

## Vision Empower & XRCVC

Teacher Instruction KIT

# Travel

Syllabus: Karnataka State Board

Subject: EVS

Grade: 2

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

Chapter Number & Name: 11. Travel

## 1. OVERVIEW

### 1.1 OBJECTIVE AND PREREQUISITES

#### Objective

- To classify the means of transport as fast-moving and slow-moving vehicles.
- To identify the land ways, waterways and airways of transport.

#### Prerequisite Concept

- Names of vehicles
- *EVS – Karnataka State board - Grade 1 – Chapter 9 – Transportation*

## Content Index

### OVERVIEW

#### 1.1 OBJECTIVE AND PREREQUISITES

### LEARN

#### 2.1 KEY POINTS

#### 2.2 LEARN MORE - NA

### ENGAGE

#### 3.1 INTEREST GENERATION ACTIVITY

##### INTRODUCTION TO THE TOPIC

##### Activity 1: Song – Wheel on the bus \*

##### Activity 2: Explore toy vehicles \*

#### 3.2 CONCEPT GENERATION ACTIVITY

##### FAST AND SLOW TRANSPORT

##### Activity 3: Fast- and slow-moving vehicles \*

##### Activity 4: Choose a vehicle \*

##### MODES OF TRANSPORT

##### Activity 5: Vehicles and where they move \*

## USES OF DIFFERENT VEHICLES

Activity 6: What is in the vehicle \*

Activity 7: Puzzles (HW suggestions below) \*

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

## EXERCISES & REINFORCEMENT

### 4.1 REINFORCEMENT

Activity 8: Fast- and Slow-moving vehicles (game)

Activity 9: Paper folding activity

### 4.2 IMPORTANT GUIDELINES

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

## 2. LEARN

### 2.1 KEY POINTS

Vehicles help carry things and people from one place to another. There are vehicles which move slowly (such as cycles and bullock carts) as compared to others that can move very fast (train and bus). There are 3 modes of transport, namely land transport, water transport and air transport. Vehicles are used for various purposes. Some vehicles are used only to carry goods or things and some are used to carry people or passengers and there are some vehicles which transports both at the same time like a train, ship or an aeroplane.

### 2.2 LEARN MORE - NA

## 3. ENGAGE

### 3.1 INTEREST GENERATION ACTIVITY

## INTRODUCTION TO THE TOPIC

### **Activity 1: Song – Wheel on the bus \***

*Materials required:* Can listen to the song on

[https://www.youtube.com/watch?v=ki\\_R\\_4FcFK0](https://www.youtube.com/watch?v=ki_R_4FcFK0)

*Prerequisites:* NA

*Activity flow:*

Start the session by singing Wheels on the Bus song:

The wheels on the bus go round and round

Round and round

Round and round

The wheels on the bus go round and round  
All through the town  
The wipers on the bus go Swish, swish, swish  
Swish, swish, swish  
Swish, swish, swish  
The wipers on the bus go Swish, swish, swish  
All through the town  
The horn on the bus goes Beep, beep, beep  
Beep, beep, beep  
Beep, beep, beep  
The horn on the bus goes Beep, beep, beep  
All through the town  
The doors on the bus go open and shut  
Open and shut  
Open and shut  
The doors on the bus go open and shut  
All through the town  
The Driver on the bus says "Move on back  
Move on back, move on back"  
The Driver on the bus says "Move on back"  
All through the town...

### **Activity 2: Explore toy vehicles \***

*Materials required:* Models of different vehicles

*Prerequisites:* NA

*Activity flow:*

Pass around the different transport models to children. Explain all the parts of the vehicle in detail. Encourage children to discuss the different parts based on their real life experience of using the vehicles.

## **3.2 CONCEPT GENERATION ACTIVITY**

### **FAST AND SLOW TRANSPORT**

### **Activity 3: Fast and slow-moving vehicles \***

*Materials Required:* NA

*Prerequisites:* NA

*Activity Flow:*

Start the discussion by asking what kind of vehicles they travel on. Is it auto-rickshaw, bus, train, cycle, car, bike, scooter, jeep, boat, ship, airplane, or any other vehicle they know about?

Ask children to recollect their previous experience of any vehicle boarding and how they felt travelling in them. Did they understand if the vehicle was moving fast or slow or does all vehicles take equal time to reach a destination?

Name some vehicles and ask children to put them in two categories, fast or slow according to their speed.

For example, auto-rickshaw, bus, train, cycle, car, bike, scooter, jeep, boat, ship, airplane.

If children face difficulty deciding the speed of the vehicle, suggest to them to think of the same route in which they have used different vehicles to travel. The following examples would help them compare the speed of vehicles. If an autorickshaw takes an hour to travel from one place to another, how much time do other vehicles take to travel the same distance? Inform that these are not accurate figures. It may vary due to various reasons like the condition of the road, traffic and number of times the vehicle stops for different reasons.

