



Professional Development
for Quality Education

GENERAL KNOWLEDGE

Lesson Plans
Based on Curriculum 2020



GRADE

2



Directorate of Curriculum and Teacher Education (DCTE)
Khyber Pakhtunkhwa, Abbottabad

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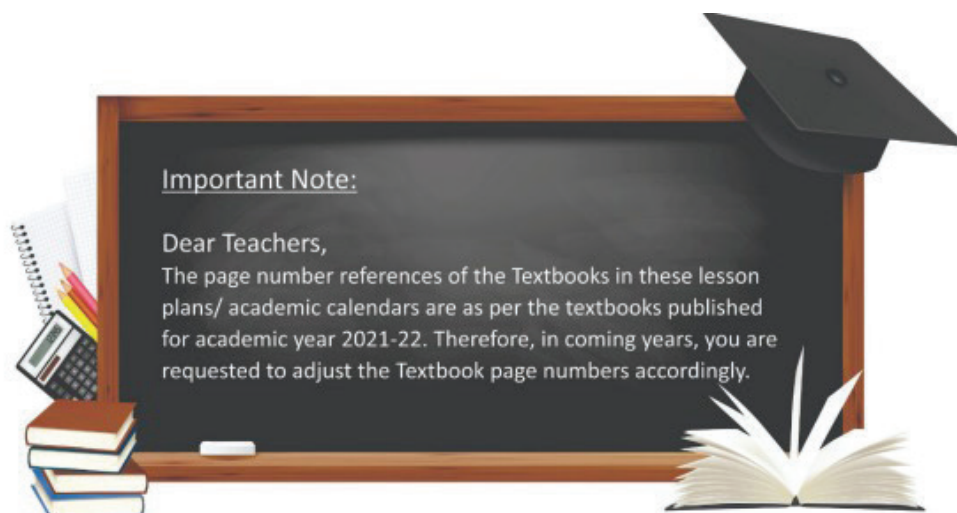
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NOTIFICATION:

No.5564-5727/F.24/Vol-II/SLP/G-II/SS-M&E, dated: 30-08-2021 : Consequent upon its development and review by the respective development and review committees notified for the purpose, the Directorate of Curriculum and Teacher Education (DCTE), Khyber Pakhtunkhwa, Abbottabad, being the competent authority under the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act 2011, is pleased to notify the scripted lessons for Grade-II in the subjects of English, Urdu, Mathematics and General Knowledge based on Curriculum 2020 and the textbooks aligned on it for all educational institutions in Khyber Pakhtunkhwa for the Academic Year 2021-22 and onwards.

DIRECTOR

Copy forwarded for information and necessary action to the:

1. Secretary, Elementary & Secondary Education Department Govt. of Khyber Pakhtunkhwa, Peshawar.
2. Director, Elementary & Secondary Education Khyber Pakhtunkhwa.
3. Director, Professional Development, Khyber Pakhtunkhwa Landey Sarak Charsadda Road Larama, Peshawar.
4. All District Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
5. All Sub Divisional Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
6. Team Leader ASI-KESP, at Peshawar.
7. PS to Minister Elementary & Secondary Education, Khyber Pakhtunkhwa, Peshawar.
8. PS to the Director Local Office.

ADDITIONAL DIRECTOR (SS)

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INTRODUCTION

Teaching and learning process in the classroom can vary concerning the ability, experience, and training of the teacher, which is why to standardize instruction, every good and effective teacher requires a lesson plan. The preparation of a lesson plan is important for clarity and comprehension regarding how the entire learning process will be handled as well as how students can understand and store the knowledge that is being passed onto them.

Lesson plans are vital for helping students accomplish their goals within a learning environment on a short-term and long-term basis. Lesson plans based on clearly defined Student Learning Outcomes (SLOs) concerning the textbooks ensure students are taught the required curriculum most efficiently. These ensure the teacher is adequately prepared and has a clear sense of direction for their lessons. In the context of Khyber Pakhtunkhwa, Lesson Plans are designed to support teachers to implement new pedagogical methods and help provide direction to instruction in the classrooms.

Traditional Teaching Style:

Many teachers in Pakistan have come to rely on the textbook for teaching. They come into the classroom, ask students to open the textbook on a certain page, have students read a portion of the text, paraphrase the same and then ask students to answer questions that require them to reproduce material from the text. They teach every subject (the exception being mathematics) and every lesson in the same way. In some cases, the teacher is unable to complete the curriculum or impart the SLOs for a particular grade to the students effectively. Using lesson plans ensure standardization in teaching quality and provides a clear goal with relevant activities that can help students learn more effectively and achieve curriculum milestones.

What is a Lesson Plan?

A lesson plan is a description of the instructions for the purpose of teaching the contents of the textbook of a particular subject and achieving Student Learning Outcomes (SLOs).

A lesson plan is the road map for teachers for the achievement of SLOs effectively during class time. The teachers design appropriate learning activities and develop strategies to obtain feedback on students' learning. A carefully constructed lesson plan allows the teacher to enter the classroom with more confidence and maximizes the chance of having a meaningful learning experience with the students.

A successful lesson plan addresses and integrates three key components:

- ◇ Student Learning Outcomes (SLOs).
- ◇ Learning activities.
- ◇ Assessment to check for students' understanding.

Benefits of Lesson Planning

Most important benefits of lesson planning are to:

- Improve the quality of teaching and learning.
- Establish clarity of purpose.
- Facilitate achievement of student learning outcomes.
- Use available time effectively.
- Develop appropriate materials and ensure their effective use.
- Develop the confidence of teachers.

Development Process of a Lesson Plan

Lesson plan usually starts with a thinking process. This thinking process is basically completed in four parts.

- **First**, determine the SLO; that is, what the children will learn, what they will be able to do upon completing the activities or work of the lesson.
- **Second**, determine what the students already know, before beginning of the lesson that can lead into a new curriculum of the day.
- **Third**, determine at least one way to assist the students in learning the new curriculum.
- **Fourth**, determine a way to evaluate the learning outcomes of the students.

Components of a Lesson Plan

Common elements of lesson plans are; unit of study, a title/topic/problem, identification of student learning outcomes (SLOs), a sequence of learning activities including introductory, developmental and concluding activities, list of materials to be used and assessment strategies.

- ♦ **Choosing the Topic.** You can choose any topic from the textbook of the designated grade, a skill such as information gathering, a value such as peace, a current affair topic or an area of special concern such as the environmental pollution etc.
- ♦ **Identifying Student Learning Outcomes (SLOs) from the Curriculum.** The Curriculum has identified the student learning outcomes to be achieved for each topic. Identifying the student learning outcomes will help you to clarify the knowledge, skills, attitudes and values to be developed. Choose only one to three SLOs to develop your lesson (many more for a unit plan).
- ♦ **Material Resources.** A key part of planning is to ensure the identification, adaptation and development of resources required for the lesson for both teachers and students.
- **Development:**
 - ♦ **Introductory Activities:** Introductory activities are designed to introduce the topic, a subtopic or establish connection with the previous lesson. They are designed to build readiness, create interest, raise questions and explore what children already know about the topic, recall relevant information, motivate students and focus their attention on the topic/theme/problem to be studied. Introductory activities can include an arrangement of pictures or activities that stimulate interest and questions. Others may be based on the teacher posing questions, reading a poem or story on the teacher posing questions or reading a poem, story, etc. A test, an inventory, or a quiz may be used to find out what students know in order to build on their existing knowledge.
 - ♦ **Developmental Activities:** Developmental activities should emerge out of the introductory activities. There should be smooth transitions between the activities to provide a smooth learning sequence. These activities are designed to actualize the student learning outcomes. They introduce new concepts, skills and values or build on past learning and should be linked with each other. Applicative or demonstrative activities extend learning and develop the ability to use concepts and skills. Creative and expressive activities enrich learning and develop the ability to improvise and apply learning in original ways.
 - ♦ **Concluding the lesson:** Conclusion includes activities that serve to consolidate, summarize, or facilitate application of knowledge and skills of students to a new situation. They are generally related to the main idea of the lesson. The concluding activities could bring together the different main ideas of the unit. In this case, the emphasis should be on the educational outcomes and not on “putting on a show”.
 - ♦ **Assessment of Learning.** Assessment strategies can tell us how well or to what extent the student learning outcomes have been met. Assessment of learning is important in all phases of the lesson/unit from introduction to conclusion. A variety of tools can be used to assess the realization of the chosen learning outcomes. Some of these will be prepared as part of the learning activities. For example, the drawing and labeling of a map, the checklist for evaluating a discussion or simply asking questions relevant to the day’s topic. Other tools such as tests can be prepared ahead of time as well.
 - ♦ **Follow up/homework task.** This component includes follow up activities or home assignments to be undertaken by students at home.

PREFACE

The Government of Khyber Pakhtunkhwa, Elementary and Secondary Education Department, is committed to improve the quality of teaching and learning by taking a number of reforms and initiatives for the improvement of quality education in line with the national and international emerging trends. Providing quality education at primary level is the first imperative step towards achieving this goal.

For this purpose, the Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa, at Abbottabad, has been entrusted the responsibility of developing and reviewing teachers' in-service and pre-service training materials for the improvement of pedagogical skills of teachers.

These quality improving initiatives also include development of teacher's guides of scripted lesson plans at primary level that support teachers to implement new pedagogical methods. These teacher guides are intended to assist teachers with the provision of content, effective teaching methods and tools for measuring what learners have gained. These guides will ensure an effective and participative engagement of teachers with students as activities included in these lesson plans are student-centered.

These teacher guides of Lesson Plans based on Student Learning Outcomes (SLOs) of Curriculum 2006 were developed for the first time in 2013. In 2018-2019, the Directorate of Curriculum & Teachers' Education Khyber Pakhtunkhwa undertook the task to revise and develop the Scripted Lesson Plans for Grade I-III according to the Academic Calendar on missing Students Learning Outcomes (SLOs).

As the Curriculum has been revised and new textbooks are developed in 2020 for Grades Pre-I to V, hence the need has been felt that these Lesson Plans for Grades I to V are to be revised, developed and aligned with the updated Curriculum 2020, accordingly.

The Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa constituted different committees comprising of Curriculum/Subject experts and teachers for developing these Lesson Plans based on Curriculum 2020. DCTE acknowledges the efforts of these experts for developing and reviewing these scripted lesson plans.

The Directorate of Curriculum and Teachers Education Khyber Pakhtunkhwa is also thankful to the Technical Assistance of Khyber Pakhtunkhwa Education Sector Programme (KESP) in the finalization of these lesson plans.

Gohar Ali Khan
Director,
Curriculum and Teacher Education
Khyber Pakhtunkhwa, Abbottabad.

MAP OF PAKISTAN



STUDENT LEARNING OUTCOMES

- Recognize the map of Pakistan.
- Name the provinces and areas (AJK, GB and ICT) of Pakistan.

INFORMATION FOR TEACHERS

- Pakistan came into being on 14th August, 1947.
- Pakistan is an independent Islamic country.
- Pakistan is situated in the continent of Asia.
- Pakistan has four provinces (Punjab, Sindh, Khyber Pakhtunkhwa and Baluchistan and areas of Gilgit Baltistan, Azad Jammu and Kashmir and Islamabad capital territory.
- Neighbouring countries of Pakistan are Afghanistan, Iran, China and India.
- Baluchistan is the largest province by area while Punjab is the most populated province of Pakistan.
- We live in Khyber Pakhtunkhwa.



DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, marker/charts, duster, Map of Pakistan. Textbook General Knowledge Grade II, pencil colours.



INTRODUCTION

10 MINUTES

Ask the students.

- What is the name of our country?
- Who was the founder of Pakistan?
- How many provinces are there in Pakistan?
- In which province do you live?



DEVELOPMENT

45 MINUTES

Activity 1:

15 Minutes

- Divide the class into 7 groups.
 - Group 1: Khyber Pakhtunkhwa
 - Group 2: Punjab
 - Group 3: Baluchistan
 - Group 4: Sindh

- ◇ Group 5: Azad Jammu and Kashmir
 - ◇ Group 6: Gilgit Baltistan
 - ◇ Group 7: Islamabad Capital
2. Ask the groups to colour their assigned province / area on the map of Pakistan at relevant page of textbook.
 3. Write the name of your assigned province / area and draw map on chart.
 4. Write the name of capital city of your assigned province / area.

Activity 2: 15 Minutes

1. Divide the class into four groups and assign following task to each group.
 - ◇ Group – A may be asked to write the name and draw map of the largest province of Pakistan on chart and colour it.
 - ◇ Group – B may be asked to write the name of most populated province of Pakistan on chart and colour it.
 - ◇ Group – C may be asked to write the name and draw map of the province in which we live and colour it.
 - ◇ Group – D may be asked to write the names of neighbouring countries of Pakistan on the chart.
2. After the completion of the activity, the group leader will present his work in the class.

