

INDIA & I



Grade 8



WELCOME

Introduction

The children of India are growing up in a rapidly changing and increasingly complex world. Beneath that volatility, we recognize, is the immense potential and spirit that each child holds. Never before has the need to develop future citizens of India – people who are working to build a better India - been more important. We need young people who are growing up with a desire and a commitment to ensure that India is a country that flourishes and works for every one of its people.

At the heart of that development are, we believe, are the four ideals of our Constitution – liberty, justice, equality and fraternity - and one value – love. Why love? Because the ideals enshrined in our Constitution – liberty, justice, equality and fraternity – will only be the privilege of all Indians when we learn to treat others the way we wish to be treated – with love. To us, love is an all-encompassing value. If we learn to love ourselves, each other, our work, our country, our world then we will do whatever it takes to care for and improve things around us for all of us.

India & I is an effort to build future citizens today – through a studies that develops key 21st century skills and encourages action towards change.

Role of the Teacher

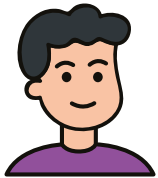
Through this studies, teachers have the chance to shape our country and our world – while growing in their own humanity.

This studies will be unlike most others. Here, teachers will discover India with your learners. Here there will be no right answers, only listening deeply and learning from each other. Here, teachers will challenge and evolve their own ideas and thoughts about India as their learners do as well. Here, along with their learners, teachers will raise your voice against things they want to change and engage in shaping a better world. Here teachers will engage in fun learning with their learners, learning new teacher skills and practices. And most importantly, here we will take steps to living the ideals of equality, justice, liberty and fraternity enshrined in our Constitution.

It is our great hope that our teachers love this journey, and that their learners grow in their understanding of India and their commitment to create an even stronger country.

Structure of this handbook

Through the curriculum, the learners will explore five thematic units that collectively span every domain of life:



Self



Family



Community

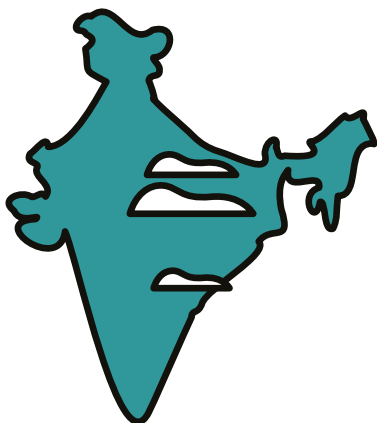


Nation



World

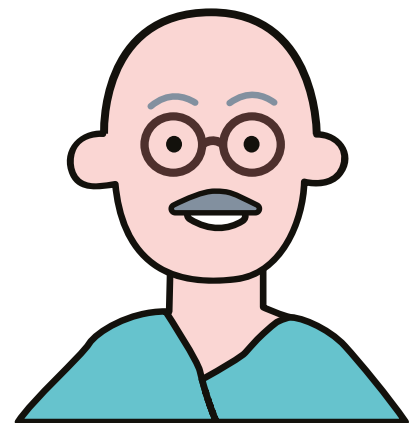
To help learners further unpack the ideals of India, they'll learn how to wrestle with three big ideas.



First, they'll venture on a year-long exploration of their **identities**. To make sense of India, learners must begin with a clear and grounded sense of self.

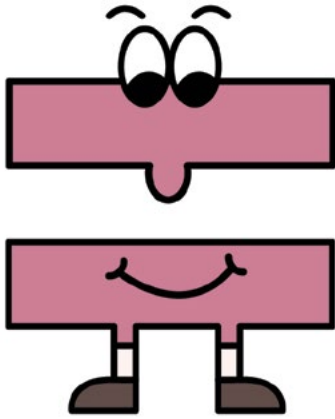


Second, they'll explore their present and future **relationship** with their surroundings – starting within their family but ultimately ending with their world.



Finally, learners will grapple with what it means to drive change and to embody Gandhi's ultimate adage: we are the **change** we wish to see.

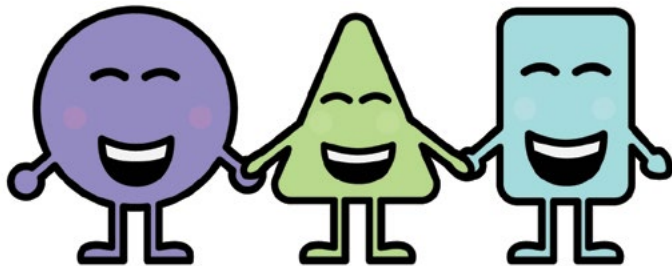
Through each unit, learners will encounter a running theme that spans India's constitutional values. Within each unit – and through the big ideas – learners will explore seemingly abstract concepts of liberty, justice, equality, and fraternity. They'll discover what it means – for every citizen of India – to fully live up to those values. And they'll ultimately unpack what a nation that holds those values, together, can do to build a better India.



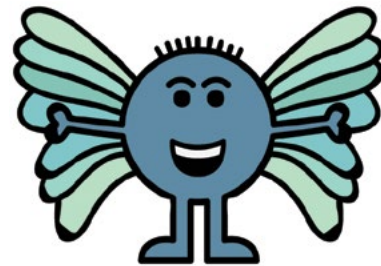
Equality



Justice



Fraternity



Liberty

The generative questions that come next are limitless: How can I play a role in building a better India? What's my evolving identity within my family, school and community? How does that identity inform the relationships I hold? And how can I leverage those relationships to fulfill my role of service and sacrifice for a better tomorrow? These are but some of the questions learners will grapple with in the year to come.

Our hope is that teachers and learners, together, discover what we could achieve by living in a better India. And that process of discovery, we hope, leads to an India and world that is filled with citizens committed to its betterment and prosperity.

21st Century Skills

To be equipped as citizens who shape a better India, learners will build key values, competencies and behaviors that enable them to participate effectively in a culture of democracy and live peacefully with others in culturally diverse societies for an equitable and just society. Eight characters – fondly known as the 8C's – will guide their journey to this destination.

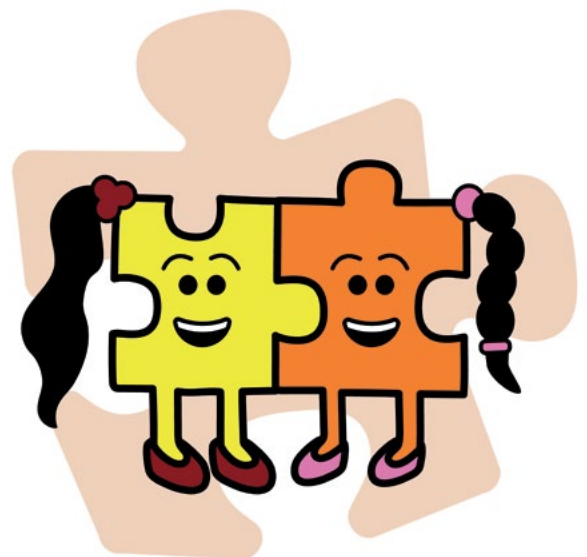
Mr. Consciousness



He builds an awareness of self, other and India. He helps learners identify their strengths, gain confidence in their abilities and skills, and strive towards excellence in their chosen fields of study and work. He reminds us that acting ethically is of utmost importance.

Ms. Collaboration

She enables us to value pluralism and diversity, learning the importance of co-existence and working collectively for a better India. She teaches us the values of fraternity and secularism as enshrined in our Constitution. With her, we learn negotiation, team-work and leadership.





Ms. Critical Thinking

Ms. Critical Thinking teaches us problem-solving – how to identify and seek solutions for local and global problems. She tells us to practice and promote the constitutional values of Democracy, Liberty, Equality, Fraternity, Justice and Secularism enshrined in the Preamble of the Constitution subsequent to a critical understanding of the same.

Mr. Compassion

Mr. Compassion teaches us empathy and love for ourselves, others and India. He teaches us the importance of living in harmony with the environment and the role reminds us of our common humanity and the need to protect the world we share.





Ms. Courage

Ms. Courage reminds us that we learn through challenges and that seeing and changing things requires us to face and overcome our fears. She teaches us resilience in the face of challenges.

Mr. Curiosity

Mr. Curiosity helps us discover the many dimensions of India and our role as citizens of India.



Ms. Communication

Ms. Communication teaches us to raise our voice, to stand up for what we believe in. She deepens our understanding of liberty as enshrined in our Constitution.



Mr. Creativity

Mr. Creativity fuels our imagination, asking us to imagine and work towards a better India.



Learning Standards and Methodology

An objective which your students should master.

21st century skill that this lesson will help develop.

Constitutional Value in focus.

Pre work that the learners need to complete before the class.

Materials that will be required for teaching the lesson.

Resources that the teachers can use for the class.

OBJECTIVE

I can introduce myself including personal details and some of my character traits and values.

CIN FOCUS

Ms. Courage
Mr. Consciousness
Mr. Creativity

CONSTITUTIONAL VALUES

Equality, Justice

MATERIALS

- Be ready with examples of where you showed courage and communication
- Fill in the Graphic organizer to model

SUMMARY OF PRE-WORK

Learners will think and write about the following questions:

- When was I born? Where was I born?
- Who is in your family?
- What gives you happiness?

These questions will help them to create their own posters.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)

Asynchronous Pre-work Document

[Link](#)

Spark

Learn

After Class Challenge

Spark (10 minutes)

Hi learners, today we will start with our first part of the curriculum, let's go!

Remember Ms. Courage and Mr. Consciousness.

Focus: Today we will learn how to introduce ourselves.

Task 1: Introduction

Before we start, let's see how many of us have done our pre-work about writing our introduction! Can people guess how many have done it? (Show hands)

Great, we will help us do our pre-work better.

Through this activity, we will learn about our pre-work, we will use our pre-work to share things about ourselves, our personal details and values.

Learn (15 minutes)

When you write your introduction, you should include your name, class, school, I should also include my likes, dislikes and interests.

Task 2: Introduction

Remember Ms. Courage and Mr. Consciousness.

Focus: Today we will learn how to introduce ourselves.

Task 3: Introduction

Before we start, let's see how many of us have done our pre-work about writing our introduction! Can people guess how many have done it? (Show hands)

Great, we will help us do our pre-work better.

Through this activity, we will learn about our pre-work, we will use our pre-work to share things about ourselves, our personal details and values.

Reflect (5 minutes)

Remember Ms. Courage and Mr. Consciousness.

Focus: Today we will learn how to introduce ourselves.

Task 4: Introduction

Before we start, let's see how many of us have done our pre-work about writing our introduction! Can people guess how many have done it? (Show hands)

Great, we will help us do our pre-work better.

Through this activity, we will learn about our pre-work, we will use our pre-work to share things about ourselves, our personal details and values.

This studies is broken into lesson plans which support blended learning instruction that can be used by teachers in both the in-person and virtual set ups.

Each plan has 3 parts:


- An asynchronous plan which is sent before the online/ in-person session to learners where they work independently, coming into class prepared.
- A synchronous plan where the teachers and learners are together either virtually or in-person and use a ready PowerPoint presentation to guide the lesson. If you wish to make changes to this presentation, please make a copy
- A lesson plan template for the teachers' reference that includes both the async and synch lesson in detail.

The Asynchronous plan is a 20-30 minute independent activity that is sent to Learners by Whatsapp or email ahead of the class. It enables them to engage with the lesson objective before coming to class.

The Synchronous plan is a 30-45 minute session, held online on a platform like a zoom or in-person. It has an objective which your learners should master. The lesson is divided into three parts. The first part is a **"spark"** – this is meant to engage Learners in the objective, make them curious and get them excited about learning. This is the introduction to the lesson. The second part is the **"learn."** Here you will find a range of age-appropriate activities that enable learners to master the objective. The final part is the **"reflect."** This is where learners make meaning of their learning, thinking deeply about what they have mastered. This section also builds Learner voice and agency as we ask learners for their opinion on the lesson and what they learned. This may feel new and different for some of you but keep in mind that there is no better way to equip learners to change India than to start by asking them what needs to change in their classroom. Some lessons have an **"after class challenge."** These challenges are activities to be done after school to help learners apply their learning. Each class is designed as a 45-minute block, with suggested timings given within the lesson.

Of course, you know your class the best so feel free to adjust these as needed. If you are teaching in-person, feel free to use the asynchronous work as home-work/ pre-work for the lesson. Lessons are also written in a friendly, informal tone – almost as if we are speaking to you and through you, to your learners. Feel free to make the language your own.

Lessons will use a range of engaging methodologies that can be applied beyond this studies across your school day. Here is a quick guide to the methodology.



Facilitation Strategies



Group Sharing

Learners discuss and debate in groups, learning communication skills of deep listening, empathy and respect for diverse perspectives.



Think Pair Share

Learners think about an answer, then share their answer with a partner. This builds consciousness, critical thinking and communication.



Fist to Five

Learners show the teacher a number of fingers (one finger means I have not understood at all, five fingers means I have)



Meditation/ Conscious Breathing

Learners close their eyes and focus on their breath to build the critical thinking skills of focus and concentration.



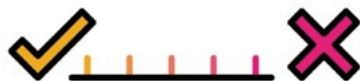
Reflection

Learners are asked to make meaning of what they have been taught, learning to form opinions about things and to raise their voice. Reflections can build written and/or verbal communication.



Storytelling / Narrative Poems

Learners engage with stories, songs and poetry, both learning from existing stories and poems and using their creativity to write their own.



Spectrum Activity

Learners stand on a spectrum from agree to disagree to take a stand on where they are on an issue.



3-4 Corners

Learners choose a corner to stand in that is linked with a statement to understand different opinions and perspectives.



Skit/ Role Play

Learners learn through theater games and activities, having fun and building communication and thinking skills.



Independent Work Time/ Practice

Learners have time to really practice their learning independently.



Mind Map

Learners stretch their minds through mind maps where they connect different ideas.



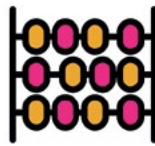
Community Map

Learners create simple maps to better understand their communities.



Case Study

Learners build their reading and analysis skills through real-life case studies.



Activity Based Learning

Learners engage actively with learning in a range of different games and activities.



Poster Making

Learners grow in their communication skills as they make posters.



Presentations

Learners are asked to present their learning through short speeches, role-plays, posters and other methods, learning communication and creativity.



Stand/Sit or Thumbs Up/ Thumbs Down

Learners express their opinions in a way that the teacher can quickly see where every learner is.



Video

Learners will be exposed to a range of concept through video.

The India & I Diary

Throughout this studies, learners shall dedicate one notebook, which they will decorate with the C's as their 'India & I' Diary. This will be a space for reflections and written/visual work and will be a record of their learning.



Scope and Sequence

Unit Zero - 'India & I' and the 8Cs

TOTAL
TEACHING
DAYS

06

OBJECTIVE

LESSONS AND PAGE NO

Introduction to India and I

Introduction to 21st Century Skills: Courage and Compassion

Introduction to 21st Century Skills: Communication and Critical Thinking

Introduction to 21st Century Skills: Creativity and Consciousness

Introduction to 21st Century Skills: Curiosity and Collaboration

Learning Ta- Da : Orientation to celebrate mistakes

Unit 01 - Self, Family & School

TOTAL
TEACHING
DAYS

19

OBJECTIVE

LESSONS AND PAGE NO

BIG QUESTION 1 **HOW CAN I PREPARE MYSELF TO FOLLOW MY CAREER CHOICE?**

LEARNING STANDARD Students will identify and articulate ways to pursue appropriate career choice.

I can reflect on my interests, values and learning style.

I can describe the purpose of jobs and careers towards meeting individual and societal needs.

I can list and describe the skills that will be required for the 21st century and identify spaces in my class where this is built.

I can describe the factors and skills that need to be considered when selecting and preparing for employment or career paths

I can investigate work tasks, settings, salary, job outlook and resources corresponding to careers that I am considering.

I can have a conversation with my family and immediate stakeholders to explain what I would like to do in the future, and resolve any conflict.

BIG QUESTION 2 HOW WILL MY CURRENT EXPERIENCE CONTRIBUTE TO MY FUTURE SUCCESS?

LEARNING STANDARD Students will make connections between how their present can impact their future

I can articulate how my experiences in school will impact my future success.

I can set goals that are aligned to my ideal career.

I can identify positive and negative work habits that impact success

I can practice positive work habits towards meeting my goals

SHOWCASE OF LEARNING

Day 1 : I can synthesise what I learned in this unit.

Day 2 : I can showcase what I learned in this unit.

Unit 02 - Community & Nation

TOTAL
TEACHING
DAYS **14**

OBJECTIVE

LESSONS AND PAGE NO

BIG QUESTION 3 IS THE NEWS I ACCESS RELIABLE?

LEARNING STANDARD Students will understand the importance and analyse the reliability of the news they access.

SWBAT identify major sources of news and judge their reliability

SWBAT examine major sources of news in their lives and judge their reliability

I can examine multiple perspectives for a particular news item.

BIG QUESTION 4 WHY DO WE PAY TAX?

LEARNING STANDARD Students will identify how paying taxes benefit the citizens of the country.

I can articulate where and how to spend money.

I can articulate where the government spends our taxes.

I can engage in an experiment to allocate money towards education in India

I can analyse some schemes introduced by Ministry of Education.

I can engage in an experiment and analyse the effects of the nation without a Public Education System

BIG QUESTION 5 WHAT ARE MY BIASES?

LEARNING STANDARD Students will understand and identify their biased opinions.

I can investigate major student protests across the country and their causes

I can examine provisions in the constitution to provide equal opportunities for different groups

I can share opinions on the reservation system in India

SHOWCASE OF LEARNING

Day 1: I can synthesise what I learned in this unit.

Day 2: I can showcase what I learned in this unit.

OBJECTIVE

LESSONS AND PAGE NO

BIG QUESTION 6 ARE WE LIVING IN AN EQUAL AND JUST WORLD? WHAT IS MY ROLE IN ENSURING QUALITY AND JUSTICE IN THE WORLD?

LEARNING STANDARD Students will explore different global challenges.
Students will get exposed to stories of hope which are enabling positive shifts in the world.
Students will be able to create plan of action to solve a global challenge.

I can cite examples of global challenges and connect each of these to the SDGs.

I can compare global and Indian bright spots and challenges in each of the SDGs

I can engage deeply with a global issue (poverty) and understand how it impacts the world.

I can envision what a poverty-free world may look like

I learn what others (including children) are doing about poverty and identify the steps I can take towards ending poverty

I can engage deeply with a Global Issue: Good health and well-being and understand how it impacts the world.

I can envision what a healthy and happy world may look like.

I learn what others are doing about the challenge of health and wellbeing and identify the steps I can take towards achieving good health and wellbeing.

I can engage deeply with a Global Issue: Lack of Quality education and understand how it impacts the world.

I can envision what a world where Quality Education is accessible to all may look like.

I learn what others are doing about the challenge of lack of quality education and identify the steps I can take towards achieving quality education for all.

I can engage deeply with a Global Issue: Gender Discrimination and understand how it impacts the world.

I can envision what a world with Gender equality may look like.

OBJECTIVE	LESSONS AND PAGE NO
I learn what others are doing about the challenge of gender discrimination and inequality and identify the steps I can take towards achieving gender equality.	
I can engage deeply with a Global Issue: Climate change and understand how it impacts the world.	
I can envision what a world may look like if we are all climate conscious	
I learn what others are doing about the challenge of climate change and identify the steps I can take towards achieving gender equality.	
I can engage deeply with a Global Issue: Peace and Justice and understand how it impacts the world.	
I can envision what a peaceful, just and inclusive world may look like.	
I learn what others are doing about the challenge of peace and justice and identify the steps I can take towards achieving peace, justice and strong institutions.	
I can make a plan and implement my solution to achieve one of the SDGs	

BIG QUESTION 7 WHAT IS THE ROLE OF COUNTRIES AND INTERNATIONAL ORGANISATIONS IN ENSURING EQUALITY AND JUSTICE IN THE WORLD?

LEARNING STANDARD Students will explore the role of organisations and countries in fostering equality and justice in the world.

I can examine and analyze India's foreign policy
I can investigate the role India played in solving a global crisis.
I can research and analyze India's stand on any global issue of my choice
I research and analyze the effectiveness of international organization- the UN, in fostering equality, fraternity, justice and liberty

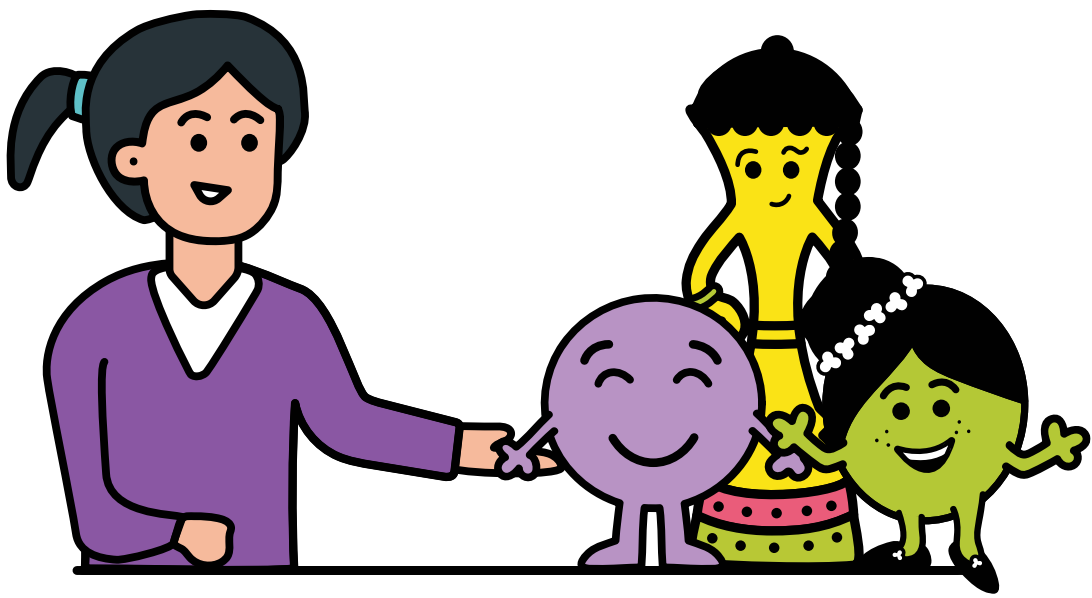
SHOWCASE OF LEARNING

Day 1: I can synthesise what I learned in this unit.

Day 2: I can showcase what I learned in this unit.

END OF THE STUDIES

I can recapitulate and synthesise my learnings from the studies.



Introduction to India & I and the 8 Cs

OBJECTIVE

Through this lesson, learners will get excited about the India & I studies and understand its objectives. They will meet the characters Liberty, Equality, Fraternity, and Justice.

Cs IN FOCUS

Mr. Curiosity



CONSTITUTIONAL VALUES

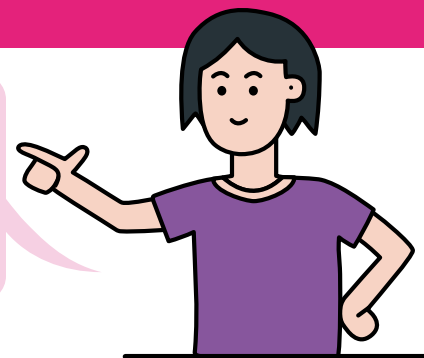
Liberty, Equality, Fraternity, Justice

MATERIALS

Liberty, Equality, Fraternity and Justice Poster worksheets, crayons
A new notebook/ diary

Spark

Hi learners! Welcome to a special new class. This is not language. This is not Math. It is not EVS. It is not PT. What do you think this class can be?



Invite learners to guess

Good guess - let me give you a clue!
Let's guess what this new subject may look like.

Show a map of India or draw the outline India on the board

What is this?

Correct Answer: India

Yes! That is the first word in this new Subject!

Write "INDIA" in capital letters on the blackboard

But this class isn't just called India. It's called India and ___?

Write the AND on the board too.

If you had to guess the blank that

comes after “INDIA AND” what would you guess?

Invite learners to guess. Then ask for any volunteers and ask them to stand next to the board and have them point to themselves.

!! The subject is called India and I! Why do you think it's called India and I?

Invite learners to guess.

It is called India and I because in this subject we'll learn about India, we'll learn about ourselves and the role we play as citizens of India

Learn

Let me tell you a little bit about this subject!

We will first start with lessons about SELF. This means we'll look at who we are! And how we fit into the ideas of India!

Write 'self' in a small circle on the board.

After learning about ourselves, we'll move on to our FAMILY and SCHOOL. We'll start looking at our family and school and the role we play here!

Write family and school in a slightly larger circle around self on the board.

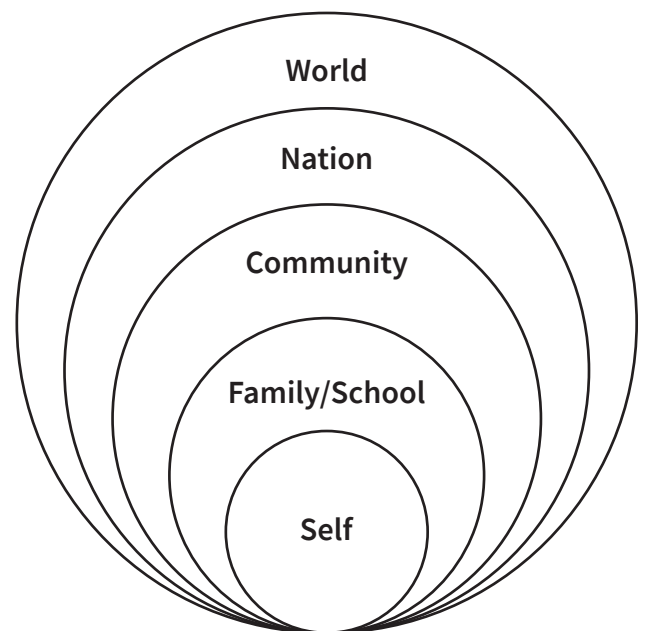
After learning about our family, we'll move on to our COMMUNITY. We'll start looking at our community and the role we can play here!

Write community in a slightly larger circle around 'family' on the board.

Next, coloring we learn about NATION, about our Country! We'll think about big ideas that make up our country - and our role.

Write 'nation' in a slightly larger circle around school and community on the board.

And lastly, we'll learn about the WORLD! We'll start seeing ourselves as citizens not just of India, but of the world!



In your notebooks, let's draw and illustrate these circles! Remember to write India & I on the cover of your notebook and illustrate it creatively with anything that India means to you.

Remember you don't all have to do the same thing or draw the flag or peacock - you can draw anything at all that you feel represents India!

This will be your India and I diary/

notebook. As we proceed, we will do a lot of fun activities and reflections. Let's use this diary to put down our thoughts and document our learnings.

Reflect

In this class we'll share our thoughts very freely - we call that using our voice! Let's practice from today. Share your page with the person next to you and why you chose to illustrate it the way that you did. Tell them what India means to you!

Ask 2-3 learners to share in the large group.

Great, last but not the least, let's meet four characters that will help us understand the idea of India better.

Show learners the four characters - Liberty, Equality, Fraternity and Justice

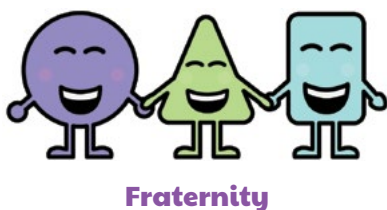
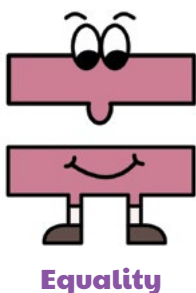
Ask: What do you think these pictures mean?

Take 2-3 responses.

Share the names for each of them.

Put each one behind your back, ask learners to close their eyes and then quickly flash one for them and ask them to guess.

These are the four constitutional values of India and are crucial for us to understand India. We will study more about all of them in upcoming lessons that we will engage with in this subject.

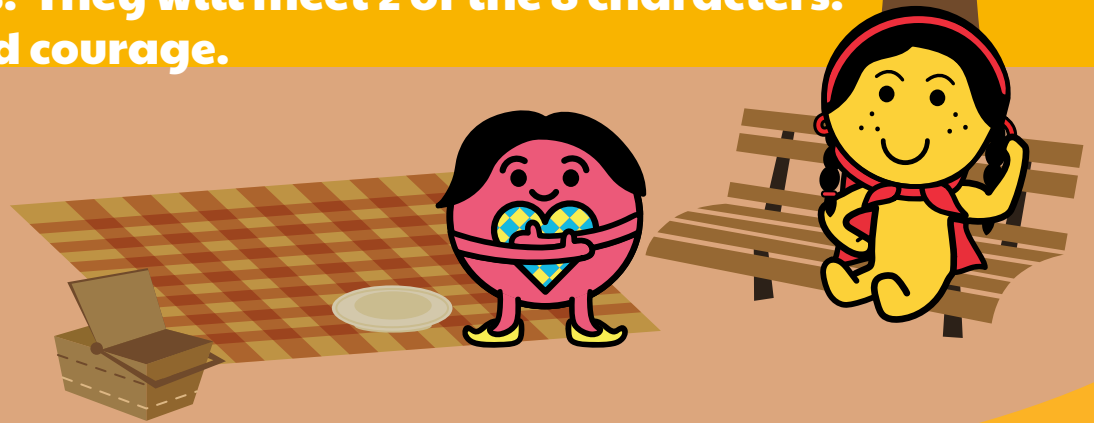


OBJECTIVE

Through this lesson, learners will get excited about developing important 21st-century skills through the India & I studies. They will meet 2 of the 8 characters: compassion and courage.

Cs IN FOCUS

Mr. Compassion
Ms. Courage



CONSTITUTIONAL VALUES

Respect

MATERIALS

Ms. Courage and Mr. Compassion worksheets, crayons, cut out paper hearts for each learner, character poster

[Link](#)



Spark

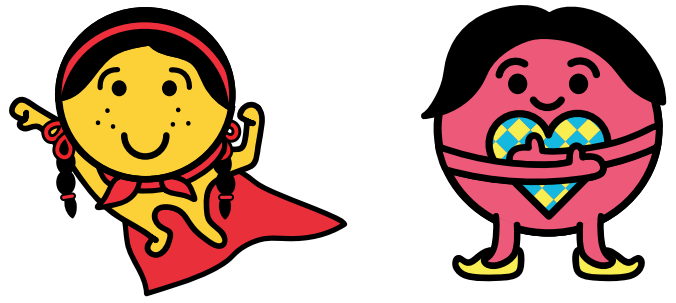
Hi learners! Before we launch into our India & I curriculum, we're going to learn about 8 very, very important little people! They are going to guide us through the whole curriculum. We're going to have fun with them! Are you ready?



Please hold up the 8 characters poster.



Can you guess who these characters are? Hmm, I'm not going to tell you yet! But you'll get to know them soon. Today we'll meet two of them: Ms. Courage and Mr. Compassion.



Learn

Let's meet Ms. Courage first. Ms. Courage is a little like Superman, or any superhero that you know. She is very, very brave. Give me a thumbs up if you agree with the statement I'll tell you and a thumbs down if you don't.

Do you think Ms. Courage is afraid of the dark?

Answer: no, she is brave

Do you think Ms. Courage likes snakes?

Yes, she is not scared of snakes and thinks they are her friends

Do you think Ms. Courage answers questions in class even when she is shy or unsure about the answer?

Yes, Ms. Courage likes to try, even when it is hard.

Great! So you've met Ms. Courage. I'm going to give you a colouring sheet now and you can see Ms. Courage!



Now let's meet Mr. Compassion. Mr. Compassion has brought something to school today especially for you! Close your eyes very tightly and don't open them until I ask you to, ok?

Put cut out hearts on their desks.

Awesome! Open your eyes now! Mr.

Compassion loves all of you! He has given all of you hearts so that you can remember to pass on love to all those around you!

Ask learners to stick the Ms. Courage worksheets and the hearts in their notebooks.

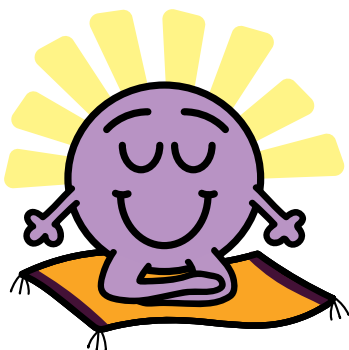
really quietly and meet as many people as you can and give them a high five! He's going to ask you to say one thing you like about them, or a wish you have for them. Try to meet at least 3 people in 3 minutes.

Mr. Compassion is going to ask you to do one more thing. He's going to give you three minutes to walk around class

Reflect

Let's share our beautiful work with a partner. Share what you learned in class today with them.

Closing



Let's think about what we did in class today:

Today, which characters did we meet?

Which one did you identify with more, and why?

Are you excited to meet two more tomorrow?

After class challenge:

Here is your very own Mr. Compassion!
Please color him at home tomorrow and
bring him back to class and we'll stick him
in your notebook tomorrow!



OBJECTIVE

Through this lesson, learners will get excited about developing important 21st century skills through the India & I studies. They will meet the 2 of the 8 characters: critical thinking and communication.

Cs IN FOCUS

Ms. Critical Thinking
Ms. Communication

CONSTITUTIONAL VALUES

Liberty

MATERIALS

Ms. Critical Thinking and Ms. Communication worksheets, crayons, empty small plastic bottle (to role play a microphone)

[Link](#)



Spark

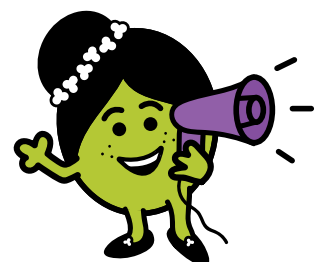
Hi learners! Which characters did you meet yesterday? Can you identify them in the 8 characters poster?



Please hold up the 8 characters poster.

Answer: Mr. Compassion and Ms. Courage

Today we'll meet two more characters: Ms. Critical Thinking and Ms. Communication.



Learn

Let's meet Ms. Critical Thinking first. Critical Thinking tells us that we all have the ability to brainstorm, to think very deeply and that our thoughts really matter. She helps us to evaluate choices and to make good decisions. She helps us make connections between things. Ms. Critical Thinking is a little bit like a detective, she always looks for evidence before she believes something.

Let's see what Ms. Critical Thinking would do in these situations.

1. Someone tells you the whole world is on fire!

Possible answer: you don't believe them right away but ask questions to gather information

2. You only have one hour of play time and three of your friends invite you to different places to play

Possible answer: you think about which friend you most want to play with and why, and also about how your friends may feel. Perhaps you split the hour and play with each one for 20 minutes each. Or perhaps you tell two of them you will play with them another time.

3. You have a homework assignment on volcanoes but know nothing about them.

Possible answer: you ask someone about volcanoes or google to find out

Great! You've met Ms. Critical Thinking. Now let's talk about Ms. Communication.

Take your pretend microphone out and pretend to make an important announcement, or sing a song!

What am I doing?

Possible answers: you are using a microphone to announce something, to sing a song

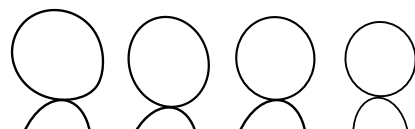
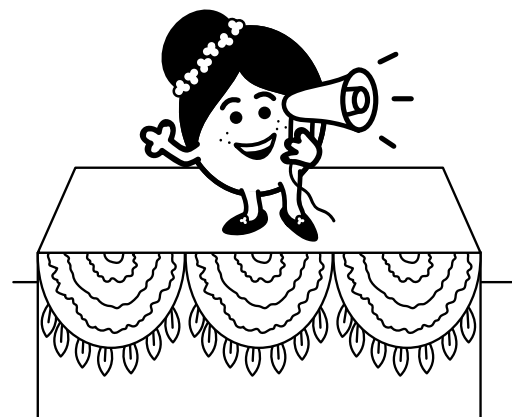
I am pretending to be Ms. Communication! Ms. Communication loves to talk, talk, talk, talk talk!

Show the Ms. Communication colouring sheet.

Can you see her standing on a stage using a microphone here? Well, she loves to talk. She loves to share her thoughts. She knows that she has a lot to share. She loves to listen, too.



Would love to hear your thoughts.



Let's play a fun game to remember the two most important things that Ms. Communication does - listen and talk!

When I say, "teacher says" you will tap your head. When I just say something without using the words "teacher says" you will stay very still. If you tap your head, you will be out! And all of these statements are things that Ms. Communication believes in.

Are you ready?

1. Teacher says write your thoughts down. learners tap their heads
2. Teacher says don't be shy to share your thoughts. learners tap their heads
3. Speak up! Everyone can't hear you! learners stay still
4. Teacher says everyone's voice matters. learners tap their heads
5. Listen carefully - it is by listening that you learn. learners stay still

Now we're going to practice listening and talking. Are you ready?

Divide learners into groups of 4 or 5.

You are going to close your eyes and I am going to drop something on the ground. If you hear it, you will raise your hand up. You will need to listen very, very carefully to hear it. Ready?

Drop different things on the ground like a duster, a pencil, including some that make very little noise like a crushed piece of paper. Encourage pin drop silence so everyone is listening very carefully.

Great! Ms. Communication has a secret to tell you. Whisper. Listening is hard work! And it is only when we really listen to each other that we learn.

Reflect

Now in your groups we're going to practice talking! I'm going to give you fun topics and each of you will say one thing about the topic. Please encourage each other so that everyone shares. We'll do this really fast so that it's fun.

Give learners topics that they will find fun. You may choose topics like spicy food, a dream place I would like to visit, an animal I would like to be, a person I would love to meet.

Closing



Let's zoom out like an airplane and think about what we have been learning.

What is the name of this subject?

What is this subject really about?

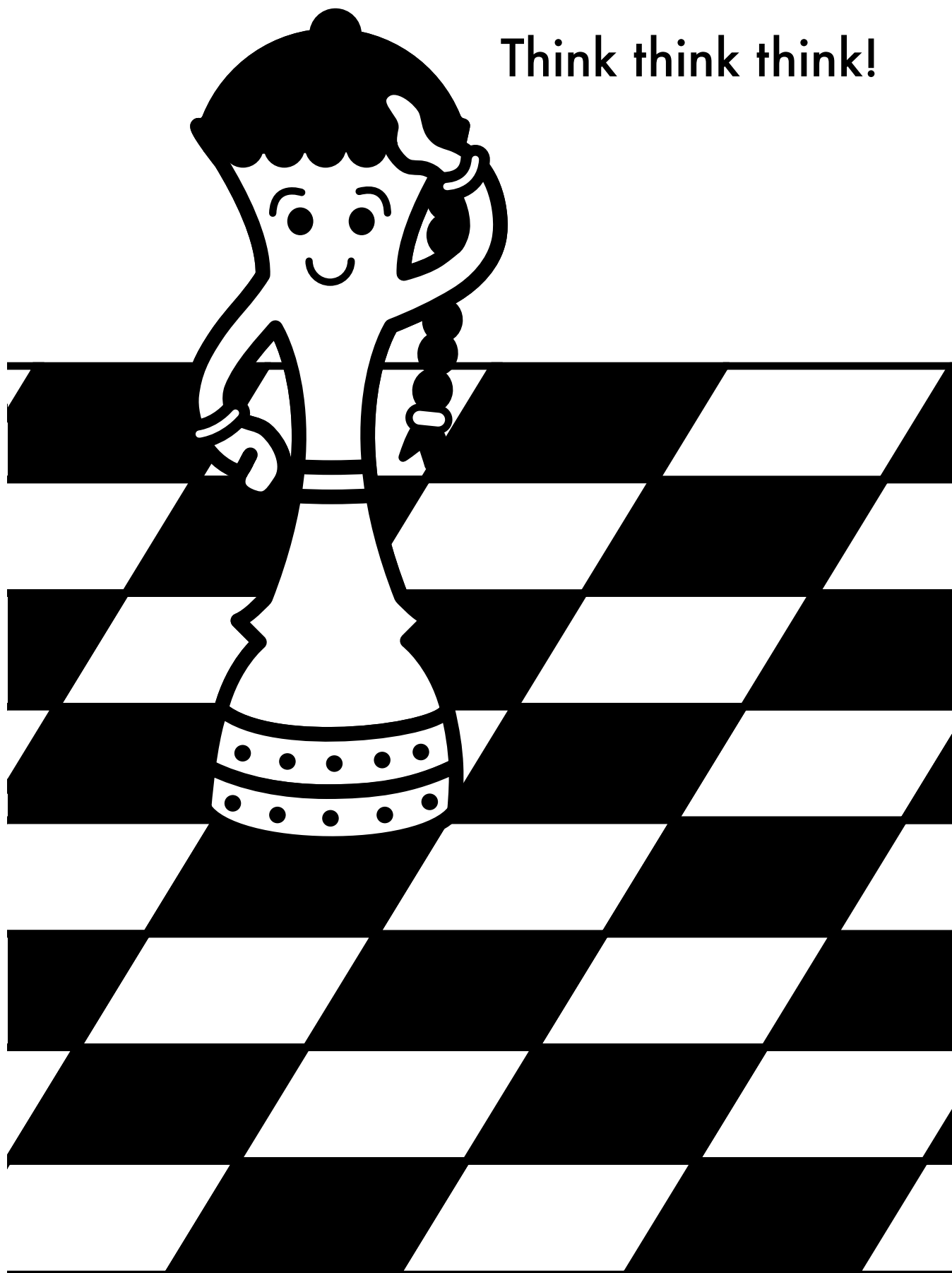
Which characters have we met so far?

Who is your favorite character and why?

After class challenge:

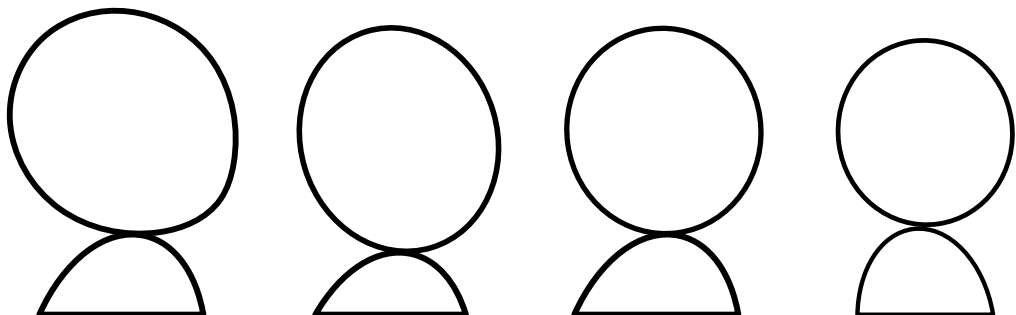
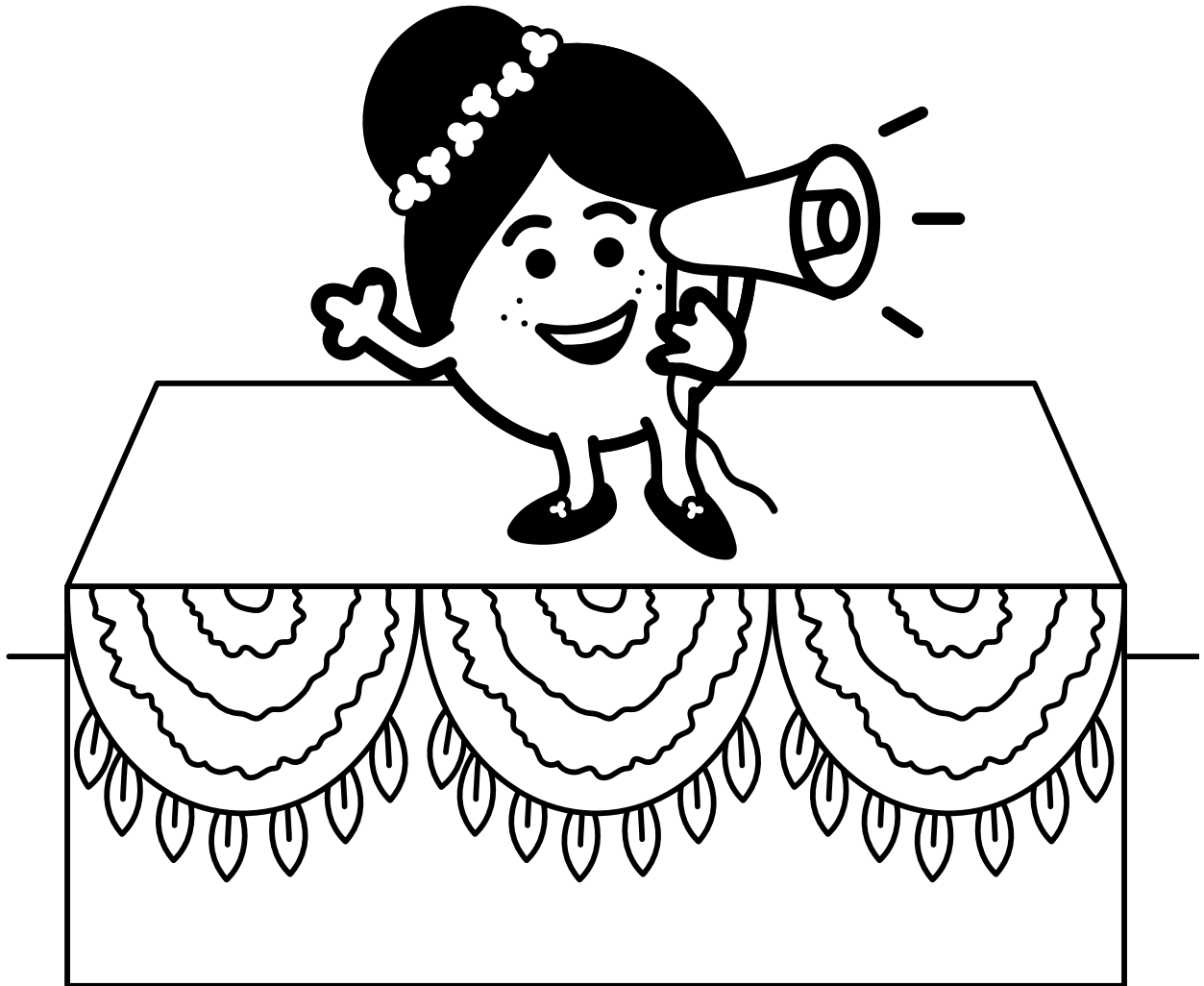
Give learners Ms. Critical Thinking and Ms. Communication colouring sheets.

Think think think!





Would love to hear your thoughts.



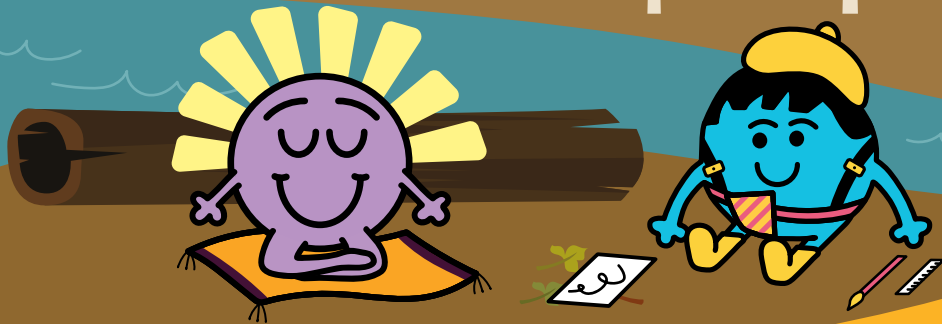
I'm going to give you these beautiful sheets. Please color and decorate them at home and also show them to at least one person in your family and tell them who they are.

OBJECTIVE

Through this lesson, learners will get excited about developing important 21st century skills through the India & I studies. They will meet the 2 of the 8 characters: creativity and consciousness.

CS IN FOCUS

Mr. Creativity
Mr. Consciousness



CONSTITUTIONAL VALUES

Responsibility

MATERIALS

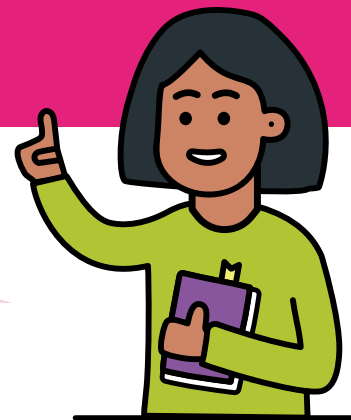
Mr. Creativity and Mr. Consciousness worksheet.
Rough/recycled paper for each student, crayons

[Link](#)



Spark

Who are the characters we've met so far?

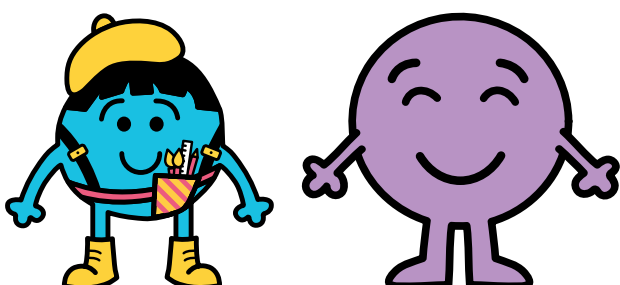


Answer: Ms. Courage, Ms. Communication, Ms. Critical Thinking, Mr. Compassion

We've half way through! Today we are going to meet Mr. Creativity and Mr. Consciousness.

Mr. Consciousness loves silence. So let's start by doing what he loves - sitting quietly in meditation and breathing deeply. Mr. Consciousness knows that when we are aware of everything around us and everything beautiful inside us, our lives become more meaningful.

Are you ready?



Ask learners to sit with their eyes closed for a minute and to breathe in and out, just observing what they are feeling.

Great job! Like Ms. Communication told you a secret about the importance of

learning - that when we listen we learn, Mr. Consciousness is going to tell you a secret, too. Whisper. Silence is a very important thing. It helps us understand ourselves better. And it is hard to do!

Learn

Today's activity is going to involve both our new characters - Mr. Creativity and Mr. Consciousness. We are going to make something called a mandala. A mandala is a very special circle. It is the whole world. It connects all of us. We are going to be really creative as we do this - like Mr. Creativity. And then we are going to reflect on our activity - like Mr. Consciousness. Are you ready?

First, take a sheet of paper and draw your dream on it! Don't think too much - just any dream that you have - big or small. Your dream could be getting a new toy, or your dream could be becoming an engineer. All dreams

matter and your dreams are special. You have just 10 minutes.

Give learners 10 minutes to draw their dream and colour it.

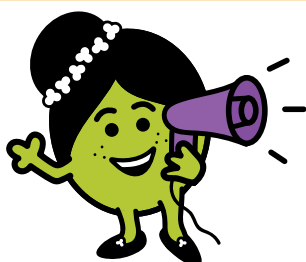
Now let's all arrange our dreams into a giant circle on the floor. This is our mandala! It is a universe of all of our dreams. Let's arrange it with a lot of love - after all, these are our precious dreams!

Please collect the learner's dream worksheets and keep them carefully as you'll need them in the next lesson.

Reflect

Let's use Ms. Communication to talk about our dreams.

Encourage learners to share their dreams with each other.



And now - let's use Mr. Consciousness now to think about these questions:

- How did it feel to draw your dream?
- How does it feel now that you are seeing all of them together?

Closing



Let's review all of the characters we have met so far. I will tell you an action and I'd like you to guess which character this represents. Ready?

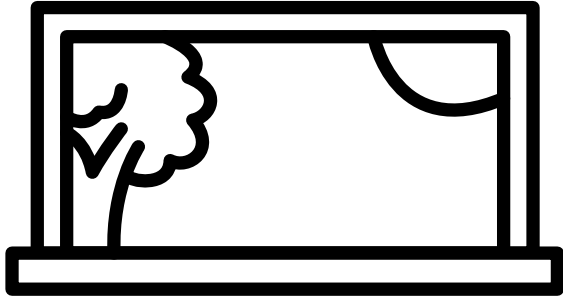
- This character loves to think, think, think!
Answer: Ms. Critical thinking
- This character loves to work in groups! *Answer: Ms. Collaboration*
- This character loves to close their eyes and meditate. *Answer: Mr. Consciousness*
- This character is very brave, and reminds us we are all superheroes! *Answer: Ms. Courage*
- If this character were in class today he would say, "I love you all!" and give you a big hug!
Answer: Mr. Compassion
- This character's reminds us that we all have a voice and should share and listen to others
Answer: Ms. Communication

After class challenge:

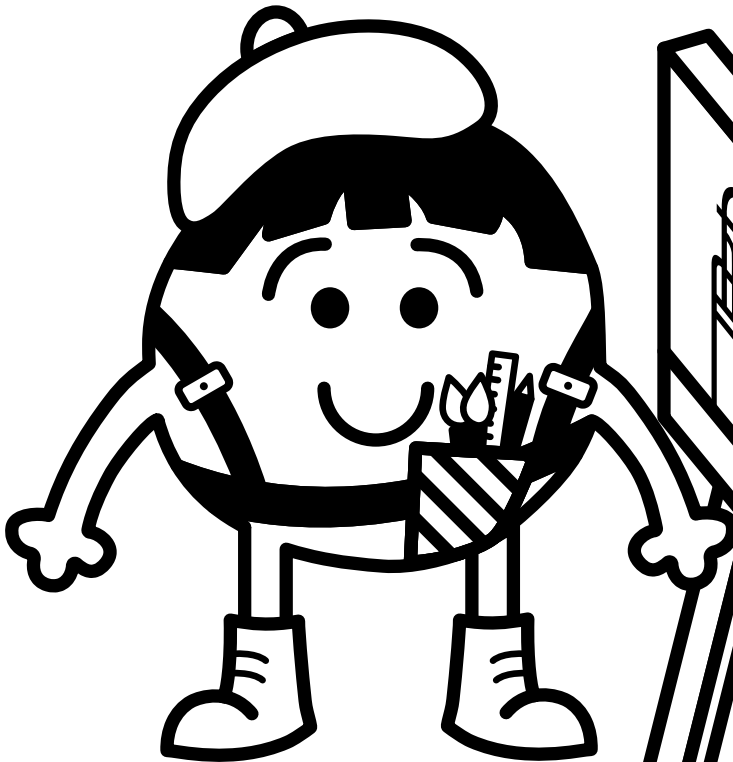
Give learners worksheets of Mr. Consciousness and Mr. Creativity and ask them to color them and stick them into their notebooks.



Keep calm and reflect



Hey, I have an idea!



OBJECTIVE

Through this lesson, learners will get excited about developing important 21st century skills through the India and I studies. They will meet the last two characters: collaboration and curiosity.

Cs IN FOCUS

Ms. Collaboration
Mr. Curiosity



CONSTITUTIONAL VALUES

MATERIALS

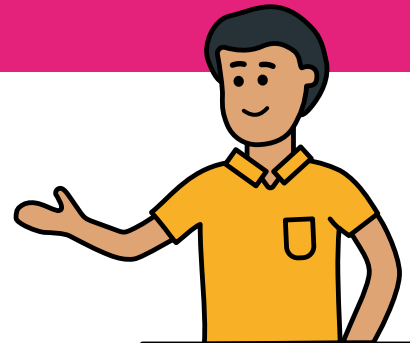
Ms. Collaboration and Mr. Curiosity worksheets, crayons, dream sheets from yesterday.

[Link](#)



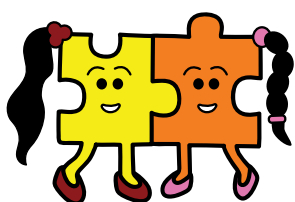
Spark

Do you remember what a mandala is?



A mandala is a circle that represents the whole universe and reminds us that we are all connected.

Today, we are going to learn about our last two characters, Ms. Collaboration and Mr. Curiosity.



Mr. Curiosity asks lots and lots of questions. Let's all pretend we are Mr. Curiosity and come up with 20 questions together in just two minutes. Do you think we can do it? Any questions are fine. For example, why is a gola so yummy? What color do we get when we mix red and green? What is the most important thing in the world?



Time learners and see if they can come up with as many questions as they can - at least 20 - in two minutes.

Do you know why Mr. Curiosity asks questions?

Invite learners to guess. Possible answer: because that is how we learn, because questions help us explore new things, because when we know why we are doing something it becomes more meaningful

Learn

Now we're going to do something really interesting. Do you remember the sheets we did in the last lesson with our beautiful dreams on them? Well, I'm going to hand them out to you randomly. You are then going to tear the dream sheet up into small pieces.

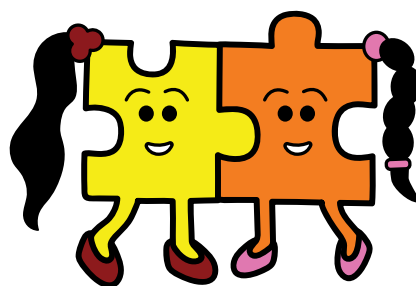
Ask how learners feel being asked to do this. Possible reactions: no, I don't want to. It isn't fair to tear someone's dream etc.

Please trust the process, learners. We are trying to learn something new. So even if this feels difficult to do, go ahead and tear..

Once everyone has torn up the papers, move on.

We are now going to use our final character, Ms. Collaboration, to rebuild our dreams. But this time we are going to make one collective dream. We'll take

all our scraps of paper and make them into an even more beautiful mandala on the ground.



Give Learners 10 minutes to do this. If you can, play soothing, instrumental music during this time.

Wow!

Reflect

Invite learners to sit around the mandala.

Closing



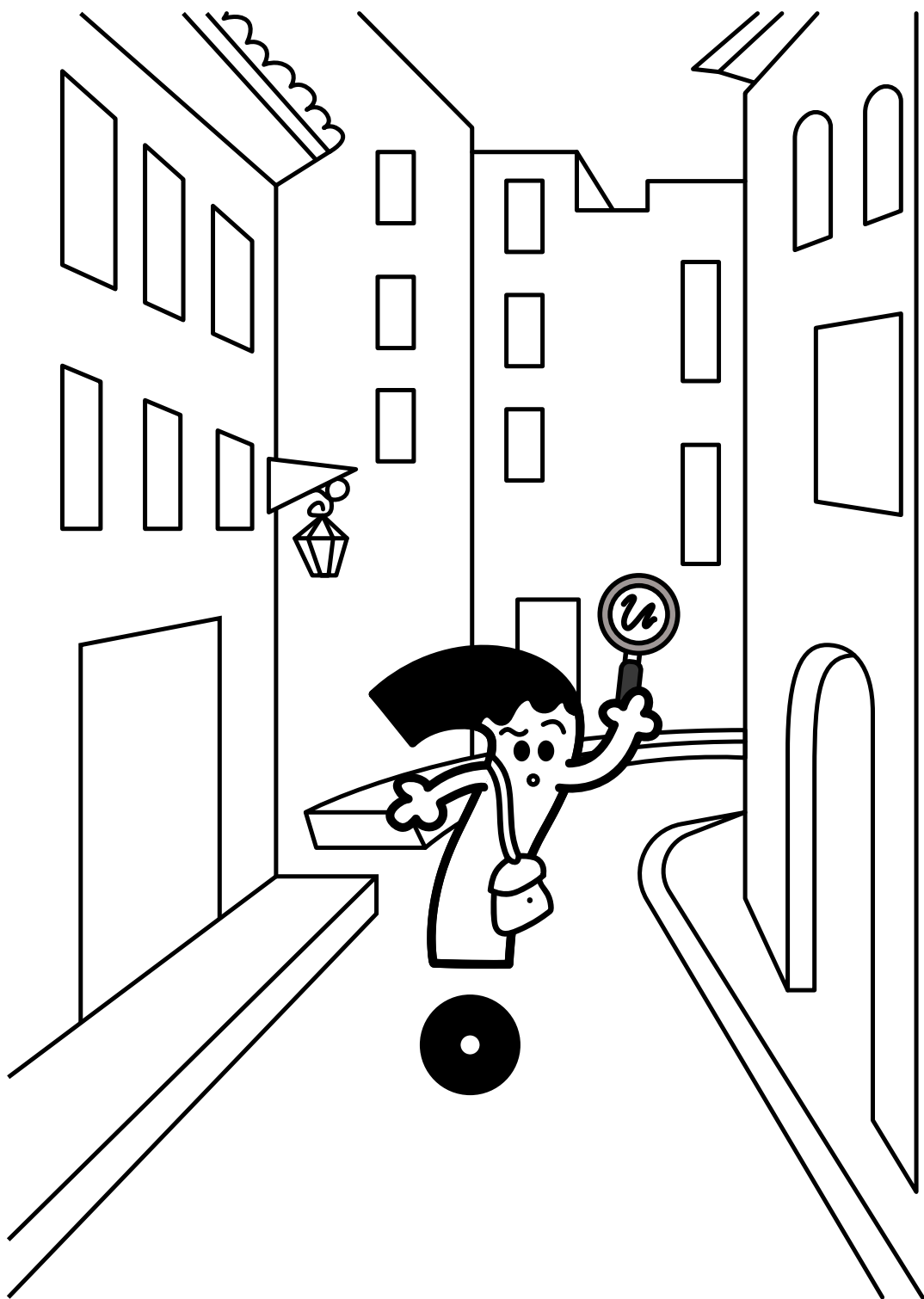
Let's use Mr. Consciousness now.

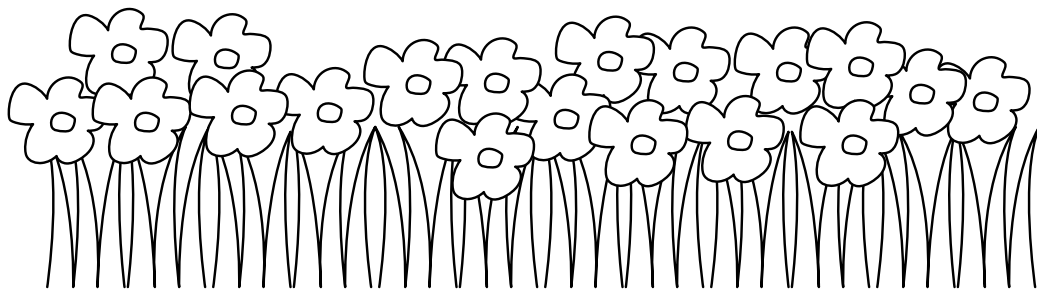
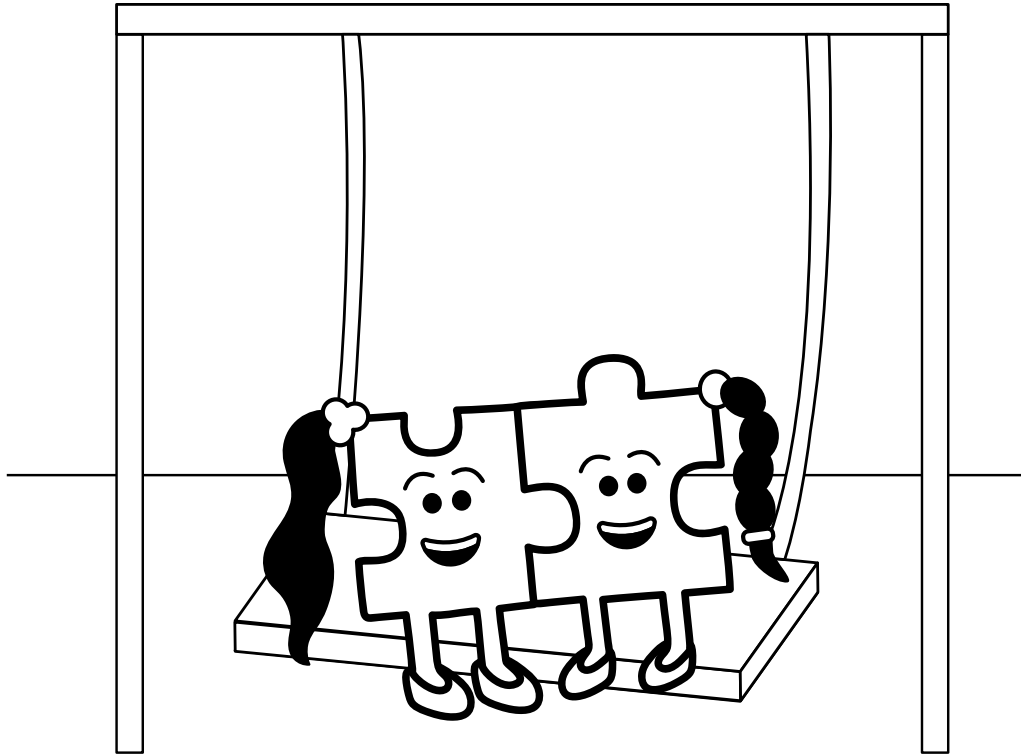
- How did we feel when we first drew our own dream?
- How did we feel when we were asked to tear up our dream?
- How did we feel when we worked together, like Ms. Collaboration, to rebuild our dream?

After class challenge:

Today, take home the last two colouring sheets, Mr. Curiosity and Ms. Collaboration. By tomorrow you'll have all 8 characters in your book! And you'll learn just one more important

thing until you are all set to start the Deshbhakti lessons!





OBJECTIVE

Learners will be able to understand that in the India & I Studies, having different opinions and making mistakes is a good thing

Cs IN FOCUS

Ms. Communication
Ms. Critical Thinking



CONSTITUTIONAL VALUES

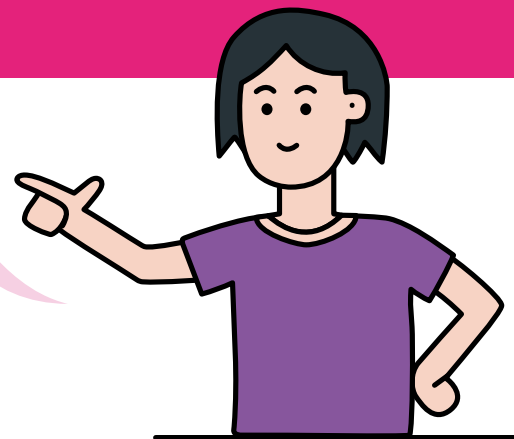
Respect, Diversity

MATERIALS

N/A

Spark

Today, we're going to play a game called Ta-da! Are you ready? How many of you have played the game rock, paper and scissors? Well, let me show you how.



When I hold two of my fingers in a v-shape, it is a scissor. Can you do that with me?

Now here are the rules.

- Rock can crush scissors. Call one learner up and have him be a rock and you be a scissor to demonstrate.
- Paper can cover rock. Call another learner up and have him be paper and you be the rock to demonstrate.
- Scissors can cut paper. Call one learner up and have him be paper and you be scissors to demonstrate.

Watch as I play this game.

With a learner, demonstrate the game, starting with 1,2, 3 (rock, paper, scissors)

Now here is the fun part. Usually, if I were playing and I won, I would be happy. And if I lost, or made a mistake, I would be upset, right? Well in this game, and overall in the India and I Curriculum, that isn't the case! When we make a mistake we are happy because we know that mistakes are the way we learn!

For example, look at a little toddler who is learning to walk. He gets up and what happens? Invite answers Yes, he falls! He falls again and again. Do we tell him, "silly child, why are you making mistakes?" No! We encourage him because we know that he must keep

falling, again and again, until he learns to walk.

So this time, when we play, if you get out you are going to throw your arms up, smile widely and say "TA-DA!" Ta-da is our way of saying that mistakes are fine.

Throughout the curriculum when learners are unsure, or make a mistake, or when you make a mistake, just say Ta-da!

Learn

First, let's play rock paper scissors with our partner.

Keep reminding learners to say Ta-da joyfully when they get out!

Now let's play as a whole class! Stand up and play with the person next to you. If you get out, say Ta-da and move to the left wall of the classroom. From there, keep cheering others on! Within 3 minutes we should have one winner but really all of us will be winners!

Reflect

Think about class today:

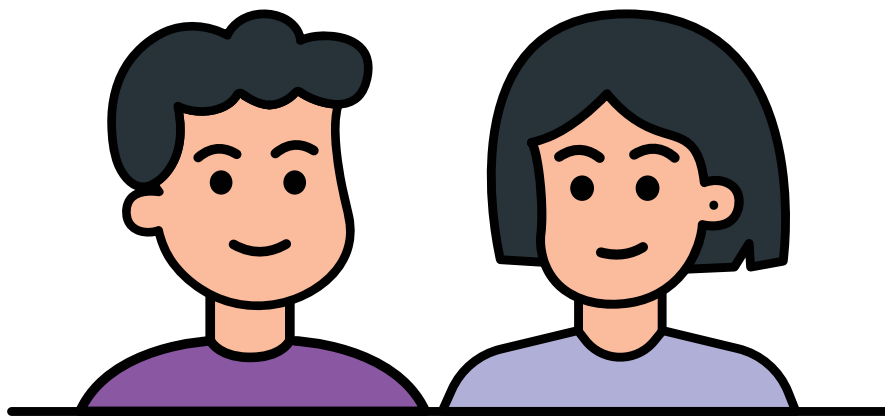
- What did you like the most?
- Which of our characters do you think we used today?