Auto rikshaw – 1 hour

Bus/car – 30 minutes

Train – 20 minutes

Cycle – 2 hours

Bike/scooter – 40 minutes

Airplane-1 minute

#### **Activity 4: Choose a vehicle \***

*Materials Required:* NA

*Prerequisites:* NA

*Activity Flow:*

Present the following situations to students and ask them which vehicle they will choose for the situation and why.

1. Raheem's grandfather lives in Jayanagar and Raheem lives in JP Nagar.
2. Harini lives in Bangalore and her grandmother lives in Mysore.
3. Shiva's cousin lives in Chennai. Which vehicle Shiva will choose to go to Chennai?

Ask children about other places as well and the vehicle they want to take for completing the travel.

## **MODES OF TRANSPORT**

#### **Activity 5: Vehicles and where they move \***

*Materials Required:* Models of vehicles that travel into all three mediums (air, water, land).

*Prerequisites:* NA

*Activity Flow:*

Ask children to imagine that their school is situated on one side of a big river and they live on the other side of the river. What kind of vehicles will they use to reach the other side? Summarise by saying that they can take a boat or ferry. And they may also travel by cycle, auto, bus or car and cross the bridge across the river.

Explain to children there are 3 modes in which vehicles can travel:

Air, land and water

Call out names of a few vehicles and ask students to tell where these vehicles are used. For example, auto-rickshaw, bus, train, cycle, car, bike, scooter, jeep, boat, ship, airplane.

Pass around the models and help children explore and identify the vehicles and learn their names.

Describe the shape and functions of each vehicle.

For example, the shape of a boat is similar to a fish and that helps the boat to float on water. All the land vehicles have tires which helps them to run on the road. An airplane has wings similar to birds which help it to fly in the sky. But an airplane also has tires which are used when it lands on an airport.

## **USES OF DIFFERENT VEHICLES**

### **Activity 6: What is in the vehicle \***

*Materials Required:* NA

*Prerequisites:* NA

*Activity Flow:*

Start the discussion by asking if the vehicles are used for any other purpose apart from taking people from one place to another?

Introduce the idea that apart from people traveling from one place to another, vehicles are also used to transfer goods/things from one place to another.

Call out names of different vehicles and ask children to guess what each of these vehicles usually carry. Allow children to share from their experiences.

Cycle – items in small quantity like vegetables and milk

Truck – items like sand, stone, wood, furniture and many more

Bus – carry people and their belongings

Boat – carry many kinds of goods across a river and travels short distance

Ship – carries many kinds of goods across sea and travels long distance

Railway – carries goods in large quantities and travels long distance

### **Activity 7: Puzzles (HW suggestions below) \***

*Materials Required:* NA

*Prerequisites:* NA

*Activity Flow:*

Ask the following puzzles and ask children to guess the vehicle name and for what purpose it is used.

I can fly, though not a bird  
I do shine, but I am not a star  
Though I have wheels, I am not a car  
I am very fast but not a cheetah  
Who am I? (airplane)

I cannot take run on the world  
I cannot fly in the air  
I run at lighting speed  
And make a choku boku sound.  
Who am I? (train)

Look one and all, how I play  
And sail on the water every day  
And no wings to trouble  
And no problems I have  
Who am I? (boat)

- Encourage children to make more similar puzzles on vehicles.

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

Discuss what kind of vehicles are more commonly used in their locality. Some places have cycle-rickshaws whereas some places have more tractors. Encourage children to share their experiences of traveling to different places and what are the difficulties they would normally face while travelling.

## **4. EXERCISES & REINFORCEMENT**

### **4.1 REINFORCEMENT**

### **Activity 8: Fast- and Slow-moving vehicles (game)**

*Materials Required:* Watch or a stop watch if available, an open space for children to move from a start point to finish line

*Prerequisites:* NA

*Activity Flow:*

Call out 3 children at a time. Assign a vehicle name to each child. The trick is to assign vehicle names which move at different speeds.

For example,

Child A – Car

Child B – Train

Child C - Cycle

Take them to the starting line and get them oriented to the path they would cover from the start line till the finish line. Insist that this game is not about speed. It is about moving at the correct speed.

In this case Child B would walk faster than Child A and Child C is expected to walk slowly to the finish line. Appreciate their efforts and have a discussion about their experience after the activity.

### **Activity 9: Paper folding activity**

*Materials Required:* A4 size papers, square papers

*Prerequisites:* NA

*Reference link:* [Click here](#)

*Activity Flow:*

Help children make a boat by following the steps:

1. Start off with a sheet of paper and fold it in half downwards.
2. Bring corners to the center so that you get a triangle shape with a rectangle under it.
3. Fold the rectangle part under the triangle upwards. Flip your origami and do the same on the other side.
4. Grab the center of the triangle shape and pull both sides out. Flatten.
5. You'll get a square shape.
6. Take the corner which has the opening and fold it up. Flip it and do the same on the other side so that you get a triangle shape.
7. Pull the sides outwards and you'll again get the square shape.
8. Slowly pull the top parts outwards and you have your paper boat!

### **Teaching Tips**

NA

### **References**

(1) Paper folding activity

<https://www.easypeasyandfun.com/how-to-make-a-paper-boat/>

#### 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.

*End of Document*