

Vision Empower & XRCVC

Teacher Instruction KIT

Family

Syllabus: Karnataka State Board

Subject: EVS

Grade: 3

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

Chapter Number & Name: 16. Deepa's generation

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

Objective

- Know the relationship between three generations of a family
- Understand a family tree
- Recognize the similarity in physical and hereditary features among the family members.
- Understand the relationship of a child and caregiver

Prerequisite Concept

- Understand family structure
- Recognize diversity in families

EVS_Grade 2_Chapter 12_My Family

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*Note: The fields marked with * are mandatory*

2. LEARN

2.1 KEY POINTS

A person who is taking care of the basic needs of a child is called a caregiver.

Since ages, mothers were expected to play the role of the primary caregiver but in present time, other members, apart from mothers, are also taking part in caring for children.

A family tree is a chart representing family relationships in a conventional tree structure.

2.2 LEARN MORE

None

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

INTRODUCTION TO THE TOPIC

Activity 1: Deepa's story*

Materials Required: NA

Prerequisite: NA

Note: Teachers can choose to sing any lullaby in their local language.

Activity Flow:

Narrate the following story:

Raju and Deepa came to their grandparent's house during the summer vacation. Raju, Deepa, their mother and grandmother went to the neighbouring village to attend a naming ceremony. Many people had gathered there. Deepa saw a small baby in the cradle.

Deepa: Mother, whose baby is this?

Mother: Deepa, it is the baby of Radha and Rajiv. You too used to sleep in the cradle like this when you were a baby.

The baby in the cradle started crying. Radha took the baby into her bosom and consoled it by singing a lullaby.

Aluva kandana tutiyu havalada kudihanga

Kudihubbu bevinesalanga Kannota

Shivana kaiyalagu holedanga

(Summary: A crying child's lips look like a pearl. Its tender brows appear like petals of a neem flower. Its tear-filled eyes flash like the sharp edge of Lord Shiva's sword.)

Listening to the song, the baby stopped crying.

Discussion: Ask students what they understood from the story. Summarise by saying that the baby wanted to sleep and the mother helped the baby to sleep by singing a lullaby.

Ask students if they know any other lullaby and encourage them to sing.

3.2 CONCEPT GENERATION ACTIVITY

ROLE OF A CAREGIVER

Activity 2: Role of a caregiver *

Materials Required: NA

Prerequisite: NA

Activity Flow:

Discussion: From the story, we can say that the mother took care of the child when the child wanted to sleep.

Explain the following scenarios and discuss them one by one.

1. A baby monkey is sitting on the lap of his mother on a tree branch.
2. A bird bringing food for its chicks in the nest on top of a tree branch.
3. A hen spreading its wings and covering its chicks when it started to rain.
4. A mother cuddling her baby on her lap.

Discuss what they understood from each scenario. In each scenario there is a baby or child and there is a mother. What is the mother doing? The mother is nurturing her baby fulfils their needs.

What are the needs? A child has a need for food, sleep, care, love and protection. A mother fulfils these needs. However, any other person who takes care of these needs is called a

caregiver. The role of the caregiver is to fulfil the basic needs of a child which helps in the proper growth and development of a child.

UNDERSTANDING RESEMBLANCE BETWEEN FAMILY MEMBERS

Activity 3: What is common between family members? *

Materials Required: Locally available flowers like rose (can bring 2-3 varieties), jasmine (or any other locally available flowers)

Prerequisite: NA

Activity Flow:

Distribute the flowers randomly and ask them to identify the flowers. Ask who got a rose and who got jasmine. Ask them what made them differentiate between the two. Discuss about the features of these flowers like petals, fragrance and texture. Summarise by saying that these properties help us to identify and understand the difference and similarities between two flowers. There may be different varieties of roses but still they have certain characteristics which are common and help us understand that these are roses.

Remind students about Deepa's story narrated earlier and continue the story from where it stopped - While returning from the naming ceremony, Deepa's grandmother met her friends. They looked at Raju and said, "He looks just like his grandfather. His eyes, broad forehead, long nose, resemble his grandfather".

