

*SOCIAL  
STUDIES*

## Theme 1: Understanding Changes

“Understanding Changes” involves children to accept changes taking place over a period of time in their own families, in local life styles and conditions. These have been supplemented with anecdotes about famous personalities and importance of National days and celebrations. Children will relate to sequencing of events, calendar, drawing a time - line and concept of AD and BC. It is expected that by understanding variations, differences and changes in society children will appreciate and adapt to changes in their life.

### Learning Outcomes:

Children will be able to:

- ☑ identify and compare - Nuclear, Joint and Single Parent Families;
- ☑ share and reflect on changes in family, neighbourhood and environment;
- ☑ discuss and compare changes in lifestyle, food, shelter, clothing, transport and entertainment;
- ☑ reflect positively and verbally on gender related issues;
- ☑ draw a timeline to depict the birthdates of family members;
- ☑ discuss and list important holidays and festivals.

Understanding Changes		
Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
<p>➤ <b>Changes in a Family</b></p> <ul style="list-style-type: none"> <li>☛ Joint Families</li> <li>☛ Nuclear families</li> <li>☛ Working parents</li> <li>☛ Birth of a sibling</li> <li>☛ Marriage in the family</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revisiting earlier concepts and building on previous learning.</li> <li>➤ Showing video clips of family types, followed by classroom discussions on the different types of families and their lifestyles.</li> <li>➤ Facilitating group discussions with children on changes within families.</li> <li>➤ Arranging visits to each other’s homes to understand different family lifestyles (working parents, single parents and homemakers).</li> <li>➤ Drawing a family tree of two and three generations, pasting pictures of family members, writing names and date of birth of family members.</li> <li>➤ Discussing with elders and peer group.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children’s’ daily life experiences.</li> <li>➤ Videos.</li> <li>➤ Pictures of present and past dresses, means of transport and other objects that relate to the lifestyle of families.</li> <li>➤ Audio visual aids.</li> <li>➤ Newspaper cuttings on changes and displacement.</li> <li>➤ Materials required to draw and paint a family tree and family pictures.</li> </ul>
<p>➤ <b>Changes in neighbourhood and school</b></p> <ul style="list-style-type: none"> <li>☛ Changes in lifestyle, food, work, clothes, houses and traditions, etc.</li> <li>☛ Reasons for changes, changing school,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Encouraging class discussions to enable children share their experiences of shifting to new places/ homes and changing of schools.</li> <li>➤ Showing pictures or documentaries on different lifestyles, food, clothes, traditions, etc.</li> <li>➤ Appreciating the diversity observed in</li> </ul>	<ul style="list-style-type: none"> <li>➤ Newspaper cuttings, documentaries and pictures of different types of houses, clothes, food, etc.</li> <li>➤ Elders, local community members and neighbours.</li> </ul>

## Understanding Changes

Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
classroom, etc. ➤ Making new friends ➤ Adapting to change	various changes children have experienced and shared. ➤ Discussing with elders and neighbours ➤ Organising a change for children in school by making them sit in another classroom situation and then asking them to share their thoughts about the changes they experienced.	
➤ Changes in the Transport system	➤ Showing videos and PPTs on changes in transportation /modes of transport down the ages. ➤ Engaging children in class discussions on the benefits of walking and cycling for good health and how motorized transport causes air pollution. ➤ Organising visit to a rail museum, bus stand, railway station, etc.	➤ PPTs, videos, pictures, magazines, etc. ➤ Rail museum, bus stand, railway station.
➤ Gender sensitivity related to work and play	➤ Guiding children to enact role plays in class to enable them understand that gender is not a barrier for any occupation. ➤ Showing videos of women participating in modern day sports and employed in various professions. ➤ Organizing street play on gender parity, and discouraging the use of motorised vehicles, instead using cycles for shorter distances.	➤ Motivational pictures, newspaper clippings. ➤ Audio-visual aids
➤ <b>Concept of Time:</b> Sequence of events taking place over a period of time ➤ Tracing one's own timeline ➤ Tracing the date of birth of family members on a timeline	➤ Guiding children through a simple story sequencing activity to enable them to understand the concept of chronology of events. ➤ Helping children to paste their own pictures in a book/album from infancy to the present class. ➤ Helping children to design a chart with pictures and ages and dates of birth of their family members. ➤ Discussing with elders in the family and with peer group	➤ Materials required to draw a timeline. ➤ Chart papers, albums, children' photographs.

