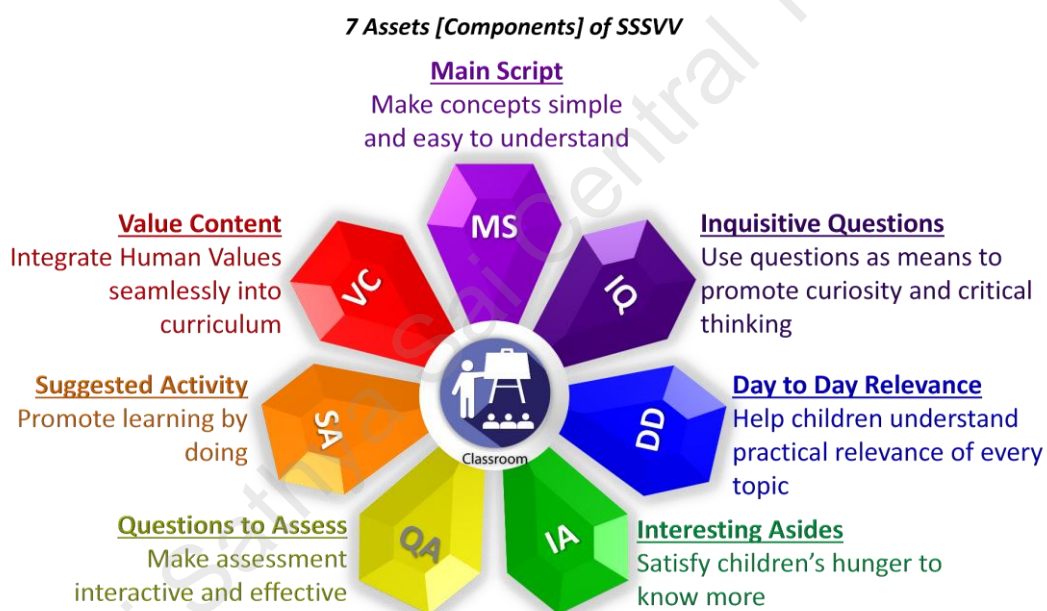


Master Lesson Plan

for

Natural Vegetation and Wildlife

Board	Standard	Subject	Chapter	Language	Creation date
NCERT	STD IX	Social Science	Natural Vegetation and Wildlife	English	



CURRICULAR GOALS	CG-4: Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences their livelihoods, culture and the biodiversity of the region.
COMPETENCIES AS PER NCF/NIPUN BHARAT	C-4.3: Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation and wildlife. C-4.6: Develops sensitivity towards the judicious use of natural resources (by individuals, societies and nations) and suggests measures for their conservation.
Strategies As Per NEP	Case Study, Project based
Teacher's Tool Kit	Concept Map and Mind Map
SDG (Sustainable Development Goals)	SDG-15 - Life on Land
Inter/Multidisciplinary elements	Integration with Science - Adaptation, Food Chain and Photosynthesis.
Technology aids	PPT
Cross-Cutting Themes	Indian Knowledge System: Sacred Grooves preserved according to Hindu traditions Values and dispositions - Conscious action towards sustainable environment Educational Technology: Enriched with PPTs as teaching aids Care for the Environment: Preserving the rich biodiversity
Accommodations for Inclusive Practices	Audio book : youtu.be/Gx7Nb7keAa4 Source: epathshala.nic.in/

IM_Natural Vegetation and Wildlife

[Notes to teacher: Dear Teachers, through this MLP, we bring to you suggestions, pedagogical approaches, ideas, Teacher Reference Documents (TRD), Teaching Aids (TA) and Learning Aids (LA) for the topic 'NATURAL VEGETATION AND WILDLIFE' for grade IX.

This ideation for lesson planning and delivery has been designed based on the curricular goals and competencies as prescribed by NCERT.]

