

CLASS – VII
LESSON PLAN
CH- 8 Wind, storms and cyclones

Unit	Physics (Chapter 8: Wind Storms and Cyclones)
Class Transaction	Total: 09 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Basic knowledge of wind 2. Basic knowledge of high and low pressure, natural disasters
Assessment of qualifying knowledge	1. Written test 2. Lab activity 3. Group Discussion 4. HW notebook
Objective	Given the content (chapter) the students will be able to explain that air exerts pressure and high speed winds are accompanied by reduced air pressure. Students would be able to understand how natural phenomena's like thunderstorms, cyclones occurs and what precautions should be taken with 90% accuracy.
	DOL – D1, D2, D3, D4
Learning Outcomes	<u>KNOWLEDGE</u>- Students will know and understand Students will be able to • List some experiences which show that the air has pressure and high speed winds are accompanied by reduced air pressure • Understand why smoke goes up- air expands on heating. • Understand thunderstorms and cyclones and what precautions should be taken. <u>SKILLS AND COMPETENCIES</u>- Students would be able to • Critically analyse that air has pressure and it expands on heating • Analyze how thunderstorms and cyclones occurs, destruction caused and suggest the precautions to be taken collaboratively. • Perform activities creatively to understand various Answer knowledge, understanding, application and diagrammatic skill based questions based on the topic. <u>ATTITUDES AND BELIEFS</u> – Students will be able to Develop citizenship by visualizing
Transaction Methodology	Transaction would proceed in the following manner-

(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Active learning- Active learning- <i>Rally robin</i> on the following question what are cyclones? How are they formed? Why are they so destructive?(Critical thinking) Group learning- The class will be divided in the group of 5 students. Circle the Sage- The question will be asked by the teacher about the topics and students will be doing various activities in groups.(Communication, Collaboration) Questioning- Multiple level question- Teacher will prepare a list of question about the conservation of water resources and will ask these questions during discussions. (Critical thinking, Communication) Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. Introduction of the topic- PPT and Digital Content would be shared Introduction of the topic- PPT and Digital Content would be shared. Facilitation of content The facilitator will enable the learners to understand the fundamental concept of Heat. He/ She will compare and contrast different modes of transfer of heat. Approaches The facilitator should apply some or all the approaches while administering the teaching learning process. • Didactic Approach • Summarizing Approach • Feedback Approach Techniques to be used: • Quiz • MCQ • PPT • Computer aided simulation/3D pictures • Skit/Role playing • Group discussion • HOTS questions • Peer Assessment • Student -teacher interaction, Wipro- G.O.s(web chart, flow chart and differentiation table,compare- contrast matrix), silent/ loud reading,
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	collaborative learning, • Lab Activities <i>Guided practice to be followed by Independent Practice-</i> NCERT questions to be discussed in the classroom.
Resources	Text Book: NCERT text book for Science. Reference Book 1. CBSE Exemplar
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W note books as mentioned in the monthly planner by which we can assess their critical thinking and creativity HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 Rubrics On time submission.....1 mark Presentation/ Neatness.....1 mark Content(critical thinking and creativity).....3 marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Assessments	4 UNIT TESTS25 Mark each=100 Marks HALF YEARLY EXAMINATION80+20 (internal)=100 Marks ANNUAL EXAMINATION 80+20(internal)=100 Marks By administering pen paper test, we assess creativity and critical thinking. INTERNAL ASSESSMENT20 Marks in each Term • Subject Enrichment Activity 10 Marks With the help of subject enrichment activities we assess communication, collaboration, character building and citizenship (Demonstration and implementation of on force and pressure in our daily life). The students in a group of 5 will be demonstrating the activity. • Note Book Submission 10 Marks
Addressing Classroom Diversity	It's a different classroom today: As the kids are from different socio-economic background, So are their needs, demands and aspirations. Today all kinds of students including the gifted, the average and the differently able are mainstreamed into one class. So the teaching learning process must be devised in such that can cater to the needs and aspirations of

