

INDIA & I



Grade 6



WELCOME

Introduction

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

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

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

Role of the Teacher

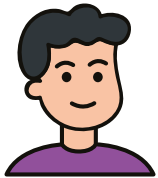
Through this studies, teachers have the chance to shape our country and our world – while growing in their own humanity.

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

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

Structure of this handbook

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



Self



Family



Community

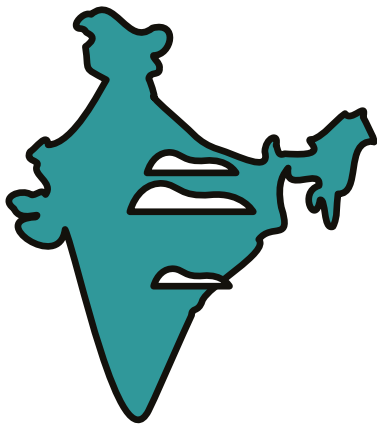


Nation



World

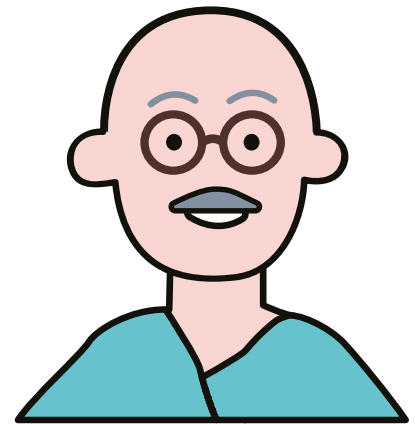
To help learners further unpack the ideals of India, they'll learn how to wrestle with three big ideas.



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

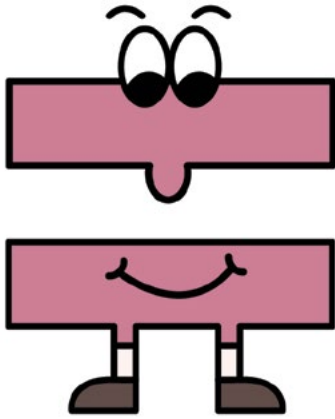


Second, they'll explore their present and future **relationship** with their surroundings – starting within their family but ultimately ending with their world.



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

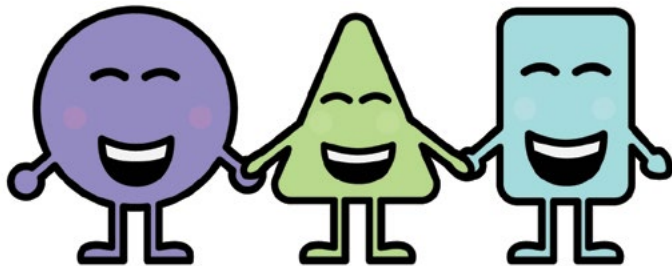
Through each unit, learners will encounter a running theme that spans India's constitutional values. Within each unit – and through the big ideas – learners will explore seemingly abstract concepts of liberty, justice, equality, and fraternity. They'll discover what it means – for every citizen of India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



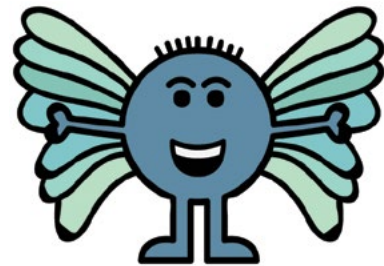
Equality



Justice



Fraternity



Liberty

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

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

21st Century Skills

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

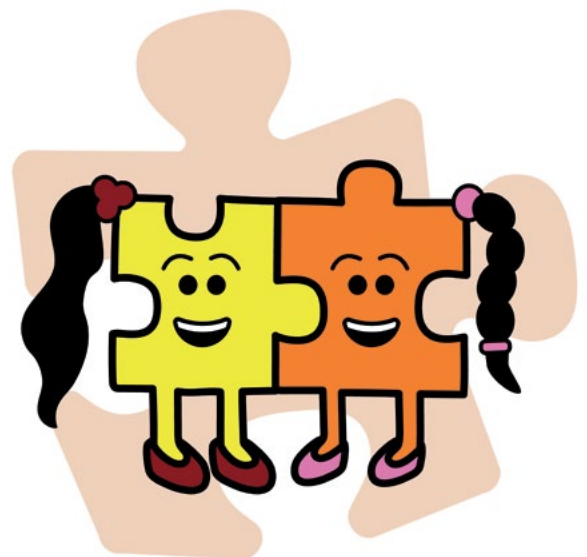
Mr. Consciousness



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

Ms. Collaboration

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





Ms. Critical Thinking

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

Mr. Compassion

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





Ms. Courage

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

Mr. Curiosity

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



Ms. Communication

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



Mr. Creativity

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



Learning Standards and Methodology

An objective which your students should master.

21st century skill
that this lesson
will help develop.

Constitutional Value in focus.

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

Materials that will be required for teaching the lesson.

Resources that the teachers can use for the class.

OBJECTIVE

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

CIN FOCUS

Ms. Courage
Mr. Consciousness
Mr. Creativity

CONSTITUTIONAL VALUES

Equality , Justice

MATERIALS

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

SUMMARY OF PRE-WORK

Learners will think and write about the following questions:

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

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)

Asynchronous Pre-work Document

[Link](#)

Lesson Plan 02

Spark (10 minutes)



Hi learners. Today we will start with our first set with the curriculum. Let's talk.



The Big Question that we will explore today is, "What are STEM and what do they do through everyday life?"

Picture the question (can students really not picture the question and answer?)

Can anyone share their ideas and answer?

Take a minute

Today we will learn how to introduce ourselves.

Before we start, let's see how many of us have done a pre-worksheet about introducing our introduction? Can people really not handle doing a worksheet if you have completed the pre-worksheet? Great, this is a good sign that you are a future activity leader.

Throughout activity, we will learn about ourselves. We will use our pre-worksheet to share things about ourselves, our personal interests and ideas.



Remember Ms. Courage and Mr. Communication are doing this.

Please read *should* use examples for learners. Show pictures of the examples throughout the lesson. And an example learner can state his.

For ex: I showed you when I used my father about a lot and my friend I am using my mistake.

Let's begin.

Now we will ask 10 learners the question to share about themselves.

Now we have learned something new about ourselves and our classmates.

Today, we will learn more about what things others do to share, when we are asked to share.

For us in our section (because we can ask learners to go up and answer the question) we will ask them to share about their class and an introduction. They need to share as many things about themselves as they can about their class in post.

Lesson Page 3

[illegible]

Reflect (5 minutes)

Explain the meaning of consciousness in simpler terms, reminding learners about the times they used the Consciousness.

Ms. Consciousness tells us that it's really important to be aware of what we feel, think, or believe and the world around us. We will use this in our lessons for us to make meaning of our learning.

Think about today's lesson and share:

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

IM FEELING...

1 2 3 4 5

After Class Challenge (5 minutes)

Make a phone call to one of your classmates and share your reflections with them using your graphic organizer.

You'll need Ms. Courage to be the best!



Lesson Plans

Spark

Learn

After Class Challenge

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

Each plan has 3 parts:

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

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

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

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

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

Facilitation Strategies



Group Sharing

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



Think Pair Share

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



Fist to Five

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



Meditation/ Conscious Breathing

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



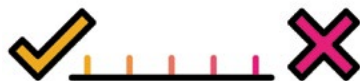
Reflection

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



Storytelling / Narrative Poems

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



Spectrum Activity

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



3-4 Corners

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



Skit/ Role Play

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



Independent Work Time/ Practice

Learners have time to really practice their learning independently.



Mind Map

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



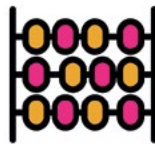
Community Map

Learners create simple maps to better understand their communities.



Case Study

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



Activity Based Learning

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



Poster Making

Learners grow in their communication skills as they make posters.



Presentations

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



Stand/Sit or Thumbs Up/ Thumbs Down

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



Video

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

The India & I Diary

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



Scope and Sequence

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

TOTAL
TEACHING
DAYS

06

OBJECTIVE

LESSONS AND PAGE NO

Introduction to India and I

Introduction to 21st Century Skills: Courage and Compassion

Introduction to 21st Century Skills: Communication and Critical Thinking

Introduction to 21st Century Skills: Creativity and Consciousness

Introduction to 21st Century Skills: Curiosity and Collaboration

Learning Ta- Da : Orientation to celebrate mistakes

Unit 01 - Self

TOTAL
TEACHING
DAYS

12

OBJECTIVE

LESSONS AND PAGE NO

BIG QUESTION 1 WHAT PARTS OF MY IDENTITY DO I CHOOSE FOR MYSELF?
WHAT PARTS OF MY IDENTITY ARE CHOSEN FOR ME BY OTHERS?

LEARNING STANDARD Students will describe the factors that shape and shift identity

I can describe my identity based on my membership in multiple groups in society;

I can explain how my self and socially constructed identity affects me.

BIG QUESTION 2 **WHOSE OPINIONS HAVE THE GREATEST EFFECT ON HOW I THINK ABOUT MY IDENTITY?**

LEARNING STANDARD Students will analyze the extent to which their concept of self is determined by the view that others hold of them.
Students will evaluate the messages they reinforce about themselves and the impact those messages have.

I can infer the character traits that different groups of people would use to describe me

I can ask people for feedback on my behaviour

I can compare who I think I am with what others think of me.

I can identify the labels I have heard and created about myself that have the most impact on my actions

BIG QUESTION 3 **HOW DOES MEDIA IMPACT THE FORMATION OF IDENTITY AND SELF-IMAGE?**

LEARNING STANDARD Students will assess how media impacts them.

I can recognize the sources that influence my thinking.

I can identify the positive and negative social influence of the media

SHOWCASE OF LEARNING

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

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

Unit 02 - Family & School

TOTAL
TEACHING
DAYS **14**

OBJECTIVE

LESSONS AND PAGE NO

BIG QUESTION 4 HOW DOES THE GROUP I AM A PART OF IMPACT MY ACTIONS?

LEARNING STANDARD Students will analyze how people around them impact their behaviour

I can examine to what extent my behaviour differs with different groups of people

I can identify positive and negative influences of people around me.

I can identify when my actions with a group of people go against the values I hold for myself

BIG QUESTION 5 WHEN DO I CHOOSE TO STAND UP FOR MYSELF?

LEARNING STANDARD Students will make decisions about when and how to take a stand against things that go against their values in everyday life.

I can analyze the pros and cons of fitting in and standing out

I can practice responses to use in negative peer pressure situations

I can say no.

I will speak up or do something if people are being unfair, even if my friends do not.

I can stand up for myself and for others, and I know how to get help if I need ideas on how to do this.

I can articulate the actions I will take when I feel unsafe around an adult around me

SHOWCASE OF LEARNING

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

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

Unit 03 - Community

TOTAL
TEACHING
DAYS **15**

OBJECTIVE

LESSONS AND PAGE NO

BIG QUESTION 6 ARE WE EQUAL DESPITE OUR DIFFERENCES?

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

I can define stereotypes and bias

I can recognize my own and other's stereotypical and prejudicial attitudes.

I can recount stories of people from my community who have been treated unfairly because of their group identities.

I can explain how the past and current treatment of groups of people, within my community, shapes that group's identity, culture, and power over time

BIG QUESTION 7 HOW DO OUR IDENTITIES IN THE SOCIETY SHAPE OUR EXPERIENCES?

LEARNING STANDARD Students will analyze the influence of power and privilege

I can articulate - and critique - why life is easier for some people and harder for others based on who they are and where they were born.

I can describe the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.

SHOWCASE OF LEARNING

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

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

OBJECTIVE

LESSONS AND PAGE NO

BIG QUESTION 8 HOW DO PEOPLE RESPOND TO INJUSTICE AND INEQUALITY?

LEARNING STANDARD Students will understand different kinds of discrimination and assess its impact on various social groups.

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

I can assess the impact that religious and caste-based discrimination has had

I can explain why is it important and how can we support social groups who have faced injustices.

BIG QUESTION 9 WHAT WOULD HAPPEN IF INDIA DID NOT HAVE A CONSTITUTION?

LEARNING STANDARD Students will evaluate the importance of India's constitution.

I can describe that India has a constitution which outlines rules that every indian citizen has to follow.

I can compare and contrast my life as an Indian citizen with a citizen of a country with a different constitution.

I can categorize and judge freedom of speech and hate speech

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

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

I can articulate rights and duties of all Indians

I can articulate fundamental rights of all Indian citizens.

I can examine recent events when people's rights were denied and reasons behind that.

I can share what I can do if my rights or the rights of people around me are denied

SHOWCASE OF LEARNING

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

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

OBJECTIVE

LESSONS AND PAGE NO

BIG QUESTION 11 WHAT ARE SOME OF THE CHALLENGES FACED BY THE WORLD?

LEARNING STANDARD Students will explore different global challenges and the interconnected nature of these challenges.

I can describe a few global issues

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

I can engage deeply with a global issue (climate change) and understand how it impacts me and others.

I can engage deeply with a global issue (health) and understand how it impacts me and others.

I can engage deeply with a global issue (gender discrimination) and understand how it impacts me and others.

I can engage deeply with a global issue (education) and understand how it impacts me and others.

BIG QUESTION 12 ARE WE MOVING TOWARDS AN EQUAL AND A FAIR WORLD?

LEARNING STANDARD Students will get exposed to stories of hope which are enabling positive shifts in the world.

Students will be able to create plan of action to solve a global challenge.

I am aware that we have made progress globally on some issues.

I can retell stories of other children who have made an impact on the world

I can understand the FIDS approach to problem-solving.

I can identify the global issue that I feel strongly about and want to solve.

I can take action towards the global issue I am interested in using FIDS.

I can make a plan and implement my solution.

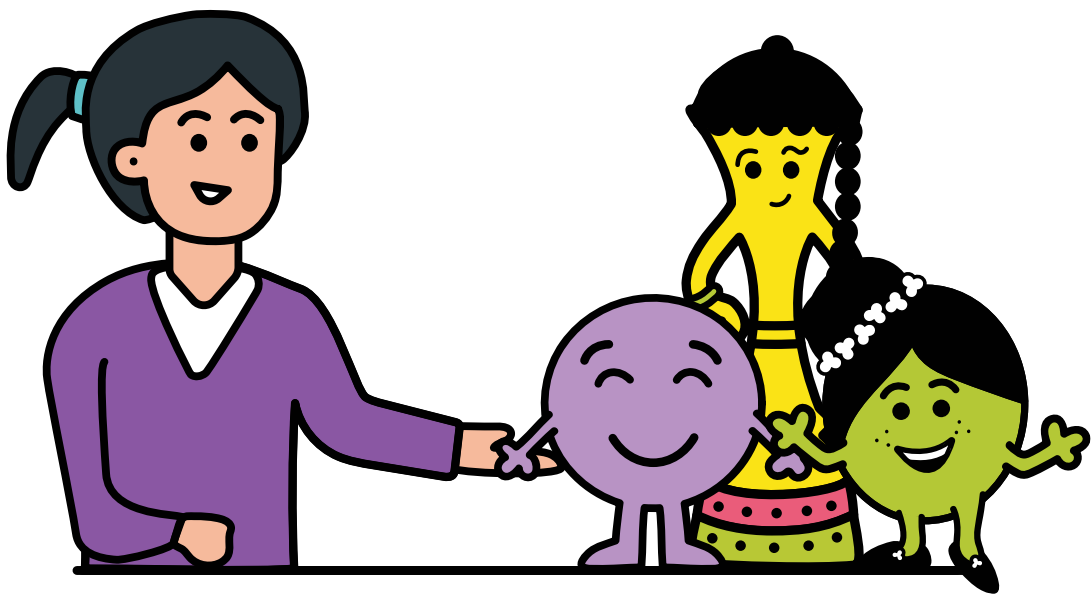
SHOWCASE OF LEARNING

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

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

END OF THE STUDIES

I can recapitulate and synthesise my learnings from the studies.



Introduction to India & I and the 8 Cs

OBJECTIVE

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

Cs IN FOCUS

Mr. Curiosity



CONSTITUTIONAL VALUES

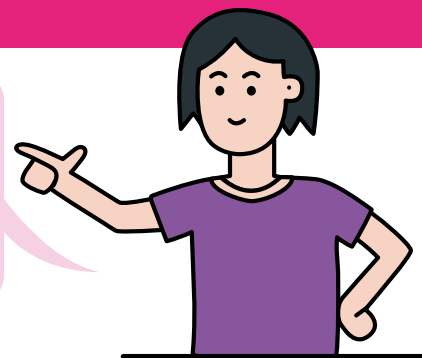
Liberty, Equality, Fraternity, Justice

MATERIALS

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

Spark

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



Invite learners to guess

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

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

What is this?

Correct Answer: India

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

Write "INDIA" in capital letters on the blackboard

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

Write the AND on the board too.

If you had to guess the blank that

comes after “INDIA AND” what would you guess?

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

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

Invite learners to guess.

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

Learn

Let me tell you a little bit about this subject!

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

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

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

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

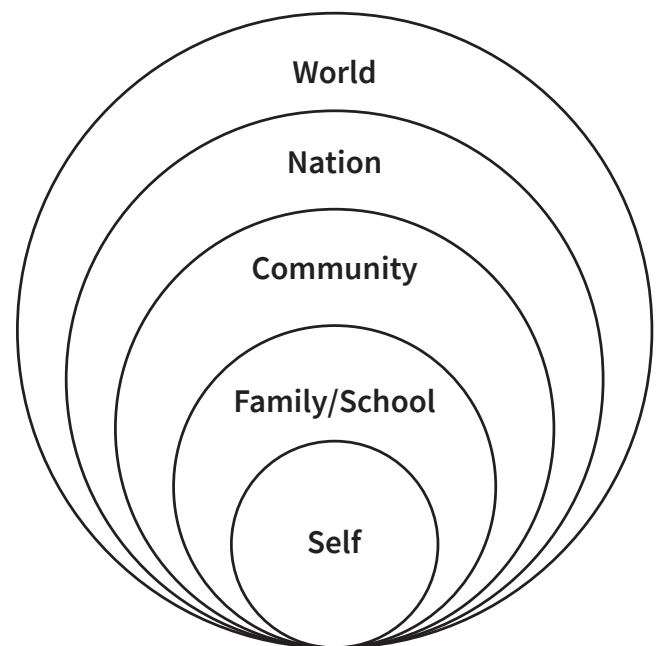
After learning about our family, we'll move on to our COMMUNITY. We'll start looking at our community and the role we can play here!

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

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

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

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



In your notebooks, let's draw and illustrate these circles! Remember to write India & I on the cover of your notebook and illustrate it creatively with anything that India means to you. Remember you don't all have to do the

same thing or draw the flag or peacock - you can draw anything at all that you feel represents India!

This will be your India and I diary/ notebook. As we proceed, we will do a

lot of fun activities and reflections. Let's use this diary to put down our thoughts and document our learnings.

Reflect

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

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

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

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

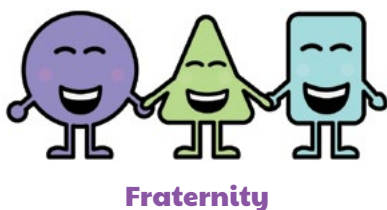
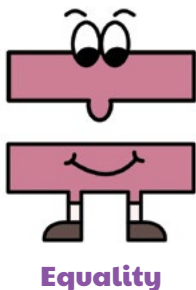
Ask: What do you think these pictures mean?

Take 2-3 responses.

Share the names for each of them.

