

## Lesson-16: Let's Have Fun.

12 Periods (40 minutes each)



Learn Better (Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, CRM Signs



Animation, Animated Activities, Dictionary, eBook, Infographic, Quiz, Slideshow, I Explain, Test Generator

Confirming better  
I am strong and full of energy

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to explore different ways to have fun and engage in recreational activities.
- to identify and participate in various indoor and outdoor games.
- to understand the benefits of outdoor play for health and well-being.
- to recognise the role of animal care centres in helping sick or injured animals.
- to develop empathy and kindness towards others, including animals.

### Methodology

#### Period 1

**Note to the Teacher:** Ask the students to prepare a KWL chart in their notebooks. Help them organise their thoughts on the topic 'Let's Have Fun.'.

**Teacher:** Hello, students. Today, we are starting an exciting new lesson called 'Let Us Have Fun.' Can you tell me why having fun is important?

COULD DO

10 MIN.



#### Students: (Possible responses):

- Fun helps us feel happy and relaxed.
- Playing keeps our body active and strong.
- We can play with friends and family and enjoy together.

**Teacher:** Wonderful. Have you ever thought about the different ways we can have fun? What do you enjoy doing in your free time?

(Pause for the students to share their thoughts.)

**Teacher:** Great answers. Today, we will explore different ways to have fun and stay active.

In this lesson, we will learn about:

- Why fun and recreation are important for us.
- Different ways to have fun – indoor and outdoor activities.
- The benefits of playing outside and staying active.

**Teacher:** Now, Draw a KWL Chart in your notebooks. This will help us think about what we already know and what we want to learn.

K – What I Know about Fun and Play

W – What I Want to Learn about Having Fun

L – What I Learnt about Fun and Play (We will complete this at the end of the lesson.)

K	W	L

**Teacher:** Let us start with the first column (K). What do you know about having fun and playing? Can you share some things you know?

#### Students (Possible Responses):

- We can have fun by playing games and doing different activities.
- Playing with friends and family makes us happy.

**Teacher:** Great. Write these points in the K column of your KWL chart.

Now, let us think about the second column (W). Is there anything you are curious about when it comes to fun and recreation? For example:

- Why is playing important for us?
- What are some new indoor and outdoor games we can try?
- How does playing outside help us stay healthy?

(Pause to give time for the students to think and come up with their questions.)

**Teacher:** These are very interesting questions. Write them in the W column. As we go through the lesson, we will explore these questions and learn more about the different ways to have fun.

At the end of the lesson, we will fill in the L column with all the new things we have discovered about fun and recreation.

**Teacher:** Are you ready to explore and learn more about the fun ways to play and stay happy?

**Students:** Yes.


### Kinaesthetic

**Teacher:** Let us start the lesson with RE-KAP. Today, we are going to play a fun game called 'Healthy Habits Charades.'

**MUST DO**

20 MIN.



**Re-KAP** SPD

**Kinaesthetic**

Play dumb charades in class. Enact the healthy habits you follow. For example, you can enact washing your hands, brushing your teeth and so on. Your classmates will have to guess the healthy habits.

80

Here is how we will play:

1. Each of you will act out a healthy habit that we follow every day. It can be anything – brushing your teeth, washing your hands, exercising, eating fruits, drinking water or sleeping on time.
2. No words at first. Just act it out and your classmates will guess what you are showing.
3. Your partner or group will try to guess the correct healthy habit based on your actions.
4. If they guess correctly, you both win a point.

**Note to the teacher:**

- Organise the students: Pair them up or let them play in small groups.
- Start simple: Give examples of different healthy habits to help them think.
- Encourage participation: If a student is unsure, guide them with hints.
- Make it fun: Let students take turns acting and guessing and celebrate correct answers.

**Teacher (After the activity):** That was such a fun game. You all did an amazing job acting out and guessing different healthy habits. Let us take a moment to reflect:

**COULD DO**

10 MIN.



- How did you choose which action to show?
- What were some of the common healthy habits we follow every day?
- Did you learn about a new healthy habit that you did not know before?

**Teacher:** Healthy habits help us stay strong, clean and happy. In our next session, we will learn more about why these habits are important and how we can follow them every day.

### Differentiated Activities

110 km/hr



Write 4-5 sentences about what you like to do in your free time and why. Try to use different describing words to make your writing interesting.

80 km/hr



List down the activities that you like to do when you are free.

40 km/hr



Draw and colour a picture of what you like to do in your free time.

### Home Task

Write two games that you like to play and stick their pictures in your notebook.

## Period 2

### Auditory

**Teacher:** Hello everyone. Today, we are going to continue with the Re-KAP. Can you tell me which Re-KAP activity we are going to do?

**MUST DO**

10 MIN.



#### Auditory\*

Listen to your teacher carefully. Answer the questions.

80

**Students:** Auditory.

**Teacher:** Great. So, I am going to say some habits and you need to listen carefully. If it is a healthy habit, give a thumbs up. If it is not a healthy habit, keep your hands down. Ready?

**Students:** Yes.

**Teacher:** Here we go.

1. Brush your teeth twice a day.
2. Bathe every day with soap and water.
3. Sleep for 4 hours every night.
4. Eat fruits and vegetables.

(Pause after each statement to give time for the students to respond with their actions.)

