Lesson-3: Our Houses

8 Periods (40 minutes each)

Learn Better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Poster, Blackboard

Animation, Animated Activities, Concept Map, Dictionary, Diagram, eBook, I Explain, Quiz, Slideshow, Video

Affirming Better

I can easily show empathy towards others.

Curricular Goals and Objectives (NCF)

To enable the students:

- to understand different types of houses and their purposes.
- to recognize the importance of building houses and the factors involved.
- to explore ayurvedic remedies for repelling bugs and flies.
- to engage in community welfare.

Methodology

Period 1

SHOULD DO
05 MIN.

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

Teacher: Before we dive into our lesson, let us take a moment to relax and focus our minds with a short meditation.

Teacher: Sit comfortably in your chair, with your back straight and feet flat on the ground. Close your eyes gently and take a deep breath through your nose. Hold it for a moment, then slowly breathe out through your mouth.

Let us do these three more times. Breathe in... and breathe out. As you breathe, imagine your mind becoming clear and ready to learn.

Open your eyes and smile at your friends. Let us start our day with positive energy.

Teacher: Before we start the chapter, let us do the affirming better activity. Let us all say together, 'I can easily show empathy towards others.' Repeat after me: 'I can easily show empathy towards others.'

MUST DO
05 MIN.

Teacher: Today, we will begin a new chapter on Our Houses. We are going to use a KWL chart to help us organize our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format.

K	W	L

Teacher: Let us start by filling out the 'K' and 'L' columns. Take a few minutes to think and write. If you have any questions, feel free to ask.

Teacher: Before we dive into the chapter, let us do a quick Re-KAP. Does anyone know what Re-KAP means?

Teacher: Yes, that is right. Re-KAP is where we revisit our previous knowledge through creative, multi-sensory activities. We will use Kinaesthetic, Auditory and Pictorial activities to make our learning engaging and interactive.

Kinaesthetic

MUST DO
10 MIN.

Teacher: First, let us start with a kinaesthetic activity. I want you to pair up with a partner. Each of you will draw either a hut or a tent. After that, swap your drawings with your partner and colour them. Sounds good?

(Give the students enough time to draw)

Teacher: Great job, everyone. I am impressed with how creatively you have drawn either a hut or a tent. You did an amazing job colouring them too.

Auditory

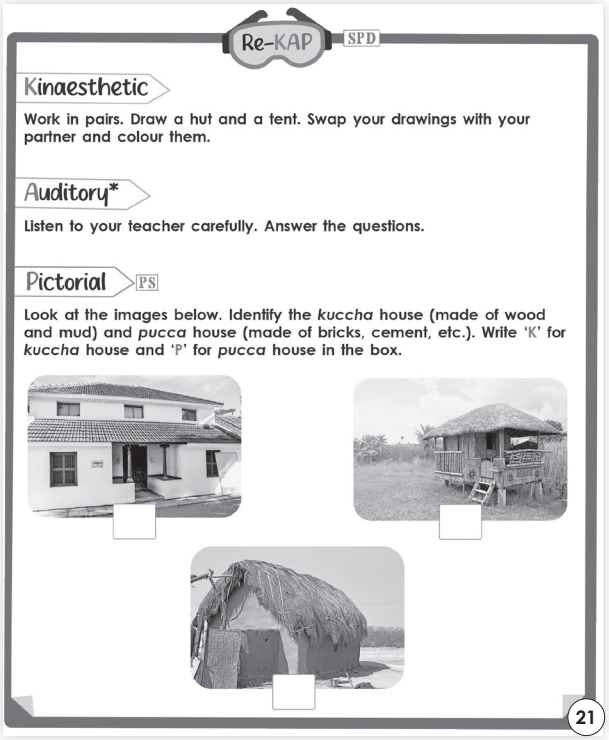
Teacher: Let us do the auditory activity. I am going to talk about Our Homes. Listen carefully to me and answer the questions.

Teacher: Our homes keep us safe and comfortable. A house gives us warmth, protection, and a place to rest. Walls help hold the house up and keep things private. Roofs protect us from the weather, doors and windows let in light and fresh air and floors give us a strong place to walk.

MUST DO
10 MIN.

1. What does a house give us?
2. What are the main parts of a house, and what do they do?

(Encourage the students to respond. Appreciate the right response.)


Re-KAP SPD

Kinaesthetic

Work in pairs. Draw a hut and a tent. Swap your drawings with your partner and colour them.

Auditory*

Listen to your teacher carefully. Answer the questions.

Pictorial PS

Look at the images below. Identify the *kuccha* house (made of wood and mud) and *pucca* house (made of bricks, cement, etc.). Write 'K' for *kuccha* house and 'P' for *pucca* house in the box.

21

Pictorial

Teacher: Excellent effort so far. Finally, let us move to the pictorial activity. Look at these images here. Can you identify which one is a kutcha house and which one is a pucca house?

MUST DO
10 MIN.

Teacher: Remember, a kutcha house is made of wood and mud, while a pucca house is made of bricks and cement. Write 'K' for kutcha house and 'P' for pucca house in the boxes provided.

Teacher: Alright, I see you all are engaged. Let us hear your thoughts now.

(Encourage the students to respond. Appreciate the right response.)

Differentiated Activities

110 km/h

What is the main purpose of the roof in a house?

80 km/h

What is a kutcha house made of?

40 km/h

What are the main parts of a house?

Home Task

Draw a picture of your own house. Colour it and label the main parts such as the walls, roof, doors and windows.

Period 2

SHOULD DO
05 MIN.

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

Teacher: Today, we are going to play a game called 'Guess the Part of the House.' I will describe a part of a house and you will guess what it is. Raise your hand if you know the answer. Let us begin.

- I am the part of the house that keeps the rain out. What am I? (Answer: Roof)
- I am the part of the house you walk on. What am I? (Answer: Floor)
- I am the part of the house that lets you see outside. What am I? (Answer: Window)
- I am the part of the house that you open to enter. What am I? (Answer: Door)

Teacher: Great guesses, everyone. Let us give ourselves a big applause for all the energy you brought to the class.

Interacting Better

Teacher: Today, we will discuss something fascinating about animals and their homes. Let me ask you a quick question: Do you think animals, like human beings, also need houses to live in?

MUST DO
10 MIN.

Teacher: Excellent thoughts. Now, let us take this a step further. Can anyone name the house of any one animal?

Teacher: Brilliant. You all have some wonderful ideas. Now, I want you to pair up with your partner. Ask them the same question: Do animals need houses to live in? Then, share the name of any animal house you know. Ready?

[Pause for students to interact with their partners.]

Teacher: Fantastic. You all have shared such insightful answers. Remember, just like us, many animals need shelter for protection and comfort. Each of their homes is unique and perfectly suited to their needs. Well done, everyone.

Teacher: It is story time. Let us start an interesting story from your book about houses and their importance. Are you ready to learn something fascinating?

Teacher: Great. Turn to page number 22 of your Main Coursebook. Take a few minutes to read the story silently on your own and try to understand it.

Teacher: As you read, imagine the characters and events in your mind. Pay close attention to the details—this will help you enjoy the story and answer questions later.

MUST DO
25 MIN.

(Give students time to read the story.)

Teacher: So, did you enjoy the story?

Teacher: Great. I am glad you liked it. Now, let me ask you a question. What kind of materials are houses made of?

Teacher: Excellent answers. Bricks, wood and cement are commonly used materials. Can anyone tell me why houses are important for us?

Teacher: Exactly. Houses protect us from different weather conditions and natural disasters. Speaking of disasters, can anyone name one?

Teacher: That is correct. Earthquakes, floods and volcanic eruptions are examples of natural disasters. Well done, everyone. You all did a fantastic job reading and participating. Keep it up.

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

Differentiated Activities

110 km/h

What is the house of a dog called?

80 km/h

Name one reason why houses are important.

40 km/h

Name one material used to build human houses.

Home Task

Write a short paragraph about why animals need homes. Include at least two examples of animal homes and explain their importance.

Period 3

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

Teacher: Today, we are going to play a game called 'Guess the Part of the House.' I will describe a part of the house, and you will guess what it is. Raise your hand if you know the answer. Let us begin.

SHOULD DO
05 MIN.

- I am the part of the house where you cook food. What am I? (Answer: Kitchen)
- I am the part of the house where you sleep. What am I? (Answer: Bedroom)
- I am the part of the house where you take a bath. What am I? (Answer: Bathroom)

(Call out different parts of the house in random order to keep the students attentive and involved.)

Teacher: Great guesses, everyone. Let us give ourselves a big applause for all the energy you brought to the class.

Teacher: Today, we are going to learn about different types of houses built in various places according to their climatic conditions. But, before we start let us do the discovering better activity given on page 23.

MUST DO
15 MIN.

Discovering better

(Explain the terms mentioned in the activity. And discuss with the class.)

Teacher: Now, let us start with places that have a hot climate.
(The teacher will read the last two paragraphs of page 22 and the first to the third paragraph of page 23 aloud and provide explanations to ensure that the students understand the content.)
Teacher: Can anyone tell me what kind of houses are built in Rajasthan?

Different types of houses are built in different places according to their climatic conditions.

HOUSES IN DIFFERENT PLACES

Places with a hot climate, such as Rajasthan, have houses with flat roofs and thick walls. The flat roof protects us from the Sun's heat by evenly distributing the heat.

22

Thick walls keep the house cool. In rural areas, some houses are made of mud because mud walls keep the house cool from inside. Mud walls can provide natural insulation against heat transfer. The mud is thick and heavy, which makes a strong layer as a wall that slows down the heat from coming inside, keeping it cooler inside.

mud house

The regions that experience heavy rainfall, for example, Mawsynram in Meghalaya, have houses that are usually built on stilts* and have sloping roofs. Houses in such places are built above the ground level so that these houses are safe from floods and heavy rainfall. This elevation helps to keep the living space dry and safe, preventing water damage to property and possessions. It also prevents structural damage over time.

stilt house

The majority of the houses in cold regions like Kashmir have fireplaces installed inside for warmth. These houses are generally small and do not have many windows. This is to ensure that the heat doesn't escape the house.

23

Teacher: Yes, houses in Rajasthan have flat roofs and thick walls. Why do you think they have flat roofs?
Teacher: Exactly. The flat roof helps to protect from the Sun's heat by evenly distributing it. Now, why do you think the walls are thick?
Teacher: Correct. Thick walls keep the house cool. In rural areas, some houses are made of mud. Can anyone tell me why mud walls are used?
Teacher: Yes, mud walls provide natural insulation against heat transfer. The mud is thick and heavy, which makes a strong layer that slows down the heat from coming inside, keeping it cooler inside.
Teacher: Let us now learn a new words stilts. Stilts are poles or pillars used to support a house above the ground. Can you think of why houses are built on stilts in some areas?

MUST DO
10 MIN.

Teacher: Good thinking. Yes, stilts are used in flood-prone areas to keep houses above water. Now, let us move to regions with heavy rainfall. Can anyone name a place that experiences heavy rainfall?
Teacher: Right, Mawsynram in Meghalaya. Houses there are usually built on stilts and have sloping roofs. Why do you think they are built on stilts?
Teacher: Exactly. Houses are built above the ground level to stay safe from floods and heavy rainfall. This elevation helps to keep the living space dry and safe, preventing water damage to property and possessions. It also prevents structural damage over time. Now, let us talk about cold regions. Can anyone tell me what kind of houses are built in Kashmir?
Teacher: Yes, houses in Kashmir have fireplaces installed inside for warmth. Why do you think these houses are generally small and do not have many windows?
Teacher: Correct. This is to ensure that the heat does not escape the house. Well done, everyone.

SHOULD DO
10 MIN.

Teacher: Let us revise what we have learned by doing a simple 'True or False' activity. I will read out a statement, and you tell me if it is true or false. Are you ready?
Teacher: Alright, here is the first one. Houses in Rajasthan have sloping roofs. True or False?
Teacher: Correct. Houses in Rajasthan have flat roofs, not sloping roofs. Well done. Now, here is the next one. Mud walls provide natural insulation against heat transfer. True or False?
Teacher: Excellent. Mud walls indeed provide natural insulation. They keep houses cooler in hot climates. Let us try the next one. Stilts are used to support houses above the ground in flood-prone areas. True or False?
Teacher: Absolutely right. Stilts help keep houses safe from floods. Next, houses in Kashmir have many windows to let in the cold air. True or False?
Teacher: Spot on. Houses in Kashmir have fewer windows to retain heat and keep the interiors warm. Here is the last one. Mawsynram in Meghalaya experiences heavy rainfall. True or False?
Teacher: Perfect. Mawsynram is known for its heavy rainfall, which is why houses there are built on stilts with sloping roofs. Great work, everyone.

You may show the **Diagram**, **Animation** and **I Explain video** on the digital platform.

Differentiated Activities

110 km/h

Why are houses in Mawsynram built on stilts?

80 km/h

What kind of roofs do houses in Rajasthan have?

40 km/h

Why are mud walls used in rural areas of Rajasthan?

Home Task

Write a short paragraph about the different types of houses built in various places according to their climatic conditions. Include examples of houses in hot, rainy and cold regions and explain why they are built that way.

Period 4

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

SHOULD DO
05 MIN.

