



LESSON TITLE : Going to School

TIME 160 minutes

OVERVIEW : Children will know about the relief features of India using the google earth story Landforms of earth. They will know about the topography of various regions in India. They will know about different means of transport. They will understand how means of transport vary according to varying physical features using the google story My way to School

SUBJECT/TOPIC Environmental Sciences

AGE LEVEL 08 years to 10 years



Learning Objectives :

1. Children will know about use of different means of transport according to geographical features of different parts of the country.
2. They will be able to compare their ease of going to school with the difficulty some children of their age face while going to school.



Inquiry : Do you think all the children in our country are able to go to school everyday ?
How do the location of school and physical conditions prevailing there affect them ?

**Materials Needed :**

Book

Bamboo Sticks/broomsticks

Access to Google Earth, Voyager

Internet access

**Lesson Summary**

- Engage: Know about the location of different states in India.
- Explore: Find about geographic features of different regions.
- Explain: Associate geography, means of transport and literacy
- Revise: Means of transport in different regions.
- Apply: Make a bridge, use pulley draw means of transport

**Sustainable Development Goal****Culminating Task/Assessment**

Match means of transport with states they are used in.

**Textbook Chapter**

Class IV, Environmental Science, Lesson -1 (NCERT) " GOING TO SCHOOL"

Engage (5 minutes)

Test their knowledge of means of transport.

1. Make them mark states on the map of India.
2. Discuss meaning of bridge, temporary and permanent bridges and meaning of tunnels.

Explore (20 minutes)

1. Go through the Google earth story [Landforms of Earth](#)
2. See the voyager story on [Tunnels and Bridges](#)

Explain (20 minutes)

1. Teacher will explain about different landforms in India. She will talk about physical features and climatic conditions at a given place.
2. . Students will discuss in pairs and decide which type of landform they have in their area.
3. Teacher will discuss bridges and tunnels. Students will talk about the bridges they have used. Class will share the experience of tunnels also.

Revise (10 minutes)

Solve the objective type questions:

1. In which landform do we find sand ? Name one state in that area.
2. Where do we find more water bodies ? What are the means of transport in that area ?
3. How are the paths in hills ?
4. What do we call a path made through a mountain ?
5. How can we connect the hills ?

Next, repeat the process with a second source of information.

Explore (20 minutes)

1. Watch the video [Schools are not easily accessible to all.](#)
2. Watch the video [How does a pulley work ?](#)
3. Go through the Google Earth story [My Way to School.](#)

Explain (20 minutes)

1. Children will write the distance of their school from their homes.
2. Why are some children not able to go to school ? Is distance one of the reasons ?
3. In which type of bridge do we use a pulley ? Why ?
4. Discuss and act in groups as to how do we walk :
 - in mud
 - through thorny bushes
 - in hills
 - in snow
 - on ice
5. Tunnels and bridges are very useful in hills. yes or no ? Why ?

Revise (5 minutes)

Match the columns:

Column A

Bamboo bridge
Cement bridge
Vallam
Rope bridge
camel cart
Bullock cart
Sledge
Jugad

Column B

Gujarat
Snow
Plains
Hills
Kerala
Trolley
Rajasthan
Haryana

(Option to repeat this process with additional sources of information, each time resulting in an updated hypothesis.)

Apply (60 minutes)

1. Class will be divided in groups. Groups will be named on landforms viz.

- a. Desert Dwellers
- b. Hill Habitants
- c. Jugad Joggers
- d. Vallum Ventures
- e. Sledge Sliders

Each group will collect information about their geographical areas, find about Access to Education, draw means of transport, bridges in their area and put up a display board each.

2. Each group will make a bridge using broomsticks/ toothpicks/ cardboard/material of their choice. In which area will it be good to use ?

3. Each group will demonstrate one use of pulley.

4.. Make a bridge using just a pole supported at two ends. Let each child walk on it carrying their school bag.

Evaluate: Exemplar Response and/or Rubric

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	Exceeding	Meeting	Approaching	Beginning
Content knowledge	Student demonstrates mastery of key concepts like inequality of	Student demonstrates adequate understanding of key concepts like	Student demonstrates partial understanding of key concepts like	Student demonstrates lack of understanding of key concepts like

	access to school, geographic features, best means of transport in an area.	inequality of access to school, geographic features, best means of transport in an area.	inequality of access to school, geographic features, best means of transport in an area.	inequality of access to school, geographic features, best means of transport in an area.
Presentation	Student is able to clearly and creatively communicate why particular means of transport are used in particular areas, how a pulley makes our work easier, how tunnels and bridges reduce distances.	Student is able to clearly communicate why particular means of transport are used in particular areas, how a pulley makes our work easier, how tunnels and bridges reduce distances.	Student is able to communicate means of transport are used in particular areas, how a pulley makes our work easier is not very clear to her, how tunnels and bridges reduce distances is not understood.	Student is not able to communicate why particular means of transport are used in particular areas, how a pulley makes our work easier, however, she understands how tunnels and bridges reduce distances.
Participation	Student did an equal share of the work; shared with, listened to, and showed respect for group members; stayed on task.	Student did a fair share of the work, was respectful to group members most of the time, and/or used most of the class time wisely.	Student did less than a fair share of the work, was less attentive.	Student let others do most of the work, did not engage with the activity.

Additional Resources

- <https://timesofindia.indiatimes.com/city/nagpur/schooling-a-distant-dream-for-kids-from-marooned-villages/articleshow/65726596.cms>
- <https://theprint.in/india/governance/over-14-per-cent-villages-in-india-dont-have-schools-says-latest-data/170440/>
- <https://www.google.com/maps/d/edit?mid=14DiHvaNcFINuUy6HSX76FWJEbdaQdlvW&usp=sharing>

