INDIA & I

Grade 4
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:

1. **Self**
2. **Family**
3. **Community**
4. **Nation**
5. **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.
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. Hereminds 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.

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

21st century skill

Constitutional Value

Pre work

Materials

Resources

Reflect (5 minutes)

After Class Challenge (5 minutes)

Learn (15 minutes)

Spark (10 minutes)
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.

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

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

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

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

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

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

**3-4 Corners**
Learners choose a corner to stand in that is linked with a statement to understand different opinions and perspectives.

**Skit/ Role Play**
Learners learn through theater games and activities, having fun and building communication and thinking skills.
**Independent Work Time/Practice**
Learners have time to really practice their learning independently.

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

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

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

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

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

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

**Stand/Sit or Thumbs Up/Thumbs Down**
Learners express their opinions in a way that the teacher can quickly see where every learner is.

**Video**
Learners will be exposed to a range of concept through video.
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>Lessons and Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to India and I</td>
<td>0.1 - Pg 22</td>
</tr>
<tr>
<td>Introduction to 21st Century Skills: Courage and Compassion</td>
<td>0.2 - Pg 25</td>
</tr>
<tr>
<td>Introduction to 21st Century Skills: Communication and Critical Thinking</td>
<td>0.3 - Pg 29</td>
</tr>
<tr>
<td>Introduction to 21st Century Skills: Creativity and Consciousness</td>
<td>0.4 - Pg 35</td>
</tr>
<tr>
<td>Introduction to 21st Century Skills: Curiosity and Collaboration</td>
<td>0.5 - Pg 40</td>
</tr>
<tr>
<td>Learning Ta-Da: Orientation to celebrate mistakes</td>
<td>0.6 - Pg 45</td>
</tr>
</tbody>
</table>

**Total Teaching Days:** 06

### Unit 01 - Self

<table>
<thead>
<tr>
<th>Objective</th>
<th>Lessons and Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIG QUESTION 1 HOW CAN I UNDERSTAND MYSELF AND MY EMOTIONS?</td>
<td></td>
</tr>
<tr>
<td>LEARNING STANDARD             Students will develop vocabulary to express how they feel.</td>
<td></td>
</tr>
<tr>
<td>I can accurately label my emotions</td>
<td>Lesson Plan 01 - Pg 51</td>
</tr>
<tr>
<td>I can recognize that emotions are temporary and can change with time</td>
<td>Lesson Plan 02 - Pg 57</td>
</tr>
<tr>
<td>I can describe and display my feelings in a way that is safe for myself and others around me</td>
<td>Lesson Plan 03 - Pg 63</td>
</tr>
<tr>
<td></td>
<td>Lesson Plan 04 - Pg 67</td>
</tr>
</tbody>
</table>

**Total Teaching Days:** 14
### BIG QUESTION 2  WHAT KINDS OF MESSAGES DO MY EMOTIONS GIVE ME?
**LEARNING STANDARD** Students will recognize the value of each of their emotions.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can identify how I label and express my emotions.</td>
<td>Lesson Plan 05 - Pg 74</td>
</tr>
<tr>
<td>I can draw patterns between events in my surrounding and how they make me feel.</td>
<td>Lesson Plan 06 - Pg 80</td>
</tr>
<tr>
<td>I can use my awareness of my emotions to guide everyday decisions that I make.</td>
<td>Lesson Plan 07 - Pg 84</td>
</tr>
</tbody>
</table>

### BIG QUESTION 3  HOW DO MY EMOTIONS IMPACT THE WAY I BEHAVE? WHAT CAN I DO WHEN I HAVE BIG FEELINGS?
**LEARNING STANDARD** Students will be mindful of their thoughts and feelings and develop responsible ways to express these.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can identify the physical effects that my emotions have.</td>
<td>Lesson Plan 08 - Pg 92</td>
</tr>
<tr>
<td>I can monitor and regulate my emotions</td>
<td>Lesson Plan 09 - Pg 98</td>
</tr>
<tr>
<td>I can identify the cause and effect between the change in my emotion and my behaviour.</td>
<td>Lesson Plan 10 - Pg 103</td>
</tr>
<tr>
<td>I can identify the cause and effect between the change in my emotion and my behaviour.</td>
<td>Lesson Plan 11 - Pg 108</td>
</tr>
<tr>
<td>I can identify the cause and effect between the change in my emotion and my behaviour.</td>
<td>Lesson Plan 12 - Pg 113</td>
</tr>
</tbody>
</table>

### SHOWCASE OF LEARNING

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I can synthesise what I learned in this unit.</td>
<td>Lesson Plan 13 - Pg 118</td>
</tr>
<tr>
<td>2</td>
<td>I can showcase what I learned in this unit.</td>
<td>Lesson Plan 14 - Pg 123</td>
</tr>
</tbody>
</table>
### Unit 02 - Family & School

**TOTAL TEACHING DAYS** 14

#### BIG QUESTION 4  
**HOW CAN PEOPLE WHO LOOK DIFFERENT BE SIMILAR?**

**LEARNING STANDARD** Students will express curiosity about their peers.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Lessons and Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can identify similarities and differences between my classmates and myself</td>
<td>Lesson Plan 15 - Pg 129</td>
</tr>
<tr>
<td>I can listen when others speak and ask questions to learn more about people</td>
<td>Lesson Plan 16 - Pg 135</td>
</tr>
<tr>
<td>I can interact with people who are similar to and different from me, and I show respect to all people.</td>
<td>Lesson Plan 17 - Pg 139</td>
</tr>
</tbody>
</table>

#### BIG QUESTION 5  
**WHAT DOES IT TAKE TO BE A GOOD FRIEND?**

**LEARNING STANDARD** Students will build co-operative, caring relationships with their peers.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Lessons and Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can give and receive constructive feedback.</td>
<td>Lesson Plan 18 - Pg 146</td>
</tr>
<tr>
<td>I can recognize and respect boundaries.</td>
<td>Lesson Plan 19 - Pg 151</td>
</tr>
<tr>
<td>I can read and use verbal and non-verbal cues</td>
<td>Lesson Plan 20 - Pg 156</td>
</tr>
<tr>
<td>I can comfort people around me when they are unhappy</td>
<td>Lesson Plan 21 - Pg 162</td>
</tr>
<tr>
<td>I can ask meaningful questions in a conversation.</td>
<td>Lesson Plan 22 - Pg 169</td>
</tr>
<tr>
<td>I can participate in a discussion by agreeing, disagreeing and building off the points of others respectfully</td>
<td>Lesson Plan 23 - Pg 173</td>
</tr>
</tbody>
</table>

#### BIG QUESTION 6  
**WHAT CAN WE DO WHEN FRIENDS FIGHT?**

**LEARNING STANDARD** Student will build an action-oriented approach to solving conflicts with the peers.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Lessons and Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can describe conflicts that are often faced between friends.</td>
<td>Lesson Plan 24 - Pg 180</td>
</tr>
<tr>
<td>I can follow a systematic approach to conflict resolution that achieves mutually satisfactory resolutions</td>
<td>Lesson Plan 25 - Pg 185</td>
</tr>
<tr>
<td>I can apply conflict resolution approaches in different situations</td>
<td>Lesson Plan 26 - Pg 192</td>
</tr>
</tbody>
</table>

#### SHOWCASE OF LEARNING

| Day 1: I can synthesise what I learned in this unit. | Lesson Plan 27 - Pg 198 |
| Day 2: I can showcase what I learned in this unit.   | Lesson Plan 28 - Pg 201 |
**Unit 03 - Community**

<table>
<thead>
<tr>
<th>BIG QUESTION 7</th>
<th>WHAT ARE SOCIAL IDENTITIES?</th>
</tr>
</thead>
</table>
| LEARNING STANDARD | • Students will develop positive social identities based on their membership in multiple groups in society.  
                        • Students will express comfort around people who seem similar and different from themselves |

<table>
<thead>
<tr>
<th>Learning Standard</th>
<th>Lesson Plan Details</th>
</tr>
</thead>
</table>
| I want to know about other people and how our lives and experiences are similar and different | Lesson Plan 29 - Pg 209  
Lesson Plan 30 - Pg 214 |
| I can express excitement that different groups of people believe different things and live their daily lives in different ways. | Lesson Plan 31 - Pg 218 |
| I can list and describe social groups in my community based on sex and gender | Lesson Plan 32 - Pg 223  
Lesson Plan 33 - Pg 228 |
| I can list and describe social groups in my community based on religion and caste | Lesson Plan 34 - Pg 234  
Lesson Plan 35 - Pg 239 |
| I know that all my group identities and the intersection of those identities create unique aspects of who I am | Lesson Plan 36 - Pg 245  
Lesson Plan 37 - Pg 250  
Lesson Plan 38 - Pg 255 |

<table>
<thead>
<tr>
<th>BIG QUESTION 8</th>
<th>HOW DO POWER AND PRIVILEGE AFFECT SOCIAL IDENTITIES?</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING STANDARD</td>
<td>Students will analyze the influence of power and privilege.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Standard</th>
<th>Lesson Plan Details</th>
</tr>
</thead>
</table>
| I can analyze the role that power plays in inequality and can identify examples and non-examples from my community. | Lesson Plan 39 - Pg 262  
Lesson Plan 40 - Pg 267 |
| I can identify when people are treated unfairly in my community, and I can give examples of prejudice words, pictures and rules. | Lesson Plan 41 - Pg 276  
Lesson Plan 42 - Pg 284 |

**SHOWCASE OF LEARNING**

Day 1: I can synthesise what I learned in this unit.  
Lesson Plan 43 - Pg 290

Day 2: I can showcase what I learned in this unit.  
Lesson Plan 44 - Pg 294
### Unit 04 - Nation

#### Big Question 9
**What is the Constitution and why is it important?**
Students will develop an understanding of our constitution and what it means for the citizens of our country.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Lessons and Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can define what a democracy is and know how my country is a democracy</td>
<td>Lesson Plan 45 - Pg 301</td>
</tr>
<tr>
<td>Classroom Challenge Practice: I can practice democracy in my classroom</td>
<td>Lesson Plan 46 - Pg 306</td>
</tr>
<tr>
<td>I can describe that India has a constitution which outlines fundamental</td>
<td>Lesson Plan 49 - Pg 322</td>
</tr>
<tr>
<td>rights plus duties, and why they are important</td>
<td>Lesson Plan 50 - Pg 329</td>
</tr>
<tr>
<td>I begin to define equality, liberty, fraternity and justice simply and</td>
<td>Lesson Plan 51 - Pg 335</td>
</tr>
<tr>
<td>know that they are my rights</td>
<td>Lesson Plan 52 - Pg 340</td>
</tr>
<tr>
<td>I can articulate that education is a fundamental right</td>
<td>Lesson Plan 53 - Pg 347</td>
</tr>
<tr>
<td>I can conclude that all Indians are my brothers and sisters</td>
<td>Lesson Plan 54 - Pg 352</td>
</tr>
<tr>
<td>I can define freedom of speech, language, religion and why they are</td>
<td>Lesson Plan 55 - Pg 357</td>
</tr>
<tr>
<td>important</td>
<td>Lesson Plan 56 - Pg 361</td>
</tr>
</tbody>
</table>

#### Big Question 10
**Is justice for all?**
Students will be able to identify injustice at the or systemic level (e.g., discrimination)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Lessons and Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can describe what injustice feels like</td>
<td>Lesson Plan 57 - Pg 368</td>
</tr>
<tr>
<td>I am able to identify the acts of injustices</td>
<td>Lesson Plan 58 - Pg 373</td>
</tr>
<tr>
<td>I can assess the impact that gender-based injustice has had on people</td>
<td>Lesson Plan 59 - Pg 378</td>
</tr>
<tr>
<td>across India.</td>
<td></td>
</tr>
<tr>
<td>I can assess the impact that religious and caste-based discrimination has</td>
<td>Lesson Plan 60 - Pg 383</td>
</tr>
<tr>
<td>had</td>
<td></td>
</tr>
</tbody>
</table>

#### Showcase of Learning

Day 1: I can synthesise what I learned in this unit.  
Lesson Plan 61 - Pg 390

Day 2: I can showcase what I learned in this unit.  
Lesson Plan 62 - Pg 396
## Big Question 11: How does the world view India?
**Learning Standard:** Students will develop an understanding of the world’s view of India.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can cite examples of India’s contribution to the world historically</td>
<td>63 - Pg 403</td>
</tr>
<tr>
<td>I can cite examples of India’s contribution to the world currently</td>
<td>64 - Pg 411</td>
</tr>
<tr>
<td>I can compare things unique to India with things that are common to the world</td>
<td>65 - Pg 416</td>
</tr>
<tr>
<td>I can compare things unique to India with things that are common to the world</td>
<td>66 - Pg 420</td>
</tr>
</tbody>
</table>

## Big Question 12: What does it mean to be an Indian in the world?
**Learning Standard:** Students will develop an understanding of their identity as a part of the world.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what the term “citizen of the world“ means</td>
<td>67 - Pg 430</td>
</tr>
<tr>
<td>I am able to cite aspects of culture/customs that they share with others around the world</td>
<td>68 - Pg 438</td>
</tr>
<tr>
<td>I am aware that the ideals of fraternity, liberty, equality and justice are shared by many countries</td>
<td>69 - Pg 443</td>
</tr>
</tbody>
</table>

## Showcase of Learning

Day 1: I can synthesise what I learned in this unit.  
Lesson Plan 72 - Pg 466

Day 2: I can showcase what I learned in this unit.  
Lesson Plan 73 - Pg 470

## End of the Studies

I can recapitulate and synthesise my learnings from the studies.  
Lesson Plan 74 - Pg 476
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 India & I on the cover of your notebook and illustrate it creatively with anything that India means to you.

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.

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

Invite learners to guess. Why do you think it’s called India and I?
Remember you don’t all have to do the same thing or draw the flag or peacock - you can draw anything at all that you feel represents India!

This will be your India and I diary/notebook. As we proceed, we will do a lot of fun activities and reflections. Let’s use this diary to put down our thoughts and document our learnings.

**Reflect**

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

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

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

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

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

*Take 2-3 responses.*

Share the names for each of them.

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

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

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?
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?

Please hold up the 8 characters poster.

Answer: Mr. Compassion and Ms. Courage

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

Introduction to the 21st Century Characters
Let’s meet Ms. Critical Thinking first. Critical Thinking tells us that we all have the ability to brainstorm, to think very deeply and that our thoughts really matter. She helps us to evaluate choices and to make good decisions. She helps us make connections between things. Ms. Critical Thinking is a little bit like a detective, she always looks for evidence before she believes something.

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

1. Someone tells you the whole world is on fire!
   
   Possible answer: you don’t believe them right away but ask questions to gather information

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

3. You have a homework assignment on volcanoes but know nothing about them.
   
   Possible answer: you ask someone about volcanoes or google to find out

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

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

What am I doing?

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

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

Show the Ms. Communication colouring sheet.

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

Would love to hear your thoughts.
Let’s play a fun game to remember the two most important things that Ms. Communication does - listen and talk!

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

Are you ready?

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

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

**Divide learners into groups of 4 or 5.**

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

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

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

**Reflect**

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

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

Introduction to the 21st Century Characters
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?

Who are the characters we've met so far?

Answer: Ms. Courage, Ms. Communication, Ms. Critical Thinking, Mr. Compassion
Let’s use Ms. Communication to talk about our dreams.

Encourage learners to share their dreams with each other.

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!

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.

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*

**Closing**

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

**After class challenge:**
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.

Ms. Collaboration asks lots and lots of questions. Let’s all pretend we are Ms. Collaboration 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!
OBJECTIVE
Learners will be able to understand that in the India & I Studies, having different opinions and making mistakes is a good thing

Cs IN FOCUS
Ms. Communication
Ms. Critical Thinking

CONSTITUTIONAL VALUES
Respect, Diversity

MATERIALS
N/A

Spark

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

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

Now here are the rules.

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

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

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

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

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

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

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

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

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

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

Closing

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

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

How can I understand myself and my emotions?

LEARNING STANDARD
Students will develop vocabulary to express how they feel.
SUMMARY OF PRE-WORK
When have you felt like this? See pictures of emotions and write an incident when you have felt that emotion.

OBJECTIVE
I can accurately label my emotions

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

CONSTITUTIONAL VALUES
Fraternity

MATERIALS
Print this for each learner:

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

Lesson Plan 01
As you all know, today we will begin to explore the first unit of our curriculum i.e Self. To begin to understand ourselves, it’s really important for us to understand and talk about our feelings. So the first big question that we will explore in this unit is:

“How do I understand myself and my emotions?”

And today we will simply do this by giving names to our emotions.

Why do you think it’s important for us to name our emotions?

Possible response: it will help us express ourselves. It will make others understand what we are feeling.

Exactly! Learning the words we can use to describe our feelings are really important as it helps other people understand what we are going through.

To start with, Mr. Curiosity has a big question for all of us : What comes to your mind when you hear the word “feelings”?

Invite responses from learners and write them on the board.

A feeling is an emotional state. For example, when we cry, we may be feeling sad. When we cry, we may be feeling happy, too! When we laugh, we may feel happy. When we laugh, we may feel embarrassed too.

Let’s sing a song now!

I will be singing a line and then would want all of you to repeat. When we sing, we’ll also act out the feelings that come up in the song. For example, if the feeling of sadness comes up in the song, we may pretend to show that we are sad. Are you ready?

Please sing the song, showing those emotions on your face. Encourage learners to really feel the emotions as they sing the song.

The emotion song

I look in the mirror and what do I see?
I see a happy face smiling at me.
I look in the mirror and what do I see?
I see an angry face frowning at me.
I look in the mirror and what do I see?
I see an excited face looking at me.
Look in the mirror and what do I see?
I see a sad face looking at me.
I look in the mirror and what do I see?
I see a surprised face looking at me.
I look in the mirror and what do I see?
I see a scared face looking at me.
How many feelings are there inside me!
How many feelings are there inside me!
Learn (15 minutes)

Please show the learners the chart of emotions.

In your pre-work, you did an activity to think of different incidents that made you feel certain emotions. Let’s talk about those instances.

1. I remember the day I became a teacher - I was so “excited”. I felt energetic, I was smiling and jumping around. All I wanted to do was share it with all my friends/family and celebrate because my dream had come true.

Model the first example with a very excited face, fast pace, louder volume.

2. I remember my first day as your teacher. I felt really “unsure” of myself and “scared” - I was not sure if all my learners would like me, if I could teach well, and be a good teacher. I felt little butterflies in my stomach. And what I wanted was for somebody to tell me “it’s okay to be scared - you will learn every single - from mistakes and successes. Don’t worry!”. I wish someone had taught me ta-da! I also tried to just take deep breaths in and out to remain focused.

Model the second example with a very unsure, nervous face, fast pace, softer volume.

Please feel free to change the examples and add personal stories.

Thank you for listening to me. There are so many different emotions that we may feel at different points in time. They may show on our face, we may feel them in our body, we even feel them inside our minds and heads. Emotions show up in so many ways!

Let us now get into groups of 4 for the next ten minutes. Using the feelings chart and some help from Mr. Consciousness, do the following:
It's Mr. Consciousness time!

Mr. Consciousness tells us that it's really important to be aware - of what we feel, think, of others and the world around us.

Think about today's lesson and share:
- Think of two emotions you felt in class today
- What support did you need in class today? Did you receive that?

Please thank everyone before closing out the class. Acknowledge how sharing our emotions might be difficult but all of them were able to do it by taking help from Ms. Courage.

Today we learned about many different feelings, how we experience them and the support we may need. It's important to know these so that we can take necessary support from our friends and family.

This may help us take care of ourselves and others. Can someone guess the C and the constitutional value this may connect to and help us practice?

Possible responses: Mr. Compassion and Fraternity

After 10 minutes, invite one learner each from different groups to share the insights that emerged in the groups.

Reflect (5 minutes)
Use the Emotions Wheel to capture your emotions through the day. The “Emotions Wheel” helps us capture the emotions we have experienced on any day. Think about your entire day, and identify what you did/experienced and the emotions you felt. Draw and colour it within the section of emotion that you experience. You may also write what made you feel a certain way.

For example:
When I sit on the big swing, and go high up in the air, I get scared.
My elder brother held my hand while I was crossing the road.
I felt happy.
Take Print for each learner:

HOW ARE YOU FEELING TODAY?

HAPPY  SAD  ANGRY  HUNGRY  EMBARRASSED

SLEEPY  UNSURE  SICK  PROUD  LONELY

JEALOUS  SURPRISED  ANNOYED  SHY  SCARED

BORED  NERVOUS  EXCITED  GUILTY  SILLY
OBJECTIVE
I can recognize that emotions are temporary and can change with time

C IN FOCUS
Mr. Consciousness
Ms. Critical Thinking
Ms. Courage
Mr. Compassion

CONSTITUTIONAL VALUES
Fraternity

MATERIALS
Tune of If you're happy :

SUMMARY OF PRE-WORK
We are going to do an emotion experiment.
Pick a member from your family - it could be anybody of any age!
Notice the emotions that they are experiencing at different times in the day and note it down in a different emotional wheel.
Think about:
- The number of emotions this person felt in a day.
- What led to a change of emotion?

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

Lesson Plan 02
Will someone remind us of what we learned yesterday?

*Possible Response: We learned to label our emotions. We learned about the meaning of the word “Feelings”, we talked about an emotion/feeling that we have experienced as well as how we’d like to be supported/handled.*

Can anyone list out a few feelings and emotions that we talked about?

Great! We learned about happiness, surprise, sadness, fear, anger and so many more from this chart. We also talked about how feelings show up on our face and feel in our body/mind/heart.

Today we will continue to explore our first big question: “How do I understand myself and my emotions?” and going to learn more about how one feeling is not permanent.

*Point to the objective: I can recognize that emotions are temporary and can change with time.*

For example, the way you are feeling right now may be different from how you are feeling at the end of class!

All of you did an exercise in your pre-work. Would any of you like to share your observations about changes you observed in one person’s emotion through the day?

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

Let’s start by thinking about how we are feeling right now - but let’s do it in a fun way through a really fun song!

*You can find the tune for If you’re happy and you know it clap your hands on youtube. It’s much more fun when you know the tune. Please sing the song with expressions and do all the actions which are mentioned in the song. Try and make sure that all your learners sing along with actions.*
If you are happy and you know it, clap your hands.
If you are surprised and you know it, then say “Oh my!”
If you are sad and you know it, rub your eyes.
If you are afraid and you know it, then shake-shake.
If you feel sleepy and you know it, close your eyes.
If you are angry and you know it, stomp your feet.

Now, silently, I want all of you to show the emotion that you are feeling right now through an action that you learned in the song - are you happy, surprised, sad, afraid, sleepy or angry?

Encourage learners to show you the expression of the emotion they are feeling right now. If they are stuck, start by showing them how you are feeling!

Learners, please look around and see how everyone is feeling so that you can support them in whatever way you can through the class. Remember to take help from Mr. Compassion.

Learn (15 minutes)

Today, let’s deepen our understanding of feelings, or emotions. We will now discuss different situations and see what we may feel if we were in those situations. We’ll push ourselves to think not just about the feeling but also about the why behind the feeling.

Let’s take help from Ms. Courage as well as Ms. Critical Thinking to do this.

Please discuss the following situations with learners, asking them these questions. Invite a few responses for every prompt that you give.

Scenario 1:
You came home from your grandmother’s house and saw your toy is broken.
How might you feel and why?
At the same time your father comes in and gets chocolates for you.
How might you feel now and why?
Did your feelings change and why?
Invite responses in the large group.
Thank you for sharing! Different things make us feel differently. We might also be seeing that something good can happen after something bad. Let us look at other scenarios.

**Scenario 2:**

Your cricket team requires 5 runs to win, and you get out.

How might you feel and why? Can we show that emotion with the help of our face and gestures?

In the end, however, your team wins the match!

How might you feel now and why?

Did your feelings change and why?

*Invite responses in the large group.*

Did your emotions change? Why?

Let’s meet Rohan now! Rohan is an eight year old boy. I’m going to tell you a little bit about his life and we are going to talk about his feelings - and draw them up.

As learners answer the questions, ask them to draw Rohan’s face with that feeling in their note taking device. You may ask them to discuss their responses with the partner and then share in the large group. You might ask someone to draw it on the board as well. In the case of a virtual classroom, you may ask a learner to annotate.

Rohan was eating his favorite dessert. How do you think Rohan is feeling?

*Possible Response: happy, content*

He was enjoying the dessert and he ate the whole packet. While going to school, suddenly his stomach started aching. He wished he hadn’t eaten so many sweets and he got upset and started crying.

How did Rohan’s feelings change?

*Possible Response: upset, disappointed, angry, unwell*

Rohan was supposed to go to his neighbor’s house for her birthday and was excited to leave. He got all dressed up, made a birthday card and set off for her house.

How do you think Rohan is feeling?

*Possible Response: happy, excited*

When he reaches the neighbor’s house, he feels he does not know anyone there, and no one talks to him. Rohan feels shy and does not talk to anyone.

How did Rohan’s feelings change?

*Possible Response: upset, disappointed, embarrassed, alone*

Rohan was dancing in his house. He played his favorite music and was jumping around!

How do you think Rohan is feeling?

*Possible Response: happy, excited, joyful*

Suddenly his little sister comes in with her friend. They point fingers at Rohan and tease him, saying he is a terrible dancer.

How did Rohan’s feelings change?

*Possible Response: upset, hurt, embarrassed*
How many times did Rohan’s expression change?
What are we learning about emotions?

Invite a few learners to share.

Reflect (5 minutes)

It’s Mr. Consciousness time!
Let us close our eyes and think of our last two days.
Think of what made you happy. Did anything also make you feel sad? Was there anything that made you feel scared? Did you cry about anything? Were you angry at somebody/something?

After you have thought about your two days, draw your face with every change in emotion. Let’s take 5 minutes independently to do this.

Now, Let us share our sheets with our partners and share-
How many different emotions did you feel in a day? Why?

Invite a few learners to share in the large group.

Is it not amazing that we can feel so many different emotions in a single day?
Some may be positive and some may be negative. But they keep changing depending on the situation.

We are a little bit like a rollercoaster -
We go up when we are happy, down when we are sad or scared and then up again if something exciting happens!
Life is all about change in events. We may learn to embrace these changes and also acknowledge our emotions.

The more aware we get of our emotions, the more we may be able to take care of ourselves and others.

Can you connect this to one of our constitutional values?

Correct response: Fraternity

After Class Challenge

Observe any more person from your family. Trace different emotions this person feels in a day. Also think of, how may you support this person when they are not feeling good.
OBJECTIVE
I can describe and display my feelings in a way that is safe for myself and others around me.

Cs IN FOCUS
Mr. Consciousness
Mr. Compassion

CONSTITUTIONAL VALUES
Fraternity

MATERIALS
This Video will be used as a book. Please rehearse it and identify the places where you would want to pause.

SUMMARY OF PRE-WORK
Task 1:
Watch this short film.
Identify the various emotions that Pip felt through his training program.

Task 2:
Have you experienced similar emotions? Draw 2 pictures - one expressing a positive emotion and one expressing a negative emotion.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
I hope all of you enjoyed watching the film about Pip and could relate to many of those emotions. Like I had said a few classes ago, I felt a lot like Pip in my first few days of teaching. I was making mistakes, I was a little scared, and I was always nervous. But with practice and courage, I feel a lot better today. And feel gratitude towards each of you!

All of you may have drawn the pictures of two emotions that you may have experienced. Can all of you put your sheets up in the air for everyone to see?

**Please invite learners to share any observations of what they see across the expressions in everyone’s drawings.**

Till now we have spoken about identifying and describing the feelings or emotions that we are experiencing. There may be times when we might not feel comfortable sharing them with others. Therefore, today we will talk about how we may best display our emotions.

**Point to the objective: I can describe and display my feelings in a way that is safe for myself and others around me.**

Mr. Curiosity has a question for all of you!

What do you think it means to feel safe or make others feel safe?

**Invite a few learners to share their thoughts.**

Let us hold onto these thoughts, we will come back to this question towards the end of our lesson.
Learn (15 minutes)

Let's start by reading this book together. Please use this youtube video. You may choose to play it on mute and read out the text yourself or with some Learners.

While reading the book together, please pause and make learners reflect at different points in the book (as guided by the book itself)

After you're done reading the book, ask learners to share responses to a few questions.

Turn to your partners and discuss:
- Is it important to know your feelings?
- How can you identify if others are happy/ sad/ scared or disappointed?

Invite a few learners to share in the large group.

Yes, our body and face can help us identify these emotions. Knowing these emotions will help us ask for help or help others around us.

This is one way in which we can be like Mr. Compassion.

Reflect (5 minutes)

It's Mr. Consciousness time!

Think and share:
- Why should you understand what you are feeling?
- Why is it important for you to feel safe and make sure others feel safe?
- Which constitutional value will this help us practice?

Possible Response: To understand ourselves better and ask for help. This way we can feel...
Identify one feeling that you experienced through the day today.

- Identify the cause for this feeling.
- Observe the sensations you're feeling.

After Class Challenge (30 minutes)

Also, close out by sharing:

Feeling safe is an important aspect of taking care of ourselves. Safety is anything that prevents us from either harming ourselves or others. Therefore, we may always try to express ourselves in a way that may not be harmful to ourselves or others around us.
OBJECTIVE

I can describe and display my feelings in a way that is safe for myself and others around me

C IN FOCUS

Ms. Courage
Mr. Consciousness

CONSTITUTIONAL VALUES

Liberty, Fraternity

MATERIALS

A print out of this for the classroom - learners can copy it down.

Art material for learners to colour their own “hand”

SUMMARY OF PRE-WORK

1. Bring your story/poem/drawing/piece of art that you created as a part of yesterday’s after class challenge

2. Think of a time when you have struggled to share something with somebody or express yourself openly.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Asynchronous Pre-work Document

Go to Index
Today, we will continue to learn how to show and talk about our feelings in a way that feels safe for us and those around us.

Point to the objective: I can describe and display my feelings in a way that is safe for myself and others around me.

I want to start today’s class by sharing a story of my friend- Rehan.

Please feel free to change this example and share your own personal story of a time when you would express anger at a loved one.

When Rehan was young, like you all, he lived in a small town called Nashik. His parents were both working then. He would come back from school at 1 in the afternoon and his parents would come back from work at 5pm or 7pm. So he would be alone all afternoon. Even at school, as he was a new Learner, he used to feel very scared and alone. He did not have many friends.

When his mother would come home from work and greet him with a hug, he used to shout at her “don’t hug meee”, “I am hungry - get me food now” (when actually he was not even hungry), “I hate you”, “you smell so bad”. None of those things were actually true. His mother would try to show him love by making things he liked and giving him hugs but he would shout at her and push her away. She used to feel very sad and cry.

How was Rehan feeling? Why?
How did Rehan express his feelings?
Do you think he chose to express it in a way that was safe for him or others around him?
What did he need?
Can you think of other ways in which he could have expressed his emotions?

After sharing the story, invite learners to respond to the questions mentioned above. This may lead learners to think about how loneliness was leading him.
Has anybody else experienced something like this? If you have, can you please stand up like Ms. Courage and share the incident. Let’s take two minutes to think about it independently. * Invite a few learners, only if they feel comfortable to share in the large group. * Thank you for showing so much courage and sharing so openly.

Now, let’s take help from Mr. Consciousness and do some reflection.

- Think of a time where you struggled to express yourself safely or had a fight with someone.
- What was the problem?
- How did it make you feel? What emotion came up for you?
- How did you choose to react then?
- Is there any other way, you would have done it?

Let’s take 5 minutes with ourselves and put our thoughts down. * After the independent reflection time, invite learners to share - * What are you learning about the situation? * Do you think there was a better way to deal with it? * What would you choose now? * Please pick up what learners are sharing and conclude accordingly. You can choose to share -

You may take some alone time to understand your feelings. One may also choose to let the other person know why they felt a certain way. As it may help them understand you better.

I will now be sharing one possible way to manage the emotions we might feel sometimes. Remember this is just one way that has worked for some people. You may try this and see if this works for you.

It is a really simple 5 finger framework. Can all of you show me your 5 fingers!
Please print and put up the poster if you are teaching in an in-person classroom.

Let’s use 5 finger framework to see how Rehan could have behaved with his mother:

1. It was not okay for him to shout at her mother or be mean to her.
2. It is always important to breathe when feeling angry, scared. Why? Because when we take deep breaths, our brain is filled with fresh air/oxygen and it makes us think clearly. Had Rehan done this, he may have been calm with his mother. Maybe, he could have taken help from Mr. Consciousness to do this.
3. Rehan could have told his mother that he was feeling lonely and wanted more time with her. And that he was also struggling in school.
4. She would have helped Rehan make friends. She may have tried to spend more time with Rehan after school. After all, she was working hard to earn money for Rehan and his family.
5. Staying calm would’ve helped Rehan think clearly.

Feel free to tweak the above according to the story you choose to share.

Take the next five minutes to come up with the five steps for yourself that you could have used in the situation that you thought about earlier.

Please draw your hand and add these five steps to it as shown in the poster.

Learners trace the outline of their opened hand in their diary.

Can we quickly turn to our partners and share our posters with each other?

Invite a few learners to share what they are observing in their partner’s work. Also, acknowledge that this may be difficult and requires a lot of courage.
It’s Mr. Consciousness time!
Let’s start by taking three deep breaths in and out - like step 2 of the five finger framework. We have thought about a lot of things today.

Think and share:

- How would you deal with complex emotions/ big emotions the next time you feel them?
- Why is it important for you and others around you to feel safe?

Conclude by sharing:

Once we become more aware of how we are feeling, we may feel more in control of ourselves. Once we have that control, we may always have a choice to react in a certain way. This is one great way for all of us to start practicing Liberty which means freedom to do things that you want to without harming others. Imagine, if all of us start to take control of how we may feel and respond in a manner that’s safe for ourselves and the others, we could practice Fraternity as well.

After Class Challenge (15 minutes)

Take this framework and teach it to a sibling or neighbour near your home.

- If there is a big emotion that you’re feeling, work towards resolving it.
- Write down how this made you feel when you used it.
5 Steps to Managing Big Emotions

1. Remind myself that it is never okay to hurt others.
2. Take 3 deep breaths or count slowly to 10.
3. Use my words to say how I feel and what I wish would happen.
4. Ask for help to solve the problem.
5. Take time to calm down.

HELPING CHILDREN LEARN TO COPE
printable poster
Big Question 02

What kinds of messages do my emotions give me?

LEARNING STANDARD
Students will recognize the value of each of their emotions.
OBJECTIVE
I can identify how I label and express my emotions.

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

CONSTITUTIONAL VALUES
Fraternity

MATERIALS
Poster of Emotions Charades for print on last page.

SUMMARY OF PRE-WORK
Borrow your parents’ phone.
Go to WhatsApp or the notes app. Now go to the emoticons segment and find 12 emoticons - copy them into your notebook and write down what emotion or feeling they express.

For example:

is sad; and so on....

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

Lesson Plan 05
Over the past few classes, we have been talking a lot about our emotions. Let’s begin today’s class with a feelings check-in.

Let’s close our eyes for a minute and think about how you are feeling at this very moment? Are you happy and smiling? Or are you worried about something? Is your head hurting because you are tired or do you feel bored and sleepy? However you feel at this very moment is important. And with that knowledge, let’s all open our eyes.

Let us turn to our partners and share:
- How are you feeling and why?
- Is it affecting your body? How?

Let’s listen to each other using a lot of Mr. Compassion.

Encourage a few learners to share their responses in the large group.

As you can see, even though all of us have been together all day and done very similar things, learned the same things and attended the same classes, all of us are feeling very, very different things.

Why do you think all of us are feeling differently?

Invite responses and share:

We are all different individuals and therefore, experience everything differently. This also leads to feeling different emotions.

This beauty of differences is known as diversity.

Why do you think I asked you to use Mr. Compassion while sharing your emotions with each other?

Invite responses and share:

Mr. Compassion helps us listen to each other with a lot of love and care. This may help us understand each other better despite our differences. This may also help us be kinder to each other and support each other.

Which constitutional value does it connect to?

Correct response: Fraternity

The new big question that we will begin to explore now is:
Learn (10 minutes)

Let's start with a fun game called EMOTIONAL CHARADES!

Does anyone know what charades means?

A charade is an act - something that isn't real but you pretend to do it. Charades is all about acting out the words or the situation. Let us play a trial round. Use your body, your expressions to show the situation - but there's one rule - you cannot say anything!

Everybody:
- Show surprise when your parents bought you the toy you wanted
- Make an angry face
- Show disgust because you have eat a bitter medicine
- Show anger for being hit!
- Show joy because your friend cracked a really really funny joke
- Show fear because your school principal has walked into your noisy class

Pause after giving each scenario and allow learners to act it out.

Awesome! Look around - everyone is acting so well.

Alright let's get started with our actual game!

Here is what we will do:
- I will read out a scenario.
- Each of you will write down an emotion you would feel if this happened to you, independently. You may also choose to put down an emoticon that would best describe this emotion. Please feel free to refer to your pre-work.
- Through your facial expressions/ gestures, show this emotion

What kinds of messages do my emotions give me?

In today's class, we are going to learn more about how we might express our emotions. And we will also explore how each person may do so differently. Because each of us is different and unique!

Point to the objective: I can identify how I label and express my emotions.
Let's use Mr. Consciousness and Ms. Communication while doing this.

Please read out these scenarios one by one and allow learners time to take note of an emotion.

Now let us get into the groups of 4 and share our emotions for each of the scenarios with each other. Discuss:

- Did all of you feel the same emotion each time?

- Why did different people feel different things?

Possible responses: We are all different people and feel different things. Our ways of expressing them will also be different.

For example, some of us might be scared while learning how to drive but others may be excited.

Invite a few learners to share responses in the large group.

Reflect (5 minutes)

It's Mr. Consciousness time!

Let's do a rapid fire reflection! I will ask you questions and you will help me find the answers. The first person to raise their hand will answer.

After each response, also ask if there's anyone who feels differently.

- Sunita's father buys her a beautiful new dress. Sunita feels _______
- Zui just had a big fight with her cousin. Zui feels ______
- Oliver is a puppy. He has not been fed for 8 hours. Oliver feels ______
- Jennifer loves Diwali and knows that her mother and her will soon decorate Diyas. Jennifer feels ______
Homi is often left alone at home. He feels ________

Thank you, class!

Think and share:

• What do people feel differently about the same situation?
• What is one new thing that you learned about yourself?

Conclude by sharing:

It is so interesting that any two people may respond to the same situation differently. That is why it is really important for each of us to understand what we are feeling and express it accurately. If we don’t know what we are feeling, we will not be able to express it right, we may end up acting in ways which might not be safe for ourselves or others. And over time, we may not understand the people around us too well either.

After Class Challenge (30 minutes)

Watch this video book. Make note of two things that stand out to you.
<table>
<thead>
<tr>
<th>Emotions Charades for print</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EMOTIONS</strong> Charades</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Hitting a baseball through a neighbor's window</td>
</tr>
<tr>
<td>Fighting over a toy with your brother</td>
</tr>
<tr>
<td>Saying goodbye to someone you will miss</td>
</tr>
<tr>
<td>Going on a rollercoaster</td>
</tr>
<tr>
<td>Hitting a homerun</td>
</tr>
<tr>
<td>Flying on an airplane</td>
</tr>
<tr>
<td>Breaking your favorite toy</td>
</tr>
<tr>
<td>Learning to drive</td>
</tr>
<tr>
<td>Missing the winning soccer goal</td>
</tr>
<tr>
<td>Riding a bike for the first time</td>
</tr>
<tr>
<td>Falling off your bike</td>
</tr>
<tr>
<td>Holding a baby</td>
</tr>
<tr>
<td>Taking out the stinky garbage</td>
</tr>
<tr>
<td>Getting dropped off for the first day of school</td>
</tr>
<tr>
<td>Not getting invited to a friend's party</td>
</tr>
<tr>
<td>Performing in a talent show</td>
</tr>
</tbody>
</table>
OBJECTIVE
I can draw patterns between events in my surroundings and how they make me feel.

C IN FOCUS
Mr. Consciousness
Ms. Critical Thinking
Mr. Compassion

CONSTITUTIONAL VALUES
Fraternity

MATERIALS
NA

SUMMARY OF PRE-WORK
1. Think about your neighbourhood/community - write down 2 things that you have seen there.
2. Think about our classroom/school - write down 2 things that you have seen in our school.

Make sure you write down positive and negative things - keep your responses balanced.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Let's start with a story.
Kabir was walking back home from school. He saw a man and woman fighting – the man was beating the woman. A crowd had gathered around but no one did anything. He did not know the man and woman. Kabir pretended to not hear or see them and continued walking, a little faster. His heart was beating faster and he wanted to run. He reached home and hugged his mother and started crying.

Please turn to your partner and discuss:
• Why did Kabir’s heart race faster?
• Why did he run back home?

Possible response: Karan must be sad and scared and run back home to feel safe.

Invite a few learners to share in the large group after the partner-sharing.

Thank you for sharing.

In the previous classes, we have talked about identifying and expressing feelings. We have also talked about how emotions reflect on our body. We have also learned about how different people might feel different emotions and therefore, their bodies may respond differently.

Now that we have understood this relationship, let’s think even deeper about what causes different emotions.

Point to the objective: I can draw patterns between events in my surroundings and how they make me feel.

Through Kabir’s story, we have seen how what happens in the world - even if they don’t affect us directly - can have an impact on how we feel.
Learn (20 minutes)

Each of you have noted down some headlines and things happening in your neighbourhood and school/class as a part of your pre-work.
Could some of you please share these headlines with the class?

Invite a few learners to share and note a few positive and negative headlines on board.

Now, let us imagine:
There is a girl named Kiran. All of these things are happening around Kiran. She sees how there is robbery in the house next door and violent protests in the city (You may choose to change these instances as per responses from learners or anything more relevant and contextual). Apart from that, she has exams starting next week. These exams are very important for her because if she does not get good marks, she won’t get the scholarship and her parents won’t be able to afford the fees. But her teachers think she is brilliant and that she is most likely to get the scholarship.

In groups of four, let’s take some help from Ms. Critical Thinking and discuss:
• How do you think Kiran is feeling?
• How will this affect Kiran?

Please try and think like Kiran.

Invite a few learners to share what they discussed, in the large group. Reiterate:

When you think like Kiran, you put yourself in her shows. This helped you understand Kiran better. This way, we can be really compassionate towards someone. Mr. Compassion always tries to put himself in other people’s shoes!

It is important to remember that each of us is influenced by our surroundings and things happening around us; not just the things that happen to us.

This may mean that we are all interconnected in some ways and we may care deeply about others and the world around us. What we see, hear, experience, read about can all impact our minds.

How many of you have cried watching a movie or felt really happy while listening to a song?

Invite a few responses and reiterate how we may feel emotional about anything that we connect to.
Reflect (5 minutes)

It's Mr. Consciousness time!

Think and share:

- Any two things that have had a big and important effect on you. They could have made you feel excited or terribly sad or extremely happy! They may be what you watch on TV, books you read, friends you hang out with or conversations you have with family.

- Which constitutional value did you see come alive in the lesson?

*Possible response: Fraternity*

After Class Challenge

1. Please spend some time observing things and people around you today.
   - What do you see?
   - Does it make you feel anything? Why?

2. Watch or read news for 7 minutes.
   - What are two things that you got to know about?
   - Do they make you feel anything? Why?
OBJECTIVE
I can use my awareness of my emotions to guide everyday decisions that I make

SUMMARY OF PRE-WORK
Think about things that you do:
- When you are happy with someone.
- When you feel very sad about something.
- When you feel angry with someone.
- When you feel scared of something.
Let’s take help from Ms. Critical Thinking and Me. Consciousness to do this.

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

CONSTITUTIONAL VALUES
Liberty, Fraternity

MATERIALS
Plan for a movie screening in case you choose to do it.
Movie: Inside Out

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asyncronous Pre-work Document
For the last couple of days, we have spoken a lot about our emotions and their connection to us. Can some of you share different things that we have discovered about emotions till now?

**Invite a few learners to share and synthesise by sharing the following key points:**

- The different types of emotions within all of us
- How emotions keep changing
- Importance of understanding our emotions
- Importance of expressing our emotions well and talking about them

Today we are going to dive deeper into how emotions guide our actions and influence our decision making.

Point to the objective: *I can use my awareness of my emotions to guide everyday decisions that I make.*

Can someone guess why is it important for us to talk about it?

Possible responses: *To be aware, to not do anything that’s unsafe.*

---

Optional yet recommended exercise:

You may choose to do a screening of the movie *Inside Out* to conclude the key messages from previous lessons and frame this objective. The movie can be used as a way to summarise that all of us have all kinds of emotions inside us. If we can begin to understand what we feel, we can control our feelings over time, and respond to all situations positively. Moreover, we can understand our family and friends - through easy and tough times and be supportive of their needs.

Please debrief the movie with the learners through questions like:

- Who are the characters?
- What are the different emotions?
- Can you see these emotions show up in actions or behaviour?

---

Spark (5 minutes)

Hello learners!

For the last couple of days, we have spoken a lot about our emotions and their connection to us. Can some of you share different things that we have discovered about emotions till now?
We have talked about how we may choose to express our emotions so that they are safe for us and others. This may also help us with difficult situations.

Just imagine:

If I leave the school feeling really frustrated or angry today and leave in a hurry, what might happen?

**Encourage learners to share responses.**

Thank you for sharing. In that haste, I might also end up crossing a very busy road without properly looking left or right. This might cause serious trouble for me and would create an unsafe environment for me.

Now that we understand the importance of learning this, let’s look at a few scenarios.

**SITUATION 1 - In a fit of rage**

*Kamo and I were best friends.*

We did everything together - went to school together, played during PT together...

...ate lunch together, sat in class together - we were inseparable!

One day, as we were walking back home we were discussing our English homework...

...We had to write an essay on a difficult topic. We came up with an idea together!
Do any of you have an inseparable friend like Kamo?

Have any of you gotten into this kind of fight or argument with a friend, where you have told them that you won’t speak to them or where you have shouted at them?

I would invite you all to please take help from Ms. Courage and share with all of us.

Invite a few learners to share their incidents and acknowledge that what they had felt in that situation was valid.

Let me share a story of my school friend Shrimali with you all.

Shrimali used to go by school bus to a school where all of us had good teachers, who would teach us all our subjects well, give us interesting experiments to perform, exciting activities to do and so much more.

At the same time, Shrimalis’s neighbours’ children went to a school down the road. They used to tell Shrimali that their teachers never came to school, that the only reason they went to school was for some 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 really angry in this situation. She was so upset that these children were not being given 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 grew up and worked as a teacher in a low-income government school so that her students can get excellent educational opportunities.
Now that you have heard two situations, I invite all of you to think about:

- What was similar in both the situations?
- What was different in both situations?

Please turn to your partner and share your thoughts.

_invite a few learners to share in the large group after the partner-sharing._

In both the stories, people felt anger but the way they responded in both the situations was different.

Now let us take next seven minutes to independently think about:

- An incident or an emotion that made you take a decision which you felt bad about later.
- An incident or emotion that made you take a decision which you feel proud of.

