

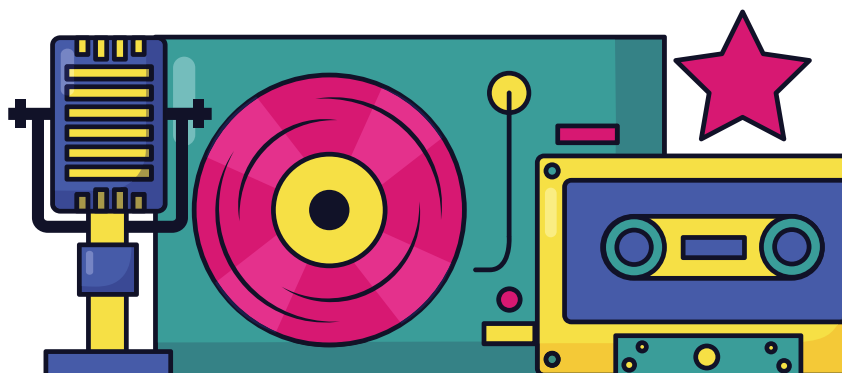
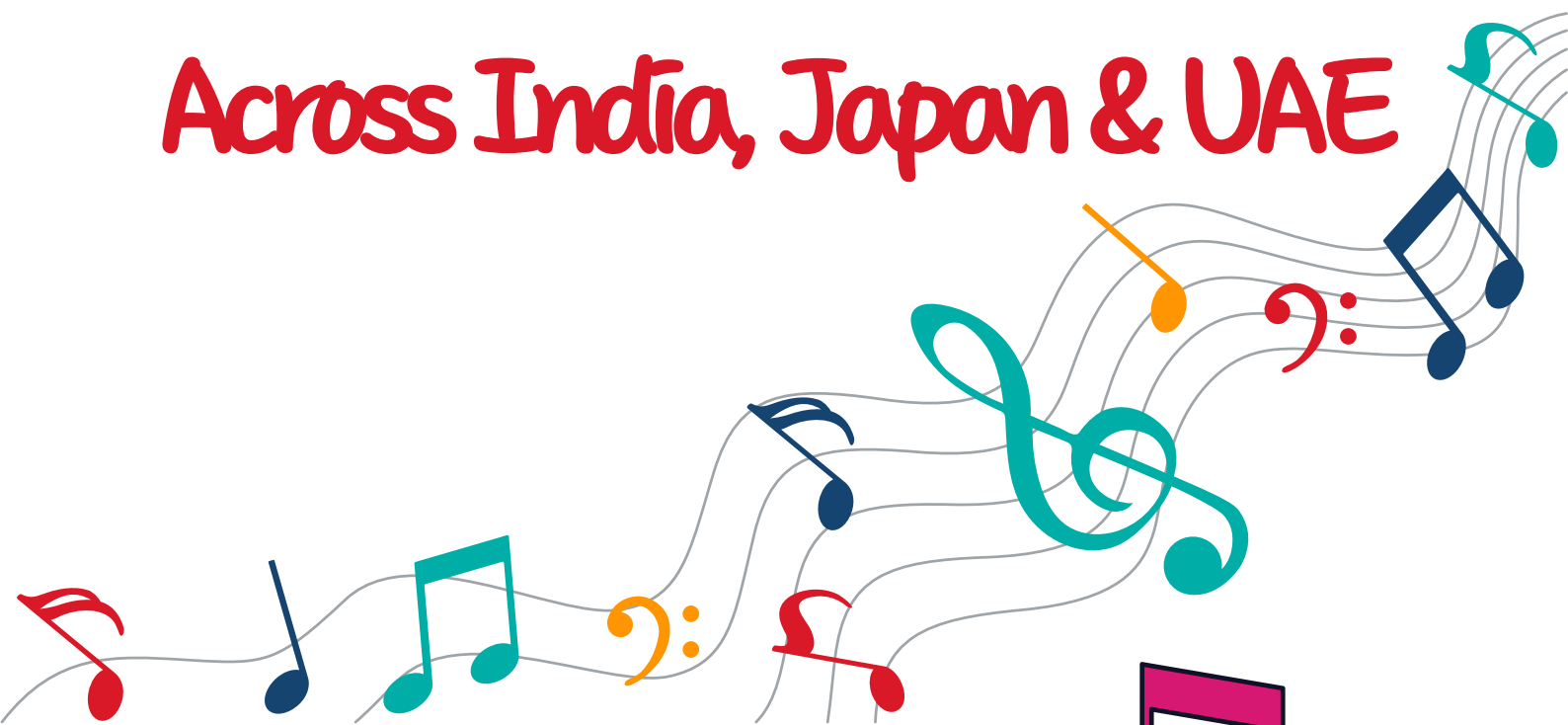


