### Worksheet - 1

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>--Observation &amp; Recording</td>
<td>1. Reflects sensitivity towards animals.</td>
<td>Peer group</td>
</tr>
<tr>
<td>1. Observe animals to find that they also speak,</td>
<td>2. To know about sense organs of animals and birds.</td>
<td>Whole class</td>
</tr>
<tr>
<td>hear, see, eat &amp; smell.</td>
<td>3. Love and care for nature.</td>
<td></td>
</tr>
<tr>
<td>2. Animals like ants/mosquitoes/tiger/eagle/silk</td>
<td>4. To know about national parks in India.</td>
<td></td>
</tr>
<tr>
<td>worm/dog etc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--Identification &amp; classification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Behavior of animals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Animals poached for their body parts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-- Discovery of facts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. endangered animals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. protect wild life.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| TLO –                                              | To know about sense organs of animals and birds.                                        |
|                                                   |                                                                                         |
| Sample Activity 1) :- ICT – Teacher shows various  | Sample Activity 2):- Poster making and writes 5 lines on endangered animals like A Tiger.|
| videos on various super senses of animals for      | – Save Wildlife (Group activity)                                                       |
| their sight, smell and sound from web source       |                                                   |
| (www.youtube.com)                                  |                                                   |

| TLO -                                              | Love & care for nature.                                                                   |
|                                                   |                                                                                         |
| Sample Activity 2):- Poster making and writes 5    |                                                                                         |
| lines on endangered animals like A Tiger. – Save   |                                                                                         |
| Wildlife (Group activity)                          |                                                                                         |

<p>| TLO -                                              | To know the location (States) of national parks.                                        |
|                                                   |                                                                                         |
| Sample Activity 5):- Map work – Locate the different |
| national parks in India.                          |                                                                                         |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Observation &amp; recording</td>
<td>1. Sensitivity on cruelty to animals.</td>
<td>Group</td>
</tr>
<tr>
<td>Identification and Classification</td>
<td>1. visual clips on poisonous &amp; non poisonous snakes 2. Windblown musical instruments</td>
<td>Individual</td>
</tr>
<tr>
<td>Discovery of facts</td>
<td>1. First aid &amp; its use</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Understands the life of snake charmers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. To know the close relationship between animals and human beings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. To identify poisonous snakes and non-poisonous snakes. Understands the importance of giving first aid for snake bite.</td>
<td></td>
</tr>
</tbody>
</table>

TLO - Importance of giving first aid.

Sample Activity 1) :- Group activity – Make a first aid kit & list the items included in it.

TLO - To know the close relationship between animals and human beings.

Sample Activity 2) :- Survey – About people who keep animals for their livelihood.
# Worksheet – 3

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation &amp; recording</td>
<td>1 To know about Digestion. 2 To learn about taste organ and diet of a person 3 To know the importance of good food 4 To know the importance of glucose in our daily life. 5. Understands the importance of balanced diet.</td>
<td>Group</td>
</tr>
<tr>
<td>Identification &amp; classification</td>
<td>1. Interprets about taste buds &amp; the areas of taste. 2. Balanced diet &amp; its necessity for us.</td>
<td>Individual</td>
</tr>
<tr>
<td>Discovery of facts –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Diseases caused due to improper diet. 2. Use of grouse drip &amp; ORS.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**TLO – To know the importance of glucose in our daily life.**

**Sample Activity 1)**: Discussion – Glucose drip – Why it is given? ORS – What is it? Why it is given? How it is made?

**TLO - To learn about taste organ and diet of a person.**

**Sample Activity 2)**: Diagrammatic representation - Tongue and its different areas of taste.
Q1) Match the following.

- Strong sense of vision
- Leaves a scent on the way
- Both the eyes in front of the head
- Strong sense of smell
Q2) Given below are the names of food items. Select and fill in the plate which would make a balanced diet.

Rice, Dal, Pizza, Sabzi, Roti, Noodles, Chips, Milk, Salad, Burger, Fruits

Q3) Given below are the pictures of some animals. Put a tick (✓) if that animal is used for entertainment & (X) if it is not.
<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcome (TLO)</th>
<th>Suggested strategies</th>
</tr>
</thead>
</table>
| Observation & Recording                           | 1. To know and understand spoilage and wastage of food  
| 1. Causes of food spoilage                        | 2. To learn how to preserve food  
| Identification & Classification                   | 3. To get the knowledge about preservatives.                                                | Group               |
| 1. Food items that spoil quickly/ stays for long  | 4. Understands the technique and skill involved in preservation and cooking.                 | Individual           |
| time.                                             |                                                                                               |                      |
| 2. Steps to prevent food spoilage                  |                                                                                               |                      |
| 3. Food preservation.                             |                                                                                               |                      |
| Discovery of facts                                 |                                                                                               |                      |
| 1. Steps of making Mamidi tandra & Preservation   |                                                                                               |                      |
| techniques used in making it.                     |                                                                                               |                      |

TLO -- To know the causes of food spoilage.