### Pictorial

**Teacher:** Now, look at the given list of habits carefully. You have to identify which habits help you stay fit.

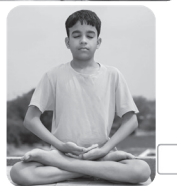
**MUST DO**

10 MIN.



#### Pictorial PS

Which of the following habits keep you fit? Tick (✓) your answers.



80

How to do it:

- If the habit keeps you fit, put a tick next to it.
- If it does not, leave it blank.

(Give the students the time to complete the task independently.)

**Teacher:** Alright. Now, let us check our answers together. Can you share which habits you ticked and why they help us stay fit?

(Allow the students to take turns sharing their responses. Encourage discussion and correct misconceptions if needed.)

**Teacher:** Fantastic. Now, let us move to the next part of our lesson.

### Interacting better

**Teacher:** Now, let us play a fun game. To begin, find a partner. Pair up with the friend sitting next to you.

**MUST DO**

20 MIN.





**Interacting better**

Which is your favourite game? Discuss with your partner.

ICL

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(Give the students the time to pair up.)

**Teacher:** Wonderful. I see everyone has a partner. Here is how the game works:

You and your partner will take turns discussing this question: Which is your favourite game?

- Tell your partner the name of your favourite game and explain why you like it.
- You can also share how the game is played and whether it is an indoor or outdoor game.
- Make sure to listen carefully when your partner shares their answer.

Are you ready?

**Students:** Yes.

**Teacher:** Great. Go ahead and start discussing with your partner.

(Allow the students the time to discuss. Walk around and listen to their conversations, giving encouragement or helping if needed.)

**Teacher:** Fantastic. Now, let us hear some of your ideas.

Who would like to share what they discussed with their partner?

(Encourage the students to raise their hands and share their answers. Let a few students talk about their favourite games and why they enjoy them.)

**Teacher:** Wow. I loved hearing about all your favourite games. Playing games helps us stay active, have fun and learn teamwork. There are so many exciting games to enjoy.

Keep thinking about the different games that you like, we will discuss about them in the next session.

### Differentiated Activities

#### 110 km/hr



Write 5-6 sentences about your favourite pass time activity. Explain:

- Why do you enjoy it?
- Is it an indoor or outdoor activity?
- How does it help you feel happy or relaxed?

#### 80 km/hr



What is your favourite way to have fun in your free time? Do you like playing alone or with friends? Discuss with your partner.

#### 40 km/hr



Draw and colour a picture of what you like to do in your free time.

### Home Task

What are the benefits of playing outdoor? Discuss with your parents and write 5 sentences in your notebook.

### Period 3

**Teacher:** Good morning, everyone.

Today, let us begin our session with a fun Word-Building Game. Are you ready to challenge your minds and build some interesting words?

**Students:** Yes.

**Teacher:** Great. Here is how we will play:

- I will say a word related to recreation or fun activities (e.g., 'Play').
- The next person will think of a word that starts with the last letter of the previous word (e.g., 'Yoga').
- We will continue in a chain, taking turns to build more words.

Let us try an example together. I will start with 'Game'. Who can think of a word that starts with E?

(Encourage the students to take turns and keep the chain going. If needed, guide them with hints or examples.)

**Teacher:** Wow. That was amazing. You all did a fantastic job thinking of words related to recreation. Now, let us start learning more about how we can have fun in different ways.

**Teacher:** Jas is on a holiday with his family. His parents, grandparents and his sister, Mehr, are all together.

**COULD DO**

10 MIN.



**MUST DO**


10 MIN.



Jas is on a holiday with his family. His parents, grandparents and his sister, Mehr, are all together.



(Read the story aloud or invite the students to take turns reading the dialogues.)

 Play the **Animation** to give an introduction about Earth and create interest among students.

**Teacher:** We all work hard in school, study and do different activities. Do you know what else is important?

**MUST DO**

20 MIN.

We need rest after working or studying hard. We also need to have **fun**. We have fun in doing things we enjoy. We must rest and relax in our free time. This is called **recreation**. It makes us feel good.

We play indoor games inside our house. Carom, Ludo™ and Chess are some **indoor games**.



(Point to the picture of the story and Jas playing chess.) Look at this picture. Can anyone tell me what the children are doing?

**Students:** They are playing.

**Teacher:** That is right. After working or studying hard, we need rest and time to have fun. Doing things we enjoy helps us feel happy and fresh. This is called recreation. It can be playing games, listening to music, drawing or even reading a story. It helps us feel good and gives our body and mind a break.

**Teacher:** Now, let us talk about games. Some games are played outside, like football or running. Some games can be played inside our house.

Can anyone name some indoor games that you play? (Allow the students to think and share names of indoor games they know.)

**P.S** This section is aligned to the **SDG 17: Partnership for the Goals**: Teach the students about the significance of team spirit and playing in partnerships through indoor and outdoor games.

## Differentiated Activities

**110 km/hr**



Look at pictures of different indoor games (Ludo, Chess, Carrom, etc.). Write three things that make indoor games fun.

**80 km/hr**



Team up with your friends and play an indoor game that you like.

**40 km/hr**



Draw and colour a picture of your favourite indoor game.

## Home Task

Talk your family members and ask them which is their favourite indoor game. Ask them to play with you.

## Period 4

### Poster

**Teacher:** Good morning, everyone. Today, we are going to talk about something super fun—games. (Hold up the poster or display it on the board.)

**MUST DO**

20 MIN.





Look at this amazing poster. What do you see in these pictures?

