

**SETHUBANDHA - 30 Days Programme**

**BRIDG COURSE-SUGGESTED ACTIVITIES**

**CLASS : 6 SUBJECT : SOCIAL SCIENCE PERIODS : 30**

NO	Expected learning out comes	Learning points	Suggested activities	Instructions to manage the activities
01	<p>4 (4<sup>th</sup> standard)</p> <p>Identify the relation and mutual dependency between human beings and animals.</p> <p>❖ Able to know the method about honey forming/collectio n and list out the uses.</p>	<ul style="list-style-type: none"> <li>•Differences and comparison between animals and human beings.</li> <li>•Human dependency on animals.</li> <li>•Collection of honey and its uses.</li> </ul>	<p>1.1) "Nanu Neenadag"</p> <p>1.2) 1.2) Group activity</p> <p>1.3) Picture talk (see the picture and say)</p> <p>1.4) Field visit / Field trip</p> <p>1.5) video clip /</p>	<p>1.1) Students can choice &amp; talk themselves about any animal / bird, what they feel freely.</p> <p>1.2) Divide the students into groups based on number and give the topics.(one group can list out the comparison between human being and animals ,another group can list out the differences between human beings and animals)</p> <p>1.3) Shows some pictures of animals ask them to say the uses of those animals ,help them to understand that human and animals are mutually depended.</p> <p>1.4) In case of availability visit to honey farming / honey hive in your surroundings.</p> <p>1.5) If field visit is not possible, through video clips and films can give information</p>

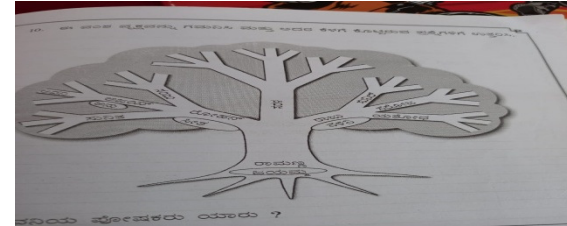
			demonstration of charts	<p>about honey farming / collection and its uses.</p> <ul style="list-style-type: none"> <li>❖ Display the pictures of products of honey hive.</li> <li>Ex: Honey, candle, colour, Ink, powder cream etc.</li> <li>❖ <a href="https://youtu.be/rDkOgR3htsk">https://youtu.be/rDkOgR3htsk</a></li> <li>❖ <a href="https://youtu.be/LVj3o259ZCU">https://youtu.be/LVj3o259ZCU</a></li> <li>❖ <a href="https://youtu.be/9rrv2S8ciGQ">https://youtu.be/9rrv2S8ciGQ</a></li> </ul> <p style="text-align: right;"><b>Days- 02</b></p>						
02	<p><b>3 ( 4<sup>th</sup> standard )</b></p> <p>compare the growth of different kinds of families and development of simple family tree.</p>	<ul style="list-style-type: none"> <li>• Write/ create family tree</li> <li>• Characteristics of nuclear and joint family.</li> </ul>	2.1) Questionnaire	<p>2.1) Ask to prepare questionnaire and to introduce his family.</p> <ul style="list-style-type: none"> <li>➤ How many members are there in your family?</li> <li>➤ List your family members and say about your relationship with them.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Sl. no</th> <th style="width: 60%;">Name of the family members</th> <th style="width: 30%;">Relationship with you</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> <td></td> </tr> </tbody> </table>	Sl. no	Name of the family members	Relationship with you			
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• Importance of family

2.2) Creating family tree.

2.2) ask each student to write his/her family tree.  
(**Instruction:** teacher should introduce the symbols which are used in family tree.)

It introduced in environmental studies 4<sup>th</sup> standard 16<sup>th</sup> unit, 5<sup>th</sup> standard 2nd unit.




2.3) Role play

2.3) Through class students enacting can give the concept of nuclear family and joint family. Easily can understand the characteristics of nuclear and joint family.

2.4) Survey

2.4) Ask the students to visit 05 neighbouring houses and collect information in below format.

