

# INDIA & I



Grade 3







**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

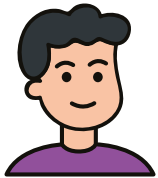
Through this studies, teachers have the chance to shape our country and our world – while growing in their own humanity.

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**

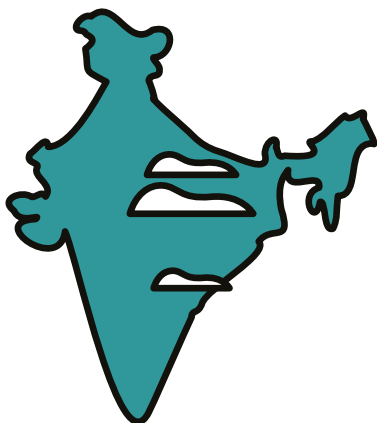


**Nation**



**World**

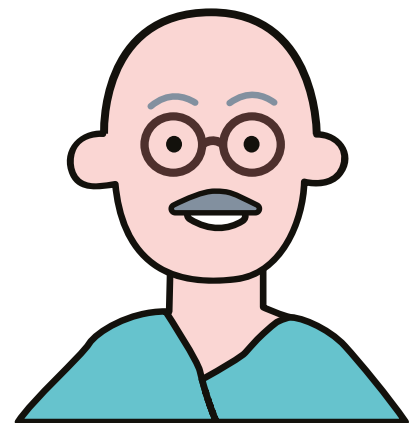
To help learners further unpack the ideals of India, they'll learn how to wrestle with three big ideas.



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.

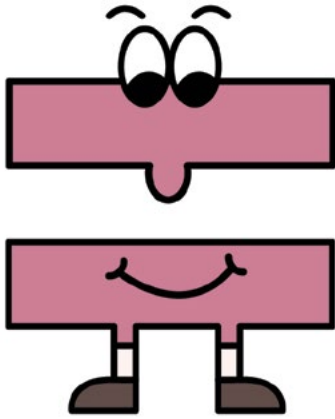


Second, they'll explore their present and future **relationship** with their surroundings – starting within their family but ultimately ending with their world.



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.

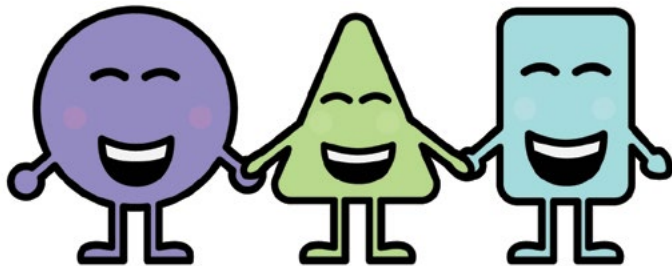
Through each unit, learners will encounter a running theme that spans India's constitutional values. Within each unit – and through the big ideas – learners will explore seemingly abstract concepts of liberty, justice, equality, and fraternity. They'll discover what it means – for every citizen of India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



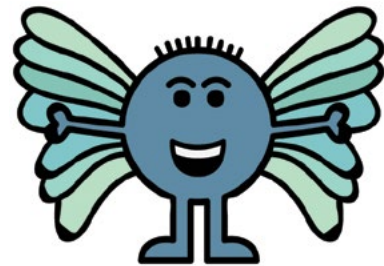
**Equality**



**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.

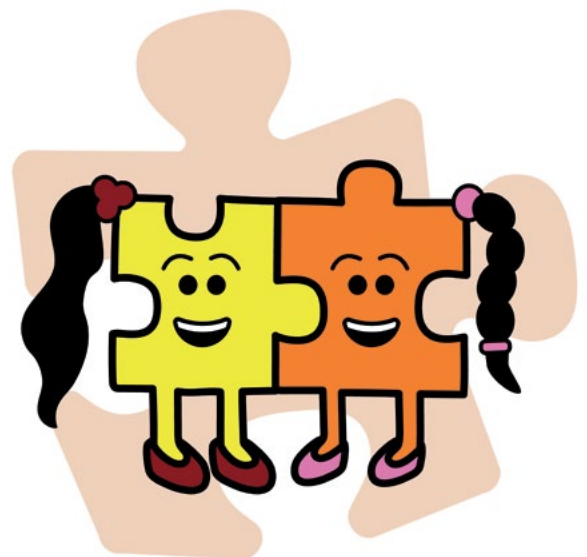
## Mr. Consciousness



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.

**Today's Big Question:** How can we introduce ourselves to others?

**Let's begin!**

You can ask 10-12 learners the opportunity to share about themselves to the class.

**For an in-person classroom:** You can ask learners to put up a poster about their life and share it with the class, and as an introduction, they need to share as many things about themselves as they can in their poster.

**Learn (15 minutes)**

When you write your introduction, share about your values, what things did you choose to include and why?

**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 our values, 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 demonstrated)
- 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 posters 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.



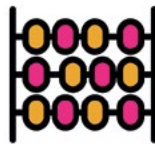
### **Community Map**

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

14

### OBJECTIVE

### LESSONS AND PAGE NO

### BIG QUESTION 1 WHO AM I?

LEARNING STANDARD Students will develop awareness about themselves as they grow

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

I can share my likes and dislikes

I can articulate some of the things I like and dislike about myself

**BIG QUESTION 2    HOW CAN I BE MY OWN CHAMPION?**

LEARNING STANDARD    Students will build confidence and self belief in themselves and in their ability to drive change

I can display excitement to try out new things even when they seem scary at first.

I can encourage myself without discouraging others around me.

**BIG QUESTION 3    HOW MAY I RESPECT AND CARE FOR MYSELF?**

LEARNING STANDARD    • Students will display the ability to be responsible for themselves  
• Students will reflect on the impact their actions have on themselves

I can carry out sequential multi-step task/activity performance to achieve a well-defined result

I can observe road safety

I can organize material ( such as packing my bag for school and getting dressed.)

I can articulate the cause and effect relationship between my actions and the consequences of the same.

I can maintain personal hygiene and make simple choices to improve my well - being

**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 **14**

OBJECTIVE

LESSONS AND PAGE NO

## **BIG QUESTION 4**    **WHAT IS A FAMILY? IN WHAT WAYS DO FAMILIES DIFFER FROM ONE ANOTHER?**

LEARNING STANDARD    Students will build an acceptance of diversity and difference

I can draw and label all the members of my family

I can describe each member of my family

I can compare myself with members of my family and share similarities and differences between us.

I can draw and explain families with different kinds of compositions

## **BIG QUESTION 5**    **WHAT ROLES DO PEOPLE IN MY FAMILY PLAY?**

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

I can create a map to show the relationships in my family.

I can describe the roles and responsibilities of each member of my family towards one another

I can create a list of ways to help each member of my family (eg, make my bed, help with chores etc)

I can create a list of things I like about my family and share the same with them.

I can create a list of things I wish were different about my family and share the same with them.

## **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 **13**

OBJECTIVE

LESSONS AND PAGE NO

## BIG QUESTION 6 WHAT IS A COMMUNITY?

LEARNING STANDARD Students will develop positive social identities based on their membership in multiple groups in society.

I can illustrate the, people, places and activities that make up my community

I can share gratitude for the different community helpers I see around me.

## BIG QUESTION 7 HOW DOES DIVERSITY MAKE A COMMUNITY A RICHER PLACE TO LIVE IN?

LEARNING STANDARD

- Students will develop positive social identities based on their membership in multiple groups in society.
- Students will express comfort around people who seem similar and different from themselves

I can recount how different people believe different things and live their daily lives in different ways.

I can describe how we show love and care in our religion

I can list and describe social groups in my community based on religion

I can list and describe social groups in my community based on ethnicity

I can draw out similarities and differences between different religious groups.

I can share appreciation and respect for diversity.

I can use accurate and respectful words to describe some ways that I am similar to and different from people

## 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.

## **BIG QUESTION 8** WHAT IS JUSTICE AND EQUALITY? ARE PEOPLE BORN EQUAL?

**LEARNING STANDARD** Students will explore the concept of difference and how it is similar to or different from the concept of equality

I can explain how things can be different and still equal

I can articulate what it feels like to be equal and unequal

I can identify when people are treated in a manner that is unequal

I can describe and express and appreciation for India's diversity (states, languages, religions etc)

I can draw or describe the diverse environment in India

I can cite aspects of India's historical diversity

## **BIG QUESTION 9** WHAT IS SPECIAL ABOUT MY COUNTRY?

**LEARNING STANDARD** Students will develop a sense of pride in the rich historical and cultural heritage of India

I can describe India's symbols (flag, festivals and holidays) and their meaning

I can articulate the meaning of the National Anthem

## **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 10 HOW DOES THE WORLD VIEW INDIA?**

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

I can articulate where India is on world the map

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

### **BIG QUESTION 11 WHAT DOES IT MEAN TO BE THE CITIZEN OF THE WORLD?**

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

I can describe values like kindness that are important to people everywhere

I know what the term "citizen of the world" means

I am able to cite aspects of culture/customs that they share with others around the world

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

## **SHOWCASE OF LEARNING**

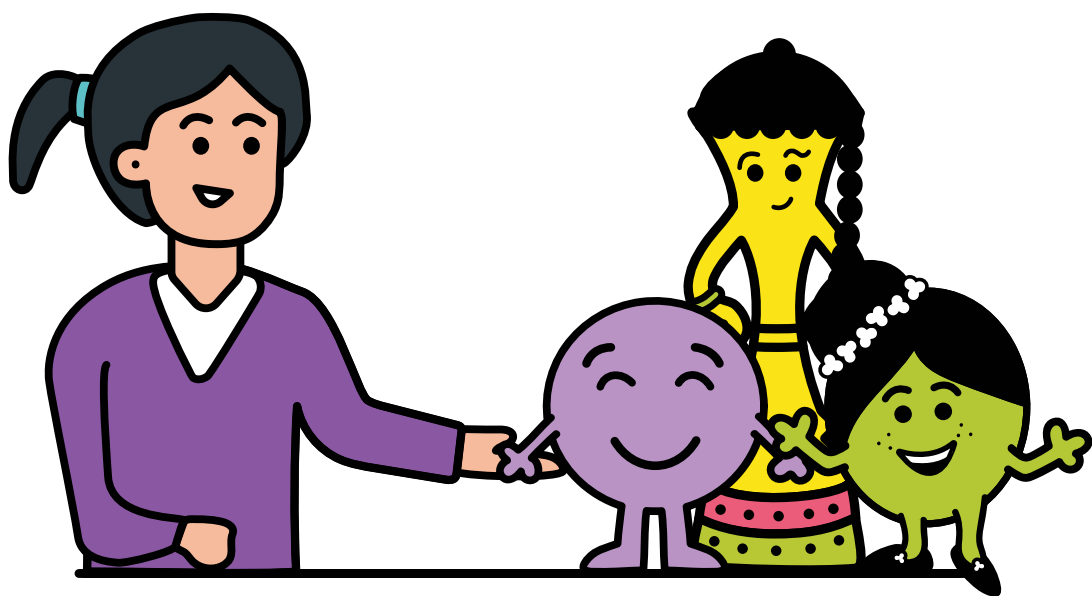
Day 1: I can synthesise what I learned in this unit.

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

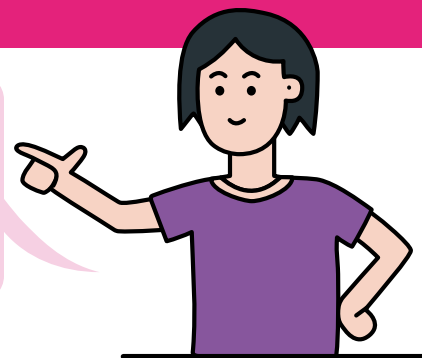
Liberty, Equality, Fraternity, Justice

## 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.*

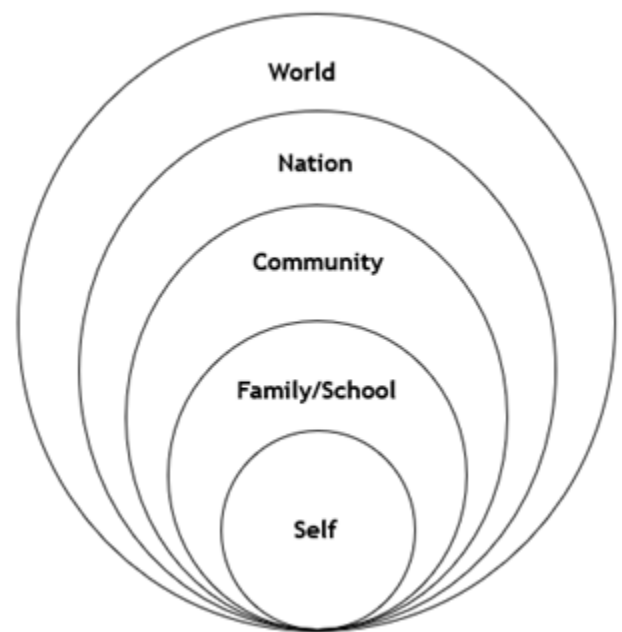
After learning about our family, we'll move on to our COMMUNITY. We'll start looking at our community and the role we can play here!

*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

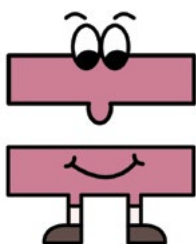
*Ask: What do you think these pictures mean?*

*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**



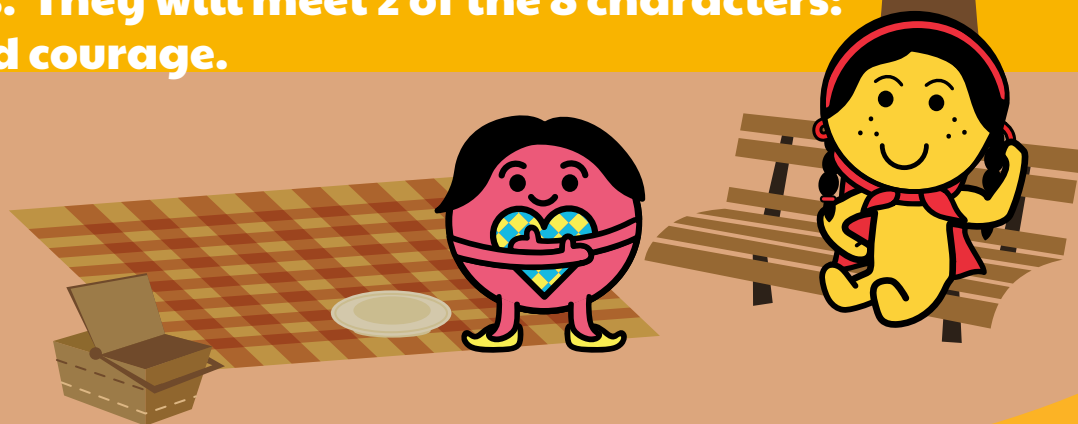
**Liberty**

## 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

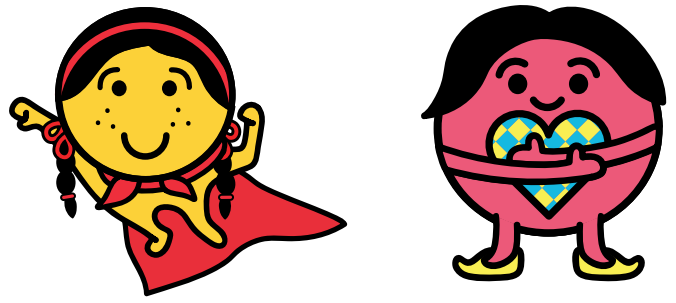
Hi learners! Before we launch into our India & I curriculum, we're going to learn about 8 very, very important little people! They are going to guide us through the whole curriculum. We're going to have fun with them! Are you ready?



*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 you hearts so that you can remember to pass on love to all those around you!

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

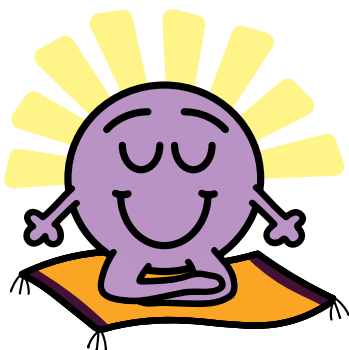
really quietly and meet as many people as you can and give them a high five! He's going to ask you to say one thing you like about them, or a wish you have for them. Try to meet at least 3 people in 3 minutes.

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

## Reflect

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

## Closing



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

Today, which characters did we meet?

Which one did you identify with more, and why?

Are you excited to meet two more tomorrow?

# After class challenge:

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



## OBJECTIVE

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

## Cs IN FOCUS

Ms. Critical Thinking  
Ms. Communication

## CONSTITUTIONAL VALUES

Liberty

## MATERIALS

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

[Link](#)



# Spark

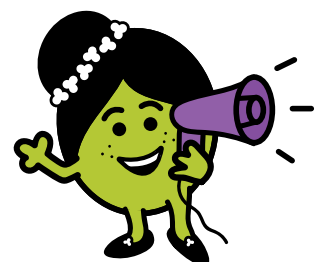
Hi learners! Which characters did you meet yesterday? Can you identify them in the 8 characters poster?



Please hold up the 8 characters poster.

*Answer: Mr. Compassion and Ms. Courage*

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



# Learn

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

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

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

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

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

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

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

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

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

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

What am I doing?

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

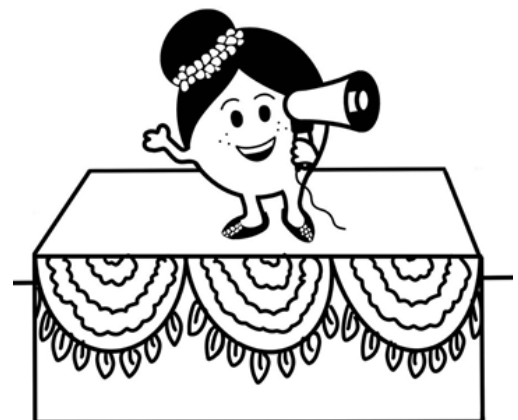
I am pretending to be Ms. Communication! Ms. Communication loves to talk, talk, talk, talk talk!

*Show the Ms. Communication colouring sheet.*

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



Would love to hear your thoughts.



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

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

Are you ready?

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

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

*Divide learners into groups of 4 or 5.*

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

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

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

## Reflect

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

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

# Closing



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

What is the name of this subject?

What is this subject really about?

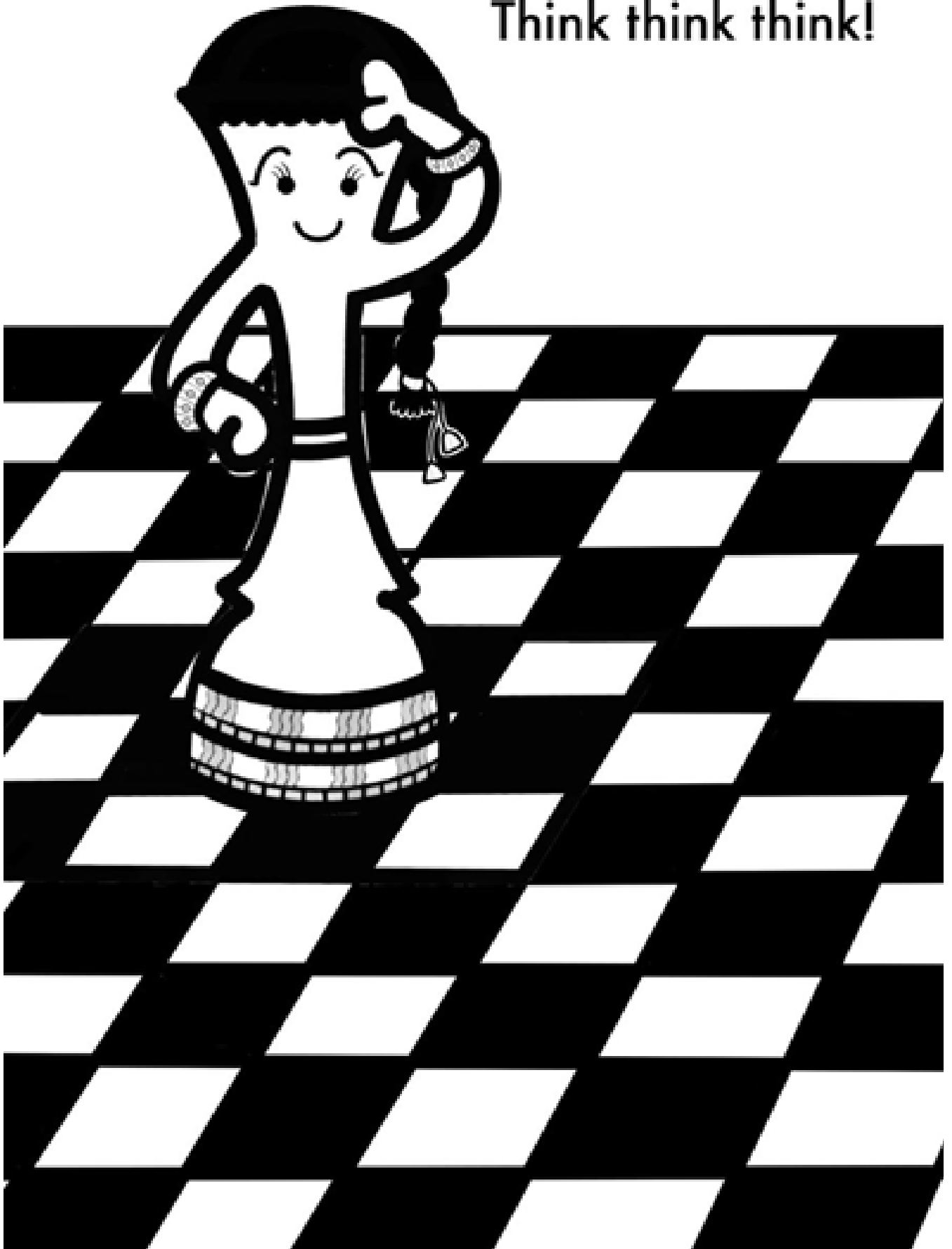
Which characters have we met so far?

Who is your favorite character and why?

## After class challenge:

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

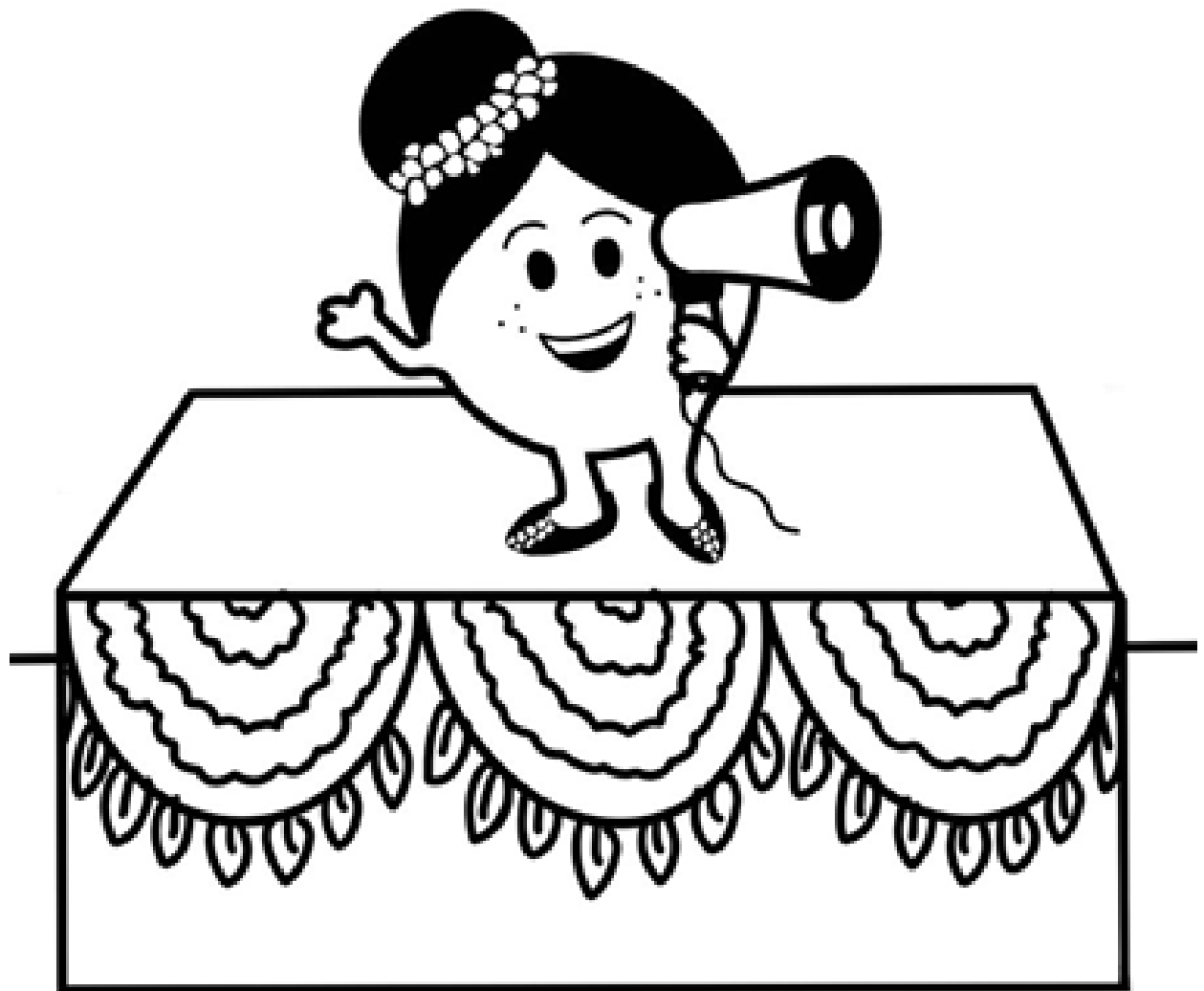
Think think think!







Would love to hear your thoughts.



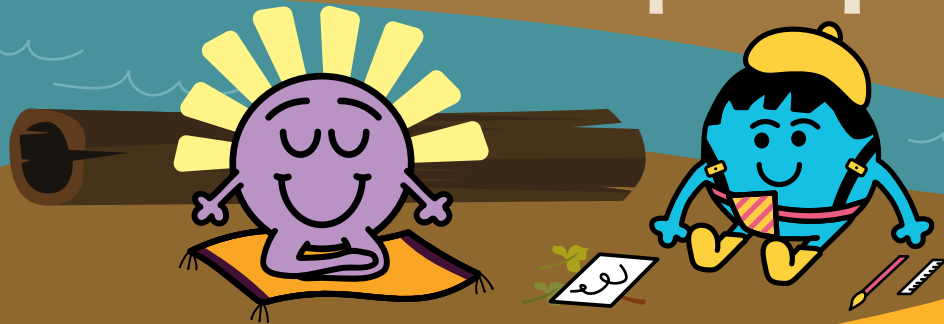
I'm going to give you these beautiful sheets. Please color and decorate them at home and also show them to at least one person in your family and tell them who they are.

## OBJECTIVE

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

## CS IN FOCUS

Mr. Creativity  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Responsibility

## MATERIALS

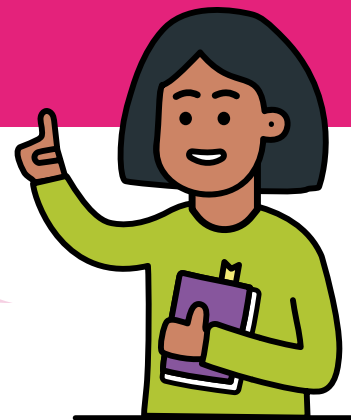
Mr. Creativity and Mr. Consciousness worksheet.  
Rough/recycled paper for each student, crayons

[Link](#)



## Spark

Who are the characters we've met so far?

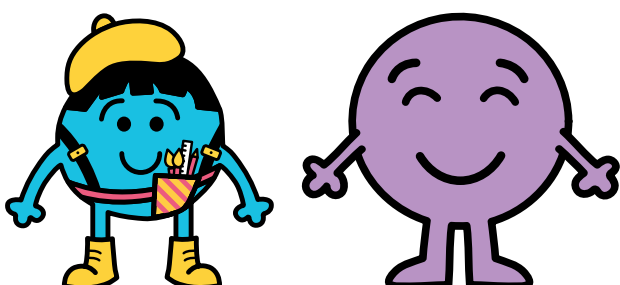


*Answer: Ms. Courage, Ms. Communication, Ms. Critical Thinking, Mr. Compassion*

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

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

Are you ready?



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

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

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

## Learn

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

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

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

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

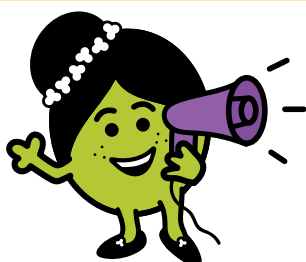
Now let's all arrange our dreams into a giant circle on the floor. This is our mandala! It is a universe of all of our dreams. Let's arrange it with a lot of love - after all, these are our precious dreams!

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

## Reflect

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

*Encourage learners to share their dreams with each other.*



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

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

# Closing



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

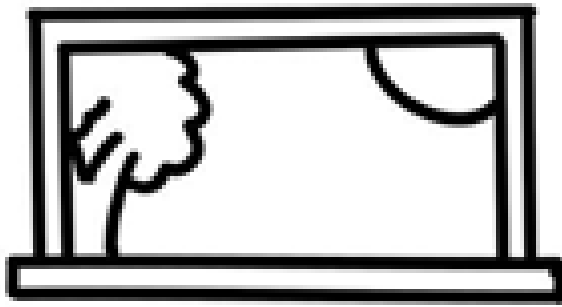
- This character loves to think, think, think!  
*Answer: Ms. Critical thinking*
- This character loves to work in groups! *Answer: Ms. Collaboration*
- This character loves to close their eyes and meditate. *Answer: Mr. Consciousness*
- This character is very brave, and reminds us we are all superheroes!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

## After class challenge:

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



Keep calm and reflect



Hey, I have an idea!

---



## OBJECTIVE

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

### Cs IN FOCUS

Ms. Collaboration  
Mr. Curiosity



### CONSTITUTIONAL VALUES

### MATERIALS

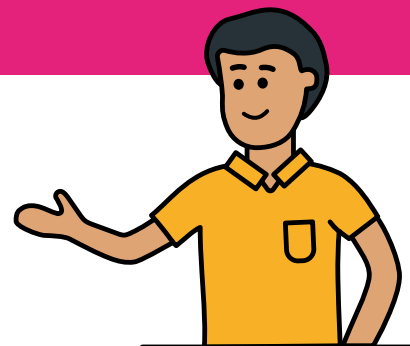
Ms. Collaboration and Mr. Curiosity worksheets, crayons, dream sheets from yesterday.

[Link](#)



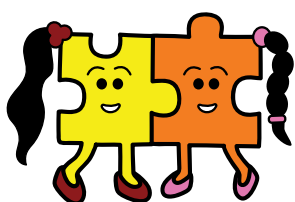
## Spark

Do you remember what a mandala is?



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

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



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





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

Do you know why Mr. Curiosity asks questions?

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

## Learn

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

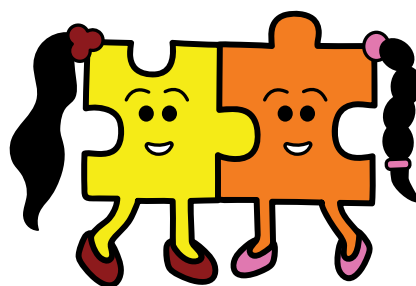
*Ask how learners feel being asked to do this. Possible reactions: no, I don't want to. It isn't fair to tear someone's dream etc.*

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

*Once everyone has torn up the papers, move on.*

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

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



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

Wow!

# Reflect

*Invite learners to sit around the mandala.*

## Closing



Let's use Mr. Consciousness now.

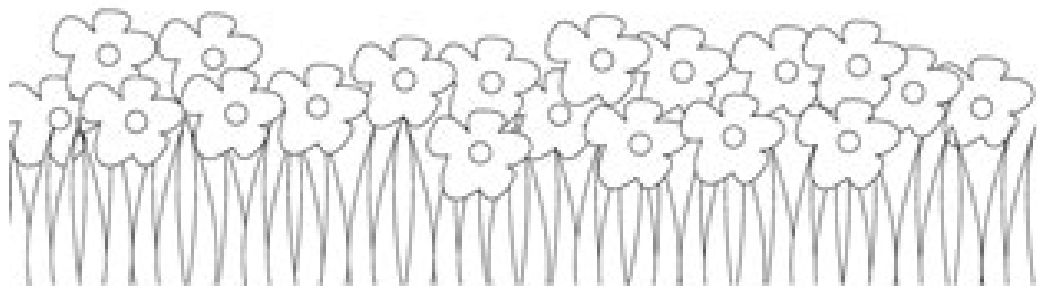
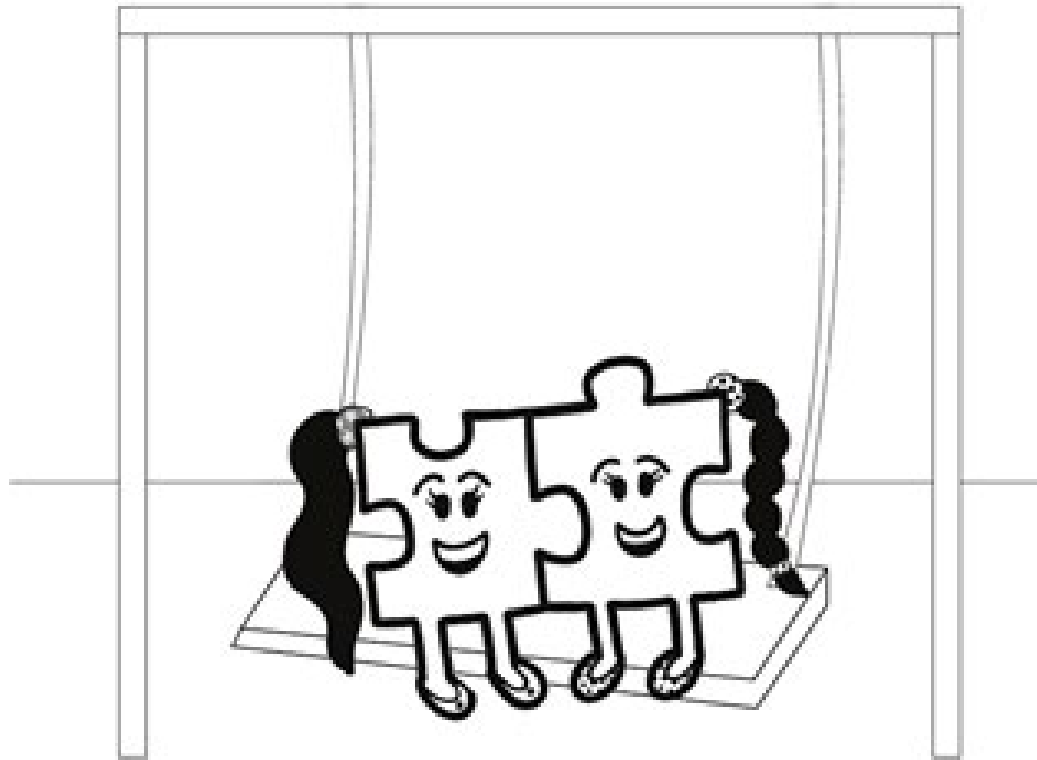
- How did we feel when we first drew our own dream?
- How did we feel when we were asked to tear up our dream?
- How did we feel when we worked together, like Ms. Collaboration, to rebuild our dream?

## After class challenge:

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

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





## OBJECTIVE

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

## Cs IN FOCUS

Ms. Communication  
Ms. Critical Thinking



## CONSTITUTIONAL VALUES

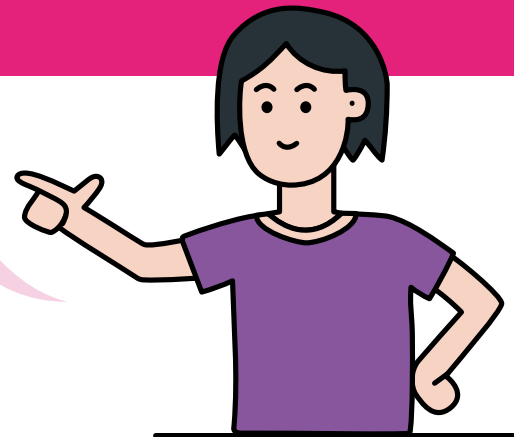
Respect, Diversity

## MATERIALS

N/A

# Spark

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



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

Now here are the rules.

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

Watch as I play this game.

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

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

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

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

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

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

## Learn

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

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

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

# Reflect

Think about class today:

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

# Closing

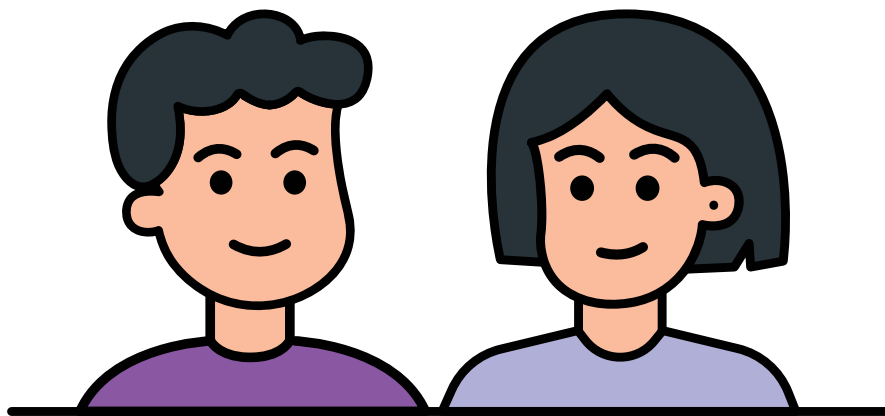


- What is ta-da?
- Why does it matter?

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







**Self**



# Big Question 01

## Who am I?

LEARNING STANDARD

**Students will develop awareness about themselves as they grow**

## OBJECTIVE

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

### Cs IN FOCUS

Mr. Creativity  
Mr. Consciousness  
Ms. Communication  
Ms. Courage



### CONSTITUTIONAL VALUES

Liberty

### MATERIALS

Go through the autobiography link to provide examples to learners.

[Link](#)



### SUMMARY OF PRE-WORK

Learners will write their basic introduction (including personal details and things of their interest) in any form they would like to represent themselves. (This may be drawing, paragraphs, or simple sentences).

Guiding question:

Who am I? What is my name? Where do I live?  
Where do I study? What are my hobbies? What do I like to do (activity)? What are my values?

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



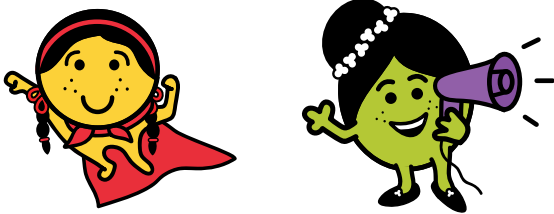
Asynchronous Pre-work Document

[Link](#)



# Spark (10 minutes)

Hi learners. Today we will start with our first unit of the curriculum i.e Self.



The Big Question that we will explore today is **“Who am I?”** and we will do this through today’s objective.

*Point to the objective- I can introduce myself including personal details and some of my character traits and values.*

Can anyone share what this means?

*Take 3- 4 responses*

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 hands/ give me a thumbs up if they have completed the pre- work?

Great, this will help us do our first activity better.

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

Remember Ms. Courage and Ms. Communication while doing this.

*Please read- Model one example for learners. Show pictures of the examples you choose to share. Pick an example learners can relate to.*

For ex: I showed courage when I told my father about a lie I told my friend. I accepted my mistake.

Let’s begin.

You can ask 10-12 learners the opportunity to share about themselves to the class.

Now we have learned something new about some of our classmates.

Today, we will learn more about what things we choose to share, when we introduce ourselves.

*For an in-person classroom: You can ask learners to pick up ice-cream sticks kept on the table when they enter the class and as an introduction, they need to share as many things about themselves as many sticks they chose to pick.*

# Learn (15 minutes)

When you wrote your introduction or shared about yourselves, what things did you choose to include and why?

*Take 3-4 responses*

*Possible response: I shared my name, class, school. I also shared about my likes, dislikes and interest areas.*

Amazing, thank you for your answers!

Whenever we introduce ourselves, we may choose to include:

- **Personal details/facts** (your name, where you live, family, birthday etc.)
- **Things we like** ( subject, food, animal, book, songs, movies, etc)
- **Our interests** (sports, books, 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 Organiser that will help us to structure our thoughts and remember these points better.

*Please explain the terms: interests, values, strengths and weaknesses in simpler terms if you need to.*

*Show the graphic organiser to the learners and model how to fill it in. You may print it out and give it to them as a worksheet, or draw it on the board/chart paper and let learners replicate it in their books. If your*

*learners are not able to write, you can do this orally, talking them through each part and having them share in small groups.*

Let's take 10 minutes to complete this task. Remember Mr. Creativity while doing this.



*Encourage the learners and resolve their doubts if they have any. If time allows, ask the learners to share their introduction in groups with the help of their graphic organiser.*

## Reflect (5 minutes)



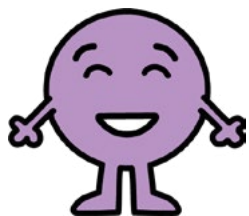
Explain the meaning of consciousness in simpler terms, reminding learners about the time they met Mr. Consciousness.

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

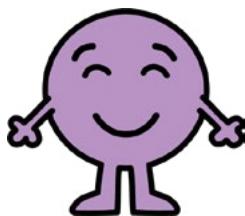
Think about today's lesson and share:

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

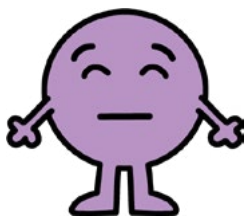
## IM FEELING...



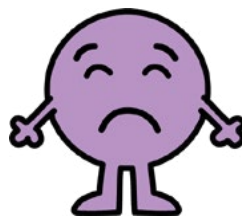
1



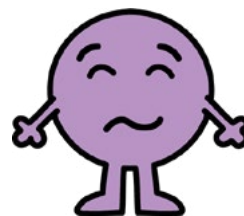
2



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 organiser. You'll need Ms. Courage to do this!





## Take printout for everyone

# ALL ABOUT

### JUST THE FACTS

- I am \_\_\_\_\_ years old and I am in \_\_\_\_\_ grade.
- My teacher is \_\_\_\_\_
- The members of my family are \_\_\_\_\_
- Some of my friends are \_\_\_\_\_
- My birthday is \_\_\_\_\_

### A FEW OF MY FAVORITE THINGS

- Subject \_\_\_\_\_
- Food \_\_\_\_\_
- Sport \_\_\_\_\_
- Song \_\_\_\_\_
- Movie \_\_\_\_\_

### AWESOME ACTIVITY

One thing I love to do is: \_\_\_\_\_

### MY HERO

One person who inspires me is: \_\_\_\_\_

### PICTURE PERFECT

Draw or attach a picture of yourself here:

Caption: \_\_\_\_\_

### BEST BOOK

My favorite book of all time is: \_\_\_\_\_

### DID YOU KNOW?

Something you might not know about me is: \_\_\_\_\_

### Strength and Weakness

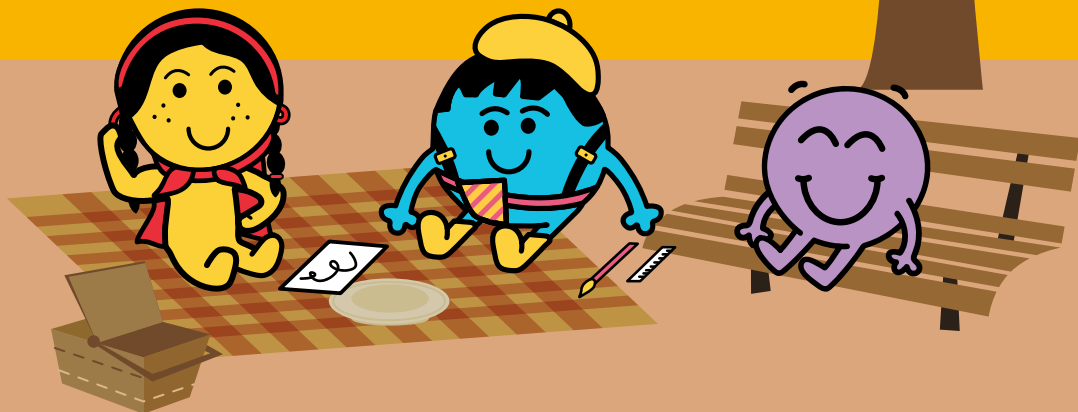
### I value....

## OBJECTIVE

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

## C IN FOCUS

Ms. Courage  
Mr. Consciousness  
Mr. Creativity



## CONSTITUTIONAL VALUES

Liberty

## 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?

- What do you like doing?
- Who do you want to become in life?

These questions will help them to create their own posters.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (10 minutes)

Hello learners,



Will someone remind us of what we learned yesterday?

*Possible response: We learned about introducing ourselves.*

Now can someone tell us what kinds of things might we share while introducing ourselves?

*Possible response: When we introduce ourselves we may share: Our personal details, our interests, our values and strengths and weaknesses.*

Who used Ms. Courage and made a call yesterday to their classmate to share about themselves? Amazing, would any of you like to share how that felt and what you shared?



Today we will continue to explore our first big question: "Who am I?" and continue to explore ways to share about ourselves.

Before we start the lesson, we will read a story about one of my friends and see how he introduced himself.

The title of his introduction is "Autobiography of a SuperHero".

Can anyone share with us what the meaning of the word autobiography is?

No problem, after reading the story we will try to guess what the word autobiography means!

*Please read the story with expressions, the right tone and pitch. Feel free to use another autobiography that is more relevant to your learners' context. Ask relevant questions at regular intervals to gauge whether learners are understanding the story or not. For example: What did the superhero just do? Why do you think he did it?*

## **AUTOBIOGRAPHY OF A SUPERHERO**

On September 10th 1998, I was born into a warm and loving family. My father, Farhad Khan was an auto rickshaw driver and my mother, Shazia Khan was a home-maker. We were poor in those days. My father worked really long hours and my mother looked after all of us so that we had an exciting childhood. I remember one time. I was playing hide n seek with my younger sister, Asmat and our friends from the neighbourhood,

when my sister stumbled over a stone. Interestingly, I remember having a sudden urge to help her out. From that day on, I always had the impulse to save and help other people even if it was helping my grandparents cross the road or helping my mother with buying vegetables for cooking. At that time, I didn't know I was different, until I started school.



What did you think about this story?  
What do you think my friend kept in mind as he was introducing himself?

*Invite learners to share responses.*

Great! Now would anyone like to try and share what the word autobiography means?

*Possible response: An autobiography is the story of a person's life as told by that person. For example- In the story we read my friend told about himself so it's his autobiography.*

*Explain the meaning of the word 'autobiography' to learners by giving various examples. Use this link to quote examples.*

[Link](#)



## Learn (15 minutes)

Now that we have learned about what autobiography means, we will design a poster that will be our autobiography. This poster will help us share our personal story.

Before we start, how many of us have done our pre-work about thinking and writing responses to the questions that were shared?

To design our posters for autobiography, we will

- Use our graphic organisers from the last lesson and the responses from our pre-work questions.
- Write our name at the top
- Draw our sketch in the middle of the sheet.

You can choose to stick photographs of different learners on the sheet.

*You can choose to stick photographs of different learners on the sheet.*

Then around your sketch, you will write your story by sharing the details you want to share with others about ourselves.

You can also use the following guiding questions/points to share your story:

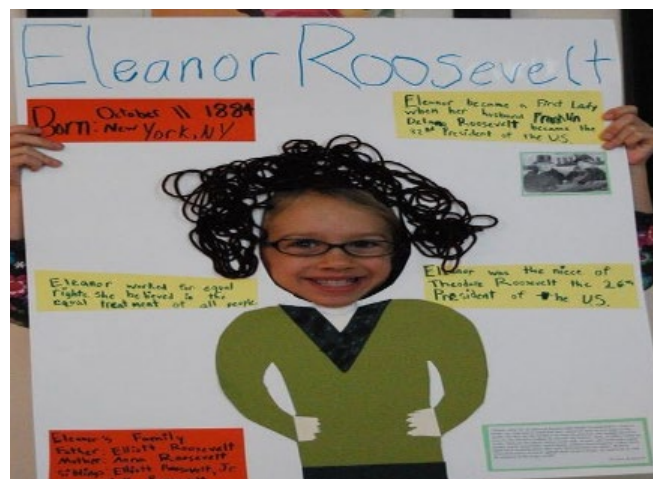
- Personal details/facts
- Who is in your family?
- What are your interests?
- What do you like?
- What have you achieved till now?
- What are you famous for?
- What do you want to become in life?

You can write these details or draw them. Feel free to express as you want.

Let's get creative like Mr. Creativity!



Please show learners a few examples to help them think of how to design their posters.



You have 10 minutes to complete this task

Encourage the learners and resolve their doubts if they have any. If the time allows, ask the learners to share their autobiography in groups with the help of their posters.



# Reflect (5 minutes)



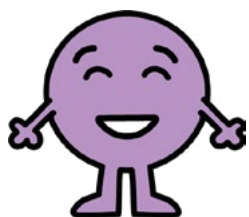
It's Mr. Consciousness time!

Think about today's lesson and share:

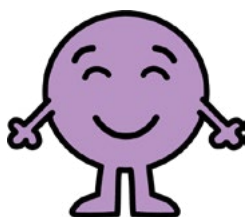
- What did you learn about yourself in class today?
- What was easy?
- What was not so easy?

On a scale of 1-5: How do you feel today about introducing yourself to anyone?

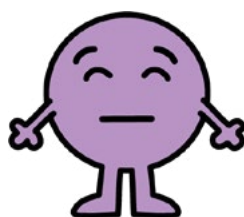
## IM FEELING...



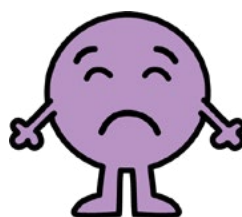
**1**



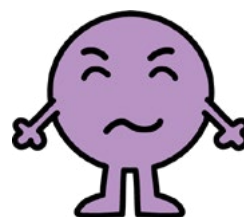
**2**



**3**



**4**



**5**

## After Class Challenge

Make a call to one of your classmates and share your introduction with them using your graphic organiser. (Remember to call someone else other than whom you called yesterday.)

## OBJECTIVE

# I can share my likes and dislikes

## Cs IN FOCUS

Mr. Consciousness  
Mr. Curiosity  
Ms. Critical Thinking



## CONSTITUTIONAL VALUES

Liberty

## MATERIALS

Read the poem carefully - make notes on where to pause, ask questions and explain

Listen to a favorite song on your way to work!

## SUMMARY OF PRE-WORK

Learners will create a list of things they like and dislike. They will call up one of their classmates to interview them to understand their classmates' likes and dislikes.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



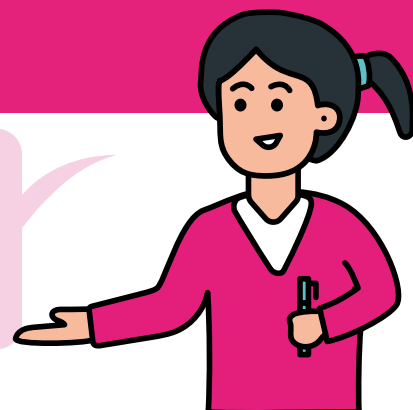
Asynchronous Pre-work Document

 Link



# Spark (10 minutes)

Hello learners, today morning when I was getting ready for work, I heard the song \_\_\_\_\_ (please fill in a "Song Name" that you like) and I was very happy while listening to the song.



Do you know why? Because this is one of my favourite songs.

Please turn to your partners and share your favorite song.

Thank you, today we will discuss our likes and dislikes.

*Point to the objective: I can share my likes and dislikes*

Do you know why this is important?

*Invite and encourage 3-4 responses*

Remember, you are special and different from everyone else. Therefore your likes and dislikes may be different.

Before starting the lesson I will share a poem about what I like and what I don't like. Please listen to the poem carefully and then tell me what you think I like and don't like.

Listen carefully!

*Please recite the poem with expression to the tune of the first verse of "twinkle, twinkle little star". Pause after every stanza and ask learners what they think you like or not. Share what you like and don't like too. Make it fun by making noises or saying wow from time to time.*

## LIKES AND DISLIKES

*I like Parle-G with my tea,  
I like singing when I'm free,  
I like chocolate and ice cream,  
But I don't like when you scream!*

*I like milk and dal rice too,  
I like helping mum make food;  
I like apples, I like pears,  
But I don't like falling down stairs!*

*I like travelling in the train,  
I like dancing in the rain,  
I like pink and I like blue  
But I don't like monsters – do you?*

*I like jumping in the air,  
I like hugging my teddy bear,  
I like playing funny tricks  
But I don't like getting sick!*

*I like playing mobile games,  
I like things with funny names,  
I've told you many things I like,  
And now I'm off to ride my bike!*

Thank you, I hope this gave you examples of likes and dislikes.



# Learn (15 minutes)

Now let us learn f what we like or dislike about each other.

Please take out the list of our likes and dislikes that you created in our pre-work and share it with your classmates.

*Please take responses from 3-4 learners. Encourage learners who are quieter to share.*

For an in-person classroom, you can ask learners to share in groups of 4.

Now let's do a whole group activity to understand our own, and each other's likes and dislikes. When I display a picture-

- Give me a thumbs up if you like the thing in the picture
- Give me a thumbs down if you don't like the thing in the picture.

While you show me a thumbs up or thumbs down, please also look around so you can see what your friends like or dislike, too!

