

# Lesson-14: Means of Communication: Then and Now

Theme 9: Why Do We Look Ahead?

 12 Periods (40 minutes each)



Learn Better (Main Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Poster, Gratitude sheet



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

Confirming better

All seasons are fun.

## Curricular Goals and Objectives (NCF)

### To enable the students:

- to understand the evolution of communication from ancient times to the modern era.
- to identify different means of personal and mass communication.
- to appreciate the role of technology in improving communication.
- to recognise the responsible use of communication devices in daily life.
- to develop respect for ethical behaviour while using technology.
- to enhance creativity through designing posters and illustrations related to communication.
- to strengthen critical thinking by comparing advantages and disadvantages of smartphones.
- to cultivate positive digital habits and promote phone-free zones for healthy living.

## Methodology

### Period 1

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

SHOULD DO

10 MIN.



### Confirming better:



**Teacher:** Let us start our class with 'Confirming better'. Everyone, please open your Main Coursebook to page 100 that says, 'All seasons are fun'.

**Teacher:** Now, repeat after me – All seasons are fun. (Students repeat.)

**Teacher:** Why do you think all seasons can be fun? What makes each season special or exciting? (Let students respond.)

**Teacher:** Lovely thoughts. Just like each season has something good, every way of communication, old or new, also has something useful.

**Teacher:** Raise your hand if you have ever written a letter or used a mobile phone to talk to someone. (Wait for responses.)

**Teacher:** That is great. Whether it is writing a postcard or sending a message online, communication is about

sharing. And when we stay calm and listen, sharing becomes even more meaningful.

**Teacher:** We will begin a new chapter 'Means of communication: Then and Now'. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format.

K	W	L

**Teacher:** The KWL chart has three columns. The first column is labelled 'K,' in which you will write what you already know about the topic. In the second column 'W,' you will write what do you want to know and the third column is labelled 'L' which is what I have learnt, which we will fill in the end.

**Teacher:** Take a few minutes to think and write. If you have any questions, feel free to ask.

**Teacher:** You all did an amazing job in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

## Kinaesthetic

**Teacher:** Now, it is time for you to take the stage. Please turn to page 100 and look at the Kinaesthetic activity box.

**MUST DO**

10 MIN.



### Kinaesthetic

Form groups in class. Conduct a short skit in class on the topic of satellite. For example: Your group can plan and perform a skit on a day in the life of a satellite.

100

**Teacher:** Quickly form groups of 4–5 students with your classmates. (Let students arrange themselves.)

**Teacher:** Your group will create a short skit on the topic 'A Day in the Life of a Satellite'.

**Teacher:** I will give you 2 minutes to plan. Each group will act for about 30 seconds.

(Move around quietly to observe but do not participate.)

(After planning time, call 1–2 groups randomly to perform.)

**Teacher:** (After each performance) Well done. Your teamwork and imagination were fantastic. Give a big round of applause to the group.

**Teacher:** Let us now move ahead to our next fun activity.

## Auditory

**Teacher:** Now, it is time for a fun listening game called 'True or False Showdown'.

CRM signs – listen and learn.

**MUST DO**

10 MIN.



### Auditory\*

Listen to your teacher carefully. Answer the questions.

100

**Teacher:** Everyone, take a blank sheet. Write 'TRUE' in big letters on one side and 'FALSE' on the other side.

**Teacher:** When I read a statement, quickly think in your mind and hold up the correct side. The faster you respond, the better.

The Earth has one natural satellite, the Moon. (True)

Satellites revolve around the Moon. (False)

Artificial satellites are launched with the help of rockets. (True)

Some artificial satellites are used for weather forecasting. (True)

**Teacher:** Great thinking and quick responses.

You are all getting sharper. Now, let us move to some interesting pictures.

## Pictorial

**Teacher:** Turn to page 100 again and look at the Pictorial activity.

**MUST DO**

10 MIN.



### Pictorial PS

Look at the pictures. Identify the type of artificial satellites that help with these activities. Write them in your notebook.



100

**Teacher:** There are two pictures – one shows weather updates and one shows the GPS directions.

**Teacher:** Can anyone tell me what type of artificial satellites help in these activities? (Let students guess.)

**Teacher:** Yes, weather satellites help with weather forecasting and navigation satellites help with GPS.

**Teacher:** Please write these answers neatly in your notebook.

**Teacher:** Wonderful work. Now, let us wrap up with a few quick tasks.

You may show the eBook given on the digital platform.

## Differentiated Activities

### 110 km/hr

Imagine you are an artificial satellite. Write two things you would do to help people on Earth.

### 80 km/hr

Draw a small picture of one job that a satellite does for people.

### 40 km/hr

Circle the correct answer:  
A satellite helps in: (talking, travelling, forecasting weather).

## Home Task

Draw any one old method of communication (like a pigeon, letter box or postman). Write one sentence to explain how it was used.

## Period 2

**Teacher:** Good morning, students. Let us start today with a small thinking question.

**SHOULD DO**

5 MIN.



**Teacher:** Close your eyes and imagine: If you had to send a message to your friend without using a phone, how would you do it?

(Let students respond creatively.)

**Teacher:** Wonderful ideas. Today, we will explore how communication has changed from earlier times to now. Everyone, please open your Main Coursebook to page 101.

### Interacting better

**Teacher:** Let us move to the 'Interacting better' section. Open page 101.

**MUST DO**

10 MIN.



**Interacting better**

How do you think communication was different in the past compared to now? Conduct a class discussion.

ICL

**101**

**Teacher:** Read the question on the page: 'How do you think communication was different in the past compared to now?'

**Teacher:** Who would like to share first? (Call random students.)

**Teacher:** Great points.

- Was communication slower or faster in the past? (Let students answer.)
- Did people use phones or letters more? (Let students discuss.)

**Teacher:** Wonderful thoughts.

Now turn to your partner and discuss it for one minute:

- Name one old method and one new method of communication.  
(After discussion, ask for a few pairs to share.)

**Teacher:** Beautiful sharing, everyone. Let us now look at a scene from our book.

**Teacher:** Look at the picture on page 101 where Ryan's mother is speaking to the students.

**MUST DO**

15 MIN.



Ryan's Mummy, Ms Praya, a computer engineer, has been invited by the school to deliver a talk.

**101**

**Teacher:** What do you notice first in the picture? (Students respond.)

**Teacher:** What is the lady talking about? (Students: 'Evolution of communication technology.')

**Teacher:** Very good. Now, can you guess why we are asked to 'look ahead' when we talk about communication? (Encourage responses.)

**Teacher:** Excellent thinking.

'Looking ahead' helps us prepare for new changes like faster phones or better internet.

**Teacher:** Now, let us read what Ryan's mother says. (Randomly call one student to read the dialogue aloud.)

**Teacher:** Good reading. Let us move deeper into understanding communication.

You may show the **Animation** given on the digital platform.

