

CHAPTER:13 SHARING OUR FEELINGS

<u>Pre-content/ Content / Post-Content</u>	<u>Learning outcomes / Objectives</u>	
<u>PRE-CONTENT</u>	<u>General</u>	<u>Specific</u>
Brainstorming session and interactive discussion will be taken up in which previous knowledge will also be tested by asking following questions: a) Do you like sharing your feelings with others? b) Whom do you tell your problems? Why?	Students will be able to: • list various occasion from their lives when they have shared their problems with others	Students will be able to: • discover and correlate the need of sharing one's feelings
<u>CONTENT</u> • Means of communication • Sign language	• classify means of communication as personal and mass communication. • explore why people use sign language to communicate with each other	• differentiate between Personal and Mass communication. • infer the meaning of different signs used by specially challenged people.
<u>POST CONTENT</u> • Use of Braille	• justify the use of Braille Script.	• develop empathy for visually challenged people.

HOMEWORK / ASSIGNMENT

1. Work exercises from the "N.C.E.R.T EVS Textbook-Looking Around"

Teacher's Activity	Student's activity	Teacher's observation and Remedial
Teacher will: take up the brainstorming session and ask questions and further she will introduce the topic with the help of illustrations.	Students will: answer the questions asked by the teacher and participate in the discussion enthusiastically.	
<u>GROUP DISCUSSION</u> introduce the topic through a class discussion on various day-to-day examples of means of communication and then categorize it to Personal and Mass communication. Also ask the students to make a postcard and write a message to their relative or friend. <u>ROLE PLAY</u> show a mime act and then explain how sign language can be used to "Say without Speaking". She will ask the students to make groups of 4 and present a small skit based on sign language	- participate actively in the group discussion and make a postcard using a yellow paper and write a message in the postcard. appraise the use of sign language to communicate and participate in group activity by presenting their creative ideas through small skits.	
Annexure 13 (A) narrate the story of Louis Braille and explain the concept of Braille through the activity.	Annexure 13 (a) - participate in the activity and write their name using Braille script. - attempt the questions based on the activity.	

Teaching aids: Pastel sheets, ICR, textbook, pictures etc.

Methodology/Innovative Methods: Deductive Method, Activity Method, Role Play, Brainstorming

Interdisciplinary Links- Linked with daily life, develop life skills like empathy, communication skill

HOD**COORDINATOR****HEAD MISTRESS****PRINCIPAL**

Annexure 13 (A), (a) - Learning Braille

Subject	Environmental Science
Class	III
Chapter/Unit	Sharing Our Feelings
Topic	Braille
Time	35 minutes
Nature of Activity	Group

What will I learn (Learning Outcome)? To develop empathy for blind people and understand the usage of Braille system.

Skills: Comprehending, Applying

What I have to do? Understand the usage of Braille system.

What do I require? A4 size sheet, a packet of bindis, sketch pens etc.

What do I need to know? Braille is a tactile writing system used by visually impaired people.

➤ **Teacher's Activity**

Teacher will

1. demonstrate the activity
2. display the braille system (which is a pattern of using alphabet) on the board from google images.
3. ask the students to paste bindis using the Braille system on their A4 size sheet.

How will I proceed?

➤ **Student's Activity**

Students will

1. observe the activity and the images shown.
2. perform the activity on their A4 size sheet.
3. paste bindis using the Braille system.

What have I observed?

S.NO	STYLE USED	MY NAME	MY FRIEND'S NAME
1.	<u>ENGLISH</u>		
2.	<u>BRAILLE SYSTEM</u>		

What have I learnt?

Braille is a system of raised dots that can be read with the fingers by people who are blind or who have low vision. Teachers, parents, and others who are not visually impaired ordinarily read **braille** with their eyes. **Braille** is not a language.

What am I curious to learn?

Let us discover how Braille system was invented.

Let me evaluate myself

1. What is braille?

2. Who invented Braille?

3. How does the braille help blind people?

4. Is there any member in your family who cannot see, speak or hear? Do you know any such person? How do people help them with their work?

5. Make a braille alphabet strip.