Let's take help from Mr. Consciousness to do this.

Different instances make us feel something. In some cases our emotions guide us to make decisions that we may not feel very proud of. But in some cases, our emotions can help us to make a decision that can have a positive impact on us as well as others.

Remember that all of us may always have a choice and freedom to make these decisions.

Let us now go back to the instance that made you take a decision that you don't feel good about. If given a chance again, is there anything that you would do differently?

_after giving learners two minutes to think about this, invite a few of them to share in the large group._

_acknowledge and reiterate:_

It's difficult to share all of these things but I am proud that all of you used Ms. Courage to share and Mr. Compassion to listen to your peers.

Thank you for creating such a safe space in the classroom for everyone to express.

Lesson Plan 07
It's Mr. Consciousness time!

Think and share:
- What is the relationship between emotion and action?
- What is the difference between positive and a negative action?

Possible responses: All our emotions show up on our face as well as actions. For example, when we are angry about something, we may shout at someone or can try to solve the problem. Trying to solve the problem is a positive action.

Reflect (5 minutes)

Interpret the above quote.
- What does this mean?
- Can you connect it to what we learned in the classroom today?

After Class Challenge (5 minutes)

Interpret the above quote.
- What does this mean?
- Can you connect it to what we learned in the classroom today?
Big Question 03

How do my emotions impact the way I behave? What can I do when I have big feelings?

LEARNING STANDARD

Students will be mindful of their thoughts and feelings and develop responsible ways to express these.
OBJECTIVE
I can identify the physical effects that my emotions have

C IN FOCUS
Mr. Consciousness
Ms. Courage

CONSTITUTIONAL VALUES
Liberty, Fraternity

MATERIALS
Print these worksheets for each learner/send it to them to draw themselves
(Given on last page)

SUMMARY OF PRE-WORK
Tell learners to draw an outline of themselves on a sheet of A4 size paper and bring it to class.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Mr. Consciousness wants us to start today by breathing mindfully – 10 slow breaths in and out with your eyes closed.

Note that some learners might be fidgety, some might find it difficult to shut their eyes, some might find it difficult to sit still and some might just do it very calmly.

After the 10 breaths, ask them to open their eyes.

Was that easy or difficult? Remember, there is no right or wrong answer. Mr. Consciousness just wants you to be very conscious, aware and observant of yourself.

Invite a few learners to share in the large group.

Great, let us quickly draw an outline of a body in our note-taking devices.

In an in-person classroom, feel free to share the print outs of this image.

In this outline:

- Make a tiny smiley face on the places in your body that felt good while doing your breathing.
- Make a tiny cross in the places that did not feel that good.

For example, if you feel calm or good in the head, you can make a tiny smiley face. If you could feel that your legs were not able to stay still, you could draw a tiny cross on their legs.

Let’s take two minutes to do this.

After two minutes, invite learners to hold their sheet up in the air and observe each other’s work. Please share some similarities and differences that you observe.

Thank you learners!

We have learned that our facial expressions and gestures can sometimes help others identify how we feel. It is one way that we express emotions.

Sometimes, emotions may make their way to our body parts. They undoubtedly are very strong!
Therefore, today we are going to discuss the same:

**Point to the objective: I can identify the physical effects that my emotions have.**

Through this, we will also begin to deep dive into two new big questions:

**How do my emotions impact the way I (my body) behave?**

**What can I do when I have big feelings?**

Are you all ready?

---

**Learn (20 minutes)**

Let's be honest to ourselves through this activity by using Ms. Courage.

I will be giving you some options, touch that part of the body where you feel this.

You may also model this for each of the prompts.

Now imagine you are very angry – what signs does your body give?

**Invite a few learners to share.**

Anger might also show up in different forms. When I am angry, my body becomes hot but I heard how some people may raise their voice or for some people their heart might race faster.

Again, make a small cross on all the parts of your body in the body outline that give you signs that you are angry.

Now independently think about, what clues does your body give you when you are:

- Surprised
- Happy
- Worried

Let's make little smileys on the parts of the body that give us the clue that we are surprised or happy and cross on the ones that give us the clue of being worried.

Turn to your partner and share your responses.

Lesson Plan 08
What did you observe through this activity? Are you learning something about the connection between your emotions and body?

*Invite responses and synthesise by sharing.*

Our mind, our feelings and our physical body are all connected. When we feel an emotion, our body reacts. Different people’s bodies might react differently though.

Therefore, it may be important for us to listen to our body, be very observant of the clues that our body gives us. This may help us also identify and label the emotion.

We can do this by following a very simple rule-

**STOP - LISTEN - AHA!**

*Ask learners to say stop-listen-act 3-4 times in different fun ways - slow, fast, in a singing voice to get them to remember the rule.*

Remember we may only make better decisions, if we stop and listen to ourselves.

**Reflect (5 minutes)**

It’s Mr. Consciousness time!

Think and share:

- What is the relationship between your emotion and physical effects?
- Which constitutional values can it help us practice?

*Close out by reiterating:*

Learning about our emotions really matters as it affects the way we feel, the way our body reacts, the decisions that we take and the way we interact with others.

If we learn to identify our emotions and start understanding our signs better, we may feel more in control of ourselves. This will help us feel free and offer support to each other.

The big idea of Liberty and Fraternity, start with us understanding who we are.
After Class Challenge

Use this worksheets to do at home with a sibling or a parent

Colour the areas of your body where you feel...

- Anger
- Sadness
- Disgust
- Fear
- Surprise
- Happiness
- Worried
- Frustration
Print out

Colour the areas of your body where you feel...

- Anger
- Sadness
- Disgust
- Fear
- Surprise
- Happiness
- Worried
- Frustration
OBJECTIVE
I can monitor and regulate my emotions.

Cs IN FOCUS
Mr. Consciousness
Mr. Compassion

CONSTITUTIONAL VALUES
Liberty, Fraternity

MATERIALS
NA

SUMMARY OF PRE-WORK
Did you practice- Stop-Listen and AHA at home?
• What emotion did you practice it for?
• How did it make you feel?
• What decision did you take post that?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Can someone do a quick recap of the rule that we learned to keep our emotions in check.

*Invite responses*

**Correct response: Stop- Look - Aha!**

Yesterday, we learned how our body gives us clues about how we are feeling. We can identify these clues by pausing and deeply listening to our body.

Can you quickly turn to your partners and share your response to the pre-work with each other? When did you use Stop-Look-Aha at home?

*After the partner-sharing, invite a few learners to share in the large group.*

But is it important to do this?

What may have happened if we didn’t do it?

*Invite a few learners to share.*

It may be important so that we don’t do something that’s unsafe for us or others. Just imagine, what if in a deep fit of anger, I hit somebody.

It may be important so that we can have time to monitor and regulate our emotions. This is one way in which we can take care of ourselves- do things that make us feel better or even ask for help. Isn’t this what Mr. Compassion always talks about?

Today we are going to discuss some techniques to keep our emotions in check.

**Point to the objective: I can monitor and regulate my emotions.**

Before we move forward, let us call Mr. Consciousness and do a deep breathing exercise with him.

Close your eyes, 10 slow breaths in and out with your eyes closed.

Now open your eyes and share how you are feeling.

Why do you think we do this exercise?
I'm going to give you examples. Think about the feelings that come up for you and show that using your facial expressions.

Your best friend says he or she doesn't like you anymore and doesn't want to play with you again.

How might you feel?

Invite a few learners to share the emotion.

What might you do if you don't stop and listen to your body?

Invite a few learners to share.

Now, let us practice breathing in and out.

Do this twice with your learners.

What might you do now that you have stopped and listened to your body?

Invite a few learners to share.

Great, we just saw that if we don't monitor and regulate the emotion of anger, we may get into fights or hurt others. Rather we could make a choice by stopping and listening. Then we may decide to leave our friend at that moment and talk to them again.

Let us listen to another story of Maria.

Maria is sitting in class one day and someone behind her pulls her hair. “Ouch” says Maria! She turns around but does not know who did it. A little scared, she turns back to her work. In two minutes, it happens again. “Ouch!” says Maria. Maria is upset and walks over to her good friend Seema. She explains what happens and how she feels. Seema gives her a big hug and tells her not to worry - that sometimes things like this happen and that they can be solved. She advises her to talk to the teacher and share what happened. Maria does this and feels better.

Let's think about what happened in Maria’s story.

How do you feel Maria felt when her hair was pulled?

Possible response: upset, hurt, humiliated

What would you have done if this happened to you?

Invite a few learners to share.

What did Maria choose to do?

Possible response: talk to her friend and then to her teacher

Why did you think she made this choice? Do you think it helped her?
Sometimes, when we may feel upset, talking to someone can be a great thing to do. You may get good advice and are always reminded that there are some people who love and care about you. They can be your parents, siblings, friends, teachers etc.

How many techniques have we learned till now?

**Correct responses:** Breathing in and out, Talking to someone.

Now, let's listen to Raj's story.

Raj studies in the third standard. He is very short and has pimples on his face. His classmates usually make fun of him, calling him “Shorty” or “Pimple-face” and it makes him really sad. One day, Raj is sitting in class in the middle of a test. He has studied really hard for this test and wants to do really well on it. In the middle of the test, the boy next to him says “Hey Shorty Pimple-face, show me the answers!”

How do you think Raj must have felt?

**Invite responses:** Angry, upset, confused, distracted, unable to do tests.

What would you do if you were Raj?

**Invite a few learners to share.**

I will now continue Raj’s story.

Raj feels upset and confused. He stops writing and in his mind counts to ten slowly. 1-2-3-4-5-6-7-8-9-10. Once he gets to ten he feels calmer. He turns to the boy and calmly says, no. And then goes back to his test with full concentration.

What choice did Raj make?

**Possible response:** count to ten so that he could gather his thoughts and give himself time to calm down

Do you think this was a better choice to make?

**Possible response:** Yes, he counted to 10 to bring back the focus and was also able to share with his classmates that it’s not okay without making any of them feel unsafe.

Counting to 10 when you feel bad can be a great thing to do. It allows you not to react but to pause, calm down, think and then respond.

Thank you learners! We have learned three techniques of managing and regulating our emotions today. This doesn't mean that these are the only things you can try. Sometimes, one may not work for you. Idea is for you to try to manage and regulate your emotions by doing what really works for you.

This would help you create a safe environment for yourself and others around you.
Reflect (5 minutes)

It’s Mr. Consciousness time!
Think and share:
• Why is it important to monitor and regulate your emotions?
• How can managing and regulating your emotions make you feel?

Possible responses: When we manage and regulate our emotions, we try to make the space safe for us and others. It can help us feel in control of our body.

After Class Challenge (5 minutes)

If you observe anybody being upset/angry at home, can you please ask them to try these techniques?
It may help somebody :)

Lesson Plan 09
OBJECTIVE
I can monitor and regulate my emotions

C IN FOCUS
Mr. Consciousness
Mr. Creativity
Ms. Communication
Mr. Compassion

CONSTITUTIONAL VALUES
Fraternity

MATERIALS
NA

SUMMARY OF PRE-WORK
Create your mood cups and bring them to the class tomorrow.
You may refer to the images and video here to create this.
Take 1 paper cup and divide it into 6 equal parts. Write down the name of the different emotions in different parts and draw the facial expression. Do it for all the six emotions given below:
- Happiness.
- Boredom.
- Fear.
- Surprise.

- Anger.
- Playful.
Take the second cup and make a window out of it- as big as one of 6 parts above.
Put Cup 1 inside of cup 2.
Your mood cup is ready!
Please use Mr. Creativity to do this.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
In your pre-work, you may have done an interesting activity.

To begin with, can we all show our mood cups?

Let’s turn to our partners and use the mood cups to share your feelings.

Can I invite all of you to share your emotions with the whole class? Hold your cup up in the air with the emotion that you are feeling!

Thank you! I can see how each of you have become more open to talk about feelings and emotions. I can also see how different people have represented the same emotion in different ways.

Yesterday, we learned three things that we can do when we feel negative emotions like sad, angry, scared or alone.

Do you remember what they were?

Correct response: breathing in and out, counting to 10, talking to someone we trust

Today, we’ll practice what we learned and learn one more strategy.

Point to the objective: I can monitor and regulate my emotions.
Imagine you are sitting in a park. Suddenly you feel a warm splash on the top of your head. You put your hand to your head and yuck, a pigeon has pooped on your head!

How do you feel?
Can you show the emotion you would feel using the mood cup?

What may you choose to do in this situation?:
- Breathe in and out
- Count to 10 to think of what to do
- Run across to a friend to talk

Invite a few learners to share their choices and the reason behind it. Remind them that there is no right answer and if they choose to do something other than these three options, that’s okay too. You may also ask what they would do further.

Now we’ll learn one more technique. Let’s listen to Radhika’s story:

Radhika studies in the fifth standard. She loves to eat chips and ladoos and is a little overweight. When she gets on the school bus, people often call her names. “Here comes fatty Radhika!” they say. “She will need two seats!” Radhika feels sad on the bus. When she gets home from school, the first thing she does is to draw and scribble in her notebook and feel her sadness slip away.

Now, imagine this. You are playing at break time in the school playground. A group of boys are playing basketball and you really want to play. You go over to them but they shout, “go away, you aren’t our friend”! Everyone around you sees this happening which makes it even worse. Other students start laughing, too.

How do you feel? Can you use your mood cup to represent the emotion? If it’s not there in the mood cup, you can write in your note taking device and hold that up as well.

What may you choose to do in this situation?:
- Breathe in and out
- Count to 10 to think of what to do
- Run across to a friend to talk

Invite a few learners to share their choices and the reason behind it. Remind them that there is no right answer and if they choose to do something other than these three options, that’s okay too. You may also ask what they would do further.

Now let’s get into the groups of four and discuss:
- What negative emotion Radhika may have felt?
- What choice did she make?
- Can you guess, why did scribbling/drawing make her feel better?
- Is there anything else that you’d have done to feel better if this happened to you?
Sometimes, indulging in an art form that you love or requires a lot of attention can help you shift your focus from negative things to positive ones. This may help you regulate your emotions. Some examples can be playing sports, dancing, singing, painting, knitting, cooking etc.

Do any of you have a personal story of how an art form like this has helped you manage your emotions?

Reflect (10 minutes)

It’s Mr. Consciousness time!

Alright, pick up your mood cups, and silently turn to your partner:

- Share your current emotion with your partner along with why you are feeling like this.
- Show the emotion that you find most difficult to control and why.

Learners, I am so proud of you. Over the last several lessons we have learned so much about our feelings. We have sung songs on them, we have acted them out, we have played games with them, we have thought of examples of them. Feelings are difficult but we can always remember that they come and go - and that we can have control over them.

You've learned to breathe in and out. Try it with me once. Students breathe in and out.

You have learned to talk to others when you feel sad, or angry.
You have learned to count to 10 so that you don’t react, but really calm down giving yourself time to know how to respond. Try this with me.

You have learned that different art forms help us feel better.

If we can manage and regulate our emotions, we may help others around us do so too. That might help us foster Fraternity.

**After Class Challenge**

When you return home today, check in with 3-4 people in your home/community. Request them to show the emotion they are feeling from the Mood Cup. Try to understand why they are feeling this way.

Bring this cup to school from tomorrow, and we will use it to show how we are feeling at the start and end of each class.
OBJECTIVE
I can identify the cause and effect between the change in my emotion and my behaviour

Cs IN FOCUS
Ms. Critical Thinking
Mr. Consciousness
Ms. Courage

CONSTITUTIONAL VALUES
Liberty, Fraternity

MATERIALS
NA

SUMMARY OF PRE-WORK
Choice- when did you choose between two things? What did you decide and why?

RESOURCES FOR THE TEACHER:
Synchronous Presentation

Asynchronous Pre-work Document
We need lots of energy today so would you like to sing “If you're happy and you know it” or the Emotion Song?

This time though we’re going to sing the song using feelings!

Like people who are 18 years and older who vote for the government that they want, you are going to vote too. Can you raise your hands if you want If You’re Happy?

Please count the number of hands that are up.

Now can you raise your hands if you want the Emotion Song? Please count the number of hands up.

When we vote, we take the group that had the most hands up. That is called a majority. This is a big and important word to learn when you learn about India, which is a democracy.

Are you ready?

Please let learners choose which song they would like to sing. Then sing it 3 times - once very, very slow with a sad face. Once very fast with an excited face. One dancing around with a happy face.

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**If You’re Happy**

If you’re happy and you know it, clap your hands.

If you’re happy and you know it, clap your hands.

If you’re happy and you know it, and you really want to show it

If you’re happy and you know it, clap your hands.

---

**The emotion song**

I look in the mirror and what do I see?
I see a happy face smiling at me.

I look in the mirror and what do I see?
I see an angry face frowning at me.

I look in the mirror and what do I see?
I see an excited face looking at me.

I look in the mirror and what do I see?
I see a sad face looking at me.

I look in the mirror and what do I see?
I see a surprised face looking at me.

I look in the mirror and what do I see?
I see a scared face looking at me.
Till now, we have made many connections between emotions and ourselves. Today we are going to see how our emotions may connect to our behaviour.

Point to the objective: I can identify the cause and effect between the change in my emotion and my behaviour.

Learn (20 minutes)

Let's start by seeing how Biswa's feelings led to his actions and what we think about that.

Please read Biswa's situation.

Biswa learns that from his maternal uncle's house his favorite brother is coming to Delhi to meet him. Biswa starts talking loudly. He jumps up and down and starts moving round and round. He starts jumping by leaping on the sofa and the sofa breaks.

Now let’s think about what happened by taking some help from Ms. Critical Thinking and Ms. Courage.

Now we’re going to play a choice game. Like I gave you the choice to choose a song, you are going to choose an action for the scenarios that I am going to share with you.

If you choose action number one- show me one using your fingers.

If you choose option number two- show me two using your fingers.

You may ask learners to do this in the form of a spectrum activity in an in-person classroom. Ask learners to move to either side of the room while choosing options and stay in the middle if they are confused.

Situation 1: You are alone in the room and all of a sudden the power goes off and the room becomes dark.

What will you do?

You have a choice:

• Start screaming for your mother.
• Look for a phone near you and put on the flashlight.

Situation 2: Your mother tells you there is bitter karela for dinner and you need to eat it because it’s healthy.

What will you do?

• How do you feel Biswa felt when he learned that his favorite brother was coming to meet him?
• What did he do?
• What could he have done differently?
**You have a choice:**
- You waste the food and refuse to eat it.
- You try the food, thinking to yourself, sometimes things that are good for me may not taste nice.

**Situation 3:** You are alone in a room and see a big lizard. 
What will you do? 
**You have a choice:**
- You take a shoe and squash the lizard.
- You remember that all creatures deserve to live and pick up the lizard bravely and gently with a cloth and put it outside.

**Situation 4:** It’s a very hot day and you are standing in a long line waiting to buy something. 
What will you do? 
**You have a choice:**
- You can drink some water and make a fan out of a piece of paper.
- You can push in front of someone ahead of you who isn’t looking to get ahead.

We made many choices today and thought about how we can sometimes take control of our actions and behaviour. Controlling our actions and behaviour during an emotional moment may be important for us to learn so that we don't create unsafe spaces for people.

It may take a lot of time but we may learn to do it by practicing it. This is one way in which we may become more responsible human beings.
Reflect (5 minutes)

It's Mr. Consciousness time!

Think and share:

- What did you learn about the actions you chose?
- What are you learning about the connection between emotions and actions/behaviours?
- How do you know if you have made a fair choice? What is fairness?

Possible response: There is always a choice between doing a positive action or a negative action. Our emotions make us act in different ways. If we pause and think about a situation clearly, it may help us make a good decision and do a positive action. If my action is not hurting anyone, it will be a fair choice.

After Class Challenge (5 minutes)

At home, try to close your eyes and breathe in and out - 20 times! It takes a lot of control and can be very challenging.

Let's see if you can do it! Mr. Consciousness will be very proud! And

Ms. Collaboration says - try to do it with someone at home. Doing things together is often fun and you can teach someone else the value of breathing, too!
OBJECTIVE
I can identify the cause and effect between the change in my emotion and my behaviour

C IN FOCUS
Ms. Critical Thinking
Mr. Consciousness
Ms. Collaboration

CONSTITUTIONAL VALUES
Liberty, Fraternity

MATERIALS
Printouts of scenarios.

SUMMARY OF PRE-WORK
Observe two different emotions displayed by any of your family members today. Make a note of what they say, do, behave like when they demonstrate that emotion.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Hello learners, would you like to share how you are feeling right now your mood cups?

*Invite learners to share one word using their mood cup.*

Thank you!
Now will someone please remind us of what we learned yesterday?

*Answer: We learned that anything we feel leads to an action. It is always our choice to decide that action.*

Today, we’ll look at the effect of our feelings on us.

*Point to the objective: I can identify the cause and effect between the change in my emotion and my behaviour*

We’ll start by listening to one or two jokes!

When you listen to the joke, think about how you are feeling and where in your body you feel this feeling.

**Joke - 1**
How do you answer the phone at a paint store?  
Yellow!

**Joke - 2**
One child asked another child - Can you read Chinese ?  
The second child said - Yes , if it is written in Hindi and English....

**Joke - 3**
What did the traffic light say to the cars?  
Don’t look, I’m changing!  
Invite a few learners to share how they felt and where in their bodies they felt it.

Would you like to tell each other a joke that you know?

*Encourage Learners to share jokes in the large group.*

We had a lot of fun! Let us now do a short reflection.

How did you feel while you listened to the jokes ? Which emotions came up for you?

*Possible answer: laughed, smiled*
Let's play an acting game now!

- I will give one of you a clue.
- This person will act it out.
- All of you will have to guess what it is along with identifying the feeling.

Let’s use Ms. Critical Thinking to do this:

- Your stomach hurts
  *Possible answer: You feel sad because your stomach hurts*

- You are sleeping
  *Possible answer: You feel rested because you are sleeping*

- You are playing cricket with a friend
  *Possible answer: You feel excited because you are playing cricket*

- You open a gift
  *Possible answer: You feel excited because you just got a gift*

- You fall down
  *Possible answer: You feel hurt because you fell down*

- You are running really fast
  *Possible answer: You feel energized because you are running*

Encourage learners to share their responses. Please ask if there’s anyone who feels differently about the emotion and why?

Thank you so much for sharing!

We can see how both our emotions and behaviour or action depend on each other.

Let’s do something similar with two scenarios in our groups of four. Please use Ms. Collaboration while doing this.

**Scenario 1:**

Rehan’s father works in a different city. His father has told him that he will video call today. Rehan is jumping and is talking in a very loud voice. He is also feeling a sensation in his stomach. How is Rehan feeling?

*Possible response: Rehan is excited to talk to his father.*
**Scenario 2:**

Joy mistakenly called his teacher 'mom'. Some of his classmates started laughing at him. His face has turned red and the body seems hot. He just wants to run away from the class and hide. How is Joy feeling?

_Possible response: Joy is feeling ashamed and is shy to face his classmates._

**Reflect (5 minutes)**

It's Mr. Consciousness time!

Think and share:

- What did you learn about our body's reaction to an emotion?
- What are you learning about the connection between emotions and actions/behaviours?

_Possible response: When we go through an emotion, our body also reacts to it. This may also be a clue for us to identify our emotions. Feeling can further show up on our face, body, behaviour and actions._

**After Class Challenge**

Let's repeat the challenge from the last class again - this time I'm making it even harder. At home, try to close your eyes and breathe in and out - 30 times! It takes a lot of control and can be very challenging. Let's see if you can do it!

Mr. Consciousness will be very proud! And Ms. Collaboration says - try to do it with someone at home. Doing things together is often fun and you can teach someone else the value of breathing, too!
Showcase of learning
OBJECTIVE

I can synthesise what I learned in this unit.

Cs IN FOCUS

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

CONSTITUTIONAL VALUES

Fraternity

MATERIALS

Papers, sketch pens, colours.

SUMMARY OF PRE-WORK

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

Put down the three most important learnings.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Asynchronous Pre-work Document

Lesson Plan 13 / SOL Day 1
Hello learners, 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:**

- How can I understand myself and my emotions better?
- What kind of messages do my emotions give me?
- How do my emotions impact the way I behave?
- What can I do when I have strong feelings?

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

*Invite different learners to share.*

Possible Responses: We learned about our emotions, how we can identify and label them, what we can do so that our actions don’t affect anyone negatively.

We have learned a lot about acknowledging our emotions while taking care of ourselves.

Today we will be synthesising our learning. A showcase of learning is something for us to feel very proud of as it is where we show others everything we have learned!

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

We are going to do some fun exercises to bring all our learnings together.

**Lesson Plan 13 / SOL Day 1**
Let's start by reading this poem.

**COLORS**

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

- Shel Silverstein, Where the Sidewalk Ends

Think about the colours in the poem as your emotions- happiness, joy, jealousy, sadness, fear, playfulness and so much more.

Let's take help from Ms. Critical thinking and Mr. Consciousness to do this.

Please get into groups of four and discuss the following:

- The poet mentions a colour for each body part. Can you make a connection between these colours and emotions?

  **Possible response:** The skin has so many colors which may mean that emotion keeps changing. Yellow may mean hopeful, white may mean calm. Eyes looking like orange at night may mean excitement. Silver may represent the shine.

  - What does the poet mean when she says “All the colours I am inside have not been invented yet?”

  **Possible response:** My emotion keeps changing. There are a lot of emotions that I have not yet identified or felt. I need to experience more things for those emotions to show up.

You may choose to share a print-out of the poem with each group or just flash the poem on the screen in case of a virtual classroom.

After the group sharing, invite a few learners to share their insights.

Thank you! When I read this poem I think that every emotion has a colour - and when I display an emotion, my different body parts show that colour too. This may also mean that colors are not just something that's seen but also something that's felt.

Do you agree? Would any of you share an example?

For example, when I feel very hopeful, I want to take risks and I don't feel afraid of failing. I relate that a lot to the color yellow because it's bright, shiny and instills positivity in me.

Please choose to personalise the example.
Encourage a few learners to share some examples too.

Now we are going to create an Emotional Profile of ourselves. This will be an independent activity but you can leverage your groups in case you need to share resources.

Resource sharing aspect shall only be covered in an in-person classroom.

Here is what you will do:

- Pick any 6 emotions that you relate to a lot or feel a lot of.
- For each of them, draw yourself.
- In your drawing:
  - Make the emotion visible on your face - eyes, cheeks, head, lips etc.
  - Please use colours as per your imagination of this emotion.
  - Mark the body parts where this emotion hits you.
  - You may use a cross for the ones that don’t make you feel good and hearts for the ones that make you feel good. Feel free to add colors to this too.
  - Use a thought bubble to show what you might be thinking or saying while feeling this emotion.
  - Use another bubble to remind yourself about managing your emotions. What might you say to yourself while you do ‘Stop-Listen-Aha’?

Please model one on the board.

Make sure to take help from Ms. Creativity and Mr. Consciousness while you do this. Also remember to think of Mr. Compassion and be kind to yourself while you think of these emotions. Let’s take ten minutes to do this.

Thank you. I am sure you created your emotional profiles in such personal and colourful ways. And I am seeing you making your learning visible.
It’s Mr. Consciousness time!
We will be doing some silent sharing today.
Silent sharing is where we look at things, observe silently and express ourselves by writing/ drawing/ doodling. This is a great opportunity for you to take help from Ms. Communication and learn a new way of sharing your thoughts.
Get into the groups of fours and observe each others’ emotional profiles carefully. Think about and put down:
- What is an emotion that you are feeling right now? Remember you can write/ draw.
- What are you learning about your group members by just looking at their emotional profiles?
After your reflections are done, share your notebooks/ note taking devices with each other in the group and read/ look at them silently.

After Class Challenge (5 minutes)

Work on your final showcase
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

MATERIALS
Emotional-profiles from the previous day. Assign buddies to every learner. Gratitude notes/ C stickers

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

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

Preparation:
Part 1- Prepare a 3 minute speech on ‘What does my emotional profile say today?’. You can include the following in your speech:
• Your Introduction
• Explanation of the characters - why did you choose these expressions and colours?
• Explanation of the thoughts in your bubbles.
• Share how you would manage your emotions.

Part 2- We will now use Mr. Creativity to strengthen/ Refine our profile using the above questions

Part 3- We will rehearse our speech with our profiles at least thrice before the final showcase.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Till now, we have explored some crucial questions about ourselves and have also tried to synthesise our learning through ‘Emotional Profiles’.

Would anyone like to share what Emotional Profiles are as per your best understanding of creating them?

Possible response: Something that helps us present our emotions.

Before we begin, can we warmly welcome all our guests to the class. Let us help them make their emotional profile too.

Would one brave volunteer come and give instructions to our guests?

Encourage parents and school teachers to create their emotional profiles too.

We will get into the groups of 5 where each student will present their speech with the profile for 3 minutes each.

There’s a small twist. Yesterday we created six emotional profiles and you must have prepared your speech for all of these six characters.

Let’s take a minute independently to think of the dominant two emotions that you feel right now. Let’s take help from Mr. Consciousness to do this.

After the learners have picked up these two emotions, share:

In your speech, feel free to just talk about these two emotions.

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 emotional profiles with you too.

Each individual will also get a chit from me with the name of your secret buddy. While your secret buddy is sharing, I want you all to take a careful note of what you are learning about this person.

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.
Learn (15 minutes)

Teacher creates mixed groups. Coordinates with stakeholders - Principal, school teachers, students and parents and invites them for a showcase.

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

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

Let’s take 15 minutes to wrap up our presentations.

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

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.

You may share the celebration notes with your secret buddies now.

Reflect (10 minutes)

It’s Mr. Consciousness time!

For learners:
Think and share about:
- When and How did you show courage today?
- When and How did your friends show courage?

For audience:
Think and share about:
- What is standing out to you?
- What are you learning about this class?
Invite a few learners to share in the large group.

Please debrief the dominant constitutional values - Liberty, Fraternity and Justice here. How did we see this come alive through the unit and in what ways can we practice it? Reiterate that everything starts from self.

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 emotional profiles, in case of an in-person classroom. You can hand out gratitude notes/ bag tags/ bookmarks/ C stickers to everyone.

After Class Challenge
Family & School
Big Question 04

How can people who look different be similar?

LEARNING STANDARD

Students will express curiosity about their peers.
OBJECTIVE

I can identify similarities and differences between my classmates and myself

Cs IN FOCUS

Ms. Critical Thinking
Mr. Consciousness

CONSTITUTIONAL VALUES

Equality, Fraternity

MATERIALS

NA

SUMMARY OF PRE-WORK

Identify some characteristics of your friends.
What is similar between your life and your friend's?
What is the difference between your life and your friend's?

RESOURCES FOR THE TEACHER:

Synchronous Presentation
Asynchronous Pre-work Document
I will share two options. If you prefer option 1, show me Jazz hands. If you prefer option 2, put a finger on your nose.

For example, If I say- ‘Likes sweets or Likes salty/ spicy food’, all those who like ice cream, rasgulla, modaks, chocolate, halwa etc more than salty food will show me jazz hands.

Can all of you who prefer sweets show me jazz hands?

Okay, now all those who prefer phuchkas, papri-chaat, fried rice, momos with the spicy chutney, hyderabadi biryani more than sweets will put their finger on their nose.

Can all of you who prefer salty or spicy food put fingers on their nose?

Great, thank you! Are you ready?

Hello learners! Let’s begin with a fun activity.

Share options with learners and pause after each of them for learners to respond. Ask learners to observe the class after everyone responds. Ask them to notice anything new that they are learning about their friends or classmates. Please feel free to tweak these prompts and make them more contextual.

- Option 1: Loves football Option 2: Loves art
- Option 1: Loves winter Option 2: Loves summer
- Option 1: Likes morning sunrise Option 2: Likes evening sunset
- Option 1: Lights diyas on Diwali Option 2: Cherishes sewaiyan on Eid
- Option 1: Has siblings Option 2: Is an only child
- Option 1: Lives in a family of more than 5 people Option 2: Lives in a family of less than 4 people.
- Option 1: Speaks hindi at home Option 2: Speak other local languages at home

Wow! I just saw all of you have different preferences and different lives. Thank you for engaging with this activity. Would any of you like to share:
• Anything new that you learned about your friends through this activity?
• Are your friends similar to you in all aspects? If not, what is different?

Invite a few learners to share.

Thank you for sharing! This is exactly what we are going to learn more about today.

Point to the objective: I can identify similarities and differences between my classmates and myself.

Learn (20 minutes)

Please draw a mind map on the board with the question- What are things that make people different or similar? You may choose to annotate on the screen in case of a virtual classroom.

Now that we have seen some similarities and differences between our classmates, think and share:
What are the things that make us similar or different?
We can do this by following very simple steps:
• Look around in the classroom and observe everyone.
• How is the other person different from you?
• How is the other person similar to you?
For example: I am looking at all of you and I am noticing that all of our heights are different. I am also noticing that all of our hair looks different. Also, all of our names are different.
And I know that all of you like different songs.
There may be other differences that I’m not able to see. Can we take help from Ms. Critical Thinking and Mr. Curiosity to think about this important question: What makes us similar and different?

Invite different learners to share responses. If learners keep sharing things about appearances, nudge them to think about other differences like clothes.

While we do this, we will keep thinking about this big question:
How can people who look different be similar?
So far we have learned a little about ourselves and our emotions.
Today we’ll start with our second unit of the curriculum, Friendship. We learn that friends can be classmates or others we call friends but can also be people in our communities and beyond.
We wear, food they eat, festivals they celebrate, family they have, their likes/dislikes etc.

We have a really long list of things. There are so many things that make us similar and different. Isn't that beautiful?

Let us now do something independently. In your diary, write your names in the centre. Around your name, write down:

- Two things/people you really like
- Two things/people you don't like
- Who do you want to become?

Let's take five minutes to do this. Give me a thumbs-up once you are done.

Now let us get into the groups of 4 and see each-others’ responses. Think about:

- Is there anything similar between all four of you?
- Is there anything different between all four of you?
- Put this down in the table:

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Let's take another 5 minutes to do this. Remember to take help from Ms. Collaboration and Ms. Critical Thinking to do this.

After five minutes, invite a few learners from different groups to share observations and things that surprised them.

I am hearing such different and interesting things. I hope this helped you also get to know your classmates.

Similarities create a sense of togetherness but differences help us to learn new things. All of our similarities and differences add beauty to this classroom. We may be different but still help each other, love each other and have fun together.

Can you think of the constitutional value that talks about it?

Correct response: Fraternity

Exactly, that's the idea of Fraternity and we may be able to foster it by celebrating our similarities and differences.
It's Mr. Consciousness time!
Think and share:
• Think about, what if we were all similar, how would this class be?
• Would you like it that way? Why/ Why not?

Reflect (5 minutes)

After Class Challenge (30 minutes)

Talk to one classmate who you have interacted with the least and get to know each other.

Think of how both of you are similar or different.
Your pre-work is a 2 part exercise:

1. Think about a friend/family member/teacher/classmate - anyone - who you believe is a good listener and who you can share anything with. What do they do or How do they make you feel?

2. Ask everyone at home who they think a good listener is. What are their qualities? Bring this list to class.

CONSTITUTIONAL VALUES
NA

MATERIALS
Paper rolled Microphone , Hat, sunglasses (Any other accessories to become a journalist)

SUMMARY OF PRE-WORK

RESOURCES FOR THE TEACHER:
Synchronous Presentation

Asynchronous Pre-work Document

Lesson Plan 16
We have a super special guest today. Do you want to meet her?

Wear a hat or sunglasses and hold the paper microphone in your hand. Turn around dramatically.

Hi..I am Prashana, the journalist. When I turned three years old, I started asking a lot of questions about everything! So my parents said that she asks many questions, so let us change her name to Prashana, which means questions.

Feel free to change Prashana to a word that's used for questions in your learners' local language.

I am a journalist. Do you know what a journalist does?

Invite responses.

Yes, we write and present stories. Do you know how we do this?

Invite responses.

By asking a lot of questions. Who else asks a lot of questions? Hint: Think of one of your C friends.

Invite responses

Mr. Curiosity.

Why do you think I do what I do or journalists do what they do?

Possible Response: To know more about things/ people/ share more about things/ people with others.

Amazing!

Okay, I have one last question.

Why do you think it's important to know more about people?

Invite responses.

Exactly! Knowing more about people may help us understand them better which helps us all live in peace and harmony.

Oh! So does that mean it helps us foster Fraternity? What do all of you think?

Now, I will leave you with this question and call your teacher back!
Prashana has definitely asked us so many questions but has also left us with an interesting one. Last class, we learned more about each other by getting to know about our differences and similarities.

In today's class, let's get to know more about each other by asking questions. So are you all ready to be a journalist like Prashana?

Apart from Mr. Curiosity, there is one more C that we might need help from to be a strong journalist. Who do you think we should reach out to?

Invite responses

Ms. Communication can help us listen carefully.

In your pre-work, all of you thought of someone who is a good listener according to you. You may have also asked a similar question to your parents.
Let’s start by making our own microphones. Take a piece of newspaper/rough paper and roll it up like this:

Take the paper and roll it up. Put some fevicol and paste the paper so it becomes like a roll. You can use fevicol/tape/thread. If you don’t have fevicol/tape or thread students can just hold the roll.

After 5 minutes, ask everyone to come back and share how they are feeling. You may also invite a few of them to share what they learned about their partner or an interesting question that the interviewer asked them.

Now let the other partner be the interviewer.

Why do you think I am asking you to do this?

Invite a few responses

Everyone should get an equal opportunity to get to know each other. This is another way in which we can practice constitutional values of Equality and Justice in the classroom.

Let us start. The other partner can pick up their microphones and ask similar questions. Remember you have a choice to ask one question of your own.

After 5 minutes, ask everyone to come back and share how they are feeling. You may also invite a few of them to share what they learned about their partner or an interesting question that the interviewer asked them.

Was that fun?

Journalists need to be really good at communication, like Ms. Communication, because they have to be clear, and need to listen to and understand what the other person is saying. They also need to be like Mr.
Curiosity to ask interesting questions. Sometimes they also need Ms. Courage, because they speak to people who they have not spoken to before. I am so happy to see all of you bring these alive in the class today.

Reflect (5 minutes)

It’s Mr. Consciousness time! Let’s close our eyes and evaluate yourself from 0-5 on the following statements. You may show the number you want to give to yourself on your fingers.

- It was easy for me to use Ms. Courage to ask an interesting question.
- It was easy for me to listen to my interviewee carefully without getting distracted.
- It was easy for me to make eye contact while listening.
- It was easy for me to listen with love and care.

Thank you for being honest in your reflections. Just because you struggled with something today may not mean you will always struggle with it. The idea is for you to become conscious of your actions and work on them.

After Class Challenge

You have had some time to listen to your partner. What were the similarities and differences between yourself and your partner?

Feel free to express this in any way in your diary - written form, art or craft.
OBJECTIVE

I can interact with people who are similar to and different from me, and I show respect to all people.

Cs IN FOCUS

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

CONSTITUTIONAL VALUES

Equality, Justice

MATERIALS

Video -

SUMMARY OF PRE-WORK

Watch and listen to this song. Learn the song. Remember to sing with a smile.

What is the song trying to teach you? Please note this down and bring it to class.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Asynchronous Pre-work Document
To begin our class today we are going to stand up and sing the song we learned with as many actions as we can. Remember to sing with a smile.

Please play the song. Ensure that you enjoy singing the song with the learners.

Most of us feel more comfortable talking to some people. This can happen because of various reasons. Sometimes we don’t know the other person well, sometimes we may feel that they are different from us and might not understand us.

But if we talk to them we can understand them better or get to know them. This may help us become more comfortable with them.

Do you agree?

Today we are going to talk about exactly this:

Point to the objective: I can interact with people who are similar to and different from me, and I show respect to all people.

Which C do you think we will need for today's lesson?

Possible Response: Ms. Courage
Learn (20 minutes)

Let’s look at this picture.
Think deeply and share what you see.

*Invite a few responses.*

Now, imagine that you have to spend a day with one of them. Who would you choose and why? Can you all turn to your partners and share your response?

*After the partner-sharing, invite a few learners to share in the large group.*

Great, some of you choose people who you can share the same language with or food with but some of you also choose people who are different from you to learn from them.

All of these choices are beautiful. There is merit in doing both right?

Now, let’s imagine if you had to make this choice again. Who would you definitely not prefer to spend time with and why?

*Invite a few learners to share in the large group. If learners share anything, push them by asking questions that best align to their responses.*

- Why do you feel this way about this person?
- Do you know this person?
- How can you know more about this person?
- Will we be making the space safe for others?

*The key idea is for learners to show respect towards each individual irrespective of difference. Some learners may share certain assumptions, it may be a great time/ opportunity for you as a teacher to make learners reflect on the Cs and constitutional values. Remember the idea is not to judge the learners. Ensure that every learner feels comfortable and safe to express freely.*

Thank you so much for being so honest and courageous while sharing. We may have learned some very interesting things.

Sometimes talking to people who are very different from us can be difficult. But again, if we may never choose to talk to them, it may never become easy. Right?

Therefore, it may be important for us to push ourselves, be a little uncomfortable and try things out with a lot of Mr. Compassion.
Let's listen to an example of someone very special who really stepped out of his comfort zone to understand others. His name was Baba Amte. Baba Amte was born into a rich family. When he was young, he even owned a gun and hunted animals. When he was old enough to drive, he was given a fancy sports car. But somewhere inside, Baba Amte was disturbed that while he had so much others had so little.

Pause and ask learners:

- Which constitutional value did he not see being practiced?

Possible Response: Equality

One day, Baba Amte met a man called Tulshiram. Tulshiram had an illness called leprosy which had eaten away many of his fingers and toes. He was wasting away and looked very unwell. For the first time, Baba Amte felt a lot of fear. People around him thought that leprosy was highly contagious and that you could get leprosy just by being in the same room as someone who had it. And so people with leprosy were not respected and treated very badly and kept far away from others. Baba Amte decided that this was his chance to overcome his fear.

Pause and ask the learners:

- Which C did Baba Amte practice?

Correct response: Ms. Courage

He spent a lot of time with people who had leprosy. He then wanted to show other people that people with leprosy could live a normal life, and be cured, and that there were things that could be done to be around them and not catch the disease. To prove his point he even got injected with the leprosy bacilli to show people that it was not as contagious as they thought. Baba Amte would talk to and care for people with leprosy. He set up three beautiful ashrams for them to live in with respect, inviting others who had been shunned by society to live there as well. And do you know what? Baba Amte even planted a rose garden of roses without thorns so that people with leprosy could enjoy them and not get hurt.
Pause and ask the learners:

- How did Baba Amte practice Courage?
- Which C did he practice?

Possible Response: By spending time with people, understanding them, setting up ashrams for them, using Mr. Compassion.

Now, let us use Ms. Critical Thinking to share:

- Was Baba Amte always comfortable talking to people with leprosy?
- What made him comfortable?
- How do you think people with leprosy felt before knowing Amte?
- How did Baba Amte make them feel?

Invite a few learners to share in the large group.

Synthesise by sharing:

Everyone irrespective of our differences deserve respect. What are some ways in which we can show respect to people?

Invite a few learners to share their ideas and then share this with them.

R – reach out and help others
E – make eye contact
S – smile
P – play fairly
E – everyone takes turns
C – care for people
T – treat others how you would like to be treated
It’s Mr. Consciousness time!

Think and share:

- What are you learning about respecting differences?
- Think of one way in which you can practice it?
- Which constitutional value will it help you foster?

Reflect (5 minutes)

After Class Challenge (30 minutes)

Is there a person whom you have never spoken to because they are different from you?

Here are some questions you may want to ask – but feel free to make up your own as well!

1. Please tell me a little about yourself – your dreams, interests, what you do, who you are
2. Can we find something that is similar between you and me?
3. Can we find something that is different between you and me?

Remember when you are interviewing them to show a lot of respect for their views and follow the characteristics of a good listener.

This is your chance of getting to know them.
Big Question 05

What does it take to be a good friend?

Learning Standard
Students will build co-operative, caring relationships with their peers.
OBJECTIVE
I can give and receive constructive feedback.

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

CONSTITUTIONAL VALUES
Fraternity

MATERIALS
Wrapped up box to look like a gift

SUMMARY OF PRE-WORK
Think of two of your friends.
What do you like about them?
Is there anything you want them to improve on?

<table>
<thead>
<tr>
<th>Friend's name</th>
<th>Something I really like</th>
<th>Something they can improve on</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Spark (6 minutes)

Come into class acting a little angry.

Learners! I am very disappointed! All of you are really not trying hard. You aren’t very smart. I’m going to call your parents. I am fed up! I don’t even know why you come to this class or school.

Glare at them and look angry!

Stop and smile. Tell them you were joking and apologise for talking like this.

Okay. First of all, none of that is true. Second of all, let’s debrief what just happened!

• How did you feel as I said that?
• Did you know why I said that? Did you know the mistake I was giving you feedback for?
• Will this help you become better learners?

Invite learners to share responses.

Great, thank you! What I just did was a NON EXAMPLE of how to give feedback! A way NOT to give feedback.

Today is going to be about feedback. Feedback is like a gift, it helps us become better.

Point to the objective: I can give and receive constructive feedback.

Through learning this, we will also try to explore our new big question?

What does it take to be a good friend?

Would any of you like to share who your good friend is and why?

Invite a few learners to share.

A good friend is definitely someone who loves and cares for us. But this person may also be someone who helps us become a better person. Therefore, learning how to give and receive feedback may be important.
Let me try to give you all feedback differently?
As I say this, think about what I did differently.

Learners, I need to give you some important feedback. In yesterday's class, many of you pushed yourself to try the activity even though it was difficult - I am proud of you. I feel many of you could have tried harder though. You could have pushed yourself to participate even if you weren't sure of the answer. To build confidence, you could have first shared thoughts with a partner or asked questions to clarify your doubts. It is okay to make mistakes - we will learn from them. Can I expect each of you to try harder next time?

Would any of you like to share:

- How did you feel as I said that?
- Did you know why I said that? Did you know the mistake I was giving you feedback for?
- Will this help you become better learners?

Invite a few learners to share and synthesise:

Feedback shall include:

- Good things
- Not so good things
- Be kind, specific and helpful

K- Kind
S- Specific
H- Helpful

Can any of you share what may happen if the feedback isn't kind, specific and helpful? Or why shall we share good things? Think of how you received the feedback when I started the class!

**Invite a few learners to share responses.**

- Be kind, like Mr Compassion: Say something nice about what the person said or did.
- Be specific: Share what's not working. This will help the person understand what needs to change.
- Be helpful: Give a concrete suggestion on how they can change.

Let's practice giving feedback now. I want you all to take a piece of paper and write down feedback for me - your teacher!

While doing so, think about the 4 characteristics we learned above. Feedback needs to include good and not so good. It should be kind, specific and helpful.

Remember both giving and receiving feedback requires Courage. Feedback is also a great way to show love and care, therefore, let's also remember Mr. Compassion and Ms. Courage while doing this.
Invite three learners to share their feedback with you and respond differently to all three of them.

