

**Vision Empower & XRCVC**  
Teacher Instruction KIT  
**Public Property**

Syllabus: Karnataka State Board

Subject: EVS

Grade: 2

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

Chapter Number & Name: 10. Our property

## **1. OVERVIEW**

### **1.1 OBJECTIVE AND PREREQUISITES**

#### **Objective**

- To identify public property and know about the needs and requirements from elders.

#### **Prerequisite Concept**

- *EVS – Grade 1 – Chapter 15 – Around Us*

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### OVERVIEW

#### 1.1 OBJECTIVE AND PREREQUISITES

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### 4.2 IMPORTANT GUIDELINES

*Note: The fields marked with \* are mandatory*

## **2. LEARN**

### 2.1 KEY POINTS

One may come across some danger both inside or even when one is out of the house. There are some simple rules and measures, if we learn and follow, then we can keep ourselves safe from getting hurt. If we follow the advice of elders, we will never be in danger.

### 2.2 LEARN MORE - None

## **3. ENGAGE**

### 3.1 INTEREST GENERATION ACTIVITY

## **INTRODUCTION TO THE TOPIC**

### **Activity 1: Story – A day with Sujata \***

*Materials required:* Handout of the story in braille/large font/accessible format

*Prerequisites:* NA

*Activity flow:*

- Narrate the following story.

Sujata woke up in the morning and got ready for school. Her mother asked her to post some letters in the post office as the post office was on the way to school. Mother had to collect rice from the fair price shop (ration shop). Sujata happily collected letters from her mother and said goodbye to her.

Sujata called her friend Salma on the way to school. Salma and Sujata went to the post office and saw many people in the post office who had come to post letters or mails. Beside the post office, there was a public toilet.

After posting letters, Sujata went to school with her friend. In the school one of her classmates, Mani, was not present that day. Mani's friend told the class that he is ill and his parents took him to the hospital. All her classmates decided to go to Mani's house and meet him. After school, Sujata and all her classmates boarded a bus along with the teacher to reach Mani's home. Till the time they reached the place Mani was playing outside his home

and looked fine after the visit to the doctor. All his friends were very interested in knowing what happened to Mani in the hospital. Mani's mother was waiting in the queue to collect water from a public tap. When Mani's mother came back, she made some snacks for all the friends and they all played in the nearby park until sunset and all the street lights lit up. The teacher asked all the children to come with her and dropped them in their home one by one. That day, the entire class had tremendous fun together after a long time.

- Ask the following questions:
  1. Which places did Sujata visit on the way to school? (post office and public toilet)
  2. How did the whole class reach Mani's house? (in a public bus)
  3. Where did Mani's mother get water from? (from a public tap)
  4. Which place did Mani and his friends play? (public park)
  5. What switched on the streets after sunset? (street lights)
  6. Were other people also using the facilities? (yes)
  7. Do you also have these places in your locality?

### 3.2 CONCEPT GENERATION ACTIVITY

#### **PUBLIC PROPERTY**

##### **Activity 2: Identify public facilities in the locality \***

*Materials Required:* NA

*Prerequisites:* NA

##### *Activity Flow:*

Start the discussion by asking if they have ever visited any kind of park or garden near their home. Did they notice other people in the park as well?

Summarise the responses by saying that places like a park which is open for all is for people in and around the locality to visit and enjoy the facility. Such kinds of places are called Public Places.

Explain that public properties include places such as

1. Post offices, hospitals
2. Public toilets, Fair price shops
3. Government schools and offices
4. Public transport such as buses and trains
5. Roads, street lights, public taps
6. Museums and art galleries
7. Telephone exchange
8. Temples, forts, caves and many more

These are the facilities which people can use for their convenience.

### **Activity 3: Public property or private property \***

*Materials Required:* NA

*Prerequisites:* NA

*Activity Flow:*

Inform students that the properties which are not for public use such as our house and our personal vehicle are called private property. Name some property/facility and ask from children if these are public properties. Say “yes” if it is and “no” if it is not.

