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.

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 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 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.

Spark After Class Challenge

Reflect

Spark (5 minutes)

Learn (10 minutes)

After Class Challenge (1 minute)
This study 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 study 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.

**Meditation/Conscious Breathing**
Learners close their eyes and focus on their breath to build the critical thinking skills of focus and concentration.

**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).

**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.

**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.

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

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

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

Community Map
Learners create simple maps to better understand their communities.

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.

Poster Making
Learners grow in their communication skills as they make posters.
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

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>TOTAL TEACHING DAYS</th>
<th>LESSONS AND PAGE NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to India and I</td>
<td>06</td>
<td>0.1 - Pg 24</td>
</tr>
<tr>
<td>Introduction to 21st Century Skills: Courage and Compassion</td>
<td></td>
<td>0.2 - Pg 27</td>
</tr>
<tr>
<td>Introduction to 21st Century Skills: Communication and Critical Thinking</td>
<td></td>
<td>0.3 - Pg 31</td>
</tr>
<tr>
<td>Introduction to 21st Century Skills: Creativity and Consciousness</td>
<td></td>
<td>0.4 - Pg 37</td>
</tr>
<tr>
<td>Introduction to 21st Century Skills: Curiosity and Collaboration</td>
<td></td>
<td>0.5 - Pg 42</td>
</tr>
<tr>
<td>Learning Ta- Da: Orientation to celebrate mistakes</td>
<td></td>
<td>0.6 - Pg 47</td>
</tr>
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Unit 01 - Self

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>TOTAL TEACHING DAYS</th>
<th>LESSONS AND PAGE NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIG QUESTION 1</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>LEARNING STANDARD</td>
<td></td>
<td></td>
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<tr>
<td>WHAT MAKES SOMEONE A GROWN UP?</td>
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<tr>
<td>Students will identify the changes that occur to our bodies and minds as we grow up and change from children to adults.</td>
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</tr>
</tbody>
</table>

<p>| I can understand and practise active listening                         |                     | Lession Plan 01 - Pg 53 |
| I can articulate and appreciate the changes that take place in my adolescent body. |                     | Lession Plan 02 - Pg 57 |
| I can articulate and accept the thoughts and emotions that I go through during adolescence. |                     | Lession Plan 03 - Pg 62 |
| I can articulate my experience of the changes I am going through as an adolescent. |                     | Lession Plan 04 - Pg 67 |</p>
<table>
<thead>
<tr>
<th>BIG QUESTION 2</th>
<th>HOW SHOULD I MAKE DECISIONS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING STANDARD</td>
<td>Students will identify the decisions they should be making for themselves and the decisions they need support and guidance to make</td>
</tr>
<tr>
<td>I can reflect on the decisions I make and their impact on my life and others.</td>
<td>Lession Plan 05 - Pg 74</td>
</tr>
<tr>
<td>I know the importance of seeking help during decision making and can identify situations where I need help.</td>
<td>Lession Plan 06 - Pg 80</td>
</tr>
<tr>
<td>I can express my needs responsibly and seek to understand the needs of people around me.</td>
<td>Lession Plan 07 - Pg 86</td>
</tr>
</tbody>
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<thead>
<tr>
<th>BIG QUESTION 3</th>
<th>WHO DO I WANT TO BE AS A GROWN UP?</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING STANDARD</td>
<td>Students will build an understanding of their dreams and aspirations Students will build confidence and self belief in themselves and in their ability to drive change</td>
</tr>
<tr>
<td>I can express pride and confidence in myself without perceiving or treating anyone else as inferior.</td>
<td>Lession Plan 08 - Pg 94</td>
</tr>
<tr>
<td>I can describe the values that I choose to live by and illustrate the kind of life I envision for myself.</td>
<td>Lession Plan 09 - Pg 101</td>
</tr>
<tr>
<td>I can describe the contribution I wish to make in the world</td>
<td>Lession Plan 10 - Pg 108</td>
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</tbody>
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<table>
<thead>
<tr>
<th>SHOWCASE OF LEARNING</th>
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</thead>
<tbody>
<tr>
<td>Day 1 : I can synthesise what I learned in this unit.</td>
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<tr>
<td>Day 2 : I can showcase what I learned in this unit.</td>
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</tbody>
</table>
### Unit 02 - Family & School

<table>
<thead>
<tr>
<th>Objective</th>
<th>Lessons and Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BIG QUESTION 4</strong></td>
<td><strong>DO GROUPS PROMOTE OR HINDER THE CREATION OF A SENSE OF BELONGING?</strong></td>
</tr>
<tr>
<td>LEARNING STANDARD</td>
<td>Students will analyse the role of groups in making people feel included or excluded.</td>
</tr>
<tr>
<td>I can understand what groups are and identify different groups I belong to</td>
<td>Lesson Plan 13 - Pg 125</td>
</tr>
<tr>
<td>I can analyse the pros and cons of being in a group.</td>
<td>Lesson Plan 14 - Pg 129</td>
</tr>
<tr>
<td>I can identify people that are excluded from groups and make an effort to include them.</td>
<td>Lesson Plan 15 - Pg 133</td>
</tr>
<tr>
<td>I can practise working in different groups</td>
<td>Lesson Plan 16 - Pg 138</td>
</tr>
<tr>
<td><strong>BIG QUESTION 5</strong></td>
<td><strong>HOW MIGHT I BUILD AN ECOSYSTEM OF SUPPORT WITHIN MY CLASSROOM AND SCHOOL?</strong></td>
</tr>
<tr>
<td>LEARNING STANDARD</td>
<td>Students will identify and articulate ways in which they can feel supported in school.</td>
</tr>
<tr>
<td>I can justify my opinion on whether we need rules to function</td>
<td>Lesson Plan 17 - Pg 144</td>
</tr>
<tr>
<td>I can participate in making and enforcing classroom rules.</td>
<td>Lesson Plan 18 - Pg 149</td>
</tr>
<tr>
<td>I can explain how school rules impact decision making</td>
<td>Lesson Plan 19 - Pg 153</td>
</tr>
<tr>
<td>I can identify and perform roles that positively contribute to my classroom and school.</td>
<td>Lesson Plan 20 - Pg 157</td>
</tr>
<tr>
<td>I can value and support my peers without making them feel inferior</td>
<td>Lesson Plan 21 - Pg 161</td>
</tr>
<tr>
<td>I can plan and implement a project to solve a problem my classroom faces.</td>
<td>Lesson Plan 22 - Pg 165</td>
</tr>
<tr>
<td><strong>SHOWCASE OF LEARNING</strong></td>
<td></td>
</tr>
<tr>
<td>Day 1: I can synthesise what I learned in this unit.</td>
<td>Lesson Plan 25 - Pg 180</td>
</tr>
<tr>
<td>Day 2: I can showcase what I learned in this unit.</td>
<td>Lesson Plan 26 - Pg 184</td>
</tr>
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### Unit 03 - Community

<table>
<thead>
<tr>
<th>Topic</th>
<th>LEARNING STANDARD</th>
<th>LESSONS AND PAGE NO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BIG QUESTION 6</strong> WHAT ARE MY BIASES?</td>
<td>Students will understand and identify their biased opinions.</td>
<td></td>
</tr>
<tr>
<td>I can identify my biases.</td>
<td></td>
<td>Lesson Plan 27 - Pg 191</td>
</tr>
<tr>
<td>I can reflect on the reasons behind my biases.</td>
<td></td>
<td>Lesson Plan 28 - Pg 196</td>
</tr>
<tr>
<td>I can reflect on incidents where I have acted out of my biases and</td>
<td></td>
<td>Lesson Plan 29 - Pg 201</td>
</tr>
<tr>
<td>take steps towards reconciliation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BIG QUESTION 7</strong> WHO IS INVISIBLE IN MY COMMUNITY?</td>
<td>Students will identify and analyse the reasons behind some people not being treated</td>
<td></td>
</tr>
<tr>
<td>I can identify groups in my community who are being ignored.</td>
<td>equally.</td>
<td>Lesson Plan 30 - Pg 208</td>
</tr>
<tr>
<td>I can investigate the reasons behind the inequality in my community</td>
<td></td>
<td>Lesson Plan 31 - Pg 212</td>
</tr>
<tr>
<td>I can examine incidences when people are being socially and</td>
<td></td>
<td>Lesson Plan 32 - Pg 217</td>
</tr>
<tr>
<td>politically excluded</td>
<td></td>
<td>Lesson Plan 33 - Pg 221</td>
</tr>
<tr>
<td><strong>BIG QUESTION 8</strong> IS MY COMMUNITY INCLUSIVE? HOW MAY I CREATE AN</td>
<td>Students will reflect on the current reality of their community and find ways to</td>
<td></td>
</tr>
<tr>
<td>EQUAL SOCIETY?</td>
<td>build a better community.</td>
<td></td>
</tr>
<tr>
<td>I can articulate what it means to be socially and politically</td>
<td></td>
<td>Lesson Plan 34 - Pg 226</td>
</tr>
<tr>
<td>included and excluded</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can examine incidences when people are being socially and</td>
<td></td>
<td>Lesson Plan 35 - Pg 230</td>
</tr>
<tr>
<td>politically excluded</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use my voice to create awareness &amp; change to make my community</td>
<td></td>
<td>Lesson Plan 36 - Pg 236</td>
</tr>
<tr>
<td>more inclusive</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SHOWCASE OF LEARNING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 1: I can synthesise what I learned in this unit.</td>
<td></td>
<td>Lesson Plan 37 - Pg 242</td>
</tr>
<tr>
<td>Day 2: I can showcase what I learned in this unit.</td>
<td></td>
<td>Lesson Plan 38 - Pg 246</td>
</tr>
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# Unit 04 - Nation

<table>
<thead>
<tr>
<th>BIG QUESTION 9</th>
<th>HOW HAS INDIA’S PAST AFFECTED INDIA’S PRESENT?</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING STANDARD</td>
<td>Students will analyse the impact of their country’s history on the present.</td>
</tr>
<tr>
<td>I can examine major events in independent India and their impact on Indian society</td>
<td>Lesson Plan 39 - Pg 253</td>
</tr>
<tr>
<td>I can draw connections between current social groups being treated unequally and their historic struggle</td>
<td>Lesson Plan 40 - Pg 260</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>BIG QUESTION 10</th>
<th>IS OUR COUNTRY LIVING UP TO THE PROMISES MADE IN OUR PREAMBLE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING STANDARD</td>
<td>Students will evaluate to what extent are Indian citizens able to follow the preamble.</td>
</tr>
<tr>
<td>I can judge examples of where the ideals of the constitution have broken down historically</td>
<td>Lesson Plan 43 - Pg 276</td>
</tr>
<tr>
<td>I can judge current examples of where the ideals of the constitution have broken down</td>
<td>Lesson Plan 44 - Pg 282</td>
</tr>
<tr>
<td>I can analyse historic and current examples of where the ideals of the constitution have been upheld</td>
<td>Lesson Plan 45 - Pg 287</td>
</tr>
</tbody>
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<thead>
<tr>
<th>BIG QUESTION 11</th>
<th>CAN LAWS BE WRONG?</th>
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<tbody>
<tr>
<td>LEARNING STANDARD</td>
<td>Students will analyse the laws that have been unfair to some people in the country.</td>
</tr>
<tr>
<td>I can judge examples of historically oppressive laws and judge why they were oppressive</td>
<td>Lesson Plan 47 - Pg 298</td>
</tr>
<tr>
<td>I can articulate steps I can take when I disagree with a law</td>
<td>Lesson Plan 48 - Pg 303</td>
</tr>
<tr>
<td>BIG QUESTION 12</td>
<td>HOW AM I REPRESENTED IN DEMOCRACY?</td>
</tr>
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</tr>
<tr>
<td>LEARNING STANDARD</td>
<td>Students will identify their role in democracy.</td>
</tr>
<tr>
<td>I can identify my local leader/MLA and judge if they are meeting their responsibilities</td>
<td>LESSON PLAN 50 - Pg 316</td>
</tr>
<tr>
<td>I can examine issues in my immediate surroundings and plan steps towards their resolution</td>
<td>LESSON PLAN 51 - Pg 321</td>
</tr>
<tr>
<td>LESSON PLAN 52 - Pg 327</td>
<td></td>
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<tr>
<td>LESSON PLAN 53 - Pg 333</td>
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</table>

**SHOWCASE OF LEARNING**

- Day 1: I can synthesise what I learned in this unit.  
  LESSON PLAN 54 - Pg 338
- Day 2: I can showcase what I learned in this unit.  
  LESSON PLAN 55 - Pg 343
### Unit 05 - World

<table>
<thead>
<tr>
<th>Objective</th>
<th>Lessons and Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BIG QUESTION 13</strong> IS THE WORLD EQUAL AND FAIR?</td>
<td>Students will analyse how different countries of the world have upheld the values of equality and justice.</td>
</tr>
<tr>
<td>I can assess how people across the world experience equality and justice.</td>
<td>Lesson Plan 56 - Pg 351</td>
</tr>
</tbody>
</table>
| I can cite some injustices and inequalities in America’s History and recent past | Lesson Plan 57 - Pg 358  
Lesson Plan 58 - Pg 364 |
| I can cite some injustices and inequalities in South Africa’s History and recent past | Lesson Plan 59 - Pg 370  
Lesson Plan 60 - Pg 376 |
| I can cite some injustices and inequalities in any Asian country’s History and recent past | Lesson Plan 61 - Pg 380  
Lesson Plan 62 - Pg 385 |

### BIG QUESTION 14 SHOULD FOREIGN COUNTRIES INFLUENCE OTHER COUNTRIES? |

<table>
<thead>
<tr>
<th>Objective</th>
<th>Lessons and Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will assess if countries across the world should collaborate and influence each other.</td>
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</tbody>
</table>
| I can judge the impact of globalisation | Lesson Plan 63 - Pg 392  
Lesson Plan 64 - Pg 397 |
| I can judge the impact of foreign aid | Lesson Plan 65 - Pg 403 |
| I can critique the legitimacy of war for peace | Lesson Plan 66 - Pg 409  
Lesson Plan 67 - Pg 417 |
| BIG QUESTION 15 | WHO OWNS THE RESOURCES OF THE WORLD? ARE INDIVIDUAL COUNTRIES RESPONSIBLE FOR PROTECTING THE ENVIRONMENT? |
| LEARNING STANDARD | Students will identify and analyse the role of countries in protecting the world. |

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>LESSIONS AND PAGE NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can examine the impact of the climate crisis on the world</td>
<td>Lession Plan 68 - Pg 424</td>
</tr>
<tr>
<td>I can examine major wars fought over natural resources</td>
<td>Lession Plan 69 - Pg 429</td>
</tr>
<tr>
<td>I can examine major wars fought over natural resources</td>
<td>Lession Plan 70 - Pg 435</td>
</tr>
</tbody>
</table>

**SHOWCASE OF LEARNING**

| Day 1: I can synthesise what I learned in this unit. | Lession Plan 71 - Pg 442 |
| Day 2: I can showcase what I learned in this unit. | Lession Plan 72 - Pg 446 |

**END OF THE STUDIES**

| I can recapitulate and synthesise my learnings from the studies. | Lession Plan 73 - Pg 452 |
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.

CONSTITUTIONAL VALUES
Liberty, Equality, Fraternity, Justice

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

Cs IN FOCUS
Mr. Curiosity

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

Introduction to India and I
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 Inda & I on the cover of your notebook and illustrate it creatively with anything that India means to you.

 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
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.

Reflect

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.

Introduction to India and I
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

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.
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.

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

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?

Introduction to the 21st Century Characters
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)

Spark

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

Answer: Mr. Compassion and Ms. Courage

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

Introduction to the 21st Century Characters
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!
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.

Introduction to the 21st Century Characters
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.

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**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?
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*

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**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!
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?
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!

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.
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!
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!

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

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

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

Think about class today:
• What did you like the most?
• Which of our characters do you think we used today?

Closing

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

Possible answer - ta-da is our way of remembering that mistakes are good! It matters because it is the way for us to know that we learn from trying, making mistakes and trying again.
Self
Big Question 01

What makes someone a grown up?

LEARNING STANDARD

Students will identify the changes that occur to our bodies and minds as we grow up and change from children to adults.
OBJECTIVE
I can understand and practise active listening.

Cs IN FOCUS
Mr. Consciousness,
Mr. Compassion,
Ms. Courage,
Ms. Communication

CONSTITUTIONAL VALUES
Liberty, Equality, Fraternity, Justice

MATERIALS
NA

SUMMARY OF PRE-WORK
Think about a time you felt heard and understood. What did that feel like?
Recall a time you felt misunderstood like you were trying to explain something but people didn’t understand. What did that feel like?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Welcome to our first class as we begin the first unit - Self - of this curriculum. How are you feeling today? Can some of you share?

As you invite learners to share, seem distracted, don’t look at the speaker, and abruptly start talking to a set of learners about something else. Ask learners to repeat and say- ‘I didn’t hear what you said, I got confused.’ Move to another learner and repeat.

Pause after some time and ask speakers how they felt. Did they feel heard? Did they feel valued while they were sharing?

Possible response: No, you were distracted, not looking at the speaker, talking to someone else.

I am sorry learners! I was acting! Today, all of us will have to practise what active listening looks like, so it’s important for us to know what we should not do.

Point to the objective: I can understand and practise active listening.

Can some of you share other things that made you feel understood or misunderstood from your pre-work? Think about what the person’s words and actions were that made you feel this way.

As learners share, make a list on the screen/board. Some of the to-do/don’t might look like this:

<table>
<thead>
<tr>
<th>To do</th>
<th>Not to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at the speaker.</td>
<td>Don’t look here and there.</td>
</tr>
<tr>
<td>Nod while listening.</td>
<td>Don’t look down.</td>
</tr>
<tr>
<td>Let the speaker finish.</td>
<td>Don’t interrupt the speaker.</td>
</tr>
<tr>
<td>Show love and care if you think the speaker is feeling uncomfortable.</td>
<td>Don’t ignore a person’s feelings.</td>
</tr>
</tbody>
</table>

Today, we will spend our time openly sharing about ourselves and learning about others. This is one of the most important steps towards understanding ‘Self’.

When we share about ourselves and get to know others, we begin to trust them and understand them.

Which Cs do you think we may need today?
Learn (20 minutes)

Now let's practise this.

**Please keep the to-do/not to do list visible for the learners as they practise this.**

Get into pairs and share your response to this question:
What would happen if there were only two colours- black and white?
Let's take 2 minutes to do this.
Remember what we learned about active listening.

**When they are done, please ask a learner to share exactly what they heard from their partner. Then ask their partner if this is exactly what they said. Remind learners that listening is hard!**

Let's close our eyes. On a scale of 0-5 share, how easy was it for you to listen? (5 is extremely easy, and 0 is very difficult).

Learners, it's okay if it was difficult. Throughout this unit and the curriculum, we are going to practise active listening. We will aim to become better listeners.

But can some of you show Ms. Courage and share what made listening difficult?

**Possible response:** Distracted by a lot of things, thinking about something else.

Repeat the activity with another question, telling learners they have another chance to listen even more carefully!

What if humans walked on all fours?

**When they are done, please ask a learner to share exactly what they heard from their partner. Then ask their partner if this is exactly what they said.**
It's Mr. Consciousness time!

Let’s close our eyes and spend time sitting silently and listening to all the sounds we can hear around us: listen to the birds, the fan, utensils, and someone talking.

As you hear the sounds, try to focus on only one sound.

*Please create a silent space for a minute while the students close their eyes and listen silently.*

- How easy or difficult was it?
- Which Cs do you think helped you engage in class today?

Over this unit, we’ll be talking about personal things - our bodies, our thoughts, our lives, and things that we like/do not like. What norms do you think we should follow as a class?

*Possible norms: keep what is shared confidential, do not laugh, do not judge others, a value that all of us are different, give each other positive feedback, give everyone equal chances to share, and celebrate differences in opinions.*

*Reiterate how all of these norms and the skill of active listening will help us foster the values of Equality, Liberty, Fraternity, and Justice among ourselves.*

**After Class Challenge (10 minutes)**

Today, go home and listen to someone well just like you did in your classroom. Note what you did differently. How did the speaker feel at the end of your conversation?
OBJECTIVE

I can articulate and appreciate the changes that take place in my adolescent body

C IN FOCUS

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

CONSTITUTIONAL VALUES

Fraternity

MATERIALS

Bring in a few of your childhood to teenage pictures to show your growth through the phase of adolescence.

SUMMARY OF PRE-WORK

Try to find as many pictures as you can of yourself. These can be childhood pictures, pictures from 3-5 years ago, very recent pictures, etc.

In case you don’t have pictures, it’s okay. You may ask your parents or siblings or guardians to share the changes they have seen in your body from your childhood to now.

Compare these and make a note of the following:

- What has changed in your body/ appearance over time?
- What has stayed the same?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Asynchronous Pre-work Document
Today, let us begin to talk about exploring ourselves.

You may have some time to review your pictures and notice things that have remained the same or changed in you. If you liked the activity, show me jazz hands.

Show some of your pictures that may show changes in your body. Doing that will help learners share about themselves confidently. Please try to be appreciative of the changes you share with the learners-change may include growth in height, fluctuation in weight, length of hair, hair on the body, and pimples on the face. scars etc.

Now that you have seen how I have looked/ changed over the years, can you quickly turn to your partners and share how your body has remained similar or changed over the years? You may also show each other your photos.

Learners, as we do this for the next 5 minutes, remember our norms from yesterday. Remember, we need to be active listeners like Ms. Communication.

Please reiterate any other norms that you and the learners may have created.

Remember to repeat, repeat to remember helps learners build habits.

After learners come back, ask a few of them to share what their partners shared. Then ask their partner if this is exactly what they said. Remind learners that listening is hard!

Great, thank you so much for doing this. It takes a lot of courage to talk about ourselves.

Through the next couple of days, the big question we will discuss is - What makes someone a grown-up?

Since our bodies also grow when we grow, the objective we will explore today is-

Point to the objective: I can articulate and appreciate the changes that take place in a grown-up body.
Great, now I am going to ask you a few questions. If you have noticed something similar with your bodies, please raise your hands.

Let us close our eyes for this activity!

Are you ready?

- My height has increased a lot in the last 7-8 months.
- My weight has increased/ decreased a lot in the last 7-8 months.
- My voice has changed.
- I have more hair on my face than I had a few years ago.
- I have pimples on my face.
- My body feels different than a few years ago.

Let’s open our eyes now. Learners, you know what, for each of the prompts that I just shared, many of you raised your hands.

What do you think that means?

*Possible response: It's everyone's common experience.*

Exactly, learners. We grow from being a baby who only knows how to crawl to a child who learns to walk and run. Similarly, as we grow up, we become teenagers and our body goes through many other changes. Some of these are the ones that we just heard.

This is the age group between 10-19. This period is known as adolescence.

*Ask learners to repeat the word adolescence after you twice for them to get the pronunciation right. Ask them to make a note of this in their diaries.*

All of us change in slightly different ways and at different times., Some of us may have already seen these changes and some of us may observe them in the next few years.

Learners, remember that it is okay to feel uncomfortable and different while our body changes. It is okay to be curious and have questions. But it is equally important to know that all of us go through similar things and we can always talk about these changes and questions with an adult.
It’s Mr. Consciousness time!
Let us turn to our partners and use Ms. Courage, to share one difference that you have experienced in your body in the last few years.

As you share, also share how that change has made you feel. Try to share openly.

*Invite a few learners who would like to share in the large group. Please encourage and reiterate the value of active listening.*

Learners, since our bodies are changing, they also need a lot of care. What’s the best way to take care of our bodies?

I will show you an image as a hint!

It is treating our body with a lot of Mr. Compassion which means respecting the changes in our body, appreciating them, eating healthy, and being grateful for our bodies that help us do so much.

Let’s close out by showing some gratitude to our bodies!

*I love my body, it’s my home
With all of its flaws, I respect it a lot
Spots on my face*
Or wobbly tummy
Cracked voice
Or legs that are hairy
Nose that’s too long,
Or beard that’s patchy
All of this makes me, me

It’s allowing me to be, my future version ready
I love my body, it’s my home
With all of its flaws, I respect it a lot.

After Class Challenge (10 minutes)

Do 2 things to show care to your body. You can do any of these things:

1. Eat healthy
2. Exercise/Dance/play a sport of your choice.
3. Do not compare yourself with others and tell yourself that you and your body are beautiful.

4. Keep yourself clean and bathe every day.
5. Get 8 hours of sleep.
OBJECTIVE
I can articulate and accept the thoughts and emotions that I go through during adolescence.

Cs IN FOCUS
Mr. Consciousness, Ms. Communication

CONSTITUTIONAL VALUES
Liberty, Fraternity

MATERIALS
NA

SUMMARY OF PRE-WORK
Draw a big human brain.
Make a note of almost all the different thoughts you have in a day.
As you put down thoughts, also think about how these thoughts make you feel.
This is just for you, so try to be honest with your feelings and thoughts.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Yesterday, we learned about how our bodies grow with time, especially at a specific age. Can someone share what this phase of life is known as?

Possible response: Adolescence

When our body goes through changes, our mind changes, too. Our mind is part of our brain that thinks and remembers.

Let's do a quick exercise. For this, we will close our eyes.

I am going to share some thoughts that we may have during adolescence. As you hear them, give me jazz hands if you have had similar thoughts.

Remember that no one's watching. So please use Ms. Courage to respond.

- I just hate my hair. It never looks right.
- Hey, I finally have a beard like my elder brother.
- My friends look so much better than me.
- Why do they not play with me? Maybe they hate me.
- They can't be my friends because they don't like cool things/wear cool clothes.

- Why can't I become friends with the cool gang in school?
- My face is full of pimples. I look so ugly.
- My parents never understand me.

Learners, let's open our eyes.

Our teenage years/adolescence may feel confusing because our bodies and minds undergo so many changes - which is normal!

Today we will deep dive into -

Point to the objective: I can articulate and accept the thoughts and emotions that I go through during adolescence.

The first step is voicing our thoughts and emotions and accepting that they are normal.

To do this, let's turn to our partner and share any thoughts that you have had too. You can pick one from the ones that we just responded to. Please remember to be active listeners like Ms. Communication.
I just hate my hair. It never looks right.
My friends look so much better/ prettier than me.
Why do they not play with me? Maybe they hate me.
They can't be my friends because they don't like cool things/ wear cool clothes.

Learn (25 minutes)

We have taken our first step and voiced our emotions. Let’s learn why that’s important.

Would any of you like to guess?

*Invite a few learners to share.*

Let’s consider a scenario.

You are playing with your friends in a park and fall while running. You experience pain and start to shout, “It’s hurting a lot”.

What would your friends/ parents do if you tell them you are in pain?

*Invite a few learners to share.*

Possible response: They will check for injury. If you are bleeding, they will take you to the doctor. The doctor may give medicine. You may feel better.

That’s true. Once you have voiced your emotion, it helps others understand your problem and allows them to help you better. Something similar happens with thoughts that may hurt us and cause emotions.

Let's go back to our pre-work. In your pre-work, you noted different thoughts and emotions they cause.

Now,

- For each of the thoughts that make you feel active/ happy/ elated- make a small heart there.
- For each of the thoughts that make you feel sad/inactive/ dull - make a black circle there.

Let's turn to our partners again and voice our emotions. Please share 1 thought that makes you feel good, and 1 thought that makes you feel bad.

*After the partner sharing, invite learners to share if they found similarities in their thoughts.*

Learners, what do you do when you feel hungry?
Response: eat something

Just like you help your body feel better, you can do the same with your mind too by following these simple things:

Pause - Identify - Talk - Ask for Help
- Step 1: Stop and identify your thoughts and feelings.
- Step 2: Talk about and share your honest feelings with people you trust.
- Step 3: Ask for help if something bothers you a lot.

Ask learners to repeat this after you.

Reflect (5 minutes)

It’s Mr. Consciousness time!

Let’s start with calming ourselves down.

Do a breath-in/breathe out exercise with learners for another minute.

Think and share:
- 1 thought that you have been hiding but will now accept and talk about it.
- 1 thought that you are very confused about and need to learn more, so you will ask for help.

Let us make our cool ‘Ask for Help’ posters to remind each other to be like Mr. Compassion.

Put some of the learners’ posters up in the class.
After Class Challenge (10 minutes)

In your diaries, make a note of

- Some of the thoughts that come into your mind today.
- For each of the thoughts, put down how they make you feel.

**Bonus challenge:** Call a friend and chat about a thought you are having difficulty accepting or feeling slightly sad about. You may also talk to someone in your family about this.
OBJECTIVE
I can articulate my experience of the changes I am going through as an adolescent.

C IN FOCUS
Ms. Courage, Ms. Communication and Mr. Consciousness

CONSTITUTIONAL VALUES
Liberty, Fraternity

MATERIALS
Create a character/puppet that looks like Mr. Moody.

SUMMARY OF PRE-WORK
Make a note of a time from last week:
- When you were happy.
- When you were angry with someone.

Make a note of a time when you were in trouble or feeling bad and asked for help.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 04
We have talked about the changes that your body goes through and the different emotions that come up for you during your adolescence.

Today, we will try to articulate how these changes make you feel. Remember identifying and talking about our emotions are important steps in understanding them.

**Point to the objective: I can articulate my experience of the changes I am going through as an adolescent.**

But before we do that, let’s raise our hands if we have done any of these things in the past-

- Cried for no reason.
- Shouted at our brother/sister for very small things.
- Felt angry or frustrated with your parents.
- Been very conscious of our clothes/hair or the way we look.
- Tried to copy or be like someone else.

Do you know why all of this happens?

As we grow up and reach adolescence, our body has a silly friend. Let’s call him Mr. Moody.
You might be wondering where this Mr. Moody comes from, so today he may be here to speak to us.

*Speak to learners in an animated voice as if you are Mr. Moody.*

Hi learners, I am Mr. Moody. Now, that you are all growing up. I am also growing up in your body. During puberty, your body makes so many adjustments, I am just a little part of it.

Remember, when your mother asked you to get groceries for her and you yelled at her for no reason? Ah well. That was me.

Remember when your friend started spending time with others in the class and you didn’t like it and fought with your friend? Ah, that was me too.

Remember when you suddenly started crying but didn’t know why you were crying? I am really really sorry, that was me too. Umm... I can see so many nods. Has this happened to you? Has this? Maybe.. Something similar?

Let’s turn to our partners and share one thing that you may have experienced in the last week but now know was the work of this silly friend- Mr. Moody.

Let’s not forget to use Ms. Communication.

Ask learners to come back and share what their partners shared. Please also show signs of active listening and acknowledge the stories and emotions shared by the learners.

Please feel free to share a story from your adolescence. It may help learners relate to you and share more honestly.

Continue with the story as Mr. Moody.

You know, a part of my job is to create big reactions and feelings that seem hard to deal with. I can be a very irritating friend. But do you know what? I won’t be around forever. I am only here to help you in a time when everyone keeps telling you- ‘you are not a kid anymore’ but also ‘you are not an adult.’ This can be a very confusing time. But all the feelings that you are feeling- both highs and lows are completely normal. You just saw how so many of your friends are also going through the same.

Let me promise you, a few years from now, you will look back at it all and laugh. But if I start to irritate you too much, don’t hesitate to talk to an adult, your parents, or elder siblings. They may be able to help you with how you keep me under control.

Woah! Mr. Moody had so much to share with us. This time can be confusing, for learners. But as Mr. Moody said, he is not going to be here for long, just these few years.
Mr. Moody also said something toward the end. Can you make any connection to what we learned yesterday?

Possible response: *Talking to someone and asking for help is important.*

But is asking for help always easy? Maybe not and therefore we need a lot of Ms. Courage!

Reflect (5 minutes)

It’s Mr. Consciousness time!

On a scale of 0-5,
- How easy/difficult was it for you to share different things you have experienced with your partners? 0 is very difficult, 5 is very easy.

It’s okay, learners. These are difficult emotions that we may struggle to understand ourselves. But as we share, we become more confident and accepting of our emotions. We may get the help that we need from our friends.

Let’s remember what we talked about yesterday.

In your pre-work, you may have made a note of a time you asked for help.

With your partners, share:
- What was the trouble?
- How did it make you feel?
- Who did you ask to help you?
- Was asking for help easy or difficult?
- Did you get the help you needed?
- How did you feel after you were helped?

You have 10 minutes to share, each person takes 5 minutes to share.

Encourage a few learners to share how asking for help helped them.
Pause - Identity - Talk - Ask for Help

Let's close out by creating our character who can always remind us that all of this is normal and that we are not alone.

After Class Challenge

In our diaries, make a note every time you feel Mr. Moody is making you do, say, or feel something.

Remember to Pause- Identity- Talk- Ask for help.

Bonus challenge: Call up a friend and just chat with them about this.

Encourage some learners to share what their characters’ names are.
Big Question 02

How should I make decisions?

LEARNING STANDARD

Students will identify the decisions they should be making for themselves and the decisions they need support and guidance to make.
OBJECTIVE
I can reflect on my decisions and their impact on my life and others.

Cs IN FOCUS
Ms. Critical Thinking, Mr. Compassion, Ms. Communication, Mr. Consciousness

CONSTITUTIONAL VALUES
Liberty, Fraternity

MATERIALS
NA

SUMMARY OF PRE-WORK
Observe yourself throughout the day.
Write down 3 decisions you have taken.
Think about why you made that decision.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
I love how you came to class today. When you woke up this morning, you had two choices - to come to school or not to come to school. What did all of you choose?

*Response: Come to school.*

Why did you make that decision? What would have happened if you had decided not to come to school?

*Invite learners to share responses. They may make connections to loss of learning etc.*

Thank you, learners! We'll face many choices; when we do, we'll need to make decisions.

Can some of you share different choices you had to make today/ yesterday? Please refer to your pre-work to share the same.

* Invite responses.

*Possible response: Decision to shower, eat food, which game to play, what to watch on TV.*

Now that you are growing up, you'll have to make many important decisions in your life. So, today and for the next few days, the big question we will explore is:

**How should I make decisions?**

We will do this today by reflecting on our decision-making process and how it affects us and others around us.

*Point to the objective: I can reflect on my decisions and their impact on my life and others.*
Learn (20 minutes)

Let's look at a scenario.

1. You have a unit test tomorrow. It's 5 PM, and you have studied for an hour already. You have two more chapters to revise yet, but you feel tired. What decision will you take?
   - Take a ten-minute break, get a snack, and study again.
   - Sleep for two hours, wake up, and then study.
   - Take an hour-long break to regain energy and continue studying.

Let's think about it independently for 2 minutes. Remember, different things work for different people, so there's no right or wrong answer.

If you choose option 1, raise 1 finger.
If you choose option 2, raise 2 fingers.
If you choose option 3, raise 3 fingers.

*Allow learners to respond and ask them to share why/why not.*

Let's look at another scenario.

2. You have a fight with your friend at school. You go back home and throw your bag somewhere. You go to your bed and lie down without changing. Your mother comes and scolds you for not changing your uniform. You become angrier. You don't feel like talking to anyone. What decision will you take?
   - Shout back at your mom and remain in bed.
   - Change your uniform and stay silent.
   - Change your uniform and tell your mom you want some alone time as you feel bad.

Be honest with yourself and use Ms. Courage to show me on a scale of 1-5 fingers.

*Encourage learners to share why/why not.*

*Push the learner by asking questions like- How would it help? How would it not?*

Learners, every emotion that we feel makes us do something. Each action we take has a consequence (a reaction), a good or bad thing that may happen due to our decision.

Let's simplify the decision-making process with a few steps.

- We always have a choice.
- For each option, think about:
  - Will this option affect me positively/negatively?
  - If positive, think about
    - Will this affect others at all?
    - If yes, does it affect them positively or negatively?
  - If positive, maybe that's the best decision to take.

Let's apply these steps to the above scenario. After each of the prompts, pause and ask learners to respond. Sample responses are given in the table.
We've learned that:
- Our decisions impact us and others
- It's important to think through choices before deciding

While we have the freedom to make choices, our options should not hurt others. We must balance liberty with fraternity.

Let's use Ms. Critical Thinking and Mr. Compassion while doing this.

<table>
<thead>
<tr>
<th>Decision-making process!</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option 1:</strong> Shout back at mom and remain in bed</td>
<td><strong>Option 2:</strong> Change your uniform and stay silent</td>
</tr>
<tr>
<td>How does each of these affect you? Positively/ Negatively</td>
<td></td>
</tr>
<tr>
<td>Negatively, as you may be scolded more.</td>
<td>Positively, as you will do what your mother has asked you to do.</td>
</tr>
<tr>
<td>How does each of these affect others?</td>
<td></td>
</tr>
<tr>
<td>Negatively, as your mother will feel hurt.</td>
<td>Negatively, as your mother will remain worried about you.</td>
</tr>
<tr>
<td>Will this decision help you the most?</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Lesson Plan 05
It's Mr. Consciousness time!

Please look back at the decisions you listed in your pre-work.

Think and share with your partner:

- A decision you took last week that may not have turned out so well. Think of what you could have done differently.
- If you were to make the decision again, what would you do?

While sharing with our partners, remember to listen actively like Ms. Communication.

Decision-making is also very powerful. It can sometimes help you do very magical things. Let me share with you the story of Shrimali.

Shrimali used to travel by bus to a school where she and her friends had good teachers who would teach well, perform exciting experiments and activities, and much more.

At the same time, Shrimali’s neighbour’s child walked to a school down the road. They used to tell Shrimali that their teachers never came to school and that they only went to school because they got free food. They never actually studied or learned anything. They would just wait in class for 4 hours, eat lunch and then walk home.
Shrimali felt angry in this situation. She was so upset that these children were not receiving the education they deserved. She found it unfair that their school was not treating them well. She decided that day that she would do something about this!

She started giving free tuition to her friends by teaching them what she was learning at her school.

She also grew up and worked as a teacher in a low-income government school to give her students excellent educational opportunities.

**After Class Challenge (10 minutes)**

Follow the decision-making steps to make a decision today.

Think about how your decision impacted you and others., and teach someone else the steps too so they can make better decisions too!
OBJECTIVE

I know the importance of seeking help during decision-making and can identify situations where I need help.

C IN FOCUS

Ms. Courage, Mr. Curiosity, Ms. Collaboration, Mr. Compassion, Ms. Critical Thinking and Mr. Consciousness

CONSTITUTIONAL VALUES

Liberty, Fraternity

MATERIALS

NA

SUMMARY OF PRE-WORK

Make a list of at least 10 things each:

- That you can do independently
- That you need people's help with.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Asynchronous Pre-work Document

Lesson Plan 06
Yesterday, we learned a little about decision-making and how it affects us and the others around us. Today, we will learn more about decisions and how to make this process easier.

As we grow up, challenging things may come our way. What do you think we may do then?

**Possible response: Ask for help.**

Exactly! On this note, let's turn to our partners and share at least two things you can do independently and two things you need people's help with. Remember to use ________?? Encourage learners to guess.

**Ms. Communication for active listening!**

**After partner sharing, invite some learners to share.**

Today, we will learn about asking for help while we make decisions.

**Point to the objective: I know the importance of seeking help during decision-making and can identify situations where I need help.**

Let me share a story with all of you. As I read the story, I want you to think about a situation when you have felt something similar.

Shounak’s teachers are friendly, and they care about him a lot. Sometimes, they teach him something, and he can do it right away! Other times, it feels hard. When he is at school and finds something hard to do, he asks for help. He can ask one of his friends for help, or he can ask his teacher. When he asks for help, he says, ‘I tried it, but it still feels hard. Could you help me, please?’

**Pause and ask learners if any of them connect with Shounak, and ask them to give you examples of when they asked the teacher, or a friend, for help.**

His friend, Shriya needs help, too but is scared to ask. She fears she may look stupid as everyone else seems to know the answer. She also feels that if she asked for help, she wouldn't have friends as no one would want to spend time with stupid people. Or her friends would tease her. It's hard for Shriya.

**Pause and ask-**

How will not asking for help affect Shreya?

**Possible response: She may not understand anything, fail exams, feel underconfident, fear judgment, etc.**
Will it affect her positively or negatively?

Possible response: Negatively!

Pause and ask learners if any of them connect with Shriya, and give examples of when they felt scared to ask the teacher, or a friend, for help and that harmed them.

Learners, it's okay to have these thoughts. But remember the questions we should ask ourselves while making decisions!

Can someone recall those questions for us?

Possible response: Does it impact us positively/ negatively? Does it impact others positively/ negatively? What would help us the most?

When you feel scared of asking for help, close your eyes, count to ten, and think about getting the help you need.

Will it affect you positively?

This way, asking for help may become easier!

**Learn (15 minutes)**

Before moving forward, let us read a quote by a famous leader, Barack Obama. Does anyone know who he is?

Encourage a few learners to share.

Possible response: Obama was the USA’s first African- American president.

“Don’t be afraid to ask questions. Don’t be afraid to ask for help when you need it. I do that every day. Asking for help isn’t a sign of weakness, it’s a sign of strength. It shows you dare to admit something when you don’t know something and to learn something new.”

Present the quote to learners and ask one person to read it out loud.

Can some of you share what this means and which C we may need to do this?

Possible response: Ms. Courage, Mr. Curiosity

Keeping these in mind, let us now do an activity in groups of three.

- Read a scenario and the decision that the people in the scenario are planning to take.
- Do you think this decision will affect the person or others around you positively or negatively?
- Should this person go ahead with the decision or take someone’s help?
Let’s do this using a lot of Ms. Collaboration, Ms. Critical Thinking, and Mr. Compassion - think of people in the scenarios as your friends! You have 10 minutes to do this.

Please model one for the learners in the large group.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Will this decision affect him/ her positively/ negatively?</th>
<th>Will this decision help people around him/ her positively/ negatively?</th>
<th>Should he/ she take the decision alone/ or take help?</th>
<th>If you help, who might help them? Who should they talk to?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suraj is very disturbed and is mostly sad. He hates his life. He wants to end his life.</td>
<td>Negatively as he may try to hurt himself</td>
<td>Negatively as it may disturb his parents/ family.</td>
<td>Help</td>
<td>Talk to parents/ someone he trusts. Reach out to a counselor.</td>
</tr>
<tr>
<td>Margarita is a passionate dancer. She gets into a dance school while she is in the 9th standard. She wants to drop out of school and just dance.</td>
<td></td>
<td></td>
<td>Help</td>
<td>Talk to the teacher to guide her more or dance school to adjust timings</td>
</tr>
<tr>
<td>Ravi’s mother tells him that he spends way too much time on social media. She tells him to watch a documentary called “The Social Dilemma” to understand how harmful social media can be. Ravi wants to watch this movie.</td>
<td></td>
<td></td>
<td>Alone</td>
<td></td>
</tr>
</tbody>
</table>
Parvati feels lazy every morning and her mother needs to wake her up three times before she wakes up. One day her mother says, “Enough.” You are in the 7th standard now and I won’t wake you up. Parvati wants to set her own alarms now.

Encourage learners to share responses in a large group.

Share:

Some situations may be very harmful to our lives or may affect our future a lot. We should talk to someone, ask for help in these situations, and make a decision along with them.

Do you know that there’s an adult you can talk to about something challenging by just dialling a number 1098? It is a 24-hour a-day, 365 days a year, free emergency phone service for children in need.

Reflect (10 minutes)

It’s Mr. Consciousness time!
Think and share:

- When did you find it difficult to ask for help but did it anyway using Ms. Courage? How did it affect you?
- When did you need help but couldn’t ask for it? What stopped you? How did it affect you?
- What would you do differently now? Which Cs would help you?
After Class Challenge (30 minutes)

Do an act of courage by asking for help and helping someone at home today.

Note your experiences in your diary and how they made you feel.
OBJECTIVE
I can express my needs responsibly and seek to understand the needs of people around me

Cs IN FOCUS
Mr. Compassion, Ms. Courage, Mr. Communication, Ms. Collaboration and Mr. Consciousness

CONSTITUTIONAL VALUES
Liberty, Fraternity

MATERIALS
Think of a need that you may have and share that with learners.
Print-outs of the needs sheet (Given on last page)
Video: I Have A Voice

SUMMARY OF PRE-WORK
What are some things you need to survive in a day?
How do you make sure that you have all of this?
Do you ask someone to help you? Do you do everything yourself?
Make a note of this.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 07
Till now, we have talked about taking decisions and asking for help.

