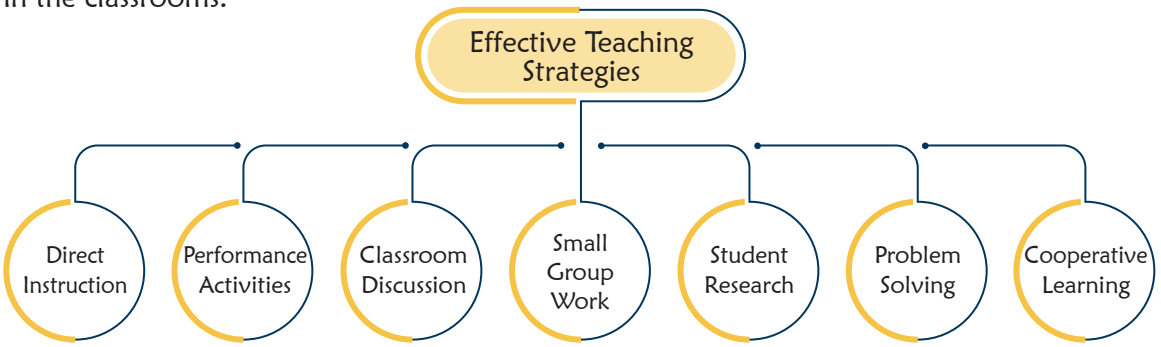
After the class

Reflect on what worked well and why. If needed, revise the lesson plan.

"Knowing yourself is the beginning of all wisdom."

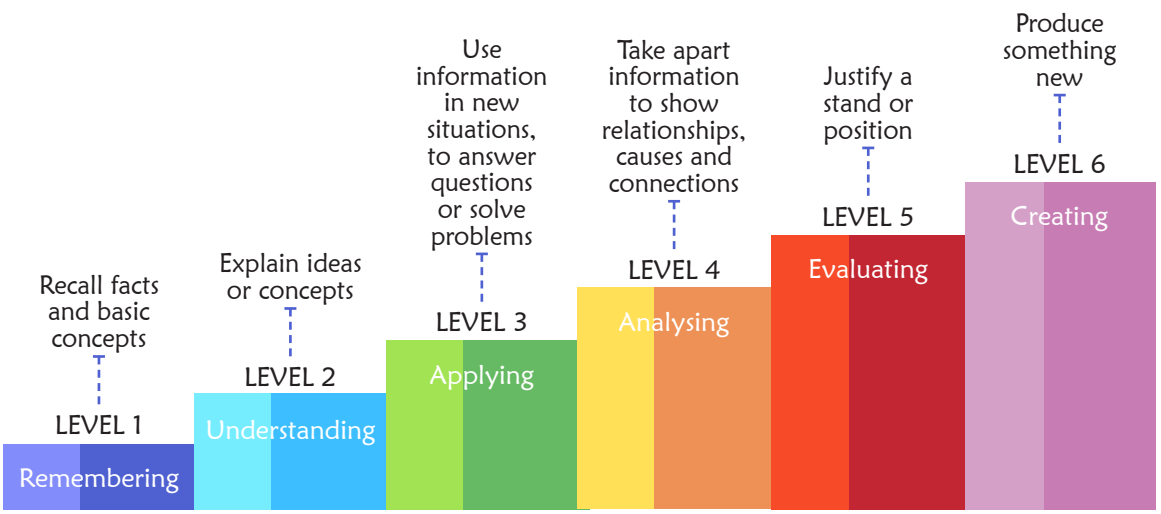
Teaching Strategies

Numerous strategies have evolved over the years to facilitate the teaching-learning process in the classrooms.



Bloom's Taxonomy

Bloom's Taxonomy was created by Dr Benjamin Bloom and several of his colleagues, to promote higher forms of thinking in education instead of rote learning. There are three domains of learning: cognitive (mental), affective (emotional), and psychomotor (physical). However, when we refer to Bloom's Taxonomy we speak of the cognitive domain. Bloom's Taxonomy is a list of cognitive skills that is used by teachers to determine the level of thinking their students have achieved. As a teacher, one should attempt to move students up the taxonomy as they progress in their knowledge.



Teachers should focus on helping students to remember information before expecting them to understand it, helping them understand it before expecting them to apply it to a new situation, and so on.

> "If you have no confidence in self, you are twice defeated in the race of life."

