

CLASS – V
SUBJECT EVS 2
TERM –II
Session 2025-26

LESSON 10: THE EQUATORIAL FOREST

Duration: 12Days

1. Learning Outcomes:

Teacher will ensure that students will be able to:

- Knowledge Objective: Identify and locate the Equatorial Forests on the world map and list their main features (climate, vegetation, wildlife).
- Understanding Objective: Understand and explain the interrelation between dense forests, heavy rainfall, hot climate, and life of people and animals.
- Application Objective: Apply their knowledge by comparing the Equatorial forests with Indian forests and understanding their importance.
- Skill Objective: Develop skills in observation, map reading, creativity, comparison, and presentation through activities and projects.

2. Previous Knowledge Testing:

Teacher will begin the lesson by asking students simple questions to connect their previous knowledge:

- Have you heard of the Amazon Rainforest?
- Can you name any forests in India?
- Do you know what kind of climate exists near the Equator?
- Where is the Equator shown on a globe or map?

3. Teaching Aids:

Teacher will provide students with various teaching aids such as:

- Globe, world map
- Flashcards, charts
- ICT support (PPT, documentary videos, pictures)
- Worksheets and activity sheets

4. Pedagogical Strategies:

Teacher will begin the lesson by asking students if they know what the chapter is about. The teacher will then explain the chapter using maps, globes, videos, and pictures. Discussions will be encouraged to make connections with real life. Group activities and presentations will help students develop understanding through peer learning. Teacher will also integrate questioning strategies to enhance critical thinking.

5. Hands-On Activity:

Teacher will give students materials to create a model or chart showing the layers of the Equatorial Rainforest (Emergent, Canopy, Understory, Forest Floor). This hands-on project will strengthen creativity and understanding of the topic through practical learning.

6. Art Integration:

Teacher will give students opportunities to:

- Draw and color a scene of the rainforest, including trees, animals, and tribal people.
- Make a collage or poster with the theme “Save Rainforests, Save Earth.”

7. Interdisciplinary Linkages and Infusion of Life Skills:

Teacher will link this lesson with:

- Science: Animal and plant adaptations in rainforests.
- Geography: Map reading skills and understanding global locations.
- English: New vocabulary, descriptive writing on forests.

Teacher will help students develop life skills such as environmental awareness, sensitivity towards nature, collaboration, and creative thinking.

8. Links:

Teacher will provide students with helpful resources through:

- NCERT ePathshala
- Diksha App
- YouTube (National Geographic Kids, Rainforest Documentaries)

9. Recapitulation:

Teacher will conduct a quick recap by:

- Asking oral questions related to the lesson.
- Conducting a quiz through ICT tools (Google Forms/Kahoot).
- Encouraging students to share three things they learned in the lesson.

10. Resources Including ICT:

Teacher will use the following resources:

- ICT tools (Smartboard, Projector)
- PowerPoint presentations

- Documentary videos on rainforests
- Visual aids: maps, charts, flashcards
- Worksheets for practice

11. Assessment Items:

Teacher will assess students through:

- Oral questioning during lessons
- Worksheets (map work, MCQs, short answers)
- Evaluation of the hands-on project
- End-of-lesson quiz or written test

12. Feedback and Remedial Teaching:

Teacher will identify students who need extra support and provide feedback accordingly. For weaker students, teacher will use simplified explanations, extra worksheets, and visual aids to reinforce concepts. Peer mentoring will be encouraged for better understanding.

13. Inclusive Practices and Full Participation:

Teacher will ensure that:

- Students of all abilities participate in group activities.
- Visual and oral methods are used to support diverse learners.
- Additional time and peer support are provided where needed.
- Hands-on and creative activities are adapted for varied learning styles.

LESSON 11: THE TEMPERATE GRASSLANDS

Duration: 10 Days

1. Learning Outcomes:

Teacher will ensure that students will be able to:

Knowledge Objective:

Identify and locate the Temperate Grasslands (Prairies and Steppes) on the world map and recall their main features like climate, vegetation, wildlife, and occupations of people.

Understanding Objective:

Understand and explain the relationship between grasslands, climate, lifestyle, and occupations of the people living in these regions.

