



**GOVERNMENT OF KARNATAKA  
DEPARTMENT OF PUBLIC INSTRUCTION**

**KALIKA CHETARIKE**

**2022–23**

**HANDBOOK OF FACILITATOR**

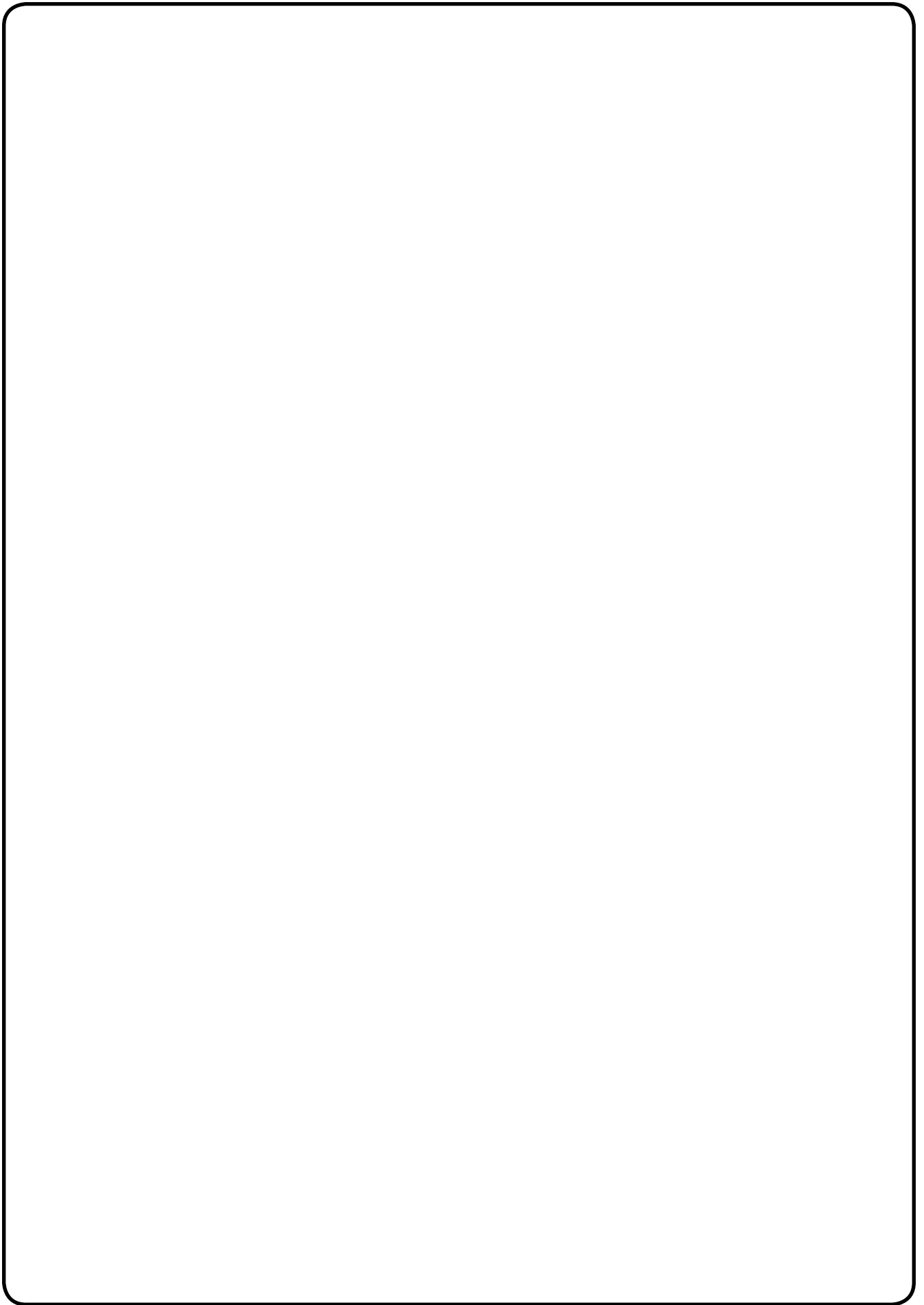
**ENVIRONMENT STUDIES**

**4**

**FOURTH STANDARD**

**English Medium**

**SAMAGRA SHIKSHANA KARNATAKA, BENGALURU  
AND  
DEPARTMENT OF STATE EDUCATION RESEARCH TRAINING, BENGALURU**



## ಸಂದೇಶ



ಆತ್ಮೀಯರೇ,

ಮಕ್ಕಳ ಶಿಕ್ಷಣವೇ ಭಾರತದ ಭವಿಷ್ಯ. ಇದಕ್ಕಾಗಿ ಕೇಂದ್ರ ಸರ್ಕಾರವು ಹೊಸ ಶಿಕ್ಷಣ ನೀತಿಯನ್ನು 2020ನ್ನು ಜಾರಿಗೊಳಿಸಿದೆ. ಈ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ 2020 ರ ಶಿಫಾರಸ್ಸುಗಳನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ಕರ್ನಾಟಕ ರಾಜ್ಯ ಮುಂಚೂಣಿಯಲ್ಲಿದ್ದು, ವ್ಯವಸ್ಥೆಯಲ್ಲಿ ಸಾಕಷ್ಟು ಸುಧಾರಣೆಗಳನ್ನು ತರಲಾಗುತ್ತಿದೆ. ಪಠ್ಯಕ್ರಮ ವಿನ್ಯಾಸ, ಕಲಿಸುವಿಕೆಯಲ್ಲಿ ನಾವೀನ್ಯತೆ, ತರಗತಿ ಪ್ರಕ್ರಿಯೆಯ ಮರುವಿನ್ಯಾಸ ಹಾಗೂ ಶಾಲೆಗಳಲ್ಲಿ ಕಲಿಕಾ ಸಮೃದ್ಧ ವಾತಾವರಣ ನಿರ್ಮಾಣ ಮಾಡಲು ಹಲವು ಕಾರ್ಯತಂತ್ರಗಳನ್ನು ರೂಪಿಸಲಾಗುತ್ತಿದೆ. ಈ ನಿಟ್ಟಿನಲ್ಲಿ ಈಗಾಗಲೇ ನಿಪುಣ್ ಭಾರತ್ ಮಿಷನ್ ಅಡಿಯಲ್ಲಿ ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾ ಜ್ಞಾನ ಕೌಶಲಗಳನ್ನು ಖಾತ್ರಿಪಡಿಸುವಲ್ಲಿ ನಮ್ಮ ರಾಜ್ಯ ಕಾರ್ಯಪ್ರವೃತ್ತಗೊಂಡಿದೆ.

ಪ್ರಸ್ತುತ ಕೋವಿಡ್-19 ಸಾಂಕ್ರಾಮಿಕ ರೋಗದಿಂದಾಗಿ ಮಕ್ಕಳು ಔಪಚಾರಿಕ ಶಿಕ್ಷಣ ಪಡೆಯುವಲ್ಲಿ ಅಡೆತಡೆಗಳಾಗಿ, ಎರಡು ವರ್ಷಗಳಲ್ಲಿ ಕಲಿಕಾ ನಷ್ಟವಾಗಿರುತ್ತದೆ. ಔಪಚಾರಿಕ ಹಾಗೂ ಅನೌಪಚಾರಿಕ ಕಾರ್ಯತಂತ್ರಗಳ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯ ನಿರಂತರತೆಗೆ ಪ್ರಯತ್ನಿಸಿದ್ದಾಗಿಯೂ ಸಹ ನಿರೀಕ್ಷಿತ ಮಟ್ಟದ ಕಲಿಕೆ ಆಗದಿರುವುದನ್ನು ಹಲವು ಅಧ್ಯಯನಗಳು ತಿಳಿಸಿವೆ. ಈ ಕಲಿಕಾ ಅಂತರವನ್ನು ಸರಿಪಡಿಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ನಾವೆಲ್ಲರೂ ಕಾರ್ಯಪ್ರವೃತ್ತರಾಗಬೇಕಿದೆ. ಸದರಿ ಕಲಿಕಾ ಅಂತರವನ್ನು ಸರಿಪಡಿಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ವೈಜ್ಞಾನಿಕ ತಳಹದಿಯ ಮೇಲೆ ಕರ್ನಾಟಕ ಸರ್ಕಾರ 'ಕಲಿಕಾ ಚೇತರಿಕೆ' ಎಂಬ ವಿನೂತನ ಉಪಕ್ರಮವನ್ನು 2022-23ನೇ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಲ್ಲಿ ಅನುಷ್ಠಾನಗೊಳಿಸುತ್ತಿದೆ.

ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳು ಹಿಂದಿನ ಎರಡು ತರಗತಿಗಳಲ್ಲಿ ಕಲಿಯಲೇ ಬೇಕಾಗಿದ್ದ ಪ್ರಮುಖ ಸಾಮರ್ಥ್ಯ, ಪರಿಕಲ್ಪನೆಗಳನ್ನು ಗುರುತಿಸಿದೆ. ಇದಕ್ಕೆ ಸಂವಾದಿಯಾಗಿ ಪ್ರಸಕ್ತ ತರಗತಿಯಲ್ಲಿ ಕಲಿಯಲೇ ಬೇಕಾದ ಪ್ರಮುಖ ಸಾಮರ್ಥ್ಯ, ಪರಿಕಲ್ಪನೆಗಳನ್ನು ಜೋಡಿಸಿ ಕಲಿಕಾ ಹಾಳೆಗಳನ್ನು ಮತ್ತು ಶಿಕ್ಷಕರ ಕೈಪಿಡಿಯನ್ನು ಸಿದ್ಧಪಡಿಸಲಾಗಿದೆ. ಕಲಿಕಾ ಹಾಳೆಗಳು ಚಟುವಟಿಕೆಗಳಿಂದ ಕೂಡಿದ್ದು, ಮಗುವಿನ ಮುಗ್ಧ ಮನಸ್ಸಿಗೆ ಸಂತೋಷವನ್ನುಂಟು ಮಾಡುವಂತೆ ರೂಪಿಸಲಾಗಿರುತ್ತದೆ. ಇವುಗಳನ್ನು ಪೂರ್ಣಗೊಳಿಸುವುದರಿಂದ ಕಲಿಕಾ ನಷ್ಟವನ್ನು ಸರಿದೂಗಿಸಬಹುದು ಎಂಬ ಆಶಯ ನನ್ನದಾಗಿರುತ್ತದೆ. ಪಠ್ಯಪುಸ್ತಕ, ಶಿಕ್ಷಕರ ಕೈಪಿಡಿಗಳು ಮತ್ತು ಕಲಿಕಾ ಹಾಳೆಗಳು ಪರಸ್ಪರ ಪೂರಕವಾಗಿವೆ. ಶಿಕ್ಷಕರು ಕೈಪಿಡಿಯಲ್ಲಿ ನೀಡಿದ ಮಾರ್ಗಸೂಚಿಯನ್ವಯ ಈ ವಿನೂತನ ಕಾರ್ಯವನ್ನು ಅದರ ಅಂತಸ್ತದಿಂದ ಅನುಷ್ಠಾನಗೊಳಿಸಿ, ಮಕ್ಕಳ ಕಲಿಕೆಯ ಸುಧಾರಣೆಗೆ ಕಾರಣವಾಗುತ್ತೀರಿ ಎಂದು ಹಾರೈಸುತ್ತೇನೆ. ಆದ್ದರಿಂದ ಇಲಾಖೆಯ ಸರ್ವರೂ, ಪೋಷಕವರ್ಗ ಮತ್ತು ಭಾಗೀದಾರರೆಲ್ಲರೂ ಇದರಲ್ಲಿ ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಕೈ ಜೋಡಿಸಿ ಈ ಕಾರ್ಯಕ್ರಮವನ್ನು ಯಶಸ್ವಿಗೊಳಿಸುತ್ತೀರೆಂದು ಆಶಿಸುತ್ತೇನೆ.

ಎಲ್ಲರಿಗೂ ಶುಭವಾಗಲಿ.....

ಶ್ರೀ ಬಿ.ಸಿ. ನಾಗೇಶ್  
ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ  
ಹಾಗೂ ಸಕಾಲ ಸಚಿವರು

## ಮುನ್ನುಡಿ



ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ-2020ರ ಆಶಯದಂತೆ ಮಕ್ಕಳ ಕಲಿಕೆ ಮತ್ತು ಅಭಿವೃದ್ಧಿ ನಮ್ಮೆಲ್ಲರ ಜವಾಬ್ದಾರಿ. ಆದರೆ ಕೋವಿಡ್-19 ಸಾಂಕ್ರಾಮಿಕ ವಿಪತ್ತಿನಿಂದ ಮಕ್ಕಳ ಕಲಿಕೆಯಲ್ಲಿ ವ್ಯತ್ಯಯವಾಗಿ ಕಲಿಕಾ ನಿರಂತರತೆಯನ್ನು ಕಾಪಾಡಿಕೊಳ್ಳಲು ಕಳೆದೇರಡು ವರ್ಷಗಳಿಂದ ಸಾಧ್ಯವಾಗಿರುವುದಿಲ್ಲ. ಸಾಕಷ್ಟು ಕಲಿಕಾ ಅಂತರವಾಗಿರುತ್ತದೆ. ಈ ಅಂತರವನ್ನು ನೀಗಿಸಲು 2022-23ನೇ ಸಾಲಿನಲ್ಲಿ ಕಲಿಕಾ ಚೇತರಿಕೆ ಎಂಬ ವಿನೂತನ ಉಪಕ್ರಮವನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸಲಾಗುತ್ತಿದೆ.