CLASS 7

LESSON PLAN

1 Number System

Teaching Objectives

Students will learn about

- What is a Number System?
- Binary to Decimal Conversion
- Decimal to Binary Conversion
- Operations on Binary Numbers

Number of Periods	
Theory	Practical
2	1

Teaching Plan

Before starting the chapter, ask the students to solve the question in **Let's Plug-in** given on Page 7 of the main course book.

While teaching this chapter, tell the students that a number system is simply a method of counting.

Introduce base or radix as the total number of digits used in a number system.

Inform to the students that there are four important types of number systems – Decimal (base 10), Binary (base 2), Octal (base 8) and Hexadecimal (base 16).

Make the students recall the method of writing expanded form of a number under Decimal number system.

Inform them that just like decimal number system:

- In binary number system, the numbers are expressed using two digits, 0 and 1 and expanded with base 2.
- In decimal number system, the numbers are expressed using ten digits, 0 to 9 and expanded with base 10.
- In octal number system, the numbers are expressed using eight digits, 0 to 7 and expanded with base 8.
- In hexadecimal number system, the numbers are expressed using sixteen digits, 0 to 9 and A to F, and expanded with base 16.

Show to the students the method of converting:

- Decimal number to Binary number by successive division by 2 and arranging the remainders in reverse order.

- Binary number to Decimal number by multiplying digits with 2 raise to the power of place of that digit starting from 0 on the left.

Share the rules of binary addition and subtraction.

Show to the students the method of carrying out mathematical operations on binary numbers and verifying the results by corresponding conversions to decimal numbers

Ask the student to solve the exercise **Let's Catch Up** given on pages 11 to 13.

Extension

Ask the students some oral questions based on this chapter.

Q. What is a number system?

Q. What is the radix of decimal / binary / octal / hexadecimal number system?

Q. Which digits are used to express a decimal / binary / octal / hexadecimal number?

Q. What is the value of addition of binary digits 1 and 1?

Q. What is the value of subtraction of binary digits 0 and 1?

Q. Which number system is used by computers?

Evaluation

After explaining the chapter, let the students do the exercises given on Pages 14 and 15 in the main course book as **Test Your Skills**. Tell the students to try sections under **Tech Zone**– **Let's Solve**, **LET'S EXPLORE** and **Let's Get Better** given on Pages 15 and 16 in the main course book to imbibe Information Literacy and Communication skills in them.

Let the students solve the questions given in the **Tech Practice** section on Page 16. This will enhance the ability of the students and serve as a Critical Thinking activity.

Suggested Activity

1. Convert the last four digits of your parents' mobile numbers into binary number.
2. Ask the students to prepare a comparative chart with four columns, the first one listing the digits used in Hexadecimal number system and in the remaining three columns, their equivalent value under decimal, binary and octal number systems.

2 Charts in Excel 2016

Teaching Objectives

Students will learn about

- Components of a Chart
- Creating a Chart
- Types of Charts in Excel
- Change Chart Type

Number of Periods	
Theory	Practical
2	2

Teaching Plan

Before starting the chapter, ask the students to solve the question in **Let's Plug-in** given on Page 17 of the main course book.

While teaching this chapter, tell the students that a chart is an effective way to display data in a pictorial form.

Show the different components of an Excel chart covering chart title, x-axis, y-axis and plot area.

Familiarise the students with the different types of chart options available.

Explain each chart type to the students with examples:

- Line chart
- Pie chart
- Bar chart
- Area chart
- Scatter chart
- Column chart

Demonstrate the steps of:

- Creating a chart.
- Modifying a chart by changing its type, layout and design.

Ask the student to solve the exercise **Let's Catch Up** given on page 19.

Extension

Ask the students some oral questions based on this chapter.

Q. Define charts in Excel.

Q. What is a legend?

Q. What are gridlines in a chart?

Q. When is a Line / Column / Pie / Bar / Area chart used?

Q. In Excel, can we change the type of an existing chart?

Evaluation

After explaining the chapter, let the students do the exercises given on Pages 22 and 23 in the main course book as **Test Your Skills**. Tell the students to try sections under **Tech Zone**– **Let's Solve** and **Let's Explore** given on Pages 23 and 24 in the main course book to imbibe Critical Thinking and Information Literacy skills in them.

Take the students to the computer lab and let them practice the activity given in the **Tech Practice** section on Page 24 in the main course book. This will enhance the ability of the students and serve as a Technology Literacy activity.