Activity 3: 15 Minutes

1. Hang a chart of map of Pakistan on the wall in front of class and ask the student one by one to point out the provinces / area by pointer / stick.
2. Ask the student to describe the part of map and show the largest and smallest provinces of Pakistan.



CONCLUSION / SUM UP

5 MINUTES

Conclude the topic with key points:

1. Pakistan came into being on 14th August 1947.
2. Pakistan is located in the continent of Asia.
3. Quad-e-Azam was the founder of Pakistan.
4. Pakistan came into being after great sacrifices of our elders.
5. Pakistan has four provinces (Khyber Pakhtunkhwa, Punjab, Sindh, and Balochistan), and areas of Azad Jammu and Kashmir, Islamabad capital territory and Gilgit Baltistan.
6. Balochistan is the largest province by area while Punjab is the most populated province.
7. We live in the province Khyber Pakhtunkhwa.



ASSESSMENT

5 MINUTES

Ask the following questions to assess the students.

1. When did Pakistan come into being?
2. In which continent Pakistan is located?
3. Tell the names of Pakistan neighbouring countries.
4. What is the name of capital of Pakistan?
5. What is the name of capital of Khyber Pakhtunkhwa?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to colour and write name of different provinces / areas in the map of Pakistan at relevant page of your textbook.

PROVINCES AND AREAS OF PAKISTAN



STUDENT LEARNING OUTCOMES

- Depict the cultural diversity of all provinces and areas of Pakistan.

INFORMATION FOR TEACHERS

1. There are four provinces of Pakistan namely Punjab, Sindh, Khyber Pakhtunkhwa and Balochistan and areas of Azad Jammu and Kashmir, Gilgit Baltistan and Islamabad Capital territory.
2. Each federating unit has its own identity and culture.
3. Urdu is the National Language of Pakistan but each province/area has also its own regional languages.
4. People of different provinces / areas used different dresses and food items.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, textbook General Knowledge grade II, charts etc.



INTRODUCTION

5 MINUTES

Ask the students.

1. How many provinces are there in Pakistan?
2. How many provinces / areas you have visited?
3. Which is the largest province of Pakistan?
4. Which is the most populated province of Pakistan?
5. What is the name of your province?
6. What is the common dress of our country?



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

1. Divide the class into 7 groups.
2. Assign one province / Area to each group.
3. Ask each group to write from their textbook about dress, language and food items of their assigned province / area on chart.
4. Ask group leader of each group to present their assigned work in front of class.
5. Mutual discussion among the groups must be encouraged.



CONCLUSION / SUM UP

5 MINUTES

1. Conclude the key points of the topic.
2. Pakistan has four provinces (Punjab, Sindh, (Khyber Pakhtunkhwa and Balochistan), Azad Jammu and Kashmir, Gilgit Baltistan and Islamabad capital territory.
3. Each province / Area has different language, dress and food items.
4. We live in Khyber Pakhtunkhwa province.
5. Shalwar Qameez is our common dress.
6. Urdu, Pashto, Hindko and Sariaki are regional languages of our province.
7. Famous dance of our province are "Attan" and "Khattak".



ASSESSMENT

3 MINUTES

Ask the following questions.

1. What is the name of the four provinces of Pakistan?
2. What is the common dress of our province?
3. What is our national language?
4. Name the different languages spoken in our province.
5. Name the different traditional food items of different provinces / Area.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write in their notebooks the dresses, languages and food items of each province / Area from textbook.

PAKISTAN'S FLAG



STUDENT LEARNING OUTCOMES

- Recognize the significance of National Flag.

INFORMATION FOR TEACHERS

- Pakistan came into being on 14th August, 1947.
- We got independence from British Government after great sacrifices.
- Pakistan is a democratic Islamic country.
- It has four provinces and federating units.
- National flag is a national symbol of every country.
- Pakistan has its own national flag.
- We must respect our national flag.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, colours / pencils, National Flag of Pakistan, charts of flags of different countries.



INTRODUCTION

5 MINUTES

Ask the students.

- Have you seen different flags of different countries?
- Have you seen the national flag of Pakistan?
- How many colours are there in our national flag?
- Where is crescent and star in the flag? (Green part or white part)
- Which part of the flag of Pakistan is greater? (Green or white)

Introduce the today topic.



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

- Ask the students to draw / make the flag of Pakistan on charts. Guide and help them.
- Ask them to colour it and to explain the parts of flag. White & green, explain the crescent and star.



CONCLUSION / SUM UP

5 MINUTES

Conclude the topic to explain the main points.

1. Every country has its own national flag.
2. National flag of every country is the symbol of identity for the country.
3. Our national flag has two colours, green and white.
4. Green colour stands for Muslims while white colour represents the people of other religions. Which shows the majority of Muslims.
5. Crescent is the symbol of progress while the star is symbol of light and knowledge.



ASSESSMENT

3 MINUTES

Ask the following questions randomly from students as assessment.

1. Name the colours of our national flag.
2. What green colour represents in our flag?
3. What white colour represent in our flag?
4. What is the symbol of progress in our national flag?
5. What is the symbol of light and knowledge in our national flag?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Draw the picture of national flag on chart and colour it.

CHARACTERISTICS OF VILLAGE AND CITIES IN PAKISTAN



STUDENT LEARNING OUTCOMES

- Recognize that the people of Pakistan live in villages and cities.
- Identify key characteristics of village (building, facilities, environment and the work people do.)
- Identify key characteristics of a city.

INFORMATION FOR TEACHERS

1. In our country most of the people live in villages while others live in cities.
2. City life is different from village life.
3. People living in cities adopt different professions as compare to village.
4. Village life is simple while city life is fast and busy.
5. Village environment is neat and clean while city has polluted environment due to factories and traffic noise.
6. Health and educational facilities are less in village as compared to city.



DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, marker / charts, duster and textbook General Knowledge Grade II.



INTRODUCTION

10 MINUTES

Ask the students.

1. Where do you live? (city / village)
2. Have you ever visited any city?
3. Have you ever seen any village?
4. What are the differences between village and city?
5. Where would you like to live? (city / village)
6. Where you have seen green fields and cattles?
7. Where you go for treatment when you ill?



DEVELOPMENT

40 MINUTES

Activity 1:

20 Minutes

1. Divide the class into suitable groups.

2. Ask the students to list the characteristics of city and village life on chart from the relevant pages of the textbook general knowledge grade 2.

Activity 2: 20 Minutes

1. Ask the students to match the column on their notebook.

| | | |
|------------------------|----------------|-----------------------------|
| Fresh air | City / Village | Wide road |
| Air port | | Noise and rush |
| College and university | | Pollution |
| Muddy houses | | Tall and cemented buildings |
| Hospital | | Farming |
| Green fields | | tangas |
| Cattle | | |



CONCLUSION / SUM UP

10 MINUTES

Conclude the topic with key points.

1. The people of Pakistan live in both cities and villages.
2. Most of the people of Pakistan live in villages.
3. The environment of village is clean and neat as compared to city.
4. There are greater facilities of health, education and transport in cities as compared to villages.
5. City has tall and cemented buildings while village has muddy houses.



ASSESSMENT

5 MINUTES

Ask the following questions from the students.

1. Name the two cities that you have visited?
2. Name the two villages that you have seen?
3. Tell the two main differences in the village and city?
4. Where do you like to live? Give two main reasons?
5. Tell two facilities in the city?
6. Tell two characteristics of village life?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Read the textbook material and write five main different characteristics of city and village in your notebook.

THE DIFFERENCE BETWEEN VILLAGE AND CITY LIFE



STUDENT LEARNING OUTCOMES

- Compare village and city life.
- Identify some common professions and occupations of a village / city (tailor, butcher, cobbler, musician etc.)

INFORMATION FOR TEACHERS

1. There is a difference in village and city life.
2. Life in village is simple while city life is busy and fast.
3. The people of cities are more educated than the people of village.
4. Means of transports in village are simple as tangas, buses and Rickshaws while city has modern fast means of transport like cars, train, Aeroplane etc.)
5. The responsibilities of men and women in villages are different than cities.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, textbook General Knowledge Grade II and charts relating to village and city life.



INTRODUCTION

5 MINUTES

Ask the following questions:

1. What are the main means of transport in city?
2. What are the main means of transport in village?
3. What are the main professions in city?
4. What are the main professions of people living in village?
5. Where you have seen hospitals, tall cemented buildings and bus stand?
6. What, is the common profession of people in village?



DEVELOPMENT

20 MINUTES

Activity I:

10 Minutes

Make suitable groups and give them charts to match the columns.

| A | | B |
|-----------------|---------|----------------|
| Cattles | | Hospital |
| Bus stand | Village | Farming |
| Mud Houses | | Less Traffic |
| University | City | Tall buildings |
| Rush of traffic | | colleges |

Activity 2:

10 Minutes

1. Divide the class into two groups and give them charts. Ask the group "A" to write the main five professions of the people living in city.
2. Group 'B' may be asked to write five main professions of village. Group leader present his work in the class.



CONCLUSION / SUM UP

5 MINUTES

Conclude the topic with the following points.

1. Greater number of people live in villages in Pakistan.
2. The people of city are mostly educated and skillful.
3. The people of village usually live simple life and depend on farming.
4. City has polluted environment, While village has clean and neat environment.
5. Means of transport in city are fast and modern as compared to village.



ASSESSMENT

5 MINUTES

Ask the following questions randomly.

1. Where does modern and fast means of transport is present?
2. From where we get major food items? (Wheat, Maize barely, vegetable etc.)
3. Where the environment is clean and neat? (City or Village)
4. Where hospitals, college and universities are situated? (City or Village)
5. What are the main five professions of people living in city?
6. Name any five professions of the people living in village?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Write five main professions of village and city in your notebook.

GOVERNMENT AND ITS SERVICES



STUDENT LEARNING OUTCOMES

- Define Government.
- Identify some goods and services that government provides for the people (health, education, clean water, infrastructure, utilities, safety and security, parks and play grounds etc.)

INFORMATION FOR TEACHERS

1. Government is the group of people with the authority to run and govern the country.
2. The body with the power to make or enforce laws to control a country, land area and people is called government.
3. Duties of the local Government is to provide the citizens water supply, sewerage system, street lights and to solve local issues.
4. Provincial Government provide the services of health, education, roads and parks to the citizens.
5. Federal Government provide services of utilities (electricity, gas, telephone and other major needs of the citizens.)



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Textbook of General Knowledge Grade II, charts, writing board.



INTRODUCTION

5 MINUTES

Ask the students.

1. What does your father do?
2. What does your mother do?
3. Do you help your mother in your home?
4. What are the duties of Headmaster and supporting staff in your school?
5. Who run the Government?



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Select 5 students from the class for electing a monitor.
2. Write the names of candidates on the writing board.

3. For this purpose students will raise hands for the selection of monitor.
4. Ask the remaining students to choose a monitor amongst them for their class by raising hands for their favourite one.
5. Ask the students raise hands for each candidate one by one.
6. Write the number of votes shown by students in favour of each candidate and ask the students that who has got maximum votes, and announce the result of winner one.
7. Explain this is a way of selection of leaders.
8. Explain the importance of vote and elections to choose the representative for government.
9. Tell the students as you selected the monitor for class just like the people elect their representatives to run the government.
10. The representatives are assigned different duties by appointing ministers for different departments like health, education and sports, defense etc.

Activity 2:

10 Minutes

1. Divide the students into 4 groups.
2. Ask the students to look at the pictures of your General Knowledge book at page # 22.
3. Ask the students one by one, who provide the facilities of hospitals, schools, police stations, courts and roads.
4. Write down answers of students on writing board.



CONCLUSION / SUM UP

5 MINUTES

1. People elect their representative by votes.
2. These representatives run the government for people
3. The government should provide basic facilities to people like health facilities, free education, roads, clean water for drinking, infrastructure, gas, electricity, parks, playground, safety and security to the people.



ASSESSMENT

3 MINUTES

Ask the students for assessment.

1. Who run your school?
2. Who is the Prime Minister of Pakistan?
3. Who is your MNA?
4. Who elect the representatives?
5. Who facilitate you for basic needs (hospitals, schools and roads)



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write down the names of Government officials like minister Chief Minister or Prime Minister in your notebooks.
2. List the facilities provided by the government in your local area.

RIGHTS AND RESPONSIBILITIES OF CITIZENS



STUDENT LEARNING OUTCOMES

- List any three rights of the citizens (Right to food, free education, protection, equality and health care)
- Understand that everyone has a right to practice their own religion freely.
- Identify their responsibilities with respect each right (careful use of food, water and other resources, regularity and hard work towards education, taking care of surroundings, and hygiene, treating every one equally and following rules and regulation.

