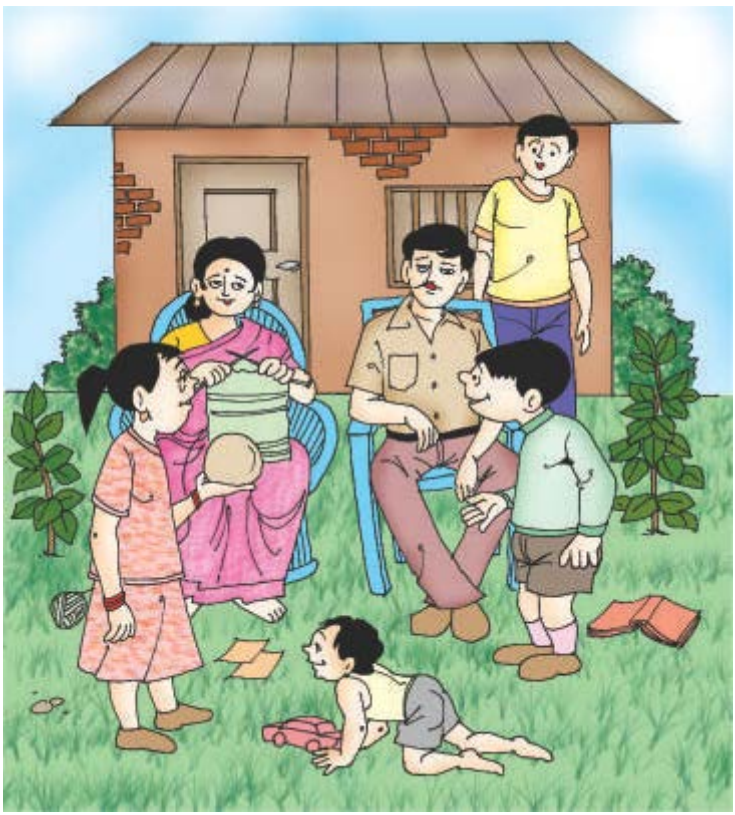




**CLASS - 2**  **CHAPTER - 2**  
**MY FAMILY, MY HOME**

*"Having a place to go is  
**HOME**  
Having someone to love is  
**FAMILY**  
Having both is a  
**BLESSING"***



The family is the oldest, most basic and fundamental unit of human society. As soon as the child steps into the world, the first individuals he comes across with are his family members. Family is a place where you can be yourself. It is a place where you are accepted for what you are. The child learns to love, to behave and to come along in life. The child also learns about his heritage, culture and traditions from the family. A family helps in shaping our life and creating a strong future.

A healthy environment at home helps in making learning enjoyable and in the overall development of a child.





So, for the harmonious growth of a child's personality, it becomes imperative to provide a wide range of interesting and fun-filled activities at home.

Creating an activity based environment can facilitate learning and help the child to construct knowledge.



### LANGUAGE

- Creative Writing
- Parts of Speech
- P Nouns
- P Verbs
- P Adjectives
- P Prepositions
- Story Narration
- Vocabulary building
- Sentence Formation
- Poem Recitation
- Dramatization

### MATH

- Counting
- Calculations
- Addition
- Ascending order
- Money
- Data Handling
- Tally Marks

### EVS

- Family and Friends
- Types of Houses
- Our Helpers
- Clothes
- Plants and Animals
- Food
- Health and Hygiene
- Natural Resources
- Electrical Gadgets
- Safety and First Aid
- Disaster Management

### ART & CRAFT

- Finger Puppets
- Family Album
- Free Hand Drawing
- Colouring
- Best out of waste
- Poster Making
- Collage
- Clay Modelling

#### A family for us is

- F- Facilitator
- A- Always There
- M- Mentor
- I- Inspirational
- L- Loving
- Y- Yours Forever