Suggested Activity

From the previous mark sheets of Grade 1 to 6, collect data about your attendance in various Grades. Plot a Line Chart in Excel from the data.

3 Advanced Features of Excel

Teaching Objectives

Students will learn about

- Sorting data
- Conditional formatting
- Filtering Data

Number of Periods	
Theory	Practical
2	2

Teaching Plan

Before starting the chapter, ask the students to solve the question in **Let's Plug-in** given on Page 26 of the main course book.

While teaching this chapter, tell the students that Excel 2016 provides easy options for sorting data and highlighting the required information in a worksheet.

Introduce sorting as arranging the data in ascending or descending order.

Demonstrate to the students the various steps involved in sorting of data in an Excel worksheet.

Explain the concept and use of Custom Sort feature.

Introduce filtering as hiding unwanted data from a set of data.

Show students the various steps involved in applying Filters in a worksheet.

Share with the students that Filters once applied can be easily removed and tell them the method of removing filters.

Introduce Conditional Formatting as highlighting the required information.

Tell the students about basic difference between Filtering (unwanted information gets hidden) and Conditional Formatting (required information gets highlighted).

Explain the various criteria detailed under Conditional Formatting.

Demonstrate the steps involved in applying conditional formatting on a worksheet.

Ask the student to solve the exercise **Let's Catch Up** given on page 28.

Extension

Ask the students some oral questions based on this chapter.

Q. What is the difference between sort and custom sort features?

Q. What are filters?

Q. How can filters be removed in a worksheet?

Q. What do you understand by conditional formatting feature?

Q. How is conditional formatting different from filtering data?

Evaluation

After explaining the chapter, let the students do the exercises given on Pages 32 and 33 in the main course book as **Test Your Skills**. Tell the students to try sections under **Tech Zone**– **Let's Solve** and **Let's Explore** given on Page 33 in the main course book to imbibe Critical Thinking and Leadership & Responsibility skills in them.

Take the students to the computer lab and let them practice the activity given in the **Tech Practice** section on Page 34 in the main course book. This will enhance the ability of the students and serve as a Technology Literacy activity.

Suggested Activity

1. Ask the students to enter their height and weight along with similar information for their nine friends. Sort the data with primary criteria as heights in ascending order and secondary criteria as weights in descending order.
2. Highlight the cells where the heights are less than the height of the student or weight is more than the weight of the student preparing the worksheet.

4 More on Animate 2024

Teaching Objectives

Students will learn about

- Creating a Motion Tween
- Creating a Shape Tween
- Using Masking
- Creating a Classic Tween
- Working with Layers
- Formatting Text in Animate 2024

Number of Periods	
Theory	Practical
2	3

Teaching Plan

Before starting the chapter, ask the students to solve the question in **Let's Plug-in** given on Page 35 of the main course book.

While teaching this chapter, tell the students that in Animate 2024, the movement of an object in-between the frames is called Tweens.

Explain the concept of animation using tweens.

Show to the students the various steps involved in creating a Motion Tween.

Demonstrate to the students the various steps involved in creating a Classic Tween.

Explain to the students the various steps involved in creating a Shape Tween.

Make the students understand the Working with the Layers and the actions that can be performed on it like:

- Adding a Layer
- Renaming a Layer
- Deleting a Layer

Show the steps to the students the use of Masking with help of proper pictures of the output.

Demonstrate the steps to the students to format text in Animate 2024.

Ask the student to solve the exercise **Let's Catch Up** given on page 38.

Extension

Ask the students some oral questions based on this chapter.

Q. Define Tween.

Q. What is Motion Tween?

Q. What is a Classic Tween?

Q. What is a Shape Tween?

Q. How to work with layers?

Q. How to rename a layer?

Q. How to delete a layer?

Q. What is masking?

Q. What are the steps to format text in Animate 2024?

Evaluation

After explaining the chapter, let the students do the exercises given on Pages 50 and 51 in the main course book as **Test Your Skills**. Tell the students to try sections under **Tech Zone**– **Let's Solve** and **Let's Explore** given on Pages 51 and 52 in the main course book to imbibe Information Literacy and Critical Thinking skills in them.

Take the students to the computer lab and let them practice the activity given in the **Tech Practice** section on Page 52 in the main course book. This will enhance the ability of the students and serve as a Technology Literacy activity.

Suggested Activity

Ask the students to create an animation where two cars are racing with each other.

