

General Awareness – Week 1

Week 1 – Living and Non-Living Things

Day 1 – What Are Living and Non-Living Things?

Focus: Introduction to Living and Non-Living Things

Class Size: 30 students

Duration: 30 minutes

Time: 0–5 minutes

Introduction (Oral Discussion)

Teacher Action:

Show two pictures or real objects — a cat and a ball.

Ask guiding questions:

- “Which one moves on its own?”
- “Which one needs help to move?”

Explain clearly:

Living things can move, grow, and eat.

Non-living things cannot move or grow by themselves.

Say slowly and repeat with children:

“Cat is living. Ball is non-living.”

“Living things move, eat, and grow.”

Children repeat each line aloud.

Time: 5–15 minutes

Writing / Tracing Practice

Task:

Children will draw and colour one living thing and one non-living thing in their workbook or notebook.

Steps:

On the board, draw simple examples — a tree and a toy.

Say: “Let’s draw both carefully and colour nicely.”

As they draw, remind:

“Tree is living — it grows!”

“Toy is non-living — it does not move.”

Tips for Class of 30:

- Divide children into 3 groups of 10 for easy supervision.
 - Provide crayons or colour pencils to share.
 - Walk around and praise neat colouring:
“Wow! You made a lovely tree — it’s living!”
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Time: 15–27 minutes

Activity: Sorting Game ‘Living or Non-Living’**How to Play:**

Prepare a set of flashcards or real classroom items (toy, flower, book, pencil, doll, plant).

Place two baskets on the floor labeled:

- Living Things
- Non-Living Things

Call children one by one to pick a card and place it in the correct basket.

Each time, ask:

“Is this living or non-living?”

“Why?”

Encourage answers like:

“Flower is living because it grows.”

“Book is non-living because it cannot move.”

Class Management:

- Groups of 5–8 take turns.
 - Encourage clapping for correct answers.
 - Give stickers or stars as small rewards.
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Time: 27–30 minutes

Recap & Fun Finish**Quick Recap:**

Ask:

- “What are living things?”
- “Can toys grow?”
- “Can animals eat?”

Chant Together:

“Living things can move and grow,
Non-living things just stay, you know!”

Fun Ending Movement:

Say:

“Show me how a cat moves!”

“Now show me how a ball rolls!”

Children act out both — full of laughter and fun!

Teacher Tip:

Use real-life classroom examples:

“Children are living. The blackboard is non-living.”

Use expressive voice, actions, and real objects — children learn best when lessons are lively, engaging, and full of movement.

Day 2 – Living Things Move and Grow

Focus: Understanding that living things move and grow

Class Size: 30 students

Duration: 30 minutes

Time: 0–5 minutes

Introduction (Oral Discussion)

Teacher Action:

Start the discussion with real-life examples.

Show pictures or hold up flashcards:

- Baby → Child → Adult
- Puppy → Dog
- Seed → Tree

Ask:

- What happens to a baby when it grows up?
- Can a toy grow like you?
- What happens to a seed after we plant it?

Explain:

All living things move and grow.

Non-living things do not grow or move on their own.

Repeat together:

- “Living things move and grow.”
- “Non-living things cannot grow.”

Encourage children to repeat the words **move** and **grow** loudly and act them out (walk or stretch arms upward).

Time: 5–15 minutes

Writing / Tracing Practice

Task:

Children trace and say the words *grow* and *move*.

Steps:

1. Write both words on the board in large letters:
GROW — MOVE
2. Say each word slowly and clearly.
3. Ask children to trace in their workbook or worksheet.
4. While tracing, make them say aloud:
 - “G – R – O – W — Grow.”
 - “M – O – V – E — Move.”

Tips for Class of 30:

- Divide the class into small groups.
 - Walk around and help children hold pencils correctly.
 - Praise effort: “Good job! You wrote ‘grow’ so nicely.”
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Time: 15–27 minutes

Activity: “Grow Like a Seed” Game**How to Play:**

Ask all children to sit on the floor curled up like small seeds.

Say: “Let’s pretend we are seeds in the soil.”

Then guide step-by-step:

- “Rain is falling... seeds are waking up.”
- “Sun is shining... we are growing taller.”
- “Now stretch your hands — we are big trees.”

Children enjoy pretending and moving their bodies.

Variation:

Play soft instrumental music during the activity to make it calm and enjoyable.

Class Management:

- Groups of 10 take turns if space is limited.
 - Encourage clapping for everyone after the round.
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Time: 27–30 minutes

Recap & Fun Finish

Quick Recap Questions:

- Who can grow — a cat or a toy cat?
- Can your bag grow like you?
- What do all living things do? (Move and grow.)

Rhyme/Chant:

“Seeds grow tall, babies do too,
Living things move — just like you.”

Fun Finish:

Ask children to walk around like different animals:

- Fly like a bird
- Hop like a frog
- Crawl like a baby

Teacher Tip:

Show real photos or short clips of growing things — baby to adult, seed to plant, puppy to dog — to make the concept more visual and memorable.

Day 3 – Living Things Eat and Breathe

Focus: Understanding that all living things eat food and breathe air

Class Size: 30 students

Duration: 30 minutes

Time: 0–5 minutes

Introduction (Oral Discussion)

Teacher Action:

Start with simple, relatable questions:

- “What do you eat for lunch?”
- “Do your toys eat like you?”