## ACTIVITY 10

# SOUNDSCAPE

Exploring Acoustic Environments

Across India, Japan & UAE



# ACTION PLAN

## **Title: Soundscape: Exploring Acoustic Environments Across India, Japan & UAE**

This collaborative international activity allows students from India, Japan, and UAE to explore and document the soundscapes of their environments — a combination of natural and human-made sounds that define a specific place. Students will record ambient sounds from their surroundings (forests, cities, markets, schools, temples, etc.) and analyze how these are influenced by geography, climate, and human activity. Together, students will compile these into a digital sound atlas enriched with maps, captions, reflections, and cultural comparisons. The activity enhances environmental sensitivity, cultural appreciation, and digital collaboration.

### **Learning Outcomes(Three learning outcomes and at least two LOs having international dimension)**

*at the end of the activity students will able to (\* write in terms of Attitude, Skills, and Knowledge (ASK Model)*

#### **A – Attitudes:**

- *Appreciation of cultural and environmental diversity through sound*
- *Sensitivity towards environmental conservation and noise pollution*
- *Willingness to collaborate across borders and respect multiple perspectives*

#### **S – Skills:**

- *Sound recording and basic audio editing*
- *Critical listening and comparative analysis*
- *Research, collaboration, and intercultural communication*
- *Digital presentation and storytelling*

#### **K – Knowledge:**

- *Understanding soundscapes and how environments modify sound*
- *Concepts of natural vs. human-generated sound and their impact*
- *Influence of geography, population, and culture on acoustic environments*
- *Local and global issues related to noise pollution and sound conservation*



**A brief and clear description of the activity that will help in attaining the projected learning outcomes:**

*(Include SDG Goals and 21<sup>st</sup> Century Skills)*

**Activity – Soundscape: Exploring Acoustic Environments Across India, Japan & UAE**

#### **Phase 1: Preparation**

- *Students will be introduced to the concept of soundscapes through videos and guided discussion.*
- *Teams will be formed with participants from India, Japan, and UAE, each focusing on their local soundscape.*
- *Students will be guided on how to record ambient sound safely and ethically using smartphones or simple recorders.*
- *Each team will gather and describe 2–3 sound samples from different settings (urban, rural, natural, religious, etc.).*

# CIRCULAR



## SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

Ref. No. SIS/ACA/CIR-17/2025-26

5<sup>th</sup> March 2025

### TOPIC: Soundscape: Exploring Acoustic Environments Across India, Japan & UAE

Dear Parents,  
Greetings!

We are pleased to inform you that as part of our school's ongoing efforts to strengthen global learning under the **RIDS (Recognition of International Dimensions in Schools)** Certification by the British Council, we are conducting an activity titled "Soundscape: Exploring Acoustic Environments Across India, Japan & UAE."

This activity aims to help students explore and document the soundscapes of their environments—a combination of natural and human-made sounds that define a specific place. Through this collaborative international project, students will analyze how these sounds are influenced by geography, climate, and human activity while enhancing environmental sensitivity and digital collaboration.

#### IMPORTANT DETAILS:

Countries Involved: India, Japan & UAE

Grades: 10 to 12

Activity Date: 10 March 2026

#### Objectives of the Activity:

**Attitudes:** To foster appreciation for cultural and environmental diversity through sound and sensitivity toward noise pollution.

**Skills:** To develop digital storytelling, critical listening, and intercultural communication skills.

**Knowledge:** To understand the concepts of natural vs. human-generated sound and the influence of population and culture on acoustic

#### Flow of the Activity:

1. Introduction to the concept of soundscapes and forming international teams to gather local sound samples.
2. Virtual sessions to analyze differences in acoustic environments and build an interactive digital sound map.
3. Final projects will be presented in a virtual international webinar, followed by reflections and feedback.

#### Request to Parents:

We request you to share a short feedback message with the class teacher on how your child enjoyed the activity.

