

ENVIRONMENTAL STUDIES (EVS)

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
<p style="text-align: center;">EVS 6.1</p> <p style="text-align: center;">Identifies simple observable features (e.g., shape, colour, texture, aroma) of leaves, trunk, and bark of plants, animals and birds in the immediate surroundings</p>	<ul style="list-style-type: none"> • Parts of a tree/plant lying on the ground i.e., leaves, flowers, twigs, fruits • Various leaves of plants for their aroma texture, shape, size (under guidance of the teacher) • Feathers of birds • Picture books of birds, animals • Cutouts/pictures of various kind of plants, animals • Dry leaves to make/create picture of birds, animals • Tree for bark rubbings 	<ul style="list-style-type: none"> • Providing opportunities to the children to visit the immediate surroundings of the school/home to observe parts of the plants and collect parts of plants /trees and feathers of birds lying on the ground for doing activities. • Organising group activities (5-6 children in a group) to identify leaves based on their size, shape, aroma, texture, etc. • Asking the children to identify names of the birds whose feathers they have collected by seeing a picture book on birds. • Guiding the children to develop a scrap book with their collection of leaves, flowers, twigs, petals and naming them. • Providing opportunities to the children to create pictures of birds, animals, by using thumb prints, dry leaves, barks, etc. • Creating situations for the children to develop jig-saw puzzles of various animals, birds and plants. • Guiding the children to take bark rubbings from trees to see how they compare. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> • Does the child participate willingly in organised visit of the surroundings? • Does the child participate in group work in the class for identifying leaves? • Is the child able to develop a scrap book of collected leaves and flower and label them? • Is the child able to do creative activities by using leaves, pollen grains, petals and colours she/he has collected? • Does the child develop DIY, zig-saw puzzles on her/his own or with the support of the teacher/elders?

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<p style="text-align: center;">EVS 6.2</p> <p style="text-align: center;">Identifies simple features (e.g., movement, at places found/ kept, eating habits, sounds of animals and birds) in the immediate surroundings</p>	<ul style="list-style-type: none"> • Birds and animals in the surroundings • Birds and animal habitats • Pictures showing eating habits of common birds, animals • Visit to a garden, zoo to observe features of different birds, hear sounds of birds and animals • Audio tapes for recording sounds of animals and birds • Films on life of birds, animals • Picture charts of birds and animals 	<ul style="list-style-type: none"> • Organising visits to nearby places/surroundings to help the children observe birds and animals; and their movements. • Assigning projects to the children to observe habitats of local animals and nests of birds and make a visual report. • Providing pictures of common birds and animals in small groups and asking them to discuss and collect data on their food habits. • Arranging visits to the zoo and garden for children escorted by elders/ teachers and asking them to make a report and also record sounds of birds using audio tapes or the cell phone of the teacher. • Showing age-appropriate short films on a bird's life/common animal's life to the children. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> • Does the child participate willingly during a visit to the nearby surroundings? • Does the child show interest and participate in the project as planned? • Does the child get involved in group activity and do the identified tasks? • Does the child take interest in watching films and narrate/recall its content?

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<p>EVS 6.3</p> <p>Identifies relationships with and among family members</p>	<ul style="list-style-type: none"> Parts of a tree/plant lying 	<ul style="list-style-type: none"> Organising individual tasks/activities to identify names of children’s family members/relatives in a group photograph. Asking each child to create a family tree and share it with their peer group, based on the data collected individually. Organising group work to share nicknames of their family members and how they address them (relation with the child). Asking each child to prepare a small write-up on her/his family and paste it below the family tree. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> Is the child able to identify her/his relationship with family members? Is the child able to create a family tree of her/his family? Is the child able to write a brief write-up on her/his family?

