

CLASS – VIII
LESSON PLAN GEOGRAPHY
Ch. 6 HUMAN RESOURCES

Unit	Geography
Class Transaction	Total: 6 periods (approx. 40 min each)
Pre-requisite for the course	K – students understand people as resources W – Want to know how it is assessed L – about the assessment of population as per its size, distribution and composition
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Plans
Objective	Given the content (chapter) the learners will be able to • To know the importance of Human Resource in Development • To understand all key terms like population pyramid • To know how population changes
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will learn about</i> • Explain the importance of people being called as resources. • Understand the various aspects of studying about population. • Enlist the various causes that effect the size and distribution of population. <u>SKILLS</u>- • <i>Critical thinking – to actualize the importance of population as an asset and realizing the role of education and health in this respect</i> • <i>Collaborative learning – Working in groups to browse the content and present before the class</i> • <i>Citizenship- Understanding the values of citizenship</i> • <i>Creative techniques – Analysing and constructing the Population pyramids to understand the population of a region</i>
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 Topic- –Population distribution – (Competencies: Critical thinking) Distribution and Density of Population factors affecting distribution of population Topic: Population change (Competencies: Critical thinking) Students will be able to critically analyze the role of certain factorslike birth rate, death rate and migration that change the size of population. Topic – Population Composition (Competencies: Critical thinking Collaboration and Creativity)

	Students will be able to analyze the population pyramids to understand the age and sex ration and the balance between the working and the dependent population to deduce the development of the region. Techniques to be used: Think pair share Discussion Atlas Activity Graphic Organizers Mind Map
Resources	Text Book: NCERT text book for Social Science
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)5-7 Marks each HALF YEARLY EXAMINATION (critical thinking) 20 Marks ANNUAL EXAMINATION (critical thinking) 20 Marks 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> • HOTS questions to be done • Encouragement for referring other resources <i>For weak students:</i> • Knowledge Based 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 importance of human beings as a resource. 2. Mention two geographical and two socio economic factors responsible for the distribution of population. 3. Mention two major factors that affect the population change. 4. Elaborate the role of young population in the development of resources and progress of the country. 5. What is meant by population composition?

CLASS – VIII GEOGRAPHY
CHAPTER- 6 HUMAN RESOURCES
DAY WISE CONSOLIDATED LESSON PLAN

DAY	ONE
Objective	Students will be able to Understand the importance of Human Resource in Development
Assessment of qualifying knowledge	• Explain the importance of people being called as resources.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> Importance of human resources • <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> <i>Critically analyze</i> the importance of human resource as an important asset of development
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Anticipatory Set • Explain Resources. • Explain Human Resources. • How the resources are distributed all over the world. • Wipro Technique: Brain storming, flow chart, (KWL- <i>What you Know, What you will Learn, What you have learned</i>), <i>Group work by presentation.</i> • DOL 1,2,3 Activity : Introduction of resources 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 six groups . Group 1 –Distribution of population.

	Group 2 Density of Population Group 3 factors affecting distribution of population Group 4 Population change Group 5 Patterns of population change Group 6 Population pyramid students will sit together and in Collaboration they will discuss the topic given to them • Guided Practice- Knowledge based Questions topic wise • Closure- Summarization by students with the help of mind map on their own. • Independent Practice-preparation of group presentation
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)
	1. What makes people as a resource? 2. Find out two most populous countries of the world.

DAY	TWO
Objective	To understand why the distribution of population in the world is uneven .
Assessment of qualifying knowledge	Recap of the previous day
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> Factors that influence the pattern of distribution <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> • <i>Critical Thinking – To analyze the natural factors and the socio economic factors with respect to density of population</i> • <i>Collaborative Learning - will work in groups to justify each factor in the context of population concentration</i>
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Anticipatory Set- Recapitulation of the previous day. Teaching strategy (WIPRO)–Discussion, think pair share, group activity DOL 1,2,3 Activity- Activity- Group presentation • Discussion on the factors responsible for the uneven distribution of population The following questions will be asked to check their understanding:

	• Why some areas are very crowded? • Why some areas are sparsely populated? • Guided Practice- Knowledge based Questions • Closure- Summarization by students with the help of muddiest point Independent Practice- After Discussion all students will compare the crowded and sparsely populated areas.
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. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)

DAY	THREE and FOUR
Objective	• Enlist the various causes that effect the size and distribution of population. • Analyze the population pyramid graphs in order to understand the composition of the population of a given region/ country
Assessment of qualifying knowledge	Recapitulation of previous day
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> Pop change can occur due to 2 reasons [i] change in the total number of population [birth rate , death rate, international migration] this effects the size of population [ii] change in the distribution of population [internal migration – may be from one region to another due to eg. Terrorism in Kashmir; OR from rural to urban areas in search of jobs] this does not effect size but density of different regions <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> <i>Collaborative Learning</i> <i>Critical thinking and problem solving</i>
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Anticipatory Set- Recapitulation of the previous day. Teaching strategy (WIPRO)–Discussion, think pair share, matrix of crops and group presentation and map work DOL 1,2,3 Activity Group presentation by Group 3 Guided Practice After discussion • All the students will make a table to where they will write the factors responsible for the uneven distribution of population..

	• Closure- Summarization by students with the help of mind map • Independent Practice- Understanding Based question • Map activity: Mark the five most populated countries in the world on the political map of India. The following questions will be asked to check their understanding: • Name the densely populated state of India • Name the least populated state of India. Guided Practice After discussion • All the students will make matrix of population change Closure- Summarization by students with the help of mind map • Independent Practice- Knowledge based questions The following questions will be asked to check their understanding: • Define birth rate and death rate. • What are the basic reasons of migration.
Resources	Text Book: 1. 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	FIVE
Objective	To understand how population pyramid is helpful to identify birth rate ,death rate, migration, sex ration of the country
Assessment of qualifying knowledge	Recapitulation of the previous day.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> • The aspects of population composition as male female ratio, age composition, dependent and working population. • Compare the locational advantages of Ahemdabad and Osaka <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> <i>Critical thinking – The students will be able to critically analyze the role of population pyramids as a graphical representation of population composition and deduce the developmental aspects from it</i> <i>Creativity – they will be able to construct and read the given pyramid</i> <i>Collaborative Learning – they will work in groups and present the given topic to the rest of the group.</i>

Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Anticipatory Set- Recapitulation of the previous day. Teaching strategy (WIPRO)–Discussion, think pair share, group activity DOL 1,2,3 Activity- Activity- Group presentation • Discussion on the population pyramid of India, Japan, Kenya . The following questions will be asked to check their understanding: • Why some areas are very crowded? • Why some areas are sparely populated? • Guided Practice- Knowledge based Questions • Closure- Summarization by students with the help of muddiest point Independent Practice- After Discussion all students will compare the population pyramid of different countries and will identify the advantages of population pyramid.
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)
	1. Explain Natural growth rate. 2. Explain the reason for the two types of migration 3. Define population pyramid .Give four advantages of population pyramid.