Application Objective:

Apply their knowledge by comparing the grasslands of different continents and relating them to Indian geographical regions.

Skill Objective:

Develop observation, map reading, comparison, creativity, and presentation skills through maps, models, and projects.

2. Previous Knowledge Testing:

Teacher will begin the lesson by asking students if they know what the chapter is about. Some questions could include:

- Have you heard of the Prairies or Steppes?
- What kind of places have large stretches of grass instead of forests?
- Do you know what animals are found in grasslands?

3. Teaching Aids:

Teacher will provide students with:

- Globe and world map
- Charts, flashcards, worksheets
- ICT tools (PPT, videos)
- Real pictures of grasslands, animals, and people's occupations

4. Pedagogical Strategies:

Teacher will begin the lesson by asking students if they know what the chapter is about. The teacher will use maps, charts, and ICT videos to explain locations, climate, flora, fauna, and lifestyle. Students will be encouraged to discuss differences between Indian landscapes and grasslands. Teacher will ask guiding questions and promote group learning through activities.

5. Hands-On Activity:

Teacher will give students materials to create a 3D model or chart showing Temperate Grasslands — their location, animals, vegetation, and farming practices. This will help students visualize and remember the topic better.

6. Art Integration:

Teacher will give students opportunities to:

- Draw or paint a scene showing animals and people of the grasslands.
- Create a collage of pictures related to grasslands using old magazines/newspapers.

7. Interdisciplinary Linkages and Infusion of Life Skills:

Teacher will link this lesson with:

- Geography: World map skills, climate zones.
- Science: Grassland ecosystem, food chains.
- English: New vocabulary, writing about the life of people living in grasslands.

Teacher will help students develop life skills like environmental awareness, respect for nature, collaboration, and creativity.

8. Links:

Teacher will provide students with helpful resources through:

- NCERT ePathshala
- Diksha App
- YouTube videos (National Geographic, Discovery Kids on grasslands)

9. Recapitulation:

Teacher will recap the lesson through:

- Oral questioning and quizzes.

- Asking students to share key points learned in small groups.
- A fun worksheet matching animals to the correct grasslands.

10. Resources Including ICT:

Teacher will use:

- Interactive smartboard
- PowerPoint presentations
- Documentary videos
- Maps, charts, flashcards
- Worksheets for reinforcement

11. Assessment Items:

Teacher will assess through:

- Oral questions and answers
- Worksheets (labeling maps, MCQs, descriptive questions)
- Evaluation of projects and presentations
- End-of-lesson quiz

12. Feedback and Remedial Teachings:

Teacher will identify students needing support and provide simple, repeated explanations with visual aids and real-life examples. Peer support and extra worksheets will be used to help weaker students.

13. Inclusive Practices and Full Participation:

Teacher will ensure:

- Every child participates in group activities.
- Visual, auditory, and tactile resources for different learning styles.
- Oral responses allowed for students with writing challenges.
- Activities adapted for slow learners and learners with special needs.

LESSON 12: THE HOT DESERTS

Duration: 10Days

1. Learning Outcomes:

Teacher will ensure that students will be able to:

Knowledge Objective:

Identify and locate important hot deserts (Sahara, Thar, Kalahari, Arabian) on the world map and list their main features such as climate, vegetation, landforms, and animals.

Understanding Objective:

Understand and explain how extreme temperatures, scarce rainfall, and sand dunes shape life in deserts, including how people adapt to such harsh environments.

Application Objective:

Apply their understanding to compare desert life with life in their own regions and recognize how physical geography affects human life.

Skill Objective:

Develop skills in observation, map reading, comparison, presentation, and drawing through activities and discussions.

2. Previous Knowledge Testing:

Teacher will begin the lesson by asking students if they know what the chapter is about. Teacher will ask questions like:

- Have you ever heard of the Sahara or Thar desert?
- What do you think a desert looks like?
- Do deserts have trees and animals?
- Can people live in deserts?