*Display six to ten pictures one by one to the learners. You can choose any other pictures to display, or use objects around you in the room. Based on learners' responses, draw a table to show a tally of how many learners liked or disliked the object displayed.*



*For an in-person classroom, you can draw these pictures or cut them out from newspaper/old magazines. Also, draw the tally mark table on the board so it is visible to all. Refer to the image below to make a tally table.*

Now, using Mr. Curiosity and Ms. Critical Thinking, let's think about these questions:

Food	Tally	Total
		2
		5
		3

- Is there an object or an activity that everyone in our class likes?
- Does everyone like everything?
- Is there any object that nobody in the class likes? Why do you think that is so?



*Explain to learners that everyone has different likes and dislikes and this is what makes us different, unique and interesting.*

## Reflect (5 minutes)



It's Mr. Consciousness time!

Think about today's lesson and share:

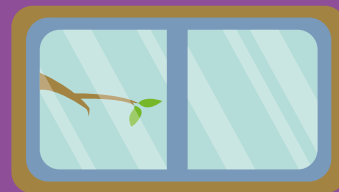
- What are the three things you like and dislike?
- Do you and your classmates have the same likes and dislikes?
- What would happen if everyone in the world had the same likes and dislikes?
- What did you learn today?

## After Class Challenge

When you go home, be Mr. Curiosity! Get to know the people around you even more by asking them what they like and dislike. See what surprises you!

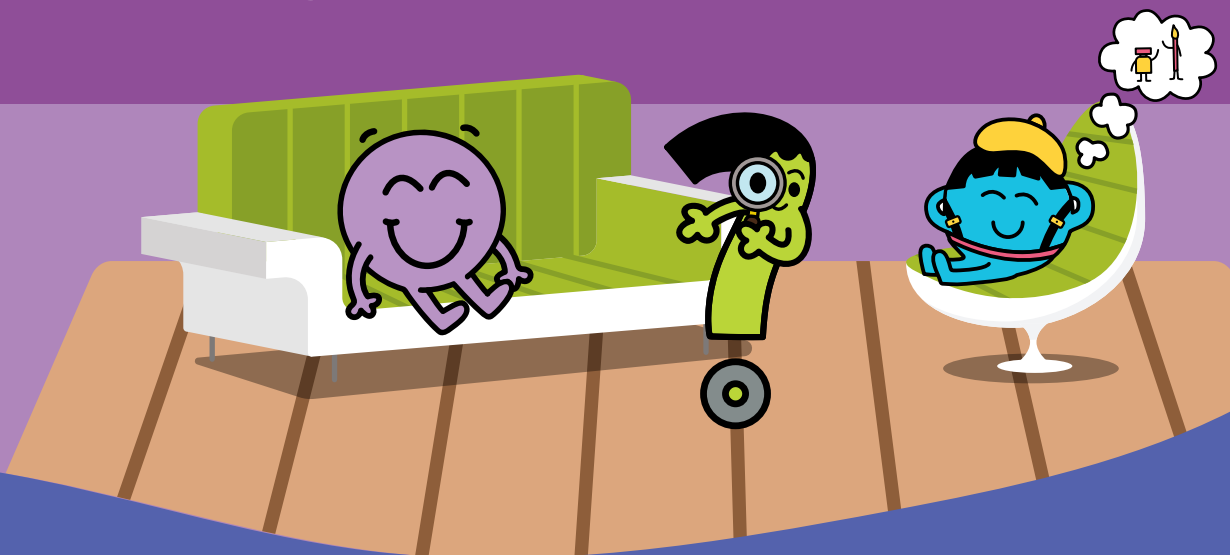
## OBJECTIVE

**I can articulate some of the things I like and dislike about myself**



## C IN FOCUS

Mr. Consciousness  
Mr. Creativity  
Mr. Curiosity



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Fill in the Graphic organizer to model your responses & Print them out (See on last page).

## SUMMARY OF PRE-WORK

Learners will make a list of Superheroes. They will draw a picture of a Superhero in their real life and write their superpower.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



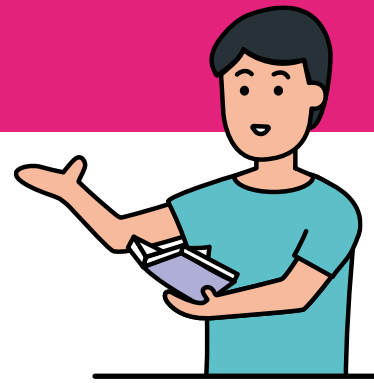
Asynchronous Pre-work Document

[Link](#)



# Spark (10 minutes)

Hello learners, we have been learning how to introduce ourselves, and have tried to get to know our likes and dislikes better.



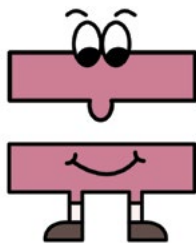
Today we will learn about the things that we like about ourselves.

*Point to the objective: I can articulate some of the things I like about myself*

Please look at the 4 constitutional values that we spoke about in the beginning of the curriculum.

Does anyone remember what those were?

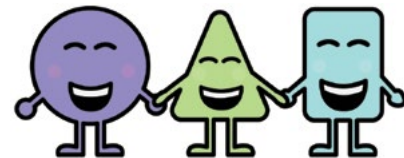
*Show the illustrations of the four constitutional values. Ask 1-2 learners to share what the 4 values mean to them.*



**Equality**



**Justice**



**Fraternity**



**Liberty**

We will come back to these towards the end of the lesson.

For the next activity, can we please be ready with our pre-work?



*Please show the picture above to the learners. Invite 3-4 responses after posing each of these questions.*

Who can you see in the picture?

Yes, these are superheroes!

Have you ever heard about superheroes? Can anyone give me an example of one?

*Possible responses: Chhota Bheem, SuperMan, Krrish, Wonder Women, Mira, Power Puff Girls and Dora.*

Will anyone tell me what makes Chhota Bheem, a superhero?

*Possible response: He is strong and powerful*

Great! What do you like about Chhota Bheem?

*Possible response: He uses his strength to help people.*

Can you please refer to your pre-work and share the answer to the following questions with your partner?:

- What is the name of your favourite superhero?
- What makes this person a superhero? Think about, what is this person's superpower?
- Why do you like this superhero?

*Invite 3-4 responses in the large groups after the partner- sharing.*

Great, we have now discussed the special qualities of our superheroes.

In your pre-work, you have also thought about people in your real life who are your superheroes and their superpowers.

For example, my mother is a superhero for me and she has the superpower to make delicious food. Similarly, Ramu Kaka and Asha Tai, who clean the school daily in the morning, are the superheroes of the school and their superpower is cleanliness. They clean the school everyday and enable children to have a clean space to sit.

*Please feel free to add your own relevant examples here.*

Can you please refer to your pre-work again and share the answer to the following prompts with your partners?:

- What is the name of your real life superhero?
- What is this person's superpower?

*For the virtual classroom, you can ask learners to share in the breakout rooms of four.*

# Learn (15 minutes)

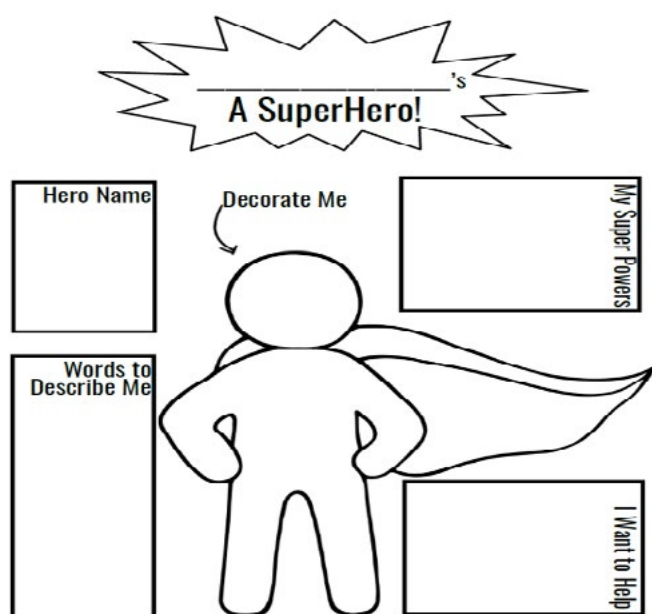
Great! We discussed superheroes and their superpowers.

Now through an activity, we will try to find our superpowers.

For this, we will make ourselves into a superhero and get to know our characteristics/ qualities.

Can I ask you to please draw this graphic organiser in your notebook?

Great, thank you.



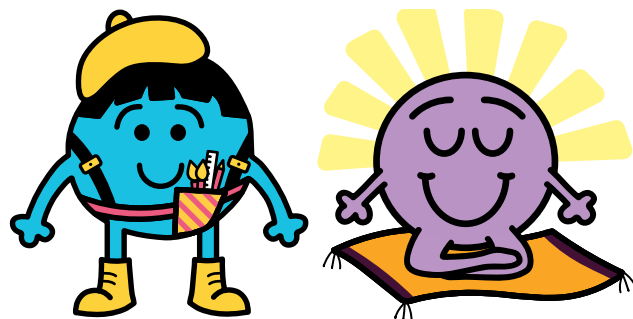
*Show the graphic organiser to the learners and model how to fill it in. You may give this out as worksheets or ask learners to replicate it.*

Dear learners,

- Think about what you would like to be called. What would your Superhero name be? Then write that name in this box.

- Think about all the things you like about yourself. Fill in your qualities in this box - these will be the superpowers of your superhero.
- Don't forget to colour your superhero!

You have 10 minutes to complete this task. Let's keep in mind Mr. Creativity and Mr. Consciousness while we do this activity.



*Encourage the learners and resolve their doubts if they have any. If time allows, ask learners to share their introduction in groups with the help of their graphic organiser.*

# Reflect (5 minutes)



Mr. Consciousness time!

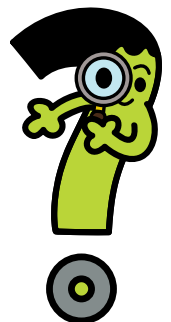
- Think about today's lesson and share with your partner:
- What did you learn about yourself?
- What are your superpowers?
- What do you like about yourself?
- Which constitutional value can you make connections to?

*Debrief Fraternity by sharing how we all might have different super-powers and through respecting these differences, we can do so many things together.*



## After Class Challenge

Be Mr. Curiosity again today and search for the superpowers in all the people around you. Ask people at home what they are good at and what they like about themselves. And if they feel shy or unsure, share something you like about them - this will make them feel very special!



## Image for Printout



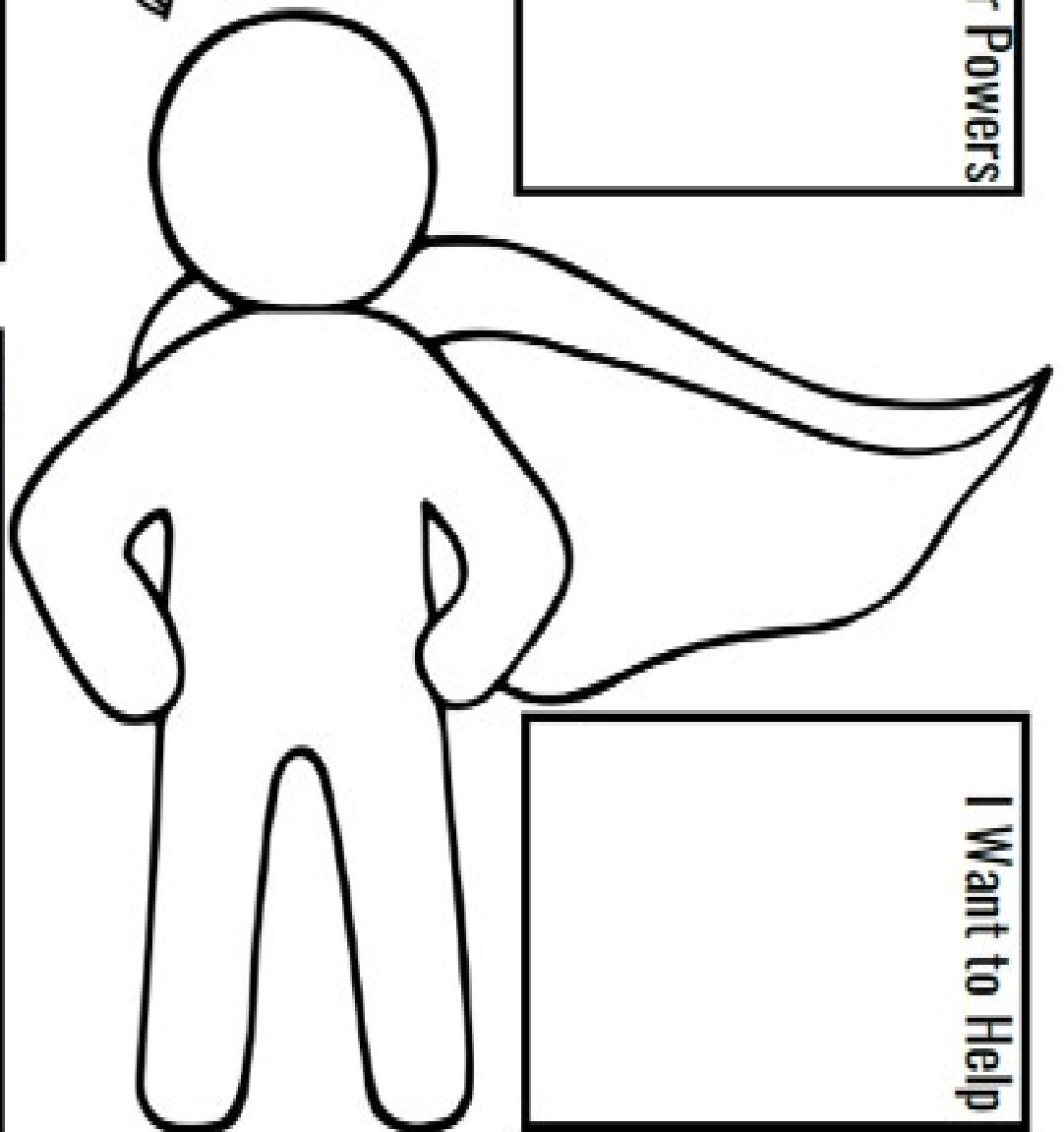
Hero Name

Decorate Me

My Super Powers

Words to  
Describe Me

I Want to Help



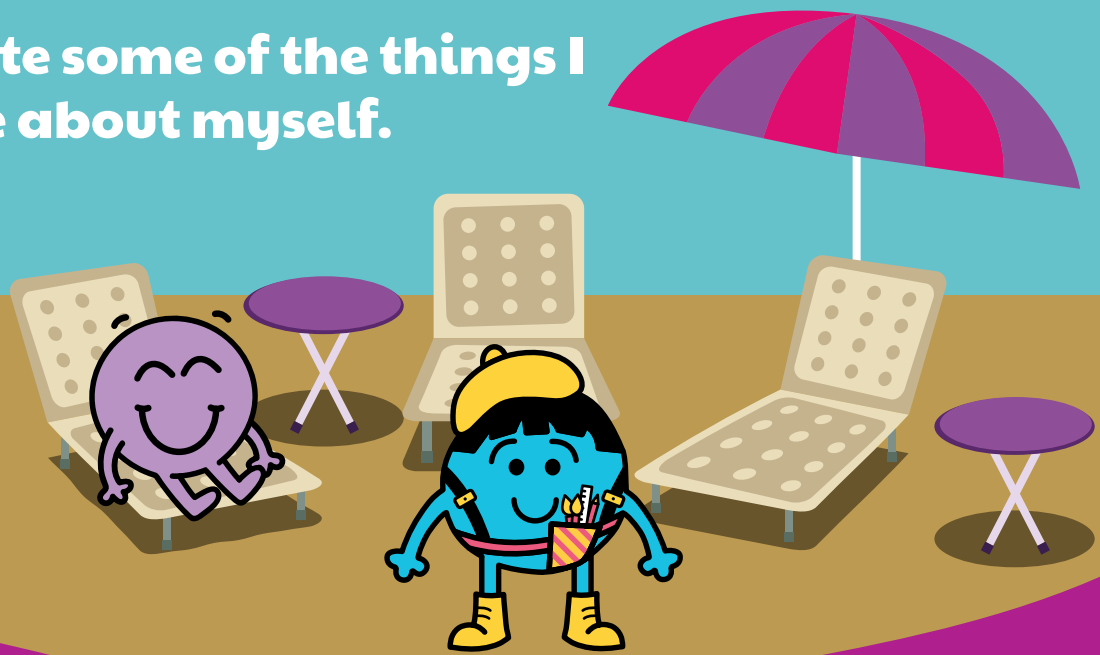


## OBJECTIVE

**I can articulate some of the things I like or dislike about myself.**

## Cs IN FOCUS

Mr. Consciousness  
Mr. Creativity



## CONSTITUTIONAL VALUES

Liberty, Fraternity

## MATERIALS

Print-outs of the shield for each student.  
(Given on last page)

## SUMMARY OF PRE-WORK

Create a list of things that they like and dislike about themselves. Think about what you may wish to change about yourself.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



## Spark (10 minutes)

Hello superheroes, can someone remind us of the big question we have explored so far?



Great! We were exploring 'Who am I?' Yesterday we understood that everyone has superpowers. We looked at our characters and identified qualities we have that are our superpowers. We saw that the people around us, and that we are also superpowers.

Today, we will deepen our understanding of the same.

Before we start, please take out your pre-work so that we can refer to it through our discussion today.

Please turn to your partner and share:

- Two things that you wish to change about yourself.
- Why do you wish to change them?

Remember, we are talking about what we like and dislike about ourselves, not things that we like/dislike in general. For example, what I like about myself is that I take care of my parents. I always complete my work in the allotted time. What I don't like about myself is that I fight with my sister.

*After the partner- sharing, invite 3-4 responses.*

Why do you think it is important for us to talk about this?

*Possible response: To know more about ourselves, to become a better superhero.*

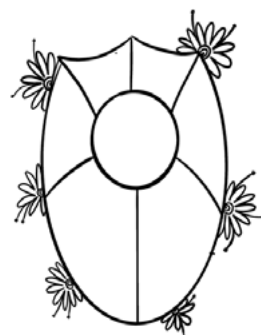
## Learn (15 minutes)

Great, thank you for sharing.

Today, let us create a tool for our superhero which is you- yourself that will help to protect you and make you even more powerful. For this, we will use a shield.

*Please show the shield (graphic organiser) to the learners. You may give it out to them as worksheets, or ask them to*

*replicate it from the image you show them.*



Can anyone tell me how many sections are there in this shield?

*Correct response: 6.*

We're going to draw 6 things that make us strong and keep us safe! For example, I may choose to draw things like this:

- My mother, who looks after me when I am sick
- My friend, who I can chat with when I am sad
- My warm sweater, that keeps me warm when it is cold
- My umbrella, that keeps me dry in the rain
- My face mask, that keeps me safe

*Please model the same by filling in your responses in the shield. Feel free to personalise your example.*

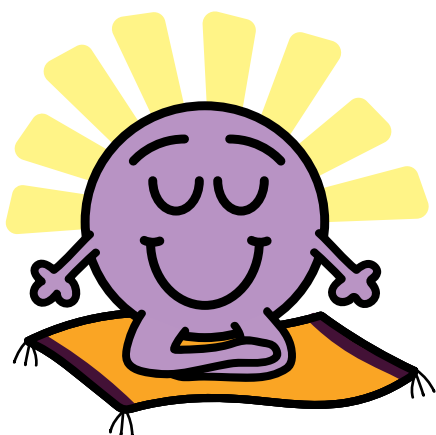
Remember to use Mr. Creativity and make your shields beautiful and colourful! You have 10 minutes to do this.



*Please walk around the class and help learners who are stuck and encourage them. Remind them that this is another way of practicing liberty - the freedom to share about yourself. Virtually, you can debrief this after the activity.*



## Reflect (5 minutes)



It's Mr. Consciousness time!

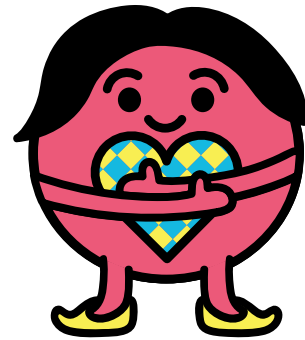
Think about today's lesson and share with your partner:

- What did you add to your shield and why?
- Are your shields similar?

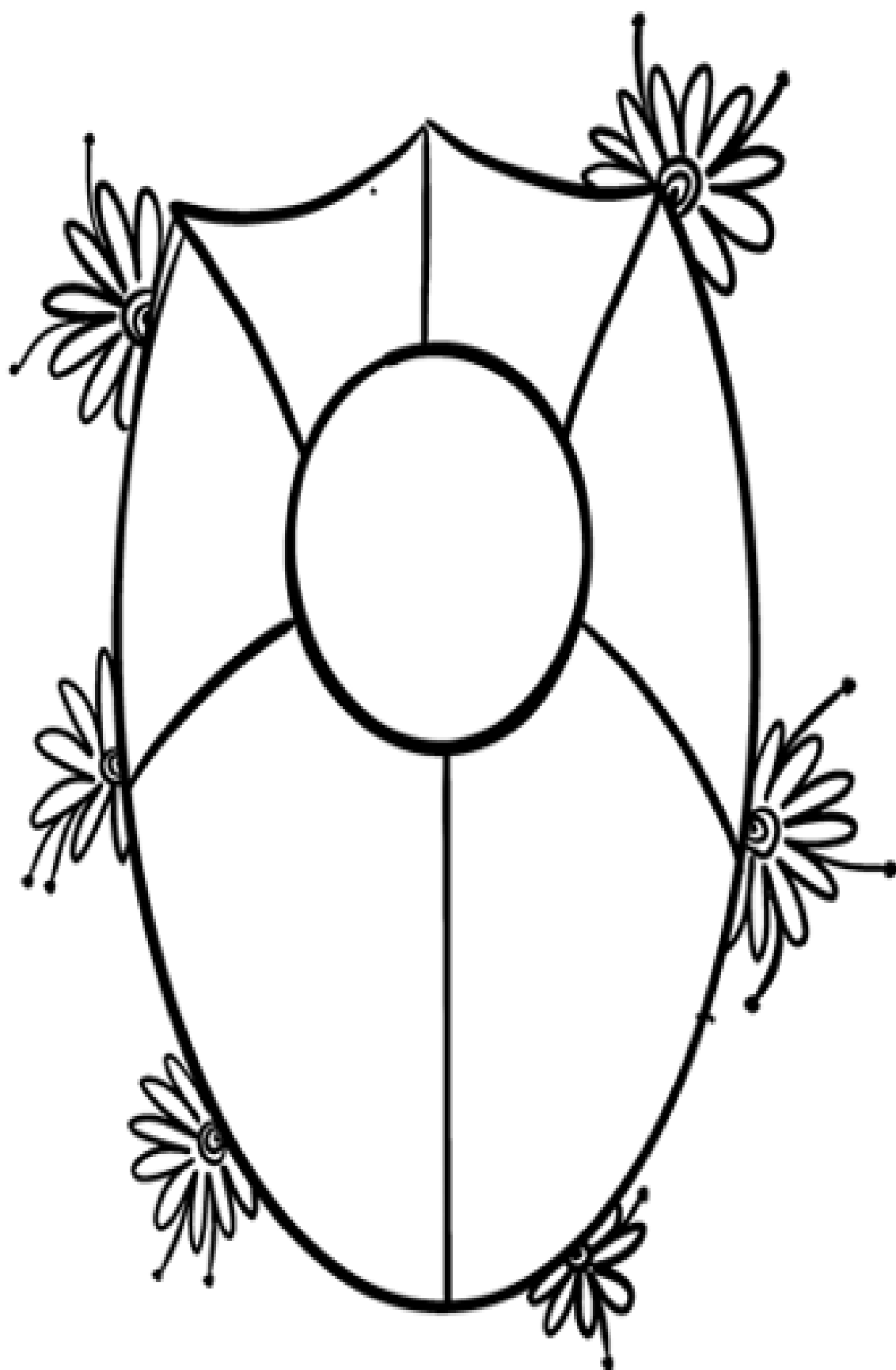
*Invite a few responses in the large group and share with learners that it's our different superpowers and strengths that make us stronger, therefore we need to respect each others' differences. Please connect this to the idea of Fraternity.*

# After Class Challenge

Practice being Mr. Compassion when you go home today. Tell the superheroes in your life one thing you like about them or find special about them. And here's a little secret from Mr. Compassion - everyone likes being told they are special! Try it and see how you feel!



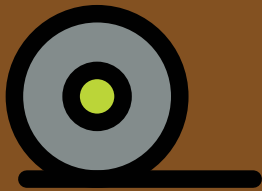
## Print-outs of the shield for each student







# Big



# Question 02

## How can I be my own champion?

LEARNING STANDARD

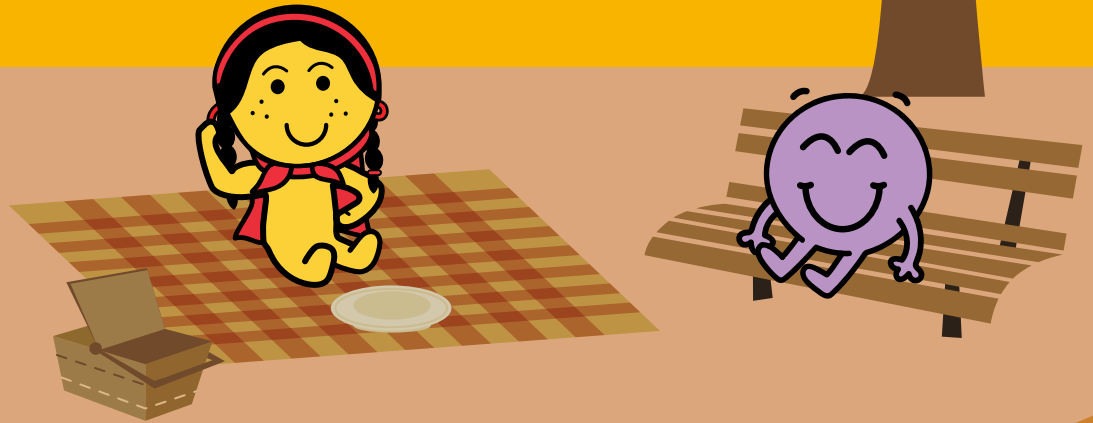
**Students will build confidence and self belief in themselves and in their ability to drive change.**

## OBJECTIVE

**I can display excitement to try out new things even when they seem scary at first.**

## C IN FOCUS

Ms. Courage  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Liberty

## MATERIALS

Prepare a list/story of your fears

Photos of Shin Boyu

White sheets

## SUMMARY OF PRE-WORK

Learners will create a list of their fears; things that they are scared to do.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

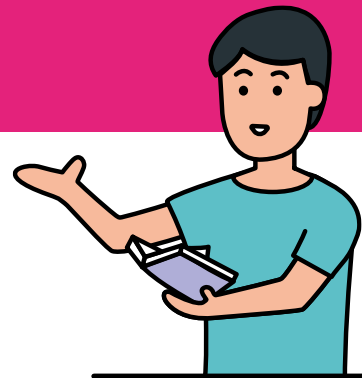
 Link





# Spark (10 minutes)

Hello learners, can someone share the big question we are exploring?



*Correct response: We are exploring 'Who am I?'*

We've explored a little about ourselves in the last few lessons. Today we will start exploring a new question: 'How can I be my own champion?'

Do you know what a champion is?

*Possible response: A champion is a winner.*

Being our own champion really matters because we are always with ourselves! Knowing what is special about ourselves can give us a lot of joy.

*We will do this through today's objective- I can display excitement to try out new things even when they seem scary at first.*

Before we start, please get ready with your pre-work.

Today we are going to talk about things that seem scary to us. We all have a thing we are scared of, and while it is hard to talk about them, it is important. When we talk about them we can think together about how to overcome them.

Let us do an activity. It is called "I am scared of \_\_\_\_". Let's use Ms. Courage as fears are not something easy to share about.



*Please start by sharing one of your own fears. For example: I am scared of making new friends, I am scared of speaking in front of a crowd. Then encourage learners to share their fears out loud with others.*

*For an in-person classroom: You can ask learners to share in pairs.*

That was brave. Thank you for showing so much courage. Now that we have shared our fears, let's make a collective sigh. On a count of 3, we all will take a deep breath

# Learn (15 minutes)

I'm going to show you a picture of a man now. His name is

Shia Boyu. When you see the picture I want you to think about the things this man might be hesitant to do / be afraid of:



Discuss these questions with your partner:

- What do you see in the picture?
- What do you think this man might be afraid to do?

*Encourage some learners to share their answers with the whole class; summarize their responses.*

*Possible response: I see an old man with no legs. I think he might be afraid to travel, get down stairs, climb a hill, etc.*

Now let's see what this man has actually done. Please look at this picture. Shin Boyu climbed Mount Everest which is one of the highest mountains in the world!



Pause for a moment and think:

What mindset would he need to do such a thing?

*Possible responses: Passion, courage, belief, problem-solving mindset*

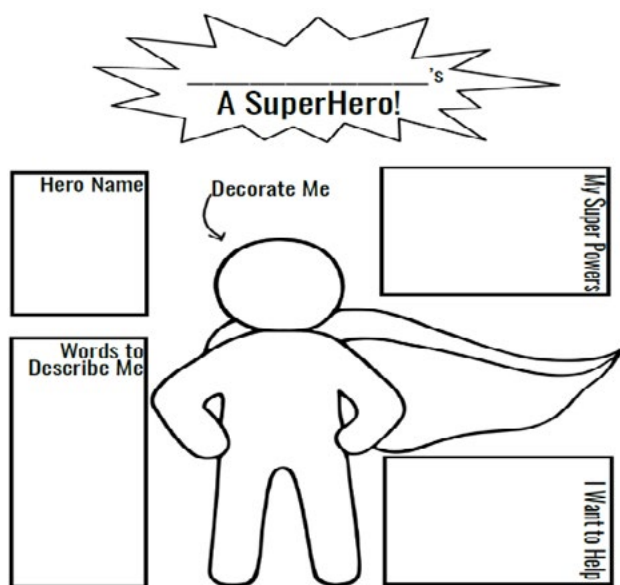
*Invite 3-4 responses in the large group.*

Similarly, here is a story of two students who overcame their fears and inhibitions to bring change in their communities. Let us listen to their stories with

Rehan and Basit, two 8th graders from Ahmedabad, are working 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 centre of the community. They worked hard to find the root cause of this issue, and then mobilised the people to write a letter to the municipal body of Ahmedabad. In the beginning, they were scared that nobody would listen to them but both Rehan and Basit showed grit, collaboration, and persistence through the entire project, and were able to convince 10-12 other people to work with them towards making their community a better place to live.

In the next minute, I invite you all to go back to your superhero picture.



Take a minute and think about,

- One fear you want to overcome.
- How can this superhero help you overcome your fear?
- What do you need to overcome this fear?

Remember we all have different fears. They can range from answering in front of the whole class or making a new friend to even being scared of the dark. We might need courage, enthusiasm, or good communication skills to fight these fears. Each fear will need us to find different solutions.

Would any of you like to share your responses?

*Invite 3-4 responses in the large group and encourage the learners*

Let us now take a white sheet and write "I am scared of \_\_\_ (put down your fear) but I will keep trying to overcome my fear by \_\_\_ (put down your action to fight this fear). I will need help from \_\_\_ (put down the C you might need)."

*Before you ask learners to write this down, model it for them For example: I am scared of making new friends but I will keep trying by talking to two new people everyday. I will need help from Ms. Courage and Ms. Communication.*

# Reflect (5 minutes)



It's Mr. Consciousness time!

Close your eyes for a minute. Mr. Consciousness has something to tell you.

Hi learners. I want to say thank you to all of you. You see, all of us have fears. Big and little fears. I'm scared of snakes and also I'm scared of speaking out loud. Like that all adults and all children have fears too. And people have different fears. For some of us, the dark is scary. Some of us love the dark! For some of us, being left alone is scary. For me, I love being alone! So today you did something really important. You started facing your fears and planning how you can overcome them. With your eyes still closed, breathe in and out. In and out. In and out. Think about what you learned today. Think about your fear. Think about what you will do to overcome it. Now gently open your eyes.

Can you make connections to any of the constitutional values here?

*Invite responses and debrief this by making connection to Liberty- freedom from our fears is the first step towards attaining freedom.*



## After Class Challenge

Make sure you do your task in DO every day. And once you have overcome the fear, share your story with the class.

## OBJECTIVE

**I can encourage myself without discouraging others around me.**

### Cs IN FOCUS

Mr. Consciousness  
Ms. Courage  
Ms. Critical Thinking



### CONSTITUTIONAL VALUES

Fraternity

### MATERIALS

Prepare a worksheet for yourself so you can model how you look at your own self

### SUMMARY OF PRE-WORK

Learners will call up two of their classmates to share their own strengths and also share what they think their friend is good at.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link





# Spark (5 minutes)

Hello learners, will someone please remind us of what we learned in our last lesson?



*Invite 3-4 learners to share in the large group.*

*Possible response: We learned how we can be excited when we try out new things even when they seem scary at first.*

What is the big question we are exploring?

Yes, we are exploring "How can I be my own champion?".

*Let's explore this further today using today's objective- I can encourage myself without discouraging others around me*

Today we are going to learn how we can feel good by focusing on our special qualities. We'll learn that when we focus on what is special about each other, we may encourage each other and not let anyone feel bad.

Imagine if I said this:

"I'm your teacher and I'm older and smarter than all of you. I'm special and can write better than you, do math better than you. I'm even more beautiful than you".

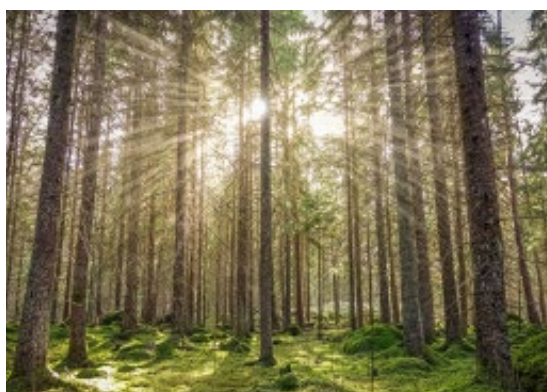
Please say this in a firm tone.

How would you feel?

*Invite 3-4 responses*

*Possible responses: small, unimportant, not as good*

*Please display the following pictures one at a time:*



Before we start, will someone tell me:

- If they find this picture beautiful?
- What makes this puppy beautiful?

*Give the learners time to think and then take 4-5 responses from them.*

Very good, now can someone please share what makes this forest beautiful?

*Show the last picture to the learners and ask what makes it beautiful. Give the learners time to think. Guide learners to see that even though the flowers are dying, the fruit is old, there is still beauty in it.*

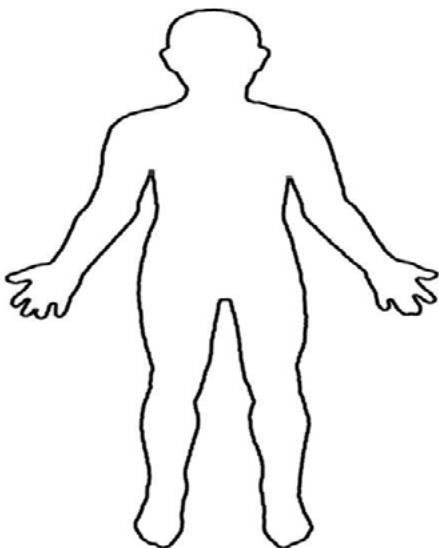
Very good, now that we have seen different things and what makes them beautiful, let us see what makes us beautiful.

## Learn (20 minutes)

*Please Note: The tone in this activity needs to convey beauty and positivity. The intent of this activity is to empower participants in identifying their own strengths, enhancing them, and also building an ability to notice others' strengths and appreciating differences.*

Let's please take out our pre-work and refer to it during the activity.

We all know ourselves. Let's think about what is beautiful in us. What makes us beautiful and special can be absolutely anything - not what we look like but



the interests and skills we have, the qualities that define us, our dreams and hopes.

Show the picture of the body outline to the learners and ask them to replicate it in their notebooks. Or give out worksheets with a body outline on them.

Everyone has inner beauty. Put all this beauty inside your body outline. Represent this in whichever way you want. You can use images or colours. We are not thinking of one or two things. Let's try and fill our entire body with as many beautiful things about ourselves as possible.

Model this first, sharing special things about yourself and how you would represent them. For example, I don't like my teeth but they make me unique. I may talk a lot but it's because I'm not afraid to speak. Make sure you cover both physical and personal traits.

You have 10 minutes to complete this

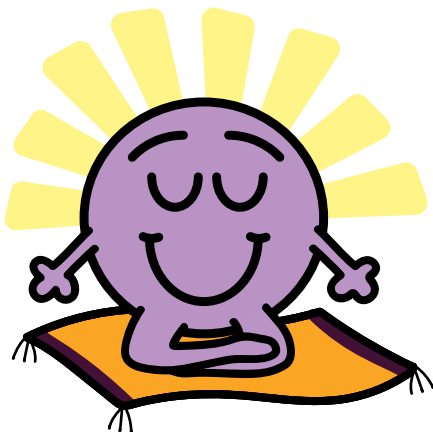
task. Let's use Mr. Creativity while doing this.



*Encourage learners and resolve their doubts if they have any.*

*After learners are done, encourage them to share their images with each other.*

## Reflect (5 minutes)



Mr. Consciousness time!

Think and share:

- How did it feel to draw yourself?
- What did you learn about yourself?
- What makes you special?
- What makes your friend special? Is it similar or different to your special qualities?
- Which constitutional value can you make connections to?

*If you noticed any insights as learners are sharing, you can ask them to elaborate now. This can be a really intimate time for learners to talk about their bodies and their inner lives. Debrief the last question by making a connection to Fraternity- All of us are made up of different beautiful things. Therefore, it's important for us to acknowledge beauty in us as well in others.*

Let us close out by singing this song together. Are you ready to sing?



*You will find the tune to "I'm so special" on youtube.*

*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!*



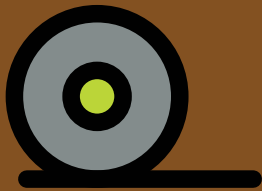
## After Class Challenge ( 30 minutes)

If you have an in-person class, please try to stick up learners' work on a wall that says "We are special" If you are teaching virtually, you can compile all the work into a photo album or online book!





# Big



# Question 03

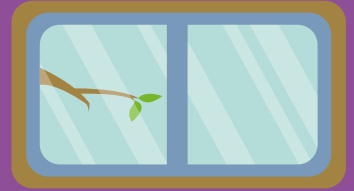
## How may I respect and care for myself?

LEARNING STANDARD

- :: Students will display the ability to be responsible for themselves**
- :: Students will reflect on the impact their actions have on themselves**

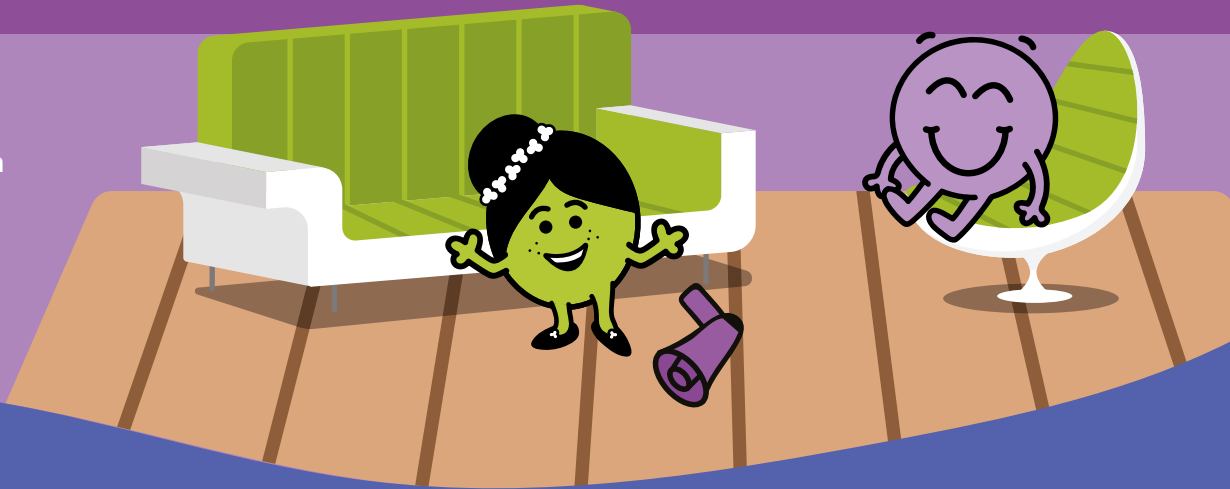
## OBJECTIVE

**I can carry out sequential multi-step task/activity performance to achieve a well-defined result.**



## C IN FOCUS

Mr. Consciousness  
Ms. Communication



## CONSTITUTIONAL VALUES

Liberty

## MATERIALS

Read through the instructions of the activity carefully.

Prepare an example to model out how to play dumb charades.

## SUMMARY OF PRE-WORK

Learners will observe an adult doing an activity and write down the key steps to do that activity

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



# Spark (10 minutes)

Hello learners, can someone tell us what big question are we exploring?



*Correct response: How can I be my own champion?*

We've explored a lot about ourselves - what makes us special, our fears, what it means to be our own champion.

*Today we will start exploring a new question i.e. 'How may I respect and care for myself?'*

*We will do this through today's objective- I can carry out sequential multi-step task/ activity performance to achieve a well-defined result*

In today's lesson, we will learn about how to carry out actions with many steps - in order - to reach a result. This way we will be in a better place to take care of ourselves.

For example,

If I want to eat a good meal, what are the steps I might take to get there?

Possible response: decide what you want to eat, go to the market, buy the ingredients, cook the food, eat your meal.

Before we start, can we all please be ready with our pre-work.

Let's start by playing a game called dumb charades. Does anyone know what this is?

*Please give instructions:*

- In dumb charades, there's a team. In each team, one person will have to act all the steps to a goal and the team members have to guess what the person is enacting.
- The person acting cannot say anything.
- The person acting will act one of the tasks you listed in your pre-work and the team will try to guess what that activity is.
- If your team guesses the action/s, your team will get a point.

*Draw two columns to keep score. You may ask each team to take a minute to choose a team name.*

Are you ready?

*Repeat the instructions if learners haven't understood.*

I'll do this first and you try to guess.

*Teacher enacts the steps to cooking a meal, or the steps to getting ready for work. Class guesses.*

*Give learners an opportunity to act and encourage other team members to guess. You can also do this in groups of*

4, where one person enacts and the other three guess. Options that can be given to learners are (a) things you do after school (b) Cleaning the house including sweeping and mopping.

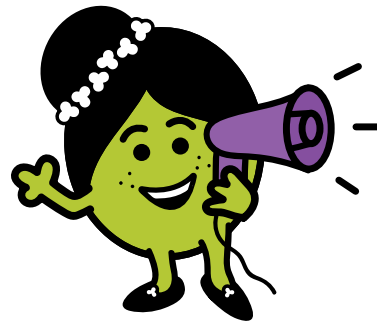
Great, I hope you all had fun.

Now, let us use Mr. Consciousness to think and share:



- Did you follow your team member's actions?
- Were you able to guess the answer?
- What was easy for you to do?
- What was difficult?

*Guide learners to understand that it is important to listen, like Ms. Communication and follow the steps correctly.*



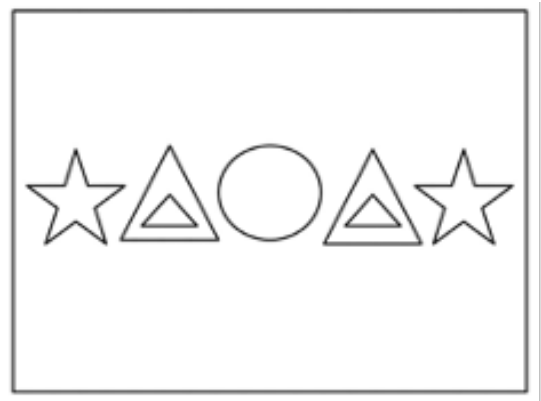
## Learn (20 minutes)

Now let us do an activity.

I am going to give instructions for a drawing and I invite all of you to follow them to create the drawing. Let's see who comes closest to drawing the picture!

Please feel free to ask questions if you need more clarity on the instructions.

*Read the instructions given below so learners can draw. You can add more instructions and details. Or you can use any other drawing of your choice.*



**Instructions:**

- Make a big square in the middle of your page
- In the middle of the square draw a circle

- Now draw a triangle on both sides of the circle
- Now draw small triangles inside your two triangles
- Now to both side of your triangles draw stars

Excellent, now please hold up your drawing so we can all see it. Have a look around and see each other's drawings.

Now I will reveal my drawing.

*Show the image to the learners*

As you see my drawing, compare it to yours and think:

- How close were you to the exact drawing?
- What was the reason for that?
- What would have helped you get closer to the original drawing?

*Invite multiple responses. Push the kids to think and help them reflect. Help them understand why they were or were not able to follow the tasks. If learners are far away from the drawing, encourage them to try again next time. Tell them - ta-da! - it's okay if they weren't able to.*

What we practiced today was following steps in an order to reach a final outcome- in this case it was the image.

Let us now listen to the story of Vinita, who is a 5th grader from Ahmedabad.

Vinita, 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.

*Let's get into the group of 3 and think about :*

- What are the different steps Vinita may have followed to set up a library?
- Which Cs Vinita must have taken help from?

*Invite 3-4 large group responses after the triad sharing. Debrief that setting a goal and determining the steps to get there is what we need to solve any problem. Even our country's leaders do the same - they set goals and then determine the steps to get there. To do this, we might need a lot of Ms. Critical Thinking, Ms. Collaboration etc. That's how we grow as leaders too!*

# Reflect (5 minutes)



It's Mr. Consciousness time!

Think about today's lesson and share:

- What did you learn today?
- What is something that you wish to solve/ do?
- What are the steps you can take towards this?
- Which C would you take help from?

## After Class Challenge

Tell learners to choose one of the following to do:

1. Talk to a gardener and follow the steps/task to plant a sapling in their home.
2. Talk to a parent/guardian at home and follow the steps they take to cook a meal with them.



## OBJECTIVE

# I can observe road safety

### Cs IN FOCUS

Mr. Consciousness  
Mr. Compassion



### CONSTITUTIONAL VALUES

Fraternity.

### MATERIALS

Watch the pre-work video:

 Video

Go through the road  
signals thoroughly



### SUMMARY OF PRE-WORK

Learners will watch a video on road safety  
to understand the meaning of different road  
signals.

 Video



### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (10 minutes)

Hello learners, How are you? Based on your pre-work, would you like to guess what we are going to learn about today?



*Yes, our today's objective is - I can observe road safety*

We will learn about road safety and get to know the traffic rules. I hope you all have watched the video shared in the pre-work, and learnt about traffic rules. Let's quickly revise and see who remembers what we saw in the video.

*Please show the signals and take responses from learners. Also clarify any misconceptions that learners might have*

Why do you think knowing these traffic signals are important?

*Possible answers: to avoid accidents, to keep ourselves and others safe*

*Stress the importance of road safety with the kids.*



# Learn (15 minutes)

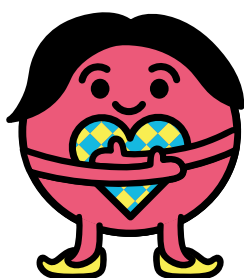
Great! Now that we know some traffic rules and signals, let's try and implement them. Before we do that, let's me show you a photo:



Can you please share:

- What is happening here?
- Why is this happening?
- How can we resolve this problem?

Great, thank you! Now that we have tried to solve this problem, let's discuss some scenarios.



Mr. Compassion has sent me these scenarios because he really cares about you and wants you to learn how to be safe always.

When I share his situations, think about-

- What will you do in those situations keeping in mind the traffic rules we just learned?

- Which C will you operate with in each situation?

*Scenario 1: Your friend came to your house and he wants to go cycling with you. You live on a busy street with lots of traffic and there are no parks nearby. What safety measures should you take while cycling?*

*Scenario 2: You are at a crossroad and you have to cross the street. What will you do?*

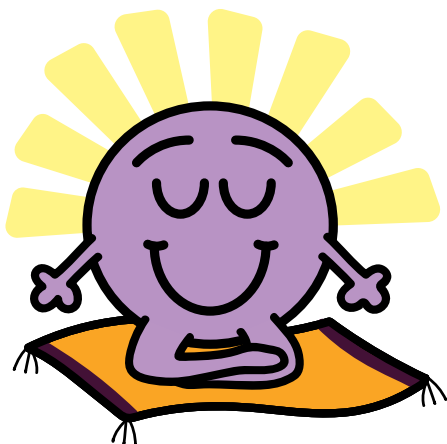
*Scenario 3: While you are with your father on a bike, his phone rings. He picks up the call and starts talking while riding the bike. What will you do?*

*Scenario 4: You are in an auto on your way to school. You see the sign on the road showing a speed limit of 40km per hour, but your auto driver is driving at a high speed of 65km per hour. What will you do?*

*Scenario 5: You are walking to your school along with your friends. On the way you see zebra crossing. But your friends don't bother that and try to cross the road even before a zebra crossing. What will you do?*

*Discuss the scenarios with the learners to develop an understanding of road safety. Encourage the learners and resolve their doubts if they have any.*

## Reflect (5 minutes)



It's Mr. Consciousness time!

Think about today's lesson and share:

- What did you learn today?
- What new things did you learn about traffic signals?
- In order to follow road safety, what is one thing you will do from today?

Please close out with sharing why learning about road safety is important. It is the way in which we take care of ourselves. This is one way in which we can be our own champion and practice Fraternity.

## After Class Challenge ( 15 minutes)

Learners can create a poster to show road/traffic signals to spread awareness. You can ask learners to put their poster in their community or outside their home for others to learn from.

## OBJECTIVE

**I can organize material (such as packing my bag for school and getting dressed).**

## C IN FOCUS

Ms. Critical Thinking  
Mr. Creativity  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Equality and Fraternity

## MATERIALS

Listen to the responsibility song and practice it a few times:



Go through the website on responsibility:



Pick the most relevant examples to use

## SUMMARY OF PRE-WORK

Learners will clean up their house. They sweep the house and put their toys/books in respected places.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation



Asynchronous Pre-work Document



# Spark (10 minutes)

Hello learners, can someone remind us of what we learned yesterday?



Yes! We learned about road safety.  
Would any of you like to share how you felt today while doing your pre-work?  
What did you feel after cleaning and organising your house?

*You can share your personal opinion or journey on cleaning and organizing too. Take responses from learners and understand who liked it and who didn't. Please summarize based on the responses.*

How did you feel when you were cleaning the house? How do you think your siblings or parents felt when you took the responsibility of cleaning?  
Let's listen to a song. While you listen, think about, What does it mean to take responsibility?

 Video



*Play the song and pause in the middle to explain the meaning as well. Ask the learners to sing along.*

Great, now that we've heard the song, will someone share:

- What is Responsibility?
- What can we do to be responsible?

*Possible response: Doing our own work is an example of responsibility. We can dress, clean our room and pack our bags, etc.*

Please give me a thumbs up if any of you do these activities at home?

Thank you, this means that you all take responsibility. When we take care of our personal belongings, we are taking responsibility.

*Refer to this website to share examples of responsibility: Explain that when we take responsibility, we are making others feel safe. This is the first step towards being a responsible citizen.*

 Link



*Through today's objective, we will practice responsibility by learning to organise material.*

# Learn (15 minutes)

Today, all of us will take responsibility for packing our lunch boxes. To do this responsibly, we are going to understand which food items are healthy and which are unhealthy.

If we want to grow as superheroes towards our dreams, it is important that we eat more healthy food and avoid junk food wherever we can.

I'll show pictures of food. I invite you to look at these pictures and give me a

- Thumbs up if you think this food is healthy
- Thumbs down if you think this food is unhealthy.

I'll ask you why - so use Ms. Critical Thinking to really think deeply about why you have shown me a thumbs up or down.



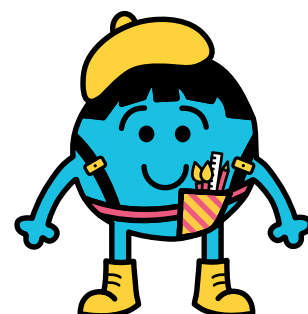
*Show the pictures above, or others that you choose, one at a time to the learners and ask them if the food is healthy or not. Through this activity, explain to learners the difference between junk and healthy eating.*

Great, thank you. We have just identified healthy and unhealthy food items.

Now let's try and pack our lunch box/tiffin. Please follow the following instructions to do so.

- Draw an empty lunch box/tiffin in the notebook.
- Look at the list of food items that I have shared with you.
- Pick items from the list that you like and draw them in your lunchbox.
- Remember that your lunch box/tiffin should have at least 4 food items and that your lunch box/tiffin should be healthy.

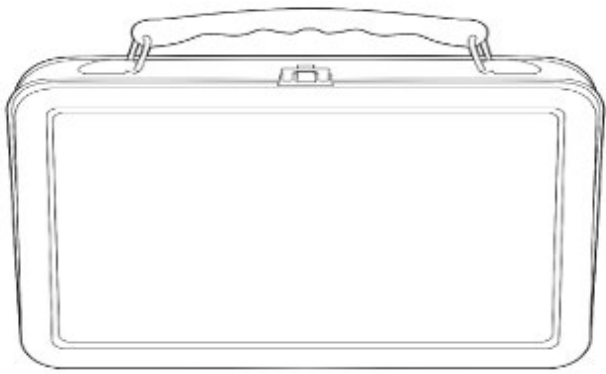
Are you ready to pack your own lunch box/tiffin? You have 10 minutes to complete this task. Let's use Mr. Creativity while doing this.