### Means of Communication

**Teacher:** Let us now look at the next heading on page 101 – 'Means of Communication'.

**MUST DO**

10 MIN.



#### MEANS OF COMMUNICATION

We know that communication refers to sending and receiving messages. Means of communication includes the different ways in which we communicate – personal communication and mass communication. **101**

**Teacher:** Who can read the paragraph aloud for the class? (Randomly call another student.)

**Teacher:** Wonderful reading.

Now, tell me:

- What does communication mean? (Sending and receiving messages.)
- What are the two types of communication? (Personal and mass communication.)

**Teacher:** Very good answers.

**Teacher:** Quick challenge:

- Is a letter personal communication or mass communication? (Personal.)
- Is television a form of personal or mass communication? (Mass.)

**Teacher:** Amazing participation.

You are understanding communication brilliantly.

### Differentiated Activities

**110 km/hr**



Imagine you lived 100 years ago. Write one sentence describing how you would send a message to your best friend.

**80 km/hr**



Draw a quick symbol or picture of one old method of communication (for example, a letter, pigeon or telegram).

**40 km/hr**



Circle the old method: (Telephone, Letter, Internet)

### Home Task

Draw a timeline showing two old and two modern means of communication.

## Period 3

**Teacher:** Good morning, students. **SHOULD DO**  
Let us quickly warm up today with a thinking question. **5 MIN.**

**Teacher:** Imagine you are living 50 years ago. How would you call a friend who lives in another city?  
(Let students respond with ideas like trunk calls, letters, etc.)

**Teacher:** Very thoughtful answers.

**Today,** we will see how telephones and communication methods evolved over time.

Everyone, please open your Main Coursebook to page 101.

### From Trunk Call to Smartphones

**Teacher:** Let us move on to the topic 'From Trunk Call to Smartphones'. **MUST DO**

#### FROM TRUNK CALL TO SMARTPHONES

We all know that telephones are the fastest means of communication. Alexander Graham Bell invented the telephone. Telephones have developed over the years, from landline phones to mobile phones and now smartphones. How did we make long-distance calls before smartphones?

#### Trunk calls

Initially, people used to make a trunk call. A trunk call refers to a long-distance call made to someone living in the same country. People had to pay an extra amount of money for it. This call was facilitated by a telephone operator. Trunk calls also had a time duration. Ask your grandparents about the time duration of a trunk call.

101

Who would like to read the first paragraph aloud?  
(Randomly select a student.)

**Teacher:** Very good reading.

Now, tell me: Who invented the telephone? (Students respond: Alexander Graham Bell.)

**Teacher:** Correct.

Now let us move to the section 'Trunk Calls'.

Who can read this part aloud? (Call another student.)

**Teacher:** Good.

Now, think and answer:

- Was making a trunk call cheap or expensive? (Expensive.)
- Who helped in making trunk calls? (Telephone operator.)

**Teacher:** Lovely. Now, turn to your partner and quickly discuss:

- How would you feel if you had to wait for a trunk call today?

(Students discuss.)

**Teacher:** Wonderful sharing. Let us move to the next heading.

### Discovering better

**Teacher:** Let us move to the 'Discovering better' section on page given on 101. **MUST DO**

5 MIN.

**Discovering better** **LAD**

**engineer:** here, someone who makes the parts and programmes that computers need to work

**operator:** a person who runs a device or a machine

101

**Teacher:** Look at the two words: 'engineer' and 'operator'.

**Teacher:** Who can read their meanings aloud?

(Call a student.)

**Teacher:** Very good.

Now answer:

- Who designs computer programs – engineer or operator? (Engineer.)
- Who manages the working of a device – engineer or operator? (Operator.)

**Teacher:** Superb thinking.

 You may show the **Dictionary** given on the digital platform.

### STD Calls

**Teacher:** Now, we will read about 'STD Calls'. Who would like to read? **MUST DO**  
(Call another student.) **20 MIN.**

#### STD calls

Soon after, the facility of making STD (Subscriber Trunk Dialing) calls was devised. This allowed those using landline phones to dial the telephonic code of any state, following the person's landline number to make a phone call. If people did not have this facility at home, they could call from a telephone booth. STD calls made it easier to make calls to people living in different parts of the country. Also, STD did not require a telephone operator.

Similarly, we also have the facility for making ISD (International Subscriber Dialing) call. This means making a phone call to someone in another country using a special code before dialing the number.

102

**Teacher:** Good reading. Now tell me:

- What does STD stand for? (Subscriber Trunk Dialing.)
- Did STD calls require a telephone operator? (No.)

**Teacher:** Good answers. Quick challenge:

Now, imagine you want to call your cousin who lives in another country.

**Which** facility would you use? (Students: ISD – International Subscriber Dialing.)

**Teacher:** Excellent answers. You are learning to travel through communication history like experts. Let us move ahead on our journey.

### Pagers

**Teacher:** Now, students, let us turn to the paragraph about 'Pagers' on page 102.

#### Pagers

A pager is an instrument used for personal communication. It is portable. The instrument 'beeps' to indicate that the user is being contacted. It is also used to send and receive short messages. These days, mobile phones are more popular as compared to pagers. Pagers are more commonly used in hospitals and also in the hospitality sector.



102

Who would like to read it aloud for the class? (Randomly select a student.)

**Teacher:** Very nice reading. Now, let us become Pager Detectives.

**Teacher:** Look carefully at the picture of the pager on the page.

What do you think this small device was mainly used for? (Let students respond.)

**Teacher:** Good thinking. Yes, it was used for sending and receiving short messages.

**Teacher:** Now imagine – there were no mobile phones. If you had a pager and it beeped, what would you do next? (Students imagine and answer.)

**Teacher:** Wait for the students to respond.

**Teacher:** Here is another challenge – Listen carefully: If a doctor is carrying a pager, why is it very useful for him or her? (Let students answer.)

**Teacher:** Very thoughtful. Because doctors get important alerts quickly and can rush to help patients.

**Teacher:** Now, a quick riddle: I beep, but I do not talk. I carry messages but I am not a phone. Who am I? (Students respond: Pager.)

**Teacher:** Excellent. Your detective skills are amazing.

### Mobile Phones

**Teacher:** Let us now read about 'Mobile Phones' on page 102.

#### Mobile phones

Without the invention of mobile phones, there would be no smartphones. Martin Cooper is widely credited with the invention of mobile phones. Unlike, a landline phone, which is a fixed device, a mobile phone is portable. Through the years, mobile phones have developed with the help of technology. The latest mobile phones are smartphones. Many functions of a smartphone are similar to that of a computer. In addition to making calls, smartphones can be used to send and receive text messages and emails through the Internet. A smartphone helps you locate a place, through digital maps. You may listen to music or watch movies online. You can also read eBooks on a smartphone. These days, some smartphone applications also allow one to send or receive money, without going to a bank or an ATM. Tablets are also a popular variation of smartphones. They have a bigger screen. 102

Who will read the first few lines aloud? (Randomly call a student.)

**Teacher:** Good reading. Now, tell me quickly: Who invented the first mobile phone – Martin Cooper or Isaac Newton? (Students answer: Martin Cooper.)

**Teacher:** Correct. Now think: Is a smartphone more like a landline or a computer? (Students respond: Computer.)

**Teacher:** Wonderful. Smartphones help us do many things like sending messages, using maps and reading books.

**Teacher:** Excellent work today. Let us have a huge round of applause for being such good thinkers and listeners. See you in the next class.