Thank you for your cooperation.

Ms Tripti Srivastava

Ms Shakti Dassi Tickoo

# BRIEFING OF THE ACTIVITY



The teacher briefed the students about the “Soundscape” activity - an international collaboration between India, Japan, and the UAE to explore and document diverse acoustic environments. Students learned how to distinguish between natural and human-made sounds while developing digital storytelling skills and a deeper sensitivity toward global noise pollution.

# ACTIVITY PICTURES



# JUDGEMENT SHEET



## SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

Activity: Soundscape: Exploring Acoustic Environments Across India, Japan & UAE

### JUDGEMENT SHEET

STUDENT NAME	SOUNDS COLLECTION & QUALITY	CULTURAL & ENVIRONMENTAL INSIGHT	CREATIVITY & PRESENTATION	COLLABORATION & COMMUNICATION	REFLECTION & LEARNING OUTCOME	REMARKS
Tejas	3	4	4	4	4	Excellent
Viraaj	4	3	4	4	4	Excellent
Vansi	4	4	3	3	3	Vgood
Riyansh	4	3	3	3	4	Vgood
Takshir	3	3	3	3	3	good
Krishna	3	4	4	4	3	Vgood
Vivoan	4	3	3	4	4	Vgood
Rashid	4	3	3	4	4	Vgood
Djashvi	4	3	4	4	4	Vgood
Ridit	3	4	4	3	3	Vgood
Vidit	4	3	4	4	4	Vgood
Aafiya	3	4	4	3	3	Vgood

Judges' Sign

# STUDENT REFLECTION NOTES

## STUDENTS REPORT

Activity Title: Soundscape: Exploring Acoustic Environments across India, Japan & UAE

I participated in an international collaborative activity titled "Soundscape: Exploring Acoustic Environments across India, Japan & UAE." This activity helped me understand how different environments produce different sounds and how culture and surroundings influence what we hear in our daily lives.

The activity was conducted in three phases. In the first phase, we learned about soundscapes through video and discussions.

In second phase, I recorded sounds my surroundings such as traffic noise, birds chirping and temple bells. In the final phase, we worked in groups to create a digital sound map.

This activity was very informative and enjoyable. It gave me a chance to explore my surroundings in a new way and learn about different cultures. I really enjoyed working with students from other countries and would love to participate in such activities again.

# TEACHER FEEDBACK FORMS



**SHEORAN INTERNATIONAL SCHOOL  
GREATER NOIDA**

TEACHER FEEDBACK FORM – Soundscape: Exploring Acoustic Environments Across India, Japan & UAE

Teacher Name: *Ruchi*

1. Did students demonstrate increased sensitivity toward environmental conservation and cultural diversity?  
Score (1-5): 4
2. Rate the quality of the final digital sound atlas/presentation in terms of storytelling and technical execution.  
Score (1-5): 4
3. Do the reflections show a clear understanding of how climate and urban planning affect acoustic environments?  
Score (1-5): 4
4. Rate the level of Critical Thinking and Global Collaboration observed:  
 Exceptional  
 Proficient  
 Developing  
 Emerging



**SHEORAN INTERNATIONAL SCHOOL  
GREATER NOIDA**

TEACHER FEEDBACK FORM – Soundscape: Exploring Acoustic Environments Across India, Japan & UAE

Teacher Name: *Renu*

1. Did students demonstrate increased sensitivity toward environmental conservation and cultural diversity?  
Score (1-5): 4
2. Rate the quality of the final digital sound atlas/presentation in terms of storytelling and technical execution.  
Score (1-5): 4
3. Do the reflections show a clear understanding of how climate and urban planning affect acoustic environments?  
Score (1-5): 4
4. Rate the level of Critical Thinking and Global Collaboration observed:  
 Exceptional  
 Proficient  
 Developing  
 Emerging



**SHEORAN INTERNATIONAL SCHOOL  
GREATER NOIDA**

TEACHER FEEDBACK FORM – Soundscape: Exploring Acoustic Environments Across India, Japan & UAE

Teacher Name: *Priya*

1. Did students demonstrate increased sensitivity toward environmental conservation and cultural diversity?  
Score (1-5): 4
2. Rate the quality of the final digital sound atlas/presentation in terms of storytelling and technical execution.  
Score (1-5): 4
3. Do the reflections show a clear understanding of how climate and urban planning affect acoustic environments?  
Score (1-5): 5
4. Rate the level of Critical Thinking and Global Collaboration observed:  
 Exceptional  
 Proficient  
 Developing  
 Emerging



