

SUBJECT - GEOGRAPHY

TOPIC –L-5 WATER

CONTENT	GENERAL OUTCOME	SPECIFIC OUTCOME
	The students will be able to-	The students will be able to-
-PRE- CONTENT – Water cycle	recall the water cycle	draw and label water cycle
-CONTENT Map pointing – rivers , seas and oceans	point/mark the important lakes , rivers and seas of the world identify	identify major rivers , seas and lakes of the world locate
-Tide Waves Ocean currents	infer about the fact that ocean water is always in motion movement of water	describe the characteristics features of each movement of water
-Map pointing(ocean currents)	mark ocean currents on a world map	identify and locate oceans on a world political map
-Tides	interpret how the moon influences the tides	classify the tides into two types neap tide and spring tide
-Post content Worksheet	-apply the knowledge to complete the worksheet	recapitulate the lesson-Water

HOMEWORK/ ASSIGNMENT

- Read the chapter
- Find out about the diseases caused due to drinking impure water.
- Discuss in class the things you should not do to avoid these diseases and keep yourself healthy and fit.

MONTH-AUGUST**CLASS- VII**

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	TEACHER'S OBSERVATION AND REMEDIAL TAKEN
Teacher will-	Students will-	
-teacher will take up the brain storming and recalling water cycle	-actively participate in the discussion and talk about the water cycle	
-Map Pointing -help students to mark water bodies on a political map of world	-Map Pointing -mark the important water bodies of the earth on a world political map	
-ANNEXURE 5A Round Robin Activity -guide the students to complete the activity	ANNEXURE 5a Round Robin Activity -follow the instructions to complete the activity	
-Map Pointing -help the students to mark the ocean currents of the world	-Map Pointing -mark the ocean currents on a world political map	
-explain different types of tides	-highlight the difference between neap and spring tides	
-refer the worksheet given in ANNEXURE 5A	-complete the worksheet given in ANNEXURE 5a	

Teaching Aids : Quiz , MCQ, Map , Atlas, Terrarium, Activity sheet and other relevant material

Methodology/Innovative Methods: Map pointing/ location , Case study on tsunami , MCQ , terrarium water cycle, Activity based learning

Interdisciplinary Links: V.ED- To be aware of the fact of how to help people around the world who have suffered because of any natural calamity

COORDINATOR

HOD

VICE PRINCIPAL

PRINCIPAL

ANNEXURE 5A

The teacher will guide the students to complete the activity.

ANNEXURE 5a

The students will follow the instructions to complete the activity.

EXPERIENTIAL LEARNING - ACTIVITY NO. G-V

Subject	Geography
Class	VII
Chapter	L-5,Water
Topic	Movements of water
Time	40 Minutes
Nature of Activity	Group work (5 per group)

Activity Title - Round Robin

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

- examine the three different movements of water-Waves, Tides and Ocean Currents.
- tabulate the information on the movements of water.

SKILLS: Examining and Creating

What I have to do? – To collaboratively work amongst the allotted group and compile the data on the movement of water.

What do I require ? –The response sheet (prepared by the teacher) , pen/pencil and eraser.

What do I need to know?- The various movements of water-

- Waves-When the water on the surface of the ocean rises and falls alternately, they are called waves.
- Ocean currents-Ocean currents are streams of water flowing constantly on the ocean surface in definite directions.
- Tides-Periodic rise and fall of the sea water as a consequence of the relative position of earth, moon and sun.

Teacher's Activity- Teacher will:

- explain the movements of Water- Waves, Tides and Ocean Currents.
- prepare a response sheet (Figure-V.1) that will be required for the activity scheduled next day.

Fig.V.1Response Sheet

<u>Movements of water</u>	<u>Causes</u>	<u>Characteristics</u>

- Teacher needs to carry a watch and a whistle for the activity. She will introduce the activity - Round Robin in the class and make the students familiar with the rules of the activity -

Rules –

- A. Class will be divided into eight groups having five students per group (adjustable as per class requirement).
- B. Teacher will give the response sheet (figure V.1) to the group one and will give a time of 30 seconds to write responses .
- C. She will blow the whistle after a span of 30 seconds as an indication for the group one to pass the sheet to the next group i.e. group 2.
- D. Group 2 , who will again get 30 seconds to record their response on the sheet and at the whistle it will pass the sheet to group three in a clockwise order.
- E. Groups must avoid repeating the information already provided by the previous groups.
- F. The sheet will keep circulating in a clockwise manner amongst all the groups, until they inform the teacher all information pertaining to the movement of water has been incorporated in the response sheet.
- G. The activity will conclude and the teacher will ask a student to read out the responses .

How will I proceed ?

Student's Activity - Students will:

- follow the instructions and proceed for the activity step by step as explained by the teacher.
- form eight groups of 5 students each (adjustable as per requirement).
- record information asked in the response sheet (fig. V.1) provided by the teacher and pass on to the next group after the teacher blows the whistle at an interval of 30 seconds.
- must avoid providing information already recorded by the previous groups in the sheet

What have I observed?-

Observation table- Characteristics of movements of water

<u>MOVEMENTS OF WATER</u>	<u>FEATURES</u>
*Ocean Currents	Provides the best fishing grounds of the world

***Sample filled**

What have I learnt?

- The strong _____ pull exerted by the sun and the moon on the earth's surface causes the tides.
- The _____ current is cold current while the _____ is a warm current.

What am I curious to learn?

- Water is one of the most precious natural resources. But unfortunately our present lifestyle is based on excessive use of water. It is need of the hour that we adopt water-conservation techniques at macro(collective) and micro(individual) levels. Suggest any two ways to conserve water at each level macro and micro.

Let me evaluate myself-

Q.1 Match the following:

Column A	Column B
(i) Amazon River	a. North America
(ii) Congo River	b. Australia
(iii) Mississippi River	c. Asia
(iv) Darling River	d. Africa
(v) Hwang Ho River	e. South America

Q.2 State whether the following statements are true or false:

- High tides are helpful in navigation.
- The sun's heat causes rainfall.
- The Indira point in the Lakshadweep got submerged after the Tsunami.
- Many fishes come closer to the shore during the low tide.

Q.3 Tabulate the difference between tides and waves in two points.

<u>Tides</u>	<u>Waves</u>

Q.4 Explain how ocean currents influence the climate of a place in 50-60 words.

Ans. _____

_____.

Q.5 Draw and label the diagram of water cycle.