 You may show the **Concept Map** given on the digital platform.

### Differentiated Activities

#### 110 km/hr

 Imagine you were a telephone operator 50 years ago. Write two sentences about your work.

#### 80 km/hr

 Draw a telephone from the past (landline or trunk call telephone).

#### 40 km/hr

 Circle the correct answer:  
Who invented the telephone? (Alexander Graham Bell / Thomas Edison)

### Home Task

Interview your grandparents or parents and find out: How did they communicate when there were no mobile phones?

Write what they told you.

### Period 4

**Teacher:** Good morning, students.

Let us begin with a fun activity. I will say two ways of communication. You must tell me which one is older.

**Teacher:** Ready? Here we go:

- Telegram or Email? (Students: Telegram.)
- Letter or SMS? (Students: Letter.)
- Trunk call or Mobile call? (Students: Trunk call.)

**Teacher:** Great thinking.

**Today,** we will discover how communication moved from telegrams to emails.

Please open your Main Coursebook to page 102.

### Understanding better

**Teacher:** Let us start with 'Understanding better' on page 102.

**Understanding better**

**Name the following:**

1. The full form of STD in communication
2. One sector in which pagers are commonly used

102

**MUST DO**

10 MIN.

Who will read the two questions aloud? (Call a student.)

**Teacher:** Thank you. Now, quickly answer:

- What is the full form of STD? (Students: Subscriber Trunk Dialing.)
- Name one sector where pagers are used. (Students: Hospitals.)

**Teacher:** Excellent. Let us move to our main reading now.

### From Telegrams to Emails

#### FROM TELEGRAMS TO EMAILS

Sending messages to people has also developed over the years. 103

(Ask all students to open page 103 of the Main Coursebook. Encourage them to participate actively by

**MUST DO**

20 MIN.

answering the questions after each section. Make the discussion lively by connecting the old and modern means of communication to their daily lives.)

**Teacher:** Now, turn to page 103. Let us read the heading 'From Telegrams to Emails'.

### Telegraph/Telegram

#### Telegraph/Telegram

Long ago, people used to send urgent messages through a telegraph. A telegraph is a network of electric wires through which messages can be sent or received. The message sent through a telegraph is known as a telegram. Most post offices had telegraph services. India has discontinued the telegram services since 2013. 103

**Teacher:** Who would like to read the first part about 'Telegraph/Telegram'? (Call a student.)

**Teacher:** Good reading. Now think:

- What was a telegram used for? (Sending urgent messages.)

### Letters

#### Letters

People used to write letters to others who lived in a different part of the country. They did so by sending inland letters and postcards. India's postal service is known as India Post. We can purchase stamps, envelopes and inland letters from a post office. We can also send and receive letters, postcards, greeting cards, parcels and aerogrammes through the same. Speed Post helps us send or receive letters and parcels faster. Many people use the money order service of a post office to send or receive money. 103

**Teacher:** Next, who will read about 'Letters'? (Call another student.)

**Teacher:** Wonderful. Now quickly answer:

- What is India's postal service called? (India Post.)

**Teacher:** Quick thinking:

- What helps us send letters faster through post? (Students: Speed Post.)

### The Internet and emails

#### The Internet and emails

Nowadays, most people prefer using the Internet to send emails. The Internet is a system that uses computer networks. It allows people to communicate through emails, video calling portals and social media. During the COVID lockdowns, the Internet allowed several office goers to work from the safety of their homes. Schools held online classes for students. Many people ran profitable online businesses\*, also called e-businesses. 103

**Teacher:** Finally, who can read about 'The Internet and Emails'? (Call a student.)

**Teacher:** Well done. Now tell me:

- What system does the Internet use? (Students: Computer networks.)
- During COVID, what helped people work and study from home? (Students: The Internet.)

**Teacher:** Fantastic learning, everyone. You can now see how communication evolved with time.

### Understanding better

**Teacher:** Let us move to the second 'Understanding better' box on page 103.

**MUST DO**

5 MIN.



### Understanding better

#### Say true or false.

1. India's postal service is known as Speed Post.
2. The Internet is a system that uses computer networks.

103

**Teacher:** Who can read the True or False statements aloud? (Call a student.)

**Teacher:** Thank you.

Now, tell me:

- India's postal service is called Speed Post. (False.)
- The Internet is a system that uses computer networks. (True.)

**Teacher:** Brilliant. You all understand better every day.

 You may show the **I Explain** given on the digital platform.

### Differentiated Activities

#### 110 km/hr



Imagine you lived in the time of telegrams. Write one sentence about how you would feel sending a message that way.

#### 80 km/hr



Write two words that remind you of old ways of communication.

#### 40 km/hr



Circle the modern way of communication: (Email, Telegram, Letter)

### Home Task

Create a diary entry imagining a day without the Internet or phone.

### Period 5

**Teacher:** Good morning, students.

**SHOULD DO**

**Today,** we will play a quick game called 'Guess the Message'.

5 MIN.



**Teacher:** I will act out how a message was sent in the olden days and you must guess what method it is. (Act out pretending to write a letter and post it.)

**Teacher:** What am I showing? (Students: Sending a letter.) (Pretend to type quickly on a keyboard and click 'Send'.)

**Teacher:** What about this? (Students: Sending an email.)

**Teacher:** Wonderful guesses. Communication has changed so much over time. Now, let us dive into our lesson for today. Please open your Main Coursebook to page 103.

## Mass Communication

**Teacher:** Now, everyone, please open your Main Coursebook to page 103. Let us look at the heading 'Mass Communication'.

**MUST DO**

15 MIN.

### MASS COMMUNICATION

Mass communication refers to delivering messages or information to a large number of people. Examples of mass communication include newspapers, radio, television and magazines, which serve purposes of both education and entertainment. Newspapers bring us news from different places every day. They tell us about important events, new discoveries and interesting stories. Radio and television broadcast music, talk shows and news reports that everyone can listen to or watch. These modes are particularly effective because they can reach people who may not be able to read or write.

Mass communication is important because it helps us stay connected and informed about the world. It allows us to learn new things and share ideas with people far away.

103

**Teacher:** Who would like to volunteer and read the first paragraph aloud? (Call a student.)

**Teacher:** Wonderful reading. Now tell me, what is mass communication?

**Teacher:** Good answer. Now think carefully. Can you give me one place where many people get news at the same time?

**Teacher:** Very good thinking. Now let us have a quick game. I will ask you a question. You must think and answer immediately. Ready?

**Teacher:** If you send a letter to just one friend, is that mass communication?

**Teacher:** Correct. Mass communication means reaching many people at the same time.

**Teacher:** Now, let us do a fun sorting game. I will say a tool and you tell me if it is 'Mass' or 'Personal' communication. Let us start. Newspaper?

**Teacher:** Good. Mobile phone call?

**Teacher:** Correct. Radio?

**Teacher:** Well done. You are sorting them very smartly.

**Teacher:** Now, think a little deeper. Why do you think mass communication is important for people who cannot read or write?