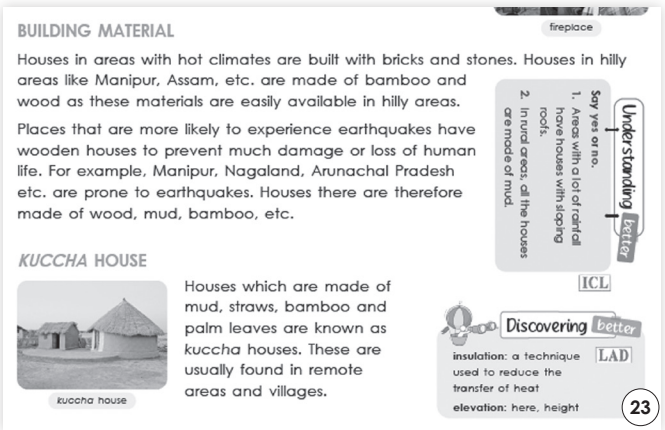
Teacher: Today, we are going to play a game called 'Mimic the Weather.'

I will describe different types of weather and you will act them out. Let us begin.

When I say 'Sunny,' pretend to wipe sweat from your forehead. When I say 'Rainy,' pretend to open an umbrella. When I say 'Windy,' sway side to side like you are being blown by the wind. When I say 'Snowy,' pretend to shiver and rub your hands.

(Call out different types of weather in random order to keep the students attentive and involved.)

Teacher: Great guesses, everyone. Let us give ourselves a big applause for all the energy you brought to the class.



fireplace

BUILDING MATERIAL

Houses in areas with hot climates are built with bricks and stones. Houses in hilly areas like Manipur, Assam, etc. are made of bamboo and wood as these materials are easily available in hilly areas.

Places that are more likely to experience earthquakes have wooden houses to prevent much damage or loss of human life. For example, Manipur, Nagaland, Arunachal Pradesh etc. are prone to earthquakes. Houses there are therefore made of wood, mud, bamboo, etc.

Understanding better

Say yes or no.

1. Areas with a lot of rainfall have houses with sloping roofs.
2. In rural areas, all the houses are made of mud.

ICL

KUCCHA HOUSE

Houses which are made of mud, straws, bamboo and palm leaves are known as *kuccha* houses. These are usually found in remote areas and villages.

kuccha house

Discovering better

insulation: a technique used to reduce the transfer of heat

elevation: here, height

LAD

23

PUCCA HOUSE

Houses which are constructed using materials such as bricks, concrete*, cement and other building materials are known as *pucca* houses. *Pucca* houses are mostly found in towns and cities.

pucca house

24

(The teacher will read the last two paragraphs of page 23 and the first paragraph of page 24 aloud and provide explanations to ensure that the students understand the content.)

MUST DO
15 MIN.

Teacher: That was a lot of information. Let us break it down. First, why do you think houses in hot climates are made of bricks and stones?

Teacher: Yes, because bricks and stones help keep the house cool by blocking out the heat. Now, think about the hilly areas like Manipur or Assam. What materials do people commonly use there and why?

Teacher: Right. Bamboo and wood are common in hilly areas because they are easily available and suitable for that kind of terrain. Good thinking. Next, can you tell me why wooden houses are built in places that often have earthquakes, such as Nagaland or Arunachal Pradesh?

Teacher: That is correct. Wood is flexible, so wooden houses do not break easily during earthquakes. It helps reduce damage and protects people.

Teacher: Now, we also talked about something called kuccha houses. What are kuccha houses made of and where do you usually find them?

Teacher: Exactly. Kuccha houses are made from simple materials like mud, straw, bamboo and palm leaves. Since these materials are found easily in villages and remote areas, kuccha houses are more common there.

Teacher: Now tell me what materials are used to build pucca houses?

Teacher: That is right—bricks, cement, concrete and other strong building materials. These materials make pucca houses strong and durable. Can anyone tell me where pucca houses are mostly found?

Teacher: Correct. Pucca houses are common in towns and cities. Why do you think pucca houses are more suitable for towns and cities than for villages?

Teacher: Yes, exactly. Since pucca houses are made of stronger materials, they last longer and are better suited for places where many people live. They are also more expensive to build, so we see them more often in towns where people have access to those materials and resources.

Teacher: Wonderful job, everyone. Are there any questions before we move on?

Teacher: Excellent. You are doing great. Let us continue with an activity to check how well you understood so far. Ready? Let us begin.

MUST DO
10 MIN.

Teacher: Let us play a True or False quiz. I will read out a statement, and you will say 'True' if the statement is correct or 'False' if it is not. Let us begin.

1. Houses in hot climates are made of bricks and stones to keep them cool. True.
2. Bamboo and wood are unsuitable for building houses in hilly areas. False.
3. Wooden houses are flexible and reduce damage during earthquakes. True.
4. Kuccha houses are made of bricks, cement, and concrete. False.
5. Pucca houses are more common in towns and cities than in villages. True.
6. Mud and straw are commonly used to build houses in cities. False.
7. Bamboo is easily available in hilly areas, making it a common building material there. True.
8. Pucca houses are stronger and more durable than kuccha houses. True.

Teacher: Great job, everyone. You all did very well with this quiz. It shows that you have understood the key points about building materials and their uses.

Poster

Teacher: Let us take a moment to look at the poster on the wall.

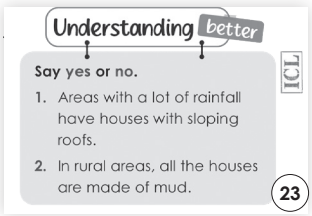
MUST DO 5 MIN.

(Please display the posters prominently in the classroom to reinforce the learning about different types of houses. Encourage students to observe the posters and discuss the different types of houses.)

Teacher: Great observation everyone.

Understanding better

MUST DO 5 MIN.



Teacher: Let us do the understanding better activity given on page number 23.

(Let the students answer the given questions on their own and provide an explanation for the correct answer.)

You may show the **Video** and **Slideshow** on the digital platform.

Differentiated Activities

110 km/h

Why are wooden houses built in areas prone to earthquakes?

80 km/h

What is a kuccha house made of?

40 km/h

Name one material used in pucca houses.

Home Task

Draw and label any two types of houses discussed in the lesson.

Period 5

SHOULD DO 05 MIN.

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

Teacher: Today, we are going to play a game called 'Guess the House Type.' I will describe a type of house and you will guess what it is. Raise your hand if you know the answer. Let us begin.

- I am a house made of mud that keeps the inside cool in hot climates. What am I? (Mud House)
- I am a house built on stilts to protect against floods and heavy rainfall. What am I? (Stilt House)
- I am a house made of bamboo and wood, commonly found in hilly areas. What am I? (Bamboo House)
- I am a house constructed using bricks, concrete and cement, mostly found in towns and cities. What am I? (Pucca House)

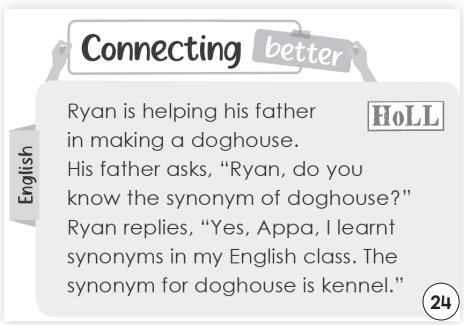
Teacher: Great guesses, everyone. Let us give ourselves a big applause for all the energy you brought to the class.

Connecting Better

MUST DO 5 MIN.

Teacher: Now, let us start with the connecting better activity. Ryan was helping his father build a doghouse. His father asked, 'Ryan, do you know the synonym of doghouse?' Ryan replied, 'Yes, Appa, I learnt synonyms in my English class. The synonym for doghouse is kennel.' Now, let me ask you – what do we call the place where dogs stay?

Teacher: Exactly. Kennel is the correct word. This shows how learning in school can help us outside as well.



Giving Better

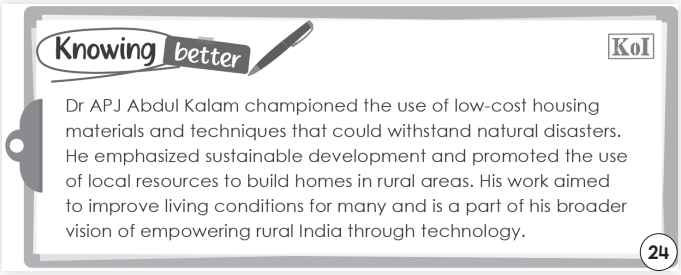
MUST DO 5 MIN.

Teacher: Next, we have something about helping others. It says, 'Ask your friends and family to keep their houses and surroundings clean. Encourage your parents and elders to ensure proper drainage, garbage disposal and sanitation. Also, plant more trees and organise community clean-up drives.' Why do you think keeping our surroundings clean is important?

Teacher: That's right. Clean surroundings keep us healthy and make our environment pleasant.

Knowing Better

MUST DO
10 MIN.

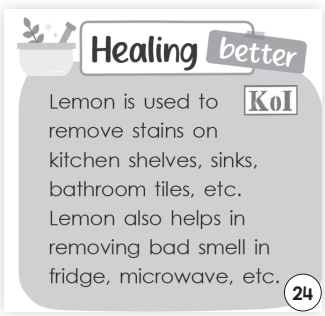


Teacher: Here's something fascinating. Dr APJ Abdul Kalam, a famous scientist, promoted low-cost housing using materials that could withstand natural disasters. He encouraged the use of local resources to build homes in rural areas. This helped improve living conditions and empowered rural India. Now, why do you think it is important to build houses that can resist natural disasters?

Teacher: Yes, exactly. It protects people from harm and makes homes safer during floods or earthquakes.

Healing Better

MUST DO
10 MIN.

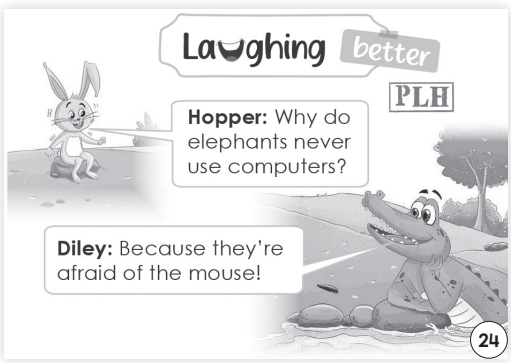


Teacher: Did you know that lemon is very useful at home? Lemon can remove stains from kitchen shelves, sinks and bathroom tiles. It also helps remove bad smells from the fridge or microwave. Now, can anyone tell me why we should prefer natural cleaners like lemon over chemical cleaners?

Teacher: Well done. Natural cleaners are safer for our health and the environment.

Laughing Better

MUST DO
05 MIN.



Teacher: And finally, let us end with a joke. Hopper asks, 'Why do elephants never use computers?' Diley replies, 'Because they are afraid of the mouse.' Funny, right? Did you enjoy that one?

Teacher: Great. That is the end of our lesson today. You all did a wonderful job thinking and answering. Well done. (Instruct students to bring their workbooks in the next class.)

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

Differentiated Activities

110 km/h

What do we call the place where dogs stay?

80 km/h

Name a material used to make concrete.

40 km/h

Which fruit can be used for cleaning at home?

Home Task

Write your answers neatly in your notebook. Why did Dr APJ Abdul Kalam promote using local resources for building houses?

Period 6

SHOULD DO
05 MIN.

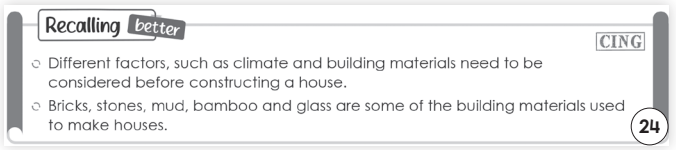
Teacher: Good morning, students. How are you all today?

Teacher: Today, we are going to play a game called 'Match the House to the Climate.' I will describe a type of climate, and you will guess what kind of house is best suited for that climate. Raise your hand if you know the answer. Let us begin.

- I am a house built with thick mud walls and a flat roof to keep the inside cool in a hot and dry region. What am I? (Mud House in Rajasthan)
- I am a house with a sloping roof, built on stilts to keep me safe from heavy rainfall. What am I? (Stilt House in Meghalaya)
- I am a house made of wood, often found in a snowy region, where I keep people warm with fireplaces inside. What am I? (Wooden House in Kashmir)
- I am a house made of bricks and concrete, found in towns and cities, built to last a long time. What am I? (Pucca House in an urban area)

Teacher: Excellent guesses, everyone. Let us give ourselves a big applause for all the energy you brought to the class.

Recalling better


Recalling better

CING

- Different factors, such as climate and building materials need to be considered before constructing a house.
- Bricks, stones, mud, bamboo and glass are some of the building materials used to make houses.

24

Teacher: Today, we are going to recall our learnings about Our Houses. Can anyone tell me what factors we should consider before building a house?

MUST DO

05 MIN.

Teacher: Exactly. Climate is one of the most important factors. Now, let us think about building materials. What materials do you think are commonly used to construct houses?

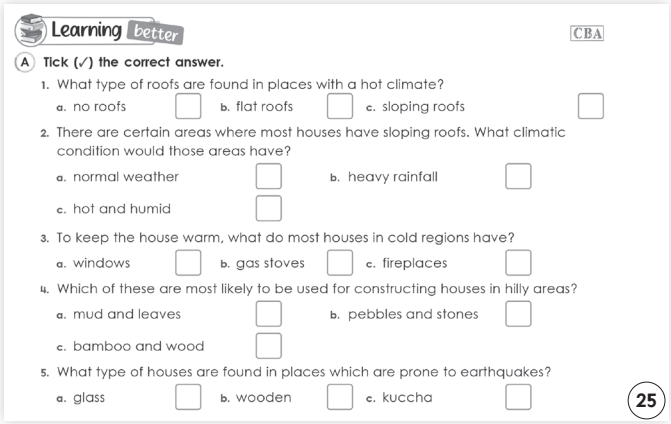
Teacher: Brilliant. We have bricks, stones, mud, bamboo and glass, among others. Each of these materials is chosen based on the needs of the location and climate.