(Pause to allow the students to observe the poster and respond.)

Yes. These are different games. Do you notice something special about them?

All these games can be played inside a house, classroom or indoor play area. That is why we call them Indoor Games. Do you remember we learnt about indoor games in our previous session?

Now, let us look at some of the games in this poster.

**Billiards:** A game played on a big table where players hit balls with a stick to make them go into pockets.

**Carom:** A fun board game where players flick small discs to knock them into the corners.

**Chess:** A thinking game played on a black-and-white board with special pieces like kings, queens and knights.

**Dominoes:** A game where you match tiles with the same number of dots to make a chain.

**Backgammon:** A board game where you roll dice and move pieces to win.

**Jenga:** A balancing game where players take turns removing wooden blocks without making the tower fall.

**Tic Tac Toe:** A simple game where you try to get three Xs or Os in a row.

**Darts:** A game where you throw small darts at a board to score points.

**Chinese Checkers:** A colourful game where players move marbles to the opposite side of the board.

**Bowling:** A fun game where you roll a big ball to knock down pins.

**Go:** A strategy game where you place black and white stones to capture more space.

**Teacher:**

- Have you played any of these games before?
- Which game looks the most interesting to you?
- Why do you think people enjoy indoor games?

(Encourage the students to share their experiences.)

**Teacher:** Moving on, let us talk about outdoor games—games we play outside in the open air.

**MUST DO**

20 MIN.

Maria likes to play cricket, badminton and football with her friends.

Cricket and football are some **outdoor games**. Playing outdoors keeps us fit and healthy.

The children love to play outdoor games, such as **kho-kho**, **kabaddi**, **pitthu**, **marbles** and so on.



Lina plays football with Maria.

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**Teacher:** Let us see what Maria likes to play.

Maria loves playing cricket, badminton and football with her friends. Outdoor games are played in open spaces like parks and playgrounds. They help us stay fit and healthy. Running, jumping and playing in the fresh air make our bodies strong.

Ryan likes to play in the neighbourhood park. There are many **swings** and **slides** in the park. Ryan enjoys playing with his friends.



Lina and Chang enjoy watching animals.

Lina and Chang love animals. Sometimes, they visit the **animal recovery centre** with Aita\*. Lina and Chang get to see wild animals here. Injured or sick animals are treated at this centre. After recovery, the animals are sent back to the forest.



Ryan and Sam love playing on the swings.

Jas often goes to the fair. Watching **puppet shows** is great fun! Finger puppets, stick puppets and hand puppets are also some other kinds of puppets.



Jas loves puppet shows.

82

**Teacher:** Do you know there are also some outdoor games that are fun and engaging like kho-kho, kabbadi, pitthu and marbles. Have you heard of them before?


(Allow the students to share their experiences.)

Kho-Kho is a running and chasing game. Players sit in a line and one player runs around trying to touch the other team's players. The sitting players can help their teammate by touching them so they can start running. It is all about speed and teamwork.

Kabaddi is a fun game where players try to tag their opponents and run back safely to their side. One player runs to the other team's side, tries to touch someone and runs back without being caught. The player must keep saying 'Kabaddi, Kabaddi' without stopping. It is a game of quick moves and strong teamwork.

Pitthu is a game played with seven small stones and a ball. One team stacks up the stones in a tower. The other team throws a ball to knock them down. The first team must rebuild the tower before the other team hits them with the ball. It is all about aim, speed and teamwork.

Marbles is a game played with small round marbles. Players roll or flick marbles to hit other marbles. The goal is to hit and win more marbles. It is a game of focus and aim.

 Open the **Dictionary** to introduce the different indoor and outdoor games. Ask the students to recognise them and describe them.

**Questions for the students:**

- Can you name one outdoor game you love to play?
- Where do you play outdoor games?
- How do outdoor games help us stay healthy?


**Teacher:** Ryan likes to play in the neighbourhood park. There are many swings and slides in the park. He loves spending time with his friends there. Outdoor games are

so much fun. They keep us active, help us make friends and make us happy.

Tell me what do you like to do in a park?

(Allow the students to share their thoughts and experiences.)

**Teacher:** Wonderful. I hope now you know about the different activities that we could do keep ourself happy and engaged. Let us about some more ideas in the next session.

 **eBook** can be shown to students while teaching the lesson.

## Differentiated Activities

**110 km/hr**



If you could invent a new outdoor game, what would it be called and how would you play it?

**80 km/hr**



Fill in the blanks:

1. We play football in a \_\_\_\_\_. (park, classroom)
2. \_\_\_\_\_ is a game played with a bat and ball. (Cricket, Chess)
3. Kabaddi is a game where we \_\_\_\_\_. (run and tag, jump on a trampoline)

**40 km/hr**



Look at pictures of different outdoor games and circle the ones that can be played outside. (Provide images of games like football, cricket, ludo and badminton.)

## Home Task

Ask your parents or grandparents about an outdoor game they played when they were young. Write its name and one rule of the game.

## Period 5



Show the **Infographic** to recap about the outdoor games and introduce them to a few outdoor games. Ask the students to observe the picture and share their thoughts as you discuss about each.

**COULD DO**

10 MIN.



**Teacher:** Good morning, class. Today, we will learn about different fun activities that help us relax and enjoy our free time. Let us begin.

**MUST DO**

20 MIN.



**Teacher:** Lina and Chang love animals. Sometimes, they visit the animal recovery centre with Aita. Does anyone know what an animal recovery centre is?

