

CHAPTER: 21 – FAMILIES CAN BE DIFFERENT

<u>Pre-content/ Content / Post-Content</u>	<u>Learning outcomes / Objectives</u>	
<u>PRE-CONTENT</u>	General	Specific
	Students will be able to	Students will be able to
Brainstorming session and interactive discussion will be carried out after conducting an activity through which students' previous knowledge will be tested. The following questions will be asked: - How did you feel when you could not join any group? - Do you like to be with people? - How would you feel if you always had to be alone?	recall and list various family members.	assess the importance of staying alone or in a group
<u>CONTENT</u> - Importance of family - Joint and Nuclear family - Diversities in the families	relate the importance of a family recall joint and nuclear family connect to different types of families around them	express their views on the importance of family in their day to day life distinguish between joint and nuclear family appraise diverse families around them
<u>POST CONTENT</u> Family values and customs	discuss values and customs followed at their home.	inculcate moral values

HOMEWORK / ASSIGNMENT

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

Teacher's Activity	Students' activity	Teacher's observation and Remedial
Teacher will introduce the topic by engaging students in brainstorming session and conducting a PEC activity wherein one child will stand in the centre and clap. Others will run in a circle till the clapping is done. The child who is clapping will stop and call out a number and students will form a group according to that number. The students who could not join any group will have to leave the game	Students will follow the instructions given by the teacher and answer the questions asked.	
- ask them to collect photograph of their family and paste it in their textbook (Textbook Pg. -25) <u>Annexure 21 (A)</u> - explain the concept of joint and nuclear family with the help of an activity - prompt the students into a brainstorming session to explain the diversity and similarities of families within their own class and in society.	- collect photographs and paste it in their textbook. <u>Annexure 21 (a)</u> - make a mask and follow the instructions given for the activity. - attempt the questions based on the activity. - share the make-up of their own family and discuss diversity and similarities of families within their own class and in society	
<u>(GROUP DISCUSSION)</u> discuss the importance of values in day to day life	discuss values they have learnt at home and write them in their notebooks	

Teaching aids: Pastel Sheets, Masks, ICR, Textbook

Methodology/Innovative Methods: Deductive Activity Method, Brainstorming

Interdisciplinary Links: Linked with Real life, Art and Craft, Life skills

COORDINATOR

HOD

HEADMISTRESS

PRINCIPAL

Annexure 21 (A), (a) - Types of Families

Subject	Environmental Science
Class	III
Chapter/Unit	Families Can be Different
Topic	Joint and Nuclear Family
Time	35 minutes
Nature of Activity	Group

What will I learn (Learning Outcome)?

To identify nuclear and joint families.

Skills: Analyzing, Evaluating, Applying

What I have to do? Make masks of family members.

What do I require? Paper, colours, string, elastic, wool, glue scissors

What do I need to know? A family is a place where all the members stay together with love and joy.

➤ **Teacher's Activity**

Teacher will:

1. divide the students in 4 groups of 10 students each.
2. guide each student to make one mask of each family member.

How will I proceed?

➤ **Student's Activity**

Students will:

1. prepare face masks as guided by the teacher and wear them.
2. form nuclear and joint families by coming forward according to their face masks.
3. then complete the observation table.

What have I observed?

S.No.	Family member	Name of the member	Role

What have I learnt?

1. A family where only parents and children live together is known as a nuclear family.
2. A family where parents, grandparents and their children live together is known as a joint family.

What am I curious to learn?

Let us explore why there has been a gradual disintegration of the joint family system and emergence of 'nuclear family'.

Let me evaluate myself

1. What is a family?

2. Who is the head of your family?

3. Differentiate between a nuclear and a joint family.

4. Write three ways in which you can help your family.

5. Draw a family tree.