Closing



- What is ta-da?
- Why does it matter?

Possible answer - ta-da is our way of remembering that mistakes are good! It matters because it is the way for us to know that we learn from trying, making mistakes and trying again.



Self



Big Question 01

How can I prepare myself to follow my career choice?

LEARNING STANDARD

Students will identify and articulate ways to pursue appropriate career choice.

OBJECTIVE

I can reflect on my interests, values and learning style.

Cs IN FOCUS

Mr. Consciousness,
Ms. Collaboration,
Ms. Communication,
Mr. Creativity



CONSTITUTIONAL VALUES

Liberty

MATERIALS

Please create buddy groups in advance. Get learners to sit with their buddies for this unit.

SUMMARY OF PRE-WORK

We all have different areas of interest as we grow up, some of us like singing and some of us like to dance.

Refer to the checklist below and make a list of:

- 5 things that you currently enjoy doing.
- 5 things you enjoy but don't have time/opportunity to practice.

INTERESTS CHECKLIST

How do you at to spend your time? Renew the list below and pace a check (✓) next to the activities that you currently enjoy doing. Place an asterisk (*) besides those things that you enjoy, but don't presently have the time and/or opportunity to do.

- | | | |
|----------------------------|----------------------------------|------------------------------|
| • studying nature | • conserving natural resource | • hands-on activities |
| • being outdoors | • drawing, painting, sketching | • creating new things |
| • rearranging furniture | • studying art | • learning how things work |
| • decorating things | • organizing information/records | • philosophy |
| • collecting things | • working with animals | • dissecting an organism |
| • listening to music | • being around animals | • dancing |
| • traveling | • scientific research | • ballet |
| • playing with children | • studying the media | • bird watching |
| • Solving problems | • reading | • anticipating others' needs |
| • working with numbers | • analyzing movies | • visiting the elderly |
| • charity work | • designing things | • socializing |
| • auto work/repair | • budgeting | • caring for the sick |
| • gardening | • joining public causes | • giving advice |
| • meeting people | • talking about politics | • planning events |
| • reading spiritual guides | • doing electrical work | • studying artifacts |
| • building things | • studying stocks/investments | • singing |
| • analyzing systems | • data processing | • playing team sports |
| • Studying languages | • science fiction | • playing individual sports |
| • engaging in business | • photography | • studying maps |
| • teaching others | • writing poetry and stories | • selling things |
| • exploring new places | • programming computers | • analytical writing |
| • supervising people | • observing human behavior | • Other things not listed |
| • Public speaking | • church activities | |
| • using social media tool | • solving crossword puzzles | |

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (10 minutes)

Hi learners!



Close your eyes everyone!

On a scale of 1-5, how well do you know yourself? 1 being not at all, 5 being yes, fully.

Encourage learners to show a number on their fingers.

Right from when we are young, we are asked to talk about this topic- 'Myself'. We used to talk about our name, our class, our school, our favourite game, color etc.

But do we really really know ourselves? Why do you think knowing about self is important?

Possible response: Making choices, future decisions etc.

Learning about ourselves is the first step towards being a responsible individual.

Today, we will begin our journey of knowing ourselves. Are you ready?

Since we are all in Grade 8 now, it's also important for us to start thinking about our future. The big question we will explore for next two days is:

How can I prepare myself to follow my career choice?

Let us begin with something basic.

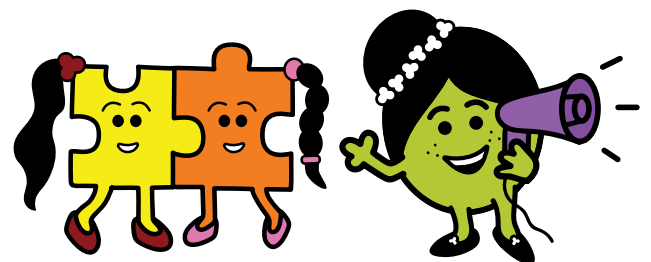
Point to the objective: I can reflect on my interests, values and learning style.

Quickly turn to your partners and share:

- What are some things that you enjoy doing today?
- What are some things you wish had more time/ opportunities to practice.

Partners, remember to listen and make notes carefully. Because through this unit, you will play a crucial role in helping your partner learn more about themselves.

Which C will you use for this?



Assign buddies in advance and encourage learners to sit with their buddies through this unit.

Learn (15 minutes)

Now that we have some more ideas about our interests, let us also think about values that may help us pursue these interests.

Let us do this by listening to a story.

A few years ago at the Seattle Special Olympics, nine contestants who suffered a physical or mental disability, assembled at the starting line for the 100 yard run. At the gun sound, they all started out, eager to run the race to the finish and win. All, that is, except one boy who stumbled and fell, tumbled over a couple of times and began to cry. The other eight heard the boy. They slowed down and looked back. They all turned around and went back. Every one of them. One girl with Down's Syndrome bent down and kissed him and said, "This will make it better." All nine linked arms and walked across the finish line together.

- What do you think were all these 9 contestants interested in?

Possible response: Sports

- Which values do you think they operate with? Think about the Cs that they used?

Possible response: Collaboration, Compassion.

Learners, each one of us has some values. We demonstrate more of some and less of others. Some of these values, we develop as we grow up.

Individually, go back to your interest list,

- Think about two Cs that you operate with really well that help you pursue your interests.
- Think about 2 Cs that you may need to work on to be able to pursue the interests that you enjoy but have not been able to practice.

Turn to your partners and take next 5 minutes to share:

- What is something new that you learned about your interests?
- What values do you practice well?
- What values do you need to practice more often?

Buddies, remember to listen very carefully and make note of what your partner is sharing.

Reflect (15 minutes)



It's Mr. Consciousness time!

Give me a thumbs up if you think:

- Your buddies' interests are different from yours.
- Your buddies' values are different from yours.

Learners, we are all very very different people. We like different things, have different interests, values etc but we all help each other grow and learn. On that note, let's read a lovely poem by Shel Silverstein called colors.

Read the poem with a lot of expression, asking students to repeat after you.

*My skin is kind of sort of brownish
Pinkish yellowish white.
My eyes are grayish blueish green,
But I'm told they look orange at night.
My hair is reddish blondish brown,
But it's silver when it's wet.
And all the colors I am inside
Have not been invented yet.*

- What do you think these colours mean?

Possible response: different Personality and character traits.

- Do you think that there are still colours that we all need to invent?

Possible response: Keep learning about ourselves and keep adding colours.

Explain that everyone has "inside colors" which may mean their personality, hobbies, interests, culture, and more things that make them who they are.

We may develop new hobbies, new interests and values and that will add more colour.

As we close out today, let us try to create our own “inside colors”.

Show the following as examples:



Use Mr. Creativity to create what you would look on the inside using different colours. Keep in mind what you learned about your interests and values today.



Encourage learners to share their drawings with each other. You can also create a classroom wall where learners can paste their work.

After Class Challenge (20 minutes)

Talk to a friend from your community or a sibling and encourage them to share:

- Their interests and values with you.
- Help them create their colour portrait.

As responsible individuals it's also important for us to share our learnings with others.

OBJECTIVE

I can reflect on my interests, values and learning style.

C IN FOCUS

Mr. Consciousness,
Mr. Creativity,
Ms. Communication,
Ms. Critical Thinking



CONSTITUTIONAL VALUES

Equality, Liberty

MATERIALS

Paper, crayons, sketch pens

The VARK Questionnaire



SUMMARY OF PRE-WORK

Think about your most favourite lesson and the most boring lesson from school/class.

What did you learn?

- What did the teacher do?
- What did you do in class?
- What made it your favourite or the most boring lesson?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (5 minutes)

Hi learners,



Your family has ordered a table and have given you the responsibility to assemble it.

You don't know how to assemble it. What are some ways in which you can approach this problem?

Encourage learners to share different ways.

Possible response: Watch a video, read instruction manual, ask someone, trial & error etc.

Thank you so much everyone!

We agree that there are different ways in which we can learn to assemble a table and then actually assemble it.

Do you think that one way is better than the other? If you think, yes- give me a thumbs up. If you think no, give me a thumbs down.

Some of you do think that there's a better way and some think that there's not and that all ways are valuable.

Learners, today we will continue to learn more about ourselves to prepare ourselves for our future by learning more about the ways in which we learn the most.

Point to the objective: I can reflect on my interests, values and learning style.

Learn (25 minutes)

Let us think about the above problem to be true. We need to assemble the table.

Now think about which approach you would take to do this.

Here are your options:

1. Take advice from someone who has done it before.
2. Check the diagrams showing each stage of the assembly.
3. Read the written instructions that came with the parts for the table.
4. Observe a person assembling a similar table or just try assembling and seeing where it goes.

Ask learners to show numbers of their preferred option on their fingers or create groups in different corners of the class.

Learners, these are called different learning styles.

Some prefer to learn more by listening/ talking to other.- AUDITORY

Some prefer to learn more by watching things. - VISUAL

Some prefer to learn more by reading and writing.- READING & WRITING

Some prefer to learn by doing.- KINESTHETIC

Your learning style may also be different in different situations but knowing your learning style may help you learn faster, better and in a fun manner.

Now turn to your buddies and share responses to your pre-work.

You will share examples of the:

- Lesson that's been your favourite and why.
- Lesson that you have found to be boring and why.

Each partner will take 3 minutes to share. While one person shares, the other person will think about their partner's preferred learning style.

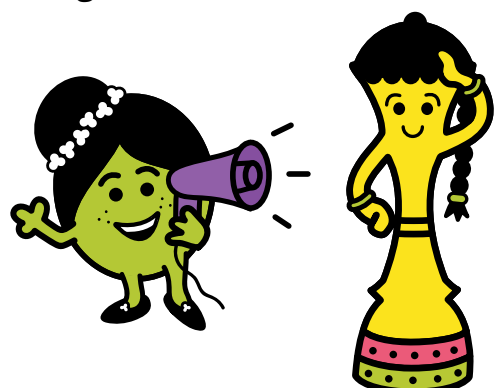
You can think about the following questions as your partner shares their experience of the favourite and boring lesson.

- Is it learning by listening/ talking?- AUDITORY
- Is it learning by watching?- VISUAL
- Is it learning by reading/ writing?- READING/ WRITING
- Is it learning by doing?- KINESTHETIC

Model what learners are supposed to do or get someone to repeat the instructions.

Remember that as a buddy you have to listen and make connections. Which Cs will you use to do this?

Ms. Communication and Ms. Critical Thinking.



Reflect (15 minutes)



It's Mr. Consciousness Time!

Think and share:

- Do you agree or were you surprised with the learning style assigned to you by your partner?
- Think of two more examples where you have used this learning style?
- Why is it important to know your learning style?

To close out in a fun way, let us create a personalized bookmark for ourselves.

Use Mr Creativity to do this.

On your bookmark, write:

Your Name- The ____ learner.

Make a list of different ways in which you can use this learning style.

For example, if I am the one who learns by listening and talking, this is what my bookmark will look like.



Name

Auditory learner

Read the directions orally.

Lectures

Audio tapes

Study with a partner.

Find a quiet place to study.

Say the information out loud.

Write it out.

Listen! Listen!! Listen!!!

Songs for learning? OK!

After Class Challenge (20 minutes)

- Let us take a test and see if the results are similar to the learning style that we discovered in the class today.

For each prompt, pick the best option that suits your learning style/ way of doing things.

VARK Learning Style Questionnaire: How do you learn best?



Click Ok, and you will have your results.

- Apply your preferred learning style to one thing that you have struggled to learn in class. Make a note of your experience.
 - Does it work?
 - Do you have fun using this learning style?

OBJECTIVE

I can describe the purpose of jobs and careers towards meeting individual and societal needs.

Cs IN FOCUS

Mr. Consciousness,
Mr. Curiosity
Ms. Critical thinking



CONSTITUTIONAL VALUES

Equality, Liberty

MATERIALS

Steve Jobs Stanford
Commencement
Speech 2005

Video



SUMMARY OF PRE-WORK

Interview a minimum of two people of different professions before your next class. You may ask them the following questions:

- What is your job title?
- What are some of your job duties?
- Do you enjoy your job? Why?

- Does this help society?
- Would you recommend this type of work to others? Why?

Remember to use a lot of Mr. Curiosity and Ms. Communication while doing this.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Link



Asynchronous Pre-work Document

Link



Spark (15 minutes)

Hi learners,



In our journey of knowing ourselves and preparing ourselves for our future, we will talk about jobs and careers.

Let's close our eyes.

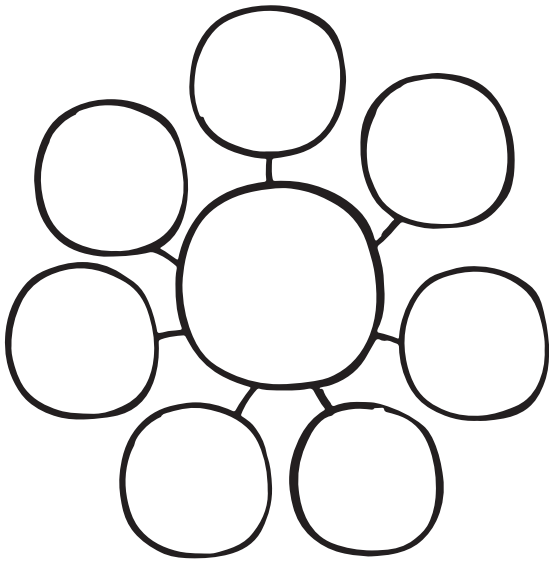
Give me jazz hands if you have some idea of who you want to become or what you want to do when you grow up.

Learners, it's okay if some of you are confused as well. As a class, we will try to learn more about the jobs and careers in the next two classes. To start us off, let us populate the list of different kinds of jobs that we are aware of currently. These can be the jobs that some of our family members or neighbours do or the jobs that we have heard of.

Encourage each learner to share one career/ job opportunity. Encourage learners to not repeat the job that's already shared by someone else. Try to populate the words that come up on the screen/ board.

Point to the objective: I can describe the purpose of jobs and careers towards meeting individual and societal needs.

Learn (30 minutes)



We spoke a little about the job and career opportunities.

Let us take the next 5 minutes with our partners to think about why job/ career opportunities are important? What do they help us do?

Think of as many things as you can and create a word web.

Do this using Mr. Curiosity.



Encourage learners to share different words that have come up.

Possible response: Money, happiness, impact, change lives, profit for country, provide for family etc.

There's a lot of things that a successful career or a job opportunity helps individuals do.

On this note let us talk about Steve Jobs. Does anyone know who he is?

Encourage learners to guess. In case they are unable to show them these images.



Image courtesy en.wikipedia.org

Steve Jobs was the co-founder of one of the biggest companies 'Apple'. He is known for his contribution to the world of personal computers.



Image courtesy macworld.com

How many of you have used or seen Apple products?

Let us watch a video where he shares his journey.

Steve Jobs Stanford Commencement Speech 2005

Play from 2:00- 9:00



As you watch the video, keep making a note of different lessons you are learning from his story.

Play the video till 9:00. Keep pausing at intervals and keep checking if learners are understanding.

Turn to your partner and discuss the following:

- What are some things Steve Jobs did as a co-founder of Apple?
- Do you think he enjoys his job? Why?
- Do you think his work helps society? How?
- What are two lessons you learned from the story?

Please use Ms. Critical Thinking to discuss these questions.



Is there anything else you are learning about career/ job opportunities? Go back to your word web and add more words.

Encourage learners to share some.

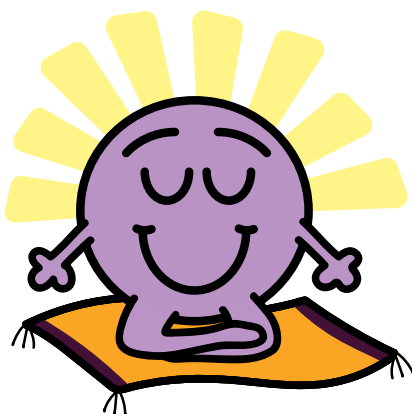
Learners, we heard about passion. We also talked about how job opportunities help us earn money to satisfy our needs and help us provide for family. But it also helps us really contribute to the people around us and make an impact.

Debrief the video by sharing and elaborating on the following:

- What you choose to do can help you and society.
- What you choose to do matters, but how you do it matters even more.

The more thought you give to what you really believe in and what you really want your life to be, the better choices you will make for yourself.

Reflect (10 minutes)



It's Mr. Consciousness time!

Flash the quote on the screen:

'It's easy to make a buck. It's a lot tougher to make a difference.'

Tom Brokaw

Turn to your partners and share:

- What are the two things being compared here?

- Why is one tougher than the other?

Possible answers: Earning money and making a difference are compared. Society requires us to make money, the things that make money do not necessarily make a difference, things that make a difference don't always make money.

Think and share:

- One real life example from around you where you have seen people do something that helps them earn as well as support people in society. Think about people you have interviewed.

- Let's close our eyes and respond to what would be more important to you.

If you could choose, what would you want to do:

Make money or Help society.

Learners, it's absolutely okay for us to be wherever we are. This is our time to explore and learn and build awareness about things so that we can make an informed choice.

Which constitutional value does it help us foster in ourselves?

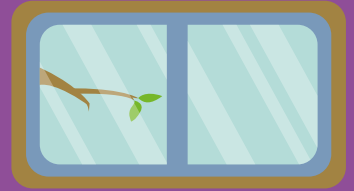
Possible response: Liberty.

After Class Challenge

Research on one or two careers that interest you and read about people who are pursuing them.

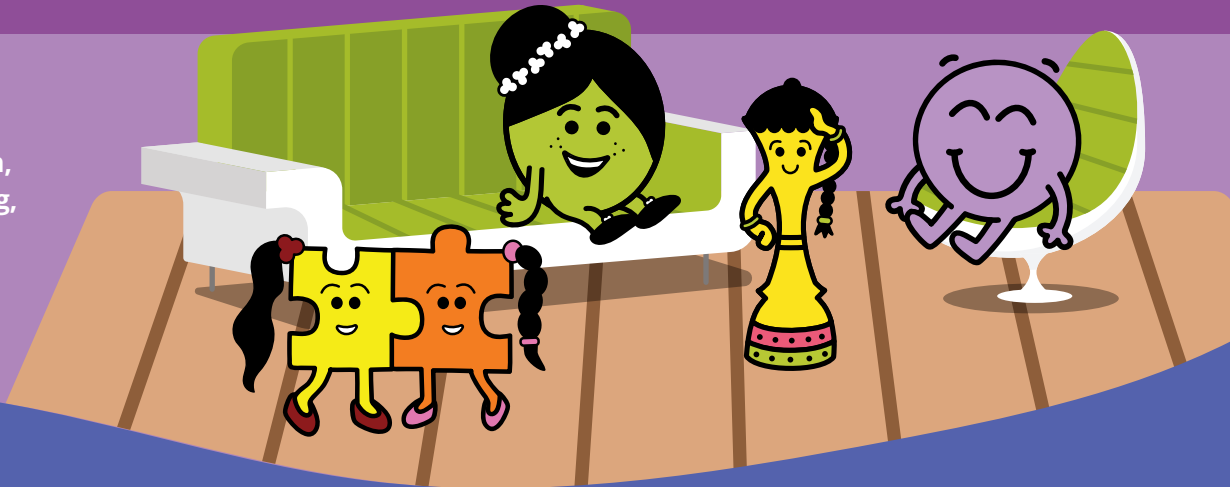
OBJECTIVE

I can describe the purpose of jobs and careers towards meeting individual and societal needs.



C IN FOCUS

Ms. Collaboration,
Ms. Communication,
Ms. Critical Thinking,
Mr. Consciousness



CONSTITUTIONAL VALUES

Equality, Liberty, Fraternity and Justice.

MATERIALS

The Power of ONE

[Video](#)



Sia's story

[Link](#)



SUMMARY OF PRE-WORK

Be Mr. Curiosity and learn about the work of two people:

- Mother Teresa
- Nelson Mandela

You can also choose to read about them given on last page.

- Make a note of what were common things between both of them.
- Which of the 8 C's did they embody?
- Did their work help them serve individual needs or the needs of the society?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (5 minutes)

Hi aware and responsible individuals!



As you are set to explore the big question of how to prepare yourself to follow your career choice, let us continue to talk about the purpose of jobs and careers.

Let us begin by watching a video.

The Power of ONE



Encourage learners to share the lessons from the video.

Give me jazz hands if you think even one individual's work is important.

Give me jazz hands if you think that one individuals' work can impact society.

Learners, in the last class we talked about the purpose of job and career opportunities. We discussed how these are important to fulfill individual needs but also equally important to serve the needs of the society.

So remember that no matter what each one of you chooses to become or do in the future, each one of you will have a great role in making your society better.

Can some of you share how people like Mother Teresa and Nelson Mandela did so?

Learn (35 minutes)

Now that we have understood the purpose of job and career opportunities, let us look at some famous job opportunities that we know of.

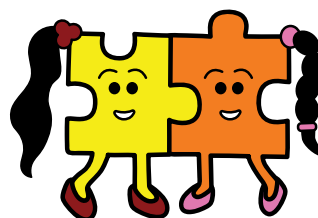
With your buddies, think about:

- Different career options.
- If this job helps serve individual needs- helps them earn money., provide for family etc.
- If this job helps serve the needs of

the society- people in the society benefit from this job.

- If this job does both.

Do this using Ms. Collaboration.



Model one profession with the learners.

Profession	Only benefits the individual	Only benefits society	Benefits the individual and society	Why I chose this category
Doctor				Because doctors earn well, but also help cure others
Engineers				
Teachers				
Scientists				
Politician				
Journalist				
Social worker				

Encourage learners to share if these professions help serve both the purposes.

For us to be able to identify the appropriate career option, let us become aware of what the society needs. So that we can then align our individual interests to the same.

For this, let's quickly read the story of Sia.





The Sole Warriors teams held their first distribution drive on Saturday in JP Nagar

After observing the barefoot lives of construction workers, 13-year-old Sia Godika decided to take matters in her hand and started an initiative to donate refurbished shoes to the needy

Last year, Sia Godika, a class nine student and a resident of Koramangala, observed the construction workers at work around her house. All of them worked barefoot. They also stayed there with their children, who also ran barefoot through

the rubble. Sia noticed that their feet were hardened, always dirty and hurt, and the image burned a hole in her mind. She was motivated to do something about it and at all of 13 years, Sia initiated the 'Sole Warriors' movement to collect used shoes, refurbish them and donate it to the needy.

"Most us have shoes or footwear that is just lying in our shoeboxes, never used. The initiative is to ask people to donate their unused shoes and donate

them. Our motto is - donate a sole, save a soul," Sia said.

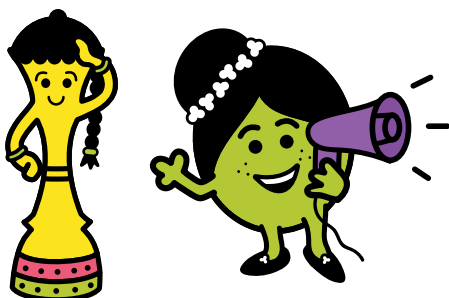
Currently, there are 36 sole warriors out of which 13 are children and the group is being helped by Plog Raj, founder of Ploggers Army to connect the green dots. Plog Raj, along with his group has been connecting her with volunteers of different groups, eco-warriors and RWAs to carry out the initiative across the city. Sia began the collection drive last year and has already collected over 1,000 footwear.

“ Most us have shoes or footwear that is just lying in our shoeboxes, never used. The initiative is to ask people to donate their unused shoes and donate them

—Sia Godika

Image courtesy bangaloremirror.indiatimes.com

Turn to your partners and share using Ms. Communication and ms. Critical Thinking:



- What did Sia identify as the problem? (*Possible answers: barefooted constructions workers, require shoes*)
- How did she find a solution to the problem?
- Why do you think she decided to solve the problem? (*Possible answers: it really bothered her, empathy*)

- Do you think this is serving her individual needs or societal needs or both?

Encourage learners to share responses.

We saw a nine year old explore an opportunity to serve society. Also, isn't it exciting to see a career opportunity that's different from the ones that we keep hearing about?

Reflect (10 minutes)



It's Mr. Consciousness time!

Think and share:

- What are some needs that you can identify in your community?
- Which of those needs feels greatest to you? (Individual need)
- What can you do to make a difference? (Societal need)

Possible Ideas include recycling; contributing to or working at a food bank; assisting with a city clean-up; working at an animal shelter; donating time by teaching children who don't have access to education.

Now, I can proudly say that we can choose a career choice for our individual and societal needs.

After Class Challenge

As aware and responsible individuals, let us try to serve our community.

Pick up one opportunity that's aligned to the societal need you identified in the class today and volunteer to do that 2-3 times a week.

You can choose an activity from the poster below or can come up with your own.

COMMUNITY SERVICE IDEAS FOR STUDENTS



1 HELPING OUT KIDS

- Help coach a local youth sports team
- Volunteer to read at your local library to children
- Teach mini classes or lessons at an after-school program or daycare center for pre-school kids

2 HELPING PROMOTE SAFETY

- Volunteer to help at a local police or fire station
- Help organize a self-defense class
- Volunteer your time at a drug prevention program



3 HELPING OUT SCHOOLS

- Start or work with a local anti-bullying program.
- Start a food pantry at a school
- Collect backpacks & other school supplies for families who have trouble affording them.

4 HELPING OUT THE COMMUNITY AT LARGE

- Help paint local park benches
- Donate used books to your library
- Volunteer your time as a tour guide for a local museum



5 HELPING OUT THE HOMELESS

- Volunteer time at a local soup kitchen or food bank
- Organize a food or clothing drive for a local shelter
- Help build homes with Habitat For Humanity for the homeless

Summary of Pre-Work

Mother Teresa



Mother Teresa (1910–1997) was a Roman Catholic nun who devoted her life to serving the poor and destitute around the world. She spent many years in Calcutta, India where she founded the Missionaries of Charity, a religious congregation devoted to helping those in great need. In 1979, Mother Teresa was awarded the Nobel Peace Prize and became a symbol of charitable, selfless work.

"It is not how much we do,
but how much love we put into doing.
It is not how much we give,
but how much love we put in the giving."

When she came to India, she began by working as a teacher; however, the widespread poverty of Calcutta made a deep impression on her, and this led to her starting a new order called "The Missionaries of Charity".

Nelson Mandela



Nelson Mandela spent 27 years in prison for opposing South Africa's apartheid system - a system of segregation based on racial discrimination.

He faced harsh conditions meant to break his confidence, but Mandela refused to give up his efforts to achieve equality for all people. Despite the terrible personal cost of imprisonment, Mandela continued to act as a leader and mobilized his fellow political prisoners. After he was released, Mandela helped negotiate an end to apartheid and became the first democratically elected president of South Africa.

Mandela would dedicate the remaining years of his life to transforming his country. He always acknowledged that there was still more to do – and that it was up to future generations to continue the struggle for freedom. He also believed in the power of education.

"Education is the most powerful weapon which you can use to change the world."

OBJECTIVE

I can list and describe the skills that will be required for the 21st century and identify spaces in my class where this is built.

Cs IN FOCUS

All Cs



CONSTITUTIONAL VALUES

Liberty

MATERIALS

N/A

SUMMARY OF PRE-WORK

You have all learned about the 8 Cs. Let's read a poem about 8 Cs today. (Given on last page)

This is what the 8 C's do

They change our picture of a school.

After reading the poem, make a note of:

- Different 8 Cs that come up in the poem.
- Examples of where you practice each of these 8 Cs at home or school.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (5 minutes)

Hi learners!!



In comparison to our first class, how much do you think you have grown on understanding/ knowing about yourself.

Show me a fist if you think that you haven't learned anything.

5 fingers if you think you have learned a little.

Jazz hands using both the hands if you think you have learned a lot.

Let's start by playing a game!

With your partners, fill the missing words in the poem.

Distribute the poem below – the 8 C's, with blanks in it and with the missing words at the bottom. Learners have to write the correct words in the blanks.

8 little C's came to school one day
Each of them with lots to say

*For you see they pictured school
Not as rote and not as rules
Not as teacher with a cane
Not as shouting "use your brain!"
Not as sitting all day long
Not as kids who think they're wrong
Not as content that is dry
Not as kids who don't ask why
Not as "paints will make a mess!"
Not as ____ exam stress*

*Not as silence in the room
Not as punishment and gloom*

*No, those C's they pictured class
As rooms to weave real dreams that last
As rooms to weave real dreams that last*

*C one, ____ does a dance
She nudges kids to take a chance
To raise their hands when they don't know
To bravely go where they must go
To stand for things they know are right
To ____ walk to the light*

*____ is number two
He holds a mirror up to you
And says, discover who you are
And accept others,
You'll go far
And see the complex world around
With all its sights and all its sounds
And with all that you learn to see
Think of who you ____.*

*____, she comes next
A welcome change from boring text
She's like the blue sky
Pure and clean
Inviting your ideas and dreams
Be different, sparkly new, ____
Paint and dance and sing and see
All that you can really be*

An extraordinary me

_____ is number four
Ask questions she says
More and more
Ask what and how
and _____
Ask what they love
And what they need
And what they dream
And what they read
And how they learn
And if they try
You see, she says
Each child will fly

Enters school
Set goals he says
That is the rule
Be open-minded
Rational, clear
That is the way
To end all fear
And track, track, track
The steps you take
Evaluate
What choice you make
For each _____ shifts the way
you live each moment of the day

_____ number six
Remember we're a motley mix
And so do listen, that is key
With full attention
(Mobile free)
And raise your _____
Share what you think
And what you feel
Out loud, in ink
Through drama, song
In any way
For we will change

From what you say

_____ knows
Alone we simply cannot go
As far as we together can
So girl and boy, woman and man
Dream together
Co-create
Love each other
Celebrate
Be somebody's greatest fan
Tell someone that _____.

Last but most importantly
_____ turns the key
Spreading care across school spaces
Drawing happy smiley faces
Turning boredom into fun
Sprinkling joy on everyone
Helping every child to read
Saying here with _____.

This is what the 8 C's do

They change our picture of a school.

Responses: Scary, Ms. Courage, fearlessly, Mr. Consciousness, choose to be, Mr/. Creativity, Be Free, Mr. Curiosity, 'why, why, why', Mr. Critical Thinking, decisions, Ms. Communication, Voice, Mr. Compassion, love we lead.

Great!

Today we are going to talk about these 8 Cs and how these are important for us to be prepared for our future.

Point to the objective: I can list and describe the skills that will be required for the 21st century and identify spaces in my class where this is built.

Learn (25 minutes)

You have a task at hand.

*Keep reading the scenario out loud.
Encourage different learners to respond
to the prompt. Make a note of everything
learners say on the board/ screen*

Tomorrow, our class is supposed to host the school assembly. We need to decide the agenda of the same.

What are some things you would do?

Possible response: Planning, Ideas, talk to people

We need to decide who will do what?
What will you do now?

*Possible response: Ask people who are
interested, think of people's strengths,
divide the work.*

Now imagine that the plan is ready, the work is divided but some of your friends have fought over the task. One person doesn't like that others were given an opportunity to do something that they like. What will you do now?

Possible response: Talk to people, help them understand the purpose

Your plans are ready and friends are happy. You take your plan to your teacher and she says that this is not interesting enough. Which skills will you need to make your plan more interesting?

Possible response: Listen to the feedback,

ask teachers for more ideas, research on fun things, change plan

Agenda is ready, work's been assigned, friends are happy, feedback is incorporated and the plan seems fun. Now all of you are supposed to prepare for your tasks. Some of you are feeling confused about the topic and what you can share. What will you do now?

Possible response: Research more, talk to our friends to get their ideas, take guidance from the teacher.

You have now successfully researched and spoken to people to prepare your task and it's finally time to go up on the stage and host the assembly. Some of your friends are hesitant and scared. They think that people may laugh.

What will you do?

Possible response: Cheer up your friends, be confident while sharing, not feel scared of failing, and tell ourselves that we will do our best.

Let us now look at different things you all shared that you would do to accomplish the task of hosting the school assembly.

With your partners now, can you divide these tasks under the 8 Cs?

Model one for the learners for example, share-

For us to be able to plan, we may need

Ms. Critical Thinking.

Let us come back in 5 minutes.

Give me jazz hands if you were able to categorise all your action steps under the 8 Cs?

Learners, 21st century skills which we know of as our 8Cs are really important to accomplish any task. Just imagine if these are so important for preparing for a school assembly, how important these may be when we grow up and pursue the job/ career of our choice.

Do you know?

By 2030, an estimated 30% of all jobs will disappear. The world is rapidly changing. Earlier, we needed to learn content. Today we can get access to content through the internet instantly. We need new skills to thrive in this new world. These are 21st century skills. (8 Cs)

Give me jazz hands if you think:

- A doctor needs Mr Compassion along while treating a patient.

- A teacher needs Ms. Critical Thinking to set goals and plan for the class.
- A politician needs Ms. Communication to talk to people and share their agenda and understand people's needs.
- An engineer needs to think logically and creatively- like Ms. Critical Thinking and Mr. Creativity to build complex machines.
- A social worker trying to provide proper sanitation and health care needs to ask questions to the people of the community about what they need and then solve that with other people.

Apart from the course and the content, the skills are really really important for every job and profession.

Reflect (10 minutes)



It's Mr. Consciousness time!

We've learned about jobs in the world that can meet our individual needs and those of society. And we've learned about the 8 C's.

Let's try and connect them now by creating a short poem:

- Think of the profession that you think would serve both your individual needs and societal needs. This can be something you wish to do/ become.

- Think about 1 skill/ C you would need in this profession.
- Associate this C with a color or an animal.
- Think of what you would do using this C in that profession.
- Think about where can you practice this C in the class to build this C

For example:

Doctor is who I want to be,

Mr. Compassion is with who I will lead.

I will spread love and make families smile,

Just like the colours red, vibrant and bright.

I will help my siblings when feel sick and are in need,

I will solve my friends' problems to help them succeed.

Encourage learners to share their poems with their buddies. If time allows, encourage some to share their poems out loud in the class.

After Class Challenge

Make a note of three things you do at home today.

With that, list down all the Cs you are practicing during those actions.

Summary of Pre-Work

You have all learned about the 8 Cs. Let's read a poem about 8 Cs today.

8 little C's came to school one day
Each of them with lots to say

For you see they pictured school
Not as rote and not as rules
Not as teacher with a cane
Not as shouting "use your brain!"
Not as sitting all day long
Not as kids who think they're wrong
Not as content that is dry
Not as kids who don't ask why
Not as "paints will make a mess!"
Not as scary exam stress
Not as silence in the room
Not as punishment and gloom

No, those C's they pictured class
As rooms to weave real dreams that last
As rooms to weave real dreams that last

C one, Ms. Courage does a dance
She nudges kids to take a chance
To raise their hands when they don't know
To bravely go where they must go
To stand for things they know are right
To fearlessly walk to the light

Mr. Consciousness is number two
He holds a mirror up to you
And says, discover who you are
And accept others,
You'll go far
And see the complex world around
With all its sights and all its sounds
And with all that you learn to see
Think of who you choose to be

Mr. Creativity, she comes next
A welcome change from boring text
She's like the blue sky
Pure and clean
Inviting your ideas and dreams
Be different, sparkly new, be free
Paint and dance and sing and see
All that you can really be

An extraordinary me

Mr. Curiosity is number four
Ask questions she says
More and more
Ask what and how
and why, why, why
Ask what they love
And what they need
And what they dream
And what they read
And how they learn
And if they try
You see, she says
Each child will fly

Ms. Critical Thinking
Enters school
Set goals he says
That is the rule
Be open-minded
Rational, clear
That is the way
To end all fear
And track, track, track
The steps you take
Evaluate
What choice you make

For each decision shifts the way
you live each moment of the day

Ms. Communication's number six
Remember we're a motley mix
And so do listen, that is key
With full attention
(Mobile free)
And raise your voice
Share what you think
And what you feel
Out loud, in ink
Through drama, song
In any way
For we will change
From what you say

Ms. Collaboration knows
Alone we simply cannot go
As far as we together can
So girl and boy, woman and man
Dream together
Co-create
Love each other
Celebrate
Be somebody's greatest fan
Tell someone that yes they can

Last but most importantly
Mr. Compassion turns the key
Spreading care across school spaces
Drawing happy smiley faces
Turning boredom into fun
Sprinkling joy on everyone
Helping every child to read
Saying here with love we lead

This is what the 8 C's do
They change our picture of a school.

OBJECTIVE

I can describe the factors and skills that need to be considered when selecting and preparing for employment or career paths.

C IN FOCUS

Mr. Compassion,
Ms. Critical Thinking,
Mr. Consciousness



CONSTITUTIONAL VALUES

Equality, Liberty

MATERIALS

NA

SUMMARY OF PRE-WORK

Go through the list of professions and make a note of (Given on last page) :

- Top three fields that interest you.
- For each of the fields, write how it would serve your individual and societal needs.
- What 21st century skills/ 8Cs you may need.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (5 minutes)

Hello learners!



Close your eyes and imagine your life five years from now.

On a sheet of paper, draw what this vision is like. Think about what your day would look like, what are you doing, what are you learning etc.

Today we will be learning about how to get closer to this vision of yours.

You also may have spent time picking your top three interest work areas.

Give me a thumbs up if your vision for the next 5 years is aligned to one of your top work areas.

Learners, if we start thinking about our future today, we'll face less stress and make better decisions for our future.

So let us begin to explore how we can get there by discussing different factors and skills that would help prepare for it.

Point to the objective:

I can describe the factors and skills that need to be considered when selecting and preparing for employment or career paths.

Learn (30 minutes)

Let's start by looking at a resume.

Does anyone know what a resume is?

A resume is a summary of who you are, that you present during a job interview. Often organizations ask for resumes in advance, before they even meet you. And if your resume isn't strong, they may reject your application right away. While, ta-da!, you can and must keep applying and keep faith, writing a strong resume really does help you get a good job.

Let's go through the resume together and make a note of:

- What are you learning about the

skills of this applicant?

- What are you learning about the content knowledge of this applicant?
- What are you learning about the interests of this applicant?

Please use Ms. Critical Thinking to do this.



Share the sample resume with the learners.

SAMPLE RESUME

Youremail@gmail.com
City, State

Phone
LinkedIn URL, Website

Motivated learner (3.6/4.0) who demonstrates strong work ethic and creative ability. Seeking to apply my graphic design skills and artistic drive as a summer intern at your company. Will leverage proven experience as a competent designer to contribute to company goals and needs.

EDUCATION

- Kendriya Vidyalaya School, New Delhi Grade 12 72%
 - Relevant Coursework: Intro to Graphic Design, Art, Yearbook, Computer Applications
 - Honors: Member of the Artists Association for learners
 - Clubs: Yearbook Club, School Newspaper, Drama club
-

MAJOR ACHIEVEMENTS

Yearbook Club

Yearbook Design Team Lead
2015 - Present

- Created a Yearbook logo designed to incorporate school mascot and colors; opted to use coated paper in 2016, which improved photo quality and increased profits by 5%.
- Arrange all club photos and pages to correspond to the yearbook theme.

KV Newspaper

Graphic Designer
2015 - Present

- Edited and curated photos used for school paper; increasing readership by 15%.
 - Custom design page layouts to fit articles, photos, and advertisements into strict format.
 - Contributed to the school's online publication by designing page layouts to accommodate mobile screens.
-

ADDITIONAL SKILLS

- Proficient in Photoshop and Adobe Creative Suite
 - Basic knowledge of HTML
 - Basic knowledge of Adobe Dreamweaver
 - Great photographer
 - Intermediate speaking level in Spanish
-

AWARDS, HONORS, AND HONORARY MENTIONS

- Came in 2nd place in the Applied Arts 2016 Student Awards for submitting graphic design work under the category of Advertising.

After seeing this resume and noting down skills, knowledge areas and interests, what kind of job do you think this person will be fit for?

Possible response: Creative field, advertisement, media and design company.

Now let's write our own resumes!

Now we have gotten some idea of how skills can help us understand the job someone may be fit for.

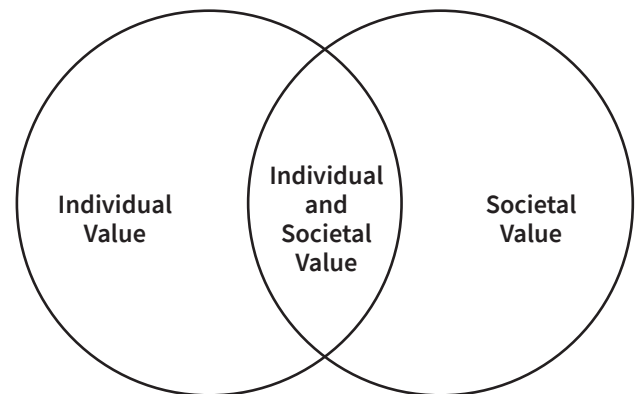
Let us think about ourselves now and pick up one career field that we wish to pursue 5 years from now.

Let us write our resume for five years from now.

Think of what you would want to put under:

- Education
- Major Achievements
- Additional Skills
- Awards

Remember what we learned earlier as you make your choice - that jobs that have both individual and societal value are ones really worth considering.



Distribute the blank resume templates. Have learners write out their own resumes using the template given. Remind them that checking and rechecking the details really matters. Even if your experience is strong, you may get rejected if you have spelling errors on your resume.

RESUME TEMPLATE

YOUR NAME:

Youremail@gmail.com

Phone

City, State

LinkedIn URL, Website

OBJECTIVE

[Desired job/title/position and reason]

EDUCATION

Degree earned/Major/ List any relevant extracurricular work]

MAJOR ACHIEVEMENTS

[List any relevant achievements]

ADDITIONAL SKILLS

[List any additional skills]

AWARDS/HONOURS

[list awards/honours]

INTERESTS

[List interests]

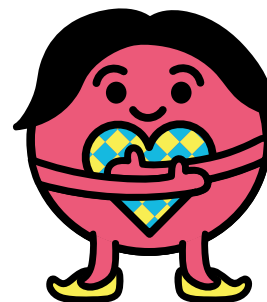
Reflect (5 minutes)



It's Mr. Consciousness time!

Please share your resume with your partners by reading these out loud.

Partners, remember to listen carefully and give them feedback. Use a lot of Mr. Compassion to do so- remember feedback is a gift of love.



- Share with them one thing they did well.
- One thing that they can do better.

Get learners to close their eyes and read the following out loud:

Hi learners. I hope you enjoyed writing your resume. For many of you, if not all of you, that may have been your first resume so remember that with practice it will get better. But here is my secret. While writing your resume matters, what matters more is how you live your life, the risks you take and the opportunities you grab. If you are curious, if you are courageous, if you try to develop all parts of yourself - your mind, your body, your soul - well then you will automatically have a full and rich resume.

Ask learners to open their eyes and share what they learned from this.

After Class Challenge

Please spend some time thinking about your experiences.

Are you already doing something that connects to the resume you created?

Have you spent your summers and breaks learning new things?

Have you been part of student leadership opportunities?

What can you do to add more interesting experiences to your resume?

Feel free to talk to an adult to understand 2-3 additional opportunities you can create for yourself to strengthen your resume.

Summary of Pre-Work

Agriculture, Food & Natural Resources

The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

Architecture & Construction

Careers in designing, planning, managing, building and maintaining the built environment.

Arts, A/V Technology & Communications

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Business, Management & Administration

Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.

Education & Training

Planning, managing and providing education and training services, and related learning support services.

Energy

Planning, managing and providing support and technical services related to the generation, transmission and distribution of various types of energy along with the engineering design, construction, maintenance, and repair of these systems.

Finance

Planning, services for financial and investment planning, banking, insurance, and business financial management.

Government & Public Administration

Executing governmental functions to include Governance; National Security;

Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.

Health Science

Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Hospitality & Tourism

Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

Human Services

Preparing individuals for employment in career pathways that relate to families and human needs.

Information Technology

Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.

Law, Public Safety, Corrections & Security

Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

Manufacturing

Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

Science, Technology, Engineering & Mathematics

Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

Marketing, Sales & Service

Planning, managing, and performing marketing activities to reach organizational objectives.

OBJECTIVE

I can describe the factors and skills that need to be considered when selecting and preparing for employment or career paths.

Cs IN FOCUS

Mr. Curiosity,
Ms. Courage,
Mr. Consciousness



CONSTITUTIONAL VALUES

Liberty

MATERIALS

N/A

SUMMARY OF PRE-WORK

At home, let's prepare for a job interview, which happens after you write a resume.

- List out the C's that align to your job which you'll need to demonstrate in your interview.
- Prepare short answers to the following prompts.
 - Tell me a little about yourself.
- Think about what sets you apart from others; what is special about you
 - What experience do you have?
- Go through all the things you have done or would want to do to build your skills - school, extra-curricular subjects, clubs and leadership opportunities etc.

- Why do you want to do this job?
- Be very clear about why you want this job - what will it do for you and society?
 - Why do you feel you are a good fit for this job?
- Here, try to talk about your strengths and interests, without bragging.
 - What will you do if you don't get this job?
- It is important that employers see you as having choices and not being overdependent on this opportunity. List out 2-3 other jobs you would apply for if you didn't get this one.

Good luck!

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (10 minutes)

Hi learners!



Let's solve a task today.

We are going to have an election to decide the editor of the class magazine.

What are some of the questions we should ask the person to check if they are the right fit?

Let's use Mr. Curiosity to do this.



Encourage learners to share the questions out loud. Keep making a list of these on the board/ screen.

The questions that you may ask may be about the person, their experiences and/ or their interests.

These questions may help you know more about the person so that you can make a decision.

This is exactly what most companies do while hiring.

Today we will all be hiring managers for our partners and get them to interview for their dream jobs.

Through this we will all explore more factors and skills that need to be considered when selecting and preparing for employment or career paths.

Learn (20 minutes)

With a partner, you are now going to conduct an imaginary interview. Each of you will interview the other person for the next 5 minutes.

Let's quickly turn to our partners and share the kind of job we wish to interview for.

Give me jazz hands if we know what our partners want to interview for.

Let's now independently take 5 minutes as the hiring manager to list down 5 interview questions that will help you decide if you wish to hire your partner.

Some of these questions/ prompts can:

- Introduce yourself
- What did you learn in school?
- What's been your biggest achievement?
- When do you not feel good?
- You can create a question to check for the C aligned to this job?

Now quickly decide who will go first. Remember to use Ms. Courage.



After 5 minutes, ask learners to switch the roles.

Give me jazz hands when your buddy group is done interviewing each other.

After everyone's done, get everyone to celebrate their buddies.

Learners, you have shown a lot of Courage today, so give yourself a huge pat on the back.

Let us quickly celebrate our buddy by sharing one thing that you found to be really strong in their interview. You can think of the following things:

- Was your partner confident while sharing?
- Was your partner communicating respectfully?
- Was your partner able to share strong examples?
- Was your partner able to display his passion towards the job?

You can choose any of these or something else that really stood out to you.

Reflect (10 minutes)



It's Mr. Consciousness time!

Think and share:

As an interviewer/ hiring manager:

- On a scale of 1-5, did you make sure that your interview felt comfortable?
- Do you think you could have asked a different question to make a decision? Think of a question you would ask.
- What is one piece of feedback you would want to give to your partner so that they grow.

As an interviewee:

- On a scale of 1-5, how confident were you while giving an interview.
- Which C did you demonstrate well?
- Which C do you wish to practice more of?

There are so many things we need to consider while applying for jobs. We need to think of Cs we may need, experiences and opportunities we should be a part of, the kind of questions we need to prepare for to be able to create a strong resume and give strong interviews.

Vladimir Horowitz, one of the world's greatest pianists, said:

"The difference between ordinary and extraordinary is practice."

Remember, practice is the most important thing here. The more we practice, the more we'll get prepared for the kind of future we envision for ourselves.

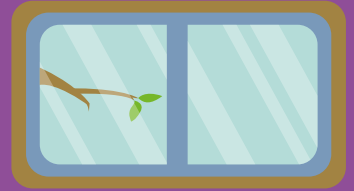
After Class Challenge (20 minutes)

Practice makes perfect! Practice your interviewing skills with a few more people. Get someone from your family/ neighborhood to ask you some interesting interview questions.

Bonus challenge: Listen to some mock interviews on youtube. Notice the way people are giving these interviews and the Cs they are demonstrating in doing so.

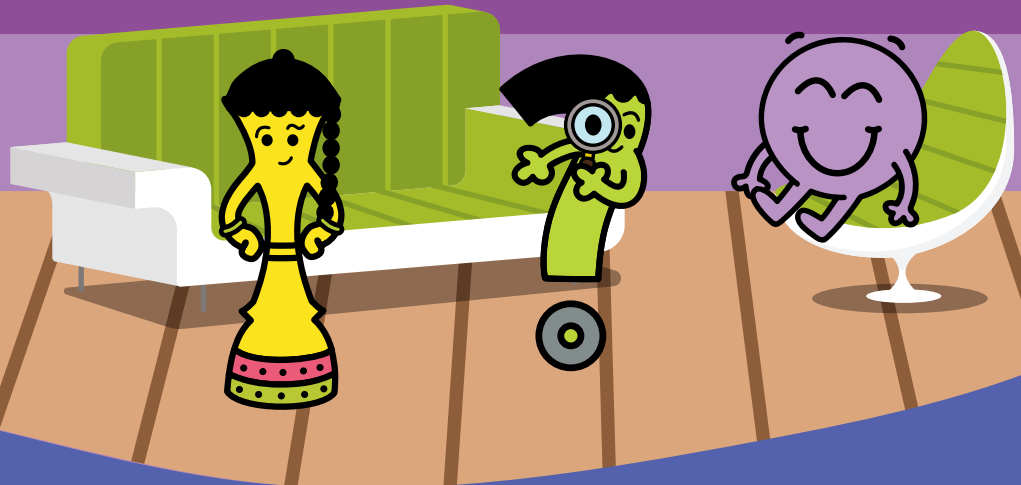
OBJECTIVE

I can investigate work tasks, settings, salary, job outlook and resources corresponding to careers that I am considering.



C IN FOCUS

Mr. Curiosity,
Ms. Critical Thinking,
Mr. Consciousness



CONSTITUTIONAL VALUES

Equality, Liberty

MATERIALS

NA

SUMMARY OF PRE-WORK

The best way to prepare ourselves for our future is by talking to as many people as we can or really being curious and learning more.

Try to find someone who currently works in a profession of your interest. If you are unable to find a person around you, use the internet to collect the following information

Ask them the following questions:

- What work do you do?
- How do you prepare for it? What education or training have you gone through?
- What does your day look like? In this job, what are different things that people are responsible for?

- How much salary do you earn? What is the compensation bracket in a job profile like this?
- What do you love about your work?

The purpose of asking these questions is to learn about the person and their job so be like Mr. Curiosity and add any other question that you wish to learn about in your interview. You may also search the internet to get answers to your questions.



RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (5 minutes)

Hi learners!



Revant has a degree in home sciences. He has majored in financial literacy and loves to cook. He aspires to own a bakery one day. During his college days, he would put up stalls during fest seasons and has also interned with local restaurants/ hotels. Post his graduation, he applied for jobs and got some offers.

Revant's family lives in Chennai. He has a father and a younger sister who live in a house that they own. His father had to quit job after he was diagnosed with tuberculosis and receives a pension of Rs 5000 per month. Due to his illness, he needs proper medical care.

Now step into Revant's shoes and pick up which offer you would take up if you were Revant.

Offer 1:

We are delighted to inform you that you have been selected for the position of Front Office executive with the TAJ PALACE HOTEL in Mumbai. You have to make sure that bookings are done in time, guests feel welcomed and comfortable and all events are well organised.

Your salary will be Rs 60,000 per month and you will be entitled to 1 day in three months.

One duty meal per day will also be provided.

Please get back to us with your acceptance within 3 working days.

Offer 2:

We are delighted to inform you that you have been selected for the position of Head Chef with Annapoorna Resort in Chennai. As head chef, you will be responsible for managing junior chefs, planning the menu, deciding the budget etc. Your salary as head chef will be 35,000 per month and you will be entitled to 1 day leave per month. All your meals during duty will be provided.

We hope to receive your confirmation in five working days.

After 2 mins,

Which offer will you as Revant take and Why?

For all those who wish to accept offer 1, come to the right side of the room and the one who wishes to accept offer 2 shall come to the left.

Encourage learners to share the reason behind their choices.

Possible response:

Choice 1: Big hotel, More Salary

Choice 2: Senior position, Same city (reduced rent), closer to family

Make a note of all the reasons on the board.

Thank you so much learners! There is obviously no right or wrong answer as long as it's rooted in a proper rationale.

Like all of you, often these decisions are dependent on the following factors- the scope of the work, salary, setting, job outlook, interest in work and resources.

Now that you have learned about the purpose of jobs, the importance of 21st century skills and the various factors that are to be considered while preparing for jobs, today we will explore factors that should be considered while choosing a job.

Point to the objective: I can investigate work tasks, settings, salary, job outlook and resources corresponding to careers that I am considering.

We'll use Ms. Critical Thinking for this.



Why do you think it is important to investigate these things before choosing an occupation?

Take 3 responses.

Possible answer: To make the right choices, to find something that interests us, to be informed about what we want to do.

Learn (25 minutes)

Write 'occupation' on the board.

Ask the learners:

What are the different types of information you need to choose your occupation?

Possible answers:

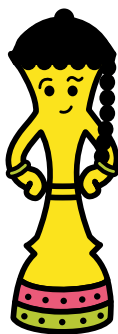
- a. Aptitude, skills, interests, values
- b. Job requirements
- c. Education and training needed
- d. Compensation
- e. Other benefits and perks
- f. Location of the job

Keep adding things to the list.

Today, we will do a Career Research Project which will allow us to find out more about different careers and make our choices.

In your pre-work, you have embraced Mr. Curiosity and found out more about the job of your interest.

Now pick your dream career and create a report on that career using the following prompts. Use Ms. Critical Thinking while doing this.



Your notes must be divided into these five sections:

1. What the career is: This includes a description of the career itself, skills or

tasks that one performs in this career, and any additional information that you feel is relevant to this area.

2. The educational/training

requirements: What level of schooling is necessary? Are there any special tests or exams? (For example: truck drivers need to have special driver's licenses) Are there any physical or personal requirements? (For example: the ability to lift heavy loads; the ability to solve complex math equations) Are there certain schools that offer better educational opportunities in this field than others?

3. Opportunities for Promotion: What can your career growth over time be here? (Examples: Nurse to nurse trainer; pet store cashier to pet store manager) What are the potential costs (personal as opposed to financial)

4. Salary/Earnings/Benefits: Include vacation time, medical benefits, retirement plans, flexible hours, annual pay increase, etc.

5. A Typical Day in the Life of ...": A description or list of tasks that one would perform in a typical day.

Please feel free to add any other details you know or skip the ones you don't. You can always go back home and put on curiosity hats to do so.

You can also group learners together on the basis of jobs they are working on, in case there are more people who are interested/ have researched the same profession.

Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- On a scale of 1-5, how confident do you feel about your research?
- Do you think your research can help others make an informed decision about this career choice?
- What do you need to strengthen your research?

Learners, as we continue to prepare ourselves for the future, there may be situations that we struggle in and it's absolutely all right. We can always continue to learn, unlearn and get to know new things from the people around us.

On that note, let's meet Vicky Roy.

Vicky grew up in extreme poverty on the streets of Delhi. One day, he met a lady who gave him her camera and told him to take a few pictures. That was the start of an obsession with photography. From the streets of Mumbai, Vicky now is a world-renowned photographer.

Here are some of his photographs. What do you think is he trying to convey through his photos?

Encourage learners to share whatever comes to their mind.



Image courtesy vickyroy.in



Image courtesy vickyroy.in



Image courtesy vickyroy.in

"I had a mentor who gave me really good advice. He said, just put your head down and take photos. Don't ask yourself if you are good - you won't be good at the start. Don't worry about what others say. Don't worry about the money you'll make. Don't think about fame. Just learn to take the best pictures you can."

Learners, as much as these factors are important to make a choice when it comes to our job, it may also be really important to just work on our skills.

Ask all learners to show you on a scale of 1-10 how important really mastering something, being excellent at it, is to them.

Also ask them, why do they think it's important?

When asked what made him successful, Vicky said with a lot of humility,

After Class Challenge

Try to strengthen your research by adding more factual details.

You can also add stories of famous people and their journey from this profession. Feel free to add pictures and make it as creative as you can.

You can also choose to talk to more people about the career option you have chosen, and use information from them to make your notes better.

Bonus Challenge: Watch this video in English of Vicky Roy or this one in Hindi to understand more about his story. Research some of his photographs and find one that really moves you. Why does it move you? Write about that in your diary.

 Video



 Video



OBJECTIVE

I can investigate work tasks, settings, salary, job outlook and resources corresponding to careers that I am considering.

Cs IN FOCUS

Ms. Courage,
Ms. Communication,
Mr. Compassion,
Mr. Consciousness



CONSTITUTIONAL VALUES

Liberty, Equality, Justice.

MATERIALS

Please try to take a longer class or split the lesson over two days.

Determine an approach for the career exhibition that best fits your class' context. You can also involve students in the decision making.

Approach 1: You can assign a booth /table to each individual or group who has worked in the same profession and get them to share about their career for 5 mins.

After each presentation, learners can ask any two questions to the group.

Approach 2: Learners can put up exhibitions in cycles. Get half of the learners to put up an exhibition first. Rest of the learners choose two booths and learn about those careers. This approach may foster independent decision making.

Switch the groups after some 20 minutes.

SUMMARY OF PRE-WORK

In your next class, you will be putting up a career exhibition using your Career Research Project.

Career exhibitions are a one-stop- shop hosted by recruiters to share more about hiring opportunities at their companies.

For the career profession of your choice, you will be one of the recruiters. Try to bring charts, paper and other relevant resources and most importantly, your research project to set up your booth.

RESOURCES FOR THE TEACHER:

Synchronous Presentation



Link

Asynchronous Pre-work Document



Link

Spark (5 minutes)

Good morning researchers!



Let us begin by answering a question!
Are all professions equal?
Give me jazz hands if you agree.

Encourage learners to share their thoughts.

Sometimes in our society, a job associated with physical labour is considered less prestigious than a job that happens on laptops.

What do you think about this? Have you seen this happen around you?

Which constitutional value does this hamper?

Possible response: Equality, Justice

Mahatma Gandhi believed in giving equal respect to all professions.

I call myself a labourer because I take pride in calling myself a spinner, weaver, farmer and scavenger.

M. K. Gandhi

CWMG, Vol. XXVI, p. 379



Let us now answer another question.
Would you rather be a mediocre banker or a master, renowned carpenter?

Encourage learners to share their responses with a rationale.

Skills are really important as they make you not just love your job but also make you really efficient at it. No matter what job you choose, the idea is for you to be really really efficient at it.

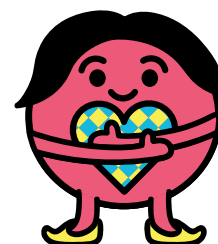
Today as we continue to investigate work tasks, settings, salary, job outlook and resources corresponding to careers that we are considering, let us remember that:

All professions are _____. (Equal)

All professions deserve _____.
(Respect)

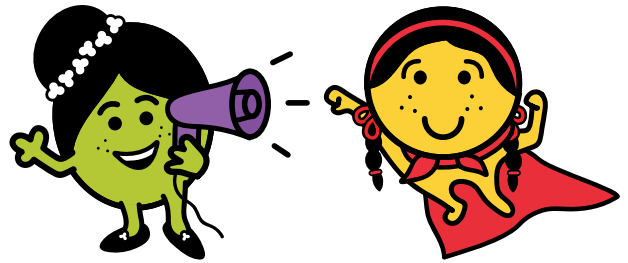
_____ C will help us do this. (Mr. Compassion)

Are you ready to put up an excellent career exhibition in the class today?



Which Cs will you need?

Possible response: Ms. Communication, Ms. Courage etc



Learn (40 minutes)

Let us put up the exhibition.

Follow the approach chosen by you and your students.

Ensure that all learners are engaged. Keep reiterating the importance of listening carefully, being curious and taking notes.

Reflect (5 minutes)



It's Mr. Consciousness time!

On a scale of 1-5:

- How curious were you in space today?
- How actively were you listening to presenters?
- How actively did you take ownership of your learning- took notes/ made active choices to go to different booths?

Think and share:

- 3 things you learned about a different profession.
- 2 things that you found interesting/ surprising.
- 1 thing you are curious to know more about/ question that you have.

Let us give a huge round of applause to ourselves for putting up such a great exhibition.

After Class Challenge

Try to find answers to the question you have.

Actively take ownership and reach out to peers from your class whose

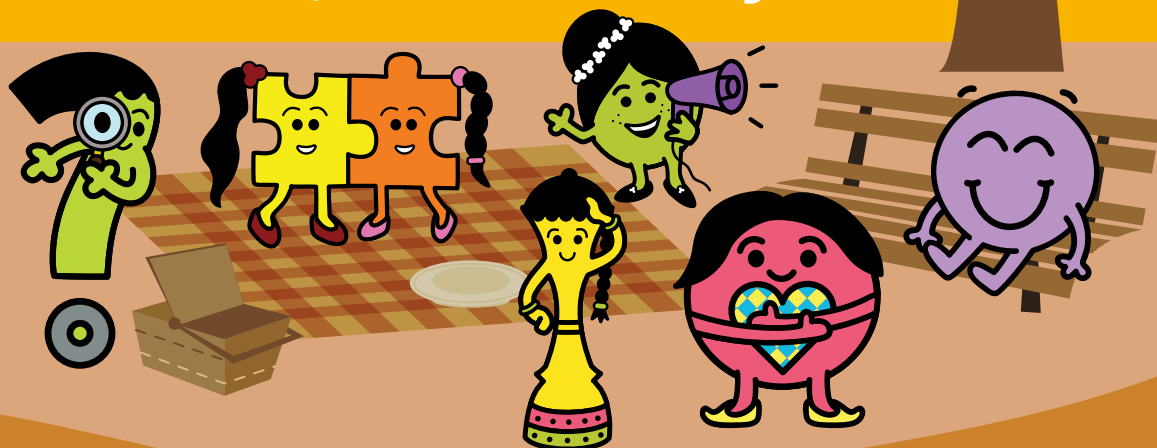
profession you wish to know more about.

OBJECTIVE

I can have a conversation with my family and immediate stakeholders to explain what I would like to do in the future, and resolve any conflict.

C IN FOCUS

Mr. Compassion,
Ms. Communication,
Mr. Consciousness,
Mr. Curiosity,
Ms. Collaboration,
Ms. Critical Thinking



CONSTITUTIONAL VALUES

Liberty, Fraternity

MATERIALS

NA

SUMMARY OF PRE-WORK

Think about a time you've had a difficult conversation or gotten into an argument with a family member.

- What caused this argument?
- How did you communicate?
- What worked?
- What didn't?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



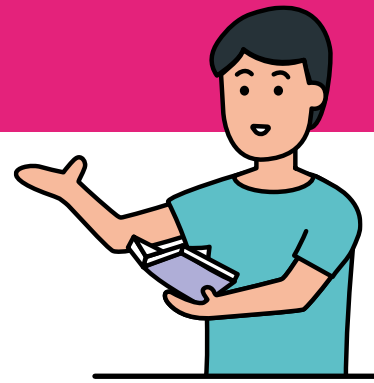
Asynchronous Pre-work Document

[Link](#)



Spark (5 minutes)

Hi learners!



Let's quickly close our eyes and give me jazz hands if you have ever fought/gotten into an argument with your parents.

Possible response: All students.

Thank you so much!

In fact I also get into arguments with my family.

Please share a personal anecdote. This helps learners become open to sharing.

Quickly turn to your partners and share an incident of the latest argument you had and why.

Quickly show me on your faces the emotion you feel whenever the argument happens.

Learners are most likely to feel anger and disappointment.

Conversations with family members may be tough at times for all of us. These may leave us feeling a lot of negative emotions.

Difficult conversations or conflicts are a part of life. This may happen when people think differently or like different things.

As we are growing up and becoming independent, this is one aspect of our life which can also become tricky. Therefore, it may be important to learn how to manage these conflicts.

Since we have been talking about the future, these conflicts may also happen because of our career choices.

So today, we are going to learn how to have a conversation with our family and immediate stakeholders to explain what you would like to do in the future.

Point to the objective: I can have a conversation with my family and immediate stakeholders to explain what I would like to do in the future and resolve any conflict.

Learn (25 minutes)

Let us look at some situations of conflicts first.

Get into the group of four:

- I will read out a conflict.
- In groups of four, share your individual response and opinion.
- After listening carefully to individual responses, each group will reach a consensus on the 'best possible solution.'
- Each group will share this solution with the entire class.

Are you ready?

Read scenarios one by one. After each scenario, give learners some time to discuss and come up with the best possible solution.

Scenario 1

The cricket team has an important game right after school. You want to attend the game, but your mother says you must go home and clean your room. It's just not fair! Everyone else is going to the game. How would you handle this?

Scenario 2

Your mobile phone is missing. No one in the family claims to have seen it, yet you find it in your younger brother's lunch box. How do you handle this?

Thank you so much learners for sharing your approach.

What are different Cs that you saw yourself using which came up with a solution?

Possible response: Learners may mention different Cs.

Learners, our dear 21st century skills - 8Cs come to our rescue here also. All of you did an amazing job at coming up with the best possible situation.

Some things that we may remember when there is a conflict are:

Step 1: Pause and take deep breaths like Mr. Consciousness. This will help you control your anger.

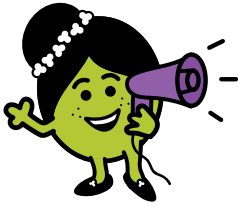


Step 2: Talk it out : This will help you understand others.

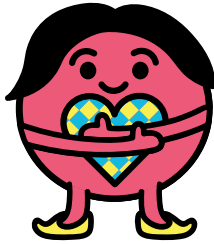
Be like Mr. Curiosity to ask questions and understand other people's perspectives.



Be like Ms. Communication while sharing your feelings and perspective.

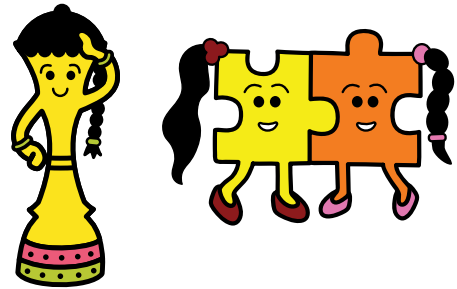


Be like Mr. Compassion and approach this conversation with love and respect.



Step 3: Compromise and come up with a solution that works for both of you.

Be like Ms. Collaboration and Ms. Critical Thinking to do this.



Reflect (10 minutes)



It's Mr. Consciousness time!

Think and Share:

In your individual response to the scenarios shared above:

- Which step were you comfortable practicing?
- Which steps did you struggle with?
- Which C or step can you be mindful of while approaching a conflict now?

Learners, today you have learned a very important skill. We know that conflicts can happen anywhere, anytime between any two people, parties, families, communities or countries. But, if we all may practice our Cs and take steps to resolve the conflicts, we may all lead happy, peaceful lives.

Here is an example of Isha, a student from Delhi who solved a conflict that she faced with her classmates:

Isha strived to build a classroom culture where students feel safe to express themselves, have a healthy relationship with teachers and one another, and have a genuine desire to learn and grow. She realized that her class was very disruptive and therefore, she wasn't able to achieve what she wanted. In order to achieve this, Isha tried to understand the causes of disruption in

the learning of her classmates (such as issues at home, difficult transition to a higher grade) and work towards solving these issues. She set up a student student committee she would discuss the problems and create solutions. She also got students involved in creating lesson plans.

After Class Challenge (30 minutes)

Go back to the example you shared about the recent conflict with a family member. Which step do you think could have helped resolve this conflict?

What do you think would be different? Also, let us share our learnings with more people. Share these steps with someone to help them resolve conflicts.

OBJECTIVE

I can have a conversation with my family and immediate stakeholders to explain what I would like to do in the future, and resolve any conflict.

Cs IN FOCUS

Ms. Courage,
Mr. Consciousness



CONSTITUTIONAL VALUES

Equality, Liberty, Fraternity and Justice.

MATERIALS

Prepare role play in advance with one of your learners.

Kid President Is Over It!

