

TOPIC : WHAT IF IT FINISHES

Pre-Content/content Post-Content	Learning Outcome/Objectives	
<u>Pre content</u>	General	Specific
Students know that petrol and diesel are fuels for running vehicles. Content: • Natural resources • Harmful effects of fuels.	Students will be able to: • recall natural resources. • classify natural resources into renewable and non-renewable categories. • develop the concept of fossil fuels. • recall the different fuels and other products we get from petroleum.	Students will be able to: • identify natural resources like Water, Soil, Sunlight and Wind etc. • differentiate between the renewable and non-renewable sources of energy. • explore the places where petroleum is refined for everyday use. • comprehend the harmful effect of fuels.
<u>Post Content</u>		
Students will be able to differentiate between renewable and non-renewable resources of energy.	• list the uses of petrol and diesel.	• analyse the common everyday uses of petroleum products like petrol and diesel. • suggest ways to save oil and protect the environment from pollution.

Home Work /Assignments: Read the lesson and complete the exercises.

Collect information about the different fuels used for cooking in villages and cities.

Collect reports related to oil from Newspapers and write your own views on any two reports.

Teacher's Activity	Students' Activity	Teacher's Observation and Remedial action taken
Teacher will read page 110 -111 of the textbook – A bus journey. Questions given on page 111 related to the picture will be asked. show picture of different natural resources in the ICR and. show states having oil fields on the map of India. The process by which crude oil is pumped out and cleaned will be explained with the help of pictures in the ICR. Experiential Learning ANNEXURE 12A ask students to gather information about automobile fuels and design a poster to save fuel and control air pollution.	Students will - study the picture given on page 110 of the textbook and write the answers to the questions given on page 111. - classify natural resources into renewable and non-renewable resources - mark the states where oil fields are found. Collect information on different fuels people use for cooking in villages and compare them with the fuels used by people in the city. Experiential Learning ANNEXURE 12 a - complete the observation table given in the activity and create wonderful poster on conservation of fuels	

Teaching Aids: Pictures of different vehicles- Pictures of natural resources, Pictures of a Refinery, Pictures of a Petrol Pump, Textbook stories, materials to making poster

Methodology/Innovative Methods: Discussion, Audio Visuals, Demonstration, Activity and project method (Art Integration).

Interdisciplinary Links: Life skills- students will learn the importance of our natural resources and the dangers of pollution.

ANNEXURE 12(A & a)

Activity Number-12

Conserve Fuel and Save Future

<u>SUBJECT</u>	<u>EVS</u>
<u>CLASS</u>	<u>V</u>
<u>CHAPTER</u>	<u>WHAT IF IT FINISHES</u>
<u>TOPIC</u>	<u>CONSERVATION OF FUELS</u>
<u>TIME</u>	<u>1 HOUR</u>
<u>NATURE OF ACTIVITY</u>	<u>INDIVIDUAL ACTIVITY</u>

What will I learn ? (Learning Outcome)

To spread awareness towards conservation of fuel and control pollution.

Skills- Comprehending , Analyzing , Applying & Creating

What I have to do ? :

- Conduct a study on prices of automobile fuels.
- Design a poster along with the slogan for controlling air pollution caused by automobiles

What do I require ? :

Notebook, pencil, A4 size sheet, colours

What do I need to know ? :

- Petrol is used as a fuel in most of the light motor vehicles like motorcycles, scooters and cars. Heavy motor vehicles like trucks and tractors run on diesel. Petrol and diesel are obtained from a natural resource called petroleum.
- Automobile air pollution are emissions from cars and other vehicular traffic.

