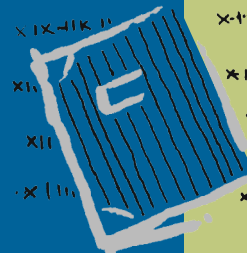


Skills in Environmental Studies Through Language and Maths in Early Grades

A Training Module



Skills in EVS Through Language and Maths in Early Grades: A Training Module

NCERT



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राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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SRI AUROBINDO MARG, NEW DELHI - 110016

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ENVIRONMENTAL STUDIES
THROUGH
LANGUAGE AND MATHS
IN EARLY GRADES

A Training Module

विद्यया ऽ मृतमश्नुते



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FOREWORD

To check the environmental crisis and to promote sustainable development, educationists and environment specialists have repeatedly pointed out that environmental awareness, its proper understanding, sensitisation towards various environmental issues and concerns and taking appropriate action by all citizens is required. Environmental Education (EE) is seen as a panacea for all these. It should neither be restricted to water tight compartments of the subject streams nor be dealt in isolation, as a separate subject but emphasis should be on holistic learning with a multi-disciplinary approach. The National Policy of Education-1986 and its revised form in 1992, clearly state “there is a paramount need to create a consciousness of the environment. It must permeate all ages and all sections of the society beginning with the child. This aspect should be integrated with the entire educational process.”

The National Curriculum Framework brought out by the NCERT after that highlighted the need for including environmental concerns at all levels of schooling. Before implementation of NCFSE-2000, Environmental Studies (EVS) was considered to be disciplinary in nature and was being introduced in two parts i.e., Environmental Studies I and Environmental Studies II in Classes III to V. However, at Classes I and II it was introduced in an integrated form through the use of teachers’ handbook. Integrated approach to EVS curriculum at the entire primary stage was adopted by NCF-2000, wherein, it recommended that in Classes III to V, children would be introduced to environment in its totality with no clear cut distinction between natural and social environment. In Classes I and II it was not kept as a curricular area but environmental concerns were addressed through language, mathematics and Art of Healthy and Productive Living (AHPL).

NCF-2005, while supporting the continuation and further strengthening of the integrated approach for Environmental Studies during the primary years, envisages integrating children’s intuitive knowledge of the world with the school knowledge. The position paper of the National Focus Group on ‘Teaching of Science’ while recommending the practice of not prescribing a textbook for EVS for Classes I and II says “ the teaching learning process

should essentially be unstructured. The teacher should be free to devise his/her teaching learning sequence to accomplish the overall objectives of environmental studies for this stage.”

The Position Paper on ‘Teaching of Social Science’ states “ for Classes I and II, the natural and social environments will be explained as integral part of languages and mathematics. A Teachers’ Handbook should be prepared with examples of activities that promote the development of concepts and teach sensitivity towards environmental concerns.” In order to emphasise emotional and attitudinal aspects of the learners’ personality along with the requisite cognitive component so as to generate a concern that may lead to effective action for conserving and further improving the environment. It is important to emphasise right from the pre-school, including Classes I and II at the primary stage to transact the language and mathematics in a value based and action oriented manner, such that the necessary skills are inculcated in children at that level. It is also envisaged to provide concrete experiences, which are essential to integrate children’s knowledge of the world into school knowledge.

Teachers are the key agents for success of any curriculum related exercise. Therefore, to develop the desired attitudes and skills and the inculcation of Elementary Education (EE) related values requires them to have innovative planning and execution of teaching strategies that demand special skills on their part. It is, therefore, essential to empower teachers with the desired skills and competencies that could be accomplished through properly planned training material and programmes.

In this direction, the present document is an endeavour by the Department of Elementary Education, NCERT, to bridge the gap and let the teachers have a clear understanding about addressing the aspect of integration of environmental skills and concerns with language and mathematics for their effective implementation during the process of teaching learning. I strongly hope that they will find it quite useful to make the process of teaching learning an enjoyable experience for the children.

We will welcome comments and suggestions for its further revision and refinement.

New Delhi
November 2009

K.K. VASHISHTHA
Head
Department of Elementary Education
NCERT



PREFACE

National Curriculum Framework-2005, has prescribed Environmental Studies as a separate subject at Classes III-V. At Classes I and II, it recommends to integrate environmental component with language and mathematics. The present textbooks of language and mathematics of Classes I and II are based on the focus given in the NCF- 2005, to integrate environmental concerns with language and mathematics and these represent relevant ideas that commensurate with the age and development level of the children so as to provide them with the necessary understanding about their immediate environment.

However, at the same time, it is important that teachers should be clear about the transactional/ pedagogical strategies to make language and mathematics learning EVS oriented. Generally, they find difficulty in integrating environmental concerns with these subjects without enhancing their load. The recent curriculum also lays lot of emphasis on moving beyond the textbooks. For this, the teachers need to design different activities that are contextually relevant, age appropriate and could be easily executed in the process of teaching learning. They also find it difficult to connect the existing knowledge of the students with the knowledge outside the classroom.

Further, to develop an attitude of the learners and sensitise them towards various issues and concerns related to environment is also a major challenge for them. Above all, besides taking care of all these aspects they wish to make the teaching learning a joyful experience for their students.

In the light of the objectives of NCF-2005, and the Focus Group Reports of Teaching of Science, Teaching of Social Science and Habitat and Learning, this document as a Self Learning Material (SLM) will help teachers overcome all the difficulties and face the challenges mentioned above. The document is compendium of a variety of field-tested activities that will help the teachers weave the EVS skills and concerns with languages and mathematics so as to enable them teach these subjects in an EVS oriented manner. It will also make them competent to plan and design many more learning experiences in their local contexts.

The document has been developed through a series of workshops conducted in the department involving teachers, teacher educators, experts and the NCERT faculty. A blueprint of the document was prepared and syllabi and textbooks of Classes I and II in language and mathematics and that of environmental studies (III-V) have been analysed. Environmental skills and concerns that needed to be integrated with language and mathematics were identified and enlisted. After that themes under which learning experiences or activities were to be designed in the subjects namely Hindi, English and mathematics were identified. A series of workshops were conducted in the Department and the activities have been developed with the help of practising teachers teaching at levels I and II. These activities have been actually tried out by these teachers in their classrooms.

However, these activities are only suggestive and not prescriptive i.e., the teachers are free to adopt or adapt these ideas to extend or innovate further as per the need and the requirement of the learners. The readers are requested to go through the guidelines given at the beginning in the introduction.

I am grateful to our worthy Director, Professor Krishna Kumar for the motivation to let us complete this project successfully. I am highly thankful to my esteemed Head of the Department, Professor K. K. Vashishtha for not only guiding me academically in developing the vision and understanding of this project but also providing the overall continuous support for its successful completion. I am highly thankful to my senior colleagues for the valuable suggestions offered by them from time to time. Thanks are acknowledged to Professor D. P. Sharma, Director, Institute of Research and Action Planning, New Delhi, Professor D. L. Sharma, former Principal, Institute of Advanced Studies in Education, Jaipur, Ms. Swati Verma, KV, NER, Bareilly, Ms. Bhavna, Lecturer, Gargi College, Siri Fort Road, N. Delhi, Mrs. Pinku Chawla, Primary Teacher, Rangpuri, New Delhi, Dr. Charu Verma, Lecturer, DIET, Pitampura, New Delhi, Seema Gehlout, Primary Teacher, Laxman Public School, Hauz Khas, New Delhi, Dr. G.S. Tyagi Ex. Vice Principal, KV, R K Puram, New Delhi for their contributions. I acknowledge sincere thanks to Professor Anita Rampal, Chairperson, Advisory Committee for textbooks at the Primary level and Dr. Farah Farooqi, Reader, Department of Education, Jamia Millia Islamia, New Delhi for the valuable suggestions offered for enrichment of this document. I am extremely thankful to acknowledge the untiring efforts of Ms. Sunita Narang, Ms. Sushila Jarodia and Ms. Bharti to provide the computer assistance and

Mr. Rajkumar Chawda and Ms. Shweta Pathak for assisting in coordination of this project.

I hope this document will help the teachers understand the concept of integration in a true manner and enable them use and design innovative activities or learning experiences for effective transaction of language and mathematics at Classes I and II in the light of NCF-2005.

Any suggestions for its further improvement will be highly appreciated.

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CONTENTS

Foreword iii

Preface v

Introduction 1

भाषा/Language 7-98

क्रियाकलाप

1. चित्र पढ़ना और चित्रों पर बातचीत ...7
2. यह हूँ मैं! ...11
3. बूझो-बूझो ...12
4. हरा समंदर गोपी चंद्र ...14
5. यह कैसा पक्षी? ...16
6. इनसे बात करिए ...17
7. कैसी-कैसी पूँछ! ...19
8. किसके साथ खाएँ? ...20
9. मेरा नाम लिखो ...21
10. पोशंपा भई पोशंपा ...22
11. मेरी पसंद-नापसंद ...24
12. सुनो, सुनो ...25
13. किसका क्या है? ...27
14. हूँ तो एक पर काम अनेक ...28
15. चलो बनाएँ अपनी रेल ...29
16. मुझे पहचानो ...32
17. खेल-खेल में ...33
18. बदलते रंग ...35
19. मैं हूँ राजा ...37
20. अपनी बातें ...39
21. मेरा दोस्त ...41
22. नानी की बात ...42
23. आओ, नाटक खेलें ...44
24. किसके लिए? ...46

25. आओ गोलू को घर पहुँचाएँ ...48
26. मेरा दोस्त ...49
27. साथ-साथ ...51

ACTIVITY

1. Cheer Streamers ...53
2. I say Stop! ...55
3. This is me ...57
4. I wish to Carry ...59
5. I like It the way It is ...60
6. Spell Me! ...62
7. What am I doing? ...64
8. Hey, Hey Bingo! ...66
9. I like – I dislike! ...68
10. Describe Me ...70
11. Who am I ? ...71
12. We are All One ...73
13. Statue ...75
14. My Own Poem ...77
15. Word Tree ...79
16. Be Quick! ...81
17. Make Words ...83
18. True Friends ...85
19. What do You give Me ? ...87
20. Find a Pair ...89
21. Making a Story ...91
22. Autograph of a Tree ...92
23. The Great Grandmother ...94
24. Dear Pingu ...96

Mathematics

99-196

ACTIVITY

SHAPES AND SPACE

1. Inside—Outside ...99
2. Big and Small ...100
3. What is Your Position ? ...102
4. Let us Compare ...104
5. Amazing Shapes ...106
6. God is One ...108

7. Where do You Stand ? ...110
8. One Above the Other ...111
9. Changing Shapes ...113
10. Changing Shapes of Moon ...115
11. Way to Easy Movement ...117
12. Let us Draw ...120
13. Am I Different ? ...122
14. Shadows ...123

NUMBERS

15. Let us Count ...124
16. Single or Paired ...126
17. Let me Peel off ...128
18. How Many ? ...129
19. The Family Wheel ...130
20. Flying Left, Flying Right ...132
21. Let us get Together ...134
22. Snakes and Ladders ...136
23. Clap and Click ...138
24. Dot Grid ...140
25. Repeat and Find ...142

MEASUREMENT

26. Was it My Dress ? ...144
27. Increasing Size ...146
28. Small and Large ...148
29. Need of Water ...150
30. What is Heavier ? ...152
31. Floating and Sinking ...154
32. Estimate and Weigh ...155
33. First Guess, then Check ...156

MONEY

34. Saving Money ...157
35. Making a Gift ...159
36. Shopping, Shopping ...160
37. Money Garden ...161

PATTERNS

38. Identifying Patterns ...163
39. Exercise with Patterns ...164

40. Exploring the Natural Patterns ...166
41. Patterns in Animals ...167
42. Patterns in Fruits and Vegetables ...169
43. Creating Patterns ...171

TIME

44. My Daily Routine ...173
45. Time to Do ...175
46. I can Predict ...177
47. Activity Cycle ...179
48. School Brigade ...181
49. Making a Calendar ...182
50. Knowing My Rights ...183

DATA HANDLING

51. Celebrate My Birthday ...184
52. How You Like It ? ...186
53. See My Junk Box! ...188
54. Let us go to the Market ...189
55. My Likes and Dislikes ...191
56. Means to Move ...192
57. My Favourite Activities ...195

Resources for Further Reference

197-218

भाग 1

कविताएँ ...198
Poems

भाग 2

नाटक ...204

भाग 3

कुछ खेल ...206

भाग 4

कुछ उपयोगी पुस्तकें ...209
Some Useful Books



INTRODUCTION

In an era of knowledge explosion, it has become very important for a child to acquire certain skills of learning to learn. In order to achieve this aim and let children acquire these skills, emphasis should be on giving appropriate opportunities laying emphasis on processes of learning. At the primary level, mathematics, languages (mother tongue and English) are compulsory subjects. Environmental Studies is a separate subject at Classes III to V. Further, NCF-2005, not only talks about teaching Arts Education, Health and Physical Education as compulsory subjects but also integrating these with all other areas of learning so as to reinforce a holistic approach for these. It also envisions emphasising peace education and work education through different subjects.

Further, children at Classes I and II are also expected to learn environmental component through language and mathematics. Since, learning is always holistic, in this continuum, integration is being used as a meaningful pedagogical tool/strategy not only to address the issue of curriculum load but also chose and use appropriate strategies with the process of teaching learning keeping in mind the tender age of children and their developmental characteristics.

Children observe and understand their surroundings in totality. Therefore, it becomes meaningful when we follow an integrated approach rather than taking up the compartmentalised or segmented form of the curricular areas. Hence, learning opportunities provided should involve integration of different curricular areas. A careful planning and preparation can lead to successful implementation of this approach.

NCF-2005, says during the early childhood years the child's interests and priorities must direct learning. It should be contextualised by her experiences rather than being structured formally. An enabling environment for children would be that which is rich in stimulation and experiences and allows children to explore experiment and freely express themselves. Children coming to school from diverse backgrounds bring diverse experiences as resources of knowledge that they acquire from an exposure to various means. Their previous knowledge must be acknowledged

such that the learning experiences must provide scaffolding to the child for constructive interaction with her environment to facilitate the process of assimilation and accommodation for the child to build a mental representation.

We cannot deny the fact mathematics is there all around us. But we as teachers confine it to the four walls of the classroom. Since it is not only important to acquire knowledge but the necessary skills of learning to learn, which include literacy, numeracy, reasoning, logical thinking, problem solving, critical thinking and be able to access relevant information so as to apply it meaningfully to solve day-to-day situations. Mathematics learning enables one to acquire all these skills if its process of teaching learning relates it to the child's immediate environment and experiences. A careful look reveals that there is such a similarity between the processes of learning EVS and mathematics that you might wonder about the characteristics which make these subjects separate ones. Essentially, it is the specific content/concepts of mathematics that make it a separate curricular area which differ from EVS for which concerns related to natural, social, physical and cultural environment are very important.

At this age, children are very fluent in their mother tongue(s) and are equipped with a rich vocabulary of about 5000 words, their own stories, poems and songs. A careful look can further reveal that they have a lot to offer in science, arts, and mathematics as well. Does it not force us to think that if children equipped with such a rich resource of language and experiences then how could there be any confrontation in teaching learning of different subjects

Many of us still might believe that language is only an effective tool for communication and listening, speaking, reading and writing are its important skills. It is equally important for each one of us to understand that minute observation, classification, expression, discussion, questioning, estimation, thinking, memorisation, creativity and problem solving are some of the important skills which are an important part of language learning and are nurtured through it which are otherwise considered to be the dominance of EVS. On the whole, one may conclude language includes all processes related to other disciplines in it. In day-to-day life, language is a pre-requisite to peep in, inquire and understand other subjects. It is an essential component for any discipline to exist. Thus, development of knowledge and language is simultaneous and these two are inseparable.

At the primary stage, especially at the levels I and II, children do a lot of activities which make them aware and help them understand their immediate social, natural as well as cultural environment and surroundings and identifying their role in it using language as an important tool to shape their learning. Not only are they able to use complex syntactic structures through different varieties of languages accurately but also appropriately. Through their language, they structure the environment around them in a systematic manner that over a period of time approximates to its adult representation.

Taking cognizance of all this, it is important to understand that language and mathematics teaching learning should project environmental concerns. It is also important to know that these concerns are never added forcibly into these subjects but get projected automatically.

Some of you may categorise it as the integration of EVS with language and mathematics but a careful observation will reveal that language and maths are essential tools to explain the interaction and mutual relationship between natural processes and the human activities.

Further, language and maths have an important role to play in learning of EVS, Arts, health and physical education and all other disciplines. Therefore, different activities designed for teaching learning of language and mathematics are that of the EVS by themselves.

Between the ages of 4 and 7, children begin to identify the characteristics of different objects, make functional correlations between them and learn by understanding the context. They are curious by nature and love to explore and raise questions. They also love to play and work together doing different activities with their hands/bodies. The learning experiences provided in the name of play way method must ensure active learning on the part of children.

At this age, different skills can be developed into them, which can create a sound base for the concept formation in different curricular areas at a later stage. Therefore, in order to promote learning emphasis should be given on the following for taking care of the environmental component through languages and mathematics.

- Provide scaffolding to the child for constructive interaction with her environment to facilitate the processes of assimilation and accommodation for the child to build a mental representation.
- Greater opportunities to explore the physical and social

environment around children through active learning and play based experiences, which will nurture their curiosity and encourage habits of questioning and experimentation.

- Development of psychomotor skills by keeping diversity in activities to accommodate individual abilities and skills of children.
- Emphasising pre -number concepts, such as patterns, colors, size and distance etc. to facilitate development of skills of observation, comparison, and interpretations etc. in the later years.
- In addition to providing opportunities through group work, peer learning children must be exposed to the rich sources of knowledge i.e., their elders and community as well. Sensitivity for the environment is an important concern of the curriculum which can be nurtured and promoted through integrated perspective of various subjects. Different environmental concerns include;
- Relationships between natural, social, physical and cultural environment.
- Conservation (preservation and improvement) of natural resources, culture and heritage and public property.
- Safety, security and health and hygiene of self and others.
- Equality and justice against issues of human dignity, gender bias, disability, marginalisation and rights and duties of different living organisms.
- Nurturing creativity and aesthetic sense.

These concerns are relevant for all stages of education (school and higher level).

Children cannot be kept oblivious about these concerns. Therefore, these need to be highlighted even at levels I and II as well where EVS is not a separate subject. However, these can be transacted during the teaching learning process of languages and mathematics.

Some Important Points

In the present document, at the primary level (Classes I and II), there are some activities on learning of language (Hindi and English), and mathematics so designed, such that these environmental concerns have been intertwined with them. The activities also suggest us that how different skills of comparing, classifying, experimentation, introspection, critical thinking, recalling, estimating, analysing and making decision can be nurtured among children through these. Besides, strengthening

the skills of languages and mathematics, the skills of EVS are also strengthened simultaneously. In other words the activities, suggested will help you to make language and mathematics, EVS oriented. You may kindly go through the following points before planning and executing different activities suggested.

- The language used in this document is for adults. You may be careful to use child friendly language while organising these.
- The sequence of the activities provided may not be followed in toto. You may decide the sequence of their organization as per the interest and availability of resources. These activities may not be misunderstood for the activities of EVS but these will facilitate nurturing the skills or processes of language, mathematics and EVS in a holistic form through joyful learning. Therefore, these need to be adopted or adapted in the process of teaching learning at Classes I and II.
- The activities given are only suggestive and in no way prescriptive. You can modify or plan the activity afresh depending on the available resources, need, level of children's learning, interest, the condition of the school and the local context.
- Each activity suggested in language and mathematics is preceded by a box in which the skills and concerns of EVS intertwined with it are mentioned.
- The activities are well within cognitive reach of children and are in the form of stories, poems, plays, craftwork, games, worksheets, interaction, field visits encouraging the creative and aesthetic sense of children.
- The activities are learner centered, relevant, meaningful and interesting nurturing the curious and exploratory bent of mind of children.
- These focus on providing learning experiences in and out of classroom.
- Ample opportunities have been provided to the learners to work hands on through observation, drawing, illustration, design and fabrication and language.
- An attempt has also been made to maintain linkages within and across the stage.
- A number of activities are suggested for a particular concept. You may choose these to conduct based on the availability of resources, time and the need of your students.
- The format chosen is self explanatory, simple in language and easily comprehensible.

- An informal discussion with children is extremely important. It will help you not only in getting familiarised with them but it leads to developing the skill expression in them. Talking to them regularly helps build your rapport with them and strengthens the bond between you and children. Some of you might be worried about the shortage of time but please remember that talking to children is the time utilised and not wasted. Discussion neither means questioning nor does it mean evaluating children's understanding. Discussing different things with children and treating them, as your friend and a person of intellect will help building your rapport.
- Play is an integral part of children's environment and it has been identified as an important strategy of teaching learning in the educational process since long time. Repeatedly it is being said that children love to play, thus, it is used as an important child centered way in which children learn in a joyful manner. Children need to play the traditional as well as new games in the school as well.
- For organizing an activity in the classroom, it can be tried that a mat is there on the ground and children need to sit in a circle. If fixed furniture is there then any corner of the school may be used to organise these activities.
- Grouping of children may be done depending on the number of students present in the class.
- Assessment has been used as a learning activity/tool during the process of teaching learning.
- Some ideas/suggestions have been given to extend or innovate the activity by using different processes/material/format as per the local context and specificity.
- A resource of books, audio video material and relevant sites has been provided for easy reference for you to use as per your requirement.

चित्र पढ़ना और चित्रों पर बातचीत

पर्यावरण संबंधी कौशल एवं सरोकार

- चित्र को ध्यान से देखना तथा आस-पास के परिवेश में देखी जा रही वस्तुओं व घटनाओं से अपने अनुभवों के आधार पर संबंध जोड़ पाना और उन्हें नाम देना।
- चित्र को जटिलता के बढ़ते क्रम में पढ़ पाना।
- चित्र का तथा उसमें दी गई परिस्थितियों व घटनाओं के बारे में अनुमान लगाना, तर्क करना तथा वर्णन करना।

इस क्रियाकलाप के लिए ऐसे चित्र चुनें जो बच्चों की रुचि के अनुरूप हों और अपने-आप में इतने समृद्ध हों कि बहुत सी संभावनाएँ, घटनाएँ उनमें खोजी जा सकें तथा उनका आकार इतना बड़ा हो कि समूह में बैठे सभी बच्चे उसे ध्यान से देख सकें और छू सकें।

इस चित्र के द्वारा अलग-अलग कौशलों के विकास के लिए सवालों की संरचना अलग-अलग होगी। उदाहरण के लिए – अवलोकन के कौशल से संबंधित कुछ प्रश्न नीचे दिए गए हैं –

- चित्र में कौन दिखाई दे रहा है?
- पेड़ पर कौन बैठा हुआ है?
- पेड़ की जड़ के पास क्या रखा है?
- इस दृश्य में क्या-क्या हो रहा है?
- कितने बच्चों ने लाल रंग के वस्त्र पहने हैं?
- लड़कियाँ कौन से खेल खेल रही हैं?
- पार्क में लगा कूड़ेदान किस रंग का है?
- क्या सभी लोग कूड़ा कूड़ेदान में डालते होंगे?
- बच्चे जब दृश्य का अवलोकन कर लें तो उनसे किसी पात्र के पहनावे या हाव-भाव का वर्णन करवाया जा सकता है।





तर्क देने के कौशल के लिए प्रश्न कुछ इस तरह होंगे-

- यह दृश्य दिन के किस समय का हो सकता है?
- पेड़ पर लगे फलों में से कुछ फलों का रंग पीला और कुछ का हरा क्यों है?
- पेड़ के नीचे गिरी हुई पत्तियों में से कुछ हरी, कुछ पीली और भूरी क्यों हैं?
- छोटा बच्चा अकेला क्यों बैठा है? वह खेल क्यों नहीं रहा?

बच्चों को अपने अनुभवों के आधार पर तर्क देने के लिए प्रोत्साहित करें।

जब अनुमान लगाने की बात आती है, तो प्रश्न इस तरह के होंगे -

- कौन-सा मौसम हो सकता है?
- पार्क में खेलने के बाद बच्चे कहाँ जाएँगे?
- बच्चे घर जाकर क्या करेंगे?
- वे घर कैसे जाएँगे?
- क्या ये बच्चे कहीं पढ़ने भी जाते होंगे?

‘संबंध जोड़ने’ जैसे कौशल भी सरलतापूर्वक सामने लाए जा सकते हैं। इस स्थिति में प्रश्न इस तरह के हो सकते हैं -

- क्या तुम्हारे घर के पास भी पार्क है? वहाँ क्या-क्या होता है?
- क्या तुम भी पार्क में जाते हो? वहाँ कौन-कौन से खेल खेलते हो? पार्क में और क्या-क्या करते हो?
- क्या तुमने किसी पेड़ पर फल लगे देखे हैं? उनका नाम बताओ।
- तुम्हारे पार्क में लोग कूड़ा कहाँ डालते हैं?

कुछ और सुझाव

इसी प्रकार बच्चों के परिवेश से जुड़े कई चित्र जैसे मेला, बस स्टैण्ड, रेलवे स्टेशन, जंगल, कक्षा, विद्यालय आदि लिए जा सकते हैं।

यह हूँ मैं!

(यह क्रियाकलाप समय-समय पर पूरे साल करवाया जा सकता है)

पर्यावरण संबंधी कौशल एवं सरोकार

- अपने परिवार, घर, विद्यालय व स्वयं के बारे में अभिव्यक्त करना।

रंगीन कागजों वाली एक फाइल लेकर हर बच्चे का पोर्टफोलियो बनवाया जा सकता है। इसमें अपनी पसंद, नापसंद और भाव चित्रों को चिपकाकर या बनाकर दिखाए जा सकते हैं। जैसे-

- पृष्ठ 1 - अपना चित्र (यह हूँ मैं)
पृष्ठ 2 - परिवार का चित्र (हम सब)
पृष्ठ 3 - दादा-दादी व नाना-नानी के चित्र
(इनसे मिलिए)
पृष्ठ 4 - मुझे अच्छा लगता/अच्छे लगते हैं। (अपनी पसंद के फल, सब्जी, खाने-पीने की चीजों के चित्र)
पृष्ठ 5 - मुझे अच्छा नहीं लगता - -
(चित्र)
पृष्ठ 6 - मेरा स्कूल
(स्कूल का चित्र)
पृष्ठ 7 - मेरा घर
(घर का चित्र)
पृष्ठ 8 - मेरी टीचर
(टीचर का चित्र)

इस प्रकार इस कड़ी को आगे बढ़ाया जा सकता है।

जब बच्चों में लेखन कौशल का विकास हो तब हर पृष्ठ पर कुछ पंक्तियाँ लिखवाई जा सकती हैं। जैसे-पृष्ठ - 1 मेरा नाम सोनू है। मैं 6 साल का हूँ।

बूझो-बूझो

पर्यावरण संबंधी कौशल एवं सरोकार

- पशु-पक्षियों से जुड़ी पहेलियों को सुनना और सुनाना।
- पहेलियों का हल, उनमें आए शब्दों को संदर्भ के साथ जोड़कर तथा अपने अनुभवों के आधार पर बूझना।
- परिवेश में उपलब्ध सामग्री से रचनात्मक चित्र/वस्तु बनाना।

बच्चों से पशु-पक्षियों, पेड़-पौधों से संबंधित पहेलियाँ पूछी जा सकती हैं। जैसे

बताओ मैं कौन हूँ?

मैं जंगल का राजा हूँ मैं पशुओं को खाता हूँ दहाड़ लगाकर जंगल में सबको खूब डराता हूँ।	शेर
मैं शेर की मौसी हूँ दूध की बड़ी चटोरी हूँ चूहों को न छोड़ूँगी तेज़ झपट्टा मारूँगी।	बिल्ली
लंबे-लंबे कान और आँखे लाल-लाल दौड़ लगाऊँ तेज़ और खाऊँ गाजर लाल।	खरगोश
हरा रंग है चोंच है लाल खाऊँ मिर्च और लाल अनार	तोता
मैं हूँ सुंदर पंखों वाला, रंग-बिरंगा और मतवाला। नाच-नाचकर सबको रिझाऊँ, पिऊ-पिऊ का शोर मचाऊँ।	मोर
पंखे जैसे मेरे कान खंभे जैसे मेरे पैर नाक से अपनी पटकूँ दूर ले न मुझसे कोई बैर	हाथी

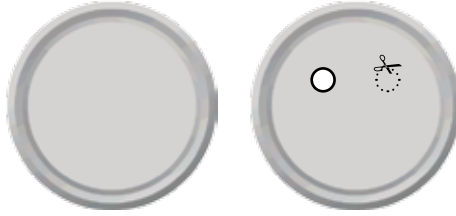
कुछ और सुझाव

कक्षा में पशु-पक्षियों के मुखौटे बनवाकर अभिनय कराएं।

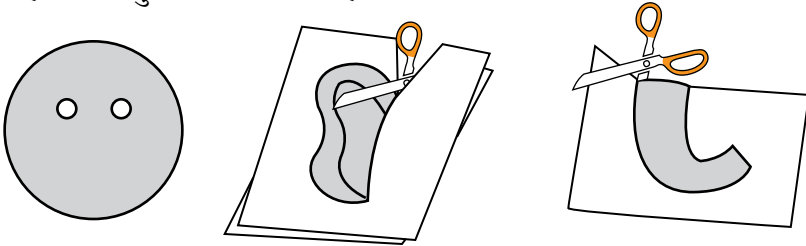
मुखौटा बनाने के लिए कुछ इस तरह की चीजों की जरूरत होगी -

कागज़ की प्लेट, रंग, कैंची, धागा या ऊन, चिपकाने की चीज़।

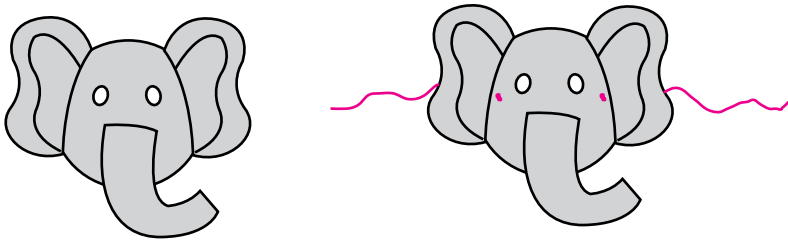
- अब कागज़ की प्लेट में आँखों की जगह गोले बनाकर काट लें।



- जिस का मुखौटा बनाना हो उससे मिलता-जुलता रंग प्लेट पर कर दें।
- अब चार्ट पेपर से काट कर इस जानवर के अंग चिपका लें। जैसे-चित्र में हाथी का मुखौटा बनाया गया है।



- अब मुखौटे में दोनों तरफ धागा या ऊन बाँध दें।



अन्य मुखौटे बनाने के लिए परिशिष्ट का पृष्ठ 218 को भी देख लें।

बच्चों को राष्ट्रीय पशु, राष्ट्रीय पक्षी के बारे में भी बताया जा सकता है।

हरा समंदर गोपी चंद्र

पर्यावरण संबंधी कौशल एवं सरोकार

- कविता का सामूहिक पठन कर आनंद उठाना।
- अलग तरह की सक्षमता वाले व्यक्तियों के प्रति संवेदनशीलता।
- दूसरों के बारे में जानने के लिए प्रश्न पूछना तथा अपने बारे में पूछे गए प्रश्नों का सोच-समझकर उत्तर देना।

(क) यह खेल खेलने के लिए सब बच्चे मिलकर एक गोले में बैठ कर गाएंगे।

*हरा समंदर गोपी चंद्र
बोल मेरी मछली कितना पानी।*

एक बच्चा खड़ा होकर कहेगा 'घुटने घुटने', ओर छूकर उस अंग को बताएगा। सही उत्तर न बोलने पर सभी बच्चे उसे एक पर्ची उठाने को कहेंगे जिसमें कोई भी ऐसा कार्य करने को लिखा होगा जैसे कि कोई कविता सुनाओ, कोई गीत गाओं आदि। इस तरह खेल जारी रहेगा। पर्चियों पर पहले से कोई भी ऐसे काम लिखे जा सकते हैं।

(ख) "आज का राजा/रानी" (इस क्रियाकलाप को सत्र में कई बार करवा सकते हैं।)

- सब बच्चों को एक-एक पर्ची दें।
- उस पर्ची में बच्चों से अपना-अपना नाम लिखने के लिए कहें।
- यदि उन्हें अपना नाम लिखना नहीं आता, तो उनका नाम आप लिखकर दे दें।
- सभी पर्चियों को मिला लें।
- एक पर्ची किसी बच्चे से निकलवाएँ।
- जिसके नाम की पर्ची निकले उस बच्चे को आज का राजा या रानी घोषित कर दें।

- उसे एक ऊँची जगह पर बिठा दें।
- अब पूरी कक्षा उस राजा/रानी से उसके परिवेश (स्वयं, परिवार, आस-पास, कक्षा, स्कूल) से संबंधित प्रश्न पूछ सकती है, वह उन प्रश्नों का उत्तर देगा/देगी।

इस खेल से बच्चे दूसरों के बारे में जानने के लिए प्रश्न करेंगे। इन प्रश्नों द्वारा राजा/रानी अपने बारे में बच्चों को बताएगा/बताएगी।

कुछ और सुझाव

शारीरिक रूप से चुनौतीपूर्ण बच्चों से संबंधित बहुत सी कहानियाँ हैं जैसे- मेरी बहन जो सुन नहीं सकती, गीता की कुर्सी, जहाँ चाह वहाँ राह (इला सचानी) सुनना अपने-आप में एक रोचक गतिविधि बन सकती है।

- बच्चों को अपने परिवार के बारे में बताएँ। बच्चों को अपने अध्यापक के बारे में उनके, उनके जीवन के बारे में जानना अच्छा लगता है।
- बच्चों के साथ उनके परिवार के बारे में बातचीत करें। अब उनसे अपने परिवार का चित्र बनवाया जा सकता है।

यह कैसा पक्षी?

