

Bridge course program 2021

Class: 5

"Banda" 30 day Learning activities

Subject: Science

Expected learning outcomes	Learning points	Suggested Activities	Instructions to carryout the activities
1.Explain about the importance of air, soil and water required for living organisms	1. Express the appreciation about the presence of necessary environment for life on earth	Day-1 1.1 List out the objects present in environment 1.2 Viewing of pictures 1.3 Like a river-bank play , play a game of living-non-living	1.1 Let us tell them to make a list of living and non-living in their environment. Make a list of things that all children have in common. Now let the children list out their uses

	<p>2. Identifying the importance of air, water & soil</p>	<p>Day-2</p> <p>2.1 Group discussion</p> <p>2.2 Observation</p> <p>2.3 Will they co-operate for me to live</p> <p>2.4 Look at me once -viewing at impurities</p>	<p>2.1 Above list enables children to identify the things that organisms need to live .</p> <p>* Why air, water and soil are required for organisms. This topic is given and asked to discuss in group. Then lets collect their opinion.</p> <p>* Let us make children stand at the sides of the roads carefully and ask them to</p>
			<p>observe the phenomenon happening there. Let us explain about different scenarios where the air is polluted , what should be done to prevent pollution and think about this.</p>
	<p>3. Will explain the change of seasons.</p>	<p>Day-3</p> <p>3.1 In the experience of constructing a weather map enables them to list the seasons</p>	<p>3.1 Ask them to write down about the monthly report about the weather (January-cold).</p> <p>* Lets name the month where there is more</p>

		<p>3.2 Let us discuss</p> <p>3.3 Album making</p> <p>3.4 Display of garments</p>	<p>cold, rainfall and summer. Depending on this let them know how to categorize winter, monsoon and summer.</p> <p>* Ask them to list out how the environment will be in different seasons</p> <p>(Rainy season-cloudy weather, plants grow well, we grow crops, climate will be cool, etc.</p> <p>* Let us enable them to showcase the type of garments to be worn in different seasons by displaying different garments worn by them or preparing picture album.</p>
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<p>2. Understand the source and importance of food</p>	<p>4. List out the various food sources. (plant origin, animal origin)</p>	<p>Day-4</p> <p>4.1 Lets play a group game</p> <p>4.2 A discussion on 'where will my food come from?'</p> <p>4.3 Classification of plant source and animal source foods.</p> <p>4.4 Practice sheet management</p>	<p>* Let the children play a game to know whether the food is from plant origin or animal origin.</p> <p>* Lets help the children to classify and make a list of the source of food obtained from plant source and animal source.</p>
	<p>5. List out various food preparation tools and food items.</p>	<p>Day-5</p> <p>5.1 'What do I need to fill my stomach with?'</p> <p>Prepare the list.</p> <p>5.2 Album making.</p> <p>5.3 Classification activity.</p>	<p>6.1</p> <p>Lets list the various utensils used to prepare food at home every day ,and in functions.</p> <p>7. Let us help the children to collect the pictures of utensils and make an album.</p>

		5.4 Prepare the table.	
	6. List the nutrients present in various food	6.1 Lets classify the food items 6.2 Lets make the table 6.3 The activity of matching food and their nutrients	8.1 Give them a chance to list out the ingredients used to prepare the food. The food items are classified into grains, pulses, fruits, vegetables, greens, vegetable oil grains, animal origin food and help them to make a table.
	7. They will learn about the food and cultural	Day-6 7.1 Lets see and enjoy group activity 7.2 Display video	9.1 Classify children into group of 3. The 1st group celebrations in their homes, 2nd group festival celebrated in their hometown and 3rd group about the

	<p>diversity around them</p>	<p>7.3 Share experience</p>	<p>culinary and cultural activities at the fair. Collect the details and lets give them a chance to explain.</p>
	<p>8. List the sources of water</p>	<p>Day-7</p> <p>8.1 Album making</p> <p>8.2 Lets play a game 'finding the water source'</p> <p>8.3 Visit the location</p>	<p>10.1 Collect pictures of various sources of water and help them to make an album.</p>
	<p>9. They shall list the uses of water and discuss its importance with their peer</p>	<p>Day-8</p> <p>9.1 Mime</p> <p>9.2 Group discussion</p> <p>9.3 Short drama about the uses of water</p>	<p>Make the children stand in a circle and ask each child to come to the center of the circle to showcase mime about uses of water. Let the rest recognize the performance of their peer and say it. What would happen if water is not there? Pose 4 such similar questions to 4</p>

	group.		groups. Enable children to discuss in their group and present their ideas.
	10. They will know how water gets polluted	Day-9	10.1 Let us display the videos of various scenarios for water contamination.
		10.1 Video display 10.2 Scenario viewing 10.3 Roleplay	After watching the video let the children explain how to control water pollution. https://www.youtube.com/watch?v=Om42Lppkd9w