- First response: WHAT? How could you say this about me? I don’t think I do this (Ignore and negate the feedback)
- Second response: Oh no! I feel so bad - start crying and pretend to be helpless. (Feel sad)
- Third response: Thank you for sharing how you feel. This may be helpful. I am thinking about what I can do differently. In my lesson tomorrow, I may try to do ...... (Add a solution to the feedback you receive). Do you have any other suggestions for me?

Great, I would again like to apologise to the name of the first learner and second learner. This is a part of the activity. Let’s quickly debrief it.

- Which response do you think was the best?
- Why do you think so?
- How do you think it made the giver of the feedback feel?

Invite a few learners to share responses. When one receives feedback, one also has a lot of choices. You may have freedom to do whatever you want with the feedback.

But what may be best is to:
T- Thank, T- Think, A- Ask

As I said, feedback is the way people show love and care and we may always be grateful for that. We may also think about what we can do differently, if anything at all. We may also ask for help.

Thank you for listening to me!

Would any of you quickly like to share, what may be a good way to give or receive feedback?

Invite a few learners to share and recap KSH and TTA.
Reflect (10 minutes)

It's Mr. Consciousness time!
Please close your eyes. *Once learners have their eyes closed, take out a wrapped gift. This can just be an empty box wrapped up like a gift.*
Open your eyes. What do you see?
I brought this gift in to remind you that feedback is like a gift! Why do you think that is?

*Possible answer: Feedback and gift are both ways of showing love and care, we can choose what we want to do with the gift.*

Exactly! We always have a choice of doing whatever we want to do with a gift. We can give it away or we can keep it. The important thing is to still accept it with love and see if it can help you.
Think and share:
- What is the importance of giving and receiving feedback?
- How should one give feedback?
- How can one receive feedback?
- Which Constitutional values will it help us foster?

After Class Challenge

Go back to your pre-work and put your responses for your friends in the form of a feedback. Remember to follow the KSH criteria.
Now, practice Ms. Courage and give your friend your feedback.

If you're the one receiving feedback from anyone, do remember to do TTA.
SUMMARY OF PRE-WORK

Please watch this video:

In your journal, write down:

1. What games are the children playing?

2. What upsets Dee when she was playing with both Chris and Mariya?

3. What does Dee do to make Chris understand what upset her? What can I learn from Dee?

4. How did Chris react to Dee’s honesty? What can I learn from Chris?
Hi learners!
To begin the class today I want all of you to draw a circle around you using chalk.

Now I am going to say a few sentences. After I say each sentence, stay inside this circle if you feel safe or comfortable. Step outside the circle if you feel unsafe or uncomfortable. Please remember that there is no right or wrong answer - it is only YOUR answer. So please take help from Ms. Courage and do what is right for you.

A stranger offered me a chocolate
My father takes me for a walk
My friend put their arms around me
A stranger offers me to drive me home in their car
A friend asks me to lend them 100 rupees.
A senior in school asks me to walk on a thin railing.
My friend touches my hair.
A friend pulls my shirt.

After each statement, invite a different learner to share their response. You may choose to take responses from people inside and outside the circle.

The circle that you were in was your boundary. But what do boundaries help us with? Can you think of things with boundaries?

Possible responses: School, Park, cricket stadium, India. They help us with safety.

Would you be okay if anyone entered your house or crossed your house's boundary without your permission? How would you feel? Why would you feel that way?

Possible responses: Angry, Disappointed, Frustrated, Scared because of distrust.

Boundaries are important because they protect us. When we don't have boundaries, we often get into trouble. They may be important as they allow us to focus without feeling scared about anything.
Today, we are going to -

**Point to the objective:** I can recognize and respect boundaries.

It may be important for us to identify our boundaries so that we can feel safe or comfortable and respect other people’s boundaries so that we don’t make them feel unsafe or uncomfortable.

**Learn (25 minutes)**

Please model this for learners and invite a few of them to share examples in the large group before giving them independent time.

<table>
<thead>
<tr>
<th>Things that are difficult for me to share or give</th>
<th>Words or actions that make me uncomfortable or unsafe</th>
<th>Things people do physically that make me uncomfortable or unsafe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone takes my pencil box without asking me</td>
<td>When someone shouts at me</td>
<td>When someone touches my shoulder</td>
</tr>
</tbody>
</table>

Now, I invite you all to share:

How may you respond if people around you take things from you without permission, say words that you feel uncomfortable with or make you feel uncomfortable physically?

You may also think of a time when this has happened with you, if at all.

**Invite a few learners to share. You may choose to share a personal example as well.**

Learners, it is okay for us to not feel comfortable with things that we may not like. This is not being selfish. This is one way in which we show love to ourselves just like Mr. Compassion asks us to do.
Ms. Communication is also something that we need help from to say NO when we feel uncomfortable. Sometimes, that may not work, remember that you can reach out to and share this with someone you feel comfortable with.

This may be difficult but Ms. Courage can really help us keep ourselves safe.

Now, we have talked a little bit about ourselves. We have identified our boundaries and talked about what we may do when people cross boundaries.

Let us now turn to our partners and exchange our sheets with each other. Let’s try to understand each other’s boundaries.

As you see the sheet:

- Can you identify things that you didn’t know about?
- Can you think of a time when you may have accidentally crossed your partners’ boundary?
- What would you like to tell your partner now?

Invite a few learners to share and acknowledge that it takes courage to accept these things.

One way of respecting other people’s boundaries is to always ask them before doing anything. And if you think you accidently may have forgotten to do it, an apology goes a long way. Ms. Compassion also tells us to take care of others around us.

Which constitutional value do you think it will help us foster?

Correct response: Fraternity

Let’s learn a short poem about personal boundaries.

Do this with actions and a lot of conviction, or if you have the space give students chalk and let them draw a circle around them.

There is a voice inside of you
That whispers all day long
I feel that this is right for me
I know that this is wrong
No teacher, preacher, parent, friend
Or wise man can decide
What’s right for you – just listen to
The voice that speaks inside
Reflect (5 minutes)

It's Mr. Consciousness time!
Think and share:
• Whose boundary got violated in the video that you watched in your pre-work?
• What did this person decide to do? Which C did this person operate with?
• There may be times when people say NO to you, how may you feel then?

After Class Challenge (30 minutes)

   A manual that would tell people how you may feel safe.

2. Also think of your safest place. Why is it so? You may also try to draw your ideal safe place.
Observe two people at home or in your neighborhood. Observe them and fill out the following table. Remember, we learned about emotions and expressing them in the last unit - let’s refer to that while we do this.

<table>
<thead>
<tr>
<th>Emotion they feel</th>
<th>What do they say?</th>
<th>How is their voice?</th>
<th>What do they look like? (observe their face, expression, body movements)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

SUMMARY OF PRE-WORK

Observe two people at home or in your neighborhood. Observe them and fill out the following table.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Asynchronous Pre-work Document

Lesson Plan 20
“Yesterday a friend came home and was playing with my kitten. She then did something to the kitten and my kitten started moving her tail fast. What do you think happened after that?”

Take a few responses from the learners and then say:

The kitten scratched my friend and I knew she was going to do that because when a cat wags their tail really fast it means they are angry!

Ask the whole class and take answers:

Do you know how dogs show they are happy? They wag their tails when they are happy! Isn’t that funny? Cats wag their tail when angry but dogs wag their tail when they are excited.

Just like animals, humans use their bodies too to show their emotions and we may all do it differently.

We have already learned this in our last unit. Can someone give examples of how our body can reflect emotions?

Invite a few learners to share.

We may use facial expressions, body movement, the tone of our voice, or change our behaviour to express how we feel.

Now let’s imagine that you are angry, what are just different ways in which you may communicate this to others. Think of what you will say/look like/do etc.

Possible responses:

- Say ‘I am angry’
- Say ‘Don’t talk to me’
- I won’t go out and play with them
- I will not look at them
- Roll my eyes in front of them
- Won’t smile at them
- Stare at them

This means that Ms. Communication can work in two ways.

- **Verbal.** For example, “Priyanka, please remain silent” is verbal. Why do you think that is? Possible answers: because you are speaking.

- **Non-verbal.** For example, call out Priyanka’s name and show her a finger on your lips.

Did I say anything now? Did Priyanka understand without me saying it?

Invite responses

That is called non-verbal.
This is exactly what we will do today.
Our objective for the day is - I can read and use verbal and non-verbal cues

Why are we doing this?

*Invite a few learners to share*

We know good friends care for each other so it is important for us to know what our friends are feeling with or without them saying it, when they are really happy or sad or any other emotion.

**Learn (20 minutes)**

Let’s practice. When I say a verbal cue, you stand up. When I give a non-verbal cue, you stay seated.

- “When we listen, we learn”. Verbal
- *Show a punching motion*. Non-verbal
- *Wink*. Non-verbal
- “Listening is hard”. Verbal
- *Clap*. Non-verbal
- “Oh no!!!”. Verbal
- *Gasp with hand on mouth*. Non Verbal

Great! I think you are ready to play the non-verbal game.

Below is a table that has words of emotions. With your partner, try and see how many of them you can find. The words should be formed if they are in a straight line - it can be left to right, right to left, down to up, up to down or even diagonal.

Please draw arrows on the board to help learners understand. Please find 1-2 words to show learners how to do the word search.

You have 3 minutes to find at least 10 emotions! Let’s use Ms. Critical thinking and Ms. Collaboration to do this-

Please print this for learners in case it’s an in-person classroom. You may share an image with them during a virtual classroom.
Correct response:

If you and your partner were able to find more than 8 words, give me a non-verbal clue to show that.

Now, let us get into the groups of 5 and discuss this for each emotion:

- Express a verbal cue.
- Express a non-verbal cue. Think about actions and body language too - eyes, eyebrows, lips, mouth, shoulders, legs, hands, breathing, etc. might move or express the feelings.

**Invite a few learners to share some verbal and non-verbal clues with the large group.**

You all have aced using verbal and non-verbal clues. I am sure you will be able to help your friends or anyone in need with this skill.

Both verbal and non-verbal clues matter a lot when we communicate. Let us see an example-

**Say, with a smiling face, my friend broke her leg yesterday. She is in a lot of pain.**

- How did you feel when I shared this?
- Did you even believe what I said?

**Invite a few learners to share.**

When we express our emotions, it may be important to use both verbal and non-verbal clues. Otherwise, people can get confused.
Reflect (5 minutes)

It’s Mr. Consciousness time!

- Think of a time when you expressed yourself using a non-verbal cue. Why did you do this?
- Think of another time when somebody expressed themselves with a non-verbal cue. How did you respond?

Please encourage 2-3 learners to share their example out loud.

Close out by sharing:

Sometimes, people may struggle to say what they are feeling. For example, I saw my mother having trouble walking. I asked her if she was in pain. She replied with a clear no. Later I saw her pressing and massaging her knees and knew instantly that something was wrong.

It is important to understand the non-verbal cues through understanding expressions and gestures. This way, we may also be able to help someone who struggles to ask for it.

This makes us more observant, empathetic and responsive.
Print one for every two learners:
OBJECTIVE

I can comfort people around me when they are unhappy

Cs IN FOCUS

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

CONSTITUTIONAL VALUES

Fraternity

MATERIALS

Video- Being kind
Print-outs of the lyrics given in last page.

SUMMARY OF PRE-WORK

Please watch this video on Mother Teresa.

What did she want in return?
What C’s do you feel she most embodied?

Who did she care for?

RESOURCES FOR THE TEACHER:

Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan 21
Let us start our class today with this beautiful song- Being Kind by our friend, Nemo.

As you watch the video, try to identify all the kind things you can see!

Even though may be alone
Changes the world for the better
So we can call it home

And this is life as know
When our hearts are aligned
The magic that unfolds
One small act at a time

(Chorus 1)
Throw your hearts up
Let it fly high
Let your love for all the world
Spread Through the skies
Let it drop down
Let it all go
Spreading kindness to every
Single Living soul

Can you see your love ... for me shining through
Cuz what you see in me, I can see in you
And soon enough, you and me ... we’ll be outta time
And kindness ... will be all we can leave behind

(Verse 2)
Feeling grateful today, Never thought this day would come
Where I would feel it and say, That each and everyone one of us,
Learn (20 minutes)

I’m going to share about two friends, Gablu and Teja. We are going to decide which one is a better friend. Are you ready?

As I read about them, you can give stars to the person who is the better friend. Whoever gets the maximum stars will be a better friend. Good luck, Gablu and Teja!

Get learners to repeat “Good luck!” to build excitement.

Draw a simple table with 2 columns - Teja and Goblu- to keep track of the stars.

- Tikku is teased by some friends. He feels sad and does not want to play and leaves the ground. Goblu continues to play. Teja goes and sits with him.
- Tikku forgot to get lunch and is very hungry. Goblu shares his lunch with him. Teja eats on her own.
- Tikku was crying as he came to

Lesson Plan 21
school. Goblu asked him why he was sad. Teja told him that he was weak and only kept crying.

- Tikku’s pet dog passed away. He did not come to school for two days. Teja went to see him at his home. Goblu told him that it’s okay.
- Tikku got very low marks in his test. Goblu told him it is ok and helped him throughout to study for the next test. Teja studied on her own and met Tikku only after the next test.

Who has more stars? Who do you think is a better friend?

Invite a few learners to share why and why not behind their responses.

Possible response: Teja

Teja did more acts of kindness than Goblu but both of them showed love and care in different ways. Can you think of some more ways of showing love and care towards your friends?

Sometimes when Tikku feels sad, his mother makes his favorite food. His favorite food really makes him happy.

I think that this is Tikku’s mother’s way of showing love and care for Tikku.

Is it a verbal or a non-verbal way of showing love and care?

Possible response: Non-verbal

Can you share some more verbal- things we say and non-verbal- things we do, ways of showing love and care?

Let’s take help from Mr. Compassion to do this.
It's Mr. Consciousness time!

Given that we are talking about love and care, let's talk about a very special woman.

*Show this image of Mother Teresa:*

Can you guess who this lady is?

Hint: Refer to your pre-work

*Invite responses.*

Mother Teresa was an exceptionally kind lady who came to India and looked after people who were poor and very ill. She believed that everyone deserved to die with dignity. So she would just go and sit with people who had no family, or were homeless, or were in pain and very sick, and she would smile and hold their hand and pray for them. To her, all people were her brothers and sisters and she saw God in all of them.

Which Constitutional value did she practice?

*Correct response: Fraternity*

Love and care towards others can be shown in both big and small ways. It’s one thing to
show care towards our friends and family. But it is really more challenging to care for people we may not know. That is the idea of Fraternity that is enshrined in our Constitution.

Think and share, how would you show love and care in the following scenarios:

- You are walking on the street and you see a young child crying.
- Your teacher isn't feeling too well but still comes to class.

Let’s hear a story of someone who is your age and see how she showed love and care towards her classmates.

Arohi, a 4th grader from Pune, started helping her peers with online learning during the pandemic. She was in constant touch with all her group mates and called them regularly to check on how they're doing. Arohi also created her own video on how to complete homework and post it on the WhatsApp group.

- What problem do you think Arohi’s classmates were facing?
- How do you think she chose to comfort them?
- What all Cs can you see her operate with?

It was great to see how all of you were able to show love and care for all of these people. I also saw you use Mr. Creativity and Ms. Courage along with Mr. Compassion to show love and care which helped you solve so many challenges.

 Invite a few learners to share responses in the large group.

After Class Challenge (30 minutes)

Think of the person who cares for you the most - this could be a family or friend or anyone!

Go and share a lot of gratitude towards them.

Do acts of love and care to comfort 2-3 people around you - this could be a friend, family member or stranger on the street who you think may be in some trouble.

Give learners some time to reflect independently. Then invite a few learners to share.
Well my heart starts sinkin’
And I’m thinkin’ what’s the reason
Why we holding back from being kind
What’s the disease, but then I sense
We are fine, it’ll all happen
One small step at a time
When the world is full of violence
And it needs a little kindness
I just sit in pray in silence
And God shows me the signs
Open my eyes, realize,
We are fine, one small act at a time
Last night I’m walking home
And a homeless man says ‘hello’
With a smile to let me know
That he’s gotta lotta hope
He says have faith, young man, we are fine
The world is kind, one small act at a time
Small acts we do together
Even though may be alone
Changes the world for the better
So we can call it home
And this is life as know
When our hearts are aligned
The magic that unfolds
One small act at a time

(Chorus 1)
Throw your hearts up
Let it fly high
Let your love for all the world
Spread Through the skies
Let it drop down
Let it all go
Spreading kindness to every
Single Living soul
Can you see your love ... for me shining through
Cuz what you see in me, I can see in you

And soon enough, you and me ... we’ll be outta time
And kindness ... will be all we can leave behind

(Verse 2)
Feeling grateful today, Never thought this day would come
Where I would feel it and say, That each and everyone one of us,
Has paved the way doing good and now we’re all just moving up
When I’m kind to you, you pay-it-forward, this is how we build trust
Never had faith, but now I’m seeing you eye to eye
Wanna gift you my life, wanna spread love before I die,
Thank you God ... for finally letting me realize
When I serve man, I’m really serving you in disguise
Smiles everywhere, cuz now everybody’s got the bug
Ain’t no life, without the love, if it is, it ain’t no fun,
What we gonna do now, just grab a friend give a hug
Spread it out real wide, so everyone can be touched

(Chorus 2)
Oohhh ...
All we can leave behind,
For you and I kindness is all we can leave behind
All we can leave behind
For you and I kindness is all we can leave behind
Ohhh ... Behind, Behind, When all is said and done,
Kindness is all we can leave behind
OBJECTIVE

I can ask meaningful questions in a conversation.

C IN FOCUS

Ms. Communication, Mr. Curiosity, Mr. Consciousness

CONSTITUTIONAL VALUES

Fraternity

MATERIALS

NA

SUMMARY OF PRE-WORK

Revise the lesson on 'listening to others and asking questions' to understand them.

- What are some characteristics of a good listener?
- What questions did we explore on getting to know the people around us?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Asynchronous Pre-work Document
We’ve talked about verbal and non-verbal cues. We’ve talked about making others feel better by listening and caring for them. Today we’re going to talk about another thing that Ms. Communication and Mr. Curiosity do a lot.

Can you guess what that is?

**Correct response:** asking questions.

How many of you like to ask questions?

Why do we ask questions?

Asking questions is one of the best ways we can learn about others and understand them better.

This is what we are going to learn more about asking questions.

**Point to the objective:** I can ask meaningful questions in a conversation.

So here is a challenge for you! For the next 5 minutes, let’s just ask any questions. Anything at all – like why do we have more girls in our class? Or why is the sky blue? Or why is my name Ramesh? Anything in the whole world!

Let’s try to get everyone to ask at least one question.

**Encourage every learner to ask one question and generate enthusiasm around being curious and asking questions.**

Possible responses: to know about the world or people, to find answers, to understand things more.
Learn (12 minutes)

Great! See? All of us can think of questions. Now we’re going to do a really fun activity – we’re going to ask questions to get to know someone in this class better. Let's call this game Friendship hunt!

For the first part, I am going to ask you some questions.

Let's turn to our partners and share with each-other the answers to the following questions.

Remember the characteristics of a good listener while doing this. Would any of you like to share with the class the qualities of a good listener?

Possible response:

A good listener is the one who:

• has an eye on you when you are speaking.
• Doesn't get distracted.
• listens to you with compassion, a lot of love and care.

After recapping the qualities of a good listener, share the following questions with the learners:

• What is your full name?
• Do you love your family?
• Why do you love your family?
• Where do you live?
• What is one fear you have?
• What is a question you have about anything?

After the partner-sharing, give the following instructions.

Raise your hand if you learned more about your friend by asking these questions. Questions, questions, questions are so powerful!

To make sure we remember the importance of questions, let's sing the question song.

Questions, questions
Questions, questions
What, Why, Where
How, Who, When
When I get the answers
When I get the answers
I learn more
I learn more

Please find the tune of “I hear thunder.” It is easily available on youtube and you can sing the song in the same tune.

Let us get to know our friends more. Are you ready?

For the second part, let us create our own questions. This is your chance to get to know whatever you want to about your partner. Are you ready?

You may use the following questions starters

• What
• Why
• Where
• When
• Who
• How
Let us create five questions to do a meaningful conversation with our sibling or a friend from the community. Let's get to know and learn about them more.

After Class Challenge (30 minutes)

For example:
- What are your hobbies?
- Why do you enjoy it?
- Where do you practice it?
- When do you find time to learn more about it? How do you manage your time?
- Who inspired you to do this?
- What have been some of the challenges when it comes to this hobby? How did you overcome it?

Great, let's take the next five minutes to at least three questions each.

After learners have created the questions, ask them to take turns and ask questions to each-other for next five minutes.

What are some new things you got to know about your partner today?

Reflect (10 minutes)

It's Mr. Consciousness time!
Think and share, on a scale of 1-10, one being very difficult and 10 being the easiest-
- How easy was it for you to ask questions?
- How easy was it for you to answer the questions?

Invite a few learners to share.

Let's close out by singing the questions song, together:

Questions, questions
Questions, questions
What, Why, Where
How, Who, When
When I get the answers
When I get the answers
I learn more
I learn more!

After Class Challenge (30 minutes)

Let us create five questions to do a meaningful conversation with our sibling or a friend from the community. Let's get to know and learn about them more.
OBJECTIVE
I can participate in a discussion by agreeing, disagreeing and building off the points of others respectfully

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

CONSTITUTIONAL VALUES
Fraternity

MATERIALS
NA

SUMMARY OF PRE-WORK

- How did you feel after the meaningful conversation with your friend?
- Think of all the open-ended questions you asked your partner. Respond to them yourself.
- Think if there’s anything similar in you and your partner’s idea.
- Think if there’s anything different in you and your partner’s idea.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
I am really curious to know about how meaningful your conversations with your partners were. Would any of you like to share the best part of your conversation with the class?

*Invite a few learners to share.*

Do you think differently from your friend about anything? How?

*Invite a few learners to share.*

Thank you for sharing! We are all very different indeed.

But what do we do when we are different?

Hint: We have spoken about it in our previous lessons.

Encourage learners to look back on their note taking devices and invite responses.

We show respect!

Thank you so much. Today we will talk about how we may show this respect in a conversation.

Do you have any idea of how we can do it?

*Invite a few learners to share.*

We may do it by carefully listening like Ms. Communication, understanding the other person like Mr. Compassion and learning from other people’s ideas like Ms. Critical Thinking and Ms. Curiosity.

*Point to the objective: I can participate in a discussion by agreeing, disagreeing and building off the points of others respectfully.*

Let us play a fun game at home. Look at this image and tell me what you see!
• If you see an old lady, raise your hands.
• If you see a young lady, put your finger on your nose.

Can one of you who saw an old lady’s face sharing with the others, how may they see it?
Can one of you who saw a young lady’s face share with the others, how may they see it?

Invite a few learners to share.

Wow! If we see young girls’ chin as an old lady’s nose or old lady’s long chin as young girls’ neck, we may be able to spot both.

I love how just looking at the same picture from different angles can bring so much change.
This is also the same with human beings and their thoughts.
Looking at things from different angles is called Perspective.

Ask learners to repeat the word with you at least three times.

Learn (25 minutes)

Let us all take a minute to think about one thing that’s really special to you.

Invite a learner to share what’s special to them and ask them to explain why this is the most important thing. As the learner shares, please keep interrupting, saying “no, that isn’t right!” “such a silly thought” “you are totally wrong”.
Please make faces and roll your eyes for dramatic effect! Towards the end stop looking at the learner while this person’s sharing.

Okay, let’s stop.
What happened? Was I respectful in my conversation? How do you think learner x felt?

Possible responses: You didn’t let the person speak, you weren’t listening carefully, person may be feeling scared.

Invite a few learners to share their thoughts. Ask the learner who you did this conversation with, to share too.

How did you feel? Would you volunteer to speak again next time?
Yes, so we all agree that I didn’t respect the learner. Maybe I don’t agree with what the learner was sharing, I could have just heard the person and respected it.
Great, do you remember that I shared something in the beginning?
Hint: We may show respect by carefully listening like _______(Ms. Communication), understanding the other person like ______(Mr. Compassion) and learning from other people’s ideas like ______ (Ms. Critical Thinking) and ______ (Ms. Curiosity).
Invite a few learners to fill the Cs in the blank.

Model a similar conversation on what's special to them with the same learner using these three Cs. Feel free to contextualise/tweak it as per learner's response.

For example:
Ms Communication: Make eye contact, nod while learner is sharing
Mr. Compassion: Yes, I definitely understand what you are saying. This must be very close to you. Thank you for sharing this with me.
Ms. Critical Thinking and Ms. Curiosity: But for me it’s different. For me, the most special thing is ____. Can you share more about ___ so that I can understand more about your idea?/ Or don’t you think ___?

After the modelling, invite a few learners to share-

How did you see me use Ms. Communication, Mr. Compassion, Ms. Critical Thinking and Mr. Curiosity?

I will read out a statement, and I want you to take a moment to think about your first response. And then share our slogan:
“That may be different from how I think I’ll share and ask questions to learn how you think!”

Let us practice these three things ourselves. I will share a thought with you. All those who agree, move to the right side of the class and all those who don’t can move to the left.

In the case of a virtual classroom, you may ask them to show different symbols.

‘Boys and girls should play all sports together. There should be no boys team and girls teams.’

Allow learners time to choose their opinion and move accordingly.

Great, now let's get into a pair with a person from the other side of class.

Learners find a person from the other side of class and find a spot to sit together with their notebooks. Virtually, you may choose to assign them to different breakout rooms.

Here is what you will do in your pairs:
• 2 mins- Both of you write down why you agree/disagree with that statement.
• 2 min - Let one person share. The other will listen like Ms. Compassion.
• 2 min- The other person may now respond with their opinion using Ms. Critical Thinking and Ms. Curiosity.
• 2 min - Both of you can think about what you heard and any other question to each-other.

You may use the following statement starters:
• I agree with what you said and I think ____________
• I disagree with what you said because___________
• I respect what you said but according to me ____________
• I really like your thoughts but ____________.

Invite a few learners to share
It’s Mr. Consciousness time!

You may close your eyes and give me a thumbs up if you were able to do the following in the conversation and a thumbs down if you struggled with them.

- You felt respected in the conversation.
- I showed respect in the conversation.
- You listen to your partner carefully.
- You felt heard in your conversation.
- I was able to share my opinion openly.
- I was able to ask questions.
- Which C was easy for you to practice?
- Which C did you struggle with?
- If we are able to practice this form of respect in our conversations with anybody, which Constitutional value will it help us foster?

*Invite a few learners to share.*

Let’s thank Ms. Communication, Mr. Compassion, Ms. Critical Thinking and Mr. Curiosity as they really helped us today!

Let’s do a chant to close out our class—“That may be different from how I think I’ll share and ask questions to learn how you think!”

*Repeat this with learners at least three times.*

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**After Class Challenge (30 minutes)**

- Try the 4 Cs of respectful conversation with your partner and siblings.
- Identify the instances of disrespectful conversations. Share- why do you think they are disrespectful?
Big Question 06

What can we do when friends fight?

Learning Standard
Student will build an action-oriented approach to solving conflicts with the peers.
OBJECTIVE
I can describe conflicts that are often faced between friends.

C IN FOCUS
Ms. Communication, Ms. Critical Thinking, Mr. Compassion, Mr. Curiosity, Mr. Consciousness, Mr. Creativity

CONSTITUTIONAL VALUES
Fraternity

SUMMARY OF PRE-WORK
Think about a time when you fought with someone.

- Who did you fight with?
- Why did you fight?
- How did you feel?
- What did you do after the fight?
- Did the fight ever end? How?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
How many of you have ever fought with friends, siblings or family members? Can you quickly raise your hands?

Possible response: All learners will raise their hands.

Wow! Isn't it interesting that all of us, at some time or the other in our lives have fought with someone around us.

Let me share with you an example of a fight that I saw a few days ago.

Hira and Shyam are brother and sister. One day when their parents had gone to their cousin's house, they went out to get something to eat. Both of them only had 15 Rs. Hira wanted to buy Maggi but her brother Shyam wanted a bar of chocolate. They didn't listen to each other, argued a lot and ended up fighting.

Imagine that you are Hira:

- Why are you fighting with Shyam?
- How are you feeling during this time?
- Would you do anything differently?

Quickly turn to your partners and share your responses for these questions.

Possible responses:

- Because Shyam is not listening to me, we want different things, chocolate will not curb hunger.
- Bad, angry, irritated, disappointed
- Share the reason for eating maggi, find things that we both like, Buy a packet of maggi and a small chocolate/toffee etc.

So we know that Hira and Shyam fought with each other because both of them wanted different things, didn’t listen to each other and disagreed with each other. They also didn’t try to solve the problem and were angry at each other. This is also known as CONFLICT.

Encourage learners to repeat the word ‘Conflict’ at least thrice.

Today, we are going to talk about different conflicts and why they happen.

Point to the objective: I can describe conflicts that are often faced between friends.

Through the next two days we will constantly try to think about our big question: What can we do when friends fight?
Now, think back on your examples of fighting with someone. This person may be your sibling, cousin or friend.

In your diaries, draw the scene of your conflict. You may show the reason for your fight, your feelings during the fight and actions during the fight.

Let’s take help from our pre-works and Mr. Creativity to do it for the next five minutes.

Now, turn to your partners and share your drawings with each other.

**Invite learners in the large group and ask them to notice the emotions they are seeing in the drawings. Invite a few of them to share in the large group.**

Possible response: Anger, Disappointment

What did this fight result in?

**Encourage a few learners to respond. Possible response: Physical violence, not talking to each-other, complaining to someone.**

We already know that emotions sometimes show up in our behaviour, language, body etc. Something similar happens when we experience an emotion during a fight/ conflict.

In your pre-work, you all thought about how your fight ended. Would any of you like to share that with the class?

Possible response: Apologise, talk to each other, explain to each-other.

Which Cs do you think we all must have used to end our fights?

Possible response: Mr. Compassion, Ms. Communication.

Let’s do a little bit of recap. We have understood that conflicts happen due to different choices and disagreements. We have also learned about respectful discussion in our last class.

Do you remember the way to practice respectful discussion?

**Invite a few learners to share responses. Possible responses: Show respect while listening like Ms. Communication, understand with love like Mr. Compassion, Ask questions and learn from others like Ms. Critical Thinking and me. Curiosity.**

Encourage learners to repeat the chant—

“That may be different from how I think I’ll share and ask questions to learn how you think!”
Tomorrow, we will discuss how we resolve/ find solutions to our fights respectfully.

It’s Mr. Consciousness time!

Think of the same example when you fought with someone. On a scale of 1-5:

- How well did you use Mr. Compassion?
- How well did you use Ms. Communication?
- How well did you use Ms. Critical Thinking?
- How well did you use Mr. Curiosity?

What are you learning about yourself? What do you need to practice more?

Sometimes during conflicts, it may not be important to decide who would win but what may be helpful is to listen to each, understand better and collaborate to come up with a solution.

Which constitutional value will it help us foster?

Correct response: Fraternity
After Class Challenge

Let’s watch this fun video and answer the following questions on the basis of what we learned today.

Think of two big animals:
• What conflict did they face?

• How did they react?
• Were they able to solve their conflict?
• Why do you think they weren’t able to do it?
• What do you think two little animals do differently?
OBJECTIVE

I can follow a systematic approach to conflict resolution that achieves mutually satisfactory resolutions

Cs IN FOCUS

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

CONSTITUTIONAL VALUES

Equality, Justice, Fraternity

MATERIALS

Play the song and share the lyrics:

SUMMARY OF PRE-WORK

Let's listen to this beautiful song on solving conflicts!

- Try learning the song :)
- What are some ways suggested in the song to resolve a fight? Note as many as you can find.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Asynchronous Pre-work Document
Yesterday we discussed what causes conflicts. Today we will talk about how we may resolve/find solutions to these conflicts.

*Point to the objective: I can follow a systematic approach to conflict resolution that achieves mutually satisfactory resolutions*

Let's go back to the after class challenge video.

Can someone quickly share the solution that two little animals came up with?

*Invite learners to recap.*

Possible response: They collaborated. One sat down and supported the other with jumping over to the other side of the rope.

Do you think both the little animals were happy in the end?

Mutually satisfactory resolution means that both the people in a conflict should feel happy and satisfied with the solution. We also call this a win-win solution, a space where both people win.

Let's begin the class by singing the pre-work song again. Remember to sing with actions and have fun with it.

Lesson Plan 25

Please play the song here. You may also share the lyrics with the learners.

When we get in a fight, we each think we are right
But we have to sort it out and find a way
To listen to each other, understand one another
We can work together to make it OK
I need to tell you how I feel
You need to tell me how you feel
Then we'll take a walk in one another's shoes
We gotta compromise, instead of taking sides
Then neither of us has to lose
This is a conflict resolution song
We will use it to get along
And live together in harmony
When you're in a conflict stop first and think

Then follow these steps to solve it peacefully
Step 1 - take a deep breath to calm down
Step 2 - communicate and talk it out
Step 3 - compromise - say what you each have to give, to get a solution you can both live with
Learn (25 minutes)

Let's look at one scenario together and try to resolve this conflict.

‘All the learners begin to shout and sing loudly when the teacher goes out to meet the Principal. The teacher becomes very angry and doesn't want to teach the class’

All of you may play the role of learners and I will be the teacher.

Model this with the learners. You may do the following steps wise:

- You may start with looking angry and sharing how disappointed you are with the learners.
- Pause and model taking three deep breaths.
- Then politely ask the learners and invite responses for:
  - Which Cs can you connect these to?
  - Which constitutional values can we connect this to?

Invite learners to share and encourage them to make connections to Mr. Consciousness, Mr. Compassion, Ms. Collaboration, Ms. Communication, Ms. Critical Thinking and Ms. Curiosity. Please help learners connect ‘give and take’ and ‘mutually satisfactory resolutions’ to equality and justice (fairness) and also how that leads to living in harmony (fraternity)

In today’s class, let’s understand how we apply these steps in any conflict.
What made you all shout so loud?

Possible responses: Someone fought, we were just talking, having fun, didn't realise we were loud, we didn't know what to do.

Share - I understand that you need free time to have fun. Thank you for sharing this with me. But I felt disrespected when you all started shouting in my absence. It also disturbed the entire school.

Let us think of solutions. You need fun time so let's have 15 minutes everyday to have fun together. We may dance, sing and talk to each other during this time. If I have to leave the class in the middle for some reason, I would love for all of you to revise your lesson. This will help reduce disturbance.

Do you commit to revising your lesson silently?
I also commit to giving you 15 minutes everyday. Amazing! We have found our solution. I hope all of us are satisfied now.

Let's look back at what we just experienced. All of us beautifully came to a mutually satisfactory resolution, a win-win solution.

Let me invite some of you to share:

• the steps we practiced to resolve the conflict.
• different Cs that we practiced through our conflict resolution
• Constitutional values that we practiced.

You may choose to invite specific learners to share. The idea is for all of them to understand these steps in application.

Possible response: Deep breaths to calm down, talking to each other- asking questions, understanding each-other, finding solutions and compromise.

Now, let us do something similar with our partners for the next 10 minutes. This is your scenario-
‘Ravi and Raj are partners in the class. Their teacher has asked them to work together on a maths problem. Raj seems to be distracted and asks Ravi to work on his own. Ravi becomes angry and wants his partner to be changed.’

With your partners, let one person be Ravi and the other be Raj and apply the steps to resolve the conflict:

• Step 1: Use Mr. Consciousness to take a deep breath and calm down.
• Step 2: Use Mr. Compassion, Ms. Communication and Ms. Curiosity to talk it out.
  • Both Raj and Ravi can share how they are feeling and why.
  • You may also ask each-other questions.
  • Do practice active listening and respect.
• Step 3: Use Ms. Collaboration, Ms. Critical Thinking to compromise.
  • Raj may think of ways to support Ravi
  • Ravi may think of ways to support Raj

Lesson Plan 25
• Discuss all the points and pick up one thing to give and take
• Lastly, ask yourself- Will both of us be happy after this?

After ten minutes, invite the learner to share if they resolved the conflict between Raj and Ravi. Also encourage them to share their solutions.

Reflect (10 minutes)

It’s Mr. Consciousness time!
Let’s summarise what we learned today:
• Which step of conflict resolution was easy for you to do?
• Which step of conflict resolution did you find difficult?

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

Here is an example of Isha, a student from Delhi who solved a conflict that she faced with her classmates:
She strived to build a classroom culture where students feel safe to express themselves, have a healthy relationship with teachers and one another, and have a genuine desire to learn and grow. She realised that her class was very disruptive and therefore, she wasn't able to achieve what she wanted. In order to achieve this, she tried to understand the causes of disruption in the learning of her classmates (such as issues at home, difficult transition to a higher grade) and work towards solving these issues in ways such as having a student committee with whom to discuss various problems and having students be involved in creating lesson plans.

Can you see Isha practice the Cs we talked about?

Do you think her solution let her help everyone in the classroom including herself?

Let's close out with a small chant. Encourage learners to follow this tune.

‘Breathe breathe breathe deeply
If ever there’s a fight
Talk it out, talk it out
Find a compromise.’

After Class Challenge (30 minutes)

Learn the chant and teach it to your sibling/ cousin or a friend from the community. Tell them the three steps and help them resolve their conflicts.
Play the song and share the lyrics:

When we get in a fight, we each think we are right
But we have to sort it out and find a way
To listen to each other, understand one another
We can work together to make it ok
I need to tell you how I fell
You need to tell me how you feel
Then we’ll take a walk in one another’s shoes
We gotta compromise, instead of taking sides
Then neither of us has to lose
This is a conflict resolution song
We will use it to get along
And live together in harmony
When you’re in a conflict stop first and think

Then follow these steps to solve it peacefully
Step 1 - take a deep breath to calm down
Step 2 - communicate and talk it out
Step 3 - compromise - say what you each have to give, to get a solution you can both live with

Step 1 - Cool down take a deep breath, you can’t solve a problem when you’re so upset
Step 2 - talk and listen to the opposition, What do they want? What do you want?
Take a walk in each other’s shoes, understand what the other has to lose.
Step 3 - compromise, it’s give and take. We each give a little for the other’s sake. And at the end of the day we can walk away knowing that we solved this problem peacefully so we can live in harmony.
SUMMARY OF PRE-WORK

Look at the two scenarios and answer the following.

Scenario 1: Kiran and her father have been arguing over these past few days because he does not want Kiran to go out anywhere after school, including extra class. Kiran is keen to attend it as she feels that she will learn and grow from these classes. It is important for her success.

- Who is the conflict between?
- What is the reason for the conflict?
- If you were Kiran, how would you feel?
- What will you do to solve this?

Scenario 2: Two families of a brother and a sister in Yawar’s community have been in conflict over a piece of land. Both of them feel like the land belongs to them. They shout and fight over it often.

- Who is the conflict between?
- What is the reason for the conflict?
- If you were in this situation, how would you feel?
- What will you do to solve this?

OBJECTIVE

I can apply conflict resolution approaches in different situations.

C IN FOCUS

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

CONSTITUTIONAL VALUES

Fraternity

MATERIALS

Print-outs of the two scenarios (Given on last page)

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Asynchronous Pre-work Document
We have already learned about conflicts and the ways to resolve them. Today we are going to practice and apply all our learnings through a role-play.

For those who may not know, a role play is a way of play-acting a particular situation.

**Point to the objective:** I can apply conflict resolution approaches in different situations

All of you have done two scenarios in your pre-work. In your pair, you will have to act out a scenario assigned to you and resolve the conflict:

- Act as the two characters of the scenario
- Apply the steps of conflict-resolution to find a mutually satisfactory/ win-win solution. Can someone do a quick recap of these steps for all of us?

**Invite a learner to do this and repeat for the class.**

Step 1: Use Mr. Consciousness to take a deep breath and calm down.

Step 2: Use Mr. Compassion, Ms. Communication and Ms. Curiosity to talk it out.

- Talk about the problem - listen and understand how the other person feels
- Share back what you hear to show that you were listening and understand

Do practice active listening and respect.

Step 3: Use Ms. Collaboration, Ms. Critical Thinking to compromise.

- Think of ways to solve it together.
- Choose the best plan after asking “will we both be happy?”, “Is it win-win for both of us?”

You have ten minutes to do this.
Let's revise our chant one more time!

‘Breathe breathe breathe deeply
If ever there’s a fight
Talk it out, talk it out
Find a compromise.’

Assign scenario 1 to half of the pairs and scenario two to the other half. After ten minutes, encourage two pairs from different groups to share solutions.

Thank you! I loved how all of you took help from our C friends and solved these conflicts.

Learn (20 minutes)

Now, let us think of a conflict personal to you. It may be the same example that you shared earlier or can be a different conflict as well.

As you think about the conflict, also think about:

What would you do differently now that you know the three steps and so many Cs that can help you resolve the conflicts.

Give learners five minutes independently to come up with a scenario.
Reflect (10 minutes)

It’s Mr. Consciousness time!
Before we begin our end of class reflection, we’re going to take some time to centre ourselves. We will do some deep breathing.

Please play some nice music and guide learners:

1. Breathe in.
2. Hold your breath for a few secs.(2 -3 secs)
3. Breathe out for a longer time slowly (5 - 6 secs)
4. Repeat.

In your groups:
• Share one step/C you practice well and one step/ C you need to work more on.
• Give feedback to your group members on the same. One step/C that you saw your group’s members practice well and one step/C they need to work more on.

After Class Challenge (30 minutes)

How would the world be if all of us could resolve all conflicts with our 3 beautiful steps? Feel free to express this as a story, a poem, an art or craft piece.
Print-outs of the two scenarios-

Scenario 1: Kiran and her father have been arguing over these past few days because he does not want Kiran to go out anywhere after school, including extra class. Kiran is keen to attend it as she feels that she will learn and grow from these classes. It is important for her success.

Scenario 2: Two families of a brother and a sister in Yawar’s community have been in conflict over a piece of land. Both of them feel like the land belongs to them. They shout and fight over it often.
Showcase of learning
OBJECTIVE
I can synthesise what I learned in this unit.

Cs IN FOCUS
Mr. Creativity, Ms. Collaboration, Mr. Consciousness

CONSTITUTIONAL VALUES
Equality, Fraternity, Justice

MATERIALS
Please prepare for this class by making sure that learners have lots of art and craft material
- Magazines
- Sparkles
- Glue
- Colours/paints
- Chart paper

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

Put down the three most important things you learned.

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

Lesson Plan 27, SOL Day-1
We have come to the end of our second unit i.e. Friendship. Would any of you like to share all the big questions that we explored in this unit?

**Answers**

- How can people who look so different be similar?
- What does it take to be a good friend?
- What can we do when friends fight?

Can someone share what they have learned through this unit?

*Invite learners to share.*

Possible answers: We learned about friendship, what being a good friend means, understanding and respecting differences, respecting boundaries, giving/receiving feedback and conflict resolution.

We have learned a lot about being a really good friend and solving conflicts. Today we will be synthesising our learning creatively. This is going to be our chance to share with everyone here what we have learned in this unit! I hope you enjoyed going through all the lovely work you did through this unit in the pre-work and in your diaries.

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**Learn (20 minutes)**

Let’s get into six different groups. Each group will be assigned a big question. Your group will have to create fun, colourful and creative posters. You have 10 minutes to create your poster with the material given to you.

Please allocate topics to different groups:

1. How to get to know your classmates
2. How to show respect to people who are similar or different from us
3. How to give/receive constructive feedback
4. How to ask meaningful questions
5. How to respectfully agree/disagree
6. How to resolve conflicts
Please take help from Mr. Creativity and Ms. Collaboration to do this. Remember to share the material that’s given to you.

After learners have created their posters, ask them to do a gallery walk to see what others have done. If you are teaching virtually, create a quick slideshow with photos of all of their posters. Please take pictures and record videos of students’ work-products and presentations to document their learnings after taking their consent.

Can one person from every group share what they have put on their posters and why?

Virtually, you may ask learners to discuss the question and collate ideas to create a poster. You may ask learners to annotate it on the white screen or share ideas with one person who can create a poster.

Reflect (10 minutes)

It’s Mr. Consciousness time!

Think and share:
• How did you see Mr. Creativity and Ms. Collaboration come alive in today’s class?
• What stood out to you from others’ posters?
• Think of one thing that you had forgotten but got reminded of today?

After Class Challenge (40 minutes)

Work on tomorrow’s showcase.
This is the same as the after class challenge from the previous class.

In our next class, we are going to create our very own Book of Friendship. For this, you are required to design your own page of the book.

Think about the following question:

“What does true friendship mean to me?”

Write a story, a poem, a picture, a puzzle - anything! - to answer that question. Design it beautifully! Make it colourful and lively, and sign your name on it.

This is your time to be Mr. Creativity.
Welcome to the last day of the unit.
I am really excited for each of us to share our contribution towards our very own **Book of Friendship**.
Let's shout out adjectives, the words that describe someone, that you would use for your friends.

We will do this by playing a tagging game.
- I will tag someone by saying ‘Tag XYZ (Insert a learner’s name)’
- This person shares one adjective and tag someone else by saying ‘Tag ABC (Insert a learner’s name)’

We will continue to do this until and unless we have a board full of words. Let's be very fast while doing this.
Are you ready?
Mr. Compassion and Ms. Communication

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**Learn (15 minutes)**

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

All of you have created something for our book of friendship.

Today, we will create a web of friendship together.

Let’s do an activity with a big ball of yarn.
- Let’s sit in a big circle.

- When you get the yarn ball, please share your page for our book on friendship. Do it with a lot of pride as this is your contribution to our book.
- Hold on to one end of the string and throw the ball at someone to invite this person to share.
- The other person holds one part of the string and shares the same.
- We shall continue the same till the time everyone has shared and is holding a string.
Remember to use Ms. Courage and Ms. Communication while sharing and listening to each other with a lot of love by taking help of Mr. Compassion.

Ask learners to sit in a circle. Holding one end of a ball of yarn or string, share your page for the book of friendship with learners with a lot of pride. While still holding your end of the string, pass or toss the ball to another learner. That student will then share their work. Continue passing or tossing the ball until each student has had an opportunity to be a part of the web. After each student has had a turn, please stand up as you are holding the string. Shout, Hurray! And share-

We all have such beautiful yet diverse ideas on friendship. We may have our own ways of showing love and caring for our friends. Just look at what a rich, diverse and talented classroom we are! We are definitely one colourful interconnected web. It’s almost like a safety net to catch us any time we fall!

In a virtual classroom, you may choose to do it using annotation. Have the names of all the learners on the circumference of the circle. Ask one learner to share and continue to play the tag game. Join the lines on a circle according to how learners tag each other.

Thank you so much learners for doing it! Let’s come back to our places and share:

- Did you find your ideas on friendship match with some other person’s? How?
- Did you find your ideas on friendship being different from other people? How?

Invite a few learners to share their responses with the entire class.
Let us do a silent reflection activity.

**Instructions for an in-person classroom:**

Can half of you come and make a circle. I would love for this bunch to close their eyes. I will be reading out a few statements. The other half of the kids will have to move around the circle. As you move, if you feel you want to dedicate a statement to any of your classmates in the circle, then gently tap on their shoulder or head.

