

## Uses of plants

Syllabus: Karnataka State Board

Subject: EVS

Grade: 2

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

Chapter Number & Name: 4. We are for you

### 1. OVERVIEW

#### 1.1 OBJECTIVE AND PREREQUISITES

##### Objective

- To identify our dependence on plants for our daily needs

##### Prerequisite Concept

- Awareness regarding varieties of plants and trees around us.

*EVS-Grade1-Chapter 2- Plants around us*

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## 2. LEARN

### 2.1 KEY POINTS

We get leaves, fruits, firewood, coir, grains, vegetables, flowers, medicine, wood to construct houses, manure and many other things from plants. Plants provide food and place for shelter to the animals also.

### 2.2 LEARN MORE - NA

## 3. ENGAGE

### 3.1 INTEREST GENERATION ACTIVITY

#### INTRODUCTION TO THE TOPIC

##### **Activity 1: Story - The man with the coconuts**

*Materials required:* NA

*Prerequisites:* NA

*Activity flow:*

Narrate the following story:

One fine day, a man goes to gather coconuts. He takes his horse along with a cart. Soon, the man reaches his destination along with his horse. The man finds many coconut trees and even more coconuts. Oh, how delighted he becomes.

He gathered as many coconuts as he could. Quickly, he loads all of them onto his cart. He begins his journey back home. By the time, the man comes back to the main road, it's already afternoon and his home is quite far.

As he is slowly making his way back home, the man meets a young boy. "How long do you think it will take me to reach my home?" the man with the coconut asked the young boy.

“Well, you have lots of coconut on your cart. If you go slowly, you will reach your home faster but if you hurry, it will take twice as much time to reach home.” said the young boy. “What kind of logic is that?” thought the man with the coconut. However, he was in a hurry to reach home. So, he started riding his cart faster. But the more he rushed, the more his journey was interrupted.

(At this point, ask children why was this happening?)

You see, the more he rushed, the more coconuts kept falling off the cart. He had to stop the cart, go back and gather the coconuts that had fallen off.

Finally, he reached home late at night and only then he understood what the young boy meant when he told him to go slow.

Have a general discussion about coconut by encouraging students to share their knowledge about coconuts.

### 3.2 CONCEPT GENERATION ACTIVITY

#### **ALL ABOUT COCONUT TREE**

##### **Activity 2: Uses of coconut \***

*Materials Required:* Bring materials made out of coconut tree products (broom, mats, soap, brush, rope, bag)

*Prerequisites:* NA

*Activity Flow:*

Riddle: My fruit is very tasty; My tender water is so sweet. My dry leaves can light a fire, the sticks of my leaves make a broom; My husk can make a mat, And the rest can make a rope. Who am I? (I am a coconut tree)

Handover the items to students. Let them identify each item and what they are used for. Have a discussion about their uses:

1. The fleshy part of the coconut is eaten in many ways, either directly or by using in various dishes after cutting or grating (like coconut chutney)
2. Milk and oil are obtained for cooking or to apply on our hair. Soaps are also made using coconut milk and oil
3. The coconut water is a very refreshing drink and good for health
4. The hard shell is used for making some artifacts like decorative items and bags
5. The husk or the fibre, called coir, is used as a scrubber and clean floors or utensils. It is also used to make ropes

6. The dry leaves of the coconut are used to make roofs and brooms
7. The flower is used as a medicine

Uses of banana plants: Ask students if they have ever eaten food on a leaf. Which leaf was it? (Palm leaf or Banana leaf)

Inform that just like the coconut tree, even a banana plant is useful to us in many ways. Almost every part of the banana plant is edible meaning fit for eating. We can eat the fruit, flower and even the stem of a banana plant. The leaves of banana plant can be used like a plate. It is also used for packing or wrapping food items. In some places, banana leaves are used for cooking as well by wrapping the food items in them.

Thus, we get leaves, fruits, vegetables, furniture, decorative items, essential items like broom and brush, soap, oil, firewood, and coir from plants.

## **FOOD GROUPS - GRAINS, FRUITS AND VEGETABLES**

### **Activity 3: Grains, fruits and vegetables \***

*Materials Required:* Grains like rice and pulses, a few varieties of fruits, 1 or 2 vegetables

*Prerequisites:* Names of common grains, fruits and vegetables

#### *Activity Flow:*

Ask children if they are aware of food that comes from a plant. Encourage them to express their own thoughts on this.

Assign a food name to each child randomly with a mix of food from all the groups. For example, child 1 - papaya, child 2 – chickpeas/ chana, and so on for the rest of the children with names like carrot, grapes, dal, tomato, rice, beans, ginger, onion, ragi, spinach, potato, coriander, apple, jowar, oats, garlic, cucumber and so on.

Ask three children belonging to each food group to stand or sit in three separate places. Inform that they are going to divide themselves in 3 separate groups namely – grains, fruits and vegetables. Call out the names of other food items from the list and ask the children to join the group they think they belong to. Guide them to stand or sit in the proper place.

After the groups are formed, tell them they have formed 3 food groups namely fruits, vegetables and grains. Ask the fruit group to clap once, vegetable group to clap twice and the grains group to clap 3 times.

## **USES OF FLOWERS**

#### **Activity 4: Flowers and their uses \***

*Materials Required:* Items like incense sticks, perfume bottles, soaps which has flowery smell and some real flowers like jasmine, rose, marigold

*Prerequisites:* Names of common flowers

*Activity Flow:*

Hand over the different items to students one by one. Allow them to explore by touching and smelling.