INFORMATION FOR TEACHERS

1. Rights of citizens of every country are as under:
 - ◊ Free education, health facilities.
 - ◊ Protection of life and liberties.
 - ◊ Equality of the right and justice.
2. Everyone has a right to practice his own favourite religion freely, choosing the religion by his own choice is the basic right of every citizen.
3. Every citizen should respect and follow country's rules and regulations and should be careful in the use of food, water and other resources. Citizens should know their responsibilities and hard work towards education and taking care of their surroundings and cleanliness.



DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of General Knowledge, Grade II, charts and flash cards.



INTRODUCTION

10 MINUTES

Ask the students.

1. Do you know the rules of cricket?
2. Why rules are essential for a game?
3. Who provide you free education, hospitals, roads and right to food
4. Whose duty is to clean your surroundings?
5. Do you careful in use of food, water and other natural resources?
6. Do you follow the rules & regulations of your school?
7. Are you getting free education in school?
8. Who provides you free education?
9. Where is hospital in you village / Town?
10. Who established hospital in your village / Town?



DEVELOPMENT

40 MINUTES

Activity 1:

20 Minutes

1. Divide the students into two equal groups.
2. Assign groups A to study the page # 23 of textbook and ask them to write down the rights of citizens.
3. Ask group 'B' to write down on a chart the responsibilities of citizens.
4. Observe and guide them during the activity.
5. Ask group 'A' to present the written rights of citizens and hang the chart on writing board.
6. Ask the group 'B' to present the written responsibilities and hang the chart on writing board.
7. Ask the Group "A" to read the charts of Group "B" and Group "B" read the chart of Group "A".

Activity 2:

20 Minutes

1. Divide the students into two groups A and B and ask them
 - ◇ Group A: Every student group "A" write down one right of citizen on flash card.
 - ◇ Group B: Every student of group "B" write down one responsibility of citizen on flash card.
2. After completion of this activity exchange these flash cards among the students and ask them to read the flash cards loudly one by one.



CONCLUSION / SUM UP

10 MINUTES

1. The rights of citizens are right to food, free education, protection, equality, health care and every citizen has a right to practice his own religion freely.
2. The responsibilities of any citizen are to be careful in use of food, water and other resources, taking care of surroundings and cleanliness, should treat everyone equally and follow the rules and regulations.



ASSESSMENT

5 MINUTES

Ask the students for assessment.

1. What are the three major rights of citizens?
2. What are your responsibilities being a good citizen?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Assign the students to study page # 23 of textbook and make a table of rights and duties of citizens on their notebooks.

GOVERNMENT AND ITS SERVICES



STUDENT LEARNING OUTCOMES

- Understand why Muslims celebrate Eid-ul-Fitr and Eid-ul-Azha.
- Describe how people celebrate Eid-ul-Fitr and Eid-ul-Azha.
- Identify other religious and cultural festival of other faiths celebrated in Pakistan.

INFORMATION FOR TEACHERS

1. The Muslims in Pakistan and in the rest of world celebrate the major festivals related to their religion.
2. Eid-ul-Fitr is celebrated on the completion of the Holy month of Ramazan on the first day of month of Shawal.
3. Eid-ul-Azha is celebrated on the 10th of month of Zul- Haj in the memory of sacrifice of Hazrat Ibrahim (عليه السلام) and Hazrat Ismail (عليه السلام).
4. Muslims give the Sadqa-e-fitr to the poors, pray Eid prayer, meet the relatives, on the occasion of Eid-ul-Fitr.
5. The Muslims slaughter the animals on the day of Eid-ul-Azha and distribute meat among the poors and relatives.
6. The people related to other religions in Pakistan like Christians, Hindus and Sikhs also celebrate their religious festivals like Christmass, Holi, Diwali and Baisakhi.



DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, charts, and flash cards.



INTRODUCTION

5 MINUTES

Ask the students.

1. When do the Muslims celebrate Eid-ul-Fitr?
2. When Sadqa-e-Fitr is given to the poors?
3. In whose memory Eid-ul-Azha is celebrated?
4. What is the name of festival celebrated by Christians on 25th of December?



DEVELOPMENT

40 MINUTES

Activity 1:

20 Minutes

1. Ask the student one by one about the Eid feelings and their likes on the Eid festival. i.e

1. ., Eidi, New cloths, New shoes, sweets, ice cream, etc.
2. Write down the likes of the student on the writing board.
3. Divide the students into two groups and give a written chart about the background of Eid-ul-Fitr and ask them to read it carefully and discuss in group.
4. Now give a written chart about the background of Eid-ul-Azha to other group and tell them to read it and discuss.
5. Ask the students to list the characteristics of Eid-ul-Fitr and Eid-ul-azha.

Activity 2:

20 Minutes

1. Divide the class into three groups A, B and C.
2. Ask group A to read the text book at page # 28 about the Christmas.
3. Ask to group B to read the page # 29 about the festival of Holi.
4. Tell the group C to read the page # 29 about the festival of Baisakhi.
5. At the end of this activity students will share their views with one another in group about the festivals of Christmas, Holi and Baisakhi.



CONCLUSION / SUM UP

15 MINUTES

1. Eid-ul-Fitr is celebrated after the month of Ramazan on the first day of month of Shawal. Eid-ul-Azha is celebrated on the 10th of the month of Zul-Haj.
2. Muslims slaughter animals on the day of Eid-ul-Azha.
3. Non-Muslims celebrate their festivals like Holi, Baisakhi, Diwali and Christmas.
4. All over the world the Muslims celebrate two major festivals namely Eid-ul-Fitr and Eid-ul-Azha.
5. Non-Muslims celebrate their own religious festival namely Christmas Holi, Baisakhi, Diwali.



ASSESSMENT

5 MINUTES

Ask the students.

1. When do the Muslims celebrate the Eid-ul-Fitr?
2. When do the Muslims slaughter animals in the memeory of Sacrifices of Hazrat Ibrahim (عليه السلام) and Hazrat Ismail (عليه السلام).
3. Name any two festivals celebrated by non-Muslims.



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to write down five sentences on i.e Eid-ul-Fitr and five sentences on Eid-ul-Azha.

LIVING AND NON – LIVING THINGS



STUDENT LEARNING OUTCOMES

- Recognize that the natural environment comprises of living and non – living things.

INFORMATION FOR TEACHERS

- Our earth consists of living and non – living components.
- Living components are known as biotic factors include animals, plants and micro-organisms.
- The non-living components of the environment are known as abiotic factors include things water, soil, air, light, rocks etc.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, charts, textbook of general knowledge grade II.



INTRODUCTION

5 MINUTES

Ask the students

- What are living things?
- What are the needs of human beings to live?
- Identify two non-living thing in classroom.
- Take their responses and write them on writing board like, water, shelter, air, food etc.

Introduce the topic that today they will learn about living and non-living things.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Divide the class into two groups.
- Ask both groups to observe their surrounding and make a list of given task.
- Group A to make the list of living things.
- Group B to make the list of non – living things.
- Give them five minutes.
- Place the charts in the front of class.
- After allotted, time ask groups for presentation accordingly, and give feedback where required.

8. Tell students that living and non-living things make environment.
9. Appreciate and encourage students.

Activity 2: 10 Minutes

1. Take a charts of different living & non-living things & write their name and mix them.
2. Place the charts on table in front of class.
3. Ask the students turn by turn, to separate living and non-living things and tell their names.
4. During activity facilitate and encourage the students.
5. Tell the student that living things can, grow, reproduce while non-living things cannot do so.



CONCLUSION / SUM UP

5 MINUTES

Conclude the topic with key points:

1. Environment is made of living and non – living things.
2. Living things are plants, animals and micro-organism such as cat, human being, etc.
3. Living things can move Grow & reproduce.
4. Non-living things are air, soil, water, light etc.
5. Living things needs non-living things for their survival.



ASSESSMENT

3 MINUTES

Ask the following questions:

1. Why plants, and animals are living things?
2. Why water, light and soil are non – living things?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Draw picture of one living and one non – living thing in their notebooks.
2. Write the name of five livings and non-living things in their notebooks.

NATURAL AND MAN MADE MATERIALS



STUDENT LEARNING OUTCOMES

- Differentiate between the natural and human made materials.
- Recognize that people manufacture different things from natural resources to serve human needs.

INFORMATION FOR TEACHERS

1. Natural material are found in nature and these are not made by man for examples sun, moon, stars, rocks, sky, mountains soil, water and many more.
2. Human made material are made by man, for examples chairs, tables, toys, houses, buildings, cars, aeroplanes, plastic and many more.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk / marker, charts, two boxes, small and easy natural and man made material, textbook of general knowledge grade II.



INTRODUCTION

5 MINUTES

1. Who made chair & tables?
2. Who made classroom?
3. Who made moon and stars?



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Bring two small boxes with labels natural and man-made.
2. Teacher will collect few natural things and human made materials. Like: stone, soil, coal small plant, book, pencil, ball, chalk, cloth etc.
3. Ask the students to find out things and put them in their respective box.

| | |
|----------------|-----------------|
| Box 1 | Box 2 |
| Natural things | Man made things |

Encourage the students.

Activity 2: 10 Minutes

1. Make four groups of students and provide each group chart and marker.

2. Ask group 1 and 4 to draw a natural material picture on charts and write their names.
3. Give group 2 and 3 a task of drawing a man made material on charts and write their names.
4. Group leader of each group display chart in the class and present in the group work.



CONCLUSION / SUM UP

5 MINUTES

Conclude the lesson by following points.

1. The things we get from nature are natural resources.
2. Natural resources are land, water, sun, plant etc. for example
 - ◇ We get light from sun.
 - ◇ Air helps us in breathing.
 - ◇ We use the water for drinking and irrigation.



ASSESSMENT

3 MINUTES

Ask students following questions.

1. Who make tables / chair from wood?
2. Name few things which man made from soil?
3. Box is made of?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to share information about natural and human made material with siblings and complete Q2 of page 37 in home.
2. Ask students to write the names of two living things on their notebook.

NATURAL RESOURCES AND THEIR IMPORTANCE



STUDENT LEARNING OUTCOMES

- Recognize that natural resources are essential for the survival of human being (land, water, air, sun) etc.
- Recognize the importance of natural resources.

INFORMATION FOR TEACHERS

1. Natural resources are made naturally for the benefit of mankind.
2. Natural resources are land, water, sun, oil, coal, natural gas, stones etc.
3. Natural resources play very important role in the progress of a country.
4. Natural resources are the gift of nature.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker/chalk, charts / pictures, textbook of general knowledge grade II.



INTRODUCTION

5 MINUTES

1. Can we live without air and water?
2. Name any few natural resources?
3. Which is the greatest source of light?
4. From where plant get food?



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Make suitable groups of students.
2. Paste picture / chart of natural resource on writing board.
3. Ask students to list the names of things necessary for life in their notebook.
4. Group leader will represent his work in class.

Activity 2: 10 Minutes

1. Display a chart of different natural and man made things on the writing board.
2. Divide the class into two groups.
3. Group A will collect Natural resources & write their names on chart.

4. Group B will collect Man made resources and write their names on chart.
5. Group leader of each group will display charts in front of class and present the Group work.



CONCLUSION / SUM UP

5 MINUTES

Conclude the lesson with the following points.

1. The things we get naturally are called natural resources. (Air, Water, Soil etc.).
2. Natural resources fulfill the needs of human beings.



ASSESSMENT

3 MINUTES

Ask the students following questions.

1. Name few natural resources?
2. What is the biggest source of light?
3. What are the advantages of air?
4. Why water is important for life?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Draw any natural resource on your notebook.
2. Write the names of three natural resources on notebook.

NATURAL SOURCES OF WATER



STUDENT LEARNING OUTCOMES

- Identify the natural sources of water around themselves.
- Recognize the importance of water resources.
- Narrate how water gets from a natural source to the taps in their homes.

INFORMATION FOR TEACHERS

1. Water is essential for life on our Earth. All living things need water to survive.
2. People need water every day to keep their bodies healthy and clean, and to do many other things
3. There are three main sources of water. Ground water, (at well, springs, river etc.) surface water and rainwater
4. Water source can be used at the origin of the water (at well, springs, rivers etc.) and also the place where people get their water (water tap, water tank etc.)



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, chalk/marker, textbook of general knowledge grade II, chart, picture of rain, snow and underground water.



INTRODUCTION

5 MINUTES

Ask the following questions.

1. What is most essential for living things besides Air and sunlight?
2. What you need to take bath?
3. What you need to wash your hands?
4. Where does the water came from in our houses?
5. Who visited water springs?



