

Vision Empower & XRCVC
Teacher Instruction KIT
The Changing Families

Syllabus: Karnataka State Board
Subject: Environmental Science
Grade: 4
Textbook Name: Karnataka State Board
Chapter Number & Name: 16. The Changing Families

1. OVERVIEW

1.1 OBJECTIVES AND PREREQUISITES

Objective

- To recognize the changes that have taken place in the family system over the years.
- To record the changes in a simple family tree.
- To understand the different types of families

Prerequisite Concept

- Family, family tree- *EVS, Grade 3, Chapter 16: Deepa's Garden*

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*Kindly Note: Activities marked with * are mandatory*

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2. LEARN

2.1 KEY POINTS

- Family: A group of people going through the world together, often adults and the children they care for.
- Extended family: All of the relatives or people making up a family, whether or not they live together; often this includes grandparents, aunts, uncles, etc.
- Guardian: A person other than a parent who is legally responsible for a child or children
- Immediate family: A person's smallest family unit, often consisting of parents/guardians and children.
- Migration: When people move from one place to another for various reasons such as better paid work, marriage, religious beliefs, etc.

2.2 LEARN MORE

<https://www.tolerance.org/classroom-resources/tolerance-lessons/my-family-rocks>

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

Family

Activity1: What is a Family?

Materials Required: None

Pre-requisites: None

Activity Flow

- Ask the children what they think a family means.
- Who all are included in a family?
- What is unique about their families?
- Are all families the same? Or are they different from one another?
- As the children talk, write down the salient points for later comparison.

When the chapter is over, and the activities have been done in the class, revisit this discussion. How has the children's understanding of families changed?

3.2 CONCEPT INTRODUCTION ACTIVITIES

Families are of different sizes

Activity 2: Families are of different sizes

Materials Required: None

Pre-requisites: None

Activity Flow

- Ask the children how many members are there in their families. Let them include all the people who are there at their home as a starting point.
- Designate each area of the classroom for the following numbers:
 - 2-3
 - 4-5
 - 6-7
 - 8-9
 - 10 or more

The areas could be the 4 corners of the classroom and then the middle.

- Now, ask the students to stand in each area according to the number of people in their families. For example, children with 2-3 members will stand in the front left corner.
- When all the children are standing according to the number of people in their families, count the number of children in each group. Which group has the most number of children?

All families are different

Activity 3: Family Scavenger Hunt

Materials Required: A copy of the scavenger checklist for each child, braille slate, stylus, braille paper.

Pre-requisites: None

Activity Flow

- Make copies of the following points in braille such that each child has one:
 - a. I do not have any brothers or sisters.
 - b. I live with only one parent/guardian.
 - c. I have more than three brothers or sisters.
 - d. I live with two parents/guardians.
 - e. I live with a grandmother or grandfather.
 - f. I have a stepmother or stepfather.
 - g. My family comes from a different country.
 - h. I live with people who love me.
 - i. I think my family rocks!
- Distribute the checklists to the children.
- Give the children time to discuss among themselves. Ask the children to try and find someone from the class who matches each family description.
- When the children find someone, they must write their names on a separate sheet of paper along with the corresponding number of the description.
- Review answers. Did anyone find all people that match all descriptions? Have students share what they learned about their classmates from the activity. How does it make your community better to have so many different types of families? How many people think their family rocks!

Family Tree

Activity 4: Family Tree

Materials Required: Taylor frame and types

Pre-requisites: None

Activity Flow

- In this activity, the children will learn how to represent a family tree in the form of a taylor frame.
- Each child should have a taylor frame and types.
- Ask the children to make their own family tree on the taylor frame using types. This can be done by:
 - Placing two types together which represent father and mother on a taylor frame, which is the first generation. Take care to place these types approximately in the center.
 - Then for how many ever children there are, those many types will be placed below the parents with equal space, that is the second generation.
 - Similarly, arrange the following generation in the next row.
- Some rules can be followed:

- Place algebraic types to represent men and geometric types to represent women.
- Always place spouses to the outside.
- A 3-generation family tree would be easier to make on the frame.

Changes in Families

Activity 5: Changes in Families

Materials Required: Taylor frame and types

Pre-requisites: family tree

Activity Flow

- Ask the children if there has been any change in their families over the last 5 years.
- The children can make 2 small family trees (3 generations) on their taylor frame to compare the changes that have taken place. One family tree to represent the family 5 years ago and 1 to represent the family now.
- What do they think causes changes in families?
- Have there been any marriages in their families over this time? Didn't their families then gain an extra member?
- Were babies born in their families?
- Have people moved away to other cities/states/countries?
- Sometimes, whole segments of the extended family may be living in another place.
Eg; uncle, aunt and their 2 children who have moved away to another city because of one of their jobs.

Migration

Activity 6: Reason for Migration

Materials Required: None

Pre-requisites: None

Activity Flow

- The last activity (activity 5) can pave the way for this one.
- After discussing people from their families who might have moved to another place to live, ask the students what might be some of the reasons for the same. Answers could include a job, marriage, studies, etc.
- Read out the following scenarios to the children and ask them, after each one, why that person moved:
 - In the 1800s some criminals were sent from Britain to Australia for stealing food.
 - In the early 1970's some American men went to Canada because they did not want to fight in Vietnam.

- In the 1930's people who did not agree with the government, or who were Jewish, left Germany and moved to Britain and the USA, to avoid being put in concentration camps.
- In the 1970's and 1980's young Black South Africans came secretly to Britain so that they could study.
- In the 1840's people left Ireland and went to the USA or Britain because the potato crop failed and they had no food.
- In the last seven years many people have moved from Poland to Britain to earn more money.
- The rule of the Taliban in Afghanistan after 1991 meant that girls and women could not study. Many left the country.
- When India was divided up in 1947, many people moved from India to Pakistan and many people moved to Pakistan from India due to religious issues.
- What were the reasons for migration? Did they always move willingly in all these cases?
- Read out the following reasons for migration to the children and discuss with them whether any of the cases read out earlier correspond to these reasons:
 - to be safe
 - to be free
 - for food and shelter
 - to make a better life
 - to build a new country
 - to escape from a war
 - to find a safe place
 - as a punishment
 - to take over another country
 - to be able to speak freely
 - to avoid having to fight in an army
 - to have a better future

- to be able to feed their family
- In how many of the cases people:
 - were forced to leave
 - Chose to leave
 - did not know whether or not they had a safe place to go
 - knew they had a safe place to go

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE*

- Good qualities we learn from a family.
- Some of the members of the family shift to other places due to some reasons and new members join the family.

4. EXERCISES & REINFORCEMENT

4.1 EXERCISE AND REINFORCEMENT

Reinforcement

Activity 7: Migration

Materials Required: None

Pre-requisites: None

- Ask the students to make a list of the reasons for the migration of family members to other places. They can take the help of the elders.

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

References:

- Activity 3: Activity adapted from:
<https://www.tolerance.org/classroom-resources/tolerance-lessons/my-family-rock-s>
- Activity 6: Examples of migration taken from:
<http://www.collaborativelearning.org/migrationconnect.pdf>

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