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<p>EVS 6.4</p> <p>Identifies objects, signs (vessels, stoves, means communication, signboards, etc.), places (types of houses/shelters, bus stand, petrol pump, etc.) activities (works people do, cooking processes, etc.) at home/school/ neighbourhood</p>	<ul style="list-style-type: none"> • Toy/play objects of the household used in the kitchen (play vessels, play stove, utensils) • Toy vehicles and their pictures • Newspapers, T.V., computer, phone, cell phone, and their pictures • Signboards /signs • Visits to observe different types of houses in the surroundings • Visit to various working places in the vicinity • Pictures of various kind of houses 	<ul style="list-style-type: none"> • Organising for the children to solve puzzles and be quizzed on household vessels through pictures shown. • Asking the children to draw pictures of vessels used in their kitchen and name them. • Discussing various modes of transport and asking them to share their experiences. While exposing them to a variety of road transport show them some common road signs and signboards displaying some information about an event, a product or a place. • Assigning small projects in groups to observe different kinds of houses in the nearby area and making a brief report with the help of the teacher/elders. • Organising for the children to visit a petrol pump, hospital, post office and discussing the role of these places in our lives. After the visit, ask them to give a brief presentation on it. They can be asked about other such places in their neighbourhood. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> • Does the child actively participate and respond when quizzed? • Is the child able to draw visuals and name/label them? • Is the child able to distinguish different modes of transport? • Does the child take part in project work as assigned?

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<p style="text-align: center;">EVS 6.5</p> <p style="text-align: center;">Describes need of food for people of different age groups, animal/birds, availability of food and water and use of water at home and surroundings</p>	<ul style="list-style-type: none"> • Vegetables eaten in raw and cooked form e.g., tomatoes, cucumber, cabbage, broccoli, onion etc. • Vegetables eaten only in cooked form like bottle gourd bitter gourd, potato, Indian round gourd (tinda) etc. • Seasonal fruits • Dishes made from wheat, rice, millets, gram flour • Dishes made for babies, children, older people on various Indian festivals • Food items given to pet animals/birds • Sources of water in the child's surroundings (home/school) • Pictures showing various uses of water at home, in the school • Pictures of sources of water for animals/birds 	<ul style="list-style-type: none"> • Providing opportunities to the children to share their experiences, about what they know about different vegetables and fruits related to taste, their likes and dislikes. Talk them about seasonal fruits and vegetables and why these should be eaten. • Organising for the children, activities (quiz/puzzles) in the class and encouraging them to create their own quiz/riddles on fruits and vegetables. • Assigning a simple project to the children to write about what kind of dishes are made from wheat, gram flour, millet and rice (with the support of an adult). • Organising visits to a zoo or local places to expose the children to the food and water requirement of common birds and pet animals. Have a discussion post the visit. • Encouraging the children to share their experiences about water sources and organising a survey to observe other sources available in the school or surroundings. Discuss about the uses of water at home. • Asking the children to observe at home and discuss in the class about the vegetables that are eaten raw and those that are eaten cooked. They can be asked to prepare a salad of fruits and vegetables that can be eaten raw in the class. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> • Does the child share her/his experiences related to fruits and vegetables? • Does the child get involved in classroom activities and participate with interest? • Does the child complete the project on her/his own or needs support? • Is the child able to give reasons for age related food habits of family members? • Is the child able to describe sources of water and food for animals? • Is the child able to talk about the uses of water at home and how it can be consumed?

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<p style="text-align: center;">EVS 6.6</p> <p style="text-align: center;">Describes roles of family members, family influences (traits/features/habits/practices), need for living together through oral, written or other ways</p>	<ul style="list-style-type: none"> • Role of family members written on cards/sheets (each member including the child) • Picture of family members to discuss their habits, resemblance of features • Children's Learning experiences on living together (joint family). • Poems on family- nuclear family, joint family, single parent family 	<ul style="list-style-type: none"> • Creating situations in the classroom for the children to share the kind of family they have (single parent/joint/nuclear). This can be achieved through an illustration by them. Let them also narrate experiences related with role of self and other family members. They can express through drawings, role play, written form the need to be there for each other • Organising a discussion in the classroom on the defined role of elders and her/his point of view on them. • Conducting a small group activity (5-6 children in group) in the class and asking them to discuss family member's habits, roles, features (height, weight, complexion etc.) they can talk about the similarity and differences they have observed among all. • Providing opportunities to the children to collect poems/stories/anecdotes on the theme, "My Family" and share these in the class. • Encouraging the children to write small poems/songs and draw pictures on the relevant theme. Ask them to present in the class and learn to appreciate each other's work. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> • Is the child able to describe roles of the family members? • Does the child share or express her/his family experiences orally/in writing ways/through role play/using sign language or any other form? • Does the child show interest in writing stories/poem on the theme in her/his own words?

