

CLASS – VII
LESSON PLAN CIVICS
UNIT-3 GENDER
CH-5 WOMEN CHANGE THE WORLD

Unit	CIVICS CH-5 WOMEN CHANGE THE WORLD
Class Transaction	Total: 4 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires • Basic knowledge of inequality between genders. • Gender stereotypes. • Biological difference between gender
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. FA Activities
Objective	Students would be able to understand gender constructions in different social and economic context.
Learning Outcomes	KNOWLEDGE: <i>The Students will be able to:</i> 1. Gender roles refer to how an individual adapts himself to the role prescribed for his or her sex by the society. 2. The gender roles have created disparity everywhere. Men and women are not treated equally in most of the societies. 3. In the 19th century, changes began to take place as women also fought for their rights. 4. Several women have broken the convention and entered into areas dominated by men. 5. 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 introduced by the government to stop inequality. • Students will be able to present their views on topic why education is important for both girls and boys. This will enhance their communication skills.
Transaction Methodology (The teacher can use the mentioned techniques,	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-Breaking stereotypes facilities(Competencies: Critical thinking) Students will be taught about Stereotypes will critically be able to some

wherever applicable, and can use any other too.)	examples of their own and some real life examples they have seen till now. Group Learning • Topic-Schooling and education oday (Competencies: Collaborative Learning) Students will understand and discuss in groups how important it is to educate both boys and girls. Differentiation • Topic-Effects of social distribution on education (Competencies: Citizenship, communication) Students will write their views and present in front of class on how social distribution (ST,SC,OBC) effects the education, more of girls. Students will critically compare the social distribution. Questioning- (Competencies: Critical thinking) • Suppose you are youth of your country, suggest some changes you would like to bring for equality between gender. 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	- Mention the changes that were witnessed during the 19th century regarding women's equality. - In the nineteenth century, many new ideas about education and learning emerged. Explain. - Explain three reasons why children from Dalit, Adivasi and Muslim community leave school. - Describe the methods in which women have protested against injustice in the recent years. - Trace the problems faced by girls and women in Indian society before the 19th century.

DAY WISE CONSOLIDATED LESSON PLAN
UNIT-3 GENDER
CH-5 GROWING UP AS GIRLS AND BOYS

DAY	ONE
Objective	Students will be able to understand the rigidity of expectations, and even that the women have less opportunities.
Assessment of qualifying knowledge	Questions will be asked from the whole class group. - What do you understand by stereotypes? - How can you break stereotypes? - Give some examples of stereotypes.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - The rigidity of expectations, and even that the women have less opportunities. <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> - Discuss collaboratively the stereotypes and how can we break stereotypes.
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 stereotypes? - How can you break stereotypes? - Give some examples of stereotypes. Will work through Collaborative Learning: 15 min - Discuss collaboratively the stereotypes and how can we break stereotypes. 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 Civics
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 the schooling and education today.
Assessment of qualifying knowledge	Questions from previous class about stereotypes and breaking stereotypes will be asked.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - The difference between school in education today and before. <u>SKILLS and COMPETENCIES</u> - Will be able to compare critically and collaboratively in what ways schooling and education of today differ from previous schooling and education.
Transaction Methodology	Transaction would proceed in the following manner-

(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - What do you understand by social distribution? - Whom do you count in literate person? (Competencies: Critical thinking) Students will write their views on how social distribution (ST,SC,OBC) Effects the education more of girls. Students will critically compare the social distribution 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 Civics
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 Women's movement to bring the changes for women, to spread awareness, fight discrimination and seek justice
Assessment of qualifying knowledge	Questions from previous class about social distribution, schooling and education.
Learning Outcomes	KNOWLEDGE- <i>Students will know</i> - about Women's movement to bring the changes for women. - About different strategies used to spread awareness, fight discrimination and seek justice. SKILLS and COMPETENCIES <i>Students would be able to</i> - Discuss collaboratively about the different strategies used to spread awareness, fight discrimination and seek justice.
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 Justice? - What do you understand by discrimination? (Competencies: Collaborative and communication) - Discuss collaboratively about the different strategies used to spread awareness, fight discrimination and seek justice. Will present their views on same , in front of whole class. 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	FOUR
Objective	Students will be able to understand the Campaigning to fight discrimination and violence against women.
Assessment of qualifying knowledge	Questions from previous class women's movement.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - about the Campaigning to fight discrimination and violence against women. - About the laws passed by the government. <u>SKILLS and COMPETENCIES</u> - Students will present their views collaboratively to what extent these campaigns have been helpful for women.
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 - Give some examples of violence against women. - What do you understand by discrimination? (Competencies: creativity and communication) Students will present their views collaboratively to what extent these campaigns have been helpful for women. Will also present their views on the same in front of whole class. 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 Social 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)