 Video



SUMMARY OF PRE-WORK

Prepare a 5-6 line paragraph on :

Why do you wish to become what you wish to become in the future?

Some guiding questions that can help you prepare for this question are:

- Think about your dream career.
- Make a note of why this is important to you?

- How will this add value to you and society?
- What makes you think you will be good at it?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (5 minutes)

Good morning learners!



On a scale of 1-5, How easy (easiest being 5) or difficult (1 being the most difficult) was it for you to come up with an answer to the question:

Why do you wish to become what you wish to become?

Encourage learners to share reasons behind the same.

Why do you think having an answer to this question is important?

Possible response: To become confident about our choice, to have a proper reason, to communicate a proper reason.

One of the biggest reasons behind conflicts is two people thinking differently. It may help if we learn to see another person's perspective but also communicate ours very confidently.

In today's lesson we are going to continue to learn how to have a conversation with our family to explain what we would like to do in the future, and resolve a conflict.

We will do this through a Role Play.

Learn (25 minutes)

Today let me show you how my conversation with my parents goes by having one of you volunteer to be my parent.

Model this with one of your learners. Ask the learner to disagree when you say something. Instruct the learner to act as your parent who disagrees or is not convinced with your future choice.

You: Hi mom/ dad! How are you? How was your day?

Learner (acting as a parent): I am fine. My day was busy. How about you?

You: Share a little about your day. Actually I wanted to talk to you about something that I am thinking about.

Learner (acting as a parent): Yes go ahead.

You: We are learning about how to pick our career in schools and something that I am thinking about is that I am really interested in photography. I wish to become a photographer.

Learner (acting as a parent): That's a ridiculous choice. You should focus on your studies and become a doctor or engineer. That's it.

You: (Model pausing and breathing) I understand why you are saying so. Doctors and engineers are safe career choices as they give you stable income but I don't see myself being interested in sciences. I do well in creative fields. I am really keen at observing things around me and documenting them. I

feel, through this, I have an opportunity to connect to nature/ surroundings and can help me capture memories or create something really creative for everyone.

I have also participated in some competitions where I have won awards in school. I am constantly trying to learn more about this career choice and am learning more about people who are successful photographers.

Learner (acting as a parent): You are young right now. You know nothing. Focus on your studies.

You: Thank you so much for your concern, and I think you are right. I am definitely going to be more focussed with my academics and make sure that following my hobby isn't causing academic disturbance. Since I am young, I am still trying to explore and taking guidance from my teachers. I hope that you will support me. I promise to definitely focus on my studies because I do feel they are important. Is there anything else that you would want me to do?

Learner (acting as a parent): Your choices may evolve. You can continue to pursue your interest areas while ensuring that your academic involvement doesn't suffer. I would only recommend you to also think of all the pros and cons before making a choice. We only want good for you.

You: Thank you for understanding. Can I help you with your chores?

Please thank the learner (volunteer) and debrief the conversation with everyone:

- What did you see me do in the conversation?
- Where did you see three steps of resolving conflicts come alive?
- Did you see how having a proper rationale for why one wants to pursue something is important?

Synthesise the responses you receive and share:

Before we approach a difficult conversation, we may ensure that the listener is relaxed and is ready to listen to you.

Since it's a difficult conversation, there may be disagreements and difference in opinion,

Remember to pause, to listen, to talk and to compromise.

Our very dear Cs can help you do all of this.

In our buddy groups, we will do a similar role play.

For the first five minutes:

- One person will be a child.
- The other would act as a parent/guardian.
- As a child, remember all the steps and our Cs. Also be very mindful of your 'Why' and don't forget to communicate that with love.

- As a parent, think about the concerns you may have and keep interrupting your child. (Very similar to how you saw it when I was modeling a conversation with my parents.)

After 5 minutes, switch the roles.

Thank you learners, give yourself the pats on the back for being able to do so. I know it may not be very easy but I am glad that you all were able to do this with a lot of Ms. Courage.



Quickly turn to your partners and give them feedback on:

- What did they do well in the conversation?
- What could they do better?

Reflect (10 minutes)



It's Mr. Consciousness Time!

Think and share:

- How were you feeling while having this conversation with your partner?
- Which step or C did you find easy to practice?
- Which step or C did you find difficult to practice?
- If you had to do it again, what would you do differently?

Let's close out today's lesson by listening to something fun by Kid President.

Kid President Is Over It!



Learners remember that conflicts and disagreements are very common part of lives, what we may remember in the process is to

Treat People like they are _____. (People)

Get learners to repeat after you:

"We may be different in the ways we think But we can share and ask questions to learn how we think We breathe deeply, if there's a fight And communicate with love and respect to find a compromise"

After Class Challenge (30 minutes)

Let's try to talk to our parents today about our career choices. For some of you this may be the first time so get into the conversation with an open heart and mind.

Remember the steps, if there's a conflict!

Make a note of how the conversation went in your diaries.

All the best!



Big Question 02

**How will my current
experience contribute to
my future success?**

LEARNING STANDARD

**Students will make connections
between how their present can
impact thier future.**

OBJECTIVE

I can articulate how my experiences in school will impact my future success.

C IN FOCUS

All Cs



CONSTITUTIONAL VALUES

Equality, Liberty, Fraternity and Justice.

MATERIALS

NA

SUMMARY OF PRE-WORK

Skim through the wikipedia article on Mother Teresa and MS Dhoni to know about their lives.

[Link](#)



[Link](#)



Fun Fact: Did you know that Wikipedia is a fantastic example of collaboration? You can find pretty much anything on Wikipedia because anyone can create and edit a Wikipedia page!

As you read and learn more about them, please write your answers in your diaries.

- What qualities and knowledge does MS Dhoni need or had to be an excellent cricketer?
- What qualities and knowledge did Mother Teresa needed or had to be the social worker?
- What qualities and knowledge does your teacher (didi/bhaiya) need or have to be an excellent teacher?

Think about,

What qualities or knowledge do you need or have to be who you wish to become?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (5 minutes)

Good morning!



Please show learners the following pictures:

Can someone quickly guess who these people are and why are they famous?



Image courtesy dnaindia.com



Image courtesy wikipedia.org

Possible response: MS Dhoni and Mother Teresa

Please write these words on the blackboard: Courage, critical thinking, compassion, curiosity, communication, collaboration, consciousness, creativity.

Write the ideals of our Constitution up as well: Justice, Liberty, Equality and Fraternity.

With your partners, can you map these words to both MS Dhoni and Mother Teresa.

Remember to push each other to share evidence for the words they are using to describe each of them.

Ask learners to connect each person with the C's and ideals that they stand for and to share why. Ask them to add other qualities they see. Challenge them to find

evidence of why they've chosen these words from the wikipedia pages they read.

Where and when do you think these qualities get developed?

Possible response: School, Home, Friends, Childhood

Learners, exactly all of these ecosystems are really crucial in developing qualities and skills that we need to lead a successful and fulfilling lives. And since children spend so many hours in school, schools play one of the most important roles.

Can we all quickly count the number of hours we spend in a school in a week?

Possible response: 40-50 hours (may vary also)

That's a lot of hours.

The big question we will begin to explore today is:

How will my current experience contribute to my future success?

So let us begin by thinking about the experiences at school.

Point to the objective: I can articulate how my experiences in school will impact my future success.

Learn (15 minutes)

Can someone share what you made a note of for the question:

What are some qualities and knowledge your teacher / me needed or have to teach you all really well?

Encourage learners to share some words.

For a couple of words your learners share, please share where and when did you learn to practice this. Try to bring in evidence from your own school life.

Now for each of the Cs and constitutional values, we will try to make a note of where in school we learn or practice these.

Break learners into 4 groups. Give each group 2 Cs and one constitutional value.

Think about the Cs and constitutional values that your group has and come up with a list of micro-practices that you can do in school to build these Cs and values.

A micropractice is a tiny action that you take, regularly, to build a C.

For example: We practice Compassion by solving each other's doubts, sharing

lunch, keeping our classroom and school clean, greeting watchman bhaiya, didis who clean our classrooms etc (*add anything specific to your class*)

Let's take ten minutes to do this.

Create a table on board and ask one person from each group to write practices that their group has come up with for each of the Cs and values.

After the group discussion and making note on the table, ask:

Let's quickly skim through the list. Is there anything anyone wants to add to this list for any of the skills or values?

Add if learners share anything.

Can someone quickly share different Cs / values we practiced just now to come up with these practices?

Possible response: Ms. Collaboration, Ms. Critical Thinking

Thank you learners! We have a huge list of actions we practice to build these Cs and values.

Reflect (10 minutes)



It's Mr. Consciousness time!

Think and share:

- In your pre-work, you made a note of qualities/ knowledge you may need to be who you wish to be in the future. Read through the micro practices of that C or value that you have collaborated as a class to create.
- Make a note of the action or micro practice you feel confident with.
- Make a note of an action you need to practice more often.
- What may happen if you don't practice this C while pursuing the career of your choice? Think about what kind of lawyer/ doctor/ educator/ designer (profession/ of your choice) you will be without this C?

Thank you learners for engaging in an exercise.

Nobody is born a Dhoni, or Mother Teresa.

Through our experiences, we learn different skills and develop abilities to become our future selves.

After Class Challenge (15 minutes)

We have learned about the importance of school, but we also spend a lot of time at home and in communities with our families and friends.

Make a note of tiny practices you can do at home or in the community to further practice these skills.

Make a tracker for practicing these skills regularly every day for a week. Record your progress regularly. Add stars to your tracker if you practice the action on that day.

Days	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Practice at school							
Practice at home							

OBJECTIVE

I can articulate how my experiences in school will impact my future success.

Cs IN FOCUS

Mr. Curiosity,
Mr. Consciousness,
Ms. Collaboration



CONSTITUTIONAL VALUES

Equality, Liberty, Fraternity and Justice.

MATERIALS

Pink Floyd - Another
Brick In The Wall

 Video



SUMMARY OF PRE-WORK

I'm going to give you 12 reasons why people come to school. You need to order them from most important (1) to least important (12)

- I come to school to understand the reality of the world.
- I come to school to take and pass exams.
- I came to school to get into college.
- I come to school to listen and learn.
- I come to school to learn how to understand people.
- I come to school to learn liberty, equality, fraternity and justice.
- I come to school to spend time with my friends.

- I come to school because my family forces me to.
- I come to school to fool around.
- I come to school to learn art, music, sports and other co-curricular activities.
- I come to school to build 21st century skills..

Which of these is the most important to you?
Which one do you feel is the least important?

- What do you think being "another brick in the wall means?"
- What about your education makes you feel you are just another brick in the wall?
- What makes you feel you are not?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (15 minutes)

Hi learners!



Let's begin by listening to a song.

Play this video by Pink Floyd called Another Brick in the Wall.

You can refer to the lyrics below. You can get these printed and given to learners.



*We don't need no education
We don't need no thought control
No dark sarcasm in the classroom
Teacher, leave them kids alone
Hey, teacher, leave them kids alone
All in all, it's just another brick in the wall
All in all, you're just another brick in the wall

We don't need no education
We don't need no thought control
No dark sarcasm in the classroom
Teachers, leave them kids alone
Hey, teacher, leave us kids alone
All in all, you're just another brick in the wall
All in all, you're just another brick in the wall

If you don't eat yer meat, you can't have any pudding
How can you have any pudding if you don't eat yer meat?*

*You! Yes, you behind the bike stands
Stand still, laddy!*

Close your eyes.

Raise your hand if you think your education makes you feel like another brick in the wall.

Brick in the wall means insignificant, small.

Now raise your hands if you feel that education should not make you feel like that.

Thank you so much.

What do you think is the real purpose of your education?

Can some of you share what you came up with as the most important purpose from your pre-work?

Let me read to you a letter written by Abraham Lincoln to his son's teacher.

Encourage someone to share who he is.

Possible response: 16th president of the US

"He will have to learn, I know, that all men are not just and are not true.

But teach him if you can, the wonder of books.

Also give him quiet time to ponder the eternal mystery of birds in the sky, bees in the sun and flowers on a green hillside.

In school, teach him it is far more honorable to fail than to cheat.....

Teach him to have faith in his own ideas, even if everyone tells him he is wrong.

Teach him to be gentle with gentle people and tough with the tough.

Try to give my son the strength not to follow the crowd when everyone is getting on the bandwagon...

Teach him to listen to all men; but teach him also to filter all he hears on a screen of truth, and take only the good that comes through.

Teach him, if you can, how to laugh when he is sad... Teach him there is no shame in tears.

Teach him to scoff at cynics and to beware of too much sweetness..

Teach him to sell his brawn and brain to highest bidders, but never to put a price on his heart and soul.

Teach him to close his ears to a howling mob.. and stand and fight if he thinks he is right.

Treat him gently, but do not cuddle him, because only the test of fire makes fine steel.

Let him have the courage to be impatient.. Let him have the patience to be brave.

Teach him always to have sublime faith in himself, because then he will have faith in humankind.

This is a big order, but see what you can do. . He is such a fine little fellow, my son!’

Now that you have heard this, share:

- Which values did Lincoln want his son to learn in school?
- What thoughts of his connect with the ideals in our Cs and Constitution?
- Give me jazz hands if it’s similar to what you think is the purpose of education?

Therefore, today I wish to tell each one of you that I have enough faith in all of you to be successful and extraordinary. Each one of you is important and unique.

With this lets continue to explore what we can do at school that can help prepare us for the future.

Learn (15 minutes)

Great! Yesterday, we thought about some of the things we do in school. We've learned about micro practices that build the 8 C's. We have also spent some time at home thinking about what we will do in the family/ community to strengthen these skills.

I hope you are tracking your progress on trackers.

Today, let's spend some more time connecting this to our possible career interests .

Learners, you may have a couple of options for different careers you wish to pursue.

Fill in the table below using these steps:

- Start with Career Option 1. Fill in a career you are interested in pursuing (and don't worry you don't have to be sure!) *Example: Journalism*
- Think about the school subjects that you'll need to do well in to do this career well *Example: Writing*
- Think about the C's and Ideals that will help get you there - and why they matter *Example: Communication, especially written. Critical Thinking. Curiosity. An interest in Justice and Equality. A belief in Freedom of speech.*
- Think about opportunities you can leverage. *Example: be the emcee at Annual Day, write for the school newsletter, start your own blog or youtube news channel*
- Role Models I can learn from *Journalists I can research*

- Micro practices I will practice *Asking questions, spend 10 minutes a day researching different things, spending 10 minutes reading the news*

Let's take ten minutes independently to do this.

Career Option 1	Career Option 2
Subjects that will help me get there	Subjects that will help me get there
C's and ideals that will help me get there	C's and ideals that will help me get there
Opportunities I can leverage	Opportunities I can leverage
Role Models I can learn from	Role Models I can learn from
Micro practices I will practice	Micro practices I will practice

Thank you learners. If you don't know some of the answers just yet, remember to be like Mr. Curiosity and research at home on the same.



Do a similar exercise for your second preferred career choice. We may have multiple options to choose from and therefore, need to prepare ourselves for all of those.

Reflect (10 minutes)



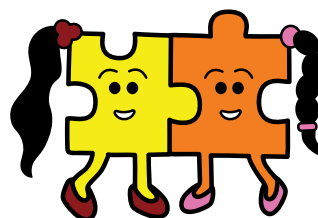
It's Mr. Consciousness time!

Lets quickly turn to our partners and share our responses. After sharing, think about the following questions and share with your buddies:

- One way in which you can support them in their career choice.
- One way in which they can support you in your career choice.

Learners think about what you have to offer and be specific about what you feel you can learn from your buddy. These may be the C's your buddy is good at or the subject your buddy performs really well in/ people from their family they can connect you to etc.

Ms. Collaboration is a great way to learn and grow together. That is one skill we also learn at school and need to be successful in any career we choose.



After Class Challenge (15 minutes)

Research one role model for each of the 2 career options you have in mind. Try to find a video of them, or an article on them that really shows you the journey of how they got there. Add anything else that you need to learn in school to develop similar skills to this person.

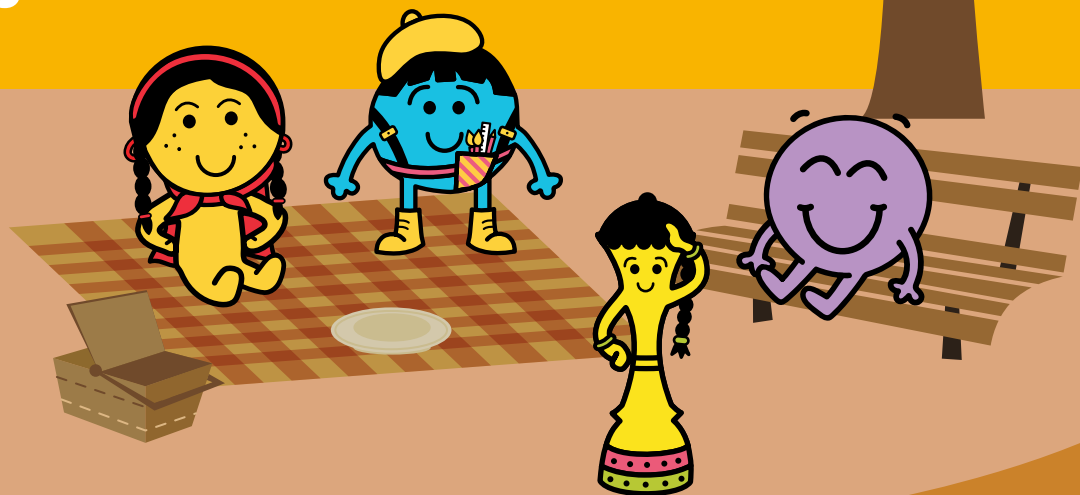
Also, don't forget to strengthen your skills by practicing the actions and mark your progress on the tracker.

OBJECTIVE

I can set goals that are aligned to my ideal career.

C IN FOCUS

Ms. Courage,
Mr. Consciousness,
Ms. Critical Thinking,
Mr. Creativity



CONSTITUTIONAL VALUES

Equality, Liberty, Fraternity and Justice.

MATERIALS

Article: Dr. Seuss Oh, the Places You'll Go! 1990



Sheets of papers, crayons/colours/
sketch pens

SUMMARY OF PRE-WORK

Please read the following lines from the poem
Alice in Wonderland.

*"Excuse me, Sir," Alice inquires. "Could you tell me
which road to take?"*

Wisely, the caterpillar asks, "Where are you going?"

*Somewhat dismayed, Alice responds, "Oh, I don't
know where I am going, Sir."*

*"Well," replied Caterpillar, "if you don't know where
you are going, it really doesn't matter which road
you take."*

(Alice in Wonderland – Lewis Carroll)

Think and make a note of:

- What does the caterpillar mean when he says the last line?
- Why is it important for us to know where we are going?
- What happens when we don't know where we are going?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Link



Asynchronous Pre-work Document

Link



Spark (5 minutes)

Hi learners!



Who can be Ms. Courage and share what we understood from Alice's story?



What does caterpillar mean when he says:

"if you don't know where you are going, it really doesn't matter which road you take."

Possible response: Not knowing end outcome, I will be lost etc

Learners, do you think a map is of any use when one doesn't know the final destination?

Possible response: No.

This is exactly what the caterpillar was talking about.

We have been talking a lot about the career that we wish to pursue and the Cs, the ideals, the opportunities that may help us reach there. But let's today spend some time to really understand the person we wish to be and things we wish to achieve.

Point to the objective: I can set goals that are aligned to my ideal career.

Learn (25 minutes)

Take out a sheet of paper and some colorful pens or crayons.

As we read the story Dr. Seuss Oh, the Places You'll Go! 1990

 Link



Together, you are going to think about the place you may want to go - your possible career - and what the journey might look like.

First, on your paper, draw a path. Make sure the path has ups and downs, parts that seem well-taken care of and parts that look a little more unkempt. Include dark parts of the path, and light parts full of sunshine. Include rocks and barriers, and smooth sections!

Have fun and use Mr Creativity!



Now start reading. At places, please pause and request learners to fill in things on the path they've drawn out.

Congratulations!

Today is your day.

You're off to Great Places!

You're off and away!

You have brains in your head.

You have feet in your shoes.

You can steer yourself any direction you choose.

You're on your own. And you know what you know.

And YOU are the guy who'll decide where to go.

Pause and ask learners:

- What does "You are the guy who'll decide where to go" mean?

Possible answer: while family, teachers and others may have opinions on what you want to do, ultimately it is your life and you must make your own big life decisions. Find a place on your sheet to write out this answer.

You'll look up and down streets. Look 'em over with care.

About some you will say, "I don't choose to go there."

With your head full of brains and your shoes full of feet,
you're too smart to go down any not-so-good street.

And you may not find any you'll want to go down.

In that case, of course,
you'll head straight out of town.

Pause and ask learners:

- Which are some careers you definitely don't want to do? Make a note of these on a part of the path that is dark/unkempt.

It's opener there
in the wide open air.

Out there things can happen
and frequently do
to people as brainy
and footsy as you.

And then things start to happen,
don't worry. Don't stew.
Just go right along.
You'll start happening too.

OH!
THE PLACES YOU'LL GO!

You'll be on your way up!
You'll be seeing great sights!
You'll join the high fliers
who soar to high heights.

You won't lag behind, because you'll
have the speed.
You'll pass the whole gang and you'll
soon take the lead.
Wherever you fly, you'll be the best, be
best of the best.
Wherever you go, you will top all the
rest.

Pause and ask learners:

- If you do well in this career, what might that look like? Find a part of your path that is going up -where things are going well - and write what doing well will feel like.

Except when you don't.
Because, sometimes, you won't.

I'm sorry to say so

but, sadly, it's true
that Bang-ups
and Hang-ups
can happen to you.

You can get all hung up
in a prickly perch.
And your gang will fly on.
You'll be left in a Lurch.

You'll come down from the Lurch
with an unpleasant bump.
And the chances are, then,
that you'll be in a Slump.

And when you're in a Slump,
you're not in for much fun.
Un-slumping yourself
is not easily done.

Pause and ask learners:

- What are some challenges you might face as you walk the path to this career? Note these down on the rocks you have drawn.

You will come to a place where the
streets are not marked.
Some windows are lighted. But mostly
they're darked.
A place where you could sprain both
your elbow and chin!
Do you dare to stay out? Do you dare to
go in?
How much can you lose? How much can
you win?

And IF you go in, should you turn left or
right...
or right-and-three-quarters? Or, maybe,
not quite?

Or go around back and sneak in from behind?
Simple it's not, I'm afraid you will find,
for a mind-maker-upper to make up his mind.

You can get so confused
that you'll start in to race
down long wiggled roads at a break-necking pace
and grind on for miles cross weirdish wild space,
headed, I fear, toward a most useless place.
The Waiting Place...

...for people just waiting.
Waiting for a train to go
or a bus to come, or a plane to go
or the mail to come, or the rain to go
or the phone to ring, or the snow to snow
or the waiting around for a Yes or No
or waiting for their hair to grow.
Everyone is just waiting.

Waiting for the fish to bite
or waiting for the wind to fly a kite
or waiting around for Friday night
or waiting, perhaps, for their Uncle Jake
or a pot to boil, or a Better Break
or a string of pearls, or a pair of pants
or a wig with curls, or Another Chance.
Everyone is just waiting.

Pause and do something different. Read the last two verses - from the Waiting Place to here - together - but really, really, really fast! Have fun reading with your learners!

NO!
That's not for you!

Somehow you'll escape
all that waiting and staying
You'll find the bright places
where Boom Bands are playing.

With banner flip-flapping,
Once Once more you'll ride high!
Ready for anything under the sky.
Ready because you're that kind of a guy!

Oh, the places you'll go! There is fun to be done!
There are points to be scored. There are games to be won.
And the magical things you can do with that ball
will make you the winning-est winner of all.
Fame! You'll be as famous as famous can be,
with the whole wide world watching you win on TV.

Pause and ask learners:

- What will some of the rewards of this career look like? Draw or write these on the light parts of the path!

Except when they don't
Because, sometimes they won't.

I'm afraid that sometimes
you'll play lonely games too.
Games you can't win
'cause you'll play against you.

All Alone!
Whether you like it or not,
Alone will be something
you'll be quite a lot.

And when you're alone, there's a very
good chance
you'll meet things that scare you right
out of your pants.
There are some, down the road
between hither and yon,
that can scare you so much you won't
want to go on.

Pause and ask learners:

- What are your fears about preparing for this career? Note these down on the dark parts of the path

But on you will go
though the weather is foul.
On you will go
though your enemies prowl.
On you will go
though the Hakken-Kraks howl.
Onward up many
a frightening creek,
though your arms may get sore
and your sneakers may leak.

On and on you will hike,
And I know you'll hike far
and face up to your problems
whatever they are.

You'll get mixed up, of course,
as you already know.
You'll get mixed up
with many strange birds as you go.
So be sure when you step.
Step with care and great tact
and remember that Life's
a Great Balancing Act.
Just never forget to be dexterous and
deft.
And never mix up your right foot with
your left.

Pause and ask learners:

- Who are some of the people who will support you on this journey! Draw and label them at different places on your path!

And will you succeed?
Yes! You will, indeed!
(98 and 3/4 percent guaranteed.)

KID, YOU'LL MOVE MOUNTAINS!

So...
be your name Buxbaum or Bixby or
Bray
or Mordecai Ali Van Allen O'Shea,
You're off the Great Places!
Today is your day!
Your mountain is waiting.
So...get on your way!

Pause and ask learners:

- What will success in this career look like? Please write that at the end of the path!

Now read out the last stanza with the names of learners from your class or you may read this out loud with your learners by encouraging them to take their and their buddies' names while doing this.

Great job! Now turn to a partner/in small breakout rooms and share how you felt during this experience.

Now that you have defined success for your career path, setting the goals will become easy.

Do you know:

SMART learners set SMART goals.

Give me jazz hands if you think that you are SMART.

Let's learn how to set SMART goals now. SMART is a way of knowing that your goal has been set effectively.

Please explain that SMART means:

- **Specific:** Do you know what exactly you want to achieve?
- **Measurable:** How will you know when you have reached the goal? Can you count it or measure it?
- **Achievable:** Do you have time, resources and support to do this?
- **Relevant:** Is it really important for you right now?
- **Time bound:** When exactly do you want to accomplish it? How much time do you need?

Let us see two examples:

Goal 1: I wish to learn how to cook.

Goal 2: I wish to learn how to make chapati and moong dal with the help of my mother so that I can feed myself healthy food when my mother isn't home. I am planning to do this with my mother everyday for 30 minutes. By the end of week, I wish to make small dinner of chapatis and dal for everyone in my family

Which one out of these two is a SMART goal? Use Ms. Critical Thinking to share.



If your answer is Goal 1, show me one finger. If your answer is Goal 2, show me two fingers.

Correct response: Goal 2.

S- Cook chapati and moong dal

M- Dinner for family

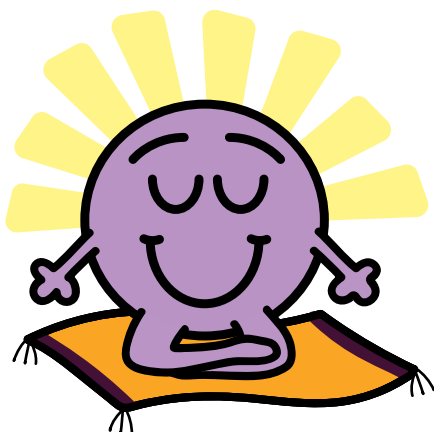
A: With the help of mother, everyday 30 mins

R: eat healthy food when mother isn't home

T: One week.

Now that you have learned about why having a goal is important and what it means to have a SMART goal, we will try to set the SMART goals for ourselves in our next class.

Reflect (10 minutes)



It's Mr. Consciousness time!

Let's play a quick game to see if we understood SMART goals.

If you think the goal is SMART, stand up, if not, keep sitting down.

- I will go trekking in the Himalayas before I get out of college
- I will save Rs. 1,000.
- I will practice finger exercises on the piano for 20 minutes every morning tomorrow.
- I will get better at algebra.
- I will learn 5 new English words everyday from my Vocabulary textbook for the next 10 days.
- I will visit the Taj Mahal by the time I'm 25 years old.
- I will participate in my school.

After Class Challenge (15 minutes)

1. Complete your Oh the Places You'll Go worksheet - you may even want to make it into a poster and hang it up at home!
2. Bonus challenge: Read Oh the Places You'll Go or show the video

to some children (or adults!) in your community. It is one of the best-loved stories of all time, so ensure others get a chance to hear it too!

 Link



 Video



OBJECTIVE

I can set goals that are aligned to my ideal career.

Cs IN FOCUS

Mr. Consciousness,
Ms. Collaboration,
Ms. Critical Thinking



CONSTITUTIONAL VALUES

Equality, Liberty

MATERIALS

NA

SUMMARY OF PRE-WORK

Think about your 3 possible career goals. Choose one that you'd like to explore deeper.

You can:

For example, if I choose to be a footballer, some goals I may have can be about:

- Physical fitness
- Becoming better at my sport
- Playing my first match

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (10 minutes)

Hi SMART learners!



Who can recall the meaning of SMART goals?



Image courtesy recbound.com

SMART stands for:

- **Specific:** Do you know what exactly you want to achieve?
- **Measurable:** How will you know when you have reached the goal? Can you count it or measure it?
- **Achievable:** Do you have time, resources and support to do this?
- **Relevant:** Is it really important for you right now?
- **Time bound:** When exactly do you want to accomplish it? How much time do you need?

Let's listen to Surabhi's goals:

Surabhi is in seventh standard. She loves playing football and sometimes plays with her classmates and is a part of her school team. She wishes to become a successful footballer.

To prepare for this, she has decided to do the following:

- She wants to start playing football for her state team.
- She understands that she has to be physically fit.
- She also wants to save some money to buy a football for herself and a good pair of shoes.
- She needs to manage her academic outcomes.

We can see that Surabhi has four goals to achieve but are these SMART goals?

Possible response: No

Which aspects do you find missing?

Possible response: Time, Relevance, Measure etc

Are you willing to help Surabhi set SMART goals?

Learn (20 minutes)

Let's call upon Ms. Critical Thinking who can help us help Surabhi.

We should start by looking at her first goal:

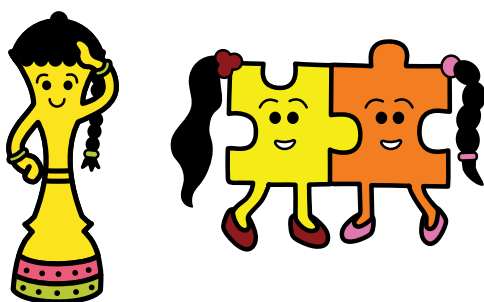
- She wants to start playing football for her state team.

This is specific but for it become SMART, it should sound like:

Consistently play for the school team and score the highest number of goals this year and talk to my mentor to know the selection process for state level tournaments. This will help me become better at my game and increase my chances of selection so that I can play at state level by the time I am in Grade 10th.

In groups of four, try to frame other goals in SMART manner for Surabhi

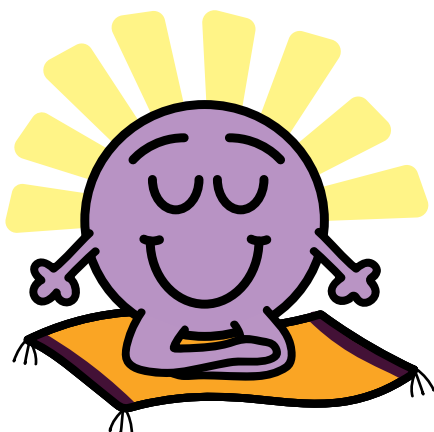
This will require you to use Ms. Collaboration and Ms. Critical Thinking.



Correct response:

<p>:: Build stamina of running x km in y hours and healthy weight: reduce 5 kgs in next two months to become physically fit. I will eat green vegetables everyday and go for a run everyday for one hour.</p>	<p>:: Good marks in exams, achieve 85%+ in all my subjects in my annual exams this year. I will make a weekly self-study time-table for myself to practice everything that I learn at school.</p>
<p>:: Save Rs 200 of pocket money to buy a football (approx cost: Rs 500) and pair of shoes (approx cost : Rs 700) by the end of the year. Until then I can practice with football in school and use my elder brothers' shoes.</p>	<p>:: Consistently play for the school team and score the highest number of goals this year and talk to my mentor to know the selection process for state level tournaments. This will help me become better at my game and increase my chances of selection so that I can play at state level by the time I am in Grade 10th.</p>

Reflect (10 minutes)



It's Mr. Consciousness time!

Now go back to the goals you defined for yourself in your pre-work.

Try to frame one of those goals as a SMART goal.

Goals are the things you need to do to be successful in your career.

Turn to your partners and give each-other the gift of feedback by sharing with them:

- Which aspects of SMART goals did they articulate well?
- Which aspects can they articulate better?

This is your way of supporting your partners and practicing our constitutional value of Fraternity.

Now that you've learned how to set SMART goals, you are better prepared to walk on the path and reach the places you all want to go.

Let's close out by reading these lines together. Remember to take your and your buddies' names while we do this.

'And will you succeed?

Yes! You will, indeed!

(98 and 3/4 percent guaranteed.)

KID, YOU'LL MOVE MOUNTAINS!

So...

be your name _____ (Your name) or _____
(Buddies' name)

You're off the Great Places!

Today is your day!

Your mountain is waiting.

So...get on your way!

After Class Challenge (30 minutes)

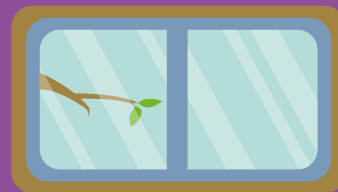
Rework on your goal as per the feedback shared by your partner.

Using the same method, work on your other two goals and convert them into SMART goals.

Put your goals on a sheet of paper and make it as creative as you can. Bring these to class.

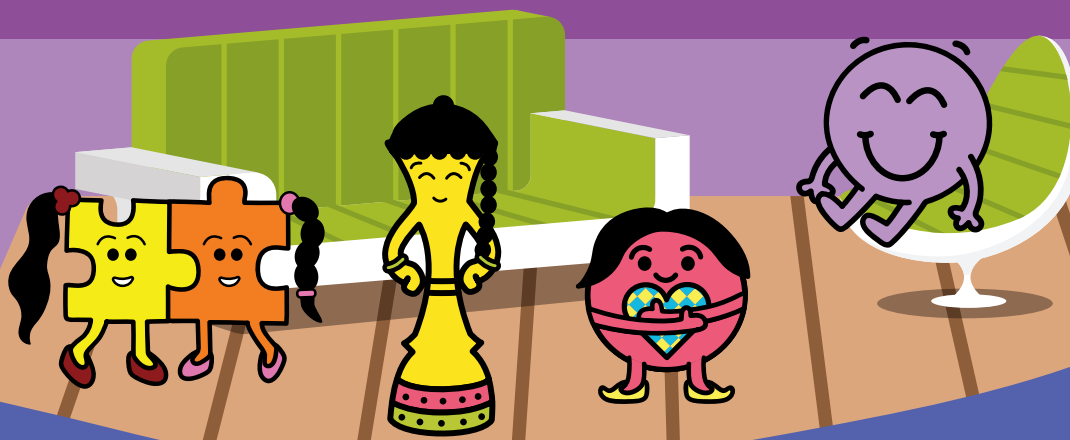
OBJECTIVE

I can identify positive and negative work habits that impact success.



C IN FOCUS

Mr. Compassion,
Ms. Critical Thinking,
Ms. Collaboration,
Mr. Consciousness



CONSTITUTIONAL VALUES

Equality, Liberty

MATERIALS

Print-outs of the tracker.
You can also ask learners
to make a tracker.

Please share your SMART
goal for the month
with learners (It can be
personal goal or a goal
you have set for the class)

21-DAY CHALLENGE

Goal: _____

Start Date: _____ End Date: _____

Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15
Day 16	Day 17	Day 18	Day 19	Day 20
Day 21	Notes: _____			

SUMMARY OF PRE-WORK

We have already learned about setting SMART
goals towards our career.

Let's think about this month.

Draw what you wish to be true for yourself by
the end of this month.

What is something you wish to achieve?

How do you wish to feel?

What will you do to feel this way or achieve this
thing?

This can be related to how you wish to engage
with literacy, math, sports of your choice, health
etc.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (5 minutes)

Hi learners!



I want to share something with you today.

Share a SMART Goal of yourself with your students.

Preferably a goal you have for your class for this month.

Example: By the end of this month, we will be able to read a level 3 text independently or with the help of our peers so that we can become interdependent learners and readers. We will do this by completing a story book and doing a reading text in the last week of this month.

Can all of you now share one goal that you have for yourself- the vision you have for how you wish to be or what you wish to do by the end of this month?

With your buddies, put this as a SMART goal and write it in bold handwriting on

a piece of paper. Feel free to draw how this will make you feel.

Learners, let us try to work towards these goals together.

But first, let's paste our goals on the Goal Wall.

Please set up a corner in the classroom where learners can put this up.

Now that we have our SMART goals for the month- let us think about what will help us reach there.

We will talk about the power of habits today.

Can some of you share examples of habits?

Point to the objective: I can identify positive and negative work habits that impact success.

Learn (20 minutes)

I'm going to read you a list of habits.

If you feel this habit will help you, show me a thumbs up.

If you feel it won't, show me a thumbs down.

Remember I'm more interested in why you have chosen what you have chosen, so have a clear why in your mind.

- I meditate for 15 minutes every day
- I spend hours every day on social media
- I eat junk twice a day
- I watch a TED talk twice a week on a subject I'm interested in
- Before I sleep, I write 3 points on things I'm grateful for and send them to a friend
- I eat at least one meal with my family and discuss how the day has gone
- I take notes and never just listen in class
- I read 20 pages of a novel each day

Please feel free to add more habits. Push learners to say why this is or isn't a good habit. Ask whether in some situations a habit may be both good and not good.

Thank you learners!

We have identified for ourselves which habits may help us and which may not. One thing that I really like is how you all shared which habits will help you do or become a better person.

There are various habits and it is our habits that may take us closer or sometimes may also push us away from our goals.

Let's see a scenario:

Shubhatri wants to lose 5 kg by the end of the month so that she can increase her stamina to participate in a marathon.

There are two things she can do:

- Go for a 30 minute run everyday in the evening.
- Eat junk food while watching television in the evening.
- Go for a 45 minute run once a week.

Which habit may help her reach closer to her goal and why.

Show me the number of your preferred option on your fingers. Remember to use Ms. Critical Thinking while sharing.



Possible response: 1 as it's a positive habit that will help us increase stamina and reduce weight. 2 may not work at all. 3 - not sure as it's not happening everyday (consistently).

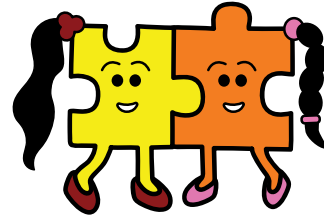
Thank you!

Now, I would want all of you to be my buddies and help me with making a list of things:

- Which will help me reach closer to my month-end goal.
- Which will stop me from reaching my month-end goal.

Divide the class in two groups.

Group A will come up with things that I should do. Group B should come with things I shouldn't do. Please take Ms. Collaboration's help.



Encourage learners to come back and invite one learner from each group to share. Make this list on the board.

Thank you so much! This is really helpful.

Reflect (15 minutes)



It's Mr. Consciousness time!

Think and note:

- 2 positive habits that will help you reach closer to your month-end goal.
- 2 negative habits that will stop you from reaching your month end goal

Turn to your buddies and share it with them.

Can someone share why we are sharing this with our buddies?

Possible response: They can keep a check on us. Help us grow, support us.

Learners, we are all here to work on our dreams and goals together and our buddies may be the best people to help us do that as they see us almost everyday and closely monitor what we do.

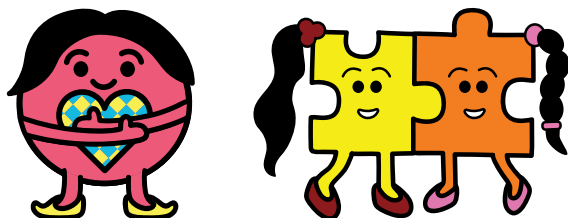
Give me jazz hands if you all commit to holding your buddies and me accountable for our goals?

Which Cs may help us do that?

Possible response: Mr. Compassion and Ms. Collaboration

Fun Fact: Did you know that Dr. Maxwell Maltz said that if you do something for 21 days straight, you are likely for it to become a habit?



Can we all commit to doing the 2 positive habits we made a note of, everyday for the next 21 days?



After Class Challenge (15 minutes)

This is your challenge. Let us try to practice our habits towards reaching our month-end goals.

Please mark your progress on your tracker.

**21-DAY CHALLENGE**

Goal: _____

Start Date: _____ End Date: _____

Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15
Day 16	Day 17	Day 18	Day 19	Day 20
Day 21	Notes: _____			

Print-outs of the tracker



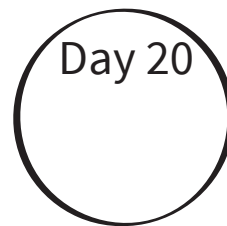
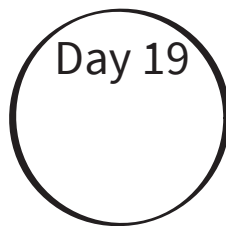
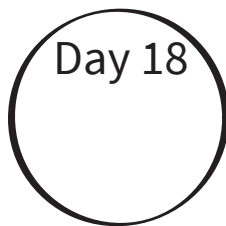
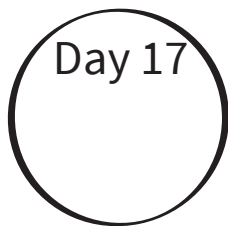
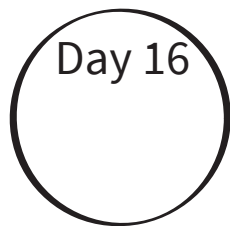
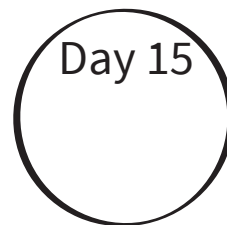
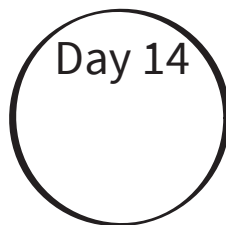
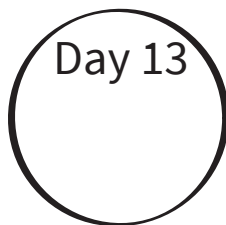
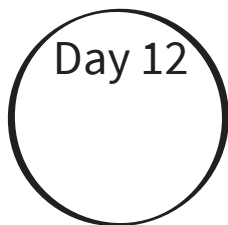
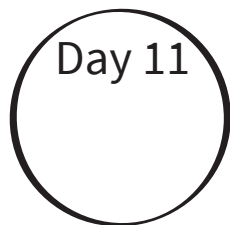
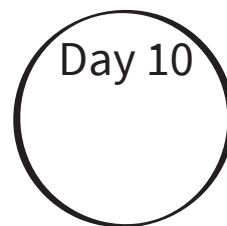
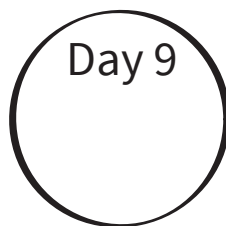
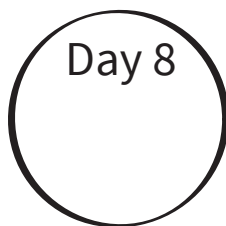
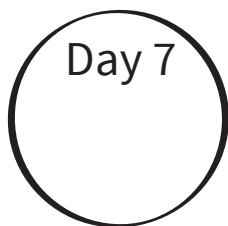
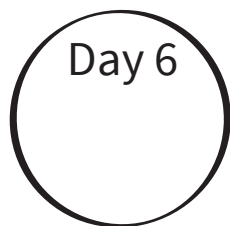
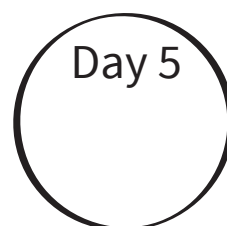
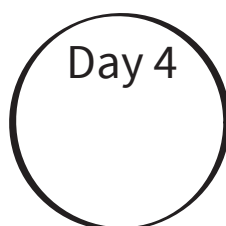
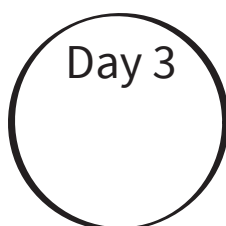
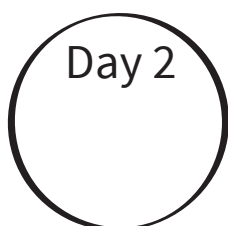
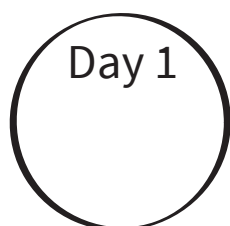
21-DAY CHALLENGE



Goal: _____

Start Date: _____

End Date: _____



Notes:

OBJECTIVE

I can practice positive work habits towards meeting my goals.

Cs IN FOCUS

Mr. Consciousness,
Ms. Critical Thinking,
Mr. Creativity



CONSTITUTIONAL VALUES

Fraternity

MATERIALS

Printouts of Human Bingo!
(Given on last page)

SUMMARY OF PRE-WORK

Make a note of:

- Which habit did you practice towards your monthly goals?
- How did it make you feel?

Think of one person who you would define as being really successful. Research them online and try to find out the positive habits that they practiced. In case you need suggestions, here are a few people you may want to research:

Greta Thunberg, who believes deeply in saving the planet and is an environmental activist.

[Video](#)



Kiran Sethi, who believes deeply that all children CAN, and that change-making is a part of all children's education.

[Video](#)



Vinoba Bhave, who lived his life embodying the ideals of justice, equality, liberty and fraternity.

[Video](#)



RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (10 minutes)

Hi learners!



Quickly turn to your partners and share about if you were successful in living up to your commitment.

Also share:

- What made it easy?
- What made it difficult?

Learners, let's also try to hold our buddies accountable. We will try doing this for the next 21 days so that helping each-other also becomes our **_ A _ I _**. (Habit)

We have already learned the power of habits and also identified some positive habits that may help us reach our goals faster.

We tried to do that with our month end goals yesterday. And today we will try to do that for our career goals.

Point to the objective: I can practice positive work habits towards meeting our goals.

But before that, let's play a game to see which positive habits we already have. The game is called human bingo!

Walk around in the room and identify someone who has the bait for each box.

If you are in a physical class, please give out the worksheets below. Learners have to walk around and find someone for each box who embodies this habit. The first person who finishes shouts "habit bingo!" and is the winner

And remember - Ta-Da - we need to encourage each other!

Has a goal for the future	Is helpful	Takes notes	Eats healthy food
Comes to class on time	Expresses gratitude	Exercises regularly	Encourages others
Asks questions	Is kind	Completes pre-work	Meditates

If you are teaching virtually, put this up on a slide and let learners do this in breakout rooms of 8-10 - identify a peer who embodies these.

After bingo:

Did we find someone in the class who demonstrates these positive habits?

Yay! Isn't this great?

Learn (20 minutes)

In your pre-work, you may have researched some successful leaders.

Can some of you shout out the positive habits displayed by them?

Please make a note of them all on the board.

Now that we have so many positive habits that may help us become successful, go back to what you wish to become and the SMART goal you had set.

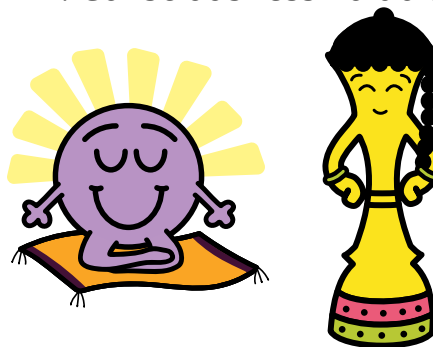
Make a note of all the things you need to learn and do to achieve this goal.

Once the list is done, share the following prompts.

- Pick up two things you will do everyday to reach closer to your goal.

- Which positive habit will this build?
- Which Cs will you need to practice?

Please take help of Ms. Critical Thinking and Mr. Consciousness To do this.



Quickly turn to your partners and share this with them.

Can someone share why we are doing this?

Possible response: To hold each-other accountable.

Reflect (15 minutes)



It's Mr. Consciousness time!

Project this statement on the screen/write this on the board:

"My life is my message." - Gandhiji

Please share what comes to your mind when you read this.

Possible response: he meant that the way we lead our lives should be exactly in alignment to our value systems.

Learners, habits definitely help us reach our goals but they also help us define who we are as individuals.

Building or giving up on habits is definitely not easy but we may do that if we practice something daily for ____ days.

21 days.

Give me jazz hands if you are ready to give yourself and your commitments these 21 days?

Think about one thing you'll tell yourself when practicing this habit will become difficult- something that may motivate you.

Make a poster of this using Mr. Creativity and stick it in your homes.



Encourage learners to share these out loud.

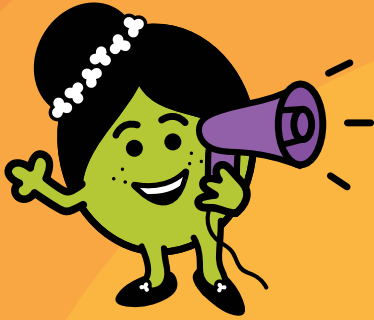
After Class Challenge (15 minutes)

Remember your challenge and practice your commitments towards your month end and career goals.

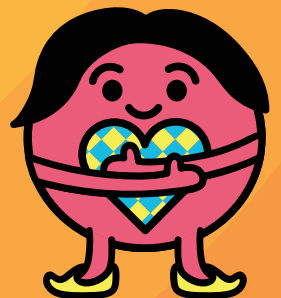
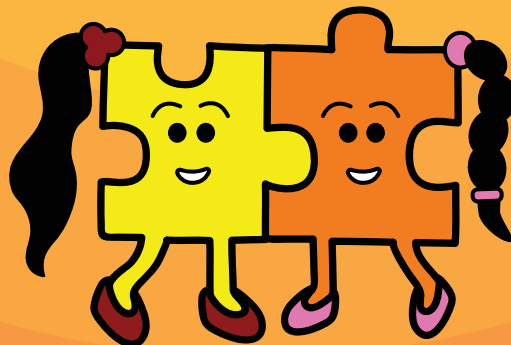
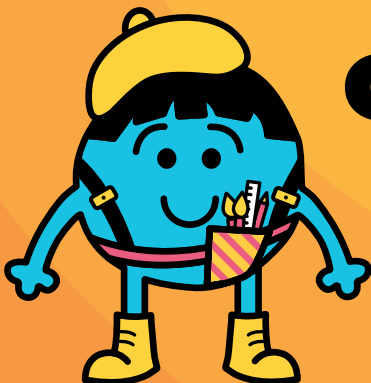
Don't forget to mark your progress on the tracker.

Printables

Has a goal for the future	Is helpful	Takes notes	Eats healthy food
Comes to class on time	Expresses gratitude	Exercises regularly	Encourages others
Asks questions	Is kind	Completes pre-work	Meditates



Showcase of learning

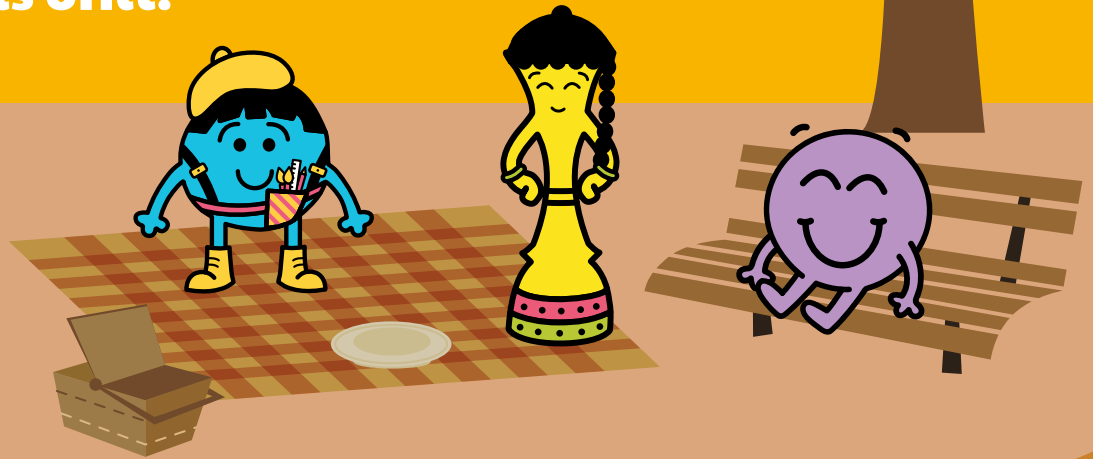


OBJECTIVE

I can synthesise what I learned in this unit.

C IN FOCUS

Mr. Consciousness,
Mr. Creativity,
Ms. Critical Thinking



CONSTITUTIONAL VALUES

Liberty, Justice

MATERIALS

Sheets of paper

SUMMARY OF PRE-WORK

Let's use Ms. Critical Thinking, and Mr. Consciousness to look back at everything we have done in this unit.

Skim through all your worksheets, your diary , all the activities we have done to remember how much you have learned about yourself.

Put down three important learnings from the unit.

Watch the video on how Steve Jobs believed he could and make a difference in his career through innovation.

 Video



Make a note of values and positive habits you think he practiced.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



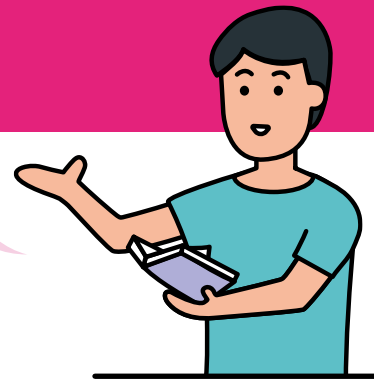
Asynchronous Pre-work Document

 Link



Spark (30 minutes)

Hi learners!



We have come to the end of our first Unit. In this unit we talked about ourselves and where we wish to reach. We also explored the people, resources we may need to reach our future self.

Would anyone share what all big questions we explored in this unit?

Correct responses:

- How can I prepare myself to follow my career choice?
- How will my current experience contribute to my future success?

Would any of you like to share what you learned in this unit?

Invite different learners to share.

Possible Responses: In this unit, we learned about our interests, learning styles and the values we need to imbibe to be successful. We also decided that careers are to be chosen not only to fulfill our individual needs but the needs of the society as well. The 21st century skills we need, how to communicate our dreams and goals to our parents, the positive and negative impact of work habits which will impact my career.

In your pre-work, you may have learned a little more about Steve jobs and his vision for 'Apple. '

Can some of you share some things you learned about him?

Encourage different learners to share their responses and debrief the pre-work question.

We saw how Steve Jobs transformed the look of computers over the years.

Give me jazz hands if you think Steve Jobs is successful?

What makes him successful?

Possible response: Yes. He fulfilled his vision. He had many customers buying his products.

Today, Apple is the largest company in the world.

Learn (20 minutes)

Today, we are also going to talk about our dreams and the way we wish to reach that dream, in a very creative manner.

We will do this by creating our own vision boards.

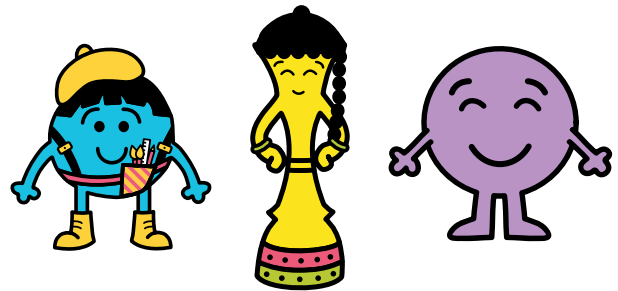
We will do this by putting down the following:

- Vision of the career you want to pursue.
- How will you treat others to make this vision come true?
- What will you do to make this vision come true?
- What are some values you wish to embody to make this vision come true?

- How will you practice these values today?

Take five sheets of paper and answer each question on one sheet. Make a note of words that come to your mind, draw pictures to represent your responses.

Let's take a few minutes independently to create this. Please take help from Mr. Consciousness, Ms. Critical Thinking and Mr. Creativity while you do this.



Reflect (5 minutes)



It's Mr. Consciousness time!

Look at your vision boards. On a scale of 0-5 how happy are you with them?

Learners, it's okay if you don't think they are complete, you can spend some time today to add things to them. You can use old magazines or newspapers to cut pictures that might represent your answers and paste them on your vision board for it to become colourful.

Tomorrow, we will spend some time together proudly sharing our work with each-other.

To close out, let's do a fun activity.
Think of our 8 C friends and put down
one way in which you practiced the C
through this unit.

Let's now share one of our examples
out loud in the class.

The C	One example of your learning
Creativity	
Collaboration	
Critical Thinking	
Communication	
Consciousness	
Curiosity	
Courage	
Compassion	

Complete the sentence:

I used _____ by doing/ saying _____.

Example: I used Mr. Compassion by
encouraging my partners on their work.

Ask learners to share one by one.

Learners can also tag each other until
everyone has shared.

After Class Challenge (60 minutes)

Work on your final showcase

OBJECTIVE

I can showcase what I learned in this unit.

Cs IN FOCUS

Ms. Communication,
Ms. Courage,
Mr. Compassion,
Mr. Consciousness



CONSTITUTIONAL VALUES

Liberty, Fraternity, Justice, Equality

MATERIALS

Vision boards from the previous day.

Gratitude notes/ C stickers

[Video](#)



[Video](#)



SUMMARY OF PRE-WORK

Tomorrow, we will have a final showcase of our vision boards. We will use Ms. Communication and Ms. Courage to share our portraits in small groups.



We will also be inviting parents, other school teachers, the principal and other children from the school so that we can present our learnings and work in front of them.

Preparation:

Part 1- Prepare a 2 minute explanation on 'How you envision your career to be, vision and how

do you wish to create it?'. You can include the following in it:

- Your Introduction
- Creatively share your vision board:
 - Vision of the career you want to pursue.
 - How will you treat others to make this vision come true?
 - What will you do to make this vision come true?
 - What are some values and positive habits you wish to embody to make this vision come true?
 - How will you practice these values today?

Part 2- Use Mr. Creativity to beautify / add pictures to your vision boards.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Framing (10 minutes)

Hello learners
and audience,



Today is the last day of our first Unit-Self.

We have explored some crucial questions about ourselves and also tried to synthesise our learning through our 'Vision Board'.

In the beginning of this unit we spoke about our interests, learning styles, values and then we went on learning how to share the same with our parents at home.

Towards the end of the unit, we tried to answer some really big questions about how my current experiences influence my future decision making for my career.

Before we get everyone to present their vision board, let's watch another interesting video.

 Video



Invite a few learners to share what they saw in the video.

Possible response: How the seed flourishes despite challenges.

Achieving dreams is a big thing and may also be challenging. It requires a lot of strength and effort and sometimes you may fail. Once you truly believe in your dreams, solving through the challenges becomes easier.

Today, when you share your vision boards with each other, try to feel that vision in your head, heart and soul.

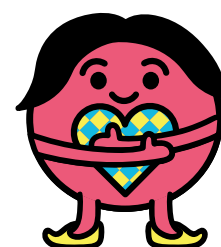
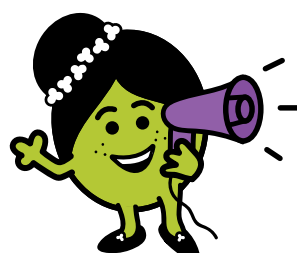
Let's put our vision boards on our desks.

Try to create a space where learners can display their vision boards like an exhibition.

We will also be joined by our parents, school teachers and some students who through your presentations will get to know about you and your learnings.

Our task of the day is to not just deliver our speech but also listen to others carefully and with love. Can any of you guess the Cs that may help us do this?

Exactly, remember Ms. Communication and Mr. Compassion as well while you do your presentations in the group.



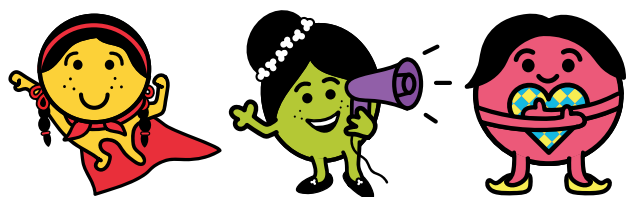
Showcase (15 minutes)

Please coordinate with stakeholders - Principal, school teachers, students and parents and invite them for a showcase.

While we present, let's remember Ms. Courage, Ms. Communication and Mr. Compassion

- We will share confidently.
- We will also listen to our friends carefully and with love.
- We will pay special attention to your buddy.

Let's take a few minutes to wrap up our presentations.

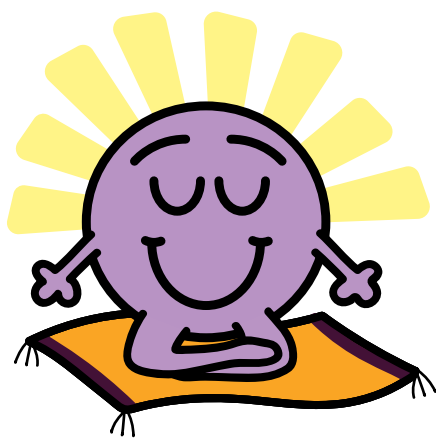


Please be a part of different groups throughout the presentations. Reinforce how important it is to appreciate each other by celebrating every presenter.

After presentations are done, ask everyone to take the next five minutes to wrap up their celebration notes for buddies. Please take pictures and record videos of students' work-products and presentations to document their learnings after taking their consent.

Share one thing about any of your classmates that really stood out to you. This is the time when we really celebrate each-other.

Debrief and closing (15 minutes)



It's Mr. Consciousness time!

Today, you heard about so many people's visions and the values they wish to embody.

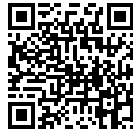
Your vision boards have given you a clue into something big - the purpose of your life. Your purpose will evolve over time, but knowing that this is what you want to do now is an important first step. And knowing you play the main role in deciding your purpose is really important!

Remember that it is just the beginning and all that you do are small steps towards it.

You may succeed, my fall and stumble
at times too but let's keep using Ms.
Courage to move forward and ask for
help when we struggle.

Let's close out by singing a song that
will give all of us hope to continue to
work on our dreams irrespective of
challenges.

PLANTING SEEDS: A Song of Life



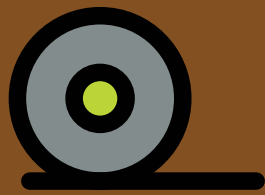
*You may choose to close the class out with
celebration and gratitude. A wall can be
made in the class where students can stick
their vision boards, in case of an in-person
classroom. You can hand out gratitude
notes/ bag tags/ bookmarks/ C stickers to
everyone.*

After Class Challenge

Take your vision boards home and
share it with your family members and
friends.



Community



Big Question 03

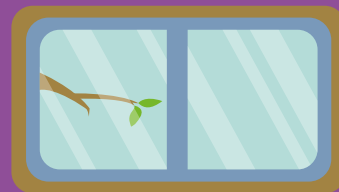
**Is the news I access
reliable?**

LEARNING STANDARD

**Students will understand the
importance and analyse the
reliability of the news they access.**

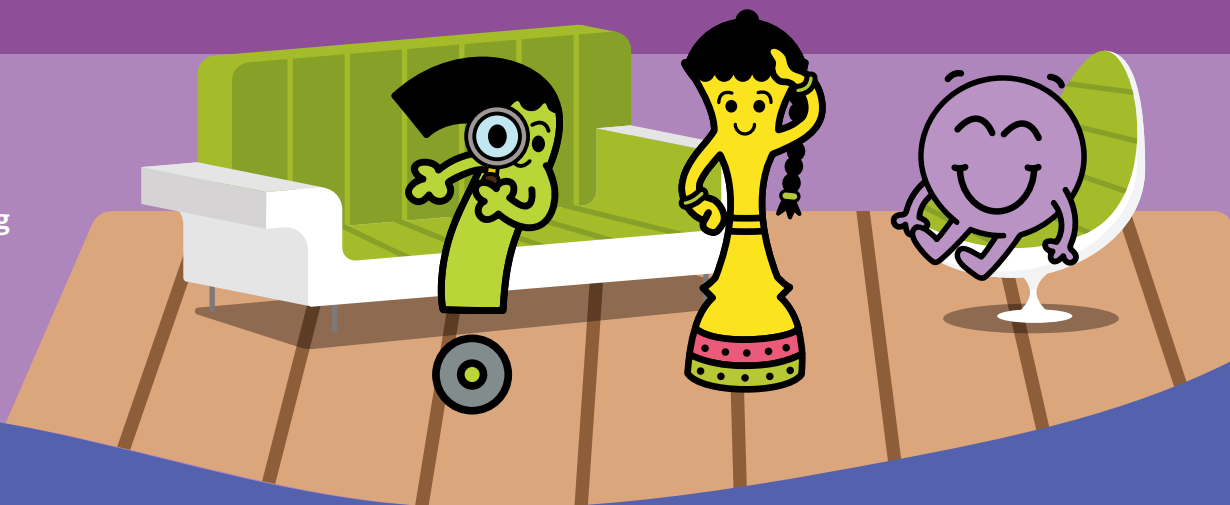
OBJECTIVE

I can identify major sources of news and judge their reliability.



C IN FOCUS

Mr. Consciousness,
Mr. Curiosity,
Ms. Critical Thinking



CONSTITUTIONAL VALUES

Liberty, Justice.

MATERIALS

Printouts of circulars:

Print-outs of news articles. You can also choose to present these on screen.

(All printout given on last pages)

SUMMARY OF PRE-WORK

Task1 : Try to be like Mr. Curiosity and find the meaning of these words:

1. Source
2. News
3. Judge
4. Reliability
5. Perspective

Once you do that, match the word with the image that represents it the best.

(Sample given on last page)

Task 2: Where do you get your daily news from?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (5 minutes)

Good morning
learners and



welcome to yet another unit!



Image courtesy [freepik.com](https://www.freepik.com)

Our school will be shut on Saturday.
School Completes ten years.
Everybody should celebrate.

Principal

Stick the first image on board or show to the learners.

Wow! I see new information.

It says, *read the circular out loud.*

Isn't this exciting? How do you feel?

Oh! Wait. There's another circular as well. *Show the second image to the learners. Ask one of them to read.*

I have two pieces of information. I feel very confused.

What about you?

Which one do you think is true?

CIR/ 215

Date: Nov, 25



This is to inform you all that school will observe a half day on Saturday on account of its tenth year celebrations. All class teachers are requested to bring the students to the main stage at 11 AM for the special assembly.

Thanks



Dr. Aman Gupta
Principal

Learners, sometimes we face such a conflict in life also. There is so much information available out there that it may be possible to either trust everything or just be confused.

Give me jazz hands if this has happened to you.

Now that we are on our journey of becoming active citizens and leaders,

it is important for us to be able to differentiate between fake and real news.

Today, we are going to start a new unit i.e Nation. Given most of the information about the country is received by us through news, it is important for us to learn the skill of identifying reliable news.

The big question we will discuss today is - **Is the news I access reliable?**

We will do this by examining where different news we hear come from and then judge if they are true.

Point to the objective: I can identify major sources of news and judge their reliability.



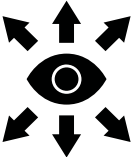

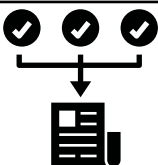
Can someone share the meanings of the words that we see in the objective?

Ask learners to share the meaning of source, news, judge, reliability.

Let us understand these words in relation to the news we receive at school.

- Source: Where am I receiving the information from?- School teachers/ principal
- News: What is the information about? - Holiday/ school events
- Judge: Can I think if this news is a prank or the real information?
- Reliability: Can I find the person who has announced the news? Does the circular look official- has the school stamp on it?
- Perspective: Do others think differently from me and why? What are their reasons to trust or not trust this news?

In the next couple of lessons, we will see how these words are really important for us to identify reliable news.

	Judge
	Source <small>Image courtesy rappler.com</small>
	Perspective
	News
	Reliability

Learn (20 minutes)

What are different places you receive news from?

Curate the list with the help of the learners:

- Whatsapp
- Newspapers
- News channels
- Youtube
- Internet
- Neighbours/ people around

These become our SOURCES.

Let us begin our journey by becoming judges ourselves.

Which C will we need to do this?

Possible response: Mr. Curiosity to ask questions and Ms. Critical Thinking to organise information.