5 Internet Services

Teaching Objectives

Students will learn about

- Social Networking
- E-Banking
- Blogging
- RSS (Really Simple Syndication)
- Skype
- Newsgroup
- Cloud Computing
- Podcasting

Number of Periods	
Theory	Practical
2	1

Teaching Plan

Before starting the chapter, ask the students to solve the question in **Let's Plug-in** given on Page 56 of the main course book.

While teaching this chapter, brief the students about Internet.

Introduce Social Networking to the students using examples.

Explain to the students the concept of Facebook in detail and also tell the steps involved in creating account on Facebook.

Demonstrate to the students the function of X (formerly Twitter) in detail and also tell the steps involved in creating account on X.

Demonstrate to the students the steps involved in using Quora and Skype in details.

Explain the Internet services like:

- E-Banking
- Blogging
- OneDrive
- Podcasting
- Newsgroup
- Cloud Computing
- RSS

Tell the students the difference between a blog and a website.

Extension

Ask the students some oral questions based on this chapter.

Q. What is Social network?

Q. What is Facebook?

Q. What is Twitter?

Q. What is Quora?

Q. What is Skype?

Q. What is E-banking?

Q. What is a newsgroup?

Q. What is blogging?

Q. What is OneDrive?

Q. What is RSS?

Q. What is Podcasting?

Evaluation

After explaining the chapter, let the students do the exercises given on Pages 70 and 71 in the main course book as **Test Your Skills**. Tell the students to try sections under **Tech Zone**– **Let's Solve** and **Let's Explore** given on Page 72 in the main course book to imbibe Critical Thinking and Information Literacy skills in them.

Take the students to the computer lab and let them practice the activity given in the **Tech Practice** section on Page 72 in the main course book. This will enhance the ability of the students and serve as a Critical Thinking activity.

Suggested Activity

Ask the students to learn how to use the internet services.

6 App Development

Teaching Objectives

Students will learn about

- What is an App?
- Categories of Mobile Apps
- Downloading and Installing the App
- The Android and iOS
- Varieties of Apps
- Developing an App

Number of Periods	
Theory	Practical
2	1

Teaching Plan

Before starting the chapter, ask the students to solve the question in **Let's Plug-in** given on Page 73 of the main course book.

Tell the students that an App is a software program primarily developed for hand-held smart devices such as mobile and tablet.

Explain to the students the difference between the Android and iOS in detail.

Demonstrate the types of Mobile Apps to the students with example, that are:

- Native Apps
- Web Apps
- HybridApps

Explain the following categories of Apps to the students along with the examples:

- Gaming Apps
- Entertainment Apps
- Educational Apps
- Communication Apps
- Productivity Apps
- Utility Apps
- Social Networking Apps
- E-Commerce Apps

Explain to the students the steps involved in downloading and installing the Apps.

Explain to the students the steps involved in developing an App.

Ask the student to solve the exercise **Let's Catch Up** given on pages 74 and 75.

Extension

Ask the students some oral questions based on this chapter.

Q. What is an App?

Q. Define the following:

- Gaming Apps
- Entertainment Apps
- Educational Apps
- Communication Apps
- Productivity Apps
- Utility Apps
- Social Networking Apps
- E-Commerce Apps

Evaluation

After explaining the chapter, let the students do the exercises given on Pages 86 and 87 in the main course book as **Test Your Skills**. Tell the students to try sections under **Tech Zone**– **Let's Solve**, **Let's Explore** and **Let's Get Better** given on Pages 87 and 88 in the main course book to imbibe Critical Thinking, Information Literacy and Communication skills in them.

Take the students to the computer lab and let them practice the activity given in the **Tech Practice** section on Page 88 in the main course book. This will enhance the ability of the students and serve as a Technology Literacy and Initiative activity.

Suggested Activity

Ask the students to develop an App for reciting tables with your help.

7 More on HTML5

Teaching Objectives

Students will learn about

- HTML
- Background Properties
- Margin Properties
- Text Properties
- Font Properties

Number of Periods	
Theory	Practical
2	3

Teaching Plan

Before starting the chapter, ask the students to solve the question in **Let's Plug-in** given on Page 89 of the main course book.

While teaching this chapter, tell the students about HTML5 and Internet.

Introduce HTML to the students using examples.