But asking for help requires us to know the help we need.

Let’s look at a quick scenario:

Rehan had not eaten anything since the morning. His stomach was hurting and he was not able to solve his Maths exam because of it. Since he was unable to solve the questions, he felt even more irritated. At the same time, his younger sister Anam switched on the TV loudly and Rehan ended up shouting at her.

- What do you think about Rehan’s decision?
- Will it have a positive/ negative effect?
- What did Rehan need? Who could have helped him?
- How could he have asked for help?

Turn to your partners, quickly discuss these questions and come back.

Encourage a few learners to share in the large group.

Possible response: It was wrong, and may have affected Rehan’s sister negatively.
Rehan needed to eat something. He should have asked his parents for food or looked up something to eat.

Thank you, learners!

Today we are going to learn how we can express our needs and understand what the people around us need. Why do you think it is important to express our needs?

Invite responses.

Possible answer: Expressing our needs helps people know how to help us. It makes us feel we are not alone. It reminds us that like we have challenges, everybody has struggles.

Today, we will discuss how we express our needs responsibly and seek to understand others’ needs.

Point to the objective: I can express my needs responsibly and seek to understand the needs of people around me.
One very important thing to keep in mind is that sometimes a person’s needs can harm someone. Let’s be conscious that we don’t express needs that may hurt others.

Which C do you think we may need while asking for help?

Possible response: Mr. Compassion.

Which constitutional value will it help us foster?

Fraternity.

Let’s quickly practice. I am going to read out some statements. If you agree that this is a responsible action give me a thumbs up, if you disagree give me a thumbs down.

- When I get angry, it helps me feel better if I yell at my brother. **Irresponsible**
- When I feel sad, it helps me feel better if I bounce a ball. **Responsible**
- When I feel bored, it helps me feel better when I start drawing and colouring. **Responsible**
- When I feel tired, it helps me feel better to close my eyes and listen to music. **Responsible**
- When I feel jealous, it helps me feel better to say bad things about that person to others. **Irresponsible**

Needs can be in the form of things or actions.

Sometimes we may need things like food, water, gifts, money, a home, books, a bicycle, a pen, etc.

Sometimes, we may need an act of care, love, hard work, listening, talking, reading, writing, and colouring to make us feel better.

*Invite learners to share other things that they need in a day to survive. Ask them to refer to their pre-work.*

Now that we know that we all have needs, that they can be different, and that we need to express them responsibly, let us practise expressing our needs through a Trust Circle. A Trust Circle is a beautiful and safe space that all of us create for each other. In this space, our job is to listen deeply and to share honestly and openly - even if we have a fear of sharing. It’s also important that all of us share and that we commit to keeping what is shared here confidential.

Which Cs do you think all of us would need as speakers and listeners in this circle?

Possible response: Mr. Compassion, Ms. Courage, and Mr. Communication
Before we do that, let’s independently take some time to fill this out for ourselves. We may need different things when we feel different emotions.

Let’s get into groups of 5. This group is going to be your Trust Circle. Pick one thing from your list and share that with others.

Remember to also listen carefully when your group members are sharing!

If you are in an in-person class, try to get learners to actually sit in a circle. Please don’t make circles larger than 5-6 learners. If you are teaching virtually, use breakout rooms.

Encourage a few learners to share what they heard from their trust circles and how it feels to share.

Learners, in the spirit of honesty and considering all of you as my Trust Circle, I want to share something too. Please share a personal example with the learners. You may refer to this as an example:

When I get angry, it helps me take a two-minute break from the class.

Now that I have shared my need with you. How do you think it would help all of us?

Possible response: If we see that you are becoming angry, we can ask you to take a break. When you will be on a break, we can also calm down and make the classroom a quiet space for you.

Thank you, learners, sharing our needs with others also helps them understand what they can do to make us feel better. Similarly, when others express their needs to us, we may also think about how we may fulfil their needs and make them feel better.

Isn’t that what Ms. Collaboration teaches us?

Please note that this activity may get emotional and that learners may even cry. If they do, give them time. If you are in class, put a gentle hand on your shoulder. If you are online, send them a private message saying it is okay.
It’s Mr. Consciousness time!

Please close your eyes for a minute and take a deep breath in and out. In and out. In and out. Think about everything you heard.

- On a scale of 0-5 (0 being very difficult, 5 being very easy) how easy/ difficult it was for you to share your needs?
- On a scale of 0-5 (0 being very difficult, 5 being very easy), how easy/ difficult was it for you to listen to others’ needs?
- Think of one need that someone may have shared in your trust circle. Think about what you may do to fulfil this person’s needs!

Learners, all of you used something really special to share your needs today- your voice. Remember that your voice is your power and you have the freedom to use it. Just be careful of using it responsibly.

Let’s close out today’s class by singing a beautiful song- I Have A Voice.

As you listen, be thankful for the people you can share your needs with.

After Class Challenge

Express your needs to your parents and siblings.
Teach them how they can also express their needs to you.

Lesson Plan 07
Print-outs of the needs sheet:

I am in control of my Feelings!

When I get angry, it helps me feel better if I ____________________________

When I get sad, it helps me feel better if I ____________________________

When I get anxious or nervous, it helps me feel better if I ____________________________

When I feel Grumpy, it helps me if I ____________________________

When I feel lonely, it helps me if I ____________________________

When I feel embarrassed, it helps me if I ____________________________

When I feel sick, it helps me feel better if I ____________________________

When I feel silly, I like to ____________________________

When I feel disappointed, it helps me if I ____________________________

When I'm honest, I feel ____________________________

When I feel ____________________________, it helps me feel better if I ____________________________
Big Question 03

Who do I want to be as a grown up?

LEARNING STANDARD
Students will build an understanding of their dreams and aspirations. Students will build confidence and self belief in themselves and in their ability to drive change.
OBJECTIVE
I can express pride and confidence in myself without perceiving or treating anyone else as inferior.

C IN FOCUS
Mr. Consciousness, Mr. Compassion, Ms. Courage

CONSTITUTIONAL VALUES
Fraternity

MATERIALS
NA

SUMMARY OF PRE-WORK
Read the poem (Given on last page) or watch this video.
• What are all the qualities that are used to describe human beings in this poem?
• Which part of the poem did you relate to the most? Why?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Let's start with a fun activity!
Please answer in one word. Ready?
Who are you?

*Encourage each learner to share this out loud in the class. Virtually, ask learners to put it in the chat box.*

On a scale of 0-5, show how easy or difficult was it for you to describe yourself in one word?

*Possibly learners would give a lower score.*

It's okay, learners!

Today is going to be a lot about us talking about ourselves. Through today and the next few days, the big question we will explore is-

*Who do I want to be as a grown-up?*

As we talk today, remember to take pride in sharing who you are. As we hear others speak, remember to cheer for our friends.

*Point to the objective: I can express pride and confidence in myself without perceiving or treating anyone else as inferior.*

Which Cs do you think we will need today?

*Possible response: Mr. Compassion, Ms. Courage*
Now let’s read the poem that you may have read as your pre-work.

I am a 
Human being.

I try to 
Think about others first 
But sometimes 
I fail.

I am a 
Selfish 
Human being.

I hold on through the 
Darkness that looms- 
Now and forever, 
I am capable of reaching 
For my dreams.

I am a 
Dreaming 
Human being.

Sometimes 
I can’t wait 
For things to happen- 
I grow restless.

I am an 
Impatient 
Human being.

I have a heart 
Like a fire 
All at once, it turns 
Different colours.

I am an 
Emotional 
Human being.

I cannot tell you 
How many times I’ve snapped- 
I am just 
Human and so 
I am capable of breaking.

I am a 
Breakable 
Human being.

I am ready 
At daylight 
To face anything 
Destiny throws at me.

I am a 
Strong 
Human being.

I lose 
Control sometimes and 
Give myself to 
Worse desires.

I am a 
Greedy 
Human being.

I have family and 
Friends I would 
give anything for 
Anytime, anywhere.

I am a
In groups of three, discuss the responses to the following questions.

- What are all the qualities that are used to describe human beings in this poem?
- Which part of the poem did you relate to the most? Why?

Encourage learners to share responses in the large group!

Synthesise by saying-

There are a lot of things that make us human. They may be positive or negative but they are all our traits. Some traits may be very strongly present in you and some may not.

So let us take some time to identify these traits in us.

Take the next ten minutes independently and use Mr. Consciousness to think about some things that make you, you. These can be your positive characteristics or things that you may not really like about yourself.

Just like the poem you just read, create a poem of yourself using these traits. You can use the following prompts to create one:

- Think of 3 traits you would use to describe yourself.
Think of actions/examples that make you describe yourself using this word.
Put this in the form of a poem that we read.
Now, move around the classroom, and when I say stop, find a partner and share your poem.

Repeat this thrice so that everyone gets to share their poem with three people and get to hear from three people. Virtually, ask learners to do this in the BRs of 4 people.

Remember to read out your poem with a lot of pride and listen very actively.

It’s Mr. Consciousness time!
Think and share:
• Were your traits similar/different to your friends?
• Do our negative traits make us less of a human?

Possible responses: We share a lot of things but are also unique in our ways. Our negative traits also make us human beings. It’s only important for us to be aware of those and try to not cause us any harm.
We are all different individuals with different traits. We should keep celebrating these differences.
Can someone guess, which constitutional value will it help us foster?

Possible response: Fraternity
Let's practice fraternity by thinking about the people who share their poems with us and sharing why we are grateful to them and what makes them special to us.

**After Class Challenge (10 minutes)**

Share your poem with someone in your family.

Ask them what according to them makes you special - both your positive and negative traits. Add those things to your poem.
Summary of Pre-work (Read the poem)

Lesson Plan 08

I am a Human being.

I try to
Think about others first
But sometimes I fail.

I am a Selfish Human being.

I hold on through the Darkness that looms-
Now and forever,
I am capable of reaching
For my dreams.

I am a Dreaming Human being.

Sometimes I can't wait
For things to happen-
I grow restless.

I am an Impatient Human being.

I have a heart
Like a fire
All at once, it turns
Different colours.

I am an Emotional Human being.

I cannot tell you
How many times I've snapped-
I am just Human and so
I am capable of breaking.

I am a Breakable Human being.

I am ready
At daylight
To face anything
Destiny throws at me.

I am a Strong Human being.

I lose
Control sometimes and
Give myself to
Worse desires.

I am a Greedy Human being.

I have family and
Friends I would give anything for
Anytime, anywhere.

I am a Lovable Human being.

Sometimes I forget
I am ignorant and
I am gone When you need me.

I am an Inconstant Human being.

I go through life
Uniquely, I'm real, you
Know when you
Look at me.

I am a Beautiful Human being.

Nature Itself
Is not perfect and so
I embrace my imperfections.

Through it all
I am a Flawed Human being.

Have these things Surprised you,
Angered you,
Saddened you,
or Shocked you?

They shouldn't have.
I am just Human.
Like you.

- Maya Hansen

Lesson Plan 08
**OBJECTIVE**

I can describe the values that I choose to live by and illustrate the kind of life I envision for myself.

**Cs IN FOCUS**

Mr. Creativity, Ms. Courage, Mr. Consciousness

**CONSTITUTIONAL VALUES**

Liberty, Equality, Fraternity, Justice

**MATERIALS**

Video: His Own Eulogy, Martin Luther King Jr - In His Own Words - Prophetic Final Sermon excerpt

**SUMMARY OF PRE-WORK**

Do you know who Martin Luther King was? If not, please quickly look him up on the internet to find out more about him.

Before Martin Luther King Jr. died, he wrote his own Eulogy. A eulogy is a speech that a family member or close friend reads out at a person’s funeral. Martin Luther King Jr. wanted this eulogy to be read by someone at his funeral.

Read the eulogy that Martin Luther King Jr. wrote below. You can watch the video too. (Please see on last part for remaining content)

**RESOURCES FOR THE TEACHER:**

Synchronous Presentation

Asynchronous Pre-work Document

Go to Index
Yesterday, we spent some time taking pride in who we are today. We shared the traits that define us. We learned about others and celebrated them. There’s a lot to look forward to today! Let’s start with this quote.

What do you think this means?

Possible response: We are not complete. We keep learning, growing, and finding a better version of ourselves.

Learners, give me a thumbs up / thumbs down if you agree/ disagree:

- You are exactly the same person you were when you were 3 years old.
- You cry at the same things you used to cry at when you were six years old.
- Your English vocabulary today is the same as when you were eight years old.
- You have exactly the same friends that you had when you were ten years old.
- You like and dislike exactly the same things that you did last year.

Responses to these questions can be any, right? The truth is that there are some aspects of us that remain the same but there are so many that change. As we have more experiences, we keep growing and evolving into a different but also a better version of ourselves.

Today, we are going to talk about - What kind of a person do you wish to be in the next few years or how would you want people to describe you in a few years?

Isn’t that exciting?

Point to the objective: I can describe the values that I choose to live by and illustrate the kind of life I envision for myself.
Please play the video of the eulogy in the class in case learners have not been able to do the prework. Please explain it briefly.

Let’s start by discussing the pre-work we did.

- Who was Martin Luther King Jr.?
- What did he stand for?
- Which of our four ideas - justice, liberty, fraternity, and equality, or 8 Cs do you think he lives by?

Possible response: He was a civil rights activist who believed that people should be known for their qualities and not the colour of their skin. He was a passionate advocate for peace. He stood for Justice, Equality, Fraternity, and so many others - love, humanity, service to others, helping others, kindness, etc.

Fun fact: Can you guess which Indian leader Martin Luther King Junior was inspired by?

Possible response: Gandhiji and his commitment to non-violence and love.

Learners, we remember all of these people for the values they lived by. Let’s think about some of the values you wish to live by.

Let’s take the next few minutes independently to think about the following questions. Please get help from Mr. Consciousness while you do this.

- What kind of life do you wish to live and have?
- What are some values you need to do this?
- What do you think you already have, need to build, or give up on to live your dream life?
- How would all of this help you support others around you?

Remember, looking after others is an important quality of all great leaders and something for you to think about as you grow as a leader.

Please refer to your yesterday’s trait list as well while you try to answer these. You can all think about our 8 C friends or constitutional values.

You wrote some poems yesterday describing your traits.

You will now express- Who do you wish to be? In the form of a poem.
Please share the following sentence starters for the poem with the learners:

I don’t like ______.
I want to change ______.
I want to be ______.
I will live by the values _____, _____, ____.  
I will do this for others ______.

Learners, you don’t have to worry about the rhyme in the poem. All you have to do is just write with a lot of Ms. Courage and Mr. Creativity.

It’s Mr. Consciousness time!
We will move around in the room like yesterday. When I say stop, find a partner and share your poem with each other.

*Repeat this thrice so that everyone gets to share their poem with three people and get to hear from three people. Virtually, ask learners to do this in the BRs of 4 people.*

After this, encourage learners to share in the large group:
- What values did you hear in the poems of your friends?
- What do you feel the poets who wrote it believe deeply in?
- What are some Cs that you saw come alive in the class today?

Thank you learners for taking pride in who you are, and who you wish to be and also celebrating each other. As we learned in the beginning- we are all works in progress.
After Class Challenge (30 minutes)

Share the poem of your dream life with your family members.
Ask them if they also have some dreams for you!
Summary of Pre-work: continue...

Read the eulogy that Martin Luther King Jr. wrote below.

Every now and then I guess we all think realistically about that day when we will be victimised by what is life’s final common denominator--that something we call death.

We all think about it and every now and then I think about my own death and I think about my own funeral. And I don’t think about it in a morbid sense. And every now and then I ask myself what it is that I would want to say and I leave the world to you this morning.

If any of you are around when I have to meet my day, I don’t want a long funeral. And if you get somebody to deliver the eulogy tell him not to talk too long. Every now and then I wonder what I want him to say.

Tell him not to mention that I have a Nobel Peace Prize--that isn't important. Not to mention that I have 300 or 400 other awards--that’s not important. Tell him not to mention where I went to school.

I’d like somebody to mention that day that Martin Luther King Jr. tried to give his life to serve others. I’d like for somebody to say that day that Martin Luther King Jr. tried to love somebody.

I want you to say that day that I tried to be right on the war question. I want you to be able to say that day that I did try to feed the hungry. I want you to be able to say that day that I did try in my life to clothe the naked. I want you to say on that day that I did try in my life to visit those who were in prison. And I want you to say that I tried to love and serve humanity.

Yes, if you want to, say that I was a drum major. Say that I was a drum major for justice. Say that I was a drum major for peace. I was a drum major for righteousness.

And all of the other shallow things will not matter.

I won’t have any money to leave behind. But I just want to leave a committed life behind. And that is all I want to say. If I can help somebody as I pass along, if I can cheer somebody with a good song, if I can show somebody he’s travelling wrong, then my life will not be in vain.

-- Martin Luther King, Jr.

I hope you felt inspired. On the basis of what you read/watched, answer the following questions:

- What inspired you?
- What surprised you?
- What could you connect to?
- Can you make a connection to any of the four constitutional values or 8 Cs?
Equality

Justice

Liberty

Fraternity

Meet Our Cs!

Miss Courage
I develop the strength to do the things I’m afraid of and persevere through challenges

Miss Critical Thinking
I develop clear, rational and open minded thinking that is based on evidence

Mr. Curiosity
I search for the why, what and how

Mr. Consciousness
I reflect on who I choose to be and how I choose to see others and the world

Mr. Compassion
As I work towards my goals, I take care of myself and others

Miss Communication
I listen deeply and express myself openly and respectfully

Miss Collaboration
I work with love, in partnership with others, towards shared goals

Mr. Creativity
I use my imagination and ideas to create change

Lesson Plan 09
OBJECTIVE
I can describe the contribution I wish to make in the world

C IN FOCUS
Mr. Creativity,
Mr. Consciousness,
Ms. Critical Thinking

CONSTITUTIONAL VALUES
Liberty, Equality, Fraternity, Justice

MATERIALS
KER Anthem

SUMMARY OF PRE-WORK
We have discussed who we wish to be. Today, spend some time thinking about what you wish to see around you. What does your dream world look like?

Think of the things you wish/dream to see around you, people you want to be surrounded with, kind of place you wish to live in etc.

Now draw this world!

Think blue sky. Use your imagination! Use Mr. Creativity!

Walt Disney, the man who dreamt of Disney World and created Mickey Mouse and many other characters, said:
If you can dream it, you can do it!

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 10
In our last lesson, we talked about who we wish to be and what we wish to be remembered for.

Would any of you like to come forward and read your eulogy out loud?

**Encourage a few learners to share and create a culture of celebration in the classroom.**

**Say- Thank you for using Ms. Courage/ Ms. Communication (or whichever C you see come alive through learners’ eulogies).**

I can see how in your vision for yourself, you have included so many elements that talk about others, things that you wish to see around you, etc.

On this note, can all of you show your dream worlds that you may have made as a part of your pre-work?

Let’s have a look at what everyone has created. Can you name a few things that you find common in most of our dream worlds?

**Possible response: Natural beauty, kindness, people helping animals, celebrating etc.**

I can see so many beautiful things in your dream world. Can someone guess who can turn this dream into a reality?

YOU!

With this, let’s sing a song together.

Please play the KER Anthem.

We are the ones, we are ______.

(Waiting for)

We are gonna ______. (rise up)

Learners, in our dream for our own selves, we talked about things that we wish to change. We may not be able to change everything alone but we can try to change one thing.

It is things that may help us all shape our dream world.

Today, we will spend some time exploring the things you wish to contribute towards making your dream world true.

**Point to the objective: I can describe the contribution I wish to make in the world.**
Imagine that one of the things that I wish for is that all children are happy. Let me take you through how I might plan to contribute to this dream of mine.

Make your thinking visible using the table below. Debrief it with sharing:

- What is my dream?
- Why does it matter?
- What will it look like in action?
- What are some ways in which this dream can come true?
- What can I do about this?
- How will I do this?

Now it’s your turn!
From your dream world, identify one thing and take some time to independently answer these questions. Please feel free to articulate this journey using images. Please take help from Mr. Consciousness, Mr. Creativity, and Ms. Critical Thinking to do this.

- What is my dream?
- Why does it matter?
- What will it look like in action?
- What are some ways in which this dream can come true?
- What can I do about this?
- How will I do this?

All children should be happy

Children will be happy when they will have space to do/say anything that they wish to fearlessly

For this, we need to have safe spaces for children in school, families, communities etc.

Towards this, I want to work in schools.

In schools, I wish to create spaces like a Trust Circle where children can share using Ms. Courage and practise active listening.

For this, I also want to practise sharing openly and listening actively. Some values I will need are Ms. Courage, Mr. Compassion, Ms. Communication, and a lot of patience.
• To do this, who will I have to be? What values will I have to operate with?

After a few minutes:

Can you see connections between the values that you may have come up with yesterday and the values that you may need to contribute to your dream world?

Encourage a few learners to share responses.

Isn’t this beautiful?

Learners, our dream for our world will only come true when we start working on ourselves. Therefore, it’s really important for us to think about who we need to be and the values we’ll need to embody, to reach this world.

Let me share a short story with you about somebody your age.

Archana, an 8th grader from Bengaluru, strongly believes in bringing positive change in society. She aims to grow up and serve as an Information Services Officer in the government. She started working on this goal at a young age, by working with children who were not enrolled in school. Through surveys in her community, she identified five children who were not going to school. She spent months having conversations with the children and their parents about the benefits of receiving an education. After this, all five of these kids enrolled in schools and Archana continued to mentor them so they’d stay in school and aim to perform well in their classes. This led to a lot of personal growth in these kids and their families and now some of them are even at the top of their class!

• What was Archana’s dream?
• Which values did she embody to work on her dream?

Possible response: create positive change in society by serving/helping people. Compassion, courage, etc. are some values she embodied.

Let us now get into groups of 3 and take the next few minutes to share the journeys that we have created with each other.

Reflect (5 minutes)

It’s Mr. Consciousness time!

Let’s listen to the song that we started with again.

Play the KER Anthem and encourage learners to sing along.
As you listen to this song, think about:

- How do you wish to change the world?
- How would you feel if we reach closer to our dream world?
- What values will we have to practise to reach closer to our dream world?

As we will move forward in this curriculum, we will learn more about how we ourselves, our families, and our communities can make a better country and how that will shape a better world—which means our dream world. Till then remember to keep practising the values that will help, take you closer to your dream self and the dream world.

**After Class Challenge (10 minutes)**

Practise your values with your family members.

Make a note of the experience you have.
Showcase of learning
OBJECTIVE
I can synthesise what I learned in this unit

Cs IN FOCUS
Mr. Consciousness, Mr. Creativity, Ms. Critical Thinking

CONSTITUTIONAL VALUES
Liberty, Justice

MATERIALS
Sheets of paper

SUMMARY OF PRE-WORK
Task 1: Let’s use Miss Critical Thinking, and Mr. Consciousness to look back at everything we have done in this unit. Skim through all your worksheets, your diary, and all the activities you have done to remember how much you have learned about yourself.

Put down three important learnings.

Task 2: You have read Martin Luther King Jr.’s eulogy. Learn more about him by watching this video of Martin Luther Jr.

Note down:
• What did Martin Luther King Jr. care about?
• What did he spend his life fighting for?
• What values did he most believe in?
• What connections can you make between this video and his eulogy?

RESOURCES FOR THE TEACHER:
Synchronous Presentation

Asynchronous Pre-work Document

Lesson Plan 11, SOL Day 1
We have come to the end of our first Unit i.e. self. Would anyone share all the big questions we explored in this unit?

Correct responses:

- What makes someone a grown-up?
- How should I make a decision?
- Who do I want to be as a grown-up?

Would any of you like to share what you learned in this unit?

Invite different learners to share.

Possible Responses: In this unit, we explored different aspects of ourselves and the way our body and brain grow in the process. We learned how we may have different complex thoughts at this age and that it's okay to be curious or feel uncomfortable about them at times. We also learned about how we may make decisions in life so that they do good for us and the people around us. We also explored who we wish to be and the kind of life we wish to live/want to be remembered for.

Learn (20 minutes)

In your pre-work, you may have learned a little more about Martin Luther King Jr. and the life that he led.

Can some of you share some things you learned about him?

Encourage different learners to share their responses and debrief the pre-work question.

We saw how Martin Luther King faced a lot of challenges in his life but he stood true to his values and fought for what he believed was right. He had a dream for his country and the world and he contributed towards making that dream come true through his values.

Today, we are also going to talk about our dreams and the way we wish to reach those dreams, in a very creative manner. We will all create our vision boards.

We will do this by putting down the following:

- Vision of the world you want to create
How will you treat others to make this vision come true?
What will you do to make this vision come true?
What are some values you wish to embody to make this vision come true?
How will you practise these values today?

Take 5 sheets of paper and answer each question on one sheet. Make a note of words that come to your mind, and draw pictures to represent your responses.

Reflect (10 minutes)

It’s Mr. Consciousness time!
Look at your vision boards. On a scale of 0-5, how happy are you with them?
Learners, it’s okay if you don’t think they are complete, you can spend some time today to add things to them. You can use old magazines or newspapers to cut pictures that might represent your answers and paste them on your vision board for them to become colourful.

Tomorrow, we will spend some time together proudly sharing our work.

To close out, let’s do a fun activity. Think of our 8 C friends and put down one way in which you practised the C through this unit.
Let now share one of our examples out loud in the class.

**Complete the sentence:**

I used ____ by doing/ saying _______.

Example: I used Mr. Compassion by encouraging my partners on their work.

Ask learners to share them one by one. Learners can also tag each other until everyone has shared.

<table>
<thead>
<tr>
<th>The C</th>
<th>One example of your learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Consciousness</td>
<td></td>
</tr>
<tr>
<td>Curiosity</td>
<td></td>
</tr>
<tr>
<td>Courage</td>
<td></td>
</tr>
<tr>
<td>Compassion</td>
<td></td>
</tr>
</tbody>
</table>

**After Class Challenge (60 minutes)**

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

We will also be inviting parents, other school teachers, the principal, and other children from the school so that we can present our learnings and work in front of them.

Preparation:
Part 1 - Prepare a 2-minute explanation on ‘What’s your vision for the world and how do you wish to create it?’ You can include the following in it:
- Your Introduction
- Creatively share your vision board:
  - Vision of the world you want to create
  - How will you treat others to make this vision come true?
  - What will you do to make this vision come true?
  - What are some values you wish to embody to make this vision come true?
  - How will you practise these values today?

Part 2 - Use Mr. Creativity to beautify/add pictures to your vision boards.

**CONSTITUTIONAL VALUES**
Liberty, Fraternity, Justice, Equality

**MATERIALS**
Vision boards from the previous day.
Gratitude notes/ C stickers
THE SEED // Inspirational Short Film
KER Anthem

**SUMMARY OF PRE-WORK**
Please assign a secret buddy to each learner before beginning the class by creating chits of the names of all your learners.

**RESOURCES FOR THE TEACHER:**
Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 12, SOL Day 2
We have explored some crucial questions about ourselves and also tried to synthesise our learning through our ‘Vision Board’.

At the beginning of this unit, we spoke about how we are growing up and will now have even more critical choices and decisions to make in life. Towards the end of the unit, we tried to answer some really big questions about who we wish to be in our dream world.

Before we get everyone to present their vision board, let’s watch another interesting video.

Invite a few learners to share what they saw in the video.

*Possible response: How does the seed grow?*

Finding our way and rising requires a lot of strength, effort, and failure at times, just like we saw in the video. Eventually, once we stay true to our values, we do grow.

Today, when you share your vision boards, try to feel that vision in your head, heart, and soul.

Now, we will get into groups of 5 where each student will explain their vision board.

In our groups, we will also be joined by our parents, school teachers, and some students who through your presentations will get to know about you and your learnings. Please encourage these guests to share their vision for the world with you too.

Our task of the day is to not just deliver our speech but also listen to others carefully and with love. Can any of you guess the Cs that may help us do this?

Exactly, remember Ms. Communication and Mr. Compassion as well while you do your presentations in the group.
Please create mixed groups and coordinate with stakeholders - The principal, school teachers, students, and parents and invite them for a showcase.

Before we begin, can you come here and pick one chit each? The chit will have the name of your secret buddy. Keep these with you. We need to observe them very carefully in class today.

While we present, let’s remember Ms. Courage, Ms. Communication, and Mr. Compassion

- We will share confidently.
- We will also listen to our friends carefully and with love.
- We will pay special attention to our secret buddy.

Let’s take a few minutes to wrap up our presentations.

Please be a part of different groups throughout the presentations. Reinforce how important it is to appreciate each other by celebrating every presenter.

After group presentations are done, ask everyone to take the next five minutes to wrap up their celebration notes for secret buddies. Please take pictures and record videos of students’ work products and presentations to document their learnings after taking their consent.

Let’s come in the large group and share one thing about any of the group members that stood out to you. This is the time when we celebrate each-other.

Showcase (15 minutes)
It’s Mr. Consciousness time!
Today, you heard about so many people’s visions and the values they wish to embody. Your vision boards have given you a clue into something big - the purpose of your life. Your purpose will evolve, but knowing that this is what you want to do now is an important first step. Knowing you play the main role in deciding your purpose is important!
Let’s close out by singing a song that will give all of us hope.
Play KER Anthem.

You may choose to close the class out with celebration and gratitude. A wall can be made in the class where students can stick their vision boards, in case of an in-person classroom. You can hand out gratitude notes/bag tags/bookmarks/C stickers to everyone.

After Class Challenge

Take your vision boards home and share them with your family members and friends.
Family & School
Big Question 04

Do groups promote or hinder the creation of a sense of belonging?

LEARNING STANDARD
Students will analyse the role of groups in making people feel included or excluded.
SUMMARY OF PRE-WORK
Read the following statements. If your answer is yes, write Y. If your answer is No, write N.
- I like wearing make-up.
- I like playing football.
- I like when people speak to me nicely.
- I like posting on Instagram.
- I like the colour black.
- I want to be a doctor.
- I like to study Maths.
- I like to study English.
- I like South Indian food.
- I like mutton curry.
- I pray to God every day.
- I hardly go to any religious places.

OBJECTIVE
I can understand what groups are and identify the different groups I belong to.

Cs IN FOCUS
Mr. Consciousness

CONSTITUTIONAL VALUES
Liberty, Equality, Fraternity.

MATERIALS
Paper and pen

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Today we will begin our class by playing a game.

Let's follow these instructions:

- Please move to the left side of the classroom if you have long hair.
- Please move to the right side of the classroom if the length of your hair is above your shoulders.

Wait for the learners to move around in the classroom.

Ask learners:

- Are the learners on the left and the right side of the classroom standing alone?
- Whom are they standing with?

Both sets of learners are standing together to form a group.

A group means people coming together with a particular trait or to complete some given task together. We have 2 groups in the class today - one with long hair and the other one with short hair.

Point to the objective: I can understand the groups and identify the groups I belong to.

Now that we have understood what groups are, let us now identify the different groups to which you all may belong.
Learn (22 minutes)

We are going to play another game. Let’s use Mr. Consciousness to do this.

In your pre-work, you answered a couple of statements. Get into groups of four and discuss your responses with each other.

Also discuss:
- Are there statements that all of you have answered differently?
- Are there statements that all of you have answered in the same manner?

In the large group, encourage learners to share.

Debrief by sharing that:

We all may have identified with different statements. The statements or the traits that we identify with can be the groups we are either a part of or would like to be a part of.

Give me a thumbs up if you think:
We should treat each other differently because we like different things and are a part of different groups.

Encourage a few learners to share their responses.

Possible response: We may have different interests, but we are all humans so we should treat everyone equally.

Thank you, learners.

Let’s do something fun now. Let’s read a poem by Shel Silverstein titled ‘No Difference.’

Small as a peanut,
Big as a giant,
We’re all the same size
When we turn off the light

Rich as a sultan,
Poor as a mite,
We’re all worth the same
When we turn off the light.

Red, black or orange,
Yellow or white,
We all look the same
When we turn off the light.

So maybe the way
To make everything right
Is for God to just reach out
And turn off the light!

Can one brave volunteer share what this poem may mean?

Possible response: We are the same despite our differences.
It’s Mr. Consciousness time!
We did a lot today. We understood groups and thought about the identities we have through the groups.

Let’s turn to our partners and share:
- How would you feel if someone treated you differently because of your different interests?
- What can you do to ensure everyone around you is respected despite their differences?

Encourage a few learners to share in the large group.

We may always remember one golden rule:

Treat others the way you want to be treated

Ask 5 community members how they wish to be treated and the kinds of the group they want to be a part of.

Make a note of this in your diaries.
OBJECTIVE
I can analyse the pros and cons of groups in my classroom.

C IN FOCUS
Mr. Consciousness, Ms. Collaboration, Mr. Compassion, and Ms. Communication.

CONSTITUTIONAL VALUES
Liberty, Equality, Fraternity.

MATERIALS
NA

SUMMARY OF PRE-WORK
Think and make a note of this in your diaries:

- One time you have felt proud to be a part of a group. What made you proud of this group?
- One time, you wanted to be part of a group and were not accepted into that group. How did you feel, and what did you do about it?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
We learned what groups are and how to identify ourselves with them. In your pre-work, you have written about your experiences in some groups. Please turn to your partners and share your responses.

Encourage a few learners to share in the large group.

We realise that some groups make us feel welcome, but with some, we face struggle, and we may not like that.

Through the next couple of days, the big question we will discuss is- **Do groups promote or hinder the creation of a sense of belonging?**

Being in a group has both pros and cons.

Today, we are going to think about how groups do that.

Why do you think we should do this in class today?

**Possible response:** So that we all learn to respect and live cohesively in class.

It is important to stress that listening and sharing are very powerful in learning. After each statement, stop and ask why.

- I believe that every member of a group is equal.
- I believe that working in groups causes fights.
- I believe that we can solve problems quicker in groups.
- I believe that groups stop us from being friends with others.

We may have mixed opinions about the groups right now.

Today, we will analyse the pros and cons of the group in the class, by working in a group ourselves.

Let's start by playing an “I believe” game. If you believe the answer is yes, please show me a thumbs up. If you believe it is no, show me a thumbs down.
Please divide learners into groups/breakout rooms

Let’s use Mr. Compassion, Ms. Communication, and Ms. Collaboration while doing this.

Step 1 - You are going to write a song on how one should work in a group.
Step 2 - Choose a tune for your song or make a rap out of it.
Step 3 - Practice, practice, practice
You’ll only have 5 minutes to share your group’s song with the entire class.
You have 15 minutes to prepare.

After learners come back, ask them to share with the large group.

Let’s use Ms. Communication! Sing your song/rap for the class. While your friends share, please listen carefully so that you can share meaningful feedback with them.

Let each group present.

Let us now come back and think independently. I will read out some statements and if those statements were true for you, give me a thumbs up.

- My group members didn't let me speak.
- I think we could have finished the task faster if there had been fewer people.
- I didn’t understand what my group members were doing.
- I like working in groups.
- I like working alone.

We can see that all of us felt differently about the groups we were a part of. Sometimes our actions may make others feel welcome and can also make others feel alone. It may be beneficial for some but at the same time harmful for others.

How do you think we may ensure that everyone benefited and does not feel alone while working in a group?

Possible response: Listening to each other, asking everyone to share, dividing responsibilities, and talking with respect.
Reflect (2 minutes)

It’s Mr. Consciousness time!

Please close your eyes. During our class today, think about yourself as a member of a group. Self-assess yourself on a scale of 1-5:

Did you:
1. Listen to others in your group?
2. Felt heard in your group?
3. Participate actively in your group?
4. Encourage others who were less confident to participate?

Open your eyes, now turn to your partner and share:

• One thing you would do differently while working in a group the next time.
• One way you would make sure that everyone feels good working in a group.
• Which C would you use?

Remember, in groups, we take care of each other, and we take care of ourselves. That’s how we foster Fraternity.

After Class Challenge

Do an act of love with any three of your community members (friends/family), like teaching someone, cleaning roads, planting trees.

• How many members did you work with?

• Did you enjoy working in the group? Why?
• What would you want this group to improve?
OBJECTIVE
I can identify people that are excluded from groups and make an effort to include them.

Cs IN FOCUS
Mr. Compassion, Ms. Collaboration and Ms. Critical Thinking

CONSTITUTIONAL VALUES
Equality, Fraternity.

MATERIALS
Video

SUMMARY OF PRE-WORK
Please watch this clip. Till 3:10 seconds

How is Ashley feeling? Why?
How did all 3 friends resolve the misunderstanding?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 15
Hello smart learners, did you all enjoy the pre-work video?

Who can summarise what happened in the video?

Please ask the learners to share some of their answers.

Possible answers: It is a short story about 3 friends and how one of them feels when she is left out of an activity, and the other two do so unintentionally.

Okay, Who all loves to watch cricket?

Some learners may raise their hands. Please have a conversation about cricket with these learners (or any other thing). Others may feel confused. Continue to do that for 2-3 minutes.

This was fun! Let's continue this conversation tomorrow.

Oh, I am so sorry, everyone, for not making you a part of our cricket club. Can some of you share how you felt when we were talking about cricket?

Let's use a lot of Ms. Critical Thinking and Mr. Compassion

Possible response: Confused, ignored, not important

Ask learners why groups exist at all.

Possible response: Groups allow us to feel comfortable as people in a group often share something in common. They make us feel safe and protected. They help us belong. They give us power.

So groups have value. But sometimes groups hurt others. They make them feel left out. All of us have felt this way at times.

Today we will become more aware of when and how people get left out - so that we can start bringing about a change.

We can play a really important role in creating a class where everyone feels accepted, loved, and special.

If you would like to be part of this change, give me a woo-hoo.

Get the learners excited to participate in the class.

Point to the objective: I can identify people that are excluded from groups and make an effort to include them.
We all like to belong to a group and participate.
Today we're going to do something so important - something that our Constitution asks us to do as Indian citizens. We are going to dive into the idea of Fraternity.

We are going to think about all people and how to make everyone feel included as an equal citizen of India.

Learn (20 minutes)

Let us look at a scenario.

**Scenario 1:**
There is a class WhatsApp group of all learners in the class. But we have 2 learners here who do not have a smartphone and therefore can't use WhatsApp. Simply by using a mode of communication that is not accessible to all, we have excluded some people in this classroom.

Read / Present the scenario in front of learners. Ask the following questions and encourage learners to share in large groups.

- **Who may feel left out?**
  *Possible response: two learners.*

- **What are some emotions they may feel?**
  *Possible response: Not a part of the class, ignored, not important, unwanted.*

- **Do you think it is fair for us to do this to our friends?**
  *Possible answer: No*

- **Why not?**
  *Possible response: Because opportunity should be equal to all. It is everyone's class. We should take care of all our friends.*

- **What can we do to make sure that friends feel a part of this group?**
  *Possible response: Assign a buddy who lives close to their house for them to share mobile updates. Call them up and give them an update once a day - take turns in doing this. Raise funds by which we could get phones for them.*
These are great ideas. Thank you, learners.

If there’s someone in the class who may be in this situation, adopt one of the solutions to get learners to apply this in real life.

You just used a lot of Ms. Critical Thinking, Ms. Collaboration, Ms. Communication, and Mr. Compassion while doing this.

Let’s continue to do this for other scenarios.

In your groups of four:

- Read the scenario.
- Think about: Who is feeling left out? What are other emotions they may feel?
- How will your group make sure that they don’t feel this way?

Share the scenarios with the learners.

Scenario 2:

Priya sets up a separate WhatsApp group called “The Chosen Ones” She chooses 80% of the class to be a part of it, and sends them private invitations. In this group, they share jokes, talk about each other’s lives and share invitations to each other’s homes for parties. 20% of the class is not in this group.

Scenario 3:

Chaitrali loved football. She wanted to play and even dreamed about football at night. Her school has a football team - but it’s only for boys. She went and told her coach to include her in the team. The coach disagrees. Some of the boys too did not support her.

After the group work, encourage learners to share solutions in the large group.

Possible responses:

Scenario 2:

- “Will add people slowly to the group”
- “Will leave the group myself as a sign of protest”
- “Will secretly share the discussions in the group with others”
- “Will complain to the teacher about this”
- “Will try to talk to someone in the group to understand why they are not included”

Scenario 3:

- “Will talk to the boys and include her”
- “Will talk to the coach and the Principal and have more girls participate.”

We learned today to identify people that are excluded from groups and make an effort to include them. That’s an action toward fostering Fraternity, Equality and Justice.
It’s Mr. Consciousness time!

Let us think of a time when we may have led people to feel left out or ignored. This takes a lot of Ms. Courage so I would love for you to think deeply.

To encourage learners, please share a personal example.

- Get learners to do this independently and write on chits so that they can share the situations that have most bothered them.
- How do you think the person concerned felt?
- What would you do now to make the person feel more included?

**After Class Challenge**

Identify 2 members in your community who are not a part of your group.

Think of some ways to spend time with them.

You can do one of the following:
- Convince them to join your group.
- Do something fun with them independently by asking them what they like.
- Come up with your creative solutions!
OBJECTIVE
I can practise working in different groups.

C IN FOCUS
Ms. Communication, Mr. Consciousness, Mr. Curiosity, Ms. Courage

CONSTITUTIONAL VALUES
NA

MATERIALS
Chart paper, colours, and pencils.
Video

SUMMARY OF PRE-WORK
Watch this clip at home.

Answer the following questions:
• Why is working together in teams important?
• How does it help us?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 16
Spark (15 minutes)

We all learned about how to make people feel included. Let us now bring it all together to learn a little about how to work in a group cooperatively.

*Divide the class into 5 groups.*

Create a poster on ‘Why working in a group is important?’

*Ask each group to present their posters.*

How did you enjoy this?

Possible response: “It was fun to brainstorm”.

As we enjoyed working in our group. Let us practise today to work in different groups.

*Point to the objective: I can practise working in different groups.*

Learn (30 minutes)

Let us do a fun activity and practice working in different groups.

*Divide the class into groups of 4. In breakout rooms/groups, they will discuss situations of effective group work and ineffective group work. There would be two scenes per group - one for effective and one for ineffective teamwork.*

Instructions:
- The groups will get 10 minutes to make their points.
- Each should have 2 minutes of opening statements.
- 10 minutes of the debate.
- 3 minutes of the closing statements.

*Guide the learners whenever necessary. Encourage all the participants to be involved.*

*Make note of the points on the board.*

Now as a class let us go through the points of effective and ineffective group work.
Debrief:

Think about your Cs and how they played out in the examples you discussed of effective and ineffective group work.

There was Ms. Collaboration, Ms. Communication, Mr. Creativity, Mr. Curiosity, Mr. Consciousness, Ms. Compassion, Ms. Courage, and Ms. Critical thinking.

Now one person from each group will share how they used all the 8 c’s in their work.

Applaud the learners’ participation and involvement.

It was a lovely session and please cheer for yourselves and your group members for the discussion.

Reflect (5 minutes)

It’s Mr. Consciousness time!

Think of the group you were a part of today.
Which C did you practise well?
Which C do you think you need to practise more?

Think about the same and write the answers in your journal.
After Class Challenge (30 minutes)

Choose one of the 8Cs and make a note of how it may help us in teamwork. Please also describe it using pictures.

Take pictures of your work and put them on the class WhatsApp group.
How might I build an ecosystem of support within my classroom and school?

LEARNING STANDARD
Students will identify and articulate ways in which they can feel supported in school.
SUMMARY OF PRE-WORK
Imagine a city with no rules. Describe in brief how the city would be. Here are some guiding steps to help you:

1. Name your City
2. Think about the people/animals/other creatures who live in your city.
3. What happens in your city when there are no rules? What is good about this? What is not good about this?
4. What is life like in your city?
5. Sign your name as the author!

OBJECTIVE
I can justify my opinion on whether we need rules to function.

Cs IN FOCUS
Ms. Critical Thinking, Ms. Collaboration, Mr. Consciousness.

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity.

