

DELHI PUBLIC SCHOOL GHAZIABAD
CLASS – VI
LESSON PLAN
CHAPTER- 9: URBAN LIVELIHOOD

Unit	Urban Livelihoods
Class Transaction	Total: 5 Periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Basic knowledge of concept of urban administration 2. Knowledge of working and functions of Panchayat and municipal Corporation etc. 3. Means of livelihood in urban areas 4. Efforts done by govt. to improve the condition of vendors.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook
Objective	Students would be able to * Collaboratively Understand various types of occupation prevailing in urban areas. * Develop <i>collaboration by taking part in the discussion</i> on difference between permanent and temporary job. *Challenges faced by the street hawkers in the city. *<i>Students would be able to enhance their creativity</i> by creating mind map for entire chapter. * Students will develop civic sense (Citizenship) by understanding the role of Government in providing facilities to the street hawkers in promoting employment opportunities with 90%accuracy.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know and understand</i> 1. The condition that underline and impact life strategies of urban people. <u>SKILLS-</u> <i>Students would be able to -</i> 1. To enable the students to distinguish between rural livelihood and urban livelihoods. 2. To analyze that the conditions and opportunities for making a living are not equally available to all.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- <i>Introduction of the topic-</i> PPT and Digital Content would be shared Topic Working on the street Role Play (communication) Wipro Strategies- Tabular columns, web charts and flowcharts, Explanation with the help of smart class. Asking small questions based on the content. DOL 2 & 3. Topic The story of Harpreet and Vandana (competency -collaboration .students will be able to understand the challenges that businessman has to face through a story. Topic – In the factory -Workshop area Topic – In Office area .Students will be able to make out the difference between

	the permanent job and temporary job QUESTIONING- Questioning- Multiple choice questions and NCERT to cater the needs of various students. <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. Techniques to be used: Quiz MCQ Peer Assessment Case Studies Any Other
Resources	Text Book: NCERT text book –Social and political life
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.....3marks 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 EXAMINATION 80+20 (internal)=100 Marks ANNUAL EXAMINATION 80+20(internal)=100 Marks By administering pen paper test, we assess creativity and critical thinking. INTERNAL ASSESSMENT 20 Marks in each Term • Subject Enrichment Activity 10 Marks With the help of subject enrichment activities we assess communication, collaboration, character building and citizenship. 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 weightage would be given by the blue print.

Day -1	Working on the street
Class Transaction	(approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Basic knowledge of concept of urban administration 1. Compare the work that people do in rural and urban areas. 2. Why people migrate in search of work. 3. Knowledge of working and functions of businesspersons and workshop areas. 4. Means of livelihood in urban areas 5. Efforts done by govt. to improve the condition of vendors.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook
Objective	Students would be able to understand various types of occupation and their working situations in urban areas.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> Different people working on streets. <u>SKILLS</u>- <i>Students would be able to -</i> 1. To enable the students to know the major means of livelihood in urban areas. 2. To analyse the conditions of temporary workers and permanent workers.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Wipro Strategies- Tabular columns, web charts and flowcharts, Explanation with the help of smart class. Asking small questions based on the content. DOL 2 & 3. <i>Introduction of the topic</i>- PPT and Digital Content would be shared Active learning - Four squares students will do discussion on lack of job opportunities in our country . AEch student will write their own responses on the given sheet .Further facilitator will collate them to give clear understanding. <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. Techniques to be used:

	Quiz MCQ Peer Assessment Case Studies Any Other
Resources	Text Book: NCERT text book –Social and political life
Day -2	Bachchu Manjhi-A cycle Rickshaw Puller
Class Transaction	(approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Why people migrate in search of work. 2. Knowledge of working and functions of businesspersons and workshop areas. 3. Efforts done by govt. to improve the condition of vendors. 4. Conditions of street hawkers
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. FA Activities
Objective	Students would be able to understand different means of employment.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know and understand</i> Different people working on streets. <u>SKILLS-</u> <i>Students would be able to -</i> 1. To enable the students to know the major means of livelihood in urban areas. 2. To analyse the conditions of temporary workers and permanent workers.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Wipro Strategies- Tabular columns, web charts and flowcharts, Explanation with the help of smart class. DOL 2 & 3. Active learning Students will critically think to answer the question. Anticipatory set – Asking small questions based on the content. Q.Why do people migrate ? Q. What are differences in migration between rich and poor people? Q.Is there any special locality provided by the government for rickshaw puller, mansons etc Group Learning- Loud reading of the content followed by the explanation by the facilitator. <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used:

	Quiz MCQ Peer Assessment Case Studies Any Other
Resources	Text Book: NCERT text book –Social and political life
Day -3	How people set up their shops and from where do they collect the material.
Class Transaction	(approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Basic knowledge of material the vendors collect. 2. Difference between those who sell on the street and those in market.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. FA Activities
Objective	Students would be able to understand various types of work done on streets. The temporary shops and permanent shops To know about who are self employed people
Learning Outcomes	<u>KNOWLEDGE</u> - <i>Students will know and understand</i> People set up their shops and from where they collect the material. <u>SKILLS</u> - <i>Students would be able to -</i> 1. To enable the students to know the major means of livelihood in urban areas. 2. To analyse the working style of casual workers and about their shops.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Wipro Strategies- Tabular columns, web charts and flowcharts, Explanation with the help of smart class. Asking small questions based on the content. DOL 2 & 3. Active learning Facilitator will show a video based on unemployment followed by the set of questions based on it. This will engage the students in active learning . Q. What problems did they see in the video? Q How can we overcome the problem of unemployment in our country? Group Learning- Students will discuss these questions in the group . <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used: Quiz MCQ Peer Assessment

	Case Studies Any Other
Resources	Text Book: NCERT text book –Social and political life
Day -4	The working conditions of the workers in factory.
Class Transaction	(approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Basic knowledge of the condition of people working in factory. 2. What are the advantages & disadvantages they face. .
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook
Objective	Students would be able to understand the working conditions of factory labourer
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> To understand the working conditions of factory labourer <u>SKILLS</u>- <i>Students would be able to -</i> 1. Learn about small workshops and factories employers. 2. If they complain about their job, they are asked to leave. 3. There is no job security in temporary jobs.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Wipro Strategies- Tabular columns, web charts and flowcharts, Explanation with the help of smart class Asking small questions based on the content. DOL 2 & 3. <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 MCQ Peer Assessment Case Studies Any Other
Resources	Text Book: NCERT text book –Social and political life

Day -5	Work in office area
Class Transaction	(approx. 40 min each)

Pre-requisite for the course	This lesson requires To know about permanent workers
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook
Objective	Students would be able to understand the benefits the workers get in permanent job.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know and understand</i> 1. In office the workers are permanent. 2. They are permanent employee with company. <u>SKILLS-</u> <i>Students would be able to -</i> 1. To enable the students to know the benefits the permanent workers get. 2. They get regular salaries and other benefits too like pension etc.
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 Anticipatory set – Q.Why do you think small workshops and factories employ casual workers? Q.Describe the working conditions of people like Nirmala keeping in mind the following- working hours, conditions in the place ,earnings and the days of work available. Q.Would you say that domestic workers like housemaids are also casual workers ?Why? Describe the workday of one such woman detailing the work she does in other people’s houses. Wipro Strategies- Tabular columns, web charts and flowcharts, Explanation with the help of smart class. Asking small questions based on the content. DOL 2 & 3. Group Learning- Venn Diagram Students will be able to distinguish between the working conditions in permanent and temporary jobs. <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used: Quiz MCQ Peer Assessment Case Studies Any Other
Resources	Text Book: NCERT text book –Social and political life