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<p style="text-align: center;">EVS 6.7</p> <p style="text-align: center;">Groups objects, birds, animals, features, activities according to differences/ similarities using different senses (e.g., appearance/ place of living/ food/ movement/ likes-dislikes/ any other features) using different senses</p>	<ul style="list-style-type: none"> • Objects (environmental or ready-made) having similar observable properties e.g. leaves, feathers, balls, blocks, etc. • Objects/animals having variation in observable properties/ features e.g., leaves/feathers of different shapes, sizes, colours; animals that crawl and those that hop/jump/walk • Sensory environmental objects for activities (e.g., sense of smell, touch, sight, hearing) 	<ul style="list-style-type: none"> • Going for a nature walk with the children and having discussions on the kinds of leaves, their colour, texture and other parts of the plants. They can collect some leaves and petals. • Providing opportunities to the children to observe birds and animals during a visit to a zoo or nature walk. • Asking the children to bring feathers lying on the ground of different birds in their neighborhood and identifying them with the help of pictures of birds. • Encouraging the children to use these feathers/leaves and make a picture-cum -record document , name them and share with other children in the class. • Providing opportunities to the children to observe movements of various birds and animals in their surroundings and demonstrate these in the class e.g. hopping like a rabbit, crawling like a snail, flying like a bird or walking like a dog. They can do this to music. • Blindfolding the children and giving them a variety of objects to smell and guess their names e.g. a rose, a perfume, kitchen spices, different fruits. A similar exercise can be done for sound, taste and touch. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> • Does the child recall the trees and plants and their leaves that they collected during the nature walk? • Does the child describe features of each leaf she/he collected (e.g., edges of leaf, tip of leaf, texture, colour, size, etc.)? • Is the child able to develop a DIY herbarium on her/his own? • Is the child able to recognise environmental objects through use of the sense organs only? • Is the child able to demonstrate movement of some animals? • Is the child able to group animals and birds on the basis of observable features?

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<p style="text-align: center;">EVS 6.8</p> <p style="text-align: center;">Differentiates between objects and activities of present and (at time of the elders) (e.g., clothes/ vessels/ games played/ work done by people)</p>	<ul style="list-style-type: none"> • Pictures of household objects e.g., T.V., telephone, mobile, pots, pressure cooker, microwave, air conditioner, air fryer, air purifier • Pictures of objects used during grandparents' time at home like coal, coal iron, earthen pots (matka), newspaper, playing cards, gilli danda, marbles (kancha), carom board, hand fans, lanterns etc. • Pictures of clothes used by the family members in different seasons and by the child • Pictures of clothes used by grandparents in the past like, dhoti, kurta, gamcha, hats(topi), razai masand, wool, cotton mattress, etc. 	<ul style="list-style-type: none"> • Conversing with the children about the household objects they use and their experiences with them. • Providing opportunities to the children to discuss about their experiences and interaction with household items in the past with their parents and grandparents and share their findings in the class. • Playing group games with children using past/present era objects/pictures. • Organising group work in the class to make lists of clothes they use in different seasons. • Assigning a small project to each child to discuss with their grandparents/older family members about the clothes they used to wear and prepare a report on it. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> • Does the child take part in class discussions? • Does the child talk about her/his experiences on the use of household objects? • Is the child able to differentiate between objects used earlier and those used currently by them and prepare a report on it?

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<p>EVS 6.9</p> <p>Identifies directions, location of objects/places in simple maps of (home/classroom/school) using signs/symbols verbally</p>	<ul style="list-style-type: none"> • Directions on the card for identification (visual discrimination) • Compass • Map of home • Map of classroom • Map of school • Location of various places shown on a cell phone using GPS • Symbols used to show places on the map e.g., school, bridge, hospital, bus stop, post office, police station, market etc. • Cards showing various symbols of places separately 	<ul style="list-style-type: none"> • Offering playful activities to the children to identify directions by using compass with the help of the teacher. • Creating opportunities and guiding the children to draw a map of their classroom/home and show/mark relevant places (landmarks) on the map. • Organising small groups in the class (5-6 children in each group) to make symbols to represent various places and mark these on the map of the school. Later discuss the group work in the class. • Helping the children to create directions (DIY) using waste materials and use/paste them at the appropriate places in the classroom/school. • Explaining to the children use of GPS on the cell phone to locate various places. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> • Is the child able to draw a simple map of her/ his home/classroom /school? • Is the child able to create her/his own symbols of various places and mark these on a map? • Does the child identify directions in relation to her/his, standing/sitting position?

