

General Awareness – Week 2

WEEK 2 – Characteristics of Living Things

Day 5 – Living Things Need Food

Focus: Understanding that all living things need food to stay alive

Class Size: 30 students

Duration: 30 minutes

Time: 0–5 minutes

Oral Introduction

Teacher Action:

Begin by asking simple questions:

- “Do you eat food?”
- “Does your pet eat food?”
- “Do cows or birds eat too?”

Show pictures or flashcards of:

- Cow eating grass
- Cat drinking milk
- Bird eating grains
- Child eating fruit

Explain clearly:

“All living things need food to stay alive. Food gives us energy to grow, move, and play.”

Say slowly and repeat with children:

“Living things need food.”

“Food helps us grow strong.”

Mini Action:

Children pretend to eat and say, “Yum yum! Food gives me energy!”

Time: 5–15 minutes

Writing / Drawing Practice

Task:

Children will draw and colour their favourite food in their notebook.

Steps:

1. On the board, draw 2–3 simple food pictures (apple, milk, chapati, banana).
2. Say: “Draw your favourite food and colour it beautifully.”
3. As children draw, ask:
 - “Who eats this food?”
 - “Is this food for people or animals?”

Tips for Class of 30:

- Give 5–7 minutes for drawing and 3–5 minutes for colouring.
 - Walk around and guide:
“Nice apple, Riya! That gives us vitamins.”
 - Display a few drawings on the board for appreciation
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Time: 15–27 minutes

Activity: Sorting Game – ‘Food for People / Food for Animals’

Materials Needed:

Picture flashcards or cutouts (milk, fish, banana, grass, grains, bone, apple).

Two baskets or trays labeled:

- Food for People
- Food for Animals

How to Play:

1. Show one picture and ask:
“Who eats this — people or animals?”
2. Invite a child to place it in the correct basket.
3. After sorting all pictures, review together:
 - “Milk – both people and cats can drink milk.”
 - “Grass – cows eat grass.”

- “Apple – people eat apples.”

Class Management:

- Call 5–6 children at a time to take turns.
 - Encourage the rest to clap and cheer.
 - Use toy animals or play food for extra fun (pretend feeding).
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Time: 27–30 minutes

Recap & Fun Finish**Quick Recap Questions:**

- “Why do we eat food?”
- “What does a cow eat?”
- “What does a bird eat?”
- “Do toys eat food?”

Chant Together:

“Living things eat every day,
Food gives energy to work and play!”

Fun Ending:

Do a short action rhyme:

“Eat, eat, chew, chew — food helps me grow too!”
Children mime eating and growing tall.

Teacher Tip:

Use real-life connections — talk about lunch, tiffin, or pet food.

Reinforce the phrase “Living things need food” often during snack time or class discussions.

Day 6 – Living Things Grow

Focus: Understanding that living things grow and change with time

Class Size: 30 students

Duration: 30 minutes

Time: 0–5 minutes

Oral Introduction & Discussion

Teacher Action:

Begin by showing a picture sequence: baby → child → adult.

Ask simple questions:

- “Who is this?”
- “What happens when the baby grows up?”
- “Can a doll grow like a baby?”

Encourage children to answer:

“No! Dolls cannot grow!”

Explain:

“Only living things grow. A baby becomes an adult. A seed grows into a tree. But toys and dolls never grow.”

Say together:

“Living things grow!”

“Non-living things do not grow!”

Repeat 2–3 times with actions (children stretch tall when saying “grow”).

Time: 5–15 minutes

Writing / Drawing Practice

Task:

Children draw and colour a small plant and a big tree in their workbook.

Steps:

1. On the board, draw two simple pictures — a small plant and a big tree.

2. Say: "A seed becomes a small plant, and then a big tree."
3. Let children draw and colour both pictures.

Teacher Talk During Work:

"Plants are living — they grow!"

"Can your toy grow like a plant? No!"

Tips for Class of 30:

- Give 10 minutes (5 for drawing, 5 for colouring).
 - Encourage sharing crayons.
 - Praise neat work: "Lovely tree, it looks tall and strong — just like you!"
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Time: 15–27 minutes

Activity: Planting a Seed

Objective: To observe real growth of a living thing.

Materials:

- Small pots or plastic cups
- Soil and seeds (like mustard, beans, or coriander)
- Water spray bottle

How to Do:

1. Show children how to fill soil in the cup and place a seed inside.
2. Help each child sprinkle water gently.
3. Label the pot with a tag: "Our Living Plant."
4. Place all pots near a window or in sunlight.

Explain:

"We will see how our seed grows into a plant!"

Class Management:

- Make small groups (5 children per pot).
 - Assign one child daily to check and water it.
 - Encourage excitement: "Let's see who finds the first sprout!"
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Time: 27–30 minutes

Recap & Fun Finish

Quick Recap:

- “What did we plant today?”
- “Will our seed grow?”
- “Can your toy grow?”

Chant Together:

“Living things grow, grow, grow,
Non-living things don’t, you know!”

Fun Ending:

Play “Grow Tall!” —

Children start small (crouched like seeds), then slowly stand and stretch tall like trees as the teacher says “Grow!”

Teacher Tip:

Keep the planted pot in class and observe daily.

Show changes every few days — tiny sprout, new leaves.

Keep repeating the phrase:

“Our plant is living — it’s growing!”

Day 7 – Living Things Move

Focus: Understanding that living things move in different ways

Class Size: 30 students

Duration: 30 minutes

Time: 0–5 minutes

Oral Introduction & Discussion

Teacher Action:

Begin with an energetic start —

“Let’s talk about how living things move!”

Show or display pictures:

- Elephant walking
- Bird flying
- Fish swimming
- Child running

Ask questions one by one:

“How does an elephant move?”

