

Lesson-1: Human Body

Theme 1:
We are unique

11 Periods (40 minutes each)



Learn Better (MCB), CRM signs, Stay Ahead (WB), Paper bags, crayons, markers, scissors, glue, coloured paper, plain paper, pencils, stickers, poster



Animation, Animated activities, Concept Map, eBook, Test Generator, Slideshow, I Explain

Confirming better

My body is strong and beautiful.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to understand and appreciate their body and its functions.
- to develop fine and gross motor skills.
- to inculcate values and life skills.
- to build awareness and understanding of their surroundings.

Methodology

Period 1

Teacher (with a smile): Good morning, everyone. How are you all?

Students: We are good/fine.

Teacher: Great. Let us start with a special activity called the 'KWL Chart.'

K	W	L

Teacher: But before we begin, let us talk about the KWL chart. It stands for:

K for What I Know

W for What I Want to Know

L for What I Learned

Note to the Teacher: Ask students to share what they know about the human body. Let them take turns to share a word or a sentence related to the topic. Then, encourage them to share what they want to learn about the human body.

Teacher: Can anyone share what you know about the human body? What are some parts of the body and how do they help us do various actions? You can share any ideas or examples you can think of.

Students (Possible responses):

- We have eyes to see.
- We use our hands to write.
- Our legs help us run.

- We eat with our mouth.
- The brain helps us think.
- We breathe through our nose.
- We feel things with our skin.

Teacher: Great. Write those ideas in the K column.

Teacher: Now, what are the things you want to know about the human body?

Students (Possible responses):

- How does the brain work?
- Why does our heart beat?
- What happens when we breathe?
- How do we grow taller?
- Why do we feel pain?
- What are bones made of?
- How do our muscles move?
- Why do we need to eat food for our body?

Teacher: Wonderful! Write these questions in the W column. We will keep adding to this as we explore the topic. At the end of the lesson, you will fill in the L column with all the new things we discovered about the human body.

Teacher: Now, we are going to have a Re-KAP session. But first let me put up the lesson poster on the class board or on the wall. Do you know what Re-KAP means?

(Pause for responses and engage with students' responses and ideas.)

Teacher: Re-KAP helps us revise what we have learned in three fun ways. Let me tell you what each letter stands for: K is for Kinaesthetic—we will learn through physical activities, like moving, acting or playing games.

A is for Auditory—we will listen carefully and answer questions.

P is for Pictorial—we will look at pictures and think about them.

Are you ready to have some fun? Let us begin.

(Ensure the students understand what to expect from each activity. Explain briefly if needed.)

SHOULD DO

10 MIN.



Kinaesthetic

Teacher: Let us start with a game of Simon Says. Have you played it before?

(Pause for responses. If needed, explain the rules briefly.)

Re-KAP **SFD**

Kinaesthetic

Play a game of Simon Says. Your partner will call out actions. You will need to do what Simon Says.

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Teacher: Here is the twist—Simon loves sense organs. So, Simon will ask you to do actions like 'Touch your ears' or 'Blink your eyes.' But remember, only do it if Simon says. If Simon doesn't say, stay as still as statues. Ready?

(Assign one student to play the role of Simon. Ask them to play the game with actions related to sense organs: 'Simon says, touch your nose,' 'Simon says, cover your ears,' etc. Encourage other students to follow what Simon says.)

Teacher: Wow! That was amazing!

(Cheer for students who follow correctly and encourage those who make mistakes to join back in.)

MUST DO

05 MIN.



Auditory

Teacher: Now, I am going to ask you some fun riddles. Listen carefully and raise your hand if you know the answer. Ready?

MUST DO

05 MIN.



Auditory*

Listen to your teacher carefully. Answer the questions.

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Students: Yes.

Teacher: Great. Here is the first riddle: I rhyme with the letter 'I'. I help you see the world.

(Pause for students to think and raise their hands. Call on a student to answer.)

Teacher: Well done. Now, let us try another one:

When you want to hear a song, I am the one that helps you hear along.

(Pause for responses and encourage discussion.)

Teacher: Excellent. Here comes the next riddle:

My name starts with 'T' and ends with 'E.' I help you taste treats tasty.

(Pause for students to guess. Provide hints if needed.)

Teacher: You all are doing great. Let us try another:

I help you smell the flowers sweet, or yummy cookies, a tasty treat.

(Pause for responses, then praise correct answers.)

Teacher: Last one. Listen carefully: You use me when you want to touch, To feel something soft or rough.

(Pause and allow students to answer.)

Pictorial

Teacher: Now, my little detectives, it is time to put on your observation hats. Look at these pictures carefully. Each picture shows someone using their sense organs in a fun way.

Teacher: Observe the pictures and figure out which sense organs are being used. After that, circle the correct answer from the options given below.

Pictorial **PS**

Which sense organ is being used here? Circle the correct option.

eyes/skin ears/nose ears/eyes
nose/eyes eyes/tongue

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(Pause to allow students to focus on the images.)

Note: You may ask the following questions to engage the students in a guided discussion.

- What is the girl doing with the doll? Which sense organ is helping her feel the doll?
- What is the boy doing with a flowers? Which sense organ helping him smell the flowers?
- Can you see the boy reading the book? Which sense organ is she using?
- Look at the boy eating the cake. Which sense organ is helping him taste the cake?
- And the girl with the headphones? Which sense organ is she using to listen to music?

Teacher: Take your time and circle the correct answers. Once you are done, we will discuss together and see how well you did.

(After the students finish, go over each picture and answer as a group.