Total Time to transact MLP: 140 minutes, 4 periods

Topics in this Chapter: NATURAL VEGETATION AND WILDLIFE

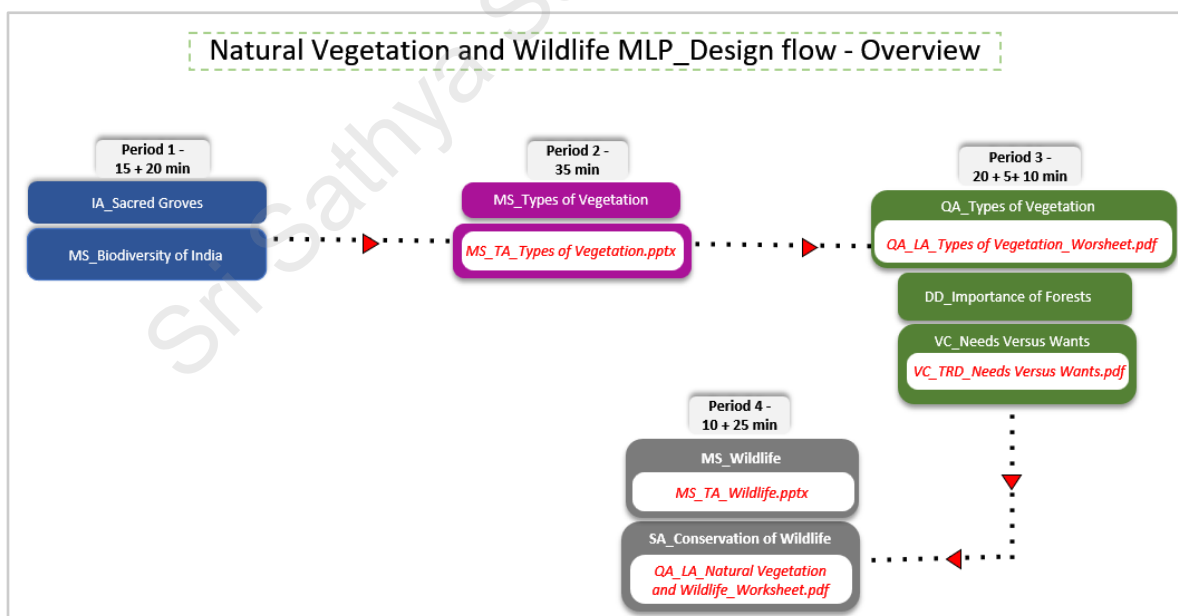


[Notes to teacher: The chapter on **NATURAL VEGETATION AND WILDLIFE** has been broken down into these subtopics. Ideas and strategies on how each topic can be dealt with have been suggested. As you view this lesson plan, you will find that all seven assets are integrated seamlessly to make learning 'Insightful', 'Inspiring', 'Enjoyable', and 'Participatory'. You will also notice that the activities and Value content are designed towards the attainment of curricular goals and competencies.

This lesson plan is designed for 4 periods, considering **each period to be of 35 minutes**.

Additional one or two periods may be used if required.]

Lesson Plan Flow



[Notes to the teacher: Here is the MLP at a glance for a quick reference.]

PERIOD 1

Topic: Factors affecting Flora and Fauna

Time: 35 mins

Asset Types: IA, MS

1) IA_Sacred Groves:

Specific Learning Outcome: Students will:

- take delight in knowing the interesting facts about the sacred groves which act as secret wizards of conservation

Duration: 15 mins

Notes to the teacher: The teacher can read out the following paragraph on sacred groves and ask leading questions to introduce the concept of natural vegetation.

The Sacred Groves

UNESCO (1996) defined **Sacred Groves** as an area of natural vegetation preserved by the local community through local taboos and sanctions.

There are 3 types of forests according to Hindu traditions namely, Tapovan, Mahavan and Sreevan. *Sreevan* means, 'forests of the goddess of prosperity'. It consists of dense forests and groves. Sacred groves have special religious importance. *Panchavati* or cluster of five trees represents five elements - earth, water, fire, air and space. These groves are also found in Ghana, Nigeria, Syria and Turkey.