पर्यावरण संबंधी कौशल एवं सरोकार

- सूचित सामग्री को परिवेश में ढूँढ़ना और एकत्रित करना।
- स्थूल विवरणों पर ध्यान देना।
- समूहों में विभिन्नताएँ पहचानना।
- स्वयं किसी नई वस्तु का सृजन करना।
- बनाई गई वस्तु को नाम देना और उसका वर्णन करना।

बच्चों से किसी भी पक्षी का गिरा हुआ एक पंख कक्षा में लाने के लिए कहें। उस पंख को देखकर बच्चे उसके विषय में निम्न प्रकार के रिक्त स्थान भरवाकर दो या तीन वाक्य कक्षा में बोलें और फिर कॉपी में लिखें। जैसे-

यह पंख मुझे.....से मिला।

यह पंख.....रंग का है।

यह पंख.....पक्षी का हो सकता है।

अब एक चार्ट पर किसी भी पक्षी का चित्र बनवाएं। ये सभी पंख बच्चों से उस चित्र में चिपकाने को कहें। क्या पंखों का यह कोलाज विचित्र है या फिर किसी पक्षी से मिलता-जुलता है? पंखों के विषय में बच्चों के साथ चर्चा की जा सकती है।

कृछ और सुझाव

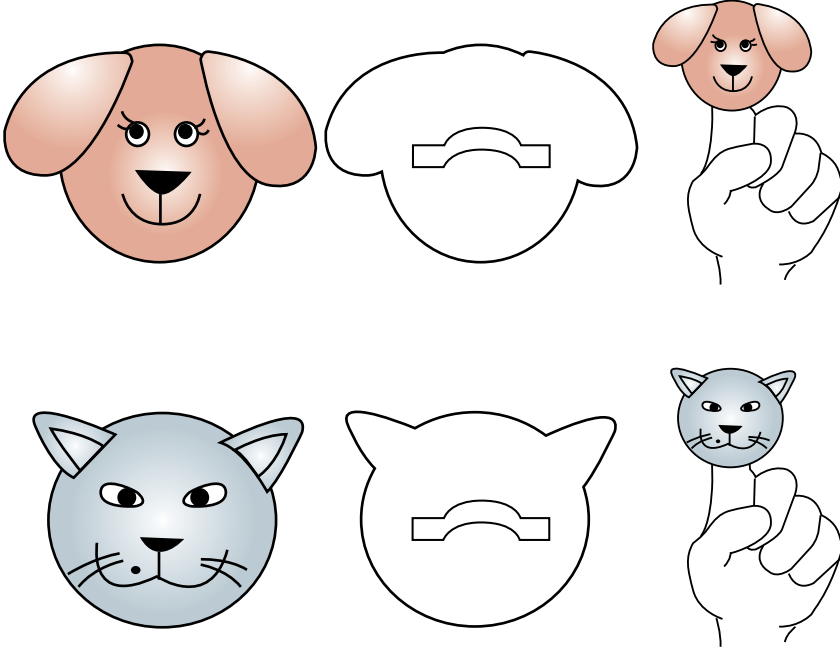
बच्चे द्वारा गिरे हुए पत्ते, फूल या कटी हुई घास इत्यादि कक्षा में मँगाकर इस प्रकार की गतिविधि को करवाया जा सकता है। यह क्रियाकलाप उन महीनों में कराएँ जब पतझड़ होता है।

इनसे बात करिए

पर्यावरण संबंधी कौशल एवं सरोकार

- हाव-भाव के साथ कविता पाठ तथा विभिन्न पशु-पक्षियों जैसी बोली/आवाजें निकालना।
- पशु-पक्षियों जैसी बोली पहचानकर उनका नाम बताना।
- पशु-पक्षियों से संप्रेषण के लिए आवाजें तथा संकेत करना।

(क) इस क्रियाकलाप को पशु-पक्षियों से संबंधित “फिंगर पपेट” बनवाकर कक्षा में उनके माध्यम से अभिनय करवाया जा सकता है। जैसे- कुत्ते, बिल्ली आदि के अलग-अलग ‘फिंगर पपेट’ बनवाकर नीचे लिखी कविता के हाव-भाव सहित गाई जा सकती है।



हम तो सो रहे थे, हमें कुत्ते ने जगाया, बोला- भौं, भौं, भौं।
हम तो सो रहे थे, हमें बिल्ली ने जगाया, बोली-म्याऊँ, म्याऊँ, म्याऊँ।

इस कविता को अन्य पशुओं का नाम लेकर उनकी आवाजें निकालकर आगे बढ़ाएँ।

- (ख) हम सभी अनजाने में ही इशारों से या तरह-तरह की आवाजें निकालकर जानवरों को अपनी बात समझा लेते हैं। आमतौर पर बच्चे भी खेल-खेल में ऐसा करते रहते हैं। अब बच्चों को नीचे दी गई स्थितियों का अभिनय करने के लिए प्रेरित करें।

उदाहरण - किसी जानवर को भगाने के लिए

बच्चा - शू - शू - शू

इसी प्रकार बच्चे आवाजें निकालकर अभिनय करें।

- जानवर को कोई खाने की चीज़ देने के लिए बुलाना।
- हल चलाते समय बैलों को आगे बढ़ाने के लिए।
- घोड़ागाड़ी चलाते समय घोड़े को तेज़ भगाने के लिए।
- छिपकली को भगाने के लिए।
- गाय को बुलाने के लिए।
- कौओं को उड़ाने के लिए।
- कबूतरों को बुलाने के लिए।
- किसी जानवर को प्यार से बुलाने के लिए।

कुछ और सुझाव

इस क्रियाकलाप के लिए कुछ पशु-पक्षियों के नामों/चित्रों की पर्चियाँ बनाएँ। इन पशु-पक्षियों की बोली ब्लैक बोर्ड पर लिख दें, जैसे-भौं-भौं, टें-टें, ...।

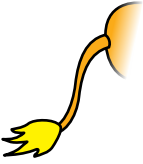
अब एक बच्चा आकर कोई एक पर्ची उठाएगा। वह उस पर लिखा नाम अथवा चित्र पढ़कर या देखकर उस पशु या पक्षी की बोर्ड पर लिखी बोली को पहचान कर, पढ़कर गोला लगाए और उसकी आवाज़ को भी स्वयं निकाले।

कैसी-कैसी पूँछ!

पर्यावरण संबंधी कौशल एवं सरोकार

- पशु-पक्षियों के अंगों के चित्र बनाना, उनका नाम बोलना व लिखना।
- उन अंगों की विशेषता का मौखिक या लिखित वर्णन करना।
- एक ही गुण के आधार पर समूहीकरण करना और आवश्यकतानुसार अंतर कर पाना।

आप कक्षा में ब्लैकबोर्ड पर पशु/पक्षियों के अंगों के चित्र बनाएँ। जैसे-पूँछ, सींग, चोंच इत्यादि। बच्चे इन अंगों को अपनी कापी में बनाएँ और अंगों का नाम लिखें। जैसे - विभिन्न पशुओं का एक अंग दिया गया है, उसके नीचे उस अंग का पहला अक्षर लिखा है, पहचानकर लिखें या बोलें-



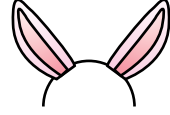
पूँ



सीं



चों



का

बच्चों से प्रश्न पूछें-

- (1) किन्हीं तीन पशुओं के नाम जो पूँछ वाले हैं।
- (2) बच्चे पशुओं की पूँछ के बारे में बताएँ कि वह कैसी है। जैसे-लम्बी, छोटी, झबरीली आदि।

इसी तरह अन्य अंगों के बारे में प्रश्न भी पूछे जा सकते हैं।

कुछ और सुझाव

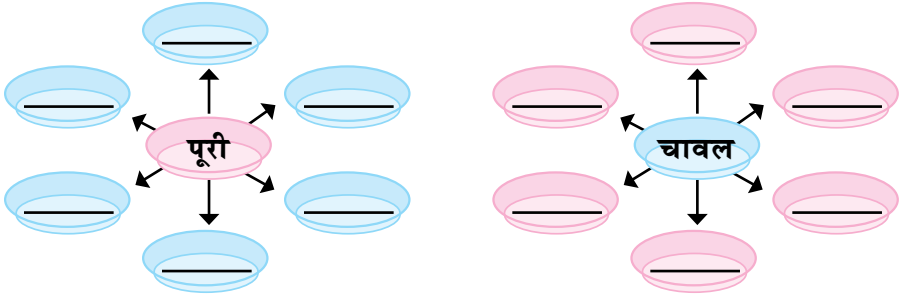
पशु-पक्षियों के अंगों को उनके नाम से मिलान करने की क्रियाकलाप भी करवाया जा सकता है। पक्षियों की चोंच और पैरों से भी उनकी पहचान करवाई जा सकती है। कुछ इसी तरह की गतिविधियाँ उसके लिए तैयार की जा सकती हैं।

किसके साथ खाएँ?

पर्यावरण संबंधी कौशल एवं सरोकार

- विभिन्न खाने की चीजों के स्वादानुसार तार्किक संबंध जोड़ना तथा उनका वर्णन करना।
- भोजन संबंधी पसंद-नापसंद की तुलना करना व निष्कर्ष निकालना।

इन चीजों को स्वाद और स्थानीय परिवेश के अनुसार बच्चे किस-किस चीज़ के साथ खाते हैं, उनके नाम लिखवाये जाएँ।



बच्चों को इसी प्रकार और भी बहुत-सी चीजों के नाम दिये जा सकते हैं। जैसे-ब्रैड, इडली, रोटी, डोसा इत्यादि। किसी बच्चे द्वारा दिए गए खाद्य पदार्थ को बोर्ड पर लिखकर पूछा जा सकता है कि क्या इसके अतिरिक्त और भी कोई नाम (खाने की चीज़ का) किसी ने लिखा है। यदि हाँ, तो उसे भी बोर्ड पर लिखा जाये। अब बच्चों से पूछा जा सकता है कि पूरी के साथ हलवा कितने बच्चों ने लिखा है? इसी तरह बाकी खाने की चीजों के साथ भी करें। अब बच्चों के साथ मिलकर पता करें कि-

- चावल सबसे ज्यादा किस-किस चीज़ के साथ पसंद किया जाता है?
- पूरी सबसे ज्यादा किस चीज़ के साथ खानी पसंद की जाती है?
- सेब किस चीज़ के साथ खाया जाता है? आदि।

इसी प्रकार और प्रश्न भी पूछे जा सकते हैं।

मेरा नाम लिखो

पर्यावरण संबंधी कौशल एवं सरोकार

- परिवेश में पाई जाने वाली चीजों की पहचान तथा उनके नाम जानना।
- देखी गई चीजों के चित्र बनाना तथा उनका मौखिक या लिखित वर्णन करना।
- उनकी विशेषताओं (आकार रंग इत्यादि) के आधार पर उनका वर्गीकरण करना।

हर बच्चे को कक्षा में कोई एक कच्ची सब्जी लाने को कहें। (जैसे-एक टमाटर, एक प्याज/एक भिंडी/एक गोभी का फूल)। आप बच्चों से उन सब्जियों के नाम पूछें जो वे लाए हैं। अब बच्चे मिलकर उनके नाम ब्लैकबोर्ड पर लिखें। जैसे-अगर 'टमाटर' लिखना है तो कोई बच्चा 'ट' लिखे तो दूसरा बच्चा 'म' और तीसरा बच्चा 'आ' की मात्रा लगाए। चौथा बच्चा 'ट' लिखे और पाचवाँ 'र' लिखकर शब्द को पूरा करें। शब्दों की सही संरचना के लिए बच्चों की ही मदद लें। इस तरह सभी बच्चों की भागीदारी सुनिश्चित की जाए। जब सभी सब्जियों के नाम ब्लैकबोर्ड पर लिखे जा चुके हों तो बच्चे ये नाम अपनी-अपनी कॉपी में भी लिखें।

बच्चे इन सब्जियों का वर्गीकरण उनके आकार के आधार पर कर सकते हैं। जैसे-लंबी, गोल, छोटी इत्यादि।

कुछ और सुझाव

बच्चों को कागज़ पर अपनी लाई हुई सब्जी का चित्र बनाकर उसमें रंग भरने को कहें।

एक चार्ट पर उनके नाम लिख दें। हर बच्चा अपने बनाए गए चित्र को आकर चार्ट पर सही जगह पर चिपका दे।

यह क्रियाकलाप फल, कपड़ों, खाने की चीजों आदि के लिए भी करवाई जा सकती है।

पोशंपा भई पोशंपा

पर्यावरण संबंधी कौशल एवं सरोकार

- स्थानीय व सांस्कृतिक विविधताओं एवं परंपराओं के प्रति संवेदनशीलता।
- मिलजुल कर स्थानीय खेलगीत गाना।
- स्थानीय तथा परंपरागत खेल खेलना।
- टीम भावना व नेतृत्व का विकास करना।

बच्चों को खेल के मैदान में लेकर आएँ। बच्चे एक गोल घेरे में खड़े होकर यह खेलगीत गाएँ -

पोशंपा भई पोशंपा
लाल किले में क्या किया
सौ रुपये की घड़ी चुराई
अब तो जेल में जाना पड़ेगा
जेल की रोटी खानी पड़ेगी
जेल का पानी पीना पड़ेगा
अब तो जेल में जाना पड़ेगा।

- समूह बनाने के लिए यह खेलगीत, गाते हुए पारंपरिक तरीके का प्रयोग करेंगे। सभी बच्चों में से दो प्रतिनिधियों का चुनाव किया जाएगा। यह चुनाव बच्चे स्वयं कर सकते हैं। ये दोनों बच्चे एक दूसरे के हाथों को पकड़कर एक दरवाज़ा बना लेंगे। अब बाकी सभी बच्चे एक लाइन बनाकर खेलगीत गाते हुए इस दरवाज़े के नीचे से गुज़रेंगे। गाने की आखिरी पंक्ति पर दोनों प्रतिनिधि अपने हाथों को झटके के साथ नीचे कर लेंगे जिससे एक बच्चा दोनों प्रतिनिधियों के हाथों के बीच बंद हो जाएगा। ध्यान रखना है कि एक बार में एक ही बच्चे को बंद करना है। यह बच्चा

एक प्रतिनिधि के पीछे जाकर खड़ा हो जाएगा। यह उसकी टीम में शामिल माना जाएगा। इसके बाद जो अगला बच्चा बंद होगा, वह दूसरे प्रतिनिधि की टीम में शामिल माना जाएगा। सभी बच्चे इसी प्रकार बारी-बारी से दो टीमों में बँट जाएँगे।

- इस खेलगीत को 2-3 बार गाने के बाद घोषणा करें कि आज हम एक खेल खेलेंगे जिसको खेलते-खेलते यह गीत गाया जाता है। आप किसी अन्य तरीके से भी खेल की शुरुआत कर सकते हैं।

खेल के नियम तथा तरीके बता दें। कुछ नियम निम्नलिखित हो सकते हैं-

- दोनों समूह एक रस्सी को पकड़कर अपनी ओर खींचने का प्रयास करेंगे। जो समूह दूसरे समूह को अपनी ओर खींचने में सफल हो जाएगा, उसे विजेता माना जाएगा।
- इशारा पाते ही दोनों टीमों एक रस्सी को अपनी ओर खींचना शुरू करेंगी। जो टीम दूसरी टीम को अपनी ओर खींच पाने में सफल हो जाएगी, उसे विजयी घोषित किया जाएगा।

कक्षा में/विद्यालय में समय-समय पर रोचक खेलों का आयोजन करें। बच्चों से निम्न बिन्दुओं पर बातचीत की जा सकती है-

- कौन-से ऐसे खेल हैं जिसमें गेंद की जरूरत होती है?
- कौन-से ऐसे खेल पूरी कक्षा मिलकर खेल सकती है?
- अगर दो लोग हों तो कौन-कौन से खेल खेले जा सकते हैं?
- क्या कोई ऐसा खेल भी है जो तुम अकेले खेल सकते हो?

कुछ और सुझाव

स्थानीय तथा परंपरागत खेलों को स्कूल में आवश्यक स्थान दें।

सुझाव के तौर पर कुछ खेल परिशिष्ट में भाग 3 पृष्ठ 206 पर दिए गए हैं।

मेरी पसंद-नापसंद

पर्यावरण संबंधी कौशल एवं सरोकार

- अपने परिवार के बारे में चर्चा करना।
- परिवार के प्रत्येक सदस्य के बारे में अपनी राय की लिखित अभिव्यक्ति।
- विभिन्न क्षेत्रों में स्वयं की रुचि-अरुचि बताना।
- तर्क सम्मत संबंध स्थापित करना।

इस क्रियाकलाप को करने से पहले बच्चों से उनके परिवार के बारे में अनौपचारिक बातचीत करें। इन मुद्दों पर चर्चा की जा सकती है -

- परिवार में कितने सदस्य हैं?
- उनके नाम क्या हैं?
- कौन क्या काम करता है?
- तुम किसके साथ खेलते हो?
- पढ़ाई में कौन तुम्हारी मदद करता है?

नीचे दी गई तालिका में बच्चे अपने परिवार के सदस्य का नाम और रिश्ता लिखें। फिर उसकी क्या बात अच्छी लगती है और क्या नहीं, उसे तालिका में भरें। जैसे- किसी बच्ची को अपनी बहन की यह बात अच्छी लगती हो कि वह उसे अपनी क्लिप और चूड़ियाँ पहनने देती है। बच्ची को बहन की यह बात अच्छी न लगती हो कि वह उसे अपनी सहेलियों के साथ खेलने नहीं देती आदि।

क्र.स.	परिवार के सदस्य का नाम	उनसे रिश्ता	उनका क्या अच्छा लगता है	उनका क्या अच्छा नहीं लगता
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कुछ और सुझाव

बच्चों की पसंद-नापसंद, रुचि या अरुचि वाली कई चीजों जैसे - पढ़ाई के विषय, खेल, खाने, वस्त्र या स्थानों के बारे में जानने के लिए इस क्रियाकलाप को करवाया जा सकता है।

सुनो, सुनो

पर्यावरण संबंधी कौशल एवं सरोकार

- परिवेश में पाई जाने वाली सामग्री द्वारा प्रयोग करना।
- विभिन्न परिस्थितियों/घटनाओं का, केवल उनकी आवाजें सुनकर, अनुमान लगाना तथा उनमें अंतर करना।
- आवाजों का मौखिक एवं लिखित वर्णन व उनसे शब्द संरचना।

बच्चे आँख बंद करके पानी के गिरने की आवाजों में परिवर्तन को नीचे लिखे गए क्रियाकलापों द्वारा सुनें।

1. खाली बाल्टी में पानी भरने से लेकर पूरी बाल्टी भरने तक।
2. खाली बोतल में पानी भरने से लेकर पूरी बोतल भरने तक।
3. खाली ढक्कन में पानी भरने से लेकर पूरा ढक्कन भरने तक।

आप उनसे पूछ सकते हैं कि, क्या इन आवाजों से अंदाजा लगाया जा सकता है कि पानी इन बर्तनों में कितना भर गया या कब बर्तन पूरा खाली है? अगर हाँ, तो बोतल, बाल्टी या ढक्कन में से किस चीज़ में वह अंदाजा लगा पाए और किस में नहीं?

अब वह कक्षा या स्कूल के कुछ कोनों में जाकर आँख बंद करके अलग-अलग आवाजें सुनें और बताएँ कि किस-किस चीज़ की आवाज़ उन्होंने सुनी है।

आप उन्हें नीचे लिखी गतिविधियों की आवाजों को शब्द देने को कह सकते हैं -

- सूखी टहनी के टूटने पर।
- सूखी पत्तियों पर चलने की आवाज़।
- पत्तों के हिलने की आवाज़।
- पक्षी के उड़ने की आवाज़।
- बारिश गिरने की आवाज़।
- बूँद-बूँद टपकने की आवाज़।

कुछ और सुझाव

अब बच्चों से कहें कि जीभ को तालू पर बिना लगाए और मुँह खोलकर आवाज़ निकालें और उन आवाज़ों को ब्लैकबोर्ड पर लिखते जाएँ। आपके सामने कुछ ध्वनियाँ आ जाएँगी। इन ध्वनियों को बच्चे इनसे कुछ शब्द बनाएँ।

अब बच्चे जीभ को तालू पर लगाकर मुँह बंदकर आवाज़ निकालें। आप उन आवाज़ों को ब्लैकबोर्ड पर लिखते जाएँ। बच्चे इन ध्वनियों से कुछ शब्द बनाएँ।

- अपने आस-पास होने वाली किन्ही पाँच घटनाओं को कॉपी पर लिखें जो केवल आवाज़ों द्वारा पहचानी जा सकती हैं।
- आवाज़ों से संबंधित कुछ कविताएँ/कहानियाँ भी बच्चों को सुनाई जा सकती हैं।
- बच्चों से कहें दोनों होंठ मिलाकर अपने दोस्तों के नाम बोलें। किस तरह की ध्वनि आ रही है, उसे सुनें।
- जीभ को निचले दाँतों से सटा कर अपने दोस्तों के नाम बोलें, किस तरह की ध्वनि आ रही है, उसे सुनें।

किसका क्या है?

पर्यावरण संबंधी कौशल एवं सरोकार

- देखी गई चीजों की सूची बनाना।
- सूची से संबंधित प्रश्न सुनना, विश्लेषण करना और वर्गीकरण करना।
- चीजों की देखभाल एवं रखरखाव के प्रति संवेदनशीलता।
- दूसरों के साथ मिल बाँटकर काम करना और रहना।

बच्चों से पूछें कि उन्होंने स्कूल में आते समय रास्ते में क्या-क्या देखा? उन के उत्तर ब्लैकबोर्ड पर लिखें। यह सूची कुछ इस तरह बनेगी। सड़क, लैंपपोस्ट/बिजली के खंभे, स्कूल, सार्वजनिक नल, तालाब, अस्पताल, डिस्पेंसरी, नदी, सड़क किनारे के पेड़-पौधे, पुस्तक, बर्तन, साइकिल, गुड़िया या कोई और खिलौना, बस्ते, पानी की बोतलें, जूते, पालतू पशु, बस, लोग, पशु-पक्षी आदि।

यह सूची स्थानीय परिवेश के आधार पर बनेगी। बच्चों से पूछें -

1. इनमें से कौन-कौन सी चीजें सिर्फ हमारी अपनी हैं और केवल हम ही उनका इस्तेमाल करते हैं?
2. कौन-कौन-सी चीजें ऐसी हैं जिनका इस्तेमाल मौहल्ले के और लोग भी करते हैं?
3. अपनी कक्षा को साफ रखने के लिए तुम क्या-क्या कर सकते हो?

कक्षा की सफाई के लिए कोई दो नियम बच्चों के साथ मिलकर बनाएँ और चार्ट में लिखकर कक्षा में लगाएँ।

कुछ और सुझाव

कक्षा में मौजूद चीजों जैसे- ब्लैकबोर्ड, डेस्क आदि की देखभाल के बारे में बातचीत करें। सार्वजनिक तथा अपनी चीजों की रख-रखाव/साफ-सफाई के अंतर की ओर ध्यान दिलाते हुए बच्चों से बातचीत कर सकते हैं। अपनी किसी चीज को किसी दूसरे से बाँटकर इस्तेमाल करने के बारे में भी बात करें।

हूँ तो एक पर काम अनेक

पर्यावरण संबंधी कौशल एवं सरोकार

- पर्यावरण में मौजूद चीजों की सूची बनाना, उनका वर्गीकरण करना।
- खेल खेलना।
- समालोचनात्मक चिंतन कर चीजों का मौखिक वर्णन तथा अभिनय।

आप बच्चों को किसी एक अक्षर से शुरू होने वाले शब्द बोलने को कहें। जो भी अक्षर आप बच्चों को दें, उससे शुरू होने वाले नामों की चीजें बच्चे के पर्यावरण में अवश्य हों।

अगर आपने बच्चों को 'प' अक्षर दिया है तो बच्चे 'प' ध्वनि के ऐसे शब्द भी बोलेंगे जिनमें मात्रा हो, जैसे-पैसा, पेटी, पीसना आदि। ये सभी शब्द आप बच्चों से ब्लैकबोर्ड पर लिखवाते जाएँ। शब्दों की सही संरचना में बच्चों की मदद करें। बच्चों के सामने 'प' परिवार के बहुत से शब्द आ जाएँगे। अब बच्चे इन शब्दों में से उन शब्दों पर गोला लगाएँ जो कि किसी चीज के नाम हों। इनमें से कोई एक चीज चुन लें जो की आसानी से उपलब्ध हो।

मान लो, आपने चुना 'पंखा'। अब इस पंखे के साथ एक खेल खेलें।

बच्चों को गोल दायरे में बिठाकर किसी एक को पंखा पकड़ा दें। उन्हें यह पंखा आगे वाले बच्चों को देते जाना है। आप ताली या टेपरिकार्डर पर संगीत बजाएँ। ताली बजने या संगीत बजने तक पंखा आगे देने का काम चलता रहे। संगीत/ताली रुकने पर जिस बच्चे के पास पंखा है, वह गोल दायरे के बीच में आकर उस पंखे के काम बताएगी/ बताएगा। एक काम तो पंखे का वास्तविक काम हवा करना, और तीन कोई और काम सोच कर बताएगी जैसे-झण्डा, ट्रेन की झण्डा, गिटार की तरह। यह सब अभिनय करके दिखाना है। जो अभिनय क्रिया है, उस पर वाक्य भी बोलना है।

अब बच्चों को 'पंखे' की जगह कोई और वस्तु लेकर यही खेल खेलने को कहें। खेल के लिए वस्तु पसंद करने के लिए बच्चों द्वारा बनाई सूची की मदद लें।

कुछ और सुझाव

इन शब्दों की मात्राएँ बदलकर नए शब्द बनाना। जैसे - पंख, पंखा, पंखी, कागज़-कागज़ी - - - -

चलो बनाएँ अपनी रेल

पर्यावरण संबंधी कौशल एवं सरोकार

- मिलकर गीत गाना।
- विभिन्न प्रकार के वाहनों की सूची बनाना, उन पर बातचीत करना।
- समालोचनात्मक चिंतन कर अधूरे काम को पूरा करना।
- अपने अनुभव कक्षा में सुनाना।
- स्वयं किसी नई वस्तु का सृजन करना।

(क) सभी बच्चों को कक्षा से बाहर लाइन में खड़ा कर के एक दूसरे की कमर में हाथ डालकर रेल बनवाई जा सकती है।

सभी बच्चे गाएँगे - हम बच्चों की रेल चली,
कितनी सुंदर रेल चली।
जल्दी से तुम आगे आओ,
और ज़रा इंजन बन जाओ।

इंजन बना बच्चा कहेगा - छुक - छुक - छुक - छुक - छुक - छुक
डिब्बे बने बच्चे कहेंगे - रुक - रुक - रुक - रुक - रुक - रुक

इंजन किसी वाहन का नाम लेगा और रेल के सबसे पीछे लग जाएगा। फिर गीत चलेगा और आगे इंजन बना हुआ बच्चा किसी दूसरे वाहन का नाम बोलेगा।

इंजन - भागो-भागो
डिब्बे - जागो-जागो - - -

इस प्रकार यह ऊपर दिए गए गीत के साथ खेल चलता रहेगा।

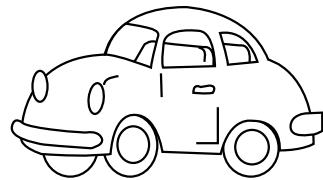
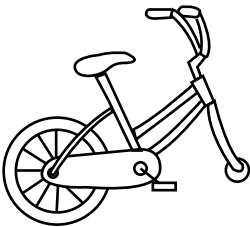
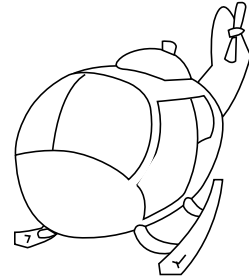
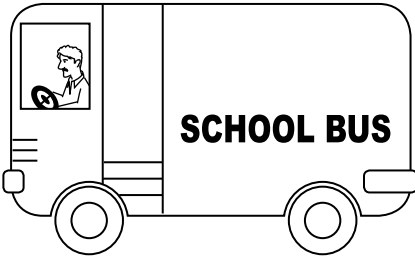
अब कक्षा में आकर, बोले गए सभी वाहनों के नामों की सूची ब्लैकबोर्ड पर बनाएँ। निम्न प्रश्न भी पूछे जा सकते हैं -

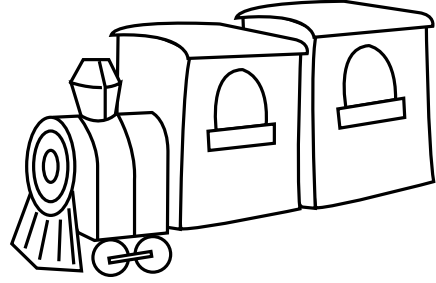
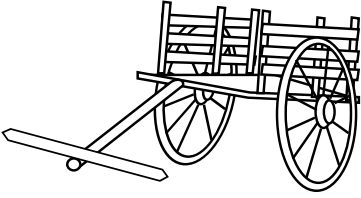
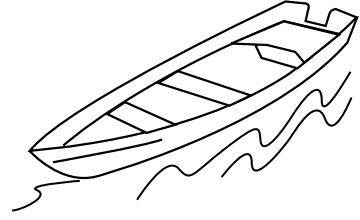
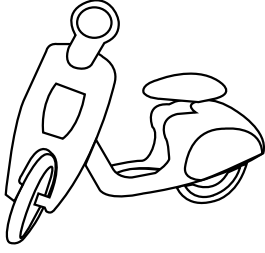
1. किसमें अधिक लोग सवारी कर सकते हैं?
2. किन-किन जानवरों को आने-जाने के लिए इस्तेमाल किया जाता है?
3. ये जानवर क्या खाते हैं?
4. क्या तुमने कभी किसी जानवर पर सवारी की है?
5. तुमने अपने आस-पास कौन-कौन से वाहन देखे हैं?
6. तुम किस-किस वाहन पर बैठे हो?
7. तुम्हें कौन-से वाहन पर बैठने में मज़ा आया?
8. इनमें से किस-किस चीज़ में से धुँआ निकलता होगा, इस पर गोला लगाओ।

क्या तुमने कोई ऐसी रेलगाड़ी देखी है जिसमें से धुँआ निकलता है?