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<p>EVS 6.10</p> <p>Guesses properties, estimates quantities of materials/ activities in daily life and verifies using symbols/ non standard units (hand spans, spoons/mugs, etc.)</p>	<ul style="list-style-type: none"> • Glass, bowl, spoon mug to estimate quantity of water • Scale/measuring tape for length • Weighing machine • Pictures/activities showing crude way of estimation (non standard symbols) • Balance • Objects/materials (solid, liquid) • Record keeping 	<ul style="list-style-type: none"> • Providing opportunities to the children to work in groups and later independently on hands-on activities by using spoons, glasses, mugs filled with water. • Making the children observe and use a scale, measuring tape, weighing machine to use standard units in daily life. • Providing situations in the class to do activities related to water e.g., (estimating/guessing amount of water) and then verifying using non standard units. • Organising a group activity whereby asking the children to observe solid, liquid objects/materials and writing down observable properties of each group of materials. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> • Can the child do hands on activities to estimate the amount of water? • Is the child able to use/non standard units to measure quantity/length of materials? • Can the child discriminate properties of solids and liquids?

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<p>EVS 6.11</p> <p>Records observations, experiences, information on objects/activities/ places visited in different ways and predicts patterns (e.g., shapes of moon, seasons)</p>	<ul style="list-style-type: none"> • Children's records /expression on visited places with family • Mode of transports e.g., road, rail, air, water, used by children for visiting places e.g. hospital, school, relatives • grandparents houses/places, picnic spots, friend's places, etc. • Pictures of various modes of transport • Shapes of moon in the sky • Stars in the sky • Patterns in seasons 	<ul style="list-style-type: none"> • Discussing with the children about different ways to keep a record of observations/information of visited places. Showing some samples of these during discussion. • Providing opportunities to the children to share their experiences related to various modes of transports they have used in life. • Assigning a small project-to the children on 'Modes of transport' (present and olden days) and asking them to prepare a visual report with the support of elders. • Encouraging the children to observe the moon in the sky and record its shape regularly for 15 days. Let them make a visual report on it. • Making the children write a song /poem on heavenly bodies. Drawing their shapes and describing them in their own words. • Talking to the children about patterns in seasons. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> • Does the child use different ways to record the information of visited places e.g. written, pictorial, audio video? • Is the child confident in sharing her / his experiences related to modes of transports she/he used? • Does the child complete the assigned project on modes of transports (now and earlier) independently or with the support of elders? • Can the child identify the patterns of seasons?

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<p>EVS 6.12</p> <p>Creates drawings, designs, motifs, models, top, front, side views of objects, simple maps (of classroom, sections of home/ school, etc.) and slogans, poems, etc.</p>	<ul style="list-style-type: none"> • Flowers petals, leaves, vegetables to design/create artwork • Motifs on various objects. • Zero cost materials e.g., wood shaving, dry leaves, groundnut shells • Slogans • Poems and stories • Different patterns on various objects at home/ schools/ market 	<ul style="list-style-type: none"> • Providing support to the children to develop jig-saw puzzles on different objects. • Providing opportunities to the children to use dry leaves/petals and make pictures of different objects/animals. • Asking the children to observe patterns, designs and motifs on different household objects like crockery, linen, curtains, furniture, curios, vases and take inspiration from them to create their own designs, drawings, motifs using leaves, petals, paper, paint, colours, pulses, (rangoli, bookmarks). • Motivating children to write slogans on various themes. • Encouraging the children to write poems and stories on the related themes. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> • Is the child able to develop DIY, jig-saw puzzles and use it? • Is the child able to use dry leaves/petals and create her/his own designs? • Does the child take interest in creating poems/stories/slogans?