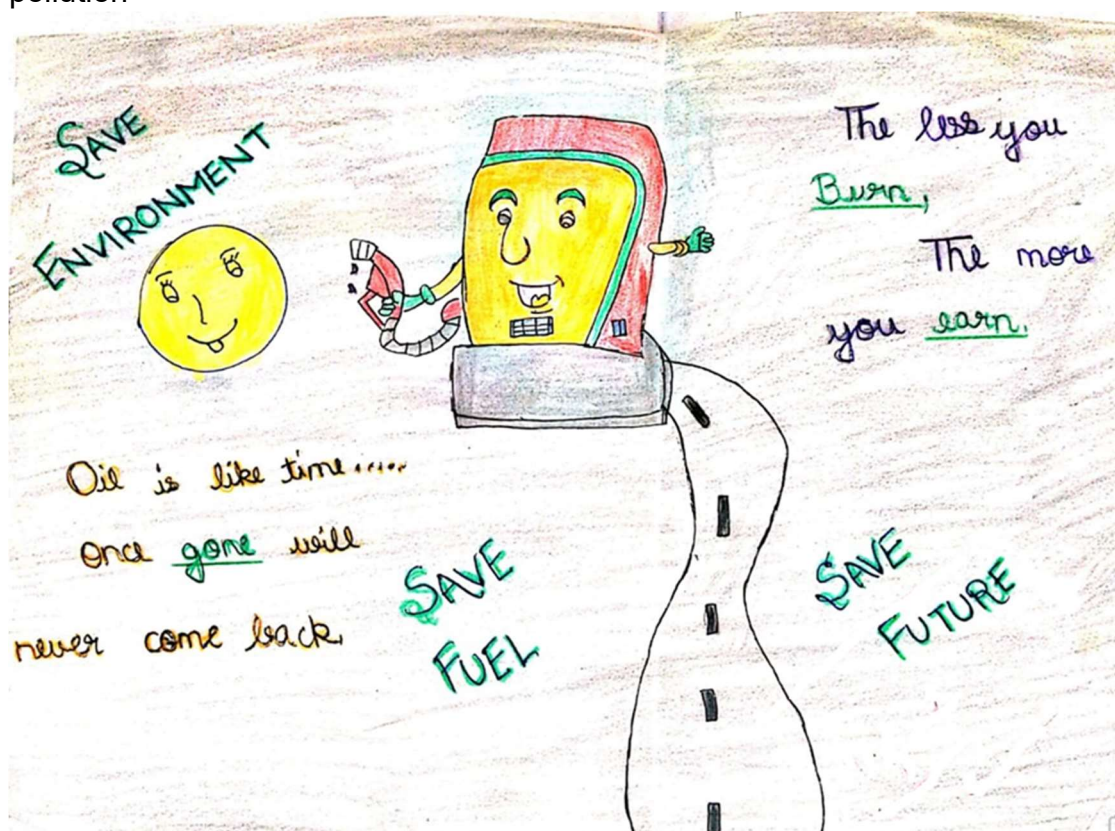
Teacher's Activity : Teacher will:

1. Motivate students to find out and conduct experiential study and record their observations.
2. Instruct the students to design poster on controlling air pollution caused by automobiles, using readily available local resources.

How will I proceed ?

Students' activity: Students will:

1. Gather the information about automobile fuels
2. Design a poster used to depict their thoughts, ideas and opinions to control air pollution



What have I observed ? :

Type of Vehicle	Type of Fuel Used	Capacity of the Fuel Tank	How much fuel your family fills (one time)	Cost of 1 Litre /1 Kg of Fuel	Total cost (One Time)
Motorcycle					
Scooter					
Car					
SUV					

- How much automobile fuel is used by your family in one month?

- What is the total amount spent by your family on automobile fuels in one month?

What have I learnt ? :

Fuels petrol and diesel are exhaustible resources. We should use them judiciously and follow the certain tips to save petrol/diesel while driving

- Drive at a constant and moderate speed of 45-55 kmph,

- Turn off the engine at long traffic lights.
- Ensure regular maintenance of the vehicle.
- Get the Pollution check done regularly
- Get air pressure of tires regularly

What am I curious to learn?

Let us find out

- Advantages of using CNG and LPG as fuels.
- About Global Warming

Let me evaluate myself

Q1. What kind of problems we have to face if the number of vehicles keep on increasing?

Q2. Increasing use of fuels is increasing more and more carbon and carbon dioxide and other harmful gasses in the atmosphere. This is leading to global warming and other harmful effects. Suggest some ways to control pollution.

Q3. Naman is a student of class V, his father goes to office in Noida. What steps he should follow to save fuel?

Q4. Why do we say that CNG is better fuel than petrol or diesel to run a vehicle?

Q5. What is your role as an individual to make earth a better place to live in?