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Make the three groups in a classroom.
2. Give the ready charts of sources of water to each group.
3. Ask each group to write the name of sources of water on charts.
4. After given time the group leader of each group display the chart in front of class and

present his work.

Activity 2:**10 Minutes**

1. Divide the class in pairs.
2. Ask the pairs to discuss the natural sources of water and where they get from.
3. Match the boxes.

| | |
|--------------|-------------------|
| Tap water | Rain |
| Spring water | Snow |
| Rivers water | Underground water |

4. Ask the students to tell main sources of water.

**CONCLUSION / SUM UP****5 MINUTES**

Ask the following questions:

1. There are three sources of water rain, snow and underground water.
2. Water in our homes comes through big pipes from tanks.
3. We must keep water sources safe and clean.
4. We must preserve our water resources.

**ASSESSMENT****3 MINUTES**

1. Name any two sources of water?
2. How water came in our houses?
3. From where the water comes in rivers?

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Write three main sources of water in notebooks.

LIVING THINGS NEED WATER TO STAY ALIVE



STUDENT LEARNING OUTCOMES

- Recognize that living things need water to stay alive.
- Identify simple uses of water in everyday life.

INFORMATION FOR TEACHERS

1. Water is very important element on earth for all living things.
2. We need water in our daily life for various purposes.
3. Water is used for drinking, washing clothes, cooking food and for irrigation.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, chalk/marker, textbook of general knowledge grade II, two small plastic pots, bunch of plants (preferably lily or mint, water).



INTRODUCTION

5 MINUTES

Ask the following questions from the students:

1. What the living things need to survive?
2. What your mother need to wash clothes?
3. What is necessary to irrigate the crops?
4. When you feel thirst, what you need?
5. From which sources you get water?

Introduce children to the idea that we use water every day and that we need it to live.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Divide class into two groups A and B.
2. Provide Group A bunches of plant in a pot having water and group B provide bunches of plants in a pot without water.
3. Ask groups to place their pot in a window carefully.
4. Ask groups at the end of the day..
5. We will observe the changes in both pots.

Activity 2:**10 Minutes**

6. Paste the picture of "desert" having no water and barren land.
7. Paste another picture with green field and plenty of plants / flowers.
8. Ask the students to observe picture and discuss with each other.
9. The comparison of picture show the difference of water.

**CONCLUSION / SUM UP****5 MINUTES**

Summarize the lesson with key points.

1. Water is the most important substance on Earth.
2. All living things need water to survive.
3. We use water for drinking, cooking foods, washing clothes, gardening, cleaning houses and irrigating crops.

**ASSESSMENT****3 MINUTES**

1. What need living thing to live?
2. What plants need to grow?
3. What we need to irrigate crops?
4. Can living things live without water?

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Write five common uses of water in notebooks.

LIVING THINGS NEED WATER TO STAY ALIVE



STUDENT LEARNING OUTCOMES

- Recognize that clean water should be used for drinking and cooking purposes.
- Understand that boiling, filtering etc. are methods of purifying water.

INFORMATION FOR TEACHERS

1. We use clean water for drinking and other purposes.
2. Clean water is safe from germs and chemicals.
3. Water used for drinking is called potable water.
4. Water not suitable for drinking is called non-potable water.
5. Non-potable water converted to drinking water through water treatment.
6. Demonstration method is suitable for this lesson.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, textbook of General Knowledge grade II, empty plastic transparent bottle, beaker, cloth fine sand, charcoal, small pebbles, cutter / scissor.



INTRODUCTION

5 MINUTES

Ask the students

1. What are the uses of water?
2. Where do you get water from?
3. Do you drink rain water?
4. What are the other uses of water?
5. What are the main sources of drinking water?



DEVELOPMENT

20 MINUTES

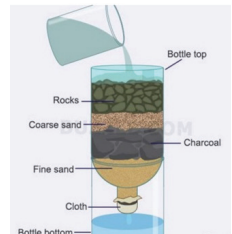
Activity I: 10 Minutes

1. Divide the students in pairs.
2. Ask the students to discuss the sources, from where they get water?
3. Match the columns A and B.
4. Ask some students to tell the class, which one is the example of potable water.

| A | B |
|------------|------------------|
| Rain Water | Drinking |
| Ponds | irrigation |
| Streams | Animals Drinking |
| Dam | Multi purposes |

Activity 2: 10 Minutes

1. Cut off the bottom of bottle with cutter in front of class or provide already prepared bottle.
2. Cover the mouth of bottle with cloth and turn it upside down.
3. Fill most part of the bottle with fine sand, charcoal, coarse sand and stones in layers.
4. Put a beaker under the mouth of bottle like picture.
5. Now put muddy water in the bottle to pass through the different layers.
6. Tell the students how water is filtered through this process.
7. Also tell them that there are different ways of water treatment/filtration.



CONCLUSION / SUM UP

5 MINUTES

Conclude the experiment / topic with following points.

1. Clean water is suitable for drinking and cooking purposes
2. Water is purified through boiling and filtration.



ASSESSMENT

3 MINUTES

1. For assessment ask following questions.
2. Explain any two methods of water cleaning filtration.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Share the experiment of water purifying (filtration process) with your parents and siblings.

SHORTAGE OF WATER



STUDENT LEARNING OUTCOMES

- Recognize that some areas of Pakistan experience shortage of water.

INFORMATION FOR TEACHERS

- Some areas of Pakistan are facing shortage of water.
- Minimum rain in desert is the cause of shortage of water there.
- Like: Tharparker, Badin, Dadu, chagi, kharan, Katpana, cholistan.
- Water is very essential source for living thing.
- We use water for multi purpose i.e. drinking, bathing, washing and irrigation etc.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, charts Textbook General Knowledge Grade II.



INTRODUCTION

5 MINUTES

Ask students following questions.

- What is the basic need of living things (Water, air, food).
- Are you facing shortage of water in your area?
- Explain two problems you have facing due to shortage of water.
- What is called the area which have shortage of water?
- What is the main cause for shortage of rain and snow?



DEVELOPMENT

20 MINUTES

Activity 1:

- Display two charts on the writing board.
 - Chart 1: Showing the desert / Barren Land, no trees etc.
 - Chart 2: Showing the fertile soil, forest, crops etc.
- Ask the students to note the main differences and write the names of those areas of Pakistan having scarcity of water.
- Also write the main reason of these differences.



CONCLUSION / SUM UP

5 MINUTES

1. Water is very important source for survival of living things.
2. The areas having sufficient water resources are productive having forests and people are self-sufficient in food items and livestock.
3. The area facing shortage of water are Barren having no forests.
4. It is very important to avoid the wastage of water in homes, schools, masjids etc.



ASSESSMENT

3 MINUTES

Ask the students for assessment.

1. Name any two areas where there is shortage of water?
2. How can we save the existing water?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Find out the areas where there is shortage of water with the help of your parents.

| Area | Reason. |
|------|---------|
| | |
| | |
| | |
| | |
| | |

MAJOR PARTS OF A PLANT AND THEIR FUNCTIONS



STUDENT LEARNING OUTCOMES

- Identify major parts of a plant (root, stem, leaf and flower).
- List the functions of root, stem, leaf and flower.

INFORMATION FOR TEACHERS

- Plants are living things because they can respire, reproduce and grow.
- Plants produce oxygen in the atmosphere which is essential for human beings.
- There are different types of plants.
- Each plant has four major parts i.e. root, stem, leaf and flower.
- Each part of plant has its own particular function.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, flash cards, textbook of general knowledge grade II, charts of various plants, original plants along with roots, colours.



INTRODUCTION

5 MINUTES

Ask the following questions:

- Plants are living or non-living things?
- Have you seen any plant at your home or school?
- Name the plants you have seen at school?
- Name any two fruit plants?
- From where we get fruit and vegetable. (plants)
- How many parts of plant are there?



DEVELOPMENT

20 MINUTES

Activity I:

10 Minutes

- Display a chart of the plant in the class.
- Arrange flash cards and write roots, stem, leave, and flower on the cards and distribute the cards among students.
- Point towards a particular part of the plant at the chart and ask the student to show the card.

4. Ask the students to explain the function of that particular part of the plant.
5. Teacher will facilitate and guide each group.

Activity 2:

10 Minutes

1. Ask the students to draw labelled diagram of plant on their notebooks and colour each part.



CONCLUSION / SUM UP

5 MINUTES

Conclude the topic with key points.

1. Plants are very important in our lives.
2. Plants keep the environment clean and neat.
3. We get fruit and vegetables from various plants.
4. Plant provide shade to protect us from sunlight.
5. Plants have four major parts i.e. root, stem, leaf and flower.
6. Each part of plant has its own particular functions.
7. Plants are huge source of oxygen for us.



ASSESSMENT

3 MINUTES

1. Name any two plants from which we get fruit?
2. Name any two plants from which we get vegetables?
3. How many parts of a plant are there?
4. What is the function of root, stem, leaf and flower?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Match given column as home assignment in your notebook.

| | |
|--------|---------------|
| Root | Make the food |
| Stem | Add beauty |
| Leaf | Absorb water |
| Flower | Give support |

DIFFERENT SHAPES OF LEAVES



STUDENT LEARNING OUTCOMES

- Identify different shapes of leaves found around them.

INFORMATION FOR TEACHERS

- Plants have four major parts i.e. root, stem, leaf and flower.
- Each part has its particular functions.
- Leaves prepare food for the plant by using water and carbon dioxide in the presence of sunlight.
- Different plants have different shapes of leaves.
- Different shapes of leaves are wide, oval, small and oblong.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, pencil, rubber, textbook of general knowledge grade II, charts of different leaves, leaves of original plants.



INTRODUCTION

5 MINUTES

- Name some plants you have seen in the school?
- Whether all plants are similar in size and shapes or different?
- What are the major parts of plant.
- Shapes of leaves in all plants are same or different?
- What is the function of leaf?
- Introduce the topic.



DEVELOPMENT





20 MINUTES

Activity 1: 10 Minutes

- Divide the class into various groups and ask them to collect the different leaves of plants in the school.
- Draw the shapes of collected leaves on charts, colour them and write the name with the help of teacher.

Activity 2: 5 Minutes

- Match the columns

| A | B |
|--------|---|
| Wide |  |
| Oval |  |
| Small |  |
| Oblong |  |



CONCLUSION / SUM UP

5 MINUTES

Conclude the topic by explaining different key points.

1. Plants are very important in our lives.
2. Plants are different in sizes and shapes.
3. Various plants have different shapes of leaves.
4. Some leaves are wide while others have oval shape.
5. Some leaves are small in shape while other are oblong.



ASSESSMENT

5 MINUTES

1. Name any two plants that you seen in your school.
2. What are the major parts of a plant?
3. What is the function of leaf?
4. Name any two different shapes of leaf.
5. Which type of shape of leaf you like?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Draw the different shapes of leaves in your notebooks.

ROOTS



STUDENT LEARNING OUTCOMES

- Identify roots that are eaten by people.

INFORMATION FOR TEACHERS

- Plant has four major parts i.e. root, stem, leaf and flower.
- Usually roots are under the ground.
- Roots absorb water which is essential for the growth of plants.
- We use some roots as food i.e. carrot, Radish, Turnip etc.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, chart, pencil colours, vegetables, textbook of General Knowledge grade II.



INTRODUCTION

5 MINUTES

- Ask the following questions from the students.
 - How many parts of a plant are there?
 - What is the name of the part of plant under the ground?
 - Where is carrot and radish grown?
 - Name any two plants whose roots are eaten as food.
 - Which part of the plant absorbs water from ground?
- Introduce the topic.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Provide the models of carrot, radish, turnip and beet root.
- Ask the students to tell where these plant grow?
- Can you see these roots on soil?
- Divide the class into suitable group and ask them to draw the pictures of these roots on charts and colour them.

Activity 2:**10 Minutes**

1. Arrange available vegetables of season and put these on table i.e peas, beans, corn, onion, potato, carrot, radish, turnip etc.
2. Ask the different student turn by turn to pick the vegetable, we eat as root.
3. Teacher will guide and facilitate the students.

**CONCLUSION / SUM UP****5 MINUTES**

Conclude the topic with key points.

1. Each plant has four major parts i.e. root, stem, leaf and flower.
2. Each part of plant has its particular function.
3. Roots absorb water and mineral from ground which is essential for plants growth.
4. We use some roots as vegetables i.e. carrot, radish, beetroot etc.

**ASSESSMENT****3 MINUTES**

Ask the following question randomly

1. Which part of plant absorbs water from ground?
2. Name any two roots which are eaten by us?
3. Which root would you like to eat as vegetable?