3. Teaching Aids:

Teacher will provide students with various teaching aids such as:

- Globe, world map
- Flashcards, pictures, and charts
- ICT resources (PPT, videos, documentaries)
- Worksheets and activity sheets

4. Pedagogical Strategies:

Teacher will begin the lesson by asking students if they know what is the chapter about. The teacher will then explain the topic through storytelling, maps, globes, images, and videos. Visual and auditory learning will be emphasized. Teacher will conduct discussions comparing desert life to life in cities or villages. Collaborative group activities will encourage peer learning, and questioning strategies will enhance thinking skills.

5. Hands-On Activity:

Teacher will give students materials to create a 3D model of a desert scene (sand dunes, cactus, camels, oasis) using sand, paper, and colors.

Alternatively, teacher will give students a worksheet to label deserts on the map and write key facts.

6. Art Integration:

Teacher will give students opportunities to:

- Draw and color a desert landscape showing camels, sand dunes, and cacti.
- Create a poster on “Save Water in Dry Regions.”

7. Interdisciplinary Linkages and Infusion of Life Skills:

Teacher will link this lesson with:

- Science: Animal and plant adaptations in deserts.
- Geography: Map skills, understanding climates.
- English: Vocabulary building, descriptive writing on desert life.

Teacher will encourage life skills such as problem-solving, adaptability, environmental awareness, and empathy towards people living in harsh climates.

8. Links:

Teacher will provide students with helpful resources through:

- NCERT ePathshala
- Diksha App
- YouTube (Documentaries on Sahara, Thar deserts)
- Google Earth for locating deserts

9. Recapitulation:

Teacher will conduct a quick recap by:

- Asking oral questions about deserts, climate, and desert life.
- Conducting a quiz using ICT tools.
- Asking students to name deserts and explain why deserts are important.

10. Resources Including ICT:

Teacher will use the following resources:

- Smartboard, projector
- PowerPoint presentations
- Videos/documentaries on deserts
- Maps, globes, charts, flashcards
- Worksheets and quizzes

11. Assessment Items:

Teacher will assess students through:

- Oral questioning and discussions
- Worksheets (map work, MCQs, short answers)
- Evaluation of 3D model or poster
- End-of-lesson written or oral quiz

12. Feedback and Remedial Teachings:

Teacher will provide feedback through observation and evaluation of activities. For students needing extra help, teacher will offer additional explanations, visuals, and simplified worksheets. Peer learning will be encouraged to support weaker students.

13. Inclusive Practices and Full Participation:

Teacher will ensure that:

- Students of all learning abilities are engaged in group work and activities.
- Visual, auditory, and tactile methods are used to accommodate diverse learners.
- Oral assessments are given to students who struggle with writing.
- Encouragement and additional time are provided to slow learners.

LESSON 13: THE FRIGID ZONE

Duration: 10 Days

1. Learning Outcomes:

Teacher will ensure that students will be able to:

- Knowledge Objective: Identify the location of the Frigid Zones on the world map and state their major features such as extreme cold, ice-covered land, and limited vegetation.
- Understanding Objective: Understand the lifestyle of people, animals, and plants in extremely cold regions and the adaptations required to survive there.
- Application Objective: Compare the Frigid Zone with other climatic zones, particularly the Torrid and Temperate Zones, based on climate, vegetation, and lifestyle.
- Skill Objective: Develop skills in observation, analysis, comparison, presentation, and map reading through practical activities.

2. Previous Knowledge Testing:

Teacher will begin the lesson by asking students if they know what the chapter is about. Teacher will ask:

- Have you heard about the North Pole and South Pole?
- What comes to your mind when you hear the word 'ice'?
- Can you name any animals that live in very cold places?
- Do people live in icy regions? How do you think they survive?

3. Teaching Aids:

Teacher will provide students with:

- Globe, world maps
- Flashcards, charts of animals and landscapes of the Frigid Zone
- ICT tools (PPT, videos, documentaries)
- Worksheets and diagrams

4. Pedagogical Strategies:

Teacher will begin the lesson by asking students if they know what the chapter is about. The teacher will show the globe and point out the Arctic and Antarctic Circles. Using maps, videos, and pictures, the teacher will explain the key characteristics of the Frigid Zone. Teacher will engage students through discussions about polar animals, human life, and weather conditions in these regions. Teacher will use questioning and group activities to reinforce learning.