Sl no	Name of head of the family	Total number of the family	Relationship with head of the family

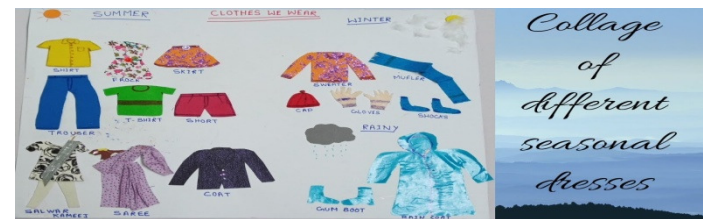
			<p>2.5) Discussion</p> <p>2.6) Treasure hunt</p>	<p>2.5) Through discussion they get understand, What are reasons to raise number of nuclear families in present scenario.</p> <p>2.6) write the characteristics, which we are learning from family in chits (Ex: love, co-operation, co-ordination, co-existence, adjustment etc) and paste /hide in classroom or school premise.</p> <p>Give a task to students, that to find out and get After arrange a discussion on above topics and help them to understand.</p> <p style="text-align: right;"><b>Days- 02</b></p>
03	<p><b>5 (4<sup>th</sup> standard)</b></p> <p>Able to recognize play things and other things which are prepared by Handicrafts.</p>	<ul style="list-style-type: none"> <li>• Able to recognize the local and different places professionals.</li> </ul>	3.1) Field visit	<p>3.1) Visit / interview available local skilled art workers / Handicrafts.</p> 

	<p>❖ Identify the problems of child laborers.</p>	<p>• Identify the problems of child laborers.</p>	<p>3.2) Picture / chart / video /demonstration of short film</p> <p>3.3) Introduce the craft works of different districts of Karnataka</p> <p>3.4) Clay model / preparation of craft things</p> <p>3.5) <b>1098-</b> short play</p>	<p>3.2)If field visit is not possible, through video clipping / picture chart of Handicrafts can introduce, introduce different play things preparation. (Ex: doll preparation of chamnapatna, kinnala dolls etc.)</p> <p><a href="https://youtu.be/RAE4ayqkEm0">https://youtu.be/RAE4ayqkEm0</a></p> <p><a href="https://youtu.be/dLvwtDZqxkw">https://youtu.be/dLvwtDZqxkw</a></p> <p>3.3) Ask them to write the names of Districts, list out special craft works of those districts and demonstrate it in the class.</p> <p>3.4) Ask the students to prepare clay play things / craft things.</p> <p>Ask the students to demonstrate it in the school and to say about them.</p> <p>3.5 ) students can play / enact about the problems of child labourers, plan the play making use of child help line “1098”.</p>
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			<p>3.6 ) shows a short film</p> <p>3.7) Street play</p> <p>3.8) Interview</p>	<p>3.6 ) Gives short film shows about child labour.  <a href="https://youtu.be/zzdHy_CW8oY">https://youtu.be/zzdHy_CW8oY</a>  <a href="https://youtu.be/RtoD5B1df1c">https://youtu.be/RtoD5B1df1c</a></p> <p>3.7) To create awareness in the community ask the students to present street play about child labour.</p> <p>3.8 ) In case of availability, local elders who have experienced / struggled as child labour ,call them to school and arrange an interview.</p> <p><b>Days- 02</b></p>
04	<p><b>9 (4thstandard )</b></p> <p>Able to describe about local cultures such as festival and fair.</p>	<ul style="list-style-type: none"> <li>•Specialty of festival &amp; fairs.</li> </ul> <p>Ex: specialty of group meals</p> <p>introduction of fair, sales and business practice..</p> <ul style="list-style-type: none"> <li>•Introduction of</li> </ul>	<p>4.1) chat</p> <p>4.2) Ahara Mela</p> <p>4.3) Group</p>	<p>4.1) Ask and assists the children to share their experiences about games, enjoyment, business practice in fairs through chatting.</p> <p>4.2) Asks the students to prepare variety of dishes which they prepare on special days in their family with the co-operation of the community and to exhibit in school programme.</p> <p>4.3) Divide the class in to groups, ask each group</p>