	students of abilities . The following techniques can be used for different groups: <i>For the gifted:</i> • Preparing a debate • Making PPT • Designing an exhibit • Writing a report • Preparing a talk • Encouragement for referring other resources <i>For the average/slow learners:</i> • Making a Chart/diagram/poster/ flashcards • Buddy system help to be provided • Provide grade-up classes <i>For differently able:</i> • Ignore grammatical inaccuracy • Call parents at regular intervals • Provide grade-up classes
Marks	The weight age would be given by CBSE.
	Q1. What is meant by (a) atmosphere, (b) atmospheric pressure? Q2. Name any two natural phenomena involving high speed winds which can create disasters Q3. Describe with an activity to explain that air exerts pressure Q4. Enlist are the various safety measures which should be taken by the government to prevent cyclone related disasters? Q5. Explain why holes are made in hanging banners and hoardings? Q6. What would happen if high speed winds blow over a house having tin roof? Give reason for your answer.

Unit	Day 1 (Air exerts Pressure)
Class Transaction	Approx 40 min
Pre-requisite for the course	This lesson requires • Basic knowledge wind • Basic knowledge of pressure
Assessment of qualifying knowledge	Written test Group Discussion Lab activity HW Notebook
Objective	Given the content (chapter) the students will be able to explain that air exerts pressure and high speed winds are accompanied by reduced air pressure. Students would be able to understand air exerts pressure. They would be able to cite examples for same with 90% accuracy.
	DOL- D1, D2,D3
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> Students will be able to • Define Wind • Cite examples showing that air exerts pressure <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Critically analyse that air exerts pressure with daily life examples. • Communicate what are winds and what can high speed winds lead to. • Answer knowledge, understanding, application and diagrammatic skill based questions based on the topic collaboratively.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Active Learning - Take a tin can with a lid. Fill it approximately half with water. Heat the can on a candle flame till the water boils. Let the water boil for a few minutes. Blow out the candle. Immediately put the lid tightly on the can. Be careful in handling the hot can. Put the can carefully in a Shallow metallic vessel or a washbasin. Pour fresh water over the can. What do you think happens to the shape of the can? Can you guess why the shape of the can gets distorted? What do you conclude from this activity? (group activity) Share daily life experiences which show that air exerts pressure. Questioning- Multiple <i>level question</i>- Teacher will prepare a list of questions based on the activity and will ask these questions during discussions. (Critical thinking, Communication) <i>Brain Storming</i>-The class would start with a discussion on what the

	students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. <i>Introduction of the topic-</i> PPT and Digital Content would be shared <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Daily Practice Problem MCQ Peer Assessment Student -teacher interaction, Wipro- G.O.s(web chart, flow chart and differentiation table, compare-contrast matrix), collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Science. Reference Book CBSE Exemplar
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner by which we can assess their critical thinking and creativity HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 marks On time submission.....1 mark Presentation/ Neatness(creativity).....1 mark Content(critical thinking and creativity).....3 marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.

Topic	DAY 2- High speed winds are accompanied by reduced air pressure
Class Transaction	40 min each
Pre-requisite for the course	This lesson requires • Basic knowledge of wind • Basic knowledge of high and low pressure, natural disasters

Assessment of qualifying knowledge	Written test Group Discussion Lab activity HW Notebook
Objective	Given the content (chapter) the students will be able to explain that air exerts pressure and high speed winds are accompanied by reduced air pressure. Students would be able to understand high speed wind are accompanied by reduced air pressure. they would be able to perform activities for same with 90% accuracy.
DOL	D1, D2, D3
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> • Understand what are high , low speed winds and high , low pressure • Apply the concept in daily life • Explain the concept based on applications <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Critically analyse that high speed winds are accompanied by low air pressure • Explain the concept collaboratively and through application
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Group Activity- • The students will be divided into 5 groups. • Each group will perform the following activity Activity 1 Crumple a small piece of paper into a ball of size smaller than the mouth of an empty bottle. Hold the empty bottle on its side and place the paper ball just inside its mouth. Now try to blow on the ball to force it into the bottle Activity 2- Take two balloons of approximately equal size. Put a little water into the balloons. Blow up both the balloons and tie each one to a string. Hang the balloons 8–10 cm apart on a stick. Blow in the space between the balloons. Activity 3- Hold a strip of paper, 20 cm long and 3 cm wide, between your thumb and forefinger. Now blow over the paper. • The students will then draw out the conclusion and record it in the problem sheet. (Collaboration and critical thinking) • Conclusion drawn and their discussion <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Daily Practice Problem MCQ Peer Assessment

	Student -teacher interaction, Wipro- G.O.s(web chart, flow chart and differentiation table,compare-contrast matrix), collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Science. Reference Book CBSE Exemplar
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W note books as mentioned in the monthly planner by which we can assess their critical thinking and creativity HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 Rubrics On time submission.....1 mark Presentation/ Neatness.....1 mark Content (critical thinking and creativity).....3 marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.