Celebrate correct answers with cheers and encourage those who got it wrong by saying, 'Great try. Let us look at it again together.')

MUST DO

10 MIN.



Teacher (enthusiastically): You were all amazing today. Let us quickly go over what we learned: In Kinesthetic, we played Simon Says and moved like champions. In Auditory, we listened to a story and answered riddles like superheroes. In Pictorial, we solved picture puzzles like detectives.

Teacher: Did you have fun? What was your favourite part? (Encourage a quick round of sharing.)

Teacher: Remember, our sense organs make us special.

Differentiated Activity

110 km/hr



Play Simon Says with simpler commands (e.g. 'Touch your eyes,' 'Blink twice').

After each action, ask the students to call out the sense organ and its function (e.g. 'Eyes help us see').

80 km/hr



After answering the riddles, ask learners to create their own sense-organ-related riddle and share it with the class.

Example: 'I am on your face, I help you smell and I can tell if a flower has a nice fragrance. What am I?'

Encourage creativity and quick thinking.

40 km/hr



Read riddles slowly and clearly, emphasising key clues (e.g. 'Which organ helps you listen to music?'). Offer two answer options to choose from (e.g. 'Is it your eyes or your ears?').

Appreciate correct answers.

Home Task

Find out about the different parts of our body and discuss it in the next class.

Note: Please arrange a stethoscope, balloons and a transparent mixed bag (full of things like – pencil, eraser, paper, sharpener, etc.) for the next period.

Period 2

Teacher: Good morning, my little stars. Today, we are going to explore something super exciting—our body parts and how they help us every day. Let us start with a fun question: Which body part acts like a helmet, protecting something very important inside?

(Pause to allow student responses)

Teacher: Yes, the correct answer is the head. And do you know what it protects? It protects the brain, just like a helmet protects the head.

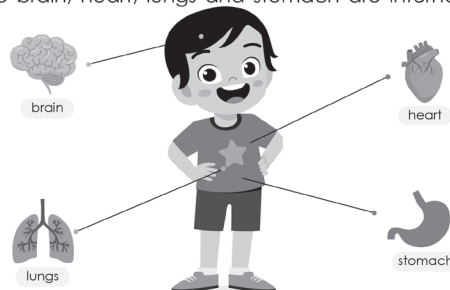
Teacher: Now, place your palm on the left side of your chest. Can you feel something?

(Pause for students to try and respond.)

Teacher: That is your heart. It is like a superhero—it pumps blood. It also carries oxygen to all the parts of your body to help them work properly. It beats with a lub-dub sound.

Teacher: Now, let us imagine we are doctors. I will show you how to use a stethoscope to listen to a heartbeat.

Our body works like a machine. It has many parts. Some of these parts are inside the body. These parts are called internal organs. The brain, heart, lungs and stomach are internal organs.



BRAIN

The brain is like a computer inside our head. It helps us think, learn and remember things. It even helps us move around and feel things. Just like our parents and teachers tell us how to do things, the brain tells the rest of our body what and how to do things.

Teacher's Note: *Tell the students that Jas calls his mother 'Ammi'.

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HEART

The heart lies in the chest. It pumps blood to all the parts of our body. Our heart beats all day and night, even when we are sleeping. The heart beats with a lub-dub sound.

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(Instruction: Show a stethoscope and explain its purpose. If possible, let students role-play as doctors and patients, listening to the lub-dub sound.)

Teacher: Isn't it amazing how our heart works non-stop even when we are sleeping?

Teacher: Time for some balloon fun. I will give each of you a balloon. Blow it up and then let the air out. Watch how the air comes out. Ready?

(Instruction: Distribute balloons and monitor the activity for safety.)

Teacher: Great job. Now, can anyone tell me what happens when you blow air into the balloon and then let it out?

(Pause for responses.)

LUNGS

Lungs are like big balloons in our chest. We have two lungs, one on each side. They help us breathe. When we breathe in, our lungs fill up with air like balloons, giving our bodies the oxygen we need to run, jump and play. When we breathe out, they let out the air we do not need.

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Teacher: That is exactly how our lungs work. They fill up with air when we breathe in and let it out when we breathe out. And guess what? Lungs give our bodies the oxygen we need to run, jump and play.

Teacher: Let us do a fun guessing game. I have a special bag filled with things we use every day. Can you tell me what is inside just by looking?

(Instruction: Show a transparent bag with items like a pencil, eraser and sharpener.)

Teacher: Great. These are tools we use to write, erase and sharpen. They are all very important for studying, right? Now, let us think about our body. Just like we need tools to help us study, our body has organs that help us do important things like breathing, eating and thinking.

Teacher: Here is another question: When we eat food, where do you think it goes first?
(Pause for responses.)

STOMACH

The stomach lies below the chest. It is like a bag inside our belly. The food we eat goes into the stomach. There, the food breaks down into very small pieces. The stomach helps us digest food. It also helps our body get all the good stuff from the food, such as energy – so we can play, learn and grow strong.

7

Teacher: That is right. It goes into the stomach. The stomach is like a bag inside our belly. It breaks down the food into small pieces. The stomach helps us digest food.

COULD DO

10 MIN.

☐

Teacher: Let us quickly revise. What does the head protect? What does the heart do? How do the lungs help us? And what does the stomach do?
(Pause for answers.)

Teacher: You have all done an amazing job today. Give yourselves a big round of applause.'



Animated Activities will help the learners to understand the lesson in detail. Let them have a look at the questions and answer them.

