

Looking around and beyond!



Chandrika Muralidhar

This worksheet addresses the themes of family, relationships, community, plants, animals, water, food and places. It also incorporates EVS skills, 21st century skills and sustainable development goals. It endeavours to provide a pedagogy of exploration through questions, field trips, videos followed by reading and interpreting charts, case studies and various kinds of expression like drawing and descriptive writing.

Let's explore!!

Asha, Jeet, Nilofer and Vinod are students of class 5. Their EVS teacher discusses about a plan to visit the nearby botanical garden for a day-long picnic. She makes the four of them responsible for certain important things.





Asha – Formation of student groups, nominating an anchor for each group.

Jeet – List of requirements like snacks, water, note pads, pencils, first-aid kit.

Nilofer – Gathering all the information collected and writing a report.

Vinod – Supporting group members to list out questions that need to be asked to seek clarifications on various aspects of the visit.

Your role in this picnic – Pair up with a classmate and list out all the details that will help these four students to be prepared for the picnic.

 <p>Hello. I am Jeet. Please help me make my list.</p>	<p>My name is Vinod. What are the questions I should ask my teacher about the picnic? Can you help me?</p> 
 <p>I am Asha. We are a total of 20 students. I want to form four groups of five members each. What should I do to form the groups? How do I select members for each group?</p>	<p>How can we write a report on a picnic? What will the parts of the report be? I know there should be an introduction and a conclusion. What else? I am Nilofer, please give me suggestions.</p> 

What did I learn from this activity? _____

(Note to the teacher: This activity addresses the following skills of EVS – observation, recording, expression, questioning and analyzing.)

Ask the elders

Appu is going out to buy a loaf of bread. His grandmother goes with him as she needs to buy some medicines. At the shop, when Appu pays Rs. 40 for the bread, his grandmother exclaims, "When I was your age, bread used to cost only Rs.2." Appu is surprised and wants to know more about other items like milk, fruits, ghee, sweets, etc., and starts to make a list.

Why don't you make a similar list? Speak to an older person at home or an elderly neighbour (do take permission for this from the person) and fill up the table given below.

Name of the item	Price (as told by the elderly person)	Present price

1. Draw a bar graph that shows the prices for the items.
2. Also find out what changes the older people have seen in the following – local rivers, vegetation, animals (domestic and non-domestic), kinds of food, etc.
3. What are the conclusions that you can draw from this table/graph?

(Note to the teacher: This activity nurtures the EVS skills of observation, recording, classification, discussion and cooperation.)

Where do they fit?

1. Can you name the animals that live with you, near you or around your neighbourhood?

2. What are the features/characteristics of these animals that allow them to stay in these places?

3. Think of places like a forest, an ocean or a desert. List out animals that live in these places. What characteristics do these animals need to live there? Share this list with your classmates. With the help of your teacher, design a chart that includes all these animals. Do these places have names? What are they?

(Note to the teacher: This activity aims at supporting the learner to organize different species of plants and animals based on their physical characteristics. It also provides a glimpse of how specific characteristics help species adapt to environmental conditions. The concept of 'habitat' could be introduced here. The EVS skills being nurtured here are discussion, recording, explanation, analyzing and expression.)

We welcome you!



There are a lot of people that we see and meet every day. Other than your family members, friends and neighbours, write a list that includes people you meet every day, once a week or occasionally.

Name of person/people	Meet everyday	Meet once a week	Meet occasionally

How do each of these people form a part of your life? Do they work for you, provide you with some essential items? Pick any two people from your list and write about the kind of work they do for you?

1. _____

2. _____

Does your list include any of these people – vegetable vendor, milk supplier, courier service person, tailor, cycle/ any other vehicle mechanic, potter? With the help of your teacher, organize a visit by any one of the above people to your class. Write a list of questions that you would like to ask them to understand the kind of work they do and why they do it. All these people provide us with a service and they deserve respect from us. Make sure they are treated with respect when they visit your class. Now let's make our questions.

(Note to the teacher: The 21st century skills speaks of investigative explorers and resourceful learners. This activity provides the learners with an opportunity to interact with people beyond their school premises and know about the kind of life they lead. The teacher can speak about the 'livelihood' of the people listed by the learners. The learning outcome of concern for justice and equality can be explored here. The teacher can invite more people to help her class know about their livelihood.)

What a waste! What can I do?

Watch this video in your classroom (or on a mobile phone), <https://www.youtube.com/watch?v=cbPt1Jn3YLw> and note down three points that you understood from the short film.

