

General Awareness – Week 3

WEEK 3 – Natural and Man-Made Things

Day 9 – What Are Natural Things?

Focus: Understanding that natural things are made by nature, not by humans.

Class Size: 30 students

Duration: 30 minutes

Time: 0–5 minutes

Oral Introduction & Discussion

Teacher Action:

Start with a cheerful question:

“Children, who made the tree, the sun, and the river?”

Let children answer freely — some will say “God,” others “Nature.”

Smile and say:

“Yes! These are natural things. They are made by nature, not by people.”

Show real pictures or flashcards:

Tree, Sun, Cloud, Flower, Mountain

Ask one by one:

“Who made this tree?”

“Can people make the sun?”

“Did we make the river?”

Explain simply:

“Natural things are made by God or nature.

They are already on Earth — like air, water, trees, and animals.”

Say together with hand actions:

“Trees grow by themselves.”

“The sun shines by itself.”

“Water flows by itself.”

Time: 5–15 minutes

Writing / Drawing Practice

Task:

Children will draw and colour one natural thing they see often — such as a tree, flower, or cloud.

Steps:

1. Write on the board:
“Natural things are made by nature.”
2. Say slowly and repeat:
“Tree is a natural thing.”
“Flower is a natural thing.”
3. Guide students to draw and colour neatly in their notebooks.

Tips for Class of 30:

- Divide crayons into small groups.
- Walk around and comment positively:
“Wow! You made a big bright sun — that’s natural!”
- Encourage use of green, blue, and yellow for natural colours.

Extension:

Ask: “Can you tell me where you saw this in real life?”

Example: “Tree — near my house.”

Time: 15–27 minutes

Activity: Nature Walk Exploration

Objective: To help children observe real natural things around them.

How to Do It:

1. Take the class outside (school garden, playground, or nearby area).
2. Tell children:
“Let’s go on a Nature Walk! Let’s look for things made by nature.”
3. Ask them to find and point at:
 - Trees
 - Flowers
 - Stones

- Clouds
- Birds

Encourage comments:

“What do you see?”

“What colour are the flowers?”

“Can you touch the sky?”

After the walk, gather them in a circle and ask:

“What did you see that was made by nature?”

Let a few children share.

Class Management Tips:

- Keep the group together.
 - Remind them to observe, not pick plants.
 - Praise good listeners and observers.
-

Time: 27–30 minutes

Recap & Fun Finish

Quick Recap Questions:

“Who made the tree?”

“Who made the sun?”

“Did people make cars?” (No)

“Are flowers natural things?” (Yes)

Chant Together:

“Sun and trees and clouds so high,

Natural things are in the sky!

Made by God, they’re all so bright,

Nature’s gift — such a lovely sight!”

Fun Ending Game:

Teacher says an item, and children shout —

“Natural!” (for tree, water, sun)

“Not natural!” (for car, chair, toy)

Lots of laughter and quick learning!

Teacher Tip:

Take every chance to connect learning with the real world — “Look, that’s a natural flower growing!”

Observation builds curiosity and respect for nature.

Day 10 – What Are Man-Made Things?

Focus: Understanding that man-made things are created by humans.

Class Size: 30 students

Duration: 30 minutes

Time: 0–5 minutes

Oral Introduction & Discussion

Teacher Action:

Begin by asking lively questions:

“Who made the chair we sit on?”

“Who made the car on the road?”

“Who built your house?”

Let children answer: “People did!”

Explain clearly:

“Yes! People make these things — they are called man-made things.”

“They do not grow or come from nature. Humans make them to use.”

Show flashcards or real objects:

Chair, Pencil, House, Car, Toy

Ask one by one:

“Who made this?” → “People made it!”

“Can it grow by itself?” → “No!”

Say together:

“Man-made things are made by people!”

“Natural things are made by nature!”

Do an action chant with hands:

“We build, we make, we plan — that’s man-made!”

“Trees, rivers, mountains — nature made!”

Time: 5–15 minutes

Writing / Drawing Practice

Task:

Children will draw and colour one man-made thing — like a toy, car, or building.