**Student 1:** Is it a place where animals live?

**Teacher:** Not exactly. An animal recovery centre is a place where injured or sick wild animals are taken care of. After they recover, they are sent back to the forest.

**Student 2:** Oh. So, if an animal gets hurt, it goes there to get better?

**Teacher:** Yes, that is right. What do you think the doctors at the centre do to help the animals?

**Student 3:** They give them medicine.

**Student 4:** They put bandages on them.

**Teacher:** Yes. Just like doctors help people, veterinarians help animals. Can you name some wild animals that might be taken to a recovery centre?

**Student 5:** A deer.

**Student 6:** A monkey.

**Teacher:** Great. Taking care of animals is very important. We should always be kind to them and never harm them.

**Teacher:** Now, let us talk about something fun—puppet shows. Jas loves going to the fair. One of his favourite things to watch is a puppet show. Have you ever seen a puppet show?

**Student 1:** Yes. Puppets move and tell stories.

**Teacher:** That is right. There are different types of puppets. Let me tell you about them.

1. Finger Puppets – These are small puppets that fit on our fingers.
2. Stick Puppets – These are puppets attached to sticks.
3. Hand Puppets – These are puppets we wear on our hands to make them move.

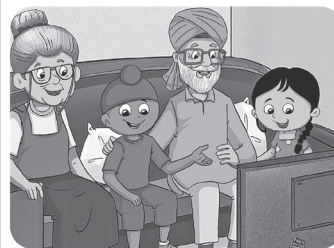
**Student 2:** I like hand puppets.

**Student 3:** Stick puppets sound fun.

**Teacher:** Yes, puppet shows are very enjoyable. They tell us interesting stories and make us laugh. The next time you go to a fair, look for a puppet show and enjoy it.

Jas also likes to watch films with his family.

Jas likes to read storybooks with his Daarji. Reading books is fun.



Jas likes to watch films with his family.



Jas likes to read storybooks.

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**Teacher:** Jas also likes to watch films with his family. Watching movies together is a fun way to spend time with our loved ones.

**Student 1:** I watch cartoons with my family.

**Student 2:** I like superhero movies.

**Teacher:** That sounds exciting. Watching films helps us relax and enjoy time with our family.

Jas also likes to read storybooks with his Daarji (grandfather). Reading books is fun and helps us learn new things.

**Student 3:** I love bedtime stories.

**Student 4:** I like books about animals.

**Teacher:** That is wonderful. Reading books can take us on adventures and teach us new lessons.

**Teacher:** Today, we learnt about different ways we can relax and have fun. Can you tell me some activities we talked about?

COULD DO

10 MIN.



**Student 1:** Visiting an animal recovery centre.

**Student 2:** Watching puppet shows.

**Student 3:** Watching movies with family.

**Student 4:** Reading books.

**Teacher:** That is right. We all need time to relax and enjoy ourselves. Playing games, watching movies, reading books or spending time outdoors are all great ways to refresh our minds and bodies.

Remember, rest and recreation help us stay happy and healthy. So, make sure to take time to do the things you enjoy.

### Differentiated Activities

110 km/hr



Why do Lina and Chang visit the animal recovery centre?

80 km/hr



Name one activity you do to relax.

40 km/hr



Draw a picture of your favourite activity.

### Home Task

Ask a family member about their favourite activity to relax and write one sentence about it.

### Period 6

#### Recalling better

**Teacher:** We have learnt so much about different ways to rest and have fun. Now, let us see how much we remember with a quick recap.

COULD DO

10 MIN.



#### Recalling better

CING

- We must rest and relax in our free time. This is called recreation.
- Some children like to play indoors. Some children like to play outdoors.
- Some children like to visit animal recovery centres.
- Children also like going to fairs. Watching puppet shows is great fun.
- Reading storybooks and watching films is fun.

83

**Teacher:** Here are the steps to play this game:

- Find a partner and sit together with your buddy.
- I will ask you a question. Discuss the answer with your buddy and then share it with the class.

- If you need help, you can look at your lesson pages.
- When you answer, try to speak in full sentences. Do not worry—I will help if you need it.

(Use the CRM signs to get students' attention before starting the activity.)

#### Questions to ask the students:

1. What is recreation?
2. Name some indoor games children like to play.
3. What are some outdoor games children enjoy?
4. Where do Lina and Chang like to go?
5. Why do injured animals go to an animal recovery centre?
6. Why do children love going to fairs?
7. What kinds of puppet shows can we watch?
8. What does Jas enjoy doing with his family?
9. Why is reading storybooks fun?

**Teacher:** You all did an amazing job remembering everything we learned. Now, imagine it is your free time. What would you like to do—play indoors, play outdoors, visit an interesting place or read a book? Why? (Encourage the students to share their choices.)

**Teacher:** That was a great discussion. You all have wonderful ideas. There are so many ways to relax and have fun. Recreation is important because it helps us feel happy and refreshed. Now let us begin with 'Learning better'.

### Learning better

**Colour the correct answer with a yellow crayon.**

**Teacher:** Today, we will begin with the practice exercises from our lesson. You will complete them in your books. Let us start with Exercise A. In this exercise, you will read the given sentences and

SHOULD DO

10 MIN.



colour the correct answer with a yellow crayon.