MATERIALS
NA

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Each learner shares one thing that happens in their city with no rules - adding to what others have already said. Please note these on the slide/board as learners speak/share on chat or out loud.

When you look at such a city - would you want to live there?
Why or why not?

Please connect what learners are saying to ideas of equality, justice, law, and order, etc.

Today, we are going to try and understand the value of all the rules that we have in our society, communities, houses, and schools. While you may sometimes feel there are too many rules, there is a reason why many of them exist - and we will try to see why today.

Point to the objective: I can justify my opinion on whether we need rules to function.

While we deep dive into the need for rules, we will also explore a big question through today and the next couple of days.

How might I build an ecosystem of support within my classroom and school?
Learn (30 minutes)

Let us get into two groups.
Divide the class into two groups.
Each group will get a different task to do. You will have ten minutes to complete the task.
You can not ask me any questions during the task. You can only ask your groups to help and clarify doubts.
Please use Ms. Collaboration and Ms. Critical Thinking to do this.

Share one task each with the groups. Don't answer any of the questions the group has. Be a lenient observer and encourage students to talk in groups. Keep giving them time to check.

4. Cake flavour
5. Food items
6. Decorations
7. Return gifts for your guests
Feel free to add any other thing you want to.

Make sure to also divide the responsibilities of different things among your group members. Another rule is that everyone is encouraged to share and give ideas.

Let learners come back and present their plans in front of the class.

Now that you have heard the plans.
• Whose plan do you think is more effective? Why?
• Was it easy for you to plan this? Why?

Encourage responses from one member of each group.

Possible response: Group 2 found the task easier because of instructions and norms resulting in a more elaborate plan.

The task I gave to group A was without any instructions or norms but the task given to Group B had more instructions and norms.
Who do you think was easier to plan the party and why?

Possible response: Group B
I am going to share a statement. If you agree with it, move to the right side of the room and if you disagree, move to the left side of the room.

- Having rules makes work easier.
- Not having rules can give us freedom.
- Having rules would lead to fewer fights/chaos.
- Not having rules would allow us to do what we want.

As learners move around the room, ask them to share the reason behind their choices.

While having rules can sometimes feel restrictive, they also help us manage work more efficiently.

Can you give some examples from the school and classroom where having rules make working better?

Get learners to share this out loud.

If learners are not able to share, put down some of the rules like: walking in line, starting the day with an assembly, raising hands while speaking, fixed timetable, and keeping the class clean. Please feel free to add any classroom-specific norms as well. Make a list of all the rules on the board/screen.
It’s Mr. Consciousness time!

On a scale of 1-5, do you want to be in a class with these rules or no rules?

*Ask each individual to complete this sentence.*

I want to be in a class ______ (with/ without) rules because ______.

*Possible response: Order, everyone gets equal opportunities, discipline, structured learning, safety, etc.*

Is there any rule that you would like to change? Why?

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**After Class Challenge (30 minutes)**

Write about a rule that is difficult to follow or doesn’t understand the purpose behind it.

Based on it, answer a few questions:

- What is the rule that you find hard to follow?
- When do you find it hard to follow?
- Why do you struggle to follow this rule?
- Do others find it easy to follow?
OBJECTIVE
I can participate in making and enforcing classroom rules.

C IN FOCUS
Mr. Consciousness, Ms. Critical thinking, Mr. Creativity, Ms. Communication, and Ms. Collaboration.

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity, and Justice.

MATERIALS
NA

SUMMARY OF PRE-WORK
Draw what you want your classroom to look like. Think of three adjectives that you want others to use while describing your classroom.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
In the last class, we discussed the importance of rules for us to function. Today, we will bring this learning into our classroom. Let us understand how we will do this with an example.

Write a statement on the board.

Supriya is a hardworking girl.

Turn to your partner and share:
What do you think Supriya does that's making me call her hardworking?

Possible response: Might study carefully, never say no to trying new things, and accept challenges.

Can some of you shout out different adjectives you want others to use for our classrooms?

Let each share one adjective out loud and make a list of that on the board. Write similar-sounding adjectives in one column.

Now that we have some idea of what we want our classroom to be described as, we will spend some time today thinking about what we will do as a class for others to use these adjectives for us. Just like how we did for Supriya.

Point to the objective: I can participate in making and enforcing classroom rules.
Learn (30 minutes)

Let’s remember to use Ms. Critical Thinking and Ms. Collaboration to do our group work.

In groups of 4-5, discuss the following:

- From the list on the blackboard, choose any 3 adjectives that you want to prioritise.
- For each adjective, think of one thing you and your classmates want to do and follow as rules.

For example: If respectful is our adjective, one thing that we can do is to ‘Always listen to each other respectfully, even when you disagree’.

- Try to challenge yourself to come up with the most important rules. You can ask yourself the following questions:
  - Will this rule foster equality?
  - Will this rule foster liberty?
  - Will this rule foster fraternity?
  - Will this rule foster justice?

In a large group, ask one member for each group to share out loud one adjective and the rule for the class.

Make a note of this one rule/ adjective from each group on the board. You may have a list of 7-8 adjectives and rules as a class depending on the number of groups.

Let us find the common ones now.

You may put down the ones most groups agree on or get students to vote to come to the top 3 adjectives and rules.

Great! So, now we have the three golden words and rules for our class.

Who do you think created these rules?

Response: All of us.

This means that we co-created these rules for our class and made an equal contribution towards it.

Please walk around/join breakout groups to encourage learners and to make sure their rules are specific and have a clear rationale. Keep asking them why they chose that rule.
Do a similar exercise with your family members or siblings to come up with your house rules.
- Get all members of your family to think of two adjectives each for your family.
- As an entire family, prioritise three adjectives.
- For each of these adjectives, create a rule.
- At the end, ask everyone if they are satisfied with these rules or not.
- Make sure every family member is included in the discussion and is practising these rules for the week.

Lesson Plan 18
SUMMARY OF PRE-WORK
Answer the following questions:
1. Do you think one person should be responsible for making all the rules?
2. Imagine if you were to make rules, how would you form them?

OBJECTIVE
I can explain how school rules impact decision-making.

Cs IN FOCUS
Mr. Consciousness, Ms. Critical thinking, Mr. Creativity, Ms. Collaboration and Ms. Communication

CONSTITUTIONAL VALUES
Fraternity

MATERIALS
NA

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 19
Let us start the class by recapping what we learned from our pre-work. How many of you feel making rules is one person's job?

*Wait for learners to respond.*

*It is okay if learners say yes, ask them to share the reason behind their response. Get learners to challenge each other respectfully by sharing their perspectives.*

Decision-making is not one person's responsibility as it involves decisions for so many people. It becomes the duty of every individual to support the decision-maker to define rules which are beneficial to everyone.

In the last class, we spoke about how to make learning more effective in our classroom by putting effective rules in place.

This also applies to our school.

What are some school rules that you know of?

Do you think they are important? Why/Why not?

For example, you may believe that we are asked to wear uniforms in schools as they bring a sense of unity and belonging amongst all learners.

Turn to your partners and share your opinion.

*Please note down responses as learners share and summarise at the end.*

We do believe that having school norms helps us function properly in school and fosters school values.

I will share a few statements, give me a thumbs up if you agree and a thumbs down if you disagree.

- Only students are supposed to follow school norms.
- Only the Principal can make norms for the school.

*Let learners choose their opinion and share perspectives with a reason. Encourage learners to challenge each other.*

Learners, we are all part of the school. Any rule taken here affects everyone and should, therefore, be applied to everyone.

Given that you are a very important member of the school as well, let's try to contribute to our school norms by thinking of the decisions we want to make.

*Point to the objective: I can explain how school rules impact decision-making.*
Let's get into our groups and use Ms. Critical Thinking and Ms. Collaboration to do the group task.

In your groups/breakout rooms, please answer the following questions:

1. What are some school rules that have helped you the most and would want to continue?
2. What are some school rules that you would want to stop?
3. If you were in charge, what are some new school rules you would introduce? Why?

Encourage one learner from every group to share one response each for the above questions. Make a list of things under Continue, Stop, and New.

Now we're going to write an application to our school Principal!

For this, let's choose something that came up in several groups and that we all feel is important. Let's talk about and write an application to the Principal to request them to bring about this change. Remember, it's really important to share a strong reason behind your request.

For example, we'd like a rule that all sports are open to girls and boys equally. We'll help out by spreading the message across the school, encouraging girls to sign up, talking to people who are against this rule, etc.

Please share the format of application writing with your students to do that.

Can one member from each group read out their application?
It's Mr. Consciousness time!

- What Cs will we need to share this application with our Principal and convince them?
- What may change if our recommendation is implemented?
- What will happen if our school Principal says no?

**Encourage learners to share with buddies. Conclude by sharing that irrespective of the fact that their recommendation gets implemented, as a member of this school, it's their rise to raise their voice.**

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**Reflect (5 minutes)**

**After Class Challenge (30 minutes)**

Talk to your friends from other schools. Ask them to share some rules that they have in their school. What is similar or different between your school and theirs?
OBJECTIVE
I can identify and perform roles that positively contribute to my classroom and school.

C IN FOCUS
Mr. Consciousness, Ms. Critical thinking, Mr. Creativity and Ms. Collaboration and Ms. Communication

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity.

MATERIALS
Pen, chart paper, paint, paint brushes, pencils, erasers and crayons.

SUMMARY OF PRE-WORK
Watch the video.
Make a note of the following:
• One thing you already knew.
• One new thing you got to learn.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
We have discussed why we need rules, and how we can contribute to crucial decisions at school.
Let's start with a quick quiz.
Who can tell me the biggest rule book of India?

*Response: Constitution*

Is this book important for our country? Why?

*Possible response: It shares what every Indian citizen is supposed to do. It also shares the vision of the country.*

Who do you think is the father of the Indian Constitution?

*Possible response: B R Ambedkar.*

Do you think B R Ambedkar did it all alone?

*Response: No, a lot of leaders supported him with multiple articles.*

Learners may not know this so please share it with them.

Did you know:
It took 2 years 11 months and 17 days to create our Constitution and close to 300 people worked on it. Ambedkar not just headed this group of people but all of this together co-created this vision for the entire nation.

Today, like these leaders, all of you are going to take responsibility for our classroom and are going to create something similar for our classroom.
Are you ready to be the leader?
If yes, give me the loudest cheer.
Given that there are so many things this class needs, let us divide ourselves into different groups and work on one thing each.

*Point to the objective: I can identify and perform roles that positively contribute to my classroom and school.*
Learn (25 minutes)

We will build departments to take care of different parts of our classroom and school.

Some of these departments can be:
- the Department of Arts: Dance, Music, Painting, Theatre, Games
- Department of Health and Hygiene
- Department of Academics
- Department of Values

Do you want to add any other department to it?

Ask them to add more departments if they like. Or if they have something to share which may fit into the above buckets, encourage them to make that connection.

Now, let’s divide ourselves into different groups.

You may ask learners to choose the groups they wish to work in or divide the class yourself as per your assessment of their interests. Ensure that each group has an equal number of students.

Now that we have picked up our departments, use Ms. Critical Thinking, Ms. Communication, Ms. Collaboration, and Mr. Creativity to do the task in your groups.

As a group and members of the department, discuss the following questions for the next ten minutes:
- What do you want this department to be described as?
- What are some things you would do?
- What do you want to shift in the classroom or what is your goal?
- How do you think your department will help all students in your class?

If there are bigger groups, divide them into two small groups where two groups can discuss the same department.

Now let’s put this together in the most creative form to convince our classmates. This will be your department’s agenda.

You can make it in the form of a pitch or a letter or a speech or a poster.

If time allows, ask one person from each group to share their ideas for their department with the whole class. If not, ask learners to share this on Whatsapp and continue this asynchronously.
It's Mr. Consciousness time!

Today, all of us became leaders, took ownership of different departments of our class, and created some rules or set a vision for all of ourselves. This is what active citizens do.

To close out, let us reflect on how we operated as individuals during the task today. Come back and reflect on the following questions:

- Was I able to follow the class rules we agreed upon in the last class?
- Was I able to involve others in following the rules?
- Did I exclude someone from our group work?
- Do I think my department will help the class? Why?

Reflect (10 minutes)

Do remind different departments to share their department’s agenda on WhatsApp groups.

After Class Challenge (30 minutes)

On WhatsApp, share one thing you like about the ideas of other departments and one thing you would want different departments to include.
**OBJECTIVE**

I can value and support my peers without making them feel inferior.

**Cs IN FOCUS**

Mr. Compassion, Mr. Consciousness, Ms. Collaboration

**CONSTITUTIONAL VALUES**

Equality, Liberty, Fraternity

**MATERIALS**

NA

**SUMMARY OF PRE-WORK**

Choose any one of these statements that you wish were true and make a poster on it.

What If Statements:

- What if teachers learned and students taught?
- What if students taught each other?
- What if students and teachers together decided what they wanted to learn?
- What if students evaluated teachers?

**RESOURCES FOR THE TEACHER:**

Synchronous Presentation

Asynchronous Pre-work Document
Let’s start by doing a grounding exercise.

Everyone closes their eyes, sits in silence, and observes breathing for a minute. Please play a song of your choice.

Possible song: Itni shakti humein dena daata or a similar one that they sing in the assembly.

Learners, we started this module by understanding the different groups that we are a part of and also talked about the role we may play in our classroom decisions.

Today, we will try to go back to our roles and try to understand how we can support each other through feedback and gratitude.

We will explore a concept called partnership.

I would love for a few of you to share your pre-work. What did it make you think about the possibilities of partnership?

Point to the objective: I can value and support my peers without making them feel inferior.
In our pre-work, we learned we can do many things to help each other. I’m going to read out some action statements. Give me a thumbs up if you feel you can do this for others and a thumbs down if you feel you cannot. Are you ready?

After each statement, ask learners why.

- I can teach others what I learn in class.
- I can lead by example.
- I can read to younger learners to help India become fully literate. Interesting Fact: In India today, about 50% of all children cannot read the basic text at a grade 2 level.
- I can share responsibilities at home with the adults.
- I cannot play a role in keeping my community clean.
- I can be a mentor to others.
- I cannot teach a hobby to other interested learners.
- I cannot give my teacher feedback.

Good thinking, class!

Today we are going to learn one way that we can support our peers - without making them feel small. Remember as we do this that we all have unique strengths and things we need to work on. That is what makes us special.

We will all share feedback and gratitude about each group member in turns. We are doing this to support each other, to make each other feel special, and to help each other grow.

We will start by thinking about learner A for a minute and will think of:
- One thing this person does well
- One thing they may need improvement in
- Gratitude towards them

The group will then share these things about learner A.

Learner A will listen with an open heart and will make notes.

People who are sharing will use kind, polite, and honest words.

After every person has got their feedback and gratitude from the entire group, we will close the space with 1 minute of silence before we start sharing with the next person.

Please encourage learners through this activity as this is not easy for some learners to do.

Let’s use Mr. Compassion and Ms. Collaboration while doing this.
Remember what we said about feedback, too - that it is a gift. Like with any gift, you can give it away if you don’t agree with it, or if you feel it will help you grow you can keep it forever!

Reflect (10 minutes)

It’s Mr. Consciousness time!
Please take 5 minutes independently to note down what you learned about yourself today from others in your journals.

- How did you feel when you heard things about yourself?
- How did you feel when you shared things with others?
- What was easy? What was difficult?

After Class Challenge (30 minutes)

Think about your household as a group - is there something that you would like to give feedback to your sibling about? And something that you are grateful to them for?

Try it with your sibling and share your experience in a 3-minute voice note on a class WhatsApp group.
OBJECTIVE

I can plan and implement a project to solve a problem my classroom faces.

C IN FOCUS
Mr. Consciousness, Ms. Courage, Ms. Collaboration, Ms. Critical Thinking, and Mr. Creativity.

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity.

MATERIALS
KER Anthem Music Video
DFC2012 India: Response-ability

SUMMARY OF PRE-WORK
Visit in the Design For Change website.

On the website, you'll find the 4 steps of the Design Thinking Process. Unscramble the words below to figure them out!

LEEF: ________
GAIMENI: ________
OD: _____
HSAER: ________

Think about one problem you see in your classroom and school.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Who is your favourite superhero? Why?

Invite learners to share. Let's all call Ms. Courage too.

Possible response: Solve people's problems, be brave, etc

Let us watch a video now and see if the kids in this video are superheroes.

Point to the objective: I can plan and implement a project to solve a problem my classroom faces.

In your pre-work, you became Mr. Curiosity and explored four important words- Feel, Imagine, Do, and Share.

How we Do it

FIDS - I CAN mindset

As you watch, make a note of

- What problem did they identify?
- What steps did they take to solve it?

Encourage learners to share FIDS out loud in the class.

FIDS is the process we follow to solve problems we care about.

What is the mindset we follow in FIDS?

Possible answer: I can mindset.

This process will help us be superheroes today!

Are you ready?

Just like this classroom, all of you today are going to be superheroes by solving problems that may exist in our class or school.
Can some of you share problems you see in your schools/classrooms? You may have already done this as a part of your pre-work.

Make a note of all of these problems on the board. Allow students to choose one problem they wish to work on.

As a group, pick up a problem that you wish to solve today.

Let learners do this for the next minute.

Let us begin to solve it by using the FIDS model.

Can someone guess what the first step is?

Possible response: Feel.

We will need Mr. Compassion and Ms. Critical Thinking to do this.

As a group discuss:
- Who is affected by this problem?
- Why does this problem exist?
- Ask Why again.

Share an example:
- My school is dirty
  - Why? People throw garbage wherever they want.
  - Why? Because there are not many dustbins in the school.

Let us do this for the problem that we have identified in our groups.

Give me jazz hands once you are done. The techniques that you used just now is known as a WHY-WHY technique.

Now that you are done with the first step, let’s move to the second step. Any guesses what that is?

Possible response: IMAGINE.

As a group use Mr Creativity and Ms. Courage to imagine what may happen if this problem goes away.

Draw that one the sheet of paper. Can you show it up in the air?
Reflect (5 minutes)

It’s Mr. Consciousness time!

What are the first two steps we learned today?

Response: Feel and Imagine

Give me a thumbs up if you believe that solving this problem will:

• Help us progress on one of the constitutional values.

• Help your classroom and school become better.

• Help you become a change-maker.

Exactly learners! All of you can solve these problems, everyone can be a superhero.

Today, we have spent some time feeling the problem and imagining what may happen if this problem doesn’t exist. Tomorrow we will be spending more time imagining solutions and then picking up one to implement. Are you excited to do this?

Let’s close today’s class by singing a very beautiful song which talks about the power that all of you have.

After Class Challenge (30 minutes)

Let’s go back and talk to our parents and siblings about the problem we identified. Share your problem with them and listen to their understanding of why this problem exists. You may get ideas from them that help you find a solution to the problem.

Remember to listen actively and with love. Use Mr. Compassion and Mr. Communication while doing this.
OBJECTIVE
I can plan and implement a project to solve a problem my classroom faces.

Cs IN FOCUS
Mr. Consciousness, Ms. Courage, Ms. Critical thinking, Ms. Collaboration, and Mr. Creativity.

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity.

MATERIALS
KER Anthem Music Video

SUMMARY OF PRE-WORK
Now that you have also heard from your parents and siblings, make a list of all the things you can do to solve this problem. You can also get help from your parents and siblings and get their thoughts.

Don’t think about the what and how right now. Just imagine and create a list of BIG, BOLD, and CREATIVE solutions you have.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Let’s start the class by singing yesterday’s song. Does anyone remember what it was?

Possible response:
KER Anthem Music Video

We are the ones _______ (we are waiting for)
We have found our _______ (voice)
We’re all made of stars and the _______ (future’s ours)
Just watch us _____ (shine)
We may be small, but hear us ____ (roar)
What does “We are the Ones we are Waiting For” mean?

After the song, ask learners to complete these statements.

In the last class, we identified a problem from our classroom/school that we wanted to work on. We also imagined what may happen if we solve this problem. At home, we also spent some time talking to our parents/siblings about this problem and asked for their ideas and thoughts on it. I am assuming that all of you have come to class with a long list of BIG BOLD CREATIVE solutions for your problems.

Let’s get into our groups. Count the total number of solutions that all members of the group have collectively imagined.

Once done, share that number with us.

Let learners do this in their groups for the next 2 minutes.

That’s amazing, I am sure all of you have used a lot of Mr. Creativity and Ms. Courage to do this. Do you think we can implement all of these solutions?

Possible response: No

Exactly! As a group today we will try to pick one solution we wish to implement. Are you ready?

Point to the objective: I can plan and implement a project to solve a problem my classroom faces.
What if I say that let's go ahead with XYZ's (refer to a student) solution because I like him/her?

How would you feel? Which constitutional values will I not follow?

*Possible response: Equality, Justice*

What if I say that let's go ahead with ABC's (refer to a student) solution because he/she scored the highest marks?

How would you feel? Which constitutional values will I not follow?

*Possible response: Equality, Justice*

When we are thinking of solutions, it's not about who we like, or who scores the highest marks. What should matter is whether a person will benefit if this problem is solved.

Let's try to narrow down our solutions to two things that we want to do to solve the problem we have identified in our school/classroom.

We do this by checking if our solution has these 3 things.

Impact: Will I start seeing the immediate change in my class/school once I implement this?

Bold: Is my solution new and courageous?

Long lasting: Will my solution last even after I finish the project?

Now, let's make a table with all of our solutions, and I want you to tick which of your solutions are Bold, Long Lasting, and have an Impact.

<table>
<thead>
<tr>
<th>Solution</th>
<th>Impact?</th>
<th>Bold?</th>
<th>Long-lasting?</th>
</tr>
</thead>
</table>

Once you are done, colour the solutions green that meet all three criteria!

Let's do this exercise in our groups for the next ten minutes. Take help from Ms. Collaboration and Ms. Critical Thinking to do this.

After learners have done this in the groups, ask a learner to share the table. While the learner shares, please show how we can narrow down our solutions. They should have all 3 qualities.

If there is more than one solution that meets all the criteria, list them together.

Give me a thumbs-up once you are done.

While you look at your list now, which solution are you excited to implement first? This may be the one you like better or the only one that meets the three criteria.
It's Mr. Consciousness time!

Learners, we all deserve to be in a school and classroom that fosters Liberty, Equality, Fraternity, and Justice; a classroom where we can solve problems. And it is we who do this.

Remember, We Are The Ones _______. (Ask learners to fill in “we are waiting for”)

The solutions that you came up with are the ones you are going to implement in the class/school with your classmates. I know that this may sound a little scary so let’s think and share:

- What are you the most excited about in implementing your solution?
- What are you worried about?

Now that we are done with the two steps, let's sing together a poem that will help us remember these two steps.

F is for Feel
I use my heart
Feel how others feel
Compassion plays a part!

I'm for Imagine
I use my mind
I dream of a new world
Solutions I will find!
Remind learners that often solutions don’t work the first time. Sometimes they need to be revised and tried again. Sometimes they don’t work at all and we need to start from scratch.

Play the Ta-Da game from the introduction lessons if you have 3 minutes to reinforce that their solutions may not work - and that is okay!

**After Class Challenge**

Share your final solution with your family members and siblings. Ask for their feedback. Ask them if they will be willing to help you and how.

Remember that working with people usually makes any challenge easier to solve.
OBJECTIVE
I can plan and implement a project to solve a problem my classroom faces.

C IN FOCUS
Mr. Consciousness, Ms. Courage, Ms. Critical thinking, Ms. Collaboration, and Mr. Creativity.

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity.

MATERIALS
Video: BTC Conf 2012: Bringing Parks to Life, Ahmedabad, Gujarat, India

SUMMARY OF PRE-WORK
In the next class, you will be creating an action plan to implement your solution.
Come in thinking about:
• What kind of role would you want to play during implementation?
• What do you think you may struggle with and would want your group members to help you with?
• What are some Cs your group will have to use while implementing a solution?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
So far, we have discussed the problems of our class and school, and we also imagined solutions to those problems. Who remembers what these two steps are called?

_Correct response: Feel, Imagine_

Today we will discuss how we can implement these solutions in the school with the help of our classmates by making a plan.

_Point to the objective: I can make a plan and implement my solution._

Which step of the FIDS process is this?

(Response: DO)

We’ll think of what we will DO to implement a solution.

Remember that doing may not always be easy but we may not give up before trying because WE CAN!

Can all of us quickly repeat after me?

_I CAN_

_WE CAN!_
We used a “Why-Why” technique to understand and feel the problem. An effective way to break our solution down into action is to use the “how-how” technique.

Let me show you how it works. For example, if your solution is that we will run an awareness drive to tell people the harmful effects of open garbage, then how might we do this?

- We might go door to door and talk to people about it. How will we do this?
- We might first speak to our friends and their families. How will we do that?
- We might prepare posters and scripts before we speak to them.

In this way, we can come up with different tasks that we have to do to implement the solution.

*Please encourage learners to come up with a response to each ‘how’.*

Now, it’s your turn!

- Get into your groups and go back to the one solution you finalised.
- While everyone shares how they wish to implement it, challenge the person by asking another “how”
- Continue to do this till you have a task list ready.

You have 10 minutes to do this.

Please take help from Mr. Curiosity, Ms. Collaboration, and Ms. Critical thinking to do this.

Now that you have a task list of your solution ready, the next steps are:

- Put this list in the order of how you will do these tasks.
- Decide a timeline/dates for each task.
- Assign different tasks to each member of the group. You can go back to your pre-work and pick up tasks that may align with your strengths. For example: If I feel talking to people and bringing them together is something I enjoy, I will take responsibility to do that task.

*Let learners take another 10 minutes to do this.*
It’s Mr. Consciousness time!

Can someone quickly share the three steps of the FIDS process?

Correct response: Feel, Imagine, Do

Let’s sing a poem together that will help us remember these three steps.

F is for Feel
I use my heart
Feel how others feel
Compassion plays a part!

I’m for Imagine
I use my mind
I dream of a new world
Solutions I will find!

From Imagine to Do
The time to act is here
Learn from my mistakes
Use the C’s without fear

Learners, the last step of the process is to Share. This is something we do while and after implementing our solution to inspire others to create a change.

Are you all ready to share your journey of change with others?
We will do that as a part of our showcase of learning for the unit. Before that let’s spend some time implementing our action plans in our classroom/school.

For you to find the right motivation, here is the story of young change makers from Ahmedabad who made their community better by bringing parks in the city to life.

Let’s watch the video to see how they practised the FIDS to bring this change.

Before we close out, let’s think and share:
- Which Cs did you see students in the video operate with?
- Which Cs do you think will help you implement your action plan?

**After Class Challenge**

Share your ‘Do’, the action plan with people who were willing to help you implement this solution.

Make a group with them and decide on:
- How would they want to contribute?
- Where do you need their help?
- Start implementing your plans
Showcase of learning
OBJECTIVE
I can synthesise what I learned in this unit.

Cs IN FOCUS
Mr. Consciousness, Ms. Critical thinking, Ms. Collaboration, Ms. Courage, and Mr. Creativity.

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity.

MATERIALS
Sheets of paper

SUMMARY OF PRE-WORK
Let’s use Miss Critical Thinking, and Mr. Consciousness to look back at everything we have done in this unit. Skim through all your worksheets, your diary, and all the activities you have done to remember how much you have learned about yourself.

Put down the three most important learnings.
Put down the three rules we decide to operate as a class. Make a note of
• Which rule were you able to abide by?
• Which rule did you struggle with? Why?
• Which rule did you see your classmates do well on?
• Which rules do you feel your classmates struggle with?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 25, SOL Day 1
We have come to the end of our Second Unit i.e. Family and school. Would anyone share all the big questions we explored in this unit?

**Correct responses:**

- Do groups promote or hinder the creation of a sense of belonging?
- How might I build an ecosystem of support within my classroom and school?

Would any of you like to share what we learned in this unit?

*Invite different learners to share.*

**Possible Responses:** In this unit, we explored different types of groups. We also analysed the pros and cons of being in a group. We then were also able to identify people who are excluded from groups and found ways to include them. We then practised working in groups. Later we enforced rules which could follow in class. Towards the end, we practised becoming superheroes and tried to create solutions for different challenges we experience in our class and school.

Today, we are going to bring all of our learnings together and see how we performed as a class.
Learn (20 minutes)

Can someone remind us of the three golden rules?  

*Put those on the class board.*

Get into your groups:
- Think of one rule your group did well on.
- Think of one rule your group struggled with.
- Did your group promote or hinder a sense of belonging?
- How as a group are you trying to create an ecosystem of support for other classmates?

You will need a lot of Mr. Consciousness to think about this.

This is the time for you to share with the class about how proud you feel to work in a group of different individuals.

Each group will get two minutes to share their reflections.

*Get each group to share.*

We made rules and then we planned a project to solve a problem our classroom faces. Through the last unit, we have been the superheroes and active citizens of this classroom and schools.

You have also been implementing your plan of action and tomorrow you will get a chance to share your big idea of change with your classmates.

Tomorrow, with your group members, you will get to present a version of your FIDS video. You have already seen some of these in previous classes.

This will be the last step of our FIDS process- SHARE!

Look forward to tomorrow’s pre-work to know more about the same.

After ten minutes, ask learners to come back.
Reflect (10 minutes)

It's Mr. Consciousness time!
Think and share:

- On a scale of 0-5, how confident do you feel about creating your creative videos for our showcase tomorrow?
- What can you do to ensure that the group implements it effectively? (think about what we learned in supporting our peers and working cooperatively in groups)

After Class Challenge

Continue implementing your solution.
Please have frequent check-ins with your group members to track the progress of the project. Discuss challenges, success, questions that your group might have, etc.

Tomorrow is the time for the final showcase so prepare for that with your group.
**OBJECTIVE**
I can showcase what I learned in this unit.

**C IN FOCUS**
Mr. Consciousness, Ms. Critical thinking, Ms. Collaboration, Ms. Courage, and Mr. Creativity.

**CONSTITUTIONAL VALUES**
Equality, Liberty, Fraternity.

**MATERIALS**
- KER Anthem Music Video
- Design for Change A Champion of learning through play
- Please explain the pre-work to the learners in the last class. Take permission for a 90-minute class or divide it into two shorter slots

**SUMMARY OF PRE-WORK**
In your groups prepare answers to
1. What did you set out to do?
2. How did you plan it?
3. How did you implement it?
4. What was the impact of your project?
5. How do you think you can sustain the impact of your project?
6. Add in any fun/silly moments from the group!

Find a fun way to showcase these! Build a presentation or a performance or a song on this!
Use the 8Cs while you do this!

**RESOURCES FOR THE TEACHER:**
- Synchronous Presentation
- Asynchronous Pre-work Document

Lesson Plan 26, SOL Day 2
Who will bring change/solve problems in your classroom and schools?

*Possible response: I, us, changemakers.*

Are you the only one who will solve these problems?

*Possible response: No, all of us together will do it.*

Exactly, all of us together with the help of our amazing Ms. Collaboration can do wonders. Remember, we’re the ones_______. *(we’re waiting for)*

**Encourage learners to complete the phrase together**

With this in mind, let’s talk about the exciting thing we are going to do today. Can one of you share what’s that?

*Possible response: Do a presentation on our solutions.*

Which step of the FIDS process is this?

![Framing Diagram](image)

**Response: Share**

Can one brave person share why they are doing it in the group with their fellow classmates?

*Possible response: Because it’s our collective responsibility. We together can reimagine and bring change in our school and classroom.*

Thank you, learners! All of you are responsible and smart changemakers indeed.

Before we talk about sharing our work, let’s watch a video of a didi who has created this simple ‘Design for change’ framework for people. As we watch the video, we will also see a set of students feel, imagine, do, and share a solution to a problem that they identified in their school.

**Please pause the video after each step and ask learners to share how they practised the particular step in the class.**

I hope this gave you enough confidence to share your stories with us. So, before
we begin our presentation, let's take 5 minutes in our respective groups to discuss anything that we wish to do before the presentation. You may use this time to rehearse, discuss things you were not able to, etc.

Our task of the day is to not just deliver our presentation but also listen to others carefully and with love. Can any of you guess the Cs that may help us do this?

Exactly, remember Ms. Communication and Mr. Compassion as well while you do your presentations in the group.

Showcase (45 minutes)

Please ask the groups to be ready. Also, coordinate with stakeholders - The principal, school teachers, students, and parents and invite them for a showcase.

While we present, let's remember Ms. Courage, Ms. Communication, and Mr. Compassion

• We will share confidently.
• We will also listen to our friends carefully and with love.

You may invite each group one by one to do their presentation. Reinforce how important it is to appreciate each other by celebrating every group. Please take pictures and record videos of students' work products and presentations to document their learnings after taking their consent.

After everyone's done presenting, encourage learners to celebrate themselves and each other by patting on their back and giving a huge round of applause.

In case there are external observers in your class, invite a few of them to share how they felt about the showcase.
It’s Mr. Consciousness time!

Today, you heard about so many solutions to different problems we face at a classroom level. Which constitutional values do you think all of this will help us foster around us?

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

*Please debrief the constitutional values of Liberty, Equality, Fraternity, and Justice here.*

Learners, in creating a solution to the problem you have learned ways how to solve bigger problems in life. By doing so, you have started the process of doing something really big.

Let’s close out by moving around in the classroom and celebrating our peers for the work that we have been able to do so far.

All of you will have to assign 8 different Cs as titles to 8 of your classmates.

*Play the music and let students walk around to celebrate with their buddies.*
After learners are done, share:

It is these 8 Cs that help you be superheroes and change-makers.

Let’s close out by singing a song that we started this beautiful process with.

Play KER Anthem.

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**After Class Challenge**

Continue to implement your solutions and share your progress on our WhatsApp group.

Keep updating your progress and making notes of the good and bad moments in your diary. This will help you ‘share’ your story further, even after you complete your project.
Community
Big Question 06

What are my biases?

LEARNING STANDARD

Students will understand and identify their biased opinions.
OBJECTIVE
I can identify my biases.

Cs IN FOCUS
Mr. Consciousness,
Ms. Courage
Ms. Critical thinking

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity and Justice.

MATERIALS
NA

SUMMARY OF PRE-WORK
On a sheet of paper draw the following:
1. Lawyer
2. Doctor
3. Pilot
4. Cook /chef
5. Teacher
6. Nurse

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
We are aware of how to build an ecosystem of support in our classrooms and school through our last unit.

Today, we will begin to explore more about the community.

I am giving you three minutes to group yourselves according to the community you come from.

Let learners find peers who come from the same area/community as theirs. The idea is for learners to see how there's a lot of diversity in the classroom.

Great, we do have learners coming from so many different communities. In your pre-work, you may have drawn some people who are a part of our community. Let's play a quick game based on that. I am going to say out loud the profession of the person you have drawn.

In your drawing,
- if this person is a man, move to the right side of the room
- If this person's a woman, move to the left side of the room.

Based on trends we see in the classroom, ask learners to notice what the class thinks about these different professions.

After each prompt, also ask:
- Why do you think most of us have chosen to draw a particular profession (nurse) as a particular ‘gender’ woman? (Please change this question as per each prompt)

Say the names of professions out loud:
1. Lawyer
2. Doctor
3. Pilot
4. Cook/chef
5. Teacher
6. Nurse

Learners, we sometimes tend to form opinions about certain people based on what we see around us, what we may read in a book or news article or on social media, or how they might look. These are called biases.

For example, nurses are women is a bias because nurses can be of any gender. Nursing is a profession that is open to all.

Through the exercise, we saw how we also have certain biases about certain professions and gender.
All of us can operate with some bias and therefore, it's important to become aware of it so that we can treat all people in our community equally and fairly.

Therefore, as active citizens of our community, we will become aware of our own biases.

The big question we will discuss today is - **What are my biases?**

We shall begin by learning how to identify our biases.

*Point to the objective: I can identify biases*

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## Learn (30 minutes)

We will be looking at a couple of scenarios now.

- Listen to the scenario carefully.
- Try to think and answer the question based on what you will do in that scenario.

Are you ready?

Let's use Ms. Critical thinking to do the activity.

### Scenario 1: Imagine you are older and you are driving a car. Your car stops in the middle of the road. You need to ask for help from someone. You see three people on the road.

Who will you choose? Why?

Options:
1. An old man
2. A young girl
3. A young man

*Ask learners to show a number on their fingers for their preferred option. Ask them to share the reasons behind their responses.*

If most learners prefer young men, probe them by asking:

- Why do you think a young girl or an old woman can't help you?

*Possible response: Men are stronger.*

- Do we think girls are weak and can't help?

Let's think deeply.

*Encourage learners to identify the bias here.*

### Scenario 2: You are a police officer. There has been a robbery at a shop and two people were there. Who do you think robbed the shop? Why?

- An old man with a knife
- An old woman with a gun
- Two teenage boys with bags
Repeat the exercise and encourage learners to identify biases.

**Scenario 3:** You have to write a letter for a job application and you have to address it to Krishna, how will you start your application:
- Hi, Ma’am
- Hi, Sir

Repeat the exercise and encourage learners to identify biases.

Thank you, learners. Through the exercises, we just saw how sometimes we make decisions because of our biases.

We may not know anything about the person but we decide things based on how people look or what we think a person should look like/ sound like.

Give me a thumbs up if you think we all had some biases today. Let's use Ms. Courage to share.

Would any of you like to share any of the biases that got challenged today?

Do you think it is fair to take decisions or make opinions based on how people look?

**Possible response: No**

Let's try to always find strong evidence for our ideas and choices before making a decision. This will help us treat everyone equally and with fairness.

It's Mr. Consciousness time!

Let's think and share:
- An incident when someone was biased towards you.
- How did you feel?
- How do you think a person should have treated you instead?

Feel free to share a personal anecdote here. Being vulnerable as a teacher helps students be honest about their experiences.
After Class Challenge (30 minutes)

Make a list of all the choices you make in the day.

Then ask yourself-

1. Did you make the choice/s with evidence?

2. Or without evidence?

Note the same in your journals.
OBJECTIVE
I can reflect on the reasons behind my biases.

C IN FOCUS
Mr. Consciousness, Mr. Compassion
Ms. Critical Thinking, Ms. Courage

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity and Justice.

MATERIALS
NA

SUMMARY OF PRE-WORK

Watch Video 1
Reflect on the following questions and make a note of responses in your diary:
1. What was your opinion about Nick during the first video?
2. What was your bias in this?
3. What was your opinion about Nick during this video?
4. What was your bias in this?
5. Who did you see showing bias?

Now introspect and answer:
How did your feelings change and why?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 28
How is everyone feeling today?
We have seen what bias means in our previous class.
Can one brave person tell me the meaning of bias?

Possible response: Bias is a preference that is not based on any evidence but rather based on what we have seen/heard.

Who would like to share the answers to the questions they reflected on in the pre-work?

Get into a discussion, get maximum participation.

Possible responses: for video 1

1. I thought Nick was a bad /cunning/ cheating/untrusting animal
2. I thought Nick was bad before knowing him/without evidence/experience.

Possible response: for video -2

1. I thought that as Nick was bullied as a child he grew up to be how he was.
2. My bias was that all foxes are cunning and therefore Nick is too. It changed when I realised that he was bullied in his childhood.
3. His peers from school.

As learners share, please ask the following follow-up questions:

1. Why did your thoughts change?
   Possible response: After getting to know Nick better and understanding why he does what he does.

2. Why did you think of Nick as a bad person initially?
   Possible response: Because of how people around me think foxes are.

Exactly! Sometimes, we may operate with certain biases that shape some of our thoughts. But these may not be true.

Today we are going to use a lot of Mr. Consciousness to think about our biases and identify where they come from.

Point to the objective: I can reflect on where my biases stem from.
Let us play a game today.
1. I will read out a scenario to you.
2. Think of the first thing that comes to your mind when you hear the situation.
3. Put whatever comes to your mind in your diaries.
Let us try to be very quick and snappy while doing this.
Ready?
Let us do this with the help of Ms. Critical Thinking.

Start by narrating the following scenarios.

Scenario 1: You have scored 80% in the Maths test. You have to solve a puzzle in pairs. The person with whom you are paired up always fails in all tests and exams.

How do you feel about being the other person’s buddy?

Scenario 2: You are on the ground playing football/cricket with your friends. Your friend sees a boy wearing lipstick and asks you to look at him.

Ask: What is the first thought that comes to your mind? Do you have any questions about the boy? Do you think it looks good? Do you think it’s funny?

Give the learners 30 seconds to write the answer on paper.

Possible responses: “I thought why is that child dressed like a girl. Doesn’t he know that boys can’t wear lipstick”, “I thought that the lipstick looks good on him.”

Scenario 3: You are on a bike with your father. A lady is driving a car in front of you at the signal. The signal is green but the lady is taking time to start the car. Your father shouts “Agghh! Why are these women allowed to drive when they don’t know how to?”

Ask: What do you do? Do you laugh? Do you think that women are bad drivers? Do you think your father should not have shouted?

Give the learners 30 seconds to write the answer on the paper.

Possible responses: “I thought dad is right. Why do these ladies drive? All ladies are like that only. I thought that my dad should not have shouted.”

Now that we have put down our responses, would any of you like to share your responses with the large group? It is okay if you don’t want to and wish to keep these to yourself.
Remember this is a safe space and what we say here, remains here. I would want all of you to use a lot of Mr. Compassion while your friends share their responses using a lot of Ms. Courage.

We all tried to think of our first thoughts. Do you think these thoughts may harm the other person in any way? If yes, give me a thumbs up.

Which constitutional value will it hamper?

Possible response: Liberty, Equality, Fraternity

Our first thoughts are generally a result of our bias.

Sometimes when we see new things, we compare it to our past or connect to what others say about it.

For example: When we see a boy wearing lipstick, it may become difficult for us to accept it because we may not have seen men in our lives, or in movies do it. But does that mean men can’t wear lipstick?

Possible response: They can.

Debrief Liberty here.

Sometimes, we may also begin to think like our friends and family.

For example, if someone in my family thinks that women are bad drivers, I may also think that way. But is that true?

Possible response: No. Anyone can be a good or a bad driver. If everyone practises, they can learn to drive well.

Debrief Equality here.

As active citizens and leaders, let us commit to doing something today. Our first thoughts shouldn’t be our last thought.

What does this mean?

Get learners to repeat it after you.

We can do this by always asking ourselves the reason behind our thoughts and opinions.
Let us do a silent reflection activity.

Now in pairs with your partners discuss the following questions:

• What would happen if I acted according to my first thoughts?
• How will it make the other person feel?
• Which constitutional value will it affect?
• How would you change your first thoughts for the scenarios you answered?

Reflect (15 minutes)

After Class Challenge (30 minutes)

Make a note of some biases that you feel your friends and family have about the people around them.

• Do you agree with them?
• What’s the reason behind your thought?
OBJECTIVE
I can reflect on incidents where I have acted out of my biases and taken steps toward reconciliation.

Cs IN FOCUS
Mr. Consciousness, Ms. Critical thinking, Ms. Courage, Mr. Compassion

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity and Justice.

MATERIALS
NA

SUMMARY OF PRE-WORK
Look at the two images below.

Write the answers to the questions given below in the journals.

• Which doll is pretty?
• Which doll is polite?
• Which doll steals?
• Which doll dances beautifully?
• Which doll speaks in English?
• Which doll is bad?
Do give reasons for your responses.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 29
We did a small activity as pre-work including two dolls.

Based on your responses, pick sides in the room. Option Statements to the right side and option B moves to the left side.

- Which doll is pretty?
- Which doll is polite?
- Which doll steals?
- Which doll dances beautifully?
- Which doll speaks in English?
- Which doll is bad?

Pause after each prompt and allow learners to choose their options. If they seem confused, tell them that these two dolls represent two people who do different things and that they have to choose their options.

Possible response: For statements 1, 2, 4, and 5, learners may move to the right side of the room and for the other, they may move to the left.

- What made you choose your options?
- Can you make a connection to what we are learning currently?

Encourage a few learners to share in the large group.

Learners, I hope this activity helped you identify more of the biases that we may have about people based on how they look or their skin colour.

Learners, we live in a society where these things happen and because we are a part of this society, sometimes we may also have the same thoughts.