**Teacher:** Absolutely right. Mass communication can reach people through sound and pictures, not just through reading.

**Teacher:** Now, turn to your partner and discuss quickly. If you had to give important news to your whole school, what method would you use?

**Teacher:** Let us hear a few answers. Wonderful ideas. Sharing news quickly with many people is what mass communication is all about.

**Teacher:** Fantastic work, everyone. Let us move forward now.

## Connecting better

**Teacher:** Now, everyone, please turn to page 104. Let us look at the 'Connecting better' box.

**MUST DO**

10 MIN.

## Connecting better

The talk makes Ryan wonder if in the near future, every house will have a humanoid. "They will assist us in many day-to-day things. They will be able to take phone calls on our behalf. They will be able to compose emails too," he wonders.

HoLL

104

**Teacher:** This part shares Ryan's thoughts about the future. It says, 'The talk makes Ryan wonder if soon, every house will have a humanoid. They will assist us in many day-to-day things. They will be able to take phone calls on our behalf. They will be able to compose emails too.'

**Teacher:** Now, imagine you have a humanoid robot living with you. What task would you like your robot to do every day to help you?

**Teacher:** Think creatively. Would you like it to pack your school bag, complete your homework, cook meals or maybe take your pet for a walk?

**Teacher:** Great ideas. Robots can surely help us with many tasks, but we must remember that they cannot replace our thinking, creativity and emotions.

**Teacher:** Wonderful thinking, everyone. Let us now move ahead to the next part of the lesson.

## Caring better

**Teacher:** Now, everyone, open your Main Coursebook to page 104. Let us look at the 'Caring better' box.

**MUST DO**

10 MIN.

## Caring better

Technology and the Internet have taken precedence over real time interaction these days. At home, along with your family, develop the concept of phone-free zones (such as the bedroom and dining tables) and phone-free time.

Seva

104

**Teacher:** This part talks about how technology and the Internet have taken precedence over real-time interaction these days.

**Teacher:** Read carefully. It says that at home, along with your family, you should develop the idea of phone-free zones such as the bedroom and dining tables and create phone-free time.

**Teacher:** Think for a moment. Why is it important to sometimes keep phones aside and spend real time with family?

**Teacher:** Good thinking. Now, I want you to form small groups of three. Discuss quickly with your group – where in the house do you think a phone-free zone would be a good idea?

**Teacher:** After two minutes, we will hear answers.

**Teacher:** Let us hear some of your ideas. Wonderful suggestions. Setting up phone-free zones will surely help us spend more quality time with our families.

 You may show the **Infographic** given on the digital platform.

## Differentiated Activities

**110 km/hr**



List two benefits of mass communication for people who live far away from cities.

**80 km/hr**



Name one way mass communication helps people.

**40 km/hr**



Tick the mass communication tool: Radio or Telephone.

## Home Task

Make a small chart showing 'Personal Communication' vs 'Mass Communication' with examples.

## Period 6

**Teacher:** Good morning, students.

Let us start today with a fun creative task.

**SHOULD DO**

5 MIN.



**Teacher:** Imagine you wake up one morning and there are no phones, no Internet and no emails.

Now, I want you to quickly imagine a way to send a message to your best friend.

**Teacher:** You can use signs, drawings, sounds or anything you can think of — but no technology.

**Teacher:** Take one minute to think and create your idea silently.

You can even draw it on a small piece of paper if you wish.

**Teacher:** After one minute, we will share some creative ways.

**Teacher:** Wonderful creativity, everyone. It shows how communication can happen even without technology. Now, let us open our Main Coursebook to page 104 and continue learning.

## Giving better

**Teacher:** Now, everyone, open your Main Coursebook to page 104. Let us look at the 'Giving better' section.

**MUST DO**

10 MIN.



**Giving better**

Smartphones can be tricky to use, especially for people who are not used to it. Help your grandparents understand the basic functions of a smartphone. Show them how to navigate through the important applications.

Seva

104

**Teacher:** It says that smartphones can sometimes be tricky to use, especially for people who are not very familiar with them.

**Teacher:** Imagine your grandparents have just bought a smartphone. Think for a moment, what would be the first thing you would teach them?

**Teacher:** Would you show them how to make a phone call, send a message, use the camera or maybe open a video call?

**Teacher:** Now, close your eyes for a few seconds and picture yourself explaining patiently to them, step by step.

**Teacher:** After thinking, quickly draw a tiny plan in your notebook showing the first three steps you would teach them.

(Example: Open phone → Dial number → Press call.)

**Teacher:** Very good effort, everyone. Helping others understand technology is a wonderful way to show kindness and care. Let us move ahead.

## Helping better

**Teacher:** Now, everyone, open your Main Coursebook to page 104. Let us look at the 'Helping better' box.

**MUST DO**

5 MIN.



**Helping better**

The next time you have to send birthday invites, send out e-invites. This will help save paper and also time.

Seva

104

**Teacher:** It says that the next time you must send birthday invites, you should send e-invites.

This helps save paper and saves time.

**Teacher:** Now think creatively. If you were to design an e-invite for your birthday, what would you include? Would you add a colourful background, a funny message or maybe a photo?

**Teacher:** Quickly take one minute to imagine your own e-invite in your mind.

If you had a blank card on a screen, what would you write or draw first?

**Teacher:** Now, imagine sending it with a simple click instead of using paper and stamps.

**Teacher:** Wonderful ideas. Sending e-invites not only makes our work faster but also helps in saving trees and protecting nature. Let us keep this beautiful thought with us as we move ahead.

### Grasping better

**Teacher:** Now, everyone, open your Main Coursebook to page 104. Let us look at the 'Grasping better' box.

**MUST DO**

5 MIN.



**Teacher:** Here, we are learning about the word 'businesses'.

It means the activities of making, buying, selling or supplying goods or services in return for money.

**Teacher:** Imagine for a moment that you are opening a small stall outside your school to sell handmade greeting cards.

Would you be doing business?

**Teacher:** Think about it carefully.

You are making something, selling it to others and getting money in return.

Yes, that is a business.

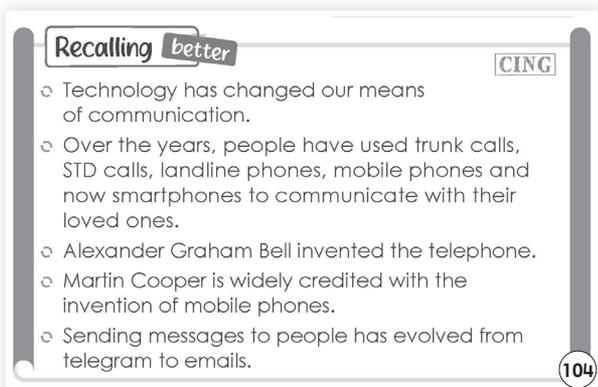
**Teacher:** Let us now move to a quick review of the entire chapter.