- We will see some examples of each of these.
- After each example, take 2 minutes to discuss in your groups
- Fill this table:

Do you trust this source?	Why/ Why not?

News Channels:



Image courtesy [scroll.in](#)

Internet:

The most common symptoms of COVID-19 are dry cough, tiredness and fever. Some people may develop more severe forms of the disease, such as pneumonia. The best way to confirm if you have the virus producing COVID-19 disease is with a laboratory test. You cannot confirm it with this breathing exercise, which can even be dangerous.

FACT:
Being able to hold your breath for 10 seconds or more without coughing or feeling discomfort DOES NOT mean you are free from the coronavirus disease (COVID-19) or any other lung disease.

World Health Organization #Coronavirus #COVID19

Image courtesy [krctimes.com](#)

Whatsapp:

Experts suggest doing this simple verification every morning: Breathe in deeply and hold your breath for 10 seconds. If this can be done without coughing, without difficulty, this shows that there is no fibrosis in the lungs, indicating the absence of infection. It is recommended to do this control every morning to help detect infection.

Make black tea.
Boil water.
Add tea powder.
Add gud as you like.
Pour in cup.
Add 3-4 drops of lemon.
increase immunity for Corona Virus.

Forwarded
Have it for three days.

Website of leading News Channel:

Kerala's Coronavirus Curve Has Started To Flatten, Says Minister

Coronavirus Cases: Kerala has 376 cases of coronavirus, including two deaths; two new cases have been reported and no deaths have been reported for over a week.

Kerala News | Reported by Sindhya Mary Kozhy | Edited by Deepanika Ghosh | Updated: April 13, 2020 1:53 pm IST



Image courtesy [ndtv.com](#)

After each piece of news, ask learners what they think and why.

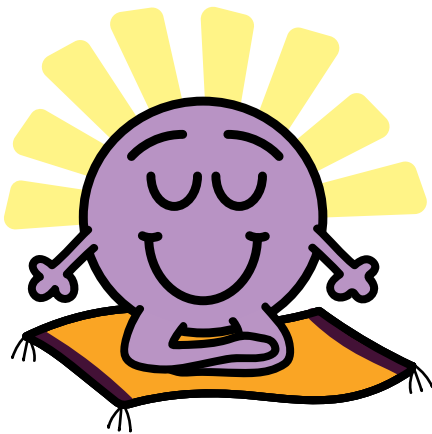
Let us now come together to think about, what makes us trust a news source?

- Is the source am I referring to official/ not fake?
- What's the evidence? Are there data points/ stories that can be trusted?

- Is the author or writer an expert on the topic?
- Can this information be found in other sources?

Being able to answer some of these questions can help us identify if the source we are referring to is reliable or not.

Reflect (10 minutes)



It's Mr. Consciousness time!

Think and share:

- Which source of information/ news is used by you and your family most frequently?
- What may happen if we don't spot the difference between the real and the fake news?
- What is one thing you will do to verify or rely on the news going forward?

Debrief by sharing:

Accepting fake news enables spreading misinformation about certain topics and communities. This may lead to unnecessary panic, violence and incorrect use of information.

As aware citizens, we shall help people learn how to identify fake news and then stop them from spreading it. The first step of doing this is to practice this ourselves.

And when in doubt, use Mr. Curiosity and Ms. Critical Thinking.

After Class Challenge (20 minutes)

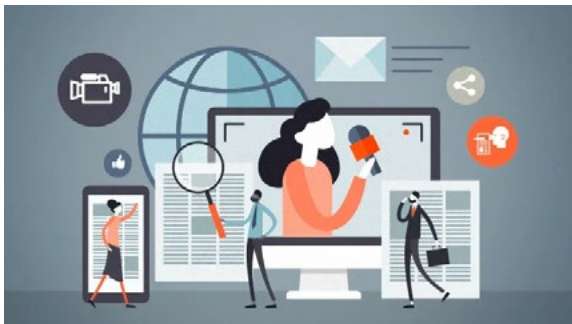
Identify one piece of news from any source that you like. Check its reliability by using Mr. Curiosity and Ms. Critical Thinking.

- What is making you trust this source?
- Do you have enough evidence- data and stories which make you believe in this news?
- Who has written this news? Are they experts on the topic?
- Can you find the same news on other sources?

Summary of Pre-Work

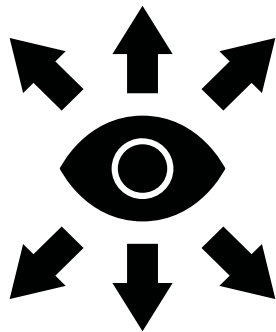


Judge

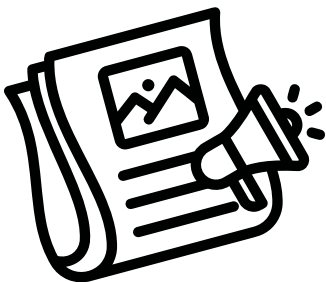


Source

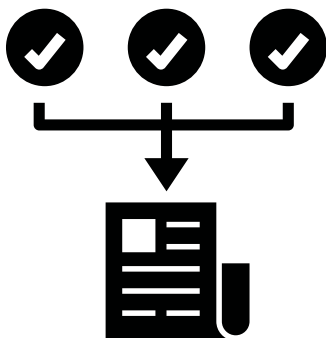
Image courtesy [rappler.com](https://www.rappler.com)



Perspective



News



Reliability

Printouts of circulars:



Image courtesy [freepik.com](https://www.freepik.com) [↗](#)

Our school will be shut on Saturday. School Completes ten years. Everybody should celebrate.

Principal

CIR/ 215

Date: Nov, 25



This is to inform you all that school will observe a half day on Saturday on account of its tenth year celebrations. All class teachers are requested to bring the students to the main stage at 11 AM for the special assembly.

Thanks



A handwritten signature in black ink, appearing to read "Aman Gupta".

Dr. Aman Gupta
Principal

Print-outs of news articles

News Channels:



Image courtesy scroll.in

Internet:

The most common symptoms of COVID-19 are dry cough, tiredness and fever. Some people may develop more severe forms of the disease, such as pneumonia. The best way to confirm if you have the virus producing COVID-19 disease is with a laboratory test. You cannot confirm it with this breathing exercise, which can even be dangerous.

World Health Organization #Coronavirus #COVID19

FACT:

Being able to hold your breath for 10 seconds or more without coughing or feeling discomfort DOES NOT mean you are free from the coronavirus disease (COVID-19) or any other lung disease.

Image courtesy krctimes.com

Whatsapp:

Experts suggest doing this simple verification every morning: Breathe in deeply and hold your breath for 10 seconds. If this can be done without coughing, without difficulty, this shows that there is no fibrosis in the lungs, indicating the absence of infection. It is recommended to do this control every morning to help detect infection.

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increase immunity for Corona Virus.

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Coronavirus Cases: Kerala has 376 cases of coronavirus, including two deaths; two new cases have been reported and no deaths have been reported for over a week.

Kerala News | Reported by Susha Mary Koshy, Edited by Deepankha Ghosh | Updated: April 13, 2020 1:52 pm IST

TRENDING

India Shoots For The Moon With Chandrayaan-3 Launch Today: 10 Points

Submerged Rajghat, Breach Near Supreme Court: Delhi's Flood Nightmare

The Woman Who Interviewed Dawood Ibrahim, Not Just Once



Coronavirus India: Kerala has been praised for its response to COVID-19 crisis. (File)

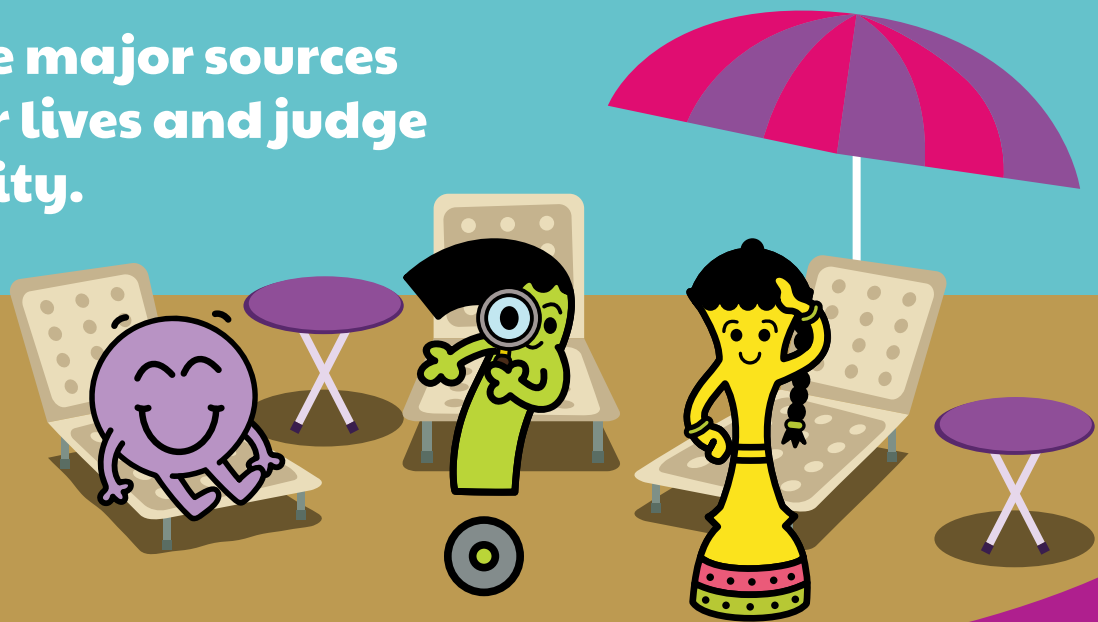
Image courtesy ndtv.com

OBJECTIVE

I can examine major sources of news in our lives and judge their reliability.

Cs IN FOCUS

Mr. Consciousness,
Mr. Curiosity,
Ms. Critical thinking



CONSTITUTIONAL VALUES

Liberty, Fraternity

MATERIALS

Print-outs of news articles.

News Channels

Internet

(Printout given on last page)



SUMMARY OF PRE-WORK

Bring two piece of news to the classroom the source that your family often sees/ reads

One that you feel is:

- Fake
- True

For the news you found to be true, make sure you have verified the sources and check for reliability.

RESOURCES FOR THE TEACHER:

Synchronous Presentation



Link

Asynchronous Pre-work Document



Link

Spark (5 minutes)

Good morning learners.



Flash this for 2-3 seconds:

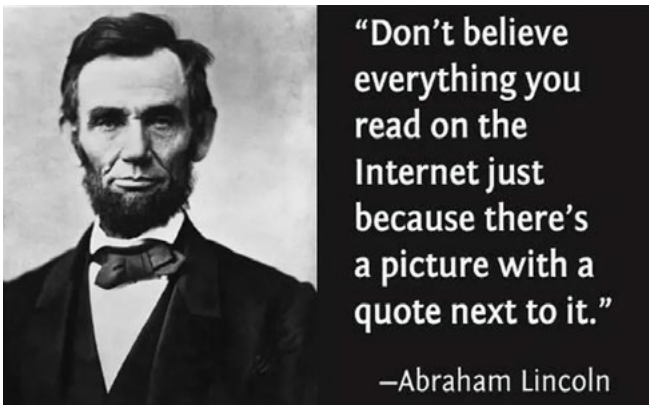


Image courtesy snopes.com

What do you think the image was about?

Learners may share quotes, motivational speech etc.

Flash the image again and keep it on for 2 minutes.

What do you think this image is about?

Possible response: That we should not just believe anything/ everything.

In the last class we learned about how to examine different sources and judge their reliability.

Today, we will do something similar by examining the sources that we or our family uses often.

Point to the objective: I can examine major source of news in our lives and judge their reliability

Learn (20 minutes)

Let us begin with an activity.

You are a principal who is trying to figure out the truth about a lunchroom fight.

The fight was between Seema and Neha.

Seema is a new student. She is shy, quiet, and does not have many friends. Neha is a popular student, who is known for her friendliness and good humor. In the past few weeks, however, she has been withdrawn and somewhat quiet.

As a principal, you ask both Neha and Seema to share what happened. For everything that you hear, think about:

- Which person do you trust? Why?
- Do you need more information?

Seema: That girl started it, Neha. I was just standing in line and she pushed me for no reason. I don't even know her, she and her friends stare at me in English class.

Neha: That girl is crazy. Me and my friends were standing in line just joking around, and she turned around and punched me for no reason. Ask anyone.

Pause and ask learners to independently think and take a note of their responses to the question.

Seema's mom: She's the sweetest girl. She's had a hard time joining a new school, but she would never start a fight. She takes tuitions for younger children & helps out her community.

Lata (Neha's friend): The new girl definitely started it. She just attacked out of nowhere. She thinks she's better than everyone else.

Pause and ask learners to independently think and take a note of their responses to the question.

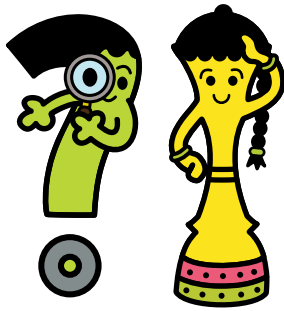
Nandini (Student from another class): I was far back in the line, but Neha and her friends were being loud and joking around. I couldn't really hear what they were saying. And then all of a sudden I saw people pulling Neha and Seema apart.

Lunchroom didi: The group of girls were pushing each other around. I think it was an accident, and one of them pushed into the new girl, and she took it the wrong way.

You have so many sources for a simple lunchroom fight.

- How many of you think it was Neha's fault and she should be punished?
- How many of you think it may have been a misunderstanding?

Which Cs did you take help from?



Who do you think Neha's friends would trust? Why?

Learners, sometimes it may be important to listen to different people or look for different sources to verify the information. This helps you ascertain the motivation and the mindset from which the reporter or the author is capturing the news.

It is also important to ask ourselves:

- Who am I choosing to listen / refer to ?
- Do I like them?
- Do I feel they are more qualified?
- What is the motivation behind this news- is it an opinion or a fact?

Let's look at some pieces of news again.

Internet:

The most common symptoms of COVID-19 are dry cough, tiredness and fever. Some people may develop more severe forms of the disease, such as pneumonia. The best way to confirm if you have the virus producing COVID-19 disease is with a laboratory test. You cannot confirm it with this breathing exercise, which can even be dangerous.

FACT:

Being able to hold your breath for 10 seconds or more without coughing or feeling discomfort DOES NOT mean you are free from the coronavirus disease (COVID-19) or any other lung disease.



World Health Organization #Coronavirus #COVID19

Image courtesy [krctimes.com](https://www.krctimes.com)

Encourage learners to share:

- What do you think is the motivation of this writer/ reporter while showing this news?
- What are some other sources you will refer to, to verify this?

Possible response: Img 1: Opinion about a community. No facts., can read up more about why covid is spreading.

Img 2: World Health Organisation is sharing information about a better way to diagnose covid and sharing what to not trust.

News Channels:



Image courtesy scroll.in

Reflect (5 minutes)



It's Mr. Consciousness time!

With your partners,

- With your partners, share the pieces of news you collated as a part of the prework.
- Explain to them why you trust or not trust a particular piece of information.
- As a listener, encourage your partner to think about other questions they should find answers to, to completely rely on the sources.

After Class Challenge (20 minutes)

Pick up a news piece that your family is reading. Identify:

- It's source
- Author and their qualifications
- The motivation- opinion or facts.

- Check this information using other sources.

Share your findings with your family.

Print-outs of news articles

News Channels:



Image courtesy scroll.in

Internet:

The most common symptoms of COVID-19 are dry cough, tiredness and fever. Some people may develop more severe forms of the disease, such as pneumonia. The best way to confirm if you have the virus producing COVID-19 disease is with a laboratory test. You cannot confirm it with this breathing exercise, which can even be dangerous.



World Health Organization

#Coronavirus

#COVID19

FACT:

Being able to hold your breath for 10 seconds or more without coughing or feeling discomfort DOES NOT mean you are free from the coronavirus disease (COVID-19) or any other lung disease.



Image courtesy krctimes.com

OBJECTIVE

I can examine multiple perspectives for a particular news item.

C IN FOCUS

Mr. Consciousness,
Ms. Critical thinking,
Ms. Communication,
Mr. Compassion,
Ms. Collaboration



CONSTITUTIONAL VALUES

Liberty, Justice.

MATERIALS

NA

SUMMARY OF PRE-WORK

School is considering having a mandatory extra learning time on Saturday.

What do you feel about this?

Think of yourself as a parent of a child in the school. How do you feel now?

Think of yourself as a teacher in this school. How do you feel about the decision now?

State your reason for why you agree or disagree as different people with schools' decisions.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (5 minutes)

Good morning learners!



As stated in the prework,

Our school is thinking of extending learning hours on Saturday.

If you think it should happen, come to the right side of the room.

If you think it shouldn't happen, come to the left.

Can one person from each group share their reasons?

If others agree to that reason, give a thumbs up.

Okay!

Thanks for sharing your opinions.

Now let's step back and think of yourself as your parents.

Now as parents, do you think school should extend the learning hours?

If you think yes, come to the right side of the room.

If you think no, come to the left side of the room.

Get one person from each group to share reasons.

Now let's assume that all of you are teachers in the school.

If as a teacher, you agree to come to the right side of the room. If you disagree, move to the left side.

Give me jazz hands if you changed your

opinion with different roles I asked you to play.

Let me give you an additional information.

Due to the school closure during the pandemic, our students' learnings have suffered a lot. They are very far behind from where they should be in Grade 10. They also have to sit for board examinations and therefore, the school is deciding to extend the learning hours so that students can make up for the lost learning time and can succeed in their upcoming exams.

What do you think now?

Learners may/ may not change their opinion.

Learners, this is called PERSPECTIVE.

Sometimes our opinions can change based on who we are and how something affects us. But more importantly, it may also change because of the information we may have. These are called perspectives.

It is our perspective that sometimes also affect the decision that we take in life.

Today, we will learn about how different news sources also have different perspectives while looking at the same incident or an event.

Point to the objective: I can examine multiple perspectives for a particular news item.

Learn (20 minutes)

Just imagine that the school has finally decided to go ahead with extending learning time on Saturday.

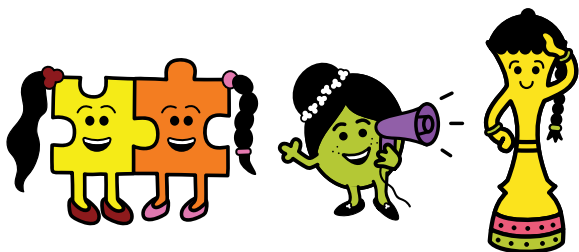
Next day two newspapers covered this story.

Are you interested in knowing what they have covered?

Before I share, let's divide into two groups.

- Each group will have a headline
- On the basis of that headline, discuss:
 - What are you learning about the person who has written this news?
 - Once you finish reading the headline, what feeling does it lead to?
 - What do you think that the readers of this news will think about the schools' decision?

Remember to use Ms. Critical Thinking, Ms. Communication and Ms. Collaboration to discuss these.



Headline for group 1:

Prestigious school in town extends learning hours to impart 21st century skills in students, and accelerate students' learning

and growth that was hampered by the school closure during the pandemic.

Headline for Group 1

Increased pressure on children, forced to stay in school for longer duration.

Encourage learners from different groups to share how they feel about school's decision now.

After having read the headline, do you think the decision is positive or negative?

Encourage a few learners from both sides to share why they think so and how the headline influenced their thinking.

Possible response: Group 1: Agree with the decision - states benefits of doing it. Group 2 disagrees as it shares why the decision is harmful.

Quickly flash both the news headlines on the screen.

Give me jazz hands:

- if you think reading through different sources is important.
- Reading different sources may give you insight into different perspectives

Let's see a different example. This is an example of actual news covered by two different sources.

In your groups, discuss:

- How are two sources different?
- What emotion do you feel with each of them?
- How will this shape the opinions of the reader?

Let me give you some context:

Article 370 of the Indian constitution gave special status to Jammu and Kashmir — a state in **India**. The Article allowed Jammu and Kashmir to have a **separate constitution**, a **state flag** and autonomy over the internal administration of the state.

Link 1  

Link 2  

Link 3  

In 2019, this status was revoked which nullified all the provisions of autonomy granted to the state of J&K.

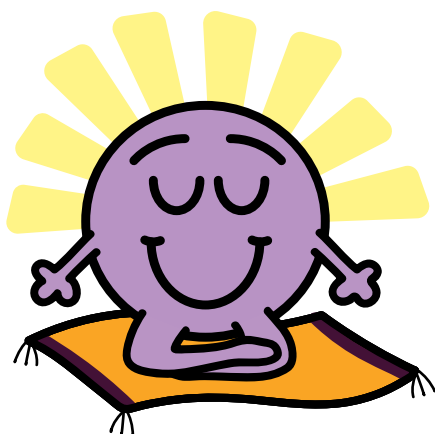
Here's how two different sources covered it.



The top clipping is from 'The Indian Express' dated 8 August 2019, titled 'JAMMU & KASHMIR LOSES SPECIAL STATUS, STATE TO BE UNION TERRITORY History, in one stroke'. It features a photo of a legislative assembly session. The bottom clipping is from 'The Indian Express' dated 8 August 2019, titled 'PARTITION of minds and a state. This time by the largest democracy on the planet, without asking J&K'. It features a photo of a man and a quote from Ramachandra Guha.

Give learners sometime to discuss in the groups.

Reflect (5 minutes)



It's Mr. Consciousness time!

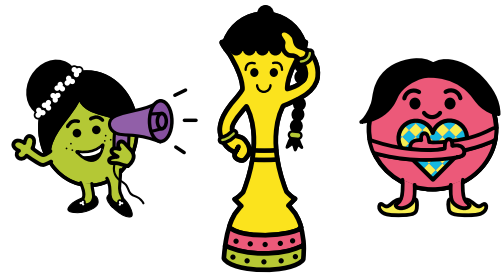
Think and share:

- Why do you think these two sources chose to share this news differently?
- How it may influence the reader's mindset?
- What according to you should one do to learn more about the issue?

Learners, we have already learned about how to check for reliability of the news by referring to different sources. Sometimes different sources may also have different perspectives.

We may read more about the issue, talk to the people who get directly affected by something to frame our opinions as informed citizens.

Just remember to be like Ms. Communication to listen to different opinions, Mr. Compassion to celebrate diversity and Ms. Critical Thinking to make an informed decision yourself.

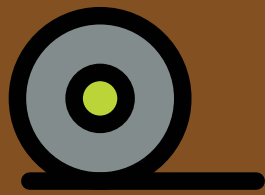


After Class Challenge (20 minutes)

Let's practice examining different perspectives at home by looking up for news.

- Pick a news article that you have already identified.
- Look at its source and with the help of guiding questions, see if it's a reliable source.

- Refer to different sources and find a different perspective on that news.



Big Question 04

Why do we pay tax?

LEARNING STANDARD

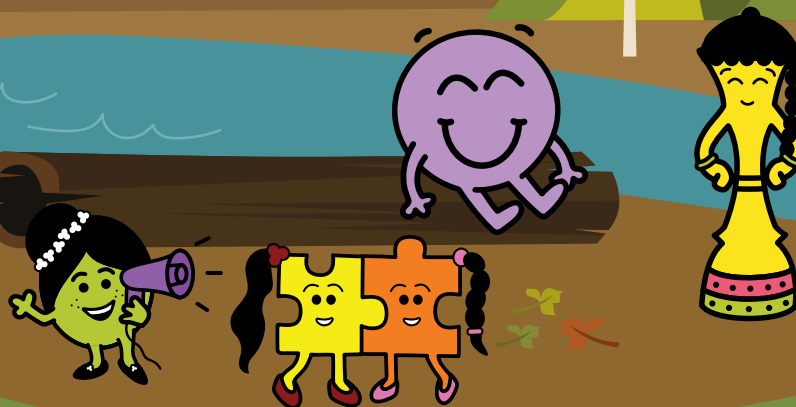
Students will identify how paying taxes benefit the citizens of the country.

OBJECTIVE

I can articulate where and how to spend money.

Cs IN FOCUS

Mr. Consciousness,
Ms. Collaboration,
Ms. Critical Thinking,
Ms. Communication



CONSTITUTIONAL VALUES

Liberty

MATERIALS

NA

SUMMARY OF PRE-WORK

You have Rs 5000 to plan a trip for yourself.

Think about :

- Where do you want to go on a trip?
- How many days do you wish to be on a trip?
- How will you spend your money?

You can fill the table below to create this plan.

Also feel free to add any other item on the list that may require money.

Where		
When (Mention Dates)		
Mention below the money you wish to spend on each of these things.		
Travel		
Stay		
Meals		
Shopping		
Emergency		
Additional things		

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (5 minutes)

Good morning learners!



Welcome to the class. Today we are going to discuss something very interesting. Money!

You all may have created your travel plan using the money given to you.

On a scale of 1-5, how easy or difficult was it for you to fit everything under 5000 Rs.

Turn to your partner and share your plans with each other. Identify:

- What is similar in both of your plans?
- What is different?
- Has your buddy thought of something which you haven't?

Give me jazz hands if you think it is important for us to plan where to spend our money.

Encourage some learners to share why.

In this scenario, it is important for you to plan to spend Rs 5000 in a way that you have a fun and safe trip. You'll have to make choices on what you spend money on.

Today we shall deep dive into another activity which will teach us how to plan a budget and will prepare us to think about how the government does this for the entire nation. Through this, we will unpack the big question:

Why do we pay taxes?

Point to the objective: I can articulate where and how to spend money.

Learn (25 minutes)

Let us do some budgeting for our classroom.

Let us plan a Christmas party. *(Please change to any other event that's coming up).*

What do you want this party to have?

Encourage learners to share and make a list on board.

Possible response: Music, Food, Gifts, Decoration.

But, But, But ... where will the money come from?

Encourage a few learners to share what they are thinking.

If learners are unable to come up with an idea, share how we all can contribute Rs 100 each for this party.

So what is our total budget?

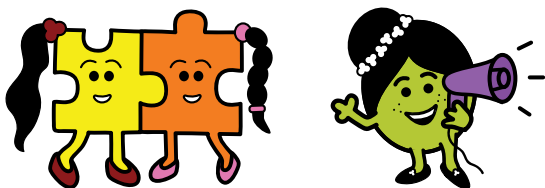
Encourage learners to multiply the number with the number of students and teachers in the class.

This is amazing.

Now, given the budget, in group of four, discuss:

- How much money should we spend on each thing?
- Also think about if there's anything else we need beyond money for this area.

Remember to use Ms. Collaboration and Ms. Communication while doing this.



On a scale of 1-5, how easy or difficult was this and why.

Was it easier or difficult than planning for your trip?

Possible response: Difficult as now you had to think of so many people, Easy because it was a collaborative work.

Thank you learners. Now you have learned to budget for yourself and your classroom. Let us think even bigger. Are you ready?

Where does your school get money from?

Possible response: Fees or if it's a government school- govt.

Great!

Let's quickly come up with different areas that schools have to consider to plan their budget.

For example: one area is to make sure all teachers get a salary. So one area would be salary.

Encourage others to share different areas as well.

Possible response: Maintenance of the building, school safety measures, salary, books/ lab equipment, electricity, meals (in case provided by schools), transport (if provided by school), any recreational activity organized by school, school events like annual day, republic day etc, Awards ceremonies.

Learners, let us give ourselves a huge round of applause. We have been able to think about ourselves, our class and also our school to see how we can plan and spend money to successfully organise or run a project.

You have used a lot of Ms. Critical Thinking to be able to do this.



Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- What may happen if we don't plan our budget?
- What may happen if we spend more than our budget?
- How will you prevent that from happening the next time?

Learners, while planning the budget, it may be important to list down the things that need money in order of their importance.

I am glad you were able to do this today. In our next lesson, we will spend some time thinking about an even bigger institution than in our Nation.

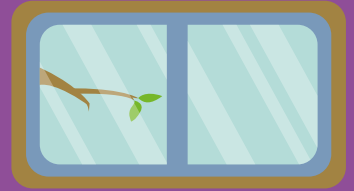
After Class Challenge (20 minutes)

Let's try to practice this in our homes. Talk to your parents about:

- How much money do your family members earn in a month?
- How do they spend this money in a month?
- Do they plan this in advance?
- If not, share with them the importance of doing this and help them plan this budget for the next month.
- If yes, co-plan the budget with your parents/ guardians for the coming month.

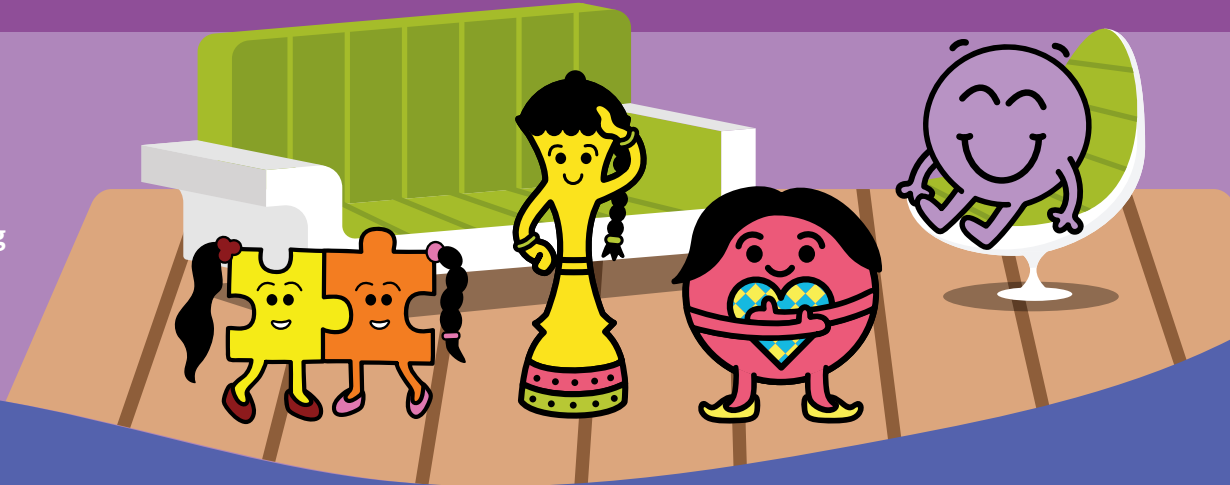
OBJECTIVE

I can articulate where the Indian Government spends our taxes



C IN FOCUS

Mr. Consciousness,
Mr. Compassion,
Ms. Collaboration,
Ms. Critical thinking



CONSTITUTIONAL VALUES

Equality, Liberty, Fraternity and Justice.

MATERIALS

N/A

SUMMARY OF PRE-WORK

Let's watch a video from one of the famous countries- USA

WHAT ARE TAXES? | Educational Videos for Kids

Video



The video talks about many public services.

Make a note of:

- Public services that your country provides you with.

- Who in the country is responsible for these services?

Using the video and also Mr. Curiosity, Find out:

- Where does the government find money to provide these services?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Link



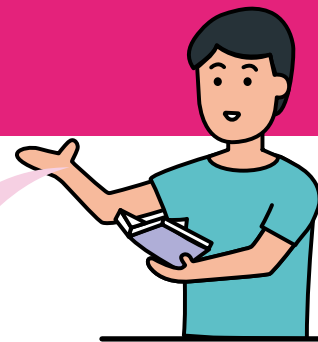
Asynchronous Pre-work Document

Link



Spark (5 minutes)

Good morning learners!



Let's take a minute to think about all the public services that we as a society enjoy.

Possible response: Road, Transport, Education, Health, Justice, electricity, play grounds.

What are some of these things that you enjoy for free or at a very low price?

Possible response: Govt schools, hospitals, parks etc.

All of these services are so important to us.

Give me jazz hands if you think that these services help all Indian citizens have:

- Better facilities for health, education and safety.

- Makes our nation look clean and beautiful
- Helps in development of our nation

Today we will learn who manages all of this and where the money for this comes from. Can you guess?

Possible response: Government and Tax

The government does a lot for all the citizens. Quickly close your eyes and think of one thing you wish to thank the government for.

Let us now deepen our understanding of how the government manages to do so much.

Point to the objective: I can articulate where the Indian Government spends our taxes

Learn (25 minutes)

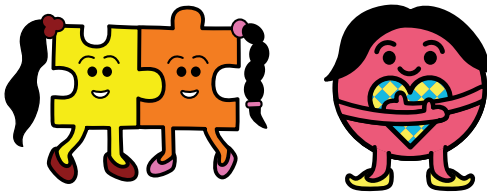
While we planned a Christmas party we decided to contribute money, similarly, the citizens of India have to contribute some amount of their income to the government as TAX.

The government then uses this money to do everything that it does for the welfare of us and the nation.

What do you think of this?

Which Cs do you think we as a country follow to make sure that we get the services?

Possible response: Ms. Collaboration and Mr. Compassion.



In our last lesson, we learned about the importance of budgeting and how to spend money.

Government gets a lot of money in the form of tax. Let us now see how the government manages it.

Before that, Let's listen to a story.

In Shwey's house, her father and the elder sister are the earning members of the household. Both of them contribute some amount of their income for household expenses.

Once that money comes in, Shwey's mother creates a budget for the month keeping in mind different areas where

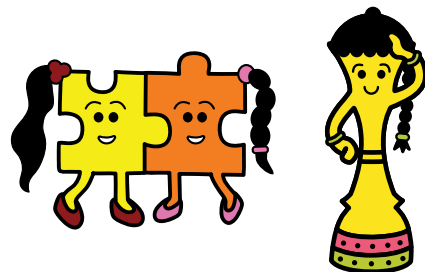
they spend money like groceries, medicines, school fees, clothes, house rent etc.

Once she creates a budget, she acts like Ms. Collaboration and assigns different responsibilities to different people. She allocates money to different people to be spent on different things. She also keeps a record of how much is spent and how much is not. This helps Shwey's mother plan better for the coming month and also analyse if they are saving money for the future and any emergencies that may arise.

Something similar happens in our country. Now, let's try to imagine that Shwey's house is our country.

I am going to share a table. You have to match the most relevant equivalent of what happens in Shwey's family to what may happen in the country.

This will require Ms. Collaboration and Ms. Critical Thinking. So remember to encourage discussion in your groups.



Feel free to do this with the learners.

Shwey's house	Country
Shwey's father and elder sister	Finance minister and their ministry
Money contributed towards household expenses	Other ministries of the government like education, health
Shwey's mother	All earning members of the family
Family members who are responsible to execute different tasks	Taxes

Correct response:

Shwey's house	Country
Shwey's father and elder sister	All earning members of the family
Money contributed towards household expenses	Taxes
Shwey's mother	Finance minister and their ministry
Family members who are responsible to execute different tasks	Other ministries of the government like education, health

The finance ministry takes care of all the budget allocations for different things that the government has to take care of and assigns that to a particular ministry.

Tomorrow we will spend some time analysing the amount of budget allocated to different ministries.

Reflect (5 minutes)



It's Mr. Consciousness time!

- Who do you think plays the most important role in ensuring the welfare of the citizens and the nation?
 - Citizens of India
 - Finance minister
 - Other ministers of the government
- Which Cs do you think each of them use to do what they do?

After Class Challenge (20 minutes)

Be like Mr. Curiosity and find out how money is spent by the MLA of your region for the betterment of that region.

OBJECTIVE

I can articulate where the Indian Government spends our taxes.

Cs IN FOCUS

Mr. Consciousness,
Ms. Collaboration,
Ms. Communication and
Ms. Critical thinking



CONSTITUTIONAL VALUES

Equality, Liberty, Fraternity and Justice.

MATERIALS

NA

SUMMARY OF PRE-WORK

Be like Mr. Curiosity and explore this website.

 Link



It shares details of all the ministries that India has.

Try to match some of the most important ministries to the role they play for the country



RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (5 minutes)

Good morning learners!



Let's play a game: Guess the ministry.

If you know the answer, one person from your group has to rush to the board and write it.

Are you ready?

I represent the Indian government through embassies and is responsible for representing India at the United Nations and other international platforms.

Ministry of External Affairs

I look after the task of accelerating the socio-economic development of rural India.

Ministry of Rural Development

I am the apex body formulating and administrating the rules, regulations, and laws related to agriculture in the country.

Ministry of Agriculture and farmer welfare

I direct the government of India on the matters related to the defense and security of the country.

Ministry of Defence

It looks after all health policies in India. It is also responsible for all government programs relating to family planning in India.

Ministry of Health and family welfare

This is responsible for the implementation of New education Policy while also looking at primary, secondary and higher education in India.

Ministry of Education

Now that you all know about some of the most important ministries of the nation, let us analyse how they spend our taxes.

Point to the objective: I can articulate where the Indian Government spends our taxes

Learn (20 minutes)

Today all of you are going to be Finance Ministers.

Can someone quickly remind everyone of the role this ministry plays?

Feel free to look through your notes from the last lesson.

Possible response: Allocates budget, analyses expenditure

One of the key things that the finance minister does is to see how the country is spending the money so that they can plan better for the coming year.

Let us see a snapshot of the budget for the year 2022-23 for each ministry/sector.

The change in the budget from the previous year has been indicated using a percentage.

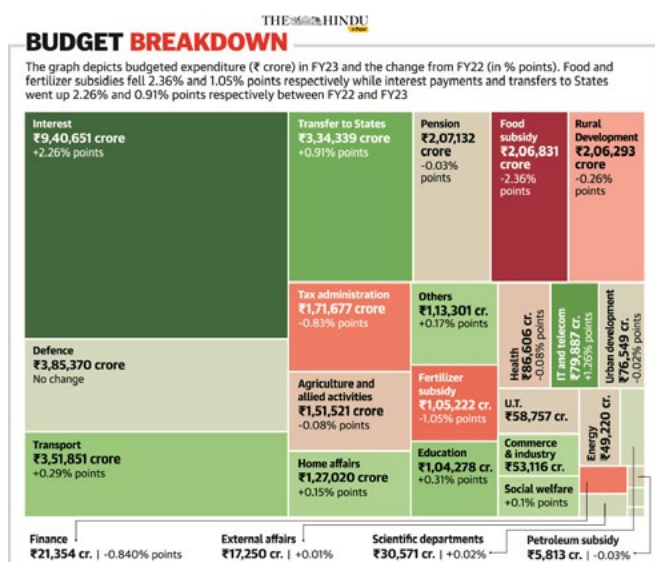


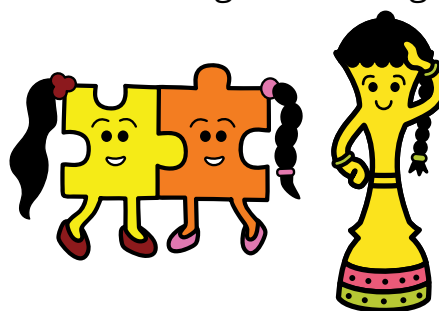
Image courtesy [civildaily.com](https://www.civildaily.com)

Help learners read this graph.

In the groups of four, as finance minister, discuss:

- Which aspect did the country allocate the most money to?
- Which aspect did the country allocate the least money to?
- Why do you think the government allocates more or less budget to some ministries or changes their allocations every year?

Please use Ms. Collaboration and Ms. Critical Thinking while doing this.

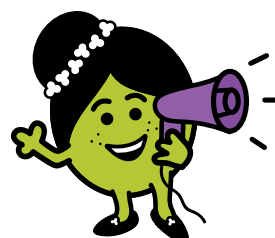


Possible response: 1- Interest and Defence, 2- Petroleum subsidy, 3- Basis of their importance, money spent on previous year's , priority etc.

Let's now do a task of creating the budget for the nation in our groups.

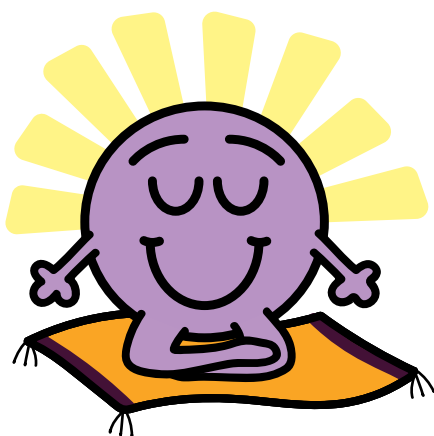
Let's assume our total budget to be 100. Don't forget to mention your reasons.

Remember to use a lot of Ms. Communication while doing this. You may need to ask each-other a lot of questions, understand each others' perspectives while doing it.



Ministry	Budget	Reason
Ministry of Agriculture and farmer welfare		
Ministry of Defence		
Ministry of Education		
Ministry of Rural Development		
Ministry of External Affairs		
Ministry of health and family welfare		

Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- Which one did your group allocate the most budget to and why?
- Which one did your group allocate the least budget to?

Allocating a budget is definitely not easy but I am glad you were able to practice the skill of how to effectively spend money while doing this exercise.

I hope that through this lesson you also learned about how the government decides to allocate budget and spend money for the welfare of the citizens and the nation.

After Class Challenge (20 minutes)

Now that you have learned a little about how government spends taxes, write a letter:

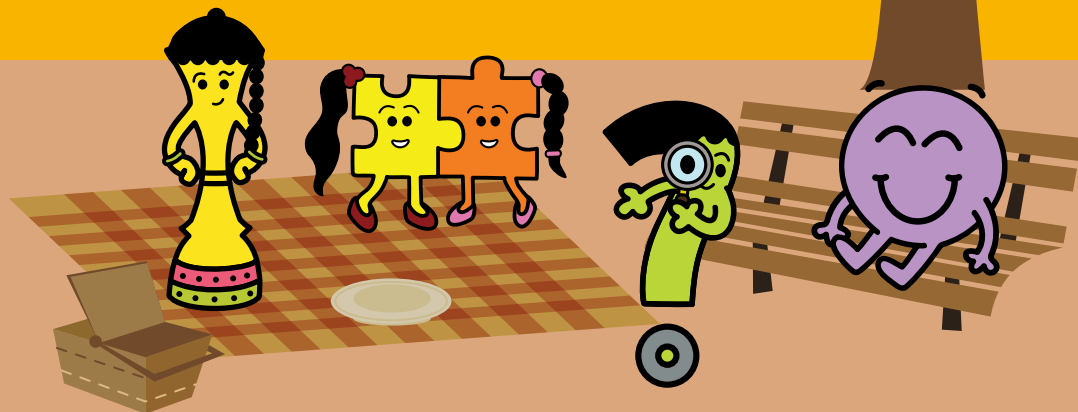
- Expressing gratitude for what they do for us.
- Any idea/ recommendation that you have for them as active citizens of India.- This can be your suggestion on which sector should the government allocate more/ less money to.

OBJECTIVE

I can engage in an experiment to allocate money towards education in India.

C IN FOCUS

Mr. Consciousness,
Ms. Collaboration ,
Mr. Curiosity and
Ms. Critical Thinking



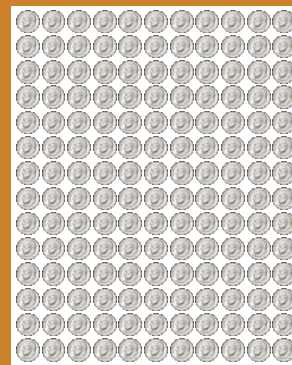
CONSTITUTIONAL VALUES

Equality, Justice.

MATERIALS

One sheet per group

[Link](#)



SUMMARY OF PRE-WORK

From your understanding of the various ministries and different things that the tax helps the government create welfare for the nation and its citizens, what according to you should be the top five priorities where the government should spend their money.

- Please state your reason for the following?
- How would each of these spending affect you directly/ indirectly?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



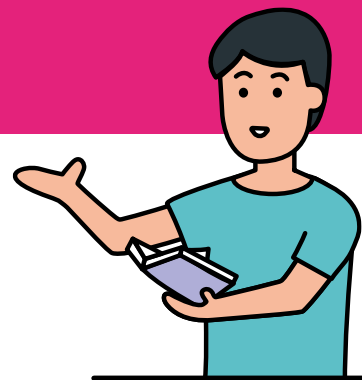
Asynchronous Pre-work Document

[Link](#)



Spark (5 minutes)

Good morning learners!



Over the last few sessions we have been learning a lot about how the government and the ministry functions.

We have also learned how the government spends our tax money.

Get into your groups of four and quickly discuss your five spending priorities. As a group try to come up with one list.

Encourage different groups to share their responses and as per what the majority groups share, list down the five spending priorities.

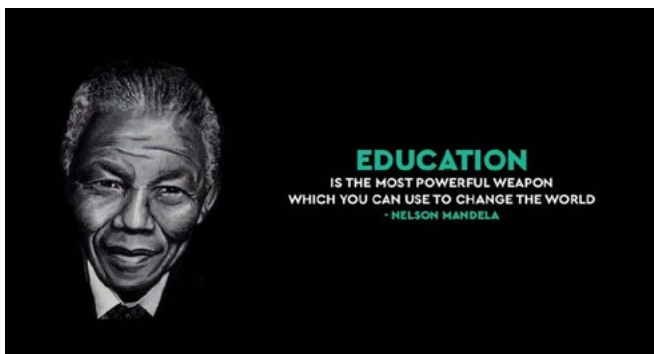


Image courtesy urbanmonkey.com

Now look at the list again and see, which one affects you the most?

_____ is the most powerful tool to change the world.

Can someone guess what this tool is?

Possible response: Education

Encourage a couple of learners to share why they think it's the biggest tool.

Education determines a lot of development for the country.

So today, as ministers we will be trying to see how the government can spend wisely and efficiently on education.

Point to the objective: I can engage in an experiment to allocate money towards education in India.

Thank you so much learners!

Learn (25 minutes)

Let's guess this big number.

104278 crore

Can you all try to write this in numbers?

How many zeroes do you think this number has?

After learners try to put this in numbers, share:

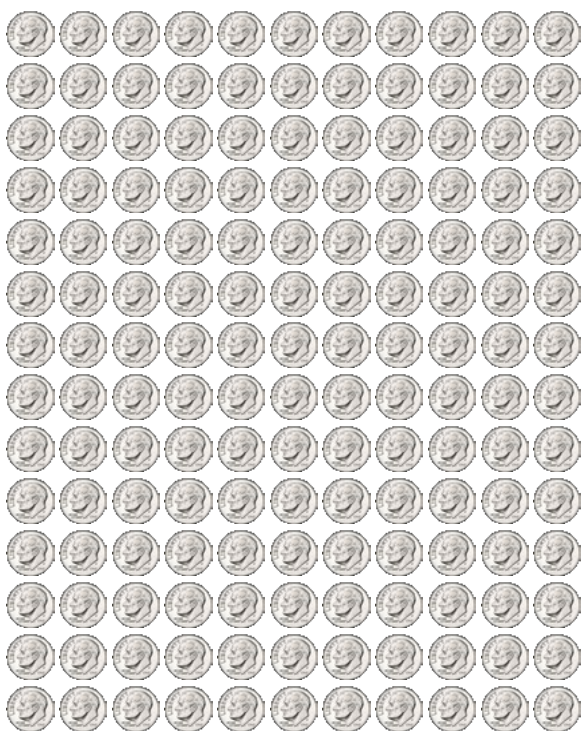
10,42,78,00,00,000

Now, can you guess what this number stands for?

The number is the amount budgeted by the government of India to fund education in India.

It's time to become education ministers now and allocate this money for the overall education department of just your community using Rs 1 crore

For our ease, let us work with 100 coins. Each coin will be equal to Rs.1,00,000



Feel free to share print outs of this with each of the groups to make it more hands on.

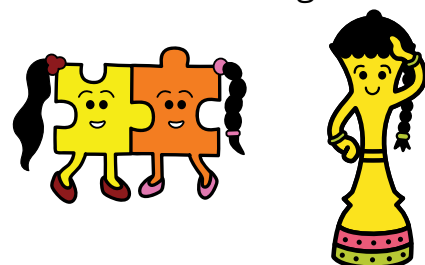
In groups of four, allocate these 100 coins representing the 1 crore Rs across different priorities of education for your community.

Let's create a **COMMUNITY EDUCATION BUDGET**

Following prompts can help you:

- Different kinds of education- primary, secondary, higher.
- Number of schools and colleges that shall be there.
- The amount of money that may be needed to run these schools/ colleges.
- Try to identify what are the inputs that go into making a school, right from the physical infrastructure to the textbooks to ensuring teacher salaries.
- Apart from building schools and colleges, is there anything else that the education has to take care of - think of different schemes that you have in your school or other things that help run the school.

You may need a lot of Ms. Collaboration and Ms. Critical Thinking to do this.



Once your allocation is done, be ready to present it to others.

After learners are done, encourage learners to move around the classroom and see everyone's budget.

As you observe other team's budget, make a note of:

- What is similar to your approach?

- What is different from your approach?
- Are you finding something that you didn't think of?

It's time to applaud each and every one of you for this extremely complex task that you have done. Give yourself a huge round of applause.

Reflect (10 minutes)



It's Mr. Consciousness time!

On the basis of your gallery walk:

- What are some budget decisions that you are really proud of?
- What are some budget decisions that you could have taken better?
- On a scale of 1-5, how easy or difficult was this?

Learners, it's definitely not an easy task.

This is something that determines how the community would learn and develop.

Just imagine doing this for the entire nation which is so diverse and has so many different needs.

Let's close out by imagining, what may happen if the government did not allocate any money to education and everyone had to pay or go to private schools and colleges for education?

Encourage learners to share their thoughts.

To support every group and ensure that

all children receive education, the government also has some schemes. You can learn more about it here.

<https://www.education.gov.in/schemes-school>



Please show how learners can navigate through this website if you have access to technology in the class or share a tutorial with them on whatsapp.

Keep thinking and keep exploring like Mr. Curiosity. We will definitely talk more about this in our upcoming lessons.

After Class Challenge (20 minutes)

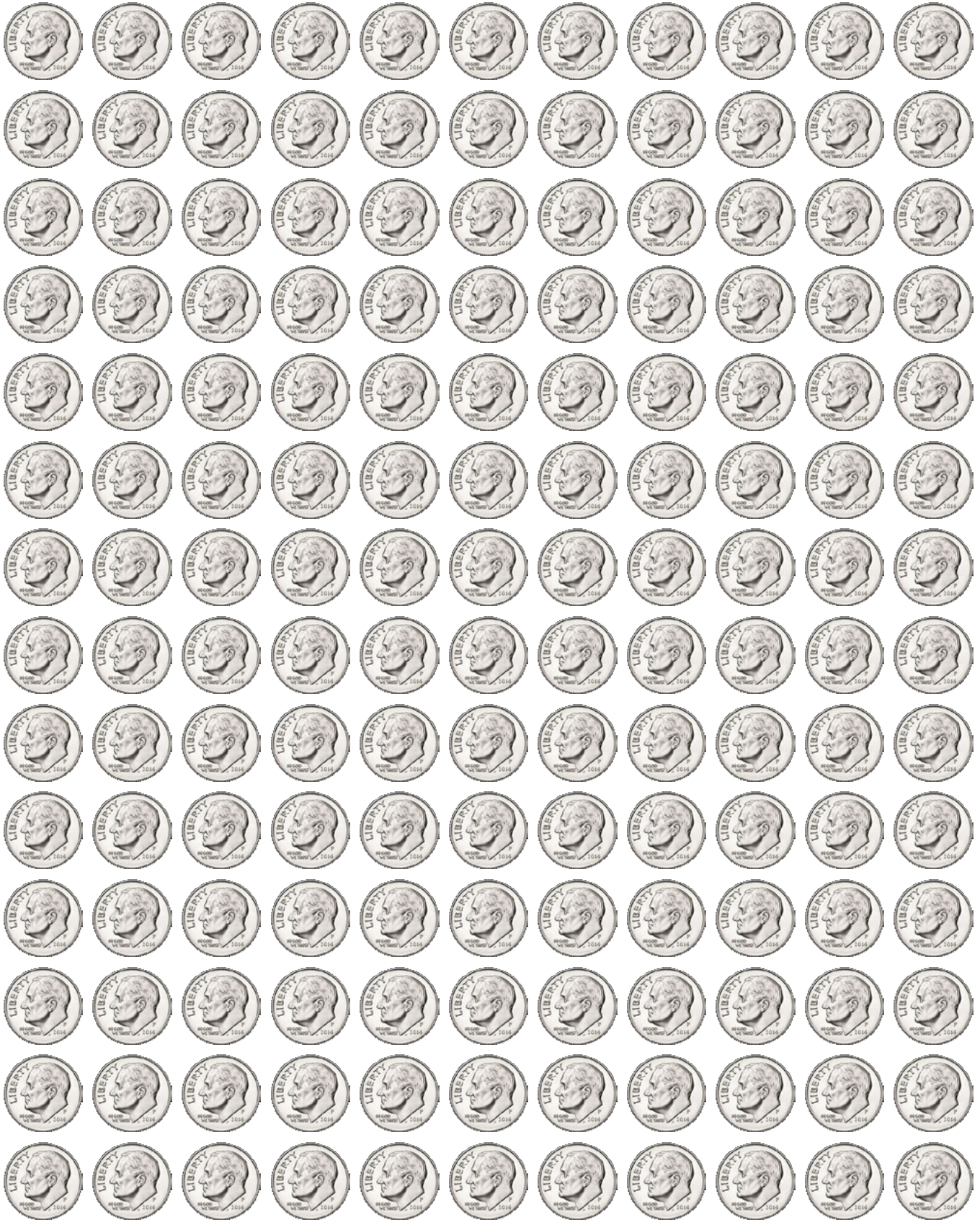
Be an explorer and go to India's Ministry of Education website.

<https://www.education.gov.in/schemes-school>



Read up on 2-3 special initiatives taken up by the ministry.

Printout One sheet per group



OBJECTIVE

I can analyse some schemes introduced by the Ministry of Education.

Cs IN FOCUS

Mr. Consciousness,
Ms. Collaboration ,
Ms. Critical Thinking,
Mr. Creativity,
Ms. Communication



CONSTITUTIONAL VALUES

Liberty, Justice.

MATERIALS

RTE Anthem

 Video



SUMMARY OF PRE-WORK

Think of some school education related schemes that have benefitted you or others around you.

- You can think about schemes you have seen in your school.
- Read about these schemes on the internet.

Make a list of three education related schemes and note down their importance.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (10 minutes)

Good morning learners!



Till now, we have tried to do some really critical tasks by getting into the shoes of finance and education ministers.

We have learned how there's so much to education and that the government has to ensure so many things to make sure that the generation is well equipped with knowledge, resources and skills to contribute to the development of the nation.

Let's begin by listening to a song.

RTE Anthem



Encourage learners to sign along and share what they understand from the song.

M M Pallam Raju, former minister of Education launched the RTE anthem- a new initiative to spread the message of RTE Act among Public in 2013.

Can someone share what RTE stands for?

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 mandates eight years of elementary education to all children in the 6 to 14 years age group.

Today we will analyse the different schemes and initiatives run by the government to make education accessible and relevant for all.

Point to the objective: I can analyse some schemes introduced by the Ministry of Education.

Before that, does anyone know who is the current Education Minister of India?



Image courtesy en.wikipedia.org

Shri Dharmendra Pradhan

Learn (15 minutes)

In your pre-work you may have researched different education schemes. Can some of you share these out loud?

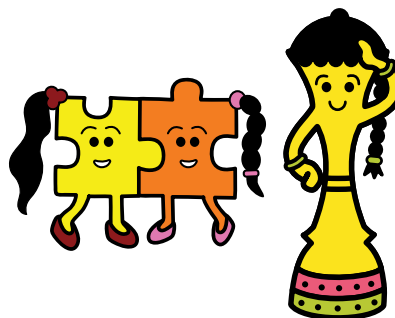
Create a list on board.

Let me also share some schemes with you.

I will give you a hint and would love for you to guess what this scheme may be.

It's okay if you can't share the name of the scheme, feel free to share which community would this scheme help.

Let's use Ms. Critical Thinking to share. You can also leverage your group to discuss, think and then share, which means that you can use Ms. Collaboration.



Read out loud the descriptions as hints.

Hints (Descriptions)	Schemes
The scheme aims to ensure inclusive and holistic education for all children. The scheme aims to improve the nutritional status of children studying in classes I-VIII in eligible schools.	Samagra Siksha Abhiyan Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) earlier known as the National Programme of Mid-Day Meal
The scheme aims to help tackle challenges related to literacy in India and help ensure eradication of illiteracy. It is also an adult education scheme.	Padhna Likhna Abhiyan
The scheme aims to award scholarships to meritorious students of economically weaker sections to arrest their drop out at class VIII and encourage them to continue their education at secondary stage.	National Means-cum-Merit Scholarship Scheme

The scheme aims to promote enrolment of girl child in the age group of 14-18 at secondary stage, especially those who passed Class VIII and to encourage the secondary education of such girls. It also is an incentive scheme for girl children from Schedule Tribes and rural areas.	National Scheme of Incentives to Girls for Secondary Education
It will help improve learning assessment systems, strengthen classroom instruction and remediation through teacher development, facilitate school-to-work transition, and strengthen governance and decentralized management.	Strengthening Teaching-Learning and Results for States (STARS)

Let's get into the groups of four. Each group will be assigned one scheme.

- For each of these schemes, think about the group it would benefit the most.

- What are some things that the government will have to do to implement these schemes? Think of at least two actions.

Scheme	Group this scheme would benefit	Actions the government/ leaders will have to take

Please assign one scheme each to the group.

Do you know that while budgeting, the government has to allocate money to all of these schemes.

Reflect (15 minutes)



It's Mr. Consciousness time!

These are only some of the schemes. There are many more that aim to improve different aspects of education.

Take a minute to think about:

- Did you consider these schemes while creating your budget yesterday? Why/ Why not?

Encourage learners to share.

One of the important aspects of leading the nation is to think about ALL- everyone irrespective of gender, caste, class. This may also mean that sometimes, the government has to set up schemes to encourage communities that have been marginalised for too long.

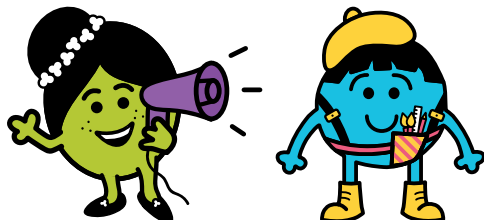
This helps us foster equality, fraternity, justice and liberty for all.

Go back to your groups with who you had set up your community education budget and think:

- If you get a chance to include any two of these schemes to your budget, which one will you choose and why?
- How much money will you give to these? Please think about the money you may need to cut out from the other priorities.

After Class Challenge (20 minutes)

Let's be advocates in our community. You may need a lot of Mr. Creativity and Ms. Communication to do this.



The RTE anthem was an initiative by the government to spread awareness about schema and rights.

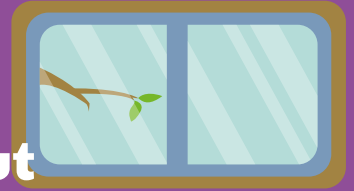
Identify one scheme you wish to raise awareness about in your community. Do something to spread this information.

You can create:

- Awareness posters
- Rap song/ video and upload on social media.
- Talk to at least 5- 10 people about the scheme.

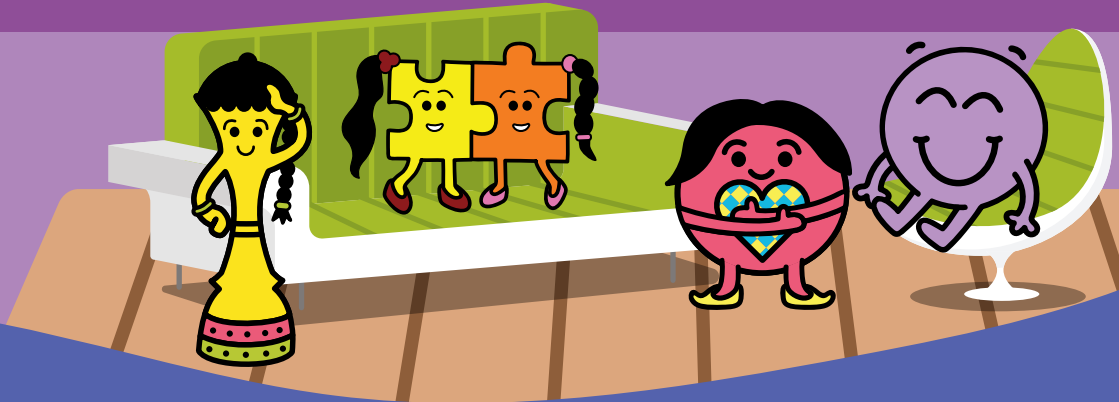
OBJECTIVE

I can engage in an experiment and analyse the effects of the nation without a Public Education System.



C IN FOCUS

Mr. Consciousness,
Mr. Compassion,
Ms. Collaboration,
Ms. Critical thinking



CONSTITUTIONAL VALUES

Equality, Justice.

MATERIALS

Teach For India:
"Teach To Lead" (1 min)



Chits of these family descriptions.
(given on last page)

Teachforindia website



SUMMARY OF PRE-WORK

Education is really important and we have heard this too many times.

But let's try to talk to people in our community and get to know why they think it's important. Interview at least four people, one from each of these age groups:

- Age group 10- 18
- Age group 18- 30
- Age group 30- 50
- Age group 50+

Following are the questions you may ask them:

- What do you do now?
- Do you study?/ Have you ever been to school? In case no, please be curious to know why?

- Do you think education - going to school is important? Why/ Why not?
- What do you think would help you receive or provide good education to your children/ future generation?

After you have heard from different people, synthesise your learnings by answering:

- What is the biggest reason behind people not being able to go to school?
- Why is education important to people in your community? Think about one big theme that may be coming alive from the responses you received.

RESOURCES FOR THE TEACHER:

Synchronous Presentation



Asynchronous Pre-work Document



Spark (5 minutes)

Good morning learners!



Today we will be one big community and all of us will be the diverse families that live in this community.

Is there a name you wish to give to our community?

Get learners excited and encourage them to come up with a name.

Let's get into four groups.

After four groups are formed, ask one person from each group to pick up a chit.

Create these family scenarios as chits.

Family of Savitri

You are a family of 5 members. You own a music studio and earn around Rs 1,00,000 a month. Apart from both your parents, you live with your daughter named Diya and a cat named Zoro. Your daughter is only 7 and loves to play with the cat.

Family of Jawahar

You are a family of 4 members. You work as an engineer and your wife teaches dance to the kids in the community. Your two children Sahib and Fiza are 12 and 16 respectively. In total, the family makes an earning of Rs 60,000 a month.

Family of Kizy

You are a family of 7. You live with your husband who is an artist. His earning depends on the projects he gets. Sometimes, he earns Rs 15000 a month. When times are good, he can make up to 30,000 a month. You look after household chores and make sure that everything in the house is well managed. You live with your father in law and mother in law and have two children. They are twins (a boy and a girl) and are ten years old.

Family of Sairam

You live with your wife and three children. All three of you are children are 17 (girl), 14 (girl) and 6 (boy) years of age. You are currently unemployed and your wife works as a helper and cook in 4 houses in the community. Your family makes around Rs 10,000 a month.

Now each group has one chit which would determine the family you represent in this community.

In your groups, read your family description. Once you are done, give me a thumbs up!

Learn (20 minutes)

Dear families, so different, so unique!

But there's a change. The government has stopped funding education and has eradicated the public education system.

So you have to make an important decision. You will be given some choices and will have to make a decision.

Which school will you choose for your children?

Are you all excited?

The entire community has three schools.

Present these choices in front of learners.

School Xaviers is famous for its innovative learning and teaching styles. It's a K-12 school with an average fee of 20,000 a month.

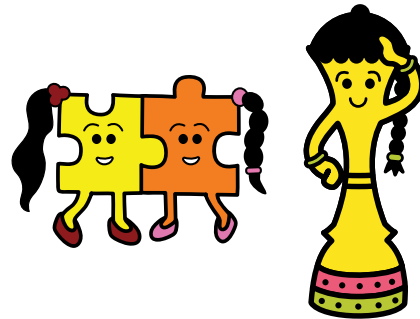
School Shemrock is a K- 8 school. School has decent infrastructure and is known to be very strict about studies. The school fee per month is Rs 15, 000.

School Growfield only caters to Grades K-10. It's a little far off from the community and requires 50 minutes from the bus to reach. The school fee is Rs. 5000 a month. They also offer a concession of Rs 1000 if your child is really meritorious.

Go back to your groups and as family think about:

- Which school would you prefer for each of your children? Why?
- How easy/ difficult is this decision for you?

Please use a lot of Ms. Collaboration and Ms. Critical Thinking to do this.



After learners come back, ask each family to share a decision.

Possible factors that learners will share would be the grade constraints, fee constraint etc. Some families may choose to not send their children to school at all.

In case a family chooses one of their children to go to school, push them for the reason behind their decision.

In case a family chooses not to send any of their child to school, ask them for reasons again.

No matter what we have heard about the decision of all of these families, can all of you collectively think about the future of all of these children?

Now as a community, let's try to solve for this.

If there is no public education system, on a scale of 1-5, how comfortable are you with this recommendation and why?

Encourage learners to move to different sides of the rooms to stand in the spectrum. After each statement, pause and

encourage learners to share the reason behind their choice.

- We should be okay with only some children being educated.
- We should reduce the fees for students from low-income backgrounds on the basis of their merit.
- We should ask rich people in the community to compulsorily do charity and fund education for at least two children.
- We should reach out to the government as Education should be free and accessible for all and it's a basic right.

Thank you so much learners!

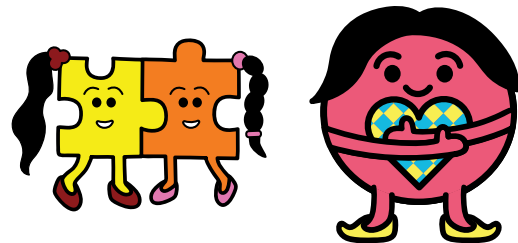
The public education system is rooted in Justice and Equality, important constitutional values. It ensures free education for all children irrespective of their caste, class, gender or religion.

Another thing that is important about

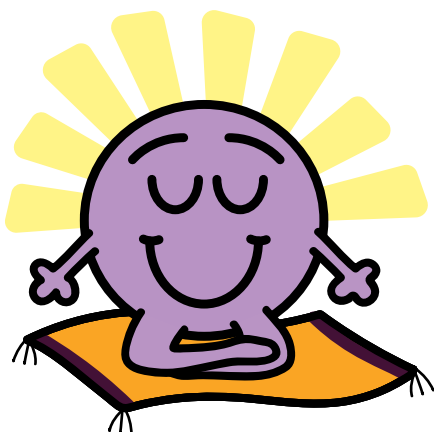
this system is that it makes education a shared responsibility of all earning members of the society. It's through the tax paid by every earning Indian citizen that the government is able to provide free education to all.

Isn't that beautiful? Which Cs do you think that the government and all citizens practice when they do this?

Possible response: Mr. Compassion and Ms. Collaboration



Reflect (10 minutes)



It's Mr. Consciousness time!

Think and share:

- Should countries continue or discontinue the public education system?
- What are some ways in which the public education system can be strengthened in the country?

Let us watch a short video.

Teach For India: “Teach To Lead” (1 min)



Encourage learners to share what they understand.

Do you know?

Teach For India envisions that one day all children will attain an excellent education and towards doing that invites individuals who are passionate

about education and serving society to be a full time teacher for two years in low-income or government school.

You can learn more about this movement on their website.

Would you want to be a part of this



movement too? Why?

After Class Challenge (20 minutes)

Let's volunteer to teach other students in our community today and practice leadership.

Here are some of my recommendations:

- You can read a story with some of the students.
- You can share what you are learning in school with them.
- You can encourage them to create something of their own.
- You can create an opportunity for them to showcase their talents.

Chits of these family descriptions:

Family of Savitri

You are a family of 5 members. You own a music studio and earn around Rs 1,00,000 a month. Apart from both your parents, you live with your daughter named Diya and a cat named Zoro.

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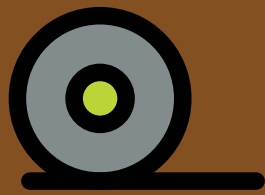
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You live with your wife and three children. All three of you are children are 17 (girl) , 14 (girl) and 6 (boy) years of age.

You are currently unemployed and your wife works as a helper and cook in 4 houses in the community. Your family makes around Rs 10, 000 a month.