Now that we know that we all have biases, we should ask ourselves whether we should act/behave with others based on these biases or challenge our biases.

What will you do?

Today we will explore how we may challenge our biases and create a more fair community.

Point to the objective: I can reflect on incidents where I have acted out of my biases and take steps toward reconciliation.
Before we move towards reconciliation, the steps we may take to create a fair community, let’s look within ourselves and try to identify more of our opinions and thoughts.

Let us involve Ms. Critical thinking in the activity:

Share the instructions with the learners.

- A word or phrase or image will be shared with you.
- 2 options will be shared.
- Pick the option that you feel defines this person the best.
- Move to the left side of the room if your answer is option A and right side if your response is option B. If you want to go with both responses, stand in the middle.

After each prompt, wait for learners to pick options. Encourage learners from different sides to share reasons behind their opinions.

Once learners have heard about the opinion of the other side, give them the option to change their options if they would want to. This would encourage learning at the moment.

1. A woman in Burkha:
   a. Woman without voice and who doesn’t have freedom.
   b. A woman whose face is covered.
   Ask: Why did you choose the corner you selected?

Get learners from different sides to share.

Do you think that the clothes that we wear define the freedom/ voice we have?

Probe for learners to identify biases.

Ask: Now that you have heard different opinions, would you like to change your response? If yes, silently move to the side you wish to be on now.

2. A very rich man.
3. Saffron colour - Green colour

a. Colour of Hindus - Muslims
b. Colours of flag

4. Pink and Blue
a. Beautiful colours
b. Colour of a girl and a boy.

Let us come back to our seats.

We saw through this activity how we had our own opinions for various things. You also shared how you think a certain way because of people around you, things you hear in news and on social media etc. All of these things contribute to our opinions.

Let us all close our eyes.

Give me a thumbs up if you think that you had a bias about something while doing this exercise.

Some hands may go up.

Thank you for using Ms. Courage and being so honest.

Sometimes we may have biases based on what we hear around us. But, we can always pause, ask ourselves for the reason behind our thoughts and then rethink our opinions and make decisions. This may ensure that we are not hurting anyone's feelings because of our biases.

Do you want others to form opinions about you on the basis of how you look / talk / things you own?

Possible response: No

How else can we describe the person?

Possible response: By getting to know them, becoming friends with them, and doing fun activities with them, I will be able to describe them and treat them nicely.

Let us all remember to be like Mr. Compassion and use the Golden Rule:

Treat others the way you wish to be treated.
An act of kindness goes the long way.
Reach out to the person who you have hurt/biased towards. Practise the action you committed to doing in the class to get to know this person better and be kind to them.

It's Mr. Consciousness time!

In your diary, think of incidents where you have been biased towards someone and write the answers to the following questions:

• How did you make the other person feel?
• Would you have liked it if the others did the same to you?
• How would you like to change your actions and be kind to them now?

Let’s commit to taking this action and becoming friends with the person whom we may have hurt as your after-class challenge.
Big Question 07

Who is invisible in my community?

LEARNING STANDARD
Students will identify and analyse the reasons behind some people not being treated equally.
OBJECTIVE
I can identify groups in my community who are being ignored.

C IN FOCUS
Mr. Consciousness, Ms. Collaboration, Ms. Critical thinking

CONSTITUTIONAL VALUES
Fraternity

MATERIALS
NA

SUMMARY OF PRE-WORK
Talk to 5 people in the community and make a note of the following details about them.
1. Name
2. Age
3. Gender
4. Religion
5. Profession

Now make a note of:
What is similar / different between them and the people they interact with?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 30
Our last sessions were all about biases, where they stem from, reflecting upon times where we have acted out of our biases and then taking measures to practise kindness with people around us.

Our biases extend from ourselves to other things and people around us as well.

We will now begin to explore how it really impacts people in our community.

Through our next 4 lessons we are going to answer the big question: **Who is invisible in my community?**

The objective that we will explore is **Point to the objective: I can identify people / groups in my community who are being ignored.**

Can we begin by shouting out just different people that you see in your community? These may be different because of various reasons.

**As learners share, make a note of things they say on the board.**

Are these all the people who live in our community?

Do you think anyone is missing?

**Encourage learners to share responses.**

Great, let us come back to this towards the need of our lesson today.
Let us now get into the groups of four and try to put together different people that we have in our community.

We will do this by categorising them into four main groups.
1. Gender
2. Age
3. Religion
4. Profession

Please refer to your pre-work while doing this. Remember that you have spoken to 5 people and as a group you may have data for 20 people.

Let us do this with the help of Ms. Critical thinking and Ms. Collaboration.

After 10 minutes, ask learners to come back.

Let’s look at the list that we created at the beginning of the lesson. On the basis of your discussion now, would you want to add more people to the list on the board?

Get learners to do this.

Our communities have many people. These people can be categorised into different groups because of some identities they may have.

Now, let’s do an independent exercise using our pre-work and Mr. Consciousness.

On the basis of 5 people you interacted with.
1. Which religious group did you interact with the most?
2. Which religious group did you interact with the least?
3. Which gender group did you interact with most and least?
4. Which professions did you interact with the most and least?

Possible Response: Varied answers.

Get some learners to share in the large group.

Why do you think this happens?

Possible response: Because we may be friends with only some people, we talk to those whose culture/age is similar to ours. We see this group around us.

How do you think the individual in a group feels when nobody talks to them?

Possible response: Sad, ignored, lonely.

Our communities have many groups based on religion, gender, occupation etc. Some groups may have more individuals and some may have less. But
each member of our community helps shape our community. However, sometimes we may only end up talking to groups that are similar to ours. This may sometimes cause division and some groups to feel ignored.

Independently, can you think of a group that may be feeling ignored in your community? You may not answer this but make a note of this in your diaries.

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**Reflect (5 minutes)**

It’s Mr. Consciousness time!
With your buddies, discuss:
- What did you learn about your community today?
- What would you do to make everyone around you feel included?
- Which constitutional value will be fostered if we do this?

Remember learners that we can only foster Fraternity by practising it. This means we may have to take steps towards making everyone feel included in our community.
Small ways in which we may do this is by talking to everyone, making new friends, helping each-other out with their chores etc.

Do you all have more ideas?

*Make a list on the board as learners share.*

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**After Class Challenge (30 minutes)**

Let’s be brave and courageous.
Talk to two people that may fall under the group you have not interacted with much.
Get to know about their likes and dislikes.

Make a note of the following:
- What are some similarities you have?
- What are some differences you have?
**OBJECTIVE**

I can identify people / groups in my community who are being ignored.

**Cs IN FOCUS**
Mr. Consciousness, Mr. Compassion, Ms. Critical thinking, Mr. Curiosity.

**CONSTITUTIONAL VALUES**
Equality, Liberty, Fraternity and Justice

**MATERIALS**
- Video: Discrimination
- Video: Broadway Kids Against Bullying

**SUMMARY OF PRE-WORK**
Watch the video and answer the following questions individually:

- What did you feel after watching the video?
- Can you identify the group which feel ignored/underrepresented in the community?
- Are these similar to what you identified in the class yesterday?

**RESOURCES FOR THE TEACHER:**
- Synchronous Presentation
- Asynchronous Pre-work Document
We have come a long way. Let us brush up on some of the important terms we have learned so far.

Ask the learners:

- What is a bias?

**Possible answer:** Biases are generally our first thoughts about someone/something. These thoughts are built by the people around us - our family, our community, the things we read and see (movies/social media)

- Can someone share - what does identify mean?

**Possible answer:** to find/ to search/ to point out.

- What do you mean by ignored? Can you give an example.

**Possible answer:** to not pay attention/ to not listen

Excellent!

As a part of the pre-work you all saw a video.

Let us think of one word that came to our mind when we watched the video.

Get all learners to share the word out loud by enabling them to tag each-other.

Virtually ask them to put responses in the chat box.

Now I am going to share a few sentences. Give me a thumbs up if you feel that is true. Give me a thumbs down if you feel these are false.

Pause after each statement and encourage learners to share evidence of individuals/groups who don’t feel this way.

- All individuals in your community feel free to do what they want.
- All individuals in your community are treated equally.
- All individuals in your community are treated fairly.
- All individuals in your community live in harmony.

We do understand that some people in our community are still not able to benefit from our constitutional values and basic rights.

Let us deep dive into this further and try to understand how they feel.

**Point to the objective:** I can identify people/groups in my community who are being ignored.
We will do this by creating our own mini communities in the class. Let us do this with the help of Ms. Critical thinking, Ms. Courage and Ms. Collaboration.

This activity might be uncomfortable but we will take help from Ms. Courage and try to do it.

- The class will be divided into groups of five. These groups will be your communities. Each of you will be the member of this community.
- Each person will be given an identity. You will not have an option to switch your identity with anybody.
- You will be given a problem which you will have to solve as a community.

Quickly get into your groups and assign an alphabet from A-E.

Each member in the groups will have these five roles. Please share these with learners once they have assigned alphabets in their groups.

A: Hindu-Housewife-Female
B: Hindu-Beggar-Male
C: Muslim-Politician-Male
D: Hindu -Priest- Male
E: Christian-Shop owner-Female

Share the scenario with everyone.

Scenario

Some people want to celebrate Navratri which has historically led to the blocking of roads and a lot of noise. But people really enjoy it as it’s a very prominent festival. There is no other street to have the celebrations. Some people have raised an issue complaining about how babies and elderly feel troubled by this and want to put a ban on these celebrations.

As a community:
What will you do? Discuss.
Let us debrief the activity now:

- What were your final decisions? How did you decide?

Possible responses: We decided according to the majority.

- Were all the members of your community satisfied with the decision?

Possible answers: Voices of only the majority were heard. They made a decision. They didn't think about how we would feel.
• Raise your hands if some of you felt unheard/ ignored.

**Encourage learners to share the role they were playing and why they feel that they were unheard.**

Thank you so much for engaging in this exercise.

Our communities have many groups.

If the number of people from one group is more, it is called a majority.

If the number of people belonging to the same group are less in number, they are called a minority.

Sometimes our decisions may take the majority’s side because these are the voices we get to hear more often.

How do you think this would make minority groups feel?

**Possible response: Sad, not equal, frustrated.**

Would any of you like to share an example of where you have experienced something similar or have seen this happen in your community? You can also think about the video that you watched as a part of your pre-work.

**Encourage learners to share using a lot of Ms. Courage. Try to create a safe listening and sharing environment in the class. You may also add things that you may have experienced in the community or have heard people say about some communities.**

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**Reflect (5 minutes)**

It’s Mr. Consciousness time!

From the role you played in the class today, introspect and write-

1. If you were a member of the majority group, how would you ensure that you make your voice heard?

2. If you were a member of the minority group, how would you ensure that you make your voice heard?

We all have a voice, we need to work together to make sure everyone feels equal.

Let us close out with a song that shares the importance of Our Voice: Play I have a Voice
Reach out to 3 members of your community who you have never spoken to. Interact with them and find some common hobbies among yourself.
OBJECTIVE
I can investigate the historic reasons behind the inequality in my community.

C IN FOCUS
Mr. Consciousness, Ms. Communication, Ms. Collaboration, Mr. Compassion, Ms. Critical thinking, Mr. Curiosity.

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity, and Justice.

MATERIALS
NA

SUMMARY OF PRE-WORK
Be Mr. Curiosity and find the meaning of the following words:

- Privileges
- Inequality
- Opportunities

RESOURCES FOR THE TEACHER:
Synchronous Presentation

Asynchronous Pre-work Document
Today we are going to start with an activity.

*Play the same in an open area, pre-plan for the same. Virtually, you may ask learners to add two points for every statement that is true for them.*

All of you stand in a straight line. A set of sentences will be shared. If you feel they apply to you, move forward.

*Read the following:*

Take 2 steps forward if:

- Your parents have attended college.
- You have water in your house 24 hours a day.
- You come to school but don't have to support your family by earning money.
- You have never been treated differently because of your gender.
- You have never heard anyone say bad things about the religion you practise.
- You can understand and speak fluently in English.
- You have access to a phone/laptop to learn new things and do homework.
- You have the freedom to share your thoughts openly in your house.
- You are not scared of the elders in your family/school.
- You have at least three friends you play with and share your secrets with.

*Allow the learners to move up in the line. Encourage all to participate.*

We began from the same line but did we finish together?

*Possible response: No*

Today we will try to deep dive into the reasons that lead to this inequality.

*Point to the objective: I can investigate the historic reasons behind the inequality in my community.*
Learn (15 minutes)

As we were all at different places, turn to your partner and share:

- How did you feel?
- If this was a race, would you have won? Why/why not?
- What do you think would have helped you win this race?

Let us try to listen to each other with a lot of Mr. Compassion.

Get learners to share their responses in a large group.

Possible responses: Mixed feelings, some would have won, and most wouldn’t have.

Thank you learners for being like Ms. Courage through this activity and sharing so honestly.

I am going to share some statements, give me a thumbs up if you feel this would have helped you be ahead in the line. You would need a lot of Mr. Consciousness to do this.

- More money
- Lived in a different house.
- You had educated parents.
- You had siblings who were able to help you.
- You had a different gender.
- You practised a different religion.
- You had more friends.

Thank you so much, learners.

What do you now think are some of the reasons that cause inequality in society?

Possible response: Money, religion, gender, the profession of parents, education, support system

Do you think we should be treated differently or unequally just because of these reasons?

Possible response: No.

Which constitutional value will not be followed?

Possible response: Liberty, Equality, Justice

There are so many reasons which create inequality and division among us. Due to this some people get more opportunities and grow faster but some don’t.

This may not make us treat each other differently but operate with a lot of love and kindness for all.

Remember the Golden Rule:
Treat others the way you want to be treated.

Can you all repeat after me?
Our parents may be different
Our siblings may be different
Our house may be different
Our resources may be different
Our genders may be different
Our religion may be different
Our professions may be different
But we are all humans
And we are all equal.
Reflect (5 minutes)

It’s Mr. Consciousness time!
Answer the following question in your journals:
• What did I learn today about myself?
• What did I learn today about my community?
• What would you do if you have something which others don’t?
• What would you do if others have something and you don’t?

Get learners to share some ideas and make a list of it on the board.

Learners, sharing is caring so let’s try to practise that with everyone around us.

After Class Challenge (30 minutes)

Think of two things that you own that some people in your community may not have but need.

Share these things with them and make a note of how they made you feel.
OBJECTIVE
I can investigate the historical reasons behind the inequality in my community.

Cs IN FOCUS
Mr. Consciousness, Ms. Collaboration, Ms. Critical thinking, Ms. Communication

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity and Justice.

MATERIALS
Video : Tata Tea Jaago Re

SUMMARY OF PRE-WORK
Identify two people who you think are very different from each other in your community.
Ask them the following:
• What do you do?
• What did your grandparents do?
• Did you attend school?
• Did your grandparents attend school?
• Do you think you are treated differently than other people in the community? why?

Write it down in your diaries.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Let us start the class by sharing with our partners:
- Who did you speak to?
- What have been the most interesting or surprising findings?

Encourage learners to share in the large group and acknowledge their responses.

Can someone now share,
How was the experience of being an interviewer?

Possible response: My experience was good. I was nervous at first but then I could do it/ My experience was really bad, no one was ready to talk to me/ I was not confident, etc.

Emphasise that it is okay to have different kinds of experiences and feelings.

I am glad that all of you still tried and used Ms. Courage and Ms. Communication to talk to people from your community.

Give me a thumbs up if the:
- Two people you spoke to had different responses.
- Are in a different profession currently.
- Receive different treatment from the community.

Why do you think it was different?

Possible response: different places we grow up in, different education people get, different upbringing, etc.

All of these things contribute to how we think

Today let’s further unpack the reasons behind this unequal treatment that some people have to go through.

Point to the objective: I can investigate the historic reasons behind the inequality in my community.
Learn (30 minutes)

Let's watch a video together.

Please translate the video into English or a regional language for students to understand.

Let's do this with the help of Ms. Collaboration and Ms. Communication.

Video 1: Video shows gender inequality

Ask the following questions:

- What did we see in the video?
  
  Possible response: The mother is asking the girl to not play and learn household work.

- Why is the mother only asking the daughter to do this?
  
  Possible response: She thinks that learning housework is only the girls’ responsibility and not the boys.

- Why do you think that the mother thinks it’s only girls’ responsibility and not boys?
  
  Possible response: When girls get married they go to different houses, traditionally girls wouldn’t go out to earn so they would take care of the house, she may think that cooking and cleaning is not for boys, maybe she was told the same thing by her mother.

Please make a note of different responses that come on the blackboard.

Thank you so much everyone for being Ms. Critical Thinking. We thought and thought to come up with various reasons; why behind genders not being treated equally.

This technique is called a why-why technique. We keep asking why till the time we have multiple reasons for why something happens.

Now I am going to give you a prompt. Let's listen to it and answer some questions:

- Why does it happen?
- Continue to ask the whys till the time you have more than two reasons.

Some families have separate utensils which are used to serve tea and food to the helpers.

Possible response: They don’t want to have food in utensils their helpers eat in, they think their helpers are dirty and if they eat on their plate, they may get dirty, they think they should eat on expensive plates and would give cheaper one to their helpers.
Thank you learners for sharing so many reasons.
In both situations, we saw that people are being treated unequally because of gender or the work that they do.
We also tried to think of different reasons because of why this happens.

Do you think this is fair?
How would you feel if someone treated you like this?

Encourage many learners to share in the large group.

Reflect (5 minutes)

It’s Mr. Consciousness time!
Give me a thumbs up if you have heard these statements or seen this happen in your community
• A farmer’s son cannot be a doctor.
• A boy does not need to learn household work as it is a woman’s job.
• A sweeper can not drink water from the temple.
• Pink is a colour for girls.
All of these statements are beliefs or biases that lead to unequal and unfair treatment of some groups of people.
• Think of one thing you will do to change this in your community.
• Think of one thing you will do to practise equality in your community.

Make a list of things that students share on the board. Make a list of these practices on the chart and paste it somewhere in the class.

After Class Challenge (30 minutes)

Make a poster about why equality is important, showing two ways in which we can practise it in our community.

Paste these posters at any three places in your community.
Big Question 08

Is my community Inclusive? How may I create an equal society?

LEARNING STANDARD
Students will reflect on the current reality of their community and find ways to build a better community.
OBJECTIVE
I can articulate what it means to be socially and politically included and excluded

C IN FOCUS
Mr. Consciousness, Ms. Critical thinking, Ms. Communication, Ms. Courage

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity and Justice.

MATERIALS
Video: Vicks - Generations of Care

SUMMARY OF PRE-WORK
Find out the meaning of the following:
- Inclusion
- Exclusion

Think of an instance when you felt included and an instance when you felt excluded.
Note the same in the diary

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 34
Begin the class by dividing the class into 2 groups—girls and boys. Start talking to the girls only and involve them in talking about their day so far.

Ask: How did the boys feel when they were not included in the conversation?

Possible answer: Not too happy, left out

Thank you, learners. I apologize for making you feel that way.

What I was trying to demonstrate through this was how being excluded feels like.

When people are made to feel unimportant or unequal in society, it leads to social exclusion.

Now if I say.

Only the boys will be allowed to vote for the class prefect and not the girls, how will the girls feel?

Possible answer: unequal.

This is also an example of exclusion. It means when people do not get the opportunity of being included in key decisions because of their identity, it leads to political exclusion.

Exclusion can happen in various forms.

Today let us learn more about what it means to be socially and politically included and excluded.

Through the next couple of lessons, we are going to answer the big question:

Is my community Inclusive? How may I create an equal society?

In today's lessons, we will explore Point to the objective: I can articulate what it means to be socially and politically included and excluded
Today, we are going to learn what it means to be excluded politically and socially through case studies.

- Let us listen to the case studies very carefully.
- Think about the questions using Ms. Critical Thinking and share your responses.

**Case study 1:**

Gauri is part of the transgender community. She had to run away from home at the age of 18 because people around her could not accept her. Gauri was born in Ganesh but always felt confused about herself in her childhood. She always made friends with the girls, and never played with the boys. She loved to play ghar-ghar (house) with the girls. She was yelled at about this a lot at home. Her mother died when Gauri was barely five, and her father, a policeman, was embarrassed by her behaviour and would consider her a shame.

**Ask the following questions:**

- How must Gauri be feeling while growing up? Why?
- Is she excluded/included?

**Possible response:** Must be feeling bad, excluded. If Gauri was a classmate, I would try to play with her, and try to understand her problems.

Do you know what Gauri is doing right now?

She rejected her biological sex and chose to transform into a ‘hijra’ which also was recognized as the third gender by the Supreme court of India in 2014. This was done so that people like Gauri can feel accepted and comfortable with sharing their gender identity.

Let us watch a video to know what Gauri is doing right now:

Vicks - Generations of Care
#TouchOfCare

Encourage learners to share how they feel after watching the video.

Isn’t Gauri an example of Ms. Courage?
I am going to now read out some statements,

- If you think this is an example of inclusion, stand up.
- Keep sitting if you think this is an example of exclusion.

Please read out the following with learners:

- Sports period is only for boys. E
- A Dalit student is not allowed to sit and eat with a son from a Brahmin family. E
- Nobody sits with a boy in the class who has a leg deformity. E
- Everyone in the class mentors someone who is unable to read. I
- Just because someone has not scored 70% marks in an exam, they are not allowed to sit in the class. E
- People from the transgender community are not allowed to get a house in specific areas of the community. E
- Muslims and Hindus have different societies to buy houses. E
- Gurudwara organises special langar services in the evening for nearby shopkeepers who observe fast during Ramadan. I

Now we know of so many ways in which inclusion and exclusion happen in our community.

Reflect (5 minutes)

It’s Mr. Consciousness time!

Think and share:

- One instance where you have felt included
- One instance where you have felt excluded.

After Class Challenge (30 minutes)

Throughout the day, make a note of different experiences where you feel included and excluded. Also, make a note of your feelings.
OBJECTIVE
I can examine incidents when people are being socially and politically excluded.

Cs IN FOCUS
Mr. Consciousness, Ms. Collaboration, Mr. Curiosity.

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity, and Justice.

MATERIALS
Get print-outs of case studies (Given on last page)

SUMMARY OF PRE-WORK
Let us call upon Mr. Curiosity and find out instances in our community where:
• Someone felt excluded.
• Someone felt included.
Talk to your parents, grandparents, uncles, aunts, etc.
Write the same in the diary.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 35
Today, we will draw our community.
Let's follow the following steps.

- Make a small circle. Put the names of the people you speak to the most/ share everything with. These may be your siblings/ friends/ family members/neighbours etc.
- Make a circle outside this circle. Add names of all the people or groups you interact with a little less.
- Make the outermost circle now and put down the names of people who you may have seen in your community but have never interacted with and have hardly seen anybody interact with them.

Debrief:

People who are in your innermost circle are the most included by you and the outer you move from that inner circle, you begin to see people who may not be that included in conversations or decisions.

Do give me a thumbs up if you think your community is inclusive.

Possible response: No.

Today we will examine incidents when people are being socially and politically excluded.

Point to the objective: I can examine incidents when people are being socially and politically excluded.
We are going to read some stories and conclude whether the people are feeling excluded or included in these instances.

Let us do this activity with the help of Ms. Collaboration and Mr. Curiosity to discuss the following questions:

- Each group will get one case study.
- Read the case study
- With the help of your group members, answer the questions.

Divide the class into 4 groups. Give them the following case studies. You may also create smaller groups and get two groups to solve one case study.

**Case study no 1:**
Seema, who is posted as deputy officer in the district, said that the ‘pradhan’ (panchayat chief) of Ambawan Purab village refused to serve her water. The incident occurred while she was on an official visit to the village on Tuesday to review development works. She said, “I was feeling thirsty and had run out of my stock of water... I asked for a glass of water... the Pradhan and secretary, both from the ‘upper caste’, refused to serve me water...they also told other villagers not to give water to me,”

She said, “Their utensils would have become dirty and impure had they served me water.”

- How does Seema feel?
- Why do you think she is treated this way?
- Which constitutional value is being fostered or hampered here?
- Have you seen anything similar around you? In your pre-work, you may have spoken to some people to understand their stories of exclusion and inclusion, feel free to refer to those stories.

**Case study no.2**
Geeta was a newly appointed manager in her firm. She also has an 8-month-old son. She was rather excited to attend her first managerial meeting with the seniors. When she entered the conference room, she realised she was the only woman. She was asked to sit at the end of the room. Throughout the meeting, she was not given a chance to participate. Even her juniors didn’t take her seriously and often questioned her capability to lead a team while also fulfilling motherly duties.

Questions:
- How does Geeta feel?
- Why do you think she is treated this way?
- Which constitutional value is being fostered or hampered here?
It’s Mr. Consciousness time!

Now that you have gone through some instances of inclusion and exclusion, I am curious to know how your community works.

In your pre-work, you may have found stories of exclusion and inclusion, feel free to refer to those stories.

**Case study no.3**

Rahim and Ahmed were very excited as Ramzan was around the corner. Their best friends Parnit and Pammi decided to host the Ramzan dinner at their place. Hearing about this the entire mohalla decided to host the iftar party for all the Muslims. It was indeed a joyful affair. The local news channel also reported this event.

*Encourage learners to share their responses from the case studies in the large group.*

**Reflect (5 minutes)**

It’s Mr. Consciousness time!

Now that you have gone through some instances of inclusion and exclusion, I am curious to know how your community works.

In your pre-work, you may have found stories of exclusion and inclusion.

Turn to your buddies and share

- One example of inclusion from your community.
- One example of exclusion from your community.

What are different ways in which you can practise inclusion and foster fraternity in your community?
Get learners to share these ideas and make a list on the board.

Thank you for the insightful class today. Let us try to be active citizens of the community to create a community where all individuals feel included.

After Class Challenge (30 minutes)

Practise an act of inclusion with the members who may have fallen in the outermost circle of your community diagram.

You can get to know them, play with them, share your things with them, eat with them, etc.

Make a note of three things you learned about this person and your experience of doing things with them.
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She said.“Their utensils would have become dirty and impure had they served me water.”.
Questions:
• How does Seema feel?
• Why do you think she is treated this way?
• Which constitutional value is being fostered or hampered here?
• Have you seen anything similar around you? In your pre-work, you may have spoken to some people to understand their stories of exclusion and inclusion, feel free to refer to those stories.

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Questions:
• How does Geeta feel?
• Why do you think she is treated this way?
• Which constitutional value is being fostered or hampered here?
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Questions:
• How do Rahim and Amed feel? Why?
• Which constitutional values are being fostered/ hampered here?
• Have you seen anything similar around you? In your pre-work, you may have spoken to some people to understand their stories of exclusion and inclusion, feel free to refer to those stories.
OBJECTIVE
I can use my voice to create awareness and change to make my community more inclusive.

C IN FOCUS
Mr. Consciousness, Mr. Compassion, Ms. Critical Thinking

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity and Justice.

MATERIALS
Video - I Have a Voice

SUMMARY OF PRE-WORK
Listen to the song- I Have a Voice again.

Try to memorise the lyrics and write down your three favourite lines from them.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Today we shall begin by singing the song ‘I Have a Voice’.

Broadway Kids Against Bullying: I Have A Voice (performance video)

Play the song and sing the whole song with the class.

Then encourage students to sing the song by themselves without the lyrics and video. Learners may tag each other and sing one line after the other.

Do you know, this song was sung by kids on Broadway to spread awareness about bullying? Bullying is when someone is treated badly/ unfairly because the bully feels that they are more powerful than the other.

Ask:
- How did you all feel when you sang the song?
- Have you ever been bullied?

Possible answer: Yes.

Encourage learners to share their experiences if they are comfortable.

- What did you do when you were bullied?
- Have you ever seen anyone around you being bullied, if yes what did you do?

Possible answer: varied answer.

Bullying also leads to exclusion. The song encourages us to raise our voices against anything unfair because that helps us practise the constitutional values of justice, liberty, fraternity, and equality.

Today let us use our voice to create awareness and change to make our community more inclusive.

Point to the objective: I can use my voice to create awareness & change to make my community more inclusive.
Today let us read about 2 inspiring stories of people who have tried to bring a change in their communities.

Let us read these stories with a lot of Mr. Compassion and use Ms. Critical Thinking to discuss the following questions:

**Story 1**

Savitribai Phule was born on 3 January 1831. She was the first principal of India’s first girls’ school. Savitribai at the age of nine got married to Jyotirao Phule when he was thirteen years old. Both of them together opened eighteen schools for young girls. In 1848, they founded the first girls’ school in India in Pune, Maharashtra. Savitribai Phule faced a lot of challenges. People used to hit her with stones and throw garbage at her. This was because she ought for girls’ education when it was not considered good for girls to go out and study.

Not just education, but both Savitribai and Jyotirao fought against the problems of caste, sati-pratha, child marriage, and widow- remarriage.

- Do you think Savitribai Phule helped make the community more inclusive? How?

- Do you think Savitribai Phule helped make the community more inclusive? How?

- Which Cs did he use to do this?

  *Yes, she made it more inclusive for girls by opening schools for them. She used Ms. Courage and fought various challenges to do this.*

**Story 2**

Anjali, a 12th grader from Pune worked on multiple initiatives in her school and community. She started a project in her community where she worked on spreading awareness about the Right to Education (RTE) Act so that students who don’t have access to school can learn about their rights and get an education. She secured admissions for 7 children in private schools. Anjali has also been playing football for years and encourages her community members to let more girls choose to play the sport. She is the first female Assistant Coach at her Football Club in Pune!

- How do you think Anjali is raising her voice?

- Is she able to make her community more inclusive?

- How?

- Which Cs is she practising?

Do you think all of you like Savitribai Phule or Anjali can help make your community more inclusive?

Give me a huge woo-hoo if you think you can.
Now let us get into the groups of four and think about 2 ways each in which you can make the following places more inclusive:

1. Your family
2. Your class/ school
3. Your community

**Reflect (10 minutes)**

It’s Mr. Consciousness time!

Let us all walk around the classroom and see the different things we all came up with. Try to identify three more ways that your classmates thought of but you couldn’t.

Come back and add that to your list.

Now pick any two things from your list and let’s commit.

As an active citizen and member of my family, classroom, school, and community, I commit to doing ____ and ____ to make the space around me more inclusive.

*Distribute an a4 size sheet and ask learners to put down their commitments and read these out loud.*

**After Class Challenge (30 minutes)**

Let’s consistently do what we have committed to do in class today. Practise these actions every day and make a note of how it makes you and the people around you feel.
Showcase of learning
SUMMARY OF PRE-WORK
Let’s use Mr. Consciousness to look back at everything we have learned in this unit. Go through all your worksheets, your diary, and all the activities we have done to remember how much you have learned about the community. Put down your important learnings in the form of the following questions:

- What are some things I learned about my community?
- What makes me proud of my community and its members?
- What are some of the challenges?
- How do I plan to make my community better?

OBJECTIVE
I can synthesise what I learned in this unit.

Cs IN FOCUS
Mr. Consciousness, Mr. Creativity, Ms. Critical Thinking

CONSTITUTIONAL VALUES
Liberty, Justice

MATERIALS
Chart Papers, colours

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asyncronous Pre-work Document
We have come to the end of our third unit i.e. Community. Would anyone share all the big questions we explored in this unit?

**Correct responses:**

- What are my biases?
- Who is invisible in my community?
- Is my community Inclusive?
- How may I create an equal society?

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

**Invite different learners to share.**

**Possible Responses:**

In this unit, we deepened our understanding of biases that we all may have and how these bosses create discrimination, inequality, and injustice. We also learned about different groups which may feel discriminated against due to biases and feel excluded.

Towards the end, we also understood how inequality and exclusion stem from our internal biases and what we may do to create a more equal and inclusive society.

In the next 2 lessons, we will engage in different activities that will help us synthesise learnings from this unit.

As a part of your pre-work, all of us answered a couple of questions. Let us try to get into groups of four and share our answers about our community.
We will now be creating a ‘Story of our Community’ in the same groups. We will do this in two parts and will need a lot of Mr. Creativity and Ms. Collaboration to do this. Are you ready?

- Each group will have one chart paper.
- Divide that chart paper into two halves.
- Mark one half as a ‘Story of Truth’
- Make the other half a ‘Story of Hope’.

Till now we have seen that our communities have a lot of challenges. Not everyone may feel equal or included in our community.

As a group, depict this ‘Story of Truth’ - the reality in the first half of the chart paper.

You may put/ draw examples of inequality, exclusion, biases, or injustice. These may be the instances where you don’t see constitutional values being upheld. You can also put any other challenge that you face in your community.

Let learners do this for some time.

Let us all show the Story of Truth by holding your chart papers up in the air. Look around and see different charts.

Give me jazz hands:

- If you would want your community to continue to be like this.
- If you are proud of this part of your community.
- If you think this community will help foster liberty, equality, fraternity, and justice in the country.

Thank you, learners! I saw that most of you didn’t agree with what I just said. So my dear class of active citizens, do you think you can do something about that?

If yes, let’s begin to imagine and draw our ‘Story of Hope’.

On the other side of the story, put down some examples of inclusivity, equality, justice, etc that you see in your community already. Also, draw or write things that you would want to see in your community.

Let us all come back. Let us now show our stories of Hopes for our community by putting our chart papers up in the air.

Great, thank you so much everyone for participating in this activity.
Reflect (10 minutes)

It’s Mr. Consciousness time!

Think and share:

- How did you feel while putting down the ‘Story of Truth’? Why?
- How did you feel while putting down the ‘Story of Hope’? Why?
- Think of at least 5 people from your community that will help you bring alive this hope.

After Class Challenge (60 minutes)

Work on your final showcase with your groups.
OBJECTIVE
I can showcase what I learned in this unit.

C IN FOCUS
Ms. Communication, Ms. Courage, Mr. Compassion, Mr. Consciousness

CONSTITUTIONAL VALUES
Liberty, Fraternity, Justice, Equality

MATERIALS
Video: Broadway Kids Against Bullying

SUMMARY OF PRE-WORK
Tomorrow, we will have a final showcase. We will use Ms. Communication and Ms. Courage to share the story of our community with each other.

We will also be inviting parents, other school teachers, the principal, and other children from the school so that we can present our learnings and work in front of them.

Prep:
1. Talk to five more people from your community and ask them about their hope for the community.
2. Add this to your Story of Hope.
3. With your team members, discuss how you wish to present your stories with your friends- You can do it using chart paper, create poems, and present a skit.
   • Your presentation should include:
   • Your story of Truth
   • Your story of hope
   • Your plan of making this hope a truth

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 38 SOL Day 2
Until now, we have explored some crucial questions about our community and have also tried to synthesise our learning through the story drawing that we created yesterday.

Let us start today with a beautiful story. I would like all of you to listen to a lot of Ms. Communication.

Please read out the story to the learners. Pause in the middle and ask relevant questions wherever necessary:

“A group of college students had decided to educate the tribal people in Africa. They chose a village located on a hill. Tribal people inhabited the hill and the surrounding areas for centuries. The villagers and children there were illiterate and knew nothing about education. Hence, that particular village was chosen.

The student group reached the top of the hill. A couple of men from the village took them to their place. The tribes lived happily with no use of equipment, modern facilities, etc. The villagers were so kind and made the students feel at home.

They explained to the head of the village their intention to educate the children. The villagers were happy to hear about it. The students gathered the children and created a tuition schedule for teaching them. However, the students pushed themselves very hard to motivate them, and initiate their education. They did many tricks, but only a few kids responded well.

One student gave one chocolate to every child. The kids loved the chocolate, as they had never eaten one before. One student announced a competition. He placed a box full of chocolates near a tree, placed at a distance of 200 metres. He planned to conduct a race to motivate the children. He asked the students to stand in order.

He announced that the child who runs fast and reaches first would get all chocolates.

He counted one, and two and ran!

But what happened then was pure bliss! The students were quite astonished and moved by the actions of the children. “

What do you think the children must have done?

“All the children held the hands of the kids who stood next to them. They ran towards the chocolate box holding each other’s hands. There was only one winner and it was all the children.”
On this note, let us all get into our groups. Each group will get three minutes to share their stories with everyone.

Our parents, school teachers, and some learners are here to see our learnings and presentations, so let us give a round of applause to them and welcome them to our family.

Please coordinate with various stakeholders - the Principal, school teachers, learners, and parents in advance and invite them for a showcase.

While we present, let's remember Ms. Courage, Mr. Compassion, and Ms. Communication.

We will share confidently.
We will also listen to our friends carefully and with love.

Ubuntu means taking care of each other and growing together. This is exactly like our constitutional value of Fraternity.

Today, as you share the stories of Truth and Hope of your communities, also think about what would help you foster the feeling of UBUNTU in your communities.

How do you think this story connects to what we are learning about?

Possible response: For community growth, all individuals need to grow, and there should be equality.

Ubuntu means taking care of each other and growing together. This is exactly like our constitutional value of Fraternity.

Today, as you share the stories of Truth and Hope of your communities, also think about what would help you foster the feeling of UBUNTU in your communities.

Possible response: Teamwork, unity, sharing, caring, inclusivity

What values did you see in this story? Invite learners to share.
It's Mr. Consciousness time!

Today, you heard about so many hopes that we all have for our community.

Can someone from our guests also share their hopes for their community?

Encourage some parents, colleagues etc to share. Also ask them to share how they felt when they heard learners share their learnings.

Learners, you have done something really brave today. You have only begun the process of hoping that your community can be equal, inclusive, better and stronger. This will help us foster our constitutional values of Liberty, equality, fraternity and Justice.

Remember that the smallest of actions make a very big difference.

You may think you are small, but your voices and actions are way bigger.

You may think you are alone but remember all the people in this class. Together you can do so many things.
Take a minute and think:
- How are you feeling right now?
- If your hope becomes the truth, think of one word you would want to use to describe your community?
- What help will you need from your friends, classmates and community members to turn this into the truth?

Encourage a few learners to share in the large group after sharing in small groups or making a note of their reflections somewhere.

Can all of us repeat after me?
'I am because We are'

So let us constantly try to become a better version of ourselves and create a better family, classroom, school and community through our actions.

This would help us turn our Hopes- our dream for our community into reality.

Let’s close out by singing a song that reminds us of always using our voice and creating a better community.

Play: Broadway Kids Against Bullying: I Have A Voice (performance video)

You may choose to close the class out with celebration and gratitude. A wall can be made in the class where students can stick their charts, in case of an in-person classroom. You can hand out gratitude notes/ bag tags/ bookmarks/ C stickers to everyone.

Lesson Plan 38  SOL Day 2

After Class Challenge

Practise your commitments to make everyone in your community feel included.
Nation
Big Question 09

How has India’s past affected India’s present?

LEARNING STANDARD

Students will analyse the impact of their country’s history on the present.
OBJECTIVE
I can examine major events in independent India and their impact on Indian society.

Cs IN FOCUS
Mr. Consciousness, Mr. Compassion, Ms. Collaboration, Mr. Curiosity and Ms. Critical thinking

CONSTITUTIONAL VALUES
Equality and Justice

MATERIALS
Print-outs of the image for each student in case needed. (Given on last page)

SUMMARY OF PRE-WORK
Talk to a minimum of 3 people, could be your parents, grandparents, or members of the community about any major event that they remember from India’s history.

For example, the India - Pakistan partition

Ask them:
• What was the event?
• How old were they when the event occurred?
• How did it affect them?

Make a note in your diaries.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Today, we begin with our new unit, Nation. We have become aware of how to live and dream of an equal community. We have also started working towards it. Now it is time to move on to become responsible citizens of our country.

But before that, we need to know a little more about our country.

Through the next couple of days the big question we will discuss is: \textbf{How has India’s past affected India’s present?}

So many events impact us. Some of them impact only me, some impact only our locality, and some impact our whole country or the world.

The pandemic is an example of an event that impacted everyone. Take a minute to share the impact of the pandemic on your life with your partners.

Today we’ll step back and see the impact of some major events that have happened in our country.

\textit{Point of objective: I can examine major events in independent India and their impact on Indian society.}

In your pairs, look at the image.

\textbf{Project this image on screen so that it’s visible to all. You may also read out the major events.}

Lesson Plan 39

As you see this image and look at the crucial events, think about which events you’ve heard of already when you talked to your family.

Give yourself a point for every event that you knew about or remember. It’s completely okay if we don’t know about many events.

Let us do this with the help of Ms. Communication.

Can all of you share the points that you got? How many events were you already aware of?

Who can share the major events?

\textbf{List the events on the board.}
All of these events have had an impact on our society in some way or the other. Some may be visible, and some maybe not. But all of these things have shaped India into what it is today.

Over the next two lessons, we'll dig a bit deeper into each decade and describe its impact on us.

How do we describe impact?

Possible Answers: When we look at describing impact, we sometimes think about whether a thing personally impacts us or not. For example, let the learners come up with different examples of things that impact them.

In today's lesson, we'll see some key events from the first 30 years after Independence.

Time for some group work!!

**Instructions for the learners**
- Let us get into 4 groups.
- Each group will get a short text that they will read and then complete the table.
- For every event, we'll research by reading or watching videos, then we'll organise the impact in the following table.

Let's do this with the help of Ms. Collaboration and Ms. Critical Thinking.

Write the table on the board and do the first event with the learners.

### Event Name (description)

<table>
<thead>
<tr>
<th>Event Name (description)</th>
<th>How has it impacted my family - parents, grandparents, relatives?</th>
<th>How has it impacted my community/city?</th>
<th>How has it impacted India?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partition</td>
<td>My forefathers were from (present-day)-Karachi and they left everything from their homes and started afresh here in India.</td>
<td>The community is a newly formed one. People all had their share of stories from the partition.</td>
<td>The partition according to us has only helped India progress in every sphere of our lives.</td>
</tr>
<tr>
<td>Do this with the learners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Partition - India & Pakistan Split - 1947

The **Partition of India** of 1947 was the division of British India into two independent dominion states, India and Pakistan which led to the division of two provinces, Bengal and Punjab, based on district-wise non-Muslim or Muslim majorities. It also saw the division of the British Indian Army, the Royal Indian Navy, the Indian Civil Service, the railways, and the central treasury. The partition displaced between 10–12 million people along religious lines, creating crises in both countries. There was large-scale violence, with estimates of the loss of life accompanying or preceding the partition disputed and varying between several hundred thousand and two million. The violent nature of the partition created an atmosphere of hostility and suspicion between India and Pakistan that affects their relationship to the present.

### Group-1

**Constitution comes into effect - in 1950**

The Constitution of India is the supreme law of India. It was created by a constituent assembly and was adopted by its people with a declaration in its preamble. The document lays down the framework demarcating fundamental political code, structure, procedures, powers, and duties of government institutions and sets out fundamental rights and the duties of citizens. It is
the longest-written constitution of any country on earth.

B. R. Ambedkar, chairman of the drafting committee, is widely considered to be its chief architect. India adopted the constitution on January 26th, 1950, and declared itself a republic nation. We celebrate this day every year as Republic Day.

Group -2
Emergency - 1975

In India, 'The Emergency' refers to a 21-month period from 1975 to 1977 when Prime Minister Indira Gandhi had a state of emergency declared across the country.

It was officially issued by then President Fakhruddin Ali Ahmed because of the prevailing ‘internal disturbance’.

There were various causes for the emergency:

1. During 1973-75, political unrest against the Indira Gandhi-led government was at its peak. A lot of revolts took place against the government by students, labourers, peasants, employees, and opposition parties.

2. The government led by Indira Gandhi claimed that the recent war between India and Pakistan along with the oil crisis in 1973 has drastically affected the economy of the country that has resulted in a price rise of consumer goods. Consequently, there was a rise of internal threats from various parts of the country against the government due to the elevation of starvation and debt issues.

The Emergency was in effect from June 25, 1975, until its withdrawal on March 21, 1977. The order allowed elections to be cancelled and civil liberties to be suspended. Most of Indira Gandhi’s political opponents were imprisoned and the press was also censored.

Several other human rights violations were reported, including a mass forced sterilisation campaign spearheaded by Sanjay Gandhi.