MUST DO

10 MIN.

☐

MUST DO

05 MIN.

☐

Differentiated Activity

110 km/hr



Encourage students to work in small groups to create comparisons for each organ using simple analogies. For example:

The heart is like a pump because it pushes blood all around the body.

The lungs are like balloons because they fill up with air and let it out.

The stomach is like a mixer because it breaks food into smaller pieces.

(Each group will present one analogy to the class.)

80 km/hr



Encourage students to place their palms on their chest to feel their heartbeat. Help them count their heartbeat for 15 seconds and note the number in their notebooks. Guide them to write a sentence:

My heart beats ___ times in 15 seconds.

(Discuss why the heartbeat increases with activity and decreases when we are calm.)

40 km/hr



After the balloon activity, lead a guided breathing exercise.

Students will take a deep breath and slowly release it. You may ask them following questions-

'What did you feel when you breathed in?'

'What happened when you breathed out?'

Encourage and guide them to say:

'When I breathe in, my lungs fill with air. When I breathe out, my lungs let the air go.'

COULD DO

10 MIN.

☐

Help them draw a pair of lungs (guided by the teacher on the board) and write: 'My lungs help me breathe.'

Home Task

Ask your parents or grandparents about how they take care of their bodies. Share your favourite tip in the next class.

Period 3

Teacher: Good morning, everyone. Today, we are going to help our friend, Jas, learn about his body parts and how they work. But first, let us review our sense organs. How many sense organs do we have? Can you name them?
(Pause to let students respond.)

Teacher: Excellent. We use our sense organs to see, smell, touch, taste and hear. Now, let us do a fun pair activity. Find a partner. Together, think of 2-3 things you can see, smell, touch, taste and hear. Make sure you and your partner write about different things. (Allow time for students to discuss and write their answers. Invite a few volunteers to share their answers.)

SHOULD DO

05 MIN.

☐

Teacher: Great. Jas and his mother are looking at the stars. Can you guess what they are talking about?

(Build excitement by using a cheerful and energetic tone and ask the students to read the story.)

SHOULD DO

05 MIN.

☐


Teacher: Do you want to know some unique things about our body?

MUST DO

30 MIN.

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(Read the lesson slowly and explain the functions of each body part mentioned – brain, heart, lungs and stomach. Help the students recall the body parts introduced through the activities done in period 2 before starting the explanation.)



Slideshow: Let the learners sit in a semi-circle and watch the slideshow. Show a slide, read the information and ask the learners to repeat after you.

Differentiated Activities

110 km/hr



After the explanation of the body parts (brain, heart, lungs and stomach), form small groups of the students and ask them to create two quiz questions based on what they learned.

Example:

Which body part helps you think and make decisions?

Which organ pumps blood to your whole body?

The groups will then take turns asking their questions to the rest of the class.

80 km/hr



Ask the students to work in pairs and draw five sense organs in their notebooks (e.g. eyes for seeing, ears for hearing).

Ask them to label each drawing with its corresponding sense organ.

Encourage the pairs to share one example of how they use each sense organ.

40 km/hr



Call out the name of a body part along with its function and ask students to respond with a simple physical action to demonstrate their understanding. For example, when you say, 'Brain – helps us think,' students will gently tap their heads. For 'Heart – pumps blood,' they will place their hands on their chest to feel their heartbeat. For 'Lungs – help us breathe,' they will take a deep breath in and out. For 'Stomach – breaks down food,' they will place their hands on their stomach and mimic eating. After completing the actions, ask students to draw one body part, such as the heart or lungs, in their notebooks and write its function with your guidance.

Home Task

Name the part of your body that helps you digest food and draw its picture in your notebook.

Note: Please arrange a thick rope for Tug-of-War in the next period.

Period 4

Teacher: Good morning, everyone. How are you all today?

(Pause for student responses.)

Teacher: I am so glad to see all of you. Today, we are going to learn about muscles and bones. Are you ready to learn?

(Pause for responses.)

Teacher: Before we begin, let us start with a quick warm-up. Everyone, stand up. Let us stretch our arms up high and now touch your toes. Great. Now, shake your legs and arms like you are a wiggly jelly. Let us get our muscles ready to learn.

SHOULD DO

10 MIN.

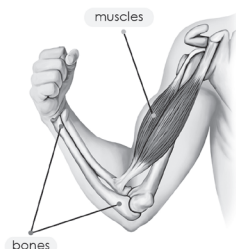


(Allow students to do the warm-up stretches.)

BONES AND MUSCLES

Feel your fingers. You will feel something hard. This hard part is a bone. Now, pull your cheeks gently. You will feel something soft. This soft part is a muscle.

We have 206 bones in our body. There are more than 600 muscles in our body. Just like bricks in a building, our body has many bones that fit together. These bones protect our organs, such as the heart and lungs. Bones also help us move by working together with our muscles. The skin covers the bones and the muscles.



Muscles and bones work together

Bones work together with our muscles. Muscles are fixed to bones. Together, they help us do many things.

7

Teacher: Now that we are all warmed up, let us start our lesson. I have two books here, one is heavy and one is light. I will put them on the table. Now, I want each of you to come up one by one and lift the books. Let us see which one is easier to lift.

(Allow students to lift the books.)

Teacher: Now, I will put more books on top of the heavier one. Can you guess which one needs more effort to lift?

(Allow students to respond.)

Teacher: Yes, the heavier book needs more effort. This shows how muscles help us lift and pull things.

Teacher: Now, let us play a game called Tug-of-War. I will divide the class into two teams. Each team will hold the rope from both the sides. There will be a line in the middle. The goal is to pull the other team across the line. Ready? Let us see which team wins.

