



PROFESSIONAL DEVELOPMENT
FOR QUALITY EDUCATION

GRADE
3

GENERAL KNOWLEDGE

LESSON PLANS

BASED ON CURRICULUM 2020



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



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Khyber Pakhtunkhwa, Abbottabad.

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NOTIFICATION:

No.5400-5563/F.24/Vol-II/SLP/G-III/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-III 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)

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 teachers' 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 textbook 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 working 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

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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 and other times that stimulate interest and questions. Others may be based on the teacher posing questions, reading a poem or 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.

IDENTIFICATION OF DIRECTION WITH RESPECT TO EAST AND WEST



STUDENT LEARNING OUTCOMES

- Identify South and North with respect to East and West, namely South and North.
- Identify that on Earth, the direction of sunrise is East and the direction of Sunset is West.
- Name places towards North, South, East and West of the school / home.

INFORMATION FOR TEACHERS

1. The earth is a part of universe
2. The earth revolves around the sun
3. The earth rotates around its axis.
4. Rotation around axis causes days and nights
5. Revolutions of the earth in its orbit causes seasons.
6. The sun rises in the East and sets in the West.
7. There are four cardinal direction i.e. North, East, South and West.



DURATION / NO OF PERIODS: 105 MINUTES / 3 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook of General Knowledge of grade – III, Writing board, Marker/chalk, Duster, Charts, prepared flash cards.



INTRODUCTION

10 MINUTES

1. Have you seen sunrise today?
2. Where does the sun disappear every day?
3. Have you seen moon at night?
4. In which direction the sun rises?
5. After collecting their responses, the teacher will announce the topic.



DEVELOPMENT

35 MINUTES

Activity 1:

1. Divide the class in suitable groups.
2. Ask the students to open the textbook on the relevant page.

3. Write the main points / words in the notebook (Sun, Earth, East, West, North and South).
4. One student from each group read out the main points loudly.
5. The students will be facilitated by the teacher if they feel any difficulty during this learning process.

Activity 2:

1. Break the groups and ask them to come out to the open yard.
2. Ask two volunteer students to come in front of the class.
3. Ask one student to stand in such a way that his face is towards the sunrise.
4. Now ask the student to spread his arms and ask the second student to tell the class all the four directions (i.e East, West, North and South) in respect to the sunrise.
5. Repeat the same activity in groups, so that each and every student must take part in the activity.

Activity 3:

Divide the class into groups.

1. Ask the students to discuss cardinal direction and make a list of the places lies in different directions in respect to your school.
2. After completion of the list one student from each group read out the list loudly.



CONCLUSION / SUM UP

10 MINUTES

1. Write the main points of the topic on the writing board and tell the students about the main points briefly.
 - ◇ Sun: All the planets of solar system revolve around the sun.
 - ◇ Earth: Revolve around the sun and rotates on its axis.
 - ◇ East, West, North and South: We identify sides in respect to sunrise easily.



ASSESSMENT

10 MINUTES

1. In which direction the sun sets?
2. In which direction the sun rises?
3. What are the four directions?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to make a list of the places lie in all the four directions of your home.

FORMATION OF SHADOWS AND ESTIMATION OF TIME



STUDENT LEARNING OUTCOMES

- Describe the formation of shadows.
- Recognize that the size and direction of the shadow can be used to estimate (guess) time.

INFORMATION FOR TEACHERS

- Rays of light travel in straight lines.
- Translucent objects do not allow the rays to pass through.
- The rays cannot pass through the translucent objects, and make a shadow of the translucent objects in the opposite direction.
- The shape and size of the shadow depends on the direction and angle of the light.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook of General Knowledge for Grade – III
- Writing boards, marker/chalk, duster, charts, flash cards, candles and matchboxes



INTRODUCTION

10 MINUTES

- How do you feel in darkness?
- How can you differentiate between darkness and light?
- What are the benefits of light?
- After getting their responses tell them that we are going to learn about shadows and estimation of time.



DEVELOPMENT

40 MINUTES

Activity 1:

- Divide the students in suitable groups.
- Ask the students to read and discuss the relevant page of the textbook of General Knowledge Grade-III and discuss the term shadow.
- Close the doors and windows of the classroom.
- Now provide each group a candle and match box and ask the students to light the candle on the table.
- Place a translucent object in front of the candle.
- Now observe the darkness of the object that is called shadow.

- Now ask the students to tell that how the shadows are formed. Each group will express their views.

Activity 2:

- Now re-arrange the students in three groups. Ask them to read and discuss the relevant page of the textbook.
- Provide each group a chart and colour pencils.
- Group-I will make a scene of shadow of objects in the morning.
- Group-II will make shadows of objects in the noon.
- Group-III will make shadows of objects in the evening.
- Ask each group to paste their charts on the writing board and tell the role of shadows in the estimation of time.



CONCLUSION / SUM UP

10 MINUTES

- Write the main points on the writing board and discuss briefly.
 - ♦ **Light:**
With the help of light, we see the objects clearly.
 - ♦ **Formation of shadow:**
The rays cannot pass through the translucent objects make shadows in the opposite direction.
 - ♦ **Shadow and guessing of time:**
The shape and size of the shadow depends of direction and angle of light.



ASSESSMENT

5 MINUTES

- How are shadows formed?
- What will be the direction of your shadow in morning?
- How can we recognize the noon time?



HOMEWORK / FOLLOW UP

5 MINUTES

- Make a diagram of an object which forms shadow in electric light in your notebooks and show it next day.

RESOURCES AND THEIR TYPES



STUDENT LEARNING OUTCOMES

- Define the term “resources”
- State types of resources, Natural resources, Human resources and capital resources.
- Identify Natural resources (Plants, animals, water, air land, forests and soil) Human resources (farmers, builders, painter etc.) capital resources (Trucks, computer, factory, buildings etc.)

INFORMATION FOR TEACHERS

1. “The things” we utilize to meet the needs of life called resources. There are three types of resources.
2. **Natural resources:**
Provided by nature (Plants animals, water, air, land, sun, forest and soil).
3. **Human resources:**
Ability of doing jobs (Farmers, builders, labours).
4. **Capital resources:**
Man-made things that make money (Computer, factories, machine).



DURATION / NO OF PERIODS: 105 MIN/ 03 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook of General Knowledge for Grade-III.
- Writing board, marker/chalk, duster, prepared charts.



INTRODUCTION

10 MINUTES

1. Ask the following questions.
 - ♦ Where do we get water from?
 - ♦ What are the benefit of glacier?
 - ♦ Why “Khewra” is famous for?
 - ♦ How human being serve each other? give example.
 - ♦ What are the benefits of factories?
2. After collecting the responses, topic will be announced.



DEVELOPMENT

30 MINUTES

Activity 1:

1. Divide the students in three groups.

2. Ask the students to open their books on the relevant page, read and discuss in groups about resources and its types
3. Ask the students to write the definition of resources on charts.
4. Ask the students to write the different kinds of resources on the charts. Then paste their charts on the writing board and ask group leader of each group to read loudly in front of the class.

Activity 2:

1. Make three groups.
2. Ask the groups to read and discuss the relevant pages of the textbook about the types of resources.
3. Group A Natural resources group: will make list of natural resources.
4. Group B Human resources group: will make list of human resources.
5. Group C Capital resources group: will make list of capital resources.
6. Ask each group to read their list of resources loudly in front of the class.

Activity 3:

1. Divide the students in suitable groups.
2. Provide the students flash cards, having pictures of different types of resources.
3. Ask them to arrange the pictures according to different resources (Natural, Human and Capital resources), and paste them on the writing board.
4. Group-I point out the pictures of Natural resources (Plants, animals, water and air etc.)
5. Group-II Point out the pictures of Human resources (Farmer, Doctor, and electrician etc.)
6. Group-III Point out the pictures of Capital resources (Factory, Computer and mobile etc.)



CONCLUSION / SUM UP

10 MINUTES

1. Write main points on writing board.
 - ◇ Resources: The things we used to meet the needs of our life.
 - ◇ Natural resources: The resources provided by nature.
 - ◇ Human resources: The ability of doing different jobs.
 - ◇ Capital resources: The resources which are created by human ability to earn money.



ASSESSMENT

15 MINUTES

1. What does the term resources means?
2. What are Natural resources?
3. What are Human resources?
4. What are Capital resources?
5. Tell the names of some natural resources.



HOMEWORK / FOLLOW UP

5 MINUTES

1. Make a list of Natural, Human and capital resources and show them next day in the class.

GOODS AND SERVICES



STUDENT LEARNING OUTCOMES

- Define the term goods, services, buyers, and sellers.
- Identify the main goods and services of their local area.
- Recognize the need for interdependence as not all goods and services are available in their area.

INFORMATION FOR TEACHERS

1. Those things which we need in our daily life are called goods.
2. People serve one another in different ways which is called services.
3. A man who buys things is known as buyers.
4. A man who sells things is called sellers.



DURATION / NO OF PERIODS: 105 MIN/ 03 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook of general Knowledge of Grade III
- Writing board, Marker/chalk, Duster, Prepared charts.



INTRODUCTION

10 MINUTES

1. What do you eat in your daily life?
2. Where do we get vegetable from?
3. What does a doctor do for us?
4. Where do we buy shoes from?
5. Whom do you get education from?
6. After collecting their answers, the topic "Goods and services" will be announced.



DEVELOPMENT

45 MINUTES

Activity I:

1. Divide the students in pairs and ask them to read and discuss the relevant page of textbook of General Knowledge of Grade-III.
2. Ask the students to write the main terms used in the text. (Goods and services, buyers and sellers) on a chart.
3. Ask five different pairs of students to paste their charts on the writing board and read the terms loudly.

4. Teacher should facilitate them and help them if they feel any kind of difficulty during learning process.

Activity 2:

1. Divide the class in suitable groups.
2. Ask them to read and discuss the relevant page of textbook of General Knowledge Grade-III.
3. Group-I: Make a list of things which are less than the requirement of their area.
4. Group-II: Make a list of products which are surplus to the needs of that area.
5. Group-III: Make list of those goods and services that they exchange between the two area.
6. Each group read the list loudly and tell how we depend on others. (called interdependence).



CONCLUSION / SUM UP

5 MINUTES

1. Write main points on the writing board and explain briefly.
 - ◇ Goods and services: The things we use in our daily life are called goods. The jobs we provide to facilitate and serve others are called services.
 - ◇ Buyers and Sellers: People who buy things of their needs are called buyers and people who sell surplus things and necessary things for their daily uses are called sellers.
 - ◇ Inter dependence: People dependents on one another for the things of their needs and services.



ASSESSMENT

5 MINUTES

1. Ask the students.
 - ◇ Define goods?
 - ◇ Name some goods necessary for the survival of human beings?
 - ◇ What do you know about buyers?
 - ◇ What do you know about sellers?
 - ◇ Define interdependence?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Make a list of things which you need to buy from Bazaar?
2. Write the names of some goods and services in your note book at home.

ECONOMIC CHOICES WITH IN LIMITED RESOURCES



STUDENT LEARNING OUTCOMES

- Define scarcity.
- Recognize that people make economic choices, because goods and services are limited.

INFORMATION FOR TEACHERS

1. The limited goods and services which do not satisfy our needs is called scarcity.
2. We have limited resources and unlimited wants. Therefore we will have to make choice and will buy only those goods which satisfy our maximum needs and will leave others. It is called economic choice.
3. In other words we buy substitute of goods because we have lack of money and shortage of goods for daily use so we have no other option without using substitute.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook of general Knowledge of Grade III
- Writing board, Marker/chalk, Duster, and notebooks.