### Recalling better

**Teacher:** Now, open your Main Coursebook to page 104. Let us look at the 'Recalling better' section together.

**MUST DO**

15 MIN.



**Teacher:** Can you tell me how technology has changed communication over time?

**Teacher:** Correct. Communication has moved from trunk calls and landlines to mobile phones and smartphones.

**Teacher:** What different means of communication did people use over the years?

**Teacher:** Good thinking. People used trunk calls, STD calls, landline phones, mobile phones and now smartphones.

**Teacher:** Who invented the telephone?

**Teacher:** Well, remember. Alexander Graham Bell invented the telephone.

**Teacher:** Who is widely credited with the invention of the mobile phone?

**Teacher:** Correct. It is Martin Cooper.

**Teacher:** How has the way of sending messages evolved over time?

**Teacher:** Good answer. Messages have evolved from being sent through telegrams to being sent through emails.

**Teacher:** Wonderful. Now let us quickly summarize.

In the past, people used telegrams, trunk calls and landlines.

Today, we use mobile phones, smartphones and emails.

**Teacher:** Excellent participation, everyone. Let us continue learning and exploring.

 You may show the **Quiz** given on the digital platform.

### Differentiated Activities

**110 km/hr**



Imagine you are sending an urgent message without using a phone or the Internet.

Draw a creative way you would send the message.

**80 km/hr**



List two ways people communicated in the past and two ways people communicate today.

**40 km/hr**



Draw a simple picture of one thing people use today to send a message.

### Home Task

Make a collage by cutting and pasting pictures of old and new communication devices from newspapers or magazines.

### Period 7

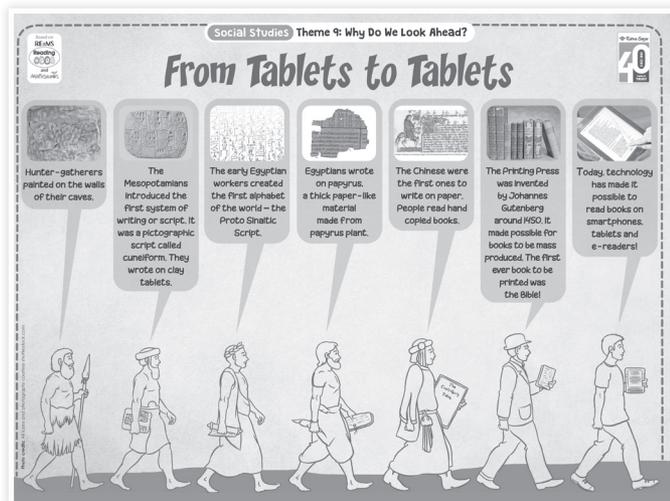
**Teacher:** Good morning, students. How are you feeling today?

**MUST DO**

10 MIN.

### Poster

**Teacher:** Now, let us take a moment to look at the poster on the wall.



(Please display and discuss the posters prominently in the classroom to reinforce the learning about 'From Tablets to Tablets'. Encourage students to observe the posters and discuss.)

**Teacher:** What do you notice first about how communication has changed over time?

**Teacher:** Wonderful observations.

You can see that from cave paintings to smartphones, communication has gone through an amazing journey.

**Teacher:** Great observation, everyone. Let us now move on to our exercises.

### Learning better

MUST DO

15 MIN.

#### Exercise A

**Learning better** CBA

**A. Tick (✓) the correct answer.**

- What did Alexander Graham Bell invent?
 

a. radio	<input type="checkbox"/>	b. television	<input type="checkbox"/>	c. telephone	<input type="checkbox"/>
----------	--------------------------	---------------	--------------------------	--------------	--------------------------
- Which of these qualify as a trunk call?
 

a. long-distance call	<input type="checkbox"/>	b. short-distance call	<input type="checkbox"/>
c. international call	<input type="checkbox"/>		
- Which of these kinds of calls are facilitated by a telephone operator?
 

a. STD call	<input type="checkbox"/>	b. trunk call	<input type="checkbox"/>	c. video call	<input type="checkbox"/>
-------------	--------------------------	---------------	--------------------------	---------------	--------------------------
- Which type of communication does a pager aid?
 

a. mass	<input type="checkbox"/>	b. postal	<input type="checkbox"/>	c. personal	<input type="checkbox"/>
---------	--------------------------	-----------	--------------------------	-------------	--------------------------
- Which of these devices did Martin Cooper invent?
 

a. pager	<input type="checkbox"/>	b. tablet	<input type="checkbox"/>	c. mobile phone	<input type="checkbox"/>
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**104**

**Teacher:** Open your Main Coursebook to page 105. Let us solve Exercise A together.

**Teacher:** Let us read the first question: 'What did Alexander Graham Bell invent?'

Options are:

- a. radio
- b. television
- c. telephone

**Teacher:** Think carefully. The correct answer is telephone. Tick option (c).

(Follow the same pattern for the rest of the questions in Exercise A. Read each question carefully, think about the answer and tick the correct option.)

**Teacher:** Once you finish ticking, we will discuss the answers together.

### Learning better

MUST DO

15 MIN.

#### Exercise B

##### B. Write true or false.

- Telephones are the fastest means of communication.  **104**
- Initially, people used to place a trunk call to make calls within a city.
- One can make STD calls from one's phone.
- A pager is a fixed-line device.  **105**
- The Internet is a system that uses computer networks.

**Teacher:** Now, let us solve Exercise B on the same page.

**Teacher:** Let us read the first statement:

'Telephones are the fastest means of communication.'

**Teacher:** This statement is True. Write 'true' neatly next to it.

**Teacher:** After everyone finishes, we will have a quick check together.

**Teacher:** Great work, everyone. By answering true or false, you are showing how well you have understood the changes in communication. Keep up the good effort.

(Follow the same pattern for the rest of the statements in Exercise B. Read each statement carefully and write 'True' or 'False' accordingly.)

**Teacher:** After everyone finishes, we will have a quick check together.

You may show the **Slideshow** given on the digital platform.

### Differentiated Activities

#### 110 km/hr

Create a time machine drawing that shows one old and one future communication device.

#### 80 km/hr

Draw and label one means of communication used 100 years ago.

#### 40 km/hr

Draw a mobile phone and label it neatly.

### Home Task

Prepare a small story (5-6 lines) about a letter travelling from one city to another 50 years ago.

# Period 8

## Gratitude sheet

**MUST DO**

10 MIN.



**Gratitude Sheet**

 Thank you!	 You've made my day!	 Thanks a lot!
 Thank you so much!	 I'm so grateful!	 Thanks a million!
 Thanks, you're great!	 Thanks, you're amazing!	 I really appreciate it!
 Thank you for helping me!	 I'm truly thankful.	 I can't thank you enough!

**Teacher:** Good morning, students. Let us begin by showing gratitude to the people who help us during disasters.

**Teacher:** Close your eyes for a moment. Think of someone who helps others in emergencies – like a firefighter, a doctor or even a neighbour.

**Teacher:** Now, open your eyes. Who would like to share who they thought of and why?  
(Allow 4–5 students to share.)

**Teacher:** That is wonderful. Gratitude reminds us to be kind and helpful too.

### Exercise C

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

1. What is meant by communication?
2. What is a pager?
3. What is a smartphone?

105

**Teacher:** Now, everyone, open your Main Coursebook to page 105. It is time for a fun quick game called 'Answer and Smile'.