	<p>❖ Able to appreciate our state people different culture and food style.</p>	<p>our state different culture.</p> <ul style="list-style-type: none"> <li>• Reasons for food style differences .</li> </ul>	<p>meals</p> <p>4.4) Picture chart / display of video clips</p>	<p>member to get food for 4 members one kind of food only (Ex: one group potato curry., one group puri, chapatti, one group sambar, one group rice) arrange group meals for class students.</p> <p>Arrange group meals following by SOP guidelines.</p> <ul style="list-style-type: none"> <li>➤ Say the importance of group meals when they are taking mid day meals.</li> </ul> <p>4.4) Help to understand regional differences of different place cultural celebrations /food style by showing picture charts and video clips.</p> <p>(Ex: North Karnataka, malenadu, south canara food style and their celebrations.)</p> <ul style="list-style-type: none"> <li>➤ Introduce our state cultural celebrations with other states festival and celebrations.</li> </ul> <p style="text-align: center;"><b>Days- 02</b></p>
05	<p><b>2 (5<sup>th</sup> standard)</b> able to grasp the relation between weather</p>	<ul style="list-style-type: none"> <li>•Changes in life with the impact of summer,</li> </ul>	<p>5.1) Game (Dam shards)</p>	<p>5.1) Instructions :</p> <p>1- Write summer, winter and rainy seasons on the flash cards.</p>


<p>land and resources. ( food, water, habitats and life leading).</p> <p>❖ Able to know about weather phenomena and able to explain changes occurs in a day. Ex: cloudy, rainy sunshine, air, etc.</p>	<p>winter and rainy seasons.</p> <ul style="list-style-type: none"> <li>• Impact on dressing style food crops and food styles.</li> <li>• Rain, cloud, sunshine, air, etc. are weather elements which we can recognize in our daily life.</li> </ul>	<p>5.2) Game : see the picture say the answer</p> <p>5.3) Preparation of colage.</p>	<p>2- Call each student one after one and show one card. (don't show to other students)</p> <p>3-asks the students to enact it what they saw in the flash card.</p> <p>4-Asks to other students to guess what it could be by looking their acting.</p> <p>Ex: The child who got the card of rainy season should act like holding an umbrella and walking in rain.</p> <p>5.2) show the pictures of different reasons; environment, life style, food and dresses ask the students to say those picture indicates which season. (Ex; students looks at picture of sweater and hat and gives answer that winter season)</p> <p>5.3) Guide the students to prepare collage of different seasons ,dresses and food.</p>
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			<p>5.4) Display of video clippings / picture</p> <p>5.5) Exhibition</p> <p>5.5) Usage of weather graph</p>	<p>5.4) Display the video clippings and picture chart of seasons, different land and weather.</p> <p>5.5) Ask the children to list out food / cereals / food traditions of different district of our Karnataka state. Ex : corn in north Karnataka, rice in malenadu, boiled rice in south canara like this introduce the food varieties.</p> <p>5.5) helps the students to recognise, cloudy, rainy sunshine, air with the help of weather graph.</p> <p style="text-align: center;"><b>Days- 03</b></p>
06	<p><b>7 (5th standard)</b></p> <p>Able to know the usage of different natural resources and explain the methods of its</p>	<ul style="list-style-type: none"> <li>• Need of natural resources</li> <li>• Types of natural resources.</li> <li>• Importance of natural</li> </ul>	<p>6.1) Solve the riddles.</p> <p>6.2) Display of picture chart</p> <p>6.3) Treasure Hunt</p>	<p>6.1) write riddles related to resources in chits, ask the students to answer. (5<sup>th</sup> standard EVS page no 60)</p> <p>6.2) Show the picture chart of natural resource and introduce those resources.</p> <p>6.3) Write different resources name in chits and hide it. Give a task to children to find and get. (give clues)</p>