Learning better

MUST DO

10 MIN.

Teacher: Everyone please open the page 11 of your book. We have an exercise called 'Learning Better.' In Exercise 'A' of 'Learning better', you have to tick the correct answer.


Learning better

CBA

A Tick (✓) the correct answer.

1. What type of roofs are found in places with a hot climate?
   a. no roofs ☐ b. flat roofs ☐ c. sloping roofs ☐
2. There are certain areas where most houses have sloping roofs. What climatic condition would those areas have?
   a. normal weather ☐ b. heavy rainfall ☐
   c. hot and humid ☐
3. To keep the house warm, what do most houses in cold regions have?
   a. windows ☐ b. gas stoves ☐ c. fireplaces ☐
4. Which of these are most likely to be used for constructing houses in hilly areas?
   a. mud and leaves ☐ b. pebbles and stones ☐
   c. bamboo and wood ☐
5. What type of houses are found in places which are prone to earthquakes?
   a. glass ☐ b. wooden ☐ c. kuccha ☐

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Teacher: Great. Let us begin with the first question. What types of roofs are found in places with a hot climate?

Teacher: The correct answer is flat roofs. Well done.

(Similarly complete all five questions)

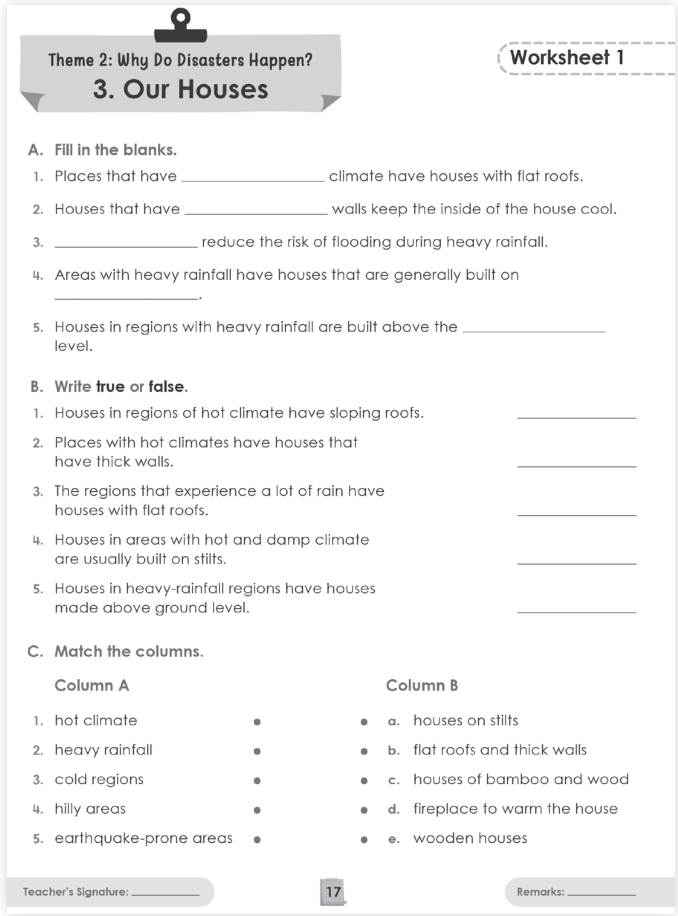
Worksheet-1

Teacher: Let us do some activities from the workbook. Everybody, please open page number 17 of your workbook and answer the questions given in worksheet-1.

MUST DO

20 MIN.

(Let the students answer the questions on their own. Then discuss the answer by writing the correct answer on the blackboard.)


Theme 2: Why Do Disasters Happen?

3. Our Houses

Worksheet 1

A. Fill in the blanks.

1. Places that have _____ climate have houses with flat roofs.
2. Houses that have _____ walls keep the inside of the house cool.
3. _____ reduce the risk of flooding during heavy rainfall.
4. Areas with heavy rainfall have houses that are generally built on _____.
5. Houses in regions with heavy rainfall are built above the _____ level.

B. Write **true** or **false**.

1. Houses in regions of hot climate have sloping roofs. _____
2. Places with hot climates have houses that have thick walls. _____
3. The regions that experience a lot of rain have houses with flat roofs. _____
4. Houses in areas with hot and damp climate are usually built on stilts. _____
5. Houses in heavy-rainfall regions have houses made above ground level. _____

C. Match the columns.

Column A		Column B
1. hot climate	•	• a. houses on stilts
2. heavy rainfall	•	• b. flat roofs and thick walls
3. cold regions	•	• c. houses of bamboo and wood
4. hilly areas	•	• d. fireplace to warm the house
5. earthquake-prone areas	•	• e. wooden houses

Teacher's Signature: _____ 17 Remarks: _____

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

Differentiated Activities

110 km/h

Which building material provides natural insulation in rural areas?

80 km/h

What type of roofs are common in areas with heavy rainfall?

40 km/h

What material is commonly used for houses in hilly regions like Manipur?

Home Task

Visit your local area and explore different types of houses (pucca, kuccha, stilt houses, etc.). Write a short paragraph about one house you find interesting and explain why.

Period 7

SHOULD DO

05 MIN.

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

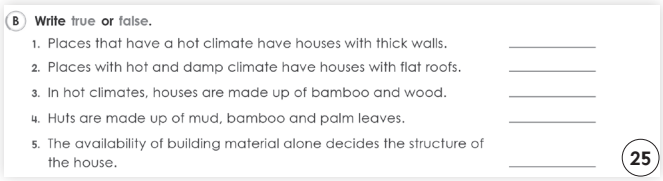
Teacher: Today, we are going to play a game called

'Guess the Material.' I will describe a material that is used for making houses and you will tell me where it is used. Raise your hand if you know the answer.

- This material is used in hot climates and is very strong. What is it? (Bricks)
- This material is used in hilly areas and is easily available. What is it? (Bamboo)
- This material is used in earthquake-prone areas to prevent damage. What is it? (Wood)

Teacher: Great guesses, everyone. Let us give ourselves a big applause for all the energy you brought to the class.

Learning better



B **Write true or false.**

1. Places that have a hot climate have houses with thick walls. _____
2. Places with hot and damp climate have houses with flat roofs. _____
3. In hot climates, houses are made up of bamboo and wood. _____
4. Huts are made up of mud, bamboo and palm leaves. _____
5. The availability of building material alone decides the structure of the house. _____

25

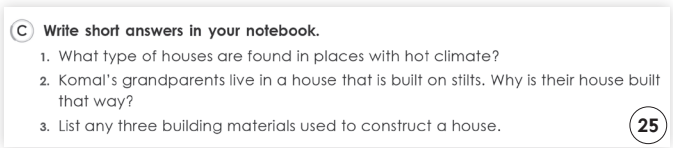
Teacher: Today, we will dive into some exciting questions about Our Houses. Everyone, please open page number 25 of your Main Course Book. We have an exercise called 'Learning Better.' In Exercise 'B' of 'Learning better',

MUST DO

05 MIN.

Teacher: Great. Let us begin with the first question. Places that have a hot climate have houses with thick walls. Think carefully and write true or false in the space given in front of the statement.

(Similarly complete all five questions)



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

1. What type of houses are found in places with hot climate?
2. Komal's grandparents live in a house that is built on stilts. Why is their house built that way?
3. List any three building materials used to construct a house.

25

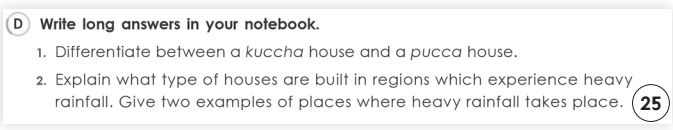
Teacher: Great. Now, let us explore some short-answer questions. In part 'C' of the 'Learning better' section, you have to write short answer. Are you ready to get started? Let us begin with the first question. What types of houses are found in places with hot climates?

MUST DO

15 MIN.

(Students have to write the answers for the given questions in about 40 to 50 words in their notebook. Wait for the students to write the answers.)

(Similarly complete all three questions)



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

1. Differentiate between a *kuccha* house and a *pucca* house.
2. Explain what type of houses are built in regions which experience heavy rainfall. Give two examples of places where heavy rainfall takes place.

25

Teacher: Great. Let us explore some long-answer questions. Let us begin with the first question. Differentiate between a kuccha house and a pucca house.

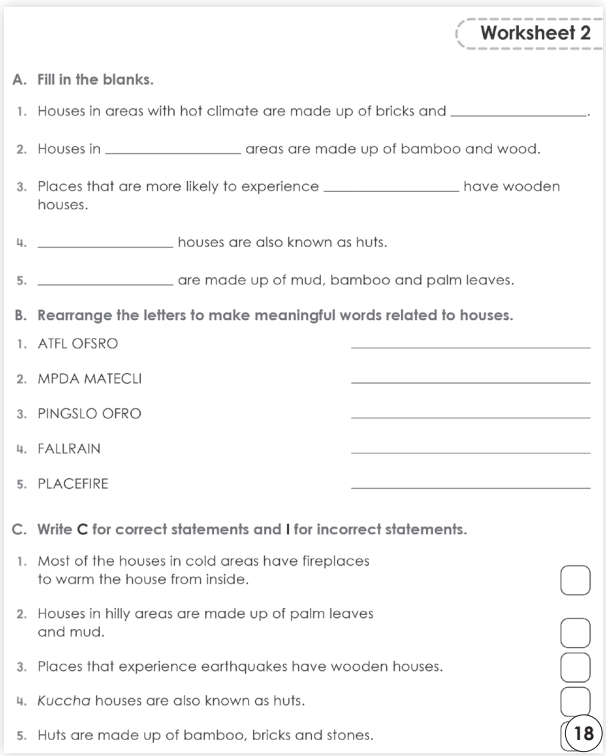
(Students have to write the answers for the given questions in about 100 to 150 words in their notebook. Wait for the students to write the answers.)

Teacher: Great. Let us begin with the second question. Explain what type of houses are built in regions which experience heavy rainfall. Give two examples of places where heavy rainfall takes place.

(Wait for the students to write the answers.)

Teacher: After you finish writing your answers, please exchange them with a friend beside you.

Worksheet-2



Worksheet 2

A. **Fill in the blanks.**

1. Houses in areas with hot climate are made up of bricks and _____.
2. Houses in _____ areas are made up of bamboo and wood.
3. Places that are more likely to experience _____ have wooden houses.
4. _____ houses are also known as huts.
5. _____ are made up of mud, bamboo and palm leaves.

B. **Rearrange the letters to make meaningful words related to houses.**

1. ATFL OFSRO _____
2. MPDA MATECLI _____
3. PINGSLO OFRO _____
4. FALLRAIN _____
5. PLACEFIRE _____

C. **Write C for correct statements and I for incorrect statements.**

1. Most of the houses in cold areas have fireplaces to warm the house from inside. ☐
2. Houses in hilly areas are made up of palm leaves and mud. ☐
3. Places that experience earthquakes have wooden houses. ☐
4. *Kuccha* houses are also known as huts. ☐
5. Huts are made up of bamboo, bricks and stones. ☐

18

Teacher: Let us do some activities from the workbook. Everybody, please open page number 18 of your workbook and answer the questions given in worksheet - 2.

MUST DO

10 MIN.

(Let the students answer the questions on their own. Then discuss the answer by writing the correct answer on the blackboard.)

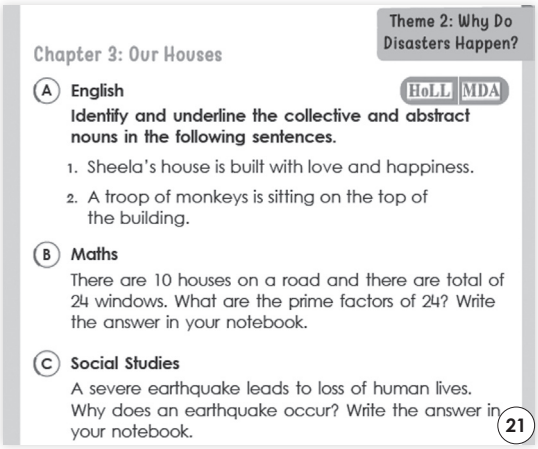
You may start the Quiz on the digital platform.

Book of Holistic Teaching

Refer to the Book of Holistic Teaching, page 21 under the title 'Our Houses.' 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.

MUST DO

5 MIN.



Theme 2: Why Do Disasters Happen?

Chapter 3: Our Houses

(A) English — HoLL MDA

Identify and underline the collective and abstract nouns in the following sentences.

1. Sheela's house is built with love and happiness.
2. A troop of monkeys is sitting on the top of the building.

(B) Maths

There are 10 houses on a road and there are total of 24 windows. What are the prime factors of 24? Write the answer in your notebook.

(C) Social Studies

A severe earthquake leads to loss of human lives. Why does an earthquake occur? Write the answer in your notebook.

21

(Instruct the students to bring their Little Book in their next class.)

Differentiated Activities

110 km/h

What is the technique used to reduce heat transfer?

80 km/h

What material keeps houses cool in rural areas?

40 km/h

What type of house is made of mud, straws, bamboo and palm leaves?

Home Task

The project Idea, given on page 14 under the title 'Our Houses.' 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 Houses through this engaging project.