5. Hands-On Activity:

Teacher will give students materials to create a model of the Frigid Zone showing ice caps, igloos, polar bears, penguins, and oceans. Students may use cotton, thermocol, and colors to make it visually effective. This activity will help students practically understand the geographical and environmental features of the Frigid Zone.

6. Art Integration:

Teacher will give students opportunities to:

- Draw and color scenes showing the Arctic and Antarctic regions, including animals like polar bears, penguins, seals, and Eskimos with igloos.
- Prepare a poster on “How People and Animals Survive in the Frigid Zone.”

7. Interdisciplinary Linkages and Infusion of Life Skills:

Teacher will connect this lesson to:

- Science: Adaptation of animals and humans in extreme climates.
- Geography: Map reading, globe work, climate understanding.
- English: Vocabulary building, paragraph writing about the Arctic/Antarctic life.
- Life Skills: Environmental sensitivity, adaptability, resilience, survival skills, teamwork during activities.

8. Links:

Teacher will provide students with useful resources such as:

- NCERT ePathshala
- Diksha App
- YouTube (National Geographic Kids, BBC Earth documentaries on the Arctic and Antarctic)

9. Recapitulation:

Teacher will conduct a recap by:

- Asking oral questions on key points from the lesson.
- Conducting a fun quiz using ICT tools.

- Encouraging students to share what they found most surprising or interesting about the Frigid Zone.

10. Resources Including ICT:

Teacher will use:

- ICT tools (Smartboard, projector)
- PowerPoint presentations
- Videos and documentaries related to the Arctic and Antarctic regions
- Visual aids like maps, flashcards, and pictures
- Worksheets for practice and reinforcement

11. Assessment Items:

Teacher will assess students through:

- Oral questioning during and after the lesson
- Worksheets (map work, MCQs, descriptive questions)
- Evaluation of hands-on activities and drawings
- End-of-lesson quiz/test to check learning outcomes

12. Feedback and Remedial Teaching:

Teacher will identify students needing additional support and provide extra guidance through:

- Simplified explanations with pictures and videos
- Additional worksheets for reinforcement
- Peer support and small group discussions for better understanding

13. Inclusive Practices and Full Participation:

Teacher will ensure:

- Group activities involve all students equally.
- Use of multiple teaching methods (visual, verbal, hands-on) to cater to diverse learners.
- Extra time or support provided to students who need it.
- Encouragement for participation through peer mentoring and positive reinforcement.

LESSON 14: SURVIVING DISASTERS

Duration: 6 Days

For project

1. Learning Outcomes:

Teacher will ensure that students will be able to:

Knowledge Objective:

Identify different types of natural and man-made disasters (earthquakes, floods, cyclones, fires, accidents, etc.) and understand their impact on life and property.

Understanding Objective:

Explain the causes, effects, and preventive measures of various disasters. Recognize the role of safety measures and the importance of timely action.

Application Objective:

Apply knowledge of safety measures through preparation of emergency kits, mock drills, and awareness posters related to disaster management.

Skill Objective:

Develop problem-solving skills, observation, creativity through project work, critical thinking, and collaboration with peers during activities.

2. Previous Knowledge Testing:

Teacher will begin the lesson by asking students if they know what the chapter is about and will ask questions like:

- Have you heard about floods, earthquakes, or cyclones?
- Do you know what we should do during a fire or earthquake?
- Have you ever participated in a school safety drill?

3. Teaching Aids:

Teacher will provide students with:

- Charts and posters on disasters
- Videos and documentaries (ICT)
- Newspaper articles and real-life examples
- Maps showing disaster-prone areas
- Flashcards and worksheets

4. Pedagogical Strategies:

Teacher will begin the lesson by asking students if they know what disasters are and what the chapter is about. The teacher will explain the topic through discussion, real-life examples, and multimedia. Visual aids, storytelling of disaster experiences, and news articles will be used to make students aware of the seriousness of disasters. Collaborative group projects and class discussions will enhance understanding.