#### A family for us is

- F-
- A-
- M-
- I-
- L-
- Y-



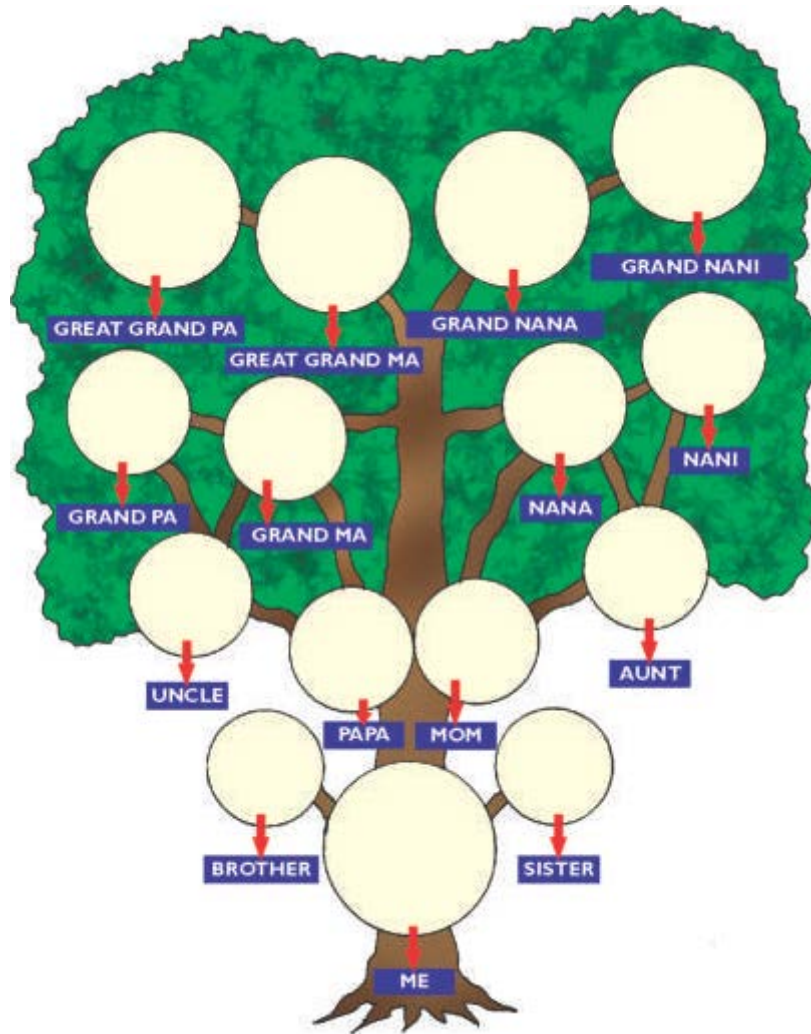


## ACTIVITY-1: FAMILY GENEALOGY

### Learning Outcomes:

The students will be able to

- ☆ Develop a feeling of bonding and togetherness amongst the family members.
- ☆ Discuss about the different members of the family.
- ☆ Enhance fine motor skills.
- ☆ Infer that family plays a pivotal role in our lives



### Description:

Draw a tree on a chart paper with many branches. Cut out circles, squares, triangles etc. using pastel sheets. Write names of your family members and your relationship with them on these shapes to represent your present and past family members. Now paste them on the family tree. Show your family tree to your teacher.

**Congratulations!** You have started doing genealogy- recording your family history.





### Try these too!

1. Organize a family get together, show the 'Family Tree' and ask the elders if there are more members to be included.
2. Play a game whereby each family member has to narrate a hilarious anecdote associated with them. Also discuss with them their likes and dislikes. Share it with the class.

### Indicators:

- ☆ Knowing about the likes and dislikes of the family members.
- ☆ Establishing connections to their roots by exploring how they are connected to the family.
- ☆ Communicating with members of the family confidently.
- ☆ Arousing curiosity to know more about others.