INTRODUCTION

10 MINUTES

1. Do you grow vegetable in your home?
2. Why most of the people like vegetables?
3. Why some people like to eat meat?
4. Why do all people not use air conditioners?
5. Some people use bicycle, some motorcar, some use public transport. why?
6. After collecting their responses the teacher will announce the topic.



DEVELOPMENT

40 MINUTES

Activity 1:

1. Divide the students in suitable groups.
2. Ask the students to read and discuss the relevant page of the textbook of General Knowledge of Grade-III in groups.

3. Ask the students to make a list of goods and services which are less than the required quantity in a particular area (for example population of that area is about ten thousand and there is only one doctor for them, which shows scarcity of doctors)
4. Ask each group to read the list loudly in front of the class.

Activity 2:

1. Make five groups in the class.
 - ◇ Group-I: Students who have bicycles.
 - ◇ Group-II: Students who have motor cycles.
 - ◇ Group-III: Students who have cars in their homes.
 - ◇ Group-IV: Students who have air-conditioners in their homes.
 - ◇ Group-V: Students who have only fans in their homes.
2. Now ask the student to discuss in groups that why all people have not the same facilities.
3. Each group will tell at least one reason for these economic choices.
4. One student will note their answers on the writing board.



CONCLUSION / SUM UP

10 MINUTES

1. Write main points related to the topic.
 - ◇ Scarcity: when the available goods and services do not fulfill the need of the society. It is called scarcity. As a result people will purchase them on high prices which will cause of difficulty and financial problem. In this way poverty increase in society.
 - ◇ Economic choices: Due to limited resources, people cannot fulfill their requirements and unable to fulfill their desires in very limited resources. Therefore, they will have to make a choice, what to buy and what not to buy.



ASSESSMENT

5 MINUTES

1. What is scarcity?
2. Why does prices increase?
3. Why do people make choices?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to make a list of cheap goods and costly things existing in their homes.

CHANGES IN THE NATURAL ENVIRONMENT AND POLLUTION



STUDENT LEARNING OUTCOMES

- Describe ways in which human have changed the natural environment.
- Define the term pollution.
- List different kinds of pollution (Land, air and noise)
- Suggest ways for conservation of natural resources.
- Predict that what would happen if natural resources were all used up.

INFORMATION FOR TEACHERS

Definition of pollution:

Any substance that negatively impacts the environment or organism that live within effected environment is called pollution.

Types of pollution.

1. Land pollution i.e. Deforestation Garbage of factories, houses and hospitals, mining and use of chemical fertilizers.
2. Water pollution i.e. polluted water from homes, factories, mixing of drinking water with polluted water due to damaged / leaked water supply pipelines.
3. Air pollution, Smoke of factories, Release of different types of harmful gases.
4. Noise pollution: Noise produce by aero planes, vehicles, machines, Noise produced by fine construction works and industrial machines.
 - ◊ Excessive use of natural resources badly effected the natural environment.
 - ◊ Unnecessary and excessive use of natural resources will create problems for human beings. Crops will not be grown, birds and animals cannot live, shortage of fuel and gas will produce much more difficulties.

Ways to save the natural resources.

- Use of less water.
- Use of renewable energy.
- Choose renewable goods.
- New dams should be constructed for water storage.
- New sources of energy should be explored such as solar and wind energy.
- Plantation campaign should be arranged.
- Deforestation should be avoided and banned.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker, Charts, Flash cards Textbook of General Knowledge Grade III



INTRODUCTION

05 MINUTES

1. Do you make a noise in your class?
2. Do you like to drink dirty water? Yes / No
3. Have you seen smoke in the air? Yes / No
4. Have you planted a tree in your house? Yes / No
5. How can we store the rain water?



DEVELOPMENT

50 MINUTES

Activity 1:

1. Divide the students into four groups and assign them the following topics.
 - ◇ Group 1: Definitions of pollution.
 - ◇ Group 2: Kinds / Types of pollution.
 - ◇ Group 3: Conservation of natural resources.
 - ◇ Group 4: impact of excessive use of natural resources on environment. Ask them to study and discuss assigned topic on relevant pages of textbook General Knowledge Grade III.
2. Ask each group to write main points of assigned topic.
3. Ask group leader to present his / her work.
4. The teacher will help them if they needed.

Activity 2:

1. Divide the students into pairs and distribute flash cards among the pairs.
2. Ask them to write one example of each type of pollution. At the end of this activity student will paste the flash cards on the walls of the classroom.



CONCLUSION / SUM UP

5 MINUTES

Conclude the lesson by telling the students:

1. Use the natural resources carefully.
2. Store the water and avoid to unnecessary use of natural resources.
3. Wastage of natural resources not only cause of pollution but will make our lives difficult on the earth.



ASSESSMENT

5 MINUTES

Ask following questions from the students to assess their understanding.

1. How many types of pollution are there?
2. What would be happen if the natural resources were exhausted?
3. How can we keep our environment clean?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to write kinds of pollution in their note books and show to class on next day.

PROTECTING ENDANGERED AND EXTINCT ANIMALS



STUDENT LEARNING OUTCOMES

- Identify endangered animals (Indus dolphin, Markhor, Brown deer).
- Suggest ways for the conservation of endangered animals.
- Identify extinct animals (Dinosaur).

INFORMATION FOR TEACHERS

1. Endangered animals are those animals whose species are in danger of becoming extinct. This is because of climate change or the place where they live in have been destroyed.
2. Examples of endangered animals:
3. Markhor, Indus Dolphin, snow leopard, Black deer, Marcopolo sheep, Brown bear etc.

Measures for the protection of endangered animals.

- ◇ Creating wild life habitats.
- ◇ Making laws to ban hunting of endangered animals.
- ◇ To be aware the people about endangered animals importance of protection.
- ◇ Extinct animals refers to the termination of species of the animals concerned. Those animals are not existing in this world any more. For example, Dinosaur, Dodo bird, Tasmanian tiger and wild bull.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker, Charts Textbook of G.K Grade III



INTRODUCTION

10 MINUTES

1. Have you ever visited a zoo? (Yes / No)
2. What did you see in the zoo? (animals and birds)
3. Which animal did you like the most in the zoo?

After collecting the responses of the students, the topic will be announce and it will be written on the writing board.



DEVELOPMENT

45 MINUTES

Activity I:

1. Provide a chart of animals and paste on the writing board.

2. Divide the students into three groups. Distribute the flash cards among them. Ask the Group A to identify the endangered animals from the chart and write down their names on their own flash card.
3. Ask the group B to identify the extinct animals from the chart and write down the names of extinct animal on their flash cards.
4. Ask the Group C to identify the animals which found large number in the forest.
5. Ask the each group to present their flash cards in front of the class and then paste them on the wall of classroom..

Activity 2:

1. Divide the students into four groups and give them ten minutes to propose different measures for protection of endangered animals and prepare charts for presentation. Guide and help them during the activity. If they feel any kind of difficulty during this learning process, facilitate and help them. At last appreciate and encourage them.



CONCLUSION / SUM UP

5 MINUTES

1. Tell the student that the species of some animals are decreasing with the passage of time. If measures were not taken for their protection, they will diminish like extinct animals which are no more in this world.



ASSESSMENT

5 MINUTES

Ask the following questions from the students for assessment.

1. What do you know about endangered animals?
2. How can we protect endangered animals?
3. What do you know about distinct animals?
4. Give example of some distinct animals?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Paste the picture of national animal on your notebook and tell whether these are endangered or distinct animal.

FOUNDER OF PAKISTAN



STUDENT LEARNING OUTCOMES

- Introduce Quaid-e-Azam Muhammad Ali Jinnah as the founder of Pakistan.
- Narrate the major events in the life of Quaid-e-Azam Muhammad Ali Jinnah (date of birth, founder of Pakistan, few major contributions and the date when he died).

INFORMATION FOR TEACHERS

1. We live in Pakistan. Pakistan is our beloved country. Its complete official name is Islamic Republic of Pakistan. Its founder name is Quaid-e-Azam Muhammad Ali Jinnah.

Quaid-e-Azam Muhammad Ali Jinnah was born in Karachi on 25th of December 1876. His father name was Jinnah Poonja. He got his early education in Karachi and got higher education in law from England. He became a great lawyer. After completion of education, he started his political life in India in 1906. His struggle was for the independence of India from British rule. He realized that the rights of Muslims in India would not be protected after getting independence from the British's. Because Hindus were in majority and Muslims were in minority. Therefore, Quaid-e-Azam demanded a separate homeland for the Muslims. He struggled hard for this great mission, as a result Pakistan came into being on 14th of August 1947. Therefore, He is called the father of the nation and founder of Pakistan. Quaid-e-Azam was not only the founder of Pakistan, but he was a great man and man of principles, great lawyer, honest, truthful, hardworking and punctual. He did not compromise on his principles. He is the role model for whole the nation. He died on September 11, 1948. His tomb is in Karachi.



DURATION / NO OF PERIODS: 105 MIN/ 03 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook, Writing boards, currency notes of 10, 20, 50, 100 500 rupees.



INTRODUCTION

5 MINUTES

1. Ask the students.
 - ♦ What is the name of our country?
 - ♦ Where is the capital of Pakistan?
 - ♦ When Pakistan came into being?
 - ♦ Who is the father of the nation?
 - ♦ What is the name of Quaid-e-Azam?
 - ♦ Where is the tomb of Quaid-e-Azam?
2. After completion this warm up activity announce that we will know today. About the founder of Pakistan Quaid-e-Azam Muhammad Ali Jinnah.

**Activity 1:**

Distribute the students into five groups and divide currency Notes of 10 Rupees, 20 Rupees, 50 Rupees, 100 Rupees, 500 Rupees and 1000 Rupees among these five groups.



1. Ask the each group to observe which is the common thing in these currency Notes.
2. Allot them 10 minutes for this observation.
3. Ask each group to explain whose picture is there on the currency notes. Ask them to discuss in the group.
4. Ask the group leaders to show Quaid-e-Azam picture on currency notes to other groups.
5. Tell the students these are currency notes of our country Pakistan. Quaid-e-Azam Muhammad Ali Jinnah was the founder of Pakistan. Therefore, his picture is posted on all the currency notes of Pakistan.

Activity 2:

1. Divide the students into pairs. Distribute the flash cards among them.
2. Ask each pair to study the relevant page of textbook and write one Quality of Quaid-e-Azam Muhammad Ali Jinnah on flash card i.e. truthful, honest, punctual, handworker etc.
3. Allot them 10 minutes for this activity call them one by one and ask them to display the flash cards, read the Quality of Quaid-e-Azam loudly and paste the flash cards on the wall.
4. Ask the students to note the Qualities of Quaid-e-Azam on their notebooks.

Activity 3:

1. Draw column on writing board. Quaid-e-Azam.

Quaid-e-Azam Muhammad Ali Jinnah	
Column A	Column B
Date of birth of Quaid-e-Azam	Quaid-e-Azam Muhammad Ali Jinnah
Independence day of Pakistan	23 rd March, 1940
Father of the nation	Sindh Madrasat-ul-Islam Karachi
Resolution of Pakistan	England
Early education	25 th December, 1876
Higher Education	Karachi
Tomb	14 th August 1947
Date of death	1 st Governor General of Pakistan
Quaid-e-Azam Muhammad Ali Jinnah	11 th September 1948

2. Ask the students to match column A with Column B.



CONCLUSION / SUM UP

15 MINUTES

1. Tell the students that we learnt today about the Quaid-e-Azam Muhammad Ali Jinnah that he was the founder of our beloved country Pakistan. He was born in Karachi on 25th December 1876. He got his early education from Sindh Madrasat-ul-Islam Karachi. He got higher education from England and became a famous lawyer. He started his political life. His politics was for the rights of Muslims of sub-continent. In the result of his hard work and struggle Pakistan came into being on 14th of August 1947. Quaid-e-Azam was not a great leader but he was a role model for the nation. He was a man of principles, truthful, honest, straight forward and sincere personality.