Call out: Your house, public park, government school, post office, bus, bus station, train, railway station, public toilet, roads, the garden in your house, school playground, public library and so on.

## **NEED AND USES OF PUBLIC PROPERTY**

### **Activity 4: Uses of public properties \***

*Materials Required:* NA

*Prerequisites:* NA

*Activity Flow:*

Encourage students to think and share what is the need for public properties. Summarise by saying that these are provided by the Government and are necessary as for smooth functioning of our society.

Name a public property and encourage children to discuss the purpose of each facility:

1. Bus station/bus
2. Post office
3. Hospitals
4. Fair price shops
5. Street lights
6. Street taps
7. Park
8. Railway station
9. School

Help children by giving them clues like buses can take us far distances with less money in comparison to a private car.

People have the need for these facilities. We should not destroy public property but safeguard them. We should not damage public taps and street lights. We should keep the public toilets clean. We should not litter in the public parks.

## **TAKING CARE OF PUBLIC PROPERTY**

### **Activity 5: Story – The bridge \***

*Materials Required:* NA

*Prerequisites:* NA

#### *Activity Flow:*

Ask students if they understand what a bridge is. Explain that a bridge is a pathway to connect two lands across a river, stream or other obstacle.

Narrate the following story to children:

There was a small village on the hills. People of this village were very kind and helpful to each other. But there was a problem which they faced during any big celebrations like marriages or naming ceremonies. People in this village did not have any big utensils of their own. They would borrow the utensils from the neighboring village, across the river and then cook meals during any event or function. A narrow bridge, made of logs, was the only way to commute to the other side. The bridge was old and needed repair. The people in the village kept delaying the repair work thinking that they will do it the following year. In addition to that, children would jump on the bridge as it would swing lightly in the air. One day, it rained heavily throughout the night and the bridge broke from the middle. All the villagers are now worried and tensed thinking how they will go to the other side and borrow the large cooking vessels for the upcoming festivals. They gathered together to discuss the matter. A little child asked, “Why can’t we build a stronger bridge?”. All villagers pondered on the idea and decided to work hard and make a bigger and stronger bridge which will not break easily. They also decided to take care of the bridge and check for any wear and tear on a regular basis. Children and adults are asked not to damage it but rather help keep it clean.

Ask the following questions:

1. Which is the public property in the story? (the bridge)
2. Why did the bridge break? (people ignored the wear and tear of the bridge, did not repair it and children were allowed to play on the bridge)
3. What did the people in the village do to correct their actions? (they built another stronger bridge and took care of the same)
4. How can we take care of the public property in our locality?

Tell children that it’s our duty to not harm the public properties as we all use them for our benefit. It is our responsibility to use these facilities with care. We should not damage or destroy them but safeguard them.

### 3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

Allow students to think about how it will be if there are no buses to take us from one place to another? Do they think that these facilities are necessary for all of us? Give reasons for your answer. Ask children to find out from adults about any problem their locality might be facing. Discuss what could be done to solve such problems.

For example: Any locality not getting supply of clean water, children not having any parks or grounds to play, frequent power cuts or no electricity supply, waste management not followed etc.

## 4. EXERCISES & REINFORCEMENT

### 4.1 REINFORCEMENT

#### **Activity 6: Public facilities in the locality (HW suggestion)**

*Materials Required:* NA

*Prerequisites:* NA

*Activity Flow:*

Arrange a tour to any of the nearby public places such as the post office, police station, park, fair price shop, or fire station. Explain what happens there with the help of any facility manager working in the place.

After coming back from the visit, ask children to share their experience and to find out if these facilities are present in their hometown. If yes, whether they had a chance to visit such places.

- (HW suggestion) Students can be asked to prepare a speech and talk a few lines about "What would you do to make your school a better place for everyone to use?"

#### **Teaching Tips**

None

#### **References**

None

### 4.2 IMPORTANT GUIDELINES

#### **Exercise Reading**

It is very important that the children practice their learnings 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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