## ACTIVITY-2: MY MAGICAL FAMILY

### Learning Outcomes:

The students will be able to

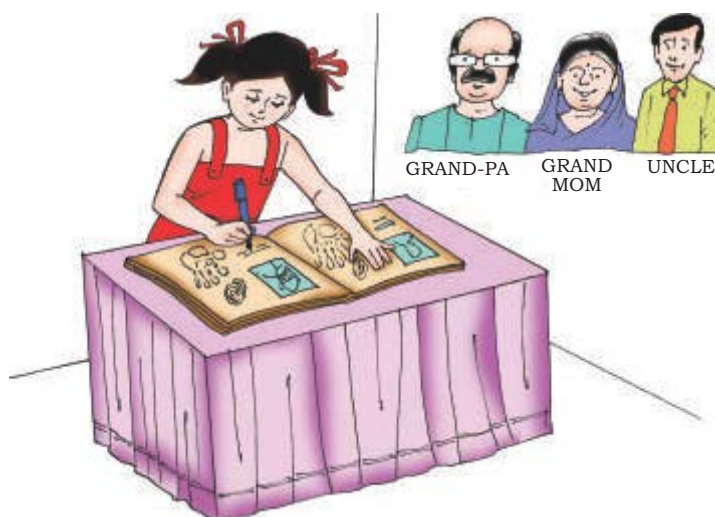
- ☆ Develop skills of expression, creativity and writing.
- ☆ Provide an opportunity for healthy interaction amongst family members.
- ☆ Construct simple phrases and sentences.
- ☆ Represent data using tally marks.

### Description:

Make a scrap book of your family members. Take their coloured handprints on separate sheets. Paste their passport/ stamp size photographs in the centre of the handprint. Write a caption for each member below the handprint. Share it in the class.

### Try these too:

1. Write a few sentences on how you would like to spend time with your family members.
2. Family is a group of closely related people living together, helping and supporting each other.





There are different kinds of families like nuclear, joint etc. Discuss and collect data from your school friends about the type of family they live in. Represent this data using Tally Marks. Share it with the teacher.

**Indicators:**

- ☆ Understanding that each member is important and unique.
- ☆ Expressing feelings for their family members.
- ☆ Knowing about the different types of families.
- ☆ Connecting knowledge to application.

**ACTIVITY-3: SIBLING LOVE**

**Learning Outcomes:**

The students will be able to

- ☆ Comprehend how family members participate individually and collectively in response to family challenges.
- ☆ Appreciate the contribution of each member to the family entity.
- ☆ Understand that the need for cooperation is an important part of being a member of the family.
- ☆ Revise the concept of Nouns.

**Description:** Teacher shares this/similar story with the students.

**Story Time**

Kapil and Sana were brother and sister. Sana always felt that her parents loved Kapil more than her. One day, while playing with her friends, Sana fell down and injured her knee. She came crying back to her house. On seeing Sana in pain, Kapil immediately gave her first-aid and also informed their parents who had gone to the market. Kapil tried to make her comfortable. Their parents rushed home and took Sana to the doctor. Sana was pampered and loved by her parents and brother. She was elated and realized the importance of family as a unit.





Make finger puppets depicting each of your family members and tell them why and how they are important to you.

Siblings are special. So, elucidate a memorable incident when you made your sibling feel special.

### Try these too!

1. Make a 'Thank You' card for your parents for the love and care they give you. Show it to your teacher and then give it to your parents.
2. Lend a helping hand to your parents in the household chores. Share your action with your teacher.



### Indicators:

- ☆ Fostering family bonding.
- ☆ Recognizing and appreciating the importance of each family member.
- ☆ Developing reading and fine motor skills.
- ☆ Developing good character and positive behaviour.

## ACTIVITY-4: QUALITY TIME

### Learning Outcomes:

The students will be able to

- ☆ Develop the skills of observation, exploration and curiosity.
- ☆ Appreciate different kinds of living creatures.
- ☆ Understand environmental problems and issues.
- ☆ Explore the various ways in which they can contribute towards nurturing nature.