## DESIGN YOUR OWN **LUNCHBOX**

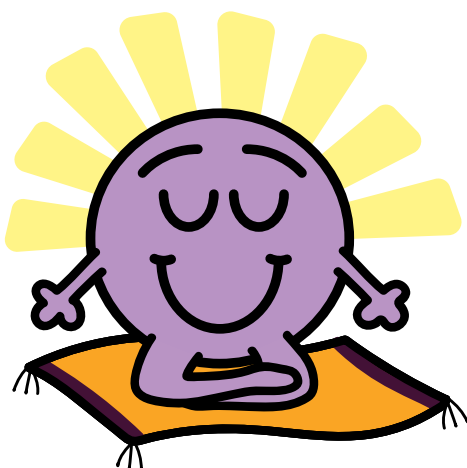


*Show images of food for learners to choose from. For the lunchbox, you may give learners worksheets of the lunchbox if you are teaching in an in-person classroom or ask them to draw the lunchbox if you are teaching virtually.*

*Encourage learners and resolve their doubts if they have any. If they choose junk, tell them that they can do that but get them to think about the implications of that.*

*Once they are finished, encourage them to share in groups or with a partner, or with the full class.*

## Reflect (5 minutes)



It's Mr. Consciousness time!

Think about today's lesson and share:

- See the food items in your lunchbox and think if you're responsible enough to pack a healthy lunch for yourself?
- What activities do you do daily to show you are responsible?
- What one activity would you like to start/continue to be a responsible person?

*Close out with sharing how taking responsibility for yourself starts with small things. This is the*



*way we show care towards ourselves and also others around us. For example: When I clean my house, I help my mother with sharing the workload. This is one way in which we can practice Fraternity as well as equality.*

## **After Class Challenge (10 minutes)**

Encourage learners to choose to do one of these responsible tasks for the next week:

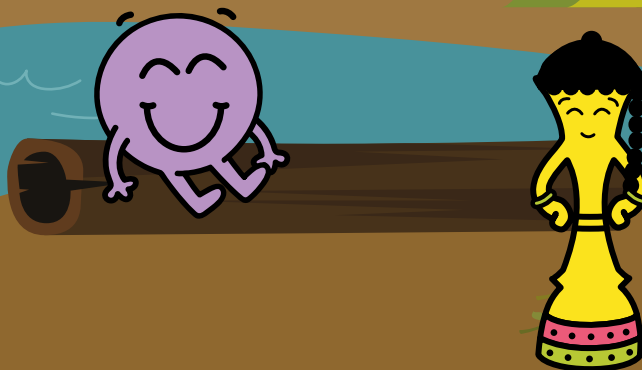
1. Pack your own healthy lunchbox
2. Dress for school without any help
3. Brush your teeth without needing to be reminded

## OBJECTIVE

**I can articulate the cause and effect relationship between my actions and the consequences of the same.**

## Cs IN FOCUS

Mr. Consciousness  
Ms. Critical Thinking



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Read the story thoroughly to make notes on where to pause and explain

Prepare examples of personal stories on how our actions can affect the result

Prepare graphic organizer to model

## SUMMARY OF PRE-WORK

Learners will engage with different scenarios and share what would be the consequence of the actions in the given scenario and what would they have done in that situation and why.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



# Spark (10 minutes)

Hello learners!



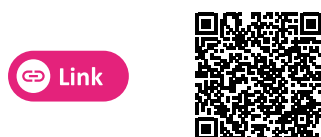
Hello learners! Today's objective is - I can articulate the cause and effect relationship between my actions and the consequences of the same.

We are going to learn about the relationship between our actions and their results. Let us try to understand why it is important for us to think about our actions before we take them.

Let us do this by reading a story. When I read this story, I would like you to:

- Place yourself in the place of the character of this story
- Think about, what would you do in his place and why?

*Do a read-aloud of the story and stop to ask learners what they would have done if they were the characters of the story and why. Try to explain to the learner through the story that every action has a result.*



Link

## Tree with Needles

*Once upon a time, there lived a huge elephant in a jungle. He was arrogant and always underestimated animals smaller*

*than him. In the same jungle, there lived a family of ants. Every morning, they would go in search of food and on their way back, they would always see the elephant troubling other animals.*

*Has anyone troubled you or have you troubled anyone? How did it feel?*

*One day, when the ant family was coming back collecting their food, the elephant sprayed a trunk full of water on them. "You shouldn't hurt others like this," cried one of the ants. "Shut up you, tiny ant! Keep quiet or I will crush you to death" said the elephant angrily. The poor ant kept quiet and went on its way. But she decided to teach the proud elephant a lesson.*

*What would you have done if you were the ant? And why?*

*Next day, when the elephant was sleeping, the tiny ant slowly crept into the elephant's trunk and started biting him. The elephant woke up and tried everything to get the ant out his trunk but could not. Such a big animal but he could not do anything to get the tiny ant out.*

*How do you think the elephant must have felt?*

*The elephant started to cry and begged sorry to the ant. "I hope now you understand how others feel when you hurt them," said the ant. "Yes, I do. Yes, I do" cried the elephant and pleaded with the ant to come out. The ant took pity on the elephant and came out of his trunk. From that day onward, the elephant never troubled any animals.*

*What do you think the elephant's learning from this?*

Can you please share your learnings from the story?

*Invite 3-4 responses and synthesise key points.*

Yes, every action has some result, whether good or bad. Therefore, it is important for us to think before we act.

## Learn (15 minutes)

Well, we have just learned how our every action has a result. Let's discuss the scenarios that you engaged with in your pre-work.

I will be sharing the scenarios one by one. As you see them, I would like you to share:

- What would be the result of this action ?
- Was this the right action? Why or why not?
- If you were in that situation what would you have done and why?

Let's use Ms. Critical Thinking to do this.



*Scenario 1: Teacher is teaching in class, but still Shanu is busy talking.*

*Scenario 2: Reena had a fight with her sister Teena, but Reena apologized immediately after the fight .*

*Scenario 3: Shoaib has his last annual exam tomorrow but he is busy watching TV.*

*Scenario 4: Suresh's sister Sunita took his ball so Suresh slapped her.*

*Discuss the situations with the learners one by one and ask the given questions. Explain to learners about the consequences of one's actions. Ask different questions to different learners so that more and more learners get a chance to respond.*

Good! We are learning that each of our actions, whether good or bad, has a result.

Let's now hear Almas's story.

Almas is a 10th grader from Mumbai who started a project called 'Basket of Joy,' which is an online organic fruit basket company that aims to create social impact by providing work to disadvantaged communities. The fruits for the baskets are sourced from organic farmers in Pune, whereas the baskets are woven by Kashmiri women and sex workers in Mumbai. This way, Almas makes sure that she is able to help the disadvantaged communities have a source of income.

Can we now deeply think about Almas's actions and what did it result in?

*Invite 3-4 responses and share how Alama's actions have led to people getting employment.*

With her actions, she was able to create a very positive impact in the lives of so many people. Through her actions, we can also think about how critically she might have thought about this.

Now let's make some choices for ourselves. Think about:

- Any three responsible actions you want to practice for the next week.
- Create what your future would look like if you do these three actions.
- Feel free to write or draw the same.

The three actions/choices i want to make this week:

1.\_\_\_\_

2.\_\_\_\_

3.\_\_\_\_

I predict my future will look this if i do these actions:



You have 10 minutes to complete this task.

*Encourage the learners and resolve their doubts if they have any.*

*After learners are done, encourage them to share in groups or for a few learners to share for the whole group.*

## Reflect (5 minutes)



It's Mr. Consciousness time!

Think about today's lesson and share:

- What did you learn today?
- What is one action you have taken in the past that you are proud of? Why?
- What is one action you have taken in the past that you are not proud of? Why?

Remember that these consequences decide how happy you are, how happy others around you are, and how responsible you can become.

Can someone share the constitutional value this connects to?

Great thank you, it is the way of practicing Fraternity.

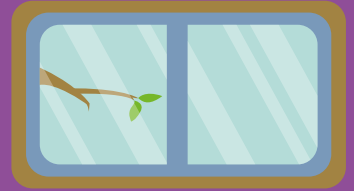
## After Class Challenge (30 minutes)

Go home and share your action for the week with at least one person. Each day this week, before you go to sleep, take five minutes to reflect on which of the actions you have done. If you

haven't done them one day, don't worry. Remember ta-da! And just try to do them the next day.

## OBJECTIVE

**I can maintain personal hygiene and make simple choices to improve my well - being**



## C IN FOCUS

Mr. Consciousness  
Mr. Compassion



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Go through the pre-work sheet.  
Print-outs of healthy habit tracker

## SUMMARY OF PRE-WORK

Learners will fill the germ search activity sheet to figure out which are the things where germs are found and which are the things which help us fight germs.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation



Asynchronous Pre-work Document



# Spark (5 minutes)

Hello learners,



I have a question for you all-

Why is it important to know where we find germs and what helps us kill germs?

*Invite a few responses*

Yes, so that we can stay healthy and take care of our personal hygiene.

What do you think will happen if we don't take care of our personal hygiene?

*Invite a few responses*

Yes, we may fall sick.

Thank you so much for your responses.

Let's quickly turn to our partners and share our pre-work with each other.

*Encourage a few learners to share in the large group and share how learning about personal hygiene is an important aspect of taking care of oneself.*

*Therefore, our objective of the day is:  
I can maintain personal hygiene and make simple choices to improve my well - being*

Let us start with a little bit of fun physical exercise. I invite you all to stand up and sing with me.

Whenever you hear a part of the body, you'll touch that part of the body. Let's try:

**Head** learners touch their head

**Shoulders** learners touch their shoulders

**Knees** learners touch their knees

**Toes** learners touch their toes

**Eyes** learners touch their eyes

**Ears** learners touch their ears

**Mouth** learners touch their mouth

**Nose** learners touch their nose

Great! Are you ready?

You can refer to this for the tune or use the same video to do it with the learners.



*Head, shoulders, knees and toes,*

*Knees and toes,*

*Head, shoulders, knees and toes,*

*Knees and toes,*

*And eyes and ears and mouth and nose,*

*Head, shoulders, knees and toes*

*Knees and toes.*

You all did well. Now, we're going to have fun with the song. Each time, I am going to add the nonsense word "la" for a body part. You have to guess that body part and act the same while singing it.

*La, shoulders, knees and toes,*

*Knees and toes,*

*La, shoulders, knees and toes,*



*Knees and toes,  
And eyes and ears and mouth and nose,  
La, shoulders, knees and toes  
Knees and toes.*

Good job, let's make it more fun. Are you ready for two la's?

*La, la, knees and toes,  
Knees and toes,  
La, la, knees and toes,  
Knees and toes,  
And eyes and ears and mouth and nose,  
La, la, knees and toes  
Knees and toes.*

Now let's do it with all la's. This is the most fun and we'll do it really fast!

*La, la, la and la,  
la and la,*

*La, la, la and la,  
la and la,  
And la and la and la and la,  
La, la, la and la  
la and la.*

*You can increase the pace after each stanza to make it fun and snappy.*

Learners, we just sang but we also exercised!

How are you feeling now?

*Invite 3-4 responses*

Thank-you. Exercise really matters - it keeps our bodies healthy.

## Learn (15 minutes)

Now let's learn the different ways in which we can exercise!

I am going to give you some examples:

- Stand up if you think, it's a form of exercise
- Sit if you think, it's not a form of exercise

**Watching TV** *not exercise*

**Football** *exercise*

**Basketball** *exercise*

**Eating ice-cream** *not exercise*

**Yoga** *exercise*

**Jumping up and down** *exercise*

**Praying** *not exercise*

**Reading** *not exercise*

You may choose to do this by using pictures as well.



Excellent, we just learned a little about physical exercise. We have already learned a little about personal hygiene.

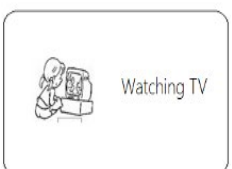
Let us see what we can add or subtract to our daily routine to stay healthy.

Please look at this picture:

- Put + sign on all the healthy habits
- Put - sign on all the unhealthy habits

*You can choose to give this out as a worksheet if you are in an in-person class or play an annotation game if you are doing this virtually.*

### I live a Healthy life!



You have 10 minutes to complete this task.

*Encourage the learners to share the whys/ why nots for their signs.*

Being healthy is very important for all of us. As we grow older, we spend a lot of time working or studying and often forget to take care of ourselves. We can do physical exercise or indulge in an art form that makes us happy and help us take care of our wellbeing.

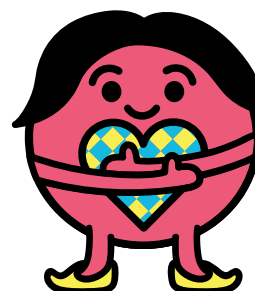
I'd love to share the story of Priyanka, a school girl from Delhi who saw that her classmates were so busy studying all the time that they did not spend time relaxing or having fun. She started a space called "Rang Manch" in her class where students could come up and share a story, experience or performance that they wished to!

Can you see how a simple act could help Priyanka not just look after her wellbeing but also her classmates'?

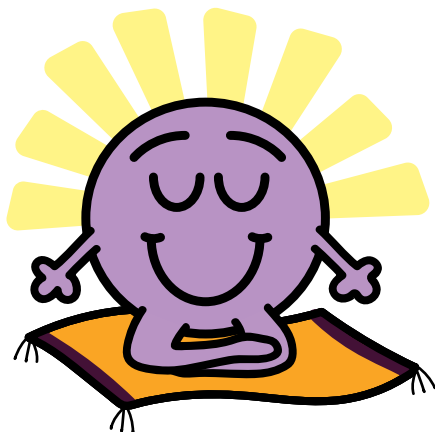
Which C do you think Priyanka operates with?

*Possible responses: Mr. Compassion*

Looking out for ourselves and others around us is being compassionate towards self and others. It is a way in which we also practice Fraternity.



## Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- What did you learn today?
- One thing you do every day to be healthy?
- One thing that you will do every day from today to be healthy?

## After Class Challenge (10 minutes)

Create a weekly Healthy Habits tracker to track your habits for the week like the one below.

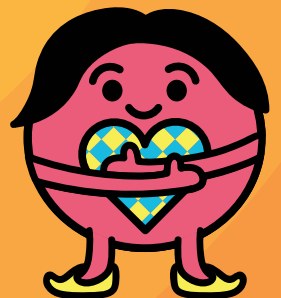
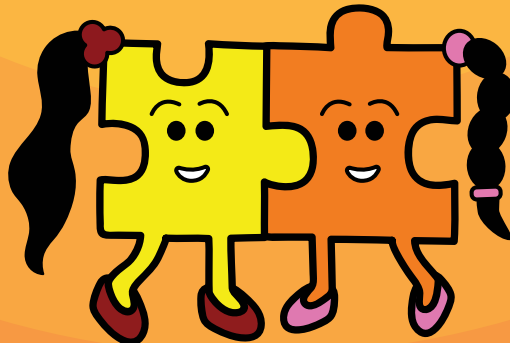
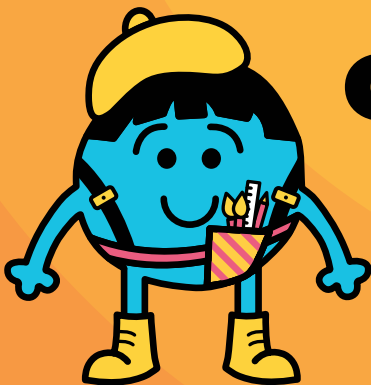
### A Healthy Week

	<div>Eat fruit</div> 	<div>Drink water</div> 	<div>Do exercise</div> 	<div>Brush teeth</div> 	<div>Have a shower</div> 	<div>Bed on time</div> 
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						





# Showcase of learning



## OBJECTIVE

# I can synthesise what I learned in this unit

### Cs IN FOCUS

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



### CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

### MATERIALS

Sketch your own self-portrait to model an example

### 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 yourself.

Put down the three most important things you learned.

### 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 first Unit i.e. Self.



Would anyone like to share the big questions we explored in this unit?

## *Correct Response*

- Who am I ?
- How may I respect and care for myself?
- How can I be my own champion?

Would you like to share your learnings from these big questions/ this unit?

## *Invite learners to share.*

*Possible responses: We learned about our likes and dislikes, introduced ourselves, learned how to follow safety rules, and learned about responsibility and well being.*

We have learned so much about ourselves!

## *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!

Before we do that, let's open our pre-work so that it's easier for us to refer to it.

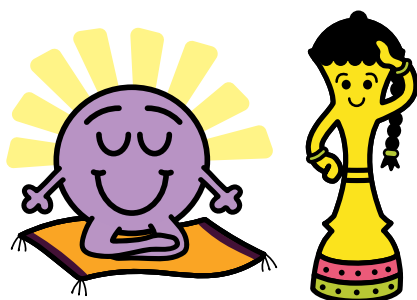
## Learn (15 minutes)

Let's start!

Today, we're going to create self-portraits. A self-portrait is an image of yourself. It doesn't need to look like you. It can represent the way you see yourself.

We're going to do this in steps:

- With the help of Mr. Consciousness and Ms. Critical Thinking, think about yourself. What do you like or dislike? What are your skills and interests?



- With the help of Ms. Creativity, draw an outline of your face.
- Inside of your face, draw the outline of the things/write what you imagined - your likes, skills, interest, your dislikes etc
- Fill your portrait with all the colors you like. Feel free to decorate it with whatever elements you like.



- Now, use Mr. Curiosity to think about one question you have about yourself. Write that question somewhere in your portrait.



Great, you have 10 minutes to draw your sketch.







*Encourage the learners and resolve their doubts if they have any.*

*Please take pictures and record videos of students' work-products and presentations to document their learnings after taking their consent.*

*You may choose to give all the instructions at once or can let learners follow one prompt at a time. Show examples of sketches. You can show a sketch of yourself to model each prompt out.*

## Reflect (5 minutes)



It's Mr. Consciousness time!

Let's reflect on how we felt in the class today. Think about today's showcase and share:

- What did you learn about yourself in this unit?
- What did you learn about others in this unit?

## After Class Challenge (30 minutes)

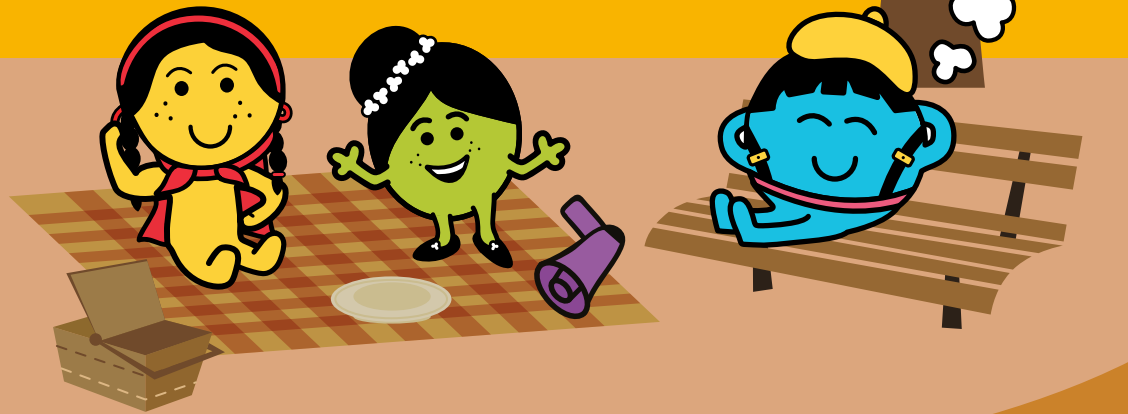
Work on final showcase

## OBJECTIVE

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

## C IN FOCUS

Ms. Courage  
Mr. Creativity  
Ms. Communication



## CONSTITUTIONAL VALUES

Liberty and Fraternity

## MATERIALS

Portrait from previous day  
Gratitude notes/ C stickers

## SUMMARY OF PRE-WORK

Tomorrow, we will have a final showcase of our portraits. We will use Ms. Communication and Ms. Courage to share our portraits in small groups.

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:

- Part 1- Prepare a 3 minute speech on 'Who am I?' individually. You can include the following in your speech:
  - Your Introduction
  - How do I feel when I do a scary task?
  - Do I follow road safety/traffic rules? Why?
- What are the things I do to stay healthy?
- What are some of my things that I do on my own?
- What have I learned about myself in this unit?
- What am I grateful for?
- Part 2- We will now use Ms. Creativity to strengthen/ refine our self-portraits using the above questions
- Part 3- We will rehearse our speech with our portraits at least thrice before the final showcase.
  - All of us will be presenting our portraits with a speech in the class tomorrow.
  - All the best.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation



Link

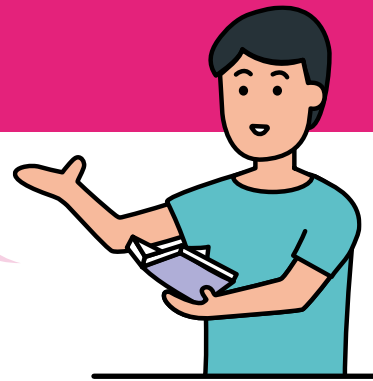
Asynchronous Pre-work Document



Link

# Framing (10 minutes)

Hello learners and audience, today is the last day of our first unit- Self.



Till now, we have explored some crucial questions about ourselves and have also tried to synthesise our learning through 'Self-Portraits'.

Would anyone like to share the process of creating Self Portraits?

## Responses

- What do we like/ dislike?
- What are our skills/ interests?
- Question we have about ourselves
- Adding colours/ elements that we like to the portraits.

What have we come prepared with for today?

- Speech

Let us all get into the groups of 5 where each learner would get an opportunity to present their portrait (show their portraits and deliver the speech) for 3 minutes.

In our groups, we will also be joined by our parents, school teachers and some learners who through your presentations will get to know about you and your learnings.

*You can choose to create mixed groups in advance or can ask learners to make groups on their own. Please coordinate with various stakeholders - Principal, school teachers, learners and parents in advance and invite them for a showcase.*

# Showcase (15 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.

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.*

# Debrief & Closing (15 minutes)



It's Mr. Consciousness time!

*For learners:*

Think and share about:

- When and How did you show courage today?
- When and How did your friends show courage?

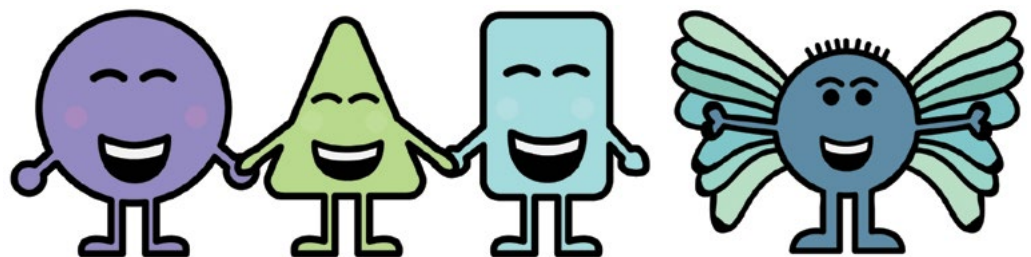
*For audience:*

Think and share about:

- What is standing out to you?
- 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 and Fraternity here. Reiterate that everything starts from Self.*



*Please close the class out with celebration and gratitude. You may choose to create a corner in the class where learners can stick their portraits on the wall, for an in-person class. Hand out gratitude notes/ bag tags/ bookmarks/ C stickers to everyone to bring out the essence of celebration.*

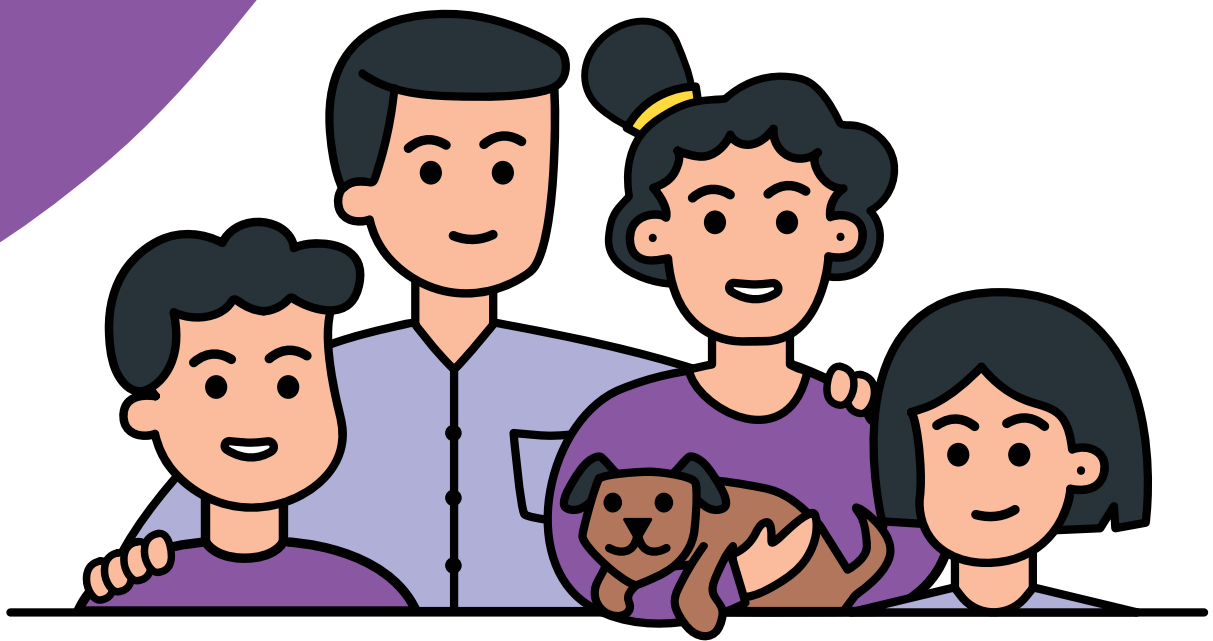
# After Class Challenge

Let's use Mr. Curiosity and Ms. Courage to think of one friend that you wish to know more about after their speech.

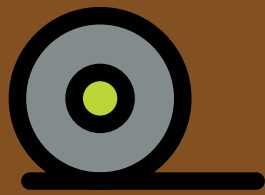
Think about:

- Two things you wish to know more about this person
- What questions can you ask this person?
- Please find this person in the community or give them a call to get to know them better.





# Family & School



# Big Question 04

**What is a family?  
In what ways do  
families differ from  
one another?**

LEARNING STANDARD

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



## OBJECTIVE

# I can draw and label my family

### Cs IN FOCUS

Mr. Consciousness  
Mr. Curiosity  
Mr. Creativity



### CONSTITUTIONAL VALUES

Fraternity

### MATERIALS

Prepare a story about your family  
Be ready with a family picture

### SUMMARY OF PRE-WORK

Think about the word 'family'.

What comes to your mind when you see this word?

Make a list of the words.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (10 minutes)

Hi learners,  
Today, I am going to share with  
you a story about my family.



*Learners will be really thrilled to hear about your family. Be as creative and honest as you can while sharing about your family. Some of us feel uncomfortable sharing personal things with our learners, but we would encourage you to try!*

*Please show learners a picture of your family and share a fun story with them.*

- Share the names of your family members
- Share what they mean to you and what is special about them
- Share something that is difficult about your family
- Share a fun story
- Highlight the words that come to your mind when you think of your family.

Thank you for listening so patiently.

This brings us to the second unit of the curriculum which is Family and the big question that we will be exploring today is **'What is family?'**

Would any of you like to guess what we are going to do today?

*Invite responses*

Great, thank you. We will get to know more about each other's families.

*Point to the objective: I can draw and label my family*

Are you all excited?

You all heard the story of my family. You have also thought about your families in the pre-work. All families are different and have their own stories.

I would love to hear, which words come to your mind when you think of your family? Can you all please shout out different words that come to their mind?

Let's keep Mr. Curiosity in mind as we hear these words. If we do not understand a word, we may ask what that is.



*Virtually, you may ask them to put these in the chat box.*

*Make a list of these words together.*

*Possible examples of the words: love, care, fun, hard work, success, pain etc*

Thank you, I can see so many similar and different words.

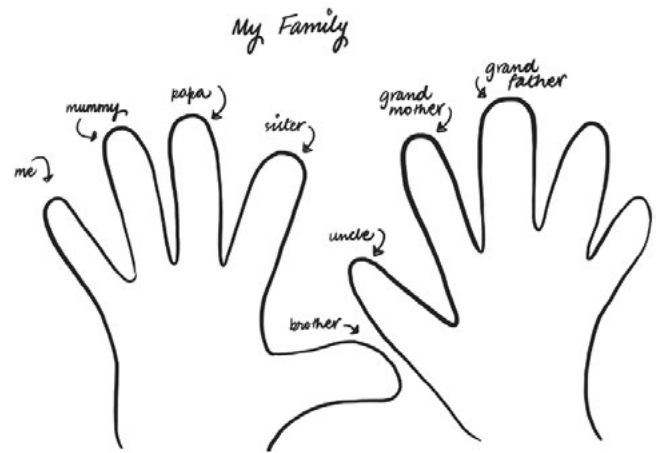
# Learn (20 minutes)



With a lot of help from Mr. Creativity, I invite you all to do an exercise with me:

- Trace your hand on the sheet of paper
- Each finger of your hand will represent one person in their family so label them as you see in the image.
- If you have more than 5 people in your family, feel free to trace both hands.
- Think about 3 words that you would like to choose which best describe your family.
- Write them under your drawing.

*Please present the image of the hand for learners or model it out yourself with them.*



Thank you! Can you all please hold your sheets up in the air for everyone to see?

*You may read out loud different words you see and appreciate learners.*

Now, let's turn to our partners and discuss:

- Who all are a part of your family?
- What words did you choose and why?

*Post the partner- sharing, you may invite 3-4 learners to share the why behind the words their partners chose to describe their family.*

## Reflect (5 minutes)



It's Mr. Consciousness time!

- Think about today's lesson and share:
- What is similar about your family and your partner's?
- What is different about your family and your partner's?
- Why do you think there are differences?

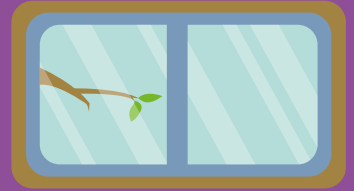
*Invite 3-4 responses in the large group and debrief by sharing how all our families have different individuals and therefore, different stories.*

## After Class Challenge (15 minutes)

Are there any more words that you wish to add to the description of your family? What are those and why would you add them?

## OBJECTIVE

# I can draw and label my family



## C IN FOCUS

Mr. Curiosity  
Mr. Consciousness,  
Mr. Creativity



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Examples of family story

Fill in the graphic organizer to model

## SUMMARY OF PRE-WORK

Carefully spend time observing each of your family members' faces.

- What is the shape of their eyes?
- Do they wear glasses?
- Do they have long or short hair?
- Do they smile a lot or frown a lot?
- Do they have a moustache or a beard?

Notice everything carefully.

Make a note of it. Mr. Curiosity is right there by you as you do this!

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



# Spark (10 minutes)

Hi learners,



Today we're going to keep thinking about what we started yesterday - who the people in our family are.

We are going to use a lot of Mr. Curiosity as we try to listen to learn more about each other's families.



*Start by sharing what you observed about your family members. Learners would be really curious and excited to know about your family so please try to be as authentic as possible.*

Like all of you, I also tried to observe my family members yesterday and

noticed some very interesting things. I noticed that my mother always has a calm expression no matter what is happening. She smiles and figures things out. My father has a very big moustache that sometimes makes him look scary to others but I think it's funny.

*Feel free to share your personal observations and change these examples.*

I am also very curious to know about all of your families, so let's listen to what you observed about your family members.

Can we please turn to our partners and share our pre-work with them?

*Invite 3-4 learners to share in the large group after the partner sharing and thank the learners for being so honest.*

# Learn (15 minutes)

Now let's take out our handprints from the last class. Let's try to also make the finger look like our family members. We will be doing this by drawing faces on them.

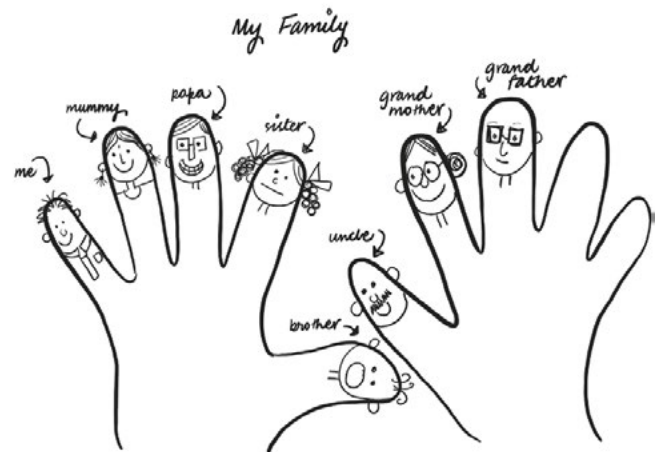
Mr. Curiosity has a lot of questions about your family members' features -

- Do they have glasses?
- What kind of eyes do they have?
- What shape is their nose?
- Do they smile a lot?
- Are they serious?
- Do they have black hair or brown or gray? Are they long, short, tied up or non-existent?

Think carefully about your family members and add as many details as possible about them with the help of Mr. Creativity.



*Make these questions fun. The idea is for learners to add as many details as possible about their family members in their drawings. Please also show the image for reference.*



Thank you! Can you all please hold your sheets up in the air for everyone to see?

*You may point out different things that you see in these handprints and appreciate learners.*

Now, let's turn to our partners and share our drawings with each other.

Can you see that each of them is a little different?

With your partners, share:

- What do you love about your family?
- Who do you love a lot and why?
- Who is the oldest?
- Who is the youngest?

*Post the partner- sharing, you may invite 3-4 learners to share what their partners' shared.*

Thank you for sharing so honestly.

## Reflect (5 minutes)



It's Mr. Consciousness time!

Think about today's lesson and share:

- What did you learn today?
- How do you feel about your family?
- What did you learn about other families today?

## After Class Challenge (15 minutes)

With a lot of love and care, complete the drawing if you did not manage to. Outline and colour it so it looks really great and you feel happy with it. Show it to your family and ask them if they like how you made them look in the picture.



## OBJECTIVE

# I can describe each member of my family

## Cs IN FOCUS

Mr. Consciousness  
Ms. Critical Thinking



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Prepare descriptions of your family members

## SUMMARY OF PRE-WORK

Think of your family. What makes each one special? Think of one word that describes each person in your family.

Ex. Loving Mummy

Fun Papa

Keep this ready for class.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



# Spark (5 minutes)

Hello learners!



Today, we're going to continue to describe our family members by thinking about what makes them special.

This might also help us understand different members of our family better.

*Point to the objective: I can describe each member of my family*

Let's go over some of the words that you used to describe your family.

*Ask a few learners to share their words. Please appreciate their responses.*

*Show the picture.*

How would you describe this picture? What comes to your mind when you see this?

*Possible responses: This is a picture of an old man. He is smiling. He has a wrinkly face. Looks like he has no teeth.*



Great, thank you. Just like we did for this old man, I would love for all of us to describe our family members in 2-3 lines by using adjectives.

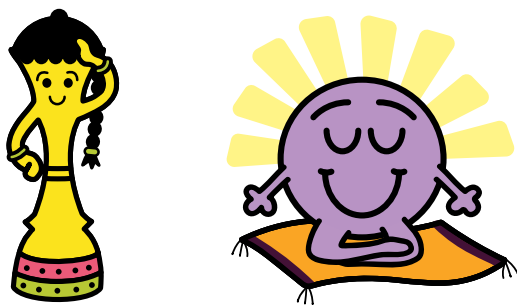
Does anyone remember what adjectives are?

*Ask this question if the content has already been covered, if not, share with the learners the words we use to describe people, animals or things that are known as adjectives. You can refer to the words learners used for the old man in the picture to explain this.*

# Learn (20 minutes)

When we describe someone, we may not just describe how they look but also talk about how they behave and how they think.

That is why we need a lot of help from Ms. Critical Thinking and Mr. Consciousness today!



Can you start writing about each of your family members in the worksheet below? Just two sentences each! Let's take 10 minutes to do this.

*Tell learners to use the list of adjectives given below.*

**Family Adjectives**

Put a family member name in each cloud. For each member in your family (include your pets) list at least 10 adjectives to describe them.

© www.twinkl.com

*Model how you have described your mother/father using the adjectives list and the worksheet given below. In the worksheet, use the word cloud to write the name or draw your family member. For example: My mother has green eyes. She is tall. She has a round face. Her hands are smooth. When she talks, she has a pleasant voice.*

**Adjectives**

An adjective describes a noun.

<b>Color</b> blue red green black orange	<b>Size</b> big small gigantic short tall	<b>Sound</b> loud quiet nice faint pleasant	<b>Shape</b> egg/oval round boxy square triangular
<b>Number</b> few many twenty one sixty	<b>Taste</b> sweet sour bitter salty tangy	<b>Weather</b> cloudy windy rainy sunny mild	<b>Texture</b> smooth rough bumpy slimy furry

Example: The red strawberry tastes sweet.



Thank you!

Now, let's turn to our partners and share your worksheets with each other. See if there is anything you wish to know more about and ask your partner about the same.

*Post the partner- sharing, you may invite 3-4 learners to share what their partners' shared or what stood out to them from their partner's worksheet.*

I loved how you described your family members and shared so honestly about them with us. All family members are different and that is what makes them special.

## Reflect (2 minutes)



It's Mr. Consciousness time!

Think and share about:

- Was this easy for you to do? If so, why?
- Was this hard for you? If so, why?
- What did you learn?

## After Class Challenge ( 15 minutes)

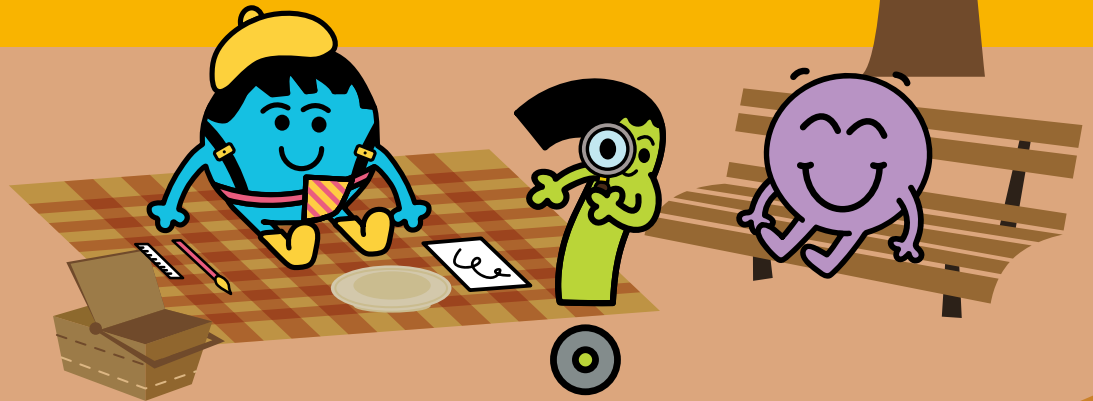
Please ensure that you have completed the sentences on each family member. Try to challenge yourself to write two more sentences about each of them!

## OBJECTIVE

**I can compare myself with members of my family and share the similarities between us.**

## C IN FOCUS

Mr. Creativity  
Mr. Curiosity  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Prepare personal examples of your similarities with a member of your family, along with a picture

Fill in the graphic organizer to model

## SUMMARY OF PRE-WORK

You will need to have Ms. Critical Thinking and Mr. Curiosity as well as Mr. Consciousness helping you with your pre-work!

Can you think hard about who you are most similar to in your family and in what ways?

Write this down.



## RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)

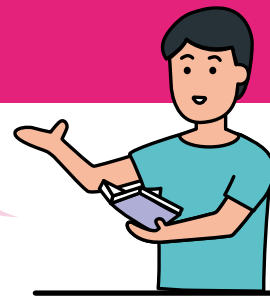


Asynchronous Pre-work Document

[Link](#)



# Spark (5 minutes)



Hello learners,

Can someone quickly share the big big question that we have explored till now?

## What is a family?

We got to learn so much about our families and family members. We also learnt that all families and family members are different but special.

Let us quickly play a game. Mr. Curiosity has some questions for all of us. If the answer to these questions is yes, give me a thumbs up. If it's a no, give me a thumbs down. Are you all ready?

- Do you have a brother?
- Do you have a sister?
- Do you live with both your parents?
- Does your family have less than 4 people?
- Do you have a pet at home?

Great. See how many different kinds of families we have! Now let's make the questions a little harder.

- Do people in your family sometimes help each other?
- Do people in your family sometimes fight?
- Are people in your family sometimes happy?
- Are people in your family sometimes sad?

See! There are many things that are the

same about our families. And nobody's family is perfect all the time.

*Today we will deep dive into another big question i.e In what ways do families differ from one another?*

We will do this through today's objective. Can we read it out loud together?

*I can compare myself with members of my family and share the similarities between us.*

Today we are going to identify the similarities between us and our family members. This will help us see that though family members are different, they still share some things in common.

This fact is true for other Indians too. There will be some similarities between people in our country, despite so many differences.

The concept of valuing both our similarities and our differences is called respecting **diversity**.

*Write the word on the board / flash it on screen- ask the learners to say the word out loud together and make a note of it in the notebooks.*

This is a very, very important idea in the history of India that we shall learn more about in this curriculum.

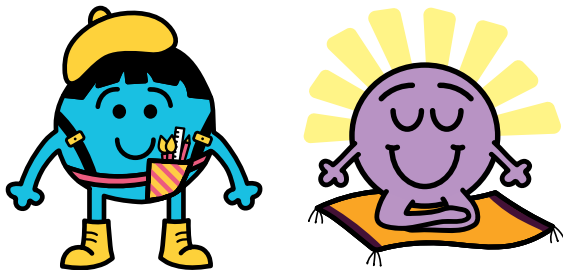
# Learn (20 minutes)

Let us now draw ourselves as best as we can on a sheet of paper.

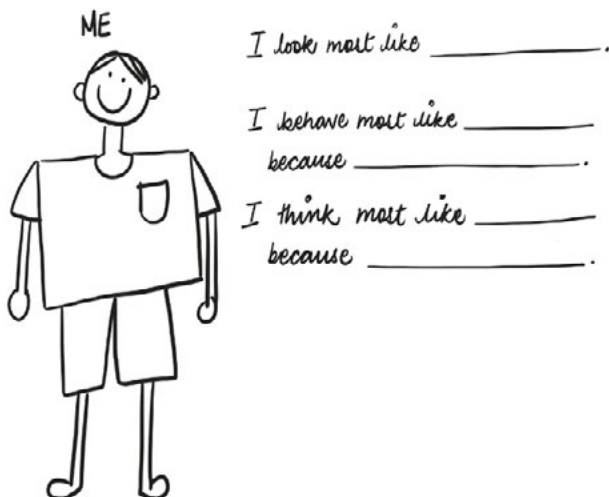
Complete the following:

- I look most like my.....
- I behave most like my.... because I.....
- I think most like my....

Let's call in Mr. Creativity and Mr. Consciousness to help us with our work and take 10 minutes to do this!



*You can choose to give the last prompt as an option as per your learners' understanding levels.*



*For example:*

- I look most like my father.
- I behave most like my mother because I walk and talk like her.
- I think most like my grandmother because she was a writer. We have similar ideas.

Thank you! Now let us turn to our partners and share our drawings with each other.

Also take help from Mr. Curiosity and ask each other anything about their responses.



Thank you for sharing!

Would any of you like to share with everyone, anything that stood out to you about your partner?

*Model out an example by filling this yourself first / Insert a worksheet of you and your family in the slide.*



## Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- What did you learn about your family?
- Do you think it's ok to be similar in some ways to your family?
- What do you think India would be like if all people in all families were the same?
- Bonus question: What's the big word starting with D that I shared with you at the start of the lesson that means differences?

*Answer: Diversity*

*Invite 3-4 responses in the large group after each question and share that similarities help us understand each other better and build stronger relationships. It helps us in fostering the idea of Fraternity.*

Today we focused more on what makes us similar - tomorrow we'll look at what makes us different and therefore, unique.

## After Class Challenge (15 minutes)

When you get the chance, share your drawing and your writing with the family members you wrote about. It will make them feel very special.



## OBJECTIVE

**I can compare myself with members of my family and share the differences between us.**

## Cs IN FOCUS

Mr. Consciousness  
Mr. Curiosity  
Mr. Creativity



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Prepare personal examples of your differences with a member of your family along with a picture

Fill in the graphic organizer to model

## SUMMARY OF PRE-WORK

You will need to have Ms. Critical Thinking, Mr. Curiosity as well as Mr. Consciousness helping you with your pre-work!

Can you think hard about who you are most different from in your family and in what way? Write this down.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (5 minutes)

Hello learners!



In the last lesson, we learned about the things that are similar between us and our family members. We may, for example, all have black hair. We may all love celebrating a particular festival. There are many things that are similar about us.

Today, we're going to learn more about what is different - the idea of diversity!

*Let's quickly read out the objective for the day: I can compare myself with members of my family and share the differences between us.*

Can you imagine if everyone was exactly the same in our class, what would our class be like?

*Invite 3-4 responses in the large group.*

*Possible responses: Boring.*

Yes, we're going to see how these differences might make our lives exciting and fun.

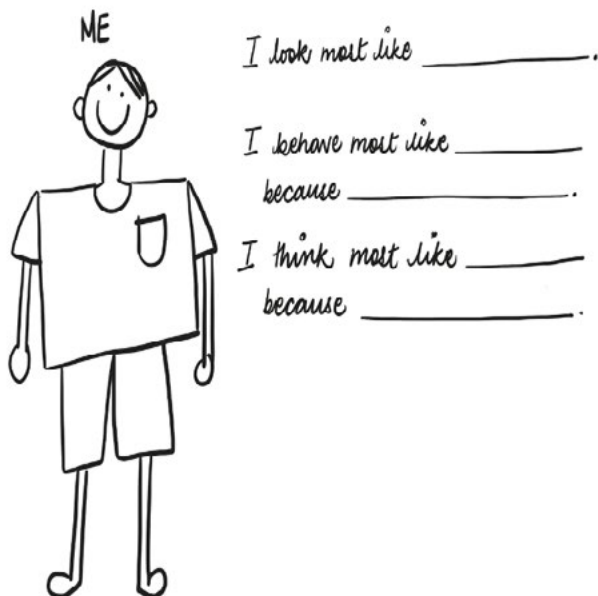
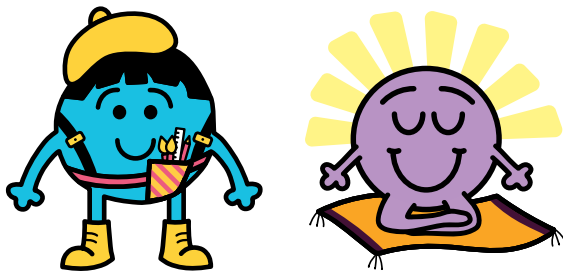
# Learn (20 minutes)

Let's go back to the drawing you made last time and think about:

I look most different from my.....

I behave most differently from my....  
because I.....

Add these responses to your drawing by using Mr. Creativity and Mr. Consciousness. You have 10 minutes to do this.



*Model out an example by filling this for yourself first. For example:*

*I look most different from my mother*

*I behave most differently from my brother because we like different things. He loves reading, I like playing more*

Thank you! Now let us turn to our partners and share our drawings with each other.

Also take help from Mr. Curiosity and ask each other anything about their responses.



Thank you for sharing!

Would any of you like to share with everyone, anything that stood out to you about your partner?

## Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- What did you learn about your family?
- Do you think it's ok to be different in some ways from your family?
- What do you think India would be like if all people in all families were different?

*Invite 3-4 responses in the large group after each question and share that differences add a lot of fun and excitement but sometimes it can also lead to conflicts. But we may avoid these conflicts if we are able to celebrate, respect and learn from each other's differences. It might help us in fostering the idea of Fraternity.*

Now let's sing a song to remember that our differences are really important. This song is called "I'm so different!"

Please sing song to the tune of "I hear thunder" changing the lyrics to the words below:



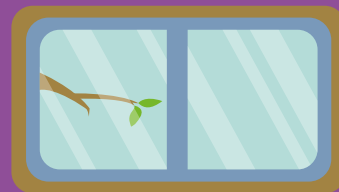
*I'm so different  
I'm so different  
If you look,  
You will see  
That I think quite different (point to your head)  
That I feel quite different (point to your heart)  
Different me  
Special me!*

## After Class Challenge (10 minutes)

When you get the chance, share your writing with the people you wrote about. It will make them understand that being different is good and that you can still be together and love each other when you have different thoughts, feelings or traits.

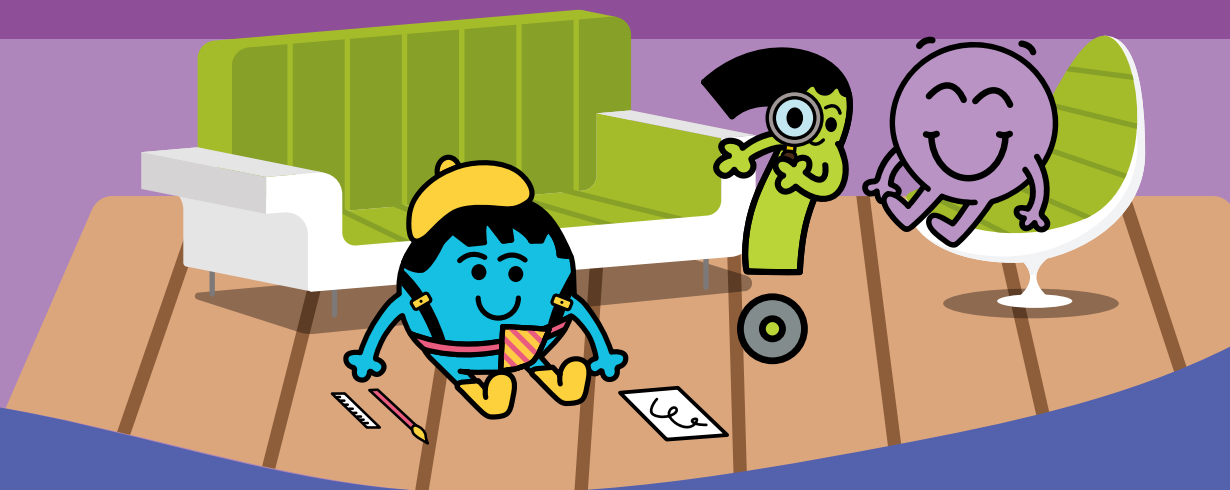
## OBJECTIVE

# I can draw and explain families with different kinds of compositions



## C IN FOCUS

Mr. Creativity  
Mr. Consciousness  
Mr. Curiosity



## CONSTITUTIONAL VALUES

Fraternity, Equality

## MATERIALS

Drawing of your family with 3 sentences on what is special about them

## SUMMARY OF PRE-WORK

Let's bring in Mr. Curiosity to help us with this assignment.



How many people are in your family?

Do you know friends who have smaller families? Who and how many people in their family? List them out.

Do you know friends who have bigger families? Who and how many people in their family? List them out.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



# Spark (5 minutes)



Hi learners!

Show the images of the nuclear family, small joint family, large joint family and single parent family.



Ask: Are all these families the same?

Responses: No

We know that family members are people who belong to the same ancestors. Families are also people who live together in the same home.

Look at the following pictures and see if your family is similar or different to any one of these pictures. Think about how they are similar or different and share this with the person sitting next to you.

After learners are done, invite a few learners to share with the whole group. Please draw the conclusion that there are many different kinds of families.

We observed that all these families have different numbers of people and also different in appearance.

This is exactly what today's objective is about:

I can draw and explain families with different kinds of compositions.



# Learn (20 minutes)

*Introduce learners to different types of families.*

*Show the picture and share the type of the family.*

SINGLE PARENT FAMILY



NUCLEAR FAMILY



JOINT FAMILY



LARGE JOINT FAMILY



*After sharing, ask the learners:*

What do you think this means?

*Invite responses for each of the family. Pause and explain each kind of family. Clarify doubts if any.*

*Possible responses:*

- Nuclear families have just a father, mother and children.
- A small joint family has grandparents also.
- A large joint family has uncles and aunts and cousins as well.
- A single parent family has just a mother or father and children.

Let's get Mr. Creativity and Mr. Consciousness to help us now with an activity!



Let's follow the following steps:

- Think about, what kind of family do you have- nuclear/ small joint/ large joint/ single?
- Draw it
- Think about what makes your family unique and special.
- According to that, give your family a name. For example: The loving Family, The Honest Elephants, The Courageous Lions, The Caring Lilies, The Warm Suns, etc

You have 10 minutes to do this.

*Model out by showing a drawing of your picture. Share what is special about your family. For example: My family is special because no matter what mistakes we make, we will always love each other. We also enjoy food! We love cooking and eating all our meals together. The name that I am choosing for my family is Joyful Food-lovers. Feel free to personalise the example.*

Thank you! Now let us turn to our partners and share your work with your partner. Also take help from Mr. Curiosity and ask each other anything that you want to know more about your partner's family.

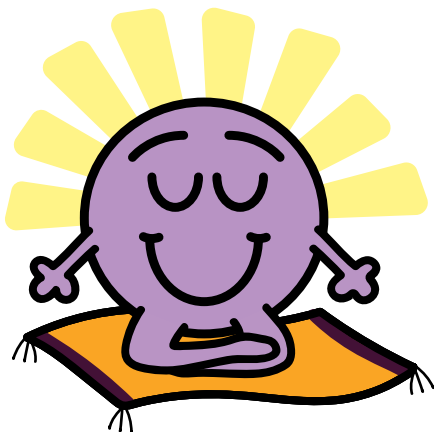


Thank you for sharing!

