

CLASS – VIII
LESSON PLAN GEOGRAPHY
Ch.1 RESOURCES

Unit	Geography
Class Transaction	Total: 4periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires • K - The students know about the environment and its components • W - The students would want to know the utility of the different components as resources. • L - The students would learn the classification of resources on various bases.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. FA Activities
Objective	• Actualize the need for conservation of resources and sustainable development. • Analyze and appreciate the importance of human resource as the most vital resource for development.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will learn about</i> • Various types of resources and their uneven distribution. • Distinguish between the types of Resources • The need for their judicious utilization • The attributes that develop the human beings as resources. <u>SKILLS</u>- • <i>Students will critically think about</i> how to utilize resources judiciously for a sustainable future. • <i>Students would be able to enhance their creativity</i>by creating graphic organizers to depict the classification of resources. • Students would be able to enhance their communicationcreating slogans for raising awareness about resource conservation.
Transaction Methodology (The teacher can use the mentioned techniques, wherever	Transaction would proceed in the following manner- Student – teacher interaction , Wipro-GOs.(web chart, flow chart and differentiation table, compare – contrast matrix), silent reading, collaborative learning, Hands on experiment, Experimental work DOL 1,2,,3 Active Learning • Topic- Classification of Natural Resources (Competencies: Critical thinking)

applicable, and can use any other too.)	Students will be shown different pictures depicting substances in nature. They will try to critically analyze these into various groups as per their utility and availability in nature. This will help to elicit the difference between a substance and a resource and formulate the basis of their classification. • Topic – Resource Conservation and Sustainable Development (Competencies: Global Citizenship) Activity – Renew a bean -Students will be divided in groups and given a bag of beans. Explain that the beans in the paper bag represent nonrenewable and renewable resources. They will draw beans from the paper bag in order to simulate energy use over time. The class will play the game twice. The students will develop the values for global citizenship and actualize the need for sustainable future. • Topic -Revision of chapter Students <i>would be able to enhance their creativity</i> by creating mind map for entire chapter using topics and subtopics for each. Questioning- Multiple questions of different order and NCERT to cater the needs of various students. Techniques to be used: Think pair share Discussion Group work Mind Map
Resources	Text Book: NCERT text book
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.
Assessments	4 UNIT TESTS (critical thinking) HALF YEARLY EXAMINATION (critical thinking) ANNUAL EXAMINATION (critical thinking) INTERNAL ASSESSMENT 20 Marks • Subject Enrichment Activity 10 Marks (creativity and collaboration) • Note Book Submission 05 Marks + HW Notebook 05 marks Through various test students critical thinking, creativity and collaboration skills

	will be enhanced.
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: <i>For gifted students:</i> • High order questions to be done • Encouragement for referring other resources <i>For weak students:</i> • Basic understanding questions to be completed • Buddy help to be provided • Provide grade-up classes <i>For differently abled students:</i> • Ignore spelling mistakes and formulae, if not written • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE.
Assessment questions	1. Explain the classification of resources with the help of a flow diagram. 2. Define sustainable development. 3. Explain five principle of sustainable development. 4. What do you mean by resource conservation 5. Define patent.

CLASS – VIII
DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER- 1: RESOURCES
SUBJECT: GEOGRAPHY
SESSION: 2019-20

DAY	ONE
-----	-----

Objective	The students will be able to differentiate between a substance and a resource.
Assessment of qualifying knowledge	Questions will be asked from the students on the basis of the images shown through a ppt.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> That the utility adds value to a substance and hence it becomes a resource. • <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> differentiate various types of resources available in nature, in collaboration with each other.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL 1,2,3 Anticipatory Set: 10 min Facilitator will ask the students to sort out two lists based on the images: • Substances that are being utilized by man • Substances that are present in nature but are not being used • Substances that were not being used earlier but are being used now • Substances that can get over due to continuous usage Discussion of topic through Collaborative Learning: 15 min The students will be asked to work in groups to create a graphic organizer to collate the information hence inferred. Independent Practice: Students will go through the topic in the NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed. The teacher will collate all the graphic organizers and convert into a flowchart depicting classification of resources.
Resources	Text Book: NCERT text book
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W
Assessments	Oral Test (5 minutes)

DAY	TWO
Objective	The students will be able to analyze the various types of resources
Assessment of qualifying knowledge	Questions from previous class about classification of resources for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> The differences between biotic-abiotic actual-potential, renewable-non renewable, ubiquitous and localized resources. • <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> Differentiate various types of resources through flowcharts in collaboration with each other.
Transaction Methodology	Transaction would proceed in the following manner-

(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	DOL 1,2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - What are resources? - Classify resources on the basis of origin. - Give examples to explain the difference between actual and potential resources. - Which resources can be considered as renewable? Topic – Classification of resources (Competencies: Critical thinking) Students will be divided into 4 groups. Each group will study classification of resources in different categories and try to elicit the differences by quoting 5 examples each. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for Geography
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebook.
Assessments	Oral Test (5 minutes)

DAY	THREE
Objective	- Identify the factors that modify natural resources. - Analyze and appreciate role of humans as resources.
Assessment of qualifying knowledge	Questions will be asked from previous class about Utility of substances with respect to human beings.
Learning Outcomes	KNOWLEDGE- <i>Students will know</i> The importance of human resources. The attributes that turn them into resources – Knowledge and skill when the person and education and health as pre requisites. SKILLS and COMPETENCIES <i>Students would be able to</i> Critically analyze the role of humans that can turn other things into resources with their knowledge and skill and appreciate the humans as global citizens.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL 1,2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - How does utility to humans play an important role in making a substance a resource? - What do the humans need for turning substances into resources? - How does time and technology affect the turning substances into resources?

	Is technology a resource? How? Topic- Human Resources and Human made resources (Competencies: Citizenship) Brain storming, student teacher interaction, Think, pair, share Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)

DAY	Four
Objective	- Evaluate the significance of sustainable development. - Actualize the need for conservation of resources.
Assessment of qualifying knowledge	Questions from previous class about human intervention in the development of resources.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - How to conserve Resources. - To develop awareness towards judicious use of resources and their conservation. <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> Think globally as citizens of a large society and act locally to enhance problem solving for resource conservation.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL 1,2,3 Anticipatory Set: 10 min The following questions will be asked to check their understanding: - List the major problems ,when human being use resource indiscriminately. .need to switch to renewable resources for a sustainable future. Topic- (Competencies: Citizenship, Critical thinking) Activity Introduction of resource conservation with the help of interactions with student through Brain storming’ and by asking questions based on their previous knowledge and formation of groups and assigning their topics. So that discussion of the topics (group wise) will take place. Class will be divided into three groups . Group 1 – Development of resources. Group 2 - Sustainable development

	Group 3 - Conservation of resources. Independent Practice: Students will go through NCERT text book. Closure: <u>5 min</u> A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebook
Assessments	Oral Test (5 minutes)