**SHEORAN INTERNATIONAL SCHOOL  
GREATER NOIDA**

TEACHER FEEDBACK FORM – Soundscape: Exploring Acoustic Environments Across India, Japan & UAE

Teacher Name: *Shalpy*

1. Did students demonstrate increased sensitivity toward environmental conservation and cultural diversity?  
Score (1-5): 5
2. Rate the quality of the final digital sound atlas/presentation in terms of storytelling and technical execution.  
Score (1-5): 5
3. Do the reflections show a clear understanding of how climate and urban planning affect acoustic environments?  
Score (1-5): 5
4. Rate the level of Critical Thinking and Global Collaboration observed:  
 Exceptional  
 Proficient  
 Developing  
 Emerging



**SHEORAN INTERNATIONAL SCHOOL  
GREATER NOIDA**

TEACHER FEEDBACK FORM – Soundscape: Exploring Acoustic Environments Across India, Japan & UAE

Teacher Name: *Nishita*

1. Did students demonstrate increased sensitivity toward environmental conservation and cultural diversity?  
Score (1-5): 4
2. Rate the quality of the final digital sound atlas/presentation in terms of storytelling and technical execution.  
Score (1-5): 5
3. Do the reflections show a clear understanding of how climate and urban planning affect acoustic environments?  
Score (1-5): 4
4. Rate the level of Critical Thinking and Global Collaboration observed:  
 Exceptional  
 Proficient  
 Developing  
 Emerging



**SHEORAN INTERNATIONAL SCHOOL  
GREATER NOIDA**

TEACHER FEEDBACK FORM – Soundscape: Exploring Acoustic Environments Across India, Japan & UAE

Teacher Name: *Mandana*

1. Did students demonstrate increased sensitivity toward environmental conservation and cultural diversity?  
Score (1-5): 5
2. Rate the quality of the final digital sound atlas/presentation in terms of storytelling and technical execution.  
Score (1-5): 4
3. Do the reflections show a clear understanding of how climate and urban planning affect acoustic environments?  
Score (1-5): 5
4. Rate the level of Critical Thinking and Global Collaboration observed:  
 Exceptional  
 Proficient  
 Developing  
 Emerging

# STUDENT FEEDBACK FORMS



**SHEORAN INTERNATIONAL SCHOOL  
GREATER NOIDA**

STUDENT REFLECTION FORM – Soundscape: Exploring Acoustic Environments Across India, Japan & UAE

*Krishna*

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel more confident using digital tools to record and edit sound.	1	2	3	4	5 ✓
I can now identify how geography and culture influence a city's sound.	1	2	3	4 ✓	5
I enjoyed collaborating with students from other countries.	1	2	3	4	5 ✓
This project made me more aware of noise pollution in	1	2	3	4 ✓	5



**SHEORAN INTERNATIONAL SCHOOL  
GREATER NOIDA**

STUDENT REFLECTION FORM – Soundscape: Exploring Acoustic Environments Across India, Japan & UAE

*Yudit*

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel more confident using digital tools to record and edit sound.	1	2	3	4	5 ✓
I can now identify how geography and culture influence a city's sound.	1	2	3	4 ✓	5
I enjoyed collaborating with students from other countries.	1	2	3	4	5 ✓



**SHEORAN INTERNATIONAL SCHOOL  
GREATER NOIDA**

STUDENT REFLECTION FORM – Soundscape: Exploring Acoustic Environments Across India, Japan & UAE

*Mani*

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel more confident using digital tools to record and edit sound.	1	2	3	4 ✓	5
I can now identify how geography and culture influence a city's sound.	1	2	3	4 ✓	5
I enjoyed collaborating with students from other countries.	1	2	3	4 ✓	5



**SHEORAN INTERNATIONAL SCHOOL  
GREATER NOIDA**

STUDENT REFLECTION FORM – Soundscape: Exploring Acoustic Environments Across India, Japan & UAE

*Mafiza*

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel more confident using digital tools to record and edit sound.	1	2	3	4 ✓	5
I can now identify how geography and culture influence a city's sound.	1	2	3	4 ✓	5
I enjoyed collaborating with students from other countries.	1	2	3	4 ✓	5