बच्चों को उनकी किसी यात्रा के बारे में सुनाने को प्रेरित करें।

(ख) आप इस चित्र की फोटोकॉपी करवाकर बच्चों में बाँट सकते हैं। नीचे दिए गए वाहनों के चित्रों के कुछ भाग नहीं बने हैं। इन चित्रों को पूरा करके इनमें रंग भरें और इनका नाम लिखें।

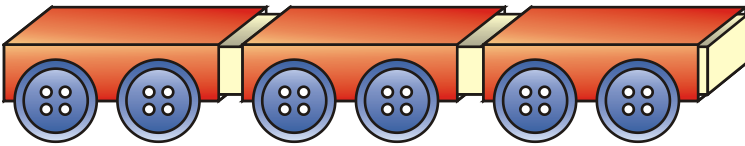




कुछ और सुझाव

चलो बनाएँ अपनी रेल

खाली माचिस की डिब्बियों पर रंगीन कागज़ चिपका कर उन्हें आपस में चिपका दें। नीचे की तरफ बड़े-बड़े बटन चिपकाकर रेल बनवाई जा सकती है।



मुझे पहचानो

पर्यावरण संबंधी कौशल एवं सरोकार

- फलों/सब्जियों का मौखिक वर्णन करना व सुनना।
- समालोचनात्मक चिंतन कर फल/सब्जी को पहचानना।
- फल/सब्जी से जुड़े प्रश्न बनाना, पूछना व उत्तर देना।

बच्चों को पाँच-पाँच के समूह में बाँट दें। हर समूह को कोई एक फल या सब्जी दिखाएँ।

(क) समूह का हर बच्चा उस वस्तु के बारे में एक वाक्य बोलेंगा। बाकी समूहों के बच्चे वाक्यों की मदद से उस फल/ सब्जी को पहचानेंगे।

(ख) उस समूह का हर बच्चा उस फल/सब्जी से जुड़े कोई पाँच शब्द बोलें। जैसे-आपने एक समूह को 'अनार' दिया। समूह के पाँच बच्चों ने पाँच शब्द बोले-फल, लाल, दाने, गोल, रस। अब बच्चे इन्हीं शब्दों से अपनी पसंद के वाक्य बनाएँगे। उन्हें कहें कि वाक्य 'अनार' के बारे में न हों ताकि उनकी सोच का विस्तार हो।

कुछ और सुझाव

इस क्रियाकलाप को बच्चों के परिवेश में पाए जाने वाली विभिन्न प्रकार की वस्तुओं के लिए किया जा सकता है।

खेल-खेल में

पर्यावरण संबंधी कौशल एवं सरोकार

- खेल खेलना।
- अलग तरह की सक्षमता वाले व्यक्तियों के प्रति संवेदनशील होना।

बच्चों को चार समूहों में बाँट दें। हर समूह को एक क्रियाकलाप करना है।

(क) एक प्लेट में पाँच चीजें रखें। ये चीजें बच्चों के परिवेश से ही हों। जैसे- पेंसिल, गिलास, रबड़, फुट्टा, रूमाल।

बच्चों को आँखें बंद करके केवल छूकर चीजें पहचाननी हैं।

जैसे-जैसे बच्चे जवाब देते जाएंगे आप कुछ-कुछ चीजें बदलते जाएं ताकि बच्चे दूसरों के जवाब सुनकर न बोलें।

(ख) आप बच्चों के सामने पाँच चीजें रख दें। (पहले समूह की गतिविधि में इस्तेमाल की गई चीजें प्रयोग की जा सकती हैं।) अब आप समूह के हर बच्चे के लिए उन्हीं चीजों में से किसी एक का नाम बोलें लेकिन सिर्फ़ होंठ हिलाकर, कोई आवाज़ न निकालें। उस बच्चे को केवल आपके होंठों की हरकत देखकर समझना है कि आपने क्या शब्द बोला है।

(ग) बच्चों को एक टाँग पर खड़े होना है। देखें,

- (1) कौन सबसे ज़्यादा देर तक एक टाँग पर खड़ा रह सकता है?
- (2) किसने सबसे पहले दूसरी टाँग नीचे कर ली?

(घ) समूह के बच्चे दोनों हाथों की मुट्ठी बंद करें। आप उनकी बंद मुट्ठी पर कोई कपड़ा या पोलीथीन बाँध दें। अब बच्चे अपने हाथों से कोई चीज़ पकड़ें, जैसे स्टील का गिलास, पेंसिल इत्यादि।

- (1) कौन सबसे ज़्यादा देर पर चीज़ को पकड़कर रख सका?
- (2) किसकी पकड़ सबसे पहले छूटी?

जब सभी बच्चे गतिविधि कर लें, तो बच्चों के साथ उनके सामने आई कठिनाइयों के बारे में चर्चा करें।

कुछ और सुझाव

बच्चों को बहुत से खेल खिलाए जा सकते हैं जो कि बच्चों को शारीरिक रूप से अलग तरह की सक्षमता वाले व्यक्तियों के प्रति संवेदनशील बनाने में सहायक होंगे। जैसे-लंगड़ी टाँग, आँखों पर पट्टी बाँधकर बाकी साथियों को पकड़ना।

यह खेल भी बच्चों को खिलाया जा सकता है -

बच्चे गोल दायरे में बैठें। एक बच्चा अपने दाईं ओर बैठे बच्चे के कान में एक शब्द बोले। अब वह बच्चा अपने दाईं ओर बैठे बच्चे के कान में वही शब्द बोले। अब सुने गए शब्द के लिए गोले में बैठा आखिरी बच्चा क्या शब्द बोलता है। क्या यह वही शब्द है जो सबसे पहले बच्चे ने बोला था? अगर नहीं है, तो उससे पहले वाले बच्चे से पूछें कि उसने क्या बोला था। इस तरह देखें किस बच्चे ने गलती की।

बदलते रंग

पर्यावरण संबंधी कौशल एवं सरोकार

- पानी की विशेषताओं से संबंधित प्रयोग करना।
- रंगों की पहचान व नए रंगों का निर्माण करना।
- पानी के संरक्षण, उसका सदुपयोग (पुनः प्रयोग) पर संवेदनशीलता।

(क) इस गतिविधि के लिए पानी से भरी तीन कटोरियाँ लें। एक कटोरी में थोड़ी हल्दी मिला दें। दूसरी में गुड़हल के फूल या लाल स्याही डाल दें। तीसरी कटोरी में थोड़ा नील या नीली स्याही मिलाएँ।

बच्चे इन कटोरियों के पानी को देखें। पानी के रंग के विषय में कुछ शब्द बोलें-जैसे-नीला पानी।

किसी कार्ड या चार्ट के टुकड़े पर इसे लिखकर कटोरी के नीचे रख दें। अब बच्चे किन्हीं दो कटोरियों में से थोड़ा-थोड़ा पानी किसी खाली कटोरी में डालें। देखें, अब पानी का रंग क्या हो गया। जैसे - नीला पानी और पीला पानी मिलाकर हरा पानी बनेगा। पानी की कटोरियों के नीचे उनका रंग लिखकर रख दें। (आप कोई रंगहीन पारदर्शी (जिसके आर-पार देख सकें) बर्तन भी ले सकते हैं)

(ख) बच्चों से पानी की विशेषता बताने वाले कुछ अन्य विशेष शब्द (जैसे-साफ, मटमैला, मीठा)। इन शब्दों का प्रयोग कर वाक्य बोलने/लिखने को कहें। रंगीन पानी को अलग-अलग आकार और आकृति वाले पारदर्शी बर्तनों में पलट दें। बच्चों का ध्यान पानी के बदले आकार की ओर दिलाएँ।

(ग) एक साफ खाली बाल्टी लें। कक्षा के सभी बच्चे बारी-बारी से साफ पानी से अपने हाथ मल-मलकर बाल्टी में धोएँ।

बच्चों का ध्यान पानी के बदले हुए रंग की ओर दिलाएँ।

कुछ प्रश्न पूछें, जैसे -

- अब पानी का रंग कैसा है?
- ऐसा क्यों हुआ?
- इस गंदे पानी का क्या करें? (जैसे - पौधों में डालना)

बच्चों से गंदे पानी का फिर से इस्तेमाल करवाकर पानी का सदुपयोग बताएँ।

कुछ और सुझाव

अब बच्चों से आपने आस-पास की चीजों में संबंध उनके रंग के आधार पर स्थापित करें। जैसे-

1. ऐसा नीला है जैसे आसमान।
2. ऐसा नीला है जैसे स्याही।
3. ऐसा हरा है जैसे घास।
4. ऐसा लाल है जैसे टमाटर।

मैं हूँ राजा





पर्यावरण संबंधी कौशल एवं सरोकार

- अपनी पसंद/नापसंद की अभिव्यक्ति।
- दी गई सूचना के आधार पर समालोचनात्मक चिंतन कर उसकी पहचान करना।
- अभिनय द्वारा अभिव्यक्ति।

बच्चों से फल-सब्जियों के नाम पूछें और उन्हें ब्लैक-बोर्ड पर लिखने को कहें। (अगर बच्चे न लिख पाएँ तो उनकी मदद करें या स्वयं लिख दें) बोर्ड पर कम-से-कम दस नाम जरूर हों।

हर बच्चा अपनी कॉपी में 2 x 2 का ग्रिड बनाए।

बच्चों को इन फल-सब्जियों के नाम अपनी पसंद अनुसार 1 से 4 तक के क्रम से ग्रिड में लिखने को कहें। अगर बच्चे न लिख पाएँ, तो उन फल-सब्जियों के चित्र अपनी ग्रिड में बनाएँ।

1		2	
3		4	





अब आप बच्चों को हरे फल-सब्जियों के बारे में कुछ संकेत दें। जैसे -

अगर 'केला' है, तो संकेत कुछ इस प्रकार होंगे -

(1) मैं हरे या पीले रंग का होता हूँ।

(2) मैं गुच्छों में पाया जाता हूँ।

(3) मेरे नाम में 'ए' की मात्रा है (कोशिश करें, मात्राओं के संकेत पर विशेष बल दिया जाए)।

1		2	
3		4	

बच्चे संकेत समझने पर उस फल-सब्जी का नाम ग्रिड में से काटे। जिस बच्चे की ग्रिड में से सभी नाम सबसे पहले कट जाएँ, वह झट-से बोले, 'मैं हूँ राजा'।

इस क्रियाकलाप को तब तक दोहराएँ, जब तक सभी बच्चों के ग्रिड में से सभी नाम कट न जाएँ।

कुछ और सुझाव

इसी तरह की गतिविधियों में पशु-पक्षियों के नाम लिखकर भी करवाए जा सकते हैं। बच्चों को विभिन्न संकेत पशु-पक्षियों की आवाज़ और उनके नामों में आई मात्राओं के द्वारा दिए जा सकते हैं।

विभिन्न फल/सब्जियों की वेशभूषा पहनाकर बच्चों को सब्जियों और फलों के फायदों को समझाते हुए उनसे अभिनय करवाया जा सकता है।

पर्यावरण संबंधी कौशल एवं सरोकार

- अपनी दिनचर्या के कार्यों की सूची बनाना।
- व्यक्तिगत रूप से अथवा समूह में चीजों/प्राकृतिक संसाधनों का कुशलतापूर्वक उपयोग कर पाना तथा उनका महत्त्व समझना।
- मौखिक व लिखित अभिव्यक्ति द्वारा संसाधनों के उचित उपयोग के प्रति चिंता तथा सजगता।

बच्चों से पूछें कि सुबह उठने से लेकर रात तक हम कौन-कौन से काम करते हैं। जैसे-शौच जाना, मुँह-हाथ धोना, कुल्ला करना, नहाना, पौधों को पानी देना, पानी पीना, नाश्ता करना, अपना बस्ता सँभालना, अपनी पानी की बोतल भरना, स्कूल जाना, दोस्तों से रूठना-मनाना, चिड़ियाँ/पशु को पानी देना, खेलना, टेलीविजन देखना, पीने के लिए पानी देना, लिखना, चित्र बनाना आदि।

इस क्रियाकलाप द्वारा बहुत से काम बच्चों के ध्यान में आएँगे। बच्चे ये काम बोलेंगे। आप बच्चों द्वारा इन कामों की सूची बोर्ड पर बनवाएँ।

यदि बच्चों को लिखने में कठिनाई हो तो आप या दूसरे बच्चे उसकी सहायता कर सकते हैं। इस तरह से कई कामों की सूची ब्लैकबोर्ड पर आ जाएगी।

अब बच्चों से पूछ सकते हैं - अभी आपने जो-जो अभिनय करके दिखाए उनमें ऐसे कौन-से ऐसे काम हैं जिनमें पानी की ज़रूरत है?

बच्चे श्यामपट्ट पर उन कामों पर घेरा लगा देंगे जिन कामों को करने के लिए पानी की ज़रूरत पड़ती है।

जिन कामों पर बच्चों ने घेरा लगाया है, अब उन कामों के बारे में बातचीत करें। जैसे-

(क) क्या जितना पानी पीना होता है, उतना ही गिलास में डालते हो?

(ख) पौधों को पानी कैसे देते हो - पाइप से, मग से या किसी और तरह से?

(ग) स्कूल की पानी की बोतल में बचे पानी का क्या करते हो?

- आपके घर में पानी कैसे आता है? / पानी का इंतजाम कैसे होता है?
- पानी दिन में कितनी बार आता है (यदि पानी नल से आता है तो) ?
- पानी कौन भरकर लाता है? (यदि घर के बाहर से भरकर लाना होता है)
- किस तरह के बर्तनों में पानी भरकर रखते हैं?

उपरोक्त सभी सवाल बच्चों को पानी की उपयोगिता व महत्त्व की ओर ध्यान भर दिलाने के लिए हैं।

यहाँ पर किसी तरह का निष्कर्ष निकालना या बच्चों को किसी तरह की नसीहत देने की जरूरत नहीं है कि वे पानी का सही इस्तेमाल कैसे करें। सवालों के दौरान जो बातें या मुद्दे सहजरूप से सामने आएँ। उन्हीं के माध्यम से संवाद आगे बढ़ाया जाए।

कुछ और सुझाव

बच्चों से उनके घर में होने वाले अन्य कामों के बारे में भी बातचीत की जा सकती है। उन कामों में पानी की बरबादी को रोकने के लिए क्या कदम उठाए जा सकते हैं। इस विषय पर बच्चों से चर्चा कर सकते हैं।

बच्चे पानी की बरबादी रोकने के लिए कुछ प्रचार वाक्य/शीर्ष लिख सकते हैं।

मेरा दोस्त

पर्यावरण संबंधी कौशल एवं सरोकार

- मिलकर पेड़-पौधों की देखरेख करना।
- पेड़-पौधों के साथ भावनात्मक संबंध जोड़ना।
- देखे गए पेड़-पौधों के बारे में जानकारी लेना।

कक्षा में बच्चों को कुछ समूहों में बाँटा जाए। फिर हर समूह को एक पौधा लगाने और उसकी देखरेख की ज़िम्मेदारी सौंपे।

- हर समूह अपने-अपने पौधे को उसके नाम के अतिरिक्त कोई मनचाहा नाम दे सकता है।
- बच्चे कक्षा में अपने पौधे के बारे में कुछ वाक्य बोलें या लिखें।
- पौधों और वृक्षों के नाम की वर्ग पहेली भरवाई जा सकती है।

क	ब	ग	न	र	द	गु	छ
न	आ	य	रू	शी	अ	ला	ठ
अ	म	रू	द	श	क	ब	ट
गु	स	ज	भ	म	स	अ	द
च	त	म	छ	ठ	से	ब	य
पी	थ	अ	ब	अ	द	ढ	म
प	छ	ना	रि	य	ल	क	नी
ल	च	ड	ज	ल	न	अ	म

कुछ और सुझाव

- स्कूल में गमलों या क्यारियों में पौधे आदि लगे होंगे। बच्चों के साथ नियमित रूप से पौधों में पानी डालने का काम करें।
- वर्षा के मौसम में विद्यालय में 'वन महोत्सव' का आयोजन किया जा सकता है। इस दौरान बच्चों द्वारा नये पौधे लगाने व अन्य पेड़ पौधों की देखभाल की ज़िम्मेदारी दें।

नानी की बात

पर्यावरण संबंधी कौशल एवं सरोकार

- प्राकृतिक संसाधनों के सदुपयोग, संरक्षण के प्रति सजगता और संवेदनशीलता।
- भिन्न-भिन्न माध्यमों द्वारा स्वयं को अभिव्यक्त कर पाना।

कक्षा में यह कविता बच्चों के साथ मिलकर हाव-भाव के साथ गाएं।

लड़का इक था अजब निराला
हरदम कर देता घोटाला
करता काम न कोई सयाना
गाता रहता दिन-भर गाना।

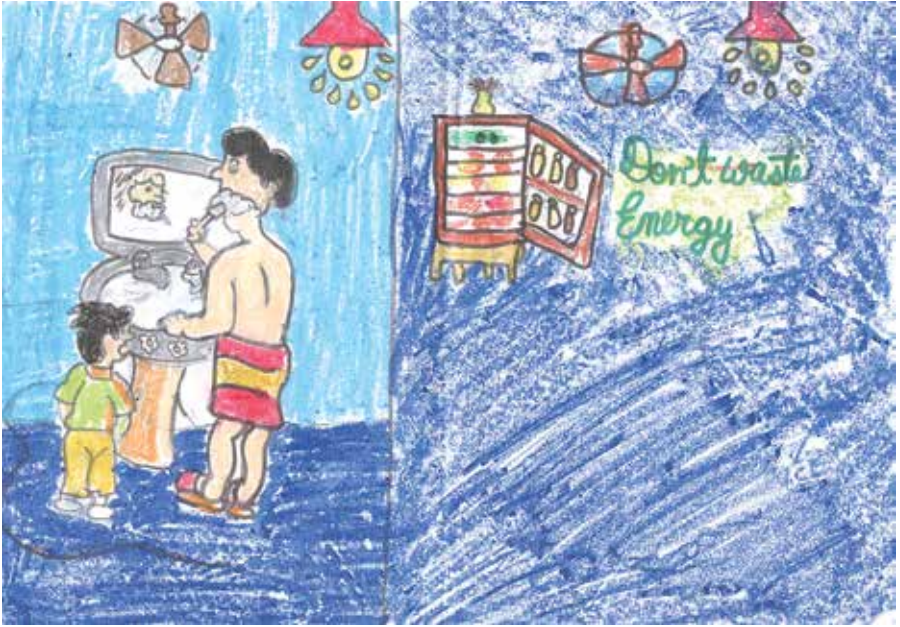
बाथरूम में वो सो जाए
नल में पानी बहता जाए
टंकी भी खाली हो जाए
पर मूरख वो, न पछताए।

टीवी, लाईट, बल्ब और पंखा
हरदम चलते जाएँ, जाएँ
बिजली जलती जाए, जाए
पर मूरख वो, न पछताए।

हर दिन उसकी यही कहानी
रोज़ गँवाए बिजली-पानी
इक दिन उसकी आई नानी
सुनी उन्होंने यही कहानी।

नानी ने इक बात बताई
बिजली-पानी की, कीमत समझाई
इनको यूँ न व्यर्थ गँवाओ
इस जग को खुशहाल बनाओ।

- (क) क्या तुम से भी कभी पानी का नल चलता छूट गया है?
- (ख) क्या घर में तुमने कभी ऐसा देखा है कि पानी बेकार बहता रहा और घर के किसी सदस्य ने ध्यान नहीं दिया?
- (ग) क्या तुम्हारी कक्षा में कभी ऐसा हुआ है कि जब सभी बच्चे कक्षा से बाहर हों, (जैसे-खेल के मैदान में) तब कक्षा में लाईट-पंखे चलते रहे?
- (घ) तुम अपने स्कूल में बिजली-पानी की बचत के लिए क्या करते हो?



कुछ और सुझाव

बच्चों से इस बारे में चर्चा की जा सकती है कि पानी और बिजली की बचत जरूरी क्यों है?

‘बिजली-पानी की बचत’ पर पोस्टर बनाने का आयोजन करवाया जा सकता है। पोस्टर बनाकर उस पर कोई शीर्षक या प्रचार वाक्य लिखें।

आओ, नाटक खेलें

पर्यावरण संबंधी कौशल एवं सरोकार

- समालोचनात्मक चिंतन कर नाटक के संवादों का निर्माण तथा अभिनय द्वारा अभिव्यक्ति।
- समूह में अपने विचार, सोच व राय अभिव्यक्त करना।

बच्चों को चार समूहों में बाँट दें। एक समूह को एक गतिविधि दें तथा उसकी तैयारी के लिए पर्याप्त समय दें। वे सब कक्षा में अभिनय का आयोजन करने के लिए विषयवस्तु आप अपनी कल्पना से विकसित कर सकते हैं। उदाहरण के लिए-

1. एक लड़का था, जिसका नाम था-बिल्लू। वह अपने नाखून मुँह से काटता रहता था। एक दिन उसके पेट में दर्द हुआ। फिर ...।
2. उस दिन स्कूल में रीना की पानी की बोतल छूट गई और अगले दिन स्कूल आने पर उसे नहीं मिली। रीना ने.....।
3. हीरा लाल के घर के आगे रामसेवक के घर से लोग रोज कचरा फेंक देते हैं। एक दिन हीरालाल ने रामसेवक के बेटे को ऐसा करते हुए देख लिया। फिर.....।
4. मोनू अक्सर गाय या कुत्ते पर पत्थर फेंक कर परेशान करता था। एक दिन वह खेलते-खेलते गिर गया। फिर....।

सभी समूह स्वतंत्र रूप से नाटक के लिए स्वयं ही घटनाओं और संवादों का निर्माण करेंगे। बच्चों को अभ्यास के लिए समय दें। यह आवश्यक नहीं कि अपनी बारी आने पर सभी बच्चे सहज गति से कथनांक को आगे बढ़ाते जाएँ। संभवतयः आपकी मदद की आवश्यकता हो सकती है। आप प्रश्नों के माध्यम से संवाद विकसित करने में मदद कर सकते हैं।

बच्चों को संवाद रटने नहीं है बल्कि उचित समय पर परिस्थितियों के अनुसार स्वयं संवाद बनाकर बोलने हैं। यह आवश्यक है कि आप बच्चों को अभिनय करने के लिए दिशा दें।

अब घोषणा करें - बारी-बारी से हर समूह इस कहानी का अभिनय करके दिखाएगा।

औपचारिक रूप देने के लिए बच्चे किसी चादर को मंच के पर्दे की तरह फैलाकर खड़े हो जाएँगे। नाटक करने का इशारा मिलते ही वे चादर समेटकर एक तरफ हट जाएँगे।

नाटक के उपरांत दर्शक बच्चों के साथ स्वयं भी ताली बजाकर अभिनय करने वाले बच्चों का उत्साहवर्धन करें। कृपया कोई 'शिक्षा' या 'नैतिक' उपदेश अलग से देने का प्रयास न करें।

किसके लिए?

पर्यावरण संबंधी कौशल एवं सरोकार

- अपने लिए या दूसरों के लिए (दूसरों द्वारा अपने लिए) किए गए कामों की सूची बनाना, वर्गीकरण करना व तुलना करना।
- किसी के लिए कार्य करने के लिए सराहना करना व संवेदनशील होना।

- सभी बच्चे गोल दायरे में बैठ कर अपनी-अपनी आँखे बंद करेंगे और सोचेंगे कि पिछले पूरे दिन-भर में उन्होंने कौन-कौन से काम किए थे।
- उन्हें सोचने के लिए पर्याप्त समय दें।
- अब उन्हें कहें कि जो-जो काम उन्होंने सोचे उनकी सूची बनाएँ।
- इस सूची में वे सभी काम जो उन्होंने दूसरे किसी व्यक्ति, पशु-पक्षी या पेड़-पौधों के लिए किए, शामिल हो सकते हैं।
- उनमें से कौन से काम अपने खुद के लिए थे? जो काम किसी दूसरे के लिए किए उन पर गोला लगा दें।

जो काम दूसरों के लिए थे उसके लिए तो शाबाशी मिले ही और जब वे यह बताएँ कि अमुक कार्य किसके लिए किया था तो बातचीत द्वारा यह अहसास दिलाएँ कि उनके द्वारा स्वयं अपने लिए ही नहीं, दूसरों के लिए काम करना भी कितना महत्वपूर्ण था। कक्षा में ऐसे बच्चे भी हो सकते हैं जिन्हें लगे कि उन्होंने दूसरों के लिए एक भी काम नहीं किया। खेल के मैदान के माध्यम से इस बात की ओर संकेत करें कि यदि वे अपने दोस्त को पारी न देते तो क्या उनकी दोस्त खेल को खेल पाते? इस तरह अपनी बारी में यदि दोस्त पारी न देती तो खेल का मज़ा ही बिगड़ जाता। उनका ध्यान इस ओर दिलाएँ कि यदि उन्होंने कक्षा में किसी को पेंसिल, रबड़ या कुछ और देकर मदद की हो या ऐसे किसी व्यक्ति को रोका हो जो फूल-पत्तियाँ तोड़ रहा था या जानवर को पत्थर मार रहा था तो वह भी दूसरों के लिए किया काम है।

कुछ और सुझाव

बच्चों से उन कामों की सूची भी बनवाई जा सकती है जो पिछले दिन उनके माँ-पिताजी, भाई-बहन, दोस्त, रिश्तेदार या पड़ोसी ने उनके लिए किए थे। अब वे इस बात की तुलना करें कि कौन-से काम ज्यादा हैं -

- जो उन्होंने दूसरों के लिए किये थे।
- जो दूसरों ने उनके लिए किए।
- या पड़ोसी ने उनके लिए किए थे।

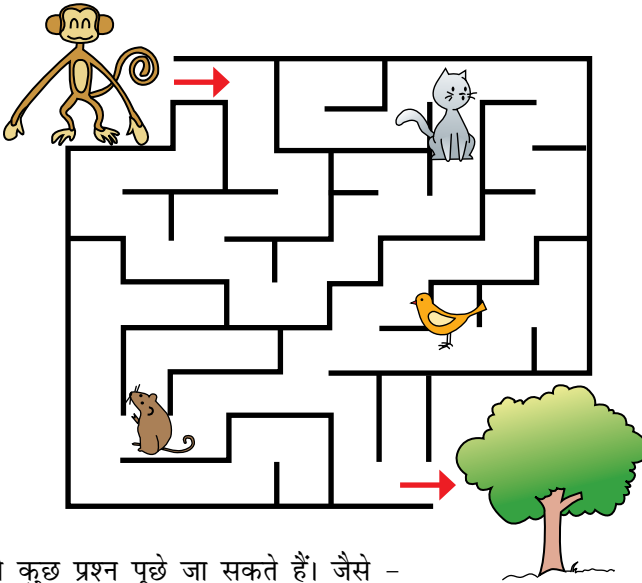
बातचीत द्वारा बच्चों को इस बात का एहसास दिलाएँ कि हम सभी एक-दूसरे के लिए कितने ज़रूरी हैं।

आओ गोलू को घर पहुँचाएँ

पर्यावरण संबंधी कौशल एवं सरोकार

- चित्र का अवलोकन करना तथा समालोचनात्मक चिंतन कर उत्तर देना।
- किसी स्थान के चित्र बनाने और सांकेतिक मानचित्र बनाने में अंतर स्थापित करने की समझ पैदा करना।

गोलू बंदर अपने घर का रास्ता भूल गया है। चलो, उसे उसके घर पहुँचायें।



बच्चों से कुछ प्रश्न पूछे जा सकते हैं। जैसे -

- गोलू बंदर को रास्ते में सबसे पहले कौन मिला?
- उसे रास्ते में सबसे अंत में कौन मिला?
- तुम्हारे अनुसार गोलू ने उनसे क्या-क्या बातें की होंगी?
- तुम्हें क्या लगता है कि क्या वो गोलू के दोस्त हैं?
- क्या तुम कभी अपने घर का रास्ता भूले थे?

कोई भी रास्ता याद रखने के लिए तुम क्या करते हो?

मेरा दोस्त

पर्यावरण संबंधी कौशल एवं सरोकार

- स्थानीय परंपराओं, सांस्कृतिक मूल्यों का विभिन्न गतिविधियों द्वारा विकास।
- साथ मिलकर खाना, काम करना।
- विभिन्न सृजनात्मक क्रियाकलाप करना।
- पर्यावरण प्रदूषण के प्रति संवेदनशीलता।

आने वाले किसी स्थानीय त्योहार के बारे में कक्षा में चर्चा करें -

- कौन-सा त्योहार है? किस मौसम में आता है?
- क्या करते हैं?
- क्या खास खाते हैं?
- कहाँ जाते हैं?
- किसके साथ मनाते हैं?

चर्चा के आधार पर आए मुख्य शब्दों को आप ब्लैक बोर्ड पर लिख दें। इन शब्दों की मदद से बच्चे उस त्योहार के बारे में छोटी-सी कविता लिखें। यह जरूरी नहीं है कि कविता में तुकबंदी हो। बच्चे अपनी कविता ग्रीटिंग-कार्ड पर लिखकर उसे सुंदर रंगों और डिज़ाइन से सजाएँ।

कक्षा में यह त्योहार मनाया भी जा सकता है। त्योहार मनाने के लिए पहले-से ही त्योहार से संबंधित गीत, गाने, नाटिका इत्यादि तैयार करवाए जा सकते हैं। कक्षा को पतंगी कागज़ की फूल-पत्तियों, गिरे हुए फूल-पत्तों और अन्य सजावटी सामान से सजाया जा सकता है। कक्षा में रंगोली भी बनवाई जा सकती है। बच्चे बारी-बारी से अपनी कविता भी पढ़कर सुनाएँ। अपने बनाए कार्ड बच्चे अपने दोस्त/सहेली को दें।

उस त्योहार को मनाने के लिए अगर कुछ खास खाने की चीजें बनाई जाती हैं तो बच्चों से वे कक्षा में माँगवाई जाएँ। सभी बच्चे मिल-जुलकर खाने-पीने का आनंद लें।

बच्चों की कविताएँ प्रार्थना-सभा में भी सुनवाई जा सकती है।

कुछ और सुझाव

- ऐसी ही गतिविधि अन्य त्योहारों के लिए भी की जा सकती है। आप इन त्योहारों को मनाने के पीछे देश के इतिहास की घटनाएँ कक्षा में सुना सकते हैं।
- त्योहारों की बात करते समय बच्चों से उन क्रियाकलापों की चर्चा की जा सकती है जिनके कारण पर्यावरण को नुकसान पहुँचता है—जैसे-पटाखों का इस्तेमाल, होली पर वार्निश जैसे रंगों का इस्तेमाल।

साथ-साथ

पर्यावरण संबंधी कौशल एवं सरोकार

- स्कूल में खाना पकाने की क्रिया के विभिन्न चरणों का अवलोकन ताकि उनसे जुड़े मददगारों से परिचय।
- साथ मिलकर बैठना, खाना-पीना और काम करने की भावना का विकास।
- पर्यावरण संरक्षण के प्रति संवेदनशीलता।

जहाँ स्कूल में ही मिड-डे मील पकाया जाता है, वहाँ बच्चों को खाना पकते हुए दिखाया जा सकता है। अब बच्चों से पूछा जा सकता है-

- खाना कौन पकाता है?
- उनमें से कितने आदमी हैं और कितनी औरतें?
- खाना पकाने के लिए किन-किन चीजों की ज़रूरत होती है?
- छिलके और बचे हुए खाने का क्या करते हैं?
- खाने के लिए किस तरह के बर्तनों का इस्तेमाल होता है (एक बार या बार-बार इस्तेमाल में लाए जाने वाले)?
- उन बर्तनों को कहाँ धोते हो या फेंकते हो?

मिड-डे मील बाँटने के बाद बच्चों से कहें कि वे सब एक साथ गोला बनाकर बैठ जाएं। सभी हँसते हुए, बातें करते हुए एक साथ मिलकर खाएं। अब एक वाक्य बोला जा सकता है कि जैसे-हम सब खाएं साथ-साथ। (ध्यान रहे कि साथ-साथ की भावना पर बल देना है)। अब एक बच्चे से कहें कि वह कोई और कार्य बोले जिसे मिलकर साथ-साथ किया जा सकता है।

- मिलकर बैठें साथ-साथ
- हम सब खेलें साथ-साथ

इस प्रकार सभी बच्चों को बोलने का अवसर दें। भोजन के बाद साथ-साथ मिलकर कार्य करने की भावना पर बल देते हुए बात करें। (जहाँ मिड-डे-मील स्कूल में नहीं पकाया जाता, यह गतिविधि वहाँ करवाई जा सकती है।)

- सोचो, यह सारा खाना किसी एक व्यक्ति ने बनाया होगा या कुछ लोगों ने मिलकर?
- अंदाज़ा लगाकर बताओ कि कितने लोगों ने मिलकर बनाया होगा?
- जहाँ खाना पकाया जाता है, वहाँ की सफाई कौन करता होगा? कितने लोग मिलकर करते होंगे?
- उन बर्तनों की सफाई कितने लोग मिलकर करते होंगे?
- खाना पकाने का सामान कितने लोग मिलकर लाते होंगे?
- कितने लोग मिलकर तुम्हें खाना परोसते हैं?
- किस-किस मौके पर तुम मिलकर खाते हो?

अब बच्चों ने जो पंक्तियाँ बोली हैं, उन्हें बोर्ड पर लिखकर कविता की तरह पढ़ा जा सकता है। चार्ट पर लिखकर कक्षा में लगवाया भी जा सकता है।

बच्चों को यह कहा जा सकता है कि वे अपने-अपने टेबल, कुर्सी और उसके आस-पास की जगह की सफाई का ध्यान रखें।

कुछ और सुझाव

सभी बच्चों को किसी भी खाना पकाने वाले व्यक्ति से मिलवाया जाए। उन्हें मिड-डे मील बनाने के कोई भी ऐसे पाँच प्रश्न बनाकर लिखने के लिए कहा जा सकता है, जो उस व्यक्ति से वे पूछना चाहेंगे। जैसे-उसका नाम, आयु, वह कहाँ रहता है तथा खाने से संबंधित और प्रश्न आदि।

‘कम्पोस्ट पिट’

(यदि संभव हो सके तो यह क्रियाकलाप करवाएं। इसमें बड़े बच्चों की मदद भी ली जा सकती है)

स्कूल के किसी कोने में जो बच्चों की कक्षाओं तथा खेलने के स्थान से दूर हो एक दो से तीन फीट गहरा गड्ढा खुदवाएँ। सभी बच्चों से रोज़ बचा हुआ खाना, छिलके, गिरी हुई सूखी पत्तियाँ उसमें डालने को कहें। जब गड्ढा भर जाए तो कुछ मिट्टी डाल कर उसे बंद कर दें। करीब दो महीने बाद खोल कर बच्चों को दिखाकर बताएँ।

उसमें क्या बदलाव आया है?