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

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

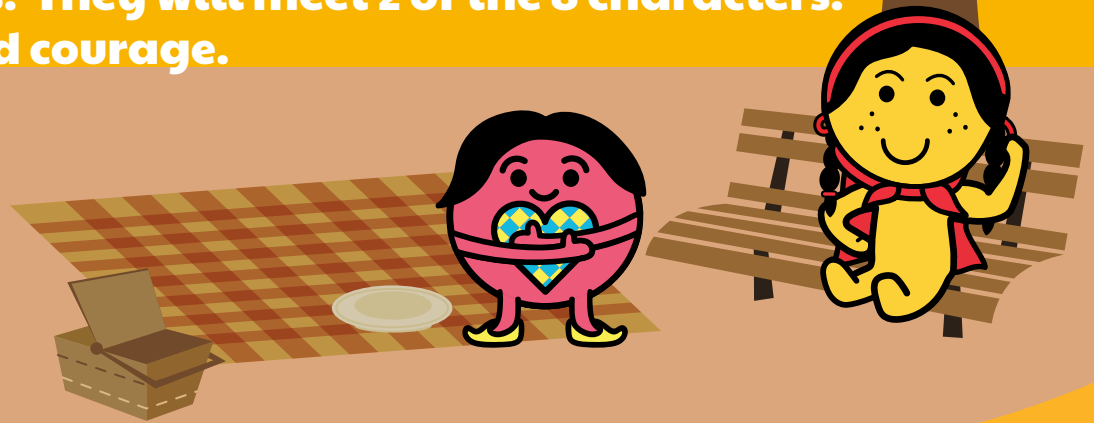


OBJECTIVE

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

Cs IN FOCUS

Mr. Compassion
Ms. Courage



CONSTITUTIONAL VALUES

Respect

MATERIALS

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

[Link](#)



Spark

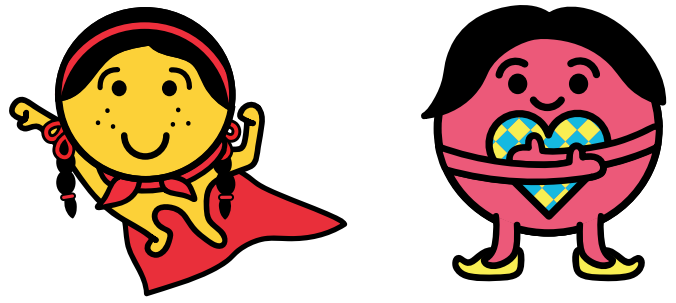
Hi learners! Before we launch into our India & I curriculum, we're going to learn about 8 very, very important little people! They are going to guide us through the whole curriculum. We're going to have fun with them! Are you ready?



Please hold up the 8 characters poster.



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



Learn

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

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

Answer: no, she is brave

Do you think Ms. Courage likes snakes?

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

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

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

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



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

Put cut out hearts on their desks.

Awesome! Open your eyes now! Mr.

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

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

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

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

Reflect

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

Closing



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

Today, which characters did we meet?

Which one did you identify with more, and why?

Are you excited to meet two more tomorrow?

After class challenge:

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



OBJECTIVE

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

Cs IN FOCUS

Ms. Critical Thinking
Ms. Communication

CONSTITUTIONAL VALUES

Liberty

MATERIALS

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

[Link](#)



Spark

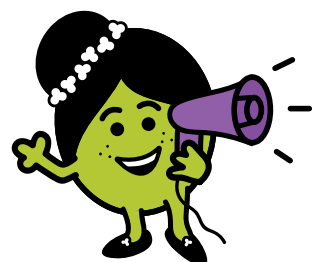
Hi learners! Which characters did you meet yesterday? Can you identify them in the 8 characters poster?



Please hold up the 8 characters poster.

Answer: Mr. Compassion and Ms. Courage

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



Learn

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

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

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

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

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

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

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

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

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

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

What am I doing?

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

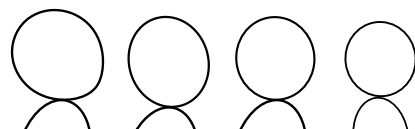
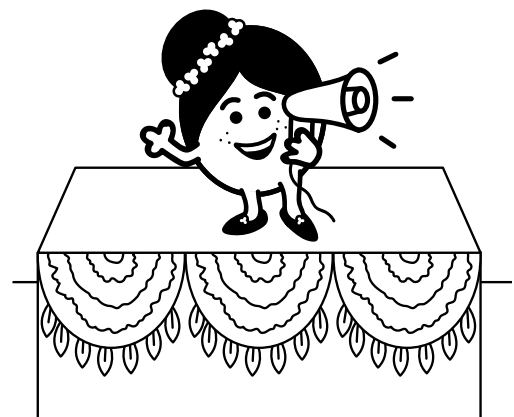
I am pretending to be Ms. Communication! Ms. Communication loves to talk, talk, talk, talk talk!

Show the Ms. Communication colouring sheet.

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



Would love to hear your thoughts.



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

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

Are you ready?

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

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

Divide learners into groups of 4 or 5.

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

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

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

Reflect

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

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

Closing



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

What is the name of this subject?

What is this subject really about?

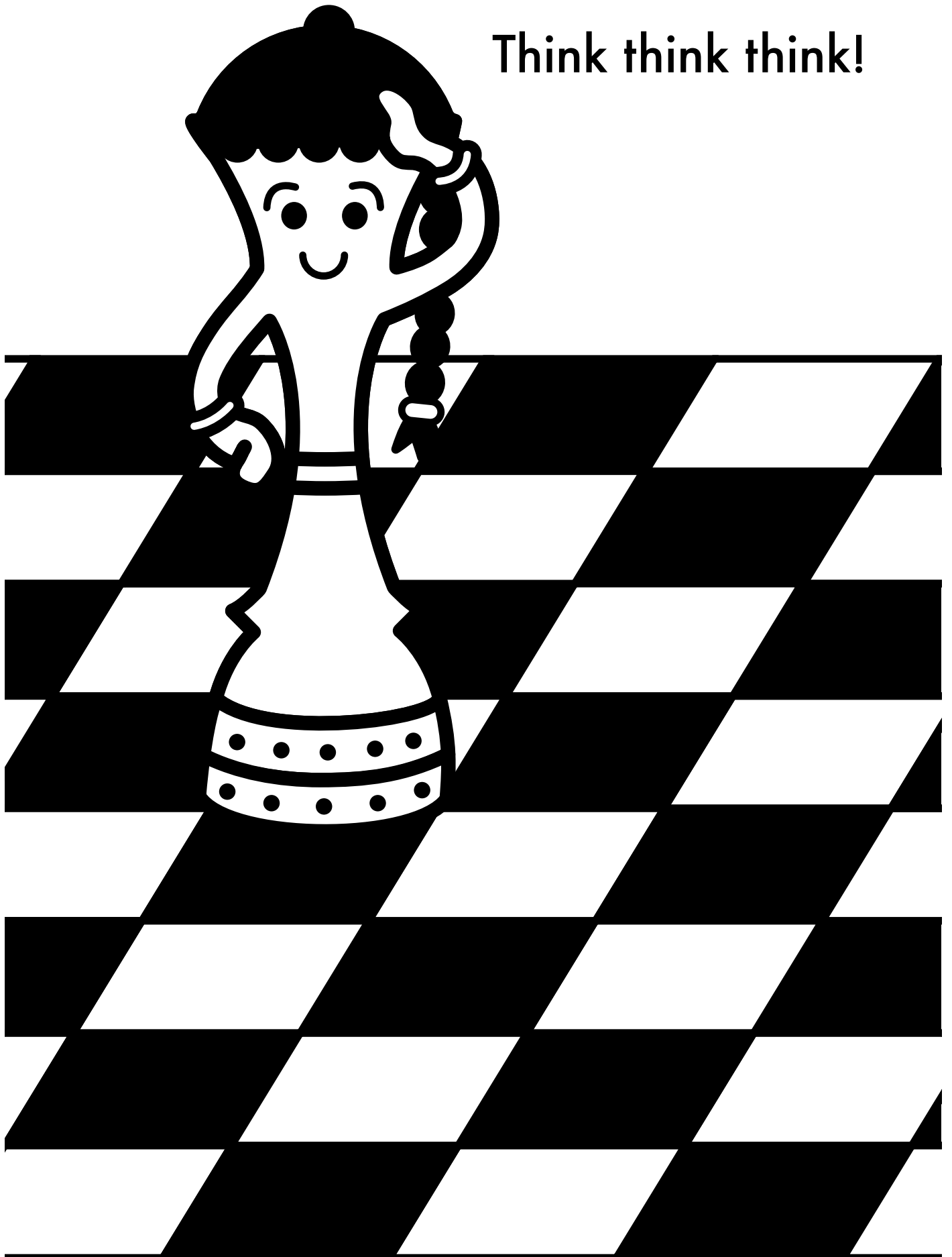
Which characters have we met so far?

Who is your favorite character and why?

After class challenge:

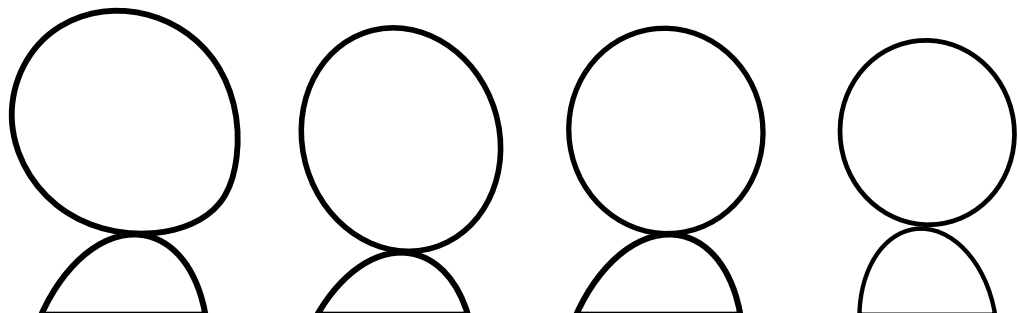
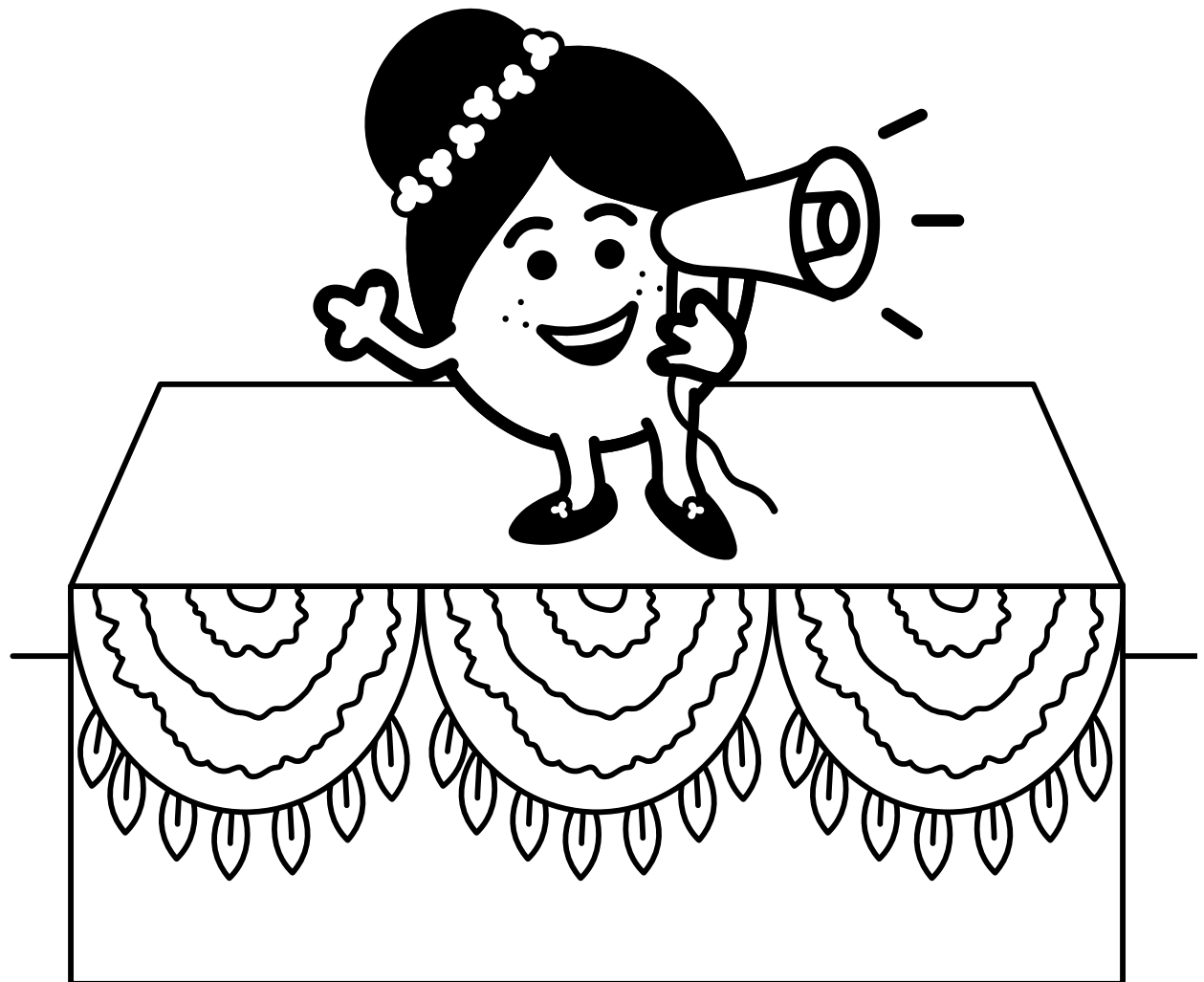
Give learners Ms. Critical Thinking and Ms. Communication colouring sheets.

Think think think!





Would love to hear your thoughts.



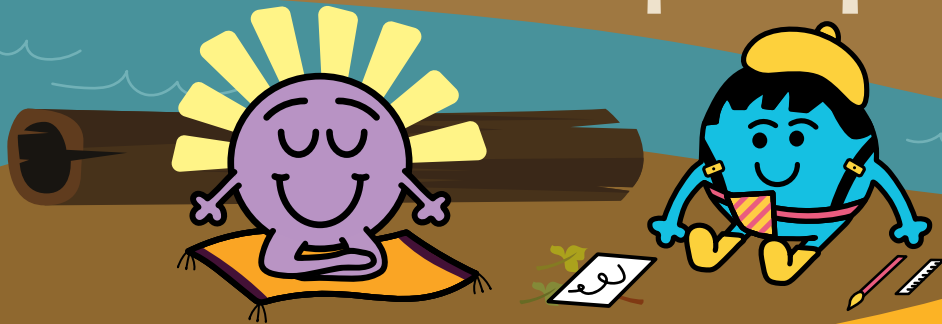
I'm going to give you these beautiful sheets. Please color and decorate them at home and also show them to at least one person in your family and tell them who they are.

OBJECTIVE

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

CS IN FOCUS

Mr. Creativity
Mr. Consciousness



CONSTITUTIONAL VALUES

Responsibility

MATERIALS

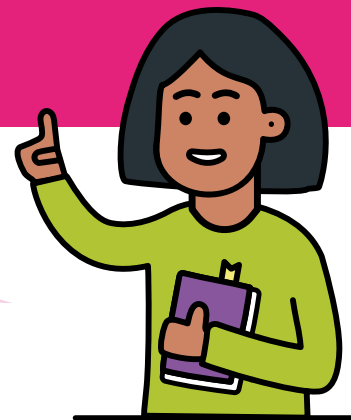
Mr. Creativity and Mr. Consciousness worksheet.
Rough/recycled paper for each student, crayons

[Link](#)



Spark

Who are the characters we've met so far?

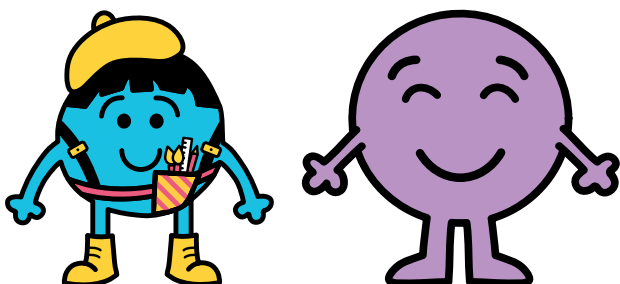


Answer: Ms. Courage, Ms. Communication, Ms. Critical Thinking, Mr. Compassion

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

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

Are you ready?



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

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

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

Learn

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

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

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

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

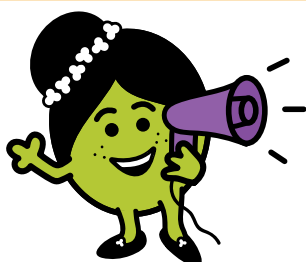
Now let's all arrange our dreams into a giant circle on the floor. This is our mandala! It is a universe of all of our dreams. Let's arrange it with a lot of love - after all, these are our precious dreams!

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

Reflect

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

Encourage learners to share their dreams with each other.



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

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

Closing



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

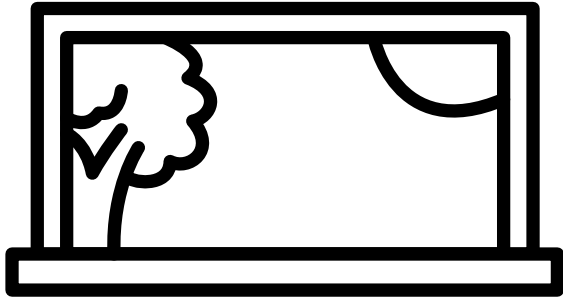
- This character loves to think, think, think!
Answer: Ms. Critical thinking
- This character loves to work in groups! *Answer: Ms. Collaboration*
- This character loves to close their eyes and meditate. *Answer: Mr. Consciousness*
- This character is very brave, and reminds us we are all superheroes!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

After class challenge:

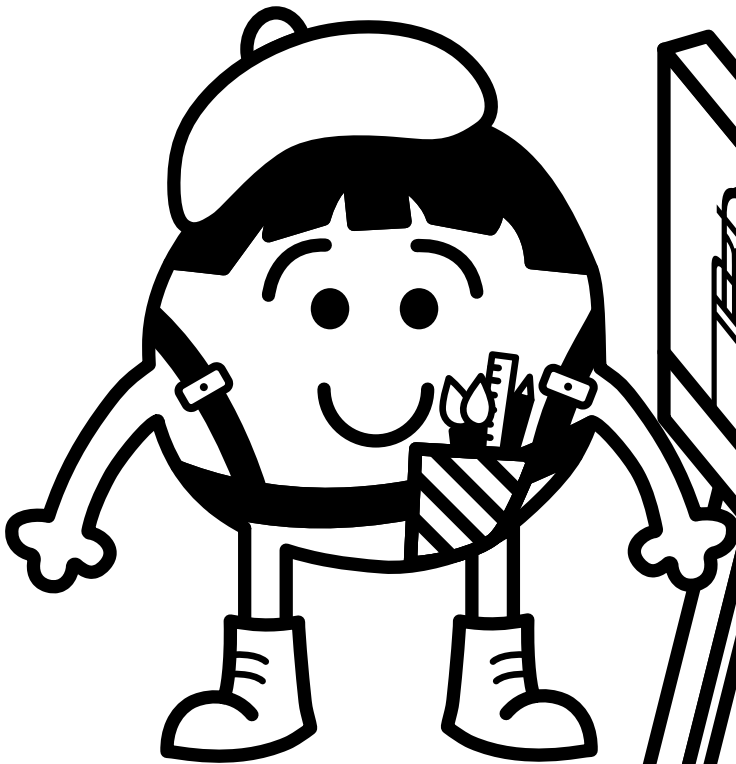
Give learners worksheets of Mr. Consciousness and Mr. Creativity and ask them to color them and stick them into their notebooks.



Keep calm and reflect



Hey, I have an idea!



OBJECTIVE

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

Cs IN FOCUS

Ms. Collaboration
Mr. Curiosity



CONSTITUTIONAL VALUES

MATERIALS

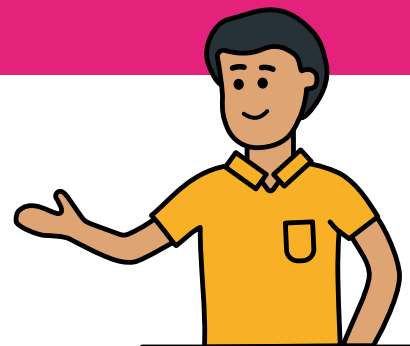
Ms. Collaboration and Mr. Curiosity worksheets, crayons, dream sheets from yesterday.

[Link](#)



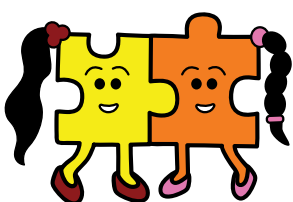
Spark

Do you remember what a mandala is?



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

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



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



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

Do you know why Mr. Curiosity asks questions?

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

Learn

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

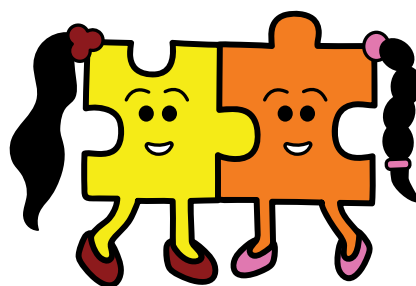
Ask how learners feel being asked to do this. Possible reactions: no, I don't want to. It isn't fair to tear someone's dream etc.

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

Once everyone has torn up the papers, move on.

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

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



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

Wow!

Reflect

Invite learners to sit around the mandala.