Group-3
Mandal Commission Constituted - 1979

The Mandal Commission, officially known as the Socially and Educationally Backward Classes Commission (SEBC), was set up on 1st January 1979 by the Indian Government under the then Prime Minister Morarji Desai.

The Commission was chaired by an MP, B P Mandal. The chief mandate of the Mandal Commission was to identify the socially or educationally backward classes of India and to consider reservations as a means to address caste inequality and discrimination.

The following were its recommendations:

- Reservation of 27% of public sector and government jobs for OBCs for those who do not qualify on merit.
- Reservation of 27% for promotions at all levels for OBCs in public service.
The reserved quota, if unfilled, should be carried forward for 3 years and deserved after that.
Age relaxation for OBCs to be the same as that for SCs and STs.
Reservations to be made in PSUs, banks, private sector undertakings receiving government grants, colleges, and universities.

In 1989, the then PM, V.P. Singh, tried to implement its recommendations. The criticism was sharp and colleges across the country held massive protests against it.

Now, can one person from each group share out loud about the event that they read and its impact on its people?

Reflect (15 minutes)

It’s Mr. Consciousness time!
Let us now imagine us as people who were growing up in these times:
- If you were from a lower caste, how would you feel about the Mandal Commission?
- Imagine you’re a Muslim whose whole family is in India and have to move to Pakistan. How would you feel?
- Imagine you’re a political leader in jail during the Emergency. How would you feel?

After Class Challenge (30 minutes)

Think about your own life. Make a note of 5 events that have happened in your life since the time you are born.

Make a note of:
- When did these happen?
- How did these affect you?
Print-outs of the image for each student
We have talked about the four major events already in the previous class. Let us read more events independently and complete the table. Make groups as per the roll number and assign one topic each to the group. (Given on last page)

**CONSTITUTIONAL VALUES**
Equality, Liberty, Fraternity and Justice.

**MATERIALS**
Video -1: Video -2:

**SUMMARY OF PRE-WORK**
We have talked about the four major events already, in the previous class. Let us read more events independently and complete the table.

Make groups as per the roll number and assign one topic each to the group. (Given on last page)

<table>
<thead>
<tr>
<th>Event Description</th>
<th>How has it impacted my family - parents, grandparents, relatives?</th>
<th>How has it impacted my community/city?</th>
<th>How has it impacted India?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RESOURCES FOR THE TEACHER:**
Synchronous Presentation Asynchronous Pre-work Document

Lesson Plan 40
Give me jazz hands if you think you know more about India now than you knew about it yesterday.

Can someone quickly share new things that they got to know about India?

*Ask one learner from each alphabet*

---

**Good morning learners and welcome to the class.**

You all have worked cohesively to fill up the table. Give yourselves a round of applause for all the hard work.

<table>
<thead>
<tr>
<th>Event Description</th>
<th>How has it impacted my family - parents, grandparents, relatives?</th>
<th>How has it impacted my community/city?</th>
<th>How has it impacted India?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assassination of Indira Gandhi</td>
<td>My parents were in a state of shock and felt threatened as things were unclear about the way their lives would unfold in the future.</td>
<td>My community was supportive towards the Sikhs</td>
<td>The Indians felt a sense of distrust.</td>
</tr>
<tr>
<td>Liberalisation</td>
<td>We got our very first colour, and we got better work opportunities.</td>
<td>The community becomes stronger and we were able to contribute towards the betterment of our surroundings</td>
<td>Overall India progressed</td>
</tr>
<tr>
<td>Tsunami</td>
<td>IT did not affect my family/ it did. We had to relocate.</td>
<td>It did not affect my community it did and we had to relocate</td>
<td>The India Ecosystem was affected, including livelihoods, and the economy.</td>
</tr>
</tbody>
</table>
Collectively we have learned about some major events in India over the last 7 decades.

Let us continue to examine these and figure out how they impact us today.

I can examine major events in independent India and their impact on Indian society.

Learn (30 minutes)

Let’s get into groups of five and discuss questions linked to these events. We will again imagine being someone who is living at this time in history and is experiencing this event.

This may be a little difficult but we will try to put ourselves in the shoes of people who have seen it all happen in front of their eyes.

Are you ready?

Let us invite Ms. Collaboration and Mr. Compassion who will help us.

- Imagine that it’s 1984 and you are a young boy and girl of 8 years old from Sikh family, how are you feeling? What are some things you are able to and not able to do?
- Imagine it’s the year 1991 and you are 22 years old and looking for a job. How are you feeling about the economic reforms happening in the country?
- Imagine it's 2004 and you have just celebrated Christmas. You live 2 hours away from the coastal city of Pondicherry and have heard about the disastrous Tsunami. What are some of the feelings and questions that you have?
Imagine it's the year 2012 and you are watching the Nirbhay news on TV. As a man or a woman living in Delhi, how do you feel about your city and going out at night?

You may give prompts one by one and encourage learners to share or give them all the prompts together and hear perspectives altogether.

**Reflect (5 minutes)**

It's Mr. Consciousness time!

Think and share:

- One event that you feel has had the most impact on India today. Why?
- One event that you wish you could have stopped from happening? Why?
- What would be different today if this event had not happened?

**After Class Challenge (30 minutes)**

Talk to your parents and grandparents again about the events that you learned about.

Ask them if they remember anything from those events. Make a note of their experiences.

Also ask them, which event would they wish to change and why?
**Assassination of Indira Gandhi & Anti-sikh riots- 1984**

Indian Prime Minister Indira Gandhi was assassinated on 31 October 1984 at her residence in New Delhi. She was killed by her Sikh bodyguards Satwant Singh and Beant Singh in the aftermath of Operation Blue Star. Operation Blue Star was an Indian military action ordered by Indira Gandhi to remove the Sikh leader Jarnail Singh Bhindranwale and his armed followers from the buildings of the Golden Temple, Amritsar, Punjab.

As a result of this operation, many pilgrims died and severe damage was done to the holy shrine. The military action on the sacred temple was criticised by Sikhs both inside and outside India.

Over the next four days after Indira Gandhi's assassination, thousands of Sikhs were killed in the violence. The 1984 anti-Sikh riots, also known as the 1984 Sikh Massacre, were a series of crimes against Sikhs in India in response to the assassination of Indira Gandhi by her Sikh bodyguards.

**Economic reforms and Liberalisation- 1991**

Please watch this video to know about this.

**Tsunami- 2004**

Please watch this video to know about this.

**Nirbhaya Gang-Rape Murder Case - 2012**

The 2012 Delhi gang rape and murder case involved a rape and fatal assault that occurred on 16 December 2012 in Munirka, a neighborhood in South Delhi.

Eleven days after the assault she was transferred to a hospital in Singapore for emergency treatment but died two days later.

All the accused were arrested and found guilty. The court announced capital punishment for these men.

The incident generated widespread national and international coverage and was widely condemned, both in India and abroad. Subsequently, public protests against the state and central governments for failing to provide adequate security for women took place in New Delhi, where thousands of protesters clashed with security forces.

As a result of the protests, in December 2012, a judicial committee was set up to study and take public suggestions for the best ways to amend laws to provide quicker investigation and prosecution of sex offenders. In 2013, the Criminal
Law (Amendment) Ordinance, 2013 was promulgated by President Pranab Mukherjee, several new laws were passed, and six new fast-track courts were created to hear rape cases.

Since Indian law does not allow the press to publish a rape victim’s name, the victim was widely known as Nirbhaya, meaning “fearless”, and her struggle and death became a symbol of women’s resistance to rape around the world.

Demonetization- 2016

Please watch this video to know more about this.
OBJECTIVE
I can draw connections between current social groups being treated unequally and their historic struggle.

Cs IN FOCUS
Mr. Consciousness, Mr. Compassion, Ms. Collaboration, Mr. Curiosity and Ms. Critical thinking

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity and Justice.

MATERIALS
Video -1:

SUMMARY OF PRE-WORK
Define inequality in your language.

Make a note of the following things:

- Talk to your grandparents/ parents or any community member about when they have been treated unequally.
- Write an instance of when you were treated unequally.

- From what you have learned of India’s history, do you have evidence of someone or some group being treated unequally? Make a note of this as well.

RESOURCES FOR THE TEACHER:
Synchronous Presentation

Asynchronous Pre-work Document
In your pre-work, you may have thought of one big word.
Can someone guess what that is?
   Possible response: Inequality

Can some of you share instances where you have seen, heard, or experienced inequality? It can be something that you have faced or your family/community members have faced or have heard about from India's past.

   Encourage more and more learners to share.

In the previous lessons, we saw the different events that have happened in India since Independence and their impact on people. All of these instances from the past can also affect how some groups were treated in the past or are treated currently.

In today's lesson, we will identify people and social groups who may not have received equal treatment because of their past struggles.

Why do you think it's important for us to learn about people who are treated unequally?

   Possible response: To understand their problems and help them live a dignified life.

When we understand our history, we can identify root causes and see connections, we can learn lessons from it. When we learn lessons, we will know what to do.

   Point to the objective: I can draw connections between current social groups being treated unequally and their historic struggle.
Today we'll start by playing a quick game.

For every statement I make, if you think this is an example of equality, show a thumbs up, otherwise a thumbs down.

Let's get started:

- A girl is not allowed to study engineering as it is a profession for boys.
- A man with an engineering degree is allowed to work only as a housekeeper because he is a Dalit.
- A working couple shares all the household responsibilities.
- A girl does not get to participate in the badminton tournament because she does not have the type of branded racquet required to play.
- During the 10 days of Ganpati everyone in the community participates in the organising and execution of the programs.

We all saw the types of inequalities which are present in the country.

Let us ask Ms. Compassion, Ms. Critical thinking, and Consciousness to be amongst us when we answer the questions to understand the inequalities better.

Ask learners:

Some groups of people have been struggling or have been treated unequally for a long time. Can you name some of these groups?

Encourage learners to share and then share the following with them.

- :: By Gender - women and girls
- :: By Caste - Dalits and people from lower castes
- :: By Religion - Minorities like Muslims.
- :: By Socioeconomic class - Poor

Let us now look at one of these groups and try to learn a little about their past.

The community that we will learn about is the Musahar community. This is a lower caste community who are also known as rat-eaters.

As you watch the video, there may be certain things that are upsetting. Let us still try to watch the video using a lot of Mr. Compassion and Mr. Curiosity.

Play the video The 'Rat Eaters' of Bihar: India’s poorest people?
After the video, ask:

- What are you learning about the Musahar community?
- Why are they treated unequally?
- What has happened in their past that led to this?

Take a few responses then share. These are the factors behind their historic inequality.

- Because of people's beliefs and mindsets about the lower caste - some people think it is okay to treat people differently based on their birth.
- For many years, the community has received no health care and medical support.
- The people from the community have also had no access to education for years which makes their progress slower.

We saw that there are so many reasons which lead to unequal treatment towards certain groups and most of it may depend on how these groups have been treated in the past.

Which of the past events of India that we read about, is connected to this?

**Give learners a hint:** It was something to give representation to people belonging to the lower caste.

**Possible response:** Mandal commission, which aims to keep reservations for people from lower castes to get seats in education and work.

Do you think this is enough for communities like Musahar to grow and get equal representation in society?

Can we think of other ways in which the Musahar community can be supported?

**Possible response:** Access to basic food, shelter, clothes, healthy food, healthcare, education, and awareness of laws.

Bravo! We absorbed and learned a lot today on inequalities and learned in depth about one group that has suffered due to inequality.
It's Mr. Consciousness time!

Think and share:

- If you were from a Musahar community, what is one thing you would ask for?
- What would you do to help people who suffer inequality?

Remember learners, we can only become a better community and nation when all of us grow together. So all of us need to learn about people who are treated unfairly and unequally and help them get their basic constitutional rights. This is what makes us active citizens of our nation.

After Class Challenge (30 minutes)

Try to think about people around you who may be treated unequally around you.

- Ask them how you can help them.
- Think and practice ways to support these people.
OBJECTIVE
I can draw connections between current social groups being treated unequally and their historic struggle.

C IN FOCUS
Mr. Consciousness, Mr. Compassion, Ms. Collaboration, Mr. Curiosity and Ms. Critical thinking

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity and Justice.

MATERIALS
Create roll number groups in advance and assign pre-work accordingly. Use the same group in the class activity.

SUMMARY OF PRE-WORK
Please divide learners into four groups and assign them a number from 1-4.

Watch the video assigned to your group and answer the following questions in our group.

- Group 1: The Rights of Women in India
- Group 2: Is India's Muslim Community Otherwise?
- Group 3: Racism against North Eastern Indians
- Group 4: When will the violence against Dalits Stop?

Make a note of what you are learning from this video.

1. Which community or social group is being affected?
2. How are they being affected?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 42
Let us begin today by watching a video.

Ask:

- What are some challenges that disabled running faster for some people?
  
  Possible answer: obstacles/ barriers.

- How would you feel, if you were in such a race?
  
  Possible answer: Varied answers

- Is it fair?
  
  Possible answer: Varied answers

Let the learners share their inputs and guide them wherever necessary.

We saw and understood the different types of inequalities people face. It is not something that they have chosen but something that they may already have or don’t have.

Today we will draw connections between current social groups being treated unequally and their past.

Point of objective: I can draw connections between current social groups being treated unequally and their historic struggle.
Let us continue our journey.
Let us invite Ms. Collaboration and Ms. Critical thinking for the activity.

Each of you saw videos on different types of inequalities as a part of your pre-work.
- How is this group being treated unequally?
- What are the factors causing this inequality? Why are they treated unequally?
- Which events from the past are connected to it?

Let's take 15 minutes to do this.

If the number of students is very large in one roll number group, create further division in the group. The idea is for all learners to engage in meaningful discussion.

After the groups are ready, each group shares their conclusion to the answers.

Now it’s time for us to present our findings.

Build up an environment of concern, love, and empathy for the answers shared.

What are the themes that are emerging behind the groups facing inequality?

Encourage responses from all the groups. Keep putting them down on the board as learners share.

Take a few responses and then share:

Here are the following things that have led to people being treated unequally or unfairly.
- Believing a group of people are inferior based on where they are born or where they come from
- Believing some people don’t deserve the same opportunities as others
- Not understanding other people’s lives, and customs and hence not respecting them
- Lack of education or access to education
- Lack of health and medical support

Now that we know the reasons behind something, do you think we can help foster equality and fairness for different communities and social groups?

So we started by wanting to answer this Big Question:

How has India’s past affected India’s present?

Let’s hear from 2-3 students, based on all the events you read, all the videos you watched, and discussions we have done, how you would respond to this question.

Possible response: Historically we have seen communal violence, gender violence, caste-related violence, etc in India. We have also taken steps towards it by having stronger laws, the Manadl commission but they may not have been very effective.

Our history and past have a huge role to play in our present. It helps us also become more conscious of our actions in the future.
It’s Mr. Consciousness time!
Now that we have learned about India's past and also the historical reasons behind some groups feeling unequal, let's think about the role we can play.

In pairs, discuss:
- How would we support groups who are different from us?
- Why is it important for us as Indians?

Possible answers: We live in a democracy and we should embrace our constitutional values of diversity, fraternity, and inclusiveness.

Debrief by sharing some things we may do to support people who are different from us:
- Listening to people when they share their experience with kindness
- Pro-actively talking to people who are different from us to understand them
- Being mindful of how we treat others

Reflect (5 minutes)

Lesson Plan 42

After Class Challenge (30 minutes)

Be Ms. Courage and think about a time when you treated someone unequally or unfairly.

- Why did you do it?

Now act like Mr. Compassion and do one kind of thing for them.

Make a note of
- Who was this person?
Big Question 10

Is our country living up to the promises made in our preamble?

LEARNING STANDARD

Students will evaluate to what extent are Indian citizens able to follow the preamble.
SUMMARY OF PRE-WORK
Let’s watch the video on the meaning of the Preamble.
Also, read the preamble:

Write the meaning of the following ideals in their own words:
Justice -
Liberty -
Equality -
Fraternity -

OBJECTIVE
I can judge examples of where the ideals of the constitution have broken down historically.

Cs IN FOCUS
Mr. Consciousness, Mr. Compassion, Ms. Collaboration, Mr. Curiosity and Ms. Critical thinking

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity and Justice.

MATERIALS
Video -1

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 43
As a part of the pre-work we all saw the video on the Preamble and tried to explain some terms.
Let’s play a quick game.
We will divide the class into 4 groups.
I shall give each group a word to enact and the others will then guess the constitutional value.

*Share one constitutional value each with different groups.*

*Justice, Liberty, Equality, Fraternity*

*Give the group 5 minutes to think about how they will enact the value.*

Encourage learners to guess. Note down the same on the board.
Thank you for using Ms.Collaboration and Mr. Creativity to do this.
We all saw that in our previous lesson, we spoke about India’s history and how it is affecting our present. We also learned about injustice and inequality.
Do you think after reading the Preamble, the country is living up to the promises made up in our Preamble?

Give me jazz hands if your answer is a yes and a cross if your answer is a no.

Our big question for the next three lessons is:

**Is our country living up to the promises made in our Preamble?**

Are you all ready?
At the end of this class, we will be able to cite examples of where the ideals of the constitution have broken down historically.

**Point of objective:** I can judge examples of where the ideals of the constitution have broken down historically.
Before continuing and being the judges, let’s learn something about how our country works.

The ideals of the Constitution are held together by 3 bodies which help the country work.

They are

- The Legislative, which proposes and makes the laws,
- The Executive which executes and makes sure the laws are implemented and the
- Judiciary which maintains and supervises the law.

Your learners may already have learned this in their civics content as it’s a part of the Grade 7 curriculum. Please call upon learners to share more about these bodies. In case, they haven’t felt free to do a quick summary of the three bodies.

Along with these three bodies, there are three important groups of people involved to ensure our ideals are upheld.

Who can share them?

Take a few responses.

*In case learners are unable to, feel free to give them hints like:*

It’s a group without which no law can be implemented.

It’s a group that ensures that all the people feel safe in the community.

It’s a group that helps us become aware of any law that’s broken in the country.

Possible response:

1. Citizens - us, the people.
2. Police - they protect people and our ideals.
3. Media - they are responsible for making people aware of what is happening so we know whether our ideals are upheld.

Now that we know a little about how our country functions, let’s see if all of these bodies have been able to uphold the values.

Over the years we have seen many incidents happen in the country.

Let us watch a video of one such instance and judge for ourselves.

Let us watch a video and answer some questions

About Child marriage
Let's answer these questions about child marriage together. Please take help from Ms. Critical Thinking to do this.

- Are ideals of the constitution being held or not?
  a. Yes - because the government has made it illegal
  b. No - because it is still happening in many parts of the country.
- Which ideals are affected?
  a. The ideals of liberty and justice - young people don't have the freedom to choose who they marry
- Who is responsible? How are they responsible?

In the child marriage video, we saw that people themselves were not following the law. And in some cases, we know that even the police don’t help or the media doesn’t educate the public properly on what is happening.

Now that we have understood where the ideals of the constitution were broken using one example, let us as a class be the judges for two other examples.

Divide the class into 2 groups. Feel free to divide them into smaller groups and share one article each with different groups.

Instructions:
1. Each group will get one article to read.
2. Each group will answer the following questions:
   - Are ideals of the constitution being held or not?
   - Which ideals are affected?
   - Who is responsible? (Legislative, executive, judiciary, citizens, police, media)
   - How are they responsible?
3. Each group will then share their judgement with the class.

Let us invite Ms. Collaboration and Ms. Critical thinking for the activity.

**Article 1: Mandal Commission Protests**

The Mandal Commission was set up in January 1979 by the Morarji Desai government to identify the socially or educationally backward classes to consider the question of seat reservations and quotas for people to redress caste discrimination, and used eleven social, economic, and educational indicators to determine backwardness. It was chaired by B. P. Mandal.[1]

The Commission submitted the report to the President on December 30, 1980. It recommended a 27% reservation quota for OBC resulting in a total 49.5% quota in government jobs and public universities.
The protests were against giving government jobs to certain castes based on birth rather than the merit of the candidate. These protests closed roads, highways, transportation services, government services, schools, and businesses in India. Anti-reservationists protested. Student protests were planned publicly and in advance. Protest events were photographed for many published articles in newspapers locally and nationally. Protests began during the year when the eleven-year-old Mandal Commission was opened to bring into effect new government employment opportunities, and reservations for backward classes.

### Article 2: The Sachar Committee Report- Muslims in India

The Sachar Committee report (2006) on the social, economic, and educational status of the Muslim community in India revealed the institutional discrimination Muslims face in India. The literacy rate of Muslims was far below the national average and only one out of 25 undergraduate and one out of 50 in postgraduate courses in ‘premier colleges’ were found to be Muslim. Muslim representation in Civil Services was around only 3%. Muslim children are at greater risk of being underweight or stunted compared to other communities.

Banks in Muslim areas are marked as ‘negative’ or ‘red’ zones indicating that giving loans is not advisable – limiting their institutional support. Poverty among Muslims is high and even basic facilities like post offices were not operational in Muslim areas. Such institutional discrimination has kept the Muslim community vulnerable, causing them to turn to religious support systems.

Get learners from each group to share their judgement with the class. Encourage learners to share reasons behind their responses.
It's Mr. Consciousness time!
Let us close our eyes:

- Stand up if you think the country has been able to live up to its promises?
- Who according to you is responsible for this and why?
- Think of one thing you would do to practise each of these constitutional values:
  - Liberty
  - Equality
  - Fraternity
  - Justice

Reflect (5 minutes)

As active citizens of the country, help India live up to its promises.

Practice actions for constitutional values that you decided to do in the class.

After Class Challenge (30 minutes)
OBJECTIVE
I can judge current examples of where the ideals of the constitution have broken down.

C IN FOCUS
Mr. Consciousness, Mr. Compassion, Ms. Collaboration, Mr. Curiosity, and Ms. Critical thinking

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity, and Justice.

MATERIALS
Video:

SUMMARY OF PRE-WORK
Read this news article and answer the questions:

NO DATA RECORDED on Migrants Deaths During COVID-19 OUTBREAK
The lockdown announced by Prime Minister Narendra Modi on March 24 in the wake of Covid 19 outbreak, left lakhs of migrant workers stranded in big cities without work. Hundreds of thousands of them then began long journeys to home on foot, sometimes over distances of more than 1,000 km. Some died on the way due to illness, while others died in road accidents. Some died of exhaustion after walking home in the scorching heat.

The government faced a lot of criticism over the migrant crisis. As a response to this, the government launched 300 special “Shramik” trains on May 1 to ferry migrant workers back to their hometowns within 15 days.

There is no data available on the number of migrant workers who lost their lives when a countrywide lockdown was suddenly enforced to contain the coronavirus. There was also no data maintained for the job losses incurred by the migrant workers. The labour ministry also said that according to the government’s centralised database, over 1.04 crore migrants returned to their home states, with Uttar Pradesh receiving the highest number of workers at 32.4 lakh. This was followed by Bihar at 15 lakh and Rajasthan, which recorded the return of 13 lakh migrants.

- Are the ideals of our Constitution being held or not?
- Which ideals are affected?
- Who is responsible? (Legislative, executive, judiciary, citizens, police, media)
- How are they responsible?
Would any of you like to share how you practised constitutional values yesterday?

**Encourage learners to share and appreciate them in fulfilling their duties.**

In the last lesson, we explored examples from the past where constitutional ideals were breaking down. We also explored the role of 6 groups: Legislative, Executive, Judiciary, Citizens, Police, and Media.

**Get learners to do a quick recap of all of these groups.**

In your pre-work, you may have gone through an article.

The Central government shared that they have no data on the number of migrants who have died due to the lockdown.

I would love for all of you to share your responses to the questions given in the pre-work.

**Encourage learners to share their answers and summarise:**

- Migrants suffered enormously in the lockdown since they had no support from their employers or the government.
- Our ideals of Justice and Fraternity are challenged as we saw that there are so many people who we may not have shown care towards.
- The Legislative both at the Centre and states may have tried their best to resolve the issue. Some trains started which ended up in the wrong places.
- Between states and the centre, no one took responsibility for tracking movement across borders and ensuring they were safe.

How does this make you feel as a citizen of the country?

**Encourage learners to share responses.**

I acknowledge that this may not be a very good feeling. It is therefore important for us to know these challenges so that we can think about how we can support the country to uphold these values.

Like yesterday, today we shall learn about the current examples of where the ideals of the constitution have broken down.

**Point to the objective: I can judge current examples of where the ideals of the constitution have broken down.**
We shall watch a video and then answer some questions based on the same. Let's take help from Ms. Critical Thinking while doing this.

How many of you have heard of CAA-NRC? Can someone share what you know about it?

Let's watch a short video.

Please recap the key points:

- The CAA says that India will give citizenship to Hindus, Sikhs, Christians, Parsis, and Buddhists from Afghanistan, Pakistan, and Bangladesh.
- It excludes one religion - Muslims. There will be a National Register of Citizens where every Indian must prove that they are Indian.
- Even though we all hold some identification already - aadhar, passport, ration card, driver’s licence, etc, we don't know why we need to prove that we are citizens again.

Let's discuss -

Ask the learners to discuss these questions:

- Which ideals are not being held?
- Who is responsible? How?

Possible response: Equality and Justice. The Legislative and Executive here have passed it even if it’s not upholding our ideals. Our Preamble says we are a secular country. But by excluding one religion, we are not upholding that.

Many citizens and media and police also feel it is okay to not include Muslims as Indians.

What do you think of that?

Take a few responses.

Thank you learners for sharing your responses. Now that we have done one incident with the class, it's time for us to be independent judges.

The class will be divided into 2 groups. Both groups will be given one article each to read. Feel free to divide yourself into smaller groups for ease of reading.

Discuss and then answer the following questions

Article 1: Question hour

It is the first hour of a sitting session of India’s Lok Sabha devoted to questions that Members of Parliament raise about any aspect of administrative activity.

The concerned Minister is obliged to answer to the Parliament, either orally or in writing, depending on the type of question raised. It has a special significance in the proceedings of the Parliament.
The asking of questions is an inherent and unfettered parliamentary right of members.

“It was decided to do away temporarily with Question Hour due to the extraordinary situation caused by Covid and to avoid assembling a large number of officials to be present in galleries of the House during the Question Hour in view of the need for social distancing.”

Some Constitution experts are agitated by this decision.

Source 1: Indian Express

Source 2: The Wire

Some Constitution experts are agitated by this decision.

Source 1: Indian Express

Source 2: The Wire

Article 2: Sexual Harassment

In April, a woman wrote affidavits to the Court judges and alleged that the Chief Justice of India (CJI) Ranjan Gogoi had made unwelcome sexual advances at her. She went on to allege that when she resisted CJI Ranjan Gogoi’s sexual advances, she had to face administrative transfers and was later dismissed.

There was a bench of judges that presided on this case and gave the CJI a clean chit and dismissed the charges. Former Supreme Court Judge N Santosh Hegde said on Tuesday that Chief Justice of India Ranjan Gogoi hearing a case involving sexual harassment allegations against him was “wholly wrong both in law and morality”. “.... the matter was being heard on a complaint filed by one of the parties... he (the CJI) presided over the bench, and look at the things he has done...he has nowhere in the records put that he is part of the bench. He (the CJI) has participated in the dialogue there, but he has not signed the order, and two other judges have signed the order. What's the meaning of this?” he asked.

The former Karnataka Lokayukta said, “First of all, he could not have sat there... What message is he sending? As Chief Justice of India can he sit on the bench and hear his case? It's wholly wrong both legally and morally.”

Source: Scroll.in

Source: News18

Ask learners to spend 10 minutes reading the article.

Then answer the questions below.

- Are ideals of the Constitution being held or not?
- Which ideals are affected?
- Who is responsible? (Legislative, executive, judiciary, citizens, police, media)
- How are they responsible?

Now share your responses in groups.

Thank you so much, learners. You have learned quite a lot about India in the last couple of days and have been successful in identifying the values that have not been upheld in so many instances that happen in our country.
It’s Mr. Consciousness time!

On a scale of 1-10, 10 strongly agreeing, 1 being strongly disagreed, where would you put India on this statement and why?

**Is our country living up to the promises made in our Preamble?**

- How does it make you feel as a citizen of this country?
- What role do you wish to play in making sure we are reaching a 10 on this statement? Think of things you can practise in daily life.
- Which C will help you do that?

Try to find instances in your community where these values are broken down.

As active citizens, think about things you would do to stop/ change that.
OBJECTIVE
I can analyse historic and current examples of where the ideals of the constitution have been upheld.

Cs IN FOCUS
Mr. Consciousness, Mr. Compassion, Ms. Collaboration, Mr. Curiosity and Ms. Critical thinking.

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity and Justice.

MATERIALS
What does our National Anthem mean?, Video - White Revolution, Sarva Siksha.

SUMMARY OF PRE-WORK
Note any 3 examples of Constitutional ideals (Justice, Liberty, Equality, Fraternity) being upheld around you (from family, community, school etc).

RESOURCES FOR THE TEACHER:
Synchronous Presentation, Asynchronous Pre-work Document.
How many of you know our national anthem?
Give me thumbs up if you do.
Now how many of you know the meaning of our National Anthem?
Give me thumbs up if you do.
If someone knows it, ask them to share.
Let us watch a short video and think about its meaning for us.
What does our National Anthem mean?

Now let us look at this text, it is what our national anthem translates to in English:

Who is the YOU in this song?
You are the ruler of the minds of all people,
Dispenser of India's destiny.
Thy name rouses the hearts of Punjab, Sindh,
Gujarat and Maratha,
Of the Dravida and Odisha and Bengal;
It echoes in the hills of Vindhya and the Himalayas,
Mingles in the music of Ganga and Yamuna
and is chanted by
The waves of the Indian sea.
They pray for thy blessings and sing your praise.
The saving of all people waits in your hand,
You dispenser of India's destiny.
Victory, victory, victory to You.

As you read this,
1. Who do we think is the YOU when we are singing this song?
2. Who is the GOD of India?

Take a few responses and then state:

It could be all of us, you, me, our family members, community members, etc. It is the people of India.
As the Preamble states - We, the People of India.
In India, everything is decided by its people, it means all of us. Our smallest of actions therefore contributes to upholding and breaking down the constitutional values of India.
We, therefore, are an important part of the country.
In the last two lessons, we looked at where the ideals of our Constitution are broken down. While that’s the reality and the truth, there also is hope. Over the next two lessons, we will see where the ideals have been upheld - where we are living by the ideals of the constitution.

Point of objective: I can analyse historic and current examples of where the ideals of the constitution have been upheld.

Learn (30 minutes)

We will see some videos today and try to identify if Constitutional values are being upheld and how.

Let us invite Ms. Critical Thinking for the activity.

Video 1:
The White Revolution. The Story of Amul
| Dr. Varghese Kurien

Ask:

1. How many of you like Amul products? Name a few you have tried.

Possible answer: varied answers.

2. When was the Amul cooperative registered?

Possible answer: 19th December, 1946.

3. Why did it start?

Possible answer: Angered by the unfair trade practices, the farmers of Kaira approached Sardar Vallabhbhai Patel under the leadership of local farmer leader Tribhuvandas K. Patel.

4. What was the Amul revolution also called?

Possible answer: The White Revolution. Amul spurred India’s White Revolution, which made the country the world’s largest producer of milk and milk products.

5. Which ideals do you see come alive and by whom? Take a few responses.

Possible answer: I see equality and fraternity come alive through citizens and local leaders.

Video 2: School Chale Hum
Doordarshan Video
Ask:

1. What do you notice in the video?

Possible answer: Children across the country going to school. From many different places.

Feel free to share: ‘School Chale Hum’ campaign is being conducted every year in order to ensure admission of every child in the school. Campaign has been given a wide form of movement. Under the Sarva-Shiksha campaign the 27000 satellite schools have been upgraded to primary schools and for this 55,820 posts of teachers have been approved. There were 55000 primary schools in the state in the year 2003 which has grown to 83000 in the year 2016.

2. Which ideals are followed and by who?

Possible answer: Justice and equality - more children can go to school and learn. And it was coordinated by governments, media, citizens, and local leaders.

Now it's time for group work. Let us invite Ms. Collaboration to help us with the activity.

In groups of 4, read the following and answer the following questions.

1. Child Labour Laws

After conducting a nationwide survey of child labour in factories, activist-lawyer M. C. Mehta filed a writ petition to the Supreme Court in 1986, drawing everyone’s attention to the children working in match-manufacturing units in Sivakasi, Tamil Nadu. It took until 1996, but Mehta’s efforts paid off when a three-judge bench from the apex court ruled that children below the age of 14 could not be employed in hazardous work, and instead must be given free and compulsory education (under Article 45 of the Constitution).

2. Transgender Rights

In April 2014, a two-judge Supreme Court bench delivered the landmark ruling that made the State legally recognise ‘the third gender’. While the term ‘third gender’ is highly problematic, the Supreme Court judgement has set things in motion by not just granting legal status, but asking that the majority of socially, economically and politically deprived trans people be viewed as OBCs and given benefits. The judgement led almost immediately to the first census of trans people, which resulted in the figure of 4.9 lakh. It also led to the introduction of Tiruchi Siva’s Private Member’s Bill on transgender rights in the Rajya Sabha, in December of the same year, which brought in the right to self-determination, and recognised atrocities against the community.

Which ideals of the constitution are upheld and by whom?

Encourage responses from different groups.

We saw so many examples from India's history where the constitutional values were being upheld.
Though, as a nation, constitutional values can be upheld through laws but each one of us can also contribute to upholding the values of our constitution.

Let me share Kumkum’s story with you. She started a project named ‘Born this way’ when she was 12 years old and has been running this initiative to sensitise society to the stigma faced by the third gender and promote gender equality.

Right from the time her sister was born, Kumkum observed how the third gender was first welcomed at the occasion to sing and dance but were not treated with kindness. This led her to learn more about different kinds of gender and injustice they face. Kumkum envisions a world where every gender feels safe, belongs, experiences liberty and co-exist with society in harmony.

Reflect (5 minutes)

It’s Mr. Consciousness time!

• Can you think of more examples where you’ve had constitutional values being upheld in your school, family, community? You may have made a note of this in your pre-work?

• Who is responsible for upholding values and why?

• Think of one way in which you can uphold constitutional values in your community, just like Kumkum.

After Class Challenge (30 minutes)

Be Mr. Curious and find more positive examples of people upholding constitutional values in the country and share those with all of your classmates on the whatsapp group.

Take one action towards fostering liberty, equality, fraternity or justice in your community.
OBJECTIVE

I can analyse historic and current examples of where the ideals of the constitution have been upheld

C IN FOCUS

Mr. Consciousness, Mr. Compassion and Ms. Critical thinking

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity and Justice.

MATERIALS

1) Right to Protest.
2) Video-1 : CAA
3) Sudarshan TV Case
4) Section 377

SUMMARY OF PRE-WORK

Watch this video: Right to Protest.

Make a note of what you are noticing in the video.

Why are people protesting?
Ask your parents if they have also experienced any protests in their community or country. Make a note of the reasons behind these protests.

RESOURCES FOR THE TEACHER:

Synchronous Presentation
Asynchronous Pre-work Document
From tomorrow onwards only students who can speak fluent English will sit in my class.

Raise your hands if you can speak English fluently.

Ask others to gather around one corner of the room.

Now, turn to the group which is standing and ask:

Is there anyone who can speak one of the three languages: Punjabi, Telugu, or Marathi?

Please change the languages to the ones that do not belong to your region.

If yes, you can go and sit on the seat as well.

Some learners may go and sit.

Rest of you, pack your bags and make a line outside. All of you need to go back home and take admission somewhere else.

There may be confusion in the class.

Okay, let's pause and understand how everyone is feeling about this decision.

Ask learners from various groups to share.

Possible response: Sad, angry, confused, unfair

If I tell you that you can't come to school because you don't speak certain languages fluently, what would you do?

Potential response: Complaint, protest, ask questions. Etc

Thank you, learners! Let us go back to our seats.

What I just did was a small experiment. I am sorry if someone felt uncomfortable through this activity.

Was the act upholding Constitutional values?

Encourage learners to share.

Possible response: No because I treated people unequally and unfairly.

If the students go ahead to complain against me, raise their voices, or protest against this rule, would that be constitutional?

Possible response: Yes, they will exercise their right to freedom and protest and practise justice for themselves.
If students and their parents become angry, start throwing stones at me, burn the school buses or buildings, threaten my family members, and hurt them, would that be constitutional?

Possible response: No, you can’t hurt anyone. There is law and order for you to get justice.

Thank you, learners!
Now that we all understand what is constitutional and what is not, let us continue our journey of looking at various instances from India’s past and current context and analyse where we the people of India have succeeded and failed to practise the constitutional values.

Are you ready?

Point of objective: I can analyse historic and current examples of where the ideals of the constitution have been upheld.

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**Learn/ Practice (30 minutes)**

Today we are going to watch a video and then discuss what happened using Ms. Critical Thinking and Mr. Compassion. We may think differently but let's hear each other out with a lot of love.

In 5 Minutes: The First Month of India Rising Against CAA-NRC

It’s okay if you agree or disagree, but you must share why.

2. Which ideals are held or not held when protests are held?

*It is important here that students make up their minds about whether CAA and its protests are constitutional or not/right or wrong. The idea here is to examine protests as a form of practising the ideals of democracy.*

*After receiving some responses, share:*

The right to protest peacefully is enshrined in the Indian Constitution—guarantees the freedom of speech and expression; assures citizens the right to assemble peaceably and without arms.

Now that you know this, would any of you like to share your thoughts again?

So we explored one example here. People in our country have the freedom...
to raise their voices when they are upset with something. India got its freedom from the British through protests in the form of Civil Disobedience, the Quit India movement, the salt march, and so on - Gandhi led our people to protest the injustices done by the Britishers and demand that we get freedom.

Let us see more examples and continue to analyse if the acts have been constitutional or not.

Show video-1: Sudarshan TV Case

Briefly explained: A news report claimed that more Muslims in the UPSC was a conspiracy and two lawyers sought a stay on the show. The Supreme Court temporarily barred news broadcaster Sudarshan News from broadcasting two episodes of one of its programs “UPSC Jihad”. Justice Chandrachud said: “We have to protect free speech. Equally, we have a constitutional duty to protect human dignity. That’s equally important.”

- Do you think putting a stay/stopping a news channel from telecasting something, in this case, is constitutional?
  Did you think yes, come to the right side of the room? If your answer is no, go to the left side.

Ask learners from both groups to share their reasons and listen to each other with love. Please encourage learners to also challenge watch-other respectfully. Please refrain from sharing your opinions and encourage learners to honestly share how they feel.

Possible response: Liberty for the news channel has been not upheld but making sure all individuals feel safe and we practise fraternity has been practised.

Thank you to so many learners for being such compassionate listeners and critical thinkers.

Show video 2 One Year Of Sec.377

Verdict | Why Everyone Should Celebrate The Judgment?

Briefly explains Sec 377 earlier criminalised homosexuality and bisexuality, making it wrong for people to love someone from the same gender. This judgement decriminalised it.

Do you think people loving whoever irrespective of their gender is constitutional?

Ask the learners to write their viewpoints in their notebooks. Or move to different sides of the rooms based on their viewpoint.

We learned about some incidents today and the following perspectives came up. To conclude let us as a class look at the table:
It's Mr. Consciousness time!

On a scale of 1-10, 10 strongly agreeing and 1 strongly disagreeing, do you think:

Our country is living up to the promises made in our preamble?

Encourage learners to share reasons behind it.

- What is the kind of country you want to live in? Why?
- Which Cs would help you build this country?

Draw the table on the board.

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAA: Gives citizenship to all non-Muslim minorities</td>
<td>Sudarshan TV News shows an episode claiming UPSC Jihad</td>
</tr>
<tr>
<td>Protests Against CAA</td>
<td>SC Stops the news channel from showing the episodes</td>
</tr>
<tr>
<td>377 Revoked-Decriminalised</td>
<td>People don't think it's right</td>
</tr>
</tbody>
</table>

There are six related events here.

- Which ones do you think are legal?
- Which ones do you think are upholding constitutional ideals? Which are both?

Take as many responses as you can and push students to share their thoughts.

Reflect (5 minutes)

After Class Challenge (30 minutes)

Talk to 5 people from your community and create a poster of the country you wish to live in with them. Paste this poster somewhere in your community.

Click a picture of it and share it on our WhatsApp group.
Can laws be wrong?

LEARNING STANDARD

Students will analyse the laws that have been unfair to some people in the country.
OBJECTIVE
I can judge examples of laws that were oppressive.

Cs IN FOCUS
Mr. Consciousness and Ms. Critical thinking

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity and Justice.

MATERIALS
Video-1,
Video-2 : AFSPA in Manipur
Video-3

SUMMARY OF PRE-WORK
Time for an experiment.
Find a spring / buy a spring.
Now do the following and write the same observations in the diary.
• Make the spring stand upright.
• Now gently, press against it.
• Note the observation.
• Now press it a little more than last time.
• Note the observation.
• Now press the spring down.
• Note the observation.
Now write down after reading all the observations the difference in all the 3 times you pressed the spring.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Lesson Plan: 47
Hope you all are excited to share the experiment results.

Ask the learners to share their observations in class.

Possible answers.

- Gently, press against it.- The spring bounces back quickly with not too much pressure.
- Press it a little more than last time. -The spring with a little more pressure, bounced back with a jump and quickly.
- Now press the spring down.- Due to the pressure the spring bounced back immediately and moved.
- One can conclude that between the gentle pressure and excess pressure, the spring moved from gently bouncing back to more vigorous and immediate bouncing back.

Learners, we saw and concluded that when we press against something gently the reaction is gentle and when we press against something with pressure it immediately reacts.

Sometimes, this happens to all of us. When we are forced to do something because of the rules, we react aggressively.

Can someone share examples of this from their personal life?

This pressure and force can sometimes take the shape of oppression.

Oppression means the unfair exercise of power which sometimes may result in particular groups of people or individuals being harmed.

Today we will learn about some laws or rules from our nation which may have been oppressive.

Point to the objective: I can judge examples of laws that were oppressive.

The Big question that we will explore is: Can laws be wrong?
In a class, rules are like laws. Let me quickly share some rules with you. As you hear them, please share if you feel those rules are fair or not.

1. What if I said that everyone has to stand or keep their videos on during the whole time through a laptop to attend classes?

*Possible response: May not be possible for those with low internet bandwidth/ we will get tired.*

Do you think it would be fair? Yes or no?

*Possible answer: No*

2. Okay, now let’s say you are not able to do this. I say that your parents have to pay a 5000 rupees fine.

Would that be fair? Yes or no?

*Possible answer: No. Some may not have it. Also, it’s not fair to punish someone for this.*

This is a small example of what can be oppressive. Now, there are many laws in India. We will look at a specific example and judge if these were oppressive.

Show the video on salt tax.

Let us invite Ms. Critical thinking for the activity.

- Can someone share what the video was about?

*Possible answer: The law then was that Indians cannot make salt and had to buy salt from the British only at a higher price. Gandhi opposed it and led a Dandi march against the law.*

- Do you think the Salt Tax was oppressive or not? Give me a thumbs up if your answer is a yes and a thumbs down if it is a no.

*Possible answer: It was an oppressive law because it was harmful to Indians. The punishment for something very essential was very harsh.*

- Which Cs do you think Gandhi used to fight this?

*Possible answer: Courage, Communication, Collaboration*

We saw the oppressed law and how a leader like Gandhiji with the help of so many Cs fought against it.

I'll give you another example and you tell me if it's oppressive.

The Child Labor (Prohibition and Regulation) Act was implemented in
1986 and it says that children below the age of 14 should not engage in labour. What do you think about this law?

Possible response: Not oppressive. Fair to children as they should get an education at this age.

Let us watch another video to understand a different law and judge if it was oppressive.
Show the video on AFSPA in Manipur

Ask:

1. How do you feel after watching it? What are some questions coming to your mind?

Possible answer: Upset, why did it happen, etc.

Now let us watch another video to understand what AFSPA was allowed to do in Manipur- Indiatimes | All You Need To Know About AFSPA

Ask:

1. Is it right to arrest anyone on suspicion without a warrant and take them into custody, can search a house, can stop a vehicle, and search it?