Sample activity – Take different food items like bread, cooked rice, raw tomato & keep it in open air. Observe & record changes that you see daily for a week.

TLO – To know the recipes of a few healthy food items.

Sample activity - Collect and read (Reading with purpose) the recipes of different healthy food delicacies. E.g. sprouted bhel, fruit chat etc.
### Skill focused
- **Observation & Recording**
  1. Steps of seed germination by doing activity.
- **Identification & Classification**
  1. Dispersal of seeds by different modes.
  2. Identifies shoot & root of baby plant.
- **Discovery of facts**
  1. Presence of hook, thorns, wings & hair in seed helps in seed dispersal.
  2. Carnivore’s plants like pitcher plant eat insects.

### Target Learning Outcome (TLO)
1. Observe the different stages in the germination of seed
2. To know the parts of a seed
3. To understand the conditions necessary for a seed to sprout
4. To know dispersal of seeds and agents involved in seed dispersal

### Suggested strategies
- Peer group
- Individual

---

**TLO -- To know the process of seed germination.**

Sample activity – Soaked seeds are used for observing the process of seed germination. The changes are recorded.

---

**TLO – To know about - Discovery of Velcro.**

Sample activity – Display of various objects with Velcro.
Skill focused | Target Learning Outcome (TLO) | Suggested strategies
--- | --- | ---
Observation & Recording
  1. Water storage techniques in earlier times.
  2. Sources of water in olden/modern days.
Identification & classification
  1. Importance of water conservation.
Discovery of facts
  1. Rain water harvesting – why is it important & how it can be done?
| 1. Observe and identify the different sources of water
  2. Identify the difference between step well and lake
  3. To know the importance of water conservation and how and why rainwater is harvested |
| Individual
| Group

TLO - To know the value of saving water.

Sample activity 1) - [https://www.youtube.com/watch?v=KDU3OOAt6dg](https://www.youtube.com/watch?v=KDU3OOAt6dg) Recite the poems on Save water theme.

Sample activity 2) – Poster making Save Water.
Q1) How do we preserve mangoes?

RAW MANGOES

RIPE MANGOES

Q2) Seeds are carried to different places. Write “W” if they are carried by water, “A” if they are carried by air, “B” if they are carried by animals & birds & “S” if they are thrown by splitting.

If they are thrown by splitting.
Q3) Observe the Water Bill given below & write the details written on the bill.

1) Bill board ______________
2) Bill date ______________
3) Consumer’s name ______________
4) Consumer’s address ______________
5) Total bill ______________
6) Last date of payment ______________
7) Zone code ______________
8) Area code ______________
9) MR number ______________
10) WC number ______________
<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation &amp; Recording</td>
<td>1. Observe experiments with water which are related to everyday life.</td>
<td>Group</td>
</tr>
<tr>
<td>1. Objects that sink/ float</td>
<td>2. To identify the things float, sink, soluble and insoluble in water.</td>
<td></td>
</tr>
<tr>
<td>2. Objects that are soluble/ insoluble.</td>
<td>Learning by doing</td>
<td></td>
</tr>
<tr>
<td>Identification &amp; Classification</td>
<td>3. To get the information about dead sea.</td>
<td></td>
</tr>
<tr>
<td>1. Why do objects sink/ float?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discovery of facts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Weight of the objects compared to that of water is responsible for it to sink/ float.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TLO – To know the objects that sink/ float in water.**

Sample Activity – Students in a group of 4-5 collect different objects like matchsticks, nails, leaves, pebbles, marbles, straw etc. & find out objects that sink/ float in a tub of water. Result observed by them is recorded.