Closing



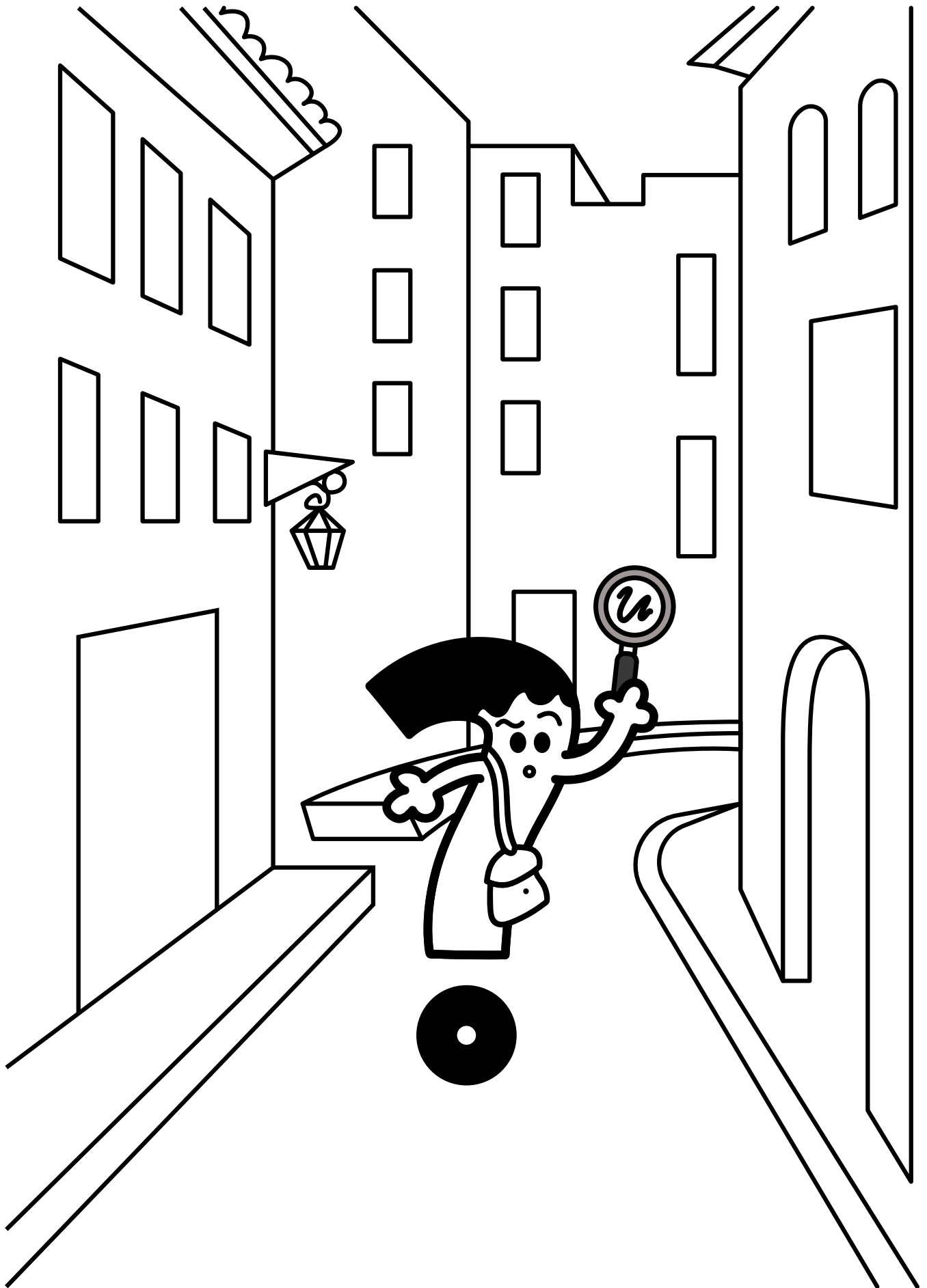
Let's use Mr. Consciousness now.

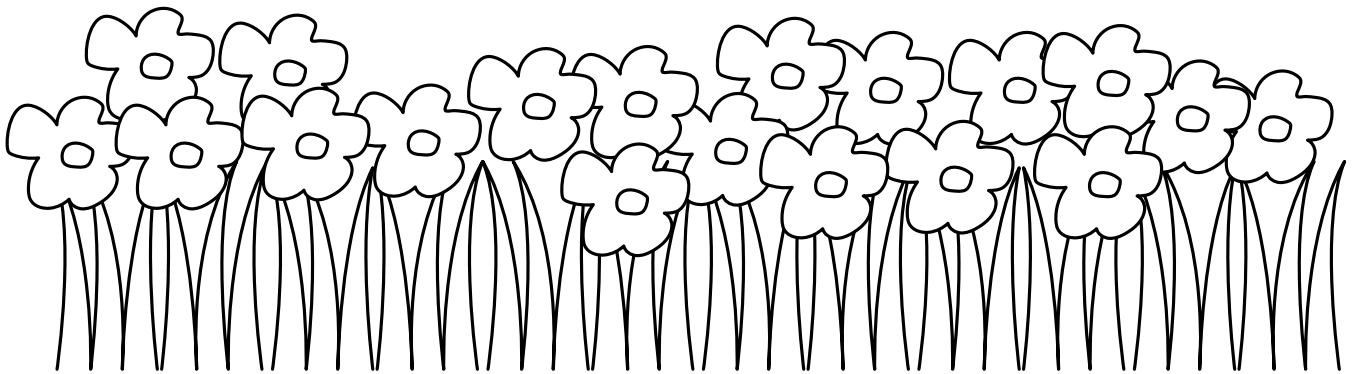
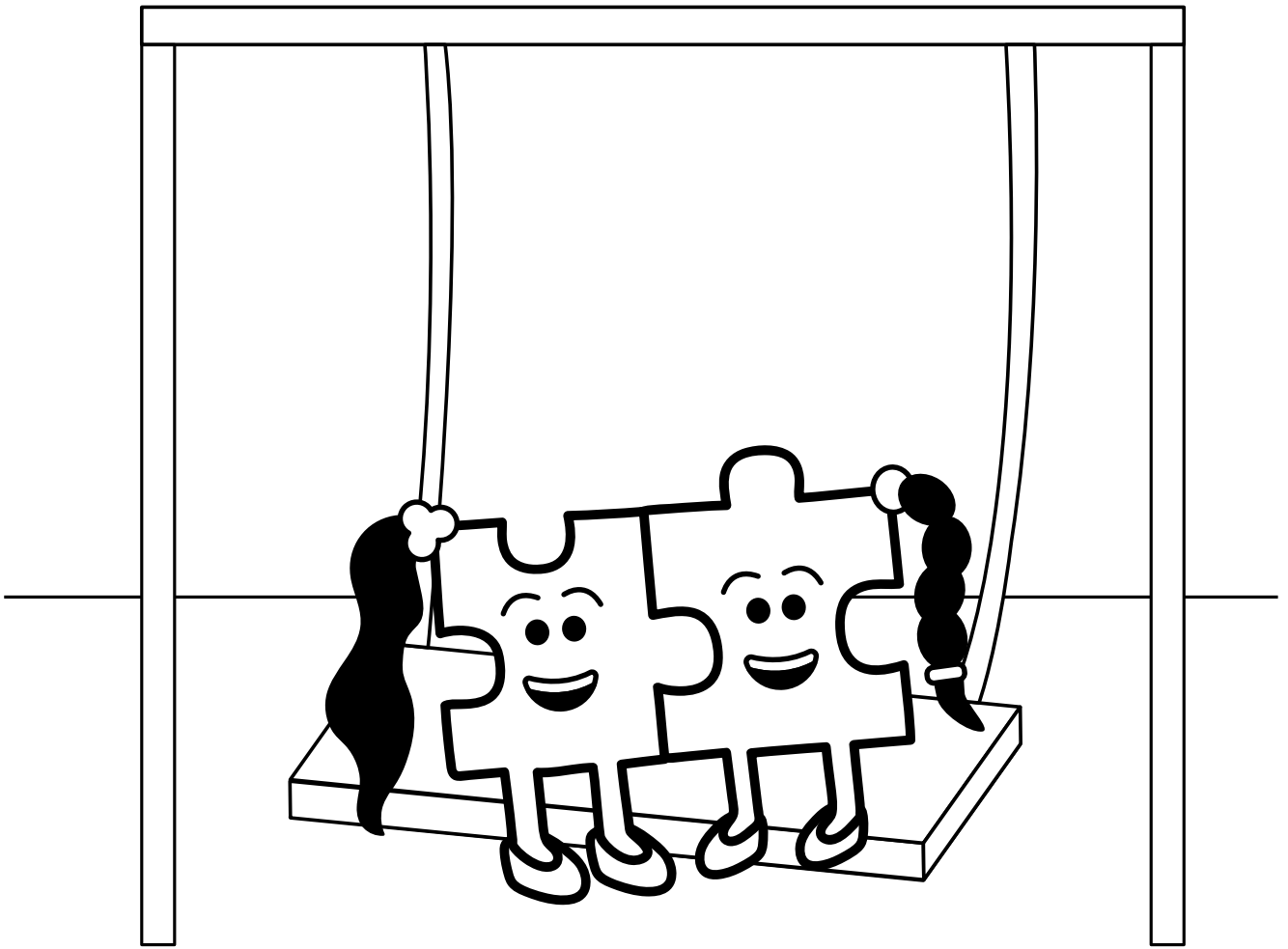
- How did we feel when we first drew our own dream?
- How did we feel when we were asked to tear up our dream?
- How did we feel when we worked together, like Ms. Collaboration, to rebuild our dream?

After class challenge:

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

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





OBJECTIVE

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

Cs IN FOCUS

Ms. Communication
Ms. Critical Thinking



CONSTITUTIONAL VALUES

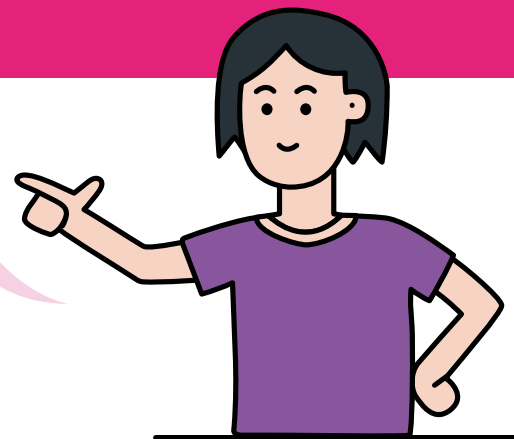
Respect, Diversity

MATERIALS

N/A

Spark

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



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

Now here are the rules.

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

Watch as I play this game.

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

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

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

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

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

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

Learn

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

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

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

Reflect

Think about class today:

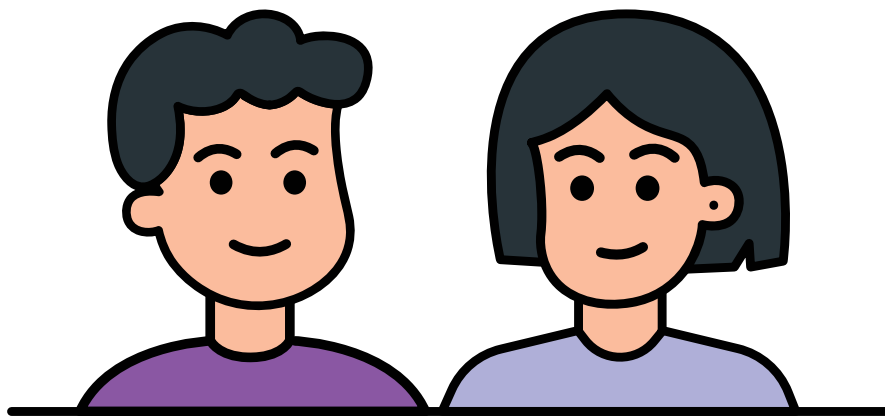
- What did you like the most?
- Which of our characters do you think we used today?

Closing

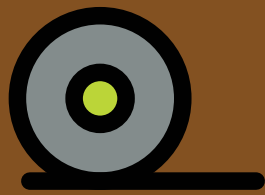


- What is ta-da?
- Why does it matter?

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



Self



Big Question 01

What parts of my identity do I choose for myself?
What parts of my identity are chosen for me by others?

LEARNING STANDARD

Students will describe the factors that shape and shift identity

OBJECTIVE

I can describe my identity based on my membership in multiple groups in society.

Cs IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty, Fraternity

MATERIALS

Your baby picture, your Identity Map.

Tune of I Am Special

 Video



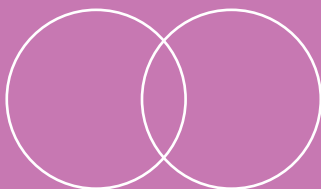
SUMMARY OF PRE-WORK

Find a picture of when you were a baby/ young child.

What words would you use to describe yourself as a baby/ young child?

How are you similar and different now?

Show these similarities and differences on a Venn Diagram.



You may write words to describe yourself as a baby in the first circle and the words you would use to describe yourself now in the second circle. Put the common words in the middle of the two circles!

Also, bring your baby picture to the class!

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



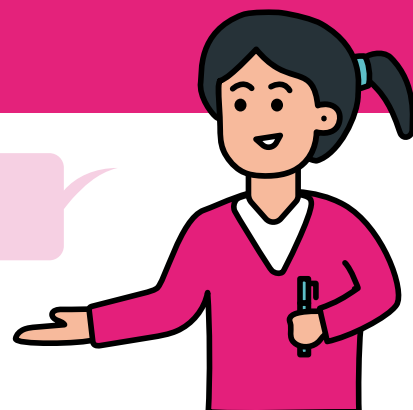
Asynchronous Pre-work Document

 Link



Spark (10 minutes)

Hi learners!



As you all know, today we will explore the first unit of our curriculum, i.e., Self.

Today I'd like all of you to ask yourself a question.

Who am I?

How many of us have asked this question before to ourselves?

Learners, you may say multiple things as a response to this. We will all try to understand this question more deeply and share with each other our enhanced understanding of this question.

Please frame by sharing:

Learning how to explore who we are will help us develop a strong sense of ourselves. Our bodies and minds are going through many changes and will continue to change in the next few years. We will also begin to meet people and hear ideas about the world that may be very different to what we have experienced so far. A strong understanding of who we are will help us cope with these changes.

Some of us are new to each other, and sharing more about who we are will help us get to know each other better.

Let's call upon our friend Mr. Curiosity to help us do that.

In the pre-work, we compared who we were as babies/ young children with who we are today. This is 'me' as a baby.



Please share your baby picture.

Would anyone like to share pictures of them as a baby/ young child with us?

Ask learners:

Was it easier to describe who you were as a baby or as the person you are today? Why?

Let's turn to our partners and share:

- What were some of the differences you noticed?
- What stayed the same?

Encourage a few learners to share in the large group.

We are born with some things that make us 'who we are.'

For example, skin colour and eye colour; other things like our interests and beliefs develop and change over time.

In the following few lessons, the big question we will engage with is:

What are the different parts of my identity? Do I choose my identity?

Today, we will do this through:

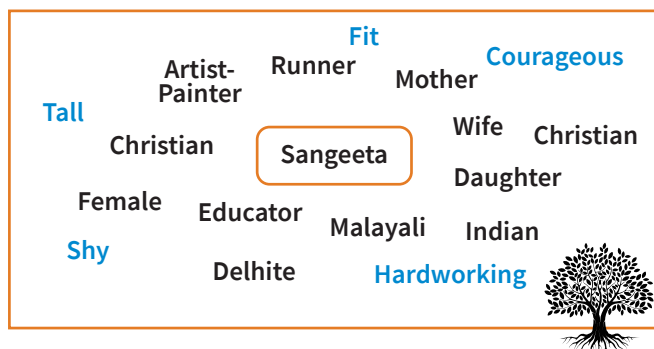
Point to the objective: I can describe my identity based on my membership in multiple groups in society.

Learn (15 minutes)

Let's do this by engaging in a fun activity: Identity Maps.

Identity Map is a tool that helps us to think about the different parts of our identity.

Please share your Identity Map. You can add different roles you play in life, nationality, religion, gender, interests, profession etc.



An example is here for your reference.

As you see my Identity Map, what kinds of information can you see/ get?

As you can see, I have included information about my role in my family - mother, wife, educator, daughter etc.

Please contextualise this as per your identity map.

Possible response: Roles, profession, interest, city, nationality, religion, skills, physical description.

All of what you mentioned (add the ones that learners may have yet to point out) are my different identity categories.

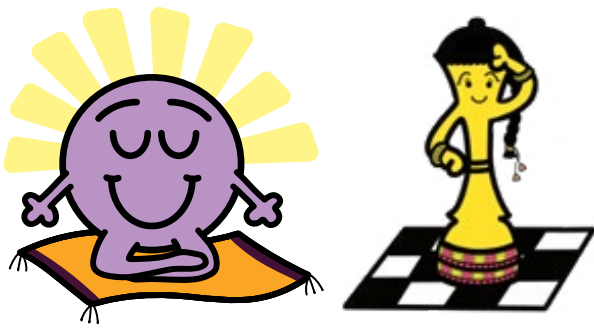
Like me, all of you also have multiple identities.

Let us now create our own Identity Map.

- First, add the different groups you are a part of: country, city, gender, religion, and roles you may play.
- Next, add details of your physical traits.
- Next, add details of your character traits.
- Add some of the hobbies you may practice and your identity when you follow that hobby. For example, a dancer.

Let's take 7 minutes independently to do this with the help of Mr. Consciousness and Ms. Critical Thinking.

Great! Can all of you hold up your Identity Map in the air?



Reflect (15 minutes)



It's Mr. Consciousness time!

We just spent some time putting down our various identities:

- Gender
- Religion
- Country/ Region
- Role/ Profession
- Physical traits
- Character traits

Assign different identities to different parts of the room.

Now, we will individually think about the question and move to the part of the room that best answers it.

- Which part of your identity do people notice the most?

For example, if I think the first thing people notice about me is that I am a woman, I will move to the gender corner.

Allow learners to move around the room and stand in the corner of their choice.

Now, turn to the person next to you and share- Why are they here?

Let's do the same thing with two other prompts.

- Which identity are you the proudest of?
- Which identity are you the least comfortable or confused about?

We all have multiple identities. It is these different identities that make us all so different. Even when people's identities differ, we can always find characteristics in common. Even when we share similar identities, we always have something that makes us different. Isn't this something that makes us all special?

Let us close out by singing: Refer to the tune of I Am Special



We're so special.

We're so special,

Can't you see?

Can't you see?

Each of us is different.

Each of us has different identities.

After Class Challenge (10 minutes)

Let's do this with our friends in the community.

- Teach them about Identity Map and encourage them to create one for themselves.
- Now, create an Identity Map for each other.

- Make a note of how your Identity Map is different from the one your friend created for you.
- Remember to have a lot of fun doing this together.

OBJECTIVE

I can explain how my self and socially constructed identity affects me.

C IN FOCUS

Mr. Curiosity,
Mr. Consciousness,
Ms. Communication,
Mr. Creativity



CONSTITUTIONAL VALUES

Liberty

MATERIALS

Muskan's poem: What's
In a Name?

 Video



SUMMARY OF PRE-WORK

'Story of my name'. Research and record the story of your name in your diary.

You may:

- Find the meaning of your name on Google.
- Ask family members about who named you and why you were named like this.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (10 minutes)

Hi special learners!



Let's start with a quick guessing game.

Do you recognise any of these faces? *Please feel free to use famous personalities that learners in your context are familiar with, whose names have been changed.*

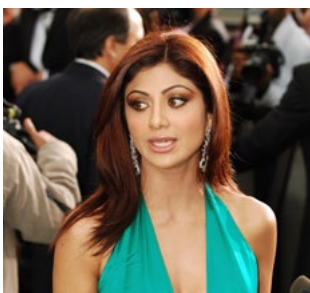


Image courtesy [wikimedia.org](#)



Image courtesy [wikimedia.org](#)

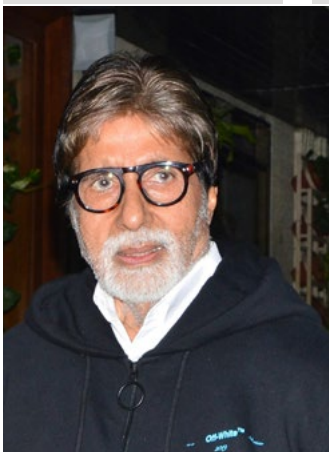


Image courtesy [wikimedia.org](#)



Image courtesy [wikimedia.org](#)



Image courtesy [wikimedia.org](#)

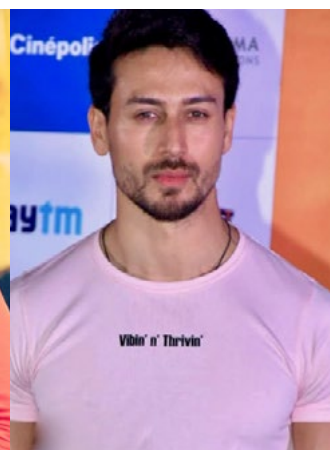


Image courtesy [wikimedia.org](#)

Invite learners to share the names of these people.