#### Learning better

CBA

A. Colour the correct answer with a yellow crayon.

1. Do things you enjoy/dislike in your free time.
2. Carom/Football is an indoor game.
3. There are swings and slides in a bank/park.
4. Playing outdoors/indoors keeps us fit and healthy.
5. Football/Ludo™ is an outdoor game.

83

**Teacher:** Let me do the first question with you. (Read the first question aloud.)

**Teacher:** Think carefully—should we do things we enjoy or dislike when we have free time?

**Students:** Enjoy.

**Teacher:** Correct. We should do things we enjoy in our free time. Now, take your yellow crayon and colour the word 'enjoy.'

## Period 7

**Teacher:** Hello students. Today, we will continue working on the book exercises which we started in the previous session.

**Write short answers in your notebook.**

**Teacher:** Now, let us do some thinking. I will read the first question aloud.

**MUST DO**

20 MIN.

**C Write short answers in your notebook.**

1. What should we do in our free time?
2. Name a few indoor games.
3. Jas and Lina play a game in which they have to score a goal by kicking a ball. Which game is it?

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(Read the first question aloud to the students.)

**Teacher:** What should we do in our free time?

Think about what makes you happy and relaxed. Discuss your ideas with your partner, then write a short answer in your notebook.

(Encourage the students to share their answers.)

**Teacher:** Great job. Now, write your answer neatly in your notebook.

**Teacher:** Let us move to the next question.

(Read the second question aloud to the students.)

**Teacher:** Name a few indoor games.

Think about games that we can play inside our homes. Discuss with your partner and share your answers.

(Encourage the students to share their answers.)

**Teacher:** Well done. Now, write the answer in your notebook.

**Teacher:** Now, let us read the last question together.

(Read the third question aloud to the students.)

**Teacher:** Jas and Lina play a game in which they have to score a goal by kicking a ball. Which game is it?

Think carefully—what is the name of the game where players kick a ball to score a goal? Discuss with your partner and share your answer.

(Encourage the students to share their answers.)

**Teacher:** That is correct. Now, write the answer neatly in your notebook.

(Allow time for the students to write the answers in their notebooks. Assist with spellings if needed.)

**Teacher:** Next, we have a fun sorting activity. You will look at some activities and decide whether they are done indoors or outdoors.

**SHOULD DO**

20 MIN.

**D Choose the activities from the box. Write them in the correct columns.**

play on a swing    play board games    ride a bicycle  
go on a picnic    read a book    watch a film

Indoor Activities	Outdoor Activities

84

**Teacher:** Now, it is your turn. Read the remaining questions and colour the correct answers. Once everyone is done, we will discuss them together.

(After the students complete the exercise, go through each question one by one. Ask a student to read the question aloud and share their answer. Confirm the correct answer and give a brief explanation if needed. Encourage the students to correct any mistakes in their books.)

**Fill in the blanks.**

**Teacher:** Now, let us solve an exciting activity together. You will help me identify the correct words to complete the sentences. Are you ready?

**SHOULD DO**

10 MIN.

**B Fill in the blanks.**

1. Resting and relaxing make us feel \_\_\_\_\_.
2. Chess is an \_\_\_\_\_ game.
3. \_\_\_\_\_ is an outdoor game.
4. Playing outdoors keeps us \_\_\_\_\_ and \_\_\_\_\_.
5. Injured animals are treated in the \_\_\_\_\_ centre.

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**Teacher:** Let us do the first one.

(Ask a student to read aloud.)

**Student:** Resting and relaxing make us feel \_\_\_\_.


**Teacher:** Great reading. Think—how does resting and relaxing make us feel?

**Student:** We feel good.

**Teacher:** That is right. Write 'good' in the blank space. Well done.

**Teacher:** Now, it is your turn. Read the remaining questions and colour the correct answers. Once everyone is done, we will discuss them together.

(Give some time for the students to complete the first sentence in their books. Move around and provide guidance to the students who need help.)

 Open the **Animated Activity** and ask the students to work in pairs to answer the questions.

**COULD DO**

10 MIN.

## Differentiated Activities

**110 km/hr**



If you could visit a fair, what would you like to see or do there?

**80 km/hr**



What are some fun activities you can do with your family?

**40 km/hr**



What are some fun activities you like to do in your free time? Why?

## Home Task

Read the lesson at home.



**Teacher:** Look at the box of activities on your book. Now, we need to put them into two columns: Indoor Activities and Outdoor Activities.

(Point to the box given in the book.)

- Indoor Activities are things we do inside, like in our home or a room.
- Outdoor Activities are things we do outside, like in a park or playground.

**Teacher:** I will do one for you. Reading a book is something we do inside, so it goes under Indoor Activities.

Now, it is your turn. Write the other activities in the correct columns in your notebooks.

(Pause and allow time for independent work.)

**Teacher:** Great job. Let us check our answers together. Who would like to share?

(Discuss the answers with the class and guide them if needed.)

### Differentiated Activities

110 km/hr



Take turns to read the lesson with your partner.

80 km/hr



Imagine it is raining outside. Which activities can you do to have fun?

40 km/hr




Name two indoor activities and two outdoor activities.

### Home Task

### Creating better

Learn a simple step of any Indian dance art form. Perform it with your friends and family.

 **Creating better**

Learn a simple step of any Indian dance art form. Perform it with your friends and family.