ಈ ಉಪಕ್ರಮದ ಮೂಲಕ ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾ ಜ್ಞಾನಕ್ಕೆ ಒತ್ತು ನೀಡಲಾಗುವುದು ಹಾಗೂ ಮಗು ತನ್ನ ಹಿಂದಿನ ತರಗತಿಗಳಲ್ಲಿ ಅತ್ಯಗತ್ಯವಾಗಿ ಗಳಿಸಲೇಬೇಕಿದ್ದ ಕಲಿಕಾ ಫಲಗಳು ಹಾಗೂ ಪ್ರಸಕ್ತ ತರಗತಿಯಲ್ಲಿ ಕಲಿಯಲೇ ಬೇಕಾದ “ಅತಿ ಮುಖ್ಯ ಕಲಿಕಾ ಫಲ” ಗಳನ್ನು ಗುರುತಿಸಿ, ಚಟುವಟಿಕೆ ರೂಪಿಸಿ ಕಲಿಕಾ ಹಾಳೆಗಳನ್ನು ಮತ್ತು ಶಿಕ್ಷಕರ ಕೈಪಿಡಿಯನ್ನು ರೂಪಿಸಲಾಗಿದೆ. ಇವುಗಳಲ್ಲಿ ‘ನಿಪುಣ ಭಾರತ್’, ‘ವಿದ್ಯಾ ಪ್ರವೇಶ’ನಂತಹ ಉಪಕ್ರಮಗಳನ್ನು ಅಂತರ್ಗತಗೊಳಿಸಲಾಗಿದೆ. ಈ ಚಟುವಟಿಕೆಗಳು ಶಿಶುಕೇಂದ್ರಿತ, ಕಲಿಕಾ ಹಾಗೂ ಶಿಕ್ಷಕ ಸ್ನೇಹಿಯಾಗಿವೆ. ಚಟುವಟಿಕಾ ಹಾಳೆಗಳ ಜೊತೆಗೆ, ಶಿಕ್ಷಕರಿಗೆ ಅಗತ್ಯ ಮಾರ್ಗದರ್ಶನ ನೀಡುವ ‘ಶಿಕ್ಷಕರ ಕೈಪಿಡಿ’ಯನ್ನೂ ಸಿದ್ಧಪಡಿಸಿ ನೀಡಲಾಗುತ್ತಿದೆ. ಇವುಗಳನ್ನು ಬಳಸಿ ಮಕ್ಕಳ ಕಲಿಕಾ ಅಂತರ ಸರಿದೂಗಿಸುವ ಕಾರ್ಯವನ್ನು ತಾವೆಲ್ಲರೂ ಜವಾಬ್ದಾರಿಯಿಂದ ನಿರ್ವಹಿಸುತ್ತೀರೆಂಬ ಆಶಯವನ್ನು ಹೊಂದಿರುತ್ತೇನೆ. ಈ ಕಾರ್ಯದಲ್ಲಿ ತೊಡಗಿಸಿಕೊಂಡ DSERT ಹಾಗೂ SSK ಯ ಅಧಿಕಾರಿಗಳಿಗೆ ಅಭಿನಂದನೆಗಳು. ಈ ಕಾರ್ಯದಲ್ಲಿ ಸಹಕರಿಸಿದ ಅಜೀಮ್ ಪ್ರೇಮ್‌ಜೀ ಫೌಂಡೇಷನ್ ಸಂಸ್ಥೆಗೂ ಇಲಾಖೆಯ ಪರವಾಗಿ ಅಭಿನಂದನೆಗಳು.

ಡಾ. ಎಸ್. ಸೆಲ್ವಕುಮಾರ್, ಭಾ.ಆ.ಸೇ.

ಸರ್ಕಾರದ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿ  
ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢಶಿಕ್ಷಣ ಇಲಾಖೆ

## ಆಶಯ ನುಡಿ



ವಿದ್ಯಾರ್ಥಿಯ ಶೈಕ್ಷಣಿಕ ಬದುಕಿನಲ್ಲಿ ಪ್ರತೀ ನಿತ್ಯವೂ ಕಲಿಕಾ ನಿರಂತರತೆ ಅತ್ಯಗತ್ಯ. ಆದರೆ ಕೋವಿಡ್-19 ಸಾಂಕ್ರಾಮಿಕದಿಂದಾಗಿ ಜಾಗತಿಕವಾಗಿ ಕಲಿಕಾ ನಿರಂತರತೆಗೆ ವ್ಯತ್ಯಯ ಉಂಟಾಗಿ ಮಕ್ಕಳಲ್ಲಿ ಕಲಿಕಾ ನಷ್ಟವಾಗಿರುವುದು ವೇದ್ಯ. ಇದನ್ನು ಸರಿದೂಗಿಸುವುದು ನಮ್ಮೆಲ್ಲರ ಆದ್ಯ ಕರ್ತವ್ಯವಾಗಿದೆ. ನಮ್ಮ ರಾಜ್ಯದಲ್ಲಿ ಕೋವಿಡ್-19 ನಿಂದಾಗಿ ಶಾಲೆಗಳು ಮುಚ್ಚಲ್ಪಟ್ಟಾಗ ವಿದ್ಯಾಗಮ, ಸಂವೇದ, ವಿಶೇಷ ಸೇತುಬಂಧ ಮುಂತಾದ ಪರ್ಯಾಯ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ರೂಪಿಸಿದರೂ ಮುಖಾಮುಖಿ ತರಗತಿ ಪ್ರಕ್ರಿಯೆಗೆ ಇವೆಲ್ಲಾ ಸಮಾಂತರವಾಗುವುದಿಲ್ಲ. ಪ್ರಸ್ತುತ ‘ಕಲಿಕಾ ಚೇತರಿಕೆ’ ಉಪಕ್ರಮವು ವೈಜ್ಞಾನಿಕ ತಳಹದಿಯ ಮೇಲೆ ಶಿಶು ಕೇಂದ್ರಿತ ಚಟುವಟಿಕೆಗಳನ್ನು ಒಳಗೊಂಡ ಕಲಿಕಾ ಹಾಳೆಗಳನ್ನು ರೂಪಿಸಿ ನೀಡುತ್ತಿರುವ ವಿನೂತನ ಪ್ರಯತ್ನ. ಸರಿಸುಮಾರು ಎರಡು ವರ್ಷಗಳ ಶೈಕ್ಷಣಿಕ ಪ್ರಕ್ರಿಯೆಗಳು ಪೂರ್ಣವಾಗಿ ನಡೆಯದೇ, ಮಕ್ಕಳಲ್ಲಿ ಉಂಟಾಗಿರುವ ಕಲಿಕಾ ಅಂತರವನ್ನು ಸರಿದೂಗಿಸುವ ಸಲುವಾಗಿಯೇ ರೂಪಿಸಿದ ಉಪಕ್ರಮ. ಈ ಕಾರ್ಯವನ್ನು ಒಂದು ವರ್ಷದವರೆಗೆ ರಾಜ್ಯದಾದ್ಯಂತ ಅನುಷ್ಠಾನಗೊಳಿಸಿ ಮಕ್ಕಳ ಕಲಿಕಾ ನಷ್ಟವನ್ನು ತಾವೆಲ್ಲರೂ ತುಂಬಿಕೊಡುತ್ತೀರಿ ಎಂದು ಆಶಿಸುತ್ತೇನೆ. ಉಪಕ್ರಮದ ಪರಿಣಾಮಕಾರಿ ಅನುಷ್ಠಾನಕ್ಕಾಗಿ ಎಲ್ಲಾ ಭಾಗೀದಾರರು ಸಕ್ರಿಯವಾಗಿ ತೊಡಗಿಸಿಕೊಳ್ಳುವಿರೆಂದು ನಂಬಿದ್ದೇನೆ.

ಡಾ. ವಿಶಾಲ್ ಆರ್. ಭಾ.ಆ.ಸೇ.

ಆಯುಕ್ತರು  
ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ

## ಆರಂಭಿಕ ನುಡಿ



ಆತ್ಮೀಯರೇ,

ಹಿಂದಿನ ಎರಡು ವರ್ಷಗಳ ಕಾಲ ಕೋವಿಡ್-19ರ ಕಾರಣದಿಂದ ಔಪಚಾರಿಕ ತರಗತಿಗಳು ನಿರೀಕ್ಷೆಯಂತೆ ನಡೆಯದೇ ಮಕ್ಕಳಲ್ಲಿ ಕಲಿಕಾ ನಷ್ಟವುಂಟಾಗಿರುವುದು ಶೋಚನೀಯ. ಇದರಿಂದಾಗಿ ಕಲಿಕಾ ಅಂತರ, ಸಾಮಾಜಿಕ ಹಾಗೂ ಭಾವನಾತ್ಮಕ ಏರುಪೇರುಗಳೂ ಉಂಟಾಗಿವೆ. ಈ ಎಲ್ಲ ಅಡೆತಡೆಗಳನ್ನು ನಿವಾರಿಸಿ, ಕಲಿಕಾ ನಿರಂತರತೆಯನ್ನು ಕಾಯ್ದುಕೊಳ್ಳಲು 2022-23ನೇ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಲ್ಲಿ ಕಲಿಕಾ ಚೇತರಿಕೆ ಉಪಕ್ರಮವನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸಲಾಗುತ್ತಿದೆ. ಪ್ರತಿಯೊಬ್ಬ ವಿದ್ಯಾರ್ಥಿಯು ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾಜ್ಞಾನವನ್ನು ಸಾಧಿಸುವುದು ಪ್ರಥಮ ಆದ್ಯತೆಯಾಗಿರುತ್ತದೆ. ಎಲ್ಲಾ ಕಲಿಕೆಗೆ ಮೂಲಭೂತವಾಗಿ ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾಜ್ಞಾನ ಅತ್ಯಗತ್ಯ. ಆದ್ದರಿಂದ ಆಯಾ ತರಗತಿಯ ನಿರ್ದಿಷ್ಟ ಕಲಿಕಾ ಫಲಗಳೊಂದಿಗೆ ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾಜ್ಞಾನದ ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳನ್ನು ಅಂತರ್ಗತಗೊಳಿಸಿ ಕಲಿಕಾ ಚೇತರಿಕೆ ಉಪಕ್ರಮವನ್ನು ರೂಪಿಸಲಾಗಿದೆ. ಇಲ್ಲಿ ನೀಡಿರುವ ಕಲಿಕಾ ಹಾಳೆಗಳನ್ನು ತಾವು ಬಳಸಿಕೊಂಡು ಮಕ್ಕಳಲ್ಲಿ ಬುನಾದಿ ಕಲಿಕಾ ಜ್ಞಾನವನ್ನು ಅನುಕೂಲಿಸುವಿರಿ ಹಾಗೂ ಕಲಿಕಾ ಅಂತರವನ್ನು ಪೂರೈಸುವಿರಿ ಎಂದು ಆಶಿಸುತ್ತೇನೆ. ಇದನ್ನು ಶಾಲಾಧಾರಿತವಾಗಿ ಮೌಲ್ಯಾಂಕನ ಮಾಡುತ್ತಾ ನಿಗದಿತ ಸಾಮರ್ಥ್ಯ ಮತ್ತು ಪರಿಕಲ್ಪನೆ ಗಳಿಕೆಗೆ ಪ್ರಾಮಾಣಿಕ ಪ್ರಯತ್ನ ಮಾಡುತ್ತೀರಿ ಎಂದು ನಂಬಿರುತ್ತೇನೆ. ತಮ್ಮೆಲ್ಲರ ಬೆಂಬಲದಿಂದ ಪರಿಣಾಮಕಾರಿ ಅನುಷ್ಠಾನ ಸಾಧ್ಯ. ಈ ನಿಟ್ಟಿನಲ್ಲಿ ಎಲ್ಲರಿಗೂ ಯಶಸ್ಸನ್ನು ಹಾರೈಸುತ್ತೇನೆ.

ಶ್ರೀಮತಿ ಪಲ್ಲವಿ ಆಕುರಾತಿ, ಭಾ.ಆ.ಸೇ.

