

Vision Empower & XRCVC

Teacher Instruction KIT

Games

Syllabus: Karnataka State Board

Subject: EVS

Grade: 3

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

Chapter Number & Name: 21. The game – Hide and Seek

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

Objective

- To classify games into indoor and outdoor games
- Identify local and traditional games
- Identify the materials used for different games
- Understand the benefits of playing games
- Discuss other sources of information and entertainment such as TV, Radio, books

Prerequisite Concept:

Awareness regarding names of different indoor and outdoor games

EVS – Grade 2 – Karnataka State Board - Chapter 16 – Play and Enjoy

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2. LEARN

2.1 KEY POINTS

Play is the work of children. It consists of those activities performed for self-amusement that have behavioural, social, and psychomotor rewards. It is child-directed, and the rewards come from within the individual child; it is enjoyable and spontaneous.

Play is an important part of childhood development. Through play, children learn about shapes, colours, cause and effect, and themselves. Besides cognitive thinking, play helps the child learn social and psychomotor skills. It is a way of communicating joy, fear, sorrow, and anxiety.

2.2 LEARN MORE

NA

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

INTRODUCTION TO THE TOPIC

Activity 1: Story with names of indoor and outdoor games *

Materials Required: Story in braille format (for teacher's use)

Prerequisite: NA

Activity Flow:

Narrate the following story:

Rani slowly counted 1 to 10 and opened the closed eyes of Ranga. When she was counting, Suma, Vinay, John and Haseena hid behind the tree. When Ranga was searching for them, Suma, John and Haseena came out quickly and touched Rani and shouted “Oh! we touched Rani”. But Ranga touched Vinay before he touched Rani and shouted ‘out’. Meanwhile it started raining. The children went into the house of Ranga.

Ranga: My uncle has bought many story books; would you like to read them?

Vinay: No thanks. Today is Sunday. Let us watch children’s programmes on the T.V.

Rani: No, we shall listen to the songs over the radio.

All: No, No, let us play games. All right. Then, what game shall we play? Discussion started once again.

Rani: Let us play chowkabara (game of squares).

Ranga: But we are six members here. Chowkabara can be played by only four.

Suma: Then, let us play ali guli mane (mancala).

John: No, only two people can play it.

Haseena: What about carrom?

Ranga: Sorry! I don’t have a carrom board.

Vinay: Let us play acche kallu (marbles).

John looked outside and said, “Rain has stopped. Let us go out and play games”. Children came outside shouting with joy. A question arose. Which game has to be played? Each one told the names of the games they knew. They had to choose one game out of lagori, monkey prank (marakothi), chinni-dandu, marble game, spinning top, cricket, hopping game, skipping and ball game. Finally, they decided to play the hopping game.

Have a discussion about the games that are mentioned in the story and out of those, how many are they familiar with. Which games have they played before? Encourage them to share their knowledge about any games they are aware of and discuss how they are played. Ensure that most of the students get a chance to speak.

3.2 CONCEPT GENERATION ACTIVITY

INDOOR AND OUTDOOR GAMES

Activity 2: Difference between indoor and outdoor games (writing) *

Materials Required: Writing materials (one for each group)

Prerequisite: Comfortable writing in braille

Activity Flow:

Divide the class into 4 to 5 groups. Instruct each group to make a list of all the games that they can think about. Allow one or two children from the group to write down the names of the games. Help them with spellings if required.

Once they are done writing down the names, instruct each group to share the names they listed with the remaining groups. If the names are repeated, they may choose to tell the names which are not written by the other groups.

Instruct them to identify and differentiate the games as indoor or outdoor in terms of where it can be safely and comfortably played. Ask students if they find any similarities between all the outdoor games or between all the indoor games.

Discuss that indoor games are those games which are played in a room. These are played while sitting down, however some games may require movements such as table tennis or badminton. Games like chess, carom, playing cards, ludo, etc. are played in a sitting position. Outdoor games are those games which are played outside the house involving larger areas such as a playground. Examples are cricket, football, hockey, horse riding etc.

Activity 3: Games which require teacher's supervision *

Materials Required: Any two types of games, one which requires teacher's supervision as a referee or captain and a game, which students can play independently, example, cricket, skipping etc.

Prerequisites: Familiarity with the games would be helpful. If not, teacher will have to explain the rules of the game clearly before playing

Activity Flow

Start by playing the games one after the other. After playing the games, ask students to talk about the difference between the two in terms of how they were played. Guide the discussion to understand that some games require teacher's or an adult's help to play while there are some games which can be played independently.