### Description:

In the evening go to your neighbourhood park with your parents / grandparents. Observe and discuss the following with them:

- a) Different kinds of flowers, plants, trees, etc.
- b) Natural habitat of small insects, animals and birds.

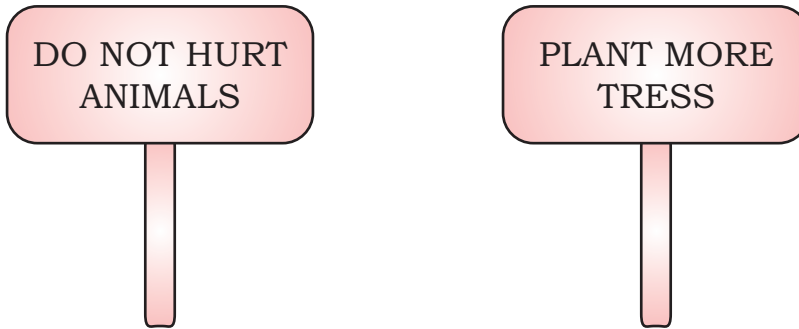
Make a very simple record of what you saw and share your learning with your classmates.





### Try these too!

1. Make two signboards. Write slogans for conservation of plants and animals. Place them in the park. Two examples have been given below:



- Make five such signboards with different slogans. Share it in the class and use appropriately.
2. Find about various organizations working towards conservation and preservation of nature. Make a list of their names and telephone numbers. All students put together their collected information and prepare a directory.
  3. Make a poster on 'Our Friendly Forest' depicting all that we get from them.

### Indicators:

- ☆ Valuing and conserving nature.
- ☆ Appreciating and loving the gifts of nature and its beauty.
- ☆ Inculcating a responsible attitude towards nature.
- ☆ Nurturing skills of creativity and imagination.

## ACTIVITY-5: FOOD PYRAMID

### Learning Outcomes:

The students will be able to

- ☆ Cultivate an understanding of hygiene.
- ☆ Familiarize themselves with utensils and ingredients used in kitchen.
- ☆ Comprehend and follow instructions.
- ☆ Know the importance of eating healthy and nutritious food.
- ☆ Sensitize themselves towards the poor and the needy.

### Description:

1. Parents will prepare 'Tickets to Health' using coloured pastel sheets. They will use these tickets as a token of appreciation and give it to the child when s/he makes





healthy choices like eating green leafy vegetables, a piece of fruit for dessert, drinks juice or lemonade instead of aerated drinks or does not waste served food, etc. On collection of five tickets the parents must give a small reward to the child by taking her/him out on excursion, monument visit, etc.

2. Parents should explain to their children that food should not be wasted and give them examples or narrate instances to make this clear. The leftover food can be distributed among the needy if there is a party/function at home.

Involve your kids in preparing healthy tea time snacks like bhelpuri, brown bread pizza and sandwich, sprout salad, etc. for the entire family. Give them the recipe and let them handle and



feel the ingredients to make the desired snacks. A food fest may be organized in the class with children preparing & serving their dishes.

### Try these too!

1. Find out the names of traditional dishes of any five states of India. List the main ingredients of any two of them and share it with the class (a document or a picture)
2. Alter the recipe of your favourite junk food like burger/ pizza etc. to make it healthy and share it with the class.
3. Parents will help to categorize food into energy giving, body building and protective food and contribute in making a 'Food Pyramid'.
4. Students will design a healthy menu for their birthday and share it with the class.

### Indicators:

- ☆ Distinguishing between healthy and junk food and adopt healthy eating habits.
- ☆ Preparing delicious and wholesome snacks independently.
- ☆ Valuing food.
- ☆ Familiarizing with diverse food of various states.
- ☆ Inculcating good eating habits.







## ACTIVITY-6: STORY SACK- FUN GAMES

### Learning Outcomes:

The students will be able to

- ☆ Respond to situations and narrate stories spontaneously.
- ☆ Convey thoughts and express emotions.
- ☆ Learn new words and use them along with learnt vocabulary.
- ☆ Develop creative skills.
- ☆ Express their ideas and be imaginative.
- ☆ Construct correct and meaningful sentences.