For example, if I think that a student has always listened to me, I will gently tap on their head.

Are you ready?

*Read out the statements and enable learners to do the activity. After five minutes, switch the groups, ask the ones in the circle to move around and the other group to sit in a circle. Repeat the exercise.*

**Instructions for the virtual class:**

You can see the photos of your classmates on the screen. As I read out the statement, see if you wish to dedicate that statement to someone.

Use annotation and draw hearts on this person's face.

For example, if I think of a learner, has always listened to me, I will find her photo and annotate a heart like this.

*Please make a collage of all the learners in the class and model annotating with the above example for learners. Please guide them in case the feature is new for them.*

Lesson Plan 28, SOL Day 2
Are you ready?
The statements are as follows:
- You are similar to me.
- We are different but I love you.
- You make me feel special.
- You comfort me when I don’t feel good.
- You listen to me with love and care.
- You ask thoughtful questions.
- You help me grow by giving constructive feedback.
- I want to be kind like you.
- You resolve fights quickly.
- You help and support everyone.

After the activity, invite learners to share their feelings. You may also ask them to share their learning about themselves or what kind of friend they wish to become.

Please debrief the dominant constitutional values- Equality, Fraternity and justice here. How did we see this come alive through the unit in content or activities?

Reiterate the value of respecting our similarities and differences to foster Fraternity and Equality. In case of conflicts, both the parties need to feel equal and we must ensure that any decision taken, is fair to all. This may help us foster equality and justice.

You may choose to close the class out with celebration and gratitude. (An actual book of friendship can be put together. Teacher can hand out gratitude notes/ bag tags/ bookmarks/ C sticker to everyone )
Community
Big Question 07

What are social identities?

LEARNING STANDARD

Students will develop positive social identities based on their membership in multiple groups in society. Students will express comfort around people who seem similar and different from themselves.
OBJECTIVE
I want to know about other people and how our lives and experiences are similar and different

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

CONSTITUTIONAL VALUES
Equality, Fraternity

MATERIALS
Oranges as per the no. of learners for an in-person classroom.
5 oranges for a virtual classroom.
Video:

SUMMARY OF PRE-WORK
Talk to at least 3 neighbours and conduct a small interview:
Note down the responses for the following questions
• Where are you from? Did you move here from a village/ city?
• Which religion do you follow?
• What is your favourite food?
• Who is your favourite actor/actress?
• Which is your favourite festival?
• What are your hobbies?
• What is your dream?
• One thing you value the most.

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

Lesson Plan 29
Let’s play a game called “Get to know an orange”. Through this, you will really, really, really observe something and see how much you can learn about an everyday object!

Please listen to my instructions very carefully.

- I’m going to divide the class into 5 groups and give each group an orange.
- Magic! You have to forget that it is an orange! It is just any object.
- In your group, you will get to know your object!

Hand out the oranges.

Are you ready?

- Please look at your object very, very, very carefully. Turn it around again and again. Observe it closely.
- What did you see?
- Please close your eyes. Now smell your object. Really focus on what it smells like.
- Open your eyes. What did you smell?
- Now please close your eyes again and touch the orange. Really feel each part of it. Run your fingers over it slowly.

- Open your eyes. What did you feel?
- Now please close your eyes again. Listen to your object. Listen as carefully as you can. What do you hear? Is your object saying something?
- Open your eyes. What did you hear?
- And lastly peel a small part of the object. Taste the object. Taste the peel.
- What did you taste?

After you are done, collect all the oranges, mix them up and ask whose orange is whose.

Can you see your object?

It is likely that groups will be able to identify their orange.

How were you able to identify your object? Even though all of these were oranges, was yours different in some ways?

Invite learners to share responses.

Now I'm going to hand the oranges back to you. Please peel the orange. But don't eat it!
After they peel the orange, collect all the oranges.

Now can you tell me which orange is yours? It's hard this time, right?

**Virtually, you may do this by getting 5 different looking oranges yourself - one can be greenish, one may look orange in colour, one may have spots on it, one may be bigger in size. Ask learners to very carefully observe all of the oranges individually and give them names respectively - A, B, C, D and E. Then show them all the oranges together and ask them to label these with their alphabets. Some learners may do it / some might not.**

Then peel all of these oranges and ask learners to label them. You may also ask them what makes it difficult to label the oranges now.

It's the same with people. While they have some differences on the outside, on the inside trying to find those differences can be difficult because we are all so similar on the inside.

Sometimes, it may also become difficult to identify differences if we aren't able to see them.

This brings us to today’s objective.

**Point to the objectives: I want to know about other people and how our lives and experiences are similar and different.**

It is through this that we will get to know more about our community members.

For the next couple of days, we will try to know more about our community and who they actually are to explore our big question of the unit:

‘**What are social identities?’**

I hope all of you are also excited to start the third unit of the curriculum i.e. Community, after exploring so much about ourselves and our friends in the last two units.

---

**Learn (20 minutes)**

In your diaries;

- draw two big oranges; one on each page.

- label one orange with your name
- label the second with the name of one of the neighbours you interviewed.
- write all the things you got to know about them in their orange.
- answer the same question for yourself and put that in your orange.
- identify two things that make you and your neighbour similar.
- identify 2 things that make you and your neighbour different and unique.

Let’s use Ms. Critical Thinking, Mr. Consciousness and Mr. Creativity to do this for the next 10 minutes.
After 10 minutes, ask learners to share with their partners:

- Are there differences between you and your neighbour that you can see? What are those?
- Are there differences between you and your neighbour that you can't see? What are those? How did you get to know about these?
- What makes both of you similar? How did you get to know this?
- What do you think makes your neighbour unique?

After the partner sharing, invite a few learners to share responses to each of these questions in the large group.

I can definitely see how similar or different you are from your neighbours. I also heard that we got to become more aware of these because of trying to get to know them better through questions. We may see how Ms. Communication plays a huge role in building this awareness.

This just makes me wonder how diverse, unique and beautiful all our communities are. I am really looking forward to exploring more of this. I hope you are too.

Reflect (10 minutes)

It’s Mr. Consciousness time!

Think and share:

- Do you like your neighbour? Why?
- Is there anything that you wish to know more about your neighbour? What is that? Which Cs can help you do this?
- What can we do if someone is different from us?
- What constitutional values will that help us foster?

Invite a few learners to share in the large group.
Differences may help us learn a lot about each other and respecting those differences may help us foster equality and fraternity in our community.

Before we close out, let’s listen to this fun story that celebrates differences among children. As you listen to this, see if you relate any of the things that children share here.

After Class Challenge (30 minutes)

Do the same orange exercise with other neighbours as well. Bring these oranges together and see what’s common among all of you and what’s unique?
OBJECTIVE
I want to know about other people and how our lives and experiences are similar and different.

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

CONSTITUTIONAL VALUES
Equality and Fraternity

MATERIALS
NA

SUMMARY OF PRE-WORK
Interview 5 people across different age groups from your community. Frame questions that will help you know about their life experience.

Write each of their responses in the form of an essay and bring it to class.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Point to the objective: I want to know about other people and how our lives and experiences are similar and different.

We're going to keep learning about the similarities and differences between people and how both together make us unique and special.

On that note, can one of you share how we can get to know people better?

Possible response: Interacting with them.

Knowing people starts with conversations and being curious - asking questions and listening. This means that Ms. Communication and Mr. Curiosity have a huge role to play here.

I will be sharing responses on their behalf so listen to this carefully.

Let’s look at this picture. Take a minute to think about as many questions as you can.

Invite learners to share five different questions. Please make up answers. Repeat the same with the other two images.

For example, if a learner asks “What does he/she do?” you can make up a profession.

Let’s play a quick game. I'm going to show you three pictures of different people. You've never met them.

As a class, think of as many questions as you can to find out as much as you can about these people!
Isn’t it interesting to know more about people? 
Now, let us get to know more about our classmates.

Put your hand up if you know more about these three people than you did when you just saw them.

Learn (20 minutes)

Let’s do a fun activity. I am going to share a statement, all those who relate to the statement come in this circle. 
Observe carefully who is in and out of the circle (who has their videos on) each time to learn a lot about each other.

Draw a circle on the floor, or mark a designated ‘space’ in some other way. Feel free to change the statements below. Virtually, you may ask learners to put their videos on after asking everyone to put their videos off.

Come into the circle if/ Switch your video on if:

You wear glasses. 
You like football. 
You watch more than an hour of TV a day. 
You are a Muslim. 
You feel bad that you don’t have a phone. 
You speak more than 2 languages. 
You are kind. 
You don’t like reading. 
You worry about things a lot. 
You tell the truth.

You don’t like music. 
You are a Christian. 
You celebrate Diwali. 
You enjoy listening to music. 
You eat sweets during festivals. 
You greet elders when they visit you.

After the activity, invite learners to share their observations using the following prompts:

• Did you learn anything new about your classmates?
• What’s a good way to find out if you share the same interests?
• How much can you tell about people just by looking at them?
• Which similarities and differences can you see and which ones you can’t see?
• Some groups were small and some groups were large – what does it tell you about our class?
• What kinds of things do all your classmates have in common?
There are just so many things we have observed about our classmates today. We have gotten to know so much more about each other in such little time. Even though we are all alike in many ways, no one is exactly the same as anyone else. Our differences make each of us unique.

**Reflect (5 minutes)**

It's Mr. Consciousness time!

Think and share:
- Why are differences important?
- How do they make us special?
- Which constitutional value can you connect this to?

**After Class Challenge (30 minutes)**

Make a group of at least ten of your neighbours and create some prompts for them to play ‘Come in to the circle’ game with them. Try to answers the same questions after your experience:
- Did you learn anything new about your neighbours?
- Which similarities and differences can you see and which ones you can't see?
- Some groups were small and some groups were large – what does it tell you about our community?
- What kinds of things do all your neighbours have in common? What does this tell you about your community?
OBJECTIVE
I can express excitement that different groups of people believe in different things and live their daily lives in different ways.

Cs IN FOCUS
Mr. Consciousness, Ms. Critical Thinking

CONSTITUTIONAL VALUES
Equality and Fraternity

MATERIALS
Printouts of stories for an in-person class (Given on last page)

SUMMARY OF PRE-WORK
Interview any 3 of the following people in your community/around you:
A shopkeeper, a police officer, a taxi driver, a cleaner/sweeper, an office-going person, a school learner, a home-maker, an old person.
Ask them to describe a day in their lives, listing all the things they do in a day and how these things make them feel.

Fill responses in the following table:

<table>
<thead>
<tr>
<th>Name of person:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
You may have spoken to your community members and got to know about how they spend their day. Let’s start by talking and thinking about your day.

I will show you different times of the day and everyone will quickly draw what you do at that time of the day. 7 am, 10 am, 1 pm, 5 pm, 8 pm, 10 pm

Learners draw about a day in their lives. You may also do it and show yours to them.

Now turn to your partner and exchange your sheets. Think about how the day in your life is similar or different from your partner.

Invite a few learners to share in the large group.

Now, can some of you share how your day is similar or different from mine?

Present yours in front of the class. Invite a few learners to share.

Great! This means that all of us lead our lives very differently. We may do the same things but due to various reasons, they all look very different for us. These differences are also known as _______.

Can someone unscramble these alphabets to guess what this word might be?

IVDREYTIS

Yes! It is called Diversity.

Today we are going to look at diversity—different people, different things, different beliefs and different lives.

Point to the objective: I can express excitement that different groups of people believe in different things and live their daily lives in different ways.
We are now going to explore 4 different stories which will help us understand diversity better.

- Let’s get into the groups of 4.
- Each group will get four stories.
- Read all the four stories carefully.
- Discuss:
  - What are some similarities you saw in some of the stories?
  - What are some differences you saw?

Let’s use Ms. Critical Thinking to do this for the next ten minutes.

**Share four stories with the learners.**

Hari is a hard-working taxi driver who lives in a small city. He wakes up at 6am and goes to the temple every morning before he begins his day. He spends his morning dropping many children to their schools in his taxi. For lunch, he eats roti and dal everyday. He drives his taxi till 9pm every night and comes home to his old mother and father.

Parmeet is a homemaker. She takes care of her house with lots of love and care. She wakes up in the morning and cooks breakfast while her husband cleans the house. After her children go to school, she cooks lunch and goes to the gurdwara to pray. She shops for vegetables and sometimes, even stitches pretty dresses for her girls or a shirt for her husband. In the evening, she cooks dinner with her husband.

Shabaz, a police officer, loves his job. He works the night shift outside a big jail in the city. He goes to work at 8 in the evening and stays up all night protecting the place. In the morning, he comes home by 10am. He spends most of the morning sleeping and in the evening, goes for namaz before heading back to work.

Rukmini is a college learner. She wakes up in the morning and goes to college everyday. After her lectures, she goes to her tuition classes. She stays alone in the city so she comes home and cooks a meal for herself and cleans her house. Every evening, she exercises to keep her body fit.

After 10 minutes, invite learners from different groups to share.

In your groups you explored 4 different stories and learned about the lives of 4 very different people. You saw that they all have their own ways of living which may be very different from the way you live.
Would any of you like to share the different reasons for why people's lives are different?

Possible Response: age, profession, roles and responsibilities, hobbies, traditions, culture, religion.

Reflect (10 minutes)

It's Mr. Consciousness time!

Think and share:

- Is diversity good? Why/why not?
- You interviewed people in your community and got to know about them. How would your community be if all of their days looked the same or if there was no diversity?
- Which constitutional values can you make connections to?

Close out by sharing:

Having similarities and differences with other people be it your parents, other family members, friends or neighbours make things interesting and provide one with different perspectives of life. It offers us an opportunity to learn more about different things. We may be able to do it by showing respect to everyone irrespective of their similarities and differences with us.

After Class Challenge (30 minutes)

Head over to

- Humans of Bombay
- Humans of Delhi
- Humans of Madras
- Humans of India

and read 5 new stories of strangers!

Note down what stands out to you and illustrate the differences you see in these stories.
Printouts of stories for an in-person class

1. Hari is a hard-working taxi driver who lives in a small city. He wakes up at 6am and goes to the temple every morning before he begins his day. He spends his morning dropping many children to their schools in his taxi. For lunch, he eats roti and dal everyday. He drives his taxi till 9pm every night and comes home to his old mother and father.

2. Parmeet is a homemaker. She takes care of her house with lots of love and care. She wakes up in the morning and cooks breakfast while her husband cleans the house. After her children go to school, she cooks lunch and goes to the gurdwara to pray. She shops for vegetables and sometimes, even stitches pretty dresses for her girls or a shirt for her husband. In the evening, she cooks dinner with her husband.

3. Shabaz, a police officer, loves his job. He works the night shift outside a big jail in the city. He goes to work at 8 in the evening and stays up all night protecting the place. In the morning, he comes home by 10am. He spends most of the morning sleeping and in the evening, goes for namaz before heading back to work.

4. Rukmini is a college learner. She wakes up in the morning and goes to college everyday. After her lectures, she goes to her tuition classes. She stays alone in the city so she comes home and cooks a meal for herself and cleans her house. Every evening, she exercises to keep her body fit.
OBJECTIVE
I can list and describe social groups in my community based on sex

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

CONSTITUTIONAL VALUES
Equality, Justice, Liberty, Fraternity

MATERIALS
NA

SUMMARY OF PRE-WORK
Make a list of things that people of the same gender as yours do/ don’t do.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Let’s all stand in a circle. Can all the boys take two steps forward inside the circle and form a smaller circle? What do you see now?

**Possible responses: Two circles**

What do these two circles represent? What is the sex of the larger and the smaller circle?

**Possible responses: Male and Female**

**Virtually, boys can be asked to switch their videos off and similar questions can be asked.**

Great, that’s amazing, this brings me to what we are going to learn about today.

**Point to the objective:**

*I can list and describe social groups in my community based on sex.*

In today’s class, we will learn some new things. Therefore, I would like for all of us to operate with a lot of Mr. Curiosity.

When a baby is born, a doctor looks at the baby’s body and says this is a male or female or intersex (who are neither male nor female). It’s called a person’s biological sex.

**Show learners the symbols for each and ask them to draw these in their note taking devices.**
We are assigned our sex at birth, as we grow up, society expects us to do things according to our sex.

Everyone’s given an identity on the basis of their sex. They are also told the work they will do.

Give me a thumbs up if you have heard someone around you say this.

- Boys don’t cry.
- Girls cook food.
- Boys should earn money.
- Girls can’t go out late at night.
- Girls take care of the house.
- Boys are stronger than girls.

All of these ideas are created by society. Today we will take help from Ms. Critical Thinking and see if all of these are true.

To do this, let’s create a word map. Let’s seen an example—

What do you think it is?

Possible response: In the middle is the person who is described and other circles are the words that describe the person in the middle.

Great, now let us create these word webs for both men and women. Think of words/characteristics/roles that are used for men and women.

Examples of what learners may associate with “man”

- Physically strong -
- Emotionally not expressive -
- Financially successful
- Earns for the family
- In charge of a family
- A father
- Proud
- Powerful
- Athletic/Strong
- Brave/Fearless
- Unafraid of violence or of using violence

Examples of what learners may associate with “woman”

- Considerate/Helpful
- Quiet
- Submissive
- Takes care of house and students
It's Mr. Consciousness time!

Let's close our eyes and nod your head if you believe what I am saying is true. If you think it's false, make a cross using your hands.

- It is okay for boys to cry.
- It is only okay for boys to work.
- It is okay for girls to cry.
- It is okay for a father to stay at home and look after the students.
- It is okay for girls to play football.
- It is okay for girls to fight.
- It is okay for girls to work.
- It is not okay for boys to play with dolls.
- It is only okay for girls to be shy.

Reflect (5 minutes)

A mother
- Chatty
- A good communicator
- Nonviolent
- Modest/Shy
- Physically weaker than man
- Caring
- Emotionally strong
- Well organized/good at multitasking

Create word-webs with the learners. Let learners come up with words and keep adding those to the web.

After the word-webs are done, challenge learners by asking questions like: have you seen a woman who is strong? Have you seen a man who helps out at home? Have you seen a man cry? Have you seen a woman go out to work?

Since I am hearing responses where we have seen the opposite to be true, what are we learning?

Invite different learners to share responses and synthesise by sharing-

Everyone can do and be anything they want to irrespective of the sex they are born in.

That's amazing, therefore, when we are asked to do or not do something because of our gender. Let us think critically and ask questions.

Lesson Plan 32
Remember that a few characteristics of males and females are biological. For example, only males can be a father; only females can give birth or breastfeed. But most of our behaviours, hobbies and actions depend on who we want to be and not our body parts/ organs.

So when people forces us to do something on the basis of our ‘sex’, which constitutional value may get sacrificed?

*Possible response: Liberty (choice of doing things), equality (people will be treated differently), Justice (unfair treatment), Fraternity (might lead to fights)*

We've done a lot of thinking today! Let's end in a fun manner.

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**After Class Challenge (15 minutes)**

Interview an adult man you know (father, male guardian, uncle, etc.) and ask him what he considers to be good qualities in a father.

List them down in the diary.

Think about if any adult woman you know of, also has the same characteristics.
OBJECTIVE
I can list and describe social groups in my community based on gender

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

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity

MATERIALS
Print-outs of story, if needed.

SUMMARY OF PRE-WORK
Think of your favorite color and toy. Bring them to the class tomorrow.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
All of us have different things that we like—colors, toys, etc. Who decides what things we like and what things we don't like?

Possible response: Myself

We are going to start by talking about different things and whether they are for girls, or boys, or both.

Turn to your partner and share your favourite colour with each-other.

Draw three circles, next to each other. Label the left one “girl”, the middle one “both” and the right one “boy.”

After the partner sharing, invite a learner to share a color and ask the class about which circle you should write this in. For example, if a boy says ‘green’. Ask the learners, ‘should green be the boy’s color?’ ‘Is there any girl in the class who likes green?’.

After the partner sharing, invite a learner to share a color and ask the class about which circle you should write this in. For example, if a boy says ‘green’. Ask the learners, ‘should green be the boy’s color?’ ‘Is there any girl in the class who likes green?’.

Repeat with five or six colors and invite an equal number of boys and girls to share. Almost all the colors should be in both circles. If it has not come up, be sure to include pink. If no boys raise their hands when you test it with the class (which is rare), ask them if they know any boys who like pink. If still, no one raises their hand, then mention that you know some who do.

After the activity, ask-

Do colors belong to a particular sex or gender?

Possible response: No

Let us all repeat after me:

‘Colours are colours,
They don’t have a gender
They’re just colours’

Now repeat the process for toys, each time emphasizing that there aren’t boy or girl things, just things that people do. Colors are colors, toys are toys.

Sample Dialogue:
Teacher: Who will share a color with us?
Harsh: I like green.
Teacher: So is green a color for boys, a color for girls, or a color for both?
Harsh: I think green is a boy color...
Teacher: Let’s test it out with the class. Raise your hand if you like green. Look around at your classmates...hmm...it looks like green is a color that both boys and girls can like. Since both seem to like it, can it go into the “Both” circle? What do
Let’s listen to a story together. I will also be asking you a few questions in between so please use Ms. Communication and Ms. Critical Thinking through this story.

Raghu and Riya are siblings. They always played together, sang together and danced together. Once, their uncle got them gifts. Both of them were very excited.

- How will you feel if somebody gets you gifts?
  
  **Possible response:** happy, excited.
  
  Raghu got a game of ‘Mechanix’ and Riya got a beautiful Barbie doll set.

- Have any of you played with any of these gifts? Invite learners to raise their hands.
- What other gifts have you received?

Red seems like a color anyone can like, boys and girls. If I put it in the “both” circle, does that mean that Naghma can’t like it? Of course not!

Now that we have done the activity. I will be sharing some statements. All of you will repeat them after me:

We like things that make us feel good and comfortable.

We are all different and can like different things irrespective of our sex.

We can be anyone who we want to be.
from your parents/ relatives/ friends etc?

Encourage learners to share. Please invite a few boys and a few girls to share their responses.

Upon receiving their gifts, both looked very sad.

- Why do you think they were sad?

Possible response: Didn’t like the gift

Exactly, both of them were not very happy with their gifts. Raghu had zero interest in playing with cars. He would often play with his mother’s lipsticks or bindis. He would often say that he wanted to design fashionable clothes. Raghu was definitely very very creative at such a young age. Riya on the other hand loves remote-controlled cars. She can’t wait to grow old and buy a car for herself. Riya wants to grow old and become an engineer like her 24 year old cousin- Suyash bhaiya.

- Give me a thumbs up if you feel that boys can be interested in fashion.
- Give me a thumbs up if you feel girls can be more interested in cars than dolls.
- Encourage learners to share if they or they know of someone who shares their interest with Raghu and Riya.
- Has this ever happened to you? Have you ever been gifted things that you didn’t like?

Encourage learners to share their stories.

Their mother knew that something was wrong. She went to them and asked them, “Why do you look so sad?”. Raghu and Riya share their feelings with their mother. Their mother came up with a brilliant idea. Can you guess what it was?

Encourage learners to share ideas. Possible response: Share toys/ exchange them.

Exactly! Their mother advised them to share the two games that they have got. Mother also suggested, “Both of you can learn new things if you share these toys. Raghu can enjoy making the Barbie look more fashionable and can teach it to Riya. Riya can ask for Raghu’s help in building machines/ cars in the game of ‘Mechanix’. Both of them became very happy. They continued to play together, sing together and dance together.

- Do you think that the uncle gave ‘Mechanix’ to Raghu and ‘Barbie-set’ to Riya for a reason? What could be that?

Possible response: Girls love dolls. Boys love cars.

We saw how people in the society assumed what a girl or a boy may like and got gifts accordingly.

Do you think the uncle should have done something differently?

Encourage learners to share ideas. Possible responses: They should have asked what Raghu and Riya like. They should have let Raghu and Riya choose for themselves.
It’s Mr. Consciousness time!

Imagine that somebody wants to get you gifts. They want to know you better and more than your ‘sex’. Let’s take some time individually and fill this. You may share what you like, what you don’t like and something that you feel a lot. It will help others to get you the best gifts. Once done, please share it with your partners.

**Let’s close out by singing a song together - ‘What we like’**

Girls don’t have to wear pink  
Boys don’t have to wear blue  
There’s so many colours we can use  
So let’s wear what we like!

She can play her ball and jump real high!  
He can help Mumma make some rice  
There’s so many things we can do  
So let’s do what we like!

He can play with a kitchen-set  
She can play cricket  
There’s so many games that we can play  
So let’s play what we like!

We can be nurses, we can also be doctors  
We all can be artists, we can also be dancers  
There’s so many things that we can become  
So let’s become what we like!

We can all be brave  
We can all cry  
We all can be friends if we try!
Talk to your sibling/ cousin/ friend from a different sex.
What are some things both of us like? Do it together.

Think of one thing that you can learn from this person. Do it together.
Make a note in your diary.
OBJECTIVE
I can list and describe social groups in my community based on religion

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

CONSTITUTIONAL VALUES
Liberty, Equality and Fraternity

MATERIALS
Picture cards

SUMMARY OF PRE-WORK
Bring in something from your religion to the class tomorrow. It may be a religious symbol, an idol of the god/ goddess/ a practice that you follow or a prayer.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Let's first close our eyes. Breathe in and breathe out. Please repeat this 5 times. Now imagine someone that you have seen praying in your home. What are they doing? Try to remember as many details as you can. Pause for a few seconds for learners to imagine the scene. Now think of any one place of worship that you have seen in your community. What does it look like? What are some things that you like about it? Pause for a few seconds for learners to imagine the scene. Now open your eyes, and let's share what we saw with our class for the next couple of minutes. Possible responses: Reading prayer, covering heads, folded hands in a certain manner, necklace with beads used for chanting, quiet place, bowing head. Please present the pictures as learners share. For each of the things they share, follow up and ask if it happens in any other religion.

All of you have got something from your homes today. Let us turn to our partners and share one thing from your religion that you have got from home. Share what it is and what you use this for.

Encourage a few learners to share in the large group after the partner-sharing.

Learners, you know that all of us are similar as well as different. It is these things that help us create different groups in society. These groups can be on the basis of our sex/ gender, can be because of the work we/ our parents do, the languages we speak and religions we follow.

Today, we are going to discuss one such social group.

Point to the objective- I can list and describe social groups in my community based on religion
We must have seen that different people have some similarities in the ways they pray.

Can we quickly shout out the names of different religions that are followed in our community?

Possible responses: Hinduism, Islam, Christianity, Sikhism, Jainism, Buddhism etc

As you can see, we have many religions in our community. And maybe more that we may not know of!

Religion is a particular system of sets of beliefs and practices generally agreed upon by some people. What's beautiful is that people from so many different religions can peacefully live together in the same community.

Give me a woohoo if you think different religions can live together peacefully.

Would any of you like to share some ways in which they can?

Let me share a story of two friends Khadija and Shreya. Both of them are neighbours and share immense love for each other. They often played together and completed their home-works with each-other's help. Everytime around Eid, Shreya asks her mother to buy her new clothes to visit Khadija's house. Khadija's ammi made delicious sewaiyas and pakoras which Shreya ate with great joy. Shreya also gets Eidi from Khadaija's abbu and uses that to buy gifts for herself. During Holi, Khadija and her younger brother visit Shreya's house and play with colors. They all ate ghujias. Shreya's mother also packs a few ghujiaas for Khadija's parents and grand-parents.

Do you think Khadija and Shreya are living together peacefully despite the difference in their religion? How?

Possible response: celebrate festivals together, play with each-other, enjoy each-others’ food.

In India, every citizen has a right to choose and practise any religion - we call that Secularism. It's a big, but important word.

Please repeat the word thrice with your learners, Ask them to write it in their diaries.
Which constitutional value do you think this helps us foster? Possible response: Liberty, Equality and Fraternity.

Let’s play a quick quiz, where you have to identify which religion this place of worship belongs to!

We’ll do this in 4 teams! Each team will get 10 points for the right answer! Please take help from Ms. Collaboration and Ms. Critical Thinking to do this.

<table>
<thead>
<tr>
<th>Temple (Hindu)</th>
<th>Mosque (Islam)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gurudwara (Sikh)</td>
<td>Church (Christianity)</td>
</tr>
<tr>
<td>Cross, religious symbol, (Christianity)</td>
<td>Lord Krishna, god (Hindu)</td>
</tr>
</tbody>
</table>

Divide the class into 4 groups and show them the following pictures one by one. As they guess, share some information about the picture as well.
Go with your friends to two different religious places of worship and get to know two new things about that religion. Put them down in your diaries.

After Class Challenge (30 minutes)

Reflect (10 minutes)

It's Mr. Consciousness time!
Think and share:
- One thing you learned about any other religion today.
- One thing you are curious to know more about.
- Is it important for us to respect different religions? Why?
**OBJECTIVE**
I can list and describe social groups in my community based on Caste

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

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

**MATERIALS**
Chits with the names of colors- Blue, Red, Green and Black.

**SUMMARY OF PRE-WORK**
Conduct a demographic survey of as many families as you can from your community with the help of your elder sibling or parents. Please bring the survey to your next class.

These survey responses will be the ground for the next day to explore the caste system and religion more.

Name: Age:
Gender: Address:

Q.1 What religion do you practice?
1. Hinduism
2. Jainism
3. Christianity
4. Buddhism
5. Sikhism
6. Islam
7. Other

Q.2 What caste do you belong to?
Q.3 Can you share one thing that is special about your caste/religion?
Q.4 Can you share one thing that is difficult/challenge about your caste/religion?
Q.5 Which book talks about your religion? What are two crucial lessons that you have learned from the book?
1. Bhagavad Gita
2. Holy Quran
3. The Bible
4. Gurugranth Sahib ji

**RESOURCES FOR THE TEACHER:**
Synchronous Presentation

Asynchronous Pre-work Document
In the previous class we learned about various religions in our community. Can we quickly revise the major religions we discussed?

Possible response: Hinduism, Islam, Buddhism, Christianity, Jainism, Sikhism

Like religion, sex and gender, there is also a different social group based on Caste.

Point to the objective: I can list and describe social groups in my community based on Caste.

In your pre-work, you were asked to do a survey. Can everyone quickly show me on their fingers how many people/families you spoke to?

Please ask a few learners to share one thing they learned from the people they surveyed.

We will take the next 5 minutes to share our experience with our partners. Each person will take 2.5 minutes to share. I will clap three times at the end of 2.5 minutes to indicate that the next person has to start sharing. We will think of these two questions as we share:

1. Were people comfortable asking the questions? If not, why do you think so?
2. What did you learn about people while they were sharing?

As learners share, please observe their conversations.

Okay, our time is up! I am going to invite some of us to share what they discussed with their partner, with the whole class.

If students are not eager to share, please invite a group which you may have listened into and had interesting insights. Encourage and invite random students to share, not just the ones who put their hands up.
Let us now do an experiment.

For an in-person classroom: Here are some chits. Everyone would come one by one and pick up a chit. We won’t open these unless I ask you people to.

Please make equal numbers of chits for each of these colors- Blue, Red, Green, Black.

For a virtual classroom: Assign colors equally to all the learners.

Each of you has been assigned a color. All of you will have to abide by the roles of these colors.

Rules of color- Black
- You will always eat first, before everyone else.
- You will always get unlimited chances to speak/share thoughts and will always get the first preference.
- You can take unlimited breaks during the class.
- Everyone else will refer to them as Sir/ Ma’am.

Rules of color- Red
- You will eat after all the ‘Blacks’ have eaten.
- You can speak/share thoughts once in every class.
- You can only take two breaks throughout the day.

Rules of color- Green
- You will eat after all the ‘Blacks’ have eaten.
- You can speak/share thoughts once a day.
- You can only take one break in a day.

Rules of color- Blue
- You will eat after everyone has eaten.
- You are not allowed to speak / share anything in the class.
- You will not get any break.
- You will refer to everyone else as sir/ ma’am

For an in-person classroom you may add things like a seating arrangement, number of washroom breaks, rules for games period. After showing the rules, invite learners to open their chits and observe their reactions. In a virtual classroom, you may direct message learners, their colors and observe their reactions.

I can see multiple emotions in the classroom right now. We will stay with them. Cut a circle and color it with what’s assigned to you. Pin it on your shirts. This will help me identify who you are. Let us take two minutes to do this.

Let us begin our class!

Today I want all of you to share your favourite song with the entire class and we will sing that together.
Would any of you like to share?

As learners raise their rands, invite a ‘Black’ to share.

Great, let us all sing together now. Oh but blues can’t sing since they are not allowed to speak anything.

Start singing the song. Pause in the middle after two-three words. Say-

Oh! Reds and Greens will also have top singing. Greens, remember you can’t speak now and through the day. Reds, you all have to be quiet for the class now and can only speak in the next lesson. Blacks, you can continue to sing.

Great!

Let us all end the experiment here. Let us forget about our colors and we may speak now. I would love for each one of you to individually think about:

- How did you feel through the class?
- Do you like the color assigned to you? Why/ Why not?
- Do you want to change the color? If yes, which color do you wish to be?

You may take help from Mr. Consciousness.

Encourage one learner of each color to share their feelings. Follow up question to blacks can be- How would you feel if your roles and blue’s roles were reversed?

Give me a thumbs up if you agree:

- I didn’t treat you all equally.
- I didn’t give you freedom.
- I treated blacks unfairly.
- Our colors should define what we can do.

Thank you learners for engaging in the activity so beautifully.

Learners, let us remember, colours are colors and all of them are beautiful.

Let us open our diaries and draw any four things, one of each color- black, red, green and blue that you love.

Let us now come back. First of all, I really apologise for giving you rights as per your colours. Everyone in this class has their rights.

What we experienced today with colors was a small representation of the Caste system in our country where people were divided on the basis of work they did.

The communities are mainly divided into 4 major castes on the basis of their work: Brahmins (priestly activities), Kshatriyas (rulers, warriors), Vaishyas (artisans, farmers), Shudras (labourers).

It’s the caste that defines the job they will do and therefore, the privileges they will get.

Like colors, give me a thumbs up if you feel our castes should define what we can do.

Possible response: Thumbs down.

Encourage a few learners to share the rationale.
It’s Mr. Consciousness time!
Let’s hear a small story.

Shruti lives with her mother, father and two grand-parents. Both her parents go for work and when they are not around, she is taken care of by Fiza didi. Fiza didi has been their house help for four years. Shruti often plays with Fiza didi’s son. Fiza didi also makes sure that the house is clean, food is cooked and that Shruti eats and sleeps on time. One day, Shruti saw that her grandmother and Fiza didi were talking. Fiza didi was sitting on the floor, sipping tea from an old cup that nobody else in the house was allowed to use. She remembered how her mother once told her that drinking from this cup is bad. Shruti felt sad.

Why do you think Fiza didi was sitting on the floor?
Why was she drinking tea from the cup that no one was allowed to use?
Do you think she was being treated equally?

Possible responses: Because she is not allowed to sit on the sofa. She should sit on the floor to show respect to her grandmother. Because she cleans the house, she is not given a lot of respect. She is not treated equally. This is wrong.
Encourage a few learners to share their thoughts. Appreciate learners on using Ms. Critical Thinking.

Around you, have you ever seen some people get more respect due to their work/job than the others?

Encourage a few learners’ to share their responses.

You will learn in higher grades, how the caste system has changed and affected our lives, creating power differences; inequities and discrimination in society over the years. This leads to inequality and unfairness which may lead to violence and people not living in harmony with each other.

After Class Challenge

Imagine all of you are Blues. What do you wish to share with the blacks? Write it in the form of a letter.
**OBJECTIVE**
I know that all my group identities and the intersection of those identities create unique aspects of who I am.

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

**CONSTITUTIONAL VALUES**
Fraternity

**MATERIALS**
Gandhiji’s word-web:
I’m so Special Song

**SUMMARY OF PRE-WORK**
Learners, fill this sheet and please bring this to the class.

<table>
<thead>
<tr>
<th>Sex (male or female):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td></td>
</tr>
<tr>
<td>Favourite hobby:</td>
<td></td>
</tr>
<tr>
<td>Favourite TV programme:</td>
<td></td>
</tr>
<tr>
<td>Favourite food:</td>
<td></td>
</tr>
<tr>
<td>Hair colour:</td>
<td></td>
</tr>
<tr>
<td>Nationality:</td>
<td></td>
</tr>
<tr>
<td>First and last letter of your name:</td>
<td></td>
</tr>
</tbody>
</table>
Can all of you share your ‘Guess who’ sheets with me?

Virtually, ask learners to whatsapp you the picture of their work.

Please collect everyone’s papers. Choose one profile.

I have chosen one profile randomly. I am going to read out what this person has written. Your task is to guess the name of your classmate using these clues. You may also ask more questions about the person if you need more clues.

Share the responses by this person. Invite learners to guess the name.

All the clues that were given are characteristics, which all of you have used to identify the person. Therefore, these characteristics determine one person’s identity.

There is no one thing that makes up our identity. There are multiple things that shape us and therefore, we may have multiple unique identities.

Today we will explore these identities in detail.

Point to the objective: I know that all my group identities and the intersection of those identities create unique aspects of who I am

Learn (20 minutes)

Learners, to understand the word identity, let’s play the Identity Word Web.

Can you guess who this is?

Take a few responses from the learners. If they don’t know who this is, you can help them with the answer.
Let me share a small story about Gandhiji with all of you:

Once a woman was upset that her son was eating too much sugar. No matter how much she told him, he continued to eat sweets. Totally frustrated, she decided to take her son to see his great role-model Mahatma Gandhi. She approached the great leader respectfully and said, “Sir, my son eats too much sugar. It is not good for his health. Would you please advise him to stop eating it?”

Gandhi listened to the woman carefully, turned and spoke to her son, “Go home and come back in two weeks.”

The woman looked perplexed and wondered why he had not asked the boy to stop eating sugar. She took the boy back home. Two weeks later she returned. Gandhiji looked directly at the boy and said, “Boy, you should stop eating sugar. It is not good for your health.”

The boy nodded and promised he would not continue this habit any longer. The boy’s mother turned to Gandhiji and asked, “Why didn’t you tell him that two weeks ago when I brought him here to see you?”

Gandhi smiled and said, “Mother, two weeks ago I was eating sugar myself.”

What are you learning about Gandhiji from this story?

Possible response: He believed in changing himself first. He believed in leading by doing.

Let’s now create an identity word-web. We will write down all the things we know about this person in the form of a word web.

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

Write “Mahatma Gandhi” at the center of the board and create a web around it by starting to write things that learners start saying such as he’s a lawyer, political activist, freedom fighter, he’s born in Gujarat, Porbandar, he was emotional etc. Add all the adjectives that children tell and connect them as shown below. Refer to the identity map below.

As you can see, Gandhiji has lots of different qualities. But let’s try and answer:

What makes him unique? What makes him Mahatma Gandhi?

Let’s try to start putting some of his qualities together. For example, he was a peaceful leader. This has two parts...
to it - his profession and his personal quality. Can someone tell me which is which?

Possible response: Gandhiji was a leader, that was his profession.
Gandhiji believed in peace and non-violence, that was his personal quality/ability.

Exactly. And when we combine these two things - our identity and our personal qualities, that is what makes us unique!

Now can someone share what is the difference between self identity and group identity?
Let's take an example, ask someone: What is your identity?
Possible response: any characteristics

What is your group identity? Do you feel you are a part of any gender/religious/social group?
Possible response: Male, Hindu

Can we think of all of our group identity as a part of this class? Who are all of you?
Possible response: Students.

There may be things that are specific to us. For example: the shape of my face, the color of my hair, my voice, my opinions, my dreams etc. All of these things are our self-identity.

But there may be some identities that we share with a group of people. They are known as group-identities.

Let's look at Gandhi's web again and identify his self identity and group identity?
All of these identities together make him a special person.

Let us summarise:
• All of us have different characteristics.
• All of these characteristics together define our identity. This is what makes us special.
• Every person has self-identity and group (or collective) identity.
• Self identity are the qualities, beliefs, personality, looks, and/or expressions that make a person.
• Group identity refers to a person's sense of belonging to a particular group.
It's Mr. Consciousness time!

Think and share:

- Go back to your pre-work sheets and identify your ‘self’ and ‘group’ identities?
- What are the similarities between your identity and Gandhiji’s?
- What are the differences between your personality and Gandhiji’s?

Everyone has multiple identities. Peoples’ identities are similar in some ways and different in others. But that may not stop ourselves from treating each other with respect. This is really important for us to uphold the constitutional value of equality, justice and fraternity.

Let’s close with our I’m so Special Song!

I am special.
I am special.
If you look, you will see.
Someone very special,
Someone very special,
Because it’s me.
Because it’s me.

We are part of so many groups in our lives - but we still have our very own identity.

After Class Challenge

Create a list of similarities and differences between the identity of you and your siblings.
**OBJECTIVE**

I know that all my group identities and the intersection of those identities create unique aspects of who I am.

**Cs IN FOCUS**

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

**CONSTITUTIONAL VALUES**

Equality, justice and Fraternity

**MATERIALS**

A filled identity flower for modelling.

**SUMMARY OF PRE-WORK**

Let’s imagine a scenario where everybody in the class is allowed to have nice school bags and stationery except for one friend of yours. Your friend still has to use an old school bag and stationery.

How do you think your friend will feel?

- Even though your friend is of your age, studies the same subjects as you, maybe he / she lives in the same community as some of his/her classmates; Will your friend feel alienated/ lonely ?

Write a brief note about it.

**RESOURCES FOR THE TEACHER:**

Synchronous Presentation

Asynchronous Pre-work Document
Today we will continue to explore our identities and what about it makes it so unique.

**Point to the objective:** I know that all my group identities and the intersection of those identities create unique aspects of who I am

Can three brave volunteers please share their responses to the pre-work?

*Invite 3-4 learners to respond.*

**Ask everyone,**

What was common in everyone’s notes?
What does it talk about?

**Possible response:** Feeling unfit, not feeling belonged

Which constitutional value gets sacrificed when such a thing happens?

**Correct response:** Equality, Fraternity

This sense of belonging to the same group defines our group identity and it can come from different things such as nationality, religion, race, culture, gender, social or the same sports team, locality, social or economic class, etc.

Now, let’s play a quick game and observe each other’s responses:

Once I finish my question, raise your hand if your answer is yes. If it’s no, don’t raise a hand.

As you do this, also observe the class to see how many learners feel the same way and share that group identity.

- Are you an Indian?
- Are you in the school’s cricket team?
- Are you Hindu/Muslim/Christian/etc?
- Do you identify as a male?
- Are you a student?
- Do you like to play?
- Are you a musician?
- Do you like to dance?
- Do you like ice cream?
- Are you studying the India and I curriculum?

At the end of each question, some of you raised your hands, which means you identified with that particular group.

So, for example, all of us belong to the country of India. Some of you follow Hinduism. Some of us who follow hinduism might identify themselves as males. And so on.
Now, let’s do a “Flower Activity” to understand it better.

Please draw a flower on the board. Mark the petals with the identities given below and explain each to the learners.

- Each petal of the flower represents a different part of our identities.

1. **Family** - different family structures, joint, nuclear, single parent, etc.

2. **Race/Culture** - This one way to group people, usually based on skin color, hair texture, and places, countries, or lands that your family (grandparents and great-grandparents and before!) came from. Culture is a way of living that is passed down in your family—including the food you eat, the beliefs you have, holidays you celebrate, languages you speak, and more!

3. **Ability** - This part of identity has to do with the different ways that people move or learn or communicate. Think about the tools that you need. Some people need glasses to see, a walker or wheelchair to get around, a computer or sign language to communicate and learn.

4. **Religion** - It’s important to remember that some people have a religion and some don’t practice any religion. But it is an important part of identity.

5. **Neighborhood** - This can show your home or restaurants or important places that are close to your home. This is an opportunity for learners to talk about how they come to school everyday.

6. **School** - This can be a symbol of your school or represent your favorite subject or favourite activity in the school.

Please fill the Identity Flower on the board with your example to show learners how they need to do this exercise.

- You can add more petals to the flower if you think there are more things you need to add to define your self and group identity.
- You can use adjectives, identity terms, and drawings in each petal. Be creative and fill it with colours.

You have 10 minutes to finish this exercise. Please take help from Mr. Creativity and Ms. Critical Thinking to do this exercise.
Please ask 4-5 learners to come and share their identity flower with the class. Encourage the quieter ones who may not offer to share.

Now let’s answer these questions

• Who should get to fill out your identity flower, you, or someone else?

• Could I go around and write whatever words or names on your identity flower that I want?

Follow up with,
That’s right, you know your identity, who you are, what names and words you want to be called. When you call someone a name or tease them, it’s like filling out their identity flower for them.

• Do you think our class would be better if all of our flowers or all of our identities were the same? Why or why not? When finished, tell learners, If all of our identity flowers were the same, it’d be like using only one color across. We’re lucky to have so many different identities in our class!

Turn to the person next to you and give them a compliment about their flower.

Reflect (12 minutes)

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

• What are you learning about identity?

• What are you learning about other people’s identities?

• What are you learning about diversity?

• Which constitutional values need to be fostered for diversity to be respected?

Please close out the reflection questions by bringing back the example from the pre-work.
After Class Challenge (20 minutes)

Get your parents/ siblings/ neighbours to fill their identity flower for themselves. Compare your flower to theirs.
OBJECTIVE

I know that all my group identities and the intersection of those identities create unique aspects of who I am

C IN FOCUS

Mr. Consciousness
Ms. Critical Thinking

CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity

MATERIALS

NA

SUMMARY OF PRE-WORK

Draw a blank diamond on your note-book:

- Write at least 12 most important characteristics that represent who you are, your identity.
- Rank them by placing the most important characteristic on top and move downwards. For example: Put the most important characteristic at the top point of the diamond with your favourite colour and the least important at the bottom with other colours.

Feel free to refer to your previous exercises on self-identity and group identity and fill the diamond.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Asynchronous Pre-work Document
Till now we have spoken about self and group identities. We have also seen how having a group identity creates a sense of belongingness.

In your pre-work, you must have ranked your characteristics on the basis of your priorities.

Please turn to your partners, share your identity diamonds and discuss:

- What did you choose as the most and least important characteristic in your diamonds?
- Why did you choose those?

Invite a few learners to share in the large group.

All characteristics of our self and group identities make us who we are. Based on our age and experience, we give importance to different characteristics at each stage of our lives but that doesn’t mean we ignore the least important ones.

Because, the multiple layers of our qualities, beliefs, personality, looks, expressions, and sense of belonging make us complete.