ArtI 2Lr CS

84

## Period 8

### SEL

**Teacher:** Hello everyone. Let us continue with the book exercises today. We are going to do something fun and creative. Have you ever imagined what it would be like if your toys could talk?

**Teacher:** Think about your favourite toy at home. What would it say to you if it could speak? Would it thank you for playing with it? Would it ask you to take better care of it? Or maybe it has a secret to tell you.

**Teacher:** Close our eyes for a moment and imagine. Your toy comes to life. What is the first thing it says to you?

(Pause for a few seconds.)

Now, think about these questions:

- What is your toy's name?
- What does your toy like or dislike?
- Does your toy have a funny or kind personality?
- What would your toy say to you about how you treat it?

**Teacher:** Now, open your notebooks and write a few sentences or a short conversation with your toy. Be creative and have fun. If you need help, raise your hand. (Give the students the time to write.)

**Teacher:** Would anyone like to share what their toy said? (Encourage a few students to read their responses aloud.)


**Teacher:** That was amazing. Toys may not really talk, but we can imagine their feelings. Let us always take good care of them. Well done, everyone.

### Thinking better

**Teacher:** Now, let us do some creative thinking. Let us read the question together.

SHOULD DO

20 MIN.

 **Thinking better**

Think and answer in your notebook.

Can you create a new game that combines parts of your favourite games? Describe how you would play it.

2Lr CS HOTS

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**Teacher:** Can you create a new game that combines parts of your favourite games? Describe how you would play it.

(Pause to let the students think.)

**Teacher:** Think about the games you love to play. It could be a board game, a sport or even a playground game. Now, imagine mixing two or more games together to make a brand-new game.

Let us discuss some ideas:

- Which games would you like to combine?
- What will the rules of your game be?
- How will players win the game?
- What equipment will they need?

(Turn to a partner and share your ideas for a few minutes.)

**Teacher:** Who would like to share their new game idea? (Call on a few students to share and encourage creativity.)

**Students (Possible responses):**

1. I will combine football and tag. Players have to pass the ball while trying to avoid being tagged.
2. I will mix chess and hopscotch. You move forward on a hopscotch grid based on chess piece moves.
3. My game will be a mix of hide-and-seek and treasure hunt. Players hide and leave clues to find a hidden object.

**Teacher:** Fantastic ideas. Now, write about your new game in your notebook. Describe how to play, what makes it fun and any special rules. You can also draw a picture of your game if you like.

(Give the students the time to write. Move around to assist.)

**Teacher:** Who would like to read their game idea to the class?

(Allow a few students to share.)

**Teacher:** Amazing work. Games are a great way to have fun and be creative.

### Differentiated Activities

110 km/hr



Why do we play some games indoors and some games outdoors?

80 km/hr



Name two things you do for recreation.

40 km/hr



Write Indoor or Outdoor next to each game:

- Catch: \_\_\_\_\_
- Ludo: \_\_\_\_\_
- Cricket: \_\_\_\_\_
- Cards: \_\_\_\_\_

### Home Task

Create a scrap book of your favourite indoor and outdoor activities.

### Period 9



**Quiz** can be conducted to check the students' understanding. Encourage them to work in teams.

COULD DO

15 MIN.

☐

### Choosing better

**Teacher:** Let us read the question together.

SHOULD DO

10 MIN.

☐

**Choosing better** LSV

What will you do in the given situation? Tick (✓) your answer.

Your friend, Ira has borrowed a storybook from you. She returns it. You find scribbles on a couple of pages. She apologises for her mistake. You will:

1. forgive her. ☐
2. be upset with her. ☒

85

(Read the question aloud and ask the students to read along with you.)

**Teacher:** Your friend, Ira, has borrowed a storybook from you. When she returns it, you notice that a few pages have scribbles on them. She apologizes for her mistake. What would you do?

Here are two options:

Option one: Forgive her.

Option two: Be upset with her.

Which option do you think is the better choice? Tick your answer in your book.

**Students:** I think I should forgive her.

**Teacher:** That is a thoughtful choice. Why do you think forgiving is the right thing to do?

**Students:** Because she said sorry and everyone makes mistakes.

**Teacher:** Exactly. We should be kind to our friends. What might happen if you stay upset with Ira?

**Students:** She might feel sad and we may not be as close as before.

**Teacher:** That is right. When we forgive others, we keep our friendships strong. How do you think Ira will feel if you forgive her?

**Students:** She will feel happy and relieved.

**Teacher:** Well said. Saying sorry and forgiving each other helps us be better friends. Now, let us tick the answer that we think is the best choice.

(Give the students the time to tick their answers and move around to assist as needed.)

### L (What I have learnt)

**Teacher:** Now, we are at the end of our lesson about different ways to relax and enjoy our free time. Let us see what we have learnt today.

COULD DO

15 MIN.

☐

Remember, at the start of the lesson, we talked about activities we like to do in our free time. Now, I want you to think about what new things you have learnt.

**Teacher:** I want you to sit with your partner and discuss what you have learnt about different activities we can do to relax and have fun. After a few minutes, we will hear from each pair and you will write your answers in your notebook.

(Allow the students to discuss with their partners and then invite each pair to share their answers.)

### Students (Possible responses):

- We can play indoor games like carom, chess and board games.
- Outdoor games like football, cricket, kho-kho and kabaddi help us stay fit and healthy.
- Visiting animal recovery centres is a great way to learn about animals.
- We can watch puppet shows at fairs. There are different types of puppets, like hand puppets and stick puppets.