Big Question 05

**Are all children in
India equal?**

LEARNING STANDARD

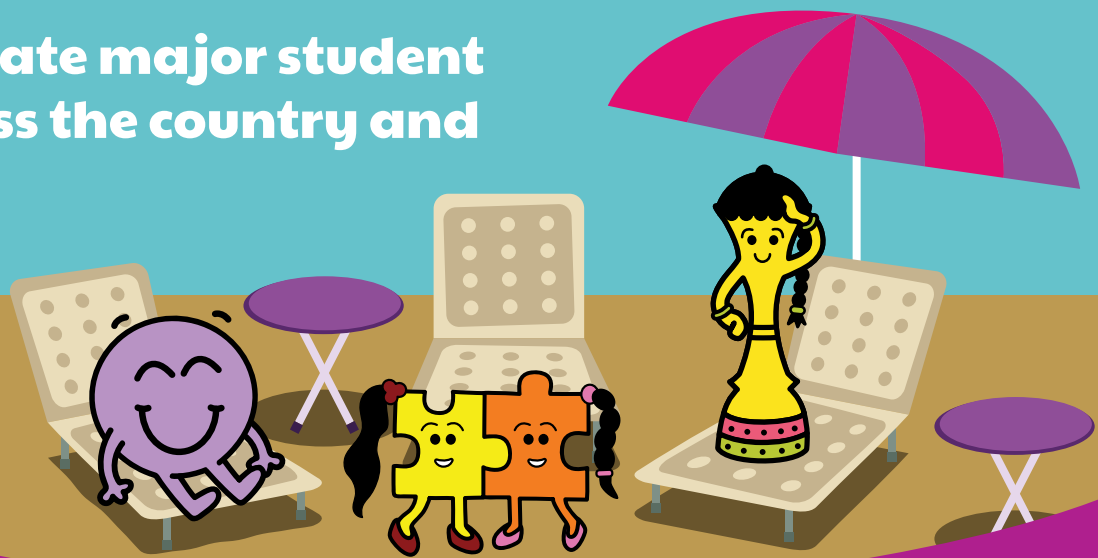
**Students will analyse if all children
in India are equal.**

OBJECTIVE

I can investigate major student protests across the country and their causes.

Cs IN FOCUS

Mr. Consciousness,
Ms. Critical thinking,
Ms. Collaboration



CONSTITUTIONAL VALUES

Liberty, Equality, Justice

MATERIALS

Printouts of the protest cases.
(Given on last page)

SUMMARY OF PRE-WORK

Read the following scenarios and share:

- How would you feel?
- What would you/ people around you do?

Scenario 1: You want to go for a school trip but your parents disagree because they would like you to study. You tell them it's an educational trip,

Scenario 2: You reach school and your teacher shares that if you want to pass exams, you will have to take private tuition from them.

Scenario 3: The government announces that everyone who doesn't worship in Hindu temples or mosques will not be allowed to vote in the local elections. You and your family follow Sikhism and often pray in Gurudwaras.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (10 minutes)

Good morning learners!



Let's begin by discussing some of the scenarios you may have answered in your prework.

Encourage learners to share responses in the class. Encourage learners to share different thoughts than the one already been shared by asking- is there anyone who would have responded differently/ felt differently?

Continue to ask learners to share reasons behind their responses.

Scenario prompts:

Scenario 1: You want to go for a school trip but your parents disagree because they would like you to study. You tell them it's an educational trip,

Scenario 2: You reach school and your teacher shares that if you want to pass exams, you will have to take private tuition from them.

Scenario 3: The government announces that everyone who doesn't worship in Hindu temples or mosques will not be allowed to vote in the local elections. You and your family follow Sikhism and often pray in Gurudwaras.

Possible responses: Feeling: Sad, angry, disappointed. Actions: Give reason behind why you want/ don't want to do something. Try to convince others, fight for your rights.

Which constitutional values are not being upheld in the above scenarios?

Response: Liberty, Justice, equality

Learners, there are times when something is imposed on us. We don't like them or think that these are unfair practices.

In those situations, what can one do?

Possible response: Raise our voice.

Let me show you a couple of images. Do share what you think is happening in those pictures and why?



Image courtesy socialistsanddemocrats.eu



Image courtesy [indiatvnews.com](https://www.indiatvnews.com)



Image courtesy [thewire.in](https://www.thewire.in)



Image courtesy [newsclick.in](https://www.newsclick.in)

On a scale of 1-5, what do you think, 1 being really bad, 5 being really good.

“Are protests good or bad?”

I would like to start with a spectrum activity to understand where each one of you stands on this statement and I will invite some of you to share why you think so.

I would like to invite 2 learners from either side of the spectrum to share.

Encourage students to listen with an open mind and without judgment as this is a personal opinion of each child.

Today, we will try to articulate why protests happen by examining some student led protests in our country.

Point to the objective: I can investigate major student protests across the country and their causes.

Through this, we will also begin our journey of exploring the big question:

Are all children in India equal?

Possible response: Protest.

Learn (25 minutes)

Can some of you share different protests that you have heard of?

Learners may share examples from their context. If you think, there's been any recent protest in your region, share that as an example.

There have been a lot of protests in our country, mainly when a community or individual's rights are exploited.

Isn't this a quality of a leader?

Let us now read about some student-led protests.

Jadavpur University, 2014

The “hok calorob (let there be uproar)” movement at Jadavpur University was against the alleged police attack on unarmed students. The students demanded a fair inquiry into the alleged molestation of a student inside the campus. Nearly 100 students refused to take their degrees during the convocation and effigies of the VC were burnt. Demonstrations showing solidarity with the students started across India. After four months of continued agitation, in January 2015, the VC Abhijit Chakrabarti resigned from his post. He had allegedly allowed the police to enter the campus.

Protest over Rohith Vemula's Suicide, 2016

The suicide of a Dalit scholar of Hyderabad University, Rohith Vemula, triggered nationwide protests against the university administration over alleged failure to prevent his suicide. Vemula took the extreme step days after the university's executive council expelled five Dalit students, including Vemula, from the hostel and limited their access to the campus for allegedly assaulting an ABVP student leader. Many students from different universities took part in the protest rallies. Vemula blamed the system for his death in his searing suicide note.

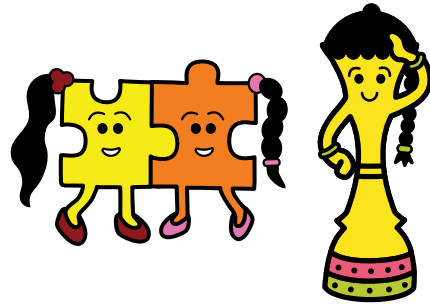
Pinjra Tod Movement and Protests

Pinjra Tod (Break the cage) is a feminist collective run by female college students all over the country. This collective challenges rules and regulations, which tend to tie down women's freedom in the name of protection. This movement was born when the students of Jamia Millia Islamia in August 2015 had submitted an open letter to its VC regarding the regressive gender-biased rules for the women's hostel.

The protest by Jamia students sparked nationwide protests and triggered dialogue about curfews, moral policing, etc. They organized Jan Sunwais (public hearings), Humara Mohalla meetings, movie screenings, pamphlet distribution, guerilla postering, sloganeering, etc. in public spaces.

- If you were in their place, would you choose to be a part of the protest for that issue? Why or why not?

Remember to use Ms. Critical Thinking and Ms. Collaboration while doing this.



Encourage learners from different groups to share the causes behind these protests.

We will divide ourselves in three groups and each group will read about one protest. In your groups, as you read, think about:

- Why were the students protesting?
- What would have happened if they had not protested?

Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- What was the difference between all these protests?
- What was similar between all these protests?
- Is there anything that you would like to raise your voice against or protest about?

Often young children go ignored when it comes to raising voice against injustices, but we saw how students all over the country have continued to raise their voice against the social challenges.

After Class Challenge (20 minutes)

Think about what you want to raise your voice against and how you will do it.

Take a step towards that by creating more awareness in your community,

talking to more people or leveraging social media.

Printouts of the protest cases:

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OBJECTIVE

I can examine provisions in the constitution to provide equal opportunities for different groups.

C IN FOCUS

Mr. Consciousness,
Ms. Critical Thinking



CONSTITUTIONAL VALUES

Equality, Justice.

MATERIALS

NA

SUMMARY OF PRE-WORK

Let's imagine the following scenarios:

- Your younger brother is feeling hungry. There is only one piece of 'Gulab Jamun'.
What would you do and why?
- You are a doctor and have to treat two people. One has just cut their finger and the other has a severe headache.
What would you do and why?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (5 minutes)

Good morning learners.



Welcome to the class!

Let's quickly hear from different people about how they chose to respond to the scenarios you had in the prework.

- What did you do with one gulab jamun?

Possible response: divided it in two or gave the whole to brother.

- What did you do as a doctor?

Possible response: Treated as per problem

Umm.. but one of our values is EQUALITY.

How can you forget to practice that in the scenarios?

Is there anyone in the class who would like to change their response to the scenario now? Why/ Why not?

Possibly learners wouldn't and would themselves arrive at the conclusion that every individual should be given something basis their need.

Thank you learners for keeping in mind the need of an individual while making decisions. This is known as Equity and is more important than Equality.

Let us see an image to understand the difference.

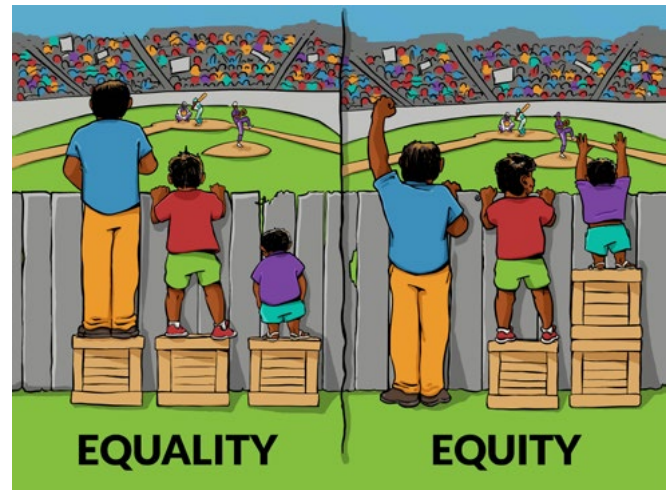


Image courtesy iucn.org

Encourage learners to share the difference in their own words after sharing this image.

Today we will explore how the country ensures division of opportunities among its diverse citizens.

Point to the objective: I can examine provisions in the constitution to provide equal opportunities for different groups.

Learn (25 minutes)

Let's see a different scenario.

Sonu and Laxmi study in the same school. Sonu scored 95% marks and Laxmi achieved 90% marks.

Who do you think should get the admission in the college?

Possible response: Sonu as he scored more marks.

Sonu used to spend 5 hours studying everyday after school. He also had private tuition which offered him more guidance.

Laxmi could barely study for two hours as she is expected to clean and cook for the family after going back from school. She also looks after her younger brother. She manages to learn on her own as her parents can not afford tuition.

Have Sonu and Laxmi received equal opportunities and resources to study?

Possible response: No

Who do you think should get the admission in the college?

Learners may have a different opinion now. Encourage them to share openly with a reason.

Our country, India, realized that there are groups which have not had enough opportunities/ resources in the past. So, the government reserves seats for those who need extra help such as people coming from low resourced

backgrounds. This helps them get a shot at success!

This is called reservation.

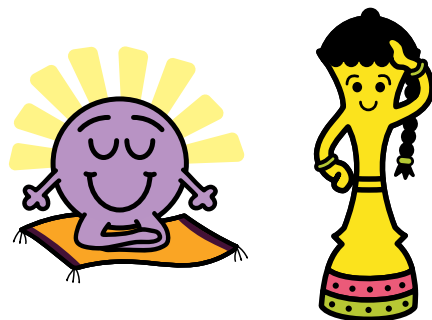
Reservation becomes an equitable and more fair solution to this challenge.

For example, colleges offered reserved seats for women just to ensure that students like Laxmi secure an admission in the college so that more women are encouraged to study further.

I am going to share some provision that the constitution provides. Give me a thumbs up if you think these provisions would help provide opportunities to people who come from low resourced backgrounds.

Let's take help of Mr. Consciousness and Ms. Critical Thinking while doing this.

Encourage learners to share reasons behind their response.



- India has a separate ministry for women and child development.
- Most colleges have a lesser admission criteria for people coming from social groups that have faced disadvantages like SC, ST or women.

- Article 46 of the Constitution provides that the State shall promote with special care the educational and economic interests of the weaker sections of the

society and in particular, of the Scheduled Castes and Scheduled Tribes and shall protect them from social injustice and all forms of exploitation.

Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- What is more important? Equality or Equity?
- What are some groups in society that may benefit with a little extra support?

Invite all the learners to share this with the class or with their partners.

After Class Challenge (20 minutes)

Make a note of ways in which we can practice equity at home, community and classrooms.

Create posters and explain to any three people the importance of Equity.

OBJECTIVE

I can share opinions on the reservation system in India.

Cs IN FOCUS

Mr. Consciousness,
Mr. Compassion,
Mr. Curiosity and
Ms. Critical Thinking



CONSTITUTIONAL VALUES

Equality, Liberty, Fraternity and Justice.

MATERIALS

Reservation Scene

 Video



SUMMARY OF PRE-WORK

Watch this video from the movie Aarakshan.

 Video



Aarakshan is a Hindi translation of the word Reservation.

In case you struggle to understand Hindi, feel free to read the subtitles.

- What is happening in the scene?

- What are two different opinions about reservation in this scene?

Be Mr. Curious and try to find out more about Reservations in India.

You can talk to people and get their opinion or can look up on google and learn more about it.

Make a note of at least 5 things you are learning about this provision.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (10 minutes)

Good morning learners.



Today we will begin with an activity. This will require you to be honest and courageous like Ms. Courage.

Ensure that there is enough space or else conduct the activity on the grounds. Please feel free to change the prompts or choose any 6-7 that seem the most relevant.

We will be standing in one line.

I shall call out some statements. If the statement applies to you, you will take one step forward.

Ready??

For e.g: You have black hair.

All the learners who have black hair will take one step forward.

Let us begin.

- At least one of my parents/ elder siblings has been to a college.
- I never have to worry about money while participating in any co-curricular activities.
- I grew up in a house where people understand/ speak in English.
- I can read, understand and write in English.
- I have a quiet place at home to study.

- I have access to stable internet connection and a device for learning purposes.
- I have never been asked not to do something because of my gender.
- I have never shied away from sharing what my parents do.
- I feel safe and free to practice my religion.
- I have never been told to enhance my skin colour.
- I feel confident that I will go to the college of my choice.

At the end of the game there will be learners who will be ahead and some who will be behind.

Look around you.

What if I have to tell you that your current places will be the starting point of the race.

How would it make you feel?

Encourage learners who are in the front to share. Then encourage the ones in the middle and the last to share.

Which constitutional value will be hampered if I do so?

Possible response: Injustice.

Thank you so much learners for being so honest and vulnerable through this activity. The race from a different starting point is actually unfair because it is determined by your parent's profession, education, your education, caste, gender, religion and skin color.

Something similar happens in our community and therefore, to empower the ones who generally are far behind from others due to discrimination they have faced for years because of their caste, region and gender, the government of India has made a special provision. We did learn about it in our last class.

Does anyone remember what that provision was?

Possible response: Reservation

Exactly!

But there has been a lot of debate around the reservation system leading to more inequality.

Today, we will look at some facts and try to build our own opinion on reservations.

Take the learners back to the class or ask them to be seated.

Point to the objective: I can share opinions on the reservation system in India.

Learn (25 minutes)

Let us now look at some arguments.

Please use a lot of Ms. Communication to carefully listen and Ms. Critical Thinking to understand what you hear.

Encourage some learners to read them out loud.

Argument 1

Reservation to the tribal groups (STs) has helped the members of the tribal community to improve their representation in educational institutes and services of the state by minimizing the disadvantages faced by them due to lack of resources.

Reservation to the OBCs has helped the left-out section of society who was backward in terms of education and other resources, but they were not part of SCs and STs.

Reservation to the economically weaker section of society (EWS) has helped the section of society that was socially forward as compared to SCs and STs but was economically weaker. This section was deprived of education and resources because of poor financial conditions.

The Economist has reported that the proportion of dalits at the highest levels of the civil services had increased from just 1.6% in 1965 to 11.5% by 2011.

It allows people who have been deprived of opportunities for years in the past to come forward and have a chance at education and professions that will help provide a level playing field to all citizens.

Argument 2

Equality is the essence of the constitution of India, but the reservation policy is contrary to the principle of equality. The reservation policy provides special privileges and extra protection to certain classes of people in the society and it disturbs the spirit of the constitution of India.

The reservation policy is a barrier to the merit system in the selection process. In the job recruitments and admissions in the educational institutes, due to reservation, the deserving candidates do not get their due share, and people with less efficiency and low merit get selected.

Caste-based discrimination is still prevalent in both rural and urban areas of the country. Untouchability and caste based atrocities are common so maybe a large section of the backward classes has uplifted its educational and financial status but failed to address the problem of social injustice and discrimination.

You have heard two arguments. In your pre-work, you had also learned more about this provision.

If you think Reservation is helpful for the society, come to the right side of the room. If you think reservation is harmful for the society come to the left side of the room.

Now, let's engage in a debate. Can someone share what a debate is?

Possible response: Debate is a form of a discussion where opinions are put forth from a different perspective. People can ask each other questions to learn more about the other person's rationale or to help the other person think deeply.

I will be the moderator and would like for the discussion to happen between all of you. Please raise your hands if you wish to share your opinions.

If you agree with someone's opinion, you can snap.

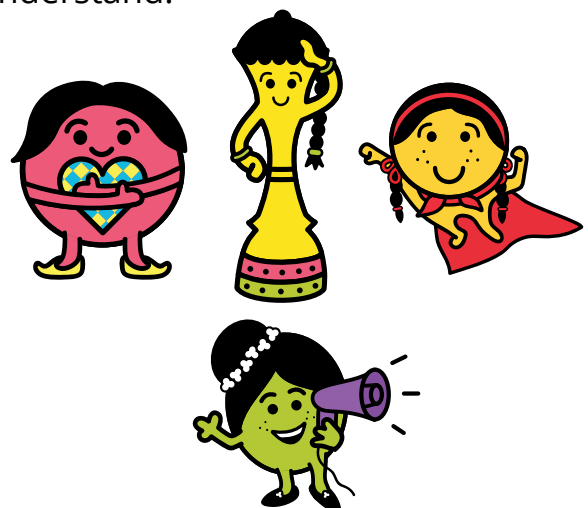
If you disagree with someone's opinion, you can cross your hands.

Let's try to keep the following norms in mind.

Be Mr. Compassion- Show respect while listening to different opinions.

Be Ms. Critical Thinking- Share everything with a reason.

Be. Mr. Curiosity- Ask questions to gain more clarity and also listen to others to understand.



Encourage the learners to share opinions during the space. Try to hear many different voices as possible. Keep reiterating how important it is to be respectful communicators even when we disagree.

Reflect (5 minutes)



It's Mr. Consciousness time!

Make a note of:

- One new thing you learned today.
- One thing you would like to learn more about.
- One thing you wish to do to strengthen the reservation system or solve social inequality in our country.

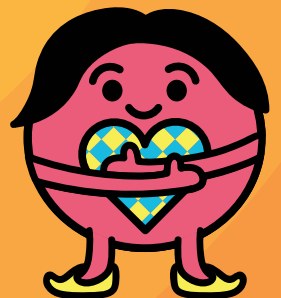
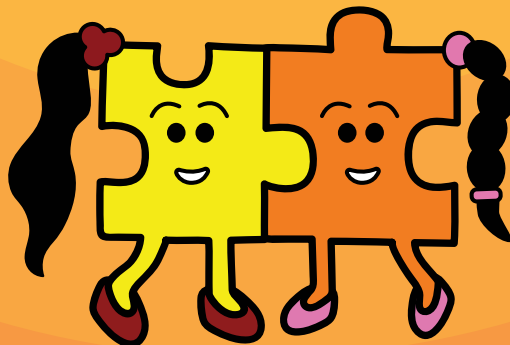
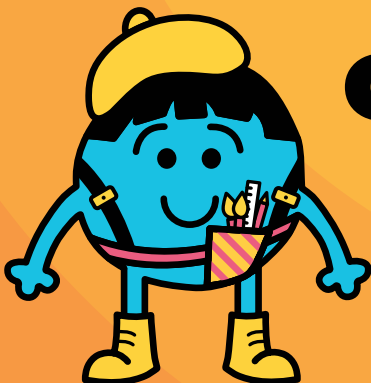
After Class Challenge (20 minutes)

As a leader, if you were given an opportunity to make changes to the reservation system or recommend ways to solve for discrimination of social and economic backward classes, what would you do?

Write a letter sharing your recommendations.

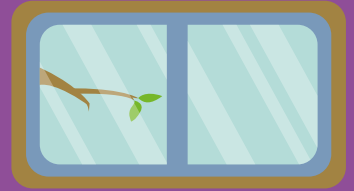


Showcase of learning



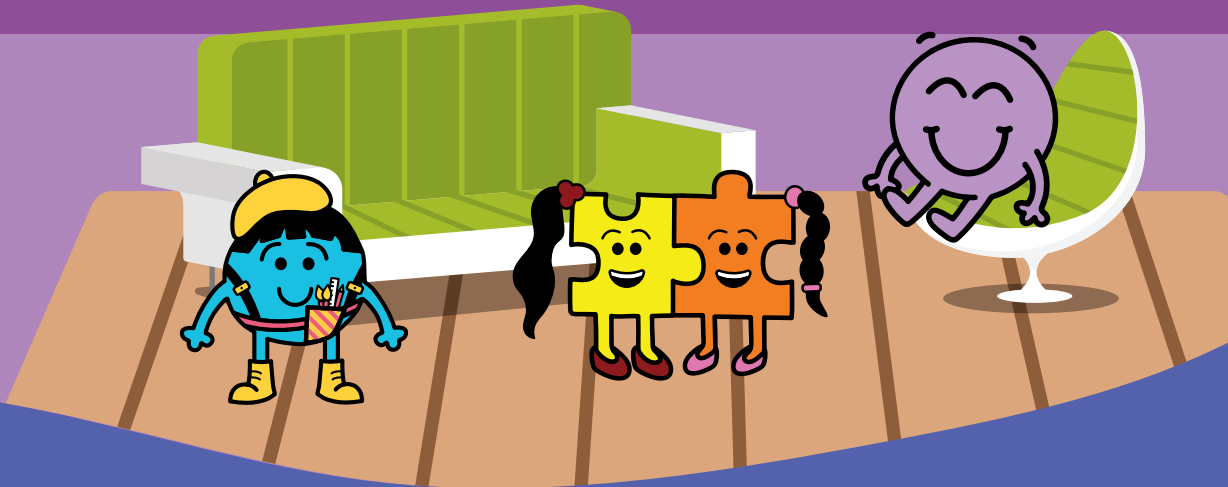
OBJECTIVE

I can synthesise what I learned in this unit.



C IN FOCUS

Mr. Consciousness,
Mr. Creativity,
Ms. Collaboration



CONSTITUTIONAL VALUES

Liberty, Justice

MATERIALS

Video: Meet the young change-makers



SUMMARY OF PRE-WORK

Let's use Ms Critical Thinking, and Mr. Consciousness to recap everything we have done in this unit.

Skim through all your worksheets, your diary, all the activities we have done to remember how much you have learned about your nation.

We have tried to answer three big questions in this unit.

1. Is the news I access reliable?

2. Why do we pay taxes?

3. Are all children in India equal?

Answer these three questions as per your understanding of what we have learned. Feel free to be creative while responding to these- you can write a story, make a video, share scenarios of why you feel a certain way.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



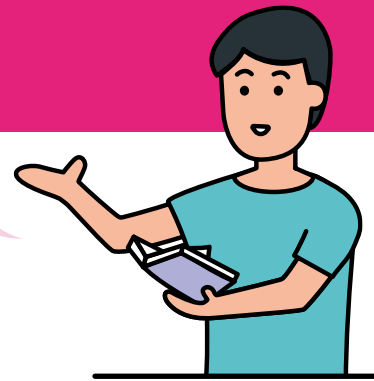
Asynchronous Pre-work Document

 Link



Spark (30 minutes)

Hi learners!



We have come to the end of this Unit i.e. Community and Nation. Would anyone like to share all the big questions we explored in this unit?

Correct responses:

- Is the news I access reliable?
- Why do we pay taxes?
- Are all children in India equal?

Get into groups of three. Each person will choose one question and will share their response to that.

After learners are back, encourage some of them to share their responses out loud.

Possible Responses: In this unit, we learned about what news we hear and where does that news come from. We learned about how to check for the reliability and the role perspectives play in the making of a news.

We also learned about the way the government functions and takes care of its citizens by collecting taxes. We also took on the role of various ministers to analyse how the budget is allocated and if it is utilized efficiently. Lastly, we looked at certain unfair practices in our nation for which students have raised

their voice. We analysed how inequality and injustice affect children and the provisions that the government has to solve that issue.

Today, we will try to unpack the answers to these three big questions by offering innovative solutions to the challenges we face as the citizens of India.

We will divide ourselves in three groups:

- The News Ninjas
- The Education Enthusiasts
- The Equality Squad

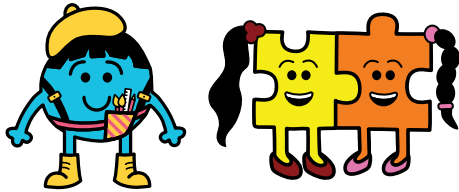
Encourage learners to choose one topic they would like to be a part of. You can also encourage learners to pick up chits/ divide themselves up as per the interests or allocate learners to different groups. Please ensure that each group has an equal number of learners.

Learn (20 minutes)

With your group members, we will spend the next couple of minutes doing the following tasks.

Each group will be given a prompt. As a group, decide however your group wants to answer that prompt. Your response can be in the form of a poster, video, skit, slam poetry, a ground plan or a combination of some of these.

Use a lot of Ms. Collaboration and Mr. Creativity to do so.



Assist the learners wherever required. The time given might not be sufficient, in that case, let them continue the task at home.

The News Ninjas: Solve for the challenge of Fake News

Please design a campaign or a prototype solution with your group members to spread awareness about the challenge of fake news and help people identify reliable news.

The Education Enthusiasts: Propose a Reimagined Education system for the community

Design a proposal for setting up an effective education system in your community/ country. Think about what the schools should look like, the provisions it should have, the quality of education it shall offer etc. Don't forget to specify how you would want the government to spend money on this.

The Equality Squad: Mission to create an equal and just country.

Design a solution to combat inequality and injustice in our society. Think of existing systems and how you may want to strengthen them. Alternatively, also think about innovative ideas you would wish to introduce.

Reflect (10 minutes)



It's Mr. Consciousness time!

Before we close out, let's watch a video.



What are we learning about creating a change?

Possible response: Anyone can create a change with small or big actions.

Learners, today through the group tasks, each one of you tried to solve something big.

Let's get together in groups of 3, one person from each team and share our responses to the following questions:

- How did your group try to solve the challenge given to you?
- Why is solving this important?
- How would it help the nation or its citizens?

Today, you have all been a part of the change you wish to see in our nation. Tomorrow will be our chance to present our solutions and prototypes with our peers.

Are you excited?

Do look out for your pre-work.

After Class Challenge (60 minutes)

Work on your final showcase

OBJECTIVE

I can showcase what I learned in this unit.

Cs IN FOCUS

Ms. Communication,
Ms. Courage,
Mr. Compassion,
Mr. Consciousness



CONSTITUTIONAL VALUES

Liberty, Fraternity, Justice, Equality

MATERIALS

Gratitude notes/ C stickers

KER Anthem

 Video



SUMMARY OF PRE-WORK

Tomorrow, we will have a final showcase of our presentations. We will use Ms. Communication and Ms. Courage to share our solutions with the other groups.

We will also be inviting parents, other school teachers, the Principal and other children from the school so that we can present our learnings and work in front of them.

Preparation:

Part 1- Strengthen your solution with your group members.

Part 2- Use Ms. Critical Thinking to plan how you would present it. Think about what each member in your group would say or do in this presentation. Remember, each group will have ten minutes to showcase their solution.

Part 3- Rehearse your presentation at least twice.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Framing (10 minutes)

Hello learners and audience, today is the last day of our Unit- Community and Nation.



We explored some questions about our nation and also tried to synthesise our learning through group work yesterday.

Before we begin, let us come together and sing a song.

KER ANTHEM



Our task of the day is to not just share our solutions but also listen to others carefully and with love. Can any of you guess the Cs that may help us do this? Exactly, remember Ms. Communication and Mr. Compassion as well while you do your presentations in the group.

Get learners to share what they understand and how they feel about this song.

Showcase (40 minutes)

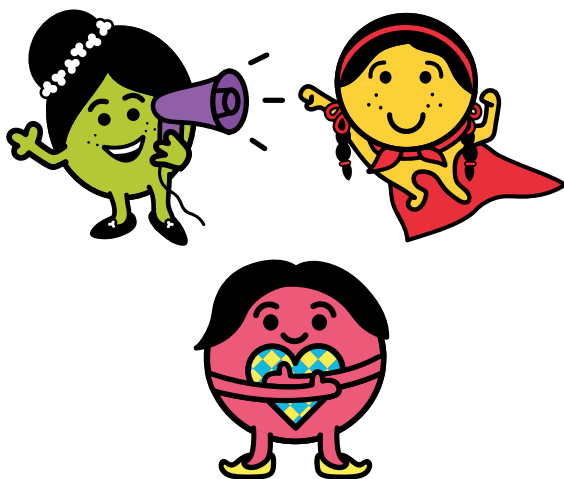
Please coordinate with stakeholders - Principal, school teachers, students and parents and invite them for a showcase.

While we present, let's remember Ms. Courage, Ms. Communication and Mr. Compassion

- We will share confidently.
- We will also listen to our friends carefully and with love.
- We will pay special attention to our secret buddy.

Each group shall have 10 minutes to present. After every presentation, others will have an opportunity to share feedback or ask questions.

Let's try to be our peers' biggest cheer-leaders through these presentations.



Reinforce how important it is to appreciate each other by celebrating every presenter.

After each group presentation, encourage others to share thoughts, feedback and ask questions.

Please take pictures and record videos of students' work-products and presentations to document their learnings after taking their consent.

Let's give a huge round of applause to all our peers who thoughtfully tried to come up with amazing solutions for the challenges we face as the citizens of this nation.

Debrief and closing (15 minutes)



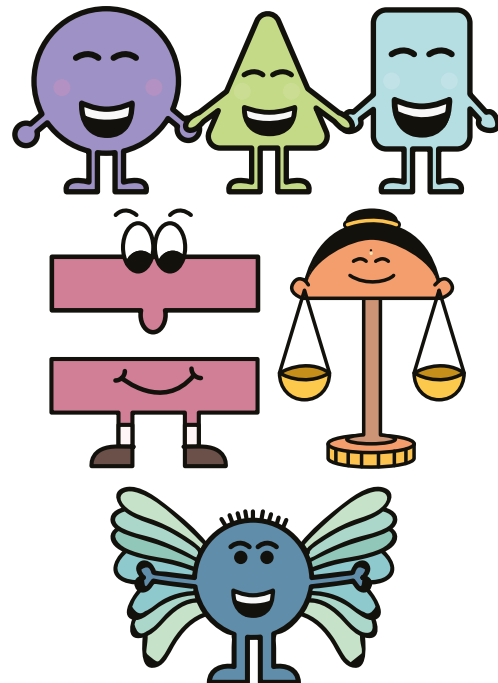
It's Mr. Consciousness time!

Today, you heard about such creative solutions.

Which constitutional values do you think all of this will help us foster around us?

Invite a few learners to share in the large group.

Please debrief the dominant constitutional values - Liberty, Equality, Fraternity and Justice here.



Learners, thank you for embodying leadership and active-citizenship so beautifully.

Each one of us is responsible for upholding the values of the country and making it a better nation.

Let us take the next 10 minutes in the group of three to discuss if all of your solutions and suggestions were to be implemented in real, what may shift or change in our nation?

Feel free to depict it through writing or drawing.

Encourage some of them to share their responses out loud.

Now it's time to celebrate each-other. Through this unit you explored India but it wouldn't be complete without acknowledging how our peers helped us in understanding our nation better.

So as the KER Anthem plays, move around in the room, share love in the form of gratitude, hugs, hi-fives with people who you feel have helped you in any way through this unit.

Play KER Anthem.



After Class Challenge

Try to implement your solutions in your community or share your proposals and ideas with many more people using the power of social media.



World



Big Question 06

Are we living in an equal and just world?

What is my role in ensuring quality and justice in the world?

LEARNING STANDARD

Students will explore different global challenges.

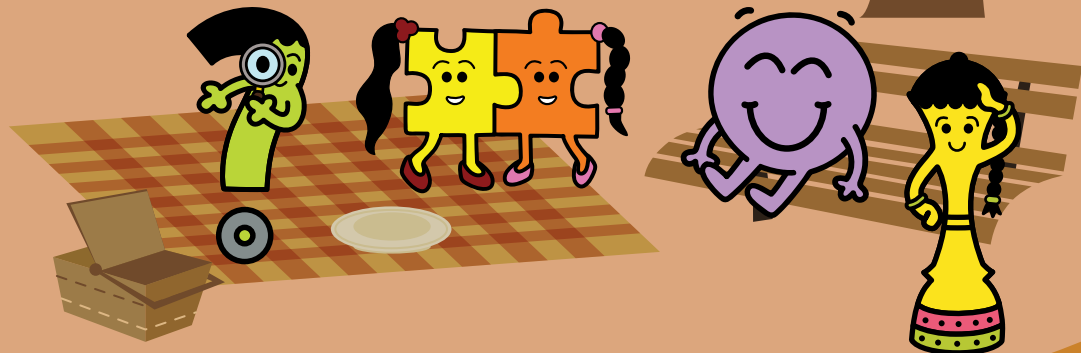
Students will get exposed to stories of hope which are enabling positive shifts in the world.

OBJECTIVE

I can cite examples of global challenges and connect each of these to the Sustainable Development Goals (SDGs).

C IN FOCUS

Mr. Consciousness,
Ms. Critical thinking,
Mr. Curiosity,
Ms. Collaboration



CONSTITUTIONAL VALUES

Equality, Justice

MATERIALS

Print-outs of the sheet in case needed (Given on last page)

Small square sheets

SUMMARY OF PRE-WORK

Be Mr. Curiosity and make a note of all the problems faced by:

- You
- Your family
- Your school or classmates
- Your community
- Your country

You can also speak to different people to come up with as many problems that exist around us which create trouble for ourselves or people around us.



RESOURCES FOR THE TEACHER:

Synchronous Presentation



Link

Asynchronous Pre-work Document



Link

Spark (15 minutes)



Hello learners and welcome to the class.

Today we begin with our new unit.

Present this image.



Image courtesy commons.wikimedia.org

Can someone guess what this unit is going to be about?

Possible response: World

As we begin to explore the world, let's start by listening to a song.

We are the World Lyrics || We are the Children || Graduation Song || For



Children

What do you think, 'We are the World' means?

Possible response: We are all part of the world, we need to save it.

But, what do we need to change in the world?

Encourage some learners to share, they may share some challenges.

The song suggests that we all need make a better day which means a better world.

Therefore, in this unit we will explore different challenges of the world and understand how we may solve these challenges.

The big questions that we will unpack in this unit are:

Are we living in an equal and just world?

What is my role in ensuring quality and justice in the world?

So, let us begin with our first objective:

Point to the objective: I can cite examples of global challenges and connect each of these to the SDGs.

Learn (20 minutes)

I am going to present a question in front of you.

What are the biggest problems faced by people in our community, country and the world?

With your partners, using your pre-work, make a list of top 5 problems. I would strongly encourage you to think like the leaders of this entire world and use a lot of Ms. Critical Thinking while doing this.



I am now going to show you examples of some challenges that I think exist in the world. If you have those challenges on your list, please stand up.

- Unequal treatment of people because of reasons like money, physical appearance, gender, religion, caste, race, ethnicity etc.
- Dirty water and places that affect health.
- Poor education – some children can't go to school
- Low-paying and not enough jobs for everyone
- Low economic growth – countries do not earn enough money to pay for everything their people need
- Gender inequality – men and women are treated differently and not given the same opportunities

- War, fighting and instability which don't make people feel safe
- Corruption and injustice by powerful groups.
- Not enough fuel or electricity for everyone to live comfortably
- Weak infrastructures, poor technology and communications
- Unsafe towns and cities
- There's too much wastage of resources and not enough re-cycling
- Climate change and pollution

In case learners don't stand for some of these challenges, probe them by asking if they have seen a challenge like this around them. Also, encourage them to share anything else that may not have been covered in your list.

Give me a woohoo if you think solving these challenges is important for us to build a better world?

In 2015, The United Nations, an international organisation whose aim is to build stronger nations, launched few goals to combat these challenges.

They world adopted these goals known as Sustainable Development Goals. (SDGs)

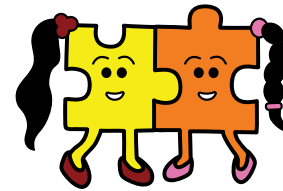


Image courtesy globalgoals.org

Turn to your partner and match the challenges I shared earlier with the goal that it may connect to.

For each of the challenge, put the SDG goal number on the side.

Use a lot of Ms. Collaboration to do this.



The challenge	SDG Number
<ul style="list-style-type: none"> • Unequal treatment of people because of reasons like money, physical appearance, gender, religion, caste, race, ethnicity etc. • Dirty water and places that affect health. • Poor education – some children can't go to school • Low-paying and not enough jobs for everyone • Low economic growth – countries do not earn enough money to pay for everything their people need • Gender inequality – men and women are treated differently and not given the same opportunities • War, fighting and instability which don't make people feel safe • Corruption and injustice by powerful groups. • Not enough fuel or electricity for everyone to live comfortably • Weak infrastructures, poor technology and communications • Unsafe towns and cities • There's too much wastage of resources and not enough re-cycling • Climate change and pollution 	

Reflect (15 minutes)



It's Mr. Consciousness time!

We have learned a little about the different global issues we face as a planet. I want you to now think, with a lot of Ms. Courage, which Cs will help us solve these issues?



For example, I believe Mr. Compassion will be a very important C in solving hunger and poverty since it will be important to empathise with the people.

- Think of the goal you wish to work towards.
- The C you will need to solve that.
- Now, take a square sheet.
- On top of it, put the number of the goal you wish to work towards.
- On it draw your comic character using the C you wish to practice to achieve this goal.

Encourage a few learners to share their responses with the class.

Collect these Cs and stick these small squares on a chart paper to create a classroom SDG chart.

Over the next few classes, we will be diving deep into some of the global challenges and co create solutions for the same.

Let's close out by singing the lines from the song we heard in the beginning:

*We are the world
We are the people
We are the ones who'll make a brighter
day
So let's start giving
There's a choice we're making
We're saving our own lives
It's true we make a brighter day
Just you and me*

After Class Challenge (30 minutes)

Be Mr. Curiosity and read up more about the challenge you wish to solve and the goal you wish to work towards.

Write a paragraph in your diaries about what are you learning about the scope of this challenge.

Print-outs of the sheet in case needed:

The challenge	SDG Number
<ul style="list-style-type: none">• Unequal treatment of people because of reasons like money, physical appearance, gender, religion, caste, race, ethnicity etc.• Dirty water and places that affect health.• Poor education – some children can't go to school• Low-paying and not enough jobs for everyone• Low economic growth – countries do not earn enough money to pay for everything their people need• Gender inequality – men and women are treated differently and not given the same opportunities• War, fighting and instability which don't make people feel safe• Corruption and injustice by powerful groups.• Not enough fuel or electricity for everyone to live comfortably• Weak infrastructures, poor technology and communications• Unsafe towns and cities• There's too much wastage of resources and not enough re-cycling• Climate change and pollution	

OBJECTIVE

I can assess global bright spots and challenges in each of the SDGs.

Cs IN FOCUS

Mr. Consciousness,
Ms. Critical Thinking,
Mr. Curiosity



CONSTITUTIONAL VALUES

Equality, Justice

MATERIALS

Print-outs of material given on last page.

SUMMARY OF PRE-WORK

Be Mr. Curiosity and find out examples of who gets affected and how do they get affected by a particular challenge in your country or any other country in the world.

Your example

Challenge	Who gets affected? How do they get affected? State an evidence from any of the countries.
Poverty	
Health	
Quality Education	
Gender Equality	
Clean Water	
Climate Action	
Peace and Justice	



RESOURCES FOR THE TEACHER:

Synchronous Presentation

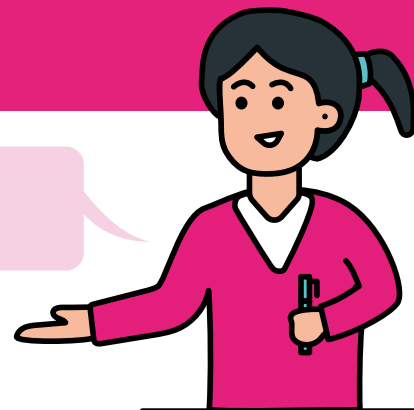


Asynchronous Pre-work Document



Spark (15 minutes)

Hello learners and welcome to the class.



Today we are going to begin with a game.

- I am going to read out loud a statement.
- If you think that statement is true, stand up.
- If you think that statement is false, remain seated.

Are you ready? Please use Ms. Critical Thinking while doing this.



Following are the statements:

- In 2018, the 26 richest people in the world held as much wealth as half of the global population
- 80% of people with disabilities live in less developed countries.
- Globally, women occupy less than a 25% of all seats in parliament.
- Approximately, 5.6 million people die every year due to lack of health care in poor countries.

- By 2030, climate crisis could kill more than 2,31,000 people, every year, in poor countries
- The world's wealthiest 22 men have more money than all the women in Africa
- In the USA, people living close to public transport can access up to three times as many jobs.

All the statements that you heard are true and are representative of how global challenges affect different countries and individuals.

But there have also been so many leaders in the past as well as in the present who are working towards these challenges to help us achieve SDGs.

So today, we are going to do the following.

Point to the objective: I can assess global bright spots and challenges in each of the SDGs.

Learn (20 minutes)

In your pre-work, you may have found examples of how some of these challenges affect people across the world.

Before I ask you people to get in groups and share what you found out, let's watch a video.

What Are The World's Biggest Problems?



As you watch the video, think about:

- What's standing out to you?
- How do the examples you found out connect to what the video is saying?

After the video, encourage learners to share.

Let us now get into groups of three and share with each-other some examples of these challenges that you were able to find out.

Now that we have seen so many examples and have understood how these challenges affect people, let us switch gears.

Who do you think is responsible for solving these challenges?

Possible response: All of us- citiznes of these countries, citizens of the world.

Across the room, you will find some stories from across the world. We are now going to do a gallery walk - this

means we will silently walk around the room and read different stories:

- Think about which SDG will an initiative like this help us reach.
- Put the SDG on a post-it and stick it on the story
- Remember, some stories may help progress on more than one SDG.

Please use Ms. Critical Thinking while doing this.

Paste the following stories on the classroom walls to facilitate the gallery walk. Alternatively, you may also have these on the slide. After each slide, you may pause and ask learners to share the SDG a particular initiative may help solve for.

Display the following quotes around the room:

SEWA Self Employed Women's Association

SEWA, a collective of women, founded in 1972 in Ahmedabad, a city in the western State of Gujarat in India by Ela Ben Bhatt women are finding better employment prospects.

Ela Bhatt started SEWA with women who worked outside the textile mills with no formal source of income. The association now has nearly two million members. SEWA's main goals are to organize women workers for full employment and self-reliance and lift them out of their poverty.

Women had faced a variety of problems – wages were suppressed, there were less opportunities of full time and continuous employment and employment conditions were not always favourable. SEWA carefully examined the kind of support that women need to reach a state of full employment. It looked at an integrated approach which involves Capital, Capacity, Social security, Collective and organized strength.



Image courtesy sewa.org

The guardians of health: Tosepan Pajti Programme

A guardian of health is someone who observes the community and identifies sanitation problems and who informs and teaches people about good practices for daily life, so that the community can improve its standard of living and prevent future health issues.

This has been developed for the past 40 years in the “Tosepan Titataniske” cooperative, which means “united overcome” in the Nahuatl language. The cooperative is active in Cuetzalan, a town in Mexico’s Northeastern Sierra of Puebla.

Prior to the implementation of the guardians of health they had to solve their health issues only by coping

with the shortage of staple food for their families. This dissatisfying and unsuccessful situation led in 1977 to the decision to form a cooperative and integrate mostly Nahuas and Tutunakus native groups. Once they had formed a community supply network, they started working in other fields, such as healthcare services, to achieve a life of higher quality.

Due to the insufficient services in the region, they created “Tosepan Pajti”, which means “medicine for all” in Nahuatl. “Tosepan Pajti” is a cooperative that is part of the wider cooperative “Tosepan Titataniske”, which seeks to bring healthcare services and improve the quality of life of families in the region. The programme offers support in the prevention of diseases and gives primary care to those who require it.



Image courtesy produccionsocialhabitat.wordpress.com



Teach For All

Teach For All is a network of 60 independent, locally led and governed partner organizations and a global organization that aims to build collective leadership in classrooms and communities around the world.

To tackle the complex challenges faced by children in disadvantaged communities, Teach For All supports network partners from different

countries to recruit and develop leaders. Network partners call on their countries' diverse graduates and professionals to become a part of a Fellowship and commit at least two years to teach in the schools and communities where they're needed most.

They currently have close to 15,000+ teachers in classrooms across network (countries) and have impacted close to 1,000,000+ students.



Image courtesy [youtube.com](#)

Do you know that there also is Teach For India?

If not, go learn more about this network partner of Teach For All the work they are currently doing in our country.

SPLASH

"We clean water for kids." Splash is a social justice organization committed to the poor, an international development agency disciplined around urban economies, a social enterprise dedicated to putting ourselves out of

business, and a safe water company focused on children.

Splash develops customized water interventions, installing commercial-grade water filtration systems that remove 99.9999% of bacterial pathogens to meet or exceed World Health Organization standards. They also provide durable, child-friendly drinking and handwashing stations so that kids can access the water easily. Splash encourages long-term behavior change by instilling in kids, teachers, staff, and parents the value of safe drinking water and good hygiene throughout their lives.

Over 1,600 child-serving institutions now provide clean water for over 400,000 kids. They currently work in 7+ countries Ethiopia, Cambodia, Nepal, India, China, Bangladesh, Vietnam, Thailand



Image courtesy [splash.org](#)

Rise Up

Rise Up works to advance gender equity and justice in education, health, and economic opportunity by partnering with visionary local leaders around the world. We build power with women, girls, and their allies by providing training, funding, and connection to a global network to help them achieve

meaningful, lasting change. The network of the organization is composed of 500 leaders, which has directly benefited around seven million girls and impacted around 100 laws and policies in Africa, Latin America, South Asia and the US.

Rise Up strengthens the leadership of women and girls to be able to drive changes in their communities. It focuses on advancing women's rights, equality, education, sexual and reproductive health, and economic empowerment. The organization conducts a range of innovative program and partners up with both global and local organizations to achieve sustainable impact.



Image courtesy riseuptogether.org

Greta, a 16 year old girl who lives in Sweden, saw how governments around the world were ignoring the urgency of solving the climate crisis and doing nothing about the increasing wastes coming from industries and produced by man. To fight against this, she skipped school every Friday and sat on strike outside the Parliament building. Inspired by her, millions of young people around the world decided to raise their voice for this cause and

to make their own governments take action against climate change.



Image courtesy theguardian.com

Schools of Peace

The School of Peace, supported by SERAPAZ ("Services and advice for peace"), in Mexico, is an educational initiative that aims to foster a change in attitude and strengthen the capacity of learners to transform conflicts positively and to be active in the process of positive social change.

The participants come from social organizations, community radio stations, indigenous communities, civil society organizations, pastoral groups, Christian-based communities and other non-governmental entities.

The Peace School has a flexible curriculum and it is delivered in various ways according to the specific needs of the participants.



Reflect (15 minutes)



It's Mr. Consciousness time!

Think and share:

On a scale of 1-5:

- Do you think such actions and initiatives can help us reach SDGs faster?
- Do you think you and your classmates can also solve a global challenge?
- Which Cs you may need to do that?

Learners, we saw how amidst so many challenges, there are leaders who are helping us solve these challenges in their country and the world.

From our next class onwards, we will try to unpack some of these challenges in detail and become problem-solvers ourselves.

After Class Challenge (30 minutes)

Be Mr. Curiosity!



In your previous lesson, you thought about the challenge you wish to solve. Today, research and learn about the

organisations and leaders who may be working in our country, your state or the community to solve this challenge.

Make a note of how they are doing it and would you like to contribute to solving this with them.

Bonus Challenge: Write to the founder of this organisation or the leader by looking up at the contact section and share your interest of working with them.

Print-outs of the sheet:


SEWA Self Employed Women's Association

SEWA, a collective of women, founded in 1972 in Ahmedabad, a city in the western State of Gujarat in India by Ela Ben Bhatt women are finding better employment prospects.

Ela Bhatt started SEWA with women who worked outside the textile mills with no formal source of income. The association now has nearly two million members. SEWA's main goals are to organize women workers for full employment and self-reliance and lift them out of their poverty.

Women had faced a variety of problems – wages were suppressed, there were less opportunities of full time and continuous employment and employment conditions were not always favourable. SEWA carefully examined the kind of support that women need to reach a state of full employment. It looked at an integrated approach which involves Capital, Capacity, Social security, Collective and organized strength.



Image courtesy sewa.org 

The guardians of health: Tosepan Pajti Programme

A guardian of health is someone who observes the community and identifies sanitation problems and who informs and teaches people about good practices for daily life, so that the community can improve its standard of living and prevent future health issues.

This has been developed for the past 40 years in the "Tosepan Titataniske" cooperative, which means "united overcome" in the Nahuatl language. The cooperative is active in Cuetzalan, a town in Mexico's Northeastern Sierra of Puebla.

Prior to the implementation of the guardians of health they had to solve their health issues only by coping with the shortage of staple food for their families. This dissatisfying and unsuccessful situation led in 1977 to the decision to form a cooperative and integrate mostly Nahuas and Tutunakus native groups. Once they had formed a community supply network, they started working in other fields, such as healthcare services, to achieve a life of higher quality.

Due to the insufficient services in the region, they created "Tosepan Pajti", which means "medicine for all" in Nahuatl. "Tosepan Pajti" is a cooperative that is part of the wider cooperative "Tosepan Titataniske", which seeks to bring healthcare services and improve

the quality of life of families in the region. The programme offers support in the prevention of diseases and gives primary care to those who require it.



Image courtesy produccionsocialhabitat.wordpress.com

Teach For All

Teach For All is a network of 60 independent, locally led and governed partner organizations and a global organization that aims to build collective leadership in classrooms and communities around the world.

To tackle the complex challenges faced by children in disadvantaged communities, Teach For All supports network partners from different countries to recruit and develop leaders. Network partners call on their countries' diverse graduates and professionals to become a part of a Fellowship and commit at least two years to teach in the schools and communities where they're needed most.

They currently have close to 15,000+ teachers in classrooms across network (countries) and have impacted close to 1,000,000+ students.

Do you know that there also is Teach For India?

If not, go learn more about this network partner of Teach For All the work they are currently doing in our country.



Image courtesy [youtube.com](https://www.youtube.com)

SPLASH

"We clean water for kids." Splash is a social justice organization committed to the poor, an international development agency disciplined around urban economies, a social enterprise dedicated to putting ourselves out of business, and a safe water company focused on children.

Splash develops customized water interventions, installing commercial-grade water filtration systems that remove 99.9999% of bacterial pathogens to meet or exceed World Health Organization standards. They also provide durable, child-friendly drinking and handwashing stations so that kids can access the water easily. Splash encourages long-term behavior change by instilling in kids, teachers, staff, and parents the value of safe drinking water and good hygiene throughout their lives.

Over 1,600 child-serving institutions now provide clean water for over

400,000 kids. They currently work in 7+ countries Ethiopia, Cambodia, Nepal, India, China, Bangladesh, Vietnam, Thailand



Image courtesy [splash.org](https://www.splash.org)

Rise Up

Rise Up works to advance gender equity and justice in education, health, and economic opportunity by partnering with visionary local leaders around the world. We build power with women, girls, and their allies by providing training, funding, and connection to a global network to help them achieve meaningful, lasting change. The network of the organization is composed of 500 leaders, which has directly benefited around seven million girls and impacted around 100 laws and policies in Africa, Latin America, South Asia and the US.

Rise Up strengthens the leadership of women and girls to be able to drive changes in their communities. It focuses on advancing women's rights, equality, education, sexual and reproductive health, and economic empowerment. The organization conducts a range of innovative program and partners up with both global and local organizations to achieve sustainable impact.



Image courtesy riseuptogether.org

Greta, a 16 year old girl who lives in Sweden, saw how governments around the world were ignoring the urgency of solving the climate crisis and doing nothing about the increasing wastes coming from industries and produced by man. To fight against this, she skipped school every Friday and sat on strike outside the Parliament building. Inspired by her, millions of young people around the world decided to raise their voice for this cause and to make their own governments take action against climate change.



Image courtesy [theguardian.com](https://www.theguardian.com)

Schools of Peace

The School of Peace, supported by SERAPAZ ("Services and advice for peace"), in Mexico, is an educational initiative that aims to foster a change in attitude and strengthen the capacity of

learners to transform conflicts positively and to be active in the process of positive social change.

The participants come from social organizations, community radio stations, indigenous communities, civil society organizations, pastoral groups, Christian-based communities and other non-governmental entities.

The Peace School has a flexible curriculum and it is delivered in various ways according to the specific needs of the participants.

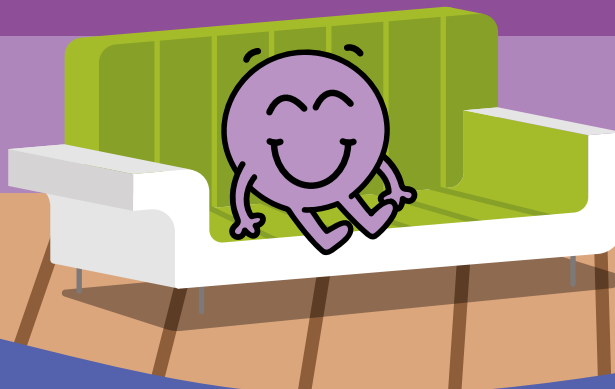


OBJECTIVE

I can engage deeply with a global issue (poverty) and understand how it impacts the world.

C IN FOCUS

Mr. Consciousness,
Ms. Critical Thinking



CONSTITUTIONAL VALUES

Equality, Liberty, Fraternity and Justice.

MATERIALS

NA

SUMMARY OF PRE-WORK

Read this story and make a list of all the differences in the lives of Kabwe and Tatenda.

The Forward & Backward City



RESOURCES FOR THE TEACHER:

Synchronous Presentation



Asynchronous Pre-work Document



Spark (5 minutes)

Welcome to class,
global citizens!



Today and over the next few lessons, we will be exploring various global issues in a very different way and trying to understand how they affect us and people in the world.

For our first lesson today, we will begin by sharing the story we learned in our pre-work.

Encourage learners to do a quick recap.

Which global challenge does the story help you think about?

Possible response: Poverty, Inequality etc.

Thank you. The first global challenge that we will engage with as a class is the challenge of Global Poverty.

Point to the objective: I can engage deeply with a global issue (poverty) and understand how it impacts the world.

Learn (25 minutes)

Let divide ourselves in three groups.

Group A has Rs 150 to survive through the day.

Group B has Rs 1500 to survive through the day.

Group C has Rs 15,000 to survive through the day.

Now, all of you close your eyes and based on the money you have, think about the choices and the life you have. Please practice a lot of Ms. Critical Thinking while doing this.



- What would you do if you are hungry?
- What would you do if you fall sick?
- What would you do if you run out of stationery?
- What would you do if you had a school picnic coming up?

- What would you do if your friend is forced to come for a movie night?

Now open your eyes.

On a scale of 1-5, how easy or difficult was it for you to make these choices?

Did you feel bad while making a certain choice? Why/ Why not?

Learners, lack of financial resources have a huge impact on access to basic necessities like food, shelter and clothes. It affects and informs so much about how an individual lives their life and the kind of future they may have due to these choices.

I am going to now share a few data points with you.

With your partners, think about:

- How this makes you feel?
- What impact does this data may have on people?

Following are the data points-

- More than 10% of people in the entire world do not have electricity.
- More than 2 lakh children under the age of 5 die every year because they cannot afford medical treatment at the right time.
- More than 20 lakh people do not have access to clean drinking water.

Pause after each data point and ask learners to share how they feel.

Thank you so much learners.

Reflect (10 minutes)



It's Mr. Consciousness time!

Thank you for engaging in this lesson.

Of everything that you have learned:

- Can you think of how this may connect to Kabwe and Tatenda's life?
- Is it fair that people have to make tough choices about basic needs in life: food, clothes and shelter on the basis of money they have?

Encourage a few learners to share their thoughts.

Thank you for sharing your thoughts, learners. We will continue to engage with this discussion in depth tomorrow!

After Class Challenge (30 minutes)

Think of two people in your community
- the one who, according to you, has
enough financial resources and the one
who may not have enough financial
resources.

What kind of lives do these people live
currently?

What kind of lives they may live ten
years from now?

OBJECTIVE

I can envision what a poverty-free world will look like.

Cs IN FOCUS

Mr. Consciousness,
Mr. Creativity,
Mr. Compassion



CONSTITUTIONAL VALUES

Justice, Fraternity, Equality

MATERIALS

KER Anthem

Chart papers and pens

[Video](#)



SUMMARY OF PRE-WORK

Watch this video!

[Video](#)



Using Mr. Creativity- create a poster for I CAN MINDSET.

Make a note of what you think is 'I can mindset'.

What are the children in this video doing?

What are some steps that they followed?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (5 minutes)

Dear global citizens and changemakers!



Welcome to the class.

Can anyone share why I called you so?

Possible response: we are leaders and have responsibility to change the world.

Yes learners,

I CAN

YOU CAN

WE ALL CAN

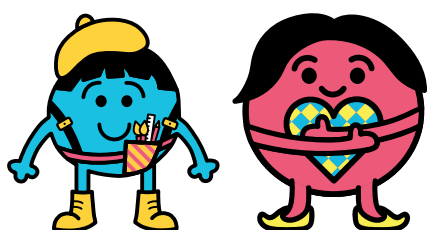
CHANGE THE WORLD

Repeat this with the learners.

Today all of us will bring our 'I CAN' mindset to the table to help me solve a problem as I'd like some help solving it. But the first step to making any change possible is to boldly dream, and envision what may be possible if this challenge is solved. Therefore, today, as a class, we are going to envision a world that's free of poverty.

Point to the objective: I can envision what a poverty-free world may look like.

We are going to use a lot of Mr. Creativity and Mr. Compassion to do this.



Are you ready?

Let's do a quick warm exercise.

Think of an empty chair.



Image courtesy [pexels.com](https://www.pexels.com)

As a class, come up with 50 different ways to use this chair apart from sitting, and we have only a few minutes to do this. Let's start sharing - it's Mr. Creativity time!

Possible ideas: students can make the chair into a bed, a hat, a cupboard, a time machine, a monster, a dog etc!

Learn (25 minutes)

What comes to your mind when you look at these images?



Image courtesy [bbc.com](#)



Image courtesy [thetribune.ca](#)



Image courtesy [newint.org](#)



Image courtesy [newsclick.in](#)

How do you feel?

What kind of world comes to your mind when you see these images?

Now, in your groups of four, you have a power- the power of IMAGINATION.

On a chart paper, you have to reimagine and create - what a world may look like if there was no poverty. You can think about What kind of lives different

individuals are living in this world? What are they doing in this world? What kind of innovation is happening in this world? How are people feeling in this world?

Be as creative as possible.

Please distribute chart papers for learners to envision and draw this world.

After sometime, encourage learners to put their posters up for display in different corners of the room.

Now, all of us are going to walk around the room and see what our friends have created using their power of imagination.

In case, something stands out to you, don't forget to put a star or share a shout out with that team on their posters.

Encourage learners to do a gallery walk for next 5 minutes and share their feelings after seeing these posters.

I am glad that you are all filled with positivity.

But who do you think is going to bring this imagination to life?

Possible response: You, me and all of us together.

Therefore, now let's get into our groups again and make a list of at least six things you can do to solve the problem of poverty around you. Remember, that currently, we are just imagining and are not thinking of how we will execute these solutions.

Reflect (10 minutes)



It's Mr. Consciousness time!

Learners, we all deserve to live in a world without poverty and we are the ones who can make that happen.

On that note, let's sing a song together.



KER Anthem

Remember, we're the ones _____.
(we are waiting for)

Now that we have ideas of the solutions which can solve the problem, I am sure we will be able to start implementing these as well. This is something we will discuss in our next lesson.

Let's think about the class today. Rate yourself on a scale of 0-5 on the following statements:

- I feel that I am a changemaker.
- I used the 'I CAN' mindset.
- I used a lot of Cs today.
- I saw others practising different Cs at all times.

After Class Challenge (30 minutes)

Speak to at least five members from your community and talk to them about the problem of poverty.

Ask them to generate ideas to solve this problem and make a note of what they come up with.

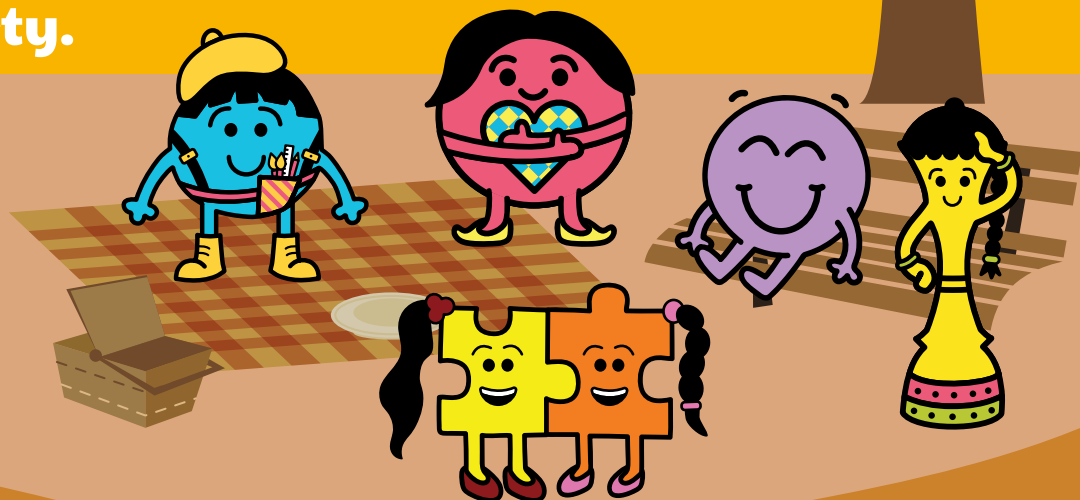
Remember, there lies a huge power in the collective and brainstorming on problems together can sometimes generate a unique solution.

OBJECTIVE

I learn what others are doing about poverty and identify the steps I can take towards ending poverty.

C IN FOCUS

Mr. Consciousness,
Mr. Creativity,
Mr. Compassion,
Ms. Collaboration,
Ms. Critical Thinking



CONSTITUTIONAL VALUES

Justice, Fraternity, Equality

MATERIALS

Video: Health
Promotion for Well-
being

 Video



- Print-out of the commitment sheet for all the learners.
- Print-outs for the Gallery Walk. (Print outs material given on last page)

SUMMARY OF PRE-WORK

Be Mr. Curiosity and find out about people in your city, country or the world who are working towards solving the problem of poverty.

You can also read up some stories of how children around the world started their projects to solve the challenge of Poverty with their classmates and in their community here.

You can also look up the Design For Change website.

 Link



 Link



Make a note of any three individuals and their stories and why they stand out to you.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



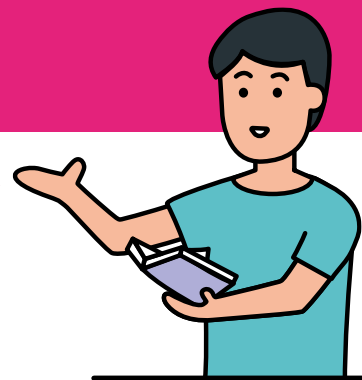
Asynchronous Pre-work Document

 Link



Spark (5 minutes)

Dear changemakers!



Welcome to the class and to get ourselves started- let's begin with a song again.

KER Anthem



I hope this one gave you enough motivation to begin the day.

Until now, we have seen how poverty is a big global challenge and affects lives in different ways. We have taken steps towards deeply understanding the problem and imagining a poverty free world.

Today, we will take steps towards learning about how people around the world are solving this challenge and what may we do in order to support the SDG of No Poverty.



Point to the objective: I learn what others are doing about poverty and identify the steps I can take towards ending poverty.

Learn (25 minutes)

Between 2015 and 2018, global poverty continued its historical decline, with the global poverty rate falling from 10.1 per cent in 2015 to 8.6 per cent in 2018.

What does this data point make you feel?

Who do you think made this possible?

There are so many individuals and groups of people who are working towards reducing poverty all over the world through different initiatives.

Stories of these people have been put up all around the class and we will now go on a gallery walk and look at them.

Learners engage in a gallery walk to see the stories of hope.

Virtually, you may present this on a slide for learners to skim through these.

The Robinhood Army is an organisation that brings extra or leftover food from restaurants and supplies them to poor communities that cannot afford 3 meals a day.



Image courtesy robinhoodarmy.com

They work in more than 100 cities all over the world.

Priyanshi, an 11th grader from Pune, saw many children in her community going hungry because families could not afford any food. She contacted the Robinhood Army and arranged for food to be dropped off thrice a week for all these families. For her, the smile on the children's faces after eating a hot meal was the biggest gift!



Image courtesy people.com

Bill and Melinda Gates are known to be one of the richest families in the world. Through the years, they have

been using their money towards helping countries all over the world in overcoming poverty. They have helped more than 200 crore people get loans from banks and work hard to help families that cannot afford emergency medical care.



Image courtesy ketto.org

Khwaab is run by the women of Mandawali which is a small community

in East Delhi. Very few women in this community have jobs, and most of their money goes towards taking care of their families. The money earned by parents is rarely enough to sustain the family. Hence, they started Khwaab, to support their families by putting the skill of art and craft to use. Khwaab started in 2014 with a few women who earned a few hundred rupees every month. Today, there are over 25 women working with Khwaab from the same community, earning over 8,000 rupees every month. This has not only helped them support their family with the money but also become more independent and confident.

Doctors Without Borders is an international organisation. It works with a group of doctors with the aim of providing emergency medical help in places where there is a lack of good healthcare. Their goal is to provide life-saving medicine to those who are most in need. They work in more than 70 countries all around the world to provide free healthcare.



Image courtesy doctorswithoutborders.org

A second grade classroom in Pennsylvania had learned about SDG and zero poverty in their class using some stories. As a

result of which the children started a food drive with their teacher. Children created posters with the items that can be donated and put those up everywhere in the school. The food drive took place over one week's time. It was a great success! When it was finished, a total of 519 items had been collected.



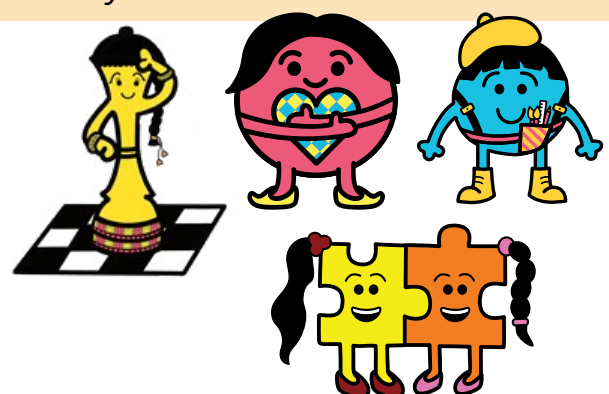
Image courtesy newswatchman.com

- How do you feel now?
- What kind of world comes to your mind when you see these stories and images?

We just saw how people, as young as 6 years old to adults like Bill and Melina Gates, helped contribute to the SDG of No Poverty.

Which Cs do you think they are operating with?

Possible response: Ms. Collaboration, Ms. Critical Thinking, Mr. Compassion and Mr. Creativity.



Now, go back to the groups you worked in yesterday.

Think of the list of solutions you came up with.

Add any other idea that you may have.

Now, see if our solution has these 3 things:

- Impact: Can I start seeing immediate change in my community once I implement this?

- Bold: Is my solution new and courageous?

- Long lasting: Will my solution last even after I finish the project?

Once you are ready, give me jazz hands.