Invite a few learners to share with the large group anything that stood out to them about their partner's family.



## Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- What did you learn today?
- How is your family similar or different to your partner's family?

## After Class Challenge

Think of 5 special things about your family. You can ask members of your family. Make a list of these things. It's great to refer to this list when you are upset or sad!

## OBJECTIVE

**I can draw and explain families with different kinds of compositions**

### Cs IN FOCUS

Mr. Creativity  
Mr. Consciousness  
Mr. Curiosity



### CONSTITUTIONAL VALUES

Fraternity, Equality

### MATERIALS

Check the tune for I'm so special song

 Video



### SUMMARY OF PRE-WORK

Think of 5 things that are special about your family.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (5 minutes)

Hi learners!

Yesterday, you drew your family and also learned about different kinds of families.



Can you think of some different families which we may not have seen in the pictures yesterday and draw them?

You may use Mr. Curiosity & Mr. Creativity to think about this.

Please share your drawings with your partner and see what's similar or different.

*Possible answers: students living with grandparents, with more members in their families, where parents have different occupations, from other religions and locations, groups of students living in orphanages, families who do not have homes and live on the streets/under the bridges, etc*

*Please invite a few learners to share their responses and debrief what you hear. You may give them examples of different kinds of families if learners are not able to come up with them.*

Let's play a rapid-fire game!

If you agree with what I am saying, please give me a thumbs up. If you disagree, please give me a thumbs down. Remember we are all different

and may have different thoughts - the important thing is for us not to judge each other but to explain our thinking and listen to each other carefully.

- Anita is adopted. She isn't really a member of the family
- Parveen's mother is divorced and has married again. Parveen has a new family now.
- Divya's mother is Hindu and her father is Muslim. At school people tell her that it's not a real family.
- Elaine lives alone with her mother. She has a small family.

*After each statement, pause and ask a few learners to share why.*

Thank you for sharing openly, and for listening. I hope you are learning that all families can be really different, but beautiful in how different they are!

Let us continue to learn more about them.

*Point to the objective: I can draw and explain families with different kinds of compositions*

# Learn (20 minutes)

Let's play a true or false game. If you think what I say is true, please give me a thumbs up. If you feel it is false, give me a thumbs down. Remember to think of why you have the opinion that you have. Please push yourself to use Ms. Critical Thinking!



- All families have a home - **false**
- All families have challenges and struggles - **true**
- All families celebrate some days/ occasions - **true**
- Some families are vegetarian - **true**
- All families go to temples - **false**
- All families have toilets - **false**
- All families have three meals a day - **false**
- Some families do not have electricity or drinking water- **true**
- People within a family are all alike - **false**

*Pause after each statement and invite learners to respond.*

We saw that not all statements are true for every family. Can we now think of some things that should be true for every family, things that should be every family's right?

*Encourage learners to think about basic things like food, water etc. As learners share, make a note of these things on the board.*

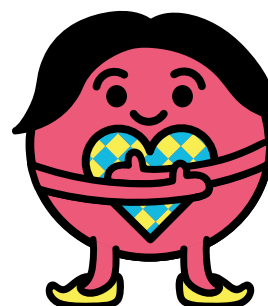
*Possible responses: Food, shelter, water, healthcare, access to school, safety, cleanliness*

Do you think it would still be a family if they won't have these things?

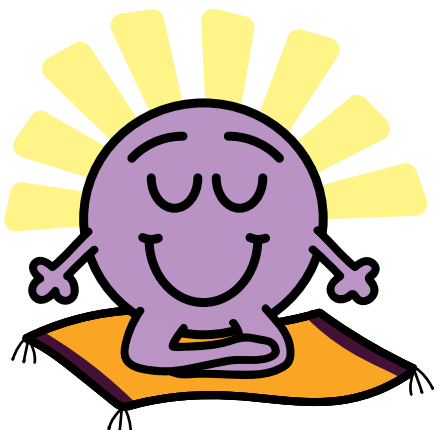
What can you do if a family doesn't have something?

*Invite a few learners to share their responses.*

We learned that all people, in all families, are different but deserve some common basic rights. If they don't have it, we may use Mr. Compassion to support each other and respect them.



## Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- What are two different kinds of families you learned about?
- One thing that may make your family similar to these families?

No two families are exactly the same. They may have some similarities and some differences. But every family is unique and every family is special.

Remember our "I'm so Special" song?

Let's sing it again about our Families.

*My family's special  
My family's special  
If you look  
You can see  
Some things are the same  
And some things are different  
For you and me  
For you and me*

Please check this link for the tune of I'm so Special.



## After Class Challenge (30 minutes)

What are some things that make your family different yet special?

Identify these and share with your family members.





# Big Question 05

**What roles do people  
in my family play?**

LEARNING STANDARD

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

## OBJECTIVE

**I can create a map to show the relationships in my family**

## C IN FOCUS

Mr. Curiosity  
Mr. Creativity  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Have a family tree ready with the following points:

- Names of family members
- Connections with each member
- Fascinating facts about grandparents/great grandparents

## SUMMARY OF PRE-WORK

Put down the names of everyone in your family. If you know the names of your grandparents, get to know from someone about their parents' names.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link





# Spark (3 minutes)

Hi learners, who can share the big questions that we've explored in this unit.



*Correct responses: What is a family? In what ways do families differ from one another?*

Great, thank you. Let's do an activity. I'm going to think of a family member and share some description about this person. I would love for you to guess who this person might be. If you think you'd want to know more about this person, feel free to take help from Mr. Curiosity and ask questions.

Are you ready?



*Please share with the learners about any family member of yours. Feel free to personalise this. For example: This person works in a factory, has a moustache, is married and has two children who are married too. Generally wears pants- shirt but also likes wearing Dhoti-kurta. He always asks me about my day and loves to drink tea.*

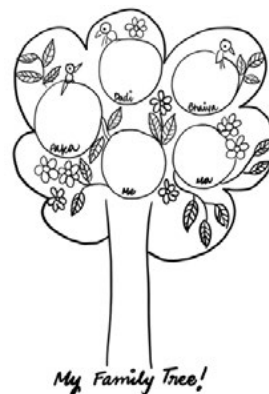
*Learners might ask more questions and might guess that the member is your*

*father, grandfather or uncle.*

Thank you! I hope you had fun. This brings us to our next big question of the unit that is-

## **What roles do people in my family play?**

And we will begin to explore this by talking about our family and relationships we have with each other.



*Point to the objective: I can create a map to show the relationships in my family*

Let's look at a family tree together. What do you see?

*Possible response: A tree of the different family members. It shows us how each member is connected to each other.*

*Please explain that a family tree is a map of different people and the roles they play in the family.*

Why is it important to know our family tree?

*Take a few responses. Please appreciate their responses.*

*Possible response: Learning about family history is important. It helps to keep*

*memories alive and allow each generation to have an idea of who they are and where they come from.*

Please clarify the rationale behind learning about family trees.

## Learn (20 minutes)

Today, we will be creating our own family trees. Are you ready?

Please follow these instructions and take help from Mr. Creativity while you do this.

- Draw a simple tree.
- Put in the names of each of the people according to their age:
  - Draw your paternal grandfather, grandmother, maternal grandfather and grandmother on the topmost branch of the tree. If all four of your grandparents are not alive, just draw the ones you know.
  - Below that, draw a picture of your mother and father. If you don't have both parents, don't worry - remember all our families are different.
  - And at the bottom, please draw yourself and your siblings (if you have siblings).
  - Now think, do you need more branches in your family to show other family members. Put them all in the tree

- Your family tree is now ready!
- Once you are done, think about something special about each one of them.

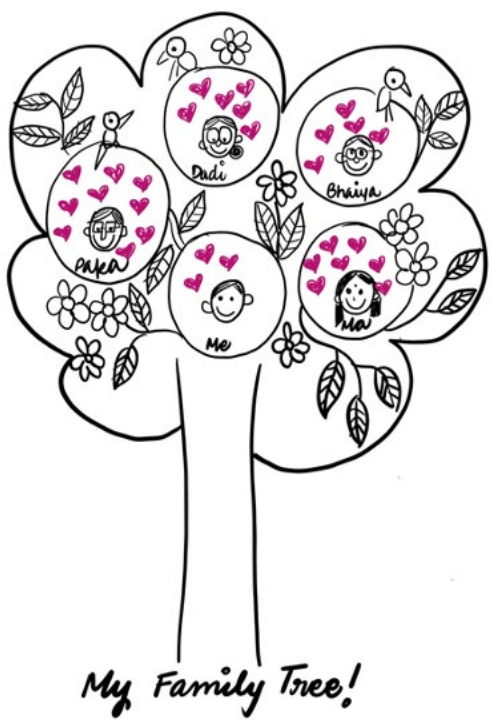
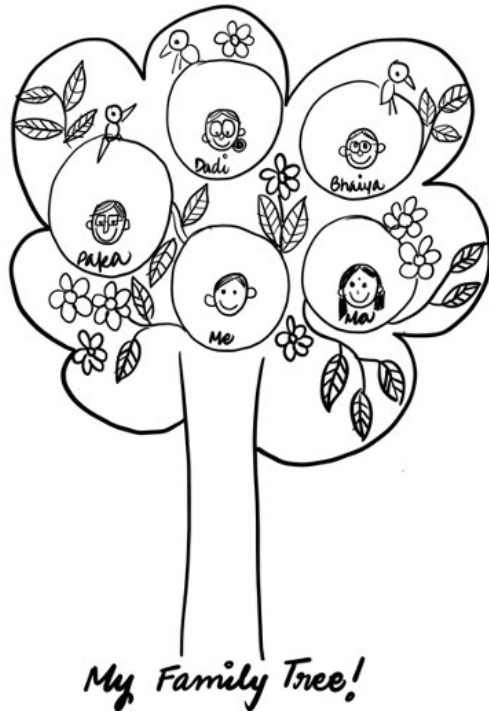
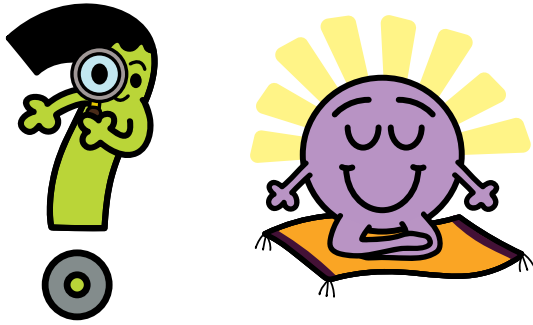
*Model an example by using your own family tree. Recap the names of your family members, describe the connections you share with them and follow the same order as mentioned in the instructions. Please add additional branches if you live in a joint family or want to add about great grandparents. Feel free to share a few fascinating facts about each of your family members.*



You have 10 minutes to do this.

Now as I read out the statements, think of who fits into it and put a little heart next to / below their name like in the trees below. It could be more than one person. Let's ask for help from both Mr.

Curiosity and Mr. Consciousness to do this.



*Show the images of trees to the learners and ask the following question. You can model this on your family tree as well.*

1. Who is the oldest person in your family?
2. Who is the youngest person in your family?
3. Who is the most helpful to everyone?
4. Who tells the best stories?
5. Who cooks the best food?
6. Who do you think works really hard?
7. Who helps you with school work?
8. Who keeps the home looking beautiful?
9. Who do you go to when you are feeling sad?
10. Who is the most fun person to be with?
11. Who needs the most help at home?
12. Who knows you best?

Can we all please hold our trees up in the air so that we can see everyone's family trees. Yay! They are all beautiful and full of hearts.

## Reflect (10 minutes)



It's Mr. Consciousness time!

Please turn to your partner, share your sheets with each other and discuss:

- Who has the most hearts in your trees? Why?
- Are both your trees similar or different? How?

*Invite 3-4 responses for both the questions in the large group after the partner-sharing and synthesise the responses.*

Do you know what the hearts mean? It is all the things we do for each other and value in each other. It is the way we show our love and respect. Different individuals might share different relationships with their family members. For some of us, we might share all our secrets with our mothers, for some of us, this role might be played by our fathers and for some of us, this role can be played by our siblings. This might not make any of them less important. Each of our family members have a role to play and are special in their own ways. This can help us foster the idea of Fraternity in our own families.

## After Class Challenge (15 minutes)

Imagine if we made this tree for our class! Let's make this tree and towards the end give little hearts to our classmates for:

- Coming to class on time
- Always bringing a tiffin
- Sharing food with others
- Being kind
- Completing work
- Asking questions

## OBJECTIVE

**I can describe the roles and responsibilities of each member of my family towards one another**

## Cs IN FOCUS

Mr. Consciousness  
Mr. Creativity



## CONSTITUTIONAL VALUES

Equality, Fraternity

## MATERIALS

Drawing of your family members.

Sheets of paper

Link to responsibility song

[Video](#)



## SUMMARY OF PRE-WORK

Think of what role you play in your family. What are you responsible for or what do people in your family rely on you for? Make a list of these things.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



## Spark (5 minutes)

Hello learners!



*Ask learners if they remember the responsibility song. Recap and begin the class by singing this song together.*



*Point to the objective on screen:  
I can describe the roles and responsibilities of each member of my family towards one another*

Can any one guess the relationship between the objective and the responsibility song?

*Possible response: We are going to discuss responsibilities of family members.*

Why do you think this matters?

*Invite a few responses and share:*

Yesterday, we spoke about the relationship we share with our family members. Today we are going to share more about the different roles and responsibilities they have. Knowing this would enable us to all share responsibilities at home. We can help our family members and get help from them.

## Learn (17 minutes)

Let's do an activity. Please follow these instructions:

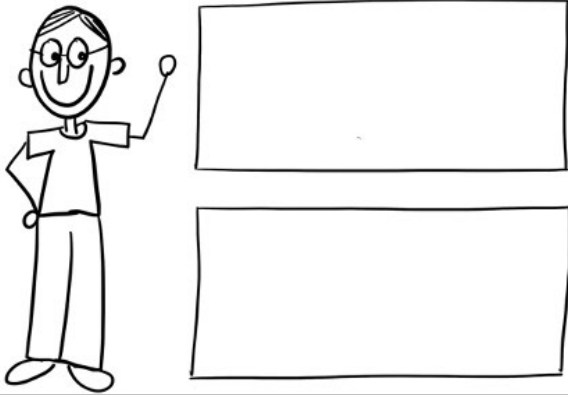
- Take a page and keep it horizontal/ sleeping.
- Draw any one of your family members on the left side of the sheet. Write what you call them as the title.

- Draw two big boxes on the right side.
- Do the same for any four members of your family on different sheets.

Let's take 5 minutes to do this.

*Show learners the image for reference.*

### Kunal Bhaiya - My Big Brother



Now,

- In the first box, put down all the things this person does in your family. For example: My brother looks after me, helps buy vegetables, keeps the house clean and is always there to help my mother in the kitchen.
- Feel free to also draw elements that represent these roles and responsibilities using Mr. Creativity.
- Do the same for all the family members you have chosen.

### Kunal Bhaiya - My Big Brother



*Once the learners finish their task, ask them to do a quick walk around the classroom/hold their picture up on zoom.*

Now, let's turn to our partners, look at each other's drawing and discuss:

- What are the two similarities you can see?
- What are the two differences you can see?

*Invite responses in the large group and share that each of our family members play different roles. Also, the same role might be played by different family members in different families. For example: In XYZ's family, we saw that the elder brother buys all the groceries whereas in ABC's family, that role is played by the mother.*



# Reflect (10 minutes)



It's Mr. Consciousness time.

Think and share:

- Why do different people have different roles?
- Who helps and supports you the most? How?
- Who do you help and support? How?

*Invite a few responses in the large group and share that each individual has a role to play so that responsibilities are shared. We may want to consider whether someone is doing a lot of work in the family so that we may offer them help and support. Along with that, it might be important for us to share gratitude with people who do so much for us. This may help us foster the constitutional values of Equality as well as fraternity in our own families.*

*Close the class out by playing this video- The Gratitude song and encourage learners to follow the actions.*



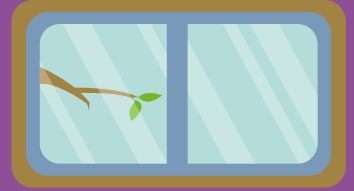
# After Class Challenge ( 15 minutes)

Think of three things you might want to say thank-you to this person for and share those with your family members by doing the Gratitude action.



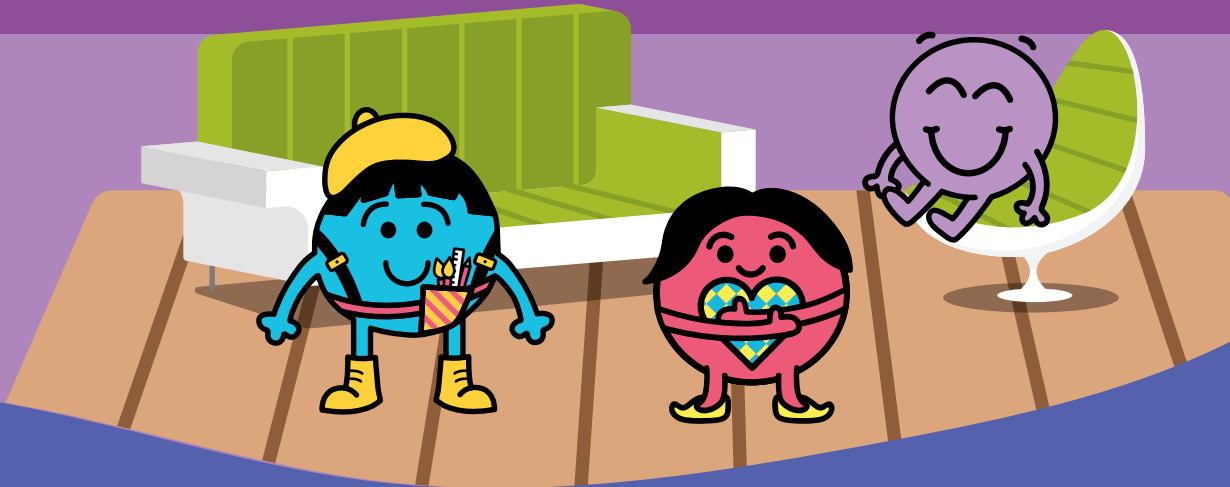
## OBJECTIVE

**I can create a list of ways to help each member of my family**



## C IN FOCUS

Mr. Creativity  
Mr. Compassion  
Mr. Consciousness



## CONSTITUTIONAL VALUES

## MATERIALS

Sheet from previous lesson with points on what you do for each family member.

For ex: I help my mother to cut vegetables every dinner. I ran to the grocery store to buy essential items. Support brother with his homework etc.

## SUMMARY OF PRE-WORK

- Sheets from the previous class are ready with the drawing
- Roles in the top box of the sheet
- Drawing with pretty colours.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (8 minutes)

Hi learners,



We've thought a lot about our family members and the roles they play at home and help us. Today, we're going to use Mr. Compassion and think about how we can help them!

Therefore our objective for the day is -

## **I can create a list of ways to help each member of my family**

Raise your hands if you feel young learners like yourselves can help older people?

*Invite learners to raise their hands and ask why they are/are not raising their hands.*

*Possible response: Even very young children can be helpful. In fact they can bring about big changes in the world.*

For example, Alexandra Scott was just 4 years old when she started making nimbu pani and selling it to donate the money to children who were ill with cancer.



No matter how young you are, you can be a change-maker in the world!

Now, let's do an activity to understand how we already play a lot of roles and

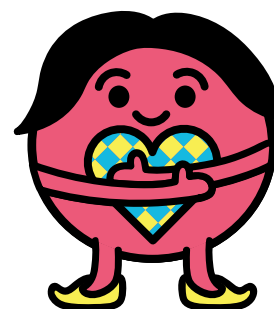


responsibilities at home. Raise your hands if you already do this task or help your family members with this task at home-

Different household chores:

1. Cooking
2. Sweeping
3. Mopping
4. Washing dishes
5. Washing clothes
6. Watering the plants
7. Cleaning the bathroom

It's amazing to know that you already show your love and care in so many different ways. This tells me that you already are a lot like Mr. Compassion.



# Learn (20 minutes)

Now go back to your sheets from yesterday. Exchange your sheets with your partners and share how you've decorated/ added elements to these sheets, with each other.

Now, please get your sheets back and follow these instructions:

- In the second box, write three ways in which you already help this person.
- Read the first box again and see if there's anything more that you can help/ support this person with.
- Add it to the second box.
- Do it for all the four family members.
- Feel free to also draw elements that represent the way you will help using Mr. Creativity.



## Kunal Bhaiya – My Big Brother



• Helps me with studies and homework.  
• Buys vegetables for my mother  
• goes with my granny to the doctor  
• always listens to me

• I can try to not disturb him when he studies.  
• Go with him to the market and help  
• Try to do my school work independently.  
• Tell him I love him.

*Once the learners finish their task, ask them to do a quick walk around the classroom/hold their picture up on zoom.*

Now, let's turn to our partners, look at each other's drawing and discuss:

- Are there similar things you are helping your family members with?
- Is there anything else that your partner is doing which you might want to try?

*Invite responses in the large group and share that helping by sharing responsibilities would enable collaboration in families. It may also foster the constitutional values of Equality and Fraternity as all of us would be equal partners in fulfilling roles and responsibilities.*

## Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- What two things do you want to prioritise helping with?
- How would your day look different if you begin to start helping your family members? Is there anything you will have to cut down on?
- If all of these are commitments, what would help you fulfill these?

*Invite 3-4 responses in the large group and share that we have learnt about taking responsibilities for ourselves in the first unit. Through this, we are learning about taking responsibilities in our own family. This may help us become responsible individuals and leaders of India.*

## After Class Challenge (20 minutes)

Can you try to do some of the things that you promised that you would?

Do them without telling anyone why you are doing them. Do them because you think they are important for you to do.

Note your family members' reactions/ responses. How does it make you feel?

## OBJECTIVE

**I can create a list of things I like about my family and share the same with them.**

### Cs IN FOCUS

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



### CONSTITUTIONAL VALUES

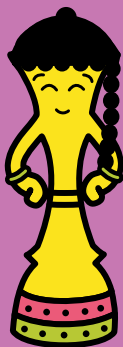
Fraternity

### MATERIALS

Keep your artwork ready. Ensure it represents your family.

### SUMMARY OF PRE-WORK

Before we get started, we need Ms. Critical Thinking here.



Give instructions:

- Go over the many sheets / pages of your work on the family. Just read through them all.
- Once you read them all, make a list of 3 things that you absolutely love about your family.
- List them out and keep them ready.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (3 minutes)

Hello learners!  
Let's start by looking at these 3 pieces of art.



Let's start by looking at these 3 pieces of art.

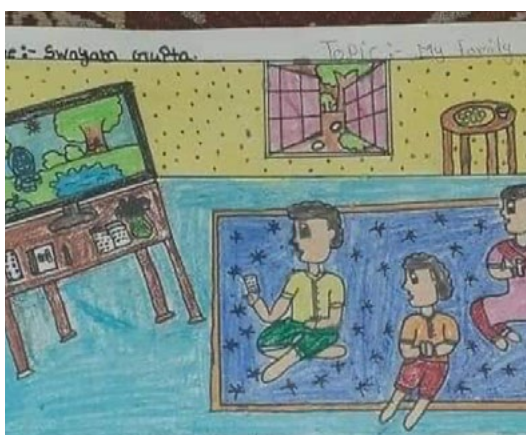
What do you see? Can a few of you please describe the art?

*Possible responses: I see a family playing ludo together, another family playing carrom, in the third one they're watching tv, I see a family looking happy.*

Great, I am sure that there might be some things you also do like to do together as a family. Would you like to share some of these?

*Invite a few responses.*

Some of us might not have an activity/ games over which our families get together but there might be things we love about our family. For example: Due to different family members having different schedules, it's difficult to find time and do an activity. But I love how everyone cares for each other in different ways. For example: My sister knows that I like to have coffee in the evening so when she sees that I am busy with work, she makes it and brings it for me near my work station. Similarly, my father knows that all of us in the family love ice-creams so he will make sure to bring it for us while returning back from work. Feel free to personalise these examples.





Today, we are all going to think deeply about what we really like about our family.

*Point to the objective:*

*I can create a list of things I like about my family and share the same with them*

## Learn (20 minutes)

We will represent this today using an art-work.

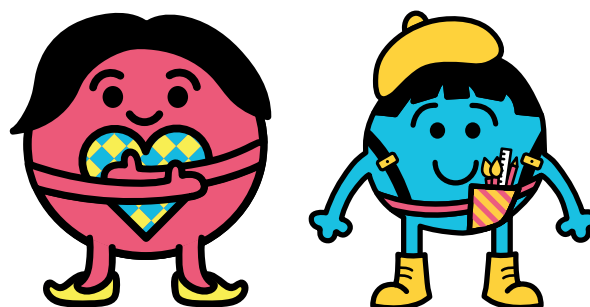
Share that art is a great way to communicate how we feel about something or someone. Refer to the images they saw of families playing together.

Start by sharing the art you created on the subject of your family - explain why you drew this.

Now that you've seen my art -work, I am curious to see what you all come up with.

Please take the next 10 minutes to follow these instructions.

- Think of what family time looks like in your house- time when everyone is together/ people do things for each other/ common things you like.
- Draw what they do and put in as much detail as you can.
- Now, write down 3 things that you love about your family at the bottom of your art.
- Please take help from Mr. Creativity and Mr. Compassion while you do this.



*Guide and encourage learners as they are drawing.*

*Once the learners finish their task, ask them to hold their picture up in the air.*

Now, let's turn to our partners, look at each other's pictures and share:

- What is similar in the way your families look?
- What is different in the way your families look?

*Invite responses in the large group and share synthesise key points of similarities and differences. Share that all our families may have different ways of enjoying, loving and taking care of each other. We may also like very different things about our families. It is these differences that make all of our families special.*

# Reflect (7 minutes)



It's Mr. Consciousness time!

Think and share:

- How did you feel remembering fun times at home?
- Are there times at home that are not fun? How do you feel then?
- How can you make something better at home, and be a change-maker like Alexandra Scott?



## After Class Challenge (20 minutes)

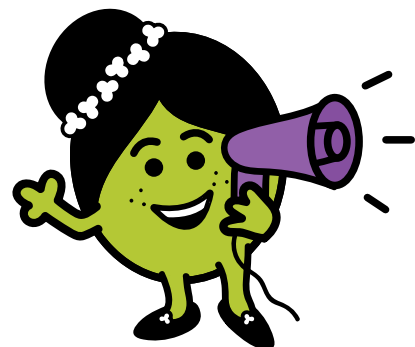
Make sure that you have completed your art.

Outline it, colour it.

Show it to everyone at home - tell them what you have drawn and why.

Tell them what you think makes your family so special.

Ms. Communication loves it when you speak up :)



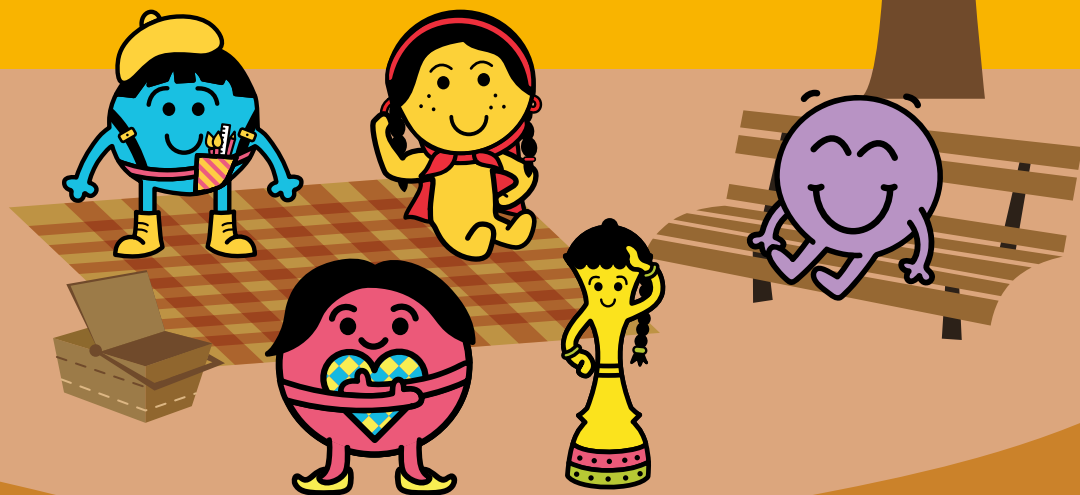


## OBJECTIVE

**I can create a list of things that I wish were different about my family and share the same.**

## C IN FOCUS

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



## CONSTITUTIONAL VALUES

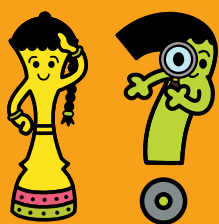
Fraternity, Liberty

## MATERIALS

Poster of the interview you conducted with your family members with clear notes.

## SUMMARY OF PRE-WORK

Ms. Critical Thinking and Mr. Curiosity have an important assignment for you!



- Conduct interviews of each of your family members.

- Ask each person what they would change about the family? It could be a behavior, or something they do not like or something that they think the family has to do more of.
- Make notes of what everyone says.
- Tell them about Ms. Courage - that it's okay to say how you feel even if it's hard to speak up.



## RESOURCES FOR THE TEACHER:

Synchronous Presentation



Link

Asynchronous Pre-work Document



Link

# Spark (7 minutes)

Hi learners,



Can someone please share what we did yesterday?

*Correct response: List down things that we like about our family.*

For today's objective, we're going to use a lot of courage -

**I can create a list of things that I wish were different about my family and share the same.**



*Point to Ms. Courage on the 8C's poster, or make a stick puppet and bring it into class by printing her out, sticking her on cardboard and attaching a stick.*

We're going to do this so that we can continue thinking of what we can do to make things better. Like little Alex.

*Refer to Alexandra Scott. Feel free to tell learners a little more about Alex's extraordinary story here. Find that here. Talk about how similar she was to Ms. Courage.*

 Link



Let's go back to our pre-work. Can a few of you please share what you

heard in your families?

Did anything surprise you?

Did anyone say something difficult?

Did they show courage?

*Invite responses from different learners and reiterate how all of them including their families have been so courageous in sharing what they wish to change.*

Why is it important to speak up?

*Invite the responses and share that speaking up will make you feel confident. It will take time and practice, but speaking your mind will give you a new sense of confidence. It will help you believe in yourself. And support others who need it.*

We call speaking up **VOICE**. Voice is something we all have and is a very powerful tool in our lives. When we are able to voice something, it reflects Liberty- freedom.

# Learn (20 minutes)

Before we do an activity, let me share with all of you what I found out about my family.

*Model out, reading interview notes and pick 3 things that are important for your family to do differently. Use your poster to show how you arrived at the 3 things. Please personalise this.*

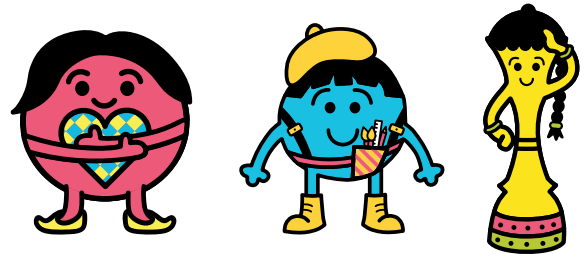
*For example: My mother said that she's tired of cleaning and cooking. She wants to learn something new - maybe learning how to use a computer. My brother shared that we all don't spend time with each other. So one thing my family may do differently is: take up some of the cleaning and cooking responsibilities. My brother can also spend one hour everyday teaching my mother how to use a laptop/ phone. This will help both my brother and my mother.*

Now it's your turn to come up with three things that you wish for the family to do differently. Please follow these instructions:

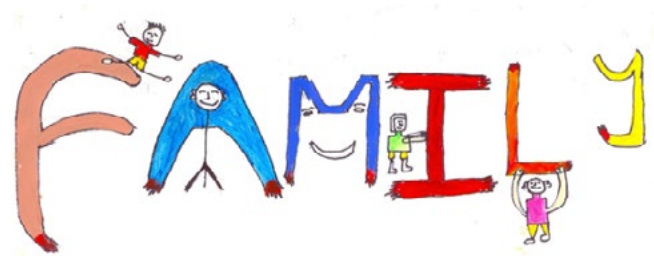
- Go over all your interview notes
- Pick 3 things that seem important to you.
- Think about, who all will be happy if this happens?
- Think about, who all will feel more supported if we do this?
- Once you have finalized the things, put them in the form of a poster.

Please take help from Ms. Critical thinking, Mr. Creativity and Mr.

Compassion to do this. Let's take the next minutes to complete our posters.



*You may choose to show these examples for the posters.*



*Once the learners finish their task, ask them to hold their picture up in the air.*

Now, let's turn to our partners, look at each other's pictures and share the three things that you've chosen to do differently in your family and why.

*Invite 3-4 learners to share what their partner shared in the large group.*

## Reflect (3 minutes)



It's Mr. Consciousness time!

Think and share:

- What will it take for you to do the 3 things? Can any of the 8Cs help you?
- Whose support in the family would you need to implement this?

*Invite 3-4 responses in the large group and close out by sharing*

It takes courage to speak the truth. Sometimes it may be very hard because we are small and might feel that nobody will listen to us. But unless we speak up, unless we use our voice, no one will know. So let's try to be courageous and fearlessly share what's on our mind. This may help us all feel free and foster the constitutional value of Liberty and Fraternity.

## After Class Challenge (20 minutes)

Call for a family meeting!

Show everyone your poster.

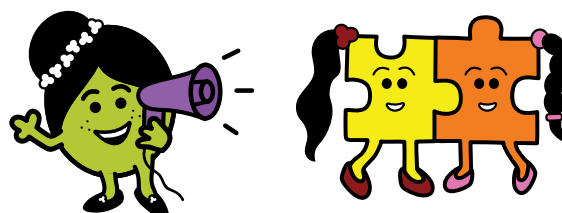
Talk about what you listed as 3 things to change and why you chose those.

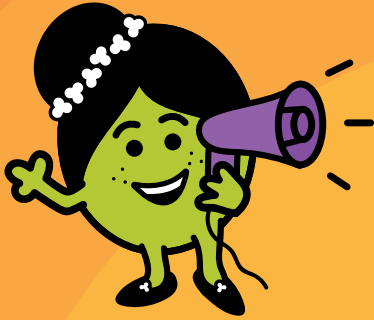
See what everyone has to say.

Do they agree? Do they want to change one of them?

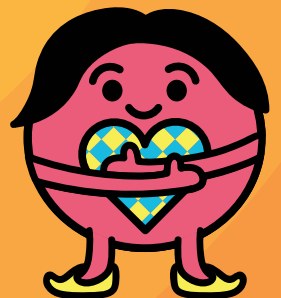
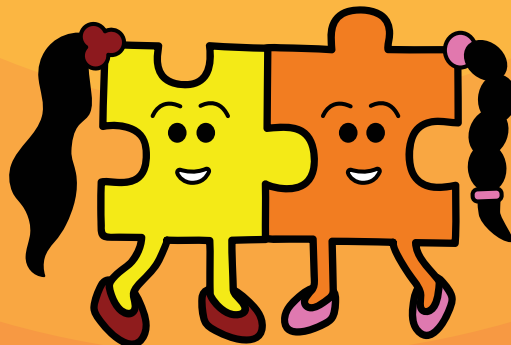
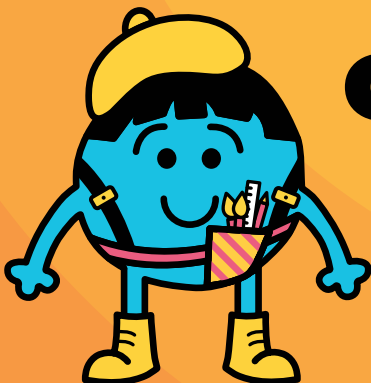
Once you all decide, tell them that everyone has to make a promise to follow this.

Ms. Collaboration and Ms. Communication should feel very proud of you!





# Showcase of learning



## OBJECTIVE

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

## Cs IN FOCUS

Ms. Communication  
Mr. Creativity  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Prepare breakout groups if conducted on zoom  
Prepare instructions for sharing

## 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 family.

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 second unit i.e. Family.



Would anyone like to share the big questions we explored in this unit?

*Correct responses:*

- What is a family?
- In what ways do families differ from one another?
- What roles do people in my family play?

Would you like to share your learnings from these big questions/ this unit?

*Possible responses: We learned about our families, members in our family, relationships, role of family members.*

*Invite 3-4 learners to share and synthesize by sharing that we have learned so much about our people- families.*

Today we are going to make-meaning of our learnings so that tomorrow we can present it in front of our peers. This is going to be our chance to share with everyone here what we have learned in this unit!

I hope you enjoyed going through all the lovely work you did through this unit in the pre- work.

Let's start with a simple question.

You can see two images and words on your screen.

What do you think is the difference between them?

**HOUSE**



**HOME**



*Possible responses: House is a building.  
Home is where you and your family live.*

*Invite 4-5 responses and share*

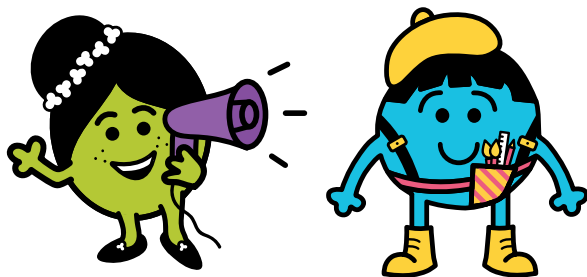
House can be a structure made up of bricks, cement. Home is also a structure but with people who take care of it.

Thank you! Let's keep this in mind as we engage with today's lesson.

# Learn (15 minutes)

We will now be doing a free- writing/ doodling exercise. Please follow these instruction:

- Listen to the question with the help of Ms. Communication
- Think of what comes to your mind immediately after listening to the question. You may want to use Mr. Consciousness.
- Put it down in the form of words/ sentences/ pictures etc by using Mr. Creativity



Are we ready?

The big question we will answer through this activity is:

‘What makes your house a home?’

*Share the following questions with learners and pause for two minutes after each question so that they can independently pen down their thoughts. Please keep it snappy. The idea is for learners to do it quickly. Think of it as playing rapid-fire with the audience.*

- Which faces come to your mind when you think of this question?
- Do all these people live similar lives?
- How are their lives different?
- Do you love and care for them all?
- How do you show love to them?
- Do you think all of them love and care for you?
- How do they show it to you?

Thank you so much for engaging with it.

Now let's exchange our sheets with our partners and discuss the following questions with them:

- What is similar in both your families?
- What is different in both your families?
- What is one thing you feel makes your partner's family special?

*Encourage 4-5 learners to share in the large group and share with them that it's the people and their love, care and respect for each other which makes any house a home. It's our family members that might make our homes special for us in a variety of ways. Therefore, we may look out for each other.*



## Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

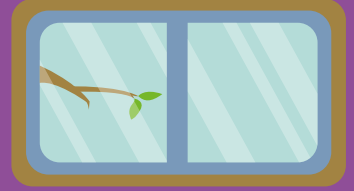
- What are the two things that make you special?
- What are the two things that make everyone in your family special?
- What are the two things that you think can make your family even more special?

## After Class Challenge

Work on the final showcase.

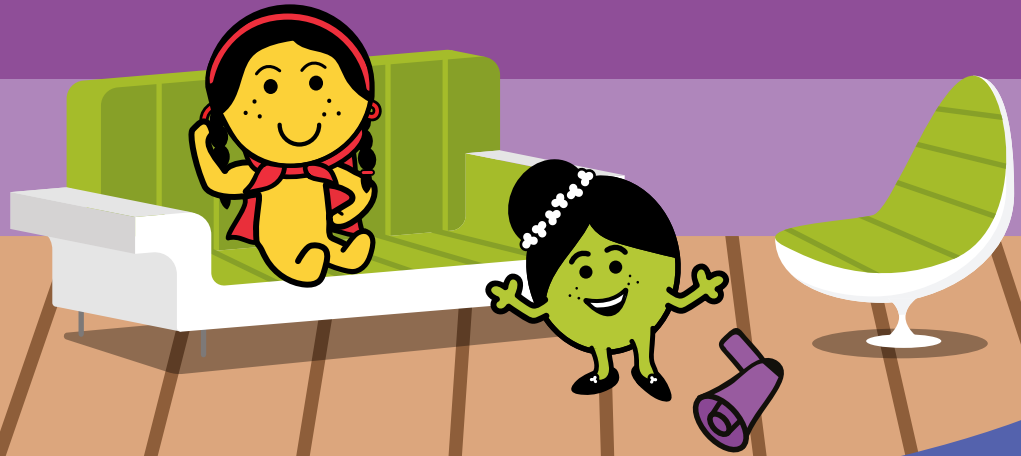
## OBJECTIVE

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



## C IN FOCUS

Ms. Courage  
Ms. Communication



## CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity

## MATERIALS

Prepare breakout groups if conducted on zoom

Prepare any norms that you want to keep for the groups.

Gratitude notes/ C stickers

## SUMMARY OF PRE-WORK

We will use Ms. Communication and Ms. Courage for our final showcase:

Part 1:

1. Write a gratitude letter to any of your family members / you can also choose to write it for all family members.
2. In your letter, you can share with them:
3. What does this person mean to you?

4. Why are you thankful to this person for?
5. Any advice you have for this person.
6. How does this person make your house a home?

Part 2:

Rehearse reading out your letter with expression and voice modulation. You will get two minutes to present this in your groups.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation



Link

Asynchronous Pre-work Document



Link

# Framing (10 minutes)

Hello learners and audience!  
Today is the last day of our  
Unit- Family.



Till now, we have explored some crucial questions about our families and have also tried to synthesise our learning through 'Free writing/ doodling' exercise.

Would anyone share the big Question we discussed yesterday?

*Correct response: What makes your house a home?*

What have we come prepared with for today?

*Correct response: Gratitude letters*

We will get into groups of 5 where each learner will read out their letters for 2 minutes each. In our groups, we will also be joined by our parents, school teachers and some learners who through your presentations will get to know about you and your learnings.

*You can choose to create mixed groups in advance or can ask learners to make groups on their own. Please coordinate with various stakeholders - Principal, school teachers, learners and parents in advance and invite them for a showcase.*

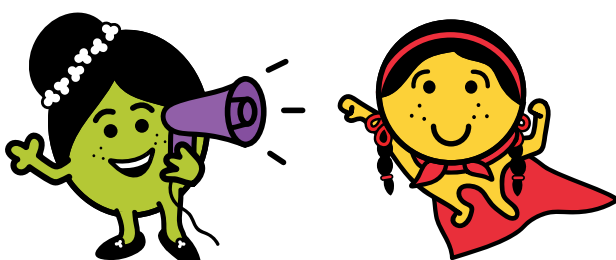
# Showcase (15 minutes)

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.*



# Debrief and closing (5 minutes)



It's Mr. Consciousness time!

*For learners:*

Think and share about:

- Why did we choose this person to write the letter to?
- When and how did you show courage today?
- When and how did your friends show courage?

*For audience:*

Think and share about:

- What stood out to you?
- What are you learning about this class?

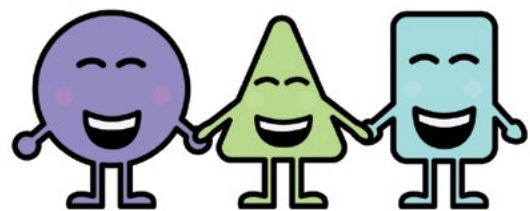
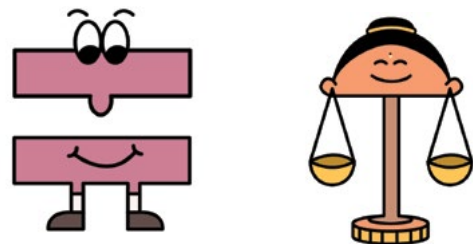
*You can choose to do this in small groups. Please invite 4-5 people to share in the large group.*

*You may choose to debrief the dominant constitutional values we came across in the unit- Equality, Fraternity and justice. Please share-*

also practice different constitutional values with them.

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; ensuring that the work may not be done by only one person. Using our VOICE and enabling others to express their voice to bring a positive change is a way to practice Liberty.

*Feel free to share prompts with the learners so that they can come up with the examples themselves.*



*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.*

Family members are the closest people where we can enable change. We may

# After Class Challenge

Make this person feel special/ Surprise this person by doing acts of kindness through the day. Close the day out with sharing this letter with this person.





# Community



# Big Question 06

**What is a  
community?**

LEARNING STANDARD

**Students will develop positive social identities based on their membership in multiple groups in society.**



## OBJECTIVE

**I can illustrate the people that make up my community.**

### Cs IN FOCUS

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



### CONSTITUTIONAL VALUES

Fraternity

### MATERIALS

Bring in any simple props from home that a community worker might use – a teacher's glasses, a toy ladder for a fireman, a toy car or picture of one for a driver, a plant or picture of one for a gardener, some seeds for a farmer, broom for a person who sweeps the roads etc.

### SUMMARY OF PRE-WORK

Watch this video.



Talk to your family and identify who the community helpers in your family are.

List out the community helpers you are hearing about for the first time.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

Asynchronous Pre-work Document



# Spark (10 minutes)

Hello learners!



After learning about self and family, we will start the third unit of the curriculum, Community. The first big question we will explore in this unit is **'What is a community?'**

Let's begin with a fun game- 'Who am I?' I am going to share statements and some hints and you will have to guess which person I am talking about. Are you ready?

*Please show/wear your props as you ask each question to make it really fun for the learners. Please feel free to change the questions according to the props you manage to find.*

- I am the person who plants seeds that grow into vegetables (**show seeds**). Who am I?
- I am the person who helps children learn (**show a pencil or point to a blackboard**). Who am I?
- I am a person who steers a car (**pretends to steer a car**). Who am I?
- I am a person who plants things like this plant. Who am I?
- I am a person who sells these (**show vegetables**). Who am I?

*After the activity, please ask:*

What do you think is common between all of these people?

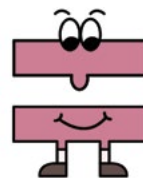
*Possible responses: They all help us, they are community helpers.*

Are you excited to learn more about all these people who take care of our community?

*Point to and explain the objective: I can illustrate the people that make up my community.*

Let's also quickly revise our four constitutional values.

*Show the illustrations of the four constitutional values. Ask 1-2 learners to share what the 4 values mean to them. This unit onwards, constitutional values will be talked about in much more detail/ at the end of every lesson. Please debrief them wherever you feel necessary.*



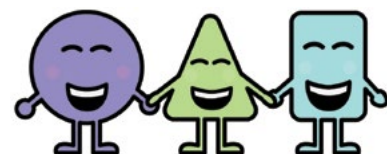
Equality



Justice



Liberty



Fraternity

# Learn (20 minutes)

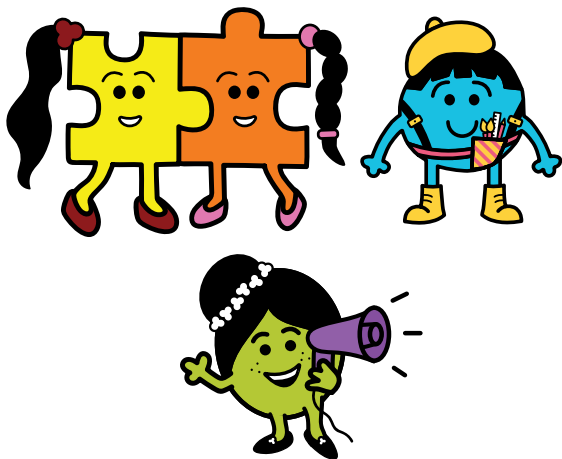
Let's play a game to learn about our objective. How many of you have played or heard about dumb charades?

*Invite a few learners to share.*

We are going to play this game in class today. Let's quickly recap the rules.

- Some of you will be assigned the names of one community helper each.
- You will then act out the community helper. Remember you can not speak or do any lip movements.
- Others will have to guess who this community helper is in less than 45 seconds.

Let's begin the game. Remember to take help from Ms. Collaboration, Mr. Creativity and Ms. Communication while doing the activity.



*You can either let learners pick up chit from the bowl or assign a chit to them.*

*Virtually, a name can be sent on a personal chat/ whatsapp.*

*Community helpers list:*

1. Plumber
2. Fire fighter
3. Doctors and nurses
4. Police
5. Watchmen
6. Garbage collectors
7. Sweepers
8. Teachers
9. Electricians
10. Farmers

*Generate enthusiasm through the activity. The purpose is for learners to have fun while learning about what different community helpers do and are called.*

Thank you! I hope you all had fun.

Now that we have explored who our different community helpers are, let's turn to our partners and discuss the following questions for the next 10 minutes:

- What is a community?
- What does it mean to be a helper?
- Who is a community helper?

*Possible responses:*

*Community: a group of people living in the same place or having a particular characteristic in common.*

*Community helpers make communities cleaner, safer, and more pleasant for other people. They do many different things to help us every day.*

*Please invite 2 responses each for all the questions in the large group and synthesise what learners share that we as a community need to be grateful to all the people that help us live a better and safer life.*

*Feel free to add an anecdote from your life. For example: During Corona, my mother fell sick and we were very worried.*

*So the community doctor was kind and helped her feel better. I suppose she takes care of many people in the community when they feel sick.*

## Reflect (12 minutes)



It's Mr. Consciousness time!

Think and share:

- What would happen if there were no community helpers? Eg: police, doctors etc?
- Which constitutional value can you make a connection to?

*Invite responses in the large group and debrief the constitutional values.*

## After Class Challenge

Look out for all the community helpers you see at home. Say hi to three of them and thank you! We'll share how that felt tomorrow!

## OBJECTIVE

**I can illustrate the places that make up my community.**

## C IN FOCUS

Ms. Critical Thinking  
Mr. Consciousness  
Mr. Creativity



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Prepare a map of your own community

Add pictures of any submissions of learners' pre-work

## SUMMARY OF PRE-WORK

Watch the video-



Create a map of your room with the help of the video.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation



Asynchronous Pre-work Document



# Spark (10 minutes)

Hi learners,



Did you say hi to 3 community workers?  
Who did you see? How did it feel to  
thank them?

*Invite 3- 4 responses.*

Thank you for taking help from Ms.  
Courage and doing this. Yesterday we  
talked about who community helpers  
are. Today, we will think about where  
these community helpers were when  
you met and said hi to them.

Our community has so many interesting  
places and we are going to learn about  
some of them today.

*Point to the objective: I can illustrate the  
places that make up my community*

Do you know what a map is and why it  
helps us? Think about what you did in  
your pre-work and try to make a guess.

*Invite 3-4 responses and share that a  
map is a way of getting from one place  
to another. Show them an example of a  
map. You can show the map of your own  
community or the one made by learners in  
their pre-work.*

## Learn (20 minutes)

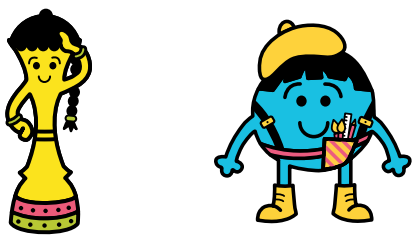
Today, we are going to make a simple map of our community. Before you do that, let me share with you how I drew mine.

*Before learners follow the instruction, demonstrate how you drew your community map. Please make your*

*thinking visible so that it becomes easier for learners to follow. For example: Here is my home. Next to me lives my neighbour Mr. Farooqui. There is a big street in front of my house and a shop right opposite. At the end of the road is another road and at the end of that is a police station. On the other side of my house is the school etc.*



Now it's your turn. Please Follow the following instructions and remember to take help from Ms. Critical Thinking and Mr. Creativity while doing this.



You have next 6 minutes to do this individually.

*Once learners are done with the activity, ask them to hold their sheets up in the air so that everyone can see. Appreciate their efforts and point out key highlights while you see their maps.*

I am going to share a few statements. Put your hands up if you have these on your map. You may ask learners to show it to their partners in an in-person class.

- Is there a vegetable market?
- Is there a hospital?



- Is it close or far from your house?
- Did you remember to put in traffic lights?
- Do you have places of worship in your community?

*Pause after each statement and invite different learners to share the importance of these places.*

## Reflect (12 minutes)



It's Mr. Consciousness time!

Please close your eyes. We're going to think about all the people who help us in our community. Let's picture all the policemen and the firemen who help us. Picture all the doctors and nurses. Say thank you to them silently. Picture all the people who sell us the things we need – food, water, clothes. Say thank you to them too. Picture people you know who are community helpers. Say a big thank you to them too.

As we come to the end of this class, think and share:

- What did you learn about your community?
- Which constitutional value can you make a connection to?

*Invite responses in the large group and debrief the constitutional values*

## After Class Challenge

Today when you go home, go for a community tour with your friends. Search for even more community helpers. See if you need to correct your maps or add anything to it. Bring them back tomorrow so we can see them all and put them up in class.



## OBJECTIVE

**I can illustrate the activities that people do in my community.**

### Cs IN FOCUS

Mr. Consciousness  
Ms. Critical thinking  
Mr. Creativity



### CONSTITUTIONAL VALUES

Fraternity

### MATERIALS

Prepare a drawing of the different activities people do in your community.

### SUMMARY OF PRE-WORK

Ask 3 people around you about:

1. What did they do throughout the day?
2. What are the things they enjoy doing?
3. What are their favorite festivals? How do they celebrate them?

For the class: Get your art supplies

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (10 minutes)

Hello learners!



Now that we have learnt what people and places make a community, let's look at different activities they do.

Do you know that different communities are known for different activities? Let's guess what these communities do.

*Please show the pictures and at each slide, ask:*

Do you know what this community does?



*Invite responses and explain that they are a fishing community, potters community and a farming community respectively. Share that most people in these communities are fishermen, potters and farmers respectively.*

I am sure that people in your community also do different activities. It might also be the case that some activities are done by a lot of people in your community.