Theme 2: Why Do Disasters Happen?

Chapter 3: Our Houses

Make a model of your house. — CT PRO 2LaCS

Materials required: ice-cream sticks, glue, water colours, scissor and cardboard

- Take a cardboard and cut it into two equal parts to make roof.
- Paste the ice-cream sticks over the cardboards and paint it using a colour of your own choice.
- Similarly, cut four equal parts of the sides of house and paste the ice-cream sticks over it.
- Colour the sides of the house as well and let it dry.
- Paste the sides of the house to form a box and over it paste the roof of the house.

14

Period 8

SHOULD DO — 05 MIN.

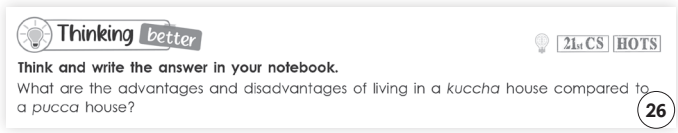
Teacher: Good morning, students. How are you all today?

Teacher: Today, we are going to play a game called 'Who Lives Here?' I will describe a type of shelter, and you will guess which animal lives in it. Raise your hand if you know the answer. Let us begin.

- I am a small wooden house built for a pet dog. What am I called, and who lives here? (Answer: Kennel, Dog)
- I am a tall structure made of sticks and mud, where birds lay their eggs. What am I called, and who lives here? (Answer: Nest, Bird)
- I am an underground tunnel where small animals like rabbits live. What am I called, and who lives here? (Answer: Burrow, Rabbit)
- I am a home made of wax, where thousands of tiny creatures work together. What am I called, and who lives here? (Answer: Beehive, Bees)

Teacher: Fantastic answers, everyone. You all are doing a great job. Give yourselves a big round of applause.

Thinking better



Thinking better — 2LaCS HOTS

Think and write the answer in your notebook.

What are the advantages and disadvantages of living in a *kuccha* house compared to a *pucca* house?

26

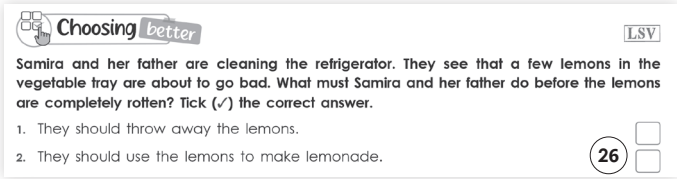
MUST DO — 10 MIN.

Teacher: Today, we have some interesting activities to work on. Let us start with a thinking activity. What are the advantages and disadvantages of living in a kuccha house compared to a pucca house? Write your answers in your notebooks and do not forget to explain your reasoning.

(Give students time to think and write their answers in their notebooks.)

Teacher: After you finish writing your answers, please exchange them with a friend beside you.

Choosing better



Choosing better — LSV

Samira and her father are cleaning the refrigerator. They see that a few lemons in the vegetable tray are about to go bad. What must Samira and her father do before the lemons are completely rotten? Tick (✓) the correct answer.

1. They should throw away the lemons. ☐
2. They should use the lemons to make lemonade. ☐

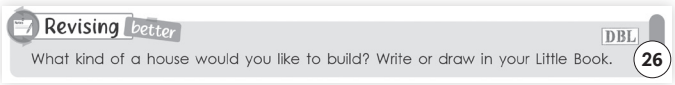
26

MUST DO — 05 MIN.

Teacher: Now, let us move on to a 'Choosing better' activity. Samira and her father are cleaning the refrigerator. They see that a few lemons in the vegetable tray are about to go bad. What must Samira and her father do before the lemons are completely rotten? They should throw away the lemons or they should use the lemons to make lemonade. Tick your answers in the box provided and discuss your choice with a friend.

(Give students time to tick the correct answer.)

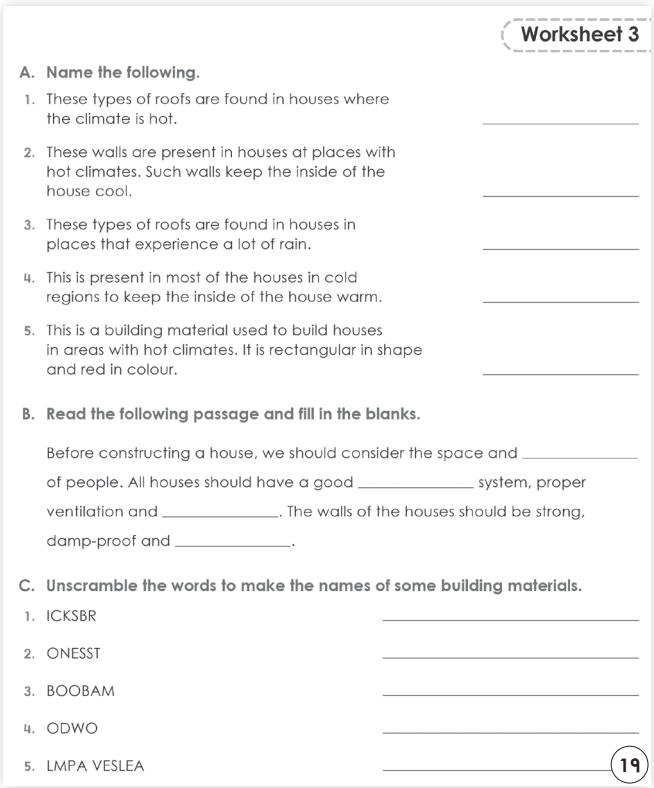
Revising better



Teacher: Finally, let us do a revising activity. I want you to take out your Little Book and either write or draw the kind of house you would like to build, considering materials and special features.

SHOULD DO
05 MIN.

Worksheet-3



Worksheet 3

A. Name the following.

1. These types of roofs are found in houses where the climate is hot. _____
2. These walls are present in houses at places with hot climates. Such walls keep the inside of the house cool. _____
3. These types of roofs are found in houses in places that experience a lot of rain. _____
4. This is present in most of the houses in cold regions to keep the inside of the house warm. _____
5. This is a building material used to build houses in areas with hot climates. It is rectangular in shape and red in colour. _____

B. Read the following passage and fill in the blanks.

Before constructing a house, we should consider the space and _____ of people. All houses should have a good _____ system, proper ventilation and _____. The walls of the houses should be strong, damp-proof and _____.

C. Unscramble the words to make the names of some building materials.

1. ICKSBR _____
2. ONESST _____
3. BOOBAM _____
4. ODWO _____
5. LMPA VESLEA _____

19

Teacher: Let us do some activities from the workbook. Everybody, please open page number 19 of your workbook and answer the questions given in worksheet - 3.

MUST DO
10 MIN.

(Let the students answer the questions on their own. Then discuss the answer by writing the correct answer on the blackboard.)

Teacher: Now, let us fill in the last column of the KWL chart.

Teacher: In this column, we will write what we have learned in this chapter.

SHOULD DO
05 MIN.

Teacher: Think about the topics, we have learned and write them neatly in the `L' column of the chart.

(Wait for students to fill in the chart.)

Teacher: Let us all give a huge round of applause to everyone for their hard work and creativity. Great job, everyone. See you in the next class. Have a wonderful day ahead.

Differentiated Activity

110 km/h

Why do houses in hot regions like Rajasthan have thick walls and flat roofs?

80 km/h

In an earthquake-prone region, which type of house would be the safest to build?

40 km/h

Which types of houses are found in areas with heavy rainfall?

Home Task

'Creating better' Activity mentioned on page number 26 - Making a hut.

Learning Outcomes

The students will:

Physical Development	• engage in hands-on activities such as constructing models of kuccha and pucca houses using materials like cardboard, popsicle sticks and glue to enhance fine motor skills and spatial awareness.
Socio-Emotional and Ethical Development	• develop empathy and social responsibility by discussing the importance of houses in providing safety and shelter from natural disasters. activities like community clean-up drives encourage ethical responsibility and collaboration.
Cognitive Development	• strengthen critical thinking and problem-solving skills by identifying and comparing different types of houses based on climatic conditions and understanding the reasons behind their structural differences.
Language and Literacy Development	• enhance vocabulary and comprehension through reading exercises and discussions on building materials and house types. activities such as identifying kuccha and pucca houses in images and writing short answers help with language proficiency.
Aesthetic and Cultural Development	• foster creativity and appreciation for cultural diversity by exploring different architectural styles and constructing aesthetically pleasing house models. decorating and designing these models incorporate artistic expression.
Positive Learning Habits	• promote inquiry-based learning by encouraging students to ask questions and reflect on their learning through kwl charts. activities that involve hands-on projects and real-life applications nurture curiosity and a proactive attitude towards learning.

Starry Knights

What kind of dream houses did learners come up with?

How did you organize the class to get the maximum output from the learners?

Give yourself a STAR.

Lesson-4: Communicable and Non-communicable Diseases

11 Periods (40 minutes each)

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

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

Affirming Better: I can overcome any challenge.

Curricular Goals and Objectives (NCF)

To enable the students:

- to identify and differentiate between communicable and non-communicable diseases.
- to understand and implement preventive measures to manage diseases.
- to comprehend the role of vaccination in disease prevention.
- to apply critical thinking and problem-solving skills to real-life health situations.
- to develop a project report on various types of diseases and propose ayurvedic remedies where applicable.

Methodology

Period 1

SHOULD DO — 5 MIN.

Teacher: Before we dive into our lesson, let us take a moment to relax and focus our minds with a short meditation.

Teacher: Sit comfortably in your chair, with your back straight and feet flat on the ground. Close your eyes gently and take a deep breath through your nose. Hold it for a moment, then slowly breathe out through your mouth.

Let us do these three more times. Breathe in... and breathe out. As you breathe, imagine your mind becoming clear and ready to learn.

Open your eyes and smile at your friends. Let us start our day with positive energy.

K	W	L

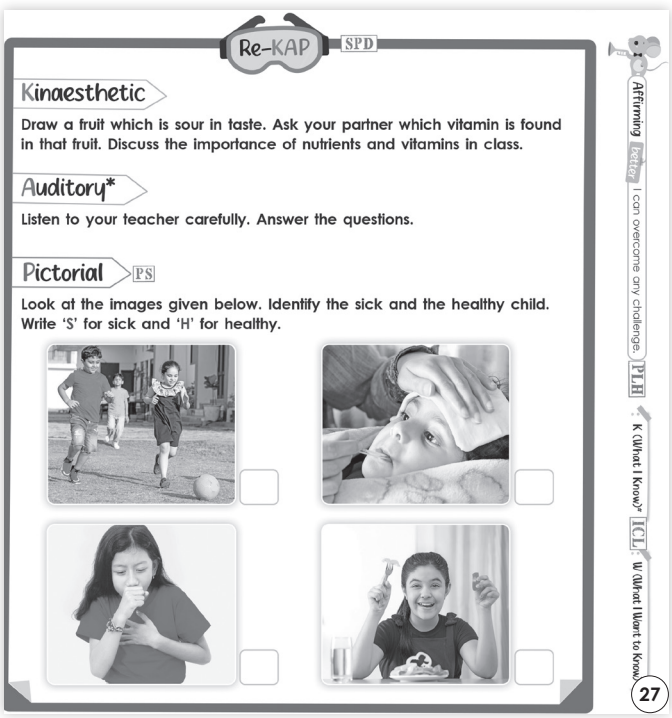
Teacher: Before we start the class, let us all say together, 'I can overcome any challenge.' Repeat after me: 'I can overcome any challenge.'

Teacher: Alright. Today, we are going to begin a new chapter 'Communicable and Non-communicable Diseases.' We use a KWL chart to help us organize our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format.

MUST DO — 15 MIN.

Teacher: Let us start by filling out the 'K' and 'L' columns. Take a few minutes to think and write. If you have any questions, feel free to ask.

Teacher: Before we dive into the chapter, let us do a quick Re-KAP.



Kinaesthetic

Teacher: First, let us start with a kinaesthetic activity. I want each of you to draw a fruit that is sour.

Teacher: Great. Now, I want you to ask your partner which vitamin is found in that fruit.

Teacher: Excellent. Let us now discuss the importance of nutrients and vitamins in our class. Why do you think vitamins are important for our health?

Teacher: Fantastic. You all did a great job. Remember, eating a variety of fruits and vegetables helps us get the vitamins and nutrients we need. Well done, everyone.

Auditory

Teacher: Let us move to auditory activity. I am going to talk about Communicable and Non-communicable diseases. Listen carefully to me and answer the questions. Communicable diseases can spread from humans to humans or from animals to humans. For example, common cold, flu, tuberculosis, etc. Non-communicable diseases cannot be transmitted from one person to another. For example, heart disease, diabetes, cancer and asthma.

MUST DO

10 MIN.

1. Which type of disease can spread from person to person?
2. Which type of disease cannot spread from one person to another?

(Wait for students to answer)

Teacher: Great listening. Keep it up.

Pictorial

MUST DO

10 MIN.

Teacher: Excellent effort so far. Finally, let us move to the pictorial activity. Look at these images given on page number 27. Look at the images given below. Identify the sick and the healthy child. Write 'S' for sick and 'H' for healthy.

Teacher: Alright, I see you all are engaged. Let us hear your thoughts now.

(Encourage the students to respond. Appreciate the right response.)

Differentiated Activities

110 km/h

Name one non-communicable disease caused by vitamin deficiency.

80 km/h

Which vitamin is found in citrus fruits?

40 km/h

Name a communicable disease spread through the air.