	<p>conservation.</p> <p>❖ Gives instructions to follow suitable steps to save resources (water, food, fuel, forest) and follow hygiene and manage garbage.</p>	<p>resources.</p> <ul style="list-style-type: none"> <li>• Renewable and non-renewable resources.</li> <li>• Natural resources and their conservation.</li> </ul>	<p>6.4)Preparation of table</p> <p>6.5) Drawing</p> <p>6.6) Introduce the famous persons</p> <p>6.7) Imaginary discussion</p> <p>6.8) Project</p>	<p>6.4) Divide and paste the chits which children found as renewable and non renewable resources in the table (with the guidance of teacher)</p> <p>6.5) Arrange a competition to write drawing they should carry messages like “save Forests” “ water conservation” etc.</p> <p>6.6) Introduce environmental lovers like Salumarada Thimmakka.</p> <p>6.7) Arrange a discussion on “Past resources are today’s valuable resources” ( Ex: Bio gas) give reasons. (5<sup>th</sup> standard EVS page No-75 –Ninagidu gotte? Do you know this?)</p> <p>Question: How humans lead their life without resources? By this discussion , help them to understand the need of environmental balance.</p> <p>6.8) Give a project to list out the uses of forest and need of forest conservation.</p>
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			<p>6.9) Game: this is your turn ( Edu ninna saradi)</p> <p>6.10) Play / short film show</p> <p>6.11) My school my contribution (Nanna shale Nanna koduge)</p>	<p>6.9) Ask the students to stand in a circle, instruct them to choice each one of them a resource name and say its use.</p> <p>6.10) Ask students to enact a play / short film and give presentation based on the theme of Swacha Bharath /Hygiene / Garbage management.</p> <p>6.11) Divide the garbage like raw green garbage, dry garbage and toxic garbage in school campus, By making use of available resources to dispose the garbage, get dust bins and place it in a proper place in the school.</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><b>Days- 04</b></p>
07	<p><b>(Fundamental learning out come)</b></p> <p>Able to know the</p>	<ul style="list-style-type: none"> <li>•Introduction of Indian National Emblem,</li> </ul>	<p>7.1) Drawing competition / Rangoli</p>	<p>7.1) Arrange a competition of drawing of national symbols and Rangoli writing</p> <p><a href="https://youtu.be/R8OzRSkCu0k">https://youtu.be/R8OzRSkCu0k</a></p>

<p>importance of national symbols and National Anthem.</p> <p>❖ Able to recognize national Flag, emblem, national Festivals,</p>	<p>National Anthem, Tri colour Flag, National symbols, National Animal, National Bird etc.</p> <p>•The Significance of celebration of National Festivals,.</p> <p>•ನಮ್ಮ ಭಾರತದ ಪ್ರಾದೇಶಿಕ ಸಾಂಸ್ಕೃತಿಕ ವೈವಿಧ್ಯತೆಗಳ ಪರಿಚಯ. ವಿವಿಧತೆಯಲ್ಲಿ ಏಕತೆ ಶಾಂತಿ ಸಹಬಾಳ್ವೆಯ ಅಗತ್ಯತೆ.</p>	<p>competition.</p> <p>➤ Video class link</p> <p>7.2) Pick and speak</p> <p>7.3) Usage of audio</p> <p>7.4) Game "Maulya Bandi" (Valuable wheel)</p>	<p><a href="https://youtu.be/nBI_ouggvDY">https://youtu.be/nBI_ouggvDY</a></p>   <p>7.2) Arrange pick &amp; speak on national Festivals and celebrations.</p> <p>7.3) Ask students to listen 'Janaganaman' national Anthem in audio play.</p>  <p>7.4) Make use of 24 students what Ashoka chakra lines says writes it on flash cards and give to students instruct them to turn</p>
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			<p>7.5) Dance</p> <p>7.6) Video display</p> <p>7.7) Audio clip</p> <p>7.8) Short play /skit</p>	<p>like a wheel and say what those lines indicates.</p> <p>7.5 &amp;7.6) Arrange for dance performance based on Indian cultural diversity</p> <p>Shows the video performance.</p> <p>7.7) <a href="https://youtu.be/4rs7dG-0WcE">https://youtu.be/4rs7dG-0WcE</a></p> <p>7.8) Arrange for short play skit based on the theme 'unity in diversity'</p> <p style="text-align: center;"><b>Days- 03</b></p>
08	<p><b>(Fundamental learning outcome)</b></p> <p>Able to introduce physical /natural divisions of India.</p>	<p>•Physical divisions of India</p> <p>Himalayan range of mountains, the river plain, plateau ,costal region, desert.</p>	<p>8.1) Preparation of model</p> <p>8.2) Gio map / usage of google earth</p> <p>8.3) Learning station</p>	<p>8.1) Help and introduce Physical divisions of India through the preparation of tophography.</p> <p>8.2) "usage of Gio map / Google earth shows pictures of India s thick forest, Gir forest, Assam Forest, Himalayan Vegetation, and western Ghats, describe India' s natural beauty. .</p> <p>8.3) What is the impact of Natural divisions of India on people life? Place the major things related to topic in 4 learning stations. (Should introduce 4 physical features also). Guide the students to get information through</p>