Explain to the students the HTML5 tags and attributes which are:

- <HTML> tag
- <HEAD> tag
- <Title> tag
- <BODY> tag
- <Hn> tag
- <P> tag
-
 tag
- <HR> tag
- <SUP> tag
- <SUB> tag

Demonstrate to the students the steps involved in using these tags using programs and syntax.

Tell the students about HTML5 and attributes used in making web pages.

Introduce the students with the text Properties and show the how to use these:

Also show them a code to use all these properties.

Demonstrate the students with the background properties and show them how to use these:

Also show them a code to use all these properties.

Tell the students about how to control multiple pages using CSS with the help of a program.

Demonstrate the students with the margin properties and show them how to use them with the help of a program.

Ask the student to solve the exercise **Let's Catch Up** given on page 94.

Extension

Ask the students some oral questions based on this chapter.

Q. What is HTML5?

Q. What is the function of:

- <HTML> tag
- <HEAD> tag
- <Title> tag
- <BODY> tag
- <Hn> tag
- <P> tag
-
 tag
- <HR> tag
- <SUP> tag
- <SUB> tag

Q. Define following text properties:

a. color b. text-align c. text-indent

d. text-decoration e. text-transform

Q. Define the following background properties:

a. background-color b. background-image c. background-repeat

Q. Define the following font properties:

a. font-family b. font-size c. font-style

Q. Define margin properties

Evaluation

After explaining the chapter, let the students do the exercises given on Pages 99 and 100 in the main course book as **Test Your Skills**. Tell the students to try sections under **Tech Zone**– **Let's Solve** and **Let's Explore** given on Pages 100 and 101 in the main course book to imbibe Critical Thinking and Communication skills in them.

Take the students to the computer lab and let them practice the activity given in the **Tech Practice** section on Page 101 in the main course book. This will enhance the ability of the students and serve as a Creativity and Technology Literacy activity.

Suggested Activity

Ask the student to create a web page using all the HTML Tags taught in this chapter.

8 Lists and Tables in HTML5

Teaching Objectives

Students will learn about

- Creating Lists
- Creating Tables

Number of Periods	
Theory	Practical
2	3

Teaching Plan

Before starting the chapter, ask the students to solve the question in **Let's Plug-in** given on Page 102 of the main course book.

While teaching this chapter, tell the students that HTML tags are used to create a web page.

Introduce list as collection of related items.

Familiarise the students with the CSS list properties.

Tell the students that there are three types of lists – Ordered List (Numbered List), Unordered List (Bulleted List) and Definition List (Description List).

Explain the use of <OL> tag to create ordered lists, <UL> tag to create unordered lists and <DL> tag to create definition lists.

Tell the students about Nested list.

Explain the use of <TABLE> tag and its child tags covering <TR>, <TD>, <TH> and <Caption>.

Explain the CSS properties used with <TABLE> tag covering border, border-style, border color, border-spacing, width, padding, background-color and color property.

Discuss the use of different attributes of <TD> tag explaining about ROWSPAN and COLSPAN attributes.

Demonstrate the code to create a table and its data in HTML.

Ask the student to solve the exercise **Let's Catch Up** given on pages 107 and 113.

Extension

Ask the students some oral questions based on this chapter.

Q. Define List / Table.
Q. How many types of Lists can be created in HTML?
Q. Name the different types of Lists that can be created in HTML.
Q. What is an Ordered / Unordered / Definition List?
Q. Name the attributes of <OL> tag.
Q. Name the tags used to create Definition List.
Q. Name the tags that can used to create different kinds of tables.
Q. What are the attributes of <TABLE> / <TD> tag?

Evaluation

After explaining the chapter, let the students do the exercises given on Pages 114 and 115 in the main course book as **Test Your Skills**. Tell the students to try sections under **Tech Zone**– **Let's Solve** and **Let's Explore** given on Pages 115 and 116 in the main course book to imbibe Critical Thinking and Information Literacy skills in them.

Take the students to the computer lab and let them practice the activity given in the **Tech Practice** section on Page 116 in the main course book. This will enhance the ability of the students and serve as a Technology Literacy and Creativity activity.

Suggested Activity

Ask the students to create:

- List of favourite games of 10 friends.
- Table of car names and their models.
- List of favourite games of 10 friends.
- Table of car names and their models.

9 Algorithmic Intelligence

Teaching Objectives

Students will learn about

- Information Processing
- Conditions in a Program

Number of Periods	
Theory	Practical
1	1

Teaching Plan

Before starting the chapter, ask the students to solve the question in **Let's Plug-in** given on Page 118 of the main course book.