पूरी तरह खाद बन जाने पर इसे स्कूल के पेड़-पौधों में डलवा दें।

CHEER STREAMERS

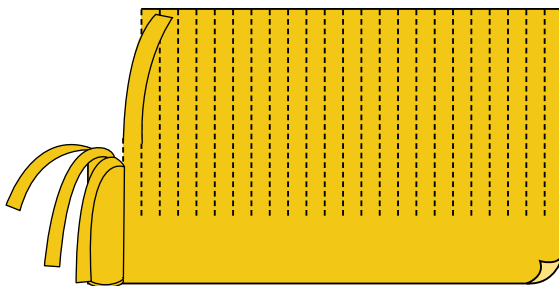
EVS Skills and Concerns

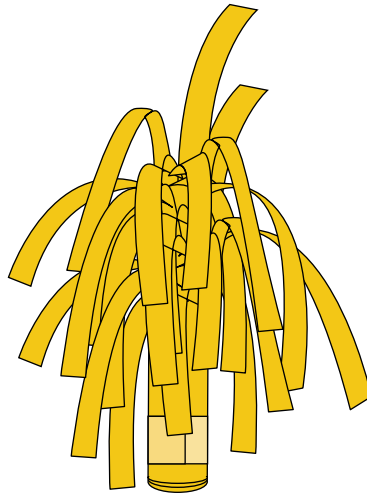
- Creating new things from waste
- Understanding directions through body movements
- Demonstrating traffic rules

- (i) Children may be provided used gift-wrapping sheets with a number of vertical cuts at regular distance on one end.



- (ii) Help them roll the other end and join with a cello-tape as shown below. Cheerful streamers will be ready.





- Let each child prepare a pair of these streamers and hold in his/her hands.
- Say aloud the following words like right-left, etc. one by one and enact these as well.
- Children will repeat after you.
 - Right hand up
 - Left hand up
 - Right hand forward
 - Both hands down
 - Right hand down
 - Left hand down
 - Left hand forward
- Ask children to dance with the streamers. Some background music can also be played.

Further innovation

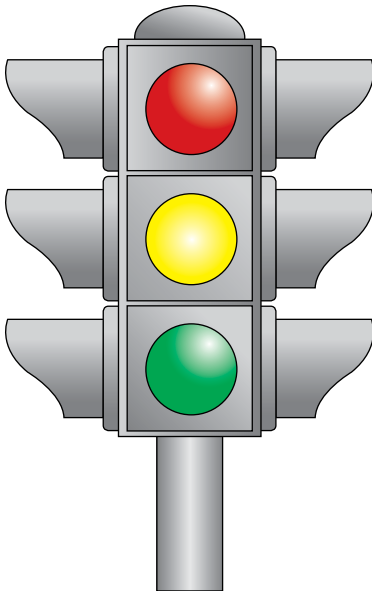
Let children be familiarised with different actions of a traffic policeman controlling traffic e.g. the action of stop, move, etc.

I SAY STOP!

EVS Skills and Concerns

- Recitation of poem with actions
- Developing traffic sense, road crossing through role play
- Questioning and discussion about different symbols displayed at public places

Let children recite the following poem RED LIGHT after you with appropriate actions.



RED LIGHT

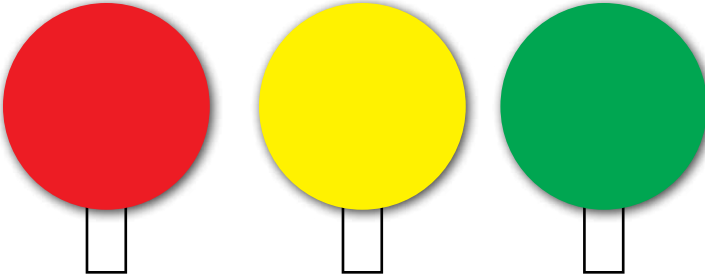
Red light, Red light
What do you say?
I say stop, stop right away.

Yellow light, Yellow light
What do you say?
I say wait, wait right away.

Green light, Green light
What do you say?
I say go, go right away.

Now children can enact it.

You may prepare three circular cut outs of cardboard in the shape of a table tennis racket and paste red, yellow and green coloured glaze paper on each.



You can display the traffic light colours one by one.

Further innovation

Children can also be familiarized with these symbols. Ask children about the place where these are displayed and their significance.



No Honking



No Smoking



No Parking



Danger

You may take up other symbols/signboards displayed in surroundings as per local context.

THIS IS ME

EVS Skills and Concerns

- Talking and reporting about self and family
- Nurturing creativity using waste material
- Celebration of different events

You may give a paper cut in the shape of a flower to each child. Make some columns on each slip or give photocopied slips. Each child will fill this information in his/her flower.



These flowers can also be displayed monthwise on a chart paper according to the dates of birth of all children. Paste or hang it in the classroom and children can celebrate the birthday of their classmates.

Further innovation

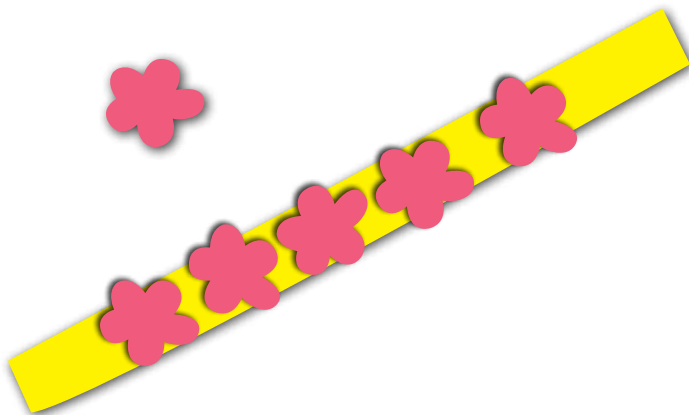
Children can also make friendship bands as shown below.

They will require —

Paper, glue, ribbon and material to decorate (beads, toffee wrappers).

Steps-

1. Cut a strip of ribbon to make a wristband.
2. Paste some flowers or bows made by using toffee wrapper or glitters on it.
3. Leave it till it dries.
4. Your friendship band is ready to be tied.



Children may write such information about their family members in their notebook and prepare wristbands for them. They can gift these to them on their birthday or other special occasions like grand parents' day, mother's day, *rakhi*, etc.

I WISH TO CARRY

EVS Skills and Concerns

- Recalling and recording likes and dislikes and different things required by self
- Identifying man-made things from the listed items
- Grouping these under different categories

Children may be asked to recall a list of things they want to have all the time with them. If their writing skill is not developed, you may ask one child to speak about his/her list while you list the spoken things on the blackboard.

Suppose the child has said pencil, ball, kite, marble, mango, rose flower, umbrella, cat, ludo, pebble, spoon, water bottle, camera, storybook, doll, etc.

Let children make a list in their notebooks. Ask them to change the number required, e.g., pencil-pencils, ball-balls, etc.

Let children encircle the man-made things.

Further innovation

- The same list may be used for classifying things under different categories, e.g., eatables, stationery items and items used for playing, etc.
- Children may enlist different activities that they always or never want to do.

Activity 5

I LIKE IT THE WAY IT IS

EVS Skills and Concerns

- Expressing opinion about certain events
- Discussion on the story, pet/wild animals
- Sensitisation towards differently abled people

First, narrate this story for children with appropriate expressions.

There was a young boy called Rahul. One day he went with his mother to uncle Joseph's farm. Uncle had many dogs, cats and birds at his farm. Rahul wanted to keep a small puppy as a pet. Uncle Joseph called out the names of his dogs- Sheroo, Whitey, Smarty, Ballu, and Tommy. Little puppies came running with their mother. Uncle told Rahul to choose any puppy from the group. But Rahul wanted the one who was coming slowly. Uncle said to Rahul, " Don't take this puppy. He is lame by one leg. He will not be able to play with you". Rahul insisted, "No, I'll take this puppy only. I like him the way it is".

If children desire, you may repeat or even narrate in their local language. Ask children to express their views on it.

- How was the story?
- Who do you like the most in it?
- Why did Rahul want to keep a puppy?
- How many of you have pets?
- Which other animals can be kept as pets?
- Why do you think Rahul selected that puppy?
- You would sensitively shift the focus to people who are differently abled.

- Do you know any such persons around you?
- What little things can you do for such people?

Further innovation

This story or a similar story may be narrated to the class to explain describing words, action words, opposites, etc.

You can also tell stories of people like Helen Keller, Stephen Hawking, Sudha Chandran, etc.

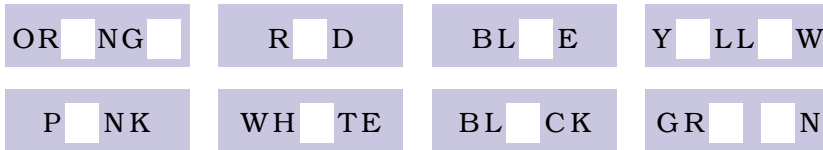
Activity 6

SPELL ME!

EVS Skills and Concerns

- Logical thinking and expressing opinion regarding likes and dislikes about self
- Observing and naming different colours in the surroundings
- Sensitisation for clean environment
- Making new useful things
- Developing vocabulary

You may think of five or six colours. To help children spell these, show them the pictures or the real objects of that colour. Simultaneously, write down the spellings with blanks on the board.

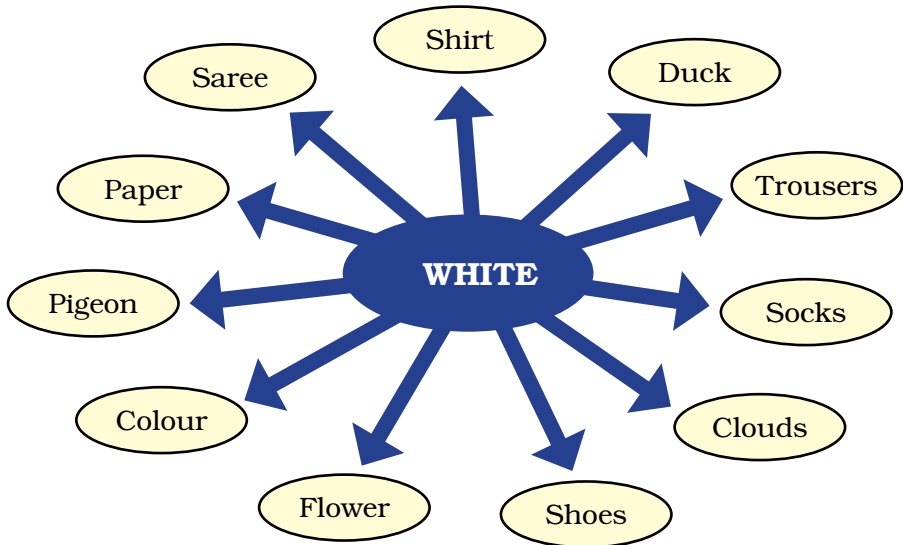


Tell them to complete the spellings and pronounce the words.

You may tell them to draw the objects, colour them and write the name of that colour.

Divide the class in small groups and assign a colour to each group. Let each child of a group speak a sentence using the assigned colour, e.g., I want to have a blue dress or a house or a box, etc.

Let children observe different objects of a particular colour in their surroundings and make a word web by writing their names as shown in the figure.



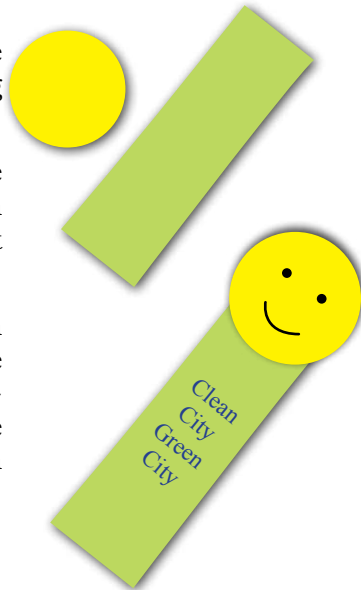
Encourage children to make more word webs or word trees.

Further innovation

Children may observe colours of the flowers, sweets, rainbow, morning sky, night sky, etc.

If possible, relate the topic with blue and green dustbins for segregation of waste. Ask them to explore about their significance.

Encourage them to write slogans on clean environment in an innovative manner. For example, book-markers (given here) can be made and small slogans can be written on them.



Activity 7

WHAT AM I DOING?

EVS Skills and Concerns

- Dramatising different actions and situations
- Guessing different actions
- Discussion about our helpers and different occupations in the neighbourhood

Prepare a few slips of paper in advance in which some 'action words' like dusting, sweeping, washing, mopping are mentioned. A number of actions on the basis of cultural context of the area may be identified and taken up. Now put all the slips in a box. Let children recite this rhyme (music can also be played).

*Clean, clean, clean your room
Clean it every day
Father, mother, brother, sister
Clean it every day.*

- The word clean can be replaced by other words and can be recited on the tune of brush, brush, brush your teeth.
- Keep rotating the box among children. At the action of 'stop', the child holding the box will take out a slip.
- The child will not show it to anyone, if he/she is unable to read, the teacher can tell him/her without letting others know about it.
- Now, this child will dramatise the action, written on the slip.
- Rest of the children will identify the action performed by that child. This activity may be done in groups as well.
- When a group identifies right action, you may write it on the board. Children can be asked to write it in their notebooks and pronounce it twice or thrice.

The activity will go on.

After identification of the 'action', you may ask following questions to the children:

- Which activity do you like the best and why?
- Who does dusting in your home?
- What will happen if we do not do it regularly?
- What can we do to keep our classroom clean?
- What can we do to keep our playground clean?

Outdoor Activity:

A race can be organised. Slips for the names of objects, such as mop, broom, detergent cake, small dustbin etc. can be made and put on a table. Children will run to pick these slips. The child will be asked about the object written on the slip.

1. Name the object.
2. What do you do with this?
3. Who does this work at your home?
4. Would you like to do this work? Why?

(If possible, the teacher may show them the real objects)

Further innovation

A theme of some festivals, scene of a park, railway station, bus stand, mela, neighbourhood can also be selected and children can enact various situations related to these. Try to ensure participation of all the children.

Activity 8

HEY, HEY BINGO!

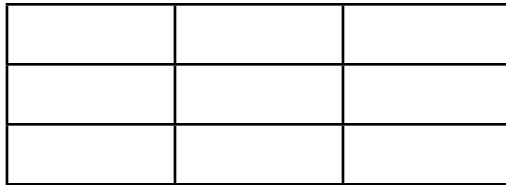
EVS Skills and Concerns

- Analysing the given information and relating it to the observations to identify the given fruits and vegetables, birds and animals etc.
- Creativity through salad decoration
- Enriching cultural diversity

Each child may bring one vegetable or fruit with him/her from home. Let them name these. If required you may help them. Spread these on the table.

Note: you may, even, bring pictures of fruits/vegetables and paste them on the chart or flannel board or can also draw on the board.

Let children draw a grid in their notebooks as shown below.



The number of blocks in the grid may be flexible as per the level of children. Now they may choose any nine vegetables which are shown to them earlier and draw or write these in the grid.

Start giving clues about the given vegetables, e.g..

- Its colour is red and the shape is round. It is a vegetable which can be eaten raw. Its first letter is 'T'. (Tomato)
- Its purple in colour having a crown on its head. Its first letter is 'B' (Brinjal).

Children will relate these clues to the vegetables and their pictures drawn in the grid and will delete them. The one who has all the nine vegetables or fruits deleted first in the grid is the winner. He/she will scream with happiness 'Hey, Hey Bingo'.

Further innovation

Encourage children to name (regional names if any) of different dishes prepared at their homes with these vegetables.

Same activity can be used for colours, shapes, birds and animals, flowers and fruits.

Activity 9

I LIKE – I DISLIKE!

EVS Skills and Concerns

- Expressing personal likes and dislikes
- Describing the taste of different food items
- Sensitisation towards health and hygiene

Children may be given some words and their opposite meaning on the blackboard, e.g., sweet, sour, salty, bitter, raw, ripe, etc.

Class may be divided in two groups. Further, ask the children to name the food items that they like and dislike. Also ask them to speak a sentence about the food items, e.g.,

I like	I do not like
I like fruit <i>chaat</i> .	I don't like bittergourd.
It is sweet and sour.	It is bitter.

All the children will take their turns. You may keep on writing their responses on board.

After this you may allot two corners in the classroom and paste or hang charts. Ask the children to classify these food items into — what the elders tell them to have and what not to have. Children may use pictures from old magazines and newspapers and stick

these onto the two corners allotted. If they cannot find any pictures of these food items, they may write their names.

You may discuss the observations of children and tell them why it is important to have healthy food.

Further innovation

You may further take up the likes and dislikes of children related to self.

Activity 10

DESCRIBE ME

EVS Skills and Concerns

- Collecting seeds or fallen leaves
- Recognising the fruit, vegetable and the plant related to these
- Describing the seeds, leaves and plants collected

Children may collect seeds of some fruits, e.g., apple, orange, mango, papaya, watermelon, etc. Assemble these on the table and ask them the following questions by showing the seeds one by one.

- Which fruit has this seed?
- What is the colour of that fruit?
- What is the shape of that fruit?

Children can be asked to describe the seeds, e.g., their shape, colour, size and number (one or many) in the fruit.

Let the children draw these seeds and their corresponding fruits in front of them.

Further innovation

You can also choose leaves which are edible. Ask children to identify and name them. For example, mint, coriander, spinach, fenugreek, etc.

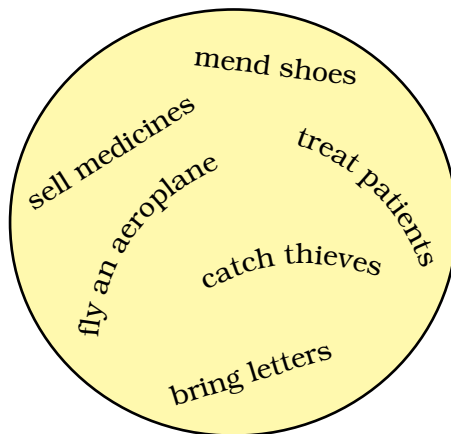
WHO AM I ?

EVS Skills and Concerns

- Framing questions related to different occupations
- Identifying the names of our helpers involved with these occupations
- Dramatising and guessing different actions

Select a few names of our helpers in the neighbourhood, e.g., pilot, doctor, cobbler, etc. Write one name on each slip and spread all the slips on the table. Ask three children to pick up one slip each and then pin them up on the back of their friends' shirts. They should not come to know what is written on the slips pinned to their shirts. Now, ask them to move around in the class and stand in front of the other students.

You may write some clues related to these helpers in a circle on the blackboard in a jumbled form, as shown below.



This activity can be organised a number of times with different children by choosing different options in the circle.

Now, one by one each child will frame questions using these words and ask other children.

For example –

Do I fly an aeroplane?

Do I mend shoes?

Now, other children will respond in yes or no. They will be given three or four chances to guess the word written on the slip.

After identification, they will be asked to speak about that particular helper.

Further innovation

'Dumb Charades' can be played where the child will pick a profession and enact it for the entire class. The class will guess what the child is?

WE ARE ALL ONE

EVS Skills and Concerns

- Expressions, discussion, identify and describe different birds and animals and their specific features.

Divide the class in groups of five. Assign the name of any one animal to each group. Give one day to the children to prepare for the activity. Let two groups perform on a day. Each child of the group will prepare one sentence to speak on the animal that his/her group has been assigned.

Next day, each child will speak on that animal. They may also bring the picture of that animal to show to the class.

You may also add to it if required.

If possible other children can be encouraged to add a few more sentences. You may write the name of that animal and the sentences spoken by the children on the board. (If the writing skill of the children is developed then they can also write in their notebooks.

After all the groups have presented, you can make a puzzle grid on the board having names of all these animals.

P	E	A	C	O	C	K
E	L	N	O	X	T	L
N	E	T	W	Q	R	I
O	P	S	P	D	Z	O
W	H	E	N	Y	B	N
L	A	D	O	G	O	G
S	N	A	Q	U	V	H
T	T	P	Q	R	G	N

- Ask children to locate the names of the animals on the grid and encircle them.
- Children may write the names of all the animals that have been located in the grid in their notebooks. If possible, he/she may draw the picture of the animal also.
- Now, you may discuss
 - oneness among the creatures
 - specific features of the animals that make them unique
- You may now relate it to the special qualities or talents of children to show that every one is unique and important.

Further innovation

As per the level of the children you may ask each child to speak two or more sentences on any bird or animal. If possible he/she may describe the animal using a picture. Let every child in the class come prepared with a few sentences on any bird or animal of his/her choice.

EVS Skills and Concerns

- Role play of different events and occasions in our social environment
- Identification of different actions being performed

This activity will be done through role play.

- Five or six children will volunteer themselves to work as a group.
- Take a few slips of paper in your hand in which various drawings of park, birthday celebration, classroom, games are given.
- If the group picks up the slip of 'park', ask them to present the scene of park without telling rest of the students about the situation. Tell them that this will be a mime (silent play), they should not speak even a single word.
- Give them five minutes to prepare.
- When the scene will develop and other children identify it, you will say 'statue' (All the children will stand still in mid-action).

Pointing towards each child, you may ask questions about the actions being performed by him/her, for example;

- What is Rita doing? Rita is skipping.
- What are Asim and Manu doing? Asim and Manu are playing with a ball, etc.
- Write the responses of the children on the blackboard.
- What scene is being depicted by the children?

Now you may ask more questions related to that scene, e.g., if the scene is of a park then

- (a) What else happens in a park?
- (b) Which are the other things seen in a park?

Let children encircle naming words out of these and underline the action words.

Other groups will perform actions in the similar way.

Further innovation

A scene of a fair, bus stand, market and railway station can also be used.

MY OWN POEM

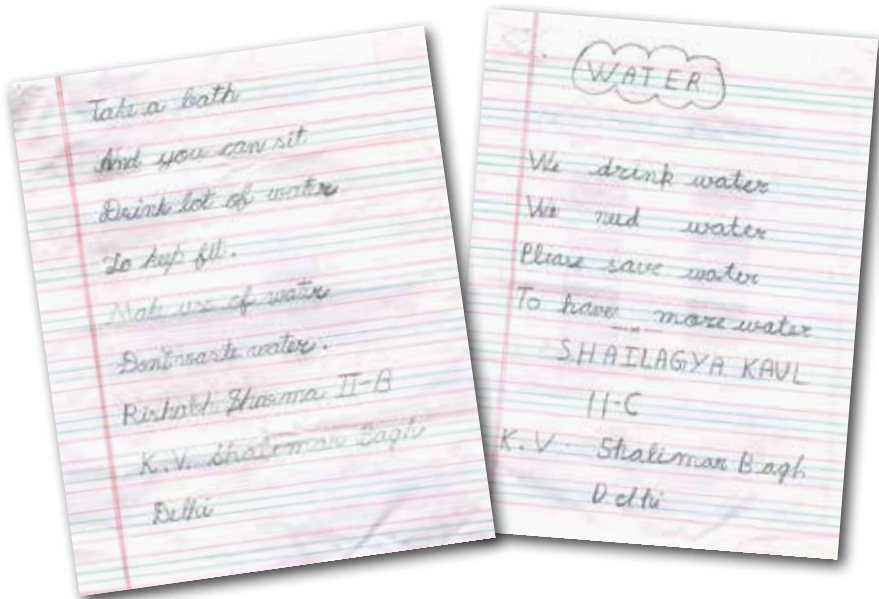
EVS Skills and Concerns

- Expression through creative writing
- Sensitisation towards conservation of natural resources

Select a topic, such as 'WATER'. Give children certain words related to the topic. Ask children to write four lines using some of these words.

For example, these poems have been written by children of Class II. Using the following clue words:

water, bath, sink, fit, hit,
drink, gave, save, deep, keep



Note: You may have to help some of the children. Care should be taken that the poem written by each child is very special and you should appreciate the effort done by him/her. Poem containing non-rhyming words should be equally appreciated.

The relevant words or lines from these poems which reflect wise usage and conservation of water can be used as 'slogans' and can be written on chart papers for displaying in the classroom and school.

Further innovation

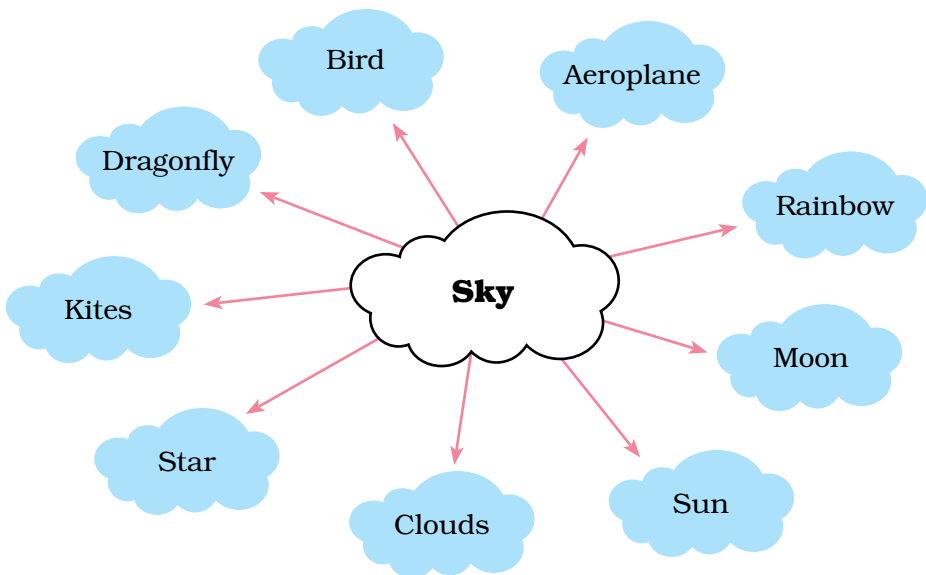
You may collect these poems written on pieces of coloured chart paper and you may compile these to prepare a class magazine. These may even be published in school magazine.

WORD TREE

EVS Skills and Concerns

- Observation of immediate environment
- Naming different objects and recording them
- Discussion on the things recorded

- You may write a word in a circle on the board and ask the children to speak out other words related to it thus, creating a word web, e.g. a word web for the word 'sky' may come up like this.



Children may speak a number of words besides these. You may also help the students to come up with more words. A discussion may be organised on various words spoken by them. For example –

- Where have you seen a rainbow?
- How does it look like?
- What is the colour of the sky?
- When do you see the moon?
- Which of the things written are human made?

A number of such questions can be framed to familiarise children with their surroundings.

Further innovation

You may further ask the children to create word tree on many other themes e.g. Park, Classroom, Water.

You may ask children to frame certain sentences using the words of the tree. They can identify action words, naming words, describing words, etc. in the sentences.

BE QUICK!

EVS Skills and Concerns

- Recalling previous experiences and observations
- Classifying the animals into domestic or wild and food items into raw or cooked
- Singular or plural, opposite words

Divide the class in two groups 'A' and 'B'. You will announce a few (5-10) letters e.g. 'P' in the class. Group 'A' will name one animal and bird starting with a specific letter 'P', e.g., Pig and Parrot and Group 'B' will name one fruit, vegetable and food item starting with the letter e.g. Potato and Poha.

Give a few (5-10) chances to both the groups. Give equal chances to both the groups. The group giving more answers correctly will be the winner.

Enlist the names spoken by children on blackboard under the above mentioned two categories.

Once the list is developed, children may be asked to classify these into the following categories in their notebooks.

- The food items that are obtained from animals and plants.
- Food items eaten as cooked, raw or both.
- Birds and animals those are domestic or wild.

(If children find it difficult to name the things from a specific letter, you may even ask them to name any animal, bird or food item).

Further innovation

This game can also be played with

- Some action words and describing words
- Opposites, Gender
- Singular, Plural, etc.
- A word chain game can also be played where one child will speak one word starting with the last letter of the word spoken by the other child.

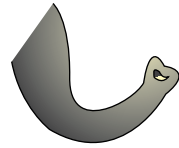
MAKE WORDS

EVS Skills and Concerns

- Relating the given information with the birds and animals in surroundings
- Language development through expression

You may draw pictures of body parts of some birds and animals on the board and write the corresponding name of that body part in a jumbled form as shown below.

LACWS _____



SWING _____



RONHS _____



EAKB _____



REAS _____



RUNKT _____



- Let, children identify and write the correct spellings of these parts of the body of different animals and birds. They may also write the names of these body parts under two headings – Birds and Animals.
- Follow up activities on ways of walking and flying etc.
- Ways of speaking, whispering, sounds etc.

Further innovation

Mask making activity on different birds/animals can be organised which can be used to organize role plays on different occasions.

A mask making activity is given in Activity No. 3 (page 13, Hindi draft). Masks of some more birds and animals are given in the annexure. You can refer to those as well.

TRUE FRIENDS

EVS Skills and Concerns

- Observing different animals in surroundings
 - Finding out the utility of different animals
 - Grouping these animals based on their uses
 - Sensitisation towards helping, sharing and working together
 - Developing listening skills and pronunciation
- Narrate this story with the help of finger puppets. (The story can be written on the board)
 - Bunny was a small rabbit. He saw a big field with big red carrots. He wanted to have them. He went to the farmer and asked him for a few carrots. The farmer said, "If I give you carrots, what will you give me?" Bunny sat under a tree and thought over it. He got an idea. He asked his friends to help him. Honey bee brought some honey. The tree gave fruits, the cow gave milk and the hen laid eggs. Bunny presented all these things to the farmer. The farmer allowed Bunny to have as many carrots as he wanted. All were happy.
 - Children can be asked to –

Match the words with their opposite meaning.

Big	Happy
Went	Many
Few	Accept
Refuse	Came
Sad	Small
Sit	Enemy
Friend	Take
Give	Stand

- You may tell children to find out the past tenses of the following words, from the story.
- See, ask, bring, give, go, refuse, decide, want, sit, help.
- Further, the following questions can be asked;
- Had you been a friend of Bunny how would you have helped him?
- Has someone living around ever helped you? How?
- Have you ever helped any of your friends? How?

Students can call out the words to check pronunciation.

Get students in small groups choose some words and use them in a story.

Further innovation

Children can be asked –

How are birds and animals helpful to us?

Let children write names of animals and birds used for;

Food	
Transport	
Any other	

(A name can be written under more than one category)

WHAT DO YOU GIVE ME?

EVS Skills and Concerns

- Expression through role play about theme related to conservation of natural environment
- Identification of different actions
- Classification of different actions under two categories
- Sensitisation towards preservation and conservation of natural resources

NOTE: The actions mentioned will only be mimicked by children and please advise them not to perform these actually.



Let one child enact a tree. Some other children will enact different actions, such as watering the tree, one tired traveller sitting and sleeping under its shadow, feeling hungry and plucking a fruit from it, plucking leaves mischievously, swinging from a tree branch, cutting the tree, pelting stones at the tree, playing around the tree, scribbling on a tree, etc.

After each action, the tree child will use different expressions to express sorrow, pain, joy, relief, etc.

Rest of the class will guess the actions and describe them.

Rina is watering the tree.

Shyam is cutting the tree.

You may draw a happy tree  and a sad tree  on the blackboard and write different sentences spoken by children under each category.

Let children enlist the naming words in their notebooks and change their number.

Branch - Branches

Tree - Trees

Leaves - Leaf

Further innovation

You may hang two charts in two corners of your classroom. Draw a big tree on each of these charts.

Write the headings given below.

- (a) What do plants or trees provide?
- (b) What do they need?

Ask children to bring some items that we get from trees e.g. pictures and samples of (dry) food items in small polythene bags, a piece of cloth, wrappers of medicines, cotton, a piece of wood, rubber, gum, pencil, etc. and they will paste these in the chart 'A'. Things for which pictures or samples can not be brought may be written in words e.g. shade, home for birds and animals, fresh air, rain, shelter.

Now children can also be asked to find out other things are required by plants. A separate chart can be prepared for this.

FIND A PAIR

EVS Skills and Concerns

- Discussion about self and family
- Developing vocabulary by using different patterns of words

- Write the following words on flash cards (one word on each). Also prepare the flash cards for their opposite genders.