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<p style="text-align: center;">EVS 6.13</p> <p style="text-align: center;">Observes rules in games (local, indoor, outdoor) and other collective tasks</p>	<ul style="list-style-type: none"> • Materials used for local games both indoor and outdoor e.g., chess, marbles, carrom board, pitthu • Rules made by elders for play • Rules made by children for indoor/outdoor games • Team games e.g., cricket, kabbadi, football • Local games hop-scotch, seven titles, <i>gilli danda</i> 	<ul style="list-style-type: none"> • Providing opportunities to the children to share their experiences related to the games they play with family and friends. • Organising the children into small groups and asking each group to list indoor and outdoor games they play along with their rules. After the activity, discuss the group report in the class. • Assigning a small project to each child to prepare a picture book on local indoor and outdoor games with play instructions. Let them include a small write-up on their likes and dislikes. • Discussing with the children what kind of problems they face while playing outdoor games particularly space constraints. • Developing awareness about the importance of team games through videos/discussions. Discuss the importance of games and play in our life. • Showing them films on games and sports like Chakde India, Iqbal, Shabash Mithoo, 83, dangal etc. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> • Is the child able to share her/his personal experiences related to indoor and outdoor games? • Does the child willingly participate in team games and group activities? • Does the child do the project independently or with the support of elders?

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<p style="text-align: center;">EVS 6.14</p> <p style="text-align: center;">Voice's opinion on good/bad touch. stereotypes for tasks/ play/ food in family w.r.t. gender, misuse/wastage of food and water in family or food</p>	<ul style="list-style-type: none"> • Videos on good and bad touch • Narratives/stories • Audio recordings • Stories on gender sensitivity • Picture showing gender discrimination related with food habits in the family • Pictures/videos on stereotypes in play activities • Narratives on wastage of food • Picture showing water wastage • Activities showing checking water and food wastage 	<ul style="list-style-type: none"> • Creating situations in the class to discuss/share stories, narratives related to gender sensitisation. • Showing videos/films on stereotypes related to gender discrimination specially related to food served to boys and girls in the family. • Using informal approach e.g. videos, stories/narratives to discuss good and bad touch with the children in a very sensitive and discreet manner. • Discussing with the children good and bad touch related to both genders and asking them to share such lessons in the family. • Having a group discussion in the class on how to reduce food and water wastage at home/hotels/parties. • Assigning a small project to the children to observe what kind of food or water wastage they see in the family and at family functions and how these can be checked at the family level. They can write a report on their findings and share it in the class. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> • Does the child take interest in listening to stories on gender issues? • Does the child watch videos/films on bad and good touch and understand its seriousness? • Does the child participate in project/ group work on food, water conservation? • Does the child ask questions or share concerns on gender issues?

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<p>EVS 6.15</p> <p>Shows sensitivity for plants, animals, the elderly, differently-abled and diverse family set ups in surroundings. (For the diversity in appearance, abilities, choices - likes/dislikes, and access to basic needs such as food, shelter, etc.)</p>	<ul style="list-style-type: none"> • Film / videos on protection of plants and animals in the surroundings • Narratives/Children's Experiences/Storybooks on sensitivity towards animals and plants • Narratives on diverse set up of families (joint, single parents/ adopted child) • Children's own experiences related to plants and animals care • Case study of a differently abled person picture showing diversity /variation is appreciation among people in the family / religion • Experience of children's related to food (likes / dislikes) 	<ul style="list-style-type: none"> • Providing opportunities for the children to watch films / videos on showing sensitivity towards plants/ animals and conserving them, followed by a discussion in the class. • Allowing the children to share their experiences on how they take care of them. • Discussing family structures in the class without mentioning their merit and demerits. Explaining the reasons for diversity in family structures and later listening to children experiences in a sensitive manner. • Assigning a project to the children where they have to do a case study of a differently abled person with the support of elders and share the findings in the class. • Organising a group discussion in the class on the likes and dislikes of food eaten in the family. <p>Guiding Question for Assessment</p> <ul style="list-style-type: none"> • Does the child take interest in watching videos on plants/animals? • Does the child display care and sensitivity towards plants and animals? • Does the child participate in group discussions? • Is the child able to do a case study of a differently abled person with adult support?