

CLASS – VII
LESSON PLAN CIVICS
UNIT-3 GENDER

Unit	CIVICS CH-4 GROWING UP AS GIRLS AND BOYS
Class Transaction	Total: 4 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Basic knowledge of what is gender. 2. Basic knowledge of difference between genders..
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. FA Activities
Objective	Students would be able to understand the concept of gender, values of boys and girls, necessity for equality between man and woman.
Learning Outcomes	KNOWLEDGE: <i>The Students will be able to:</i> - Gender roles refer to how an individual adapts himself to the role prescribed for his or her sex by the society. - The gender roles have created disparity everywhere. Men and women are not treated equally in most of the societies. - In the 19th century, changes began to take place as women also fought for their rights. - Several women have broken the convention and entered into areas dominated by men. - Poverty, early marriage, family responsibilities are some of the factors that prevent the education of women. SKILLS: <i>The Students will be able to:</i> - Discuss collaboratively the measures to stop inequalities in the society and how men and women in the society are looked upon as playing specific gender roles.
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, cause and effect chart(fish diagram))silent reading, Collaborative learning. DOL 1,2,3 Active Learning Topic-Growing up in Samoa in the 1920s facilities(Competencies: Critical thinking) Students will be taught about Growing up in Samoa in the 1920s and will critically be able to list in what ways do the experiences of Samoan children

applicable, and can use any other too.)	and teenagers differ from your own experiences of growing up. Group Learning • Topic-Valuing housework and Lives of domestic workers Lives (Competencies: Collaborative Learning) Students will understand and discuss in groups how important it is to value housework irrespective of gender. Will also be able to present their views on domestic workers lives. Differentiation • Topic-Women's work and equality (Competencies: Citizenship, communication) Students will get aware about women's work and how they are not equally treated as compared to men. Students will compare men's and women's work and present their views on same in front of whole class, which will enhance their both citizenship and communication skills. Questioning- (Competencies: Critical thinking) • Suppose you are youth of your country, suggest some changes you want to bring so that there is more gender equality in Your country. Multiple questions as per 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 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(25 MARKS EACH)=100 HALF YEARLY EXAMINATION 80 MARKS+20(internal)=100 ANNUAL EXAMINATION 80 MARKS+20(internal)=100 INTERNAL ASSESSMENT 20 MARKS in each term • Subject Enrichment Activity 10 Marks

	• With the help of subject enrichment we assess communication, collaboration, character building and citizenship. • The students in group of five will demonstrate the activity. Note book submission 10 Marks
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> • Encouragement for referring other resources <i>For weak students:</i> • 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. Mention the main activity on the Samoan Islands 2. Explain any three steps taken by the government as a remedy for a discriminatory situation. 3. Why were boys and girls sent to separate schools in Madhya Pradesh? 4. 11. List the various responsibilities undertaken by women in India. 5. 12. Why does our society devalue the work women do inside the home?

CLASS – VII
DAY WISE CONSOLIDATED LESSON PLAN
UNIT-3 GENDER
CH-4 GROWING UP AS GIRLS AND BOYS

DAY	ONE
Objective	Students will be able to understand and compare in what ways do the experiences of Samoan children and teenagers, differ from their own experiences of growing up.
Assessment of qualifying knowledge	Questions will be asked from the whole class group. - What is the role of school in growing up? - What are the responsibilities of Samoan children and teenagers?
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - experiences of Samoan children and teenagers while growing up. <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> - Discuss collaboratively experiences of Samoan children and teenagers while growing up.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - What are your responsibilities as children? - What have you experience till now while growing up. Will work through Collaborative Learning: 15 min Discuss collaboratively experiences of Samoan children and teenagers while growing up. 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 Political science
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	TWO
Objective	Students will be able to understand and compare in what ways do the experiences of Growing up male in Madhya Pradesh in the differ from experiences of male growing up in your state.
Assessment of qualifying knowledge	Questions from previous class about experiences of growing up of Samoan children and teenagers.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> Growing up male in Madhya Pradesh in the 1960s.

	<u>SKILLS and COMPETENCIES</u> Will be able to compare critically and collaboratively in what ways do the experiences of Growing up male in Madhya Pradesh in the differ from experiences of male growing up in your state.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - What can be the responsibilities of male? - Why role of male and female not valued equally? (Competencies: Critical thinking) Will be able to compare critically and collaboratively in what ways do the experiences of Growing up male in Madhya Pradesh in the differ from experiences of male growing up in your state. 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 Political science
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
Objective	Students will be able to know about how important it is to value house work and will understand the live of domestic workers.
Assessment of qualifying knowledge	Questions from previous class about male growing up in Madhya Pradesh in 1960s.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - About the housework and why is it important to value it. - About the domestic workers live. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> - Discuss collaboratively about the value of house work and present their views in front of whole class on statement ‘ Should men and boys also contribute in housework’. This will enhance their communication skills.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - What do you understand by house work? - Can you list some housework chaos? - Role of women in housework? - Should men also contribute in housework.? (Competencies: Collaborative and communication) Discuss collaboratively about the value of house work and present their views in front of whole class on statement ‘ Should men and boys also contribute in housework’. This will

	enhance their communication skills. 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 Economics
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	Students will be able to understand women's work and equality.
Assessment of qualifying knowledge	Questions from previous class about value house work and live of domestic workers.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - Why is it important to value women household work also as compare to men work? <u>SKILLS and COMPETENCIES</u> - Students will present their views collaboratively on why is it important to value women household work also as compare to men work. .Role of government to help the working women of India.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - On what basis men and women are differentiated in our society. - What are anganwadis? (Competencies: creativity and communication) Students will present their views collaboratively on why is it important to value women household work also as compare to men work. .Role of government to help the working women of India. 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 Political science
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)