### Description:

Stories not only are a fun way to spend quality time with family but also a great source of learning. Fill a sack or a bag with all sorts of toys, objects or household items. Sit with your family for a fun-filled story session. The first story teller will pick out an article from the sack and weave a tale around it. Then s/he will pass the sack to the next player who continues the story using a different article from the sack. Share the story developed in the class.





**Try these too!**

1. Discuss the following with your elders and make comparisons with the present scenario.
  - a) About the family structure (nuclear or joint).
  - b) Make a list of games that your parents/grandparents played in their childhood. Learn and try a few that you like.



- c) Their life as a student and their childhood friends.
    - d) How they spent time when computers and play stations were not invented and make comparison with the present scenario.
2. Share funny classroom incidents with your family members.
3. Write/pictuarise all your findings and share with the classmates.

**Indicators:**

- ☆ Expressing their ideas and be imaginative.
- ☆ Facilitating them to construct correct and meaningful sentences.
- ☆ Enhancing communication skills.
- ☆ Inculcating moral values.





## ACTIVITY-7: MY SHOPPING SPREE

### Learning Outcomes:

The students will be able to

- ☆ Inculcate values of love, care and share.
- ☆ Learn to interact with people.
- ☆ Apply the concept of addition meaningfully in day to day life.
- ☆ Handle money wisely.

### Description:

Take your child to a departmental store for grocery shopping. Let him/her find and collect the items mentioned in the shopping list. Advise him/her to make comparison between different brands of the same item and consult you before buying the product. Once the bill has been paid tell him/her to cross check the items and the amount paid. S/he will share with the class the comparisons s/he made between different brands of the same item.

### Let him/her learn to check the following:

- a) Manufacturing and expiry date of the product.
- b) Different brands available in the market.
- c) How to make wise choices and not get influenced by the advertisements.

### Try these too!

1. Play the game of Monopoly/ Business with the help of your parents. S/he will share with class what s/he liked in the game.
2. Purchase stationery items from the shop and calculate whether the shopkeeper has taken the correct amount. Share your checked bill with the class.





**Indicators:**

- ☆ Expressing their love for their family members and helpers.
- ☆ Valuing money.
- ☆ Making choices within the stipulated budget.
- ☆ Enhancing their decision-making skill.

**ACTIVITY-8: CONVENIENCE BOX**

**Learning Outcomes:**

The students will be able to

- ☆ Make useful items out of waste material.
- ☆ Be more systematic and organized in life.
- ☆ Develop the feeling of care and belonging.

**Description:**

Make a convenience box for your grandparents to keep their utility items in by using an empty carton or any other cardboard box. Decorate it and gift it to your grandparents to make them happy. Show it to your classmates/teacher before gifting it to your grandparents.





### Try these too!

1. Collect things which you don't require like old toys, clothes, books etc. and put them in a big carton. Donate them to your needy friends, orphanages and bring a smile to the faces of underprivileged children. Share your action with your classmates/teacher.
2. Make an organiser for all the things that you need in school e.g. I-Card, Stationery etc. Share it with your classmates/teacher.

### Indicators:

- ☆ Acknowledging the needs of the elderly and taking steps to fulfill them.
- ☆ Recognizing the importance of keeping things in their proper place.
- ☆ Inculcating compassionate and considerate attitude towards the needy.