**Teacher:** Great answers. Write these in your notebook.

**Teacher:** So, we learnt that there are many ways to spend our free time. Some children like indoor activities, some like outdoor games and some enjoy watching films or reading books. All these activities help us relax and feel happy. It is important to take time to rest and enjoy what we love to do.

**Teacher:** In the next session, we will begin working in our workbook (Stay Ahead) to practice what we have learnt today.

## Differentiated Activities

110 km/hr



Write five lines about what you have learnt about different ways to relax and enjoy your free time.

80 km/hr



Practice writing difficult words like recreation, indoor, outdoor, exercise and relaxation in your notebook.

40 km/hr



Pick any portion of the lesson on ways to relax and recreate and practise reading it with the help of your teacher.

## Home Task

### Revising better

**Revising better**

DBL

In this chapter, you learnt that we play different games and read books to enjoy. Which is your favourite way to enjoy your spare time? Write in your Little Book.

85

In this chapter, you learnt that we play different games and read books to enjoy. Which is your favourite way to enjoy your spare time? Write in your Little Book.

**COULD DO**

10 MIN.

☐

## Period 10



Play the **I Explain** video to give a quick recap of the lesson.

### Worksheet 1

Worksheet 1

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

- We need \_\_\_\_\_ after work or studying hard (rest/work).
- We have fun in doing things we \_\_\_\_\_ (enjoy/dislike).
- We must rest and relax in our \_\_\_\_\_ time (free/study).
- We mostly play board games \_\_\_\_\_ (indoors/outdoors).
- There are many swings and slides in the \_\_\_\_\_ (park/classroom).

B. Write **I** for indoor game. Write **O** for outdoor game.

1. ludo _____	2. chess _____
3. carom _____	4. cricket _____
5. football _____	

C. Write **T** for true or **F** for false.

- We need to rest after studying hard. \_\_\_\_\_
- We must rest and relax in our free time. \_\_\_\_\_
- Recreation makes us feel bad. \_\_\_\_\_
- Chess is an outdoor game. \_\_\_\_\_
- Playing indoor games keep us fit and healthy. \_\_\_\_\_

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Ask the students to open their EVS workbook. Guide them to complete the exercises in worksheet 1.

**SHOULD DO**

30 MIN.

☐

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

Read each sentence aloud to the students and ask them to fill in the blanks with the correct word by choosing the words given. Encourage them to think carefully or discuss with their peers before writing their answers. Once they have completed the exercise, ask them to raise their hands so you can check their responses. Move around the classroom to provide support where needed. Finally, review the correct answers together as a class, ensuring that students understand the concepts behind each answer.

### Write **I** for indoor game. Write **O** for outdoor game.

Read the instructions aloud and explain the activity to the students. Ensure that they understand the difference between indoor and outdoor games by providing examples. Encourage them to think about where each game is typically played and write 'I' for indoor games and 'O' for outdoor games.

Allow the students to complete the task independently. Walk around the classroom to assist those who need help. Once everyone has finished, review the correct answers together as a class, reinforcing the concept of indoor and outdoor games through discussion.

### Write **T** for true and **F** for false.

Read each sentence aloud and give the students the time to think before marking their answers. After completing the activity, discuss each statement with the class and explain why it is true or false.

**Note:** You may also take up this worksheet in class for concept recap or for assessment purpose.

## Period 11



Play the **Slideshow** to give a recap about the lesson.

**COULD DO**

10 MIN.

☐

### Worksheet 2

Ask the students to open their EVS workbook. Guide them to complete the exercises in worksheet 2.

**SHOULD DO**

30 MIN.

☐

Worksheet 2

A. Which of these is not an outdoor game? Circle the answer with a green crayon.

1. carom	2. cricket
3. football	4. slide
5. volleyball	

B. Choose words from the box related to each game. Write them on the blanks.

rest and relaxation    indoor game    outdoor game  
found in a park    animal recovery centre

1. chess \_\_\_\_\_

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2. swings \_\_\_\_\_

3. animals \_\_\_\_\_

4. football \_\_\_\_\_

5. recreation \_\_\_\_\_

**C. Write T for true or F for false.**

1. Kho-Kho is an outdoor game. \_\_\_\_\_

2. Four people can play a game of ludo at a time. \_\_\_\_\_

3. Cricket is played using a bat and a ball. \_\_\_\_\_

4. Football is played indoors. \_\_\_\_\_

5. There are many swings and slides in a park. \_\_\_\_\_

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**Which of these is not an outdoor game? Circle the answer with a green crayon.**

Read the instructions aloud and explain the activity to the students. Ensure that they understand what outdoor games are by discussing examples of games played outside in open spaces. Ask them to carefully look at the given options and circle the game that is not played outdoors using a green crayon.

Allow the students to complete the task independently. Walk around the classroom to provide support where needed. Once everyone has finished, review the correct answer as a class and discuss why certain games are played indoors while others are played outdoors.

**Choose words from the box related to each game. Write them on the blanks.**

Read the instructions aloud and explain the activity to the students. Ensure that they understand that each word in the box is related to a specific item in the list. Encourage the students to carefully read each item and think about which word from the box best describes it. Ask them to write the correct word in the blank space next to each item.

Allow the students to complete the task independently. Walk around the classroom to assist those who need help. Once everyone has finished, review the correct answers together as a class, discussing how each word is connected to the respective game or activity.

