

## Family

Syllabus: Karnataka State Board

Subject: Environmental Studies

Grade: 5

Textbook Name: Environmental Studies- Text cum work book-English medium- Fifth standard

Chapter Number & Name: 2. Family

### 1. OVERVIEW

#### 1.1. OBJECTIVE & PREREQUISITES

#### Objective

- To understand the importance of a family.
- To get introduced to their family using a family tree.
- To develop the skill of identifying relationships and changes in the structure of family.
- To understand the features of nuclear and joint families.

#### Prerequisite Concept

- EVS, Grade 4, chapter 16: The Changing Families

#### Content Index

*Kindly Note: Activities marked with \* are mandatory*

#### 1. OVERVIEW

##### 1.1. OBJECTIVE & PREREQUISITES

#### 2. LEARN

##### 2.1 KEY POINTS

##### 2.2 LEARN MORE

#### 3. ENGAGE

##### 3.1 INTEREST GENERATION ACTIVITY

Interest generation activity

Activity 1: Song- Family

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Family tree

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Activity 3: Representing family in the form of a family tree

Types of Family

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3.3 LET'S DISCUSS: RELATE TO DAILY LIFE\*

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4.1 EXERCISES & REINFORCEMENT

Different families

Activity 5: Similarities and differences in different families.

4.2 IMPORTANT GUIDELINES\*

Exercise Reading

Perform Textbook Activity

Provide Homework

## 2. LEARN

### 2.1 KEY POINTS

Advantage of joint family: It secures the advantages of the division of labour. Every member in the family is given work according to his abilities without being taxed unduly.

Every phase of family life is managed by all members including women and children

Disadvantages of joint family: A joint family is usually unwieldy. Temperaments of members are bound to differ and in an unwieldy family, time and again interests of the members in one way or the other are bound to be forgotten. This leads to family disputes.

### 2.2 LEARN MORE

None

## 3 ENGAGE

### 3.1 INTEREST GENERATION ACTIVITY

#### Interest generation activity

##### Activity 1: Song- Family

*Materials Required:* None

*Prerequisites:* None

#### Activity Flow

- Start the class by singing the following song:  
"Open the door and you will see,  
Mother, father, sister and me,  
We are a little family of four  
Who live and eat together for sure.

I love my family, Oh! yes I do,  
My mother, father and sister too.  
They play with me and take me out  
They love me too and I love them.  
My life I cannot think without,  
My lovely little family of four.”

- After this, discuss with the children ‘How many people are there in their family? Can they list them?’
- What do you understand by the word ‘Family’?

### 3.2 CONCEPT INTRODUCTION ACTIVITIES

#### **Family tree**

##### **Activity 2: Family tree**

*Materials Required: tactile diagram of a family tree*

*Prerequisites: None*

##### *Activity Flow*

- Explain a tactile diagram of a family tree mentioning all the generations and let the children explore that diagram.
- Also explain the relation of one person with the other and the figure representing that relation. For example: rectangle is for male, circle is for female, rectangle joined to a circle with a line representing husband and wife, etc.
- For making a family tree the teacher can suggest the children use their own figures/shapes to represent a person and their relationship.
- Give them some puzzles and to answer them they can refer to the tactile diagram of the family tree. Example: Imagine that you are Manu, write the relationship of the persons given in this family tree/ tactile diagram.

##### **Activity 3: Representing family in the form of a family tree**

*Materials Required: Taylor frame with types*

*Prerequisites: family tree*

##### *Activity Flow*

- Let the students represent their family in the form of a family tree using a Taylor frame with types.
- For example:
  1. 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.

2. Then for how many ever children are there those many types will be placed below the parents with equal space, which is the second generation.
3. Similarly, arrange the following generation in the next.
4. Some rules can be followed:
5. Place algebraic types to represent men and geometric types to represent women.
6. Always place spouses to the outside
7. A 3-generation family tree would be easier to make on the frame.

## **Types of Family**

### **Activity 4: Types of family**

*Materials Required: None*

*Prerequisites: None*

#### *Activity Flow*

- Explain the concept of joint family and nuclear family by giving them examples of his own family/ or if she finds any joint/nuclear family while going through the family tree of students.
- The teacher can continue discussing these two types of family- joint and nuclear family.
- Let the children identify their family type by understanding their family features.
- ‘There are 8 children of different age groups sitting on the floor and behind them there are older people both male and female sitting on the chairs and then there are middle aged people both male and female standing behind the older people.’
- The teacher can read the above text and then ask the students what differences and similarities did they observe between a joint family and a nuclear family. Then moving to the question of advantages and disadvantages of joint family.
- Discuss further questions with the children about family and then include the topic of the neighbor and how they help us.

### **3.3 LET’S DISCUSS: RELATE TO DAILY LIFE\***

- Along with the members of my family, others and neighbors also help us.
- Good qualities we learn from a family.

## **4 EXERCISES & REINFORCEMENT**

### **4.1 EXERCISES & REINFORCEMENT**

## **Different families**

### **Activity 5: Similarities and differences in different families.**

*Materials Required:* None

*Prerequisites:* None

#### *Activity Flow*

- Make the children sit in pairs and let them share their family type one by one and then discuss if they see any similarities or differences in their family and in their friend's family.

## **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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