Deepa said, "Everyone says that I resemble my mother. See, I have curly hair, my mother too has curly hair".

Ask students if they ever noticed if they have any characteristics or features in their body which are similar to any other members of their family.

Discuss that just like the flowers, there can be similarities between a child and her family members. Explain that a rose flower belongs to a family of roses and have properties like similar smell, shape, number and texture of the petals.

Similarly, children resemble their parents, grandparents and other members of the family. Generally, the similarities can be seen in the hair, colour of the skin, eyes, ears, nose, walking and laughing style etc.

FAMILY TREE

Activity 4: Understand the Family tree*

Materials Required: NA

Prerequisite: NA

Activity Flow:

Continue Deepa's story: They met Ramappa, the grandfather on the way, who was returning from the town. He took the children to the farm.

Deepa: Grandpa, how many children do you have? (Grandfather then told them about his family.)

Grandpa: Deepa, your grandmother is Puttamma. We have two children. They are your father Subbanna and your aunt Leela. You and Raju are the two children of your father. I, your grandmother, your father, mother, you and Raju, thus belong to three generations.

Deepa: Grandpa, I could not understand what you said.

Raju: Deepa, I have learnt about the generations in school. It can be shown by drawing a simple family tree. I'll draw and show you what grandpa said. Then you will understand it. (Children reached home.)

Deepa: Raju, you told me about the family tree. Can you explain what it is?

Raju: OK, a family tree is a drawing or depiction in graphics that shows the relationships between the different members of a family. It starts from the bottom where the trunk of the tree begins. That is where we place the grandparents and then it goes up to the lower branches where we place our parents and on top are the leaves which are the last generation like us.

Deepa: Hey! It sounds like a real tree.

Raju: It is called a family tree.

Activity 5: Making a simple Family tree

Materials Required: Tactile diagram of the outline of a tree and chits which have names of different family members written in braille (grandfather, grandmother, mother, father, brother, sister, me)

Prerequisite: Knowledge about family members and the relationship, parts of a tree

Activity Flow:

Discussion: Divide students into 4-5 groups and distribute the tactile diagram of the tree.

Ask them to identify the different parts of the tree starting from the bottom of the tree trunk then moving up towards the branches and finally the top portion of the tree, where there are leaves.

Ask them to discuss the following with each other in the group.

1. How many family members do they have in their home?

2. What is their relationship with each other?
3. Who is the oldest member in the family?
4. Discuss who came first and what will be their position in the family tree chart. Discuss which part of the tree grows first. Help them stick the chit of grandparents in the lower trunk area.
5. Similarly, help them stick the chits of both parents in the upper trunk. Then stick the word “me” “my siblings” in the leafy area of the tree.
6. Explain that grandparents are the first generation. Explain that parents, uncle, aunt are the second generation. This is followed by the third generation which includes the child, her brothers, sisters and cousins

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

Ask students to share their experience with their caregivers. Discuss about family by asking them which are the other people who take care of their needs apart from their family members (farmers, milkman, helpers etc.). Ask children to think if the family tree will look similar in other parts of the world.

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

Activity 6: Who do I resemble? (Writing/HW suggestion)

Materials Required: Writing materials

Prerequisite: Comfortable writing in braille

Activity Flow:

Ask students to collect more information about their grandparents from the elders and find out what it is that they find similar to any of their family members. They can find out if they have similar hair texture, nose, smile by asking their family members.

Ask them to write the following

For example:

My name: _____

I resemble: _____ (My brother/mother)

What is similar? _____ (nose, hair, laughing style)

Summarize that we all resemble our parents and grandparents and other family members. Sometimes it can be body parts and sometimes habits as well.

(HW suggestion) For this topic, students can collect the information, mentioned in Activity 6, about their family members at home and record in the form of writing if they are comfortable writing independently. Otherwise, they can share verbally the following day.

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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