**Write T for true and F for false.**

Read each sentence aloud and give the students the time to think before marking their answers. After completing the activity, discuss each statement with the class and explain why it is true or false.

**Note:** You may also take up this worksheet in class for concept recap or for assessment purpose.

## Period 12

### Worksheet 3

Ask the students to open their EVS workbook. Guide them to complete the exercises in worksheet 2.

**SHOULD DO**

30 MIN.



### Worksheet 3

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

- \_\_\_\_\_ means to rest and relax in one's free time (Recreation/Games).
- Playing \_\_\_\_\_ keeps us fit and healthy (indoors/outdoors).
- \_\_\_\_\_ is a board game (Ludo/Cricket).
- \_\_\_\_\_ is an outdoor game (Football/Chess).
- We see puppet shows at a \_\_\_\_\_ (market/fair).

**B. Rearrange the letters to complete the sentences.**

- We need STRE after studying hard. \_\_\_\_\_
- We need to have NUF. \_\_\_\_\_
- Recreation makes us feel ODGO. \_\_\_\_\_
- Football is an TOUDOOR game. \_\_\_\_\_
- There are many swings and slides in a ARKP. \_\_\_\_\_

**C. Read the statements. Tick (✓) the correct ones.**

- It is important to have fun. ☐
  - We should play during study time. ☐
  - Indoor games keep us healthy and fit. ☐
  - Football is played indoors. ☐
  - We get to see wild animals at an animal recovery centre. ☐
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You may generate additional practice worksheets using the **Test Generator** given on the digital platform.

**Fill in the blanks.**

Read each sentence aloud to the students and ask them to fill in the blanks with the correct word by choosing the words given. Encourage them to think carefully or discuss with their peers before writing their answers. Once they have completed the exercise, ask them to raise their hands so you can check their responses. Move around the classroom to provide support where needed. Finally, review the correct answers together as a class, ensuring that students understand the concepts behind each answer.

**Rearrange the letters to complete the sentence.**

Read the instructions aloud and explain the activity to the students. Ensure they understand that the given letters are jumbled words that need to be rearranged to form meaningful words. Encourage the students to carefully look at each set of scrambled letters and use context clues from the sentence to determine the correct word. Ask them to write the correct word in the blank space. Allow the students to complete the task independently. Walk around the classroom to assist those who need help. Once everyone has finished, review the correct answers together as a class, discussing the meaning of each word and how it fits into the sentence.



### Read the statements. Tick (✓) the correct ones.

Read each statement aloud and explain the activity to the students. Encourage them to think carefully about each statement and use their understanding of games, recreation and animal recovery centres to decide which ones are correct. Ask the students to tick (✓) the correct statements. Allow them time to complete the task independently while you move around the classroom to provide support where needed.

Once everyone has finished, review the answers as a class. Discuss why certain statements are correct or incorrect, reinforcing key concepts through explanations and examples.

**Note:** You may also take up this worksheet in class for concept recap or for assessment purpose.

## Book of Holistic Teaching

### English

COULD DO

10 MIN.



### Chapter 16: Let's Have Fun!

Theme 9: We  
Enjoy Playing

#### A English

FLN HoLL MDA

Choose the correct answer to complete the sentences.

1. Lina and Jas play chess \_\_\_\_\_ (under / on) a chessboard.
2. Maria likes to play \_\_\_\_\_ (in / on) the neighbourhood park.
3. The football was \_\_\_\_\_ (in / under) the bench.

#### B Maths

Students in Jas's class like different indoor games. Look at the table. Answer the question.

Indoor game	Chess	Ludo	Carom
Number of students who like this game	19	12	17

Which indoor game is most liked by the students? Write the answer in the space provided.

\_\_\_\_\_

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### Choose the correct answer to complete the sentence.

Write the given sentences on the board and read them aloud to the students. Explain that they need to tick the correct preposition from the options in brackets. Encourage them to read each sentence carefully and think about which word best describes the position or place in the sentence.

After they have completed the activity, ask them to raise their hands if they need help. Once everyone has finished, review the correct answers together as a class, discussing why each preposition is appropriate in its context.

#### Maths

Read the table aloud to the students and explain how to compare the numbers. Guide them to identify which indoor game has the highest number of students who like it.

Encourage them to analyse the data and write the correct answer in the space provided. Once everyone has completed the task, review the answer together as a class.

## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"><li>• demonstrate fine motor skills by drawing or colouring pictures of different recreational activities, such as playing outdoor games, reading books or visiting an animal care centre.</li></ul>
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"><li>• express their preference for different games and sport.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>• identify and describe different ways to have fun and engage in recreational activities, including indoor and outdoor games and understand their benefits for health and well-being.</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>• use vocabulary related to recreation and play through activities like matching, fill-in-the-blanks or sentence-building exercises, such as naming different games, activities and places for relaxation.</li></ul>
Aesthetic and Cultural Development	<ul style="list-style-type: none"><li>• participate in creative activities like making a poster about fun recreational activities, draw pictures of favourite games.</li></ul>
Positive Learning Habits	<ul style="list-style-type: none"><li>• demonstrate attentiveness and curiosity during discussions about recreation and play, listen to others' ideas and experiences and actively engage in learning about ways to stay active, relaxed and happy.</li></ul>

### Starry Knights

How did the learners respond to this unit? Name any new game added to the list.

Fantastic.. Give yourself a STAR