Children will laugh and answer “No!”

Explain:

All living things need food to grow and stay strong.

Living things also breathe air to live.

Non-living things do not eat or breathe.

Show pictures of:

- Dog eating food
- Child drinking milk
- Fish in water (making bubbles)

Say together:

- “Living things eat and breathe.”
- “Non-living things cannot eat or breathe.”

Encourage children to touch their nose and say:

“We all breathe air.”

Time: 5–15 minutes

Writing / Drawing Practice

Task:

Children will draw something they like to eat (apple, banana, chapati, ice cream).

Steps:

1. Draw a sample on the board — for example, an apple or sandwich.
2. Say: “Draw your favourite food and colour it nicely.”
3. While drawing, repeat aloud:
“We eat food because we are living.”

Tips for Class of 30:

- Provide crayons to share in small groups.
 - Walk around and say positive lines like:
“Wow! You love apples — apples help us grow strong.”
 - Collect 2–3 drawings to display on the classroom board.
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Time: 15–27 minutes

Activity: Breathing & Observation**Part 1 – Observation:**

Show pictures or short clips of animals eating or breathing, like:

- Cow eating grass
- Dog eating food
- Fish blowing bubbles

Discuss what they notice — “The fish breathes in water using bubbles.”

Part 2 – Breathing Exercise:

Guide children through a simple breathing activity:

- “Place your hand on your chest.”
- “Take a deep breath in.”
- “Now blow it out slowly.”

Repeat 3–4 times together.

Say:

“We breathe in air — that’s what living things do.”

Class Management:

- Keep it calm and quiet during breathing.
 - Appreciate children who follow carefully: “Good breathing, everyone.”
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Time: 27–30 minutes

Recap & Fun Finish

Quick Recap Questions:

- Who eats food — you or your toys?
- Do animals eat?
- What do we all need to breathe?

Chant Together:

“Eat your food and breathe the air,
Living things do this everywhere.”

Fun Movement:

Pretend to be different animals eating:

- Chomp like a rabbit
- Drink milk like a cat
- Chew grass like a cow

Teacher Tip:

Show short pet videos or fish tank clips to help children notice breathing and eating in real life. Remind them — all living things need food and air to live.

Day 4 – Review: Living vs. Non-Living

Focus: Reinforcing the difference between living and non-living things

Class Size: 30 students

Duration: 30 minutes

Time: 0–5 minutes

Oral Recap Quiz

Teacher Action:

Begin with a cheerful greeting:

“Let’s see what we remember from this week!”

Ask quick oral questions one by one:

- “Name 3 living things.”
- “Name 3 non-living things.”
- “Can a dog grow?”
- “Can a car move on its own?”

Encourage children to answer loudly and clap for correct answers.

Explain:

“Living things can move, grow, eat, and breathe.”

“Non-living things cannot do these things.”

Say together with actions:

- “Move” – children march in place
- “Grow” – children stretch tall
- “Eat” – children pretend to eat
- “Breathe” – children inhale and exhale

Repeat twice for fun reinforcement.

Time: 5–15 minutes

Writing / Matching Activity

Task:

Children complete a matching exercise in their workbook or worksheet.

On the board, write:

Dog → Living

Teddy → Non-living

Tree → Living

Car → Non-living

Steps:

1. Explain each example clearly:
 - “Dog is living because it moves and eats.”
 - “Teddy bear is non-living — it does not move.”
 - “Tree is living — it grows.”
 - “Car is non-living — it only moves when we push or drive it.”
2. Help children draw lines to match correctly.
3. Encourage reading aloud while matching:
“Dog — Living!”
“Teddy — Non-living!”

Tips for Class of 30:

- Work in pairs for better support.
 - Walk around to guide and praise effort.
 - Say positive comments like:
“You matched all correctly! Super star!”
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Time: 15–27 minutes

Worksheet Circle Game**Activity:**

Provide a worksheet (or draw on board) with mixed pictures:
Tree, Teddy, Dog, Car, Girl, Chair, Bird, Balloon.

Instructions:

“Circle all the living things.”

Steps:

1. Show one example on the board — circle “Tree.”
2. Let children circle all the living things on their sheet.
3. Check answers together and repeat why each is living or non-living.

Class Management:

- Group children into 3 sets of 10 for easy checking.
 - Encourage friendly competition: “Let’s see who finds all living things first!”
 - Applaud when everyone completes.
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Time: 27–30 minutes

Recap & Fun Finish

Quick Recap:

Ask:

- “What can living things do?”
- “Can a chair eat or grow?”
- “What does a bird do?”

Chant Together:

“Living things move and grow,
Non-living things just stay, you know!”

Fun Ending Game:

Play “**Stand if Living!**”

Teacher says different words — cat, car, doll, tree, baby, bag.

Children stand for living things and sit for non-living ones.

Lots of laughter and energy guaranteed.

Teacher Tip:

Repeat the key words daily: move, eat, grow, breathe.

Use rhythmic chants, hand actions, and real classroom examples — children learn best through repetition and fun.