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Draw pictures of any four roots eaten by us on notebooks and write their names.

FLOWERING AND NON- FLOWERING PLANTS



STUDENT LEARNING OUTCOMES

- Name a few plants around them which have flowers and which do not have flowers.

INFORMATION FOR TEACHERS

- Some plants are called flowering because they have flowers.
- Few plants are called non-flowering because they do not have flowers.
- Flower is an important part of plant.
- Flowering plants have seeds while non-flowering plants have no seeds.
- Flower is reproductive part of plant.
- Flower adds beauty to the plant.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, colour pencils textbook of General Knowledge grade II, charts of various flowering and non-flowering plants.



INTRODUCTION

5 MINUTES

- Ask the following questions.
 - Have you seen any flowering plant at school?
 - Have you seen any non-flowering plant at home?
 - Which part of the plant you like most?
 - Which part of the plant adds to its beauty?
- Introduce the topic.



DEVELOPMENT

20 MINUTES

Activity 1: 20 Minutes

- Divide the class into two groups.
- Ask the Group A to observe the flowering plants in your school and write their names on chart under the guidance of teacher.
- Group B may be asked to observe non-flowering plants in the school and write their names on chart with the help of teacher.
- Group leader of each group represent the group work in front of class.

- Teacher will facilitate and guide the students. Now both the groups exchange their respective charts with each other.



CONCLUSION / SUM UP

5 MINUTES

Conclude the topic with key points.

- Each plant has four major parts.
- Some plants have flowers and these are called flowering plants.
- Some plants do not have flowers and these are called non-flowering plants.
- Flowering plants have seeds and fruits.



ASSESSMENT

3 MINUTES

Ask the following questions randomly from students.

- Name any two flowering plants.
- Name any two non-flowering plants.
- Show different Plants to students and ask them whether it is flowering or non-flowering plant.



HOMEWORK / FOLLOW UP

2 MINUTES

- Write the names of any two flowering plants and non-flowering plants in your notebook and draw their pictures and colour them.

PLANTS AND FRUITS



STUDENT LEARNING OUTCOMES

- Identify the fruits which have seeds in them.
- Recognize that some plants grow from seeds while others grow from stems or roots.

INFORMATION FOR TEACHERS

1. Some plants grown from seeds.
2. Some plants grown from stems or roots.
3. Maximum fruits have seeds (mango, Apple etc.)
4. Banana and pineapple have no seeds.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, flash cards, textbook of General Knowledge grade II, charts of fruits and plants.



INTRODUCTION

5 MINUTES

1. Ask the following questions.
 - ♦ What is your favourite fruit?
 - ♦ Name any two fruits which have seeds?
 - ♦ Name any two plants which grown from seeds?
 - ♦ Name any two plants which are grown from stems or roots? (Banana, Alovera, Money plant, Rose, Sugar cane from stem carrot, radish, turnip, beetroot from roots)
2. Introduce the topic



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Divide the class into five groups.
2. Arrange available fruits and distribute one fruit to a group and ask the groups to cut the fruit and find the seeds in it.
3. Each group leader present his group work and show the seeds to the class fellows.

Activity 2: 10 Minutes

1. Arrange flash cards of various plants and divide the class into three groups.

2. Group 'A' may be asked to collect the plants grow from seeds.
3. Group 'B' may be asked to collect the plants grow from roots.
4. Group 'C' may be asked to collect the plants grow from stem.
5. Each group leader will present his group work in the class.



CONCLUSION / SUM UP

5 MINUTES

Conclude the topic with key points.

1. Some plants grow from seeds. (Mango, Apple, Melon etc.)
2. Some plants grow from stems (Potato, sugar cane etc.)
3. Some plants grow from roots (Mint, Ginger etc.)
4. Most of the fruit have seeds (Melon, Mango etc.)
5. Few fruits have no seeds (Banana)



ASSESSMENT

3 MINUTES

Ask the following questions randomly.

1. Name any two fruits having seed?
2. Tell the name of fruits having no seed?
3. Name any two plants grow by seed?
4. Name any two plants grow by stem?
5. Name any two plants grow by roots?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Collect the pictures of different fruits having seeds in them and paste them on your notebook pages.
2. Draw your favourite fruit on notebook page.

THE GROWTH OF PLANT



STUDENT LEARNING OUTCOMES

- Identify that soil, light, air and water are needed to grow a plant.

INFORMATION FOR TEACHERS

- All living things need water, air and food to survive.
- Plants also need light, water, soil, air and food for their growth.
- If plant is kept in room where it does not get light. Its growth will stop and make it fade in a few days.
- Plants cannot prepare their own food without sunlight.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, textbook of General Knowledge grade II, two plants.



INTRODUCTION

5 MINUTES

Ask the following questions.

- What do you need to live? (Air, water, food)
- What are the necessary resources for plants growth? (Water, sunlight etc.)
- Can the green plants prepare their own food without sunlight? (No)
- Can a plant grow without water or sunlight? (No)



DEVELOPMENT

20 MINUTES

Activity 1: 20 Minutes

- Provide few plants to the class.
- Ask the students if we keep one plant in the courtyard and watered it regularly. What will be happened?
- If we Keep the other plant in the darkroom and do not water it what will be happened?



CONCLUSION / SUM UP

5 MINUTES

Conclude the topic with key points.

- All living things need water, air and food to survive.

2. Plants are also living things and need light, air, water and food for their growth.
3. Green plants prepare their own food in the sun light.
4. Air is required for respiration of plants.



ASSESSMENT

3 MINUTES

Ask the following questions randomly.

1. Are the Plants living or non-living?
2. What are the essential for plants growth?
3. Which type of plants can prepare their own food?
4. Can the plants grow without sunlight and water?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to a draw picture of a plant and write down the essentials for its growth on notebook.

THE ROLE OF PLANTS IN CLIMATIC CHANGE



STUDENT LEARNING OUTCOMES

- Highlight the importance of plants for climate change.

INFORMATION FOR TEACHERS

1. In recent years, we are observing severe climatic change due to unnecessary cutting of trees.
2. Plants play important role in climate change.
3. Plants make environment neat and clean for us.
4. Plants absorb carbon dioxide from atmosphere and make it pleasant?
5. Green Plants provide oxygen to environment during photosynthesis?
6. Plants keep the weather pleasant and increase the beauty of earth.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, textbook of General Knowledge grade II, charts of various plants.



INTRODUCTION

5 MINUTES

Ask the following questions from students.

1. What are the benefits of plants?
2. Why we need to grow more plants?
3. What is essential for clean and neat environment?
4. How can we minimize the temperature of earth?



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

1. Divide the class in to two groups having picture.
2. Provide / arrange a chart of hilly area which shows the forest and huge number of trees like Swat, Naran and ask group "A" to explain the climate of this area. Ask them to discuss the causes of climate.
3. Provide / arrange a chart having picture of desert area with shining sun like desert of Sind, Punjab and ask the group B to explain the climate of that areas. Ask them to discuss the causes of hot weather and change of climate.

4. Ask the both groups to express their views about the areas which have plants and forest and the area have no trees and forest.



CONCLUSION / SUM UP

5 MINUTES

Conclude the topic with key points.

1. Plants are many beneficial for us.
2. Plants keep the environment neat and clean.
3. Plants minimize the earth temperature.
4. Plants keep the weather pleasant and increase the rainfall.
5. Plants keep the soil safe from floods.



ASSESSMENT

3 MINUTES

Ask the following questions from the students randomly.

1. What are the two benefits of plants?
2. How the earth temperature can be decreased?
3. How the environment can be kept neat and clean?
4. If we cut more trees what will be happened on earth?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to plant one tree at your home and care it regularly.

LAND AND WATER ANIMALS



STUDENT LEARNING OUTCOMES

- List the animals they see in their surroundings (land and water).
- Recognize the animals that live on land are different in features from those that live in water.

INFORMATION FOR TEACHERS

1. Animals that live entirely on land are called terrestrial or land animals such as cats, cows, lion, ants, hen, spider, horse etc.
2. Animals (whether vertebrate or invertebrate) which live entirely in the water are called aquatic / marine animals such as fish, octopuses, sea horse, star fish etc.
3. Aquatic animals may breath air or oxygen that is dissolved in water through specialized organs called gills or directly through skin.
4. Terrestrial animals have legs which help them to run fast.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

Writing board, marker / chalk, duster, prepared chart of animal pictures (land, water) marking tape basket.



INTRODUCTION

5 MINUTES

Ask the students.

1. Do all animals on the land have the same structure?
2. Do all animals live on land?
3. Name some animals live in water?
4. Appreciate and encourage students for their response.



DEVELOPMENT

20 MINUTES


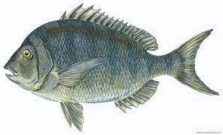




Activity 1:

10 Minutes

Teacher will:

1. Divide the students into pairs.
2. Paste prepared chart of some land and water animals on writing board.
3. Ask students to look closely at the chart and match the boxes given
4. Give them five minutes and supervise and facilitate pairs.
5. After allotted time ask some volunteer pairs about the status of pasted pictures on chart

and write in relevant column of land or water animals.

| Terrestrial animals | Pictures | Aquatic animals |
|---------------------|---|-----------------|
| |  | |
| |  | |
| |  | |
| |  | |
| |  | |
| |  | |



CONCLUSION / SUM UP

10 MINUTES

Conclude the lesson by sharing following points.

1. Some animals live in water and some animals live on land.
2. Water animals like fish have special gills for respiration.
3. Land animals receive their food from land.
4. Some animals have strong muscles for crawling like snake, some have wings for flying like bird.



ASSESSMENT

5 MINUTES

Ask the students the following questions.

1. Name some land / water animals.
2. Which special feature help animals in flying.
3. Which feature help camel in desert?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Draw a picture of land and water animals in your notebook.

ANIMALS AND THEIR YOUNG ONES



STUDENT LEARNING OUTCOMES

- Recognize that all animals have young ones that grow into adults.
- Recognize different animals and their young ones. For example: horse and foal, cat and kitten, dog and puppy hen and chick, frog and tadpoles, butterflies and caterpillars etc.

INFORMATION FOR TEACHERS

1. All animals reproduce themselves, babies of animal resembles with parents at the time of birth except few such as frog and butter fly etc.
2. Some animals hatch from eggs and some produce off spring.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

Writing board, marker / chalk, cry ones prepared flash cards of animals and their babies name and picture.



INTRODUCTION

5 MINUTES

Ask the students.

1. Do you have pet animals at your home?
2. Have you cow at your home?
3. Have you hen at you home?
4. Have you ever seen the calf?
5. Appreciate students for their responses and introduce the topic.



DEVELOPMENT

20 MINUTES

Activity 1:

1. Divide the students in two groups red and blue.
2. Distribute the cards of parent animals to group red.
3. Give the cards of baby animals to group blue.
4. Make two columns on writing board with the headings parent animals and baby animals.
5. Ask each group to paste their cards in the respective column.
6. Ask a student from each group to read the names of the animals and their babies.
7. The whole class loudly repeat the name of parent animal and baby animal.

8. Repeat this activity in pairs.
9. Encourage and guide students.



CONCLUSION / SUM UP

5 MINUTES

1. Teacher will conclude the activity by repeating the name of parent animals and baby animals.
2. Tell them that animals like humans also have babies.



ASSESSMENT

3 MINUTES

Ask the following questions.

1. Names of babies of following animals.
2. Horse, cat, dog, hen, frog, cow.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to solve the exercise at page # 59 at home.

SOME YOUNG ANIMALS DO NOT LOOK LIKE THEIR PARENTS



STUDENT LEARNING OUTCOMES

- Identify that some baby animals do not look like their parents.

INFORMATION FOR TEACHERS

- At the time of birth, babies of some animals are different from their parents, with the passage of time they resemble with parents such as frog, butterfly etc.
- Majority of the young one's of animals are same like to their parents such as cow, cat, hen etc.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

Writing board, marker / chalk, duster, worksheet picture water etc.



INTRODUCTION

5 MINUTES

The teacher will ask the following questions:

- List the things you have seen in Zoo / Park?
- Are all animals resemble with each other?
- After taking responses teacher will introduce the topic.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

- Divide the class in two groups. Ask them to read the relevant of the textbook and discuss in groups.
- Group 'A' provide prepared chart of the babies of some animals which are like in shape at the time of birth.
- Group 'B' provide prepared charts of the babies of some animals which are different in shapes at the time of birth.
- Ask group 'A' to make a list of animals having babies of the same shape.
- Ask group 'B' to make a list of the animals having babies in different shape at the time of birth.
- After allotted time ask groups for presentation, provide feedback and appreciate them.

Activity 2: (Pair work) 10 Minutes

- Ask pairs to open the textbook of grade 2 General Knowledge at page # 51 and observe

the pictures for 5 minutes.



