

**Vision Empower & XRCVC**  
Teacher Instruction KIT  
**Organ-Health**

Syllabus: Karnataka State Board

Subject: EVS

Grade: 2

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

Chapter Number & Name: 8. Organ-Health

## **1. OVERVIEW**

### **1.1 OBJECTIVE AND PREREQUISITES**

#### **Objective**

- To identify the parts of the body and learn about their work
- To know the need for personal cleanliness for good health.

#### **Prerequisite Concept**

- Awareness regarding varieties of plants and trees around us.

*EVS – Grade 1 – Chapter 7 – Clean Habits*

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

## 2. LEARN

### 2.1 KEY POINTS

Human beings have large body parts which consist of small body parts. For example, the leg, which is a large body part, consists of thighs, knees, calf, ankles, heels and toes. It is important to keep the body clean for personal hygiene and take care of each part in order to keep it healthy and safe. It is necessary to develop good habits to stay healthy.

### 2.2 LEARN MORE - None

## 3. ENGAGE

### 3.1 INTEREST GENERATION ACTIVITY

## INTRODUCTION TO THE TOPIC

### **Activity 1: Body part riddles \***

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

*Prerequisites:* Names of major external body parts

*Activity flow:*

Read out the following riddles one by one and ask students to guess the body parts. If children find it difficult to answer, help them by giving more clues:

1. I am black, but not a crow  
I am white, but not a butter  
I have water, but not a well  
I have lids, but not a vessel  
Who am I? (eyes)

2. I have two holes,  
I help you smell,  
Without me you cannot breathe.  
Who am I? (nose)
3. You need me to talk,  
You need me to eat,  
Without me, you cannot even laugh.  
Who am I? (mouth)
4. In a little crooked well,  
Without any water though  
I am always there to help you  
Listen to a lesson or song.  
Inserting stick or chalk pieces  
will only hurt you definitely.  
Who am I? (ears)
5. To write, hold, show and give  
you need my help and ever will;  
You cannot take a morsel though to  
your mouth without my will.  
Who am I? (hands)
6. Jumping, skipping running and hopping  
I take you to the school for sure;  
I help you work and also play,  
You dance and learn because I am here.  
Who am I? (legs)

### 3.2 CONCEPT GENERATION ACTIVITY

#### **PARTS OF THE BODY**

##### **Activity 2: Body parts and their function \***

*Materials Required:* NA

*Prerequisites:* NA

### *Activity Flow:*

Inform students that you are going to call out names of body parts and a few action words as well. They should touch the part quickly as soon as they hear the name of the body part and do the action when they hear the action word. Call out loud - head, ears, shoulder, clap. Eyes, nose, knee, jump. Continue in a similar way by calling out names of different body parts and an action word.

- Revise all the names of different body parts one by one starting from head going down to the toes and ask children to touch those body parts. If they are not sure which part it is, ask any other child to help them out.
- After one round of doing this exercise, discuss how each of the body parts is used. For example: Hand – Our hands are used to do various kinds of work like touching and holding things around us.
- Instruct students to touch their fingers and nails. Ask them to observe if all the fingers are the same size. Tell the names of each finger starting from thumb, index finger, middle finger, ring finger and little finger. Ask them to touch their friend's fingers sitting beside and recite the names of each finger on their hand.
- Similarly, ask children to touch their feet and toes. Ask them to observe if all the toes are the same size. Help children identify the names of each toe: Big toe, index toe, middle toe, fourth toe, little toe

## **SMALLER BODY PARTS**

### **Activity 3: Small body parts \***

*Materials Required:* NA

*Prerequisites:* Names of small body parts

### *Activity Flow:*

Ask all the students to stand in their respective places and sing:

Hi kids

Let's shake our body

Come on

Dance to the tune

Workout is a boon

We're healthy soon

Head, shoulders, knees and toes, knees and toes

Head, shoulders, knees and toes, knees and toes

And eyes and ears and mouth and mouth and nose

Head, shoulders, knees and toes, knees and toes

March, march, march  
Let us all march  
March, march, march  
Get your body charged  
Head, shoulders, knees and toes, knees and toes  
Head, shoulders, knees and toes, knees and toes  
And eyes and ears and mouth and nose  
Head, shoulders, knees and toes, knees and toes  
Jump, jump, jump  
Let us all jump  
Jump, jump, jump  
Make your muscles...

After singing this song, ask students to name all the body parts mentioned in the song. Ask them to identify the smaller body parts. Examples would be, shoulder, knees, toes, eyes, ears, mouth and nose. The bigger body part is the head. The eyes, ears, nose and mouth are the smaller body parts of the head. Shoulder is a part of the arm and the knees and toes are parts of the leg.

#### **Activity 4: Work and body parts**

*Materials Required:* Incense sticks and matchbox

*Prerequisites:* NA

##### *Activity Flow:*

Do the following activities to understand the functions of body parts.