Home Task

Find two fruits and two vegetables that are rich in vitamins. Write a sentence about the health benefits of each.

Period 2

SHOULD DO

05 MIN.

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

Teacher: Fantastic. Today, we are going to play a game called 'Name the Disease.' I will describe a common illness, and you will guess its name. Raise your hand if you know the answer. Let us begin.

Teacher: I am a disease that spreads when you cough or sneeze. People often get a runny nose, fever, and sore throat. What am I? (Common Cold)

Teacher: I am a disease that does not spread from person to person. I am caused by eating too much junk food and not exercising. What am I? (Obesity)

Teacher: I am a disease that weakens the teeth. Eating too many sweets can cause me. What am I? (Tooth Decay/Cavities)

(Use this activity to warm up the students for the lesson. Call out the Actions in random order to keep the students focused and engaged.)

Teacher: Excellent answers, everyone. Give yourselves a big round of applause for your great thinking.

MUST DO

10 MIN.

Interacting better

Teacher: Today, we are going to start with the interacting better activity. Can anyone tell me why it is important to cover our mouths when we sneeze?

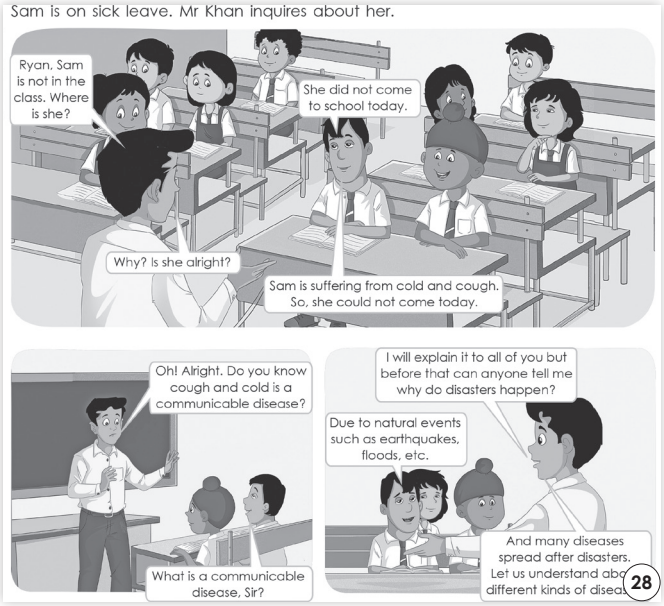
Teacher: Interesting thoughts. Now, I want you to turn to your partner and discuss what might happen if we do not cover our mouths while sneezing. Take a minute to share your ideas.

Teacher: Great discussions. Can anyone share what they talked about with their partner? What happens if we sneeze without covering our mouths?

(Encourage students to discuss with each other and invite some volunteers to share their answers)

Teacher: Excellent points. Sneezing without covering your mouth can spread germs to others, which might make them sick. It is important to use a tissue or your elbow to stop the spread of germs.

Teacher: It is story time. Let us start an interesting story from your book. Are you ready to learn something fascinating?



Teacher: Great. Turn to page number 28 of your Main Course Book. Take a few minutes to read the story silently on your own and try to understand it.

MUST DO 15 MIN.

Teacher: As you read, imagine the characters and events in your mind. Pay close attention to the details—this will help you enjoy the story and answer questions later.

Teacher: So, did you enjoy the story?

(Give students time to read the story)

Teacher: Great. I am glad you liked it. Can anyone explain what we mean by a communicable disease?

Teacher: Very insightful. Communicable diseases are indeed illnesses that can spread from one person to another. Now, let us connect this to something broader. Why do you think diseases often spread more after natural disasters?

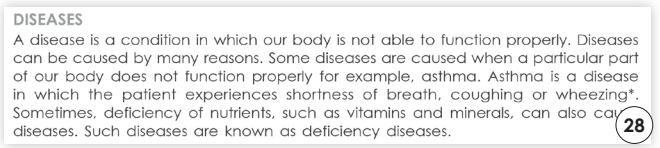
Teacher: Exactly. Natural disasters like floods and earthquakes can create conditions where diseases spread more easily. Let us dive deeper into this topic and learn how we can protect ourselves.

MUST DO 05 MIN.

Teacher: Now, we are going to learn about Diseases.

(The teacher will read the last paragraph of page 28 aloud and provide explanations to ensure that the students understand the content.)

Teacher: Can anyone tell me why it is important to know about diseases?


DISEASES

A disease is a condition in which our body is not able to function properly. Diseases can be caused by many reasons. Some diseases are caused when a particular part of our body does not function properly for example, asthma. Asthma is a disease in which the patient experiences shortness of breath, coughing or wheezing*. Sometimes, deficiency of nutrients, such as vitamins and minerals, can also ca diseases. Such diseases are known as deficiency diseases.

28

Teacher: Excellent. Diseases can be caused by many reasons. Some diseases are caused when a particular part of our body does not function properly. Can anyone give me an example of a nutrient deficiency disease?

Teacher: Wonderful. Now, diseases are broadly classified into two types – non-communicable diseases and communicable diseases. Who can tell me what they think non-communicable diseases are?

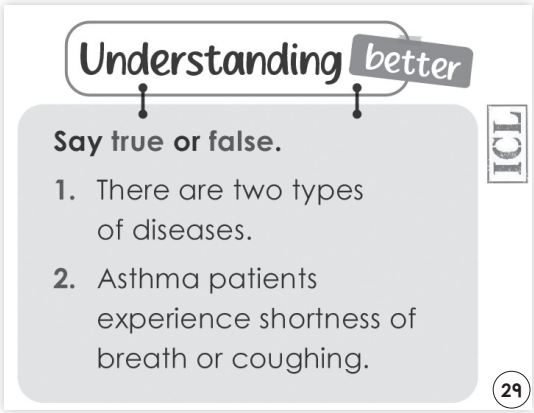
Teacher: Fantastic. Non-communicable diseases are not spread from person to person. Can anyone give me an example of a non-communicable disease?

Teacher: Excellent. Now, let us talk about communicable diseases. Can anyone give me an example of a communicable disease?

Teacher: Great job. Communicable diseases are caused by pathogens like bacteria, viruses and fungi.

MUST DO 05 MIN.

Understanding better


Understanding better

Say true or false.

1. There are two types of diseases.
2. Asthma patients experience shortness of breath or coughing.

ICL

29

Teacher: Let us do an 'Understanding better' activity mentioned at the bottom of page number nine in your main course book. We will answer two simple questions. Let us begin.

Teacher: Here is the first question. Say true or false: There are two types of diseases.

Teacher: Excellent. It is true. Now, here is the second question. Say true or false: Asthma patients experience shortness of breath or coughing.

Teacher: That is right. It is true.

You may show the **Dictionary** and **I Explain** on the digital platform.

Differentiated Activities

110 km/h

Name one disease that is considered communicable.

80 km/h

What part of your body can you use to cover your mouth when sneezing?

40 km/h

Is a cold a communicable disease?

Home Task

Think about what you discussed in class regarding sneezing and the spread of germs. Write a short paragraph explaining why it is important to cover your mouth when you sneeze. Provide at least two reasons.

Period 3

SHOULD DO
05 MIN.

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

Teacher: Fantastic. Today, we are going to play a game called 'Healthy or Unhealthy?' I will describe a habit, and you will tell me whether it is a healthy habit or an unhealthy habit. Raise your hand if you know the answer. Let us begin.

Teacher: Brushing your teeth twice a day. (Healthy)

Teacher: Eating too many sweets and junk food. (Unhealthy)

Teacher: Washing your hands before eating. (Healthy)

Teacher: Sharing your water bottle with a friend who has a cold. (Unhealthy)

Teacher: Getting enough sleep every night. (Healthy)

(Use this activity to warm up the students for the lesson. Call out the habits in random order to keep the students focused and engaged.)

MUST DO
20 MIN.

Teacher: Fantastic answers! Good hygiene and healthy habits help us stay away from diseases. Give yourselves a big round of applause.

Teacher: Today, we will talk about non-communicable diseases.

(The teacher will read the first paragraph and table 4.1 of page 29 aloud and provide explanations to ensure that the students understand the content.)

(Discovering better: Explain the terms mentioned in the 'Discovering better' activity on page 29.)

Teacher: Now, can anyone tell me what a non-communicable disease is?

Teacher: Good. Non-communicable diseases do not spread from one person to another. They are often called chronic diseases. Can you name any non-communicable diseases?

Teacher: Great. Some examples include night blindness, goitre, anaemia, scurvy, beriberi and rickets. Let us start with night blindness. Can anyone tell me which nutrient deficiency causes night blindness?

Teacher: Correct, it is caused by a deficiency of vitamin A. People with night blindness have difficulty seeing in dim light. Now, what foods can we eat to prevent night blindness?

Teacher: Yes, eating papaya, tomatoes, carrots and green leafy vegetables will help prevent it. Now, let us move on to beriberi. Which nutrient deficiency causes beriberi?

Table 4.1: Some non-communicable diseases

disease	caused by the deficiency of	symptoms	food items that help prevent the disease
night blindness	vitamin A	blurred vision, difficulty seeing in places with dim light	papaya, tomatoes, carrots, green leafy vegetables
beriberi	vitamin B	loss of sensation in hands and feet, lower leg paralysis	meat, cereals, fish, beans
scurvy	vitamin C	bleeding gums, joint pain	orange, grapefruits, amla, broccoli
rickets	vitamin D	bow legs, weakness and pain in the spine	egg yolk, mushrooms, salmon, tuna
goitre	iodine	lump in the front portion of the neck	seafood, yogurt, cheese, seaweeds
anaemia	iron	weakness, pale skin	dates, spinach, pomegranate, raisin

29

Teacher: Right, vitamin B deficiency. People with beriberi may feel a loss of sensation in their hands and feet and it can even cause paralysis in severe cases. Can anyone tell me which food items help in preventing beriberi?

Teacher: Exactly, foods like meat, cereals, fish and beans are rich in vitamin B. Eating a balanced diet helps in preventing such diseases. Next is scurvy. What causes scurvy and what are its symptoms?

Teacher: Good. Scurvy is caused by the lack of vitamin C and the symptoms include bleeding gums and joint pain. What foods should we eat to prevent scurvy?

Teacher: Yes, oranges, grapefruits, amla and broccoli are great sources of vitamin C. Including these foods regularly in our diet will help keep your gums and joints healthy.

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

MUST DO
15 MIN.

Teacher: Now, let us talk about rickets. Which vitamin deficiency causes rickets and what happens to children with this disease?

Teacher: Correct, vitamin D deficiency causes rickets. It can lead to bow legs and weakness in the spine. How can we prevent rickets?

Teacher: Exactly. Egg yolk, mushrooms, salmon and tuna are rich in vitamin D. Also, do not forget that sunlight helps our body make vitamin D naturally. Next, we have goitre. What causes goitre and what is its main symptom?

Teacher: Yes, goitre is caused by iodine deficiency and the main symptom is a lump in the front portion of the neck. Foods like seafood, yoghurt, cheese and seaweeds help prevent goitre.

Teacher: Lastly, let us discuss anaemia. Which nutrient deficiency leads to anaemia and what are its symptoms?

Teacher: Correct, anaemia is caused by iron deficiency and people with anaemia may feel weak and have pale skin. To prevent anaemia, we should eat foods like dates, spinach, pomegranate and raisins.

Teacher: Well done, everyone. A balanced diet with plenty of fruits, vegetables and nutritious foods can prevent many diseases. Keep eating healthy and stay strong.

Differentiated Activities

110 km/h

What is another term for non-communicable diseases?

80 km/h

Which food can help prevent scurvy?

40 km/h

What helps our body make vitamin D naturally?

Home Task

Answer the following questions in your notebook.
Why is it important to eat a balanced diet?
Write a short paragraph about how eating a variety of fruits and vegetables can help prevent non-communicable diseases.

Period 4

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

Teacher: Fantastic. Today, we will play a game. I will ask a question, raise your hand if you know the answer. Let us begin.

SHOULD DO
05 MIN.

Teacher: Name a disease that spreads through sneezing and coughing. (Common Cold or Flu.)

Teacher: Which disease is caused by a lack of vitamin D and weakens the bones? (Rickets.)

Teacher: What is a disease that does not spread from person to person? (Non-communicable disease.)

Teacher: Which insect spreads malaria? (Mosquito.)

Teacher: What should we do to prevent communicable diseases from spreading? (Wash hands, cover mouth while sneezing, eat healthy food, etc.)

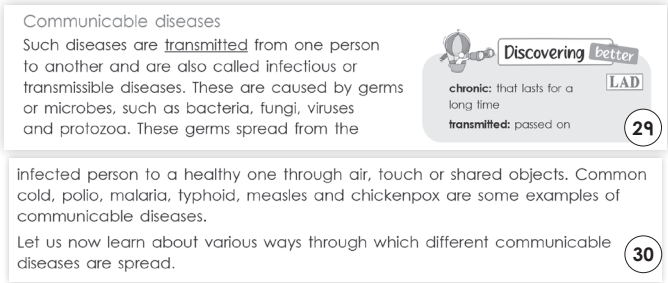
(Use this activity to warm up the students for the lesson. Give time to the students to answer the questions and appreciate the correct responses.)

Teacher: Great. Let us give ourselves a big applause for all the energy you brought to the class.

MUST DO
20 MIN.

Teacher: Today, we will talk about communicable diseases.

(The teacher will read the last paragraph of page 29 and the first to fifth paragraph of page 30 aloud and provide explanations to ensure that the students understand the content.)