ASSESSMENT

10 MINUTES

Ask the following questions from the students to assess the activities.

1. Who is the founder of Pakistan?
2. When Pakistan came into being?
3. When and where Quaid-e-Azam born?
4. When and where Quaid-e-Azam died?
5. Where is the tomb of Quaid-e-Azam?
6. Who was the first Governor General of Pakistan?
7. What is the meaning of Quaid-e-Azam?
8. What are the main principles given by Quaid-e-Azam to the Pakistani nation?



HOMEWORK / FOLLOW UP

10 MINUTES

Direct the students.

1. Write down in your notebooks ten sentences about the life of Quaid-e-Azam.
2. Write down five sentences about the history of Pakistan.

DREAMER AND NATIONAL POET OF PAKISTAN



STUDENT LEARNING OUTCOMES

The student will be able to:

- Introduce Allama Muhammad Iqbal as a personality who expounded the idea of Pakistan.
- Narrate the major events in the life of Allama Muhammad Iqbal (date of birth, National poet, famous poems for children and the date when he died).

INFORMATION FOR TEACHERS

1. Allama Muhammad Iqbal was born in Sialkot on 9th November, 1877. His father name was Sheikh Noor Muhammad.
2. He got his early education in Sialkot and obtained MA Degree from Government College Lahore.
3. He got his higher education from England and Germany.
4. He gave the idea of a separate homeland for the Muslims of subcontinent. He gave the idea of two nations in Khutba Allahabad and through his poetry first time in the subcontinent history that the Muslims and Hindus are two separate nations by their faith, which provided the starting point for the creation of Pakistan. Therefore, he is known as the Dreamer of Pakistan.
5. He served as a teacher at Government College Lahore and practiced law for some time.
6. He was a great poet. The main themes of his poetry include Islam, Muslims, freedom and patriotism. He also had a grand love for the Prophet (ﷺ). He is also known as the National Poet of Pakistan because he reawakened the Muslims of India through his poems. He died in 1938. His tomb is in front of Badshahi Masjid Lahore.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker, charts, textbook of G.K Grade-III, picture of Allama Muhammad Iqbal



INTRODUCTION

10 MINUTES

1. Ask the students whether they have heard the following poems پہاڑ اور گلری، جگنو
Expected answers Yes / No
2. Hang the picture of Allama Muhammad Iqbal on the wall and ask the students whose picture is it?
3. Ask them who has written these poems?
Expected answer: Allama Muhammad Iqbal
4. Now tell them that today our topic is about Allama Muhammad Iqbal.



DEVELOPMENT

45 MINUTES

Activity 1:

1. Divide the students in four groups and allot them the single topic.
The Dreamer of Pakistan.
2. Now tell the students to study the relevant page in the textbook, note main points and write / prepare a speech about Allama Muhammad Iqbal. All the group leaders will deliver a speech. There will be special clapping for the winner.

Activity 2:

Quiz Competition

1. Divide the class into two groups and ask 7 questions from one group and 7 questions from the other group alternatively, the group with maximum correct answers will stand as the winner. Make a score board on writing board and mark the score on relevant box of each group.
2. When was Allama Muhammad Iqbal was born?
3. Where did Allama Muhammad Iqbal get his early education?
4. Where did he pass his MA?
5. Who is known as the poet of the East?
6. Who demanded a separate homeland for the Muslims of subcontinent?
7. Who awarded Allama Muhammad Iqbal the title of Sir?
8. Who wrote the poem of sympathy? *پھر دی*
9. Who is the writer of the poem a child's prayer? *بچے کی دعا*
10. What is the meaning of freedom in Urdu?
11. What is the meaning of Patriotism in Urdu?
12. When did Allama Muhammad Iqbal die?
13. Where is the tomb of Allama Muhammad Iqbal?
14. Where did Allama Muhammad Iqbal go for higher education?
15. For whom most of the poetry of Allama Muhammad Iqbal is?



CONCLUSION / SUM UP

5 MINUTES

1. Tell the students that Allama Muhammad Iqbal is known as the dreamer of Pakistan because he gave the idea of a separate homeland for the Muslims. He is also known as the National Poet of Pakistan because he awakened the Muslim of subcontinent to start struggle for their own homeland.



ASSESSMENT

5 MINUTES

1. Ask a few questions from the list of quiz completion from a few students to assess their understanding.



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to write an essay in their own words on Allama Muhammad Iqbal in their notebooks.

DIFFERENT STAGES OF LIFE SPAN OF PLANTS AND ANIMALS



STUDENT LEARNING OUTCOMES

- Compare different stages of life span of plants and animals (from pictures through observation / Videos etc.)
- Identify the changes in the life span of an animal and a plant.

INFORMATION FOR TEACHERS

1. All living things have the ability to produce organisms of their own kind.
2. Some off springs of animals are like their parents in form and shape at the time of birth. For example lion, goat, dog, cow etc.
3. Offspring's of some animals are not like their parents the time of birth. Later on they assume the form of their parents for example frog, butterfly etc.
4. Living organisms pass through different stages after their birth and growth.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing boards, Marker, Duster, Charts, textbook G.K Grade III.



INTRODUCTION

10 MINUTES

1. What is the difference between living and non-living things?
2. Can living things reproduce?
3. How plants produce?
4. Get their responses and briefly tell them the changes in life span of an animal and a plant



DEVELOPMENT

30 MINUTES

Activity 1:

1. Paste the charts of life cycle of a plant and life cycle of butterfly. Ask the students to observe the charts. Discuss in pairs and write down the different stages shown in the life cycle of plant and butterfly in their notebooks. Teacher should facilitate the students and help them if they needed.

Activity 2:

1. Paste charts of life cycle of hen and frog.
2. Divide the class into suitable groups.
3. Discuss the charts in groups and write down the changes in the life span of hen and frog.

4. On charts and group leader of each group will present to the class.



CONCLUSION / SUM UP

10 MINUTES

Conclude the topic with following key points.

1. All living organisms have the ability to produce organisms of their own kind.
2. At the time of birth some living organisms are similar to their parents. For examples lion, cat, dog etc.
3. At the time of birth some organisms are not similar to their parents for example butterfly and frog etc.
4. The period from birth to reproduction is called life cycle.
5. Life cycle of animals and plants have different stages.
6. The life cycle of plants consists of four stages while the life cycle of birds has three stages. The life cycle of insects consist of four stages.



ASSESSMENT

10 MINUTES

1. Define life cycle?
2. How many stages are there in the life cycle of the butterfly?
3. Tell the name of stages of bird (hen)
4. What happens in the last stage of life cycle of plants?



HOMEWORK / FOLLOW UP

10 MINUTES

1. Read Q1 and Q2 given in the exercise at relevant page in you textbook G.K Grade III write down their answer in your note book.

HEAT AND LIGHT OF SUN HELP TO SUSTAIN LIFE ON EARTH



STUDENT LEARNING OUTCOMES

- Recognize that heat and light of sun help to sustain life on Earth which is the only known planet where life exists.

INFORMATION FOR TEACHERS

- Earth is the only planet where life exists.
- Sun is the main source of heat and light for living things on earth.
- We use heat light of the sun in our daily life.
- Animals eat plants as their food but plants prepare their own food in the presence of sun light.
- Heat and light are necessary for the maintenance of life.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker, Duster, charts, Textbook of G.K Grade III



INTRODUCTION

5 MINUTES

- Why we can not see objects at night?
- Why we can see things clearly in day time?
- What is the major source of light?
- What are the benefits of Sun?
- Why we like to sit in sunlight during winter?
- Can plants grow without the sunlight?



DEVELOPMENT

20 MINUTES

Activity 1:

- Ask the students to switch off the lights and close all the windows and doors of class room.
- Ask them, what are they feeling? (dark)
- Open all the windows and doors and ask them why are they feeling light? (sunlight)
- Tell the students that the source of light is sun.

5. Ask the students to leave the class and stand up in the open sky.
6. Ask them why they are feeling heat?
7. Tell them that the source of heat is sun.

Activity 2:

1. Take two plants of same kind place one plant in sun light while other plant at dark place.
2. Give equal amount of water to these plants on daily basis.
3. Observe the changes in them. Discuss in pairs the changes they observed in height of plant, colour of leaves and other changes in your notebooks.
4. Teacher will guide and facilitate the students during the activity.



CONCLUSION / SUM UP

5 MINUTES

1. Earth is the only planet where life exists.
2. Sun is the major Natural source of Heat and light.
3. We see the objects in day time due to sun light.
4. We use the light and heat of sun in our daily life.
5. Green plants prepared their own food in the presence of sun light.
6. Heat and light of sun help to sustain life on Earth.



ASSESSMENT

5 MINUTES

1. What is the name of that planet where life exists?
2. Which is the biggest source of heat and light on earth?
3. Why plants need sun light?
4. Is life possible without sun?



HOMEWORK / FOLLOW UP

5 MINUTES

1. With the helps of parents / elders write five benefits of sun in your notebook.

HABITAT



STUDENT LEARNING OUTCOMES

- Define the term habitat.
- Describe the different habitats for living things (Polar region, desert, forest, aquatic)
- Name plants and animals which live in each of different habitat.

INFORMATION FOR TEACHERS

1. The place where a particular organisms lives naturally is called its habitat.
2. Forest, grassland, deserts, mountains, Polar Regions and aquatic are natural habitats.
3. Habitat is a natural environment where organisms live / grow and fulfill their needs.
4. Different plants and animals live in different habitat.
5. There are two main habitats.
 - Land habitat
 - Water habitat
6. Land habitat is sub divided into forest, desert and grass land.
7. Water habitat is sub divided into fresh water, marine habitat, coastal habitat and polar habitat.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker, Duster, charts, flash cards, Textbook G.K Grade III



INTRODUCTION

5 MINUTES

1. Where does a fish live?
2. Name any two animals, live in desert?
3. Name any two animals, live on land?
4. Where do the lion, tiger and monkey live?



DEVELOPMENT

20 MINUTES

Activity 1:

Paste two charts:

1. Chart one shows the pictures of land habitat.

- i. Forest ii. Desert iii. Grass land habitat
2. Chart two shows the pictures of water habitat.
 - i. Fresh water ii. Marine water iii. Costrel habitat iv. Polar region
3. Divide the class into two groups.
 - Group A: observe chart (1) "land habitat" and ask them to discuss and write the name of any five animals of forest habitat.
 - Group B: observe chart (2) "water habitat" and ask them to discuss and write the name of any five animals of marine/ water habitat.
 - Group leader of each group present his assigned work.
4. The teacher will facilitate and guide the students.

Activity 2:

- Hang the chart of different animals on the writing board.
- Draw the following table on writing board. Divide the class into four groups and distribute flash cards among them:

Habitat	Plant	Animal
Marine		
Forest		
Grass land		
Desert		

1. Group 'A' may be asked to discuss and write the names of animals and plants of marine habitat.
2. Group 'B' may be asked to discuss and write the names of animals and plants of forest habitat.
3. Group 'C' may be asked to discuss and write the names of animals and plants of grassland habitat.
4. Group 'D' may be asked to discuss and write the names of animals and plants of desert habitat.



