

SUBJECT –GEOGRAPHY**LESSON PLAN****TOPIC- L-3 WATER RESOURCES****MONTH- JULY**

PRE-CONTENT/CONTENT POST CONTENT	LEARNING OUTCOMES / OBJECTIVES	
	GENERAL	SPECIFIC
Pre-Content Aware about various uses of water Content- • Various Sources of Water • Water Scarcity • Water Management • Ways to conserve water Post Content • recapitulation exercises • worksheets • HOTS will be given	Students will be able to – • create awareness about the increasing need for water. • remember the various sources of water • analyze the factors leading to water scarcity. • discover various ways of managing the water resources • appreciate various projects undertaken to conserve this precious resource • recall their understanding about the subject matter.	Students will be able to – • identify the importance of water as a renewable resource. • trace back to origin of water resources. • examine how these factors leads to the damage in the environment. • assess the importance of dams in conserving and managing water resources. • develop right attitude towards the conservation of water resource.- Dams, rain water harvesting system etc. • analyze and share their views to for conservation and preservation •

HOMEWORK/ ASSIGNMENT

- Question & answers will be given from N.C.E.R.T Textbook
- Self made extra questions will be given
- Work sheets will be given and discussed.

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	TEACHER'S OBSERVATION
Teacher will: - show ppt on adverse effects of over exploitation of ground water. - discuss measures for conservation of water - highlight the Water Scarcity and water management - locate the dams on a political map of India Annexure-G-3 - guide the students to prepare a table of advantages and disadvantages of multi-purpose river valley project. - guide the students to complete the recapitulation worksheet Annexure-G-3	Students will : - make notes in their notebooks. - participate in the discussion and note down the facts related to conservation of water. - find out and write about the water scarcity and water management - mark the same on a political map of India - prepare the table on positive and negative effects of river valley project - complete the worksheet Annexure-G-3	Teacher will write her own observations after the completion of the Topic.

TEACHING AIDS- Activity sheet, relevant content and interactive boards

INNOVATIVE THINKING- Activity based teaching, Recall, discussion and explanation

INTERDISCIPLINARY LINKS- History and Political Science.

HOD

COORDINATOR

VICE PRINCIPAL

PRINCIPAL

ANNEXURE (G-3)

ACTIVITY NO. – G-3

Subject	Geography
Class	X
Chapter/Unit	Chapter -3 Water Resources
Topic	Multi -Purpose River Valley Project
Time	2 periods
Nature of Activity	Group Work

What will I learn?

The students will be able to-

- understand the function and purpose of a dam and scrutinize the major disadvantages in the long run.
- develop oratory skills
- express opinions and appreciate diverse views
- enhance the analytical skill.

Skills: Analysing, Applying, Creating, Developing, Communicating, Problem Solving, Justifying, Evaluating

What do I have to do?

To assess the topic of debate- "**Dams have failed to become the temples of modern India.**" and put forth arguments convincingly thus building on inter-personal skills collaboratively.

What do I require?

Textbook , pictures and photographs ,chart paper, glue and internet

What do I need to know?

What are dams and how do they help us in conserving and managing water?

☐ Teacher's Activity

Teacher will-

- divide class into 5 to 6 groups and assign specific responsibilities collection of data, information, charts, photographs to each group.
- instruct each group to select two speakers, one to speak for the motion, one against it, on behalf of the whole team and tell other members of the group to participate through rebuttal.

- act as the moderator and will judge on the following parameters shared with the students in advance:
 - a) Clarity of argument
 - b) Substance/ relevance
 - c) Cooperative effort and team spirit
 - d) Quality of rebuttal

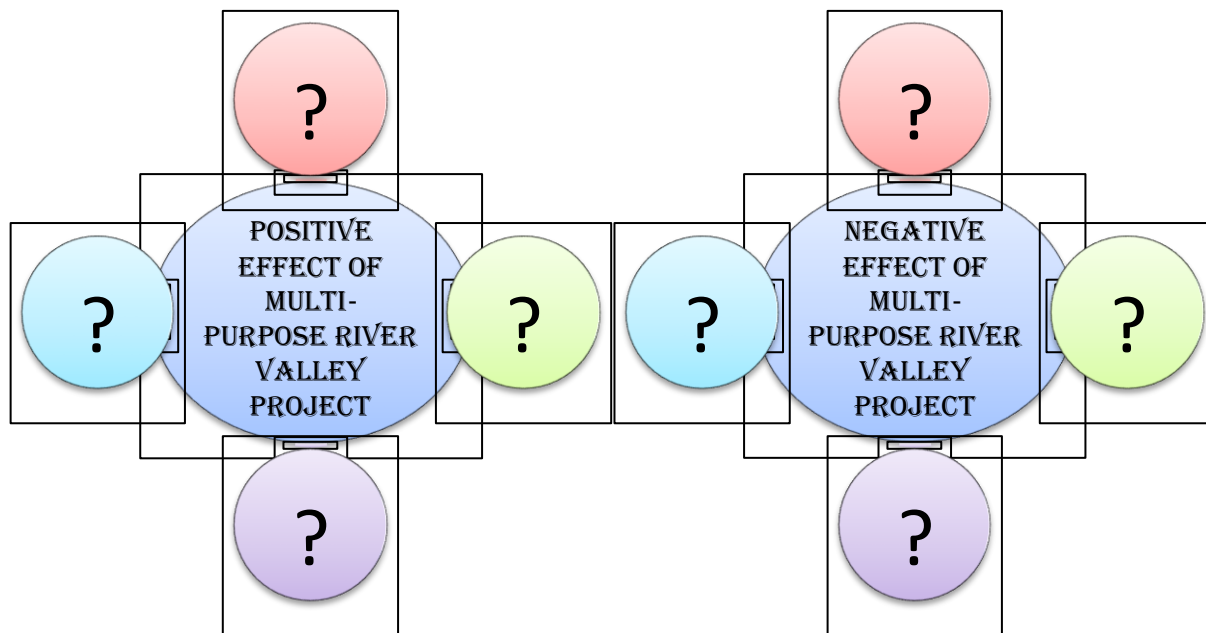
How will I proceed?

☐ **Student's Activity**

Students will -

- follow the instructions given by the teacher and form their groups.
- collect information and data related to their topic of debate, make charts, and click and paste photographs.
- assist the speaker by giving their inputs. Each group should select two speakers, one to speak for the motion, one against it, on behalf of the whole team. Other members of the group can participate through rebuttal.

What have I observed?



What have I learnt?

Multi-purpose projects, launched after Independence with their integrated _____ management approach, were thought of as the vehicle that would lead the nation to _____ and _____ overcoming the handicap of its colonial past.

_____ proudly proclaimed the dams as the ‘temples of modern India’; the reason being that it would integrate development of _____ and the village economy with rapid _____ and growth of the urban economy.

What am I curious to learn?

“Dams that were constructed to control floods but have triggered floods” Analyse the statement.

Let me evaluate myself

Q1) Which one of the following statements is not an argument in favour of multi-purpose river projects?

(a) Multi-purpose projects bring water to those areas which suffer from water scarcity.

(b) Multi-purpose projects by regulating water flow helps to control floods.

(c) Multi-purpose projects lead to large scale displacements and loss of livelihood.

(d) Multi-purpose projects generate electricity for our industries and our homes.

Q2) How have multipurpose projects and large dams been the cause of many new social movement?

Q3) Multipurpose river projects are referred to as the 'temples of modern India'. Elucidate.

Q4) Explicate the various problems associated with the construction of large dams. Give examples in support of your answer.
