

# INDIA & I



Grade 5







**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

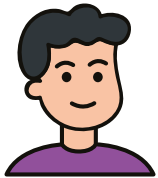
Through this studies, teachers have the chance to shape our country and our world – while growing in their own humanity.

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**

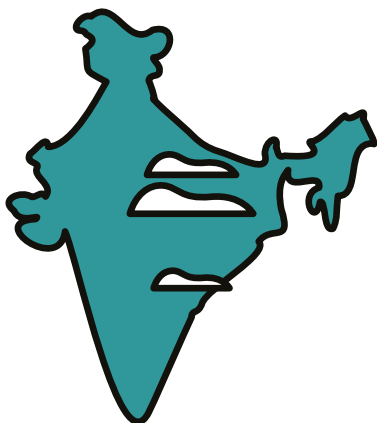


**Nation**



**World**

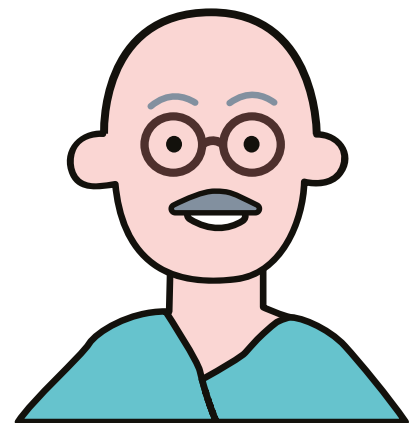
To help learners further unpack the ideals of India, they'll learn how to wrestle with three big ideas.



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.

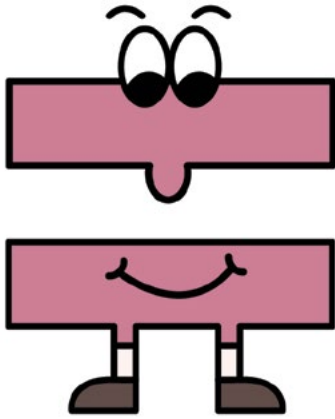


Second, they'll explore their present and future **relationship** with their surroundings – starting within their family but ultimately ending with their world.



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.

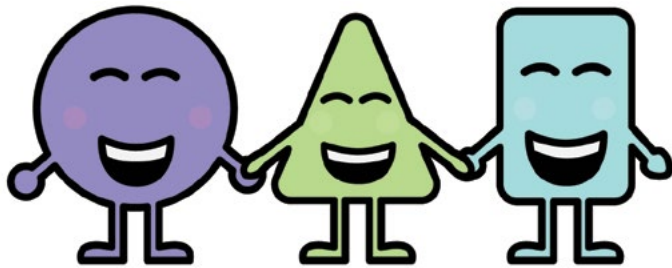
Through each unit, learners will encounter a running theme that spans India's constitutional values. Within each unit – and through the big ideas – learners will explore seemingly abstract concepts of liberty, justice, equality, and fraternity. They'll discover what it means – for every citizen of India – 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.



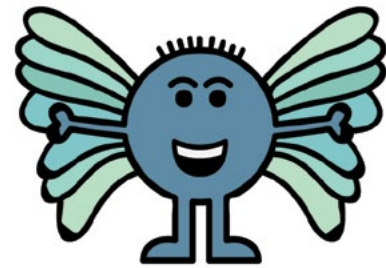
**Equality**



**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.

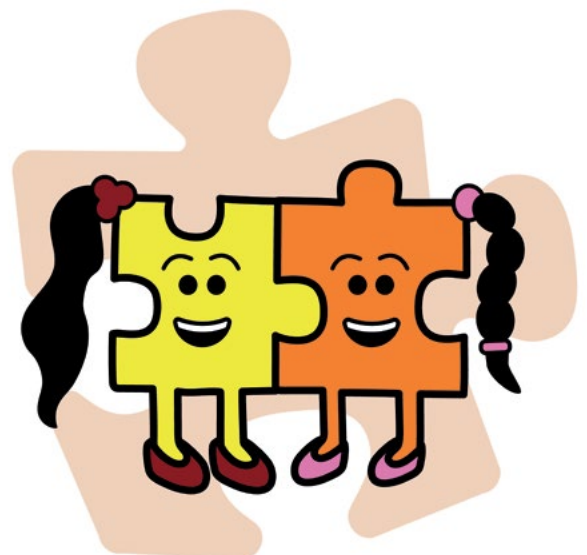
## Mr. Consciousness



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.

**The Big Question** that we will explore today is: "Who am I?" and we will do this through today's objective.

**Purpose** is to introduce myself including personal details and some of my character traits and values.

**Can anyone share what this means?**

**Take 3-4 minutes**

Today we will learn how to introduce ourselves.

Before we start, let's see how many of us have done our pre-work about writing our introduction! Can people raise their hand if they have a finished up pre-work?

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

Through this activity, we will learn about our characters, 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 can do this easily, taking time through each part and being there when it's your turn.

**Take 3-4 minutes**

**Possible responses:** I shared my name, class, school, I shared about my likes, dislikes and interests.

Amazing, thank you for your answer! Whenever we introduce ourselves, we may choose to include:

- Personal details (your name, where you live, family, birthday etc.)
- Things we like (toys, books, animals, food, songs, movies, etc.)
- Our interests (sports, hobbies, activities we like to do, etc.)
- Our values (which value you demonstrate)
- Our strength and weakness (what you are good at and what you want to work on)

Here is a Graphic Organizer that will help us to structure our thoughts and remember these points better.

Please explain the same interests, values, strengths and weakness in your own words.

Encourage the learners and review their ideas if they have any. If time allows, ask the learners to share their introduction in groups with the help of their graphic organizer.

**Reflect (5 minutes)**

Explain the meaning of consciousness in simple terms, reminding learners about the time they met Mr. Consciousness.

Mr. Consciousness tells us that it's really important to be aware of what we feel, think, of values and the world around us. We will use him in all our lessons for us to make meaning of our feelings.

Think about today's lesson and share:

- What did you learn about yourself?
- What did you learn about your class?
- How did you feel today about introducing yourself to the class?

**IM FEELING...**

1 2 3 4 5

**After Class Challenge (5 minutes)**

Make a phone call to one of your classmates and share your introduction with them using your graphic organizer. You'll need Mr. Courage to do that!

Reflect

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.



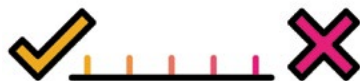
## Reflection

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.



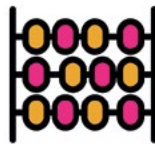
### **Community Map**

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

TOTAL  
TEACHING  
DAYS

16

### OBJECTIVE

### LESSONS AND PAGE NO

### BIG QUESTION 1 WHAT IS CHANGEABLE WITHIN OURSELVES?

LEARNING STANDARD Students will develop a growth mindset to support their learning and development

I can understand and use the 'I can' mindset.

I can explain how the brain grows in the learning process.

I can differentiate between statements and behaviours linked to growth and fixed mindset

I can track the growth and change I have seen in myself over time.

I can respond to challenging situations with a growth mindset

**BIG QUESTION 2 WHAT DO I WISH TO ACHIEVE AND HOW MAY I DO IT?****LEARNING STANDARD** Students will demonstrate ability to set and achieve goals for success.

I can establish SMART Goals for myself.

I can make a plan to achieve the goals I set.

I can leverage my strengths and the support of my stakeholders in achieving my goals.

**BIG QUESTION 3 HOW DO I SOLVE THE BARRIERS THAT COME MY WAY?****LEARNING STANDARD** Students will build awareness of the barriers that come in the way of them achieving their goals and work towards these

I can monitor progress towards achieving my goals

I can identify factors that build stress/ motivation towards the accomplishment of my goals.

I can make connections between my decisions and their impact on the achievement of my goals

I can overcome obstacles to goal achievement

**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 - Family & School

TOTAL  
TEACHING  
DAYS **13**

OBJECTIVE

LESSONS AND PAGE NO

## BIG QUESTION 4 WHAT MAKES MY FAMILY UNIQUE?

LEARNING STANDARD Students will build an acceptance of diversity and difference

I know my family and I do things the same as and different from other people and groups

I can talk about my and value my family history and culture.

I can exhibit pride in my family

## BIG QUESTION 5 HOW DOES MY FAMILY INFLUENCE ME?

LEARNING STANDARD Students will build an acceptance of diversity and difference.

I can identify some norms and beliefs that my family operates with

I can reflect on similarities and differences between their personal beliefs and those of my family

## BIG QUESTION 6 HOW CAN I STRENGTHEN MY CONTRIBUTION TO MY FAMILY?

LEARNING STANDARD Students will build an understanding of the roles in a family and what role they play within that unit

I can list down my responsibility as a member of my family

I can analyze my relationships with members of my family and pick one that I would like to strengthen

I can come up with concrete methods to strengthen my relationship with the family member I have picked.

## 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 03 - Community

TOTAL  
TEACHING  
DAYS **12**

## OBJECTIVE

## LESSONS AND PAGE NO

### **BIG QUESTION 7**    **HOW DOES MY COMMUNITY CONTRIBUTE TO ME?**

**LEARNING STANDARD**    Students will be able to strengthen their relationship with their community.

I can illustrate and describe the support system that surrounds me

I can articulate the positive and negative influences present in my community

### **BIG QUESTION 8**    **HOW MAY I CONTRIBUTE TO MY COMMUNITY?**

**LEARNING STANDARD**    Students will be able to take civic actions to mobilize people towards a problem in the community

I believe I have the power to make change

I can identify a problem in my community that I feel strongly about.

I can identify the root cause of the problem that I feel strongly about.

I can imagine a solution

I can make a plan and implement my solution

## **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 9** WHAT MAKES INDIA A DEMOCRACY? IS DEMOCRACY THE BEST SYSTEM FOR OUR GOVERNMENT?

**LEARNING STANDARD** Students will build an understanding of different forms of government and compare it to the one in India.

I can articulate what makes India a democracy.  
Classroom Challenge Practice: I can practice democracy in my classroom.

I can compare Indian democracy with other government systems and select the most efficient system

I can examine recent events and judge if democracy in India was compromised

### **BIG QUESTION 10** WHAT ARE WE FREE TO DO IN INDIA? WHAT ARE WE NOT? / SHOULD PERSONAL FREEDOM BE RESTRICTED?

**LEARNING STANDARD** Students will begin to analyse the idea of 'Liberty' granted in our constitution for all Indians.

I can articulate what freedom means and identify freedom guaranteed in the constitution

I can examine recent events and judge if people's freedom was denied

I can categorize and judge freedom of speech and hate speech

### **BIG QUESTION 11** ARE BOYS AND GIRLS TREATED DIFFERENTLY?

**LEARNING STANDARD** Students will begin to assess the breach of constitutional values in India from the lens of gender.

I can identify major incidents of gender based discrimination in India.

I can assess the impact that gender-based injustice has had on people across India.

**BIG QUESTION 11 ARE BOYS AND GIRLS TREATED DIFFERENTLY?**

**LEARNING STANDARD** Students will begin to assess the breach of constitutional values in India from the lens of gender.

I can examine the work people are doing in the country to create gender equality

**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 05 - World

TOTAL  
TEACHING  
DAYS **10**

## OBJECTIVE

LESSONS AND PAGE NO

### BIG QUESTION 12 HOW DOES THE WORLD VIEW INDIA?

LEARNING STANDARD Students will develop an understanding of the world's view of India.

I can cite examples of India's contribution to the world historically

I can cite examples of India's contribution to the world currently

I can compare things unique to India with things that are common to the world

### BIG QUESTION 13 WHAT DOES IT MEAN TO BE AN INDIAN IN THE WORLD?

LEARNING STANDARD Students will develop an understanding of their identity as a part of the world.

I can articulate the role of "a citizen of the world".

I can engage deeply with the problem of education and understand the SDG of Quality Education.

I can identify and be the citizens of the world.

I can work towards 'Quality Education' and be the citizen of the world.

I am aware that the ideals of fraternity, liberty, equality and justice are shared by many countries

## SHOWCASE OF LEARNING

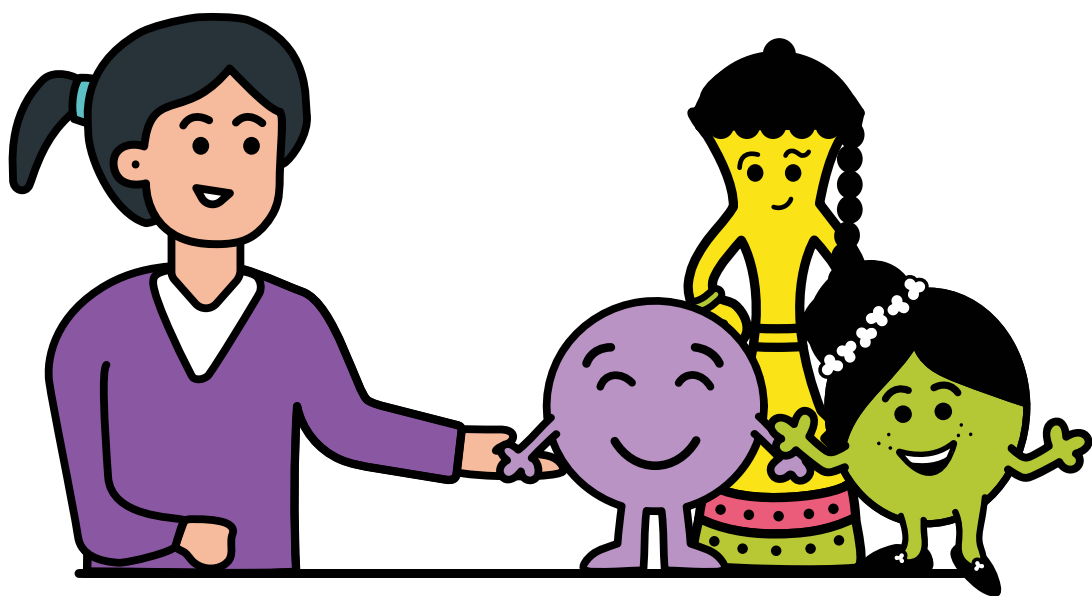
Day 1: I can synthesise what I learned in this unit.

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

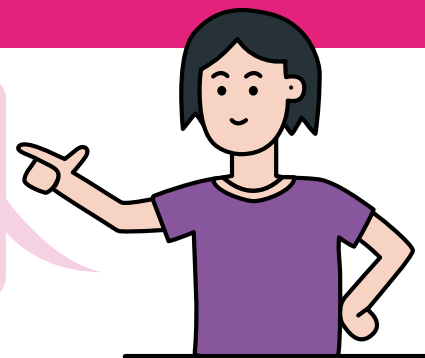
Liberty, Equality, Fraternity, Justice

## 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.*

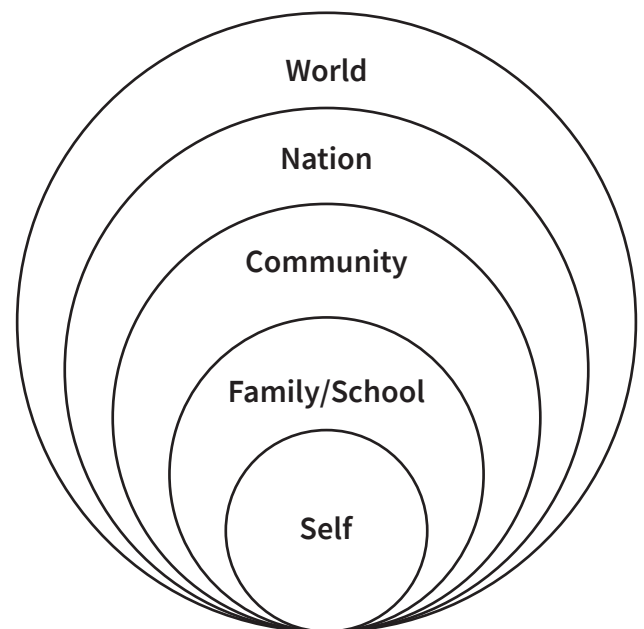
After learning about our family, we'll move on to our COMMUNITY. We'll start looking at our community and the role we can play here!

*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

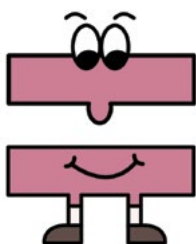
*Ask: What do you think these pictures mean?*

*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.



**Equality**



**Justice**



**Fraternity**



**Liberty**

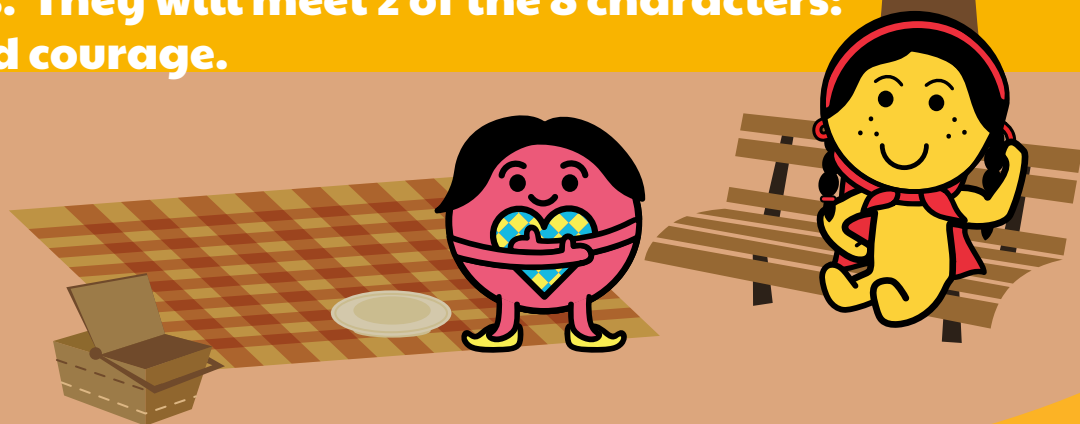


## OBJECTIVE

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

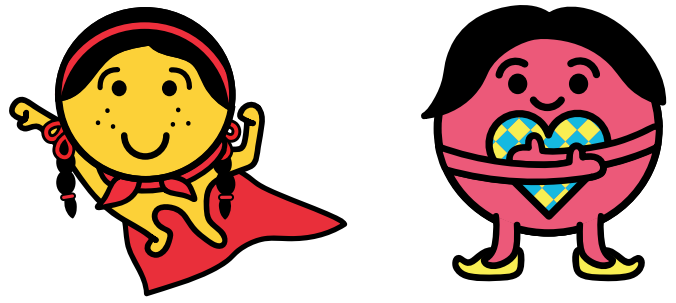
Hi learners! Before we launch into our India & I curriculum, we're going to learn about 8 very, very important little people! They are going to guide us through the whole curriculum. We're going to have fun with them! Are you ready?



*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 your 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.*

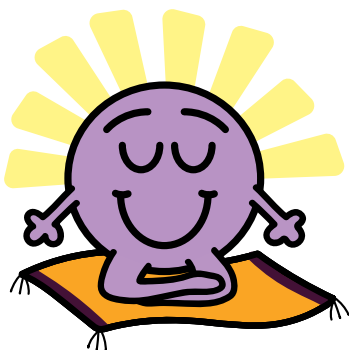
really quietly and meet as many people as you can and give them a high five! He's going to ask you to say one thing you like about them, or a wish you have for them. Try to meet at least 3 people in 3 minutes.

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

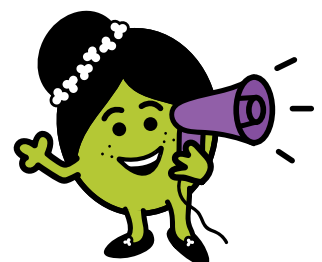
Hi learners! Which characters did you meet yesterday? Can you identify them in the 8 characters poster?



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*

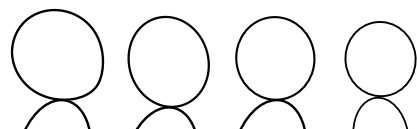
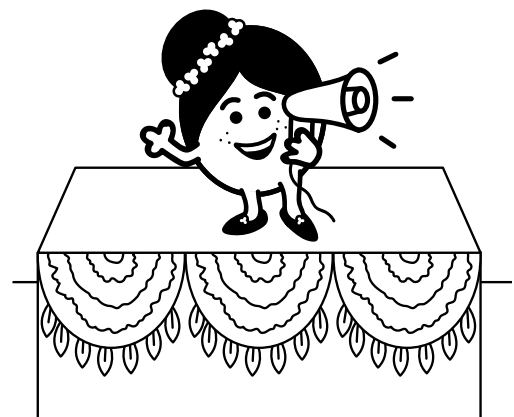
I am pretending to be Ms. Communication! Ms. Communication loves to talk, talk, talk, talk talk!

*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?

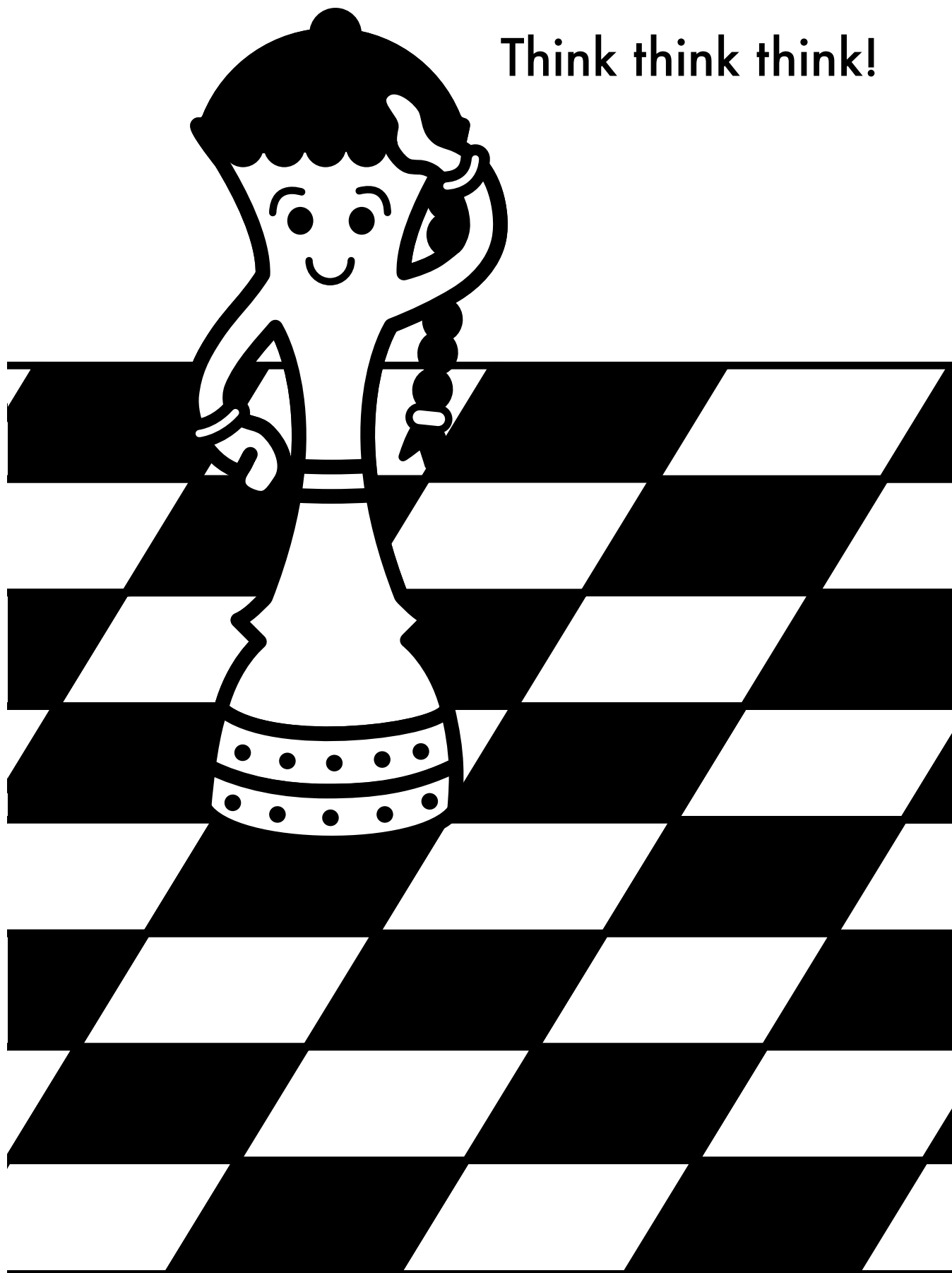
Who is your favorite character and why?

## After class challenge:

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

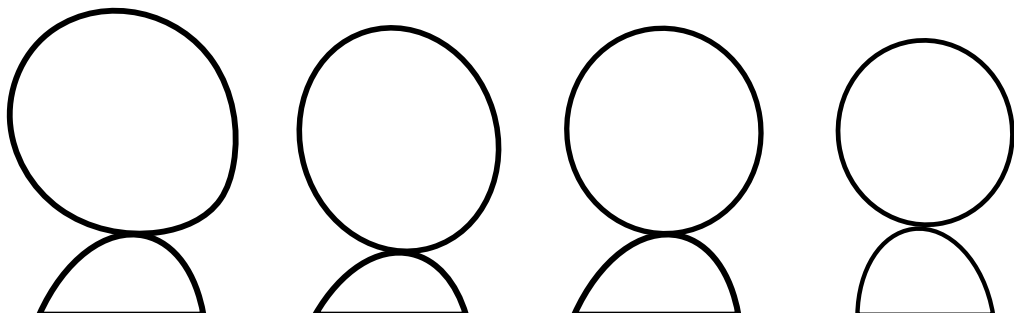
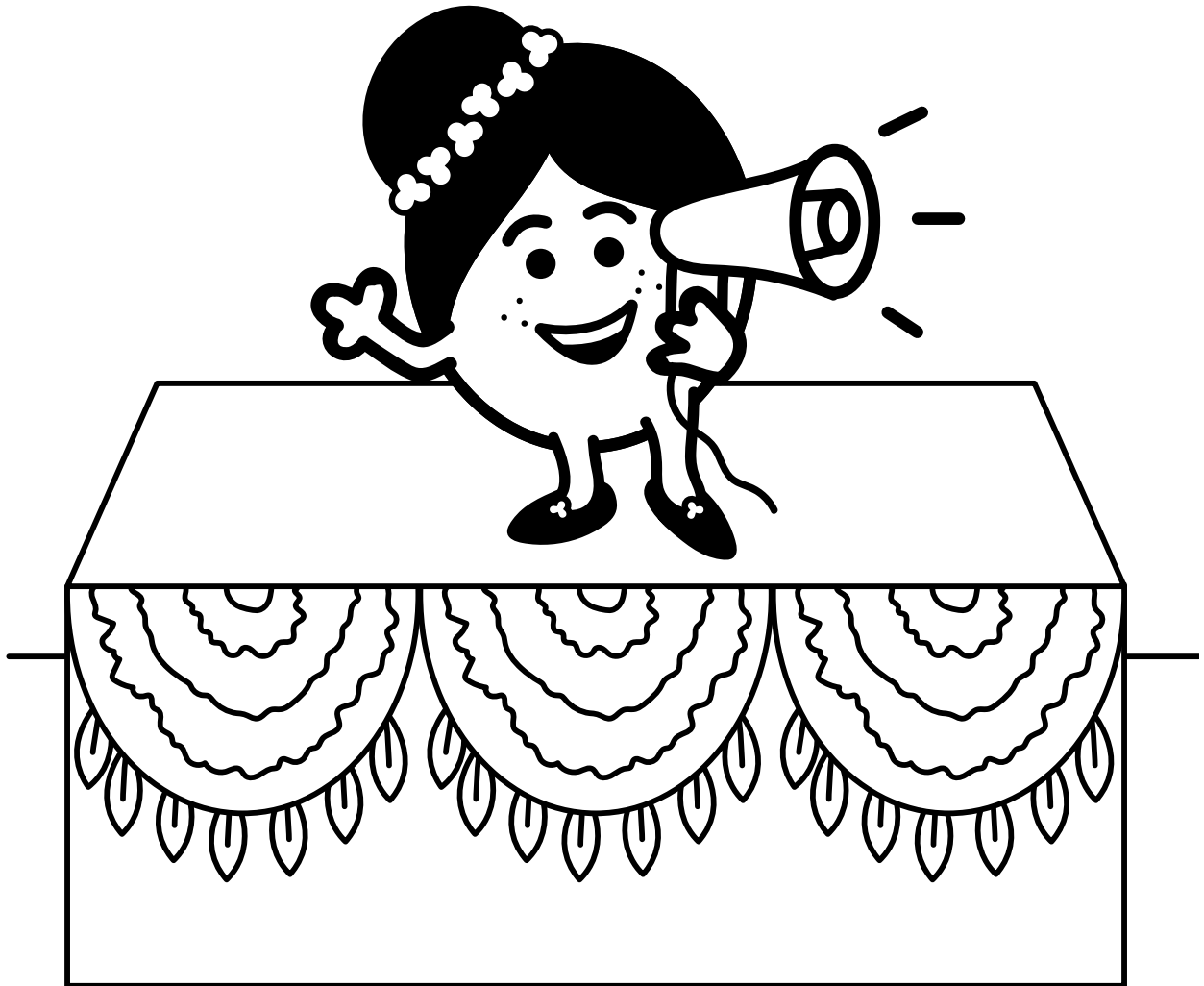


Think think think!





Would love to hear your thoughts.



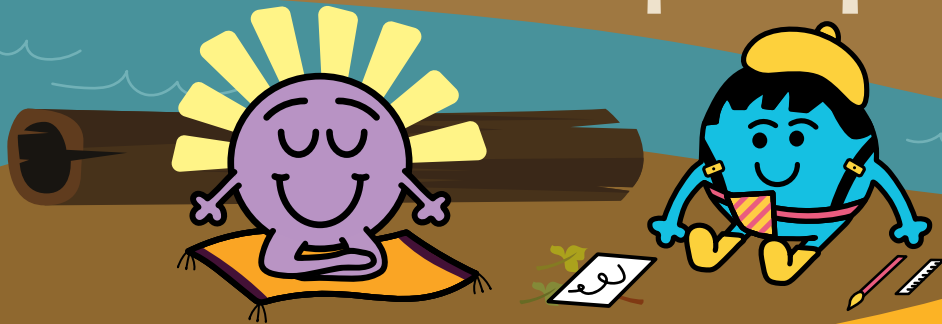
I'm going to give you these beautiful sheets. Please color and decorate them at home and also show them to at least one person in your family and tell them who they are.

## 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

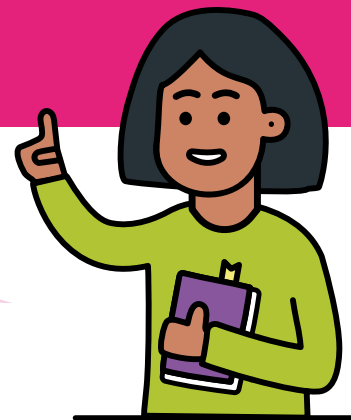
Mr. Creativity and Mr. Consciousness worksheet.  
Rough/recycled paper for each student, crayons

[Link](#)



## Spark

Who are the characters we've met so far?

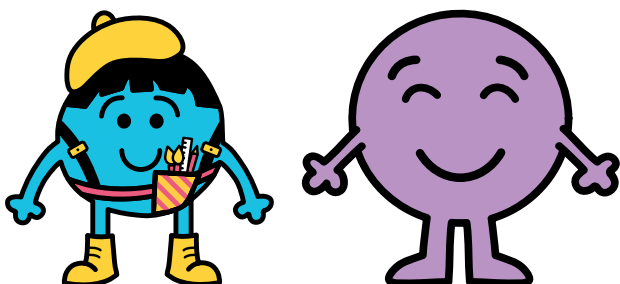


*Answer: Ms. Courage, Ms. Communication, Ms. Critical Thinking, Mr. Compassion*

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.*

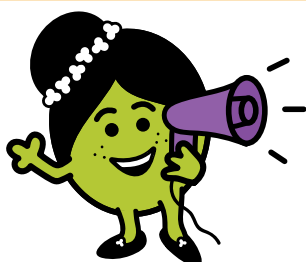
Now let's all arrange our dreams into a giant circle on the floor. This is our mandala! It is a universe of all of our dreams. Let's arrange it with a lot of love - after all, these are our precious dreams!

*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?

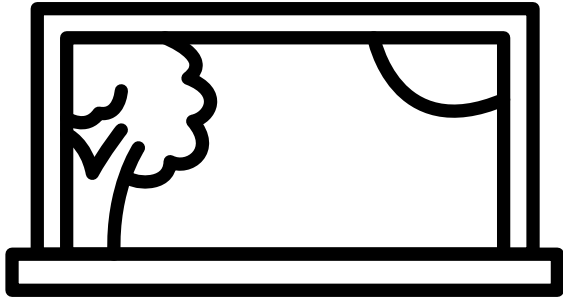
- This character loves to think, think, think!  
*Answer: Ms. Critical thinking*
- This character loves to work in groups! *Answer: Ms. Collaboration*
- This character loves to close their eyes and meditate. *Answer: Mr. Consciousness*
- This character is very brave, and reminds us we are all superheroes! *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:

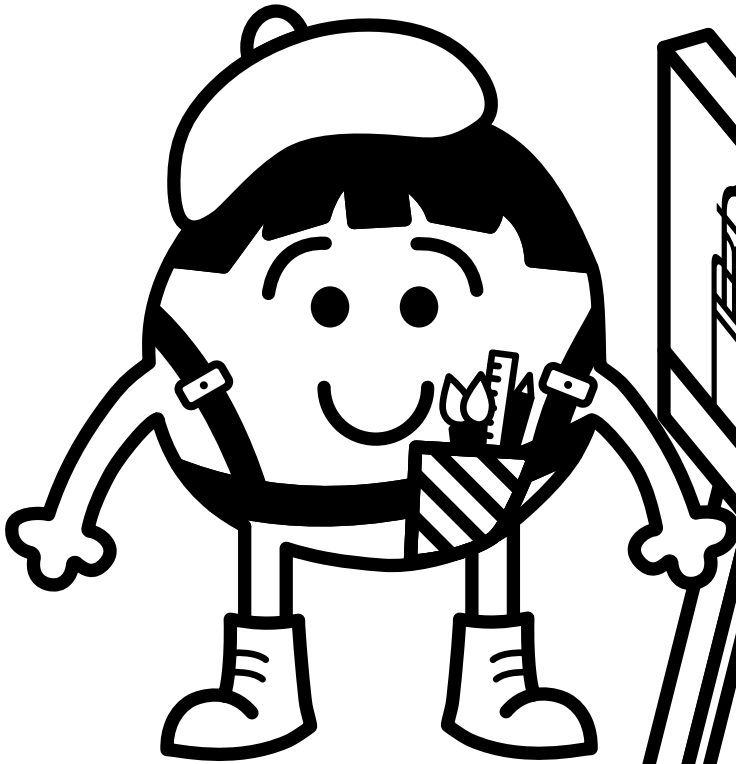
*Give learners worksheets of Mr. Consciousness and Mr. Creativity and ask them to color them and stick them into their notebooks.*



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

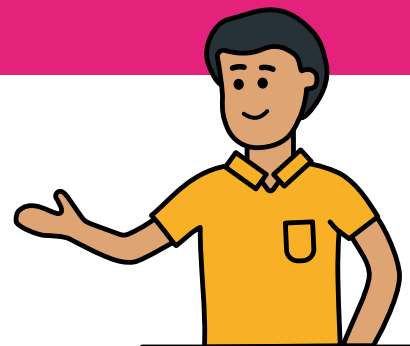
Ms. Collaboration and Mr. Curiosity worksheets, crayons, dream sheets from yesterday.

[Link](#)



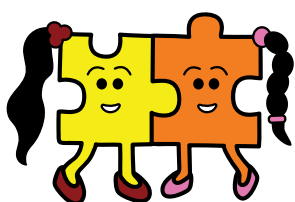
## Spark

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.

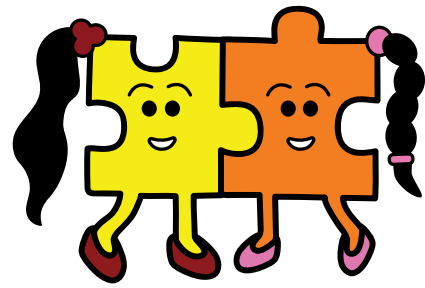
*Ask how learners feel being asked to do this. Possible reactions: no, I don't want to. It isn't fair to tear someone's dream etc.*

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



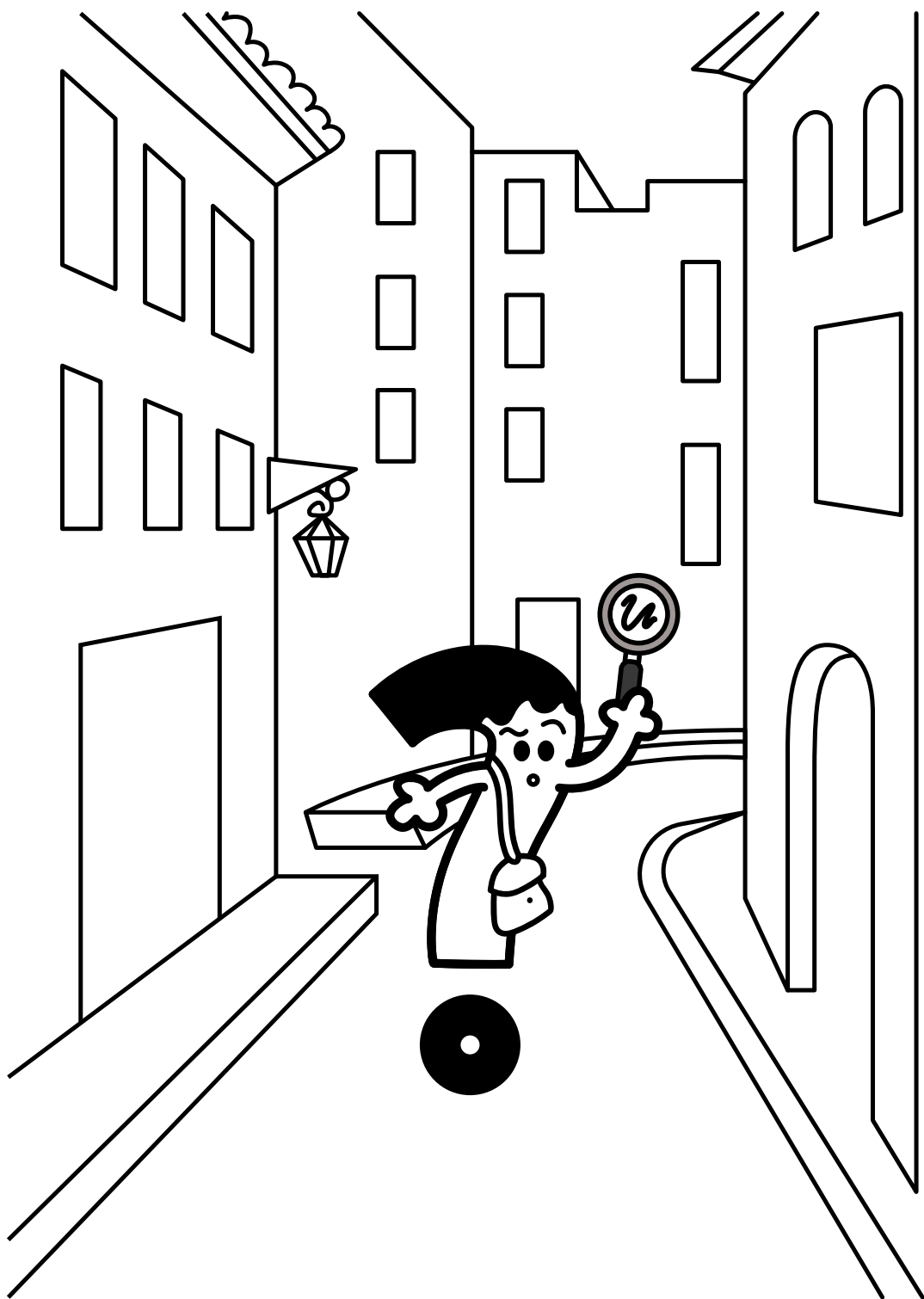
Let's use Mr. Consciousness now.

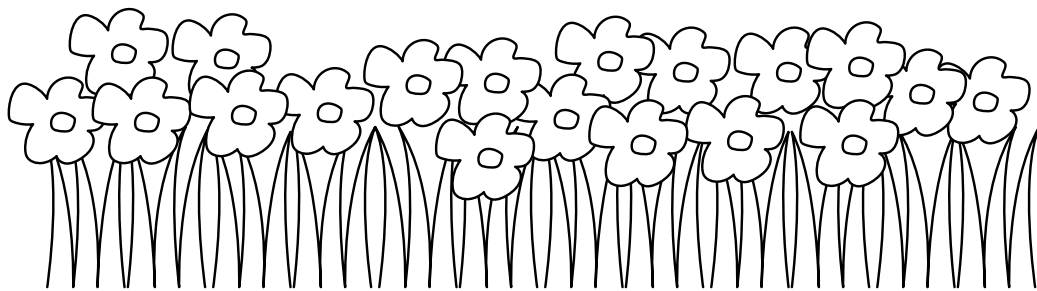
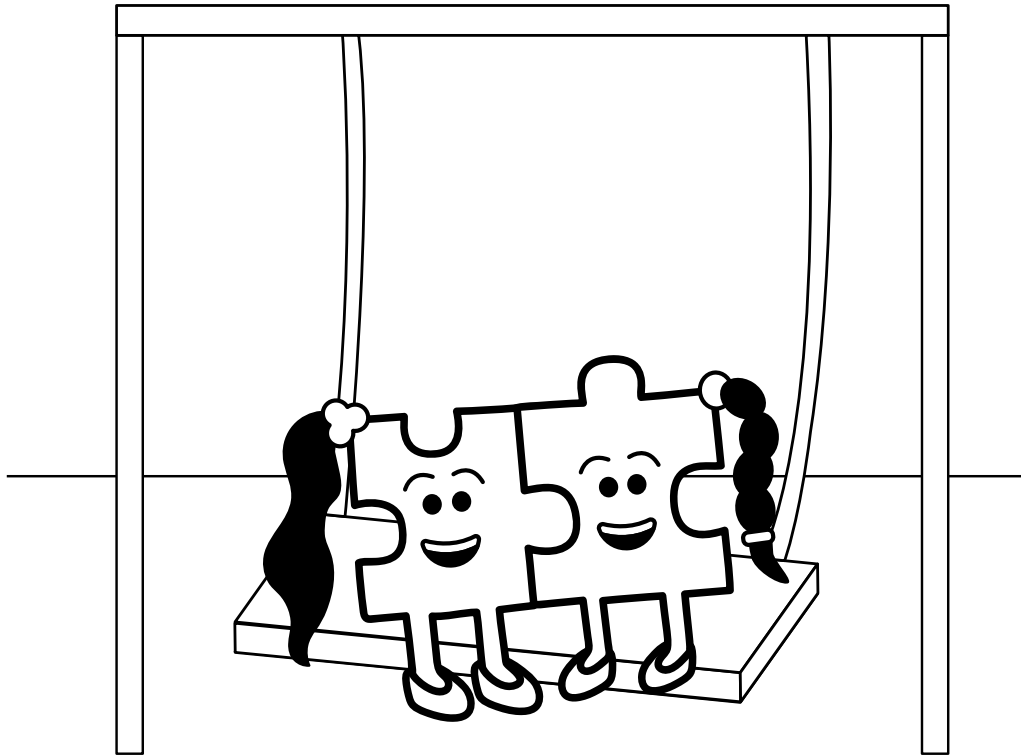
- How did we feel when we first drew our own dream?
- How did we feel when we were asked to tear up our dream?
- How did we feel when we worked together, like Ms. Collaboration, to rebuild our dream?

## 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!



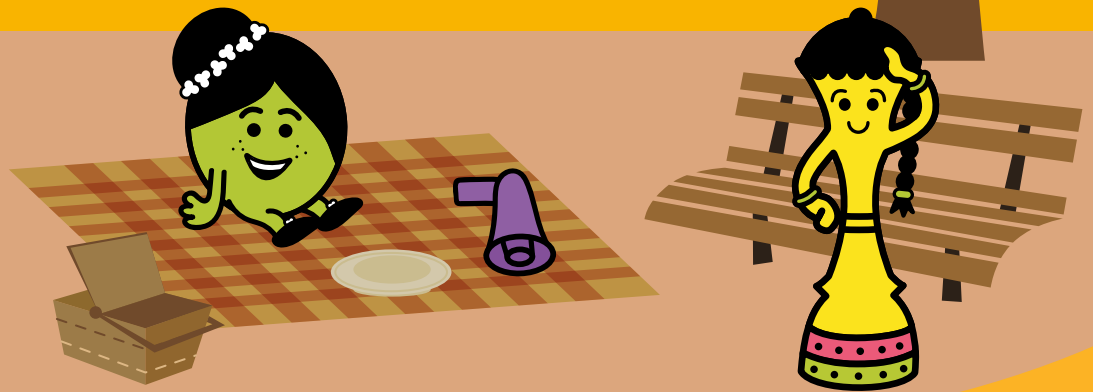


## OBJECTIVE

**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

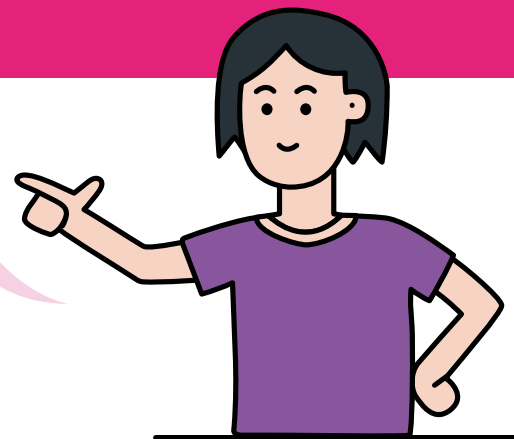
Respect, Diversity

## 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

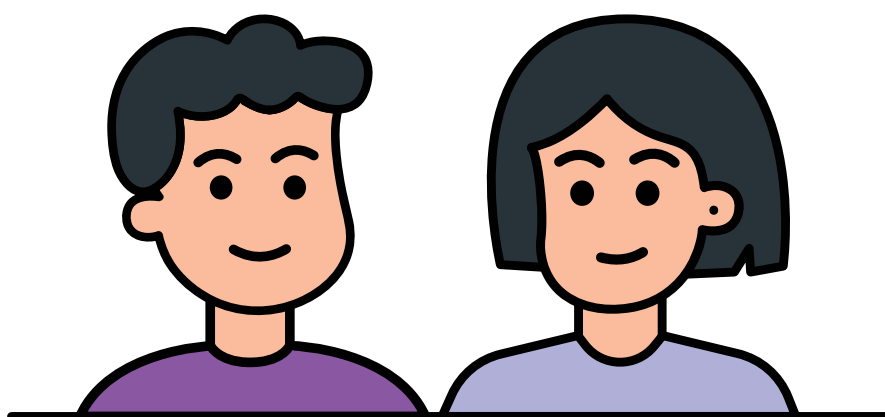


- What is ta-da?
- Why does it matter?

*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

**What is changeable  
within ourselves?**

LEARNING STANDARD

**Students will develop a growth  
mindset to support their learning  
and development.**

## OBJECTIVE

**I can understand and use the 'I can mindset'.**

### Cs IN FOCUS

Ms. Courage  
Mr. Consciousness  
Ms. Communication



### CONSTITUTIONAL VALUES

Liberty

### MATERIALS

Make a figure using a sheet of paper and show it to the learners from all the sides. You may take help from this video (find it towards the end of the page on this link) to create this shape.

Paper sheets, scissors

Nas's song- I CAN (used a verse from here)

 Video



 Video



### SUMMARY OF PRE-WORK

Think of three things you want to do but are scared of doing or trying. Make a list of these

things and write why are you scared of trying them.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link

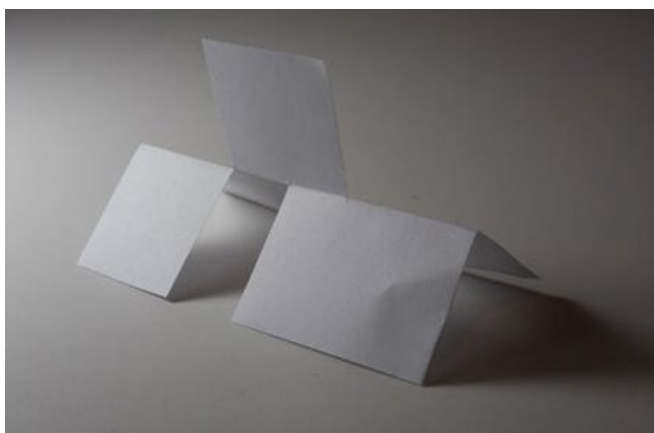
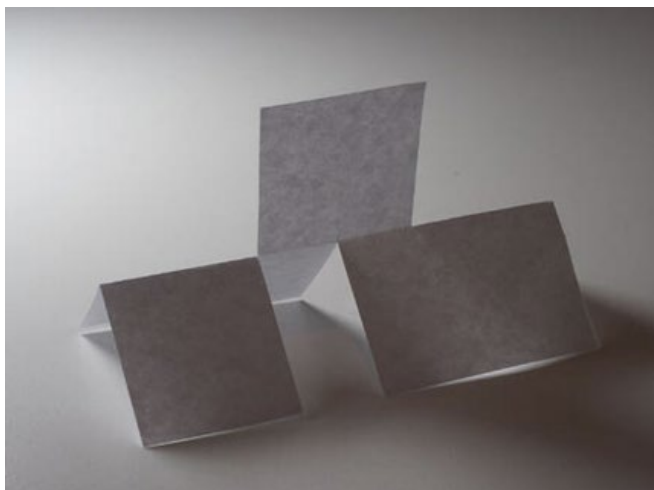


# Spark (10 minutes)

Hi learners!



Let's start with something fun!



*Make a figure using a sheet of paper and show it to the learners from all the sides. You may take help from this video to create this shape.*



All of you can view this from various angles but can't touch it (in an in-person class).

Take out a sheet of paper and scissors. You have five minutes independently to create this. Are you ready for this fun?

*In an in-person class, please provide learners with a sheet of paper and scissors. Please try to refrain from advice and encouragement and let learners simply try. Please observe the words/phrases your learners use while doing this activity. Keep making a note of these phrases.*

*Pause the learners after four minutes.*

Pick up one of the statements that best describe your mood right now. Show me the number on your fingers.

1. It is difficult. I can't do this.
2. It is easy. I am almost there.

*Ask learners to continue for another minute and come back after that.*

Let us come back and show whatever we are able to create.

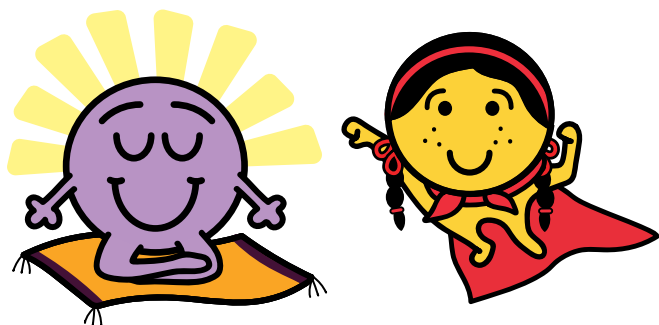
I am going to share a few statements with a number. Show me the number on your finger which best describes your emotion currently.

3. I am disappointed that I couldn't finish it.
4. I have not completed it yet but I can do it.
5. I am proud that I could do it.

# Learn (25 minutes)

Today, we are going to discuss, how the words that we tell ourselves and the emotions that we feel affect what we do.

So let us use Ms. Courage and Mr. Consciousness to talk about and share how we felt when we were doing this activity.

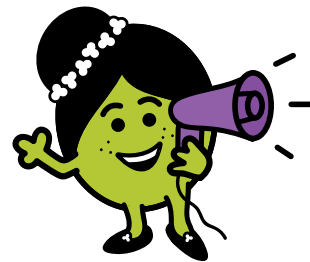


I am going to share a few questions. Each of you will pick up any one question that you like and share your responses for the same.

- Did anyone make it? How long did it take? How did you feel while you were making it?
- What was it like when someone else got it but you were still trying? How did you feel or what was your mind telling you?
- Did you look at what other people were doing during the task? Why? How did it make you feel?
- How were you feeling at the beginning of the task and how did you feel during the last minute? Was it different?

Learners, as we hear others speak, let's take help from Ms. Communication to carefully listen to what were they feeling

and telling themselves during the activity.



*If the number of learners are more, please feel free to do this activity in small groups.*

*Please carefully listen to what learners are sharing and make a note of positive words/ phrases on the board/ screen. You may hear things like:*

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• It took me some time but I was confident that I could do it.</li><li>• I made a mistake in the beginning but I corrected it by using a different paper.</li><li>• I looked at others and it gave me idea so I quickly checked what I was doing incorrectly and corrected it.</li></ul> | <ul style="list-style-type: none"><li>• I was impatient as other were able to do it but I was struggling.</li><li>• I thought it was easy but when I couldn't do it, I felt I was stupid.</li><li>• In the beginning I was excited but towards the end I was nervous.</li></ul> |
|--|---|

*After learners come back from small groups or have done responding to one of the prompts, ask them to read phrases on the screen/ board.*

Learners, these are just various emotion or words different people were telling themselves. What do you think is the difference between the two columns?

*Ask learners to share.*

*Possible Response: In the first column, we see that sentences used are positive and motivating. It would keep us excited for the task. In the second column, the phrases are negative which may cause fear and demotivation because of which people may not be able to do the task.*

## Reflect (15 minutes)



It's Mr. Consciousness time!

Learners, we all may face different challenges in life- big and small. During these challenges, the language we tell ourselves become our best friend or worst enemy.

Give me a wo-hoo if this was true for you in today's activity.

How many of you who thought 'It is easy and I am almost there' ended up completing the task or feeling positive?

How many of you thought 'It is difficult. I can't do this' ended up feeling disappointed after the time ended?

It is okay for us to be wherever we are. The first step to becoming responsible individuals is to become aware of who we are and then thinking about how we may become better individuals. Through this unit, this is exactly

what we are going to learn about how our brain works and grows. We will also talk about the power of our mindset that helps us grow. Along with that we will also talk about the goals and what may help us achieve them.

Give me a huge 'wo-hoo' if you think-  
I can become a better individual. I can change.

Give me an 'oh-no' if you think-  
I can not become a better individual. I can not change.

Learners this is known as 'I CAN' mindset.

Go back to the statements you wrote as a part of your pre-work. Translate those statements to I CAN statement and shout them out loud.

*For example: I am scared of driving cars. I will say 'I CAN DRIVE A CAR'.*

*Ask each learner to share out loud or put in the chat box.*

Let's close out by reading out the following verse musically. Let's create our own music as a class for this.

*This is from Nas's song- I CAN*



*'I know I can  
Be what I wanna be  
If I work hard at it  
I'll be where I wanna be  
I know I can (I know I can)  
Be what I wanna be (Be what I wanna be)  
If I work hard at it (If I work hard at it)  
I'll be where I wanna be (I'll be where I  
wanna be)'*



## After Class Challenge

Try and do the things you said 'you can ' to while closing the class today. Just try and don't worry about the result.

Make note of your emotions:

- Before the task
- During the task
- After the task

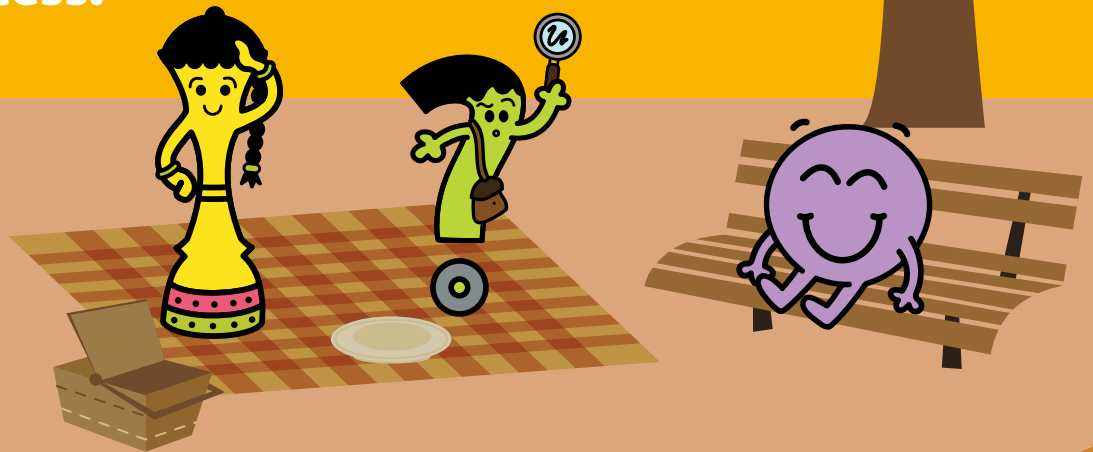
Then reflect on - Did I use the 'I CAN' mindset during the task?

## OBJECTIVE

**I can explain how the brain grows in the learning process.**

## C IN FOCUS

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



## CONSTITUTIONAL VALUES

## MATERIALS

A personal story  
of struggle  
and making  
mistakes.

Puzzle:

Find the Missing Number?

If

$$2+7=18$$
$$3+6=27$$
$$5+2=35$$
$$1+8=9$$

then

$$3+5=?$$

Share if you solved it!!!

www.funwithpuzzles.com

## SUMMARY OF PRE-WORK

Take a paper and draw yourself as a 5 year old.  
Take another paper and draw yourself as you  
are today.

Your drawing shall include:

- How you looked
- Things you said

- Things/ actions you did
- Something fun about you

Please take help from your parents or elder  
siblings to do this as they may be able to  
remember how you were when you were a child!

## RESOURCES FOR THE TEACHER:

Synchronous Presentation



Asynchronous Pre-work Document





# Spark (10 minutes)

Hi learners,



Can you all hold your five year old self sheet up in the air?

Would some of you like to share with the class the things you did when you were just 5?

*Encourage a few learners to share. You may share something about yourself to motivate the learners. For example: When I was five, I would always hug my teddy bear and sleep.*

Is this true for you today as well?

*Encourage a few learners to share things that are the same for them today. If they say no, ask them to share a reason.*

*Possible responses: I grew up, our habits changed, I learned, I got new toys etc.*

Great, thank you so much learners. Can all of you share the current version of yourself with the entire class?

Like our bodies grow with time, something else also grows up. Can you guess what that is?

I will give you a few hints.

It is one of the most important parts of our bodies.

It helps us learn and memorise.

*Invite learners to share guesses.*

*Possible response: Brain.*

As we begin to understand ourselves in this unit, the first thing we will learn more about is our brains. Your brain helps you do so many things. There may be things that you weren't able to do earlier but are able to do now and that's all because of our brains.

Give me a thumbs up if you feel that Grade 5 is more difficult than grade 4?

Learning about our brain and how to use it properly can help us ace Grade 5.

Can we all therefore start by saying a big THANK-YOU to our brain?

*Point to the objective- I can explain how the brain grows in the learning process.*

As we learn more about this, the big question that we will try to find answers to is:

*What is changeable within ourselves?*

# Learn (25 minutes)

I would love for all of you to stand. Let us all hop together using our right leg 20 times.

Now let us pause for 5 seconds and repeat the same with our left leg.

Let us now use Ms. Critical Thinking to share-

What may happen if we only keep jumping on our one leg for an hour straight?

*Possible response: It will pain, one leg may become strong and the other may not, it won't equal.*

What may happen if we don't jump at all or stop doing any exercise?

*Possible response: Become lazy, weak, body won't work properly.*

Just like our body becomes more active with exercise, our brain also becomes stronger with exercise. Do you want to learn more about this?

*Please try to generate enthusiasm as you do this.*

Mr. Curiosity is here with us to share a few experiments that have been conducted by scientists with all of you. As I share, I would love for all of you to take help from Ms. Critical Thinking and share our learnings from this experiment.

You are going to become a pretend scientist now. Are you ready?



*Study One: Rosenzweig and Bennett, 1961*

A pair of rats were raised in two different environments. Rat A was put in a cage with food and water. Rat B was in a cage with a lot of toys and exercise equipment to explore.

Do you think both the rats will grow up differently? How?

*Possible response: One will know how to play, other won't.*

Exactly! Rat A just ate and drank and laid around, while the other was very energetic, kept running around and was busy exploring and learning.

Do you know, after some time the brains of both the rats were measured? Can you guess whose brain may be heavier?

If you think it's Rat A, show me one on your finger.

If you think it's Rat B, show me two fingers.

*Possible response: Rat B*

Just like our bodies grow and become stronger with food and exercise,

similarly our brains grow and develop based on what we give it. When we ask it to do something more complex and challenging, it grows and becomes much stronger.

Let us see this.

*Take an empty plastic bag, put things of light weight in it, for example: pencil. Paper etc and then put heavy weighed stuff, for example- fruits, vegetables. Ask learners to observe the plastic bag.*

*Possible response: The more we put in the bag, the bag holds it. The bag also grows bigger and stretches.*

Our brains are like plastic that can stretch with more information. We call this neuroplasticity.

*Ask learners to repeat the word NEUROPLASTICITY three times. Now, ask*

*the learners to spell the word out. Let learners struggle. Ask them to guess the alphabet at a time. Please don't show the correct spelling unless the learners have come closer to the correct one with their guesses.*

Woah, all of your brains just grew bigger.

Can you guess why?

Possible response: Because it did difficult things.

Like our brain grows when it does challenging things, it also grows with practice and when it makes mistakes.

Therefore, next time when any of us make a mistake, let us pause and kiss our brains.

*Kiss your hand and put that hand on your head. Ask learners to do this after you.*

## Reflect (15 minutes)



It's Mr. Consciousness Time!

So far today, we have learnt that:

- Our brains can stretch and grow. We call this neuroplasticity.
- We can stretch and grow our brains by:
  - Giving it difficult things to do
  - Practicing the same thing again and again
  - Making mistakes.

I am going to tell you about a time when I/ someone struggled with something or asked my brain to do something difficult.

*Please share a personal example that incorporates the struggle, the things you did to overcome it and the mistakes that you made. Remember to celebrate the mistakes as well or you may share this example:*

*Krishu, my friend, was learning to ride a scooty. He fell multiple times. He would go with his father everyday to practice. Once he accelerated the scooty by confusing it with the brakes. He fell and scratched his*

*knees. He never repeated the same thing. It took him ten days of trying, failing and then trying again that he learned to ride his scooty.*

Now think of a time when you struggled to learn. Think of how you practice, the mistakes you made in the process to become better at it.

Share it with your partners.

Can you make a connection to what we learned yesterday?

*Possible response: Brain grows with an I CAN mindset*

## After Class Challenge

Help your brain grow by trying to learn one new thing or practice something. You can also try to solve this puzzle or do anything of your own choice.

Find the Missing Number?


If

$$2+7=18$$
$$3+6=27$$
$$5+2=35$$
$$1+8=9$$

then

$$3+5=?$$

Share if you solved it!!!



www.FunWithPuzzles.com

Find the Missing Number?

If

$$2+7=18$$

$$3+6=27$$

$$5+2=35$$

$$1+8=9$$

then

$$3+5=?$$



Share if you  
solved it!!!

## OBJECTIVE

**I can differentiate between statements and behaviours linked to growth and fixed mindset.**

### Cs IN FOCUS

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



### CONSTITUTIONAL VALUES

Liberty

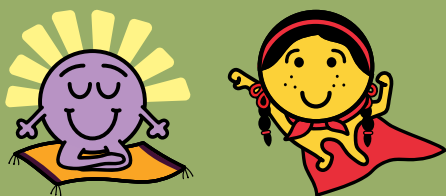
### MATERIALS

1. Video: Growth Mindset Song [Video](#)
2. Print-outs of scenario worksheet on the last page in case required-
3. Watch this video before the class for the 'reflect' section of the plan. [Video](#)



### SUMMARY OF PRE-WORK

Take the quiz on the second last page and keep the responses with yourself. As you pick True/False, take help from Mr. Consciousness and Ms. Courage.



#### Mindset Quiz #1

	A	B
1. If things are hard to do, that means I am dumb.	True	False
2. Doing challenging things frustrates me, so I quit.	True	False
3. I don't learn from mistakes; I just get embarrassed.	True	False
4. If I try hard, my brain will get smarter.	False	True
5. I can't do anything to change how smart I am or am not.	True	False
6. Anyone can be an athlete or musician with hard work and practice.	False	True
7. When things get hard, I try harder.	False	True

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



# Spark (15 minutes)

Hi learners,



Yesterday we learned about how our brain is always learning and growing and how we can practice and become better at anything.

In today's class we will learn more about how mindset can help our brain do that. We will learn about two types of mindset- Fixed mindset and Growth mindset.

*Point to the objective: I can differentiate between statements and behaviours linked to growth and fixed mindset*

Let's begin by singing a song and let's copy the actions that young kids like all of you are doing in the video.

*Please play the video on growth mindset.*



Now, give me a thumbs up if you believe that :

- The more I learn, my brain will get smarter, stronger and bigger

- Hard work makes my brain grow smarter, stronger and bigger.
- I can do anything that I want to.
- I may not know certain things right now but I can learn.

Since all of you gave a thumbs up to all these statements, this means you have a GROWTH MINDSET. You have learned about a mindset on Day 1.

Can we say that Growth mindset is 'I CAN' mindset?

Now that you know what a growth mindset/ I CAN mindset is, listen to the statements very carefully and give me a thumbs up if you feel they represent a growth mindset and thumbs down if they don't.

- I am not good at it, I can never do it
- If I can't learn something, I am dumb
- Making mistakes is bad.

All the statements that you heard above represent a FIXED MINDSET.



# Learn (25 minutes)

All of us took a mindset quiz before coming to the class today. Now I will ask you to self-assess yourself on it.

Let us quickly take out our pre-work.

- How many options did all of you pick from column A?
- How many options did you pick from column B?
- Which ones more- Column A or Column B?

*Please guide learners on how to calculate.*

*We will do this independently for the next 3 minutes.*

*After three minutes, share:*

All the responses in Column A are associated with Fixed Mindset and the ones in Column B are associated with a Growth Mindset.

It is okay to be wherever you are currently. In this unit we are trying to learn more about ourselves so that we can learn and grow.

Great! Now that we have become aware of our mindsets, let's play a game.

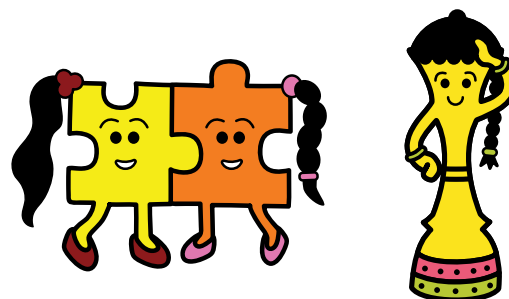
I will give you a situation with two solutions.

One solution was given by a person who operated with a fixed mindset and the other was done by someone who operated with a growth mindset.

With your partners, decide which solution is whose.

- If you think this solution is given by someone with a fixed mindset, mark F.
- If you think this solution is given by someone with a growth mindset, mark Z.

Please take help from Ms. Collaboration and Ms. Critical Thinking to do this for the next 7 minutes.



Situation	Solution 1	Solution 2
Struggles with solving a maths problem	Leaves the problem and moves forward Leaves the problem and moves forward	Leaves the problem and moves forward
Teachers gives critical feedback on an English essay	Teachers gives critical feedback on an English essay	Gets angry and says, 'teacher doesn't like me'.
In a cricket match, my team loses.	Becomes jealous and angry, thinks that others won by cheating	Celebrating other team's success and learning from their playing techniques.

*Correct response: Situation 1- F, G  
Situation 2: G, F Situation 3: F, G*

*After the partner-work, encourage a few learners to share in the large group. Invite them to share a reason for their answer.*



# Reflect (10 minutes)



It's Mr. Consciousness time!

I am now going to invite all of you to stand up and repeat after me:

What if it's too hard? I'm gonna push through!

*Invite learners to repeat after you. Now only ask a question aw*

What if it's too tough? I'm gonna push through!

What if you're just too dumb? That ain't true!

What if you're just too young? That ain't true!

What if you just can't do it? That ain't true!

Why, because ..? I can do anything I put my mind to!"

*Repeat the entire poem once more with only the question prompts and let your learners respond altogether. You may use this video as a reference. Please teach learners the actions for each of the phrases after watching the video.*

 Video



## After Class Challenge

Please teach the growth-mindset song to someone in your family.

 Video

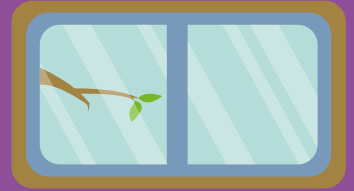


# Printables

Situation	Solution 1	Solution 2
Struggles with solving a maths problem	Leaves the problem and moves forward Leaves the problem and moves forward	Leaves the problem and moves forward
Teachers gives critical feedback on an English essay	Teachers gives critical feedback on an English essay	Gets angry and says, 'teacher doesn't like me'.
In a cricket match, my team loses.	Becomes jealous and angry, thinks that others won by cheating	Celebrating other team's success and learning from their playing techniques.

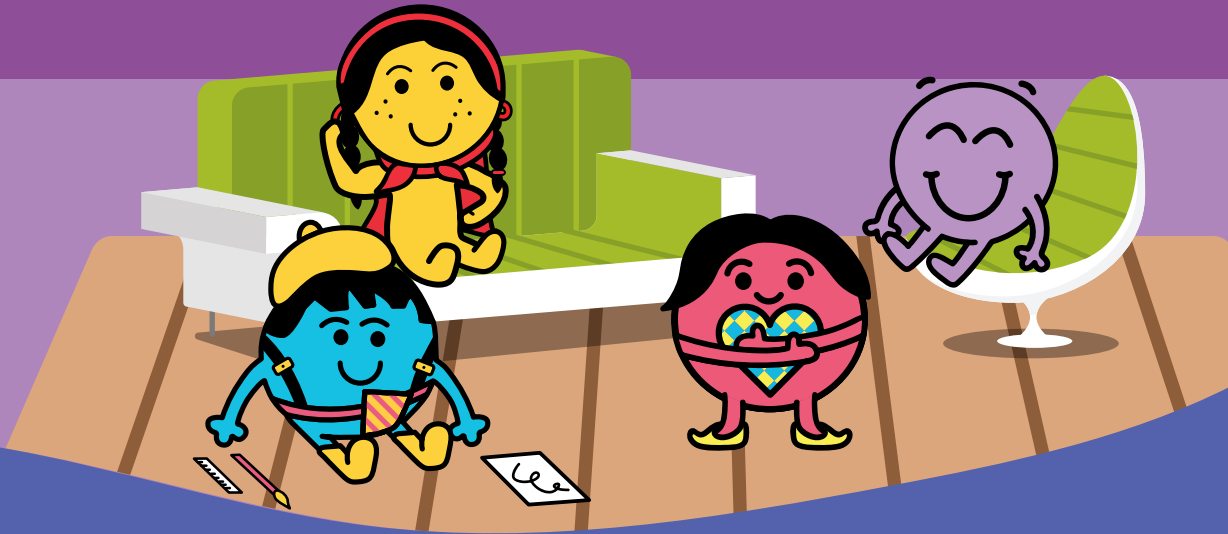
## OBJECTIVE

**I can track the growth and change I have seen in myself over time.**



## C IN FOCUS

Mr. Compassion,  
Mr. Consciousness,  
Ms. Courage,  
Mr. Creativity



## CONSTITUTIONAL VALUES

## MATERIALS

1. Video: 5 little birds
2. Please prepare a personal example of things that you have learned/ grown in over a year. Create a learning journey of this event for yourself to share it with the learners and create a comic strip of the same.
3. Get the template of the comic strip on the last page printed for the learners:

 Video



## SUMMARY OF PRE-WORK

Take help from Mr. Consciousness and make a note of at least three things that you were not able to do/ were scared to do a year ago but are comfortable doing now.



## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (10 minutes)

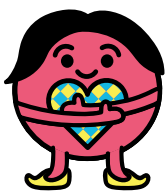
Welcome learners to our class!



Till now, we have learned a lot about the brain and the mindset that helps our brain grow. Today, we are going to celebrate how our brain has grown over a period of time. Are you excited to do this ?