CONCLUSION / SUM UP

5 MINUTES

1. Habitat is the place where living organisms are found naturally and get their needs fulfilled.
2. The habitat of living organisms on the surface of earth is called land habitat.
3. The types of land habitat are forest, grassland and desert.
 - ♦ Forest is a large area which is covered by green plants and trees.
 - ♦ Grasslands: Wide area which is covered by grass and bushes.
 - ♦ Deserts are mostly sandy, hot and dry area.
4. The habitat of living organisms in water is called water habitat. The types of water habitat includes pond, river, ocean and Polar Regions.
 - ♦ **Fresh water:**
Rivers, lakes, ponds, streams are included in fresh water.
 - ♦ **Marine Habitat:**
Oceans are biggest water habitat. Large variety of plants and animals are found in this habitat.

♦ **Coastal habitat:**

The area where land and oceans meet.

♦ **Polar region:**

Polar region is the coldest regions and it is covered with snow throughout the year.



ASSESSMENT

5 MINUTES

1. Define habitat.
2. How many types of habitat are there?
3. Name any two land habitat.
4. Name any two water habitat.
5. Name a desert habitat.
6. Name any two Grass land habitat.



HOMEWORK / FOLLOW UP

1. Paste pictures and write the name of any five land habitat in your note books.

ECOSYSTEM



STUDENT LEARNING OUTCOMES

- Briefly introduce what an Ecosystem is
- Identify the environmental factors (Temperature, light, water) that support the life in a habitat.

INFORMATION FOR TEACHERS

1. Ecosystem is a community or group of living organisms that live and interact with each other in a specific environment.
2. Ecosystem contains biotic and abiotic factors.
3. Biotic factors are the living parts of the eco-system e.g. plants, animals and decomposers like bacteria etc.
4. Abiotic factors are the nonliving parts of the eco-system e.g. temperature, light, soil, and water.
5. Ecosystem is different for different animals, For example, the ecosystem of frog is different from the ecosystem of lion.
6. Examples of ecosystem are:
 - Terrestrial ecosystem, Forest ecosystem, Grassland ecosystem, desert ecosystem, tundra eco-system, fresh water ecosystem and marine ecosystem.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker, Charts, Duster, textbook.



INTRODUCTION

05 MINUTES

1. Ask the following questions.
 - ♦ What do you need to live? (food, water, air etc.)
 - ♦ From where did we get our food? (plants and animals etc.)
 - ♦ Where plants grow? (soil, water)
 - ♦ Where animals live? (land, forest, water)
2. After taking their responses announce the topic "eco-system".



DEVELOPMENT

15 MINUTES

Activity 1:

1. Paste a chart of an ecosystem on writing board and ask the students to observe the chart carefully. After mutual discussion write down in the note books about the living and nonliving things shown in picture.

Activity 2:

Ask the pairs to read the relevant pages of their text book and answer the following questions.

1. What is eco-system?
2. What are the main elements of eco-system?



CONCLUSION / SUM UP

5 MINUTES

1. Conclude the topic with following key points.
2. Living and nonliving things present at one place affect each other in specific environment is called Ecosystem.
3. Ecosystem contains two components
 - a. Biotic
 - b. Abiotic
4. Biotic components are living part (animals, plants and microorganism).
5. Abiotic components are nonliving part (e.g. temperature, light and humidity).
6. Ecosystem is different for different animals. e.g. the ecosystem of Frog is different from ecosystem of lion.
7. Examples of ecosystem are forest ecosystem, Grassland ecosystem and fresh water, ecosystem etc.



ASSESSMENT

5 MINUTES

1. What is an ecosystem?
2. What are the two main components of an ecosystem?
3. What is meant by biotic components?
4. What is meant by abiotic components?
5. Tell the Names of any two biotic components?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Draw and write the names of any three living and nonliving things on your notebook.

ADAPTATION



STUDENT LEARNING OUTCOMES

- Understand the ways plants and animals have certain features adapted to their habitat (Camel, Fish, Polar bear, Cacti, Lotus, Pine trees etc.)
- Identify the ways human activities affect the natural habitats.

INFORMATION FOR TEACHERS

1. The appearance of characteristics in a living organisms in a specific habitat due to changing conditions is adaptation.
2. These adaptations are necessary for getting food, protections from climatic changes and enemies.
3. Living organisms prepared themselves for various changes which occur in environment.
4. Camel is an animal of desert. To face desert condition camel has hump, soft and wide feet, long eyebrows.
5. Pine trees grown in cold area have narrow and pointed leaves. Instead of flowers they have cones which remain closed during winter.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker, Charts, Duster, textbook Grade III, prepared chart having pictures of camel, pines, bear and frog.



INTRODUCTION

10 MINUTES

1. Paste prepared chart on writing board.
2. Ask the following questions.
 - ♦ Have you ever seen a camel?
 - ♦ How camel is able to survive in desert?
 - ♦ Have you ever seen pine trees in cold area?
 - ♦ Why pine trees have narrow and pointed leaves?
 - ♦ Introduce the topic "Adaptation". Who is worthy of worship?
 - ♦ Have you ever been to Masjid?



DEVELOPMENT

45 MINUTES

Activity 1:

1. Divide the class into three groups and give the following charts to each group.
 - ♦ **Group A:** a chart showing camel and cactus plant of desert area.
 - ♦ **Group B:** a chart showing fish and lilies of aquatic habitat
 - ♦ **Group C:** a chart showing polar bear and pine trees of cold area.
2. Ask the groups to study the adaptations found on their assigned charts from their textbook and write down the main adaptations in note books.
3. The group leader of each group present the key points of their assigned task. Teacher should facilitate and guide during activity.

Activity 2:

Ask the students to open the relevant pages of their text books and write down the main points of "effects of human activities on land habitat and Water Habitat and answer the following questions.

4. How human activities effect the land habitat?
5. How human activities effect the water habitat?



CONCLUSION / SUM UP

5 MINUTES

Conclude the main points of the topic.

1. Living organisms adopt themselves according to their environment.
2. Living organisms prepared themselves for various changes, which occur in environment.
3. Evaluational process where a plant and an animal become suited to living in a particular habitat is called adaptation.
4. Changes may occur in body of the animal and in structure of plants according to their habitat.
5. Camel is a desert animal. It has hump to store food for many days. The soft and wide feet of camel help it to walk on sand.
6. Cactus plant is found in desert area. Therefore these plants have hard and thick cuticle in order to increase their capacity to store more water.
7. Polar bears are found in Polar Regions. The skin of polar bears is thick, hard and have fatty layer under the skin which protects bear from cold.
8. Pine trees are found in cold area. These have narrow and pointed leaves.
9. Fishes are found in water having fins on both side of their bodies which help in swimming.
10. Usually Lilies are found in water having big and flat leaves, which help them in floating.
11. Human beings are effecting natural habitats for their own benefits.
12. Human activities are destroying forest and polluting water.



ASSESSMENT

5 MINUTES

Ask the following questions.

1. Why camel has hump?
2. Why fish has fins?
3. Where cactus are found?
4. What is the shape of cactus leaf?

5. Which trees have Cones?
6. Write two effects of human activities on natural habitats?



HOMEWORK / FOLLOW UP

5 MINUTES

1. With the help of parents write down the three effects of human activities on land habitat and water habitat in their notebook.

FOOD AND ITS BASIC GROUPS



STUDENT LEARNING OUTCOMES

- Recognize that plants make their own food in the presence of sun light.
- Recognize that different animals eat different kinds of food.
- Identify certain food groups as fruit, vegetable, Grains, dairy product, meat and dry fruits.

INFORMATION FOR TEACHERS

1. Living organisms need energy for their life. They get energy from food.
2. All living organisms do not eat same type of food. Different animals eat different food.
3. Animals are divided into three groups on the basis of food types.
4. Some animals only eat green plants e.g. Goat, Cow, Rabbit etc. they are called herbivores.
5. Some animals eat meat of other animals e.g. Lion, wolf, tiger etc. are called carnivores.
6. Some animals eat both green plants and meat e.g. Human beings, Crow, rat etc. they are called omnivores.
7. Food is divided into fruits and vegetables, Grains, Dairy products, meat and dry fruit.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker, Duster, Charts, Textbook G.K Grade-III



INTRODUCTION

5 MINUTES

1. Ask following question.
 - ♦ What you like to eat?
 - ♦ Why do we eat?
 - ♦ When you feel more energetic?
 - ♦ Tell the names of any two fruits?
 - ♦ Tell the names of any two vegetables?
2. After taking their responses teacher will introduce the topic “food and its basic groups”



DEVELOPMENT

15 MINUTES

Activity 1:

1. Divide the class into three groups
2. Paste charts of different animals on writing board and draw three columns on writing board.

HERBIVOROUS	CARNIVORES	OMNIVORES

3. Ask students to carefully observe the chart and tell the names of animals who eat plants, animals and both plants and animals
4. Take the responses and write it in relevant column.

Activity 2:

1. Divide the whole class in to 5 groups and ask them to open relevant pages of their text book and discuss the assigned topic with group. group 1: fruits and vegetables, group 2: grains, group 3: dairy products, group 4: meat, group 5: dry fruit.
2. After allotted time group leader will present their finding with whole class.
3. Conclude the activity by sharing the importance of balance diet.



CONCLUSION / SUM UP

7 MINUTES

Conclude the topic with following key points.

1. All living organisms need energy to live.
2. Living organisms get energy from food.
3. Green plants prepare their own food.
4. On the basis of food, animals, are divided into three groups, herbivores, carnivores, and omnivores.
5. Food is divided into many groups which include fruits, vegetables, meat, grains, dairy products and dry fruits.
6. Milk makes teeth and bones strong, meat is important for growth similarly vitamins and minerals are obtained from fruits and vegetables.



ASSESSMENT

5 MINUTES

Ask following questions

1. On the basis of food how many groups of animals are there?
2. What are carnivores?
3. Tell the names of any two herbivores?
4. Which diet is necessary for strong teeth and bones?
5. On the basis of food you belong to which group?



HOMEWORK / FOLLOW UP

3 MINUTES

1. Paste two pictures of herbivore, carnivores and omnivores on your notebook.

BALANCE DIET AND FACTORS



STUDENT LEARNING OUTCOMES

- Define a balanced diet.
- Recognize that healthy living requires eating a balanced diet, keeping clean, sleeping well and exercise regularly.
- Identify the ways to get sufficient exercise to stay healthy.

INFORMATION FOR TEACHERS

1. We need balanced diet which contains all basic groups of food for a healthy and active life.
2. Food contains fruits, vegetables, grains, meat, milk and eggs etc. is called Balanced diet.
3. Balanced diet is essential for healthy life.
4. A part from balanced diet, cleanliness, proper sleep, and Exercise are necessary for healthy life.
5. Children who do not get enough healthy diet, may fall growth and face health



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker, charts, Duster, Textbook of General Knowledge Grade-III.



INTRODUCTION

5 MINUTES

1. Do you like to eat fruits?
2. What is your favorite fruit?
3. What is your favorite vegetable?
4. Why we wash our hands before and after meal?
5. Why we need proper sleep?
6. What is your favorite game?
7. Why you play game?



DEVELOPMENT

20 MINUTES

Activity I:

1. Hang the chart of fruits and vegetables in front of class.
2. Divide the class into four groups.

- Ask each group to discuss and write the names of four fruits and vegetables, you like and complete the following task.

S. No	Name vegetables / Fruit	Season in which found	Colour
1			
2			
3			
4			

- Group leader will present his assigned group work.guidance.

Activity 2:

- Divide the class into three groups.
 - Group A may be assigned the Topic “cleanliness”.
 - Group B may be assigned the Topic “proper sleep”.
 - Group C may be assigned the Topic “Exercise”
- Ask the groups to read the assigned topics in their textbooks and write the key points of the assigned task on charts.
- Group leader of each group will present his chart.