**MUST DO**

15 MIN.



**Teacher:** I will read the first question aloud. Ready? Here it comes:

'What is meant by communication?'

**Teacher:** Imagine communication is like playing catch — you throw a message and someone catches it. Now quickly write a short, clear answer in your notebook.

**Teacher:** Very good. Now, here is the twist — for every question you answer, you must give yourself a clap under your desk without making noise. This way, we celebrate every answer we write.

CRM sign – Who needs help?

(Follow the same pattern for the rest of the questions in Exercise C. Read each question carefully, smile as you think about your answer and write it neatly in your notebook.)

### Exercise D

**Teacher:** Now, let us solve Exercise D on page 105.

**MUST DO**

15 MIN.



CRM sign – Who needs help?

**D** Write long answers in your notebook.

1. Explain how STD calls work.
2. Why is mass communication important in today's world?

105

**Teacher:** I will read the first question:

'Explain how STD calls work.'

**Teacher:** Think carefully and write a detailed answer in your notebook in 4–5 lines.

(Follow the same pattern for the rest of the questions in Exercise D. Take your time, think deeply and write your thoughts clearly.)

**Teacher:** Once done, we will discuss the answers together.

## Differentiated Activities

### 110 km/hr



Write a short paragraph imagining a future way of communication we might have 50 years from now.

### 80 km/hr



List of two ways you have used technology for communication this week.

### 40 km/hr



Draw a postbox and write one word that shows what it was used for.

(Example: Messages, Letters, Communication)

## Home Task

Complete creating better task given on page 105.

## Period 9

**Teacher:** Good morning, students.

**SHOULD DO**

5 MIN.



Before we start, let us play a quick game called 'Who Communicates?'

**Teacher:** I will name something and you will show thumbs up if it helps communication or thumbs down if it does not.

**Teacher:** Ready? Let us begin:

- Mobile phone? (Thumbs up)
- Tree? (Thumbs down)
- Radio? (Thumbs up)
- Rock? (Thumbs down)

**Teacher:** Great work. Now, let us move to our lesson for today.

## Thinking better

**Teacher:** Open your Main Coursebook to page 106 and look at the 'Thinking better' box.

**MUST DO**

10 MIN.



### Thinking better

Think and answer in your notebook.

How do you use mass communication in your daily life?

21CS HOTS

105

**Teacher:** The question says: How do you use mass communication in your daily life?

**Teacher:** Take a minute to think.

Maybe you listen to the news, watch weather reports or read newspapers.

**Teacher:** Now, write two or three sentences in your notebook explaining how mass communication is part of your daily routine.

**Teacher:** After writing, we will share a few answers with the class.

## Choosing better

**Teacher:** Now, let us move to the 'Choosing better' section on page 106.

**MUST DO**

5 MIN.



### Choosing better

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

Your mother's laptop is switched on. She has received an email. You can see a notification pop-up. You will

1. open the notification.
2. inform your mother without opening the notification.

105

**Teacher:** Read the situation carefully:

Your mother's laptop is switched on. She has received an email. You can see a notification pop-up.

**Teacher:** What will you do?

Option 1: Open the notification.

Option 2: Inform your mother without opening the notification.

**Teacher:** Think carefully and tick the correct option.

**Teacher:** After ticking, we will discuss why this choice is important.

## Revising better

**Teacher:** Now, turn to the 'Revising better' box on page 106.

**MUST DO**

10 MIN.



### Revising better

In this chapter, you have learnt about various means of personal communication. What, according to you, are the three advantages and disadvantages of using smartphones? Write in your Little Book.

DBL

105

**Teacher:** This activity asks you to think about three advantages and three disadvantages of using smartphones.

**Teacher:** In your Little Book, make two columns: one for advantages and one for disadvantages.

**Teacher:** Think creatively.

Smartphones help us learn and connect, but they can also distract us sometimes.

**Teacher:** Take your time and after 10 minutes, we will hear some interesting ideas.

## Pledging better

**Teacher:** Finally, let us read the 'Pledging better' section on page 106 together.

**MUST DO**

10 MIN.



### Pledging better

With all my heart, I pledge to use technology responsibly, for educational purposes.

SDGs

SDG 9: INDUSTRY, INNOVATION AND INFRASTRUCTURE 105

**Teacher:** The pledge says: 'With all my heart, I pledge to use technology responsibly, for educational purposes.'

**Teacher:** Let us say this pledge together, loudly and proudly.

**Teacher:** Always remember, technology is powerful and using it wisely makes us even stronger.

**Teacher:** Wonderful spirit, everyone.

**Teacher:** Excellent work today, everyone. Let us give ourselves a big round of applause. See you next time for more learning and fun.

 You may show the **Animated Activities** given on the digital platform.

## Differentiated Activities

110 km/hr



Design a badge with a slogan showing responsible use of technology.

80 km/hr



Write two good habits for using mobile phones wisely.

40 km/hr



Draw a radio and write one word that tells how it helps people.

## Home Task

### Book of Project Ideas

(For project Ideas, please refer to the book of Project Ideas, page number 23 under the title 'Means of Communication: Then and Now.' This project should be assigned to the students to work on. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need. Encourage them to explore and learn about means of communication through this engaging project.)

## Period 10

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

**Teacher:** Before we start, look at the illustration on page 106. Can you observe the scene carefully?

**Teacher:** What season do you think it is? (Let students answer: summer, spring, etc.)

**Teacher:** Why do you think so? What clues do you find in the picture? (Green trees, bright sun, fresh grass.)

**Teacher:** Wonderful observations. Now, let us read the poem.

**Teacher:** Open page 106. Let us read the first part of the poem 'My Mother's Words'.

SHOULD DO

5 MIN.



MUST DO

10 MIN.



**My Mother's Words** **Growing Better**

In our backyard, there grows a different plant,  
Touch it, and the leaves shut. As if to say, "No! You can't."  
My mother asked me to write a poem yesterday,  
On a topic, for which we don't have a lot to say.  
"How does it feel to get a loving kiss, a hug or a pat?"  
Ma asked, curiously. Well, how does one write on a topic like that?  
I looked at the smart plant. It inspired me to write.  
Some people make me uneasy. Their hugs don't feel right.  
How do I judge a touch? Is it nice? Is it wrong?  
There's no way to say. You just know it all along.  
Let me tell you, I've got a bag of tricks up my sleeve.  
For all the hugs, pats and kisses you don't want to receive.  
When a friend's hug you don't want to get,  
How about you say, "Hey! Can we Hi-five instead?"  
Sometimes, you may feel it is impolite,  
To struggle out of embraces that don't feel right.

**Teacher's Note:** Ask the students to describe the season as shown in the illustration on the page.

106

(Call a student to read a few lines aloud.)