ರಾಜ್ಯ ಯೋಜನಾ ನಿರ್ದೇಶಕರು, ಸಮಗ್ರ ಶಿಕ್ಷಣ ಕರ್ನಾಟಕ

## ಪ್ರಾಸ್ತಾವಿಕ ನುಡಿ



ಆತ್ಮೀಯರೇ,

ಹೊಸ ಶತಮಾನದ ಆಶಯಗಳನ್ನು ಒಳಗೊಂಡ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ-2020ರ ಅನುಷ್ಠಾನ ಸಂದರ್ಭದಲ್ಲಿ ಶೈಕ್ಷಣಿಕ ಕ್ಷೇತ್ರದಲ್ಲಿನ ಬದಲಾವಣೆಗೆ ನಾವೆಲ್ಲರೂ ತೆರೆದುಕೊಳ್ಳಬೇಕಿದೆ. ಅದರ ಜೊತೆಗೆ ಕೋವಿಡ್ ಸಂದರ್ಭದಲ್ಲಿ ಉಂಟಾದ ವ್ಯತಿರಿಕ್ತ ಪರಿಣಾಮವನ್ನು ಸರಿಪಡಿಸುವ ಹೊಣೆಗಾರಿಕೆ ಮಹತ್ವದ್ದಾಗಿದೆ. ಕಳೆದ ಎರಡು ವರ್ಷಗಳಲ್ಲಿ ಬಹು ಮಾಧ್ಯಮಗಳನ್ನು ಬಳಸಿಕೊಂಡು ವಿದ್ಯಾಗಮ, ಸಂವೇದದಂತಹ ಶೈಕ್ಷಣಿಕ ಉಪಕ್ರಮಗಳ ಮೂಲಕ ಮಾಡಿದ ಪ್ರಯತ್ನಗಳ ನಡುವೆಯೂ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯಲ್ಲಿ ಸಾಕಷ್ಟು ಕಲಿಕಾ ಅಂತರ ಉಂಟಾಗಿರುವುದು ವಾಸ್ತವದ ಸಂಗತಿ. ಕಲಿಕಾ ನಷ್ಟ, ಕಲಿಕಾ ಅಂತರ ಪೂರೈಸುವ ಯೋಜನೆಯೇ 'ಕಲಿಕಾ ಚೇತರಿಕೆ' ಉಪಕ್ರಮ. ಈ ಸಂದರ್ಭೋಚಿತ ಉಪಕ್ರಮದಲ್ಲಿ ಈ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಲ್ಲಿ ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾಜ್ಞಾನ ಸಾಮರ್ಥ್ಯವನ್ನು ಸಾಧಿಸುವುದರೊಂದಿಗೆ, ಹಿಂದಿನ ಎರಡು ಶೈಕ್ಷಣಿಕ ವರ್ಷಗಳ ಆಯ್ದು ಕಲಿಕಾಫಲಗಳು ಹಾಗೂ ಪ್ರಸಕ್ತ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಲ್ಲಿ ಕಲಿಯಲೇಬೇಕಾದ ಅತ್ಯಗತ್ಯ ಕಲಿಕಾಫಲಗಳನ್ನು ಎಲ್ಲಾ ಮಕ್ಕಳಲ್ಲಿ ಸಾಧಿಸುವ ಗುರಿಯನ್ನು ಇಟ್ಟುಕೊಳ್ಳಲಾಗಿದೆ. ಈ ಸಾಧನೆಗಾಗಿ ಕಲಿಕಾ ಪ್ರಕ್ರಿಯೆಯ ಸಾಧ್ಯತೆಗಳನ್ನು ಸೂಚಿಸುವ 'ಶಿಕ್ಷಕರ ಕೈಪಿಡಿ' ಮತ್ತು ಶಿಶುಕೇಂದ್ರಿತ ಕಲಿಕಾ ಪೂರಕ ಚಟುವಟಿಕೆಗಳನ್ನೊಳಗೊಂಡ ವಿದ್ಯಾರ್ಥಿಗಳ 'ಕಲಿಕಾ ಹಾಳೆ'ಗಳ ಪುಸ್ತಕ ಎಂಬ ಎರಡು ಸಾಹಿತ್ಯಗಳನ್ನು ಸೃಜಿಸಲಾಗಿದೆ. ಈ ಕಲಿಕಾ ಹಾಳೆಗಳಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳು ಕಲಿಯಲೇಬೇಕಾದ ಸಾಮರ್ಥ್ಯ, ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಕಲಿಕಾಫಲಗಳನ್ನು ಕೇಂದ್ರೀಕರಿಸಿದೆ. ಇವುಗಳನ್ನು ಬಳಸಿ ಮಕ್ಕಳ ಕಲಿಕಾ ನಷ್ಟವನ್ನು ಸರಿದೂಗಿಸಲು ಎಲ್ಲಾ ಭಾಗೀದಾರರು ಸಕ್ರಿಯವಾಗಿ ತೊಡಗಿಸಿಕೊಳ್ಳಬೇಕಾಗಿ ಈ ಮೂಲಕ ವಿನಂತಿಸುತ್ತೇನೆ. ಈ ಕಾರ್ಯಾಭಿವೃದ್ಧಿಯಲ್ಲಿ ತೊಡಗಿಸಿಕೊಂಡ ಇಲಾಖಾ ಮಿತ್ರರು ಮತ್ತು ಅಜೀಮ್ ಪ್ರೇಮ್‌ಜೀ ಫೌಂಡೇಷನ್ ಇವರಿಗೆ ಅಭಿನಂದನೆಗಳನ್ನು ಸಲ್ಲಿಸುತ್ತೇನೆ.

ಶುಭವಾಗಲಿ.

ಶ್ರೀಮತಿ ಸುಮಂಗಲ .ವಿ

ನಿರ್ದೇಶಕರು, ರಾಜ್ಯ ಶಿಕ್ಷಣ ಸಂಶೋಧನೆ ಮತ್ತು ತರಬೇತಿ ಇಲಾಖೆ

## CONCEPT AND GUIDANCE

<b>Dr. S. Selvakumar, I.A.S.,</b> Principal Secretary Department of Primary and Secondary Education, Karnataka	<b>Dr. Vishal R. I.A.S.,</b> Commissioner for Public Instruction, Bengaluru.
<b>Smt. Pallavi Akurathi, I.A.S.,</b> State Project Director, SSK, Bengaluru	<b>Smt. Sumangala V.</b> Director, DSERT, Bengaluru

## RESOURCE TEAM

<b>Sri Lingaraju B.R.</b> GHPS, Siddarthanagara, Tumakuru.	<b>Sri Shekhar</b> AM, GHPS, Shettihalli, Tumakuru.
<b>Mrs. Anupama C.S. AM,</b> GHPS, Yellapur, Tumakuru.	<b>Mrs. Madhu N.S. AM,</b> GHPS, Kottihalli, Tumakuru.

**Supported by  
Azim Premji Foundation**

## Review Team

**Smt. Selvi S. TGT**  
KPS, Harohalli  
Kanakapura Taluk, Ramanagar District.

## Translation Team

<b>Smt. Nirmala B.S.</b> Lectruer DIET, Ramanagara	<b>Sri Raju M.N. TGT</b> GHPS, Senabanahalli, Channapatna Taluk, Ramanagar Dist.
--	--

**Co-ordination  
EVG Section, DSERT**

## Contents

<b>Sl. No</b>	<b>Themes Name</b>	<b>Learning Outcome Sl.No.</b>	<b>Pg. No.</b>
1	The Living World	1-11	8-17
2	Natural Resources	12-19	18-23
3	Food	20-25	24-29
4	Shelter - It's variety	26-27	30-31
5	Waste Management - Converting Waste into Wealth	28	32
6	Learn Mapping - Know direction	29-32	33-37
7	Family and Community	33-40	38-46
8	Our State our India - Our State our Pride	41-42	47-48

**Background:**

The main objective of the government is to provide quality education to every child. To fulfill this the Education department is constantly working through executing different programs. But, due to the spread of the Covid-19 epidemic disease, it is not possible to conduct academic activities in 2019-20 and 2020-21. The schools could re-open late in the year 2021-22. Even though some efforts were made to engage children by implementing many educational activities such as bridge course, Vidyagama and Samveda classes but expected learning among children was not there. Hence, the primary responsibility all stakeholders is to ensure that children's learning gaps are minimized in all grades and to ensure that children learning is in the expected level. Based on this background the Director, Samagra Shikshna Karnataka guided to develop kalika chetharike program which is covering activity-based learning sheets. The responsibility of preparing the handbook of science subject from 4th standard to 9th standard is given to DIET, Tumkur. Under the programme of kalika chetharike, the learning sheets and teachers' hand book were prepared with the support of district resource persons and conducting several workshops.

**Meaning of learning outcome**

Learning outcomes are the statements that indicate the knowledge or skills that students need to acquire after a particular learning process. Learning outcomes help students to know how useful the knowledge, skills and its application they have gained after learning. Values such as environmental concerns, conservation, awareness of biodiversity are reflected in the learning outcomes of students, facilitators and parents. Helps facilitators to answer questions like "what to teach and how to teach."

**The learning sheet is as follows**

"Activities are the major means for a child to understand the world" as envisioned in the NCF-2005

- The learning sheets are continuous in the teaching learning process and need to be managed under the guidance of facilitators
- Learning sheets help to understand students effectively during the course of teaching learning process.
- To the extent possible, the learning sheets need to be managed by children themselves and same cases with the support of parents/ teachers/ peer group.
- It is more beneficial for teachers to immediately review or give feedback after completing the learning sheets by the students.
- Learning sheets can be used as a tool for continuous and comprehensive evaluation.
- Learning sheets can be utilized depending on the availability of local resources.
- Learning sheets have scope for drawing, conceptualization, planning and assessment and have opportunities for teachers/parent to facilitate to achieve them.
- As envisioned in the NEP-2020 possibility to focus on activities. to facilitate experiential learning coming children. In some cases, group the students who have facilities such as mobile / Internet / Whats App and to facilitate learning being in touch with them.
- Science learning is always applicable in nature, planning of activities are organized on a daily basis to incorporate the connecting science concepts learned in the classroom into everyday life.



- Applied learning increases the child's curiosity in learning. Therefore, learning can be effective when preparing worksheets with more emphasis on applied learning and organizing activities.
- Activities performed in the Eco - Club / Science Club can be adapted for learning activities in the learning sheets
- Applying to on activity based learning in learning sheets for field visits. Organizing activities such as Environmental Day, Quiz Program etc.
- Self-learning and self-evaluation processes play a vital role in the learning of the child and are part of heart of child-centered education. Learners are accountable for their own learning and to implement their own decisions.
- It helps children to improve their progress by observing their own learning.
- It is a formative evaluation that directs children to improve on what they need to improve.

### **The use of a textbook in the learning process**

- The learning sheet is a supplement to the textbook. The text of the current year and the previous 2 classes textbooks are considered.
- Listing the learning outcomes of the current year and the previous 2 year classes, which have prioritized similar learning outcomes and reconfigured the most essential learning outcomes
- In the learning sheet, the learning outcomes are noted to be spiral, for example - from recognition to application.
- Learn more about the items given in the box in the textbook. Observe the aspects of it do you know? They can be used appropriately in application.
- Enables the child to develop a critical thinking skill such as observing his or her learning. Self-evaluation is for the child to determine his or her grade and it allows the child to think about how to improve.

### **Evaluation format in a learning recovery program**

Kalika Chetarike Program aims to compensate for learning loss and the assessment process in the current year will be slightly different. Accepting the CCE process as it is retain the use of tools and techniques as before. But small changes have been made in the methods of assessment. In brief the assessment will not be text book-based but it will be based on assessment. The based on the learning outcomes drawn for this year. The stages of evaluation are as usual as the previous. But they focus on of learning outcomes. This can be understood from the following description.

- **Diagnostic Assessment:** At the end of May diagnostic assessment will conducted. The level of literacy for Nali-Kali (letters, compound letters, syllabic, word-sentence formation and comprehension, simple reading and writing) for the remaining classes (4 to 9) along with the literacy level the essential Learning Outcomes of previous classes (The essential learning outcomes of recent year along with previous two years - This is included in the Teacher's Handbook). The assessment of the objectives is to identify each student's current level of learning. Question papers that can be formulated when conducting diagnostic assessment should include basic literacy and learning outcomes of previous classes with this assessment the learning level of the students should be clarified. Ex: How many students are in the basic literacy level? How many students are in the stage of previous classes learning? Out omes on this basis the facilitators should have clarity of the student's learning level. This evaluation process is therefore essential to the literacy stage and the previous classes. This assessment process helps facilitators to understand and support students' learning needs.

- **Formative Assessment** : There will be 4 formative assessments in the current academic year. It is a process of evaluating the skills or achievements of the students during the specified period. Formative assessment will be same format as suggested by the CCE. It records the process of the student's continuous learning. Since the current educational process is based on learning outcomes, the assessment process also based on out comes learning. The levels of assessment after completion every learning outcome is given in the handbook.
- **Summative Assessment:** As usual there will be 2 summative assessments in this academic year. Summative assessment will be done to assess the progress or accomplished in the given period. These will be based on the question paper as stated in the CCE. The facilitators can use these questionnaire tools directly or as reference while developing themselves as per the context. Later facilitators assess the children answer sheets and record the progress converting marks/scores into grade. The tool of summative assessment will be in the nature of diagnostic assessment. But the categories of assessment will change.