5. Hands-on Activity:

Teacher will give students the task of preparing a Disaster Awareness Project which may include:

- Making a model of an emergency kit.
- Preparing posters on disaster safety tips.
- Designing a safety drill plan for school.
- Conducting a mock drill presentation in class.

6. Art Integration:

Teacher will give students opportunities to:

- Draw and color posters showing “Do’s and Don’ts” during disasters.
- Make creative models showing disaster management tools or shelters.

7. Interdisciplinary Linkages and Infusion of Life Skills:

Teacher will link this lesson with:

- Science: How natural phenomena cause disasters (earthquakes, floods, etc.).
- Geography: Identifying disaster-prone regions on maps.
- English: Vocabulary building and report writing on disasters.

Teacher will infuse life skills like safety awareness, alertness, empathy, leadership, teamwork, problem-solving, and first aid knowledge.

8. Links:

Teacher will provide students with useful resources through:

- NCERT ePathshala
- Diksha App
- YouTube (NDMA Safety Videos, Disaster Awareness Documentaries)
- Government websites on Disaster Management (NDMA, NDRF)

9. Recapitulation:

Teacher will conduct recapitulation through:

- Quiz on disaster types and safety measures.
- Group discussions on how disasters affect people and what can be done to help.
- Asking students to share what they would do in an emergency.

10. Resources Including ICT:

Teacher will use:

- ICT tools: Projector, Smartboard, PPT
- Educational videos and documentaries
- Charts, maps, and flashcards
- Worksheets and online quizzes

11. Assessment Items:

Teacher will assess students through:

- Observation during group discussions and activities
- Evaluation of posters, models, and presentations
- Worksheets with MCQs, short answer questions, and map skills
- End-of-project presentation assessment

12. Feedback and Remedial Teachings:

Teacher will provide constructive feedback on projects and presentations. For students needing additional support, teacher will simplify explanations, repeat concepts with visual aids, and offer extra worksheets. Peer group assistance will also be encouraged for better understanding.

13. Inclusive Practices and Full Participation:

Teacher will ensure all students actively participate by:

- Grouping mixed-ability learners together for collaborative tasks.
- Using visual and oral methods to support different learning styles.
- Allowing flexibility in expressing learning (drawing, writing, oral).
- Providing extra time or peer support for those who need it.

LESSON 15: TRANSPORT AND COMMUNICATION

Duration: 10Days

1. Learning Outcomes:

Teacher will ensure that students will be able to:

- Knowledge Objective: Identify and name different means of transport (land, air, water) and communication (personal and mass communication).
- Understanding Objective: Explain the importance of transport and communication in daily life, trade, business, and connecting people.
- Application Objective: Apply their knowledge to identify the fastest, safest, and most eco-friendly modes of transport and communication through real-life examples.
- Skill Objective: Develop observation, analytical thinking, map reading, presentation, creativity, and group collaboration skills through classroom activities.

2. Previous Knowledge Testing:

Teacher will begin the lesson by asking students if they know what the chapter is about. Teacher will ask simple questions to connect their prior knowledge:

- How do we travel from one place to another?
- How do we send messages or talk to people who are far away?
- Can you name different types of vehicles?
- Have you seen post offices, courier services, television towers, or mobile networks?

3. Teaching Aids:

Teacher will provide students with:

- Globe, wall maps, world map
- Flashcards, charts
- Pictures of different transport and communication means
- ICT support (PPT, videos)
- Worksheets

4. Pedagogical Strategies:

Teacher will begin the lesson by asking students if they know what the chapter is about. Teacher will then explain the lesson using real-life examples, maps, charts, and videos to make the concept relatable and interesting. Group activities, discussions, and peer learning will be encouraged. Questioning techniques will be used to enhance critical thinking and participation.

5. Hands-On Activity:

Teacher will give students a task to create a model or chart on “Modes of Transport and Means of Communication.” Students will use cut-outs, pictures, drawings, and other craft materials to represent roadways, railways, airways, waterways, and different communication methods (letters, phones, emails, newspapers, etc.).

6. Art Integration:

Teacher will give students opportunities to:

- Draw and color a scene showing different types of transport or communication.
- Prepare a creative poster on “The Role of Communication in Our Lives.”

