

SUBJECT – GEOGRAPHY

TOPIC- L-1 ENVIRONMENT

CONTENT	GENERAL OUTCOMES	SPECIFIC OUTCOMES
	The students will be able to-	The students will be able to-
-PRE CONTENT Solar System	recall the planets of the solar system	recognise the characteristics of each planet in the solar system
-CONTENT Environment	assimilate facts which makes earth an unique planet	conclude the importance of biosphere
-Components of the environment	recognize the components of the environment	distinguish between biotic and abiotic components
-Domains of the environment	mention the features of the realms of earth	categorize the four spheres of the environment
-Biodiversity	comprehend the meaning of the term biodiversity	synthesise the features of biodiversity
-POST CONTENT • Activity • Worksheet	apply knowledge to complete the worksheet	collaboratively work and complete the activity

HOMEWORK/ ASSIGNMENT

- 1.Read the chapter
- 2.Collect information on any two environmentalist
- 3.How has man destroyed the environment?
4. Complete the Question&Answers in notebook

MONTH-APRIL**CLASS-VII**

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	TEACHER'S OBSERVATION AND REMEDIAL TAKEN
Teacher will-	Students will-	
-take up a brainstorming session ask the students to recall and list the planets in the solar system	-recall the planets and list the names of the planets according to their distance from the sun	
-explain the reasons the behind the uniqueness of planet earth	-appraise the special features which makes planet earth unique	
-ANNEXURE 1A describe the components of planet earth	-ANNEXURE 1a -enlist the biotic and abiotic components of natural environment	
-ANNEXURE 1B illustrate the significance of the realms of the earth	-ANNEXURE 1b -understand the four domains of environment and note down in their notebook	
-discuss about the variety of life that exists on planet earth	-able to conclude that the variety of life on planet earth is called biodiversity	
-ANNEXURE 1C Poster Making Activity (Odd and Even in Delhi) guide the students to com-	-ANNEXURE 1c follow the instructions and complete the activity	

TEACHING AIDS- Library Books, Articles from newspaper, Activity sheet, Interactive board and relevant support material.

METHODOLOGY- Collection of information and sharing it in the class, Picture drawing / pasting ,Discussion, Question Bank

INTERDISCIPLINARY LINK – Value Education – To realise the importance of the environment and to appreciate the environment given to us by God.