Would any of you like to shout out what these activities are?

*Invite responses from different learners.*

Today, we are going to talk about all these activities.

*Point to the objective: I can illustrate the activities that make up my community*

# Learn (20 minutes)

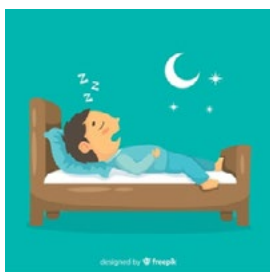
Great, till now, we have discussed different activities that are a part of different communities.

Let's guess what are the activities that are common to all communities.

I am going to show you some pictures and you will have to guess what it is. Are you ready? Let's use Ms. Critical Thinking to do this.



Show the illustrations and ask the learners to guess.



After the learners have shared, ask them if all of them and their neighbours do it and explain that we might cook different food, sleep at different times, play different games and pray in different ways but these activities are a part of every community. These are certain things that

are common to all despite our differences and hence, we may celebrate it by practicing Fraternity.

Now we are going to think about our communities and all the activities that happen there. Let me share a little about my community first.

You can model a drawing by showing examples of activities in your community. You can illustrate activities people do for living, activities people do for entertainment, activities that people like to do together. For example- Run a shop, play hide n seek, go for Namaz in the evening, make a queue to fill water buckets in the morning etc.

Now, it's your turn. Follow these instructions and remember to take help from Ms. Critical thinking and Mr. Creativity :



- Picture your own community
- Think of as many individuals as you can.
- Make a note of things they do. They can be similar or different.
- Use colours to draw or represent these activities. Label it as well.

You have 6 minutes to do this.

*After learners are done, ask them to hold up their drawing so that everyone can see. While observing different drawings, I keep highlighting some things that stand out to you and invite different learners to explain*

*what they have drawn. For example, I see that XYZ has drawn a cricket match – can you share more about it? Do people play a lot of cricket in your community?. I see that ABC has drawn Eid celebrations – would you like to tell us a little about how Eid is celebrated in your community?*

## Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- What activities are common between your communities?
- What activities are different?
- What makes your community special?
- What did you learn about your and other communities today?
- Which constitutional values can you make connections to?

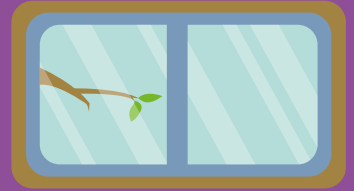
*Invite responses in the large group and debrief the constitutional values*

## After Class Challenge

Ask learners to look out for different activities people do in their community.

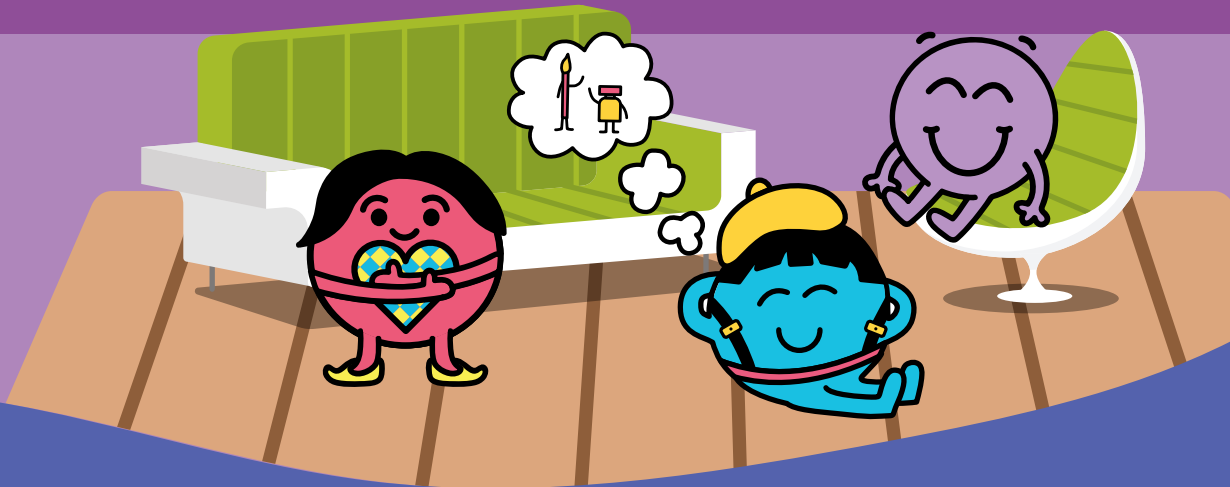
## OBJECTIVE

**I can share gratitude for the different community helpers I see around me.**



## C IN FOCUS

Mr. Compassion  
Mr. Creativity  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Prepare a gratitude card for a community member

## SUMMARY OF PRE-WORK

Watch this video on importance of gratitude-



Note down your understanding of gratitude.

Get your art supplies to the class

## RESOURCES FOR THE TEACHER:

Synchronous Presentation



Asynchronous Pre-work Document





# Spark (10 minutes)

Hello learners,



Till now we have learned so much about what makes up our community. We've learned a lot about community helpers. We've learned who they are, where they live, how they help us. We've also practiced finding them, saying hi to them and saying thank you. Today we are going to learn the power of being really grateful.

Let's read the objective for the day together:

**I can share gratitude for the different community helpers I see around me.**

Can someone please explain what gratitude is? Feel free to refer to your pre-work.

*Possible responses: Gratitude is about feeling thankful.*

Thank you! It means feeling thankful for what you have or your people do for you and expressing the same.

Learning to be grateful might really change our lives. It might help us move from thinking about what we don't have to thinking about what we have. Let's listen to this story to understand this.

*One day, Sunita was really sad. She had lost her favorite toy car. Sunita used to play with that car every single day. She would sleep with it next to her. She loved*

*that car because it was a gift from her favorite cousin. She would clean her car once a week with soap and water to keep it shiny! Sunita's friend Raheem saw her sitting and crying. "Why are you crying Sunita?" said Raheem. Sunita just stayed quiet. "Please Sunita", said Raheem, tell me why you are crying. Softly Sunita shared, "I lost my car." "Oh, no," said Raheem. "That must feel really bad. But I may have a way to help you. Can I try?" "Ok", said Sunita. Raheem sat down in front of Sunita. "Tell me 25 things that you have in your life that you are grateful for". "Why?" said Sunita. "Just trust your friend, Raheem," said Raheem with a smile. "Ok, then. I am grateful for my house, my clothes, my food" Yes, said Raheem, but what about the people in your life? Sunita gave a small smile "I am grateful for my mother, my father, my sister, for you!" "Yes, " said Raheem, " but what about things in you?" Sunita smiled a little more "I am grateful for my eyes that let me see, for my hands, my feet, my heart that lets me care..." Raheem now saw Sunita smiling. "That's enough, Sunita," he said kindly. "You see, losing your car is bad. But when you think of all that you have and are grateful for, you are able to still see that you are very lucky. And that makes you feel better"*

*Read the story in an appropriate tone and voice. Pause to check if learners understand the story by asking various questions in the middle. Once you finish reading, ask the following questions.*

- What happened in this story?
- Why was Sunita sad?
- What made her feel better?

*Invite 3- 4 responses for each of the questions and explain that when we are grateful , say thank you for what we have,*

*we might always feel better and positive. Show the GIVE to learners-*

G – *gratitude*

I – *is*

V- *very*

E – *easy*

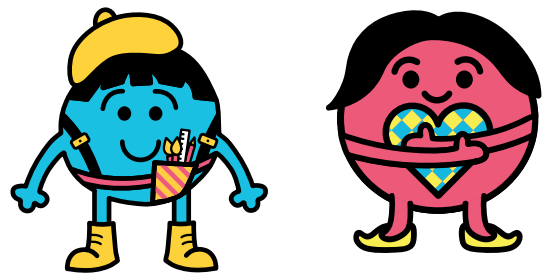
*Reiterate that it's easy to say thank you and be grateful!*

## Learn (20 minutes)

Now we are going to have some fun.

*Share a card that you drew for one of the community helpers that you feel grateful for and share any personal anecdote. For example: I feel really grateful for my house help/ didi/ Kaki who makes delicious food for me everyday. It's because of her, I miss my home less.*

Now, I invite you all to use Mr. Creativity and Mr. Compassion to make beautiful cards for everyone in your community who you feel grateful for. Remember, everyone can draw so let's get started. We have next 10 minutes to do this.



*After learners are done, ask them to hold up their cards so that everyone can see. While observing different drawings, keep sharing things that stand out to you. Celebrate learners for the creativity and compassion they have shown through this activity.*

# Reflect (12 minutes)



It's Mr. Consciousness time!

Think and share:

- How do you feel after making the cards?
- Can you think of one thing today that you will do to help anyone in your community?
- Which constitutional values can you make connections to?

*Invite responses in the large group and debrief the constitutional values.*

## After Class Challenge

Remember to give away your cards and be aware of how you feel when you give them away





# Big Question 07

**How does diversity  
make a community a  
richer place to live in?**

## **LEARNING STANDARD**

**Students will develop positive social identities based on their membership in multiple groups in society.  
Students will express comfort around people who seem similar and different from themselves.**

## OBJECTIVE

**I can recount how different people believe different things and live their daily lives in different ways.**

### Cs IN FOCUS

Ms. Critical Thinking  
Mr. Curiosity  
Mr. Consciousness



### CONSTITUTIONAL VALUES

Fraternity

### MATERIALS

N/A

### SUMMARY OF PRE-WORK

Read and answer the questions as you read this story. You may also watch the read-aloud of the story!

Tacky - The Penguin by Helen Lester (Given on last page)

 Video



### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (10 minutes)

Hello learners!



Can we quickly look at the 'Do Now' and raise our hands if we know the response?

Do now: What is the another word for differences that we learned in the last unit? Hint: the word starts with D.

*Correct response: Diversity*

*Please present on the screen/ write on the board the 'Do Now'. Invite a few learners to share. Ask another question or write on the board-*

## **How does diversity make a community a richer place to live in?**

What do you understand about this question?

*Invite 3-4 learners to share in the large group.*

Possible responses: Diversity is good for the community. Different people do different things in the community and that is helpful for everyone.

Thank you! For the next couple of days, we will engage with this question in a lot more detail.

To begin with, let's go back to our pre-work. Let's quickly turn to our partners and discuss:

- How were penguins different from each other? Why?
- How did different penguins respond when they heard hunters?
- Who, according to you, did the right thing? Why?

*Invite a few learners to share their responses in the large group. Explain that some differences might make us unique and can also help us in a lot of ways, just as we saw in the penguin story.*

*Therefore, today we are going to-  
Recount how different people believe different things and live their daily lives in different ways.*

I may like dogs but my friend may like cats. The lesson is about looking at how people live differently.

# Learn (20 minutes)

Just like the penguins, humans also have different ways of doing things. There may not be one right or ideal way of doing things.

Our likes and dislikes, our thoughts, our ways of living/ doing things may be different because we grow up differently than others.

Let's see if that's true for us. I am going to ask a question and would love for all of you to respond.

- How did you come to school today? Did you walk? Did you take the bus? The rickshaw?

*Take responses from 3-4 learners and reiterate that the same task is done so differently by the learners of the same class.*

Now let's meet a few new friends and see how they come to school everyday.

*Read the four lines and follow up with questions. Invite response from different learners.*

*Hi, my name is Raju  
I live very close to school  
And that is why, everyday,  
I walk my way to school.*

- How does Raju go to school everyday? Why?

*Hi, my name is Ali,  
I live very far away from school,  
And that is why, everyday,*

*I take a bus to school.*

- How does Ali go to school? Why?

*Hi, my name is Khushi,  
My dad has a motorbike,  
And that is why, everyday,  
He drops me to school on his bike.*

- How does Khushi go to school? Why?

*Hi my name is Rohan,  
I live pretty far away too,  
I don't like the smoke that pollutes the air,  
And that is why, everyday, "  
I cycle my way to school.*

- How does Rohan go to school? Why?

Just like Ali, Rohan, Khushi we all do things differently for different reasons.

Now, let's turn to our partners and follow these instructions:

- With the help of Mr. Curiosity, ask your partner the following questions:
  - What are your hobbies?
  - What is your favourite food?
  - Where do you visit your grandparents or cousins?
  - Which language do you speak at home?
  - What are the things you like/ dislike about yourself?
- Answer the same questions for yourself.

- With the help of Ms. Critical Thinking, note down, if anything is similar or different?



*You can model it out by having a conversation with one of the learners in the classroom. Once the learners are done, ask them to share what similarities and differences come up through this activity.*

## Reflect (12 minutes)



It's Mr. Consciousness time!

Think and share:

- What would happen if everyone in the world was the same?
- Can you share what good and bad would come out of it?
- Why are the differences important?
- How do they help us?

*Invite a few responses in the large group and explain that we might not get to enjoy different cultures, celebrate different festivals, play different games, eat different things if everyone in the world was the same. Life might also become very boring. You can refer to how we spoke about similarities and differences in unit 2 and learned that celebrating differences is a way of practicing Fraternity.*

## After Class Challenge

Find a friend in the community, possibly someone who isn't in the same school/ class and ask them similar questions. You can take help from Mr. Curiosity and get to know more about things they do in their daily life that might be different than yours.

# Tacky - The Penguin by Helen Lester



There once lived a penguin. His home was a nice icy land he shared with his companions. His companions were named Goodly, Lovely, Angel, Neatly, and Perfect. His name was Tacky. Tacky was an odd bird.

- Who is the story about?
- Who were Tacky's friends?

Every day Goodly, Lovely, Angel, Neatly, and Perfect greeted each other quietly and politely. Tacky greeted them with a hearty slap on the back and a loud "What's happening?"

Goodly, Lovely, Angel, Neatly, and Perfect always marched 1-2-3-4, 1-2-3-4, Tacky always marched 1-2-3, 4-2, 3-6-0, 2-1/2, 0. Goodly, Lovely, Angel, Neatly, and Perfect always sang pretty songs like "Sunrise on the Iceberg." Tacky always sang songs like "How Many Toes Does a Fish Have?" Tacky was an odd bird.

- How do Tacky's friends greet each other?
- How is Tacky's walk different from his friends?
- Why is Tacky an odd bird?

One day the penguins heard the thump...thump...thump of feet in the distance. This could mean only one thing. Hunters had come. They came with maps and traps and rocks and locks, and they were rough and tough. As the thump...thump...thump drew closer, the penguins could hear the growly voices chanting, "We're gonna catch some pretty penguins. And we'll march'em with a switch. And we'll sell'em for a dollar. And get rich, rich, RICH!"

- Whose voices did penguins hear?
- What did they want?

Goodly, Lovely, Angel, Neatly, and Perfect

ran away in fright. They hid behind a block of ice. Tacky stood alone. The hunters marched right up to him, chanting, "We're gonna catch some pretty penguins. And we'll march'em with a switch. And we'll sell'em for a dollar. And get rich, rich, RICH!"

- Why did Goodly, Lovely, Angel, Neatly, and Perfect run away?
- Where did they hide?
- Why do you think Tacky stood there?
- What do you think happens next in the story?

"What's happening?" blared Tacky, giving one hunter an especially hearty slap on the back. They growled, "We're hunting for penguins. That's what's happening." "PENNNNGUIINS?" , said Tacky. "Do you mean those birds that march neatly in a row?" And he marched, 1-2-3, 4-2, 3-6-0, 2-1/2, 0. The hunters looked puzzled.

"Do you mean those birds that sing such pretty songs?" Tacky began to sing, and from behind the block of ice came the voices of his companions all singing as loudly and dreadfully as they could.

- "HOW MANY TOES DOES A FISH HAVE?
- AND HOW MANY WINGS ON A COW?
- I WONDER. YUP, I WONDER."
- What puzzled the hunters and Why?

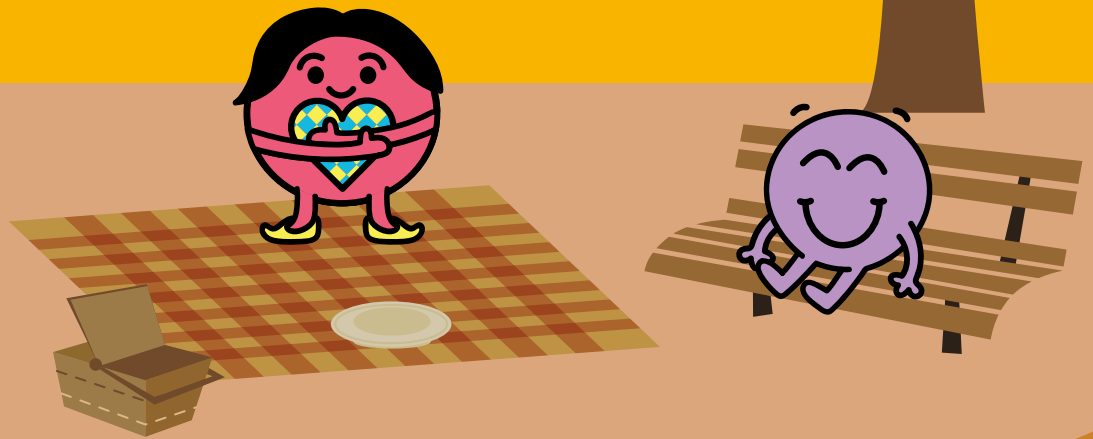
The hunters could not stand the horrible singing. This could not be the land of the pretty penguins. They ran away with their hands clasped tightly over their ears, leaving behind their maps and traps and rocks and locks, and not looking at all rough and tough. Goodly, Lovely, Angel, Neatly, and Perfect hugged Tacky. Tacky was an odd bird but a very nice bird to have around.

## OBJECTIVE

**I can describe how we show love and care in our religion.**

## C IN FOCUS

Mr. Compassion  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Prepare a story when you feel loved and cared for along with a photograph.

## SUMMARY OF PRE-WORK

Talk to your grandparents or parents about your religion. Ask them:

- What are some ways you worship in your religion?
- What are some festivals you celebrate?
- If you were to describe God, what would they look and sound like?

Bring a photograph, or create an illustration connected to a celebration where you have felt loved/ cared for.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation



Link

Asynchronous Pre-work Document



Link



# Spark (15 minutes)



Hi learners,

Can someone please help us recall what we did yesterday?

*Possible responses: talked about difference, how different people live differently and believe in different things, how diversity is good for a community.*

Today, we are going to learn more about differences by talking about different religions.

*Point to the objective: I can describe how we show love and care in our religion*

Can somebody guess what this is going to be about?

*Possible responses: Learning about people's way of showing love who follow different religion like Hindu, Christian, Muslim etc.*

*Invite 1-2 responses.*

*This is the first activity to introduce religion in class - some learners might share that they have felt love and care during the celebration of festivals, birthdays, etc. That is okay too.*

Let's do an activity to weave a 'Web of Love and Care' with a big ball of yarn.

- Let's sit in a big circle.

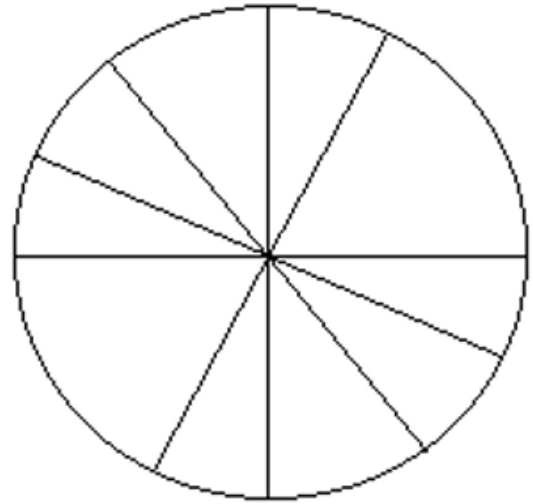
- When you get the yarn ball, please share one way in which you practice love and care in your religion.
- Hold on to one end of the string and throw the ball at someone to invite this person to share.
- The other person holds one part of the string and shares the same.
- We shall continue the same till the time everyone has shared and is holding a string.

You've already spoken to your grandparents and have gotten to know more about your religion. Let's refer to that in case we have felt love and care doing any of those things.

*Ask learners to sit in a circle. Holding one end of a ball of yarn or string, tell learners one way you care for someone or something in your religion. While still holding your end of the string, pass or toss the ball to another learner. That student will then share one way he/she shows loving or caring in their religion. Continue passing or tossing the ball until each student has had an opportunity to be a part of the web. After each student has had a turn, please stand up as you are holding the string. Shout, Hurray! And share- We have many different ways to show we love and care and look at how beautifully we are all connected.*



*You may choose to do this in smaller groups. In a virtual classroom, you may choose to do it using annotation. Have the names of all the learners on the circumference of the circle. Ask one learner to share and continue to play the tag game. Join the lines on a circle according to how learners tag each other.*



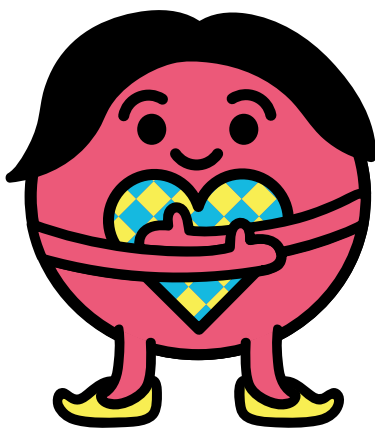
After the activity, ask them how they are feeling. Invite a few responses in the large group.

## Learn (15 minutes)

Now that we have all shared how we show love and care for others - let's see how others show love and care for us.

In your pre-work, I asked you all to bring a photograph / drawing of a day when you felt loved and cared for.

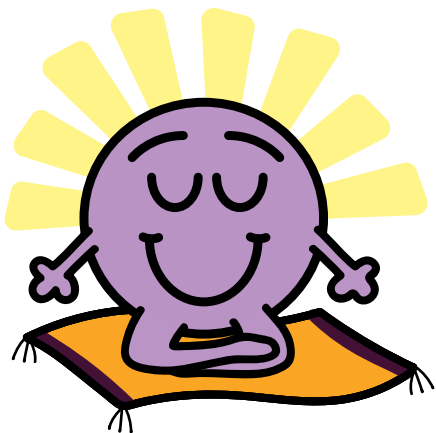
Let's turn to our partners, share our photographs/ illustrations and share more about the day. Let's take help from Mr. Compassion to do this.



*Model a story when you felt loved and cared for along with a photograph. Learners love when teachers share their stories and it gives them courage to share theirs.*

*After the partner sharing, invite a few learners to share in the large group, what their partner shared and how their partners were feeling while sharing.*

# Reflect (10 minutes)



It's Mr. Consciousness time!

Think and share:

- Did you learn any new way of showing love and care?
- How do various celebrations, such as Idul al Fitr, Christmas and Diwali, show love and care?
- Which constitutional values can you make connections to?

*Invite responses in the large group and share how showing love and care are the foundation of practicing Fraternity.*

## After Class Challenge

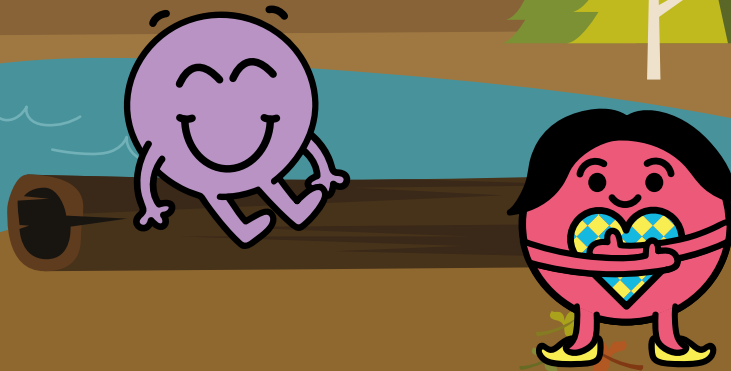
Practice the new form of showing love and care with your family members today.

## OBJECTIVE

# I can list and describe social groups in my community based on religion

## Cs IN FOCUS

Mr. Consciousness  
Mr. Compassion



## CONSTITUTIONAL VALUES

Fraternity, Liberty

## MATERIALS

Read the poem and keep the translation ready.

## SUMMARY OF PRE-WORK

Talk to a friend of another religion about their religion. Ask them: (or ask your family)

- What are some ways they worship in their religion?
- What are some festivals they celebrate?
- If they were to describe God, what would they look and sound like?

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (10 minutes)

Hello learners!



Yesterday we talked about how we show love and care in our religion and created a web of love. We saw how people feel loved and cared for during festivals and celebrations. Today we are going to learn more about the beautiful values of respect and diversity by sharing and learning more about different religions.

*Point to the objective: I can list and describe social groups in my community based on religion.*

out these festivals by looking at some pictures.

*Show the following pictures to the learners and ask them if they are familiar with these. Invite 2-3 learners to share more about each of these images.*



Thank you! We just saw the images of different festivals celebrated by different communities and religions. I am sure this helped you learn something new about different communities today.



# Learn (20 minutes)

Now, let us try to name different religions that we were able to identify.

*Ask different learners to share their list and read out the definition of religion:*

Religion is a set of beliefs about how the universe was made and what its purpose is. **Religion** usually involves worship of a god or gods, and the belief in certain ideas about right and wrong behavior.

Have you seen this in your religion?

*Encourage diverse learners to give examples of these learnings from the religion they follow or things they have heard about or seen around them. The purpose is for learners to hear about things that are practiced in different religions.*

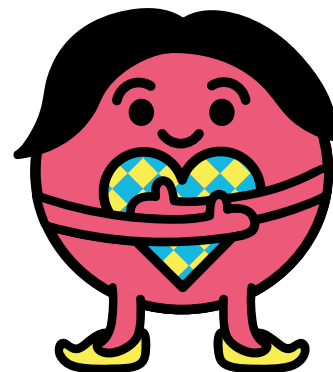
Are we seeing similarities in what different religions practice?

*Encourage learners to share their perspective and explain:*

It is important for us to keep Mr. Compassion by our side when we discuss religions. What different people practice may be different but that might not mean it's incorrect. Remember how different people can live life differently and believe in different things. That adds to the beauty of the community and makes it a richer place. Isn't that the essence of Fraternity?

Some people may also choose to not follow any religion or worship specific gods. Which constitutional value do you think these people exercise?

*Possible response: Liberty.*



# Reflect (12 minutes)



It's Mr. Consciousness time!

Think and share:

- One new thing you learned today.
- One thing you're curious to learn more about.
- Which constitutional values are you making connections to?

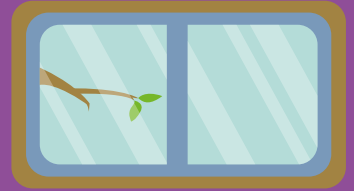
## After Class Challenge

Find out more about the one thing you feel curious about.

Share your learning with your parents and siblings.

## OBJECTIVE

**I can list and describe social groups in my community based on ethnicity**



## C IN FOCUS

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



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Prepare a drawing of the different ethnicities in your community

## SUMMARY OF PRE-WORK

About any two religions find out:

- What kind of clothes do people usually wear?
- What festivals do they celebrate?
- What do they eat?
- What languages do they speak?

## RESOURCES FOR THE TEACHER:

Synchronous Presentation



Link

Asynchronous Pre-work Document



Link

# Spark (10 minutes)

Hi learners,



Last class we learned about a few of the religions we practice. Can someone remind the class about the religions we learned about?

*Possible responses: Hinduism, Islam, Christianity, Sikhism etc.*

Today we will learn more about the different people in our community by talking about ethnicities.

*Point to the objective: I can list and describe social groups in my community based on ethnicity.*

Let's see what the word 'ethnicity' actually means-

*Possible response: belonging to a social group that has a common tradition.*

Would any of you like to give examples of these traditions?

*Encourage them to think about any ritual that's followed in their homes or their community. It is okay if learners don't know, tell them that we will get to know about this through the lesson.*

Let us begin by talking about different languages people may speak in your community or you may have heard of being spoken somewhere else.

I will say a few words in different languages, your task is to guess which language this is!

*Please choose some languages that learners might have heard in the community or the region. Some examples are shown below. Please choose languages according to the learner's context.*

- Good morning, how are you? (English)
- Salam - Aap Kaise Hain? (Urdu)
- Namaste - kya haal hai? (Hindi)
- Sat Sri Akal! Tussi kaise ho? (Punjabi)
- Namaskaram - sukham ano? (Malayalam)
- Vanakkom - Nīnkāl eppati irukkirīrkāl (Tamil)

*Explain the meaning of these phrases.*

Can you think of any other languages that you have heard of in your community? Can you share how you greet people in that language?

Let's take the help of Ms. Courage.





*Encourage learners to share in the large group. The purpose is for learners to feel confident in sharing their local languages / dialects so that differences come alive.*

Thank you so much! We have already seen how different people express themselves in different languages and how much diversity we can see in our own classroom.

**Now let's look at** different types of clothes people wear in our community. I will show you pictures and you all are invited to guess the names of different pieces of clothing!



*Sari, burkha, shalwar - kameez, dress, dhoti. Point to the pictures while learners identify clothes.*

Can you think of any other clothes that you have seen people wear in communities or during specific festivals? Can you share what is that called? Let's take the help of Ms. Courage.



*Encourage learners to share in the large group. The purpose is for learners to get to know how different people dress up in different households/ communities/ cultures so that differences come alive.*

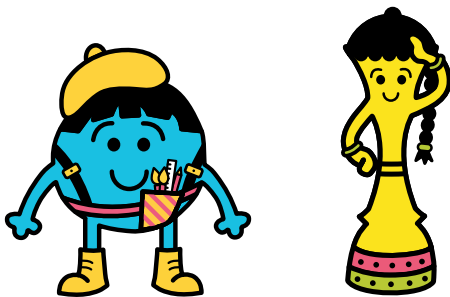
# Learn (20 minutes)

Why do you think people speak different languages? Or wear different clothes? Why can't all of us just interact in the same language or wear the same clothes?

*Possible answers: It's a part of their cultures. They have seen their parents or people around them wear it.*

*Invite multiple responses in the large group and share how these small things help people express 'Who they are?' and 'Where do they belong from?'. It might help us express and take pride in our identity. It may also add so many colors and make our community a richer place.*

Now, let's take the help of Mr. Creativity and Ms. Critical Thinking to do an activity.



Close your eyes and think about the time when you are walking back home from school. Think about:

- Who are the different people you see?

- What are they wearing?
- What are they saying?

Now, put this all on the sheet of paper. You can draw the different types of people in your community or can put down what you mostly hear them speak. The more people we will draw, the more beautiful our community will be! So let's really try to think of everything that happens around you during that time.

*Model out a drawing for learners.*

*After learners complete their drawings, ask them to hold their drawings up in the air and show it to the entire class. Encourage learners by highlighting how beautiful, colorful and diverse each of their drawings are. Invite a few learners to share more about what they've drawn and why they have chosen to highlight the same.*

*Once learners are done sharing, ask-*

*Who are the different types of people we can see in all our communities? Think of differences that you can see on the basis of language/ clothes/ activities that people are doing.*

*Invite responses in the large group.*

# Reflect (12 minutes)



It's Mr. Consciousness time!

Think and share:

- What did you learn about differences in the class today?
- How good or bad are they for the community?
- Are you curious to know more about any of the communities? What do you wish to know?
- Which constitutional values can you make connections to?

## After Class Challenge

Find out more about the one thing you feel curious about.

Share your learning with your parents and siblings.

## OBJECTIVE

**I can draw out similarities between different religious groups.**

### Cs IN FOCUS

Mr. Consciousness  
Ms. Critical Thinking



### CONSTITUTIONAL VALUES

Fraternity

### MATERIALS

Personal stories of how you and a friend of different religions are similar yet different.

### SUMMARY OF PRE-WORK

About any two religions find out at least two similarities. (Things they do that are similar.)

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



# Spark (5 minutes)

Hello learners!



Till now we have learnt about different religions, ethnicities, their language, culture and festivals. Today we will:

*Point to and explain the objective: I can draw out similarities and differences between different religious groups.*

India is full of people who have different beliefs. That is what makes us special. And even if we don't agree with a belief, the important thing might be to respect it.

Today we are going to talk about 4 major religions in India so that we can learn more about them.

I'm going to share a few statements with you, your task is to place the statement in the table according to their relationship with the religion.

*Draw/ Present the table to the learners and explain the instructions. Please pause after each statement and allow learners to share their responses.*

Hindu	Islam	Christianity	Sikhism

Box 1 represents Hinduism  
Box 2 represents Islam  
Box 3 represents Christianity

Box 4 represents Sikhism

Statements are as follows:

- I celebrate Christmas (3)
- I worship Jesus (3)
- I worship Allah (2)
- I worship Ram (1)
- I celebrate Diwali (1)
- I celebrate Eid (2)
- I go to the gurdwara (4)
- I wear a turban (4)
- I treat my family and friends with respect (all!)
- I am kind to my neighbours (all!)
- I choose what I eat (all!)
- My religion teaches me to be kind and help everyone(all!)

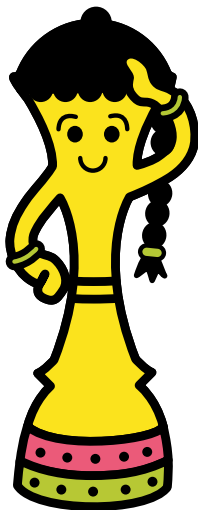
Thank you!

# Learn (20 minutes)

Please observe the table carefully and note down anything that's standing out to you. Now, let's get into the groups of 4 and discuss the following:

- What is common amongst all religions?
- What is different amongst all religions?
- Why is it important to know these similarities and differences?

Remember to take help from Ms. Critical Thinking while discussing.



*Once learners are done sharing in small groups, invite them to share their responses in the large group. You may use the following questions to guide the discussion.*

- How do the similarities that we found make us feel about people from different religions?
- What kind of a world do you want to live in - one in which everyone chooses to live in peace and harmony or the one in which people fight based on religion? Why?
- What do we need to do for this?

*Feel free to share your opinions by sharing some personal examples and invite learners to do the same. The idea is for learners to engage with the questions deeply, feel safe to share their opinion and respect a diverse opinion.*

## Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- Two things you learnt today.
- One thing that you feel curious about.
- Which constitutional values are you making connections to?

## After Class Challenge (30 minutes)

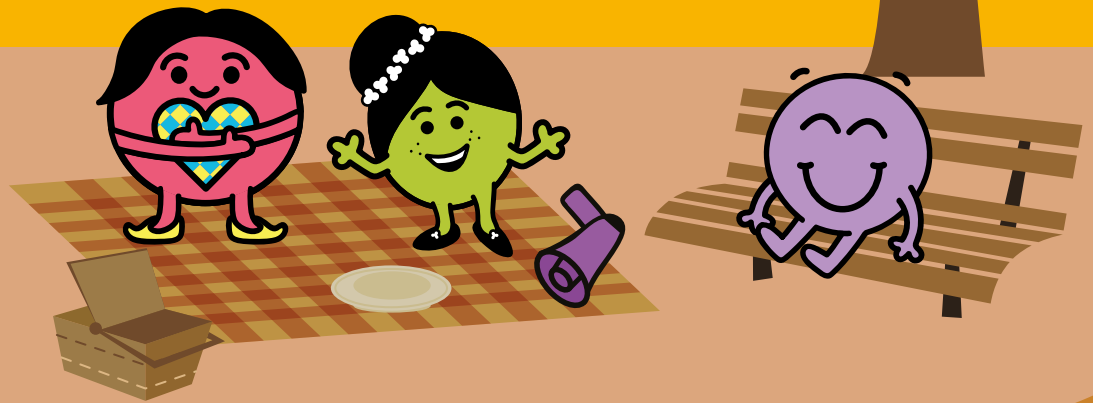
Draw an image of an ideal community that you would want to live in, with people with different beliefs than you. How would you live peacefully there?

## OBJECTIVE

**I can share appreciation and respect for diversity.**

## C IN FOCUS

Mr. Compassion  
Mr. Consciousness  
Ms. Communication



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Please make mixed groups keeping in mind the cultural/ religious/ ethnic diversity if possible.

Learn the tune of this song.

 Video



## SUMMARY OF PRE-WORK

Tomorrow, we are going to have a class celebration.

Please find at home and bring to the class any one thing that describes your culture/ tradition/ festivals.

It can be a piece of cloth/ a food dish/ decoration you use in festivals, a prayer that you read, an idol of the god that you worship, religious symbols that you wear etc.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link





## Spark (10 minutes)

Namaste, Salaam, Sat sri akal,  
Namaskarm, Vanakkom learners!  
Can you repeat that after me!



That is a Hindi, Urdu, Punjabi, Malayalam and Tamil way of saying hello! Is there any other way of saying hello that I missed out one?

*Invite learners to share and ask the class to repeat*

Today we are going to keep thinking about how special our differences are!

*Point to the objective: I can share appreciation and respect for diversity.*

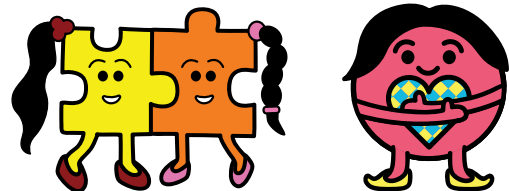
As we have learned that people in our community are very different but are also similar in so many ways! Today we will learn something from the different people in our community - are you ready?

## Learn (15 minutes)

Now let us all get into the small groups of 5 and share with each other:

- The element you got to represent your culture/ religion/ ethnicity.
- What does it symbolise/ mean?
- When are they mostly used and how?
- Feel free to share any fun facts that you feel your group needs to know about your culture/ religion/ ethnicity

Let's remember to take help from Mr. Compassion and Ms. Collaboration while doing this for your groups. You have next 15 minutes to do this.



*Ask learners to get into mixed groups created by you keeping in mind the diversity. Feel free to add any other norms that you wish to. The idea is for learners to show pride in what they have got and others to learn about it from them.*

*After the group activity, invite one learner from each group to share what stood out to them.*

# Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- What new things did you learn today?
- What did you enjoy the most?
- Which constitutional values can you make a connection to?

*Invite learners to share responses in the large group and share:*

How beautiful and exciting it is to learn from each other about our differences. There are so many people in this world with so many different beliefs and a lot of different things that make each of us special. Let's close out by singing a song together. This song helps us see that while the world is actually big, it becomes small when we see that there are some beautiful things that are true for all of us.

*Please play the song / learn the tune of the same from here. Sing along with your learners.*



*It's a world of laughter  
A world of tears  
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

Add the celebrations to the image of your ideal community that you would want to live in. How do you imagine them celebrating the festivals together?

Please create a poster demonstrating this by taking the help from Mr. Creativity.

## OBJECTIVE

**I can use accurate and respectful words to describe some ways that I am similar to and different from people**

## Cs IN FOCUS

Mr. Compassion  
Mr. Consciousness  
Ms. Collaboration



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

N/A

## SUMMARY OF PRE-WORK

Read the story and respond to the questions:

The Prince and the Rhinoceros: An Indian Tale of Speaking Kindly

 Link



(Given on last page)

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (10 minutes)

Hello learners!



Yesterday we spent some time learning about each other's traditions, cultures, religions and beliefs. It gave us a sneak peek into how different yet special all of us are.

Today we are going to talk about how we can express our appreciation towards these differences through our language.

*Point to the objective: I can use accurate and respectful words to describe some ways that I am similar to and different from people*

Let's start with a quick fun quiz. I'll read out a few sentences. If you feel I am being respectful, make a heart shape with your fingers. If you feel I am not, please cross your fingers. Are you ready?

- Yuck, you sweat so much! You smell so bad!

*Possible response: disrespectful*

- Boys are smarter than girls.

*Possible response: disrespectful*

- Please try that again. I think you made a mistake.

*Possible response: respectful*

- You may want to have a shower after the game.

*Possible response: respectful*

- That dress looks nice on you.

*Possible response: respectful*

- That girl is so sexy.

*Possible response: disrespectful*

- That lady on the street looks like she needs help. Let's call a doctor.

*Possible response: respectful*

- Don't be a drunk like your crazy father.

*Possible response: disrespectful*

- Why do you speak with that stupid accent? I can't understand a thing!

*Possible response: disrespectful*

*Pause after reading every statement so that learners can respond. You may also ask them the 'words' that tell if a certain statement is respectful or disrespectful. In case there are disagreements, you may also ask learners to share perspectives and ask them to rephrase a statement respectfully.*

Thank you so much for engaging in this activity. Let's go back to our pre-work. Can someone share the connections you are making to the story? Think about:

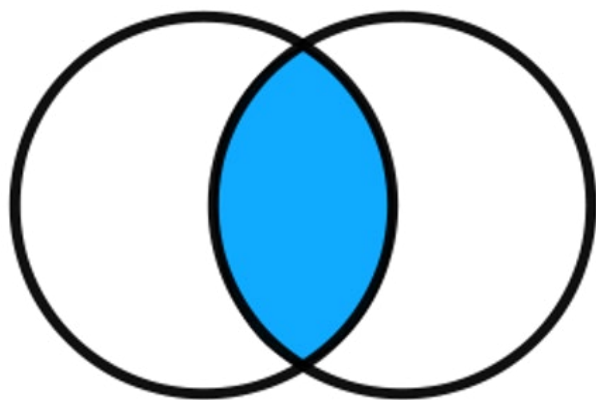
- What words did the prince use for Great Joy the last time?

- How did she feel? What did she do?
- What is the moral of the story?

*Invite learners to share their responses and reiterate the importance of using kind words.*

## Learn (15 minutes)

Now, let's practice using kind words to introduce ourselves and our partners. Let me show you an example.



*Please demonstrate by making a venn diagram on the board. Write down words that describe you. For example: teacher, good friend, Christian, likes cats, dislikes insects. Then, ask any learner to describe himself/ herself using words. Keep writing till you find some common words. Write these in the middle of the two circles, the one shown in blue.*

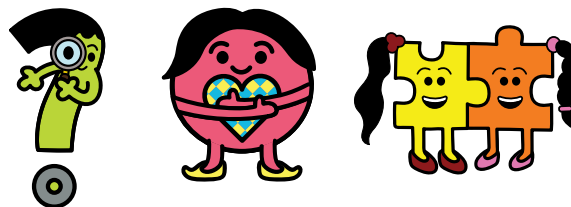
Can you see how both of us had things that were similar and different? Now, it's your turn. With your partner, make one venn diagram and follow these steps:

- Describe yourself to your partner and put these in one circle.
- Let the partner share the words

that describe them and put these in other circle

- Keep sharing about each other until and unless you find at least two common things. Put that in the middle of the two circles.

You may choose to ask each other about your interests, likes, dislikes, favorite food/ movie/ song/subject, goals, dreams etc. You may also want to take some help from Mr. Curiosity to ask each other more questions. Also remember to take help from Mr. Compassion and Ms. Collaboration while doing this. You have next 10 minutes for this.



*After the activity is done, invite 3-5 learners to share what they liked about their partners. Encourage learners to use kind words and Mr. Compassionate. You may also ask learners to share one kind thing about each other with their partners.*

# Reflect (12 minutes)



It's Mr. Consciousness time!

Think and share:

- How does it feel when someone uses kind words for you?
- What might happen if we don't use kind words?

*Invite responses in the large group and reiterate the importance of using kind words to appreciate differences. You may also share that it's crucial for such diverse individuals and communities to live peacefully and in harmony with each other.*

There's a sweet little poem that talks about two of the most important words. Do you know what they could be?

*Invite learners to guess.*

They are 'please' and 'thank you'! To close out, let's read this poem together.

*There are two little magic words  
That will open any door with ease.  
One little word is, "Thanks!"  
And the other little word is, "Please!"  
When you'd like to ask for someone's help,  
And you're not sure where to begin.  
"Please" will start you off, and "thanks" comes at  
the end.*

## After Class Challenge

Imagine a world where kindness is a currency people use to exchange goods and services. What would happen there?

## Read the story and respond to the questions:

### The Prince and the Rhinoceros: An Indian Tale of Speaking Kindly

Once upon a time in India, a rhinoceros was born, with beautiful skin.. The rhinoceros was given to a prince. The prince was so happy with the gift that he laughed joyfully. So he named the little calf Great Joy. The prince treated the rhino with kindness. He fed her rice, fruit and he always spoke in a kind and gentle voice. Great Joy grew and was happy.

- Where was the rhino born?
- How was the skin of the rhino?
- Who was the rhino given to?
- What was the name of the rhino?
- How did the prince treat the rhino?

In time, Great Joy grew into a big rhino. She was very strong. She suggested to the prince that she compete in a running contest against the town's fastest bulls. The winner of the competition would win gold.

The next day, the prince, thinking only of the gold, hit the rhino and shouted, "Run you fat worthless rhino!" Great Joy was shocked and hurt at the prince's words. "Fat? Worthless?" She refused to run. Humiliated, the prince ran home. "I'm ruined," he cried.

- What words did the prince use for Great Joy?

- How did she feel? What did she do?

Great Joy was very sad, she went to the prince, "why did you say those terrible things to me?" The prince cried. "The gold distracted me. I forgot the importance of our friendship. I am so ashamed."

"Then we will try again," said Great Joy.

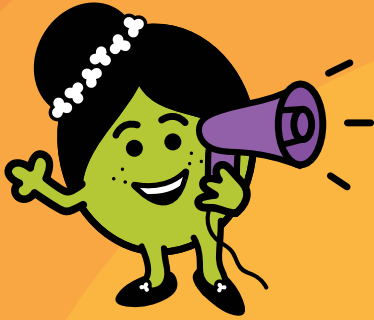
Again, the next day, another competition was arranged. This time the prince said "All right, you beautiful, smart and incredible rhino, my Great Joy. Let us win together!"

The powerful rhino smiled and was the 1st to cross the finish line. The townspeople cheered as they covered her with flowers.

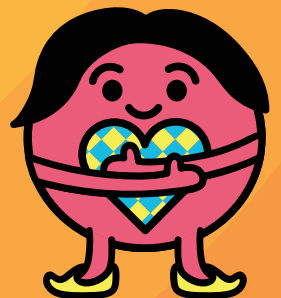
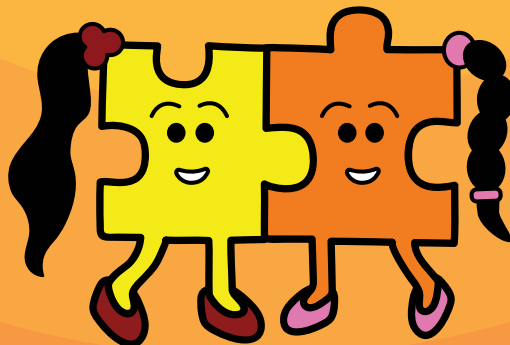
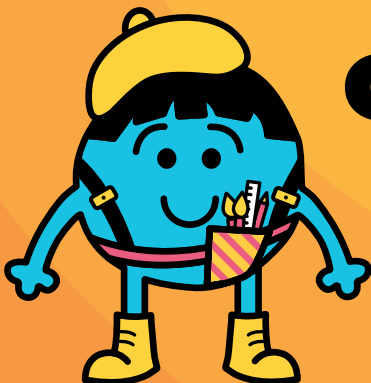
The prince collected his gold, then thanked Great Joy for a job well done. "I didn't mean to say such hurtful words to you," the prince said. "Please forgive me." And that's how they lived forever after — in friendship and great joy. Never again did an unkind word pass between them.

- What words did the prince use for Great Joy this time?
- How did she feel? What did she do?
- What is the moral of the story?



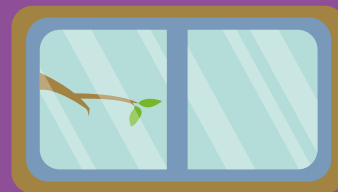


# Showcase of learning



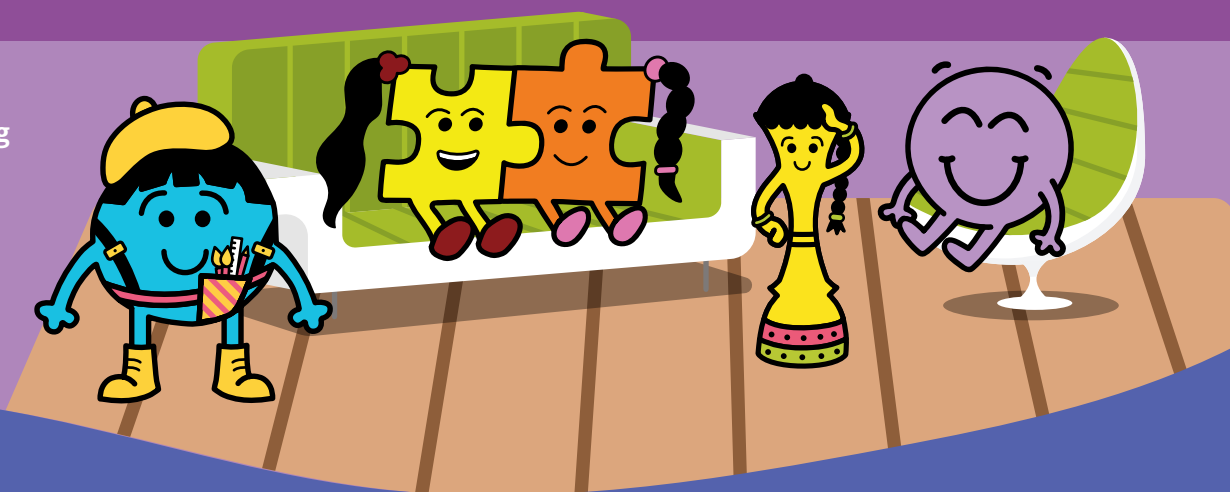
## OBJECTIVE

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



## C IN FOCUS

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



## CONSTITUTIONAL VALUES

Liberty, 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 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 community.

Put down the three most important learnings.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



## Spark (5 minutes)

Hi learners,



We have come to the end of our third unit i.e. Community. Would anyone like to share the big questions we explored in this unit?

*Correct responses:*

- What is a community?
- How does diversity make a community a richer place to live in?

Would any of you like to share your learnings from these big questions/ this unit?

*Possible responses: We learned about our community, social groups, similarities and differences between different social groups and community helpers. We also understood what it means to respect and appreciate diversity.*

Today we will be synthesising our learnings so that we can showcase our learning tomorrow.

## Learn (25 minutes)

A news channel has agreed to do a segment on 'Life of people in 'XYZ' community'.

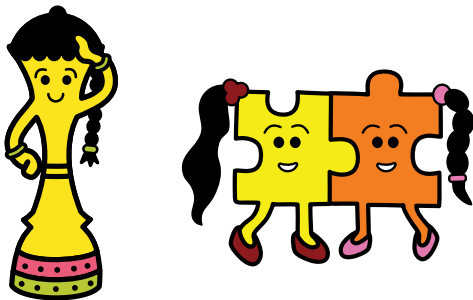
*Please insert the name of the community/ area your learners come from.*

In order to put up a great 30 minute segment, we might have to prepare. Therefore, today we will try to collate all of our ideas about our community.

We will do this in small groups of five members each so that we can capture everyone's thoughts. In your groups:

- Assign one question each to a member.
- This member will be responsible for making a note of everything that the group discusses about this question.
- Make sure everyone shares.
- Set of questions are as follow:
  - Who all live in your community? Think about different social groups.
  - What places do you have in your community?

- What are the different things that people do in your community?
- What are some differences in religion/ lifestyle that you see in your community? Think of at least 5.
- What are five things that unite your community?
- Are there problems in your community that you wish to solve? Think of at least 2 and the way you wish to solve them. You may think about reaching out to community helpers.



Let's take help from Ms. Collaboration and Ms. Critical Thinking to do this activity for the next 15 minutes.

*In case learners in your classroom belong to varied communities, create smaller groups according to the community they come from and feel free to do a showcase community wise. If it's only one or two communities, feel free to make mixed groups. In this case, you may also choose to assign questions to take notes on, to each individual.*

*If learners have done the discussion in their community groups, ask them to spend next 10 minutes in planning their 5 minute presentation for the TV show.*

*If learners have done the discussion in mixed groups, regroup the learners according to the assigned questions and ask them to spend next 10 minutes in planning their 5 minute presentation to answer that question in the TV show.*

*You may use the following instructions or contextualise them according to your classroom-*

Thank you so much for engaging in a rigorous discussion.

Now in your groups, plan for a 5 minutes presentation on this question. You may present your reflection in a form of a skit/ poster/ story/ poem/ mix of these things etc. For now, just share ideas that you have for presentation. You can strengthen those ideas , put them in a proper plan and rehearse for the same as a part of tomorrow's pre-work.

Remember to bring in Mr. Creativity while doing this.



# Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- How are you feeling about tomorrow's presentation?
- Which C did you actively bring to your class today?
- Which C did you see your friends bring in your class today?
- Did you have the freedom to express your ideas in the class with everyone? Why/why not?
- How did you practice equality in the class today?

*Invite a few learners to share responses in the large group*

## After Class Challenge

Work on the final showcase.

## OBJECTIVE

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

### Cs IN FOCUS

Ms. Communication  
Ms. Courage  
Mr. Consciousness



### CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

### MATERIALS

Make a square cut on one side of the cardboard carton to make it look like a TV.

Make a paper mic to make the show look realistic.

Please coordinate and invite invite parents, community helpers, teachers and principal to see the showcase

Take permission for a 60 minute class.

### SUMMARY OF PRE-WORK

Work on your presentations with the group.

Things to keep in mind:

- Everyone participates
- Time limit: 5 minutes
- Rehearse at least thrice before the final presentation.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation



Link

Asynchronous Pre-work Document



Link

# Framing (10 minutes)

Hello learners,  
I hope you had fun preparing  
for your showcase yesterday.



Would you like to share with the class anything fun that happened during your preparations yesterday?

*Invite responses in the large group*

Great, I hope all of you are feeling prepped up for the Mock TV show and aced the segment on 'Life in a day of 'XYZ' community'.

Can someone quickly share what we did yesterday?