7. Interdisciplinary Linkages and Infusion of Life Skills:

Teacher will link this topic with:

- Science: The working of transport vehicles and communication devices.
- Geography: Maps showing national highways, railway routes, and airways.
- English: Letter writing, descriptive writing about travel experiences.

Teacher will help students develop life skills such as time management, teamwork, responsibility, awareness of safety, and environmental consciousness.

8. Links:

Teacher will provide students with useful resources through:

- NCERT ePathshala
- Diksha App
- YouTube videos on transport and communication (National Geographic, Science for Kids)

9. Recapitulation:

Teacher will conduct a recap session by:

- Asking oral questions related to key points of the lesson.
- Conducting a quiz using ICT tools (Google Forms/Kahoot).
- Encouraging students to summarize the importance of transport and communication in their own words.

10. Resources Including ICT:

Teacher will use:

- Smartboard, Projector
- PPT presentations
- Videos on transport and communication
- Maps, charts, flashcards
- Worksheets

11. Assessment Items:

Teacher will assess students through:

- Oral questioning and class discussions
- Worksheets (matching, MCQs, short answers)
- Evaluation of the hands-on activity (model/chart/poster)
- End-of-lesson quiz or written reflection

12. Feedback and Remedial Teaching:

Teacher will identify students who need extra help through continuous observation and questioning. For weaker students, teacher will simplify the content using pictures, re-teach concepts in smaller groups, and provide additional worksheets. Peer mentoring will also be encouraged.

13. Inclusive Practices and Full Participation:

Teacher will ensure:

- All students, regardless of ability, are actively involved in activities and discussions.
- Visual, auditory, and kinesthetic learning aids are used to support different learners.
- Extra time, simplified instructions, and peer support are provided where needed.
- Equal opportunities for participation in creative and hands-on activities.

LESSON 16: GOVERNMENT IN INDIA

Duration: 10 Days

1. Learning Outcomes

Teacher will ensure that students will be able to:

- Knowledge Objective: Identify the three levels of government (Union, State, Local) and explain their basic roles and responsibilities.
- Understanding Objective: Understand the importance of the government in maintaining law, order, and public welfare in a country.
- Application Objective: Apply the knowledge by relating examples of local, state, and central government work to real-life situations.
- Skill Objective: Develop skills in observation, analysis, discussion, map reading (for state capitals), and communication through presentations or projects.

2. Previous Knowledge Testing

Teacher will begin the lesson by asking students if they know what the chapter is about. Teacher will ask:

- Who helps in running our country?
- Who builds roads, schools, hospitals in our area?
- Have you heard of the President, Prime Minister, Chief Minister?

This will help connect their previous knowledge to the new topic.

3. Teaching Aids

Teacher will provide students with teaching aids such as:

- Maps of India (showing states and capitals)
- Flashcards (Union, State, Local Government)
- Chart showing the structure of the government
- ICT tools: PPT, videos, documentaries
- Worksheets for practice

4. Pedagogical Strategies

Teacher will begin the lesson by asking students if they know what the chapter is about. The teacher will explain the types of government through visual aids, maps, and presentations. Real-life examples like elections, schools, police, and hospitals will be used for better understanding. Interactive discussion, questioning, and storytelling will keep students engaged. Peer learning through group discussions and presentations will also be encouraged.

5. Hands-On Activity

Teacher will give students a group task to prepare a chart or role-play activity showing the three levels of government and their roles. This activity will make learning interactive and practical, helping students visualize the topic better.

6. Art Integration

Teacher will give students the opportunity to:

- Create posters on “My Duties as a Citizen.”
- Draw and label a flowchart showing the structure of Government in India.

7. Interdisciplinary Linkages and Infusion of Life Skills

Teacher will link this lesson with:

- Civics: Rights and responsibilities of citizens.
- English: Writing paragraphs on good governance.
- Maths: Budgeting examples for government work.

Teacher will help students develop life skills like critical thinking, responsibility, respect for law, and teamwork through discussions on governance and citizenship.