**Teacher:** Lovely reading. Now, let us discuss.

**Teacher:** What plant is described at the beginning?  
(Touch-me-not plant.)

**Teacher:** How does it behave when touched? (It closes its leaves.)

**Teacher:** What did the poet's mother ask the child to do?  
(Write a poem about touch and feelings.)

**Teacher:** Is it always easy to describe feelings through words?

**Teacher:** No, it can be very challenging to express feelings properly. Good point.

**Teacher:** Why is it important to understand the difference between good touch and bad touch?

**Teacher:** It is important because it helps us to be confident and vocal. Well done.

**Teacher:** Good thinking. Let us understand it more deeply. Some touches feel nice, but some do not. We can politely No even if it is our friend or any family member. That is what the poem is teaching us.

**Teacher:** Now, let us move to page 107.

(Call another student to read the next part of the poem aloud.)

MUST DO

10 MIN.



You can be polite and still say 'No.'  
Your friend will get it. You only have to say so.  
We often find our cheeks being pulled by someone or the other.  
Can you ask them to stop? Yes! You can. Even if it is your brother.  
"Remember, your mind has this giant rack.  
It is here that uneasy thoughts you stack.  
Sometimes, a touch might want to make you shout.  
Say it there and then. Even if it is me, without a doubt."  
These were my mother's words, meaningful and wise  
A touch can be bad. It is not always nice.

107

**Teacher:** What advice did the poet's mother give about saying 'No'?

**Teacher:** She advised to say 'No' politely but strongly. Good.

**Teacher:** Should we still say 'No' even if the person is close to us?

**Teacher:** Yes, we must protect our comfort, even if it is a family member. Well done.

**Teacher:** Why might it feel difficult to say 'No' to someone we love?

**Teacher:** It feels hard because we worry about hurting their feelings. Very thoughtful.

**Teacher:** What does the mother mean by 'a giant rack where uneasy thoughts stack'?

**Teacher:** It means our mind keeps storing uncomfortable memories if we do not express or share them with our parents. Excellent explanation.

**Teacher:** If you feel uneasy but scared to speak, what should you do?

**Teacher:** You must shout.

**Teacher:** Can small playful touches also be wrong sometimes?

**Teacher:** Yes, even a playful touch can be wrong if it feels uncomfortable. Well done.

**Teacher:** What is the final important advice from the poet's mother?

**Teacher:** Speak clearly and immediately whenever something feels wrong, even with family. Wonderful thinking.

**Teacher:** Well done. This poem gives us a very important message about personal boundaries, safety and being comfortable.

### Looking into the future

**Teacher:** Now, open page 108. Let us think about our real needs and wants.

**MUST DO**

15 MIN.

### Looking Into the Future

Think and write three things that you need. Discuss with your friends.

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Why do you classify these items as a need?

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Now, write three things that you want. What would you do to earn those things. Discuss with your friends.

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Why do you classify these items as a want?

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Dear Future Classmates: Here's What You Need to Know!

Write a welcome letter to new Grade 5 students. Highlight your experiences and share what lies ahead in the new grade.

108

**Teacher:** What are three things that are truly necessary for us to live?

**Teacher:** Think about what you must have every day to stay safe and healthy.

**Teacher:** Now, write down three needs in the space provided.

**Teacher:** Why do you think these things are called needs?

**Teacher:** Think carefully. What would happen if we did not have them?

**Teacher:** Write your explanation about why they are called need.

**Teacher:** Now, can you think of some things you want but do not really need?

**Teacher:** Think of items that make you happy but are not essential.

**Teacher:** Write three examples of wants in your book.

**Teacher:** Can you live without these wants?

**Teacher:** Think carefully. Would life continue without them?

**Teacher:** Write a short sentence to explain if you can live without these wants.

**Teacher:** If you wish to have something you want, what could you do?

**Teacher:** Think about how you could earn or work towards it in a good way.

**Teacher:** Write your ideas about how you would achieve a want.

**Teacher:** Now, imagine a new student who is joining Grade 5.

**Teacher:** What friendly advice would you like to give them about school life?

**Teacher:** Think about what you have learnt and enjoyed in this class.

**Teacher:** Write a short welcome letter to the new student in the space provided.

**Teacher:** Well done, everyone. You have worked so thoughtfully today.

**Teacher:** Let us give ourselves a big round of applause for our hard work and wonderful thinking.

### Differentiated Activities

#### 110 km/hr



Write a paragraph explaining why needs are more important than wants. Give two examples from your life.

#### 80 km/hr



List three needs and three wants you use every day. Write one line about why each is a need or a want.

#### 40 km/hr



Write two examples of needs and two examples of wants from your daily life.

### Home Task

#### Through My Eyes

Identify and circle the pictures that show the future of communication given on page 109 in the Main Coursebook.

### Period 11

**Teacher:** Good morning, students. Let us begin today's lesson with a quick talk about communication.

**SHOULD DO**

5 MIN.

**Teacher:** Can you name one way people communicated long ago?

**Teacher:** Very good. Letters and telegrams were common earlier.

**Teacher:** What is one fast way we communicate today?

**Teacher:** Excellent. Mobile phones and the Internet help us today.

**Teacher:** Was communication in the past faster or slower compared to now?

**Teacher:** It was slower in the past. Good thinking.

**Teacher:** What do you think helped communication become faster over time?

**Teacher:** Inventions like the telephone, mobile phone and the Internet. Well done.

**Teacher:** Wonderful start. Let us now solve our worksheets to understand this better.

### Worksheet 1

**Teacher:** Open Worksheet 1 on page 49. Let us start with Exercise A: Fill in the blanks.

**MUST DO**

15 MIN.



Theme 9: Why Do We Look Ahead?

## 14. Means of Communication: Then and Now

Worksheet 1

A. Fill in the blanks.

- \_\_\_\_\_ refers to sending and receiving messages.
- The telephone was invented by \_\_\_\_\_.
- Earlier, people used to communicate through a \_\_\_\_\_ call.
- A pager is an instrument of \_\_\_\_\_ communication.
- \_\_\_\_\_ can be credited for the invention of the mobile phones.

B. Write True or False.

- Telephones are the fastest means of communication. \_\_\_\_\_
- Trunk calls did not have any time limit. \_\_\_\_\_
- STD calls were facilitated by a telephone operator. \_\_\_\_\_
- Landline phones are portable. \_\_\_\_\_
- India's postal service is known as India Post. \_\_\_\_\_

C. \_\_\_\_\_ are more commonly used in hospitals and the hospitality sector. Fill in the blank with the correct answer from the options given below.

1. Pagers	2. Letters
3. Postcards	4. Telegrams
5. Aerogrammes	

49

**Teacher:** Read each sentence carefully and write the correct word. Think about the lessons we have learnt.

**Teacher:** Now, move to Exercise B: Write True or False.

**Teacher:** Read each statement carefully. Think whether it matches what we studied about communication.

**Teacher:** Now, let us do Exercise C.

**Teacher:** Choose the correct answer from the options given. Read all the choices before you decide.

**Teacher:** Solve each question carefully. Take your time.

### Worksheet 2

**Teacher:** Now, open Worksheet 2 on page 50. Let us solve it together.

**MUST DO**

15 MIN.



Worksheet 2

A. Fill in the blanks. Use the words from the box.

long-distance    technology    telegraph    Internet    beeps

- A trunk call refers to a \_\_\_\_\_ call within the same country.
- A pager \_\_\_\_\_ to indicate that the wearer is being contacted.
- Over time, mobile phones have developed with the help of \_\_\_\_\_.
- Earlier, people used to send urgent messages through a \_\_\_\_\_.
- The \_\_\_\_\_ is a system that uses computer networks.