CONCLUSION / SUM UP

5 MINUTES

- The diet which contains all groups of food is called a balanced diet.
- A balanced diet provides the body with essential nutrition's.
- Without balanced diet, your body may face numerous health problems.
- A part of balanced diet, clean environment, regular exercise and proper sleep are necessary for healthy life.
- Proper sleep makes the body fresh and ready to work.
- Regular exercise keep the body strong, healthy and protects it from diseases.
- Riding bicycle, swimming and playing different games keep the body healthy.



ASSESSMENT

5 MINUTES

- What will happen, if we don't eat balanced diet?
- Tell the three measures for cleanliness?
- Name any three fruits available in summer?
- Why proper sleep is necessary for good health?
- What is your favorite game?
- What are your feelings after you finish your game?
- Why milk is necessary for children?



HOMEWORK / FOLLOW UP

- Discusses with your parents about cleanliness and write down 05 measures of cleanliness in your notebook.

THE COMMUNITY



STUDENT LEARNING OUTCOMES

- Define community and its importance.
- Describe the activities that individuals perform for the welfare of the community.
- Identify key problems in their local area (Shortage of drinking water, lack of health and educational facilities, poor sewerage system etc.)

INFORMATION FOR TEACHERS

1. Definition of community.
2. A group of people living in the same area and having common characteristics and having common issues is called community.
3. People living in a community support each other. For example, A teacher teaches children, a doctor treats patients and a farmer grows farinas. Thus, they all work for the welfare of community.
4. Due to increasing population, the community have some problems, which can be solved individually. Whereas some problems need the help of others / government.
5. Some main problems are as under.
 - ♦ Shortage of drinking water.
 - ♦ Lack of educational Facilities.
 - ♦ Lack of Health facilities.
 - ♦ Poor sewerage system.
6. The above mentioned problems can be solved with the co-operation of community. If the community do not waste the water and manage the water utilization and store the rain water this problem will be solved automatically.
7. Every community member should realize that the cleanliness of his surrounding area is his own duty therefore, dirty water should not be stands in streets which is the cause of spread of diseases. It is the duty of every citizen to clean his streets and drains in front of his house.
8. Lack of educational and health facilities issues should be resolved by the government.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook for General Knowledge of Grade- III
- Writing board, Marker, chart, Flash cards.



INTRODUCTION

15 MINUTES

Ask the following questions.

1. How many people live in your home?
2. How many people live in your village / town / city?
3. Why people live together?
4. Can you build your house?
5. Who build house for you?
6. Do you appreciate the meson?
7. Who sew your cloths / uniform?
8. Do you realize the services of tailor?
9. Do you clean your street?
10. How can you solve the problem of shortage of drinking water?



DEVELOPMENT

30 MINUTES

Activity 1:

1. Divide the students into three groups equally.
2. Ask group A to sweep and clean their classroom.
3. Group B clean the school ground area and drains of school.
4. Group C clean the surroundings area of school.
5. Allot them for this activity 15 minutes. After completion the activity, together the groups and tell them that you belong to different families but you are studying in class 3rd of the same school.
6. You can help one another. All of you take part in cleanliness of school similarly with the help of community we can solve our local problems. Therefore, you should take part in cleanliness of your masjid, Hujra, community center and your streets.

Activity 2:

1. Prepare a chart given below on writing board.
2. Ask the students to look at the checklist at the chart pasted on writing board whether the facilities available or not available in your village / town.
3. Fill the relevant column as given answers by students.

S. No	Facilities	Yes / No
1	Clean drinking water	
2	Drainage system	
3	Primary school for boys	
4	Primary school for girls	
5	Play ground	
6	Wash rooms in school	
7	Community center	
8	Proper system for garbage disposal	
9	Mosque	
10	Telephone / Internet	
11	Electricity	
12	Sui Gas	



CONCLUSION / SUM UP

10 MINUTES

1. Tell the students.
2. Human beings live together because they need help one another.
3. Anyone cannot fulfill his needs but he needs the help of society. Community work together and every member of community help the others Therefore every parson and profes- sion is important in community.
4. Due to increasing of population community face some problems i.e.
5. Shortage of drinking water.
6. Lack of educational and health facilities.
7. Poor sewerage system.
8. We can solve these problems with the help of community by realizing our duties.



ASSESSMENT

10 MINUTES

Ask the question.

1. Do you have the facility of clean drinking water?
2. Do you have proper drainage system in your village / Town?
3. Do you have play ground in your village / Town?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to make a list of facilities which they have in their village / Town.
2. Prepare a list of shortage of facilities they have need.

THE ROLE OF GOVT AND CITIZENS



STUDENT LEARNING OUTCOMES

- Recognize that citizens, organize themselves to meet their needs.
- Describe what the Government does to meet the needs of citizens.

INFORMATION FOR TEACHERS

1. People live together where they help each other. No one can fulfil his needs alone without the help of others, Each and every person need others help. For example people build Masjid for their Mohallah by organizing themselves, construct Hujra by unity and other welfare projects completed by the unity of the society.
2. Many of the basic local issues can be resolved by the organizing and unity of the citizens at local stage.
3. Through local bodies elections people elect their representatives who belong to local area. They know the basic issues / problems and can resolve them with the help of the Government.
4. Government establishes different departments to fulfil the needs of citizens just like Education Department for providing educational facilities, public Health Department for providing clean drinking water, WAPDA for providing electricity etc.
5. Government cannot meet the needs of citizens without their co-operation. Due to lack of resources, government cannot meet all the needs of the people.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Textbook for General Knowledge of Grade- III
- Writing board, Marker, Chart, Flash cards.



INTRODUCTION

5 MINUTES

1. Ask the questions.
 - ◊ Who build Masjid in you Mohallah?
 - ◊ Who build Hujra?
 - ◊ Who is the provider of educational & health facilities?
 - ◊ What is the function of Public Health Department?
 - ◊ Who has provided the facility of Post office?
2. Announce to-day we will learn about the organization of people and efforts of government to fulfil the basic needs.



DEVELOPMENT

20 MINUTES

Activity 1:

1. Divide the class into seven groups.
2. Distribute the flash cards among them. Write a name of welfare organization on one card. Distribute one card to one group. Ask them to identify the organization and discuss among the group.
3. Allot them 10 minutes for discussion. Supervise and help them during activity.
 - ♦ Anjuman Himayat-e-Islam
 - ♦ Edhi Foundation
 - ♦ Sahara Welfare Foundation
 - ♦ Minhaj Welfare Foundation
 - ♦ Akhuwat Foundation
 - ♦ Hilal-e-Ahmar
 - ♦ Al-Khidmat Foundation
4. After the discussion, call group leaders one by one to present the information about the welfare organization discussed in the group.
5. Tell the students these welfare organizations serve and help the people throughout the country. These welfare organizations are role models in resolving issues and problems of the people.

Activity 2:

1. Draw a column on writing board that shows the Government efforts to meet the needs of citizens by establishing institutions.
2. Ask the students to match column A with column B and identify the role of different departments in the resolving issues and problems of the citizen.

Column A	Column B
Education Department	Hospitals
Construction & work Department	Electricity
WAPDA /PESCO	Drinking water
Public Health Department	Roads / Buildings
Health Department	Schools / Colleges
Law & order	Telephone / Internet
PTCL (Pakistan telecommunication limited)	Police



CONCLUSION / SUM UP

5 MINUTES

Tell the students that:

3. Human live together to meet their needs. If they work together and organize themselves, they can solve many of the problems and issues themselves.
4. Many welfare organizations in our country provide the services to the citizens and help them. Eidhi Foundation, Al-Khidmat Foundation, Red Crescent Sahara Foundation and many other organizations are serving and helping the citizens.
5. Government is trying its best to resolve the basic issues of citizens by establishing different departments and appoints officials in every District & Tehsil of concerned departments to resolve the citizen's problems at their doorstep. Citizens should organize themselves, help and co-operate with the Government officials and departments.



ASSESSMENT

5 MINUTES

1. Ask the following questions from the students to assess their learning.
2. Name any two organizations working in Pakistan for the welfare of citizens?
3. Who provide the health & education facilities to citizens?
4. Which building has been constructed by the co-operation of citizens in your Mohallah?
5. What can you do by organizing yourselves in your school?



HOMEWORK / FOLLOW UP

1. Ask the students to make a list of welfare work done by people and a list of welfare work done by Government in your village / Town.

ROLE OF GOVT AND PEOPLE



STUDENT LEARNING OUTCOMES

- Suggest ways the Government and people can work together to meet the people's needs in the area.
- Identify ways they can demonstrate good citizenship (playing fairly, helping others, following rules, Taking responsibility for one's actions).
- Identify the personal traits of good citizens (Trustworthiness, respect for law, responsibility, honesty, tolerance, gender equality and respect for other's rights).

INFORMATION FOR TEACHERS

1. In the modern world, it is the collective responsibility of Government and citizens to work together and resolve all the issues and problems of the locality.
2. If the citizens assist the Government institutions, many problems can be resolved quite easily.
3. For example traffic problems can be resolved if the people cooperate with traffic police. The standard of cleanliness can be improved if the people cooperate with the Government. There are many other problems which people can solve on their own hands.
4. For example the people of a locality can resolve the problems of clean drinking water, sewerage and cleanliness. Similarly, they can build masjid, school, playground and hospital where necessary.
5. The Government cannot resolve all the issues within its limited resources.
6. To be a good citizen, everyone needs to possess the following characteristics.

(i) Truthfulness	(ii) Respect for law	(iii) Honesty
(iv) Tolerance	(v) Equality	(vi) Respect for others



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook for General Knowledge of Grade- III
- Writing board, Marker, chart, Flash cards.



INTRODUCTION

5 MINUTES

1. Do you clean your houses regularly?
2. Do you clean your streets regularly?
3. Do you throw garbage in drains?
4. Has anyone donated a piece of land for masjid, school or playground in your locality?
5. So today our topic is: The role of Government and people.



DEVELOPMENT

20 MINUTES

Activity 1:

1. Divide the class into six groups.
2. Group 1 and 4 will prepare the list of the facilities that the Government has provided in their locality.
3. Group 2 and 5 will prepare a list of facilities that the people have established by themselves in their locality.
4. Group 3 and 6 will prepare a list of those facilities which the people and Government have collectively provided to the locality.
5. Group leaders will present their findings (work) in front of the class. Provide feedback if needed.

Activity 2:

Provide the following list to all the students of the class and tell them to fill it up just to identify that how many good traits they do possess.

	Statements	Yes	No	Sometime / seldom
1	Do you respect your mother / elder?			
2	Do you tell a lie?			
3	Do you forgive your younger brother / Sister?			
4	Do you avoid quarreling / fighting with your friends?			
5	Do you do your homework regularly?			
6	Do you tell the Truth always?			
7	Do you follow traffic rules when crossing the road?			
8	Do you wait for your turn when playing?			
9	Do you control your anger when hungry?			
10	Do you help others?			



CONCLUSION / SUM UP

3 MINUTES

1. The Government is always working for the welfare of its people, but it cannot meet all the needs of the people because of limited resources. Therefore, it is very important that the Government and people should work together to meet the requirements of the locality/ country.
2. As a good citizen, It is our responsibility to tell the truth, respect the elders, love the younger's, follow the laws, help the others and avoid quarreling.



ASSESSMENT

5 MINUTES

Ask the following questions from the students to judge their understanding.

1. Do the Government need your help in welfare activities?
2. How can you help the Government in welfare activities? Mention only one point.
3. Do you follow traffic rules?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Enlist those activities with the help of your parents where people have helped the Government in providing facilities to the locality.