## ACTIVITY-9: FABRIC COLLAGE SCENERY

### Learning Outcomes:

The students will be able to

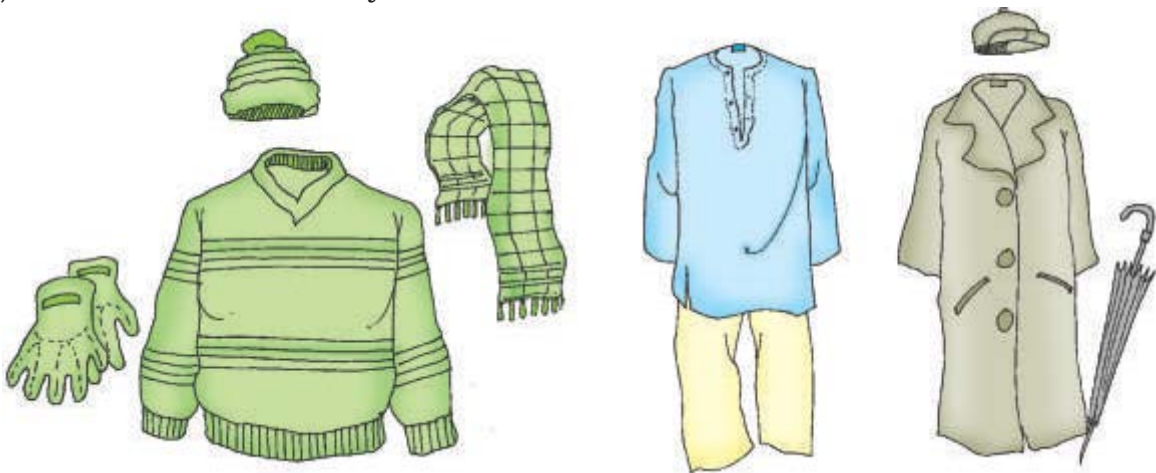
- ☆ Get acquainted with different types of fabrics.
- ☆ Distinguish between different types of clothes worn according to the weather.
- ☆ Build their vocabulary and improve their writing skills.

### Description:

Different people wear different types of clothes according to the weather, occasion, work they do and state they live in.

Make a list of/or collect pictures of the following from newspapers/old magazines.

- a) clothes worn in winters and summers.
- b) dresses you and your friends like to wear on festivals or parties.
- c) traditional dresses of any five states.



### Try these too!

1. Visit your neighbourhood tailor and collect samples of different cloth materials. Cut the fabrics in various shapes and use them to create scenery. Make a list of cloth materials/fabrics used for the collage. Write a few lines describing the scenery. Show it to your classmates/teacher.
2. Make a list/or collect pictures of people who wear uniform. Show it to your classmates/teacher.
3. Collect samples of natural and artificial fibers. Write about the ones that you like with reasons. Share this information with your classmates & teacher.

### Indicators:

- ☆ Understanding the importance of clothes.
- ☆ Knowing about the texture of various fabrics.
- ☆ Differentiating between natural and artificial fabrics.
- ☆ Appreciating nature.

## ACTIVITY-10: WORLD OF GADGETS

### Learning Outcomes:

The students will be able to

- ☆ List out the electrical equipments used in the house.
- ☆ Recognize the importance of electricity and use it judiciously.
- ☆ Know how to handle/use items safely.
- ☆ Find ways to protect the natural resources.





### Description:

Name the appliances that you have in your home describing the use of each one of them. List the precautions you must follow while using these gadgets.

Arrange the gadgets according to the cost in ascending order i.e. from the least expensive to the most expensive. Share this information with your classmates and teacher.

### Try these too!

1. Parents may discuss with their children the importance of natural resources like electricity, water etc. and why they should not be wasted. (We must find ways to use these resources sensibly). Discover, write and share two ways that will help you save water and electricity consumption at home.
2. Eco-buddies are people who take steps to protect their environment as the natural resources are limited and they should be used wisely. Become eco-buddies by exploring different ways to save our earth.
  - a) Switch off lights, fans, ACs' etc. when not in use.
  - b) Replace the normal bulbs with CFL bulbs and tube lights if possible.
  - c) Use the electrical gadgets judiciously.
  - d) Try using solar gadgets.
3. Make a poster or write a slogan on - "Save Electricity"

### Indicators:

- ☆ Trying to save energy.
- ☆ Becoming thorough with the concept of ascending order.
- ☆ Learning to use the gadgets safely.
- ☆ Avoiding wasting electricity.