CONCLUSION / SUM UP

5 MINUTES

1. Conclude the activity by telling them the following main points.
2. The babies of some animals are like them at the time of birth. e.g kittens of cat, chicks of hen etc.
3. The babies of some animals are different in shape at the time of birth e.g. tadpoles of frog and caterpillar of butterfly etc.
4. With the passage of time when these animals become adults they look like their parents.



ASSESSMENT

3 MINUTES

1. Paste prepared chart on writing board for assessment with the heading match the columns.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Draw your favourite animal in your notebook.

ANIMALS LOOK AFTER THEIR YOUNG ONES



STUDENT LEARNING OUTCOMES

- List the animals that feed their young ones and look after them.
- Name different places where animals live (nest, den, burrow etc.)

INFORMATION FOR TEACHERS

1. Animals take care of their babies like human and they also build homes for this purpose.
2. Animals protect their young ones from heat and cold, feed them and protect them from harsh weather.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

Writing board, marker / chalk, duster, worksheet picture water etc.



INTRODUCTION

5 MINUTES

Ask the following questions.

1. Which animal builds nest?
2. Have you seen any nest?
3. Do you have any pet in your home?
4. Where does your pet live?

Take the responses and introduce the topic.









DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Ask the students to read and discuss the relevant page of the textbook in pairs.
2. Paste already prepared chart or draw table on writing board like:

| S.No | Animal | Home |
|------|--|------|
| 1. |  | |
| 2. |  | |
| 3. |  | |
| 4. |  | |
| 5. |  | |
| 6. |  | |

- Ask students to draw table in their notebooks and try to fill the table. After reading the textbook and discuss.
- Supervise and guide students.
- After completion of this activity, with the help of textbook summarize the topic.
- Note: Before this activity, teacher should display documentary so that students get information for filling the chart.

Activity 2: 10 Minutes

- Divide the class into pairs.
- Ask them to think in pairs how animals take care their young ones.
- Give them 5 minutes and after allotted time take response a few pairs and summarize the activity.



CONCLUSION / SUM UP

10 MINUTES

- Conclude the activity by summarizing the main points.
- Animals protect and feed their babies.
- Eagle lives in mountains, rabbits live in burrows, camels live in desert, lion lives in den, dolphins live in water and sparrows live in nest.



ASSESSMENT

5 MINUTES

- For assessment ask the student fill in the blanks of exercise Question No 1.



HOMEWORK / FOLLOW UP

5 MINUTES

- Match the picture of animals with their babies given at page # 59 of textbook.

AGRICULTURE AND MAJOR CROPS IN PAKISTAN



STUDENT LEARNING OUTCOMES

- List the major crops in Pakistan.
- Recognize that people process the crops they grow for making products (cotton to thread to cloth to garments).

INFORMATION FOR TEACHERS

- Pakistan is an agriculture country most of the people live in villages and their profession is forming.
- Pakistan's major crops are wheat, rice, cotton, sugar cane, tobacco and maize.
- We get products from crops like flour is made of wheat, bread is made of flour. Cloth is made from thread, thread is made from cotton, sugar and Gur (Jaggery) is made from the juice of sugar cane and cooking oil is made from sun flower.



DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS



MATERIALS / RESOURCES REQUIRED

Writing board, charts, textbook of General Knowledge Grade II, different item made from crops.



INTRODUCTION

5 MINUTES

Ask the following questions.

- What did you eat today in breakfast?
- From which crop bread is made of?
- Name any three major crops of your area?
- From which crop your clothes and uniform are made of?



DEVELOPMENT

20 MINUTES

Activity I:

10 Minutes

- Bring different products in classroom made of various crops, like biscuit corn flex, some pieces of cloth, threads, pieces of bread, rice cake. Towel, Gur, sweats and chocolate.
- Divide the class into three groups. A, B and C.
- Distribute the items made of wheat to group A, and the items made from cotton to group B and the items made from sugar cane to group C.
- Now ask the group "A" to write down on flash cards the names of items made from wheat crop.

5. Ask group "B" to write down on flash cards the names of items made from cotton.
6. Ask group "C" to write down on flash cards the names of items made from sugar cane.

Activity 2:

10 Minutes

1. Distribute the class into five groups A, B, C, D and E.
2. Paste a chart of wheat on writing board.
3. Ask the group A to write down the names of products made from wheat.
4. Paste a chart of Maize on writing board.
5. Ask group B to write the names of products made from maize.
6. Paste the chart of sugar cane on writing board.
7. Ask the group C to write down the names of products made from sugar cane.
8. Paste a chart of tobacco on writing board and ask the group D to write down the names of products made from tobacco.
9. Paste a chart of cotton on writing board and ask the group E to write down the names of products made from cotton.



CONCLUSION / SUM UP

5 MINUTES

1. There are many crops grown in Pakistan. The major crops are wheat, rice, maize tobacco, sugar cane and cotton.
2. This is why Pakistan is called an agricultural country?
3. Various things we use in our daily life are made from these crops. e.g. flour is made of wheat, bread is made of flour. Cotton is made from the cotton crop. Thread is made from cotton, cloth and garments made from thread.
4. Juice is taken from sugar cane. Gur and sugar is made from Juice of sugar cane.



ASSESSMENT

3 MINUTES

Ask the students the following questions.

1. Name any three major crops in Pakistan.
2. From which crop the bread is made of?
3. From which crop sweets and chocolates made of?
4. Is your father profession farming?
5. What are the benefits of farming?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write down in their notebooks three major crops of Pakistan.
2. Bring the pieces of crops found in your home tomorrow.

IMPORTANCE OF LIVESTOCK



STUDENT LEARNING OUTCOMES

- Recognize the importance of livestock.

INFORMATION FOR TEACHERS

- Animals are very essential and useful for human beings.
- Human beings get so many benefits from livestock.
- Buffalo, cow, goat and sheep gives milk (curd, butter, cheese and ghee is made from milk). We also get meat from livestock.
- The skin of livestock is also used in making leather products. (Shoes, Jackets, football etc.)
- Some animals are used for carriage and transportation like camel, horse, donkey etc.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

Writing board, marker, textbook of General Knowledge grade II, charts, pictures.



INTRODUCTION

5 MINUTES

Ask the following questions.

- What do we get from hen?
- From which animals we do get milk?
- Do you like to eat meat?
- From which animals we do get meat to eat?



DEVELOPMENT

20 MINUTES

Activity I:

20 Minutes

- Hang a chart of livestock's picture on the wall.
- Call the students one by one to explain the usefulness and importance of these animals like buffalow, cow, goat, camel, horse, hen etc.



CONCLUSION / SUM UP

5 MINUTES

- We get many benefits from livestock. We eat their meat, use their milk, their skin is used for leather products in leather industry and we use some of them for carriage and

transportation.



ASSESSMENT

3 MINUTES

1. Name any three items we get from livestock.
2. Which milk product do you like to use?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Write down the names of three animals in your notebook from which we get milk and meat.
2. Write down the names of three animals in your notebook which we use for carriage and transportation.

WASTAGE OF WATER



STUDENT LEARNING OUTCOMES

- Identify the ways in which human beings waste water.
- Identify problems caused by wastage of water.
- Suggest ways to save water.

INFORMATION FOR TEACHERS

1. Water resources are very important for our life. No living thing can survive without water.
2. We should try our best to save water.
3. Our daily life will badly affect due to shortage of water.
4. By shortage of water plants will be fade, the crops will destroy, shortage of drinking water will occur and diseases will be increased and routine work will stop.



DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS



MATERIALS / RESOURCES REQUIRED

Writing board, charts, textbook of General Knowledge Grade II.



INTRODUCTION

10 MINUTES

Ask the following questions from students.

1. What do we do when we feel Thirsty?
2. Can any living thing survive without water?
3. Is it essential to save water and prevent the wastage of water, for our lives?
4. Do you waste water in your home?
5. How can you preserve water?



DEVELOPMENT

40 MINUTES

Activity 1:

20 Minutes

1. Ask the students to open their books at relevant page and look at the pictures, which are showing the ways in which human beings wasting water.
2. For this activity give them five minutes.
3. Supervise and guide them
4. Ask the students how many ways have you noticed in the pictures of wastage of water.
5. How can you preserve the water by avoiding these ways?

- Ask the students to express their views about the wastage of water.

Activity 2:

20 Minutes

- Draw two columns on writing board.

| | Problems created by wasting water | | Methods of control the wasting of water |
|---|-----------------------------------|---|---|
| 1 | | 1 | |
| 2 | | 2 | |
| 3 | | 3 | |
| 4 | | 4 | |
| 5 | | 5 | |

- Ask the students to look at the pictures at the relevant page of your textbook and explain the problems by wasting water and methods of control the wastage of water
- Write down the answers of the students at the relevant box.



CONCLUSION / SUM UP

10 MINUTES

- Water is our basic need. It is the biggest gift of Allah (سبحانه و تعالی).
- It is our responsibility to use it carefully for necessary needs only.
- We should avoid to waste a drop of water and prevent and preserve this natural resource.
- We should not leave the tap open in our home, school, in masjid and street.
- We should switch off the motor after filling the water tank.
- We should avoid unnecessary use of water and repair the pipe lines inside and outside the house.



ASSESSMENT

5 MINUTES

Ask the students the following questions.

- Can any living thing survive without water?
- How many problems we will have to face due to wastage of water?
- What are the methods of conservation of water?



HOMEWORK / FOLLOW UP

5 MINUTES

- Ask the students to write down in their notebooks the ways in which the human beings waste the water.
- Ask the students to write down in their notebooks the methods of control the wasting of water.

FOREST AND DEFORESTATION



STUDENT LEARNING OUTCOMES

- Recognize the importance of forests for human beings.
- Identify the ways in which the land is destroyed due to human activity (deforestation)
- Suggest ways to reduce deforestation.

INFORMATION FOR TEACHERS

1. Forests are very important for human beings.
2. Forests control soil erosion. It keeps the weather pleasant.
3. Forests are living places for birds and wild animals.
4. Its wood the biggest source of fuel, home furniture, doors and other accessories.
5. Deforestation causes floods which destroy the land and crops.
6. We should take part in plantation in our homes. Schools and surrounding areas.
7. We should avoid to cut the trees and keep the forests safe from fire.
8. We should use other sources of fuel to save the forest like coal, gas etc.
9. We should understand that our slogan for saving forest is (SOS) save our soul.



DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS



MATERIALS / RESOURCES REQUIRED

Writing board, charts, textbook of General Knowledge grade II.



INTRODUCTION

10 MINUTES

Ask the following questions.

1. How many plants are there in your school?
2. How many trees have you planted in your home?
3. When do you celebrate annual plantation day in your school?
4. Is there any forest in your surrounding area?
5. What is the name of that forest?
6. What kind of trees are there in the forest?



DEVELOPMENT

40 MINUTES

Activity 1:**20 Minutes**

1. Divide the class into two equal groups.
2. Motivate and prepare them for plantation inside and outside the school. Provide some plants for this activity.
3. Group A will take part in plantation inside the school.
4. Group B will take part in plantation outside the school.
5. Supervise and guide the both groups.

Activity 2:**20 Minutes**

1. Divide the class into three groups.
2. Distribute the prepared charts of deforestation among these groups.
3. Chart – I: Erosion of soil due to deforestation
4. Chart – II: Flooding due to deforestation.
5. Chart – III: Bad effects on environment due to deforestation.
6. Ask the groups to study the relevant pages of their textbook.
7. Discuss the harms of deforestation. Make a list of harms and also discuss how can we reduce deforestation.
8. Supervise, guide and help the students during the activity.

**CONCLUSION / SUM UP****10 MINUTES**

1. Today we learnt about the importance of forests that is the forests are very important for our lives as well as for wild life.
2. Forests save our soil from erosion and flooding and make environment healthy.
3. We should take part in plantation and avoid to cut and fire the trees and plants.

**ASSESSMENT****5 MINUTES**

Ask the students the following questions.

1. Where do the wild animals live?
2. What are the harms of deforestation?
3. Explain the SOS?

**HOMEWORK / FOLLOW UP****5 MINUTES**

1. Write down in your notebooks the advantages of forest and disadvantages of deforestation.

SOURCE OF HEAT AND LIGHT



STUDENT LEARNING OUTCOMES

- Identify sources of heat and light in their homes, schools and surroundings.
- Group source of heat and light into natural and human made.