B. Rearrange the letters to make names of different means of communication.

1. ERPAG	_____	2. LETSTAB	_____
3. TERLET	_____	4. CELPAR	_____
5. GRAMTELE	_____		

C. Write five sentences about smartphones.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

50

**Teacher:** Start with Exercise A: Fill in the blanks using the words given in the box.

**Teacher:** Read all the words carefully first. Then, choose the correct one for each blank.

**Teacher:** Now, move to Exercise B: Rearranging the letters.

**Teacher:** Look at the scrambled letters carefully and rearrange them to form names of means of communication.

**Teacher:** Now, do Exercise C: Write five sentences about smartphones.

**Teacher:** Think about how smartphones are used for communication today. Write simple and clear sentences.

**Teacher:** Solve all parts neatly in your worksheet.

**Teacher:** Before we end today's class, let us think a little deeper.

**COULD DO**

5 MIN.



**Teacher:** Why do you think communication methods changed so much over time?

**Teacher:** Think about what people needed that old methods could not give.

**Teacher:** How do you think life would be different if we still used only letters and telegrams?

**Teacher:** Imagine waiting for important news for many days.

**Teacher:** Do you think faster communication has made life easier or more difficult? Why?

**Teacher:** Think about both good points and challenges.

**Teacher:** If you could invent a new way to communicate, what would it be like?

**Teacher:** Imagine something creative that could help people in the future.

**Teacher:** Wonderful reflections, everyone. You all have thought very wisely today.

**Teacher:** Let us now give ourselves a big round of applause for our hard work, careful thinking and excellent participation. See you all in the next class.

## Differentiated Activities

110 km/hr



List three ways communication today is better than communication in the past.

80 km/hr



Write two examples of communication used earlier and two examples used today.

40 km/hr



Name one old method and one new method of communication.

## Home Task

Solve worksheet 3 given on page 51 in the Workbook.

## Period 12

**Teacher:** Good morning, students. Let us warm up with some quick questions.

**SHOULD DO**

10 MIN.

**Teacher:** What is one way people sent messages in the older days?

**Teacher:** Very good. Through letters and telegrams.

**Teacher:** What is one way we send messages today?

**Teacher:** Excellent. Through emails, WhatsApp and mobile phones.

**Teacher:** Which way is faster — telegram or smartphone?

**Teacher:** Smartphones are much faster. Good thinking.

**Teacher:** Why do you think people invented new ways of communication?

**Teacher:** To save time and make communication easier. Wonderful.

**Teacher:** Now, let us move to our worksheet.

### Worksheet 4

**Teacher:** Open Worksheet 4 on page 52.

**MUST DO**

15 MIN.

**Worksheet 4**

**A. Fill in the blanks.**

- People had to pay an extra amount of money for the \_\_\_\_\_ calls.
- \_\_\_\_\_ calls made it easier to make calls to people living in different parts of the country. It also did not require a telephone operator.
- Tablets are a popular variation of \_\_\_\_\_.
- \_\_\_\_\_ helps us send or receive letters and parcels faster.
- Many people run online profitable businesses, called \_\_\_\_\_.

**B. Which of the following activities can you do with your smartphone? Tick (✓) the correct answers.**

1. withdraw money	<input type="checkbox"/>
2. cross the road safely	<input type="checkbox"/>
3. send and receive calls	<input type="checkbox"/>
4. listen to music or watch movies	<input type="checkbox"/>
5. locate a place, through digital maps	<input type="checkbox"/>

**C. Alexander Graham Bell invented me. I am the fastest means of communication. I have been developed over the years, from landline phones to mobile phones and now smartphones. Who am I? Tick (✓) the correct answer.**

1. Pager	<input type="checkbox"/>	2. Letter	<input type="checkbox"/>
3. Internet	<input type="checkbox"/>	4. Telegram	<input type="checkbox"/>
5. Telephone	<input type="checkbox"/>		

**52**

**Teacher:** Start with Exercise A: Fill in the blanks.

**Teacher:** Read each sentence carefully. Think about the word that fits best based on what we have learnt.

**Teacher:** Now, move to Exercise B.

**Teacher:** Look at the activities listed. Tick (✓) only the activities you can do with a smartphone.

**Teacher:** Now, let us do Exercise C.

**Teacher:** Read the riddle carefully and choose the correct answer.

**Teacher:** Remember, think about who invented the telephone and how communication changed.

**Teacher:** Solve each part carefully and neatly.

## Book of Holistic Teaching

**Chapter 14: Means of Communication: Then and Now**

**Theme 9: Why Do We Look Ahead?**

**A. English**

**HoLL MDA**

**Read the sentences and underline the conjunctions.**

- Communication refers to sending and receiving messages.
- India has discontinued the telegram services since 2013.

**B. Maths**

Given below is the number of students who use REAMS during the week. Choose a scale of 1 Unit = 20 students. Draw a bar graph in your notebook.

Days of the week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Number of students	20	25	40	45	50	55	60

**C. Science**

Imagine you have a robot friend (like a humanoid). How would you use it to help you communicate with your friends or family? Write down two ways you could use the robot friend on everyday communication tasks in your notebook.

**39**

(Refer to the Book of Holistic Teaching, page number 39 under the title 'Means of Communication

**COULD DO**

15 MIN.

Then and Now.' Complete the activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.)

**Teacher:** You have worked very hard today. Your thinking and participation were wonderful.

**Teacher:** Let us give ourselves a big round of applause for our efforts and learning.

You may generate additional practice worksheets using **Test Generator** given on digital platform.

## Differentiated Activities

110 km/hr



Write three ways smartphones have changed the way people communicate.

80 km/hr



List two activities you can do with a smartphone that were not possible 50 years ago.

40 km/hr



Draw a picture of a telephone or a smartphone. Write one sentence about how it helps you communicate.

## Home Task

Revise the whole chapter and complete the pending worksheet.

## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"><li>participate actively in creative tasks like poster making and drawing communication tools.</li></ul>
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"><li>show respect for technology use, demonstrate responsibility while using communication devices and appreciate the importance of real-time interaction.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>understand the evolution of communication from the past to present and identify different means of personal and mass communication.</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>express ideas clearly through short and long answers, write advantages and disadvantages of technology use and read comprehension passages related to communication.</li></ul>
Aesthetic and Cultural Development	<ul style="list-style-type: none"><li>create posters, illustrations and badges showing changes in communication methods and appreciate how communication reflects human progress.</li></ul>
Positive Learning Habits	<ul style="list-style-type: none"><li>pledge to use technology responsibly, develop phone-free zones at home and complete reflection activities showing understanding of responsible communication.</li></ul>

### Starry Knights

Do you notice a change in the learners' response as compared to the learners in early days? Has it impacted your teaching also? If yes, how?

Give yourself a STAR.