Point to the objective: I know that all my group identities and the intersection of those identities create unique aspects of who I am.
**Learn (12 minutes)**

*Let's do another fun activity:*

*Make a profile for a person called Samreen on the board.*

Let's look at somebody named Samreen's profile:

<table>
<thead>
<tr>
<th>Name</th>
<th>Samreen Khan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex (male or female)</td>
<td>Female</td>
</tr>
<tr>
<td>Age</td>
<td>10</td>
</tr>
<tr>
<td>School</td>
<td>Model High School</td>
</tr>
<tr>
<td>City</td>
<td>Delhi</td>
</tr>
<tr>
<td>Family</td>
<td>Joint (2 siblings)</td>
</tr>
<tr>
<td>Favourite hobby</td>
<td>Playing football</td>
</tr>
<tr>
<td>Favourite TV programme</td>
<td>Bheem</td>
</tr>
<tr>
<td>Favourite food</td>
<td>Pizza</td>
</tr>
<tr>
<td>Hair colour</td>
<td>Brown</td>
</tr>
<tr>
<td>Nationality</td>
<td>Indian</td>
</tr>
<tr>
<td>Religion</td>
<td>Muslim</td>
</tr>
<tr>
<td>Festival</td>
<td>Eid</td>
</tr>
</tbody>
</table>

Let us all take a minute to look at this profile.

Turn to your partner and identify which traits and characteristics define Samreen’s self-identity and group identity.

<table>
<thead>
<tr>
<th>Self</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Gender</td>
</tr>
<tr>
<td>Favourite hobby</td>
<td>School</td>
</tr>
<tr>
<td>Favourite TV programme</td>
<td>Religion</td>
</tr>
<tr>
<td>Favourite food</td>
<td>Festivals</td>
</tr>
<tr>
<td>Hair colour</td>
<td>City/State</td>
</tr>
<tr>
<td>Nationality</td>
<td></td>
</tr>
</tbody>
</table>

Now, let's just focus on Samreen's group identities.

If you had to introduce Samreen to someone, which statement would you use, and why? Let's take help from Ms. Critical Thinking to respond.

1. Student A lives in India
2. Student A studies in Model High School in Delhi, India.
3. Student A has 2 siblings, likes eating pizza, has brown hair, and studies in Model High School in Delhi, India.

*Invite learners to share their responses with the rationale. Also ask them if the other statements are a wrong way to describe Samreen.*

Possible response: No, all are accurate but statement 3 is more specific to Samreen and gives a better idea about her.

We are more than just one thing, therefore to understand someone completely, we might need to know and understand different aspects of their identity.

Samreen lives in India - tells very little about her identity.

Samreen lives in Delhi, India - tells little more information about her identity.

Samreen studies in a school called Model High School in Delhi, India - tells much more about her identity.

It is the intersection of all of these identities that help us understand who Samreen is and what makes him unique.

Can there be other things beside the list that can tell us more about Samreen?

*Invite learners to share responses. This is only to generate curiosity and the understanding that there may be multiple things that can shape each individual.*
We might have realised that we can have many identities but there may be some identities we feel more close to. There are some that we are yet to find out. As an individual, we have freedom to shape our own identity. We may always take pride in that.

Let’s proudly close out with this poem together.

COLORS by Shel Silverstein

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

After Class Challenge

Please identify at least 5 people in the neighborhood or community that have the same group identities as yourself and 5 that have different group identities.

Would sharing the same or different group identities with them affect your relationship with them? How?
Make a note in your diary.
How do power and privilege affect social identities?

LEARNING STANDARD

Students will analyze the influence of power and privilege.
OBJECTIVE
I can analyze the role that power plays in inequality and can identify examples and non-examples from my community.

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

CONSTITUTIONAL VALUES
Equality and Justice

MATERIALS
NA

SUMMARY OF PRE-WORK
Please fill in responses to these questions:
1. Where do you live?
   a. House
   b. Apartment
   c. Room
2. Have you seen or know children are homeless and they sleep on the street/road?
   (Yes / No)
3. Have you seen or know of children who have bigger houses than yours?
   (Yes / No)
4. Did you observe any inequality in the three sets of children?
   (Yes / No)
5. Which factor created inequality in this situation? (Tick the appropriate option)
   a. Some parents might be rich
   b. Some parents maybe middle-class and making ends meet
   c. Some parents may be poor, and struggling.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
I have decided that nobody will say anything in this class from today. There will be silence! This means that no one is allowed to ask any questions. I will come, share the lesson and all of you will just listen to me and take down notes. Is that clear?

You are role-modelling - so please say this firmly.

You only have next two minutes to ask any questions if you have regarding this decision and then we will begin the class.

Wait for learners to come up and ask anything.

Okay learners, first I want to apologise to all of you for talking like that. None of that is true. This is our class. We all are equal partners and therefore, I can’t take any decision alone.

But if I had actually spoken to you like that, how would you have felt? Why?

Possible Response: Bad, disappointed, helpless because we couldn’t question you. You are older than us and can make decisions.

Which means we would have assumed that I have more power and therefore can take whatever decision I wish to.

How would that affect this classroom? Would that decision be fair to you all?

Possible Response: No multiple voices, unequal, unfair

Over the past many classes, we have explored our own identity and how we may belong to different groups.

Today, we are going to learn about the concepts of justice and equality. We will see the role that power plays in creating inequality in our communities.

Point to the objective: I can analyze the role that power plays in inequality and can identify examples and non-examples from my community.

Let’s go back to our pre-work question. Would any of you like to share:

- How is inequality playing out in three sets of children:
  - Children who are homeless
  - Children who live in small houses
  - Children who live in big houses
Why does this happen?
Which family do you think has the most power?

Possible Response: Different people have access to different things because of the money they have. Money makes them powerful and affects their identity.

The big question we will therefore try to answer through the upcoming lessons is-

How do power and privilege affect social identities?

Before moving forward, let’s gain clarity on the definitions of equality and inequality. I will share with you what equality means.

Equality is having equal opportunities and rights. It is being treated fairly.

Read this out together with the class. Invite learners to share how this may look like in the classroom.

Now that you have seen the definition of equality, would any of you like to guess the definition of Inequality?

Invite learners to share and how this may look like in the classroom.

Inequality is when people aren’t given equal opportunities and rights. They are treated unfairly and experience discrimination.

For example: If we have a cake and everybody gets the same amount of piece, that’s equality. But if I give bigger sizes to some, smaller to others and none to a few, that is inequality.

Let me share a scenario with you.

Four parents come to the school for admission of the children to grab one seat so that their child can study in the school for free.

The four parents have the following profession:
1. Politician
2. Business man
3. Cab-driver
4. Sweeper

The seat was finally given to the child whose parents were the most powerful. Who do you think got the admission?

Let’s use Ms. Critical Thinking to respond.

Possible Response: Politician

Invite 5-6 learners to share their responses with a reason.
What do you think made them powerful?

**Possible Response: More money, respectful position in society**

That's right. One may be powerful in terms of:

- Having more wealth/money/income than others (rich)
- The position they hold in society - politicians or working in government jobs
- From a higher-caste than others etc.

Let us now turn to our partners and discuss the following questions for next 5 minutes:

- Who do you think suffered the most in the situation?
- Was the power put to good/ bad use?

**After five minutes, invite learners from various pairs to share their responses.**

**Possible Response: Son of a sweeper as he might not have a lot of money to afford education elsewhere. Power was not put to good use. We can use our power to help the needy.**

Give me a thumbs up if you feel that the admission committee was not equal or fair.

The scenario shows the role of power in creating more inequality in our society.

In our society, access to anything is determined by the power one has. This power may come from money, the kind of job one does, how old this person is. This power leads to the privilege of doing/not doing, having/not having certain things. This causes equality and inequality in the society.

Great, now let's see some more scenarios and determine:

- Who is more powerful in this situation?
- Is the power being put to good use or not? Hint: When power is good, it will not hamper our constitutional values. Bad power will lead to inequality or injustice.

**Scenario 1:** Two students fight in a class. A teacher steps in and stops them. She asks them to take five minutes each separately in silence and then come together to share with the teacher the reason for their fight.

**Possible Response: Teacher is older to the children and is more powerful. Teacher is helping students out and saving them from getting hurt. Good use of power, it upholds equality, fraternity and justice.**

**Scenario 2:** School has organised a trip to the Himalayas. Each child has to give Rs 5000 if they have to go on a trip. Vidya's mother knits and sells sweaters which help her earn around Rs 8000 a month. She has three children to take care of.

Jeet's father works in a software development company. His monthly salary is Rs 40,000. Who do you think can easily go on a trip?

**Possible Response: Jeet is more powerful because his father has more money. This will lead to inequality and injustice in the class.**
Every one of us has power - one may have it less than some or more than the others. We may take a lot of help from Mr. Consciousness and Mr. Compassion while using that power. We may always ask ourselves if using this power will lead to strengthening our four constitutional values.

Reflect (10 minutes)

It’s Mr. Consciousness time!

Think and share:

- Do you think you’re powerful? When have you used it for good?
- When have you used it for bad? Have you hurt someone?
- Is it fair for us to treat people unequally on the basis of power / influence they have?

After Class Challenge (20 minutes)

What do you think Spider-Man means, when he says this?

Possible Response: Being responsible means taking care of oneself and others. When we have power, we may be able to take care of ourselves and others better. So we may always use our power to do good actions, help others and support the one in need.
Every learner has 7 points at the start of the activity. Read through the following statements. Ask learners to subtract one mark each time if the statement is true for them. Calculate your final score, and bring this sheet to the class.

Statements:
- Your parents did not go to college.
- You have faced hatred / or heard people say bad things about your religion or caste.
- Your family has struggled with money.
- Your parents or grandparents moved to the city from a village.
- You do not have your own room in the house.
- You have been discriminated against because of your gender/ heard people say you can/ can’t do something because of your gender.
- You speak a language other than English at home.

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

**MATERIALS**
- Placard of Mr. Curiosity.
- Pictures of the leaders.
- Print-outs of two scenarios.
  (Resources required are attached at the end of the lesson plan.)

**SUMMARY OF PRE-WORK**
Every learner has 7 points at the start of the activity. Read through the following statements. Ask learners to subtract one mark each time if the statement is true for them. Calculate your final score, and bring this sheet to the class.

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

Lesson Plan 40
Who wants to share their response to yesterday’s after class challenge. ‘With great power comes great responsibility.’

 Invite a few learners to share their responses. You may also ask them to give examples or how this may look like in the classroom. You may choose to give examples of class monitors, leaders of the country, eldest member of the family etc, in case learners struggle to come up with them.

 Today we will continue our discussion on power.

Lesson Plan 40

Point to the objective: I can analyze the role that power plays in inequality and can identify examples and non-examples from my community.

But let us start by listening to an inspiring story about what it means to put our power to good use or use our power in a responsible manner!

This is the story of a girl named Shobha. Shobha loved coming to school everyday and learning with her friends. She was lucky to get good teachers and hence she became really good at speaking English. While she was happy about her progress, she saw that many young kids in her school were not learning English properly. When she asked the teachers, they said that they needed more people to teach them. So Shobha decided to use her knowledge to take after school lessons for the younger students and teach them English.

Let’s think about Shobha’s story:
- What was Shobha's power here?
- Did she use it for good? Did she use the power in a responsible manner? How?

Possible Response: Power of knowing english well. She used it to teach others.
Let us look at some examples of very important leaders.

Let's call upon Mr. Curiosity as he will take us through the stories of these people.

Please make a placard of Mr. Curiosity and say ‘Hi’ in an animated voice.

Hi everyone, it is so nice to meet all of you. You may know me already.

Do you know what I do the most?

Possible Response: Ask questions.

Exactly! So today I have come up with a lot of questions for all of you. I also have a few stories to share. Are you all excited to begin?

Have you seen this person? Do you know him?

If learners can’t recognise, share with them.

He is Dr. Bhimrao Ambedkar, the father of our Indian constitution.

He believed strongly in our four constitutional values. Oh I forgot what they were, can you help me remind them?

Encourage learners to share.

Oh! Do you know that Dr. Bhimrao Ambedkar worked really hard and fought for equal rights of Dalits (lower-caste people) and women?

Let me call upon my friend Ms. Critical Thinking. You can take her help to answer my question now-

Do you think that this man used his power responsibly? How

Encourage a few learners to respond.

Possible Response: He used his education and influence to create equality and justice in the society. He helped and supported lower-caste people and women.
Let us have a look at another picture. Do you know who she is?

**Possible Response: Malala Yousafzai**

**Malala Yousafzai** is a Pakistani leader who has been fighting for the rights of female education around the world since a very young age of 16. Do you know that when she was just 15, she was shot in the head because she rebelled against people who didn’t want women to go to school?

Let’s look at the last example.

**She is Medha Patkar.** She is a famous social activist who worked on crucial issues like political/economic issues of farmers, laborers, tribals, Dalits, and women facing injustice.

Give me a thumbs up if you think all of them have used power very responsibly.

**Encourage learners to share how**

Thank you learners for listening to me and answering so many questions that I had. I had a lot of fun asking questions to you. Ta-da.

**You may return to your teacher’s voice.**

Wow, Mr. Curiosity has definitely given us a lot to think about and shared such amazing facts.

All of you must have engaged with your pre-work yesterday. Can you show your scores to me on your fingers?

Let us discuss a few things before we move forward. Please take help from Ms. Courage to share and Mr. Compassion to listen to others with love.

- Which statements made you feel less powerful than others?
- Which statement made you feel more powerful than others?

**Pause after each statement and invite learners to share. Acknowledge the use of courage by the learners.**

If your points are closer to 7, society may perceive you as the most powerful in this group. And as your points reduce, you may be considered as less powerful. In other words, if you
It's Mr. Consciousness time!
Let's try to experience using the power for good.
Get into the groups of four.
Each group will be given one family scenario.
As members of this family,
Identify the power that you have.
Decide how you would use your power in this situation.
Please take help from Mr. Compassion and Ms. Collaboration to do this for the next 6 minutes.

**Family 1:** There are two teen siblings in your family - a girl and a boy. You are the parents of the family. How can you put your power in the house to good use?

*Possible Response:* Parents teach both the girl and the boy to cook food and clean the house. Both are given responsibilities to get things from outside and opinions of both are considered if a family decision has to be made.

**Family 2:** Your family is rich. You see a lot of children on the footpath around your neighbourhood. Your house help’s daughter has more privileges than you are also considered more powerful. But the real question is, how may we use whatever privilege and power we have responsibly and to do good to others?
doesn't go to school. How can you put your privilege to good use?

Possible Response: Your family helps your house-help to identify good schools and supports their child with the education. Your family teaches your children to always share food, toys, clothes with the one who doesn't have it.

Please distribute one of the two different family scenarios to all the groups. After the discussion time, invite learners from three different groups with two different scenarios to share their responses.

Thank you learners for sharing all of your ideas and trying to be responsible learners. We may have realised that everyone in our society has freedom to use their power the way they want to. If all of us may use our power to do good things, we will create equality, justice, liberty and fraternity in our society.

Always remember, the greatest power that human beings have is the power to love. And the most amazing thing is that love can be shared easily.

After Class Challenge

Share love in any form that you like (letter, sharing food, playing with someone, teaching someone) with three people from your community that you have never spoken to.

Note their reaction in your diary.

Also create a colorful poster of ‘With Great power comes great responsibility’ and stick it somewhere in your house. You may also share with others what this means.
Placard of Mr. Curiosity.
Pictures of the following leaders:
Print-outs of two scenarios:

**Family 1:**
There are two teen siblings in your family - a girl and a boy. You are the parents of the family. How can you put your power in the house to good use?

**Family 2:**
Your family is rich. How can you put your privilege to good use?
OBJECTIVE
I can identify when people are treated unfairly in my community, and I can give examples of prejudiced words, pictures, and rules.

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

CONSTITUTIONAL VALUES
Equality, Justice and Fraternity

MATERIALS
Print-outs of pictures given on last.

SUMMARY OF PRE-WORK
Share how you feel when you look at these pictures.

Picture1:

Picture2:

Picture3:

Picture4:

Picture5:

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

Lesson Plan 41
In your pre-work, you may have attempted to write your thoughts down for different images that you saw. Can people share what they thought of the first image?

*Continue the same for all the pictures. Collect 2-3 responses for each. For each image, enable learners to see discrimination by asking questions like- Do people look happy in this picture? What are they doing? Why are they doing/looking like this? Are they feeling powerful/powerless?*

In all these images, we have seen someone being more powerful/less powerful. We have already studied how power affects social identities. It attaches some idea to how people may look or do which may lead to unequal and unfair treatment.

When we attach an idea to people on the basis of their physical appearance and features, accent, eating habits, age, disability, gender etc, it is called ‘pre-judging’ or prejudice.

For example:

- Picture 1: Prejudice is based on caste (Dalits/Untouchables work as sweepers, clean toilets, etc.)
- Picture 2: Prejudice is based on physical appearance & gender. A white man gets opportunities instead of disabled, turbaned, hijab-wearing, black men/women.
- Picture 3: Prejudice is based on religion. Muslim girl wearing hijab is being stared at by people.
- Picture 4: Prejudice is based on color/race. People who have darker skin colour face a lot of pressure to become fair.
- Picture 5: Prejudice is based on gender. A Woman is given unequal and unfair treatment.

Over the past few classes, we have spent time understanding how power can lead to inequality when it is not used responsibly. We also learned that each one of us has power and we should be mindful about how we use our power. Today, we will see how we end up using our power and prejudices to enable inequality and discrimination, without even realizing it.

*Point to the objective: I can identify when people are treated unfairly in my community, and I can give examples of prejudiced words, pictures, and rules.*
Learn (20 minutes)

Let us understand this using a fun activity.

**Relatives:** Uncle Prasad (Teacher), Aunt Shweta (Housewife), Cousin Aryan (Army), Great Aunt Kamla (Senior Citizen)

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**DSLR Camera**

**Wrestling CD collection**

**Utensil set**

**Colour Pens**

**Alarm Clock**

**Movie/film tickets**

Lesson Plan 41
Jungle-safari ticket

Recipe book

Things: DSLR camera, color pens, film tickets, wrestling CD collection, tickets for a Jungle Safari trip, cooking utensils, alarm clock, Recipe book

Can you see the names of four people and eight things on the board?

Your family is meeting all of these relatives after a really long time. In order to show your love, your family wishes to gift them two things each from the list of things mentioned above.

In groups of four, think of the gifts you will choose for each other.

Let’s take help from Ms. Collaboration to do this for the next 5 minutes.

After a few minutes, ask learners:

What did you choose for different people?

How did you choose these gifts? What helped you make the decision?

Ask one person from each group to share for one person.

Possible responses:
Aunt Shweta - cooking utensils, recipe book
Cousin Aryan - wrestling CD collection, alarm clock
Great-Aunt Kamla: movie tickets, jungle safari trip
Uncle Prasad: the color pens, DSLR camera

Is there anyone who has chosen different gifts?

Now, let me give you more information about these people.

Facts:
1. Uncle Prasad loves cooking food.
2. Aunt Shweta likes wrestling and painting in her freetime.
3. Cousin Aryan is passionate about acting and wants to join films after his army duty.
4. Great Aunt Kamla loves travelling and visiting different countries of the world

Get back to your groups and see if you wish to change the gifts for any of your relatives.
After the discussion:

- What did you observe?
- Did you change your choices? Why?

Let's use Ms. Critical thinking to share your responses.

Possible responses:
Uncle Prasad: Recipe book, cooking utensils
Aunt Shweta: color pens, wrestling CD collection
Cousin Aryan: Film tickets, alarm clock
Great-Aunt Kamla: DSLR camera, tickets for a Jungle Safari trip

We may have observed how sometimes labels can influence our judgments about people. This creates prejudice. Therefore it's important to know people before making judgments about them.

Now, I am going to read out some statements. Raise hands if you feel I am using prejudices in my statements and identify the words/ phrases that signify it.

- When a person from the North East roams in Delhi, they may be looked down upon by the local people. You sometimes read news about people from the North East being harassed in Delhi or even in Bangalore.
- A person from south India is sometimes called Madrasi when he goes to the northern part of the country.
- A person from Bihar is sometimes considered as less intelligent and is subject to ridicule in most of the metropolitan cities of India.
- A person from rural areas is sometimes considered to be illiterate, unhygienic, and unsophisticated.
- A person from urban areas may be considered to be greedy and wasteful.

Pause after each statement and invite learners to share.

Reflect (10 minutes)

It's Mr. Consciousness time!

Think and share:
- Do you have any prejudice/ heard of a prejudice against any religion/ caste/ class/ gender/ race/ profession etc?
- What was it?
In class you have identified the prejudice you operate with, in your community find the person from the social identity that you have prejudices against.

Talk to that person and get to know more about them personally.

After Class Challenge (30 minutes)

Has it led you to treat someone unequally and unfairly?

What do you wish to do differently now?

It is not easy for us to acknowledge these things. Thank you for being so courageous and being accepting of your prejudices. We now know that pre-judging people without knowing them personally might lead to unfair and unequal treatment which can also hamper the love and respect for different communities.

Gandhiji was a great teacher who always taught to not judge people on the basis of class, age, race, religion, language and looks was just not right. He was a champion of the Dalits, and believed that we must eradicate untouchability and treat everyone equally. One of his very famous quotes are:

‘My fight against untouchability is a fight against the impure in humanity.’ - Gandhiji

You may invite learners to share what they understand by this statement or ask them to look up the meaning of this statement on google.
Take print-outs of pictures

- DSLR Camera
- Wrestling CD collection
- Colour Pens
- Utensil set
- Movie/film tickets

Lesson Plan 41
Take print-outs of pictures

**Alarm Clock**

**Recipe book**

**Jungle-safari ticket**
OBJECTIVE
I can identify when people are treated unfairly in my community, and I can give examples of prejudiced words, pictures, and rules.

C IN FOCUS
Mr. Consciousness, Ms. Critical Thinking

CONSTITUTIONAL VALUES
Equality, Justice, Fraternity

MATERIALS
NA

SUMMARY OF PRE-WORK
Imagine a scenario:
My next-door neighbor’s family is very conservative. They have 2 sons and 1 daughter. The daughter got selected for a job in a software company but the parents didn’t allow their daughter to work because she is a girl and according to parents the girl’s role in the family is only as a homemaker.

Can you identify what kind of prejudice happened with my neighbor’s daughter? Is that fair for the daughter?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
If you remember our last class, we discussed a word which means that we judge people in a negative way without knowing their individual characteristics. What was this word - can you quickly guess.

_ _ _ _ _ _ _ _ _ (PREJUDICE)

Today, we will continue our discussion and see some prominent examples of these prejudices playing out in the world around us.

Point to the objective: I can identify when people are treated unfairly in my community, and I can give examples of prejudiced words, pictures, and rules.

In your pre-work, you discussed a scenario. Would some of you like to share responses to the question?

*Invite learners to share.*

Which constitutional values got sacrificed in the situation?

*Possible responses: Equality, Justice*

Let us listen to a story.

Farhan’s family came to visit Zara’s family for a marriage proposal.

Zara is a lawyer and knows basic housework also. Farhan is an educated man too who works as a nurse in the city hospital. They both like each other. Farhan’s parents don’t approve of this relationship because of Zara’s brown skin color. They are afraid that society will make fun of them for getting a dark-colored daughter-in-law.

Let’s take help from Ms. Critical Thinking and try to identify the prejudices that you feel Farhan’s parents operated with.
• Do you agree with Farhan’s parents’ decision?
• Who was treated unfairly in the story? Why?
• If you would change the ending, what would you change?

Possible responses: No, they are discriminating on the basis of skin color. Zara is treated unfairly. Boy’s parents won’t have any prejudice and would agree to the marriage.

Great, in both the scenarios, the pre-work and the story, we may have observed how prejudice leads to an unequal and unfair treatment.

Now, I am going to read out a few more scenarios. For each of the scenarios, I am going to ask you a question. If your answer to that question is yes, move to the right side of the room/ give me a thumbs up. If it’s a no, move to the left side of the room/ give me a thumbs down. Remember to take help from Ms. Critical Thinking while making your decision.

Please read out the scenarios. After the learners have responded/ taken sides after each scenario, ask a few of them to share their rationale. You may encourage learners to think about the unfairness in the scenario.

Scenario 1: Rohit is a young boy who lives in Pune. He dreams of being a great theatre artist and performing at Wembley Stadium which is one of the biggest performance platforms in the world. He even started his own theatre group and practices day and night.

But Rohit’s parents do not want him to pursue theatre because it is not a job where he can earn money. As a boy, he is expected to earn well and take up jobs traditionally meant for boys. Do you think what Rohit’s parents did was right?

Scenario 2: There is a famous temple in India and hundreds of people visit it every day. One day, 2 boys, 3 girls, and 2 Dalits entered the temple. The priest only allows boys, refusing entry to girls and Dalits, quoting that it’s a rule they have been following for years. Girls and Dalit students are disappointed but can’t do anything because it was the temple’s rule. Do you agree with the temple’s rule?

Similar to the prejudices we discussed today, there are many other factors like religion, language, money, age, etc. based on which we develop prejudice and start treating people unfairly. However, it may be important to understand that some actions lead to discrimination and lead to some people / communities feeling bad/ disappointed/ not included. Along with equality and justice, it may also hamper fraternity in the society.
It's Mr. Consciousness time!

Think and share:

- Two things you would do to make sure that nobody faces prejudice/discrimination in your community.

Possible response: Talk to everyone, Support others when they need help, stop people from doing unfair/unjust acts.

We may treat people the way we want them to treat us. We may stand up for people who are being treated with prejudice or unfairly. We may not go along with the crowd when people are being unfair to someone.

This way we will be able to uphold our constitutional values and be responsible citizens of the community.

Let me give you an example of a student to end today's class - Munira has completed her college from Bengaluru. She is passionate about providing equal rights to all children. She observed issues such as gender discrimination, lack of health care and illiteracy in rural parts of India. Since then, she has worked with several organisations to understand these problems and create solutions for these children. She has impacted over 500 children by creating safe space for them and by helping them to raise their voice against the discrimination that they face.

After Class Challenge (X minutes)

Make a note of two actions/behaviours in which you want people to treat you.

Do these acts of kindness with random strangers.

Make a note of how they react to your kindness.
Showcase of learning
**OBJECTIVE**

I can synthesise what I learned in this unit.

**Cs IN FOCUS**

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

**CONSTITUTIONAL VALUES**

NA

**MATERIALS**

Divide student groups on the basis of their community (if children come from diverse communities)

**SUMMARY OF PRE-WORK**

Let’s use Ms. Critical Thinking, and Mr. Consciousness to look back at everything we have done in this unit. Skim through all your worksheets, your notebook, all the activities we have done to remember how much you have learned about your community.

Put down the three most important learnings.

**RESOURCES FOR THE TEACHER:**

Synchronous Presentation  
Asynchronous Pre-work Document

Lesson Plan 43, SOL Day 1
We have come to the end of our third unit i.e. Community. Would any of you like to share the big questions we explored in this unit?

**Correct responses:**

- What are social identities?
- How do power and privilege affect social identities?

Can anyone share the key lesson we learned through this unit?

**Invite learners to share.**

**Possible responses:** We learned about our personal and group identities, we spoke about prejudices and how people are treated unequally and unfairly due to differences and prejudice.

Today we will be synthesising our learning so that we can present them creatively in front of our peers, tomorrow. This is going to be our chance to take pride in our learning.

I hope all of you enjoyed going through the lovely work you did through this unit in your pre-work.

Tomorrow, I would like for all of you to create a poster on Who makes up your community?

What do you think is the best way of doing it?

**Possible responses:** Talking to people and gathering information

Great! We have learned that using Ms. Communication and Mr. Curiosity are great ways for us to get to know people. The process of doing this is known as a survey.

Now, imagine if you have to take this survey today after school, what do you need to prepare for right now?

**Possible responses:** Set of questions

Amazing! today in the class we are going to create a set of survey questions so that we can go ahead and do the survey. This will help us find what we are looking for and answer our big question.
To make your task easier, I have narrowed down two things that I wish for all of you to capture in your survey. The aim of our survey is to find:

1. What are different social groups in your community? Hint: Sex, Gender, Religion, Caste, profession
2. For each of them, think about whether they have power?

Now, it might not be helpful for us to go and ask these questions directly so we may have to break them down for our audience.

Can someone give an example of the same?

Possible response: Name, Age, Gender, Caste, Class, Profession, Nationality and What is your maximum qualification?

Have you seen people act differently with you because of your gender/caste/class/profession?

Here are a few more questions for you to add to your survey.

- Who cooks at home?
- Who earns money? How much money do you earn?
- Have you been treated unfairly?
- Do you like everyone in your community? Is there anyone you don’t like?

Great, now I have given you a few questions. Let’s get into the groups of four and create two extra questions by yourself to add to your survey.

Please take help from Ms. Critical thinking, Ms. Collaboration and Mr. Curiosity while doing this exercise.

Please guide learners as they create these questionnaires. You may add your recommendation on what may/may not work. Appreciate the learners on their attempt.

Give them 10 minutes.

Can one person from each group read out the questions that they have created? As you hear other learners from a different group share, see if you would want to add it to your questionnaire.

Let us go back to our groups and discuss the way you will conduct the survey.

- Who will ask the questions?
- Who will you be asking questions to?
- When will you do it?
- Who will take notes?

You may choose to divide roles and responsibilities. Once your group is done, clap thrice.
Reflect (10 minutes)

It's Mr. Consciousness time!
Think and share:
- Which Cs did you operate with while discussing these things in your group?
- Which Cs will you have to keep in mind to conduct the surveys?

Apart from other Cs that we have discussed, Mr. Compassion may also help you a lot while conducting surveys. We don't want to make anyone uncomfortable with our questions. Therefore, always make people feel comfortable and share with people why you are doing this and how this may help you.

All the best! I look forward to seeing your posters tomorrow. You will learn more about this in the pre-work that you will receive.

After Class Challenge

Work on your final showcase.
Please explain the pre-work to the learners in the class.
OBJECTIVE
I can showcase what I learned in this unit.

C IN FOCUS
Mr. Compassion
Mr. Consciousness
Ms. Communication
Ms. Courage
Ms. Critical Thinking
Ms. Collaboration
Mr. Curiosity
Mr. Creativity

CONSTITUTIONAL VALUES
Equality, fraternity, justice, liberty

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.

SUMMARY OF PRE-WORK (2 HOURS)
We will use Mr. Compassion, Ms. Courage, Ms Collaboration, Mr. Curiosity and Mr. Creativity to complete this exercise.
After conducting the survey with at least ten families near you, come together as a group.
Read the responses find answers to the following questions:
- People of which gender, religion, caste and profession are more in number?
- Which community has more power in the community?
- People of which gender, religion, caste and profession are less in number?
- Which community has the least power?
- Do you see examples of four constitutional values in your community?
- How would you describe your community to a complete stranger?
  - What do you love about it?
  - What do you want to change about it?
  - Why do you wish to change this and how may you do that?
Using all of this information, make a poster of 'Who makes up your community?'
You may take help from Mr. Creativity to do this.
All the very best!

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Spark (10 minutes)

Hello learners and audience, today is the last day of our Unit - Community. Until now, we have explored important questions about our community and have also tried to synthesise our learning through a survey.

Would anyone like to share their experience of conducting a survey? 

*Invite 3-4 learners to share responses.*

You can also share if your experience wasn't very exciting/ or if you were scared to do so.

Are you feeling ready and excited to show your posters to everyone? 

*Generate enthusiasm and excitement*

What are you looking forward to learning from today?

Learn (45 minutes)

Please coordinate with stakeholders - Principal, school teachers, students and parents and invite them for the showcase.

While we present, let's remember Ms. Courage and Ms. Communication.

1. We will share confidently.
2. We will also listen to our friends carefully.

Let the presentations begin.

*Invite learners to share.*

With this in mind, let's take ownership of our learning and keep making notes of everything that stands out to you in any poster. You may use these guiding questions if required-

- What are you learning about this community from the poster?
- What is standing out about this group from the way they are presenting?

You may invite each group one by one to show their posters and explain what they mean. Reinforce how important it is to appreciate each other by celebrating every presenter. Please take pictures and record.
videos of students’ work-products and presentations to document their learnings after taking their consent.

After presentations are done, invite learners to engage in a large group debrief:

- Do you see anything similar between all the communities?
- Do you see any differences between the communities?

Synthesise the responses and reiterate the key messages-

- Diversity of the community needs to be respected
- All social identities deserve freedom, equal and fair treatment.
- This will help communities become happy and joyful.

Equality
Justice
Fraternity
Liberty

Reflect (10 minutes)

It’s Mr. Consciousness time!

Please encourage people from the audience to share how they are feeling.

Then give the following instructions to everyone in the class-

Move around and dedicate or share these sentences/ stickers with anyone you wish to.

For example, if I feel the name of a learner did something very confidently and fearlessly, I will go to her and say ‘You are Ms. Courage’.

Virtually, you may ask learners to send a personal message to someone.

- You are Ms. Courage.
- You are Ms. Communication.
- You are Mr. Compassionate.
After Class Challenge

Write a gratitude note to three members of your community from different social identities and share how you think they make your community special.

- You are Ms. Collaboration
- You are Mr. Creativity.
- You are Mr. Curiosity.
- You are Mr. Consciousness.
- You are Ms. Critical Thinking

You may get multiple C stickers printed and give them to each of the learners.
Nation
Big Question 09
What is the Constitution and why is it important?

LEARNING STANDARD
Students will develop an understanding of our constitution and what it means for the citizens of our country
OBJECTIVE
I can define what a democracy is and know how my country is a democracy

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

CONSTITUTIONAL VALUES
Equality, Fraternity, Justice, Liberty

MATERIALS
NA

SUMMARY OF PRE-WORK
Watch this short introduction video on democracy and answer these questions:

- What’s one thing you found interesting about the history of democracy?
- What are the three major institutions under democracy and why do they matter?
- What does the word democracy actually mean?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
I hope all of you are very excited to start the fourth unit of the curriculum i.e Nation- India

Till now, we have explored a lot about ourselves, our friends and our communities. Through the upcoming unit, we will begin to learn about our country and the role we play in it.

Before we begin, I want to share a decision with you all.

I have decided that from now onwards all of you will work independently in the class. There shall be no group discussions.

Please say this firmly.

How do you feel about this?

I can see that people are not happy with this decision.

Let me hear from all of you. I will give you three options.

• Please show me one finger, if you prefer independent work and reflection only.
• Please show me two fingers, if you prefer only working in groups.
• Please show me three fingers, if you prefer a mix of independent and group work/ reflection

Can you please show me the fingers as per your preferred option. Let us count the number of learners who want either of these options.

Please count and put the number down for each of the options. Please share that the option that is most preferred by the learners is something that we will continue with.

How are you feeling now?

What we did just now was contributing to decision making in the classroom through ‘Voting’. Voting helps us listen to what the majority wants.

Have you heard about voting? Where?

Encourage learners to share their responses.

Today, we are going to explore how this happens in our country- India.

You have already gone through a video in your pre-work. Would any of you like to share the form of government we have in India?

Possible response: Democracy

Today, we will try to understand what ‘Democracy’ actually means
Learn (20 minutes)

I am going to share a few statements about India.

Give me a thumbs up if you agree with the statement and a thumbs down if you don’t.

- In India, citizens have a right to vote.
- In India, citizens become a part of the decision making process.
- In India, citizens have freedom to say what’s on their mind.
- In India, citizen’s voices matter.

**Invite learners to share responses.**

All the above things are crucial aspects of Democracy. In India, citizens have all of these rights.

Which constitutional values do democracy help us foster in the country?

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

**Invite learners to share responses and synthesise by sharing the importance of all the four constitutional values in fostering the spirit of democracy.**

Now that we have understood how India is a democracy and what the important parts of a democracy are, let’s try to see if our classroom is democratic.

In the groups of four, discuss,

- Are you a part of important decisions that are taken in the class? How?
- Does my voice matter in the classroom? How?
- Do all of us get equal opportunities? How?
- Do all of you have freedom to express yourself? How?

Please take help from Ms.Collaboration, Ms. Courage and Ms. Critical Thinking while doing this.
After the discussion, invite 3-4 large group responses for each of the questions. Encourage learners to share structures in which they practice the above things.

Possible responses: Co-creating seating arrangements, leading meetings in class and collectively setting goals for our class and reflecting on progress on them, sharing our responses in class and in groups etc.

These are beautiful examples. Can we then say that our class is democratic?

Invite a few learners to share their responses.

Let us hear a story of a student, who worked in collaboration with her peers to build a democratic environment in her classroom -

Safoora, an 8th grader from Hyderabad, duplicated India’s parliamentary system in her school with the aim to build leadership skills in her peers. They worked on transferring all the responsibility of school management to this student body. Safoora, who was elected as the Prime Minister, worked with her “ministers” towards responsibilities such as syllabus tracking, notebook corrections, event management and managing discipline in partnership with their teachers.

Are there responsibilities that you take care of as students of this class?

Or

Are there responsibilities that you would want to take care of as students in the class to enhance the spirit of democracy?

Please contextualise the question as per the structures in your class. If students already take responsibilities, encourage learners to share that. If they don’t, encourage learners to articulate some responsibilities that they wish to hold.
Reflect (10 minutes)

It’s Mr. Consciousness time!
Let’s reflect on how we felt in the class today. Show me a thumbs up if you agree with what I say:

- I was free to share my opinion and that felt good. (Liberty)
- People listened to me with respect and valued my opinion. (Justice)
- Everyone in my group got a chance to share. (Equality)
- I helped someone. (Fraternity)

After Class Challenge (20-30 minutes)

Think and put your responses in your diary:
- Are you free to share your opinions with your family?
- Are your opinions respected in your family?
- Do you participate in major family decisions?
- Do you all share responsibilities and help each other in your family?

On the basis of your above responses, answer:
- Is your home a democratic space?
OBJECTIVE
I can practice democracy in my classroom.

C IN FOCUS
Ms. Courage, Mr. Consciousness

CONSTITUTIONAL VALUES
Equality, Fraternity, Justice, Liberty

MATERIALS
NA

SUMMARY OF PRE-WORK (20-30 MINUTES)
You heard about Safoora’s interesting school parliament in the class today. Please watch this video to see how Safoora made this possible.

Video

Do you think we can do something similar in our class? How?

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

Lesson Plan 46, Classroom Practice Challenge- Part 1
Yesterday we learned a little about what democracy is and discussed if our classroom is a democracy.

Let's hear some of the statements that are crucial for a democratic space and say ‘Yes- that’s true’ if you think the statement is true for your class. If you don’t, you can stay quiet.

- I participate in important decisions of the class.
- My voice matters in the class.
- We all get equal opportunities in the class.
- We have freedom to share what’s on our mind in this class.
- I am heard with love and respect.
- We all support each-other.

I can see a lot of energy in the class right now.

Can some of you share which aspects of these statements did you see come alive in Safoora's parliament?

Give me a loud ‘woo-hoo’ if you feel Safoora's parliament was democratic.

Today we are going to do something similar in the class. We will choose our classroom leaders to strengthen the spirit of democracy in our class.

Are you all excited?
We are going to have four leadership positions.
Liberty leader, Equality leader, Fraternity leader and justice leader.
Can we quickly shout out the role that the liberty leader shall play in this class?

Possible leader: To ensure that- Everyone shares what's on their mind, everybody adds their opinions to a decision, everyone should be able to say no to the things they don't like.

Please encourage learners to articulate the roles that the four leaders may play in the class. You may also add your thoughts while the learners share and make a table with roles and responsibilities on the board/screen.

Now that we know the roles these leaders will play for us. Who wants to take this responsibility for our class? Let us now nominate ourselves for different positions. You can only nominate yourself for one position.

Remember that each one of you has a potential to lead so take help from Ms. Courage and raise your hands if you want to be a
- Liberty leader
- Equality leader
- Fraternity Leader
- Justice leader

Great, let us come back and give a huge round of applause to all these nominees who have shown immense courage to give their names for these positions. Towards the end, we may only have one person to lead these four constitutional values but don't forget that it will still remain our equal responsibility to uphold these values.

Tomorrow, we will celebrate our ‘Classroom election Day’. This means that all of us will be voting for the candidate we feel should be our class leader for these positions.

All nominees will get two minutes each to share- ‘Why should people vote for me?’. Do prepare your election speeches like real leaders.
It’s Mr. Consciousness time!
Let’s reflect on how we felt in the class today. Show me a thumbs up if you agree with what I say:

- I was free to share my opinion and that felt good. (Liberty)
- People listened to me and respected my opinion. (Justice)
- Everyone got an equal opportunity to nominate themselves. (Equality)
- I helped someone or someone helped me (Fraternity)
OBJECTIVE

I can practice democracy in my classroom.

Cs IN FOCUS

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

CONSTITUTIONAL VALUES

Equality, Fraternity, Justice, Liberty

MATERIALS

Get small voting sheets printed or create a google form for voting. (on last page)

SUMMARY OF PRE-WORK

All the nominees shall prepare a two minute speech on- “why should people vote for me?”
You may think put things like the following in your speech:

- What will you do if you become a leader?
- How will it benefit all the students of the class?

RESOURCES FOR THE TEACHER:

Synchronous Presentation
Asynchronous Pre-work Document

Lesson Plan: 47, Classroom Practice Challenge- Part 2
I am very excited for our ‘Classroom Election Day’. Give me a ‘woo-hoo’ if you are excited too. Let us hear from some of our nominees about how they are feeling. *Invite a few of them to share their emotions.*

Let us start with the speeches. To all the nominees, please take help from Ms. Courage and Ms. Communication to deliver your speech.

As we hear different nominees speak, remember to motivate and encourage them using a lot of Mr. Compassion.

Also make a note of different interesting ideas each of them have, that will have you to take your decision.
Encourage nominees to come one by one to share their speeches. After each learner shares the speech, encourage learners to sing a small poem for the nominees with their names.

Go nominees’ name, you are so fine
You are so fine, you blow my mind
Go nominees’ name!

After the speeches:

Let us all take five minutes in complete silence to think about what we heard just now and think about who you wish to vote for.

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

Remember:

You are free to choose your leader.
Your vote matters.
All of you are only allowed to vote once.

After five minutes,

In an in-person class, distribute voting sheets to learners, ask them to fill it secretly, fold their sheets and put them in boxes. Learners may do it one by one and you may put an ink on their little finger. Encourage nominees to vote too.

In a virtual classroom, share the google form with all the learners and ask them to come back after five minutes.

After voting, invite all the learners to sing after you.

Go class, we are so fine
We are so fine, we blow our mind
Go class.

Let us give a huge round of applause to ourselves for practicing one the key aspects of democracy that is voting in the class today.
It's Mr. Consciousness time!
Let's reflect on how we felt in the class today. Show me a thumbs up if you agree with what I say:

- I was free to choose my own leader (Liberty)
- I felt heard and respected. (Justice)
- Everyone was treated equally. (Equality)
- I saw love, respect and collaboration in the class (Fraternity)

Instructions for announcing the winners

Please count the number of votes post the class and share the winners of the election with the learners the next day. You may give a badge to all the leaders and encourage other nominees with a token of appreciation. You may also choose to create clubs in the class with winners leading the club and other nominees becoming the members of these clubs. Encourage different learners to share how they are feeling with the new leadership system in the classroom.

The purpose is for learners to see how the spirit of democracy comes alive in the class. You may reinforce the idea of how responsibilities are always shared even when there’s one person who may be in a leadership position.
Get small voting sheets printed or create a google form for voting.

Please tick beside the person's name you wish to vote for:

**Liberty leader**
- [ ] Student 1
- [ ] Student 2
- [ ] Student 3

**Equality leader**
- [ ] Student 1
- [ ] Student 2
- [ ] Student 3

**Fraternity leader**
- [ ] Student 1
- [ ] Student 2
- [ ] Student 3

**Justice leader**
- [ ] Student 1
- [ ] Student 2
- [ ] Student 3

For an in-person classroom- a ballot box.
Blue ink
OBJECTIVE
I can define what a democracy is and know how my country is a democracy

C IN FOCUS
Ms. Collaboration, Ms. Communication, Ms. Critical Thinking, Mr. Consciousness

CONSTITUTIONAL VALUES
Equality, fraternity, justice, Liberty

MATERIALS
Printouts of song lyrics and Scenario Images (Given on the last page)

SUMMARY OF PRE-WORK
Part 1: Complete the democracy word search to find words associated with the 4 ideals. Encourage them to use Mr. Curiosity!

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Part 2: All of you are going to become detectives and find evidence for India being a democratic country. You may choose to ask people, look at the newspaper or talk to other friends.

While doing this, you may also come across instances where four constitutional values are practiced and not practiced. These will become your examples and non-examples.

You may choose to look at the following sample:

My neighbor ties up her dog all day. That is a non-example of liberty and therefore, a non-example of democracy.

The friends in my community always look out for the visually impaired neighbour and play with them. That is an example of fraternity and equality and therefore, an example of democracy.

Try and find at least one example and non-example for each of the four constitutional values. Happy exploration!

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

Lesson Plan 48
Hi learners!
How many of you were able to find words in the democracy word search? Please show the number of words you found using your fingers.

Invite a few learners to share the words that they found and their meaning.

Here are the lyrics to the song:

If I had a hammer
I'd hammer in the morning
I'd hammer in the evening
All over this land
I'd hammer out danger
I'd hammer out a warning
I'd hammer out love between
My brothers and my sisters
All over this land, uh

If I had a bell
I'd ring it in the morning
I'd ring it in the evening
All over this land
I'd ring out danger
I'd ring out a warning
I'd ring out love between
My brothers and my sisters
All over this land, oh

If I had a song
I'd sing it in the morning
I'd sing it in the evening
All over this land
I'd sing out danger
I'd sing of out a warning
I'd sing out love between
My brothers and my sisters
All over this land, oh

Yesterday we looked at what a democracy is and thought of ways to make our class more democratic. Today, we're going to keep thinking about the big ideas of democracy and see how that applies to our country- India.

Point to the objective: I can define what a democracy is and know how my country is a democracy.

To start with, we're all going to sing a great song that talks about the big ideas of democracy. I invite you all to sing loudly, from your heart and to figure out the big ideas of democracy in this song.

Please play this video and sing along with the learners. You may also share the lyrics with them separately.
Well, I've got a hammer
And I've got a bell
And I've got a song to sing
All over this land
It’s the hammer of justice
It’s the bell of freedom
It’s a song about love between
My brothers and my sisters
All over this land
It’s a hammer of justice
It’s a bell of freedom
It’s a song about love between my brothers and my sisters
All over this land

- Peter, Paul and Mary

After the song, ask:
- What do you think this song talks about?
- Can you make connections to the word that you found in the word-search?
- Which constitutional values came alive in the song?

Possible responses: freedom, justice, fraternity (love between sisters and brothers)

Invite learners to share their responses.

Learn (20 minutes)

Let’s look at a few instances that have happened in India.
As you look at them:
- Give me a thumbs up if you think that it is an example of democracy or upholds constitutional values
- Give me a thumbs down if you think that it is a non-example of democracy or doesn't uphold the constitutional values.

Let’s take help from Ms. Critical Thinking to share our responses.

Before introducing the learners to the scenarios, do a quick recap of all the four constitutional values. You may invite leaders to share the meaning of these constitutional values

- Liberty means freedom – all types of freedom.
- Equality means treating everyone equally, or the same.
- Fraternity means we are all brothers and sisters and should care for all citizens.
- Justice means being fair.
Scenario 1:

You may choose to add other contextual-relevant pieces of news. You may ask learners to share the reasons behind their response or have them identify the constitutional value that’s upheld/compromised.