Do you know these famous people were given different names at birth?

With your partners, try to match their name to the birth-name. Are you excited?

Shilpa Shetty	Rajiv Hari Om Bhatia
Akshay Kumar	Ajay Singh Deol
Tiger Shroff	Inquilaab Srivastava
Sunny Deol	Jai Hemant
Ajay Devgn	Ashwini Shetty
Amitabh Bachchan	Vishal Devgan

Now, I am going to share the correct birth names for each of them with all of you. Give me jazz hands if you and your partner got it right.

Name used today	Birth Name
Shilpa Shetty	Ashwini Shetty
Akshay Kumar	Rajiv Hari Om Bhatia
Sunny Deol	Ajay Singh Deol
Amitabh Bachchan	Inquilaab Srivastava
Ajay Devgn	Vishal Devgan
Tiger Shroff	Jai Hemant Shroff

Most of the people on this list are celebrities. Why do you think these people might have changed their names?

Encourage a few learners to share responses.

Possible response: Change their names to people they like, for example- Tiger.

In the previous lesson, we explored some of the different parts of our own identity.

When we meet other people, often the first piece of information that we share with them is our name.

But is your name chosen by you or others?

Possible response: Others.

As babies, we cannot choose our names, so our name, which is a big part of our identity, is chosen by others. We call this a socially constructed identity.

Today we will understand how the identity given to us by others affects us.

Point to the objective: I can explain how my self and socially constructed identity affects me.



We will continue to use Mr. Curiosity, so remember him throughout the lesson!

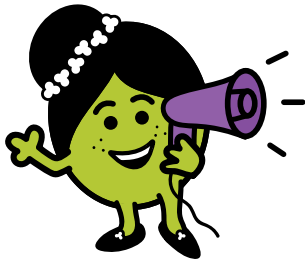
Learn (20 minutes)

In your pre-work, all of you must have gotten to know the story of your name!

Let us get into groups of three and discuss:

- What did you learn about the story of your name? What was surprising?
- Do you like your name? Do you think it suits your personality?

Let's take ten minutes to do this. Please use a lot of Ms. Communication and Mr. Curiosity during the conversation.



After the small group sharing, invite a few learners to share stories about their friends' names that they found interesting.

Learners, we all saw how names are mostly given to us by our loved ones based on our appearance, actions as kids or something/ somebody they want us to become like.

As we grow up, we may embody these traits, or we may not, but our name often becomes an integral part of our identity.

But today, we will do something really exciting. We will exercise Liberty to give ourselves a name.

Are you ready?

You have to come up with a Three-Word name for yourself.

- First word should be the colour you like or describes your personality.
- Second word should be an animal whose traits you relate to.
- Third word should be something you truly value, a quality you firmly believe in or wish to have in you.

Let's use a lot of Mr. Creativity to do this.



Reflect (15 minutes)



It's Mr. Consciousness time!

Let's listen to Muskan, a young poet with 'Slam Out Loud' questioning 'What is in a name?'

 Video



What according to you, is Muskan's message?

Encourage different learners to share.

Let's listen to the poem again. This time notice the lines that stand out to you.

Share out loud the lines that stood out to you/ *put them in the chat box (virtually).*

Please invite some learners to share why these lines were meaningful to them.

Are names the same as who we are? Write your thoughts in your diary.

There is no correct response the lesson aims to capture. The purpose is for learners to start thinking about how what they don't choose for themselves may affect them in many ways.

Learners, we may have been given our name by others (it is socially constructed). Still, throughout life, we keep shaping and giving meaning to our identity in multiple ways by choosing different things.

Which constitutional value does this connect to? It is one where you have the freedom to choose things your way.

Response: Liberty

So let us close out by moving around the room and sharing our new Three-Word name with at least two friends.

After Class Challenge

Encourage your friends in the community or your siblings to create a Three-Word name for themselves.

Also, show them Muskan's poem and make a note of what they think is the importance of a name.



OBJECTIVE

I can explain how my self and socially constructed identity affects me.

Cs IN FOCUS

Mr. Consciousness,
Mr. Curiosity



CONSTITUTIONAL VALUES

Liberty, Equality

MATERIALS

NA

SUMMARY OF PRE-WORK

In your diary, fill this table according to your understanding and beliefs:

Questions	Men	Women
What words do you use to describe them?		
What can they do?		
What can't they do?		

RESOURCES FOR THE TEACHER:

Synchronous Presentation



Asynchronous Pre-work Document



Spark (15 minutes)

Hi special learners!



In our previous lessons, we learned that identity means who we are. We saw that we all belong to many groups, and there are various parts of our identity. We also learned that some identities are chosen for us by others, and we choose some for ourselves.

We then understood how these might influence us by learning about the story behind our names. We understand that our names are given to us at birth, and throughout our life, we create our own identity.

In this lesson, we will continue to explore:

Point to the objective: I can explain how my self and socially constructed identity affects me.

Learners, we may have heard some statements about men/ women, boys/ girls. I am going to share a few of these with you. As I share,

- Show me jazz hands if you think it's based on how we are born.



- Cover your mouth with both hands if you think it's based on what people around us expect us to do.

Let's go!

- Women give birth to babies. Men don't. (B)
- Little girls are gentle. Little boys are tough. (S)
- Boys do better in Science and Maths. Girls do better in Art and Literature. (S)
- Women can breastfeed babies. Men can bottle-feed babies. (B)
- In some countries, men stayed at home and did weaving. Women handled family business. Women inherited property, and men did not. (S)

When we expect men and women to do certain things in a certain way just because of how they were born, then we follow socially constructed 'gender norms.'

Today, we may learn more about our gender identity, so let's continue to practice Mr. Curiosity.



Learn (15 minutes)

In this quiz, we referred to two identities of gender - men and women.

Learners, yesterday we saw how sometimes people change their name because they don't feel comfortable with the name assigned to them or feel more connected to a different name.

Similarly, some people may not feel comfortable with the sex assigned to them at birth and want to change that.

We will try to understand these through two stories.

Addrija was born as a female baby. Her parents used to dress her up in clothes usually assigned to girls. They also grew her hair as they believed women should have long hair.

Addrija's friend at her school, Jeet, was also born as a female baby and has gone through very similar treatment from her parents. While growing up, Addrija loved to wear dresses. Jeet hated it. Jeet wanted to dress up like the boys.

In school, Jeet didn't want to play with girls but wanted to be in a boys' team, but boys didn't take Jeet in their team because Jeet was a girl.

- How do you think this makes Jeet feel?
- Give me jazz hands if you think Jeet should have the freedom to choose what they want to wear and who they want to play with.

Please use 'they' as a gender-neutral pronoun for Jeet. They is often used as a singular gender neutral and inclusive pronoun for individuals who do not identify as either male or female.

Now I am going to share two new words with you:

- **Cisgender:** People who identify themselves as or feel comfortable with the sex they were assigned at birth based on their biological features.
- **Transgender:** People who identify themselves differently or don't feel comfortable with the sex they were assigned at birth on the basis of their biological features. This may mean I can be born a male, but I feel more comfortable as a 'woman' and can choose that as my identity.

Who out of Jeet and Adrijja is:

- A cisgender person
- A transgender person

Learners, we have many identities (self and socially created) and all of these identities may/ may not affect us in different ways.

There are some identities we like and some we may want to change. Sometimes, people around us may also tell us to do or not do something because of our gender identities.

Would any of you like to share if

you were ever asked to do or not do something because of your gender?

I am going to share a story of a young schoolboy from Pune named Sunny. He is extremely passionate about fashion, art and beauty. He also saw that boys often do not have the freedom to express themselves through fashion and make-up since society always says, "It's something girls do". His family also

never supported him and believed it was not for boys. But Sunny chose to follow his passion and was the youngest person to work on the organising team of Pune Fashion Week.

Sunny chose to break away from socially constructed gender norms and tried to shape his own identity by choosing to do what he loves!

Reflect (10 minutes)



It's Mr. Consciousness time!

You have learned about how sometimes society constructs what a person from a particular gender should look like, talk like and work like. You have also seen how Sunny chose to fight against these ideas and beliefs.

Think and share:

- What is one thing you like about your gender identity?
- What is one thing you don't like about what people say about your gender?
- If given a chance, what would you want freedom for?

Please ask learners to jot this down in their diaries and share it with a partner / put it in the chat box.

Let's close out by reciting a small poem:

*You can call me man
You can call me woman
I can call myself whoever I want to
become.*

*I can lift heavy weights,
I can decorate my face,
I can do what I like and be who I want to
become.*

*Give me whatever identity you like,
I accept or I reject, that's my choice!*

After Class Challenge

Go back to your identity map from the first lesson. Are there other identities given to you at birth/ chosen for you by others you don't like? Do you want to change some of these? Why?



Big Question 02

Whose opinions have the greatest effect on how I think about my identity?

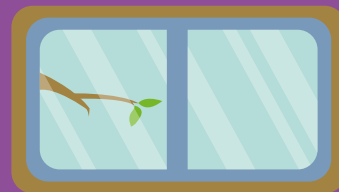
LEARNING STANDARD

Students will analyze the extent to which their concept of self is determined by the view that others hold of them.

Students will evaluate the messages they reinforce about themselves and the impact those messages have.

OBJECTIVE

I can infer the character traits that different groups of people would use to describe me.



C IN FOCUS

Mr. Consciousness,
Ms. Communication



CONSTITUTIONAL VALUES

Liberty

MATERIALS

NA

SUMMARY OF PRE-WORK

In the table, you will see a list of people.

For each of them, make a note of how you act in front of them.

People	How do I act in front of them?
Adult family members	
School friend	
Sibling/ cousin	
Teacher	
Neighbour uncle/ aunty	

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (10 minutes)

Hi learners!



In our first 3 lessons, we thought about which parts of our identity we choose for ourselves and which parts of our identity are chosen by others. In the next set of lessons, the big question that we will explore is-

Whose opinions have the greatest effect on how I think about my identity?

This will require us to use a lot of Mr. Consciousness.



Before we begin, let's ask ourselves:
Who are five of your favourite people?

Would some people like to share their answers with the whole class?
When someone shares, let's listen very carefully. Remember, practising listening matters a lot because when we listen, we learn.

Encourage a few learners to respond.

What did you notice about what you heard?

Invite responses.

Did you notice that many of the responses included friends or family members?

We spend most of our time at home with our family or at school with friends. These relationships are usually close to us.

During today's class, we will think about how these people, with whom we spend so much time, see us.

Point to the objective: I can infer the character traits that different groups of people would use to describe me.

Can some of you share what character traits are?

Possible response: Courageous, hardworking, determined

Let us now turn to our partners and share:

How would we know if someone is courageous?

Possible response: They do something brave.

For example, if I see someone who doesn't usually share in class and tries

to share, should I say that this person is being courageous?

Possible response: Yes!

Learners, what we just learned is the skill of inference.

This is when we share something based on our observations or evidence. We will be practising this skill in class today.

Learn (20 minutes)

Let's start with the example of Bunty, a young schoolboy.

When Bunty comes home from school, he throws his bag and shoes on the floor, falls asleep, or watches TV. He does not help out at home.

If you were a member of Bunty's family, what qualities would you use to describe him?

Encourage some learners to share.

Possible response: Bunty is lazy and careless.

Now let's take another example of the same child. Bunty makes all the kids laugh with his funny jokes when he comes to school.

Now, what qualities would his friends at school use to describe Bunty?

Encourage some learners to share.

Possible response: Bunty's friends would call him amusing, funny and cheerful.

Learners, what we just practised was the skill of **inference**.

When we share something based on what we observe or use evidence, it is called an inference.

Ask learners to make a note of this in their diaries.

Hmm, so who is Bunty, then? Is he lazy or funny?

Invite responses.

Possible response: people have many qualities; Bunty is both. But different people see him differently.

Through this example, we saw that sometimes the people around us see different qualities that we have. In this case, Bunty's family saw him as lazy, but his friends saw him as funny.

In your pre-work, you noted how you behave in front of some important people in your life. Let's try to infer what they might be thinking about us.

I would like all of you to draw another column to your table and fill it in when you are ready with your reflections. You have 5 minutes to do this independently.

Ask learners to fill in the third column.

People	How do I act in front of them?	Based on these actions, what character traits do you think this person would use to describe you?
Adult family members		
School friend		
Sibling/ cousin		
Teacher		
Neighbour uncle/ aunty		

Reflect (10 minutes)



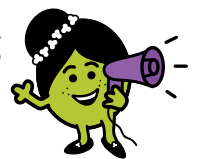
It's Mr. Consciousness time!

We all have different ways of acting/ behaving in front of different people. On the basis of this behaviour, they may infer our character traits and identity. This means we have so many different aspects of our character and identity.

Isn't that exciting?

But as we close out, let's deeply think about who we want to be.

In groups of three and share using Ms. Communication:



- What words do different people use to describe you?
- What are some words you would want people to use to describe you?
- How do you wish to be known by people?

Feel free to draw this and share it with your group members.

Encourage a few learners to share in the large group.

OBJECTIVE

I can ask people for feedback on my behaviour

Cs IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty

MATERIALS

Song: This Little Light of Mine

 Video



SUMMARY OF PRE-WORK

Talk to 3 people who know you well.

Ask them to tell you about a time:

- When they thought you were on your best behaviour.

- When they thought you were not on your best behaviour.

Make a note of these stories:

Who has shared?	Best behaviour story	Not my best behaviour story

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (10 minutes)



Hi learners!!

I have a question for all of you. I want all of you to take the next 2 minutes and think about:

- Which was my best class according to you?
- Which wasn't my best class and could be better, according to you?

Encourage learners to share. This is the time when you can model how to accept feedback. After learners have shared, thank them.

Thank you, learners! It's helpful to know how you have felt about my classes. It also tells me the aspects of my teaching you enjoy and the ones you may not enjoy. This will help me plan and teach better.

What you just shared with me was some very valuable feedback on my teaching traits.

We are going to apply the same to our characters now.

In this last lesson, we inferred the character traits we thought others might use to describe us based on our thoughts. Today, we are going to

Point to the objective: I can ask people for feedback on my behaviour.

As we try to decode this, we will learn about things people like or may not like about our character. Knowing this may help us understand more about ourselves and our best behaviour.

Let us start by singing a song together!

Play This Little Light of Mine



- In this song, which lines stood out to you the most?
- What is the meaning of 'little light'?
- How do you think this connects to what we will do today?

Possible response: 'Little light' are unique things about us that make us shine and be better people. Today as we ask people to give feedback on our behaviour, we will understand our little light.

Learn (20 minutes)

Let us now analyse the stories of our own best and not so behaviour that we gathered in our pre-work.

- Read all the stories of your best behaviour.
- Circle or shade the words/ phrases that may describe your character traits.

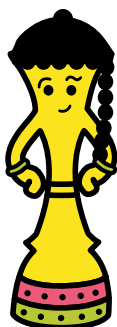
Let me give you an example of a story we will analyse together.

You are kind. One day I felt sad because I was struggling to understand the teacher. I saw other learners doing the work but didn't understand it. You came and sat next to me and explained the problem to me. You told me a joke and made me laugh. I also saw you go and ask Ajay to play with us at break time when he was alone.

Can you shout out the words/ phrases from this story that describe this person's character traits?

Possible response: kind, helpful, funny, spreads joy (cheerful), including others.

Let's do it independently for our own stories for the next 10 minutes. Please use Ms. Critical Thinking while you do this.



Who is the story from?	Positive behaviour/ character traits

After learners are done:

You have analysed three stories and noted the character traits. Are there any character traits that are repeating? If yes, note them down separately.

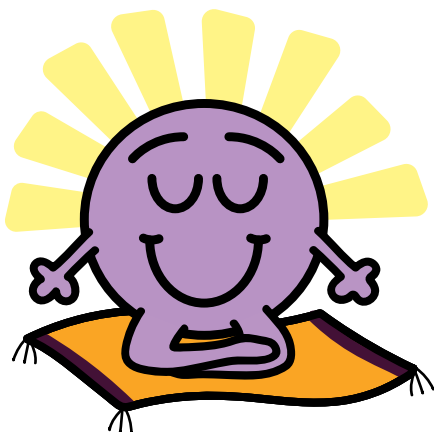
E.g. if one person has shared about how you make them laugh and are funny, and another person shares that you are delightful, a character trait you can pick out is cheerful.

We will do a similar exercise with our 'not so best stories'. We will take another 6 minutes to do this. Remember, learners, it's not easy to accept our not-so-good behaviour so please take help from Ms. Courage as you do it.

- Read your 'not so good behaviour stories'.
- Circle or shade the words/ phrases that may describe your character traits.
- Pick up trends: Note down the words that may be similar or are getting repeated.



Reflect (10 minutes)



It's Mr. Consciousness time!

Learners, I hope the lesson helped you learn more about yourself from the lens of people you are close to.

Think and share:

- What did you identify as your prominent positive character traits? This is your little light.
- What did you identify as your prominent negative character traits? If we decide to work on this, our little light will shine brighter!

Encourage a few learners to share in the large group.

Let's close out by singing the song that we started with!

Play This Little Light of Mine



After Class Challenge (10 minutes)

1. Make a note of stories where you think:
 - You have been on your best behaviour.
 - You have not been on your best behaviour.
2. Infer your character traits through these stories.
3. Identify similarities/ differences between some traits that you found out about yourself and the ones that others have shared.

Take help from Mr. Consciousness to do this.

OBJECTIVE

I can compare who I think I am with what others think of me.

C IN FOCUS

Mr. Consciousness,
Ms. Critical Thinking



CONSTITUTIONAL VALUES

Liberty

MATERIALS

Video: Stickman

Print-outs of Johari window:
(Given on last page)

 Video



SUMMARY OF PRE-WORK

Read the list of character traits given below:

able	confident	helpful	mature
reflective	silly	accepting	dependable
idealistic	modest	relaxed	spontaneous
adaptable	extroverted	loving	responsive
bold	friendly	witty	searching
brave	giving	wise	self-assertive
clam	happy	nervous	self-conscious
caring	independent	observant	sensible
cheerful	ingenious	organized	sentimental
clever	intelligent	patient	shy
complex	introverted	powerful	sympathetic
dignified	kind	proud	tense
empathetic	knowledgeable	quiet	trustworthy

1. Choose 5 traits that best reflect who you are, according to you. You may take help from your responses to the previous lesson after-class challenge.
2. Now ask 2 other people who know you well to look at the list of character traits and choose 5 traits that describe you, according to them. You may use the information you gathered in the previous lesson.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Asynchronous Pre-work Document

 Link



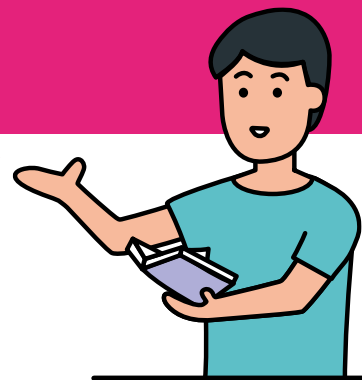
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Spark (10 minutes)

Please bring an apple to class and show it to students.

Hello learners!



On the count of 3, can we all say what is in my hand? 1-2-3!

Response: An apple

Alright.

How would you describe this apple?

Possible response: It is red in colour and round in shape.

Now cut the apple into slices.

Okay, now what is this?

Possible response: Apple,

But this isn't red or round in shape.

Does an apple have to be red and round in shape for it to be an apple?

Response: No.

Debrief the activity:

Rightly said, from outside, we can see that an apple is red and round. But when I cut this apple, it looked slightly different from the inside.

The apple is not the same from every side, it is one thing inside and something different outside. When we look at something from a different point of view, the same thing can look

different. This doesn't mean that thing changes, just how we look at it changes!

Like we saw with the apple, today, we will see ourselves from a different perspective.

Point to the objective: I can compare who I think I am with what others think of me.

Let's watch a fun clip: Watch the clip from Stickman

 Video



- What are all the ways you see Stickman being described?
- Does Stickman agree with how people think of him?

In today's lesson, we'll compare who we think we are with what others think of us. We're doing this because sometimes the way others see us is different to how we see ourselves.

Learn (20 minutes)

Can all of us open our pre-work?

Let's create something interesting, the Johari window. This tool helps us understand our relationship with others and ourselves.

- Think of traits that are similar to how you describe yourself and how others describe you. Put these in box 1.
- Think of traits that others used to describe you, but you don't use to describe yourself. Put this in box 2.
- Think of the traits you use to describe yourself but others don't use to describe you. Put this in box 3.

Let's take the next 6 minutes to fill the three boxes using Ms. Critical Thinking.



Learners, you may see that there is one empty box. Can you think and share why?

Encourage a few responses.