## ACTIVITY-11: CONSTRUCTION SITE

### Learning Outcomes:

The students will be able to

- ☆ Get acquainted as to how a house is built.
- ☆ Familiarize themselves with work which goes on at a construction site.
- ☆ Explain how different people help in laying a foundation and erecting the structure.
- ☆ Provide knowledge of materials and equipments used.





**Description:**

Our home and family is our nest, the centre of our life, the hub from which all our daily experiences extend. It is where we feel most comfortable in the world. So, visit a construction site to see how our dream houses are made.

Survey the construction site and observe the workers.

- ☆ Interview the workers and ask them about the work they do.
- ☆ Ask them about their contribution in building a house.
- ☆ Collect samples of the materials used.
- ☆ Record your observations in the table given below.
- ☆ Share your observations with your classmates and the teacher.

Construction Worker	Material/Equipment used by the worker	Work done by the worker





### Try these too!

1. Talk to your parents and other elders and collect information about agencies which work together to make a house, i.e. plumbing, etc.
2. Do you know the difference between a house and a home? Discuss with your elders.
3. Sensitize your child towards the needs of others in order to make him a better human being.
4. Collect information about Mother Teresa and about other famous personalities who have contributed in the upliftment of the under privileged. Share it with your class.

### Indicators:

- ☆ Enhancing understanding of how a house is made.
- ☆ Becoming aware of the materials and equipments used in constructing a house.
- ☆ Appreciating the people involved in construction.
- ☆ Acquiring knowledge about people who have worked for the betterment of the society.

## ACTIVITY-12: MY DREAM HOUSE

### Learning Outcomes:

The students will be able to

- ☆ Understand the significance of a house.
- ☆ Know the different rooms and their uses.
- ☆ Place household items as per the requirement of the rooms.
- ☆ Revise the concept of adjectives.
- ☆ Understand the importance of cleanliness.
- ☆ Learn to care and develop the value of kindness for living creatures.



### Description:

Make your 'Dream House' using a cardboard box.

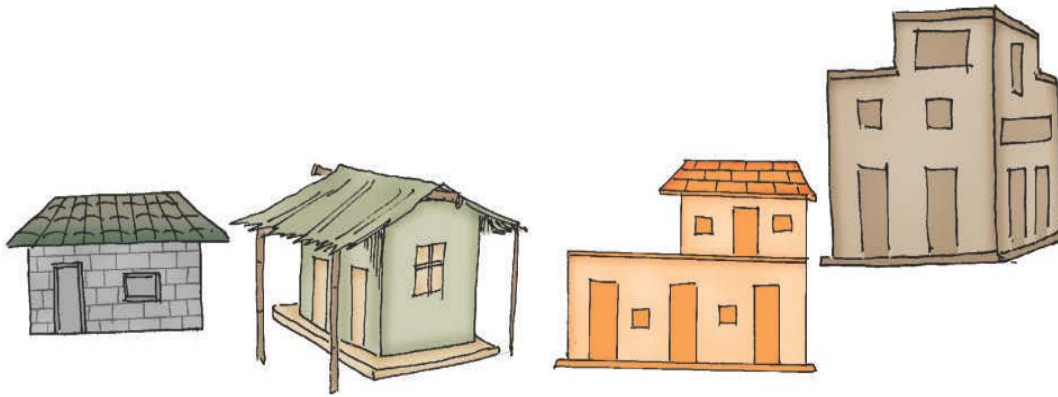
- a) Cut the box in the shape of a house and create different rooms in it.







- ☆ Know about the history of our country and different architectures of the present and past.



**Description:**

1. Collect pictures of different types of houses found in cities and hill stations and paste them on a drawing sheet.
2. Find out: Why houses in hilly areas have sloping roofs whereas the ones in the plains have flat roofs?
3. Find information about houses which are not made of bricks and cement and share with your classmates.
4. Have you heard of 'night shelters'? Ask your elders.