	❖ Able to gauge the effect of physical factors on people life.		8.4)Quiz	reading / gather information about the topic and to share. 8.4) Prepare Questionnaire on physical divisions of India and arranges a quiz.  <b>Days- 04</b>
09	<p><b>( Fundamental learning outcome)</b></p> <p>Able to know geographical location of India neighboring countries, water bodies surrounding India, administrative divisions, group of Islands.</p> <p>❖ Able to introduce briefly our state or district.</p>	<ul style="list-style-type: none"> <li>• Neighbouring countries, water bodies surrounding India.</li> <li>• States and union territories of India. <ul style="list-style-type: none"> <li>• Karnataka is our state : introduce neighboring states.</li> </ul> </li> <li>• Our district and</li> </ul>	<p>9.1)Reading map</p> <p>9.2) Hoovu - nakshe ata (Flower – map game)</p> <p>9.3) Learning station</p>	<p>9.1) Help the students to find out India's geographical location in world political Map.</p> <ul style="list-style-type: none"> <li>❖ Introduces states, union territories, surrounding water bodies in India's political map.</li> <li>❖ Briefly introduces, districts, our neighbouring districts with help of Karnataka Map.</li> </ul> <p>9.2) Draw the map of India in school play ground, locate the states, Instruct the children to say one state name and keep one flower on the state in the map.</p> <p>9.3) List out our districts of state, neighbouring states and related factors, place it in learning stations help the students to get information.  <b>Days- 04</b></p>

		neighboring district.		
10	<p><b>( Fundamental learning outcome )</b></p> <p>Know about the sun and its family (solar system).</p> <p>❖ Know why the earth is an unique planet among the other planets.</p>	<ul style="list-style-type: none"> <li>•Sun and its family.</li> <li>•Location, the shape and size of the earth.</li> <li>•Earth is different from other planets –earth is unique / Marvelous.</li> </ul>	<p>10.1) Activity: <b>“Ba nodona ”</b> Akasha (come let us see Sky)</p> <p>10.2)Activity: Navu grahagaladaga (Now we are planets)</p> <p>10.3) Activity: <b>“ Thiliyona Namma</b></p>	<p>10.1) Paste radium stickers of sun and star inside the umbrella rotate it and instruct the children to watch it. Discuss about celestial bodies and the causes of day and night.</p> <p>10.2) Ask two students, one student represents the sun and other represents the earth. The students who represents the sun should sit, ask the student who represent the earth to spin himself / herself and revolve around the sun along the elliptical path, like wise planets revolve around the sun and help them understand how day and night causes. ( 5<sup>th</sup> standard environmental science lesson no 14 page no - 185)</p> <p>10.3) <b>Instructions : (To know the shape of earth)</b></p> <p>1- Paste the small paper boats in a line on the Globe. (paste small flags to boats )</p> <p>2-Paste the small paper boats in a line on the plain paper sheet.</p> <p>3-Ask the students to observe it from one side. Instrusct Them to observe by slowly rotating the globe.</p>

			<p>Bhumiya Gathra Akara”</p> <p>(let us know about the shape and shape and size of our earth)</p>	<p>4-Instruct them to observe, only once we can see all the paper boats on the plain paper sheet ,with slow rotation of globe, we can see boats on the globe one after one.</p> <p>➤ Instruct the children why we can't see all the paper at once on the globe because earth shape is Geoid shape through this activity help them to understand earth is not flat, it is in Geoid shape.</p> <p>10.3) Activity : <b>(Size of the earth )</b> Instructions:</p> <p>1-Take 4 different size of ball and paste thick tape around it.</p> <p>2-Hold circumference/ perimeter of tape ball and draw a line on the paper sheet.</p> <p>3-Intstruct the student to observe lines are straight after writing all balls circumference. .</p> <p>By this activity make them to understand earth size is very big so we can't see its proper size, we feel it's flat.</p> <p style="text-align: right;"><b>Days- 04</b></p>
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