DISAGREEMENTS / CONFLICTS AND THEIR REASONS



STUDENT LEARNING OUTCOMES

- Recognize disagreements / conflicts that occur at home, in school and in the local community.
- Identify feelings of people in different conflicting situations.
- Identify reasons for disagreement with friends and family members.

INFORMATION FOR TEACHERS

1. Different people have different views on the same issue or different people have different approaches on the same issue. They do not agree on one point. This is called disagreement.
2. People respond in different ways at the time of conflicting situation.
3. The following are the main reasons for disagreements.
 - ◊ Differences in likes and dislikes.
 - ◊ Not waiting for one's turn.
 - ◊ No respect for the opinion of others.
 - ◊ Not listening to others carefully.
 - ◊ Looking one side of the picture and do not try to look the other side.
 - ◊ Thinking himself superior than other.
 - ◊ Thinking own opinion right and the others opinion wrong without listening.
 - ◊ Lack of knowledge and tolerance.
 - ◊ Overall impact of the behavior of society.
 - ◊ Lack of Islamic values.



DURATION / NO OF PERIODS: 105 MIN/ 03 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook for general knowledge of Grade- III. Writing board, Marker/chalk, Duster and charts,



INTRODUCTION

10 MINUTES

1. How many students are there in your class?
 2. How many among them are your friends?
 3. Why are all people not our friends?
 4. What makes you angry?
 5. What do you do at the time of anger?
- Now announce the topic, "Disagreement / Conflicts and their reasons".



DEVELOPMENT

70 MINUTES

Activity 1:

1. Divide the students into three groups.
2. Ask them to read and discuss the relevant page of the textbook.
3. Display a prepared chart of different conflicts which generally occur in our lives. (e.g conflict on taking turn, having seat, having toys etc.) and give flash cards to the groups.
 - ♦ Group -I: Make a list of disagreements (in the light of displayed chart) often occur at home.
 - ♦ Group-II: Make a list of disagreements which occur at school.
 - ♦ Group-III: Make list of disagreements which occur in our society.
4. All the group leaders will display their charts on the writing board and read it loudly in front of the class.

Activity 2:

1. Select ten students among the class.
2. Provide seven chocolates to the selected students.
3. Ask them to distribute the chocolates among the selected students.
4. Select two students who note the response of those students who did not obtain any chocolate. (One of them remain silent, the second one shows minor anger and the third one attacks on other student to obtain chocolate).
5. Ask one of the selected students to read the main points loudly.
6. The teacher observe the acuity and guide the students briefly. It shows that all the three deprived students reacted differently in the same situation.

Activity 3:

1. Divide the students into two groups.
2. Ask the students to read and discuss the relevant topic from the textbook.
3. Group-I: Make a list of reasons for disagreements with friends.
4. Group-II: Make a list of reasons for disagreements with family members.
5. Ask each group leader to read the list of disagreements loudly.
6. The teacher observe and express that different conflicts have different reasons.



CONCLUSION / SUM UP

10 MINUTES

Write the main points of the topic on writing board and discuss briefly.

1. Disagreements / conflicts:

Different people have different views in the same situation.

2. Different people have different feelings:

Different people show different response at the time of disagreements.

3. Main reasons for disagreement / conflicts:

There are many reasons for disagreements i.e. not listening of other opinions, not respecting others, lack of tolerance and knowledge thinking himself superior then other.



ASSESSMENT

10 MINUTES

1. What do you know about the disagreements?
2. Why do conflicts often occur among people?
3. Do people have same feelings in conflicts situations?
4. Tell two reasons for disagreement?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to discuss reasons for disagreement with their parents.

PROBLEM-SOLVING METHODS TO RESOLVE DISAGREEMENTS / CONFLICTS



STUDENT LEARNING OUTCOMES

- Identify the ways in which people resolve conflicts / disagreements at home and school.
- Apply discussion and problem solving methods to work out disagreement.

INFORMATION FOR TEACHERS

1. People can resolve their conflict / disagreement by adopting these ways.
 - ♦ Admitting one's own mistakes.
 - ♦ Apologizing for mistakes.
 - ♦ Forgiving other for their mistakes.
 - ♦ Giving respect to others.
 - ♦ Controlling anger and emotions.
 - ♦ Listening others carefully and respectfully.
2. All the above are different ways of resolving conflicts / disagreement.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook for General Knowledge of Grade- III,
- Writing board, Marker/chalk, Duster and charts,



INTRODUCTION

10 MINUTES

1. Have you seen any dispute between two persons in your street?
2. What was the reason for their dispute?
3. What was happened at the occasion.
4. What was the role of people at that time.
5. How did they resolve their dispute?
6. What should we do when we know about other people conflict?

Announce today's topic "Problem solving methods to resolve disagreement / conflicts.



DEVELOPMENT

40 MINUTES

Activity 1:

1. Prepare a questionnaire having questions about problem-solving ways.

For example:

- ◊ Who is the elder of your family?
 - ◊ Who resolve the disputes of your family?
 - ◊ How people resolve the dispute of your village?
 - ◊ Do you know what is Jirga?
 - ◊ Why did police come to your village
2. Divide the students in suitable groups.
 3. Provide each group a copy of the same questionnaires.
 4. Ask the students to discuss in pairs all the questions and answer them according your approach.
 5. Allot them 15 minutes for discussion.
 6. Each group leader write their answers on the writing board such as

Group - 1

Group - 2

Group - 3

Activity 2:

1. Arrange a role play.
2. Select five students randomly from the class.
3. One of them play the role of mediator / elder.
4. One of them claim that the other student torn his book.
5. The second student will claim that the other student broken his pencil.
6. Mediator will decide peaceful decision between the opposite parties to resolve the conflict.
7. Student-1 act as apologizer and admit his mistake and apologize for his mistake.
8. Student-2 looser / effected act as looser and forgive him.

**CONCLUSION / SUM UP**

5 MINUTES

1. Write main points of today's topic on the writing board.
2. Ways of resolving conflicts: Admit one' mistakes.
3. Discussion: Apologizing for your mistakes.
4. Respecting elders: Forgiving other for their mistakes.
5. Listening your fellows respectfully: Controlling your anger and emotions.

**ASSESSMENT**

10 MINUTES

1. A chart with multiple traffic signs shall be pasted on the writing board and teacher shall How can one control his anger?
2. Why should we admit our mistakes?
3. What are the virtues of forgiveness?
4. What are the benefits of resolving conflicts among others?

**HOMEWORK / FOLLOW UP**

5 MINUTES

1. Discuss the ways of resolving conflicts with your family members.

MATTER AND ITS STATES



STUDENT LEARNING OUTCOMES

- Identify matter and its states.
- Recognize basic differences between states of matter such as, water, through physically observable properties (shapes and size).

INFORMATION FOR TEACHERS

1. Anything that occupies space and having mass is called matter. (e.g.) stone, water, air etc.
2. Every matter (Solid, liquid, gas) is made up of very small particles called atoms.
3. Matter exists in three states. (i) Solid (ii) Liquid (iii) Gas
4. All three states of matter have different characteristics regarding shapes and volume.
5. States of matter are interchange able.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Textbook for general knowledge Grade- III. Writing board, Marker, Duster and charts.



INTRODUCTION

5 MINUTES

1. Tell the names of things around you in classroom?
2. Have these things any Mass?
3. Whether these things have any mass?
4. What happens when water is kept in freezer?
5. Name three states of water?
6. Introduce the topic “matter and its states”.



DEVELOPMENT

15 MINUTES

Activity 1:

1. Write the words: chair, table, pencil, rubber, milk, Book, water, Bag, air, filled Balloon on writing board or show them pictures if easily managed.
2. Ask the students randomly to tell the states of these things and also write down the states of these things in your notebook.

Activity 2:

Demonstrate this activity by taking some cubes of ice in beaker and heat them. Students observe and will write the answers of the following question.

1. Which state does the ice change in?
2. Heat more and observe the changes that occur?
3. Why did the changes in ice occur?



CONCLUSION / SUM UP

8 MINUTES

1. Anything which occupy space and have mass is called matter.
2. Matter has three states, solid, liquid and gas.
3. The three states of matter are different from each other due to their physical characteristics.
4. The state of matter can be changed due to heat.



ASSESSMENT

5 MINUTES

1. How many states of matter are there?
2. Tell the three states of water?
3. Why did the changes occur in the state of matter?
4. Tell any two examples of matter?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Write the three states of Matter, along with example in your notebook.

SOURCES OF ENERGY



STUDENT LEARNING OUTCOMES

- Recognize that energy is required for doing work.
- Understand that sources of energy are used for many things (move an object, heating, lighting, transportation, electric appliances etc.)
- Identify natural sources of energy (e.g. the sun, wood, flowing water, wind, coal, oil, gas).

INFORMATION FOR TEACHERS

1. The ability to do work is called Energy.
2. Energy is required to cook food, to drive a car or push an object.
3. Human beings need different tools to make their lives comfortable. Energy is required for these tools to work.
4. Sun is the biggest natural source of Energy.
5. Other natural sources of energy are flowing water, air, coal, Natural gas and crude oil etc.
6. Everything present around us either uses or provides energy.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker/chalk, Duster and charts, textbook G.K Grade-III



INTRODUCTION

5 MINUTES

1. What is used to cook the meal?
2. Can we do any work without energy?
3. What is used to run motorcar or bus?
4. Name any two natural sources of energy?
5. Which is the biggest natural source of energy?
6. What are the uses of gas.



DEVELOPMENT

15 MINUTES

Activity 1:

1. Divide the class into four groups and ask them to study the relevant pages of the text book.
2. Group A may be asked to discuss and write the uses of sun on chart.

- Group B may be asked to discuss and write the uses of coal on chart.
- Group C may be asked to discuss and write the uses of oil on chart.
- Group D may be asked to discuss and write the uses of gas on chart.
- Ask each group leader to present his group work in the class.

Activity 2:

- Hang the following chart in front of class and ask random students to tell the source of energy, the following use.

	Pictures	Sources of energy
1	Car	
2	Sailing boat	
3	Burner	
4	Water mill	
5	Motor bike	

- Facilitate and guide the students.



CONCLUSION / SUM UP

5 MINUTES

Conclude the topic with key points.

- The ability to do work is called energy.
- Energy is a basic need of life.
- No work can be done without energy.
- We cannot cook food or drive car / bicycle without energy.
- Sun, air, coal and gas natural sources of energy.
- Sun is the biggest source of energy.



ASSESSMENT

5 MINUTES

- What is an energy?
- Name any two natural sources of energy.
- Name two uses of natural gas.
- Which source of energy is used for generating electricity? (flowing water, oil, wind)



HOMEWORK / FOLLOW UP

- Write any five domestic uses of electricity in your notebook.

LIFE IN THE PAST AND PRESENT AGE



STUDENT LEARNING OUTCOMES

- Recognize that present time is different from the past in terms of living style, food, communication, clothes etc.
- Identify how schools, communities and transportation have changed over time (from the given pictures).
- Sequence events in narrative in chronological order.

INFORMATION FOR TEACHERS

1. In past people lived in caves.
2. They used to eat uncooked vegetables, fruits, seeds and meat etc.
3. They used horses, donkeys and other animals for transportation.
4. They used skin of animals to cover themselves.
5. They used stones, wood and animals bones as tools.
6. In present time, life has been made comfortable by modern machines.
7. With the invention of wheel, man has made different machines, vehicles, and electrical appliances.
8. Present life is completely different from that of the past.



DURATION / NO OF PERIODS: 105 MIN/ 03 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker/chalk, Duster, charts and flash cards, text book of G.K grade-III.