Ask them what it smells like. Bring their attention towards flowers. They can compare the scent from the flowers with any of the products with similar fragrance.

Inform that these items show that the fragrance of different flowers are used to make incense sticks, perfumes or soaps.

Which flowers are commonly used for their fragrance? - Rose, jasmine, lily, lavender

What are the other ways can we use flowers?

Summarise by saying that flowers are used for:

1. making garlands
2. decorations
3. for worship
4. making soaps, perfumes, incense sticks

### **MEDICINAL PLANTS**

#### **Activity 5: Plants as medicines \***

*Materials Required:* Neem leaves, tulsi leaves, aloe vera plant, oregano leaves, mint leaves or any other kind of medicinal plant

*Prerequisites:* NA

*Activity Flow:*

Ask students if they have experience in taking any plant leaves/juice when they have a cough or cold to heal themselves. If yes, which plant is it?

Summarise by saying we can use the juice of tulsi leaves to relieve ourselves from cough or cold. Plants which are used to heal any kind of illness are called medicinal plants.

Role play - Call out any two children to come forward and act and talk as if one child is sick with stomach pain and the other child talks like a doctor and pretends to give some medicine in the form of plant extract such as juice of mint leaves.

Have a discussion after the role play with regards to how the doctor helped the child with stomach ache.

Which other plants can be considered as medicinal plants? (mint, neem, lemon, coriander, aloe vera etc.)

Discuss the medicinal properties of each -

1. Mint: good for stomach
2. Neem: many benefits like used for high fever, intestinal worms, mosquito repellent etc
3. Aloe vera: good for skin
4. Coriander: good for digestion
5. Lemon: rich source of vitamin C

Pass around the medicinal leaves to children. Let them get familiar with their smell and texture.

## **ANIMALS TOO NEED PLANTS**

### **Activity 6: Plants as medicines \***

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

*Materials Required:* NA

*Prerequisites:* NA

*Activity Flow:*

Narrate the story mentioned below:

Time for Nature!

Once upon a time, there was a beautiful forest. There lived two trees, named Chintu and Pintu, who were brothers. Chintu and Pintu had many friends like the rabbit and his brothers, the group of monkeys, the family of birds, the Bunky bear and the wise old wolf. One day, all the friends were chatting. Suddenly Pintu heard a woodcutter cutting a tree nearby. Pintu said “Hey everyone, a woodcutter is going to cut us! Run! Run!” Chintu said to the animals. But no one ran. They said “You give us food, shelter, you give us fresh air to breathe. How can we leave you in danger and go?” Chintu and Pintu thanked them.”OK you all hide behind us” said the two brother trees. So, the monkeys and the birds hid inside the leaves of the tree and the other animals hid behind the tree.

The woodcutter saw Chintu and Pintu, they are huge trees. He said, “Be ready to be cut, you trees.” The wise old wolf had already told his plan to animals. When the woodcutter came near the trees, the group of monkeys jumped on him and started imitating him, then the family of birds started pecking him, then the rabbit and his brothers started jumping around him and the Bunkey bear started roaring.

When all animals were busy at their work, the wise old wolf ran to the lion king. The wise old wolf told the king what he had to do. So, they ran to where all the animals were. The king roared and the woodcutter ran for his life. Chintu and Pintu said “thank you”.

Later the woodcutter thought “I never thought that so many animals get things like food and shelter from trees” and he decided never to cut trees again.

Moral of the Story: Save Tree, Save Forest, Think for Nature.

Ask the following questions:

1. From the story, what do you understand about the animals and their relationship with the trees?
2. How do you think they use trees and plants for themselves?

Summarise the discussion by saying that animals, birds, insects use trees -

- for food
- for shelter
- to protect themselves from bad weather
- to make nest and lay eggs

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

Encourage students to think and respond to the question - What will happen if there are no plants and trees around? How will it affect our day to day life? What are the foods that we will not be able to eat?

## 4. EXERCISES & REINFORCEMENT

### 4.1 REINFORCEMENT

#### **Activity 7: Make a list of grains, fruits and vegetables (reading/writing) \***

*Materials Required:* Writing materials

*Prerequisites:* Children should be comfortable writing in braille

*Activity Flow:*

Ask students to name as many grains, fruits and vegetables they know about. After having a discussion, ask them to make a list of 5 grains, 5 fruits and 5 vegetables on their writing sheet. Help them with the spellings if required. Encourage them to read the names they have written on their sheet.

#### **Activity 8: Make a list of medicinal plants (reading/writing, HW suggestion) \***

*Materials Required:* Writing materials

*Prerequisites:* Children should be comfortable writing in braille

*Activity Flow:*

Help students make a list of at least 5 medicinal plants and discuss what are their uses. Encourage them to read the names they have written on their sheet.

- (HW suggestion) Encourage students to find more about medicinal plants from their grandparents or elders. Share the same in the following class.
- Listen and sing along the banana song: [click here](#)

### **Teaching Tips**

If there are any additional teaching tips then utilize this section to mention them.

### **References**

(1)Your Story Club

<https://yourstoryclub.com/short-stories-for-kids/time-for-nature/index.html>

(2) Banana song

[https://www.youtube.com/watch?v=K\\_j47hrS2JQ](https://www.youtube.com/watch?v=K_j47hrS2JQ)

## **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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