Steps:

1. Write on the board:
“Man-made things are made by people.”
2. Show examples and say:
“Car is man-made.”
“Toy is man-made.”
3. Guide them to draw neatly and colour brightly.

Tips for Class of 30:

- Divide class into small groups.
- Walk around and encourage effort:
“You drew a lovely car — that’s man-made!”
- Remind them to use bright colours like red, yellow, blue.

Extension idea:

Ask: “Which man-made thing do you like most at home?”

Example: “My toy car!”

Time: 15–27 minutes

Activity: Flashcard Sorting – ‘Natural vs. Man-Made’

Objective: To help children identify which items are made by nature and which by humans.

Preparation:

Prepare two baskets or boxes labeled:

“Natural Things” and “Man-Made Things.”

Use 10–12 picture cards — tree, car, flower, house, bird, toy, river, boat, etc.

How to Play:

1. Call students one by one to pick a flashcard.
2. Ask:
“What is this?”
“Who made it — nature or people?”

3. Let them place the card in the correct basket.

Encourage group responses:

Class says together:

“Tree — Natural!”

“Toy — Man-Made!”

Class Management Tips:

- Divide class into 2–3 groups for turns.
- Give claps or star stickers for correct answers.
- Repeat the sorting twice for better recall.

Variation:

Play a “stand-up/sit-down” game —

Teacher calls a word:

“Tree” → children stand (natural)

“Car” → children sit (man-made)

Lots of laughter and energy!

Time: 27–30 minutes

Recap & Fun Finish

Quick Recap Questions:

“Who made the tree?” (Nature)

“Who made the car?” (People)

“Is the sun man-made?” (No)

“Is your toy man-made?” (Yes)

Chant Together:

“Natural things grow and play,

Man-made things are made each day!

Tree and flower – nature’s art,

Car and toy – from human heart!”

Fun Ending:

Teacher points around the classroom:

“Chair — man-made or natural?”

“Plant — man-made or natural?”

Children answer loudly: “Man-made!” “Natural!”

Teacher Tip:

Use real classroom objects to connect learning:

“Pencil, bag, board — all made by people!”

Day 11 – Around Us: Natural and Man-Made

Focus: Identifying natural and man-made things in our surroundings.

Class Size: 30 students

Duration: 30 minutes

Time: 0–5 minutes

Oral Introduction & Discussion

Teacher Action:

Start by saying cheerfully:

“Let’s look around our school! What do you see?”

Let children respond: “Garden!”, “Building!”, “Tree!”, “Bench!”, “Car!”

Use each response to build the concept:

- “The tree is natural — made by nature.”
- “The school building is man-made — made by people.”

Show real pictures or point around the classroom:

Sun, Tree, Building, Chair, Car

Ask one by one:

“Who made the tree?” (Nature)

“Who made the building?” (People)

“Who made the car?” (People)

“Who made the sun?” (Nature)

Explain clearly:

“Some things around us are made by nature. Some are made by people. Both are important to us.”

Say together with actions:

“Natural things grow!” (stretch hands up)

“Man-made things are built!” (pretend to hammer)

Time: 5–15 minutes

Writing / Tracing Practice

Task:

Children will trace simple words related to natural and man-made things.

Words to Trace:

Sun, Tree, Car, Bag

Steps:

- Write each word on the board in big, bold letters.
- Say the letters slowly and clearly:
“S-U-N, Sun.”
“T-R-E-E, Tree.”
“C-A-R, Car.”
“B-A-G, Bag.”
- Children trace and say the words aloud as they write.

Teacher Tips During Writing:

- Encourage them to use different crayon colours.
- Say: “Sun and tree are natural. Car and bag are man-made.”
- Praise effort: “Great tracing! I love your neat writing.”

Class Management for 30 Students:

- Divide into 3 groups for easier monitoring.
 - Share crayons and let them help each other.
-

Time: 15–27 minutes

Activity: Circle the Natural and Man-Made Things

Objective: To help children differentiate between natural and man-made things visually.