INFORMATION FOR TEACHERS

1. Sun is the biggest natural source of heat and light in the universe.
2. Earth will be completely dark and freezing cold without sun.
3. Living organisms use heat and light from sun.
4. Sun is not the only source of heat and light, we get heat and light also from other sources.
5. Natural sources of light are sun, moon, stars, fireflies, lighting etc.
6. Man-made sources of heat and light are electricity, gas heater torch, wood, coal, candle



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, textbook of General Knowledge grade II, charts, torch, candle, gas heater, match.



INTRODUCTION

5 MINUTES

Ask the following questions:

1. Why we cannot see objects in night?
2. Why we see objects at day?
3. Why we sit in the sun during winter?
4. What your mother need to cook food at home? (Wood, gas heater.)
5. When you feel cold during winter then what do you do?
6. Name any two sources of light
7. Name any two sources of heat.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Close the doors and windows of classroom and switch off all the light. Then ask the students what are you feeling?

2. Now again open all the doors and windows and switch on lights. Ask the students what had happened and how do you feel in light and dark.

Activity 2:**10 Minutes**

1. Make the chart showing the list of natural and human made sources of heat and light.
2. (Sun, moon, bulb, candle, stars, heater, torch, coal, firewood, lantern etc.)
3. Display the chart on writing board.
4. Ask the students turn by turn to tell one natural source of heat and light and one man made source of heat and light.

**CONCLUSION / SUM UP****5 MINUTES**

Conclude the topic with key points.

1. Sun is the biggest natural source of heat and light on the earth.
2. Green plants prepare their own food in the presence of sunlight.
3. Other natural sources of heat and light are Moon, Stars, Gas, and Coal.
4. Man made sources of heat and light are torch, candle, lantern, bulb, tube light, and heater.
5. We use heater to warm ourselves in winter.

**ASSESSMENT****3 MINUTES**

Ask the students the following questions.

1. What are the main natural source of heat and light? (sun)
2. Name any two natural sources of heat and light. (Sun, Moon, Stars)
3. Name any two man made sources of heat and light (Torch, Heater).
4. What do we need to cook our food? (Fuel, Gas)

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Write the natural and man made sources of heat and light in Q. No. 2 of exercise at relevant page in your notebook.

USES OF HEAT AND LIGHT



STUDENT LEARNING OUTCOMES

- Describe methods of producing heat (burning and rubbing etc.).
- List the uses of heat and light.

INFORMATION FOR TEACHERS

- We get heat and light through different sources.
- Burning of wood, usage of gas and coal produce heat and light.
- Rubbing of hands produce heat.
- We need sun heat to dry our clothes.
- We need heater in winter and wood fire to cook food items.
- We need light to see things in the dark.
- We need light for driving at night.
- Without the supervision of adults, do not practice the activity of burning of wood, gas and electricity.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, charts, textbook of General Knowledge grade II.



INTRODUCTION

5 MINUTES

Ask the following questions.

- What we need to cook food at home?
- How we warm water in winter?
- What we feel after rubbing hands?
- Name any two things which are used to see things in night?
- What we need to drive at night?
- Why we use bulbs and tube light in our rooms?



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Make the pairs of students.
- Ask them to read and discuss the relevant content in the book.

3. Ask the students to rub their hands for two minutes and ask what are you feeling.

Activity 2:**05 Minutes**

1. Display a chart of different objects i.e. Candle, Torch Stone, Gas, Iron, Bulb, Tube light, Glass water, Salt, Sugar, Wood.
2. Ask randomly from students which objects produce heat and light by burning (Candle, Gas, Wood).

Activity 3:**05 Minutes**

1. Warm the water in class then ask the students which thing is used to warm water?
2. Switch On/off the torch in front of students and ask for what purpose torch is used.

**CONCLUSION / SUM UP****10 MINUTES**

Conclude the topic with key points.

1. Rubbing of hands produce heat.
2. Burning produce heat and light.
3. Light is used to see the things.
4. Heat is used to keep ourselves warm.
5. Heat is used to dry the clothes.
6. Light is used for reading
7. Heat is used to cook food items

**ASSESSMENT****3 MINUTES**

Ask the students the following questions.

1. Name the two things to produce light? (Bulb, torch)
2. Name the two things to produce heat? (Coal, Gas)
3. How we dry our clothes?
4. For what purpose head light of car are used?
5. Green plants prepare food in the presence of light or heat?

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Write in your notebook the three things that produce heat and light.

INTENSITY OF LIGHT AND HEAT



STUDENT LEARNING OUTCOMES

- Recognize that the intensity of heat and light is felt more as they come nearer to the source.

INFORMATION FOR TEACHERS

- Intensity of light depends upon distance.
- Nearer the object to light, the intensity of light will be greater.
- Similarly the intensity of heat also depends upon the distance.
- The objects nearer to heat sources will receive maximums heat.
- The objects seen clearly when the intensity of light is greater.
- Heat intensity is greater in summer therefore, clothes dry in short time.
- If the intensity of heat is greater, we can cook food easily in a short time.
- Search light produce greater brightness due to greater intensity of light.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, charts, textbook of general knowledge grade II, small and big torch, small and big bulb, tube light.



INTRODUCTION

5 MINUTES

Ask the following questions:

- Why we cannot sit in open sky in summer?
- Why we can sit in open sky in winter.
- Which will produce greater brightness / light (bulb or tube light).
- How we can get more heat. (nearer to heater / far away from heater)
- Why clothes dry easily in summer?
- Why we use table lamp during study?



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Switch ON the bulb / tub light of classroom one by one and ask the students what they are feeling? (Brightness increases step by step due to increasing intensity of light).

Activity 2:**10 Minutes**

1. Switch ON the heater in the class and ask few students to sit at different distance in front of heater.
2. Ask the students who is feeling more heat and who is feeling less heat. (Students sitting nearer to heater will feel more heat due to more intensity of heat).

**CONCLUSION / SUM UP****5 MINUTES**

Conclude the topic with key points.

1. Intensity of light / heat depends upon the distance from the source.
2. Greater intensity of light will produce greater brightness.
3. Greater intensity of heat help us to cook food easily.
4. Due to low intensity of light, We feel difficulty in reading.
5. Clothes dry easily in summer due to more intensity of sun heat.
6. We feel difficulty in driving at night due to less intensity of light.

**ASSESSMENT****3 MINUTES**

Ask the following questions:

1. Why we use torch at night?
2. Why we use heater in winter?
3. Why we use table lamp during reading?
4. How we warm water in winter?
5. Which one produce greater brightness? (bulb / tube light).

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Identify the things in your home which produce more heat and light and which produce less heat and light and write in your notebooks.

HELP ONE ANOTHER IN DAILY LIFE



STUDENT LEARNING OUTCOMES

- Understand the importance of sharing things.
- List the things they share with others (toys, books, stationary items, lunch with friends etc.)

INFORMATION FOR TEACHERS

1. All human beings depend on each other in daily life to fulfill their needs.
2. Family members also depend on each other for their needs.
3. Friendship develops with sharing things.
4. We need services of each other in different fields of life.
5. Students should share toys, books, stationary items and even launch with one another.
6. Mutual sharing of things among the students develop sense of sympathy and co-operation.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, pencil, sharpener, books, toys, food items



INTRODUCTION

5 MINUTES

Ask the following questions.

1. How can you develop friendship with your class fellows?
2. Who is your best friend in the class?
3. What thing you can share with each in class?
4. Do you help each other in home assignment?
5. How many students shared launch with one another?
6. Do you exchange your notebooks with your class fellows to complete the class work?



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Divide the students into suitable groups.
2. Ask each group to share lunch collectively today in recess break.

Activity 2:**10 Minutes**

1. The students having extra pencils, sharpeners, Erasers share with the needy students in the class.

**CONCLUSION / SUM UP****5 MINUTES**

Conclude the topic with key points.

1. Sharing of things have great importance in society.
2. Sharing of things develop sense of friendship.
3. Sharing of things create sympathy among human beings.
4. Sharing of things help the needy students.
5. Society members are interdependent in different fields of life.
6. Sharing of things show respect to elders, parents and friends.

**ASSESSMENT****3 MINUTES**

Ask the following questions randomly.

1. How can you show sympathy to your friends?
2. Name any two things which you have shared with your class fellow?
3. Have you shared lunch with your class fellow?
4. Name any two students, of your class who shared pencils, sharpeners or erasers with needy students?

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Share your lunch in groups tomorrow in break.

HELPING EACH OTHERS AND INTERDEPENDENCE



STUDENT LEARNING OUTCOMES

- Identify from given pictures and stories the ways in which peoples help each other (at home, in classroom, in village / city, at the time of any need or disaster).
- Identify from their daily life the ways in which people are interdependent.

INFORMATION FOR TEACHERS

1. Society members are interdependent for the fulfillment of their needs.
2. Sympathy and co-operation are gained through mutual sharing of things and helping each other.
3. We help our parents at home in various activities.
4. Sharing of things have great positive effect on characters of students.
5. We cannot fulfill our needs without the co-operation of others.
6. We need the services of tailor, doctor, teacher, cobbler, mason, engine, plumber in daily life.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, charts, T.B of G.K grade II.



INTRODUCTION

5 MINUTES

Ask the following questions.

1. Who help his mother at home?
2. How your elder brother and sister help your parents at home?
3. How you help your best friend?
4. Who helps needy people in Mohallah?
5. In case of floods, earthquake how people help each other?
6. Who sew your clothes?
7. When you ill, who treat you?
8. which teacher guide you in school?
9. Who constructed your house?



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Display the chart showing different pictures of professions.
2. Ask the students randomly to tell the profession of each picture.

Activity 2: 10 Minutes

1. Ask the students to read the relevant content of the textbook and observe the pictures.
2. Ask the students to explain how the people are helping each other.



CONCLUSION / SUM UP

5 MINUTES

Conclude the topic with key points.

1. All the people in the society are interdependent.
2. Doctor treats the patient but he depends on tailor, for cloths, plumber for sanitary work and electrician for electricity in his house or in hospital.
3. Family members also depend on each other.
4. Parents care their children in early age while children look after their parents in old age.
5. Students help each others in different activities.
6. People help each other in natural disaster.



ASSESSMENT

3 MINUTES

Ask the following questions randomly.

1. When you become ill who treat you?
2. Which teacher guide you in school?
3. Who look after you at home?
4. Who repairs your shoes?
5. In case of natural disaster what the people do?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to match the column of Q. No. 1 in the exercise at relevant page of textbook.

ROLE OF COMMON PROFESSION IN OUR LIFE



STUDENT LEARNING OUTCOMES

- Identify some professions from picture (teaching, farming, medicine etc.)
- Recognize the role of some common professions in their daily lives.
- State which profession they like the most and why?

INFORMATION FOR TEACHERS

1. Every man has to adopt a profession to earn for their livelihood. Every profession is the need of the society and useful for community.
2. There are some important and famous professions adopted by the common people e.g. farming, teaching medical services (Doctor, Nurses), trade, driving, tailoring, electrical and mechanical profession.
3. Make students realize that all the professions are respectable.



DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS



MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, flash cards.



INTRODUCTION

5 MINUTES

Ask the following questions.

1. What does your father do?
2. Who treat the patients in hospitals?
3. Which profession do you like?
4. What do you want to be and why?
5. Which is the favourite profession in your mind?
6. Are all the professions useful for society?
7. Can a single person fulfil all his needs by himself?



DEVELOPMENT

50 MINUTES

Activity I:

20 Minutes

1. Match the column

| S.no | Column No I | Column No II |
|------|--------------------------|--------------|
| 1 | Making the shoe | Teacher |
| 2 | Driving the car | Doctor |
| 3 | Electrification | Cobbler |
| 4 | Treatment of the patient | Electrician |
| 5 | Teaching | Driver |

2. Guide the students during the activity.
3. Tell the students that all the professions are necessary for us.

Activity 2: 15 Minutes

1. Distribute flash cards in the students.
2. Ask them to write down your one favourite profession on the flash card.
3. Collect the flash cards from the students
4. Make columns on the writing board for every profession and write down the number of favourite profession in the respective column.
5. Indicate the most favourite profession written by students.
6. Tell the students all professions are important.
7. Life is incomplete without any one profession.
8. Every profession is respectable and help us in fulfilling our needs of life.
9. Every professional / skilled man serve the whole society.

Activity 3: 15 Minutes

1. Tell the students to open their textbook on pages 87 – 88, and solve the given questions.



CONCLUSION / SUM UP

5 MINUTES

1. People adopt different professions to earn their livelihoods.
2. We can't stitch our clothes for ourselves.
3. We can't make or mend shoes for ourselves.
4. We can't build our homes, roads and buildings.
5. We can't treat patients.
6. Therefore, every profession has its own importance in community.
7. Every profession is necessary and useful for everyone.
8. We should respect and honour every professional personality.
9. Do not hate any skilled or professional person.



ASSESSMENT

5 MINUTES

Ask the students the following questions randomly.