INTRODUCTION

10 MINUTES

1. How did the people travel in past?
2. What the people in the past used to eat?
3. What is your favorite food?
4. How do you travel to school?
5. Have you seen an aeroplane?
6. What is an aero plane used for?

Today we will discuss about “Life in the past and present age”.

**Activity 1:**

1. Make pairs of students.
2. Ask them to read the relevant pages of the textbook and discuss with each other about the present and past life style of the people.
3. Make a list of food, clothes, means of transportation, and living facilities on chart that were used in past with the help of students.
4. Make a list of facilities, we use at present time with the help of students.

List of facilities man used in the past	List of facilities we use at present

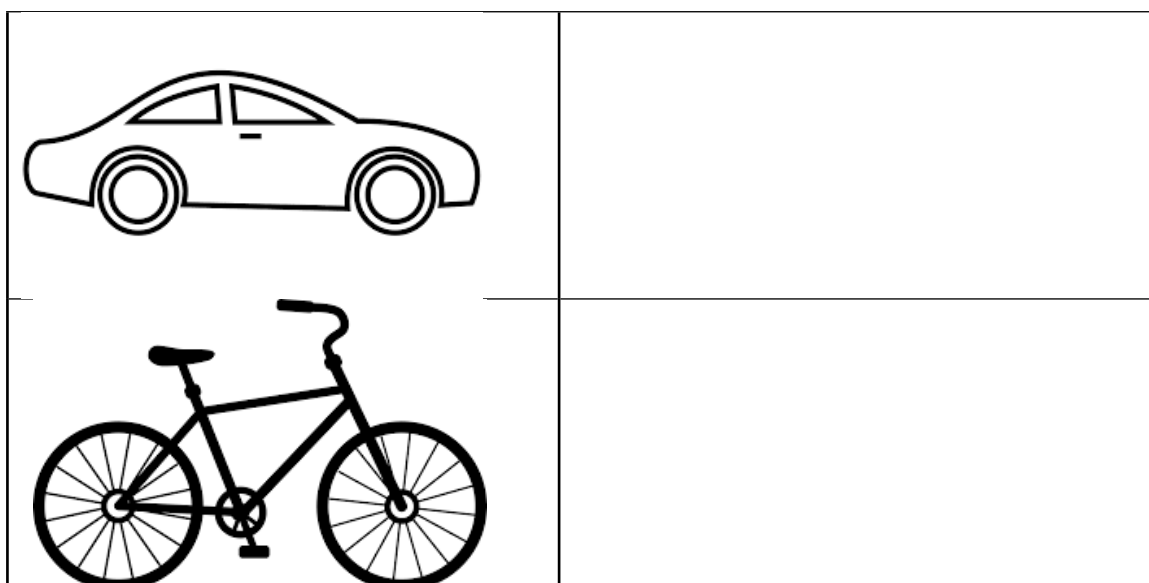
5. Ask random students to read both the list in front of the class.






Activity 2:

1. Make suitable groups of the students.
2. Provide flash cards of educational institutions, means of transportation, foods, clothes, and life style in the past and present age.
3. Now ask each group to separate flash cards of present and past age facilities.
4. Ask each group to paste the flash cards of past age facilities on one side of the board and the modern age facilities on the other side.
5. Tell the students that how did the world changed with the passage of time?
6. Facilitate and guide the students.

Activity 3:

1. Paste a prepared charts of means of transportation used in different ages.
2. Ask random students to number the pictures in chronological order and repeat this activity randomly.



3. Ask random students to read both the list in front of the class.



CONCLUSION / SUM UP

5 MINUTES

Conclude the topic with key points.

1. People in past traveled by foot or used animals like donkey and horse.
2. Past people used seeds, fruits, uncooked vegetables, and wild roots as food.
3. Present people use cars, trains, busses and aero plane for traveling.
4. They eat delicious foods and wear neat and clean clothes.
5. Present people use different machines to make the life easy and comfortable.



ASSESSMENT

5 MINUTES

1. What did the people of past time eat?
2. What did the people of past time use to travel with?
3. Name five means of transportation of past time?
4. Name five means of transportation of present time?
5. What is the fastest means of transportation in present time?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to collect five pictures of past and present time means of transportation and paste them in your note books.

RECENT INVENTIONS HAVE CHANGED THE LIVES OF PEOPLE



STUDENT LEARNING OUTCOMES

- Describe what an invention is.
- Identify major recent inventions (e.g. electricity, aero plane, computer, internet etc.)
- Analyze recent inventions (Electricity, computers, phone and internet etc.) have changed the lives of the people.

INFORMATION FOR TEACHERS

1. Invention can be defined as a creation of new device as a result of study and experimentations.
2. Recent inventions like aero plane, computer, mobile phone and internet have made the life of mankind easy.
3. Modern machines have lessened the burden of labour, shortened the distances, minimized the dangers, made the life easy and changed the world totally.
4. Some modern inventions are computers, mobile phones and internet. Computers are used to impart knowledge, information, diagnose diseases, predict weather etc.
5. Mobile phone is used to communicate quickly.
6. Internet interconnects users.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Textbook for general knowledge of Grade- III
- Writing board, Marker/chalk, Duster, Mobile phone, Pictures of Radio, Laptop, Tablet, bulb.



INTRODUCTION

5 MINUTES

1. Teacher will call any volunteer student and give him/ her mobile phone and ask the student what is the use of mobile phones.
2. How it is charged? (Electricity)
3. Now announce the topic "Recent inventions changed the lives of the people".



DEVELOPMENT

15 MINUTES

Activity 1:

1. Divide the students into three groups.
2. Ask them to read the relevant pages of textbook and discuss modern inventions in their

groups.

3. Paste the chart of recent inventions i.e. radio, mobile phone, laptop, iron, tablet, bulb, wall clock on writing board.
4. Teacher will draw following table on writing board.
5. Ask the groups to make a list of these things on charts and write the uses with mutual discussion.

	Article	Uses
1		
2		
3		
4		
5		
6		

6. Each group present their work in front of the class.

Activity 2:

1. Ask group-I to discuss the uses of electricity.
2. Ask group-II to discuss the uses of computer.
3. Ask group-III to discuss the uses of mobile phone.
4. Teacher will give feedback where required.



CONCLUSION / SUM UP

5 MINUTES

1. The creation of new device as the result of study and experimentation is called invention.
2. Aero plane, computers mobile phones, internet, space ships, satellite are some major recent inventions.
3. Aero planes have made our journeys fast and comfortable, internet has strengthened the communication system, weather satellite predicts about weather changes.
4. These inventions have changed the lives of the people.



ASSESSMENT

5 MINUTES

Ask following questions.

1. Name some recent inventions?
2. How we predict about weather?
3. How we enlighten our homes?
4. What makes the world a global village?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to discuss with their parents / siblings about benefits of Internet.

SIMPLE MACHINES



STUDENT LEARNING OUTCOMES

- Define tool an instrument to make people's work easier.
- Name and identify different forms of simple machines. (Inclined plane, lever, pulley, wheel and axel, wedge, screw.).

INFORMATION FOR TEACHERS

1. Tool is a thing which is used to make certain task easier (e.g) hammer, Saw, axe, and plier etc.
2. A simple machine converts the applied force to make the work easy.
3. There are six types of simple machines.

(i) Lever	(ii) Wheel and axel	(iii) Inclined plane
(iv) Pulley	(v) Wedge	(vi) Screw
4. A machine which is made of two or more simple machines is called complex machine.
5. The teacher may discuss the general advantages of simple machines with students.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker/chalk, Duster, chart, Textbook, pictures of simple machines.



INTRODUCTION

10 MINUTES

1. Hammer a nail into a wooden block in front of the class.
2. Ask a volunteer student to pull the nail with his/ her hands. (student will face difficulty)
3. Ask students how a nail comes out easily? (hammer, pliers)
4. Now introduce the topic "simple machines"



DEVELOPMENT

15 MINUTES

Activity 1:

1. Divide the class into six groups.
2. Give each group a picture of simple machine and ask them to discuss, how this machine is used for. (group 1: inclined plane, group 2: lever, group 3: Pulley, group 4: wheel and axel, group 5: wedge, group 6: screw)
3. Give groups five minutes for the task.
4. Supervise and facilitate the groups.

5. After allotted time ask groups to present their group work one by one.

Activity 2:

1. Ask students to read the information provided about simple machine on the relevant pages of their text book.



CONCLUSION / SUM UP

5 MINUTES

1. Conclude the topic with the following key points.
2. In ancient times, man-made tools from stones, wood and bones of animals.
3. Some of the tools of the ancient time are being used even today.
4. Tools and simple machines make our work easy.
5. Simple machines have six types.
 - i. Lever
 - ii. Wheel and axel
 - iii. Inclined plane
 - iv. Pulley
 - v. Wedge
 - vi. Screw



ASSESSMENT

5 MINUTES

1. Ask following questions.
2. Name the simple machines?
3. Tell the names of any two simple machines used in your home.
4. For what purpose Pulley is used?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Match the column A with Column B and write down in your notebook.

Column A	Column B
Lever	Spiral surface
Screw	Reduced the friction
Wedge	Shifting heavy bodies
Wheel and axel	Rod
Inclined plane	Axe

RELATION BETWEEN FORCE AND MOVEMENT



STUDENT LEARNING OUTCOMES

- Recognize that push and pull moves things fast or slow (Push and pull as a force).
- Recognize from pictures of the past that force applied by humans and animals moved vehicles (Tonga, bullock cart, bicycle, and pushcart). While today vehicles are moved by machines (bus, motorcycle and car etc.)

INFORMATION FOR TEACHERS

1. When force is applied, static objects can move by push and pull.
2. Motion and direction of an object can be changed by applying force.
3. Shapes of objects can be changed by force (e.g.) push and pull are used to open or close the door.
4. In ancient times people used bull cart, tonga and tipcart for transportation. They moved very slowly.
5. Today human beings use car, train and aeroplanes etc. for transportation, having power full engines and fast speed.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker/chalk, Duster, chart, Textbook.



INTRODUCTION

10 MINUTES

1. Which thing is needed to push or pull a door?
2. Which thing is needed for the movement of static objects?
3. Why does football move fast or slow?
4. Which one is the fastest means of transportation? (car, tonga, aero plane)



DEVELOPMENT

15 MINUTES

Activity 1:

1. Divide the class into two groups.
2. Ask the groups to read the content of relevant topic in their textbooks. Discuss in group and then group A will write the old mean of transportation. Group B will write the modern and fastest mean of transportation on charts.
3. Each group leader will present his task. Teacher will facilitate and guide the student during activity.

**CONCLUSION / SUM UP**

5 MINUTES

1. To pull and push an object needs force.
2. Force can change the shape, place and speed of an object.
3. Speed of an object depends on the applied force. Greater force brings the greater change in motion of an object.
4. Old means of transportation are bull cart, Tonga and tipcart.
5. Modern means of transportation are car, train and aeroplane etc.

**ASSESSMENT**

5 MINUTES

1. How can we push and pull an object? (force)
2. Name any two old means of transportation.
3. Name any two-modern means of transportation.
4. What is necessary to change shape, place and speed of an object?

**HOMEWORK / FOLLOW UP**

5 MINUTES

1. Ask the students to write the names of three old and new means of transportation in your note books.

GREATER FORCE BRINGS GREATER CHANGE



STUDENT LEARNING OUTCOMES

- Recognize that greater the force, greater the change in the motion of an object.
- Observe and describe how motion of objects can be changed by applying force (Speed up, slow down, change direction etc.)

