

Vision Empower & XRCVC
Teacher Instruction KIT
Modes of Transport

Syllabus: Karnataka State Board

Subject: EVS

Grade: 3

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

Chapter Number & Name: 14. Modes of transport

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

Objective

- To identify the need for transport
- To understand the different modes of transport for long distance, short distance and modern modes of transport
- To know about different kinds of workers working in railway station/bus station

Prerequisite Concept

- Names of common vehicles
 - Different modes of transport
- EVS_Grade 2_Chapter 12_Travel*

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*Note: The fields marked with * are mandatory*

2. LEARN

2.1 KEY POINTS

A bus station is a structure where city or intercity buses stop to pick up and drop off passengers. While the term bus depot generally refers to a bus garage. A bus station is larger than a bus stop. A bus stop is a place on the roadside where buses can stop for our convenience. A train station or railway station is a place where passengers can get on and off trains and/or goods may be loaded or unloaded. To ensure all people get access to buses and trains, the government creates bus stations and railway stations at various points in a city. Bus stations and railway stations have chairs, waiting rooms, washrooms, signs giving directions, speakers making announcements, screens with information for people's convenience.

Different people have different jobs to maintain the bus and railway station and as a responsible citizen we have to ensure that we follow some rules to keep the places clean and safe for our use.

2.2 LEARN MORE

None

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

INTRODUCTION TO THE TOPIC

Activity 1: Sing along poem on transport *

Materials Required: NA

Prerequisite: NA

Activity Flow:

Sing the below poem given below and ask students to repeat the lines.

Picnic picnic by bus
Along with my friends
Variety of vehicles
Moving on the road
 Horse cart and bullock cart
 Cycle and motorbike
 Autorickshaw and car
 So many vehicles on the road
Train on the rail
Boat on the water
Aeroplane in the air
Flying in the sky
 Some are moving slow
 Some are moving fast
 Different mode of transport
 I like them very much

Ask children to name the vehicles that are there in the poem.

3.2 CONCEPT GENERATION ACTIVITY

IDENTIFYING VEHICLES

Activity 2: Identify the vehicles *

Materials Required: Models of different vehicles belonging to all the modes of transport (land, air, water)

Prerequisite: NA

Activity Flow:

Pass around the different models to children and ask them to identify the names of the vehicles. Have a discussion about the mode of transport, what is the purpose of the vehicle, whether the vehicle moves fast like a train or slow like a bullock cart, who uses it and any other information that they can share about the vehicle. Discuss regarding the different sizes of different vehicles by giving examples. If possible, take help of a big and long flat wall or a corridor of the school with a starting point and different end points (approximate length) to help them understand the length of different vehicles.

Activity 3: Listing down vehicle names (writing)*

Materials Required: tools for writing

Prerequisite: The student should have prior knowledge on the following

- Different modes of transport (water, land or air) with examples
- Number of people a vehicle can accommodate
- Fast- and slow-moving vehicles
- Vehicles that can cover long and short distances

Activity Flow:

Discussion: Before starting the activity, have a general discussion about different situations in which different kinds of vehicles are used. For example, for crossing a river, a boat is used and if many people want to cross the river, small boats will not be sufficient. A bigger boat or a ship would be more suitable for such situations. Discuss about vehicles referring to the following parameters: distance between two places, goods that need to be transported, speed in terms of fast or slow, mode of transport, number of people travelling and the people whom we expect to meet in such places.

Divide the class into groups making sure that every group has a child who is comfortable in reading and writing in Braille.

Ask each group to make a list of vehicles they have travelled on and then write next to it if the vehicle is a fast-moving vehicle or a slow-moving vehicle. Help them with spellings if required.

For example: Train – Fast, Cycle - Slow

Ask every group to present their work to the class by reading out what they have written about the vehicles.

Activity 4: Visit to a railway station/bus station to know its structure, work and people

Materials Required: NA

Prerequisite: NA

Activity Flow:

Discussion: Before taking students to any bus/railway station, have a discussion regarding their own personal experience of using the bus or train. Discuss about the different areas in a station such as the ticket counters, waiting areas, washrooms or toilets, where and how people form queues and so on. Discuss about the areas which are safe to walk and areas which are not safe to walk on.

Take students to a nearby bus station/railway station for a visit. Orient them to the different areas in the bus/railway stations. For example:

1. Ticket counter
2. Help desk
3. Washroom
4. Benches
5. Information screens and their purpose

6. Waiting area before boarding the vehicle
7. Small food outlets
8. Buses/trains and their destinations
9. Different kinds of workers in the station

Request in advance from the bus/train staff to have a small session with children. This session would include description of their jobs and roles. Also, request bus station staff to explain some of the rules to be followed in the station

1. Do not litter and put garbage in the dustbin
2. Stand in a line/queue
3. Allow people to disembark (come out) from a bus or train first before entering the vehicle

After coming back from the visit, discuss the following with the students:

- Ask them to share their observations and what are the new things they learnt during the visit
- Have a discussion regarding the similarities and differences between a bus station and a railway station.

Alternatively, if a visit is not possible, have a verbal discussion about the different areas of a station, how the system functions and the safety rules to be followed in such places. Also, discuss the different people working in those places. Ask children to guess the work they do

1. Person sitting at the “help desk”
2. Coolie or porter
3. Cleaner
4. Bus driver
5. Conductor
6. Ticket collectors
7. Person sitting at the ticket counter

3.3 LET’S DISCUSS: RELATE TO DAILY LIFE

Different kinds of vehicles come under the category of transportation. Transport helps people to travel from one place to another place and it can also be used to transport goods from one place to another. Transportation can be private or public. Public transport can vary from buses to trains in which many people can travel at a time. Private transports are those which are owned by an individual.

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

Activity 5: Names of vehicles (fill in the blanks/reading/writing) *

Materials Required: Writing materials, printed sheet of the paragraph in accessible format (Braille/Large Font/Accessible E-copy)

Note: If print copy is not available, this exercise can be conducted orally.

Prerequisite: NA

Activity Flow:

Ask students to read the following paragraph and fill in the blanks with a suitable vehicle name for each blank space.

We use vehicles like _____ and _____ to travel from one place to another place. People use vehicles like _____ and _____ to carry goods from one place to another place. _____ is comfortable for long journeys. _____ is useful to travel fast. _____ is used for travelling in deserts. It is called the ship of the desert. People use _____ to cross rivers.

Activity 6: Design a bus station/railway station

Materials Required: NA

Prerequisite: NA

Activity Flow:

- Divide children into groups and ask them to discuss among themselves that if they were to design a bus station or a railway station, what kind of facilities they would like to have at the station and the reasons for those. Ask them to think about what are the difficulties they normally face in those places (if they have visited any) and suggest ways to solve those problems or difficulties. If they are unable to suggest a solution, they would discuss the problem with the whole class while sharing their design. Let them think about the rules that need to be followed at these places and how they will ensure that everyone follows these rules. Apart from the existing rules, students can think of some new rules which can be introduced such that these places can become more user friendly.
- Ask each group to share what they discussed.
- Ask other groups if anything can be added in the design presented.

Teaching Tips

NA

References

NA

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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