8. Links

Teacher will provide students with helpful resources through:

- NCERT ePathshala
- Diksha App
- YouTube (Videos on Government structure, Election Process, Parliament)

9. Recapitulation

Teacher will conduct a quick recap through:

- Oral questioning and quiz
- Asking students to explain the roles of Union, State, and Local government in their own words
- Group discussion on why government is necessary

10. Resources Including ICT

Teacher will use the following resources:

- Smartboard, projector

- PPT presentations
- Documentary videos
- Visual aids: charts, maps, flashcards
- Worksheets for practice and reinforcement

11. Assessment Items

Teacher will assess students through:

- Oral questions during lessons
- Worksheets (MCQs, short answers, matching)
- Evaluation of group activities and presentations
- End-of-lesson quiz or short written test

12. Feedback and Remedial Teaching

Teacher will identify students who need extra help and provide feedback accordingly. For weaker students, teacher will use visuals, simplified explanations, and extra examples. Remedial teaching will include repetition, extra worksheets, and peer support.

13. Inclusive Practices and Full Participation

Teacher will ensure that:

- All students participate in activities, including those with special needs.
- Visual and verbal explanations are used for diverse learners.
- Pairing stronger students with weaker ones in group activities.
- Providing extra time and support where needed.
- Activities are varied to suit all learning styles (visual, auditory, kinesthetic).

LESSON 17: THE UNITED NATIONS

Duration: 10 Days

1. Learning Outcomes:

Teacher will ensure that students will be able to:

- Knowledge Objective: Identify the full form of the UN, its headquarters, and major organs like UNICEF, WHO, UNESCO.
- Understanding Objective: Understand the objectives, importance, and role of the United Nations in maintaining world peace and promoting development.
- Application Objective: Apply this knowledge to recognize how global organizations help in maintaining peace, solving conflicts, and helping during emergencies.
- Skill Objective: Develop map skills, analytical thinking, presentation skills, and teamwork through group activities and discussions.

2. Previous Knowledge Testing:

Teacher will begin the lesson by asking students if they know what the chapter is about. Some sample questions will be:

- Have you heard about the United Nations?
- Do you know why countries need to work together?
- Have you heard of organizations like UNICEF or WHO?

3. Teaching Aids:

Teacher will provide students with the following teaching aids:

- Globe and world map
- Flashcards of UN logos
- ICT tools: PPTs, documentary videos, pictures
- Worksheets for reinforcement

4. Pedagogical Strategies:

Teacher will begin the lesson by asking students if they know what the chapter is about. The teacher will then explain the importance of the United Nations through storytelling, maps, and videos. The teacher will show visuals of UN agencies and their roles. Discussions will be held about why peace and cooperation between

countries are important. Collaborative learning through group work and presentations will help reinforce the topic.

5. Hands-On Activity:

Teacher will give students materials to create a model or poster displaying the major organs of the United Nations with their logos and functions. This activity will help students remember key points creatively.

6. Art Integration:

Teacher will give students opportunities to:

- Draw the UN Emblem neatly and color it.
- Make a poster on 'Peace and Cooperation for a Better World'.

7. Interdisciplinary Linkages and Infusion of Life Skills:

Teacher will link this topic with:

- History: Events after World War II leading to the formation of the UN.
- English: Vocabulary enhancement (peace, cooperation, organization).
- Civics: Importance of rules and cooperation in daily life.

Teacher will help students develop life skills such as teamwork, tolerance, respect for diversity, problem-solving, and awareness of global responsibilities.

8. Links:

Teacher will provide students with access to useful resources through:

- NCERT ePathshala
- Diksha App
- Official UN Website (for child-friendly content)
- YouTube (UNICEF videos, UN for kids)

9. Recapitulation:

Teacher will recap the lesson through:

- A quick oral Q&A session.
- Conducting a short quiz via ICT tools like Kahoot or Google Forms.
- Encouraging students to share 3 key learnings from the topic.

10. Resources Including ICT:

Teacher will use the following resources:

- ICT tools (Smartboard, Projector)
- PPT presentations on the UN
- Documentary videos on the UN and its agencies
- Visual aids: maps, charts, logos
- Worksheets for practice and evaluation

11. Assessment Items:

Teacher will assess students through:

- Oral questioning during class discussions
- Worksheets (MCQs, short answers, map work)
- Evaluation of posters/models
- End-of-lesson written test or quiz

12. Feedback and Remedial Teachings:

Teacher will provide feedback by identifying students who need further clarification and offer additional explanations through simple examples, extra worksheets, and peer support. Visual aids and videos will be re-used to reinforce learning.