## Understanding Changes

Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
<p>➤ <b>Calendar</b></p> <ul style="list-style-type: none"> <li>➤ Identifying and marking important events                             <ul style="list-style-type: none"> <li>(a) Family events</li> <li>(b) National events</li> <li>(c) School events</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Sharing celebration of family events by children with peers in the class.</li> <li>➤ Celebrating national days and festivals in class or school.</li> <li>➤ Organizing activities to share photographs of family events (i.e., birthday, marriage etc.)</li> <li>➤ Drawing/ pasting or making a collage of pictures of various festivals and national days by children in groups/individually.</li> <li>➤ Celebrating national days and social festivals in schools.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Documentaries on famous personalities involved in the Freedom Movement.</li> <li>➤ Calendar/school calendar.</li> <li>➤ Pictures, videos, magazines relating to national, family and school events.</li> </ul>

**Integration:** Languages, Mathematics (Measurement), Science, Arts Education

**Life Skills:** Respect, empathy, sensitivity, compassion, adaptability to changes and appreciation for diversity and life, time management



## Theme 2: Community: Helping Each Other

This theme will enable children to understand and appreciate the interdependence in community life and identify value and respect the role each citizen plays in their day to day lives. It will also sensitize children in developing and showing empathy towards one another and being a proactive citizen whose contribution will benefit society at large.

### Learning Outcomes:

Children will be able to:

- ☑ identify and appreciate different people in community who help us and show respect towards them;
- ☑ discuss and acknowledge the interdependence between people in society for various services;
- ☑ value and show respect for different types of work;
- ☑ display sensitivity, care and concern towards the old, sick, needy and differently abled persons.

Community: Helping Each Other		
Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ Community helpers e.g., Soldiers, Farmers, Teachers, Doctors, Policemen, Fire fighters and what they do.</li> <li>➤ Care of and compassion for the old, sick, needy and differently abled people in the community.</li> <li>➤ Value and respect for work and dignity of labour.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revisiting previous concepts from Classes I to II in EVS.</li> <li>➤ Building on previous learning.</li> <li>➤ Showing videos on the contribution of community helpers in our daily lives.</li> <li>➤ Discussing the interdependence in community life.</li> <li>➤ Sensitising children to help the old, sick and the needy people.</li> <li>➤ Discussing who the differently abled people are and ways of helping them.</li> <li>➤ Discussing and sensitising children on values and principles and show respect for all kinds of work and labour.</li> <li>➤ Designing thank-you cards for the support staff in school and for domestic workers at home and giving it to them at an appropriate time.</li> <li>➤ Planning and conducting an assembly by children on labour day and honouring the support staff.</li> <li>➤ Conducting a ‘Cleanliness Drive’ to clean the surroundings.</li> <li>➤ Sharing and giving gifts i.e. utility items to the support staff on festivals/ special events.</li> <li>➤ Role play of a school student and a rag picker child to inculcate a sense of empathy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Materials required for making Thank-you Cards</li> <li>➤ Assembly as an important event.</li> <li>➤ Related Videos and PPTs.</li> <li>➤ Pictures of different Community helpers such as- police, farmer, soldier, doctor, nurse, teacher, fire fighters amongst others.</li> <li>➤ Pictures of the differently abled.</li> <li>➤ Toys for learning.</li> </ul>

**Integration:** Languages

**Life Skills:** Empathy, sensitivity, compassion

## Theme 3: Safety Rules

Safety rules will focus on helping children understand the need and ways to remain safe at home, in school or on the road. The theme will enable children to obey signs and rules on the road and to be cautious at home and in school. Understanding of a good or a bad touch will help them to be aware of safety threats from people in their surroundings.

### Learning Outcomes:

Children will be able to:

- ☑ discuss the need for observing rules on safety at home, in school and on the road;
- ☑ demonstrate safe ways of using different objects;
- ☑ explain the need of safe use of ICT and multimedia;
- ☑ identify and obey the signs and rules of road safety;
- ☑ share experiences on bullying by the peer group and learn interpersonal and intra personal skills;
- ☑ identify and differentiate between a good touch and bad touch.