1. _____
2. _____
3. _____

How do you use plastic in your daily life? Fill in the table given below with details.

Plastic use	Number of items used								How can you reduce its use?	
	M	T	W	T	F	S	S	Total		
Plastic bottles										
Plastic drinking straws										Use steel straws instead, which can be cleaned and used again.
New plastic bags received										Collect them and give them to organizations that recycle them into usable products. Example – www.recharkha.org

Ponder on the following questions,

1. What can we do to reduce plastic waste?
2. How can you create awareness in your school about this?
3. Take a pledge to take one action to reduce plastic waste. Write or draw what your pledge is in the space given below.

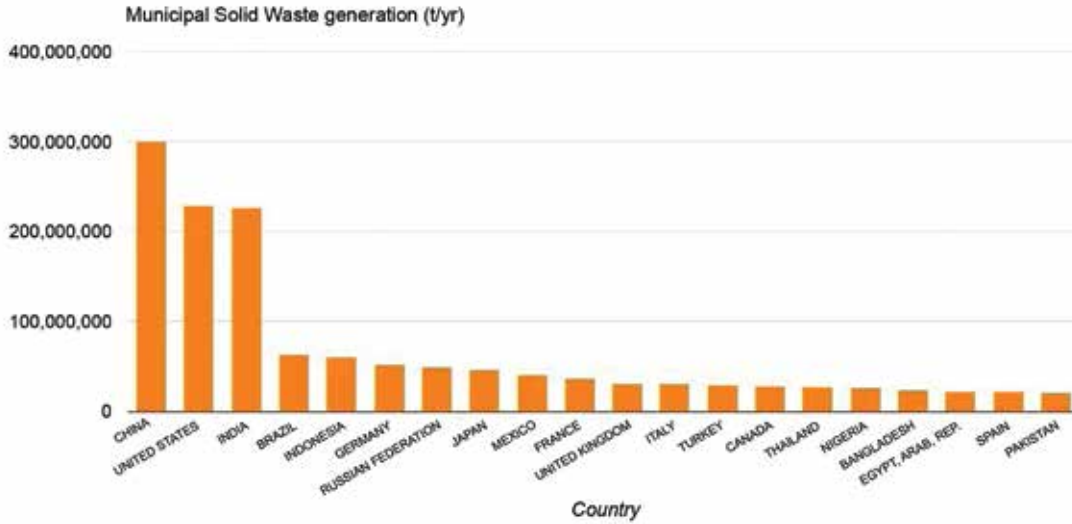
(Note to the teacher: This activity addresses the 9th Sustainable Development Goal – Industry, innovation and infrastructure – building resilient infrastructure and fostering innovativeness. It also nurtures the EVS skills of discussion, explanation, expression, classification and co-operation.).

Let's read graphs/charts!!



Chart 1 below shows the solid waste generated by different countries measured in tons per year (t/yr). Let us try to answer questions based on the chart.

Chart 1



1. What do you consider as solid waste? Give 2-3 examples

2. Identify five countries that produce the most waste.

3. Locate these countries on the world map. Also write the name of one neighbouring country for each.

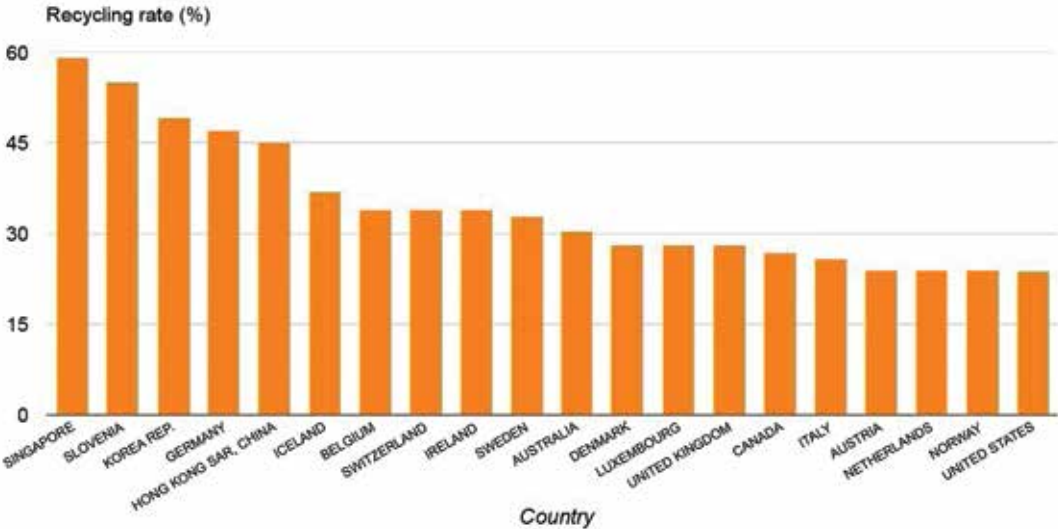
- i. _____ ii. _____
- iii. _____ iv. _____
- v. _____