COORDINATOR

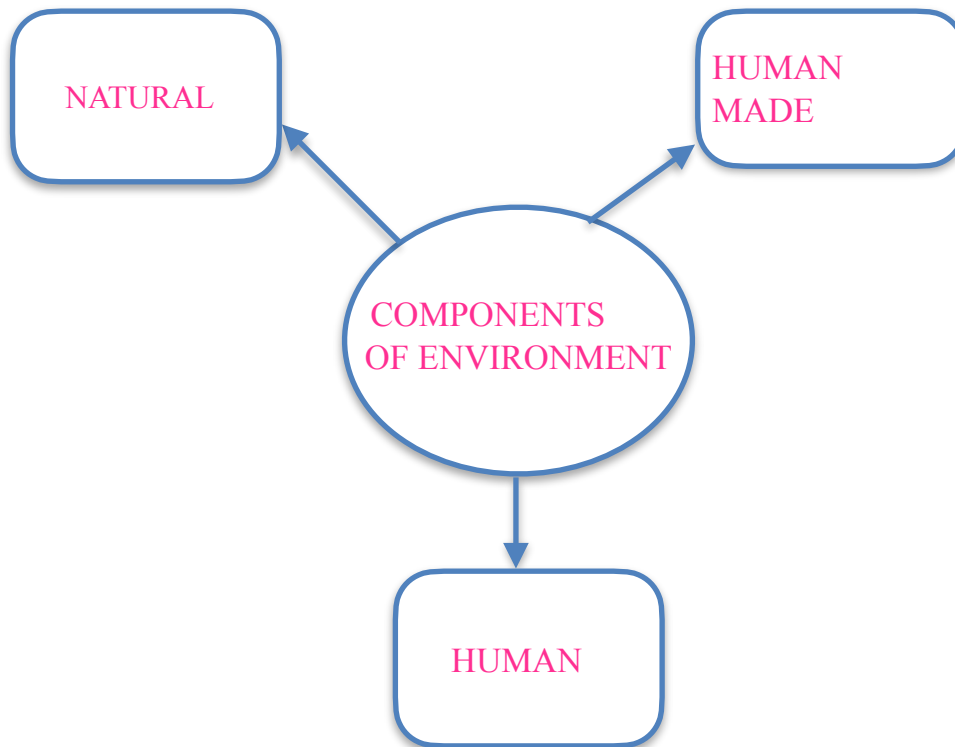
HOD

VICE PRINCIPAL

PRINCIPAL

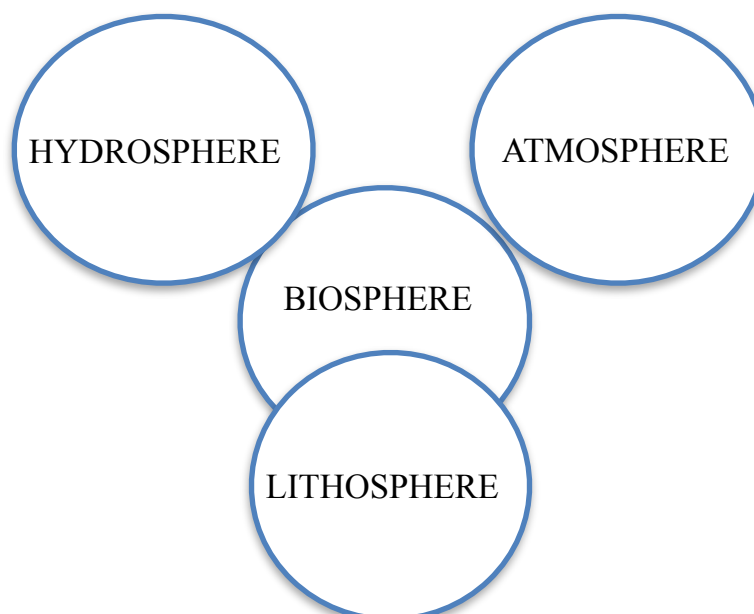
ANNEXURE 1A- Teacher will explain the major components of planet earth.

ANNEXURE 1a- Students will enlist the major components of planet earth in their notebook.



ANNEXURE 1B-Teacher will highlight the significance of four major domains of earth.

ANNEXURE 1b- Students will pen down the important information in their notebooks.



ANNEXURE 1C- Teacher will guide the students to complete the activity.

ANNEXURE 1c- Students will follow the instructions to complete the activity.

EXPERIENTIAL LEARNING- ACTIVITY NO. G - I

Subject	Geography
Class	VII
Chapter	L-1, Environment
Topic	Environment Conservation
Time	1 hour/2 Periods
Nature of Activity	Pair

Activity Title- Odd and Even in Delhi

What will I learn(Learning Outcomes)? - The students will be able to:

- gather the information about odd-even scheme introduced in Delhi.
- creatively present an ideal environment where they would love to live.

Skills: Analyzing and Creating

What I have to do? – Design a poster on the situation when an odd and even scheme was implemented in Delhi.

What do I require? – pencil, eraser, ruler, A3 size sheet, oil pastel colours and colored pens.

What do I need to know? – Human beings play a pivotal role in environment protection and peaceful coexistence of life on earth.

Teacher's Activity- Teacher will:

- hold a discussion a day before the activity on this odd-even strategy adopted in New Delhi to curb the existing pollution level.
- guide the students to explore the internet and find out all the required information about odd-even and use the same for making posters.
- instruct the students to coordinate with the partner to complete the activity.
- provide the guidelines that are to be followed while making the poster:-
- Beginning- A Rough Sketch

a. The Design- Getting Reader's Attention

b.The Message- Make it Short, Snappy and Eye catching

c. Picture It- The picture on the poster needs to relate or speak to the theme.

- highlight the health hazards caused due to air pollution by discussing the steps to be taken to curb the air pollution with the help of fig.I.1&II.2

Fig.I.1

<u>HEALTH HAZARDS DUE TO AIR POLLUTION</u>	
• <u>Respiratory Diseases</u> • <u>Cardiovascular damage</u> • <u>Fatigue ,headaches and anxiety</u>	• <u>Irritation of the eyes, nose and throat</u> • <u>Damage to the reproductive organs</u> • <u>Nervous system damage</u>

Fig.I.2

Steps to be taken to curb air pollution

- **Planting trees.**
- **Reducing Vehicle exhausts.**
- **Using less pollution fuels.**
- **Using mass transport.**
- **Industrial area should be cited far away from residential area.**
- **Use of tall chimneys reduces-concentration of air pollutants at ground level.**

Student's activity- Students will:

- follow instructions and proceed accordingly.
- pair with their partner.
- design a poster on the theme odd and even in Delhi on A3 size sheet incorporating appropriate content-heading and slogan.
- display the poster on the soft board in class.

What have I observed?

Observation table- Odd and Even Scheme

Name of the scheme adopted to protect environment	Area of implementation	Benefits of such schemes
Odd-Even	India, Italy	*Reduction in road congestion

***Sample filled**

What have I learnt?

- I have learnt that odd-even has been beneficial in reducing the pollution levels and traffic congestion. It also inculcates a habit of car pooling amongst citizens.

What am I curious to learn?

- To know about the measures adopted to curb the pollution levels by different countries of the world.

Let me evaluate myself:-

Q.1 In the question given below, there are two statements marked as Assertion(A) and Reason(R)

Read the statements and choose the correct option:

Assertion(A): Man modifies his environment.

Reason(R): To fulfil his needs and make his life comfortable. He also modified his environment to adapt himself to the natural surroundings.

Options:

- a) (A) is false, but (R) is true.
- b) (A) is true, but (R) is false.
- c) Both (A) and (R) are true and (R) is the correct explanation of (A).

Q.2 List two human activities in the modern world that cause ecological imbalances in the natural environment.

Ans. _____

_____.

Q.3 Point out any four health hazards arising out of exposure to air pollution.

Ans. _____

_____.

Q.4 When we save earth, we save ourselves. In the light of above statement suggest two measures to curb air pollution at an individual level.

Ans. _____

_____.