### **Fore word**

Environmental Studies is a very important topic in the elementary classroom. The main purpose of subject is to help children experience and understand their surroundings through observation and simple activities. When we observe learning outcomes, it looks like that the 4th and 5th grade environmental studies is a major bridge between of Nali-kali and the Science of 6-7th grade. As the government announces the upcoming academic year as a learning recovery year, it is essential that children achieve the learning outcomes of the current year and the previous two academic years. Although textbooks play an important role in this regard, activity sheets have been written for 4th and 5th grade environmental Science to avoid. In the confusion of children and teachers. Instructions on how to use these activity sheets and related topics are provided in the Teachers. Instruction on how to use these activity sheets and related topics are provided in the Teachers handbook. As mentioned above learning outcomes for grades three and four are also included when mapping learning outcomes to fifth grade children. If there are occasions when children in 6th grade can read more about learning that is already in 5th grade, such learning is omitted here. This process has been done keeping in mind the flow and links of the 3rd, 4th and 5th grade concepts. Overall, if the child has done all the activities of the fifth grade learning sheet for the next year with the help of parents and teachers, the children will be able to understand all the important ideas of the fifth grade and also all the learning in the third and fourth grade. A few example questions are provided to help evaluate children's learning in terms of each learning outcome. And layering for each of the learning outcomes to understand children's learning levels. In addition, the printable Teacher's handbook provides basic information for each classroom teacher on the learning curve. Provides complete information about the importance and scope of learning and activities that need to be done to achieve learning.

Overall, because of Covid's situation and to recover the learning loss, we hope that the Learning Outcome based Environmental Science Learning sheets and Teacher's handbook will be a great help in the academic based year.

## Learning Recovery 2022-23 Class 4 Topic: - Environmental Studies

SL No	Learning Outcome	Learning Objective
1	Describe	* Describing the Importance of Water. * Describes local cultures such as festivals, fairs etc.
2	Make the list	* List the uses of flowers and fruits in daily life. * List the uses of honey collection.
3	Behaviour	* Be sensitive about plant, animals and the disabled.
4	Compare	* Comparing the growth and development of different types of families by simple family tree. * Compares the daily activities of the present and the past. (Agriculture and construction activities)
5	Interpret	* Will interpret the garbage disposal system.
6	Recognize	* Distinguishes between humans and animals based on shape, size, behavior and eating habits. * Recognizes the relationship and interdependence between human and animal. * Recognize the difficulties faced by child labour * Recognize the talents and skills in family members and friends. * Differentiate the observable features of animals and plants.
7	Understand	* Understood the methods of honey collection * Understand the traffic rules and the importance of following them.
8	Identify	* Identify toys and materials manufactured by various craftsmen.
9	Analysis	* Analyze how water impacts on our health.
10	Classify	* Classifies indoor and outdoor games.
11	Sorting	* Sorting the plants, animals, birds, and objects based on the similarities and differences
12	Appreciate	* Appreciates the diverse culture and food habits of our State.

**Learning Recovery 2022-23 Class 4 Topic: - Environmental Studies**

SL No	Class 2	Class 3	Class 4
1	Will identify and list the various sources of water. Knowing the importance of water and explaining how water get polluted.		Lists the uses of flowers and fruits in everyday life. Describe the importance of water and analyze the impact that polluted water on our health.
2	List the various sources of food and the type of food and the tools used to prepare the food in their kitchen.	Name the types and sources of foods list the tools and the fuel needed to prepared the food.	
3	They will identify parts of the human body and explain the methods of protection.		Identify the similarities and differences between plants and animals.
4	Explain the role and importance of family members. Explain the rituals and festivals of family. Behave sensitively with elders and disabled.	Explain the relation between the family members by drawing the simple family tree of three generations. Observe the similarity of inheritance among the members of family.	Compare the growth and development of different types of family through the family tree.
5	Describe the necessity of the house and understand the disposal of garbage.		
6	Understand the need of public institutions like school, hospital, bank etc. and explain the importance of public assets.		
7		Explain how many started to prepare the materials to fulfill his needs. Explain the changes of preservation food over the period.	
8	Identify the differences between the indoor and outdoor games.	Classify the indoor and outdoor games. Behave sensitively with plants, animals and disabled.	

9	Identify the different types of transportation.	List out the materials needed to build different types of houses. Identify the vehicles used to travel far and near places.	Know the rules of traffic and its importance to follow them. Compares the daily activities of the present and the past. (Agriculture and construction activities)
10	Identify the types of animals and birds based on their movement- flying, crawling and their voice.	Explain the local plants, animals and birds based on their size, shape and habitat. Identify the voice, food habit and dwelling places of birds. Sort out the plant, animal, bird and objects based on similarities and differences.	Distinguishes between humans and animals based on shape, size, behavior and eating habits.
11	Inform the uses of plants in daily life by identifying their parts.		
12	Explain the external features of Sun, Moon and Stars and identify the geographical features of their surroundings.		
13			Identify with names of toys and materials prepared by manufactured by various craftsmen. Identify the problems of child labor.
14			Identify the talents and skills in family members and friends.
15			Recognizes the relationship and interdependence between human and animal. Knowing the methods of honey collection and list out its uses.
16			Explains the rituals of local culture like festivals, fair etc. Appreciates the diverse culture and food habits of our State.
Total	11	6	9
Selected important learning outcomes	8	5	8

SL no	THEMES	Class 3
1	The living world	The animal kingdom Honey. Sweet honey Go around the forest Roots- support of the plants Flowers- colors Our body – a wonderful machine
2	Natural Resources	Each drop.... Water Pollution - Conservation Journey of the cloud
3	Food	Food-Health Food habit
4	Habitat	Shelter- Its variety
5	Waste Management	Converting waste into wealth
6	Transport and Communication	Learn mapping-know directions Traffic rules Transport and communication
7	Family and Community	The changing Families Home- The first school Each one is unique Occupation-Its importance Festival- A pleasure Kho... Facilities- Improvement Dress- design
8	Our State - Our India	Our State - Our pride

## The living world

**Learning outcome:** 1 Identifies similarities and differences between animals and humans (external features).

**Scope:** - Identifying similarities and differences between animals and humans based on external features.

**Significance:** - It is important to recognize the similarities and differences between animals and humans to know other organisms in their surroundings.

### Activity 1.1

**Name:** Coloring.

**Purpose:** To identify of animals, birds and insects,

**Method:** Teachers / facilitators insist students to colour pictures of animal, bird and insect in the learning sheet.

**Appliances:** learning sheet, colors.

### Activity 1.2

**Name:** Sorting.

**Purpose:** Sorting animal, bird and insect.

**Method:** Teachers / facilitators instruct the students to sort and write the animal, bird and insect on the learning sheet.

**Tools:** Learning Sheet,

### Activity 1.3

**Name:** Image Collection.

**Purpose:** To collect pictures of animals.

**Method:** Teachers / facilitators instruct students to collect and paste pictures of animals seen by children in the learning sheet.

**Tools:** Learning Sheet

### Activity 1.4

**Name:** Comparing.

**Purpose:** List out the similarities between animals and humans.

**Method:** Teachers / facilitators instruct students to list external similarities between humans and animals in the learning sheet.

**Tools:** Learning Sheet.

### Activity 1.5

**Name:** Differentiating.

**Purpose:** List the differences between animals and humans.

**Method:** Teachers / facilitators instruct students to identify differences between humans and animals in the learning sheet.

**Tools:** Learning Sheet.

### Activity 1.6

**Name:** Differentiating.

**Purpose:** List the differences between animals and humans.

**Method:** Teachers / facilitators instruct students to list the differences between humans and animals in the learning sheet.

**Tools:** Learning Sheet

### Activity 1.7

**Name:** Comparison and difference between animals.

**Purpose:** To Identify the similarities and differences between animals.

**Method:** Teachers / facilitators will instruct students to fill out a table given in the learning sheet.

**Tools:** Learning sheet

**Learning Outcome 2:** Relationship between animals and human beings.

**Scope:** - To state how human and animal depend on each other.

**Significance:** - It is important to be compassionate about animals by knowing how human and animal depend on each other.

### Activity 2.1

**Name:** Uses of animals, birds and insects.

**Purpose:** To understand the uses of animals, birds and insects.

**Method:** Teachers / facilitators instruct students to observe the image of animals, birds and insects and match them with their uses.

**Tools:** Learning Sheet.

### Activity 2.2

**Name:** Simple Dialogue

**Purpose:** To understand the interdependence between human and animal.

**Method:** Teachers / facilitators make a simple conversation between students, explaining the interdependence between human and animal.

**Tools:** Learning sheet.

### Evaluation Stages:

SL No	1	2	3	4
1	They recognize the similarities and differences between animals and humans.	They provide examples of similarities and differences between animals and humans.	Recognizing the similarities and differences between animals and humans. Know their interdependence.	Recognizing the similarities and differences between animals and humans, and illustrating their interdependence with examples.



**Learning outcome-3** Watching the **behavior** of animals.

**Scope:** - Animals live together, teach pups to look for food. Watching the **behavior** of animals.

**Significance:** - It is important to know that animals exhibit certain **behaviors** as humans.

### **Activity 3.1**

**Name:** Collection of images

**Purpose:** To collect pictures of animals and birds and insects.

**Method:** To instruct children to collect and paste pictures of animals and birds and insects.

**Tools:** Learning Sheet.

### **Activity 3.2**

**Name:** Expressing opinion.

**Purpose:** To express their opinion about the animal, bird and insect.

**Method:** Teachers / facilitators instruct the students to express their opinion about the animal, bird and insect given on the learning sheet.

**Tools:** Learning Sheet

### **Activity 3.3**

**Name:** Matching the behavior of animals.

**Purpose:** To observe the behavior of animals.

**Method:** Teachers / facilitators instruct students to set behaviors of animals that appear in the learning sheet.

**Tools:** Learning Sheet.

**Learning outcome 4:** Knowing the method and use of honey harvesting.

**Scope:** - Knows the method and use of honey harvesting.

**Significance:** - To about the behavior of honey, their mechanism and the uses of the hive.

### **Activity 4.1**

**Name:** Matching

**Purpose:** Matching up honey harvesting methods.

**Method:** Teachers / facilitators instruct students to observe the pictures and match according in the learning sheet.

**Tools:** Learning Sheet

### **Activity 4.2**

**Name:** Song.

**Purpose:** To track the methods of honey collection through song.

**Method:** Teachers / facilitators instruct students to sing a song on page 16 of the textbook.

**Tools:** Textbook.

### **Activity 4.3**

**Name:** Learning by doing

**Purpose:** Test for purity of honey

**Method:** Teachers / facilitators insist the students to do learning by doing activity from the Text book page 14.

**Appliances:** Honey, Water, Glassware, etc.

#### Activity 4.4

**Name:** Hive Products.

**Purpose:** To identify of hive products.

**Method:** Teachers / facilitators instruct students to identify the hive products by looking at the pictures on the learning sheet.

**Tools:** Learning Sheet.

**Evaluation Stages:**

1	2	3	4
Recognize the behavior of animals.	Gives the example the behavior of animals. .	Explain the behavior of animals.	Illustrating animal behavior with examples.
Recognize the honey bees	Hive products	List out live product the method of honey harvesting	Explains honey harvesting methods live products and their uses.

**Learning Outcome 5:** Introduces Fruits and lists the uses.

**Scope:** - Get acquainted with the fruits and know the uses.

**Significance:** - It is important to know the fruits of the forest and to know their use.

#### Activity 5.1

**Name:** Survey

**Purpose:** Survey on different bark of different trees.

**Method:** Teachers / facilitators ask students to observe them and trees around the students, trace the bark from the pencil in white sheets, collect the autograph and write the name of the tree.

**Appliances:** Whiteboard, pencil, etc.

#### Activity 5.2

**Name:** Names of Trees

**Objective:** Knowing the trees that grow beside the house and of forest.

**Tools:** learning sheet.

#### Activity 5.3

**Name:** Introduction of Fruits.

**Purpose:** To introduce of various fruits.

**Method:** Teachers / facilitators instruct the students to observe the fruits in the learning and ask them to circle the fruits tasted by them.

**Tools:** Learning Sheet.

**Learning outcome 6:** To construct behaviour not to cut trees. are our property.

**Scope:** - Knowing the risks of tree cutting.

**Significance:** - It is of utmost importance to know about environmental protection.

### **Activity 6.1**

**Name:** Song

**Purpose:** To convey the importance of trees through song.

**Method:** Teachers / facilitators make sing a song make students to page 26 of the textbook.

**Appliances:** Textbook.

### **Activity 6.2**

**Name:** Image collection

**Purpose:** To collect pictures of trees.

**Method:** Teachers / facilitators instruct students to collect pictures of trees and make albums.

**Tools:** Images of Trees,

### **Activity 6.3**

**Name:** Uses of Trees.

**Purpose:** Introduction of various fruits.

**Method:** Teachers / facilitators instruct the students to circle the fruits of the learning sheet which they have already tasted.