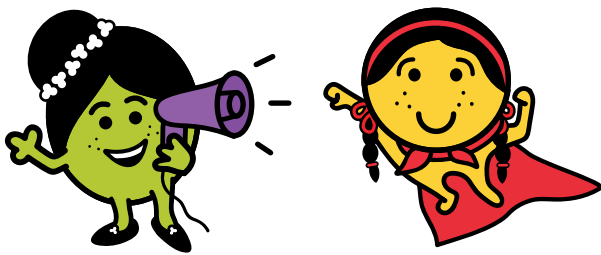
*Possible responses: Engaged with six prompts.*

- Who all live in your community?  
Think about different social groups.
- What places do you have in your community?
- What are the different things that people do in your community?
- What are some differences in religion/ lifestyle that you see in your community? Think of at least 5.
- What are five things that unite your community?
- Are there problems in your community that you wish to solve? Think of at least 2 and the way you wish to solve them. You may think about reaching out to community helpers.

# Showcase (30 minutes)

Let us begin our 30 minute segment. Each group will take turns presenting. Please remember to do the following:

- Use the TV screen and mic while presenting
- Introduce your group before you begin.
- Invite the next group when you end.
- Do use the kind words
- Take help from Ms. Courage and Ms. Communication



*Please make a square cut on one side of the cardboard carton to make it look like a TV. You can also make a paper mic to make the show look realistic. You may choose to invite parents, community helpers, teachers and principal to become a part of this showcase. 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 (10 minutes)



It's Mr. Consciousness time!

Let's go into our presentation groups and share:

- What did your team do well? Which C did you leverage?
- What could your team do better? Which C would you want to leverage?
- How did you practice constitutional values while preparing and executing your showcase?

*Invite responses in the large group and share:*

All of us are so diverse. We do different things, believe in different things, worship at different places, might wear clothes that are different, speak languages that are not the same. But all of us came together to put up this segment on behalf of OUR COMMUNITY. And that's the beauty of our differences. We may appreciate and respect it.

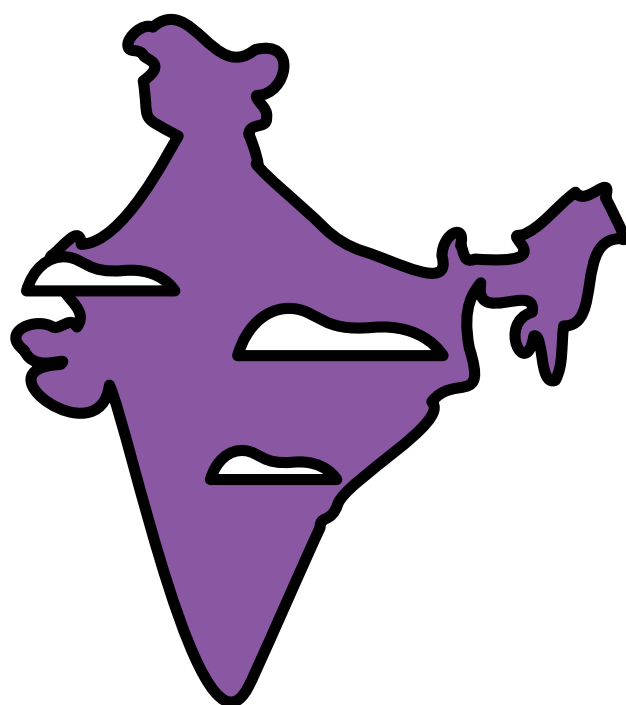
*Please close the class out with celebration and gratitude. ( You can hand out gratitude notes/ bag tags/ bookmarks/ C sticker to everyone )*

## After Class Challenge ( 30 minutes)

Spend a day observing diversity in your community. Think about:

- Is this diversity helpful?
- Has this diversity caused problems?
- How can you solve those problems?





**Nation**



# Big Question 08

**What is justice  
and equality? Are  
people born equal?**

LEARNING STANDARD

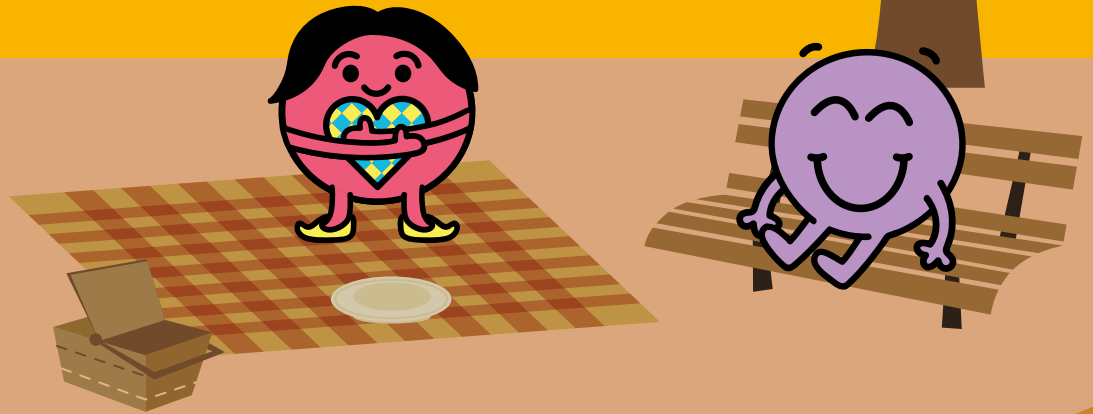
**Students will explore the concept of difference and how it is similar to or different from the concept of equality**

## OBJECTIVE

**I can explain how things can be different and still equal.**

## C IN FOCUS

Mr. Compassion  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Equality , Justice

## MATERIALS

Bring in 5 objects that you love. For example:  
Harry Potter book, your phone, picture of your mother, your diary etc.

3 Band-aids

## SUMMARY OF PRE-WORK

List down names of 5 body parts and write down the different tasks that they help them to do.

For example, hands- drinking water, eating, playing cricket legs- walking, running, dancing, sitting

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (5 minutes)



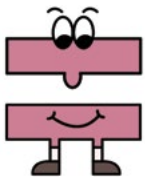
Hello learners!

I hope you are very excited to start the fourth unit of the curriculum i.e Nation.

After exploring so much about ourselves, our families and our communities, it's time to learn about India.

We all know about the four constitutional values of India, can someone quickly share what they are?

*Show the illustrations of the four values. Ask 1-2 learners to share what the 4 values mean to them.*



Equality



Justice



Liberty



Fraternity

These four values are an integral part of India, therefore, it's important for us to deeply understand them as we begin to understand the idea of India and our relationship with it.

Therefore, the first two big question we will explore in this unit are:

- What is justice and Equality?
- Are people born equal?

Let's begin with an activity.

Can I have three volunteers?

One of you has a broken leg, one has a headache and one has a bruised knee.

Can all of you act in the same manner?

I am a doctor who believes in Equality!

I'm going to give a bandaid to each one of them.

*You may invite three learners to be a part of the activity. Get learners to act out their ailments for fun. Now give all of them a bandaid. Then ask everyone-*

Was what I did equal?

Is my bandaid going to help all of them?

*Invite 3-4 responses in the large group and share-*

There are some things that we need to do equally, for example: respecting everyone!

And there are some things where being fair is actually giving people what they need - even when it isn't the same.

Now let's replay our role play. This time I'm gonna focus on giving each child what they need.

What do you think the person with the headache needs?

What do you think the person with the broken leg needs?

What does the person with the bruised knee need?

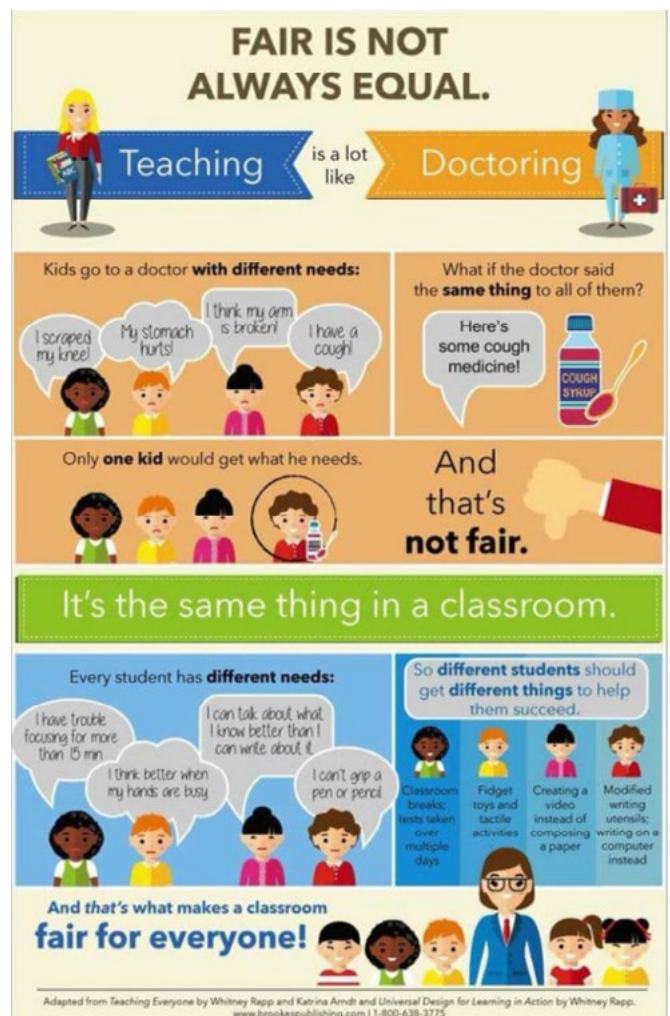
*Invite responses and pretend to give the treatment to the three volunteers again.*

Today, we will engage with this idea in detail.

*Point to the objective: I can explain how things can be different and still equal*

Being different is something to celebrate! *(learner's name)* has a beautiful singing voice, *(learner's name)* is tall, *(learner's name)* loves math – all of us are different and special. But we are also equal. We all need good health care when we are sick. We all need to

come to school to learn. We all should be able to share what is in our minds openly.



## Learn (20 minutes)

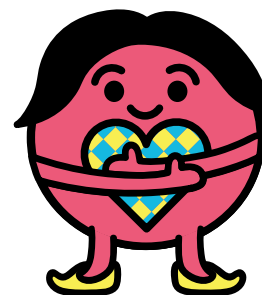
We are now going to do a small activity about things we love.

*Please share with the learners the five things that are important to you. You can bring these to the class or get photos of them.*

Now, it's your turn. Take next five minutes and make a note of:

- 5 things you love
- 5 places that you love visiting

- 5 people you can't live without
- Remember to take help from Mr. Compassion while doing this.



Now, let's turn to our partners and share our responses to both the

questions. Also take ten minutes to share:

- Why do you love all these things, people or places?
- Do you like all of the things for the same reasons or different reasons?

*Invite 5-6 responses in the large group and share-*

All the things can be different but still very special to us. Different things play different roles in our lives and that's what makes them important. Think about your pre-work, each of our body parts have a specific role to play and they are not the same but are all equally important.

## Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- Two things that make you different from your partner.
- Two things that make you equal to your partner.

## After Class Challenge

Talk to your parents and siblings. Identify different ways all of you are different but equal.



## OBJECTIVE

**I can articulate what it feels like to be equal and unequal.**

### Cs IN FOCUS

Mr. Consciousness  
Ms. Courage  
Ms. Critical Thinking



### CONSTITUTIONAL VALUES

Equality, Justice

### MATERIALS

Prepare a story of a time you felt inequality.

For example, I saw a pet dog who was playing with its owner and soon after I saw a stray dog on the street who was sleeping alone. It made me feel very sorry for the stray dog

### SUMMARY OF PRE-WORK

Find two objects in the house that are equally important to them.

For example: my plate and my glass are equally important to me or my phone and my TV are equally important to me.

Learners also find two objects that are differently important to them.

For example: my water bottle is more important to me than my car toy, the light bulb in my house is more important to me than my backpack.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (5 minutes)

Hello learners!  
Let's look at the picture.  
Which pizza slice would you want?



*Ask 3-4 learners to share.*



Let's look at another pizza. Which slice would you want now?

*Ask 3-4 learners to share*



Sharing the slices of the first pizza was definitely easier than the other pizza. Do you agree?

Imagine if while dividing the second pizza, I gave the bigger piece to one and gave the smaller piece to the other—how would you feel? Will that be fair? Will I be treating you equally?

*Invite a few responses*

Thank you!

Equality and Fairness are very closely linked ideas. Today we are going to discuss what it feels like when things are and are not equal or fair. In life, many times people are not treated fairly. We are going to think about what that feels like, over the next few days.

You'll have to get a lot of help from Mr. Compassion and Mr. Critical Thinking to do this.

*Point to the objective: I can articulate what it feels like to be equal and unequal.*

*Please share a recent story/anecdote of an event where you experienced or saw inequality. And how it made you feel. For example, I saw a pet dog who was playing with its owner and soon after that I saw a stray dog on the street who was sleeping alone. It made me feel very sorry for the stray dog.*

# Learn (20 minutes)

Now, I am going to share a few statements with you. If those statements are true for you, add/ subtract the following points in your sheet.

The one with the highest points will win the game. Are you ready?

- If you are a boy, give yourself 5 points.
- If you have a sister, give yourself 2 points
- If you have a brother , give yourself 6 points
- If you have long hair/ make a ponytail, subtract 2 points.
- If you are good at football, give yourself 7 points.
- If you scored A grade in a test/ exam, give yourself 5 points.

Let's quickly check our final points.

Everyone who has scored 20+ are the winners. Others have lost this game.

Can anyone who has scored 20+, share how you are feeling?

Can someone who has scored less than 10, share how you are feeling?

*Invite responses from learners and encourage them to share why they are feeling what they are feeling. In the large group, ask-*

Was the game fair? Why/Why not?

*Encourage different learners to share in the large group.*

Thank you for sharing your feelings. You all have used a lot of Ms. Courage today.



Often in life people are given more things and opportunities just because of the way they are born and the way they look.

Do you think that's good? Which constitutional value is not given importance if this happens?

That isn't fair because all people are equal and should therefore have equal opportunities.

Now, let us use Ms. Critical Thinking and share:

- If a particular scenario is fair or not?
- How would you feel if this would happen to you?

Scenario 1: I as a teacher will give a chance to learners sitting in the front bench only.

Scenario 2: Father only brings chocolate for your brother or you, if you're a boy.

Scenario 3: Girls not being allowed to play in the playground.

Scenario 4: A learner not getting admission in a school because he comes from a village.

*Pause after each scenario and invite learners to share perspectives. The idea is for learners to hear from different people. For the first scenario, you may wish to invite somebody sitting in the front bench and last bench to share. You can choose to do this with all the scenarios.*



Thank you for putting yourself in these scenarios and sharing your feelings.

## Reflect (10 minutes)



It's Mr. Consciousness time!

Think and share:

- What are the times when you have seen people feel unequal? How did they feel?
- What are the times when you felt unequal? How did you feel?
- Which of the constitutional values came alive in this lesson?

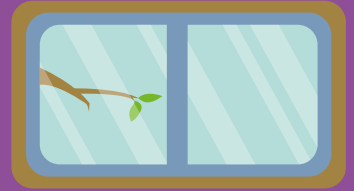
## After Class Challenge

Share the importance of equality with two of your friends.

Ask them if they have ever been treated unequally and how they may have felt during this time.

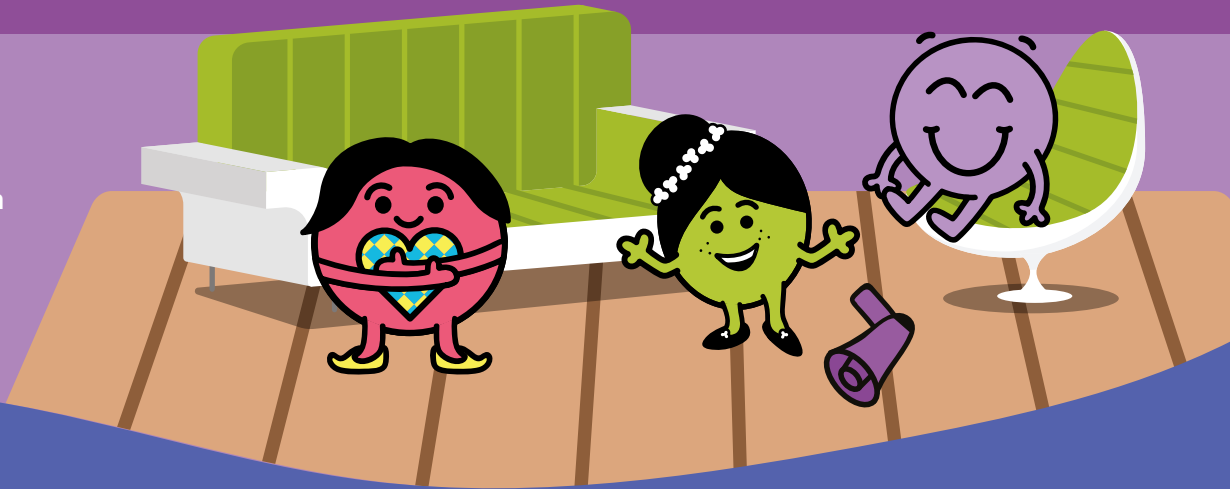
## OBJECTIVE

**I can articulate what it feels like to be equal and unequal.**



## C IN FOCUS

Mr. Compassion  
Mr. Consciousness  
Ms. Communication



## CONSTITUTIONAL VALUES

Equality, Justice

## MATERIALS

N/A

## SUMMARY OF PRE-WORK

Ask learners to ask their parents to share a moment when they felt bad because they were treated unequally.

Think about:

- Why do you think they experienced inequality?
- If you were in their place, how would you have felt?

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



# Spark (5 minutes)

Hello learners!



Remember, we started talking about how it feels to be treated unequally and unfairly whether it's about getting a pizza or getting opportunities.

Today we will continue to explore the same idea.

*Point to the objective-*

*I can articulate what it feels like to be equal and unequal.*

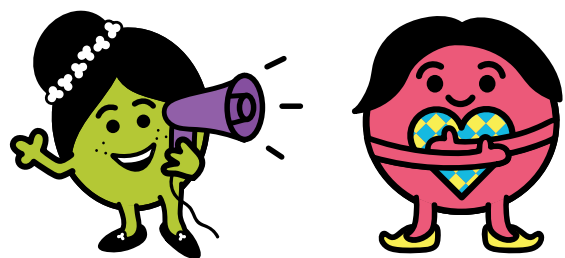
Let's start with an activity. I am going to ask you questions. If you think the answer is yes, please stand up. If you think the answer is no, stay at your place.

Remember there's no right or wrong. We are all different people and have different opinions. Through the activity, let's try to listen to others by taking help from Ms. Communication and Mr. Compassion so that we can learn from each others' opinions.

- Stand up if you believe that only women should cook at home.
- Stand up if you believe that men should work and women should stay at home.
- Stand up if you believe all children should go to school.

- Stand up if you believe that rich people are better than poor people.
- Stand up if you believe that everyone should be a Hindu.
- Stand up if you believe all children should be able to speak what is on their mind.
- Stand up if you believe that only girls should play with dolls.

*Please pause after every statement and allow learners to respond. You may also invite learners with a different response to each statement to share their thoughts with the class. Remember the idea here is for learners to start to identify and shift their mindsets and they will only do this if they feel safe to say what they know.*



# Learn (20 minutes)

From now onwards, we will only talk in class if we fulfill one of the following conditions.

- You pray to Lord Ganesha and visit temples
- You look fair
- You are a boy
- You live in a three- bedroom house

*Let the class be for the next two minutes and observe how different learners react.*

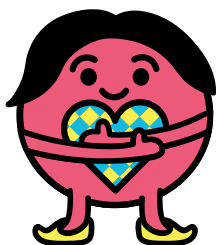
Let us pause and look around the class- Would you raise your hands if you were allowed to speak?

Let us now hear from people who weren't allowed to speak.

- How did you feel?
- Which constitutional value do these conditions not follow?

Let us take help from Mr. Compassion as we gear our peers speak.

Make sure that everyone gets an opportunity and feels safe to share.



Many people in the world are not treated equally. Some people feel that if you are rich, you are better. Some people feel that if you are a man, you should have more opportunities. Some

people feel that if your skin is lighter, you are more beautiful.

When these become our conditions, a lot of people are treated unfairly and unequally.

Would you feel good if you were to actually follow these conditions in the class?

*Invite a few learners to share.*

Therefore, let me introduce you to the Golden Rule – it says just treat others the way you want to be treated.

For example, if you want people to love you, then love them

If you want people not to fight with you, then don't fight with them

Now you fill in the blanks:

*If you want people to respect you, then \_\_\_\_\_ them*

*If you want people to play with you, then \_\_\_\_\_ them*

*If you want people to smile at you, then \_\_\_\_\_ them*



# Reflect (10 minutes)



It's Mr. Consciousness time!

Think and share:

- How does it feel to not be treated equally or in a fair manner?
- How would Mr. Compassion help us treat everyone equally/ fairly?
- Which of the constitutional values came alive in this lesson ?

## After Class Challenge

Practice Mr. Compassion by treating people around you with respect and love. Some ways you can do this are:

Say hello and thank you to people you often help you.

Play with someone you never have.

Teach someone something new that you learned at school.

Help your parents with household chores.



## OBJECTIVE

**I can identify when people are treated in a manner that is unequal**

### Cs IN FOCUS

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



### CONSTITUTIONAL VALUES

Equality, Justice

### MATERIALS

Prepare a list of emotions you would enact in Spark.

### SUMMARY OF PRE-WORK

Watch your favorite TV show and pick their 3 favorite characters. For each character, write down how their character is feeling and why, for a specific moment in the show.

For eg. Scooby doo and Shaggy felt scared when the monster was behind them. Freddie felt excited when he was able to distract the monster.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (5 minutes)

Hello special and unique learners!



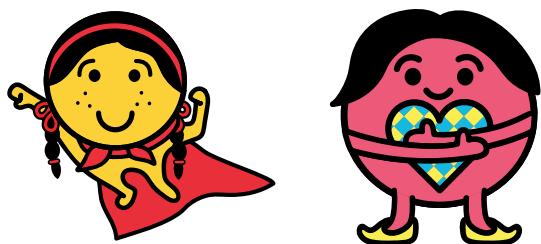
Till now we have learned that we are all different, have different needs yet are so special and equal. We also learned a golden rule.

Would any of you like to recall what that golden rule was?

*Correct response: Treat others the way you want to be treated.*

For the next few days we are going to think about people who are not treated equally. We are going to use Mr. Compassion to really understand what that feels like.

Have you ever been treated unequally?



*Point to the objective: I can identify when people are treated in a manner that is unequal.*

Let's close our eyes and take a minute to think about the time when you felt unequal. It can be in your home, class, school or community.

Open your eyes and show the emotion you felt during this time.

*Share a personal example of when you were treated unequally. This will help learners feel safe and comfortable. After learners have thought about it, ask if anyone's feeling comfortable to share the emotions they felt and the questions that came to their mind. The idea is for learners to familiarise themselves with different emotions that people can feel—sad, disappointed, angry, helpless.*

Thank you for being so vulnerable and using Ms. Courage to share.

# Learn (20 minutes)

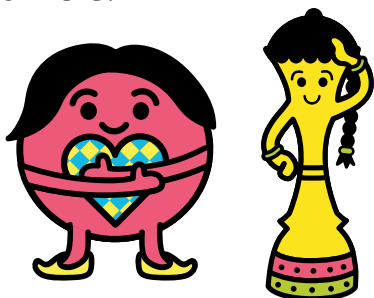
Now, I am going to share a few scenarios with you. Please give me a thumbs up if you feel a scenario is fair and a thumbs down if you feel the scenario is unfair.

- Scenario 1: Reacting badly when the teacher pairs you with someone.
- Scenario 2: Making fun of the clothes someone is wearing
- Scenario 3: Preeti is older than Sunita and so cuts the line in front of her.
- Scenario 4: Girls who wear skirts are bad girls. Good girls wear suits.
- Scenario 5: Anita's father doesn't let her play football. He says that's a boy's game.

Please feel free to take help from Ms. Critical Thinking and Mr. Compassion.

*Pause after each scenario and invite learners to share their responses. Encourage them to share their rationale by asking them follow up questions like- Why do you think so? How would you feel if you were in this place?*

You may choose to model scenario 1 for the learners.



Now, close your eyes and put your hand up if you feel every single person in

India deserves to be treated equally and fairly.

Open your eyes.

*Invite a few learners to share why they feel that way.*

I am now going to tell you a true story. This is the story of a young girl named Pooja. She lives in Mumbai. Pooja studied in a class of 35 students and had 2 teachers who taught her. She was in Grade 10. Her teachers worked very hard to make sure all students in their class were learning well.

Let's pause and reflect: Do you see equality come alive in Pooja's class? How?

*Possible response: Equality does come alive in Pooja's class because her teachers work hard to ensure all students are learning.*

But right next to Pooja's class, is the Grade 9 class. The teacher in the Grade 9 class has been absent for over a month. The students barely have a teacher in their class throughout the day and are making noise most of the time. A lot of students have even stopped coming to school.

Let's pause and reflect: How does this impact the learning of Grade 9? Do you see equality playing out in the school? Is it fair?

*Possible response: The students might lose interest in learning. Equality does not*

*play out in the school since the students in Grade 9 are not learning at all while the others are.*

We have all agreed that we can see a lack of equality. Let's now think about what Pooja can do to solve this challenge? It's time to use lots of Critical Thinking now!



*Invite learners to share some solutions.*

It was incredible to see such innovative solutions coming up through your discussions. I'd also love to share with

you what Pooja actually did to solve this problem.

Pooja and her friends started a project named "Gurukul" where they would spend a few hours everyday teaching the students of Grade 9. They worked in collaboration with their teachers and learned how to make lesson plans. Every day, they would receive feedback on their plans from their teachers and would then go and teach those lessons to the 9th graders.

Which Cs do you think Pooja used to support students in the school who weren't treated equally?

*Possible response: Mr. Compassion, Ms. Collaboration, Ms. Critical Thinking, Mr. Creativity etc.*

## Reflect (10 minutes)



It's Mr. Consciousness time!

Think and share:

- What did you learn in class today?
- How will you use what you learned outside of class?
- Which of the constitutional values came alive in this lesson?

## After Class Challenge

Do you think anybody around you is treated unequally or unfairly? Go talk to them and make them smile by doing an act of kindness.

## OBJECTIVE

**I can identify when people are treated in a manner that is unequal**

## C IN FOCUS

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

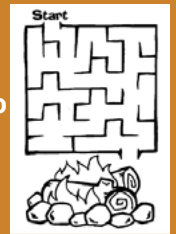
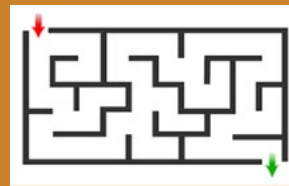


## CONSTITUTIONAL VALUES

Equality , Justice

## MATERIALS

- Printed sheets- one per learner
- Printed sheet- one for every two learners



- Create three mixed groups and decide three scenarios of unfairness/ inequality.

All Print-outs given on last page.

## SUMMARY OF PRE-WORK

Talk to your peers/family members/neighbors to find a story of when they helped someone.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



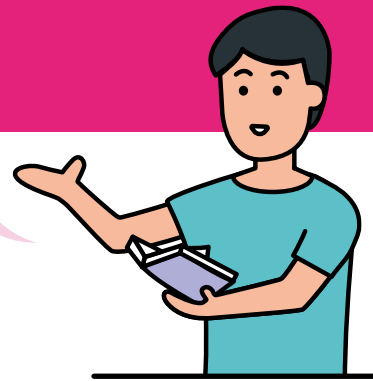
Asynchronous Pre-work Document

 Link



# Spark (10 minutes)

Hi learners,



I hope you spoke to your family members and got to learn about a time when they helped someone. Let's quickly turn to our partners and share what we discovered.

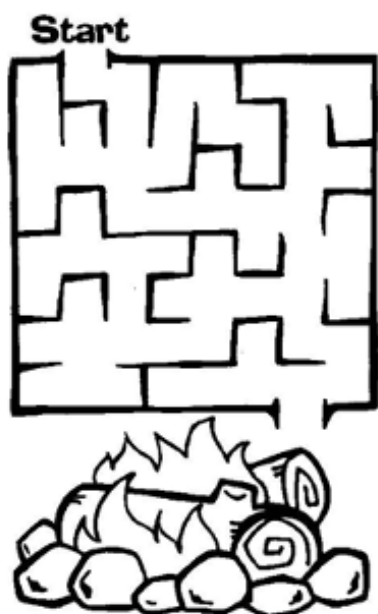
*Invite a few learners in the large group to share*

Now, let's start with an activity.

I am going to share a maze with all of you. All of you will have to find the most feasible path of the maze. But there is a trick:

Half of you will have to do it with eyes closed. Let's take the next 2 minutes to do this.

*Show the image to learners. Share a few names of learners who will have to close their eyes for this activity.*



*After two minutes, ask:*

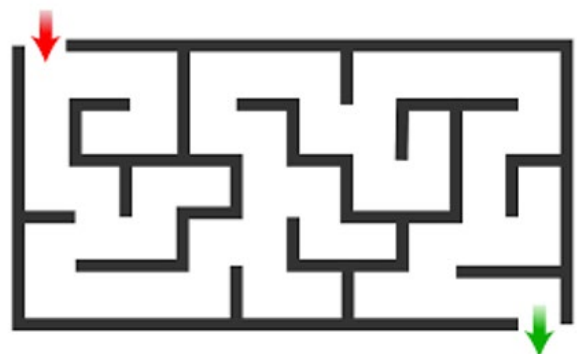
How easy/ difficult was the task?

*Invite at least 2 learners to share, one who had their eyes open and the one who did the activity with eyes shut.*

Do you think I was equal and fair to all? Why/ Why not?

Thank you, now let's change the activity a little. I am going to share a different maze but this time we will do our activity in pairs for the next 3 minutes. Let's look at our instructions:

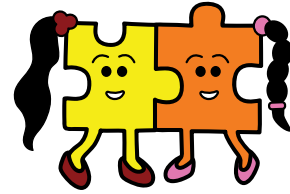
- In your pair, one with the lower roll number will have to shut their eyes.
- The one with their eyes shut has to find the path by taking the help from the one whose eyes are open.



*Give printable versions of one maze to every two learners.*

*After the three minutes, ask learners to raise their hands if they were able to complete the maze and find the path.*

- How easy/ difficult was the task?
- Is there any C that you took help from?
- How did you and your partner overcome the challenge?



*Invite a few learners to share and explain how all of us can together solve the challenges and really help people who face inequality.*

## Learn (20 minutes)

Let us now take help from Mr. Creativity, Ms. Collaboration and Ms. Critical thinking to do another activity.

All of us are going to get into the groups of 3.

Each group will be given a scenario.

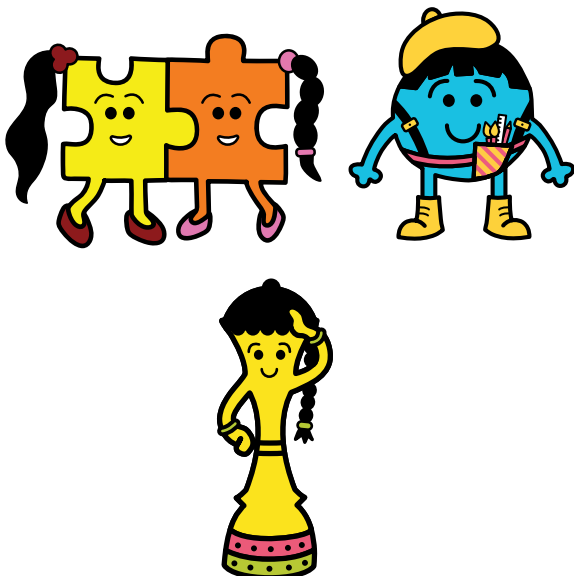
Your group will have to present a 3 minute short play to showcase how you would help the person being treated unequally and unfairly.

Let's take the next 5 minutes to prepare in our groups.

*Please make three mixed groups and assign one scenario to each of them. Feel free to use scenarios that we have discussed already or create as per your learners' context. For example:*

- The math teacher always calls on students who have fair skin.
- Anita's father doesn't let her play football. He says that's a boy's game.
- Sanjay had an accident but doesn't have enough money to go to the hospital.

*Invite learners to present their skit for next 10 minutes after the prep time. Encourage learners to use different Cs and highlight how creative and collaborative learners have been in finding solutions. You may choose to invite other groups to share their solutions on different scenarios.*



## Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- What did you learn from the plays of other groups?
- Why may we help people who are treated unfairly or unequally?
- Which constitution values came alive in this lesson?

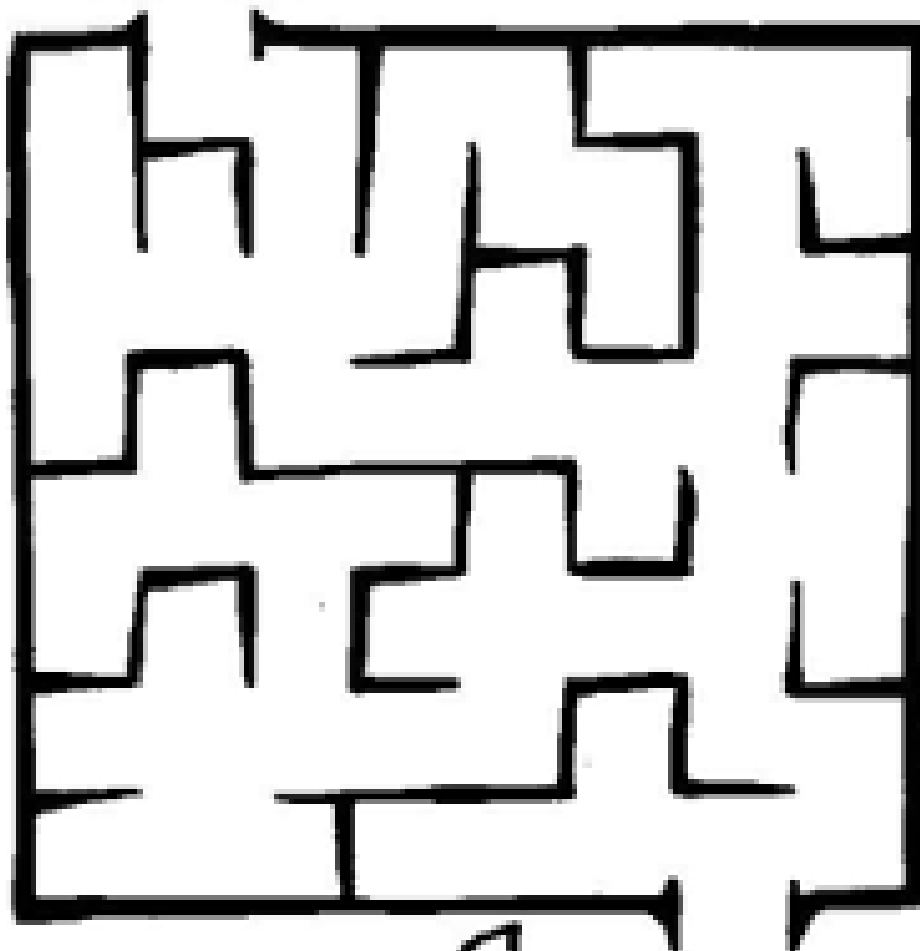
## After Class Challenge

Talk to your parents and ask them about what they would do if they saw someone being treated unfairly.

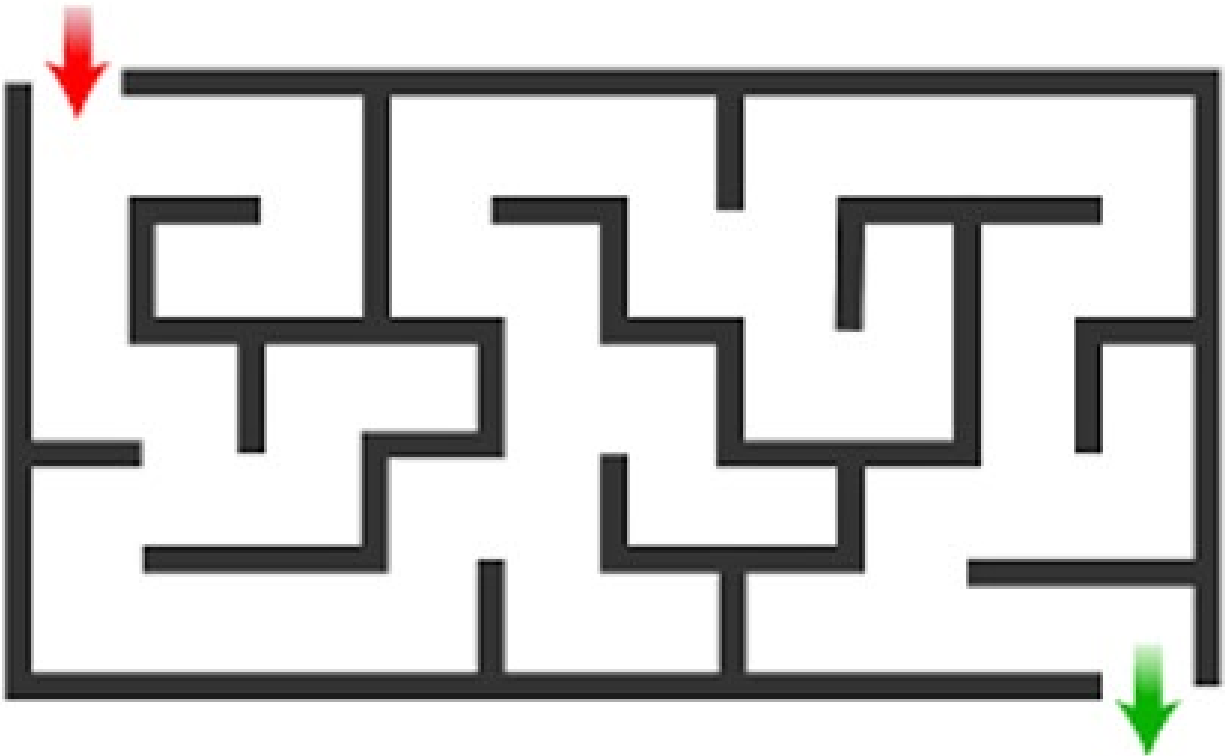


**Printed sheets- one per learner**

**Start**



**Printed sheet- one for every two learners**



## OBJECTIVE

**I can identify when people are treated in a manner that is unequal**

## Cs IN FOCUS

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



## CONSTITUTIONAL VALUES

Equality, Justice

## MATERIALS

Keep the materials ready: sheets of paper, stones, cards, books, sheets of paper and tape, plastic cups.

## SUMMARY OF PRE-WORK

Think of an experience/ past event when you treated someone unfairly or unequally. Answer the following questions:

- What happened in that situation?
- How do you think this person might have felt?
- If given a chance, what would you do differently? How?

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (15 minutes)

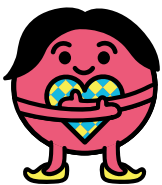
Hello learners!



We have been exploring the idea of equality for quite some time now. We have seen multiple scenarios/ examples to identify inequality. We now also understand how one might feel when they are treated unequally. We have also learned what we can do when others are treated unequally.

In your pre-work, you all thought about a situation when you treated someone unequally/unfairly. You also thought about what you'd do differently in your actions now.

Please turn to your partners and share your responses. While sharing, remember to use Ms. Courage and Mr. Compassion.



*Invite a few learners to share how their partner showed courage and compassion. Synthesise by sharing-*

We may always take pride in identifying our mistakes and trying to become a better person. I want all of you to give yourself a pat on the back.

Let us listen to a very special story by a

very, very special person here to meet you. You need to look very happy to invite this story teller or she will not come out. You see, she is very shy. Are any of you shy as well?

Please repeat with me- "Please dear story-teller come out!"

*Encourage learners to say, 'Please dear story-teller come out'. Please bring a stick puppet out of your bag with a wide smile. You can make this by drawing the outline of a monkey on cardboard, decorating her and sticking her onto an ice-cream or other stick! Bring her out very dramatically and think of a fun voice for her! Young learners like to be told stories like this.*



"Hello, learners. My name is Kelani the monkey. I chose my very own name because I love bananas. Do you like it?

Well nod if you like it, learners! How will

I know otherwise?

Are you ready for my story?

It's not a very happy story but I think we can change and make it happy by the end. Once I was walking down the street near my house. As I was walking and of course climbing on trees that I liked along the way, I saw a boy fighting with a younger boy. He was teasing him and calling him small and stupid and hitting him. I took one of my bananas and shook it at him, trying to get his attention to stop him but he wouldn't stop. I felt very sad.

*Please turn to address learners and ask*

Why do you think he was hitting the boy, class? And what do you think you could have done?

*Take responses and ask if anyone in class has been bullied.*

It feels awful to be bullied and I really hope that none of you ever bully others or get bullied. And if you do, tell someone you love so they can help you. Anyway, I kept walking down the road and I saw a cricket match. All the boys were playing cricket and a few girls were sitting on the side looking a little sad. I asked a girl why she was sad and she said she really loved cricket and wanted to play but was not allowed.

*Please turn to class and ask-*

Why do you think she wasn't allowed to play? What could you do about this?

*Take responses.*

When I went home to my tree that day, I asked my mother. Why is it that some people are not given equal opportunities? Why are some people treated badly? And my mother said lots of people aren't treated well. But the really important thing is how YOU treat people. She reminded me of the Golden Rule.

*Please turn to class.*

Your teacher told me you have learned the Golden Rule. What is it?

*Invite responses.*

Yes! If we treat others the way we want to be treated the world will be much, much better. Gandhiji used to say "Be the Change you Wish to See in the World". I very much love that saying. It means – you be kind. You should be respectful. If you do your part the whole world will get better.

*Please take out a poster with Be the Change on it.*

Now I'm going to leave your class with a special poster so that you never forget this. Thank you for listening to me. I hope you had fun.



# Learn (20 minutes)

We see many things around us that are unfair. We see people being called weak and stupid. We see people being shouted at and hit.

I would now like to hear from all of you, what may you do when you see all of this around you?

## *Invite responses*

Thank you so much learners! I saw some beautiful solutions.

You may be young but you are all courageous problem-solvers.

Let us now listen to a very beautiful example of Vedika didi's third graders.

Vedika didi taught tiny third graders like all of you. One of the learners, Shiva, was hearing impaired - that means, he couldn't hear and couldn't speak. Shiva's friends decided that he must have felt isolated and alone and it's unfair that he doesn't get to participate in discussions. They could play games but he would sit away as he couldn't hear.

So guess what they imagined?

## *Invite responses from learners.*

The class decided that they'd make up a language of actions and all learn it and teach it to Shiva too! They learned the language, taught it to him and were now all able to talk!

Which Cs do you think Vedika didi's third graders used?

*Invite responses and share how learners were using Mr. Compassion, Ms. Critical Thinking and Ms. Collaboration.*

When we see things that might not seem fair, we may remember that we can change it by simply being kind.

We know that we don't like to be treated badly. So when someone else is treated badly, it might be our responsibility to support and show love towards them.

Let's do another group activity. Remember it's a challenge

- Each group will get certain resources.
- Using those resources and group effort, you have to create the tallest tower.
- The tallest tower will win the challenge.

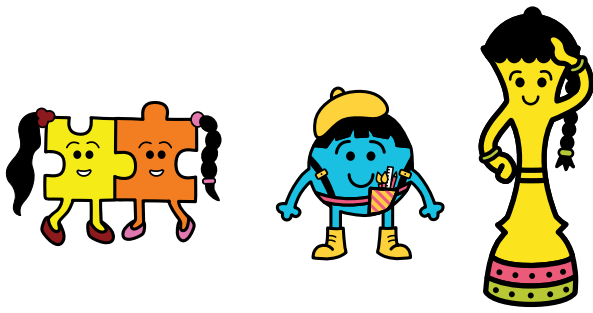
You may take help from Ms. Critical Thinking, Mr. Creativity and Ms. Collaboration to build the tower.

Your group will have 5 minutes to do this. Let's go.

*Please make groups of 5-6 learners and give different groups, different sets of resources*

*Resource set 1: sheets of paper, stones, cards, books*

*Resource set 2: sheets of paper, tape, plastic cups, strings.*



*After the task is done, announce the winner group and ask different groups to share how they feel and why. Invite responses and share how expecting the same outcome with very different resources may also be one way in which inequality and unfairness play out.*

## Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

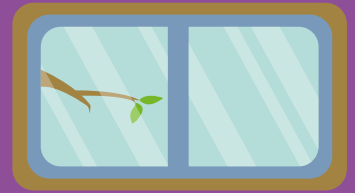
- What are the two things you learned today?
- Think of one way in which you wish to practice equality and fairness.

## After Class Challenge (30 minutes)

Is everyone in your family treated equally and fairly? What can you do to bring equality and fairness in your homes?

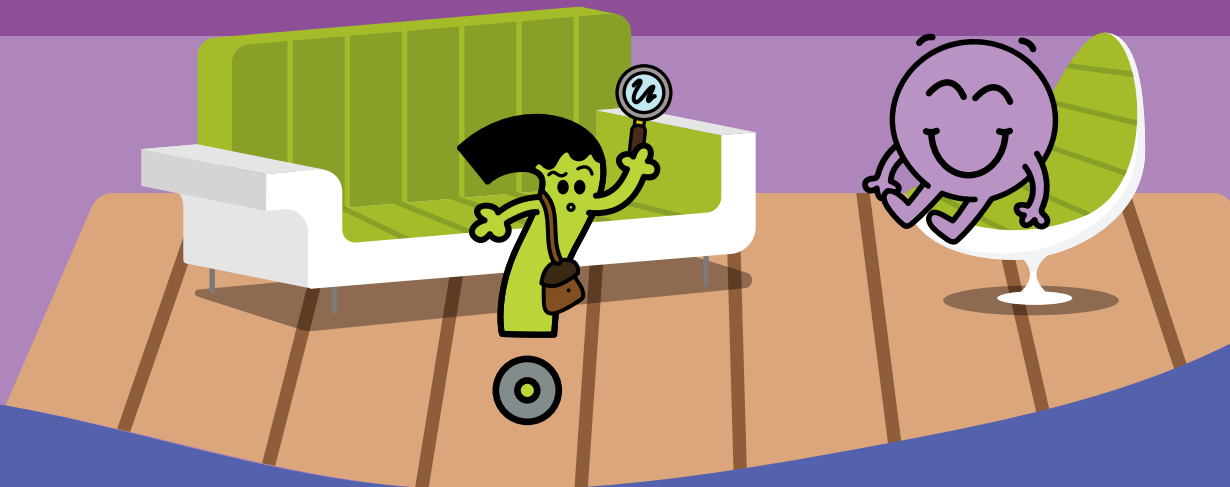
## OBJECTIVE

**I can describe, express and appreciate India's diversity (states, languages, religions etc) .**



## C IN FOCUS

Mr. Curiosity  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Images of different states, languages, dance forms and food.

Prepare for different stations.

Song- Just like you



## SUMMARY OF PRE-WORK

I can describe, express and appreciate India's diversity (states, languages, religions etc) .

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link





# Spark (10 minutes)

Hi travellers!



Can someone guess why I called you so?

*Invite response.*

We are going to do something super super fun today. We are going to take a trip around India!

Can anyone share, how many Indian states are there?

*Correct response: 28 states*

And since India is such a big country, we cannot walk around it. We need something that can help us travel!

Before we set out on this trip, let's all fold or draw on our craft paper the mode of transport we want to travel in: a car, a plane, an elephant, a boat or any other!

*Give learners two minutes to make their mode of transport, by either folding or drawing it on their paper.*

As we travel to different parts of India today, we will learn about the different languages, religions, festivals and clothes of each part of India.

Let's follow these instructions:

- We will break into 4 groups.
- Each group will visit one part of India - North, South, East or West.

- At each station you will see several pictures that will tell you more about that part of India.
- Look at the pictures carefully and find one thing you really like and one thing you don't know about.

You have 10 minutes to do this. Let's really take help from Mr. Curiosity while doing this.



*Create 4 stations in class, with pictures from North India, South India, Western India and Eastern India. They can represent states too such as Punjab, Karnataka, Maharashtra and West Bengal. Gather pictures of the clothes, food, festivals, agriculture, languages. In a virtual classroom, this can be done in breakout rooms.*

## North India:

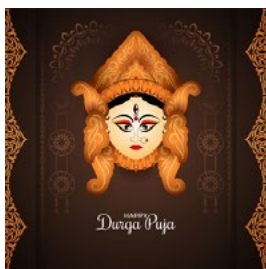




## South India



## East India



## West India



*After 10 minute, ask everyone to come back and doodle anything that stood out to them from their stations.*

*Invite learners to hold their drawings up in the air for everyone to see and ask if everyone has drawn the same things. Invite responses.*

They are different because India is full of very different things! This is what makes India so interesting. We will be spending some time learning about these differences.

*Point to the objective:  
I can describe, express and appreciate India's diversity (states, languages, religions etc.*

# Learn (20 minutes)

In your pre-work, you have found out what different dance forms are called and which states do they belong to.

I will be showing you some pictures and would like for you all to share the dance form and the state.



Bhangra (Punjab)



Bharatnatyam(Tamil Nadu)



Kathak (UP)



Kathakali (Kerala)



Manipuri (Manipur)



Garba (Gujarat)

We have seen how different states have different dance forms. Now, we will explore other things about different states.

*Please share the pictures one by one and invite different learners to share. You may also ask if any of them or their relatives/ friends have practiced these. Feel free to add more dance forms as per the context of your learners. If any of your learners know these dances, you may want to encourage them to do a few steps!*

We also know that languages add to our differences. Would any of you like to guess the names of different Indian languages?

*Invite different learners to share. You may ask if they or anyone they know speaks these languages. You may also ask learners to share anything in these languages in case they know any or can speak in a language yourself if you are familiar with them.*

Thank you. Let's see some of these languages. I will be sharing the names of the languages and would love for all of you to think about the state this language is spoken in.



# অসমীয়া

Assamese (Assam)

# ગુજરાતી

Gujarat (Gujarati)

# भोजपुरी

Bhojpuri (Bihar)

# ལ་དྭགས་སྐད་

Ladhaki (Ladakh)

# বাংলা

Bengali (West Bengal, Tripura)

# मराठी

Marathi (Maharashtra)

*Display the name or text of different languages and invite different learners to share the names of the states they are spoken in. Feel free to add more languages as per the context of your learners.*

Great! Let's talk about food. Can you share the names of some of the famous  
Lesson Plan 48

regional dishes?

Invite learners to share. You may also ask them if they have had these. If yes, where and what does it taste like? Show the images of different food items. Feel free to add more images as per the context of your learners.

Now, I will show you the pictures of foods/cuisines. You will have to share which state they are native to.



Dal baati churma (Rajasthan)



Fish Curry (Goa)



Jadoh (Meghalaya)



Bajre ki khichdi (Haryana)



Momos (Sikkim)



Chole Bhature (Punjab/ North India)

Is there anything else that adds to our differences?

### *Invite responses*

We just learned about different languages that are spoken in India, the different kinds of dance forms that are practiced and the variety of food that's eaten. India has such diversity that even with small changes in location, a lot of things change.

Can you think of any more differences that we have?

*Invite learners to share or encourage them to look at more of these differences after the class.*

# Reflect (5 minutes)



It's Mr. Consciousness time!

Think about today's lesson and share:

- What are the two things you knew about India already?
- What are the two new things you learned today?
- What are you learning about India's diversity and its importance?

Let us close out by singing this beautiful song - Just Like You, together that celebrates the diversity of the states in India.

 Video



## After Class Challenge

Find out differences other than dance, language and food across different states/ regions of India.

## OBJECTIVE

**I can describe and express and appreciate India's diversity (states, languages, religions etc) .**

### Cs IN FOCUS

Mr. Consciousness  
Mr. Curiosity  
Mr. Creativity



### CONSTITUTIONAL VALUES

Fraternity

### MATERIALS

Watch the video to understand the essence of diversity



### SUMMARY OF PRE-WORK

- Create a list of 10 things you think makes India special or you love about India.
- Ask your parents about your hometown/ state your hometown belongs to. Put down as many facts as you can about this state.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation



Asynchronous Pre-work Document



# Spark (10 minutes)

Hello learners!



I am really curious to know your findings about the other types of differences that exist across states and regions of India.

Would any of you like to share?

*Invite different learners to share their findings and encourage them to use Mr. Curiosity.*



Let's watch a video about India's diversity and see what makes India beautiful:



*Shows the video to the learners. You may pause at multiple intervals and ask if they know which state/ region is the particular clip from.*

What stood out to you about the video? Is there anything that you loved? You may refer to your pre-work as well and share your reasons for loving India.

*Invite responses from the learners.*

Thank you for sharing! We will continue to engage with India's diversity- so many differences that we have in one country.

*Point to the objective:  
I can describe and express and appreciate India's diversity (states, languages, religions etc) .*



# Learn (20 minutes)

We have learned a little about the diversity of India. Let us learn about the diversity of our class.

We can see a sheet with an outline of India's map. I would love for all of you to think about the state you belong to and mark it on the map using colours.

*Please get a big chart paper with India's outline. In a virtual classroom, you may present the outline of India's map on screen and ask learners to annotate the state they belong to. Ask the learners to think about their hometown and the states their hometowns belong to. You can explain by sharing an example: I live in Delhi now but I was born in a town called Rampur in Uttar Pradesh. So the state I would mark is Uttar Pradesh.*



Now let's look at the map and share how diverse our classroom is.

*Invite responses. In case, there is a lot of diversity in the class, acknowledge it*

*by sharing that we all come from such different places and how that adds to the beauty of the class. In case, there isn't much diversity in terms of states your learners belong to, acknowledge it by sharing how we might come from the same region but can still be diverse in so many ways.*

Let's now create a diversity chart of our classroom. Let us independently draw an outline of India's map on a sheet of paper.