Grandfather	Grandmother
Son	Daughter
Brother	Sister
Boy	Girl
Uncle	Aunt
Grandson	Granddaughter
Mother	Father
Wife	Husband
Man	Woman
Nephew	Niece

- Divide the class in two groups. Distribute one set of cards (masculine) to one group and the other set of cards (feminine) to the other group.
- Let one group show one card and speak the word written on it. The child holding the corresponding card in the second group has to stand up till you count up to ten. If it is paired correctly then the second group gets one point. Children holding these two cards will write these words on the board. Now, the child from the second group will stand and the first group will respond.

Now groups will exchange turns to complete this activity.

Children may explore some other occupations also.

Further innovation

Similar activity can be performed for genders in animals and their young ones. New activities may be framed for similar word opposites.

MAKING A STORY

EVS Skills and Concerns

- Critical thinking and expressing opinion to address the problems related to the environment
- Expression through role play

You may sit with children in a circle and build a story with their help. You may guide them to initiate the story by asking questions.

Some initiating situations could be as under:

- (a) There was a big dustbin in which people of the society used to throw the waste and garbage of their houses. Lot of garbage was always lying around the dustbin.....’
- (b) There were a number of houses, schools, markets, hospitals in a city. Everybody used a lot of water and electricity. One summer, it did not rain; there was no water and electricity for many days. Then.....’

The child sitting next to you will add one sentence to the story.

Then, it would be passed on to the next child. Thus, complete the story through participation of all children.

Further innovation

The children may present the story as a drama activity.

Discussion may be initiated on different aspects related to desirable values, attitudes and environmental issues, emerging from the story.

Activity 22

AUTOGRAPH OF A TREE

EVS Skills and Concerns

- Observing and tracing the impression of barks of different trees
- Feeling and recording their texture
- Planting trees and working together in groups
- Creativity in poster making and slogan writing

Take children out on the school campus with plain papers and crayons with them. You may select three to five trees which have different texture of their trunks. Divide the children into groups accordingly. Tell them to –

- (a) Put plain paper against the trunk of the tree.
- (b) Rub the crayon on it.
- (c) Observe their own paper and that of their friends.
- (d) See the impression of the bark of the tree on the paper.

Is there any difference in the impressions taken by you and the impressions taken by your friends?

Ask children to paste this impression in their notebook.

Write a few special words about the tree or its parts, e.g. thorny tree, rough bark, big tree, thick branches, etc.

Further innovation

Poster making

You can encourage children to make innovative posters on different themes related to plants and trees.

Children may sow a seed or plant a sapling on their birthdays as a gift to nature.

Some news headlines about trees can also be cut and pasted on the posters. They can also write slogans on these themes and decorate these in their classrooms.

For example

“Save Trees, Save Life”

Activity 23

THE GREAT GRANDMOTHER

EVS Skills and Concerns

- Recitation of poem with actions
- Discussion about different means of transport and seasons
- Sensitisation towards caring the elderly

A great grandmother

A great grandmother
Weak and thin
Wanted to see her
Kith and kin.
Her first granddaughter came in a canoe
The second came in a bus
The third girl came in a car
As she lived very far.
The fourth one came in a bullock-cart
The fifth in a row boat
The sixth came in an aeroplane
Shivering in that severe cold.
The seventh came riding a horse
The eighth came in a train
The ninth rode a donkey
In a heavy rain.
The tenth girl came on a bicycle
It was hot in summer
They all came one by one
To look after their great grandmother.



- Name the means of transport used in this poem?
- Which out of these do not emit any smoke?
- All the girls came to look after their great grandmother. Have you ever helped your grandparents or any elderly person around you? How?
- Write the words with opposite meanings for the following
summer, cold, heavy, far, weak, thin
- Fill in the blanks to complete the words given below.
(a) s_mm_r (b) c_ld (c) w_nt_r

Further innovation

Children may be told stories on caring for the elderly.

They may also share their experiences in the classroom with other children.

Celebration of grandparents' day can be organised in the school.

Children can prepare small gifts, e.g. a card and write some messages for their grandparents.

Activity 24

DEAR PINGU

EVS Skills and Concerns

- Sensitisation towards resolving conflicts, giving respect to others and spreading peace.

A paragraph may be given to the children to fill in the blanks.

Pingu is a small Penguin. In school, the teacher _____ (send/sends) a little Pingi to sit with Pingu. He (doesn't/don't) like it. While going back, he _____ (tease/teases) Pingi. She _____ (cries/cry) and _____ (throw/throws) a snow ball on Pingu in anger. Pingu also _____ (do/does) the same. The window pane of a house _____ (break/breaks) up. The owner _____ (get/gets) angry. They _____ (hide/hides) in a drum. They _____ (decide/decides) not to quarrel again and _____ (become/becomes) good friends.

Now, you may ask the following questions to the children:

- Have you ever been annoyed with your friend?
- How did you become friends again?
- Do you disagree with your parents, brothers and sisters at home? Why?

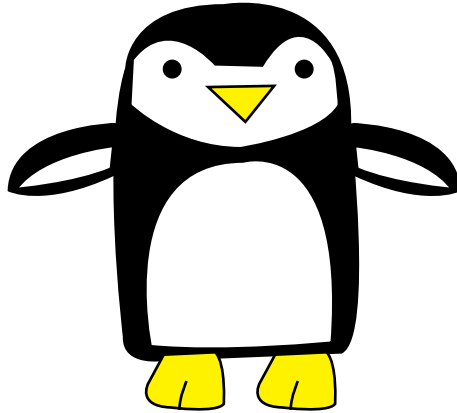
You may frame more such questions as per your choice.

Further innovation

Draw a Penguin on the board. Let the children draw and colour it.

- Tell stories about peace, giving mutual respect and helping one another.
- Children may write slogans on topics like – mutual respect, to bring peace etc. for example.

Treat others with respect.





INSIDE – OUTSIDE

EVS Skills and Concerns

- Observation of the surroundings
- Analysing things or animals observed in terms of spatial location
- Classification of things and animals observed in two categories

Help one child to call out the name of an object. If it is found inside the class, other children will keep sitting and If found outside the class, children will stand up. You may write these names on the blackboard under two heads – Inside and Outside.

Now, encourage children to name animals found inside and outside their houses. Generally, children come up with answers related to animals outside their home and for animals inside the house they think of their pets only. Carefully, draw their attention to different animals and insects, such as lizard, cockroach, housefly, rat, spider, ants, mosquitoes etc. by providing some clues. e.g.

- a) When some eatable falls on ground; do you see something around that?
- b) What do you see when you switch on the light suddenly at night in the kitchen or the bathroom?

Simultaneously names of animals may be written on the blackboard under two heads – Inside and Outside

Further innovation

You may extend this activity to introduce the concepts of above–below, far–near, big–small, front–back etc. You may also change the action e.g. clap and not to clap etc.

Activity 2

BIG AND SMALL

EVS Skills and Concerns

- Comparing self and others. Expression through different actions with emphasis on pre-numbers
- Sensitisation towards differently abled

- (a) Children can recite this poem with actions. Emphasis should be on size words like big and small.

ME AND MY MOM



I went to a big park
With my mom
We played along with
My doggie Tom.

Big feet and small feet
Jumping on the grass
Big legs and small legs
Jumping very fast.

Big hands and small hands
Skipping on the grass
Big arms and small arms
Skipping very fast.

Big head and small head
Nodding in the park
Big eyes and small eyes
Looking birds and flowers.

Now, discuss –

- Whose hands are bigger?
- Besides holding things, walking, looking and nodding what other activities can be done through hands, feet, eyes and head?

Further innovation

- You can use any other poem giving a clear idea about pre numbers, e.g., the poems 'An Elephant' and 'Rani and the Bear' in the Annexure: Follow these with a discussion on how animals differ from the human beings in different activities, such as eating, walking, sleeping etc. Ask children to share some information about their family members. (e.g., who are the tallest and shortest).
- Children may draw a large round or circular shape for a face and then draw eyes, nose, mouth, ears and hair. You can also have a discussion on people who cannot speak, hear or see.

Activity 3

WHAT IS YOUR POSITION?

EVS Skills and Concerns

Undertaking spatial arrangement through

- expression by drawing objects as per the instructions given;
- observation of self and surroundings; and
- picture reading.

Tell children to draw in their notebook as you may call out:

- A tree in the centre of the page.
- A bird above the tree.
- A butterfly below the tree.
- A pond near the tree.
- A fish inside the pond.
- A house under the tree.
- A cat far from the tree.
- A girl outside the house.
- A boy inside the house.

Keep it limited to objects which children can draw easily. (Accuracy of the drawing is not expected).

Reinforce spatial words through conversation like:

- Who is sitting near you?
- Who is sitting far from you?

- Can you name some things inside your bag or your tiffin box?
- Name two body parts above your neck?
- Name two body parts below your neck?

Further innovation

You may further emphasise these concepts through a picture reading activity.

Activity 4

LET US COMPARE

EVS Skills and Concerns

- Collecting different objects from the environment
- Observing different plants and animals and their special features
- Comparing, categorising and grouping these in terms of spatial elements

Take children to a playground, park or garden. Give them a small bucket, bag or packet. Ask them to pick up leaves, twigs, dried flowers, fruits, wrappers, feathers of birds or any other junk they find. They can create their own junk box. The items can be kept in a corner to be used for different activities.

- Children can sit and share their find. They talk about the size of things using words like, tiny, small, large, and big. They will also use phrases like bigger than, smaller than to compare objects.
- Encourage children to hold in one hand an item that is heavy like a book and a light object, such as a one paper or feather in the other hand. They will use words like heavier than and lighter than to compare any two objects.

Similarly, you may choose three items from the surroundings of different sizes. Label them as 'A', 'B', 'C' in order of increasing size. Now ask them—

- Which is the smallest out of these?
- Which is the largest out of these?
- Is B smaller than or larger than C?
- Is B smaller than or larger than A?

You can ask questions like which is the bigger/biggest, heavier/heaviest, and lighter/lightest? You can encourage them to ask questions from their friends too.

Further innovation

Further, the children may observe animals and plants commonly seen in their immediate environment. If the children are not aware then, you may help them to recall their names and some of their obvious features. Children can be asked to mimic the movement and sounds of some commonly seen animals. Later, you may help them to enlist names of some of the animals and plants or even their parts seen and classify these into big–small, tall–short, thick–thin. If possible, they can name which out of these were biggest, shortest, tallest, thickest and thinnest.

Activity 5

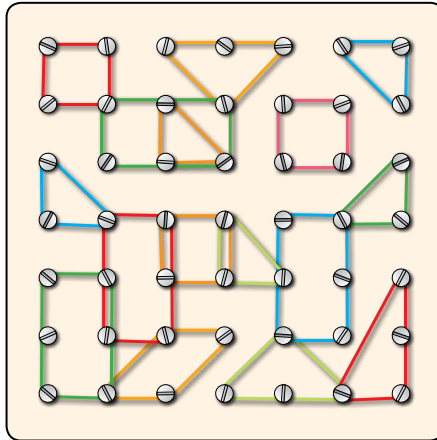
AMAZING SHAPES

EVS Skills and Concerns

- Analysing, relating and identifying the correct shapes of different objects in our surroundings
 - Observing different shapes and drawing them
 - Working together and nurturing creativity through art and craft
-
- Prepare a dot grid on the blackboard. Ask one child to join any two adjacent dots. Now, another child may join any other two adjacent dots. Repeat the process and let all children participate till all the dots are joined. Now, show them some objects having triangular, square and rectangular shapes, e.g., a pencil box, window, tiffin box and ask them to identify these shapes in the grid. (If the object of any shape is not available then shape from craft paper can be cut and used.) Children will observe the object and colour that shape in the grid.
 - Now, children may bring pieces of wool or string. Let them make different shapes using these strings in their notebook by pasting with glue. You may even draw a tree, flower, an animal, a star on blackboard using these shapes. Let children draw these in their notebooks and decorate the outline with coloured threads.

Further innovation

You may even use a geo-board. Rubber bands or thread may be used to make different regular shapes on it.



Draw the attention of the children to shapes and things in their surroundings e.g. their home, classroom, park having things of different shapes e.g. the slide, see-saw, merry-go-round. They can name some other play equipment like the giant wheel, swing etc. Later this activity can also be succeeded to; classifying the observed objects under categories of different shapes in the classroom.

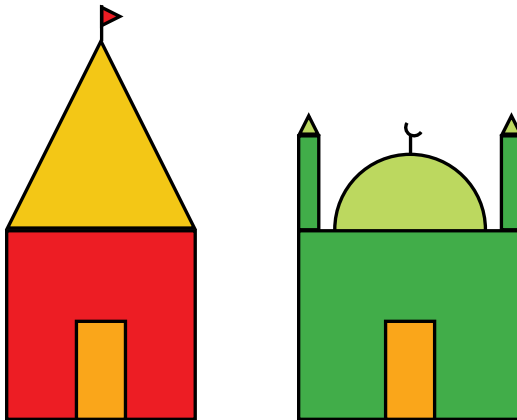
Activity 6

GOD IS ONE

EVS Skills and Concerns

- Drawing places of worship using different shapes
- Discussion on culture and heritage and bringing the values of equality and respect through it
- Nurturing art and craft

Ask children if they have visited or seen a temple, a gurudwara, mosque and a church (If possible, a visit may be organised). Now using some shapes draw a temple and a mosque on the blackboard as shown below.



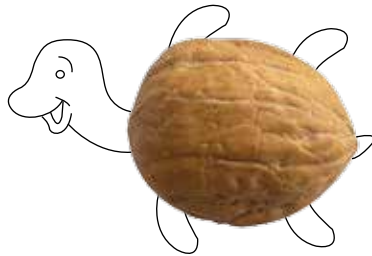
Help children to draw a gurudwara and a church using different shapes. Let them colour these drawings. You may also discuss that God is one and all these are different means to worship him. We should respect every religion.

Further innovation

Children may draw some houses and buildings using different shapes.

TOY TORTOISE

Take a walnut and break it into two halves. Then paste one half, on a sheet of paper and colour it green. Now, draw its legs and face as shown.



Encourage them to name a special house (igloo) which resembles the shell of a tortoise.

Activity 7

WHERE DO YOU STAND?

EVS Skills and Concerns

- Observing, identifying and relating different objects shown with their shapes
- Performing different actions as per the instructions through play

You may bring to the class things having different shapes (items from children's junk box may be used). Even picture cards can be used. For example bangle, piece of bread, lunch box, pencil box, bottle cap, *samosa*, *chapatti*, a square paper, dice, carom board, wheel of any toy, eraser, earrings or bangles; squares and rectangles, small tiles, *burfi*.

Draw four big shapes i.e., triangle, circle, rectangle and square in each corner of the classroom. Now all the children of the class are running around in the class. Music may be played or a poem may be recited or clapping may go on. When it stops, children will enter one of the shape close to them. Now you may show one of the items e.g. *samosa* and say 'jump'. All the children standing in the triangle will relate the *samosa*—to the shape in which they are standing and will jump. Now repeat the process and show them another item of some other shape. You may think of some other actions e.g. crawl, bend, laugh, hop etc.

Further innovation

You can organise circle games like **I sent a letter to my mother, farmers in a den, ring-a-ring-a-roses, Tippi-Tippi Tap which shape do you want?** For detailed instructions on how to play the above games please refer to the annexure.

You can include local games too which are played in a circle or square formation.

ONE ABOVE THE OTHER

EVS Skills and Concerns

- Observing, classifying and drawing inference through experimentation of stacking objects from the classroom
- Observation of stacking of different things in the market
- Improvising new things using waste material

(a) Divide children into two groups. Let each group have the following items: Balls, lunchboxes, books, pencil boxes, pieces of chalks, dusters, bags (five each).

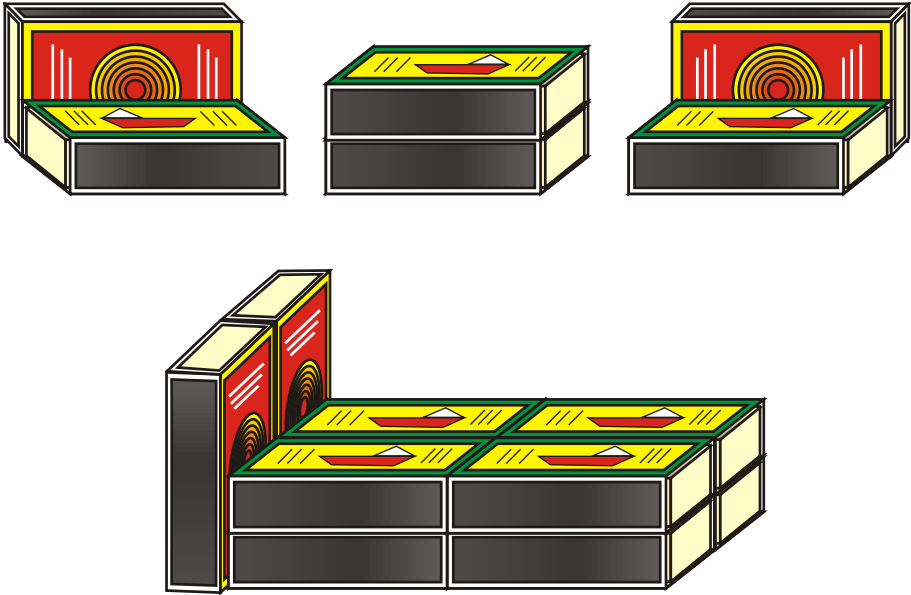
Now, ask each group to stack the same type of objects on one another without any support, e.g., five bags or five books, etc. children may draw the shapes of these items under the following two categories:

Objects which could be stacked	Objects which could not be stacked

Now you may ask:

- Why certain objects could not be stacked?
- (b) Ask children to collect as many empty matchboxes as they can. Please ensure there are no matchsticks in the boxes. Help them stack empty matchboxes as shown below. Ask

children to construct a house, a bed, a chair, a table, and other things of daily use.



Encourage children to reuse easily available waste items like old cans, bottles, cardboard boxes, balls to make decorative items.

Further innovation

- Children can also play different games in their local context which involve stacking of objects, e.g., *Pitthu Garam*.
- A visit to a grocer, chemist, sweet-shop may be organised and let children observe the items which have been stacked.

CHANGING SHAPES

EVS Skills and Concerns

- Observing, hypothesising and drawing conclusion that certain things acquire the shape of the container in which they are kept and others do not
- Handling apparatus and equipment to perform the activity

Take a few transparent containers of various shapes and sizes (e.g. bowl, bottle, beaker, jug) containing same amount of water in each. You may use a glass tumbler or any container labelled as 'Standard Container to pour the same amount of water in each container. (Let the students not come to know that all containers have equal amount of water. Let the children observe all the containers carefully and they may guess ;

- Which container has maximum amount of water?
- Which has the least amount of water?
- Which container has the highest/lowest level of water?
- What is the shape of water in each container?

Lead the discussion through questioning to let the students conclude that water takes the shape of the container.

Now let children observe the level of water in it. Call one child and help her pour water from one container into the empty standard container. Now every time empty the standard container and repeat the process. Let children conclude that all containers had equal amount of water.

Note: You can use even sand or any other locally available material in place of water.

Further innovation

You can also choose containers of same size and shape and use different materials e.g. a little quantity of water, oil, coins, marbles etc. The children note their observations about the shape of each substance whether each substance has acquired the shape of the container or not.

CHANGING SHAPES OF MOON

EVS Skills and Concerns

- Observing and recording of the changing shapes of different objects in the environment
- Comparing observations at different intervals of time
- Nurturing aesthetics and creativity

Note: This activity can be conducted at any time in a year starting from a full moon i.e., purnima day

Provide children with a worksheet as shown.



Ask children to observe the moon on a full moon day and colour the observed shape in their worksheet.

Provide a similar worksheet after seven days now and let them colour the observed shape of moon in the given worksheet. Repeat the same process on 14th, 21st and 28th day from the day you began the activity.

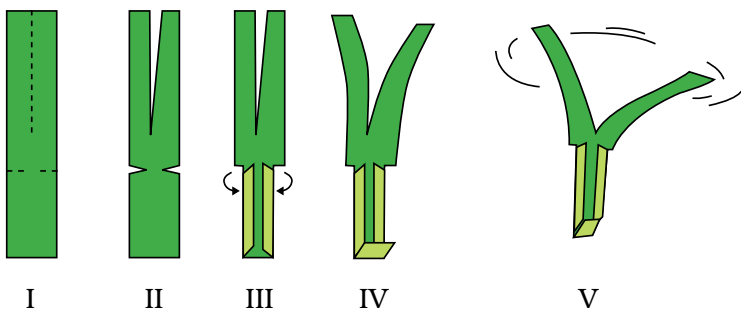
Every time draw the attention of children towards changing shapes of the moon.

Number their worksheets from I to V as observations on 1st, 7th, 14th, 21st and 28th day and help them conclude that moon changes its shape and comes back to the same shape after 28 days.

Further innovation

Let children prepare their own helicopter as per the directions given below.

- I. Children may take a rectangular strip of coloured paper and tear it along its vertical length down till the middle.
- II. A little below the end of the first tear, tear a little from both sides towards the middle.
- III. Fold the paper towards the middle from both sides.



- IV. From the bottom end, make a small fold upwards.
- V. Spread the two flaps at the upper end in opposite directions.

Now release the helicopter from some height.

Children can also enjoy activity of paper folding and create different objects by changing its shape, e.g., an aeroplane, a boat, a ball, a purse, a fan, etc.

You may, even, discuss different means of transport through this activity.

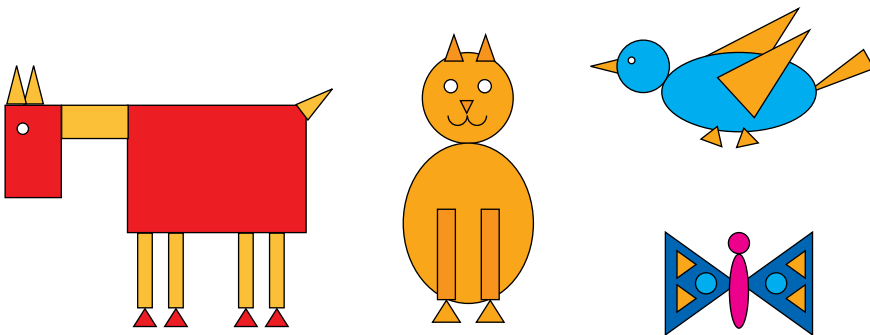
WAY TO EASY MOVEMENT

EVS Skills and Concerns

- Experimentation, logical thinking and drawing inference to conclude the use of rolling property for discovery of wheel and its use in different means of transport
- Expression through art and craft

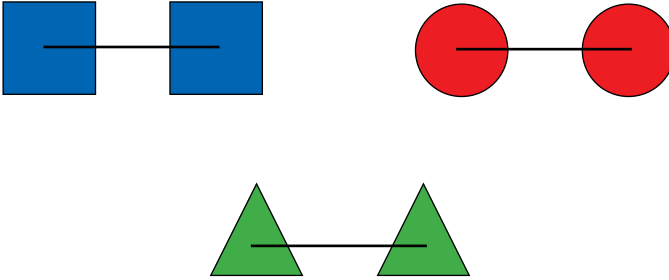
- (a) Divide children into small groups. Ask each group to bring cutouts of different shapes (circle, rectangle, square, ovals and triangle) and of different sizes from home. If children cannot bring these may be provided. Place before them a number of cut outs of different shapes as given below.

Children may also make pictures of familiar animals and things using combinations of shapes as shown below. Encourage children to talk about their creations.



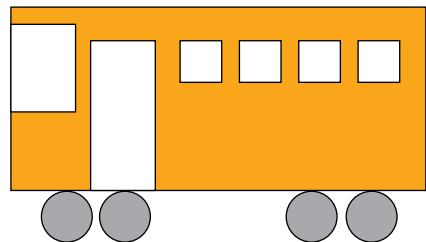
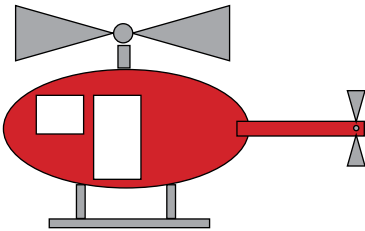
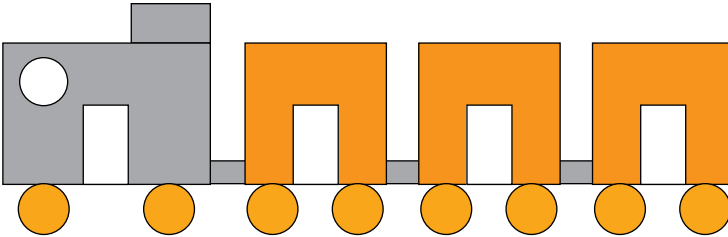
- (b) Let them join the cut-outs as shown with a tooth pick and ask them to guess which out of these will roll. Now, let them actually do and observe these carefully.

Help them draw inference from this activity through questioning.



1. Which shape rolls and which does not?
2. Do you know some other things which roll?

Children may name different objects like a ball, a marble, a pencil, a wheel, etc. If they do not name wheels, you may introduce. Discuss what would happen to vehicles if the wheels were not round. Now each group will arrange the cut-outs to make the following figures or as per their own creativity.



Figures of Means of transport using cut-outs.

Now you may ask;

- How many wheels does a bus have?
- Name three vehicles which have two wheels.
- Do you know any vehicle having no wheel?
- Can you imagine the time when there were no wheels?
- How would have been the lives of those people?

Further innovation

- Encourage children to explore different things around them which change shape, e.g. a rubber band, a spring, sponge, a balloon, clay, dough, etc.
- You can ask children to tear shapes from an old newspaper. They can arrange and stick these on a plain sheet of paper to form figures of people, animals and buildings.
- Let children use locally available material for making a cart, train or other such objects.
- You may also narrate the story of discovery of wheel.

Activity 12

LET US DRAW

EVS Skills and Concerns

- Exposure to culture and heritage through picture reading and visits
- Observation and critical thinking to compare different types of drawings/ paintings
- Expression through drawing and identifying different lines/shapes in these

Ask children to make drawing with human figures.

In Maharashtra there is a tribe called Warli. Figure given below is an example of one such type of painting.



You may draw these on the board. Let children compare drawings made by them with that drawn on the board. Now you may ask:

- How are these two drawings different from each other?
- What kind of lines or shapes do you see in each?
- How are the men and women different in the two drawings?
- How do Warli people show men and women differently in their drawings?
- What are the different activities going on in this picture?

Ask children to draw some figures similar to those drawn on the board.

Let them observe these.

Ask the children to identify straight lines, curved lines, triangles, square, circle, and rectangles in their drawings

Further innovation

A visit to some art and craft centre, mela or even a local monument may be organized in order to expose children to local art and architecture.

Activity 13

AM I DIFFERENT?

EVS Skills and Concerns

- Observation and analysis of different views of a human body from different sides
- Observing birds and animals in surroundings
- Tracing views of different objects

Ask a child to stand facing the rest of children in the class. Let children observe and tell.

(a) Which body parts of this child all of you can see?

Now let this child stand with his back towards all children. Ask children the same question. Further, this child will take a side position towards children so that half part of his body is visible to the children in the centre of the classroom. Let children observe this child from this angle. Now, repeat your question 'a'. Ask,

(b) Why does this happen so?

(c) Name those body parts which you could now see only one out of the pair?

(d) Why are the three views different?

Further innovation

Children may trace an eraser, a pencil box or a lunch box from different sides and observe how these objects are represented in a different manner.

Further, encourage children to observe different birds or animals and things around them from different sides.

SHADOWS

EVS Skills and Concerns

- Sketching outline of the shadows at different intervals of a day
- Observation and comparison of size of shadows with respect to time i.e., morning, evening, afternoon, etc

Place or fix a crowman at such a place in the school where its shadow varies throughout the day. You can even chose a plant or pole or any other such object. Let children observe at different intervals during the school time and sketch the outline of the crowman on the ground using a chalk. Let them observe the variations. Now, ask them:

1. At what time the shadow of the crowman was smallest?
2. At what time the shadow of the crowman was largest?

Let them repeat this activity for 2-3 days and authenticate their conclusions. Help them relate the size of shadows with the different intervals of a day.

Further innovation

If possible, a visit to an observatory may be arranged. Working of the sundial may be explained.

NUMBERS

Activity 15

LET US COUNT

EVS Skills and Concerns

- Expression through recitation of poem with actions
- Counting objects of immediate environment
- Sensitising towards a desirable socio and cultural environment

Children may recite the following poem with actions. They will repeat each line at least twice.

ONE, TWO, THREE

One, two are friends who, keep them neat,
Wash your hands, before you eat.
Three, four are sisters twins,
Always throw waste in a bin.
Five, six are two brothers
Always be ready to help others.
Seven, eight love Mom and Dad,
Keep on smiling, never be sad.
Nine and ten sit with their Granny
And she tells them stories many.

After recitation, draw the attention of children towards the numbers and different actions they perform. For example,

- Which two friends keep them neat? How can you keep yourself neat and tidy?
- What do the sisters three and four do? If we don't throw waste in a bin what will happen?

You can frame some more questions of this type.

Further innovation

Children may count the following objects in the classroom like blackboard, desks, chairs, fans, lights, pieces of chalk, duster etc.

You may ask children to count the number of their family members, rooms, doors, windows, taps, pets at their home.

Activity 16

SINGLE OR PAIRED

EVS Skills and Concerns

- Observation of self, birds and animals for the distinct features
- Comparing different actions of movement in different living beings
- Sensitisation towards differently abled people
- Expression through drawing

Let children identify their body parts which are in single and in pairs. They can also be asked to draw pictures of body parts which are found in single/pairs.

You may show children pictures of a bird, an elephant and a fish. Then let them name/write the body parts of the elephant, fish and the bird which exist in single or in pairs.

Then they may relate how the body parts have different functions in different living beings.

Further innovation

Children may further be helped to relate functions of different body parts in different living beings. A table may be provided. Name the body part used to perform the following actions.

They can mark (✗) under the option which is not relevant.

How do we do these?

	Your self	Elephant	Bird	Fish
Hold things				
Walk				
Fly				
Swim				

Sensitise children towards those who are differently abled.

You may ask them;

- Do you know someone who is differently abled?
- Do you think such people face any difficulty in doing their work?

Activity 17

LET ME PEEL OFF

EVS Skills and Concerns

- Arranging objects or things in pairs through play
- Experimentation, observation and categorisation of different seeds which can be peeled off or cannot be peeled off
- Observation of the number of parts in each seed

Each child may bring some seeds or grains like *rajmah*, *channa*, peas, groundnut, maize, wheat, rice, etc. Let children play this game in pairs. One child will hold a few seeds in her hand and her partner may guess either single or pair e.g. the partner says 'pair'. Now this child will open the palm and arrange the seeds in pairs. At last, if one seed is left then she wins.

Further innovation

Now soak these seeds overnight. Next day, help them peel off their cover and observe these. They may record their observations in the following table:

Seed	Number of Parts in the Seed
1. <i>Rajmah</i>	
2.	
3.	
4.	
5.	

HOW MANY?

EVS Skills and Concerns

- Observation and classification of the fruits, vegetables and flowers in different categories

Children will name the fruits which they have eaten or seen. Enlist these on the blackboard. Now they may classify these in two groups:

1. Fruits having one seed.
2. Fruits having many seeds.

Ask children if they can name fruits with no seeds.

If possible, you may show one example of each in the class. Further they may draw and colour same fruits.

Further innovation

You may extend this activity to different vegetables having seeds and having no seeds and flowers which grow in a bunch or as single. Care may be taken that only those flowers or vegetables are chosen which exist in the immediate environment of children.

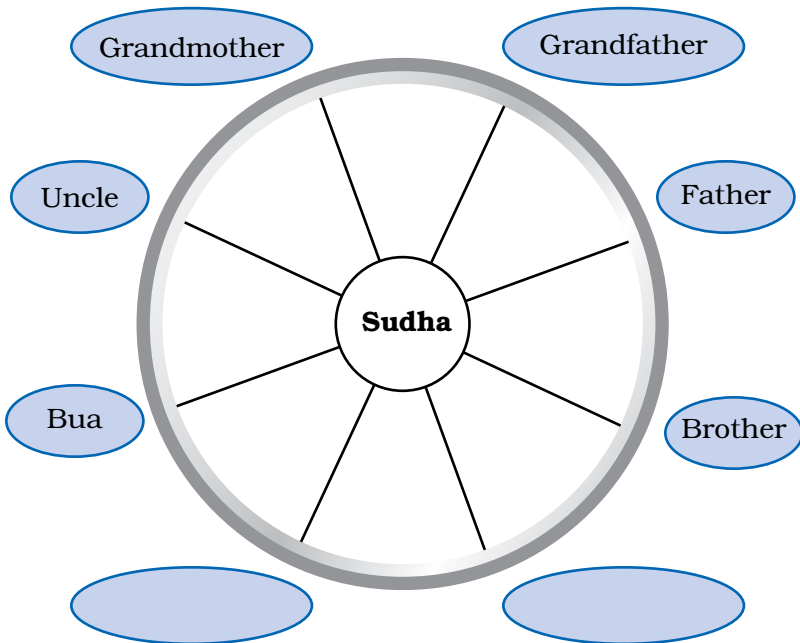
Activity 19

THE FAMILY WHEEL

EVS Skills and Concerns

- Discussion about events related to addition and subtraction in families through picture reading
- Talking about different relationships in a family
- Drawing family of self
- Improvisation to make a photoframe out of waste material

Sudha's Family Wheel



Provide photocopies of Sudha's family wheel to each child.