**TLO – To know about Dandi March (Struggle for freedom)**

Sample activity - Discussion / narration on Gandhiji & Dandi march

**Dandi Salt March**
- Act of protest against the British salt tax
- Gandhiji and followers walked from Sabarmati Ashram to Dandi, Gujarat
- The march was 200 miles long
- March lasted about a month!
### Worksheet - 12

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation &amp; Recording</strong></td>
<td>1. To know the relationship between stagnant water, mosquitoes malaria, blood testing etc.</td>
<td>Peer group</td>
</tr>
<tr>
<td>1. Blood test- clinical pathology report.</td>
<td>2. Observes the blood report</td>
<td></td>
</tr>
<tr>
<td>2. Life cycle of mosquito.</td>
<td>3. To know the symptoms of malaria and its prevention</td>
<td></td>
</tr>
<tr>
<td><strong>Identification &amp; Classification</strong></td>
<td>4 To learn how to save ourselves from getting malaria.</td>
<td></td>
</tr>
<tr>
<td>1. Symptoms of malaria</td>
<td>5 To understand the different stages in the life cycle of mosquitoes.</td>
<td></td>
</tr>
<tr>
<td>2. Preventive measures for malaria.</td>
<td>6 To know about anemia, its causes and prevention.</td>
<td></td>
</tr>
<tr>
<td><strong>Discovery of facts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Diagnosis &amp; treatment of malaria.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Diseases spread by insects.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TLO -- To know the cause of malaria.**

Sample Activity – (Survey in group). Visit to Water logged areas.

**TLO – Knowledge about anemia.**

Sample Activity – Conversation on Symptoms causes & treatment of anemia.
<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation &amp; Recording</td>
<td>1. To understand why people take risk like snow covered and difficult mountain terrains.</td>
<td>Peer learning</td>
</tr>
<tr>
<td>1. Adventurous sports, Mountaineering, Surfing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Things needed for mountaineering camp.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Things present in rucksack.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Duties performed by a group leader.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discovery of facts</td>
<td>1. Indian women in mountaineering / adventurous sports.</td>
<td></td>
</tr>
<tr>
<td>1. Indian women in mountaineering / adventurous sports.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TLO -- To know the things used to climb a mountain.**

Sample Activity – Clippings of various equipments used in mountaineering.
Q 1) Observe the picture carefully.

One can see a man comfortably reading while floating in waters. Write -

a) Name of the sea - __________

b) What makes him to float? -

Q2) Observe the picture.

a) Write the name of the insect - ______________

b) Write 2 diseases caused by the bite of this - __________ __________

c) Write two symptoms - ________________________________

d) Write two preventive measures -

______________________________
Q3) Name these famous mountaineers and their countries.

[Images of mountaineers with flags of India, Nepal, and the United Kingdom]
## Skill focused

<table>
<thead>
<tr>
<th>Observation &amp; Recording</th>
<th>Target Learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
</table>
| 1. Golconda fort a virtual tour using a video  
2. Various structures found in a fort like bastions, canons etc | **1. To know a historical monument to introduce children to the techniques, design, uses of metals, water arrangements of earlier times.**  
**2. To identify the monuments** | Peer learning  
Individual Reading – Reading with purpose |
| Identification & classification | | |
| 1. Architectural wonders in Golconda Fort – Fountains in the top of fort, verandas, Gardens etc.  
2. Discovery of facts –  
1. forts & their importance  

---

**TLO - To know more about the forts in India.**

**Sample activity –1) Visit to a nearby fort. (Field trip)**

2) Write a report on the visit to the fort using the keywords given: - date & day, conveyance used, distance from the school or home, name of the fort, the historical things seen in the fort.  

---
Skill focused | Target Learning Outcome | Suggested strategies
--- | --- | ---
Observation & Recording  
1. Observing the day sky & night sky  
2. Observing world map & globe  
Identification & Classification  
1. Identifies that Earth is round.  
Discovery of Facts  
1. The demarcations on Earth are man made.  
2. Training required for space journey. | 1. To know the challenging concept of the shape of the earth and gravitation.  
2. To understand about space ship  
3. To know about Sunita Williams and her experience in the space  
4. To know about Nature and earth | Individual (Reading with purpose)  
Pair

TLO - To know about space journey by an astronaut.

Sample Activity – Video clippings a about space journey various astronaut.

[https://www.youtube.com/watch?v=qzUljfuw4s](https://www.youtube.com/watch?v=qzUljfuw4s)

[https://www.youtube.com/watch?v=l7-pLfU0Z1Q](https://www.youtube.com/watch?v=l7-pLfU0Z1Q)
### Skill focused

<table>
<thead>
<tr>
<th>Observation &amp; Recording</th>
<th>Target Learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Observes different kinds of oil (Petrol, diesel etc.)</td>
<td>1. Observes different kinds of oil.</td>
<td>Group</td>
</tr>
<tr>
<td>2. Pollution caused by vehicles in cities.</td>
<td>2. Learns difference between various kinds of roads</td>
<td></td>
</tr>
<tr>
<td>Identification &amp; classification</td>
<td>3. Learns fuels and alternate sources of energy</td>
<td></td>
</tr>
<tr>
<td>1. Causes of pollution.</td>
<td>4. Awareness about how to save energy (fuel)</td>
<td></td>
</tr>
<tr>
<td>2. Uses of different oils.</td>
<td>5. Understands the problems that arise from the smoke coming out of the vehicles.</td>
<td></td>
</tr>
<tr>
<td>Discovery of facts –</td>
<td>6. Identifies the petroleum products,</td>
<td>Individual</td>
</tr>
<tr>
<td>1. Oil is precious but non renewable. Use it judiciously.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Enhance use of renewable energy sources like solar.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TLO – Applying statistical data to compare petrol prices over 3 months period.**