They are found even now in Meghalaya, Rajasthan, along the Western Ghats of Maharashtra and Kerala. Maharashtra and Kerala have more than 2000 sacred groves. Members of the community take turns to protect these groves. These groves are places of pilgrimage for the Hindus, Buddhists, Jains and Sikhs. These groves are associated with the concept of a presiding deity like the nature spirits known as 'Yakshas', 'Nagas', 'Ayyanar' and

'Amman'. Sacred groves are known by different names in different states. To name a few:

State	Name of the Sacred Grove
Maharashtra	Devray
Karnataka	Devarakadu and Siddaravanam
Rajasthan	Oraans, Kenkari and Malvan
Chhattisgarh	Saran
Jharkhand	Jherthan
Andhra Pradesh	Pavithrakshetralu
Uttarakhand	Devbhumi

The groves are usually full of creepers, shrubs and grasses, some of which have high toxicological and nutritional value.

These groves help to preserve the rich diversity of flora and fauna, but today, most of the groves have disappeared due to urbanization. Since these groves serve as a laboratory for the botanists, a bank of plant diversity and a community's medicine chest, they are worth preserving.

Questions:

- A sacred grove is different from a landscape. Justify.
- What is the difference between a garden and a forest?

2) MS_Biodiversity of India:

Specific Learning Outcome: Students will be able to:

- define terms such as natural vegetation, virgin vegetation, exotic plants, indigenous species, flora and fauna

Duration: 20 mins

Notes to the teacher: The teacher can ask the students to read the introduction of the 'Natural vegetation' and write down the definitions of the terms natural vegetation, flora, fauna, virgin vegetation, exotic and indigenous plants in their notebooks.

Homework activity: Find out the names of some of the exotic and indigenous species found in the vicinity.

PERIOD 2

Topic: Types of Vegetation

Time: 35 mins

Asset Types: MS

1) MS_Types of Vegetation: Activity Based Learning/Peer Learning

Specific Learning Outcome: Students will be able to:

- discuss the salient features of different types of vegetation

Duration: 35 mins

Notes to the teacher:

Activity based learning/Peer Learning: The entire unit related to the 'Types of Vegetation' can be dealt with as a collaborative activity wherein students are divided into groups and each group presents information related to one type of vegetation in an innovative way. A chart depicting the types of vegetation can be put up in the class.

The teacher can show the **MS_TA_Types of Vegetation.pptx** to the students in the classroom to recap the main script asset.

PERIOD 3

Topic: Types of Vegetation

Time: 20 + 5 + 10

Asset Types: QA, DD, VC

1) QA_Types of Vegetation

Specific Learning Outcome: Students will be able to:

- review their understanding about different types of vegetation

Duration: 20 mins

Notes to the teacher: The students can be assessed by the teacher by giving them the quiz provided as a worksheet in the document **QA_LA_Types of Vegetation_Worksheet.pdf**
The teacher may use the interactive quiz set up on the LMS.

2) DD_Importance of Forests - (Mind map)

Specific Learning Outcome: Students will be able to:

- realize the importance of forests for human existence

Duration: 5 mins

Notes to the teacher: The teacher can write down the keywords on the blackboard and develop the **mind map** on 'Importance of forests' through discussions.

Corridor and Campus Activity:

- 1) A skit can be presented on the impact of forest degradation in the school assembly.
- 2) Charts can be put up depicting information of the work done by the environmentalists.

3) VC_Needs Versus Wants

Specific Learning Outcome: Students will be able to:

- appreciate that a careful choice between needs and wants will help to maintain ecological balance

Duration: 10 mins

Notes to the teacher: Teacher can refer to the document **VC_TRD_Needs Versus Wants.pdf** to transact the asset.