*Point to the objective: I can track the growth and change I have seen in myself over time.*

To begin with let's invite Mr. Consciousness and Mr. Compassion to help us out through the day.



Using your pre-work, share with your partner something that you are really proud of learning/ doing. I would love

for all of you to share this with a lot of pride. Let's take the next three minutes to do this.

*Please start by sharing something you are proud that you learned in the past year. For example: Earlier, I did not like making PPTs for the class but after practicing so much, it's something that I enjoy. It also takes me less time to prepare a PPT now than earlier.*

My dear learners, I am very proud of each one of you for the learning and growth that you have shown. You all have definitely been very much like Ms. Courage.



# Learn (20 minutes)

Let's now watch a very short cute video about 5 little birds.

*Please play the video.*



*After the learners have watched the video, ask them the following questions:*

- Were the little birds comfortable flying from the beginning? Why?

*Correct response: No, they were scared and shy. They didn't know how to.*

- Did the little birds learn to fly later? Please follow up by asking questions like- Did all of them learn the same way? How did mumma bird teach different birds?

*Correct response: Mumma bird tried different things. She taught the steps, tempted them with food, shared what may happen if they don't fly and also motivated them.*

- Were all the birds happy flying in the end?

*Correct response: Yes*

*Debrief the activity.*

Initially all the little birds were comfortable. The nest was their comfort zone. Moving out of the comfort zone was scary, difficult or confusing.

Did we see birds being scared and confused when they were asked to fly?

Did they do it at once? Which mindset were they operating with?

*Correct response: Yes they were scared and confused, they didn't fly at once. They were operating with a fixed mindset.*

But with the right guidance and a little bit of challenge, all the little birdies learned to fly. They took the first step. Though they were scared of falling, they tried and were able to fly. This is called a learning zone.

Which mindset were little birds operating with here?

*Correct response: Growth mindset*

This process is known as a learning journey.

Can you all connect this learning journey to something that you are proud of doing now and shared with your partners earlier.

*Please elaborate on your personal example here before asking learners to do it. Please present a comic strip for the same. You may refer to this learning journey based on the example I shared above to create your own story and comic strip:*

*Before the pandemic I didn't have to make PPTs and just taught you in class. When the pandemic began and I had to create virtual lessons for all of you, it felt difficult. One PPT used to take me seven hours of*

my day. I started disliking making PPTs and stopped making them. I used to say things like- 'I can't do this.' 'This is a waste of my time' 'I don't need PPTs'. This was my comfort zone. I think I was operating with a fixed mindset. I reached out to my friends and asked them how they do it. They shared certain tips with me that I used. It helped me make my PPT in just 4 hours. By pushing myself, I started creating two-three PPTs everyday. Now, it just takes me one hour to make my PPT. I realised that just because I couldn't do it earlier doesn't mean I can't

do it ever. This was my learning zone and I operated with a growth mindset here.



## Reflect (20 minutes)



It's Mr. Consciousness time!

Go back to an example that you shared with your partners and create a learning journey for yourself in the form of a comic strip.

You may add:

- Things you said/ how you felt when you were in your comfort zone.
- Things you said/ how you felt when you were in your learning zone.

Please take help from Mr. Creativity to do this for the next 5 minutes independently.

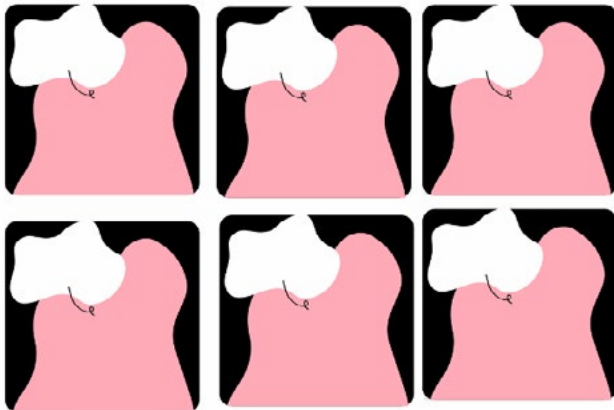


Share your comic strips with your partners.  
Learners, with time, we all grow and learn.

But it's also important for us to know how we learn and grow. Sometimes, when we face challenges, we may become angry, frustrated and feel like giving up. It is important that we pause from time to time to think about how beautiful our learning journey has been and how more beautiful it can be only if we keep operating with a growth mindset and move out of our comfort zone. Because this is where the magic happens.



### My learning journey!



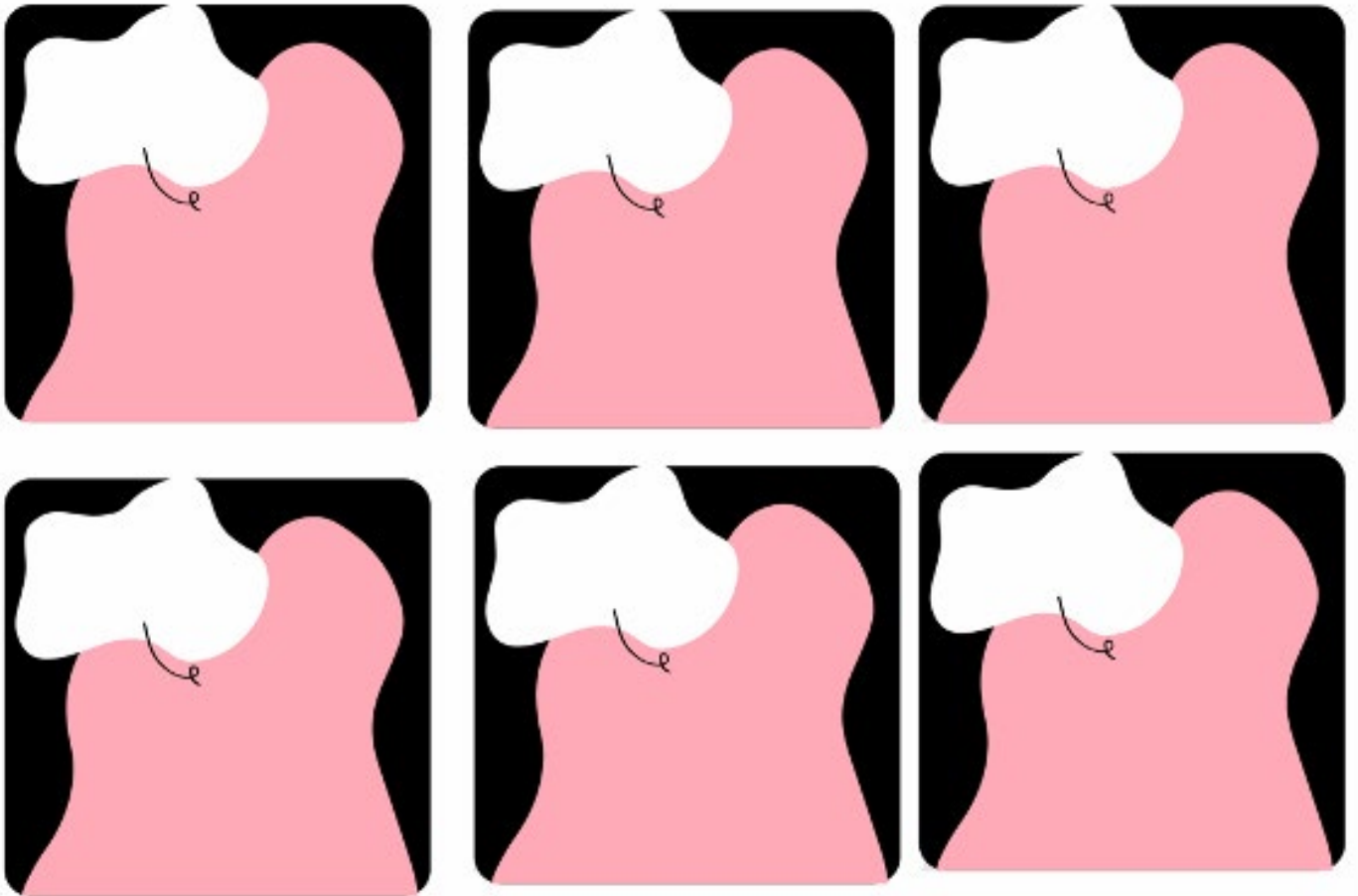
## After Class Challenge

Recreate this poster with your creativity and stick it in front of your learning desks.





## My learning journey!



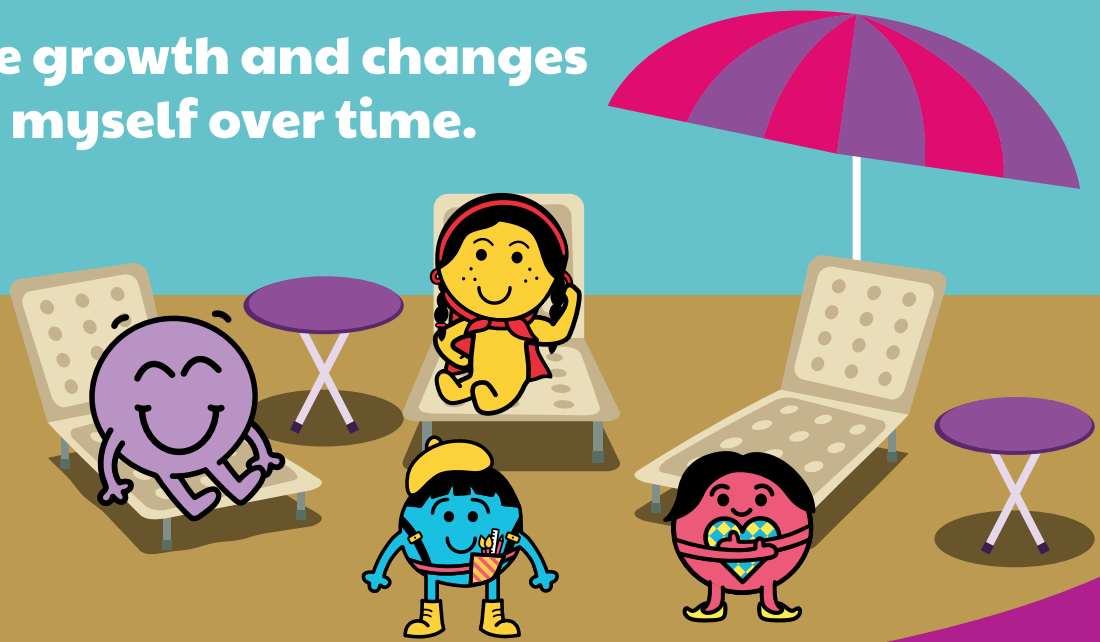


## OBJECTIVE

**I can track the growth and changes I have seen in myself over time.**

### Cs IN FOCUS

Mr. Compassion  
Mr. Consciousness  
Mr. Creativity  
Ms. Courage



### CONSTITUTIONAL VALUES

Fraternity

### MATERIALS

N/A

### SUMMARY OF PRE-WORK

Think of a different example from yesterday where you have moved out of your comfort zone. You may have done something that you were very scared of doing first. Create a different comic strip for the same.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



# Spark (15 minutes)



Hi learners!!

I am very excited to see you all today and can't wait to see all the comic strips that you have brought to the class today. Turn to your partners and share your comic strips with each-other.

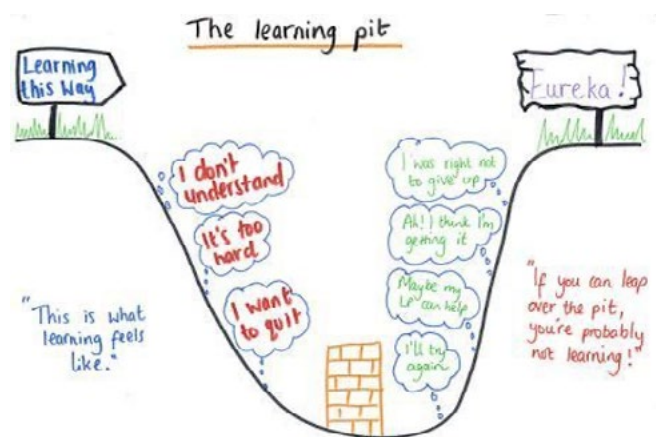
As you see your partner's comic strip, share with them something that you are learning about them.

Today we will continue to celebrate our learning and growth.

*Point to the objective: I can track the growth and change I have seen in myself over time.*

# Learn (20 minutes)

Let us begin by observing this diagram.



Can some of you share what you are observing or learning from the diagram?

*Possible response: learning journey, falling and rising, fixed mindset, growth mindset.*

Which part of this diagram represents a fixed mindset?

Which part of this diagram represents a growth mindset?

*Correct response: Red: Fixed, Green: Growth*

Like we represented our learning journey in the form of a comic strip, the learning pit is another way to see our learning journey.

Till now you have represented two things that you have learned or moved out of your comfort zone for in the comic strips. Are these the only two things that you have learned in life?

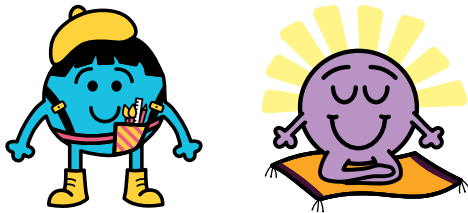
Have there been other things that you have found challenging earlier but don't anymore or any other knowledge/ skill

that you have learned by moving out of your comfort zone?

*Feel free to share an example of your own.*

Once you have thought of an example, create a learning pit for the same independently for the next five minutes. Highlight the feeling during fixed mindset as red and the feelings during growth mindset as green.

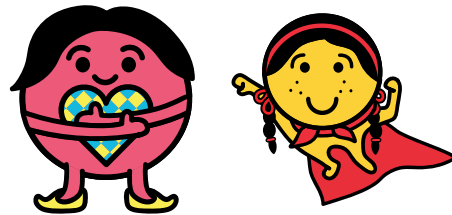
Please take help from Mr. Consciousness and Mr. Creativity while doing this.



Let us now present your learning pit journeys in the groups of four.

- Please take help from Ms. Courage to share and Mr. Compassion to listen to your friends' stories.
- Remember learners, these are your journeys of growth so don't forget to take pride in them while sharing.
- After one learner shares, please celebrate the learner by saying 'We are proud of you'.

We will take the next ten minutes to do this in our groups.



## Reflect (10 minutes)



It's Mr. Consciousness time!

We shared such beautiful illustrations and learned so much from each other today.

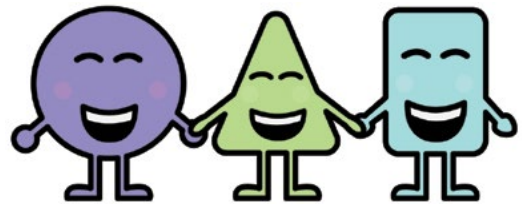
Let's share the learning you had from your group and something that you would like to celebrate about your group members with the whole class.

Encourage a few learners to share.

Thank you so much for celebrating yourself and each other. This is one of the constitutional values of India and it is called Fraternity.

Fraternity is when we see each other as

partners, learn from each other and help each other grow. It is this support from our friends and family that may also help us move from our comfort zone to the learning zone.



## After Class Challenge

Think about all the learning you have had till now. On the basis of this, think about two pieces of advice/ learnings

you wish to share with someone who is younger than you. Share it with this person.

## OBJECTIVE

**I can respond to challenging situations with a growth mindset.**

## C IN FOCUS

Ms. Courage  
Mr. Consciousness  
Ms. Critical Thinking



## CONSTITUTIONAL VALUES

Liberty

## MATERIALS

Think of a challenge that you are facing currently and will be comfortable sharing with the learners. Draw out pathways for this challenge if you decide to give up, try and seek support.

## SUMMARY OF PRE-WORK

Watch this Video and answer the following:



- Who is the person in the video?
- What are the challenges she faced?

- How did she overcome these challenges?
- Which mindset did she operate with?
- What did you learn from watching this video?

## RESOURCES FOR THE TEACHER:

Synchronous Presentation



Asynchronous Pre-work Document



# Spark (10 minutes)

Hi learners,

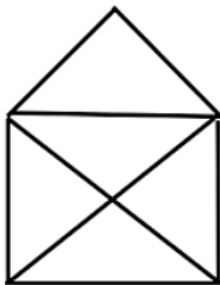


Can all of you see an image? Can we all draw this in our diaries?

How easy or difficult was it?

*Possible response: Easy*

Now, here's a challenge. You all have to draw this without lifting your pen/pencil and without tracing the same line again. Are you ready? Let's take the next two minutes to do this.



How many of you were able to do it? Please put your hands up? Was it easy or difficult?

*Encourage different learners to share. For learners who have already done it, how many attempts did you make?*

Can someone show everyone how we can draw this without lifting your pencil and without tracing the same line again?

Thank you! Can we all clap for ourselves, even if we weren't able to do it? Because what matters is that we try and guess what, your brains just became bigger!

Doing it with conditions was definitely more challenging than doing it the first time. But I know that most of you made multiple attempts. Some got it right, some didn't but we definitely learned a new thing!

If all of us had given up just after trying once, would we have learned this?

*Possible response: No*

Which mindset did you use here?

*Correct response: Growth mindset*

It is this that we are going to talk about today.

*Point to the objective: I can respond to challenging situations with a growth mindset*

As part of your pre-work, we watched a video.

Can someone share who the video was about?

*Correct response: P.T Usha, first Indian woman and youngest Indian to compete in Olympics.*

We also learned some challenges that she faced. Would someone who hasn't shared yet like to share what these

were and how did she overcome these challenges?

*Correct response: Injury, people mistreated her but she came back and won so many medals. She continued to train other women.*

Challenges and obstacles are a part of

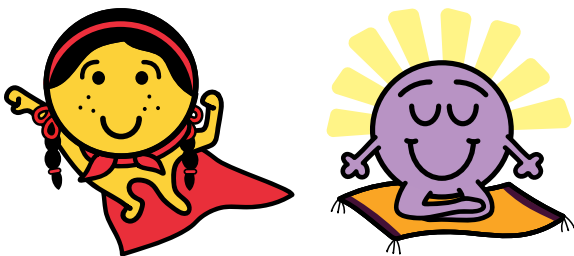
each of our lives. They are especially important in our learning journeys.

Is there anybody who has learned how to walk without falling?

Today, through our class, let's explore how to respond to challenges when they come our way.

## Learn (25 minutes)

We are going to take help from our friend Ms. Courage and Mr. Consciousness to think bravely and honestly about something that we are struggling with currently. If you can't think of anything that's happening currently, you may also think about a challenge that you have faced in the past.



*Give learners two minutes to independently think about a situation.*

Can all of you quickly show on your faces, how do you feel when you face this challenge?

*Encourage a few learners to share their feelings with the class.*

*Possible response: Sad, angry, frustrated, disappointed, demotivated.*

Let us do an activity now.

Take a sheet of paper and draw your challenge out. You may draw your image while facing this challenge or put down some elements related to your challenge.

Take the next three minutes to do this independently.

Now that you have put down your challenge, let's take help from Ms. Critical Thinking and Ms. Courage to think about what may happen if:

- Path 1: You give up on this challenge/ quit doing this.
- Path 2: You keep doing it again and again.
- Path 3: You ask for help.



Put these down on your sheet. Let's take another six minutes to do this.

*Please model this out based on your challenges - draw out pathways if you decide to give up, try and seek support.*

Can we now turn to our partners and share our sheets with each-other?

As we observe our partners sheet, can we identify which path represents a fixed mindset and which one is a growth mindset.

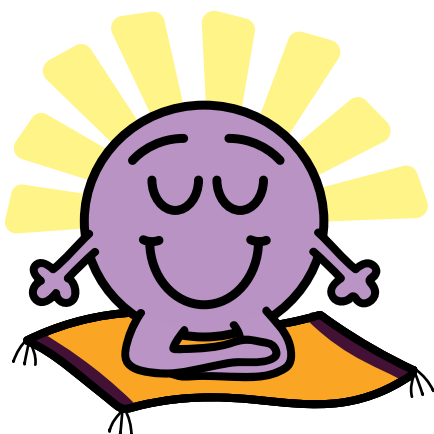
*Correct response: Path 1: Fixed, Path 2 and 3: Growth*

Now that you have three paths ahead of you, which path would you wish to take?

Please share your responses with your partner.

*Encourage a few learners to share in the large group.*

## Reflect (5 minutes)



It's Mr. Consciousness time!

On a scale of 1-5, how often do you:

- Give up on the challenge
- Keep trying and practicing
- Take help from others

Thank you learners for being so honest about your challenges. It is really important for us to be aware of our ways of being in a challenging situation. Remember that you have so many different paths that you can take and you have the freedom to choose the best path for yourself.

## After Class Challenge

Take the path that you have chosen for the challenge you are currently facing. Make a note of your experience in your diary.

Share if it was helpful or not.





# Big Question 02

**What do I wish to  
achieve and how  
may I do it?**

LEARNING STANDARD

**Students will demonstrate ability to  
set and achieve goals for success.**

## OBJECTIVE

**I can establish SMART goals.**

### Cs IN FOCUS

Mr. Consciousness  
Ms. Collaboration  
Ms. Critical Thinking



### CONSTITUTIONAL VALUES

N/A

### MATERIALS

N/A

### SUMMARY OF PRE-WORK

What are some things you want to achieve in life? Why? Please specify at least two of them.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



# Spark (10 minutes)

Hi growth-minded learners!



*Play this song from Gully Boy. Has anyone seen this movie?*



*If learners have, please encourage someone to share a story or share it yourself.*

*Gully Boy film describes the journey of a young boy who lives in a small community in Mumbai and wants to learn how to rap. He comes from a family of poverty and struggle. He dreams of becoming the best rap artist in the country and works hard towards achieving that goal, by constantly learning from those around him and consistently practicing by taking part in rap battles, until he finally achieves his goal and records an album.*

Can someone share what the boy's dream was?

*Encourage learners to respond to the entire class.*

*Possible response: His dream was to become the best rap artist in the country.*

How does he plan to become that?

*Possible response: By working hard, learning from others, consistently practicing, participating in rap battles.*

The boy had a big dream, a goal that he wished to achieve and he worked hard to achieve it.

Let us now hear from all of you.

What is your big dream, something that you may wish to be/ do/ achieve?

*Encourage learners to share in the large group or with their partners.*

For us to fulfill our dreams, we should learn to set goals. We can set goals for anybody- ourselves, others around us, goals for our country to become better etc.

Close your eyes and imagine that today is the day when your dream has come true. You are who you wanted to be, doing things that you like, learned and achieved what you wanted to..

Open your eyes. Would any of you like to share how that made you feel?

*Possible response: Happy, Proud, Successful*

In the next couple of days, we are going to explore this big question:

## What do I wish to achieve and How may I do it?

The first step to doing this is setting S.M.A.R.T goals.

Do you know what/ who smart is?

*Possible response: intelligent.*

Do you know goals can also be smart?  
Let us learn more about this today.

*Point to the objective: I can establish SMART goals for myself*

To do this, we will need help from our very 'Smart' friend Ms. Critical Thinking, so let's all call her to be by our side.



## Learn (25 minutes)

Let us read what Surabhi wishes to achieve in next couple of years:

Surabhi is in standard five. She loves playing football. She wants to become the best football player that she can be. She wants to start playing football for her school team by the time she is in 7th grade.

For this, she knows that she has to be physically fit. She wants to build her stamina and have a healthy weight. She also wants to save some money to buy a football for herself and a good pair of shoes.

She knows that her academic learning is equally important. She wants to get good marks in her school examinations. She also likes reading books and wants to finish reading 5 books by the end of the year.

Would any of you like to share Surabhi's big dream?

*Possible response: best football player she can be*

Now, can some of you shout out a few things that Surabhi wants to achieve to fulfill her dream?

*Possible response: Start playing football for the school team, build stamina and have healthy weight, buy football and shows, get good marks, read books.*

Great, I can see that Surabhi has four kinds of goals for her dream. She has educational goals, health goals, financial goals and personal goals.

Can you with your partner quickly categorise her goals into the four boxes? Let's take the next three minutes to do this.

Help Surabhi fill her goal journal:

<b>Health Goals:</b> :: Build stamina and healthy weight to become physically fit.	<b>Education Goals:</b> :: Good marks in exams because academic learning is important  :: Read 5 books by end of year because loves reading
<b>Financial Goals:</b> :: Save money to buy football and pair of shoes	<b>Personal Goals:</b> :: Start playing for the school team by Grade 7 because loves playing football

Let us now see if Surabhi has set SMART goals or not. But before that let's see what SMART goals are.

SMART goals are goals which give a clear idea of what is to be achieved and by when to the creator as well as the reader of the goal. There are 5 popularly known characteristics of good goals and it is easy to remember them as SMART.

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 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 S.M.A.R.T goal?

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.

Let us now go back to Surabhi's goal journal with our partners. Discuss:

- If a goal is SMART or not?

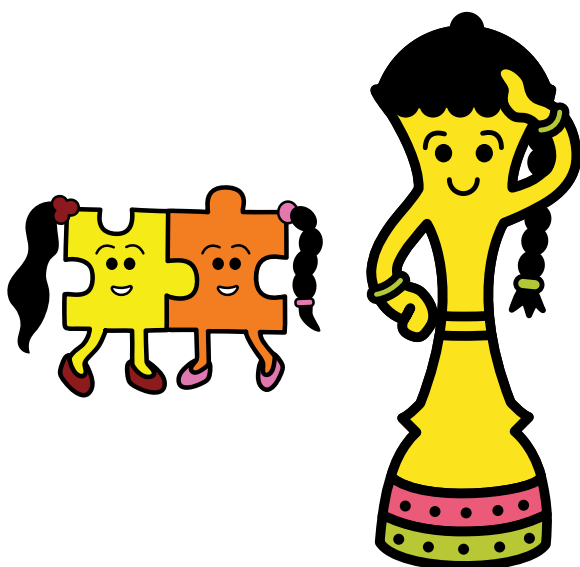
- If not, what would you want to add to this goal for it to become SMART?
- Reword all the goals as SMART goals.

Surabhi is in standard five. She loves playing football. She wants to start playing football for her school team by the time she is in 7th grade.

For this, she knows that she has to be physically fit. She wants to build her stamina and have a healthy weight. She also wants to save some money to buy a football for herself and a good pair of shoes.

She knows that her academic learning is equally important. She wants to get good marks in her school examinations. She also likes reading books and wants to finish reading 5 books by the end of the year.

Let's take help from Ms. Collaboration and Ms. Critical Thinking to do this. You have ten minutes to do this.



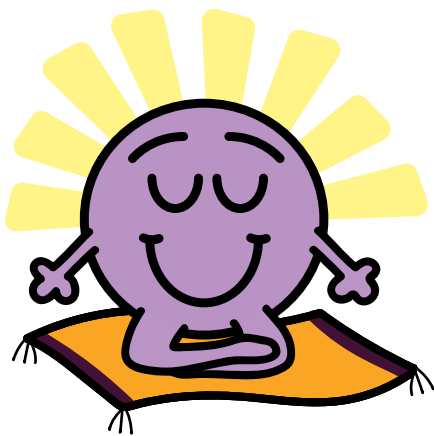
*Correct response:*

<p><b>Health Goals:</b></p> <p>:: Build stamina of running x km in y hours and healthy weight: <b>reduce 5 kgs in next two months to become physically fit.</b> I will <b>eat green vegetables everyday and go for a run everyday for one hour.</b></p>	<p><b>Education Goals:</b></p> <p>:: Good marks in exams, <b>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.</b></p> <p>:: Read 5 books <b>specify which books</b>, by the end of the year because I love reading. Read for 30 minutes everyday.</p>
<p><b>Financial Goals:</b></p> <p>:: <b>Save Rs 200 of pocket money</b> to buy a football (<b>approx cost: Rs 500</b>) and pair of shoes (<b>approx cost : Rs 700</b>) by the end of the year. <b>Until then I can practice with football in school and use my elder brothers' shoes.</b></p>	<p><b>Personal Goals:</b></p> <p>:: Start playing for the school team by Grade 7 because I love playing football <b>by participating in school matches and practicing football everyday with my teachers and friends.</b></p>

*Learners may not be able to come up with all aspects of S.M.A.R.T goals for each of the above. In that case, encourage learners to see which aspect is missing and what they can add. You may use the*

*above exemplary student response as a reference or show it to the learners once they have come up with their responses.*

## Reflect (15 minutes)



It's Mr. Consciousness time!

We have already helped Surabhi convert her goals into SMART goals.

Let us reflect on the following statements by using a 0-5 scale, 0 being very difficult and 5 being very easy:

- I know when goals are not specific.
- I know when goals are not measurable.
- I know when goals are not achievable.
- I know when goals are not relevant.
- I know when goals are not time-bound.

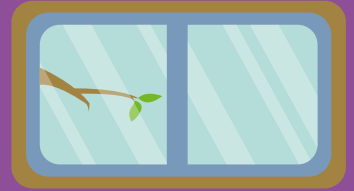
When we have SMART goals, we can be better prepared to achieve them. Today you worked on Surbahi's goals, tomorrow, we will try to work on our goals and make them SMART.

## After Class Challenge

Make your version of a poster for SMART goals. Put it near your work desk or stick it in your dairies.

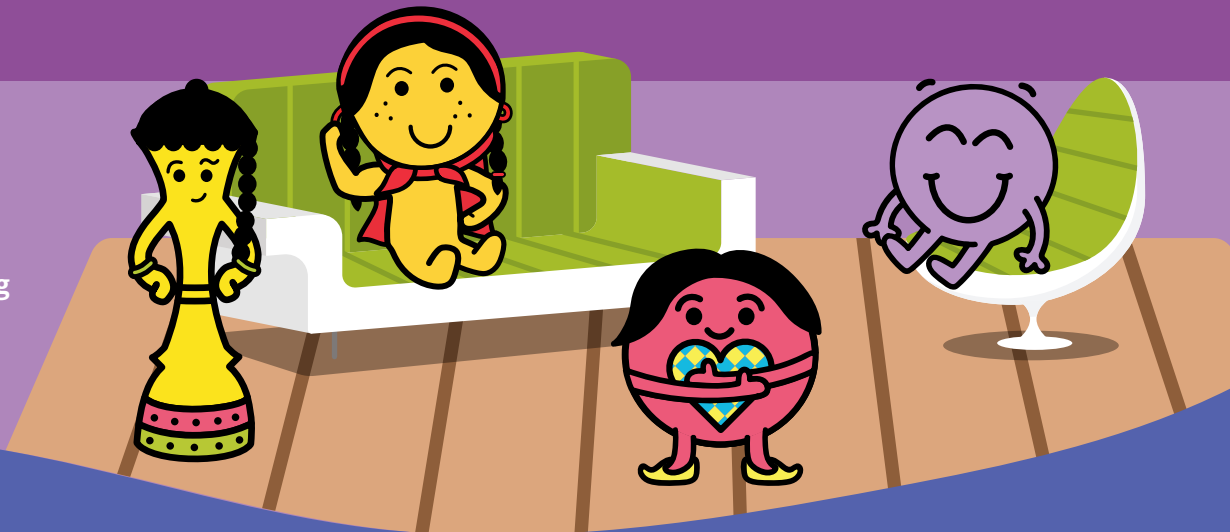
## OBJECTIVE

# I can establish SMART goals for myself.



## C IN FOCUS

Ms. Courage  
Mr. Compassion  
Mr. Consciousness  
Ms. Critical Thinking



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Print-outs of Goal-Journal.

(Resources required are attached at the end of the lesson plan.)

You Go Song



## SUMMARY OF PRE-WORK

Yesterday you tried to think about two things in your wish to achieve in life.

Today write a letter to yourself sharing your big dream and everything you want to achieve

through this academic year. You may add the goals that will help you achieve your dream. They can be your education goals, health goals, personal goals or mix of the following. Also write how you would feel if you achieved all of this.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation



Asynchronous Pre-work Document





# Spark (15 minutes)

Hi SMART learners!



In the previous lesson, we learned what goals are and how they help us fulfill our dreams. We have also discussed the 5 characteristics of a smart goal.

Ask 2-3 learners to share the 5 characteristics of a good goal and get them to describe each of them.



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?

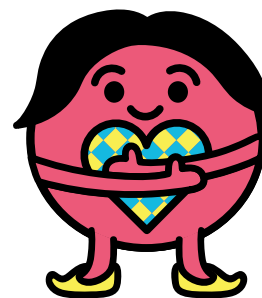
Today we will continue to explore SMART goals by setting SMART goals for ourselves.

*Point to the objective: I can establish SMART goals for myself*

Let us now turn to our partners and share our letters with each-other.

- Please read your partners' letter using a lot of Mr. Compassion.
- Let us try to put our partners' goals in the form of a goal journal for them.
- Categorise the goals under the following buckets.

We will take the next five minutes to do this for our partner.



Goal Journal:	
Health Goals:	Education Goals:
Financial Goals:	Personal Goals:

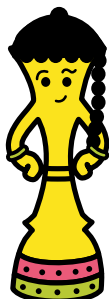
Please distribute the print-outs of goal journals to everyone.

# Learn (25 minutes)

Today, let us help our friends create SMART goals. Now that you have created a goal journal for your partner, take next two minutes to check

- If all the goals are SMART?
  - **Specific:** Do you know what exactly your partner wants to achieve?
  - **Measurable:** How will you know when your partner has reached the goal? Can you count it or measure it?
  - **Achievable:** Does your partner have time, resources and support to do this?
  - **Relevant:** Is it really important for your partner right now?
  - **Time bound:** When exactly does your partner want to accomplish it? How much time do they need?
- Which aspects need to be added to each of the goals?

Please take help from Ms. Critical Thinking to do this.



Now, turn to your partner and share your feedback with each-other. Your feedback may be very important as that may help your partner set SMART goals.

This is your way of supporting your partners and practicing our constitutional value of Fraternity.

*After the feedback sharing, ask all the learners to incorporate feedback and convert their current goals into SMART goals. Give learners six minutes to do this independently.*

Let us now come back and share any one of your SMART goals loudly and proudly with your classmates. Please take help from Ms. Courage to do this.



*Ask one learner to share and tag someone until all the learners have shared their goals out loud in the class. In an in-person classroom, you may create a My-Goal wall and ask all the learners to stick their Goal-journal there. Otherwise, you may ask them to stick it in their diaries.*

# Reflect (10 minutes)



It's Mr. Consciousness time!

We have already taken a big step towards moving closer to our dreams by establishing SMART goals. Let us reflect on the following statements by using a 0-5 scale, 0 being very difficult and 5 being very easy:

*For an in-person classroom, you may also ask learners to stand in a spectrum. All the learners who find a particular statement difficult can come on the left side of the room and the ones who find it easy can come on right.*

- I can set specific goals.
- I can set measurable.
- I can set achievable goals.
- I can set relevant goals.
- I can set time-bound goals.

Learners, remember you have the power and freedom to dream and become whoever you want to be. So even if achieving it seems tough, never stop dreaming. Let's close out today by watching this video and singing along a fun song.

*Play this song and video (0:42- 3:17)*

*Encourage learners to sing along with the help of the lyrics:*



## *You Go!*

*I see you've got your mind set, your body ready  
You know it's up to you  
You got some dreams waiting  
You know the way to make them all come true  
When people say you can't let that make you try harder  
Keep that fire burning in your soul  
You Go, don't stop  
You've got what it takes to make it to the top  
You Go, keep trying  
Always believe in yourself and one day you'll be flying  
Have courage, be strong, have hope  
You go, you go!  
I feel you've got a good plan to make your stand  
Work hard at it every day  
And if you fall down, or get lost  
You search and find a better way  
When sometimes it gets rough and you want to give up  
Hear those words pounding in your*

heart

You Go, don't stop  
You've got what it takes to make it to the top  
You Go, keep trying  
Always believe in yourself and one day you'll be flying  
Have courage, be strong, have hope  
You go, you go!  
You go, go go, you got it  
You go, go, go, don't stop it  
You go, go, go, you believe it  
You go, go, go, you'll achieve it

You Go, don't stop  
You've got what it takes to make it to the top  
You Go, keep trying  
Always believe in yourself and one day you'll be flying  
Have courage, be strong, have hope  
You go, you go!

## **After Class Challenge**

Ask someone in your family about what they want to achieve. Help them set SMART goals for themselves.

# Printables

Goal Journal:	
<div>Health Goals:</div>	<div>Education Goals:</div>
<div>Financial Goals:</div>	<div>Personal Goals:</div>

## OBJECTIVE

**I can make a plan to achieve the goals I set.**

### Cs IN FOCUS

Mr. Creativity  
Mr. Consciousness  
Ms. Collaboration  
Ms. Critical Thinking



### CONSTITUTIONAL VALUES

N/A

### MATERIALS

Create different chits or assign different scenario to different groups:

Chit 1: Throw a surprise birthday party for your younger brother next Sunday.

Chit 2: Get an A+ on your Maths test next Tuesday.

Chit 3: Plan a family trip to Kerala next month.

### SUMMARY OF PRE-WORK

Read Pallavi's story and reflect on the following questions:

Pallavi was a 10 year old girl who was inspired by Nisha Millet - the only woman in the 2000 Sydney Olympics swim team for India. Pallavi wanted to become the best freestyle swimmer in the country. By the time she was 18 she wanted to represent the country in the Olympics freestyle swimming competition and win the gold medal.

But the truth was that Pallavi did not know how to swim. Although she had many opportunities to take up swimming lessons, she would find excuses to not do it. By the time she was 18, Pallavi had completely forgotten about this dream and had moved on to doing other things.

- What did you learn from the story?
- What do you think Pallavi should have done differently?

### RESOURCES FOR THE TEACHER:

Synchronous Presentation



Asynchronous Pre-work Document



## Spark (10 minutes)

Hello learners!



We have read Pallavi's story in our pre-work.

I would love to hear from some learners what they learned from Pallavi's story.

*Possible response: Pallavi didn't use the growth mindset, didn't work on her goals.*

Let us turn to our partners and share with each other:

What would you do differently if you were in Pallavi's place?

*Encourage a few learners to share in the large group.*

*Possible responses: Practice swimming, join classes, participate in competitions.*

Exactly! So I am hearing how most of you are talking about actions that you would have taken to achieve your goal. This means we need a PLAN. Today we will talk about what helps us achieve our goals.

*Point to the objective: I can make a plan to achieve the goals I set.*

Planning requires a lot of creative thinking so let's call upon Ms. Critical Thinking and Mr. Creativity to help us through the day.

## Learn (25 minutes)

Let us get into a fun activity in our groups.

*Please divide the class into three groups.*

- Each group will get a chit with a Goal.
- As a group, figure out how you will achieve this goal.

You will have ten minutes to do this. Along with Ms. Critical Thinking and Mr.

Creativity, feel free to take help from Ms. Collaboration.



- Chit 1: Throw a surprise birthday party for your younger brother next Sunday.

- Chit 2: Get an A+ on your Maths test next Tuesday.
- Chit 3: Plan a family trip to Kerala next month.

*Please give different chits to learners or assign different goals to them. After 10 minutes, ask learners to come back. Invite one person from each group to share their plans. You may divide the screen/ board into three parts and keep making a note of things learners share.*

*Possible response:*

**Birthday Party-** Plan time, plan food and games, cook food and arrange games, make guest list, call different people, order cake, who will do what.

**Math test-** Check syllabus, see what I know and what I don't/ practice questions from my book for first two days, reach out to friends/ teacher to learn what I don't understand, do difficult questions.

**Family trip-** Decide date, book tickets by xyz date, book hotels by abc dates, check weather of the place to plan clothes, look at places to visit in Kerala, plan how we will spend our days.

As we can see, each goal requires us to do so many different things. For each of the things, we also need to decide who will do it and how we may do it. We may then also have to set a timeline for everything that we have to do.

Give examples from what learners may have shared for any of the three scenarios.

This means that we can meet our goals by following a fun strategy of BAT!

B - **Break** your large goals into small goals.

Can someone share what can be different small goals for a birthday party.

*Possible response: Good food, good games, cake, guests, decoration*

A - Decide the **actions** you need to carry to meet these small goals. Also, decide who will do these actions.

Let's take one small goal as an example. What are the different things you may have to do to have good food at a birthday party?

*Possible response: Decide menu, call food vendors or buy raw material, order food in advance or have time to cook food.*

T - Timelines: Put a **time** to each of your actions so that you can prioritise and go in order.

For example: What may happen if I decide and order food first rather than making a guest list while planning a birthday party?

*Possible response: May order less or more food. Remember time, therefore is important.*

Here's an example that shows how Pallavi could have planned to meet her goals.

Pallavi was a 10 year old girl who was inspired by Nisha Millet - the only woman in the 2000 Sydney Olympics swim team for India. Pallavi wanted to become the best freestyle swimmer



in the country. By the time she was 18 she wanted to represent the country in the Olympics freestyle swimming competition and win the gold medal. But the truth was that Pallavi did not know how to swim. Although she

had many opportunities to take up swimming lessons, she would find excuses to not do it. By the time she was 18, Pallavi had completely forgotten about this dream and had moved on to doing other things.

Main Goal	Small Goals	Actions	Timeline
Represent the country in the Olympics freestyle swimming and win a gold medal at 18 years of age.	Learn how to swim	Identify nearest swimming centers.  Register for swimming classes.  Take a full swimming course.	15 days  Go for classes for five days every week for at least 6 months.
	Practice regularly and become better at swimming	Find time that suits you best- morning before school/ evening after school  Find a good personal trainer  Increase the number of laps in less time frame	1 hour everyday for the next two years.  Within 15 days of completing the course.  Increase laps and reduce time every week.
	Participate in competitions and participate at different levels	Participate in 5 swimming competitions every year.  Compete at district level and win competition  Compete at state level and win competition  Compete at national level and win competition	Age 13  Age 14  Age 15  Age 16- 17

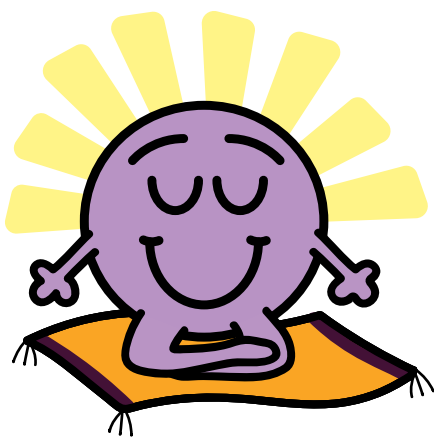
	Represent India at Olympics	Register yourself with the help of your coach  Look at the best performances of competitors from other countries and beat their record during practice.	At least a year before the final game.
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You may only show actions and timelines for the first small goal and come up with actions and timeline with your learners for other small goals.

This was just an example to show how Pallavi could have planned to meet each

of her small goals. If she carried out these actions regularly and followed her timeline, she would have moved closer to her goals in life.

## Reflect (10 minutes)



It's Mr. Consciousness time!

For one of your SMART goals for the year (*refer to the previous class*) think about:

- How would you **break** this down into small-goals? (B)
- What are some of the **actions** that you need to do to meet each of the small goals? (A)
- How can you schedule these actions/ put a **time** limit to these to move closer to the goal? (T)

Please make a table like this in your diary.

Main Goal	Small Goal	Actions	Timeline

Great, all of you just created a plan to achieve your goals.

This is the first step of citizenship - being a good Indian! All big leaders have to set a goal and determine the steps to get there. It is this which helps them solve so many challenges. I am sure with these skills all of you will grow as leaders too. All of you will also be able to solve challenges in your life, challenges around you and the challenges of our country.

Student leaders across the country also do the same! Here is an example of a student who built her own library in her community.

Vinita, a 5th grader from Ahmedabad, identified that one of the low income schools in her locality did not have a library. She chose to work on this as a project since she believed that all students deserve a high quality education. She worked with a team of students to organise a book drive where they collected over 600 books through crowdsourcing, which were used to set up the library in the school which is accessible to all the students with no cost.

## After Class Challenge

Try to put your plan in action from today. Take the first step.

Make a note in your diary about how it went.

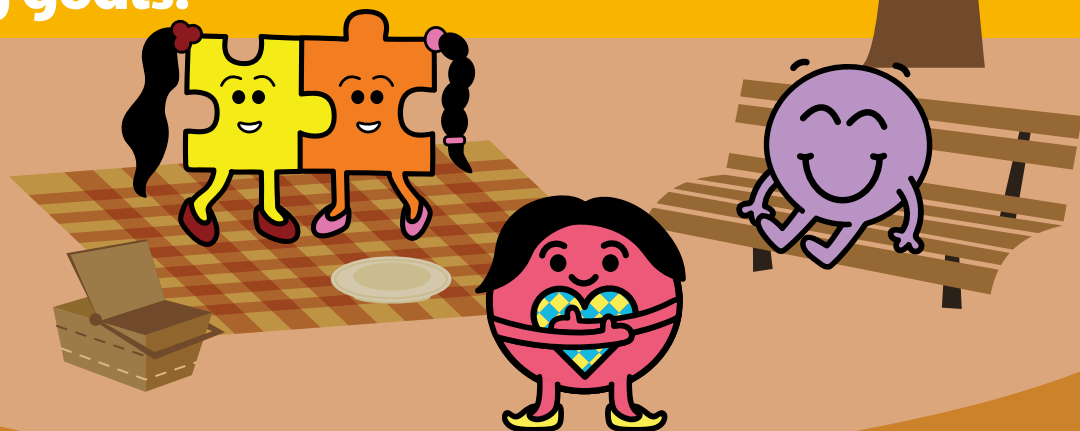
Yesterday, you had helped one of your family members establish SMART goals. Please also help them set up a strong plan for them to achieve their goals.

## OBJECTIVE

**I can leverage my strengths and the support of my stakeholders in achieving my goals.**

## C IN FOCUS

Ms. Collaboration  
Mr. Consciousness  
Mr. Compassion



## CONSTITUTIONAL VALUES

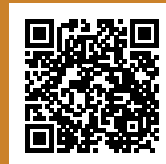
Liberty, Equality, Justice, Fraternity

## MATERIALS

Video about Malala.

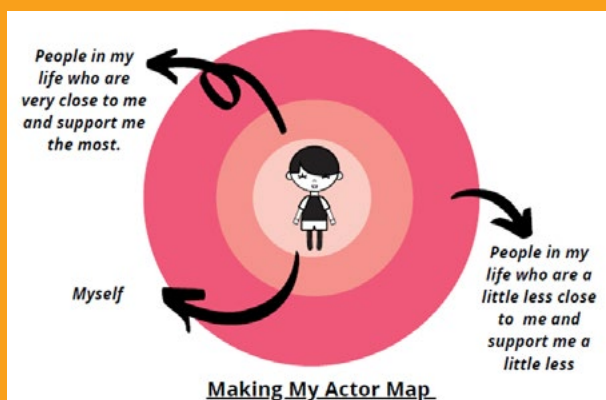
8 C character cards and actions

(Printout given on last page)



## SUMMARY OF PRE-WORK

Let's create an Actor Map for ourselves.



- Copy the diagram in your notebook.
- You are in the middle of the circle. In the second circle, draw people
- who are very close to you and who support you. Label these people
- In the outer circle, draw people who support you, but a little less. Label these people.
- Bring this filled diagram to class.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

Link



Asynchronous Pre-work Document

Link



# Spark (15 minutes)

Hi SMART learners



Today we are going to watch a short video about a young girl.

*Play this video about Malala.*



What did you learn about Malala from the video?

*Encourage a few learners to share.*

Isn't Malala's story very inspirational?

*Invite different learners to answer the following:*

- What goal is Malala working towards?
- What are some qualities of Malala that helped her do what she did? Can you also think of the mindset that she was operating with?
- Were there other people who supported her? Who were they?

*Possible response: Goal- Right to education for girl children. Qualities: Courageous, problem-solver, Growth-mindset. People: Father, friends, support from people.*

When you think about the four ideals of our Constitution - justice, equality, liberty and fraternity, which of them do you think Malala is working towards?

*Correct response: Equality, Liberty, Justice*

We have learned that to achieve something, we may have a SMART goal. We have also learned that for us to move closer to our SMART goal, we need to have a BAT plan.

Along with all of these things, our personal qualities and people around us also support us in achieving our goals. Today, we will discuss this idea in detail.

*Point to the objective: I can leverage my strengths and the support of my stakeholders in achieving my goals.*

Now that we have seen how Malala's personal qualities and people around her supported her to achieve her goals, we are going to think about ourselves today.

# Learn (25 minutes)

Let's do the following steps to do this:

Step 1- Let's take help from Mr. Consciousness and think about your qualities.

You may pick up a C that you relate to the most.

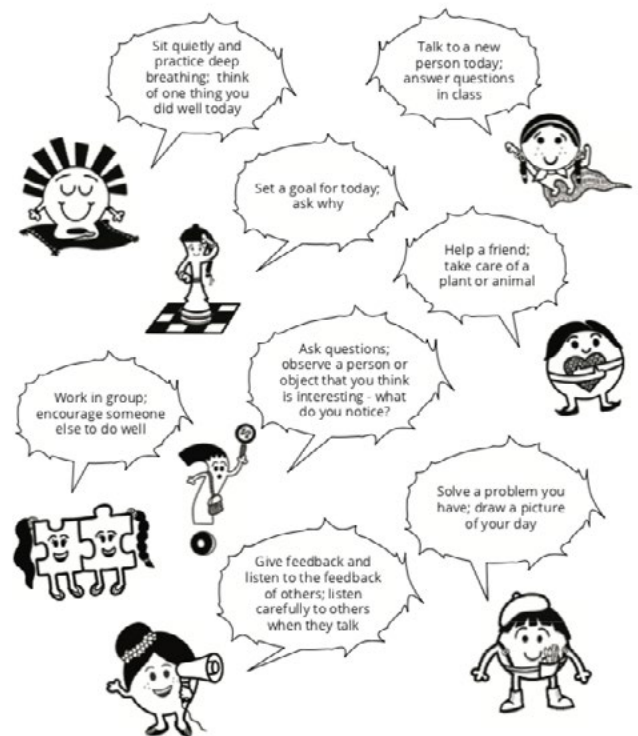
Make a note of this in your diary in the next two minutes.



Present 8 C characters and actions in front of the learners. Learners can also refer to the portfolio, page nos 14, 15 and 18 to do this.

Portfolio reference: Page 14, 15 and 18

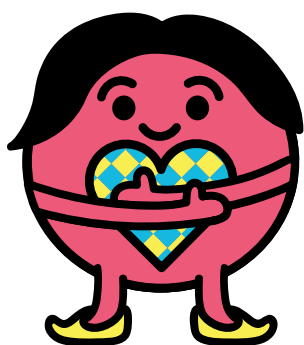
## Here are Some Things you Can Do Everyday to Build the Cs







Step 2: Let's take help from Mr. Compassion and do the same for your partner. Think about one C that according to you defines your partner.



For the next 3 minutes, quickly share it with your partners. Take a note of what your partner shares about you.

Step 3: Take out the actor map activity that you created in your async pre-work packet. These are the people who you think you can reach out to for support. Keep this with you.

Learners, now we have defined some qualities that we have, some qualities that our partner thinks we have and also the names of people who we feel support us. Let us go back to our BAT plan from yesterday and add four more columns to it.

- Think about which of the 8 Cs will help you achieve your goal.
- Think about two people from your actor map that will help you through the process.
- Can you think of what support will you need from them?
- Can you also think about how you will ask for this support?

Main Goals	Small Goals	Actions	Timeline	Qualities / Strengths	2 people from actor map	Support you need from them	How will you ask for this support?

Let's take six minutes independently to do this.

# Reflect (10 minutes)



It's Mr. Consciousness time!

We have thought about the people who are closest to us and the help and support that they may be able to offer. We have also thought about how we may help ourselves by using our strengths and qualities.

Let us hear the story of a boy named Arnav.

He is 15 years old and lives in Ahmedabad. Arnav loves physics and is very very good at drawing.

One day, Arnav decided that he would write a comic book that would help children learn physics, which was something a lot of kids were afraid of learning. But there was one small problem. Since Arnav was also a student himself, he did not know everything there was to know about physics and hence needed help from someone who knew more than he did. So Arnav took the help of a smart scientist and physics teacher who taught in a college in his city. Today Arnav achieved his goal and has published his book which helps children learn physics in a fun and joyful manner!

Can someone share what Arnav's goal was?

*Possible response: He wanted to create a comic book on Physics to help others.*

Can someone tell me how he uses his strengths and support from his stakeholders to achieve the goal?

*Response: Physics and drawing/creativity and support from Physics teacher*



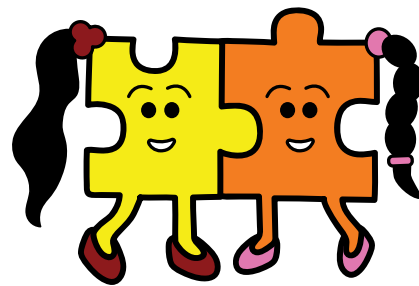
Let me share something fun with you!  
Can you guess what these characters represent?

It was Arnav who designed these!



*Encourage learners to come up with responses.*

*Possible response: Equality, Liberty, Justice, Fraternity*



Learners, we may always remember that all of us grow with the help and support of so many people around us. Isn't that the beauty of Ms. Collaboration and our constitutional value- Fraternity.

Think of any one person from this class who has helped and supported you over the last one week. Go and say a big thank you to them.

*In a virtual classroom, you may ask learners to share their gratitude out loud or put their thank you for the person in the chat-box.*

## After Class Challenge

You have already started working on your goal. Reach out to the person from your actor map who you wished to take support from. Share with them your goal and ask for their help.

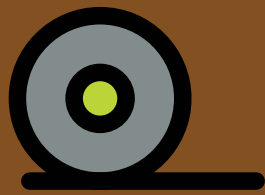
You may also make a THANK YOU CARD for them!

# Printables









# Big Question 03

**How do I solve the  
barriers that come  
my way?**

## LEARNING STANDARD

**Students will build awareness of the barriers that come in the way of them achieving their goals and work towards these.**

## OBJECTIVE

**I can monitor progress towards achieving my goals.**

## Cs IN FOCUS

Mr. Consciousness  
Ms. Critical Thinking



## CONSTITUTIONAL VALUES

N/A

## MATERIALS

Print-outs of a few trackers

## SUMMARY OF PRE-WORK

Think of the SMART goal and plan that you have created.

A week from now, how would you know if you are moving closer to your goal? Can you think of certain ways and put them down?

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



# Spark (7 minutes)

Hello learners!



Let's begin with a fun challenge.

You have 60 seconds to write all the alphabets in the English language backwards, which is from Z-A.

Let's see who can do this first!

Your time starts now!

*Countdown to one minute for learners to keep track of time. Learners write alphabets backwards - Z, Y, X.....*

Thank you all so much for taking on that challenge! If you finished writing all the alphabets, can you raise your hand?

I can see that not many of you could finish but that's okay, the purpose of this activity was not to complete it but to learn something else. We did this to learn to track our progress. Hmm, what's that? Listen carefully.

Let's all see how far each of you got. There are 26 alphabets so it's clear that your goal was to write all of them. Let's all take 30 seconds to count how many we finished writing, to know how far along we got!

All those of you who have managed to write more than 13 alphabets, please raise your hands. And those of you who did not, that's absolutely fine. But as

we can see, all of you completed some part of the goal. You could count and see how far along you have come and hence knew how much more you need to do to achieve the complete goal.

What we just did was track our progress!

Tracking our progress helps us know how far along we have come and how much more we need to do to be able to achieve our goal. And the most important thing is that it is not meant to discourage us, but in fact let us know exactly what's working and what isn't.

Today, we are going to do the same for our SMART goals! This is important so that we know where we are with our goals and what we need to do to achieve them.

*Point to the objective: I can monitor progress towards achieving my goals.*

Through this and next couple of lessons the big question we will also explore is :

**How do I solve the barriers that come my way?**

Identifying my progress and seeing what's working/ not working is the first step of doing that.

# Learn (25 minutes)

Let's think of an example that we all use very often to track our progress in class. Would someone like to guess what that is?

*Encourage a few learners to share even if they are giving incorrect responses.*

*Possible answer: Our tests.*

Yes! We use tests and assessments to check how far along we are on our mastery of each subject and use our marks to understand what we have learned well and what we need to get better at.

Some other examples of trackers might be our attendance register, that tracks how often you come to school or the index of your textbook, that helps us see how many chapters we need to cover and how many we are done with.

In the previous class all of you set very different goals. Some of you wanted to get better at a subject and some of you wanted to learn a skill. All of us tried to define our goals and think about actions we can undertake to achieve them.

Today, we will make trackers that will help us track our progress towards these goals and know how far along we are in achieving them.



We will be needing a lot of help from Ms. Critical Thinking to do this.



I am going to model out how I would make a tracker for my goals and then, you are going to do the same!

Krishna is a young boy like all of you. His 2 goals are that he wants to get better at Math and be more fit. For this, he commits to solving 10 Math sums everyday and walking to school thrice a week.

Here is how his tracker looks like:

I will first write down my goals as actions and then think about how often I would like to track them. Since I have set my goals on a daily and weekly basis, I think the best way to make my tracker would be on a weekly basis. Next step is to add in the column accordingly - 7 columns for 7 days.

Every time you are able to complete the action, you can give yourself a tick mark and when you cannot, you can put a cross. Once again, it's important to know that the purpose of this is not to look at the crosses and feel bad but to keep a check on yourself and feel motivated.

My goal tracker!							
	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
 I will solve 10 math sums everyday.	✓	✗	✓	✗	✓	✓	✓
 I will walk to school thrice a week.		✓		✓	✓	—	—








Now, it's your turn to create your own tracker with your goals!



Go back to your diaries and pick up your SMART goal and the BAT plan for the same. Follow the same process I did just now. You have 15 minutes to do this independently.

However, to expand your thinking, I am going to show you some examples of trackers:

\_\_\_\_\_ 's tracking sheet

Color the stars	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Orange	☆	☆	☆	☆	☆	☆	☆
Green	☆	☆	☆	☆	☆	☆	☆
Yellow	☆	☆	☆	☆	☆	☆	☆
Red	☆	☆	☆	☆	☆	☆	☆
Pink	☆	☆	☆	☆	☆	☆	☆
Blue							

Name: \_\_\_\_\_ Week of: \_\_\_\_\_

## MY RESPONSIBILITY CHART

Responsibility	S	M	T	W	Th	F	S

## Goal Tracker

*Monthly Goals*


*Weekly Goals*


*Daily Goals*

	1	2	3	4	5	6	7	8	9	10	11	12

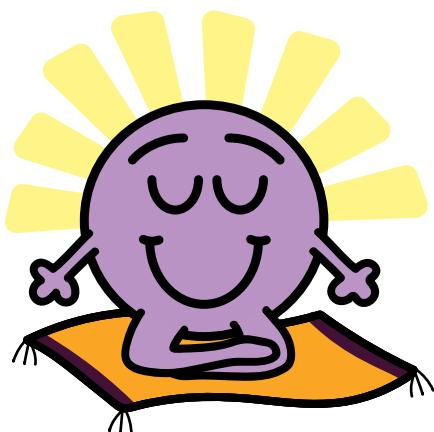
*Learners work independently for 15 minutes. Please support the ones who might struggle with language or following instructions.*

Now turn to your partner and share your tracker with them. Discuss the following questions:

- What will be easy for you to follow in this tracker?
- What will be difficult?
- Who can help you in achieving this goal?

*Please encourage a few learners to share their thoughts with the large group after the partner-sharing.*

# Reflect (10 minutes)



It's Mr. Consciousness time!

Mr Consciousness wants to tell you a secret about tracking progress - it's hard! Often we have a goal and know what we need to do - but we don't end up doing it!

Can you think of an example of this? Teachers struggle with this, too. Sometimes we know we have to correct papers, but we feel lazy, or have family responsibilities. The thing we need to do is to keep remembering the goal so we keep trying. And to have someone there to keep checking on us when we get lazy!

Mr Consciousness has a beautiful story to end these few lessons where we've been thinking about responsibility and goals.

It's about three construction workers who lay bricks. One day a little boy came to one construction worker. His name was Shyam. He said, "Shyam uncle, what are you doing?" The worker looked up and said, "I'm laying bricks." Ok, thought the little boy. He went to the next worker, Ram. "Ram uncle, what are you doing?" The worker looked up and said, "I'm building a wall." Oh, thought the little boy, that's nice. He walked over to the third worker, Laam. "Laam uncle, what are you doing?" Oh, said Laam uncle with a big, proud smile, "I am building a beautiful building." The little boy walked away really inspired and also a little confused. All three uncles were doing exactly the same thing - laying bricks. And yet their goals seemed so different. The little boy thought - if I were them, I would imagine I was building something beautiful too - that would make the daily routine of laying bricks really worth it!



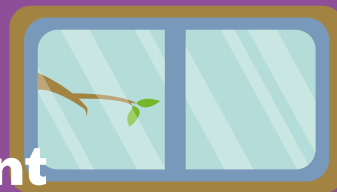
# After Class Challenge

Put your tracker somewhere that you can see it often. Update it before going to bed everyday, starting today!

You may also decorate it the way you want to.

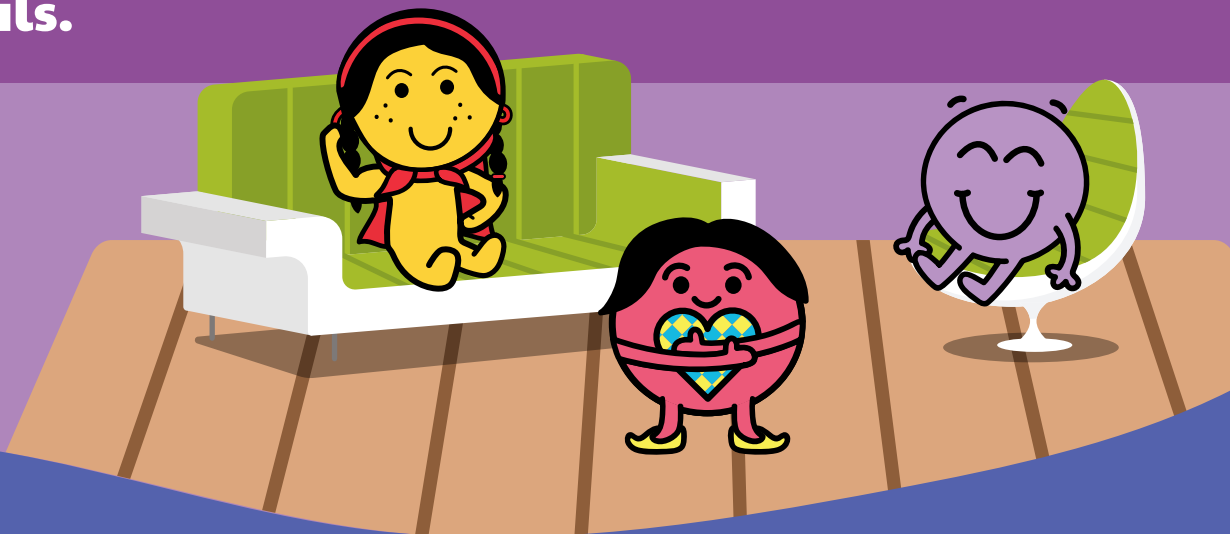
## OBJECTIVE

**I can identify factors that build stress/ motivation towards the accomplishment of my goals.**



## C IN FOCUS

Mr. Consciousness  
Ms. Courage  
Mr. Compassion



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Print-outs of the picture on the last page if needed.

Prepare a story from your teacher experience and put in your gray, sunshine or OK zone to share with the learners.

## SUMMARY OF PRE-WORK

Make a note of different things that you experience throughout the day. For each of these events/ experiences, note down your feeling and the reason behind that feeling.

For example:

Event	My feeling	Reason
Went to buy vegetables	Felt independent	Was doing it for the first time alone
Watching TV	Disappointed	Fought with my younger sister

## RESOURCES FOR THE TEACHER:

Synchronous Presentation



Asynchronous Pre-work Document



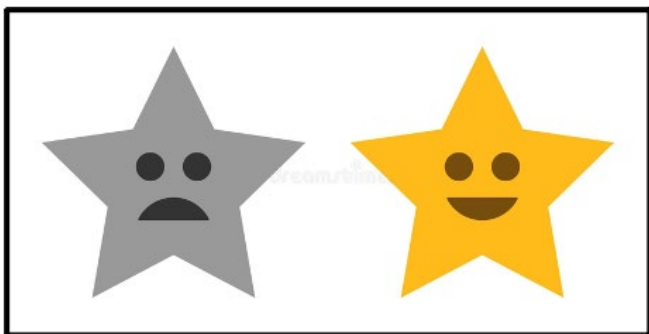
# Spark (12 minutes)

Welcome to the class, learners!



Let's begin today's class with a reflection activity. As pre-work, all of you must have recorded your reactions / feelings to different things you experienced in a day. On the basis of the same, place yourself in this color spectrum. If you have felt more on the happy side, come to the yellow side of the room, if you have felt low through the day, come to the gray side and if you have felt okay- not very happy, not very sad, you can place yourself in the middle.

*Ask learners to do a spectrum activity in an in-person classroom, one end of the classroom can be yellow, the other end can be gray. You can ask learners to annotate the image in case of a virtual classroom.*

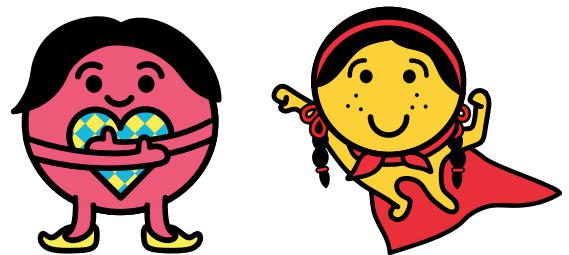


*For example, I have mostly felt happy and positive throughout the day. I will place myself on the yellow side/ annotate on the yellow star.*

*Please lay down a gray/black and yellow*

*chart and hand over post-it chits or use 2 different padlet links with coloured backgrounds.*

Would some of you like to share some reasons behind why you felt a certain dominant emotion through the day? Let's take help from Ms. Courage to share and Mr. Compassion to listen to our friends.



*Possible responses:*

*Negative emotion/ gray: Fights, arguments, failing, getting scolded, getting hurt.*

*Positive emotion: achieving something, winning, getting appreciated, watching favorite show/ eating favorite thing or doing favorite things*

There are definitely a lot of things that make us happy or sad throughout the day. As much as it's important for us to be aware of our emotions, it's also important for us to know what causes that emotion for us so that we can get the required support.



Let us listen to Vinky's story to understand why this may be important: Vinky struggled with reading English and was therefore not able to understand the story. She had an exam the next day and began to cry as she was scared that she wouldn't do well in her exam. She is so sad that she is unable to find solutions also.

Can you guess what's causing Vinky to feel this way?

*Possible response: Unpreparedness, fear of not doing well*

Vinky suddenly saw a dog outside and was reminded of the fact that playing with dogs and animals makes her really happy. She stepped out of her home and played with the tiny dog in the neighbourhood for an hour. She came back feeling happy and energized.

She went to her elder sister for help and was able to understand the story. Once she was able to do it with her sister's support, she read the story independently and tried to answer questions on her own. She felt very proud of herself.

Can you guess what caused Vinky to feel that way?

*Possible response: Doing something that she loved to feel good, thinking about a solution, asking for help, doing things on her own.*

In today's lesson, we will try to find out what stresses us out or what motivates us to move towards our goals.

*Present the objective: I can identify factors that build stress/motivation towards the accomplishment of my goals.*

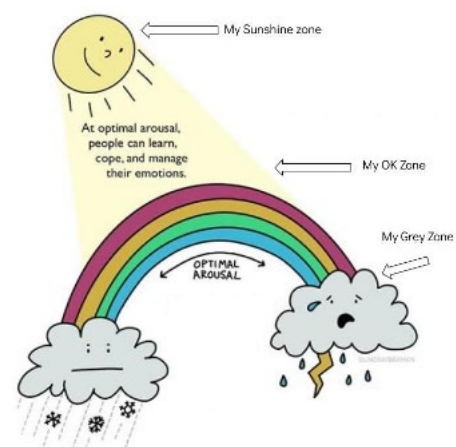
## Learn (25 minutes)

Let's learn something new and interesting before we move forward.

Each of us in our minds has 3 zones, the gray zone, the OK zone and the sunshine zone. I am also going to show you a picture.

Turn to your partners and try to guess what each of these zones might represent.

*Encourage a few learners to respond*



*Possible response: The gray zone is when*

*we feel low and experience negative emotions. The OK zone, as the name suggests, is when we feel okay and in control of our emotions. And the sunshine zone is when we feel joyful!*

Thank you learners. It is absolutely normal to be in any of these zones. As long as we know which zone we are in and why we are there, we can use our strengths, hobbies or support from other people to move to a different zone. This requires a lot of Mr. Consciousness.



*Please try to make it normal for the learners by sharing your own experience. You may choose to share things from your teacher's life that put you in a yellow, OK or gray zone.*

Let us now imagine that all of us are in the gray zone. Close your eyes and think of something that puts you there. You may think about something that may happen in class/ something that

happens at home / with friends that may put you there.

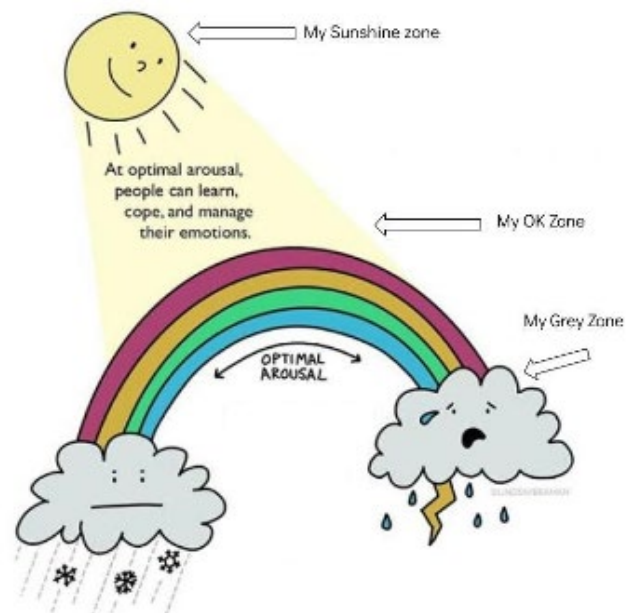
I think if I am not able to complete my objective in the class today, I may go into my gray zone. Feel free to tweak the example.

Would you wish to share what are these different things that you are thinking about right now?

Close your eyes again and think about something that can uplift your mood or make you happy to transport you into your sunshine zone.

*Encourage a few learners to come and share this with the entire class.*

Let us now independently recreate the sunshine/ cloud diagram to represent your gray and sunshine zone.



# Reflect (10 minutes)



It's Mr. Consciousness time!

Now that we have explored our personal gray and sunshine zones, let's make a few connections back to what we have previously discussed.

We have set SMART goals, created BAT plans, thought about our strengths and people who can help us achieve these. Yesterday we also spoke about tracking our goals. While trying to achieve our goals, we may experience stress and can go into a gray zone. It is times like these when we may have to identify what can make us happy or motivate us so that we may go to our Ok zone or Sunshine zone.

Let us go back to our SMART goal. Think about:

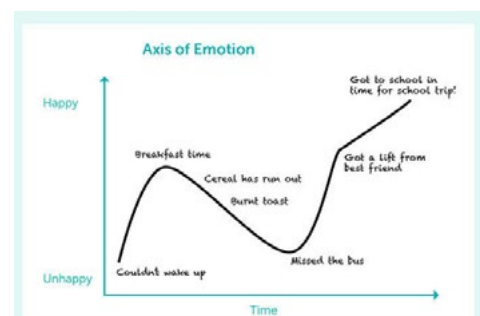
- What will make you happy while working on your goal? What may put you in your sunshine zone?
- What challenge may you face while working on this goal? What may make you sad and put you in a gray zone?
- Think about one thing that you may do then to return to your OK or sunshine zone.