Communicable diseases

Such diseases are transmitted from one person to another and are also called infectious or transmissible diseases. These are caused by germs or microbes, such as bacteria, fungi, viruses and protozoa. These germs spread from the

Discovering better
LAD
chronic: that lasts for a long time
transmitted: passed on
29

infected person to a healthy one through air, touch or shared objects. Common cold, polio, malaria, typhoid, measles and chickenpox are some examples of communicable diseases.

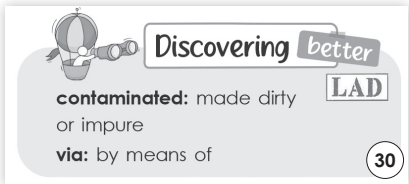
Let us now learn about various ways through which different communicable diseases are spread.

30

(Explain the terms mentioned in the 'Discovering better' activity mentioned on page 30.)

Teacher: Now, tell me what are communicable diseases?

Teacher: Excellent. Communicable diseases are transmitted from one person to another and are also called infectious or transmissible diseases. What causes these diseases?


Discovering better
LAD
contaminated: made dirty or impure
via: by means of
30

Teacher: Correct, they are caused by germs or microbes, such as bacteria, fungi, viruses and protozoa. How do these germs spread from an infected person to a healthy one?

Teacher: Yes, they spread through air, touch or shared objects. Can you name some examples of communicable diseases?

Teacher: Great. Examples include the common cold, polio, malaria, typhoid, measles and chickenpox.

Teacher: Now, let us learn about the different ways through which these diseases are spread. First, how do diseases like scarlet fever, common cold, measles and ringworm spread?

MUST DO
15 MIN.

Teacher: Exactly, they spread through direct contact. What about diseases like cholera, typhoid, jaundice and diarrhoea?

Teacher: Right, these are caused by consuming contaminated food and water. How do insects like cockroaches and flies contribute to this?

Teacher: Yes, they carry germs from one place to another, contaminating food and water that are not kept hygienically. Now, how do diseases like whooping cough and influenza spread?

Teacher: Correct, they spread through the air we breathe. Sneezing and coughing are common ways germs are transmitted. What about diseases like yellow fever, malaria, dengue and plague?

Teacher: Exactly, these diseases spread through insects like bugs, mosquitoes and sandflies. How does malaria specifically spread?

Teacher: Yes, protozoa enter the human body through mosquito bites and cause malaria. And what about dengue?

Teacher: Right, dengue is caused by a virus carried by the Aedes mosquito. Well done, everyone. Understanding how these diseases spread helps us take steps to prevent them. Keep up the good work.

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

Differentiated Activities

110 km/h

Which insect carries the virus that causes dengue?

80 km/h

Name one disease spread through infected food and water.

40 km/h

Name one communicable disease.

Home Task

Make a poster showing different ways communicable diseases spread. Include pictures or drawings to make your poster colourful and interesting.

Period 5

SHOULD DO 05 MIN.

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

Teacher: Great. Before we begin today's lesson, let us play a quick question-and-answer game to refresh what we have learned so far. Listen carefully and try to answer as quickly as possible.

Teacher: Which vitamin is found in citrus fruits? (Vitamin C)

Teacher: Name one disease caused by a deficiency of Vitamin D. (Rickets)

Teacher: Which body part should we use to cover our mouth when sneezing? (Elbow)

Teacher: What do you call diseases that can spread from one person to another? (Communicable diseases)

Teacher: Which insect spreads malaria? (Mosquito)

Teacher: Fantastic answers. Let us begin today's lesson.

Teacher: Today, we will discuss how diseases can be spread through carriers

(The teacher will read the last paragraph of page 30 and table 4.2 of page 31 aloud and provide explanations to ensure that the students understand the content.)

MUST DO 25 MIN.

Teacher: Now, tell me what is a carrier?

Teacher: Excellent. Carriers are individuals who look healthy but can still spread diseases. Do carriers show any symptoms of the disease?

Through carriers

There are instances when a disease is spread through healthy looking individuals. In such cases, the carriers do not show any symptoms or are not visibly affected at that point, in any way by the germs present inside their bodies.

However, when a healthy individual comes in close contact with the carrier, they might get infected too. One such example is AIDS (Acquired Immunodeficiency Syndrome). AIDS is an infection caused by HIV (Human Immunodeficiency Virus).

30

Table 4.2: Prevention of communicable diseases

precautions	description
disinfect frequently used items	Clothes, towels, combs, etc. used by a patient should be regularly disinfected by washing in hot water.
disinfect rooms and surroundings	Floors and walls of the patient's room should be disinfected using a disinfectant spray.
maintain social distancing	People suffering from any communicable disease should refrain from going to school or public areas until they fully recover.
maintain clean surroundings	Keep your surroundings clean to prevent the breeding of mosquitoes and germs.
destroy breeding grounds	Destroy any potential breeding grounds for mosquitoes to minimise the risk of spreading communicable diseases.

31

Teacher: Correct, they do not show any symptoms or are not visibly affected by the germs present inside their bodies. What happens when a healthy individual comes in close contact with a carrier?

Teacher: Yes, the healthy individual might get infected too. Can anyone give me an example of a disease that can be spread through carriers?

Teacher: Great. One such example is AIDS, which stands for Acquired Immunodeficiency Syndrome. Does anyone know what causes AIDS?

Teacher: Exactly, AIDS is caused by HIV, which stands for Human Immunodeficiency Virus.

Teacher: Now, let us talk about some precautions we can take to prevent these diseases. What do you think we should do with items like clothes and towels used by someone who is sick?

MUST DO 10 MIN.

Teacher: Yes, we should wash things like clothes, towels and combs in hot water. Can anyone think of what else we might need to disinfect in the patient's environment?

Teacher: Right. Floors and walls should be cleaned with a disinfectant spray. Why do you think this is necessary?

Teacher: Exactly. It helps to remove germs and prevent the disease from spreading. Now, what about social interactions? What should people do if they are sick?

Teacher: Correct, maintaining social distancing is crucial. Can anyone think of why this is important?

Teacher: That is right. It helps to stop the spread of the disease to others. Another thing we can do is to maintain clean surroundings. Why do you think this is helpful?

Teacher: Yes, keeping our surroundings clean prevents the breeding of mosquitoes and germs. Speaking of mosquitoes, what can we do to reduce the risk of mosquito-borne diseases?

Teacher: Great answer. Destroying breeding grounds for mosquitoes is key. By doing so, we minimise the risk of spreading communicable diseases.

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

Differentiated Activities

110 km/h

What is a carrier?

80 km/h

What virus causes AIDS?

40 km/h

Name one item that should be washed in hot water if used by someone who is sick.

Home Task

Write the answer to the following questions in your notebook based on what you learned in class.

- What should we do with items like clothes and towels used by someone who is sick?
- How can we reduce the risk of mosquito-borne diseases?

Period 6

SHOULD DO
05 MIN.

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

Teacher: Fantastic. Today, we are going to play a game called 'Food and Health Match-Up.' I will name a food item, and you will tell me which vitamin or nutrient it is rich in. Raise your hand if you know the answer. Let us begin.

Teacher: Carrots – Which vitamin does it contain? (Vitamin A)

Teacher: Oranges – Which vitamin is found in citrus fruits? (Vitamin C)

Teacher: Milk and dairy products – Which nutrients do they provide? (Calcium)

Teacher: Eggs and fish – Which vitamin do they contain? (Vitamin D)

Teacher: Spinach and pomegranates – Which nutrient do they provide? (Iron)

Teacher: Excellent responses! A balanced diet is essential for a strong and healthy body. Keep up the great learning!

MUST DO
20 MIN.

(The teacher will read the last two paragraphs of page 31 aloud and provide explanations to ensure that the students understand the content.)

Teacher: Today, we will discuss healthy habits. Can anyone tell me why it is important to keep our house properly ventilated?

Healthy Habits

- We should keep our house properly ventilated.
- We should always wash our hands before consuming food. Also, we should consume clean food and clean drinking water.
- We should regularly clean and disinfect toilets and bathrooms.
- We should always wash fruits and vegetables before consuming them.
- We should always boil milk before consuming it. The bacteria present in milk are killed by a process called pasteurisation*. In this method, milk is heated at a high temperature and then cooled down rapidly.
- Hands, surfaces and utensils should be washed before preparing food.

VACCINATION

A medical process in which vaccine is given to a patient to improve their body's immune system and develop immunity against a specific disease is known as vaccination. Different vaccines are available for different diseases, such as typhoid, tetanus, cholera, measles and hepatitis.

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vaccination

Teacher: Excellent. Now, what should we always do before consuming food?

Teacher: Correct, we should always wash our hands. Why is it important to consume clean food and clean drinking water?

Teacher: Yes, to avoid getting sick. What should we do to keep our toilets and bathrooms clean?

Teacher: Right, we should regularly clean and disinfect them. What about fruits and vegetables? What should we do before consuming them?

Teacher: Exactly, we should always wash them. Now, can anyone tell me why we should boil milk before consuming it?

MUST DO
15 MIN.

Teacher: Correct, boiling milk kills bacteria. This process is called pasteurisation. Can anyone explain what pasteurisation is?

Teacher: Yes, it is a method where milk is heated at a high temperature and then cooled down rapidly. What should we do before preparing food?

Teacher: Right, we should wash our hands, surfaces and utensils. Now, let us talk about vaccination. Can anyone tell me what vaccination is?

Teacher: Excellent. Vaccination is a medical process in which a vaccine is given to a patient to improve their body's immune system and develop immunity against a specific disease. Can you name some diseases for which vaccines are available?

Teacher: Great. Vaccines are available for diseases such as typhoid, tetanus, cholera, measles and hepatitis. Well done, everyone. Practising healthy habits and getting vaccinated helps us stay healthy and strong. Keep up the good work.

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

Differentiated Activities

110 km/h

What is the process called where milk is heated at a high temperature and then cooled down rapidly?

80 km/h

Name one disease for which a vaccine is available.

40 km/h

What should we always do before consuming food?

Home Task

Make a chart showing different healthy habits and their importance. Include pictures or drawings to make your chart colourful and interesting.

Period 7

SHOULD DO

05 MIN.

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

Teacher: Fantastic. Today, we are going to play a guessing game called 'What Am I?' I will describe something related to disease prevention, and you have to guess what it is. Let us begin.

Teacher: I am a habit that helps remove germs from your hands before eating. What am I? (Washing hands)

Teacher: I am something you should do when you cough or sneeze to prevent spreading germs. What am I? (Cover your mouth with a tissue or elbow.)

Teacher: I am a nutritious drink that makes your bones strong. What am I? (Milk)

Teacher: I am an insect that spreads diseases like dengue and malaria. What am I? (Mosquito)

Teacher: I am a disease caused by a lack of iron in your body, making you feel weak. What am I? (Anaemia)

Teacher: Well done, everyone. Small habits can help prevent diseases and keep us healthy. Let us continue learning more about how to take care of our health.

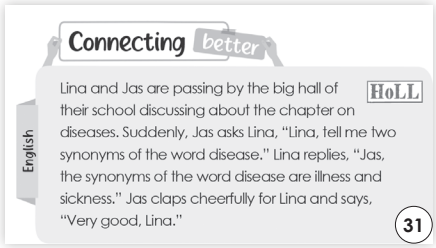
Connecting Better

Teacher: Let us start with the connecting better activity. Imagine two friends, Lina and Jas, are walking down the hall. Jas asks Lina to tell him two synonyms of the word 'disease.'

MUST DO

05 MIN.

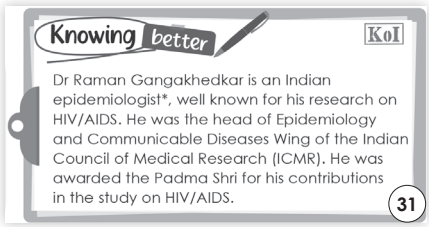
Teacher: Who remembers what a synonym is? Yes, it means a word that has the same or similar meaning. Can anyone suggest synonyms for 'disease'?



Teacher: Excellent. 'Illness' and 'sickness' are spot on. Now, why do you think using synonyms is important when we talk about health?

Teacher: By using different words, we can communicate more effectively. It helps others understand us better. Can anyone think of a time when using specific language made a difference in how you expressed an idea?

Knowing Better



MUST DO

10 MIN.

Teacher: Now, we are going to learn about an inspiring individual, Dr Raman Gangakhedkar.

Teacher: Can anyone tell me what an epidemiologist does?

Teacher: Excellent. An epidemiologist studies how diseases spread and how to control them. Dr Gangakhedkar is well known for his research on HIV and AIDS.

Teacher: Why do you think this research is important?

Teacher: Yes, understanding these diseases helps us protect our health and the health of others.

Teacher: Dr Gangakhedkar was the head of the Epidemiology and Communicable Diseases Wing of the Indian Council of Medical Research or ICMR.

Teacher: What do you think his role involved?

Teacher: Right. He would have led efforts to investigate and respond to outbreaks of diseases.

Teacher: He received the Padma Shri award for his significant contributions to the study of HIV and AIDS.

Teacher: Can anyone think of why such awards are given?

Teacher: Yes, they recognise individuals who have made a real difference in society.

Teacher: How does knowing about people like Dr Gangakhedkar inspire us in our own lives?

Teacher: Fantastic insights. Remember, studying the work of such individuals can motivate us to take an interest in science and health.

Laughing Better

Teacher: Let us take a moment to enjoy some laughter. I have a fun question for you all: Why do bees have sticky hair?