**Try these too!**

1. What are stilt houses, caravans, tents, houseboats, igloos and skyscrapers? Paste their pictures on a scrap book. Where are they mostly found? Share it with your classmates and the teacher.
2. Visit Historical Monuments and Palaces and appreciate the architecture. Share about the visit and observation with your classmates and teacher.
3. Visit a village on the outskirts of your city. Make comparisons on the basis of-
  - a) types of houses.
  - b) materials used for construction of houses.
  - c) modes of transport.
  - d) living conditions.
4. Draw a Village and a City Scene. Discuss with your parents how city life is different from the village life. Show your drawings in the class.

**Indicators:**

- ☆ Distinguishing between different types of dwellings.
- ☆ Identifying materials used in the construction of kutcha and pucca houses.
- ☆ Making a comparison between flat and sloping roofs.





- ☆ Comprehending the differences in the city and village life.
- ☆ Enhancing aesthetic appreciation.
- ☆ Familiarizing with the ancient historical monuments and buildings.

## ACTIVITY-14: ESCAPE PLAN

### Learning Outcomes:

This activity will enable the students to

- ☆ Actively respond and tackle the unforeseen situations smartly.
- ☆ Be more vigilant and cautious in emergency situations.
- ☆ Apply the safety measures learnt in unforeseen circumstances.
- ☆ Use disaster management kit in time of need.

### Description:

1. Often disaster strikes without a warning. So, it becomes essential for us to be prepared for any eventuality like an earthquake, a fire, a stampede etc. Create an escape plan for your family in case of an unforeseen disaster.

Make a disaster management kit containing all the things that you would need in an emergency.

2. Make a list of your own safety rules and answer the following questions:
  - a) What measures will you take to be safe when you are alone in your house?
  - b) Your friend gets hurt while playing in the park, how would you help him/ her?
  - c) List the ways to be safe on the road (while crossing the road, boarding a bus etc.)
  - d) How can one be safe on festivals like Holi, Diwali?
  - e) Memorize mobile/landline numbers of your immediate family members.
  - f) Make a note of all important telephone numbers- Police, Ambulance, Fire Brigade etc.

### Try these too!

1. Safety is making sure that one is protected from various forms of danger.

Atul was going on a picnic trip with his parents by car. He insisted to sit on the front seat next to his father who was driving. His mother instructed him to fasten the seat belt and not to disturb his father while driving. But he did not pay any heed to the instructions. All of a sudden a cow came running in the middle of the road and Atul's father had to apply brakes. Atul's forehead hit the dashboard and he started bleeding. He was rushed to the doctor and his trip was cancelled.





### Questionnaire

- a) Why did Atul get hurt?
- b) What were the instructions given by his mother?
- c) Did he pay the price for disobeying his mother?
- d) What lesson have you learnt from the above incident?
- e) Did Atul realize his mistake? What lesson did he learn?

Narrate another real story (from home/school scene) mentioning that carelessness leads to accidents.

2. Self Evaluation check list: Do you or your parents

- a) wear seat belt while travelling in the car?
- b) keep a first aid kit in the car?
- c) talk over the mobile while driving?
- d) observe the traffic rules?
- e) wear helmets while riding a two wheeler?

Share measures you have taken for protection. Show it to your classmates & teacher and take it back home.

3. Make a first aid kit for your home and learn how to use it.



### Indicators:

- ☆ Knowing what natural disasters are and what to do when they occur.
- ☆ Understanding the importance of taking appropriate measures to stay safe in case of an emergency.
- ☆ Recognizing the importance of staying alert in case of any disaster.

**Recite this poem to your family members.**

#### MY FAMILY

*My family is always there,  
Through good times and bad,  
I know I can count on them,  
Whenever I am happy or sad.*

*When I've had a bad day,  
I know my family is never far away.  
When life takes that crazy turn,  
They'll always help me to learn.*

*Life without them,  
Just wouldn't be right,  
family is centre of my life  
Each day and night.*