(Let students play the game.)

Teacher: Congratulations to the winning team. Now, let me explain something. Your muscles helped you pull the rope. Muscles are strong and help us move things.

Teacher: Now, let us talk about bones and muscles. I will read something about them. Listen carefully.

(Read the text on bones and muscles from the book.)

Teacher: Can anyone tell me how bones and muscles help our body?

(Allow students to respond.)

Teacher: Yes. Our bones and muscles work together to help us move and stay strong. Eating healthy food and exercising help us keep our bones and muscles strong. Can you name some food that makes us strong?

(Discuss right eating habits.)

Teacher: Let us talk about posture now. Posture is how we sit or stand. It is very important to sit in the correct posture. If we sit the right way, our organs work better. Everyone sit up straight. Try to keep your back straight and shoulders back.

COULD DO

10 MIN.



SHOULD DO

05 MIN.



MUST DO

05 MIN.



(Read and explain the text on posture from the book)

makes our bones and muscles strong. Muscles and bones help us maintain good posture.

POSTURE

Posture is the way in which we sit or stand. We must always sit and stand straight. Correct posture is very important. If our posture is right, our organs work better.



8

Teacher: Now, let us do a quick recap. I will ask some questions and I want each team to answer. If your team knows the answer, raise your hand.

What helps us think?

Which organ pumps the blood?

Name the organ that helps us digest food.

We should always sit ____.

__ and __ help our body move.

(Wait for student responses and provide feedback.)

Teacher: Great job, everyone. If you want to learn more, we can watch a video that will help explain the lesson better. After the video, you will share what you learned.



I Explain could be used to reinforce the concepts taught in the lesson. Allow the learners to verbalise their views on the same.

COULD DO

10 MIN.



Differentiated Activities

110 km/hr



After the discussion about muscles and bones, ask students to create three interesting facts about how muscles and bones help us. e.g. Muscles work in pairs to help us move. Encourage them to work in pairs to write their facts in their notebooks and illustrate them with simple drawings (e.g. an arm lifting a weight). Encourage them to share one fact with the class.

80 km/hr



Guide the students to create a simple chart with two columns:

Healthy Foods for Strong Bones and Muscles: (e.g. milk, spinach).

Exercise for Strong Bones and Muscles: (e.g. running, jumping).

They can draw one food item and one exercise in their chart and present to the class.

40 km/hr



Guide the students to sit in two different ways:

One with a straight back (good posture).

One slouched over (bad posture).

After trying both, ask them how their body feels in each position.

Guide them to say: 'Good posture helps me feel better and stay strong.'

Home Task

Draw and label the diagram of muscles in your notebook.

Period 5

Recalling better

Recalling better

CING

- o The brain is inside the head. It helps us think.
- o The heart lies inside the chest. It pumps blood.
- o The lungs help us breathe. They also lie inside the chest.
- o The stomach is below the chest. It helps us digest food.
- o Bones and muscles help our body move.
- o We should always sit or stand in the correct posture.

8

Teacher: Good morning, everyone. Today, we are going to learn more about the important parts inside our body and how they help us. Let us start by recalling what we know. Look at the 'Recalling better' section on the board. Let us read each sentence together.

Teacher: The brain is inside the head. It helps us think. Can anyone point to their head and tell me what the brain does?

Student: It helps us think.

Teacher: Correct. The brain helps us think and make decisions. Let us move to the next sentence. Who can read it aloud for me?

Student: The heart lies inside the chest. It pumps blood.

Teacher: That is right. Everyone, gently place your hand on your chest and try to feel your heart. Isn't it amazing? (Continue discussing each sentence, engaging students with questions.)

Teacher: Great job recalling these facts. Now that we know how some of our organs work, let us test our understanding with a fun exercise.

Learning better

Teacher: Open your books to the 'Learning better' section. We will work in pairs for exercise A: Tick the correct answer. I will read the first question. This organ helps us think. Is it a) skin, b) brain or c) stomach? Discuss with your partner and tick the correct answer.

(Encourage the students to raise their hands to answer.)

Learning better

CBA

A. Tick (✓) the correct answer.

1. This organ helps us think.

a. skin ☐ b. brain ☐

c. stomach ☐

2. This organ helps us breathe.

a. brain ☐ b. heart ☐

c. lungs ☐

3. This is the way we sit or stand.

a. organ ☐ b. pedal ☐

c. posture ☐

B. Write T for true or F for false.

1. The head protects the brain.

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2. The stomach pumps blood.

3. Bones and muscles give shape to our body.

9

Student: It is the brain.

Teacher: Great. Why do you think it is the brain?

Student: Because the brain helps us think.

Teacher: Excellent. Let us move on to the next question. (Proceed with similar steps for all the questions, encouraging students to discuss with their peers and justifying their answers.)

Teacher: Once you finish all three questions, switch your books with your partner for peer correction. Check each other's answers and share feedback.

MUST DO

15 MIN.



Teacher: That was fantastic teamwork. Now that you have completed the first activity, let us challenge ourselves with another one where we will decide if statements are true or false. Look at the exercise B: Write T for True or F for False. I will read the statements and you will tell me if they are true or false.

Teacher: The first statement is, 'The head protects the brain.' What do you think?

Student 2: True.

Teacher: That is correct. Why do you think it is true?

Student 3: Because the head protects the brain.

Teacher: Wonderful. Let us move to the next one.

Teacher: 'The stomach pumps blood.'

Student 4: False.

Teacher: Good job. What actually pumps blood?

Student 5: The heart.

Teacher: That is right. Keep it up.