<b>Safety Rules</b>		
<b>Key Concepts/Concerns</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>▷ Safety at home:                             <ul style="list-style-type: none"> <li>☛ Kitchen appliances, Knives, Blades, Irons, Inflammable objects, etc.</li> <li>☛ Toilet cleaners</li> <li>☛ Electronic gadgets</li> <li>☛ ICT: mobiles, tablets, computers and the Internet</li> </ul> </li> <li>▷ Safety at School:                             <ul style="list-style-type: none"> <li>☛ Safety in the classroom, laboratories, playgrounds, staircases.</li> </ul> </li> <li>▷ Safety on the Roads:                             <ul style="list-style-type: none"> <li>☛ Rules while crossing the road – walking, cycling etc.</li> <li>☛ Traffic symbols – basic understanding</li> </ul> </li> <li>▷ First aid</li> <li>▷ Emergency numbers</li> <li>▷ Good or bad touch</li> </ul>	<ul style="list-style-type: none"> <li>▷ Demonstrating safe ways of using different objects / items.</li> <li>▷ Encouraging children to share their own experiences with peers.</li> <li>▷ Discussing the need to use gadgets and appliances safely and under supervision.</li> <li>▷ Facilitating a class discussion on the safe use of internet under adult supervision.</li> <li>▷ Showing a video that highlights bullying to sensitise children in schools.</li> <li>▷ Motivating children to sign a pledge against bullying in school.</li> <li>▷ Sensitising children through open discussions on how to differentiate between a good or bad touch.</li> <li>▷ Demonstrating safe traffic rules through class trips or showing of videos or a mock road drill in class.</li> <li>▷ Discussing on do's and don'ts related to safety rules</li> <li>▷ Discussing simple first aid measures that can be used at home.</li> <li>▷ <i>Organising Activities:</i> <ul style="list-style-type: none"> <li>☛ Children will design a traffic signal cut out and write a poem or song</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▷ Drawings of traffic symbols and signals.</li> <li>▷ Social awareness campaigns.</li> <li>▷ Audio visual aids related to the theme.</li> <li>▷ Poems/Songs/Slogans on safety rules.</li> </ul>

## Safety Rules

Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
	<p>or slogan</p> <ul style="list-style-type: none"><li>• Encourage children to write poems on safety</li><li>• Making a chart of dos and don'ts and putting it on wall magazine</li><li>• Making a first aid kit</li><li>• Noting down emergency numbers in school diary</li><li>• Preparing a chart, depicting emergency numbers. For e.g., 101, 102, 103, etc.; along with description and putting it on the classroom wall</li></ul>	

**Integration:** Computer Studies, Languages

**Life Skills:** Self-awareness



## Theme 4: India- A Land of Rich Heritage

Our Heritage familiarizes and inculcates a sense of respect among children for the country's rich national, historical and cultural heritage. In these days of globalized lifestyles, this understanding is critical for children to be good future Indian citizens. The pedagogies help children become sensitive and proactive citizens who take pride and respect their rich cultural heritage.

### Learning Outcomes:

Children will be able to:

- ✔ enlist important local and national festivals; epics and folk tales; and national symbols;
- ✔ appreciate the rich and glorious art and architecture of our country;
- ✔ expresses verbally or in writing the feeling of pride regarding the rich heritage;
- ✔ outline the accomplishments of great national leaders;
- ✔ appreciate the diverse traditions, festivals and celebrations.

<b>India- A Land of Rich Heritage</b>		
<b>Key Concepts/Concerns</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>✔ Meaning and understanding of Heritage.</li> <li>✔ Buildings and monuments.</li> <li>✔ Great National leaders and their achievements.</li> <li>✔ Epics and folk tales, e.g. Panchatantra and Jataka tales</li> <li>✔ National symbols.</li> <li>✔ Festivals and community celebrations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>✔ Organising presentation of PPTs, videos and pictures, etc. on the rich heritage of our country.</li> <li>✔ Asking children to collect pictures of historical buildings, monuments, national symbols, festivals, etc. and make a collage.</li> <li>✔ Celebrating national and cultural festivals in the school and organizing discussions on them with children.</li> <li>✔ Discussion on books like the Ramayana, Mahabharata, Panchatantra and Jataka Tales in class.</li> <li>✔ Exchanging photos and videos of festival celebrations by children.</li> <li>✔ Enacting role play on some of our important national leaders – showing their achievements.</li> <li>✔ Showing documentaries / videos of monuments and historical sites.</li> <li>✔ Organising trips and visits to historical sites, monuments and national festivals and cultural events</li> <li>✔ <u>Organising Activities like:</u> <ul style="list-style-type: none"> <li>✔ Reading of Panchatantra.</li> <li>✔ Reading of Amar Chitra Katha.</li> <li>✔ Showing videos of Teejan Bhai.</li> <li>✔ Puppet shows based on folk tales.</li> <li>✔ Storytelling by Grandparents.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✔ Videos, PPTs, pictures on heritage.</li> <li>✔ Materials for wall magazine.</li> <li>✔ Charts on historical buildings and monuments, national symbols and festivals.</li> <li>✔ Folk lores</li> <li>✔ Puppet shows.</li> <li>✔ Role playing.</li> <li>✔ Books and magazines.</li> </ul>

**Integration:** Languages

**Life Skills:** respect, empathy, sensitivity, compassion



## Theme 5: The Earth – An Introduction

'The Earth - An Introduction' has been introduced to make children understand that the earth is a celestial body and an important part of the Solar System. A comparative study of the earth and other planets will enable them to understand the uniqueness of the Earth. Children will also familiarise themselves about a Globe and maps.

