

Pre-Content/content Post-Content	Learning outcomes/Objectives	
	General	Specific
<u>Pre-Content:</u> - Topic will be introduced by talking about Khejadli village and where it is located <u>Content:</u> - Trees are in danger - Chipko Movement <u>Post Content:</u> - Interdependence	Students will be able to: locate Rajasthan on political map of India develop the concept of deforestation discuss who started Chipko movement and its significance explain how plants and animals are dependent on each other	Students will be able to: analyze why people of Khejadli village used to take care of plants and animals justify the importance of protecting trees reason out why we should not cut trees. empathise with the problems faced by people during CHIPKO MOVEMENT. appreciate people who are spreading awareness against deforestation sensitized to protect plant and animals as they are dependent on each other summarize balance in nature

Home Work /Assignments

- Q1. Draw a picture of Khejadli village depicting the life of Amrita.
 Q2. Draw a picture to show balance in nature.
 Q3. Write a slogan against deforestation.

Teacher's Activity	Students' Activity	Teacher's observation and Remedial
Teacher will : (Integrating art) - show a video on the people of Khejadli village. She will ask students to draw a picture depicting life of people of the village. (Group discussion) - conduct an interactive session where students will discuss the reasons for which human cut trees. Annexure 4 (A) - conduct an activity based on Chipko movement to create awareness against deforestation - show them a video on interdependence. She will explain students how plants and animals are dependent on each other for balance in nature.	Students will : - watch the video carefully and draw a picture, depicting the life of people of Khejadli village. - be able to give reasons for which human is cutting trees. They will write in their EVS notebook as well. Annexure 4 (a) - perform the activity and understand the importance of trees - watch the video and understand why both plants and animals are required to make balance in nature	

Teaching Aids: Video , ICR , textbook

Methodology/Innovative: Topic will be explained by some field activities , group discussions and experiential activities.

Interdisciplinary Links: Ecology , Art, Social skill- environmental sensitivity

HOD

COORDINATOR

HEADMISTRESS

PRINCIPAL

Annexure 4 (A), (a) - SAVE A TREE- GET OXYGEN FREE

<u>SUBJECT</u>	EVS
<u>CLASS</u>	IV
<u>CHAPTER</u>	THE STORY OF AMRITA
<u>TOPIC</u>	CHIPKO MOVEMENT
<u>TIME</u>	35-40 MINUTES
<u>NATURE OF ACTIVITY</u>	GROUP

What will I learn ? (Learning Outcome) To justify how deforestation is disturbing the balance in nature.

Skills : Understanding , analyzing, evaluating, environmental sensitivity

What I have to do ? To find out the factors responsible for deforestation.

What do I require ? A-4 sheets ,wooden scale, sketch pens , cello-tape

What do I need to know ? Humans are cutting trees for their own benefits. Plants are very important for our survival.

➤ **Teacher's Activity:** Teacher will :

- (1) show a video on " Chipko movement " and explain about it to the students.
- (2) discuss about the story of Amrita Devi Bishnoi of Khejadli village
- (3) discuss about the importance of plants in our life.
- (4) take students in the school garden and enact " **Chipko Movement** "
- (5) divide the class into three groups.
- (6) ask first group students to enact **hugging the trees**.
- (7) ask second group to enact like people **who want to cut trees**.
- (8) guide third group students enact like people **who are stopping people to cut trees**.

How will I proceed ?

➤ **Students' Activity:** Students will :

- (1) perform the activity by enacting " **Chipko Movement** ".
- (2) hug the trees.(**first group**)
- (3) make axes with cardboard.(**second group**)
- (4) make a placard and write slogans against deforestation. (**third group**)
- (5) repeat the saying " **Agar Perh Hain To Hum Hain** "
- (6) third group will stop people who want to cut trees .

What have I observed ? Students will complete the observation table-

<u>S.No.</u>	<u>THINGS WE GET FROM PLANTS</u>	<u>IMPACT OF DEFORESTATION</u>

What have I learnt ? I have learnt that plants are useful to animals in many ways. They provide oxygen , food, rubber and wood.

What am I curious to learn ?

- ❖ Plants are very useful to animals in many ways but some plants trap few small invertebrate animals. Let us find out why do these plants trap other small animals.

Let me evaluate myself :

Q1) Name the process by which plants prepares their own food. Which gas is produced?

Ans) _____

Q2) We celebrate many days/events to create awareness and need to protect our environment.

Mention any two days/ events.

Ans)

(i) _____

(ii) _____

Q3) Who started Chipko movement ?

Ans) _____

Q4) Mention any two ways in which

S.No.	<u>Plants depend upon animals</u>	<u>Animals depend upon plants</u>
1		
2		

Q5) How can deforestation upset the balance in nature?

Ans) _____
