

LESSON PLAN

Class : **X**

Name of the Teacher : **SUNKARI RAMBABU**

Subject : **SOCIAL STUDIES**

School : **ZPHS, Garudabilli**

Name of the Lesson/ Unit	Topic	No. of Periods Required	Time line for teaching		Any specific Information
			From	To	
Sustainable Development with Equity	<ul style="list-style-type: none"> Introduction of development, environment and development. 	2			<ul style="list-style-type: none"> Environment's source function – The potential of an environment to provide resource. The sink function- An environment's ability to absorb and render harmless waste and pollution. Sustainable development is development that meets the needs of the present without compromising the ability of future generation to meet their own needs.
	<ul style="list-style-type: none"> People's rights over the environment 	2			<ul style="list-style-type: none"> Narmada Bachavo Andolan (NBA). Chipko Andolan
	<ul style="list-style-type: none"> Towards Sustainable Development with Equity 	2			<ul style="list-style-type: none"> BMI= weight in KGs / height in meters square. NIN- National Institute of Nutrition.

Prior Concepts / Skills:

- Development
- Gross Domestic Product
- Environment
- Public Distribution system
- Pollution
- Effects of chemical fertilizers and pesticides
- Human activities causing environment pollution

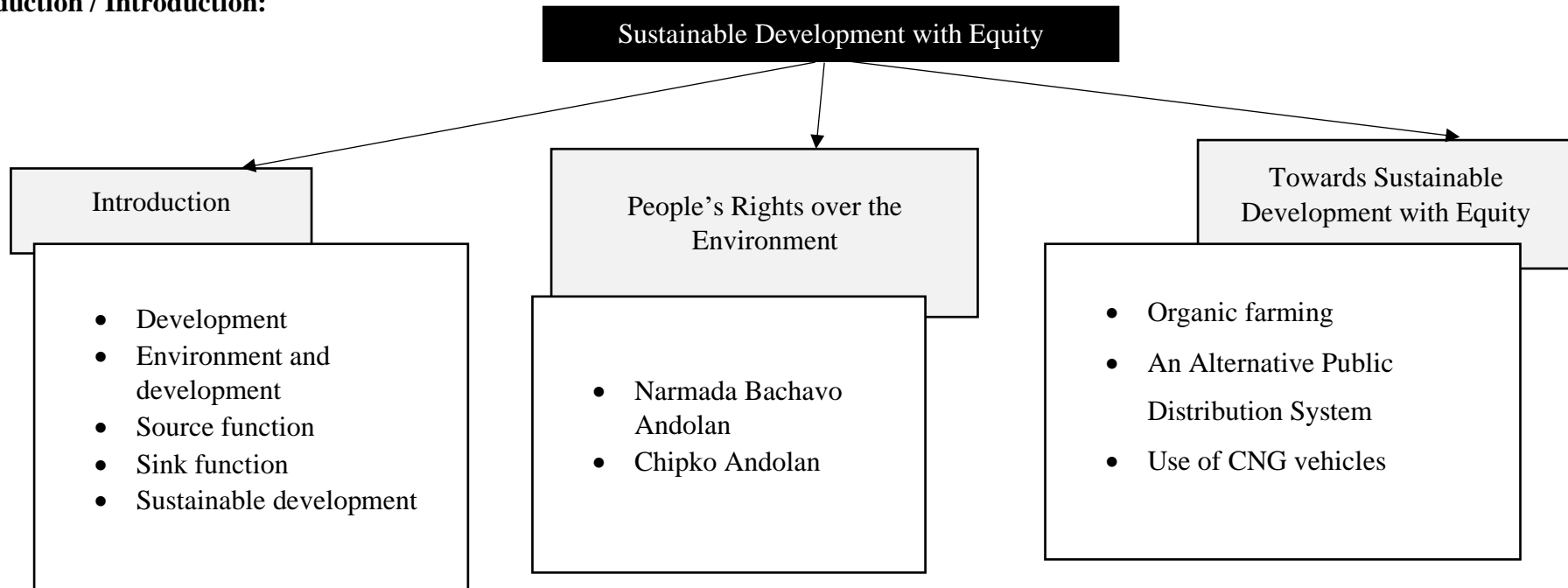
Learning Outcomes**No. of Periods**

- Understand the concept of sustainable development.
- Differentiate between development and sustainable development.
- Suggest the measure to protect environment.
- Appreciate alternative public distribution system.
- Give examples for environment movements.
- Point out important states related to this lesson in India map.

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TEACHING LEARNING PROCESS

Induction / Introduction:



- We will learn about the above key concepts through this lesson.

Experience and Reflection:

- What do know about development?
- What is meant by GDP?
- What are the human activities caused to environment pollution?
- How environment support to human development?

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> ➤ Recapitulate about development and measure of development which were already discussed in the lesson "Ideas of Development" in a discussion mode. ➤ Organise group activity on the pyramid graph in textbook page no.159. ➤ Ask to present their analysis on pyramid graph. ➤ Organise group discussion on the bar graphs and pictures in textbook page no.160. ➤ Explain about environment and development in a discussion mode. ➤ Ask to write key points related to environment and development. 	<ul style="list-style-type: none"> ➤ Students participated in group activity on the pyramid graph in textbook page no.159. • Students participated group discussion on the bar graphs and pictures in textbook page no.160. 	<ul style="list-style-type: none"> • Note down key points related to environment and development. 	<ul style="list-style-type: none"> • What do you about income inequalities in India? • Describe environment's source function? • What is environment's sink function? • What do you know about "Silent Spring"? • How development impacts on environment? • What is meant by sustainable development? • Give suggestions to protect environment? 	<p>Textbook - APSCERT PPT India map World map Globe</p>

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> Explain and organise group discussion on “People’s Rights over the Environment”. Ask to read the letter in textbook page no.165, 166 and 167 and write their observation in notebook. Organise group activity related to the environment movements. Ask to present their report about environment movements. 	<p>Students participated in group discussion on “People’s Rights over the Environment”.</p> <ul style="list-style-type: none"> Students participated in group activity related to the environment movements. 	<ul style="list-style-type: none"> Students read the letter in textbook page no.165, 166 and 167 and write their observation in notebook. 	<ul style="list-style-type: none"> Expand NBA. What do you know about Chipko Andolan? Who is Bava Mahaliya? How Chipko Andolan related to sustainable development? 	<p>Textbook - APSCERT PPT India Map World map Globe</p>
<ul style="list-style-type: none"> Explain about towards sustainable development with equity through a discussion mode. Organise group discussion on “An alternative Public Distribution System”. Ask to write key points related to organic forming, alternative PDS etc. 	<ul style="list-style-type: none"> Students participated in group discussion on “An alternative Public Distribution System”. 	<ul style="list-style-type: none"> Write key points related to organic forming, alternative PDS etc. 	<ul style="list-style-type: none"> What are the activates took place towards sustainable development? What do you know about alternative PDS? How organic farming helps to sustainable development? 	<p>Textbook - APSCERT PPT India Map</p>

Assessment:

1. What is meant by sustainable development?
2. Why did the people of Jalsindhi village refuse to move out of the village?
3. What are the lessons to be drawn from the alternative PDS initiative at Zaheerabad mandal in Telangana?
4. Why do you think the effect of climate change may be felt by all countries?
5. Write the activities which are support sustainable development?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks