

Vision Empower & XRCVC
Teacher Instruction KIT
Basic needs

Syllabus: Karnataka State Board

Subject: EVS

Grade: 1

Textbook Name: ENVIRONMENTAL STUDIES - Text cum Workbook (Revised) - First Standard

Chapter Number & Name: 13. I need these

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

Objective

- To make a list of basic needs for living

Prerequisite Concept:

NA

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IMPORTANT GUIDELINES

*Note: The fields marked with * are mandatory*

2. LEARN

2.1 KEY POINTS

Food, water, clothes, shelter (safety) and clean air are the basic needs of all human beings. Even plants and animals also have their basic needs similar to humans. Plants need air, water and sunlight to survive and animals need food, water and air to survive.

2.2 LEARN MORE

NA

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

INTRODUCTION TO THE TOPIC

Activity 1: Story – Jimmy's pet

Materials required: NA

Prerequisites: NA

Activity flow:

Narrate the following story:

It was Jimmy's birthday. Jimmy's uncle Mathew gifted him with a small hamster. A hamster is a small rodent (like a rat) with a short tail, stubby legs and small ears. They come in different colours like black, grey, brown, white, yellow or a mix of several colours. Jimmy's hamster is brown in colour. Jimmy was very excited with the gift. He immediately told Uncle Mathew that he will keep the hamster in a glass jar just like how he keeps some pebbles in a jar.

Uncle Mathew told Jimmy that the hamster will not be able to live in a closed glass jar. Do you know why? He also told Jimmy how to take care of the hamster. What advice did Uncle Mathew give to Jimmy?

Encourage children to respond to the questions in their own words and ask them to complete the story by saying how Jimmy took care of his pet.

Summarise by saying that the hamster will not be able to breathe air inside a closed jar. So Jimmy can keep his pet in a cage which will allow air to pass through. Jimmy will also give food and water to the hamster regularly. He will take the hamster to the doctor whenever required.

3.2 CONCEPT GENERATION ACTIVITY

BASIC NEEDS

Activity 2: Our basic needs *

Materials required: NA

Prerequisites: NA

Activity flow:

Narrate the following points. Teachers can use the actual names of children in the class for this.

1. Radha is drinking water
2. Ravi is eating his breakfast
3. Savi is practicing slow breathing
4. James and Lily are going to school
5. Salim is wearing clothes after taking a bath
6. Kanchan is not going out today as it is raining heavily

Ask children which of the above mentioned activities do they also follow? Can they think of not doing or following any of these? Have a discussion about all the necessary activities for our survival. Inform children that these are people's basic needs without which it is difficult to live.

Thus, from the above discussion it can be summarised that food, water, air, clothes, education and shelter are the basic needs for every human being on earth.

Activity 3: Why are these important? *

Materials required: Water bottle, an apple or any fruit, slate and stylus or a book, a flat balloon, a small dress, a small model of a house

Prerequisites: NA

Activity flow:

Pass around the items to children. Let them identify the items and tell how these are used. For the house model, tell them that this represents a kind of house we live in.

Ask if these items are important for us and if yes, why these are important.

1. Water bottle – We drink water from it – it is important because water helps quench our thirst when we are very thirsty.
2. Apple – We eat an apple – it is important because it fills our stomach
3. Book or Slate – We read and write using these – Education is our right and it helps us gain knowledge about the world
4. A flat balloon – We fill air into the balloon – Air is important as we breathe air
5. A dress – We wear clothes – Clothes protect us from heat of the sun, cold, rain and breeze
6. Model of a house – We live in the house – A house gives us shelter and safety from bad weather, animals and strangers

Do a small breathing exercise:

Instruct children to take a deep breath to the count of 4. The teacher will count one, two, three and four while children inhale. Hold the breath for 2 counts. Then ask them to exhale air to the count of 4 again. Repeat this 5-6 times.

BASIC NEEDS FOR PLANTS AND ANIMALS

Activity 4: Animals and plants also have needs *

Materials required: NA

Prerequisites: NA

Activity flow:

Start the discussion by asking if anyone has pets or domestic animals at home. Ask them how these animals are taken care of by people in the house. How do animals behave when they are hungry? Has anyone felt how animals breathe by keeping their hands on their body?