*If time permits, encourage a few learners to share their responses with the larger group.*

## After Class Challenge

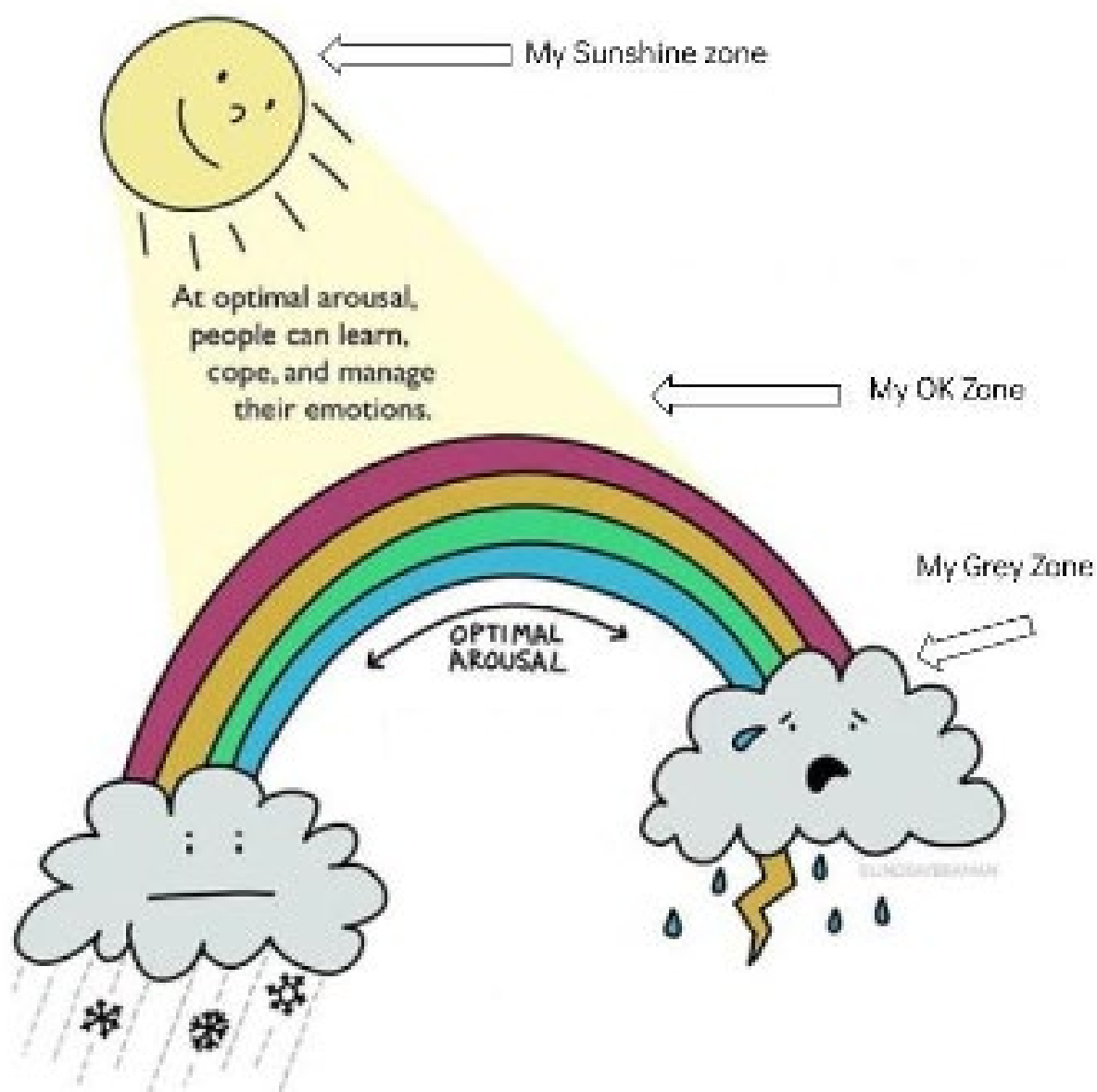
Like your pre-work, track your emotions through the day today in the form of a graph below.

Each time your graph goes low, think about what you may do for your graph to go up.





# Printables



## OBJECTIVE

**I can make connections between my decisions and their impact on the achievement of my goals.**

### Cs IN FOCUS

Mr. Consciousness  
Mr. Curiosity  
Ms. Critical Thinking



### CONSTITUTIONAL VALUES

Fraternity

### MATERIALS

Song: Planting Seeds.

 Video



### SUMMARY OF PRE-WORK

Think and share, what different things may you do if you achieve the following things:

- Need ice for your cold drinks.
- Make your sister happy on her birthday.
- Help your mother take a longer rest time.
- Reach school/class at least 10 minutes prior to the start time.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (5 minutes)

Hello learners!



Hi learners!

All of you must have taken help from Ms. Critical Thinking to do your pre-work!

Let's share our responses now in the groups of four. While you share and listen to other people's responses, think about what was similar or different in your approaches. Remember to be like Mr. Curiosity.



*Let learners share responses with each other in their groups. Encourage a few learners to share observations for each of the prompts in the large group.*

We saw that for every thing we wanted to achieve, we had to put in some effort. Be it making sure that you are keeping water in the freezer in time or checking if the water has turned to ice. Can some of you share things you came up with to make your sister happier on her birthday?

*Learners may share different things.  
Reinforce:*

Sometimes for the same goal, we may do things differently. And that's okay!

Last couple of days, it was great to see you all set such ambitious goals. However, setting goals is one thing but working towards them is a whole other thing. What if you set all these ambitious goals but never worked towards them, do you think you'd achieve them?

*Possible response: No*

In today's class we are going to use Miss Critical Thinking to come up with different actions we can commit to, to be able to achieve our goals.



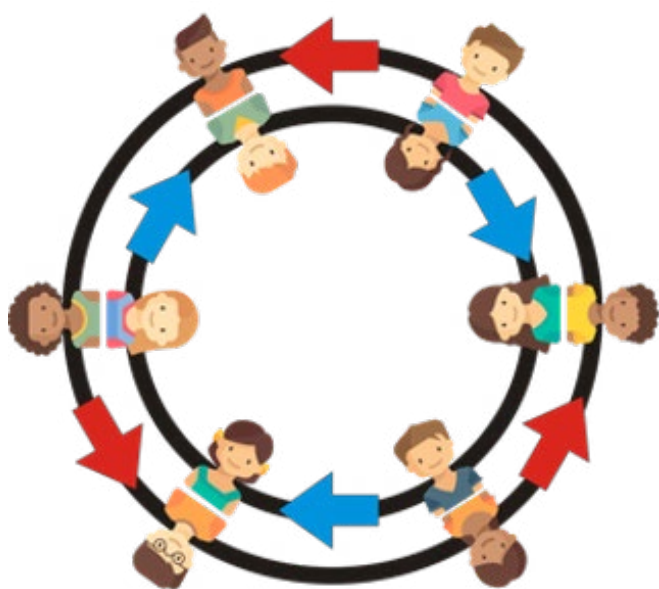
# Learn (20 minutes)

We are now going to do an activity involving some movement. I would love for everyone to stand up and divide ourselves into two groups.

Group A will stand as the inner circle facing outwards and Group B will stand as the outer circle facing inwards. I will ask you some questions and you will discuss the answer with the person standing opposite to you.

And then, when I say "Change", you will move to your right to the next person. You will discuss the answer to the same question with a total of 3 different people, so that you can hear many diverse perspectives!

*Learners discuss the answers with 3 partners (they shift partners when you say "change")*



Let's take one minute to get into our circles and get ready!

*Alternatively for a virtual class, you may put three learners in the breakout room to discuss one prompt. Please change the breakout room for all the prompts.*

Here are the prompts:

- I want to become better at speaking and reading English.
- I want to become a more compassionate person.
- I want to get rid of the pile of garbage outside my house.

*Possible responses:*

- I can read English books, watch English movies or ask a friend to help me learn by talking to me in English.
- Help those around us, talk to people who I feel embody compassion, read about role models of kindness like Mother Teresa
- I can spread awareness about cleanliness and sanitation, I can gather some volunteers to clean out the place

Thank you all so much for engaging in this activity! Please return to your seats. For the past few minutes, all of you thought of goals that you may achieve by taking small steps/ actions.

Give me a thumbs up if different people had different ideas/ actions to achieve the goal.

# Reflect (20 minutes)



It's Mr. Consciousness time!

Now that you have understood that all the things that you wish to achieve can only be possible by taking an action or putting in effort, let's pause and think about the goals that we have set for ourselves. Let's imagine our goals as a beautiful flower!

You are going to think about the following questions and answer these using Mr. Creativity. You may have to draw your responses.

- What might water your flower, which means what actions might help your goals grow?
- What might be a thorn, which means what actions might stop you from achieving your goals?

Think of as many actions as you can and create your own flowers.



Learners, sometimes it may be hard to see the impact of our actions - even when we do the right actions or it may take us time to reach our goals.

Think about this. You may plant two plants and give both of them sunshine and water. One may grow and one may not? Isn't that fascinating?

Does that mean we stop watering all our plants? If you agree, give me a thumbs up, if you don't, give me a thumbs down.

What we may need to be is patient and consistent with our goals. If we think it's taking us more time to reach our goals, we may take help from people around us to review our actions.

With this, let's listen to a beautiful song, Planting Seeds that talk just about this.

Let's end class today by singing the chorus of the song:

*Encourage learners to use actions as they sing*

*Whatever grows will grow,  
Whatever dies will die,  
Whatever works will work,  
Whatever flies will fly  
Whatever fails will fail  
What's meant to soar will soar  
I am planting seeds, nothing more.*

 Video



## After Class Challenge

Take any three actions today that may help your goal flower grow.

Share the Planting Seeds Video with

others - teach them the chorus and what the song means!

## OBJECTIVE

**I can overcome obstacles/challenges that are in the way of my goals.**

## C IN FOCUS

Ms. Critical Thinking  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

N/A

## SUMMARY OF PRE-WORK

Challenges and problems are a part of human life.

Think about 10 challenges around you- big or small that you may face on a daily basis.

They may impact you or a group of people like forgetting a notebook, not having enough money, or high pollution.

Make a list of them in words or drawings!

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (10 minutes)

Good morning, learners!



Let's begin the class with something interesting. Can all of you get into the groups of 5.

I am going to share a list of tasks with all of you. All the groups will have six minutes to do these tasks. The group which is able to accomplish all of these tasks or the maximum number of tasks from the list will be a winner.

Here is the list:

- Make a flower using paper. (One per group)
- Make a drawing of a boat using your feet. (One per group)
- Tie your shoelaces using one hand only. (Everyone in the group)
- Earn at least Rs. 50 by doing a service/ selling something (Together as a group)

*Call everyone back after six minutes. Encourage learners to share their experiences and celebrate everyone for showing so much enthusiasm and courage.*

Learners, that was some fun! I saw you work hard, struggle, take help from some, support some, think of solutions while indulging in these tasks.

Let us now hear experiences of different groups.

Lesson Plan 14

As a group, share on a scale of 0-5, how easy or difficult it was to accomplish this task.

*Share all the prompts one by one. Pause after each prompt and allow groups to respond.*

Can we also share some challenges that you may have faced while doing these tasks? I would also love to hear some ways in which you solved these challenges to accomplish your task.

*Possible responses:*

*Flower using paper: Didn't know how to, watched a video, trial/ error, saw what other groups were doing.*

*Boat using feet: Balancing was a challenge, holding a pencil with toes, and taking support from other people.*

*Shoelaces using one hand: holding laces tightly, took help of my mouth.*

*Earning Rs. 50: What to sell, what will people pay for, who to reach out to*

Thank you so much learners for sharing so honestly. Today we are going to talk about these challenges a lot more in detail.



*Point to the objective: I can overcome obstacles/challenges that are in the way of my goals.*

We are all faced with different obstacles/ challenges everyday. But they

help us learn and get better. Today, we will talk about these and how we may overcome them.

## Learn (20 minutes)

Let's begin by assessing the difficulty levels of challenges around us. I will keep listing the small and big challenges that we all might face either frequently or rarely. If it is a big problem, you will open your arms wide. And if it's a small problem, you will close your hands together. Let's try one together:

For example: your pencil is lost. Is that a big problem or a small problem?

*Encourage 2-3 learners to respond.*

Well, it may seem like a big problem to some but let's compare it to a serious injury. In comparison, it seems like a small problem. Let's try doing this as a challenge now:

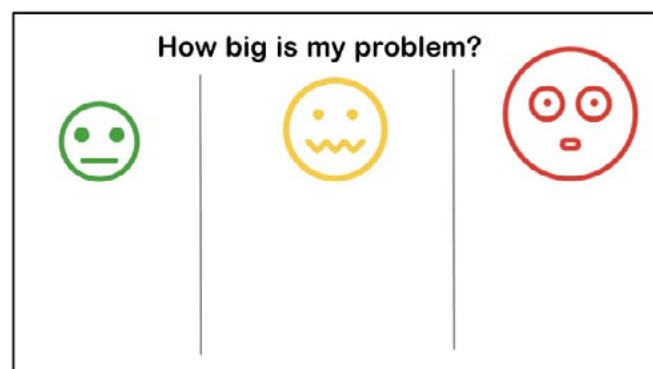
- You forgot your favourite bottle at home. *Possible response : Small problem*
- You have a high fever and a cold. *Possible response : Big problem.*
- Your shoe laces open up. *Possible response: Small problem*
- Someone pushed you when you were riding your bike and you were injured. *Possible response: Big problem.*

- Someone makes fun of your skin colour. *Possible response : Big problem*

*After each statement, enable learners to share the rationale behind their response.*

That was great, thank you! Through this game we saw that problems around us are at different levels of difficulty and therefore, it only makes sense that our reaction to them is different.

Let us now see how we might handle big problems and small problems differently.



The green circle represents a small problem, one that you might be able to solve on your own and that does not cause any harm. Can someone give me an example?

*Possible answer: broken pencil, untied shoelace, broken zip.*

The yellow circle represents a slightly big problem, one that you might need some help overcoming and that might cause some discomfort or pain. Can someone give an example?

*Possible answer: Fell off a bike, feeling hungry, had a cough*

And the red circle, which is the biggest problem, is the one that you cannot solve yourself and definitely need help from an adult. It is one that might pose harm to you and those around you. It may also take you some time to solve this. Can someone think of an example?

*Possible answer: An accident, a fire, a serious injury*

Please copy these 3 circles in your notebooks and write an example of each problem below - like I have!



Sometimes these challenges can also occur when we are trying to achieve our goals.

Let's go back to a story we heard a couple of days ago.

*Pallavi was a 10 year old girl who was inspired by Nisha Millet - the only woman in the 2000 Sydney Olympics swim team for India. Pallavi wanted to become the best freestyle swimmer in the country.*

*By the time she was 18 she wanted to represent the country in the Olympics freestyle swimming competition and win the gold medal.*

What might be a green, yellow and red obstacle that Pallavi might encounter as she works on her dream? Let's use Ms. Critical Thinking to come up with this.

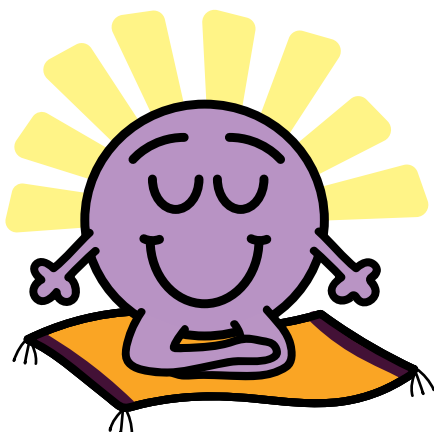


*Encourage learners to share in the large group and categorise them accordingly.*

*Possible responses:*

- **Green:** Forgetting to practice one day, which she can easily cover up by working extra hard the next day.
- **Yellow:** Sprains her leg in one of the practices. A little rest and help from the doctor can help.
- **Red :** Diagnosed with dengue and has to admitted in the hospital for three weeks just before a big competition, not prepared for the competition

# Reflect (15 minutes)



It's Mr. Consciousness time!

Now that we have learnt about what different kinds of obstacles/challenges can be and have also thought of some for Pallavi, let's make connection to what this might mean in our own journey of learning:

Think about:

- What are some green, yellow and red problems that you might face in working towards my goals?
- What can you do to overcome each of them?

Once you are done with your discussion, represent them in this format. Please mention both the problem and the envisioned solution.

*Encourage learners to keep coming back to the portfolio and reflect on their goals. It would be great if they can reflect on the barriers using Page no. 28 of the portfolio.*

How big is my problem?

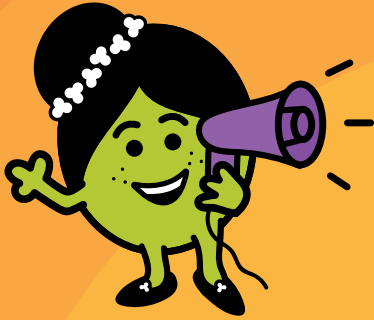


## After Class Challenge

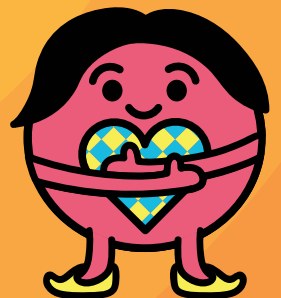
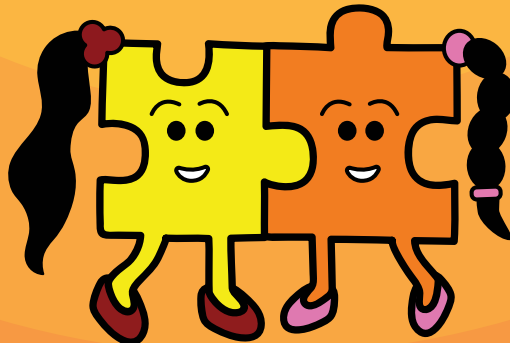
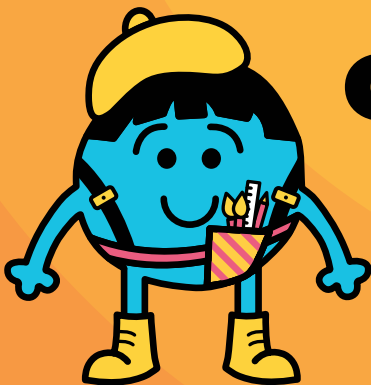
1. Categorise the challenges you articulated in your pre-work in red, yellow and green.
2. Create a motivational poster/rap/poem for yourself, that will boost

you with energy and confidence when you face an obstacle/challenge. Read this every time you feel sad.





# Showcase of learning



## OBJECTIVE

**I can synthesise what I learned in this unit.**

### Cs IN FOCUS

Mr. Consciousness  
Mr. Curiosity  
Ms. Collaboration  
Ms. Critical Thinking  
Mr. Creativity



### CONSTITUTIONAL VALUES

Fraternity

### MATERIALS

Print-outs of the images:



### SUMMARY OF PRE-WORK

Let's use Miss 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 the three most important learnings.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



# Spark (5 minutes)

Hello learners, We have come to the end of our first Unit i.e. self.



Would anyone share what all big questions we explored in this unit?

*Correct responses:*

- What is changeable within ourselves?
- What do I wish to achieve and how may I do it?
- How do I solve the barriers that come my way?

Would any of you like to share- What did we learn in this unit?

*Invite different learners to share.*

*Possible Responses:* In this unit, we explored different ideas around how our brain grows, about growth mindset and fixed mindset, how we can monitor our progress and respond to challenges and how to set goals and how we feel in different situations.

In the next 2 lessons, we will engage in different activities that will help us consolidate and showcase our learning from this unit.

A showcase of learning is something for us to feel very proud of as it is where we show others everything we have learned!

Welcome learners to the showcase of learning for this unit of Self!

Overall, if you look at all the learning of the unit, you will see that it is just not by **head**, that we need to think in order to be able to perform better, but we also need to think about our **emotions, mindsets and actions**.

So we need a combination of Head, Heart and Hand to be able to achieve mastery in our life.

*Ask learners to place their heads, hearts and hands as you say this.*



Head



Heart

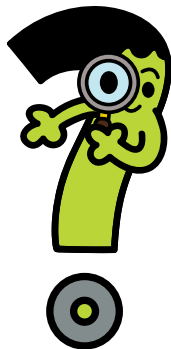


Hand

- Head is about thinking deeply about my goal.
- Heart is about how I feel about my goal. It is something that may make me excited about the goal.
- And Hand means what I will do, the actions I will take, to achieve my goals

Here's a fun fact. Gandhiji believed that people should balance their head, hand, and heart. Every day he made sure that he did things that helped him grow in all three ways. For example, he would read to grow his thoughts (head). He would feed animals and walk each day to grow his actions (hand). He would talk to people who were sad or needed help to grow his feelings (heart.)

Mr. Curiosity has a question for you:



What may happen if any of the one element goes missing in our goal?

*Possible response:*

**Head:** *Won't know what to do*

**Heart:** *Won't feel excited or happy doing the work*

**Hand:** *Won't know how to do things.*

The head, heart and hand together help us become a better person.

## Learn (15 minutes)

Let's now get into the groups of four and do the following tasks.

Look at the list of objectives that we have covered through the unit.

I can explain how the brain grows in the learning process.- Head

I can differentiate between statements and behaviours linked to growth and fixed mindset - Head

I can track the growth and change I have seen in myself over time.- Head and Heart

I can respond to challenging situations with a growth mindset- Head

I can establish SMART Goals for myself.- Hand

I can make a plan to achieve the goals I set.- Hand

I can leverage my strengths and the support of my stakeholders in achieving my goals.- Hand

I can monitor progress towards achieving my goals- Hand



I can identify factors that build stress/ motivation towards the accomplishment of my goals.- Heart

I can make connections between my decisions and their impact on the achievement of my goals- Heart

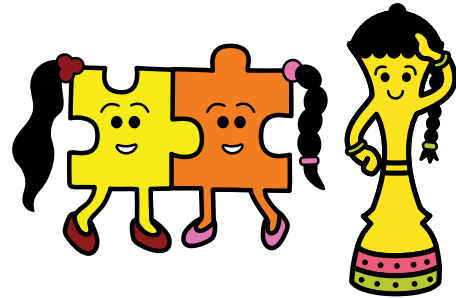
I can apply strategies to overcome obstacles to goal achievement- Heart and Hand

- Categorise these objectives into Head, Heart and Hand. Some objectives may come in both the categories. Please do one for the learners.
- For each of the objectives, think about one thing that you remember, draw that in each of the categories.



*Share print-outs of the image with all the groups.*

We will take the help from Ms. Critical thinking and Ms. Collaboration to do this.



*Learners put the different learning and strategies in head, heart and hand and share their tables in large groups. Encourage different groups to share their work with each-other. Please invite conflicting responses and encourage learners to share reasons behind their response.*

## Reflect (5 minutes)



It's Mr. Consciousness time!

I am going to share three statements with you.

As you listen to these statements, show me the number that you relate to the most.

1. I feel most confident when I know the what and why behind my goal.
2. I feel the most confident when I know how to achieve my goal.

3. I feel the most confident when working on something makes me happy.

Learners, what you just did was a reflection on your favorite learning styles.

If your response was 1, it means your favorite learning style is head

If your response was 2, it means hand.

If your response was 3, it means it's heart.

This may not mean that you don't use other things while achieving your goals. It only means what you use more of.

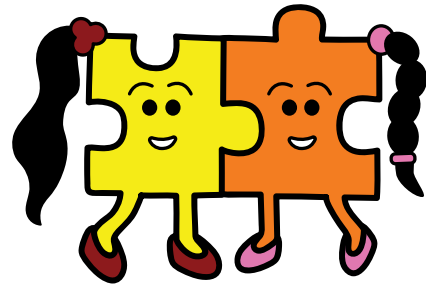
Draw a symbol of your natural learning style and write down the learnings from your past that connect to head, heart or hand. Please take help from Mr. Creativity to do this.



Can you show your posters up in the air?

Learners look around, see how each one of us has our own learning style. We are all very different but still very special and SMART learners.

You may also take a note of someone



who has a different learning style than yours. You may take help from this person when you struggle to achieve your goals. This will help you foster the constitutional value of Fraternity and take help from Ms. Collaboration.

Let us close out by singing this short poem. Please place your hands on head and heart when we say the word 'head' or 'hear'. Give me jazz hands when we say 'hands'. Are you ready?

*Head helps you think,  
Heart helps you feel,  
Hands help you do  
The things you wish to achieve.  
This is how we rock and roll  
Be the one who learns and grow,*

## After Class Challenge

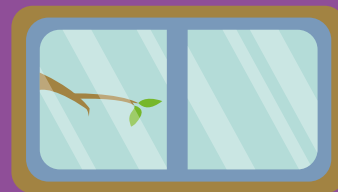
Design a poster to explain the meaning of the word head, heart and hand in achieving goals. Explain this to someone in your family.

# Printables



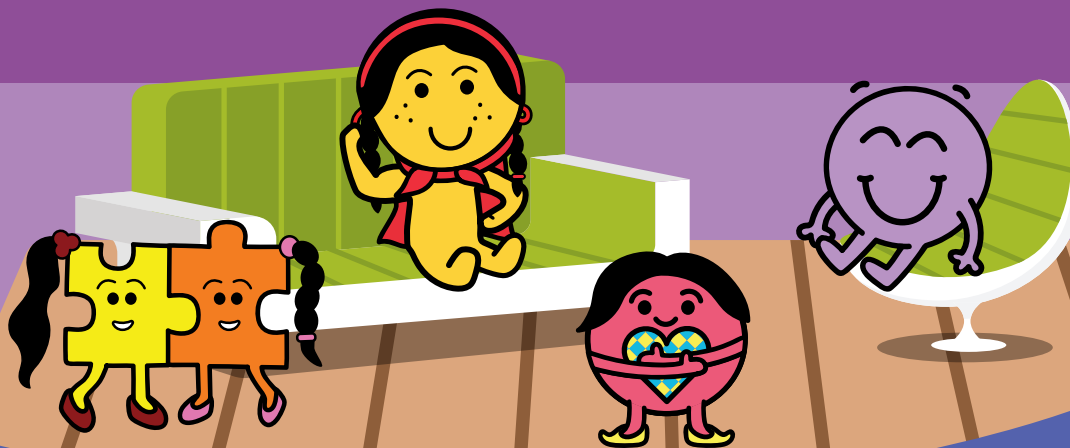
## OBJECTIVE

**I can showcase what I learned in this unit.**



## C IN FOCUS

Mr. Creativity  
Ms. Collaboration  
Ms. Courage  
Mr. Compassion  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Cardboard  
Chart paper  
scissors, glues, sketch pens  
Old magazine, art books and newspapers  
Take permission for a 60 minute class  
C stickers/ gratitude cards

## SUMMARY OF PRE-WORK

On the basis of everything we have done till now, fill this worksheet:

Please bring the following to the class tomorrow:

- Cardboard
- Chart paper
- scissors, glues, sketch pens
- Old magazine, art books and newspapers

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



# Framing (5 min)

Welcome learners to the last lesson of this unit!



In yesterday's lesson, we looked at the concept of head, heart and hand and consolidated our learning and reflected on our dominant style.

Since we have been talking about ourselves and who we wish to be, let us all create that for ourselves in a very creative manner.

Today what we are going to create is our vision board.

A vision board is a board that helps us visualise who we wish to be. Wouldn't it be amazing to see this board everyday and get inspired?

So let us get started.

Our first step will be to look at our goal setting worksheets that we have already done as a part of the pre-work.

Now to create a board, we will put all of this information on a big poster using images. Can somebody guess what that may look like?

*Encourage learners to respond.*

For example: If one of my goals is to become healthy, I will search in a magazine/ newspaper and find pictures of healthy food or people exercising. Cut these and paste these on my vision board.

So let us all get our creative hats on and take help from Mr. Creativity to do this.

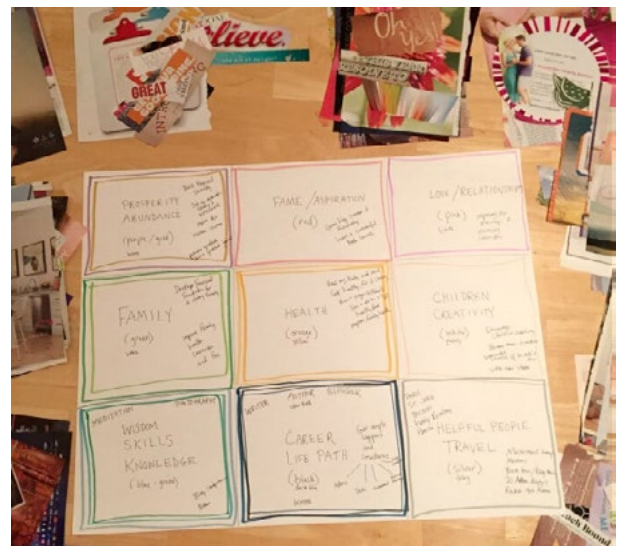


# Activity and showcase (45 minutes)

Let us see some examples of the vision boards created by children all across the world.







As you look at these vision boards, what do you think these people wish to do by the end of the year? Can we also shout out the elements that we see in these vision boards?

*Present one vision board at a time and encourage learners to share responses.*

Let us create these for ourselves now.

- Take out a big chart paper and divide it into multiple sections according to your goals: Education, personal, health, financial etc

<u>Health Goals</u>	<u>Education Goals</u>
<u>Financial Goals</u>	<u>Personal Goals</u>

- In each column, put down your ideas/ actions to reach these goals. You may also put down skills you will use, people who will inspire you, challenges that you may have to fight and the ways in which you will track each of your goals.

- This is the most fun part. Find images and words that will help summarise each of your goals. Look at the newspapers, old magazines.
- Sort and arrange these images on the board for your board to look beautiful.
- Stick these images on your poster. For example:



- Feel free to add your own words/ doodle/ sketches to refine it further.
- Once you are done, stick it on the cardboard.

Let us take 20 minutes to do this independently. Please take help from Ms. Collaboration to share resources.

*Please provide learners with extra resources in an in-person class. Keep celebrating the learners on their work.*

*After learners are done with the work, ask them to come back.*

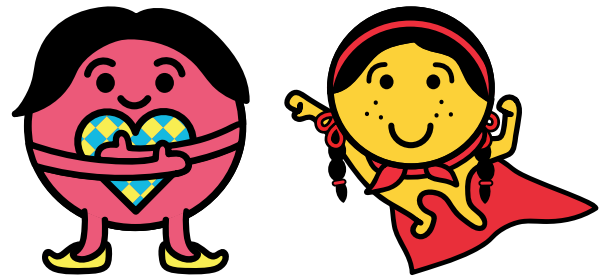
Look at your vision boards, on a scale of 0-5 how happy are you with these?

Learners, it's okay if you don't think they are complete, you can always keep adding things to these but for now let us proudly present whatever we have created in front of our friends.

*Please ask learners to do a gallery walk or in case of a virtual classroom, ask learners to present their vision boards in the breakout rooms of 5 people.*

*Please also invite stakeholders (principal, teachers, parents for this part of the lesson) or you may do it later for learners to present their vision boards to them and take pride in their work.*

Let us present with a lot of pride by taking help from ms. Courage and as we see people present, let's celebrate their work using a lot of Mr. Compassion.



## Debrief and closing (5 minutes)



It's Mr. Consciousness time!

Thank you so much learners! All of you have done such beautiful work with your vision board. I can see how your hearts, hands and heads have come together to create these vision boards.

*Please feel free to create your vision board with the learners and present that in front of them if you feel comfortable. This will inspire and encourage your learners.*

Would any of you like to share with the class:

- The ways in which they wish to use their vision boards through the year.
- Something that you loved in somebody's vision board.

*Please close the class out with celebration and gratitude. You can hand out gratitude notes/ bag tags/ bookmarks/ C stickers to*

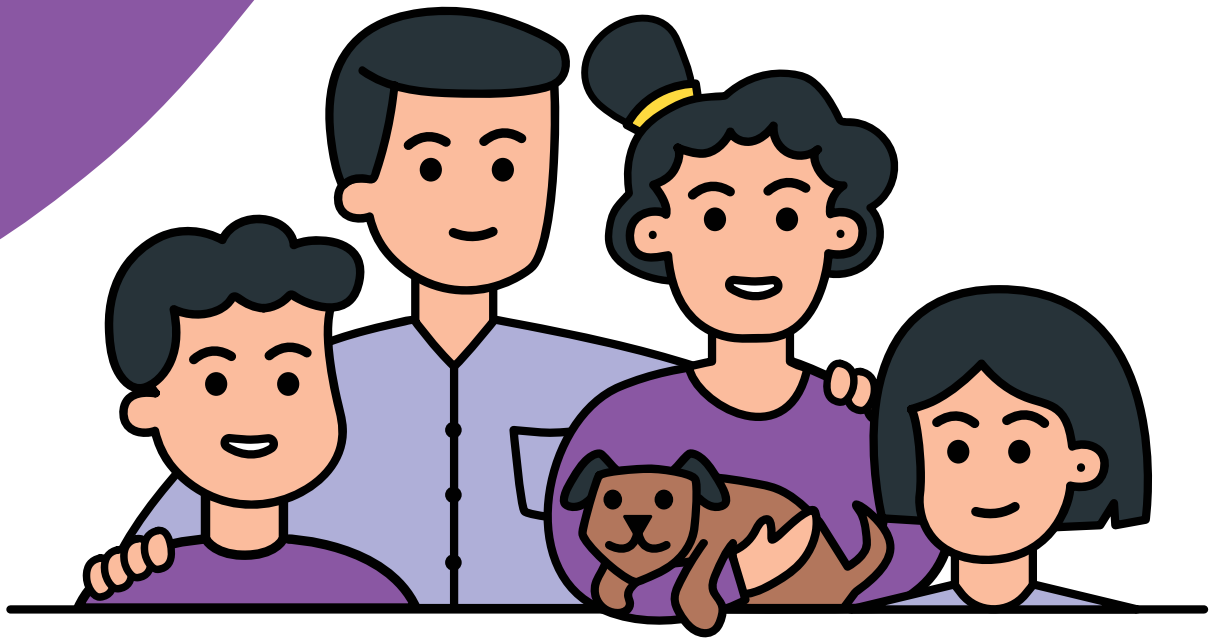
*everyone. Please click pictures and make videos of your learner's work with their consent to document their journey.*

## **After Class Challenge**

Please share your vision board with everyone in your family and place it somewhere you can see it everyday.

Alternatively, during in-person classes, learners can put up their vision boards on the classroom walls.





# Family & School



# Big Question 04

**What makes my  
family unique?**

LEARNING STANDARD

**Students will build an acceptance of  
diversity and difference.**

## OBJECTIVE

# I know my family and I do things the same as and different from other people and groups

## CS IN FOCUS

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



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Family chart  
I'm so special song

 Video



## SUMMARY OF PRE-WORK

- Put the names of your family members in the boxes.
- For each of them, think about things they do or help with at home.

My Family Tree

Grandfather, Grandmother, Mother, Father, Cousins, Uncles, Aunts

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

Asynchronous Pre-work Document

 Link

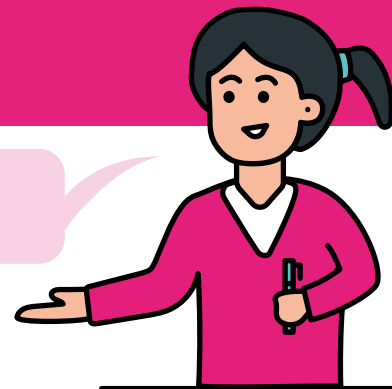


 Link



# Spark (10 minutes)

Welcome learners!



In the first unit, we learned about our dreams, goals and how we can work towards achieving them. In the new unit- Family and School, let's get to know each-other and our families better.

Let us begin by answering a few fun questions. Every morning we attend our classes but who helps us do that?

- *Who woke you up?*
- *Who made your breakfast?*
- *Who drops you to school?*

Every morning some of our family members also go to work. Do we help them?

- *Who helps with making breakfast?*
- *Who helps keep the house clean?*
- *Who helps their younger brother/ sister with their homework?*

Let us come back. We just saw that all of our families are so similar as well as different. Different members of our families do different things. Let's explore more about this today and try to understand what people at our homes do.

*Point to the objective: I know my family and I do things the same as, and different from, other people and groups.*

While we do this, the big question that we will explore is-

## **What makes my family unique?**

Can someone share what the word unique means?

*Invite learners to share responses.*

*Possible responses: Different, special.*

How many of you remember the "I'm so special" song. Let's sing it this time for our family. Refer to the tune here-"I'm so Special".



 Video

*I'm so special  
I'm so special  
If you look,  
You will see  
Someone very special  
Someone very special  
And that's me  
And that's me!  
My family is so special  
My family is so special  
If you look,  
You will see  
Some people very special  
Some people very special  
And that's my family  
And that's my family!*

# Learn (15 minutes)

Let me share with you a little about who my family members are.

*Show your family tree to the learners.*

Now you have an opportunity to know more about any one of my family members. Who would you like to know about?

*Encourage learners to share and pick one person you would be comfortable sharing about as per your learners' responses.*

What would you like to know about them? You may ask me questions and I shall respond to them.

*Encourage learners to ask questions. In case they struggle, you may share things your family member likes, the work they do, their hobbies, things they help you out with etc.*

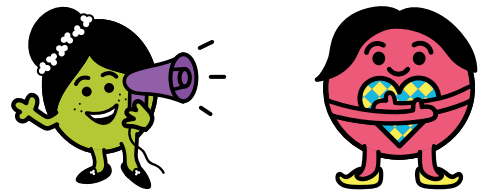
Now that you have gotten to know what this family member of mine does and how they contribute to my family, all of you are going to do this with each other.

Please follow the following steps.

- Show your family trees to each other.
- Your partners shall choose two of the family members that they wish to know more about.
- Interview each other about these family members.
- Remember your goal is to find how these family members contribute to your partners' families.

Each of you will get six minutes to interview your partner. After six minutes, allow your partner to interview you.

Please take help from Mr. Compassion and Ms. Communication to do this.



*After fifteen minutes, invite a few learners in the large group to share things that stood out to them about their partners' family. Encourage them to take help from Ms. Courage.*



Give me a thumbs up if you found some similarities between your family members and your partner's family members.

Give me a thumbs up if you found some differences between your family members and your partner's family members.

We have now seen that all of our family members do such different things and that all of our families may be very different from each other.

This means,

All of our family members are unique and special.

All of our families are unique and special.

Family member's name	What they do to help	What is similar about you and them?	What is different about you and them?	What do you like about them?

*Invite learners to repeat these phrases after you.*

## Reflect (15 minutes)



It's Mr. Consciousness time!

You have already shared about two of your family members with your partners. Fill the table below for these two family members.

*After they are done with the table, invite learners to close their eyes.'*

*Think of these family members and why do you love them. Think about all they do for you and all you do for them and how they make you feel. Feel that gratitude in your hearts and when you are ready you may slowly open your eyes.*

Take a moment to write a quick note or draw a little picture for them. Gift this to them today when you go home!

## After Class Challenge

Fill and complete this table for all of your family members.

Family member's name	What they do to help	What is similar about you and them?	What is different about you and them?	What do you like about them?

# Printables

**My Family Tree**

**Cousins (Left):**

- Cousin
- Cousin
- Cousin

**Uncles (Left):**

- Uncle
- Aunt

**Grandparents (Left):**

- Grandfather
- Grandmother

**Cousins (Right):**

- Cousin
- Cousin
- Cousin

**Uncles (Right):**

- Uncle
- Aunt

**Grandparents (Right):**

- Grandfather
- Grandmother

**Parents:**

- Mother
- Father

**Decorative Elements:**

- A central tree with a brown trunk and green foliage.
- A dashed green line forming a rectangle around the parents' boxes.

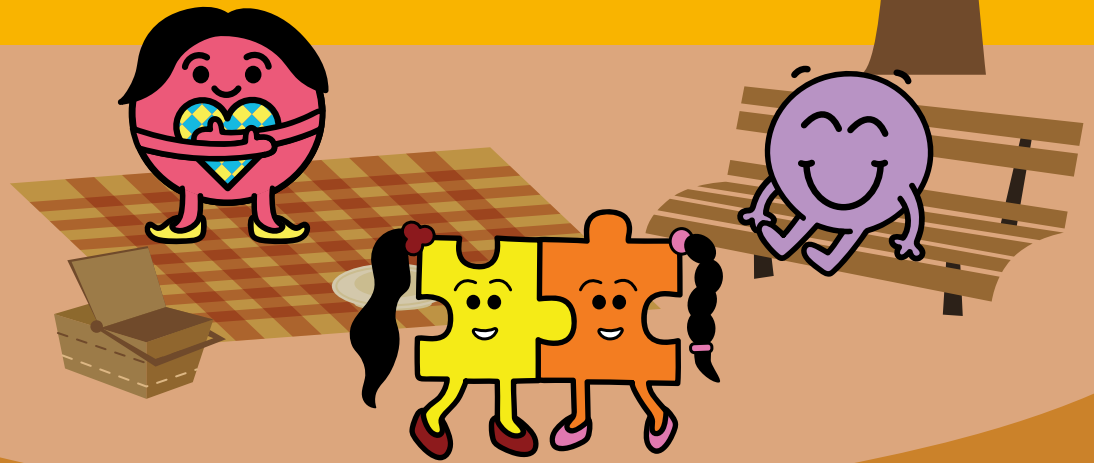
[www.FreeFamilyTreeTemplates.com](http://www.FreeFamilyTreeTemplates.com)

## OBJECTIVE

**I know my family and I do things the same as and different from other people and groups**

## C IN FOCUS

Mr. Consciousness  
Mr. Compassion  
Ms. Critical Thinking



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

N/A

## SUMMARY OF PRE-WORK

Fill in the blanks in the sentences below:

- One way I am the same as my family members is \_\_\_\_\_
- One way I am different from my family members is \_\_\_\_\_

Answer the following questions:

- What is common between all your family members?
- What is one difference between all your family members?
- Draw a picture of your most favourite moment from your family.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

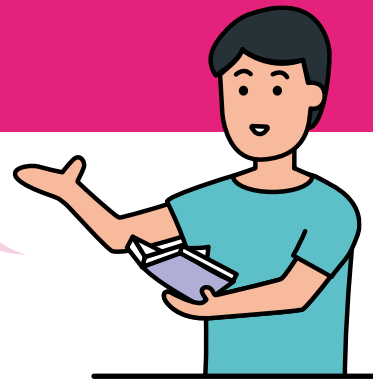
 Link





## Spark (15 minutes)

Good morning learners!



Yesterday we saw who our family members are, what they do and how they contribute to our families. Can all of you show the pictures of your families you created as a part of your prework?

*Encourage learners to see each-others pictures and appreciate how happy their families look.*

Learners, we may now know that despite the similarities and differences we share with our family members, we still enjoy little moments with them, love, help and care for each-other.

Today, let us find out similarities and differences in all of our families and try to explore what makes each of our families unique.

Show me jazz hands if-

- You celebrate Diwali
- You go to church.
- You eat fish.
- You don't eat egg/ chicken/ meat.
- Your mother goes out to work.
- You fight with your siblings.
- You have seen a family member fall sick.
- You have a family member who lives in a different city.
- You help your family members in some way.

*Please ask these questions with a lot of enthusiasm to create excitement and take quick answers. Asks students to look around the class and see how many of them have similar and different experiences in their families.*

## Learn (20 minutes)

We are now going to do an activity and I want one person to volunteer to respond to my questions.

As you hear your friend respond to my question, draw a tick in your diary if the same is true of your family and a cross if your family is different.

*Model one with your learners.*

- Where does your family live?

*After the volunteer responds, ask others if this is true for all of them. If yes, ask them to put a tick in their diary and if not, ask learners to put a cross. Pause after each*

*response and allow learners to respond in their diaries.*

- Have they always lived in this city or have come from somewhere else?
- What do your parents do to earn money?
- How many members are there at your home?
- What are the festivals you celebrate?
- What are the languages you speak?
- Do you have a pet?
- Who cooks at home?
- How do people at your home solve problems?
- Do you like and help your neighbours?
- What are the things you do together?
- What are the values your parents talk about at home?

*Thank the volunteer for using Ms. Courage to respond to your questions.*

Let us now add up the ticks and crosses separately.

Is there anyone who has zero ticks? Is there anyone who has zero crosses?

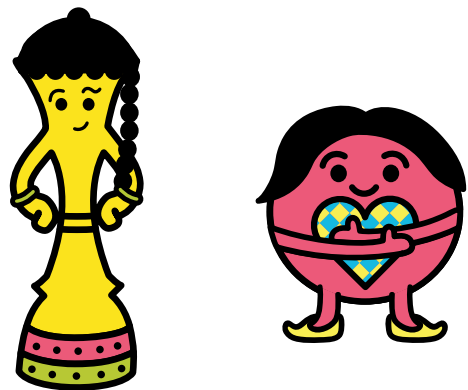
*Most probably there will be none. Reiterate how all of them may be similar and different in so many ways. If there is anyone, reiterate how it still makes them similar or different to maybe other people in the class.*

Let us now get into the groups of four. Using the prompts above, discuss:

- What were the things that are similar between this group?
- What were the things that are different between this group?
- Do you not like your friend because they are different? Why?
- Can we love people with whom we have differences? How?

*Possible responses: Differences make us unique. We can learn from each other's differences and enjoy different things.*

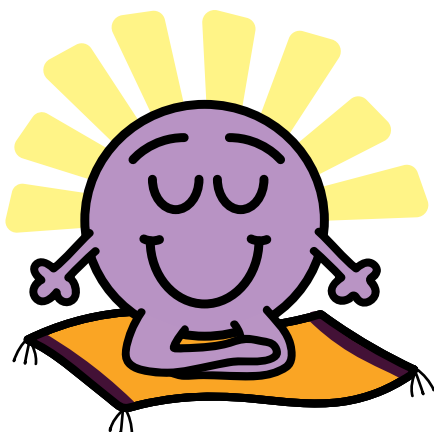
Remember to use Ms. Critical Thinking and Mr. Compassion during your discussion.



*Encourage a few learners to share responses in the large group. Encourage them to share how they may show love and respect to people's differences. You may give an example.*

*I celebrate Diwali but my friend celebrates Eid. We share sweets during our festivals and enjoy both.*

# Reflect (5 minutes)



It's Mr. Consciousness time!

Just like there are differences in families among all of us. There are also differences and similarities in families across the country and the world.

See these pictures of different families across the world.



Imagine, what might be the differences and similarities in our lives?

Do you think that the world can live like one big family?

Note down 3 things in your diaries that will help anyone to be a respectful member of the global family. Remember to think of living beings other than humans. It is their home as much as it is our home.

The value that we are talking about is Fraternity. This means that all of us can live like brothers and sisters, with love and respect despite our differences.

# After Class Challenge

What if all of the world was family, how would our family picture look? Can we draw this?

Check out this as an example:



Global Family Day - January 1

## OBJECTIVE

# I can talk about and value my family history.

## Cs IN FOCUS

Mr. Consciousness  
Mr. Curiosity  
Ms. Communication



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Print out of the story if needed, interesting facts about your family history

## SUMMARY OF PRE-WORK

Be Mr. Curiosity!

Fill this questionnaire in your notebook with your parents or another family member. You can talk to anyone in your family to get this information. Feel free to make up your own questions, too!



- What is your full name?
- Where were you born?
- List the places where you have lived.
- Where were your parents born?
- Where did your parents grow up?
- How did your parents meet?
- What are your grandfather and grandmother's birth places?
- How did your both grandparents meet?
- Who is the oldest and youngest member of your family today?
- What are some languages people in your family speak?
- What are some festivals they celebrate?
- What did your grandparents do when they were your age?
- What did your parents do when they were your age?

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

Asynchronous Pre-work Document

 Link



 Link





# Spark (10 minutes)

Hi unique learners from unique families,



Yesterday I went to somebody and told her I was having a health problem. The person first asked me, ok tell me a little bit about your family history. Who do you think this person was?

*Please create excitement and appreciate learners for trying and after taking 4 to 5 answers, share-*

I went to a doctor because I was having a breathing problem.

For many illnesses doctors ask for your family medical history; whether your mother or father or anybody in your family has the same kind of problem. Not all diseases are passed down by family but some like diabetes and heart disease can be passed down. So it is important to know your family history. Why else do you think it is important to know your family history?

*Please appreciate learners as they answer and push others to answer.*

*Possible responses: to know where we come from, to know about our family, to save memories, to learn from our elders, to know the lives of our parents better, etc*

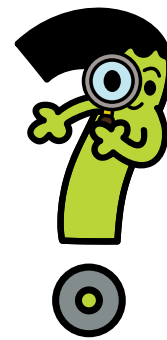
In the last few classes we have been talking about who is in our family, the

different things we do, similarities and differences between different families.

Today we will learn a little more about the uniqueness of our family by talking about our family history.

*Point to the objective: I can talk about and value my family history.*

We all have unique families and unique family histories. - Let's start with a story called Anokhi Pariwar. While I read out loud, listen very attentively. Sit straight and learn as much as you possibly can from the story. I'll keep stopping to ask you questions, too, like Mr Curiosity!



And I'll ask you to note things down in diaries, so keep them open please!



*Raju Kaka, autowala takes us to the market. Sometimes when our school bus won't arrive, he takes us to school on time.*

*My name is Gudiya Chatwal. I ask a lot of questions like Mr. Curiosity. One day, I asked Raju Kaka, with whom do you live?*

What do your parents do during the day?

What did both your grandparents do? (did they work somewhere, did they make things, did they help other people)

*Take a few large group responses and push them to share all kinds of work and paid and unpaid work like the work the parents do at home. Make sure you give positive reinforcement to all types of work.*

Please note down the responses to these in your diary.



*Raju Kaka smiled and told me a unique thing. He pointed at his auto and said 'This fatafat laal is my friend and my only family.' He continued, 'We help people visit different places together during the day and then rest at night. No matter what, we always stay together.'*

*Continue reading and then ask:*

- Where does Raju Kaka live?

- Where did your mother live before marriage?
- Do your Nana and Nani still live there?
- Where did your father live before his marriage?
- Do your Dada and Dadi still live there?



*I was surprised and didn't understand Raju kaka. I have heard that a family has a mother, father, grandparents, uncle, aunt, siblings, cousins, etc but have not heard of something like this. Is this even a family?*

*Raju kaka smiled and said, "All families are unique and different. Some have little babies and some may have little mice"*

Raju kaka's family is unique. Don't you think so?

How is your family unique? What are the special things they do that are different from /neighbours/people living in other states? (think about language, festivals)

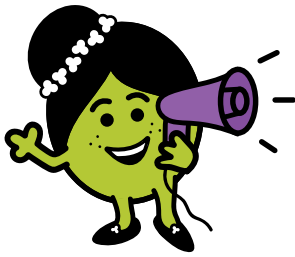
Invite learners to share and then ask them to write down 3 things that are special about their family in their diaries. You may push them by asking-

Do your Nana Nani and Dada Dadi do the same things? If not, what are the different things they do? (Think about language, festivals)

## Learn (20 minutes)

Now let us get into the groups of four and get to know more about each-other's family history. Using your pre-work share any three interesting facts about your family with your group members.

Let's use Ms. Communication to do this.



*Once learners are done, encourage a few of them to share an interesting fact about their friends' families.*

Thank you learners for sharing so much about your family's history. I am sure you may have gotten to know some very interesting things about your and each-others' families through this exercise.

*Please feel free to share an interesting fact about your family history with the learners.*

## Reflect (5 minutes)



It's Mr. Consciousness time!

Let's end by sharing one really special and unique thing about an ancestor of ours with our class. We'll call this "Did you know".

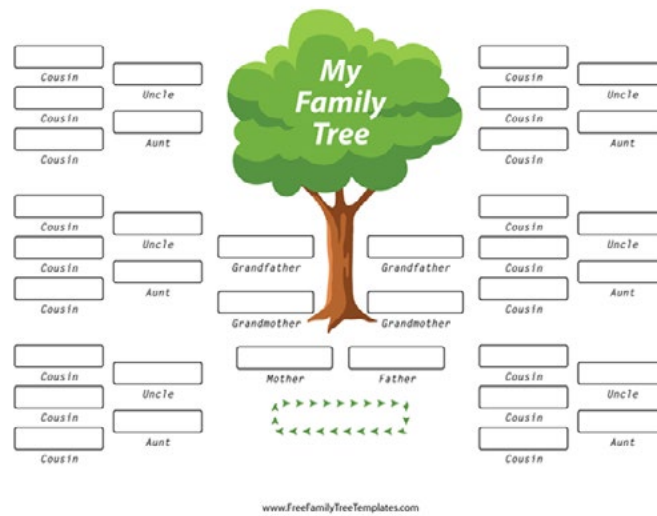
For example, I might say "Did you know that my grandmother had 10 brothers and sisters! I wonder what dinner time must have looked like and how hard it must have been for her to cook.

*Invite all of your learners to share one by one. Encourage learners to tag someone by taking their name to share. Continue this until all of your learners have shared.*



# After Class Challenge

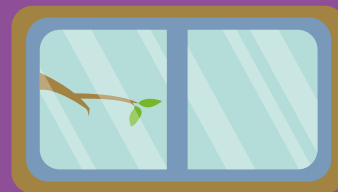
Look at your family trees.



Think of all of these people. Is there anyone you wish to know more about?  
Ask them to share one 'Did you know' from their childhood or life.

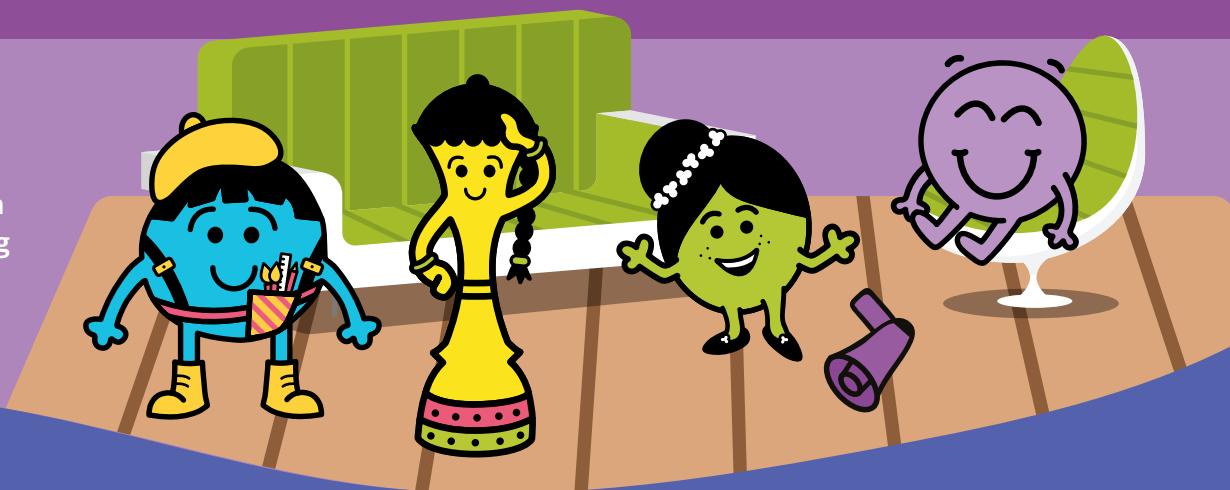
## OBJECTIVE

# I can talk about and value my family culture.



## C IN FOCUS

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



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Family culture slam poetry

## SUMMARY OF PRE-WORK

Look at the image below and write in your words/ draw what you understand about the culture of a family.



Once you have understood what culture means independently, please use this image to reflect on what the culture of your family is.

Write or draw boxes in your notebook to answer these questions for yourself. If there are other



things you are interested in knowing, add those in too!

- Languages my family and I speak
- My favorite family tradition
- My favorite food to eat
- Clothes worn in my culture
- Family holidays that are celebrated in my culture
- Other interesting facts about my family culture (for example - in my family everybody fasts on Mondays, or how decisions are taken in your family)

Feel free to take help from your family members. They are the best people to help you understand your family's culture and traditions!

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



## Spark (15 minutes)

Hi learners,



Let me share with you something about a country named Africa.

We know that all families have very different cultures. For example, in Africa, there is a beautiful concept called Ubuntu, which means "I am because we are." Let me tell you a quick story so that you understand what this means.

A group of African children took part in a race. They were told that whoever reached the tree on the other side of the field would get fruit. They loved fruit so were very excited about the race. The referee got ready to start: one, two, three, go! To his surprise, the children did not race ahead to the tree.

*Pause and ask learners: What do you think the children did? Then continue the story.*

The children put their arms around

each other's shoulders, making one line. Together, smiling and laughing, they ran to the tree - together. They reached together. They shared the fruit together. What values did you see in this story?

*Invite learners to share.*

*Possible response: Team work, unity, sharing, caring*

Ubuntu means taking care of each other. This is like our constitutional value of Fraternity.

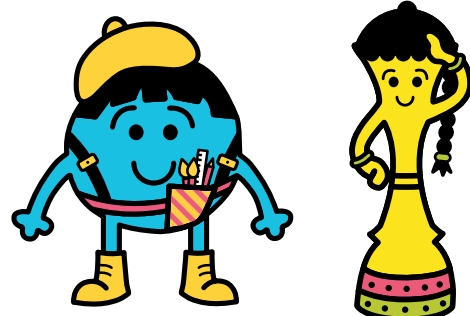
In African culture, a whole village takes care of a child. Isn't this a beautiful thing about African culture?

Today we're going to continue thinking about, and appreciating, our unique family history and culture.

## Learn (25 minutes)

Are you ready to do something really interesting? You are going to write slam poetry about your family's culture. Slam poetry is a form of poetry that you perform! It's really simple and I can't wait to see what you come up with. Let's take help from Mr. Creativity and

Ms. Critical Thinking to do this.



Here is what you are going to do:

- First complete the sentence  
“My family’s culture is \_\_\_\_\_” Great!  
That is your first line.

*For example: My family’s culture is cool or new or warm or stylish.*

- Now think of a color that describes your family’s culture.  
My family’s culture is \_\_\_\_\_  
(color name) because \_\_\_\_\_.”

*For example: We are green like grass because we keep growing.*

- Now think of an animal that describes your family’s culture.  
My family is like a/an \_\_\_\_\_ (animal name) because \_\_\_\_\_.”

*For example: My family is like a monkey because we are always active and work from morning till night.*

- Now think about how your family’s culture sounds.  
My family culture sounds like \_\_\_\_\_  
because \_\_\_\_\_.

*For example: My family culture sounds like drums because we are loud when we fight.*

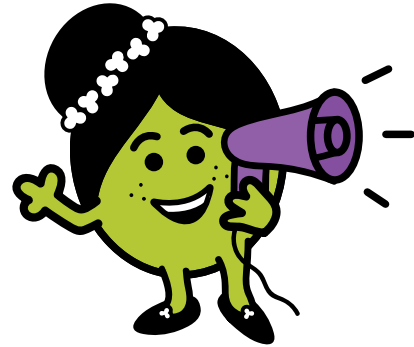
- Lastly, think of something you love about your family’s culture.  
My family shows love by \_\_\_\_\_.

*For example: My family shows love by lighting lamps at Diwali, sharing ladoos or counting the stars in the sky.*

*Pause after each prompt and encourage learners to write their poem.*

You may also refer to your pre-work to add more lines of your choice. Let’s take the next five minutes to complete our poems and give me a thumbs up once you are ready.

Let’s now turn to our partners and share our poems like Ms. Communication with each-other.



Read out the poem you wrote with a lot of expression. For example, here is an example of my poem:

My family’s culture is cool and new-age  
My family’s culture is green like grass  
because we keep growing.

We are like monkeys because we remain active and work from morning till night.

We sound like a drum because we are loud when we fight or party.

We show love by lighting lamps on Diwali and sharing ladoos with each other.

*You may also invite a few of them to share in the large group if time allows.*

## Reflect (10 minutes)



It's Mr. Consciousness time!

Think and share:

- What was similar between your and your partner's family culture?
- What was different between your and your partner's family culture?

## After Class Challenge

Please share your poem with your family members. Ask them if they would want to add anything to this poem.

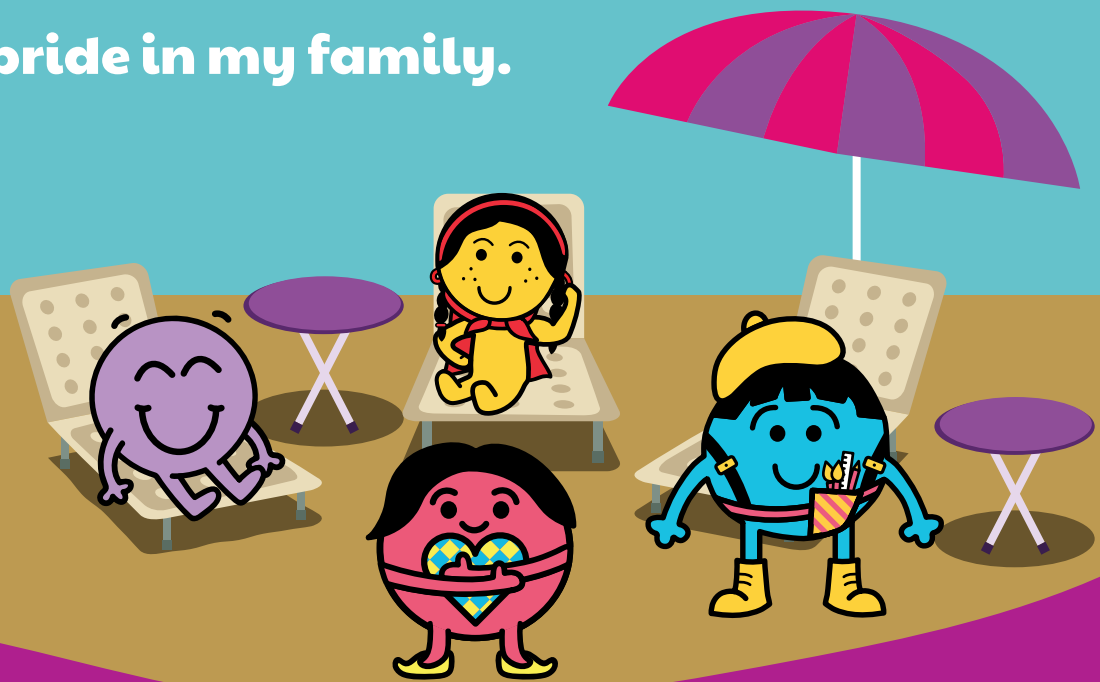
You can use this as your family chant.

## OBJECTIVE

# I can exhibit pride in my family.

### Cs IN FOCUS

Mr. Consciousness  
Ms. Courage  
Mr. Compassion  
Mr. Creativity



### CONSTITUTIONAL VALUES

Liberty, Fraternity

### MATERIALS

A personal story- what you don't like about your family and how you wish to improve that.

I am so special song



Gratitude song



### SUMMARY OF PRE-WORK

What is unique about your family? What makes it special?

Write down as many things as you can. Make sure you put down at least 5 things. And try to be specific!

*For example: My family is unique because:*

- We pray before eating and thank God for the food we eat

You may ask the same question to your family members and generate more ideas.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (10 minutes)

Hello learners!



Today I want to share something with you. I am really proud of each one of you. I know that all of you are working really hard everyday. You may not always know things but all of you are ready to learn and grow. This quality is what makes you all special.

Do you think your class is special? Would you like to share what are certain things that you love about your class?

*Encourage a few learners to share their responses.*

Thank you! Do you think that your class can become better? If yes, what do you want it to improve on?

*Encourage learners to share.*

Let us now keep what we have just shared and try to learn and grow.

Now that we have spoken a little bit about our class, let's talk about our families

Till now, we have learned about what family members do and what their history and culture are.

Show me jazz hands if this is true for your family.

- People in your family love each-other.

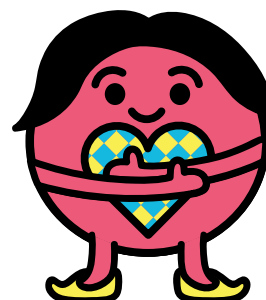
- People in your family argue and fight with each-other.
- People in your family never make mistakes.
- People in your family are perfect.
- You love your family.

Learners, we just saw that no family is perfect. Mine isn't, and neither is yours. But I am sure that all of us feel a deep sense of love and care towards our family members. Just like how we did for our class.

Today we'll think about how we feel about our family and what makes it really special. We'll think about what we love about our family, what we may not and how we may become a better family.

*Point to the objective: I can exhibit pride in my family.*

We will need Mr. Compassion's help to do this.



# Learn (20 minutes)

In your pre-work, all of you have put down a few special things about your family.

Let us share these special things about our families with each other using Mr. Creativity.



Let us begin by singing this song for ourselves.

Refer to the tune here—"I'm so Special".



*I'm so special  
I'm so special  
If you look,  
You will see  
Someone very special  
Someone very special  
And that's me  
And that's me!*

Great! Now here's what we're going to do. We're going to think of something that is special about our class and add that to this song.

*Our class is so special  
Our class is so special  
If you look,  
You will see*

*Encourage learners to share things that they think are special about their class and add that to the song. For example: all of us help each other, all of us use courage, all of us ask questions.*

\_\_\_\_\_  
\_\_\_\_\_  
*And that's us  
And that's us*

Now that we have done this for ourselves and our class, let's do it for our families independently. Are you ready?

From the list that you have created in your pre-work, pick two things that you love about your family the most.

Fill the missing sentences in the song.

*My family is so special  
My family is so special  
If you look,  
You will see*

*Fill this line in with something special about your family  
Fill this line in with something special about your family*

*And that's us  
And that's us.*

Let's take the next five minutes to do this. Who would like to use Ms. Courage and share their family poem with all of us?

*Please encourage a learner to share.*

Now let us all turn to our partners and share the poem with them for next five minutes.



# Reflect (10 minutes)



It's Mr. Consciousness time!

Remember we started by saying that all families are not perfect. Well as much as it's important to talk about what we love about our family, it's equally important to use Mr. Consciousness to reflect on what isn't perfect about our families.

*Please share a few things about your own family that you are not proud of or mistakes that your family has made. You may choose to give them some examples, like the ones below, to help them get started.*

- Sometimes we fight
- Sometimes we use rude language
- Sometimes we make our mother do most of the work

*Then encourage all learners to share theirs.*

Thank you, learners. It isn't easy to share things like these about our families but I love how all of you took help from Ms. Courage to do this.



Gandhiji said a very beautiful thing - he said "Be the Change you wish to see in the World"



Photo Credit: The Akanksha Foundation

What do you think this means?

*Possible response: It means that we can bring about changes ourselves, that we cannot really change anyone else but we can change ourselves.*

Now write down the thing you don't like about your family or are not proud of and how you can change that

For example: I am not proud of the fact that my sister listens to loud music while I am trying to study. I will try to be quiet around her when she studies and will request her, politely, to wear headphones.

*Encourage learners to share the same with their partner and put this down in their diaries.*

Learners, we may not always be perfect but we have the power and freedom to do the right thing, become better and be more proud of ourselves. So let's close out today's class with lots of gratitude for what we have.

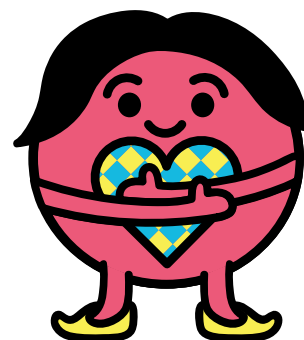
Listen to this beautiful song by Nimo called Grateful. As you watch the video, think of all the things you wish to thank your family for.

*Play the video and encourage learners to act and sing along.*



## After Class Challenge ( 30 minutes)

Share your gratitude with your family members by giving them a card, doing a small act of kindness for them or by just saying a simple thank you by taking help from Mr. Compassion.





# Big Question 05

**How does my family influence me?**

LEARNING STANDARD

**Students will build an acceptance of diversity and difference.**

## OBJECTIVE

**I can identify some norms and beliefs that my family operates with.**

## C IN FOCUS

Ms. Courage  
Mr. Consciousness  
Ms. Critical Thinking



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

A personal example of how you are similar or different from your family.

## SUMMARY OF PRE-WORK

Think about your own family and list down the following. You may also draw some of these :

- Things that you do together
- Places you and your family have lived since the time you were born
- A few things/ actions/ rules that every member of your house follow
- Things/ actions/ rules that are different for different members of your family

## RESOURCES FOR THE TEACHER:

Synchronous Presentation



Link

Asynchronous Pre-work Document



Link

# Spark (15 minutes)

Hi learners,



Till now we have discussed a lot about what makes our family unique and special. Today let's begin by answering these two questions.

Do you think you are similar to your family members? How?

You may think of the way you look, things you do, hobbies you share, eating habits you have in common etc.

Do you think you are different from your family members? How?

Let me start by giving an example. Our common love for food is what makes me similar to my family members. Everyone in my family likes to make and try different kinds of food.

I like to dress up according to my taste in style but my family wants me to wear clothes that they like.. I am different from them in this regard.

*Please feel free to personalise the example.*

*Encourage a few learners to share in the large group and everyone to share either in the chat box or with their partners.*

I can hear how all of you are similar or different to your families. This may mean that we may agree or not agree or get influenced by what our family does, think or believe in. Today we will begin to explore another big question.

## **How does my family influence me?**

We will do this by talking about what our family does, think and believe in.

*Point to the objective: I can identify some norms and beliefs that my family operates with.*

Are you ready for class? Let's remember to use Ms. Critical Thinking while we engage with the class today.



# Learn (20 minutes)

Let's start by thinking about our class family. What are the rules that we all follow? Why do we follow these rules?

*Invite responses, using this time to reinforce your class rules and why they exist.*

Here's a difficult question: Imagine if our class had no rules. What would happen?

*Invite responses, telling learners to be really creative as they imagine this classroom.*

Let us all close our eyes and imagine being in a no-norm classroom.

*Read this out in a calm, soothing voice.*

In no rule school you have 20 learners in your class. They can come to school and join the class whenever they want. Raju sometimes shows up at 3 in the afternoon. Mitali comes at 7 in the morning. In No Rule School learners can shout, fight, laugh, do whatever they want and whenever they want. One day everyone fights with Kavita and she starts crying. Haha! They say! Cry, cry! This is No Rule School! At lunch learners can eat anything they want. Everyone brings junk, junk and more junk to school. And they fight. "I want your lays chips", says Martin. "Give me that Coke right away," says Sandeep. In No Rules School learners don't even have to work - they can choose whatever they want. And the teacher in No Rules School -

well she sits with her legs up on a chair, playing games on her phone.

*Ask learners to open their eyes. Invite them to answer these questions:*

- Would you like to be in a school like this? Why/ Why not?
- What norms would you put in place in No Rules School? Why?

Now that we have identified some norms and beliefs we operate within in our class and have also understood their importance, let's think about our families.

Remember, all families have different norms and beliefs. I'm going to read out statements and if it's true for your family, put a tick mark in your diary and show me a thumbs up. If it's false, put a cross in your diary and show me a thumbs down.

you will show me a thumbs up.

*Please pause after each statement and ask why in between.*

- My family thinks that keeping the house clean is important.
- My family thinks that my father should take all the decisions.
- My family believes that there is no God.
- My family thinks that my mother should stay at home and cook.
- My family thinks that girls should not go out in the evening.

- My family thinks that mobile phones are bad for kids.
- My family thinks that both girls and boys should be educated equally.
- My family thinks that girls should not wear shorts.
- My family thinks that we should keep our nails cut short and clean.

Thank you for sharing these. I saw how all of you used Ms. Courage.

Let us now think of some rules/ norms



that are followed in your house. Turn to your partner and share at least two of them.

*Encourage a few learners to share in the large group.*

## Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- One belief you agree to your family with.
- One norm that you like to follow with your family.

## After Class Challenge

Talk to two friends from the community.

Make a note of two things:

- One way in which you are similar to them.
- One way in which you are different to them.

## OBJECTIVE

**I can reflect on similarities and differences between my personal beliefs and those of my family .**

### Cs IN FOCUS

Mr. Consciousness  
Mr. Curiosity  
Ms. Courage  
Ms. Collaboration  
Ms. Critical Thinking



### CONSTITUTIONAL VALUES

Liberty, Fraternity

### MATERIALS

Print-outs of the table.  
(Resources required are attached at the end of the lesson plan.)

### SUMMARY OF PRE-WORK

Interview two of your family members and note their answers to these questions in your diary :

- What do they think are the family values?
- What do they believe in?
- What norms do they follow?
- What do they love about your family?
- What do they wish to change about their family?

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link





# Spark (10 minutes)

Welcome to the class learners!



Yesterday we spent some time exploring our family norms and beliefs. Today we are going to reflect on our beliefs and see whether they are the same or different from our family's.

*Point to the objective: I can reflect on similarities and differences between my personal beliefs and those of my family*

Let's play the "Ok" game.

I'll share a situation with you. If you think that this is possible, say 'Ok'. If not, just nod your head.

Let's begin!

Is it possible that

- My mother loves classical music but I love hip hop and rap.

*Possible response: yes, we can have different tastes in music*

- My mother is a Hindu but I am a Christian.