13. Inclusive Practices and Full Participation:

Teacher will ensure that:

- All students participate actively in discussions and activities.
- Visual, auditory, and kinesthetic methods are used to accommodate diverse learning styles.
- Group activities will pair stronger students with those who need more support.
- Students with writing difficulties will be allowed to participate orally or visually.

LESSON 18: INTERDEPENDENCE

No of teaching days 6

Purpose: Assignment / Test Preparation

1. Learning Outcomes:

Teacher will ensure that students will be able to:

- **Knowledge Objective:** Identify the meaning of interdependence between people, plants, animals, and occupations.
- **Understanding Objective:** Explain how people, animals, plants, and different occupations depend on each other to meet daily needs.
- **Application Objective:** Apply their understanding to real-life examples of interdependence within their own community and surroundings.
- **Skill Objective:** Develop observation skills, analytical thinking, map-reading skills (where necessary), presentation skills, and communication through discussions and group work.

2. Previous Knowledge Testing:

Teacher will begin the lesson by asking students if they know what is the chapter about by posing questions like:

- Have you heard the word 'interdependence'?
- How do farmers, shopkeepers, and factory workers depend on each other?
- Do plants and animals also depend on each other?

This discussion will connect their existing knowledge to the new topic.

3. Teaching Aids:

Teacher will provide students with:

- Flashcards and charts
- Pictures showing different occupations
- ICT tools (PPT, short videos on interdependence)
- Worksheets

4. Pedagogical Strategies:

Teacher will begin the lesson by asking students if they know what the chapter is about. The teacher will then explain the concept of interdependence through examples from daily life (e.g., farmer to shopkeeper, animals to plants). Discussions will involve active participation. The teacher will use ICT, charts, and stories to enhance clarity. Group work and presentations will help students reflect and articulate their learning.

5. Hands-On Activity:

Teacher will give students an activity to create a flowchart or diagram showing how people depend on each other in a community (farmer → mill → factory → market → consumer). This will help them visualize connections practically.

6. Art Integration (Heart Integration):

Teacher will give students opportunities to:

- Create posters showing “How we depend on nature and each other.”
- Make drawings representing community helpers working together.

7. Interdisciplinary Linkages and Infusion of Life Skills:

Teacher will link this lesson with:

- Science: Food chains, plants and animals’ interdependence.
- Economics (basic understanding): Occupations and trade connections.
- English: Descriptive writing or short paragraph writing on interdependence.
- Life Skills: Teamwork, cooperation, respect for others’ work, environmental awareness.

8. Links:

Teacher will provide students with useful resources:

- NCERT ePathshala
- Diksha App
- YouTube educational videos (e.g., community interdependence, ecosystems)

9. Recapitulation:

Teacher will conduct a recap through:

- Question-answer rounds
- Mind mapping on board (students will contribute)
- Quick quiz through ICT / worksheet
- Ask students to share 3 examples of interdependence from daily life.

10. Resources Including ICT:

Teacher will use:

- Smartboard / Projector
- PowerPoint presentations
- Short documentary videos
- Visual aids like charts and flashcards
- Worksheets for practice

11. Assessment Items:

Teacher will assess through:

- Oral questioning during class discussions
- Worksheet completion
- Flowchart / Poster evaluation
- Short written test based on assignment questions
- Observation of participation in activities

12. Feedback and Remedial Teaching:

Teacher will provide feedback based on observations. For students needing extra help:

- Re-teach with examples, visuals, and simplified notes.
- Offer peer learning support.
- Provide additional worksheets and revision exercises.

13. Inclusive Practices and Full Participation:

Teacher will ensure that:

- Group activities include mixed-ability students.
- Visual and oral methods support diverse learners.
- Students with difficulties are given additional time and guidance.
- Creative tasks are adapted for different learning needs (visual, auditory, kinesthetic learners).