Possible responses:

- Scenario 1: Non-example, Equality and Fraternity are compromised
- Scenario 2: Example, Fraternity is upheld.
- Scenario 3: Non-example, liberty and fraternity are compromised.
- Scenario 4: Example, liberty and justice are upheld.

Now that you have seen some examples and non-examples, let’s turn to our partners and one example or non-example that you may have found in your pre-work.

Let’s use Ms. Collaboration and Ms. Communication to discuss these.
After the partner-sharing, invite a few learners to share some examples and non-examples. Encourage them to share the constitutional values that were upheld or compromised. For non-examples, follow by asking:

- Who majorly suffered when constitutional values weren’t upheld?
- Can you identify this person’s social identity?

We have already learned about social identities and how some social identities are discriminated against.

Do you think our country upholds the spirit of democracy when some social identities are discriminated against?

Possible response: No

Therefore, if we become more aware, we may be able to prevent these things from happening.

Reflect (10 minutes)

It’s Mr. Consciousness time!

Think and share:
- One thing you are learning about your country.
- One thing you want our country to improve on.
- One way in which you can strengthen democracy in the country.

After Class Challenge (20-30 minutes)

Can you think of two actions/ways to strengthen democracy at home? Practice these with your family members.
Printouts of song lyrics:

If I had a hammer
I'd hammer in the morning
I'd hammer in the evening
All over this land
I'd hammer out danger
I'd hammer out a warning
I'd hammer out love between
My brothers and my sisters
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If I had a bell
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If I had a song
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My brothers and my sisters
All over this land, oh

Well, I've got a hammer
And I've got a bell
And I've got a song to sing
All over this land
It's the hammer of justice
It's the bell of freedom
It's a song about love between
My brothers and my sisters
All over this land
It's a hammer of justice
It's a bell of freedom
It's a song about love between my
brothers and my sisters
All over this land

- Peter, Paul and Mary
Scenario 1:

"Boy beaten up badly for entering temple for water"

Clip Goes Viral; Man Who Works In Gzb Shrine Arrested

The boy's father told the newspaper: "We should have known this would happen. We have been targeted before. This is not the first time this has happened."

Scenario 2:

Good news: Meet the man who gave up his Haj savings to help people in times of corona

In our good news section, we have a story from Karrantoke where a labourer, Abdul Rehman, has decided to give up his Haj savings to help those in need as the nation battles the corona crisis.

Scenario 3:

'I'm Scared to Tell You I Saved a Muslim': Hindu Man Who Rescued His Friend in Delhi Riots

During the North-East Delhi violence, while Hindus were rioting and setting ablaze mosques and shops, a few of them managed to rescue their Muslim friends, risking their own lives.

Scenario 4:

A 12-year-old climate activist wrote a letter to Prime Minister Narendra Modi on air pollution in Delhi and other states. In her handwritten letter addressed to PM Narendra Modi, she urged the government to take steps to ensure clean air for all.

"I worry if a 12-year-old like me finds it hard to breathe, what must it be like for babies or children younger to me living in cities like Delhi and others. The government should take steps against air pollution offenders," Vidisha Pandey, the 12-year-old girl, said in her handwritten letter.

Go to Index
OBJECTIVE
I can describe that India has a constitution which outlines fundamental rights plus duties, and why they are important

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

CONSTITUTIONAL VALUES
Equality, Fraternity, Justice, Liberty

MATERIALS
Prepare chits: (Resource given on last page)
Chit for Group A- You have no rules, you can choose to do whenever you want.
Chit for Group B: You have no rules but need to keep in mind that you are treating others equally and working for the betterment of the group.

SUMMARY OF PRE-WORK (20-30 MINUTES)
Let us do a ‘Constitution Treasure Hunt’ to familiarize themselves with the Constitution.

Part I
Google the following questions, or ask someone around you.

1. What is the Constitution of India?
   a. A Bollywood movie
   b. The document that is the most important law of the country
   c. A city in South India

2. Which of the following ideals are not part of the constitution?
   a. Liberty
   b. Fraternity
   c. Nutrition
   d. Equality

3. Who is called the father of the Constitution?
   a. Ambedkar
   b. Gandhi
   c. Jinnah

Part II
Unscramble one of the most important phrases in the Constitution and think about what it means:

People We The
Correct answer: We the People

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

Lesson Plan 49
Let's begin our class by doing a quick recap of your pre-work.

1. What is the Constitution of India?
   a. A Bollywood movie
   b. The document that is the most important law of the country
   c. A city in South India

2. Which of the following ideals are not part of the constitution?
   a. Liberty
   b. Fraternity
   c. Nutrition
   d. Equality

3. Who is called the father of the Constitution?
   a. Ambedkar
   b. Gandhi
   c. Jinnah

Invite a few learners to share responses and do a snappy recap.

Today we are going to learn a little more about the ideas in a book called the Constitution. The Constitution outlines important ideas for every Indian Citizen. The more we understand it, the more we can grow as citizens of our country. We've learned a bit about the 4 big ideas and values of our Constitution already, represented by our characters here. Can you guess who they are?

Correct response: Justice, Liberty, Equality, Fraternity

I am now going to ask you a series of questions so make sure you are using Ms. Critical Thinking!
Why do we walk in a straight line?
Why do you stand straight when the national anthem is played?
Why do you sit at your desks and not on them?

Invite a few learners to share responses.

Possible responses: These are rules that they need to follow to ensure there is discipline in the school.

This is great. These rules help people feel safe, equal and respected.

Can someone give me an example of rules that we may follow in our country?

In schools there are other important rules like everyone must wear the same uniform, eat at the same time or how the younger grade children in school shall leave before the older students.

Can someone share-

- Why do we have these rules in place?
- What may happen if we don't have these rules?

Feel free to add more rules that are relevant for your context.

Possible responses: These rules are important to maintain discipline in school so everyone can learn, be equal and feel safe. If rules are not in place, there will be chaos and confusion.

Exactly!

For example: All students may start running in the corridor to the assembly if we don't walk in straight lines. The chances of them getting hurt might increase that way.

If everyone could wear whatever they wanted to in the school, there may be comparisons among students and they might feel hurt. Everyone may not feel equal.

We follow these rules so that everyone feels safe, equal and respected.

Now, Just like our school, our country also has rules.

Possible responses: do not jump a red light, stealing something is a crime, killing someone is a crime, and so on.
India, our country, was not always how it is now. It was ruled by the British for 200 years and they set rules for us. Once we became free, we made our own rules to make sure certain values are respected by every person in this country. These rules were written in a book called the Constitution.

We will celebrate a NO RULE day!

- All of you will be divided into two groups A and B.
- Each group will be given a chit by me.
- Following the instructions in your chit, design the time-table for a ‘No-rule day’

**Divide learners in two big groups A and B and pass a chit to both**

**Chit for Group A:** You have no rules, you can choose to do whenever you want.

**Chit for Group B:** You have no rules but please remember to treat everyone equally and make sure everyone’s heard. Everyone in your group should be happy with the time-table you create.

Let’s all go into our groups and design what no-rule day can look like. Here is a timetable to help you design this.

**Daily Hourly Schedule Template**

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<th>TASKS</th>
<th>NOTES</th>
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For an in-person classroom, distribute these sheets to everyone. You may share an image of the same, in a virtual classroom.

Please ask the learners to stick these or draw (in case of a virtual class) in their notebooks.

Let’s now head into a fun activity.
Possible observations to make: Both groups work towards designing a No-Rule Day. In Group A, you might observe them saying things like- they can sleep till whenever they want or not go to school etc. Since there are no rules, there may even be some arguments or disagreements.

In Group B, since they have a larger goal, there might be slightly more order.

Virtually, there can be smaller breakout rooms with different groups working with different sets of instructions.

Alright! It's sharing time.

• Can one person from each group come up and share what their ‘No Rule Day’ would look like?
• Is everyone in both the groups aligned with the schedule your group members just shared?
• How easy/difficult was it to design No Rule Day?

Invite learners from both the groups to share their experience. Please share with the class the instructions you had for both the groups. Now ask learners:

• If you were in Group A, would it have been easier if you had some rules or guidelines?
• If you were in Group B, how did the guidelines help you design your day?
• Which C’s did you use during your discussion? Which Cs would you want to use more of?

Encourage at least one response from each group.

Possible responses: In Group A, it was difficult to design the day since we had no rules whatsoever and so we had trouble aligning on what we wanted to do. It would have been easier to have some guidelines. In Group B, while we had freedom to choose we knew that we had to respect everyone and therefore, everybody in our group was happy with the end outcome.

Our Constitution was made to help us make these exact choices. Even though each one of us has our own freedom (liberty) as a citizen, it gives us certain guidelines to work under. Our Constitution is not just a book of rules but also contains ideas, promises and duties agreed upon by the people of this country. Our Constitution says that all people are equal and have the same rights and duties. Therefore, all of them should be treated fairly and equally before the law.
It's Mr. Consciousness time!

Think and share:
• One thing you learned about India today.
• If you had to design a constitution for this class, what would you include?

After Class Challenge (20-30 minutes)

If you had to design a cover for the most important book in India, the constitution, what would you put on the cover and why?
## Daily Hourly Schedule Template

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**The Constitution of India**

**Preamble**

We, the people of India, having solemnly resolved to constitute India into a Sovereign Socialist Secular Democratic Republic and to secure to all its citizens: Justice, social, economic and political; Liberty of thought, expression, belief, faith and worship; Equality of status and of opportunity; and to promote among them all Fraternity assuring the dignity of the individual and the unity and integrity of the Nation; In our Constituent Assembly this twenty-sixth day of November, 1949, do hereby adopt, enact and give to ourselves this Constitution.
OBJECTIVE

I can describe that India has a constitution which outlines fundamental rights plus duties, and why they are important.

C IN FOCUS

Ms. Critical Thinking, Mr. Consciousness.

CONSTITUTIONAL VALUES

Equality, fraternity, justice, Liberty

SUMMARY OF PRE-WORK

Please design the cover for the book of Constitution.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Asynchronous Pre-work Document

Lesson Plan 50
Do you know why I called you explorers of the Constitution?

*Invite guesses.*

Because today we are going to do just that - explore the Constitution - the rule book for all Indians.

We call these rules in the Constitution our Fundamental Duties.

*Point to the objective: I can describe that India has a constitution which outlines fundamental rights plus duties, and why they are important*

In the last class, we learned about the Constitution. Does anyone remember a few things that we spoke about?

*Possible response: The Constitution is a book of ideas, rules, promises and duties that all Indians have agreed upon. It tells us that all Indians are equal and guides us as citizens.*

Let’s all show our beautiful covers by holding them up in the air.

*Observe the covers and highlight a few things that are standing out. Invite a few learners to share what they have drawn or what’s standing out to them.*
The Constitution is important because it outlines rights and duties for all of us. Today we will try to understand the difference between right and duty. Let's listen to this story to understand some of the rights and duties we have.

Meet Maria. She's 18 years old and an Indian citizen. She's never really learned too much about what it means to be a citizen so one day she tries to find out. She goes to the church on Sunday and asks the priest, as an Indian citizen, what religion should I be?

Pause and ask the learners – what do you think the answer is?

The priest tells her, in India, you can choose your religion. All religions are equal here. Your family may be Christian but you are requested to respect that other people choose other religions.

Wow, thinks Maria. I'm happy I live in a secular country – one that says we should respect all religions.

She also reflects on her role as a citizen. She can help ensure all kids go to school. She must respect the flag and national anthem. She may do what she can to protect India and treat all Indians with love and respect. Wow, she thinks! That's a big role!

Let's play a right versus duty game. For this, we need to learn what a right and a duty are.

A right is something that every person should get, no matter what.

A duty is something that every person is responsible for.

For example- If we have a right to share anything that's on my mind in our classroom, we may all take responsibility for doing it respectfully- this becomes our duty.
Let’s try a few examples.

- Sunita has a right/duty to stand when she hears the National Anthem.

  **Correct response:** duty, because *Sunita may be responsible to respect her country and the national anthem.*

- Mohar has the right/duty to an education.

  **Correct response:** right, because *all children in India have the right to education.*

Let’s start the game. Take help from Ms. Critical Thinking to do this.

- If you think it’s right, please raise your right hand.
- If you think it’s a duty, please stand up.

**Play the game with learners, asking them to show their right hand when it is a right, and to stand up when it is a duty! Please enable learners to share whys/why nots for their responses.**

- Sana has the right/duty to follow the Hindu religion if she chooses to. (right)
- Malika has a right/duty to save water (duty)

- Aarav has the right/duty to travel or live anywhere (right)
- Abhishek has the right/duty to keep India clean (duty)
- My friend has broken his leg. I have the right/duty to help him up the steps at school (duty)
- Bela has the right/duty to speak Marathi (right)
- Nandita cannot hear. She has the right/duty to go to school (right)

Learning about our rights and duties is important but as citizens it may also be important to be aware when these are violated around us. Can you think about some examples when rights and duties are violated?

You may also refer to some of the situations we discussed yesterday.

For example: Everyone has a right to clean drinking water or practice the religion of their choice but a man was beaten because he entered the temple for water.

Can you think of some more examples?

**Encourage learners to think deeply about such examples and share with the class.**
It’s Mr. Consciousness time!

Please think about everything we did today. We came into class having learned a little about the Constitution. We learned the difference between a right and a duty and thought about how these are important for us.

Before I give you a small activity, let’s hear about a student, who actively did her duty of helping her fellow students and citizens of India to understand their Right to Education -

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 and 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!

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<th>Helping your friends</th>
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<td>Keeping the environment clean</td>
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<td>Helping out at home</td>
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<td>Using respectful language like please and thank you</td>
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<td>A duty of your choice!</td>
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Now think of one right that you can exercise as a student of this classroom and one duty that you would like to take up from the list below.
Think and share:
- How did we practice constitutional values in the class today?
- Did it feel like a democratic classroom? How?

Encourage a few learners to share in the large group. Invite leaders to share what they observed and if there's anything they have feedback on.

After Class Challenge

Please watch this video on Constitution-video.

Take note of two new interesting facts about India's rule book- Constitution.
OBJECTIVE
I begin to define liberty and fraternity simply and know that they are my rights

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

CONSTITUTIONAL VALUES
Fraternity, Liberty

MATERIALS
Song and video: We shall overcome

SUMMARY OF PRE-WORK
Do 2 simple experiments to learn about two of the big ideas in the preamble before coming to class.

• Experiment 1: Tie a scarf or dupatta around your mouth for 15 minutes. How does it feel to lose your freedom to speak?

• Experiment 2: Make a friendship band and give it to someone you have never spoken to. Note their response.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
As a part of your pre-work, you must have done some experiments. Would any of you like to share—

- How did you feel when you tied your mouth with a scarf?
- How would you feel if you would never be allowed to speak?

*Invite a few learners to share their responses.*

I heard that your “liberty” was taken away from you. Can someone guess what liberty means? We have been discussing this term for a long time now.

*Invite a few learners to share and synthesise by sharing—*

**Liberty** means having the freedom to make choices.

Great, let us talk about your second experiment. I would love to hear from a few of you about your experience of giving a friendship band to someone who you have never spoken to.

*Invite a few learners to share how the other person felt or how they felt while doing this.*

I heard that people felt good, you got to interact with and know someone better. It also made them feel loved, cared for and respected. Which constitutional value do you think I am talking about?

*Invite a few learners to share and synthesise by sharing—*

**Fraternity** teaches us the importance of loving one another, treating everyone as our brothers and sisters!

Today we are going to learn more about these two values—Liberty and Fraternity.

*Point to the objective: I begin to define liberty and fraternity simply and know that they are my rights*
Learn (20 minutes)

Let us now listen to a story by taking the help from Ms. Communication, Ms. Critical Thinking, Mr. Compassion and Mr. Consciousness. While you listen, take note of different things you feel.

Pause and ask:
How would you feel if your country observed one day annually when smiling was illegal?

Do you know what my favourite outfit is? It’s my blue jeans and white top that I got from the market near my home. But you know what? If I wore it in this land of Korth Norea, I would be put behind bars because blue jeans are not allowed! And while we are on the topic of fashion, let me tell you another fact.

Please point to a child with long hair

Do you know that <name of the learner> would be in prison if he/she is in Korth Norea because this hairstyle is not one of the 28 government authorised hair cuts!

Let’s pause and reflect on this story, I hope it brought different feelings for you.

Please get into groups of 4 and discuss:

- What were some ways in which liberty was curbed in Korth Norea?
- How do you think the people of this land feel? How would you feel if you were a citizen there?

In 1994, the leader of this country passed away on July 8. Very sad, isn’t it?
It’s Mr. Consciousness time!

I am going to share a story of a young school boy from Pune with all of you.

Sunny is extremely passionate about fashion, art and beauty. He also saw that boys often do not have the freedom to express themselves through fashion and make up since “it’s something girls do”. But Sunny chose to follow his passion and was the youngest person to work on the organising team of Pune Fashion Week.

Reflect (5 minutes)

- Why is liberty important?

  *Invite learners from different groups to share their responses. Allow learners to question and add on to one another’s points.*

I loved the discussion we just had! Thank you!

In India, we all have certain liberties such as practicing our religion of choice, speaking in regional languages, sharing our thoughts and being equal before the law. But there are countries like North Korea that do not experience similar liberties.

We also realised that people may feel sad when they are not allowed to do things that they like.

What do you think this may lead to?

*Possible Response: Fights, anger, disappointments*

*Enable learners to come up with these emotions by asking them, how may they feel in the class if they didn’t have freedom.*

- Would you like coming to the class if some people had freedom and some didn’t?

- Would that create differences between different learners?

*Invite a few learners to share responses.*

Now imagine if something like this happens in a country, how would different people feel?

*Invite a few learners to share responses.*

This may definitely affect the peace and harmony of the country which may hamper Fraternity.

Thank you learners for deeply engaging in the class discussion today. Both these values are therefore really important for our country.
I now want you to think about:

- What might India look like if everyone had the liberty to make their own choices, like Sunny?

Invite learners to reflect and share their responses.

Thank you for sharing such beautiful ideas.

Learners, all Indians are also one big family no matter where they come from, what they look like and what they do. The cleaners who keep our roads clean, Army soldiers who keep our borders safe, the farmers in Punjab who grow the rice we eat and the farmers in South India who grow the dals we eat, all of them are our family. All of them deserve love and respect. Therefore, we as young citizens of this country may do our duty to foster Fraternity in our country.

Can all of us think of two ways in which we may foster Fraternity in our families, classrooms, communities and India?

Invite learners to reflect and share their responses.

Think and share, which Cs you may need to foster both Liberty and Fraternity in our country?

Let's close out by singing this small chant together.

India is the place to be,
Fraternity is the key.
All of us are different as can be,
But they're all part of my family!

After Class Challenge (20-30 minutes)

Practice two acts of Fraternity at home and your community.

After doing this, put your feelings down in your diaries.
**OBJECTIVE**
I begin to define equality and justice simply and know that they are my rights

**C IN FOCUS**
Ms. Critical thinking, Ms. Courage, Ms. Collaboration, Mr. Compassion, Mr. Consciousness

**CONSTITUTIONAL VALUES**
Equality, Justice

**MATERIALS**
Print-out of the family scenario. (Resources required are attached at the end of the lesson plan.)
Song: We shall Overcome

**SUMMARY OF PRE-WORK**
Do a simple experiment to learn about the other two big ideas in the preamble before coming to class.

Make ‘Equality is important’ poster. Learners whose names start with an alphabet between:

- ‘A to H’ have to make it with their eyes closed.
- ‘I to Q’ have to make it using their feet.
- ‘R to Z’ has to make it the way they want to.

**RESOURCES FOR THE TEACHER:**
Synchronous Presentation
Asynchronous Pre-work Document
Would any of you like to share the two constitutional values we discussed yesterday?

**Correct Response: Liberty and Fraternity**

Today, before starting the discussion on other two values, I would love for all of you to show everyone your posters.

**Invite a few learners from different groups to share how they felt with the limitations put on them and how it affected their poster. Please follow up by asking the following questions—**

- Were all of you given the same task? How?
- Were all of you treated equally? Why/ Why not?
- Was I fair to all of you? Why/ Why not?

**Possible responses:**

- Yes the task of making the poster
- No, because we all had different limitations.
- No, because making a poster using feet or eyes closed is difficult.

Thank you for using Ms. Courage and honestly sharing your feelings.

Today we will talk about these two closely linked constitutional values—Equality and Justice (fairness).

Just like Liberty and Fraternity, these two are also basic rights of all individuals.

**Equality** teaches us to treat people with love and respect, irrespective of where they come from, what they do and how they are different from us.

**Justice** helps us figure out right and wrong. It teaches us that everyone is the same and equal and deserves equal chances!

While engaging with these constitutional values, let’s also try to explore if all Indians are treated equally and fairly or not.

**Point to the objective:**

*I begin to define equality and justice simply and know that they are my rights*
Let’s try to understand equality and justice a little more deeply.

- All of you will be divided into three groups.
- Each group will depict one family. I will give you some information about the family that you are portraying. Some aspects of it might make you feel uncomfortable but it is important to hold the purpose of the activity.
- In your groups, think about the following questions:
  - What is the estimated monthly income of this family?
  - What are some benefits you have and what are some of your disadvantages?

Please divide learners in three groups and give one family scenario to each.

**Family 1**
This family is very wealthy. They own a big bungalow in Gurgaon, which has three floors. They go for holidays to foreign countries and their children study in an international school. They go to school by car. Saniya is 11 years old and is excellent at football while Dhruv is learning how to play the guitar. Their mother Natasha is a fashion designer and their father Rohit owns a business.

**Family 2**
This family belongs to the middle class. They live in a small house in Safdarjung, which has one room. Every summer they visit their grandmother in Varanasi. The children study in a public school and take the bus to school every morning, but some mornings they walk too. Riti is 11 years old and helps her mother cook everyday while her brother Rishabh plays cricket every evening after doing his homework. Their father Rakesh works in a factory and their mother Rekha is a home-maker.

**Family 3**
This family is extremely poor. They do not have a fixed home because they cannot afford it and live in a slum area in Old Delhi. They have never gone for a holiday or visited any family members. The children do not go to school. Sneha who is 12 years old works as a cleaner at a beauty parlour and Siddharth works at the tea stall which his father owns. Shubha, their mother makes bangles for a living but her income has been dropping recently.
Invite one learner from each group to share the responses to the two questions. The purpose for this is for everyone to see the way inequality functions in society.

Now, I would love for every group to think of this situation. Let’s take 5 minutes to think about this in our groups with the help from Ms. Critical Thinking.

Due to the pandemic, one person in the family lost their job. Think about how your family would sustain themselves and how it may affect your lives?

Please give the following instructions, after the group discussion:

Each group will now share the following things:

- Describe the financial status and occupation of your family
- How did you tackle the loss of a job and how did it affect your family?

As we hear everyone’s responses, take note of some of the differences you see in each group.

Let’s now pause and think about the inequalities we saw across groups.

Invite a few learners to share and highlight the key points.

Possible Response: unequal income, education, occupation, opportunity and accommodation.

Through this activity, we may have realised that different people may not have similar resources and opportunities. Because of which some may suffer more than others in times of crisis.

Do you think this is fair for all?

Invite a few learners to share responses.

Now let us imagine that all these three families live in the same community. How may you help and support each other?

Possible Response: families help each other financially or emotionally. Cook food for each other. Take care of children.

Invite suggestions from different learners and synthesise by sharing-

There may be examples of inequality that we see around us. But we as student-leaders may solve it if we take help from Mr. Compassion, Ms. Courage and Ms. Collaboration.
Thank you! It was a difficult situation but all of you were able to come up with such amazing solutions.

Let us listen to an example of a student who showed a lot of courage in the past.

Ruby Bridges was the first little girl to go to a school that was only for white people. Before that people with dark skin and light skin couldn't study together!

She was six years old and would walk to school and people would throw things at her, make fun of her, but she kept going.

• How do you think Ruby was treated?

Possible Response: Unequal treatment, unfair treatment, courage, changemakers

• How do you think she overcame it?

Possible Response: By taking help from Ms. Courage to go to school everyday.

Let's play a 'what if game'. This would require you to take help from Ms. Courage and help people to feel equal and get justice.

I will give you a situation and you say what you can do to support the person to overcome the challenge.

What if – a girl in class is being teased?
What if – a sister is given more housework than a brother?
What if – someone teases your friend because he is a Muslim?
What if – someone kicks a dog?
You've just practiced the ideas in the Constitution!

Reflect (10 minutes)

It's Mr. Consciousness time!

Let's sit quietly and watch the video ‘We Shall Overcome’ by our very dear friend Nimo Patel. Please share the lyrics with the learners.

Invite learners to share what stood out to them from the song.
The song talks about some leaders who have shown immense courage to gain liberty, freedom, equality and fraternity. 

**Invite learners to share these names if they could identify. You may choose to share about Malala, Mahatma Gandhi, Rosa Parks.**

You may have seen a lot of words on the hearts as well.

Let’s cut a piece of paper in the shape of a heart and put down one act you think may help foster any of the four constitutional values.

**Encourage learners to show their hearts at the end of the class. You may also ask learners to paste their hearts on a big chart paper in an in-person class.**

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**After Class Challenge (20-30 minutes)**

From the heart that you all made in the class today, pick up any four acts and practice them with your family or community members.
Family 1
This family is very wealthy. They own a big bungalow in Gurgaon, which has three floors. They go for holidays to foreign countries and their children study in an international school. They go to school by car. Saniya is 11 years old and is excellent at football while Dhruv is learning how to play the guitar. Their mother Natasha is a fashion designer and their father Rohit owns a business.

Family 2
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SUMMARY OF PRE-WORK

Do you think every child in India goes to school? Please do a simple survey in your community. Walk to 10 homes around you and ask if all the children who live in these homes are in school or if some of them have dropped out. Keep a count like this.

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<th>Names of children out of school</th>
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RESOURCES FOR THE TEACHER:

Synchronous Presentation

Asynchronous Pre-work Document
We have spoken a little about the Constitution and about our rights and our duties. Today we’re going to talk about a very important right - the right to...

*Invite learners to guess but don't tell them the answer.*

Hmm - you'll need to wait a bit to find out! Let's start by thinking about the rights we have in this class. Can someone give me some examples of rights?

*Encourage a few learners to share some examples like right to food, freedom of speech etc.*

A right is something that every citizen has. And as a student-citizen, can someone guess what your most important right may be? Here is a clue.

NUTECOIDA

*The Right to education!*

Well guessed.

Can we use Ms. Critical Thinking and tell me why education may be a right of every citizen?

*Possible Response: Education helps us learn things about the world, be better citizens, solve problems around us, help the world etc.*

Meet Kusum, a Delhi government school learner in this video. Listen carefully to why Kusum thinks education is important and what she feels an excellent education is.

Also, here is a fun fact about Kusum – just one year before this video was made, Kusum couldn't speak any English and didn't know what values were. Look how much she has learned!

After watching the video, ask learners these questions:

- What according to Kusum is an excellent education?
- Why does it matter?

Give me a thumbs up if you all agree with Kusum.

Today, let's explore the right to education for all children in detail.

*Point to the objective: I can articulate that education is a fundamental right*
Learn (20 minutes)

Let me share an interesting fact with all of you.

‘Right to Education was passed in 2009. According to this act, every child must have free and compulsory education up until grade 8.’

In your pre-work, you may have spoken to some children from your community.

Give me a thumbs up if all the children you spoke to attend schools.

Give me a thumbs down if any one of them doesn’t attend school.

Let’s see the reality of education in India. Can everyone please stand up?

All of you represent all the children in India. Now I will ask a few of you to sit down.

*Please call out the names of a few learners so that 20% of your class is covered and ask them to sit.*

Imagine this class is India and all of you are all the children in India. Only the ones who are standing have seen and experienced a school.

*Invite a learner who is sitting to share how they would have felt if they hadn’t ever come/experienced school.*

Of those who are standing, call out the names of 50% of these learners and ask them to sit.

Only the ones who are standing get to complete their full education. Others dropout of school or are not able to complete education, because of less resources, child labour, supporting parents in earning money or lack of school in their community.

*Invite a learner who you asked to sit later (the one who joined school but couldn’t complete) to share how they would have felt if this happened to them.*

Thank you so much for sharing.

We know that education is important. We have also learned that it’s the right of every child to have free education. But we also saw how this may not be true for a lot of children in India.

Mr. Curiosity, therefore, has a question for you all.

What may you do as educated students to ensure that all students who currently are not in school can be in school?

Before we discuss ideas, let's listen to a real story from one of the schools in Delhi.

The story is about a group of 5th standard students. They studied in a private school in Delhi and learned about the Right to Education with their teacher, Anurag Bhaiya.
They felt very bad that so many students were not in school and so they decided to do a survey in their community to find out how many students were out of school.

Pause and ask - Which Cs do you think Anurag bhaiya's students used?

Possible response: Ms. Critical Thinking, Mr. Compassion and Mr. Creativity.

The students knew this would be difficult and so reached out to the organization Pratham to train them on how to conduct a survey. Each day after school they would go around in their community, finding out who was in school. They were saddened by the number of students out of school. They didn't stop here.

Pause and ask - Which Cs do you think Anurag bhaiya's students used?

Possible Response: Ms. Courage, Ms. Collaboration

They arranged a conference to present their findings from the survey. At that meeting the head of Pratham in Delhi, Rukmini didi attended and she was amazed to see how much the students had done to help other students in their community. Inspired by the students, she then went back to Pratham and worked with her team to launch a big campaign across India called Lakhon Main Ek to get all students into school and get them access to a quality education in school. The Lakhon Main Ek campaign aims to improve learning in 100,000 villages!

Optional/ if time allows: Watch the Lakhon Main Ek song here and sing along!

You can translate the lyrics in English if you are teaching a group of students who may not understand hindi.

Do you have more ideas to solve this big challenge? Let's turn to our partners and discuss different ideas that you have.

Remember the Cs that Anurag bhaiya’s students used to solve the challenge.

Invite a few learners to share responses in the large group.

Remember that Anurag bhaiya’s students were about your age and their actions led to a nationwide campaign. Similarly, your ideas can also be very powerful and create a change.
It's Mr. Consciousness time!
Think and share:
- One thing that you can do to educate others.
- Who can you teach?
- Which Cs would you need

Reflect (10 minutes)

Find a child who doesn't go to school or doesn't know how to read.
Read and explain your favourite story to this child.
Optional: Check out this really beautiful comic about Malala. Malala was only 14 years old when she was shot in the head because she fought for her right to education. You may read and find out more about her by taking help from Mr. Curiosity.

After Class Challenge (20-30 minutes)
OBJECTIVE

I can conclude all Indians are my brothers and sisters

C IN FOCUS

Mr. Creativity, Mr. Compassion, Mr. Consciousness

CONSTITUTIONAL VALUES

Fraternity

MATERIALS

Video 1: Video
Video 2: Video

SUMMARY OF PRE-WORK (20-30 MINUTES)

- What are some ways in which you show love and care?
- What are some ways in which people have shown love and care toward you?
- How do you feel while giving and receiving this love and care?

RESOURCES FOR THE TEACHER:

Synchronous Presentation
Asynchronous Pre-work Document
How many of you have heard the phrase “All Indians are my brothers and sisters".

Invite a few learners to share what they understand by this.

Well, today, we’ll think about that and as we do that, let’s remember to keep Mr Compassion by our side.

I am going to ask you some questions. I would love for all of you to respond to these.
- Raise your hands if you have siblings.
- Give me a thumbs up if you have disagreements with your siblings sometimes.
- Give me a thumbs up if you and your siblings like all the same things.
- Show a heart using your fingers if you love your sibling despite your disagreements and differences.

Thank you! I could see that almost all of us have differences with our siblings but we really love them.

We love them because they are family.

Similarly, we all have another family too.

Can anyone guess what that is? It is a very big family - with hundreds and thousands and millions of members!

Possible response: Our country!

Yes! Our country and all its members are also one big family. In this family, we have learned that all of us are so different but we may look out for one another, help each other, treat each other with love and respect.

Which constitutional value teaches us this?

Correct response: Fraternity

Let us explore the idea of Fraternity in a little bit more detail by using the following objective.

Point to the objective: I can conclude that all Indians are my brothers and sisters
Let’s play a true/false game. If you think the statement I share is true, show me jazz hands. If you think it is false, cover your mouth with your hand. Are you ready?

- I will only play with someone from my religion.
- I will share my food with someone who is hungry even if they are not my friend.
- If someone I don’t know is crying in the playground, I will ask if they are ok.
- I will never help someone who is older than me.
- Sometimes I need to care for my teacher.
- Animals are not my friends.

Fraternity means connecting with all people, respecting all people and helping and caring for all people. It is one of India’s most important ideas. Right?

How do you know if people around you need your help?

 Invite a few learners to share.  

Possible response: If they are sad, angry, aren’t able to do things by themselves, if they are in pain, not feeling/ doing well.

What are some ways in which you can help others?

 Invite a few learners to share responses

Possible response: By asking them, supporting them in work, being there with people when they are sad, talk to people and understand their needs.

Exactly! By observing and talking to people, we can know what they need and then we may be able to help and support others.

Let’s watch this video and see how the man in the video understood everyone’s needs and helped them.

As you watch the video, take a note of:

- Action by the man
- Why does he perform this action?

Pause after each statement and allow learners to respond. Invite a few of them to share their reasons with the class.

Reinforce why understanding and helping others is important – even if we may not know them.
After the video, invite learners to share their responses. You can follow up by asking the following questions:

- Which C did this man take help from?
- Did he get anything in return?
- Did he only help people he knew?

Possible responses: Mr Compassion, He did things out of love and care for people not wanting things in return, No- he helped everyone- people, plants, animals even when he didn't know them personally.

We saw that the man was using a lot of Mr. Compassion towards people, animals, plants and things around him. He may also not have known everyone but was still willing to support them.

Reflect (10 minutes)

It's Mr. Consciousness time!

What do you think may happen or change in our county if everyone starts to think like the man in the video?

Let us all draw how our country would look if this was true. Please take help from Mr. Creativity to do this for the next five minutes.

After five minutes, invite learners to hold their posters up in the air for everyone to see. You may ask learners to stick this in their diaries.

These are some beautiful posters and I am sure, if all of this becomes true, our country would become a beautiful place too.
I want to tell you a story of Diana, a girl who lives in Armenia, which is in Asia.

It is a country that is often in a state of war with its neighbour. As you know, during any war there is a lot of unrest in the country and fraternity is something they may not always feel. Diana wanted people to feel a sense of community and started organizing social and cultural events in her neighbourhood. With a dream of creating a film about her homeland and its history, Diana worked towards building a sense of community and culture in her country. She did this by organising cultural and social events as head of the student council. She participated in many community projects and had an opportunity to connect and communicate with people from many different walks of life. One learning she has had is that ‘one must never be afraid of new things.’

Pause and reflect:
- What actions did Diana take to foster Fraternity?
- Think of one action you may take to drive fraternity in your:
  - Classroom
  - Home
  - Community

After Class Challenge (20-30 minutes)

Think of the actions you choose in class today and practice any two of them with your family and community members. You may choose to help people, plants, animals etc.

Please note in your diaries:
- How did you feel after doing this action?
- How this action must have helped others or made others feel?
OBJECTIVE
I can conclude all Indians are my brothers and sisters

Cs IN FOCUS
Mr. Compassion, Mr Consciousness, Ms. Collaboration

CONSTITUTIONAL VALUES
Fraternity

MATERIALS
Video: Nimo Patel- Being Kind.

SUMMARY OF PRE-WORK (20-30 MINUTES)
Ms. Communication and Mr. Curiosity have some questions for you:

- Do you like being hit?
- Do you like being teased?
- When you don’t understand something, do you like it when no one helps you?

Here is Mr Compassion’s secret Golden Rule:

‘Always treat others the way you would want to be treated.’

- Make your own colorful poster with the Golden Rule on it!
- Write: “Treat others the way you would want to be treated.”
- Please take help from Mr. Creativity to decorate it beautifully.

Explain to others at home what it means too!

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
What is the golden rule you learned at home?

*Invite a response*

What does “treat others the way you wish to be treated” mean?

*Invite 3-4 responses*

Can all of you show your beautiful posters to everyone in the class?

Let’s play a Treat Others Like...Game.

I will ask a question.

If your answer is a yes, the whole class, together will say “then do that to others!”

If your answer is a no, then the whole class will say “then don’t do that to others!”

For example,

if I ask, “Do you like to be shouted at?”

*Ask the class to share yes or no.*

Given your answer is a no, the entire class will say, “then don’t shout at others!”

Let’s start!

- Do you like it when someone says “you are looking fat”?
- Do you like it when someone says “you are so dark”?
- Do you like it when someone uses polite language with you?
- Do you like it when someone says “you are so small”?
- Do you like it when someone says “shut up, don’t talk”?
- Do you like it when you fall down and someone helps you?
- Do you like it when someone says “you are so stupid”?

Fraternity means connecting with others, respecting others, treating them like you would want to be treated.
Learn (20 minutes)

Before we do that, let’s watch this beautiful video by our friend Nimo Patel- Being Kind. 

*Please play the video with subtitles.*

Find at least 5 examples of kind acts from this video.

*Invite a few learners to share different acts of kindness they saw in the video. Make a list of these on the board/screen.*

Thank you so much learners. Now that we have seen so many ways to be kind and foster fraternity, let us see how we may practice it in some specific scenarios.

Let us get into the groups of four and take help from Ms. Collaboration and Mr. Compassion to share,

How may you be kind or foster fraternity with:

- A person from a different religion?
- A person who eats different food than you?
- A person who dresses up differently than you?
- A person who speaks a different language than yours?
- A person who is differently abled?

You have ten minutes to do this.

After ten minutes, invite learners from different groups to share their responses to different scenarios. Responses may look like- celebrating a festival with them, sharing food with them, appreciating each-others' clothes, learning a language from them, helping them with what differently abled people may not be able to do.

Thank you so much for engaging in this exercise. All of you practiced fraternity right now with people who are different from you.
Reflect (10 minutes)

It's Mr. Consciousness time!

- Think if you have ever been helped by a stranger. How did it feel?
- If you have helped someone who is different from you. How did it feel?

After Class Challenge (20-30 minutes)

Use Ms. Courage to talk to someone who is different from you.
Get to know them and show love and care towards them in some way.
Here are some questions you may choose to ask them to know them better but feel free to make up your own!

- What is your name?
- Can you tell me a little about yourself?
- What do you like?
- What is difficult in your life?
- Can I help you with something?

Remember to say thank you when you finish your conversation!
OBJECTIVE
I can define freedom of speech and language and why they are important

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

CONSTITUTIONAL VALUES
Liberty, Fraternity

MATERIALS
Video: I have a voice
Print-outs of the lyrics if needed.

SUMMARY OF PRE-WORK (20-30 MINUTES)
Take help from Ms. Communication and listen to this song- I have a voice. This has been sung by a group of children who used their freedom of speech to raise their voice against bullying.

Lyrics:
I have a voice, simple and clear
It speaks the truth, for all too hear
It gives me hope, it gives me faith
It lifts me up, it keeps me safe
I have a voice, it’s mine alone
It comforts me, it is my own
Although it’s small, I’m not afraid
For I am strong and it’s embrace
No one can say, what I have seen
Or understand where I have been
For what I found inside myself, belongs to me and no one else
If I were blinded and had no eyes to see, still I would hear that voice that lives in me
I wish that you
I wish that you
Could hear it too

I have a voice (I have a voice), simple and clear (simple and clear)
It speaks the truth (it speaks the truth), for all too hear (for all too hear)
It gives me hope (it gives me hope), it gives me faith (it gives me faith)
I have a voice (that I am safe)
No one can say, what I have seen
Or understand where I have been
For what I found inside myself, belongs to me and no one else
If I were blinded and had no eyes to see, still I would hear that voice that lives in me
I wish that you
I wish that you
Could hear it too

I have a voice, it’s mine alone
It comforts me, it is my own
I know it’s small, but it is strong
I have a voice, it is my song

Could there anything that you think is not right in your home/ community or classroom?
Can you use your voice against this?

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

Lesson Plan 56
Can someone share why and where mics are used?

Possible response: Speak loudly, talk to a lot of people, say something important, school assembly, Modiji’s speech.

Today all of us are going to use our paper mics in the classroom to share anything that we like.

So let’s hold up our mics proudly to start the class with a beautiful song - ‘I have a voice’. Please refer to the lyrics while singing it.

Lyrics:
I have a voice, simple and clear
It speaks the truth, for all too hear
It gives me hope, it gives me faith
It lifts me up, it keeps me safe
I have a voice, it’s mine alone
It comforts me, it is my own
Although it’s small, I’m not afraid
For I am strong and it’s embrace
No one can say, what I have seen
Or understand where I have been
For what I found inside myself, belongs to me and no one else
If I were blinded had no eyes to see, still I would hear that voice that lives in me
I wish that you
I wish that you
Could hear it too
I have a voice, it’s mine alone
It comforts me, it is my own
I know it’s small, but it is strong
I have a voice, it is my song
Give me a loud woo-hoo on your mics if you agree with my statement:
I have a voice
My voice is strong.
My voice says the truth
I respect other voices

Give me a loud woo-hoo on your mics if you agree with my statement:
Let's play a ‘I have a voice’ game. I am going to ask you a question. If your answer to this question is yes and you have a voice for it, please pretend to hold the mic near your mouth. If your answer is a no, put it down.

Are you ready?
- Can you share with your parents when you are angry?
- Can you tell your siblings/ cousins/ friends when you don’t like their behaviour/ action?
- Can you tell your teacher when you are unhappy?
- Can you tell your classmates when you don't feel satisfied with your classmates' behaviour?
- Can you stop people in your community from doing wrong things?

Can you remember any instance where you have done any of these? Would some of you like to share them with the class?

Which Cs do you think we may take help from when we have to share our voice?

Possible response: Mr. Courage, Ms. Communication, Mr. Compassion

Let us now look at a scenario:
Indian farmers, in 2020, protested against the new farm laws that were being passed, which they believed would lead to them losing out on a lot of hard earned money from their crops. Farmers marched from across the states to Delhi to protest against this and have the law changed. The police tried to stop the protests violently.

Turn to your partner and discuss:

Learn (20 minutes)

Invite learners to respond after each question and encourage them to share these instances.

Our constitutional value allows all of us to have freedom to speak whatever we want to and therefore, all of our voices may be very important- just like the voices of the young children who sang this beautiful song.

Today let’s try to understand more about our voice.

Point to the objective: I can define freedom of speech and why they are important.
• Were farmers given freedom of speech? Did they have a voice?
• Given freedom of speech is one of the rights we have as citizens of India, was it fair or unfair?

After partner sharing, invite learners to share in the large group.

We may realise that when people are not given freedom of speech, it affects two of our constitutional values. Can you share what they may be?

Possible response: Liberty and Fraternity.

Reflect (10 minutes)

It’s Mr. Consciousness time!

Think about everything you learned in class about freedom of speech and having a voice.

Think of one thing you wish to use your voice for. You may have thought about this in your pre-work.

Complete the statement-
I have a voice and I wish to use it to solve ________.

Hint: Think of problems you have in your house, community, classroom, India etc.

Please encourage all the learners to go one by one and read their statement loudly and proudly using their mics.

After Class Challenge (20-30 minutes)

Talk to any three people from your community.

Listen to the ‘I have a voice’ song with them. You may also tell them what it means.

Ask them- What do they want to share with other people in their country?

Take a note of these things in your diary.
I have a voice, simple and clear
It speaks the truth, for all too hear
It gives me hope, it gives me faith
It lifts me up, it keeps me safe
I have a voice, it’s mine alone
It comforts me, it is my own
Although it’s small, I’m not afraid
For I am strong and it’s embrace
No one can say, what I have seen
Or understand where I have been
For what I found inside myself,
belongs to me and no one else
If I were blinded and had no eyes to see,
still I would hear that voice inside of me
I wish that you
I wish that you
Could hear it too
I have a voice (I have a voice), simple
and clear (simple and clear)
It speaks the truth (it speaks the truth), for all too hear (for all too hear)

It gives me hope (it gives me hope), it
gives me faith (it gives me faith)
I have a voice (that I am safe)
No one can say, what I have seen
Or understand where I have been
For what I found inside myself,
belongs to me and no one else
If I were blinded and had no eyes to see, still I would hear that voice that lives in me
I wish that you
I wish that you
Could hear it too
I have a voice, it’s mine alone
It comforts me, it is my own
I know it’s small, but it is strong
I have a voice, it is my song
Big Question 10

Is justice for all?

LEARNING STANDARD
Students will be able to identify injustice at the or systemic level (e.g., discrimination)
OBJECTIVE

I can describe what injustice feels like

Cs IN FOCUS

Mr. Consciousness, Ms. Critical thinking, Ms. Courage, Mr. Compassion

CONSTITUTIONAL VALUES

Equality, Liberty, Fraternity, Justice

MATERIALS

Create a few chits with the word ‘Virus’ and few with the word ‘vaccine’

Watch the following videos:

Student leader Shaguun’s story

SUMMARY OF PRE-WORK (20 MIN)

Think of times, when you may not be treated equally or felt bad about how some one treated you.

Using Mr. Creativity, draw what happened and how you felt in this moment.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Asynchronous Pre-work Document
We will be doing an activity today. Each of you will get a chit/personal message with either a word ‘Virus’ or ‘Vaccine’.

**Divide the class into two parts; Group 1 shall have more learners. Please pass a chit with the word ‘virus’ on it. Group 2 shall have less learners and they should be given the chit with the word ‘vaccine’ on it. Virtually, you may send the learner a message in advance.**

After your learners have their word, give them the following instructions.

All of you who have ‘virus’ will have to find a ‘vaccine’ for themselves. You have exactly two minutes to do this.

All those who find their partner shall stand with them/shall give me a thumbs up (if done virtually). For all those who don’t find a ‘vaccine’ shall come and stand near me/give me a thumbs down (if done virtually).

**After two minutes, ask learners to stop.**

Okay! I can see that few learners with a virus are left without a vaccine.

Now, let us use Ms. Critical Thinking and reflect on the experience.

- All those who had a ‘virus’ and were able to find a ‘vaccine’, how easy or difficult was the exercise for you? How do you feel?
- All those who had a ‘virus’ and weren’t able to find a ‘vaccine’, how do you feel?
- All those who were ‘vaccines’, what made you decide your partner?

**Possible response:**

- I feel good. My friends who were ‘vaccines’ helped me or I was scared that I may not get it but then I asked 3-4 people.
- I didn’t feel good, everyone else got medicine and I didn’t get any.
- Whoever reached out to me first/ I chose my friends.

**Invite at least two responses from each of the three groups of learners. Enable learners to respond freely. The purpose of this is to highlight the idea of injustice. For example: if someone says I choose to give medicine to her because she is my friend. Please follow up with asking questions like “are you being fair to others”? Etc.**
Through this activity, we saw that some of you got the medicine and some of you didn’t.

- Do you think all of you were treated equally? Why/ Why not?
- Do you think this way of finding a vaccine was fair? Who suffered?

You may use the following reflection questions to articulate your thoughts.