(Continue with all the statements, encouraging students to provide reasoning for their answers.)

Teacher: Amazing work, everyone. Let us quickly recap. Who can tell me one important function of the brain?

Student: It helps us think.

Teacher: Perfect. And what does the heart do?

Student: It pumps blood.

Teacher: Excellent. Remember to always sit or stand in the correct posture to keep your body healthy.



Animated activity can be done with the students to reinforce the concepts.

MUST DO

15 MIN.



Differentiated Activities

110 km/hr



After completing exercises A and B, ask students to create 2–3 quiz questions based on the lesson.

For example:

Which organ pumps blood?

Which organ helps us think?

Students will then exchange their quizzes with a partner to solve.

Encourage them to explain their answers to each other after completing the quizzes.

80 km/hr



Prepare 4–5 additional true or false statements based on the lesson, such as:

The stomach helps us breathe. (False)

The heart pumps blood to the body. (True)

Encourage the students to answer and explain their reasoning.

40 km/hr



Start by asking the students to listen carefully while you explain a simple scenario:

'Imagine you are playing a game. Which part of your body helps you think about the rules?' (Pause and guide students to say, 'The brain.')

'Now, you are running. Which part of your body pumps blood to give you energy?' (Pause and guide them to say, 'The heart.')

'After playing, you eat lunch. Which part of your body helps digest the food?' (Pause and guide them to say, 'The stomach.')

After this discussion, ask students to work in pairs. Each pair will draw one body part (brain, heart, or stomach) and write its function with your help. Encourage the students to present their work to the class.

Home Task

Ask your parents or grandparents:

- What do they do to keep their heart and lungs healthy?
- Write down two things they say.

Period 6

Teacher: Good morning, everyone. Today, we will dive deeper to understand how the human body works and learn more about the internal organs. Before we begin, let us form groups of four. Sit with your group and let us get ready for some exciting discussions.

Teacher: Here is what we will do today: I will ask you some questions about the human body. You will discuss the answers with your group and write them down in one or two sentences. But first, let us do a quick recap to warm up.

Teacher: Can anyone tell me where the brain is located?

Student: Inside the head.

Teacher: That is right. And what does it do?

Student: It helps us think.

SHOULD DO

05 MIN.



Teacher: Excellent. Let us get started with our activity.

Teacher: Now that we have refreshed our memories, let us move into group discussions. Each group will work together to answer the questions in your notebooks. Remember to discuss your thoughts and write down your answers in one or two sentences.

C Write short answers in your notebook.

1. How does the human body work?
2. Write the names of our internal organs.
3. Can you point to where your heart is? What do you think it does for your body?

9

Note: Guide the students to write the answers in their notebooks.

Teacher: Let us begin with the first question: 'How does the human body work?' Discuss this question within your group.

(Teacher moves around the classroom, listening to discussions and providing guidance as needed.)

Teacher: What ideas has your group discussed so far?

Student: The human body works like a machine.

Teacher: Excellent effort on the first question. Let us move to the next one. [Name of the student], can you read the second question?

(Students reads the question)

Teacher: Good. The second question is, 'Write the names of our internal organs.' Talk with your group members and make a list of as many internal organs as you can remember.

(Give some time to the students to think and discuss. Encourage them to raise their hands to answer)

Teacher: How many organs can your group name so far?

Student: Brain, heart, lungs, stomach, bones and muscles.

Teacher: That is right.

Teacher: You are doing very well so far. For the final question, let us think about one very important organ and its location in your body. The third question asks, 'Can you point to where your heart is? What do you think it does for your body?'

Student: The heart lies in our chest. It pumps blood to all the parts of our body.

MUST DO

30 MIN.



Teacher: Well done. That is exactly right.

Teacher: Amazing work today, everyone. Before we finish, let us quickly review what we learned about the human body.

Teacher: Name our internal organs.

Student: Brain, lungs, stomach, heart, bones and muscles.

Teacher: Perfect answer.

Teacher: Can anyone tell me what helps us think?

Student: The brain.

Teacher: That is correct. And what helps pump blood throughout our body?

Student: The heart.

Teacher: Wonderful. Please clap for yourselves.

Teacher: You all have shown great understanding today. Remember, the human body works like a team where every part is important. Keep thinking about how amazing your body is and take good care of it by eating well and staying active.

COULD DO

05 MIN.



Differentiated Activities

110 km/hr



Discuss how the internal organs work together like a team. For example, our heart is like a pump and the brain is the control centre of our body. Encourage them to write a short paragraph (3-4 sentences) about their teamwork and present it to the class.

80 km/hr



Ask students to write the names of at least five internal organs and one function for each such as 'Lungs exchange oxygen and carbon dioxide with the blood.' Guide them to use a chart or diagram in their notebook for it.

40 km/hr



Focus on naming and locating 3-4 internal organs (e.g., brain, heart, lungs, stomach). Use large, labelled flashcards or pictures to identify and match organs with their functions. Help students to work with a buddy or in smaller groups. Prompt them such as 'The heart is in the chest. What does it do?'

COULD DO

10 MIN.



Home Task

Draw any two internal organs you learned about today (e.g., brain, heart, lungs, stomach). Write one sentence about what each organ does.

Period 7



Creating better

Art 1 2LCS

Organise a body part puppet show with your friends. Use paper bags to represent different body parts. Introduce each organ and describe its function.

9

Teacher: Good morning, everyone. Today, we are going to do something fun and creative. We will organise a body part puppet show.

(Divide the class in 5 groups for further activity.)