*Possible response: yes, people in families can have different religions.*

- My father thinks that it's not important for girls to study but I think that education is important for all.

*My grandfather can only write Urdu but I can also write in English.*

We just saw that we can be different from our family members, can like different things, do different things and believe in different things. And it is completely okay for us to do that.

In your pre-work, you may have interviewed two of your family members. Are all of their responses the same or different?

Why are they different?

*Possible response: Sometimes same and sometimes different. They are different and unique people and can like/ do different things.*

Let us explore this further.

As you can see, beliefs are complicated. With some, it is okay to have different beliefs. With others, it is not. Our Constitution talks about the idea of Equality - this means that all people are entitled to some rights - even if they don't personally believe that. For example, all children have the right to go to school. All people over the age of 18 have the right to vote.

Sometimes it is confusing to feel like we may have thoughts that are

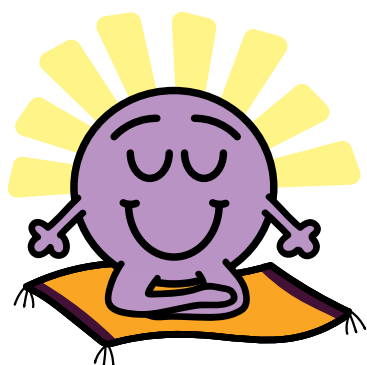
different. Let's use class today to share these with each other, leveraging Miss Collaboration to really talk to and understand our classmates.

Let us now respond to the statement we heard earlier by thinking about ourselves.

## Learn (20 minutes)

Yesterday we responded to some statements for our family. Let's go back to those statements and respond to them for ourselves. Make another column to mark your responses.

I'm going to read out statements and if it's true for you, put a tick mark in your diary and show me a thumbs up. If it's false, put a cross in your diary and show me a thumbs down. Let's take help from Mr. Consciousness to do this.



- I think that keeping the house clean is important.
- I think that only fathers should take all the decisions.
- I believe that there is no God.
- I think that only mothers should stay at home and cook.
- I think that girls should not go out in the evening.
- I think that mobile phones are bad for kids.

- I think that both girls and boys should be educated equally.
- I think that girls should not wear shorts.
- I think that we should keep our nails cut short and clean.

You may also share the print-outs of the table below. Learners can put a tick mark if their family or they themselves believe in a statement. If not, they can put a cross.

Beliefs	Family's opinion	My opinion
We should keep the house clean is important.		
Only fathers/ men should take all the decisions.		
I believe there is no God.		
Only mothers/ women should stay at home and cook.		
Girls shouldn't go out in the evening.		
Mobile phones are bad for kids.		
Girls and boys should be educated equally.		
Girls shouldn't wear shorts.		
We should keep our nails short and clean.		

Is there any statement that's true for you but may not be true for your family or you have responded differently to how your family may have responded?

Make a note of these statements separately. Let's use Ms. Critical Thinking to do this.



*Model this for your learners. For example- My family thinks that girls should not wear shorts but I believe that we can wear whatever we feel comfortable in.*

Girls shouldn't wear shorts.	✓	✗
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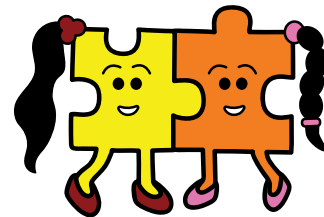
Now turn to a partner. Share one belief that you share with your family and one belief that you don't share.

Great!

Now turn to your partner and share:

- One belief that's common between you and your family. Hint: You may have a tick mark or cross in both the columns.
- One belief that's different between you and your family. Hint: You may have different responses in both the columns.

In case you are struggling to identify them, ask your partner to help you identify them with the help of Ms. Collaboration.



# Reflect (5 minutes)



It's Mr. Consciousness time!

Close your eyes and imagine that you are thirty year old. You have your own house, have a family and are living independently. You can also define norms and beliefs of your house.

Think and share:

- One norm that you will continue to follow in this house.
- One norm that you would not follow in this house.
- Why would you not follow this norm?

You may refer to your family norms that you shared yesterday with the class.

Learners, we are all different and unique people. There may be times when all the people we live with or love may not think similarly or believe in the same things. In such situations, we may respect other people's choices and also use Ms. Courage to share our thoughts and opinions. Remember, we are all free to share our thoughts and beliefs. We may therefore use our constitutional value of Liberty.



I am going to share a story of a young school boy from Pune and his name is Sunny. He is extremely passionate about fashion, art and beauty. He also saw that boys often do not have the freedom to express themselves

through fashion and make up since “it’s something girls do”. His family also never supported him and believed that fashion was not for boys. But Sunny

chose to follow his passion and was the youngest person to work on the organising team of Pune Fashion Week.

## After Class Challenge

Think of one thing you really, really believe in and create a beautiful poster. Put this up at home! Take a photo of it and share it on our class whatsapp group.

Here are some ideas to help you, but feel free to come up with ideas of your own:

- I believe that we should spread love in the world.
- I believe that we must save water.
- I believe that girls and boys are equal.
- I believe that all people should be respected.
- I believe that all religions are equal.
- I believe that no one should be hungry.

# Printables

Beliefs	Family's opinion	My opinion
We should keep the house clean is important.		
Only fathers/ men should take all the decisions.		
I believe there is no God.		
Only mothers/ women should stay at home and cook.		
Girls shouldn't go out in the evening.		
Mobile phones are bad for kids.		
Girls and boys should be educated equally.		
Girls shouldn't wear shorts.		
We should keep our nails short and clean.		



# Big Question 06

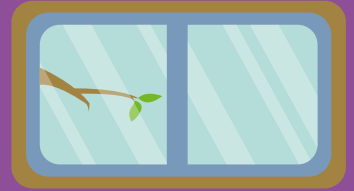
**How can I strengthen  
my contribution to  
my family?**

LEARNING STANDARD

**Students will build an  
understanding of the roles in a  
family and what role they play  
within that unit.**

## OBJECTIVE

# I can list my responsibilities as a member of my family



## C IN FOCUS

Mr. Consciousness  
Mr. Compassion  
Ms. Critical Thinking  
Ms. Collaboration



## CONSTITUTIONAL VALUES

Equality

## MATERIALS

N/A

## SUMMARY OF PRE-WORK

Observe all of your family members for a day and fill the table with all the things they do in a day. You may change the names of your family members as per your family.

Me	Father
Mother	Uncle
Aunty	Brother
Sister	Grandfather
Grandmother	Others

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

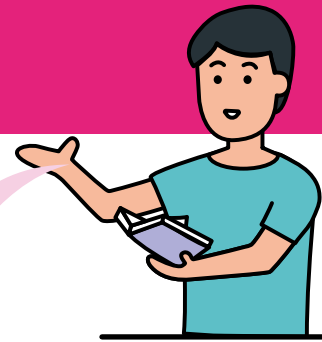
[Link](#)





# Spark (15 minutes)

Hi learners,



Till now we have discussed what makes our family unique and how their values and beliefs may influence us.

For the next few days, we will explore how we all contribute to our families and how we may make it stronger.

## **How can I strengthen my contribution to the family?**

We will begin to do this by thinking about our role and responsibility in our family.

*Point to the objective: I can list my responsibilities as a member of my family*

Let's start by playing a game.

Take out a sheet of paper and tear it into two parts. On one side, write "True" and on another write "False." If you agree with what I say, which paper will you hold up? Answer: True

If you don't, which paper will you hold up? Answer: False

Let me quickly test you!

If I say "elephants are pink!" what will you hold up? Answer: False.

Ok, let's start now. Sit straight and really practice listening – and using Ms. Critical Thinking!



*After each time the learners do this, stop and ask a few students "why?" Encourage them to really listen to each other's perspectives.*

Only fathers go to work.

Brothers help their mothers with cooking.

Only mothers clean up the house.

Fathers can also cook food for the family.

Sisters do more housework than brothers.

Only sons go to school while daughters stay home.

Grandparents are too old to help out at home.

*For each one, keep asking students why they think this; do not judge. Try to get them to question their ideas as they listen to others.*

You just heard a lot of different perspectives – that's because families think of responsibilities really differently. In some families, women stay home and look after the house while men go out to work. In other families, both work. In some families men stay home and look after the house while women work. There is no wrong or right here. It is all about sharing our responsibilities equally.

# Learn (25 minutes)

Let us now get into the groups of 6. These groups are going to be your families for the day.

In your groups:

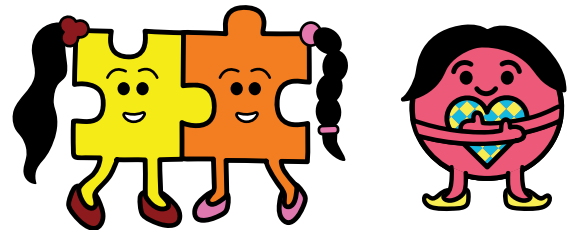
- Assign one role each to a person- Mother, Father, Brother, Sister, Grandfather and Grandmother.
- For each of them, let us now divide the responsibilities. You can pick up responsibilities from the table below or can add responsibilities of your own.

Cooking food	Doing home-work	Buying groceries and vegetables
Cleaning the house	Paying the bills	Looking after pets
Earning money	Caring for each other	Washing and ironing clothes
Any other responsibility		

- Fill the table with the role and responsibility you would want each member of your family to hold.

Father	
Mother	
Sister	
Brother	
Grandfather	
Grandmother	

Please remember to take help from Mr. Compassion and Ms. Collaboration while doing this. Try to divide all the roles so that no one family member is doing more work than others.



Which constitutional value will we keep in mind while doing this?

*Possible response: Equality*

Let's take ten minutes to do this.

*Encourage learners to come back after ten minutes and allow learners from different groups to share. The questions that you may ask are-*

*Who is responsible for cooking food in each of your families?*

*Who will be looking after pets in your family?*

*What are some responsibilities of the grandfather in your family?*

*This is for learners to see how different groups have divided responsibilities differently. Reiterate how each family is unique and special. Different members may contribute differently to their family.*

Great! Now that we've seen how all of you divided responsibilities so differently and equally, let's take help

from Mr. Consciousness to think about our own families.



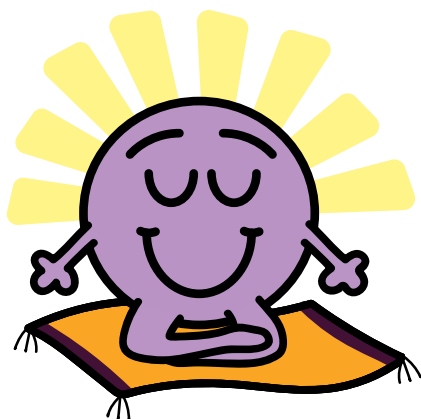
Let us independently make the table in our diary and put down the name of the family member who plays this role in your house. Let's take three minutes to do this.

*Model one for your learners.*

Responsibility	Who does this?
Cooking	
Cleaning the house	
Paying the bills	

Looking after pets	
Caring for each other	
Earning money	
Doing homework	
Washing and ironing clothes	
Buying groceries and vegetables	
Any other role and responsibility	

## Reflect (12 minutes)



It's Mr. Consciousness time!

Let us look to the table we filled right now for our own family and identify:

- If all the family members do the same thing?
- What are some roles and responsibilities that you have in your family?
- Is there anyone in your family who doesn't play any role? Why?

- Is there anyone in your family who takes care of a lot of roles and responsibilities? Why?
- If you could, would you change any of these roles and responsibilities? Why?

*Encourage learners to share their responses in the large group or with the partners. Appreciate them for using Ms. Courage to share.*

#### **Reinforce:**

- *Different family members play different roles.*
- *Responsibility should be shared equally.*
- *All the family members including you play a very important role in the family.*

## **After Class Challenge**

When you go home today, do one responsibility you do not normally do.

Be aware of how you feel and let's talk about this tomorrow. I am going to try and do this too!

## OBJECTIVE

**I can list my responsibilities as a member of my family.**

### Cs IN FOCUS

Mr. Consciousness  
Ms. Critical Thinking  
Mr. Compassion



### CONSTITUTIONAL VALUES

Equality, Fraternity

### MATERIALS

Video

Check the tune of the song.

 Video



 Video



### SUMMARY OF PRE-WORK

We have already thought about the responsibilities each family member plays in our families and how they share the work with each-other. Let's think about ourselves today.

Observe yourself through the day. Draw the table in your diaries and fill it.

Time	Things I do	People who help me
Morning 7.30 - 11.30 am		

Afternoon 12.00 - 5.00 pm		
Evening 5.00 - 7.00 pm		
Night 7.00 - 10.00pm		

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (10 minutes)

Hello learners!



Today I want to share a story of really young kids of Grade 2 with you.

Let us begin by watching this video.



*After the video, share-*

This video is from a second grade classroom in Chennai.

What did learners in this classroom do?

*Possible response: Help their hearing impaired friend by creating a sign language.*

In the video, we saw really young students become change-makers who took responsibility for making their

classmates feel part of class. They invented a whole sign language and learned it themselves so that they could communicate with him.

What C's did you see come alive in the video?

*Possible responses: creativity in inventing a language, compassion to care deeply about each other.*

Like these young learners, all of us can also be change-makers. It starts with taking responsibility and doing important things at home and in school.

Today, we'll talk more about the roles and responsibilities we play at home.

*Point to the objective: I can list my responsibilities as a member of the family.*

# Learn (20 minutes)

Let us focus on ourselves in our family and the responsibilities we do and don't do. I'm going to say a list of things. If you do them, put your hand up. If you don't, keep your hands down.

Are you all ready?

- I help with cooking.

- I look after a brother/sister.
- I tell jokes to make my family members laugh.
- I clean the house.
- I take care of my things.
- I comfort my family members when they are sad.

- I wash my clothes.
- I smile and make my family members happy.
- I wash the dishes after we eat.
- I help prepare special food or decorate the house during festivals.
- I say please and thank you to my family members.
- I earn money for my family.
- I sometimes say things that are not nice to my family members.
- I study hard so that one day I will be able to help my family.

I love how all of you do such different things at home and contribute so much to your family by playing these roles and responsibilities.

Would any of you like to share things that you do for your family other than the list that I shared with you? Please take help from your pre-work to do this.

Let's now play a "What If" game to check how well you understand the word responsibility. I'll give you an example of a time when someone did something. Give me a thumbs up if you think it's a responsible act and a cross sign if you think it's not. Let's take help from Ms. Critical Thinking to do this.

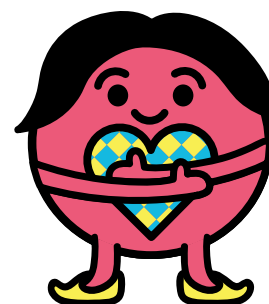


What if:

1. Samatha's puppies were hungry and she didn't feed them? Irresponsible; they could get sick or even die
2. No one at home swept the floor? Irresponsible; house could get dirty and people could fall sick
3. Babu regularly took the garbage out to the garbage dump? responsible
4. Seema copied her twin sister's homework instead of doing it herself? Irresponsible; she will not learn and could get into trouble and develop a habit of lying

*For each one, let them decide if an act is responsible/irresponsible. Encourage them to share the consequences of an irresponsible act.*

Learners, responsibility may not just be about helping our family members. It may also show in the ways we care about ourselves, our family members and our house. It's therefore important to keep in mind Mr. Compassion.



# Reflect (10 minutes)



It's Mr. Consciousness time!

My dear young learners, all of you are very responsible human beings and I am sure that all of you will soon be able to solve problems around you and become active citizens of your family, class, city, country and the world.

Can some of you now share some roles and responsibilities you can take as a member of this class?

*Encourage learners to share responses.*

*Possible response: Following class norms, helping classmates, keeping the class clean etc.*

Let us all now think of three things that we can add to our responsibilities at home. Think of the ways in which you can show more love and care towards yourself, your family members and your house. Put these in your diary.

Let's close out today with a bit of fun now and learn a simple song to remind us that helping as much as we can at home is a great thing.

*Look up the tune to the song This is the way we brush our teeth. It is easily available on youtube.*

*This is the way I help at home,  
Help at home  
Help at home  
This is the way I help at home  
Every, single day  
I can help even more at home,  
More at home  
More at home  
I can help even more at home  
Every single day*





# After Class Challenge



A certificate template with a red border. At the top center is an icon of a hand holding a heart with radiating lines. Below the icon, the text "MY RESPONSIBILITIES" is written in a small, black, sans-serif font. Underneath that, the phrase "I COMMIT TO:" is written in a larger, red, serif font. Below this phrase are seven horizontal dashed lines for writing commitments.

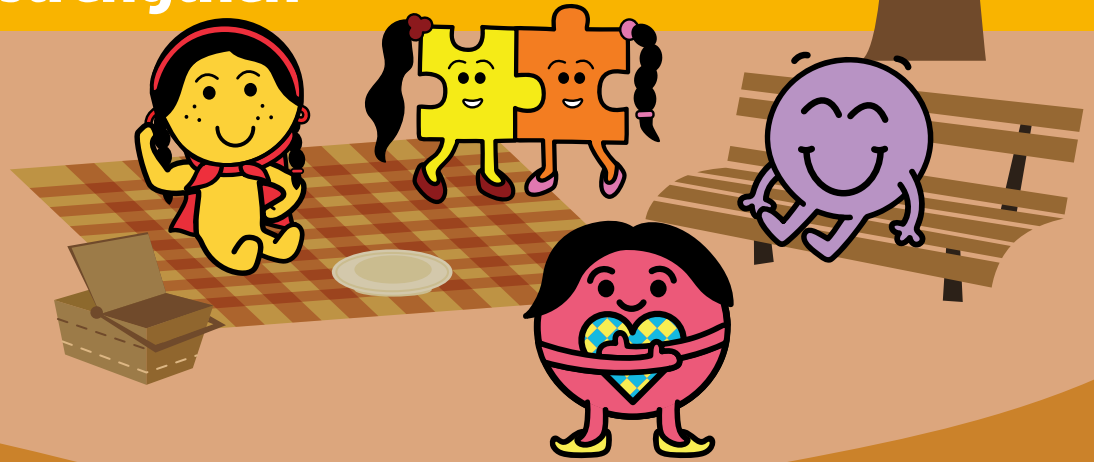
Put the three new responsibilities that you chose in the class today in this certificate. Share it with your family members or begin to do these actions.

## OBJECTIVE

**I can analyze my relationships with the members of my family and pick the ones I would like to strengthen**

## C IN FOCUS

Mr. Consciousness  
Ms. Courage  
Mr. Compassion  
Ms. Collaboration



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Personal story of a family member you feel close to and a member you don't feel very close to.

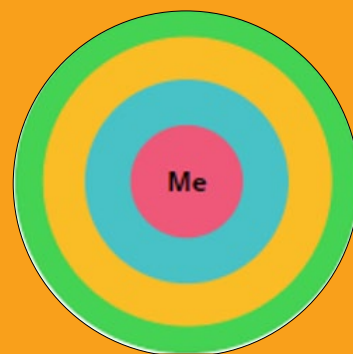
## SUMMARY OF PRE-WORK

Fill in this circle graph, based on how close or stronger your relationship is with the family members (you can refer to the family chart/ tree that you created).

Strongest (blue) - inner circle

Strong (yellow) - middle circle

Neutral (green) - Last circle



## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (15 minutes)

Hello my responsible learners,



It's been so nice to get to know all of your families in the last couple of days.

Today we're going to do something difficult. We're going to think about our relationship with each of our family members.

As we think about it, we will also think about how we can make our relationship stronger.

*Point to the objective: I can analyze my relationships with the members of my family and pick the ones I would like to strengthen*

Let's start with a fun activity where as a class we try to find all the members of our family!

*Please present the image on the screen and allow learners to annotate. For an in-person class, share print-outs with the learners.*

Try to find all the words in the puzzle that are names of family members!

## WORDSEARCH

Name : \_\_\_\_\_

Class: \_\_\_\_\_

F	A	T	H	E	R	O	Y
R	U	X	C	D	E	G	K
V	N	Q	M	M	C	R	G
G	T	Y	O	Z	O	A	R
P	O	U	T	C	U	N	A
L	S	J	H	E	S	D	N
B	O	D	E	M	I	M	D
Y	R	Z	R	B	N	O	F
P	X	O	W	F	M	T	A
Y	U	F	T	R	B	H	T
C	C	Q	D	H	U	E	H
F	U	N	C	L	E	R	E
L	S	G	G	W	O	R	R
S	I	S	T	E	R	C	V

1. FATHER
2. MOTHER
3. BROTHER
4. SISTER
5. GRANDFATHER
6. GRANDMOTHER
7. AUNT
8. UNCLE
9. COUSIN



I hope all of you had fun doing this word search.

As we move forward, remember what we learned earlier -

No one is perfect.

All of us are unique and special.

# Learn (25 minutes)

Let us get into the groups of four.

Discuss:

- One person who you feel really close to in your family. Someone from the blue circle of your pre-work.
- One person you don't feel very close to. Someone from the green circle of your pre-work.

Please also share why you feel this way. Let's take help from Ms. Courage to share openly.

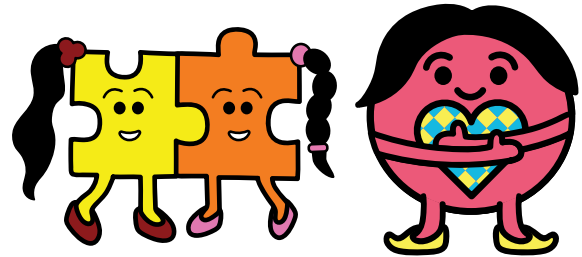


Please share a personal example before you ask learners to share. Listening to teachers' stories really motivates learners to share theirs. Let's take fifteen minutes to do this.

Thank you so much learners for sharing. I am so proud of all of you for showing courage. Remember that like all of us, our relationships may also grow and change with time.

Can you guess which C can help us make our relationships better and stronger?

*Possible responses: Mr. Compassion, Ms. Collaboration.*



Keeping this in mind, let's think about how you would want to make your relationship with this member stronger.

Think of what you will do and complete this simple pledge. Remember, a pledge is something to take very seriously – it is a promise you make to yourself. So think carefully before filling this in.

Give learners an example of how you would do this on the board, signing your pledge too. For example, I will eat dinner with my father everyday to spend more time with him.

I will \_\_\_\_\_ for/ with \_\_\_\_\_.

Signed,  
Name

# Reflect (10 minutes)



It's Mr. Consciousness time!

Thinking about relationships in our family can generate a lot of emotions. Can all of you quickly put in the chat box or show me using your expressions- How are you feeling?

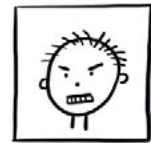
## How are you **FEELING**?



Happy



Sad



Angry



Worried



Shy



Excited



Surprised



Silly



Embarrassed

Let's turn to our partner and share our pledge with them.

Remember that all of you are responsible members and with a little bit of Mr. Compassion and Ms. Courage, you may be able to build stronger and better relationships with people around you.

## After Class Challenge

Practice the action you think will strengthen the relationship with your family member. Good luck! Don't forget to keep Ms. Courage with you!

## OBJECTIVE

**I can come up with concrete methods to strengthen my relationships with the family members I have picked**

### Cs IN FOCUS

Mr. Compassion  
Mr. Consciousness  
Ms. Collaboration



### CONSTITUTIONAL VALUES

Fraternity, Liberty

### MATERIALS

Song- When you're happy

[Video](#)



Nimo's Video: Being Kind

Printouts the problem wheel on the last page.

[Video](#)



### SUMMARY OF PRE-WORK

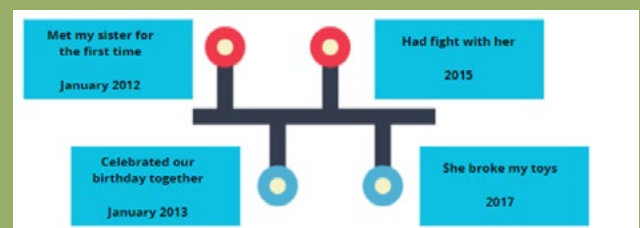
Think about the family member you want to improve your relationship with.

- When did you have a problem with this person? Put this in your diary.
- Do you remember a happy time with this person? When?

Please feel free to put down the details of your

experiences- when did it happen, why did it happen, how did you feel?

Here's an example of how you can do it.



### RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



# Spark (5 minutes)

Hello learners!



Would any of you like to share your experience of taking the action that you wrote as a part of your pledge?

How did it make your family member feel?

*Encourage a few learners to share their experiences.*

Let's have some fun now!

I'm going to tell you a situation and you are going to sing the emotion!

You may be wondering how we can sing emotions. Let's see how.

How many of you remember this song,

*Play this song - "When you're happy and you know it, clap your hands!" It is easily available on youtube.*



*When you're happy and you know it clap your hands (clap,clap)*

*When you're happy and you know it clap your hands (clap,clap)*

*When you're happy and you really want to show it*

*When you're happy and you know it clap your hands (clap,clap)*

Ok, here is what we will do.

- We will listen to the situation.
- Identify the emotion in the situation.
- Replace that word 'happy' with that emotion in the song.

Are you ready?

Situation1: Sunita's birthday is coming up. She knows that her family is secretly planning a party for her! She hears them whispering things. What is the emotion she is feeling?

*Possible response: Excitement*

So now we'll sing the same song using the word "excited!"

*When you're excited and you know it clap your hands (clap,clap)*

*When you're excited and you know it clap your hands (clap,clap)*

*When you're excited and you really want to show it*

*When you're excited and you know it clap your hands (clap,clap)*

Great job! Now here is the second situation.

Maria comes home late from school. Her mother has been very worried about her. When Maria enters the house, her mother shouts at her and



slaps her. What is the emotion Maria is feeling?

*Possible response: Sad/helpless*

*Now sing the song again replacing the word happy with the emotion the students have come up with.*

Thank you learners, I hope you had fun. All of us feel different emotions with our family members. They may be positive or negative.

All of us have problems with family members from time to time.

Can any of you bravely share an example of the same?

*Ask learners to share an example of a time when they fought with a family member or argued with them.*

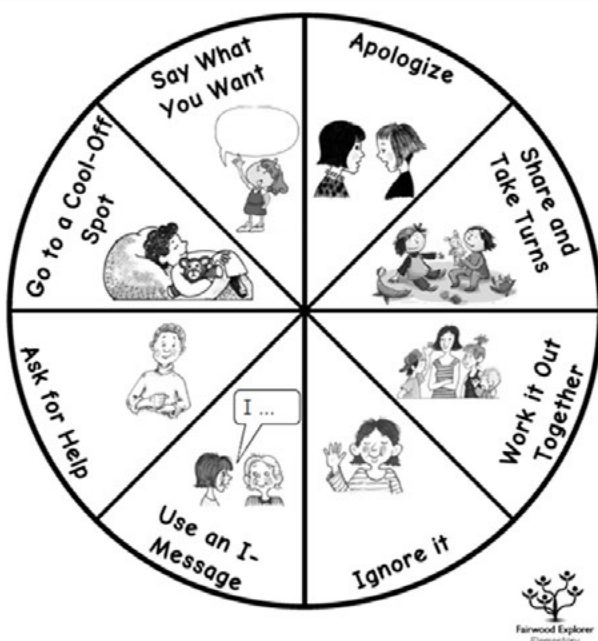
Thank you for sharing. When this happens, we always have choices to make it better. This helps us make our relationships stronger.

For the next two classes, we are going to practice different ways to make relationships better. We are going to learn that when a relationship isn't good, there is always something we can do about it. What we do may not always work, but we can try and keep trying!

## Learn (20 minutes)

Let's learn some of these ways.

Here you see a problem wheel. Let's read out the different things we can do when we are facing a problem with a family member.



Let us now think of an example.

Sonya's daughter is very upset with her because she feels her mother is constantly pushing her to study when she wants to spend time with her friends. Sonya's mother is worried about their relationship. Let's see what Sonya's mother can do as per the wheel. Sonya's mother can:

- Talk to Sonya and explain things to her
- Apologize that she has been angry with Sonya
- Tell Sonya to take turns between being with her friends and studying
- Making a schedule with Sonya on when she will study and when she will be with her friends



- Ignore Sonya
- Say, 'I am sorry. I want you to have fun with your friends but also study well.'
- Ask her friends or Sonya's father for suggestions to improve their relationship.
- Wait until she is calm before doing anything

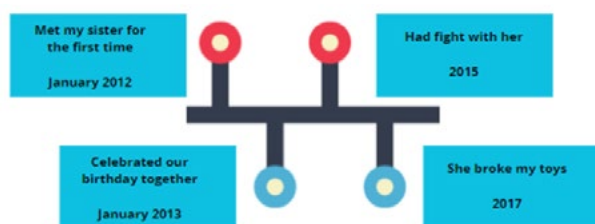
Imagine that you are Sonya's mother, what choice will you make and why?

*Encourage a few learners to share.*

I love how all of you are thinking differently about your choices. There is no right or wrong choice. We have the freedom to make the choice that we like according to what would work best for us.

Let me share with you how I feel I can strengthen my relationship with my sister.

Do you all remember the example from your pre-work?



The problem I face with her is that she fights with me and breaks my toys.

The solution I can think of from the problem wheel are:

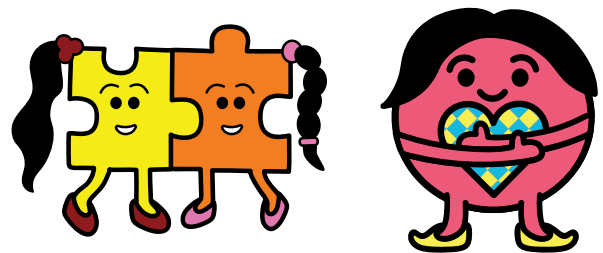
- Ignore it- Do not get angry at her.
- Work it out together: Share toys with her by playing with her.

It's your turn now. With your friends,

- Share the problem you face with this family member.
- Help each other identify the solution from the problem wheel.

Please take help from Mr. Compassion and Ms. Collaboration to do this.

You have ten minutes to discuss each others' problems and solutions.



# Reflect (5 minutes)



It's Mr. Consciousness time!

Learners, we may have learned that to strengthen any relationship we need a lot of Mr. Compassion. This means practicing kindness with each other.

Let's close out by watching a video to understand how small acts of kindness can build relationships. Are you ready? As you watch, try to identify all the tiny acts of kindness.

Please play Nimo's Being Kind video for learners.



- What acts of kindness did you see?
- Do you think acts of kindness could strengthen relationships with your family members and others?

Encourage learners to share responses with the entire class.

Doing kind things for others is another example of Fraternity. By doing this, we will be able to practice constitutional values with our family members too.

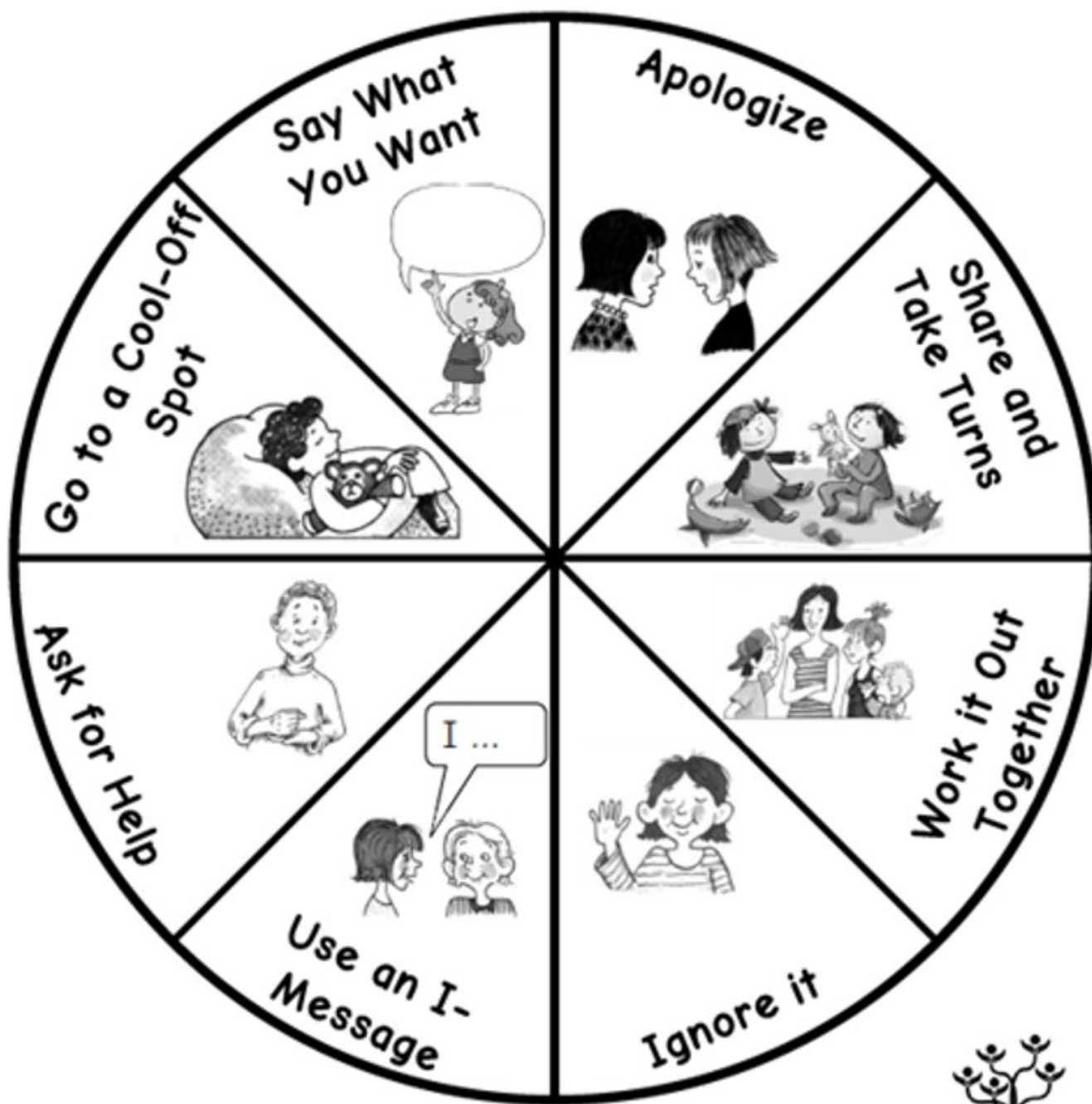
## After Class Challenge

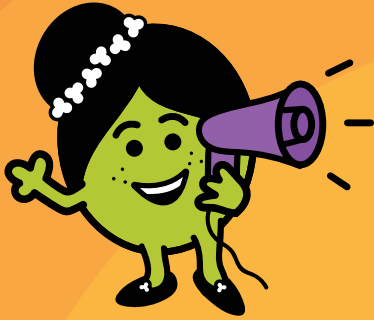
You came up with some solutions to solve the problem and strengthen relationships with your family members.

Practice those actions and make a note of:

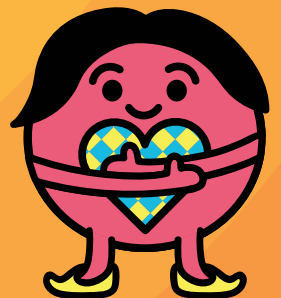
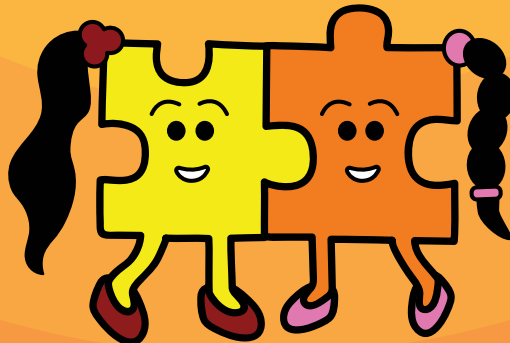
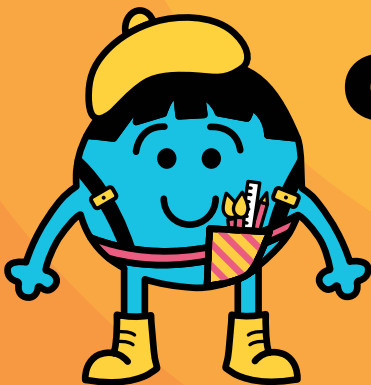
- How did it make you feel?
- How did this make your family member feel?

# Printables



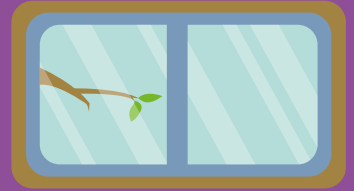


# Showcase of learning



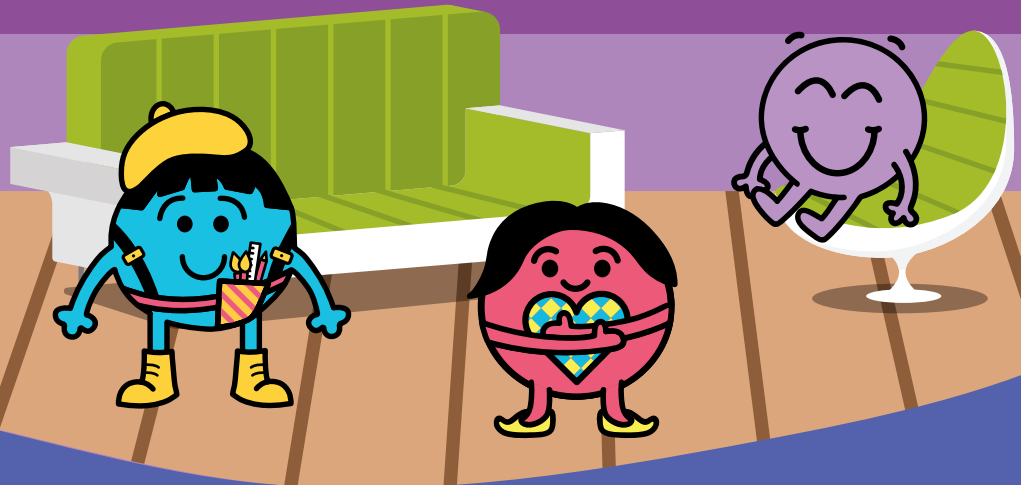
## OBJECTIVE

**I can synthesise what I learned in this unit.**



## C IN FOCUS

Mr. Consciousness  
Mr. Creativity  
Mr. Compassion



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Chart paper, stationary

## SUMMARY OF PRE-WORK

If you were given a wall at home and asked to make it a 'family wall' what would you put in that family wall?

Draw your family wall and send it in the whatsapp group.

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 Family.

Put down the three most important learnings.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (15 minutes)

Hello learners,



We have come to the end of our second Unit i.e. Family and school. Would anyone share what all big questions we explored in this unit?

## *Correct responses:*

- What makes my family unique?
- How does my family influence me?
- How can I strengthen my contribution to my family?
- Would any of you like to share what we learned in this unit?

## *Invite different learners to share.*

## *Possible Responses:*

In this unit, we learned who different members of a family are and what they do. We learned about how everyone

is similar yet very different and this is what makes all families unique and special. We also learned that we can have different beliefs and values than that of our families. We have also learned that no family is perfect. We also learned the ways in which we can make our relationship with our family members better and stronger.

I hope you enjoyed going through all the lovely work you did through this unit in the pre- work and in your diaries.

In the next 2 lessons, we will engage in different activities that will help us consolidate and showcase our learning from this unit.

A showcase of learning is something for us to feel very proud of as it is where we show others everything we have learned!

# Learn (20 minutes)

Today we are going to do something fun.

We all have a chance to create our beautiful family wall. Do you know what that is?



*Show this image to the learners.*

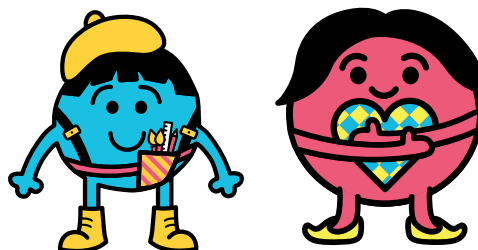
*Possible responses: Pictures of family members, special moments and memories with the family.*

Your family wall is something that defines your family. All of you will add at least ten images to your family wall. These images will be drawn by you. You may include:

- Your family members
- Your favorite memories with your family members
- Things or activities that you do together
- Roles different people play in your family
- Festivals you celebrate together
- Culture and tradition of your family
- Things that make your family unique.

All of you will get one chart paper. Treat this chart paper as your family wall.

You will get ten minutes to do this independently. Feel free to use Mr. Creativity to create your beautiful family walls. Also do this with a lot of love so remember Mr. Compassion.



*After learners are done, invite them to show their family walls up in the air.*

*Appreciate them for the beautiful work that they have done.*

Do you think anyone's family is the best?

*Encourage learners to share.*

*Possible responses: Everyone's. All families are unique and beautiful.*

Learners, I can see a lot of diversity in your family walls and I am sure that your families are actually unique and special.

Tomorrow, we will be presenting our family walls and explaining the meaning of different pictures in our family wall to our friends. You will get to know more about this in your pre-work. Are you excited to learn more about each other's families?

# Reflect (7 minutes)



It's Mr. Consciousness time!

Think and share:

- Which Cs did you use in today's class and how?
- How did you feel while creating your family wall?
- Is there anything you would want to add to your family wall before tomorrow's presentation? What will that be?

## After Class Challenge

Get all of your family members together and click the most entertaining and creative selfie/ photo with them. You can also record a video of them doing something crazy and share that on our class whatsapp group.

Along with this, work on tomorrow's showcase!



## OBJECTIVE

**I can showcase what I learned in this unit.**

### Cs IN FOCUS

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



### CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity

### MATERIALS

Create your family wall to share with your learners.  
Song and print-outs of the lyrics in case needed.



Please create a video by putting together the interesting family pictures that you may receive as a part of yesterday's after class challenge.

### SUMMARY OF PRE-WORK

Tomorrow, we will have a final showcase of our learnings. We will use Mr. Creativity, Ms. Communication and Ms. Courage to share our family walls with our peers.



So let's prepare for the same.

Part 1:

- Prepare at least ten lines about your family wall. Each line can define each of your images.

- Add any photo/ artifact that you wish to put on your family wall.
- Please bring one thing from your home that represents your family's uniqueness- it can be something related to family culture, a food that you like, traditional clothes that you wear etc.
- Through your presentation, try to share - 'What makes your family unique and special?'

Part 2: Rehearse your presentation with your family wall chart at least twice. You will get three minutes to present in your group.

All the best!

### RESOURCES FOR THE TEACHER:

Synchronous Presentation



Asynchronous Pre-work Document



# Framing (10 min)

Hello learners!  
Today is the last day of  
our Unit- Family.



Let's begin by doing a rapid word game.

We will all think of the first word that comes to our mind when we think of our family. We will say that word out loud when someone tags us.

Let me begin.

*Please share the word that comes to your mind when you think of family. For example: Fun, fights, togetherness, laughter etc. Then tag someone. And let the other person share. Ask this learner to tag anyone else in the class. Continue this until all the learners have shared the words.*

This was a lot of fun. I love how some of us chose to share emotions, some chose to share personal experiences etc. Frame this according to what you hear in the class.

Till now, we have explored some important questions about our families

and have also tried to synthesise our learning through creating a family wall.

I am super excited for all of you to present and explain your family walls to your peers.

*Before asking learners to do it, please present your family wall. This will encourage learners to do it on their own.*

We will get into groups of four where each learner will present their family walls. Each one of you will get three minutes to share 'What makes your family unique and special?'.

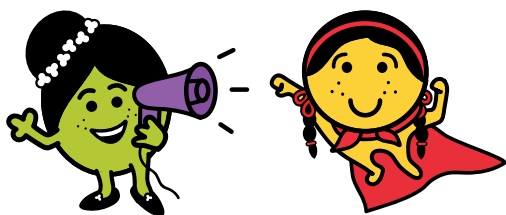
*You can choose to create mixed groups in advance. You may invite parents to this showcase and keep this as a surprise for your learners. You may also coordinate with various stakeholders - Principal, school teachers in advance and invite them for a showcase.*

# Showcase (20 minutes)

While we present, let's remember Ms. Courage and Ms. Communication.

1. We will share confidently.
2. We will also listen to our friends carefully.

Let's take 15 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. Please take pictures and record videos of students' work-products and presentations to document their learnings after taking their consent.*

Thank you so much for engaging in this activity learners. I hope all of you are feeling really proud of yourself and each-other.

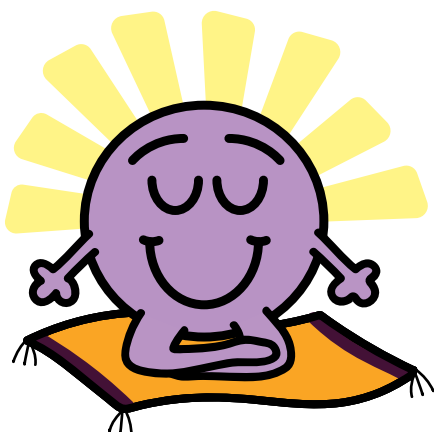
Yesterday, I asked you to share the best family wall with me and you weren't able to answer. Now that you know a little better about these family walls and your peers' families, would any of you like to share who has the best family?

*Encourage learners to share.*

*Consolidate by reinforcing how each family is special and unique. They are best in their own ways. They may also be imperfect but as responsible family members, all the learners can try to make their families stronger and better.*

*Please create a video by putting together the interesting family pictures that you may receive as a part of yesterday's after class challenge. Play this video and ask learners to celebrate the uniqueness and craziness of all the families.*

# Debrief and Closing (10 minutes)



It's Mr. Consciousness time!

*For learners:*

Think and share about:

- When and how did you use any of the 8 Cs today?
- When and how did your friends use any of the 8 Cs today?

*For audience:*

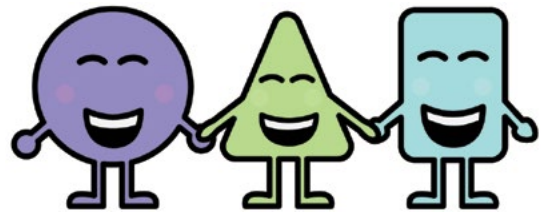
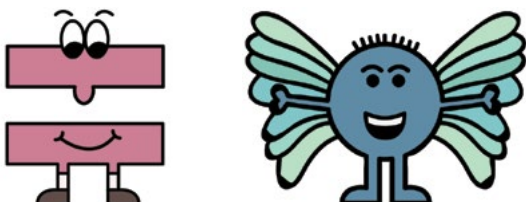
- How are you feeling?
- What are you learning about this class?

*You can choose to do this in small groups. Please invite 4-5 people to share in the large group.*

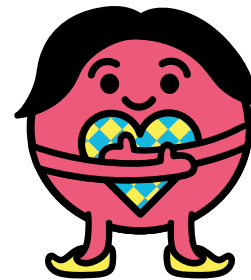
*You may choose to debrief the dominant constitutional values we came across in the unit- Liberty, Equality and Fraternity.*

Family members are the closest people to us. We live with them, have fun with them and sometimes also fight with them. As responsible learners, we can take actions to solve problems in our families and make our families better. This may help us become changemakers. Remember how you may also practice constitutional values with your family members. Feel free to share prompts with the learners so that they can come up with the examples themselves.

*For example: Showing love, respect and taking responsibility towards ourselves and our families is a way to practice Fraternity. We may also take equal responsibility for different things at home which is a way to foster Equality. We always have a choice to do things differently as long as we respect other people's choices and beliefs. This is a way to practice Liberty.*



Let us close the unit out by celebrating our families with this beautiful song. Let us sing and dance along with the help of Mr. Compassion.



It's okay, if we don't understand Hindi, we can refer to the English subtitles and enjoy this!

*You may also choose to play any regional song about family that your learners may understand and enjoy.*

*Play- Aye dil laaya hai bahaar- . Please find the lyrics and translation if required here:*



Aye dil laya hai bahaar Apno ka pyar kya kehna	The heart has brought spring weather And the love of our dear ones, how great is that
Mile hum chhalak utha Khushi ka khumaar kya kehna	We met and it started to overflow The intoxication of happiness, how great is that
Khile khile chehron se aaj ghar hai mera Gul-e-gulzar kya kehna Khile khile chehron se aaj ghar hai mera Gul-e-gulzar kya kehna Aye dil laya hai bahaar Apno ka pyar kya kehna	Today my house is full of smiling faces Like a blossoming garden, how great is that Today my house is full of smiling faces Like a blossoming garden, how great is that The heart has brought spring weather And the love of our dear ones, how great is that
Mile hum chhalak utha Khushi ka khumaar kya kehna	We met and it started to overflow The intoxication of happiness, how great is that
Hum tum yoon hi milte rahe Mehfil yoon hi sajti rahe	May we keep meeting like this May this gathering always be decorated like this
Bas pyar ki yehi ek dhun Har subah shaam bajti rahe Gale mein mehakta rahe Pyar bhari baahon ka haar kya kehna	May just this one tune of love Keep on playing morning and evening May it always have a fragrance This garland of lovable arms, how great is that
Khile khile chehron se aaj ghar hai mera Gul-e-gulzar kya kehna Aye dil laya hai bahaar Apno ka pyar kya kehna	Today my house is full of smiling faces Like a blossoming garden, how great is that The heart has brought spring weather And the love of our dear ones, how great is that
Mile hum chhalak utha Khushi ka khumaar kya kehna	We met and it started to overflow The intoxication of happiness, how great is that
Khile khile chehron se aaj ghar hai mera Gul-e-gulzar kya kehna Khile khile chehron se aaj ghar hai mera Gul-e-gulzar kya kehna	Today my house is full of smiling faces Like a blossoming garden, how great is that Today my house is full of smiling faces Like a blossoming garden, how great is that

*Please close the class out with celebration and gratitude. You may choose to hand out gratitude notes/ bag tags/ bookmarks/ C stickers to everyone to bring out the essence of celebration.*

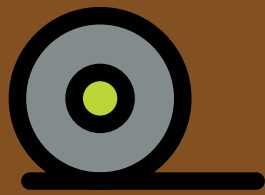
## After Class Challenge

Paste your family wall somewhere in your house. Ask your family members if

they would want to add anything to this wall. Keep adding those elements.



# Community



# Big Question 07

**How does my  
community  
contribute to me?**

LEARNING STANDARD

**Students will be able to strengthen  
their relationship with their  
community.**

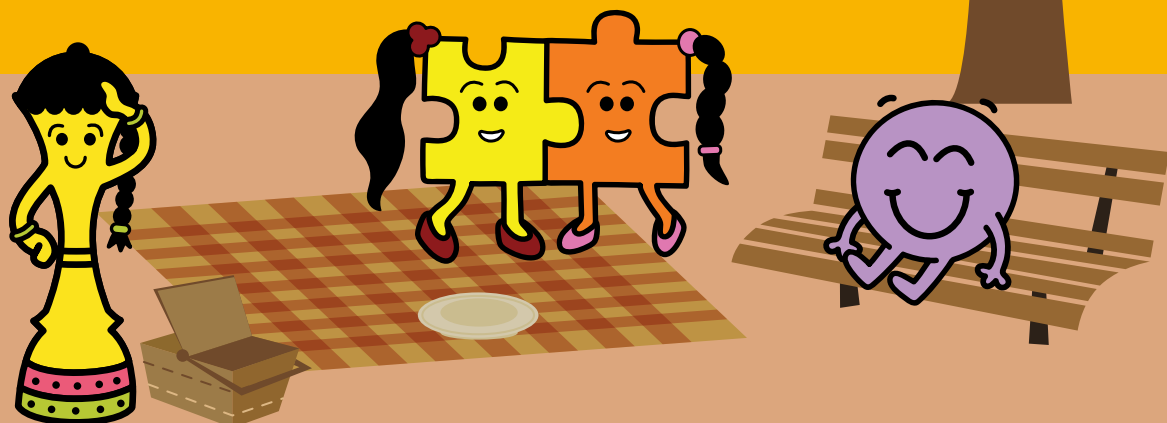


## OBJECTIVE

**I can illustrate and describe the support system that surrounds me.**

### C IN FOCUS

Mr. Consciousness  
Ms. Critical Thinking  
Ms. Collaboration



### CONSTITUTIONAL VALUES

Fraternity

### MATERIALS

Song- Grateful

 Video



### SUMMARY OF PRE-WORK

Let's try to put the names of the people that come to our mind when we read these statements. These people can be the ones you live with in your house, people who live near you- maybe neighbours, people you study with, friends you have made, your cousins or relatives who live away from you etc.

- Who do you go to when you are sick?
- Who makes sure that you are not hungry?
- Who do you go to when you have any doubts in your studies?
- Who keeps your house and neighbourhood clean?
- Who plays with you when you get bored?
- Who makes you happy when you feel sad?
- Who is your secret keeper or who is the one you share everything with?
- Who makes you laugh a lot?
- Who do you wish to spend your time with?

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



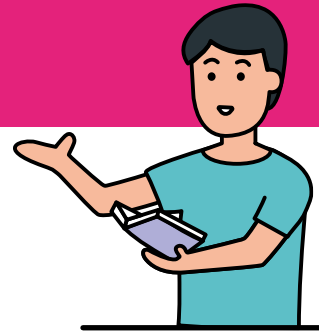
Asynchronous Pre-work Document

 Link



# Spark (20 minutes)

Welcome learners!



After exploring more about ourselves and our family, it's time to get to understand more about our Community.

To begin with, let's go back to our pre-work. As I ask you questions, put in your response in the chat box (for the virtual class) or turn to your partner and share your response with each other. (For an in-person class)

Are you ready?

- Who do you go to when you are sick?
- Who makes sure that you are not hungry?
- Who do you go to when you have any doubts?
- Who takes care of all your wishes or gets you the things you need?
- Who plays with you when you get bored?
- Who is your secret keeper or who is the one you share everything with?
- Who makes you laugh a lot?

*Use only a few prompts from the pre-work. Encourage the responses from your learners.*

*Bring everyone back and ask-*

Did all of you have the same responses to my question? Why/ why not?

Lesson Plan 30

*Possible response: We all have different people in our lives who help us at different times.*

Thank you learners! We just saw that different people help us in so many different ways. Are these people only your family members?

*Possible response: No, they may be friends, people from our community.*

Exactly, apart from our family members, there are so many people we share our lives with. These may be our classmates and teachers in school, maybe the friends from our neighbourhood and some people from our community like doctors, carpenters etc.

These are the people who help us and support us in so many ways. Today we are going to think and celebrate all of them.

*Point to the objective: I can illustrate and describe the support system that surrounds me.*

Support Systems can be people who we can talk to, rely on, or get help from. They can be our family, friends, and the community that surrounds us.

Through this, we will try to answer the big question- **How does my community contribute to me?**

# Learn (20 minutes)

Let us now do an activity. This activity is known as **'Circle of Support'**.

I am going to share some challenges that we may face on a day to day basis. This is what you will do in your groups of four:

- Think about the problem.
- Discuss who you would go to, to solve that problem. It's okay for all of you to have different responses. Put down all of these names.
- Draw the circle as shown in the image in your diaries.
- Put these names in different circles according to the following:
  - If you think you can solve it on your own, make a star in the first circle.
  - If you think this is one of your family members, put their relationship to you in the second circle. For example- Mother, father, Grand father, uncle, sister etc.
  - If you think this is one of your friends or someone from school, put their names in the third circle.
  - If you think this is someone from your community, put their names in the fourth circle.

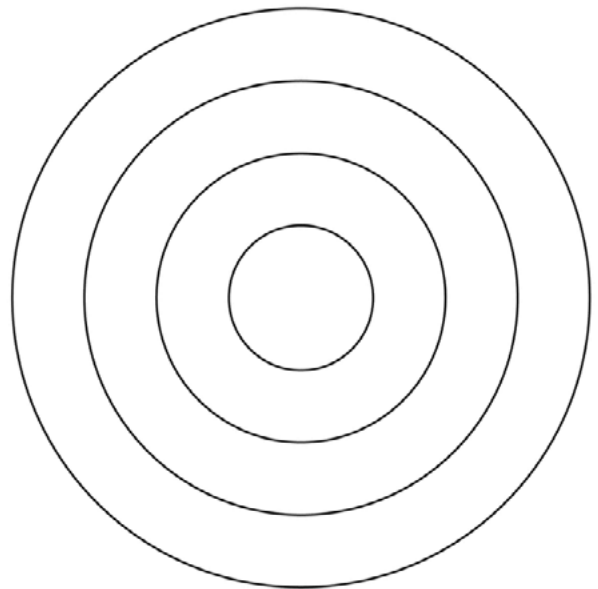
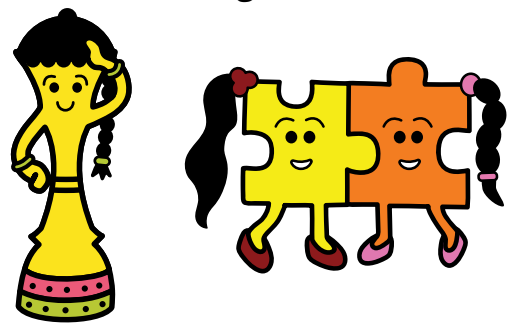
Let's do one problem together.

- There are no vegetables at home and you are hungry. Who would help you to solve this?

*Possible response: Buy vegetables yourself (first circle), Asking parents to get vegetables (second circle), vegetable seller who gives vegetables (fourth circle)*

*Encourage learners to think deeper and identify the circle they will put the names in.*

Let us now solve other problems with the help of our group members. Please take help from Ms. Collaboration and Ms. Critical Thinking to do this.



*Other prompts:*

- You lose your pencil in the classroom. Who will you reach out to for help?

*Possible response: Myself- to find it out (first circle), a friend to borrow a pencil (third circle)*

- You are unable to understand a math problem but have to complete your homework.

*Possible response: Teacher (third circle), a friend from class (third circle), elder brother/ sister (second circle), tuition teacher (fourth circle)*

- You met with an accident while playing with a friend and have injured your arm.

*Possible response: Call your parents (second circle), your friend can take you to doctor (third circle), doctor (fourth circle)*

- You generally walk to school and are late today. How would you reach school in time?

*Possible response: Auto rickshaw driver (fourth circle), ask your neighbour to help*

*(fourth circle), ask your father to drop you (second circle)*

*In a virtual class, do one problem together and other problems to the learners for them to do in the breakout room. For an in-person class, do one problem together with the learners. Share the following problems one by one. After each problem, allow learners to discuss in their groups and fill their circles.*

Thank you so much learners. We began with talking about who helps us do different things. We also talked about some problems we face and the people around us who support and help us. We may have realised that all of us have a big support system and these people can be you yourself, your family, your friends, your teacher and people from your community.

# Reflect (10 minutes)



It's Mr. Consciousness time!

Think and share:

Who are you the support system for? Have you helped people around you? These people may be your family members, friends, people from the community etc.

Learners learning about our support system helps us become independent decision-makers for ourselves. It helps us identify people who we may reach out to for quick help and support. It also helps us understand when other people may need our support. This helps us foster our constitutional value of Fraternity.

Let us close out by listening to this beautiful song by Nimo called Grateful. We have already listened to it before when we wanted to share gratitude with our family members. As you watch the video today, think of all the people from your support system you wish to say thank you to.

Play the video and encourage learners to act and sing along.



## After Class Challenge

Choose any five people from your support system. One from each circle:

Family, friends/ school, community.

Say thank-you to them in the most creative way you can. You may give

them a card or do an act of kindness for them.

Don't forget to thank your own self for being your biggest support system by doing something nice for yourself.

## OBJECTIVE

**I can articulate the positive and negative influences present in my community.**

## Cs IN FOCUS

Mr. Consciousness  
Ms. Courage  
Ms. Collaboration  
Ms. Critical Thinking



## CONSTITUTIONAL VALUES

Liberty, Fraternity

## MATERIALS

N/A

## SUMMARY OF PRE-WORK

You may see a lot of positive and negative things around you. Make a list of the things that are good/ positive. Make a list of things that you think are bad/ negative.

For example:

Positive: People keeping the house clean.

Negative: People hitting and shouting at each other

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (15 minutes)

Hi learners!



Yesterday we spent some time discussing who the support system is. Today we will spend some time discussing how our support system- people in our community influence or affect us.

*Point to the objective: I can articulate the positive and negative influences present in my community.*

Let's begin with an activity.

Look at the pictures and share how you feel the kid in the picture is feeling and why.

Picture 1



Picture 2



Source: Gettyimages and Vectorstock

Picture 3



Picture 4



Source: Shutterstock and dream/time.com

*Possible response: In the first picture, the kid looks sad and tense because his parents are fighting and arguing. In the second picture, kids are happy and having fun as parents are also happy. In the third picture, the boy helps the girl and she feels relaxed and calm. In the fourth picture, three kids are making fun of the girl and she is feeling sad about it.*



*Encourage different learners to share responses.*

Thank you for sharing learners. Let's take the help of Ms. Critical Thinking and share which image will have a positive influence and which one will have a negative positive influence on us?



*Possible response: Positive: Image 1 and 3, Negative: Image 2 and 4*

Just like this, things and actions that happen around us also influence us in different ways. Some may have a positive effect and some may affect us negatively. Let us talk more about this influence.

## Learn (25 minutes)

Let us look at some scenarios that may happen or have happened around you. In the groups of four, discuss:

- Will this scenario have a positive or a negative effect?
- What may be some consequences/after effects of it?

Let me give you an example of a consequence.

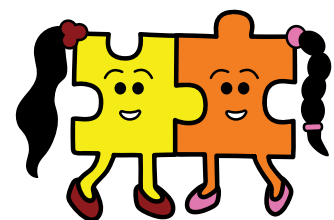
Seeing my friend throw garbage in the dustbin, had a positive influence on me. As a consequence, I started doing the same.

My younger brother saw me fighting with my friends and he started fighting with his friends. I had a negative influence on my brother.

What is the consequence here?

*Possible response: Brother started fighting with his friends.*

Amazing! Let us now look at the scenarios. Please take help from Ms. Collaboration and Ms. Critical Thinking to do this.



**Scenario 1:** Seeta who studies in grade 5th lives in your neighbourhood, helps people in your community with food and clothes who struggle with money. There's another girl you know called Geeta, who is in grade 9th. She is



involved in a lot of physical fights and arguments with other children of her class. She is often seen bullying her juniors in school.



- What kind of influence will Seeta and Geeta have on you?
- What may be the consequences of the both?
- Whose friend would you like to become?

**Scenario 2:** You are walking back home from school and you look at several places on your way. The first place you observe is a playground where children are playing different sports such as cricket, football, frisbee etc. There are coaches who are teaching children. You see team spirit, communication and collaboration between different team members. But, just a few feet away, you see an empty plot where some adolescents are smoking and passing comments on the girls passing by. You also see them laugh and shout at young kids.



- What kind of influence will these two places have on you?
- What may be the consequences of the both?

- Which place would you like to be or play in?

*After the group discussion, encourage learners to share their responses in the large group.*

Would you want to share certain things that you see around you in your community that influence you positively or negatively? Let's take help from Ms. Courage to do this. You can refer to your pre-work to do the same as well.



*Encourage a few learners to share with the class.*

Everything and everybody around us affects us, in a positive or a negative way. Learners remember, this doesn't make people good or bad. We are learning about this so that we can become conscious of how different things may affect us and then use our constitutional value of Liberty to choose what we wish to get influenced by.

Now you will present your scenarios in creative ways in front of the whole class. As we watch them, think about:

1. Would you like to live in group 1 or group 2's community? Why?
2. What steps can you take to reduce negative influences in your community?

Let's share the responses of the above 2 prompts.

## Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

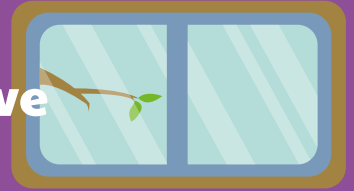
- What would a community look like if it's people, places and situation have a negative influence on you?
- What would a community look like if it's people, places and situation have a positive influence on you?

## After Class Challenge

Draw a community that you would like to be a part of. Think of the people, places and situations you wish to see around you and draw your ideal community.

## OBJECTIVE

**I can articulate the positive and negative influences present in my community.**



## C IN FOCUS

Ms. Critical Thinking  
Ms. Communication  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Liberty, Fraternity

## MATERIALS

Story- Diwali with a difference

[Link](#)



## SUMMARY OF PRE-WORK

Read the scenarios below and Let' imagine that this happens with you.

Situation 1: In your class, there is a girl called Tisha who wears glasses. Your friend Rita decides to make fun of her and asks you to join her in teasing Tisha.

Situation 2: You were walking with your friend Rizwan in your community. You saw a person whose clothes looked very tattered, and who

seemed hungry. Rizwaan took out his pocket money and bought some food for the elderly person.

Think and make a note in your diary.

1. Which scenario influenced you in a positive way and which in a negative way?
2. Who can be a role model for other learners Rita or Rizwan? Why?

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)

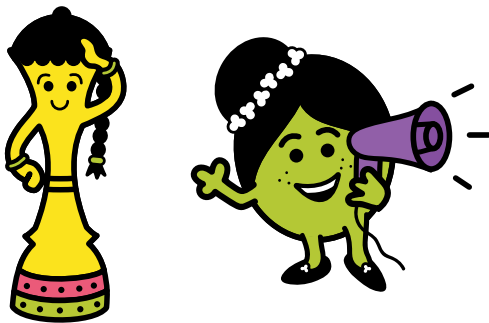


# Spark (20 minutes)

Hi learners,



Let's take help from Ms. Communication to listen to a story I am going to tell you. I will also be asking you a few questions in between so take help from Ms. Critical Thinking too.



Please narrate the story dramatically for your learners to enjoy.

Diwali with a difference!

 Link



"Woof woof", my dog, Tommy came over and cuddled up beside me on my bed. It was 6 am, and I was still dreaming about my upcoming Diwali celebrations. Just then my mum called, "Manan! Get up! You'll be late for school." Reluctantly, I got up and started getting ready for school.

Friends, before moving further, let me introduce myself. My name is Manan, I study in grade 5, and this is my story!

As I was leaving for school, my dad called out, "Manan! Do you want to go buy firecrackers today?"

"Hurray!!" I screamed with joy. "Yes, dad! I already have my list ready."

Feeling excited, I boarded the school bus. I felt restless throughout the day at school.

Finally, it was evening and I went to buy firecrackers with dad. Once at the market, I quickly collected everything that was on my list and walked out with my bag full of a variety of firecrackers.



I was looking around when suddenly, thud! down fell my bag, as I bumped into a young boy. And all my firecrackers scattered out of the bag!



I quickly bent down to pick up the firecrackers. I noticed the expression of wonder and amazement on the young boy's face as he stared at my fireworks. It appeared as though he had never

seen them this closely. He bent down to pick up my anaars and chakras. I snatched them from him and quickly put them back in my bag. As I stood there looking at him, I saw his clothes were tattered; he had bruises on his hands and legs and looked as though he had not eaten in a few days.

"Manan! Hurry up! It's time to go!" my dad shouted, waving at me. "Yes! Dad! Here I come!"

- How do you think Manan is feeling?
- How do you think the young boy who Manan met on his way was feeling?
- What kind of influence do you think Manan had on him?

*Possible response:*

- *Excited*
- *Sad, Curious*
- *Negative as Manan didn't treat him nicely.*

On reaching home, I went out to burst the firecrackers with Tommy by my side. "Yelp! Yelp!" whimpered Tommy and disappeared indoors. Perhaps, it was the firecracker's sound that had scared him.

I also noticed that my grandfather had gone inside the house coughing. Wondering why he went, I looked around and noticed all the smoke that may have been irritating his throat. I felt guilty about taking pleasure from bursting the firecrackers.



I thought to myself, "Manan! How can you do this? It hardly takes a few minutes and poof! all the money disappears in smoke. Whereas, the boy you met today, he looked like he did not even have the basic necessities of life. Didn't you see how your firecrackers have scared Tommy and affected grandpa too?"

- How is Manan feeling now?

*Possible response: Sad, guilty*

I really want to use the money in a more rewarding way. I started thinking about alternate ways to celebrate Diwali. I went up to my grandpa and narrated the whole experience to him.

"Beta, I feel so proud of you! And, I really appreciate your thoughtfulness for celebrating 'Diwali with a Difference'," grandpa said, with a pat on my shoulder.

"Dadaji, can we go to an orphanage and celebrate the festival there with those kids?" I asked him.

After some research, we decided to visit a place called "Happy Home" to celebrate Diwali with the children living there. Finally, on next Diwali, we arrived there with cake, sweets, games, and gifts for everyone.



Soon enough, the place was filled with

laughter, joy, bliss, and celebration. The innocent children were having a great time singing songs, sharing stories, cracking jokes, and playing games. Just then, one of the kids walked up to me and said, "Bhaiyya, thank you so much! We've never had so much fun before. You've really made this Diwali 'different' for all of us."

- What did Manan decide to do?
- What influence do you think Manan has on the kids?

*Possible response:*

- Go to orphanage and celebrate diwali with a difference, use money in a better way
- Positive influence as kids must have learned a different way of celebrating Diwali from Manan.

Thank you so much learners for listening to the story so patiently. Mr. Curiosity has two more questions for you.

- Do you think Manan is a bad person?
- What influence does manan have on you through this story?

*Encourage different learners to share responses. Reinforce that actions can be good or bad, people are not. Reiterate-*

Every good or bad action influences us but we also have a power- freedom to choose which action we get influenced by. Getting influenced by previous actions of Manan may have a negative effect. But his changed actions may influence us positively.

Both help us grow and to choose what we should and should not follow in life.

With this let us continue to learn more about the influence present in our community.

*Point to the objective: I can articulate the positive and negative influences present in my community.*

## Learn (15 minutes)

Let us now do some reflection with the help of Ms. Critical Thinking and Mr. Consciousness.

There are so many things in our life that influence us, in one way or another. Some things will influence us to positive,



healthy, and responsible actions and some will influence us to negative, unhealthy, and irresponsible actions.

Think about YOU and what influences you around your surroundings. It can be people, places, or situations in your community. See how many of the boxes below can you fill with positive or negative influences in your life?

Let's take ten minutes to do this.



	Positive Influences	Negative Influences
Family		
Friends		
Teachers		
School		
T.V.		
Other social media		
Places in the community		
Situations at home or community		

*After ten minutes, encourage a few of them to share what influences them positively or negatively in different spheres of life.*

## Reflect (10 minutes)



It's Mr. Consciousness time!

Learners have shown a lot of courage today by identifying people and situations that influence you positively or negatively. Our community contributes a lot to the people we become and actions we take.

I know that as responsible learners, you will make the best choice and try to learn from the positive things around you.

Rehan and Basit, two 8th graders from Ahmedabad, worked on a project called 'Community Service' which aims to solve the community's problem of pollution that is being caused by a garbage dump at the center of the community. They convinced 10-12 other people to work with them towards making their community a better place to live.

- What kind of influence do you think Rehan and Basit have on people? What will be the consequences of the same?
- How do you wish to positively influence people around you? Is

there anything that you wish to change in your community?

## After Class Challenge

Take action to positively influence someone in your community.

You may teach a kid, share your toys or

clothes with someone, help out an adult in need etc.





# Big Question 08

**How may I  
contribute to my  
Community?**

LEARNING STANDARD

**Students will be able to take civic actions to mobilize people towards a problem in the community.**

## OBJECTIVE

**I believe I have the power to make a change.**

### Cs IN FOCUS

Mr. Consciousness  
Mr. Curiosity  
Ms. Critical Thinking



### CONSTITUTIONAL VALUES

Liberty

### MATERIALS

Song- KER Anthem

Print-outs of the lyrics

 Video



### SUMMARY OF PRE-WORK

Think about what you wish to change about and around you.

- What do you wish to change about yourself?  
Is there anything you wish to learn?
- What do you wish to change about your family?
- What do you wish to change about your surrounding/ community?

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (15 minutes)

Hello change-makers!



Through this unit this is going to be your new name. Can you guess why?

*Possible response: because we are going to learn how to drive change!*

I'd like to show you a very special video now and teach you a song that we are going to perform at the showcase at the end of this unit! It's called "We are the Ones We are Waiting For!"

 Video



Who do you think the "we" is? What do you think the song is about?

*Invite learners to guess.*

Please play this video. Give out the lyrics to the song during an in-person class and ask learners to stick it in their diaries.