“How does a bird move?”

“How does a fish move?”

“How do you move?”

Let children answer:

“Elephant walks,” “Bird flies,” “Fish swims,” “We walk and run!”

Explain:

“All living things can move, but they move in different ways.”

“Animals walk, fly, swim, or crawl. People walk and run. Plants also move slowly when they grow toward sunlight.”

Say together with actions:

“Living things move!” (march in place)

“Non-living things stay still!” (freeze like statues)

Time: 5–15 minutes

Writing / Tracing Practice

Task:

Children trace and say the words: *walk*, *fly*, *swim*.

Steps:

Write the words on the board in large, clear letters:

WALK

FLY

SWIM

Say:

“Let’s trace and say together — W-A-L-K, walk!”

“F-L-Y, fly!”

“S-W-I-M, swim!”

Encourage repetition while tracing.

Teacher Tip During Writing:

Explain meaning using body movements —

- Pretend to walk for *walk*
- Flap arms for *fly*
- Move hands like fish for *swim*

Tips for Class of 30:

- Divide into pairs to share crayons.
 - Walk around and help with fine motor control.
 - Praise aloud: “Wow! You traced WALK so neatly!”
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Time: 15–27 minutes

Activity: Movement Game “Move Like Animals!”

Objective: To connect movement words with physical action.

How to Play:

Tell the children: “We’re going to move like living things!”

Teacher calls out one animal, and children act it out.

Examples:

- “Walk like elephants!” (heavy steps)
- “Fly like birds!” (flap arms)
- “Crawl like snakes!” (slither on the floor)
- “Swim like fish!” (wave arms)
- “Jump like rabbits!” (hop in place)

Mix it up:

Say, “Now, freeze like a toy!” — everyone stops and stays still (non-living).

Class Management:

- Divide into 2–3 small groups.
- Ensure safe spacing between children.
- Clap and cheer for energetic participation!

Variation:

Turn it into a short guessing game —

You act, and children guess: “Bird!” “Fish!”

Time: 27–30 minutes

Recap & Fun Finish**Quick Recap Questions:**

“Can a toy car move by itself?”

“How do birds move?”

“Can a fish walk?”

“How do we move?”

Chant Together:

“Living things move in many ways,

Walk, fly, swim — all through the days!”

Fun Ending:

Play “Move and Freeze” —

Teacher calls “Living!” → children move

Teacher calls “Non-living!” → children freeze

Teacher Tip:

Always praise participation — “You flapped your wings like a real bird!”

Movement-based learning helps children remember through fun and action.

Day 8 – Living Things Grow, Move, Eat, and Breathe

Focus: Understanding that all living things have four main characteristics — they eat, grow, move, and breathe.

Class Size: 30 students

Duration: 30 minutes

Time: 0–5 minutes

Oral Introduction & Discussion

Teacher Action:

Begin with a cheerful tone —

“Let’s find out what living things do every day!”

Show flashcards or real pictures:

- A child eating
- A plant growing
- A bird flying
- A person breathing deeply

Ask one by one:

“What is this child doing?” (Eating)

“What is happening to the plant?” (It’s growing)

“What is the bird doing?” (Flying or moving)

“How do we breathe?” (In and out)

Explain clearly:

“All living things eat, grow, move, and breathe. That’s what makes them alive!”

Say together with actions:

“We eat!” (pretend to eat)

“We grow!” (stretch tall)

“We move!” (walk in place)

“We breathe!” (deep breath in and out)

End this part with:

“Living things do all these! Non-living things don’t!”

Time: 5–15 minutes

Writing / Matching Practice

Task:

Children complete a matching worksheet or board activity:

Eat → A child eating

Grow → A plant growing

Move → A bird flying

Breathe → A person breathing

Steps:

Write the four words on the board in bold letters.

Say slowly and clearly while pointing:

“E-A-T, eat.”

“G-R-O-W, grow.”

“M-O-V-E, move.”

“B-R-E-A-T-H-E, breathe.”

Let children trace the words or draw a small picture next to each word.

Teacher Tip During Writing:

Explain with mini examples —

“When we eat food, our tummy gets energy.”

“When we grow, we get taller.”

“When we move, we play and run.”

“When we breathe, we stay alive.”

Tips for Class of 30:

- Give half the class crayons for drawing while others trace, then switch.
 - Encourage: “You traced GROW so neatly — like a tall tree!”
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Time: 15–27 minutes

Activity: “Living Things Chart”

Objective: To connect the four key features through a visual, creative task.

How to Do It:

Give each child a sheet divided into four boxes.

Label each box — Eat, Grow, Move, Breathe.

Children draw or paste one picture in each box.

Examples:

- Eat – draw a boy eating
- Grow – draw a plant
- Move – draw a bird or a child running
- Breathe – draw a person or animal

Variation for Group Work:

Make a big class “Living Things Chart” on the wall. Each child adds one picture.

Class Management Tips:

- Give 5 minutes for drawing or pasting.
 - Walk around and encourage creativity.
 - Display everyone’s work proudly on the board.
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Time: 27–30 minutes

Recap & Fun Finish**Quick Recap Questions:**

“What do living things need to stay alive?” (Food)

“What happens when we grow?” (We get bigger)

“Do cars move by themselves?” (No!)

“How do we breathe?” (In and out!)

Chant Together:

“We eat, we grow, we play and run,

Living things are full of fun!”

Fun Ending Game – “Living or Non-Living?”

Teacher names or shows an item:

“Child!” → Move!

“Toy!” → Stay still!

“Tree!” → Stretch arms like branches!

Lots of laughter and learning guaranteed!

Teacher Tip:

Use daily examples to remind them — “When we eat lunch, we are showing we are living!”

Reinforce all four words during circle time and songs throughout the week.