**Tools:** Learning Sheet

### **Activity 6.4**

**Name:** Issues on Deforestation

**Purpose:**To convey the importance of forest conservation

**Method:** Teachers / facilitators instruct students to answer the question in the learning sheet.

**Tools :** Learning Sheet

**Learning outcome-7** Realize the necessity of growing trees

**Scope:** - Convencing the need to plant and grow plants.

**Significance:** - It is important to know the need for forest conservation.

### **Activity 7.1**

**Name:** Collection of slogans.

**Objective:** To address the importance of forest conservation.

**Method:** Teachers / facilitators instruct students to collect slogans on forest conservation.

**Tools:** Learning Sheet.

### **Activity 7.2**

**Name:** Naming Trees.

**Introduction:** Introduction of school gardens / trees.

**Method:** Teachers / facilitator instruct students to write the names of trees / plants grown in the home garden / garden / school yard.

**Tools:** Learning sheet

### **Activity 7.3**

**Name:** Learning by doing

**Purpose:** To develop the skill of cultivating saplings.

**Method:** Teachers / facilitators instruct students to perform the activity on page 26 of the textbook.

**Tools:** Textbook

**Evaluation stages:**

1	2	3	4
Identifying trees and fruits that grow in the forest.	Name some trees and fruits that grow in the forest.	Name some trees and fruits that grow in the forest and says their uses	Name some trees and fruits that grow in the forest and inform their uses and explain the importance of forest conservation.

**Learning outcome 8:** List the functions of root..

**Scope:** - Roots, absorbs water and nutrients, binds the plant to the earth and prevents soil erosion.

**Significance:** - It is important to know about the parts of the plant and their functions.

**Activity 8.1**

**Name:** Coloring.

**Purpose:** To identify the parts of the plant by filling them with a suitable color.

**Method:** Teachers / facilitators instruct students to mark the parts of the plant by filling them with a picture of the plant.

**Appliances:** Learning sheet, colors.

**Activity 8.2**

**Name:** Dry Leaf Collection,

**Purpose:** Making an Album.

**Method:** Teachers / facilitators instruct students to collect dry leaves and make an album.

**Appliances:** White Sheet.

**Activity 8.3**

**Name:** Herbs, Shrubs, creepers and Trees.

**Purpose:** Identification of herbs, shrubs, Creepers and trees.

**Method:** Teachers / facilitators instruct students to identify herbs, shrubs, Creepers and trees in the plants provided on the learning sheet.

**Tools:** Learning Sheet

**Activity 8.4**

**Name:** Learning by doing

**Purpose:** Practically identifying the absorption of water and nutrients by roots.

**Method:** Teachers / facilitators perform the activity on page 31 of the textbook for students.

**Instrumentation:** Glass jar, Karnakundala plant, colored water.

**Activity 8.5**

**Name:** Functions of Root

**Purpose:** Lists the functions of root

**Method:** Teachers / facilitators instruct students to list functions of root in the space provided the learning sheet.

**Tools:** Learning Sheet.

### Activity 8.6

**Name:** Roots used as vegetable.

**Purpose:** Naming the roots used as + vegetable.

**Method:** Teachers / facilitators suggest the students to name the roots used as vegetables provided on the learning sheet.

**Tools:** Learning Sheet.

**Evaluation Stages:**

1	2	3	4
Identify parts of the plant.	Will recognize the function of the root.	Lists the functions of the root	Lists the functions and identifies roots used as food.

**Learning Outcome 9:** Collect different types of flowers and discuss their shape color and odour of the petal.

**Scope:** - Discussing the shape, color, petal, odor of the flowers, the use of the flower.

**Significance:** - It is important to know the floral part of the plant and the daily use of the flower.

### Activity 9.1

**Name:** Coloring.

**Purpose:** To identify the color of flowers.

**Method:** Teachers / facilitators instruct students to paint the picture given in the learning sheet.

**Appliances:** Learning sheet, colors

### Activity 9.2

**Name:** Identifying different flowers.

**Purpose:** To identify of different flowers.

**Method:** Teachers / facilitators instruct students to identify the various flowers in the learning sheet.

**Tools:** Learning Sheet

### Activity 9.3

**Name:** Characteristics of Flowers,

**Purpose:** To identify the color, shape, number of petals and flavor of different flowers.

**Method:** Teachers / facilitators instruct students to identify the color, shape, number of petals and flavor of the various flowers on the learning sheet.

**Tools:** Learning Sheet.

### Activity 9.4

**Name:** Song.

**Purpose:** To introduce different flowers through song.

**Method:** Teachers / facilitators sing a song on page 36 of the textbook.

**Tools:** Textbook.

**Learning outcome 10:** Recognizes the uses of flowers on a daily basis.

**Coverage:** - Identify the uses of flowers in daily life.

**Significance:** - Identifying the use of flowers in daily life and measuring the flower by informal measurement standards.

### Activity 10.1

**Name:** Uses of Flowers.

**Purpose:** To inform the uses of various flowers.

**Method:** Teachers / facilitators instruct students to write down the names of various flowers in the learning sheet and complete the table.

**Tools:** Learning Sheet

### Activity 10.2

**Name:** Craft

**Purpose:** Making a greeting card using different flowers.

**Methodology:** Teachers / facilitators facilitate students to collect various flowers, dry the petals and make greeting cards from them.

**Appliances:** Whiteboard, various flower petals, glue, etc.

### Activity 10.3

**Name:** Informal measure of flower.

**Purpose:** To introduce various informal measurement standards for flower.

**Method:** Teachers / facilitators instruct students to complete the given table on the learning sheet.

**Tools:** Learning Sheet.

### Activity 10.4

**Name:** Draw and paint the flower image.

**Purpose:** To introduce various informal measurement standards for flower.

**Method:** Teachers / facilitators instruct students to paint in the space provided on the learning sheet.

**Tools:** Learning Sheet.

### Evaluation stages:

1	2	3	4
Recognizes the flowers	Naming the flowers.	They will recognize the shape, color, petal and smell of flowers.	They list the shape, color, petal and smell of the flowers.
Will learn one use of flowers.	Will know 2 or 3 uses of flowers	List 4 uses of flowers.	List more than 4 uses of flowers.

**Learning Outcome 11:** The main functions of the body and the organs associated with them and knowing some healthy habits.

**Scope:** - Introduces the main functions of the body and the main organs associated with them. Knowing good health habits.

**Significance:** Knowing the various functions that take place in our body, establishing a healthy society with good health habits is of utmost importance.

### **Activity 11.1**

**Name:** Body Parts and their Functions.

**Purpose:** To commemorate body parts and their functions.

**Method:** Teachers / facilitators instruct students to match the parts of the body and their functions in the learning sheet.

**Tools:** Learning Sheet.

### **Activity 11.2**

**Name:** Sense organs

**Purpose :** To commemorate sense organs organs

**Method:** Teachers / facilitators instruct students to identify the names of the sense organs from the charts given the learning sheet.

**Tools:** Learning Sheet.

### **Activity 11.3**

**Name:** Cleaning Practices,

**Purpose:** To address Cleaning Practices.

**Method:** Teachers / facilitators instruct students to fill out a table on the learning sheet.

**Tools:** Learning Sheet.

### **Activity 11.4**

**Name:** Respiratory Function.

**Purpose:** To inform about respiratory function.

**Method:** Teachers / facilitators explain the breathing process to students as in page 118 of the textbook.

**Appliances:** Textbook.

### **Activity 11.5**

**Name:** Respiratory organs.

**Purpose:** Identification of organs of respiratory function/

**Method:** Teachers / facilitators instruct students to identify the respiratory organs in the picture from the learning sheet. (Sample chart can be used)

**Tools:** Learning sheet, model / chart.

### **Activity 11.6**

**Name:** Blood Circulation

**Purpose:** To describe circulatory function.

**Method:** Teachers / facilitators explain the students about the circulation as in page 119 to 121 of the textbook.

**Appliances:** Textbook.

### **Activity 11.7**

**Name:** Digestion.

**Purpose:** To describe digestion function.

**Method:** Teachers / facilitators explain the process of digestion to students as in page 122 to 123 of the textbook.

**Appliances:** Textbook.

### Activity 11.8

**Name:** Functions of Digestive organ

**Purpose:** Identification of digestive organs.

**Method:** Teachers / facilitators instruct students to identify the digestive organs in the picture on the learning sheet. (Sample chart can be used)

**Tools:** Learning sheet, sample chart

### Activity 11.9

**Name:** Healthy food habits

**Purpose:** To identify healthy food habits

**Procedure:** Teachers / facilitators instruct students to fill the table on healthy food habits in the learning sheet.

**Tools:** Learning Sheet.

### Activity 11.10

**Name:** Excretion

**Purpose:** To describe the excretion process.

**Method:** Teachers / facilitators explain the process of excretion to students as on page 125 to 126 of the textbook.

**Tools:** Learning Sheet.

### Activity 11.11

**Name:** The organs of excretion.

**Purpose:** To identify of organs of excretion.

**Method:** Teachers / facilitators instruct students to identify the organs of excretion in the picture given in the learning sheet.

**Tools:** Learning Sheet.

### Evaluation Stages:

Sl. No.	1	2	3	4
1	Some of the respiratory organs will be identified.	They will recognize all the organs of the respiratory system	Recognizes the respiratory organs and describes respiration.	Respiratory function and its organs are described by using the image.
2	Some organs of digestion will be identified.	Identifies all the organs of the digestion.	Identifies digestive organs and describes digestion.	Digestion and its organs will be described with the image.
3	Some organs of the excretion process will be identified.	All organs of excretion will be identified.	Identifies the organs of the excretion process and describes the excretion process.	The excretion process and its organs will be described with the image.
4	Says any two healthy food habits	Says any three healthy food habits	Lists any 4 healthy food habits	List healthy food habits and adopted them



## Natural Resources

**Learning outcome 12:** Explains the importance of water.

**Coverage:** - To inform about sources of water, water cycle and its importance

**Significance:** - Water is the basic requirement of life. Therefore it is important to know the need of water.

### Activity 12.1

**Name:** Sources of water

**Purpose:** Identification of sources of water

**Method:** Teacher facilitators instruct students to identify water in the picture given in the learning sheet.

**Tools:** Learning Sheet

### Activity 12.2

**Name:** Sources of water

**Purpose:** Identifying the sources of water used by man and cow.

**Method:** Teachers / facilitators instruct students to list the sources of water used by man and cow in the table given in the learning sheet.

**Tools:** Learning Sheet.

### Activity 12.3

**Name:** Where water is used. Situations

**Purpose:** List of the uses of water

**Method:** Teachers / facilitators instruct students to list the situations where water is used in the drawing sheet.

**Tools:** Learning Sheet

### Activity 12.4

**Name:** Say True / False, and correct the false statement .

**Purpose:** To recall some statements regarding water.

**Method:** Teachers / facilitators instruct the students to observe the statements in the learning sheet and correct the false statements.

**Tools:** Learning Sheet

### Activity 12.5

**Name:** Water cycle - Song

**Purpose:** To describe the water cycle through song.

**Method:** Teachers facilitators make students to sing a song about the water cycle on page 40 of the textbook.

**Tools:** Textbook

### Activity 12.6

**Name:** Water cycle

**Purpose:** Illustrating the water cycle with the help of a picture.

**Method:** Teacher facilitators instruct students to fill the following paragraph by looking at the picture in the learning sheet.

**Tools:** Learning Sheet

**Learning Outcome 13:** Water is measured by informal measurements.

**Scope:** - Measuring water through informal measurements.

**Significance:** - In everyday life, water has been measured in different situations. It is important to measure through informal measurements.

### **Activity 13.1**

**Name:** Water storage tools

**Purpose:** Identification of water storage tools.

**Method:** Teacher facilitators instruct students to put (√) mark to the water storage tools given in on the learning sheet.

**Tools:** A learning sheet.

### **Activity 13.2**

**Name:** Tools used to store water.

**Purpose:** To assemble the water storage equipment in ascending order.

**Method:** Teachers / facilitators instruct the students to write the water storage tools in the ascending order.

**Tools:** Learning Sheet

### **Activity 13.3**

**Name:** Use of water.

**Objective:** Calculate the amount of water used for day-to-day work.

**Method:** Teachers / facilitators instruct the students to fill the table given in the learning sheet.

**Instrumentation:** A learning sheet.

**Learning 14:** List the problems caused by water shortage and water scarcity.

**Scope and significance:** addressing problems caused by water shortages and water scarcity.

### **Activity 14.1**

**Name:** Uses of water.

**Purpose:** To list water storage system at home.

**Method:** Teachers / facilitators instruct students to list the most water-consuming situations at home in the learning sheet.

**Tools:** Learning Sheet

### **Activity 14.2**

**Name:** Collecting Images.

**Purpose:** To collect pictures of situations where water is lost.

**Method:** Teachers / facilitators instruct students to collect and paste pictures of situations where water is wasted in the learning sheet.