*KER ANTHEM- We are the ones we are waiting for*

*We are living in a world that needs to change  
We have found our voice  
We know we have a choice  
Our little light is shining bright  
We're all made of stars*

*And the future's ours*

*Just watch us shine  
We may be small  
But hear us roar  
We can change the world  
Now watch us soar  
We know what we need  
It's time for us to lead  
We are the ones we are waiting for*

*We can put our broken world back together  
We're diamonds in the rough  
We can be wise and tough  
You try to bury us  
But we are seeds  
We won't be shy or scared  
We'll arrive prepared*

*Just watch us shine  
We may be small  
But hear us roar  
We can change the world  
Now watch us soar  
We know what we need  
It's time for us to lead  
We are the ones we are waiting for*

*We're gonna' rise up  
Rise up, rise up, rise up  
We're gonna' rise up  
Rise up, rise up...*

*We're gonna rise up when the times are tough  
We're gonna rise up when we're out of luck  
We're gonna rise to the occasion  
Change the equation  
Make sure that we help raise education  
To every student in the world  
This is your creation  
What we do now is a gift  
For generations to come  
So don't let them tell you that we're done  
'Cause we're just getting started  
So tell them we've just begun!*

*Just watch us shine  
We may be small  
But hear us roar  
We can change the world  
Now watch us soar  
We know what we need  
It's time for us to lead*

*We are the ones we are waiting for  
We are the ones we are waiting for  
We are the ones we are waiting for...*

Let's sing along! It's an English song but I

know you can learn it!

*Encourage learners to sing along. Ask them to share what the song is about.*

*Possible response: The song is about children's role as change-makers. It is saying don't wait for others to change things - you can change things. You are the one you are waiting for!*

Here's a quick question for you: Can young students in grades 3,4 and 5 bring about change? Why or why not?

Today, we will explore this idea in detail

*Point to the objective: I believe I have the power to make a change.*

Through this, the big question that we will explore is- How may I contribute to my community?

Are you all ready to be the change makers and the contributors of your community?

*Create enthusiasm.*

## Learn (15 minutes)

Today we will talk about how we can bring about change in our community. At the end of this lesson, we will be successful when we are able to identify and share the 3-4 strengths within us that can bring change in our community.

*Start by asking the learners about their favourite Superhero. Let a few students share who they like the most. Tell them that Superheroes don't exist only in fairy tales, they exist in real life too!*

Lesson Plan 33

Do you know who Malala Youafzai is? Why is she famous?



*Following is a brief introduction about Malala's story. Please paraphrase and simplify based on the context of your classroom.*

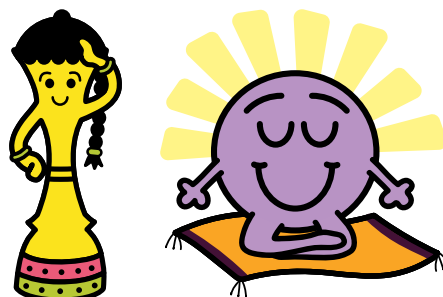
Malala was born in 1997 in the Swat Valley of Khyber Pakhtunkhwa province in Pakistan. Malala's father's name is Ziauddin Yousafzai. From 2007 to May 2009, the Taliban had created a lot of terror in Swat Valley. Girls stopped going to school due to the fear of Taliban militants. Malala's struggle began when she was an eighth grade student. The Taliban banned DVDs, dancing and beauty parlors, thereafter taking control of the Swat Valley in 2008. By the end of that year, around 400 schools in Swat Valley shut down. Malala's father took her to Peshawar where he gave a famous speech in front of the National Press titled - How Dare the Taliban Take Away My Basic Right to Education? She was only 11 years old at the time. In 2009, she wrote a diary for the BBC with her pseudonym 'Gul Corn'. In this diary, she described the misdeeds of the Taliban in Swat. While writing a diary for the BBC, Malala first came into the limelight. In 2012, Taliban terrorists boarded a bus in which Malala went to school with her peers. One of them asked the passengers, 'Who is Malala?'. Everyone remained silent but their eyes turned towards Malala. The terrorists found out who Malala was and fired a shot at her, which hit her head. When she recovered, several big honors were registered in her name, Like the International student's Peace Prize, Pakistan's National Youth Peace Prize (2011), etc. Malala was named

among the most popular figures in 2012. She was called "The brave child of Pakistan, Malala Yousafzai". 12th July was declared as Malala Day by the United Nations for the bravery shown by the courageous Malala Yousafzai, who fought for the right to education of girls.

Now that you know a little bit about Malala, can you share:

- What changes did Malala bring to her community?
- How did she bring this change?
- Which C did she embody to make this change?

Let's do a spectrum activity now. When I ask a question, based on which side of the spectrum your answer falls in, you will move to that side of the classroom. Let's use Ms. Critical Thinking and Mr. Consciousness to do this.



*Model this as an example so the learners understand the activity.*

*For the virtual class, ask learners to show one on their fingers for option A, two for option B and three for option C.*

*For example: Statement: We complete our work on time.*

If you always complete your work on time, then go to the left, if not then go

to the right. If you complete your work sometimes, then stay in the middle.

*Please read out the prompts one by one and allow learners to respond.*

**If people in my community abuse each other, what will we do to fix this problem?**

A- We will also talk abusively back to them (left)

B- We will go and talk to our elders at our home / community with love, and tell them that abusing them is not right. (middle) -

C- We will never abuse and ask all our friends to refrain from using bad words. (right)

*Please ask learners about why they chose a particular side/ option.*

**Girls in my community are not allowed to go out. I am a girl, I will**

A- listen to everyone and not go out. (left)

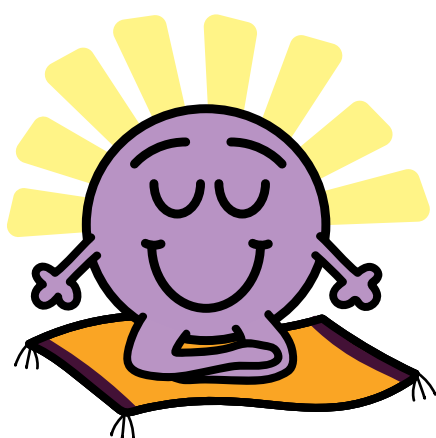
B- Talk to mother and father, and understand the reason behind this. (middle) -

C- Fight with everyone to allow us to go out and stop eating food in a protest. (right)

*Please ask learners about why they chose a particular side/ option.*

Learners, we all made certain choices right now. We may be young but we have the liberty to make our choices and bring a change in the society/ community.

## Reflect (10 minutes)



It's Mr. Consciousness time!

As you think about Malala and your own reactions in the activity, what do you think are 4-5 qualities or Cs which can help you bring change in the community? Write them down in your diary and share them with a partner.

*Possible response: All 8 Cs*

To close out, let me share a story of some students with you.

A group of students in a small community in Pune started a summer school run completely by them for other students. They noticed that there were many skills that

students wanted to learn but didn't know how or where to learn from. So they brought together the group of interested students and organized classes and spaces to learn these skills together. It is a school for students, by the students!

Do you think these students were able to bring a change and contribute to their community? How?

Which Cs did they use?

*Possible response: Create spaces for other students, Creativity, Collaboration, Courage.*

On a scale of 0-5, do you think that you have qualities to bring the change that you want to see in yourself, family or community?

*Please ask learners about why they chose a particular number.*

## After Class Challenge

Listen to the song again and if you can, show the video to friends and family at home! Read through the lyrics a few

times - we are going to learn the whole song over the next few classes.



# Print-outs of the lyrics

## KER ANTHEM- We are the ones we are waiting for

We are living in a world that needs to  
change  
We have found our voice  
We know we have a choice  
Our little light is shining bright  
We're all made of stars  
And the future's ours

Just watch us shine  
We may be small  
But hear us roar  
We can change the world  
Now watch us soar  
We know what we need  
It's time for us to lead  
We are the ones we are waiting for

We can put our broken world back  
together  
We're diamonds in the rough  
We can be wise and tough  
You try to bury us  
But we are seeds  
We won't be shy or scared  
We'll arrive prepared

Just watch us shine  
We may be small  
But hear us roar  
We can change the world  
Now watch us soar  
We know what we need  
It's time for us to lead  
We are the ones we are waiting for

We're gonna' rise up  
Rise up, rise up, rise up  
We're gonna' rise up  
Rise up, rise up...

We're gonna rise up when the times are  
tough  
We're gonna rise up when we're out of  
luck  
We're gonna rise to the occasion  
Change the equation  
Make sure that we help raise education  
To every student in the world  
This is your creation  
What we do now is a gift  
For generations to come  
So don't let them tell you that we're  
done  
'Cause we're just getting started  
So tell them we've just begun!

Just watch us shine  
We may be small  
But hear us roar  
We can change the world  
Now watch us soar  
We know what we need  
It's time for us to lead

We are the ones we are waiting for  
We are the ones we are waiting for  
We are the ones we are waiting for...

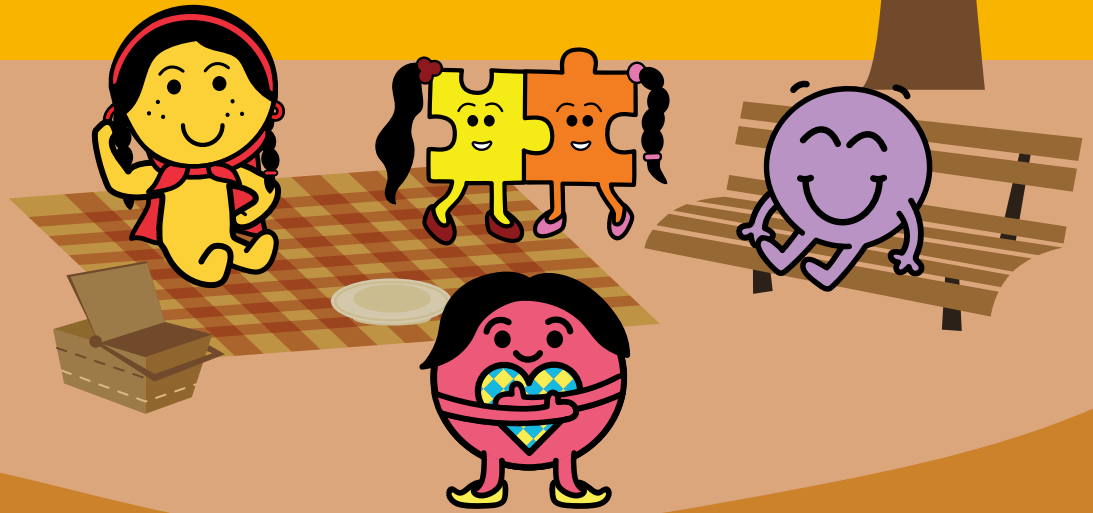


## OBJECTIVE

**I can identify a problem in my community that I FEEL strongly about.**

## C IN FOCUS

Ms. Collaboration  
Mr. Compassion  
Mr. Consciousness  
Ms. Courage



## CONSTITUTIONAL VALUES

Liberty, Fraternity

## MATERIALS

Song- KER Anthem



## SUMMARY OF PRE-WORK

Go back to the things you wanted to change about self, family and your community.

For each of them, put down the C that will help you bring about that change.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



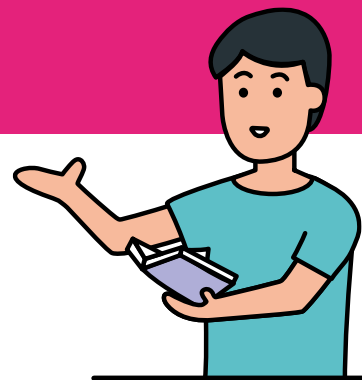
Asynchronous Pre-work Document

 Link



# Spark (10 minutes)

Hello change-makers!



Let's start with our English song again!  
Before that, here is a quiz on the song!  
I'll say a line from the song and you  
need to complete it!

We are the ones \_\_\_\_\_ (we are  
waiting for)

We have found our \_\_\_\_\_ (voice)

We're all made of stars and the \_\_\_\_\_  
(future's ours)

Just watch us \_\_\_\_\_ (shine)

We may be small, but hear us \_\_\_\_\_ (roar)

Great!

*Let learners sing the full song again.*



Yesterday we learned about the  
qualities within us that we can use to  
bring change. We learned that they are

nothing but our very dear 8 friends.

Today we will talk about the community  
in which we live and try to identify the  
problems we see. We'll hold up the  
mirror to our community - honestly  
sharing some of the things that bother  
or upset us. This is so that we can  
understand our role in solving those  
problems. Please use Ms. Courage as  
you share!



*Point to the objective: I can identify a  
problem in my community that I FEEL  
strongly about.*

# Learn (20 minutes)

For the next few minutes, you and your  
partner will think about problems from  
your community which you feel have  
not been solved. Please make a list of  
all the big and small problems in our  
community.

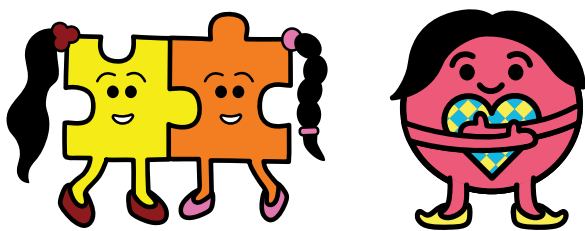
*For example: People in my community*

*throw garbage on the streets / People in  
my community smoke in public places.*

Now let's divide these problems into  
3 buckets, on this worksheet. Please  
explain the 3 buckets along with  
examples mentioned.

<b>Huge Problem:</b> A problem that has a very large, negative impact on people and affects everyone in the community. This problem is very hard to fix.	<b>Medium Problem:</b> A problem which does not affect everyone and it is related to only some people in my community. It is limited to only some families or some people, and it does not hurt everyone in the community. This problem may still be hard to fix, but not as hard.	<b>Small Problem:</b> A problem that is small and has little effect on the people of my community. This problem is easier to fix.
For example: Students in my community do not complete their education beyond grade 5-6. OR My community doesn't get clean drinking water.	For example: People in my community do not have jobs and they don't have a steady source of income.	For example: There is a lack of gardens/greenery in my community, but this can be solved for by planting trees

Let's get into the groups of three and list under these buckets. Learners remember that there may be some problems which may be small for you but big for others. Please discuss them and come to a conclusion with the help of Mr. Compassion and Ms. Collaboration. Let's take ten minutes to do this.



Other than your last, you may think about some of these problems also:

- There's a problem of garbage disposal and sewage waste in my community.
- My community doesn't have trees and plants.

- There's a problem with clean drinking water in my community.
- My community doesn't have a playground for children and this should be the first thing we should work towards.
- People play music or pray very loudly in my community that it disturbs others while studying.
- People throw their kitchen waste outside their houses.
- There have been instances of stealing/ robbery in our community.
- Some families fight a lot with each-other.

*Once they are done, ask learners to share the rationale behind putting certain problems in each bucket.*

# Reflect (7 minutes)



It's Mr. Consciousness time!

Think and share:

- One problem that bothers you the most and should be solved first according to you.
- Why do you think so?
- Can you think of some actions you can take to solve this?
- How will it help your community?

## After Class Challenge

Talk to your parents, siblings, friends from the community and ask them- What bothers them the most about

their community? Or What do they wish to change about their community?

## OBJECTIVE

**I can identify a problem in my community that I FEEL strongly about.**

## Cs IN FOCUS

Mr. Consciousness  
Mr. Curiosity  
Ms. Collaboration  
Ms. Critical Thinking



## CONSTITUTIONAL VALUES

Liberty, Fraternity

## MATERIALS

Song- KER Anthem

 Video



## SUMMARY OF PRE-WORK

Read the statements given below.

- If you have heard of or seen these social problems in your community, you will add them to your list.
- Categorise them into the small, medium and huge problems.

Statements:

1. I have seen or heard boys being given more freedom than girls in my community, eg. boys can come home late while girls cannot.
2. I have seen or heard parents taking loans for their children's education in my community.
3. I have seen or heard people being shamed for their body type (fat, thin, too tall, too short, etc.) in my community.
4. I have seen or heard about violence against people because of their race or caste in my community.
5. I have seen or heard about people being homeless in my community.
6. I have seen or heard about people getting into bad habits such as drinking, smoking, etc. in my community.
7. I have seen or heard people being paid less for more work in my community.
8. I have seen or heard about crimes (stealing, kidnapping, etc.) happening in my community.
9. I have seen or heard people getting discriminated against because of their skin color.
10. I have seen or heard about people being unemployed in my community.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

Asynchronous Pre-work Document

 Link



 Link



# Spark (5 minutes)

Hello change-makers!



Is there anyone who knows the song- 'We are the ones we are waiting for' by heart?

Can any of you lead the entire class to sing it loudly and passionately?

*Encourage learners to come forward and sing along. Let learners sing the full song again.*



Yesterday, we identified problems in our community that make the most difference to us and our community. In our pre-work, we looked at a few more challenges in the community and categorised them into small, medium and huge.

Can someone share the reason behind us doing this?

*Possible response: to solve problems in our community, become change-makers, make our community better.*

Exactly learners! Remember that our community is ours - and so looking after it and making it better is our responsibility.

To do this, we are going to follow a fun process that helps us come up with solutions to the problems that we see around us.



This is known as the 'Design for change' framework where we follow four steps to bring about a change. These steps are FIDS - Feel, Imagine, Do, Share.

Can all of us quickly make a note of these four words in our diaries?

Today, we will do the first step of the process, which is FEEL.

We will try to feel the problem by understanding more about it, why they exist in our community and the strength we can use to try and address them.

Are you all ready?

# Learn (20 minutes)






For the next few minutes, we will explore- How may we learn more about our problem?

Let's take an example of this problem: In my community, there is a lack of clean water/ we don't get water on time.

*Please fill this table with the learners by encouraging to share their responses for*

*the following prompts:*

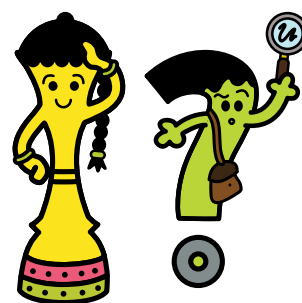
- What is the problem?
- Who is affected by the problem?
- What effect is this having on people?
- Why is this problem significant?
- What have you done to eliminate the problem?

What is the problem?	Who is affected by this problem?	What effect is this problem having on people?	Why do you think this problem is significant?	What have you done to eliminate this problem?
For example: In my community, there is a lack of clean water/ we don't get water on time.	For example: This problem affects everyone in my community, my family and all the people who live here	For example: People are getting sick from drinking dirty water.	For example: I think this problem is significant because clean water is important for survival.	For example: I have not wasted water. I have written 1-2 applications to the head of my community.
				

Let us now think about the problem you took note of in your diaries yesterday- the one that bothers you the most.

Take the next six minutes to independently fill this table for that problem.

Let's use Ms. Critical Thinking and a little bit of Mr. Curiosity to do this.



*After the independent work time,*

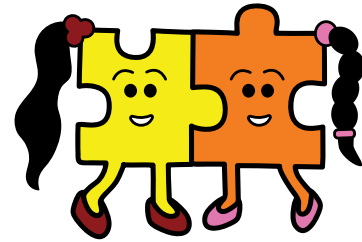
Now that we have learned, understood and FELT the problem more deeply, let's discuss it with our friends.

Let us now share our problem with our partners using the table that you filled in. Let's take three minutes each to share.

Please also encourage others to think about other possibilities of this problem and give each-other feedback on their

analysis of the problem. For example: You may share other side effects of the problem or why you think solving this may be significant.

Let's use Ms. Collaboration to do this.



## Reflect (5 minutes)



It's Mr. Consciousness time!

Based on the discussions that you have had, independently think about the following questions:

<b>Which of my qualities can I use to solve this problem?</b> For example: Be courageous to speak out against this problem.	<b>Who are five people who can help me understand the problem better?</b>	<b>What else will I do to overcome this problem?</b> For example: I will make posters and distribute them to everyone in my community.

Let's end by sharing one strength/ C that we can leverage to solve a problem we care about.

Each of us will stand up and be superheroes and say



"My superpower is \_\_\_\_\_."

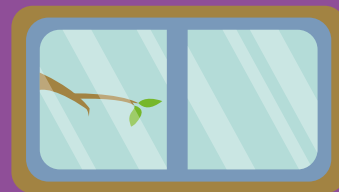
*For example, My superpower is Ms. Courage.*

## After Class Challenge

Make your superpower poster trying to solve the problem you've identified.

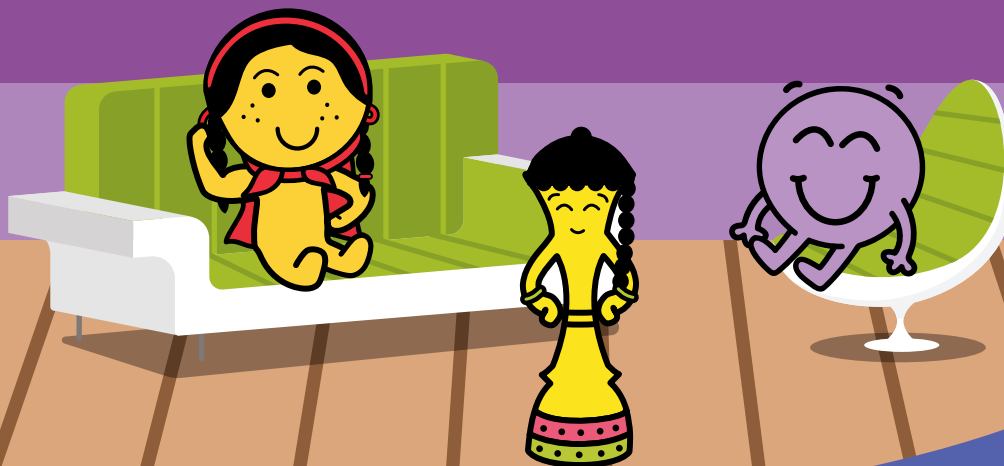
## OBJECTIVE

**I can identify the root cause of the problem.**



## C IN FOCUS

Ms. Courage  
Mr. Consciousness  
Ms. Critical Thinking



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Prepare a partner list for learners. Use the same for the next class.

## SUMMARY OF PRE-WORK

Find someone who is affected by the problem you chose. You may refer to the table you created in the last class.

Talk to them and try to understand a little more about the problem. You may want to ask these questions or make up your own:

- Is this a huge, medium or small problem according to them?

- How long has this problem been there?
- What has caused this problem?
- Do you have ideas on how this problem can be solved?

Let's make sure we do this before the next class!

## RESOURCES FOR THE TEACHER:

Synchronous Presentation



Link

Asynchronous Pre-work Document



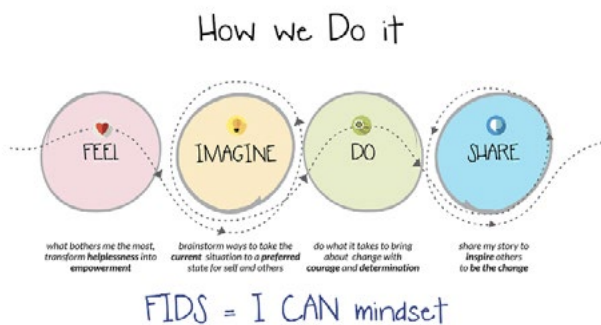
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# Spark (15 minutes)

Hello change-makers!



Can someone quickly share what this is-  
F I D S?



Do a quick recap of the four steps.

Up until now, we have discussed the problems in our community and tried to feel the problem deeply. In today's class, we will try to go deeper into the problem to FEEL it better. This will help us find out the root causes of these problems. Often these causes aren't easy to see.

Think about it like this.

What do you see in the picture below?



Answer: An iceberg

Do you know what is interesting about an iceberg? Most of it isn't visible - you can't see it! So often when big ships hit icebergs, they are confused as they cannot see what they have hit. Problems are the same way - we need to look deep - beyond what is easy to see - to understand them.

For example: Sunita falls asleep in class. What is the problem?

*Invite answers.*

*Possible answers: She is tired.*

But why is she tired?

*Possible answer: Maybe she didn't sleep at night.*

But why didn't she sleep at night?

*Possible answer: Maybe she was unwell.*

But why was she unwell?

*Possible answer: Maybe she got caught in the rain and caught a cold*

*Please encourage learners to respond to all the whys and continue to do so at least five times.*

Can you see how we could keep going on and on asking why, getting to know

the problem and what caused it even more?

Today, in order to reach the root cause of the problem, we are going to use this 5 Whys technique. How does this work? For every problem, we ask why at least twice to reach the root cause - it's that simple!

*Point to the objective: I can identify the root cause of the problem that I FEEL strongly about.*

Remember that finding the real root cause of the problem is what will guide us towards the correct solution. If we identify the root cause, it helps us eliminate the problem instead of just solving the surface symptoms. Let's look

at Sunita's example again. If we would not have found the root cause, we may have solved for her being tired and not the cold.

To be successful in today's class, you need to think a lot by yourself, and ask yourself as well as ask your peers a lot of questions so we can arrive at the root cause of the problem that we have identified. Let's make sure we use our friend Mr. Curiosity to the maximum!

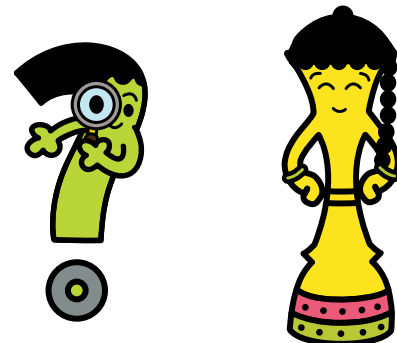





## Learn (15 minutes)

Learners, in the next few minutes, we will fill out this table which uses the why-why technique.

For each problem that we have identified, we will ask why twice (or more if you can!) to reach the root cause of the problem. And remember, there can be more than one reason for one problem!!

Let's now do the same analysis for the problem that we worked on yesterday. Independently take help from Mr. Curiosity and Ms. Critical Thinking to do this for the next six minutes.



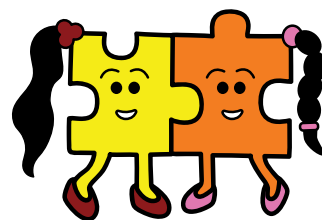
<p><b>What is the problem in the community?</b> For example: In my community, there is garbage everywhere.</p> 	<p><b>Why?</b> For example: People throw all their garbage outside.</p> 	<p><b>Why?</b> For example: There is no specific place for them to dump the garbage.</p> 

Now turn to your partners and share the analysis of the problem with each other. Let's take three minutes each to share.

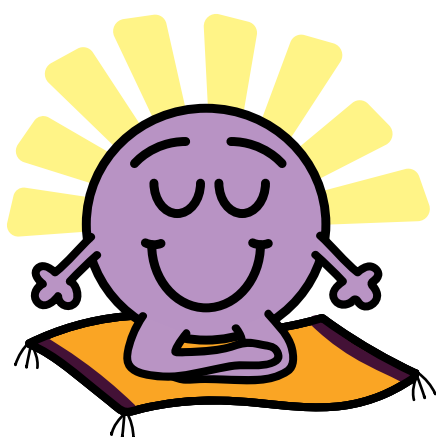
Please also encourage others to think about other possibilities of this problem and give each-other feedback on their analysis of the problem. For example: You may share other side effects of the

problem or why you think solving this may be significant.

Let's use Ms. Collaboration to do this.



## Reflect (10 minutes)



It's Mr. Consciousness time!

Learners, till now we have identified the problem, understood what causes it and have also explored what people around you think about the problem. All of this is done to **FEEL** the problem deeply.

Let's sing together a short poem to remember the first step of the FIDS process.

*F is for Feel  
I use my heart  
Feel how others feel  
Compassion plays a part!*

*Encourage learners to repeat after you.*

Only, once we have identified, understood and FELT the problem deeply can we go to the next step. Can someone guess what that is?

*Response: Imagine a solution.*

Let us listen to the story of Tejas, a school boy from Bangalore. Tejas realised that his city experiences immense water shortage. He wondered Why. He read a lot of news articles with immense curiosity and realised that water shortage occurs because his city is dependent on rain for water. Now

he knew he had to find a way to save water. He wondered why there was so much water wastage.

After conducting a survey, he realised that the biggest source of water wastage is running taps. He then created a device called an aerator which can be attached to the tap and reduce the flow of water hence saving more water!

Tomorrow will be about imagining solutions so bring in your most creative selves to the class.

## After Class Challenge

Do you remember that we listed down 5 people who could help with our problem? Before our next class, please speak to them and ask them various

ways to understand the root cause better.

## OBJECTIVE

**I can IMAGINE a solution.**

### Cs IN FOCUS

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



### CONSTITUTIONAL VALUES

Fraternity

### MATERIALS

Prepare and use the same partner list from yesterday.

### SUMMARY OF PRE-WORK

Read the scenario and identify the root cause of the problem doing the 5 why exercise. Try to imagine a solution to solve the root cause.

You may take help from your siblings or parents to find the solution.

Scenario: Your friend goes to a school in the community where they don't have sports period because according to the school principal completing the syllabus is more important. Your friend discusses this with you and asks you to help him/her to find different solutions to this problem.

Remember: There can be problems that we see everyday and think that we can not do anything about them. We might just neglect them or think somebody else will solve these problems for us. But, if we believe in the power of our imagination, we can certainly find solutions to these problems.

Looking forward to seeing and imagining solutions with all of you in the class.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (10 minutes)

Hello change-makers!

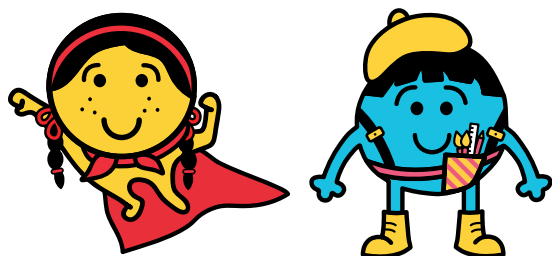


I hope you had an interesting time speaking to the people in your community and discussing the problem that you are passionate about. Talking to others and really listening helps us gather so much wisdom. Can everyone quickly show me on their fingers how many people they have spoken to?

Let us talk a little about our pre-work. How many of you were able to imagine the solution for the problem given to you?

*Encourage a few learners to share their solutions.*

Thank you learners. I can see how all of you have used Ms. Courage and Mr. Creativity to come up with different solutions. Just imagine, if all of us could put our solutions into action, the problem may no longer exist.



Some of you may have used other Cs also. Would some of you like to share the other Cs you took help from?

*Encourage learners to share.*

Learners, today we are going to imagine solutions for the problems that we have identified till now. We may be needing these Cs through the lesson so my advice is for all of you to keep them close.

*Point to the objective: I can IMAGINE a solution.*

During the class we will try to be an inventor and think creatively. Let's start with an activity.

*Think of an empty chair.*

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 (20 minutes)

Now that we have our creative juices flowing, let's try to do the same for the root cause that we have identified for our problem.

What are possible ways to solve this problem? Don't focus too much on how easy or difficult the solution may be, but keep listing them as you think of them for the next few minutes. You need to

put down at least 5 solutions!

Go back to your root cause analysis of the problem from yesterday- they whys you tried to answer.

Come up with solutions for the root cause of your problem.

Please model this for the learners:

<p><b>What is the problem in the community?</b> For example: In my community, there is garbage everywhere.</p> 	<p><b>Why?</b> For example: People throw all their garbage outside.</p> 	<p><b>Why?</b> For example: There is no specific place for them to dump the garbage.</p> 
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*The potential solutions can be:*

1. Make dustbins out of old cans 2. Call the municipality 3. Lobby with our community to clean 4. Make posters to remind people not to throw garbage 5. Mobilize volunteers to do cleaning drives.

Let's independently take six minutes to do this.

*After the independent thinking time-*

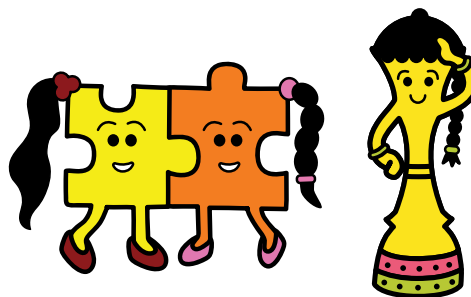
Learners, brainstorming is always a team job. So, let's turn to the same partners, we shared our root cause analysis with yesterday

We shared our root causes with them and now we will share the list of

possible solutions.

As a partner who is listening, please add your ideas to your partner's solution list to solve his/ her problem.

Let's take help from Ms. Critical Thinking and Ms. Collaboration to do this. Each pair will have ten minutes to do this. Each person may take five minutes to share.



Alright! Now each of you should have a long list of solutions with you!

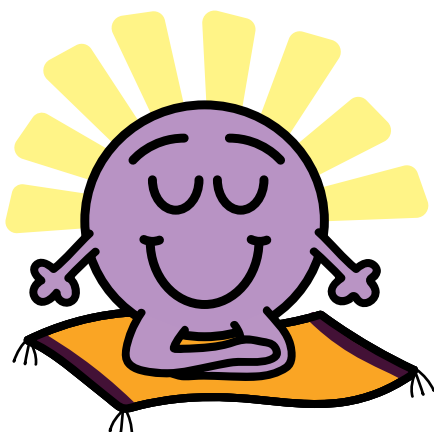
Can all of you show me on your fingers

the number of solutions you and your partner helped you come up with?

*have used their 8 C friends through the activity.*

*Appreciate learners on how each of them*

## Reflect (10 minutes)



It's Mr. Consciousness time!

Till now you have practiced two major steps of the FIDS process. Let's unscramble the words to share what these two steps have been.

*Ask learners to discover the steps by unscrambling the two words below. Write them on the board.*

ELEF (*Feel*)

GIMEAIEN (*Imagine*)

Great!

Can some of you share ways in which we imagined the solution?

*Possible responses: Making a list of solutions, taking suggestions from our partners.*

To end the class today, please think about these two questions and share them with your partner:

- Which C helped me the most to imagine my solution today?
- Which C did I see my partner use through the activity?

## After Class Challenge

Share your list of solutions with the people from your community/ family. Ask them:

What solution do they think will be the

most effective?

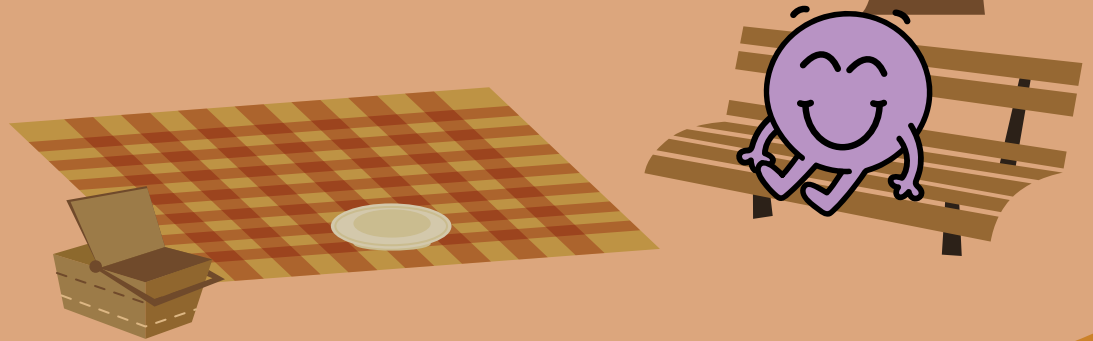
Are there any other solutions that they can recommend?

## OBJECTIVE

# I can IMAGINE a solution.

## C IN FOCUS

Ms. Critical thinking  
Ms. Collaboration  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Fraternity, Justice

## MATERIALS

Please use the same partner list.

## SUMMARY OF PRE-WORK

Take help from Mr. Creativity and make a visual representation of how we can imagine a solution to a problem.

Steps:

- You will think about a problem you feel strongly about and make a poster on how your community looks like at present with the existing problem.
- You will select the best idea that would work as a solution for the problem and make a poster on how the community would look like after your imagined solution.

Note: You can use pencil, crayons, water colors, sketch pens etc. to draw your posters in your diary.

Sample Example: Anil feels his community has a water scarcity problem.

Problem Poster:



Solution Poster:



## RESOURCES FOR THE TEACHER:

Synchronous Presentation



Asynchronous Pre-work Document



# Spark (10 minutes)

Welcome change-makers!



Can all of you share your problem posters up in the air for everyone to see?

*Encourage learners to share how they feel living in a community that looks like this and has so many problems.*

Can all of you now share your solution posters up in the air for everyone to see?

*Encourage learners to share how they would feel living in a community that looks like this.*

Learners, there is a truth that we all live in a community with so many problems but my hope is that all of us can imagine and implement solutions that may help us live in the community that was depicted by your solution posters.

Let me share a short story with you about another changemaker.

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 five 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 five of these 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!

Similar to Archana, all of us have the power to bring change in our communities!

Yesterday, we spent some time imagining multiple solutions. Today, we will think of our solutions in a more systematic and constructive way.

# Learn (20 minutes)

Let's try to narrow down our solutions to 2-3 things that we want to do in order to solve the problem we have identified in our community.

And this is how we do it - we 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?

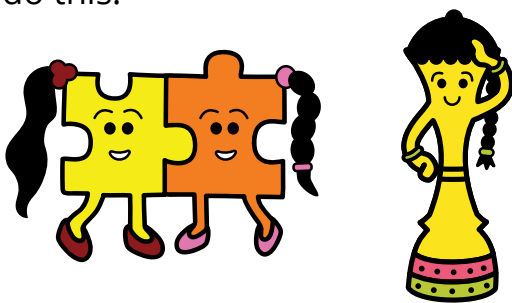
Long lasting: Will my solution last even after I finish the project?

Now, let's make a table with all of our solutions, and I want you to tick which of your solutions are Bold, Long Lasting and have Impact.

Solution	Impact?	Bold?	Long lasting?

Once you are done, color in the solutions that meet all three criteria!

Let's do this exercise with our partners for the next ten minutes. Please spend no more than five minutes on one person's problem. Take help from Ms. Collaboration and Ms. Critical Thinking to do this.



If there is more than one solution that meets all the criteria, list them down together. Let's take another two minutes to do this independently.

Give me a thumbs up once you are done.

While you look at your list now, which solution are you excited to implement first. This may be the one you like better or the only one that meets the three criterias.

*Encourage all the learners to share one by one or put in the chat box (virtual class)*

*After learners have done this with partners, ask a learner to share the table. While the learner shares, please show how we can narrow down our solutions. They should have all 3 qualities.*

# Reflect (10 minutes)



It's Mr. Consciousness time!

Learners, we all deserve to live in a community without problems and we are the ones who can make that happen.

Remember, we're the ones \_\_\_\_\_. (*we are waiting for*)

The solutions that you came up with are the ones you are going to implement in your communities. I know that this may sound a little scary so let's think and share:

- What are you most excited about in implementing your solution?
- What are you worried about?

Now that we are done with the two steps, let's sing together a poem that will help us remember these two steps.

*F is for Feel  
I use my heart  
Feel how others feel  
Compassion plays a part!*

*I's for Imagine  
I use my mind  
I dream of a new world  
Solutions I will find!*

## After Class Challenge

Share your final solution with the people in your community. Ask them if they will be willing to help you and how?

Remember that working with people may make any challenge easier to solve.

## OBJECTIVE

**I can make a plan and implement my solution.**

## Cs IN FOCUS

Mr. Consciousness  
Mr. Curiosity  
Ms. Collaboration  
Ms. Critical Thinking



## CONSTITUTIONAL VALUES

Liberty, Fraternity, Justice

## MATERIALS

- Song from Lakshya



DFC video



- Use the same partner list.
- Create a timeline for learners to implement projects as per your class context.

## SUMMARY OF PRE-WORK

Listen to this song from the Movie Lakshya.



I know it's in Hindi and some of you may not understand. Here are the lyrics in English for your reference.

After listening to the song, think about:

- How is it related to what we are doing in the class

## RESOURCES FOR THE TEACHER:

Synchronous Presentation



Asynchronous Pre-work Document



# Spark (10 minutes)

Hello change-makers!



*Start the class by playing the title track from the Lakshya movie.*

 Video



Would some of you like to share what you understood from the song?

*Possible response: Achieving our goal despite the challenges.*

We have discussed the problems of our community so far, and we also imagined solutions to those problems. Who remembers what these two steps are called?

*Correct response: Feel, Imagine*

Today we will discuss how we can implement these solutions in the community by making a plan.

*Point to the objective: I can make a plan and implement my solution.*

Which step of the FIDS process is this?



*Response: DO*

We'll think of what we will DO to implement a solution.

Remember that doing may not always be easy but we may not give-up before trying because WE CAN!

Can all of us quickly repeat after me?

I CAN

WE CAN!



# Learn (20 minutes)

We used a “Why- Why” technique to understand and FEEL the problem. 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.

And in this way, we can come up with different tasks that we have to do in order to implement the solution.

Please encourage learners to come up with a response to each ‘how’.

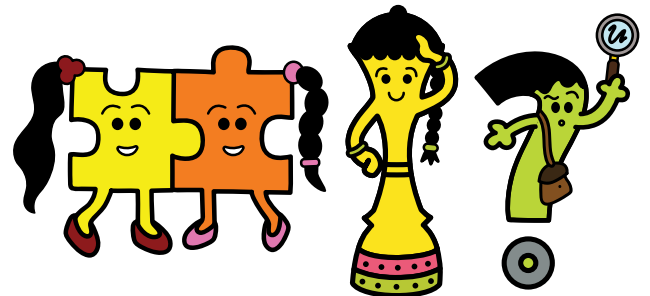
Now, it’s your turn!

- Turn to your partner and pick turns.
- While one person is sharing the solution, the other has to keep asking “how”

- Continue to do this till you have a task list ready.
- Switch turns and do the same for the other person.

You have 12 minutes to do this. Each person shall take no more than six minutes. 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 put this list in the order of how you will do it.

Let’s decide a timeline for different steps you have in your list.

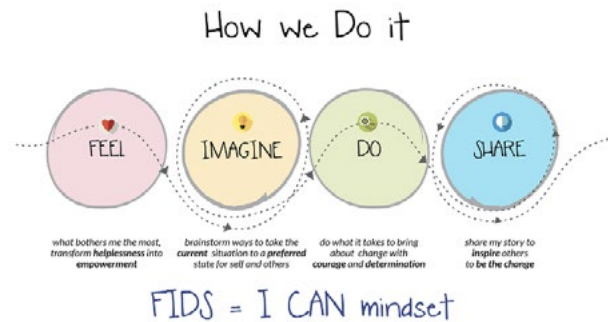
All of you have next week to implement your solution in the community.

# Reflect (7 minutes)



It's Mr. Consciousness time!

Can someone quickly share the three steps of the FIDS process?



*Correct response: Feel, Imagine, Do*

Let's sing together a poem that will help us remember these three steps.

*F is for Feel  
I use my heart  
Feel how others feel  
Compassion plays a part!*

*I's for Imagine  
I use my mind  
I dream of a new world  
Solutions I will find!*

*From Imagine to Do  
The time to act is here  
Learn from my mistakes  
Using the C's without fear*

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.

Are you all ready to share your journey of change with others?

*Encourage and create enthusiasm among learners.*

We will do that as a part of our showcase of learning for the lesson. Before that let's spend some time implementing our action plans in our communities!

For you to find the right motivation, here is 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.



Before we close out, let's think and share:

- Which Cs did you see students in the video operate with?
- Which Cs do you think will help you implement your action plan?

## After Class Challenge

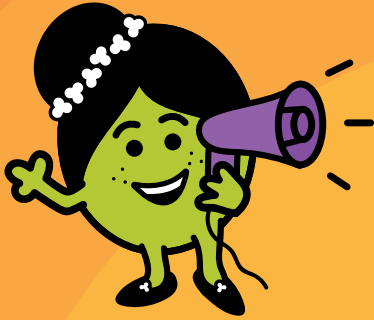
Share your 'Do', the action plan with people who were willing to help you implement this solution.

Make a group with them and decide on:

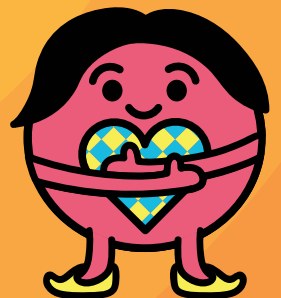
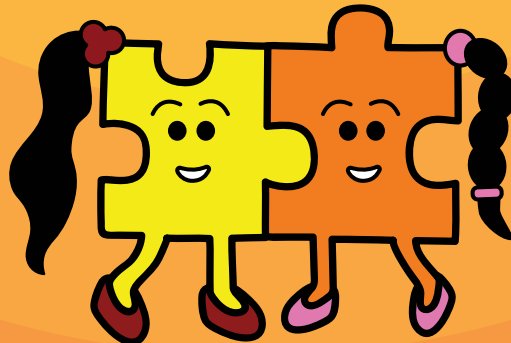
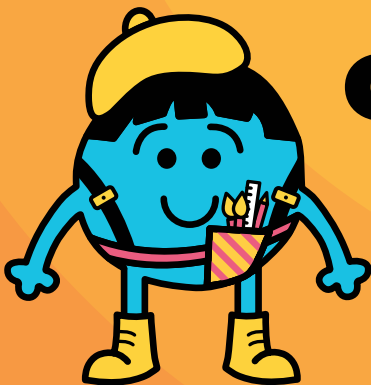
- Who would do what and when?
- Start implementing your plans.

# Printables

Hindi Lyrics	English Lyrics
<p>haan yehi rasta hai tera tune ab jaana hai haan yehi sapna hai tera tune pehchana hai tujhe ab ye dikhaana hai rokein tujhko aandhiyaan ya zameen aur aasmaan paayega jo lakshya hai tera lakshya to, har haal mein paana hai</p> <p>mushkil koi aa jaaye to, parbat koi Takraaye to taakat koi dikhlaye to, toofaan koi manDlaaye to mushkil koi aa jaaye to, parbat koi Takraaye to barse chahe ambar se aag, lipTe chaahe pairon se naag... paayega jo lakshya hai teraa lakshya to har haal me paana hai himmat se jo koi chale dharti hile kadmon tale kya dooriyan.. kya faasle manzil lage aake gale... himmat se jo koi chale dharti hile kadmon tale tu chal yoon hi ab subah-o-shaam rukna jhukna nahi tera kaam paayega jo lakshya hai tera.. lakshya to, har haal mein paana hai</p>	<p>yes, this is your path, you have come to know this. yes, this is your dream, you have recognized it. now you have to show. whether storms stop you, or the earth and the sky, you'll get what your aim is. the target is to be achieved, in every condition.</p> <p>if some problem appears, if some mountain clashes with you, if someone shows strength, if some storm comes over, if some problem appears, if some mountain clashes with you, whether fire rains from the sky or snakes cling to your legs, you'll get what your aim is. the target is to be achieved, in every condition.</p> <p>the one who walks with courage, the earth moves under his feet. what are distances (for such a person), the destination comes and embraces him. when someone walks with courage, the earth moves under his feet. now walk like that day and night, don't stop or bow down (to any problem) you'll get what your aim is. the target is to be achieved, in every condition.</p>

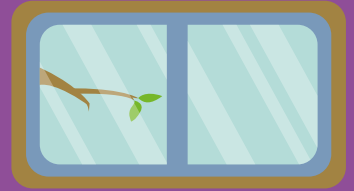


# Showcase of learning



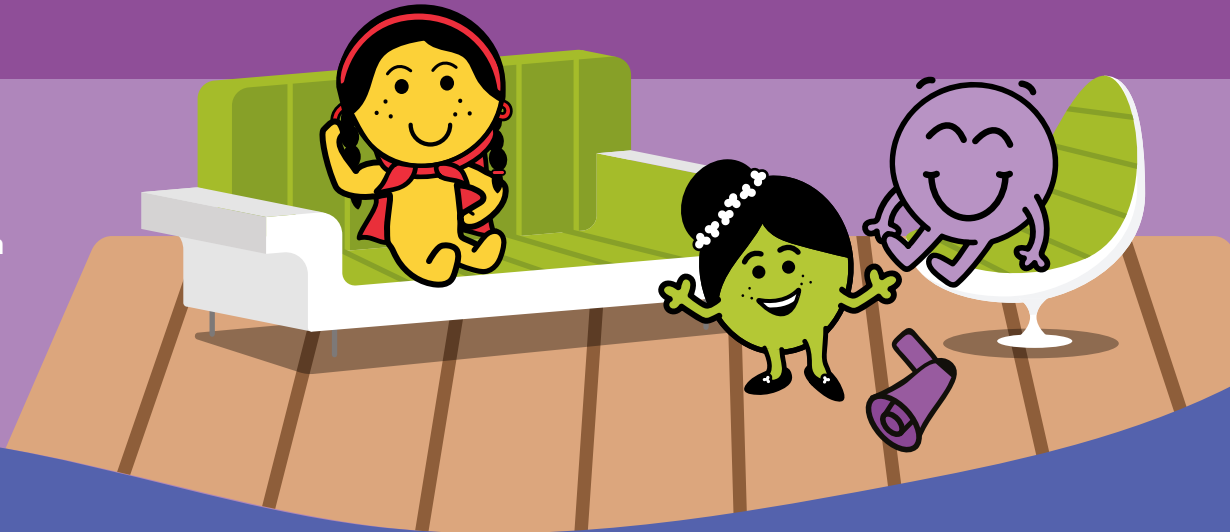
## OBJECTIVE

**I can synthesise what I learned in this unit.**



## C IN FOCUS

Ms. Courage  
Mr. Consciousness  
Ms. Communication



## CONSTITUTIONAL VALUES

Liberty, Justice, Fraternity, Equality

## MATERIALS

In case, learners come from diverse communities, create small groups according to the community, learners belong to. Otherwise, create mixed groups of 6 members and assign one discussion question to each

## SUMMARY OF PRE-WORK

Let's use Miss Critical Thinking, and Mr. Consciousness to look back at everything we have done in this unit. Skim through all your worksheets, your notebook, all the activities we have done to remember how much you have learned about your community.

Put down the three most important learnings.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation



Asynchronous Pre-work Document



# Spark (6 minutes)

Hello learners!



We have come to the end of our third unit i.e. Community. Would any of you like to share the big questions we explored in this unit?

*Correct responses:*

- How does my community contribute to me?
- How may I contribute to my community?

Can anyone share the key lesson we learned through this unit?

*Invite learners to share.*

*Possible responses: We learned to identify our support system in the community, we explored the different positive and negative influences our community has on us. We also talked about problems in the community and the way to solve them by using FIDS. We strengthened our belief in the fact that we are all change-makers.*

Before we synthesise the entire unit, let us sing the FIDS song.

*Sing the song with a lot of expression and assign actions to each of the stages to help learners remember them better.*

*F is for Feel  
I use my heart*

*Feel how others feel  
Compassion plays a part!*

*I's for Imagine  
I use my mind  
I dream of a new world  
Solutions I will find!*

*From Imagine to Do  
The time to act is here  
Learn from my mistakes  
Using the C's without fear*

*The last one is Share  
Without it, there's no fun  
Share what you have learned  
Share with everyone!*

*FIDS unlocks the leader in me  
With it, a change-maker I'll be!*

Learners, tomorrow will be about the last step- SHARE. I am excited, I hope you are too!

Now that we remember FIDS, let's actually get down to synthesizing our learning from the unit so that we can present them creatively in front of our peers, tomorrow. This is going to be our chance to take pride in our learning.

I hope all of you enjoyed going through the lovely work you did through this unit in your pre- work.

# Learn (20 minutes)

Let's begin with a fun game- Mingle Mingle.

During this game, we try to talk to as many people as we can from our class.

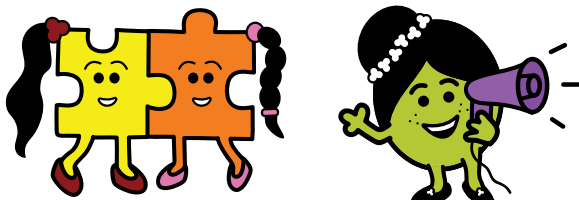
Let me share instructions.

When I say, get in the groups of 4 and discuss, all of you will move around the room and find people you can be in the group of four with.

Then you all may discuss the answer of the question I am going to pose to you.

Are you ready?

Remember that the beauty of the game lies in speaking to people we generally don't speak to a lot and getting to know as many people as we can so take help from Ms. Communication and Ms. Collaboration to do this.



*Please keep reducing the number of people in the group as we move closer to the last question.*

*For the virtual class, pose a question to the entire group and then send them to random breakout rooms of four. Call all the learners back after five minutes, pose another question and recreate breakout rooms of three people each so that the group changes. Continue to reduce the number of people in the breakout rooms as we move closer to the last question. To*

*keep track of time, you may also ask one breakout room to discuss responses to two questions.*

## Prompts:

- Who are the four people in your support system?
- Talk about the person/ place/ experience from your community that left a negative effect/ influence on you, in the last one week.
- Talk about the person/ place/ experience from your community that left a positive influence on you, in the last one week.
- Talk about a time when you left a positive influence on someone, in the last one week.
- Which problem in your community are you working towards? Why did you choose this problem?
- What is your solution or plan of action to work on the problem that you have identified?

*After learners are back, ask them*

Can all of you show me on your fingers the number of people you spoke to today?

*Encourage learners to share - how they are feeling after doing this?*



# Reflect (10 minutes)



It's Mr. Consciousness time!

Think and share:

- Did you find similarities in the positive experiences of people? How?
- Did you find similarities in the negative experiences of people? How?
- Did you find similarities in the problems that people have identified? How?
- Did you find similarities in the solution that people have come up with? How?

*Please hear from at least three learners for each of the prompts in the large group. Encourage all your learners to respond to these in their diaries or in the chat box.*

Learners, thank you for using Ms. Courage so much today to talk to as many people as you could and share your experiences. I hope this helped you gain confidence and conviction in the work that you have chosen to do in your communities.



We all may have similar or different support systems but all of us are surrounded by all sorts of influences in our life. It is this how our community contributes to us. Remember, that our constitutional value of Liberty allows us to choose the influence we want to stay with.

Apart from that, we may have seen how all of us are working towards different problems in our community but the biggest similarity between all of your work is that- We all

wish to make our communities better. This is what makes all of you leaders, change-makers and contributors of your community.

Tomorrow, with your fellow classmates and community members, I would love for you to present- What do your reimagined communities look like?

This will be the last step of our FIDS process- SHARE!

Look forward to tomorrow's pre-work to know more about the same.

*In case, learners come from diverse communities, create small groups according to the community, learners belong to. If it's one community, create mixed groups of 5-6 members and ask them to work together. Share the groups with the learners before closing out the class. These are the groups learners will be working with for the final showcase.*

## After Class Challenge

Work on your final showcase.

Please explain the pre-work to the learners in the class

## OBJECTIVE

**I can showcase what I learned in this unit.**

### Cs IN FOCUS

Mr. Consciousness  
Ms. Communication  
Ms. Courage  
Mr. Creativity



### CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

### MATERIALS

DFC video

 Video



KER Anthem

 Video



Please explain the pre-work to the learners in the last class.

Take permission for a 90 minute class or divide it in two shorter slots.

### SUMMARY OF PRE-WORK

In your next class, you along with your group members will do a presentation on- 'Changemakers of XYZ community'.

Through your presentation, your group

will answer the big question- What do our reimagined community look like?

Find preparation on last page

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Framing (15 minutes)

Hello learners and audience, today is the last day of our Unit- Community.



Until now, we have explored important questions about our community and have also tried to synthesize our learning through the mingle mingle activity yesterday.

Let's begin by answering the question- Who will bring change/ solve problems in your community?

*Possible response: I, us, changemakers.*

Are you the only ones who will solve these problems?

*Possible response: No, all of us together will do it.*

Exactly, all of us together with the help of our amazing Ms. Collaboration can do wonders. Remember, we're the ones\_\_\_\_\_. (we're waiting for)

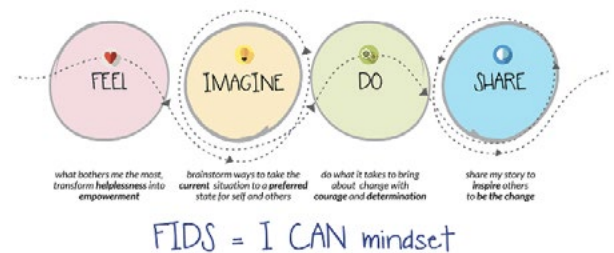
*Encourage learners to complete the phrase all together)*

With this in mind, let's talk about the exciting thing we are going to do today. Can one of you share what's that?

*Possible response: Do a presentation on changemakers of our community.*

Which step of the FIDS process is this?

How we Do it



*Response: Share*

Can one brave person share why we are doing it in the group with the fellow classmates of our community?

*Possible response: Because it's our collective responsibility. We together can reimagine and bring change in our community.*

Thank you learners! All of you are responsible and smart changemakers indeed.

Before we talk about sharing our work, let's watch a video of a didi who has created this simple 'Design for change' framework for people. As we watch the video, we will also see a set of students feel, imagine, do and share a solution to a problem that they identified in their school.



*Please pause the video after each step and ask learners to share how they practiced the particular step in the class.*

I hope this gave you enough confidence to share your stories with us. So, before we begin our presentation, let's take

five minutes in our respective groups to discuss anything that we wish to do before the presentation. You may use this time to rehearse, discuss things you were not able to etc.

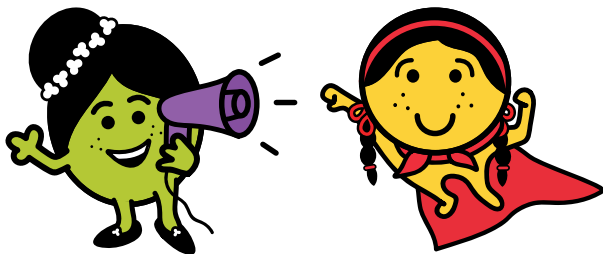
## Showcase (45 minutes)

Please coordinate with stakeholders - Principal, school teachers, students and parents and invite them for the showcase.

While we present, let's remember Ms. Courage and Ms. Communication.

1. We will share confidently.
2. We will also listen to our friends carefully.

Let the presentations begin.



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.

# Debrief and Closing (7 minutes)



It's Mr. Consciousness time!

Learners, do we remember when we made the problem and solution poster for our community?

Today you are going to do something similar. The only difference is that we will make these posters independently keeping in mind all the solutions to the problems identified by your group members.

The title of this poster will be- **My reimagined community.**

*Encourage your audience to also think about what they heard in the presentations and make a poster representing the Reimagined community.*

Let's take five minutes to do it independently using Mr. Creativity.



*Encourage learners to hold their posters up in the air for everyone to see. Invite a few of them to share how they are feeling.*

Learners, I am just thrilled to think about the possibility of all of this being true one day. I am sure that day will come sooner because of all the young leaders and changemakers like you.

I am certain that through your work, you will also be able to positively influence people

around you and find an even stronger support system for yourself.

Let's close out this unit by singing this song together- KER Anthem: We're the ones we are waiting for.



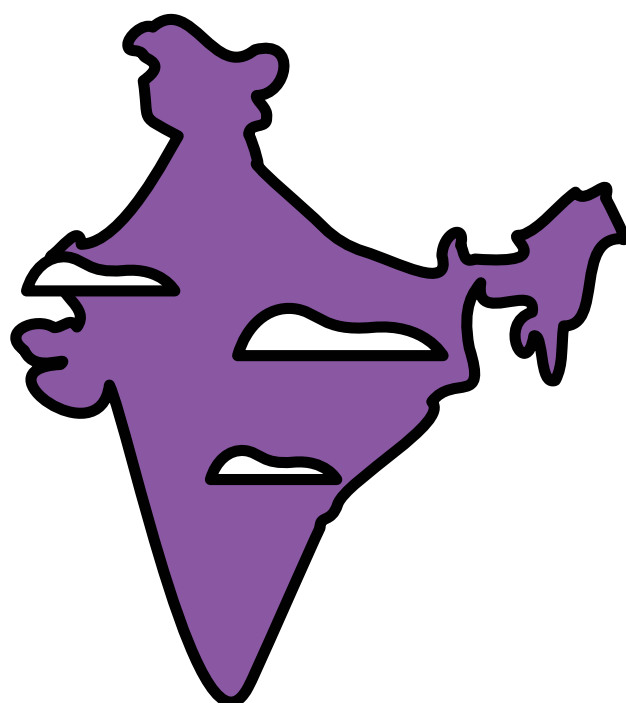
*Please close the class out with celebration and gratitude. ( You can hand out gratitude notes/ bag tags/ bookmarks/ C sticker to everyone )*

## After Class Challenge ( 30 minutes)

Continue to implement your solutions and share your progress on our whatsapp group.

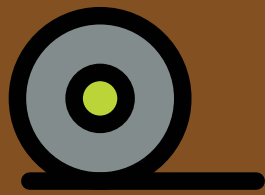
Keep updating your progress and making notes of the good and bad

moments in your diary. This will help you 'share' your story further, even after you complete your project.



**Nation**





# Big Question 09

**What makes India a democracy? Is democracy the best system for our government?**

**LEARNING STANDARD**

**Students will build an understanding of different forms of government and compare it to the one in India.**

## OBJECTIVE

**I can articulate what makes India a democracy.**

## C IN FOCUS

Mr. Consciousness  
Mr. Curiosity  
Ms. Courage  
Ms. Collaboration  
Ms. Critical Thinking



## CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

## MATERIALS

N/A

## SUMMARY OF PRE-WORK

Watch this short introduction video on democracy and answer these questions:

- What does the word democracy actually mean?
- What's one thing you found interesting about the history of democracy?
- Where did democracy start first?

 Video



The video tells us about our country-India. There may be things that you already know about our country but there may be things which are new. Make a note of both of these things after you have watched the video.

Knew already	Have learned now.

Have fun.

Now that you've seen the video and understood the meaning of the word democracy, watch another video here.

 Video



## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

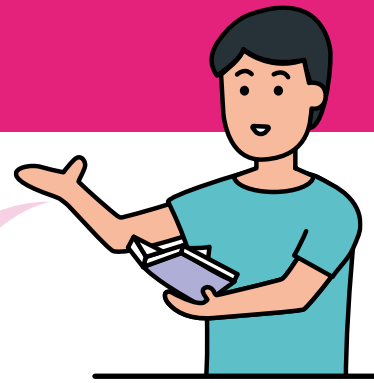
 Link



# Spark (5 minutes)

Hello learners!

I hope all of you are very excited to start the fourth unit of the curriculum i.e Nation- India



Till now, we have explored a lot about ourselves, our friends, our families and our communities. Through the upcoming unit, we will begin to learn about our country and the role we play in it.

Before we begin, I want to ask you all a few things. I am going to share some statements about our class. You have to rate those statements on a scale of 1-5.

For example, My class is like my family. All those who think it is will show me a 5. All those who think it's not, will show me 1. If you don't totally agree or disagree and think that you are somewhere in the middle, choose 2, 3 or 4 according to your preference.

Are you ready?

- All the members of the class are treated equally and get equal opportunities
- All of us can share what's on our mind and can raise our voice against the wrong things.
- All of us show love towards the members of our class and respect it's space.
- All of us are involved in taking key decisions for the class.

Thank you learners for sharing so honestly by taking help from Ms. Courage.



If you think, all of these were true for our class to some extent, then our class is a democratic space.

Today, we are going to explore if this has also been true for India or not.

*Point to the objective: I can articulate what makes India a democracy and judge the impact.*

The big question we will first begin with in this unit is- **What makes India a democracy? Is it the best system of governance?**

Can someone share what a democracy is? Quickly refer to your pre-work (video 1) and raise your hands to share.

*Possible response: Government of the people.*

# Learn (20 minutes)

Let us actually get into the groups of four and be the judges.

Do you know what the judge does?

*Possible response: A judge helps us decide if something is right or wrong by looking at evidence.*

Exactly. But what are all of you going to decide as judges?

Today all of you will decide if India is a democracy or not.

In the beginning of the class, we rated our class on a few statements. Let's look at those statements again and see if they are also true for our country.

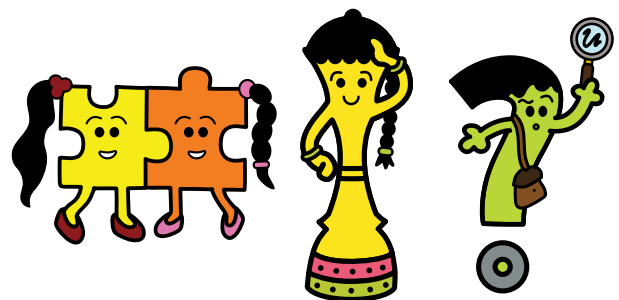
Remember that for us to say if something is true or false, we need proof or evidence.

So follow the following steps:

- In your group, read the following statements.
  - All the members of the country are treated equally and get equal opportunities
  - All the citizens can share what's on our mind and raise their voice against the wrong things.
  - All of us show love towards the members of our country and respect it.
  - All the citizens are involved in taking key decisions for the class.
- For each statement, find proof of this happening in India.

- If we find proof, we say yes to the element.
- Refer to your pre-work table from yesterday- the one that you made after watching the second video. If you don't find a proof in the table but know of this from somewhere else, please share an example.
- If all of these elements get a tick mark, we will conclude that India is a democracy.

Are you ready? Please remember to take help from Ms. Collaboration, Ms. Critical Thinking and Mr. Curiosity to do this. Let's come back after twelve minutes.



*After learners come back, encourage one person from each group to share their decisions with the evidence. You may also ask each group to share evidence for each of the statements. In case, learners weren't able to find proofs, share some of these with them and ask if this proof makes the following statement true for India. The idea is to encourage learners to see the evidence themselves and choose if India is a democracy or not.*

*Possible responses:*

- All the members of the country are treated equally and get equal

opportunities (Yes, everyone above 18 irrespective of their caste, class, religion, gender has a right to vote)

- All the citizens can share what's on our mind and raise their voice against the wrong things. (Yes, there can be conflicts and people can voice out what they need and want. Government can then help citizens make a decision. Judiciary helps with justice)
- All of us show love towards the members of our country and respect it. (Citizens through voting want to choose someone who is best for them and their country)

- All the citizens are involved in taking key decisions for the class. (Yes, the voting itself is the process where citizens get to choose their leaders)

Thank you learner judges for all of your help! We now know that India is a democratic country.

Can all of you look at the statements again and share which constitutional values are fostered through democracy?

*Possible response: Liberty, Equality, Justice and Fraternity.*

## Reflect (5 minutes)



It's Mr. Consciousness time!

Let's reflect on how we felt in the class today. Show me a thumbs up if you agree with what I say:

- I was free to share my opinion and that felt good. (Liberty)
- People listened to me with respect and valued my opinion. (Justice)
- Everyone in my group got a chance to share. (Equality)
- I helped someone. (Fraternity)

Learners, it's crucial for us to practice the four constitutional values in the class for our class to also become truly democratic.

I know that in the beginning of the class you rated your class on a few statements. Can all of us brainstorm and share some ways in

which our classroom can become even more democratic?

*Encourage a few learners to share responses.*

*Possible responses: Co-creating seating arrangements, leading meetings in class and collectively setting goals for our class and reflecting on progress on them, sharing our responses in class and in groups etc, taking responsibilities of different things in the class.*

On this note, let me share an example of a student leader who tried to bring the spirit of democracy alive in her school:

Safoora, an 8th grader from Hyderabad, duplicated India's parliamentary system in her school with the aim to build leadership skills in her peers. They worked on transferring all the responsibility of school management to this student body. Safoora, who was elected as the Prime Minister, worked with her ""ministers"" towards responsibilities such as syllabus tracking, notebook corrections, event management and managing discipline in partnership with their teachers.

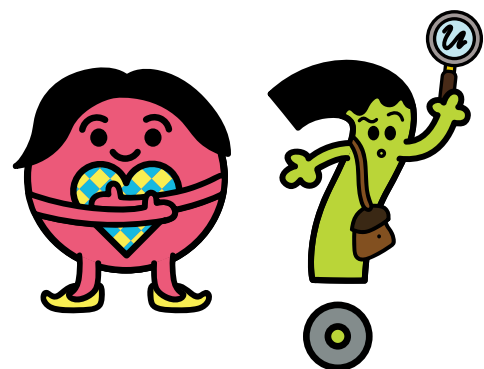
## After Class Challenge ( 30 minutes)

Talk to at least 5 adults (family members and neighbours). Ask them the following questions:

- Did you vote in the last election?
- Why did you vote or not vote?
- Do you think elections are important? Do you think you are an important decision maker?
- Do you think all people in India are equal? Why/why not?
- Have you ever raised their voice against the wrong thing?

- Do you love your country? How do you show that love?

Use a lot of Mr. Compassion and Mr. Curiosity while doing this.

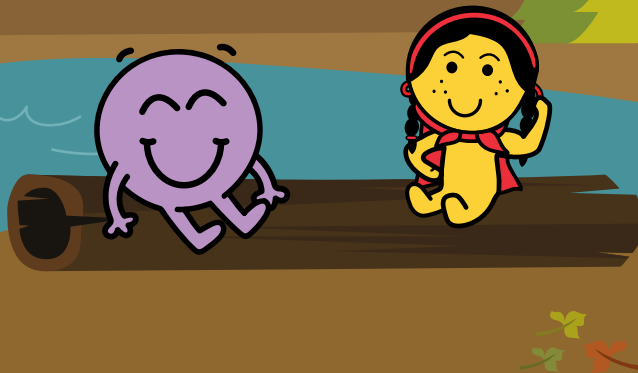


## OBJECTIVE

**I can practice democracy in my classroom.**

## Cs IN FOCUS

Mr. Consciousness  
Ms. Courage



## CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

## MATERIALS

N/A

## SUMMARY OF PRE-WORK

You heard about Safoora's interesting school parliament in the class today. Please watch this video to see how Safoora made this possible.

 Video



Do you think we can do something similar in our class? How?

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

Asynchronous Pre-work Document

 Link



 Link



# Framing (15 minutes)

Hello learners!



Yesterday we learned a little about what democracy is and discussed if our classroom is a democracy.

Let's hear some of the statements that are crucial for a democratic space and say 'Yes- that's true' if you think the statement is true for your class. If you don't, you can stay quiet.

- I participate in important decisions of the class.
- My voice matters in the class.
- We all get equal opportunities in the class.
- We have freedom to share what's on our mind in this class.

- I am listened to with love and respect.
- We all support each other.

I can see a lot of energy in the class right now.

Can some of you share which aspects of these statements did you see come alive in Safoora's parliament?

Give me a loud 'woo-hoo' if you feel Safoora's parliament was democratic.

Today we are going to do something similar in the class. We will choose our classroom leaders to strengthen the spirit of democracy in our class.

Are you all excited?

# Learn/ Practice (30 minutes)

We are going to have four leadership positions.

Liberty leader, Equality leader, Fraternity leader and justice leader.

Can we quickly shout out the role that the liberty leader shall play in this class?

*Possible leader: To ensure that- Everyone shares what's on their mind, everybody adds their opinions to a decision, everyone*

*should be able to say no to the things they don't like.*

*Please encourage learners to articulate the roles that the four leaders may play in the class. You may also add your thoughts while the learners share and make a table with roles and responsibilities on the board/ screen.*



Now that we know the roles these leaders will play for us. Who wants to take this responsibility for our class? Let us now nominate ourselves for different positions. You can only nominate yourself for one position.

Remember that each one of you has a potential to lead so take help from Ms. Courage and raise your hands if you want to be a

- Liberty leader
- Equality leader
- Fraternity Leader
- Justice leader



*Invite learners to raise their hands one by*

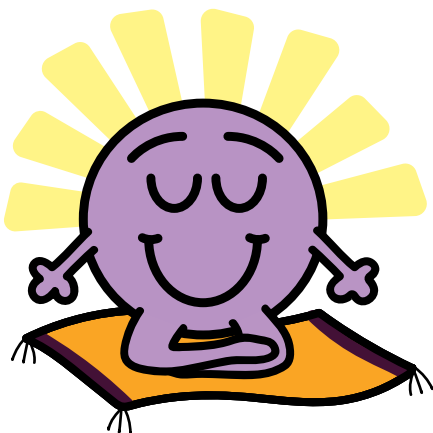
*one for each of the positions. Please keep writing the names of nominees on the board/ screen.*

Great, let us come back and give a huge round of applause to all these nominees who have shown immense courage to give their names for these positions. Towards the end, we may only have one person to lead these four constitutional values but don't forget that it will still remain our equal responsibility to uphold these values.

Tomorrow, we will celebrate our 'Classroom election Day'. This means that all of us will be voting for the candidate we feel should be our class leader for these positions.

All nominees will get two minutes each to share- 'Why should people vote for me?'. Do prepare your election speeches like real leaders.