	<p>11. They will discuss about what they should do to realize the effects the polluted water can have on living organisms</p>	<p>Day-9</p> <p>11.1 Discussion</p> <p>What should I do to avoid water pollution?</p> <p>11.2 PPT/Video display</p> <p>11.3 Discussion by using card of praise</p> <p>11.4 Making a practice sheet</p>	<p>11.1</p> <p>After watching the videos, children discuss with each other ,list of the effects that polluted water have on the organisms.</p> <p>Then let us give an opportunity to explain about our role in maintaining hygienic water.</p> <p>https://www.youtube.com/watch?v=GGnk2bUH6ys</p>
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<p>12. By understanding the functions of the organs of the human body and helps them to have Good health.</p>	<p>12. They identify the parts of the body and understand their functions.</p>	<p>Day-10</p> <p>12.1 Performing a song</p> <p>'How nice my body is'</p> <p>12.2 Image viewing</p> <p>12.3 Assembling flash cards</p>	<p>12.1</p> <p>Lets play a song performance to recognize body parts.</p> <p>13. Let the children attach the flash cards to illustrate the functions of the body parts.</p>
	<p>14. Introduction to the main functions going on in the body and their related organs</p>	<p>Day-11</p> <p>13.1 Video display</p> <p>13.2 Group discussion</p> <p>13.3 Filling up of practice sheets</p>	<p>13.1 Using video introduce the functions of the outer and inner organs of the body. Give them practice sheet and encourage them to perform their activities.</p> <p>15.</p> <p>https://www.youtube.com/watch?v=8Nb9E62p2c0</p>

	<p>14. The practice of cleanliness leads to good health is decided and such attitude has been adopted by them</p>	<p>Day-12</p> <p>14.1 Interview- what should I do to get good health?</p> <p>14.2 Group discussion</p> <p>14.3 Question and answers</p>	<p>14.1 Let us help them to collect information after interviewing local doctors/health care workers about safety of our body and diseases.</p> <p>16. Let us facilitate group discussion about how to protect our health. After this discussion facilitate them to write down and explain about the changes that children want to make in their day to day activities.</p>
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	<p>15. Knowing changes in transport and communication devices from time to time</p>	<p>Day-13</p> <p>15.1 Meeting with elders</p> <p>15.2 Map making</p>	<p>Meet the elders and collect the details of the vehicles they used for travelling during their time in the classroom and provide an opportunity to explain.</p>
<p>17. Transport and communication devices will be used wisely</p>			
		<p>15.3 Stick the pictures of vehicles</p> <p>15.4 Draw the diagram of vehicles and colour it</p>	<p>Assist them to make a map of how vehicles are used to travel near and far distances have changed over time.</p>

	<p>16. Different vehicles are classified according to the types of transportation</p>	<p>Day-14</p> <p>16.1 Viewing vehicles</p> <p>16.2 Classification</p> <p>16.3 Preparing an album of pictures</p> <p>16.4 Me and my vehicle mime</p>	<p>16.1 Take the children out of the classroom, make them view different types of vehicles. Discuss their features and sort them to classify by the way they travel on land, air ,water(in and on).</p> <p>18. Lets encourage them to make an album by collecting pictures of vehicles and categorize them based on the way they travel by land, sky and water.</p>
	<p>17.Develop a sensitive attitude towards animals used for transportation</p>	<p>Day-15</p> <p>17.1 Viewing</p> <p>17.2 'Do animals feel pain?' discussion and imagination</p> <p>17.3 Guidance by veterinary doctors an animal caretaker</p>	<p>19. 17.1 To view the situations where animals are used for transportation either in person or in videos.</p> <p>https://www.youtube.com/watch?v=CKJDt2k2qI0</p> <p>20. Let us list the problems we give them.</p>

			<p>Facilitate to discuss in groups how to manage their problems without disturbing out work. If we use animals let the children be given opportunity to tell how they are going to deal with animals</p>
	<p>18.They will know that digital communication devices should be used sparingly and safely only when necessary</p>	<p>Day-15</p> <p>18.1 Table making</p> <p>18.2 Video viewing</p> <p>18.3 'Can I use the mobile' Discussion.</p>	<p>18.1 Let us facilitate them to fill in the table about different communication devices used at home and their application.</p> <p>18.2 Let us convince them through lecture or videos about the uses and the problem that the digital media has created</p> <p>* Let us guide them how to use them safely.</p> <p>https://www.youtube.com/watch?v=ndOBvXwXxM</p>