**Tools:** Learning Sheet

### **Activity 14.3**

**Name:** Discussion on Water Conservation.

**Purpose:** To discuss about loss of water and conservation of water.

**Method:** Teachers / facilitators discuss with students the information in page 48 to 52 of the textbook.

**Tools:** Textbook

**Learning 15:** Understanding the Importance of Water Recycling and Rain Harvesting.

**Scope:** - Water recyclable scenarios, concept of rain of water harvesting.

**Importance:** - Conservation of water is important for water recycling and rain water harvesting.

### Activity 15.1

**Name:** Listing.

**Purpose:** To list the various situations in which stored water is used.

**Method:** Teachers / facilitators instruct students to collect rainwater in the space provided in the learning sheet, and the situations where stored water is used.

**Tools:** Learning Sheet

### Activity 15.2

**Name:** Thinking and Writing.

**Purpose:** Thinking about recycling of rain water.

**Method:** Teachers / facilitators instruct the students to think about the recycling of rain water in the given space by listing the picture in the learning sheet.

**Tools:** Learning Sheet

### Evaluation Level:

Sl. No.	1	2	3	4
1	Identifying water sources.	They will tell you the source and uses of water.	Says about the uses and importance of water.	They will explain the importance of water with their uses.
2	Trying to measure water through informal measures	Water will be measured by 2 informal measures.	Water will be measured by 3 informal measures.	Water will be measured by 4 informal measures.
3	Will identify situations where water is lost.	Identifies the consequences of water scarcity.	They will tell you the problems caused by water shortage.	Takes steps to avoid loss of water in every day situations.
4	Aware of the importance of water recycling.	Identifies various situations of reuse of water.	They explain various situations of water recycling.	Explains the uses of water recycling.

**Learning 16:** Understanding the causes and consequences of water pollution.

**Scope:** - Causes and consequences of Water Pollution

**Significance:** It is very important to create awareness about causes and consequences of water pollution.

### **Activity 16.1**

**Name:** Causes of Water Pollution

**Objective:** List the causes of water pollution.

**Method:** Teachers / facilitators instruct students to list how the water is contaminated in the space provided in the learning sheet.

**Tools:** Learning Sheet.

### **Activity 16.2**

**Name:** Pure Water

**Purpose:** To convey the importance of fresh water.

**Method:** Teachers / facilitators ask students to observe the picture given in the learning sheet and write on which water they choose to drink and why? What water do you drink? And why?

**Tools:** Learning Sheet.

### **Activity 16.3**

**Name:** Causes of pollution of water sources.

**Purpose:** To address the causes of pollution of water sources.

**Method:** Teachers / facilitators facilitate students to fill the table by discussing it in page 57 of the textbook.

**Appliances:** Textbook.

### **Activity 16.4**

**Name:** Discussion

**Purpose:** To discuss the causes of water sources.

**Method:** Teachers / facilitators discuss with students the reasons for the pollution of water source by observing pictures given in the learning sheet.

**Tools:** Learning Sheet.

### **Activity 16.5**

**Name:** Diseases caused by impure water.

**Purpose:** To inform the diseases caused by impure water.

**Method:** Teachers / facilitators give students a description of the water-borne illnesses in the learning sheet.

**Tools:** Learning Sheet.

### **Activity 16.6**

**Name:** Water Conservation

**Objective:** To raise awareness of local water pollution.

**Method:** Teachers / facilitators are advised to write down how the students will use the water in their home or school to ensure that they do not contaminate the water in the home or school

**Tools:** Learning Sheet.

**Learning Outcome 17:** Know the reasons for dehydration and preparation of Oral Rehydration Solution.

**Coverage:** - The causes of dehydration and preparation of rehydration solution.

**Significance:-** It is important to create awareness of causes for dehydration and preparation of rehydration solution.

### Activity 17.1

**Name:** Field Visit

**Purpose:** To learn about first aid for waterborne diseases.

**Method:** Teacher facilitators instruct students to collect information on first aid treatment for waterborne diseases.

**Evaluation levels:**

Sl. No.	1	2	3	4
1	Will understand water pollution.	Identifies situations where water is contaminated.	Know the causes of water pollution.	Describes the causes and disadvantages of water pollution.
2	Knowing the meaning of dehydration	Know the causes of dehydration.	Understand the causes of dehydration and the process of rehydration solution.	Explains the causes of dehydration and prepares the solution for dehydration

**Learning outcome 18:** The earth will be the home for everyone, and they will have the air, the soil, and the water to live here.

**Scope:** - The Earth is the habitat of all, the air, soil and water required to live here is important.

**Significance:-** To Observe the surrounding environment, it is important to know and understand the major component of environment like air, water and soil.

### Activity 18.1

**Name:** Environmental factors

**Purpose:** Identification of environmental factors.

**Method:** Teachers / facilitators will instruct students to fill out the table by observing the pictures in the learning sheet.

**Tools:** Learning sheet.

### Activity 18.2

**Name:** Discussion

**Purpose:** Discussing on environmental factors.

**Method:** Teachers / facilitators will discuss the the contents of the learning sheet among the students.

**Tools:** Learning Sheet.

### Activity 18.3

**Name:** To colour the given pictures

**Purpose:** To enjoy filling colors to the picture about the environment / nature.

**Method:** Teachers / facilitators instruct students to paint the picture on the learning sheet.

**Tools:** Learning Sheet.

### **Activity 18.4**

**Name:** Introduction to Environmental Factors.

**Purpose:** To describe explain the environment-related factors.

**Method:** Teachers / facilitators will explain the concept from the provided the textbook pages number from 210 to in 214.

**Appliances:** Textbook.

**Learning outcome 19:** Recognizing the importance of air and soil.

**Scope:** - To inform about the importance of climate, weather, wind and soil conservation.

**Significance:** - To understand the the importance of air and soil conservation of an important part of environmental conservation.

### **Activity 19.1**

**Name:** Significance of air, water, soil

**Purpose:** To explain the significanceof air, water, soil.

**Method:** Teachers / facilitators will explain the information of air, water and soil given in textbook pages from 215 to 216 and answer the questions in the learning sheet by the students.

**Tools:** Textbook, Learning sheet

### **Activity 19.2**

**Name:** Match the following

**Purpose:** To match the with its weather factors.

**Method:** Teachers / facilitators instruct students to view the pictures on page 217 of the textbook with matching sentences.

**Tools :** Textbook

### **Activity 19.3**

**Name:** Seasons

**Purpose:** To understand our everyday scenarios are depending on various season..

**Method:** Teachers / facilitators will instruct students to fill the table given in page 219 of the textbook.

**Tools:** Textbook, Learning sheet

### **Activity 19.4**

**Name:** Collecting Information

**Objective:** Understanding about the factors involving in weather and climate.

**Method:** Teachers / facilitators with explain about the information provided in learning sheets.

**Tools :** Learning sheet

## Evaluation levels

Sl. No.	1	2	3	4
1	They will try to identify the environmental aspects of the earth.	They will recognize at least 2 elements in the environmental aspects of the earth.	They will identify at least 3 elements in the environmental aspects of the earth.	They will identify 4 elements in the natural aspects of the earth.
2	They will know the importance of wind or soil.	They will know the importance of wind and soil.	They will explain the importance and uses of air and soil.	They will explain with example about the importance and uses of wind and soil.

## Food

**Learning Outcome 20:** Classifies different types of nutrients and describes the balanced diet.

**Scope:** - Types of food, Cooked foods, and uncooked food Balanced food,

**Importance:** Food is one of the most important components of the nutrients in food living being.

It is important to understand about the types of food, cooked and uncooked food, nutrition in food and about balanced food.

### Activity 20.1

**Name:** Food Items we eat.

**Purpose:** Identifying and knowing the food items that we eat.

**Method:** Teachers facilitators will guide students to observe the pictures to identify the food items we eat.

Provided in the learning sheets and to identify the food items they eat.

**Tools:** Learning Sheet

### Activity 20.2

**Name:** Raw and Cooked Food items

**Purpose:** To Identify the - cooked foods.

**Method:** Teachers / facilitators will insist students to identify the food items that are cooked and eaten raw by looking at the pictures on the learning sheet.

**Tools :** Learning Sheet

### Activity 20.3

**Name:** Group Discussion.

**Purpose:** To discuss about the need for food.

**Methodology:** Teachers/facilitate will instruct students provided to discuss about the topics learning sheet.

**Tools :** Learning sheet.

#### **Activity 20.4**

**Name:** Simple Conversation.

**Purpose:** To know about the nutrients of food.

**Method:** Teachers / facilitators will guide and insist students to understand about the conversation using learning sheets.

**Tools:** Using learning sheets.

#### **Activity 20.5**

**Name:** Rich in starch

**Purpose:** To know the food items rich in starch

**Method:** Teachers / facilitators will instruct students to identify the starchy rich food items in the learning sheet.

**Tool:** Learning sheet.

#### **Activity 20.6**

**Name:** Collecting image of foods that are rich in lipid or fat.

**Purpose:** To know about the foods that are rich in lipid or fat.

**Method:** Teachers / facilitators will instruct students to collect and paste a picture of fat or lipid rich foods as mentioned in learning sheets.

**Tools:** Learning sheet.

#### **Activity 20.7**

**Name:** Protein rich Foods.

**Purpose:** To know about the protein rich food items.

**Method:** Teachers / facilitators instruct students to identify the protein-rich foodstuffs provided in the learning sheet.

**Tools:** Learning sheet.

#### **Activity 20.8**

**Name:** Vitamins rich food items.

**Purpose:** To know about the foods that are rich in vitamins.

**Method:** Teachers / facilitators will read and explain the table given in page 67 of the text book.

**Tools:** Textbook

#### **Activity 20.9**

**Name:** Discussion

**Purpose:** Discussing about diseases caused by malnutrition.

**Method:** Teachers / facilitators will discuss with students about nutritional deficiencies and diseases caused by the malnutrition.

#### **Activity 20.10**

**Name:** Balanced Food.

**Purpose:** To know about balanced the food/diet

**Method:** Teachers / facilitators will instruct students to observe the balanced food table write down the names of the appropriate page number 69 in text book.

**Instrumentation:** Learning Sheet write.



**Learning Outcome 21:** Out come to discuss about food habits of animal and bird.

**Coverage:** - Introduction to animal and birds food habits, introducing herbivorous, carnivorous, introducing about the organs in birds and animals to that are used to feed.

**Significance:** - It is important to understand the food about habits of the living organism.

### **Activity 21.1**

**Name:** Discussing and Answering.

**Purpose:** To understand about the food habits of animals and birds.

**Method:** Teachers / facilitators should take note of the pictures given to the students by the learner and suggest appropriate markings for the food consumed by animals and birds.

**Tools:** Learning sheet.

### **Activity 21.2**

**Name:** Food Practices of Animals and Birds.

**Purpose:** To know about the source of food consumed by animals and birds.

**Method:** Teacher /facilitators will guide students to fill the table by observing at the pictures in the learning sheet.

**Tools:** Learning sheet

### **Activity 21.3**

**Name:** Learn by asking

**Objective:** To understand about the herbivores, carnivores and omnivores,

**Method:** Teachers / facilitators will explain the students about the herbivores, carnivores and omnivores.

**Tool:** Learning sheet

### **Activity 21.4**

**Name:** Coloring.

**Purpose:** To know herbivores, carnivores and omnivores.

**Method:** Teacher facilitators instruct students to color the carnivorous animal by looking at the pictures in the learning sheet.

**Tool:** Learning sheet.

### **Activity 21.5**

**Name:** To fill the blanks

**Purpose:** To learn about the organs used by animals and birds for feeding purpose

**Method:** Teachers / facilitators instruct students to fill in the blanks by looking at the pictures on page 71 and 72 of the 4th Class Environmental Studies Book.

**Tools:** Textbook

### **Activity 21.6**

**Name:** Organs that help to feed animals and birds.

**Purpose:** To know the organs that feed the animal and the birds.

**Method:** Teachers / facilitators instruct students to fill out a table in the learning sheet.

**Tools:** Learning sheet.

**Learning outcome 22:** To understand about the methods of food preservation.

**Scope:** - Discussing about the methods of food preservation and their need.

**Importance:** - Knowing the methods of food preservation in everyday life is important from the point of view of health.

**Activity 22.1**

**Name:** Best Practices.

**Purpose:** To understand about of the ways in which food is used and preserved.

**Method:** Teachers / facilitators instruct students to fill the table by looking at the pictures in the learning sheet.

**Tools:** Learning sheet.

**Activity 22.2**

**Name:** Conversation

**Purpose:** To learn some methods of using food and preserving food.

**Method:** Teachers / facilitators tell students to read the dialogue between Deepa and Carrot from pages 72 to 74 of the textbook, and later explaining about food safety.

**Tools:** Textbook

**Activity 22.3**

**Name:** Knowing about the reasons

**Purpose:** To learn some methods of using food and preserving food.

**Method:** Teachers / facilitators will instruct students to write down the reasons for the statements given in the learning sheet.

**Tools:** Learning sheet.

**Evaluation Stages:**

Sl. No.	1	2	3	4
1	Identifies food items.	Will tell food items are rich in nutrients. (At least 2 for each nutrient)	Will know the importance of balanced diet .	Will explain about the balanced diet. .
2	Will know the food of different animals.	Identifies herbivorous carnivorous and omnivorous animals.	Will give an example for herbivorous carnivorous and omnivorous animals.	Sort out herbivorous carnivorous and omnivorous animals.
3	knows the effect of consumption of contaminated food	They will know about the need of food preservation.	They will know about the methods of food preservation	They will explain the methods of food preservation.