- Instruct students to close their ears using their hands. Recite any poem of your choice. Ask them if they could hear clearly with their closed ears. Ask them to give reasons for their answer.
- Light up the incense stick. Ask children to close their nose. Can they smell anything? Now ask them to release their nose and allow them to smell the fragrance.
- Ask them to close their mouth and try to speak. Ask them how difficult it is to speak with their mouth closed?
- Without using their hands, ask children to try and lift something from the ground, for example, their water bottle. Can they do it easily?
- Similarly, ask them if they would be able to walk normally if both the legs were tied together with a rope. To get a feel of this, ask them to keep both their feet together and try walking. They would be able to hop but walking would be difficult.
- Call a child with low vision to the front of the class and ask the child to close his/her eyes. Silently pick another child and make the child stand in the front without making

any sound. Ask the low vision child to guess who is standing in front of him or her. Ask the child if it is difficult to guess with the eyes closed?

- After doing all the rounds, ask children to share which body parts were just being discussed about and what are their functions.

### **Activity 5: Body parts and their functions \***

*Materials Required:* 6 sheets with the following table written in braille, bindis

*Prerequisites:* NA

#### *Activity Flow:*

Divide all the students into 6 groups. Name each group as mouth, eye, ear, nose, hand, and leg respectively. Tell children that the group is representing the respective body part they got.

Distribute one sheet to each group.

Work	Mouth	Eye	Ear	Nose	Hand	Leg
A girl is running						
A boy is smelling a flower						
A man is decorating the main door						
A girl is listening to the radio or speaker						
A girl is singing on a mike						
A boy watching the birds fly						

Read the activities aloud from the table one by one and ask each group if they think this activity uses the body part their group represents and ask them to give reasons or examples to support their answer.

If children are facing difficulty, ask them to enact the given activity and understand which body part is being used. Help children to place bindis in the correct place. Summarise after they complete the activity and discuss the body parts and their functions in detail.

## **NEED FOR PERSONAL CLEANLINESS**

### **Activity 6: Habit tracker (Can be given as HW) \***

*Materials Required:* The list of all the activities written in braille/large font/accessible format

*Prerequisites: NA*

*Activity Flow:*

Ask children to think about all the activities they do in a day to keep themselves clean. Inform students that you are going to read out the activities aloud. They have to clap once if they do the activity everyday and also discuss the benefit of doing the same.

Read aloud the following activities:

1. Get up early and brush our teeth (keeps our teeth clean, strong and healthy)
2. Go to the toilet before coming to school (to remove the waste from our body)
3. Wash hands with soap after using the toilet (to wash off the germs from our hands)
4. Take a bath (to clean our whole body)
5. Wear clean clothes and comb the hair (to feel fresh and clean)
6. Wash hands before and after eating food (to wash off germs from our hands)
7. Drink clean water (to avoid stomach infection)
8. Wash face, feet and hands after going back from school (to remove dirt from our face, hands and feet)
9. Play with friends (to keep our mind and body active)
10. Did homework and read the lessons daily (to remember what we are learning daily)
11. Sleep without covering the face in a well-ventilated room (to breathe in fresh air while sleeping)
12. Trim nails once in a week (to avoid dirt to get accumulated under our nails)

Ask if there are any other activities they would like to add to the list.

### **Activity 7: Taking care of body parts \***

*Materials Required: NA*

*Prerequisites: NA*

*Activity Flow:*

Ask students to think what are the ways in which their body can get hurt. Name a body part and ask what can hurt that part of the body. Encourage them to think and share how those body parts are kept safe.

1. Eyes: Poking them with fingers, dust falling inside the eyes or rubbing the eyes vigorously. (Avoid poking and rubbing and wash the eyes with clean water.)
2. Nose: Poking using sticks or any sharp objects. Not cleaning the nose with water regularly. (Dust enters in our nose and not cleaning the nose can clog the nose)
3. Mouth/teeth: Not cleaning or rinsing mouth after eating. (Rinse mouth with water and brush teeth twice a day.)
4. Ear: Poking using sticks or any other sharp objects, listening to loud music using earphones (Clean only the external ears using a clean towel or ear buds.)

5. Hands: Not cleaning the hands with soap or not trimming the nails regularly. (Wash hands frequently and trim nails once a week.)
6. Legs: Similar to the hands

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

Have a discussion by asking questions like - What will happen if we do not brush teeth every day? Encourage students to share their thoughts.

## 4. EXERCISES & REINFORCEMENT

### 4.1 REINFORCEMENT

#### **Activity 8: Daily routine (HW suggestion)**

*Materials Required:* NA

*Prerequisites:* NA

#### *Activity Flow:*

Divide the entire class into 3 groups. Ask each group to talk about their routines during Morning, Afternoon and Evening respectively. Find out if there is a difference in their routine from each other. Discuss what is similar and what is different.

- (HW suggestion) Students can be encouraged to track their daily cleanliness habits for 1 week (refer Activity 6) and discuss the same with the class to find out if there is anything they are missing out on or anything they can start doing if they are not following already.

#### **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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