

My Family

Syllabus: Karnataka State Board

Subject: EVS

Grade: 2

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

Chapter Number & Name: 12. My family

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

Objective

- To recognise diversity in families
- To understand family as one of the supportive systems
- To understand that we are like others but still different from others in terms of body features

Prerequisite Concept

- *EVS – Grade 1 – Chapter 10 – I and my family*

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2. LEARN

2.1 KEY POINTS

There are small and large families depending on the number of members who live together in the family. Family members are dependent on each other for doing various work. Work is generally distributed among different members of the family. One must develop the habit of helping neighbours as well. Although people have similar body parts and features, they may differ in terms size, colour and texture. Generally, people belonging to a family may have similar features. For example, a mother and her daughter may have similar black curly hair.

2.2 LEARN MORE - None

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITIES

INTRODUCTION TO THE TOPIC

Activity 1: Story about family *

Materials required:

Prerequisites: NA

Activity flow:

Narrate the following story:

Father and sons

A father had a family of sons who were perpetually quarrelling among themselves. When he failed to make them stop their fight, he decided to give them a practical illustration of the effect of frequent fighting.

One day he told his sons to bring him a bundle of sticks. When they had done so, he bundled and tied all the sticks together and placed it into the hands of each of them one by one. He ordered them to break it in pieces. They tried with all their strength but they were not able to break the sticks.

He next opened the bundle, took the sticks separately, one by one, and again put them into his sons' hands, upon which they broke them easily. He then addressed them in these words:

"My sons, if you all stay united, stay together and help each other, you will be as strong as this bundle of sticks. No one will be able to harm you, but if you keep fighting and quarrelling among yourselves, you will be broken as easily as these individual sticks."

Ask students what it is that they understood from the story. Encourage them to express their opinion in their own words.

3.2 CONCEPT GENERATION ACTIVITIES

SMALL AND BIG FAMILY

Activity 2: Big family and small family *

Materials Required: NA

Prerequisites: NA

Activity Flow:

Ask a few students to tell who are the members in their family.

Ask them to think if every family has the same number of members?

Inform children that you are going to read out names of family members for 4 different families. They must count how many members are there in each family.

Family 1: Grandfather, grandmother, mother, father, boy, girl

Family 2: Mother, father, girl

Family 3: Grandfather, grandmother, mother, father, uncle, aunt, 3 girls, 2 boys

Family 4: mother, father, 2 boys, 1 girl

Ask which family has the maximum number of people and which family have the least number of people staying together?

Explain that a family which has a lesser number of members is called a small family or a nuclear family and a family which has many members staying together is called a big family or a joint family. A big family may include grandparents, uncle, aunt and cousins apart from parents and children.

Explain that the above-mentioned examples of families are not the only examples we have in our society. Every family can have a different number of members living together.

MEMBERS OF THE FAMILY

Activity 3: Identify the family members *

Materials Required: NA

Prerequisites: NA

Activity Flow:

Ask children to list out the names of family members. For example, father, mother, brother, sister, grandmother, grandfather, uncle, aunt, cousins and so on.

Encourage them to think and share from their experience what kind of work each of the members do.

Ask how family members help children and how a child can help their family members in day-to-day work.

Present the following scenario:

1. Mother combing daughter's hair
2. Grandfather telling a story
3. Grandmother helping the child to sing a song
4. Elder brother helping his younger sister to reach school
5. Father bought some necessary item from shop

Ask if children know who their neighbors are and if yes ask them to tell something about their neighbors. What are the ways in which neighbours can help each other?

Activity 4: Work family members do *

Materials Required: NA

Prerequisites: NA

Activity Flow:

Form 2-3 groups of children. Each group will have a different number of members. For example, group A will have 4 members, group B will have 6 members and group C will have 10 members.

Explain that each group is a family. Ask every group to assign names to each member of their group and decide their relationship with each other. Ask each of them to tell a line about themselves and what kind of work or role they play in the family.

Taking inputs from each student, the teacher can summarise the role of each family member commonly followed in most of the houses.

PHYSICAL FEATURES OF PEOPLE

Activity 5: Physical features *

Materials Required: NA

Prerequisites: NA

Activity Flow:

Start the discussion with a small animal story:

Once there lived a rabbit in a forest. One day, while drinking water from the river, the rabbit met a crane which had come to the river to eat fish. It caught one fish and flew away. The rabbit thought how nice it would be if I could fly like this crane. "Oh, I wish I wish I could fly like a crane" and poof! Suddenly the rabbit realizes that 2 long wings have grown from her back. The rabbit started flying happily and then it was feeling hungry, it came down to find some food. There he met an elephant. The elephant was tearing the bamboo plants with its trunk and chewing the bamboo. The rabbit thought "Oh, I wish I wish I had a long trunk like an elephant. I can sit in one place and dig carrots from the ground all around me." Thought the rabbit. And poof! The rabbit realised it got a long trunk hanging from its mouth. After filling his stomach with lots of food, just when the rabbit thought that it was time to take a nap and closed its eyes, it realises that a hungry lion is standing very close and wondering what kind of animal this is. A small animal with long ears like a rabbit and wings like a crane and a long fat trunk like an elephant. The rabbit quickly jumped up out of fear and thought of flying away from there. But alas, his trunk is too heavy to carry him up in the sky. Then the rabbit realised the wings are of no use to him right now and thought of hopping away quickly from the place. But, carrying this heavy trunk is no easy task for this little rabbit. It huffed and puffed to a safe place away from the lion and thought, "Oh! I wish I wish I could become just like how I was before." And poof! The rabbit is back to how it was before. The trunk and the wings were gone. The rabbit smiled and made a promise to himself that from now on, he would appreciate the way he is and will make use of the good qualities that he possesses.

Ask children what they understood from the story. Bring their attention towards their own features. Tell that in the same classroom, some are tall and some are not so tall. Some are very lean and some are not. Somebody may have curly hair, long hair and some have short hair.

Divide the class in pairs and ask each child to find out what is similar and what is different between them and their partner.

Explain that it is okay to be different from their partner in their physical features. Tell children that irrespective of having different body features we all have so much common. We all look different. But we all come to school together. All children wear school uniforms and study together and enjoy themselves. All are friends and love and help one another.

Also, it is interesting to note that members in a family resemble each other. For example, in a family, sometimes both mother and the child may have the same kind of hair or skin or ears and nose.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

Have a discussion about how much they know about the common features a family share. Encourage them to talk from their experiences. Let them share what are the things that they like to do and compare that with their friends to find what is similar between them. For example, many of them may like to play a certain game or sing or like to listen to stories and so on.

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

Activity 6: Name family members

Materials Required: NA

Prerequisites: NA

Activity Flow:

Divide the students into groups of different sizes. One group can have a minimum of four members and the other can have more members as well.

Ask each group to represent a family. For example, in a group which has four members one child can play the role of father, another child can play the role of mother and the remaining two can become children.

Instruct each group to share if they are a big (joint) family or a small (nuclear) family and give the reasons for their answers as well. Encourage them to talk about what they learnt about families in this chapter. Ask other children to help if anyone is having difficulty to explain.

Activity 7: Sing a poem

Materials Required: The poem in accessible form – Braille/large font

Prerequisites: NA

Activity Flow:

Read the poem one line at a time and ask children to repeat after you:

Though I am tall and you are short.
And of different colours we are.
We sure are friends,
And study together in school
Black and brown are our eyes,
Long and short are our hairs.
Nose and ears are different too
But still we are friends.
We may be different
For others to see.
But we will still love to play
Together for ever and ever to be.

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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