### Sample Activity (Pair activity) – A bar chart to be prepared for comparing the petrol prices at the nearby petrol pump (duration 3 months)

![Bar Chart](image-url)
Q 1) GOLCONDA FORT is an excellent example of architecture. Explain.

Q 2) Write experiences of Sunita in space.

Q 3) Make a slogan on “SAVE FUEL” with illustration.
### Skill focused

<table>
<thead>
<tr>
<th>Observation &amp; Recording</th>
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<th>Suggested strategies</th>
</tr>
</thead>
</table>
| 1. Observes an India map.  
2. Observes different types of shelter, food habits, living conditions, languages, clothes worn by people. | 1. Learns different types of shelters as well as delicious food, habits, living conditions, languages and different types of clothes worn by people.  
2. Different states and their capitals.  
3. Knowledge about Ladakh, Changpas | Group  
Individual |

### Identification & classification

1. States & their capitals
2. Discovery of facts –
   1. Living conditions of tribes in Leh & ladakh.
   2. Different states and their capitals.
   3. Knowledge about Ladakh, Changpas

---

**TLO - To know about tribes in Leh & Laddakh.**

**Sample Activity:**
1) Clipping shown to learner that shows the geographical & living conditions of tribal people. (Changpas)

2) Video on Gaurav Jani.
   [https://www.youtube.com/watch?v=SlIdSPPxWMfk](https://www.youtube.com/watch?v=SlIdSPPxWMfk)
### Skill focused

**Observation & Recording**
1. Observes the people who help during disasters.

**Identification & classification**
1. Different types of disasters. Natural/Manmade.

**Discovery of facts –**

<table>
<thead>
<tr>
<th>Target Learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
</table>
| 1. Learns natural calamities like Earthquake, flood etc.  
2. Understands the effects of earthquake.  
3. Awareness about what all can be done if there is a warning about disasters.  
4. Understands difficulties faced by people during floods, earthquakes  
5. Learns who helps people during natural calamity. | Group  
Individual |

### TLO - Instructions to be followed during any disaster.

Sample activity – A mock drill can be arranged for terrorist attack / earthquake.
**Observation & Recording**

1. To observe the changes in size of chest while breathing, pulse rate.

**Identification & classification**

1. Musical instruments played by blowing air into it.

**Discovery of facts**

1. Hot air rises up, cold air does not rise.
2. Cold & hot air coming out of our mouth can be used at different situations as required.

**Target Learning Outcome**

1. Understands the concept of hot and cold air
2. Understands that the air coming out of our mouth can be cold or hot as compared to the temperature outside,
3. Observes a stethoscope
4. Learns to count heart beat
5. Identifies musical instruments which are played by blowing air into it.

**Suggested strategies**

Group

<table>
<thead>
<tr>
<th>TLO - Knows to use hot &amp; cool air blown as per situation.</th>
</tr>
</thead>
</table>

**Sample Activity - 1) Activity performed – learner will try to cool the hot coffee by Blowing cool air.**

**2) To warm up hands, hot air is blown.**
Q 1) Pashmina Shawl is famous in the world. Why?

Q 2) When an earthquake occurs, what should one follow?

Q 3) Draw a picture of the wind instrument which you like most. Write the name?
### Skill focused

- **Observation & Recording**
  1. The different types of profession in society.
  2. Identification & Classification
     1. Develops sensitivity towards social issues
     2. The jobs which people do not like to do.

- **Discovery of Facts**
  1. Respect for all. Dignity of labour.

### Target learning Outcome

- Knows about the professions liked & disliked by the people.
- Knows about the great work done by Gandhiji & other social reformers for untouchables or deprived class.

### Suggested strategies

- Group activity-questioning & collecting data from the cleaning staff of the school or locality.

