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Ceiling on Desires

Let's Begin

In the other classes, we learnt about the problems our environment is facing.

Do you remember what they are?

Do you remember the reasons for these environmental problems?

Discuss with your teacher.

Desires are like tabs — close a few, focus better.

Activity A: **The Pencil Game**



Let us play a game.

Listen to your teacher explain the rules of the game.

The title of this game is "Play as much as you can"

Divide yourself into five groups.

Each group is given 2 pencils from Teacher's Pencil Trove

Teacher would ask each group representative to come forward to do one of the following. It could be

1. to sing a song
2. to solve a riddle
3. to share a joke and make people laugh
4. to draw something
5. to enact dumb-charads
6. to dance a few steps to the rhythm of the music beat

If you complete the activity, teacher offers you take a few pencils kept in front of you. If you fail to complete the activity, you have to give back atleast one pencil back to the Teacher's Pencil Trove.

The rule is - the game gets over for all the groups as soon as any one team has no pencil left on the table.

You are free to take any number of pencil including none,

You are free to also lend or borrow your pencils to other groups.

Remember the game is over for all once there is nothing left on Teacher's Pencil Trove or if even one of the group has no pencil left with them.

After your game, fill the table given below. Discuss with your class the questions that come below the table.

1. How many pencils did each group have at the end of round 1?

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2. How many pencils did each group have at the end of all 5 rounds? Please mention below:

Group	No. of Pencils
Group 1	
Group 2	
Group 3	
Group 4	
Group 5	

3. What strategy can the group having no pencil use to get a pencil from other groups having an extra brown pencil?

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4. Who do you think should win the game? The group with the maximum number of pencils or the group who tried to share an equal number of pencils with the other groups?

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As we can see in the game, our first instinct is to collect as many pencils as we can and stay ahead of others. In the same way, we tend to collect and utilise more environmental resources than we need. But little do we realise that by doing so, we deprive someone else of these precious resources. In addition, we damage the environment.

Activity B: Using What We Have

1. Think of the total number of clothes you use at home, on a daily basis. Write down the number of shirts/ pants or skirts or any other clothes you wear regularly.

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2. Write approximately the percentage these regular clothes make of the total number of clothes you have at home.

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Anything less than 60% would mean you have more clothes than you need!

Most of the consumer products in the market today are mass produced. This has increased the convenience of the consumers as goods are available readily. However, the downside of this form of consumerism is - excessive wastage -, especially in sectors where the products have a limited shelf-life, such as food items.

Extended Activity: Do any one of the assignments given below with the help of your parents/family members/guardians

(a) Visit a supermarket in your locality. Take a look at the processed food section where food items such as pulses, flour, fruits, vegetables, milk and milk products are placed. Check the expiry dates on these food items. Do you find any products that are near their expiry dates?

Interview the manager of the supermarket and find out the percentage of wastage of perishable food items. Also, find out what is done with the items that are past their expiry dates.

(b) You could do the same exercise at a mall that sells mass-produced clothes. More clothes are produced than are sold. Find out what shops do with the excess clothes that don't get sold.

Note down your findings below.

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Environment and Humans



All the living and non-living components are connected to one another in such an intricate manner that the activities of any one component has a definite impact on many others. This is true at a local as well as at the global level. For example, an increase in floods in an area due to deforestation is a localised event. Global warming due to use of fossil fuels is a global event.

Therefore, we must constantly remember that we are part of a larger unit, and the lifestyle choices we make, and the resources we use as a result, impact the other living and non-living beings around us.

Activity C: A Solution

Do this activity with a partner. Using the learnings from the pencil game, discuss with your partner and come up with a solution to the environmental problems our earth is facing. Write your points below and share your answers with the rest of your class.

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Earth provides enough to satisfy every man's needs,
but not every man's greed.
- Mahatma Gandhi

The Way Out

Our earth has enough resources for all the living beings, for a long time to come, if we human beings live a lifestyle that ensures that we use just the amount of resources we need, and not more. For this, we first need to develop the right mindset, one that focuses more on the good of everyone rather than one's personal good. An attitude based on selflessness rather than selfishness.

A lifestyle based on this outlook is called a sustainable lifestyle.

Sustainability and Sustainable Lifestyle

Sustainability combines two words-

sustain(to prolong/ continue) + ability (power/capacity to do something)

It is a skill to prolong what we have, not only for ourselves but also for our future generations.

A sustainable lifestyle is that which takes as much as we need, judiciously uses resources and takes sufficient actions to replenish whatever we have taken. We choose activities that are not harmful to the environment. A sustainable lifestyle, thus, does not harm the environment.

A few ways to build in a more sustainable environment and conserve resources are:

- Using alternative energy resources as wind and solar energy - windmills and solar panels etc.
- Practising afforestation and reforestation.
- Consuming locally grown, seasonal organic food.
- Segregating and managing wastes responsibly.
- Implementing 3R's-Recycling, Reduce and Reuse.

- ▶ Recycling paper, glass, plastic.
- ▶ Reducing the use of plastics, pesticides and toxic chemicals.
- ▶ Reusing wrappers, papers to save trees.
- Reducing water consumption.
- Having green buildings and architecture to conserve energy.
- Rain water harvesting.
- Farming without pesticides, fertilisers.
- Use public conveyance or car-pool as much as possible.
- Create awareness about environmental problems and the importance of sustainability.

Activity D: What can you do?

Which of the above measures can you and your family adopt? Write the measures below.

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Activity E: Create Awareness

Form groups with the help of your teacher. Your group should prepare a skit or a road show to create awareness about environmental problems and sustainable living as a solution. Present your skit to your class or school.

Let's Remember

The only solution to environmental problems is a sustainable lifestyle which is based on each one using resources as per one's needs without harming the environment.

My Space

What I liked most about this lesson :

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I learnt that

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Engage with Family



Do the following activities with your family.

1. Discuss with your parents/family members/guardians and decide how your family can implement the 3 R's in day-to-day life by filling in the table below:

RECYCLE	REDUCE	REUSE

2. Discuss and select any 4 sustainability goals you can pick as a family. Mention the action plan you will follow to implement them. Write the goals as well as how your family will implement them.

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3. Start segregating wastes at home with the help of your parents/family members/guardians.

4. Spreading and creating awareness about environmental conservation is important to have a huge impact. What practices will you follow to spread awareness about the same in your community? Write any two ways.

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