

Vision Empower & XRCVC

Teacher Instruction KIT

Community

Syllabus: Karnataka State Board

Subject: Environmental Studies

Grade: 5

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

Chapter Number & Name: 3. Community

1. OVERVIEW

1.1. OBJECTIVE & PREREQUISITES

Objective

- Recognize the features and types of communities.
- Know about rural communities, its occupations, problems of rural people and solutions for them.
- Know about the lifestyle of urban people, their problems and solutions for them.
- Get introduced to the tribal community.
- Appreciate the dignity of labour by understanding the need for different occupations and their values.
- Recognize the assistance of the community during natural calamities.

Prerequisite Concept

- Occupations- EVS, Grade- 4, Chapter 19: Occupation- Its Importance

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*Kindly Note: Activities marked with * are mandatory*

1. OVERVIEW

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2. LEARN

2.1 KEY POINTS

Community: Group of people living in a particular place with a feeling of belongingness for a long time is called a community. Every member of the community will have the feeling of dependency on the community. The feeling of dependency is more, if the community is small. This feeling decreases as the size of the community increases.

People get together because of their interest, time, leisure, practice, occupation, and hobbies. They form their own communities. Communities are not only formed among families but also between persons because of their individual relationships. Apart from these, caste, religion, aim, language, culture, age and sex, etc., are also basis for formation of communities.

Features of a community:

- A group of people: A group of people is the most fundamental or essential characteristic or element of community. This group may be small or large but the community always refers to a group of people.
- A definite locality: A group of people forms a community only when they reside in a definite territory. The territory need not be fixed forever. A group of people like nomadic people may change their habitations.
- Community Sentiment: Community sentiment refers to a strong sense of belonging together. It refers to a sentiment of common living that exists among the members of a locality.

Rural community:

A rural area or countryside is a geographic area that is located outside towns and cities. Generally such communities have a low population. In India, 72% of the total population live in villages.

Agriculture is the major occupation of 70% of these people. Along with agriculture other occupations like dairy (rearing cow, buffalo), poultry, fishery, sericulture etc., are also done. We also find occupations like weaving, blacksmithing, carpentry, basket weaving and others in villages. Agricultural activities are totally dependent on rain.

Villages have problems related to hygiene, health, education and jobs. The Government has introduced many rural development programmes. They are:

1. RozgarYojana and Jawahara Gram Samruddi Yojana for the educated youth in villages for self employment.
2. Sarva Shiksha Abhiyana to give quality education.
3. NirmalaGramayojana for the cleanliness of villages.
4. BhagyalakshmiYojana for the better future of girls.
5. AshrayaYojana provides free sites and grants and loans to build houses for the poor.

Urban community:

An urban area is a human settlement with high population and well developed infrastructure. Urban areas are created through urbanization.

Urbanization refers to the process of people moving from rural areas to urban areas.

People in urban areas can be doctors, engineers, businessmen, lawyers, domestic workers, drivers, etc.

Problems faced by those who live in cities include traffic jams, pollution, housing problems, garbage disposal, slum areas, etc.

Government responsibilities in a city include building underground drainage systems, ensuring supply of pure drinking water, building well-equipped bus stands and railway stations, constructing roads in the outskirts of cities, developing gardens, etc.

Tribal community:

Families living in dense forests or hilly areas are called Tribal communities. The living conditions, language, dress, and marriage system of the tribals are distinct. In Karnataka, Soligas of Mysuru district, Koragas of Dakshina Kannada, Jenukurabas and Yeravas of Kodagu district are the tribal communities.

Occupations include grazing, hunting, agriculture, gathering forest products, etc.

The Government has been trying to provide education, food, housing and health facilities to these people in the recent years.

2.2 LEARN MORE

None

3 ENGAGE

3.1 INTEREST GENERATION ACTIVITY

Interest generation activity

Activity 1: Discussion- Community

Materials Required: None

Prerequisites: None

Activity Flow

- Ask the students, what kind of community is their school located in?
- What kind of community do they come from? How does it differ from other communities?
- The chapter explains that each person in the community is important and that the community can exist only if the members help one another. Think of your class as a community. How does each person in the class contribute to the community?
- Tell the students that in this lesson we will be discussing and knowing about different communities.

3.2 CONCEPT INTRODUCTION ACTIVITIES

Differentiating between communities

Activity 2: Differentiating between communities

Materials Required: A recording of *Town Mouse*, *Country Mouse*, which can be found on YouTube.

Prerequisites: None

Activity Flow

- Play the recording of *Town Mouse*, *Country Mouse* in class. Alternatively, narrate the story to the children.
- Discuss the story in class.
- Using the story, discuss the features of rural and urban communities.

Occupations

Activity 3: Occupations

Materials Required: None

Prerequisites: None

Activity Flow

- Ask students to think about their dream job or who they want to be when they grow up (without sharing it with the rest of the class).
- Now, also ask the student to think up a description for their chosen occupation.
- Ask each student to describe their occupation to the rest of the class in 4 to 5 sentences without actually mentioning the name.
- The task of the rest of the class is to guess the occupation being described.

Or

Materials Required: Braille paper cut into smaller pieces (each should be about the size of one playing card).

Prerequisites: None

Activity Flow

- List down various occupations, one on each of the pieces of braille paper. The total number of cards should be equal to the total number of students in the class.
- Turn them over.
- Divide students into pairs.
- Ask each student to pick up a card and pin it to their partner's back without telling them what's written on it. Use tape for this step.
- Each student can take turns in walking around the class and asking each of their classmates yes or no questions about their own occupation and try to guess what it is.
- They can only ask one question per person.
- At the conclusion of the game, the class discusses the variety of questions asked, the occupations, etc.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE*

- Different agricultural activities and non agricultural activities in rural communities. (making baskets with grass, pottery making with clay, fishing, sowing seed, etc).
- Different activities in urban community.(offices, factories, etc)

4 EXERCISES & REINFORCEMENT

4.1 EXERCISES & REINFORCEMENT

Activities in rural and urban areas

Activity 4: Activities in rural and urban areas

Materials Required: None

Prerequisites: rural and urban community

Activity Flow

- Ask the students to make a list of activities (agricultural, non-agricultural, work related) of the community where they live.
- They can talk to their parents, neighbours to get a better understanding of activities they are involved in.

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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