*For an in-person classroom, you may also choose to give sheets with an outline of India's map.*

In this outline, spend next 6 minutes to put down your:

- Name
- Home-town or the state you belong to
- Religion
- Local language
- Local food
- Regional clothes
- Favorite/ famous thing about this state

You may choose to draw pictures and decorate your maps the way you wish to. Please remember to refer to your pre-work and if you don't know anything, leave it for now and find out about it. Do take help from Mr. Creativity while doing this.



*Ask learners to show their sheets up in the air once they are done. Appreciate how colorful and diverse everyone's sheets are. In case, there wasn't much diversity in terms of states, ask learners if they can see diversity now. Invite them to share.*

Can we all collect these sheets? I would love to make a collage out of it as it would represent our class's diversity.

*You may collect the sheets, put them in the form of a collage and stick it in the class. In a virtual classroom, you may ask learners to share a photo of their sheets with you for you to put them together in the form of a collage.*

## Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- What are the two new things you learned today?
- What are you learning about India's diversity?
- What is one thing you are curious to learn more about?

## After Class Challenge

Find how you can introduce yourself in two Indian languages - other than your native language by either reaching out to a friend from a different state or taking the help of google.

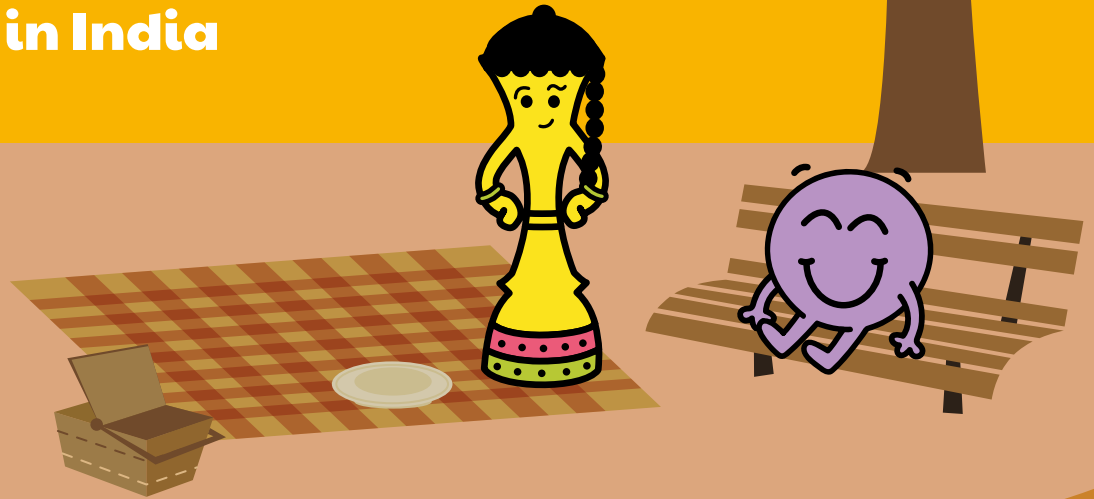
Record your introduction in these languages and share it with your partner.

## OBJECTIVE

# I can draw or describe the diverse environment in India

## C IN FOCUS

Mr. Consciousness  
Ms. Critical Thinking



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Watch the two youtube videos to understand the essence and lyrics of the video.

Learn the diversity song.

 Video



 Video



India's physical map showing landforms (Given on last page)

## SUMMARY OF PRE-WORK

Please draw the environment of your hometown (where your family is originally from)

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



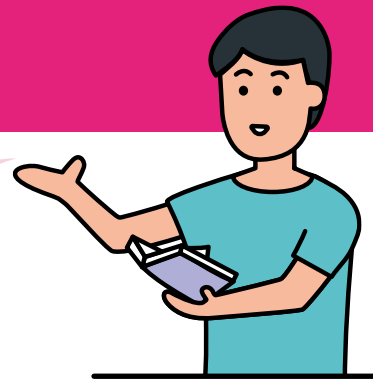
Asynchronous Pre-work Document

 Link



# Spark (10 minutes)

Hello learners,



We have spent the last few classes thinking about the diversity in our country and in our class. We also learned how all of us are different and the places we come from in India have unique things about them that make them special.

Let's explore diversity from a different angle today. Today we will see different landscapes and environments that are present in India.

*Point to the objective  
I can draw or describe the diverse environment in India.*

We all spoke and thought about our hometown the other day. Some of you might also visit your hometown to see your grandparents or relatives during vacations.

- As I read out the statements, raise your hands up if it's true for your hometown.
- In my hometown, there are a lot of plants and trees
- In my hometown, there is a river or a lake

- My hometown has different seasons
- My hometown is near a forest
- In my hometown there are lots of animals
- In my hometown the main occupation is farming
- In my hometown there are often storms and heavy rain
- In my hometown there are palm trees
- In my hometown there is a lot of pollution
- In my hometown it is very, very hot for most of the year

*Pause after each statement and allow time for learners to respond. You may ask them where their hometown is as per their responses to each of these statements.*

Do you think the environment in all our hometowns is the same?

Invite a few responses.

As we can see, like the people, food, language and dance forms, even the environment in India is very diverse.

# Learn (20 minutes)

Let's watch this video and take a tour of India to see different kinds of landscapes we can find in our country.

While we watch the video, make notes of different landscapes you notice. Let's use Ms. Critical Thinking to do this



Show the video to the learners.



*You may pause at various intervals and ask learners to identify a landform and make a note of it. You may also ask learners to share if they have seen these landforms. If yes, where?*

I hope you all took down the names of different landforms. Let's do a quick recap.

I will show you a picture and would love for you to guess the name of the landscape and share where these can be found.

You can tell me the name of the city/ state/ region in India where these can be found.



COAST



DESERT



MOUNTAINS



HILLS



PLATEAU

*Possible responses:*

*East or West coast (Goa, Mumbai, Chennai, Southern region)*

*Thar (Rajasthan, Western region)*

*Himalayas (Himachal Pradesh, Uttarakhand, Northern region)*

*Ghats and Seven ranges (Gujarat, Karnatak, Maharashtra, both South-Eastern and South Western region)*

*Deccan (Madhya Pradesh, Peninsular region <central/southern region between eastern and western ghats>)*

*Invite different learners to share responses. You may also show this on a map of India.*



*She's got the diversity in her hands.  
She's got the rivers and the mountains in  
her hands,  
She's got the oceans and the seas in her  
hands,  
She's got all the animals in her hands  
She's got the diversity in her hands.  
She's got everybody here in her hands,  
She's got everybody there in her hands,  
She's got everybody everywhere in her  
hands  
She's got the diversity in her hands.*

We have seen diversity in so many ways. Let's celebrate it by singing a song together.

*Please sing the song with the lerans. You may check the tune of the song [here](#).*

## **She's (India) Got the Diversity in Her Hands**

*She's got the diversity in her hands,  
She's got the diversity in her hands,  
She's got the diversity in her hands,  
She's got the diversity in her hands,  
She's got the diversity in her hands.  
She's got the sun and the rain in her  
hands,  
She's got the moon and the stars in her  
hands,  
She's got the wind and the cloud in her  
hands,*

## Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- What are the two new things that you learned today?
- What are you learning about India's diversity?

## After Class Challenge

Imagine that you have to travel to a state in the North of India.

*Please change the region or specify a state as per your learner's context. You may choose a region very different from your city. For example, If you teach in Delhi, ask your learners to visit a city in the southern region of India.*

- What might you see there?
- What kind of clothes would you pack?
- What kind of weather may you find?



## India's physical map showing landforms



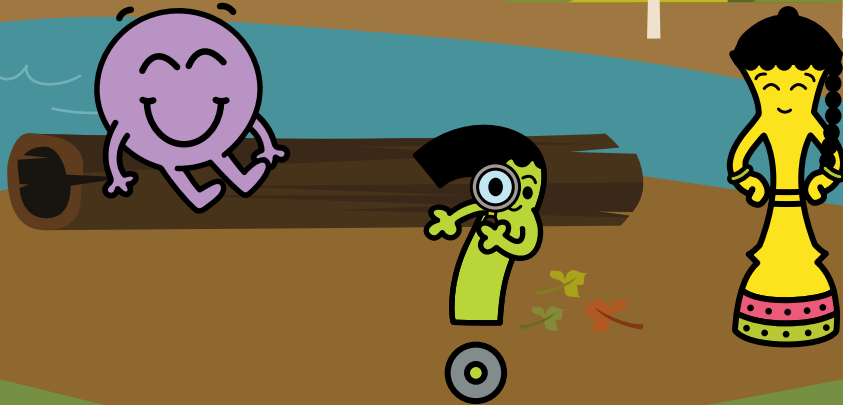


## OBJECTIVE

**I can cite aspects of India's historical diversity.**

### Cs IN FOCUS

Mr. Consciousness  
Mr. Curiosity  
Ms. Critical Thinking



### CONSTITUTIONAL VALUES

Fraternity

### MATERIALS

Watch the video on the monuments.  
Make notes.



### SUMMARY OF PRE-WORK

Please write the name of the historical monuments of India and also write who built them.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



## Spark (10 minutes)

Hello learners!



We have learnt so much about diversity in India as we see it today.

If someone from a different state has to visit your city, which places will you take this person to and why?



*Invite a few learners to share.*

I am hearing that you will take them to famous areas, food stalls, parks, monuments etc. We choose these

places because they are really old, special and unique to our city.

Similarly, all cities/ states will have different things that make them special/ unique.

These things also add to the differences and diversity of our country.

I would love for all of you to take help from Mr. Curiosity today as we understand a little more about our country's historical diversity.

*Point to the objective*

*I can cite aspects of India's historical diversity*

## Learn (15 minutes)

In your pre-work, you took note of different historical monuments and the people who built them. Would you like to share your responses?

*Invite learners to share different monuments.*

Let's get to learn more about these monuments by watching a video and understand where they are, who built

them and what is special about them.

*Show the video to the learners.*



Let's do a quick recap. I will show you pictures of the monuments and I would love for you to share the names of the monuments and who built these.

Taj mahal (Shah Jahan)



*You may also ask learners to share if they have seen any of these monuments in real life and how they look.*

All of these monuments are very old.

Why do you think people visit these places?

In the beginning of the class you thought of what tour you would give to someone who is visiting your city for the first time.

Now think about your tour to a particular city. What kind of places would you want to go to? What are the different things you would want to learn about this place?

*Please think of a city as per your learner's context.*

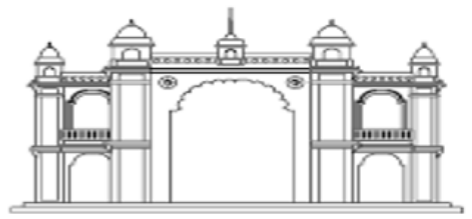
Gateway of India(British Government)



Qutub Minar (Qutubuddin Aibak)



India Gate( Edwin Lutyens)



Buland Darwaza (Akbar)



Hawa Mahal  
(Maharaja Sawai Pratap Singh)



Charminar (Quli Qutub Shah)

## Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- What are the two new things that you learned about India?
- Do you think these old places are valuable? Why?

## After Class Challenge ( 5 minutes)

Take help from Mr. Curiosity and find out about the oldest things of your city. If possible, visit these and find out- why were/ are they special?



# Big Question 09

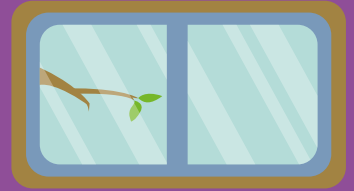
**What is special  
about my country?**

LEARNING STANDARD

**Students will develop a sense of pride in the rich historical and cultural heritage of India.**

## OBJECTIVE

**I can describe India's symbol - the flag and its meaning.**



## C IN FOCUS

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



## CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

## MATERIALS

Learn about the national flag, its purpose and meaning.

Song (Given on last page)



## SUMMARY OF PRE-WORK

Write down 3 words that come to your mind when you think about our classroom.

- How does this classroom make you feel?
- What do you like about it and what are you proud of?

Remember to take help from Mr. Consciousness.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

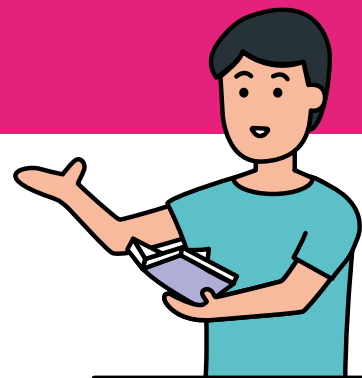


Asynchronous Pre-work Document



# Spark (10 minutes)

Hi learners,



'After learning so much about India's diversity and the role of equality and fairness in helping us celebrate that diversity, let's deep dive into the idea of what makes India special.

The big question that we are going to explore now is-

**What is special about my country?**

Let's start with a fun exercise.



How many of you watch or know about the IPL?

Thank you! I can see a few of you raising your hands. In case you don't watch it, it's okay, can we have someone in the class share about what IPL is so that all of us know?

What are a few things that would help you identify the team?

*Invite responses. You may choose to ask learners to pick up their favourite IPL team and share their name, logo, color and tagline/ song if any. Please invite someone. Please also invite someone to share or*

*share yourself about the IPL team of your city. For example, if you are teaching in Chennai, you may choose to show a video of CSK- Chennai Superkings.*



It is these different signs and symbols that help symbolise the team- represent who they are. It also helps in building the sense of unity/ togetherness.

In today's class, we are going to explore the signs and symbols that help symbolise India.

Look at these images and give me a thumbs up if any of these help you identify India.

*Invite responses and share that today we will talk about one the most important symbols of India that is India's national Flag.*

*Point to the objective: I can describe India's symbol - the flag and its meaning*

## Learn (15 minutes)

Let us start with something very simple. Who can share the main colors of our National Flag?

*Correct response: saffron, white and green with a wheel in blue*

Thank you for sharing. We are now going to jump into a fun activity!

I will name one color on the Indian flag and you have to do an action that I am going to share with you. Let me show them to you.

**When I say Saffron:** You all will salute like a soldier

**When I say white:** You all will give a bright smile.

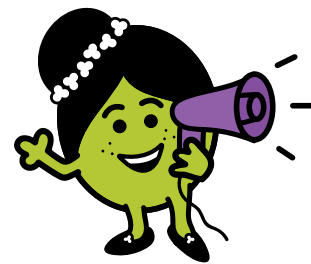
**When I say green:** You all will all touch the ground.

**When I say Blue:** You will all walk around.

*Please recall and practice the actions once before beginning.*

Alright, let's begin. Remember, I won't be saying them in order so you have

to listen very carefully, just like Ms. Communication.



Green

Saffron

White

Blue

Blue

Saffron

White

Green

*You may choose to do this in any order. Please make sure each colour is repeated at least 3 times, so learners can practice the action with the word.*

That was great. I loved how you all listened so deeply.

We just learned the four colours of the Indian flag , which represents our



country. Now, each colour has its own importance that I am going to share with you.

White: When you smiled beautifully, you all seemed calm and peaceful. White represents peace and truth.

*Use the action assigned to make learners remember.*

Saffron: You saluted like a soldier, and just like a soldier, orange represents bravery and the sacrifice they make for our country. We can also think of Ms. Courage.

*Use the action assigned to make learners remember.*



Green: You touched the ground. The ground gives us everything we need to live, like food, water and houses. Hence, green represents life.

*Use the action assigned to make learners remember.*

Blue: The wheel on the flag is blue in colour. Just like a wheel keeps moving, similarly, the Chakra on our flag inspires us as a nation to keep growing and keep moving forward.

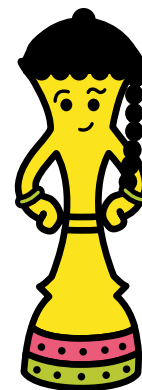
*Use the action assigned to make learners remember.*



Now, let's look at this table. We will do a quick recap and try to simplify what different colors mean for our country. Let's use Ms. Critical Thinking to do this.

*Invite learners to fill the blanks (underlined phrases) of the table with you. Please model the first one for them.*

Let's take note of this in our note-taking devices. Please also draw a National Flag and color it.



Colour	What does it stand for?	Simple meaning
Saffron	Courage and sacrifice	To be able to do something that we may be scared of doing
White	<u>Peace and truth</u>	To never fight and always solve problems nicely
Green	Life and prosperity	<u>To be grateful for what we have.</u>
Wheels	<u>Growth</u>	To be able to move forward and progress

## Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

Do you see examples of what our national flag symbolises in our classroom? For example: Do you see bravery, peace, gratitude towards life, ideas of growth come alive in this class?

What connections can you make to India's constitutional values after learning about India's flag?

*Invite responses in the large group and close out by sharing:*

India's flag is a symbol of India which is brave, like the saffron colour, peaceful like the white color, progressive like the blue wheel and has enough food, water and housing for all like the green colour. All of this together will

help us take actions towards building a better India which would uphold the values of Liberty, Equality, Fraternity and Justice.

Let's close out the day by singing this beautiful song about the Indian flag.



*Three colours, when we look up to the sky;  
Three colours make us hold our heads up high.*

*The Saffron of the rays arising from the morning sun;*

*In the afternoon, the White sailing clouds that run;*

*In the evening, the Green of waving palms in the breeze –*

*OUR HEARTS FILL WITH PRIDE AT THESE  
THREE COLOURS, THREE!*

*The SAFFRON gives us courage and  
inspires sacrifice.*

*The WHITE for us is peace and honesty.*

*The GREEN is festive life and it means prosperity;*

*THE CENTRAL WHEEL IS 'DHARMA' FOR ETERNITY.*

*From the North and from the South  
Of this Great Ancient Land;*

*From the East and from the West,  
Together we all stand.*

*Let's revere the Flag that is our mark of  
Unity;*

*Our Identity, Integrity, our Noble Dignity!  
Three colours, when we look up to the sky;  
Three colours make us hold our heads up high.*

## After Class Challenge (5 minutes)

In your pre-work, you came up with the words that define your class. Take help from Mr. Creativity to create a flag for your classroom.

You may choose to google different shapes and designs of flags from different countries, sports teams etc to get more ideas.

## Song:

### **Three colours and print-outs of the lyrics if needed.**

Three colours, when we look up to the sky;

Three colours make us hold our heads up high.

The Saffron of the rays arising from the morning sun;

In the afternoon, the White sailing clouds that run;

In the evening, the Green of waving palms in the breeze –

OUR HEARTS FILL WITH PRIDE AT THESE THREE COLOURS, THREE!

The SAFFRON gives us courage and inspires sacrifice.

The WHITE for us is peace and honesty.

The GREEN is festive life and it means prosperity;

THE CENTRAL WHEEL IS 'DHARMA' FOR ETERNITY.

From the North and from the South

Of this Great Ancient Land;

From the East and from the West,

Together we all stand.

## OBJECTIVE

**I can articulate the meaning of the National Anthem.**

### Cs IN FOCUS

Ms. Critical Thinking  
Mr. Compassion  
Mr. Curiosity  
Mr. Consciousness



### CONSTITUTIONAL VALUES

Fraternity, Equality

### MATERIALS

Several prints of the following (one for each learner given on last page)

Videos:

• A for Anthem



• Silent National Anthem



### SUMMARY OF PRE-WORK

Have you ever wondered what the meaning of our national anthem is?

We sing it every day - but what does it really mean?

Watch this video.



Write down 2 things you learned about India's National Anthem.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation



Asynchronous Pre-work Document



# Spark (10 minutes)

Hello learners!



Today we are going to talk about something that we all know, have heard and sung multiple times. Can you guess what that is? You may also think about your pre-work and it would become easier for you to guess.

Invite responses.

It is the National Anthem!

But why do you think we have a National Anthem? Why is it important for a country?

I am going to share some statements with you that I think are the reason for having a National Anthem. If you agree with them, please say "Jai Hind"! If you don't, please stay silent.

- It makes us feel proud of our country.
- It brings all Indians together.
- It tells us that only Hindus can live in this country
- It talks about the important values of India.
- It tells us that fair-skinned people are better than dark-skinned people.

Now, I have a few questions for you. Let's take help from Ms. Critical Thinking to share our responses.



- How are we supposed to be during the national anthem?
- Do you know why?
- Who do we respect in our National Anthem?
- How long is the original length of our National Anthem
- What are some occasions when it's sung?

*Pause after each question and invite learners to respond.*

*Possible responses:*

- Still. If we have an ability to stand, stand straight and if we don't, we can raise our hands.
- It is the way to show our respect. (You can give examples of how we

*Pause after each statement and allow learners to respond. You may also invite a few of them to share their thoughts.*

use different gestures while praying to gods)

- Our country and its diverse people, places and environment.
- 52 seconds.
- School assembly, National days, sports tournaments etc.

Great, thank you for thinking and responding.

*This brings us to our objective of the day- I can articulate the meaning of the National Anthem.*

In your pre-work, you watched a video that shared the meaning of our National Anthem.

Can a few of you share what you understood?

*Invite responses and share*

Now we are going to understand the meaning in detail. So let's get ready with Mr. Curiosity.

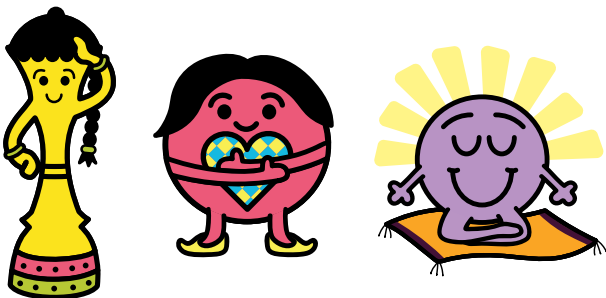


## Learn (15 minutes)

Before that let's listen to it together. It's going to sound a little different in this video than it does when you sing it.

Watch the video carefully and observe the differences.

Let's remember to take help from Ms. Critical Thinking, Mr. Consciousness and Mr. Compassion while doing this. If all of us can stand, let's do that.



Please play the silent national anthem video



*After the video:*

Now, I am going to ask you two questions and I would like for as many of you to share your thoughts

- What did you see in the video?
- How did it make you feel?
- What did you learn?

*Possible responses: India belongs to everyone. We all may be different from one another but we are all part of the same India.*

*Invite responses from different learners and share-*

This video teaches us the importance of unity in diversity- the learners you saw could not hear but they are also an equal part of India.

We are now going to learn about the meaning of the National Anthem and see how the idea of Unity in Diversity comes alive through it.

*Jana-gana-mana-adhinayaka jaya he  
Bharata-bhagya-vidhata*

These lines begin with a prayer to God. India is a land of many Gods and religions.

*Pause and ask learners to join their hands in prayer.*

*Punjab-Sindh-Gujarat-Maratha  
Dravida-Utkala-Banga*

These sound like something you might have heard before. Any idea what they might be?

*Possible response: these are names of places in India*

*Pause and ask learners to trace the shape of India with their fingers in the air. Turn your back to learners and trace in the air slowly so they can follow along.*

The most important part of India are the different places in it! As we already saw, it is so diverse and that is a value that is very important to India.

*Taba Subha name jage, taba subha  
ashisha maange,  
gahe taba jaya-gatha.  
Jana-gana-mangala-dayaka jaya he  
Bharata-bhagya-vidhata.  
Jaya he, Jaya he, Jaya he, jaya jaya jaya  
jaya he.*

These lines talk about how India will head towards victory and be successful, just as it is shown on the chakra on the flag.

*Pause and ask learners to hold both hands up in victory.*

Let's pause and think deeply with the help of Ms. Critical Thinking:



How did the idea of unity in diversity stand out in the National Anthem?

*Possible responses: The National Anthem talks about the different gods in India and the different places in it too. They are all different in their own way but brought together by the idea of India.*

Thank you! I hope all of us learned something new and really valuable about our country today.



## Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

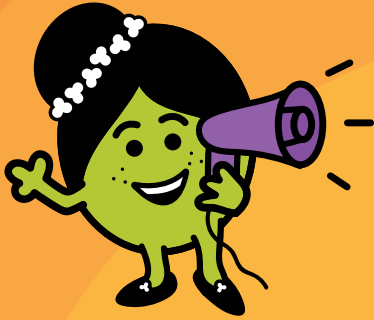
- Two things you learned about India's national anthem.
- Why do we sing it together? What does it make you feel?
- Which constitutional values came alive in the lesson today?

## After Class Challenge ( 5 minutes)

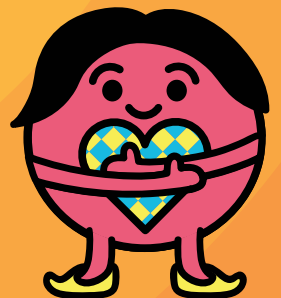
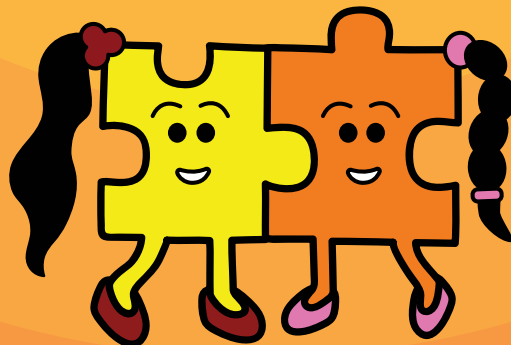
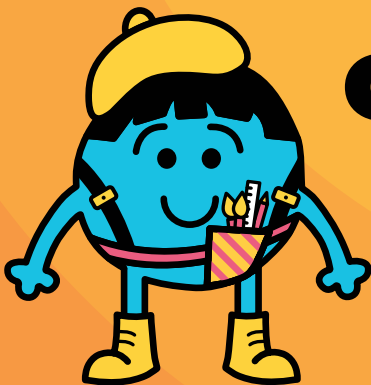
Create a 3-4 line anthem for our classroom that covers values and behaviours that are important for our classroom.

**Several prints of the following (one for each learner)**

**" Jana Gana Mana Adhinayaka Jaya He  
Bharat Bhagya Vidhata  
Punjab Sindh Gujarat Maratha  
Dravida Utkala Banga  
Vindhya Himachal Yamuna Ganga  
Ucchala Jaladhi Taranga  
Tubh Shubha Name Jage  
Tubh Shubha Ashisha Mange  
Gahe Tubh Jaya Gata  
Jan Gan Mangaldayak Jay He  
Bharat Bhagya Vidhata  
Jaye He ! Jaye He ! Jaye He !  
Jaye,Jaye,Jaye,Jaye He "**



# Showcase of learning

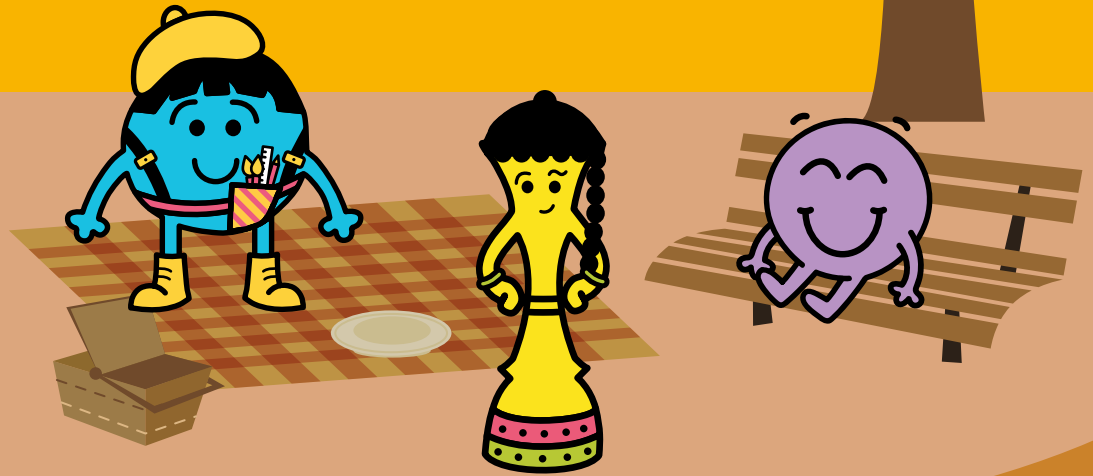


## OBJECTIVE

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

## C IN FOCUS

Mr. Creativity  
Ms. Critical Thinking  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

## MATERIALS

Chart paper, colors, paper

## SUMMARY OF PRE-WORK

Let's use Ms. Critical Thinking, and Mr. Consciousness to look back at everything we have done in this unit. Skim through all your worksheets, your notebook, all the activities we have done to remember how much you have learned about your your country.

Put down the three most important learnings.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



## Spark (10 minutes)

Hi learners,



We have come to the end of our fourth Unit, Nation. Would anyone like to share all the big questions that we explored in this unit?

*Correct responses:*

- What is justice and equality?
- Are people born equal?
- What is special about my country?

Would any of you like to share your learnings from the unit?

*Invite learners to share their responses.*

*Possible responses: We learned about our country, its symbol, culture and tradition. We also understood the meaning of our national anthem and flag. Through all of this we discussed and identified the diversity of India. We also discussed what it means to be equal and fair and how it feels to be treated unequally and unfairly.*

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 (15 minutes)

Let's begin with a fun interview exercise. I am going to be an interviewer and all of you will be interviewees. I am going to pose several questions to you. If you know the answer and would like to share your response, you will have to raise silent hands.

We will need a lot of Ms. Critical Thinking during this exercise so feel free to take help from her.

Are you ready?



- What is liberty and does it matter? Why?
- Give me an example of inequality?
- What is a problem that India faces?
- What can we do to solve a problem around us?
- Can you sing a song for me about India?
- What are 3 things that are beautiful about India?
- How do you spell India?

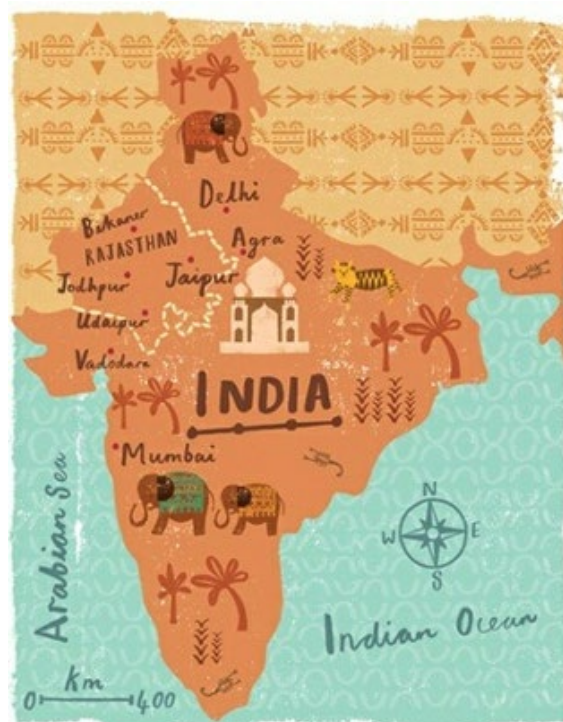


- What are the colours of the Indian flag?
- What does the wheel (chakra) in blue stand for?
- What is the meaning of the first two lines of the national anthem?
- Which line in the national anthem celebrates the diversity of places in India?
- Who do we pay respect to in our national anthem?
- Do all children need to go to school in India? Why?

*Please pause after each question and invite diverse learners to respond. Make it snappy. You may also use a paper mic and keep transferring it to different learners to respond, in an in-person classroom.*

Now, let us try to create our representations of India using Mr. Creativity for next 6 minutes:

- Think about as many things as you can that represent India.
- Create an outline of India's map.
- Draw all of them in the outline of India's map.
- Create your representation of India.



*You can choose to show them examples like these.*

Can you all hold your representations of India up in the air for everyone to see?

*Invite a few learners to share why they chose to draw what they drew. Please take pictures and record videos of students' work-products and presentations to document their learnings after taking their consent.*

## Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- Does your representation of India capture the ideas of the national flag?
- Does your representation of India capture the essence of India's national anthem?
- Can you see elements of constitutional values come alive in any of the representations of India? Where and how?

## After Class Challenge

Go back to your learnings that you took a note of in your pre-work, add that to your poster and beautify it.

We will decorate a part of our classroom using these posters.

*Virtual Class: Ask learners to share their final posters with you and make a collage of all these posters. Share with your class the next day.*

## OBJECTIVE

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

### Cs IN FOCUS

Ms. Communication  
Mr. Consciousness  
Ms. Courage



### CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

### MATERIALS

Portrait from previous day,  
Poems written by learners  
Gratitude notes/ C stickers

### 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 understanding of the country in small groups.



We will also be inviting parents, other school teachers, principal and other children from the school so that we can present our learnings and beautiful posters in front of them.

Preparation:

Part 1- Write an 8 line poem on 'What is India?'

Before beginning to write, think about these two questions:

- What makes India unique/ special?

- What would make India a better country?  
After thinking about these two questions, put them in the form of a poem.

You can use this template as well:

India is \_\_\_\_\_,  
It is beautiful because of \_\_\_\_\_ and \_\_\_\_\_,  
No other country has \_\_\_\_\_  
And therefore it is so special.  
India also needs \_\_\_\_\_,  
It will then become \_\_\_\_\_ and \_\_\_\_\_,  
I promise to do \_\_\_\_\_,  
For it to become more special.

Part 2- We will rehearse our poem at least thrice before the final showcase. Try to read it out dramatically and be creative with it. You can also add expressions and actions to your poem.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link





# Framing (10 minutes)

Hello learners and audience, today is the last day of our Unit- Nation.



Till now, we have explored some crucial questions about ourselves and have also tried to synthesise our learning through 'Posters'.

*In-person class- Please ask learners to spend 5 minutes to stick their posters on the wall or arrange it on the table.*

*Virtual Class: Show learners the collage of all of their posters.*

When you look at this collage/ poster- What is standing out to you? What are the key elements that are visible? Is there anything that you feel we have not captured about India?

*Let learners share with their partner.*

*Encourage 4-5 learners to share in the large group.*

Thank you for sharing. I hope all of you have come prepared with your poems.

We will get into the groups of 5 where each learner will recite their poems for 2 minutes each.

In our groups, we will also be joined by our parents, school teachers and some learners who through your presentations will get to know about your learnings.

*Please create mixed groups. You may also coordinate with stakeholders - Principal, school teachers, learners and parents and invite them for a showcase.*

# Showcase (15 minutes)

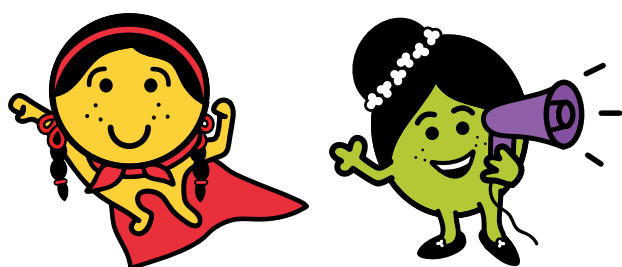
While we present, let's remember Ms. Courage and Ms. Communication.

1. We will share confidently.
2. We will also listen to our friends carefully.

Let's take 15 minutes to wrap up our presentations in our groups.

All the best!

*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.*



# Debrief and Closing (15 minutes)



It's Mr. Consciousness time!

*For learners:*

Think and share about:

- When and how did you show courage today?
- When and how did your friends show courage?

*For audience:*

Think and share about:

- What stood out to you?
- 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- Equality, Liberty, Fraternity and Justice.*

*Please close out by sharing-*

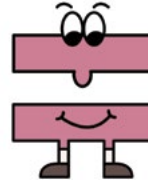
Our country is diverse. This diversity allows us to get to know and learn from different people and their culture. This is the most special part about our country. But there also exist challenges and we as responsible citizens of India can solve that by using our very dear 8 friends. This will help us uphold the true spirit of our country which is rooted in our four constitutional values.



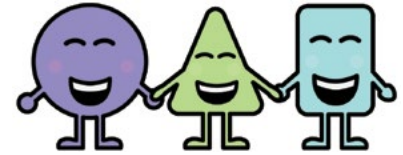
**Equality**



**Fraternity**



**Justice**



**Liberty**

*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

Ask your siblings and family members to write a poem using the similar template and arrange for a poetry night in your family.





**World**



# Big Question 10

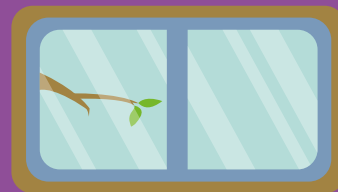
**How does the world  
view India?**

LEARNING STANDARD

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

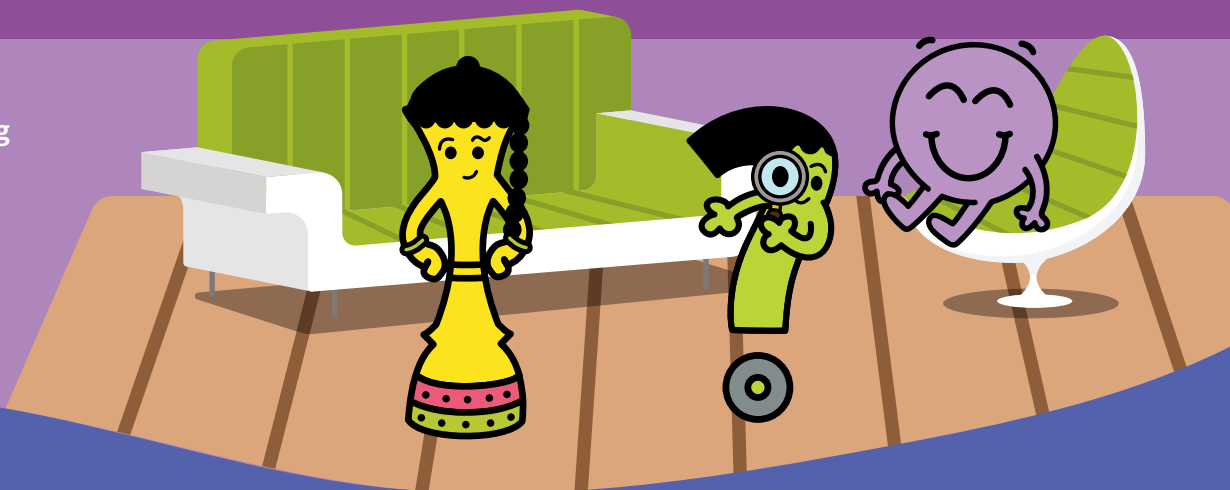
## OBJECTIVE

**I can articulate where India is on world the map.**



## C IN FOCUS

Ms. Critical Thinking  
Mr. Curiosity  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Map of India

Map of the world/ Globe

Familiarise yourself with the clickable world map.

[Link](#)



## SUMMARY OF PRE-WORK



Observe this map. Identify, encircle and name the following:

1. Your country

2. One country closer to your country
3. One country far away from your country
4. One water body that surrounds your country
5. One country of Europe
6. One country of North America

Feel free to take help from Ms. Critical Thinking and your elder siblings/ parents while doing this.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



# Spark (6 minutes)

Hi learners,



Will someone like to remind us of what we learned in the last unit?

*Possible response: We learned about India in the last unit. In that unit we learned about the diversity and special things about India. We also learned more about equality and fairness and how these can help us celebrate the differences in our country.*

Today, we are going to start a new unit and in this unit we will explore the world.

Show me with your hands how big you feel the world is?

*Learners may spread their hands out very wide.*

Through the unit, we will try to find answers of this big question:

## **How does the world view India?**

For our exploration of the world today, let's call on Mr. Curiosity for today's lesson and ask ourselves where different places are located.



Let's start with where we are right now!

Can someone raise their hand and tell me what standard you are in?

*Correct response: Grade 3*

Now can someone tell me where this classroom is? In which school?

Can someone share where our houses are? Where does our family live?

*Possible responses: School name and name of the area where the house is situated.*

Now I want one more student to raise their hand and tell me where our school is?

*Possible response: Community name or locality name*

And in which city/state is this community/locality located?

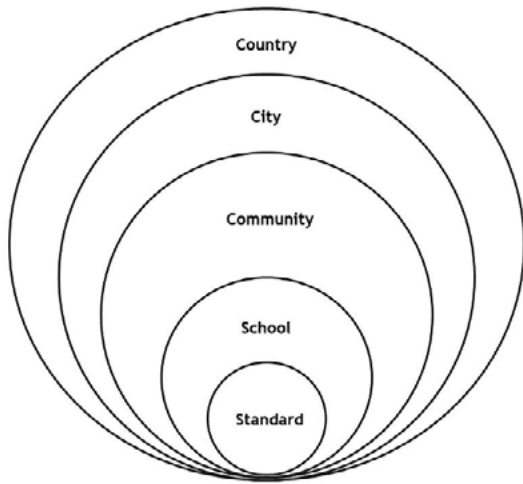
*Correct responses: City name, State name  
For example: Ahmedabad, Gujarat*

And lastly, which country is this city, state (insert the name of the city you are teaching in) located in?

*Correct response: India*



*As you ask each question, draw concentric circles on the board. The smallest circle in the middle will be the standard, the next one school, next community, next city, next country.*



Thank you! So we saw that we study in class x which is located in our school which is inside our community/locality which is inside the city, state which is one part of our country India.

Today we will study a little about India and see where India is located.

*Point to the objective: Learners can articulate where India is on the world map.*

## Learn (18 minutes)

Now can someone share where India is. You may think of what you did for your pre-work.

*Encourage a few learners to share responses and then show them a world map. Please use this link for a clickable world map. This will make it easier for you to zoom in and zoom out of India as needed. Ask one learner to point India out on the world map. In a virtual classroom- you may ask learners to annotate.*



As you can see India is here and it is a part of a very big landmass called a continent. Continent is like a community for many different countries. Can you look at the map and share, which continent does India lie in?

*Trace your finger on the map/ annotate while helping learners locate the continent on the world map. Invite learners to share the name of the continent. If they can't, help them locate Asia.*

Can we now repeat the name of our continent?

*Encourage all learners to say Asia together.*

I told you that the continent is like a community for different countries. In your pre-work, you also tried to identify the country that's closer to India. Can you again look at the map carefully and see if India is the only country in Asia? If not, what other countries can we locate?

*Invite a few learners to share responses and share that these countries are known as India's neighbours.*

Our class is x, which is the class next to our classroom?

*Possible response: Another section*

So class x is our neighbour. At home, we have neighbours right who help us when we need them. Similarly our nation India also has many neighbours.

*Point to the map.*

As you can see India has many neighbours like Sri Lanka, Pakistan, Nepal, Bhutan, Bangladesh and China. Have you heard of any of these neighbors?

*Encourage learners to share their prior knowledge. They may connect these places to cricket teams, or the names they have heard during the pandemic. Encourage their thoughts.*

Now, can I invite a few learners to help me out with an activity? We will need a lot of Ms. Critical Thinking to do this.



- Few of you will be assigned the name of a different country.
- Others will have to help position these countries around India by referring to the world map.

*Invite one of them to come up in front of class and be India. Then invite 6 other learners to be Sri Lanka, Pakistan, Nepal,*

*Bhutan, Bangladesh and China. Enable learners to position them by referring to the world map. Learners stay in this position for the rest of the class.*

*In a virtual classroom, you can choose to do this on a white board by marking India in the middle. Encourage learners to help you mark other countries around India on the white board. Save the white board.*

India also has some neighbours which are not on land. Can you see these blue areas on the map? These are our neighbouring water bodies.

*Click India on the world map and ask learners to identify the names of three water bodies. Invite a few of them to share.*



The water bodies neighbouring India are the Indian Ocean, Arabian sea and Bay of Bengal.

*Invite three more learners to come up in front of class and be India. Assign the name of three water bodies to them and ask others to help position them around other learners.*

*In a virtual classroom, share the screen with the saved white board. Encourage learners to annotate three water bodies on it.*

Thank you! We have learned quite a lot today.

Let's do a quick recap. Fill in the blanks for the following statements:

- I study in standard \_\_\_\_.
- My class is in \_\_\_\_
- My school is in \_\_\_\_.
- My community is in \_\_\_\_.
- My city/ state is in \_\_\_\_.
- My country is in \_\_\_\_.
- \_\_\_\_ and \_\_\_\_ are my neighbouring countries.
- My country is surrounded by water bodies \_\_\_\_, \_\_\_\_ and \_\_\_\_.

*Pause after each statement and encourage learners to share responses.*

## Reflect (6 minutes)



It's Mr. Consciousness time!

Think and share:

- What are the two things that you learned about India today?
- What do you think it means to be an Indian in the world?

Invite a few responses in the large group and share-

We have learned about self and people that are closer to us. We have spoken about our own family, looked at our community family, school family and our Indian family. This is the time for us to engage with an even bigger family that is the world. Like all our families, we may see similarities and differences among people in the world and it is this that might help us establish an even stronger relationship with them.

## After Class Challenge

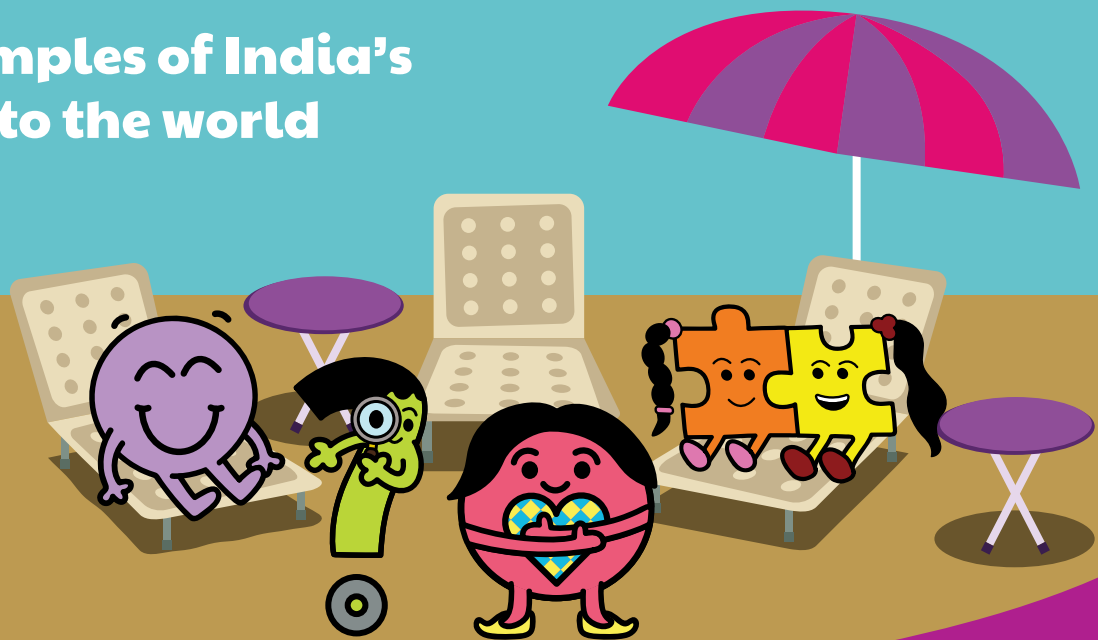
Look into the world map to identify 5 new countries in Asia and 5 countries outside of Asia.

## OBJECTIVE

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

### Cs IN FOCUS

Mr. Compassion  
Mr. Curiosity  
Ms. Collaboration  
Mr. Consciousness



### CONSTITUTIONAL VALUES

Fraternity

### MATERIALS

Song and english lyrics- (from 1:42 to 3:02)  
(Given on last page)



### SUMMARY OF PRE-WORK

Read the interesting facts about things that have found their roots in India. (Mentioned in the async packet)

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (8 minutes)

Hi learners!  
We have already explored where India is located in the world.



Today we are going to learn what India contributes to the world and what the world gives to India.

*Point to the objective-  
I can cite examples of India's contribution to the world historically*

But before we do that, let us learn what contribution means.

Turn to your partner and pretend that one of you is India and the other is Srilanka. India has something to give to Srilanka. Can we show how we would do that?

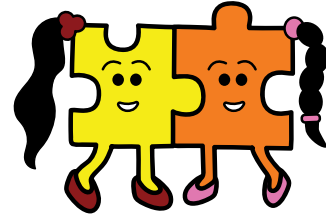
*Sri lanka will put out their hand, palm facing up, and India will pretend to give them something.*

Now let's pretend that Sri Lanka has something to give India. Can we show how we would do that?

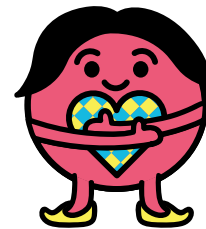
*This time India puts their hand out and Sri Lanka gives India something.*

We just observed that in both situations, two countries came together in partnership - remember how our hands met as if we were becoming friends. Which C are these countries taking help from?

*Invite learners to respond and share Ms. Collaboration.*



We all have something to contribute to each other. Before we jump into understanding how countries contribute to each other, can I invite a few of you to share who you think has contributed to your life? Let's use Mr. Compassion to share and feel really grateful towards these people.



*Encourage learners to share their personal stories. You may share your own example with them. For example:*

*My teachers have been patient with me and have shaped me into who I am today. I feel really grateful for their contribution in my life.*

*You may ask learners to think of anyone- their classmates, teachers, friends, family, community members etc.*

# Learn (20 minutes)

Just like the people in our lives have contributed a lot to us, the world has contributed a lot to India!

Let's look at a few examples. Raise your hands if:

- There is a TV in your house or have watched one
- There is a mobile phone in your house or you have used one
- You have travelled by the metro
- There is a bike or a car in your house or you have used them
- You have had Coke or Maggi

Do you know, all these things were made outside India and are contributions of the world that many Indians use almost everyday? Please go home today and use Mr. Curiosity to find out the countries that gave birth to all of these.



But like the world has contributed to India, India has also made contributions to the world. Let us listen to a song to see what has been India's contribution to the world. The song is in Hindi but I would encourage you to refer to its translation in English. Some of you might also have heard this.

After listening to this song, what do you think has been India's contribution to the world?

*Possible responses: the number zero, decimal, first civilization.*

I'm going to share many things with you now. You may have already gone through these in your pre-work.

- If you feel India contributed this to the world, give me a salute and say "Go, India!"
- If you feel the world contributed this to India, hold your hands and say, "Go, world!"

Are you ready?

- The first university, called Takshashila. India
- The game of chess. India
- The first movie. World
- The number zero. India
- Electricity. World
- Yoga. India
- Bottled water. World
- Shampoo. India
- Railways. World
- Cashmere wool that we use for sweaters in the winter. India

India has made very big contributions to the world, and the world has made very big contributions to India. So like we called on Mr Compassion to thank our loved ones who have contributed to our lives, let us take some time to thank our country India and our world for contributing so much to each other and our lives.

# Reflect (8 minutes)



It's Mr. Consciousness time!

- What did you learn about India today?
- What did you learn about the world today?
- Why do you think it's important to contribute?
- Which constitutional value can it help us foster and spread in the world?



## After Class Challenge

Watch the video on Indus Valley civilization- the ancient civilization of India using Mr. Curiosity and find out how it might have contributed to the world.





## Song and English Lyrics for print-out

 Lyrics	 Translation
Jab zero diya mere Bharat ne	Only when my India invented the zero
Bharat ne mere Bharat ne	India my India
Duniya ko tab ginti aayi	Only then the world learnt counting
Taaron ki bhasha Bharat ne	The language of the stars
Duniya ko pehle sikhlai	India taught that first to the world
Deta na dashamlav Bharat toh	Had India not invented the decimal point
Yoon chaand pe jana mushkil tha	It would've been difficult to reach the moon
Dharti aur chaand ki doori ka	The distance between the earth and the moon
Andaza lagana mushkil tha	Would've have been difficult to estimate
Sabhyata jahan pehle aayi	Where civilization was born first
Sabhyata jahan pehle aayi	Where civilization was born first
Pehle janmi hai jahan pe kala	Where talent was born first
Apna Bharat woh Bharat hai	That's my India
Jiske peeche sansar chala	The one whom the world follows
Sansar chala aur aage badha	The world follows and moves forward
Yoon aage badha, badhta hi gaya	India lead the way and kept on leading
Bhagwan kare yeh aur badhe	I pray to God that India keeps on succeeding
Badhta hi rahe aur phool phale	India keeps on moving forward and blossoming
Badhta hi rahe aur phool phale	India keeps on moving forward and blossoming



## OBJECTIVE

**I can cite examples of India's contribution to the world historically, especially Gandhiji's contribution**

## C IN FOCUS

Ms. Critical Thinking  
Mr. Consciousness



## CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

## MATERIALS

Go through Gandhiji's video:

Make a list of all the important events and its purpose from the video.

 Video



## SUMMARY OF PRE-WORK

Watch the videos in the async packet and write what you are learning about Gandhiji.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



## Spark (7 minutes)

Hi learners,



We have learned about India and the world and have contributed to each other and impacted our lives. Today we are going to learn about a very famous leader who is also known as Father of the Nation. Can someone guess who this person is?

*Invite responses.*

Thank you, we are going to learn about Gandhiji's life and his contribution to the world.

*Point to the objective:*

*I can cite examples of India's contribution to the world historically, especially Gandhiji's contribution*

In your pre-work, you must have watched videos. Would any of you like to share anything you remember about Gandhiji?

*Invite a few learners to share responses.*

Thank you! Today we will focus on how Gandhiji became so special, not only in India but in the whole world.

## Learn (20 minutes)

Let us watch a video on Gandhiji's life once again. While we watch the video, please take down notes on this graphic organizer.



INCIDENT	WHY IS IT IMPORTANT?
Thrown out of train because of his color	Fought against inhuman color discrimination and helped Indian living in South Africa in their struggle for civil rights

Let's actively listen and use Ms. Critical Thinking to make notes.



*Please play the video and pause at various intervals to learners to make notes. You may choose to model the first incident and its importance for them. This might give learners clarity on what needs to be done.*

*After the video, ask:*

- What are the few values that Gandhiji operated with?
- How did Gandhiji use these values outside India?
- How did Gandhiji use these values in India?

