

Pre-Content/Content Post Content	Learning Outcomes/ Objectives	
	General	Specific
<u>Pre Content</u> Natural vegetation refers to a plant community which has grown naturally without any human aid and has been left undisturbed by humans for long time. This huge diversity in the plant kingdom is due to the following factors: Land, Soil, Temperature, Photoperiod and Precipitation. <u>Content</u> • Types of forest/ vegetation in India: • Tropical Evergreen Forest • Tropical Deciduous Forest • Tropical Thorn Forest • Montane Forest • Mangrove Forest • Wildlife <u>Post Content</u> Students get familiar with the threats to flora and fauna in India and the measures taken to conserve them.	Students will be able to: • recollect natural vegetation is also known as virgin vegetation. • recall factors affecting natural vegetation. • identify the different types of vegetation. • learn the reasons for naming it Evergreen Forest. • identify the regions where these are found. • correlate the characteristics of this forest with low-rainfall region. • understand the characteristics of different forests in India. • find the features of mangrove forest. • comprehend how change in climate or environment affect natural existence of wildlife. • develop sensitivity towards preservation of flora and fauna.	Students will be able to: • differentiate natural vegetation and vegetation. • correlate the factors affecting plant kingdom with natural vegetation of India. • understand the characteristics of different forests in India. • identify the regions having evergreen forest. • know the average rainfall of this forest. • identify the reason behind leaves of trees being broad. • cite the features of this forest. • identify the regions with mangrove forest. • identify the reasons for threat to wildlife in India. • suggest measures for conservation of flora and fauna.

HOMEWORK/ ASSIGNMENT

- Question & answers will be given from the Text book

Teacher's Activity	Student's Activity	Teacher's Observation and Remedial action taken
Teacher will: - inquire a few questions for brainstorming the class and show a video through ICR for better understanding. - Recapitulate the factors affecting plant kingdom. - Introduce the different types of forest in class. Annexure (G-1) Group Activity- - divide the class into groups to write the features of different type of forests in the observation sheet. Give instructions to students to begin the activity. - Annexure (G-2) give the map worksheet to students to test their understanding. - insist the students to find out the role of government in conserving the flora and fauna and also as a concerned citizen what steps would you take in preserving these. - give worksheets from Annexure (G-1).	Students will: - answer the questions asked in class by the teacher. - Make a note of the types of forest. Annexure (g-1)-perform the activity and write down the features of different type of forests in the observation sheet. - Annexure (g-2) complete the map worksheet based on what they have learned during the activity and find out the information and note down the observations. - find out the role of government in conserving the flora and fauna and also as a concerned citizen steps that would be taken in preserving it. - solve the worksheets and paste them in their register.	Teacher will write her own observations after the completion of the topic.

Teaching Aids: ICR, Activity Worksheets, Assignment, reference sheets.

Methodology/Innovative Methods: Power point presentation, Activity based teaching, map.

Interdisciplinary links: Environmental Science, Political science- different states.

HOD

CO-ORDINATOR

VICE PRINCIPAL

PRINCIPAL

ACTIVITY NO. – G-5

Subject	Geography
Class	IX
Chapter/Unit	Chapter –5 Natural Vegetation and Wildlife
Topic	Types of Forest
Time	2 Periods
Nature of Activity	Group Work

What will I learn?

The students will be able to:

- identify the types of forest.
- appraise the contribution of different types forest to the economic development of the country.
- identify the products/ resource that we get from different types of forest.

Skills- identifying, analyzing, comprehending

What do I have to do?

To classify the types of forest under various categories on the basis of rainfall, characteristics, average length of trees through Jigsaw Activity.

What do I require?

Resource material (provide by the teacher), textbook, internet, pen and paper

What do I need to know?

Factors affecting flora and importance of forest.

➤ **Teacher’s Activity:** Teacher will:

- prepare five resource cards, each for the following types of forest:
 1. Tropical Evergreen Forests/ Tropical Rain Forests
 2. Tropical Deciduous Forests
 3. Tropical Thorn Forests
 4. Montane Forests
 5. Mangrove Forests
- create eight replicas for each resource card for the activity.
- make the required (5X8= 40) cards for the class of 40 students.
- put eight resource cards comprising of all the categories of forest in an envelope.
- create five envelopes having eight cards each.

- share the concept map with the students to acquaint them with the classification of vegetation.
- she will inform about the rules of the activity a day before the activity.

Rules –

1. The class will be divided into five teams of eight students each (adjust as per requirement of the class).
2. Each team will be given an envelope consisting of eight resource cards.
3. Each group will dissemble itself and will rearrange according to the common classification of forest .
4. The new groups/category groups will study the common type of forest in details and discuss.
5. After 5 minutes the category groups will dissemble again and join their original teams.
6. Each team will discuss all the resource cards in details.
7. Each team will present the information on the classification of forest/vegetation.
8. All students will make observation table and complete it.

How will I proceed?

- **Student's Activity-** Students will:
follow the instructions given by the teacher for the activity.
form five teams, each consisting of eight members and then rearrange into category groups.
join back into original groups after insightful discussion and present information in class.

What have I observed?

<u>TYPE OF FOREST</u>	<u>AVERAGE RAINFALL</u>	<u>AVERAGE HIEGHT OF TREES</u>	<u>FEATURES</u>	<u>AREAS FOUND IN</u>
1. <u>TROPICAL EVERGREEN FORESTS</u>				
2. <u>TROPICAL DECIDUOUS FORESTS</u>				
3. <u>TROPICAL THORN FOREST AND</u>				

<u>SCRUBS</u>				
4. <u>MONTANE FORESTS</u>				
5. <u>MANGROVE FORESTS</u>				

What I have learnt?- On the political map of India mark the regions with the following:

1. Tropical Evergreen Forests/ Tropical Rain Forests
2. Tropical Deciduous Forests
3. Tropical Thorn Forests
4. Montane Forests
5. Mangrove Forests

What am I curious to learn?

- (i) Name the state having maximum area under forest cover and why?
- (ii) Name the union territory having minimum area under forest cover and why?

Let me evaluate myself:

1. Distinguish between tropical evergreen forest and tropical deciduous forest in three points.

TROPICAL EVERGREEN FOREST	TROPICAL DECIDUOUS FOREST

2. Give examples of trees found in thorn and scrub vegetation.

Ans.

3. 'Quite a few species of plants and animals are endangered in India.' Analyze the statement in three points.

Ans.

4. 'All the plants and animals in an area are interdependent and interrelated to each other in their physical environment.' What is the name given to this interrelationship and interdependence?

(a) Physical environment,

(b) Ecosystem

(c) Biomes

(d) Food chain