**Learning Outcome 23:** Will explain from where and how we get our food.

**Coverage:** - Describes about different types of food and how food is obtained from the different sources.

**Significance:** - It is important to know about the food items we eat and how we get food from their source.

### **Activity 23.1**

**Name:** Co-operative attitude

**Objective:** To learn about the chores of the kitchen.

**Method:** Teachers / facilitators will instruct students to list the family members who help in kitchen to cook.

**Tools:** Learning sheet

### **Activity 23.2**

**Name:** Sorting.

**Purpose:** Sorting vegetarian and non-vegetarian food items.

**Method:** Teachers / facilitators will instruct students to sort vegetarian and non-vegetarian food items by observing the food items provided in the learning sheet.

**Tools :** Learning sheet.

### **Activity 23.3**

**Name:** Where and How do We Get Food.

**Purpose:** To explain where and how do we get food.

**Method:** Teachers / facilitators instruct students to write down in the textbook on pages 77 and 78, respectively.

**Tools:** Textbook.

### **Activity 23.4**

**Name:** From where do we get food

**Purpose:** Knowing from where our food comes.

**Method:** Teachers / facilitators guide students in the learning sheet and fill out the table.

**Tools:** learning sheet.

**Learning Outcome 24:** Appreciates food and cultural diversity. Will know about the food and cultural diversity of their district and their surrounding districts.

**Scope:** - Cultural diversity in food, food diversity in different districts.

**Significance:** - It is important to understand about the cultural diversity and food diversity of the different districts.

### **Activity 24.1**

**Name:** To list

**Purpose:** To learn the recipes that you make every day and at festivals.

**Method:** Teachers / facilitators instruct students to fill out the table in the learning sheet.

**Tools:** Learning sheet

### **Activity 24.2**

**Name:** To list

**Purpose:** To know about the food prepared during festivals in others houses.

**Method:** Teachers / facilitators will instruct students to list the special dishes prepared during festival day at friend's house in learning sheet.

**Tools:** Learning sheet

### **Activity 24.3**

**Name:** To list

**Purpose:** - To list the special dishes from their district.

**Method:** Teachers / facilitators instruct the students to list the special dishes in their district in learning sheets.

**Tools :** Learning sheet.

### **Activity 24.4**

**Name:** Sharing their experiences

**Purpose:** - To Know about the special dishes from different districts.

**Method:** Teachers / facilitators will instruct students to share their experience of tasting special foods from different districts.

**Learning outcome 25:** To understand about the basic etiquette/ good manner to follow while eating at social gatherings.

**Scope:** - To know about the social gatherings and basic etiquettes / good manner to follow while eating.

**Significance:** - It is important to understand about the basic etiquettes / good manners to follow while eating at social gatherings.

### **Activity 25.1**

**Name:** Steps to follow while having mid-day meals at school.

**Purpose:** - To know the steps to be followed in a mass meal.

**Method:** Teachers / facilitators instruct students to write down the steps to follow while serving mid-day meals in school.

**Tools:** Learning sheet

### **Activity 25.2**

**Name:** Good manners to follow while eating at social gathering.

**Purpose :** To understand about the good manners that needs to be followed while eating at social gatherings.

**Method:** Teachers / facilitators will instruct students to read and write the information given on page 82 of the textbook on the steps to be followed during a social gatherings at the festival, fair, Urs etc.

**Tools:** Learning sheet

**Evaluation Stages:**

Sl. No.	1	2	3	4
1	Identifies food from plants and animals.	They will track the source of the food.	They will Classify plant and animal sources of foods.	They will Explain the sources of food.
2	They will identify different types of food.	They will know the dishes made every day and on the festival occasions,	About they will know about the variety food in their own district	They will Know the food and about diversity from other districts.
3	They will recognize the circumstances of eating at social gathering	They will be recognize the circumstances of the eating at social gathering and will list at least 2 steps to follow.	They will recognize the common feeding scenarios and know at least 3 steps to follow here	Identify the situations for mass feeding and know the minimum 4 steps to follow.

**Shelter – Its Variety**

**Learning Outcome 26:** Will recognizes the difference between houses in rural and urban areas.

**Scope and significance:** To known about the difference between houses in rural and urban areas.

**Activity 26.1**

**Name:** Household items.

**Purpose:** To know about the diverse variety of things at home.

**Method:** Teachers / facilitators instruct students to mark the pictures in the learning sheet, if they are found in their house.

**Tools:** Learning sheet

**Activity 26.2**

**Name:** Types of house.

**Purpose:** To know about the various types of materials used to construct or house.

**Method:** Teachers / facilitators will instruct the students to look at the pictures given in the learning sheet and to write in the relevant column about the materials used to build those houses.

**Tools:** Learning sheet

**Activity 26.3**

**Name:** Difference between houses in rural and urban areas.

**Objective:** To differentiate between houses in rural and urban areas.

**Method:** Instruct students to fill in the table with the help of teachers / elders to differentiate between houses in rural and urban areas.

**Tools:** Learning sheet

**Learning Outcome 27:** To know about multi-storied buildings and about the slums areas.

**Scope and Significance:** To understand about the advantages and disadvantages of multi-storied buildings in cities, and the daily problems faced by slum residents.

**Activity: 27.1**

**Name:** Advantages of multi-storied buildings.

**Purpose:** To know about benefits of multi-stories buildings.

**Method:** Instruct students to write the benefits of multi-storied buildings with the help of their elders.

**Tools:** Learning sheet

**Activity: 27.2**

**Name:** Group discussion

**Purpose:** To discuss about the disadvantages of multi-stories buildings in a group.

**Method:** Teachers / facilitators will guide students to discuss the disadvantages of multi-storeyed buildings in groups,

**Tools :** Learning sheet

**Activity 27.3**

**Name:** Collecting information.

**Objective:** To understand the type of houses found in the slums and the environment condition in the slums.

**Method:** Teachers / facilitators will explain about the type of houses found in the slums and the environment condition in the slum.

**Tools :** Learning sheet

**Activity: 27.4**

**Name:** Changes that can be made in slums.

**Purpose:** To Know about the changes that can be done in slum areas.

**Method:** Teachers / facilitators will instruct students to write down at least 4 changes that can be made in slums.

**Tools :** Learning sheet

**Activity 27.5**

**Name:** Story

**Purpose:** Story to know about the difference between houses in rural and urban areas.

**Method:** Teachers / facilitators will instruct students to read the story of Venkajji's story from textbook pages 89 to 90 and answer the questions in the learning sheet.

**Tools:** Textbook, Learning sheet

**Activity 27.6**

**Name:** Essentials materials required for construction house.

**Objective:** To know about the essential material required for the construction of a house.

**Methodology:** Teacher will guide/facilitate students to do the activities from page 92 of the textbook.

**Tools:** Textbook

### Activity 27.7

**Name:** Habitats of animals.

**Purpose:** To identify the various habitats of animals.

**Method:** Teacher will guide students to do the activities given in the textbook page number 93.

**Tools :** Textbook

**Evaluation Stages:**

Sl. No.	1	2	3	4
1	Identifies houses from rural and urban areas.	At least 2 difference between houses in rural and urban areas.	At least 3 difference between houses in rural and urban areas.	Will say at least 4 differences between houses in rural and urban areas.
2	Will know the advantage or disadvantage of multi-storied buildings from the cities.	Will know the advantages and disadvantages of multi-storeyed buildings from the cities	Will know the advantages and disadvantages of multi-storeied building from the cities and the problems of slums.	Will know the advantages and disadvantages of multi-storied buildings in cities, also about will identify the problems of slum and will suggest few solutions.

### Waste Management –Converting waste into Wealth

**Learning 28:** To classify the rural and urban wastes.

**Scope and Significance:** Understanding about the waste management, waste disposal measures, and waste control practices.

#### Activity 28.1

**Name:** Idea about waste

**Purpose:** To know about the formation of waste.

**Method:** Teachers / facilitators will explain about the contents from the textbook page from 95 to 98 shared by a Beetle.

**Tools:** Textbook

#### Activity 28.2

**Name:** Waste Management in Villages,

**Objective:** To understand about the waste management in village.

**Method:** Teachers / facilitators will explain the content from the text book pages from 99 to 103 continuation of points shared by the beetle.

**Tools :** Textbook

#### Activity 28.3

**Name:** Types of waste.

**Purpose:** To know about the types of waste.

**Method:** Teachers / facilitators instruct students to fill the learning sheet.

**Tools :** Learning Sheet

#### Activity 28.4

**Name:** Do and See

**Purpose:** To know about the waste management

**Method:** Teachers / facilitators will guide students to do the activity do and see given in textbook pages from 106 to 107.

**Tools :** Textbook, Dry Leaves, Grass, Paper Shred, Egg, Plastic Sheet etc.

**Evaluation Stages:**

Sl. No.	1	2	3	4
1	Recognizing rural or urban waste.	Recognizing rural and urban waste.	Will know about rural and urban waste disposal	Will explain the rural and urban waste disposal

#### Learn Mapping - Know directions

**Learning outcome 29:** To know about the directions using local area.

Using primary symbols will draw directions on the map and will show the regions present using these symbols.

**Scope and Significance:** Will be able know about the direction according to local maps. Using primary symbols will draw direction on the map and will show the regions using these symbols.

#### Activity 29.1

**Name:** Showing direction.

**Purpose:** Using local areas/marks to identify the directions.

**Method:** Teachers / facilitators keeping classroom as a center point will instruct the students to mark (✓) in given columns.

**Tools:** Leaning sheets.

#### Activity 29.2

**Name:** Showing direction.

**Purpose:** Using local areas / marks to identify the directions.

**Method:** Teachers / facilitators will instruct the students to identify directions as given in the text books pages from 109 and 110.

**Tools:** Textbook.

#### Activity 29.3

**Name:** Showing direction in the map.

**Objective:** To show the direction using Karnataka State map.

**Method:** Teachers / facilitators will instruct the students to look at the map of the Karnataka and show the direction of the given district.

**Tools:** Map of Karnataka State, Stone.

#### Activity 29.4

**Name:** Showing direction.

**Purpose:** Using local areas / marks to identify the directory.

**Method:** Teachers / facilitators will instruct students to list the items found their house using directions.

**Tools :** Learning sheet.



**Activity 29.5****Name:** Preliminary stages of drawing a map.**Purpose:** To know the preliminary stages of drawing the map.**Method:** Teachers / facilitators guide the students to do the activity given in the text book page 111 to 113 on drawing direction**Tools :** Textbook.**Activity 29.6****Name:** Drawing a Map.**Purpose:** Preliminary stages of drawing the map, identifying regions are done by numerical explanation.**Method:** Guide students to perform the map-making activity given in the text book page 114.**Tools :** Textbook.**Activity 29.7****Name:** Drawing a Map.**Purpose:** To create a map using different symbol to identify places.**Method:** Teachers / facilitators will guide students to create a home-to-school roadmap using the sign in the learning sheet.**Tools :** Learning sheets, white sheets etc.**Evaluation layers:**

Sl. No.	1	2	3	4
1	Will identify directions.	Locations / regions will be identified according to directions.	Maps are marked using symbols.	Will draw maps using symbols.

**Learning outcome 30:** To know about the traffic symbols, safety measures and the necessity to follow them.**Scope and Significance:** Knowing the importance of following traffic rules and regulations, importance of road safety, and by following traffic rules accidents can be avoided.**Activity 30.1****Name:** Coloring.**Purpose:** To identify transport vehicles.**Method:** Teachers / facilitators will guide the students to color the transportation vehicle and to name them.**Tools:** Learning sheet.**Activity 30.2****Name:** Types of Transportation**Purpose:** Transportation vehicles will be classified based on the types of transportation.**Method:** Teachers / facilitators will guide students to write the names of land, water and air transportation vehicles in the given space.**Tools:** Learning sheet.

### Activity 30.3

**Name:** Transport vehicles commonly used in different situations.

**Purpose :** To name the the Transport vehicles commonly used in different situations.

**Method:** Different situations are given in the learning sheet. Teachers / facilitators will guide students to write down the names of commonly used transport vehicles in the given situation.

**Tools:** Learning Sheet.

### Activity 30.4

**Name:** coloring.

**Purpose:** To know about the colors of traffic lights.

**Method:** Teachers facilitators will guide the students to colour the traffic light.

**Tools:** Learning Sheet

### Activity 30.5

**Name:** Made in the following

**Objective:** To learn about importance of the of traffic light colors

**Method :** Teachers /facilitators will guide the students to match the traffic color with its indication.

**Tools:** Learning Sheet

### Activity 30.6

**Name:** Match the following

**Objective:** To understand about the roadside traffic sign boards and its instructions.

**Method:** Teachers / facilitators will guide students to match roadside traffic sign boards with its instructions in learning sheets.

