

**Vision Empower & XRCVC**  
Teacher Instruction KIT  
**People with disability**

Syllabus: Karnataka State Board

Subject: EVS

Grade: 3

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

Chapter Number & Name: 18. These people are also like us

## **1. OVERVIEW**

### **1.1 OBJECTIVE AND PREREQUISITES**

#### **Objective**

- To create awareness among students about different kind of impairments
- Develop sensitivity and an attitude to help people with special needs

#### **Prerequisite Concepts**

None

## **Content Index**

### OVERVIEW

#### 1.1 OBJECTIVE AND PREREQUISITES

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### 4.2 IMPORTANT GUIDELINES

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

## **2. LEARN**

### 2.1 KEY POINTS

A disability is a physical or mental problem that makes it difficult or impossible for a person to walk, see, hear, speak, learn, or do other important things. Some disabilities are permanent, or last forever. Others are temporary, or last for only a short time. A disability can be something a person was born with. Or it can be the result of an illness or an accident. Many organizations in a community can help people with developmental disabilities go to school, work, or live on their own.

### 2.2 LEARN MORE - NA

## **3. ENGAGE**

### 3.1 INTEREST GENERATION ACTIVITY

## **INTRODUCTION TO THE TOPIC**

### **Activity 1: Story of Louis Braille\***

*Materials Required:* Any braille book. Teachers can choose to bring different types of braille books available such as contracted and uncontracted books.

*Prerequisites:* NA

*Activity Flow:*

Ask students in which script they read and write. Ask if they know who invented Braille.

Narrate the story of Louis Braille

One day, a three-year-old boy was playing with a sharp tool used by his father. The pointed tool damaged his eyes and he lost his eyesight. The boy had a keen interest in studies. He was thinking of different possibilities to read and write. Finally, he arrived at a way to read and write by touching and feeling. He developed it and made it helpful for others who were facing the problem of sight. He is Louis Braille. The letters he used is called Braille script.

Pass around the braille books to students to explore and understand the difference between the two.

### 3.2 CONCEPT GENERATION ACTIVITY

#### **DIFFERENT KINDS OF DISABILITY**

##### **Activity 2: Understand disability and impairment \***

*Materials Required:* NA

*Prerequisites:* NA

*Activity Flow:*

Ask students what their understanding of disability is. Have a discussion to understand if the children are aware of their condition.

Explain that a disability is a condition that makes it difficult for a person to do certain activities or interact with the world around them.

Ask students to give an example of a disability they know about. Discuss that there are people with visual impairment, speech impairment, hearing impairment and mobility impairment.

#### **ASSISTANCE REQUIRED BY PEOPLE WITH DISABILITIES**

##### **Activity3: How we can help our friends with different impairment \***

*Materials Required:* NA

*Prerequisites:* NA

*Activity Flow*

Ask students what kind of difficulties they face due to their low vision or blindness in their day to day life and how they overcome those difficulties.

Ask them to think what kind of difficulty other disabled people might be facing in performing day to day activities. What are the possible ways to help them? Discuss other kinds of impairment as mentioned below:

Speech impairment – People who are not able to talk or communicate using voice communication. In other words, people who have difficulty with correct pronunciation or sound. We can take help of an interpreter to help communicate with them. Visually impaired people can learn sign language and speech impaired people can learn braille or with technology, they can type into a phone or computer and communicate this way.

Hearing impairment – People having difficulty in hearing sound. Communication between visually impaired person and hearing-impaired person can happen using sign language or Braille or with the help of an interpreter or they can also use their phone or computer to communicate.

Mobility impairment – Mobility impairment refers to the inability of a person to use one or more of his/her extremities, or a lack of strength to walk, grasp, or lift objects. We can help by giving them support to do things whenever there is a requirement.

Give a situation and discuss: Ravi has some problem with his leg. He cannot walk. He has joined school recently. If Ravi joins your school, how will you help him?

#### **Activity 4: Let us learn a few sign language \***

*Materials Required:* NA

*Prerequisites:* NA

*Activity Flow:*

Help students learn a few sign languages by holding their hand and guiding them with the appropriate hand gestures.

Please: When you want to say the word “please,” place one hand on your chest without folding the fingers.

Thank you: “Thank you” can be conveyed by touching the chin with the fingers on one hand.

Sorry: Similar to “please”. Place the hand on your chest and fold all the fingers.

### **INSPIRING STORIES OF PEOPLE WITH DISABILITIES**

#### **Activity 5: Story of Pandit Dr. Puttaraja Gawai (HW suggestion) \***

*Materials Required:* Writing materials

*Prerequisites:* NA

*Activity Flow*

Remind students of Louis Braille. Inform that there are many more people in the world who have achieved success despite their disabilities.

Dr. Puttaraja Gavayi was famous for art, literature, music and plays. He lost both his eyes when he was a child. He became a disciple of Panchakshari Gavayi. He became a renowned singer. He could play all musical instruments. He learnt Braille script and wrote more than 64 books. More than 15 thousand students have learnt music under his tutelage. He died in the year 2010. His contribution to the society is invaluable.

Distribute children into groups and ask each group to do research about people who, despite having a different kind of impairment, did very well in their field of work and

achieved success. The person can be well known or a person who is part of their own community.

Guide children to get access to the material which they would need for their research.

Ask every group to share the story of the person with the class.

Or

Apart from this, the group can write about the person in the Braille paper which can be pasted in a chart for others to read.

Some examples:

Worldwide- Helen Keller, Stephen Hawking, American president Franklin Delano Roosevelt, Frieda Kahlo, Beethoven

India- Sudha Chandran, Ravindra Jain, Arunima Sinha

- (HW suggestion) Guide students regarding how to collect information about people mentioned in the activity, which can be done by asking elders or older siblings at home and if the internet is available, they can collect more information with help of elders.

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

Have a discussion about people from Activity 5 and ask students to share their thoughts.

## 4. EXERCISES & REINFORCEMENT

### 4.1 REINFORCEMENT

#### **Activity 6: Communicating through sign language**

*Materials Required:* NA

*Prerequisites:* NA

*Activity Flow:*

- Make pairs of children and ask them to decide among themselves who is A and who is B.
- Tell all the As to give the following message to B without speaking.
  - I am feeling hungry
- Give them 1 - 2 minutes to complete and then tell all the Bs to give the following message to their partners.
  - I am feeling very tired.

The teacher can continue doing this by giving more situations. For example, my hand is aching, my father can sing etc. Discuss how they conveyed the messages to their partners.

#### **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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