

Class : XII
Lesson Plan
Flamingo-L.2. Lost Spring

Brief Description of the Lesson:

The chapter is about the exploitation of children in hazardous conditions. It highlights abject poverty, thoughtless traditions, loss of innocence, importance of education, back breaking hardwork and dismal working conditions. The chapter is about the acceptance of poverty, exploitation as destiny and a dire need to provide the poverty-stricken people, especially the children, a life of dignity and opportunities to dare, dream and do.

UN Sustainable Goals (To be discussed)

4. Quality Education –Students will gain insight into the problems of slums and refugees where the children also work to support parents.

Objectives:

I. Specific Objectives:

To enable the students to-

- i) communicate their ideas with a lot of conviction
- ii) appreciate the theme and the message conveyed
- iii) sensitizes the reader to the miserable plight of the poorest of the poor
- iv) understand the urgent need to end the vicious circle of exploitation through education, awareness, co-operative organization and empowerment
- v) focus on the use of figures of speech in writing
- vi) use appropriate vocabulary and expressions
- vii) understand the sufferings of bangle makers of Firozabad

II. Behavioural Objectives:

To enable the students-

- i) to inculcate values like empathy, responsibility, care and concern.
- ii) observation of the paradoxes in the society we live in.
- iii) create social awareness
- iv) understand the plight of street children forced into labour early in life.
- v) know the importance of education and knowledge.

Process/ Activities:

Activity: (to introduce the lesson)

Classroom discussion on-

1. Dreams of the poor and the reality
2. problems of child labour

Activity: (to support learning)

i) Discussion on the main theme – the plight of street children forced into labour early in life and denied the opportunities of schooling. What are the various government schemes for the poor?

ii) Worksheet based on the lesson :

1. Explain

- 'Garbage to them is gold
- Seemapuri, a place on the periphery of Delhi yet miles away from it, metaphorically.
- Food is more important for survival than an identity.
- And survival in Seemapuri means rag-picking. Through the years, it has acquired the proportions of a fine art.
- For the children it (garbage) is wrapped in wonder, for the elders it is a means of survival.
- Saheb is no longer his own master! Why?
- I wonder if she knows the sanctity of the bangles she helps make.
- Years of mind-numbing toil have killed all initiative and the ability to dream.
- Listening to them, I see two distinct worlds. Which two worlds are mentioned by the author?
- And daring is not part of his growing up.
- Few airplanes fly over Firozabad.

Skills: language skills, thinking skill, analytical skills

Activity/ Assignment: (to check learning)

Do you think Saheb is happy working at the tea stall?

Expected Learning Outcomes:

The students will be able to-

- i) think on socio-economic issues.
- ii) to observe the paradoxes in the society we live in.
- iii) analyse that there are millions of children who experience no spring in their lives, for their childhood is consumed in making a living.
- iv) understand the miserable plight of street children forced into labour early in life.
- v) understand that they are denied the opportunity to go to school.
- vi) understand the vicious circle of social stigma, poverty and exploitation.
- vii) analyse that laws in our country are not implemented properly.

Digital Content to be used:

Audios/video of the lesson (self prepared)

Assessment: Based on Bloom's Taxonomy

1. Assignment:

- Justify the title.

- But promises like mine abound in every corner of his bleak world.
- Unaware of what his name represents, he roams the streets with his friends, an army of barefoot boys who appear like the morning birds and disappear at noon. Who is he here? Why is this reference made 'appear like the morning birds and disappear at noon?'
- I wonder if this is only an excuse to explain away a perpetual state of poverty.

2. Comprehension Questions

1. Would you agree that promises made to poor children are rarely kept? Why do you think this happens in the incidents narrated in the text?

2. Textual exercises/extracts/character sketches/value based

Review(after the lesson is over)

Problem Faced—

Success-

Failure-

Real Learning Outcome-

Students Response/ Participation

Teachers' Learning :

NOTE: Review would help to improve the lesson planning in the coming session