PERIOD 4

Topic: Conservation of Flora and Fauna

Time: 10 + 25

Asset Types: MS, SA

1) MS_Wildlife

Specific Learning Outcome: Students will be able to:

- analyse the need to conserve and preserve the rich natural diversity found in India

Duration: 10 mins

Notes to the teacher: The teacher can transact the main script asset on wildlife with the help of **MS_TA_Wildlife.pptx**

2) SA_Conservation of Wildlife - (Project Based Learning)

Specific Learning Outcome: Students will be able to:

- discuss the importance of wildlife and the measures taken to conserve them

Duration: 25 mins

Notes to the teacher: The teacher can take up this subunit as a **project based learning**. Collaborative group activity is one of the best techniques to present information related to wildlife.

- Divide the class into groups
- Each group presents information on a topic:
 1. Project Tiger
 2. Biospheres reserves in India
 3. Endangered species
 4. Native wildlife of your region
 5. Government measures to protect wildlife
- Display the project charts in the classroom or in the corridor
- **Campus Activity:** National Wildlife Day is celebrated on **4th of September** every year

all over the world

- Wildlife week can be celebrated in the school by organising exhibitions and poster designing competitions

Homework Activity: When all topics in the chapter are covered, the teacher can assess the learning of the students through the worksheet provided in the Teaching Learning Aid,

QA_LA_Natural Vegetation and Wildlife_Worksheet.pdf

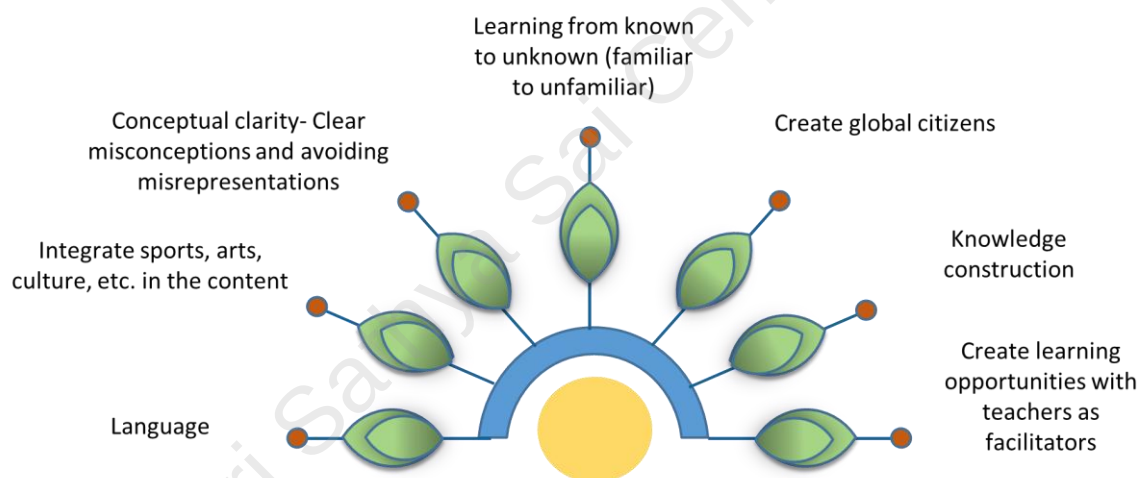
The teacher can ask the students to collect information about 'Ecocide' for environmental conservation.

LESSON PLAN DESIGN

You would have noticed that the lesson plan design has ample opportunities for

- ★ activity based learning
- ★ interdisciplinary approach
- ★ development of critical thinking skills
- ★ relevance and connection of the topic to the real world
- ★ problem-solving
- ★ integration of Values with the concept
- ★ Interaction in the classroom

Salient recommendations of NEP



We hope that this Lesson plan design which is aligned to the NEP2020 guidelines will be helpful for you.

Thank you.

Time to teach	Asset type	Theme	Sub Theme
140 minutes	Ideation Module	Conservation of Flora & Fauna	Conservation of forest and wildlife Ecosystem Endangered animals (meaning, examples)

			Flora and fauna in forests
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Sri Sathya Sai Central Trust



Sri Sathya Sai
VIDYA VAHINI
श्री सत्यसाई विद्या वाहिनी

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Annexure to Master Lesson Plan

What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n th why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.
How to teach using the DD	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a

asset?	recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing titbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.