Possible answer: No it’s wrong or Yes, only if the army has enough evidence.

2. Do you think AFSPA was breaching its power?

Possible answer: yes

3. If you were a citizen of Manipur, how would you feel about this law?

Possible answer: Scared

4. Now, based on what you have seen and understood - would you say the AFSPA is an oppressive law? Say why or why not.

Encourage learners to share their ideas by not sharing their opinion. Probe for reasons and respectful challenge among learners.

Today we deep-dive into laws and saw how they may become oppressive.
It's Mr. Consciousness time!
Think and share:
- Do you think we should have laws that can affect people in this manner?
- How would you feel if such a law was forced upon you?
- Would this help us uphold or break down constitutional values?
- What do you think people or citizens may do if they have to face such laws?

Please synthesise the diverse responses before closing out the class.

We started with the spring activity and saw how there is a reaction when there is forced pressure. Similarly, if such oppressive laws would be in place, citizens may sometimes react aggressively causing more harm to society.

Reflect (5 minutes)

Think of some laws or rules you may have to follow in school or family which you find oppressive.

Make a note of
- What makes these oppressive? Why?
- What would you do to change these?
OBJECTIVE
I can judge examples of laws that were oppressive

C IN FOCUS
Mr. Consciousness and Ms. Critical thinking

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity and Justice

MATERIALS
The Bhima Koregaon Story

SUMMARY OF PRE-WORK
Watch the video on The Bhima Koregaon Story

Answer the following questions in your diaries:
1. What happened in this story?
2. Were people treated fairly?
3. Why/why not?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Today some of us will be performing a short skit. Observe and then we will answer some responses to some questions.

Ask 3 learners before the class to prepare for a short skit.

Skit

Ask one of the learners to read out the rules of boarding the bus:

The Brihanmumbai Electricity Supply and Transport (BEST) is a civic transport and electricity provider public body based in Mumbai, Maharashtra, India. It has permitted physically handicapped persons, senior citizens, and expectant mothers to board the bus from the front door if it's too crowded.

Bus conductor: Ram
Bus driver: Tokas
Physically handicapped student: Subodh

The scene has to revolve around the bus stopping at the bus- stop and Subodh trying to board it from the front of the bus. Ram objects saying he cannot board the bus from the front as a lot of people are supposed to deboard.

Let the skit pause here.

Ask:

1. What happened to Subodh? Is it oppressive?
   
   Possible answer: varied.

2. If yes, which law is being violated?
   
   Possible answer: Law of Rights of disabled people in India.

The Skit continues with Tokas explaining to Ram that disabled people have special concessions, thereby allowing them to board the bus from the front.

Debrief:

The rule is in place to give special concession to someone in need and therefore is not oppressive. Therefore, the rule is in place to prevent oppression.

The country has laws and rules so that everyone is treated equally and fairly. Yesterday we saw some laws that were oppressive.

Today we will continue to work in groups to judge more of such laws.

Point to the objective: I can judge examples of laws and judge which were oppressive.
Today we will learn about a new act- UAPA (Unlawful Activities Prevention Act)

Unlawful Activities (Prevention) Act is an Indian law aimed at effective prevention of unlawful activities associations in India. Its main objective was to make powers available for dealing with activities directed against the integrity and sovereignty of India. The Constitution (Sixteenth Amendment) Act, 1963, was enacted empowering Parliament to impose, by law, reasonable restrictions in the interests of sovereignty and integrity of India, on the:

- Freedom of Speech and Expression;
- Right to Assemble peaceably and without arms; and
- Right to Form Associations or Unions.

It was amended in 2019 to make it more effective. It was amended allowing the government to designate an individual as a terrorist without trial.

Ask the learners the following questions:

- What is the aim of the UAPA?

Possible responses: It is aimed at the effective prevention of unlawful activity associations in India.

- When was it amended? What were the amendments?

Possible responses: It was amended in 2019 to make it more effective. It was amended allowing the government to designate an individual as a terrorist without trial.

We saw the Bhima Koregaon case and learned that some activists were jailed under this law. Today we also learned about the law.

Encourage someone to share a little about the Bhima Koregaon story for a quick recap.

The 2018 Bhima Koregaon violence refers to violence during an annual celebratory gathering on 1 January 2018 at Bhima Koregaon to mark the 200th anniversary of the Battle of Bhima Koregaon. During this battle, minority groups defeated the upper caste force of the Peshwa. Minority groups of Dalits see this day as a celebration of their victory against the upper caste Peshwa regime of the Maratha Empire, whom they see as their oppressors.

In 2018, during the 200-anniversary celebrations, they were attacked by a crowd which resulted in the death of a 28-year-old youth and injury to five others.

Some activists were arrested under the UAPA act as the police alleged that the activists were responsible for the Elgar Parishad, an event which was held to celebrate 200 hundred years of the battle of Koregaon Bhima, in January 2018. According to the police, the Parishad triggered the Bhima Koregaon violence. This was done without strong evidence.
Now, let us use Ms. Critical Thinking and share:

What do you think of this law?
If you think it’s oppressive, come to the right of the room and if you think it’s not, come to the left. Make sure you have your strong reasons for the same.

Possible responses: Not oppressive as it’s done to prevent the nation from bigger harm. Oppressive because people don’t get a fair trial and can be booked by mistake.

A recent headline in the Indian Express shared this:

In 3,005 UAPA cases in 2016-18, only 27% had chargesheets, govt tells Rajya Sabha

The government has informed Parliament that while cases under the Unlawful Activities Prevention Act (UAPA) have increased since 2016, the charge sheeting has been poor.

What do you think this means for our constitutional ideals of justice, liberty, equality, and fraternity? Do you think we as a country have been able to uphold these with laws like UAPA?

Possible Answers: Varied

Over the last lesson we learned about different laws and how some are oppressive and some are not oppressive.
Did you know that even the British rule over Indians was legal and so was the salt tax?

As you read this:
What are some thoughts/questions coming to your mind?
Do you think all legal things are right?

Encourage as many responses as you can.

As citizens, we have to think about which ideals of the constitution we want to hold and question if laws don’t uphold those.

Give me a thumbs up if you think some laws can be unfair.

If yes, can you share some things you will do about it?

Possible response: Raise more awareness, question the government, and protest.

After Class Challenge (30 minutes)

Talk to 2 elders in your community and ask them about some laws that they feel are not fair.

Make a note of why you think these laws are unfair and who might get affected by them.
OBJECTIVE
I can articulate steps I can take when I disagree with a law.

Cs IN FOCUS
Mr. Consciousness and Ms. Critical thinking

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity and Justice.

MATERIALS
How to change the world

SUMMARY OF PRE-WORK
We all live in a community where we follow certain rules, traditions, and rituals.

Read the scenario given below and answer the following question:

In my community come what may on 15th August we all come together to have breakfast. Some people do not like to be part of it and like to enjoy their national holiday with their family only.

Recently, the community asked non-participating members to pay a fine of Rs 500 for not attending this function.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document

- How would you feel about the rule?
- Do you think this is fair? Why/ Why not?
- What would you do if you did not participate?
In the last lessons, we were exploring the big Question: Can laws be wrong? We explored examples of AFSPA, UAPA, and other laws and judged if they were oppressive. We also explored that sometimes laws may not be the ones helping us foster our constitutional values.

As a part of the pre-work, we all read about a scenario and answered a few questions on the same. Let us share our individual responses in class.

Give me a thumbs up if asking for a fine is fair in this scenario and a thumbs down if you think it’s unfair.

Encourage learners to share reasons.

- What would you do if you were a non-participant?
- What would you do if you are a participant but still think the rule is unfair?

Encourage learners to share responses.

Thank you so much everyone for sharing your responses.

Now, let’s watch this video by our very dear Kid President.
So how does one go about changing laws?

We will learn from some examples first and then think of ways that we can apply these.

Read these scenarios out loud. Explain wherever necessary.

Now, let us use Ms. Critical Thinking and read:

Scenario 1:
How many of you remember the Nirbhaya case- 2012?

Encourage some learners to share.

Who can help us all remember it?

Possible response: An intern was raped in Delhi and died despite receiving treatment from India and Singapore.

The criminals were arrested and hanged.

Do you know what happened post that?

Let’s listen to this using Ms. Communication and Mr. Curiosity.

Six days after the incident, on 22 December 2012, the central government appointed a judicial committee to suggest amendments to sternly deal with sexual assault cases.

The committee was given a month to submit its report. The Committee submitted its report after considering the suggestions and petitions received by them during that same period from the public including jurists, lawyers, NGOs, and women’s groups.

The Criminal Law (Amendment) Act, 2013 (Nirbhaya Act) was passed which has expressly recognized certain acts as offenses. The new offenses like, acid attacks, sexual harassment, voyeurism, and stalking have been incorporated into the Indian Penal Code.

• What encouraged the creation of this new law?

Possible response: horrific act followed by public protests, petitions, and suggestions. Proactiveness shown by the government to prevent women.

Scenario 2:
We have read about section 377 in a previous lesson too. The struggle against section 377 began over two decades ago.

Does anyone remember what this was about?

Possible response: For over 2 decades being gay was a crime in our country. Homosexuality was considered a crime.

After many appeals homosexuality was legalised in 2018.

Now let us understand what and how this happened:
1. December 2001: The Naz Foundation, a sexual health NGO working with gay men, filed a public interest litigation (PIL) in the Delhi high court, challenging the constitutionality of section 377 and calling for the legalisation of homosexuality.

2. July 2009: In a landmark judgement, Delhi high court bench strikes down section 377, saying it violates the fundamental rights to life, liberty, and equality as enshrined in the Indian constitution.

3. June 2016: Navtej Singh Johar, an award-winning Bharatanatyam dancer, files a writ petition in the supreme court challenging section 377, along with four other high-profile Indians, including chef Ritu Dalmia and hotelier Aman Nath.

4. April 2018: Top hotelier Keshav Suri, who identifies as gay, joins the fight, and files a petition with the supreme court.

5. On Sept. 06, 2018, in a unanimous verdict, the court ruled that homosexuality is no longer a crime in India and that the members of the LGBTQ community have the same sexual rights as any other citizen.

Isn’t that great?

Alright, let’s look at both these examples and see who was involved in making sure that unconstitutional laws were taken down and new laws should come into the picture to ensure the protection of its citizens.

Turn to your partners and make a list of as many people as you can think of who enabled the action in these cases.

Encourage learners to share and debrief:

There were lawyers and judges, the parliament, the citizens, the foundations, and other organisations who enabled this.

In our lesson on constitutional ideals, we identified 6 groups who are responsible for the functioning of a country:

Legislative, executive, judiciary, citizens, police, and media

All of them are responsible for making sure that our country upholds the constitutional values.

When it comes to changing laws, the same group of people can enable change and help our country uphold the values enshrined in our constitution.

Now, let us think of what each of these bodies can do to bring about change.

Ask learners to suggest first and then list down some steps

1. Create awareness by writing articles
2. Make videos to explain the law and why it’s unjust
3. Peaceful protests to practise civil disobedience like Gandhi did
4. File a petition to change a law
5. Write to your MLA/MP to oppose in Assembly or Parliament
6. Form a group to file a petition against the law to be heard in court. Let me share a story of a courageous boy named Abbas. When Abbas was in Grade 11, he raised his voice and fought against corporal punishment. He strongly believes in the importance of schools being safe spaces for students to learn. He collaborated with the DCPCR (Delhi Commission for the Protection of Child Rights) wing of the local government to reprimand teachers who beat up students.

Reflect (10 minutes)

It's Mr. Consciousness time!

We will come back to our big question:

- Can Laws be wrong?
- If a law is wrong and is affecting you, what would you do?
- If a law is wrong and is not affecting you, what would you do?

Encourage learners to share responses.

Learners, remember, we are all a part of this country and it's our duty as citizens of this country to raise our voices against anything unfair. This is how we will be able to foster equality, liberty, fraternity, and justice in our country.

Finally, for you to be able to take that step, which C will you practise?

Diamond Fells
After Class Challenge (30 minutes)

Think about the scenario from the pre-work.

What would you do to change it now?
Make a note of your steps.

Also, identify some norms/rules around you that may be wrong or unconstitutional and take steps toward changing those.
How am I represented in democracy?

LEARNING STANDARD

Students will identify their role in democracy.
OBJECTIVE
I can identify my local leaders/ MLA and judge if they are meeting their responsibilities

C IN FOCUS
Mr. Consciousness and Ms. Critical thinking

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity and Justice.

MATERIALS
DIVINE - AZADI - GULLYBOY | LYRICS

SUMMARY OF PRE-WORK
Find out by talking to your parents/ adults in your community:
1. Who is your local leader?
2. What position do they hold?
3. How were they chosen to be the leader?
4. What do they do?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Today we are going to learn about our local elected leaders and see if they are being effective. Why do you think we started with this song?

Take a few responses and then state.

For a democratic society to function, we must describe the reality of our society and hold our leaders responsible and accountable for the same.

The Big Question we're exploring is: **How am I represented in democracy?**

Now, who represents me in a democracy?

My parents and family members who can vote elect an MLA and MP who are supposed to keep our interests and well-being at centre.

In today's lesson, we'll practise the skill of evaluating whether someone is meeting their responsibilities or not.

Using that, this is what we will do:

**Point to the objective: I can identify my local MLA/elected leader and judge if they're meeting their responsibilities.**
Now, how do we know if someone is fulfilling their responsibilities?
Let us call Ms. Critical thinking to do the activity.

Let's think of a teacher. Let's make a list of their responsibilities. I want you to fill a table like this. And see how they fulfil their responsibilities. Teachers give students report cards, right! It's now time for you to give your teacher a report card! (Use Courage & Compassion while doing this!)

Now, we did this for our teacher and doing this can help us give feedback to teachers on what they can do better and can also help us point out things which are not going well at all!

Imagine how our classrooms and schools would be if we all gave feedback to each other and improved!

We'll now expand our view to our local leaders - it can be a Municipal commissioner or a MLA. So what do we need to know to be able to judge whether someone is meeting their roles & responsibilities?

We need to know who they are (which you have done in your pre-work!) and also what they are responsible for. For this, it's important to understand how our country runs!

There are so many things one has to take care of to run one family! Imagine a family of 1.3 billion people where everyone lives in different houses, speaks different languages, practises different faiths, eats different foods!

Now to have a safe, healthy and happy family of 1.3 billion in a country is really complex.

What are some things you think a country needs to take care of for a family of 1.3 billion people?

Possible responses: water, food, cleanliness, electricity, rules, etc
How many of you remember:
Who drafts the laws in our country?
Who makes sure that the laws are passed?
Who ensures that law and order is ensured?

India is a big country that is run by the work of so many people at different levels- there are countries, states and the local governments.

Can someone guess what an MLA/ local leader does?
They are a part of the Legislative Assembly. What do you think they do?

Take a few responses.

An MLA will mainly look at laws being made and passed correctly in the state and also take some functions of looking at law and order or development of the area - roads, houses, water etc.

Though MLA helps us do a lot for our region, sometimes, it may become too much and therefore we have a local government where leaders may look after the issues related to roads, garbage management, water supply, and electricity provided for all citizens in their ward or villages.

So if you are from a ward (urban city), your leader may be a municipal commissioner. If you are from a village (rural area), your leader may be the Sarpanch, the leader of the panchayat.

Can you quickly turn to your partner and share who your local leader is, the one that you found out about in your pre-work?

Now if you don't know them, can you tell if they are meeting their responsibilities?

No

Let us today be Mr. Curious and learn about the variety of roles the MLA plays and tomorrow we will continue to evaluate if the MLA of your region is successful in fulfilling their responsibilities.
It’s Mr. Consciousness time!

Think and share:

• Why do you think it’s important to know your leaders?
• What will happen if you don’t?
• What may happen if we don’t check what our leaders are doing?

Take a few responses.

One of our Cs is Mr. Consciousness!

We need to be aware of our local leaders, their responsibilities and their effectiveness so we can solve challenges at a local level and be in safe, healthy and happy places.

To create such places, we have to make sure our elected representatives - our local leaders do their job. For that we have to understand their responsibilities and hold them accountable.

Each one of us has freedom to do that and we may use our voice to make sure that our communities are led by strong people.

Which constitutional value does it connect to?

Possible response: Liberty

After Class Challenge

Talk to your cousins/ family members from a different city or village and ask them the following:

• Who is your leader?
• What do they do?
• How have they helped their village or community become better?
OBJECTIVE
I can identify my local leaders/MLAs and judge if they are meeting their responsibilities

Cs IN FOCUS
Mr. Consciousness and Ms. Critical thinking

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity and Justice.

MATERIALS
RTI Online

SUMMARY OF PRE-WORK
Find out any 5 responsibilities of the MLA and note them down in your diaries.
Find out 3 things your local leader/MLA has done for your area in the last year.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
In the last lesson, we started looking at the Big Question: How am I represented in democracy and began to understand the different roles & responsibilities as well as the structure of the government at different levels.

Today let us start by reading a comic. Are you all ready?

The name of this comic is: Whose responsibility?

Hi active citizens!

Lesson Plan 51
Please help learners read through this comic.

Now let us use Ms. Critical Thinking to share:

- What is happening in Patalpuram?
- Why is this serious?
- What have people decided to do and why?
- What actions do you think should be taken and who should take them?

Possible response: Drinking water is a necessity and can become concerning for health. People from the opposition party are protesting against the MLA because he hasn’t been able to fulfil his responsibility.

Are you excited to know what followed?

After the protest, and debates in the legislative assembly where different leaders expressed concern and coverage in media, newspapers, etc about the inefficiency of the government’s work, the chief minister and the health minister visited the village and took some steps.

Get one of the learners to read this out loud.

Can some of you share two measures that the government undertook to control the situation?

What do you think motivated the government to take the action?

How is this connected to what we learned yesterday?

Possible response: When we know our leader and their responsibilities, we can question them and hold them accountable. This is what would encourage the government to take action steps and provide justice to the citizens.

Remember, all of us are the ones who help these leaders come into power which makes us more powerful than them.

Now that we have seen what has happened in Patalpuram, let us analyse our areas and see if the government (local leaders/ MLAs) have been able to fulfil the duties.
Learn (25 minutes)

Let us be the judges today. This would require us to question and think so let us use Mr. Curiosity and Ms. Critical Thinking while doing this.

Make a report card for our local MLA against their responsibilities and challenges solved. You will spend some time doing this independently.

<table>
<thead>
<tr>
<th>Responsibility: What should they be doing? (You can also use the symbol you made)</th>
<th>Score 1-10: How well do they do this? (10 - very well 1 - not well)</th>
<th>Evidence: Why do I think so?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roads, Infrastructure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleanliness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hospitals Public Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police Law &amp; Order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget &amp; Finance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical Works</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts &amp; Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Resources - Forests</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>Sum of points</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td><strong>Sum/ Total * 100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Once learners are done, help them find the percentage. They may have done this in maths. If not, encourage them to use a quick formula.

Now, that your report card is ready, turn to your partner and discuss these report cards.
Learners, do you know that our country allows us one very powerful right? 

**RIGHT TO INFORMATION (RTI)**

Right to Information empowers the citizens to promote transparency and accountability in the working of the Government. There is a portal where you can online seek information about anything related to the government and that information will be shared with you. Do share with learners how they can use RTI to seek information.

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**Reflect (10 minutes)**

It’s Mr. Consciousness time!

Think and share:

- How many of us think that our local leaders are meeting their responsibilities? How many got more than 70% on their scores?
- If many of our MLAs/Commissioners/Panch are not able to do their job, what kind of community will we build?
- How may we help them to do better?
- What are some Cs we may need to help them or hold them accountable?

*Take a few responses and state.*

- Check if they are qualified to do this job - can I find out what they have done before?
- Check if they have the resources - can I find out if they have money and people to do the work that needs to be done?
- Can I check if they have the right information - can I find out if they are attending all sessions and meeting the right people to do their work?
Remember, you can use RTI to get more information.

In the next class, we will plan the steps to support our local leaders. Until then think about one C you wish to see in your local leader and why?

**After Class Challenge (30 minutes)**

Use RTI to find out any interventions your leader has brought about in your community.

Be Mr. Curiosity and find any information you need about your leader and their work. Share that with all of us on our WhatsApp group.

Aware citizens also help in spreading awareness among their peers.
OBJECTIVE
I can examine issues in my immediate surroundings and plan steps toward their resolution.

C IN FOCUS
Mr. Consciousness, Mr. Compassion, Mr. Communication and Ms. Critical thinking

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity and Justice.

MATERIALS
Feel
World’s Biggest Challenges
Zero on Zero Accidents

SUMMARY OF PRE-WORK
Identify the issues you see around you. And do the following.

1. Of all the issues, identify which issue bothers you the most.
2. Reflect upon why this bothers you.
3. Ask someone who is affected by the same - how are they affected by it
4. Discuss with them why this issue happens

You can also watch this video: Feel

Think about Mr. Compassion and how he can help you to understand this issue better.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Over the last few weeks, we have been looking at our Nation’s history and its impact on our present. We have also talked about the laws and constitutional challenges of our country.

In the last two lessons, we also looked at our local MLA and what they have done to support our community.

Now let us watch a video.

World’s Biggest Challenges

As you watch this, think of which challenges are seen in our country and your community as well.

Possible Answers: poverty, unemployment, and lack of

You also did your pre-work to identify issues in your community and why it exists.

Now what we'll do is, bring Ms. Courage in and see what we can do to solve this issue. So are you ready Changemakers?

Point to the objective: I can examine issues in my immediate surroundings and plan steps toward their resolution.
Give me jazz hands if the challenge identified by you is:

- Lack of cleanliness
- Lack of health facilities
- Lack of parks
- Gender violence
- Lack of law and order

Or you may ask learners to share the problems that they have identified and put common ones under a bucket.

For us to solve any problem, we need to use a process. Can someone guess what this process is known as? We have learned this earlier as well.

D_ S _ _ N   -  T _ _ _ K _ N _

Possible response: Design Thinking

Encourage learners to do a quick recap of the process and the four steps. Learners have used these steps in Unit 2.

Which process did we begin with in our pre-work?

Possible response: Feel

Let us now form groups based on the problem identified by our peers.

Help learners create groups as per common problems that were identified.

In your groups, we will continue to FEEL the problem even more deeply:

- Share your responses to the pre-work questions with each other.
- Come up with a common response for:
  - Why do we need to solve this problem?
  - What causes this problem? Use the Why-why technique to do this.

Do a quick recap of a why-why technique. You may use the same example that we used in unit 2.

Share an example:

- My school is dirty
- Why? People throw garbage wherever they want.
- Why? Because there are not many dustbins in the school.

Give me jazz hands if your groups are ready.

Encourage one person from each group to share this statement out loud

We are working on the problem of ________ because ________ (need to solve the problem). We think that some reasons which cause this are ___ (causes)
Once all learners have shared, ask everyone to give a huge woo-hoo.

We have completed Step 1 of being a changemaker.

We now know why this problem needs to be solved and what causes this problem.

Time for Step 2. Who remembers this?

Possible response: Imagine

Imagine requires us to be like Mr. Creativity and Ms. Courage.

Let's get into our groups again and imagine as many solutions as we can for the problem.

The more the merrier. Let's remember to go blue sky, think out of the box, and put down whatever comes to our mind. Put it down even if it feels impossible.

Are you ready?

Give me a jazz hand since you are ready with your list.

Now that you have come up with the crazy list of solutions, can someone share -

Whom will these solutions benefit?

Possible response: All of us are members of the community.

Can you apply these solutions alone?

Possible response: No, with people.

Learners, in our last class we learned that it is our responsibility to help our leaders make our community better. In finding these solutions, we are just playing our active role in being the members of our community and supporting our local leader to make our community stronger.

Remember, a strong community builds a stronger nation.
It’s Mr. Consciousness time!
What are the first two steps we learned today?

*Response: Feel and Imagine*

Let’s watch an example and see how some students in Andhra Pradesh helped solve the problems of their community.

**Zero on Zero Accidents**

*Ask:*

What are the students trying to solve and why is it important?

*Possible Answers: Overload auto-rickshaws pose a threat to the students.*

How did students imagine the solution?

*Possible Answers: Safe auto-rickshaws to school.*

What did they do post that?

*Possible Answers: Raise awareness, seek action from the traffic authorities, and reward the drivers who drive well.*

Imagining solutions helps us put those into action. Are you also ready to be the change makers like these students and put your solutions into action?

Tomorrow, we’ll plan how we can go about solving these problems and put our solutions into action.

Which C would help you do that?
Let's go back and talk to our parents and siblings about the problem we identified.

Share your problem with them and listen to their reasons behind why this problem exists. You may get more ideas to solve the problem.

Remember to listen actively and with love. Use Mr. Compassion and Mr. Communication while doing this.
**OBJECTIVE**
I can examine issues in my immediate surroundings and plan steps towards their resolution

**Cs IN FOCUS**
Mr. Consciousness, Mr. Compassion, Ms. Collaboration, Mr. Curiosity and Ms. Critical thinking

**CONSTITUTIONAL VALUES**
Equality, Fraternity, Justice, Liberty

**MATERIALS**
Rehan & Basit’s Story

**SUMMARY OF PRE-WORK**
Time to get inspired.

Watch/read examples of students changing issues around them.

Rehan & Basit’s Story
• What are Rehan and Basit solving for?

• Why is it important?
• What are they doing about it?
In your diaries, make a note of your responses.

**RESOURCES FOR THE TEACHER:**
Synchronous Presentation

Asynchronous Pre-work Document

Lesson Plan 53
Warm-up

Welcome back learners!

1. Learn (25 minutes)

I hope you all have seen the examples of Rehan and Basit.
Let's hear from some of you about what you liked about their approach.

*Wait for the learners to share their stories.*

Like Rehan, Basit, and the students who we learned about yesterday, you can be change makers and problem solvers too.

Because- **YOU ARE THE ONES__________.** (We are waiting for)

**Get learners to complete the sentence.**

On that note, let's gear up by listening to our KER Anthem.

KER Anthem Music Video

Give me the loudest cheer if you are ready to come up with an action plan for your solution.

2. Spark (10 minutes)

Welcome back learners!

Yesterday, we came up with a long list of solutions. Can we implement them all?

**Possible response: No.**

So let us get into our groups and try to shorten our list. Does anyone remember the criteria?

Impact: Can I start seeing an immediate change in my class/ school once I implement this?

Bold: Is my solution new and courageous?

Long lasting: Will my solution last even after I finish the project?

Now, let's make a table with all of our solutions, and I want you to tick which of your solutions are Bold, Long Lasting and have Impacted.

<table>
<thead>
<tr>
<th>Solution</th>
<th>Impact?</th>
<th>Bold?</th>
<th>Long-lasting?</th>
</tr>
</thead>
</table>

Once you are done, colour the solutions that meet all three criteria and put them down separately.

Lesson Plan 53
Remember to take help from Ms. Collaboration and Ms. Critical Thinking to do this.

Now that we have our solution ready, let’s create a plan for it. This step is known as DO.

Is there anyone who remembers what we did in unit 2 when we tried to solve the problem our classroom faced?

Let learners share and then for a quick recap, Play this video:

Do: How can we solve the challenges?

In your groups, come up with responses of:

- What resources do we require?
- Do we need money? How much?
- How many people are required?
- How much time would it take?
- How will you document your work?

Remember to elaborate on HOW will you do each step.

And also assign tasks to each of your group members.

Give me a huge woohoo if your action plans are ready.

Reflect (10 minutes)

It’s Mr. Consciousness time!

Get into your groups and share:

- How are you feeling about implementing this action plan with your group?
- Are you clear on your roles and responsibilities?
- Do you know when you have or do this?
- What support would you need from your group members?
• Which C would help you do it?
Groups, spend this time with your group members to foster clarity on the plan of action and assess how everyone is feeling.
Remember, none of this would be possible if your team doesn't feel confident.
Great!
I feel confident that all of you are ready to go out there and implement your action plans.
Are you?
Learners, the last step of the process would be to Share. This is something we do while and after implementing our solution to inspire others to create a change.

After some days, will we come together and share our journey of change-making with others?
Encourage and create enthusiasm among learners.
We will do that as a part of our showcase of learning for the unit. Before that let's spend some time implementing our action plans in our communities.

**After Class Challenge**

Share your ‘Do’, and the action plan with people from the community, and identify those who wish to support you.
Make a group with them and decide:
How would they want to contribute?

Where do you need their help?
Start implementing your plans with your groups.
Showcase of learning
OBJECTIVE
I can synthesise what I learned in this unit.

C IN FOCUS
Mr. Consciousness, Ms. Critical thinking, Ms. Collaboration, Ms. Courage, and Mr. Creativity.

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity.

MATERIALS
Sheets of paper.

SUMMARY OF PRE-WORK
Let's use Miss Critical Thinking, and Mr. Consciousness to look back at everything we have done in this unit.

We explored 4 Big Questions in this Unit:
How has India’s past affected India’s present?
Is our country living up to the promises made in our preamble?
Can laws be wrong?
How am I represented in democracy?

In 100 words or more, share a summary of your key learnings for the above four questions. You can also use Mr. Creativity to doodle your responses.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 54, SOL Day 1
We have come to the end of our fourth Unit i.e. Nation.

On that note, I would like all of you to think of the first thing that comes to your mind when you hear the word- INDIA.

Get all the learners to share it.
Let us call upon Ms. Critical thinking, Ms. Collaboration, Ms. Courage, and Mr. Creativity.

There may be positive or negative responses. Acknowledge them all.

Great! The word India may sometimes bring up images of the flag, a national song, a monument of national significance, or even a person, a leader who may have contributed to India’s growth. It can also bring up images of not-so-positive realities that we see around us. All of these are valid because that is what India means to us today.

As active citizens of this nation, we must keep learning more about our nation and help the nation progress.

Give me jazz hands if you think you can do this.

Let us then begin by understanding what we have learned so far.

Would any of you like to share your key learnings from the big questions that we explored in this unit?

- How has India’s past affected India’s present?
- Is our country living up to the promises made in our preamble?
- Can laws be wrong?
- How am I represented in democracy?

Invite different learners to share. You may also ask learners to quickly share responses with their partners.

We did learn how history is crucial for us to understand the current reality of the nation. We became aware of some social issues that are existing...
which may not be in alignment with our constitutional values. We also became more aware of how the county functions and the roles different people play in that process. We also became judges and analysed a lot of events from history and the present and we realise the importance of holding our leaders accountable. As we hold them accountable, it also is our responsibility to keep supporting them in making the nation better.

Now that we have done a quick recap, let us today bring all of our learnings together and make a report card for the democracy in our Country.

Let us read this statement out loud together:

“WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN, SOCIALIST, SECULAR, DEMOCRATIC REPUBLIC and to secure to all its citizens”

Does anyone remember where this is from?

Possible response: Preamble.

On a scale of 1-10, to what degree do you think we are as a nation living up to this statement?

Get learners to do a spectrum in the class.

Now let us get into groups of four and fill this table together.

In your groups, different people may think differently, it may be helpful to ask for evidence, ask questions, think critically, and come up with your ratings together as a group.

Which Cs would you need to do this?

<table>
<thead>
<tr>
<th>Ideals</th>
<th>1-10 to what degree are we living by these ideals?</th>
<th>Why do you think so? What is your evidence for the same?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fraternity</td>
<td></td>
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</tr>
<tr>
<td>Equality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberty</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Get learners from different groups to share their final scores out of 40.

We identified different groups that are responsible for upholding the ideals of our Constitution.
Along with these groups, we also identified Citizens, Media, and Police as key stakeholders in this.

In your groups again, let us review the role of different groups in upholding the ideals of our Constitution in your groups.

<table>
<thead>
<tr>
<th>Groups</th>
<th>1-10 to what degree are we living by these ideals?</th>
<th>Why do you think so? What is your evidence for the same?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legislative: Our MPs &amp; MLAs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive: Our President and the Armed Forces under them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judiciary: Our Supreme Court, Judges &amp; Lawyers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police &amp; our Law Enforcement</td>
<td></td>
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</tr>
</tbody>
</table>

This is the time for you to share with the class about how proud you feel to work in a group of different individuals.

Each group will get two minutes to share their reflections.

Get each group to share.

We made a report card to understand how according to us, India stands as a democracy.

Some of us may think that we are doing good and some may think that we are not. Some may also think that we need to do better. Learners, it’s okay for us to be at different places.

Just remember that each one of us is different and thinks differently. We have the liberty to make our choices and a very important role in making our nation become a better democracy.

Through the last unit, we have been active citizens by identifying challenges around us and implementing our plan of action with our peers to bring a change.

Tomorrow you will get a chance to share your big idea of change with your classmates.
It's Mr. Consciousness time!
Learners reflect on the following two questions:
1. On a scale of 0-5, how confident do you feel about creating your creative videos for our showcase tomorrow?
2. What can you do to ensure that the group implements it effectively? (think about what we learned in supporting our peers and working cooperatively in groups)

Reflect (10 minutes)

This will be the last step of our FIDS process- SHARE!

I look forward to tomorrow’s pre-work to know more about the same.

After Class Challenge

Continue implementing your solution.
Please have frequent check-ins with your group members to track the progress of the project. Discuss challenges, success, questions that your group might have, etc.

Tomorrow is the time for the final showcase so prepare for that with your group.
OBJECTIVE
I can showcase what I learned in this unit.

Cs IN FOCUS
Mr. Consciousness, Ms. Critical thinking, Ms. Collaboration, Ms. Courage, and Mr. Creativity.

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity.

MATERIALS
KER Anthem Music Video

Chettinad Vidya Mandir DFC 2016

Please explain the pre-work to the learners in the last class. Take permission for a 90-minute class or divide it into two shorter slots

SUMMARY OF PRE-WORK
In your groups prepares answers to -

1. What did you set out to do?
2. How did you plan it?
3. How did you implement it?
4. What was the impact of your project?
5. How do you think you can sustain the impact of your project?
6. Add in any fun/silly moments from the group!

Find a fun way to showcase these! Build a presentation or a performance or a song on this! Use the 8Cs while you do this!

RESOURCES FOR THE TEACHER:
Synchronous Presentation

Asynchronous Pre-work Document

Lesson Plan 55, SOL Day 2
Framing (10 minutes)

Who will bring change/ resolve problems in your surroundings?

Possible response: I, us, changemakers.

Are you the only one who will solve these problems?

Possible response: No, all of us together will do it.

Exactly, all of us together with the help of our amazing Ms. Collaboration can do wonders. Remember, we’re the ones________. (we’re waiting for)

Encourage learners to complete the phrase together

With this in mind, let’s talk about the exciting thing we are going to do today. Can one of you share what’s that?

Possible response: Do a presentation on our solutions.

Which step of the FIDS process is this?

Response: Share

Can one brave person share why they are doing it in the group with their classmates?

Possible response: Because it’s our collective responsibility to make our nation better. We can start with challenges around us, solve them and make a better community. This will help build a better nation.

Thank you, learners! All of you are responsible and smart changemakers indeed.

Before we do our presentations, let’s watch a video to see how some students in Coimbatore are making their surroundings better for women.

I hope this gave you enough confidence to share your stories with us. So, before we begin our presentation, let’s take five minutes in our respective groups to discuss anything that we wish to do before the presentation. You may use this time to rehearse, discuss things you were not able to, etc.
Our task of the day is to not just deliver our presentation but also listen to others carefully and with love. Can any of you guess the Cs that may help us do this?

Exactly, remember Ms. Communication and Mr. Compassion as well while you do your presentations in the group.

Showcase (45 minutes)

Please ask the groups to be ready. Also, Coordinate with stakeholders - The principal, school teachers, students, and parents and invite them for a showcase.

While we present, let’s remember Ms. Courage, Ms. Communication, and Mr. Compassion

• We will share confidently.
• We will also listen to our friends carefully and with love.

by celebrating every group. Please take pictures and record videos of students’ work products and presentations to document their learnings after taking their consent.

After everyone’s done presenting, encourage learners to celebrate themselves and each other by patting on their backs 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.

You may invite each group one by one to do their presentation. Reinforce how important it is to appreciate each other...
It's Mr. Consciousness time!

Today, you heard about so many solutions to different problems we face in our communities. Which constitutional values do you think all of this will help us foster around us?

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

*Please debrief the dominant constitutional values - Liberty, Equality, Fraternity, and Justice here.*

Can all of you take a moment to answer one big question?

Through this project of yours, how are you helping the nation become better?

*Encourage a couple of responses. Encourage some external stakeholders like parents, school teachers, and the principal to share the role each of them plays in making India better.*

Learners, each one of us is responsible for upholding the values of the country and
making it a better democracy. Through your initiatives, you have already taken the first step towards it. It may seem small but imagine if each one in our country takes that small step, we will together be able to achieve a lot more.

Let us close out our class by sharing one word of hope that we have for our nation.

Get all the learners to share. If possible keep noting these words down on the board.

### After Class Challenge

Continue to implement your solutions and share your progress on our WhatsApp group.

Keep updating your progress and making notes of the good and bad moments in your diary. This will help you ‘share’ your story further, even after you complete your project.
World
Big Question 13

Is the world equal and fair?

Learning Standard

Students will analyse how different countries of the world have upheld the values of equality and justice.
OBJECTIVE
I can assess how people across the world experience equality and justice.

C IN FOCUS
Mr. Consciousness, Ms. Critical thinking, Mr. Curiosity

CONSTITUTIONAL VALUES
Equality, Justice.

MATERIALS
Print-outs given on last page.

SUMMARY OF PRE-WORK (20-30 MINUTES)
Be Mr. Curiosity and find out:

• Names of at least 7 countries, one from each continent.
• Name the largest country in the world.
• Name the most populated country in the world.
• Which is the hottest continent in the world?
• Which is the highest mountain in the world?
• Try to take this quiz to identify the flags of different countries.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 56
Today we begin with our new unit. From the pre-work that you did, can someone guess what this unit is going to be about?

*Possible response: WORLD*

Can all of you quickly look at the image and show me on your fingers the number of countries you can identify and name?

*Encourage someone with the most numbers to share the countries’ names out loud.*

Who can come here and draw what the flag of the USA looks like?

Who can share the capital of Australia?

Can someone share where on the map Canada is located?

*Feel free to ask a bunch of questions to get learners excited about the different countries of the world.*

We, as a class, have achieved many milestones. We began with ourselves and learned about our families and school. We further explored our community and learned more about our country, India. Today we take a step forward in being active citizens for our country and our world.

We have seen immense diversity in our nation. I am incredibly excited for all of us to take a journey now to see how diverse different countries are.

Through the next couple of days the big question we will discuss is- Is the world equal and fair?

*Point to the objective: I can assess how people across the world experience equality and justice.*
Let’s play a True/False Game

- I am going to read a statement out loud.
- If you think that statement is true, stand up.
- If you think that statement is false, keep sitting.

Are you ready? Please use Ms. Critical Thinking while doing this.

Pause after each statement, share the correct response, and encourage some learners to share how they feel after learning the right thing.

Following are the statements:

- In 2018, the 26 wealthiest people in the world held as much wealth as half of the global population.
- 80% of people with disabilities live in less developed countries.
- Globally, women occupy less than 25% of all seats in parliament.
- Approximately 5.6 million people die yearly due to poor health care in developing countries.
- By 2030, the climate crisis could kill more than 2,31,000 people every year, in developing countries.
- The world’s richest 22 men have more money than all the women in Africa.
- In the USA, people living close to public transport can access up to three times as many jobs.

All the statements above are true. After the true and false activity, encourage learners to share their responses to the following:

- Which of the above statements surprised you the most? Why?
- What is common between all the statements?

Learners, we saw how inequality and injustice might play out in different countries worldwide and affect many individuals.

But there have also been so many leaders in the past and present who raise their voices to foster equality and justice for those around them.

Across the room, you will find quotes from five such leaders and activists. Let’s walk around the room and stand beside the one you connect to the most.
Display the following quotes around the room:

**Martin Luther King, Jr. American Minister and Activist**

“I look to a day when people will not be judged by the color of their skin, but by the content of their character.”

**Malala Yousafzai, Pakistani Education Activist**

“I truly believe the only way we can create global peace is through not only educating our minds, but our hearts and our souls.”

**Maya Angelou, African American poet and activist**

*Still I Rise*

**Nelson Mandela, Former president of South Africa.**

“Overcoming poverty is not a gesture of charity. It is an act of justice. Like slavery and apartheid, poverty is not natural. It is man-made and it can be overcome and eradicated by the actions of human beings.”

**Abdul Rehman, Student (Ahmedabad, India)**

“Education must be the same for everyone. Everyone must be taught and treated equally, no matter how rich or poor they are, how good or bad they are at learning or what abilities or disabilities they have.”

With the people standing next to you, share:

- What makes you relate to this quote the most?
- Which Cs did you see come alive in these quotes?
It's Mr. Consciousness time!

On a scale of 1-5, 1 strongly disagreed, and 5 strongly agreed:

- Is the world equal and just?
- Can the world become equal and just?

What can help us foster equality and justice around us?

Like the quotes you saw around the room, write something of your own. It can also be about equality and justice for something specific like gender, education, opportunities or caste.

Feel free to use the statement stem given below.

To me, equality and justice are ______.

Name, Class, School

After Class Challenge (30 minutes)

On your way back home today or in your community, identify something representing inequality.

Take a photo and write a short note on how this may impact people around you.

Be Mr. Curiosity and find any leader in your community or city who may be working on solving this issue. You may contact them and work with them to solve this as well.
Print-outs of

“IT LOOK TO A DAY WHEN PEOPLE WILL NOT BE JUDGED BY THE COLOR OF THEIR SKIN, BUT BY THE CONTENT OF THEIR CHARACTER."

Martin Luther King, Jr. American Minister and Activist

Maya Angelou, African American poet and activist

“Still I Rise
You may write me down in history
With your bitter, twisted lies,
You may tread me in the very dust
But still, like dust, I'll rise...
Just like moons and like stars,
With the certainty of rising.
Still I rise."

- Maya Angelou

“Education must be the same for everyone. Everyone must be taught and treated equally, no matter how rich or poor they are, how good or bad they are at learning or what abilities or disabilities they have.”

- Abdul Rehman, Student (Ahmedabad, India)
“I truly believe the only way we can create global peace is through not only educating our minds, but our hearts and our souls."

-- Malala Yousafzai

Malala Yousafzai, Pakistani Education Activist

“Overcoming poverty is not a gesture of charity. It is an act of justice. Like slavery and apartheid, poverty is not natural. It is man-made and it can be overcome and eradicated by the actions of human beings.”

Nelson Mandela

Nelson Mandela, Former president of South Africa.
OBJECTIVE
I can cite some injustices and inequalities in America's History and recent past

Cs IN FOCUS
Mr. Consciousness, Ms. Critical thinking, Mr. Curiosity

CONSTITUTIONAL VALUES
Equality, Justice

MATERIALS
NA

SUMMARY OF PRE-WORK
Watch the video (in the form of a Rap Song) on American history.

- Did the people living in the 13 colonies have the same occupation? Do all of them look the same? Why
- Did you see people being treated equally? When?
- What would you do if you were in their place?

Write the answers to the following questions in your diaries.
- What did you see in the video?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 57
Yesterday, we began to learn about equality and justice worldwide. Today, we will continue to learn about the same by deep diving into one country’s history. I will show you some hints, and let’s see who guesses which country we will talk about today.

You all got it right! We will talk about America! Today we will learn more about this country’s history.

Point to the objective: I can cite some injustices and inequalities in America’s History and recent past.
On that note, let us have an activity.

Divide the class into 2 groups.

All students with names from ‘A’ to ‘Q’ are in Group 1.

All students with names beginning from ‘R’ to ‘Z’ are in Group 2.

Write the following on the board:

- Group 2 sits on the floor.
- Group 2 will not participate in any event.
- Group 2 has to address everyone in Group 1 as Sir/Madam.
- Group 2 cannot complain about Group 1 at any point.

Explain the laws to the learners. Ask one learner to read it out.

I will give you situations, and all of you will have to respond as per the laws put on the board.