Topic	DAY 3 – Air expands on heating
Class Transaction	40 min
Pre-requisite for the course	This lesson requires • Basic knowledge of wind • Basic knowledge of high and low pressure, natural disasters
Assessment of qualifying knowledge	Written test Group Discussion Lab activity HW Notebook
Objective	Given the content (chapter) the students will be able to explain that air exerts pressure and high speed winds are accompanied by reduced air pressure. Students would be able to understand how air expands on heating. They

	would be able to examine on heating air expands on heating with 90% accuracy.
DOL	D1, D2,D3,D4
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand</i> Students will be able to • Explain why hot air rises up • Cite examples showing that air expands on heating • SKILLS AND COMPETENCIES- <i>Students would be able to</i> • Critically analyse that air expands on heating through examples • Answer knowledge, understanding, application based questions based on the topic.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- A video will be shown based on the following activity Take a boiling tube. Stretch a balloon tightly over the neck of the tube. You can use a tape to make it tight. Pour some hot water in a beaker. Insert the boiling tube with the balloon in the hot water. Observe for 2–3 minutes for any change in shape of the balloon. Take the tube out, let it cool down to the room temperature. Take some ice-cold water in another beaker and place the tube with the balloon in cold water for 2–3 minutes. Observe the change in the shape of the balloon. Students will then answer the following questions • What makes the balloon inflated when the boiling tube is placed in hot water? • Why is the same balloon deflated when the tube is kept in cold water? • Can we infer from the first observation that air expands on heating? • Can you now state what happens to the air in the boiling tube when it cools down? Techniques to be used: Quiz Daily Practice Problem Student -teacher interaction, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Science. Reference Book CBSE Exemplar
Self Study,	Independent Practice: Students would do the questions in their H.W

Home Work, Assignments	notebooks as mentioned in the monthly planner. HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 marks On time submission.....1 mark Presentation/ Neatness.....1 mark Content.....3 marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Closure	Involving students in summarizing by asking them to prepare questions based on the topic

Topic	DAY 4 Uneven heating between the equator and the poles
Class Transaction	approx. 40 min each
Pre-requisite for the course	This lesson requires • Basic knowledge of wind • Basic knowledge of high and low pressure, natural disasters
Assessment of qualifying knowledge	Written test Group Discussion Lab activity HW Notebook
Objective	Given the content (chapter) the students will be able to explain that air exerts pressure and high speed winds are accompanied by reduced air pressure. The students will be able to the uneven heating between equator and poles which is the main cause of generation of wind currents with 90% accuracy.
DOL	D1, D2,D3,D4
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> Students will be able to • The main cause of generation of wind currents <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Explain mass wind generation due to uneven heating of poles and equator (critical thinking and communication)
Transaction Methodology (The teacher can use the	Transaction would proceed in the following manner- Questioning- <i>Multiple level question</i>- Teacher will prepare a list of question on the topic and will ask these questions during discussions. (Critical thinking, Communication)

mentioned techniques, wherever applicable, and can use any other too.)	Video will be shown followed by <i>Brain Storming</i>-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. How is the wind circulation is set up from the poles to the warmer latitudes <i>Introduction of the topic</i>- PPT and Digital Content would be shared <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Daily Practice Problem Questioning Student -teacher interaction, collaborative learning,
Resources	Text Book: NCERT text book for Science. Reference Book CBSE Exemplar
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner. HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 marks On time submission.....1 mark Presentation/ Neatness.....1 mark Content.....3 marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Closure	Involving students in summarizing by asking them to prepare questions based on the topic