1. What is the way to earn livelihood?
2. Who treat the patients?
3. What do you want to be and why?
4. Do you like to adopt your father's profession?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to write down on your notebook, some professions adopted in your family (father, mother, uncle, cousin) to earn their livelihood.

EQUALITY OF HUMAN



STUDENT LEARNING OUTCOMES

- Recognize that all human beings are equal and important.
- Identify that all human beings are similar, but differ by family, culture, ethnicity, religion and should all be respected.
- Recognize the need to respect all people as they are born equal and with dignity.

INFORMATION FOR TEACHERS

1. Almighty Allah (سبحانه و تعالیٰ) created all the creatures different from one another. But they are equal.
2. Some of them are white and others are black, some of them are poor or rich, man and woman. But all of them have equal rights.
3. Differences of culture, colour, area and religion show their identity.
4. Respect all the religions and their place of worship.
5. Almighty Allah is the only creator of this universe.
6. Explain to the students about the equality of human.
7. Adopt Inclusive and discussion approach.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, flash cards, charts, pointing stick, textbook.



INTRODUCTION

5 MINUTES

Ask the following questions.

1. Who is the creator of human beings?
2. Whose place of worship is called Masjid?
3. Have you visited any church?
4. Whose place of worship is called Mandar?
5. Where do Sikhs go for worship?
6. Have all the human beings equal rights to live.
7. Is there any preference on the base of color, race or area?



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Divide the students into suitable groups according to their similarity in height, language, area and gender wise.
2. Draw four columns on writing board.
3. Ask the group 1 to explain the similarity of group 2.
4. Write down the similarity on the writing board.
5. Ask the group 3 to explain the similarity of group 4.
6. Note similarities explained by students in the columns.
7. Ask the groups to explain their differences and write down on the writing board in relevant column.
8. Tell the students that you have similarities among yourselves, and have minor differences. Therefore all the human beings are equal and have equal rights.

Activity 2:

10 Minutes

1. Ask the students to open their books at page # 92 and solve the given questions in exercise.
2. Monitor class and help students in problems.



CONCLUSION / SUM UP

5 MINUTES

1. Allah (سبحانه و تعالیٰ) created human equally and gave them equal rights.
2. No one superior to other on the base of color, creed and race.
3. Humans are similar by birth and differences among them also created by Allah (سبحانه و تعالیٰ) for only identification.



ASSESSMENT

3 MINUTES

Ask the students the following questions randomly.

1. Write the names of three friends given in your books.
2. Are the three friends belong to similar religion?
3. Who is the creator all of us?
4. Do we respect the places of worship?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Draw the picture on your notebook given at the page # 90.

WAYS OF SHOWING RESPECT**STUDENT LEARNING OUTCOMES**

- Identify ways in which they can show respect for all.
- Identify occasions when it is important to wait for one's turn. For example while speaking in the school, on the bus stop, at canteen and ticketing counters etc.
- Understand that it is necessary to show respect for other's needs, interests, opinions and feelings.

INFORMATION FOR TEACHERS

1. Respect is a character development trait so it is imparted through behavior.
2. Arrange role play to promote mutual respect.
3. Taking one's turn is etiquette so it needs to be developed.
4. Group discussion and role is a useful method for this lesson.

**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

Writing board, Chalk/Marker, Duster, Charts, GK textbook grade 2.

**INTRODUCTION**

5 MINUTES

Enter the class and provoke a topic students will start taking simultaneously.

1. Ask the student that how did you feel when everyone was speaking simultaneously (expected answer bad).
2. Tell the student that it is bad manner.

**DEVELOPMENT**

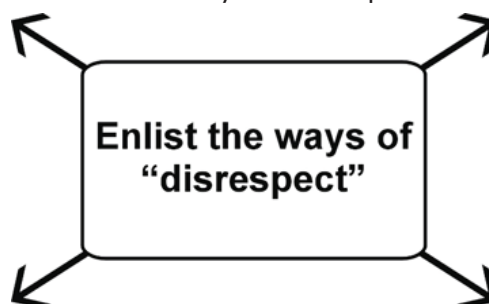
20 MINUTES

Activity 1:**10 Minutes**

1. Teacher will write word "how to show respect in group task"? on writing board like.



2. Ask students for sharing their points which show/define respect.
3. Encourage students and write their points.
4. Teacher will write in the box “Enlist the ways of disrespect”.



5. Ask students for their points/ways which show disrespect for others.
6. Take their responses by giving chance to everyone.

Activity 2: 10 Minutes

1. Make pairs of students.
2. Ask students/pairs to open their GK textbook grade 2, unit 14 “respecting and appreciating their diversity” and observe pictures and points which one is different from already explained mentioned on board.
3. Give groups five minutes for pair work.
4. Facilitate pairs during group work.
5. After allotted time invite pairs which have different points for sharing.



CONCLUSION / SUM UP

5 MINUTES

1. We all are equal with respect to our rights and duties.
2. Respect the worship places of all religions.
3. Respecting and helping one another are good habits.
4. Take your turn.
5. Waiting for your turn, making queue is good habit.



ASSESSMENT

3 MINUTES

Ask the following questions.

1. How do you respect others?
2. What will you do at ticket counter?
3. What role will you play at bus stop?
4. What should we do when we are at home?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Share the ways of respect with your family and siblings in home.
2. Write down some ways of respect after sharing with yours parents in notebook.

AVOID HURTING OTHERS



STUDENT LEARNING OUTCOMES

- Recognize what they say and do can hurt others and what others do and say, can hurt them (telling lies, pushing others, bullying using derogatory words etc.).
- Recognize that making fun of others can cause distress and hurt others.
- Recognize that when people apologies for their mistake they should forgive them.

INFORMATION FOR TEACHERS

1. Bullying is when someone is being hurt either by words or actions on purpose, usually more than once, feels bad of it, and as has a hard time stopping what is happening to them.
2. Bullying can be physical, emotion, verbal etc.
3. Words or actions can hurt or heal others.
4. It is important to take care of our words or actions and avoid to call bad names making fun of others.
5. Take care and pay special attention to vulnerable, special person.
6. Role play and day to day practice is an effective way of teaching this topic.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

Writing board, marker / chalk, duster, textbook of General Knowledge grade II.



INTRODUCTION

5 MINUTES

Tell the students “today we are going to talk and explore that how we treat each other in our classroom, community and in school, what makes us feel welcome, happy, sad and scared.



DEVELOPMENT

20 MINUTES

Activity I: (Role Play) 10 Minutes

1. Select any three volunteers for roleplay.
2. One of them act as a boy/girl who bully his/her classmate.
3. One of them girl / boy who acts as a vulnerable girl/boy who is victimized by bullies.
4. Third volunteer student will act as a mature person who resolve the conflict between bullied and bullier and advise to forgive each other give advise in future they should be careful and not bully with others.

5. Give them five minutes for preparation and developing their dialogues.
6. Give them five minutes for presentation.
7. Appreciate students for their active participation.

Activity 2: 10 Minutes

1. Divide student into groups.
2. Ask them to have discussion on role play and draw conclusion.
3. Share the conclusions of groups in front of the class.
4. Draw a comprehensive conclusion of the whole class.



CONCLUSION / SUM UP

5 MINUTES

1. We should be careful in our words and actions which hurt others.
2. We should avoid bully and making fun of others. It is prohibited in islam.



ASSESSMENT

3 MINUTES

Ask the following questions.

1. How did you feel when the student was bullied?
 - ♦ **Expected answers:** feeling bad and unhappy.
2. What lesson you learnt from the role play?
3. Do promise that we will not bully or make fun of others.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the student to write the types of bullying in your notebook.

FORGIVENESS



STUDENT LEARNING OUTCOMES

- Recognize that mistakes are a natural outcome of learning and nothing to be ashamed about or to make fun of.
- Identify ways in which we can redress the hurt caused to others (ask for forgiveness, say sorry, do something special for them etc.)
- Recognize that when people apologize for their mistake they should forgive them.

INFORMATION FOR TEACHERS

Make student realize that

1. Errors and omission are human nature so no need to feel ashamed on the errors or omission.
2. It is good to accept one's fault and apologies.
3. If someone apologizes we should forgive them.
4. It will be appropriate to use discussion and role play method.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

Writing board, marker / chalk, duster, textbook of General Knowledge grade II.



INTRODUCTION

5 MINUTES

Narrate a true story from the life of last prophet of Allah in class. How our beloved prophet Hazrat Muhammad PBUH (خاتم النبيين صلى الله عليه وآله واصحابه وسلم) helped and forgave the old woman who used to throw garbage / dirt on him every day.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Divide students in two groups.
2. Ask them to discuss the forgiving attitude of Holy Prophet (خاتم النبيين صلى الله عليه وآله واصحابه وسلم)
3. Ask the students to share their learning with the whole class.
4. Ask both groups that what have they learnt from this story?

Activity 2:**10 Minutes**

1. Invite volunteers for role play.
2. Prepare them for dialogue.
3. Ask volunteers to carefully read their dialogues to present.

Student 1: He / She is busy in reading book.

Student 2: is continuously taunting "book warm".

Teacher: Read your paragraph carefully. (Teacher is in front of class)

Student 1: Please stop interrupting me.

Student 2: Book warm, Book warm.

Teacher: Student 1, what is your opinion of your topic?

Student 1: is blanked.

Teacher: why did not you read carefully?

Note: Student-1 and students-2 have dialogue.

4. Ask the following questions from the students.
 - ◇ What will you suggest for this role-play, discuss in groups.
 - ◇ After 2 minutes, ask them to share their responses.
 - ◇ Appreciate students for their participation.

**CONCLUSION / SUM UP****5 MINUTES**

1. We learnt from the life of Holy Prophet (ﷺ) that we should not tease anyone and forgive people for their mistakes. Same idea was presented in role play.

**ASSESSMENT****3 MINUTES**

Ask the students following questions.

1. What should we do if we make a mistake?
2. What happens when you forgive?

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Share the role play and story of Holy Prophet with sibling in home.

BEING JUST AND FAIR



STUDENT LEARNING OUTCOMES

- Identify fairness and unfairness in their daily lives.
- Identify ways of making unfair situations fair.
- Accept responsibility for treating others unfairly and made behaviour accordingly.

INFORMATION FOR TEACHERS

1. Honesty is the best policy. Allah has directed through his messengers that honesty and justice should not be left out under any circumstances.
2. If we keep the matter of honesty and justice, we will have the best success. Those who obey Allah achieve success in life and after death.
3. Fairness means to be fair and justice in dealing with everyone, treat everyone equally.
4. Make decisions without playing favouritism and don't take advantages of others.
5. Take only fair share, take turns and share with others are examples of being just and fair.
6. Day to day practice, role play is the best way of teaching this unit.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, textbook of general knowledge grade II.



INTRODUCTION

5 MINUTES

Display the following chart on writing board.

And never think that Allah is unaware of what the wrong doers / unjust do. He only delays them for a Day when eyes will stare (in horror).
Quran 14:42



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Ask students "before the activity start, who need a pencil?"
2. Give pencils to the students who request to you.
3. Ask students 'Just now, I was being fair?'
4. Did I give pencil to everyone?
5. Why I gave pencils only to those students who need them.

6. After their responses tell them that things are given out on the basis of needs.
7. Take help of students for pasting prepared situational cards on writing board.

Card 1: At home your mother gives 3 biscuits to your elder brother and gives you 2.

Card 2: Your teacher gives pencils to the students who need them.

Card 3: Your teacher gives the same homework to every student.

Card 4: Your teacher ask you to do some extra work to help you in reading during break.

8. Ask students to create a situation of fairness and unfairness.
9. Ask few students to share their work.
10. Invite students (except already invited students) for removing cards from writing board.
11. Invite remaining students for putting cards on cuboard.

Activity 2: 10 Minutes

1. Ask students to read the story of textbook grade 2 at page # 97.



CONCLUSION / SUM UP

5 MINUTES

Conclude the topic by sharing following points.

1. We must be fair in our daily life.
2. Distribute responsibility on the basis of fairness.
3. It is not unfair some time to distribute things on the basis of need.



ASSESSMENT

3 MINUTES

1. Assess the honesty of students during their activities.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Solve questions given in textbook of grade 2 General Knowledge exercise at page # 100 at home and share it on the next day.

قومی ترانہ

پاک سرزمین شاد باد کشور حسین شاد باد
تو نشان عزم عالی شان ارض پاکستان!
مرکز یقین شاد باد

پاک سرزمین کا نظام قوت اخوت عوام
قوم، ملک، سلطنت پائندہ تابندہ باد
شاد باد منزل مراد

پرچم ستارہ و ہلال رہبر ترقی و کمال
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