- How were you treated unequally?
- How did it make you feel?
- What did you learn from it? What can you do differently in the future to make sure you are treated equally?

These groups will be your ‘Circle of Trust’. Remember, no story is big or small and all stories matter. They are unique so we will show immense respect like Mr. Compassion for those who are showing the courage to share. Everything shared in the circle of trust is confidential so you cannot share someone else’s story with others after they are done.

You may choose to co-create group norms

Point to the objective: I can describe what injustice feels like

The big question that we will explore is: Is justice for all?
of sharing and listening with the learners. Please share a personal story of injustice before you ask learners to share in their small groups.

After the learners are done sharing, give them two minutes to process their emotions in silence.

After some time, invite a few of them to share:

• How did you feel sharing their story?
• How did you feel listening to others’ stories?
• Do you think it’s fair for people to go through such experiences? Why/Why not?

Reflect (12 minutes)

It’s Mr. Consciousness time!

Learners, if no one likes the feeling of injustice, then, the question to ourselves is: What can we do about it?

Think and share:

• How does injustice harm people and their feelings?
• What is your role in providing justice to those around you?

Let’s close out today with Shagun’s example -

After shifting schools, Shagun- an 8th grader from Delhi-and her two friends, Radha and Sana, recognised the importance of safe spaces where kids are allowed to express themselves. The three of them worked on conducting learning circles in their classroom, school, and community to see challenges kids are facing in their daily life and practice collective reflection to find solutions for these challenges.

You can hear more about Shagun’s journey here.

These are some small ways in which learners like you are taking steps to create spaces where everyone feels equal and free. This also helps in fostering the feeling of love and care towards each-other.
After Class Challenge (30 minutes)

Talk to someone from your community who you have never spoken to. Try to create a safe space for them and get to know three things about this person.
OBJECTIVE
I am able to identify acts of injustices.

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

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity, Justice

MATERIALS
Create chits with the names of all learners. Video: Jane Elliott “Blue Eyes - Brown Eyes” Experiment Anti-Racism

SUMMARY OF PRE-WORK (20 MIN)
Have you ever knowingly/ unknowingly treated someone unfairly/ unequally? Please take help from Ms. Courage to share:

- Why did you treat this person like this?
- How did this person feel?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
I am going to open a few chits. All those who will have their names on the chits will be able to go for a break.

Open at least ten chits and call out the names of ten learners. Ask them to go for a break.

All the others will stay and continue the class.

Observe how learners respond to it. You might end up in a situation where students will start questioning and feeling sad. Please tell learners to sit with these emotions and questions and that you will talk to them later. Also ask everyone to stay in the class for the next minute and not leave immediately.

Okay learners, this was just an experiment. Nobody is getting any break. All of us will together enjoy the class.

Before we begin, let's debrief the experiment quickly.

Let's take help from Mr. Compassion and answer the following questions-

- How did you feel when I did this activity with you?
  
  Possible response: I didn’t like it, I was thinking why are you doing this to us etc.

- This activity can be an example of ________?
  
  Possible response: Injustice/ Unfairness/ Inequality

Invite at least one learner from each group to share their feelings.

Today, we will cite more examples of injustice.

Point to the objective: I am able to identify the acts of injustices
Learn (20 minutes)

Let’s all watch a video by taking help from Ms. Communication and Ms. Critical Thinking. As we watch the video, I will keep pausing in between to ask you some questions. Are you ready?

Jane Elliott “Blue Eyes - Brown Eyes” Experiment Anti-Racism

Pause at 0.09 and ask-

Which constitutional value of India do you think people in this video are practicing on National brotherhood day?

Possible response: Fraternity

Pause at 0.30 and ask-

Is everyone in the USA treated equally or fairly?

Possible response: Black people and Indians are treated unfairly

Pause at 2:00 and ask-

• How do you think brown eyed learners are feeling at this moment?
• How do you think blue eyed learners are feeling at this moment?

Possible response: Brown eyed learners may be feeling sad and blue eyed people may be feeling superior/ better than brown eyed people.

Post the learners have responded, share- Let us now hear from some brown eyed learners about how they felt when all the learners were in the playground. Resume the video from 2:04.

Pause at 2:50:

Which constitutional value is not being followed in this class?

Possible response: Equality and Justice

Pause at 4:07:

• How do you think blue eyed learners are feeling at this moment?
• How do you think brown eyed learners are feeling at this moment?

Possible response: Brown eyed learners may be feeling excited because they have been treated badly for too long and now they feel free and blue eyed people may be feeling bad/ inferior.

Pause at 4:57:

What did the teacher notice about the change in the student's learning pattern?

Possible response: When learners are told that they are better than others, they feel confident and learn faster. When they are told that they are stupid, it affects them,
I am now going to share a few statements with you. If you feel they are true, all of you will shout a ‘yes’ together and if you feel that’s false/ wrong, all of you will shout a ‘no’ together.

- People’s light color of eyes make them smart.
- People’s dark/ brown colored skin make them stupid.
- Only rich people should study and go to college
- Poor people don’t deserve good health care.
- Only men/ boys should be allowed to work and go out.
- Women/ girls should only cook and take care of their kids.
- Some religions teach peace and some teach violence.

Pause after each statement and allow learners to share responses. Also encourage them to share if they have still seen something similar happen around them (in family/ classroom/ community/ India etc)

All of these are examples of injustices. I would love for all of you to take a minute to think about-

What may you do to ensure that people around you don’t face such injustices?

Let’s take help from Mr. Compassion to do this for the next three minutes.

Invite a few learners to share their responses and solutions in the large group. Acknowledge how learners are showing acts of compassion while thinking about solutions.
It’s Mr. Consciousness time!

We saw so many examples of injustices today. We also saw how we may be able to solve these challenges that some people in our communities and country face.

In your pre-work you may have thought about instances where you had treated someone unfairly/ unequally.

Think and share:
- What would you do differently now?
- What are some of the Cs that you may use to do this?

Invite a few learners to share in the large group and close out by sharing:

We all have a choice to act, behave, communicate differently. We all have the power to help and support our fellow beings so that they don’t feel discriminated against. All it takes is:

AN ACT OF KINDNESS TO BRING A CHANGE IN LIVES OF OTHERS.

Doing this may help us foster all the constitutional values- Equality, Liberty, Fraternity and Justice in our county.

After Class Challenge (30 minutes)

Please find the person who you once treated unfairly. Talk to them and make them feel special. You can choose to do any act of kindness that you have learned about earlier.

Make a note of the following in your diaries:
- How did this person feel?
- How did you feel after doing an act of kindness?
OBJECTIVE
I can assess the impact that gender-based injustice has had on people across India.

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

CONSTITUTIONAL VALUES
Equality, Justice

MATERIALS
Video 1: Video
Video 2: Video
Video 3: Video

SUMMARY OF PRE-WORK (20 MIN)
With the help of your parents, learn to make tea.
Make a note of the recipe in your notebook.

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

Lesson Plan 59
Today we are going to play and help each other. Can we all get into the groups of four?

In your groups, you have to list down the steps to make tea.

You can begin when I say GO and you will have only 45 seconds to do so.

*Create mixed groups ensuring that every group has both girls and boys. Learners think of words in their group and put them down.*

Great! I loved the enthusiasm shown by boys in all the groups. Can all the girls clap for the boys?

*Please take a round in the class and pat as a reward on the back of the boys. Observe how the girls in the class react. If any girl asks ‘Why didn’t I get claps?’, reply saying ‘Because you are a girl and knowing how to make tea is your job’*

Okay! I can observe that there are some learners who are feeling unhappy and uncomfortable. I would love to hear from some of you- Why do you feel that way?

*Invite learners to share responses.*

Did I break any of our constitutional values today? If yes, how?

*Invite learners to share responses.*

Thank you learners for using Ms. Courage and Ms. Critical Thinking and sharing that I didn’t treat all of you equally and fairly. I really apologise for that.

I did treat boys and girls differently and discriminated against girls. This is an example of gender-based injustice. Let us explore more about this today.

*Point to the objective: I can assess the impact that gender-based injustice has had on people across India.*

I am going to say a few statements. Please clap if you’ve heard someone say this before.

- Girls should learn household/kitchen work.
- Girls should not play with boys.
Boys are stronger and more powerful than girls.

Why are you crying like a girl?

Boys must earn well to support the family.

We observed that almost all of us heard someone around us say these things.

Do any of you have seen similar gender based injustices at home?

Invite a few learners to share. You may encourage them by sharing a personal story.

Learn (12 minutes)

We will now learn a little more about gender inequalities and injustice.

Let’s watch a video together.

Video 1: [Video] If the learners don’t understand Hindi, do translate the video for them in English/local language. The script in English is given below:

Daughter: Mom! Bhaiya and I are going to play.
Mother: No, not today!
Daughter: Why?
Mother: Today, you will help me in the kitchen.
Daughter: But Mom!
Mother: No, I am not going to listen to anything.
Daughter: Why are you doing this?
Mother (ignores the daughter and talks to the son): Rohan, you go downstairs. I am sure you will find someone to play with. Or your father can accompany you.
Daughter: Shall I go too?
Mother: No! You should learn the household chores. People would say that your mother hasn’t taught you anything. Girls should know all of this.

Now, let us get into the groups of four. Take help from Ms. Critical Thinking and discuss the following questions for the next five minutes:

- Why is the mother not allowing the daughter to play?
- Why is the mother not asking the son to do the same?
- Do you think the mother treats her children equally and fairly?
- How is the daughter feeling? How would this affect her?

After the five minutes, invite a few learners to share responses in the large group.
Children are in the race. A father in the gallery is motivating his son.
Father: C’mon Akash. Faster Faster, you have almost won.
Girl (jumping): I won
Akash (after coming second in the race runs to his father with the gift): Yay!
Father (disappointed): Second! But you’ve lost to a girl.

In the same groups, discuss the following:
• Is the father happy with his kid coming second in the race?
• Is the kid happy?
• What did the father say to the boy at the end and why?

Reflect (12 minutes)

It’s Mr. Consciousness time!
Think and share:
Now imagine, if you were a boy or the girl in both of these scenarios, what would you have done to change the situation.

Encourage a few learners to respond.

Possible responses: Ask questions; as a brother, I would have supported my sister, I will try to...
explain to my parents respectfully that it’s not okay.

Highlight the key points that and synthesise by sharing-

All of you can change these things in society. All you need is some help from Ms. Courage, Mr. Compassion and Ms. Critical Thinking.

Here is a student changemaker who took the challenging role of bridging the gender gap -

Alina, a 7th grader from Mumbai, started working towards gender equality and women empowerment when she realised that women did not have a safe platform to speak up and express themselves. She is currently trying to set up a catering service with her mother and other women in the community, so that they can be financially independent. Her application to Godrej Live Out Your Dream (LOUD) was selected as one of the best projects out of the 1700 applications they received. Alina also won the Prestigious People’s Choice Award, through an online poll conducted by Godrej.

After Class Challenge (30 minutes)

Can all of you challenge yourself and spend your evening doing one thing at home with your parents/siblings that you wouldn’t generally do?

For example: You may learn to cook a new dish, you may clean the house, you may buy groceries/vegetables for the family.
OBJECTIVE
I can assess the impact that religious and caste-based discrimination has had.

C IN FOCUS
Mr. Consciousness, Ms. Courage, Ms. Critical Thinking, Ms. Communication, Mr. Compassion

CONSTITUTIONAL VALUES
Equality, Justice, Liberty, fraternity

MATERIALS
NA

SUMMARY OF PRE-WORK (20 MIN)
Watch this Video:
And share: How would you feel, if you were in the girl’s place?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Yesterday we learned a little about gender discrimination. Today we're going to learn about caste-based and religious discrimination.

**Point to the objective: I can assess the impact that religious and caste-based discrimination has had.**

Let us begin with a small activity:
- I am going to assign all of you a number between 1-4.
- Your number will signify your group.
- Each group will be assigned a task and you will have to do this.
- You don't have a choice to change your groups.

Assign a number to each of your learners, you may also share the number with them in advance.

The tasks are as follows:
- Group 1: Supervise how teaching is happening in all the classrooms.
- Group 2: Has to represent the school in an inter-school quiz competition.
- Group 3: Has to collect fees from all children and maintain the accounts register.
- Group 4: Clean the entire school building.

Before you do your tasks, do any of you have questions or doubts?

Invite a few learners to share their responses.

Okay let us try to think about a few things:
- Do you think any group has gotten a better task than the other and therefore is lucky?
- Do any of you want to change your groups? Why?

Encourage a few responses.

Possible responses: Why should only some people do certain things? It should be everyone's equal responsibility. Group 1 has a better job as they are supervising or group 3 gets to collect money. I don't want to be a part of the quiz as I don't read newspapers often, I wish to supervise teachers as I want to become a teacher.

Thank you for sharing your thoughts!

I can see that some of you are feeling really uncomfortable with the way I assigned the tasks. This was just an experiment for us to learn something.
The way you all were divided into groups and were not given a choice to do the task that you like is similar to how people get their caste and assigned the jobs that they are expected to do.

In your pre-work, you may have watched a video. Would any of you like to share the injustice the girl faced at schools and how would you have felt if you were in her place?

* Invite a few learners to share their responses. *

Caste and religion play a big role in defining the identity of the person in India but like gender, sometimes people might assign roles which lead to the unequal and unfair treatment. Sometimes, people may look different than the others in the way they dress up. That may also lead to discrimination. Today, we will explore more such instances in India.

Learn (20 minutes)

Let's take help from Mr. Compassion and Ms. Communication to listen to the story. I will also be asking you a few questions in the middle and you may want Ms. Critical Thinking to help you out with these.

This story is about a young boy named Bhim. Bhim was a child of almost your age (8-10 years old). He loved studying and going to school, just like all the curious students in our class.

Pause and ask:
- What do you like to do at school?

Encourage a few responses.

But this child had to follow some different rules of the class. All students were allowed to sit on benches, but this child had no option and always sat on the floor. All students played Kho-Kho and Kabaddi on the playground, but no one was allowed to touch Bhim and so he was out of all the games that his friends played.

When students felt thirsty after playing, they all went to the water pot to drink water. But Bhim was not allowed to drink water from there. It was told that if he touches the water pot, it will get impure and no one can drink water from it after that.

Pause and ask:
- Why do you think he was treated this way?

Possible student responses:
- He has a disease/ is not well
- He is dirty/doesn’t have a bath regularly
Bhim belonged to a poor family. His father picked up garbage, cleaned the drainages, and removed dead animals to earn money. All this was considered ‘impure and dirty work’. Bhim and his family belonged to the Dalit caste, and caste rules at the time said that people from the lower caste must stay away from people of the upper caste. The rules said that they couldn't sit with or share food and water with people of other castes. The Dalit caste was considered “impure” and if they touched other people or other people's things, that too became “impure”.

Because of this, Bhim was treated differently from other students in the same school.

**Pause and ask:**

- How would you feel if you were Bhim?
- What injustice do you see playing out here?

**Possible student responses:**

- He does not get to sit on benches with other students.
- He is not allowed to touch or drink from the common water pot at school.
- He cannot play Kho-Kho and Kabaddi with his friends, because in those games you have to touch a person while playing.

Like Bhim, a lot of people in India in the past have been mistreated because of their religion or caste.

Let us now reflect on our own lives for next 5 minutes:

- Write down all the castes and religions you know. Name one person you know under each of the castes and religions.
- Have you experienced something similar or have been told not to talk to someone because they are from a different caste or religion?
- Has your family been treated differently or have you seen someone’s family being treated differently on the basis of their caste and/or religion?

Let us take help from Mr. Consciousness to do this.

**Please pause here, and give learners time to think and make a note of these things. Once they are done, invite a few learners to share their responses. Please probe the learners further to think about Why people treat others differently? How does it make the person who is discriminated feel? What kind of emotions will you use to describe how this person feels?**

**Acknowledge the use of Ms. Courage while your learners are sharing. You may share your personal example with the learners as well.**
It’s Mr. Consciousness time!

Think and share:

• What do you think might happen if everyone only did the job assigned to them by their caste/ religion?
• What if people of different caste and religions lived separately in their own groups?
• How may we get people of different castes and religions to treat each other with love, respect and kindness?

Reinforce the idea of interdependence and Fraternity. Reiterate and close out by sharing:

We all have a choice to act, behave, communicate differently. We all have the power to help and support our fellow beings so that they don’t feel discriminated against. All it takes is: AN ACT OF KINDNESS TO BRING A CHANGE IN LIVES OF OTHERS.

Doing this may help us foster the value of Equality, Liberty, Fraternity and Justice in our country.

After Class Challenge (30 minutes)

Play/ share food or help two people in your community who are different from you.

• They may follow different religion
• Their parents’ jobs may be different from yours.

Make the following note in your diary:

What are some new things you learned about them?
Showcase of learning
OBJECTION

I can synthesise what I learned in this unit.

C's IN FOCUS

Mr. Consciousness
Ms. Critical Thinking
Ms. Collaboration

CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

MATERIALS

Chart paper- colors/ Pen- paper

SUMMARY OF PRE-WORK (20 MIN)

Big Question:
Is our classroom a democratic space?

Think of the four constitutional values that we have talked about through this unit and answer the following questions.

1. Specify actions for each of these constitutional values that you see in our classroom.
2. Which value is dominant?
3. Which one do we need to practice more? Why and How?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Asynchronous Pre-work Document

Lesson Plan 61, SOL Day 1
We have successfully come to the end of our fourth Unit i.e. Nation.

Would any of you like to share all the big questions that we explored in this unit?

Correct Response:

- What is the constitution and why is it important?
- Is justice for all?

Would any of you also like to share your key learnings from the unit?

Invite learners to share their responses.

Possible response: We learned about our country and its constitution. We talked about four constitutional values in detail. We understood how fundamental rights and duties are important. We also spoke about the injustice that happens at different levels in our society and what we can do to solve that.

Today we will synthesise our learnings by going back to a question that we started with- Is our classroom a democratic space?

If our response to the question is yes, give me jazz hands. If it's a no, fold your hands.

Invite two learners each from different groups to share responses.

Do we want our classroom to be a democratic space? Is there scope to make it more democratic?

If our response to the question is yes, give me jazz hands. If it's a no, fold your hands.

Invite two learners each from different groups to share the reason behind the response.

Observe how learners respond to it and reiterate the need to strengthen constitutional values/ fundamental rights and duties.

Given that some of us still feel that there's a need for it, today as a collective we will draft the introduction to our class's constitution which will be called a Preamble of our class.

Point to the objective: I will showcase my learning from the unit by writing a preamble (Introduction to constitution) for our classroom.

Let us begin by reading India's Preamble together as a class.
I am going to read out some statements. After each statement, you shall repeat it together in a loud and a proud voice. Also copy the action that I am doing with each statement. Are you ready?

- I have a voice. Please pretend to hold a mic
- My voice matters. Please pretend to hold a mic.
- All of our voices are equally important. Hold a learners hand and ask learners to hold their partners’ hand. In a virtual classroom, you may ask them to hold both of their hands together.
- We raise our voices to fight the wrong. Please make a cross using your hands.
- We raise our voices to show love and care. Please make a heart using your fingers.

Let us keep all of these things in mind throughout the day.

Read it out loud with your learners.

Since the preamble of India's constitution captures a short summary of the values Indian citizens are supposed to uphold, the preamble that we will create shall also become a guiding document for our class values.

Before we begin the process, let's remind ourselves of a few key things.
Learn (20 minutes)

Let’s get into four groups as a class.

• Each group will be assigned a constitutional value and will be led by its leader.
• For the value that’s assigned to you, think about:
  • What will this value look like in my actions?
  • What actions should I not do to uphold this value?

These may be the things that we already do in the classroom.

Remember to take help from Ms. Collaboration and Ms. Critical Thinking while doing this. Please refer to your notes from the pre-work, that may help you synthesise your thoughts. Please take 6 minutes to do this.

<table>
<thead>
<tr>
<th>Our Shared constitutional value</th>
<th>Our Shared constitutional value</th>
<th>Non-aligned action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equality</td>
<td>Everybody gets equal time to share in group discussion</td>
<td>Teachers giving chances to only one learner in the class or learners not letting some people share in discussions.</td>
</tr>
</tbody>
</table>

After five minutes, invite learners from different groups to share about different constitutional values in the large group. While learners share, fill the table with at least two aligned and two non-aligned actions for each constitutional value.

Now, can we think of some structures to follow these actions in the class?

For example: A structure for the same may be assigning ‘group discussion roles to all the members of the group’.

Encourage learners to share some structures and add a column to make a note of these structures.

Please model one way of doing this. For example- If a shared constitutional value is Equality, one of the actions can be that everybody gets equal time to share in group discussion. An action that we may not do is: teachers giving chances to only one learner in the class or learners not letting some people share in discussions.
Thank you so much learners. We have collectively created the Preamble for our class in the form of a table. Let us now get into our groups again.

Please make a poster together to represent how your class would look if this constitutional value was to come alive from tomorrow.

Encourage different groups to hold up their posters and observe each others’ work. Encourage a few of them to share how the four posters come together. Please take pictures and record videos of students’ work-products and presentations to document their learnings after taking their consent.

<table>
<thead>
<tr>
<th>Our Shared constitutional value</th>
<th>Aligned Actions</th>
<th>Non-aligned action</th>
<th>Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equality</td>
<td>Everybody gets equal time to share in group discussion</td>
<td>Teachers giving chances to only one learner in the class or learners not letting some people share in discussions.</td>
<td>Group discussion roles to all the members of the group</td>
</tr>
</tbody>
</table>

Reflect (10 minutes)

It’s Mr. Consciousness time!

Think and share:
- Was the way we created the preamble, democratic?
- Why/ Why not?
- What was your individual contribution to the group discussion?
- Did you let others contribute? How?

Let’s close out our class with the reaffirmations that we started with. I invite you all of you to repeat after me:
- I have a voice. Please pretend to hold a mic
- My voice is important. Please pretend to hold a mic.
• All of our voices are equally important. Hold a learners hand and ask learners to hold their partners’ hand. In a virtual classroom, you may ask them to hold both of their hands together.

• We raise our voices to fight the wrong. Please make a cross using your hands.

• We raise our voices to show love and care. Please make a heart using your fingers.

After Class Challenge (30 minutes)

Please work on your final showcase.
OBJECTIVE
I can showcase what I learned in this unit

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

CONSTITUTIONAL VALUES
Liberty, Equality, Fraternity, Justice

MATERIALS
Pen-paper

SUMMARY OF PRE-WORK (20 MIN)
1. Identify two injustices that have happened in your community/city/country over the period of last one week.
2. You may click pictures from the newspaper/search on google/talk to friends in your community. Please take help from Mr. Curiosity to do this.
   - Think about two things:
   - Who has suffered in this act? Why?
   - What other constitutional values are sacrificed/violated?
   - Which C has people not operated with in this scenario?

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

Lesson Plan 62, SOL Day 2
Hello learners, I hope all of you are excited for the last day of our Unit- Nation.

In your pre-work, you have already come up with some recent acts of injustice.

I would love for all of you to turn to your partners and share:
Who has suffered in the stories that you found and why?

Virtually, you may take responses in the chat box / ask 3 people to share. Root this in what they have studied over the unit about acts of injustice and how some social identities are more vulnerable to these acts.

After listening to and learning about so much that still happens around us-
Do you think we as citizens of India have been successful in upholding the constitutional values and being a true democracy?

What do you think has stopped us from being that? Please remember to give reasons/ evidence for your answers.

Engage learners in a discussion. Enable learners to respectfully agree/ disagree with their peers. Reinforce the idea of using evidence and keep highlighting the key points.

Please appreciate the learners on how they are taking help from Ms. Critical Thinking, Mr. Compassion and Ms. Courage while sharing.

Today we will showcase our learning by: Envisioning our nation without the acts of injustices.
Pause, take a deep breath and imagine a day where all constitutional values are being followed. Everyone is exercising their freedom responsibly and are being treated equally. People are living in harmony and there is justice for all. India has become a very ideal democratic country.

If this was true, what kind of news would you want to read/watch/come across in the newspaper/TV?

Let us see some examples:

**Live & Let Live: 'Habitat Inc' wants to provide co-living spaces to LGBTQIA+ community**

While persons from the community fight inequality and discrimination in every sphere of their lives on a daily basis, something as basic as right to shelter has long been an issue for them.

**Muslim youths help cremate 60-yr-old Hindu man who died of COVID in UP’s Bairampur**

Muslim youths helped cremate a 60-year-old Hindu man who died of COVID in UP’s Bairampur.

**Wheelchair-bound 12-year-old from Kerala wins hearts through YouTube**

Kaspar, who has been confined to the wheelchair for two years, has so far produced 400 videos with the help of his family.

**Muslim woman’s Krishna painting presented to Kerala temple deity**

A 4-ft Krishna painting was presented to Kerala temple deity.

**Giving back to native roots: Mumbai man, daughters conduct educational classes for Konkan labourers’ kids**

Vishnu Tell and his three daughters visit their native place during holidays to teach children of mill workers.

Lesson Plan 62, SOL Day 2
Let us get into the groups of 5 and put together 5 headlines that you wish to see in this newspaper. We will take 15 minutes to do this.

- Here are the steps that you may use to create your headlines:
  - Think about the things/ acts you wish to see in your community/ country.
  - With the help of Mr. Creativity, imagine your characters and think of what they are saying or doing.
  - Put this down in a sentence and that would become your headline no.1.
  - You can also draw a picture of your characters talking to make your headlines look creative.

Let’s use Ms. Creativity and Ms. Collaboration to do this.

After the task, invite one person from each group to share their headlines. Please take pictures and record videos of students’ work-products and presentations to document their learnings after taking their consent.

This was quite hopeful. I loved how you thought about so many different people and social identities while doing this exercise.

Learners, we know that we are quite far away from being the democracy we want to be. But we also have hope in the form of examples that I showed you and the ones you created with your classmates.

Only if all of us are collectively able to bring this vision alive through small acts of love and kindness, we will be closer to achieving our vision.

Reflect (15 minutes)

It’s Mr. Consciousness time!

Let’s think about the role that you play in enabling us to be our envisioned country.

Give an example of how we have taken a step to make this classroom a democratic space. Remind learners of so many student leadership stories that they have heard. Enable them to come up with actions.

Invite responses in the large group.
Let's hear one more story of inspiration. Samyuktha is a 16 year old girl who had gone to her village for her summer vacations. Her village is called Nashik and is located in Maharashtra. In the village, she saw girls who were not receiving a good education and lacked the confidence to even speak to new people. She knew there was an urgent need to empower them to be stronger. With her sister, Saumya, she conducted summer classes for the girls and taught them about important topics such as confidence, nutrition and gender.

Which constitutional values did she uphold through this simple act?
Which Cs did she use to do this?

*Invite a few learners to share.*

Before we close this unit out, I want each of you to make a commitment to yourself and specify one action that you would take towards making your family/community a better democratic space.

Each individual will write a commitment on a big A4 sheet and decorate it the way you would like.

I commit to _______ to make India a better country.

*After everyone’s done, invite learners to share their commitments. Make a wall in the classroom where learners can stick it. Virtually, you may ask learners to stick it near their study-desk.*

*Please close the class out with celebration and gratitude. (You can hand out gratitude notes/bag tags/bookmarks/Cstickers to everyone).*

Lesson Plan 62, SOL Day 2
World
Big Question 11

How does the world view India?

Learning Standard
Students will develop an understanding of the world’s view of India.
OBJECTIVE
I can cite examples of India’s contribution to the world historically

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

CONSTITUTIONAL VALUES
Fraternity

MATERIALS
Print-outs of the images on last page.

SUMMARY OF PRE-WORK
Look at the timeline and fill the following statement.

- India’s history begins in the year ___ with ___ phase.
- 1700 BC marks the beginning of ____ age.
- The period from ___ AD to ___ AD is considered a Medieval Era.
- Presently, we are living in __ and ___ India.

RESOURCES FOR THE TEACHER:
Synchronous Presentation

Asynchronous Pre-work Document

Lesson Plan 63
So far we have discussed different things about our nation- India.
But can you share where India is?

*Show learners the map of the world and ask them to spot India.*

Can we say that India is a part of the world?

*Invite learners to share the responses.*

But is India the only country that is part of the world?

*Invite learners to share responses. This may also be an opportunity for them to share the names of other countries that they may know. As they share, enable learners to identify that on the map.*

Exactly right! The world is a very large family of all the countries and the people who live in these countries. This brings us to our very important and last unit of the curriculum- World.

Let us then begin by understanding the relationship between India and the world through the big question:

How does the world see India?

Now, before I share with all of you our objective of the day, let's do an activity. I am going to give you a scenario.

Imagine you are alone at home and suddenly 10 guests come over. You decide to make tea for them but you realize there is no milk at home. You run to the local shop and realise that it's shut too. What will you do?

*Invite learners to share ideas. Wait for someone to share that they will ask their neighbour to borrow some milk. If no student shares it, you share it in the end.*

When we are in need, our neighbours often come to our rescue!

Has any of you done this- borrowed something from your neighbours or shared something with them?

*Invite a few learners to share their stories.*

Like our family and our friendly neighbours, even our country and other countries in the world, help each other out.

Today, let us learn more about how our country India has helped other countries in the world. We will do this by looking at a few examples of how India has contributed to the world.

*Point to the objective: I can cite examples of India's contribution to the world historically.*
How many of you remember your pre-work?
Can all of you quickly give me a thumbs up, if you think India is an old country and thumbs down if you feel India is a new country?

Let learners interpret this statement and respond.

India’s history goes back, before the birth of Christ (BC) which means India is an old country. This may mean that India has experienced so much. It has also seen the rise of two religions.

Can you quickly look at the timeline and share what these two religions are?

Invite a few learners to share.

Let us now look back at history and see a few amazing things that India has done for the world.

I am currently very excited to find these out. I hope all of you are feeling the same so let’s call Mr. Curiosity to help us along the way.

Let us play a picture game. I am going to present a picture. You may take help from Ms. Critical Thinking to guess what this picture means and raise a silent hand.

I might then ask a few of you to share your guesses. Are you ready?

Please show the images first and let learners guess what these images may mean. Even if their guess is close, celebrate the learners and then present the name.

1. Zero
2. Ayurveda
3. Peace
4. Buddhism
5. Jainism
6. Jute
7. Indigo
8. Kabaddi
9. Nalanda University
10. Chess
11. Surgery

How does it feel to know that our country India contributed so much to the world?
Let's use the feeling chart to share our feelings!

**How are you FEELING?**

- Happy
- Sad
- Angry
- Worried
- Shy
- Excited
- Surprised
- Silly
- Embarrassed

Now that you have seen different contributions of India to the world, I am going to share some broad topics/fields with you. If you feel India has
contributed something to the world in this field, give me a thumbs up. Let’s continue to take pride and use Ms. Critical Thinking to respond.

Share the following topics with the learners. Pause for learners to respond. For each of the topic, invite one learner to share:

How has India contributed to this topic?

Topics are as follows:

- Health and medicine: *Ayurveda, Surgery*
- Religion and Faith: *Buddhism, Jainism*
- Education, Maths and Science: *Zero, Nalanda University*
- Sports: *Kabaddi, Chess*
- Agriculture: *Jute, Indigo*
- Fraternity: *Peace/ non-violence*

Thank you so much for engaging in this exercise. We observed that India has contributed to a wide range of topics and fields - agriculture, health, sports, education, religion and Fraternity.

Do you think, it’s fair for me to say that ‘India in the past has contributed a lot to make the world a better place’? Encourage a few learners to share their thoughts.
Reflect (5 minutes)

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

- How do you think contributions help different individuals/communities or countries?
- Which contribution are you the most proud of? Why?
- Which C’s do you think people of different countries use to contribute to each other’s growth?
- Possible response: Mr. Compassion, Ms. Collaboration
- Which constitutional value does the contribution help us foster in the world?

Possible response: Fraternity

After Class Challenge (30 minutes)

As a world, share your gratitude with India for the way it has contributed to your life.
You may write a letter to India, a message or make a beautiful thank you card.

Please take help from Mr. Creativity to do this.
Print this images for all

1. Zero
2. Ayurveda
3. Peace
4. Buddhism
5. Jainism
6. Jute
7. Indigo
8. Kabaddi
9. Nalanda University

10. Chess

11. Surgery

12. Yoga
OBJECTIVE
I can cite examples of India's contribution to the world currently

C IN FOCUS
Ms. Collaboration, Ms. Critical Thinking, Mr. Curiosity, Mr. Consciousness

CONSTITUTIONAL VALUES
Fraternity

MATERIALS
NA

SUMMARY OF PRE-WORK (20 MIN)
Watch this video song (from 1:42 to 3:02). You may refer to the translation of the lyrics here:

- What do you think this song talks about?
- Can you point out any two new contributions that you can identify from this song?

<table>
<thead>
<tr>
<th>Lyrics</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jee shree dya mera Bharat na</td>
<td>Only when my India invented the zero</td>
</tr>
<tr>
<td>Bharat me mere Bharat na</td>
<td>India my India</td>
</tr>
<tr>
<td>Dunya ko tab pindi aev</td>
<td>Only then the world learnt counting</td>
</tr>
<tr>
<td>Teeron ki bina hain Bharat me</td>
<td>The language of the stars</td>
</tr>
<tr>
<td>Dunya ko pehe sikhail</td>
<td>India taught that first to the world</td>
</tr>
<tr>
<td>Dino na dushanas Bhauron mein</td>
<td>Had India not invented the decimal point</td>
</tr>
<tr>
<td>Yoon chand pe jana mukhi lila</td>
<td>It would've been difficult to reach the moon</td>
</tr>
<tr>
<td>Dharti aur chharchi ko pata ki</td>
<td>The distance between the earth and the moon</td>
</tr>
<tr>
<td>Andha jugaan mucheli tha</td>
<td>You have been difficult to estimate</td>
</tr>
<tr>
<td>Sabhyata jahan par aayi</td>
<td>Where civilization was born first</td>
</tr>
<tr>
<td>Sabhyata jahan par aayi</td>
<td>Where civilization was born first</td>
</tr>
<tr>
<td>Pehejaan hul hul hahan pe kais</td>
<td>Where talent was born first</td>
</tr>
<tr>
<td>Aapna bharat woh Bharat hai</td>
<td>Thys is my India</td>
</tr>
<tr>
<td>Jee kee perche sasur chala</td>
<td>The one whom the world follows</td>
</tr>
<tr>
<td>Senee chala aur sange badha</td>
<td>The world follows and moves forward</td>
</tr>
<tr>
<td>Yoon sange badha, badha h jaya</td>
<td>India leads the way and keeps on blossoming</td>
</tr>
<tr>
<td>Bhagwan kare yeh aur shada</td>
<td>Pray to God that India keeps on succeeding</td>
</tr>
<tr>
<td>Badha h hi nahi aur phool ho shala</td>
<td>India keeps on moving forward and blossoming</td>
</tr>
<tr>
<td>Badha h hi nahi aur phool ho shala</td>
<td>India keeps on moving forward and blossoming</td>
</tr>
</tbody>
</table>

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
In our last class, we discussed India’s contribution to the world through historical aspects. We learned how a few discoveries from India have helped different countries to grow and develop. Can you think of any other contributions that you have learned from the song?

Possible response: Calculating distances, decimal points, a lot of talent, first civilization.

Today we will examine and discuss examples of India’s recent contributions to the world.

Take out a Rs 100 note and show a picture of Mahatma Gandhi on it and ask students.

Do you know who this person is?

He is Mahatma Gandhi, also known as the father of our nation. Gandhi was one of the key persons who fought the war for India’s Independence from the British. But do you know what Gandhiji did for the world? Gandhi studied law in a country called South Africa and he saw how badly the people of color were treated by the Britishers so he mobilized people to protest for their rights. He inspired leaders like Martin Luther King and Nelson Mandela to fight for African people.

Raise your hand if you think Gandhiji contributed something important to the world. How?

You may choose to ask these follow up questions:

Can you list Gandhiji’s contributions to India and the world?

Possible responses: satyagraha, Indian independence, non-violence, etc.

How did Gandhiji help India get its independence?

Possible responses non-violence and satyagraha

If Gandhiji was a student in our class, how do you think he might respond when he sees injustice? Or when someone hits him?
Close your eyes and sit in a comfortable position. Now breathe in and breathe out slowly and focus on your breathing. Repeat this 3-4 times. Now slowly open your eyes and stand up.

Raise your hands above your head and stretch your body completely. Now breathe out and as you breathe out bend down and get your hands to touch your feet.

You can get children to perform any yoga asana you are comfortable with.

How do you feel?
What did we just do?
Invite 3-4 learners to respond.

Possible response: Yoga

Yes. India gave the world Yoga which is now practiced by people around the world.

Like Mahatma Gandhi, a lot of Indian people have contributed to the world in different ways. Today we will look at more such examples.

Point to the objective-
I can cite examples of India’s contribution to the world currently.
Yoga is in fact so popular that 21st June is now celebrated as International Yoga day.

Let us now watch a video (1.43 onwards for about 30 seconds)

What do you see?

Invite 2-3 learners to respond.

Possible responses: Foreigners dancing to Hindi songs.

Yes. Do you know Bollywood movies and dances are famous not just in India but around the world?

You can also watch famous bollywood movies if you are in London. Isn't that great?

Do you recognise this statue?

Invite 2-3 learners to share responses

Yes, this is Gautam Buddha. We have already learned that Buddhism was India's contribution to the world. It was founded in Gaya in Bihar but has now spread around the world. Many people practice Buddhism around the world.

How does it feel to know that our country India continues to contribute so much to the world?

Let's use the feeling chart to share our feelings!

Lesson Plan 64
It’s Mr. Consciousness time!

Think and share:

- Which C’s do you think people of India have used to create the amazing things that they have and then contributing those to the world?
- For example: India has used a lot of Mr. Creativity in creating so many movies and amazing songs.
- Which constitutional value does the contribution help us foster in the world?

After Class Challenge (30 minutes)

Find out three things that the world may have contributed to India.
OBJECTIVE

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

Cs IN FOCUS

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

CONSTITUTIONAL VALUES

Fraternity

MATERIALS

Create 5 mixed groups for five different countries.

SUMMARY OF PRE-WORK

Please divide learners in five groups as per the five different countries.

On the basis of your groups, identify your country

- Group 1 - USA
- Group 2 - Singapore
- Group 3 - Sri Lanka
- Group 4 - South Africa
- Group 5 - India

Take some help from Mr. Curiosity to find out five extremely special things about this country. Think about what makes this country 'unique'.

You may look at their clothes, food, monuments, famous buildings, their crops, climate or anything else that stands out to you.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Asynchronous Pre-work Document

Lesson Plan 65
Before we begin, would any of you like to share things that the world has contributed to India?

**Invite a few learners to share responses. If learners are unable to share, ask them:** Do you know where mobiles, computers, laptops and airplanes were invented? Encourage learners to find these out after the class.

Till now we have spoken a lot about how different countries contribute to each other which means every country is unique in some ways.

What do you think the word ‘unique’ means?

**Invite a few learners to share.**

Unique means something that is very special, something that is different from everyone else!

Can you all take a minute to think about what is unique about you? It could be your beautiful smile, your dedication, your ability to learn Math quickly or how much you love your family.

**Invite a few learners to share.**

Let us now quickly turn to our partners and share-

What do you find unique about them?

This means that everything and everyone around us is unique and special in their own way.

Now that we have understood the meaning of the word ‘unique’, and have identified what’s unique about us and our partners, we are going to learn what’s unique about countries in the world.

**Point to the objective: I can compare things unique to India with things that are common to the world.**
Learn (20 minutes)

In your pre-work you were given the task to identify five unique things about a particular country.

For the next ten minutes, let’s get into our country groups.

- Take help from Ms. Collaboration and bring together all the unique things that you have found about this country.
- Take help from Mr. Creativity and create a poster to prove that your country is special.

Are you ready?

Let’s take help from Ms. Critical Thinking and share:

- Are there things that are common to people around the world?
- Are there things that no other country in the world has apart from the one assigned to you?
- Are there things that are special only to India—may be the ones that no other country in the world has?

Today, we learned about five different countries. I am sure there may be things that you may have never experienced in India, things that you feel are sort of similar everywhere and things that you feel people of any other country have not experienced.

Encourage learners to participate in the discussion. Highlight the key points. You may give examples like—America and India both have several states. Different countries have different monuments and climates. India has a lot of diversity present in one country itself which is extremely special about India.
It's Mr. Consciousness time!

Think and share:

- How do you feel about the things that are unique to India?
- Is there anything you found fascinating in the countries of the world that you wish to learn more about?
- What do you think, people of all the countries- people of the world share in common?

After Class Challenge (30 minutes)

Imagine going to the country you are assigned to as a tourist:

- What will be things that you will feel comfortable with? They may be the things that you already do in your country.
- What are the things you may want to learn from the people of this country and bring back to India?

- What are some things you want to teach the people there? They may be the things that are special about India.

Draw a picture of you enjoying this country using Mr. Creativity!
OBJECTIVE

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

C IN FOCUS

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

CONSTITUTIONAL VALUES

Fraternity

MATERIALS

1. Create 5 groups for five different parts of India
2. Print-outs of images given on last page.
3. Posters of different countries created by the learners on the previous day.
4. Song, video and lyrics of the song- Desh Rangeela

SUMMARY OF PRE-WORK

We all know that India is a big diverse country. We have also learned so much about the diversity of our country. Let’s spend some time learning about different parts of India.

As per your groups, identify your ‘state groups’ of India. Some of the states in these regions have been given in the bracket.

Identify five things that are unique to this part of our country. This could be food, clothes, language monuments, climate, crop, folk music and dance etc.

- Group 1: North India (Jammu and Kashmir, Punjab, Himachal Pradesh, Uttar Pradesh)
- Group 2: West India (Gujarat, Goa, Maharashtra)
- Group 3: East India (West Bengal, Orissa, Bihar, Jharkhand)
- Group 4: North-East India (Assam, Meghalaya, Manipur, Sikkim, Arunachal Pradesh)
- Group 4: South India (Kerala, Tamil Nadu, Andhra Pradesh, Karnataka)
- Group 5: Central India (Madhya Pradesh, Chattisgarh)

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Asynchronous Pre-work Document

Lesson Plan 66
Yesterday, we discussed the word ‘unique’
Would any of you like to quickly remind the class what that means?
Yesterday we discussed things that are unique to different countries in the world, today we will deep dive into India and try to articulate its uniqueness.
We will do this by creating a character sketch.
Does anyone know what a character sketch is?
Encourage a few learners to respond. If they don’t know the answer, encourage them to guess.
A character sketch includes different traits about a character or person. For example: If you were to create a character sketch of me, you might say I am a teacher, I am tall, I like to read and I am kind. A character sketch paints a picture of a person’s physical and emotional traits.
Let’s take two minutes for all of you to create a character sketch for your partner. Once you are done, share it with them.
Thank you for engaging in this exercise.
Now here is the fun part. You have learned a little about different countries! Today you are going to think about the things that are unique about India compared to other countries.
Point to the objective: I can compare things unique to India with things that are common to the world
Today we’re going to imagine India as a character!
Invite a few learners to share how India looks physically, what are some other ways in which you’d describe it?
In your pre-work you were given the task to identify five unique things about a particular part of India.

For the next ten minutes, let's get into our state groups.

- Take help from Ms. Collaboration and bring together all the unique things that you have found about this part of India.
- Take help from Mr. Creativity and create a character-sketch for this part of India on the sheet provided to you. You may dress the part of India up the way you want, based on what you have learned about her. Find interesting ways to depict the unique things about this region/part of India.

Are you ready?

In an in-person classroom, ask learners to group themselves and give image sheets to them as per their groups. In a virtual classroom, you may share the respective image sheet with them and ask learners to annotate on it. You may model the use of annotation for your learners.

After ten minutes, invite learners to show the different parts of India and share things that are unique to their part. Follow up by asking them about what's standing out to them about India.

In an in-person classroom, invite learners to complete the map of India by putting together their image sheets and ask them to share their responses to the above questions.

All of you have identified things that are unique about India and have brought them together. Isn't this a beautiful example of collaboration?
I am sure that in the colorful India that we have created today, we may see diverse colors, clothes, climate, languages, songs and dance. But all of this diversity is what makes India special.

Now, let’s take some help from Ms. Critical Thinking to do some comparison.

I am going to show you all the beautiful posters of different countries that you created yesterday. And here, we have a big beautiful character-sketch of India. As we keenly observe all of this:

- Identify as many things as you can that are common everywhere in the world.
- Identify as many things as you can that are only found or are special to India.

Please put all the posters on display so that all the learners can see them for an-in person classroom. In a virtual classroom, you may put the pictures of these posters on your deck.

Invite learners to share responses. As learners share, please make a note of these on the board or your screen.

Reflect (10 minutes)

It’s Mr. Consciousness time!

- If the world is our family, what are a few things that are common for all of us?
- What are some of the things that you feel India can share more of with the world?
- Which constitutional value will it help us foster?

Learners, knowing our uniqueness really matters because it helps us understand our identity and how special things in our life are. It also matters because it helps us realize that others are different and unique too! and only by learning about these differences and unique-ness can we learn from each other.
Let's close out our class by listening and dancing to this beautiful song about India!
It's okay, if we don't understand hindi, we can refer to the english subtitles and enjoy!
Play Desh Rangeela. Please find the lyrics and translation if required here:

Yahan har kadam kadam pe
Dharti badle rang
Yahan ki boli mein
Rangoli saat rang
Yahan har kadam kadam pe
Dharti badle rang
Yahan ki boli mein
Rangoli saat rang
Dhaani paghdi pehne mausam hain
Neeli chaadar taane ambar hain
Nadi sunehri
Hara samundar
Hain sajila
Des rangila rangila, des mera rangila
Des rangila rangila, des mera rangila
Des rangila rangila, des mera rangila
Des rangila rangila, des mera rangila

Vande Mataram
Vande Mataram
Vande Mataram
Vande Mataram

Sindoori gaalon waala
Suraj joh kare thitholi
Sharmilay kheton ko dhak de
Chunar peeli peeli
Ghoonghat mein rang
Panghat mein rang
Cham cham chamkila
Des rangila rangila, des mera rangila
Des rangila rangila, des mera rangila

Ho o ho o o ... Ho o ho o o
Ho o ho o o ... Ho o ho o o

Lesson Plan 66
Abil gulaal se chehre hain yahan
Mastaanon ki toli
Rang hassi mein
Rang khushri mein
Rishtey jaise holi
Vaadon mein rang
Yaadon mein rang
Rang rang rangila
Des rangila rangila, des mera rangila
Des rangila rangila, des mera rangila

Aye dholaaa
dh
Aye mahro dhola reeeee
dh

Ishq ka rang yahan par gehra
Chadh ke kabhi na utre
Sachche pyar ka tehra sa rang
Chalke par na bikhre
Rang ada mein
Rang haya mein
Hain rasila
Des rangila rangila, des mera rangila
Des rangila rangila, des mera rangila

Yahan har kadam kadam pe
Dharti badle rang
Yahan ki boli mein
Rangoli saat rang
Dhaani paghdi pehne mausam hain
Neeli chaadar taane ambar hain
Nadi sunehri
Hara samundar
Hain re sajila
Des rangila rangila, des mera rangila
Des rangila rangila, des mera rangila
Ho o ho ...
Rangila rangila, des mera rangila
Des rangila rangila, des mera rangila
Des rangila rangila, des mera rangila
Des rangila rangila, des mera rangila
Des rangila rangila, des mera rangila
Des rangila rangila, des mera rangila
Des rangila rangila, des mera rangila

Lesson Plan 66
If a friend of yours from USA comes to India for the first time-

- What are some places you will take them to?
- What are some food items you will make this person taste?
- What are some things you will make this person experience?
Big Question 12

What does it mean to be an Indian in the world?

LEARNING STANDARD
Students will develop an understanding of their identity as a part of the world.
OBJECTIVE
I know what the term ‘Citizens of the World’ means.

Cs IN FOCUS
Ms. Critical Thinking, Ms. Courage, Mr. Curiosity, Mr. Consciousness

CONSTITUTIONAL VALUES
Fraternity

MATERIALS
1. Print-outs of Greta's speech
2. It’s a small world- video and print-outs of the lyrics if needed-

SUMMARY OF PRE-WORK
Read the passage below.
Ensure that you keep Ms. Communication, Mr. Curiosity & Ms. Critical Thinking by your side.
'I'm from Sweden. I speak on behalf of Climate Justice Now.
Many people say that Sweden is just a small country and it doesn't matter what we do. But I've learnt that no one is too small to make a difference. And if a few children can get headlines all over the world just by not going to school - then imagine what we all could do together I'd we really wanted to.
But to do that we have to speak clearly. No matter how uncomfortable that may be. You only speak of green, eternal economic growth because you are too scared of being unpopular. You only talk about moving forward with the same bad ideas that got us into this mess. Even when the only sensible thing to do is to pull the emergency brake.
You are not mature enough to tell it like it is. Even that burden you leave to your children. But I don't care about being popular. I care about climate justice and the living planet.
We are about to sacrifice our civilization for the opportunity of a very small number of people to continue to make enormous amounts of money. We are about to sacrifice the biosphere so that rich people in countries like mine can live in luxury. But it is the sufferings of the many which pay for the luxuries of the few.
Until you start focusing on what needs to be done rather than what is politically possible, there is no hope. We cannot solve a crisis without treating it like a crisis. We need to keep fossil fuels in the ground and we need to focus on equity.
And if solutions within the system are so impossible to find then maybe we should change the system itself?
We have not come here to beg world leaders to care. You have ignored us in the past and you will ignore us again. You’ve run out of excuses and we’re running out of time. We've come here to let you know that change is coming whether you like it or not.
The real power belongs to the people.'

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

Go to Index
Till now, we have spent some time exploring the ‘unique-ness’ of people and countries of the world. We also found out things that are common for all the people of this world.

Would any of you like to share what these things are?

Let us start by singing a beautiful song together. Please dance along by following the actions.

Please play the video and share the lyrics of the song with the learners if needed:

It’s a world of laughter
A world of tears
It’s a world of hopes
And a world of fears
There’s so much that we share
That it’s time we’re aware
It’s a small world after all
It’s a small world after all
It’s a small world after all
It’s a small world after all
It’s a small world after all
It’s a small world after all
It’s a small world after all
It’s a small, small world

After playing the video, invite a few learners to share what stood out to them or what did the song mean to them.

It’s a small world that means that all of us share certain things – one sun, one moon. Everyone knows how to smile. Everyone needs water. We need to live together, look after each other, and our world.

Today, Mr. Curiosity has a lot of questions for you. Are you ready to answer those questions?

Given that everyone in this world is so diverse, has different interests, like different things but still share some common things, do you think it’s similar to how different people live
in families or different families live in communities?

**Invite a few learners to share perspectives. Encourage learners to give reasons for their response.**

Then, can I say that this world is our big family and all of us are the ‘citizens of the world’?

**Invite a few learners to share the meaning of the word ‘citizen’.**

Thank you for sharing so much. I am sure Mr. Curiosity is feeling a little satisfied now. He is also proud of how all of you have taken help of her friend Ms. Critical Thinking so much while sharing your responses.

Let us stay with this question for the next two days and try to understand what it really means to be a ‘citizen of the world’.

**Point to the objective: I know what the term ‘Citizens of the World’ means**

As we try to understand the meaning of what it means to be the citizen of this world, we will also begin to explore our big question—

What does it mean to be an Indian in the world?

---

**Learn (17 minutes)**

I know that all of you have a lot of responsibilities apart from studying in the class. You play so many roles in your life and are responsible for so many things.

I would love to hear some of these things that you take responsibility for in your:

- Family
- Class
- Community/ neighbourhood
- Country

*Please model a personal story. For example: To all of you I am a teacher so the responsibility that I have is that all of you feel comfortable in the class. When I am home, I take responsibility for making evening tea for my parents. In my neighbourhood, there are a lot of young kids who take my help for their*
Lesson Plan 67

Greta was just a few years older than you when she gave this speech. Can one of you stand tall and with great expression and confidence, read this out like you are Greta standing in front of a huge crowd of adults in a very important forum?

Invite a volunteer to do this and appreciate them for taking help from Ms. Courage. Please explain the difficult words to the learners or share a brief explanation of the speech.

Let us now turn to our partners and share:

- What is Greta giving this speech for?
- Do you think she is taking some responsibility?
- What kind of an individual do you think Greta is?

After the partner-sharing, invite a few learners to share their responses and highlight key words like- Compassionate, Change maker, leader.

Who is showing care towards- herself/ her family/ her community/ her country- Sweden/ world?

Which statement from the speech tells you that?

Invite a few learners to share their responses.

Thank you for sharing. We saw that as a member of your class, family, school, community and India, you have certain roles to play.

It is this that makes you an integral member of all these places.

Then, does it mean that as citizens of this world, we may have certain responsibilities towards the world?

To answer this, let's go back to the passage that we read in our pre-work. Would any of you like to share-

What stood out to you in the passage?

Write on the board/ say it aloud

This was a speech by Greta Thunberg, age 15 at the UN Climate Change Conference in Dec, 2018.
I think Great Thunberg is a Citizen of the World.
Do you think that’s true?

Encourage learners to be a part of the discussion. As learners share certain words, make a note of it and synthesise that all of these things make us the citizens of the world.

Some words and phrases can be:
- Compassionate towards all people
- Be courageous to ask questions and raise voice
- Identify problems in the world
- Finds and creates solution for those problems

Citizens of the world are people who try to solve a problem that affects people in countries around the world.

Reflect (5 minutes)

It’s Mr. Consciousness time!
Think and share:
- What is something you care about and want to change in the world?
- How can you raise your voice and solve it?
- What are some Cs you would need to solve it?

Let us close out with an inspiring story of student from Delhi:
Isha, a 10th grader from Delhi, organized a residential camp called Jalebi with 3 of her friends. This camp, which is for students, educators, and parents, aims to give people the chance to get out of their busy lives, and come together to try and solve problems they see in the community, and ultimately spread happiness. Isha is also a part of Teach For All's Student Leadership Advisory Committee, which is a group of students from different countries. Isha collaborates with these other international student leaders to spread the idea of student voice across the world.

You may also play the song once again before closing the class.
Mr. Curiosity urges you to find more information about Greta Thunberg. She’s been very active since this last speech in 2018. Try to find out more about what she has done for Climate Justice.
It’s a world of laughter
A world of tear
It’s a world of hopes
And a world of fears
There’s so much that we share
That it’s time we’re aware
It’s a small world after all
It’s a small world after all
It’s a small world after all
It’s a small world after all
It’s a small world after all
It’s a small, small world
There is just one moon
And one golden sun
And a smile means
Friendship to everyone
Though the mountains divide
And the oceans are wide
It’s a small world after all
It’s a small world after all
It’s a small world after all
It’s a small world after all
It’s a small world after all
It’s a small, small world
My name is Greta Thunberg, I am 15 years old and I’m from Sweden. I speak on behalf of Climate Justice Now. Many people say that Sweden is just a small country and it doesn’t matter what we do. But I’ve learnt that no one is too small to make a difference. And if a few children can get headlines all over the world just by not going to school - then imagine what we all could do together if we really wanted to.

But to do that we have to speak clearly. No matter how uncomfortable that may be. You only speak of green eternal economic growth because you are too scared of being unpopular. You only talk about moving forward with the same bad ideas that got us in to this mess. Even when the only sensible thing to do is to pull the emergency break.

You are not mature enough to tell it like it is. Even that burden you leave to your children. But I don’t care about being popular, I care about climate justice and the living planet. Our civilisation is being sacrificed for the opportunity of a very small number of people to continue to make enormous amounts of money. Our biosphere is being sacrificed so that rich people in countries like mine can live in luxury. It is the sufferings of the many which pay for the luxuries of the few.

The year 2078 I will celebrate my 75th birthday.

If I have children then maybe they will spend that day with me. Maybe they will ask about you. Maybe they will ask why you didn’t do anything, while there still was time to act? You say you love your children above all else. And yet you are stealing their future.

Until you start focusing on what needs to be done rather than what is politically possible there’s no hope. We can not solve a crisis without treating it as a crisis. We need to keep the fossil fuels in the ground and we need to focus on equity. And if solutions within this system are so impossible to find than maybe we should change the system itself? We have not come here to beg world leaders to care. You have ignored us in the past and you will ignore us again. You’ve run out of excuses and we’re running out of time. We’ve come here to let you know that change is coming whether you like it or not. The real power belongs to the people.
Identify at least three people who you can call ‘citizens of the world’ - someone who really cares about issues that impact people everywhere. This could be someone you know, or someone famous. Look on the internet or talk to people you know! And write that person’s name and why you feel they are a citizen of the world. Take help from Mr. Curiosity to do this.

OBJECTIVE
I know what the term ‘Citizens of the World’ means.

C IN FOCUS
Ms. Courage, Ms. Communication, Mr. Creativity, Ms. Collaboration, Mr. Compassion, Mr. Consciousness

CONSTITUTIONAL VALUES
Liberty, Equality, Fraternity, Justice

MATERIALS
• Song and Video: We are the world
• Printouts of the lyrics of the song, if needed

SUMMARY OF PRE-WORK

RESOURCES FOR THE TEACHER:
Synchronous Presentation Asynchronous Pre-work Document
Would any of you like to quickly share who the ‘citizen of the world’ is? In your pre-work, you may have come across stories of multiple citizens of the world. Can we quickly turn to our partner and share at least one person and their work that according to you makes them the ‘citizen of the world’?

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

Is there anything common that you see in all of these stories?

*Possible Response: They definitely care about the problems in the world and solve for them but also see everyone as one. They are all using their freedom responsibly, fighting for equality and justice for all and above all, trying to foster fraternity. All of them really value the idea of people.*

We will continue to enhance our understanding of this phrase today by also trying to explore- How can we become citizens of the world?

*Point to the objective: I know what the term ‘Citizens of the World’ means.*

Let's watch an important song called ‘We are the World’.
Let us talk about a few challenges that people of the world are currently facing.
Can some of you share some challenges that you feel people around the world are facing?

Now, I’ll say a statement with a challenge. Give me a thumbs up if you feel this challenge is common to everyone and jazz hands if you feel it’s unique to India.

- Dumping plastic bags in the Ganga Jamuna river
- Unequal Health care for all people
- Gender inequality
- The practice of Sati
- The Coronavirus pandemic
- Pollution
- Farmer protest in Delhi

Thank you for sharing. We may have realised that there are some challenges that everyone around the world is facing. They are also some things that connect all the people of the world together.

Now, you all know who a citizen of the world is. Let us act as one and try to find solutions for these challenges.

In your groups of four, let’s do the following for the next ten minutes:

- Identify one challenge that your group cares about a lot. Remember to take help from Ms. Collaboration while doing this.
- Take help from Mr. Compassion and think about how this challenge affects different people in the world.
- Take help from Ms. Courage, Mr. Creativity and Ms. Communication to spread awareness of this issue and propose solutions for the same. You may create a poster/ write a speech/ prepare a song to do so.

Remember how Great Thunberg, singer of the USA and other citizens of the world, have chosen to raise their voice against challenges in the past.

You can also assign a challenge to different groups. Observe what different groups are sharing and doing, acknowledge them for their efforts.

After ten minutes, invite one learner from each group to share their challenge and the way their group wishes to solve for it.

With the help of so many Cs and the willingness to solve the challenges of the world, all of us have been able to come up with such beautiful ideas.
Reflect (minutes)

It's Mr. Consciousness time!
- Do you think you've been a citizen of the world in doing today's activity?
- How can you spread your voice to the world?
- Do you think it's important for all of us to be 'citizens of the world'? Why/ Why not?

Invite a few learners to share and close out with-

Young children like all of you have a very powerful voice and that may help you contribute to the betterment of the world in so many ways. That definitely makes all of you the 'citizens of the world'.

Please close out the class with the song - We are the world.

After Class Challenge

Talk to two people at home about the problems they see in the world.
Ask what role they feel they can play to help solve this problem.
“We Are The World”
(performed by USA For Africa)

There comes a time when we heed a certain call
When the world must come together as one
There are people dying
And it’s time to lend a hand to life
The greatest gift of all

We can’t go on pretending day by day
That someone somewhere will soon make a change
We’re all a part of God’s great big family
And the truth, you know
Love is all we need

We are the world
We are the children
We are the ones who make a brighter day
So, let’s start giving
There’s a choice we’re making
We’re saving our own lives
It’s true we’ll make a better day
Just you and me

When you’re down and out
There seems no hope at all
But if you just believe
There’s no way we can fall
Well, well, well
Let’s realize that a change can only come
When we stand together as one

We are the world
We are the children
We are the ones who make a brighter day
So, let’s start giving
There’s a choice we’re making
We’re saving our own lives
It’s true we’ll make a better day
Just you and me

Send them your heart so they’ll know that someone cares
And their lives will be stronger and free
As God has shown us by turning stone to bread
And so we all must lend a helping hand

We are the world
We are the children
We are the ones who make a brighter day
So, let’s start giving
There’s a choice we’re making
We’re saving our own lives
It’s true we’ll make a better day
Just you and me
[Repeat with ad-libs until the end]
OBJECTIVE
I can cite aspects of culture and customs that they share with others around the world.

Cs IN FOCUS
Ms Critical thinking, Ms Curiosity Mr. Consciousness
Debrief all 8 Cs towards the end

CONSTITUTIONAL VALUES
Fraternity

MATERIALS
‘A Strange World’ March 2019, at an awards ceremony (Resources required are attached at the end of the lesson plan.)

SUMMARY OF PRE-WORK
Can you do some research and find out what are some of the largest concerns/challenges that we are facing as a world today?
Mr. Curiosity is curious to hear your answers.

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Yesterday we saw how much of our culture and customs as a world, as humanity are similar.
In your pre-work, did you see common concerns as well?
What are those? Let’s hear some voices.

Invite a few responses and share-

This is making me think that our culture and customs are not the only things that unite us— it is also our collective challenges.
Let’s deep dive into this concept a little more.

Hi Learners!

Let’s read another of Greta’s speeches. It holds the clues to one of the biggest threats to us as a planet.

Do a read aloud/ ask a learner to read it out loud

‘A Strange World’

March 2019, at an awards ceremony

I dedicate this award to the people fighting to protect the Hambach Forest. And to activists everywhere who are fighting to keep the fossil fuels in the ground.

We live in a strange world, where all the united science tells us that we are about 11 years away from settling off an irreversible chain reaction, way beyond human control, that will probably be the end of our civilization as we know it.

We live in a strange world, where children must sacrifice their own education in order to protest against the destruction of their future.

Where the people who have contributed the least to this crisis are the ones who are going to be affected the most.

Where politicians say it’s too expensive to save the world, while spending trillions of euros subsidising fossil fuels.
We live in a strange world, where no one dares to look beyond our current political systems even though it’s clear that the answers we seek will not be found within the politics of today. …..

We live in a strange world, where we think we can buy or build our way out of a crisis that has been created by buying and building things. ….

Avoiding catastrophic climate breakdown is to do the seemingly impossible. And this is what we have to do. ….

You can use your voice to raise awareness about this global crisis. You can help turn individuals into movements. You can help us wake up our leaders - and let them know that our house is on fire.

We live in a strange world. But it’s the world that my generation has been handed. It’s the only world we’ve got. We are now standing at a crossroads in history. We are failing but we have not yet failed. We can still fix this. It’s up to us. ‘…..

Great, now that you have heard this speech, get into the groups of 4 and discuss -

- What are different things that make this world strange according to Greta?
- Do you/ your group also think it strange? Why/ Why not?

Let’s take help from Mr. Curiosity and Ms. Critical Thinking.

After 5 minutes, invite responses in the large group and synthesise

Possible Response: Destruction of world, careless politicians, helplessness of students, no one is thinking about the long term, everyone’s comfortable with lifestyle.

Thank you for sharing, there are definitely these challenges which are very scary. Greta in her speech is also proposing a possible solution

Read the last section again

What do you think this means?

Possible Response: We have to take ownership, solve these challenges.
Reflect (10 minutes)

It’s Mr. Consciousness time!

Think and share in your groups:

• ‘We can still fix this’. How do you see yourself doing it? Come up with ideas in your groups.

• Can you identify any other challenge that we are facing as a world?

• Which Cs do you think can help us fix them?

Debrief the Cs- Ms. Courage, Mr. Creativity, Mr. Compassion, Ms. Collaboration, Mr. Curiosity, Mr. Consciousness, Ms. Critical thinking, Ms. communication (All 8 Cs)

After Class Challenge

N/A
We live in a strange world, where we think we can buy or build our way out of a crisis that has been created by buying and building things.

Avoiding catastrophic climate breakdown is to do the seemingly impossible. And this is what we have to do.

You can use your voice to raise awareness about this global crisis. You can help turn individuals into movements. You can help us wake up our leaders - and let them know that our house is on fire.

We live in a strange world. But it’s the world that my generation has been handed. It’s the only world we’ve got.

We are now standing at a crossroads in history. We are failing but we have not yet failed. We can still fix this. It’s up to us.’
OBJECTIVE

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

C IN FOCUS

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

CONSTITUTIONAL VALUES

Fraternity, Equality, Liberty and Justice

MATERIALS

1. Share group numbers with the learners in advance.
2. Print-outs of India’s Preamble, in case required.
3. Print-outs of resources of different countries, in case required.

SUMMARY OF PRE-WORK

Today we are going to visit different countries. Are you excited?
Each of you have been assigned to the groups. Identify your country on the basis of your group number.
• Group 1 - USA
• Group 2 - Singapore
• Group 3 - Sri Lanka
• Group 4 - South Africa
• Group 5 - India
Read the resources assigned to your country. (Given on last page)

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Asynchronous Pre-work Document

Lesson Plan 70
Till now, we have spent enough time understanding what is common across the world and what makes this world a big family for all of us.

We also tried to understand how we all can be the active ‘citizens of this world’.

We have also read about the Indian constitution, the preamble of which we have read in our pre-work.

Can someone quickly share what the constitution of India is?

*Invite learners to share responses*

**Possible response:** It’s a book that defines a set of rights and duties that we all may follow.

Exactly! The Preamble is just an introduction to the entire book and holds the very important ideas that guide what all Indians should do.

Show the preamble to the learners/ you may also ask them to open any of their books and find the preamble there.

What are some familiar words you can identify here?

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

Thank you so much!

As citizens of India, we have to abide by these constitutional values but do we have to do all of this as ‘citizens of the world’ too?

Today, we are going to operate a lot on Mr. Curiosity to get to know this.

*Don’t share the objective with the learners yet, because that’s something we want students to decode.*
In your pre-work, you all travelled to different countries.

Let us come together in our groups and share if you feel that citizens of these countries also follow the principles of Liberty, Equality, Fraternity and Justice like India.

Listen to the instructions very carefully. You may need a lot of Ms. Collaboration, Mr. Curiosity and Ms. Critical Thinking to do this exercise.

- In your groups, share what you learned about this country
- You may try to find answers to the following questions.

Equality - Do all citizens have equal rights? Do all citizens have the right to vote?

Fraternity - Do people from different religions, races, castes, etc. treat each other as brothers and sisters and stay in harmony in this country?

Justice - Does this country have a justice system? Does it have clear rules and a system in place for what happens when people break those rules?

Liberty - Do citizens of this country have freedom to make choices without facing discrimination and unjust behaviour.

Please divide the learners in the same five groups as done in the objective- ‘I can compare things unique to India with things that are common to the world.’ You may also create stations in the classrooms for each of these groups. You may divide one country in further two groups to make smaller groups.

- Group 1 - USA
- Group 2 - Singapore
- Group 3 - Sri Lanka
- Group 4 - South Africa
- Group 5 - India

For an in-person classroom, place the resources in different corners of the classroom and make stations.

After the activity, invite one learner from each group to respond to the following questions-

- For the country that you visited, did you see equality? How?
- For the country that you visited, did you see fraternity? How?
- For the country that you visited, did you see a justice system?
- For the country that you visited, did you see liberty? How?

We heard from different people in our class who had visited different countries. We have also heard from all of them.
Please take help from Mr. Curiosity and find out:

- Where did the ideas of Liberty, Equality, fraternity and Justice first emerge? Who contributed these values to the world?
The United States is a representative democracy. This means that our government is elected by citizens. Here, citizens vote for their government officials. Voting in an election and contacting elected officials are two ways that Americans can participate in their democracy.

In the United States of America, people from different backgrounds live together. There is no law that stops people from interacting with people from different cultures, working together, or marrying.
The United States of America has a strong justice system. The Supreme Court is the highest court in the USA. The courts, police and the correction systems (jails) together constitute the justice system in the USA.

In the U.S. people are free to practice any religion, they can choose to stay anywhere, and do any job. Justice system ensures that the citizens are able to do all of it freely.
Parliament elections in Singapore are required to be held regularly to elect the Parliament through universal voting. Although the right to vote in Singapore law is not expressly mentioned in the Constitution, the Government has affirmed that the right may be implied into the constitutional text.

In Singapore, people from different backgrounds live together. There is no law that stops people from interacting with people from different cultures, working together, or marrying.

The Singapore judicial system has three tiers of courts which resemble the English system. The Judicial Committee of the Privy Council is at the top of the hierarchy, followed by the Supreme Courts, and the Subordinate courts. The judicial power is vested in the Supreme Court and in the Subordinate courts.
In Singapore people are free to practice any religion, they can choose to stay anywhere, and do anything.
Parliamentary elections are held in Sri Lanka. Over 16 million people are eligible to vote in the election, 31.95% of whom were young voters.

The culture of Sri Lanka is a mix of modern and traditional. Sri Lanka has been influenced by Buddhism that has come from India. Several countries also occupied Sri Lanka in the past and left parts of their culture in Sri Lanka. These include Portugal and England.

Sri Lankan law is based on the English common law system. If someone has broken the law, there are local and national courts who will look into the matter. The highest court is called the Supreme Court.

Freedom of religion in Sri Lanka is a protected right under the constitution of Sri Lanka. This applies to all religions, although Buddhism is the state religion.
The South African general elections elect the President, National Assembly and legislatures in each province. All citizens of South Africa who are above 18 can vote.

South Africa is called the “Rainbow Nation” because of its cultural and ethnic diversity. People of all races live there, with about half of the population being black. Freedom of cultural, religious and linguistic expression is enshrined in the Constitution of the Republic of South Africa. South Africa is a country where creative expression flourishes and its cultural diversity is embodied in its arts and culture.

South Africa is also called the ‘Rainbow nation’ because of the different cultures. The judicial authority in South Africa is vested in the courts, which are independent and subject only to the Constitution and the law. No person or organization of the State may interfere with the functioning of the courts, and an order or decision of a court binds all organs of State and people to whom it applies.

In South Africa people are free to practice any religion, they can choose to stay anywhere, and do any job.
The Constitution grants equality to women, ensures equality before the law, and prohibits discrimination against any citizen on the basis of religion, race, caste, sex or place of birth.

The Indian judicial system is a single integrated system. The Constitution of India divides the Indian judiciary into superior judiciary (the Supreme Court and the High Courts) and the subordinate judiciary (the lower courts under the control of the High Courts).

In India people are free to practice any religion, they can choose to stay anywhere, and do anything.
THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a
[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC] and to secure
to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity and to promote among them all;

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY
this twenty-sixth day of November, 1949 do
HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)
OBJECTIVE
I am aware that the ideals of fraternity, liberty, equality and justice are shared by many countries.

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

CONSTITUTIONAL VALUES
Equality, Liberty, Justice and fraternity

MATERIALS
1. Print-outs of the lyrics of the song, if required. Video- Heal the world
2. Print-outs of the Images: (Given on last page)

SUMMARY OF PRE-WORK
1. Let us listen to this song- Heal the world. While you listen, please sing along with the help of lyrics and watch the video carefully. Lyrics: (Given on last page)
2. Take help from Mr. Consciousness and Ms. Critical Thinking to share-
   • What are you seeing in the video?
   • Do you see four constitutional values come alive in the song?
   • What is the song asking us to do? Why?

RESOURCES FOR THE TEACHER:
Synchronous Presentation
Asynchronous Pre-work Document
Let us start by listening to the song that we heard in our pre-work. 
Play the song- Heal the world.

Would any of you like to share your learnings from the song?

What are some of the challenges this song talks about?

Invite a few learners to share their responses.

Yesterday we looked at different countries and have articulated that all of them share four constitutional values.
The truth is - The world is facing a lot of challenges.

But there is also hope of healing the world and making it a better place.
Who do you think can do that?

Invite a few learners to share.

All of us can do this. Remember that all of us are the citizens of the world and have the power to raise our voice.

Invite responses.

Thank you so much. Let’s continue to deepen our understanding of the four values and how different countries have practiced them.
We read about five countries yesterday and saw the values of Equality, Liberty, Justice and Fraternity coming alive. One of them was South Africa.

Do you know that these values were not always a part of the South African constitution.

Let us look at some really old pictures from South Africa.

Let’s use Ms. Critical thinking to share:

- How does seeing these images make you feel?
- Do you think South Africa was following the values of liberty, equality, justice and fraternity after looking at these images?

Invite a few learners to share responses.

There was a time when black people were discriminated against in South Africa. This practice was called Apartheid. But some people of South Africa believed in these values and raised their voice. They made sure Apartheid was abolished.

One of those people was Nelson Mandela.
Nelson Mandela later became the first president of South Africa.
Which Cs do you think Nelson Mandela might have operated with?

**Possible responses:** All Cs, particularly Mr. Compassion and Ms. Courage

Do you think Nelson Mandela can be called a citizen of the world? Why?

**Encourage learners to participate in the discussion and highlight his contribution to the history of not just South Africa but also fighting the challenge of racism in the world.**

Now, let us get into the groups of four and make a list of the actions that you and your group members would want to be able to do as a citizen of any country in this world. Please take the next five minutes to do this.

**After 5 minutes, invite learners to share what they came up with. You may make a list of these actions on the screen/ board. Enable learners to see the connection of what they are saying to the four constitutional values.**

We learned today that all people around the world, irrespective of the country they belong to, aspire to some common things. These things are closely linked to the values of Liberty, Equality, Justice and Fraternity.
Reflect (5 minutes)

It’s Mr. Consciousness time!
Think and share:
• What are you learning about the common needs of human beings?
• What are you learning about our collective power?

Let us close out by listening to a very inspiring story of a nine year old girl.

When violence broke out at a school in America and students were shot, 9 year old Yolanda, who is the great-granddaughter of Martin Luther King, stood up in front of thousands of people and said:

“My grandfather had a dream that his four little children will not be judged by the color of the skin, but the content of their character,” said Yolanda, standing alongside Parkland shooting survivor Jaclyn Corin. “I have a dream that enough is enough. And that this should be a gun-free world, period.”

After Class Challenge (minutes)

Please watch the video of Yolanda’s speech.

Think about and note down your responses to the following questions—
• Do you think Young Yolanda is a citizen of the world?
• Which constitutional value is she practicing and wants to foster in the world?

• Do you believe that she can heal this world and make it a better place?

Prepare for your unit showcase with the group.

Divide class into smaller groups and assign one constitutional value to each of them. It’s okay for two groups to present their showcase on one value.
Showcase of learning
OBJECTIVE
I can synthesise what I learned in this unit.

C IN FOCUS
Ms. Collaboration, Mr. Creativity, Mr. Consciousness

CONSTITUTIONAL VALUES
Equality, Liberty, Fraternity and Justice

MATERIALS
Divide class into smaller groups and assign one constitutional value to each of them. It's okay for two groups to present their showcase on one value.

Ad created by Apple.

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

Put down the three most important learnings in your diary.

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

Lesson Plan: 72, SOL Day 1
We have come to the end of not just our fifth Unit i.e. World but also our curriculum.

Would some of you like to share the big questions we explored in this unit?

**Answers**

- How does the world view India?
- What does it mean to be an Indian in the world?

Can some of you share the key learnings you had in the unit? Invite a few learners to share.

**Possible responses:** We understood what our world has in common while talking about what makes India unique, we tried to explore who a citizen of the world is and identified that the four constitutional values are shared by so many countries in the world.

In the last class, we closed out by thinking about the needs of human beings all across the world.

I will be sharing a few statements with you. I would love for you to guess which basic need I am referring to.

- Everyone in the world deserves to choose the things they like, the work they want to do, the god they want to pray to and the life they want to live. *Liberty.*
- Everyone in the world deserves to be treated in the same manner. Nobody should get a superior treatment than the other because of where they come from and the way they look. *Equality.*
- Nobody in the world deserves to be treated badly. Everybody deserves respect. *Justice*
- Everyone deserves to live with each other in peace and harmony. *Fraternity*

Today, we will try to share the importance of these four values through a super fun activity. So let us all wear the hat of Mr. Creativity.

Imagine yourself to be a big advertisement company who creates beautiful Ads.

Would any of you like to share the ads that you have liked?

**You may encourage learners to share the**
Can you think of different things that make you remember an ad?

Possible response: A catchy tune, a catchy headline, pictures, acting of people, message etc.

Before we learn more about our activity, let's watch this beautiful ad created by Apple.

Learn (20 minutes)

Let us get into the groups of 4. This group represents your advertisement company.

Invite one learner from each group to pick up a chit. Please create multiple chits of the four constitutional values. Virtually, you may assign the values to different groups randomly.

For the next 7 minutes discuss about:

- The message you want to share with the audience.
- The story that will help you share that message. Through the curriculum we have heard/watched/read multiple stories. You may use them as a hint.

Once your group is done with a story, clap twice.

Now that we have a story that we wish to share, let us get into our groups and discuss some of the ways in which we can best present our stories. Remember that impactful ads are the ones that people remember.

- Think about how you will act out your story.
- Would you need any pictures/objects in your scene?
- Do you want to add a catchy headline/a tune/a song/a poem etc.

Let us do this for another 7 minutes. Once you are done planning, give me jazz hands.

I definitely saw a lot of Ms. Collaboration and Mr. Creativity come alive in your discussions today. I am now really excited for all of you to present your advertisements tomorrow and learn more about the value of the four basic needs of all the people in the world.

Lesson Plan: 72, SOL Day 1
Reflect (5 minutes)

It's Mr. Consciousness time!

On a scale of one to five, rate yourself on the following statements:

- I listened to my group members.
- I shared ideas with my group members.
- I had fun doing the exercise.
- I am excited to present my advertisement with everyone in the class tomorrow.

After Class Challenge

Work on the final showcase of the unit.
OBJECTIVE
I can showcase what I learned in this unit.

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

CONSTITUTIONAL VALUES
Liberty, Fraternity, Equality, Justice

MATERIALS
Printouts of ‘We are the world’ song lyrics.
Gratitude notes/ C stickers
Chart papers
Dress up as one the citizens of the world.
Please take permission for a 75 minutes long class.

SUMMARY OF PRE-WORK
Tomorrow, we will have a final showcase. We will use Ms. Communication and Ms. Courage to share our creative advertisements with everyone in the class.

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

Preparation on last page.

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

Lesson Plan: 73- SOL Day 2
Please play 'We are the world' as learners and the audience enter the class. Please dress up as one of the unique identities/citizens of the world. You may observe that learners are also dressed up as different people.

Look around people, today we represent our world and all of us here are citizens of it.

Today, as we share with each-other our beautiful advertisements, let us remember our identities and take pride in the work that we have done.

Let us all get into our groups. Each group will get 2 minutes to share their advertisement with the class.

Our parents, school teachers and some learners are here to see our learnings and presentations, so let us give a round of applause to them and welcome them to our family.

Please coordinate with various stakeholders - Principal, school teachers, learners and parents in advance and invite them for a showcase.

Hello, citizens of the world!

Showcase (40 minutes)

While we present, let's remember Ms. Courage and Ms. Communication. Can someone share, what would this look like?

- We will share confidently.
- We will also listen to our friends carefully.

Most importantly, remember to have fun.

Please celebrate each group after their presentations. Please take pictures and record videos of students' work-products and presentations to document their learnings after taking their consent.
Debrief and Closing (20 minutes)

It’s Mr. Consciousness time!
Can we give a huge round of applause to ourselves and our friends who presented so beautifully

Now imagine that your advertisements were successful and shown in all the countries of this world. People remember your ads, keep humming your catchy jingles and have learned the values of Equality, Fraternity, Liberty and Justice.

How would you feel then?

**Invite a few learners to share.**

You all have a big chart paper with you. Get into your groups and spend the next 5 minutes together envisioning this on the piece of paper by taking help from Mr. Creativity and Mr. Consciousness.

**Virtually, send learners to breakout room and ask them to doodle words on white board. Model this out for them.**

After the learners are done, ask them and the audience to do a gallery walk in an in-person classroom. Virtually, you may ask each group to present what their world looks like now?

Please invite a few people from the audience to share how they are feeling.

All of you, your advertisements and your charts represent our beautiful world. So as we celebrate the commonness and unique-
ness of the world, let us close out by
singing our unit’s song- ‘We are the
World’.
As we sing, let’s keep the four norms in
mind:
1. Everyone sings
2. Everyone smiles while singing
3. Everyone sings from their heart with
   love.
4. Everyone pretends like a unique
citizen of the world so get ready
with your costumes.
Play the song and invite everyone to
sing and follow the actions. You may
also share the lyrics with the audience
separately.
Please close the class out with
celebration and gratitude. Hand out
gratitude notes/ bag tags/ bookmarks/
C stickers to everyone to bring out the
essence of celebration.

After Class Challenge

Work on the end of the curriculum
showcase.
**Preparation:**

**Part 1:** Take help from Mr. Creativity to strengthen/ refine your advertisements. Here are some ideas:

- Create pictures or bring in objects/ costumes that you will need.
- Prepare a catchy song/ catchy tune/ catchy headline if you haven’t prepared it yet.
- Rehearse your presentation with your group. Remember each one of you has to participate and each group will only have two minutes to present.

**Part 2:** You have learned about so many different countries of the world in this unit. Dress up as one of your favourite identities and come to the class tomorrow. You can take help from the picture below which shows different people of the world.

- Try to be as unique as you can.
- You can wear a costume or any accessory that’s famous in any part of the world.

All the best for tomorrow.
End of the Studies
OBJECTIVE
I can recapitulate and synthesise my learnings from the studies.

C IN FOCUS
All Cs.

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

SUMMARY OF PRE-WORK
Go back to your key learnings from each of the units by using your diary and take a note of things that are common.

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

Lesson Plan: 74 End of the Curriculum SOL
For the next ten minutes, listen to my instructions very carefully.

**For an in-person classroom, invite learners to stand in five concentric circles.**
- Ask the innermost circle to say- ‘I am special’.
- Ask the second circle to point towards the innermost circle and shout out- ‘You make your family and school special’.
- Ask the third circle to point towards the second circle and shout out- ‘You make your communities special.’
- Ask the fourth circle to point towards the third circle and shout out- ‘You make your country special.’
- Ask the fifth circle to point towards the fourth circle and shout out - ‘You make this world special.’
- Ask everyone to together shout out- ‘We all make this world special.’

**For the virtual classroom, personal message your learners one of these numbers 1,2, 3, 4, 5.**
- Ask everyone to turn off their videos and open them one by one as per their numbers. Ask everyone with number 1 to switch on their videos and say- I am special. Then ask everyone with number 2 to switch on their videos and say- ‘You make your families and school special.’
- Repeat the same for all the numbers with the above phrases.

The last couple of months, we have engaged with lessons on Self, Family, community, India and the world. Let us see some of the big questions that we have explored in this unit.

Present these one by one. You may also encourage learners to share a few.

<table>
<thead>
<tr>
<th>Self</th>
<th>Friends</th>
<th>Community</th>
<th>India</th>
<th>World</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can I understand myself and my emotions?</td>
<td>How can people who look different be similar?</td>
<td>What are social identities?</td>
<td>What is the constitution and</td>
<td>How does the world view India?</td>
</tr>
<tr>
<td>What kind of messages do my emotions give me?</td>
<td>What does it take to be a good friend?</td>
<td>How do power and privilege affect social identities?</td>
<td>Why is it important?</td>
<td>What does it mean to be an Indian in the world?</td>
</tr>
<tr>
<td>How do my emotions impact the way I behave?</td>
<td>What can we do when friends fight?</td>
<td></td>
<td>Is justice for all?</td>
<td></td>
</tr>
<tr>
<td>What can I do when I have big feelings?</td>
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</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 POC from the group. This person will be responsible for sharing the chosen ‘points’ and the ‘theme’ with the facilitator.
- Each team will get a chance to choose their question.
- After the question is posed, members of the team will get 1 minute to respond. Any member from the team can respond.
- If the team is not able to respond correctly, the next team will help them with the question. In case of a correct answer, the points will get divided between the team that answered and the one that helped.
- Team with the highest number of scores will win this quiz.

Generate enthusiasm. Ask if they are ready?

You can choose to do a simple QnA using the questions of this Jeopardy. The questions for each of the units are as follows. You may choose to reduce the number of questions/ change framing/ tweak this as per your learners.

**Self and Family/ Friends**

- Share any two physical effects of emotions one might feel.
- _____ is a gift that good friends give to each other.
- Mention any four things in which all of you and your friends are similar.
- Share any five questions that will help you form a meaningful relationship with anyone/ get to know another person better.

**Community**

- What are the different social identities that you have seen in your community?
- Mention any 2 gender norms/ roles you have heard about in your community.
- Explain the word prejudice. Give examples of any 2 prejudices.
- ‘With great power comes great responsibility.’ Explain

**Nation**

- I start with the letter P and I am the most important for Democracy. Who am I?
- The _____ is the most important law of the country written in the
form of a book.

- ____ is the synonym for liberty. ‘All Indians are my brother and sister’ is connected to the constitutional value of ____.

- What is the difference between a right and a duty? Give an example.

**World:**

- Mention any one contribution of India to the world historically.

- Mention two things that are similar and different between India and the world.

- I was 15 years old when I spoke at the UN Climate Change Conference. Who am I? I can be called a __ of the __.

- ____ is known as the discrimination of black people in South Africa. ____, a famous leader fought against this.

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**Final SOL- Jeopardy, grade 4**

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<tr>
<th>Self/Friends</th>
<th>Community</th>
<th>India</th>
<th>World</th>
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</thead>
<tbody>
<tr>
<td>100</td>
<td>Name two physical effects of emotions one might feel.</td>
<td>What are different social identities that you seen in your community?</td>
<td>I start with the letter P and I am the most important for Democracy. Who am I?</td>
</tr>
<tr>
<td>200</td>
<td>____ is a gift that good friends give to each other.</td>
<td>Mention any 2 gender norms/roles you have heard in your community.</td>
<td>The document is the most important law of the country.</td>
</tr>
</tbody>
</table>
| 300 | Mention any four things in which all of you and your friends are similar. | Explain the word prejudice. Give examples of any 2 prejudices. | ____ is the synonym for liberty. All Indians are my brother and sister connects to the constitutional value of ____.
| 400 | Share any five questions that will help you form a meaningful relationship with anyone/get to know other person better. | ‘With great power comes great responsibility.’ Explain the difference between a right and a duty? Give an example. | ____ is known as the discrimination of black people in South Africa. ____ , a famous leader fought against this. |

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**Lesson Plan: 74  End of the Curriculum SOL**

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**Celebration:**

- Celebrate the team for the correct responses. Towards the end- celebrate the effort each child has put in individually and collectively.

**After the quiz, ask:**

- How did you enjoy this game?
- Were you reminded of something that you had forgotten through this quiz?

**The purpose is for everyone to revise the key points of the curriculum in a fun and engaging manner. This is also an opportunity for you to assess how learners use different Cs during the exercise.**
Activity (30 minutes)

Now that we have revised the key contents, let us see what more we have created.

Put together a presentation or pictures of learners’ emotional profile, a book of friendship, community survey, classroom preamble and advertisements on four constitutional values. Please show it to the learners.

Through all of this, we deepened our understanding of the four pillars of the Constitution - Liberty, Equality, Justice and Fraternity. While doing that we also became friends with 8Cs that are crucial in building leadership and active citizenship.

Let us now put all of this together in our personal mini picture book.

Give the following instructions one by one for each of the pages. Allow learners to work for 5 minutes on each of their pages.

- Take five pieces of paper and tie them together for it to look like an album.
- Fill the first page with your most favorite learnings about yourself. You can add pictures, doodle your learning or just simply put them down.
- Fill the second page with your most favorite learning about school and friends. Please draw your classroom, your friends who you are grateful for and add what you love about your class.
- Fill the third page with your most favorite learnings about your community. Try to represent how diverse your community is. Draw/doodle something special about your community.
- Fill the fourth page with your most favourite learnings about your country. Draw yourself as a citizen of India. You may also draw your dream India.
- Yesterday, all of you put together your dream world in the posters. Fill your fifth page with how you, your family, school, community and country can create this world. You can put down actions, steps they can take etc.

I hope all of your mini picture albums are ready.

Turn to your partners and share your mini albums with each other. Take 3 minutes individually to read through each-others’ work.

Once you’re done going through your partner’s album, share with them something that you love about their album.

Please give them a title of one of the Cs that you see come alive in their albums.

Lesson Plan: 74  End of the Curriculum SOL
It’s Mr. Consciousness time!
We have done so much. Let us take the next two minutes to close our eyes and spend some time in silence.

Call learners after two minutes and encourage a few of them to share how they are feeling with the entire class.

My very special learners,
The mini picture albums that you just created represent your very special work. It represents your relationship with your family, your school, your community, your country and our world.

Learners, your role in making our country and the world a better place is immense.
You might be just one individual but you are an integral part of this very big and diverse country.

Therefore, ‘I and INDIA’ are very important.

To close out, let us do a very special activity.
Take out a sheet and complete this sentence-
I add ______ to India. Ask learners to think about something that’s very special to them or a quality they value a lot.

India adds ______ to me. Ask learners to think about something that they think is special to India and they are grateful to India for this.

After learners are done, close the class out with each of them reading out these statements out loud in the class. You may ask learners to tag each-other to share.

Lesson Plan: 74  End of the Curriculum SOL
Please create a class picture album of the class by using learners’ mini albums.
## Appendix and Acknowledgements
### REFERENCES, CREDITS, AND SOURCES

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<th>Children Songs and Nursery Rhymes.</th>
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<th>Activity 1: K-2 Lessons We’re All Alike...We’re All Different.</th>
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<th>Gandhi Story - The Teacher's Path.</th>
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<th>Lesson 36</th>
<th>Your Truth, My Truth, THE Truth - Together AZ.</th>
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<th>Lesson 37</th>
<th>Age/experience level common core state standards MCREL</th>
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<tr>
<th>Lesson 37 and 38</th>
<th>Thank you - Corwin.</th>
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<tr>
<th>Lesson 37 and 38</th>
<th>Toolkit for “Teaching at the ... - Learning for Justice.</th>
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<th>Lesson 41</th>
<th>Virginia Social Emotional Learning Standards Draft.</th>
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<th>Lesson 45</th>
<th>This Children’s Day, Meet Youth Who Pave the Way for ...</th>
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<tr>
<th>Lesson 67</th>
<th>Greta Thunberg’s speech: My name is Greta Thunberg, I am 15 years old and I'm from ....</th>
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</table>
A sincere thanks to all our Lesson Planners and Reviewers-

Ishita Dutta
She works with TFIx where she has been coaching Entrepreneurs who are working to launch their contextual teaching Fellowships. Her journey with Teach for India started back in 2013 when she joined the Fellowship and hoped that her children would grow up not to see anyone as ‘the other’. Like her children, she hopes to work towards a compassionate world.

Lewitt Somrajnan
She is an enthusiast who loves to create joyful & play-based learning environments into the classrooms. Since 2011, two years as a Teach for India Fellow followed by, as a founder of Life-lab, he has been experimenting with different pedagogical techniques such as Activity-Based Teacher Modules, Children Modules, Graphic Novels, Animated Musical Videos to build a strong foundation for children in scientific literacy and to foster scientific temperament.

Priya Agarwal
She made a switch into the social sector in 2002 after an 11 year long career in advertising and market research. She worked with the Akanksha Foundation as a General Manager and then with SNEHA as their operations director. In 2012 she founded Antarang to systemically address the gaps between education and productive employment for high risk youth. Priya is an Ashoka Fellow and a Dasra Social Impact Leadership Fellow.

Shaheen Mistri
She is the founder and CEO of Teach for India. Prior to this role, she founded and led the Akanksha Foundation for 17 years, where she worked to provide a quality education to children from low-income communities. In 2008, Shaheen founded Teach For India, with the vision of providing an excellent education to all children across India by building a pipeline of leaders committed to ending educational inequity in the country. Shaheen is an Ashoka Fellow, a Global Leader for Tomorrow at the World Economic Forum, and an Asia Society 21 Leader. She is the author of Redrawing India.

Swetha Balakrishnan (Reviewer)
She began her journey in the education sector as a Teach For India Fellow where she taught in a government school in Pune. Thereon, she worked as a Program Manager with the key responsibilities of coaching and training Fellows towards holistic learner outcomes and setting up the city’s ecosystem of support for secondary students. Thereafter, as Chief of Staff, she was responsible for supporting organisational governance and led the Kid Education Revolution project, an initiative to reimagine education at scale. After her time at Teach For India, Swetha spent a year with The Akanksha Foundation as their Expansion Consultant with the responsibility of developing their medium-term strategic priorities. She currently works with Elevar Equity, an impact investing firm focused on financial inclusion and education.

Radhika Khurana (Editor and Reviewer)
She works a Curriculum Design and Management Consultant as a member of Kids Education Revolution team at Teach For India. She is a 2017 TFI alumni where she taught 9th and 10th graders in a low-income community of Delhi, post which she worked with Teach For India’s Delhi site as a Program Manager for two years. She deeply believes in the power of education in building a more inclusive and equitable society and therefore, hopes to enable as many young learners to unleash their potential towards serving and building a better world.

Special gratitude to our design partner Junglegym for bringing these handbooks to life. Junglegym is a creative studio based out of Pune working across mediums of visual communication such as Brand Identity, Packaging & Web Design.