

# Implementing Ct Skills Through Projects in Evs

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**Topic- To set up models of all landforms using household materials like clay/dough and organize them on the map of India..** ( Create the model of a different landform using clay/dough or any household material)

## Introduction:

Good afternoon everyone , this is Sayali Kashalkar from School Of Scholars, Yavatmal. I would like to take this opportunity to brief you all

on topic of my presentation :

IMPLEMENTING CT SKILLS THROUGH DIFFERENT PROJECTS IN EVS- for Grade 4 students.

## Background: Slide 1:-

The CT, computational thinking i.e. the problem solving process was introduced in 2017 to us for the subjects Mathematics and Computer Science. The CT being an interlinking subject , science teachers were also given opportunity to use CT skills for better understanding of the program in 2020-21.

Projects/Activities are an integral part of CBSE curriculum in each subject. To inculcate life skills and values among students of Grade 4

I included some of the CT skills like data collection, decomposition, pattern recognition etc.

We have integrated Computational Thinking in EVS subject in primary classes. My project is one of example of it.

## Slide 2:Task sheet

In grade 4 , students are assessed on the basis of skill assessment so a project to identify – Physical features of the earth was given for Evaluation – I where, students were supposed to complete the project stepwise.

## Step 1:

The task sheet and guidelines about the project were provided to the students well in advance.

## Challenge

As the project was conducted online , parent's help was expected therefore instructions for parents were also added in the task sheet.

## Slide 3:-Step 2- Drawing dictation

Before collecting the data for the project , drawing dictation as activity was conducted so that students could **identify and relate to the different patterns of physical features of the earth**, e.g. mountain ranges, hills, valleys, plateaus ,deserts etc. which they have observed from surroundings.

## Slide 4:-Step 3- CT Skill - Pattern recognition

Students were able to find and enlist the similarities and differences between the physical features of the earth .

To co-relate their understandings, children drew mountain ranges , valleys , hilltops etc. on their own.

**Slide 5:-Step 4- CT skill-Decomposition-Creation of the model.**

During the class , after every topic students made models of different landforms as per their understanding Eg-. Mountains ( 6 in number) ,hills(6 in number) ,plateau ,plain using clay or dough or any household material. They set up models on their own, step by step as per the instructions.

**Challenge- Grade 4 Students were to perform every step on their own.**

**Slide 6:- Step 5-CT Skill-Pattern recognition**

Students were able to visualize the land forms located on the map of India .They were able to divide the map of India as per different landforms .

**Slide 7:-Step 6- Creation of model**

Finding similarities and patterns in order to solve complex problems more efficiently, students were able to arrange the landforms on the map of India. They also labeled it with flags.

**Slide 8:- Step 7-Pattern recognition**

Organizing the Landforms on the Map of India and label it with a flag Here students applied pattern recognition CT skill to create landforms in the model and label them. Students found three examples of each mountain ranges, valleys, plateaus and islands. They also found out locations of these landforms on the map of India using an atlas.

**CT Skill- Abstraction**

In this activity , students were able to describe the characteristics of the physical features of the earth e.g. plateau, mountains, delta etc.in detail.

**Impact:**

This project was completed using CT skills which encourages the students to design systems in layers with their teams. It is a fundamental skill which involves understanding human behaviour . Computational thinking intends towards acquiring knowledge. It enables the students to solve real world problems. It is also useful to create new innovative solutions and directions.

As a result of this students were able to solve the given worksheets, they were able to identify the landforms of the earth and that of India..

Students were able to describe the features of each landform, they were able to explain the words like coast and coastline , describe about the delta etc. They were able to locate India on the world map and google earth.

**Conclusion:**

This project was useful in inculcating life skills and to develop the environmental sensitivity among children of grade 4.

Students used their creative skills to set up models of different physical features by using clay or dough. They were able to arrange the landforms systematically on the map of India. Students were able to explain their observations while performing the activity.