Scenario 1:
It is monsoon, and raining very heavily. School has just started. Everyone enters the class with their dirty shoes. The teacher asks everyone to sit down.
Remember the law and do what the law states.
Ask someone from Groups 1 and 2 - what will happen now according to the law?

Possible response: Group 2 will sit down. (Notice the tone while answering)

Scenario 2:
Okay, now we are starting our day. Everyone has to wish each other good morning. But remember the law and do what the law says.
Ask a learner - What will happen now according to the law?

Possible answer: Group 2 will call Group 1 sir/madam. (Notice the tone while answering)

Scenario 3:
The school is organising a class trip to see India’s cricket match. Make sure people are prepared tomorrow. Laws would apply to participants.
Ask a learner - What will happen now according to the law?

Possible answer: Group 2 cannot go to the match. (Notice the tone while answering)

Okay, good job, everyone! Let us debrief our experience.
Ask the learners:

- What was happening in the activity?

Possible answers: We were divided into groups, and group 1 was allowed to do many things, and Group 2 could not.

- Was the activity fair? Why?

Possible answers: No, group 1 was getting more things

- On what basis was the injustice happening? Did you do something to stop it?

Possible answer: The teacher decided that group 1 would get these things.
Ask: what does injustice mean?

Possible answer: Not fair/ not equal/ not the same.

You all watched a video in your pre-work. Debrief the pre-work questions.

• What did you see in the video?

Possible Answers: All about the American Revolution

• Did the people living in the 13 colonies have the same occupation? Do all of them look the same? Why?

Possible answers: No, they came from different parts of the world.

• Did you see people being treated equally? When?

Possible answers: No,

• What would you do if you were not treated equally as Others?

Possible Answers: Varied.

We learned how the current states of America were colonies that comprised diverse people. We also saw how some groups were subject to slavery or exploited labour because of their ethnicity.

We will now learn more about America’s History. Aren’t you curious to know more?

Let’s use Mr. Curiosity and Ms. Critical Thinking as I read the stories to you.

Push them to think that they could have helped or wished the other group differently, but did they think of being kind to the other group or enjoying the privilege?

Something we just experienced has been a reality for many groups for years. Today, we will learn how injustice and unfairness have played out in America’s history.

Read out loud the piece on segregation. Explain wherever necessary.
Segregation

Around the 1800s, many Christian ministers thought that whites/ fairer skinned people were superior to all other coloured individuals. People with darker skin/ Blacks were abused, beaten and denied their rights.

Signs like ‘NO BLACKS ALLOWED’, ‘RESTROOMS FOR WHITES ONLY’ etc. had become common. These were Jim Crow Laws. It has become a way of living.

In 1890, a law was passed providing ‘equal but separate’ facilities and rights to the coloured communities. There were separate hospitals, churches, restrooms, schools and separate seats in public transport. This was called Segregation.

Ask a learner to summarise the paragraph.

- Do you see any injustice in this law? What is that?
  Possible answers: Yes, black people are not treated fairly. They are not allowed in many places and have separate hospitals/restrooms etc.

- After reading about 13 colonies and their war, do you think America believed in equality for all? Why?
  Possible answer: I don’t think America believed in equality because they treated blacks differently.

- Why do you think Jim Crow Laws came to exist? (Remind them of the activity and the part where they did not help the other group. What did the learners think about at that time?)

Brown Vs Board Of Education

In 1951, a case was filed against the Board of Education of America. It started when an African American child named Linda Brown was denied admission in a nearby school because of her dark skin colour. She had to go far from her home to a school that did not have basic facilities.

While the District Court ruled against the Browns, the case went to Supreme Court. In 1955, the Court ruled that public school segregation would not be allowed. This decision paved the way for many other cases and finally led to the Civil Rights Movement.

Ask a learner to summarise the paragraph.

- Do you see any injustice in America’s History? What is that?
  Possible answers: The girl was not allowed to study in school because of her skin colour.

- Do you think the decision in the case helped Brown and African Americans in any way? How?
  Possible answers: It gave them rights and allowed them to study in the same school. It led to the civil rights movement. It gave...
It’s Mr. Consciousness time!

Think and Share:

- Have you seen anyone being treated unfairly?
- What did you do about it?
- Why do people treat others unfairly?
- Which C may help us treat everyone equally?

Reflection (15 minutes)

When someone is treated unfairly because of the colour of their skin or physical appearance, or the ethnicity they come from, it is called RACISM. Learners, isn't it amazing to see that after any act of injustice, people raise their voices and try to create a better, more equal and just society for others?

Possible response: It was discriminatory. People of colour were treated unfairly.

Reflect (15 minutes)

It’s Mr. Consciousness time!

Think and Share:

- Have you seen anyone being treated unfairly?
- What did you do about it?
- Why do people treat others unfairly?
- Which C may help us treat everyone equally?

After Class Challenge (30 minutes)

Make a note of any unfair treatment you have seen around you because of skin colour or physical appearance.

What would you do now if such a situation happened?
OBJECTIVE
I can cite some injustices and inequalities in America’s History and recent past

C IN FOCUS
Mr. Consciousness, Mr. Compassion, Ms. Critical thinking

CONSTITUTIONAL VALUES
Equality, Justice.

MATERIALS
NA

SUMMARY OF PRE-WORK
Time to look at the Civil Rights Act of 1964.
Watch this 7-minute video and note down the events - Video

Historians, it’s time to share our knowledge!
• Who was Rosa Parks?
• Why did people protest against using buses?
• Why did people protest in Birmingham?

• Fill the flow chart below with reasons that led to the Civil Rights Movement.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Can someone guess what I called you?

Possible response: Because we are learning about America’s history.

Exactly!

A historian is a person who not just studies the things of the past but also asks questions and tries to analyse the reasons behind things that have happened in the past.

Today, we will continue to be historians as we learn more about America’s history.

Point to the objective: I can cite some injustices and inequalities in America’s History and recent past.

Let us quickly do an activity first.

You will be looking at different scenarios and answering if what happened in the scenario was fair or just. (Equal or fair)

### Scenario -1

<table>
<thead>
<tr>
<th>Part 1 – A man stole apples from a shop. The shopkeeper caught him stealing, and everyone around him started beating him.</th>
<th>Question</th>
<th>Possible Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 2 – The man who stole apples was fired from his job because of covid-19. His family consists of 5 people. They have been hungry for 3 days, and he also has a 2-year-old daughter.</td>
<td>Is what happened to the man just? (Explain the question- was stealing just or fair/ was beating the man just?) Now, share if what he did was just.</td>
<td>Possible answers: Yes it was because he was stealing/ No, beating is not just. Possible answer: Yes, it is just because his family was hungry. (The main aim here is for learners to doubt their thinking)</td>
</tr>
</tbody>
</table>
**Scenario -2**

<table>
<thead>
<tr>
<th>Part 1 – A future and time machine has been built. You use the time machine to go back to the past to kill a child.</th>
<th>Question</th>
<th>Possible Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it just?</td>
<td>Possible answer: No, killing is not just.</td>
<td></td>
</tr>
</tbody>
</table>

**Part 2** - The child is Adolf Hitler, who, after growing up, was responsible for World War 2. He lead the army who murdered 6 million Jews including women and children. He killed them because they were of a different caste.

| Now share if it was just? | Possible answer: Yes, it is just because he killed many people and this man by going to the past is trying to prevent what has happened earlier in the future. (The main aim here is for learners to doubt their thinking) |

We just saw that sometimes learning more about the scenario and having more context helps change our perspective. This is exactly what historians do. Today as we learn more about the history of America and analyse what was fair or not, remember to gain more context.

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**Learn (20 minutes)**

In your pre-work, you learned about the Civil Rights Movement.

Can someone share what that was?

*Response: People protested to gain fundamental human rights.*

What were some of the reasons?

*Get learners to share different answers they have come in with.*

We learned about Segregation yesterday. The idea of segregation was ‘separate’ but equal.

Lesson Plan 58

A lot of people were not okay with being treated differently, and therefore, they protested. Rosa Parks was one of them.

Many such events and protests led to the creation of anti-discriminatory laws known as the Civil Rights Movement.

Today we will learn more about it. We will now read about America’s recent past and see if these anti-discriminatory laws have successfully ensured people’s justice.

Let’s do this with the help of Mr. Compassion and Ms. Critical Thinking.
We are going to read 2 stories today. The first one was on injustice, followed by the repercussions of the incident.

**Read or get a learner to read the story of George Floyd out loud.**

**George Floyd**

On May 25 2020, a store employee called the police because he thought that George Floyd had used a fake $20 note. George Floyd was a 46-year-old African-American man. Within 17 minutes of calling, George Floyd was pinned down by 3 police officers. As soon as the officers arrived, they pointed the gun at George. The videos taken by the people show George apologising to the police. Videos show Mr. Derek Chauvin kept his knees on George's neck while other officers held him down. George kept repeating, “Please, please, please. You will kill me” but the officers did not move. George Floyd died after 8 minutes and 46 seconds.

**Black Lives Matter**

Started in 2013, Black Lives Matter movement spread after George Floyd's death. More and more cases of crimes against blacks (people of colour) came forward. People started protesting on the streets against the injustices. Protests happened throughout the world.

In one of the protests, some people intentionally damaged the Police Departments by setting fires, and throwing bricks, glass and smoke grenades at the officers in the area. One man allegedly drove a scooter over an Officer's foot. 5 police officers were injured in one of the protests, and the property (buildings, offices etc) was damaged.

- Do you see any injustice in the paragraph? What is that?
  
  Possible answer: No one should be killed for a crime like this. He may have been treated like this because of his colour.

- Why do you think the officer was not showing compassion?

  Possible answer: No, because he doesn't like black people. He is being unjust.

Now we will see what happened after these injustices.
Why do people protest? We have learned about it in previous units as well.

Possible answer: When there is injustice, and they are angry.

Do you think Black Lives Matter was a fair protest?

Possible answer: The intentions are correct, but it became violent, which harmed more people.

Encourage diverse opinions and enable students to share their opinion with a rationale.

Now that we have read so much about America's history and the present let us do a quick recap.

We read about the war between the 13 colonies and the English. We saw how segregation came into the picture and led to more protests which gave birth to the Civil Rights Movement. But the acts of injustice continued, leading to the Black Lives Matter movement, where people came together to fight against the unjust treatment of people. A huge power is definitely in a group of people raising their voices.

Reflect (15 minutes)

It's Mr. Consciousness time!

Think and Share:

- This is America's preamble. Do you think this country has been able to live up to its promises in the preamble?
- Why/ Why not?
- What have been some evidences of a positive shift?
- What can we, as aware individuals, do to ensure fairness for all? Which Cs can help us do that?
Be curious like historians and find out instances of racial discrimination in your community/ neighbourhood.

Talk to more people about if this is fair or not.

Create a poster on the importance of ‘Equal treatment for ALL’ and put that up in your community.
SUMMARY OF PRE-WORK
Watch the video and write in your own words the meaning of 'Apartheid'.

Can you make any connections to the learnings from America's history?

OBJECTIVE
I can cite some injustices and inequalities in South Africa’s History and recent past

Cs IN FOCUS
Mr. Consciousness, Mr. Curiosity, Ms. Critical thinking

CONSTITUTIONAL VALUES
Equality, Justice.

MATERIALS
Video 1: Invictus - Poem That Inspired A Nation

SUMMARY OF PRE-WORK
Watch the video and write in your own words the meaning of 'Apartheid'.

Can you make any connections to the learnings from America's history?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 59
Learners may be confused!

It means ‘Welcome Historians’ in Afrikaans, the official language of South Africa!

Today we will become historians and go back in time to the struggles of another country. We learned about the Americans and how they were treated differently in the past. Some other countries too, were colonised and have had a problematic past.

Can someone guess which country this would be?

Possible response: South Africa

So today, we will learn about the historical struggle of South Africa.

Point to the objective: I can cite some injustices and inequalities in South Africa’s History and recent past.

Let’s start by listening to the story.

The First South Africans are found to inhabit the land 100,000 years ago. They consist of various tribes and migrants from different countries. In 1652, the
Dutch East India Company came to South Africa to establish a safe camp for their ships but started to enslave the local people.

In 1795, the British went to the coast of South Africa and started settling. The Zulu tribe from Africa began to expand and enslave people. Soon they lost the fight to the British.

Diamonds and gold were discovered in South Africa. This led to open warfare between Dutch, Africans and the British. People from India were brought to South Africa to fight in the war. After The ‘Union of South Africa’ was created in 1910. South Africa had people from various countries living with the original inhabitants, which is why it is also called the Rainbow Nation.

- Do you see any instance of injustice in the story?

*Possible response: Injustice as people were enslaved. They were bound in their homeland by outsiders- Britishers/ Dutch.*

Can someone share a connection to the video you watched in your pre-work?

It is about Apartheid- Treating Africans like slaves.

It refers to racial segregation that happened in South Africa.

You may have learned about a leader in the video as well.

Can someone guess who he was?

Let us continue to be historians and know more about this country and the man who, as a leader, brought a change.
Remember, as historians, we need to be Mr. Curiosity and Ms. Critical Thinking. So let us wear those hats and learn more about the history of South Africa.

Read the first paragraph and get a learner to read it out loud.

Nelson Mandela joined the African National Congress and became the Youth Leader. He travelled through the country to get support for non-violent protest against the injustice towards the Africans. He was banned from travelling and was arrested for protesting.

In 1960, some policemen started shooting in a Black village, killing 250 Africans. After that, Mandela decided to leave non-violence and started training in warfare. He became violent as well and attacked people.

In 1964, he was sentenced to life imprisonment while Whites were not punished. Mandela spent 28 years in jail. His support grew stronger, and more people followed him.

Now we will see what happened to Nelson Mandela after that.

After coming out of jail, Nelson Mandela became the President of South Africa. The apartheid government came to an end and a multi-racial government was formed.

The Black leaders talked to other Black leaders to forgive the white for their crimes. They said let us build a new South Africa based on equality of all races of men and women on democratic values, social justice and human rights. The party that did the injustice and the party that led the freedom struggle sat together to draw up a common Constitution. The constitution represents the past and the future. It is a country shared by all.

What injustices do you see in the story?

Possible answers: Yes, black people are not treated fairly. Nelson Mandela was put in jail. Nelson Mandela attacked people, which was not right either.

- Do you think violent protests started by Mandela were just?
  
  Possible answer: No, violence does not solve anything/ Yes, people need to be treated the way they treated us.

- Do you think anyone in the story showed compassion? Why?
  
  Possible answer: No, Mandela also started attacking, and people were hurting each other.
It's Mr. Consciousness time!
Let us together listen to the poem - The Invictus which inspired Nelson Mandela while he was in jail for 27 years for anti-apartheid activism.

Invictus - Poem That Inspired A Nation
Play from 0:24

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Reflect (15 minutes)

• Why do you think Mandela decided to forgive white people?

Possible answer: I think he forgave because he realised that violence would not help.

• Do you think anyone in the story showed compassion? Why?

Possible answer: Yes, the black leaders.

---

Lesson Plan 59
Please explain the poem: ‘Invictus’ is a poem that focuses on the human spirit and its ability to overcome adversity. It is a rallying cry for those who find themselves in the dark and trying situations, who must dig deep and fight for their lives.

Think and Share:
- Which Cs did Nelson Mandela use to lead South Africa’s freedom struggle against apartheid?

‘I am the master of my fate. I am the captain of my soul.’ What do you think this means?

Response: To take ownership of your struggles and fight for your rights.

Do you know of more leaders whose efforts have led to fairness and justice? You may think of India as well.

After Class Challenge (30 minutes)

Think of the qualities a leader needs to have in themselves to fight against inequality and injustice.

Write a poem (you can take inspiration from Invictus) to depict and share those qualities with your friends.
OBJECTIVE
I can cite some injustices and inequalities in South Africa’s History, and recent past

C IN FOCUS
Mr. Consciousness, Mr. Compassion, Ms. Critical thinking

CONSTITUTIONAL VALUES
Equality, Justice

MATERIALS
Video: Apartheid in South Africa

SUMMARY OF PRE-WORK
Think about the time when someone did not treat you equally/ you faced some injustice.

- What did you do when it happened? Did you stand up against it or ignore it?
- What values did you act with?
- Is courage important in life? Why?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
We saw and learned about the South African struggles in our last class. Today, let us continue our journey.

**Point to the objective:** I can cite some injustices and inequalities in South Africa’s history and recent past.

Let us start by learning about two leaders. You learned yesterday that Nelson Mandela became the President and marked the end of Apartheid. Do you know what happened after that? Let’s listen very carefully!

In 1994, at age 77, Nelson Mandela became the President and marked the end of Apartheid.

“The time for the healing of the wounds has come. The moment to bridge the chasms that divide us has come,” Mandela said in his speech.

ANC (African National Congress) set up a ‘Truth and Reconciliation Commission’ which investigated crimes of apartheid on both sides, blacks and whites.

A Reconstruction and Development Program was built to improve the economic conditions for everyone. Nelson Mandela supported the all-white South African national sports team, Rugby. The team was hated by all South Africans before. Black players were introduced to the team. The Rugby World Cup was won by South Africa that year, and it marked a major step toward building peace between blacks and whites.

What values did South Africa and its leader Nelson Mandela operate with? Think about the injustice that has happened to you. How did you respond? If you are comfortable, please share with the class.

Goeie werk!

We are very close to learning Afrikaans now.

Let us see what happened post that.

**HIV/AIDS crisis**

Thabo Mbeki became the President of South Africa in 1999. The HIV/AIDS epidemic spread, and South Africa became the epicentre of this crisis. At that point, Mbeki denied the crisis and blamed poverty. Medicines were not provided. The result of his action has had an influence to date. The image below shows the statistics of HIV/AIDS in today’s SA.
Now answer these questions:
What injustice do you see in South Africa during the Mbeki presidency?

Who do you think was the better president, and why?
What kind of qualities make you a better leader?

Possible response: Compassion, Courage

We will explore South Africa’s current situation.
Let’s do this with the help of Mr. Curiosity and Ms. Critical Thinking.

We will watch a video together. Watch till 2.26 minutes -

Explain the video with pauses for the learners to understand the situation better.

Ask:
Is apartheid actually over in South Africa? Why?

Possible answer: We can still see the divide as people live separately.

Now, we will discuss what we saw.
Turn to your partners and share:
• What injustices do you see in the story?

Possible answer: Blacks are living in shacks/huts. They are not getting enough water or facilities. Whites are living in mansions, and even the coloured are living in better houses.

• Why do you think there are differences if the Apartheid is over?

Possible answer: People do not follow equality.
It’s Mr. Consciousness time!

Think and Share:

- Looking at Africa’s preamble, do you think the country has been able to live up to its promises?
- Who do you think can help the country live up to these? Is one leader enough?

*Encourage learners to think about how citizens must operate with compassion and courage for this to be true.*

- What values would you operate with to make the world equal and fair?

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### After Class Challenge (30 minutes)

Imagine yourself being a community leader. Think of how you would encourage equality and fairness for all. Be Ms. Courage and Mr. Creativity and take any one action towards it.

Some ideas are given below.

- You can put up posters.
- Do group discussions with neighbours.
- Create an open sharing circle where people can share their stories of injustice.
OBJECTIVE
I can cite some injustices and inequalities in any Asian country’s History and recent past.

Cs IN FOCUS
Mr. Consciousness, Mr. Curiosity and Ms. Critical thinking

CONSTITUTIONAL VALUES
Equality, Justice.

MATERIALS
Video: Reflections on a genocide

SUMMARY OF PRE-WORK
Dear historians, using Mr. Curiosity, guess the country by looking at the following images:

Once you have guess the country, find out:
- Which continent is the country in?
- What is the official language of the country?
- 2 interesting facts about the country.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 61
Which are the 2 countries we have studied so far?

Possible Answers: America and South Africa.

Today is the time to explore more about the world by learning about a new country.

If you could identify the country in your pre-work, raise your hands.

Encourage one learner to share.

Yes, you are correct! It is Cambodia.

It is Hello, pronounced as ‘ Suostaei’ in the official Cambodian Language.

My historians, who can share what this official language is?

Possible response: Khmer

Which part of the world is Cambodia located in?

Answer: Asia.

Can any of you share other countries that lie on the same continent?

Answer: India, China, Pakistan

That’s amazing!

Let me share some interesting historical facts about the country with you. Be like Mr. Curiosity as you hear this.

It was found that humans lived in Cambodia more than 40,000 years ago! A lot of Indian and Chinese traders and pilgrims passed through Cambodia. Hinduism started budding here in 5th Century. Many religious monuments, stone sculptures and inscriptions in Sanskrit can be seen.

The Khmer Monarchy began in the 8th Century. During the rule, there were 3 classes of people. The Elite class included military leaders, priests, and religious officials. The Worker class included agricultural labourers and construction workers. The Slave class were often captives from military campaigns or distant villages.

During Khmer rule, Angkor Wat, the biggest city, was built. Angkor Wat has
Buddhism was introduced in the 13th Century, and temples of Hindu and Buddhist origin were commonly seen here.

- Do you see any injustice in Cambodia's History?
- What different cultures do you see in Cambodia? Why?

Scared of the attacks of neighbouring countries, the Cambodian King asked for help from France in 1863. The French abolished slavery and introduced new technologies and medicine, increasing the population. Cambodia almost became one of the developed countries of that time.

- What kind of future do you think this country may have?

Possible response: Positive, Exciting

Today, let us see what Cambodia's future turned out to be.

Learn (30 minutes)

Let us do an activity before learning about it. The name of the activity is “What will I do?”

You wake up one day to find that the government is gone. One person has taken over your country. You are told to leave the cities and buildings and return to the outskirts to farm. Those following that person will kill you and your family if you don’t.

Focus on fear and the fact that they don’t have the power to do anything.

What will you do in this scenario?

Possible answer: I will return to farming as there is no other option.

You go back to the village to do farming. There are no schools now and no money. After some days, you and your parents are taken away to question the old government. You are separated from your parents and kept with other children. It’s been a few days, and no one knows anything. Soldiers come and take a few kids outside, but they never come back.

What will you do?
Possible answer: I will go out and check/wait. I will be scared.

Let us see what happened here.

1. What happened in the activity?

Possible answer: We left our houses, work, and school and were taken somewhere. People were trying to kill us.

2. Were you able to do anything?

Possible answer: No, I did not have the power/ Yes, I chose to go out or not and had power at that moment

3. How did you feel about the activity?

Possible answer: Helpless/ scared/ worried

4. How can you overcome power?

Possible answer: I can't/ I can by forming a union of all the people and standing up for ourselves.

Great work!

You know, something similar happened in Cambodia.

Cambodia has had a lot of foreign influence, where most countries take over the country and colonise it to ‘civilise’ and ‘develop’ it. Cambodia gained independence from French rule in 1953, but in 1975 Khmer Rouge seized power over Cambodia. The Khmer Rouge was a group of people under their leader Pol Pot who wanted everyone to return to agriculture because he believed the country’s progress was exploiting the working class. It is also called Year Zero.

Let us see what happened under this regime.

Play the video till 1:50.

Let us be like Ms. Critical Thinking and Mr. Curiosity while we engage with the video.

Then ask the questions:

- What injustices do you see in the video?

Possible answer: Everyone was tortured and killed because one man didn’t want it.

- Do you agree with Pol Pot’s beliefs?

Possible answer: Yes, the idea is good as the worker class was exploited/ No, he was killing people.

- Do you think anyone in the story showed compassion? Why?

Possible answer: No, because people are being tortured and killed.

Today we learned about Cambodia’s history and saw how different groups of people tried to control it and cause severe injustices to people.
Reflect (5 minutes)

It’s Mr. Consciousness time!

Think and share:

- How would you feel if you were a part of this country’s history?
- What values do you think could have helped Cambodia progress?
- How would being fair and equal help the world?

After Class Challenge (30 minutes)

Continue fostering equality and fairness in your community. Make a note of the changes that you see in people around you.
OBJECTIVE
I can cite some injustices and inequalities in any Asian country’s history and recent past.

C IN FOCUS
Mr. Consciousness, Mr. Compassion, Ms. Critical thinking

CONSTITUTIONAL VALUES
Equality, Justice.

MATERIALS
Video: We are the World

SUMMARY OF PRE-WORK
Watch the video of one of the soldiers-

Mak Dett, from the Khmer Rouge.

“If you were one of the members living in Cambodia during this time, what impact would it have on you?”

Answer this question using any means of expression- poster/ article/ poem or story. Also, note how you would have felt if you were one of the soldiers during this time.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
You all have watched the video on the impact of the Khmer rouge on the soldiers. Each of you has also imagined yourself as one of the people from the region.

Let us individually think of one emotion/phrase you might be feeling or want to share with anyone if you had to go through so much.

What kind of help may you ask for?

Get in groups of 5, and let’s act like Cambodians from the times of the Khmer Rouge.

Do you think it’s easier for people to forget the impact of injustices they have faced? Why/why not?

Do you think what’s in the past should be ignored as it doesn’t affect the present?

Let us try to answer these two questions by exploring the recent past of Cambodia.

Learners, it requires deep empathy and Mr. Compassion to put ourselves in someone’s shoes and feel their pain.

Point to the objective: I can cite some injustices and inequalities in any Asian country’s History and recent past.
Khmer Rouge’s tortures ended in 1979 but were active 20 years later. Pol Pot and his army operated through a jungle hideout. The school which was used as a prison, is now a site for people to visit.

The Khmer Rouge left behind many orphans and traumatised citizens who need to be reintegrated today. Cambodia has become a developing country. While poverty has been reduced by 60% in the capital city, it has only been by 22% in rural areas.

The number of NGOs has increased, helping people throughout the country. But the trauma in people’s lives cannot be measured. Victims and Soldiers live next to each other in Cambodia.

Tourism has increased due to the old architecture and temples throughout the country.

Now turn to your partners and answer the following questions.

Let’s do this with the help of Mr Compassion and Ms. Critical Thinking.

- What kind of impact does the Khmer Rouge have on Cambodia today?
- How do you think people (victims/survivors) may feel about sharing the neighbourhood with the soldiers who tortured them some years ago?
- Have there been any positive changes?

Years later, there have also been some positive shifts. Let’s be like Ms. Critical Thinking as we see the images.

Show the images individually and ask learners to share what they notice. Explain in case necessary.

Possible response: The poverty rate has decreased, the education enrollment rate has gone up, and more people have access to basic amenities like metal roofs, electricity and toilets.
Do you think Cambodia has come a long way from its past? What do you think may have encouraged them to do so?

**Possible response:** Courage. Forgiveness, love for the country, and Support from other countries.

It’s Mr. Consciousness time!

We have been the historians and explorers of different countries worldwide for some days. Can someone guess the different countries that we have explored?

**Possible answer:** America, South Africa and Cambodia.

Excellent!

We learned about countries worldwide and realised that because of historical and cultural struggles, there had been injustices in the past, but in some cases, they still prevailed.

Think and share:

- Is the world equal and fair?

**Possible answer: No**

- What would you do as a global citizen to make a difference?

**Possible answer: Varied.**

Learners, this world is our family, and we are responsible for making and building a better world.
On that note, let us come together and sing a song.

*Play the song and get learners to sing along.*

We are the World Lyrics

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**After Class Challenge (30 minutes)**

Let's be Mr. Creativity and remember the song we learned in class today.

As children of this world, we envision a free and fair world for all.

We will be putting up these posters in our class tomorrow.
Big Question 14

Should foreign countries influence other countries?

LEARNING STANDARD

Students will assess if countries across the world should collaborate and influence each other.
OBJECTIVE
I can judge the impact of globalisation.

Cs IN FOCUS
Mr. Consciousness, Mr. Curiosity and Ms. Critical thinking

CONSTITUTIONAL VALUES
Fraternity, Justice

MATERIALS
Video: Supporting Local Retailers This Diwali

SUMMARY OF PRE-WORK

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Item</th>
<th>Company</th>
<th>Country of Origin</th>
<th>Is the same item manufactured in India/ another country? Which country?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mobile phone</td>
<td>Nokia</td>
<td>Finland</td>
<td>India has started manufacturing one of its models -Nokia 105. It is also manufactured in Korea, China etc.</td>
</tr>
<tr>
<td>2</td>
<td>TV</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Shoes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Washing machine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Car</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fill the above table.

1. Pick up one company that produces that item.
2. Find out its origin country- where this product was first found.
3. Now note all the countries that currently manufacture that product.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Why did I call you so?

Possible response: Because we are all the children of the world.

In our previous lessons, we moved around the world and explored the realities of different countries. We also closed it out by creating a vision for our free and fair world.

Can all of you show your posters and share your vision of the free world?

Encourage learners to share their posters with partners/groups and motivate them to decorate a wall in the class with these posters.

Today, we will delve a little deeper into why it is important to know about different countries in the world.

We will also think about how we are all related and connected.

The big question we will explore for the coming few days is:

Should foreign countries influence other countries?

As part of the pre-work, we may have seen that any product may have emerged in a particular country but is now manufactured just like our basic Nokia phones.

Ask: Why do you think this happens?

Possible answer: We are now globally connected and technologically advanced. Leading to manufacturing at multiple locations.

Yes!

Are there other products you can think of made in different countries that you often use? Or have you seen a product say 'Made in <different country> at your home?'

Possible response: Toys from China, fairy lights used during Diwali, crockery at home, TV etc.

Let me share the story of Shreya

Shreya, from India, wakes up early in the morning to talk to her friend in the USA. She video calls her friend through her phone. Her friend has received the gift that Shreya sent from India. Her friend exclaimed that it might have cost her a lot!

Shreya said, “Not at all. The prices of all courier services have been reduced nowadays. The products are delivered very carefully and safely across countries.”
Isn’t that exciting?

We can use products made in other countries, talk to people so quickly sitting 1000s of miles away from them and even send and share gifts.

Today we will learn about what has made all of this possible.

Learn (20 minutes)

Looking at different examples we read above, can someone guess what this word - Globalisation may mean?

Encourage learners to share and synthesise by stating:

Globalisation is the process of interacting/integrating people, companies and governments worldwide.

Let’s understand this better with the help of Mr. Curiosity and Ms. Critical Thinking.

Let us read a case study about Amazon together.

- Have you heard of Amazon?
- How many of you have used Amazon for shopping?
- What all have you shopped from there?

The above questions are to help learners relate to the concept of how the global market affects them in small ways.

Do you know that Amazon is an American multinational company that provides products worldwide?

Amazon Case Study

Jeff Bezos, the founder and former CEO of Amazon, is one of the wealthiest people in the world. The sales of Amazon had increased due to the pandemic as everyone was ordering online then!

It made lives more manageable. We can get things to our doorstep in just a few clicks. It provides a wide range of products, from vegetables to laptops.

It also has big offices worldwide and had 1.6 million people working at the company at the end of 2021.

But what was the condition of the people who worked for Amazon?

The workers in Hengyang, China had to work 10 hours a day, six days a week. They were not getting adequate
supplies of hand sanitiser, gloves, and masks. They were expected to hit tough targets and ask permission to use the toilets. They were not given sick leaves. Employees also complained that they should have been informed of others testing positive for the disease. They were not getting money when they needed to go into quarantine and did not get sick leave if they proved they had COVID-19.

Now, let us get into groups of five and assign the following roles to each of us. Roles are as follows:
- Founder/head of Amazon
- Employee at Amazon
- Customer who buys from Amazon
- Member of the ministry of labour and employment
- Local mobile shop owner.

In your groups, discuss how Amazon affects you. Remember the role that’s assigned to you.

You may need to think like Mr. Compassion as you step into the shoes of these different people.

Let’s take ten minutes to do this.

After learners are back, ask them to share their thoughts discussed in the group. Make sure that responses from different perspectives are shared in the large group.

Now let us answer the key question:

How has globalisation impacted the world?

Explain the question - Is the impact good/harmful/helpful etc. What changes can you see

Possible answer: It has helped the world and made everything easy. But it has also affected small business owners. Employees are pressured to meet targets etc.

Reflect (5 minutes)

It’s Mr. Consciousness time!

Think and share:
- How has globalisation helped you?
- How may it have harmed you or people in your community?

Did you know a big company like Cadbury started a campaign during Diwali to support local retailers who suffered during the Pandemic? Let us see how they did it.
Play the Advertisement
Supporting Local Retailers This Diwali | Not Just A Cadbury Ad Campaign Video

• Like Cadbury, What can you do to help/support people around you?
• Which Cs will you use to do it?

After Class Challenge (30 minutes)

Observe at least 10 things you use daily.
Be Mr. Curious and find out where it originated and how it has reached you.
Try to make a travel map for the same.
OBJECTIVE
I can judge the impact of globalisation

C IN FOCUS
Mr. Consciousness, Mr. Compassion, Ms. Collaboration, Ms. Communication

CONSTITUTIONAL VALUES
Fraternity and Justice

MATERIALS
Printouts of case study for different groups: (Given on last page)

SUMMARY OF PRE-WORK
In your community, identify two shopkeepers or vendors and ask them the following:
• Since when are you running this shop?
• How many products do you sell in the day?
• Where do you get these products from?
• Is the sale better or less over the years?

• Do you think people should shop online? Why/ Why not?
Don’t forget to use Mr. Curiosity and Mr. Compassion while talking to them.
To improve their day, you can also help them out for a few hours or share a thank you card for all they do for your community.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 64
We studied the impacts positive and negative of globalisation in the last class.

As a part of the pre-work, we also interviewed 2 shopkeepers to understand how things have changed for them over the years.

Can you turn to your partner and share one interesting thing that you learned from them?

**Encourage all the learners to participate and discuss the effect of globalisation in their neighbourhood.**

Now let us think about a scenario.

You all live in a country where there are a lot of restrictions on what people can watch on TV. There is no Facebook or Twitter and also no internet access. You don't know about the things happening around the world. You also can’t buy mobiles/laptops not made in your country. You can not try different cuisines anywhere in your country. You will find restaurants serving food from a different country. Your schools only teach you about your city or country.

How do you feel about this? Do you want to continue living in this country?

**Possible response: No, there is no freedom. Lack of awareness.**

Do you know that it happens in some parts of the world today where students your age don't have access to the internet? The people there aren't even free to decide what they want to watch. The country is the least globalised and has not accepted globalisation to preserve its culture and heritage. They also believe that foreign ways of living shouldn't influence the people of their nation. This country is North Korea.

How do you think people in North Korea may feel? Why?

**Possible response: Restricted, cut off from the world.**

Let us continue to analyse whether foreign countries should influence other countries by exploring the following objective in depth.

**Point to the objective: I can judge the impact of globalisation**
Today, we will divide the class into two groups. Each group will get a case study with some questions.

You will have 15 minutes to do this. Make sure that you’re dividing the class in two. Half the students will read case study 1 and the other half will do case study 2. You may also create smaller groups for the ease of collaboration and communication among groups.

Let us do this with the help of Ms. Collaboration and Ms. Communication.

### Group-1

**Textile Industry (RMG) in Bangladesh**

Globalisation has allowed countries to import and export goods at a low price easily. Globalisation started in Bangladesh in 1975, and close relations with the United States, Western Europe, Africa, the Middle East, and China were formed. Bangladesh opened up to the world.

Ready-made Garments (RMG) factories were developed in Bangladesh because the wages (salary to pay) in other clothes-producing countries were increasing. These countries started looking for low-wage situations of factories and established factories in Bangladesh.

The industry has grown a lot over the last 25 years. In 2002, clothing and textile were 77% of Bangladesh’s exports.

Bangladesh is the world’s second-largest apparel exporter of western fast fashion brands in 2011.

With the increase in the RMG industry, people started getting more and more jobs. More people were employed and the standard of living increased. By 2001 the industry employed about 3 million workers, of whom 90% were women. The garment sector has provided employment opportunities to women from rural areas who previously had no chance to be part of the formal workforce.

This has allowed women to be financially independent and have a voice in the family.

Bangladesh’s economy increased, and the country started to develop quickly.

1. What impact did globalisation have on Bangladesh?
2. Was the impact helpful/harmful for the country and its people? Why?

### Group-2

**Textile Industry (RMG) in Bangladesh**

Ready-made Garments (RMG) factories were developed in Bangladesh because
the wages (salary to pay) in other clothes-producing countries were increasing. These countries started looking for low-wage situations of factories and established factories in Bangladesh, which then helped the country become the second-largest apparel exporter of fast fashion brands in 2011.

By 2013, there were approximately 5,000 garment factories, employing about 4 million people, primarily women. However, women workers face problems. Most women come from low-income families. Women are paid far less than men, mainly due to their lack of education. The work environment hazards include long working hours, absence of leave facilities, congested and overcrowded working conditions, absence of health facilities and safety measures, absence of staff amenities, and lack of safe drinking water.

Bangladesh Bureau of Statistics Labor Force Survey estimated that about 5.7 million 10- to 14-year-old children were engaged in child labour. This number may have been as high as 15 million children.

- What impact did globalisation have on Bangladesh?
- Was the impact helpful/ harmful for the country and its people? Why?

In the large group, ask learners,

On a scale of 1-5, do you support the globalisation of the Readymade Garment Industry in Bangladesh? 1 is no, not at all and 5 is yes.

Learners who read different case studies may have different opinions. Encourage these opinions.

We have seen that Globalisation definitely helps foster economic growth and financial stability for so many countries. It also helps create a culture of collaboration among countries. Still, while they do that, it also sometimes has adverse effects on its people in the form of an unhealthy working environment or the inability of retail sellers to compete in a technologically driven market.
It's Mr. Consciousness time!

Let's do a spectrum activity again. On a scale of 1-5:

- Would you want to live in a globalised world or a country that accepts globalisation?
- Would you recommend all countries accept globalisation?

Think and share:

- What values can we operate with to reduce the harms of globalisation?
- Which constitutional value do you think globalisation can help foster in the world?

*Possible response: Fraternity.*

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**After Class Challenge (30 minutes)**

Do an act of kindness by volunteering to help local business owners in your community.

You may also help them in the following ways:

- Teach them how to use and leverage technology.
- Help advertise for them on Facebook or Instagram.
- Ask them if they would need any support from you.
Printouts of case study for different groups:

**Textile industry (RMG) in Bangladesh**

Globalisation has allowed countries to import and export goods at a low price very easily. Globalisation started in Bangladesh in 1975, and close relations with the United States, Western Europe, Africa, the Middle East, and China were formed. Bangladesh opened up to the world.

Ready-made Garments (RMG) factories were developed in Bangladesh because the wages (salary to pay) in other clothes-producing countries were increasing. These countries started looking for low-wage situations of factories and established factories in Bangladesh.

The industry has grown a lot over the last 25 years. In 2002, clothing and textile were 77% of Bangladesh's exports.

Bangladesh is the world's second-largest apparel exporter of western fast fashion brands in 2011.

With the increase in the RMG industry, people started getting more and more jobs. More people were employed, and the standard of living increased.

By 2001 the industry employed about 3 million workers, of whom 90% were women. The garment sector has provided employment opportunities to women from rural areas who previously had no chance to be part of the formal workforce. This has allowed women to be financially independent and have a voice in the family.

Bangladesh's economy increased, and the country started to develop quickly.

**Textile Industry (RMG) in Bangladesh**

Ready-made Garments (RMG) factories were developed in Bangladesh because the wages (salary to pay) in other clothes-producing countries were increasing. These countries started looking for low-wage situations of factories and established factories in Bangladesh, which then helped the country become the second-largest apparel exporter of fast fashion brands in 2011.

By 2013, there were approximately 5,000 garment factories, employing about 4 million people, primarily women.

However, women workers face problems. Most women come from low-income families. Women are paid far less than men, mainly due to their lack of education. The work environment hazards include long working hours, absence of leave facilities, congested and overcrowded working conditions, absence of health facilities and safety measures, absence of staff amenities, and lack of safe drinking water.

Bangladesh Bureau of Statistics Labor Force Survey estimated about 5.7 million 10- to 14-year-old children were engaged in child labour. This number may have been as high as 15 million children.
OBJECTIVE
I can judge the impact of foreign aid.

Cs IN FOCUS
Mr. Consciousness, Mr. Compassion, Ms. Curiosity and Ms. Critical thinking

CONSTITUTIONAL VALUES
Justice

MATERIALS
Print-outs for different group (Given on last page)
Video: Foreign Aid in Africa

SUMMARY OF PRE-WORK
Read the following:
Covid 19 has spread through your country. A maximum number of cases are found here. Many people lost their jobs and are migrating back to their states as they are not getting enough food. Lakhs have died because of covid, hunger, and hate crimes. The Government does not have enough money to produce medical kits and give proper healthcare to everyone.

A neighbouring country named ‘Ultron’ had a similar situation a few months back but has controlled the virus with their in-house vaccine.

• What would your country do now?
• State the reason for your choices.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
You all read a scenario in the pre-work. Can some of you share,

• What decisions did you take? Why?

Possible response: Ask for help from Ultron.

Encourage learners to share reasons.

Now let us divide ourselves into two groups.

All students with names from ‘A’ to ‘Q’ are in country Alpha.

Students with names from ‘R’ to ‘Z’ are in country Beta.

Both countries have some history.

Let’s get in our country groups.

Ask one group member to read and understand the scenario out loud in their groups.

Note for Country Alpha:

Country Beta enslaved Country Alpha in the 1900s. Many people died in your country during this period because of the torture they received. It also led to poorer people in your country as people from Country Beta would take up all your hard-earned money. Today, your country is doing great financially because of globalisation. While your country is independent and has come a long way economically, it has seen some troubled times in the past.

Note for Country Beta:

Country Beta, in the 1900s, had enslaved the people of Country Alpha. Your country wanted to develop country Alpha by bringing in changes there. Some people in country Alpha needed to gain skills and work properly. They would only work through torture, so you did the same. As a result, some people died, but your country earned more and more money. You could have better facilities because of that money. Today also, your country enjoys that wealth and most people are way above the poverty line.

But, a few months ago, you had to go to war with a country called Capa. Since the army wasn’t sufficient, citizens had to go to war, because economic conditions were not looking sound, and families were suffering.

• People of Country Beta, what do you think you can do now?
• People of Country Alpha, what can you do now? Do you want to help/support country Beta?

Encourage learners to respond.

Give me jazz hands if you think Country Alpha should help country Beta.
Put the finger on your nose if you believe Country Alpha should not care about country Beta.
Most countries have seen a history like this, and there are times when countries seek support from each other.
Which C may help us do that?

Possible response: Mr. Compassion and Ms. Collaboration.

- When countries come forward to support each other, which constitutional value do they practise?

Fraternity,

Thank you so much, learners!
Apart from globalisation, there are other ways in which countries influence each other.
Today we will discuss how they may support each other using foreign aid.

Point to the objective: I can judge the impact of foreign aid.

Learn (15 minutes)

Given that we are talking about the world and are exploring stories from all across the globe, today we will explore a case study from ____. Can you guess the continent?

Possible response: Africa.

Read the first paragraph of the Africa case study for learners to be comfortable and interested. Ask one learner to read the next one and share what they understood. Ask one learner to summarise at the end.

Let’s use Mr. Curiosity and Ms. Critical Thinking while listening to the story of Africa.
Foreign Aid in Africa,
One in 3 people live in extreme poverty. They don't have houses, clean water, or basic facilities to live in the country.

Africa receives foreign aid every year in different forms. Countries like China, the USA etc., give foreign aid.
In 2017, Africa received approximately 44.8 million dollars in support.
Many Non-Governmental Organisations (NGOs) work in Africa, and many Multinational Corporations (MNCs) fund Africa.
This aid is given for Education, roads, transport, agriculture, health care, government etc.
Apart from this, many NGOs work in Africa, providing food, sanitation and amenities on the ground. Other than these, many MNCs have their projects in Africa!

Do you think globalisation is helping Africa?
(Explain the question - Is the impact good/harmful/helpful etc. What changes can you see)
Possible answer: It has impacted in a good way because there are many poor people in Africa, and these aids will help them.

What values do you see countries operating with?
Possible answer: Collaboration, Compassion

Give me jazz hands if you think it may have reduced poverty in Africa.
Let us see a fact.
People living in absolute poverty in:
1984: 284 million
2020: 433 million.
Poverty has only increased in the region.

