

**DELHI PUBLIC SCHOOL GHAZIABAD**  
**CLASS – XII (ENGLISH CORE)**  
**CONSOLIDATED LESSON PLAN**

**DEEP WATER(FLAMINGO-PROSE)**

|                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Unit                                                                                                                       | Deep Water (Flamingo-Prose)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Class Transaction                                                                                                          | Total: 3periods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Pre-requisite for the course                                                                                               | Students were asked whether any of them have a drowning experience in their life. They were asked to share their experience/views.<br>Discussion on <ul style="list-style-type: none"> <li>• The experience of fear and its conquest</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            |
| Assessment of qualifying knowledge                                                                                         | Written test<br>Assignment notebook                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Objective                                                                                                                  | At the end of the chapter, the students will be able to : <ul style="list-style-type: none"> <li>• Infer the meaning from the chapter</li> <li>• Psychological analysis of fear</li> <li>• Understand the message that lesson wants to convey</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                   |
| Learning Outcomes                                                                                                          | <u>KNOWLEDGE</u> - Students would develop their optimistic attitude towards life amidst many struggles.<br>They would be able to make connections between similar situations in different storylines/life experiences.<br>Students will acquire the knowledge of <ul style="list-style-type: none"> <li>• Plot and Theme of the lesson</li> <li>• Events that took place in the lesson</li> <li>• Writing answers long- short- reference to context</li> <li>• Solving extrapolatory questions</li> <li>• Solve value based questions</li> <li>• Application of the content to their own lives</li> <li>• Expressing themselves</li> </ul> |
| Transaction Methodology<br>(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.) | The session would begin with an interaction.<br>The learners would interpret the title of the lesson. <b>(Critical thinking)</b><br>The background knowledge of the author and his works would be worksheet/spiral .<br>Introduction of the topic- ppt and Digital Content would be shared<br><br>Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom.<br><br><b>Techniques to be used:</b><br>Group Discussion( <b>Communication and brainstorming</b> )<br>HOTS                                                                                                                           |

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|                                    | Any Other                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Resources                          | Text Book: Flamingo<br>PPT<br>Handout                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Self Study, Home Work, Assignments | <b>Independent Practice:</b><br>The questions at the end of the unit are inferential. These help pupils make sense of the writer's intention in focusing on a local episode and to comment on an issue of universal significance.<br><b><i>Character and citizenship</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Assessments                        | <b>3 UNIT TESTS</b> 30,35,35 marks respectively<br><b>MID TERM EXAMINATION</b> <b>100 Marks</b><br><b>HALF YEARLY EXAMINATION</b> 100 Marks<br><b>PRE BOARD EXAMINATION</b> <b>100 Marks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Addressing Classroom Diversity     | <p>Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups:</p> <p>For high scoring students:</p> <ul style="list-style-type: none"> <li>• Spiral Level 3 questions to be done</li> <li>• Encouragement for referring other resources</li> </ul> <p>For low scoring students:</p> <ul style="list-style-type: none"> <li>• Spiral Level 1 to be completed</li> <li>• Peer help to be provided</li> <li>• Provide grade-up classes(PCC)</li> </ul> <p>For differently abled students:</p> <ul style="list-style-type: none"> <li>• Ignore few spelling mistakes</li> <li>• Call parents at regular intervals</li> <li>• Provide grade-up classes</li> <li>• Encourage and motivate them at every level.</li> </ul> |
| Marks                              | As per CBSE Guidelines.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

### DAY PLAN

#### Anticipatory Set-

- The facilitator will ask the learners a few basic questions to introduce the topic
- What do you understand by hydrophobia? Name and explain some common phobias.
- Have you ever met with any misadventure in your childhood?
- Narrate about your deliberate effort to shake off the terrifying memory.

### **Objective –**

- The students will be able to understand the theme of the lesson- memories of the childhood haunt all through adult life, determination, strong will power
- They will be able to understand that it's not death but the fear of death that instills terror and anxiety in our minds
- They will be able to analyse how clinging to past fears can spoil one's present
- Understanding of the fact that persistent efforts are needed to shake off the fears of past

### **Techniques to be used-**

- Group discussion
- Debate
- Interactive learning
- Problem solving

### **Materials required and teaching aids-**

Instructional aid- Digital modules, smart class(clips of Douglas' narration of his phobia and strategy to defeat his fear ), Flamingo, chalk and duster, black board

Strategy-

Student- teacher interaction/discussion, collaborative learning, independent practice

### **Day 1 & 2**

Activity 1 : The facilitator will initiate/draw the student's attention to the topic by asking questions like :

- What are the different types of phobias and their effects on human life?
- How does a fear/phobia create a handicap in one's life?
- How can one give a fight to his own fear?

### **Activity 2: (*Communication and brainstorming*)**

- Model reading of a paragraph by the teacher.
- Silent reading by children.
- Understanding the lesson with the help of word meanings, using dictionary.
- Discussion on the theme of the lesson.

- Deliberating on the importance of strategized approach with strong determination to overcome our fears.

### **Guided Practice**

The students will write a paragraph on Douglas' fight against his hydrophobia and also answer the question(***Character and citizenship***)

What impact did the incident at California beach and YMCA pool have on Douglas and how did he prepare himself for his fight against fear?

This exercise will be done in the notebook with the help of the textbook.

### **Summarize and check for understanding**

Rapid fire questions will be asked to check the comprehension skills of the students and doubts cleared.

### **Day 3**

Recap of the last day and other contextual questions will be done in the notebooks with the assistance of the teacher.

The students will be explained the importance of will power, determination and balanced approach/strategy in one's life.

Summarize and check for understanding.

Some questions will be asked based on the lesson and doubts cleared. (***Critical thinking and problem solving***)

### **Independent Practice**

Based on the autobiographical account of William Douglas, prepare a speech to be delivered in the morning assembly on the topic: 'All we have to fear is fear itself'.

### **Closure**

- Summarizing the lesson.
- Students will be asked the ways in which the lesson was useful to them.
- Suitability of the title will be discussed.
- Class test.