

1 My Family

Concept	Competency	Sub-competency	Learning Outcomes The learner:	No. of Periods (recommended)
Different Types of Families	• Develop Environmental Awareness • Demonstrate Environmental Sensitivity	• Interacts comfortably with other children and adults • Innovates and works imaginatively to express a range of ideas and emotions through the arts	• identifies the different types of families and the type of family they live in. • identifies the different members in a family and understand that everyone in a family has a special role. • realizes the importance of sharing with and caring for each other and respecting the elders in their family.	2
			Revision	1
			Total No. of Periods	3

LESSON PLAN

TUNE IN

- You may start the chapter by showing everyone the animation given on the *MyInspire* platform.
- Ask the students to name the people they live with.
- Explain to them that the people they live with form their family. Explain that family members share work in the household.
- Finally, ask the students to answer the *Tune In* questions.

DIFFERENT TYPES OF FAMILIES

- Ask each student to talk about their family. Some children will be from small families, while others may be living in large families. This will help the students understand that families are of different kinds and sizes.

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- Explain the differences between nuclear, large and joint families. *Care should be taken to not hurt the feelings of children who come from single-parent families, or have lost a parent.*
- Talk to the children about the different members of their family. Ask them to describe any family occasion where they met their relatives and had fun. Ask them to name the different relatives they met. You can now explain to them how the different relations are formed.
- Ask the children to talk about who helps them pack their school bags, gets their school uniform ready and packs their lunch boxes. Ask them who buys the food they eat and the toys they play with. Also ask them who helps them with their homework and their school projects. Explain to the students that we cannot do everything by ourselves and how each one of us needs our families to help us and take care of us.
- Ask the students if they help their family members at home. Explain to them the importance of sharing responsibilities and respecting the elders in their families.
- Once the concept explanation is complete, ask the students to view the animation on the *MyInspire* app, and attempt the concept-end questions that appear.
- Take the students through the concept-end Exercise given in the book and test their understanding.

REVISION EXERCISES AND END-OF-CHAPTER QUIZZES

- After all the concept explanations are complete, and the corresponding exercises have been completed, the students can attempt the objective-type Revision Exercises on the *MyInspire* app.
- The students should then attempt the answers to the subjective-type Revision Exercises in the book, followed by the HOTS questions.
- The questions under the CREATING skill may be attempted in class, or at home, by the students.
- Take the students through the Cross-Curricular Connect and Case-Based questions.
- For A Value for You, encourage the students to communicate with their parents to find out about their extended family members.
- At the end of the chapter, ask the students to attempt the three quizzes given on the *MyInspire* app, and graded as Easy, Medium and Difficult depending on their difficulty level.

LET'S REVIEW AND EVALUATION

- Based on their performance through the various assessments given in the chapter and on the *MyInspire* app, ask them to review their understanding in the 'Let's Review' section. Students may circle or colour the number of faces to indicate their understanding levels, with 1 being the lowest and 5 being the highest.
- Compare their self-evaluation with the detailed report generated on the *MyInspire* app to identify the core areas where each student might need assistance in the lesson.

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