Reflect (10 minutes)



It's Mr. Consciousness time!

Learners, give yourselves a huge round of applause.

Today, we shifted gears from looking at the problem to looking at ways in which all of us together can solve this problem.

Remember, that problem can be huge but small acts of kindness can help solve such a big global problem.

Think and share:

- One idea that you wish to implement to solve the challenge of poverty.
- How would you take that action?
- Which C would you need to practice this action.

Write your commitment on this sheet.



I will _____ (mention your idea) to achieve SDG 1 of NO POVERTY by doing _____ (specify your steps to implement your idea) with the help of _____

(mention the Cs)

Share the commitment sheet with all the learners or encourage them to create one for them.

Encourage learners to put their commitments up somewhere in their classroom or paste it in their diaries.

After Class Challenge (30 minutes)

Get at least three people in your community to work with you to implement your idea or ask them to commit to taking one action to solve the problem of poverty.

Some simple actions are given below:



Teach your native language to migrants in a youth centre or elsewhere.

1

Provide food at schools to increase attendance.

2



Educate your kids about the power of education, as many don't see the tangible benefits.

3

Show films or TV shows that are educational as well as entertaining for children.

2

Take education outside the school and keep it fun. Travel. Take kids on day trips to the planetarium or museums.

5

Support charities that are working in education in the poorest parts of the world.

6



Donate books to public libraries or public schools in need.

7

Share success stories, including stories that didn't make the headlines.

8

In many countries, girls are pulled out of school early in order to get married.

Start conversations that allow for problems to be openly discussed and solutions to be found.

10



Share your skills with the ones who need them.

9

Print-out of the commitment sheet for all the learners:



I will _____ (*mention your idea*) to achieve SDG 1 of NO POVERTY by doing _____ (*specify your steps to implement your idea*) with the help of _____ (*mention the Cs*)

Print-outs for the Gallery Walk:

The Robinhood Army is an organisation that brings extra or leftover food from restaurants and supplies them to poor communities that cannot afford 3 meals a day.

They work in more than 100 cities all over the world.



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Image courtesy newswatchman.com

OBJECTIVE

I can engage deeply with a global issue (Good health and wellbeing) and understand how it impacts me and others.

CS IN FOCUS

Mr. Compassion,
Mr. Consciousness,
Ms. Critical Thinking,
Mr. Creativity,
Mr. Curiosity



CONSTITUTIONAL VALUES

Justice

MATERIALS

NA

SUMMARY OF PRE-WORK

Match the photo on side A to the appropriate description. (Given on last page)

For each of the health related issue, think about how it impacts people around you.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (10 minutes)

Welcome to class, global citizens!



Think about your pre-work and guess which of these three goals are we going to talk about today?



Exactly, learners. Today we're going to learn about another important issue!

It is the challenge of global health and the SDG of Good Health and Wellbeing.

In your pre-work, you may have seen or read about some health issues.

Before we jump into learning more about it, I would love to hear from some of you about certain health issues you have seen people around you experience.

It would be great if you can also share how have you seen people's lives getting impacted due to these health issues.

Encourage learners to share.

Point to the objective: I can engage deeply with a global issue (health and wellbeing) and understand how it impacts me and others.

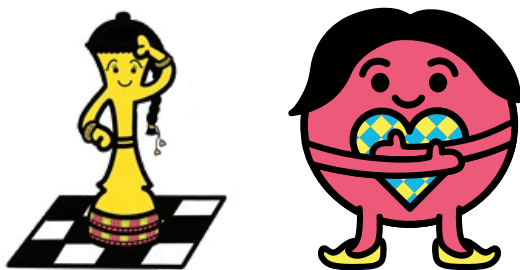
Learn (30 minutes)

I am going to read out some statements.

As you hear these statements, think about:

- What does it make you feel?
- Who gets affected by this the most?

Let's use a lot of Mr. Compassion and Ms. Critical Thinking while we do this.



Pause after each statement and encourage some learners to share their feelings out loud.

- In 2020 and 2021, 14.9 million people were estimated to have died due to COVID-19 and its impact on health systems and society.
- As of May 2022, more than 80 per cent of people had received at least one dose of a vaccine in high-income countries but the proportion is only about 17 per cent in low-income countries.
- In 2020, the global prevalence of anxiety and depression increased by an estimated 25 per cent, with young people and women most affected.
- 5 million children died before reaching their fifth birthday in 2020 alone, down from 5.9 million in 2015.

- In 2020, an estimated 1.5 million people were newly diagnosed with HIV and 680,000 people died of AIDS-related causes.
- TB deaths increased from 1.2 million in 2019 to 1.3 million in 2020 due to disruptions associated with the pandemic.
- 1 million older children did not receive vaccines through the routine immunization programme in 2020, an increase from 13.6 million in 2019.

Learners, what you have just heard are only some global facts. I am sure that you experience health issues in your day to day in your family and community as well.

With your partners, I would like for you to do an exercise, think of any one person who according to you doesn't have good health. This can be physical or mental. Now that you have thought about this person, practice Mr. Curiosity and Mr. Compassion to discuss:

- How does poor health affect this person's life? What are certain things they are not able to do or access because of their health issues?
- How might they spend their day?
- How might they feel during the day?
- How does this person's poor health affect their family?
- What do you think this person may need from people around them?



For example, a child with malnutrition might wake up in the morning feeling hungry. They might not go to school but would instead spend their day walking around or playing but not for long because they get tired easily. They might feel weak and helpless. They can overcome this by reassessing their food

choices. Parents may feel financially burdened because of recurring doctor visits. This person may need a proper treatment and someone who can create a healthy non-expensive meal plan for them. .

Learners work on their tasks. Please walk around the class and help groups imagine possible scenarios and support where needed. At the end of the activity, ask one person from each group to share what they came up with.

Reflect (10 minutes)



It's Mr. Consciousness time!

We learned about why health is important and how it has now become a global crisis affecting millions of people in different ways.

Do you think it's important for health crisis to be solved in the world?

With your partner, create a poster on:

Why does Good Health and Wellbeing matter?

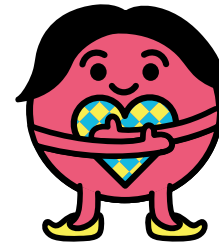
Be as creative as possible while you do this.



Encourage learners to walk around in the room to see each-others' posters and share thoughts on what is standing out to them.

Response: Mr. Compassion because we have to understand that they are not less than us but equals and it is our job to help them.

We will close this lesson by thinking about which is the most important C we need to use when interacting with someone with a health concern?



After Class Challenge (30 minutes)



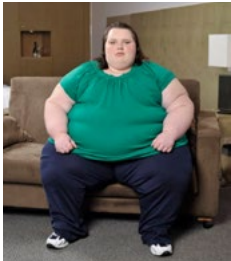


Think of two people in your community - the one, who according to you, has good health and one who doesn't.

What kind of lives do these two people live currently?

What kind of lives they may live ten years from now?

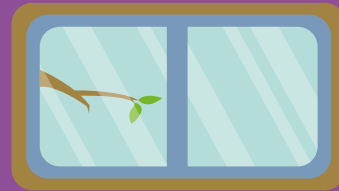
Feel free to represent in whatever way you like- you can create a poster, write a story, synthesise your feeling in a paragraph etc.

Match the photo on side A to the appropriate description.

Side A	Side B
 <p>Image courtesy commons.wikimedia.org</p> <p>(1)</p>	<p>a. More than 100 lakh people around the world live with some sort of physical disability. It is said that 20% of the world's poorest people have some sort of disability, showing us a connection between body growth and poverty. More than 70% of children with disabilities do not attend school.</p>
 <p>Image courtesy en.wikipedia.org</p> <p>(2)</p>	<p>b. In 2020, the entire world was shaken with the COVID pandemic. But this is not the first pandemic that has hit the world. In 1665, a pandemic called the Plague killed millions of people in England. After that, many countries suffered from Smallpox which took nearly 200 years to completely get rid of. Apart from major illnesses like these, countries suffer from many other illnesses too like malaria, chicken pox, TB.</p>
 <p>Image courtesy metro.co.uk</p> <p>(3)</p>	<p>c. Obesity is defined as someone being extremely overweight to an extent where it can affect their health. With fast food being easily available and technology helping kids stay entertained, 34% of all of America is said to be obese. Obesity leads to a high chance of high blood pressure, diabetes, heart problems and poor bone health.</p>
 <p>Image courtesy unicef.org</p> <p>(4)</p>	<p>d. Around 1 in 5 children suffer from mental health concerns at some point in their lives. Depression, which is when a person feels extreme sadness and loses interest in things around them, is the leading mental health illness in the world. This has also led to several million suicide cases every year.</p>
 <p>Image courtesy en.wikipedia.org</p> <p>(5)</p>	<p>e. Malnutrition is defined as when someone's diet is not providing them with enough nutrients to stay healthy. 45% of deaths of children below 5 years of age are related to malnutrition. Africa suffers from the highest amount of malnutrition and is known as the 'hungriest country in the world'</p>

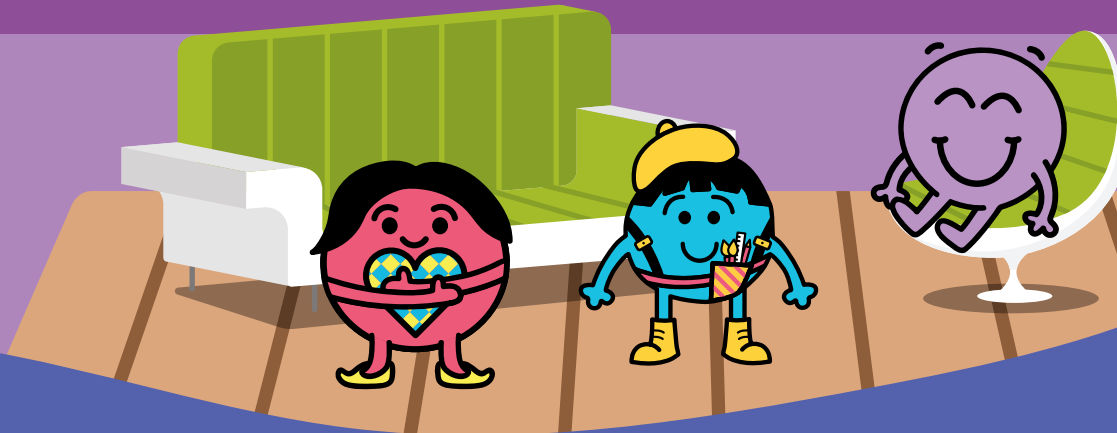
OBJECTIVE

I can envision what a healthy and happy world may look like.



C IN FOCUS

Mr. Consciousness,
Mr. Creativity,
Mr. Compassion



CONSTITUTIONAL VALUES

Justice, Fraternity, Equality

MATERIALS

Understand Goal 3:
Good Health and Well-Being (Secondary)

Chart papers and pens

 Video



SUMMARY OF PRE-WORK

Think of these data points we learned about in our previous class,

- In 2020 and 2021, 14.9 million people were estimated to have died due to COVID-19 and its impact on health systems and society.
- As of May 2022, more than 80 per cent of people had received at least one dose of a vaccine in high-income countries but the proportion is only about 17 per cent in low-income countries.
- In 2020, the global prevalence of anxiety and depression increased by an estimated 25 per cent, with young people and women most affected.
- 5 million children died before reaching their fifth birthday in 2020 alone, down from 5.9 million in 2015.

- In 2020, an estimated 1.5 million people were newly diagnosed with HIV and 680,000 people died of AIDS-related causes.
- TB deaths increased from 1.2 million in 2019 to 1.3 million in 2020 due to disruptions associated with the pandemic.
- 1 million older children did not receive vaccines through the routine immunization programme in 2020, an increase from 13.6 million in 2019

If you had a power to reverse these statements and create a stronger, healthy world:

What may each of these statements look like?

Make a list of those statements and bring these to class.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (5 minutes)

Dear learners and changemakers!



Welcome to the class.

As you see these images, what kind of emotions do you have?



Image courtesy [commonwealthfund.org](#)



Image courtesy [campfire.org](#)

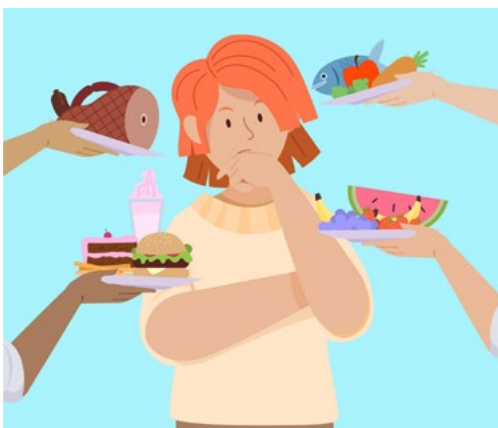


Image courtesy [freepik.com](#)



Image courtesy [commons.wikimedia.org](#)



Image courtesy [indiatvnews.com](#)

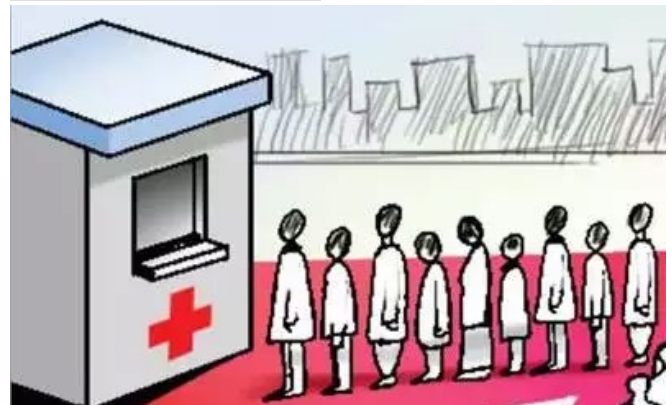


Image courtesy [timesofindia.indiatimes.com](#)

Possible response: sad , helpless, sick

What do you think are some reasons behind health issues?

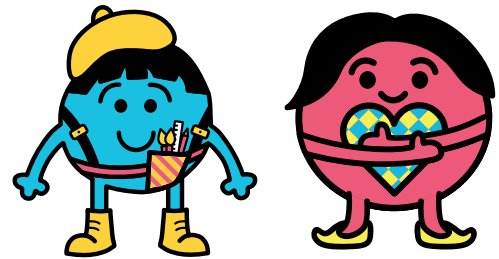
Possible response: Not eating healthy, lack of medical services, expensive treatment, increasing stress and pressure.

Learners, we have been learning about the global issue of health and have been unpacking the need for SDG 3: Good Helath and Wellbeing.

Today, we are going to use the 'I CAN MINDSET' to actually imagine what may be possible if everyone around us in this world was healthy.

Point to the objective: I can envision what a healthy and happy world may look like.

We are going to use a lot of Mr. Creativity and Mr. Compassion to do this.



Learn (25 minutes)

Before that, let's begin by watching a video:

Understand Goal 3: Good Health and Well-Being (Secondary)



Give me a thumbs up if you think everyone should move to Italy to become healthy.

Possible response: No, but we can try to recreate what happens in Italy in every country around us.

So let's use the power of our Imagination to reimagine and create - what would a healthy and happy world look like?

As you reimagine this, think about:

- What kind of lives different individuals are living in this world?
- What are they doing in this world?
- What kind of innovation is happening in this world?
- What kind of services are provided in this world?

- How are people feeling in this world?

Be as creative as possible.

Please distribute chart papers for learners to envision and draw this world.

After sometime, encourage learners to put their posters up for display in different corners of the room.

Now, all of us are going to walk around the room and see what our friends have created using their power of imagination.

In case, something stands out to you, don't forget to put a star or share a shout out with that team on their posters.

Encourage learners to do a gallery walk for next 5 minutes and share their feelings after seeing these posters.

I am glad that you are all filled with positivity.

But who do you think is going to bring this imagination to life?

Possible response: You, me and all of us together.

Therefore, now let's get into our groups again and make a list of three things:

- That you can do to make yourself healthier and happier.
- That you can do to make people around you healthier and happier.

Reflect (10 minutes)



It's Mr. Consciousness time!

Learners, we all deserve to live in a world where everyone's healthy, happy and is taken care of.

And remember that we have the freedom and responsibility to make this possible not just for ourselves but everyone around us.

Remember, we're the ones _____. (we are waiting for)

On that note, let's share our hope for the healthy world by completing this sentence:

My hope is that every ____ (Think of who) in the world is _____ (Think of what you do you want them to be able to do or be with good health and wellbeing).

For example, My hope is that each child that takes birth gets all their vaccines on time. Or My hope is that every school should offer a balanced meal to children in school.

Encourage all the learners to share their hopes one by one or with their partners.

Now that we have ideas of what solutions can solve the problem, I am sure we will be able to start implementing these as well. This is something we will discuss in our next lesson.

After Class Challenge (30 minutes)

Speak to at least five members from your community and talk to them about the problem of health and wellbeing.

Ask them to generate ideas to solve this problem and make a note of what they come up with.

OBJECTIVE

I learn what others are doing about the challenge of health and wellbeing and identify the steps I can take towards achieving good health and wellbeing.

CS IN FOCUS

Mr. Consciousness,
Mr. Creativity,
Mr. Compassion,
Ms. Collaboration,
Ms. Critical Thinking



CONSTITUTIONAL VALUES

Justice, Fraternity, Equality

MATERIALS

Health Promotion for Well-being, Equity and Sustainable Development

 Video



Print-out of the commitment sheet for all the learners.

Print-outs for the Gallery Walk.
(Material given on last page)

SUMMARY OF PRE-WORK

Be Mr. Curiosity and find out about people in your city, country or the world who are working towards solving the problem of poverty.

You can also read up some stories of how children around the world started their projects to solve the challenge of health and wellbeing with their classmates and in their community here.

You can also look up the Design For Change website.

 Link



 Link



Make a note of any three individuals and their stories and why they stand out to you.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (5 minutes)

Dear changemakers!



Until now, we have seen how health and wellbeing is a big global challenge and affects lives in different ways. We have taken steps towards deeply understanding the problem and imagining a world that's healthy.



Can anyone guess, what we will do now?

Possible response: Think about how we may solve this challenge.

Exactly, today, we will take steps towards learning about how people around the world are solving this challenge and what may we do in order to support the SDG of Good Health and Wellbeing.

Point to the objective: I learn what others are doing about the challenge of health and wellbeing and identify the steps I can take towards achieving good health and wellbeing.

Therefore, let's begin by watching this video.

Health Promotion for Well-being, Equity and Sustainable Development



Encourage some learners to share what's stands out to them.

Learn (25 minutes)

Now that we know that so many countries have taken initiative to rethink how they assess progress and have incorporated health and wellbeing as a big factor towards it, let's look how different individuals and groups of people contribute to this.

Stories of these people have been put up all around the class and we will now go on a gallery walk and look at them.

Learners engage in a gallery walk to see the stories of hope.

Virtually, you may present this on a slide for learners to skim through these.



Image courtesy doctorswithoutborders.org

Doctors Without Borders

is an international organisation. It works with a group of doctors with the aim of providing emergency medical help in places where there is a lack of good healthcare. Their goal is to provide life-saving medicine to those who are most in need. They work in more than 70 countries all around the world to provide free healthcare.



Push Up and Plan Challenge

In UAE, 11-15 year olds With the help of Physical Education teachers, had plank and push up sessions every Thursday in the school with more than 1000 push ups and plank. They had 3 sessions for 30 mins on 3 Thursdays in the month of September and decided to make it a part of their academic year.

Thamanna and Shivani, 10th graders from Hyderabad created a 'Eco friendly medicine timetable bag'.



Image courtesy youtube.com

When Shivani's grandmother fell ill due to medication error (taking medicines at the wrong time) Thamanna and Shivani got curious and surveyed her community to understand how many people faced a similar issue. They discovered that the illiterate, visually impaired and elderly people who get confused by doctor's prescriptions suffer from medication error.

To address this issue, Thamanna and Shivani designed an "Eco Friendly Medicine Timetable Bag" to help patients take medicines on time without getting confused or depending on anyone. Using eco-friendly material like paper and cloth, they designed a bag with symbols indicating different times of the day and Braille inscriptions so that the visually impaired can follow and medicate accordingly. They tested the bag with workers in school who found the bag handy.

Their invention was acknowledged by ASHA healthcare workers and the Telangana State who granted them the first prize as State Innovation award. They want to scale this initiative and distribute the bags to hospitals across the country at affordable prices.

Live Love Laugh Foundation

Founded in 2015 by actor Deepika Padukone, the Live Love Laugh Foundation aims to give hope to every person experiencing stress, anxiety, and depression. The Foundation utilizes its visibility and large network to create awareness, normalize conversations and reduce the stigma associated with

mental illness. It combines knowledge and domain expertise to carefully curate and disseminate information that is easily consumable to any kind of audience.



Image courtesy thelivelovelaughfoundation.org

All the Foundation's programmes are conducted and implemented through partnerships and collaborations with similar organisations working in the field of mental health.

Mothers2Mothers



Image courtesy globalgiving.org

mothers2mothers (m2m) is an African NGO that employs women living with HIV as Community Health Workers. These "Mentor Mothers" deliver health services at clinics and in communities across 10 African nations. Since 2001, they have reached nearly 15 million people with health services, created almost 12,000 jobs for women living with HIV, and helped to prevent over 4.3 million HIV infections. They are evolving to become a primary health care

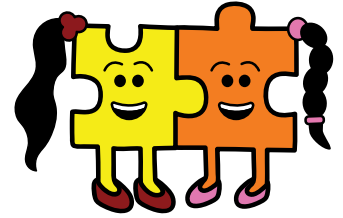
organisation, using our proven, peer-led model to double down on ending HIV, as well as to tackle new health challenges and reach more people — all with the aim of building a fairer, healthier future.

- How do you feel now?
- What kind of world comes to your mind when you see these stories and images?

We just saw how children and adults are trying to tackle this problem by working in different ecosystems. The solutions also range from small actions to big actions and but each of these are very important in achieving SDG 3.

Which Cs do you think they are operating with?

Possible response: Ms. Collaboration, Ms. Critical Thinking, Mr. Compassion and Mr. Creativity.



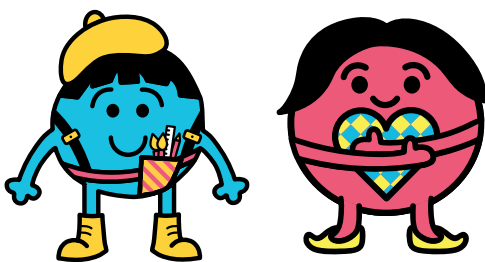
Now, go back to the groups you worked in yesterday.

Think of the list of ideas you had to create a healthy and happy life for yourself and others.

Now, see if our solution has these 3 things:

- Impact: Can I start seeing immediate change in my community once I implement this?
- Bold: Is my solution new and courageous?
- Long lasting: Will my solution last even after I finish the project?

Once you are ready, give me jazz hands.



Reflect (10 minutes)



It's Mr. Consciousness time!

Learners, give yourselves a huge round of applause.

Looking at solutions definitely give us a lot of hope and inspiration to lead a change.

Think and share:

- One commitment you wish to make to live a happy and healthy life yourself.
- One idea that you wish to implement to solve the challenge of health and wellbeing for others so that they can live a happy and healthy life.
- How would you take that action?
- Which C would you need to practice this action.

Write your commitment on this sheet.



I will become a healthy and happy individual by ____ (*mention your commitment for self*) to achieve the SDG 3 of Good health and wellbeing.

I will ____ (*mention your idea*) by doing _____ (*specify your steps to implement your idea*) with the help of _____ (*mention the Cs*)


Share the commitment sheet with all the learners or encourage them to create one for them.

Encourage learners to put their commitments up somewhere in their classroom or paste it in their diaries.

After Class Challenge (30 minutes)

Get at least three people in your community to work with you to implement your idea or ask them to commit to taking one action to promote good health and wellbeing.

Some simple actions are given below:

Don't smoke 1	Be more active. Go for walks at lunchtime or cycle to work. 2	Heart disease remains the number 1 killer. Educate yourself on the causes and symptoms of heart disease as well as other Non-Communicable Diseases. 5
Eat a healthy diet and drink a lot of water. 3	Be part of increasing awareness of, and support for, mental health ailments such as depression, substance abuse or Alzheimer's 4	
Never stop learning. Engaging in work or educational activities helps lift older people out of depression. So, learn a new language, read a lot, set up a book club. 7	HIV/AIDS is not over. Protect yourself Test yourself. 6	Breastfeed. It is natural and the best source of nourishment for babies. Breastfeeding protects infants from illnesses, has long-term benefits for children and it benefits mothers. 8
	3 GOOD HEALTH AND WELL-BEING 	
Get enough sleep. 9	Make time for yourself and your friends. 10	

Print-out of the commitment sheet for all the learners:

3 GOOD HEALTH AND WELL-BEING



I will become a healthy and happy individual by _____
(*mention your commitment for self*) to achieve SDG 3 of
Good health and wellbeing.

I will _____ (*mention your idea*) by doing _____
(*specify your steps to implement your idea*) with the
help of _____ (*mention the Cs*)

Print-outs for the Gallery Walk:

Doctors Without Borders



Image courtesy doctorswithoutborders.org

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Mothers2Mothers



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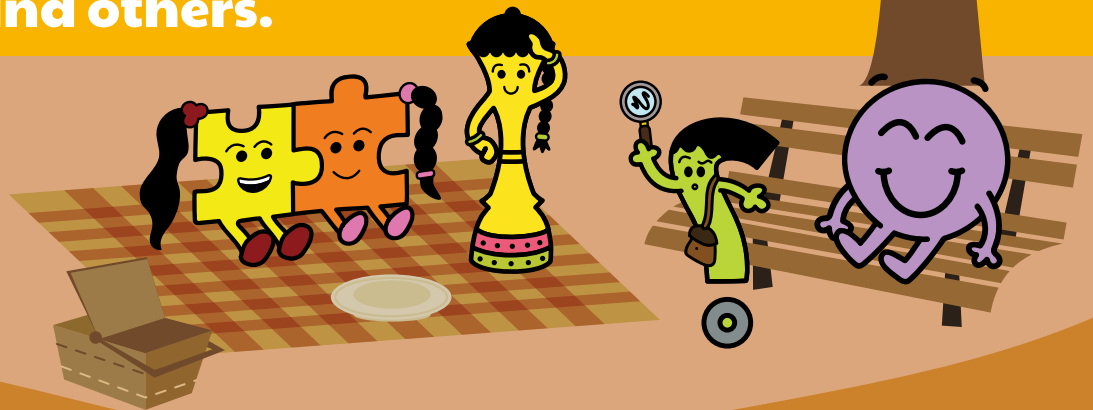
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OBJECTIVE

I can engage deeply with a global issue (lack of Quality Education) and understand how it impacts me and others.

C IN FOCUS

Mr. Consciousness,
Ms. Critical Thinking,
Mr. Curiosity,
Ms. Collaboration



CONSTITUTIONAL VALUES

Justice

MATERIALS

NA

SUMMARY OF PRE-WORK

Speak to three people from your community who go to different school or don't go to school at all. Ask them to share how they spend their day in or without school.

Make a note of:

- What's similar between all of your education and the way you all learn?
- What's different between all of your education and the way you all learn?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

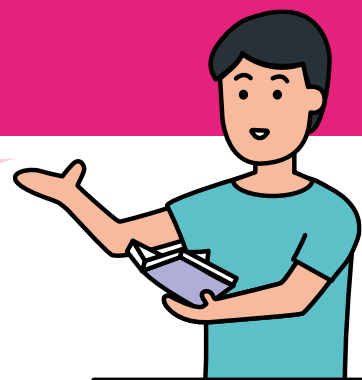


Asynchronous Pre-work Document



Spark (10 minutes)

Welcome to the class,
citizens of the world!



Can all of you please stand up?
Pretend that all of you, right now,
represent all the children in the world.
Now I would like some of you to sit
down.

Ask 1/3rd learners in your class to sit.

This number, the ones who are sitting
down, represents the number of
children who have never been to school.
In a class, this small it looks very little
but imagine this being compared to all
the children in the world.

Now those of you standing, you are
the ones who are lucky enough to be
enrolled in a school- public, private,
international, any type of school.

I want you to pause and think about
how you feel at this moment.

*Ask the ones who are sitting and represent
those who have never been to school to
share. Some might share discomfort.*

Now I will take a few more names and
would want you all to sit too.

*Take the names so that only 1/5th of the
remaining ones remain standing. For
example, if 20 were standing, ask 16 to sit
down.*

The ones who are standing are the
luckier ones. Can you guess why?

These are the ones who get to continue
their education even after Grade 5th.
All those who just sat down had to drop
out.

*Ask the ones who just got to sit to share
how they would feel if they were to drop
off after they had completed Grade 5. Ask
the ones who are getting to continue their
education.*

Take some names again only to keep
the 1/4th of the standing ones, standing
still. Ask others to sit too. For example:
Out of the 4 who are standing, ask three
to sit down.

These people who are standing still are
the luckiest ones. Can you guess why?

They are the ones who got to complete
their schooling.

Now we will pause again and think
about how these numbers make us feel
when they apply to the entire world.

*Encourage a few responses here. Some
might share discomfort.*

Can you all now guess, which SDG are
we going to deep dive into today?

Point to the objective: I can engage deeply with a global issue (lack of Quality Education) and understand how it impacts me and others.



Learn (20 minutes)

You just heard and experienced some aspects of the education system in the world.

Now, close your eyes and think about someone who has never been to school or had dropped out of school.

Turn to your partners and share what do you think can be the causes behind that.

Encourage learners to share some causes with the whole class after the group discussion and make a note of these on the board.

Possible responses: lack of funds, more important prioritise like wars and health care, in interior parts schools are very far away, girls are often not allowed to study, no money to send children to school, child labour

Now, we have learned about one big challenge in education that is:

Not everyone has access to education.

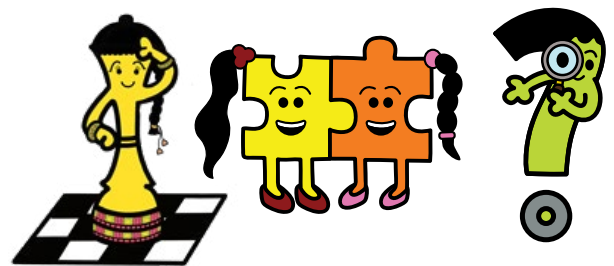
But let's learn more. I am going to share a few statements with you.

As you read these statements, in groups of 4, discuss:

- What may be the reasons behind this?

- How does this challenge effect children right now?
- How may this challenge effect them five years from now?

Please practice a lot of Ms. Critical Thinking, Mr. Curiosity and Ms. Collaboration while doing this.



Even after a few years of pandemic, in 2022, nearly 670 million school children continue to be affected by full or partial school closures. In low and middle-income countries, school closures have left up to 70% of 10-year-olds unable to read or understand a simple text.

Of the 7.1 million refugee children of school age, 3.7 million (more than half) do not go to school

Refugee Children: Children who have been displaced from their country or **were forced to flee the country due to fear of violence, persecution or war.**

One third of 11- to 15-year-olds have been bullied in school. One in five 15-year-old students reported feeling like an outsider at school

worldwide are facing a skills crisis, with the majority of youth unprepared to take part in today's workforce.

With high rates of out-of-school young people and low attainment of secondary-level skills, countries

Encourage different groups to share their thoughts on any one of the challenges they read about.

Reflect (10 minutes)



It's Mr. Consciousness time!

Today we learned about the importance of education, identified some challenges in education and how these may impact us in the short term as well as in the long run.

As we close out, think and share:

- What is one thing that surprised you?
- Out of all challenges, you heard about today, which one is the most important or relevant to you?
- What is one thing you are curious about and wish to learn more about?

After Class Challenge (30 minutes)

You learned about many challenges today.

Be Mr. Curiosity - look up on the internet, speak to people around you and make a note of what are some other kind of challenges children face in school or their education system today.



You can also think about the challenges you have faced post the school closures and encourage your friends to answer the same.

Learners, before we work towards solutions, it is important for us to learn more about the problem.

OBJECTIVE

I can envision what a world where Quality Education is accessible to all may look like.

CS IN FOCUS

Mr. Consciousness,
Mr. Creativity,
Mr. Compassion,
Ms. Collaboration



CONSTITUTIONAL VALUES

Justice, Fraternity, Equality

MATERIALS

KER Anthem

Chart papers and pens

 Video



SUMMARY OF PRE-WORK

Be Mr. Curiosity and find out countries with the best education system.

Make a note of 5-6 things that make this education system the best in the world.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (5 minutes)

Dear learners!
Welcome to the class.



Can someone quickly share the different SDGs we have learned about?

Possible response: No Poverty, Health and Wellbeing, Quality Education.

For each of these challenges, what's something that we have done as changemakers? Think about the lessons we have learned and the process we have followed.

Encourage learners to share, in case they are not quickly synthesised by sharing:

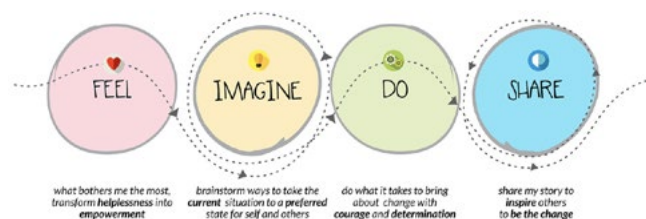
We have begun by deepdiving into the problem and understanding what causes it and how it impacts people around us.

Next, with the help of I can mindset, we have tried to really reimagine what the world would look like without this challenge.

Post which we have brainstormed on solutions with our peers.

This process of understanding the challenge and finding solutions is known as Design Thinking.

How we Do it



FIDS = I CAN mindset

Image courtesy participedia.net

Encourage learners to share how they have practiced these steps in the previous lessons.

Great, now that we know, can someone guess what we will be doing today?

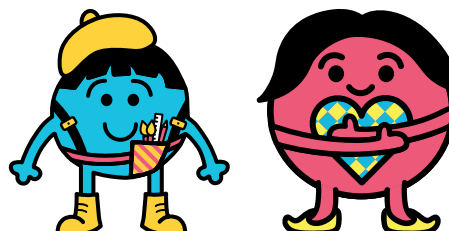
Today, we are going to use the 'I CAN MINDSET' to actually imagine what may be possible if everyone around us in this world had access to quality education.

We are going to imagine the world where SDG 4 has been achieved.

Are you ready?

Point to the objective: I can envision what a world where Quality Education is accessible to all may look like.

We are going to use a lot of Mr. Creativity and Mr. Compassion to do this.



Learn (25 minutes)

Before we begin, let's sing a song that we are all familiar with.

KER Anthem.



We have been listening to and singing this song a lot but do you know who are the people behind this song?

This song is a KER anthem. KER stands for Kids Education Revolution, an organisation that believes to reimagine education and bring about change with the children.

Give me jazz hands if you believe that it is important to bring a change in education.

Give me jazz hands if you believe that we need to do it with children.

Encourage some learners to share why is it important for children to be partners in reimagining education.

You can probe by asking-

There are so many well educated adults, people who have researched on education systems and know how the policies work etc, but then why should young people like children be involved in the process?

After learners share, synthesise by sharing:

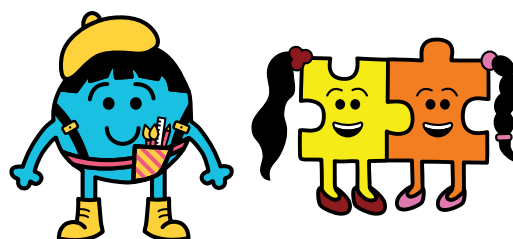
Children are the ones who receive education. It is their fundamental right

and therefore, their voices should be the loudest while determining what and how should they learn.

With this, I invite you all to help us reimagine what our world may look like where SDG 4 has been achieved.

In your groups of 4, using Ms. Collaboration and Mr. Creativity, think about:

- What do the schools look like?
- What do the classrooms look like?
- What do teachers look like and how do they feel here?
- What kind of content are children learning in this school?
- How are they learning new things?
- What do children look like and how do they feel here?
- How is every individual in this world is looking like- think about families, communities, countries etc?



These are just some questions for you to think about. Don't limit yourself here. You can also think of some best practices you have learned about in your prework, feel free to use some of those ideas as well. Be as creative as possible.

Please distribute chart papers for learners to envision and draw this world.

After sometime, encourage learners to put their posters up for display in different corners of the room.

Now all of us are going to walk around the room and see what our friends have created using their power of imagination.

In case, something stands out to you, don't forget to put a star or share a shout out with that team on their posters.

Encourage learners to do a gallery walk for next 5 minutes and share their feelings after seeing these posters.

Reflect (10 minutes)



It's Mr. Consciousness time!

Close your eyes and on a scale of 1-5, rate the following statements. 1 is strongly disagree and 5 is strongly agree.

Encourage learners to show the number on their fingers.

- My reimagined world with reimagined education includes everyone.
- My reimagined world with reimagined education understands the needs of different individuals.
- My reimagined world with reimagined education focusses on what children learn in school.
- My reimagined world with reimagined education has children who are safe, classrooms that are vibrant and teachers who are enthusiastic.

Thank you, learners for contributing to this audacious task of reimagining the world by reimagining education. All of this is possible because of each one of you.

Tomorrow, we will begin to bring these ideas alive for our classroom, school, community, country and the world.

After Class Challenge (30 minutes)

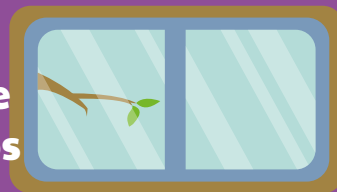
Speak to at least five children from your community and talk to them about the problem of education.

Ask them to share:

- What according to them should change in the education system currently?
- What are some things they can do to bring these changes alive?
- What is their hope for education to look like in the future?

OBJECTIVE

I learn what others are doing about the challenge of lack of quality education and identify the steps I can take towards achieving quality education for all.



C IN FOCUS

Mr. Consciousness,
Mr. Creativity,
Mr. Compassion,
Ms. Collaboration,
Ms. Critical Thinking



CONSTITUTIONAL VALUES

Justice, Fraternity, Equality

MATERIALS

Print-out of the commitment sheet for all the learners.
Print-outs for the Gallery Walk.
(Given on last page)

SUMMARY OF PRE-WORK

Be Mr. Curiosity and find out about people in your city, country or the world who are working towards solving the problem of education.

You can also read up some stories of how children around the world started their projects to solve the education crisis with their classmates and in their community here.

You can also look up the Design For Change website.

Make a note of any three individuals and their stories and why they stand out to you in the following format:

Name of the project/ initiative

Who is running this project and where?

What is the aim of the project?

What has been the impact?

[Link](#)



[Link](#)



RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)

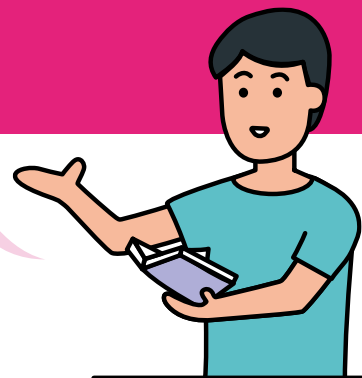


Asynchronous Pre-work Document

[Link](#)



Spark (5 minutes)



Dear changemakers!



Yesterday, you imagined a world which is educated.

How far do you think is our current school/ classroom from what we envisioned yesterday?

Encourage learners to share their thoughts. You may ask them to share what's present in their class already and what's not.

Today, we will actually begin to think about how may we bring that vision alive and therefore, it's important to seek inspiration from people around the world who are already trying to work on different challenges in education system.

Point to the objective: I learn what others are doing about the challenge of lack of quality education and identify the steps I can take towards achieving good health and wellbeing.

Learn (25 minutes)

Today's gallery walk wouldn't just have the stories that I have curated for you but it would be co-created by all of us.

Each one of you may have put down some stories that stood out to you on a sheet as a part of your pre-work.

Encourage learners to go place their stories somewhere in the classroom.

Then ask all the learners to engage in a gallery walk to see the stories of hope.

Virtually, you may present this on a slide for learners to skim through these. For the stories that they have put together, ask them to discuss and share these stories in the groups of 4.

As you read these stories, think about:

- What challenge in education system is this initiative trying to solve?
- What scale does this solution impact- a classroom, a school, a community, a country or the world?

Practice a lot of Ms. Critical Thinking while doing so.



Here are a few stories that you can set up for the learners. Stories curated by the learners can be added to these.

Teach For All

Teach For All is a network of 60 independent, locally led and governed partner organizations and a global organization that aims to build collective leadership in classrooms and communities around the world.

To tackle the complex challenges faced by children in disadvantaged communities, Teach For All supports network partners from different countries to recruit and develop leaders. Network partners call on their countries' diverse graduates and professionals to become a part of a fellowship and commit at least two years to teach in the schools and communities where they're needed most.

They currently have close to 15,000+ teachers in classrooms across network (countries) and have impacted close to 1,000,000+ students.



Image courtesy [youtube.com](#)

Do you know that there also is Teach For India?

If not, go learn more about this network partner of Teach For All the work they are currently doing in our country.

Main Ek Campaign

A group of 5th standard students who studied in a private school in Delhi learned about the Right to Education with their teacher, Anurag Bhaiya. This is a story of one of the Teach For India classrooms.

They felt very bad that so many students were not in school and so they decided to do a survey in their community to find out how many students were out of school. The students knew this would be difficult and so reached out to the organization Pratham to train them on how to conduct a survey. Each day after school they would go around in their community, finding out who was in school.

They arranged a conference to present their findings from the survey. At that meeting the head of Pratham in Delhi, Rukmini Didi attended and she was amazed to see how much the students had done to help other students in their community. Inspired by the students, she then went back to Pratham and worked with her team to launch a big campaign across India called Lakhon Main Ek to get all students into school and get them access to a quality

education in school. The Lakhon Main Ek campaign aims to improve learning in 100,000 villages!



SUNDAY, SEPTEMBER 22, 2019

Books for Belize

ST. PATRICK CATHOLIC SCHOOL
Where Faith and the Future Meet

Kindergarten through 8th:
630-338-8100
787 Crane Road, St. Charles, 60175



As part of our upcoming all school book fair we are collecting new books and donations to purchase books to send to Our Lady of Mount Carmel School in Belize. Many of the teachers at OLMC are Society of Our Lady of the Most Holy Trinity—SOLT Missionaries. We are excited to help them expand their early chapter series book collection. As SOLT missionary McKenna Gillespie (from St. Charles) shared, "Belize is a developing country and my students have no access to print materials other than the ones I have brought down. I am very grateful to St. Patrick Catholic School for helping us grow our library collection." We are excited to be connecting with children around the world and learning what life is like for them and then helping support their education through the generosity of our parish and school.

READING IS MY SUPERPOWER! \$10

WE NEED YOUR HELP!

If you would like to help we are asking for Gift Card Donations to help purchase early chapter series books. Please go to <https://www.giftfly.com/shop/follett-book-fairs>

IMPORTANT: To send a gift card donation for Books for Belize you must put "Books for Belize" as the recipient's name and recipient's email: booksforbelize@stpatrickparish.org.

We are grateful for any amount you can donate. Through the purchase of books, through the Follett Book Fair, we will earn credit to grow our own St. Patrick's library collection as well. It's a Win-Win!



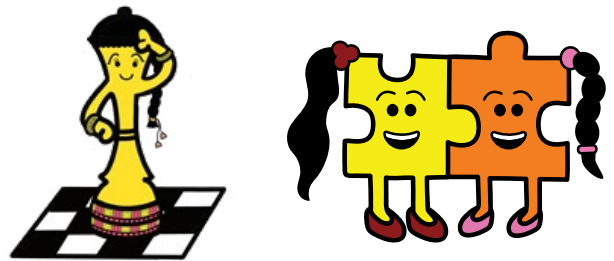
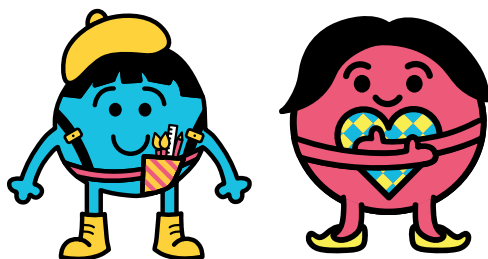
Grade 4 students in one of the schools of USA, organised a book fair and a fundraiser to ask local community members to contribute gift cards for the book fair.

This was to collect books to set up classroom libraries so that students can improve on English comprehension

We just saw how children and adults are trying to tackle this problem by working in different ecosystems. The solutions also range from small actions to big actions but each of these are very important in achieving SDG 4.

Which Cs do you think they are operating with?

Possible response: Ms. Collaboration, Ms. Critical Thinking, Mr. Compassion and Mr. Creativity.



Now, go back to the groups you worked in yesterday, the ones you reimagined the world and education with.

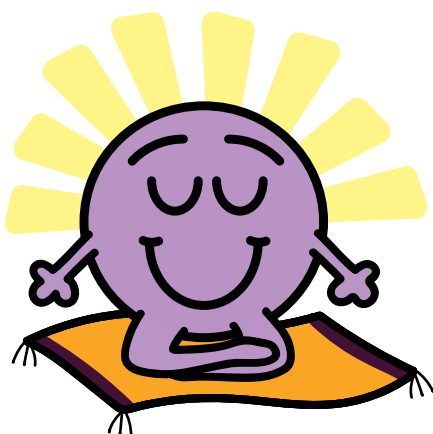
List down all the idea you have to create a more inclusive and equitable education system.

Now, see if our solution has these 3 things:

- Impact: Can I start seeing immediate change in my community once I implement this?
- Bold: Is my solution new and courageous?
- Long lasting: Will my solution last even after I finish the project?

Once you are ready, give me jazz hands.

Reflect (5 minutes)



It's Mr. Consciousness time!

Learners, give yourselves a huge round of applause.

Looking at solutions definitely give us a lot of hope and inspiration to lead a change.

Think and share:

- One idea that you wish to implement to solve the challenge of quality education for others.

- Who do you wish to implement this for?
- How would you take that action?
- Which C would you need to practice this action?

Write your commitment on this sheet.



I will ____ (mention your idea) by doing ____ (specify your steps to implement your idea) with the help of ____ (mention

the Cs) to achieve SDG 4 of Quality Education.

Share the commitment sheet with all the learners or encourage them to create one for them.

Encourage learners to put their commitments up somewhere in their classroom or paste it in their diaries.

After Class Challenge (30 minutes)

Get at least three people in your community to work with you to implement your idea or ask them to commit to taking one action to achieve quality education for all.

Some simple actions are given below:



Teach your native language to migrants in a youth centre or elsewhere.

1

Provide food at schools to increase attendance.

2

Educate your kids about the power of education, as many don't see the tangible benefits.

3

Show films or TV shows that are educational as well as entertaining for children.

2

Take education outside the school and keep it fun. Travel. Take kids on day trips to the planetarium or museums.

5

Support charities that are working in education in the poorest parts of the world.

6

Donate books to public libraries or public schools in need.

7

Share success stories, including stories that didn't make the headlines.

8

Share your skills with the ones who need them.

9

In many countries, girls are pulled out of school early in order to get married. Start conversations that allow for problems to be openly discussed and solutions to be found.

10

Print-out of the commitment sheet for all the learners:

4 QUALITY EDUCATION



I will become a healthy and happy individual by ____
(*mention your commitment for self*) to achieve SDG 3 of
Good health and wellbeing.

I will ____ (*mention your idea*) by doing _____
(*specify your steps to implement your idea*) with the
help of _____ (*mention the Cs*)

Print-outs for the Gallery Walk:

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OBJECTIVE

I can engage deeply with a global issue (gender discrimination) and understand how it impacts me and others.

Cs IN FOCUS

Mr. Consciousness,
Ms. Collaboration,
Ms. Critical Thinking,
Mr. Curiosity



CONSTITUTIONAL VALUES

Equality, Justice, Fraternity, Liberty

MATERIALS

Run Like a Girl -
Commercial

 Video



SUMMARY OF PRE-WORK

Make a list of things, actions and emotions that come to your mind when you think of the following phrases:

- Act like a girl
- Act like a boy

Are there any similarities in your list?

Are there any differences in your list?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (10 minutes)

Hi learners, welcome to the class!



In your pre-work you may have answered a few questions.

Can I request some of you to share what you have written for the phrase 'Act like a girl'?

Encourage different learners to share.

Can I request some of you to share what you have written for the phrase 'Act like a boy'?

Encourage different learners to share.

If your classroom has a mix of boys and girls, encourage them to share how they feel about the way their gender has been described.

If learners have generated similar and gender neutral words for both of the questions, appreciate them on practicing equality.

If learners have generated phrases or words which denote gender stereotypes, say:

We do see how both the genders have been described differently and we do see that not all of us agree with the description.

With this let's watch a video.

Run Like a Girl - Commercial



Encourage learners to share how they feel after watching the video.

Have you ever heard 'Act like a girl' as an insult?

Why do you think it's used as an insult by some people?

Learners, we do know that sometimes in our society women are treated as if they are weak and not equal to men. Therefore, today, we will spend some time deep diving into the global issue of gender discrimination.

Point to the objective: I can engage deeply with a global issue (gender discrimination) and understand how it impacts me and others.

Learn (20 minutes)

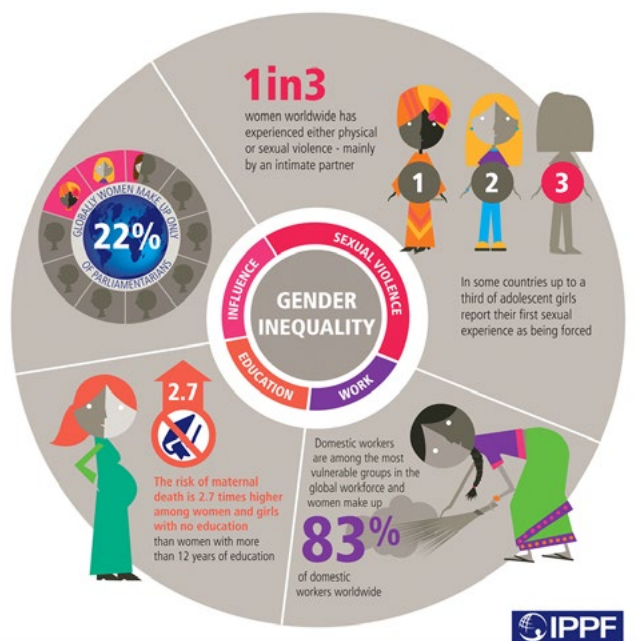


Image courtesy paper-crown.org

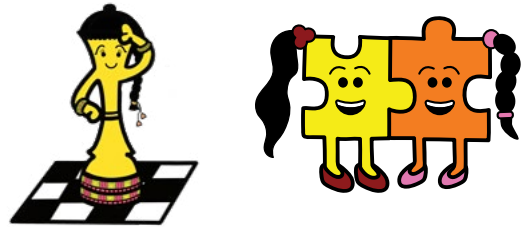
In groups of 4, analyse the image.

If the classroom has mixed gender, please ensure that there are groups that have representation from different genders.

Think about:

- How does this make you feel?
- What kind of challenges does it highlight?
- Are there other gender related challenges that you face or is faced by people around you?
- How may these challenges affect the people who identify with this gender?
- How may these challenges effect everyone around them?
- How may these challenges effect the nation?

Please practice Ms. Critical Thinking and Ms. Collaboration while doing this.



Encourage learners to share in the large group. Probe learners to share how this gender discrimination may have negative effects on men as well.

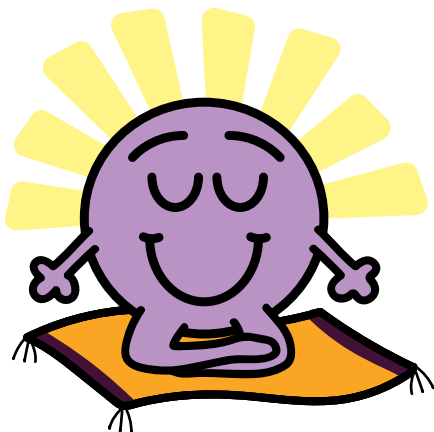
Now that we have established how it may have severe effects on people in the society, let's try practice Mr. Curiosity to think about why this may be happening.



- In your groups, pick up any one data point or a challenge and ask yourself: Why does this happen?
- Make a list of as many causes as you can think of.

Encourage learners to share some causes.

Reflect (10 minutes)



It's Mr. Consciousness time!

Today we learned about gender discrimination and how it is an important global issue but also something we see around us almost everyday.

Think and share:

- Have you experienced gender discrimination in any form? How did it make you feel?
- Have you treated someone differently because of their gender? How do you think it may have impacted them?

After Class Challenge (30 minutes)

Today practice a lot of Mr. Curiosity and be observant:

- Make a list of things you observe about how different genders are being treated in your family.
- Make a list of things you observe about how different genders are being treated in your neighbourhood.

- You can also talk to people you feel comfortable with and ask them to share their experiences.

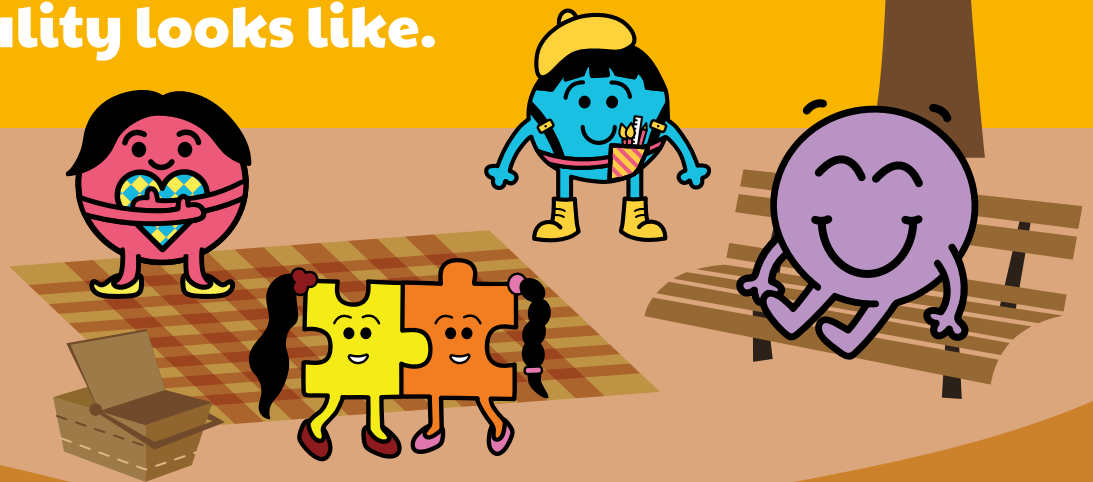
You can think about the work and jobs people of different gender do, the kind of conversations they have or the kind of challenges they face.

OBJECTIVE

I can envision what a world with Gender Equality looks like.

C IN FOCUS

Mr. Consciousness,
Mr. Creativity,
Mr. Compassion,
Ms. Collaboration



CONSTITUTIONAL VALUES

Liberty, Justice, Fraternity, Equality

MATERIALS

Gender equality: the power of change
Chart papers and pens

 Video



SUMMARY OF PRE-WORK

Imagine a day in your life where you wake up as a member of a different gender.

- What would your life be?
 - What would you do through the day?
 - Would it be similar to how you live life currently?
 - Would it be different?
- If given a choice, would you like to start living the life of a person from a different gender?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link

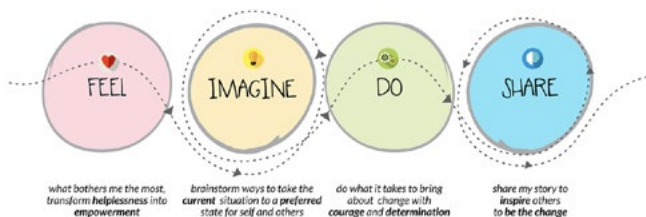


Spark (10 minutes)

Dear learners!
Welcome to the class.



How we Do it



FIDS = I CAN mindset

Image courtesy [participedia.net](#)

Can any of you quickly share the Design Thinking step that we have already completed for the challenge of Gender discrimination?

Possible response: Feel.

Amazing, now is the time to move to our next step that is imagine.

You have already begun to do this exercise in your pre-work by imagining to live a life of a person with a different gender.

Would some of you like to share the similarities and differences that you noticed in your current life and the life that you imagined?

On a scale of 1-5, rate the following statements:

- People of different gender experience life in similar ways.
- It is fair to for people to do different things, live differently just because of their gender.

Many learners may give a lower score.

Now, that we all agree that it's not fair for people to be treated differently and unequally because of their gender, let's try to re-imagine a world where gender is NO-BAR.

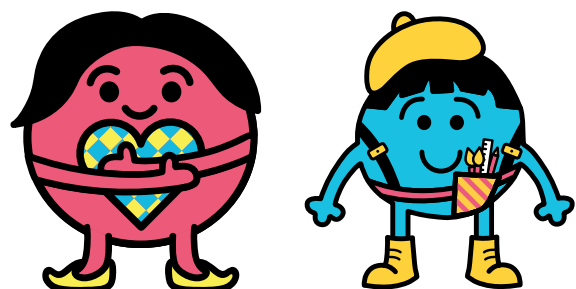
We are going to imagine the world where SDG 5 is achieved. Gender equality and empowering all women and girls, has been achieved.



Are you ready?

Point to the objective: I can envision what a world with Gender Equality looks like.

We are going to use a lot of Mr. Creativity and Mr. Compassion to do this.



Learn (30 minutes)

Before we begin, let's watch a video.
Gender equality: the power of change



Now that you have watched a video, we are going to draw the world that Christina and Morita lived in.

Divide the class into two groups.

Everyone in Group A would work with their partners to draw the life of Morita.

Everyone in Group B would work with their partners to draw the life of Christina.

You can think about their childhood, the families they may have had, the schooling they may have experienced and their current lives.

After some time, encourage learners from both the groups to share what they came up with.

Highlight the big differences as learners share.

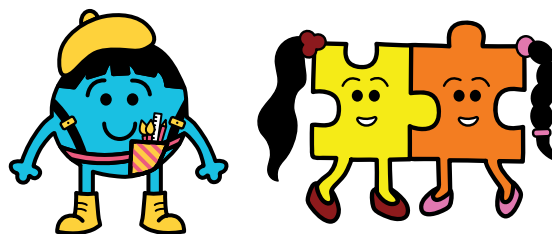
What kind of a world would you prefer to live in irrespective of your gender?

Ask some learners to share out loud.

Possible response: Where people are educated, have the freedom to choose careers and when to get married, have health care facilities etc.

Now in groups of four, using Ms. Collaboration and Mr. Creativity, draw this world.

- What does this world look like?
- What do children in this world do?
- What kind of families do we have in the world?
- What are people of different genders doing in this world?



These are just some questions for you to think about. Don't limit yourself here. Be as creative as possible.

Please distribute chart papers for learners to envision and draw this world.

After sometime, encourage learners to put their posters up for display in different corners of the room.

Now all of us are going to walk around the room and see what our friends have created using their power of imagination.

In case, something stands out to you, don't forget to put a star or share a shout out with that team on their posters.

Encourage learners to do a gallery walk for next 5 minutes and share their feelings after seeing these posters.

Reflect (10 minutes)



It's Mr. Consciousness time!

Close your eyes and think about the following scenarios:

- You don't hear any news of domestic violence and sexual abuse against anyone.
- Every one is free to wear whatever they want to do.
- Women feel free to pursue career options of their choice.
- Young boys and men feel comfortable to cry and express emotions.
- Transgenders feel safe in public places.
- Everyone is free to marry or not marry at the age of their choice and with the person of their choice.
- We see a lot of transgenders and women become political leaders.
- All genders work together to fight against stereotypes and create a world that's safe, equal and fair for everyone.

Thank you so much learners and open your eyes.

- How do you feel after imagining a world like this?
- What difference do you think living in a world like this can make in your life?
- What difference would it make in a country or the world?

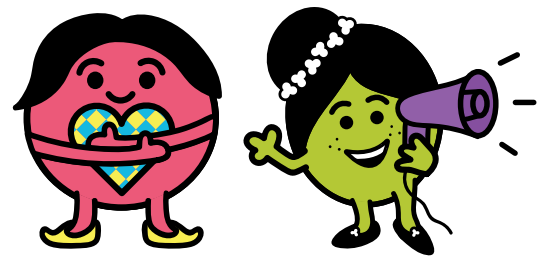
After Class Challenge (30 minutes)

Speak to at least five people of different age groups and genders from your community and talk to them about the problem of gender inequality.

Ask them to share:

- Do you feel all genders are equal?
- Have you been told to do or not do something because of their gender?
- What would you have done if there were no restrictions for any gender?
- Do you have ideas to solve this challenge?

Learners, it's really important to learn from the experiences of people around you while thinking about changing anything. So feel free to practice Mr. Compassion and actively listen using Ms. Communication while having these conversations.

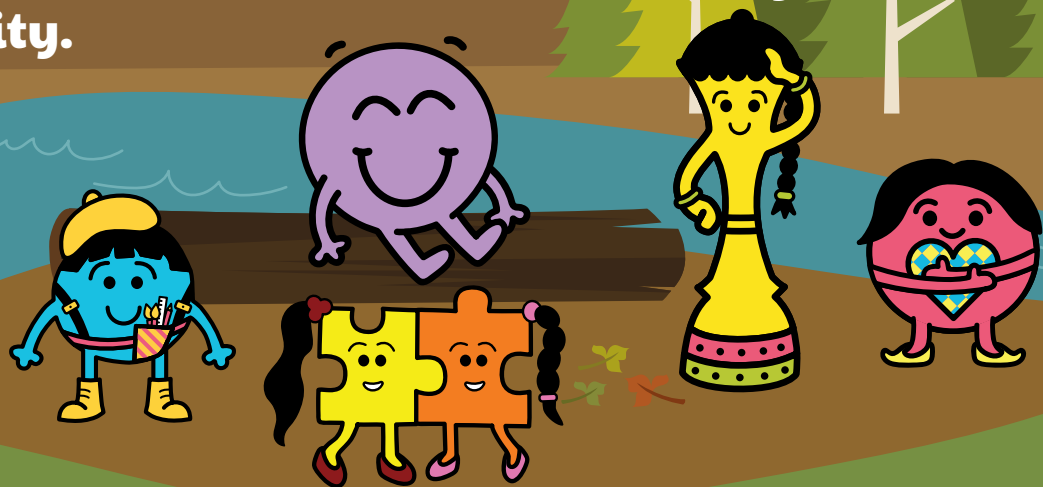


OBJECTIVE

I learn what others are doing about the challenge of gender discrimination and inequality and identify the steps I can take towards achieving gender equality.

Cs IN FOCUS

Mr. Consciousness,
Mr. Creativity,
Mr. Compassion,
Ms. Collaboration,
Ms. Critical Thinking



CONSTITUTIONAL VALUES

Justice, Fraternity, Equality

MATERIALS

Print-out of the commitment sheet for all the learners.

Print-outs for the Gallery Walk.
(Material given on last page)

SUMMARY OF PRE-WORK

Be Mr. Curiosity and find out about people in your city, country or the world who are working towards solving the problem of gender inequality.

You can also read up some stories of how children around the world started their projects to solve the gender inequality with their classmates and in their community here.

You can also look up at the Design For Change website.

Make a note of any three individuals and their stories and why they stand out to you in the following format:

Name of the project/ initiative
Who is running this project and where?
What is the aim of the project?
What has been the impact?

[Link](#)



[Link](#)



RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (5 minutes)

Dear learners and changemakers!



Let's begin a day with a reading.

Present the story on the screen or get print-outs. Encourage learners to do a read aloud for different paragraphs in the class. Pause after every paragraph to ask some questions.

Once upon a time, there was a young girl who loved going to school. However, she lived in an area where some political leaders didn't want her to go to school. They used to attack the schools and try to stop girls from going to school.

- What would you do if the people with political power in your area attacked your school and said you (whether you are a boy or a girl) weren't allowed to go any more?

So one day this young girl, who was only eleven years old at the time, started to make speeches and write blogs saying that girls should be allowed to go to school as well.

- How do you think the people with political power, who were against girls in school, might have reacted when she started doing this?

However, the people in power, who didn't want girls to go to school, wanted to frighten her to stop her telling people these things. They knew lots of people around the world were listening to what she was saying, so they made it clear that they would harm her if she kept saying these things.

- If someone threatened you for saying your opinion, would you stop or would you carry on anyway?

The young girl did not stop saying her opinions. So one day, when she was fourteen years old, a man came onto the bus when she was on her way back from school and shot her. The bullet hit her head. Luckily, this young girl did not die.

If you had been harmed for saying your opinions and survived, would you stop after that?

She was taken to another country and she survived. She went on to finish school and continues to tell the world that girls should be allowed to go to school.

- What do you think of this girl? Do you think what she did made an impact? Why/ why not?

As you read the story and answered a few questions, can you guess who this 11 year old girl was?

Possible response: Malala Yousafzai

Encourage learners to share more details if they know about her and add by sharing:

In 2014, she was awarded the Nobel Peace Prize and is now a leading global advocate championing the equal right to education for all, especially for girls.

Learners, I believe that if an 11 year old Malala, who was threatened by big forces can, you all also can.

And therefore, today, we will learn from more such actions and begin to think about big and the small actions that we can take to solve for the challenge of gender discrimination and inequality.

Point to the objective: I learn what others are doing about the challenge of gender discrimination and inequality and identify the steps I can take towards achieving good health and wellbeing.

Learn (25 minutes)

Like the previous lesson on education, today's gallery walk - where we all seek inspiration, would be co-created by all of us.

Each one of you may have put down some stories that stood out to you on a sheet as a part of your pre-work.

Encourage learners to go place their stories somewhere in the classroom.

Then ask all the Learners to engage in a gallery walk to see the stories of hope.

Virtually, you may present this on a slide for learners to skim through these. For the stories that they have put together, ask them to discuss and share these stories in the groups of 4.

As you read these stories, think about:

- What challenge under gender inequality is this initiative trying to solve?
- What scale does this solution impact- a classroom, a school, a community, a country or the world?

Practice a lot of Ms. Critical Thinking while doing so.



Here are a few stories that you can set up for the learners. Stories curated by the learners can be added to these.

Rise Up



Rise Up works on activating women and girls to transform their lives, families and communities through investing in local solutions, strengthening leadership, and building movements. The network of the organization is composed of 500 leaders, which has directly benefited around seven million girls and impacted around 100 laws and policies in Africa, Latin America, South Asia and the US.

Rise Up strengthens the leadership of women and girls to be able to drive changes in their communities. It focuses on advancing women's rights, equality, education, sexual and reproductive health, and economic empowerment. The organization conducts a range of innovative program and partners up with both global and local organizations to achieve sustainable impact.

UN Women



The United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) is a UN agency dedicated to gender equality. The agency was established to accelerate progress on meeting women's needs across the world. It supports the UN member states in achieving global standards of gender equality, and it works closely with civil

society organizations and governments to design and implement policies, laws and services that benefit women.

The UN women focuses on four priority areas: 1) Women lead, participate in and benefit equally from governance systems; 2) Women have income security, decent work and economic autonomy; 3) All women and girls live a life free from all forms of violence; 4) Women and girls contribute to and have greater influence in building sustainable peace and resilience, and benefit equally from the prevention of natural disasters and conflicts and humanitarian action. The UN Women also closely works on positioning gender equality as fundamental to the UN sustainable development goals and assists the member states to hold the UN system accountable for its own commitments on gender equality.

Sports Bridge

Tanushree from Bangaluru, was a 6th grade student when she saw that girls and boys in her class barely spoke to one another since they had been taught at home that they should not interact with one another and be friends.

Tanushree did not like this at all and she decided to solve this challenge. She decided to use sports as a medium to solve this and started a project called Sports Bridge where she brought together all her classmates to play different sports together which made them feel like one big family!

She used something so simple yet powerful as sports to bridge the gender gap between her classmates.

Born This Way

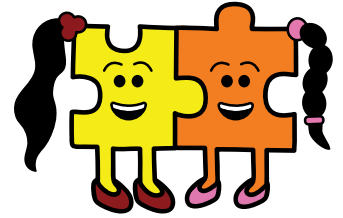
Kumkum, from Delhi, started a project called 'Born This Way' when she was 12 years old and has been running this initiative to sensitize society to the stigma faced by the third gender and promote gender equality.

Right from the time her sister was born, Kumkum observed how the third gender was first welcomed at the occasion to sing and dance but were not treated with kindness. This led her to learn more about different kinds of gender and injustice they face. Kumkum envisions a world where every gender feels safe, belonged, experience liberty and can co-exist with society in harmony.