Knowing ourselves is a process. We keep learning more about ourselves as we talk to more people or grow up. This box reminds us that we may not know everything about ourselves, and we will keep discovering more about ourselves.

Box 1: Information you and others know.	Box 2: Information that others know, but you don't.
Box 3: Information that you know but others don't.	Box 4: Information both you and others don't know yet.

Reflect (10 minutes)



It's Mr. Consciousness time!

Think and share:

- Were you surprised by anything that you learned about yourself today?
- What do you believe more- how you describe yourself or how others describe you? Why?

Invite some learners to share with the whole group.

Constitutional Value

What is the dream you have for yourself? What are some traits you wish to use to describe yourself ten years from now?

Print-outs of Johari window

Box 1: Information you and others know.

Box 2: Information that others know, but you don't.

Box 3: Information that you know but others don't.

Box 4: Information both you and others don't know yet.

OBJECTIVE

I can identify the labels I have heard and created about myself that have the most impact on my actions

Cs IN FOCUS

Mr. Consciousness,
Ms. Courage,
Mr. Compassion



CONSTITUTIONAL VALUES

Liberty

MATERIALS

Day in the Life of Akarsh
(Given on last page)

SUMMARY OF PRE-WORK

A day in your life!

Make a note of various statements/ comments you may have heard about yourself from others throughout the day.

These may be positive or negative.

Colour each comment with the colour that represents how the word made you feel!

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (10 minutes)

Hi learners!



Open the identity map you created in the very first lesson of this unit. Re-read it.

How many words did you write for yourself? Please show us your fingers.

Let us now turn to our partners and describe ourselves using any of these words. Are you ready?

After learners discuss:

How easy/ difficult was it to express yourself without using any of these words?

The words we often hear about ourselves or generally use to describe ourselves are known as labels. They become a big part of our identity.

Different labels can make us feel different emotions, and these emotions can make us do different things.

Today we will:

Point to the objective: I can identify the labels I have heard and created about myself that have the most impact on my actions.

Learn (20 minutes)

Let us look at a day in the life of a young boy named Akarsh.

Mother: Get up, Akarsh, you will get late! Others are up in age. Of course, you are the lazy one.



ENGLISH Teacher: That was a good essay! You have good ideas, and you organise them well. Well done!



MATHS Teacher: I can't believe it. I think you didn't even try. You will fail your exams if you do this.

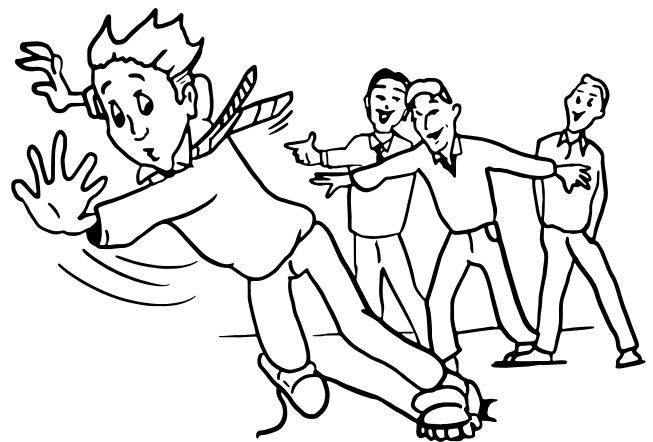


Friend: That's a good game you played. It's because of you that we won the match.



Akarsh slips.

Neighbours laugh.



Father: Thanks for helping Akarsh. You truly made my work easier.



Invite different learners to read different boxes.

- What were the labels that Akarsh heard in his day?
- What is the difference between how different people describe Akarsh? For each of the labels, think if they are positive or negative.
- How do you think Akarsh will behave tomorrow with each of them?

Who?	Labels they used.	Positive/negative	Action

Ask different learners to respond in the large group and fill this table with them.

Let us do a similar exercise for ourselves for the next 10 minutes using a lot of Ms. Courage. You may also do this by drawing out your feelings and actions.



- Open your pre-work and the statements you made a note of.
- Write different labels people used for you in the day.
- Which of these labels affected you positively or negatively? Which of these labels do you like/ dislike?
- What did it make you do?

Choose a character trait that you use to label yourself. How do you feel about this label? Think about an everyday situation in your life. How does this label affect your actions in this situation?

For example: A label I have given myself is 'I'm hardworking'. This makes me feel I must stay up late at night to finish my work instead of getting the sleep I need'. Another label I have given myself is 'I'm fat'. This makes me feel not beautiful. I sometimes try to squeeze myself into smaller, uncomfortable clothes.

Allow learners to do the activity independently.

Reflect (10 minutes)



It's Mr. Consciousness time!

Let's listen to a story carefully!

Read the 'Feeding the Wolf' story.

There's a story of the two wolves in Cherokee culture in which a grandfather teaches his grandson an important life lesson.

He says, "My son, inside us, live two wolves who keep fighting a war. One is evil. It is anger, envy, jealousy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority, and ego.

The other is a smart wolf. It is joy, peace, love, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion and faith."

The grandson thinks about it for a while and says, "Which wolf wins?"

The grandfather replies, "The one you feed".

- What do you think the grandfather means when he says 'the one you feed'?

Response: The one you give more importance to, think more about.

Debrief by sharing:

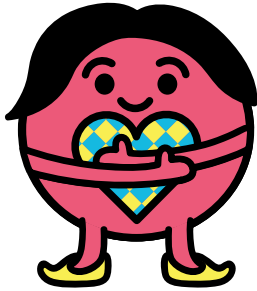
Labels are self-fulfilling. It doesn't matter where the label came from, you give it to yourself, or others do. If you feed it and think more about it, it will grow and become who you are.

So which ones would you want to feed?

- If your response is 'positive label', show me jazz hands.

- If your response is 'negative label', show me cross hands.

So you know what we can do if we hear a negative label. We can translate it to a positive one. Do you know how we can do that? We need a lot of self-love, Mr. Compassion, to do this.



For example: If I fail a test, a label that I often hear is - stupid, failure.

I can translate it to: I am learning as I make mistakes. I'm very hardworking. I will practise and pass next time.

Let us close out by translating 1 negative label we may have heard about ourselves into a positive one.

Ask learners to put it down in their diaries/ chat box. Ask a few to share them out loud with the class.

After Class Challenge (10 minutes)

Try to translate all your negative labels to positive ones. Say these to yourself at least 3 times every day.

Day in the Life of Akarsh

Mother: Get up, Akarsh, you will get late! Others are up in age. Of course, you are the lazy one.



Friend: That's a good game you played. It's because of you that we won the match.

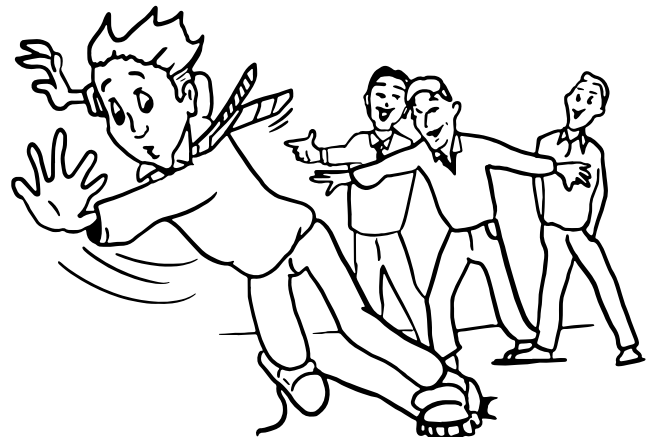


ENGLISH Teacher: That was a good essay! You have good ideas, and you organise them well. Well done!



Akarsh slips.

Neighbours laugh.



MATHS Teacher: I can't believe it. I think you didn't even try. You will fail your exams if you do this.



Father: Thanks for helping Akarsh. You truly made my work easier.





Big Question 03

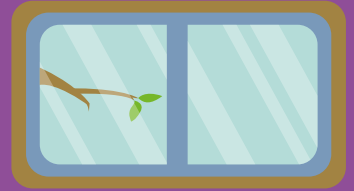
How does media impact the formation of identity and self-image?

LEARNING STANDARD

Students will assess how media impacts them.

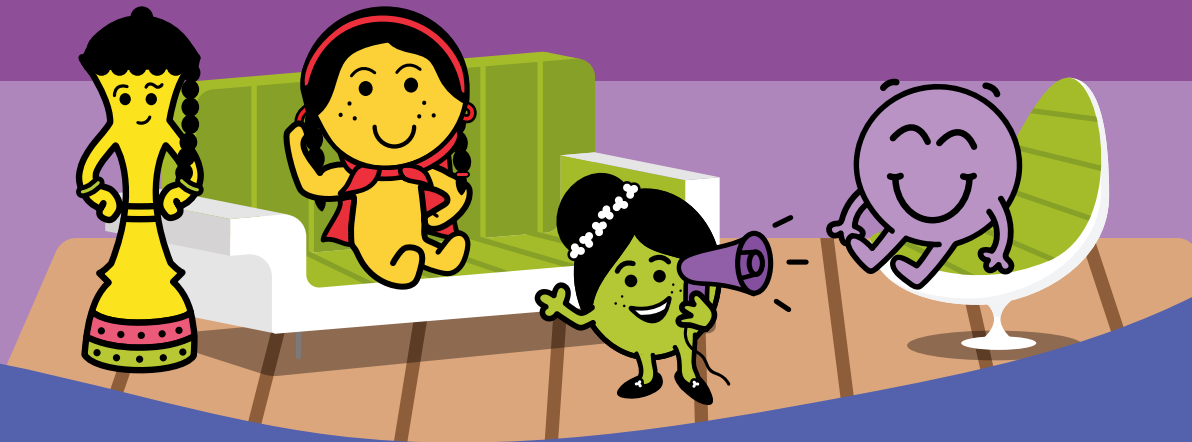
OBJECTIVE

I can recognise the sources that influence my thinking.



C IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty, Equality

MATERIALS

Songs: Love You Zindagi



Johnson's Baby Oil 'Pehla Kadam' - India



Ariel Share The Load



SUMMARY OF PRE-WORK

Media and I survey

Over the next 24 hours, observe and analyse where you get information from.

Make a note of every new thing that you are getting to know in these hours. You may also add a few new things you have learnt in the last 2 days. These could be a new song/ movie/ piece of information/ new product/general knowledge fact/ politics/ geography/ history/ science/ any new message or learning.

For each piece of information, put down where

you got this from. Is it the newspaper/ radio/ TV/ an individual/YouTube/ WhatsApp/ Facebook/ Instagram etc.?

What new pieces of information did I receive?	Where did you get it from?

For example, I learned about Covid RTPCR tests and vaccines by reading an article in a newspaper.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Link



Asynchronous Pre-work Document

Link



Spark (10 minutes)

Hi learners!



So far, we have questioned which parts of our identity we choose for ourselves and what parts are chosen for us by others. We deep-dived into factors that shape our identities. We then reflected on how we see ourselves and how this can differ from how others see us.

Let's listen to a song and sing along!



How do you feel after listening to this song?

Encourage a few learners to share their feelings.

Wow! Isn't it amazing how one song can help us feel good/ happy/ excited/ free etc.? *Please feel free to use the emotions that learners use.*

Let us now turn to our partners and share one movie/ song you love to watch or listen to uplift your mood. Also, share why that movie/ song uplifts your mood.

Encourage a few learners to share what their partners shared.

Learners, isn't this exciting how there can be so many things that affect and

influence us other than the people we live with? They shape what we like, don't like, what we relate to, don't relate to and, in the process, our identities.

In the following few lessons, this is what we will engage with.

How does the media impact the formation of identity and self-image?

Can someone quickly share what media is?

Response: A way to spread new information - can come in the form of movies, songs, news articles, movies etc. and through various platforms like TV, radio, newspaper, books, and social media like Instagram, Facebook etc.

You have written down where you get new information from in your pre-work. Can you share which source you have used the most to get any information? You can also think about the media you spend a lot of time on.

Write it on a piece of paper and show these sheets up in the air.

Let's look around. Can someone share what different sources of media your peers use?

Encourage a few learners to respond.

Today, we will recognise these sources and how they influence us.

Point to the objective: I can recognise the sources that influence my thinking.

Learn (25 minutes)

Media is all around us, and we consume it a lot. Throughout the day, it shares various messages with us.

Can some of you share a few new pieces of information or messages you may have consumed by the sources of media around you?

These messages influence our feelings about who we are and what we think. These messages also shape how we think about our relationships with others and the world around us.

Today we'll look critically at these sources by analysing advertisements. Please remember to use Ms Critical Thinking as we do this.



Let's watch an advertisement together: Johnson's Baby Oil 'Pehla Kadam' - India



After the ad:

- How did the ad make you feel?
- What is the ad about?
- How would different people

watching the ad react/ learn from it?
Think of parents and babies.

Encourage a discussion and allow different learners to share.

Possible response: The ad is small, sweet, and may make us happy. It's about baby oil that parents can use for their babies. Parents may start thinking about when they will see their babies walk. Babies watching this may clap and laugh- they would want to imitate the baby in the ad and try to walk.

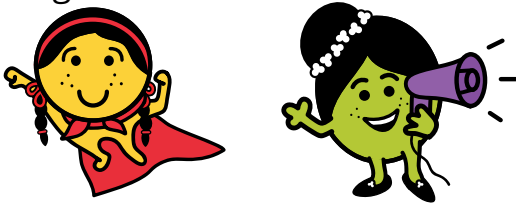
Let us now watch another ad: Ariel Share The Load.



In groups of three, discuss:

- What's your first impression of the ad? How did you feel after watching this?
- Is this ad only for fun, or does it pass a message?
- Does this ad help you relate to what happens in your house/ around you?
- How would it affect men watching the ad?
- How would it affect the women watching the ad?
- How could it affect young kids watching the ad?

Let's take 10 minutes to respond to these questions in the group. Along with Ms. Critical Thinking, please use Ms. Courage and Ms. Communication.



Encourage learners to share in the large group.

Debrief by sharing:

A single ad may help men reflect on their actions and may help to see that

this is the reality of many women in households around them. Women may realise that they need to stand up for themselves by dividing roles equally. Kids may see this and help their parents, irrespective of their gender.

The ad beautifully challenges the idea that only women should do household work and gives a strong message. A simple ad may have the power to help us think about who we are and take action to be better humans.

This is how it shapes our identity.

Reflect (10 minutes)



It's Mr. Consciousness time!

Think and share:

- Look back at the list of media you engaged with over the past 24 hours (from your pre-work).
- Think of pieces of information that you think have a lot of effect on you, and have the power to shape your identity.
- What is the source of the above?

Encourage some learners to share their reasons why this form of media influences their thinking the most.

After Class Challenge (30 minutes)

With each ad you watch today on TV, Facebook, Instagram, or read about in newspapers, please note the ones you think have a message you want to apply in your life.

Share these ads on our WhatsApp group so that everyone can watch them.

OBJECTIVE

I can identify the positive and negative social influence of the media.

Cs IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty

MATERIALS

Fair & Lovely



Images: (Given on last page)

Song: Tu Mere Agal
Bagal Hai



Song: Scars To Your
Beautiful



*Note: Feel free to use any other relevant regional song/
English song for your learners to analyse the lyrics.*

SUMMARY OF PRE-WORK

Analysis of a famous Bollywood song.

1. Listen to this song: Gandhi Baat
2. Make a note of how this song made you feel.
3. Let's read and understand this song a little more. Here are the lyrics (Given on last



page). Please refer to the English translation in case you don't understand Hindi.

4. Answer the following questions in your diary.
 - How do you feel about the song now?
 - How do you think it may affect young boys?
 - How do you think it may affect young girls?

RESOURCES FOR THE TEACHER:

Synchronous Presentation



Asynchronous Pre-work Document



Spark (10 minutes)

Hi learners!



In the last lesson, we explored how the media influences how we think about ourselves and shape our identities.

Let us start today by watching another very famous advertisement for a very famous skin cream.

Fair & Lovely



- How do you feel after watching this ad?
- How do you think this ad would affect someone who doesn't have light-coloured skin?

Possible response: They may think they are not beautiful because of their skin colour. I need cream to become beautiful.

Will it have a positive or negative effect on people?

Possible response: Negative.

Yesterday, we watched two ads in class. Which one do you think will have a positive influence on people?

Possible response: Share the load ad.

Today we will:

Point to the objective: I can identify the positive and negative social influence of the media.

Learn (20 minutes)

In your pre-work, you may have heard a Bollywood song.

Would some of you like to share what that song means?

Possible response: If you don't listen to me or agree with me, I will force and do wrong things to you.

Let us hear your thoughts on what message you think sends out to young boys and girls.

Learners have done this as a part of pre-work so hear from different learners at this time. Please encourage both boys and girls to share perspectives.

Possible response: Boys may think it's okay to force women to do something. Girls may feel scared and think they can't disagree with men as if they do so, men may harm them.

Please debrief after hearing from learners-

Exactly learners! Such messages may be very harmful. Women may grow up to be scared, under-confident individuals if they feel that way about their fellow friends who are men. Men may grow up being unkind and non-accepting of women. These may influence us negatively and shape our identities.

Would you want to be identified like that? Would you want your identity to have these character traits?

Show me jazz hands if you will be okay with it and cross hands if your response is a strong NO.

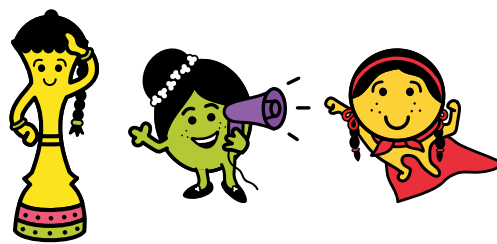
The purpose of analysing such lyrics is to be aware of the messages of songs that we consume and think if they affect our attitude, behaviour and identity positively or negatively. Knowing this will help us choose what we want to consume or not.

On that note, let's see some images with song lyrics. After we see these images, in groups of three, discuss:

- What message will each of them send out to young people?
- Which of these may have a positive or a negative influence?

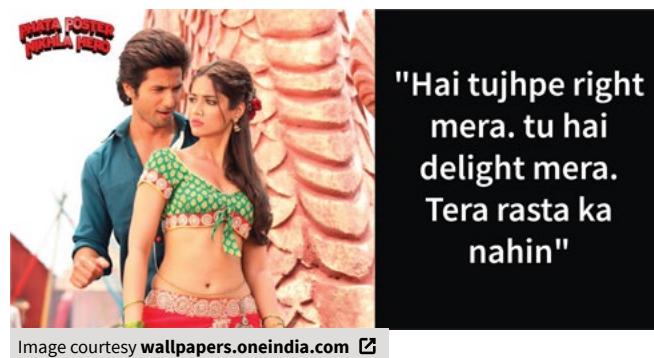
Let's take seven minutes to do this. Remember to take help from Ms.

Critical Thinking, Ms. Courage and Ms. Communication.



Please try to create groups that have both boys and girls

Images:



Song: Tu Mere Agal Bagal Hai



Song: Scars To Your Beautiful



Possible response: The lyrics in the first song may have a negative influence as it may teach young people to force others without their consent or stalk them on the road.

The lyrics in the second song may encourage young people to accept and celebrate themselves for who they

are without worrying about society's judgements.

Reflect (10 minutes)



It's Mr. Consciousness time!

Reflect on the discussion we have had together about how the messages from the songs may impact us positively or negatively.

Choose any 1 sentence starter and complete it with whatever you are feeling.

Encourage learners to share this out loud in the class/ put it in the chat box.

- I am surprised by...
- I am interested in/to...
- I am troubled by...

Media has a crucial role in influencing all of us. Sometimes, there may be movies and songs that may reinforce a lot of judgements about gender, skin colour etc. For example, women can't do sports, men can't cry, or dark-skinned people can't get married. These are known as stereotypes.

A characteristic we assign to a group just because of their social identity is a stereotype.

Please make a note of this new word in our diaries.

After Class Challenge (30 minutes)

Be Mr. Curiosity and find out:

- One song that may have a positive influence on others.
- One song that may have a negative influence on others.

Printable Images



Image courtesy wallpapers.oneindia.com

"Hai tujhpe right
mera. tu hai
delight mera.
Tera rasta ka
nahin"

But there's a hope that's waiting
For you in the dark
You should know you're beautiful
Just the way you are
And you don't have to change a thing
The world could change its heart



Image courtesy [youtube.com](https://www.youtube.com)

Summary of Pre-Work (Lyrics)

Beedi pi ke nukkad pe wait tera kiya re	Smoking a beedi, I waited for you at the corner of the street (Beedi is a local cigarette made from the leaves of a specific tree)
Khali peeli attharah cup chai bhi toh piya re	I even drank 18 cups of tea for no reason
Beedi pi ke nukkad pe wait tera kiya re	Smoking a beedi, I waited for you at the corner of the street
Khali peeli attharah cup chai bhi toh piya re	I even drank 18 cups of tea for no reason
Raja beta banke maine jab sharafat dikhayi	When I behaved in a noble manner
Tune bola hatt mawaali bhaav nahi diya re	You called me a goon and didn't give me any attention
Abcd padhli bahut, thandi aahein bhar li bahut	I studied A, B, C, D a lot, and even filled cold sighs a lot
Acchi baatein kar li bahut ab karunga tere saath	I have talked very nicely with you, now I will with you
(Gandi baat, gandi gandi gandi gandi gandi baat) – 4	dirty talks, dirty talks 4

OBJECTIVE

I can identify the positive and negative social influence of the media.

C IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty, Equality

MATERIALS

Sexist Songs in a
Feminist Remix

 Video



The Influence of
Media

 Video



SUMMARY OF PRE-WORK

The media is a powerful tool and is used by many to voice what they don't find appropriate.

Mumbai-based organisation Akshara Centre had launched a national campaign, "Gaana Rewrite: Pen Uthao Gaana Ghumao", to rewrite the inappropriate lyrics of Bollywood songs into something empowering.

 Link



 Link



Let's watch this video which came as a result of their campaign.

 Video



Make a note of:

- Which songs have been targeted here?
- How does listening to the changed lyrics make you feel?
- What message will this give to young men and women?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



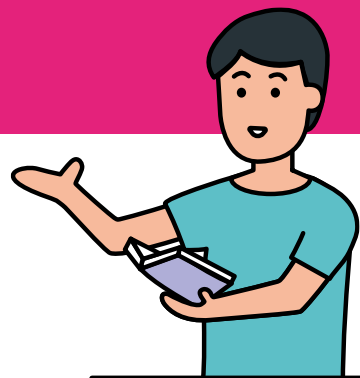
Asynchronous Pre-work Document

 Link



Spark (15 minutes)

Hi learners!



Let's begin by watching the video you may have seen in your pre-work.

Sexist Songs in a Feminist Remix



Encourage learners to share their responses to the pre-work questions. Listen to 7-8 voices in the class. Virtually, ask all your learners to put responses in the chat box.

In the last two lessons, we explored how the media often shares certain messages that reinforce stereotypes and may influence our identities

negatively. But we may have also seen examples where the media has challenged these stereotypes. For example, Share the Load ad and the song we just saw.

If a small song/ video/ ad can do so much, would you agree that the media is a very powerful tool?

Today, let us wear our most creative hats using Mr. Creativity, as we will become one of the media sources!



Learn (25 minutes)

Let's close our eyes and think-

- If you had your own TV channel, what would you show on it? Why? What would you not show?
- If you had your own radio station, what kind of music would you play? Why? What would you not play?
- If you had your own magazine, what would you print in it? Why? What advertisements would you not allow to be printed in it?

Encourage learners to share what came to their minds.

Your challenge today is to design a piece of media- it could be an ad or a song that challenges a 'stereotype' or shares a positive message with young men and women.

Let us watch a very powerful example of this: The Influence of Media



- What are the stereotypes these girls have chosen to challenge?

Let us get into groups of 4 and follow these steps:

- Step 1: Identify the message you want your media to convey. You can choose one of these messages or create one of your own.
 - Everyone is beautiful inside and out

- All of us are unique
- All of us are different but equal.
- I am enough.
- Step 2: Choose what type of media you want to create a design for. Choose one of the following: poster, song, radio show, television show, advertisement etc. This will be how you convey your message.
- Step 3: Give a creative title to your creation
- Step 4: Create an outline of your piece.

Remember to take help from Ms. Collaboration, Ms. Critical Thinking, and Mr. Creativity.



After learners return from group work, ask them if they had fun and share certain things they came up with.

Learners, it's okay if we haven't been able to complete our media piece. With your group member, take a day to complete it. We will soon be presenting these in front of our classmates.

Learners will be presenting these on day 2 of their showcase of learning.

Reflect (10 minutes)



It's Mr. Consciousness time!

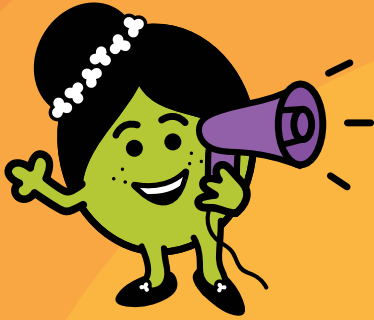
Like we choose our food carefully to keep our bodies healthy - we need to choose the media we consume carefully because what we see, hear, read and talk about influences our minds and how we understand who we are.

Are there any changes you want to make in the media you are consuming currently? (watching, reading and listening to)

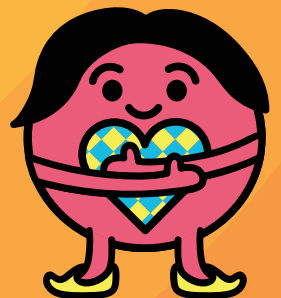
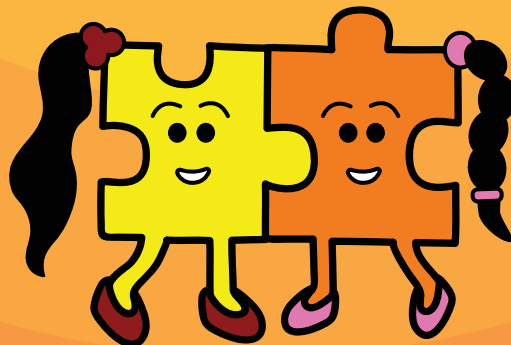
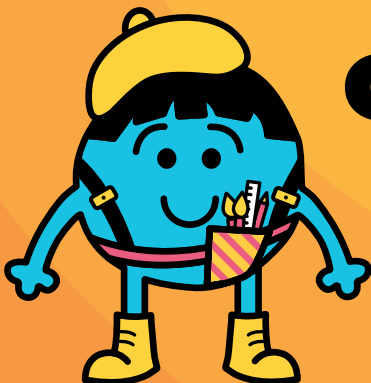
- How much time do you spend on it?
- Is there anything that you would like to change in what you consume?

After Class Challenge

Create your media piece with your group members.



Showcase of learning



OBJECTIVE

I can synthesise what I learned in this unit.

CS IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty

MATERIALS

Bio poems (Given on last page)

SUMMARY OF PRE-WORK

Let's use Ms. Critical Thinking and Mr. Consciousness to reflect on everything we have done in this unit. Go through all your worksheets, diary, and all the activities we have done to recap how much you have learned about yourself.

Put down the 3 most important learnings.

Please also put down the answers to the following questions:

- What are the qualities you most like in yourself? Why?

- List 10 of your favourite things (e.g movie, food, colour, memory, person, book, sport etc.)
- What is an achievement you are most proud of? Why is this important to you?
- Who do you wish to become like? Who is your role model? Are there traits in this person you wish to have?
- What makes you different/unique?

Lastly, draw a picture of yourself that shows 3 things that you love about yourself.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (15 minutes)

Hello learners,



We have come to the end of our first Unit, i.e. self. Would anyone like to share the big questions we explored in this unit?

Correct responses:

- What are the different parts of my identity? Do I choose my identity?
- Whose opinions have the greatest effect on how I think about my identity?
- How does media impact the formation of my identity and self-image?
- Would any of you like to share what we learnt in this unit?

Invite different learners to share.

Possible Responses: In this unit, we explored various aspects of our identity chosen by us and others. We learned more about how people around us and what we consume influence our identity. The most important thing has been our choice when it comes to our identity. We can choose to be whoever we want.

In the following 2 lessons, we will engage in different activities to help us

consolidate and showcase our learning from this unit.

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

Let's read a poem!

Mohit

Proud, courageous, eloquent, wise

Leader to millions

Who loves nonviolence, God, and humanity

Who feels outraged by hate and prejudice

And who is inspired by acts of kindness

Who gained greeted dignity for his people

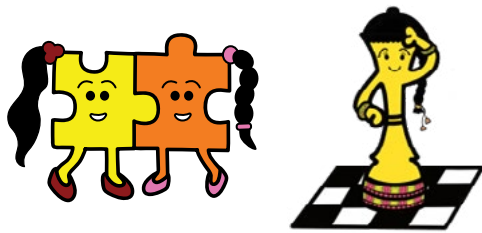
And hoped everyone could live in peace lives in everyone's heart.

- Who are you learning about from this poem?
- What are you learning about this person?
- What does this person choose to share about in this poem?

Encourage learners to share.

Possible response: Character traits, likes, dislikes, hopes.

Now let us read another poem in groups of 3 and answer similar questions for the next 6 minutes. Remember to use Ms. Collaboration and Ms. Critical Thinking to do this.



Iram

Loud, short, gymnast, smile, responsible

Friend of Sharon, Areeb, and Gurpreet

Loves to do cartwheels, eat raw cookie dough, and write poetry

Who feels excited on weekends and embarrassed at school

Who learned how to do a handstand when she was three years old

Who hopes that everyone could get along

Resident of Telangana

In the large group:

What are certain things that are common in both the poems?

Possible response:

They include details about the person's

- Name
- Adjectives you would use to describe yourself
- Physical and character traits
- Home/ where you live
- Hopes/ dreams
- Fears
- Things you love
- Important memories etc.

Learn (15 minutes)

Thank you, learners!

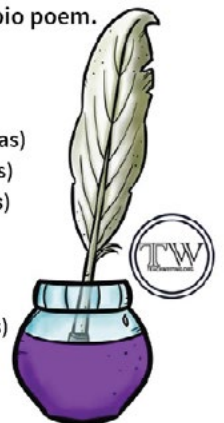
What you just read are called bio-poems. You are going to create one now about yourselves. Are you ready?

You may use the sample poems to come up with your own poem or use the format given here:

How to Write Bio Poems

Follow this pattern when drafting your bio poem.

- Line 1: Name of the person
- Line 2: 4 adjectives to describe the person
- Line 3: Something they enjoy (Include 2 ideas)
- Line 4: Something they love (Include 3 ideas)
- Line 5: Something they fear (Include 2 ideas)
- Line 6: Something they wonder
- Line 7: Something they wish
- Line 8: Something they dream of
- Line 9: Something they feel (Include 2 ideas)
- Line 10: Something they plan to do
- Line 11: Add your own idea



You can also come up with a format of your own as long as the poem can describe you well!

Let's take help from Mr. Creativity and Mr. Consciousness to do this independently for the next 10 minutes.



Reflect (10 minutes)



It's Mr. Consciousness time!

I hope all of you who have written your poems are ready to answer the question we started this unit with.

Who am I?

Can one brave volunteer come and read their bio poem out loud for the entire class?

Encourage a learner to do this and appreciate them for using Ms. Courage.



Now, let us turn to our partners and share our bio-poems with each-others. Let's read them out loud with a lot of Mr. Compassion!



After Class Challenge

Record yourself reading out your Bio Poem and share it with any 3 people.

Bio poems

Mohit

*Proud, courageous, eloquent, wise
Leader to millions*

*Who loves nonviolence, God, and
humanity*

*Who feels outraged by hate and
prejudice*

*And who is inspired by acts of
kindness*

*Who gained greeted dignity for his
people*

*And hoped everyone could live in
peace*

lives in everyone's heart.

Iram

*Loud, short, gymnast, smile,
responsible*

*Friend of Sharon, Areeb, and
Gurpreet*

*Loves to do cartwheels, eat raw
cookie dough, and write poetry*

*Who feels excited on weekends and
embarrassed at school*

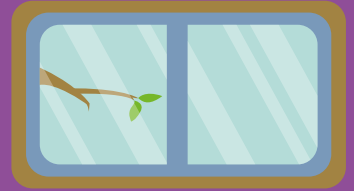
*Who learned how to do a handstand
when she was three years old*

*Who hopes that everyone could get
along*

Resident of Telangana

OBJECTIVE

I can showcase what I learned in this unit.



C IN FOCUS

Ms. Communication,
Ms. Courage,
Mr. Consciousness



CONSTITUTIONAL VALUES

Liberty, Fraternity, Equality

MATERIALS

Song- This Little Light
of Mine



Gratitude notes/ C stickers

Please take permission for a 60 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 pieces of media with everyone!

(Remember the ones we created with our group members to positively influence people)



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

Preparation:

- Get together with your group members to finalise your media piece- the song/ ad/ video show, whatever you had come up with.
- Create pictures or bring in objects/ costumes/ resources that you will need to present your act beautifully.
- Rehearse your act with your group. Remember, each one of you has to participate, and each group will only have four minutes to present.

All the best for tomorrow!

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Framing (5 minutes)

Hello learners and audience,



Today is the last day of our Unit- Self. Until now, we have explored important questions about our identity and tried synthesising our learning through the Bio-poem.

As a part of one of our lessons, we learned how the media around us influences us, and that's when we created our own media pieces to influence other young men and women.

I am very excited to see how you have used the power of media to help others shape their identity.

So let's begin with your presentation!

Before we begin our presentation, let's take 5 minutes in our respective groups to discuss anything that we wish to do before the presentation. You may use this time to rehearse, discuss things you were unable to, etc.

Showcase (40 minutes)

Please coordinate with stakeholders - Principal, school teachers, students and parents and invite them to the showcase.

While we present, let's remember Ms. Courage and Ms. Communication.

1. We will share confidently.
2. We will also listen to our friends carefully.

Let the presentations begin!



You may invite each group one by one to do their presentation. Reinforce how

important it is to appreciate each other by celebrating every group. Please take pictures and record videos of students' work-products and presentations to document their learnings after taking their consent.

After everyone has presented, encourage learners to celebrate themselves and each other by patting on their backs and giving a huge round of applause.

If there are external observers in your class, invite a few of them to share their feelings.

Debrief and Closing (15 minutes)



It's Mr. Consciousness time!

Learners, all of you today have done something very powerful. So let's hear from people how they got influenced by what we just did.

Let us all take two minutes independently to think about:

- Which act inspired you a lot?
- Why did this act inspire you?
- How did this help you learn more about your behaviours, actions or identity?

Please encourage the audience to do this as well.

Encourage all the learners to come and share their responses with everyone. This will help learners see the impact of their presentation.

On a scale of 0-5, how proud do all of you feel about your work?

I just want to tell you that I am proud of each one of you too. I can see how all of you are turning into responsible individuals who are constantly trying to learn and shape your identity.

Let's close out this unit by celebrating ourselves and the light within us.

Play This Little Light of Mine and encourage learners to sing along.



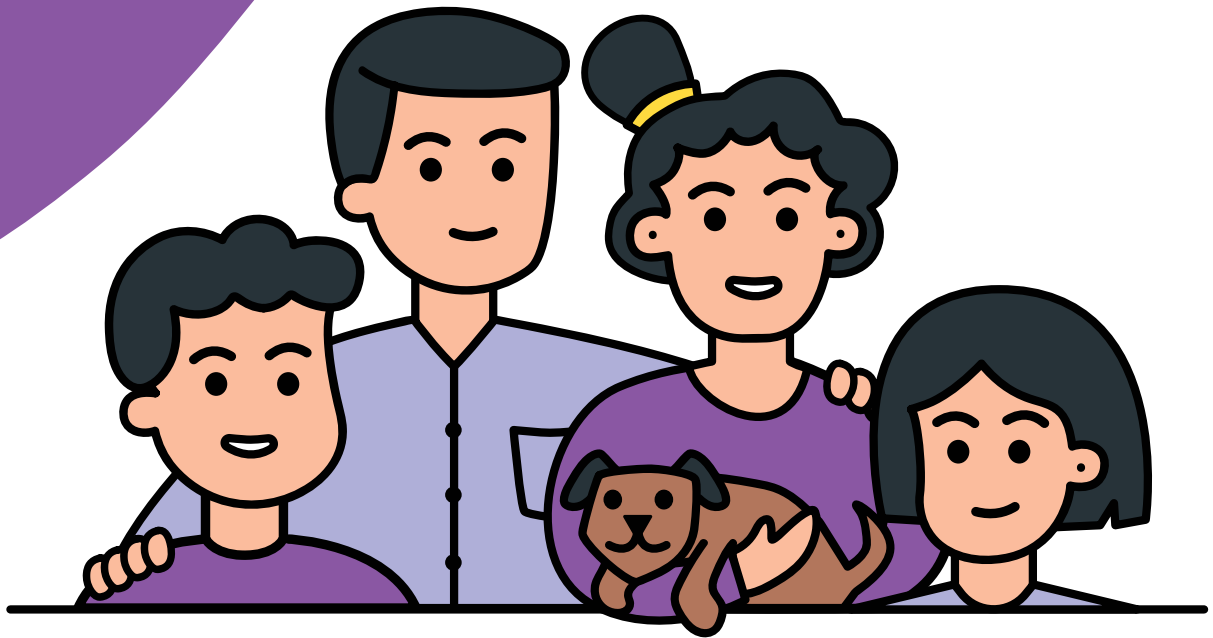
Please close the class out with celebration and gratitude. (You can hand out gratitude notes/ bag tags/ bookmarks/ C stickers to everyone)

After Class Challenge

Test out the impact of your presentation!

Show your media pieces to at least 5 more people, or you may also upload them on any of the mass media platforms.

Record how others respond to it and the impact your presentation had on them.



Family & School



Big 🎯 Question 04

**How does the group I
am a part of impact
my actions?**

LEARNING STANDARD

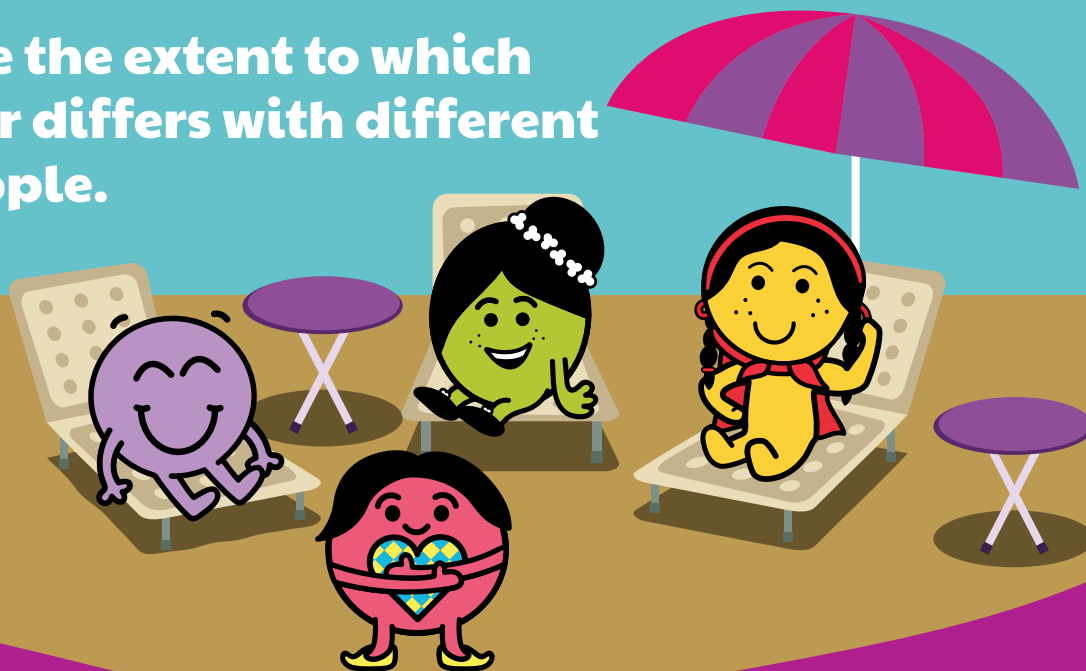
**Students will analyze how
people around them impact their
behaviour**

OBJECTIVE

I can examine the extent to which my behaviour differs with different groups of people.

Cs IN FOCUS

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



CONSTITUTIONAL VALUES

Fraternity

MATERIALS

NA

SUMMARY OF PRE-WORK

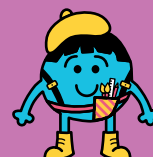
Let us engage in an exercise to understand ourselves better.

Who are my people?

- Who am I? Draw or paste a picture of yourself or something that represents you. (Eg. a flower, an animal or a place) in your notebook.
- Write down the names of the people who are most significant in your life for each group- family, friends in school, friends in your neighbourhood, cousins, teachers, etc.

- Close your eyes and think of how you feel when you are in this group most of the time.
- What actions do you usually perform or do with this group?
- What words do you mostly use when you are talking to this group?

Fill these in the form of a template below. Feel free to use Mr. Creativity while you do this.



RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (5 minutes)

Hi learners!



Can we all show the 'Who are my people?' exercise we did as a part of our pre-work?

Thank you!

On a scale of 0-5, do you think you feel, say or act differently when you are with different people?

0 is no, not at all.

5 is yes, all the time.