*You may ask learners to share with their partners and invite a few learners to share in the large group.*

## Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- What makes Gandhiji a leader?
- As an Indian, how did Gandhiji add value to the world?
- Which Cs and constitutional values did we see come alive in Gandhiji's life?

## After Class Challenge

Identify 3 people from your community who you think are leaders. Use Ms. Critical Thinking to answer:

- What makes them a leader?
- How do they contribute to your community?





# Big Question 11

**What does it mean  
to be the citizen of  
the world?**

LEARNING STANDARD

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

## OBJECTIVE

**I can describe values like kindness that are important to people everywhere.**

## Cs IN FOCUS

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



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Please download the Song Nimo's- Being Kind and get the lyrics printed.

(Given on last page)

[Video](#)



## SUMMARY OF PRE-WORK

Identify leaders from your community. How have they shown love and kindness?

Is there anyone else who you feel acts a lot like Mr. Compassion? Who is this person and why do you think so?

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



# Spark (5 minutes)

Hello learners!

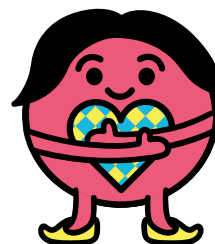


We'll start today's class by listening to a story. This is the story of Pratima Devi. Pratima Devi lives on the street in Delhi. She is a rag picker who lives with 120 dogs and feeds 400 stray dogs daily. Pratima Devi is also known as the 'Dog lady of India'.

If you had to describe Pratima Devi, what words would you use and why? Which Cs do you think Pratima Devi uses?

*Invite 2-3 learners to respond*

*Possible responses: Kind, Loving, Mr. Compassion*



Pratima Devi is one of the many people who believe in kindness. Today we are going to talk in detail about this value and see how everyone around the world needs it.

*Point to the objective: I can describe values like kindness that are important to people everywhere.*

With this, we will also begin to explore:

**What does it mean to be a citizen of the world?**



# Learn (20 minutes)

Let us look at some pictures now



PC: Pinterest



PC: Pinterest



PC: crs.org



PC: ABC news

Let's turn to your partners and discuss for next 7 minutes:

- Who do you see in these pictures? Are they India? Are they all from the same country?
- What are they doing?
- Why do you think they are doing so?
- What are some common words-values or Cs that come to your mind when you see these pictures?
- What are these pictures telling you?

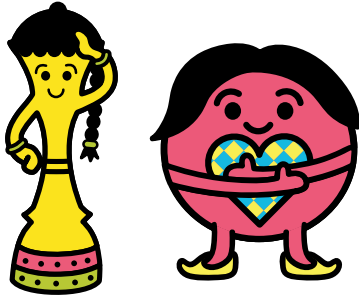
*After the partner sharing, invite 5-6 learners to share their responses in the large group.*

*Possible responses: People around the world are trying to help someone. There are challenges but people are trying to solve them. They are all acts of kindness and love.*

Thank you so much for sharing! I hope you saw people use Mr. Compassion



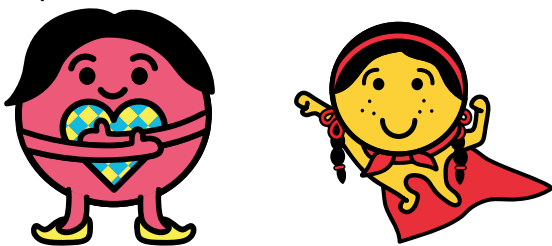
and Ms. Critical Thinking in these pictures as well.



Let's listen to another story of Devilka who is a student from Chennai. She has a beautiful project on acts of kindness. Every day, she does a different form of kindness. One day is "be kind to ants day" where she observes carefully that she doesn't stand on any ants by mistake! One day is "save water day" where she tries to use less water. One day is "kind words day" where she tells people how they are special and what she appreciates about them.

Devika is a kindness superhero - and she is still in school!

Just like Devika, even Priyanka who is an 8th grader from Hyderabad showed an act of kindness by using a lot of Mr. Compassion and Ms. Courage during the pandemic.



She observed that a lot of families in her community were running out of food to eat due to lack of money during the lockdown. She took up the challenge of helping them. She brought together some of her classmates. They made a list of all the people in their community

who needed help by visiting every home.



They then connected those families to ration shops close by or to NGOs who were providing food. They helped a total of 55 families!



# Reflect (5 minutes)



It's Mr. Consciousness time!

Let's listen to a song together. Please share the print-outs of the lyrics or share these with your learners.

 Video



*Well my heart starts sinkin'  
And I'm thinkin what's the reason  
Why we holding back from being kind  
What's the disease, but then I sense*

*We are fine, it'll all happen  
One small step at a time*

*When the world is full of violence  
And it needs a little kindness  
I just sit in pray in silence  
And God shows me the signs*

*Open my eyes, realize,  
We are fine, one small act at a time*

*Last night I'm walking home  
And a homeless man says 'hello'  
With a smile to let me know  
That he's gotta lotta hope*

*He says have faith, young man, we are fine  
The world is kind, one small act at a time*

*Small acts we do together  
Even though may be alone  
Changes the world for the better  
So we can call it home*

*And this is life as know  
When our hearts are aligned  
The magic that unfolds  
One small act at a time*

*(Chorus 1)*

*Throw your hearts up  
Let it fly high  
Let your love for all the world  
Spread Through the skies  
Let it drop down  
Let it all go  
Spreading kindness to every  
Single Living soul*

*Can you see your love ... for me shining  
through  
Cuz what you see in me, I can see in you  
And soon enough, you and me ... we'll be  
outta time  
And kindness ... will be all we can leave  
behind*

*(Verse 2)*

*Feeling grateful today, Never thought this  
day would come  
Where I would feel it and say, That each  
and everyone one of us,  
Has paved the way doing good and now  
we're all just moving up  
When I'm kind to you, you pay-it-forward,  
this is how we build trust*

*Never had faith, but now I'm seeing you  
eye to eye  
Wanna gift you my life, wanna spread love  
before I die,  
Thank you God ... for finally letting me*

*realize*

*When I serve man, I'm really serving you in  
disguise*

*Smiles everywhere, cuz now everybody's  
got the bug  
Ain't no life, without the love, if it is, it ain't  
no fun,  
What we gonna do now, just grab a friend  
give a hug  
Spread it out real wide, so everyone can be  
touched*

*(Chorus 2)*

*Oohhh ...  
All we can leave behind,  
For you and I kindness is all we can leave  
behind  
All we can leave behind  
For you and I kindness is all we can leave  
behind  
Ohhh ... Behind, Behind, When all is said  
and done,  
Kindness is all we can leave behind*

Think and share:

- What are some acts of kindness you saw in the song and the video?
- What does kindness mean to you? Is it the same for everyone?
- Which constitution value can the value of kindness help us foster and spread in the world?

## After Class Challenge

Ask parents, siblings, friends etc about what kindness means to them.

Perform any 5 acts of kindness in the next 24 hours.

## Please Print this Song Nimo's

Well my heart starts sinkin'  
And I'm thinkin what's the reason  
Why we holding back from being kind  
What's the disease, but then I sense  
We are fine, it'll all happen  
One small step at a time  
When the world is full of violence  
And it needs a little kindness  
I just sit in pray in silence  
And God shows me the signs  
Open my eyes, realize,  
We are fine, one small act at a time  
Last night I'm walking home  
And a homeless man says 'hello'  
With a smile to let me know  
That he's gotta lotta hope  
He says have faith, young man, we are  
fine  
The world is kind, one small act at a time  
Small acts we do together  
Even though may be alone  
Changes the world for the better  
So we can call it home  
And this is life as know  
When our hearts are aligned  
The magic that unfolds  
One small act at a time  
(Chorus 1)

Throw your hearts up  
Let it fly high  
Let your love for all the world  
Spread Through the skies  
Let it drop down  
Let it all go  
Spreading kindness to every  
Single Living soul  
Can you see your love ... for me shining  
through  
Cuz what you see in me, I can see in you  
And soon enough, you and me ... we'll be  
outta time

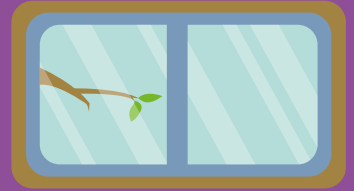
And kindness ... will be all we can leave  
behind  
(Verse 2)

Feeling grateful today, Never thought  
this day would come  
Where I would feel it and say, That each  
and everyone one of us,  
Has paved the way doing good and now  
we're all just moving up  
When I'm kind to you, you pay-it-forward,  
this is how we build trust  
Never had faith, but now I'm seeing you  
eye to eye  
Wanna gift you my life, wanna spread  
love before I die,  
Thank you God... for finally letting me  
realize  
When I serve man, I'm really serving you  
in disguise  
Smiles everywhere, cuz now everybody's  
got the bug  
Ain't no life, without the love, if it is, it  
ain't no fun,  
What we gonna do now, just grab a  
friend give a hug  
Spread it out real wide, so everyone can  
be touched  
(Chorus 2)

Oohhh ...  
All we can leave behind,  
For you and I kindness is all we can leave  
behind  
All we can leave behind  
For you and I kindness is all we can leave  
behind  
Ohhh ... Behind, Behind, When all is said  
and done,  
Kindness is all we can leave behind  
Images of people being kind around the  
world, image of Pratima Devi

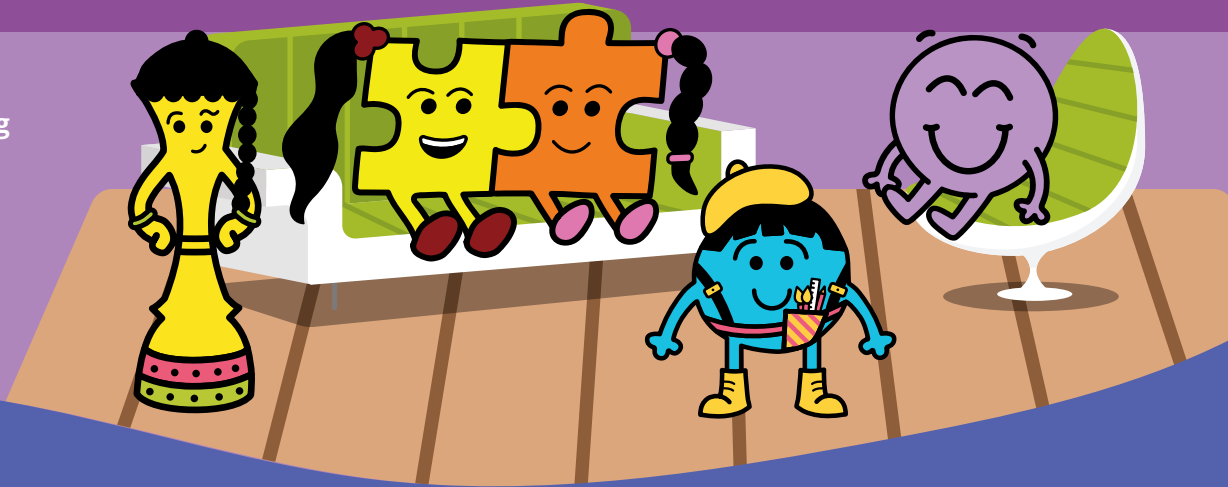
## OBJECTIVE

**I know what the term “citizen of the world” means.**



## C IN FOCUS

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



## CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

## MATERIALS

N/A

## SUMMARY OF PRE-WORK

Go over your learnings from the previous units of Self, family, community and nation.

Think and write your responses to the following:

- Two things you may do to show love/ respect towards yourself. Hint: How can you be your own champion? Two things you should do to show love/ respect towards your family. Hint: What are the roles you play in your family?
- Two things you may do to show love/ respect towards your classroom/ classmates/ school.
- Two things you may do to show love and respect to your community. Hint: How can you respect the diversity in your community?
- Two things you may do to show love and respect to your country.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation



Link

Asynchronous Pre-work Document

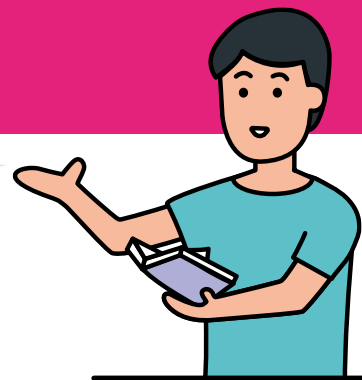


Link



# Spark (10 minutes)

Hi learners,



Till now we have learned about the relationship between India and the world. Today, we will begin to explore the relationship between you and the world.

*Point to the objective:  
I know what the term “citizen of the world” means.*

To begin with, let's do a fun activity. I am going to ask you some questions.

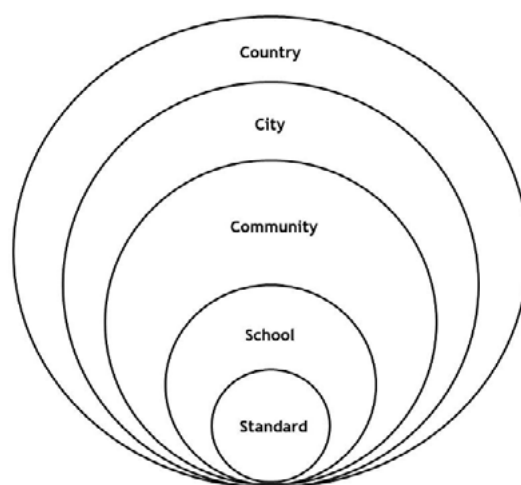
Give me a thumbs up if your answer to that question is yes.

Are you ready?

- Are you a member of your family?
- Are you a part of your classroom?
- Is your classroom a part of your school?
- Are your family and school part of your community?
- Is your community a part of your city?
- Is your city a part of your state?
- Is your state a part of your country?
- Is your country a part of the world?
- Are you a part of the world?

*Please use the school's, community's, city's, state's and country's names while sharing the above statements. Pause after each statement and allow learners to respond. You may ask some of them to share their reasons for some of these prompts.*

*Please demonstrate this using circles. Add a layer of circle according to the change in statement. Please refer to the image below-*



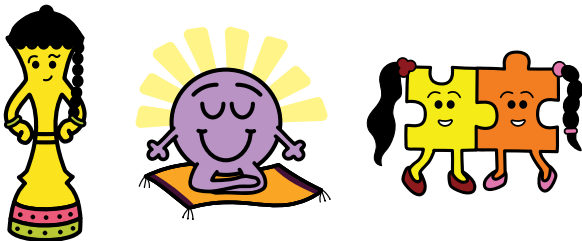
So do you agree that we are a part of so many different circles?

*Invite a few learners to share their responses.*

Great! Now let us also see the different roles we play in these circles.

# Learn (25 minutes)

Let us now take help from Mr. Consciousness, Ms. Collaboration and Ms. Critical Thinking to do this. You will have 10 minutes to do this.



Get into the groups of four and with the help of your pre-work, discuss:

- Two things you may do to show love/ respect towards yourself. Hint: How can you be your own champion? Two things you should do to show love/ respect towards your family. Hint: What are the roles you play in your family?
- Two things you may do to show love/ respect towards your classroom/ classmates/ school.
- Two things you may do to show love and respect to your community. Hint: How can you respect the diversity in your community?
- Two things you may do to show love and respect to your country.

*Invite learners from each group to share one thing at least. Please collect at least five words/ actions/ phrases for each for self, family /school, community and nation, and keep adding these to the respective circles.*

*Enable learners to observe how their*

*responsibilities increased with a different circle.*

As individuals, we only have to take care of one person that is ourselves. But as we move to different circles, our responsibilities and duties keep expanding.

Let's listen to the story of Muskan and Jyoti.

They were just 15 year old when they realised that not everyone has access to the same opportunities as them and decided to do something about this. They both live in Delhi and are very passionate about poetry. Through poetry, they found a way to express their feelings and raise their voice to bring change. They realised that while they got the opportunity to express themselves, a lot of children did not get the same. They started the project 'Gurukul' to work with young children in their community to enable them to explore their feelings and express themselves in a creative manner through learning various art forms. During the pandemic, they also tried to make their project accessible to learners outside of their community and tried to reach children across India by leveraging digital platforms.

- Which Cs do you think both Muskan and Jyoti took help from?
- How do you think they showed love and respect towards people in different circles?

*Invite a few learners to share their responses and debrief the key points.*

*Possible response:*

- Self- identified and followed their passion for poetry, expressed their feelings, raised their voice.
- School and community: identified the challenge of unequal opportunities and problem-solved.
- India: Expanded their reach by leveraging resources.

Muskan and Jyoti, as aware individuals, tried to expand their scope of responsibility to their class, community in Delhi and India.

*Invite a few learners to share their responses.*

Let us take help from Mr. Creativity to think about - How may Jyoti and Muskan also show love and respect to the people in their outermost circle- world?



*Invite a few learners to share. Responses may vary from getting to know people outside India to working together with them.*

It is doing all of this that may make them citizens of the world.

Now, can you think of a few things that you may do to show love and respect towards the people of the world?

*As learners share words/ actions/ phrases, keep adding them to the outermost circle. Debrief by sharing-*

As you move from one circle to the other, your actions begin to affect so many people. Therefore, a citizen of the world is one who shows love and respect to people beyond their country and tries to bring a positive change, not just within themselves, their school, their community or their country but the entire world. Citizens of the world are people who try to solve a problem that affects people in countries around the world.

We will learn more about this tomorrow.



# Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- Can you think of a leader whose actions impacted the world?
- What values did they show?
- Think of one thing that we can do to become good citizens of the world.

## After Class Challenge

Please take help from Mr. Curiosity and find out stories of people who have impacted the world and can be called the 'citizens of the world'.

Put down their names and their work?

Can you find anything common between the stories of these people?

You can use this link to find the stories as well.

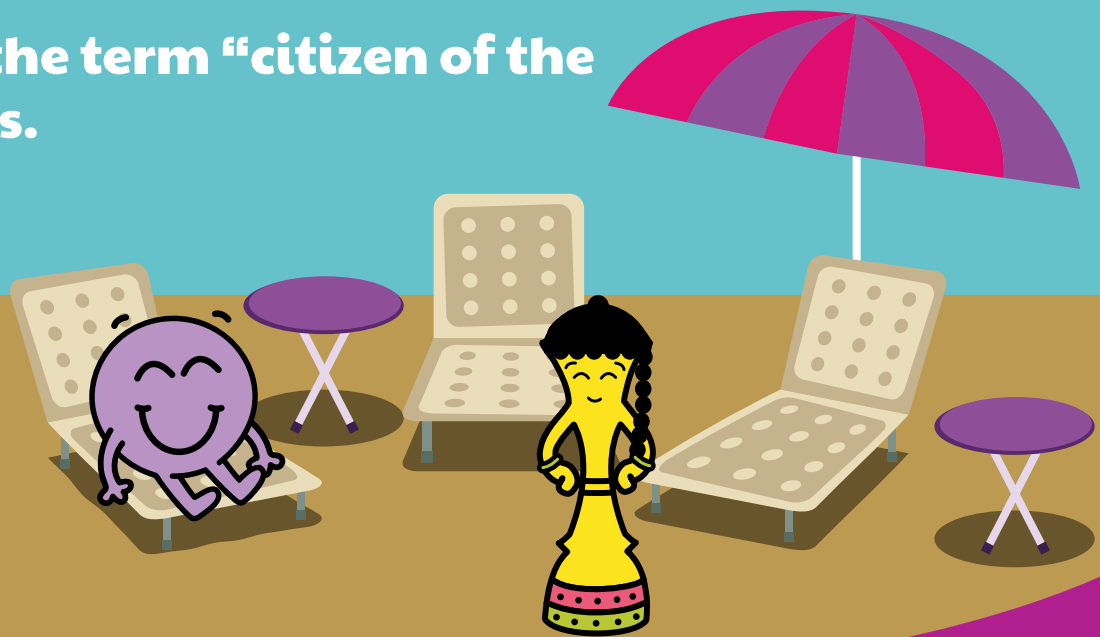


## OBJECTIVE

I know what the term “citizen of the world” means.

## Cs IN FOCUS

Mr. Consciousness  
Ms. Critical Thinking



## CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

## MATERIALS

Watch the video and get the lyrics of the song printed -

Video:



Lyrics:



Watch Yolanda's video here:



## SUMMARY OF PRE-WORK

Listen to the song



Make note of your favorite line

Try to learn the actions.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation



Asynchronous Pre-work Document



## Spark (10 minutes)

Hi citizens of the world!



All of you heard a beautiful song as a part of your pre-work.

Can you turn to your partners and share your favorite line from the song?

*Invite a few learners to share these lines in the large group.*

Thank you for sharing!

The song talks about doing the little things for everyone around us. It can be done by respecting others, helping our friends, following the laws or solving challenges.

This song was created by supergroup USA for Africa. A major famine had hit

Africa in 1984 and to support them, different singers in the USA who themselves come from different parts of the country sang this song to raise money for Africa. It speaks how all of us together make the world and if someone somewhere is suffering, we need to do something about it. I feel they behaved as true 'citizens of the world'.

Do you think that's true?

Which Cs do you think all of them operated with?

*Invite a few learners to share their thoughts. Encourage learners to share why they feel a certain way.*

## Learn (20 minutes)

Let's listen to the song once again. While we listen to the song, let's sing along with the actions.

*Play the song and repeat actions for learners. You may also share the lyrics with the learners separately.*

I hope you enjoyed singing along.

Let us now get into the groups of 4 and discuss the following questions for the next ten minutes. You may take help from Ms. Critical Thinking and can refer to the lyrics of the song.





- Why do you think the song suggests for the world to come together as one?
- How can we do it?
- Who can make a better and a brighter day?
- How can we do it? What will we have to stop doing?
- How can we create a change?

*After 10 minutes, invite one learner from each group to share responses for all of these questions. Synthesise by sharing-*

'We are the world'. All of us together- (Take names of few learners in the class)- X, Y, Z, You, me, our friends in the next class, our families, our neighbours- All of us together make this world and therefore, it is our collective responsibility to make it a cleaner, brighter and peaceful place. We all have to start thinking about others when we think about ourselves.

## Reflect (10 minutes)



It's Mr. Consciousness time!

Think and share:

What got added to your understanding of the phrase "citizen of the world"?

*Invite a few responses*

As we close out, I want to share a story of a 9 year old Yolanda with you.



When violence broke out at a school in America and students were shot, 9 year old Yolanda, who is the great-granddaughter of Martin Luther King, stood up in front of thousands of people and said:

"My grandfather had a dream that his four little children will not be judged by the color of the skin, but the content of their

character,” said Yolanda, standing alongside Parkland shooting survivor Jaclyn Corin. “I have a dream that enough is enough. And that this should be a gun-free world, period.”

Like young Yolanda, all of you have the power to solve problems and change things in the world so that it becomes a better place. Can we take a minute to

think about what problem - big or small do you want to solve? How do you want to become an active and a good citizen of the world?

*Invite a few learners to share.*

## After Class Challenge

Watch the video of Yolanda’s speech here. As you watch/hear this, think about:



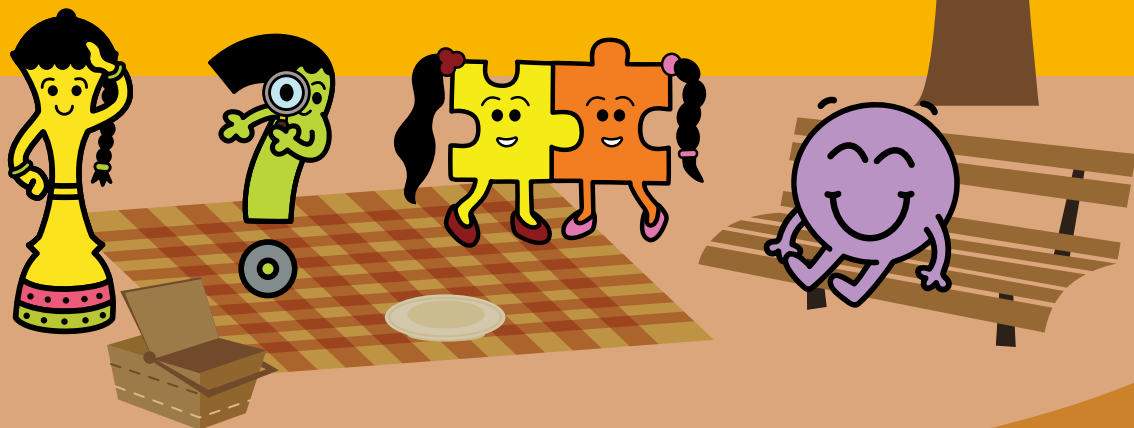
- What challenge does Yolanda wish to solve?
- Which C is she operating with?
- What challenge did Martin Luther King want to solve?
- Which C did he operate with?
- Which constitutional values can you relate this to?
- Do you think they are the citizens of the world? How?

## OBJECTIVE

**I can cite aspects of culture and customs that they share with others around the world.**

### C IN FOCUS

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



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

- Share the group numbers with the learners in advance for the pre-work.
- Video: The world's family
- It's a small world- video and print-outs of the lyrics if needed-



## SUMMARY OF PRE-WORK

Think about your daily life and observe the culture and customs that you follow which might be common for people in different countries.

Culture and customs include - beliefs, rituals, ceremonies, arts & crafts, music, behaviours, history, food, music, clothes, etc

Birthday celebrations are one example - everywhere and around the world, a person's birthday is a moment of celebration.

Each of you is a part of the group. Identify the country assigned to your group and make a list of any 5 customs from this country.

You may find things like-

- Do people greet each other in different countries? How?
- Do people celebrate festivals? What festivals do they celebrate?
- How do people celebrate festivals?
- What are some other interesting things citizens of these countries do?

Please assign the following countries to various groups.

Group 1 - USA

Group 2 - Singapore

Group 3 - Sri Lanka

Group 4 - South Africa

Group 5 - India

## RESOURCES FOR THE TEACHER:

### Synchronous Presentation

Link



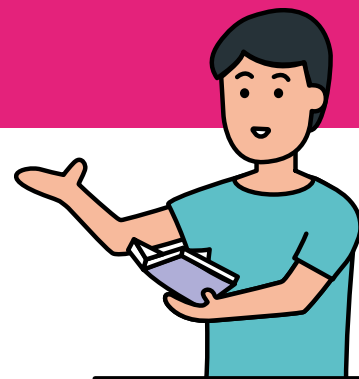
### Asynchronous Pre-work Document

Link



## Spark (10 minutes)

Hi learners and my dear citizens of the world.



I hope you all kept Mr. Curiosity in mind while doing your pre-work and found out some interesting things about different countries.



Can you quickly turn to your partners and share a surprising fact you got to know about any country?

*After the partner- sharing, invite a few learners to share something that stood out to them or surprised them about a country.*

Thank you for sharing such amazing things about different countries. This definitely gave me an idea of how people in different countries live and have also left me curious to know more about them. I hope it did the same for you.

Today, let us try to know more about these countries and find out things, customs and cultures that we all share with each-other.

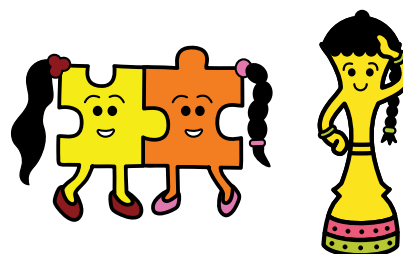
**I can cite aspects of culture and customs that they share with others around the world.**

## Learn (20 minutes)

Let's now get into the groups of 5s:

- Bring together your findings about different countries.
- Make a separate list of things that you see are common across these countries.

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



*Please create mixed groups in a way that a group has learners from different country groups.*

Let's come back. I would love for people

to shout out different things that you found common across the countries.

*Take one response from each group, repeat the cycle thrice so that we have a lot of words. Please put down all the words in separate buckets but don't title them.*

Can we now observe the different buckets that we see in front of us carefully? Why do you think they have been put in different buckets?

*Possible responses: Everything under the first bucket is about eating habits, second is about art/ literature*

That's amazing! We saw that these different categories are different cultures and customs which bring these diverse countries together. Culture and customs include - beliefs, rituals, ceremonies, arts and crafts, music, behaviours, history, food, music, clothes, etc.

We have so much in common with people around the world.

## Reflect (10 minutes)



It's Mr. Consciousness time!

Let us now watch a video together.



*After the video, ask learners to independently think about the following questions:*

- What stood out to you about the video?
- What are you learning about the world from the video?

*Take large group responses and debrief by sharing:*

As you have seen, culture is different based on many things like location, food, dress, language etc. All cultures have something special about them which makes them



beautiful. All of them are unique but are also similar in so many ways as they try to convey similar things. Across all cultures we love our family. All cultures have a way of greeting people. Across all cultures we love to celebrate festivals, we love to eat food and we love to dance and sing. The way we do all the things may be different but we are all interconnected.

There might be physical boundaries and geographical boundaries but the people who live in them are essentially so similar. We are all just people of one world.

Let us close out by listening to a very beautiful song together. Please dance along by following the actions.



Please play the video and share the lyrics of the song with the learners if needed-

*It's a world of laughter  
A world of tears  
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, small world*

## After Class Challenge

Is there anything that you wish to learn or adopt from any other countries' culture? Why?

## Print-outs of the Lyrics

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

## OBJECTIVE

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

## Cs IN FOCUS

Mr. Consciousness  
Ms. Critical Thinking  
Mr. Creativity



## CONSTITUTIONAL VALUES

Fraternity

## MATERIALS

Create India and the world cards - Browse through the cards in the PPT and modify pictures if any.

## SUMMARY OF PRE-WORK

Create a Venn diagram with all the things that are common between India and the world.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



# Spark (3 minutes)

Hello learners!



We have learned so much about cultures and customs that are common to the world. We also learned that every country is unique in one way or the other.

Today, we will explore what makes India unique. What are the things that are unique to India and what are the things that are common across the world?

*Point to the objective-  
I can compare things unique to India with things that are common to the world*

Let's start class with a song we've done before, but this time let's sing it about India.

 Video



Here is how we sang it before:

*Please ask learners to repeat after you and sing this song to the tune of "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*

Now let's sing it for our India!

*India's so special  
India's so special  
If you look  
You will see  
India's very special  
India's very special  
Unique and free  
Unique and free*

I hope you are warmed up and ready for the day!

# Learn (25 minutes)

Let's play the "Is India unique?" game.

I will be writing names of a few things or drawing them on board.

- Show me a thumbs up if you think these things are unique to India
- Show me a wide smile if you think they are common to the world.

For example, if I say 'a man with a dog', what would you choose? Please remember to take help from Ms. Critical Thinking.



*You may choose to write names of a few things, draw them on board or show them the pictures and ask learners whether they are unique to India or common across.*

- Vada pav
- Metro
- Buses
- Festivals
- Kurta pyjama
- Monuments
- A child laughing
- A lady with a dog
- Shops
- Bollywood movies
- People standing and talking

- Sachin Tendulkar
- famous film stars
- Gandhi
- someone cleaning the road
- a child crying
- Taj Mahal

Did you see how some things are the same across the world - families, festivals, colours, and how some things are unique to India?

Can you think of some things that are unique to our country?

*Invite a few learners to share responses.*

Let us now use Mr. Creativity to draw two things that are unique about India and two things that are common across the world.



*Invite learners to put their drawings up in the air for everyone to see.*

I can see that there are many things special to our country but along with that I can also see things that are special to everyone around the world. It is these things that make us all the citizens of the world.

## Reflect (2 minutes)



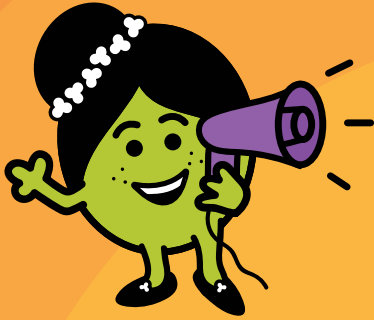
It's Mr. Consciousness time!

Think and share:

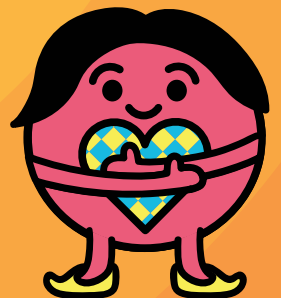
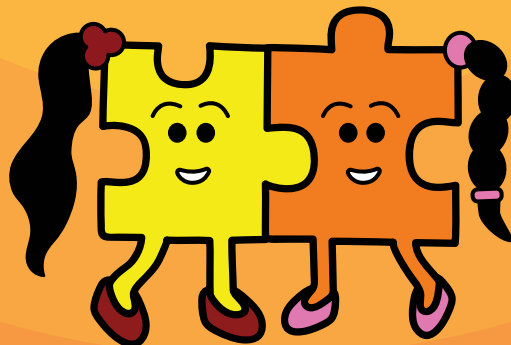
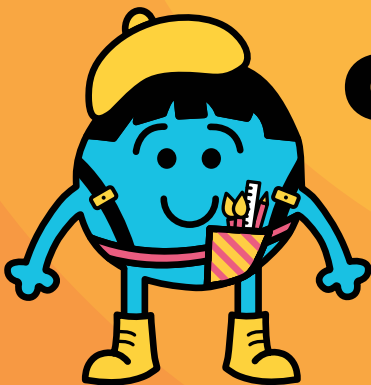
- What is unique to you and common across all learners in the class?
- Why is it important to think about things that are unique to ourselves, our class, our city or our country?

## After Class Challenge

Go back home and try to note down things that are unique to each of your family members and the things that are common to all. Put them in the venn diagram.

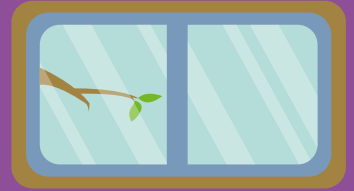


# Showcase of learning



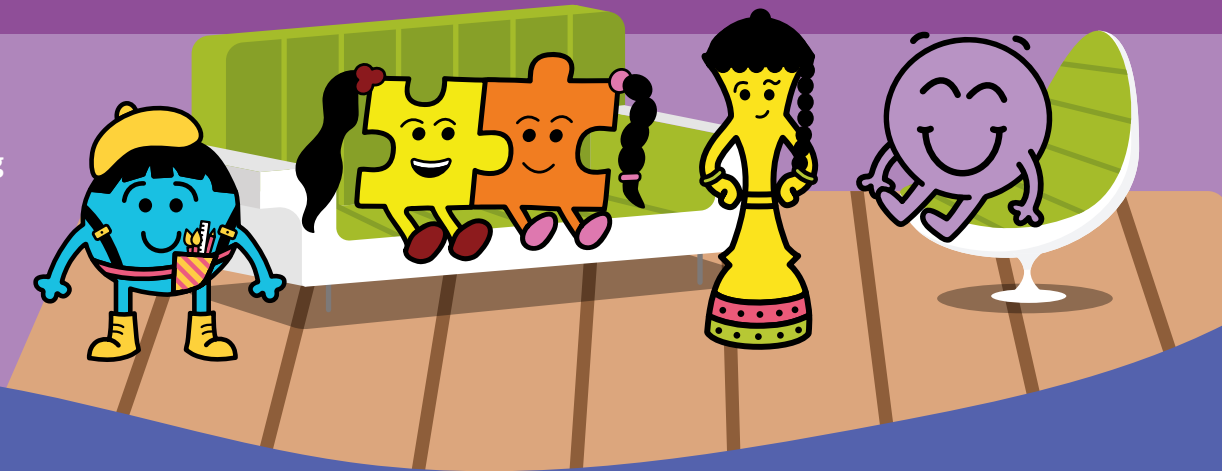
## OBJECTIVE

# I can synthesise what I learned in this unit



## C IN FOCUS

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



## CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

## MATERIALS

Print-outs of the world map (Given on last page):



Chart papers, old magazines, scissors, glue sticks.

## 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 the world.

Put down the the following things:

- Two things that are unique to India.

- Two things that are common in the world.
- One learning/ big idea you want to share with the world. This may be something you love about the world or want the world to learn/ do.

## 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 last Unit i.e. World. Would anyone like to share the big questions we explored in this unit?

## Correct Response

- What does it mean to be an Indian in the world?
- What does it mean to be a citizen of the world?

Would you like to share your learnings from these big questions/ this unit?

*Invite learners to share.*

*Possible responses: We learned about*

*India's contribution to the world, things that are common between India and the world, things that are unique to India. We also learned about 'citizens of the world' and how we can be one..*

We have learned so much about our world

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!

Before we do that, let's open our pre-work so that it's easier for us to refer to it.

# Learn (25 minutes)

Let's start by getting into the groups of four.

*Give each group an outline of the world map and a chart paper. Ask them to color India on the map.*



Give me a thumbs up once you have colored India on the world map.

Now cut out India from the world map and paste it on the one side of the chart paper that's given to you. Paste the rest of the map on the other side.

*In a virtual classroom, you may ask learners to get a world map and a chart paper to do the same independently.*

You have two minutes to do this. Once you are done, clap twice.

This chart paper is going to be your personal newspaper.

What do we all have in a newspaper?

*Encourage learners to share.*

*Possible response: News, Articles, Ads etc.*

All of us are now going to add a few things to our newspaper. In your pre-

work, you may have identified the following things.

In your groups, discuss:

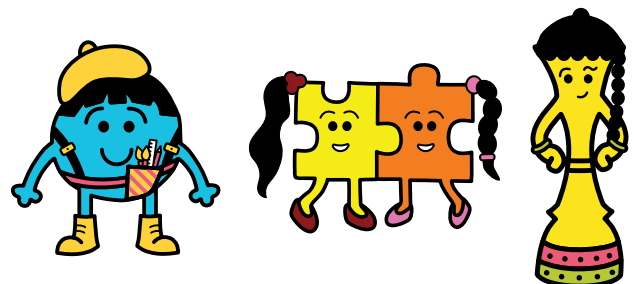
- Two things that are unique to India.
- Two things that are common in the world.
- One learning/ big idea you want to share with the world.

*Give learners 6 minutes to do it and ask them to clap thrice once they are done.*

Great, now is the time for us to fill our newspaper with all of these things.

- Write your learning about India on one side of the paper.
- Write your learnings about the world on the other side of the paper.
- Leave a small column to share your lesson/ idea with the world.
- You may add pictures and cut out images from the old magazines that you can see on your desks.

Let's do this with the help of Ms. Collaboration, Ms. Critical Thinking and Mr. Creativity for the next 15 minutes. Once you are done, hold your newspapers up in the air.



## Reflect (5 minutes)



It's Mr. Consciousness time!

On a scale of one to five, share:

- I listened to my group members.
- I shared ideas with my group members.
- I had fun doing the exercise.
- I am excited to share my newspaper with everyone in the class tomorrow.

## After Class Challenge (10 minutes)

Work on the final showcase of the unit.

## Print-outs of the world map



## OBJECTIVE

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

### Cs IN FOCUS

Ms. Communication  
Ms. Courage  
Mr. Creativity  
Mr. Consciousness



### CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

### MATERIALS

Newspapers from the previous day.  
Old newspapers, magazines, chart papers, glue sticks, scissors, old pieces of clothes.

Print out of We are the Worldsong lyrics.

Gratitude notes/ C stickers

Please take permission for an hour long class.

[Link](#)



### SUMMARY OF PRE-WORK

Tomorrow, we will have a final showcase. We will use Ms. Communication and Ms. Courage to share our newspapers 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:

Part 1: Take help from Mr. Creativity to strengthen/ refine your newspapers.

Here are some ideas:

- Give the name to your newspaper.
- Add drawings.



- Paste articles/ photos from India and the world.

Part 2: Rehearse how you will present your newspapers. Remember each one of you has to participate.

Here are some ideas:

- Share the name of your newspaper.
- Share what people can learn about India and the world from your newspaper.
- Share what makes your newspaper special.
- All the best for tomorrow.

In a virtual set up, all learners will be making their own newspaper and will do this exercise independently.

### RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



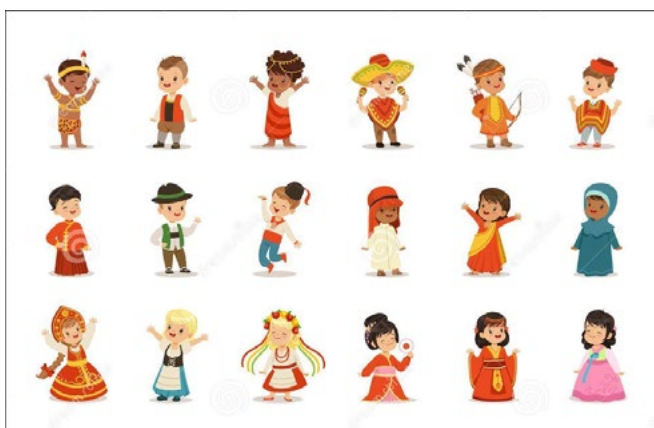
# Framing (10 minutes)

Hello, citizens of the world!  
Let us start with a fun  
activity.



This is a picture of how people across the world dress up.

For the next five minutes, all of us will take help from Mr. Creativity and create a costume that you may like for yourself. You are also free to create a costume of your own.



This is a picture of how people across the world dress up.

For the next five minutes, all of us will take help from Mr. Creativity and create a costume that you may like for yourself. You are also free to create a costume of your own.



You can find a lot of old magazines, pieces of clothes, chart papers and newspapers. Feel free to use them for this activity.

*Please play 'We are the world' as learners engage in this activity. You may model by creating something for yourself, it can be a hat/ headgear/ hand gear/ accessory etc. Please provide learners with the required material. Virtually, you may ask learners to find something from their homes and create a costume for themselves.*

Can we all come together and show what we have made? If possible, it would be great if we can wear these.

Look around people, we all are the citizens of the world and look so unique, colorful and beautiful.

Today, as we share with each-other our newspapers, let us also pretend to be our own unique identities.

Let us all get into our groups. Each group will get 5 minutes to share their newspaper with the entire class.

Our parents, school teachers and some learners are here to see our learnings and newspapers, so let us give a warm welcome to them by clapping for them.



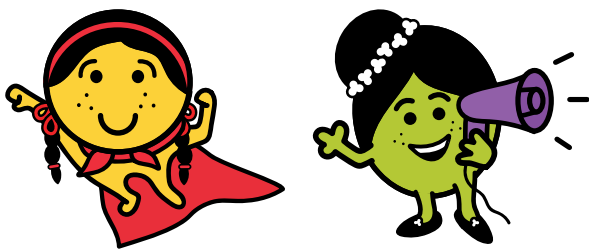
*Please coordinate with various stakeholders - Principal, school teachers, learners and parents in advance and invite them for a showcase. For a virtual classroom, you may create mixed*

*groups of 5 learners where each of them independently share their newspapers with each other. These groups can be joined by a few members from the audience.*

## Showcase (40 minutes)

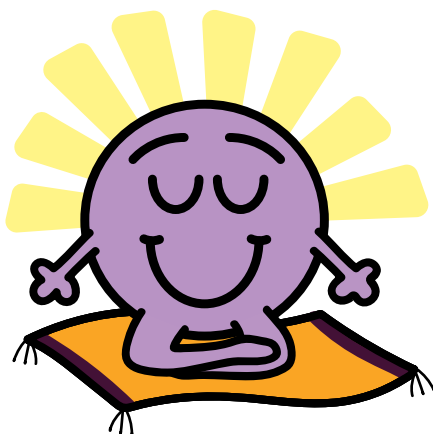
While we present, let's remember Ms. Courage and Ms. Communication. Can someone share, what would this look like?

- We will share confidently.
- We will also listen to our friends carefully.



*Please be a part of different groups throughout the presentations in case it's a virtual classroom. 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.*

## Debrief and Closing (10 minutes)



It's Mr. Consciousness time!

*For learners:*

Think and share about:

- When and How did you show courage today?
- When and How did your friends show courage?

### For audience:

Think and share about:

- What is standing out to you?
- 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.*

To close out, let us all come together and sing a very beautiful song that we have learned in this unit. As we sing, let's keep these norms in mind:

1. Everyone sings
2. Everyone smiles while singing
3. Sing from your heart
4. Everyone pretends like a unique citizen of the world so get ready with your costumes.

 Video



 Link



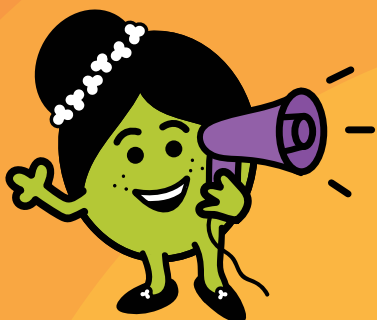
*Play the song and invite everyone to sing and follow the actions. You may also share the lyrics with the audience separately.*

*Please close the class out with celebration and gratitude.. Hand out gratitude notes/ bag tags/ bookmarks/ C stickers to everyone to bring out the essence of celebration.*

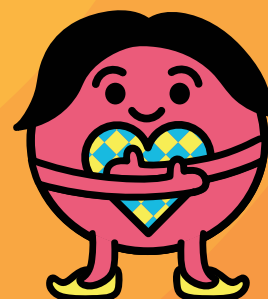
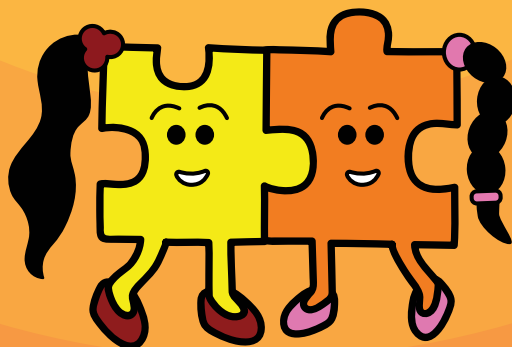
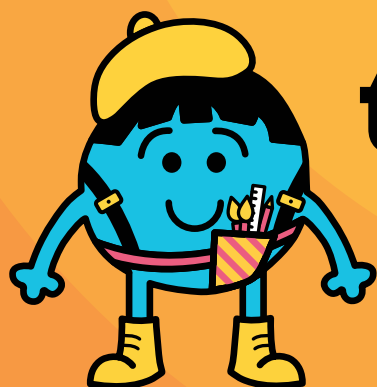
## After Class Challenge

Work on the end of the curriculum showcase.





# End of the Studies



## OBJECTIVE

**I can recapitulate and synthesise my learnings from the studies.**

## C IN FOCUS

Ms. Courage  
Mr. Consciousness  
Ms. Communication  
Mr. Creativity  
Ms. Collaboration  
Ms. Critical Thinking  
Mr. Compassion  
Mr. Curiosity



## CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

## MATERIALS

Chart paper, A 4 size sheets colors, paper

Link of Jeopardy



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.



## SUMMARY OF PRE-WORK

Go back to your key learnings from each of the units by using your diary and put them on the fresh page.

## RESOURCES FOR THE TEACHER:

Synchronous Presentation



Asynchronous Pre-work Document



# 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
Who am I? How may I respect and care for myself? How can I be my own champion?	What is a family? What role do people in my family play?	What is community? How does diversity make a community a richer place to live in?	What is justice and equality? Are people born equal? What is special about my country?	What does it mean to be an Indian in the world? What does it mean to be a citizen of the world?

# Recap (20 minutes)

Let us bring together a few of our learnings through a fun quiz. This quiz is called Jeopardy where you earn points not just for yourself but for your entire group.

We will use all our Cs together for this quiz.

*Please divide the class in 5 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?*

*Link to Jeopardy:*



*You can choose to do a simple QnA using the questions of this Jeopardy. The questions for each of the units are as follows. You may choose to reduce the number of questions/ change framing/ tweak this as per your learners.*

Final SOL- Jeopardy, Grade 3					
	Self/ Family	Community	India	World	Miscellaneous
100	Explain four different kinds of Family Composition	Name any six members that make up a community	Bharatnatyam is the native dance form of which state?	Name any three countries other than India that are a part of Asia?	Name all the four constitutional values of India.
200	Draw any two signs of Road safety and tell their purpose	Name four religions and their places of worship.	Name one food/ cuisine that's native to Meghalaya	What is special about Indus valley civilisation?	This character loves to think, think and think. Which C is this?
300	Share two examples and two non-examples of healthy habits	'Namaskaram, Sukham ano'- share the language in which this phrase is used. Translate this in English	Name two Indian states where plateau can be found?	Share one similarity and one difference between the cultures of India and Japan.	Share any two examples of inequality or injustice that you see around yourself.
400	How can you be your own champion? Share two ways of being this.	Share one similarity and one difference across all religions.	What do different colors and the wheel of Indian flag represent ?	Sing any four lines of the song 'We are the world' and explain them.	What are the last four lines of India's national anthem? What do they mean?

*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' self portraits, gratitude letters, videos of them doing a mock TV show on lives of their community, poems on India and the world- newspaper. Please show it to the learners.*

Through all of this we engaged deeply with the question of :

What is my relationship with India?

What does it mean to be a good citizen of India as well as the world?

It also helped us understand four pillars of the Constitution - Liberty, Equality, Justice and Fraternity in detail. 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.

- Fill the second page with your most favorite learning about family. Please draw all your family members and add what you love about each one of them.
- Fill the third page with your most favorite learnings about your community. Draw pictures of people who make up your community. Draw/ doodle something special about your community.
- Fill the fourth page with your most favourite learnings about your country. Draw yourself as a citizen of India. You may also draw your dream India.
- Fill the fourth page with your 'dream world'. You may draw yourself, people of your family, community, friends as citizens of India.

I hope all of your mini picture albums are ready.

These mini picture albums actually represent your relationship with your country.

It is what we call 'INDIA AND I'

# Reflect (15 minutes)



It's Mr. Consciousness time!

With your partners,

Share your mini albums and read them for the next 5 minutes.

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.*

Encourage a few learners to share how they are feeling with the entire class.

Let us close out by repeating after me:

*'I am special.*

*I make my family and school special.*

*Special families and schools make my community special.*

*Special communities make my country- India special.*

*Special countries make the world special.*

*We all make our country and the world very, very, very special.'*

## A Recommended Exercise.

Please create a class picture album of the class by using learners' mini albums.

# Appendix and Acknowledgements

REFERENCES, CREDITS, AND SOURCES

## Lesson 1

All about worksheet



[Link](#)

## Lesson 2

Autobiography & Superman



[Link](#)

## Lesson 2

Eleanor Roosevelt and Helen Keller Images



[Link](#)



[Link](#)

## Lesson 4

Superhero kids



[Link](#)

## Lesson 11

Story: The Ant and the Elephant



[Link](#)

## Lesson 24

Alexandra Scott



[Link](#)

## Lesson 29

NCERT Solutions for Class 3 EVS Chapter 12 Work We Do ...



[Link](#)

## Lesson 34

Specific Curriculum Outcomes for Kindergarten Religious ...



[Link](#)

## Lesson 39

PPT - Magic Words PowerPoint Presentation, free download ....



[Link](#)

## Lesson 44

Employee Coaching Is a Form of Accountability - #HR Bartender.



[Link](#)

## Lesson 59

Being Kind: The Music Video That Circled The World - KindSpring.



[Link](#)

## Lesson 61

Yolanda's speech: *"My grandfather had a dream that his four little children will not be judged by the color of the skin, but the content of their character," said Yolanda.*



[Link](#)



# A sincere thanks to all our Lesson Planners and Reviewers-

## **Akshay Arora**

He works with the Training and Impact team at Teach For India. His work involves designing support for better learner Outcomes and providing Math support to cities. His journey with Teach for India started back in 2015 when he joined the Fellowship in Delhi, after which he worked with Delhi Program Team as Program Manager for 2 years.

## **Ayesha Fazal**

is a young educator, passionate about social justice and equity. She has taught and designed curricula in refugee contexts, and works closely with the Rohingya community. She co-founded the edtech initiative Rohingya Eskul, and currently leads an international team of young and passionate change makers in creating accessible mother-tongue resources for the Rohingya diaspora.

## **Manjyot Naggi**

She works with the Teach For India Bengaluru team as a Program Manager. She taught 75 bright young minds from grades 4-5 in Brighton English School, Ahmedabad as part of her Teach For India Fellowship. She went to an Engineering college and got her Bachelor's degree in Mechanical Engg but soon realised that she wanted to explore the field of education and joined TFI.

## **Priyanka Patil**

She is in her third year of college studying Psychology, Theater and Italian at Franklin and Marshall. Her connection to Teach for India goes back to 2013 when she started working on Maya- the musical with 30 other learners from Pune. Since then, she has attended the United World College (UWC) in Italy and then moved on to college in the U.S. She is interested in Performance Arts, Community Building and Philosophy of and Innovation in Education practices.

## **Rajshree Doshi**

She has a world of experience in various different spaces in the education sector. She started working in SPJ Sadhana School in 1986 as a volunteer and continued to work there as a teacher. 10 years later she joined The Akanksha Foundation again as a volunteer and went on to run her own centre for 8 years. Since 2009 she has been with Teach For India. She joined as a Program Manager for the first two years and then as a support to Program teams. Since 2016 she has been working on creating TFIx and spearheading it with love and belief ever since.

## **Ruchika Gupta**

She is a part of the Akanksha Foundation and works with their visual arts program. Over the years, she has had the chance to play almost every role in the organisation which has brought her closer to understanding children and what they need to continue learning.

## **Swetha Balakrishnan**

She began her journey in the education sector as a 2012 Teach For India Fellow where she taught in a government school in Pune. Post her Fellowship, she continued to work with Teach for India as a Program Manager and later as Chief of Staff, driving organisational governance through the Leadership and Board and leading the Kid Education Revolution project, an initiative to reimagine education at scale. After her time at Teach For India, Swetha spent a year with The Akanksha Foundation as their Expansion Consultant. Currently she works as chief of staff at Elevar Equity.



### **Aarthi Sheshadri (Reviewer)**

She works as an Education Consultant with Openhouse and Generation. She spent her twenties learning and unlearning what it takes to build learner and teacher communities with organizations like Teach For India, Reap Benefit and Make a Difference. Her dream is to re-'write' the stories of India's children.

### **Radhika Khurana (Editor and Reviewer)**

She works a Curriculum Design and Management Consultant as a member of 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.