Summarise that just like humans, animals too need food, water, air and shelter to protect them from strong sun, wind and rain.

How about plants? If we have potted plants in our home, how do we take care of them? We pour water regularly. But do we give food to plants? Do they need shelter? How much protection do they need from bad weather?

Summarise the discussion by saying that plants also need food, air and water. Plants make their own food with the help of sunlight and water.

Activity 5: Experiment with plants

Materials required: A few saplings, 4 small pots filled with soil

Prerequisites: NA

Activity flow:

This activity will help children to identify the basic needs of a plant.

Divide the children into small groups and according to the number of pots available. Let each group form a small circle and sit down on the floor. Distribute the materials to them and encourage children to explore all the materials like the soil, saplings or seeds and the pots. Name the pots as Pot 1, Pot 2, Pot 3 and Pot 4.

Instruct them to make a tiny pit or dig out a small amount of soil from the centre of the pots which should be big enough to sow the seed or put the sapling. The teacher may need to help each group in doing this part.

Give the following instructions:

- Pot 1: Keep the pot inside the room in a safe corner where there is no sunlight. Tell them not to water the sapling or to move the pot.
- Pot 2: Keep the pot inside the room in a safe corner where there is no sunlight but water the plant every day.
- Pot 3: Keep the pot outside where it would get some amount of sunlight but do not water the plant.
- Pot 4: Keep the pot outside where it would get some amount of sunlight and water it regularly.

Observe the plants after a few days. Notice the difference in the saplings. Have a discussion about why the plants feel different.

In an ideal situation, the plants should appear as mentioned below:

- Pot 1: The plant is dry and most of the leaves are shed. The stems are dry and broken.
- Pot 2: The plant may be little better than Pot 1 but does not appear healthy. The leaves could be wilted or shedding. When watered, it should not dry up.
- Pot 3: The plant should be completely dry and all the leaves should shed to the ground.
- Pot 4: The plant should be healthy with soft green leaves. The number of leaves should be more than what was before. Stems should not be dry or brittle.

The discussion should lead to facts about how plants make their own food and what are the things that are required for plants to survive. Summarise by saying that plants need air, water and sunlight to make their own food.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

Ask children how they feel when they are hungry or thirsty. Allow them to describe their feelings and understand the emotions when their needs are not met immediately.

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

Activity 6: Necessity or not – (Basic needs)

Materials Required: NA

Prerequisites: NA

Activity Flow:

Call out the names of a few items listed below and ask children to answer in “yes” or “no” if they think these things are very important or not. Discuss the reasons for their answers as well.

1. Wrist watch
2. Water
3. Food
4. Spoon
5. Air
6. Food
7. Mobile phone
8. House
9. Clothes
10. Car

Activity 7: Game – Rapid fire round (Basic needs)

Materials Required: Two samples of water and two samples of clothes (one which is clean and the other which is not clean)

Prerequisites: NA

Activity Flow:

The teacher will explain the rules for the rapid fire round. The teacher will narrate two situations together. Children will choose which situation is appropriate and quickly answer their choice by saying “1” or “2”.

Situation 1: A glass with clean water

Situation 2: A glass with dirty smelling water

Situation 1: Cut fruits which are covered well

Situation 2: Cut fruits which are not covered properly

Situation 1: A house with a dirty surrounding

Situation 2: A house with a clean surrounding

Situation 1: A cloth which smells dirty and not being washed for many days

Situation 2: A cloth which smells fresh and washed

Ask children how they differentiate between a clean cloth and a dirty cloth. Pass around the samples of items to them and ask them to identify which is clean and which one is dirty.

Teaching Tips

NA

References

NA

4.2 IMPORTANT GUIDELINES

Exercise Reading

It is very important that the children practice their learning as well as their reading. Hence have the children read out the newly learned concepts from their textbooks or other available resources.

Perform Textbook Activity

It is good practice to have the children perform the textbook activities. Your textbook activities might not be accessible hence go through this resource to learn how to make textbook content accessible.

Provide Homework

To evaluate their understanding and to help the student revise and implement the new learnt concept ensure to provide them with homework. Students should perform one or two of the questions mentioned above or from the textbook exercises with the teacher in class and the remaining may be given for homework. Also, ensure that the student knows their special skills linked to independently using their accessible books as it will be critical to doing homework independently.

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