MUST DO 05 MIN.

Teacher: Think about it for a moment.

Teacher: Now, here is the answer: Because they use honeycombs.

Teacher: Isn't that a clever play on words?

Giving Better

Teacher: I want you to think about how we can help those in need. One idea is to collect some clothes, packed food and money from your family and neighbourhood.

MUST DO 05 MIN.

Teacher: What do you think happens to the items we donate?

Teacher: Yes, they go to people who really need them and that can make a big difference in their lives.

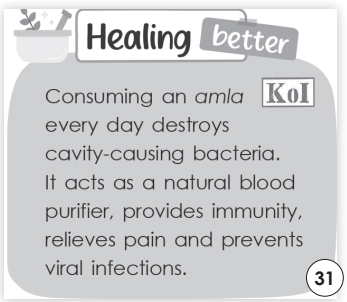
Teacher: Can anyone share how it feels to give to others?

Teacher: It is wonderful to hear. Giving helps us feel connected to our community.

Teacher: What are some other ways we can help those around us?

Teacher: Those are excellent suggestions. Perhaps we could organise a collection drive at our school.

Healing Better



Teacher: Excellent job thinking about kindness and giving. Now, let us discuss something very interesting about health. Do you know about Amla?

MUST DO 05 MIN.

Teacher: Consuming an amla every day can destroy cavity-causing bacteria. Amla also acts as a natural blood purifier. Can anyone share what that means?

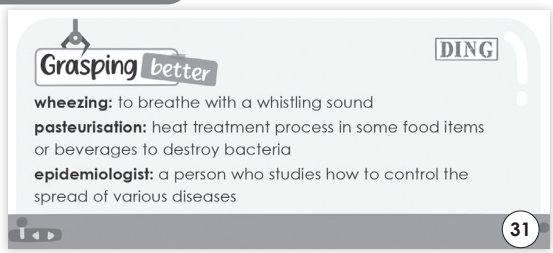
Teacher: Yes, it helps remove toxins from our blood, making us feel better overall.

Teacher: Besides that, amla provides immunity.

Teacher: Why do you think strong immunity is essential for us?

Teacher: Fantastic. It keeps us healthy and fights off illnesses. Amla can also relieve pain and prevent viral infections.

Grasping Better



Teacher: Now, let us review some important terms that we have discussed in class. Who would like to explain what 'wheezing' means?

MUST DO 05 MIN.

Teacher: Yes. Wheezing is when someone breathes with a whistling sound. Next, who can explain 'pasteurisation'?

Teacher: Yes, pasteurisation is a heat treatment process used for some food items or beverages to destroy bacteria. Why do you think this process is crucial for our health?

Teacher: Exactly. It helps keep our food safe to consume.

Teacher: Lastly, who would like to share what an 'epidemiologist' is?

Teacher: Wonderful. An epidemiologist is a person who studies how to control the spread of various diseases. Why do you think their work is so important in our society?

Teacher: Absolutely. Their research can help save lives and keep communities healthy.

Teacher: Fantastic involvement today, everyone.

You may show the **Slideshow** on the digital platform. (Instruct students to bring their drawing sheets and coloured pencils in the next class.)

Differentiated Activities

110 km/h

Describe how an epidemiologist helps control the spread of diseases.

80 km/h

What does pasteurisation do to beverages?

40 km/h

What is a synonym for 'illness'?

Home Task

Create a poster that highlights ways to stay healthy. Include at least five healthy habits, such as eating fruits and vegetables, exercising and drinking water. Use drawings, pictures or words to make it visually appealing.

Period 8

SHOULD DO
05 MIN.

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

Teacher: Great. Let us begin with a quick warm-up to refresh what we have learned so far. I will ask some rapid-fire questions, and you will answer in one or two words. Are you ready?

Which vitamin helps in blood clotting? (Vitamin K)

Which organ in our body is affected by jaundice? (Liver)

What is the main symptom of goitre? (Swollen neck)

Which vitamin is also known as the 'sunshine vitamin'? (Vitamin D)

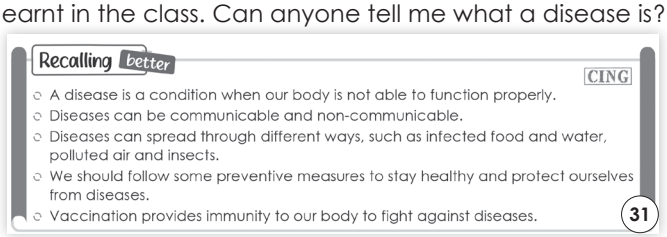
Which disease is caused due to the deficiency of iron in the body? (Anaemia)

Teacher: Well done. Now, let us begin today's lesson.

Recalling better

MUST DO
10 MIN.

Teacher: Let us recall some of the important concepts that we have learnt in the class. Can anyone tell me what a disease is?


Recalling better
CING
- A disease is a condition when our body is not able to function properly.
- Diseases can be communicable and non-communicable.
- Diseases can spread through different ways, such as infected food and water, polluted air and insects.
- We should follow some preventive measures to stay healthy and protect ourselves from diseases.
- Vaccination provides immunity to our body to fight against diseases.

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Teacher: Yes, a disease is a condition when our body is not able to function properly.

Teacher: There are two main types of diseases. Who can tell me what they are?

Teacher: Correct. Diseases can be communicable and non-communicable.

Teacher: Now, let us think about how diseases can spread. What are some ways you know that diseases can be transmitted?

Teacher: Exactly. Diseases can spread through infected food and water, polluted air and insects.

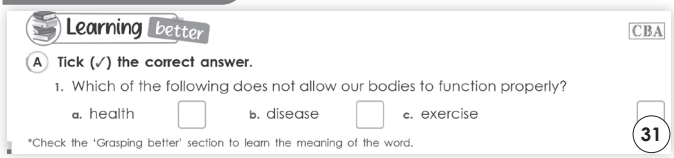
Teacher: What do you think we can do to protect ourselves from these diseases?

Teacher: Fantastic suggestions. That leads us to preventive measures. We should follow certain steps to stay healthy.

Teacher: One important way is through vaccination. Who can explain what vaccination does?

Teacher: Yes. Vaccination provides immunity to our bodies, helping us fight against diseases.

Learning better


Learning better
CBA
A Tick (✓) the correct answer.
1. Which of the following does not allow our bodies to function properly?
a. health ☐ b. disease ☐ c. exercise ☐
*Check the 'Grasping better' section to learn the meaning of the word.
31

MUST DO
10 MIN.

Teacher: Everyone please open page number 32 of your Main Course Book. In Exercise 'A' of 'Learning better', you have to tick the correct answer. Are you ready to get started?

Teacher: Great. Let us begin with the first question. Which of the following does not allow our bodies to function properly?

Teacher: The correct answer is disease. Well done.

(Similarly complete all five questions)

Teacher: Great job, everyone. Now, let us revise what we have learned through a fun Draw & Discuss activity. You will have to draw one healthy habit that you practice in your daily life, and then we will discuss our drawings as a class.

MUST DO
15 MIN.

(Ask students to draw one healthy habit they follow every day on their drawing sheets using coloured pencils. Examples: Eating fruits and vegetables, washing hands before meals, Exercising (cycling, running, yoga), Drinking clean water, Brushing teeth twice a day, Covering mouth while sneezing. After 5 minutes, invite volunteers to share their drawings. Appreciate everyone's efforts and remind them that practising healthy habits helps us stay strong and disease-free.)

You may start the **Quiz** on the digital platform.

Differentiated Activities

110 km/h

What is another term for diseases that are transmitted from one person to another?

80 km/h

Name one way diseases can spread.

40 km/h

What is the term for a condition when our body does not function properly?

Home Task

The project Idea given on page 14 of the Book of Project Idea under the title 'Communicable and Non-communicable Diseases.' 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 Communicable and Non-communicable diseases through this engaging project.

Period 9

SHOULD DO
05 MIN.

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

Teacher: Great. Before we begin today's lesson, let us play a quick question-and-answer game to refresh our learning. Listen carefully and try to answer as quickly as possible. Are you ready?

Teacher: Which vitamin is essential for healthy eyesight? (Vitamin A)

Teacher: What disease is caused by a deficiency of iodine? (Goitre)

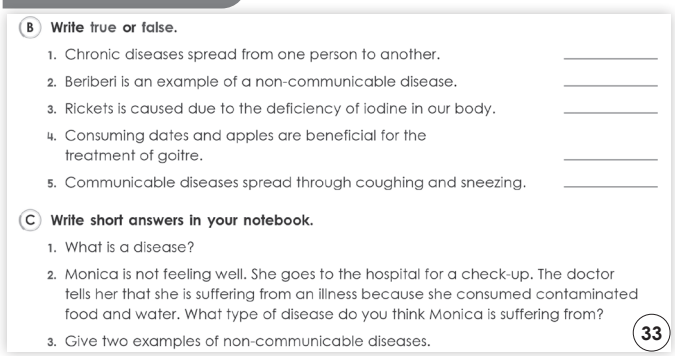
Teacher: Name one non-communicable disease related to poor nutrition. (Anaemia)

Teacher: Which insect spreads dengue fever? (Aedes mosquito)

What is the best natural source of Vitamin D? (Sunlight)

Teacher: Excellent answers. Let us begin today's lesson.

Learning better



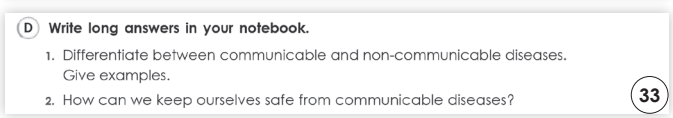
(B) **Write true or false.**

1. Chronic diseases spread from one person to another. _____
2. Beriberi is an example of a non-communicable disease. _____
3. Rickets is caused due to the deficiency of iodine in our body. _____
4. Consuming dates and apples are beneficial for the treatment of goitre. _____
5. Communicable diseases spread through coughing and sneezing. _____

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

1. What is a disease?
2. Monica is not feeling well. She goes to the hospital for a check-up. The doctor tells her that she is suffering from an illness because she consumed contaminated food and water. What type of disease do you think Monica is suffering from?
3. Give two examples of non-communicable diseases.

33



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

1. Differentiate between communicable and non-communicable diseases. Give examples.
2. How can we keep ourselves safe from communicable diseases?

33

MUST DO
20 MIN.

Teacher: Everyone please open page number 33 of your Main Course Book. In Exercise 'B' of 'Learning better', you have to write true or false. Are you ready to get started?

Teacher: Great. Let us begin with the first question. Chronic diseases spread from one person to another.

Teacher: Yes. The correct answer is false.

(Similarly complete all five questions)

Teacher: Great. Now, let us explore some short-answer questions given in Exercise 'C' of the 'Learning better' activity. Let us begin with the first question. What is a disease?

(Students have to write the answers for the given questions in about 40 to 50 words in their notebook. Wait for the students to write the answers.)

(Similarly complete all three questions)

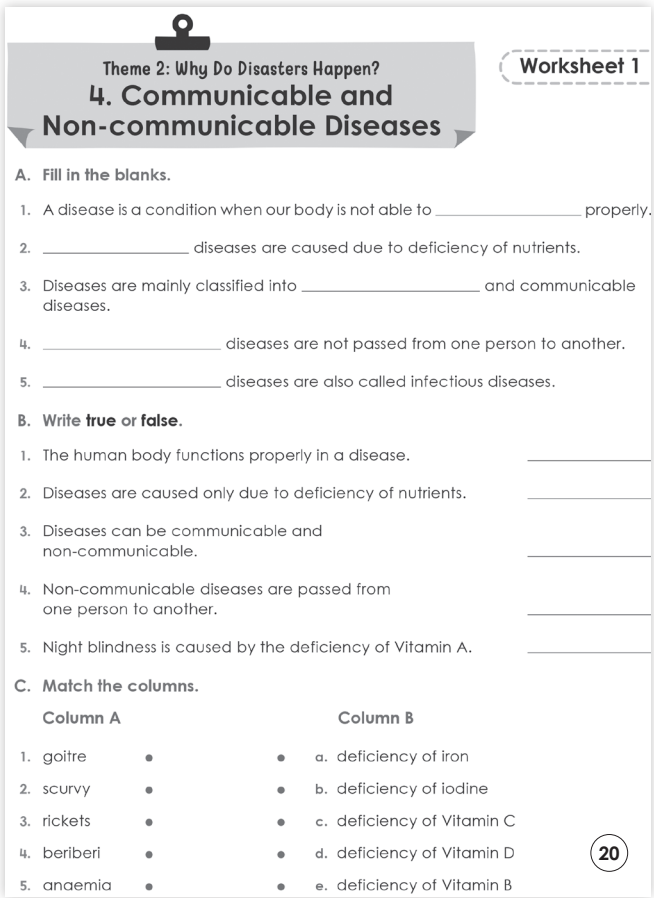
Teacher: Great. Now, let us explore some long-answer questions given in Exercise 'D' of the 'Learning better' activity. Let us begin with the first question. Differentiate between communicable and non-communicable diseases. Give examples.

(Students have to write the answers for the given questions in about 100 to 150 words in their notebook. Wait for the students to write the answers.)

(Similarly, complete both questions.)

MUST DO
10 MIN.

Worksheet - 1



Theme 2: Why Do Disasters Happen?

4. Communicable and Non-communicable Diseases

Worksheet 1

A. **Fill in the blanks.**

1. A disease is a condition when our body is not able to _____ properly.
2. _____ diseases are caused due to deficiency of nutrients.
3. Diseases are mainly classified into _____ and communicable diseases.
4. _____ diseases are not passed from one person to another.
5. _____ diseases are also called infectious diseases.