Most learners may share 3,4,5. Ask a few of them to share why they think this happens.

We may feel and act differently with different people we know. In the last unit, we discussed how we all have multiple identities. Similarly, all of us are a part of various groups that may shape our identities. Today, as we begin the next unit- Family and Friends, the first big question we will explore is:

How does the group I am a part of impact my actions?

We will begin to do this through the following objective.

Point to the objective: I can examine the extent to which my behaviour differs with different groups of people.

Let's begin with a fun exercise.

I am going to pose a few statements.

As you hear these statements, identify the group you relate this statement to.

For example:

- I act very seriously in front of them.

I think I act very seriously in front of my office colleagues.

Now, there may be multiple groups or a single individual in front of whom you act very seriously. Feel free to share a specific name or various groups.

Please give an example to learners before you ask them to do this.

After each statement, turn to your partners and share the group.

Virtually please ask the learners to write the names of the group in the chat box.

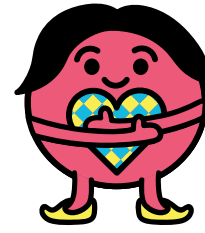
- I say a lot of funny things.
- I feel scared when I make mistakes.
- I know I can reach out to these people when in trouble.
- I love to share food with these people.

Were all of our responses the same?

Possible response: No

We are very different individuals who are also a part of very diverse groups. So as we continue the class, remember that we all may be different from each other, but we are all extremely special. Which C may we need to do this?

Response: Mr. Compassion.



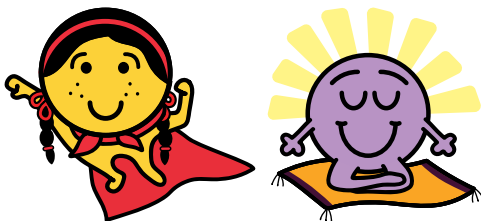
Learn (20 minutes)

We will now go through some scenarios and examine our behaviour as if these were to happen to us.

Case 1: My mother is a homemaker. She cooks delicious meals, cleans the house and cares for everyone when they are unwell. Today my mother is not well and cannot cook or clean.

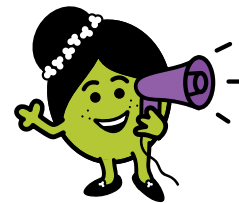
- How would you feel in this situation?
- What would you do in this situation?

Let's take 2 minutes to think independently. Please take help from Mr. Consciousness to do this. Learners, remember to be extremely honest with yourself- this is about you and your people, and you don't have to respond to impress your partners. Remember that Ms. Courage often says things that are different from others.



Give me a thumbs up if you are ready with your responses.

Now turn to your partner and share responses for the next 3 minutes. Please take help from Ms. Communication to do this.



After learners discuss, ask if their partners had the exact same emotion or actions as theirs. If yes, give me a thumbs up, if no, give me a thumbs down.

Encourage a learner who says yes and the one who says no to come and share what similarities or differences they see in their partner's approach.

Let's take some time to do the following scenarios with our partners. Remember to take independent thinking time first and then share with your partners.

Case 2: Our class is online, and the teacher is having trouble managing the class. Children are coming off mute out of turn, shouting, and there is a lot of

background noise. The teacher is unable to teach anything, and the children are not learning.

Case 3: I am walking back home with my friend when he/she takes out a brand new multi-colour pen from their bag. On asking where he/she got it from, he/she says they found it lying on the teacher's desk in the staffroom and just picked it up, and nobody was looking.

Case 4: My cousins have come to stay at my house. Out of 3 of them, 2 are playing cricket on the street with me and my siblings, but one is just sitting in the corner and staring. He is very shy even though he is the same age as my sister, but he does not talk much.

Reflect (10 minutes)



It's Mr. Consciousness time!

Think and share:

- What was the difference in how you or your partner reacted to these situations?
- Would you have done something similar if the people in your situation would have been different?

For example,

Case 4: My cousins have come to stay at my house. Of the 3 of them, 2 are playing cricket on the street with me and my siblings, but one is just sitting in the corner and staring. He is very shy even though he is the same age as my sister but he does not talk much.

In your cousin's case, if it was one of your school friends, would you have done something similar?

If yes, why?

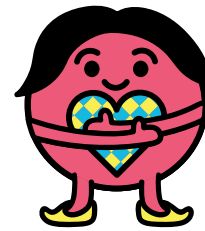
If not, why?

- On a scale of 0-5, how honest were you in the class today? How?

- On a scale of 0-5, how much compassion did you show in class today? How?

Today, we learned about different ways in which we respond to some situations in our life when they involve different groups of people. Learners, it's okay to feel that I would help my mother in cooking but not be able to help my teacher as I don't know how to. It's okay to say that I will ask my friend to play with me but not my cousin, as I don't feel that comfortable with them.

All we shall always try to do and be like is Mr. Compassion. It may come easy with some groups, and we may struggle with it a little in other groups, but we shall always try.



After Class Challenge

Talk to any 3 people today. They can be from the different groups of people in your life (Your family, school friends, friends from the neighbourhood, your cousins, teachers etc.).

Make a note of:

- What did you choose to talk/ do with them?

- Was it similar to all the other groups of people?
- Why/ why not?

Fill these in the form of a template below

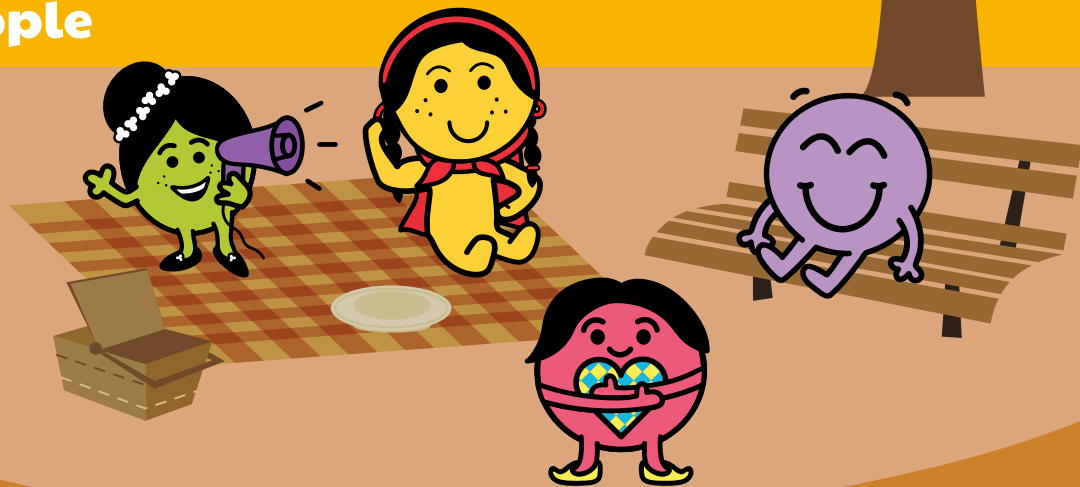
Who am I?				
Who are my people?				
Groups	People I am close to in this group.	How do I feel in front of these people?	What do I do in front of these people?	What do I say in front of these people?
Family				
School friends				
Friends from neighbourhood				
Cousins				
Teachers				

OBJECTIVE

I can examine the extent to which my behaviour differs with different groups of people

C IN FOCUS

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



CONSTITUTIONAL VALUES

Fraternity

MATERIALS

Tune- I Am Special

Paper, coloured pens
(if possible)



SUMMARY OF PRE-WORK

Yesterday, we talked about how we feel and what we do and say in front of different groups of people.

Talk to one person from different groups.

Ask them the following questions:

- How do they feel when you talk to them?

- According to them, what are some of the things that you do when you are with them?
- According to them, what do you say when you are with them?

This time, we are not thinking about ourselves. We are going to people and asking them what they think about us.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



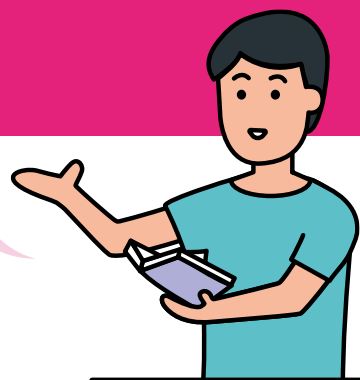
Asynchronous Pre-work Document

 Link



Spark (5 minutes)

Hi learners!



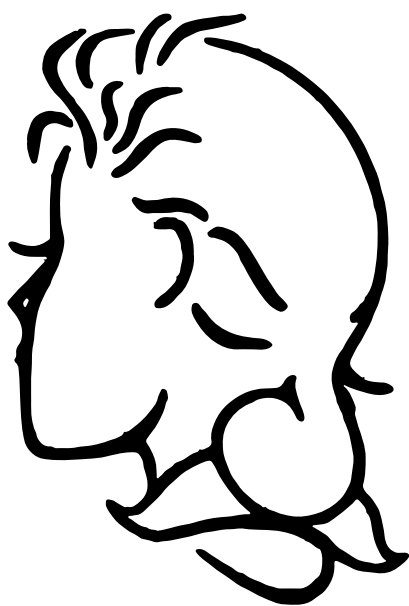
Yesterday must have been a day of talking for all of you! We may have interacted with many people and gotten to know more about ourselves.

Did anything surprise you when you talked to people yesterday?

Model this out for the learners so they can come up and share. For example, I think I am very rude to my mother most of the time, but she thinks I am a very caring and polite child.

Encourage learners to share.

Let's do a fun activity!



What do you see in the image? Keep your responses to yourself.

Raise your hands if you see an old man.

Stand up if you see a young girl's hair and back.

Different learners may share other things.

Isn't it interesting that we got the same picture to see, but how we looked at it defined our experience of this image?

Learners, this difference in how we see the same things is called a perspective.

Ask learners to repeat the word after you and make a note of that in their diaries.

Perspective may have led to people sharing something very different from how they think about your behaviour with them.

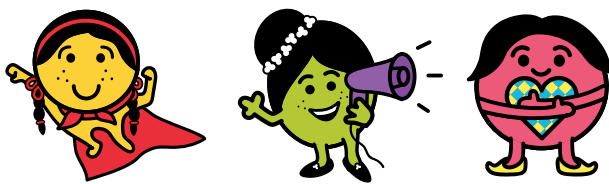
Let's dive deep into how our behaviour changes with different people.

Learn (20 minutes)

Today, we will understand why our behaviour changes with different sets of people by engaging in a rapid-fire interview with our partners. We will each take turns to answer questions for 4 minutes. Since this is a rapid-fire, we must answer the questions as quickly as possible without thinking too much.

As you do this, be compassionate, honest and very smart listeners. Which Cs would you use to do all of this?

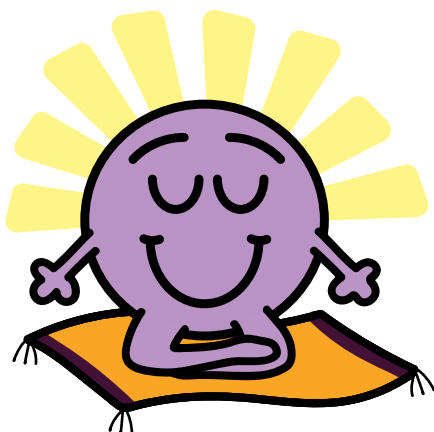
Possible response: Ms. Courage, Mr. Compassion, Ms. Communication



Rapid fire questions: (learners to ask their partner as many questions as possible in 4 mins)

- Who are the people I share my secrets with?
- Who shares their secrets with you?
- Who are the people I never lie to?
- Who do you think will never lie to you?
- Who are the people I talk to most often?
- Who talks to you a lot?
- Who are the people in my life I talk the least with?
- If I were in an emergency, who would be the first person I would call?
- Who do you think will call you if they are in trouble?
- If I was in an emergency, who would be the person I would never even think of calling?
- Who are the people I look up to?
- Who are the people who I think look up to me?
- Who are the people in my life who can make me do something I would normally not do on my own?
- Who are the people in your life who always listen to or come to you for advice?

Reflect (10 minutes)



It's Mr. Consciousness time!

Today and from the previous day, you may have also gotten a chance to learn about your partner. We began filling our own 'Who are my people?' table. Now that you know about your partner, and the different groups of people/ people they are close to, let's create a table with 'Who are my partners' people?'

Are you all excited?

Let's take 5 minutes to do this independently for our partners. Take help from Mr. Creativity to do this!

Who am I?				
Who are my people?				
Groups	People I am close to in this group.	How do I feel in front of these people ?	What do I do in front of these people ?	What do I say in front of these people ?
Family				
School friends				
Friends from neighbourhood				
Cousins				
Teachers				

Once done filling out the table, share it with your partners, so they can see how you perceived them!

Think and share:

- Is your table similar to how your partner has perceived you? If yes, why? If not, why?
- Why do you think your behaviour/ action changes with different people?

Possible response: Because of differences in knowing each other, the difference in our values with each other, age difference etc.

Learners, I will go back to what I started with. We are all very different/ diverse people who have a very diverse set of close people. We share a very diverse relationship with all of them which results in very diverse behaviour that we may have towards them, or they have towards us.

The key is diversity.

But with diversity comes a lot of speciality and uniqueness. So let's close out with a song that we sing to celebrate our differences.

Refer to the tune of I Am Special



We're so special

We're so special

Can't you see?

Can't you see?

Each of us is different.

Each of us has different people.

Each of us has different behaviours,

But

We're so special

We're so special

After Class Challenge

Think of someone from any of your groups that you may not be very close to. Do an act of kindness using Mr. Compassion towards them.

If this seems difficult, use Ms Courage to try!

Make a note of your experience and how this made you feel.

OBJECTIVE

I can identify positive and negative influences of people around me.

Cs IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty

MATERIALS

Personal examples of positive/negative influence of people on you.

SUMMARY OF PRE-WORK

Think about a time when you did something you did not want to do but did it only because someone asked you to.

It could be anything like not going home after school or participating in the assembly.

Draw or write about that time as a diary entry. You can use the following template to enter your diary entry. Here are some questions to help you think:

- What did you do?
- Why did you not want to do it?

- What did the people around you say or do to make you do it?
- How did you feel when you were being told what to do?
- How did you feel after you did it?
- If you could go back in time, would you do the same thing again? If yes, why? If not, why not?
- If you could go back in time and change something about how you did it, what would you change and why?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (5 minutes)

Hello, learners!



I hope you all had the chance to fill in your diary entries before the class. I would love to hear how you felt after doing the pre-work.

Take 2-3 responses

Please share a time when you did something only because people asked you. Feel free to share both positive and negative examples. You can refer to these:

I went out for coffee when I didn't want to, but my friends were forcing me to do it/ I didn't want to do an adventure sport because of fear, but my friends pushed me to do it.

It happens to all of us. There are some things we feel good about, but some things we do out of pressure may make us uncomfortable.

One of the most common forms of pressure we experience is peer pressure. For example, when our friends repeatedly ask us to do something when we do not want to. Pressure can be both positive and negative.

I will read out two scenarios, give me a thumbs up if you think it's positive and a thumbs down if you think it's negative.

Scenario 1: Rehana's mother pressured her to attend dance classes in Grade 5 even though she did not like it then. But after attending class, she realised how much she loved dancing. It also helped her build confidence in herself and helped her get rid of stage fright. Now she is glad that her mother pressured her into attending dance classes.

Pause for learners to share if it's positive or negative.

Response: Positive

Scenario 2 : Sikandar remembers one day in college, his entire class decided to skip a class because they did not like the subject. Even though he did not want to, he missed the class because he did not want his classmates not to like him.

Response: Negative

Positive influence may be something where the outcome may be productive, helpful or make the person happy.

Negative influence may be something where the outcome may be destructive, harmful or makes the person upset/ disappointed/ unhappy.

Today, we will talk about this in a lot more detail.

Point to the objective: I can identify positive and negative influences of people around me.

Go back to your diaries and the incident that you mentioned. What kind of

influence- positive or negative- do you think this had on you?

Turn to your partners and share your responses. Please remember to share the reason behind it.

Learn (20 minutes)

Today, we will spend some time understanding how the people around us exert positive and negative pressure on us through 2 role plays.

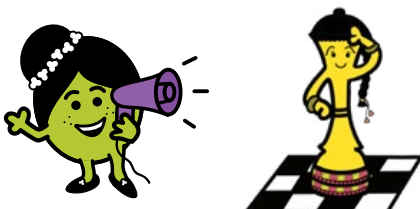
Encourage 2 volunteers to come and read out the first role play, reminding them that it takes a lot Ms. Courage to do this.



While the volunteers read the role play, I want you to think about the following questions:

- Do you think someone is influencing others to do something?
- Is this influence positive or negative? Why?

Please use a lot of Ms. Critical Thinking and Ms. Communication to actively listen during the role play.



Role Play 1

Shivam: Look at that kid. He is such a loser.

Nitish: Who?

Shivam: That new kid in class. Raja. Look at his pants. It looks like he is wearing his father's pants. They are so loose and big for him.

Nitish: He is alright. He is just quiet and doesn't talk to a lot of people.

Shivam: Do you think so? Did you see him in the Kho-Kho match today? He is the main reason we lost the game today. I was talking to Sandeep and Adarsh. We want to teach him a lesson.

Nitish: What kind of lesson?

Shivam: You know, just scare him a little when he walks back home from school today. Will you join us?

Nitish: I don't know. I think we should just leave him alone.

Shivam: You are so scared. Are you afraid Rama ma'am will get to know? Rama ma'am always leaves school 10

minutes later. We will leave early, and she will not even get to know us.

Nitish: It's not that. It's just that...

Shivam: 'Just that' what? Would you rather be friends with that loser than us? Fine. I will find someone else to go to the park with me this weekend.

Nitish: That is not what I said. Ok?

Shivam: Wow, Nitish. You used to be so cool. Now you are behaving like a girl. Are you coming with us today or not?

Encourage a few learners to share their responses to the questions. Synthesise whatever learners say.

Possible responses: Shivam is influencing Nitish. Shivam wants to scare a boy and convinces Nitish to join him. He is saying things like you are scared, he won't be friends with him. All this might influence Nitish negatively as he may fear losing his friends or being labelled 'uncool'.

Let's now do a second role-play.

Invite two different learners to volunteer and do this.

Role Play 2

Zainab: I wish you would try out for the debate competition with me

Nibha: Me? But I don't debate. I play football.

Zainab: Who says you can't do both? Besides, I have seen you debate in Social Science classes so many times. You present some great arguments and speak very well.

Nibha: Me? No, I don't.

Zainab: Yes, you do. You are a great debater. You just try to hide it.

Nibha: Well, speaking in front of so many people is embarrassing.

Zainab: Why is it different from scoring a goal in front of hundreds of people?

Nibha: I don't know. It just is.

Zainab: Well, it can't hurt to try, can it? Plus, Soni and Chavin are already going. It will be so cool for us to do it together.

Nibha: What if I am unable to speak in front of people?

Zainab: I am pretty sure that will not happen. But if you do, I will get my mother's famous Gajar Ka Halwa (a dessert made from grated carrots) to make you feel better. Just think about it. Stop worrying so much. It will be fun!

Let's get into groups of 4 and discuss your responses to the questions.

Remember to listen to each other using Ms. Communication.

- Do you think someone is influencing others to do something?
- Is this influence positive or negative? Why?

Reflect (10 minutes)



It's Mr. Consciousness time!

Now that we experienced two different role plays showing what pressure can look like, I want you to share some examples of situations where:

- Someone influenced you negatively. Which groups does this person belong to?
- Someone influenced you positively. Which group does this person belong to?
- Do you think you have influenced someone in your class? Was it positive or negative?

Remember to be as honest as you can.

Invite 5-6 learners to share in the large group after a small group/ partner sharing.

In the last unit, we discussed how the media positively and negatively influence us. Similarly, there are people around us who influence us in both positive and negative ways. As responsible individuals, we can identify when something is affecting us negatively or positively.

This will help us make an informed decision.

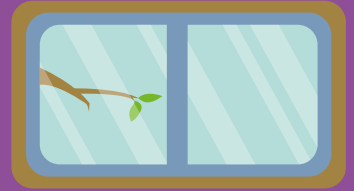
After Class Challenge (30 minutes)

Who influences you the most in life?
If this has been a positive influence,

thank this person and do something special for them.