Topic	DAY 5 (thrust and pressure)
Class Transaction	(approx. 40 min each)
Pre-requisite for the course	This lesson requires • Basic knowledge of wind

	Basic knowledge of high and low pressure, natural disasters
Assessment of qualifying knowledge	Written test Group Discussion Lab activity HW Notebook
Objective	Given the content (chapter) the students will be able to explain that air exerts pressure and high speed winds are accompanied by reduced air pressure. Students would be able to thrust and pressure with 90% accuracy.
DOL	D1, D2,D3
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> Students will be able to - Explain how uneven heating of land and water can lead to the generation of wind currents? - Explain what winds do for us <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> Critically analyse what winds do for us - Explain uneven heating of land and water collaboratively
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Active learning- Circle the sage- few reasoning question will be asked by the teacher and this strategy will be followed. Which phenomena is observed by people living in coastal areas? (Critical thinking and collaboration) What are monsoon winds, what do they do for us? Techniques to be used: Daily Practice Problem MCQ Student -teacher interaction, Wipro- G.O.s(web chart, flow chart and differentiation table,compare-contrast matrix), collaborative learning,
Resources	Text Book: NCERT text book for Science. Reference Book CBSE Exemplar
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W note books as mentioned in the monthly planner by which we can assess their critical thinking and creativity

	HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 Rubrics On time submission.....1 mark Presentation/ Neatness.....1 mark Content (critical thinking and creativity).....3 marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above
Closure	Involving students in summarizing by asking them to prepare questions based on the topic

Topic	DAY6 Thunderstorms
Class Transaction	(approx. 40 min each)
Pre-requisite for the course	This lesson requires • Basic knowledge of wind • Basic knowledge of high and low pressure, natural disasters
Assessment of qualifying knowledge	Written test Group Discussion Lab activity HW Notebook
Objective	Given the content (chapter) the students will be able to explain that air exerts pressure and high speed winds are accompanied by reduced air pressure. Students would be able to understand how natural phenomena's like thunderstorms with 90% accuracy.
DOL	D1,D2,D3
Learning Outcomes	<u>KNOWLEDGE</u> - <i>Students will know and understand</i> Students will be able to • Development of thunderstorms <u>SKILLS AND COMPETENCIES</u> - <i>Students would be able to</i> • Explain the development of thunderstorms • List the precautions (critical thinking)
Transaction Methodology (The teacher can use the mentioned	Transaction would proceed in the following manner- Active learning- Circle the sage on the following few reasoning questions. In nature itself there are certain situations that can sometimes create disasters and pose threat to humans, animals and plant life. Name and discuss the causes and solutions of those problems.

techniques, wherever applicable, and can use any other too.)	Video based on the development of thunderstorms Group wise students will list the precaution that they will take in case of a thunderstorm. Techniques to be used: Daily Practice Problem MCQ Student -teacher interaction, Wipro- G.O.s(web chart, flow chart and differentiation table,compare-contrast matrix), collaborative learning,
Resources	Text Book: NCERT text book for Science. Reference Book CBSE Exemplar
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W note books as mentioned in the monthly planner by which we can assess their critical thinking and creativity HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 Rubrics On time submission.....1 mark Presentation/ Neatness.....1 mark Content (critical thinking and creativity).....3 marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above
Closure	Involving students in summarizing by asking them to prepare questions based on the topic

Topic	DAY 7 How a thunderstorm becomes a cyclone
Class Transaction	(approx. 40 min each)
Pre-requisite for the course	This lesson requires • Basic knowledge of wind • Basic knowledge of high and low pressure, natural disasters