**Tools :** Learning sheet.

#### Evaluation Stages:

Sl. No.	1	2	3	4
1	Will identify traffic signals.	Will identify traffic signals and will identify atleast 4 traffic sign board.	Will identify traffic signals and will identify at least 5 signs board traffic	Identifies traffic signals and identifies at least 6 roadside signs.

**Learning outcome 31:** Identifies animal used in transportation and will develop sensitively to watch animals.

**Scope and Significance:** It is important to recognize the use of animals in transport and to be sensitive towards animals.

### Activity 31.1

**Name:** Sharing Opinion.

**Purpose:** To identify the use of animals in transportation.

**Method:** Teachers/facilitators will guide students to observe the picture and write their opinion about the image.

**Tools:** Learning sheet,

### Activity 31.2

**Name:** Group Discussion.

**Purpose:** To discuss about the use of animals in various situations.

**Method:** Guiding students to discuss about the use of animals in various situations.

### **Activity 31.3**

**Name:** Collecting Pictures

**Purpose:** To collect pictures and to make an album of animals used in transport.

**Method:** Teachers / facilitators guide the students to make an album by collecting pictures of animals used to travel from one place to another.

**Tools:** Pictures, white sheet etc.

### **Activity 31.4**

**Name:** Care of animals used in transportation.

**Purpose:** To observe the way we should take care of animals used for transportation.

**Method:** Teachers / facilitators will instruct students to write about the work of transportation animals are taken care in their villages.

**Tools:** Learning sheet.

### **Activity 31.5**

**Name:** Be sensitive towards animals.

**Purpose:** To create awareness towards treating animals to develop sensitivity towards animals.

**Method:** Teachers / facilitators will help students to develop sensitivity towards animals and taking care of these transportation animals.

**Tools:** Learning sheet.

### **Activity 31.6**

**Name:** Discussion.

**Purpose:** To be sensitive towards animals.

**Method:** Teachers / facilitators will instruct students to write and discuss with their friends on whether they still use animals for transportation.

**Learning outcome 32:** Identifies different types of communication devices developed from time to time.

**Scope and Significance:** Identifying the various types of communication devices that vary from time to time.

### **Activity 32.1**

**Name:** Communication Devices.

**Purpose:** Identifying communication devices.

**Method:** Teachers / facilitators will instruct students to observe the pictures mark (✓) the one that they have used.

**Tools:** Learning sheet

### **Activity 32.2**

**Name:** Collecting Information.

**Purpose :**To collect the information about letter, post, postage stamp, postal parcel and speed post.

**Method:** Teachers / facilitators will instruct students to collect and write information on the contents given in the learning sheet.

**Tools:** Learning sheet.

**Activity 32.3****Name:** Letter Writing.**Purpose:** To know the use of the post office.**Method:** Teachers / facilitators will instruct students to write letters and to send them to their friends**Tools:** Post card**Activity 32.4****Name:** To list**Purpose:** To list the communication devices are being used in the past and used in the present.**Method:** Teacher will facilitate the students to write about the communication tools used in the past and in the present by taking their parents support.**Tools:** Learning Sheet.**Activity 32.5****Name:** Read - and understand**Purpose:** To understand about communication devices.**Method:** Teacher/facilitators will guide students to Read the information provided in text book page 144.**Tools:** textbook**Activity 32.6****Name:** Collecting Pictures.**Objective:** To collect image of various communication devices,**Method:** To guide students to collect and paste of various communication tools.**Tools:** Images of communication devices, Learning sheet**Evaluation layers:**

Sl. No.	1	2	3	4
1	Identifies animals used in transport.	Will Name the animals used in transport.	Will Name the animals used in transport and will treated animals with compassion.	Will name the animals used in transport and will treat animals with compassion and will share same their.
2	Identifies communication devices.	Will name the communication devices.	Will identify and tell the uses of communication devices.	Will identify the communication devices and will compare them to the past communication devices.

## Family and Community

**Learning outcome 33:** To know about the development of different types of family and family tree.

**Scope:-** Knowing family types, family size, family growth and family tree structure and its importance,.

**Importance:** Family plays an important role in everyone's life. Understanding the responsibility dependence on one another being emotional towards each other and understanding family tree is very important.

### Activity 33.1

**Name:** Family Member

**Objectives:** To know about family members' relationships and the number of members, present in the family.

**The method:** Teachers / facilitators will guide the students to fill the table given in the learning sheet.

**Tools:** Learning sheet.

### Activity 33.2

**Name:** Work done by each family members.

**Purpose:** To know about the various work done by each family member..

**Method:** Teacher/facilitators will guide the students to fill the table given in the learning sheet.

**Tools:** Learning sheet.

### Activity 33.3

**Name:** A family tree that represents three generations.

**Objective:** To Write the family tree representing the three generations

**Method:** The teacher/ facilitator inform the students to write a family tree representing three generations. (Writing the names of both husband and wife in a circle)

**Tools:** Learning sheet

### Activity 33.4

**Name:** Match the following

**Purpose:** To match with the relationships

**Method:** Teachers / facilitators will instruct students to match the following relationships in the given columns in the learning sheet.

**Tools :** Learning sheet,

### Activity 33.5

**Name:** Survey.

**Purpose:** To know the size of families.

**Method:** Teachers/facilitators will guide to visit any 5 houses their village and write to note down the number of members present in each house and answer the given questions in the table,

**Tools:** Learning sheet, survey sheet.

### Activity 33.6

**Name :** New members joining the family.

**Purpose :** To know about the reasons for joining new member to family.

**Method:** Teacher/facilitators will guide students to write down the name of the new member joining to the family in the triangle given in the learning sheet and to write reason for joining.

**Tools:** Learning sheet.

### Activity: 33.7

**Name :** Members who have moved away from the family.

**Purpose:** To know the reasons behind family members moving away to other places from the family.

**Method:** Teacher/facilitators will guide students to write the names of the members who have moved away from the family in the circle given to the students on the learning sheet and write them in the space provided.

**Equipment:** Learning sheet.

### Activity 33.8

**Name:** Family tree

**Purpose;** Representing family members in the family tree.

**Method:** Teachers/facilitators will guide students to answer the question given in the textbook page from 151 to 152 about the family tree.

**Tools:** Textbook.

### Activity 33.9

**Name :** Family tree

**Purpose:** Writing your family tree of four years past and present.

**Method:** Teachers / facilitators will instruct students to write family tree of 4 year past and present in a learning sheet.

**Tools:** Learning sheet

### Evaluation Stages:

Sl. No.	1	2	3	4
1	Identifies a simple family tree.	Will write a simple family tree	Will write the changed and updated family tree	Will compare the 4-year past and present family tree.

**Learning outcome 34:** To observe the changes that have taken place in society due to change of values in families.

**Scope:** - To understand about the family values.

**Significance:** - It is important to know the changes that can happen by having the values in the family.

**Activity:34.1****Name:** Religious Practices**Purpose:** To know about the practices rituals of different religions.**Method:** Teacher/facilitators will instruct students to observe family practices given in the textbook page from 156 to 157 and to answer the questions given there.**Tools:** Textbook**Activity: 34.2****Name:** Conversation**Objective:** By conversing among the peers to understand the changes happened in society because of the family values.**Method:** Teacher/facilitators will guide students to read the dialogue given to the students in the learning sheet and instruct them to understand the changes happened in society from the values of the family.**Tools:** Learning sheet.**Activity: 34.3****Name:** The Life Values of Mahatma Gandhi**Objective:** To Understand about the life values of Mahatma Gandhi and the changes it brought in the society.**Method:** Teachers / facilitators will instruct students to read a book on the life of Mahatma Gandhi in the library and answer the question given by understanding the changes in society by their life values.**Tools:** Library Book**Evaluation Stages:**

Sl. No.	1	2	3	4
1	Are aware of family values.	They would describe the change in society caused from the family values with an example.	They will describe the change in society caused from the family values at least with 2 examples.	They will describe the change in society caused from the family values at least with 3 examples.

**Learning outcome 35:** Will be able to recognizes the qualities and skills each family members and friends. And to know that each person is unique.**Scope:** - Recognizing the special qualities and skills of family members and friends.**Significance:** Understanding that everyone has unique qualities and different skills, some have special needs, and the importance of being sensitive to their needs.**Activity: 35.1****Name:** Special aspects in between the relationships.**Purpose:** Understanding the special aspects of relationships.**Method:** Pictures are given about relationships. Teachers will guide students to match with special aspects with its relationships.**Tools:** Learning sheet.

### Activity 35.2

**Name:** Special qualities of family members.

**Purpose:** Explains the special qualities of family members.

**Method:** Teachers/facilitators will guide students to write down the names of family members and write a characteristic that you admire in them.

**Tools:** Learning sheet.

### Activity 35.3

**Name:** Special qualities of Friends.

**Purpose:** To explain the special qualities of friends,

**Method:** Teacher /facilitators will guide students to write the names of their friends to write one special quality of them.

**Tools:** Learning sheet

### Activity 35.4 Personal special qualities.

**Purpose:** To know the special qualities of yourself,

**The method:** Teacher/facilitators will guide the students to make appropriate mark on the activities of the student as indicated in the picture.

**Tools:** Learning sheet

### Evaluation level

Sl. No.	1	2	3	4
1	Identifies the qualities of family members or friends.	Identifies the quality of family members and friends.	Identifies the qualities and skills of family members and friends.	Identifies the qualities and skills of family members and friends will Know that each person is unique.

**Learning outcome 36:** Identifies the problems faced by various employers and working children.

**Scope:** - Identifying various occupations in local and different areas. Naming crafts and toys made by various craftsmen. Understanding the problems of child labor.

**The importance:** - We use the various types of materials made by local artisans and craftsmen in our daily life. It is important to recognize and respect the materials they make. It is important to understand that some occupations are interdependent. Understanding the problems that workers face when they are out of school. Engaging the children below the age of 14 in work is a punishable offence. It is the responsibility of all to make the children of this age to get compulsory education.

### Activity 36.1

**Name:** To fill the given table

**Purpose:** Identifying the materials manufactured by various artisans.

**Method:** Teachers / facilitators will guide the students to fill the table by looking at the pictures in the learning sheet.

**Tools:** Learning sheets



### Activity 36.2

**Name:** Identifying by looking at the pictures.

**Purpose:** Identifying various occupations and artisans.

**Method:** Teachers / facilitators will guide the students to fill the table by looking at the pictures on the learning sheet.

**Tools:** Learning sheet.

### Activity 36.3

**Name:** Acting.

**Purpose:** To perform the work of various craftsmen.

**Method:** Teachers / facilitators will guide the students to act out the various work done by the craftsmen as given in the learning sheets.

**Tools:** Learning sheet.

### Activity 36.4

**Name:** Ask and Know.

**Purpose:** To know the problems faced by working children.

**Method:** Teachers / facilitators will explain to the students about various problems faced by working children.

**Tools:** Learning sheet.

### Evaluation Stages:

Sl. No.	1	2	3	4
1	They will recognize the artisans around them.	They will recognize craftsmen and various artisans around them.	Will aware of the problems faced by artisans and working children.	Identifies artisans and explains the problems facing by working children.

**Learning outcome 37:** Participating in festivals, fairs, ceremonies and national festivals. They recognize the importance of national festivals, recognize and respect national symbols.

**Scope:** - Identifying school ceremonies, national festivals, their significance and identifies the national symbols.

**Significance:** - It is important to recognize and honor school ceremonies, national festivals, their significance, national symbols.

### Activity 37.1

**Name:** Identifying Rituals/celebrations

**Purpose:** - Identifying festivals, fairs, ceremonies.

**Methodology:** Teachers / facilitators guide the students to mark (√) the appropriate celebration practices in the learning sheet.

**Tools:** Learning sheet.

**Activity: 37.2****Name:** Importance of National Festivals.**Purpose:** - To know the importance of National Festivals.**Method:** Teachers / facilitators will instruct students to fill the a table in the learning sheet.**Tools:** Learning sheet.**Activity 37.3****Name:** Match the following**Purpose:** - To match the celebration days when they are celebraed.**Method:** Teachers / facilitators are to instruct students in the learning sheet to match the days they are celebrating.**Tools:** Learning sheet.**Activity 37.4****Name:** Coloring.**Purpose:** - To know about the colors of our National Flag..**Method:** Teachers / facilitators will instruct the students to color the flag of India in the learning sheet.**Tool:** Learning sheet, Colors.**Activity 37.5****Name:** The National Emblem of India.**Purpose:** - Identification of the National Emblem of India.**Procedure:** Teachers / facilitators instruct students to identify and write the National Emblem of India.**Tools:** Learning sheet.**Evaluation Stages:**

Sl. No.	1	2	3	4
1	Will the national festivals.	Will know about the importance of national festival	They will recognize the significance of national festivals and identifies national symbols.	They know the importance of national festivals and recognize and respect national symbols.

**Learning Outcome 38:** Introduction to Games and its Rules.**Scope:** Categorizing Games, Utilizing Games, Introducing Rules, Knowing that Social Relationships are enhance by games.**Significance:** Games contribute to physical and mental health. The uses of games, understanding of the classification of games, and the development of social relations from games are important.