## Reflect (10 minutes)



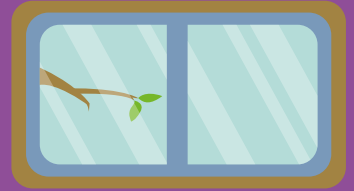
It's Mr. Consciousness time!

Let's reflect on how we felt in the class today. Show me a thumbs up if you agree with what I say:

- I was free to share my opinion and that felt good. (Liberty)
- People listened to me and respected my opinion. (Justice)
- Everyone got an equal opportunity to nominate themselves. (Equality)
- I helped someone or someone helped me (Fraternity)

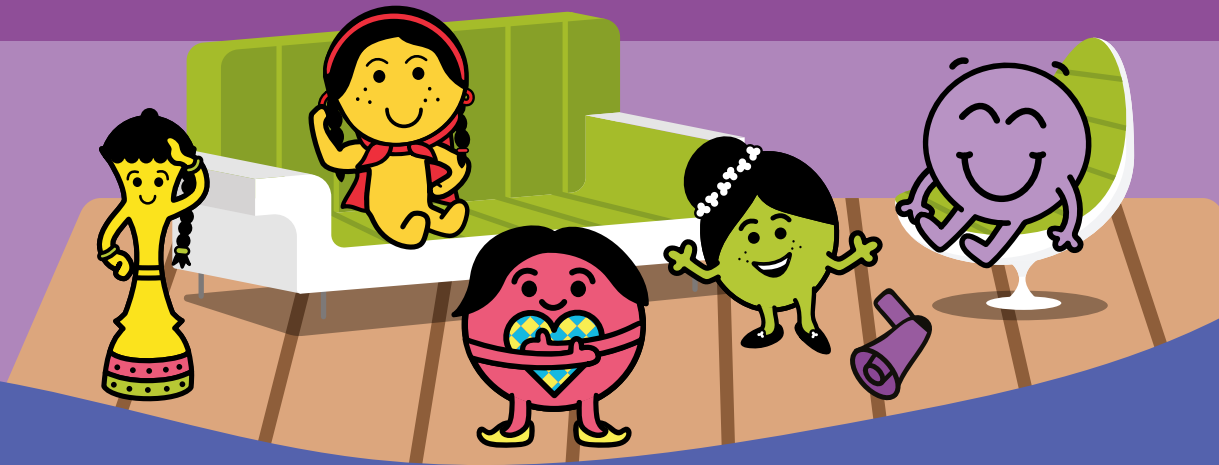
## OBJECTIVE

# I can practice democracy in my classroom.



## C IN FOCUS

Ms. Courage  
Ms. Communication  
Ms. Critical Thinking  
Mr. Compassion  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Equality, Fraternity, Justice, Liberty

## MATERIALS

Get small voting sheets on the last page printed or create a google form for voting.

For an in-person classroom- a ballot box .

Blue ink

## SUMMARY OF PRE-WORK

All the nominees shall prepare a two minute speech on- "why should people vote for me?"

For that, let us listen to a strong speech given by this little kid on why schools should have recess. As you hear, make a note of style of speaking and what he is using in his speech.



add these things to your speech:

- What is your vision/ goals for our class?
- What will you do if you become a leader?
- How will you do it?
- How will it benefit all the students of the class?

For people who are not nominees, make a list of things and leadership skills you would want all the four leaders to have.

Pick up ideas and prepare your own. You may

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

Link



Asynchronous Pre-work Document

Link



# Framing (5 minutes)

Hello learners!



I am very excited for our 'Classroom Election Day'.

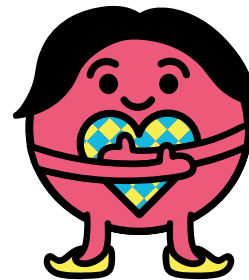
Give me a 'woo-hoo' if you are excited too.

Let us hear from some of our nominees about how they are feeling.

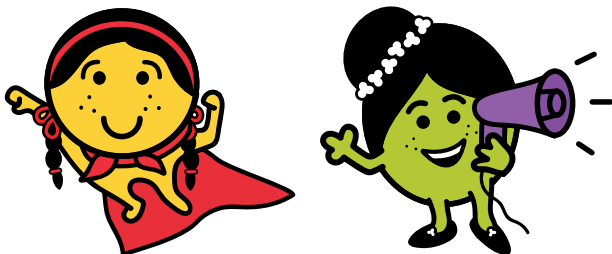
*Invite a few of them to share their emotions.*

Let us start with the speeches. To all the nominees, please take help from Ms. Courage and Ms. Communication to deliver your speech.

As we hear different nominees speak, remember to motivate and encourage them using a lot of Mr. Compassion.



Also make a note of different interesting ideas each of them have, that will have you to take your decision.



## Learn/ Practice

*Encourage nominees to come one by one to share their speeches. After each learner shares the speech, encourage learners to sing a small poem for the nominees with their names.*

Go nominees' name, you're so fine

*You're so fine, you blow my mind  
Go nominees' name!*

*After the speeches:*

Let us all take five minutes in complete silence to think about what we heard

just now and think about who you wish to vote for.

Please take help from Ms. Critical Thinking to do this.



Remember:

You are free to choose your leader.

Your vote matters.

All of you are only allowed to vote once.

*After five minutes,*

*In an in-person class, distribute voting sheets to learners, ask them to fill it*

*secretly, fold their sheets and put them in boxes. Learners may do it one by one and you may put an ink on their little finger. Encourage nominees to vote too.*

*In a virtual classroom, share the google form with all the learners and ask them to come back after five minutes.*

*After voting, invite all the learners to sing after you.*

Go class, we are so fine

We are so fine, we blow our mind

Go class.

Let us give a huge round of applause to ourselves for practicing one the key aspects of democracy that is voting in the class today.

## Reflect (5 minutes)



It's Mr. Consciousness time!

Let's reflect on how we felt in the class today. Show me a thumbs up if you agree with what I say:

- I was free to choose my own leader (Liberty)
- I felt heard and respected. (Justice)
- Everyone was treated equally. (Equality)
- I saw love, respect and collaboration in the class (Fraternity)

# Instructions for announcing the winners

*Please count the number of votes post the class and share the winners of the election with the learners the next day. You may give a badge to all the leaders and encourage other nominees with a token of appreciation. You may also choose to create clubs in the class with winners leading the club and other nominees becoming the members of these clubes. Encourage different learners to share how*

*they are feeling with the new leadership system in the classroom.*

*The purpose is for learners to see how the spirit of democracy comes alive in the class. You may reinforce the idea of how responsibilities are always shared even when there's one person who may be in a leadership position.*

# Printables

Please tick beside the person's name you wish to vote for:

## Liberty leader

- ☐ Student 1
- ☐ Student 2
- ☐ Student 3

## Equality leader

- ☐ Student 1
- ☐ Student 2
- ☐ Student 3

## Fraternity leader

- ☐ Student 1
- ☐ Student 2
- ☐ Student 3

## Justice leader

- ☐ Student 1
- ☐ Student 2
- ☐ Student 3

## OBJECTIVE

**I can articulate what makes India a democracy and learn more about it.**

### Cs IN FOCUS

Mr. Consciousness  
Ms. Courage  
Ms. Critical Thinking



### CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

### MATERIALS

N/A

### SUMMARY OF PRE-WORK

Try to be like Mr. Curiosity and find three new things about democracy.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



# Spark (5 minutes)

Hello learners!



We have already learned a little about how India is a democracy and have also practiced some aspects of it in our classroom.

Let's begin by decoding some of these words independently.

All of these are related to democracy. Are you ready? You have fifteen seconds to unscramble as many words as you can.

\_\_\_\_\_ (O E P E P L)

\_\_\_\_\_ (G, O, I, N, V, T)

\_\_\_\_\_ (Y, U, Q, L, E, A, T, I)

\_\_\_\_\_ (C, E, J, U, T, S, I)

\_\_\_\_\_ (T, F, A, T, R, E, N, R, Y, I)

\_\_\_\_\_ (Y, B, I, R, E, L, T)

*After fifteen seconds, encourage learners to show on their fingers the numbers of words they were able to decode.*

*Possible response: People, Voting, Equality, Justice, Fraternity, Liberty.*

Today, let us decode a few more characteristics of a democracy. I know that you may have already found some of these in your pre-work.

Let us begin with a simple phrase.

**'Democracy is the government of the people, for the people and by the people'.**

Would any of you like to share what that means?

*Possible response: The government is made up of the citizens of the country, it is elected by the citizens of the country, it also is created to work for the betterment of the citizens of the country.*



# Learn (25 minutes)

We will all go back to our experience of choosing our own Liberty, Equality, Fraternity and Justice leaders.

I am going to share a few scenarios with you. All of you will have to guess what would have happened if it was true.

What if for each of the leadership positions we only had one person nominated?

- What if all of your votes had a different rating. For example, my vote was counted as 50, the votes of all those whose names start from alphabets A- M were counted as 10 and the votes of all those whose names start from alphabets N- S were counted as 5 and the votes of all those whose names start from alphabets T-Z were counted as 1.
- What if people who didn't attend the class of day 1 of the unity weren't allowed to participate in the election?
- What if you see your leaders break the rules or not do the task they are chosen for?

*Encourage learners to share what may happen as a result of each of these things. You may also ask learners to come up with the consequences in small groups if time allows and then take responses in the large group.*

*Possible response 1: People won't have choice, forced to vote for one person*

*and that person would have one. Lack of Liberty.*

*Possible response 2 and 3: Inequality and unfairness. People would feel superior to each other which may also lead to conflicts and fights.*

*Possible response 4: Tell them it's not right and we will complain.*

Exactly learners, thank you for sharing your thoughts by taking help from, Ms. Critical Thinking.



Therefore, democracy has a few more features:

- Multi-party system. - Helps citizens to choose and prevent one person from ruling.
- Rule of law- One person, one vote, one value. Everyone is equal in democracy.
- Democracy gives us some rights and also laws that protect our rights.
- You can hold your leaders accountable and can even change them.

Let's do another experiment. This is a hypothetical situation.

I am planning to introduce a fun one hour period on Fridays. You have three options, Art, Music or dance.

Let us now vote. All those who choose Art, raise your hands.

*Count the number of hands and put the number on the board. Repeat for the other two as well. Decide what the majority has chosen as the final decision.*

Now, invite one learner who wants to do the other two art forms to share how they are feeling?

*Possible response: Not good, forced to do something else.*

Thank you for using Ms. Courage to share. Sometimes, this may happen in democracy. Therefore, another important feature of democracy is to:

- While choosing the vote of majority, also value the voice of the minority.

Can someone share, how may we do it in this situation?



*Possible response: Do other art forms once a month and majority one- thrice a month.*

We have learned a few more things about democracy today. Are there things that you found out as a part of your pre-work and wish to share with the class?

*Encourage learners to share with their partners or in the large group.*

## Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- Two things you learned today about democracy.
- One thing you are curious to learn more about

Do you think all countries should have a democracy?

*Encourage learners to share. Reinforce how we may need to learn more about other forms of government before deciding on this.*

This is what responsible learners do. They become aware before they make choices. Let's then learn more about other forms of government tomorrow.

## After Class Challenge (10 minutes)

Make a poster to represent this phrase as creatively as you can and paste it in your diaries.

**'Democracy is the government of the people, for the people and by the people'.**

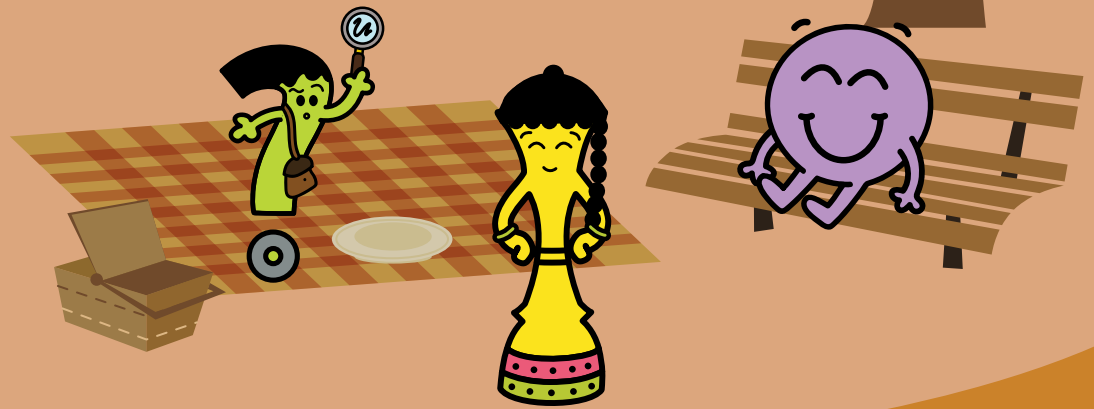
Also take help from Mr. Curiosity to find out who wrote this.

## OBJECTIVE

**I can compare Indian democracy with other government systems and select the most efficient system.**

## C IN FOCUS

Ms. Critical thinking  
Mr. Curiosity  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

## MATERIALS

N/A

## SUMMARY OF PRE-WORK

Which country would you like to live in?

- One where there is no leader.
- One where there is only one person has all the power and this person controls your life.
- One where the power is shared by the citizens.

Please share why and why not for your responses.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation



Link

Asynchronous Pre-work Document



Link

# Spark (10 minutes)

Hi learners,



Let us start by listening to your responses on your pre-work.

How many of you wish to live in a country-

- One where there is no leader.
- One where there is only one person has all the power and this person controls your life.
- One where the power is shared by the citizens.

*Encourage learners to share why/ why not with the large group.*

*Learners, which one out of these do you think represents democracy?*

*Possible response: One where the power is shared by the citizens.*

Can someone quickly help us recall what's the process in which citizens share power in a democracy?

*Possible response: Election, Voting*

Thank you learners, this tells me that you understand democracy well by now. But what are these other countries? What are these other kinds of rules? Do they really exist?

I am going to take a lot of help from Mr. Curiosity today. I would love for all of you to take help from him as well.



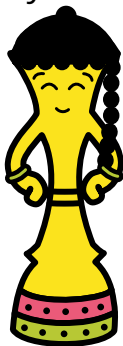
Today, we are going to know and learn more about other forms of government which will then help us decide which ones are the most efficient system of governance.

*Point to the objective: I can compare Indian democracy with other government systems and select the most efficient system.*

# Learn (25 minutes)

I am going to share various scenarios with you. For each of the scenarios, you may have to act like the citizens of this country.

After each scenario, I am going to ask you some questions. Are you ready? Please take help from Ms. Critical Thinking to share your responses.



Scenario 1: In this country, there is nobody who is making decisions. No one leads it or controls it.

- Who has the power here?
- Is the power being exercised on anyone?
- How are all of you feeling?
- Why?
- How would it affect you or your country?

*Encourage learners to share responses.*

*Possible response: No one, Feeling confused because we wouldn't know what to do, there will be chaos, so many doubts, may be fights.*

This form of government is called **ANARCHY**.

*Encourage learners to repeat it twice after you.*

Thank you learners!

Let us move to the next scenario.

*Say in an animated voice.*

*'Make way for his majesty, the king!!'*

*"Your wish is my command, your royal highness!!"*

- Who do you think is ruling in this country and has power?

*Possible response: King / Queens*

Exactly, some countries are led and ruled by a king or queen. If a king or queen dies, their first born becomes the next king or queen and they continue to make decisions for the citizens of the country. People will have to do what the king or queen says without getting to share much of their opinions.

- How would you feel as citizens of this country?
- How do you think it would affect your country?

*Possible response: Powerless- sad, country will have to listen to its king or queen.*

This form of government is called - **MONARCHY**.

*Encourage learners to repeat it twice after you.*

Let us now move to the next scenario.

"I am the dictator. I have all the power in this country. You will do what I say. You have no freedom. If you say anything against me, I will use violence. If you need a constitution, I will make one."

Does this not sound very similar to monarchy?

This form of government also has only one person ruling but this time it's not a king or a queen. This form of government is called **DICTATORSHIP**.

*Encourage learners to repeat it twice after you.*

Let us now move to our next scenario.

"I am chosen by all of you. I will do what you expect me to do. If you don't like something that I do, you have the freedom to share that with me and we will find solutions together. If you still don't like me as your leader, feel free to

remove me and choose someone else as your leader."

*Encourage learners to share responses:*

- Who has the power here?
- Is the power being exercised on anyone?
- How are all of you feeling?
- Why?
- How would it affect you or your country?

*Possible response: Leader elected by citizens, citizens, good and powerful, country will have freedom to do and share what they like/ don't like.*

Thank you so much learners for being such active citizens throughout the day. You have learned about four types of government- Anarchy, Dictatorship, Monarchy and Democracy.

## Reflect (5 minutes)



It's Mr. Consciousness time!

Let's quickly take a look at these pictures / cartoons and guess which form of government they are representing.



**Anarchy**





**Monarchy**



**Dictatorship**



**Democracy**

Take the next five minutes to represent these four forms of government in your diaries the way you understand them the best. Feel free to take help from Mr. Curiosity to do this.



## After Class Challenge (30 minutes)

Take help from Mr. Curiosity to find two countries where such forms of government exist.



## OBJECTIVE

**I can compare Indian democracy with other government systems and select the most efficient system.**

## Cs IN FOCUS

Mr. Consciousness  
Ms. Collaboration  
Ms. Critical Thinking



## CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

## MATERIALS

Printouts of the table on the second last page in case needed.

## SUMMARY OF PRE-WORK

Who Rules?

Identify the government that each of these countries have on the basis of its description.

Find the descriptions on the last page

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (10 minutes)

Hello learners!



I hope you had fun finding out and identifying a few countries that have different forms of government.

*Encourage a few learners to share it with the large group.*

*You may wish to share that anarchy is something that's not possible to run a country. Therefore, no country has a government like this currently. Every one may need some set of rules to function in order.*

Great, let us then start with a quick recap.

I am going to share a few statements with two options. For each of the questions:

- if your response is option 1, show me 1 on your fingers.
- If your response is option 2, show me 2 on your fingers.

Are you ready?

- One person is in charge.  
Option 1: **Dictatorship**  
Option 2: Democracy
- Led by a king or a queen  
Option 1: Dictatorship  
Option2: **Monarchy**

- Citizens elect leaders to run the country.

Option 1: **Democracy**

Option 2: Monarchy

- Citizens have no rights

Option 1: Anarchy

Option 2: **Dictatorship**

- Nobody is in charge.

Option 1: **Anarchy**

Option 2: Democracy

I hope this fun quiz helped you all recap the four forms of government that we have learned about.

Learners, today is going to be a judgment day. Now that we know about a few other forms of government, we will be deciding the one that you feel is better than the others.

How do we decide which thing is better?

For example, if I ask you which food is healthy, Green vegetables or a packet of chips., how would you choose?

*Push learners further by asking them to compare a packet of chips and Maggi.*

*Possible response: By comparing both and deciding the one that has more positive things and less negative ones*

This is exactly what we will be doing with the different governments today.

*Point to the objective: I can compare*

*Indian democracy with other government systems and select the most efficient system.*

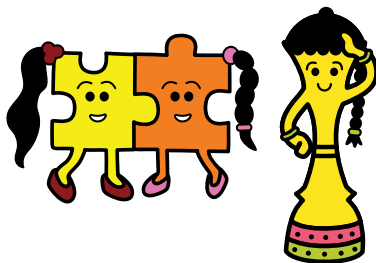
## Learn (20 minutes)

Let us now do a fun scoring activity for each of the governments.

In your groups of 4,

- Read the statements carefully.
- If the statement is true for a government, put a tick mark in the government's column.
- If the statement is false or not applicable for a government, put a red cross in the government's column.

Let's take help from Ms. Critical Thinking and Ms. Collaboration to do this.



Please feel free to do this in the large group in case you feel your learners may struggle to understand some phrases and are unable to do this in their groups. Possible responses are given in the table for your reference.

For an in-person class, you may assign four corners as four forms of government and ask learners to move around. According to how learners are moving, you may fill the table on the board for everyone to see.

Statement	Anarchy	Monarchy	Dictatorship	Democracy
Offers a lot of freedom to its citizens.	✓	✗	✗	✓
Citizens are treated with respect and not violence.	✗	✗	✗	✓
Citizens become independent problem-solvers.	✓	✗	✗	✗
Citizens operate without fear.	✓	✗	✗	✓
There will be a high level of security and stability in the country.	✗	✓	✓	✗

Leaders are answerable to the citizens.	✗	✗	✗	✓
Any political change can happen very quickly.	✗	✓	✓	✗
Citizens can make decisions for their country.	✓	✗	✗	✓
Since there are not too many people choosing and deciding, it lowers the scope of fights, competition and power play.	✗	✓	✓	✗
Both leaders and citizens are treated equally - get the same rights, protected by the same laws and are punished for their crimes.	✗	✗	✗	✓
Only a selected few and capable people get to run the country.	✗	✓	✓	✗
Citizens have a right to disagree with the government.	✗	✗	✗	✓
All citizens have an opportunity to be a leader.	✗	✗	✗	✓
Total	4 ✓ 9 ✗	4 ✓ 9 ✗	4 ✓ 9 ✗	8 ✓ 5 ✗

Now that we are done putting our tick marks and crosses, let us count the numbers of tick marks and crosses each government has got.

All the tick marks represent advantages of a government.

All the crosses represent the disadvantages of a government.

# Reflect (5 minutes)



It's Mr. Consciousness time!

In your groups, can you quickly identify the government with the maximum tick marks/ advantages and the least crosses/ disadvantages. Raise your hands once you have identified it.

Possible response: Democracy

Which form of government do you then think is better than the other forms of the government?

*Possible response: Democracy*

Does it mean that democracy has no disadvantages?

*Possible response: No*

*Encourage a few learners to go back to the list and share a few disadvantages of democracy.*

Thank you for sharing this learners. Now that we know that democracy has a few disadvantages, would you still recommend all the countries in the world to have democracy as a form of government? Why/ Why not?

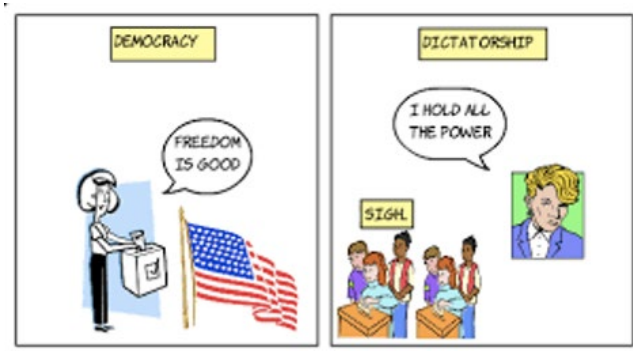
*Please hear from the ones you may not have heard in a long time and reinforce how no government is perfect. They have their advantages and disadvantages. Sometimes, we may just have to choose the one which has less disadvantages than the others and is better for the citizens of the country.*

# After Class Challenge ( 30 minutes)

Draw a poster on Democracy vs other governments.

You may show how the citizens in a democratic form of government may feel/ say or do as compared to the ones living in any other form of the government.

You can check out a few examples:



# Printables

Statement	Anarchy	Monarchy	Dictatorship	Democracy
1. Offers a lot of freedom to its citizens.				
2. Citizens are treated with respect and not violence.				
3. Citizens become independent problem-solvers.				
4. Citizens operate without fear.				
5. There will be a high level of security and stability in the country.				
6. Leaders are answerable to the citizens.				
7. Any political change can happen very quickly.				
8. Citizens can make decisions for their country.				
9. Since there are not too many people choosing and deciding, it lowers the scope of fights, competition and power play.				
10. Both leaders and citizens are treated equally - get the same rights, protected by the same laws and are punished for their crimes.				
11. Only a selected few and capable people get to run the country.				
12. Citizens have a right to disagree with the government.				
13. All citizens have an opportunity to be a leader.				
Total				

# Summary of Pre-Work

## Who Rules?

Identify the government that each of these countries have on the basis of its description.



1. One man leads North Korea and controls its government. He also controls its ruling political party. The ruling party chooses candidates for an Assembly, and citizens vote. The candidates do not have opponents, so citizens have no choices.



2. Saudi Arabia is led by a king. The king appoints a Council of Ministers to help govern, but there are no elections. Saudi Arabia's Basic Law states that the

country's constitution is the Islamic holy book, the Qur'an and other religious traditions.



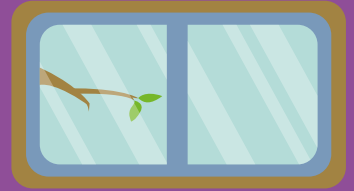
3. Brazil is led by a president who is elected by the citizens. Citizens in Brazil elect a new president every four years. Citizens also elect representatives to serve in two different legislative bodies.

*Possible responses: Dictatorship, Monarchy, Democracy.*



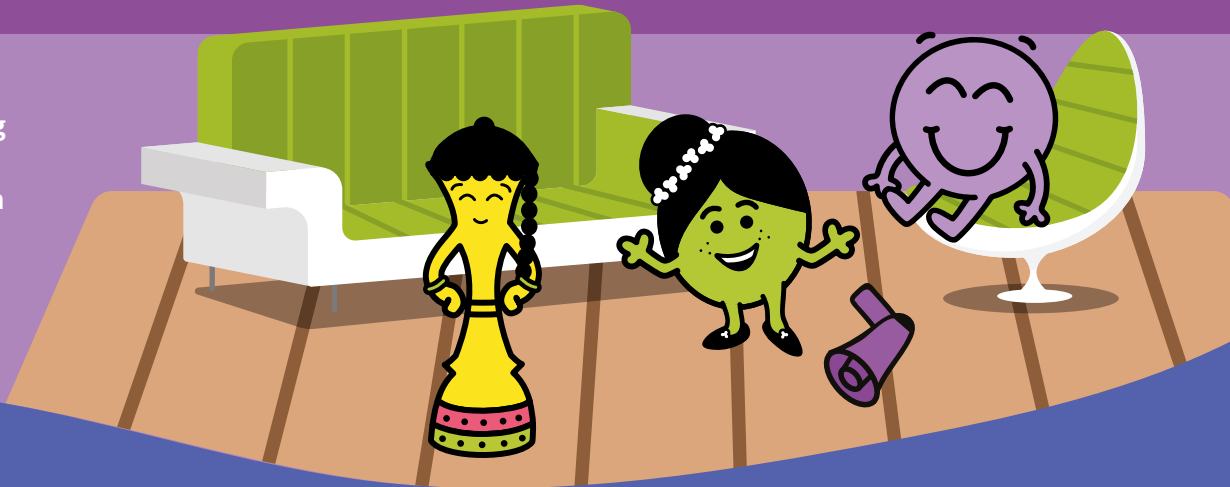
## OBJECTIVE

**I can examine events and judge if democracy in India was compromised.**



## C IN FOCUS

Ms. Critical thinking  
Mr. Consciousness  
Ms. Communication



## CONSTITUTIONAL VALUES

Liberty

## MATERIALS

Video

 Video



Feeling chart: on second  
last page  
Constitutional value  
poster: on last page

## SUMMARY OF PRE-WORK

Look at the following scenario and think if it's an example of a democracy. If not, make a note of value that's been compromised here.

Part 1:

- A teacher is teaching students. Students want to answer but the teacher is only letting one student answer.
- A girl cannot walk and during lunch time,

nobody will play with her as the students all want to play football and she cannot play.

- A family decides to send their two sons to school but not their daughter as they are struggling financially.
- A building owner doesn't rent apartments to a Muslim family.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (10 minutes)

Hi citizens of India,



Till now we have learned so much about democracy, other forms of government and have also figured out the most efficient system of government.

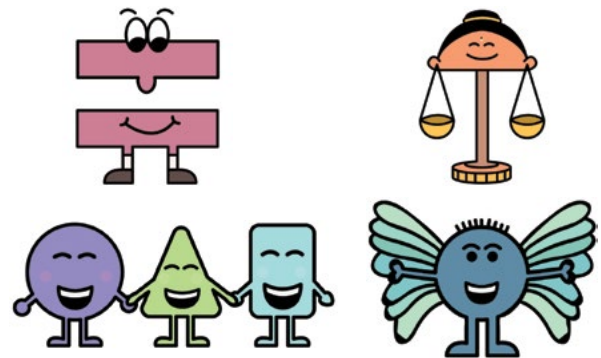
Today, we are going to bring back our focus on India and think about if India has really been able to uphold the values of democracy. You may have already done this and found some examples of the same in your pre-work. We will come back to those towards the end of our class.

Can some of you quickly share what these values are?

Possible response: Liberty, Equality, Fraternity, Justice.

*Do a quick recap of all the four constitutional values. You may invite leaders to share the meaning of these constitutional values*

- *Liberty means freedom – all types of freedom.*
- *Equality means treating everyone equally, or the same.*
- *Fraternity means we are all brothers and sisters and should care for all citizens.*
- *Justice means being fair.*



Let's play a quick game. I'm going to give you examples of where each ideal has and hasn't been upheld. If you feel this is an example of someone upholding the ideal, please show me a thumbs up. If not, show me a thumbs down!

Let's start with liberty first. Remember, if this is an example of liberty, show me a \_\_\_\_\_?

*Thumbs up*

And if it is not an example of liberty?

*Thumbs down.*

Ok, great!

- Samatha speaks freely in class - even when she is not sure of the answer! *Thumbs up*
- Babu wrote his opinion about being a vegetarian in the school newsletter and they removed it because they said it may influence others. *Thumbs up*
- Radhika is a college student. Her

family allows her to travel freely around the country. *Thumbs up*

Great!

Let's go on to equality.

- Arjun and Shahrukh are best friends. Their families are not happy about this because they come from different religions. Arjun decides to stop talking to Shahrukh. *Thumbs up*
- Meena stops going to school because her family wants her to get married. *Thumbs up*
- Rita believes that all religions are deserving of the same respect. *Thumbs up*

Now let's think about justice.

- Babu steals a loaf of bread from a shop. His family is very hungry and he has no job. He is put in jail. *Could be either, let learners discuss*
- Robin drinks alcohol and then drives. He has an accident and kills a man. He drives away and nothing happens to him. *Thumbs up*

- Renu cheats during the math exam. The teacher excuses her, saying Renu is a good girl. *Thumbs up*

Let's go on to the last ideal - Fraternity.

- Sara always smiles at people on her way to school. *Thumbs up*
- Bharati's mother feeds a few homeless people on her street each day. *Thumbs up*
- Raju's mother tells him - if someone hits you, hit him back. *Thumbs up*

I loved how all of you used Ms. Critical Thinking to do this. Let's continue to take help from her as we deep dive into more events and scenarios.



# Learn (20 minutes)

Let's watch a video to understand equality and justice better. The video may be in a different language, so let's read subtitles to understand the video.



Let's do an activity to see what we learned from the video.

I will ask you a question and if your answer to it is yes, please move to the right of the class and if your answer is no, move to the left of the class. Stay in the center if you do not know.

*Ask learners to use a thumbs up/ thumbs down in a virtual class.*

Remember to ask yourself why you think so as well.

As you think about the video and about child marriage, are ideals of the constitution being held or not?

- Yes - because the government has made it illegal
- No - because it is still happening in many parts of the country.

*Invite 2-3 learners from both ends of the spectrum to share why they think so.*

Thank you for identifying this. Even though we may have laws in democracy to protect everyone's right, sometimes communities may not follow them. This is something we need to work

towards to strongly uphold the spirit of democracy.

Let's look at more recent scenario.

In March 2020, the government announced a nationwide lockdown because of the coronavirus pandemic. This was a picture we all may have seen on the news.



## PC: Deccan Herald

Thousands of migrant workers had to walk to their villages hundreds of kilometers away as they did not have food or a place to stay and no means of getting back to their villages.

How does this make you feel? Raise your hand and answer. Please take help from the feeling chart to share.

### How are you FEELING?



Do you think the Constitutional values and the spirit of democracy are being upheld here? If not, which values do you think are not being upheld?

*Possible response: Equality and Justice, some people had to suffer so much.*

Let's look at other scenario and discuss if constitutional value or democracy has been compromised here.

**Uttarakhand: Dalit Man Killed After 'Eating With Upper Caste People' at a Wedding**

The victim's family alleges the man was physically tortured for several hours before he was shifted to a hospital where he succumbed.



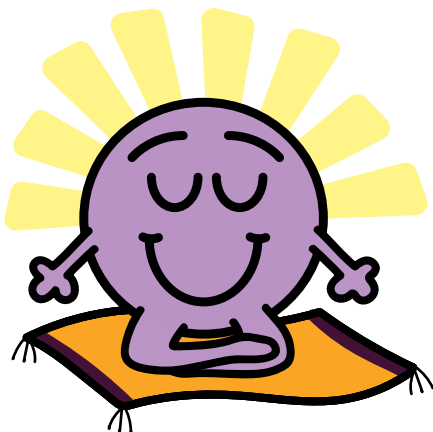
A 45-year-old Dalit man was allegedly beaten to death in the Champawat district of Uttarakhand by 'upper caste' people after he was found having food at a wedding along with 'everyone', but not separately – in violation of casteist norms prevalent locally.

The victim's family alleged that the man was physically tortured for several hours before he was shifted to Lohaghat hospital and from there to another hospital in Haldwani where he succumbed.

*Encourage learners to share responses.*

*Possible response: Liberty, Equality, Justice, Fraternity.*

## Reflect (10 minutes)



It's Mr. Consciousness time!

Look at the examples below and share if they are an example or a non example of democracy. Make a note of this in your diary.

- Spitting on the road
- Helping an old lady cross the road
- Respecting someone of another religion

*Please show the constitutional values poster so learners can refer to this.*



Let's close our eyes and think about everything we have learned today. Open your eyes now.

Think about this statement- People of

India have lived up to all the values of the Constitution and the principle of democracy.

On a scale of 1-10, 10 being 'strongly agree' and 1 being 'strongly disagree', where would you put India and why?

Show me on your fingers.

Let us commit to being responsible citizens of India by thinking about four things, one each to uphold the four constitutional values of India. Please make a note of this in your diaries.

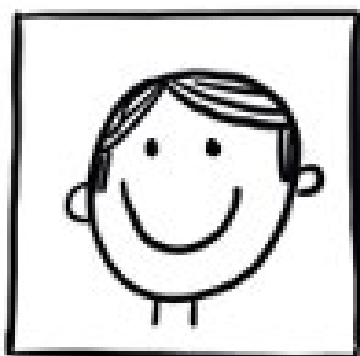
*Once learners are done, encourage a few of them to share their commitments with the class.*

## After Class Challenge (30 minutes)

Try to practice any of your two commitments with your family members or community members today to uphold the spirit of Democracy.



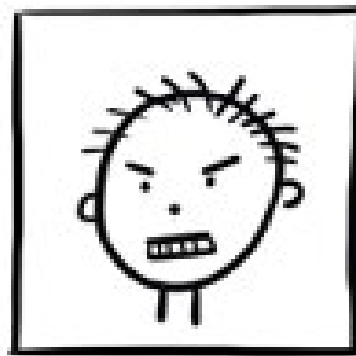
## How are you **FEELING**?



**Happy**



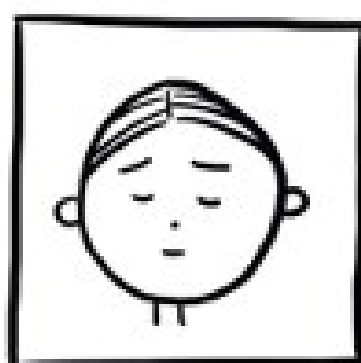
**Sad**



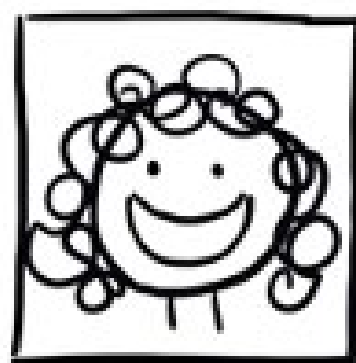
**Angry**



**Worried**



**Shy**



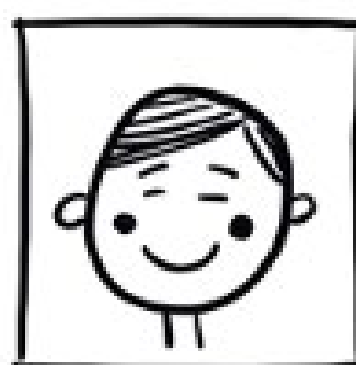
**Excited**



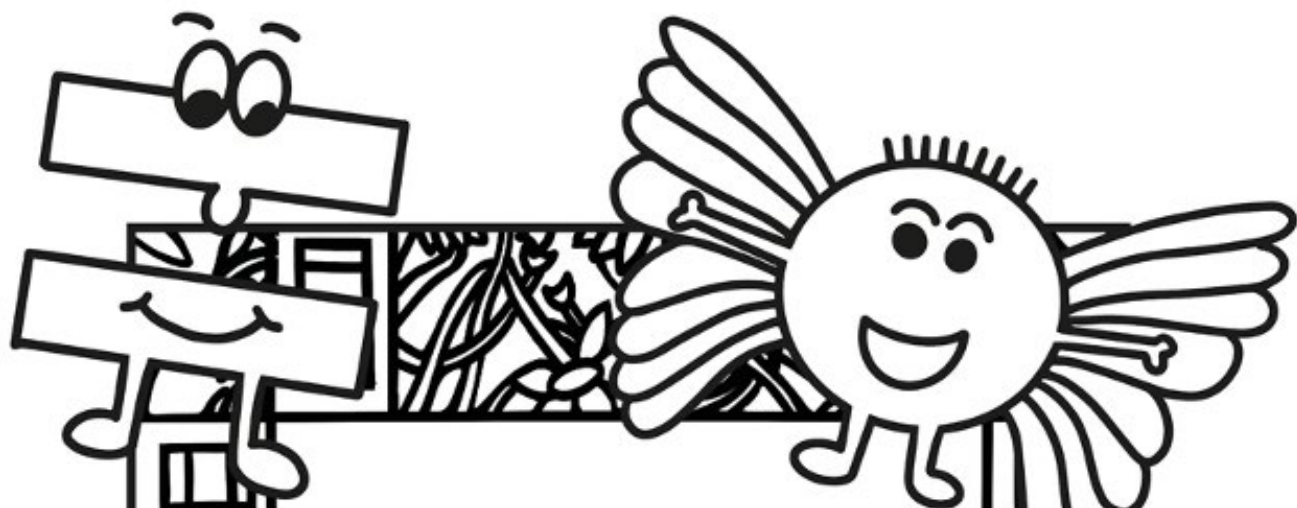
**Surprised**



**Silly**



**Embarrassed**



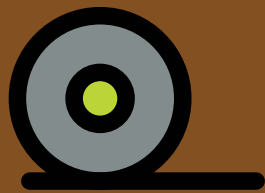
## THE CONSTITUTION OF INDIA

### PREAMBLE

WE, THE PEOPLE OF INDIA,  
having solemnly resolved to constitute India into a  
**SOVEREIGN SOCIALIST  
SECULAR DEMOCRATIC REPUBLIC**  
and to secure to all its citizens:  
**JUSTICE**, social, economic and political;  
**LIBERTY** of thought, expression,  
belief, faith and worship;  
**EQUALITY** of status and of opportunity;  
and to promote among them all  
**FRATERNITY** assuring the dignity of the  
individual and the unity and  
integrity of the Nation;  
**IN OUR CONSTITUENT ASSEMBLY**  
this twenty-sixth day of November, 1949, do  
**HEREBY ADOPT, ENACT AND GIVE TO  
OURSELVES THIS CONSTITUTION**







# Big Question 10

**What are we free to do in India? What are we not? / Should personal freedom be restricted?**

LEARNING STANDARD

**Students will begin to analyse the idea of 'Liberty' granted in our constitution for all Indians.**

## OBJECTIVE

**I can articulate what freedom means and identify freedom guaranteed in the constitution.**

### Cs IN FOCUS

Ms. Courage  
Mr. Consciousness  
Ms. Communication



### CONSTITUTIONAL VALUES

Liberty

### MATERIALS

Video: I have a voice

 Video

Print-outs of the lyrics if needed.



### SUMMARY OF PRE-WORK

Freedom means an ability to make your own choices and take decisions without any fear.

Can you make a note of a things you are free to do? :

- At home.
- At school/ in class.

Bring this list to the class.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (5 minutes)



Hello learners!

I am introducing some new rules in the class from today.

- All the boys will only be allowed to attend classes if they shave their heads.
- All the girls will only be allowed to attend classes if they cut their hair shorter than their shoulders.
- Nobody in the class will be allowed to wear spectacles, watches, earrings or any other accessories.
- All of you will only be allowed to use one type of pencil.



Is this clear?

Does anyone have a problem or a question about this rule?

*If learners ask questions, say that you are the teacher and can decide whatever you want to. All of the students are supposed to follow what the teacher says.*

*After 2-3 minute and gagging learners' feeling-*

I was joking. This was just a small experiment.

Let us talk about how you felt when I

announced the rule. Remember that this is our class and all of us are free to share how we feel.

*Possible response: Bad, restricted, angry*

I am so sorry that I made you feel that way. This is what happens when people don't follow a very important constitutional value.

Can you guess what that is?

*Correct response: Liberty (freedom)*

Exactly! Liberty which is also known as 'freedom', gives us the power to make our own choices and take decisions without fear. It may be very important for us to have that otherwise we may feel restricted, sad or angry.

It is also one of our rights and is important for a democracy.

For the next couple of days, we will explore our Right to Freedom in a lot more detail.

The big question that we will explore is-


**What are we free to do in India/ What are we not?**

Let's begin with today's objective:

**I can articulate what freedom means and identify freedom guaranteed in the constitution.**

# Learn (20 minutes)

Let us listen to this beautiful song. As you listen, think about what is the song trying to share with us?

Play I have a voice.  Video

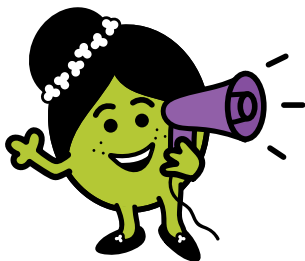


After the song, invite a few learners to share.

Possible response: Freedom to share what we want, what we have on mind, say the truth, be who we want to be, live our life the way we want to.

Exactly learners! The song encourages us to make our own choices and have a voice.

Let's listen to the song again. This time, we will all sing it together. Please refer to the lyrics. Please take help from ms. Communication to do this.



Please share the lyrics of the song with the learners and sing along with them.

## Lyrics:

*I have a voice, simple and clear  
It speaks the truth, for all too hear  
It gives me hope, it gives me faith  
It lifts me up, it keeps me safe  
I have a voice, it's mine alone  
It comforts me, it is my own  
Although it's small, I'm not afraid  
For I am strong and it's embrace*

*No one can say, what I have seen  
Or understand where I have been  
For what I found inside myself, belongs to me and no one else  
If I were blinded had no eyes to see, still I would hear that voice inside of me  
I wish that you  
I wish that you  
Could hear it too*

*I have a voice (I have a voice), simple and clear (simple and clear)  
It speaks the truth (it speaks the truth), for all too hear (for all too hear)  
It gives me hope (it gives me hope), it gives me faith (it gives me faith)*

*I have a voice (that I am safe)  
No one can say, what I have seen  
Or understand where I have been  
For what I found inside myself, belongs to me and no one else  
If I were blinded and had no eyes to see, still I would hear that voice that lives in me  
I wish that you  
I wish that you  
Could hear it too  
I have a voice, it's mine alone  
It comforts me, it is my own  
I know it's small, but it is strong  
I have a voice, it is my song*

Remember learners, your freedom is your alone and it helps you be you!

So let us discuss a few freedoms that you all enjoy currently and list them down.

	At home	At school
Free to do		
Not free to do		

Please take help from Ms. Courage to share.



*Encourage learners to share different things that they are free to do at home and school.*

*Start with an example. I heard that some of you are allowed to go , meet your friends but I still don't enjoy the freedom of going out of my house after 7 PM. I feel restricted and alone. You may use a personal example.*

*As learners share, also ask them if all of them enjoy a particular freedom? If not, note it down in the second column.*

Thank you learners!

*Please fill this table as and when learners share and make a long list of freedom that they enjoy and the ones they don't.*

Do you know that there are some kinds of freedom that our constitution allows us to have? This means that it's our right as a citizen of India.

Learners, as you can see, we have a long list of things that we can and can not do. There may be things that some of us enjoy but all of us don't.

Do you know what these are?

Can some of you share:

*Learners may not know, ask them to look up this on internet.*

What are such things? How do they make you feel?

It's okay if we don't know yet. Look up at internet to find this. We will discuss what different kinds of freedom can we enjoy as citizens of India, tomorrow.

# Reflect (5 minutes)



It's Mr. Consciousness time!

Today we learned about a very important value that is Freedom.

Think and share:

- One freedom that you are grateful for.
- One freedom that you wish to enjoy.

## After Class Challenge

Teach 'I have a Voice' song to someone in your community and share with them the importance of freedom.

 Video



## OBJECTIVE

**I can articulate what freedom means and identify freedom guaranteed in the constitution.**

## C IN FOCUS

Ms. Critical thinking  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity

## MATERIALS

Picture cards: under printables sections.  
(Resources required are attached at the end of the lesson plan.)

Song and Video: I have a voice

 Video



## SUMMARY OF PRE-WORK

Think of an object/ person/ thing that represents freedom for you.

Draw it and make a note of why this represents freedom for you.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (10 minutes)

Hi responsible and free citizens of India!



Let us begin the class by seeing your symbols of freedom. Can all of you show your pre-work?

I can see such beautiful posters. Freedom to you all mean such different things. Today, as we deep dive into different kind of freedom given to us by constitution, let's start with a picture game. Are you ready?

I am going to show you some pictures, all of you have to raise your silent hands to share what this picture may mean.

*Please present one picture at a time and ask learners to share word/ phrases that come to their mind when they see a picture. Keep making a note of these words on the screen/ board.*

*Possible response: Protest, movement, collective, group*



*Possible response: Group, together*



*Possible response: Travel, tour, moving around.*



*Possible response: Voice, mic, speech, speaking*



*Possible response: Jobs, profession*





# Learn (20 minutes)

I hope all of you had fun!

Everything that you guesses just now are the different Rights to Freedom given to us by the constitution of India.

Let's see what these are called:

- **Freedom of Speech and expression.**

*The constitution allows citizens to share / express ideas and opinions without any fear.*

- **Freedom of assembly/ protest in a peaceful manner**

*The Indian Constitution says that all citizens have the right to hold public meetings or protest peacefully without interference by the government.*

- **Freedom of Association**

*The Indian Constitution says that all citizens have the right to join or leave groups, the right of the group to take action to pursue their interests. People living in an area can come together to form an association to work for the area's development.*

- **Freedom of life and moving anywhere in the country**

*The Indian constitution allows citizens to study wherever people want, travel anywhere in the country, work or live in any part of the country.*

- **Freedom to practice any profession, carry out any occupation or trade**

*No one can force any person to do or not to do a certain job.*

Let us quickly make a note of these in our diaries.

*Please explain these to the learners in very simple language.*

Now that you know what different kinds of freedom are, let us see some scenarios.

As I read scenarios/ statements, share:

- Are we allowed to do this as Indian citizens? Give me a thumbs up if your response is a yes and a thumbs down if your response is a no.

*For an in-person class, ask learners to move around in two corners. One corner being a yes and teh other being a no.*

- If yes, which right to freedom is this?
- If no, why?

Let's take help from Ms. Critical Thinking to do this.



*Please allow learners to share responses specially if there are some learners who feel differently. Encourage them to share reasons by asking probing questions.*

*Statements/ Scenarios:*

- We can share our doubts, concerns, and questions in our class.

*Response: Yes, freedom of speech and expression*

- We can abuse and hit someone if we don't like them.

*Response: No, we have freedom of speech but we shall not use it to hurt others.*

- If I disagree with my parents, I can throw away things from my house here and there to protest.

*Response: No, because protest should be done peacefully. It should not harm others.*

- I can bring together my friends from the community to raise awareness about cleanliness.

*Response: Yes, freedom of association*

- Your elder brother, after graduating from school wants to study engineering. He wants to move to a college in different city and study there. Can your brother do it?

*Response: Yes, freedom of life and moving anywhere in country.*

- Shiv Kumar is a son of a farmer. He wants to be a doctor but he thinks he may not be able to do it. He thinks that because his father is a farmer, he may have to be the same. His parents and other relatives also agree with him and discourage him from becoming a doctor. Can Shiv Kumar be a doctor?

*Response: Yes, freedom to practice any profession.*

- Harshit wants to sell guns but he has been told that he needs to go through a long process and take permission from the government. He is angry that he is not getting freedom. Can Harshit do this without permission?

*Response: No, though there is freedom to practice any profession, there are some jobs that cause others harm and therefore, they need permission from the government.*

Learners, we may have seen that there are different freedoms that we can enjoy as citizens of India but we may have to do this responsibly. As we enjoy our freedom, we shall not cause harm to others.

Which constitutional value will it help us strengthen?

*Response: Fraternity and Equality.*

# Reflect (5 minutes)



It's Mr. Consciousness time!

We have learned about five kinds of freedom that are granted to us by the constitution.

I am going to share a few stories of some student leaders with all of you today who have exercised these freedoms.

As you hear these stories, think of which freedom they have exercised in the situation.

Sunny is a young boy from Pune who is extremely passionate about fashion, art and beauty. He also saw that boys often do not have the freedom to express themselves through fashion and make up since "it's something girls do". But Sunny chose to follow his passion and was the youngest person to work on the organising team of Pune Fashion Week.

*Possible response: Freedom to practice any profession.*

Abbas, an 11th grader from Delhi showed courage by raising his voice and fighting against corporal punishment. He strongly believes in the importance of schools being a safe space for students to learn. He collaborated with the DCPCR (Delhi Commission for the Protection of Child Rights) wing of the local government to reprimand teachers who beat up students.

Possible response: Freedom of speech, freedom of association

All of these young leaders like all of you exercised their freedom for themselves and others around them. You may do this too.

What is something that you wish to do and which freedom may help you do that?

Please model this for the learners.  
For example: I wish that everyone understands constitutional values and lives peacefully. I may use my freedom of speech to raise awareness of this.

Let us close out by singing the song that we learned yesterday. Would any of you like to lead us?

*Play - I have a voice*



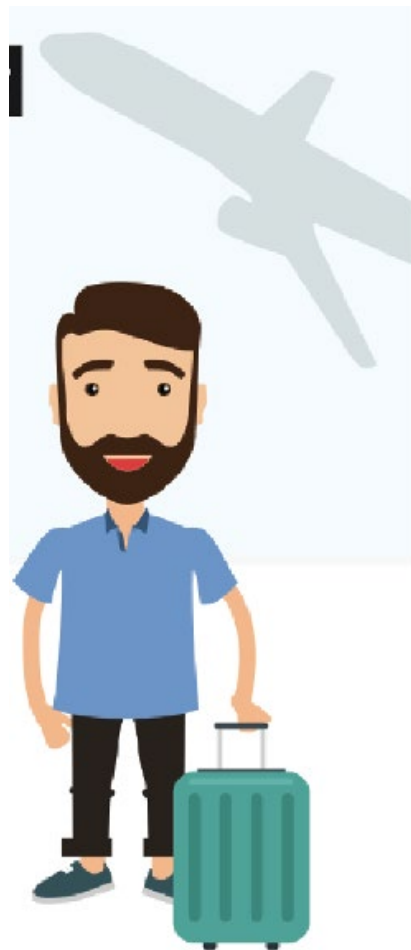
## After Class Challenge (10 minutes)

- Can you think of different Cs you may need to exercise various rights of freedom? Think of each of these rights and make a note of the Cs.
- Talk to your parents and siblings about Freedom. Ask them to share the freedom that they wish to enjoy.

For example: Mr. Compassion, Ms. Communication- Freedom of Speech and Expression

# Printables





## OBJECTIVE

**I can examine recent events and judge if people's freedom was denied**

## Cs IN FOCUS

Mr. Consciousness  
Ms. Courage  
Ms. Critical Thinking  
Ms. Communication  
Mr. Compassion



## CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

## MATERIALS

A personal story of when your freedom was curbed.

## SUMMARY OF PRE-WORK

Think of a time when you think your freedom was curbed/ denied/ not given.

Make a note of :

- What happened?
- Who curbed this?
- Which freedom were you not able to exercise?
- Now that you know this is something our constitution grants, what would you do differently?

## RESOURCES FOR THE TEACHER:

Synchronous Presentation



Link

Asynchronous Pre-work Document



Link

# Spark (5 minutes)

Hi responsible and free citizens of India!



Till now we have learned about different kinds of freedom that we have as citizens of India.

But sometimes, people don't get this freedom

Why do you think that happens?

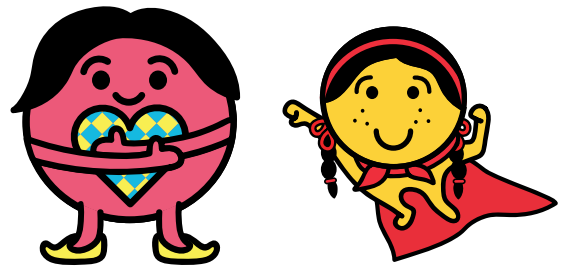
*Possible response: unawareness, underconfident, powerful people or adults not allowing people to do something.*

Exactly! Due to some of the above factors, citizens of India may suffer and not get the right that they deserve as citizens of India. Today we will again be the judges and look at some recent events that have happened in our country.

As judges, we will be responsible for choosing if the right was exercised or curbed/ denied.

*Point to the objective: I can examine recent events and judge if people's freedom was denied.*

Let us turn to our partners and share an incident where this may have happened with you. Refer to your pre-work to do the same. Sharing our stories and struggle require a lot of courage so you hear please remember to use Ms. Courage and Mr. Compassion



Please share a personal story before you ask learners to share.

I can sense how most of you had felt sad or unheard when this happened with you. As we do today's activity, we will also learn how others may feel when this happens to them.



# Learn (20 minutes)

Let us all cut two pieces of paper. Color one with red and the other with green.

I am going to put up one situation from our recent news, and if you think freedom was denied or was used incorrectly, raise the red one, otherwise raise the green one. Please take help from Ms. Critical Thinking to do this.



*After every question, ask 2 learners to share the reason behind their response. In case of curbed, ask which freedom is curbed here. Please feel free to prompt the learners with the relevant questions. In case a few learners have different views on a situation, encourage the discussion and appreciate them on how they are using different Cs. If you think learners may be able to do this activity in small groups, please do that. Please feel free to change the events with something more recent and contextual to your region.*

- A leading News Channel who spoke against the government was banned for a few days.

*Possible Response: Red, freedom of speech and expression*

- Police started Lathi Charge on the students of a university in Delhi who

were protesting peacefully against the law passed by the government.



*Possible Response: Red, freedom of assembly/ protest was curbed.*

- During Corona, the government banned citizens from going from one place to another.

*Possible Response: Green, freedom of movement was curbed but that was done for everyone's well being.*

- Indian farmers were protesting against the government's introduction of three new farm laws that farmers felt were not beneficial for them. They also gained support from all across the world. After a year long protest, government has finally agreed to their demands after which they left the protest site in celebration.



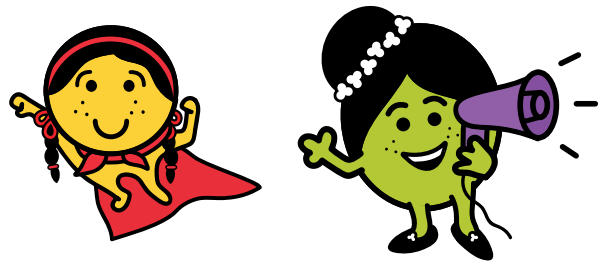
*Possible response: Green, freedom of association, freedom of speech, freedom of assembly/ protest peacefully*

- Till now, women in India are not allowed to fly fighter planes in the army.

*Possible response: Red, Freedom to choose any profession is curbed.*

Learners, we have used a lot of Ms. Communication and Ms. Courage today to share our thoughts with each-other. We may have had differences of opinion

but we all had freedom to share what's on our mind. We may also have been able to understand the other side and change our opinion. This is the beauty of a respectful dialogue.



## Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- When were you denied a particular freedom?
- How did it make you feel?
- Would you do anything differently now?

Learners, sometimes you may also exercise a particular freedom by spreading more awareness about it among people so that they don't have to go through the same thing.

Here is a story of Nandini, a confident and reflective 10th grader from Delhi, who strongly believes in building confidence within students for them to be able to voice their thoughts. She used her confidence and communication skills and worked on building this mindset in her peers by conducting

sessions in lower grades. Over the past few months, Nandani has worked on building a safe space where students are willing to experiment, learn and reflect on their own actions to become more confident individuals

Which right to freedom is she working towards?

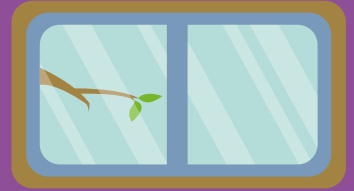
*Possible Response: Freedom of speech and expression*

## After Class Challenge ( 5 minutes)

Try to exercise your freedom by doing something that you were denied earlier. If someone denies it again, try to share with them why is it important to you.

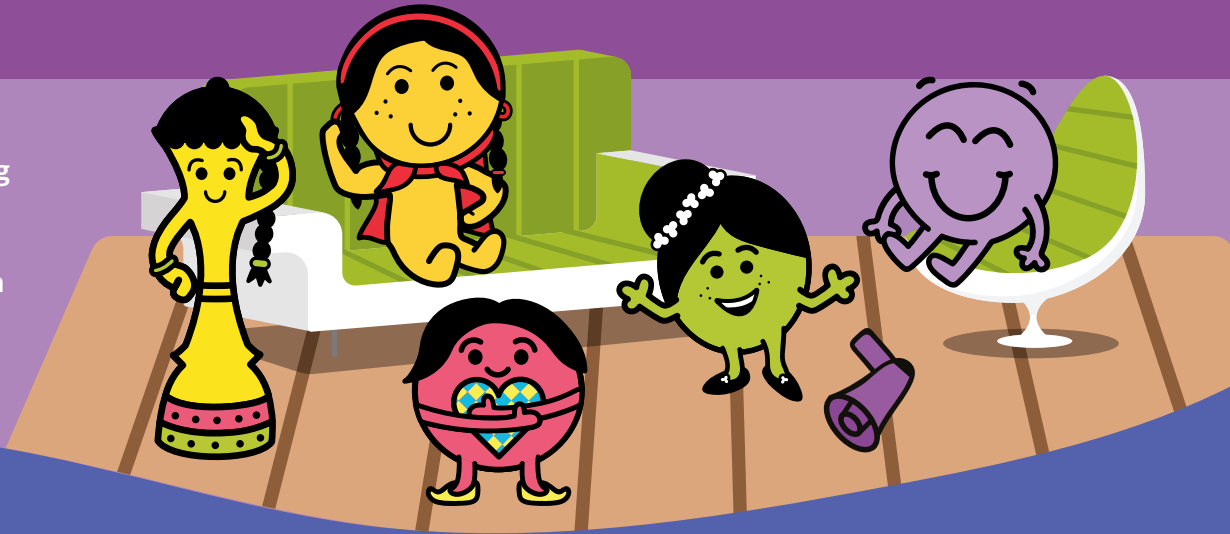
## OBJECTIVE

**I can categorize and judge freedom of speech and hate speech.**



## C IN FOCUS

Ms. Critical Thinking  
Ms. Courage  
Mr. Compassion  
Ms. Communication  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

## MATERIALS

Video: I have a voice.



## SUMMARY OF PRE-WORK

Think and make a note of:

- A time someone said something that hurt you or made you feel sad.
- A time when you may have said something hurtful to others or made someone feel sad.

Also think about how both these scenarios made you feel.

## RESOURCES FOR THE TEACHER:

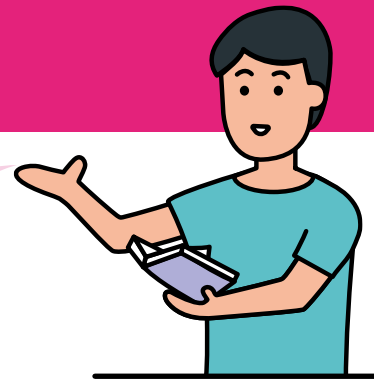
Synchronous Presentation



Asynchronous Pre-work Document



# Spark (5 minutes)



Hi learners,

Today we are going to talk more about one kind of Right to freedom.

Let us start by singing a song. We have already heard this song before. As we hear, all of you will have to guess which right to freedom we are going to talk about.

Are you ready?

Play - I have a voice.



All of those who have made their guesses, please raise your hand.

*Invite one learner to share.*

Exactly! Freedom of Speech and expression is a very important right to freedom given to us by the constitution of India. It means we are free to say and express our opinions, concerns, and doubts in our country.

Does freedom of speech mean that we can say anything, anytime, anywhere to anybody?

*Encourage a few learners to share responses.*

*Learners may come up with things like we shouldn't hurt someone and should be careful about that. Even if they don't, it's okay.*

One thing that we also need to remember with freedom of speech is

\_\_\_\_\_ (E P S B T I I R N O L S Y I)

*Encourage learners to guess the word by unscrambling the letter.*

## RESPONSIBILITY

Today, let us try to differentiate between responsible speech and irresponsible speech. Irresponsible speech may also be called as 'hate speech'

*Point to the objective: I can categorize and judge freedom of speech and hate speech.*

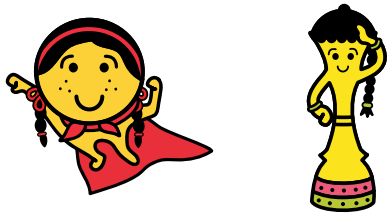
# Learn (20 minutes)

I will share some statements with you.

- If you think it's free and responsible speech, point to your head.
- If you think it's irresponsible and hate speech, make a cross using your arms.

Are you ready?

Let's use Ms. Courage and Ms. Critical Thinking to respond.



- Look at her. She is so fat. Nobody should be friends with her.
- We need a games' period once a week. We should go and keep our request with our teacher. It is our right to play.
- Our teacher is horrible! Let us all disturb her and make her leave the class.
- Muslims and Hindus should not be friends otherwise God will punish us.
- I see that you have got the wrong answer. We can do better if we try.
- You are so stupid! Oh god.
- If you don't do my work I will beat you up and will get my friends to beat you as well.
- I am angry with you because you hurt me.
- Girls should not come to school and study.

*Pause after each statement and allow learners to respond. For each statement, encourage learners to share their reasons. In case there are disagreements on a statement in the class, allow learners to ask each other questions and challenge each-other respectfully.*

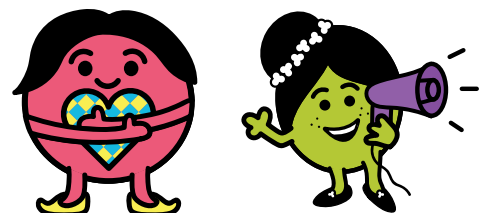
Thank you learners for helping us differentiate between free- responsible speech and irresponsible- hate speech.

Have you heard any of these statements around you, being used for you or others? There may be similar statements also.

Encourage a few learners to share in the large group. Feel free to share a personal example with the learners to motivate them to share.

Any words or form of expression that may hurt other people or particular communities - like commenting on someone's gender, caste, skin-color, profession, weight, heights can be categorised under irresponsible or hate speech.

I know that in your pre-work, you may have thought about a situation when someone had hurt you or you hurt others. Let's use Ms. Courage to share our stories with our partners. As we hear our partners, please use Mr. Compassion and Ms. Communication.



# Reflect (10 minutes)

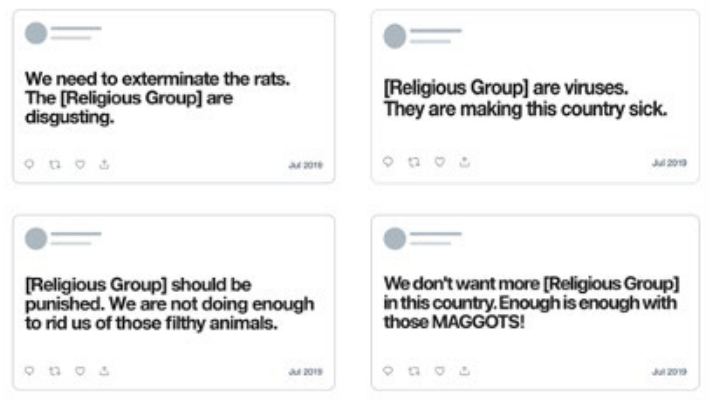


It's Mr. Consciousness time!

How many of you know of facebook, instagram or Twitter?

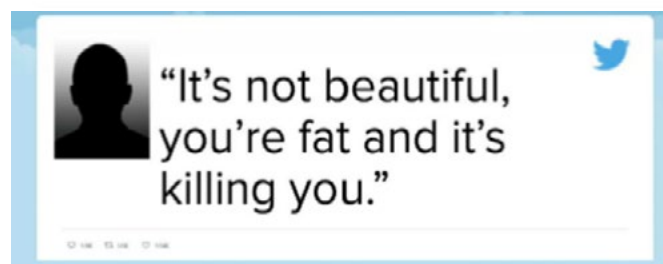
You know that these days we can use these platforms to share what we want to and feel like. People post opinions, ideas , photos, videos etc on these platforms.

But some of these posts or comments on posts have also looked like this.



Yeah sure speak a word about homosexuality & you will be kicked out of your job lmao.

Every country has some non-negotiable "sacred" values that can't be messed with



- How do you think people reading this about them would feel? Why/ Why not?

*Possible response: Unsafe, angry*

- Is it fair for people to hear all of this because of the way they look, gender they belong to or gender they choose?



*Possible response: No, it's unfair.  
Action should be taken against it.  
No one should be harmed.*

- What may you do to make sure people around you don't use hate speech?

*Possible response: Stop people who are using hate speech, share about the difference between free speech and hate speech with others, no use hate speech ourselves, protect people who feel targeted.*

*Encourage learners to share their thoughts in the group.*

Let us close out by singing together the first four lines of 'I have a voice' with a minor change.

*I have a voice, simple and clear  
It speaks the truth, for all too hear  
It gives me hope, it gives me faith  
It lifts me up, it keeps me safe  
We all have a voice, simple and clear  
It speaks the truth for all to hear.  
It gives us hope, it gives us faith.  
It lifts us all up, it should keep us all safe.*

## After Class Challenge (30 minutes)

Observe people around you today. Note if you can see them use hate speech. Make a note of how you would have said it instead. Try to translate this hate speech to responsible free speech.





# Big Question 11

**Are boys and girls  
treated differently?**

LEARNING STANDARD

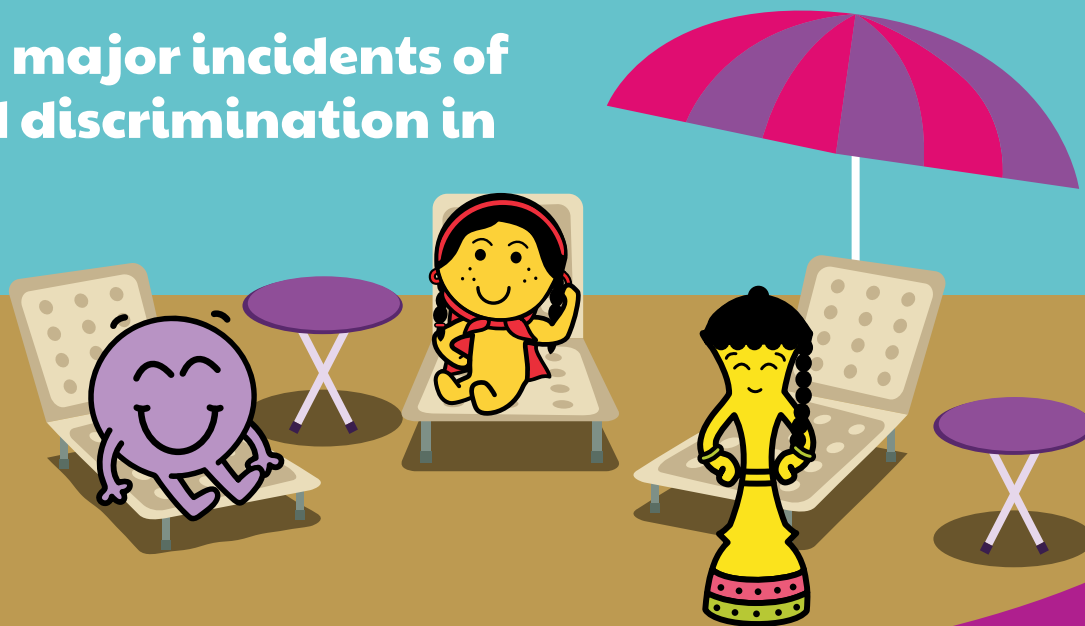
**Students will begin to assess the breach of constitutional values in India from the lens of gender.**

## OBJECTIVE

**I can identify major incidents of gender based discrimination in India.**

### Cs IN FOCUS

Mr. Consciousness  
Ms. Courage  
Ms. Critical Thinking



### CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

### MATERIALS

Video: Child Marriage

 Video



### SUMMARY OF PRE-WORK

1. Ask your family members the following questions:

- Has your grandfather attended school? If yes, till what grade?
- Has your grandmother attended school? If yes, till what age?
- Has your father attended school? If yes, till what age?
- Has your mother attended school? If yes, till what age?

1. How many of your family members are earning members of the family? Who are they? Also make a note of what each of them do.

2. Who mostly looks after the cleanliness, well being, food, and taking care of children at home?

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (5 minutes)

Hello learners!



Let's start by watching a video.

The video is in a different language which all of us may not understand but let's try to look at the visuals and make inferences about the story.



Thank you all for watching the video with so much focus. I would love for all of you to reflect on what we saw with the help of the following questions:

- What were Tuni and Rini's lives like as children? How is that similar to the life you lead now?
  - Why do you think Rini was forced to get married?
  - Was it fair to Rini?
  - What do you think would have happened if Rini would not have been married?
1. Possible responses: Rini and Tuni were like us, who lived with their parents, went to school and played with their friends. Rini was a good student and would answer in class and succeed at studies. She was forced to get married because

her parents would have thought she was a burden on them. This is unfair.

2. Now that she is married she might not be able to achieve any of her dreams- maybe of being a pilot or doctor or a famous artist.
- If Rini was a boy, do you think this would have happened? Why/ Why not?

*Possible response: If Rini was boy, she wouldn't be considered a burden ut someone who can ear more money for the family.*

When people from different gender are treated differently, unequally and unfairly, it is called gender discrimination.

*Point to the objective: I can identify major incidencies of gender based discrimination in Indian history.*

The big question that we will explore through this for the next couple of days is- Are boys and girls treated differently?

The tradition that we saw in the video is called - Child marriage which was very

prevalent in India earlier but is now illegal because it was unfair to children especially young girls.

Through the lesson, we are going to need a lot of Ms. Critical Thinking to also see how gender discrimination happened in different ways.



## Learn (15 minutes)

I will read out a few statements.

Give me a thumbs up if you think the statement denotes gender discrimination or boys and girls are treated differently.

- Also think about, which gender is being treated unfairly here? How?
- Which constitutional value is compromised?

*After each statement, pause and allow learners to respond. Encourage them to share which gender is treated unfairly and how. Also encourage them to think about different constitutional values that are compromised.*

For an in-person class, you may ask learners to move around in a spectrum.

Statements:

- Of the 392 people who drafted our constitution, only 15 were women.  
*Response: Yes, women get less opportunities maybe because they are less educated. Equality.*
- In 2013, the number of females per 1000 males in Haryana was just 831  
*Response: Yes, women are considered*

*burden so they sometimes are killed at birth. Equality, Justice.*

- 65.5 percent female are considered literate where 82% male are literate.  
*Response: Yes, education is not prioritised for women. Liberty, Equality, Justice*
- Most men have pressure to earn and take care of family financially.  
*Response: Yes, men can't pursue what they want to. They are burdened to earn money. Liberty, Justice*
- Mostly cooking and taking care of family members is done by women.  
*Response: Yes, because it is considered a woman's job which leads to women doing a lot of work at home and not being allowed to work outside. Liberty, Justice.*

How does all of this make you feel?

1 being extremely unhappy/ angry, 5 being extremely happy and joyful.

*Possibly everyone will be at 1. Encourage as many learners to share how they are feeling at this point in time. Also encourage them to share if they have seen any of this happen around them.*

In your pre-work , you may have put down responses to a few questions.

How many of you think that men and women are treated differently in your

family? Give me a thumbs up if your response is yes.