Assessment of qualifying knowledge	Written test Group Discussion Lab activity HW Notebook
Objective	Given the content (chapter) the students will be able to explain that air exerts pressure and high speed winds are accompanied by reduced air pressure. Students would be able to understand how natural phenomena's like thunderstorms occurs with 90% accuracy.
DOL	D1, D2,D3,D4
Learning Outcomes	<u>KNOWLEDGE</u> - <i>Students will know and understand</i> Students will be able to - The development of cyclones <u>SKILLS AND COMPETENCIES</u> - <i>Students would be able to</i> - Critically analyse how thunderstorms can become cyclones? (Critical thinking and problem solving)
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Discussion on the following question You know that water requires heat when it changes from liquid to vapour state. Does the water give back heat when vapour condenses into liquid? Can you recall any experience to support this? Teacher will then explain cyclones and eye of a cyclone Techniques to be used: Daily Practice Problem MCQ Student -teacher interaction, Wipro- G.O.s(web chart, flow chart and differentiation table, compare-contrast matrix), collaborative learning,
Resources	Text Book: NCERT text book for Science. Reference Book CBSE Exemplar
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W note books as mentioned in the monthly planner by which we can assess their critical thinking and creativity HW notebooks to be marked as per the given plan: Assessment Parameters: The total marks for the activity is 5 Rubrics On time submission.....1 mark Presentation/ Neatness.....1 mark

	Content (critical thinking and creativity).....3 marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Closure	Involving students in summarizing by asking them to prepare questions based on the topic

Topic	DAY 8 Destruction Caused by cyclones, tornadoes
Class Transaction	(approx. 40 min each)
Pre-requisite for the course	This lesson requires • Basic knowledge of wind • Basic knowledge of high and low pressure, natural disasters
Assessment of qualifying knowledge	Written test Group Discussion Lab activity HW Notebook
Objective	Given the content (chapter) the students will be able to explain that air exerts pressure and high speed winds are accompanied by reduced air pressure. Students would be able to understand destruction caused by cyclones with 90% accuracy.
DOL	D1, D2,D3,D4
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> Students will be able to • Explain destruction caused by thunderstorms and cyclones • Explain tornados, protection <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • What are the destruction caused by thunderstorms and cyclones in the past (research skills) • How can we protect ourselves from tornadoes(critical thinking) How can we help people living in areas struck by these calamities? (citizenship)
Transaction Methodology (The teacher can use the mentioned techniques,	Transaction would proceed in the following manner- Video Students will then be divided into groups of 5. Each heterogeneous group will answer the following questions What are the destruction caused by thunderstorms and cyclones? What are tornadoes?How can we protect ourselves from tornadoes (Critical thinking and collaboration)

wherever applicable, and can use any other too.)	They will then discuss the answer of following questions, followed by explanation by teacher. Techniques to be used: Daily Practice Problem MCQ Student -teacher interaction, Wipro- G.O.s(web chart, flow chart and differentiation table, compare-contrast matrix), collaborative learning,
Resources	Text Book: NCERT text book for Science. Reference Book CBSE Exemplar
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W note books as mentioned in the monthly planner by which we can assess their critical thinking and creativity HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 Rubrics On time submission.....1 mark Presentation/ Neatness.....1 mark Content (critical thinking and creativity).....3 marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Closure	Involving students in summarizing by asking them to prepare questions based on the topic

Topic	DAY 9 Effective safety measures
Class Transaction	(approx. 40 min each)
Pre-requisite for the course	This lesson requires • Basic knowledge of wind • Basic knowledge of high and low pressure, natural disasters
Assessment of qualifying knowledge	Written test Group Discussion Lab activity HW Notebook

Objective	Given the content (chapter) the students will be able to explain that air exerts pressure and high speed winds are accompanied by reduced air pressure. Students would be able to understand how natural phenomena's like thunderstorms, cyclones occurs and what precautions should be taken with 90% accuracy.
DOL	D1,2,3
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> Students will be able to • Explain and list the safety measures <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Steps that should be taken to protect ourselves and others from such disasters(critical thinking)
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Students will then be divided into groups of 5. Each heterogeneous group will present their research work on effective safety that have been taken in the past and should be taken (Critical thinking and collaboration) They will then discuss the answer of following questions, followed by explanation by teacher. Techniques to be used: Daily Practice Problem MCQ Student -teacher interaction, Wipro- G.O.s(web chart, flow chart and differentiation table, compare-contrast matrix), collaborative learning,
Resources	Text Book: NCERT text book for Science. Reference Book CBSE Exemplar
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W note books as mentioned in the monthly planner by which we can assess their critical thinking and creativity HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 Rubrics On time submission.....1 mark Presentation/ Neatness.....1 mark Content (critical thinking and creativity).....3 marks

	It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Closure	Involving students in summarizing by asking them to prepare questions based on the topic