Begin with introduction of algorithm as a step-by-step instructions in a sequential manner to solve a problem.

Let them know that a flowchart is a pictorial representation of an algorithm.

Make the students aware of information processing.

Make the students understand that Binary code is the most basic form of data that a computer can directly interpret.

Explain about conditions in a program that are required to make certain decisions based on the logic of the program.

Also let them know about if-then-else statements and conditions related to them.

Ask the student to solve the exercise **Let's Catch Up** given on pages 119 and 121.

Extension

Ask the students some oral questions based on this chapter.

Q. What are the names of decision making statements?

Q. What is an algorithm?

Q. What is a flowchart?

Q. What is the information processing?

Q. What is if-then-else statement?

Evaluation

After explaining the chapter, let the students do the exercises given on Pages 122 and 123 in the main course book as **Test Your Skills**. Tell the students to try sections under **Tech Zone**– **Let's Solve** given on Pages 123 to 125 in the main course book.

Take the students to the computer lab and let them practice the activity given in the **Tech Practice** section on Page 125 in the main course book. This will enhance the ability of the students and serve as a Critical Thinking activity.

Suggested Activity

Ask the students to make a program in Python to create a food menu using looping decision making statements

10 Conditional Statements in Python

Teaching Objectives

Students will learn about

- Conditional Statements
- The if...else Statement
- The if...elif...else Ladder
- The if Statement
- Nested if Statement

Number of Periods	
Theory	Practical
2	2

Teaching Plan

Before starting the chapter, ask the students to solve the question in **Let's Plug-in** given on page 126 of the main course book.

Explain to the students about the Decision Making Statements and the options available in Python.

Let the students know the steps involved in executing the following statements:

- if statement
- if...else statement
- Nested if statement
- if...elif...else ladder

Ask the student to solve the exercise **Let's Catch Up** given on page 129.

Extension

Ask the students some oral questions based on this chapter.

Q. Which statements are used in decision making in Python?

Q. What is the function of if statement?

Q. What is the function of if...else statement?

Q. What is the function of nested if statement?

Q. What is the function of if...elif...else statement?

Evaluation

After explaining the chapter, let the students do the exercises given on Pages 136 and 137 in the main course book as **Test Your Skills**. Tell the students to try sections under **Tech Zone**– **Let's Solve** and **Let's Explore** given on Pages 137 and 138 in the main course book to imbibe Critical Thinking and Information Literacy skills in them.

Take the students to the computer lab and let them practice the activity given in the **Tech Practice** section on Page 138 in the main course book. This will enhance the ability of the students and serve as a Critical Thinking activity.

Suggested Activity

Ask the students to make a program in Python to create a food menu using looping decision making statements.

11 AI for SDGs

Teaching Objectives

Students will learn about

- Sustainable Development Goals

Number of Periods	
Theory	Practical
2	1

Teaching Plan

Before starting the chapter, ask the students to read the **Let's Plug-in** given in page 139 to understand the recap of the topic.

Start the chapter by giving an introduction of SDGs to the students with the help of using real time examples.

Tell the students about Sustainable Development Goals and answer these queries regarding it:

- What are SDGs?
- How they are introduced?
- Why they are introduced?
- Who introduced SDGs?

Briefly explain all the SDGs in detail along with their motives and purpose:

Extension

Ask the students some oral questions based on this chapter.

Q. What are SDGs?

Q. How they are introduced?

Q. Why they are introduced?

Q. Who introduced SDGs?

Q. Define the following:

(a) Goal 1
Goal 2
Goal 3
Goal 4
Goal 5
Goal 6
Goal 7
Goal 8
Goal 9
Goal 10

Goal 11
Goal 12
Goal 13
Goal 14
Goal 15
Goal 16

Evaluation

After explaining the chapter, let the students do the exercises given on Pages 146 and 147 in the main course book as **Test Your Skills**. Tell the students to try sections under **Tech Zone**– **Let's Solve** and **Let's Explore** given on Pages 147 and 148 in the main course book to imbibe Technology Literacy and Information Literacy skills in them.

Take the students to the computer lab and let them practice the activity given in the **Tech Practice** section on Page 148 in the main course book. This will enhance the ability of the students and serve as a Technology Literacy activity.

Suggested Activity

Ask the students to research more about SDGs and ask them to create a poster on SDGs.