## Reflect (5 minutes)



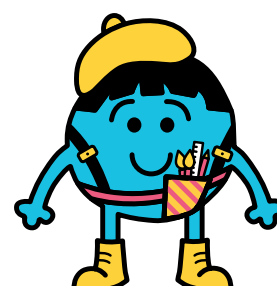
It's Mr. Consciousness time!

Learners, I believe that we as responsible citizens and with the help of Ms. Courage can work on these challenges. So let us start by dreaming something today.



Can we all close our eyes?

- Dream of a country where all children including girls were educated so they could support their family financially.
- Dream of a country where everyone has freedom to decide if they want to get married and when?
- Dream of a country where both boys and girls were treated equally and given the same opportunities.
- Dream of a country where both boys and girls shared responsibilities at home.



Open your eyes!

Let us all draw this India by using Mr. Creativity.

Can we all show our dream equal India up in the air?

*For an in-person class, ask learners to do a gallery walk.*

How does all of this make you feel?

1 being extremely unhappy/ angry, 5 being extremely happy and joyful.

Think of one thing you would do to promote gender equality at home.

Share this out loud or put it in the chat box!

## After Class Challenge ( 10 minutes)

Do an act to promote gender equality at home. You can do one of these things:

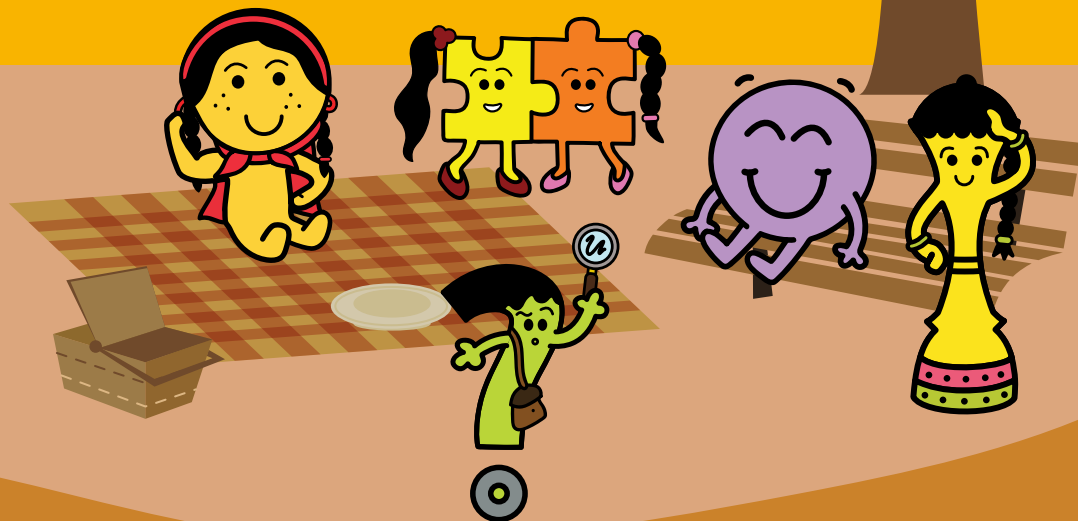
- Teach a few girls in your community.
- If you are a boy, help your mother with her work. If you are a girl, help your father with his work.
- Clean your house and help adults with cooking.
- If your grandmother/ mothers have not been to school, teach them something new. Maybe help them write their name in a different language.

## OBJECTIVE

**I can assess the impact that gender-based injustice has had on people across India.**

## C IN FOCUS

Ms. Critical Thinking  
Mr. Curiosity  
Ms. Collaboration  
Ms. Courage  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

## MATERIALS

N/A

## SUMMARY OF PRE-WORK

Please watch this video.

Reflect and make a note of:



- How do you think girls felt in both the videos?
- What would you have done if you were the mother/father?

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

Link



Asynchronous Pre-work Document

Link



# Spark (10 minutes)

Hi learners,



I am introducing a new set of rules for girls and boys in class today.

Girls	Boys
Girls will get a one hour break during the day.	Boys will get only 20 minutes of break during the day.
Girls will attend all the classes.	Boys will only attend Hindi (add regional language) classes.
Girls can speak whenever they want to.	Boys will have to ask girls before they speak in class.

*For an in-person class, you may add and make learners experience this.*

*All the girls, make a line, move to the ground and play football.*

*All the boys will clean the classroom till then.*

*Observe how learners respond.*

Is there any question that any of you have? If boys ask questions, stop them

and ask them to take a permission from one of the girls. Respond to a girls question as usual.

Okay, let us come back together. This was just an experiment.

How did you feel when I introduced new rules?

0-Very sad/ disappointed

1- Inferior/ lesser than some people in class

2- Confused

3- Happy/ Excited

4. Superior/ better than some people in class.

Show me a number on your fingers.

Learners, this was for all of us to understand how any unequal behaviour can affect us in different ways. Today we will understand this impact in a lot more detail.

*Point to the objective: I can assess the impact that gender-based injustice has had on people across India.*



# Learn (20 minutes)

Let's play a quiz. I have some questions for you and would love for people to raise their hands if they can answer. Are you ready?

## Round 1

- Name 5 male cricketers
- Name 2 male footballers
- Name 5 male politicians of the country

## Round 2

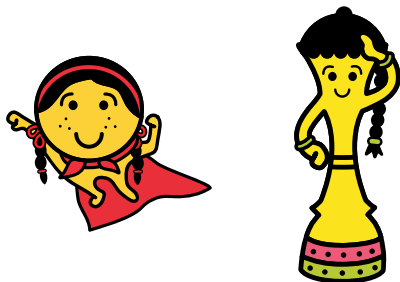
- Name 5 female cricketers
- Name 2 female footballer
- Name 5 female politicians of the country

*Ask the following questions:*

On a scale of 1-5 how well do you think your class performed in the first round?

On a scale of 1-5 how well do you think your class performed in the second round?

Let's now take help from Ms. Critical Thinking and Ms. Courage to respond to the following questions:



- Why do you think there was so much difference in the first and second round performance?

*Possible response: We don't know about women as they are not celebrated because of gender discrimination. Also girls are not celebrated for sports.*

Absolutely.

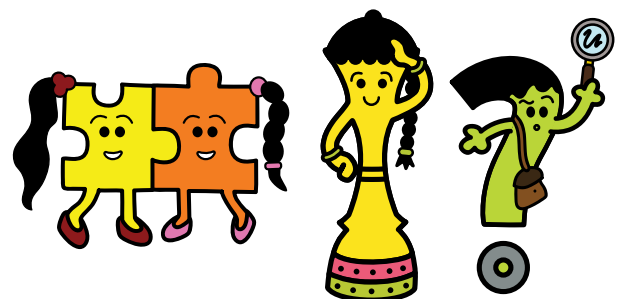
- What impact does this have on people across India? Can you make a connection to the video you saw in the pre-work?

*Possible response: People think women can't do good in some fields. They feel they are inferior to men. They don't allow them to do certain tasks.*

- Is this impact good or bad for society?

*Encourage learners to respond.*

Let us now see a scenarios/ situation. Each group of four will have a different situation. Let's take help from Ms. Collaboration, Mr. Curiosity and Ms. Critical Thinking to do this. You have six minutes to do this.



*Please make groups of fours and distribute these one scenario to each of the groups.*



Most engineering colleges look like this.

- How do you think both boys and girls feel in this college?
- Will there be more male or female engineers in India?

*Possible response: Girls will feel lonely, scared, underconfident. They may affect their academics. More men will be engineers as they are more in number who are attending colleges. Women will not be considered good engineers as not enough examples.*



Most women who work outside homes do all of this.

- How do you think women and men both feel at work?
- How do you think this may affect their work?

*Possible response: Women are very stressed. They have to take care of both house and office work. It may affect the quality of work whereas men generally only have to worry about office.*

*Encourage a few learners to share in the large group.*

## Reflect (10 minutes)



It's Mr. Consciousness time!

If you think that the following statement is true, please stand up. If you think that what I am saying is not true, please stay seated.

- Number of women who are working outside their houses is less than men.
- There are more women leaders / politicians than men.

- People are unhappy when they have daughters.
- People think that It is a woman's job to do household chores therefore they cook.
- People think that boys are better than girls.

This is all how gender injustice impacts us or shapes our beliefs.

Let me share one inspiring story with all of you-

### **Gunjan Saxena**

In 1990, the Indian Air Force was not in favour of enrolling women because they were not considered physically and mentally needed to fly fighter planes.

- Do you agree with how Indian Air force thought in 1990?

*Possible response: No, they were treated men and women unequally.*

But in 1994, Gunjan Saxena was one of the few female pilots who got selected. She had to work extra hard to prove her intelligence and abilities to her seniors. They would often not give her any chances to prove her capabilities.

- Why do you think she was not given chances?

*Possible response: Since they weren't trusting her with the task. They have not seen any other women do it before. No example.*

But during the India Pakistan war, she was called in to carry out a medical evacuation and deliver supplies in the war zones. She proved to be a very

competent pilot. Today the Indian Army has more than 9000 women.

- Which Cs do you think Gunjan Saxena may have used?

*Possible response: Ms. Courage. As she proved herself and became an example of success, it led to so many other women do what they wanted to do.*

Learners, we just saw how one act of injustice may lead to multiple acts of injustices. And one act of courage can change so much.

Like Gunjan, each of us can be changemakers too!

Let us all write this in our diaries and fill the blanks by putting in one thing that we will do to promote gender equality around us.

"When I see \_\_\_\_\_, I can say \_\_\_\_\_"

For example, when I see someone telling boys not to cry I can say that boys have feelings too which are as important and they should be allowed to express themselves in any way they want.

*Ask each of the learners to read/ put the statement in the chat box for all the others to see.*

# After Class Challenge (10 minutes)

Observe your surroundings carefully.  
Note various instances of gender  
discrimination you see around you.

Make a note of what would you do  
differently if you were in that situation.

## OBJECTIVE

**I can assess the impact that gender-based injustice has had on people across India.**

## Cs IN FOCUS

Mr. Consciousness  
Ms. Collaboration  
Mr. Compassion



## CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

## MATERIALS

Video

 Video



## SUMMARY OF PRE-WORK

Read the following scenarios and answer the following questions.

Imagine you are a girl. Because you are a girl; your parents have decided not to send you to school. They think you should rather learn housework as they will get you married in a few years and you will have to take care of the house.

- How do you feel?
- How would your current reality be different if this was true?

Imagine you are a boy. Because you are a boy; you are forced to come to school and work with your father after school to earn money. As a man, you have to bring money in the house. You can't sing, dance, do arts, cook food or even cry. You are told that all of these things are only for girls. That you are a boy, you are not weak.

- How do you feel?
- How would your current reality be different if this was true?

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (5 minutes)

Hello learners!



I want all of you to sit straight and listen to me. You all have been very very naughty and I have been receiving a lot of complaints about this class. It is time to give you all a punishment so you all learn a lesson. None of you will be allowed to have any breaks today- no lunch break at all. And all of you will have to stand all day with your hands up the entire day. No one will be allowed to sit and no one will be allowed to move out of the class. Is that clear?

*Smile, as the role play ends.*

All that I said earlier was part of a role play. None of it was true. But for the next 2 minutes, let's pretend that it was true and all of you really had to stand all day with your hands up. How would that affect you?

We are going to use lots and lots of Mr. Consciousness and think about how this punishment would affect us physically, which means our body and mentally, which means our mind and heart?



*Encourage a few learners to share responses in the large group.*

*Possible responses: I felt upset/confused/angry/sad when I was told about the punishment. If I had to stand all day with my hands up, my arms would hurt a lot and even my back and legs would. I might also have a stomach pain because I could not go to the bathroom and a headache/weakness because of not eating. Emotionally I would feel ashamed, confused and very upset. I would feel like my teacher does not value us because he/she did not ask our side of the story.*

Thank you all.

All injustices affect us. Yesterday we spoke in detail about gender based discrimination impact society and shape people's beliefs. Today we will explore that in a lot more detail.

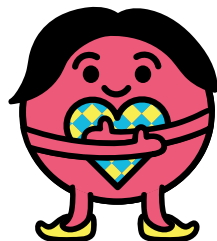
Let us begin by talking about our pre-work.

*Encourage a few learners both girls and boys, to share in the large group- how they would feel in both the scenarios. Encourage girls to think of the boy scenario and boys to think of the girls scenario. This will help them see how gender discrimination affects everyone- boys as well as girls.*



# Learn (20 minutes)

As we continue, let's remember to take a lot of help from Mr. Compassion through the lesson today.



Mr. Compassion is here to tell you a story today about someone. As you listen to this story, think about how she might be feeling and how all that is happening might be affecting her.

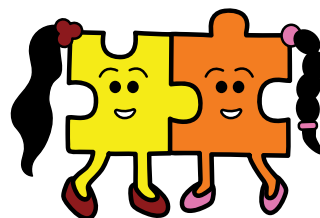
*Radha's parents spent every morning at the banks of the river trying to catch fish to sell in the daily market. That was their only source of income with which they could afford to send their children to school and afford food for the family. They have 6 children, Radha being the oldest one. However, if they didn't have a lucky day and find any fish, Radha and her siblings would go to sleep hungry.*

*One unfortunate day, Radha's father drowned while catching fish and her mother was left to take care of 6 children and herself. The only way her mother found to take care of the future of her children was to get Radha married to a wealthy man who could provide for her siblings. She was married to a 35 year old man when she was just 13 years old herself. On the day of the wedding, Radha cried with fear because she did not want to leave her family. But she knew that if she refused, her mother would not be able to feed her family or take care of them.*

*In her new role as a wife, Radha did not go to school instead took care of the house and her husband. Her biggest loss was her freedom because she had to take permission from her husband before doing anything - and he never allowed her. She lost contact with her friends and would be working in the house all day. Very soon, Radha also had a baby, when she was only 15 years old. She knew nothing about being a mother or taking care of a child because she was a child herself.*

Now that we have heard Radha's story, I want you to pause and think about all that you heard. It might have been difficult and uncomfortable for some of you but it is important to remember that this may be the reality for many many girls in our country and even around the world. We will now think about how all that happened in Radha's life must have affected her.

Let us get into the groups of four and fill the following table. You can either write or draw your responses. You have ten minutes to do this. Please take help from Ms. Collaboration while doing this.



What happened to Radha?	How is she feeling?	How will it affect her now?	How will it affect her in the future?

*Sample response:*

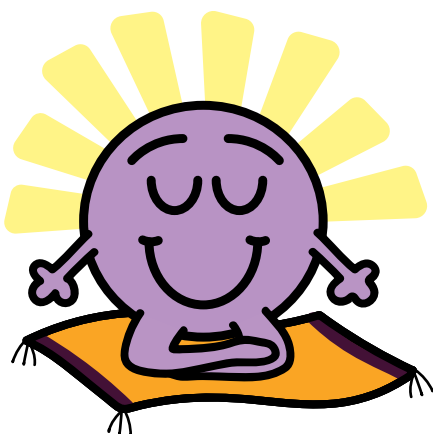
What happened to Radha?	How is she feeling?	How will it affect her now?	How will it affect her in the future?
Radha was made to do all the housework after her marriage.	She may be feeling angry and tired.	No school No friends No playtime	Mother at a young age. No job or career. No freedom to live life the way she wants to.

*Encourage learners from different groups to share thoughts in the large group.*

Thank you learners!

We just realise that the impact of gender injustice may not just be short term but can also impact the entire life of an individual.

## Reflect (5 minutes)



It's Mr. Consciousness time!

Let's watch this video.



Think and share:

- How does hearing this affect boys in the short term?
- How does hearing this affect boys in the long term?

*Possible response: They start hiding emotions and stop expressing-, they become violent and frustrated individuals- long term*

Impact of gender based violence is very negative- on both girls and boys as well as society.



It also impacts our four constitutional values.

Let us hear a story of young girl like you and how she chose to challenge this:

Tanushree who studies in Grade 6 in Bengaluru, saw in her class that girls and boys barely spoke to one another since they had been taught at home that they should not interact with one another and be friends.

How would you feel if something like that was told to you?

*Encourage a few responses.*

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.

## After Class Challenge ( 30 minutes)

Do an act of kindness by promoting gender equality. You may have done this before so continue doing the same thing or choose a different act.

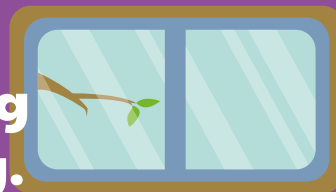
You may choose to:

- Do something that people of your gender generally don't do
- Teach someone about gender equality

- Become friends with both girls and boys in your community and play together.

## OBJECTIVE

**I can examine the work people are doing in the country to create gender equality.**



## C IN FOCUS

Ms. Courage,  
Mr. Curiosity  
Ms. Communication  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

## MATERIALS

Video - Gauri Sawant



## SUMMARY OF PRE-WORK

Let's learn about someone today. Please take help from your parents/ elder siblings to understand the story:

Savitribai Phule was born on 3 January 1831. She was the first principal of India's first girls school. Savtribai at the age of nine got married to Jyotirao Phule when he was thirteen years old. Both of them together opened eighteen schools for young girls. In 1848, they founded the first girls school of India in Pune, Maharashtra.



Savtribai Phule faced a lot of challenges. People used to hit her with stones and throw garbage

at her. This was because she fought for girls' education when it was not considered good for girls to go out and study.

Not just education, but both Savitribai and Jyotirao fought against the problems of caste, sati-pratha, child marriage and widow-remarriage.

- Can you identify different issues she worked towards?
- Can you identify the Cs she may have used?
- Be Mr. Curiosity and find one more interesting fact about her.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



## Spark (5 minutes)

Hi feminists!



Does anyone know why I called you a feminist? Does anyone know what that means?

*Learners may not know.*

*Ask learners to close their eyes and rate on the scale of 1-5, 1 being strongly disagree and 5 being strongly agree.*

Do you think all genders are equal-deserve equal rights and opportunities and respect?

Learners if yes, then all of you are FEMINISTS!

Are you all feminist??

*Encourage learners to share 'YES WE ARE' together!*

Today is about getting to know more about these people - people who believe in gender equality and work towards the same. People who try to fight gender injustice and create a more equal, free, peaceful and fair society for all genders.

Today we are going to talk about these people.

*Point to the objective: I can examine the work people are doing in the country to create gender equality.*

## Learn (25 minutes)

You have already learned about one of the feminist in your pre-work. Can some one share who she was and what she did?

*Response: Savitribai Phule- first school for girls and first women teacher of India.*

Isn't this great that today all of the girls are here in school because of one act by Savitribai Phule.

Can we say a big THANK-YOU to her.

Please encourage learners to say it with you- THANK YOU SAVITRI BAI PHULE

I hope you are excited o know about more such people. So let's take help from Mr. Curiosity and begin:



Please take learners one by one through the following posters and stories of people. Remember the idea is to generate as much curiosity as you can.



What do you see when you see this poster? What social issues do this talk about?

*Possible response: Education for girl child, saving girls*

Do you know?- Beti Bachao, Beti Padhao ( Save the girl child, educate the girl child) is a campaign of the Government of India that aims to generate awareness and improve the efficiency of welfare services intended for girls in India.

Who knows about him?



*Learners may not know about him. If some of them know, please encourage them to share.*

Sati was a ritual that forced a widow to

sacrifice herself at the funeral pyre of her dead husband. Raja Ram Mohan Roy fought to abolish this system. He also worked for women property rights and fought child marriage.

Can we thank Raja Ram Mohan Roy for his work?

Please encourage learners to say it with you- THANK YOU RAJA RAM MOHAN ROY

Let us learn about one more activist today.

To do this, let's watch a video. [Video](#)



She is Gauri Sawant, transgender activist who works on uplifting the status of transgenders in India. Her goal was to provide a safe space for transgenders to live, love, and express themselves.

In 2008, Gauri adopted five-year-old Gayatri who was left orphaned after the death of her mother. Gayatri's mother died of HIV. After her mother's death, there were talks of selling off Gayatri into sex work too. This fell on Gauri's ears and to save the little girl, Gauri adopted her. She works on adoption rights of transgender.

Can we thank Guari Sawant for her work?

*Please encourage learners to say it with you- THANK YOU Gauri SAWANT*

We hear about three people and one initiative by the government?

Can we identify the Cs all of them may have used?

*Possible response: Mr. Compassion, Ms. Courage, Ms. Critical Thinking to challenge existing system and bring about change.*

Thank you for listening to me with so much patience, learners!

Do you know that a lot of young people like all of you are also promoting gender equality.

Alina, a 7th grader from Mumbai, started working towards gender equality when she realised that women did not have a safe platform to speak

up and express themselves. She is currently trying to set up a catering service with women in the community, so that they can be financially independent. Alina also won the Prestigious People's Choice Award for her work.

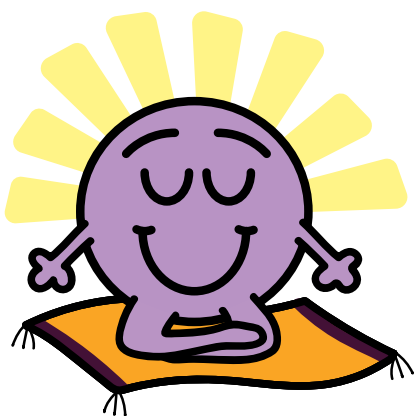
Can any of you identify which Right to freedom along with gender equality is Alina working towards?

*Response: Freedom of Speech and expression.*

Can we thank Guari Sawant for her work?

*Please encourage learners to say it with you- THANK YOU Alina.*

## Reflect (10 minutes)



It's Mr. Consciousness time!

Think and give me a thumbs up if you believe-

- Government has a role to play in promoting gender equality.
- Offices/ organisations have a role to play in promoting gender equality.
- Your school has a role to play in gender equality.
- Your community/ neighbours have a role to play in gender equality.
- Your family has a role to play in gender equality.
- You have a role to play in gender equality.

Thank you learners!

All of you have a role to play in gender equality. All of you can be Savitri bai Phule or raja Ram Mohan Roy or Gauri Sawant or Tanushree or Alina.

Can you think of things you would do to promote gender equality?

Think about:

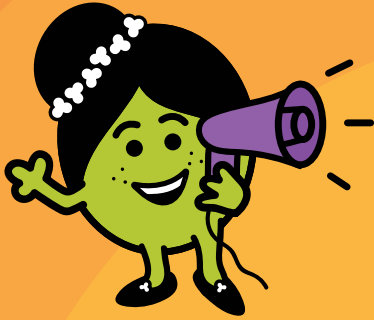
- How will you promote it by changing your actions?

- How will you promote it in the family?
- How will you do it in your community?
- How will you do it in school?

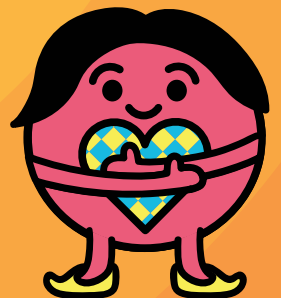
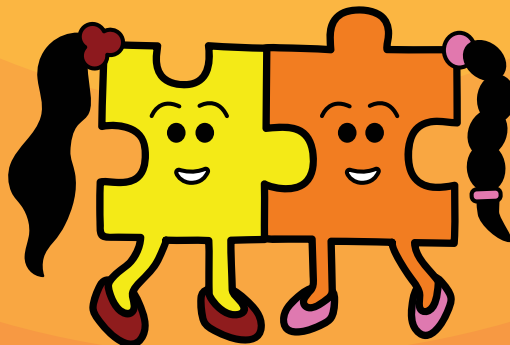
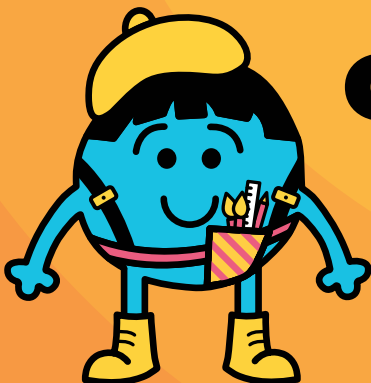
*Ask learners to share at least one action on the chat box or with partners.*

## After Class Challenge

Think of all the actions you thought about in the class today. Try to practice at least two of these.



# Showcase of learning

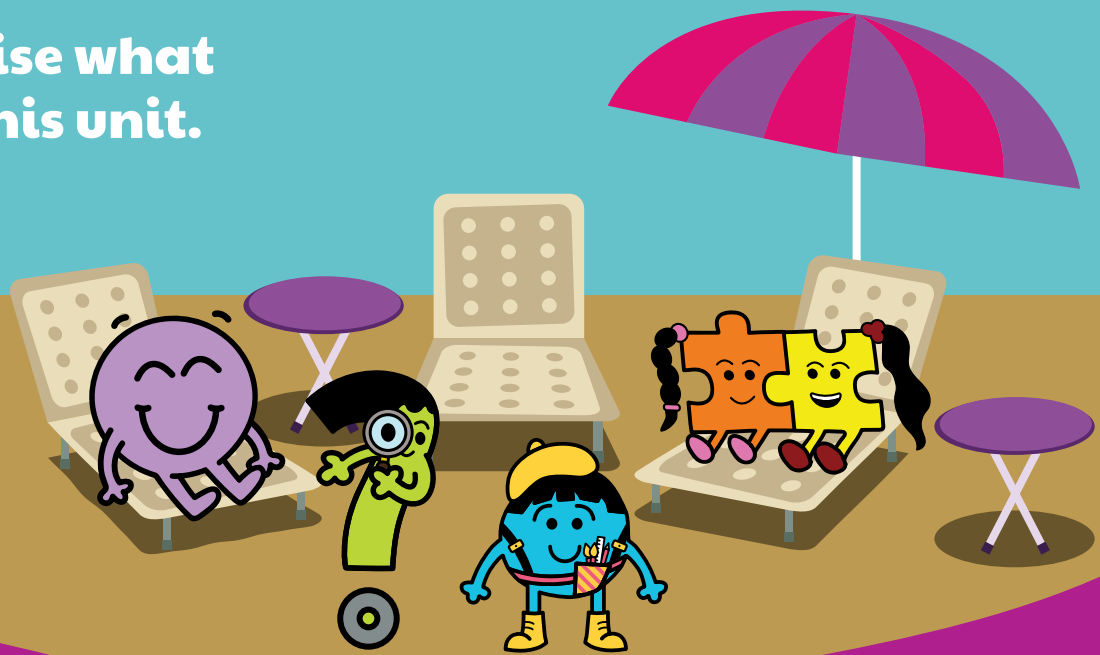


## OBJECTIVE

**I can synthesise what I learned in this unit.**

### Cs IN FOCUS

Mr. Consciousness  
Ms. Critical Thinking  
Ms. Collaboration  
Mr. Creativity



### CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

### MATERIALS

Chart paper- colors/ Pen- paper

Video



### 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 notebook, all the activities we have done to remember how much you have learned about your country.

Put down the three most important learnings.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link





# Spark (10minutes)

Hello learners!



We have successfully come to the end of our fourth Unit i.e. Nation.

Would any of you like to share all the big questions that we explored in this unit?

## *Correct Response:*

- What makes India a democracy?
- Is democracy the best system of our government?
- What are we free to do in India? What are we not?
- Are boys and girls treated differently?

Would any of you also like to share your key learnings from the unit?

Invite learners to share their responses.

*Possible response: We learned about our country, its government and why democracy is the most effective. We*

*also learned about incidents where our country has not been able to live up to the democratic and constitutional Values. We learned about our right of freedom and different types of freedom we may enjoy. Then we also spoke about how gender discrimination happens in the society, what causes it, how it impacts everyone and what we may do to bridge the gap and make the society equal and fair for all the genders.*

*Prompt by asking learners to share different kinds of government they have read out, different kinds of right to freedom they can enjoy as Indians.*

Today we will be **showcasing our learning**. A showcase of learning is something for us to feel very proud of as it is where we show others everything we have learned!

# Learn (20 minutes)

Before I tell you what we are going to do today.

Let's watch a video.



- What do you see in the video?
- What are you learning from the video?

*Possible response: Gender equality.*

Exactly learners. A small video can help us learn about these concepts so easily. This is what we are going to do today

and tomorrow.

All of us in a class will be preparing for these small videos/ skits/ plays to spread awareness of different things we learned in the unit. You can imagine how your learnings and creativity may help so many others to learn.

So are you ready?

We will work in six different groups. Divide learners in six groups.

Each group will prepare a skit on one of these questions:

## A country without democracy

- Think about other governments and what a country may look like there.
- What are some features of this government?
- How do citizens live here?
- What will help others learn about different forms of government than democracy?
- How can our group bring it in the form of a play?
- Add as much creativity as you can- bring out your acting, singing and dancing skills.

## A country with democracy

- Think about what a country with democracy looks like.
- What are some features of a democracy?
- How do citizens live here?
- What will help others learn about this?
- How can our group present it in the form of a play?
- Add as much creativity as you can- bring out your acting, singing and dancing skills.

### A country without the Right to Freedom

- What are different rights to freedom?
- Think about what a country without these rights looks like.
- How do citizens live here?
- What will help others learn about this?
- How can our group present it in the form of a play?
- Add as much creativity as you can- bring out your acting, singing and dancing skills.

### A country without the Right to Freedom

- What are different rights to freedom?
- Think about what a country with these rights looks like.
- How do citizens live here?
- What will help others learn about this?
- How can our group present it in the form of a play?
- Add as much creativity as you can- bring out your acting, singing and dancing skills

### A country without gender equality

- What are different forms of gender discrimination? You can
- Think about what a country without this looks like.
- How do citizens live here? What do they say/ do/ believe in?
- What will help others learn about this?
- How can our group present it in the form of a play? Think of what form of discrimination do you want to highlight.
- Add as much creativity as you can- bring out your acting, singing and dancing skills.

### A country without gender equality

- What are different forms of gender discrimination?
- Think about what a country where there wouldn't be this discrimination.
- How do citizens live here? What do they say/ do/ believe in?
- What will help others learn about this?
- How can our group present it in the form of a play?
- Add as much creativity as you can- bring out your acting, singing and dancing skills.

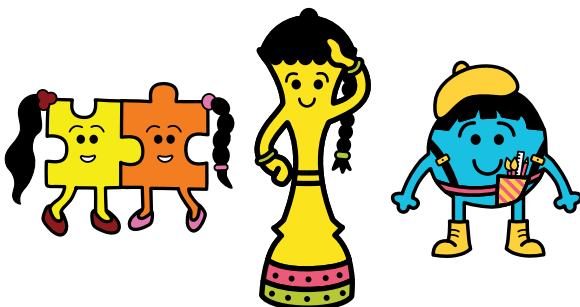
*You may ask one person from each group to pick up a chit and read it out loud.*

Isn't this an exciting exercise? Each group now has 15 minutes to come up with a script of their play.

You may think about -

- What do you want to present?
- How do you wish to present it?
- What will be the dialogues?
- Who will say what?
- Do you want to end with a relevant poem/ song?

Remember to take help from Ms. Collaboration, Mr. Creativity and Ms. Critical Thinking while doing this.



*Please keep moderating the group works. Guide them if they are confused or are not able to come with ideas. Encourage them.*

On a scale of 0-5, how ready are you to present your play right now?

*Learners may say 0-1.*

It's okay, learners. Tomorrow is going to be a lot of fun. All of us will get time to present our skits/ play in front of others and raise so much awareness.

Make sure to be fully ready by then. Remember to bring to the class any props that you may require.

# Reflect (10 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 doing the exercise.
- I am excited to present my groups' play with everyone in the class tomorrow.

## After Class Challenge

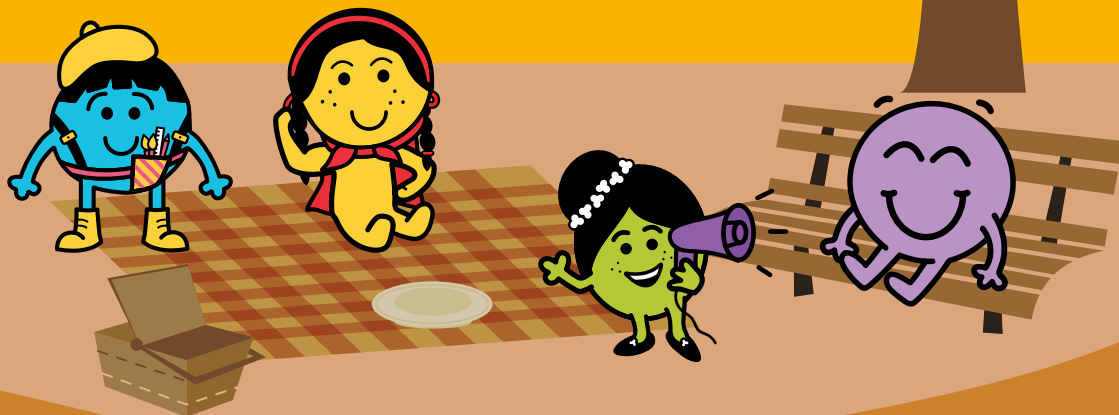
Please work on your final showcase.

## OBJECTIVE

**I can showcase what I learned in this unit.**

## C IN FOCUS

Ms. Communication  
Ms. Courage  
Mr. Consciousness  
Mr. Creativity



## CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

## MATERIALS

Song- Insaf ki dagar par

[Video](#)

Printouts of - Insaf ki dagar pe lyrics and translation in English

Gratitude notes/ C stickers

[Link](#)

Chart papers

*Please take permission for a 75 minutes long class.*



## SUMMARY OF PRE-WORK

Tomorrow, we will have a final showcase. We will use Ms. Communication and Ms. Courage to share our creative skits/ plays with everyone in the class.



We will also be inviting parents, other school teachers, principal and other children from the school so that we can present our learnings and work in front of them.

Preparation:

Take help from Mr. Creativity to strengthen/ refine your plays/ skits.

Here are some ideas:

- Create pictures or bring in objects/ costumes that you will need.
- Think through dialogues and songs. You may also take help from google to get more ideas.
- Rehearse your play with your group. Remember each one of you has to participate and each group will only have four minutes to present.

All the best for tomorrow.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



# Framing (10 minutes)

Hello, responsible, free, equal learners of the class!



*Please play 'Insaf ki dagar par' as learners and the audience enter the class. They may not understand Hindi and the lyrics. Please feel free to share lyrics in the regional language or English.*



As you heard this song, what's standing out to you?

What do you understand about the words 'Insaf' and 'injustice'?

Why is the singer asking students to walk on the path of justice?

*Possible response: Idea of justice and how that will help the country prosper. It's the responsibility of us students to do that as we are the leaders.*

Today, as we share with each-other our beautiful skits, let us remember the idea of justice that we have to uphold for this country to be equal, free and full of love and joy.

Let us all get into our groups. Each group will get four minutes to share their skits with the class.

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.

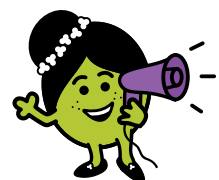
*Please coordinate with various stakeholders - Principal, school teachers, learners and parents in advance and invite them for a showcase.*

# Showcase (40 minutes)

While we present, let's remember Ms. Courage and Ms. Communication. Can someone share, what would this look like?

- We will share confidently.
- We will also listen to our friends carefully.

Most importantly, remember to have fun.



*Please celebrate each group after their presentations. Please take pictures and record videos of students' work-products and presentations to document their learnings after taking their consent.*

# Debrief and Closing (20 minutes)



It's Mr. Consciousness time!

Can we give a huge round of applause to ourselves and our friends who presented so beautifully.

All of you saw how our country may look with the presence of democracy, freedom and gender equality along with what it may look like without these.

If you wish to live in a country where all this is present, give me jazz hands.

You all have a big chart paper with you. Get into your groups and spend the next 5 minutes together envisioning the country that has all of these on the piece of paper 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 do a gallery walk in an in-person classroom. Virtually, you may ask each group to present what their country looks like now?*

*Please invite a few people from the audience to share how they are feeling.*

All of you, your plays and your charts represent our beautiful country. So as



we continue to uphold our four constitutional values, *ask someone to shout out these four values*, let us close out by singing the song that we started with.

Remember that song is an ask/ plea to all the young citizens of this country because we believe in the power of each one of you. We believe that you are the leaders and changemakers who can put our country on the path of prosperity and growth. 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 along. You may also share the lyrics with the audience separately.



Hindi	English
<p>Insaaf ki dagar pe  Bachchon dikhaao chalake  Yeh desh hai tumhaara  Neta tumhi ho kal ke  Insaaf ki dagar pe  Bachchon dikhaao chalake  Yeh desh hai tumhaara  Neta tumhi ho kal ke  Duniya ke ranj sehana aur  Kuchh na muh se kehana  Duniya ke ranj sehana aur  Kuchh na muh se kehana  Sachchaayiyon ke bal pe  Aage ko badhate rehana  Sachchaayiyon ke bal pe  Aage ko badhate rehana  Rakh doge ik din tum  Sansaar ko badalake  Rakh doge ik din tum  Sansaar ko badalake  Insaaf ki dagar pe  Bachchon dikhaao chalake  Yeh desh hai tumhaara</p>	<p>Children, show to walk on the path of justice  This country is yours, and leaders are you of the future.  Face the torture of the world, but don't say anything  On the strength of truth, keep progressing ahead  and someday you will change the world  Children, show to walk on the path of justice  This country is yours, and leaders are you of the future.  Whether our dear ones or other, there will be justice for all  watch out that you do not shake on this  the paths are very difficult, and you have to walk carefully  Children, show to walk on the path of justice  This country is yours, and leaders are you of the future.</p>

Neta tumhi ho kal ke  
Apane ho ya paraaye  
Sabke liye ho nyaay  
Apane ho ya paraaye  
Sabke liye ho nyaay  
Dekho kadam tumhaara  
Hargij na dagmagaaye  
Dekho kadam tumhaara  
Hargij na dagmagaaye  
Raste bade kathin hai  
Chalana sambhal sambhalake  
Raste bade kathin hai  
Chalana sambhal sambhalake  
Insaaf ki dagar pe  
Bachchon dikhaao chalake  
Yeh desh hai tumhaara  
Neta tumhi ho kal ke

Insaaniyat ke sar pe  
Ijrat ka taaj rakhana  
Insaaniyat ke sar pe  
Ijrat ka taaj rakhana  
Tan mann ki bhet dekar  
Bhaarat ki laaj rakhana  
Tan mann ki bhet dekar  
Bhaarat ki laaj rakhana  
Jivan naya milega antim  
Chita mein jalake  
Jivan naya milega antim  
Chita mein jalake  
Insaaf ki dagar pe  
Bachchon dikhaao chalake  
Yeh desh hai tumhaara  
Neta tumhi ho kal ke

Insaaf ki dagar pe  
Bachchon dikhaao chalake  
Yeh desh hai tumhaara  
Neta tumhi ho kal ke.

On the head of humanity, place the  
crown of respect  
keep the respect of nation even if  
you've to sacrifice your body and mind  
Children, show to walk on the path of  
justice  
This country is yours, and leaders are  
you of the future.

*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.*

*You can also prepare for a community/ school nummad-natak day where your students can take these plays to the community and school assembly for all the students and members to see their wonderful work.*

## **After Class Challenge**

Please teach this song to your family members and friends from the community. Also share the meaning of the song with them.



**World**



# Big Question 12

**How does the world  
view India?**

LEARNING STANDARD

**Students will develop an  
understanding of the world's view  
of India.**

## OBJECTIVE

**I can cite examples of India's contribution to the world historically.**

### Cs IN FOCUS

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



### CONSTITUTIONAL VALUES

Fraternity, Justice

### MATERIALS

Song



Video



Resource



Link



### SUMMARY OF PRE-WORK

Watch this video

- What is Indus Valley civilization also called?
- Why did nomads settle in India, the land near the bank of river Indus?
- Name the two cities in the area?
- What was the best about the cities?



Video



- What is the main occupation here?
- How do you think this civilization impacted India?
- How do you think this impacted the world?

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

Asynchronous Pre-work Document



# Spark (10 minutes)

Hi citizens of India!



In the previous units, we developed an understanding of our own identities, where we come from, our families and communities, and how they have impacted our lives. We also developed a deeper understanding of our country, the government and our role towards betterment of the country.

Now, we will begin the last unit of the curriculum- World!

We will begin our journey of understanding the world better and India's place within it. Our big question will be:

## How does the world view India?

Let's begin with a song!



*Play the video song and ask the learners to carefully watch the video.*

*After the song ends, ask learners to raise their hands:*

- Do you think that the song represents some aspect of India?
- Do you think that the song is sung or written by an Indian?

*Assuming that the learners may raise their hands on the first prompt and may not on the second prompt, encourage learners to think about-*

- What aspects of Indian culture did you see?
- Why do you think a non-Indian has chosen to create such a video or show aspects of Indian culture?

*Possible response: holi, temple, Indian people, clothes, priests, Indian city. Maybe the singer is inspired by India and loves Indian culture.*

*After taking some responses, share:*

*"Hymn For The Weekend" was shot in parts of Worli village, Mumbai and Kolkata. The fort shown in the beginning of the video and in between is Bassein Fort aka Saint Sebastian's Fort located in Vasai, Mumbai. It was also shot at the famous Maratha Mandir theater. The music video is themed on the Indian festival of Holi and the celebration of life itself. The video also has a Bollywood actress, Sonam Kapoor running around in ethnic clothes.*

*Do you know- In one of the interviews,*

*singer Chris Martin said- "I always felt like we would come here(India) when we wanted to embrace all colors. I don't mean racially, but literally; just all the colours of the world. You can stay here forever and you'll never feel like you've missed out on life. There's enough to keep you occupied."*

Like this, there are multiple things about India that the world gets inspired by. Similarly, there may be so many things that the world has, we Indians get inspired by. Do you agree when I say this?

Do you all want to learn what these are?

*Create excitement and enthusiasm.*

So let us start with the history conference where we will examine and discuss examples of India's contribution to the world historically.

*Point to the objective: I can cite examples of India's contribution to the world historically.*

On that note, who can share what they learned and discovered in their pre-work?

*Possible response: Indus valley civilization, people developed a good housing system, defense system, fertile land, agriculture as occupation etc.*

Do you know?

Indus valley civilization, one of the oldest civilizations of the world, flourished in India. It is famous for giving to the world the idea of **urban planning** which means setting up societies and houses. They are also noted for their baked brick houses, elaborate drainage systems, water supply systems and strong safety systems.

Isn't that great to know that Indian land and geography was the reason why so much could happen?

As we learn more about India's contribution to the world, remember to take help from Mr. Curiosity through the lesson.





# Learn (20 minutes)

I am going to give you a resource. As you read through the resources, you will get to know about so many things that are there in the world because of our country.

In the groups of four, read two contributions each.



*of groups. Different groups can read about similar contributions.*

In case you feel that the learners may not be able to do this in the small groups, you may read it with the class and fill the table.


As you read the resources, fill the following table:

*Divide the contribution as per the number*

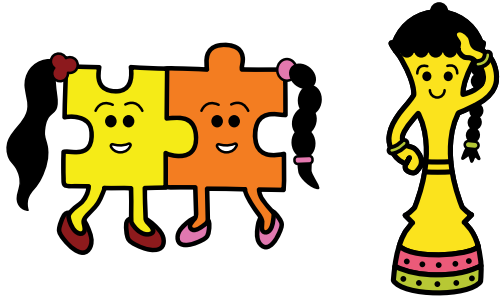
What?	Who invented this?	When was this invented?	How many things got introduced under this?
Medical treatment	Scholar named Madhav Rishi munis	8th century	Treatment of removing stones Immunization against smallpox Ayurveda and Siddha

Let's do one example as a class.

Sample resource:

Medical treatment		Indians were the first to identify leprosy and many remedies for this disease were found in the Atharva Veda. The treatment of removing stones was first introduced in India. Historical studies have shown that in the 8th century, a well-known scholar Madhav mentioned about the symptoms and ways of immunization against smallpox. We also have heard that the two ancient and alternative methods of treatment still popular, Ayurveda and Siddha, originated in India. They are still used for holistic healing. It was the ancient rishis and munis of India who mastered this method of treatment.
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Please take help from Ms. Critical Thinking and Ms. Collaboration to do it for the next ten minutes.



*Ask one person from every group to share about one contribution in the large group and fill this table together after the small group work-time.*

How does it feel to know that our country India contributed so much to the world?

Let's use the feeling chart to share our feelings!

### How are you FEELING?



## Reflect (5 minutes)



It's Mr. Consciousness time!

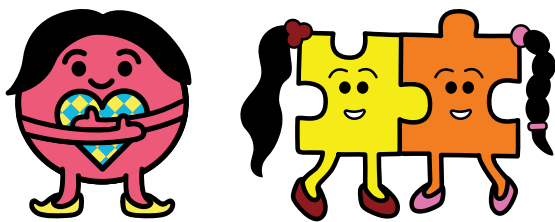
Think about all that we learned today and give me jazz hands if you think the following statements are true.

- India has contributed in the field of education.
- India has contributed in the field of sports.
- India has contributed in the field of math and science.
- India has contributed in the field of agriculture.
- India has contributed in the field of religion and faith.
- India has contributed in the field of health and medicine.

Think and share:

- How do you think contributions help different individuals, communities or countries?
- Which contribution are you the most proud of? Why?
- Which C's do you think people of different countries use to contribute to each other's growth?

*Possible response: Mr. Compassion, Ms. Collaboration*



- Which constitutional value does the contribution help us foster in the world?

*Possible response: Fraternity- feeling of compassion, love and learning from each other, Justice- some countries may not have certain things so sharing may help everyone enjoy these inventions*

## After Class Challenge ( 30 minutes)

As a world, share your gratitude with India for the way it has contributed to your life.

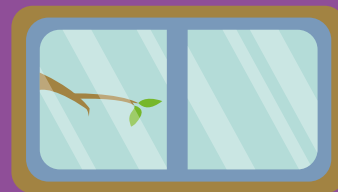
You may write a letter to India, a

message or make a beautiful thank you card.

Please take help from Mr. Creativity to do this.

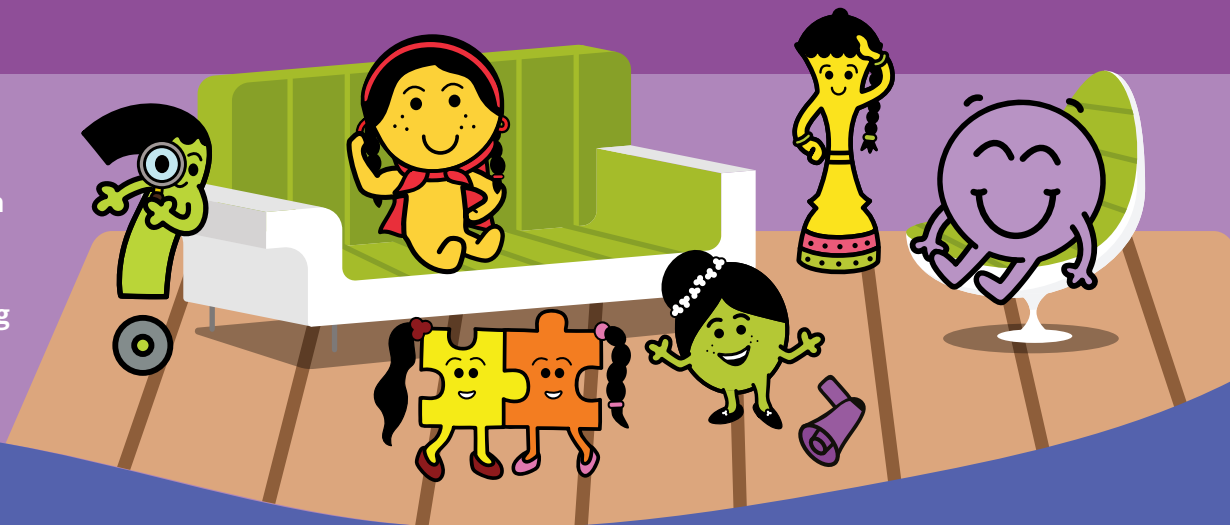
## OBJECTIVE

**I can cite examples of India's contribution to the world currently.**



## C IN FOCUS

Ms. Collaboration  
Ms. Communication  
Ms. Courage  
Mr. Curiosity  
Ms. Critical Thinking  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Fraternity, Justice

## MATERIALS

N/A

## SUMMARY OF PRE-WORK

Take help of Mr. Curiosity and find out:

- When and why is International Yoga Day celebrated?
- Name of two international companies led by the Indians and names of these leaders.
- What is a USB and who invented it?
- What is an e-mail and who invented it?

- What is a rocket missile and who invented it?
- Name two Indian celebrities who are famous worldwide? They can be actors, actresses, singers, performers etc.

You may also ask your parents and siblings to help you out!

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (10 minutes)

Hi proud citizens of India!



In our previous class, we discussed India's contribution to the world through historical aspects. We learned how few discoveries from India have helped different countries to grow and develop.

Today we will do something similar.

*Point to the objective: I can cite examples of India's contribution to the world currently.*

How many of you were able to find answers to your pre-work questions?

Great my curious learners, let us do a fun exercise now.

I am going to drop some hints and would love for you to guess the thing that I am talking about.

- I am a 4-letter word, I help you go up, down and wherever you want using body movements. You use me to stay healthy. Y\_ \_ \_ . (Yoga)
- We are the highest position holders

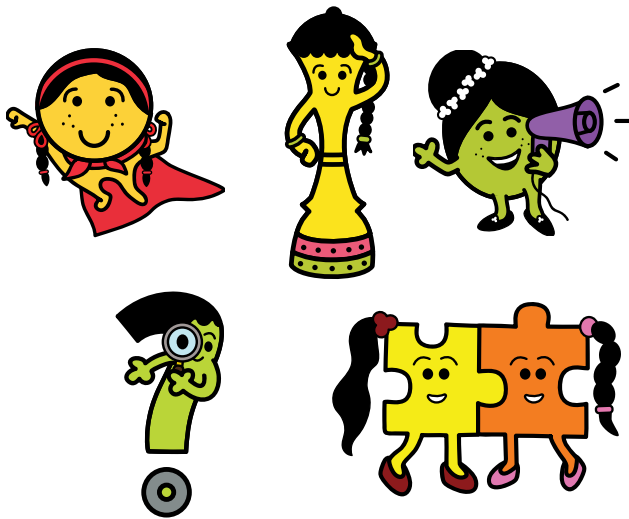
of a Company; we are the people who lead google, twitter etc. I am also called Chief executive\_. (CEOs- Chief executive officer)

- We got invented to help you do things faster and more efficiently. You use us quite often. You took our help to quickly communicate, go to the moon etc. We work for mankind to develop faster. We are S\_I\_ \_ C \_ AND \_ E \_ H \_ \_ L \_ \_ Y (Science and technology)
- I bring \_\_\_ in people's lives. People watch movies, love listening and grooving to my songs. I bring joy to all the parties. You get me radio, TV, laptops etc. Who am I?
- E\_ \_ E\_ T\_ I\_ M\_ NT?? (Entertainment)

If you haven't guessed it yet, let me share that India has continued to contribute to the world in all of these fields. You may have already learned that in your pre-work.

# Learn (25 minutes)

Let us now play mingle-mingle. We will need a lot of Ms. Collaboration, Ms. Communication, Ms. Courage, Mr. Curiosity and Ms. Critical Thinking through this activity.




When I say a number, you have to get in groups of that number and discuss the question I pose to you.

*For a virtual classroom, send learners to a different breakout room for each prompt. After each prompt, discuss it in the large group. Then pose the next prompt and repeat the exercise.*

Let us do one for example, get into the groups of three and discuss why and when is International Yoga Day celebrated?

*For virtual class, pose the prompt and send learners to a breakout room of three.*

*Bring the learners back after two minutes and present the following information.*











	<p>June 21 is marked as the annual International Day for Yoga to celebrate the ancient Indian art of healthy living. Translating into “unity” from Sanskrit, Yoga intends to unite the body and mind to bring harmony.</p>
--	--

Do you all agree with this information? Is there anyone who wants to share an interesting fact about Yoga or share a yoga pose with us?

*Encourage learners to do this.*

Let's move to the next prompt, let's get into the groups of three, remember to choose different people now and each person will share one company that's led by an Indian- a company with an Indian CEO and their name.

*Call learners in the large group again and ask a few of them to share some names of the CEOs and companies. Then present the following information.*

	<b>Sundar Pichai</b> 
	<b>Satya Nadella</b> 
	<b>Parag Aggarwal</b> 
	<b>Indra Nooyi</b> 
	<b>Leena Nair</b> 

*Please ask learners to share any other companies that are led by Indians.*

So many big companies are led by Indians. How does this make you feel?

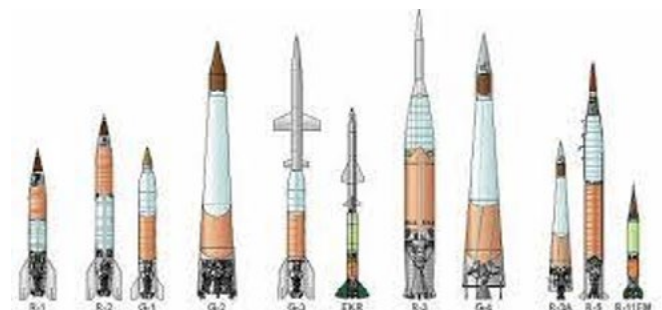
*Encourage a few learners to share.*

Great now show me jazz hands:

- If you have seen/ used a USB?



- If you have sent or read or have heard of people using email?
- If you know what rocket missiles are?



In your pre-work, you must have learned about their inventors. What is common between these inventions?



*Possible response: Invented in India by Indians. They are all related to science and technology.*




Let's come to our last prompt. Get into the groups of three and share two entertainers each who are famous worldwide.

*In the large group, encourage learners to share these names and show these photos.*

Pakistan, China, Egypt, Germany, Nigeria, Peru and Poland are a few countries that love bollywood.

How does it feel to know that our country India is currently also contributing so much to the world?

Let's use the feeling chart to share our feelings!

	Harnaz Sandhu, an Indian won a Miss Universe 2021 pageant.
 	These famous Bollywood celebrities are equally famous in Hollywood-american entertainment industry.

### How are you FEELING?



Happy



Sad



Angry



Worried



Shy



Excited



Surprised

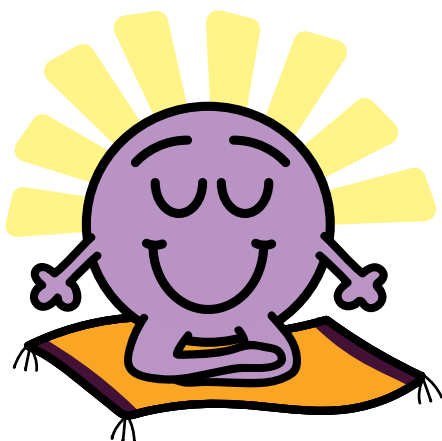


Silly



Embarrassed

## Reflect (12 minutes)



It's Mr. Consciousness time!

We learned about so many Indians today who make us proud for contributing so much to the world!

Let us celebrate these people.

Think about one person who makes you proud. These can be people we learned about today or any other person you know of.



*Ask learners to write these names/ draw pictures of them and stick it on a wall. Virtually, ask learners to put this in the chat box or a word cloud.*

- Which C's do you think these people have used to create the amazing things that they have and then contributing those to the world?  
*Actors/ actresses use a lot of Mr. Creativity in creating so many movies and amazing songs.*
- Which constitutional value does the contribution help us foster in the world? *Fraternity, Justice*

We have learned so much about how India has both in the past and present contributed to the world.

I am wondering, what may be some of the things that our country has learned from the world. Do you want to take help from Mr. Curiosity and find more about that after the class?

*Feel free to ask learners to do this as an after-class challenge.*

## After Class Challenge (30 minutes)

Find out three things that the world may have contributed to India.

## OBJECTIVE

**I can compare things unique to India with things that are common to the world.**

### Cs IN FOCUS

Ms. Courage  
Mr. Communication  
Mr. Creativity  
Ms. Collaboration  
Mr. Consciousness



### CONSTITUTIONAL VALUES

Fraternity

### MATERIALS

Images of maps of different countries

Australia



India



South Africa



UK



Italy



USA



Japan



### SUMMARY OF PRE-WORK

Be Mr. Curiosity and visit the world with the help of google and your elder siblings!

- India
- Japan
- Australia
- USA
- Italy

- United Kingdom
- South Africa.

Fill the following table with the information you gather in these countries. You can write/ draw or paste pictures.

Find the table on the last page

Try to fill as much as you can from this table.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (10 minutes)

Hello learners!



In the last objective we learned about India's contribution to the world.

This definitely made us all proud of our country and its citizens. We learned how our country and its people have contributed to the development of the world.

To understand more about how the world views India, let's explore what makes India stand out.

We will do this by comparing things that are unique to India with things that are common to the world.

*Point to the objective: I can compare things unique to India with things that are common to the world.*

Let's do a fun activity of guessing the countries.

*Please show the images of different flags and ask learners to guess.*



**India**



**South Africa**



**USA**



**Australia**



**UK**



**Italy**



**Japan**

Great learners!

Now if I ask you what is one thing that's

common/ similar across these maps?  
What will that be?

*Possible response: All flags are rectangular, they all have more than one color.*

Now if I ask you what is one thing that makes India's map unique or is not there in any other country, what will that be?

*Possible response: Chakra- can't see in any other map.*

It is exactly this what we are going to do as class today.

## Learn (25 minutes)

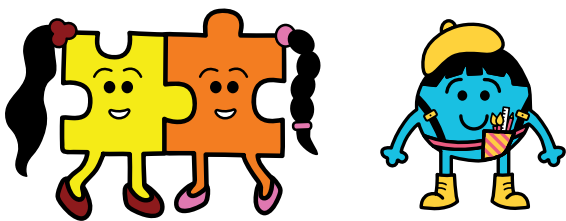
Let us make seven groups in the class.

*Assign one country to each of the groups.*

Take six minutes in your group and :

- Identify four things that are extremely exciting about your country.
- How will you present these interesting facts in front of the class in just two minutes?

Let's take help from Ms. Collaboration and Mr. Creativity to do this.



Let us all now take a world tour. I am really excited to learn about interesting things from different countries. Are you all ready?

Let's present our country in the best possible manner with the help of Ms. Communication and Ms. Courage.



*Ask all the groups to present the information they gathered. Encourage each group to start their presentation by greeting in their language and show things that are famous about their country.*

# Reflect (5 minutes)



It's Mr. Consciousness time!

Give me a thumbs up if you agree:

- All the countries in the world enjoy their festivals.
- All the countries are unique and special.
- There is no other country that has diversity like India.

*Debrief by sharing:*

Yes, all countries have a unique language, interesting ways of celebrating festivals, colorful clothes, amazing traditions etc.

India is unique as it has the most diversity in terms of language, festivals, religions, traditions, clothes etc. India is a big country and is very rich in culture as well.

- How do you feel about the things that are unique to India?
- Is there anything you found fascinating in the countries of the world that you wish to learn more about?
- What do you think, people of all the countries- people of the world share in common?

## After Class Challenge

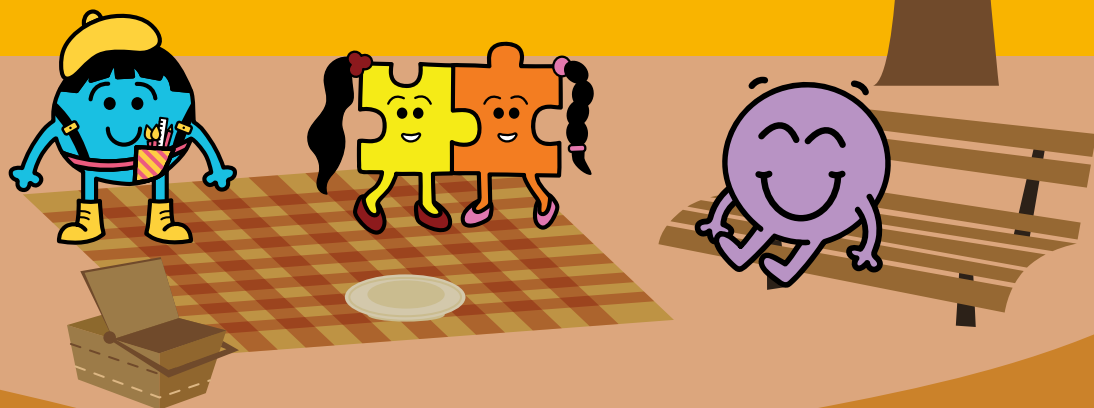
You heard about so many countries today. Which country are you excited to visit and what do you wish to learn from them?

## OBJECTIVE

**I can compare things unique to India with things that are common to the world.**

## C IN FOCUS

Mr. Creativity  
Ms. Collaboration  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Incredible India - video



It's a small world- Song



Images of different maps on last page

## SUMMARY OF PRE-WORK

Read -



Find and make a note of:

- Two inspiring and motivating facts about India.
- Two funny things about India.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

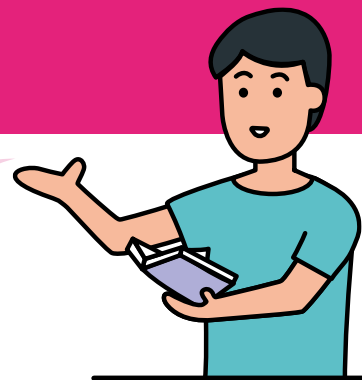


Asynchronous Pre-work Document



# Spark (10 minutes)

Hi learners,



Yesterday, we were on a world tour where we looked at some amazing things about different countries and found out what's unique here.

Today we will do something similar but a little differently. You may have gotten to know some interesting facts about India.

*Invite 5-6 learners each to share inspiring and funny facts about India.*

Learners, citizens of India definitely have very interesting practices. There definitely are things that make this country really unique.

Let's watch this video to start us off.



*Encourage a few learners to share what stood out to them from the video.*

The video demonstrated different colours and uniqueness of India. Let us do a little exercise now.

# Learn (20 minutes)

Let us get into the groups that were assigned to us yesterday.

Each of you will have a map of the country assigned to you. On these maps:

- Put down everything that's great or famous about this country on the map. Refer to the information you gathered yesterday.
- You may draw figures, write words and color these images.



**India**



**USA**



**Japan**



**Italy**



**South Africa**



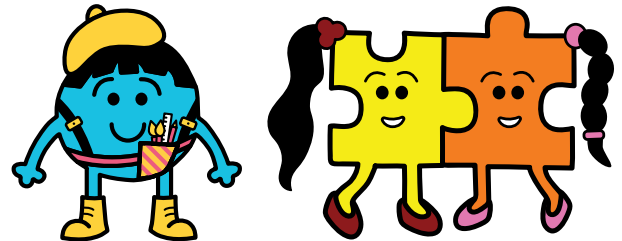
**United Kingdom**



**Australia**

*In a virtual classroom, ask learners to annotate on the image while in a physical classroom they can work on the big map sheet.*

Let's take seven minutes as a group to do this using Mr. Creativity and Ms. Collaboration.



*After ten minutes, invite learners to show the different parts of the world.*

*In an in-person classroom, invite learners to complete the map of the world by placing their pieces together as they fit in the world map.*

Now that you see the world through a few countries:

- What do you think is interesting about the world?
- What makes India look different from other countries?

Learners this is exactly how the world may view India- for its colors, the richness and the diversity. This is not to say that other countries don't have any of this because all the countries bring their uniqueness together for our world to look as beautiful and colorful.



# Reflect (10 minutes)



It's Mr. Consciousness time!

- If the world is our family, what are some things we can learn from different countries of the world?
- What are some of the things that you feel India can share more with the world?
- Which constitutional value will it help us foster?

Learners, uniqueness makes us all special. And knowing how each country is special can help us learn and contribute to each-other. This will help us foster the value of Fraternity across the countries of the world.

Let us close out by listening to this beautiful song about the world- It's a small world.

*It's a world of laughter  
A world of tear  
It's a world of hopes  
And a world of fears  
There's so much that we share  
That it's time we're aware  
It's a small world after all  
It's a small world after all  
It's a small world after all  
It's a small world after all  
It's a small, small world  
There is just one moon  
And one golden sun  
And a smile means  
Friendship to everyone  
Though the mountains divide  
And the oceans are wide  
It's a small world after all  
It's a small world after all  
It's a small world after all  
It's a small world after all  
It's a small, small world*



# After Class Challenge

Imagine that a friend of yours from some other country of the world is visiting India for the first time.

Make a list of at least ten things you

will make this person experience about India. Think of places you will take them to, food you will make them eat etc.



INDIA

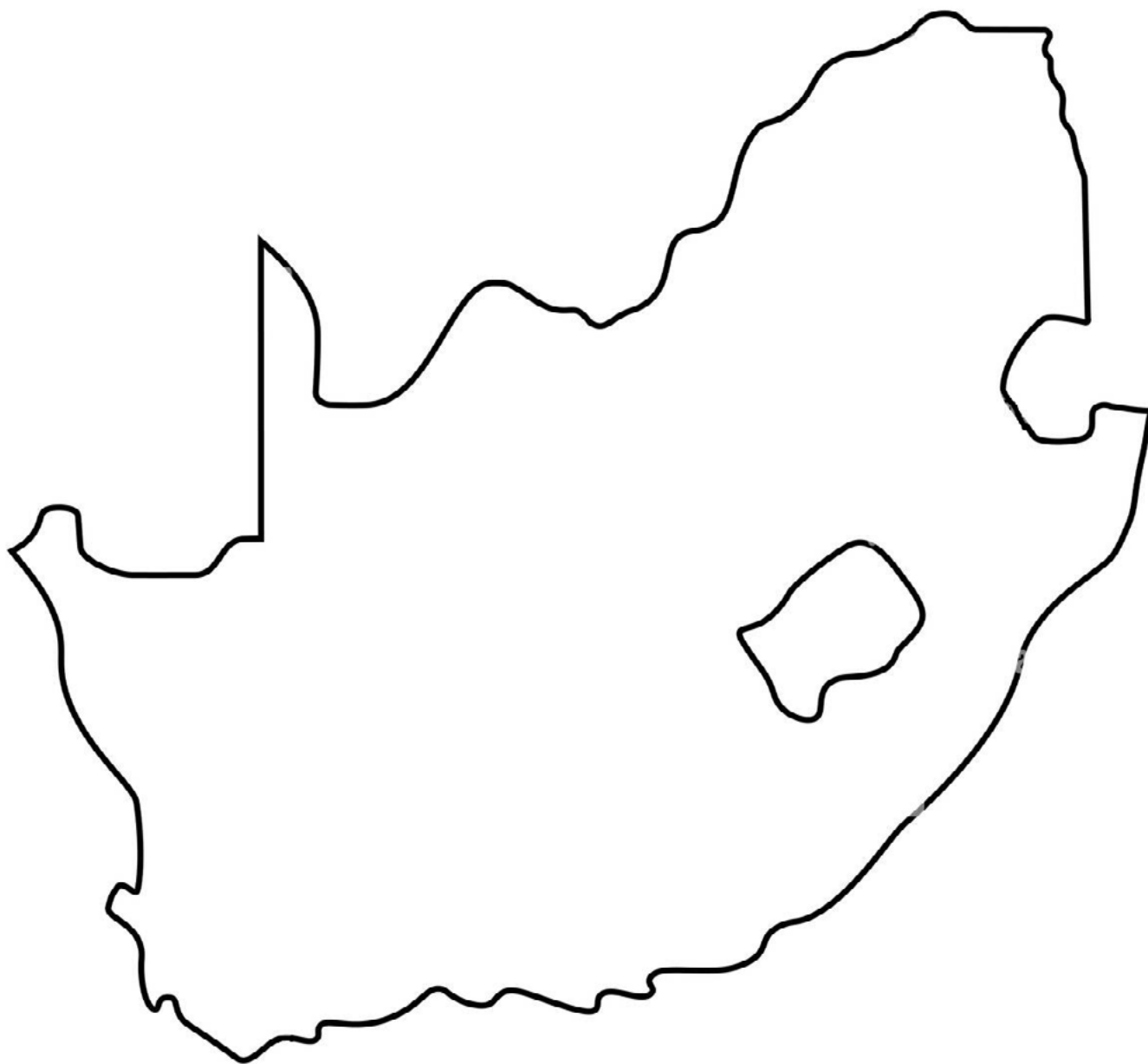


**USA**





ITALY



**SOUTH  
AFRICA**



**UNITED  
KINGDOM**





## AUSTRALIA



# Big Question 13

**What does it mean  
to be an Indian in  
the world?**

LEARNING STANDARD

**Students will develop an  
understanding of their identity  
as a part of the world.**

## OBJECTIVE

**I can articulate the role of  
“a citizen of the world”.**

## Cs IN FOCUS

Ms. Critical Thinking  
Ms. Courage  
Mr. Creativity  
Ms. Collaboration  
Mr. Consciousness  
Mr. Compassion  
Mr. Curiosity  
Ms. Communication



## CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

## MATERIALS

Song- It's a small world



Story: Frieda and the  
Sustainable development  
Goal



Video: Who can a citizen  
be?



## SUMMARY OF PRE-WORK

You have learned about so many things in this curriculum. Can you name the four units you have studied till now?

Think of each of these units and make a note of your role and responsibility towards the development of each of these ecosystems.

- Self.
- Family and school.
- Community.
- Nation.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation



Asynchronous Pre-work Document



# Spark (10 minutes)

Hi citizens of the world!



You may be wondering why I called you that. Can any of you guess?

*Invite a few learners to share their responses to the question.*

Please stay with this question for some time.

*Point to the objective: I can articulate the role of "a citizen of the world" means.*

The big question that we will also explore in the next couple of lessons is-

**What does it mean to be an Indian in the world?**

Let us start by listening to the song that we have already heard earlier but this time with a different video.

*Play the song and the video.- It's a small world.*



As you heard this song, what are certain things that you think every person in this small world shares.

*Possible response: laughter, tears, hopes, fears, moon, sun etc.*

Exactly right!

And because we share so much between all of us, do you think we have certain roles/ responsibilities towards the world also?

If you think, yes, give me jazz hands.

Can we think about what these roles/ responsibilities may be?

*Encourage a few responses. It's okay, if learners can not, through this lesson it is this understanding they will build.*

As we try to build our understanding of what our role and responsibility towards our world may look like through this lesson, let's do a quick recap of our roles and responsibilities towards self, family, school, community and country.



Please copy this image in your diaries. I will be reading out a few statements. For each of these statements,

- Give me a thumbs up if you think it's our role and responsibility.
- Identify the circle, the role and responsibility will help in the development of. Remember that some role and responsibility may help in the development of multiple circles
- Put a star in that circle.

Please take help from Mr. Consciousness while doing this.

*For example- We should stay at home during the pandemic or wear masks while going out.*

Is this our role and responsibility?

*Learners will show a thumbs up.*

Which circle will you put a star in?

*Possible response: All circles.*

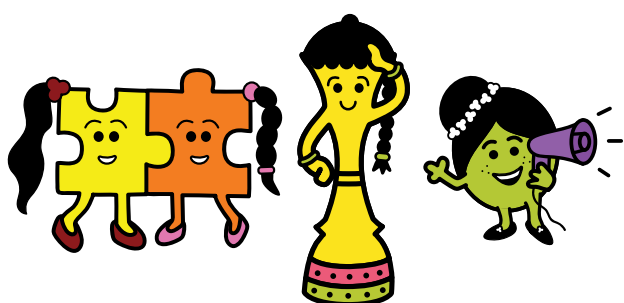
Now let us do the same for other statements-

- I establish SMART goals.
- I may develop a growth mindset.
- I shall not throw garbage on roads.
- I shall solve problems that my neighbours face.
- I shall help my mother and father with the household work.
- I shall respect the constitution of my country.
- I shall work towards freedom and equality for everyone irrespective of gender.
- I know, respect and celebrate people's religious beliefs and culture.
- I shall share things that I have with others in need.

## Learn (25 minutes)

Great! Now in the spirit of understanding more about our role towards the world, let's read a story together.

We will need a lot of Ms. Collaboration, Ms. Critical Thinking and Ms. Communication as we try to understand the story and answer a few questions.



*Please refer to this link for the story.*



*Please encourage learners to tag each other while reading. Pause in between and ask relevant questions. Some of them are given below.*

- After Page 6-7: What kind of country does Frieda live in?
- After Page 8-9: What is the UN? What does it do?

- After Page 11: Like Frieda, do you also think that you can't change the world because you are little?
- After Page 13, give the following instructions-

You may now hear about multiple things that all people need. As you read/hear them, keep making a list of them.