### Learning Outcomes:

Children will be able to:

- ☑ list out the planets in the Solar System;
- ☑ explain the uniqueness of the earth in the solar system;
- ☑ compare and identify Physical and Political maps;
- ☑ differentiate between a globe and a map and develop skills for their use.

<b>The Earth – An Introduction</b>		
<b>Key Concepts/Concerns</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>▷ <b>The Earth and the Solar System</b> <ul style="list-style-type: none"> <li>☛ The Sun and the solar system</li> <li>☛ The planets</li> <li>☛ The satellites</li> <li>☛ The stars</li> </ul> </li> <li>▷ <b>Our Earth – A Unique Planet</b> <ul style="list-style-type: none"> <li>☛ Our Planet: The Earth (presence of air, water, distance from sun)</li> <li>☛ Shape of the Earth</li> </ul> </li> <li>▷ <b>Knowing our Earth</b> <ul style="list-style-type: none"> <li>☛ Globes and Maps</li> <li>☛ Directions and Compass</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▷ Facilitating a class activity to make a model of the Solar system (charts/models/ power point presentations). An interclass exhibition can also be planned.</li> <li>▷ Explaining that a globe is a 3D model of the earth.</li> <li>▷ Explaining that a map is a 2D presentation of the earth. Which may be used to represent parts of the earth.</li> <li>▷ Facilitating discussions on the features of globes and maps.</li> <li>▷ Comparing and enlisting the uses of a map and the globe.</li> <li>▷ Visit to a Planetarium followed by discussions on the Solar System.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Audio-Visual aids.</li> <li>▷ PPTs.</li> <li>▷ Wall map of the world.</li> <li>▷ Charts and /or models.</li> <li>▷ Globe and maps to be displayed in the class.</li> <li>▷ Digital Globe e.g. Google Earth.</li> </ul>

**Integration:** Mathematics (Geometry-map reading), Arts Education.

## Theme 6: The Environment – An Introduction

'The Environment - An Introduction' aims at enabling children to appreciate their immediate surroundings and the importance of hygiene and cleanliness. It will help them identify the causes and effects of all types of pollution. Children are future global citizens and must be encouraged to play an active role to strive for a clean environment.

### Learning Outcomes:

Children will be able to:

- ☑ identify and reflect on the causes of pollution, i.e., air, water, noise;
- ☑ reflect positively on the necessity of a clean environment;
- ☑ take initiative in tree plantation;
- ☑ inculcate healthy habits related to environment.

### The Environment – An Introduction

Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ Environment – meaning.</li> <li>➤ Pollution (introduction).</li> <li>➤ Types of pollution (air, water, noise)</li> <li>➤ Plantation to save the environment (case study).</li> <li>➤ Need for cleanliness in the surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Facilitating a class discussion on the importance of cleanliness.</li> <li>➤ Sensitising children through a video/narrative on the life of rag pickers and discuss related issues in the classroom.</li> <li>➤ Showing a video and newspaper clippings to sensitize on the pollution caused by cars and factories –to be followed by the children penning down or drawing their thoughts and reflections.</li> <li>➤ Organising a class demonstration of how loud horns or loud music can be disturbing. This can be followed by a class discussion on the effects of noise pollution.</li> <li>➤ Providing opportunities to observe stagnant water pools to understand the importance of cleanliness and hygiene. Discussing how cleanliness in the surroundings can be undertaken. Discussing the Chipko movement and the Van Mahotsav festival to enable children to understand the importance of green belts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collecting information and pictures on popular plantation and anti-pollution campaigns /movements and cleanliness drives.</li> <li>➤ Materials used for cleaning.</li> <li>➤ Relevant videos and newspaper clippings.</li> <li>➤ Plant Saplings.</li> </ul>

## The Environment – An Introduction

Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
	<p><b><u>Organising Activities</u></b></p> <ul style="list-style-type: none"><li>• Organising a school cleanliness drive by involving all the children and assigning responsibilities to each one.</li><li>• Tree Plantation Drive - Organising a plantation drive in school or local community with help from respected community members.</li></ul>	

**Integration:** Science (Human Body-Respiration, Food we get from plants, Water as a Resource, Cleanliness, Health and Hygiene)

**Life Skills:** Concern for the Environment