Teacher: Each group will create a puppet using paper bags to represent a body part. Then, you will introduce your puppet to the class and explain its function. By the end of the lesson, we will have a mini puppet show to learn more about the human body. Are you all excited?

Students: Yes.

Teacher: Great. Let me explain how we will do this step by step.

Teacher: First, each group will pick a body part for your puppet. Your options are the brain, heart, lungs, stomach, or muscles and bones.

Teacher: Once you have chosen, discuss with your group and write 2-3 sentences about what your body part does. For example, if you choose the heart, you can write, 'The heart pumps blood to the entire body. It is inside the chest and beats all the time.'

Teacher: Take time to complete this. Make sure your sentences are simple and clear. Let me know if you need any help.

(Move around and help the groups as they write. You may ask questions like 'which body part did you pick?', 'what does it do?')

Teacher: Now that you have your sentences ready, it is time to make your puppets. Use the paper bags and art materials in your group's kit to create a puppet that represents your chosen body part. For example, if you are making the brain, you can draw a brain on the paper bag.

Teacher: Be creative and work together to complete your puppet in 10 minutes.

(Observe and encourage creativity. Give suggestions to the students to draw the images. You may also help the students, if required.)

Teacher: Now it is time to present your puppet to the class. Each group will come to the front, introduce their puppet and describe the body part's function. Speak loudly and clearly so everyone can hear you.

(Allow each group to take turns presenting while you provide positive feedback.)

Teacher: Amazing work today! You all created wonderful puppets and shared great information about your body parts. Who can tell me one thing they learned today?

(Accept and appreciate all relevant responses)

Teacher: Excellent. Remember, our body parts are like a team working together to keep us healthy. Thank you for participating in the puppet show.

MUST DO

40 MIN.

Differentiated Activities

110 km/hr



Guide students to create a detailed and colourful puppet. They can add labels or captions to the puppet, such as 'Oxygen In' for the lungs or 'Food Goes Here' for the stomach. Encourage them to present their puppet with confidence.

80 km/hr



Ask students to create a simple puppet. Focus on drawing and colouring the body part accurately. They can add simple one or two labels, such as 'Brain' or 'Heart'. Encourage them to introduce their puppet and explain its basic function such as 'This is the brain. It helps us think and remember.'

40 km/hr



Create some fill in the blanks questions, such as:

'The _____ helps us _____.'

'The _____ is in our _____.'

to help students identify the body part and its function. Let them copy the sentences into their notebooks. Encourage them to present it to the class.

Home Task

Write one way you can take care of your body (e.g., eat healthy food, exercise, etc.).

Period 8

SHOULD DO

05 MIN.

Teacher: Good morning, everyone.

Today, we are going to have an exciting adventure to learn about body parts and what they do.

Teacher: We will play a game called 'Body Parts Adventure Race.' In this game, each of you will represent a body part and complete a special task to show how it works. After the game, we will talk about what you learned and answer a fun question. Let us head to the playground.

(Use CRM signs to take the students to the playground.)



Thinking better



21st CS HOTS

Think and answer in your notebook.

Why do you think our heart beats faster when we run or play, but not when we are resting?

9

Teacher: Now that we are ready for our adventure race, I will divide you into teams of five. There will be 5 stations. You will move from one station to the next and do the activity as per the station. Remember, teamwork is important. Encourage your teammates and ensure everyone completes their part of the activity.

(Teacher organises students into groups.)

Teacher: Let me explain what you will do at each station. Each station represents a different body part and your task will demonstrate how that body part works.

Station 1: Heart (Jumping Jacks)

Teacher: At this station, you will do 10 jumping jacks to get your heart pumping. Notice how your heart feels after the exercise—it might beat faster.

Station 2: Lungs (Blow a Balloon or whistle)

Teacher: Here, you will blow into a balloon or pretend to blow. This shows how your lungs work to bring air into your body. Try to take deep breaths after your task to feel your lungs working harder.

Station 3: Brain (Memory Challenge)

Teacher: At this station, you will see a group of objects. Take a few seconds to memorize them, then, say them out loud in the same order. This shows how your brain helps you think and remember things.

Station 4: Stomach (Pretend Food Digestion)

Teacher: Here, you will crawl under an obstacle. Imagine that you are food that is being digested in the stomach. Think about how your stomach works to process what you eat.

Station 5: Bones and Muscles (Balance Beam or Hopping)

Teacher: At this station, you will either walk across a balance beam or hop on one leg. This represents how your bones and muscles help you move and keep your body stable.

(Teacher walks students through each station to ensure they understand their tasks.)

Teacher: Once the whistle blows, the first player at each station will start their task. When you finish, tag the next teammate to begin. Each player will complete their station before the team moves on to the next one.

Teacher: The team that finishes all five stations in the least amount of time and returns to the starting point will win. Remember, this is not just about speed—it is also about understanding how your body works. So, focus on your tasks.

(Signal the start of the game with a whistle and supervise each station to ensure tasks are completed safely and correctly.)

SHOULD DO

30 MIN.



Teacher: Great job, everyone. Keep going. Make sure to cheer on your teammates and help them if needed.

(As students progress, the teacher provides encouragement and resolves any confusion.)

Teacher: Great job, everyone. Let us gather in a circle and think about what we just did.

Teacher: At each station, we acted like a specific body part. Can someone tell me how their body felt at the Heart station?

Student: My heart was beating very fast after the jumping jacks.

Teacher: Exactly. Your heart works harder to pump blood when you move. What about the Lungs station?

Student: I had to breathe harder after blowing the balloon.