<p>21. If traffic rules are followed and accidents can be minimized if we are cautious.</p>	<p>19. Listing the causes of accidents</p>	<p>Day-16</p> <p>19.1 Preparing a list of traffic accidents and accidents from hot objects and other accidents.</p>	<p>19.4 Based on their experiences, allow children to make a list of accidents individually and in groups, and display them in them classroom. Let them all be read by children.</p>
		<p>19.2 A portrait of video viewing</p> <p>19.3 Discussion about warning measures</p>	

	<p>20. Learn to read traffic signals</p>	<p>Day-17</p> <p>20.1 Playing with flash cards</p> <p>20.2 Drawing diagrams, reading symbol</p> <p>20.3 Matching the flash cards of symbol and their descriptions.</p> <p>20.4 Video viewing</p>	<p>20.1 Lets first display the traffic symbols and lets teach them by explaining it.</p> <p>20.2 On their way to home from school and vice versa, lets encourage them to write down the picture and description of the symbols they have noticed.</p> <p>20.3 Lets make them play matching of flash cards with symbols and their explanation.</p> <p>https://www.youtube.com/watch?v=OQQToxyMi1w</p>
	<p>22. Know and follow the road safety rules</p>	<p>Day-18</p> <p>21.1 Collection of information.</p> <p>21.2 Group discussion</p> <p>21.3 Preparing charts</p>	<p>21.1 Invite a traffic constable to school and allow the children to collect information through asking questions.</p> <p>21.2 Facilitate to change their attitude, discuss with the children why they should follow the traffic rules of the road.</p>

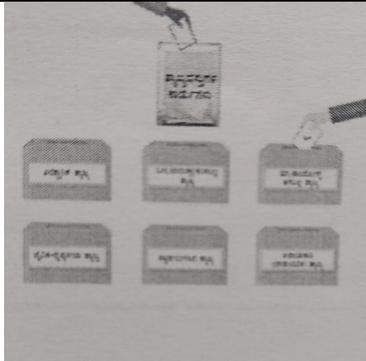
	<p>23. They decide generally accidents at home and outside can be avoided by executing caution.</p>	<p>Day-18</p> <p>22.1 'How to be safe from an accident?' Chart preparation.</p> <p>22.2 Video display</p> <p>22.3 Lecture by experts</p>	<p>21.3 Display chart of information, lets make children read it.</p> <p>22.1 Lets give them home assignment and ask them to list out about accidents/situations in everyday life and caution to be taken.</p> 
<p>24. The people of our state will appreciate the</p>	<p>23. They shall list out about festivals, fairs ,etc. that depict indigenous culture.</p>	<p>Day-19</p> <p>23.1 Sharing a days experience at the fair</p> <p>23.2 collecting information</p>	<p>23.1 Divide the children into group of four. Let the 1st group share their experience at home, 2nd group celebrating festivals in their hometown and 3rd group about food prepared in fares.</p>

<p>diverse diet and variety.</p>		<p>from the group regarding festive fun.</p>	<p>23.2 Lets provide an opportunity to gather in detail about clothing and cultural events. Explain in the classroom.</p>
		<p>23.3 Discussion 23.4 Visit the location</p>	
	<p>25. Sharing experiences of festivals and fares they have attended.</p>	<p>Day-19 24.1 Sharing of experience 24.2 Question answers 24.3 Framing of small essay</p>	<p>24.1 Let the children be given the opportunity to share with their friends about experiences of their participation in fair, festival, circus and other experiences of excursion.</p>
	<p>26. Getting to know about the variety of food used by people, diversity of clothing of</p>	<p>Day-20 25.1 Video display 25.1 Conversation</p>	<p>25.1 We can acquaint children about food, dress, traditions in various parts of state through video clips, pictures. 25.2 Lets interact with the children to compare their hometown diversity.</p>

	our state	25.3 Costume show 25.4 Question answers	25.3 Children can wear costumes of different areas and exhibit them. https://www.youtube.com/watch?v=yzQQgzbvy9U
			https://www.youtube.com/watch?v=2Xo9plwbVBk https://www.youtube.com/watch?v=hln6GUNzMkw
28. Feel proud after knowing	26. In the map of India They shall identify Karnataka and neighbouring states	Day-21 26.1 Activity of identifying Karnataka and neighbouring states in map. 26.2 The beauty of our state can be seen by filling up the colours.	26.1 Furnish the map of India to small groups of children. Help them to identify the neighbouring states with respect to their state and direction. 26.2 Draw the map of state and ask them to fill in the colour. Let us help them fill the colour giving them the outline map.