Let each child observe the wheel and answer these questions-

- (a) How many members are there in this family?
- (b) What do you think? Is it a big family or a small family?
- (c) Sudha's uncle gets married and his wife also joins the family. What is her relation to Sudha? Write in the blank circle in the wheel. Now, how many members are there in her family?
- (d) Sudha's bua gets married and goes to her husband's house. Now, how many members are there in the family?
- (e) Sudha's uncle is blessed with a daughter. What is her relation to Sudha? Write in the blank circle. Now, how many members are there in the family?
- (f) A year later, Sudha's uncle gets transferred to another city. He moves to his new house along with his wife and daughter. Now, how many people are staying with Sudha in her house?

Further innovation

Let children make a photoframe using an old wedding card having a flap. They can draw the picture of their family on a sheet of paper or even paste the photograph on it. Let them decorate it.

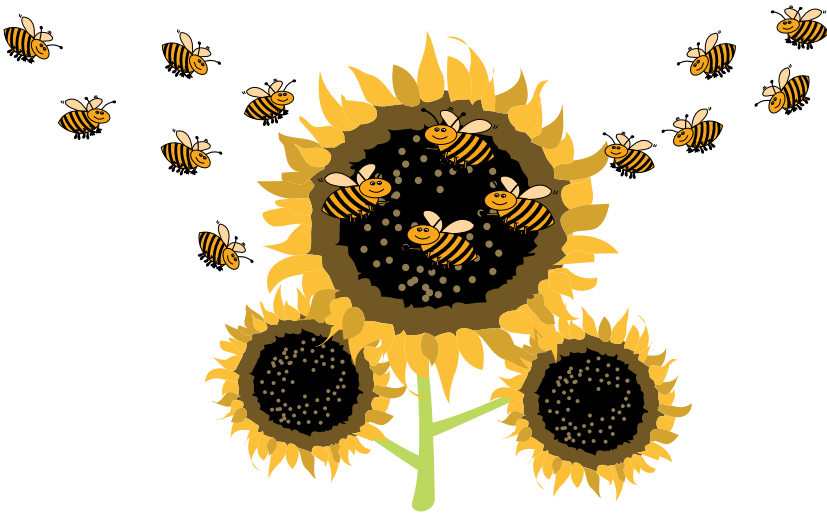
Activity 20

FLYING LEFT, FLYING RIGHT

EVS Skills and Concerns

- Concept of direction, pre-numbers and counting through observation of a picture or surroundings

Draw a picture on the blackboard, similar to the one given below.



Let the children observe the picture and answer the following questions.

- How many bees are flying to the left of the flower?
Colour them blue.
- How many bees are flying to the right of the flower?
Colour them red.
- How many bees are sitting on the flower?
Colour these as per your choice.

Ask children to observe around themselves in the classroom and complete the following table.

Objects	Number of things toward right	Number of things towards left
Desks		
Chairs		
Bags		
Charts		
Any other		

Further innovation

Comparison on the basis of number of objects in the right and left side in terms of more or less, can also be taken up.

Activity 21

LET US GET TOGETHER

EVS Skills and Concerns

- Exposing to local and cultural traditions through problem solving activities
- Observation of natural surroundings to understand addition and subtraction

You may design some word problems as under.

- (a) Today is the last working day of the school before the summer vacations. Classes I and II have a community lunch today.
- There are 45 children in Class II. Out of these five children are absent. How many children of Class II are present today?
 - There are 44 children in Class I, out of which two are absent. How many children of Class I are present today?
 - How many children of Classes I and II will have community lunch today?
- (b) Let children go to a park where they get to see some animals, birds, plants and trees etc. Now you may ask —
- (i) How many animals do you see in the park? Name them?
 - (ii) Count the number of birds in the park.
 - (iii) Observe these birds for five minutes and see.
 - How many more birds joined them?
 - How many flew away?
 - How many are left now?

Further innovation

Children may be asked the following questions:

- At what other times do you eat with your friends, neighbours, relatives etc.?

Discuss with children

- Do you make some special preparations (e.g. clothes, food, gifts, decoration etc.) for such occasion?
- Do you help on such occasions? How?

Activity 22

SNAKES AND LADDERS

EVS Skills and Concerns

- Counting/Addition and subtraction through play
- Sensitisation for desirable and undesirable habits

Use the number grid as we use to play snakes and ladders game. Insert good habits in the squares for going up the ladder and bad habits in the squares for sliding down after being bitten by the snakes.

In the good habits part you can insert following activities:

1. Cleaning your nails.
2. Washing hands before having meals and after using toilet.
3. Greeting the elders.
4. Coming to school on time.
5. Putting trash into the dustbin.
6. Helping a friend.

In the bad habits part you can write the following activities :

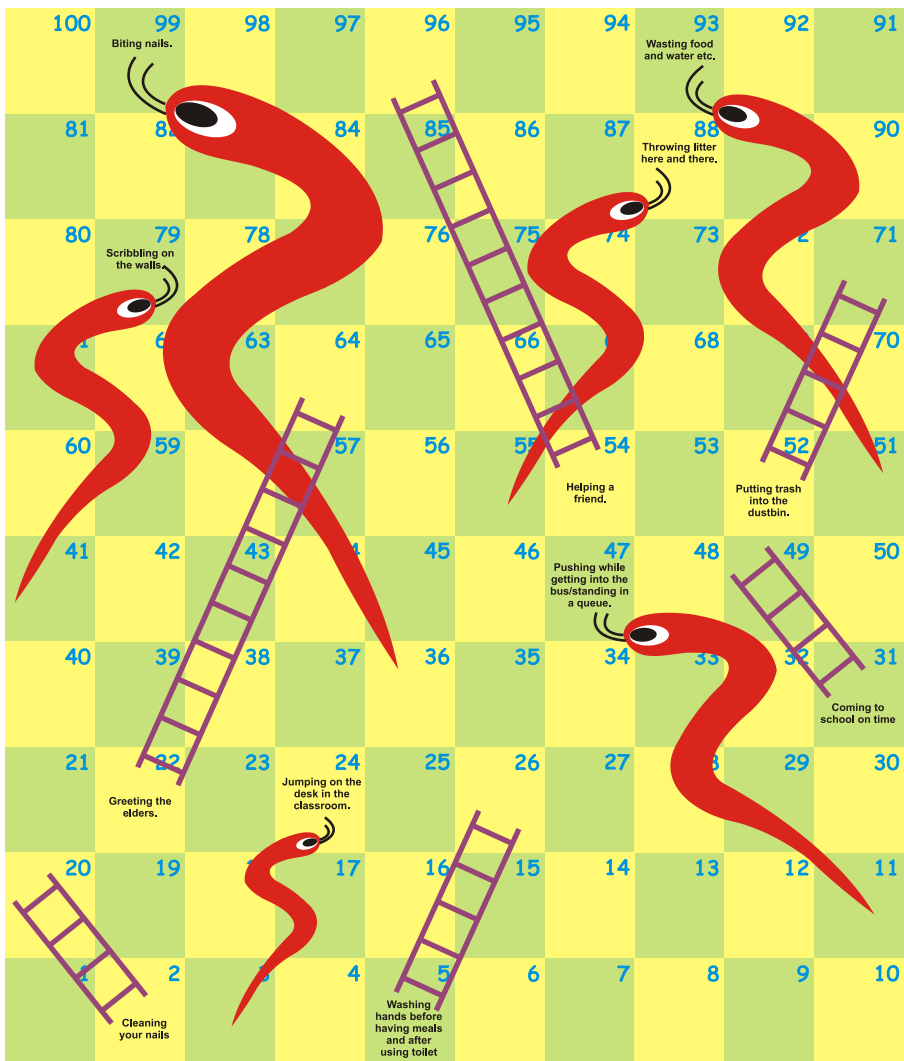
1. Jumping on the desk in the classroom.
2. Pushing while getting into the bus/standing in a queue.
3. Scribbling on the walls.
4. Throwing litter here and there.
5. Wasting food and water etc.
6. Biting nails.

You may change the options given above or by involving children.

Further innovation

Children may count the number of steps they move forward or backward while going up the ladder and coming down after being bitten by a snake.

If possible, they can add and subtract these numbers.



Activity 23

CLAP AND CLICK

EVS Skills and Concerns

- Concept of addition, place value, ordinal numbers through different sounds, actions, recitation, playing word game or careful observation

(a) Clap and click

Play the game 'clap and click' with the children. Tell children that one clap means 10 and one click means one. Now suggest some numbers to the children by clapping and clicking your fingers for example;

- I. Clap clap click
- II. Clap click click click click
- III. Clap clap click click

This would encourage children to do mental calculations. Now, you may divide the Class into ten groups. Ask a question relating to students and the classroom, e.g.,

- How many desks are there in the classroom?

Whichever group responds to answer fastest and correct by clapping and clicking gets first chance to ask question from other groups. Every time the winning group gets a chance to ask question from the remaining groups.

This activity is repeated till all the ten groups get a chance to answer. The groups are now ranked first, second, third, tenth.

Further innovation

- You can also play a word game with them. Example- the 1st and 4th letter of a word is I .The 3rd letter is D. And the 2nd letter is N. Guess the 5th letter. What is the word? You may further give clues to children for building more words using the ordinal numbers.
- The poem of 'A great grandmother' on page no. 94 can be used to reinforce the concept of ordinal numbers.

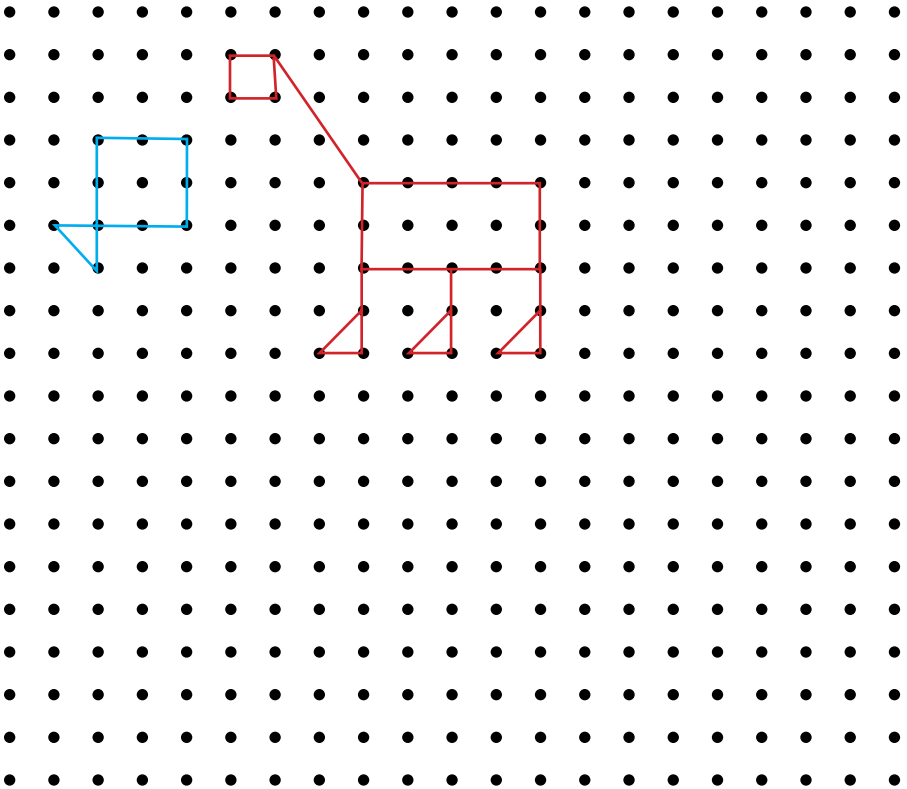
Activity 24

DOT GRID

EVS Skills and Concerns

- Observation and recording through picture reading
- Discussion about habitats of different animals

Let children be provided this worksheet. In addition to these you may choose different objects to be drawn in a dot grid.



Count the dots used for drawing

- A fish?
- A butterfly?
- A giraffe?
- A giraffe +a butterfly?
- A fish + a butterfly?
- Out of the fish and the butterfly which animal required more dots and by how many?
- Which animal needed the maximum number of dots?
- Which animal needed the minimum number of dots?

More questions can be framed according to the picture used.

Further innovation

- Ask children if they can name:
 - (1) two birds that fly.
 - (2) two animals that live in water.
 - (3) two animals that live on land.
- They may draw the picture of a pond in their notebook and paste the pictures of the animals that live in it.

Activity 25

REPEAT AND FIND

EVS Skills and Concerns

- Repeated addition and subtraction through body parts of different animals and other play activities
- Categorisation and grouping different animals on the basis of the number of their feet

Children can tell the number of feet of animals or birds that they have seen. For example,

Animal	Number of feet
Crow	2
Frog	4

Ask them-

- If one crow has two feet, how many feet do two crows have?
- Continue the same for three, four, and five-----crows.

The same activity may be repeated for an animal with four feet. Depending on their response you may add animals, birds and

insects with more than four feet (for example ant with six feet, spider with eight feet) to the list.

If possible, same activity of repeated addition can be done for these animals also by using interesting situations. For example–

- (a) Three spiders are sitting in a web. What is the total number of feet of all the spiders in the web?
- (b) Mr. Monkey opened a shoe shop. He needs help as to who needs how many shoes. For example- two sparrows, three rabbits, an ant, three butterflies, etc.

Further innovation

Set up a vegetable shop. Display any ten fruits and vegetables. One child will pose as the shopkeeper. Divide the rest of the Class into five groups.

Now, let each group approach the shopkeeper one by one and purchase any two things from the shop with paper money. Now they will tell,

- How many items were there in the shop earlier?
- How many items are left in the shop after the group has picked two items?

Discuss with children

- • How many times two was subtracted to get a zero? (All articles in the shop were purchased).

MEASUREMENT

Activity 26

WAS IT MY DRESS?

EVS Skills and Concerns

- Observation about the physical changes in self and others
- Comparing sizes of different objects / family members
- Creative expression through art and aesthetics

- (a) Ask children to get clothes they wore when they were born or as infants or toddlers. Let them compare these with the clothes they wear now. Tell them try wearing these. They will be called to think why these are not fitting them. They will come out with a variety of responses. Use these responses to let them conclude that their body is growing with years.

Talk about the increase in their body weight and height as they grow up.

- (b) **Family Garden**

Children can draw family garden according to heights of their family members. For example, if the father is tallest in the family, they will draw the tallest flower for the father and stick his photograph on it .They can draw flowers for their mother, grandfather, grandmother, sister/brother and any other family member accordingly. Let them decorate the garden by sticking the pictures of these family members in the centre of each flower.

Further innovation

Children may trace the out line of their hand on a paper. Let them also trace the hand of one of their elder family member and compare the two impressions. Let them decorate these

impressions in their notebooks as a peacock shown below or in any creative manner.



Activity 27

INCREASING SIZE

EVS Skills and Concerns

- Observation and recording of the growth of the sapling at regular intervals
- Comparing the change in its size
- Comparison of two different objects for their growth
- Drawing inference that certain things grow

Encourage children to sow the seed of any plant e.g. barley, wheat etc. (in school premises or at their home) or plant some sapling which grows upwards so fast that its growth is observable within days or a few weeks. Help them record their observations by marking the height of the plant by fixing a wooden strip in the soil or pot. They can mark the height of the plant on the strip and observe the growth of the plant.

Days	No. of markings on the strip	Is the new marking above the old one? (Yes/No)
3 days		
6 days		
9 days		
12 days		
15 days		

Further innovation

- Children can also observe growth of the plant in terms of leaves, branches, buds or flowers if any.
- They may simultaneously measure the length of the strip of wood every third day. Let them conclude that there is no change in its size with the passage of time. Ask them to find out the reason.



Activity 28

SMALL AND LARGE

EVS Skills and Concerns

- Using of non standard measures.
- Measuring different things in immediate environment
- Observation and recording of data
- Comparing, analyzing and critical thinking to draw conclusion
- Working together in groups

- (a) Let children measure a given distance (door of the classroom to teacher's table/ one desk to another etc.) by their footspan and record the observations in the table given below.

What was measured ? _____.

Name of the child	How many footspans?

Now compare the results.

- Which child measured with the least number of foot-spans?
- Which child measured with the most number of foot-spans? (Same distance).
- Why do you think a child measured with less number of footspans?
- Can you use any other part of your body to measure different things?

This activity can be done on a blackboard involving whole class or can also be organised in small groups.

(b) Collect objects of different lengths like pencil, book, pen, pencil box, fallen leaves, twigs, etc. from the garden.

Measure each with the finger span. Now out of these objects.

1. Name the longest object.
2. Name the shortest object.
3. Do any objects have same length? If yes name them.
4. Is there any object more than 10 finger spans long?
5. Name the objects that you collected from garden.
6. Name the objects which are man made.

Further innovation

These activities can be extended to the environment. Children can use string / wool handspan, arm's length (cubit), pace or any other things to measure different things. For example, they can measure the trunks of three to four different trees in the school and can find out –

- Which tree is thinnest or thickest out of these?

Let children recall their experiences of measurement at the time of buying or stitching of their uniforms.

Activity 29


NEED OF WATER

EVS Skills and Concerns

- Enquiring facts from family members.
- Recording and comparing data.
- Recalling and critical thinking of different events related to self as well as surroundings.
- Recognising water as an essential component for life.
- Sensitisation towards discrimination for its availability/distribution.

You may provide the following table to every child and ask him / her to fill in this table at home.

Family member	Age	No. of glasses of water each had during the day	Total no. of glasses of water
Grandmother			
Grandfather			
Mother			
Father			
Brother/ sister			
Self			
Any other			

In the III column, they will draw a  for each glass of water consumed.

Initiate a discussion on :

1. Who drank the maximum number of glasses of water?
2. How many glasses of water do you drink in a day?
3. Which are the times you feel thirsty?
4. How do you feel when you are very thirsty but do not get enough water to drink? Has it ever happened to you?

Further innovation

You can direct the talk to the fact that consumption of water depends on various factors like age, work we do, weather etc.

You can further extend the discussion towards-

- (a) Have you seen any animal drinking water? Where?
- (b) Have you seen plants being watered?
- (c) Do you water those plants?
- (d) What would happen to plants and animals if they do not get water for a long time?
- (e) Who all need water in nature?
- (f) Is drinking water easily available to all?

Activity 30

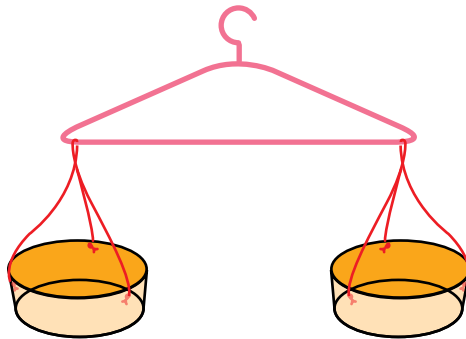
WHAT IS HEAVIER?

EVS Skills and Concerns

- Guessing, estimating and categorizing different objects in terms of weight
- Experimentation to verify the guesses
- Critical observation to draw out inference
- Improvisation to make a pan balance
- Interaction with our helpers in the neighbourhood
- Observation of different types of balances

Let one child hold a pencil and a small piece of paper. Children may guess which out of these two, if dropped from a height will fall first on the ground. Now, she will stand at some height and drop these two items simultaneously. All the children will observe which object falls on the ground first. Use different combinations, e.g., a feather/a bottle cap, deflated balloon/inflated balloon, wrapper of a toffee/toffee, pencil shaving/pencil and let children relate their observation to the weight of the object.

Now let them actually verify their guesses by using a pan balance. They can, now, make a pan balance.



For this you need a hangar, two bowls of same size (for this you may use paper cups) and attach a string to them as shown .

Further innovation

- A vegetable seller can called to the class. He/she can demonstrate weighing of vegetables. Let children interact with him/her.
- A visit to the following places may be organised. For example a flour mill, jewel shop, sweet shop, etc. in order to familiarise children with different types of balances.
- If possible, you may bring a weighing machine to the class and let each and every child measure her weight.



Activity 31

FLOATING AND SINKING

EVS Skills and Concerns

- Experimentation of floating/sinking of different objects with respect to the level of water in them
- Recording and critical thinking of observations
- Expressing opinion related to the observations

Select some items from the junk box of children or ask them to collect the following;

A fallen leaf, a piece each of earthen pot (dijas), paper, plastic, metal, glass, wood and coconut shell. Care should be taken that the pieces selected above should have a flat surface.

Divide the class into groups and each group may be provided with a container (tumbler or bucket) full of water. Ask children from each group to drop these items one by one in the container having water. Let them record their observations whether each item floats or sinks in the following table.

S. No.	Name of the object	Floats/sinks
--------	--------------------	--------------

Have a discussion on their observations. Help them conclude that the objects which are heavier than water will sink and those which are lighter than water will float.

Further innovation

Now encourage them to try the floating/sinking of different containers made of the materials selected for this activity. For example, an ice cream cup of paper, an ice cream cup of plastic, a leaf bowl, an earthen pot, a coconut shell (broken half from the middle), a metallic bowl (a steel katori) etc.

ESTIMATE AND WEIGH

EVS Skills and Concerns

- Experimentation and observation of the space occupied by different things of same weight.
- Discussion on the observations.

Select two different items of same weight e.g. tea leaves and sugar. Now let children observe the space occupied by these and ask, which of these two items occupies more space?

A shopkeeper may actually show by weighing on a balance that all these carry same weight.

Further innovation

Now let children repeat this activity with

- (a) Sugar and cotton (same weight)
- (b) Salt and sugar (same weight)

Now have a discussion on their observations and ask;

Do items of the same weight occupy same space?

Activity 33

FIRST GUESS, THEN CHECK

EVS Skills and Concerns

- Estimation of the number of tumblers of different sizes containing water required to fill a container
- Verifying the guess through experimentation
- Critical thinking on wise usage of water

You will require a bucket, a small tumbler and a big tumbler, a tub full of water.

Let a child fill the small tumbler with water up to the brim. Pour this water in the empty bucket and let the whole Class guess;

- How many small tumblers of water will fill the bucket up to the brim?
- Now pour more water into the bucket using the small tumbler – children will verify their guess that how many small tumblers have filled the bucket.

Repeat the activity with the bigger tumbler.

After the activity, encourage children to think of the wise usage of this water. They will come out with a number of ways. Adopt any useful way to dispose of this water.

No. of small tumblers to fill the bucket	No. of big tumblers to fill the bucket

Further innovation

Children can be asked to find out ways for wise usage of water at their homes.

SAVING MONEY

EVS Skills and Concerns

- Reporting observations made on the coins or currency notes
- Discussion about the information observed
- Creating useful things out of waste material
- Finding out from elders
- Sensitisation for saving money

You need coins (Rs.1, 2, 5) and notes (Rs.5, 10, 20, 50, 100).

Divide the class into groups. Give each group a coin.

Let each child observe these coins carefully. Then you may ask-

- (a) What is the value of the coin that you have?
- (b) Write its value in figures as well as in words.
- (c) What else do you see on these coins?

Exchange the coins of the groups and repeat the activity.

Let each child of the group trace the coin (by keeping it beneath a paper and rubbing the top of paper with pencil or crayon) till its impression appears.

Now each group may observe a currency note (e.g. Rs.5, 10, 20, 50 or 100).

Ask the questions as given above. Children may count the number of different languages written on the currency notes. How many of the languages can each child read? Also help children to identify the picture of Gandhiji and introduce him as the Father of the Nation. Take this opportunity to introduce Gandhi Jayanti.

Further innovation

- Let children observe the national emblem, different animals on the coins/ currency notes, etc.
- Using old cans, cardboard boxes, talcum powder boxes children can make piggy banks. Let them cover these nicely and decorate them too.

They can be encouraged to save money in these. Let them explore that how their elders keep their savings?

Discuss, why there is need to save money.

MAKING A GIFT

EVS Skills and Concerns

- Sensitisation against social discrimination in society
- Estimation of cost of different things
- Developing critical thinking and problem solving skills
- Creativity through art and craft

John invited Sudha and Vidhi on his birthday. Vidhi has Rs. 20 but Sudha does not have any. Now ask –

- (a) Which out of these three things can Vidhi buy to gift to John?
1. A pencil box
 2. A shirt
 3. A football
- (b) Sudha has no money. What will you suggest her so that she can arrange a gift for Vinod?

Children will come up with a variety of answers. Encourage and suggest innovative ways of making things from waste.

Further innovation

Organise a 'make and do' activity in the class using things of waste material. Children may decorate an old earthen pot using waste material or things. They may prepare greeting cards, pencil stand etc. and gift these to their friends, parents and grand parents.

Activity 36

SHOPPING, SHOPPING

EVS Skills and Concerns

- Making different combinations through addition
- Money transactions through sale and purchase
- Discussion about different occupations in society
- Sensitisation towards hazards of crackers

Enlist the following things on the blackboard along with the cost of each.

Sweet box Rs.40, diyas-Rs.10, chocolates – Rs.10, a pack of candles – Rs.10, fruits – Rs.20, crackers – Rs.30.

Now ask children,

If they have Rs.50/- what things would they like to buy?

Let each child draw in her notebook the things that he/she buys. You may keep the total amount less or more than Rs.50 depending on the level of children.

Discuss about different combinations that children choose. Use this opportunity to sensitise children against the harm caused by crackers.

Further innovation

Create a mock market scene, e.g., a mela scene, a vegetable market, a stationery shop, a fruit shop. Children buy and sell using paper money. Different occupations can be discussed.

MONEY GARDEN

EVS Skills and Concerns

- Identification of different coins through picture reading
- Observation of the value of each coin
- Understanding addition and subtraction through picture reading
- Creative expression through drawing

You may divide the Class in six to seven groups, and provide each group with a sheet of these pictures.





Let the children observe the picture of the money garden. You may ask them to identify the coins used in drawing different animals, birds, flowers and plants. Further, they can be asked to write down the values of the coins used to make a figure and their total value.

Now, they can be asked to

- subtract the value of peacock from the tree.
- add the values of all the flowers.
- add the values of all the birds and the butterflies.
- subtract the values of birds from the value of monkey.

Further innovation

Children may collect some old coins and draw those in their note-books.

They may imagine and try to draw some other objects with the help of these coins.

IDENTIFYING PATTERNS

EVS Skills and Concerns

- Expressing opinion about personal likes/dislikes
- Working in groups
- Nurturing creativity through improvisation

(a) Call out five boys and five girls. Ask them to stand in an alternate manner.

Let them say I like ____ and I dislike _____. They will tell one option for each.

Now, draw their attention towards the arrangement i.e., Boy, Girl, Boy, Girl.....

Further innovation

You may divide the Class in three to four groups.

Encourage children to create their own pattern by standing in different ways in their groups.

EXERCISE WITH PATTERNS

EVS Skills and Concerns

- Developing awareness about directions through body movements
- Observation of surroundings
- Improvisation of useful things from waste materials

You will say one, two and three and children will do following actions.

1. Both hands at their waist and jump with one step forward.
2. Hands at the waist and jump with one step backward.
3. Turn around.

Keep repeating 1, 2, 3....1,2,3,....

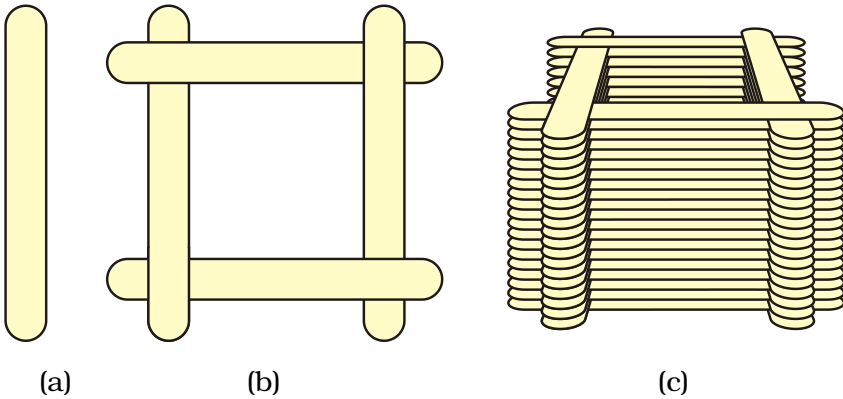
Children can be made to dance with music or clap of hands. Now draw their attention towards the regularity in this order. Tell children that we can create dance sequences using some pattern. You may choose instructions like up, down, front, sideways etc.

Further innovation

- Draw attention of children to patterns found in the classroom e.g., arrangement of classroom furniture, seating arrangement of children, (if there is a regular order), grills in windows, floor, tiles, bricks in a garden etc.

- A make and do activity can also be organised.

Take some ice-cream sticks. Take four sticks and join these using fevicol as shown in the four steps of fig.



Add at least 15 sticks on each placing sticks one above the other in an order as shown side. Observe the pattern. Cut a piece of cardboard of the size of the square this box. Stick it at the bottom. Now, your pencil holder is ready. You may decorate it with waste materials.

Activity 40

EXPLORING THE NATURAL PATTERNS

EVS Skills and Concerns

- Observation and identification of patterns in natural surroundings
- Drawing and Tracing of these patterns

You may show children a few plants in the school premises. They can observe the twigs of some plants.

Note: You may select the twigs of only those plants which have either alternate or opposite arrangement of leaves

Let them count the number of leaves on left and right side of their twigs. Ask children :-

Is the number of leaves on each side of the twig same or different?

Note: The leaf at the top of the twig may be excluded from counting.

Let children observe the arrangement of leaves on the twig. Ask them to draw and colour it.

Further innovation

Children may collect some fallen leaves and observe patterns in the arrangement of their veins (Line visible on the surface of leaves).

They may draw or trace by keeping a paper above the back of a leaf and by rubbing it with a coloured pencil or crayon.

PATTERNS IN ANIMALS

EVS Skills and Concerns

- Identification of patterns in animals (If any)
- Drawing of patterns
- Creative expression through make and do activities

You may ask children to guess the names of these animals using some riddles.

- (1) I'm small but very active.
I'm fond of peanuts.
I live on trees.
And I have a bushy tail.
I have stripes on my skin.
- (2) I live in jungle.
I run very fast.
I eat animals.
I have stripes on my skin.
- (3) I'm a colourful bird.
And very beautiful.
I dance in rain.
I'm the national bird.
- (4) My colourful wings.
Are liked by all.
I fly in gardens.
And sit on flowers.

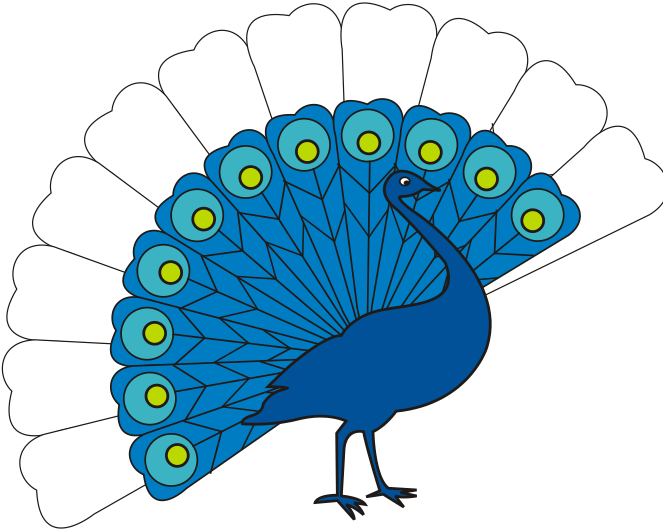
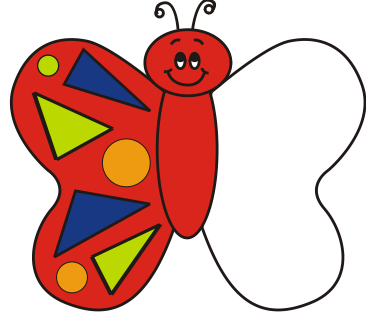
After children guess, draw their attention towards the pattern found in them. Show the pictures of these animals:

Draw their attention towards the pattern in them.

Let them name some more birds or animals having patterns on their bodies. (e.g., zebra, leopard, giraffe etc.)

Further innovation

You may draw pattern in one wing of a butterfly and the quills of a peacock as shown. Children may be asked to draw and colour the same pattern of other wing of the butterfly and complete pattern in the quills of a peacock.