INFORMATION FOR TEACHERS

1. When we use force on an object, the change in motion, direction and shape will also be greater.
2. If an object is in motion and more force is applied to it, the object will begin moving faster.
3. If two objects have the same mass and a greater force is applied to one of the object, the object which receives the greater force will change speeds more quickly.
4. There are many types of force e.g. frictional force gravitational force, magnetic force etc.
5. Force is a push or pull that can cause an object to move, stop or change speed or direction.



DURATION / NO OF PERIODS: 140 MIN/ 4 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker/chalk, Duster, chart, Textbook G.K Grade-III



INTRODUCTION

5 MINUTES

1. Have you seen moving swing?
2. Why does swing move fast or slow?
3. Have you ever played football?
4. Why does football move fast or slow?



DEVELOPMENT

15 MINUTES

Activity 1:

Take a pendulum and do the following experiment in front of class. Ask the students to observe the experiment and ask the following questions from students.

1. When does pendulum move?
2. In which direction pendulum move?
3. Why does it move fast or slow?
4. How a moving pendulum is stopped?

5. Write the responses of the students on writing board.



CONCLUSION / SUM UP

5 MINUTES

1. Push or pull an object needs force.
2. Object will move faster if greater force is applied on it.
3. Object will move slowly if less force is applied.
4. Object will not change its position if force is not applied on it.
5. It means greater the force the greater will be the changes in motion and direction.



ASSESSMENT

5 MINUTES

1. What will happen if force is not applied on an object?
2. What will happen if force is applied on an object?
3. What will happen if greater force is applied to moving swing?
4. Can you stop moving object by applying a force?
5. Can we change direction of an object without applying force?
6. Can we change movement- of football without applying force?



HOMEWORK / FOLLOW UP

5 MINUTES

Ask the students to observe the following points when you will play football match in the evening and write key points in your notebooks with the help of your parents.

1. Why the position of football is not changing when it is lying stationary?
2. When does football move?
3. In which direction football move?
4. Why does it move fast and slow?

PERSONAL SAFETY AND FACING DANGERS IN DAILY LIFE



STUDENT LEARNING OUTCOMES

- Recognize the need of personal safety.
- Understand the risk and danger associated with the use of electric appliance, sharp objects and fire.
- Practice safety measures while using electric appliances.

INFORMATION FOR TEACHERS

1. Safety means the condition of being protected from danger, risk or injury.
2. Using machines and sources of energy become the necessity of our life.
3. Machine and energy sources have benefits as well as risks and dangers.
4. In case of danger we should take safety measures.
5. Be aware of bare wires, gas leakage, risk in playing on road. Keep ourselves away from fire and other dangerous articles.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook for General Knowledge of Grade-III
- Writing board, Marker/chalk, Duster, chart, Textbook.



INTRODUCTION

10 MINUTES

1. For which purpose do you use knives in your homes?
 - ♦ What is needle for?
 - ♦ What is saw for?
 - ♦ What does your mother use in kitchen for the purpose of burning?
 - ♦ Can these things be harmful for us?
2. Now announce the topic "Personal safety and facing dangers in daily life".



DEVELOPMENT

45 MINUTES

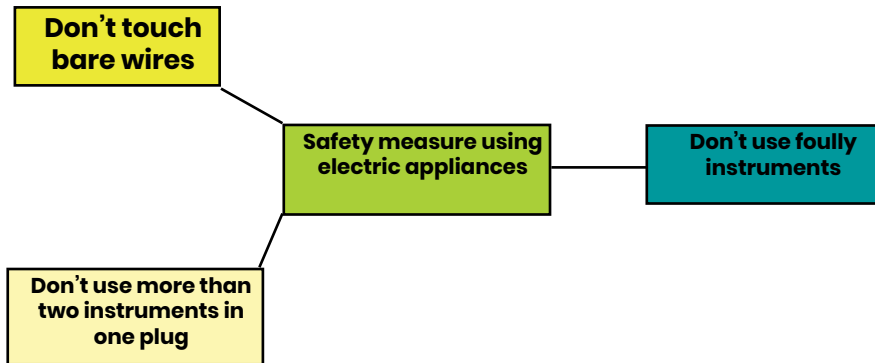
Activity I:

1. Divide the students in three groups.
2. Ask the students to read the textbook and discuss the dangers associated with appliances of daily use.
3. Now display a prepared chart having pictures of the appliances of daily use like (Knives, Saw, axe, hammer, needle, washing machine, iron, extension board, electric circuit etc.)

4. Ask the students of group-I to tell the risks associated with saw, axe and hammer.
5. Group-II tell the dangers associated with washing machine and Iron.
6. Group-III tell the risk in using extension board and electric circuit.

Activity 2:

1. Make pairs of the students.
2. Ask the students to read the relevant page of the textbook carefully and write the missing safety measures on the chart.



CONCLUSION / SUM UP

5 MINUTES

1. The condition of being protected from dangers, risks and injury is called safety.
2. Use sharp instruments carefully.
3. Insulate the bare wires.
4. Keep electrical instruments away from water.
5. Put off the gas appliances leakage during night.
6. Use zebra crossing while crossing the road.
7. Do not push any one in rush places.



ASSESSMENT

5 MINUTES

1. What are the dangers in using electric appliances?
2. What are the risks using gas appliance.
3. What are the danger using sharp knives?
4. What is the benefit of traffic lights?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to discuss with parents the dangers we face in our daily life.

VARIOUS HAZARDS AND WAYS OF SAFETY



STUDENT LEARNING OUTCOMES

- List the various hazards they can face at home. (bare wires, damaged roof, broken glass, fire, scissor etc.)
- Understand the ways of being careful and staying safe.

INFORMATION FOR TEACHERS

1. A hazard is a potential source of harm, damage or adverse health effects on something or someone.
2. A hazard is any object, situation, or behaviors that has the potential to cause injury, damage health, damage property or the environment.
3. The main categories of hazards are.
 - ♦ Biological hazards.
 - ♦ Chemical hazards.
 - ♦ Physical hazards.
4. The following are the ways of safety.
 - ♦ Always keep the doors closed.
 - ♦ Always have an emergency plan.
 - ♦ Ensure that alarm systems are working.
 - ♦ Keep the floor dry at all times.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook of general knowledge for Grade-III,
- Writing board, Marker/chalk, Duster and charts, prepared card boxes.



INTRODUCTION

10 MINUTES

- Ask following questions.
- Tell me about safety measures while crossing the road.
 - ♦ Why do we use face masks?
- After taking their responses the teacher announce the topic “various hazards and ways of safety”.



DEVELOPMENT

45 MINUTES

Activity 1:

1. Divide the class in two groups and provide prepared card boxes to each group.
2. Ask each group for arranging the cards in matching columns on their tables, in column 1 put the hazard card and in column 2 the various ways of hazard effect.

Column 1	Column 2
Instruments	Hazards
Broken glass bottle	Burning
Instruments	Electric shock
Burner	Sleeper
Bare wires	Sting
Paper pin	Cause injury

3. Now ask both groups to paste their cards on the writing board and tell the class about the hazards and its effects.
4. Facilitate and supervise the groups.

Activity 2:

1. Make a role play in the class. Select ten students from the class.
2. Divide the remaining students in suitable groups and ask them to observe the role play carefully.
3. Place a water cooler and glass on the table in front of the class.
4. Ask five students to drink water from the water cooler in hurriedly.
5. Ask the other five students to make a queue and drink water from water cooler.
6. Now write three questions on the writing board.
7. Which way of drinking water was the most suitable one?
8. Which one was dangerous?
9. How can we maintain safety measures in such situation?
10. Students will answers loudly.
11. The teacher will listen and guide the students if needed.



CONCLUSION / SUM UP

5 MINUTES

1. A hazard is a potential source of harm, damage or adverse health effects on some thing or someone.
2. The main categories of hazards are:
 - ◇ Biological hazards
 - ◇ Chemical hazards
 - ◇ Physical hazards
3. Different ways of safety.
 - ◇ Always have an emergency plan.
 - ◇ Ensure that alarm systems are working.
 - ◇ Keep the floor dry at all times.



ASSESSMENT

5 MINUTES

1. What are the hazards of broken glass?
2. How can we keep ourselves safe from the hazards of bare wire?
3. How should we use sharp instruments?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to discuss various hazard they can face at home with their siblings?
2. Question 3 of the exercise may also be used for home work.

COMMON DISASTERS AND SAFETY MEASURES AT THE TIME OF UNEXPECTED SITUATIONS



STUDENT LEARNING OUTCOMES

- Identify some common disasters and ways to stay safe.
- Understand that they should not hide anything from their parents / teachers / guardians to stay safe from any unexpected situation.

INFORMATION FOR TEACHERS

1. Disaster is a serious problem occurring over a short or long period of time that causes wide spread of human material, economic or environmental loss.
2. Natural disasters (earth quake, flood Tsunami, cyclone, land sliding, falling of ice bergs).
3. Disasters due to human activities (red accident, aero plane crashes, explosions, emission of poisonous gases, etc.)
4. All these disasters can cause loss of lives and properties too.
5. We can't control the natural disasters but we can minimize the damages of all disasters through adopting precautionary measures and effective disaster management.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook of General Knowledge for Grade-III
- Writing board, Marker/chalk, Duster, charts.



INTRODUCTION

10 MINUTES

1. Ask the introductory question to introduce the topic.
 - ♦ What is earth quake?
 - ♦ Have you ever seen a house on fire?
 - ♦ Have you heard about Tsunami?
 - ♦ What is flood?
2. Announce the topic "common disasters and safety measures at the time of unexpected situations.



DEVELOPMENT

45 MINUTES

Activity 1:

1. Make pairs of students.

2. Ask the students to open their textbook on relevant page read and discuss the disasters.
3. Make a chart of natural disasters and disasters due to human activities.

Natural Disasters	Disasters due to human activities
1.	
2.	
3.	
4.	
5.	
6.	

4. Ask them to write at least five disasters name in relevant box.
5. Ask at least five students randomly from the class to paste their charts on the writing board and read it in front of the class.

Activity 2:

1. Make a role play involving all the students of the class.
2. Place a large table in a corner of the class.
3. Keep the doors of the class open.
4. Arrange a bell inside the class.
5. Tell the students, the first ring indicates the earthquake starts.
6. At that time the students will try to escape themselves under the table or go out of the class.
7. The second ring will indicate the earthquake stops.
8. Now the teacher will ring the bell and the students will try to escape carefully.
9. After ten seconds ring the bell again.
10. Now state briefly how can we minimize the damages of the disasters by showing discipline and carefulness.



CONCLUSION / SUM UP

5 MINUTES

1. Disaster is a serious problem occurring over a short or long period of time that causes wide spread of human material economic and environmental loss is called disaster.
2. Natural disasters are (Earthquake flood, Tsunami, and land sliding).
3. Disaster due to human activities (Road accidents aeroplane crashes, and explosion).



ASSESSMENT

5 MINUTES

1. What is disaster?
2. Give examples of Natural disaster.
3. Tell the names of any two disasters. Which is caused due to human activities?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to write the main causes of Natural disasters on their notebooks. .

A teacher's purpose is not to create students in his own image, but to develop students who can create their own image.



**Directorate of Curriculum and Teacher
Education Khyber Pakhtunkhwa
Abbottabad**



قومی ترانہ

پاک سر زمین شاد باد کشورِ حسین شاد باد
تُو نشانِ عزمِ عالی شان ارضِ پاکستان!

مرکزِ یقین شاد باد

پاک سر زمین کا نظام قوتِ اُخوتِ عوام
قوم، ملک، سلطنت پابندہ، تابندہ باد

شاد باد منزلِ مراد

پرچمِ ستارہ و ہلال رہبرِ ترقی و کمال
ترجمانِ ماضی، شانِ حال جانِ استقبال!

سایہٴ خدائے ذوالجلال