Teacher: Wonderful observation. Your lungs bring oxygen into your body, especially when you are active. Now, let us answer this question: 'Why do you think our heart beats faster when we run or play, but not when we are resting?' (Pause for a moment to let students think.)

Student (possible response): I think it is because our body works harder when we play.

Teacher: That is a good thought. Let me explain.

Teacher: When you play or run, your muscles need more energy. The energy comes from the oxygen and nutrients in your blood. The heart pumps faster to send more blood to your muscles so you can keep moving. When you are resting, your body does not need as much energy, so your heart beats slower.

Teacher: Great work today. You played a fun game and learned about how different body parts work together. Can anyone tell me one thing you learned?

Student: The heart pumps blood faster when we play.

Teacher: Excellent. Remember, keeping your body active is good for your health.

COULD DO

05 MIN.



Differentiated Activities

110 km/hr



Model the following activities and let students follow you.

Heart (Jumping Jacks): Do 10 jumping jacks and place their hand on their chest to feel their heartbeat. Discuss how it changes.

Brain (Memory Challenge): Memorise and recall a sequence of 5 objects.

Encourage them to participate and discuss how they feel.

80 km/hr



Model the following activities and let students follow you.

Bones and Muscles (Balance Beam): Walk across the beam slowly to maintain balance or hop on one leg for 5 steps.

Encourage them to participate and discuss how they feel.

40 km/hr



Model the following activities and let students follow you.

Lungs (Blowing Balloons): Blow the balloon halfway or mimic blowing. Take deep breaths between attempts to feel their lungs working. Encourage them to participate and discuss how they feel.

Home Task

Write one or two sentences about what your favorite station was and why.

Period 9

Teacher: Good morning, everyone. I want to start today by asking you a simple question. Do you know what a 'choice' is?

Student (probable response): It is when we choose between two or more people or things.

Teacher: That is right. A choice is when you decide what to do or how to act in a situation. Every day, we all make choices, like what to eat, what to play, or how to behave with others.

COULD DO

10 MIN.



Teacher: Now, let us make this fun. Imagine you are at a park. You see a swing and a slide. Which one would you choose first?

(Accept all relevant responses.)



Choosing better

You and friends are eating tiffin in school. You see a new student sitting by himself. Tick (✓) what you will do.

1. Invite him to eat lunch with you.
2. Let him sit on his own.

9

Teacher: Exactly. Different people make different choices and that is okay. But some choices are about more than just fun. Sometimes, the choices we make can make someone happy, or they can make someone feel bad.

Teacher: Today, we will learn how to make good choices—choices that can make others feel welcome and included. Let us start by looking at a situation and deciding what we would do.

Teacher: Look at the question on the board: 'You see a new student sitting all alone during lunch. What will you do?' You have two choices:

- Invite them to eat lunch with you.
- Let them sit on their own.

Think carefully about what you would choose and why.

Teacher: Raise your hand if you would invite the student to join you. Why would you choose this?

Student: Because they might feel lonely.

Teacher: Exactly. Inviting someone to sit with you shows kindness and helps them feel included. Now, raise your hand if you would let them sit on their own. Why would you choose this?

(If a student responds, address their answer gently to reinforce empathy.)

Now, let us vote. Raise your hand for option A: Invite them. And now for option B: Let them sit alone.' (Count the hands and announce the majority choice.)

Teacher: It is always a good idea to include others and make them feel welcome. It is one small step to being a good friend. Now that we have talked about making kind choices, let us move on to an exciting activity where we will create something beautiful and meaningful: your 'My Little Book of Life'. You learned how to make a little book in your English book. Today, you will create a new 'My Little Book of Life.' On the cover, write 'My Little Book of Life' and decorate it with your favorite colors, stickers, glitter, or drawings. Take the next 15 minutes to create your book. Use your imagination and make it as colourful and creative as you like. Write some steps in it that you will take to keep yourself healthy.

MUST DO

30 MIN.



Revising better

DBL

As described on page 12 of the English book, you have already learnt how to make a little book. Now, make another little book in the same way. Write My Little Book of Life on the cover, using your favourite colours. Decorate the cover with glitter, stars, stickers or drawings.

In this chapter, you tried to understand the role that each organ plays in keeping us healthy. What steps will you take to take care of yourself? You can keep adding more pages to your Little Book.

9

(Give students time to create and decorate their 'Little Book of Life'. Move around the classroom, assisting students with ideas and helping with materials.)

Teacher: Today, we learned two important things. First, we learned how to make kind choices, like inviting someone new to sit with us during lunch. Second, we created a 'Little Book of Life' to remind ourselves how to take care of our body and stay healthy.

Differentiated Activities

110 km/hr



Involve students in discussion. Ask them to think of more complex scenarios, such as:

'What would you do if you see two students arguing? How can you help them solve their problem kindly?'

Encourage them to explain their reasoning in full sentences.

80 km/hr



Pair students to do a roleplay and act out the scenarios. For example, one student pretends to be the lonely new student and the other invites them to sit together.

Help them with some prewritten lines like:

'Hello, would you like to sit with me?'

'Yes, thank you.'...

Encourage gestures like smiling and waving to make the roleplay engaging.

40 km/hr



Ask students to create a section in their notebook titled 'My Healthy Habits'.

Let them write or draw 3-4 steps they can take to stay healthy, such as eating fruits, brushing their teeth, playing outside, etc. Guide them with more examples to visualise these habits.

Home Task

Have students draw a large outline of their body on a piece of paper. They can then label the different body parts they know.

Period 10

Discuss worksheet 1 at page 11 in the Stay Ahead book. Encourage the students to participate in the discussion and answer the question.