**SHEORAN INTERNATIONAL SCHOOL  
GREATER NOIDA**

STUDENT REFLECTION FORM – Soundscape: Exploring Acoustic Environments Across India, Japan & UAE

*Tejas*

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel more confident using digital tools to record and edit sound.	1	2	3	4 ✓	5
I can now identify how geography and culture influence a city's sound.	1	2	3	4 ✓	5
I enjoyed collaborating with students from other countries.	1	2	3	4 ✓	5



**SHEORAN INTERNATIONAL SCHOOL  
GREATER NOIDA**

STUDENT REFLECTION FORM – Soundscape: Exploring Acoustic Environments Across India, Japan & UAE

*VIRAJ*

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel more confident using digital tools to record and edit sound.	1	2	3	4	5 ✓
I can now identify how geography and culture influence a city's sound.	1	2	3	4	5 ✓
I enjoyed collaborating with students from other countries.	1	2	3	4	5 ✓

# PARENT FEEDBACK FORMS



## SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

Parent Feedback Form: Soundscape: Exploring Acoustic Environments Across India, Japan & UAE

Student Name: RASHID

1. Did your child discuss the sounds or cultural facts they learned from India, Japan, or the UAE with you?

Frequently  Sometimes  Rarely

2. Have you noticed an improvement in your child's ability to use technology for creative purposes during this project?

Yes, significantly  somewhat  No change

3. Did your child express any new concerns regarding noise pollution or environmental conservation at home/in the neighborhood?

Yes  No



## SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

Parent Feedback Form: Soundscape: Exploring Acoustic Environments Across India, Japan & UAE

Student Name: Gianni

1. Did your child discuss the sounds or cultural facts they learned from India, Japan, or the UAE with you?

Frequently  Sometimes  Rarely

2. Have you noticed an improvement in your child's ability to use technology for creative purposes during this project?

Yes, significantly  somewhat  No change

3. Did your child express any new concerns regarding noise pollution or environmental conservation at home/in the neighborhood?

Yes  No



## SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

Parent Feedback Form: Soundscape: Exploring Acoustic Environments Across India, Japan & UAE

Student Name: Riyaan

1. Did your child discuss the sounds or cultural facts they learned from India, Japan, or the UAE with you?

Frequently  Sometimes  Rarely

2. Have you noticed an improvement in your child's ability to use technology for creative purposes during this project?

Yes, significantly  somewhat  No change

3. Did your child express any new concerns regarding noise pollution or environmental conservation at home/in the neighborhood?

Yes  No



## SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

Parent Feedback Form: Soundscape: Exploring Acoustic Environments Across India, Japan & UAE

Student Name: Vivian

1. Did your child discuss the sounds or cultural facts they learned from India, Japan, or the UAE with you?

Frequently  Sometimes  Rarely

2. Have you noticed an improvement in your child's ability to use technology for creative purposes during this project?

Yes, significantly  somewhat  No change

3. Did your child express any new concerns regarding noise pollution or environmental conservation at home/in the neighborhood?

Yes  No



## SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

Parent Feedback Form: Soundscape: Exploring Acoustic Environments Across India, Japan & UAE

Student Name: KRISHA

1. Did your child discuss the sounds or cultural facts they learned from India, Japan, or the UAE with you?

Frequently  Sometimes  Rarely

2. Have you noticed an improvement in your child's ability to use technology for creative purposes during this project?

Yes, significantly  somewhat  No change

3. Did your child express any new concerns regarding noise pollution or environmental conservation at home/in the neighborhood?

Yes  No



## SHEORAN INTERNATIONAL SCHOOL GREATER NOIDA

Parent Feedback Form: Soundscape: Exploring Acoustic Environments Across India, Japan & UAE

Student Name: Takshi

1. Did your child discuss the sounds or cultural facts they learned from India, Japan, or the UAE with you?

Frequently  Sometimes  Rarely

2. Have you noticed an improvement in your child's ability to use technology for creative purposes during this project?

Yes, significantly  somewhat  No change

3. Did your child express any new concerns regarding noise pollution or environmental conservation at home/in the neighborhood?

Yes  No

# SOCIAL MEDIA RELATED TO THE ACTIVITY



<https://sheoraninternationalschool.com/>