Help students list out the games which they can play independently and the ones for which they require teacher's help to play. Discuss about what kind of guidance is required for such games.

Explain that some games have rules which we need to follow while playing and to ensure that rules are being followed, we need a referee or an umpire, who also has the authority to make decisions during the game.

MATERIALS USED FOR GAMES

Activity 4: Materials required for different games (HW suggestion) *

Materials Required: (playing materials depending on the availability) example, a skipping rope, a dice, any game board, ball, tamarind seeds or pebbles etc.

Prerequisites: NA

Activity Flow:

Distribute the materials to students and ask them to name the games which are played using these materials. Divide students into groups and ask each group to select one material and list down the names of the games that can be played by using the material picked. They can think of new games with new rules if possible.

Allow students to share the name of the games they thought of with the class.

Call out the names of other games given below and ask students to describe the materials used for the game. If they are not familiar with the games, the teacher would help explain briefly how the game is played.

- Kabaddi – chalk, lime, sand or paint for marking the boundaries
- Tug of war – rope
- Cricket – bat, ball, stumps
- Spinning top- spinning top
- Chaupar/Pachisi – Cloth, board and dices
- Snakes and ladders – board, dice, tokens
- Marbles - marbles
- Skipping rope - rope
- Kite flying - kite
- Football - football
- Hopscotch – stone, chalk to draw boundaries
- Ali guli mane/ Pallanguli - Rectangular board, seeds or small stones
- Chowka Bara – board, dice, cell

If any games are known by any other local names, discuss the same with students, for example, spinning top is called lattu in Hindi.

For the HW, students can be asked to collect and bring information about more games and the materials used for playing those games.

- (HW suggestion) Students can be asked to collect and bring information about more games and the materials used for playing those games, as mentioned in the activity.

BENEFITS OF PLAYING GAMES

Activity 5: Benefits of playing games *

Materials Required: Materials required to play any local game of teacher's choice

Prerequisites: NA

Activity Flow:

Play a small round of any game. Ensure that the students are enjoying and all are involved. After the game, ask them how they are feeling. Find out how they feel when they do activities like listening to audio from phone or radio. Inform that we get entertainment and information from T.V., radio, and books.

Playing games is also a form of entertainment. However, there are more benefits of playing games:

- It freshens up our body and mind
- It makes our body strong and healthy

Activity 6: Game – Where is your hand?

Materials Required: NA

Prerequisites: NA

Activity Flow:

Teach how to play this game and allow students to play with their partners by forming pairs.

One would ask questions and the other would keep their hands under a piece of cloth. Encourage students to build their own questions and enjoy the game.

Questions should be asked in the following way and the other player would answer.

Where have the hands gone? They have gone to the fair.

What does the fair give? It gives sugarcane.

What have you done with it?

I have enjoyed its taste.

What have you done with the rind? I have put it into a dunghill.

What does the dunghill give? It gives manure.

What have you done with the manure? I have spread it over the field.

What does the field give? It gives green grass.

What have you done with the grass? I have fed it to the cows.

What have the cows given? They have given us milk.

What do you do with the milk? I drink it and grow stronger.

This game can be played in a lyrical-singing tone.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

Thinking Time: Discuss if they are given a choice between reading books, playing with friends, watching tv or listening to a radio show, what will they choose and why. Ask every student to give their views on this point.

Also, encourage students to talk about local games and discuss traditional games of the region. Think of which games are popular in the region. For example, kho-kho, gilli-danda, pallanguzhi and so on.

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

Activity 7: Why do we like playing? (HW suggestion)

Materials Required: NA

Prerequisites: NA

Activity Flow:

Ask students to think of one game they like to play. Make small groups according to the similar choice of games. Ask the following questions to each group:

- Which game did you think of?
- Do you need to play in a group or is it a single player game? Is it played indoors or outdoors?
- What do you like about the game?
- Is there anything they do not like about the game?
- What are the skills learnt during this game?
- Do you feel refreshed, tired or full of energy after playing this game?
- What will happen if we all stop playing our favourite game?

Students can choose to write a few lines about this or they can prepare a small speech about their experience of playing the game. This task can also be given as homework after the discussion in the class. The speech can be shared by each group the following day.

- (HW suggestion) Alternatively, students can prepare a speech mentioned in this activity.

Activity 8: My favourite game (writing)

Materials Required: writing material

Prerequisites: Should be comfortable in writing sentences

Activity Flow:

Instruct students to write 3 to 4 sentences about their favourite game. They need to think in terms of whether the game is played indoor or outdoor, the number of players required for the game, what materials are required for the game and why they like to play the game and with whom.

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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