Preparation:

Provide a worksheet with 8–10 pictures — examples:
Tree, House, Sun, Chair, Flower, Car, Cloud, Toy

Instructions:

- Say: “Let’s circle natural things in green and man-made things in blue!”
- Guide them as they identify each picture:
“Tree – green circle!”
“Toy – blue circle!”
- Walk around and give hints when needed.

Group Play Variation:

Show the same pictures on flashcards and ask:

“Green or Blue?”

Children hold up crayons or raise hands for correct answers.

Class Management Tips:

- Keep crayons ready before class.
 - Praise aloud: “You circled the tree in green – very good!”
-

Time: 27–30 minutes

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

“Is a tree natural or man-made?” (Natural)

“Is our school building natural or man-made?” (Man-made)

“Who made the sun?” (Nature)

“Who made your school bag?” (People)

Chant Together:

“Tree and flower — nature’s way,

Car and bag — people made today!

Look around, you will see,

Nature and people — you and me!”

Fun Ending:

Play “Touch the Thing!” game:

Teacher says, “Touch something natural!” → children touch a plant.

Then, “Touch something man-made!” → they touch a chair or wall.

Teacher Tip:

Keep reinforcing vocabulary daily — *natural, man-made, nature, people*.

Use gestures and real examples around the classroom to keep learning active and visual.

Day 12 – Review: Natural vs. Man-Made

Focus: Reinforcing the difference between natural and man-made things.

Class Size: 30 students

Duration: 30 minutes

Time: 0–5 minutes

Oral Quiz & Discussion

Teacher Action:

Start with an interactive quiz:

“Children, let’s see who remembers! Who made this?”

Hold up pictures or flashcards one by one:

Tree, House, Sun, Car, Flower, Toy

Ask children to answer loudly:

- “Nature!” → for tree, sun, flower
- “People!” → for house, car, toy

Explain briefly after each answer:

- “Yes! Trees, sun, and flowers are natural — made by nature.”
- “Yes! Houses, cars, and toys are man-made — made by people.”

Say together with actions:

- “Natural things grow!” (stretch hands up)
 - “Man-made things are built!” (pretend to hammer)
-

Time: 5–15 minutes

Writing / Matching Practice

Task:

Children will match pictures to the correct category.

Worksheet / Board Activity:

Tree → Natural

House → Man-made

Sun → Natural
Car → Man-made

Steps:

- Show each picture on the board or flashcard.
- Say the word and category slowly:
“Tree — Natural”
“House — Man-made”
- Children draw a line to match the picture to its category.

Teacher Tips During Writing:

- Encourage neatness and bright colours.
 - Remind them: “Natural things grow by themselves, man-made things are built by people.”
 - Praise effort: “You matched the sun perfectly — well done!”
-

Time: 15–27 minutes

Activity: Collage Creation

Objective: Reinforce recognition of natural vs. man-made through a creative activity.

Materials Needed:

Magazines or printed pictures
Glue, scissors, chart paper

How to Do It:

- Divide children into small groups of 5–6.
- Each group finds and cuts pictures from magazines:
 - 2 natural things (trees, flowers, sun)
 - 2 man-made things (cars, houses, toys)
- Glue the pictures onto a chart paper — one side for natural, one for man-made.
- Let each group present their collage briefly to the class.

Class Management Tips:

- Supervise scissors carefully.
- Encourage teamwork and discussion: “Which picture goes on the natural side?”
- Applaud creativity and participation.

Time: 27–30 minutes

Recap & Display

Quick Recap Questions:

- “Is this tree natural or man-made?” (Natural)
- “Is this house natural or man-made?” (Man-made)
- “Who made the sun?” (Nature)
- “Who made the car?” (People)

Fun Ending:

Chant together:

“Nature makes the sun and tree,

People make the chair and key!

Look around and you will see,

Natural and man-made, just like me!”

Display Tip:

Hang the collages on the classroom wall for daily reinforcement. Children enjoy seeing their work celebrated