- After Page 33: Which constitutional value is this? Equality.
- After page 45: Which constitutional value is this? Justice and Fraternity.
- After Page 46: Which C is this? Ms. Collaboration.
- Stop at Page 47.

There are so many problems around the world and so many things we need to work on together. Can each of you share some goals that were mentioned in the story that we need to work towards to make this world a better place?

*Take a few responses.*

*Possible Response: No poverty, safe home, no hunger, health, quality education, gender equality, clean water, save resources, equal and fair pay, infrastructure, equality, safety, reduce-reuse-recycle, reduce pollution, natural habitat- animal, water bodies, justice*

- Resume the story at Page 48 and read till Page 50.

I think Frieda is a citizen of the world. If you all agree, clap thrice.

*Encourage a few learners to share why she is a citizen of the world.*

*Possible response: Because she wants to bring the change for the development of everyone in the world.*

# Reflect (5 minutes)



It's Mr. Consciousness time!

Evaluate on a scale of 1-5.

A citizen of the world is:

- The one who just like Mr. Compassion loves and takes care of all human beings, animals and resources of the world.
- The one like Ms. Critical Thinking who identifies problems and finds solutions to the problems of the world.
- The one who like Ms. Courage raises their voice against unfairness, wrong actions.
- The one who like Ms. Collaboration brings together family and friends to solve challenging problems.
- The one who like Mr. Curiosity asks questions and becomes aware of different things and problems of the world.
- The one who like Mr. Consciousness thinks and reflects on their actions and how they contribute to the development of the world.
- The one like Ms. Communication talks about the change and raises awareness around it.
- The one who like Mr. Creativity imagines a beautiful world and then takes action or inspires others to actions towards that beautiful world.
- You, me, members of our school, our families, our communities, our country and all other countries.

Learners, all of us are citizens of the world and it's our duty to work towards the development of the world. And our very dear 8 friends help us do that.

Let's watch this cute little video to know little things citizens of the world may do.



Do you think these are difficult things to do?

Show me a fist if your answer is a no and a five if you think it's very difficult to be this citizen.

*Most learners may give a lower score. Reinforce that similarly, being a citizen of the world is also very easy as long as we keep our 8 Cs by our side.*

We will continue to explore these duties, our role and responsibilities towards our world in a lot more detail tomorrow.

## After Class Challenge (30 minutes)

In your pre-work you may have thought about your role and responsibility towards yourself, family, school, community and the nation. Think of any two roles and responsibilities you have towards the **world**.

Reflect on the following statements again and identify the ones which also may be your role and responsibility towards the world.

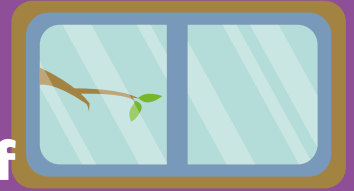
- I establish SMART goals.
- I may develop a growth mindset.
- **I shall not throw garbage on roads.**
- I shall solve problems that my neighbours face.

- I shall help my mother and father with the household work.
- I shall respect the constitution of my country.
- **I shall work towards freedom and equality for everyone irrespective of gender.**
- **I know, respect and celebrate people's religious beliefs and culture.**
- **I shall share things that I have with others in need.**



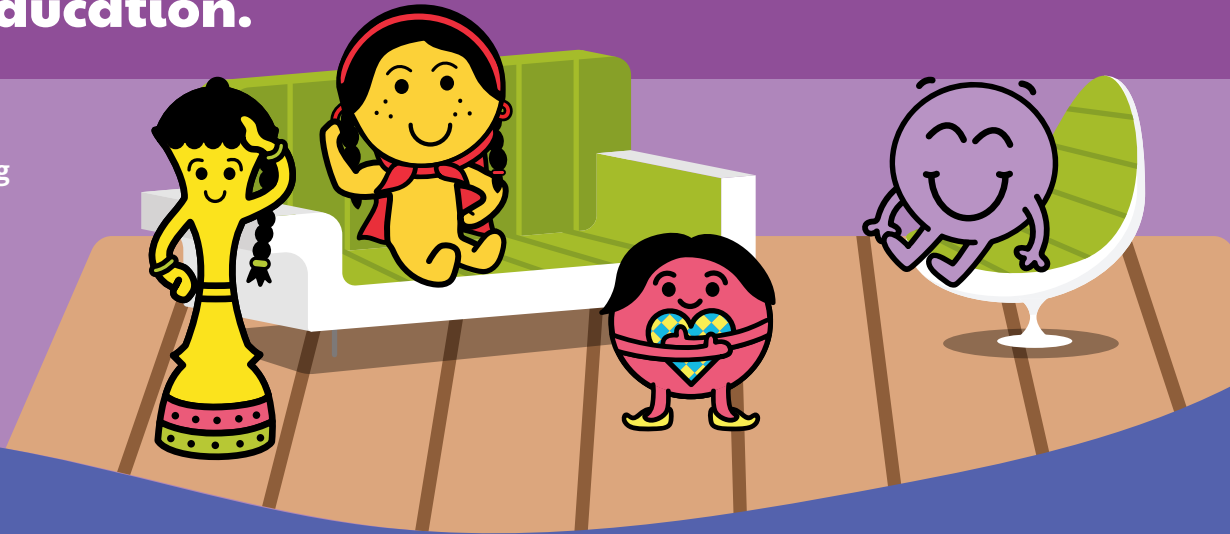
## OBJECTIVE

**I can engage deeply with the problem of education and understand the SDG of Quality Education.**



## C IN FOCUS

Ms. Critical Thinking  
Ms. Courage  
Mr. Compassion  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

## MATERIALS

Print outs of the images in the printables section

## SUMMARY OF PRE-WORK

Think and make a note of:

- Do all the children around you go to school?
- If not, who are these children?
- Do you think they should be in school? Why/why not?

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



# Spark (15 minutes)

Hi learners,



Yesterday we spent some time understanding the role of citizens of the world. Frieda's story understood various challenges in the world and our role to solve them as Sustainable development goals.

I want to begin our lesson by requesting all of you to 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.

*Take the name of 1/3rd learners in your class and ask them 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?

Because 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 completing this academic year. Ask the ones who are getting to continue their education, thrones standing, to share too*

*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?

Because 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.*

What is the issue we are talking about today?

*Answer: Education*

Education is something that is not accessible to everyone around the world. What do you think might be some of the causes for this?

For example, one cause I can think of is that in some countries, people might not actually have enough money to build good schools and train teachers well. Can you think of any more causes?

*Possible response: 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*

Thank you all for your responses. Today we will dive a little deeper into this issue of education and think about what we can do as citizens of the world. Which goal do you think we will be working towards?



*Possible Response: Goal 4: Quality Education*

*Point to the objective: I can engage deeply with the problem of education and understand the SDG of Quality Education.*

## Learn (15 minutes)

Let's understand more about the reality of education in the world. We will go on a short gallery walk and see some pictures that represent the reality of education in different parts of the world.

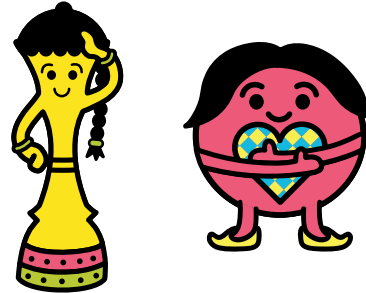




Let's debrief the gallery walk with the following question, I'd love for all of you to turn to your partner and discuss:

- What are some problems that you saw in the education around the world?

Let's take help from Mr. Compassion and Ms. Critical Thinking to do this.



*Encourage multiple responses in the larger group. Lead the discussion towards understanding inequality and injustice that many children face by not being able to study.*

## Reflect (10 minutes)



It's Mr. Consciousness time!

Education is a very important global concern and we all have understood why it is important. But it feels like such a big problem can't be solved by kids. Solving such a big problem feels like the job of adults, doesn't it?

But I want to share a story of two very inspiring boys- Rehan and Basit.

Rehan and Basit live in Ahmedabad and study in 8th grade. They go to a good school where teachers care about them and work very hard to teach them. But they also saw that many, many children in their community did not go to school at all.

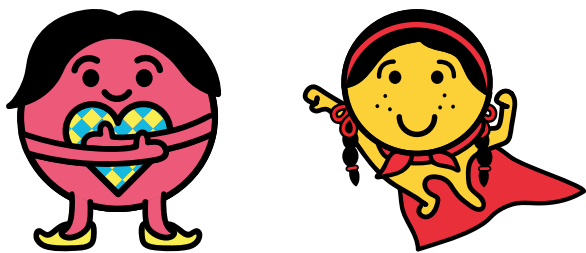


Let's pause and think. What might you do if you were in Rehan and Basit's situation?

*Encourage a few responses.*

Can you identify the Cs that Rehan and Basit have used to solve this problem?

*Possible Response: Ms. Courage, Mr. Compassion*



Rehan and Basit said that if the children cannot go to school, we should bring the school to them! And so every day after school they would collect some children in their homes and teach them. Looking at them, many of their classmates were inspired too! They did the same as well!

Today, Rehan and Basit are no longer teaching, but managing a group of other students who teach more than 100 young children. And their classes are not limited to english and maths, but they also teach music and photography and gratitude and much more!

Let's pause and think. What did we learn from this story?

*Encourage a few responses.*

This story teaches us that no one is too small to make change and more importantly, no change is too small. Even if you bring a change in just 2 people, it matters and is important.

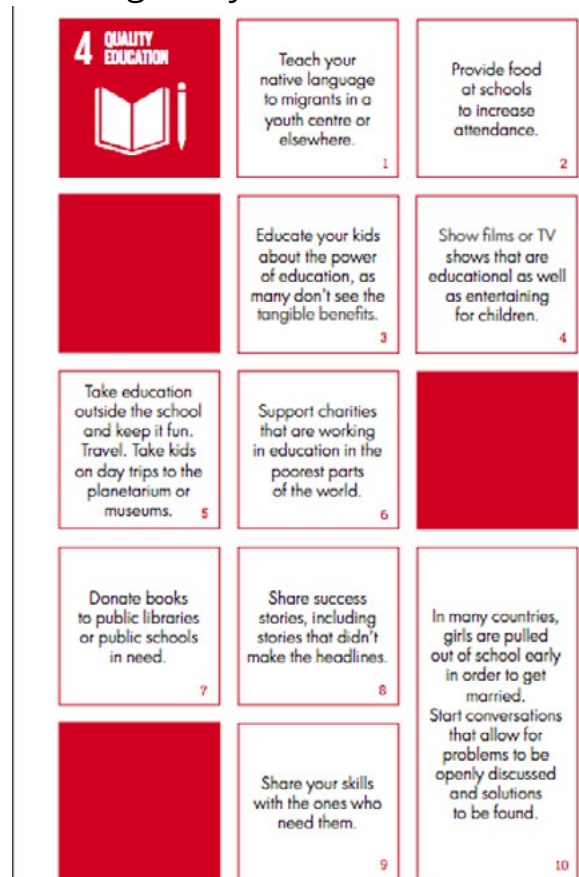
Give me a woo-hoo if you think that Rehan and Basit are the citizens of the world!

What constitutional values are Rehan and Basit trying to foster?

*Possible response: Liberty, Justice, Fraternity*

I'd love for all of you now to think about what you can do to help those around you learn better and contribute to the SDG of Quality Education?

You may take help from this to pick up one thing that you wish to do!



Once you are done thinking, you will write your responses on a sheet of paper.

I can be an a citizen of the world and education leader too by \_\_\_\_\_.

To close out, ask learners to show their sheets up in the air. Virtually, ask learners to put this in the chat box.

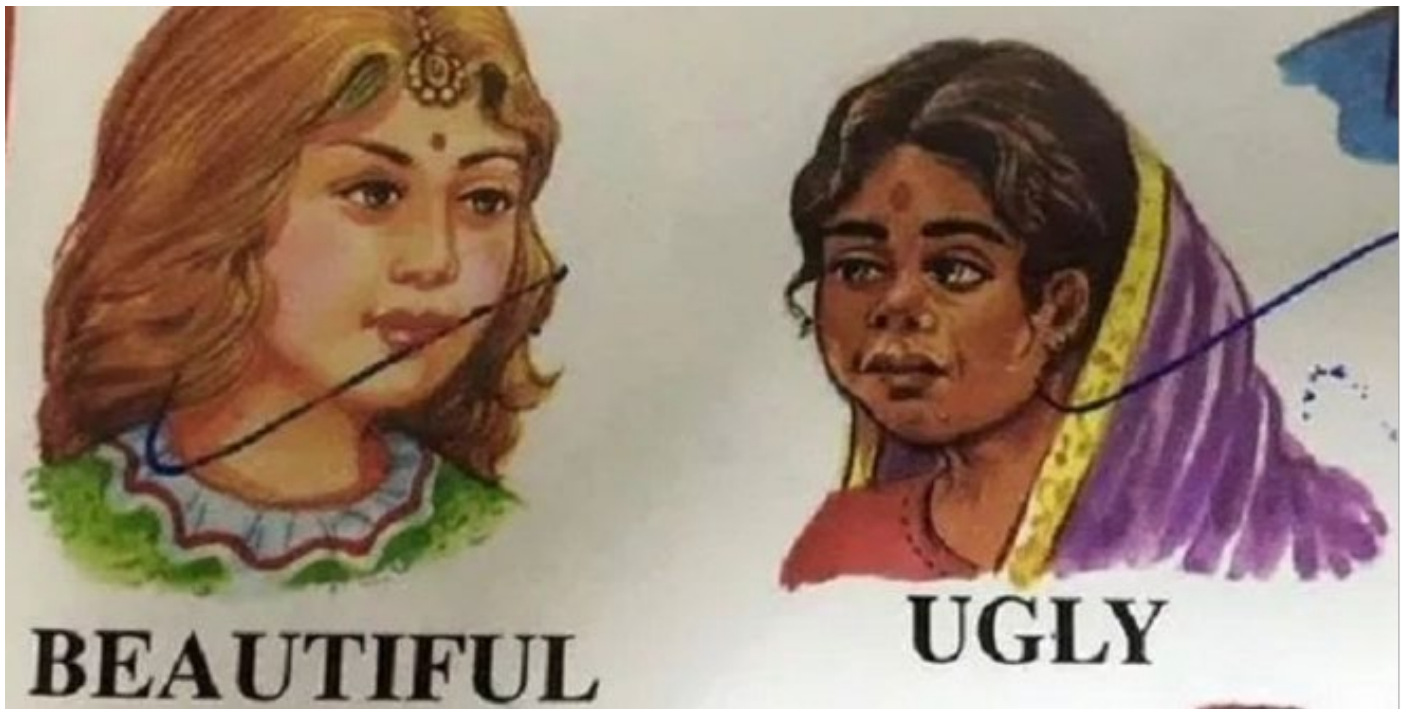
# After Class Challenge (30 minutes)

Practice the act you chose to do as a citizen of the world to help people around you learn better. Let's do this act everyday and make this world a better place.

Let's call this an act of teaching and learning!

In your diaries, make a note of how this makes you feel.

# Printables



## School penalizes students for hugs, high-fives

Strict no-contact rule, meant to stem violence, has some pushing for change









## OBJECTIVE

**I can identify and be a citizen of the world.**

### Cs IN FOCUS

Mr. Consciousness  
Mr. Curiosity  
Ms. Collaboration  
Ms. Critical Thinking



### CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

### MATERIALS

Image of SDG

(Resources required are attached at the end of the lesson plan.)

### SUMMARY OF PRE-WORK

As per the alphabet your name starts with, identify your group and do the assigned task. Make a note of the answers in your diary.

(Resources required are attached at the end of the lesson plan.)

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



# Spark (10 minutes)

Hi citizens of the world!



As a part of your pre-work, you may have watched different videos and tried to answer a few questions.

Let's hear from some people about what they found out.

Invite one learner from each of the groups to share their responses to the pre-work questions.

*Possible response for your reference:*

Name	Who	Country	Issue	C's	Constitutional Values
Greta Thunberg	Swedish Environmentalist	Sweden	Climate change	Ms. Courage, Ms. Communication, Mr. Compassion	Justice
Malala	Youngest nobel peace prize winner- education activist from Pakistan	Pakistan	Girls education	Ms. Courage, Ms. Critical Thinking, Ms. Collaboration, Mr. Compassion	Liberty, Equality, Justice
Yolanda	Granddaughter of Martin Luther King Jr (American Minister)- civil rights activist	African-American, US	Racism free country, gun free world	Ms. Courage, Ms. Communication, Mr. Compassion, Mr. Consciousness	Equality, Fraternity

*If learners are unable to share something, please share it with them.*

Do you know that Greta was just 15 years old when she started to raise her

voice against climate change by going on a strike and skipping school?

Do you know that Malala was also just 15 years old when she was shot in head by the terrorist because she

campaigned for girl education?

Do you know that Yolanda is only 9 years old in the video where she is giving the speech?

*Let the information sink in and try to grasp how learners feel when they hear.*

Do you all agree if I say that all three of them are the citizens of the world?

Give me a loud woo-hoo if you agree.

Do you think you need to be an adult to be a citizen of the world? If you agree give me a 'happy whoo-hoo', if you disagree give me a 'sad- oh,no'!

Great, so let us try to be one today.

## Learn (25 minutes)



*Present this image in front of the learners and ask them to guess what this is.*

*Possible Response: SDGs*

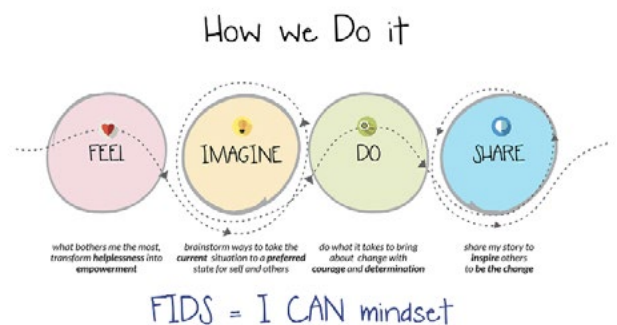
Can you guess what different goals Malala, Yolanda and Greta are working towards?

*Possible Response: Greta: Climate action, Malala: Quality education and gender equality, Yolanda: reduced inequalities.*

Yesterday we started our journey of being citizens of the world by working on one goal. Does anyone remember what that was?

*Possible response: Quality Education*

Before I share what we will do next, can some of you guess what this is and why do we use it?



*Possible response: FIDS framework- Feel-Imagine- Do- share, changemakers use it to find solutions to the problems, Design Thinking process.*

To do a quick recap, let's sing the FIDS song:

*Sing the song with a lot of expression and the assigned actions to each of the stages.*

*F is for Feel  
I use my heart  
Feel how others feel*

*Compassion plays a part!  
I's for Imagine  
I use my mind  
I dream of a new world  
Solutions I will find!  
From Imagine to Do  
The time to act is here  
Learn from my mistakes  
Using the C's without fear  
The last one is Share  
Without it, there's no fun  
Share what you have learned  
Share with everyone!  
FIDS unlocks the leader in me  
With it, a change-maker I'll be!*

Who can tell me, which steps of this FIDS process did we do yesterday?

*Possible response: Feel, understand the problem better.*

Education is a vast, vast problem. Yesterday we saw what are different problems of education across the world. Now, in our groups of four/five, we will continue to feel the problem in a lot more detail. Please keep this group list with you as learners will be working in the same groups for next couple of days.

Are you ready?

In your groups, discuss the following:

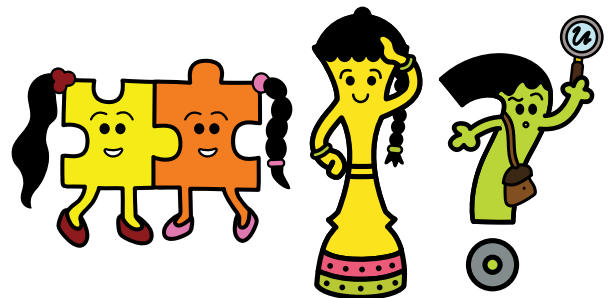
Feel the problem:

- Think of one problem in education that you want to solve. Pick up one from the list below.
  - Student Enrolment
  - Students being punished in class.
  - Learning not being fun
  - Not having proper schools/ classrooms to study in
- Think of what happens because of the this problem.
- Use Why-Why technique to identify the root cause of this problem.

As a group, complete this statement:

We wish to work towards Quality Education because \_\_\_\_ <mention your group's why>.

You have 15 minutes in the group to do this. Please take help from Ms. Collaboration, Ms. Critical Thinking and Mr. Curiosity to do this.





# Reflect (5 minutes)



It's Mr. Consciousness time!

One person from the group shall stand up and share their statement with the entire class.

Encourage learners to do this and celebrate them as they share.

Think and share:

- Do you think you have tried to be a changemaker today? How?
- Do you think you have been a citizen of the world today? How?
- What will happen in the world if one goal of Quality Education is fully achieved?

*Encourage learners to share and debrief by sharing that being a changemaker and trying to bring a change in your immediate surroundings is a step towards being a citizen of the world.*

Let me share a story of Archana, an 8th grader from Bengaluru, who 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 five 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 five of these 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 constitutional values is Archana fostering through her work?

*Possible response: Equality, Justice*

## After Class Challenge

Do your act of teaching and learning!

Please make a note of your experience in your diary. Also share pictures/

videos from your experience on our whatsapp group!




# Printables

## SUSTAINABLE DEVELOPMENT GOALS





# Pre-work

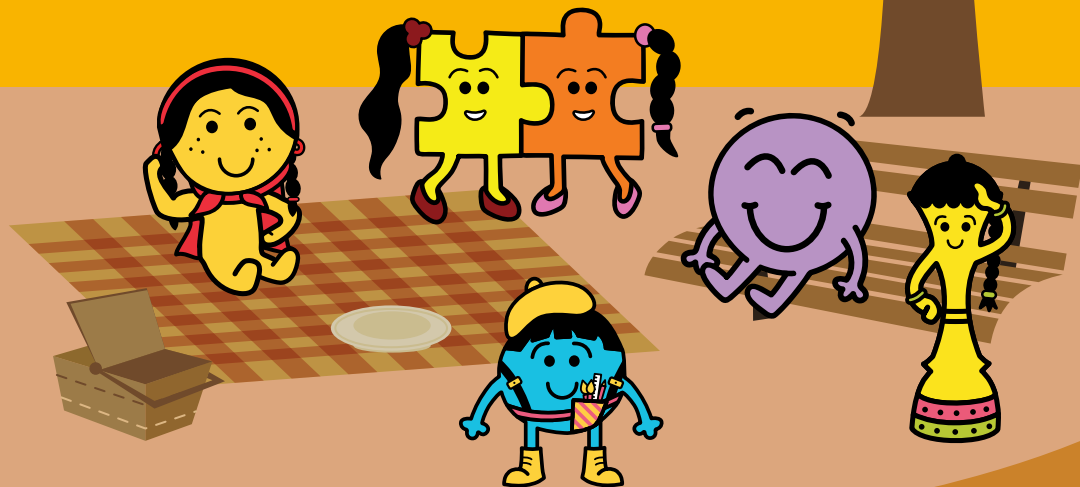
<p>Group 1: A- H</p>	<p><b>Greta Thunberg</b></p> <p>Watch the video and read more about this person to answer the following questions:</p> <p>Who is Greta Thunberg?</p> <p>Which country does she belong to?</p> <p>Which issue is she fighting for?</p> <p>As you hear her speak, which Cs do you think she operates with?</p> <p>Which constitutional value is Greta's work trying to foster?</p> <div data-bbox="1131 524 1273 577"> Video</div> <div data-bbox="1318 490 1445 613"></div>
<p>Group 2: I- R</p>	<p><b>Malala Yousafzai</b></p> <p>Watch the video and read more about this person to answer the following questions:</p> <p>Who is Greta Thunberg?</p> <p>Which country does she belong to?</p> <p>Which issue is she fighting for?</p> <p>As you hear her speak, which Cs do you think she operates with?</p> <p>Which constitutional value is Greta's work trying to foster?</p> <div data-bbox="1131 1016 1273 1070"> Video</div> <div data-bbox="1318 983 1445 1106"></div>
<p>Group 3: S- Z</p>	<p><b>Yolanda Renee King</b></p> <p>Watch the video and read more about this person to answer the following questions:</p> <p>Who is Greta Thunberg?</p> <p>Which country does she belong to?</p> <p>Which issue is she fighting for?</p> <p>As you hear her speak, which Cs do you think she operates with?</p> <p>Which constitutional value is Greta's work trying to foster?</p> <div data-bbox="1131 1532 1273 1585"> Video</div> <div data-bbox="1318 1498 1445 1621"></div>

## OBJECTIVE

**I can work towards 'Quality Education' and be a citizen of the world.**

## C IN FOCUS

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



## CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

## MATERIALS

Song- We are the world,  
lyrics of the song.

 Video



 Link



## SUMMARY OF PRE-WORK

Identify five diverse people around you. These may be people from different genders, age groups, families, cities, countries.

Talk to them about your chosen challenge in education.

Ask them:

- Why do you think this problem exists?

- How does it affect children?
- How do you think can we solve this?

Doing this exercise will help you feel the problem a lot more and get to the root cause of it.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



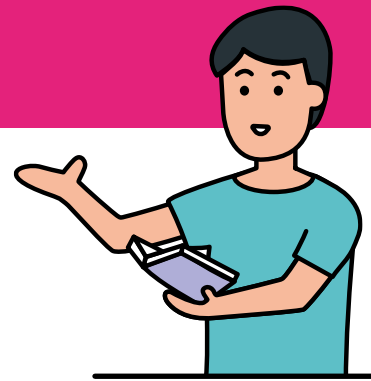
Asynchronous Pre-work Document

 Link



# Spark (10 minutes)

Hi citizens of the world!



Let me introduce you to a very beautiful song- 'We are the world'.

A group of famous singers all united to sing this song to raise money to help children in Africa who were starving because of a famine. The song is in English but we'll learn the meaning of it.

*Play the video We are the World and feel free to share the lyrics with the learners.*



*After the song, invite a few learners to share what stood out to them. Debrief by sharing-*

The song talks about how we- children of this world can make the world a better place. If someone somewhere is suffering, people of this world have the

power to help and support them and we may do this by being active 'citizens of the world'.

Learners, only recently were we introduced to this term and since then we have learned about some roles and responsibilities of the citizens of the world, we have learned about some young leaders who have been citizens of the world and have also started our work towards one of the most important SDGs that impact us - Quality Education!

Give me a loud woo-hoo if

- You are ready to be the change.
- You feel that everyone in this world deserves Quality Education.
- You are ready to be a citizen of the world and education leaders.
- You are ready to transform the world.

# Learn (20 minutes)

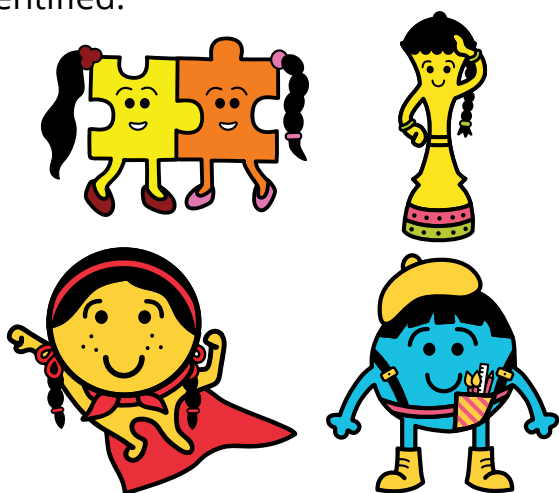
I am sure you may have spoken to people around you and deepened your understanding of the problem and may have developed some beginning thoughts of how you wish to solve this problem.



Today we will do this in much more detail. Can any of you guess which step of the FIDS framework will we be following?

*Response: Imagine!*

Let us with the help of Ms. Collaboration Ms. Courage, Mr. Creativity and Ms. Critical Thinking to imagine the solutions to the problems that we have identified.



Are you ready?

In your groups, imagine the solution:

- Ask each individual to share the solutions.

- See if any solution is repeated or shared by more people.
- Shortlist any three solutions on the basis of majority recommendation.
- Analyse the solution on the three parameters
  - 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?
- Pick one solution that fits the above criteria.

As a group, add the last part to the statement you completed yesterday.

We wish to work towards Quality Education because \_\_\_\_ <mention your group's why> by doing \_\_\_\_\_ <mention solution>.

Let's take 15 minutes to do this.

## Reflect (10 minutes)



It's Mr. Consciousness time!

One person from the group shall stand up and share their statement with the entire class.

*Encourage learners to do this and celebrate them as they share.*

Learners, you have taken the second step towards being the citizen of the world today by identifying the solution.

Before we close out, let me share a story of a courageous boy. Abbas Bhaiya, an 11th grader from Delhi showed courage by raising his voice and fighting against corporal punishment. He strongly believes in the importance of schools being a safe space for students to learn. He collaborated with the DCPCR (Delhi Commission for the Protection of Child Rights) wing of the local government to reprimand teachers who beat up students.

Let me share with you some exciting news. As a part of your showcase of learning for the unit, we will have an **XYZ School 'Quality Education for the World' Summit**.

In the summit, all of your groups will have to present your work. So on the basis of the solution you have identified,

make your plan of action and start working towards it. You have three days more to go for your showcase. Remember to leverage your groups after class and school. You may go back to your community unit to do a quick recap of making a plan of action and sharing the work.

Do you think working on Quality Education helps us foster constitutional values? What are those?

*Possible response: Liberty - Right to education, Equality- All children, Justice- Because it's a right, it's not fair if people don't get safe space to study or permission to study, Fraternity- it will make the world a happier place.*

## After Class Challenge

1. Practice your act of teaching and learning.
2. Get together with the members of your groups or think of ways to come together virtually and:
  - Use the how-how technique to create a task list for your solution.
  - Come up with the timeline for your tasks.

- Start implementing your solution after school, everyday for the next three- four days.

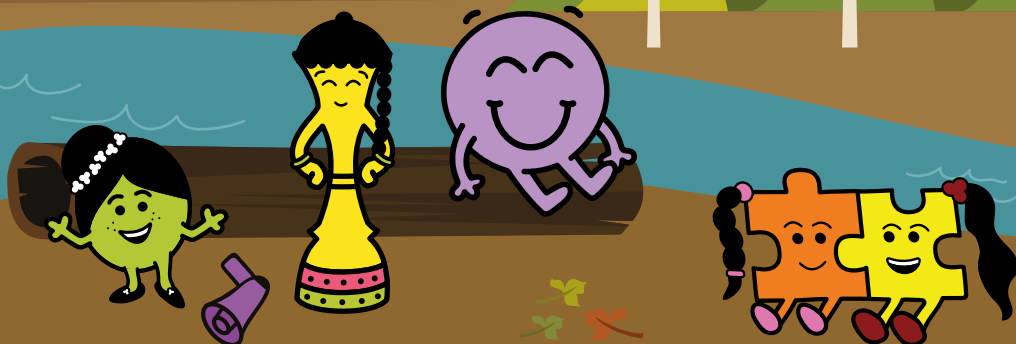
The better implementation of a solution you do, the better confident you will be while sharing your story in the Showcase Of Learning- Quality Education summit.

## OBJECTIVE

I can identify that the ideals of fraternity, liberty, equality and justice are shared by many countries

## CS IN FOCUS

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



## CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

## MATERIALS

Preamble to the constitution of India



## SUMMARY OF PRE-WORK

Remember the time when we visited a few countries. We are going to do this again.

- Read the preamble of the country assigned to you.
- Make a note of as many values that you think this country stands for and wants its citizens to abide by as you read the preamble.

Please create four groups with an equal number of members- 4-5 and assign one country each to them. If a group exceeds this number, please feel free to create two for one country.

Find the preambles of the various countries on the last page.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (10 minutes)

Hi citizens of the world!



I hope all of us understand this phrase and know why I called you so by now.

Learners, we have been talking a lot about the world till now and things that all the citizens of the world share in common.

But is there anything that we as a world have in common which tells us how a citizen should be?

*Possible response: No.*

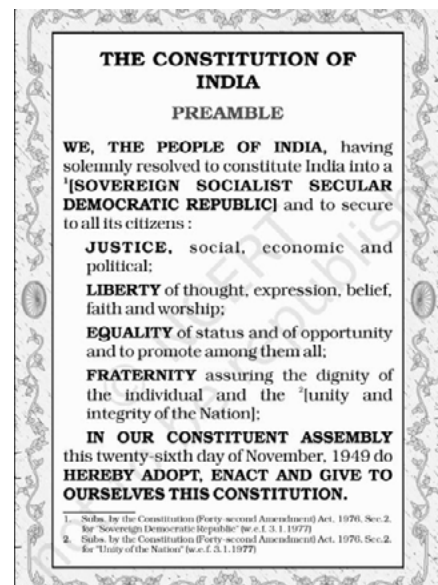
Do you think we have something in India which defines who citizens of India should be?

*Correct response: Constitution.*

Exactly, our constitution defines the set of rules and rights we can exercise as citizens of India.

Great, can a few of you share what these rules are?

*Show the image of the preamble.*



*Response: Liberty, Equality, Fraternity, Justice.*

Like India, so many other countries also have their set of rules. You may have seen that while reading some of their preambles in the pre-work.

Today we will discuss what are some of the values we share in common.

*Point to the objective: I can identify that the ideals of fraternity, liberty, equality and justice are shared by many countries.*



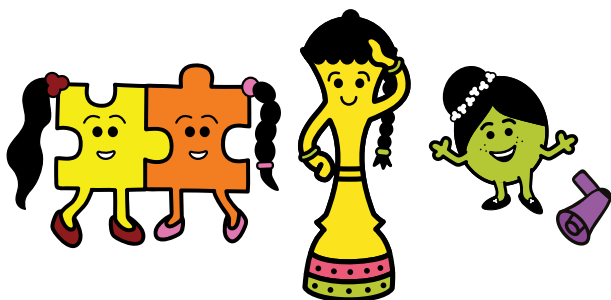
# Learn (20 minutes)

*Please create differentiated groups with one student from each country group. For example, a group may include at least 4 learners, one from the Japan, USA, South Africa and Korea group.*

In our groups, we will have learners who have come in reading preambles of different countries. For the next fifteen minutes, this is what you will do:

- Each person will share the values and set of rules defined for the country that was assigned to them.
- Once everyone has shared, think of the words that are similar across these countries and the preamble of India.
- Note these words down.

Let's take help from Ms. Collaboration, Ms. Critical Thinking and Ms. Communication to do this.



*Are you ready?*

*After fifteen minutes, invite one learner from each group to share one thing each that they found common in all the preambles.*

*As different learners share, keep making a note of these words/ phrases on the board/ screen.*

Can you now identify what are some values from the Indian constitution that are shared by other countries as well?

*Possible response: Equality, Liberty, Fraternity, Justice.*

We have seen that despite these being the values mentioned in the Indian constitution, we do face some challenges.

How many of you think that it's true for the other countries also?

*Encourage a few learners to share responses.*

Why do you think this happens?

*Response: Unaware citizens, comfort of doing things in a certain way, power politics etc.*



## Reflect (10 minutes)



It's Mr. Consciousness time!

Think and share:

- Do you think we need to add more values or rules in these preambles for all the citizens to follow these values?
- How can we do that?

You can think of things we do in the class when we some learners break rules or not following the values.

## After Class Challenge (30 minutes)

Share with your family members one thing that you may be able to enjoy if you visit your assigned country.

With your group members, continue to work on implementing solutions in the community- remember we all need to be strongly prepped for our final showcase!

*Do a quick recap of what learners are supposed to do in the showcase. You may also ask a few learners to share what they are upto or how much have they progressed or if they need any support from you.*

## THE CONSTITUTION OF INDIA

### PREAMBLE

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a <sup>1</sup>**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity and to promote among them all;

**FRATERNITY** assuring the dignity of the individual and the <sup>2</sup>[unity and integrity of the Nation];

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

# Pre-work

## Preamble to the constitution of Japan:



Promulgated on November 3, 1946  
Came into effect on May 3, 1947

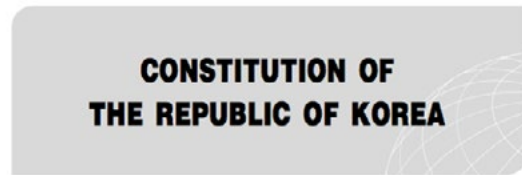
We, the Japanese people, acting through our duly elected representatives in the National Diet, determined that we shall secure for ourselves and our posterity the fruits of peaceful cooperation with all nations and the blessings of liberty throughout this land, and resolved that never again shall we be visited with the horrors of war through the action of government, do proclaim that sovereign power resides with the people and do firmly establish this Constitution. Government is a sacred trust of the people, the authority for which is derived from the people, the powers of which are exercised by the representatives of the people, and the benefits of which are enjoyed by the people. This is a universal principle of mankind upon which this Constitution is founded. We reject and revoke all constitutions, laws, ordinances, and rescripts in conflict herewith.

We, the Japanese people, desire peace for all time and are deeply conscious of the high ideals controlling human relationship, and we have determined to preserve our security and existence, trusting in the justice and faith of the peace-loving peoples of the world. We desire to occupy an honored place in an international society striving for the preservation of peace, and the banishment of tyranny and slavery, oppression and intolerance for all time from the earth. We recognize that all peoples of the world have the right to live in peace, free from fear and want.

We believe that no nation is responsible to itself alone, but that laws of political morality are universal; and that obedience to such laws is incumbent upon all nations who would sustain their own sovereignty and justify their sovereign relationship with other nations.

We, the Japanese people, pledge our national honor to accomplish these high ideals and purposes with all our resources.

## Preamble to the constitution of Korea



Amended by Constitution No. 10, October 29, 1987

### PREAMBLE

We, the people of Korea, proud of a resplendent history and traditions dating from time immemorial, upholding the cause of the Provisional Republic of Korea Government born of the March First Independence Movement of 1919 and the democratic ideals of the April Nineteenth Uprising of 1960 against injustice, having assumed the mission of democratic reform and peaceful unification of our homeland and having determined to consolidate national unity with justice, humanitarianism and brotherly love, and to destroy all social vices and injustice, and to afford equal opportunities to every person and provide for the fullest development of individual capabilities in all fields, including political, economic, social, and cultural life by further strengthening the basic free and democratic order conducive to private initiative and public harmony, and to help each person discharge those duties and responsibilities concomitant to freedoms and rights, and to elevate the quality of life for all citizens and contribute to lasting world peace and the common prosperity of mankind and thereby to ensure security, liberty, and happiness for ourselves and our posterity forever, do hereby amend, through national referendum following a resolution by the National Assembly, the Constitution, ordained and established on the Twelfth Day of July anno Domini Nineteen hundred and forty-eight, and amended eight times subsequently. Oct. 29, 1987

## Preamble to the Constitution of South Africa



### Preamble Of The Constitution of the Republic of South Africa

"We, the people of South Africa, Recognise the injustices of our past; Honour those who suffered for justice and freedom in our land; Respect those who have worked to build and develop our country; and Believe that South Africa belongs to all who live in it, united in our diversity.

We therefore, through our freely elected representatives, adopt this Constitution as the supreme law of the Republic so as to - Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights; - Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; - Improve the quality of life of all citizens and free the potential of each person; and; - Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

May God protect our people. Nkosi Sikelel' iAfrika. Morena boloka setjhaba sa hese. God seën Suid-Afrika. God bless South Africa. Mudzimu fhatutshedza Afurika. Hosi katekisa Afrika."

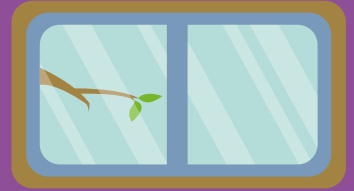
## Preamble to the constitution of USA

### CONSTITUTION OF THE UNITED STATES

*We the People of the United States,  
in order to form a more perfect Union,  
establish Justice, ensure domestic  
Tranquility, provide for the common Defence,  
promote the general Welfare, and secure  
the Blessings of Liberty to ourselves  
and our Posterity, do ordain and  
establish this Constitution for the  
United States of America.*

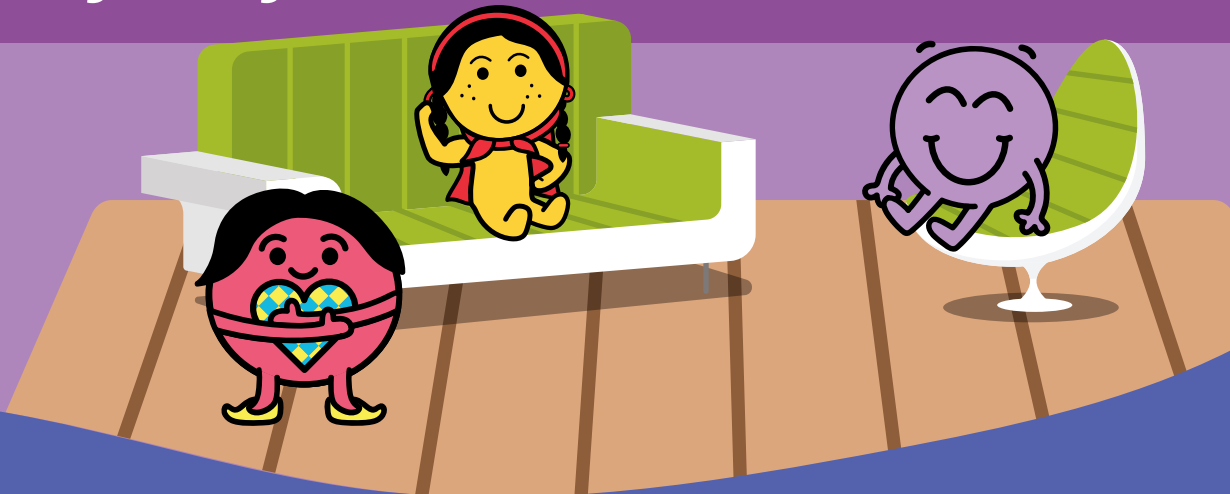
## OBJECTIVE

**I can identify that the ideals of fraternity, liberty, equality and justice are shared by many countries**



## C IN FOCUS

Mr. Compassion  
Ms. Courage  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

## MATERIALS

Video 1: Gaza and Israel

[Video](#)



Video 2: Kashmir

[Video](#)



Song: We are the world

[Video](#)



## SUMMARY OF PRE-WORK

Watch this amazing video.

- Make a list of all the human rights that are mentioned in this video.

[Video](#)



Try to find evidences for:

- Four constitutional values in this video.
- 8 C friends that we keep talking about.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



# Spark (5 minutes)

Hi citizens of the world!



Give me a huge woo-hoo if you think that all the citizens of the world should have:

- Right to education
- Freedom of speech and expression
- Right to equality irrespective of gender, nationality, religion etc.
- Right to respect, love and care.
- Right to complain and raise their voice when something unfair happens to them.
- The right to move around freely.
- The right to love and marry who they want
- Right to live in peace.
- Should not face wars and attacks.
- Right to live in a safe house and country.

Learners I just saw how all of you believe that this shall be true for all citizens of the world. Our values of Equality, liberty, fraternity and justice shall be there for all citizens.

But let me share with all of you a story.

This is the story of a land far far away called Korth Norea, on the other side of the world where strange laws apply. People barely have any choice and must follow these rules, no questions asked. In this land, there are only 3 news

channels, all run by the government! The government decides what news citizens must watch, isn't that strange?

*Pause and ask:*

How many news channels do you have in your country? Can you name a few!

In 1994, the leader of this country passed away on July 8. Very sad, isn't it? But in this land, on that same day every year, no one is allowed to smile. Strange, isn't it?

*Pause and ask:*

How would you feel if your country observed one day annually when smiling was illegal?

Do you know what my favourite outfit is? It's my blue jeans and white top that I got from the market near my home. But you know what? If I wore it in this land of Korth Norea, I would be put behind bars because blue jeans are not allowed! And while we are on the topic of fashion, let me tell you another fact.

*Please point to a child with long hair*

Do you know that <name of the learner> would be in prison if he/she is in Korth Norea because this hairstyle is not one of the 28 government authorized haircuts!

Think of some of the human rights that you may have come across in your pre-work and identify what all rights are not given to people of this country.

*Encourage a few responses from different learners!*

Learners, would you want to be a citizen of this country? Give me a thumbs up if your response is yes and a thumbs down if your response is no.

I can see how most of you don't want to be a part of this country but you will be

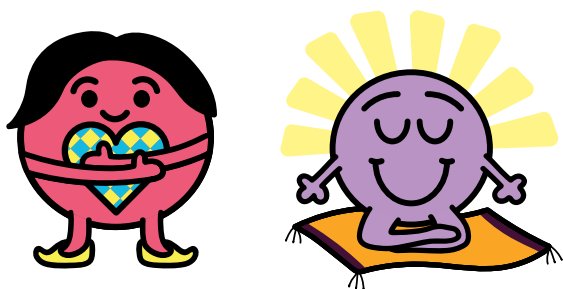
surprised to know that this is the reality for some of our fellow citizens of the world!

Today, as we try to hold four constitutional values as sacred for citizens across the world, let's learn about a few places where we have struggled to see this. As we learn about these places, we will also constantly think about how all of us as fellow citizens of the world can help transform this reality.

## Learn (25 minutes)

The video that we are going to see now is of two countries which are in a state of war even today. We are going to hear how children in these countries feel about their life.

As we watch this video together, let's keep Mr. Consciousness and Mr. Compassion close to us.



Play this video- Israel and Gaza



After the video, ask learners how this made them feel. Hear from some of them.

You may also ask the following questions-

- How is your life different from these children?
- How would you feel if you weren't allowed to attend school because of the fear of bomb or had to attend school which had bomb shelters?
- What are some of the human rights these children are not receiving?
- Is it fair to these children?

*The idea is for learners to see how lack of these values really affect the quality of life and how it's unfair when we think of all the citizens as one big human family.*

Thank you for sharing your feelings with the help of Ms. Courage.





Let's watch another video (Kashmir), which may seem closer to home!

This video would show what some children in India had to experience.

Feel free to ask similar questions as above.

Let learners process their feelings!

## Reflect (10 minutes)



It's Mr. Consciousness time!

Learners we started the objective with identifying how different countries value the four constitutional values, we then got a chance to go through some very crucial human rights and how the four constitutional values are foundational to them. As we tried to build conviction in the fact that all the citizens irrespective of any difference- gender, age, region, money, nationality deserve some basic human rights, we saw how may be in some countries that's not the case.

We hear some voices of the children who have been affected by the violation of these human rights in India and across the world.

If we genuinely believe that the entire world and all the human beings who exist here are our family, what do you think we should do to stop the violation of these human rights and uphold the four values?

*Ask every learner to share their thoughts out loud in one sentence or put in the chat box.*

It's definitely our duty as the citizens of this world to make the lives of our fellow citizens of the world better.

On that note, let's close out by singing 'We are the world' once again because-

We are the \_\_\_\_ (world)  
We are the \_\_\_\_ (children)  
We are the ones who 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'll make a \_\_\_\_ (better day)  
Just \_\_\_\_ (you and me)

*Play the song.*

 Video

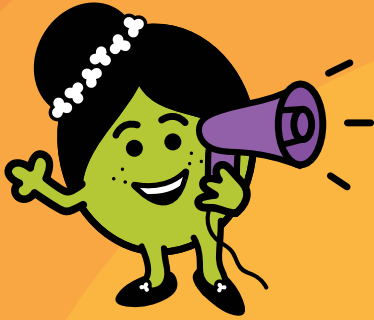


## After Class Challenge (30 minutes)

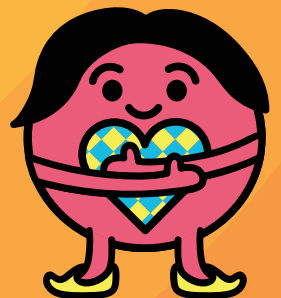
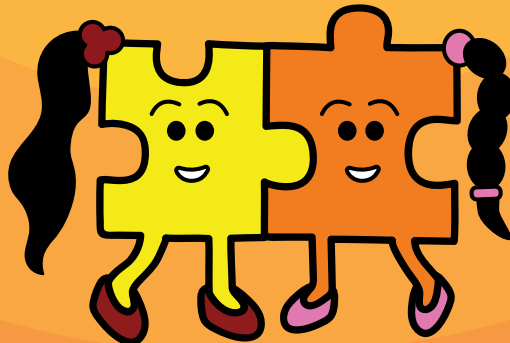
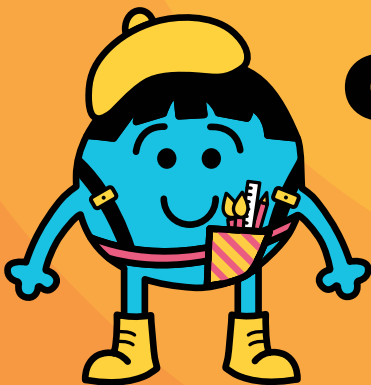
With your group members, continue to work on implementing solutions in the community- remember we all need to be strongly prepped for our final showcase!

Do a quick recap of what learners are supposed to do in the showcase. You may also ask a few learners to share what they are upto or how much have they progressed or if they need any support from you.





# Showcase of learning



## OBJECTIVE

**I can synthesise what I learned in this unit.**

### Cs IN FOCUS

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



### CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

### MATERIALS

Create similar groups in which learners have worked on for the 'Quality Education'

### SUMMARY OF PRE-WORK

Let's use Miss Critical Thinking, and Mr. Consciousness to look back at everything we have done in this unit. Skim through all your worksheets, your notebook, all the activities we have done to remember how much you have learned about the world.

Put down the three most important learnings.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (10 minutes)

Hello learners!



We have come to the end of our last unit i.e. World. Would any of you like to share the big questions we explored in this unit?

## Responses:

- How does the world view India?
- What does it mean to be an Indian in the world?

Can some of you share the key learnings you had in the unit?

*Invite a few learners to share.*

*Possible responses: We understood India's contribution to the world and how different countries of the world contribute to each other. We also learned what our world has in common while talking about what makes India unique. We tried to*

*explore who a citizen of the world is and learned about SDGs. We also worked on a few SDGs to be the citizen of the world. We then went on to explore human rights and values that all citizens of the world deserve but sometimes don't get. We also thought about what we as citizens of the world may do to make sure that these basic rights are not violated.*

How many of you remember what we were going to do as a part of our end of unit showcase?

## **XYZ school (Insert name of school)- Quality Education Summit**

Today, all of you are going to be the education leaders- the citizens of the world who have come up with solutions to achieve the Quality Education for one and all!

# Learn (25 minutes)

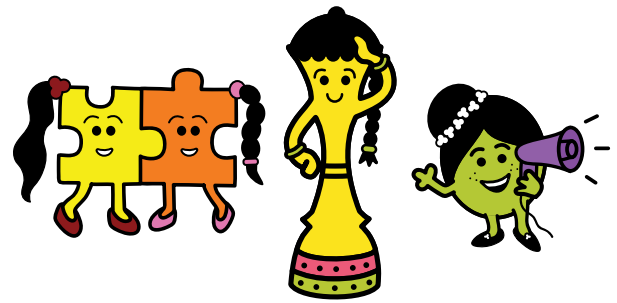
Let's now get into our teams to finalize how we will present our work in front of our peers tomorrow.

Your presentation shall include:

- The problem in education- the barrier to quality education, you have chosen to work towards.
- Why have you chosen this?
- What have you done to solve this problem?
- What has been the impact of your work? Have you seen any change around you?

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.



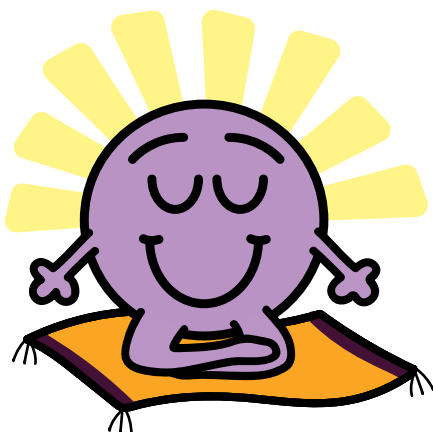
*After learners are back-*

Now that you have discussed these prompts, think of how you would want to present this extremely creatively with your fellow world leaders!

You may bring in a lot of pictures and videos from the work that you have been doing. You may record the videos of the people you have been working with to show your impact.

I am extremely excited to be a part of this summit tomorrow. I hope all of you are as excited as I am.

# Reflect (10 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 doing the exercise.
- I am excited to present the impact of my work with everyone in the class tomorrow.

# After Class Challenge

Work on your final showcase.

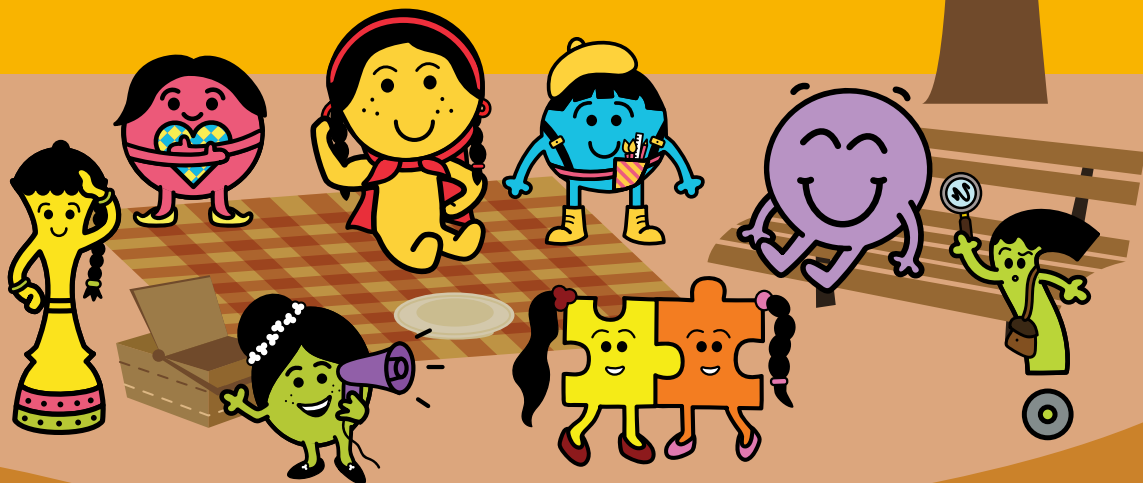
Please explain the pre-work to the learners in the class

## OBJECTIVE

**I can showcase what I learned in this unit.**

### C IN FOCUS

Ms. Critical Thinking  
Mr. Curiosity  
Ms. Collaboration  
Ms. Courage  
Mr. Consciousness  
Ms. Communication  
Mr. Creativity  
Mr. Compassion



### CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

### MATERIALS

Printouts of the image on past page for an in-person class-



- Printouts of - 'We are the world' song lyrics.
- 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 XYZ School (Insert the name of the school)- Quality Education Summit!

Through your presentation tomorrow, you will have a chance to inspire and motivate fellow global leaders to solve the problems in education and achieve Quality Education for the world.

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 'Quality Education'

- 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.

### RESOURCES FOR THE TEACHER:

#### Synchronous Presentation



#### Asynchronous Pre-work Document



# Framing (10 minutes)

Hello, citizens of the world!



Please play 'We are the world' as everyone in the class settles down.

Video



Incase of an in-person classroom, please decorate the class with pictures / posters about education. Please also give everyone the Quality Education summit card upon entry. Ask them to fill it and stick on their uniform/ place on the desk.

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 **XYZ school** (insert the name of the school)- **Quality Education Summit**.

Give me a loud woo-hoo 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 - Principal, school teachers, learners and parents in advance and invite them for a showcase.

Welcome to the Quality Education Summit

Hello, I am \_\_\_\_\_.

**4 QUALITY EDUCATION**



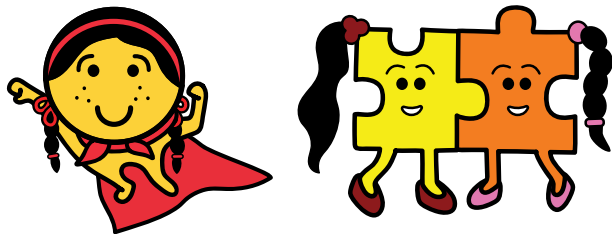


The grid displays the 17 Sustainable Development Goals (SDGs) with their respective icons and numbers. Goal 4, Quality Education, is highlighted in red.

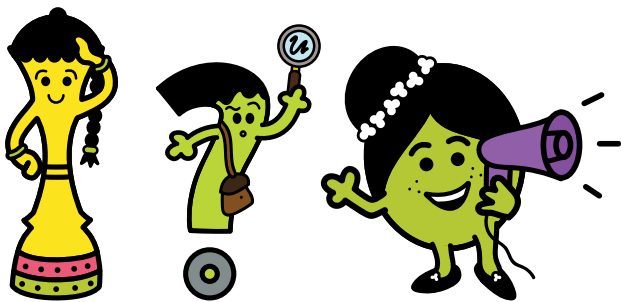
I think education can make a world a better place because \_\_\_\_\_.

# Showcase (45 minutes)

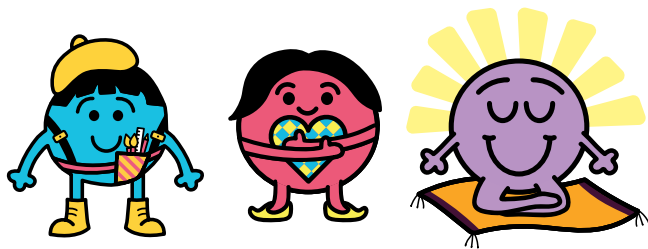
With all these Cs in our mind and a lot of confidence and conviction, let's begin our summit.



*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)

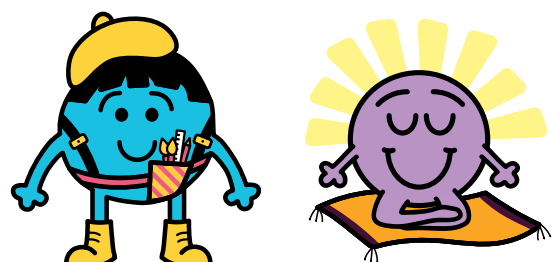
Can we give a huge round of applause to ourselves and our friends who presented so beautifully.

Now imagine that each of you together are able to help the world leaders achieve the SDG of Quality Education by 2030. What may 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 Quality Education 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 this goal is achieved.*

All of you, your work and your chart represent the power of our collective and the one-ness that we share. Today, we just worked on one SDG, imagine if all the children of the world get education, they can also come and work towards all the SDGs.

Can you think of other goals that we may achieve through achieving Quality Education?



*Debrief by sharing how education can help people come out of the cycle of poverty so that everyone has access to health, clean water, and food. This will also help reduce inequalities.*

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:

1. Everyone sings
2. Everyone smiles while singing
3. Everyone sings from their heart with love.
4. 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.*

 Video



 Link



*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 (10 minutes)

Work on the end of the curriculum showcase.

# Printables

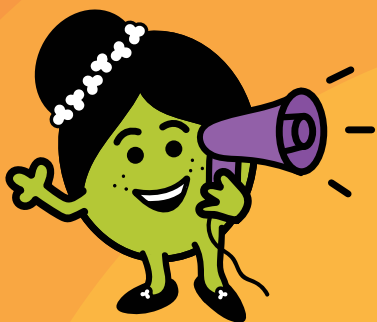
## Welcome to the Quality Education Summit

Hello, I am \_\_\_\_\_.

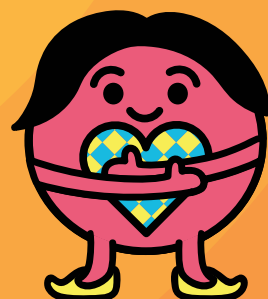
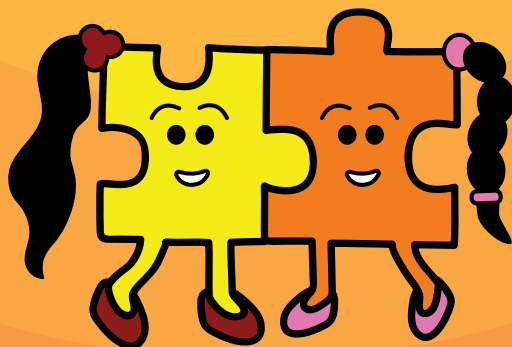
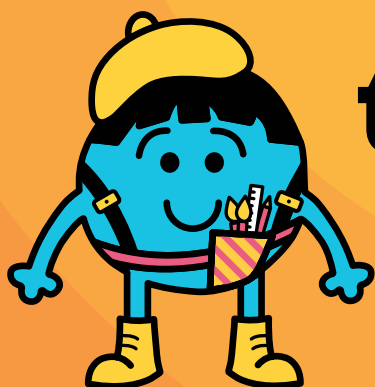


I think education can make a world a better place because

\_\_\_\_\_.



# End of the Studies



## OBJECTIVE

**I can recapitulate and synthesise my learnings from the studies.**

## Cs IN FOCUS

All C's



## CONSTITUTIONAL VALUES

Equality, Liberty, Fraternity and Justice

## MATERIALS

Chart paper, A 4 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

[Link](#)



## SUMMARY OF PRE-WORK

Go back to your key learnings from each of the units by using your diary and take a note of things that are common.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



# Spark (10 minutes)

Hello to my very special learners!



For the next ten minutes, listen to my instructions very carefully.

- For an in-person classroom, invite learners to stand in five 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.

The last couple of months, we have engaged with lessons on Self, Family, community, India and the world. Let us see some of the big questions that we have explored in this unit.

*Present these one by one. You may also encourage learners to share a few.*

Self	Family	Community	India	World
What is changeable within ourselves?	What makes my family unique?	How does my community contribute to me?	What makes India a democracy? Is democracy the best form of government?	How does the world view India?
What do I wish to achieve and how may I do it?	How does my family influence me?	How may I contribute to my community?	What are we free to do in India? What are we not?	What does it mean to be an Indian in the world?
How do I solve the barriers that come in my way?	How can I strengthen my contribution to my family?		Are boys and girls treated differently?	

## 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 POC 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?*





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

- Our brains can stretch and grow. What is this known as? \_\_ U \_\_ P \_\_ S \_\_ \_ I \_ Y
- Identify the statement which defines fixed mindset:
  - It's okay to make mistakes. I learn from them.*
  - I make mistakes because I am stupid.*
- What are SMART goals?
- What is BAT? Apply BAT to one of your SMART goals.

## Family/Community

- Name one thing that's similar between the families of all your group members. Take 1.5 minutes to discuss and respond.
- Share any two things you can do when you have a problem with a family member. Hint: Problem wheel
- Give one example of the positive and one example of a negative influence present in your community.
- What is a why-why technique? Which part of the FIDS process is this related to?

## Nation

- Democracy is the government of the \_\_\_\_, for the \_\_\_\_, and by the \_\_\_\_. Fill in the blanks.
- Share any two ways in which gender-based injustice happens in India.
- 'I have a voice, simple and clear, It speaks the truth, for all to hear' This is freedom of \_\_\_\_\_. 'A farmer's child can be whoever they want to become.'
- This is freedom of \_\_\_\_\_.
- What is the difference between free speech and hate speech? Explain with an example.

## World:

- Mention any three things that India has contributed to the world.
- What is one thing that's common between Malala, Greta Thunberg, Yolanda, and you?
- What is SDG number 4? What are some problems related to this SDG?
- Name any 5 SDGs with their numbers.

Final SOL- Jeopardy, Grade 5				
	Self	Family and Community	Nation	World
100	Our brains can stretch and grow. What is this known as? __ U __ P __ S __ _ I _ Y	Name one thing that's similar between the families of all your group members. Take 1.5 minutes to discuss and respond.	Democracy is the government of the ____ for the ____ and by the ____. Fill in the blanks.	Mention any three things that India has contributed to the world.
200	Identify the statement which defines fixed mindset: 1. <i>It's okay to make mistakes. I learn from them.</i> 2. <i>I make mistakes because I am stupid.</i>	Share any two things you can do when you have a problem with a family member. Hint: Problem wheel	Share any two ways in which gender-based injustice happens in India.	What is one thing that's common between Malala, Greta Thunberg, Yolanda, and you?
300	What are SMART goals?	Give one example of the positive and one example of a negative influence present in your community.		What is SDG number 4? What are some problems related to this SDG?
400	What is BAT? Apply BAT to one of your SMART goals.	What is a why-why technique? Which part of the FIDS process is this related to?	What is the difference between free speech and hate speech? Explain with an example.	Name any 5 SDGs with their numbers.

*Celebrate the team for the correct responses .Towards the end- celebrate the effort each child has put in individually and collectively.*

*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.*

## 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' vision boards, family walls, action plans as a part of Changemakers of XYZ Community, Skit/ play to envision equal and free India and XYZ school Quality Education 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 all of this together in our personal mini picture book.

*Give the following instructions one by one for each of the pages. Allow learners to work for 5 minutes on each of their pages.*

- Take five pieces of paper and tie them together for it to look like an album.
- Fill the first page with your most favorite learnings about yourself.

You can add pictures, doodle your learning or just simply put them down. You can also add elements from your vision board.

- Fill the second page with your most favorite learning about your family. Please draw family members who you are grateful for, members you wish to strengthen your relationship with and add what love about your family.
- Fill the third page with your most favorite learnings about your community. Try to represent what different things are present in your community, who your support system is and who you are as a changemaker in this community.
- Fill the fourth page with your most favourite learnings about your country. Draw yourself as a citizen of India, the freedom you enjoy here and the rights you have. You may also add instances where these are violated and how you feel when that may happen.
- Yesterday, all of you put together a beautiful world by envisioning what our world may look like if we achieve



the goal of Quality Education. Fill your fifth page with how you, your family, school, community and country can create this world. You can put down actions, steps they can take etc.

I hope all of your mini picture albums are ready.

Turn to your partners and share your mini albums with each other. Take 3 minutes individually to read through each-others' work.

Once you're done going through your partner's album, share with them something that you love about their album.

Please give them a title of one of the Cs that you see come alive in their albums.

*Please give some C stickers/ badges to learners for them to share it with their partners.*

## Reflect (10 minutes)



It's Mr. Consciousness time!

We have done so much. Let us take the next two minutes to close our eyes and spend some time in silence.

*Call learners after two minutes and encourage a few of them to share how they are feeling with the entire class.*

My very special learners,

The mini picture albums that you just created represent your very special work.

It represents your relationship with yourself, your family, your school, your community, your country and our world.

Learners, your role in making our country and the world a better place is immense.

You might be just one individual but you are an integral part of this very big and diverse country.

Therefore, 'I' in INDIA is very important. Do you now know why this curriculum was called 'INDIA AND I'.

To close out, let us do a very special activity.

Take out a sheet and complete this sentence-

I add \_\_\_\_\_ to India. *Ask learners to think about something that's very special to them or a quality they value a lot.*

India adds \_\_\_\_\_ to me. *Ask learners to think about something that they think is special to India and they are grateful to India for this.*

*After learners are done, close the class out with each of them reading out these statements out loud in the class. You may ask learners to tag each-other to share.*

## After Class Challenge ( 10 minutes)

Please create a class picture album of the class by using learners' mini albums.

# Appendix and Acknowledgements

REFERENCES, CREDITS, AND SOURCES

## Lesson 1

Nas – I Can Lyrics |  
Genius Lyrics.



[Link](#)

## Lesson 2

Mindset Quiz



[Link](#)

## Lesson 3

Teacher's Inspiring Mantra  
For Students Will Reaffirm  
Your ... - HuffPost.



[Link](#)

## Lesson 5

The Learning Pit  
Image



[Link](#)

## Lesson 7

SMART Goal  
Worksheet - Chicago  
State University.



[Link](#)

## Lesson 15

Head, Heart, Hand  
Image



[Link](#)

## Lesson 17

INTRODUCING THE  
Teaching Tolerance Anti-  
bias Framework.



[Link](#)

## Lesson 21

Be the Change  
Image  
Art for Akanksha



[Link](#)

## Lesson 21

Be the Change You Wish  
To See in the World -  
Quote Investigator.



[Link](#)

## Lesson 21

Nursery Rhymes I am  
Special Songs with  
lyric



[Link](#)

## Lesson 21

GRATEFUL: A Love Song  
to the World



[Link](#)

## Lesson 29

Aye dil laya hai  
bahaar english  
translation



[Link](#)

## Lesson 33

KER Anthem - We  
Are The Ones We Are  
Waiting For - YouTube.



[Link](#)

## Lesson 33-39

FIDS: Design For  
Change



[Link](#)

## Lesson 45

Who said "Democracy is the  
government of the people,  
for the ... - Byju's.



[Link](#)

## Lesson 48

Uttarakhand: Dalit Man  
Killed After 'Eating With  
Upper Caste People' at ....



[Link](#)

**Lesson 49**

Prince of Wales  
School - Calgary  
Board of Education.

[Link](#)**Lesson 53**

Stop Child Marriage  
| The Case of  
Bangladesh

[Link](#)**Lesson 56**

Savitribai Phule -  
Wikipedia.

[Link](#)**Lesson 56**

What is the meaning  
of female feticide?.

[Link](#)**Lesson 58**

Insaaf Ki Dagar Pe...  
Gunga Jumna (1961)

[Link](#)**Lesson 59**

Top 10 Ancient  
Civilization in the  
World - Best Toppers.

[Link](#)**Lesson 59**

Indus River Valley  
civilizations (article) |  
Khan

[Link](#)**Lesson 59**

India's Inventions and  
Discoveries - Facts.

[Link](#)**Lesson 68**

Behind the Song Lyrics:  
"We Are the World" -  
American Songwriter.

[Link](#)

# A sincere thanks to all our Lesson Planners and Reviewers-

## **Ankita Nawalakha**

She is a passionate teacher and a lifelong learner. Her work at Teach For India as a Fellow and a Program Manager made her realise that citizens are the biggest lever in a democracy and young people hold the key to a just, equal India. With this belief, she started The New Education Project with the vision to empower children and youth with skills they need to become active and informed citizens. Post which, she went on to pursue her masters in Public Policy at the University of Oxford.

## **Ashwath Bharath**

He currently leads Teach For India's online teacher education platform called Firki. Post his masters, he did the Teach for India Fellowship in 2012, in Pune, after which he worked with their Government Relations team for 3 years.

## **Nishtha Singh**

She was a 2016 Teach for India Fellow from Pune where she taught 4th & 5th graders in Appa Jadhav 6B EMS near Yerwada Jail. She currently works as the City Training Manager with Teach for India's Pune team. Before joining the Fellowship she worked with Ernst and Young for a year.

## **Sheela Prasad**

She worked with Teach for India from 2008-2013, most recently as Delhi's City Director, and has been at Teach For America since, currently leading all of the program work in Phoenix, Arizona. Before Teach for India, she taught learners to learn together and create stories about the local history in a village near Hoshangabad in Madhya Pradesh.

## **Shivani Patekar**

She joined the Teach for India Fellowship in 2017 after completing her bachelors from Xavier's College in Mumbai. She continues to work with Teach for India as a member of the Kids Education Revolution team and strongly believes that building learner voice, agency and educator-learner partnerships is the way to reimagine education.

## **Sohaib Beg**

He runs a non-profit in Mumbai called Udaan. The aim of his organization is to build advocacy and leadership among children and adults of the community where he taught during his Teach for India Fellowship from 2016-19. Prior to this he worked as a Senior Project manager in Kalahandi, Odisha for improvement of livelihoods for women farmers as well as a Teach for India Fellow from 2016-19.

## **Vaidehi Kulkarni**

She is currently a Teach for India Fellow teaching 75 wonderful girls at a Government School in Hyderabad. She strongly believes that if we get rid of gender bias, educational inequity & discrimination, this world will be the most beautiful place.

## **Suhani Jain (Reviewer)**

She is a 2015 TFI alum who taught 100 students for 2 years in the suburbs of Mumbai. She is a big believer of the idea that education isn't about a degree or qualification but rather a lifelong learning journey. Currently, she works with the Training & Impact Team at Teach For India on Fellow Leadership and developing Fellow Curriculum.

### Radhika Khurana (Editor and Reviewer)

She is a Curriculum Design and Management Consultant with Kids Education Revolution team at Teach For India. She is a 2017 TFI alumni where she taught 9th and 10th graders in a low-income community of Delhi, post which she worked with Teach For India's Delhi site as a Program Manager for two years. She deeply believes in the power of education in building a more inclusive and equitable society and therefore, hopes to enable as many young learners to unleash their potential towards serving and building a better world.

Special gratitude to our design partner Junglegym for bringing these handbooks to life. Junglegym is a creative studio based out of Pune working across mediums of visual communication such as Brand Identity, Packaging & Web Design.