<p>the diversity of your state</p>	<p>27. Natural divisions of Karnataka will be introduced</p>	<p>Day-22</p> <p>27.1 Come lets watch video display of our state.</p> <p>27.2 Practice sheet.</p>	<p>27.3 Show a video 'Natural sections of the Karnataka state'.</p> <p>Facilitate them to list out their characters.</p> <p>https://youtube.com/watch?v=Q_jLndZxyzw</p> <p>27.2.4 Let us make them to do the activities given in the textbooks from page number 225 to 228.</p>
	<p>28. Developing an attitude of introducing and preserving our states famous historical places and nature reserves</p>	<p>Day-23</p> <p>28.1 Making of album</p> <p>28.2 Video display</p> <p>28.3 Discussion</p> <p>28.4 Introducing nature reserves</p>	<p>28.1 Help them to compile pictures of historical places and nature reserves and make albums.</p> <p>28.2 Show them the videos of historical places and nature reserves and inspire them to enjoy the beauty. Continue a debate on how to protect them and create an atmosphere for protection of such nature reserves that fosters a protective attitude.</p> <p>https://www.youtube.com/watch?v=17511RQZON4</p>

			https://www.youtube.com/watch?v=ZwJldLan5Y
29. Master the skill of managing the garbage and recycling of garbage	29. They shall classify the waste	Day-24 29.1 Playing a game of classifying wastes. 29.2 Roleplay 29.3 Small drama	29.1 Let the children collect the waste while coming to school. Allow the garbage collected to be classified in their own order and give them grounds for classification. If they are right let us appreciate them, if no create an awareness about how to classify waste and ask them to classify it. Label four boxes of cardboards. Repeat the



game of asking for trash/trash cans to be placed in the appropriate box.

30. Know proper disposal methods of the waste.

Day-25 & 26

30.1 Garbage is not only harmful for health, but also annoying-activity.

30.2 Video display

30.3 Field visit

30.4 Conversation

30.5 Read the poster

30.1 Let them collect the trash in their house for 3 days and notice what happens to it. Let us explain in the classroom what they have observed.

30.2 If the garbage is not properly managed, let us explain about its impact on the environment through a video.

<https://www.youtube.com/watch?v=-nNeNBkWDhY>

***Meet the waste/garbage collectors and let us help children to discuss about garbage disposal.**

Waste Management and Recycling					
Sl. No.	Waste	Material	Use	Recycling	Reuse
1	Plastic	Plastic	Plastic	Plastic	Plastic
2	Paper	Paper	Paper	Paper	Paper
3	Glass	Glass	Glass	Glass	Glass
4	Metals	Metals	Metals	Metals	Metals
5	Textiles	Textiles	Textiles	Textiles	Textiles
6	Food Waste				
7	Electronics	Electronics	Electronics	Electronics	Electronics
8	Oil	Oil	Oil	Oil	Oil
9	Paint	Paint	Paint	Paint	Paint
10	Refrigerators	Refrigerators	Refrigerators	Refrigerators	Refrigerators
11	Air Conditioners				
12	Washing Machines				
13	Refrigerators	Refrigerators	Refrigerators	Refrigerators	Refrigerators
14	Air Conditioners				
15	Washing Machines				

***Let the children do this activity.**

31. Think about the ways of recycling the waste.

Day-27

31.1 Sharing of information

31.2 Useful things from waste, group activity

31.3 Discussion

31.4 Exhibition of creative objects.

31.15 Let us inform them about 'R'.

31.2 Let us convince them for the need to reuse garbage.

***Lets make them to do the activity of useful things from waste.**

<p>10. They name the toys and objects manufactured by various craftsmen.</p>	<p>32. Identify the occupation in local and various areas</p>	<p>Day-28</p> <p>32.1 Visit the location</p> <p>32.2 Matching activity</p> <p>32.3 Image collection of craftsmen</p>	<p>32.1 Let the children interview various professional people in their hometowns and let them know about the raw materials used and the final products produced.</p>
		<p>32.4 Question and answers</p>	<p>Let them share their experiences in the classroom. Let us summarize their experiences.</p> <p>32.2 Lets do the activity of matching the images of various occupations and the products produced by them.</p>

	<p>33. Realizing the difficulties faced by child labours expressing care towards them, they decide that they shall not become child labours.</p>	<p>Day-29&30</p> <p>33.1 'My childhood my rights' -group discussion</p> <p>33.2 Lecture on child labour</p> <p>33.3 Video observation</p>	<p>33.1 Let the children discuss amongst themselves about the problems if they go to work. Let us help them to come to an decision after the discussion. How children spend the rest of their childhood after this discussion. Also let them be informed about children's right.</p>
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