MUST DO

40 MIN.



Theme 1: We Are Unique

1. Human Body

Worksheet 1

A. Answer each of the following in one word.

- Our body works like this non-living thing. _____
- This organ helps us think. _____
- This body part protects the brain. _____
- This organ pumps blood to all parts of the body. _____
- This organ helps us breathe. _____

B. Which of these organs helps us digest food? Tick (✓) the correct answer.

- | | | | |
|----------|--------------------------|------------|--------------------------|
| 1. brain | <input type="checkbox"/> | 2. lungs | <input type="checkbox"/> |
| 3. bones | <input type="checkbox"/> | 4. stomach | <input type="checkbox"/> |
| 5. heart | <input type="checkbox"/> | | |

C. Write T for true or F for false.

- Our body has only three parts. _____
- The body parts inside our body are called organs. _____
- The brain is an organ. _____
- The brain helps us breathe. _____
- The stomach protects the brain. _____

11

Differentiated Activities

110 km/hr



After completing the worksheet, ask these students to write one additional question for each section (A, B and C), such as 'Why do you think the brain is protected by the skull?' and present it to the class.

80 km/hr



For section B, ask follow-up questions like 'What happens to food when it reaches the stomach?' to help them understand the context better. Also, write a short fill-in-the-blanks paragraph summarising the human body and its organs on the board. For example,
The _____ helps us think.
The _____ pumps blood.

40 km/hr



Provide pictures of the body parts (brain, heart, lungs, stomach, bones) and ask students to point to the correct part based on the questions in section A. You can also rephrase section C with simpler sentences such as

'The brain helps us think. True or False?'

'The heart pumps blood. True or False?'

Home Task

Practice reading the lesson at home.

Period 11

Worksheet 2 can be taken up as an assessment in the class.

Worksheet 2

A. Fill in the blanks. Choose the correct options.

- Our _____ works like a machine (body/eyes).
- The parts inside our body are called _____ (organs/sense organs).
- The _____, heart, lungs and stomach are organs (brain/hands).
- The brain helps us _____ (think/digest food).
- The _____ protects the brain (feet/head).

B. Answer the following in one line.

- What are body parts that lie inside our body called?
- Which organ helps us do our work?
- Which body part protects our brain?
- What do the lungs fill up with when we breathe in?
- What does our stomach help us digest?

C. Write T for true or F for false.

- The brain helps us do our work. _____
- The heart lies in our chest. _____
- The stomach lies above the chest. _____
- We have 600 bones. _____
- We have 207 muscles. _____

Teacher's Signature: _____

12

Remarks: _____

Book of Holistic Learning

Teacher: We have learned about our body parts in this chapter. What helps us hold things?
(Accept all relevant responses)

Developing better

Chapter 1: Human Body

A English

Write Q for question and S for statement.

- Does our brain help us think? _____
- We breathe through our lungs. _____

B Maths

We have 206 bones in our body. Write the expanded form of the number in the space provided.

Theme 1: We Are Unique

FLN HOLL MDA

11

English

Write the sentences on the board. As students to read the sentences and identify the which one is a question and which one is a statement.

Math

Read the statement to students. Ask them to identify the place values of the given number and write the expanded form of the number in their notebook.

Differentiated Activities

110 km/hr



Use test generator to create multiple-choice questions about body parts and conduct a quiz competition. Ensure their participation and encourage their effort.

80 km/hr



Ask students to compare two organs by creating a table in their notebook. Assign roles to them to act as different body parts (e.g., brain, lungs, heart). They will explain their roles in simple sentences such as 'I am the brain. I help you think and learn.'

40 km/hr



Use flash cards of different body parts and ask students to sort them into two categories: 'Inside the Body' and 'Outside the Body.'
Inside: Brain, heart, lungs, stomach
Outside: Hands, feet

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> perform physical activities like jumping jacks, tug-of-war and balance tasks to strengthen gross motor skills. practice fine motor skills through writing, drawing and decorating the 'My Little Book of Life.' improve hand-eye coordination while completing tasks such as balloon blowing and object identification.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> learn to make empathetic choices, such as inviting a new student to join during lunch. develop teamwork and collaboration skills through group activities like puppet making, pair discussions and games. build self-confidence by presenting the 'My Little Book of Life' and puppets in front of the class.
Cognitive Development	<ul style="list-style-type: none"> develop problem-solving skills by answering riddles, solving puzzles and engaging in memory challenges. understand the functions of body organs (brain, heart, lungs, stomach, muscles and bones) through observation and discussion. correlate body functions with daily life activities, like breathing and digestion, during interactive tasks.
Language and Literacy Development	<ul style="list-style-type: none"> enhance vocabulary related to body parts and their functions through guided discussions and activities. practice oral communication skills by answering questions, participating in group discussions and presenting ideas. improve listening skills by engaging in auditory riddles and class instructions.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> develop an understanding of values such as kindness, inclusion and respect for others through activities like 'Choosing Better.' learn the importance of taking care of one's body and the role of organs in maintaining health. recognize the importance of teamwork and mutual respect during games and group discussions.
Positive Learning Habits	<ul style="list-style-type: none"> practice responsibility by taking care of classroom materials and respecting peers' contributions. build perseverance by attempting to solve riddles, complete exercises and answer questions even when they feel challenging. demonstrate self-awareness by reflecting on one's learning process, such as recognizing which activity was most enjoyable or where improvement is needed.

Starry Knights

What strategies did you use to engage the learners in this unit? Mention here.

Commendable.. Give yourself a STAR.