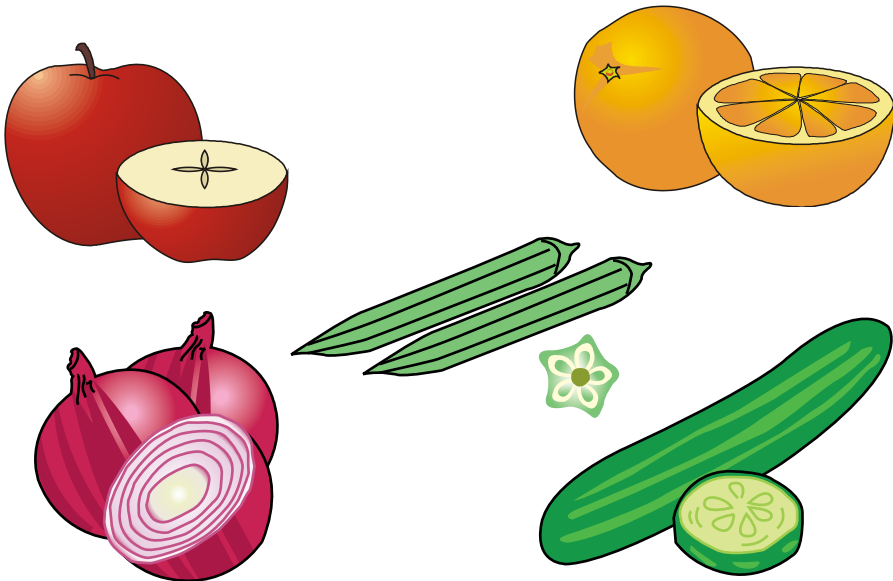
PATTERNS IN FRUITS AND VEGETABLES

EVS Skills and Concerns

- Observation of any pattern in fruits and vegetables
- Identification of the vegetables and fruits having pattern
- Creative expression through salad decoration

You will need the following things for this activity-

A few ladyfingers, A lotus stem, two onions, two tomatoes, an apple, an orange, a cucumber, a guava. Cut each of these horizontally. Now, divide the class in four to five groups. Provide each group with the horizontal section of each cut fruit and vegetable. Let children observe these carefully and draw their top view in note book.



Draw their attention towards the patterns (if any) in the cut sections. After this you may discuss;

Which out of these cut fruits and vegetables does not have any pattern?

Let them draw the top view of any two vegetables or fruits showing some pattern.

Further innovation

Salad decoration

You may ask the groups to decorate these cut fruits and vegetables for salad decoration in a pattern. Some more fruits/vegetables of your choice may be added.

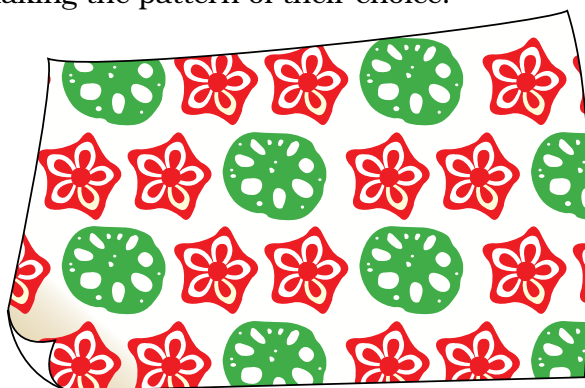
Now, children can enjoy this.

CREATING PATTERNS

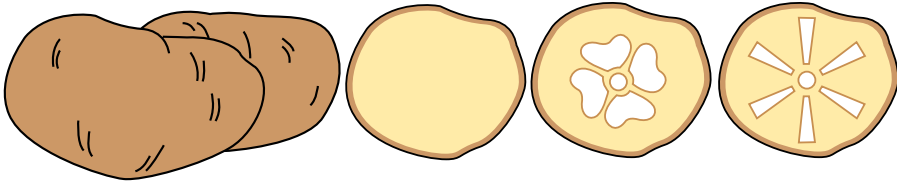
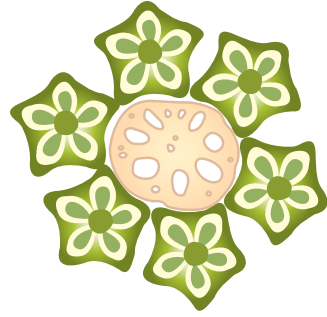
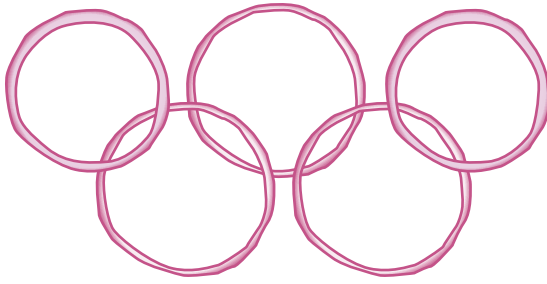
EVS Skills and Concerns

- Creative expression through vegetable printing
- Interaction and discussion with local community
- Exposure to local art and craft

- (a) Now, organise a printing activity in the class. Children will use cut sections of lotus stem and ladyfinger to print patterns on a paper. Let them use red colour for lady finger and green colour for lotus stem. Using these blocks children may create their own pattern e.g., print 2 red flowers, then 1 green flower again 2 red flowers, 1 green flower and so on. Draw their attention towards the pattern formed by this arrangement. Now, they may decorate a handkerchief using blocks making the pattern of their choice.



Printing blocks may also be prepared from other vegetables like potatoes, raw mangoes etc. Children can also copy and draw beautiful patterns by observing sections of cut vegetables e.g., onion rings, ladyfinger, lotus stem etc.



- (b) Let children make beautiful patterns on different occasions/celebrations.
- You may draw some patterns on the floor (Stencils of different designs using chart paper or readymade stencils may be used). Children can then colour these patterns. They can also be asked to create their own patterns on the floor by using Rangoli colours. They can also use sand, badarpur, grass, flower petals etc.

Further innovation

Children can be taken on a visit to an art and craft centre, state emporium to expose them to the local art and craft. Let them try to explore patterns on textiles, pottery, paintings etc. Displayed in these places.

You may also invite to class any local artist, sculptor, and potter or block printer who can show his creation and talk about it to the children. Let the children have an interaction with her/him.

MY DAILY ROUTINE

EVS Skills and Concerns

- Recalling and sequencing different activities related to self, family or nature.

Initiate a discussion with children on the following points;

- What are the activities you do before going to school?
- What are the activities you do after coming from school?











Enlist the responses of children on board.

They will give a variety of responses. For example: Bathing, Brushing teeth, Getting up early in the morning, having breakfast, Going to the toilet, Going to school are some of the expected responses of children for (i)

You can ask the children to sequence these activities.

Further innovation

- Different happenings in nature e.g., – sun rises, flowers blossom, sun sets, birds fly to their homes, the stars appear, etc. can be sequenced.
- They may also sequence the months in which the birthday of their family members fall in.
- Children can name some of the festivals they celebrate. They may sequence them month-wise.
- Sequencing of seasons can be done by them as per their local climate.

TIME TO DO

EVS Skills and Concerns

- Estimation of time taken for completion of an activity or event related to self or nature
- Identification and classification of these into activities consuming more or less time
- Improvisation to make a sand timer
- Performing time bound activities

- (a) Divide children in small groups. Let them first try to estimate and then actually perform some of these activities to see which one takes more time. Some of these cannot be performed in the classroom. These can be tried out at home supervised by an adult. Some of the activities are everyday activities so children can use their reasoning to arrive at a conclusion. Children may tick () the activity taking lesser time.
1. Tying shoelaces or eating a chapatti.
 2. Pronouncing all the letters of the alphabet or counting from one to twenty.
 3. Playing a game of ludo or drinking a glass of milk.
 4. Sleeping at night or having a bath
 5. Reciting a poem or writing your name twenty times
 6. Sharpening a pencil or tidying your room.
- (b) You may provide certain situations where children will tick mark (✓) the activities taking time for their completion according to the table given:

S.No.	Activity	Day/Days	Year/Years
1.	Drying of a shirt on a sunny day		
2.	Seed turning into a tree		
3.	Baby to an adult		
4.	Sunrise to sunset		
5.	Blossoming of a flower		
6.	Getting promoted to Class III		
7.	Appearance of a new tooth.		

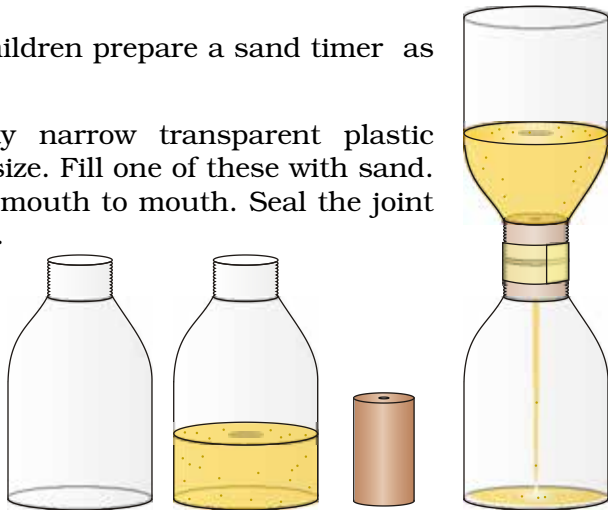
You may add many more options from the child's immediate environment.

Further innovation

Sand Timer

You may help children prepare a sand timer as explained here.

Take two empty narrow transparent plastic bottles of same size. Fill one of these with sand. Join the bottles mouth to mouth. Seal the joint with a cello tape.



You may even use coloured water in place of sand but the mouths of the bottles should be properly corked having a small hole drilled in the cork. This may be used in Class for organizing time bound activities and games.

I CAN PREDICT

EVS Skills and Concerns

- Predicting different events or activities related to self or nature
- Grouping these events accordingly
- Logical thinking for accurate decision making

You may write the given events on the blackboard. Ask children to fill the table as directed:

Events	Sure to happen	Will not happen	May happen
The sun will rise.			
It will rain today.			
I will see a dinosaur today.			
I will be taller than my father in two days.			
I will see a rainbow today.			
It will be sunny this weekend.			
I will brush my teeth in the morning.			

I will have dinner tonight.			
I will see the moon tonight.			
My birthday comes once a year.			
I will go to school today.			
I will go home after school.			

You can add many other events to this list. Responses of children may differ for certain events/activities.

Further innovation

The children may write different events of school calendar and classify these under different headings –

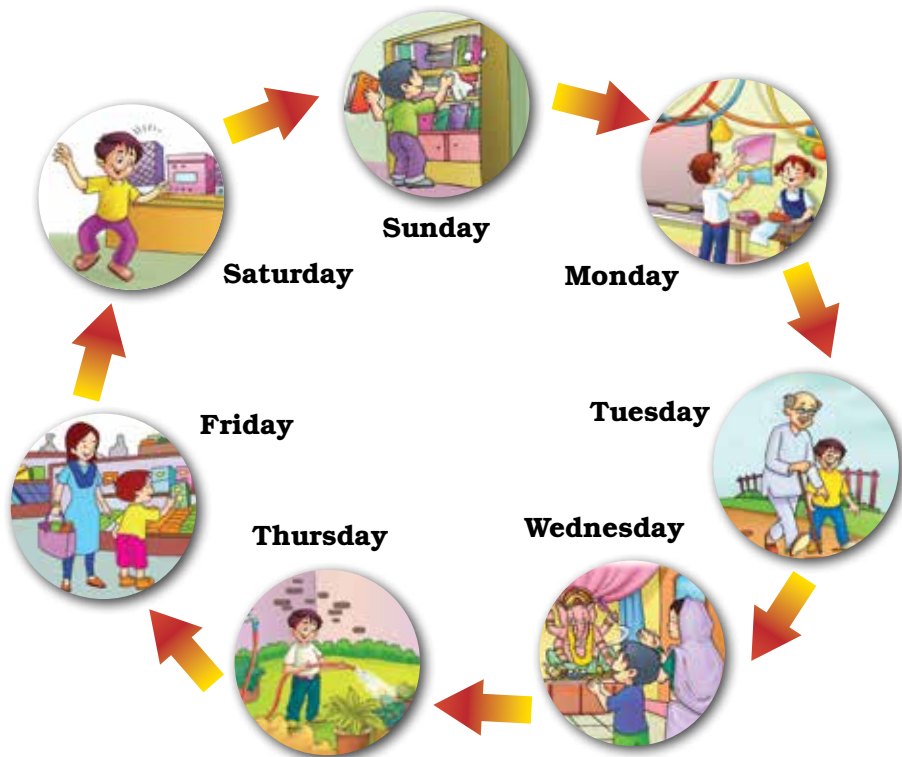
My likes and dislikes, sports day, *van-mahotsav* etc.

ACTIVITY CYCLE

EVS Skills and Concerns

- Observation through picture reading
- Interpreting and recording of the observation
- Sensitisation for taking responsibility and care for the elderly, public property etc

You may provide the following worksheet to children and talk about Sunil's day out. Sunil goes to Class II. He has one hour everyday for these activities:



1. Sunil cleans his book shelf on _____.
2. Friday comes between _____ and _____.
3. Sunil goes for dance class on _____.
4. Sunil waters plants on _____.
5. Sunil accompanies his mother to the market on _____.
6. There are _____ days in a week.
7. He accompanies his grandfather for a walk on _____.

Further innovation

Children may prepare their own activity cycle on a day or on different days of the week.

SCHOOL BRIGADE

EVS Skills and Concerns

- Sensitisation for working together as a team, taking care of public property
- Inculcation of leadership quality for taking initiative and responsibility and contributing for a genuine cause

Divide the class into six groups and label these as Monday to Saturday.

Let each group perform the following activities on the day assigned to their group.

- Keeping the classroom tidy.
- Switching off lights and fans when not required.
- Closing water taps of the school.
- Closing the windows of their classroom while leaving the school.
- Helping in checking of uniform and nails of children.

Further innovation

You may identify more activities in the school. Children may be assigned responsibility to perform these as directed.

Activity 49

MAKING A CALENDAR

EVS Skills and Concerns

- Working together in groups
 - Categorisation and grouping of festivals and holidays in a year
 - Improvisation of making calendar scheduling his/her timetable
-
- Divide the class into twelve groups according to their dates of birth (e.g., all children born in January form one group).
 - Give a blank grid to each group and ask them to fill numbers in the grid to make a calendar for that month. You may ask them to write the numbers of holidays with red. Let each group write the names of festivals falling in that month below the respective dates.
 - Join all the twelve grids to make a calendar and display it in the class.

Note: In case, there is a month in which no child has his/her birthday then the work for this month may performed by the group having maximum number of students.

Further innovation

Children may decide a schedule and prepare their time table for a day or a week.

Activity 50

KNOWING MY RIGHTS

EVS Skills and Concerns

- Exploring things available in the market
- Observation and recording of the information given on packed food items
- Sensitisation towards health, hygiene and our rights and duties

Ask children to get empty wrappers or bottles of different items and let them record their date of manufacturing and date of expiry.

S.No.	Item	Date of manufacturing	Date of expiry
1.	Medicine		
2.	Packed juice		
3.	Bread		
4.	Biscuits		

Explain children that if a product is offered after the date of expiry then we should not use or consume it, as it would be spoiled beyond the stipulated date of expiry. They can further be sensitised towards our right to buy a quality product.

Further innovation

Children may explore which items are available in the market with date of manufacturing and date of expiry written on them.

DATA HANDLING

Activity 51

CELEBRATE MY BIRTHDAY

EVS Skills and Concerns

- Grouping of children on the basis of their dates of birth
- Logical thinking to interpret the recorded data
- Celebrating together different events

(a) Make a group of 10 children having the same year of birth. Their dates of birth (same year) may be recorded as shown.

S. No.	Names of children	Jan-uary	Feb-ruary	March	April	May	June
1.	Bunty			7			
2.	Srilekha	28					
3.	Anjali		2				

		July	Au-gust	Sep-tember	Octo-ber	Novem-ber	Dec-ember
4.	Nitasha		20				
5.	Vikas				4		
6.	Anita						16

- (b) Who is the eldest amongst them?
- (c) Who is the youngest amongst them?
- (d) Name the children whose birthdays are in January?
- (e) Name the children whose birthdays are in July?

Further innovation

You may make a chart of the dates of birth of all the children and hang or paste it on the classroom wall.

Children may be asked questions like -

- (a) How many children have their birthdays in the last month of the year?
- (b) In which month maximum children have their birthdays?

Children may take a note of it to celebrate the birthday of their friends in class.

Activity 52

HOW YOU LIKE IT?

EVS Skills and Concerns

- Recalling the food items observed or eaten
- Classifying these in three categories based on their experiences
- Finding out from elders and observing different steps involved in cooking of food items

Children may be encouraged to name a few eatables, such as (fruits, vegetables, pulses, rice, wheat). Pictures/flash cards of these may be shown. Now ask children to classify these as per the table given below by writing the name of food in the given column. Mark tick () in the relevant columns.

S. No.	Name of the food item	Edible without cooking	Edible after cooking
1			
2			
3			
4			
5			
6			
7			
8			
.			
.			
Total			

Now they may be asked-

- How many of these do we eat without cooking?
- How many of these do we eat after cooking?
- How many food items do we eat both without and after cooking?
- Which category got maximum number?

Further innovation

Let children observe the steps involved in preparing a *chapati* or rice. They may narrate and draw these steps in a sequence.

Activity 53

SEE MY JUNK BOX!

EVS Skills and Concerns

- Exploring, observing and collecting things and objects
- Grouping same type of objects
- Recording and analysis of the data
- Logical thinking to draw inference

From the collection of their junk box, kept in the corner of the classroom children can be asked to classify the items as shown (you may choose any four items which are most common in each box).

Items	No. of items collected
Pebbles	
Twigs and wrappers	
Feathers	
Bottle caps	

- Which item is collected the most?
- Which item is collected the least?
- Which item is more than feathers in its number but less than pebbles?
- Which two items when kept together will be more than ten in number?

Further innovation

Children can be taken for a nature walk and they can classify different types of trees (thick/thin, tall/short) or flowers based on their colours, etc.

Activity 54

LET US GO TO THE MARKET

EVS Skills and Concerns

- Exploring different products in the market for various materials used for packing
- Classifying these in different categories of material of packing
- Interpreting the data recorded
- Sensitisation towards safety, hygiene and eco-friendly things

Organise a survey of different materials in which products available in the market are packed. Select any four or five items e.g., milk/milk products, tea, juices, soaps. (An item can be packed in more than one way also). Let children tick mark (√) the different ways in which a food item is packed.

No. of Items	Paper	Polythene	Plastic	Metallic
Ghee				
Tea				
Milk				
Biscuits				
Ice Cream				

Now children may be asked, e.g.:

- (1) Which material is used to the maximum for packing?
- (2) Which material is used to the minimum for packing?

They can be familiarised that metallic and paper packing is safe and polythene and plastic packing is harmful because many animals swallow these from the dustbins and die.

Further innovation

The survey can also be organized by giving options of different ways of packing and each child will find out different things packed in that. Later, they can add number of items under each category.

Activity 55

MY LIKES AND DISLIKES

EVS Skills and Concerns

- Expressing opinion about likes and dislikes of self
- Representing the data pictorially
- Developing awareness and appreciation about similarities and differences existing in different people

Select five different eatables and ask children about their likes and dislikes for these. Now complete this table on board. For example,

Food	No. of children who like it 😊	No. of children who do not like it ☹️
Aloo parantha	8	
Egg		
Idli		5
Dosa		
Kheer	18	

Now let children pictorially represent the data using a 😊 for options of likes and ☹️ for options of dislikes.

Further innovation

You can do similar exercise based on a number of likes/dislikes of children e.g. their favourite fruit, vegetable, colour, place of visit, dress, season etc. Local contextuality should be kept in mind while choosing various options.

Activity 56

MEANS TO MOVE

EVS Skills and Concerns

- Discussion about different means of transport and fuels used in them
- Recording the data and analyzing it logically
- Sensitisation against environment pollution
- Providing scope for critical thinking, imagination and exploring from elders

- (a) Children may be asked how they come to school. They will raise hands against each option. Let a child count the number of raised hands and record this in the given table on the board.

How do you come to school	Number of children
Walk	
Bicycle	
Bus	
Car	
Scooter	
Any other	

- (i) Which transport is used by maximum number of the children?
 - (ii) How many children use two wheelers?
 - (iii) How many children walk down to the school?
 - (iv) Are more children using bus than that of using scooter?
- (b) Children may be provided with pictures of some means of transport that they are already familiar with. Let them name these vehicles and list these on blackboard.

Further, if they have observed, they may fill the following table.

Means of transport	Gives out smoke Yes/No
Bullock-cart	
Car	
Bicycle	
Scooter	
Ship	
Motor-cycle	
Rickshaw	
Bus	
Train	
Boat	

Now discuss-

- (a) Which fuel is used to run a car, bus or scooter?
- (b) Which means of transport do not need fuel?
- (c) Which different fuels are used in transport?
- (d) Which out of these means of transport are not harmful to our health?
- (e) Do you know any means of transport having only one wheel?

Further innovation

You may provide children some situations to allow them to think critically, e.g., there is no petrol in our town for a week then.

How will people move from one place to another?

How do you think your grandparents or older members used to go from one place to a far off place?

MY FAVOURITE ACTIVITIES

EVS Skills and Concerns

- Expressing one's likes/dislikes
- Sequencing different options as per interest of self
- Grouping and classifying the information in the tabular form
- Analysis and interpretation of the data

Children may be provided the following worksheet. Let them sequence these activities from 1 to 6 in an order in which they find each activity interesting.

Table I

S. No.	Activity	Choice of interest
A	Playing games at home and school.	
B	Drawing and colouring.	
C	Roaming around with friends or alone exploring new things and places.	
D	Watching movies and cartoons on T.V.	
E	Reading picture books and story books.	
F	Listening stories from grandparents and elders.	

Now list these activities on blackboard and ask children to raise hands, e.g., children who have rated option 'A' as No.1. You may

count or ask one child to help you in counting the number of hands raised against this. Now, write this number before activity A. Now, ask who have written 6 against this activity. Count the number of hands raised against this and write this in the column ‘Last Interesting Activity’ against column A. Repeat the process and complete the Table II on blackboard.

Table II

S. No.	Activity	Most interesting activity	Least interesting activity
A	Playing games at home and school.		
B	Drawing and colouring.		
C	Roaming around with friends or alone exploring new things and places.		
D	Watching movies and cartoons on TV.		
E	Reading picture books and story books.		
F	Listening stories from grand parents and elders.		

Now, you may ask-

1. Which activity is found to be most interesting by maximum number of children?
2. Which activity is found to be least interesting by maximum number of children?

You may frame more questions to observe this Table.

Further innovation

Various options e.g., likes/dislikes for different school subjects, different games they play, types of books they read etc. may also be taken up.

**RESOURCES FOR
FURTHER REFERENCE**

कविताएँ POEMS

तरकारी

ताक लगाकर बैठी थी,
डलिया में तरकारी,
अवसर पाया ताक धिनाधिन,
नाच उठे सब बारी-बारी।

नींबू और टमाटर लुढ़के,
उछल पड़े तरबूजे,
काशीफल के साथ बजाते,
ढोल मगन खरबूजे,
ककड़ी अकड़ी और थाप,
तबले पर उसने मारी,
अवसर पाया ताक धिनाधिन,
नाच उठे सब बारी-बारी।

कद्दू काट मृदंग बनाकर,
नाची भिंडी रानी,
नींबू काट मंजीरों पर,
कहती अनमोल कहानी,
बीच बजरिया नाच निराला,
देख रहे नर-नारी,
अवसर पाया ताक धिनाधिन,
नाच उठे सब बारी-बारी।

खूब बड़े हो जाओगे

आलू बोला मुझको खाओ,
मैं तुमको मोटा कर दूँगा।
पालक बोली, मुझको खा लो,
मैं तुमको ताकत दे दूँगी।
गोभी, मटर, टमाटर बोले,
गाजर, भिंडी, बैंगन बोले-
अगर हमें भी खाओगे
तो खूब बड़े हो जाओगे।

उल्टी-सुल्टी मीत्तो

आओ मीत्तो की बात सुनाएँ,
उसके दो-दो रूप दिखाएँ।
कभी करे वो बातें सयानी,
पर कभी भोली अनजानी।
पर जब उसे सूझे शैतानी,
करती बस अपनी मनमानी।
रोज़ तो जागे हँसते-हँसते,
रोज़ तो मोज़े पैर में पहने,
कभी लगे दस्ताने कहने।
यूँ तो पैदल खूब वो भागे,
अम्मा पीछे मीत्तो आगे।
पर कभी कदम न एक बढ़ाती,
गोदी! गोदी! रट लगाती।
छोटी बहन से खूब वो खेले,
खूब ही उसके नखरे झेले।

पर जब वो गुस्सा हो जाए
छोटी के पीछे पड़ जाए।
जैसे सुंदर फूल हों खिलते।
पर कभी-कभी वो बहुत सताए,
आँखे मींचे, मुँह बिचकाए।
बिस्तर से बाहर न आए,
टीं टीं टीं टीं करती जाए।
रोज तो रंग कागज पर करती
कभी दीवारें रंग से भरती।
जब भूखी हो, सब कुछ खाए,
न नखरे न नाक चढ़ाए।
पर जब खाने का मन ना हो,
खाना यहाँ और मीत्तो वहाँ हो।
दाल में पानी, पानी में फुलका,
सब कुछ कर दे उल्टा-पुल्टा।

शादी की चिट्ठी

देखो एक डाकिया आया
साथ में अपने थैला लाया
खाकी टोपी खाकी वर्दी
आकर उसने चिट्ठी दे दी।
संदेशा शादी का लाया,
शादी पर हम भी जाएँगे,
खूब मिठाई खाएँगे।

पानी आया

अरररररररर पानी आया,
हरररररररर पानी आया।
बादल गरजे धाड़ धाड़ धाड़ धाड़,
बूँदे बरसीं तड़ तड़ तड़ तड़,
टीनें बोलीं भड़ भड़ भड़ भड़

अजब शोर है जग में छाया,
अरररररररररर पानी आया।
बिजली चमकी चम चम चम चम
भागो घर को धाम धाम धाम धाम
जाकर नाचो छम छम छम छम
झोंका खूब हवा का आया
अरररररररररर पानी आया।

'Ring O'

Children will form a circle and hold their hands. They will recite the poem –
Ring o, Ring o roses
Pocket full of poses
Hush ha! Busha ha!
We all fall down.

They will sit together while reciting the last line. Like this the game goes on.

मुझसे हाथ मिलाओ

साबुन भैया हाथ मिलाओ,
दूर न हमसे भागे जाओ।
तुमसे मिलकर साफ बनेंगे,
मैल दूर कर काम करेंगे।
तौलिए भैया तुम भी आओ,
झटपट आकर मुझे सुखाओ।
दोनों मिलकर साफ़ बनाओ,
साबुन तौलिए हाथ मिलाओ।

दुधारू गाय

गाय-गाय दूधा दे।
दूधा-दूधा दही दे।
दही-दही लस्सी दे।
लस्सी-लस्सी मक्खन दे।
मक्खन-मक्खन घी दे।
गाय-गाय दूधा दे।

'Red Light, Green Light'

Stop says the red light
Go says the green
Change says the amber one
Blinking in between
That's what they say
And that's what they mean
All must obey them
Even the queen

मेरी किशती

एक छोटी किशती मेरे पास,
मैंने बनवाई, नीली रंगवाई,
और पानी में तैराई।
एक मेंढक बैठा पानी में,
उसने देखा, मुझको घूरा,
और कूदा पानी में।
एक छोटी किशती मेरे पास,
मैंने बनवाई, नीली रंगवाई,
और पानी में तैराई।

An Elephant

An elephant goes,
Like this and like that,
He's terribly big,
And he's terribly fat;
He has no fingers,
He has no toes,
He has a short tail,
And a very long nose!

तरकारी वाली

मैं तरकारी लेकर आई,
मैं तरकारी वाली।
ले लो मूली, ले लो आलू,
ले लो गाजर काली।
मैं तरकारी वाली,
मैं तरकारी वाली।

शैतान मक्खी

मक्खी आई, मक्खी आई,
पैरों में मैला भर लाई।
छोटे-छोटे पंख हिलाती,
इधर-उधर मैला फैलाती।
भिन भिन भिन भिन गाना गाती,
बैठ नाक पर हमें सताती,
इसलिए हमें यह न भाती।

Rani and the three bears

When Rani went to Papa bear's house,
What did her little eyes see?

A bed that was big, a bed that was small,
A bed that was tiny, and that was all,
She counted them one, two, three.

When Rani went to Mama bear's house,
What did her little eyes see?

A table that was big, a table that was small,
A table that was tiny, and that was all,
She counted them one, two, three.

When Rani went to Baby bear's house,
What did her little eyes see?

A bear that was big, a bear that was small,
A bear that was tiny, and that was all,
They growled at her Gre Gre Gre.