### TLO-Know more about social reformers.

Sample activity-Information clippings on social reformers like Mahatma Gandhiji, Mother Teresa, Dr. Babasaheb Ambedkar etc.
**Skill focused** | **Target learning Outcome** | **Suggested strategies**
--- | --- | ---

**TLO-To know woman achievers in sports.**

Sample activity-Make a scrap book of woman achievers in sports

Sample activity-Debate –Should games for boys &girls be different?
### Skill focused

<table>
<thead>
<tr>
<th></th>
<th>Target learning Outcome</th>
<th>Suggested strategies</th>
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</thead>
<tbody>
<tr>
<td>Observation &amp; Recording 1</td>
<td>People who change their place of stay due to unavoidable circumstances, the problems faced by them. Identification &amp; Classification Displacement associated difficulties. Discovery of Facts Justice &amp;equality for one &amp;all.</td>
<td>Map reading skill. Understands the problems faced while changing places</td>
</tr>
</tbody>
</table>

**TLO**  To know major rivers and dams build on it.

Sample activity Map reading will be done to locate rivers and dams. Visual clips on dams can be shown.
Q 1) Write the names of 3 Jobs each which you would like to do and won’t like to do.

Would like to do

----------------------------------------------------------

Won’t like to do

----------------------------------------------------------

Q 2) Write a short note on basketball.

Q 3) What are the benefits of a DAM.
### Skill focused

**Observation & Recording**
- 1. Different types of farms and farmers.
- 2. Changing food habits, changing crops grown.

**Identification & Classification**
- Hardships faced by farmers including seasonal migration, need for irrigation, fertilizers.

**Discovery of Facts**
- Modern technologies, methods involved in the journey of the seed.

### Target learning Outcome

- Different food items made from the same grains.
- Differentiate and compare change in agricultural practices over the years.
- Understands the hazards due to overuse of insecticides and pesticides.

### Suggested strategies

- Talking to elders in pairs.
- A field trip to near by farm and its report.

### TLO: To know journey of a seed from farm to plate.

### Sample activity: 1. Preparing a small kitchen garden.

2. Preparing manure from waste.
### Skill focused

**Observation & Recording**
1. Tribal life in and around, communities depending on forests.
2. Products from forests.

**Identification & Classification**
1. Interdependence of animals and plants and human beings.
2. Need and problems associated with deforestation.

**Discovery of Facts**
1. Impact and need to prevent deforestation.
2. Relevance of vanmohatsav.

### Target learning Outcome
- Knows the uses of forest and lifestyle of people.
- Destruction of forest and protecting the environment.
- Understands rules and regulations.

### Suggested strategies
- Group activity_ Debate and discussion.
- Map reading- To locate forest in India.

### TLO:
To know more about Chipko movement

**Sample activity:** Story of Chipko movement.

<table>
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</thead>
<tbody>
<tr>
<td><strong>Observation &amp; Recording</strong>&lt;br&gt;1. Observing infants.&lt;br&gt;2. Qualities and skills of relatives.&lt;br&gt;<strong>Identification &amp; Classification</strong>&lt;br&gt;1. Traits in family.&lt;br&gt;2. Grouping the traits, maternal/paternal.&lt;br&gt;<strong>Discovery of Facts</strong>&lt;br&gt;Traits are carried over generations.</td>
<td>• Knows about traits of family&lt;br&gt;• Understands about the different genetic diseases.&lt;br&gt;• To know the role of family members and respect them.</td>
<td>• Individual activity_&lt;br&gt;Collect data on their respective family traits</td>
</tr>
</tbody>
</table>

**TLO:** To know about relations in a family and similarity between them.

**Sample activity:** To draw a family tree and write the common traits among them.
### Skill focused

<table>
<thead>
<tr>
<th>Observation &amp; Recording</th>
<th>Target learning Outcome</th>
<th>Suggested strategies</th>
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| 1. Hardships faced by seasonal migrations and borrowing money.  
2. Know about different crops and festivals of different seasons. | - Know about the issues related to borrowing money.  
- Know about the delicacies of different festivals  
- Learn about the facilities given by government for education and loan | - Group activity.  
Enact as moneylender in a small skit.  
Discussion and debate.  
Mapping: To show different crops grown in different state. |

### Identification & Classification

| 1. Know about transport used for migration  
2. Problems faced by children and families while migrating. | Discovery of Facts  
To deal with problems faced while migrating. |

### TLO:

To know about the problems related to migration.

### Sample activity:

Collect information and ppt on migration.
Q 1) Earthworm is known as farmer’s friend. Why?

Q 2) Write 5 lines on Suryamani’s work.

Q 3) You may have some similarities/ habits with someone in your family or distant relativities. List them.

<table>
<thead>
<tr>
<th>Yours similarities/habits</th>
<th>Similar to whom</th>
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Q 4) What problems does a family face when shifting from one place to another. Write 3 points.