We just saw how children and adults are trying to tackle this problem by working in different ecosystems. The solutions also range from small actions to big actions but each of these are very important in achieving SDG 5.

Which Cs do you think they are operating with?

Possible response: Ms. Collaboration, Ms. Critical Thinking, Mr. Compassion and Mr. Creativity.



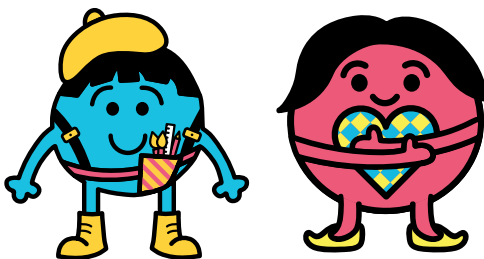
Now, go back to the groups you worked in yesterday- the ones you reimagined the world with.

List down all the idea you have to create a safer, equal and just world for people from all genders.

Now, see if our solution has these 3 things:

- Impact: Can I start seeing immediate change in my community once I implement this?
- Bold: Is my solution new and courageous?
- Long lasting: Will my solution last even after I finish the project?

Once you are ready, give me jazz hands.



Reflect (10 minutes)



It's Mr. Consciousness time!

Learners, give yourselves a huge round of applause.

Looking at solutions definitely give us a lot of hope and inspiration to lead a change.

Think and share:

- One idea that you wish to implement to solve the challenge of gender inequality around you.
- Who do you wish to implement this for?
- How would you take that action?
- Which C would you need to practice this action.

Write your commitment on this sheet.



I will ____ (*mention your idea*) by doing ____ (*specify your steps to implement your idea*) with the help of ____ (*mention the Cs*) to achieve SDG 5 of Gender Equality.



Share the commitment sheet with all the learners or encourage them to create one for them.

Encourage learners to put their commitments up somewhere in their classroom or paste it in their diaries.

After Class Challenge (30 minutes)

Get at least three people in your community to work with you to implement your idea or ask them to commit to taking one action to achieve gender equality.

Some simple actions are given below:

	<p>Increase gender representation in areas of leadership in the workplace.</p> <p>1</p>	<p>Communicate to media outlets (advertising companies, movie production houses and so on) about of portraying women as inferior, less intelligent and incompetent compared to their male counterparts.</p> <p>4</p>
<p>Practice and demonstrate to children equal decision-making processes at home.</p> <p>2</p>	<p>Encourage schools to provide scholarships for girls.</p> <p>3</p>	
	<p>Use mentoring and coaching to help women build their confidence and develop their careers.</p> <p>5</p>	<p>If you are a women, know your rights and stand up for them.</p> <p>6</p>
<p>Make gender equality part of training and education. Young people should be supported in choosing jobs that advance their future, regardless of their gender.</p> <p>8</p>	<p>Make flexibility and work-life balance a part of the company's culture.</p> <p>7</p>	
	<p>Gender equality starts at home.</p> <p>9</p>	<p>Sponsor a girl child who needs a role model.</p> <p>10</p>

Print-out of the commitment sheet for all the learners:



I will ____ (*mention your idea*) by doing
____ (*specify your steps to implement
your idea*) with the help of ____ (*mention
the Cs*) to achieve SDG 5 of Gender
Equality.

Print-outs for the Gallery Walk:

Rise Up



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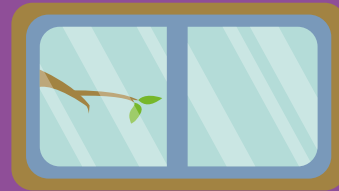
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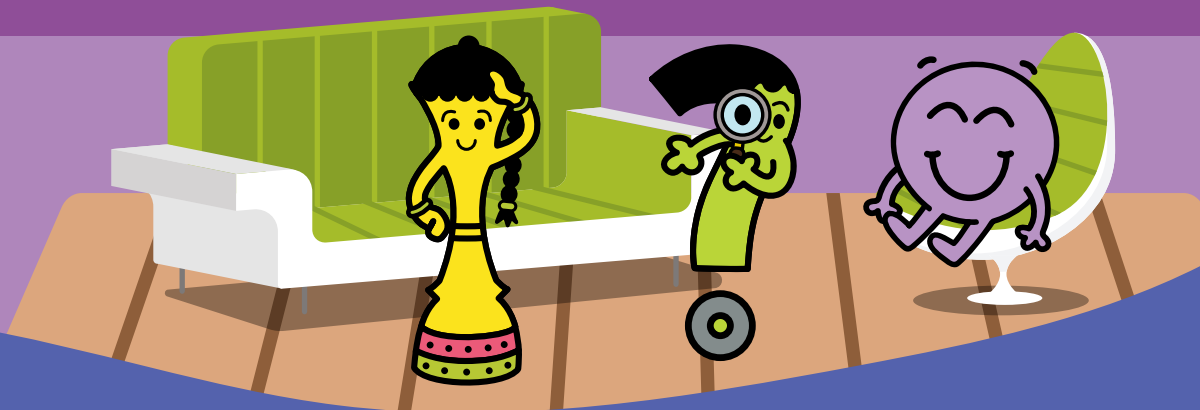
OBJECTIVE

I can engage deeply with a global issue (climate change) and understand how it impacts the world.



C IN FOCUS

Mr. Consciousness,
Ms. Critical Thinking,
Mr. Curiosity



CONSTITUTIONAL VALUES

Justice, Fraternity

MATERIALS

Please ensure a strong internet connection for this lesson.

Alternatively, you may record the necessary details and can play it in the class using any device.

[Link](#)



SUMMARY OF PRE-WORK

What kind of climate does your region experience?

Over the years, have you seen or experienced any changes in the climate?

Be Mr. Curiosity and talk about this to your parents, grandparents, neighbours etc.

Make a note of different things they share and bring these notes to the class.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (10 minutes)

Welcome to class,
changemakers!



Till now, we have spoken about a couple of global challenges including Poverty, Health, Gender inequality and lack of quality education.

Today, we are going to unpack a different global challenge.

From the pre-work that you all did, can you guess which global issue will we be talking about today?

Possible response: Climate Change

Give me jazz hands if you have heard people around you say:

- The summers are getting hotter every year.
- The winters have become unbearable.
- It rains so much every year that there is always flooding in some areas.
- It's not rained for so long, I am worried that the crop won't get enough water.
- The weather is so unpredictable.
- The air quality is deteriorating. We are breathing poison.

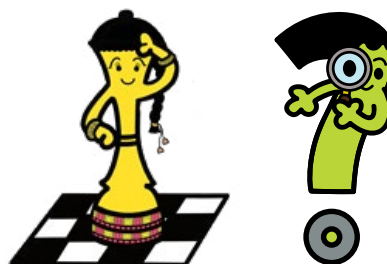
All of these are the signs of climate change.

Turn to your partners and share some other changes that you learned about from people you interacted with.

Encourage some learners to share these out loud in the class.

While some signs of climate change are visible, some may not but all of these effects live on our planet Earth in different ways.

Today I would encourage all of you to practice a lot of Ms. Critical Thinking and Mr. Curiosity as we try to unpack the impact of climate change on the world.



Point to the objective: I can engage deeply with a global issue (climate change) and understand how it impacts the world.

Learn (20 minutes)

In your pre-work, you learned how your region may have changed due to climate change.

Let's see how the world has changed due to climate change.

This is known as Earth timelapse. Through this you can zoom into any part of the world and see how the region has changed over the last few decades.

Pull up Google Earth Engine time-lapse for the class

 Link



First let's have a look at the Columbia Glacier Retreat time-lapse.

Think and share:

- What did you observe?
- How do you think would this effect life, environment and climate in the region?
- Why might this be happening?

Let's now explore the Dubai Coastal Expansion time-lapse together.

Please pick the Dubai Coastal expansion as an option from the list on the webpage.

- What did you observe?
- How do you think would this effect life, environment and climate in the region?
- Dubai is known for its development. Do you think all of this may also have had any positive change?

Possible response: Positive: job creations, better transport links Negative: using the earth's resources, less green space, pollution of the oceans in the construction of the islands.

We just saw two regions in the world and the way they have changed over years.

A lot of these changes may not only affect human life, but also the weather in the region, the lives and habitat of animals and plants, the water bodies etc.

These may also result in disasters like Tsunami, landslides, floods, draughts, earthquakes which may lead to loss of so many lives.

Have you heard of any of these disasters in India?

Encourage learners to share.

Reflect (10 minutes)



It's Mr. Consciousness time!

Today we learned about climate change and how it is affecting the world around us.

Think and share:

- Do you think it's fair for people to suffer so much in the name of development?

Possible response: Severe Climate change will be very unjust for our future generations. The planet wouldn't be ideal to live on if this keeps increasing, ultimately affecting all living beings on earth.

- Who do you think is the most vulnerable or is affected the most due to climate change?

After Class Challenge (30 minutes)

Watch the Time-lapse to see how your city has changed.

You can put the name of your city or the capital of your country in the search bar.



Do note your observations on the basis of the questions given below:

- How has the environmental landscape of the city changed since 1984?
- Why might these changes have happened?
- Do you see any problems occurring if your city continues to change in this way?
- Do you see any benefits to your city having changed since 1984?
- Is there more or less green space in your city in 2018 compared to 1984?
- Has your home city taken any preventions to tackle climate change, that you can see?

OBJECTIVE

I can envision what a world will look like if we are all climate conscious.

Cs IN FOCUS

Mr. Consciousness,
Mr. Creativity,
Mr. Compassion,
Ms. Collaboration



CONSTITUTIONAL VALUES

Liberty, Justice, Fraternity, Equality

MATERIALS

Chart papers and pens

SUMMARY OF PRE-WORK

Read the story of Monu and Aamya.

 Link



As you read, make a note of:

1. Who are Monu and Aamya, and how are their lives and their exposure to air pollutants different? Make a timeline that

includes at least three key moments in the “day in the life” of each child, and note the air quality at each moment.

2. Compare and contrast the neighbourhoods Monu and Aamya live in: How do they shape the opportunities and challenges for each child?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (10 minutes)

Dear learners!
Welcome to the class.



Today, we will try to unpack a critical question about your neighbourhood.

Do you think your neighbourhood has a role to play in who you are- your identity, your opportunities, your dreams, the challenges you face, the space you live in etc?

Encourage learners to take a moment to think about it and then share their responses.

In your prework, you have gone through the stories of two children Aamya and Monu.

Can some of you share how these two children are living and experiencing lives in the capital city of India- New Delhi?

Encourage a few learners to share their responses.

Today, we will further try to unpack how our climate may have an impact on our lives in a way that it offers opportunities and challenges.

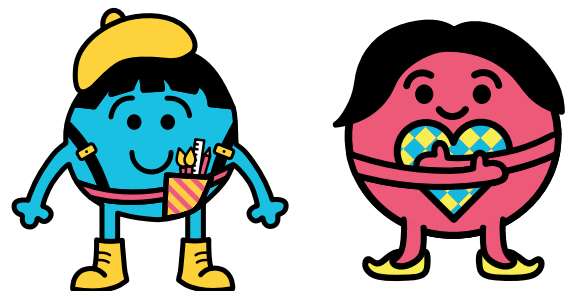
Through this, we will also try to envision a world without this challenge that will help take us closer to the SDG 13.



Are you ready?

Point to the objective: I can envision what a world will look like if we are all climate conscious.

We will be practicing a lot of Mr. Compassion and Mr. Creativity through the lesson.



Learn (20 minutes)

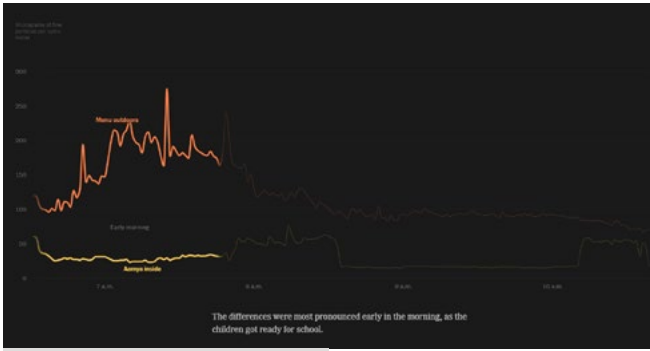


Image courtesy www.nytimes.com

The graph denotes the exposure to pollution both Aamya and Monu have through the day.

Turn to your partner and discuss:

- What do you notice in the two lines?
- What do you wonder? What questions do you have about Monu and Aamya and how they experience the same things differently?
- How does this illustrate the lives of the two children and the inequalities in exposure between them?

Encourage a few learners to share their responses out loud.

I am going to share a few sentences now. If you think that sentence may be true, stand up.

- Monu is more vulnerable to breathing problems and diseases as compared to Aamya.
- If schools get shut due to rising pollution levels, Aamya has more chances to continue learning from home than Monu.
- Aamya has a better chance at life due to her social and financial privileges.

Climate change impacts everyone. But it may impact some lives more than others.

If you think that it's unfair, give me jazz hands.

Learners, so far we have seen how poverty, health, gender discrimination, lack of education and climate crisis are big global crisis. These challenges further leads to inequality and unfairness in so many ways.

If we don't become conscious of our actions today, these gaps and challenges may continue to rise.

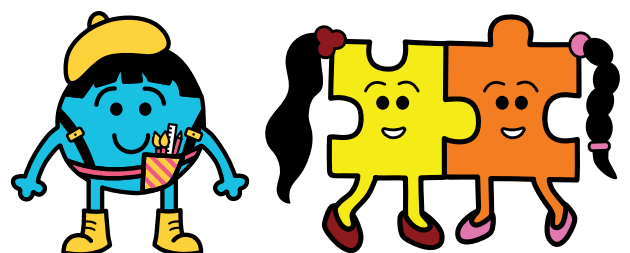
Therefore, today, I would love for you all to imagine the world - our dear planet earth which is a home to so many lives, fifty years from now.

You can also think of: What kind of world would you want to leave for your children?

When we say all children- think of all children in this world irrespective of the community, the gender, the caste and the class they come from.

Practice a lot of Ms. Collaboration and Mr. Creativity as you do this.

Please distribute chart papers for learners to envision and draw this world.



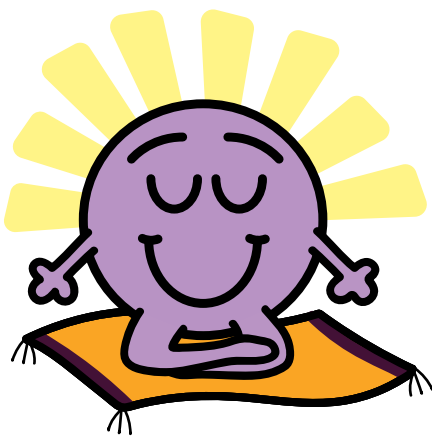
After sometime, encourage learners to put their posters up for display in different corners of the room.

Now all of us are going to walk around the room and see what our friends have created using their power of imagination.

In case, something stands out to you, don't forget to put a star or share a shout out with that team on their posters.

Encourage learners to do a gallery walk for next 5 minutes and share their feelings after seeing these posters.

Reflect (10 minutes)



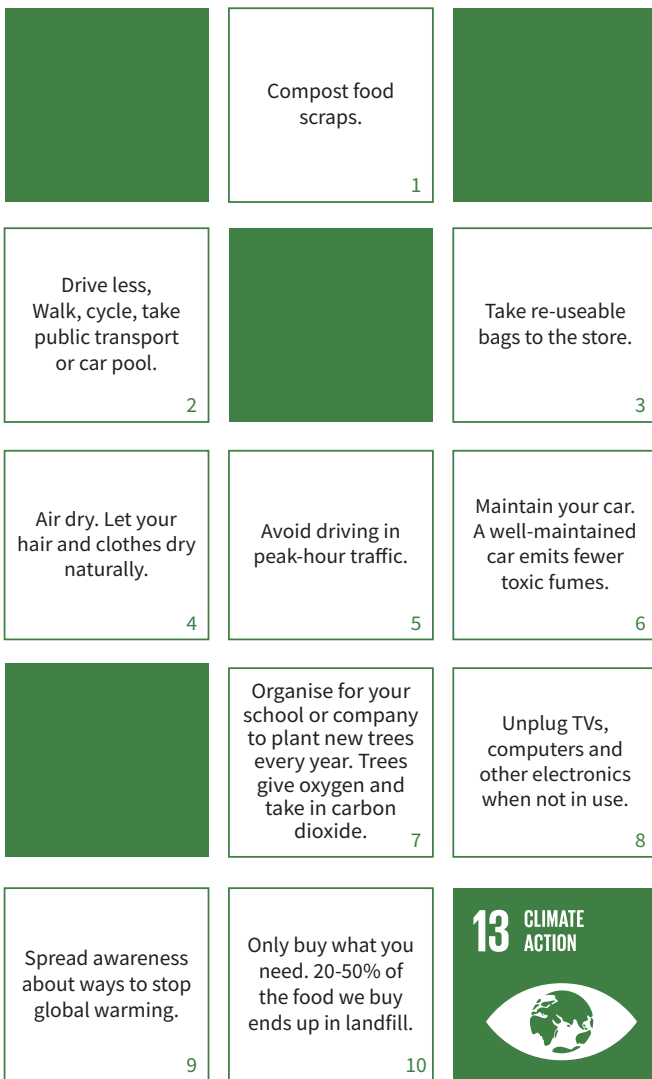
It's Mr. Consciousness time!

Thank you so much learners.

- How do you feel after imagining a world like this?
- What difference do you think living in a world like this can make in the lives of Monu and Aamya?
- What difference would it make in your life today?
- What is that one action that you can start taking from today to become more climate conscious and build a climate conscious world?

Even the smallest things can make a big difference.

- I will use cloth bags instead of plastic bags.
- I will not use plastic bottles.
- I will walk to school 3 times a week.
- I will not waste paper.
- I will not waste food.



Encourage learners to pick up one action from the list or ask them to add more simple action to this list.

After Class Challenge (30 minutes)

Practise an action towards climate change and get three of your friends to also commit to practicing one thing towards becoming more climate conscious.

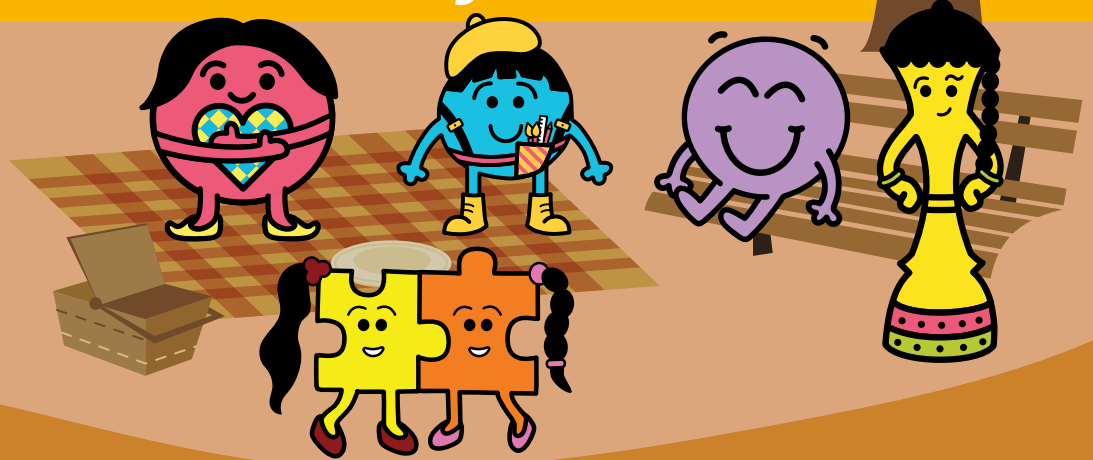
Remember learners, one action and one individual can make a huge difference.

OBJECTIVE

I learn what others are doing about the challenge of climate change and identify the steps I can take towards taking climate action.

C IN FOCUS

Mr. Consciousness,
Mr. Creativity,
Mr. Compassion,
Ms. Collaboration,
Ms. Critical Thinking



CONSTITUTIONAL VALUES

Justice, Fraternity, Equality

MATERIALS

Print-out of the commitment sheet for all the learners (Given on last page)

Video1: Greta Thunberg to world leaders



Video2: Call to Learning Film



SUMMARY OF PRE-WORK

Be Mr. Curiosity and find out about people in your city, country or the world who are working towards solving the problem of climate crisis.

- You can also read up some stories of how children around the world started their projects to solve the challenge of climate crisis with their classmates and in their community here.
- You can also look up the Design For Change website.
- You can also learn about activists around the world using this website.

Link



Link



Link



Make a note of any three individuals and their stories and why they stand out to you in the following format:

Name of the project/ initiative

Who is running this project and where?

What is the aim of the project?

What has been the impact?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Link



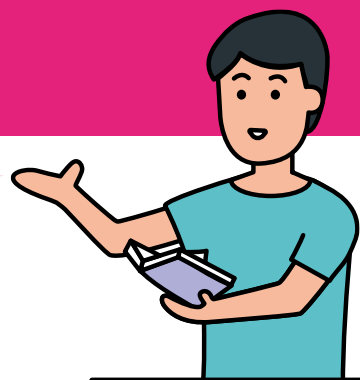
Asynchronous Pre-work Document

Link



Spark (10 minutes)

Dear activists!



I know you all may be wondering why I called you so but before I answer that, let's watch a video.

Greta Thunberg to world leaders: 'How dare you? You have stolen my dreams and my childhood'



- Does anyone know who she is?
- What kind of emotion do you see in this video? Why?
- What is this young girl so upset about?

Greta Thunberg is a young climate activist. A 16 year old girl who lives in Sweden, saw how governments around the world were ignoring the urgency of solving the climate crisis and doing nothing about the increasing wastes coming from industries and produced by man. To fight against this, she skipped school every Friday and sat on strike outside the Parliament building. Inspired by her, millions of

young people around the world decided to raise their voice for this cause and to make their own governments take action against climate change.

Do you think it's important for each one of us to be a climate activist?

An activist is an individual who feels passionate about bringing a change, raises voice against it and practice actions to bring a change.

Today, we will learn from many young activists and try to think for ourselves the actions we wish to take for climate action and create a more climate conscious world.

Point to the objective: I learn what others are doing about the challenge of climate change and identify the steps I can take towards achieving good health and wellbeing.

Learn (20 minutes)

In the previous lessons, we have gone around in the room to read and see stories.

But today, we will try to learn and seek inspiration by watching a video.



As you watch the video, think about:

- What are some of the different ways the activists help teach others about climate change?
- What have you learnt from the climate activists?

Practice a lot of Ms. Critical Thinking while doing so.



Encourage learners to share in the large group.

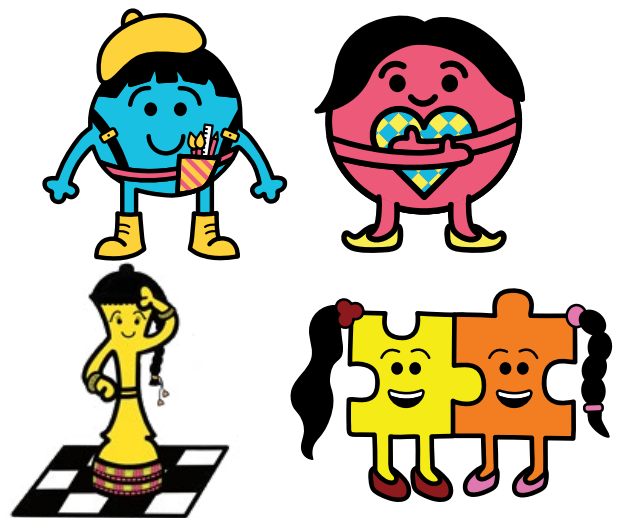
Now get into groups of four and share with each other more stories that you have brought in as part of your prework.

Learners, you may have seen how young people are fighting the challenge of climate change. Some of them are doing it by practicing climate conscious actions themselves, some are doing it by running projects in their city/

community and some are doing it by simply raising more awareness.

Which Cs do you think they are operating with?

Possible response: Ms. Collaboration, Ms. Critical Thinking, Mr. Compassion and Mr. Creativity.



Now, go back to the groups. Think about:

- Ideas that these stories have sparked for you to take action for Global Goal 13 Climate Change.
- Pick up any one idea that you wish to implement.
- Now, see if our solution has these 3 things:
 - Impact: Can I start seeing immediate change in my community once I implement this?
 - Bold: Is my solution new and courageous?
 - Long lasting: Will my solution last even after I finish the project?

Once you are ready, give me jazz hands.

Reflect (10 minutes)



It's Mr. Consciousness time!

Learners, give yourselves a huge round of applause.

Looking at solutions definitely give us a lot of hope and inspiration to lead a change.

Think and share:

- One action that you wish to practice yourself to become climate conscious.
- One idea that you wish to implement to solve the challenge of climate change around you.
- How would you take that action?
- Which C would you need to practice this action?

Write your commitment on this sheet.

13 CLIMATE ACTION



I will become a climate conscious individual by ____ (*mention your commitment for self*) to achieve the SDG 13 of Climate action.

I will ____ (*mention your idea*) by doing ____ (*specify your steps to implement your idea*) with the help of ____ (*mention the Cs*)

Share the commitment sheet with all the learners or encourage them to create one for them.

Encourage learners to put their commitments up somewhere in their classroom or paste it in their diaries.

After Class Challenge (30 minutes)

Get at least three people in your community to work with you to implement your idea and ask them to

continue practicing their commitments from the previous challenge.

Print-out of the commitment sheet for all the learners:



I will become a climate conscious individual
by ____ (*mention your commitment for self*) to
achieve the SDG 13 of Climate action.

I will ____ (*mention your idea*) by doing
____ (*specify your steps to implement your
idea*) with the help of ____ (*mention the Cs*)

OBJECTIVE

I can engage deeply with a Global Issue: Peace and Justice and understand how it impacts the world.

Cs IN FOCUS

Mr. Consciousness,
Ms. Courage,
Mr. Curiosity,
Mr. Compassion



CONSTITUTIONAL VALUES

Justice, Fraternity

MATERIALS

Print-outs of the letter. (Given on last page)

SUMMARY OF PRE-WORK

[Link](#)



Read this very interesting story - The Day War Came.

On a piece of paper, doodle words, emotions, actions that come to your mind as you read this story.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (10 minutes)

Welcome to class learners!



We will begin the class by seeing some photos. As you see these photos, you may feel uncomfortable but I would love for you to be conscious of all the emotions that you feel.

The images can be triggering for your learners. Please feel free to assess the situation and hold space if required. The key idea is for learners to be able to feel what may happen to people when there is conflict or war and how can one operate with empathy.



Image courtesy [nytimes.com](https://www.nytimes.com)



Image courtesy [newsrd.com](https://www.newsrd.com)



Image courtesy [pbs.org](https://www.pbs.org)

- What do you see in these images?
- What are people in these images feeling?
- What kind of feelings emerge for you as you saw these?

Thank you so much learners, for being so courageous.



Image courtesy [quora.com](https://www.quora.com)

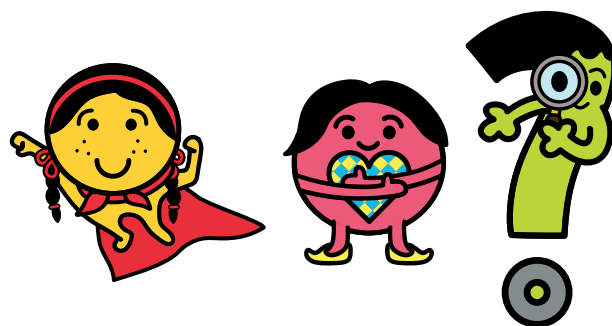


Image courtesy [hrw.org](https://www.hrw.org)

These images are real images from all around the world where people have experienced a period of violence.

While seeing these images may make us feel sad and scared, today, we will practise a lot of Mr. Curiosity, Mr. Compassion and Ms. Courage as we try to unpack the causes of what leads to the conflict in the world and why is there a need to fight for peace and justice.

Point to the objective: I can engage deeply with a global issue- Peace and Justice and understand how it impacts the world.



Learn (20 minutes)

In your pre-work, you may have read a story.

Encourage a learner to share and synthesize the key message of the story.

A story about young girls being sacred of war is very real.

Do you know that so many people and children have been affected by the wars or some sort of conflict?

Today, we are going to dive deep into one of these wars that the world has faced through some artefacts.

The first artefact is a letter, written by a refugee.

Pause to check if learners know who a refugee is. Explain by sharing-

Peoples who are outside their country of origin for reasons of feared persecution, conflict, generalized violence, or other circumstances that have seriously disturbed public order

are called **Refugees** and, as a result, require international protection.

'Ali' (name changed), a 10-year-old boy from Syria, now living in Germany

"I wish that my home country will be safe again.

It has been two and a half years since I left my beloved country Syria. I stayed with my mother and three of my sisters in Turkey, whereas my father has headed with my elder sisters and my brother to Germany through the journey of death crossing the sea. I suffered under a lot of fear and worry, I was afraid that they will drown in the sea like many other Syrians, but my father promised me that he will stay alive, that he will reach the other side and that he will see me again. And I did see him again; after a few months and a very hard trip, we were able to follow them.

We arrived in Germany on October 17, 2015. We were able to get together in one house with my father, brother and sisters after one month of our arrival. I was really happy that we were able to be together again. We applied to the German schools and started going to school and here our suffering with the new language started. I tried my best to get over this obstacle as fast as I could, and in a short period of time I was able to learn the basics of the language, which helped me in getting to know new friends, and the new society and culture that I now live in. Our teachers were really nice to us and they have helped us to get over a lot of obstacles, which we ran into every day.

Here in Germany, I have been through many experiences with my new friends. I have learned about different cultures because Germany has so many nationalities, this is fun for me. I have seen many German cities and learned closely about their culture. I am happy in this new country, but I could not forget about my home country Syria during these past two years. I miss my friends, my teachers, my toys and even my photos, which I could not bring with me. It hurts knowing that I left the place in which I grew up and I had so many memories in with my grandfather, grandmother, my relatives and my friends. In my home country, everything was simple but beautiful and warm.

Here in Germany, we are offered the best educational chances, however, I am still a refugee and this word hurts me. It causes me a wound that reminds me of my bigger scar - Syria - in which up until

this moment, children are very unsafe. I wish that my home country will be safe again and that war would stop forever. I also hope to be able to visit it again to see my friends, my teachers and my relatives."

Feel free to present it on the screen or share print-outs with the learners for them to read in their groups.

In groups of four, discuss:

- What does this artefact tell you about the global challenge?
- How does this challenge impact people's lives in the short term?
- How may it impact their lives in the long term?
- How may it effect the country and the world as a whole?

Encourage learners to share in the large group after the small group discussion.

This letter is by an 11 year old boy who is affected by a decade long war in Syria.

In last ten years of the Syrian civil war that started in 2011, more than half the population of Syria has been forced to flee their homes, with 6.2 million people currently internally displaced and 5.6 million refugees. Many Syrian children have lost a close relative or have a parent or sibling, and thousands have been orphaned or separated from their families in the chaos of war. Many have missed years of education, with 2.1 million children in Syria currently out of school. The conflict has devastated the lives of a generation of young people.

Pause at this moment and hold space for learners. Ask them to share about how they feel as they hear this.

Acknowledge that this may be difficult to hear about stories like these but being

aware of these stories may help us take an action towards helping and supporting nayoen who may be struggling because of wars and unfairness in any corner of the world.

Reflect (10 minutes)



It's Mr. Consciousness time!

Learners, we have learned about a big humanitarian crisis of the world today that's still continuing.

Think and share:

- What according to you is the most dangerous impact of wars?
- What do you think is the reason behind wars?
- What is that one thing that can stop this from happening?

Learners, I strongly believe that if each individual starts to practice small acts of kindness and share love with others, we will be able to foster peace and fraternity in the world.

Keeping that in mind, close your eyes and think about:

- One thing you feel grateful for today.
- One prayer you wish to say for any child or adult who is facing and living in a war torn country today.

After Class Challenge

Be Mr. Curiosity and learn more about different wars that have happened in the world in the past or the ones that may be happening today.

You can choose to deep dive into any one war, research on artefacts and
Lesson Plan 51

learn about the impact it has had on people of that country or community.

Please share your research on our class whatsapp group.

Print-outs of the letter.

'Ali' (name changed), a 10-year-old boy from Syria, now living in Germany

"I wish that my home country will be safe again.

It has been two and a half years since I left my beloved country Syria. I stayed with my mother and three of my sisters in Turkey, whereas my father has headed with my elder sisters and my brother to Germany through the journey of death crossing the sea. I suffered under a lot of fear and worry, I was afraid that they will drown in the sea like many other Syrians, but my father promised me that he will stay alive, that he will reach the other side and that he will see me again. And I did see him again; after a few months and a very hard trip, we were able to follow them.

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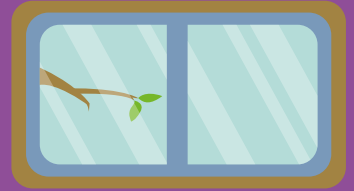
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Here in Germany, we are offered the best educational chances, however, I am still a refugee and this word hurts me. It causes me a wound that reminds me of my bigger scar - Syria - in which up until this moment, children are very unsafe. I wish that my home country will be safe again and that war would stop forever. I also hope to be able to visit it again to see my friends, my teachers and my relatives."

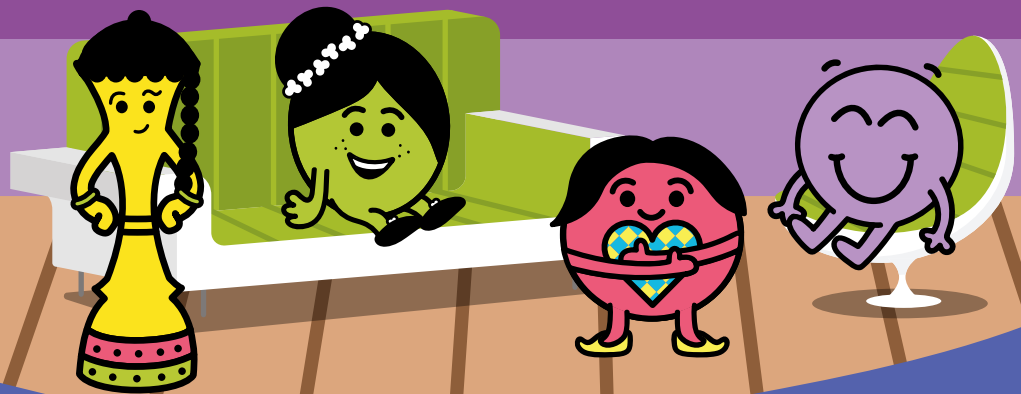
OBJECTIVE

I can examine issues in my immediate surroundings and plan steps toward their resolution.



C IN FOCUS

Mr. Consciousness,
Mr. Creativity,
Mr. Compassion,
Ms. Collaboration



CONSTITUTIONAL VALUES

Liberty, Justice, Fraternity, Equality

MATERIALS

Video1- Michael Jackson - Heal The World (Official Video)



Print-outs of the lyrics
(Given on last page)



Newspapers, scissors, fevicol, chart papers for different groups.

Video2- Imagining Syria - For 11 years, these children have only been able to dream of home



SUMMARY OF PRE-WORK

Find as many pictures or draw pictures that according to you depict peace, justice and inclusivity.

Bring these to the class tomorrow.

If you have old newspapers at home, bring these to the class.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Link



Asynchronous Pre-work Document

Link



Spark (10 minutes)

Dear learners!



Yesterday, we spent some time deeply exploring the challenges of war and conflicts in the world. We learned about a big Syrian crisis and how it impacts children, the country and the world.

Today, we are going to shift gears a little and talk about opposite of war.

Can you all shout out words that come to your mind when you think of the opposite of War?

Encourage learners to share and make a note of key words that you hear on the board.

PEACE

Give me jazz hands if you all like to be in a peaceful classroom, peaceful community, peaceful family and a peaceful neighbourhood?

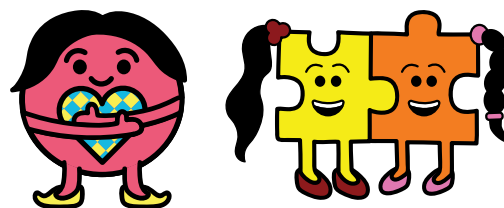
Can you think of a C that may make this possible for each one of us?

Possible response: Mr. Compassion.

Today, I would encourage all of you to practice a lot of Mr. Compassion along with Ms. Collaboration as peace may require a lot of people to work together with kindness and envision a war and conflict free world.

This may be difficult but we are all going to try.

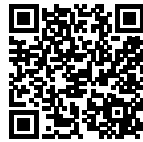
Point to the objective: I can envision what a peaceful, just and inclusive world may look like.



Learn (25 minutes)

But before we begin, let's listen to a song.

Michael Jackson - Heal The World
(Official Video)



(Think about um, the generations And ah, say we want to make it a better lace for our children And our children's children so that they, they They, they know it's a better world for them And think if they can make it a better place)

*There's a place in your heart
And I know that it is love
And this place it was brighter than
tomorrow
And if you really try
You'll find there's no need to cry
In this place you'll feel there's no hurt or
sorrow
There are ways to get there
If you care enough for the living
Make a little space
Make a better place
Heal the world
Make it a better place
For you and for me, and the entire human
race
There are people dying
If you care enough for the living
Make a better place for you and for me
If you want to know why
There's love that cannot lie*

*Love is strong
It only cares of joyful giving
If we try we shall see
In this bliss we cannot feel
Fear of dread, we stop existing and start
living
Then it feels that always
Love's enough for us growing
Make a better world
So make a better world
Heal the world
Make it a better place
For you and for me, and the entire human
race
There are people dying
If you care enough for the living
Make a better place for you and for me
And the dream we were conceived in will
reveal a joyful face
And the world we once believed in will
shine again in grace
Then why do we keep strangling life
Wound this earth, crucify its soul?
Though it's plain to see, this world is
heavenly
Be God's glow
We could fly so high
Let our spirits never die
In my heart I feel you are all my brothers
Create a world with no fear
Together we cry happy tears
See the nations turn their swords into
plowshares
We could really get there*

If you cared enough for the living
 Make a little space
 To make a better place
 Heal the world
 Make it a better place
 For you and for me, and the entire human
 race
 There are people dying
 If you care enough for the living
 Make a better place for you and for me
 Heal the world
 Make it a better place
 For you and for me, and the entire human
 race
 There are people dying
 If you care enough for the living
 Make a better place for you and for me
 Heal the world (heal the world)
 Make it a better place
 For you and for me, and the entire human
 race
 There are people dying
 If you care enough for the living
 Make a better place for you and for me
 There are people dying
 If you care enough for the living
 Make a better place for you and for me
 There are people dying
 If you care enough for the living
 Make a better place for you and for me
 You and for me (for a better place)
 You and for me (make a better place)
 You and for me (make a better place)
 You and for me (heal the world we live in)
 You and for me (save it for our children)
 You and for me (heal the world we live in)
 You and for me (save it for our children)

You and for me (heal the world we live in)
 You and for me (save it for our children)
 You and for me (heal the world we live in)
 You and for me (save it for our children)

Please share the print-outs of the lyrics with the learners and ask them to sing along.

What stands out to you when you hear this song?

Encourage learners to share the words or phrases that they really likes.

Do you think you can heal the world? If yes, give me a huge woo-hoo.

As you think about healing the world today- making the world that's more just , inclusive and peaceful, think about all the other challenges that we have learned about as well.

It's not just the wars and conflicts, but all of these challenges like poverty, hunger, health, lack of education, gender discrimination, climate crisis etc that may also contribute to so many conflicts and wars in the world.

Today, we will not only draw but actually make a collage using a newspaper to denote this world.

Does anyone know what a collage is?



Possible response: Collage is a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric to create something.

So take out all the photos and images that you have brought as a part of your pre-work.

You also have a couple of newspapers, a chart paper, scissors and fevicol to work with.

So put your Mr. Creativity hat on and in your groups of 4, let's envision the healthiest, peaceful, equal and just world that we can think of.

Please distribute chart papers, required stationery and a few newspapers in different groups.



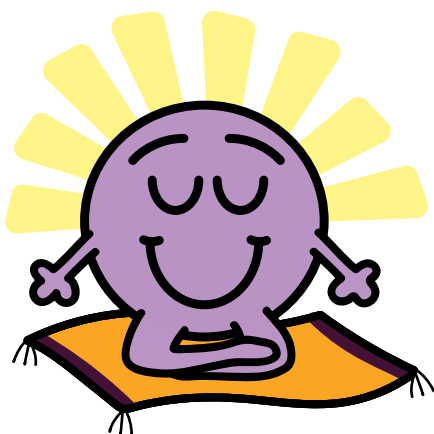
After sometime, encourage learners to put their posters up for display in different corners of the room.

Now all of us are going to walk around the room and see what our friends have created using their power of imagination.

In case, something stands out to you, don't forget to put a star or share a shout out with that team on their posters.

Encourage learners to do a gallery walk for next 5 minutes and share their feelings after seeing these posters.

Reflect (10 minutes)



It's Mr. Consciousness time!

Thank you so much, learners. All of this has filled me up with a lot of joy, hope and positivity.

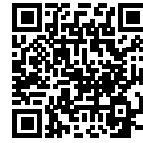
I hope it did the same for you.

- Do you think Ali would want to live in a world like this?

- What difference do you think living in a world like this can make in the lives of children like Ali?
- What difference would it make in your life today?

To close out the class today, I would love for all of you to watch a video of Syrian children sharing their hopes for the world.

Imagining Syria - For 11 years, these children have only been able to dream of home



After Class Challenge (30 minutes)

Do you know that there are many many refugees living in your country, community and the city?

Watch the video to know more or maybe ask elders in your community about the refugee camps in your city.



Think about, what can you do for refugees in your own community.

Some things you can do are:

- Visit a refugee camp with a teacher, friends or elders and play with children there.
- Raise awareness in your community to treat everyone with love and care.
- Understand more about the needs and challenges of the refugees to support them.
- Research on organisations/ NGOs in your city that support refugees and volunteer with them.

Print-outs of the lyrics:

(Think about um, the generations And ah, say we want to make it a better lace for our children And our children's children so that they, they They, they know it's a better world for them And think if they can make it a better place)

*There's a place in your heart
And I know that it is love
And this place it was brighter than
tomorrow
And if you really try
You'll find there's no need to cry
In this place you'll feel there's no hurt or
sorrow
There are ways to get there
If you care enough for the living
Make a little space
Make a better place
Heal the world
Make it a better place
For you and for me, and the entire human
race
There are people dying
If you care enough for the living
Make a better place for you and for me
If you want to know why
There's love that cannot lie
Love is strong
It only cares of joyful giving
If we try we shall see
In this bliss we cannot feel
Fear of dread, we stop existing and start
living
Then it feels that always*

*Love's enough for us growing
Make a better world
So make a better world
Heal the world
Make it a better place
For you and for me, and the entire human
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And the dream we were conceived in will
reveal a joyful face
And the world we once believed in will
shine again in grace
Then why do we keep strangling life
Wound this earth, crucify its soul?
Though it's plain to see, this world is
heavenly
Be God's glow
We could fly so high
Let our spirits never die
In my heart I feel you are all my brothers
Create a world with no fear
Together we cry happy tears
See the nations turn their swords into
plowshares
We could really get there
If you cared enough for the living
Make a little space
To make a better place
Heal the world
Make it a better place
For you and for me, and the entire human
race*

*There are people dying
If you care enough for the living
Make a better place for you and for me
Heal the world
Make it a better place
For you and for me, and the entire human
race
There are people dying
If you care enough for the living
Make a better place for you and for me
Heal the world (heal the world)
Make it a better place
For you and for me, and the entire human
race
There are people dying
If you care enough for the living
Make a better place for you and for me
There are people dying*

*If you care enough for the living
Make a better place for you and for me
There are people dying
If you care enough for the living
Make a better place for you and for me
You and for me (for a better place)
You and for me (make a better place)
You and for me (make a better place)
You and for me (heal the world we live in)
You and for me (save it for our children)
You and for me (heal the world we live in)
You and for me (save it for our children)
You and for me (heal the world we live in)
You and for me (save it for our children)
You and for me (heal the world we live in)
You and for me (save it for our children)*

OBJECTIVE

I learn what others are doing about the challenge of peace and justice and identify the steps I can take towards achieving peace, justice and strong institutions.

CS IN FOCUS

Mr. Consciousness,
Mr. Creativity,
Mr. Compassion,
Ms. Collaboration,
Ms. Critical Thinking



CONSTITUTIONAL VALUES

Liberty, Justice, Fraternity, Equality

MATERIALS

Print-out of the commitment sheet for all the learners.

Print-outs for gallery walk. (Given on last page)

Michael Jackson - Heal The World (Official Video)

 Video



SUMMARY OF PRE-WORK

Be Mr. Curiosity and find out about people in your city, country or the world who are working towards fostering peace and justice.

You can also read up some stories of how children around the world started their projects to solve the challenge of climate crisis with their classmates and in their community here.

You can also look up the Design For Change website.

You can also look up activists you are trying to foster peace and justice in the world.

 Link



 Link



Make a note of any three individuals and their stories and why they stand out to you in the following format:

Name of the project/ initiative

Who is running this project and where?

What is the aim of the project?

What has been the impact?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (5 minutes)

Dear changemakers and activists!



Till now we have explored the challenge of peace and justice through the examples of wars and refugee crisis. We have also used our power of imagination to build a world that's peaceful.

Now is the time for us to seek inspiration from people who have done it in the past and do it today.

My hope is that this inspiration fills you up with many ideas to be able to become advocates and activists for peace and justice.

So let's begin with a song that we learned yesterday.

Michael Jackson - Heal The World (Official Video)



Point to the objective: I learn what others are doing about the challenge of peace and justice and identify the steps I can take towards achieving peace, justice and strong institutions.

16 PEACE, JUSTICE AND STRONG INSTITUTIONS



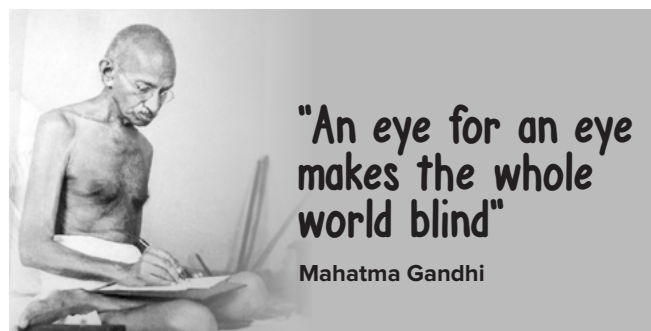
Learn (20 minutes)

Before you all set up a gallery with your stories, let's learn about some activists who have tried to transform the world through their kindness.

You can go around in the room and read these stories.

You may already know of some of these people.

Mahatma Gandhi



"An eye for an eye makes the whole world blind"

Mahatma Gandhi

When Gandhiji went back to India in 1914 he was determined to help fight the

British Empire for Indian independence. He became leader of the Indian National Congress and aimed to help poor farmers and labourers protest about taxes and discrimination (treating different groups of people differently). His other goals included reducing the number of poor people, ending the caste system (a Hindu system of dividing people so that some were more important and could do better jobs than others) and making women equal with men. In order to campaign, he organized civil disobedience acts. These acts involved large groups of people refusing to work, sitting in the streets, and boycotting the courts.

If they were done all at once, they had the power to shut down the country. Because these protests were illegal, Gandhiji was placed in prison several times for organizing them. While he was in prison he would fast (not eat). Eventually, the British Government released him in 1931. The Indians loved Gandhiji because he was fighting for their civil rights and the British government was worried what would happen if they let him die in prison.

One of his most famous and successful protests was the Salt March. When Britain put a tax on salt, Gandhi decided he would walk to the sea (241 miles away) to make his own salt. He was joined by thousands of Indians in this march.

Gandhiji was big believer of non-violence and peace.

Nelson Mandela

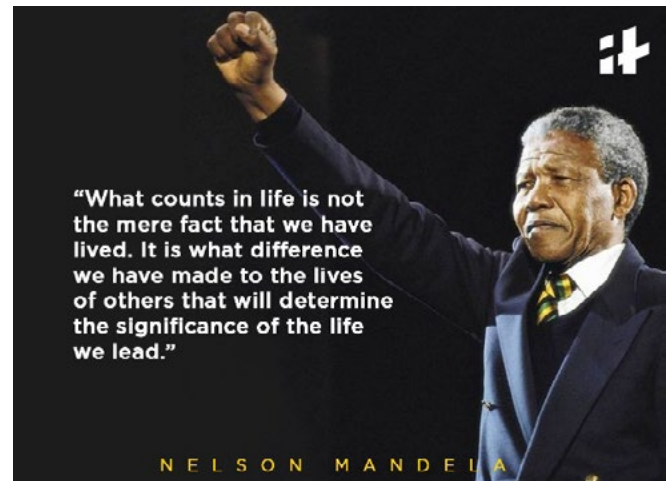


Image courtesy [indiatimes.com](https://www.indiatimes.com)

Nelson Mandela was the first black president of South Africa. In 1939, Nelson left the university because students were protesting about the way things were run. He headed to Johannesburg and became a lawyer in 1942. Nelson Mandela joined the African National Congress (ANC) in 1944. Their goal was for black South Africans to have the same rights as white South Africans.

Mandela heard about Mahatma Gandhi and his peaceful protests in India. He wanted to get rid of apartheid without having to fight. In 1956, Mandela and 155 others were arrested and placed in jail for 5 years for speaking out. In 1962, he was arrested again and accused of plotting to overthrow the government. Mandela was given a life sentence in prison but did not give up. In 1988, the government began to change and the world wanted Nelson Mandela to be free. He was released from prison in 1990 by the new president, FW de Klerk, and both men agreed to stop fighting. In 1991, he became leader of the ANC and ran in the 1994 elections. This was the first time all black people in South Africa were able to vote. In 1994, Nelson Mandela became South Africa's first black president and a

hero to people all around the world. His hard work and dedication allowed him to achieve human rights for everyone and bring South African people together to live in peace.

White Helmets: Volunteer group saves Syrian bomb survivors



Image courtesy whitehelmets.org

This volunteer group tries to rescue survivors from the rubble. With limited training and few supplies, they are often the only resource for those injured in an attack. Though difficult work, it is sometimes miraculous. They were able to save a two-week-old baby who had been trapped in a collapsed building for 16 hours.

The volunteers save people on all sides of the conflict – pledging commitment to the principles of “Humanity, Solidarity, Impartiality” as outlined under international humanitarian law. This pledge guides every response, every action, every life saved so that in a time of destruction, all Syrians have the hope of a lifeline. Their inspiring work has earned them recognition at the highest international levels and they have been nominated for the Nobel Peace Prize three times.

The White Helmets motto is taken from the Quran: ‘to save a life is to save all of humanity’. In a conflict where too many have chosen violence, the White Helmets wake up every day to save the lives others are trying so hard to take.

Malala Yousafzai



Image courtesy wellquo.com

Malala Yousafzai was awarded the Nobel Peace Prize for her fight for the right of every child to receive an education. She was born in the Swat Valley in Pakistan. When the Islamic Taliban movement took control of the valley in 2008, girls’ schools were burned down. Malala kept a diary of the events, which was published in 2009 by BBC Urdu. In her diary she spoke out against the Taliban’s terrorist regime. An American documentary film made Malala internationally famous.

It was not long before the Taliban threatened her life. In 2012, Malala was shot in the head on a school bus by a Taliban gunman. She survived, but had to flee to England and live in exile there because a fatwa was issued against her.

In 2013, TIME magazine named Malala one of “The 100 Most Influential People in the World.” On her 16th birthday she spoke in the United Nations. In her speech Malala called for the equal right to education for girls all over the world, and became a symbol of this cause.

Aalayah Eastmond

Aalayah was 17 years old when she was in one of the classrooms that a gunman attacked in Marjory Stoneman Douglas High School in Parkland, Florida. She

protected herself from the killer under her friend's dead body.

Eastmond became prominent during the 2018 United States gun violence protests as a student survivor of the Stoneman Douglas High School shooting, helping lead several high-profile protests, marches, and boycotts. She is an activist and advocate for gun violence prevention, social justice, and racial equality.

She attended March for Our Lives events.

In July 2018, Eastmond spoke at a gun violence awareness march organized by Save Our Streets Brooklyn.

Eastmond is an executive council member of Team Enough, a youth-led gun violence prevention organization which is part of the Brady Campaign. In this role, she provides insights on the impact of gun violence in minority communities.

Ridhakshi Ganjoo

Ridhakshi hails from Pulwama, Kashmir in India in belongs to a minority community in the region.

She has struggled with self acceptance for most of her life. When she realised that many people in her community and city Srinagar feel the same way, she decided to be the change.

She has started the Project Unite with her classmates to encourage people to practice self love and acceptance through dialogue. They do this by practising different art forms and discussing various social issues.

She wants everyone around her to value them for who they are.

Each one of you may have put down some stories that stood out to you on a sheet as a part of your pre-work.

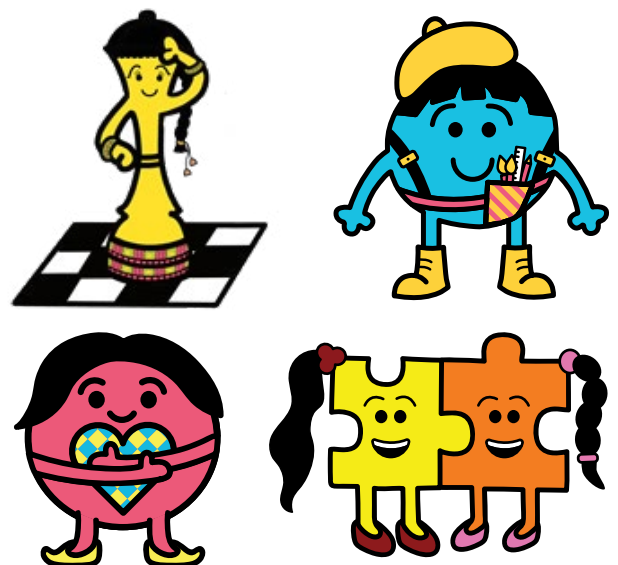
Encourage learners to go place their stories somewhere in the classroom.

Then ask all the learners to engage in a gallery walk to see the stories of hope.

We just saw how children and adults have been trying to tackle this problem by working in different ecosystems. The solutions also range range from small actions to big actions but each of these are very important in achieving SDG 16.

Which Cs do you think they are operating with?

Possible response: Ms. Collaboration, Ms. Critical Thinking, Mr. Compassion and Mr. Creativity.



Now, go back to the groups you worked in yesterday- the ones you reimagined the world with.

List down all the idea you have to create a safer, healthier, peaceful, equal and just world.

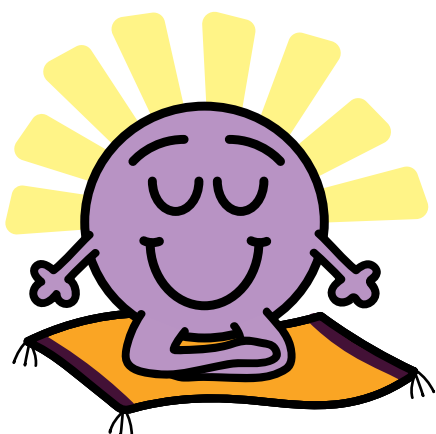
Now, see if our solution has these 3 things:

- Impact: Can I start seeing immediate change in my community once I implement this?

- Bold: Is my solution new and courageous?
- Long lasting: Will my solution last even after I finish the project?

Once you are ready, give me jazz hands.

Reflect (10 minutes)



It's Mr. Consciousness time!

Learners, give yourselves a huge round of applause.

Think and share:

- One idea that you wish to implement to build this world.
- Who do you wish to implement this for?
- How would you take that action?
- Which C would you need to practise this action?

Write your commitment on this sheet.



I will ____ (*mention your idea*) by doing ____ (*specify your steps to implement your idea*) with the help of ____ (*mention the Cs*) to achieve SDG 16 of fostering peace, justice and promoting peaceful and inclusive societies.

Share the commitment sheet with all the learners or encourage them to create one for them.

Encourage learners to put their commitments up somewhere in their classroom or paste it in their diaries.

After Class Challenge (30 minutes)

Get at least three people in your community to work with you to implement your idea and ask them to commit to one action to building peaceful and just communities.

<p>Make your voice heard and vote in your country's elections.</p> <p>1</p>	<p>Participate in your country's decision-making processes in an informed manner.</p> <p>2</p>	
<p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p> 	<p>Stop violence against women. If you see it happening, report it.</p> <p>3</p>	<p>Find value in different demographics, thoughts and beliefs for an inclusive society.</p> <p>4</p>
<p>Demonstrate a peaceful environment at home.</p> <p>5</p>		<p>Be passionate about your country's decisions and remain peaceful when standing up for what you believe in.</p> <p>6</p>
	<p>Read, write or make a video to stand up for peace.</p> <p>7</p>	<p>Host or participate in local community events to get to know one another in safe environments. This can be at sports events, barbeques, festivals and so on.</p> <p>10</p>
<p>Spend some time each week quietly reflecting on how you would like to relate to others.</p> <p>8</p>	<p>Volunteer at local anti-violence organisations and outreach programmes.</p> <p>9</p>	

Print-out of the commitment sheet for all the learners:

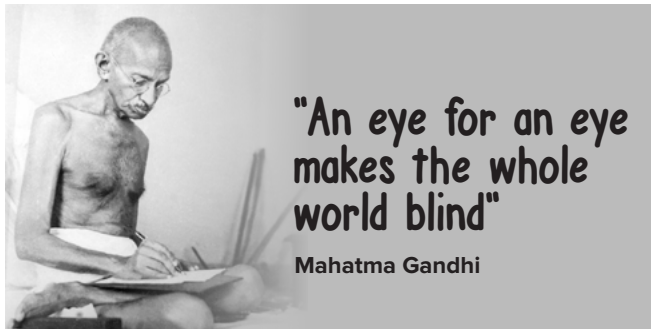
16 PEACE, JUSTICE AND STRONG INSTITUTIONS



I will ____ (*mention your idea*) by doing
____ (*specify your steps to implement
your idea*) with the help of ____ (*mention
the Cs*) to achieve SDG 16 of fostering
peace, justice and promoting peaceful and
inclusive societies.

Print-outs for gallery walk:

Mahatma Gandhi



When Gandhiji went back to India in 1914 he was determined to help fight the British Empire for Indian independence. He became leader of the Indian National Congress and aimed to help poor farmers and labourers protest about taxes and discrimination (treating different groups of people differently). His other goals included reducing the number of poor people, ending the caste system (a Hindu system of dividing people so that some were more important and could do better jobs than others) and making women equal with men. In order to campaign, he organized civil disobedience acts. These acts involved large groups of people refusing to work, sitting in the streets, and boycotting the courts.

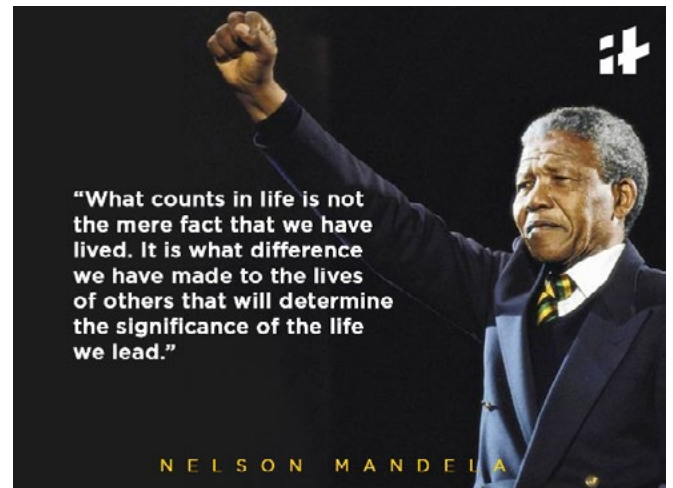
If they were done all at once, they had the power to shut down the country. Because these protests were illegal, Gandhiji was placed in prison several times for organizing them. While he was in prison he would fast (not eat). Eventually, the British Government released him in 1931. The Indians loved Gandhiji because he was fighting for their civil rights and the British government was worried what would

happen if they let him die in prison.

One of his most famous and successful protests was the Salt March. When Britain put a tax on salt, Gandhi decided he would walk to the sea (241 miles away) to make his own salt. He was joined by thousands of Indians in this march.

Gandhiji was big believer of non-violence and peace.

Nelson Mandela

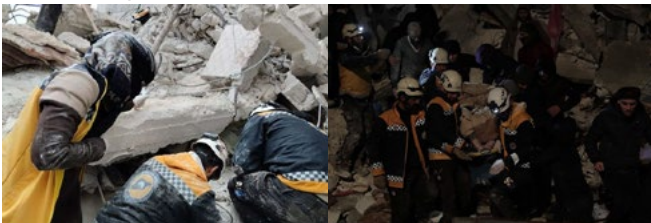


Nelson Mandela was the first black president of South Africa. In 1939, Nelson left the university because students were protesting about the way things were run. He headed to Johannesburg and became a lawyer in 1942. Nelson Mandela joined the African National Congress (ANC) in 1944. Their goal was for black South Africans to have the same rights as white South Africans.

Mandela heard about Mahatma Gandhi and his peaceful protests in India. He wanted to get rid of apartheid without having to fight. In 1956, Mandela and

155 others were arrested and placed in jail for 5 years for speaking out. In 1962, he was arrested again and accused of plotting to overthrow the government. Mandela was given a life sentence in prison but did not give up. In 1988, the government began to change and the world wanted Nelson Mandela to be free. He was released from prison in 1990 by the new president, FW de Klerk, and both men agreed to stop fighting. In 1991, he became leader of the ANC and ran in the 1994 elections. This was the first time all black people in South Africa were able to vote. In 1994, Nelson Mandela became South Africa's first black president and a hero to people all around the world. His hard work and dedication allowed him to achieve human rights for everyone and bring South African people together to live in peace.

White Helmets: Volunteer group saves Syrian bomb survivors



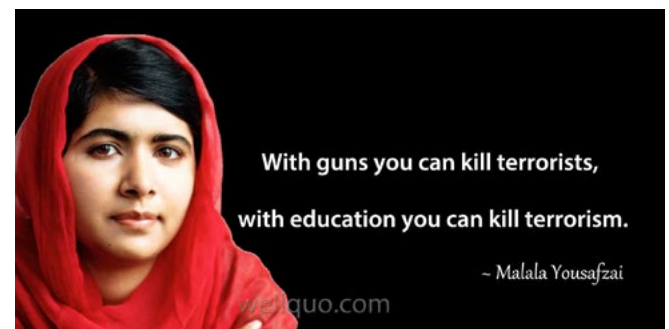
This volunteer group tries to rescue survivors from the rubble. With limited training and few supplies, they are often the only resource for those injured in an attack. Though difficult work, it is sometimes miraculous. They were able to save a two-week-old baby who had been trapped in a collapsed building for 16 hours.

The volunteers save people on all sides of the conflict – pledging commitment to the principles of “Humanity,

Solidarity, Impartiality” as outlined under international humanitarian law. This pledge guides every response, every action, every life saved so that in a time of destruction, all Syrians have the hope of a lifeline. Their inspiring work has earned them recognition at the highest international levels and they have been nominated for the Nobel Peace Prize three times.

The White Helmets motto is taken from the Quran: ‘to save a life is to save all of humanity’. In a conflict where too many have chosen violence, the White Helmets wake up every day to save the lives others are trying so hard to take.

Malala Yousafzai



Malala Yousafzai was awarded the Nobel Peace Prize for her fight for the right of every child to receive an education. She was born in the Swat Valley in Pakistan. When the Islamic Taliban movement took control of the valley in 2008, girls' schools were burned down. Malala kept a diary of the events, which was published in 2009 by BBC Urdu. In her diary she spoke out against the Taliban's terrorist regime. An American documentary film made Malala internationally famous.

It was not long before the Taliban threatened her life. In 2012, Malala was

shot in the head on a school bus by a Taliban gunman. She survived, but had to flee to England and live in exile there because a fatwa was issued against her.

In 2013, TIME magazine named Malala one of "The 100 Most Influential People in the World." On her 16th birthday she spoke in the United Nations. In her speech Malala called for the equal right to education for girls all over the world, and became a symbol of this cause.

Aalayah Eastmond

Aalayah was 17 years old when she was in one of the classrooms that a gunman attacked in Marjory Stoneman Douglas High School in Parkland, Florida. She protected herself from the killer under her friend's dead body.

Eastmond became prominent during the 2018 United States gun violence protests as a student survivor of the Stoneman Douglas High School shooting, helping lead several high-profile protests, marches, and boycotts. She is an activist and advocate for gun violence prevention, social justice, and racial equality.

She attended March for Our Lives events.

In July 2018, Eastmond spoke at a gun violence awareness march organized by Save Our Streets Brooklyn.

Eastmond is an executive council member of Team Enough, a youth-led gun violence prevention organization which is part of the Brady Campaign. In this role, she provides insights on the impact of gun violence in minority communities.

Ridhakshi Ganjoo

Ridhakshi hails from Pulwama, Kashmir in India and belongs to a minority community in the region.

She has struggled with self acceptance for most of her life. When she realised that many people in her community and city Srinagar feel the same way, she decided to be the change.

She has started the Project Unite with her classmates to encourage people to practice self love and acceptance through dialogue. They do this by practising different art forms and discussing various social issues.

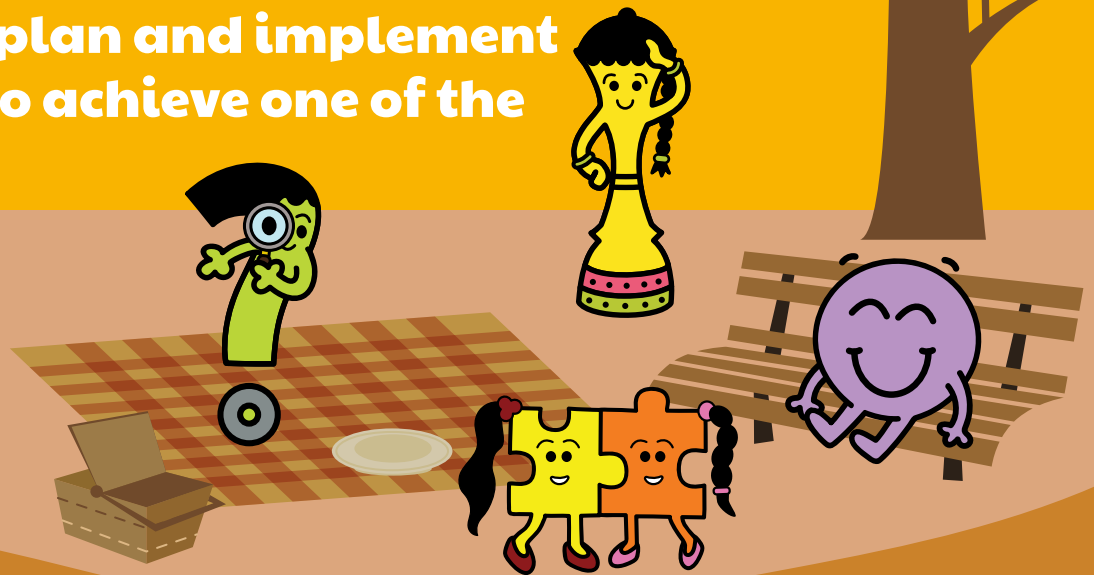
She wants everyone around her to value them for who they are.

OBJECTIVE

I can make a plan and implement my solution to achieve one of the SDGs.

C IN FOCUS

Ms. Critical Thinking,
Ms. Collaboration,
Mr. Consciousness,
Mr. Curiosity



CONSTITUTIONAL VALUES

Liberty, Equality Fraternity, Justice

MATERIALS

DFC video

 Video



Create a timeline for learners to implement projects as per your class context.

The idea is for learners to create an action plan and implement solution for the next few days in their community. Support them wherever necessary.

SUMMARY OF PRE-WORK

Of all the SDGs that we have learned about:

- Which one according to you is the most important one to be solved?
- Which one do you feel the most passionate about?
- What solution do you have to implement this?
- Can you implement this with your classmates/ school mates, community members etc?



RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



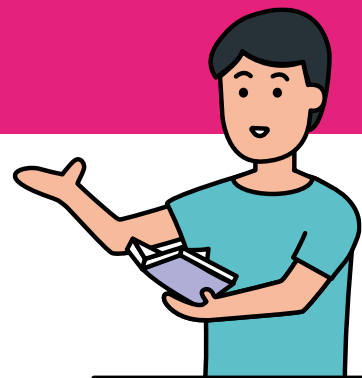
Asynchronous Pre-work Document

 Link



Spark (10 minutes)

Hello change-makers!



We have discussed the problems of our world so far, and we also imagined solutions to those problems.

Who remembers the design thinking process that we have been following?

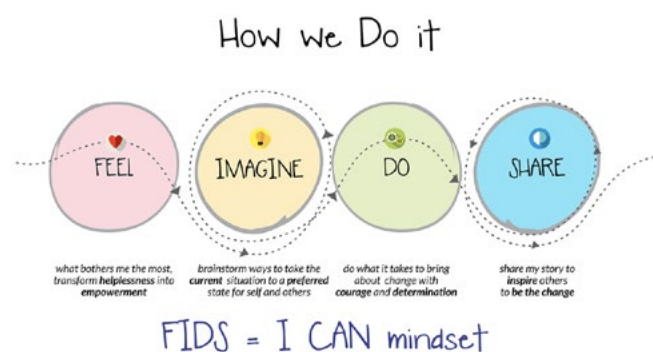


Image courtesy participedia.net

Correct response: Feel, Imagine, Do

Of all the 6 SDGs that we have learned about, which one do you wish to advocate and fight for?

Encourage learners to form groups as per their preferred SDGs.

In your groups, know that you are going to fight this big challenge together.

If there are big groups, ask them to divide themselves into smaller groups of 4-5. It's okay if we don't have learners volunteering for any SDGs, you can encourage them to think about this SDGs but it's okay if

learners don't choose to work on those. What's important is for learners to feel passionately about a challenge.

In your groups, create a jingle for your group and give it an interesting name that may represent all of you and the challenge you will be solving.

Encourage learners to share their jingles and names with each other.

Learners, of all the plans and ideas we have shared and committed to till now, we are going to pick up one and really implement the plan going forward with peers, neighbours, community etc.

Point to the objective: I can make a plan and implement my solution to achieve one of the SDGs.

This is where we will strengthen the third step of the process that is DO.

Learn (20 minutes)

Before we move to the next step, let's hear a story.

Archana, an 8th grader from Bengaluru, strongly believes in bringing positive change in society. She aims to grow up and serve as an Information Services Officer in the government. She has started working on this goal at a young age, by working with children who were not enrolled in school. Through surveys in her community, she identified 5 children who were not going to school. She spent months having conversations with the children and their parents about the benefits of receiving an education. After this, all 5 kids enrolled themselves into schools and Archana continued to mentor them so they'd stay in school and aim to perform well in their class. This led to a lot of personal growth in these kids and their families and now some of them are even at the top of their class!

Which world challenge do you think is she trying to solve?

How is she doing it?

Learners, for any challenge around us, we can bring a change by working on ourselves, our families and communities.

Therefore, today as we begin to think of how we would implement our solutions, let's think of people we are going to implement this with. These big global challenges may be a challenge around us as well.

Point to the objective: I can make a plan and implement my solution.

An effective way to break our solutions down is to use the "how-how" technique.

Let me show you how it works. For example, if your solution is that we will run an awareness drive to tell people the harmful effects of open garbage, then how will we do this?

- We will go door to door and talk to people about it. How will we do this?
- We will first speak to our friends and their families. How will we do that?
- We will prepare posters and scripts before we speak to them.

Please encourage learners to come up with a response to each 'how'.

In this way, we can come up with different tasks that we have to do in order to implement the solution.

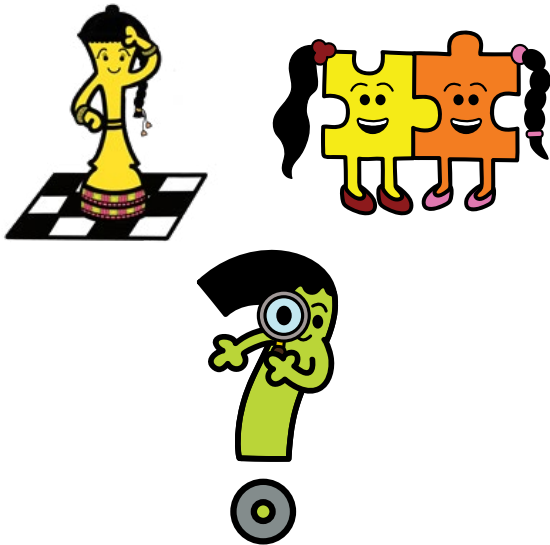
Now, it's your turn!

In your groups,

- Discuss all the ideas you may have.
- Are there similarities in your ideas? Can you combine some of these ideas?
- Finalize the ideas you wish to move ahead with as a group.
- Now in your groups detail out the process, using the how-how technique.

- Continue to do this till you have a task list ready.

Please take help from Mr. Curiosity, Ms. Collaboration and Ms. Critical thinking to do this.



Now that you have a task list of your solution ready, the next step is to decide:

- Who will you implement this with?
- When will you do this?
- Who will do what?

Divide different responsibilities in your groups.

You will have next couple of weeks to actually go and implement your solution on the ground.

Reflect (10 minutes)



It's Mr. Consciousness time!

Can someone quickly share the three steps of the FIDS process?

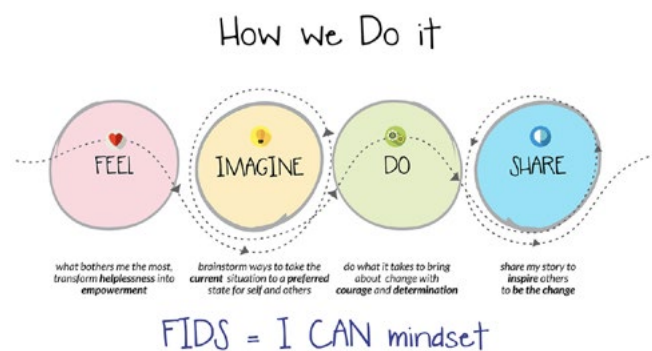


Image courtesy participedia.net

Correct response: Feel, Imagine, Do

Learners, the last step of the process is Share. This is something we do while and after implementing our solution to inspire others to create a change.

We will be presenting our solutions and learnings with each other in our showcase of learning and I will share more details about it closer to the day.

Till then, go out there and implement your solutions.

Before we close out today, let's see the story of young change makers from Ahmedabad who made their community better by bringing parks in the city to life.

Let's watch the video to see how they practiced the FIDS to bring this change and the way they worked to achieve the SDG.

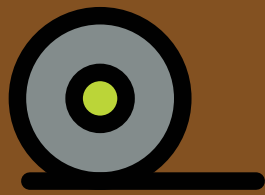


After Class Challenge

Share your 'Do', action plan with people in your community. You can get them to become a part of your project and the solution.

Make a group with them and decide on:
Who would do what and when?

Also, give a name to your project.
Start implementing your plans.



Big Question 07

What is the role of countries and international organisations in ensuring equality and justice in the world?

LEARNING STANDARD

Students will explore the role of organisations and countries in fostering equality and justice in the world.

OBJECTIVE

I can examine and analyse India's foreign policy.

Cs IN FOCUS

Ms. Collaboration,
Ms. Critical Thinking,
Mr. Consciousness



CONSTITUTIONAL VALUES

Equality, Justice, Fraternity

MATERIALS

NA

SUMMARY OF PRE-WORK



Be Mr. Curiosity and Mr. Creativity.

Look at the image above and write a short-paragraph on whatever you understand from this image.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (5 minutes)

Good morning learners and leaders!



What do you understand by this image?

*Shout out words that come to your mind.
Encourage learners to share how they may
define this image.*

Until now, we have deep divided into big challenges of the world and I hope you are having fun implementing your solutions.

As we continue to take actions ourselves, let's also see what can different countries do to solve these challenges and foster equality and justice.

The big question we will therefore explore is: **What is the role of countries in ensuring equality and justice in the world?**

We will begin this by learning about India's foreign policy.

Point to the objective: I can examine and analyse India's foreign policy.

Foreign policy is a framework within which the Government of a given country conducts its relations with the outside world.

Learn (30 minutes)

Let us now understand some goals and objectives of India's foreign policy.

I will show you some images and would like for you to guess what these goals may be.

You can encourage learners to guess or can share the objectives and goals with them. Encourage learners to assign an action or gesture to each of these objectives so that they can remember these.



- To protect India from traditional and non-traditional threats- terrorism, COVID 19, climate crisis.



Image courtesy [clearias.com](#)

- To **create an external environment** which helps **inclusive development** of India so that the benefits of growth can reach the poorest of the poor in the country.



Image courtesy [indiatimes.com](#)

- To make sure that **India's opinions are heard on global platforms** and that India is able to influence world opinion on issues such as terrorism, climate change, disarmament, reforms of institutions of global governance.



Image courtesy [researchgate.net](#)

- To engage with and protect the interests of Indian who live abroad or have migrated from India.



Image courtesy [baobabooks.com](#)

- To promote international peace and security.

Now that you know a little about the goals of the foreign policy, which global issues do you think this policy can enable India to contribute to?

Encourage learners to share.

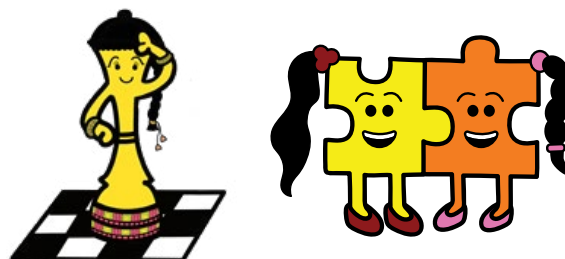
I will now show you two images now:

India has emerged as a leading player in global affairs. India is a founder member of G-20, which was established on the eve of global financial crisis, 1997 for the management of global financial order. India has been invited to become a part of Outreach group of G-8, which is considered as the rich countries club. She is also the member of IBSA, a trilateral group of three large developing countries from three continents-India, Brazil, and South Africa. which was established in 2003. Similarly, India has also joined BRICS (Brazil, Russia, India, China and South Africa) 'which was founded in 2008 and is considered the group of emerging economies.

In groups of four, share:

- Which goals of the foreign policy do these align with?
- State your opinion on India's progress towards this foreign policy goal.
- How do you think this may impact India and the world?

Practice Ms. Collaboration and Ms. Critical Thinking while doing this.



Give learners 10 minutes in their groups to discuss.

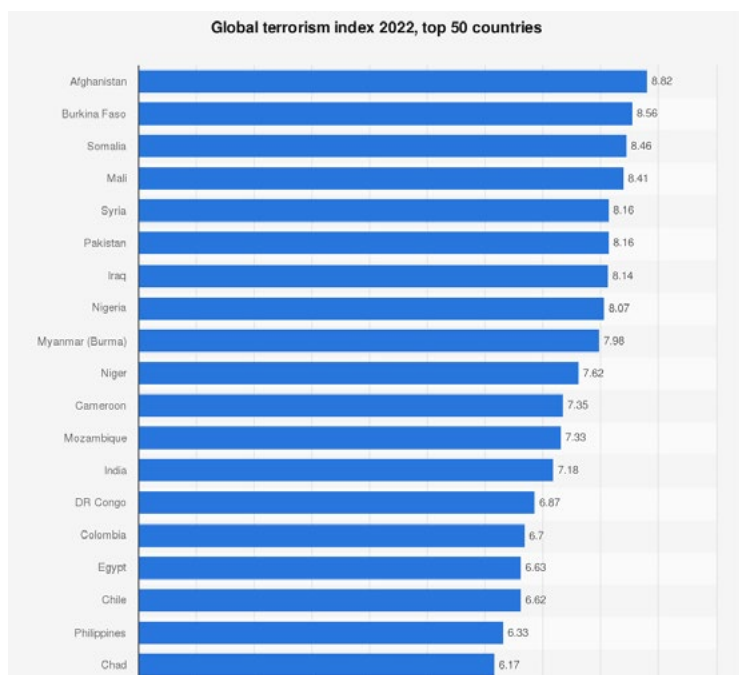
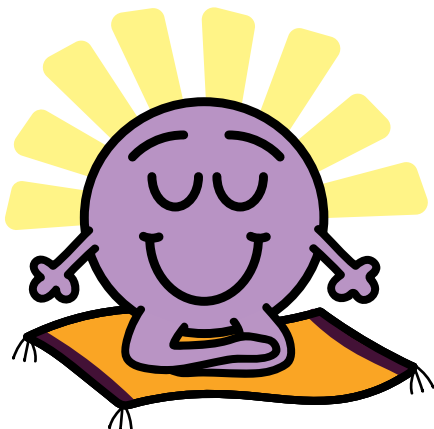


Image courtesy [statista.com](https://www.statista.com)

Reflect (10 minutes)



It's Mr. Consciousness time!

- Why is it important to have a foreign policy?
- What may happen if there are no foreign policies?
- For foreign policy to succeed, which values do countries need to operate with and why?

Feel free to give learners some time to discuss their own projects and action plan if required.

After Class Challenge (30 minutes)

Be Mr. Curiosity and find examples of what attempts India has made to reach it's foreign policy goals.

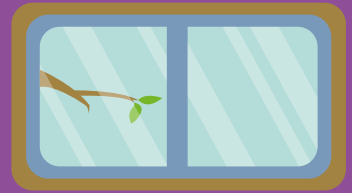


Do share these on our class groups or with your friends.

Also, don't forget to implement your solutions.

OBJECTIVE

I can investigate the role India played in solving a global crisis.



C IN FOCUS

Ms. Communication,
Ms. Critical Thinking,
Mr. Consciousness



CONSTITUTIONAL VALUES

Fraternity, Justice

MATERIALS

How India's Covid Crisis Got
Out of Control | WSJ

 Video



SUMMARY OF PRE-WORK



- What did you see in your community?

Feel free to speak to people in your family and community to learn more about their experience during the covid.

Then, visually represent this.

Watch this video to learn more about how this virus spreads:

Coronavirus disease (COVID-19)

Watch from 2:10- 3:36

What do these photos remind you of?

Can you go back in time and think about:

- How did your life get affected during this time?
- How did your family's life get affected during this time?

 Video



RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (10 minutes)

Good morning learners!



I know we have spoken a lot about global crisis and have now started the work of exploring how countries play a role in solving them.

Today, we will talk about a very recent global crisis which caused chaos in every country of the world and affected everyone around us.

Can you guess what we are talking about? You can also go back to the images from the pre-work.



Image courtesy [oneindia.com](#)

Yes, it was the novel corona virus- COVID 19.

Please feel free to share your personal story from the COVID-19.

Then, encourage learners to share their responses to the pre-work with their partners.

Encourage learners to say this out loud:

COVID! COVID! Go away! Never come back another day!

Today we will investigate this global crisis in detail.

Point to the objective: I can investigate global crisis that countries have united to solve for.



Image courtesy [who.int](#)



Image courtesy [keralakaumudi.com](#)



Image courtesy [msf.org](#)

Learn (25 minutes)

Since, we have all experienced it closely or have seen close ones get affected by it, can some of you share:

- How was this virus spreading and what were some of the effects of it?

Encourage different learners to share and clarify any misconceptions. Ask them to share what they may have learned from the video they saw in their prework.

December 2019- Chinese authorities notified the world that a virus was spreading to their communities which spread to other countries.

The way it spreads is through a droplet infection and then spreads to the rest of the body and goes either into the intestines, lungs or the spleen where it can have the most effect.

Young children and old people were the most vulnerable to it. Some effects included:

Cold, Cough, Breathing issue, Body pain, loss of smell and taste, headache, chest pain.

In cases of severity, people had to be rushed to hospitals and given oxygen through cylinders.

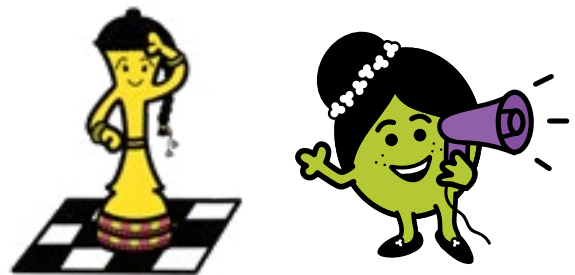
- What were some ways in which this could be prevented?

Possible response: Isolation, Sanitiser, Masks, Avoiding gathering so that it doesn't spread fast.

- What did your government do to immediately stop the spread?

Possible response: Travel bans, quarantine- lockdown, more hospital beds, facilities for health care workers, etc.

Let's watch a video to see how this global pandemic affected our country India. As we watch the video, we will keep pausing and reflecting. So remember to be active listeners like Ms. Communication and Ms. Critical Thinking while watching the video.



How India's Covid Crisis Got Out of Control | WSJ



Start the video from 1:10 and pause at 1:55

So we saw that cases in India were under control as the PMO declared the largest nation wide lockdown.

- What do you think may have happened after that? Do you think that lockdown was the fair decision?

Encourage learners to think about how lockdown may have affected different people.

Possible responses: A lot of rich people were able to cope up because of savings or people working in big companies could continue the work from home but daily wage workers had no place to go back to, there wasn't much earning. It led to a lot of panic. Schools got shut so children suffered a lot.

Continue the video and pause at 3:35

So we saw that India was doing much better as compared to other countries in the world but something happened in 2021 which was known as the deadly wave 2.

- Why do you think that may have happened?

Possible response: People became relaxed, there were very little restrictions.

Continue from 4:26 till the end.

- Can one country fight the corona virus alone? Is having less cases in one country enough?

Encourage learners to share their responses.

Now that we have deeply engaged with what Covid-19 was, its causes and the effects and how it impacted our nation.

Let's get back in our groups of four. These can be the same groups you had in the class previously.

As leaders of India, you are meeting with other leaders of the world to discuss the challenge of Covid. Think about:

- How do you think other nations can learn from India?
- What would you suggest as improvement and changes in India's strategy to combat covid?
- What support would you ask from other countries?
- What message will you have for the world?

Please write a speech stating your response. You have ten minutes to do this.

Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- What are you learning about different countries fighting the global crisis together?
- What Cs do you think countries need to operate with?
- If you were the leader of your community, what would you do in your community to reduced the spread of corona virus?

Feel free to give learners some time to discuss their own projects and action plan if required.

After Class Challenge (30 minutes)

With your groups members, record your speech as the speakers of teh Un and share it on our common whatsapp group.

OBJECTIVE

I can research and analyse India's stand on any global issue of my choice.

CS IN FOCUS

Mr. Curiosity,
Ms. Courage,
Mr. Consciousness



CONSTITUTIONAL VALUES

Liberty, Fraternity, Justice, Equality

MATERIALS

NA

SUMMARY OF PRE-WORK

In the previous lesson, you saw how India tried to solve a global challenge.

Today you are going to be researchers yourself!

- Pick up any one global issue and goals you feel strongly about.



- Be Mr. Curiosity and pick up any one article/ video/ photograph that shares how India tries to solve this challenge.
- Be Mr. Curiosity and pick up one article/ video/ photograph that may share how India has failed to address a particular issue or challenge.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (5 minutes)

Hello learners and researchers!



Give me jazz hands if you have come in with your prework.

Today, we are going to do something interesting. All of us are going to investigate the resources that we have gotten to the class and try to understand India's stand and inputs towards solving various global issues. Aee you ready?

Point to the objective: I can research and analyse India's stand on any global issue of my choice.

Let us group ourselves according to the global issue that we have chosen to research on.

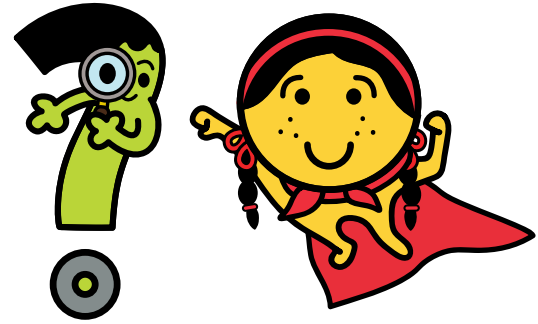
Please ensure that each group only has 4-5 learners.

Learn (25 minutes)

In our groups,

- Look at different resources and artefacts that everyone has brought in.
- On the basis of what you read, prepare a short speech on:
 - How is India trying to solve this global challenge?
 - Is this enough?
- Think about if your solution is similar or contributing to the way India is solving this challenge.

Remember to practice a lot of Mr. Curiosity and Ms. Courage while doing this.



Once your group is ready with the speech, give us a strong woohoo.

Encourage different groups to share their speeches.

As you actively listen to a group share, do operate with a lot of Mr. Curiosity and make a note of all the questions you may have for the group.

Reflect (10 minutes)



It's Mr. Consciousness time!

Now that you have heard India's stand on various global issues and goals:

- Which one are you the most proud of?
- Which one do you think we need to put more efforts towards?
- How can you make your project more effective and stronger for it to align to what India is doing?

Feel free to give learners some time to discuss their own projects and action plan if required.

After Class Challenge (30 minutes)

Speak to five people from your community and with them draft a letter suggesting ways in which India can address global challenges.

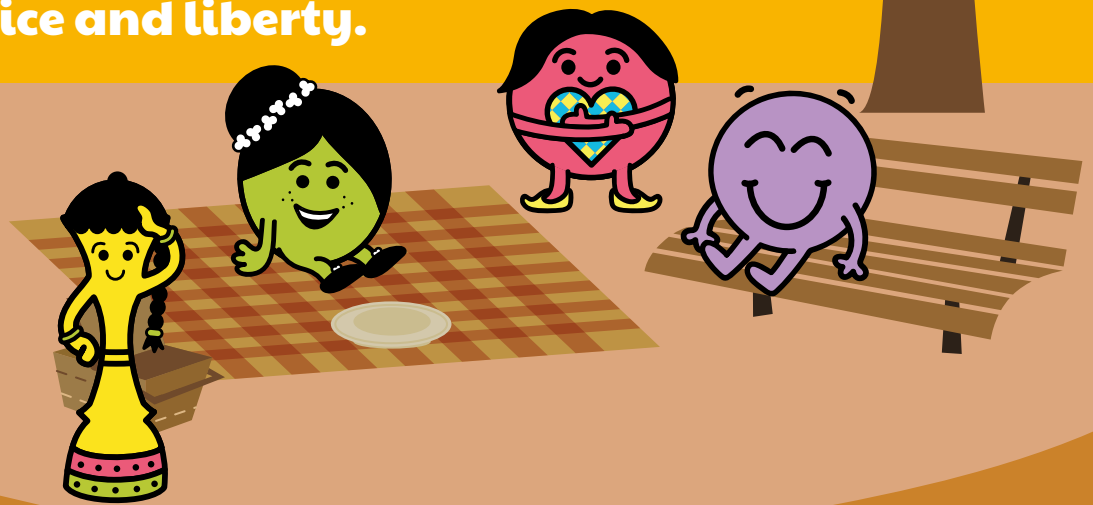
You can also research on what different countries are doing to solve these challenges and add them to the list of your suggestions in the letter.

OBJECTIVE

I can analyse the effectiveness of international organization- the UN in fostering equality, fraternity, justice and liberty.

C IN FOCUS

Ms. Communication,
Ms. Critical Thinking,
Mr. Compassion,
Mr. Consciousness



CONSTITUTIONAL VALUES

Equality, Justice.

MATERIALS

Print-outs of the resource.(Given on last page)

SUMMARY OF PRE-WORK

- Be Mr. Curiosity and pick up any one article/ video/ photograph that shares how the world has tried to solve a global challenge.
- Be Mr. Curiosity and pick up one article/ video/ photograph that may share how the world has failed to address a particular issue or challenge.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



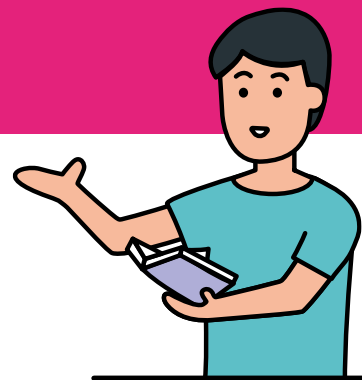
Asynchronous Pre-work Document

 Link



Spark (10 minutes)

Hello learners and citizens of the world!



We have been down a long road in learning about our World.

We are talking about big things like international peace, security, no hunger, zero poverty etc.

Yesterday, we spoke about India's stand on solving these global issues. Today we will look at the world and specially international organisations.

On a scale of 1-5, how easy do you think is to solve these challenges?

Given that it's a complex process, there are organisations that may help nations resolve these challenges.

Can you name one of these international organisations?

Possible response: The UN.

Therefore today, we will look at how effective has UN been in solving these challenges.

Point to the objective: I can analyze the effectiveness of international organization- the UN in fostering equality, fraternity, justice and liberty.

Learn (20 minutes)

Today we are going to be the judges who will decide if the UN has been successful or not.

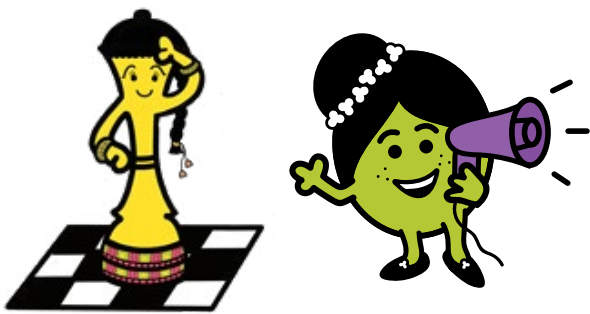
What do you think we will need to be these effective judges?

Possible response: More information

Great, so today we will study some of UN's interventions and analyse it.

Which Cs would we need to analyse any information?

Possible response: Ms. Critical Thinking to analyse information and Ms. Communication to discuss our responses.



Great so let's get into the groups of four:

- Read the information provided.
- Analyse it and share your answer to these questions:
 - Which goals does this intervention help the UN fulfill?



- Has it worked or not?
- What evidences do you have?
You can use the information from what you know of your country or any other country in the world.

Covid 19

United Nations has developed a large-scale response across its various agencies to combat the crisis. The UN chief released a plan for nations to follow, to counter COVID-19. It emphasizes the need for countries to act in collaboration and outlines ways to reduce transmission of the virus, safeguard people's lives and their livelihoods, and learn from the crisis to build back. The World Health Organization (WHO) – a UN organization has supported other countries with supplying important medical and protective equipment, as well as research for a vaccine.

Peace

Due partly to UN conflict resolution and peacekeeping initiatives, the number of people dying in conflicts has declined since 1945. Worldwide, fewer people died in conflict in the first decade of the 21st century than any decade of the 20th.

Ending famine

Large parts of the world's population suffer from poverty and hunger, and

thousands die of malnourishment every year. But the numbers have fallen from the 20th century, when more than 70 million died from famine. The UN's World Food Program, Food and Agriculture Organization, and UN-sponsored emergency aid management can take some of the credit.

Countries who gave up The Bomb

The UN was responsible in ensuring several countries signed a treaty that prevented them from using weapons and nuclear bombs.

But Several countries are not following the international arms control. In the last 10 years, Chemical weapons are being used by some countries, other countries are continuing to buy arms illegally, threatening the lives of civilians. New weapon technologies are emerging and the UN is appealing to world powers to control their use of arms.

Iraq oil for food program

This UN program enabled Iraq to gain relief from international sanctions by selling oil through the UN, which would supervise the delivery of food and medicine with the resulting cash. However, the money ended up in private hands and became the worst financial scandal in UN history.

Genocide in Rwanda and Srebrenica

The UN had an "Assistance Mission" for Rwanda in 1994, which failed to stop the majority Hutus from killing almost a million members of the Tutsi minority (Hutus and Tutsi's are two communities in Rwanda).

Despite the UN's attempt at avoiding a conflict, there was a massacre of more than 8,000 Bosnian Muslim men at the hands of Serb forces in Srebrenica in 1995.

Present this information to the learners or share a print-out with each group.

Reflect (10 minutes)



It's Mr. Consciousness time!

On a scale of 1-5, 1 is not at all, 5 is definitely yes.

Do you think UN has been successful in achieving its goals?

Observe the room and identify one person whose response is drastically different from yours.

Go to them and discuss your reasons with each-other.

Together, discuss:

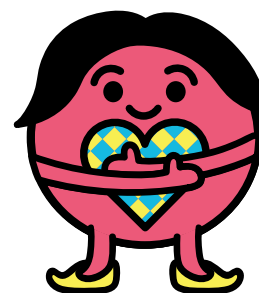
- What according to you is not letting UN be effective?
- Which basic human rights and values get threatened when the UN is not effective?
- What can help the UN become more effective?

We see how our constitutional values get threatened if UN is unable to fulfill its objectives. But can the UN do it all alone?

Learners, all of us responsible for ensuring that the UN gains success in achieving its goals. All the individuals of all the countries need to come together to achieve these goals.

I am so proud of all of you for already taking the big and small steps.

This shows me that all of you are practicing Mr. Compassion.



Learners, we are only few days away from showcasing our solutions and the impact. I am so excited to see all of your solutions.

Feel free to give learners some time to discuss their own projects and action plan if required.

After Class Challenge (15 minutes)

Make sure to document everything that you have been doing as a part of your solution. It will help you in your showcase.

Print-outs of the resource:

Covid 19

United Nations has developed a large-scale response across its various agencies to combat the crisis. The UN chief released a plan for nations to follow, to counter COVID-19. It emphasizes the need for countries to act in collaboration and outlines ways to reduce transmission of the virus, safeguard people's lives and their livelihoods, and learn from the crisis to build back. The World Health Organization (WHO) – a UN organization has supported other countries with supplying important medical and protective equipment, as well as research for a vaccine.

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and Agriculture Organization, and UN-sponsored emergency aid management can take some of the credit.

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But Several countries are not following the international arms control. In the last 10 years, Chemical weapons are being used by some countries, other countries are continuing to buy arms illegally, threatening the lives of civilians. New weapon technologies are emerging and the UN is appealing to world powers to control their use of arms.

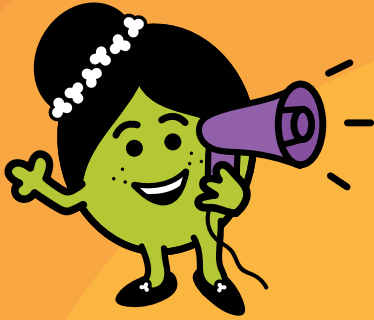
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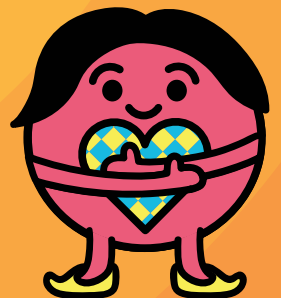
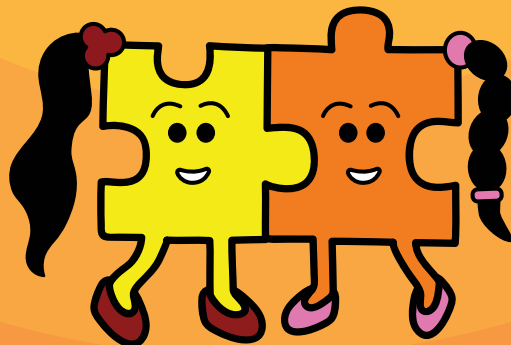
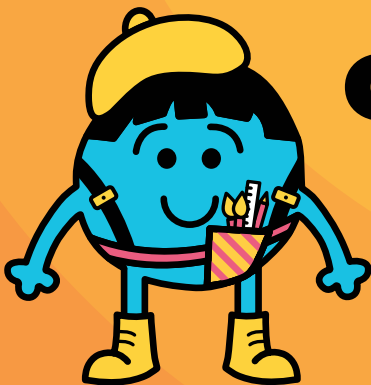
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Despite the UN's attempt at avoiding a conflict, there was a massacre of more than 8,000 Bosnian Muslim men at the hands of Serb forces in Srebrenica in 1995.



Showcase of learning



OBJECTIVE

I can synthesise what I learned in this unit

CS IN FOCUS

Mr. Consciousness,
Ms. Collaboration,
Ms. Communication,
Mr. Creativity



CONSTITUTIONAL VALUES

Liberty, Justice, Equality, Fraternity

MATERIALS

Sheets of paper

Highlights of the UN
Sustainable Development Summit



SUMMARY OF PRE-WORK

Task 1: Let's use Ms. Critical Thinking, and Mr. Consciousness to look back at everything we have done in this unit. Skim through all your worksheets, your diary and all the activities we have done to remember how much you have learned about your world.

Put down three important learnings.

Task 2: Speak two three people from different age groups/ professions etc. Ask them to answer these three questions.

- Are we living in an equal and just world? What are some challenges that the world face today?
- Should countries of the world unite to solve these challenges? Why/ Why not?
- Do they they that the UN/ world leaders are doing their job well? Why/ Why not?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (15 minutes)

Hi changemakers!



Learners, we have come to the end of our last unit - World.

Would anyone share what all big questions we explored in this unit?

Correct responses:

- Are we living in an equal and just world?
- What is my role in ensuring quality and justice in the world?
- What is the role of countries and international organisations in ensuring equality and justice in the world?

Would any of you like to share what you learned in this unit?

Invite different learners to share.

Possible Responses: In this unit we have learned about various global challenges and SDGs. We have practised Design Thinking to understand the scale of these challenges, how it impacts people and unpacked what we may do to solve these challenges.

We also studied about the role India, other countries and international organisations have played in fighting

global challenges. Above all, we started our own projects to contribute to SDGs.

Through and through, one big lesson we have learned is that the world is shaped by people like us and therefore, to create a better world, we need to be better individuals.

How many of you remember what we were going to do as a part of our end of unit showcase?

Possible response: Share our solutions

Yes, we are but with a lot of creativity.

As a class, we are going to host our own

Changemakers' SDG Summit

All of you are going to be the young leaders of the world- the citizens of the world who will be representing India in the UN Summit to share some of your solutions / progress towards some SDGs tomorrow.

Do you think that would require some preparation?

Today we will do exactly that!

But before we go into preparing ourselves for tomorrow, let us watch a video that shares the highlights of one of the actual UN SDG Summit.

As we watch the video, make a note of:



Possible response: UN secretary, Malala, Performers, Mark Zuckerberg, they are talking about the importance of meeting these goals along with sharing how they will take action towards these.

- Who are the people here?
- What are different people saying?
- Is there anything common between what different people shared?

Learn (20 minutes)

I hope this pumped you up!

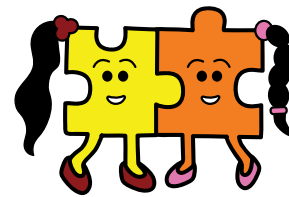
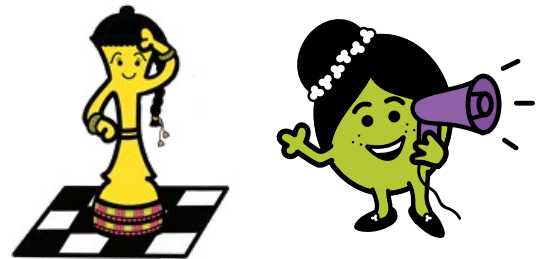
Let's now get into our mini groups to finalize how we will present our work in front of our peers tomorrow.

Your presentation shall include:

- The global issue that your group has committed and is trying to solve.
- Why have you chosen this challenge?
- What have you done to solve this challenge?
- What has been the impact of your work? Have you seen any change around you?
- One message that you have for your fellow leaders.

Let us take 15 minutes in our groups to discuss the following prompts and come up with the responses to those prompts.

Please take help from Ms. Communication, Ms. Collaboration and Ms. Critical Thinking to do this.



After learners are back-

Now that you have discussed these prompts, think of how you would want to present this extremely creatively with your fellow world leaders!

In the video, you may have seen some people give speeches but some people also shared their message using songs.

You may want to bring in a lot of pictures and videos from the work that you have been doing. You can also record the videos of the people you have been working with to show your impact. Please take prior permission from them before recording them.

I am extremely excited to be a part of this summit tomorrow. I hope all of you are as excited as I am.

Reflect (5 minutes)



It's Mr. Consciousness time!

On a scale of one to five, rate yourself on the following statements:

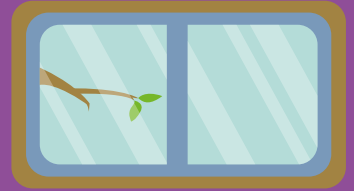
- I listened to my group members.
- I shared ideas with my group members.
- I had fun while doing the exercise.
- I am excited to present the impact of my work with everyone in the class tomorrow.

After Class Challenge (60 minutes)

Work on your final showcase

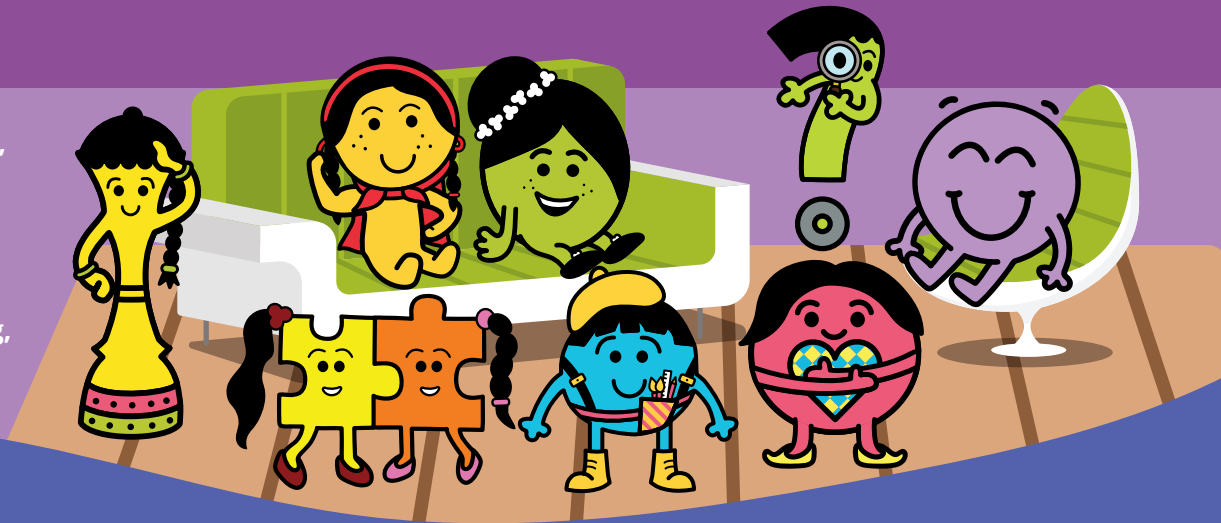
OBJECTIVE

I can showcase what I learned in this unit.



C IN FOCUS

Mr. Consciousness,
Ms. Communication,
Ms. Courage,
Mr. Creativity,
Ms. Collaboration,
Mr. Compassion,
Ms. Critical Thinking,
Mr. Curiosity



CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

MATERIALS

Printouts of this image for an in-person class.
(Given on last page)

Printouts of - 'We Are The World' song lyrics.

Video



Link



Gratitude notes/ C stickers / Chart papers

Take permission for a 90 minute class or divide it in two shorter slots.

Please explain the pre-work to the learners in the last class.

SUMMARY OF PRE-WORK

Welcome to the Changemakers' SDG Summit!
Through your presentation tomorrow, you will have a chance to inspire and motivate fellow global leaders to solve the global problems and achieve SDGs.

Here is what you have to do:

- Block an hour with all of your group members. You can either meet them, get on a phone call or make a WhatsApp group with them.
- Think of the most creative way to present your responses to the prompts I shared with you in the class. This is your group's moment to shine and an opportunity to share how all of you as change makers and citizens of the world are working to achieve SDGs.
- Remember, the pictures and videos are very powerful so bring as many of these as you can to enhance your presentation.
- You may also make posters or add other creative elements like song/ dance to your presentation. The bigger purpose is to raise awareness about this SDG so think of the best way to do this.
- Your group will get five minutes to present. So don't forget to rehearse your presentation with your group members.
- Please bring together all the 8 Cs to do this task and make sure that each person in your group contributes to the presentation.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Link



Asynchronous Pre-work Document

Link



Framing (10 minutes)

Hello, citizens of the world!



Please play 'We Are The World' as everyone in the class settles down.

In case of an in-person classroom, please decorate the class with pictures / posters about the following SDGs- No poverty, health and wellbeing, quality education, gender equality, climate action, peace and justice. Please also give everyone the summit card upon entry. Ask them to fill it and stick on their uniform/ place on the desk.

Video



You may share the summit card with learners virtually and ask them to annotate it with the relevant information.

I welcome you all to our **Changemakers' SDG Summit.**

Give me a loud woohoo if you are excited for the day!

Our parents, school teachers and some learners are here to see our learnings and presentations, so let us give a round of applause to them and welcome them to our family.

Please coordinate with various stakeholders - the Principal, school teachers, learners and parents in advance and invite them for a showcase.

Welcome to the Changemakers' SDG Summit

Hello, I am _____.



SUSTAINABLE DEVELOPMENT GOALS



I think _____ can make a world a better place because _____.

Image courtesy globalgoals.org

Showcase (45 minutes)

With all these Cs in our mind and a lot of confidence and conviction, let's begin our summit.



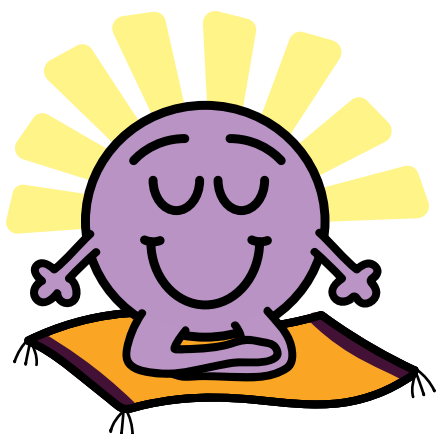
You may invite each group one by one to do their presentation. Reinforce how important it is to appreciate each other by celebrating every group. Please take

pictures and record videos of students' work-products and presentations to document their learnings after taking their consent.

After everyone's done presenting, encourage learners to celebrate themselves and each other by patting on their back and giving a huge round of applause.

In case there are external observers in your class, invite a few of them to share how they felt about the showcase.

Closing and Debrief (20 minutes)



It's Mr. Consciousness time!

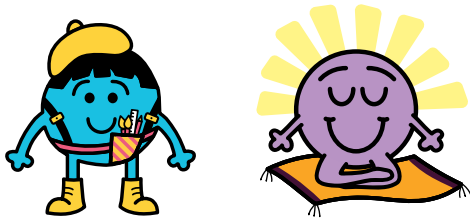
Can we give a huge round of applause to ourselves and our friends who presented so beautifully.

Now imagine that each of you together are able to help the big world leaders achieve these SDGs by 2030. What can the world look like then?

You all have a big chart paper with you. Get into your groups and spend the next 5 minutes together envisioning - What may the

world look like if you achieved a few SDGs for the world by 2030?

Please do this by taking help from Mr. Creativity and Mr. Consciousness.



Virtually, send learners to breakout room and ask them to doodle words on white board. Model this out for them.

After the learners are done, ask them and the audience to bring their chart papers in the middle of the class and see all of these as a whole.

Virtually, you may ask each group to present what their world looks like now?

Please invite a few people from the audience to share how the world would look if all of these goals are achieved.

All of you, your work and your chart represent the power of our collective and the oneness that we share. Only a few days ago, we got to know about global issues and SDGs and started working on them. Imagine if all the children of the world can get to know about these, they can also come and work towards all the SDGs.

Keeping this in mind, let's pledge something today:

***We can be,
We must be,
The first generation to end the extreme poverty,***

***The generation most determined to fight injustice and inequality,
The generation that saves the planet from climate change
And we will do this by taking small actions and big
Towards achieving the SDGs.***

Let us close out by singing our unit's song- 'We are the World'.

As we sing, let's keep the three norms in mind:

- Everyone sings
- Everyone smiles while singing
- Everyone sings from their heart with love.
- Everyone pretends like a unique citizen of the world so get ready with your costumes.

Play the song and invite everyone to sing and follow the actions. You may also share the lyrics with the audience separately.



Please close the class out with celebration and gratitude. Hand out gratitude notes/ bag tags/ bookmarks/ C stickers to everyone to bring out the essence of celebration.

After Class Challenge

Work on the end of the curriculum showcase.

Printouts of this image for an in-person class:

Welcome to the Changemakers' SDG Summit

Hello, I am _____.

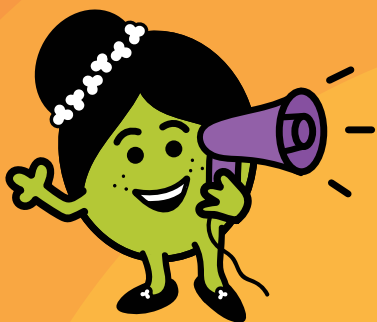


SUSTAINABLE DEVELOPMENT GOALS

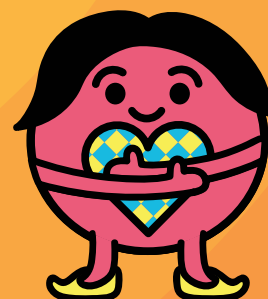
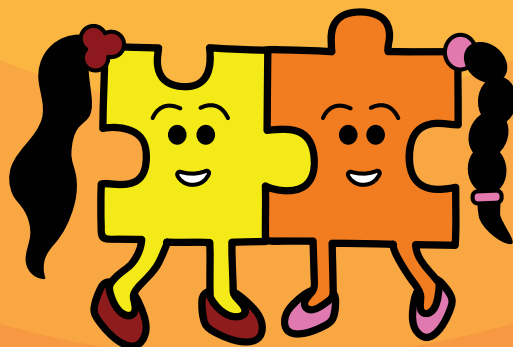
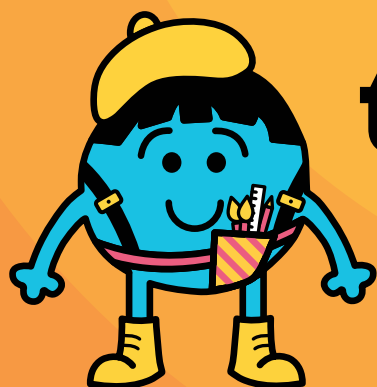


I think _____ can make a world a better place
because _____.

Image courtesy globalgoals.org



End of the Studies

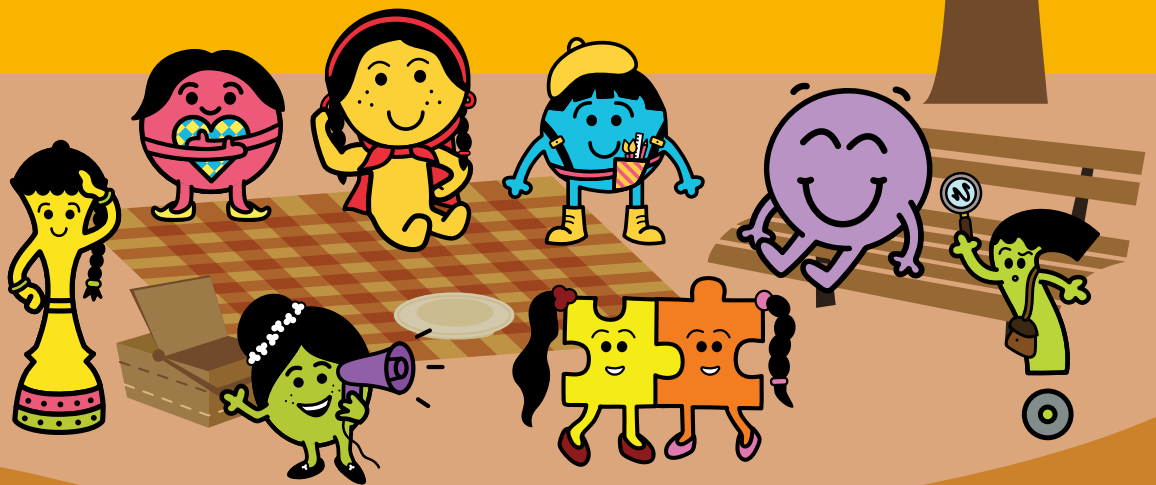


OBJECTIVE

I can recapitulate and synthesise my learnings from the studies.

C IN FOCUS

Ms. Critical Thinking
Mr. Curiosity
Ms. Collaboration
Ms. Courage
Mr. Consciousness
Ms. Communication
Mr. Creativity
Mr. Compassion



CONSTITUTIONAL VALUES

Equality, Liberty, Fraternity and Justice

MATERIALS

Chart paper, A4 size sheets, colors, paper
Put together a presentation of all the SOLs learners have been a part of through the curriculum or present the glimpse of their work.
Create mixed groups for the quiz.
C stickers/ badges
Please take permission for a 75 minute lesson.
Link to Jeopardy
Print-outs of the song
(Given on last page)

[Link](#)



SUMMARY OF PRE-WORK

Read through the key learnings from each of the units that we have covered in the curriculum:

For each of the units, think about:

- What are some challenges seen at this level?
- How do these challenges affect the growth of the people, of India or the world?

Fill this table. (Given on last page)

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (10 minutes)

Hello to my very special learners!



For the next 10 minutes, listen to my instructions very carefully.

For an in-person classroom, invite learners to stand in 5 concentric circles.

Ask the innermost circle to say- 'I am special'.

Ask the second circle to point towards the innermost circle and shout out- 'You make your family and school special'.

Ask the third circle to point towards the second circle and shout out- 'You make your communities special.'

Ask the fourth circle to point towards the third circle and shout out- 'You make your country special.'

Ask the fifth circle to point towards the fourth circle and shout out - 'You make this world special.'

Ask everyone to together shout out- 'We all make this world special.'

For the virtual classroom, personal message your learners one of these numbers 1,2, 3, 4, 5.

Ask everyone to turn off their videos

and open them one by one as per their numbers. Ask everyone with number 1 to switch on their videos and say- I am special. Then ask everyone with number 2 to switch on their videos and say- 'You make your families and school special.' Repeat the same for all the numbers with the above phrases.

Over the past couple of months, we have explored India and ourselves from many different perspectives. We looked at ourselves as a part of India, at how our schools and communities form such a big part of it and even discovered the identity of India as a whole. We then zoomed out and looked at the world as a whole to really explore what are some challenges faced and once again, discover our role in solving them. We have learned so much about ourselves, our country and the world - our main aim today is to bring all those learnings together and synthesise our experience.

Let us see some of the big questions that we have explored over the last couple of months:

Present these one by one. You may also encourage learners to share a few.

Self - Family & School	Community & Nation	World
<ul style="list-style-type: none"> • How can I prepare myself to follow my career choice? • How will my current experience contribute to my future success? 	<ul style="list-style-type: none"> • Is the news we access reliable? • Why do we pay tax? • Are all children in India equal? 	<ul style="list-style-type: none"> • Are we living in an equal and just world? • What is my role in ensuring quality and justice in the world? • What is the role of countries and international organisations in ensuring equality and justice in the world?

Recap (20 minutes)

Let us bring together a few of our learnings through a fun quiz. This quiz is called Jeopardy where you earn points not just for yourself but for your entire group.

We will use all our Cs together for this quiz.

Please divide the class in 4 groups and explain the rules of jeopardy.

In your groups:

- Nominate one person from the group. This person will be responsible for sharing the chosen 'points' and the 'theme' with the facilitator.
- Each team will get a chance to choose their question.
- After the question is posed, members of the team will get 1 minute to respond. Any member from the team can respond.
- If the team is not able to respond correctly, the next team will help them with the question. In case of a correct answer, the points will get divided between the team that answered and the one that helped.
- Team with the highest number of scores will win this quiz.

Generate enthusiasm. Ask if they are ready?

Link to Jeopardy :



You can choose to do a simple QnA using the questions of this Jeopardy. The questions for each of the units are as follows. You may choose to reduce the number of questions/ change framing/ tweak this as per your learners.

Self, Family & School

- Name any four 21st-century skills you need while identifying and pursuing a career.
- What are different learning styles?
- Share two positive and two negative habits that may impact success.
- What is the most effective way to set a goal? Share an example.
- What is a resume? What are any 3-4 things that a resume should have?

Community & Nation

- Share two ways in which we can check the reliability of news.
- The government spends taxes on_ and _____. (Share any two things)
- Specify any two education-related schemes and their purpose.
- Why do people protest? Give an example of one student related protest.
- Should India have reservations? Justify your stance with an example.

World:

equality and justice. Also, specify the SDG they are working towards.

- Name any 4 SDGs and the challenges they are trying to overcome.
- More than 10% of people worldwide do not have electricity. More than two lakh children under the age of 5 die yearly because they cannot afford medical treatment at the right time. More than 20 lakh people do not have access to clean drinking water.
- Which global issue do these data sets connect to?
- What is a Design Thinking process? Name all the steps.
- What are the objectives of India's foreign policy? Name any three.
- Share any three examples of individuals/ countries or international organisations that are trying to achieve SDGs and foster

Celebrate the team for the correct responses. Towards the end, celebrate each child's effort individually and collectively. Remember that the idea of this quiz is not for learners only to recall certain things but to be able to share their learnings with a rationale.

After the quiz, ask:

- How did you enjoy this game?
- Were you reminded of something that you had forgotten through this quiz?

The purpose is for everyone to revise the key points of the curriculum in a fun and engaging manner. This is also an opportunity for you to assess how learners use different Cs during the exercise.

Final SOL- Jeopardy Grade 8.

	Self, Family and School	Community and Nation	World
100	Name any 4 21st-century skills you need while identifying and pursuing a career.	Share two ways in which we can check the reliability of new.	Name any 4 SDGs and the challenges they are trying to overcome.
200	What are different learning styles?	The government spends taxes on _____ and _____. (Share any two things)	More than 10% of people worldwide do not have electricity. More than 2 lakh children under the age of 5 die yearly because they cannot afford medical treatment at the right time. More than 20 lakh people do not have access to clean drinking water. Which global issue do these data sets connect to?
300	Share two positive and two negative habits that may impact success.	Specify any two education-related schemes and their purpose.	What is a Design Thinking process? Name all the steps.
400	What is the most effective way to set a goal? Share an example.	Why do people protest? Give an example of one student related protest.	What are the objectives of India's foreign policy? Name any 3
500	What is a resume? What are any 3-4 things that a resume should have?	Should India have reservations? Justify your stance with an example.	Share any three examples of individuals/ countries or international organisations that are trying to achieve SDGs and foster equality and justice. Also, specify the SDG they are working towards.

Activity (30 minutes)

Now that we have revised the key contents, let us see what more we have created.

Put together a presentation or pictures of learners' bio poems, media pieces, skits, injustice reports, fundamental rights skits and XYZ school SDG summit. Please show it to the learners.

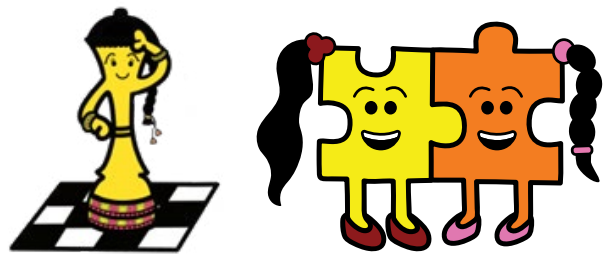
Through all of this, we deepened our understanding of the four pillars of the Constitution - Liberty, Equality, Justice and Fraternity. While doing that we also became friends with 8Cs that are crucial in building leadership and active citizenship.

Let us now put together some things. Get into the groups of 4.

- Discuss the answers to your pre-work questions:
 - What are some challenges seen at each level- self, family/school, community, nation and the world?
 - How do these challenges affect the growth of the people, of India or the world?
- Take five pieces of paper and tie them together for it to look like an album.
- Fill the first page with the challenges that may be seen at the level of self
- Fill the second page with the challenges that may be seen at the level of family/ school.

- Fill the third page with the challenges that may be seen at the level of your community.
- Fill the fourth page with the challenges that may be seen at the level of nation - India.
- Fill your fifth page with the challenges that may be seen at the level of the world.

Take 15 minutes to do this in your groups. Take help from Ms. Collaboration and Ms. Critical Thinking while you do this.



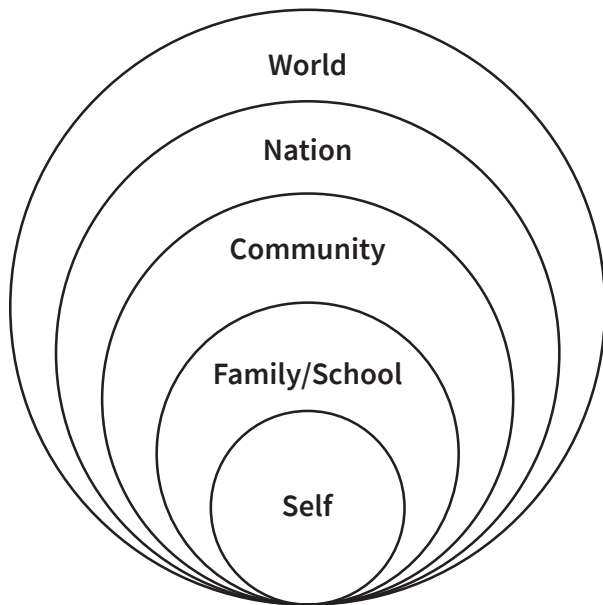
After learners come back, share:

Through the albums that you have just created, you have put down the "Grey Truth". But in the curriculum, we have learned that while there is truth, there is always a hope in the form of a bright sunshine!

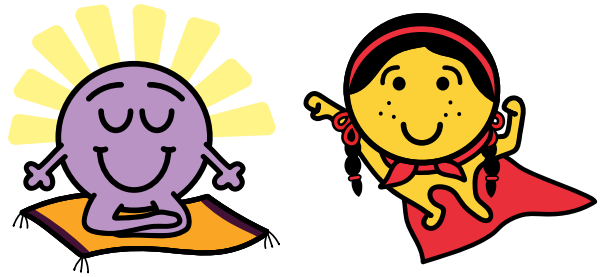
For so many challenges, there also are so many leaders who raise their voice and contribute to an equal and just society.

In our next activity, each of you will work independently to think about your hope, your vision for each of these levels. You will draw the diagram the way I have, in concentric circles, and in

each circle you can write or draw your vision of what is possible. For example, at the level of Self, my vision is for me to become a compassionate human being.



You may have to take help from Mr. Consciousness and Ms. Courage to do this. Let's take the next 7 minutes to do this independently.



Reflect (10 minutes)



It's Mr. Consciousness time!

Now that you have your vision for what is possible, it's time to think about what role you play in bringing this alive! For example, if I want myself to be compassionate- I may listen to everyone patiently. Or if I want every Indian to receive education, how might I actually do that? Maybe by teaching someone everyday. We are going to think about how you can contribute in any way- big or small- in bringing your vision to life.

Once you have thought about your answer, you will write it down on a piece of paper.

I will _____ <Add all the things you would do here> towards making myself, my family, my school, my community, my country and the world better.

*Bring out a big chart paper with the words
"India and I" outlined*

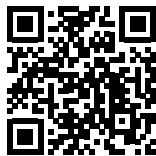
Once you finish writing, we will all stick our pieces of paper on this chart paper, which when done, will form our collective vision for India and ourselves!

Virtually, you may type India and I on a white board and ask learners to put their vision down using an annotation tool or ask everyone to type it in the chat box and create a big poster for them later on.

Learners, your role in making our country and the world a better place is immense.

Therefore, 'I' in INDIA is very important. I AND I, together can make our INDIA even better.

So let's close out with a really beautiful 'I AND I' song.



You can share the print-outs of the lyrics of the song.

*I and I and I
I and I
Many I's are we
I and I and I
I and I
Make up Indi*

*As one little I
Yes I really matter
But we're strong
Yeah, we're stronger
When we're I's together*

*I and I and I and I are free
In this country of our dreams
I and I and I and I are free
In this country of our dreams*

*I was
I was,
I was
Too far from the rest
I was
I'm the best
I was I can pass any test
Until I realized, that so many I's
When we are together
Build so many ties,
That you can't deny
The strength we have inside
So I and I and I
We only multiply
Something you can't divide
United is divine
So sing it out loud,
I and I and I
Is you and me, cuz we all fly*

*I and I and I and I are free
In this country of our dreams*

*I and I and I and I are free
In this country of our dreams*

*I and I and I
I and I
We can be the change
I and I and I
I and I
Conquer all the pain*

*As one little I
Yes I really matter
But we're strong
Yeah, we're stronger
When we're I's together*

My India My India

*Every time I think of you,
I think of what can I do
I think of how we made it through*

My India My India

*The history the pain the journey how we
saved it
Our love is so amazing*

My India My India

*Tell me is this really real
This beauty we can touch and feel
The wrongs will stop, we'll start the healing*

My India My India

*Cuz you're my mother, your're brother
You're my sister, just to crystalize the
picture,
That I am with ya*

*I and I and I and I are free
In this country of our dreams.*

I hope through this curriculum you were able to understand your relationship with INDIA.

After Class Challenge (10 minutes)

Please create a big India and I poster and put it somewhere in the class.

Printables - Lyrics

*I and I and I
I and I
Many I's are we
I and I and I
I and I
Make up Indi
As one little I
Yes I really matter
But we're strong
Yeah, we're stronger
When we're I's together
I and I and I and I are free
In this country of our dreams
I and I and I and I are free
In this country of our dreams
I was
I was,
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Too far from the rest
I was
I'm the best
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Until I realized, that so many I's
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So sing it out loud,
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Is you and me, cuz we all fly
I and I and I and I are free
In this country of our dreams*

*I and I and I and I are free
In this country of our dreams
I and I and I
I and I
We can be the change
I and I and I
I and I
Conquer all the pain
As one little I
Yes I really matter
But we're strong
Yeah, we're stronger
When we're I's together
My India My India
Every time I think of you,
I think of what can I do
I think of how we made it through
My India My India
The history the pain the journey how we
saved it
Our love is so amazing
My India My India
Tell me is this really real
This beauty we can touch and feel
The wrongs will stop, we'll start the healing
My India My India
Cuz you're my mother, your're brother
You're my sister, just to crystalize the
picture,
That I am with ya
I and I and I and I are free
In this country of our dreams.*

Summary of Pre-Work-Table

Level	What are some challenges seen at this level?	How do these challenges affect the growth of the people, of India or the world?
Self, Family & School		
Community & Nation		
World		

Appendix and Acknowledgements

REFERENCES, CREDITS, AND SOURCES

Unit 1 : Self, Family and School

**Lesson Plan 2,
Unit Self**
VARK Learning Style
Questionnaire



[Link](#)

Lesson Plan 3, Unit Self
Steve Jobs Stanford
Commencement Speech



[Link](#)

**Lesson Plan 4,
Unit Self**
The Power of One



[Link](#)

**Lesson Plan 4,
Unit Self**
Sia's Story



[Link](#)

**Lesson Plan 12,
Unit Self**
Mother Teresa
information



[Link](#)

**Lesson Plan 12,
Unit Self**
M S Dhoni
information



[Link](#)

**Lesson Plan 13,
Unit Self**
Another Brick in The
Wall by Pink Floyd



[Link](#)

**Lesson Plan 14,
Unit Self**
Oh, The Places You'll
Go! reading



[Link](#)

**Lesson Plan 14,
Unit Self**
Oh, The Places You'll
Go! video



[Link](#)

**Lesson Plan 17,
Unit Self**
Great Thunberg - School
Strike for Climate



[Link](#)

**Lesson Plan 17,
Unit Self**
Kiran Sethi Teaches
Kids to Take Charge



[Link](#)

**Lesson Plan 17,
Unit Self**
Remembering Acharya
Vinoba Bhawe



[Link](#)

**Lesson Plan 18,
Unit Self**
Celebrating Steve



[Link](#)

**Lesson Plan 19,
Unit Self**
The Seed



[Link](#)

**Lesson Plan 19,
Unit Self**
Planting Seeds



[Link](#)

Unit 2 : Community and Nation

**Lesson Plan 24,
Unit Community
and Nation**
What are taxes?



[Link](#)

**Lesson Plan 25,
Unit Community
and Nation**
Ministries of India



[Link](#)

**Lesson Plan 26,
Unit Community
and Nation**
Ministry of Education



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**Lesson Plan 26,
Unit Community
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RTE Anthem



[Link](#)

**Lesson Plan 28,
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Teach To Lead



[Link](#)

**Lesson Plan 28,
Unit Community
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Reservation Scene



[Link](#)

**Lesson Plan 28,
Unit Community
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Meet the young
changemakers



[Link](#)

**Lesson Plan 33,
Unit Community
and Nation**
KER Anthem Music
Video



[Link](#)

Unit 3 : World

**Lesson Plan 34,
Unit World**
We Are The World



[Link](#)

**Lesson Plan 35,
Unit World**
WHO Standards



[Link](#)

**Lesson Plan 35,
Unit World**
What Are The World's
Biggest Problems?



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**Lesson Plan 36,
Unit World**
Forward and
Backward Story



[Link](#)

**Lesson Plan 37,
Unit World**
DFC video



[Link](#)

**Lesson Plan 37,
Unit World**
KER Anthem Music
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**Lesson Plan 38,
Unit World**
2019 SDG Project



[Link](#)

**Lesson Plan 38,
Unit World**
Stories of Change



[Link](#)

Unit 3 : World

**Lesson Plan 38,
Unit World**
KER Anthem Music
Video



[Link](#)

**Lesson Plan 39,
Unit World**
Understand Goal 3
: Good Health and
Wellbeing (Sceondary)



[Link](#)

**Lesson Plan 41,
Unit World**
2019 SDG Project



[Link](#)

**Lesson Plan 41,
Unit World**
Stories of Change



[Link](#)

**Lesson Plan 41,
Unit World**
Health Promotion
for Well-Being



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**Lesson Plan 43,
Unit World**
KER Anthem Music
Video



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**Lesson Plan 44,
Unit World**
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**Lesson Plan 44,
Unit World**
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**Lesson Plan 45,
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Run Like A Girl



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**Lesson Plan 46,
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Gender Equaity : The
Power of Change



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**Lesson Plan 48,
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Google Earth
Timelapse



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**Lesson Plan 49,
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Who gets to Breathe
Clean Air in New
Delhi?



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Unit World**
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**Lesson Plan 50,
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**Lesson Plan 50,
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Global Youth
Climate Activists



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**Lesson Plan 50,
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Greta Thunberg
speech



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Unit 3 : World

**Lesson Plan 50,
Unit World**
Call to Learning Film



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**Lesson Plan 51,
Unit World**
The Day War Came



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**Lesson Plan 52,
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Heal The World



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**Lesson Plan 52,
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Imagining Syria



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**Lesson Plan 52,
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Refugees in India



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**Lesson Plan 53,
Unit World**
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**Lesson Plan 53,
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Stories of Change



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**Lesson Plan 54,
Unit World**
DFC : Bringing
Parks to Life



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**Lesson Plan 55,
Unit World**
COVID Disease



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**Lesson Plan 55,
Unit World**
How India's COVID Crisis
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**Lesson Plan 60,
Unit World**
Highlights of the
UN SDG



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Overall resources
SDG Resources



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A sincere thanks to all our Lesson Planners and Reviewers-

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She started her career in Public Relations, and then spent over a decade working as a teacher at The Akanksha Foundation. She works at the Jai Vakeel School.

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He joined the Teach for India Fellowship in 2012 and continued to work with his students as well as the other students in the community until 2018. He co-founded an after school community center as a part of his Be The Change Project in 2013. They continue to run that space today based on the principles of self-directed learning & sociocracy.

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She has a Masters degree and vast experience in teaching adolescents, curriculum and development, HR management, coaching government school teachers and principals and consulting with NGOs. She was a teacher, Principal Coach and head of HR at Akanksha Foundation, a Coach and a senior Design team member at Kaivalya Education Foundation and the Project Director at Muktangan. In 2015, she founded the Ugam Education Foundation.

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Her journey in education started when she joined the Teach for Fellowship in 2010. She also taught at 3.2.1 schools in Mumbai and co-founded The Warehouse which is a platform for ideas, inspiration and knowledge created by people coming together to learn, teach and share. Currently, she is an art therapist in New York and works with children in schools, and adults in medical settings using art as a primary psychotherapeutic intervention.

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He came to Teach For India in 2009 after having worked as a fundraising consultant with Ashoka and teaching secondary science in Washington DC, as a Teach For America corps member. His experience in the classroom deepened his resolve to contribute to the educational reform movement and motivated by the same - he has led the creation and implementation of Teach For India's first Institute. Sandeep has also worked in a number of different capacities across Program, City Operations and Knowledge. He has a Master's Degree in International Affairs and Economic Policy from Columbia University, New York.

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