कुकड़ू कूँ

हम तो सो रहे थे
हमें मुर्गे ने जगाया
बोला कुकड़ू कूँ।
हम तो सो रहे थे
हमें बिल्ली ने जगाया
बोली म्याऊँ म्याऊँ म्याऊँ।
हम तो सो रहे थे
हमें मोटर ने जगाया
बोली पों पों पों।
हम तो सो रहे थे
हमें अम्मा ने जगाया
बोली उठ उठ उठ।

चलना संभलकर

सड़क बनी है लंबी-चौड़ी
उस पर जाती मोटर दौड़ी
सब बच्चे पटरी पर जाओ

बीच सड़क पर कभी न आओ
आओगे तो चोट खाओगे
चोट लगेगी, पछताओगे।

आवाज़ें

कौआ बोला काँव- काँव
बिल्ली बोली म्याँव- म्याँव
कोयल बोली कुहू-कुहू
बोले कबूतर गुटरगूँ।
मुर्गा बोला कुकड़ूकूँ
चूहा बोला चूँ-चूँ-चूँ

चिड़िया बोली चीं-चीं-चीं
पपीहा बोला पी-पी-पी
बंदर बोला खों-खों-खों
कुत्ता बोला भों-भों-भों
बकरी बोली में-में-में
मेंढक बोला टर-टर-टर

पेड़

धूप सदा सहता है पेड़
छाया हमको देता पेड़
पर-हित जीवन जीता है
यह मीठे फल देता है।

तितली

रंग बिरंगी प्यारी तितली
पंख हिलाती उड़ती तितली
हाथ किसी के न आये
फुर्र से उड़ जाये तितली।

डाकिया

डाकिया आया है
चिट्ठी का थैला लाया है
अपनी चिट्ठी तुम ले जाओ
प्रतिभा, गीता तुम भी आओ
लिफाफा अपना खुद ले जाओ
कल फिर मैं आऊँगा
औरों की चिट्ठी लाऊँगा।

पानी

पानी-पानी पास तू आ
साबुन-साबुन दूर न जा
तुझको लेकर हाथ धोऊँगा
गंदगी दूर भगाऊँगा
गंदगी भागे, रोग भी भागे
मैं स्वस्थ बन जाऊँगा।

जंगल में रेल

जंगल में एक रेल चली
करती क्या-क्या खेल चली
इंजन बन गए हाथी मामा
पहने कुर्ता और पाजामा
पूँछ पकड़कर उसकी भाई
शेर चला और मस्ती छाई
पीछे उनके भालू, बंदर
डिब्बे लगते कितने सुंदर
सीटी किरण बजाता जाता
चीतल झंडी हरी दिखाता
रेल चली तो रेल चली
छुक-छुक करती रेल चली।

आम

पीला रंग रंगीला आम
होता बड़ा रसीला आम
चूसो, खाओ ताजा आम
सभी फलों का राजा आम।
देखो कितना आप रसीला
छिलका इसका पीला-पीला
लगता कितना ताजा है
आम फलों का राजा है।

हम सब भाई-भाई

हिन्दू-मुस्लिम सिक्ख ईसाई
आपस में सब भाई-भाई
साथ खेलते साथ दौड़ते
साथ-साथ सब पढ़ने जाते।
ईद कहीं या दीवाली
क्रिसमस हो या बैसाखी
धूम मचाती फिरती रहती
घर बाहर बच्चों की टोली।

रंग बिरंगे

लाया हूँ जी मैं गुब्बारे
प्यारे-प्यारे ये चमकीले
हरे, गुलाबी, लाल, बैंगनी
नीले-नीले, पीले-पीले

सेहत खूब बनाएँगे

पालक, मेथी, लाल टमाटर
गाजर, मूली और चुकन्दर
जी भरकर हम खाएँगे
सेहत खूब बनाएँगे।
फिर दौड़ेंगे भागेंगे
नाचेंगे और गाएँगे
डट कर शोर मचाएँगे
मजे खूब तब आएँगे।

नाटक

शीर्षक

कुड़प्पा भाई

पात्र

राम	फलवाला
श्यामा	केदार
चुरमुरेवाला	कूड़ेदान-बड़ा
कूड़ेदान-छोटा	

आवश्यक सामग्री

घंटा, पेड़, दो ठेले, एक फलों का, एक चुरमुरे वाले का, चुरमुरे के चोंगे।

निर्देश

घंटे की आवाज आती है। टन, टन, टन बच्चे शोर करते स्टेज पर आते हैं जैसे स्कूल में आधी छुट्टी हुई हो-स्टेज के दूसरी ओर से चुरमुरे वाला आता है। बच्चे एक दूसरे को दिखाकर कहते हैं।

- राम - अरे ओ केदार?
- केदार - क्या है राम?
- राम - सामने देखो कौन आ रहा है?
- श्यामा - (खुशी से नाचते हुए)
देखो चन्दू चाचा आए चना, चुरमुरा लेकर आए चना, चुरमुरा लेकर आए खायें राम, श्यामा, केदार
- चुरमुरे वाला - (हाँक लगाता है)
चुरमुरा चटपटा
- श्यामा - चाचा, हमें चने चुरमुरे दो।
- राम, केदार - एक-एक रुपया हमसे लो।
(चुरमुरे वाला तीनों बच्चों को चोंगे पकड़ाते हुए)
चंदू चाचा का चुरमुरा खाओ। बच्चों एक-एक रुपया लाओ
(राम, केदार, श्यामा चुरमुरा लेते और दस-दस पैसे देते हैं)
- केदार - वह देखो वह फल वाला
(चुरमुरे वाले के पीछे-पीछे फल वाला आता है)
- फलवाला - बच्चो आओ लो मीठे फल लो बेर, पपीता, सीताफल गाजर कितनी है सेहतमंद अमरूद लगे ज्यों कलाकंद।

- राम - बाबा, बाबा! मुझे एक केला दो।
 श्याम - मुझे एक अमरूद दे दो।
 फलवाला - दे रहा हूँ। सबको दूँगा बारी-बारी।
 केदार - लाल गाजर मुझे दो बाबा।
 (फलवाला बारी-बारी सबको चीजें देता है)
 (बच्चे उसे पैसा देते हैं। सब बच्चे मिलकर ताली बजाते हुए गाते हैं) - हम ताजे फल खाएँगे, ताकतवर हो जायेंगे।
- राम - चलो जल्दी से खा लें फिर खेलेंगे।
 (फल और चुरमुरे वाले स्टेज के बीच से किनारे चले जाते हैं)
 (धीरे से कूड़ादान स्टेज के बीच से उभरता है। तीनों बच्चे खाकर कूड़ा, छिलका आदि इधर-उधर फेंक देते हैं।)
- श्यामा - चलो चलें, अब खेलें।
 राम - हाँ! पकड़न-पकड़ाई वाला खेल खेलें।
 केदार - (कूड़ेदान के पास आकर रुक जाता है) अरे रे रे रे। देखो देखो। पेट फुलाये मुँह लटकाए कौन खड़ा है?
 (तीनों कूड़ेदान के पास जाकर उसके चारों ओर घूमते हुए पृच्छते हैं)
- श्याम - बोलो, बोलो! कौन हो तुम?
 राम - अपना नाम बताओ तो।
 केदार - अपना काम बताओ तो।
 कूड़ेदान - (हँसकर आँख मटका कर) हा! हा! हा! मुझे नहीं जानते?
 बच्चों मेरा नाम कुड़प्पा कूड़ा-करकट करूँ हड़प्पा कागज डालो, छिलका डालो, सारा कूड़ा मुझमें डालो, खाना-पीना जब खा लो।
- बच्चे - अच्छा
 कूड़ेदान - हाँ! फल, चुरमुरे से तुम्हारा पेट तो भर गया पर जब तक यह छिलके और कागज मुझमें नहीं डालोगे, मेरा पेट नहीं भरेगा और चारों ओर गंदगी अलग फैली रहेगी।
- केदार - चलो, हम सारे छिलके और कागज कूड़ेदान में डाल दें।
 (सब बच्चे छिलका, कागज उठा उठाकर कूड़ेदान में डालते हैं)
- कूड़ादान - (हँसता है) हा!, हा!, हा!
 श्यामा - अरे मैदान तो साफ हो गया।
 राम - तुम तो बड़े काम के हो कुड़प्पा भाई।
 केदार - (आँखे मटकाकर) कुड़प्पा भाई तुम हमारे दोस्त हो। चलो हमारे साथ।
 श्यामा - मेरे घर भी चलो। (सब जाते हैं)

कुछ खेल

1. पहाड़ों पर आग लगी

सभी बच्चे एक बड़ा गोला बनाकर दौड़ेंगे और गाएंगे 'पहाड़ों पर आग लगी है-दौड़ो, दौड़ो' एक बच्चा गोले के बीच में खड़ा होकर निर्देश देगा। जैसे-चार-चार के जोड़े बनाओ। गोले में भागते हुए बच्चे चार-चार के जोड़े बनाओ। गोले में भागते हुए बच्चे चार-चार के जोड़ों में इकट्ठे हो जायेंगे। जो बच्चे जोड़ा नहीं बना पायेंगे वो खेल से बाहर हो जायेंगे। इसी तरह दो के जोड़े, पाँच के जोड़े आदि कोई भी निर्देश दिये जा सकते हैं। जो बच्चा आखिर में बच जायेगा वो जीता हुआ माना जायेगा।

2. चील झपट्टा

बच्चे दो टीमों में बाँटकर आमने-सामने कुछ दूरी पर लाइनें बनाकर खड़े हो जाएँगे। बिल्कुल बीच में एक गोला बनाकर उसमें एक रुमाल रखेंगे। दोनों टीमों सभी खिलाड़ियों का गुप्त नाम रखेंगी जैसे-नम्बर 1, नम्बर 2

रैफरी कोई भी नम्बर बुलाएगा। दोनों टीमों में से वही नम्बर पाएगा, जो रुमाल उठा कर ले जाएगा। उनका एक नम्बर मिलेगा। यदि रुमाल उठा कर अपने पाले में भागते समय दूसरी खिलाड़ी ने उसे छू लिया तो नम्बर दूसरी टीम को मिलेगा।

3. परछाई पकड़ो

तरीका - बच्चों को ऐसी जगह/मैदान में ले जाएँ जहाँ परछाई स्पष्ट रूप से दिखाई दे। एक बच्चा शेर बनेगा। यह बच्चा एक से दस तक गिनती बोलकर दूसरे बच्चों के पीछे दौड़ेगा। पारंपरिक पकड़न-पकड़ाई और इस खेल में अंतर यह है कि 'शेर' को दूसरे बच्चे को छूना नहीं बल्कि उसकी परछाई पर पैर रखना है। जिस बच्चे की परछाई पकड़ी जाएगी, वह शेर बन जाएगा और दस तक गिनती बोलने के बाद दूसरे बच्चों की परछाई छूने की कोशिश करेगा। खेल इसी प्रकार चलता जाएगा।

4. कोड़ा जमाल शाही

बच्चे एक गोल दायरे में बैठ जाएँगे। एक बच्चा गोले के बाहर रहेगा जिसके पास एक रुमाल या कोई कपड़ा होगा। इसे लेकर बच्चा गोले के बाहर दौड़ेगा। दौड़ते हुए वह रुमाल को धीरे से किसी एक बच्चे के पीछे रख देगा और स्वयं गोले का चक्कर लगाता रहेगा। यदि वह बच्चा अपने पीछे रुमाल के रखे जाने का आभास पाकर उसे उठा ले तो वह रुमाल रखने वाले बच्चे के पीछे तेजी से दौड़ेगा और उसके पास पहुँचकर उसे तब तक रुमाल से मारेगा जब तक कि

गोले में उसकी जगह पर रुमाल रखने वाला बच्चा बैठ न जाए।

यदि रुमाल रखने वाला बच्चा किसी बच्चे के पीछे रुमाल रखने के बाद गोले का पूरा चक्कर लगाकर रुमाल के पास आ जाए और रुमाल ज़मीन पर ही पड़ा रहे तब वही रुमाल को उठा लेगा और जिस बच्चे के पीछे रुमाल रखा था, उसकी पीठ पर रुमाल मारेगा। वह बच्चा उठकर दौड़ेगा और गोले का पूरा चक्कर लगाने के बाद ही अपनी जगह पर आकर बैठेगा। खेल इसी प्रकार चलता रहेगा। रुमाल जिस बच्चे के हाथ में रहेगा, वह जिसे बच्चे को पीछे मुड़कर देखता हुआ पाएगा, उसकी पीठ पर धीरे से रुमाल मारेगा और निम्नलिखित कविता दोहराता रहेगा -

कोड़ा जमाल शाही !

पीछे देखी मार खाई !

या

कोकला छिपाकी जुम्मेरात आई रे !

जो भी पीछे देखे उसकी शामत आई रे!

5. खो-खो

सदस्य बच्चे एक पंक्ति में नीचे बैठ जाएंगे लेकिन एक बच्चे का मुँह एक दिशा में, तो दूसरे बच्चे का उससे उल्टी दिशा में होगा। जैसे। बच्चों के पारंपरिक गीतों द्वारा डैन (पारी) देने वाले बच्चे तथा एक भागने वाले बच्चे का चुनाव किया जाएगा। पारी देने वाला बच्चा जो दूसरा बच्चा खड़ा है उसे पकड़ने का प्रयत्न करेगा लेकिन

वह बच्चों की पंक्ति को बीच से पार नहीं कर सकता। दूसरा बच्चा कहीं से भी भागकर अपने आपको बचाएगा। पारी देने वाला बच्चा किसी नीचे बैठे बच्चे की पीठ छूकर कहेगा खो! और उसके स्थान पर बैठ जाएगा। तो वह बच्चा दूसरे बच्चे को छूने के लिए भागेगा। इसी तरह खेल आगे बढ़ेगा। छू लिए जाने पर भागने वाला बच्चा डैन देगा।

6. टिपी-टिपी-टैप

कई बच्चे इस खेल को खेल सकते हैं। एक बच्चा दाम (कमद) देगा। वह जोर से बोलेगा 'टिपी-टिपी-टैप' बाकी बच्चे कहेंगे, "What colour do you want" (तुमने माँगा कौन-सा रंग) दाम देने वाला बच्चा किसी भी रंग का नाम बोलेगा। बाकी सभी बच्चे उस रंग की कोई भी चीज छूने के लिए दौड़ेंगे। जो बच्चा दाम दे रहा है वो उन्हें पकड़ने के लिए दौड़ेगा। जिस बच्चे को वह दिए गए रंग की चीज छूने से पहले ही पकड़ लेगा अब वह दाम देगा। इसी तरह खेल बढ़ेगा।

7. साथी ढूँढें

सभी बच्चे एक खुले मैदान में एक गोल घेरा बनाकर एक दूसरे का हाथ पकड़कर खड़े होंगे। एक बच्चा गोल घेरे में आँख पर पट्टी बाँधकर बैठ जाएगा। घेरे में हाथ पकड़कर चलते हुए बच्चे यह पंक्तियाँ मिलकर बोलेंगे।

एक बच्ची/बच्चा बाग में बैठी/बैठा रो रही/ रहा था

उसका कोई साथी नहीं
 उठो भाई उठो
 अपने आँसू पोंछों
 हँसों ज़रा हँसों
 चारों तरफ घूमो
 अपना साथी ढूँढों

बीच में आँख पर पट्टी बाँधे बैठा बच्चा खड़ा होकर अपने साथियों में से (जो सभी भी घेरे में एक दूसरे का हाथ पकड़कर घूम रहे हैं। किसी एक को छूने का प्रयास करेगा। जिसे छू लिया जाएगा अब वह बच्चा आँख पर पट्टी बाँधकर नीचे बैठ जाएगा और खेल जारी रहेगा।

8. खाली कोना

यह खेल किसी कमरे में या कमरे का चौकोर नक्शा बनाकर मैदान में खेला जा सकता है। दाम देने वाला बच्चा बीच में खड़ा होगा। बाकी बच्चे चार कोनों में समान रूप से खड़े हो जाएँगे। कोनों की पहचान के लिए उन्हें कोई नाम दिया जा सकता है। एक चित्र कार्ड भी उस कोने में लगाया जा सकता है। दाम देने वाला बच्चा बारी बारी से कोने में खड़े बच्चों के पास जाकर कहेगा।

रेल चली है छुक - छुक - छुक
 जाएँ कहाँ पर रुक- रुक- रुक

उस कोने में खड़े बच्चों में से एक बच्चा जिस कोने का नाम लेगा, दाम देने वाला बच्चा अब वहाँ जाकर यह पक्तियाँ कहेगा। यह क्रम इसी तरह चलेगा। इस बीच कोनों में खड़े बच्चे अपना स्थान आपस में बदलेंगे। दाव देने वाला बच्चा झटपट किसी दूसरे बच्चे द्वारा छोड़े स्थान

को ग्रहण करेगा। जो बच्चा वहाँ नहीं पहुँच पाया अब वह दाव देगा।

9. काना फूसी

सभी बच्चे गोल घेरे में बैठेंगे। एक बच्चा अपने पास बैठे साथी के कान में कोई शब्द इस तरह बोले कि कोई दूसरा उसे सुन नहीं पाए बोले। यह बच्चा उसे सुनकर अपने साथ बैठे बच्चे के कान में बोले। यह क्रम तब तक जारी रहे जब तक कि शब्द अंतिम बच्चे के कान में बोला जाएगा। अंतिम बालक सभी बच्चों को बताएगा कि उसने क्या सुना। पहला बच्चा भी बताएगा कि उसने क्या शब्द बोला था। यदि दोनों शब्दों में अन्तर हो तो बातचीत द्वारा यह पता लगाने की कोशिश करें कि किस-किस बालक के गलत सुने से शब्द में बदलाव हुआ।

10. सटीक निशाना

एक खाली बाल्टी और छोटी गेंद लें। कक्षा के बच्चों को एक गोले घेरे में खड़ा करें। घेरे के ठीक बीच में एक खाली बाल्टी रखें। बच्चों को बताएँ कि अपना क्रम आने पर अपने स्थान से ही गेंद को बाल्टी में इस तरह फेंकें कि वह उसके अन्दर गिरे। जो बच्चा ऐसा करने पर सफल होता है। वह सभी बच्चों को अपनी पसंद का कोई गीत या कविता सुनाए। सभी बच्चे उसके लिए ताली बजाएँ। अब दोबारा गेंद फेंककर खेल के इस क्रम को आगे बढ़ाएँ। इस बात का ध्यान अवश्य रखें कि बाल्टी में हर बच्चे को गेंद डालने का मौका मिले।

कुछ उपयोगी पुस्तकें

SOME USEFUL BOOKS

नेशनल बुक ट्रस्ट के प्रकाशन

1. *आधे गोल चक्कर*
बदरी नारायण
छोटे बच्चों को आधे गोलचक्करों की पहचान कराने वाली सचित्र-पुस्तिका।
2. *चिड़िया घर की सैर*
सनत सुरती
नन्हें बच्चों को चिड़िया घर के बारे में जानकारी देने वाली सचित्र पुस्तिका।
3. *बाज़ार की सैर*
मंजुला पद्मनाभन
इस पुस्तक में देश के विभिन्न क्षेत्रों के बाज़ारों की रौनक को बहुरंगे चित्रों द्वारा दर्शाया गया है।
4. *बारात*
मिक्की पटेल
चित्रों के माध्यम से गिनती सिखाने वाली सुंदर पुस्तक।
5. *रंगों का त्योहार*
मधु पावले
इस पुस्तक के माध्यम से छोटे बच्चों को मूल और मिश्रित रंगों का परिचय रंगीन चित्रों के द्वारा कराया गया है।
6. *आज़ाद करो*
आशीष सेन गुप्ता
अनु- सुबीर शुक्ला
खूबसूरत चित्रों के साथ इस पुस्तक में मनु का पशु-प्रेम प्रकट होता है।
7. *इनकी दुनिया*
अरबिंदो कुंडू
विभिन्न जंगली जानवरों के स्केच और उनके बारे में सादे सरल शब्दों में जानकारी का संकलन।
8. *कितनी प्यारी है यह दुनिया*
जयंती मनोकरण
अनु- मोहिनी राव
इस पुस्तक में यह बताया गया है कि हमारी धरती, हवा, पानी, सूरज, मौसम, सब कुछ प्यारा है।
9. *सुंदर-सलौने भारतीय खिलौने*
सुदर्शन खन्ना
10. *कम लागत, बिना लागत शिक्षण सहायक सामग्री*
मेरी ऐन दासगुप्ता
11. *मेरी दस उंगलियां*
अरविन्द गुप्ता

12. **खोजो-पहचानो**
जगदीश जोशी
रेखाचित्रों में छिपे जंगली जीव-जंतुओं
आदि को खोज निकालने के लिए
दिमागी कसरत कराती छोटे बच्चों के
लिए मनोरंजनक पुस्तक।
13. **छोटे पौधे: बड़े पौधे**
क.स. सेखाराम
पौधों और उनके उपयोग के विषय में
नन्हें-मुन्नों के लिए सचित्र पुस्तक।
14. **जब आये पहिए**
अनूप राय
अनु: दीपक कुमार गुप्ता
पहियों के आविष्कार की कहानी-सरल
शब्दों में। नन्हे-मुन्नों के लिए उपयोगी।
15. **जंगल में धारियाँ**
गीतिका जैन
अनु: जया पांडे
छोटे बच्चों को परोक्ष रूप से पर्यावरण
की शिक्षा देने वाली पुस्तक, जिसमें
बाघ अपनी कहानी सुनाता है।
16. **टिलटिल का साहस**
स्वप्ना दत्ता
अनु: मोहिनी राव
कछुए के नवजात बच्चों की रोचक
कहानी के माध्यम से नन्हे बाल पाठकों
को कछुए के जीवन की जानकारी
दी गई। मनोरंजक एवं जानकारीपूर्ण
कहानी।
17. **नन्हा पौधा**
जमर जलील
सुरक्षित पर्यावरण का नन्हा-सा संदेश
देती एक नन्ही सी पुस्तक।
18. **नन्ही खो गयी**
कमल कांत कोनेर
एक नन्हीं चींटी माँ का कहना न
मानकर सैर पर निकल पड़ती है।
उसके द्वारा झेली गई मुसीबतों और
यात्रा में प्राप्त नए-नए अनुभवों की
छोटी सी बाल कहानी।
19. **पशु-पक्षी का नाम बताएं**
निरंजन घोषाल
पशु-पक्षियों के आकार-प्रकार की
सही जानकारी देने वाली सचित्र रंगारंग
पुस्तक।
20. **पहेली**
जगदीश जोशी
नन्ही चिड़िया की सुंदर कहानी जिसने
सूरज के रहस्य जानने के लिए बहुत
मेहनत की। आखिर उसकी मेहनत
सफल रही।
21. **पूँछ**
हाइड्रोसे आलुवा
पूँछ वाले जीवन-जंतुओं के जीवन में
पूँछ की उपयोगिता को दिखाती हुई
एक ज्ञानवर्द्धक पुस्तक।
22. **पेड़**
मार्टी
अनु: देवशंकर नवीन
रंगबिरंगे चित्रों से सुसज्जित इस पुस्तक
में पेड़ों की दैनिक जीवन में उपयोगिता
पर प्रकाश डाला गया है।
23. **फूल और मैं**
मनोरमा जपफा
विभिन्न मनमोहक फलों के बारे में
सचित्र इंद्रधनुषी पुस्तक।

24. **बालगीतम्**
शशिपाल शर्मा 'बालमित्र'
संस्कृत की बाल कविताओं का
संग्रह-हिंदी अनुवाद सहित।
25. **भोर भई**
रमेश थानवी
भोर अथवा प्रातः के समय जो दृश्य
दिखाई देते हैं, उन्हीं की शब्दों एवं
चित्रों के माध्यम से सुंदर प्रस्तुति।
26. **मेरी बहन नेहा**
मधु बी. जोशी
छोटे बच्चों के लिए कोमल भावनाओं
की एक सुंदर रचना। चित्रांकन भी
अति सुंदर।
27. **रंगबिरंगी दुनिया**
युद्धजीत सेनगुप्ता
अनु: पृथ्वीराज मोंगा
नन्हें मुन्ने बच्चों के लिए गतिविधि
पुस्तक। उन्हें मजा तो आएगा ही, साथ
ही उनकी जानकारी भी बढ़ेगी।
28. **शेरा और मिट्टू**
मनोरमा जपफा
एक बालक के साथ एक कुत्ते की
दोस्ती पर आधारित भावना-प्रधान
कहानी।
29. **शोर मचा जंगल में**
जगदीश जोशी
जंगल की कहानी, चित्रों की जुबानी।
30. **हमारा प्यारा मोर**
रमेश बक्षी
राष्ट्रीय पक्षी मोर के बारे में सचित्र
रोचक पुस्तक।

31. **हक्का-बक्का**
प्रयाग शुक्ल
छोटी आयु के बच्चों के लिए सुंदर
कविताओं का संकलन।
32. **हाथी और कुत्ता**
बदरी नारायण
नन्हे-मुन्नों के लिए सचित्र पुस्तक।
पता - नेशनल बुक ट्रस्ट
ए-5, ग्रीन पार्क, नई दिल्ली-110016

Publications of National Book Trust, India

1. **A Baby Lion Learns to Roar**
Indu Rana
A papa lion hires tutors to teach his cute and cuddly son how to roar . A jackal, an elephant and a cat came forward to teach the baby lion. With colourful illustrations, the book is a delightful read for children.
2. **A Bond of Love**
Pushpa Saxena
A touching story about a young boy who creates a bond of love with trees and makes everyone realise the same.
3. **A Bride inside a Casket and other Takes**
Manoj Das
Culled from Indian folklore, this book by one of India's foremost writers, delightfully recreates for children the magic and fantasy of Indian folktales.

4. **A Crow's Tale**
Judhajit Sengupta
The imaginative illustrations of this pre-school book depict an interesting study of the lives of crows from the time they are born till they grow up.
5. **A Flat for Rent**
Leah Goldberg
A hen, cuckoo, squirrel, cat and a mouse stay in a five-storey building. One the mouse packs up and vacates his flat. Others advertise for a new tenant. In search of a flat many come, including a pig, an ant, a rabbit, a nightingale and a dove. The drama of events unfolds with one of them occupying the flat for rent.
6. **A Friend Forever**
Aindrila Mitra
A story about a lonely tree and the unique friendship that it acquires later on.
7. **A Happy Sunday**
Debasish Deb
It is Sunday. Bunty is happy. He can do whatever he likes. But as the night falls, his mother reminds him about Monday, when the school opens. Bunty is sad, but his mother tells him the importance of each day.
8. **A Story About Water**
Ravi Parajape
A story is woven around water, in flood and drought, introducing its different manifestations and uses.
9. **A Tale of Trouble**
M C Gabriel
The adventures of a mouse who loses her luxuriant long tail and is driven from pillar to post in her attempts to regain it.
10. **A Visit to the City Market**
Manjula Padmanabhan
The author narrates the experiences of a brother and a sister as they go around in the market place in the course of a day. The diversity of our land is also brought alive in the images.
11. **A Visit to the Zoo**
Sanat Surti
An entertaining instructive book about animals found in the zoo. Eloquent pictures replace words.
12. **A Voice in the Jungle**
Jagdish Joshi
Families of animals – deer, monkeys, rabbits, elephants – are grazing peacefully when a sudden roar sends them scampering .
13. **Anandi's Rainbow**
Anup Roy
It is an imaginative story about an enthusiastic painter, Anandi once carries her brush to paint her garden with the bright hues of the rainbow.

14. **Animal World**
Aurobindo Kundu
Twelve common Indian animals are introduced in simple words through attractive folk-style illustrations .
15. **Behum Gulabo Mousie and her Balloons**
Qudsia Zaidi
An enchanting story about a mouse who finds an elf in a balloon.
16. **Bholu and Golu**
Pankaj Bhist
Bholu the circus bear and Golu the little boy become great friends. What follows is the story of many adventures they face. Lively illustrations complement the text.
17. **Busy Ants**
Pulak Biswas
Told entirely through pictures , this is story of the struggle of two ants to take a piece of Laddo into their home .
18. **Find the Half Circles**
Badri Narayan
A concept book , beautifully illustrated, teaching a child to find the semicircular shapes.
19. **Flowers and I**
Manorama Jafa
One can take up various hobbies but pressing flowers is both fun and educative. A beautiful book in four colours.
20. **Lalu and the Red Kite**
Ashish Sengupta
The book tells the story of Lalu and his red kite in wondrous colours. The kite is Lalu's love and he is ready to go to any extent to keep the kite with him.
21. **Mangu's Top**
Kamakshi Balasubramanian
A gentle story of a poor boy who has no toy to play with till he comes across a battered top and makes it his own.
22. **Matsya**
Shanta Rameshwar Rao
A tiny fish grows and grows and becomes the saviour of mankind.
23. **Mir Space Station**
Violet Razeghpanah
Written originally in Persian, this book is about an imaginary story of children travelling to space depicting an enlightened and exhilarating experiences of the stay in space station.
24. **Mitha and her Magic Shoes**
B G Gujjarappa
A picture book with four colour illustrations that tells the story of what happens to Mitha when she finds a pair of shoes that can make her fly – something she has been dreaming about.

25. **My Life**
Anjan Sarkar
This book in a frame by frame sequence narrates the remarkable and beautiful changes in the life-cycle of a butterfly.
26. **Name that Animal**
Niranjan Ghoshal
The artist-conceiver of this pre-school book Niranjan Ghoshal has drawn 14 composite animals, e.g., an animal with a peacock's tail, legs of a tiger, and a giraffe's head and neck. The book will not only amuse children but also make them observant.

चिल्ड्रन बुक ट्रस्ट के प्रकाशन

1. **आओ गिनती गाएं**
जे.सी. मेहता
छोटे बच्चों को गिनती सिखाने के लिए इस चित्र पुस्तक में सुंदर चित्रों सहित कविताएं दी हुई हैं।
2. **अम्मा सबकी प्यारी है**
शंकर
रवि ने गिलहरी के बच्चे को पिंजरे में बंद कर दिया। उसकी अम्मा उसके लिए छटपटाने लगी तो रवि ने बच्चे को छोड़ दिया। उसे अपनी भूल का पता चल गया।
3. **दोस्त बनाए नए-नए**
अलका शंकर
आरती और माया को एक दिन दो अनाथ बिलोटे मिले। वे उन्हें घर ले आए। दूसरी कहानी में गीता को उसकी नानी ने फूल का एक पौधा दिया और देखभाल करने को कहा। एक दिन उसमें एक सुंदर पीला फूल खिला।
4. **प्यारी मैना**
प्रतिभा नाथक
पशु-पक्षियों को भी उसी तरह भोजन पाने की जरूरत होती है जिस तरह से हमें होती है। इस पुस्तक में बताया गया है।
5. **मेरी बगिया**
सिगरून श्रीवास्तव
मेरी बगिया में मैने बहुत मेहनत से तरह तरह की सब्जियाँ और फूल उगाए। आप भी इसमें आइए।
6. **किलकारी**
रमेश द्विवेदी
'किलकारी' हंसने गुदगुदाने वाली बाल कविताओं का संग्रह है
7. **मेरे शिशु गीत**
प्रीतवन्ती मेहरोत्रा
छोटे बच्चों के लिए सुंदर गीतों से सजी यह पुस्तक बड़ों को भी पसंद आएगी।
8. **पेड़-पौधों का रहस्यमय संसार**
राजेन्द्र कुमार राजीव
इस पुस्तक में पेड़ पौधों में पाई जाने वाली संवेदनाओं के बारे में बताया गया है।

Publications of Children's Book Trust, New Delhi

1. **The Banjara Boys**
Manikya Veena
Two brothers-one, a fussy lad, the other a serious kid. Their exploits together and individually make the stories of this book. An insight into growing minds.
2. **Chumki Posts a Letter**
Mitra Phukan
A six-year-old girl can help her parents. Chumki, on the job of posting a letter, has many adventures.
3. **Dusty the Dachshund**
Cheryl Rao
The two Great Danes of the house do not think too much of the newcomer, Dusty, the Dachshund. A robber breaks in, and Dusty gets a chance to prove himself.
4. **Granny's Sari**
Asha Nehemiah
Granny's favourite sari has been blown away by the wind. As they go looking for it, Granny and Anu meet many persons who have used the sari to their advantage.
5. **The Gujjars**
Lisa Gammel
The Gujjars are one of the few remaining nomadic communities. They lead a simple life either as small-plot farmers or as shepherds of the Himalayas. This is the story of one such family.
6. **The Milkman's Cow**
Vidya Pradhan
A cow sits in the middle of the road and refuses to budge. The milkman pleads, the policeman begs, the grocer tugs... but the cow is not going anywhere today! A hilarious story that will simply delight the little ones.
7. **Mouse Learns a Lesson**
Girija Rani Asthana
You can idolize another's ideals, you can idolize another's qualities. But, if you idolize another's body... Well...the results can be not so happy! And Mouse learns this the hard way! A delightful picture book for tiny tots.
8. **A Present for Papa**
Sharmila Kantha
Papa's birthday is here! Time to celebrate and have fun. A little girl and her baby brother spend many amusing moments while shopping for a present for papa. They make their own present and get a big hug from him!
9. **The Rainbow Slide**
Mukta Munjal
Bindi, a fairy, slides down a rainbow and lands on the earth in search of the bravest man in the world!

10. Sonali's Friend
Alaka shankar
A little child wants to be friendly with a crow but the crow plays true to its nature and robs the child of a biscuit.

11. The Sun's Handkerchief
Tarun Cherian
On a rainy day, the Sun catches a bad cold. Aunt flora weaves him a beautiful handkerchief made of seven colours VIBGYOR.

6. चिड़िया घर की सैर

7. सतरंगी गेंद

8. रसोई घर

9. आओ गीत गाएँ

10. आओ खेल खेलें

11. प्यारे-न्यारे बोल

12. घर की खोज

13. मेरा घर

एकलव्य के प्रकाशन

1. खेल खेल में

2. कबाड़ से जुगाड़

3. खिलौने का बस्ता

4. खिलौना का खजाना

5. मनगणित

1. ऑडियो कार्यक्रम

कथा कहानी (एसीडी-1)

इस श्रृंखला में दस-दस मिनट के कार्यक्रम सम्मिलित किए गए हैं।

- चिड़िया और कौआ
- क्या तुम हो मेरी माँ?
- राजकुमारी हँस पड़ी।
- टोपी वाली बंदर
- आसमान गिरा

एन.सी.ई.आर.टी. के प्रकाशन

1. बाबू बोले अपनी बात
धनराज चौधरी

2. जंगल की कहानी
रमेश नारायण तिवारी

3. नन्हा राजकुमार
एन्टोनी द सेंट एक्सूपेरी

4. आओ मिलकर गाएँ

5. अंगों का आपसी तालमेल

2. जीवन मूल्यों का विकास
(एसीडी-4)

यह श्रृंखला साफ़ सफ़ाई के प्रति सजगता, दूसरों की भावनाओं के सम्मान, समय का सदुपयोग और यातायात के नियमों का पालन करे के प्रति संवेदनशीलता हेतु कार्यक्रम है।

3. बालगीत
गुल्लक मेरे गीतों की (एसीडी-8)
यह श्रृंखला 10-10 मिनट की सुंदर कविताओं के कार्यक्रम का खजाना है।
4. रिमझिम-I & II (एसीडी-40-41)
यह श्रृंखला पुस्तक में संकलित पाठों एवं कविताओं को श्रव्य कार्यक्रमों के रूप में प्रस्तुत किया गया है। श्रृंखला का उद्देश्य, कार्यक्रमों के माध्यम से बच्चों में हिंदी भाषा का विकास करना तथा उच्चारण को शुद्ध बनाना है।
5. जन्तु परिवार (वीसीडी-4)
इस श्रृंखला में बिल्ली, बंदर, घोड़ा एवं हाथी की आकृति से मिलते-जुलते जानवरों तथा उनकी शारीरिक बनावट, आदत, स्वभाव व अन्य विशेषताओं को कहानियों के कार्यक्रम सम्मिलित हैं।
6. खेल-खेल में विज्ञान-1
(वीसीडी-5)
इस श्रृंखला में बच्चों को चन्द्रमा के बदलते स्वरूप, स्थिर विद्युत से वस्तु की बदलती दृष्टि आदि जैसे वैज्ञानिक तथ्यों से अवगत कराया गया है।

Some Other Publications

1. The Tiger and the Mosquito
Mrinalini Srivastava
Action speaks more than words. This is the gist of this picture book that will delight tiny tots.
2. That Little Innocent
Megha Shah Swami
3. My Pet Rabbit
Savita Vinod
4. Oh My Little Bubble
Nikitha Elizabeth Mathews
5. The 20th Century Children's Poetry Treasury
Alfred A. Knopf
6. Classic Poetry: An Illustrated Collection
Michael Rosen

Some Puppets and Masks



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