B. **Write true or false.**

1. The human body functions properly in a disease. _____
2. Diseases are caused only due to deficiency of nutrients. _____
3. Diseases can be communicable and non-communicable. _____
4. Non-communicable diseases are passed from one person to another. _____
5. Night blindness is caused by the deficiency of Vitamin A. _____

C. **Match the columns.**

Column A		Column B
1. goitre		a. deficiency of iron
2. scurvy		b. deficiency of iodine
3. rickets		c. deficiency of Vitamin C
4. beriberi		d. deficiency of Vitamin D
5. anaemia		e. deficiency of Vitamin B

20

Teacher: Let us do some activities from the workbook. Everybody, please open page number 20 of your workbook and answer the questions given in worksheet - 1.

(Let the students answer the questions on their own. Then discuss the answer by writing the correct answer on the blackboard.)

Book of Holistic Teaching

COULD DO
05 MIN.

Refer to the Book of Holistic Teaching, page number 22 under the title

'Communicable and Non-communicable Diseases.' 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.

Differentiated Activities

110 km/h

What is the deficiency that causes rickets?

80 km/h

Name one example of a non-communicable disease.

40 km/h

Name one example of a non-communicable disease.

Home Task

Write a long answer to the following question in your notebook.

How can we keep ourselves safe from communicable diseases?

Period 10

SHOULD DO
05 MIN.

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

Teacher: Great. Let, us play a fun game called 'Guess the Disease.' I will describe a disease by its symptoms and you will guess what it is.

Teacher: It causes blurred vision and difficulty seeing in dim light. What is the disease? (Night blindness)

Teacher: It causes bleeding gums and joint pain. What is the disease? (Scurvy)

Teacher: It causes a lump in the front portion of the neck. What is the disease? (Goitre)

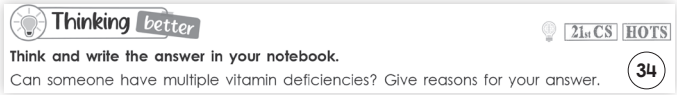
Teacher: It causes weakness and pale skin. What is the disease? (Anaemia)

(Use this activity to warm up the students for the lesson. Call out the diseases in random order to keep the students focused and engaged.)

MUST DO
20 MIN.

Teacher: Great job. Let us give ourselves a big applause for all the energy you brought to the class.

Thinking better



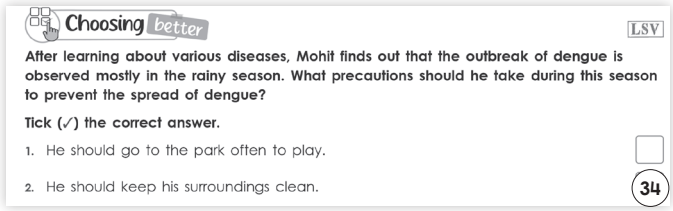
Teacher: Let us start with a question. Think and write the answer in your notebook. Can someone have multiple vitamin deficiencies? Give reasons for your answer.

(Wait for the students to write the answers.)

Teacher: Great. Once you have written your answers, please exchange them with the friend sitting beside you. Then, we will discuss the most appropriate answer together as a class.

(Discuss the answer with the class)

Choosing better



Teacher: Now, let us move on to another scenario. After learning about various diseases, Mohit finds out that the outbreak of dengue is observed mostly in the rainy season. What precautions should he take during this season to prevent the spread of dengue?

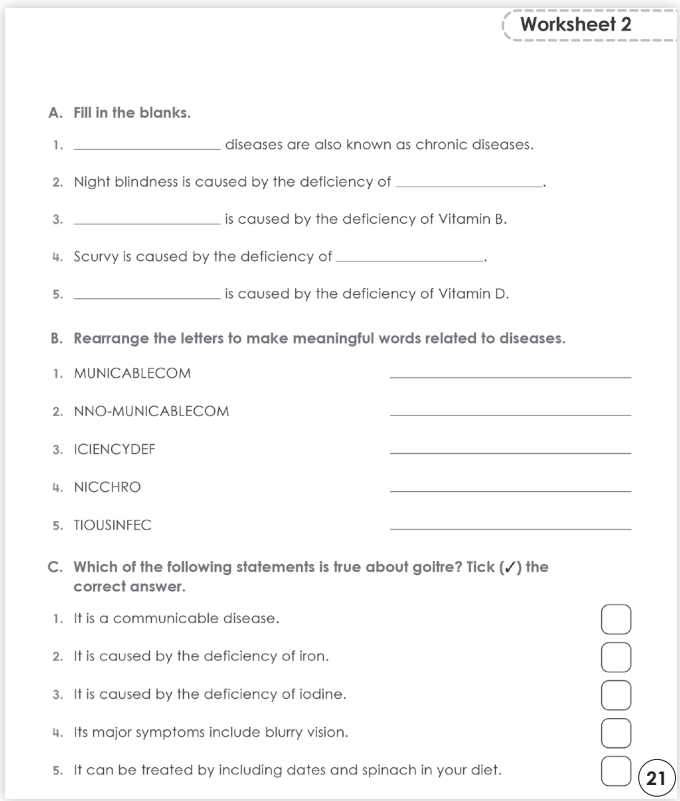
Teacher: Here are your options. Tick the correct answer.

1. He should go to the park often to play.
2. He should keep his surroundings clean.

SHOULD DO
15 MIN.

Teacher: Excellent. I am looking forward to hearing your thoughts and answers. Let us discuss them together.

Worksheet - 2



Teacher: Let us do some activities from the workbook. Everybody, please open page number 21 of your workbook and answer the questions given in worksheet - 2.

(Let the students answer the questions on their own. Then discuss the answer by writing the correct answer on the blackboard.)

Differentiated Activities

110 km/h

Name one food that helps prevent beriberi.

80 km/h

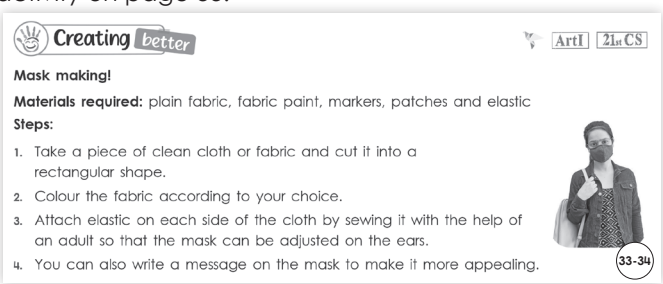
Name one symptom of anaemia.

40 km/h

Name one communicable disease.

Home Task

Assign the mask-making activity as homework to the students. They can find the details in the 'Creating Better' activity on page 33.



Creating better

ArtI 2LnCS

Mask making!

Materials required: plain fabric, fabric paint, markers, patches and elastic

Steps:

1. Take a piece of clean cloth or fabric and cut it into a rectangular shape.
2. Colour the fabric according to your choice.
3. Attach elastic on each side of the cloth by sewing it with the help of an adult so that the mask can be adjusted on the ears.
4. You can also write a message on the mask to make it more appealing.

33-34

Period 11

SHOULD DO 05 MIN.

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

Teacher: Great. Let, us play a game called 'Guess the Symptom.' I will describe a symptom and you will guess which disease it is associated with.

Teacher: It causes bow legs, weakness and pain in the spine. What is the symptom? (Rickets)

Teacher: It causes a lump in the front portion of the neck. What is the symptom? (Goitre)

Teacher: It causes bleeding gums and joint pain. What is the symptom? (Scurvy)

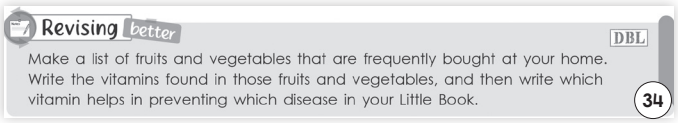
(Use this activity to warm up the students for the lesson. Call out the diseases in random order to keep the students focused and engaged.)

MUST DO 5 MIN.

Teacher: Great job. Let us give ourselves a big applause for all the energy you brought to the class.

(Discuss the project assigned in the Home Task of eighth period, focusing on helping students understand the objectives and addressing any challenges they faced.)

Revising better



Revising better

DBL

Make a list of fruits and vegetables that are frequently bought at your home. Write the vitamins found in those fruits and vegetables, and then write which vitamin helps in preventing which disease in your Little Book.

34

MUST DO 10 MIN.

Teacher: Today, we are going to revise what we have learned about vitamins and their importance. Are you ready?

Teacher: Excellent. Let us start with a small activity. Make a list of fruits and vegetables that are frequently bought at your home. Write the vitamins found in those fruits and vegetables and then write which vitamin helps in preventing which disease in your Little Book.

Teacher: Once you have completed your lists, we will share and discuss them together.

(Let the students complete their list. Then discuss with the class.)

Pledging better

Pledging better

SDGs

In my own little way:

• I pledge to exercise regularly. • I pledge to eat fruits.

SDG 3: GOOD HEALTH AND WELL-BEING

34

Teacher: Now, let us move on to something very important. In your own little way, you can contribute to good health and well-being. Let us make some pledges.

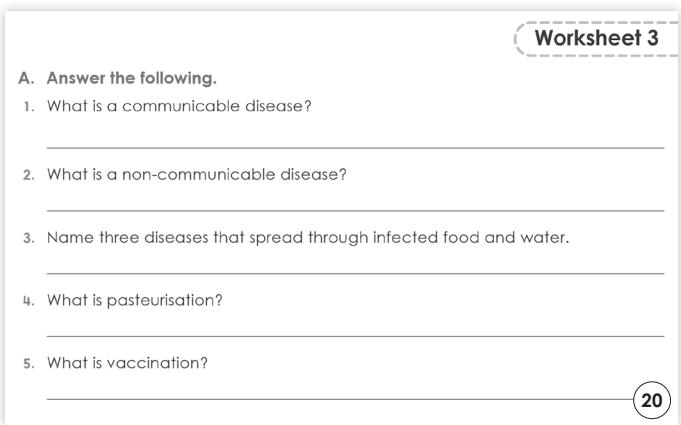
Teacher: Repeat after me:

- I pledge to exercise regularly.
- I pledge to eat fruits.

Teacher: Well done, everyone. Remember, these small steps can make a big difference. SDG 3: Good Health and Well-being is something we can all work towards.

SHOULD DO 15 MIN.

Worksheet - 3



Worksheet 3

A. **Answer the following.**

1. What is a communicable disease?

2. What is a non-communicable disease?

3. Name three diseases that spread through infected food and water.

4. What is pasteurisation?

5. What is vaccination?

20

B. Rearrange the following jumbled words to make meaningful sentences in your notebook.

1. also/diseases/are/called/chronic/diseases/non-communicable.
2. vitamin C/caused/scurvy/is/deficiency/by/of.
3. direct/common/contact/cold/through/spreads.
4. a/by/dengue/virus/caused/is.
5. by/caused/virus/an/is/disorder/HIV/immunity/AIDS.

C. Write true or false.

1. Whooping cough spreads through direct contact. _____
2. Cholera is caused by infected food and impure water. _____
3. Yellow fever is caused through the air we breathe. _____
4. AIDS is caused by Aedes mosquito. _____
5. We should allow water to stand in our surroundings. _____ 20

Teacher: Let us do some activities from the workbook. Everybody, please open page number 22 of your workbook and answer the questions given in worksheet - 3.

(Let the students answer the questions on their own. Then discuss the answer by writing the correct answer on the blackboard.)

Teacher: Now, let us fill in the last column of the KWL chart.

Teacher: In this column, we will write what we have learned in this chapter.

Teacher: Think about the topics, we have learned and write them neatly in the `L' column of the chart.

(Wait for students to fill in the chart.)

Teacher: Let us all give a huge round of applause to everyone for their hard work and creativity. Great job, everyone. See you in the next class. Have a wonderful day ahead.

Differentiated Activities

110 km/h

Name one food that helps prevent night blindness.

80 km/h

Which nutrient deficiency causes beriberi?

40 km/h

Name one symptom of goitre.

Home Task

Choose one non-communicable disease we discussed in class (e.g., night blindness, beriberi, scurvy, rickets, goitre, anaemia). Create a poster that includes. The name of the disease, the nutrient deficiency that causes it, symptoms of the disease and foods that help prevent the disease.

Use drawings, cut-outs from magazines or any other creative elements to make your poster informative and visually appealing. Bring your completed poster to the next class for a show-and-tell session.

Learning Outcomes

The students will:

Physical Development	• understanding the impact of diseases such as anaemia, rickets and beriberi on physical health and the role of nutrients in preventing these diseases.
Socio-Emotional and Ethical Development	• discussing the importance of empathy and care for sick peers, such as understanding the reasons behind a classmate's absence due to illness.
Cognitive Development	• enhancing understanding of cause-effect relationships through identifying symptoms and preventive measures for various diseases.
Language and Literacy Development	• enhancing vocabulary related to health and diseases, such as terms like 'communicable,' 'deficiency,' and 'chronic.'
Aesthetic and Cultural Development	• integrating cultural practices in health, such as the importance of traditional foods like amla and their nutritional benefits.
Positive Learning Habits	• fostering the habit of regular handwashing and hygiene to prevent diseases.

Starry Knights

Do you think the learners are well equipped to adopt preventive measures for various diseases? Would you like to share any other activity that you enjoyed with the learners?

Give yourself a STAR.