Turn to your partner and share:
• Why do you think Africa still faces poverty?
Possible answer: Corruption, does not reach the right people etc.

With the help of Mr. Compassion and Mr. Critical thinking, let us answer these questions:

How would you help a crying child?
1. Give them chocolate
2. You will ask the child what's wrong.
Encourage learners to share their responses with a rationale.

Ask them also to share what they have seen people do around them in general.
Let’s watch a video to see what’s happening in Africa.
(Play till 0.50).

Please translate the video for learners.
‘Teach people how to fish, don’t give them the fish’
What do you understand from this?

Possible response: Make them capable/independent.

How can foreign aid become more effective in Africa? In what ways do you think countries/companies/NGOs should help?

Encourage learners to share and make a list of it on the board.

Help financially, ask people what they need, helping them set up institutions to generate money.

Reflect (5 minutes)

It’s Mr. Consciousness time!
Think and share:
- On a scale of 1-5, Would you recommend countries provide foreign aid to other countries?
- What are the values that countries should follow while helping other countries and their people?

After Class Challenge (30 minutes)

Think of someone you helped. Why did you help them?
How did you help them?
Talk to someone who may need help.

- Ask them how you can help them/what they need.
- Think of ways in which you can support them with those things.
Note for Country Alpha:
Country Alpha was enslaved by Country Beta in the 1900s. Many people died in your country during this period because of the torture they received. It also led to poorer people in your country as people from Country Beta would take up all your hard-earned money. Today, your country is doing great financially because of globalisation. While your country is independent and has come a long way economically, it has seen some troubled times in the past.

Note for Country Beta:
Country Beta, in the 1900s, had enslaved the people of Country Alpha. Your country wanted to develop country Alpha by bringing in changes there. Some people in country Alpha needed to gain skills and work properly. They would only work through torture, so you did the same. As a result, some people died, but your country earned more and more money. You could have better facilities because of that money. Today also, your country enjoys that wealth and most people are way above the poverty line.

But, a few months ago, you had to go to war with a country called Capa. Since the army wasn't sufficient, citizens had to go to war, because of which economic conditions were not sound, and families were suffering.
OBJECTIVE
I can critique the legitimacy of war for peace

C IN FOCUS
Mr. Consciousness, Mr. Compassion, Ms. Critical thinking, Ms. Communication

CONSTITUTIONAL VALUES
Fraternity and Justice.

MATERIALS
The Day War Came-Visual Storybook

SUMMARY OF PRE-WORK
Think of the word ‘WAR’.
Draw anything that comes to your mind when you hear this word.
Now, watch this video which shows us how children envision the effects of war.

• What do the drawings depict?
• How do you think the war has affected the lives of the people?
• Is it similar / different to your drawing?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 66
Let us close our eyes and imagine.

One fine day, while getting ready for school, you watch the news on TV flashing-
‘Curfew imposed. No two people should gather in the locality. They will be put behind bars if they are found together.’

Your parents suddenly tell you to change into home clothes and share that the school will be shut for some days.

- How do you feel?
- Make an emotion in your diaries.
- Close your eyes again.

It’s another day. You are not allowed to go to school again. Nobody knows when the schools will open. No one from your house is going to work either.

News flashes- ‘There has been a bomb blast in a locality nearby.’

- How do you feel?
- Make an emotion in your diaries.
- Close your eyes again.

The next day you wake up, and the schools are still shut. No one is going to work. You eat your food, and the doorbell rings. Some people in uniform and guns enter your house and start a random inspection. You don’t know why all of this is happening.

- How do you feel?
- Make an emotion in your diaries.
- Close your eyes again.

It’s been ten days since the school has been shut. No one has gone to work. People in uniform have been walking on the streets. You have also been unable to go out and play with your friends. You try to call your friend and realise that there is no network. The Internet has been shut too.

- How do you feel?
- Make an emotion in your diaries.
- Close your eyes again.

The next day, your parents tell you you must leave this house as someone is taking over the city. You don’t know what is happening and why.

You have been given 5 minutes to take things you would need before leaving your city and settling elsewhere.

What do you think your family should bring with them? You can, at max, think of ten things.

Cut them in the middle (after 45 seconds).
You have to leave sooner as the people
can come in anytime. You can now only take five things.

Stop the learners.

- How do you feel?
- Make an emotion in your diaries.
- Close your eyes again.

Get some learners to share how they thought through the process.

Are these emotions similar to what you observed in the pre-work video?

The video was of children from Ukraine who have experienced a war recently.

Learners, this was just a small example of what people go through when there is a war. They get snatched of their fundamental rights. There is fear. Sometimes, one also has to flee the house.

Let us explore the role of different countries when there is a war by deep diving into today’s objective.

Point to the objective: I can critique the legitimacy of war for peace

Learn (25 minutes)

We will be listening to a story.
Let’s use Ms. Communication and Ms. Critical Thinking while doing so.

Read this story page by page and ask questions in each paragraph, page-wise. Or you can refer to the story below. Please keep showing learners the images as you read this out loud. Pause and get learners to share some responses.

The Day the War Came
The day war came there were flowers on the window sill
and my father sang my baby brother back to sleep.
My mother made my breakfast, kissed my nose
and walked with me to school.
That morning I learned about volcanoes, I sang a song about how tadpoles turn at last to frogs. I made a picture of myself with wings.

Then, just after lunch, while I watched a cloud shaped like a dolphin, war came. At first, just like a spattering of hail a voice of thunder... then all the smoke and fire and noise that I didn't understand.

It came across the playground. It came into my teacher's face. It brought the roof down. and turned my town to rubble.

I can't say the words that tell you about the blackened hole that had been my home. All I can say is this: war took everything war took everyone I was ragged, bloody, all alone.

I ran. Rode on the back of trucks, in buses; walked over fields and roads and mountains, in the cold and mud and rain; on a boat that leaked and almost sank and up a beach where babies lay face down in the sand.

Lesson Plan 66

• Why do you think everyone ran?
I ran until I couldn’t run
until I reached a row of huts
and found a corner with a dirty blanket
and a door that rattled in the wind
But war had followed me.
It was underneath my skin,
behind my eyes,
and in my dreams.
It had taken possession of my heart.

I walked and walked to try and drive war
out of myself,
to try and find a place it hadn’t reached.
But war was in the way that doors shut
when I came down the street
It was in the way the people didn’t smile,
and turned away.

I came to school.
I looked in through the window.
They were learning all about volcanoes
And drawing birds and singing.

I went inside.
My footsteps echoed in the hall
I pushed the door and faces turned
towards me
but the teacher didn’t smile.
She said, there is no room for you,
you see, there is no chair for you to sit on,
you have to go away.
And then I understood that war had got
here too.
I turned around and went back to the hut, the corner and the blanket and crawled inside.

It seemed that war had taken all the world and all the people in it.

- How do you feel looking at her?
- How do you think she is feeling?

The door banged.

I thought it was the wind.

But a child’s voice spoke

“I brought you this,” she said “so you can come to school.”

It was a chair. A chair for me to sit on and learn about volcanoes, frogs and singing

And drive the war out of my heart.

She smiled and said “My friends have brought theirs too, so all the children here can come to school.”

Out of every hut a child came and we walked together, on a road all lined with chairs.

Pushing back the war with every step.

- Why do you think children did this?
- What values did they show?
- How do they plan to push away war?

We heard the little girl’s story and saw what she went through during the war.

Do you know that so many countries have been at war with each other?

*Show them the following and read what the war was about.*
It’s Mr. Consciousness time!

Turn to your partner and share:

- Why do countries fight? Why is there a war?
- Who gets affected by it?

On a scale of 0-5,

Do you support wars?

As conscious citizens of the world, let’s think of ways to avoid wars.

- What values do you think people shall follow?
- What constitutional values will it help us foster in the world?

Possible response: Compassion, Collaboration foster Fraternity and justice.

**World war-1,**

The First World War was fought from 1914 to 1918, claiming 17 million lives. It resulted in the victory of Britain, France and Russia over Germany, Italy, Austria and Hungary.

**World War 2**

Fought from 1939 to 1945, the Second World War is the deadliest conflict in history, with over 70 million fatalities. Involving all the great powers (the countries) of the world. This war also used nuclear power.

Have you heard about the Japan bombings?

*If not, share with learners a little bit about Hiroshima and Nagasaki.*
After Class Challenge (30 minutes)

Talk to your family members and ask:

- Have they or their parents experienced any war in the country?
- How did it affect them?
- How would you have felt if you had experienced this war?
OBJECTIVE
I can critique the legitimacy of war for peace

Cs IN FOCUS
Mr. Consciousness, Mr. Compassion, Ms. Communication and Ms. Critical thinking, Ms. Collaboration

CONSTITUTIONAL VALUES
Fraternity and Justice

MATERIALS
World War II veterans discuss their military experience

SUMMARY OF PRE-WORK
Imagine if war had to happen today in your region:
What may change in your life?
If your father/grandfather was called to fight in a war, how would you or members of your family feel?
You can draw/write your response in a diary.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Can some of you share responses to the questions from your pre-work?

*Encourage learners to share what they have drawn.*

It is not easy to experience a war. It is a constant state of fear.

But remember how in the previous lesson on foreign aid, we learned about the importance of knowledge directly from people about their needs and feelings?

We spoke about World War 2 yesterday. These war veterans from World War 2 are sharing their military experience. World War II veterans discuss their military experience

- Do you think that the effects of war are over with the war?

  *Possible response: No, people live in trauma. They have experienced so much loss. The economy suffers. The family suffers, and they never forget the effects of war.*

  • How did the war veterans restart their life after the war?

    *Possible response: Education, living in peace, finding stability.*

  • What are some Cs these veterans are exhibiting?

    *Possible response: Courage, Compassion.*

  • So what do you think is the solution to war?

    *Possible response: Peace, Love.*

  Point to the objective: I can critique the legitimacy of war for peace
Let us continue to explore the legitimacy of war by learning about leaders who condemned wars.

Raise your hands if you recognise this man.

What is he known for?

Possible response: Father of Nation, freedom struggle, dandi march, non-violence.

Let us watch a video together and understand more about the ideals with which he led India’s freedom struggle.

Why Gandhiji chose non-violence as a way to protest?

What values do you see Gandhiji operate with?

Did he succeed?

How many of you know him?

What do you know about him?

Turn to your partners and share:

Let's use Ms. Collaboration and Ms. Critical Thinking to do this.
Martin Luther King Jr was a civil rights activist. He led the movement in America to end racial segregation through peaceful protests.

Her granddaughter Yolanda Renee King was just 12 years old when she recited her grandfather's famous speech 'I have a dream' to talk about racial equality and stricter gun laws in America. Let's watch Renee recite this powerful speech.

Reflect (5 minutes)

It's Mr. Consciousness time!

Think and Share:

• When did you use violence to prove your point or get people to agree with you?
• Why did you do it?
• What can you do instead?
• How will you do it?

Do you know what this quote means?

“An eye for an eye makes the whole world blind”

Mahatma Gandhi
Have you observed people in your community/school fight?
Can you come up with three non-violent ways to solve that fight?

Also, film a video showing why violence may not be the ideal way to stand up for your rights and share it with as many people as you can.

Mahatma Gandhi believed in this a lot and therefore chose Mr. Compassion to raise his voice and fight against inequality and injustice.
Big Question 15

Who owns the resources of the world?
Are individual countries responsible for protecting the environment?

LEARNING STANDARD

Students will identify and analyse the role of countries in protecting the world.
OBJECTIVE
I can examine the impact of the climate crisis on the world.

C IN FOCUS
Mr. Creativity, Mr. Consciousness, Ms. Collaboration and Ms. Critical thinking

CONSTITUTIONAL VALUES
Fraternity, Justice

MATERIALS
Video: This is what a year of climate disasters looked like

SUMMARY OF PRE-WORK
Record the temperatures of the hottest and coldest days in your city over the last 5 years and fill in the table below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Hottest Day of the year and temperature</th>
<th>Coldest day of the year and temperature</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Let's call Mr. Creativity to help us guess what this picture may mean.

Possible response: 2 worlds- one which is green and one which is barren.

• What do you think is leading to this?

Possible response: Pollution, global warming etc.

Thank you, learners. This is known as Climate Change, and what we see here in the picture is one of the effects of that.

Let's also call in Mr. Curiosity. In your pre-work, you must have recorded the temperatures.

In how many of your responses do you observe that:

• It has only gotten hotter over the years/ the hot temperature has only increased?
• It has only gotten colder over the years/ the temperature has only decreased for the cold weather?

All these are effects of climate change. Let us examine the effects of the same today.

Point to the objective: I can examine the impact of the climate crisis on the world.

Through this, the big question that we will explore is:

Are individual countries responsible for protecting the environment?
Give me jazz hands if you have heard people around you say:

- The summers are getting hotter yearly.
- The winters have become unbearable.
- It rains so much yearly that there is always flooding in some areas.
- It's not rained for so long, I am worried that the crop won't get enough water.
- The weather is so unpredictable.

All of these are the signs of climate change. It affects so much in our day-to-day life.

Now let us watch a video of different disasters that happened worldwide in the year 2021.

Get learners only to fill the country and the disaster while watching the video.

Divide the class into 5 groups and assign 2 countries each.

- As a group, think about the country and the disaster that happened there.
- How do you think this affected the:
  - Weather
  - Life of animals
  - Life of humans
  - Vegetation: Food
- You can also draw your response by visualising how the disaster may have affected these things in the region.

### Table

<table>
<thead>
<tr>
<th>Country</th>
<th>Disaster</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain</td>
<td>Deep Freeze-highest snowfall</td>
<td></td>
</tr>
<tr>
<td>UK</td>
<td>Flood-heavy rainfall</td>
<td></td>
</tr>
<tr>
<td>Texas</td>
<td>Deep freeze</td>
<td></td>
</tr>
<tr>
<td>China</td>
<td>Sand storm</td>
<td></td>
</tr>
<tr>
<td>Wales</td>
<td>Flood</td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td>Heatwave</td>
<td></td>
</tr>
<tr>
<td>Death Valley</td>
<td>Heat record 53 degree-drought</td>
<td></td>
</tr>
<tr>
<td>US</td>
<td>Wildfires</td>
<td></td>
</tr>
<tr>
<td>Europe/China</td>
<td>Floods</td>
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<tr>
<td>Turkey</td>
<td>Wildfires</td>
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<tr>
<td>US</td>
<td>Floods-Hurricanes</td>
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</tbody>
</table>
Let’s use Ms. Critical Thinking and Ms. Collaboration to do this.

Encourage learners from different groups to share effects on food, wildlife, humans and weather.

Climate change is life-threatening and is affecting all countries of the world. How are you feeling now that you know so much is being caused by climate change?

Here is an example of a young girl named Riddhima. In 2013, when she was just 12, she saw devastating floods and landslides in her state Uttarakhand that caused so much destruction and loss of lives and livelihood. All of this made her sad and angry that she decided to bring a change. She raised awareness about climate change and action. She was one of the 16 child petitioners who filed a complaint with the United Nations about the urgency of climate change and attended the Climate Action Summit in New York, where she campaigned with other child activists for the cause.

Reflect (10 minutes)

It’s Mr. Consciousness time!
Think and share:
• Do you think it’s fair for people to suffer so much?

Possible response: Severe Climate change will be very unjust for our future generations. The planet wouldn’t be ideal to live on if this keeps increasing, ultimately affecting all living beings on earth.

• On a scale of 0-5, do you think it’s important to solve this problem?
• On a scale of 0-5, do you think it’s our responsibility to solve this crisis?
Practise an action towards climate justice and update your progress on the tracker.

After Class Challenge (30 minutes)

Practise an action towards climate justice and update your progress on the tracker.

Possible response: Mr. Consciousness, Ms. Critical Thinking, Ms. Collaboration.

Learners, just talking about this may not be enough. Doing this once may also not solve the challenge. All of us, like Ridhima, can do something about this challenge. Today, we are going to make a promise to adopt one action towards making our earth and world better.

Pick up one action from the list below and make a tracker for yourself in your diaries.

- I will use cloth bags instead of plastic bags.
- I will not use plastic bottles.
- I will walk to school 3 times a week.
- I will not waste paper.
- I will not waste food.

Please track your growth on this tracker every day for the action that you commit to doing.
OBJECTIVE
I can examine the impact of the climate crisis on the world

Cs IN FOCUS
Mr. Consciousness, Ms. Critical thinking

CONSTITUTIONAL VALUES
Fraternity and Justice.

MATERIALS
Greta Thunberg to world leaders: 'How dare you? You have stolen my dreams and my childhood'
Michael Jackson - Earth Song. (Lyrics).

SUMMARY OF PRE-WORK
Read the following statements.
If the answer is yes, you will give yourself 1 mark. If the answer is no, you will not give yourself a mark.

- I bathe for more than 10 minutes every day.
- When I brush my teeth, I let the water in the tap run.
- I use a plastic bottle to drink water.
- I eat foods/chips that are wrapped in plastic packages.
- I waste some food from my tiffin every day.
- I use a private car/cab to come to school.
- I use the fan/AC at high speed every day.
- I often forget to turn off lights and fans at home or in school.
- I throw away old notebooks after I finish using them.
- I wrap my notebooks and textbooks using plastic.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Let us begin today by drawing a picture of the Earth. It does not have to be perfect. Please take 2 minutes to do this. You can use colours to draw the water and land too. I know you may be curious to know why we are doing this, but I will let you know soon!

This is a footprint. What does a footprint tell you? It tells you how much space you take. When I stand, the size of my footprint tells me how much space I take when I stand next to someone. But do you know there is another type of footprint too? It is your footprint on Earth.

Your footprint on Earth tells you how much of Earth’s resources you need to live the way you do. And sometimes, when a lot of people have a very big footprint, it often means that they are using too many of Earth’s resources to sustain their lifestyle.

We will now use the scores that we may have come up with in our pre-work to determine the size of our footprint.

If your score is between 1-3, stand up: your footprint is smaller than the Earth.

If your score is between 4 - 6, stand up: this is what your footprint looks like, exactly the size of the earth.
If your score is between 7 - 10, stand up: your footprint is bigger than the earth.

What do you think this means?

*Encourage responses.*

If you have a big footprint, it means that you use a lot of Earth's resources, which are meant for everyone to share.

You saw how your footprint looked. Now imagine this footprint multiplied by ALL the people who live on this Earth. Then think about the animals in the forests and the trees too. Think about the rivers and lakes and oceans. All of these get affected by the way humans live, and this causes changes in the environment.

We learned about what climate change is and how it is affecting our day-to-day lives.

Who do you think is responsible for so many disasters that the world has experienced in the year 2021?

*Possible response: Human beings.*

Now all of you sit back and imagine that your city has been warmer and you need to travel by boat to reach school. You don't have access to clean drinking water and have to fight for it. There is a lot of food shortage as all the crops have withered.

- What are your first thoughts?
- Whom will you blame?
- Do you feel the world is heading towards a climatic disaster?

It is a scary scenario now, isn’t it?

Since we now know that humans are responsible for all of this disaster, who do you think can solve it?

*Possible responsible: Human beings*

Let us continue to learn more about climate change so that we can understand the role we can play in solving this crisis.

*Point to the objective: I can examine the impact of the climate crisis on the world*
Learn (25 minutes)

Let us hear about the young climate activist Greta Thunberg. She has raised her voice several times and sought climate justice from people in power.

Greta, a 16-year-old girl who lives in Sweden, saw how governments around the world were ignoring the urgency of solving the climate crisis and doing nothing about the increasing waste coming from industries and produced by man. To fight against this, she skipped school every Friday and sat on strike outside the Parliament building. Inspired by her, millions of young people around the world decided to raise their voices for this cause and to make their own governments take action against climate change.

Let us also watch a video of hers to understand her ideas.

Turn to your partners and share:
1. What is Greta Thunberg fighting for?
2. What are some Cs that Great is exhibiting?

Can you think of some actions of the following people that are leading to the climate crisis:
   a. Individual
   b. Family
   c. Community

Do you think we need to start acting today and take responsibility for all the actions towards making sure that we have enough resources for us and that the earth continues to be a livable space?

Yesterday, you thought about yourself and committed to taking some action.

Give me jazz hands:

• If you have all started using tin/ steel bottles?
• If you walked to school today?
• If you didn’t use a plastic bag for a day?
• If you didn’t waste any food/ water?

Can you think of some actions that you can take to also sensitise your family and community?

Encourage learners to share as many actions as possible to raise their voices against climate change and take action towards solving this challenge.
It’s Mr. Consciousness time!
Get into groups of 5 and visualise the world with all of your actions towards climate justice.
Using Mr. Creativity, put down, what does this world look like?
• What do people do here?
• What kind of crops grow here?
• How is wildlife flourishing?
• What does this earth look like?
For us to turn this dream into reality, let us commit to taking one more action to generate awareness in our family and community.

Share your commitments with your partners.

Learners remember that each one of us who resides on Earth will have to take an action to help our Earth.
Let us close out by a powerful song by Michael Jackson which will serve as a strong reminder of why we need to solve this big problem.

Play the Earth Song and ask the learners to sing along.

After Class Challenge (30 minutes)

Practise your commitment and the action that you would take to build more awareness about climate change in your family/community.

Track your progress on a tracker.
OBJECTIVE
I can examine major wars fought over natural resources.

C IN FOCUS
Mr. Consciousness, Mr. Compassion

CONSTITUTIONAL VALUES
Fraternity and Justice.

MATERIALS
NA

SUMMARY OF PRE-WORK
Look at the following image of the natural resources available to us.

Now think and write in your diaries-
  • Have you used any of the above-mentioned things?
  • What have you used these for?
  • What do you think if some of these things stop existing or get over?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Let's imagine a situation. There is a water shortage in your community. A 50-litre water tanker has been sent to your area. When your mother takes buckets and reaches the tanker, there is already a long line.

- What do you think would happen?

  **Possible response: Not getting any water, will have to make do with whatever water is left at home, arguing with people.**

There are only three bottles of water left in the house. Cleaning, cooking, drinking etc., has to happen. The following day, the tanker arrives again, and your mother rushes to the tanker. There is a shorter line today, but an uncle standing before her wants to fill three buckets of water.

- What do you think would happen?

  **Possible response: Fights, arguments**

- Why do you think this happens?

  **Possible response: So many people need these resources, but the quantity is very limited. It's not fair, and people can get angry.**

Your mother somehow manages to fill the bucket, but this is not sufficient. The next day the tanker arrives, but filling one bucket of water is priced at Rs 100.

You can't get water if you don't have money to pay.

- What do you think would happen? Why?

  **Possible response: People with more money can get resources. Others can't. This would cause fights.**

We just imagined a situation with a shortage of one resource and the chaos it can lead to in a community with people fighting. Just imagine if big cities or countries lack resources.

You may have thought about this in your pre-work. What may happen if there is a shortage of resources?

Resources are very important. It's everything that makes human life possible. But the resources are very unequally distributed across the world. Some regions have more forests. Some have more water, and others may have more oil.

Like in a community, there can be fights. Sometimes countries can also fight with each other over these resources. Let us dive deep into how the countries do that.

**Point to the objective:** I can examine major wars fought over natural resources.
Let us understand it better through the war that happened between two countries: Iraq and Kuwait.

Iraq and Kuwait are both petroleum-rich countries.
- Do you know what petroleum is?
- What do you use it for?

But Iraq lost everything in the war. Saddam Hussein, who was the dictator (leader) of Iraq, said that Kuwait was stealing Iraq’s petroleum. Saddam said that Kuwait was ‘Slant Drilling’. They were drilling and getting petroleum by crossing Iraq’s border.

Saddam said that Kuwait was crossing the border, but no one confirmed.

Iraq invaded Kuwait on 2nd August 1990 with 100,000 soldiers.
- Do you think that Iraq was right in doing so?
- How do you think people in Kuwait may have felt?

Please encourage learners to think about how everyone gets affected by war.

Encourage learners to observe the map and identify how they are neighbours.

What do you think is the relationship between the two countries?

Iraq and Kuwait are neighbouring countries. In 1982, Iran and Iraq were fighting. Kuwait gave Iraq money to protect their land and win the war during that war. Iraq had to pay back $14 billion to Kuwait when the war was over.

- Which value did Kuwait show?
- Have you ever helped your neighbours, or have your neighbours helped you?

Iraq did not have money after the war. They could not pay such a considerable amount. But Kuwait told them to pay the amount back.

- What do you think may have happened next?

Possible response: There was a fight etc.
Let us see some images from Kuwait after the invasion.

Within two days, Saddam invaded Kuwait and declared Kuwait as its part. Iraq stayed in Kuwait for seven months. 4,00,000 people fled the country. Many Kuwaitis were tortured, killed and executed. Bodies of the people killed by Iraqis are still not found.

- How do you feel?
- Do you think it’s fair to invade other countries?

Learners, it’s unfair to torture people over resources. Give me jazz hands if you think:
- Resources are for the country’s leaders.
- Resources are only for the people from the country.
- Resources are for everyone in the world.

Resources on the earth are limited but belong to everybody. There may be resource sharing, just like sharing resources in class and with family. The world is a bigger family where we shall live with love and care.
Think of an incident where you have seen people in your family/community fight over resources.

- What has made them fight?
- What could they have done differently?

It’s Mr. Consciousness time!

Think and Share:

- What can countries do if they need resources from other countries?
  - What would you have done if you were from Iraq?
- What can countries do if they have enough resources? Use it consciously
- Think of one resource that you have and how would you use it consciously?

Pick up one action from here and do your bit to save resources and preserve life on our earth.

After Class Challenge (30 minutes)

Think of an incident where you have seen people in your family/community fight over resources.

Encourage two people from your community to commit to one action to preserve resources on earth.
Showcase of learning
OBJECTIVE
I can synthesise what I learned in this unit.

Cs IN FOCUS
Mr. Consciousness, Ms. Collaboration, Ms. Courage

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity.

MATERIALS
Sheets of paper
Video: A #NatureNow message from Greta Thunberg.

SUMMARY OF PRE-WORK
Let’s use Ms. Critical Thinking, and Mr. Consciousness to look back at everything we have done in this unit.
We explored 3 Big Questions in this Unit:
• Is the world equal and fair?
• Should foreign countries influence other countries?
• Who owns the world’s resources?
Answer the above questions in the format of your choice.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Lesson Plan 71, SOL Day 1
We have come to the end of our fifth Unit-World.

On that note, I would like all of you to think of the first thing or image that comes to mind when you hear the word- WORLD.

Make a note of key themes of the board.

All countries, land and water resources form the world. Above that, all the people who live in these countries make up the world.

Based on all that you learnt till now about injustices, wars, unequal distribution of resources, globalisation, foreign exchange etc., what do you think the world would look like?

Get into groups of 4 and create whatever vision comes to your mind.

Let us call upon Ms. Collaboration and Mr. Creativity to do this.

Learners, we realise that many things are wrong/ unfair in the world right now.

Who do you think is responsible for making it right?

Possible response: Human Beings

Great! Thank you- with this, let’s synthesise everything we have covered in this unit so far and approach that from a problem-solving lens.
For your showcase of the unit, we as a class are going to send some messages to the people all over the world.

If you have to share a message, how can you do that?

Possible response: Video, social media, speech, posters etc.

Thank you!

Let us see how Greta Thunberg has done it for something she feels passionate about.

As you hear her talk, make a note of everything that she is talking about.

A #NatureNow message from Greta Thunberg.

We saw here talk about:
- The Problem and what it is causing
- The effects on people everywhere
- Some simple solutions
- A catchy phrase and a hashtag to motivate people.

Today, in your groups, you will do something similar.

Each group will be assigned an injustice. In your groups, you must come up with the following:
- What message do you wish to share with the world’s people to solve this injustice?
- How will you share that message?

Group 1: Injustice due to social and cultural differences (racial/gender/class discrimination)

Group 2: Injustice due to ill effects of Globalization/foreign aid

Group 3: Injustice due to exploiting natural resources

Group 4: Injustice due to wars

Let’s take 15 minutes in our groups to discuss these prompts and come up with our beginning understanding of these.

Feel free to split the groups further where multiple groups can work on the same topics. Please ensure that every group has no more than 5-6 learners.

Let’s spend some time in class with your groups today to think about what message you wish to share.

Some questions that can help you frame that message are:
- What is the problem?
- Who does it affect?
- Think of examples from India and another country in the world where this has caused problems.
- Which constitutional values does this problem hamper?
- Recommend two ways you, your school, your community and your nation can help solve this problem.

You may not have completed your discussions, but you will have time today to work on it with your peers.
Like every unit, tomorrow, we will showcase our learnings by sharing ‘Our message to the people of the World’
You can do that using a speech, a video, a social media post, a moving poster etc.

Choose your way of expression and bring your creative problem-solving selves to the class tomorrow. Look out for tomorrow’s pre-work to understand more about how you can do this.

**Reflect (10 minutes)**

It’s Mr. Consciousness time!
Through the last unit, we have been active global citizens by learning more about the challenges around us and thinking of ways in which we, as citizens of the world, can solve them.

You may be young, but the power of your message and action will be immense.

To bring that power alive in the class tomorrow, think about:

- On a scale of 0-5, how effective was your group discussion today? Think about what progress you made.
- On a scale of 0-5, how confident do you feel about your group creating a powerful message?
- Which C would you use to do that?
- In your groups, think of the strategy to prepare and present your message tomorrow.

**After Class Challenge**

Work on your final showcase.
OBJECTIVE
I can showcase what I learned in this unit.

C IN FOCUS
Mr. Consciousness, Ms. Communication, Mr. Compassion, Ms. Courage

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity, Justice

MATERIALS
Please explain the pre-work to the learners in the last class.
Take permission for a 90 minute class or divide it in two shorter slots
Video: We are the World Lyrics

SUMMARY OF PRE-WORK
Tomorrow, we will have a final showcase of our message for the people of the world. We will use Ms. Communication and Ms. Courage to share our messages with everyone. We will also be inviting parents, other school teachers, the Principal and other children from the school so that we can present our learnings and work in front of them.
Part 1- Based on your discussion in the classroom, think about how you will frame your message. Part 2: Use Mr. Creativity to think about how you wish to present your message.
• Some things you can think about are
• Present facts to state why this problem is big. You can share some examples as well.
• You can think of constitutional values this problem hampers.
• Keep your message short.
• Think of Cs people can use to solve the problem
• Make it inspiring. Use a hashtag.
• Make sure everyone in your groups has a role to play.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Lesson Plan 72, SOL Day 2

Asynchronous Pre-work Document

Go to index
Who will solve the injustice in the world?

Possible response: I, us.

On that note, let's begin with a song.

Play the song and get learners to sing along.

We are the World Lyrics | | We are the Children | | Graduation Song | | For Children

So, before we begin, let's take 5 minutes in our respective groups to discuss anything we wish to do before the presentation. You may use this time to rehearse, discuss things you were unable to, etc.

Our task of the day is to deliver our messages and listen to others carefully and with love. Can any of you guess the Cs that may help us do this?

Exactly, remember Ms. Communication and Mr. Compassion as well while you do your showcase.

With this in mind, let's talk about the exciting thing we will do today.

I am thrilled to hear your powerful messages for the world’s people.
Showcase (45 minutes)

Please ask the groups to be ready. Also, coordinate with stakeholders - The principal, school teachers, students and parents and invite them for a showcase.

While we present, let's remember Ms. Courage, Ms. Communication and Mr. Compassion

- We will share confidently.
- We will also listen to our friends carefully and with love.

You may invite each group one by one to do their presentation. Reinforce how important it is to appreciate each other by celebrating every group. Please take pictures and record videos of students’ work products and presentations to document their learnings after taking their consent.

After everyone’s done presenting, encourage learners to celebrate themselves and each other by patting on their backs and giving huge 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 (20 minutes)

It’s Mr. Consciousness time!
Today, you heard about so many messages. Which constitutional values do you think all of this will help us foster around us?

Invite a few learners to share in the large group.

Please debrief the dominant constitutional values - Liberty, Equality, Fraternity and Justice here.
As a class, think of the ways to amplify these messages, you can use your social media accounts to share this message with other people. Or share these with your community members etc.

Does our work end here now that we have created our message?

Possible response: No, we have to amplify our message to reach everyone and act on it.

Learners, each one of us is responsible for upholding the world's values. Before we expect others to be and do responsible global citizens,

WE HAVE TO BE THE CHANGE WE WISH TO SEE IN THE WORLD.

Who said this phrase?

Response: Mahatma Gandhi.

Every action matters. Each one of you matters. Together, we can build a better and just world.

Let us close our class by sharing one word of hope for our world.

Get all the learners to share. If possible, keep noting these words down on the board.

After Class Challenge

As a class, think of the ways to amplify these messages, you can use your social media accounts to share this message with other people. Or share these with your community members etc.
End of the Studies
OBJECTIVE
I can recapitulate and synthesise my learnings from the studies.

C IN FOCUS
Ms. Critical Thinking
Mr. Curiosity
Ms. Collaboration
Ms. Courage
Mr. Consciousness
Ms. Communication
Mr. Creativity
Mr. Compassion

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity and Justice

MATERIALS
Chart paper, A4 size sheets, colors, paper
Put together a presentation of all the SOLs learners have been a part of through the curriculum or present the glimpse of their work.
Create mixed groups for the quiz.
C stickers/ badges
Please take permission for a 75 minute lesson.
Link to Jeopardy
Print-outs of the song (Given on last page)

SUMMARY OF PRE-WORK
Read through the key learnings from each of the units that we have covered in the curriculum:
Fill this table. (Given on last page)

For each of the units, think about:
• What are some challenges seen at this level?
• How do these challenges affect the growth of the people, of India or the world?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 73, End of the Studies SOL
For the next 10 minutes, listen to my instructions very carefully.

For an in-person classroom, invite learners to stand in 5 concentric circles.

Ask the innermost circle to say- ‘I am special’.

Ask the second circle to point towards the innermost circle and shout out- ‘You make your family and school special’.

Ask the third circle to point towards the second circle and shout out- ‘You make your communities special.’

Ask the fourth circle to point towards the third circle and shout out- ‘You make your country special.’

Ask the fifth circle to point towards the fourth circle and shout out - ‘You make this world special.’

Ask everyone to together shout out- ‘We all make this world special.’

For the virtual classroom, personal message your learners one of these numbers 1, 2, 3, 4, 5.

Ask everyone to turn off their videos and open them one by one as per their numbers. Ask everyone with number 1 to switch on their videos and say- I am special. Then ask everyone with number 2 to switch on their videos and say- ‘You make your families and school special.’ Repeat the same for all the numbers with the above phrases.

Over the past couple of months, we have explored India and ourselves from many different perspectives. We looked at ourselves as a part of India, at how our schools and communities form such a big part of it and even discovered the identity of India as a whole. We then zoomed out and looked at the world as a whole to really explore what are some challenges faced and once again, discover our role in solving them. We have learned so much about ourselves, our country and the world - our main aim today is to bring all those learnings together and synthesise our experience.

Let us see some of the big questions that we have explored over the last couple of months.

Present these one by one. You may also encourage learners to share a few.
<table>
<thead>
<tr>
<th>Self</th>
<th>Family &amp; School</th>
<th>Community</th>
<th>Nation</th>
<th>World</th>
</tr>
</thead>
<tbody>
<tr>
<td>What makes someone a grown up?</td>
<td>Do groups promote or hinder the creation of a sense of belonging?</td>
<td>What are my biases? Who is invisible in my community?</td>
<td>How has India's past affected India's present?</td>
<td>Is the world equal and fair?</td>
</tr>
<tr>
<td>How should I make decisions?</td>
<td>How might I build an ecosystem of support within my classroom and school?</td>
<td>How might I create an inclusive society?</td>
<td>Is our country living up to the promises made in our preamble?</td>
<td>Should foreign countries influence other countries?</td>
</tr>
<tr>
<td>Who do I want to be as a grown up?</td>
<td></td>
<td></td>
<td>Can laws be wrong?</td>
<td>Who owns the resources of the world?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Are individual countries responsible for protecting the environment?</td>
</tr>
</tbody>
</table>
Let us bring together a few of our learnings through a fun quiz. This quiz is called Jeopardy where you earn points not just for yourself but for your entire group.

We will use all our Cs together for this quiz.

Please divide the class in 4 groups and explain the rules of Jeopardy.

In your groups:

- Nominate one person from the group. This person will be responsible for sharing the chosen ‘points’ and the ‘theme’ with the facilitator.
- Each team will get a chance to choose their question.
- After the question is posed, members of the team will get 1 minute to respond. Any member from the team can respond.
- If the team is not able to respond correctly, the next team will help them with the question. In case of a correct answer, the points will get divided between the team that answered and the one that helped.
- Team with the highest number of scores will win this quiz.

Generate enthusiasm. Ask if they are ready?

Link to Jeopardy:

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**Self / School**

- Share two physical changes our body goes through while growing up, especially during adolescence.
- Share two norms of Active Listening.
- Should we have rules? Justify your response by giving at least two reasons.
- Give a non-top 1-minute speech on ‘Treat Others the way you wish to be treated’.
- What is FIDS? How may you use it in class? Share the process with an example.

**Community**

- Share an example of a bias.
- Name any two groups of people in the community who face more challenges than the others or feel invisible in the community.
- A son of an auto rickshaw driver can not be a doctor. Do you think it’s true or false? Justify with a reason.
- Give one example of each an act of inclusion and an act of exclusion.

---

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.
I have a voice- Sing five lines of this song and share an example of any leader (adult/ student) who has used their voice to make society inclusive.

**Nation**

- This event from India's history gave us the supreme law of India. It mentions all the fundamental rights and duties of Indian citizens. Name the event and the year.
- Give an example of communal violence from India's history. Which constitutional value does this hinder?
- ___ proposes and makes the law. ___ ensures implementation of the laws. ___ maintains and supervises the law.
- Share one example each of where you have seen Indian citizens upholding and not upholding the values in the preamble.

**World**

- Name any five countries of the world apart from India.
- ‘NO BLACKS ALLOWED’, ‘RESTROOMS FOR WHITES ONLY’ Such signs were a part of which laws in America?
- Share one example of injustices and inequality countries other than India have experienced.
- Share one positive and one negative impact of globalisation using examples.
- Share the names of at least three leaders from the world who, according to you, helped or are helping the world become an equal and just place. Also, share how these people have helped or are helping.

Share one example each of where you have seen Indian citizens upholding and not upholding the values in the preamble.
Celebrate the team for the correct responses. Towards the end, celebrate each child’s effort individually and collectively. Remember that the idea of this quiz is not for learners only to recall certain things but to be able to share their learnings with a rationale.

After the quiz, ask:

- How did you enjoy this game?
- Were you reminded of something that you had forgotten through this quiz?

The purpose is for everyone to revise the key points of the curriculum in a fun and engaging manner. This is also an opportunity for you to assess how learners use different Cs during the exercise.

**Activity (30 minutes)**

Now that we have revised the key contents, let us see what more we have created.

Put together a presentation or pictures of learners’ bio poems, media pieces, skits, injustice reports, fundamental rights skits and XYZ school SDG summit. Please show it to the learners.

Through all of this, we deepened our understanding of the four pillars of the Constitution - Liberty, Equality, Justice and Fraternity. While doing that we also became friends with 8Cs that are crucial in building leadership and active citizenship.

Let us now put together some things.

Get into the groups of 4.

- Discuss the answers to your pre-work questions:
  - What are some challenges seen at each level- self, family/school, community, nation and the world?
  - How do these challenges affect the growth of the people, of India or the world?
  - Take five pieces of paper and tie them together for it to look like an album.
  - Fill the first page with the challenges that may be seen at the level of self
  - Fill the second page with the challenges that may be seen at the level of family/ school.
  - Fill the third page with the challenges that may be seen at the level of your community.
  - Fill the fourth page with the challenges that may be seen at the level of nation - India.
  - Fill your fifth page with the challenges that may be seen at the level of the world.

Take 15 minutes to do this in your groups. Take help from Ms. Collaboration and Ms. Critical Thinking while you do this.
After learners come back, share:

Through the albums that you have just created, you have put down the “Grey Truth”. But in the curriculum, we have learned that while there is truth, there is always a hope in the form of a bright sunshine!

For so many challenges, there also are so many leaders who raise their voice and contribute to an equal and just society.

In our next activity, each of you will work independently to think about your hope, your vision for each of these levels. You will draw the diagram the way I have, in concentric circles, and in each circle you can write or draw your vision of what is possible. For example, at the level of Self, my vision is for me to become a compassionate human being.

You may have to take help from Mr. Consciousness and Ms. Courage to do this. Let's take the next 7 minutes to do this independently.
It's Mr. Consciousness time!

Now that you have your vision for what is possible, it's time to think about what role you play in bringing this alive! For example, if I want myself to be compassionate- I may listen to everyone patiently. Or if I want every Indian to receive education, how might I actually do that? Maybe by teaching someone everyday. We are going to think about how you can contribute in any way- big or small - in bringing your vision to life.

Once you have thought about your answer, you will write it down on a piece of paper.

I will __________ <Add all the things you would do here> towards making myself, my family, my school, my community, my country and the world better.

Bring out a big chart paper with the words “India and I” outlined

Once you finish writing, we will all stick our pieces of paper on this chart paper, which when done, will form our collective vision for India and ourselves!

Virtually, you may type India and I on a white board and ask learners to put their vision down using an annotation tool or ask everyone to type it in the chat box and create a big poster for them later on.

Learners, your role in making our country and the world a better place is immense.

Therefore, ‘I’ in INDIA is very important. I AND I, together can make our INDIA even better.
So let's close out with a really beautiful ‘I AND I’ song.

You can share the print-outs of the lyrics of the song.

I and I and I
I and I
Many I’s are we
I and I and I
I and I
Make up Indi

As one little I
Yes I really matter
But we’re strong
Yeah, we’re stronger
When we’re I’s together

I and I and I and I are free
In this country of our dreams
I and I and I and I are free
In this country of our dreams

I was
I was,
I was
Too far from the rest
I was
I’m the best
I was I can pass any test
Until I realized, that so many I’s
When we are together
Build so many ties,
That you can’t deny
The strength we have inside

So I and I and I
We only multiply
Something you can’t divide
United is divine
So sing it out loud,
I and I and I
Is you and me, cuz we all fly

I and I and I and I are free
In this country of our dreams

My India My India

Every time I think of you,
I think of what can I do
I think of how we made it through

My India My India

The history the pain the journey how we saved it
Our love is so amazing

My India My India

Tell me is this really real

Lesson Plan 73, End of the Studies SOL
This beauty we can touch and feel
The wrongs will stop, we'll start the healing

My India My India

Cuz you're my mother, your're brother
You're my sister, just to crystalize the picture,
That I am with ya

I and I and I and I are free
In this country of our dreams.

I hope through this curriculum you were able to understand your relationship with INDIA.

After Class Challenge (10 minutes)

Please create a big India and I poster and put it somewhere in the class.
I and I and I
I and I
Many I’s are we
I and I and I
I and I
Make up Indi
As one little I
Yes I really matter
But we’re strong
Yeah, we’re stronger
When we’re I’s together
I and I and I and I are free
In this country of our dreams
I and I and I and I are free
In this country of our dreams
I was
I was,
I was
Too far from the rest
I was
I’m the best
I was I can pass any test
Until I realized, that so many I’s
When we are together
Build so many ties,
That you can’t deny
The strength we have inside
So I and I and I
We only multiply
Something you can’t divide
United is divine
So sing it out loud,
I and I and I
Is you and me, cuz we all fly
I and I and I and I are free
In this country of our dreams

Lesson Plan 73, End of the Studies SOL
## Summary of Pre-Work-Table

<table>
<thead>
<tr>
<th>Level</th>
<th>What are some challenges seen at this level?</th>
<th>How do these challenges affect the growth of the people, of India or the world?</th>
</tr>
</thead>
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<tr>
<td>Self</td>
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<td>Family/ School</td>
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<td>Community</td>
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<td>Nation</td>
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REFERENCES, CREDITS, AND SOURCES

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  Broadway Kids Against Bullying: I Have A Voice

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- **Lesson Plan 40, Unit Nation**
  1991 Economic liberalisation: India’s Golden Age

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