4. Name three countries that produce similar quantity of waste. What is the quantity produced?

5. Name one European country each that produces the highest and lowest quantity of waste.

Let us now look at Chart 2, which shows the top 20 countries that recycle solid waste. Answer the questions that follow.

Chart 2



1. Write down the names of countries not listed in Chart 1. Discuss why they are listed in the recycling chart but not in the waste chart.

2. Identify the countries that appear in both charts.

3. Design two more questions using Chart 2 and ask your classmates. Make a combined list of these questions and submit to your teacher.

Question 1:

Question 2:

(Note to the teacher: This activity nurtures analytical ability, interpretation and drawing conclusions. Also includes the skills of developing questions and making logical connections. The activity also addresses the 11th Sustainable Development Goal of sustainable cities and communities). Charts sourced from Waste Atlas (<http://www.atlas.d-waste.com>).

Learning to 'case study'



Read the passage given below.

In India, floods from monsoon rains often affect village schools near the Brahmaputra River in Assam. Following a particularly devastating flood in 2004, the community planted trees to protect buildings and created raised platforms to store vital possessions. In school, students now practice what to do in a flood emergency including learning first aid. They are also taught how to make rafts from banana plants, bamboo and tarpaulin, and life jackets from bottles and jerry cans. The village elders have also been showing students how to spot warning signs that a flood is coming by looking at cloud patterns and watching out for unusual behaviour in animals and birds.

1. Use the map of India to find the state of Assam. Name the states that share their borders with Assam. Does it share its border with another country? If yes, which one?

2. In the area that you live, have you faced floods due to rain or any other reason? If yes write a few sentences about it.

3. The village elders, as given in the passage, look out for 'unusual behaviour' in animals and birds. What do they mean by this? Discuss with your classmates and write it here.

4. Also discuss what you would like to do in your school and home to create awareness towards 'flood preparedness'.

5. Visit a local government office and find out from them how they plan and prepare for emergencies like floods.

(Note to the teacher: The teacher can introduce the concept of disaster preparedness and speak of the various government schemes that support it. The EVS skills here are observation, recording, discussion and expression.)

The case study has been sourced from the publication Commonwealth Class, Rising Sea Levels, British Council, The Royal Society.

My favourite food!

Let's make our own pickle

What you will need (ingredients)

1. Ginger – 100 gms
2. Lemon – 2 (squeeze the juice and keep aside)
3. Salt – 1 teaspoon
4. Green chillies – optional
5. A bowl, a jar, a clean cloth, knife, cutting board

Method

Step 1: Peel and wash the ginger. Wipe it gently with a clean cloth.

Step 2: Cut the ginger into long strips and place them in a dry clean bowl.

Step 3: Add salt and mix the ginger well. Keep aside for 10 mins.

Step 4: Pour out any water that you see in the salted ginger.

Step 5: Add the chillies (if you want to) and also add the lemon juice.

Step 6: Mix well and keep it aside.

Step 7: You will notice the ginger turns pink in colour (can you tell why?).

Step 8: Your pickle is ready to eat. You can now put the pickle in a jar and close the lid. Enjoy this pickle with your family and friends.



(Source – Sikkim EVS Class 5 textbook)

Given above is a detailed recipe of making a pickle. The recipe has the ingredients (ginger, lemon, green chillies, etc.) and the method (steps 1 to 8) to make it.

1. With the help of your teacher, prepare this pickle in your class.
2. In your notebook, write a recipe of your favourite food. You could take the help of your family members to write it. Also write why it is your favourite food.

(Note to the teacher: The activity nurtures the EVS skills of observation, recording, discussion, experimentation and cooperation.)

Chandrika Muralidhar is a faculty member at the School of Continuing Education and University Resource Centre, Azim Premji University. She teaches and contributes to professional development programmes. She has been working in the space of science education, teacher capacity enhancement, curricular material development, textbook writing and as an editorial member of the university publications. She can be reached at <chandrika@azimpremjifoundation.org>.