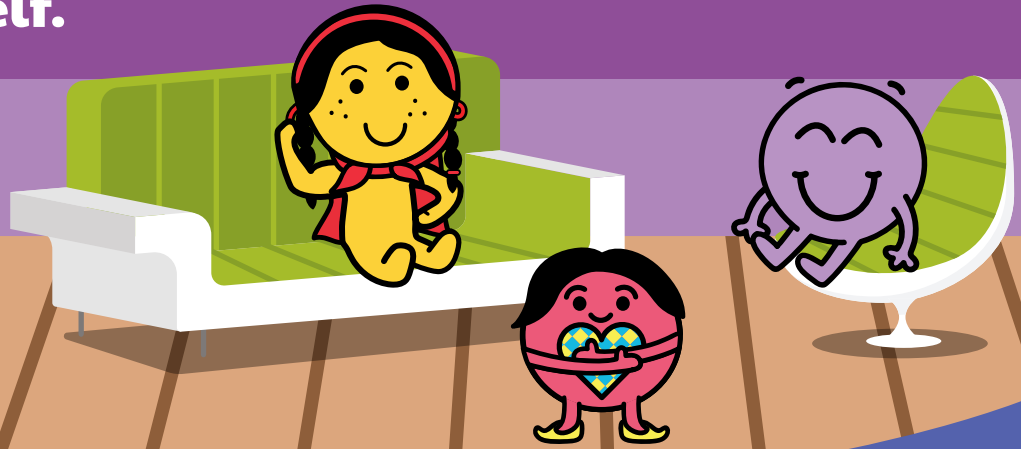
OBJECTIVE

I can identify when my actions with a group of people go against the values I hold for myself.



C IN FOCUS

Mr. Consciousness,
Ms. Courage,
Mr. Compassion



CONSTITUTIONAL VALUES

Liberty

MATERIALS

NA

SUMMARY OF PRE-WORK

Let's watch a short video clip from one of the very famous movies - Kabhie Khushi Kabhi Gham.



After watching the video think about the following questions:

- Describe what happened in the video in your own words

- How do you think the girl felt when the children teased her?
- How did the boy feel at the start?
- How did the boy feel towards the end?
- What do you think must have led to the change in his feelings?

Think of a time when something like this happened to you, where you did something initially but felt bad about it towards the end.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

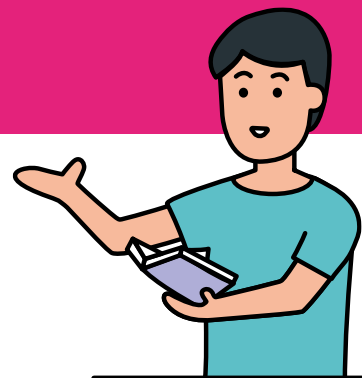


Asynchronous Pre-work Document



Spark (5 minutes)

Hi learners!



Can someone share what we did as a part of our pre-work?

Ask someone to do a quick recap of the video they watched.

In the pre-work, we watched a video of a boy who bullied a girl along with his friends but realised in the middle that he did not want to do it.

Can a few of you share if something similar has happened to you? I know it's not easy, so let's use Ms. Courage to do this.



I can share something about myself.

Please share a personal story of when you must have done something out of pressure but didn't like it towards the end, maybe something that challenged your values.

For example, Once, I bunked my tuition because my friends told me that I was a nerd and never did anything exciting with them. They told me that I was too afraid of my parents or teachers. I wanted to prove

them wrong, so I went out. Later in the night, I felt terrible about what I did and told my mother everything. I apologised to her. I realised that I wasn't afraid. I didn't like being dishonest to my parents or breaking their trust.

Today, we are going to dig a little deeper into this. Sometimes, we may do something we may not be very proud of. We might feel bad, upset or disappointed because we feel that it's a wrong thing- that something is against what you deeply value in life.

Point to the objective: I can identify when my actions with a group of people go against the values I hold for myself.

Learn (20 minutes)

Let's think about the 'Who are my people?' activity we did earlier. What are the top 3 words you would use to describe yourself?

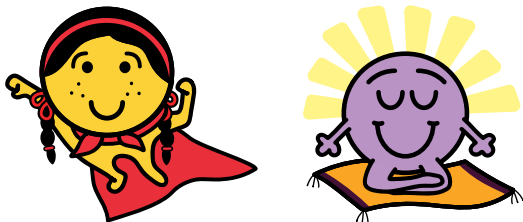
What were the top 3 words people would use to describe us?

Pull out your 'Who are my people?' sheets and keep them before you.

I will share some scenarios, and as you listen to them, think about the following:

- Would you give in (say yes/ be comfortable) doing this? Why?
- Would you say no/ not be comfortable in this scenario? Why?

Please take help from Ms. Courage and Mr. Consciousness as you do it; you will have to be honest with yourself.



Please display the scenarios on the slide one at a time, or read them out.

Scenario 1:

Your friends plan to visit the weekly market after school. You have not informed your parents that you will be late, but all your friends are going and planning to have a lot of fun. Your parents expect you to come home straight after school.

*Learners think independently for 2 mins.
Encourage a few learners to share:*

Would you go to the market or come home? Why or why not?

Scenario 2:

You are out in the market with your friends, and one of them takes out a cigarette they took from their father's bag last night. They ask all your friends to try it. All of them agree to try it out, and they are asking you to try it as well.

*Learners think independently for 2 mins.
Encourage a few learners to share:*

Would you smoke? Why or why not?

Scenario 3:

Your younger brother is not able to complete their homework as he did not understand what the teacher taught during class. He starts crying and tells your mother that he is scared of getting scolded by the teacher tomorrow, so he will not attend school. Your mother asks you to do his homework in his notebook so that the teacher doesn't scold him.

*Learners think independently for 2 mins.
Ask a few learners to share:*

Would you do his homework? Why or why not?

Scenario 4:

A learner in your class wears huge glasses and everyone in class calls him "Chashmish" (a Hindi word for one who

wears spectacles). He doesn't like the name but doesn't say anything because he is too shy. Your classmates start calling you a loser because you don't call him by that name. Will you begin calling him Chashmish?

*Learners think independently for 2 mins.
Ask a few learners to share:*

Would you call him Chashmish? Why or why not?

Give me thumbs up if you said yes to some scenarios and no to others.

Possible response: Most learners will say yes.

We observed that in all the situations, we were being pressured to say or do

certain things. We may have given in to some but didn't give in to others.

Why do you think this happened?

Encourage a few people to share.

Learners, we all have different personalities and values. Some values may be closer to me than others. Therefore, when we face pressure, it becomes difficult for us to do something which goes against our values, but some become easier for us as they may not be our most cherished values.

Which value did you see come alive as you thought about different scenarios?

Reflect (10 minutes)



It's Mr. Consciousness time!

As we return, we will think about today's exercise. Give me jazz hands if the answer is yes. Show me cross hands if your answer is no.

- I can easily identify when I do some things even though I don't want to do them.
- I can identify situations where I can stand up for myself, do what I believe, and go against people.
- I am easily influenced by what people say or do around me.
- I find it easy to do what I think is right, even if it differs from what people think.

Learners, it's okay to be wherever we are right now. What's important is to be aware of how people around us influence us and what are some things that we deeply value. It's also okay if sometimes we think we may have made wrong decisions- making mistakes is a

part of life, and we shall celebrate them, so remember to take help from Mr. Compassion to do it.

All of this somehow defines who we are and who we are not. It also helps us determine the decisions we make in life.

After Class Challenge (30 minutes)

Talk to 3 adults in your life about situations where they took actions that they did not want to take.

Ask them about how they made those decisions and how they felt about them.



Big Question 05

When do I choose to stand up for myself?

LEARNING STANDARD

Students will make decisions about when and how to take a stand against things that go against their values in everyday life.

OBJECTIVE

I can analyse the pros and cons of fitting in and standing out.

Cs IN FOCUS

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



CONSTITUTIONAL VALUES

Fraternity

MATERIALS

Share a story of a time when you tried to fit in.

SUMMARY OF PRE-WORK

Over the past few lessons, we learned how sometimes our decisions are influenced by the people we are with.

Today we will think about instances where we may have done something we didn't believe in to impress someone.

We will try to understand this by watching a video (0.10- 1:45).

 Video



Make a note of the following:

- What do you think Anjali was trying to do?

- Do you think Anjali was comfortable doing this?
- Did it help/ hurt Anjali? Why?

Now think about a time in your life and make a note in your diaries. Was there ever a time when you tried to do something to impress others?

- What did you do? Why?
- How did it make you feel?
- If you had to return to that situation, would you still do the same thing? Why? Why not?

You can express yourself by drawing pictures as well.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (10 minutes)

Hi learners!



Let's all get into a big circle.

I will say a few statements.

If you think your answer to a statement is a yes, take one step inside of the circle.

If you think your answer to a statement is a no, stay where you are.

Let's be completely honest while responding to these statements. Please ask Ms. Courage for help.

- There is a new phone in trend. You see some of your friends use it. Would you want to have it too?
- All of your cousins/ elder siblings have an account on Facebook/ Instagram/TikTok. They keep talking about new trends and have also started making funny reels. You want to know all of that too.
- You catch your friend smoking with a couple of older boys from the community. They ask you also to try one. What will you do?

Virtually, you may ask learners to show you jazz hands if their answer is a yes and cross hands if their answer is a no.

Thank you, learners!

We just saw that for some things, we stepped into a circle. This is known as trying to 'fit in'- doing things because our friends/ family members like to do those.

For some situations, we chose to be where we were and not follow others. This is called 'standing out.'

Today, we will explore our choices and preferences by analysing where we choose to fit in and where we choose to stand out.

Point to the objective: I can analyse the pros and cons of fitting in and standing out.

Through this and the upcoming lessons, we will explore the big question:

When do I choose to stand up for myself?

Learn (20 minutes)

In our pre-work, we watched a video.
What was Anjali trying to do and why?

Possible response: Anjali didn't like to dress up like other girls but wanted to try still so that other girls would like her.

Was she trying to fit in or stand out?

Possible response: Fit in.

We also thought about a time when we tried to fit in. I would love to invite 2-3 learners to share when they have done so and how they felt when they did it.

I know it may be difficult, but I encourage you to use Ms. Courage.

I can start by sharing an example. *Please give a personal example. This will help learners share openly.*

Invite 2-3 learners to share.

We see a lot of things happen around us. Some of these influence the way we take our decisions.

Sometimes, we become excited about something new and start following it.

Sometimes, we don't like it but feel pressured to do it because of our friends and family.

Sometimes, we don't like it and don't do it.

But how can we know the most beneficial (positive) decision?

Today, we will do an activity to learn and practice making good decisions when facing pressure.

Let's read a scenario together. While reading, I would love for you to take
Lesson Plan 17

notes and try to imagine yourself in the scenario. Please use a lot of Ms. Communication while doing this.

Display the scenario on the slide and read it out loud. Also, clarify if the learners have understood the scenario correctly.

Scenario:

Priya is having a lot of fun in the inter-school football game. One of her friends invites Priya and her friend Shruti to come to her house after the football game because she is alone. Her parents have gone to her uncle's house.

Shruti wants to go and is pressuring Priya to come with her. Priya knows that going to someone's house alone without informing her parents is not okay. But Priya also wants to have fun and is struggling to make a decision.

If you were Priya, what would you do?

- Move to the right side of the room if you would choose to go to Priya's.
- Move to the left side of the room if you would choose to go back to your home and convince your friends to spend some time later.
- Move to the front if you would choose to call your parents and seek permission.
- Move to the back if you would not choose any of these and have a different idea in mind.



Reflect (10 minutes)



It's Mr. Consciousness time!

On a scale of 0-5 (0 being very difficult and 5 being very easy)- How easy was it for you to make that decision?

Turn to the person next to you and share:

- What may be the benefits of your choice?
- What may be the challenges that you'd face because of this choice?

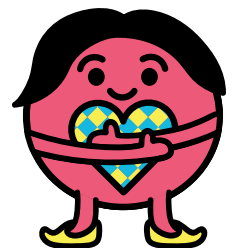
Encourage a learner to share with a large group.

Learners, sometimes making decisions can be tricky.

Sometimes fitting in may seem easier than standing out. But you can always think through the benefits (pros) and the challenges (cons) of your choices to make the most appropriate decision.

Also, practice Mr. Compassion and be kind to yourself and others while making decisions.

We may need to consider the harmful effects of what may give us happiness for a short duration.



After Class Challenge (30 minutes)

We all make many daily decisions.

Today while making a decision, list down the pros and cons of the same.

Using this list, take a decision that may benefit you the most.

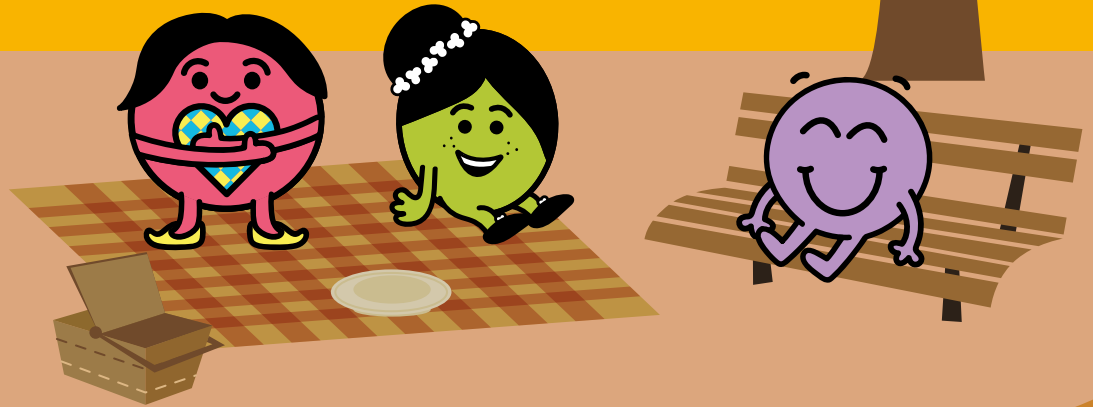
Share your decision-making process with any two friends.

OBJECTIVE

I can practice responses to use in negative peer pressure situations.

C IN FOCUS

Ms. Communication,
Mr. Consciousness,
Mr. Compassion



CONSTITUTIONAL VALUES

Liberty, Fraternity

MATERIALS

Video

Prepare a role-play
with your student

 Video



SUMMARY OF PRE-WORK

Let's play a game of bingo.

- Read each row.
- From the row, cut the one that best describes you.
- Be as honest as you can with yourself. Use Ms. Courage to do this.

- Once done: Count the total number of crossed pink boxes, yellow boxes and blue boxes

(Pre-work given on last page)

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



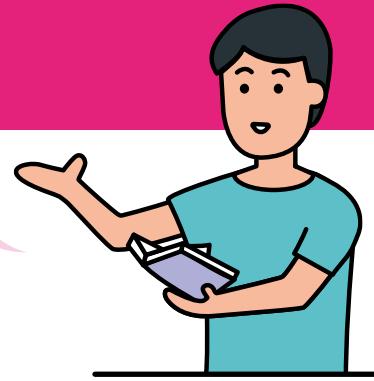
Asynchronous Pre-work Document

 Link



Spark (10 minutes)

Hi learners!



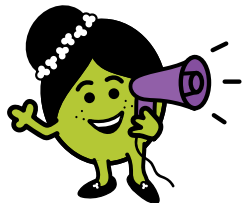
I want to share something about myself. I have often gotten into huge trouble because of my friends. They force me to do something I don't like, but I end up doing it, so they don't dislike me.

This is called "peer pressure" or "fear pressure".

We fear going against others and sometimes do things just to fit in.

But it's often not very beneficial for us.

As we get older and more mature, we can understand that it may become easier using Ms. Communication.



Today, we will learn more about how we communicate when we face these difficult situations.

Point to the objective: I can practise responses against negative peer pressure situations.

There are majorly three communication styles: assertive, passive and aggressive.

Let's understand what these are using a video.

Play at 3:58. Stop at 4:35.



What did we see in the video?



Image courtesy [youtube.com](#)

Who do you think was unable to express what they wanted to do?

Response: Ethan.

Who do you think expressed their feelings without caring for others?

Response: Karley

Who do you think expressed confidence while also taking care of others' opinions?

Response: Necei

This means

- Ethan's communication style was passive.
Being passive means letting other people choose for you. A passive communication style usually sounds like "I don't know" or "I am not sure", and people let others decide what they want. Passive communicators usually talk very softly, and their opinions are often ignored in a conversation.

- Karley's communication style was aggressive.
An aggressive communication style comes across as loud and opinionated. Aggressive communicators usually dominate the conversation and talk over other people without listening to what others say. Aggressive communicators usually leave others in the conversation feeling disrespected.
- Necei's communication style was assertive.
Assertiveness is a healthy way of communicating. It's the ability to speak up for ourselves in a way that

is honest and respectful. An assertive communication style can help us do what we want. Being assertive shows, we respect ourselves and other people.

Please explain the terms aggressive, passive and assertive communication styles in simpler terms to the learners in case they are still confused. Ask the learners to make a note of these three words in their diaries.

Learn (20 minutes)

Let us now turn to our partners for some fun role-plays and see what these three communication styles look like.

Let me model one for you.

Scenario: You brought your report card home to your parents. You have failed in one subject.

I want someone to volunteer to be a parent. I will act as a teenager who is aggressive in communication.

Role-play this with a learner (parent) as someone aggressive in communication. The modelling can look like this:

Learner as Parent: *Why did you fail an exam?*

You (Teenager with an aggressive communication style): *It doesn't matter.*

Learner as a parent: *It does. If you study hard, you can make a better career.*

You (Teenager): *I don't care. I don't want to study. It's a waste of time, anyway.*

Learner as Parent: *How would you get a job?*

You: *Shut up! I don't want to listen to you. (Throw a pen and walk out of the room)*

Thank the volunteers. After the modelling, ask learners to share:

- How did the teenager feel in the conversation?
- How did the parent of the teenager feel?
- Do you think this conversation was effective?

Possible response: The teenager was angry, parents felt helpless, not practical as this didn't have a positive effect.

What would have been different if I had been passive in my communication?

Possible response: You would have stayed silent and just apologised.

What do you think would have been different if I had been assertive?

Possible Response: You would have apologised and shared how you had difficulty studying that subject but are willing to take extra help, study and score better.

It's your turn now. With each scenario, I will assign a communication style to the teenager.

Scenario: A friend wants you to stay with them while your parents want you to come home. Your friend is quite upset, but your parents need help looking after your younger sibling at home.

Assign the following roles: Teenager (Passive communication style) and Friend.

Act this scenario for the next 2 minutes.

In the large group, ask:

- How did the teenager feel?
- How did the friend feel?
- Was it effective?

Possible response: The teenager felt unheard/ helpless, the friend felt happy, not effective as someone got hurt.

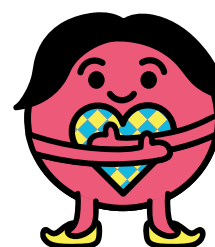
Now, return to both these scenarios and act as an assertive teenager. Let's take the next 10 minutes to do both scenarios as an assertive person. Please allow the other partner to be the teenager now.

- Which style do you think is going to benefit you the most in difficult situations?

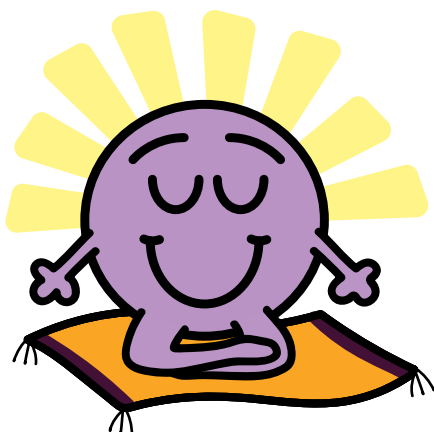
Possible response: Assertive as it will help me express myself without fearing judgement.

- Which Cs may you need to do this?

Possible response: Mr. Compassion and Ms. Communication



Reflect (5 minutes)



It's Mr. Consciousness time!

Please look at your pre-work.

Row 1	I often stay quiet and do what others say.	I do what I want to do regardless of how others feel.	I express what I want to do when others say different things.
Row 2	I have often said "I don't know" or "I am not sure" while making decisions.	I use slang/ inappropriate language when I don't like something.	I use words like 'please' and 'thank you' a lot.
Row 3	My friends often ignore me/ don't listen to me.	My friends are scared of me.	My friends listen to me and ask for my advice during fights/ conflicts.
Row 4	It's okay if people are not making sense, I will still listen.	I think people are mostly stupid and say stupid things.	I listen carefully and ask questions if I don't understand something.
Total crosses	Crossed Pink box= ____	Crossed yellow box = ____	Crossed blue box = ____

I hope you have counted the number of crossed pink, yellow and blue boxes.

Based on the highest number of your crossed colored boxes, can you identify your dominant communication style?

- Pink means Passive.
- Yellow means Aggressive.
- Blue means Assertive.

Learners, it's okay to be wherever we are right now. The first step to any change/ action is awareness. Remember that now that you are aware, you can take actions that can change these colours and may help you become a better communicator.

After Class Challenge

In your conversation today with family and friends, identify your communication style.

Make a note of the following:

- If your communication style was different in different situations.
- Which communication style was the most effective? Why?

Summary of Pre-Work

Let's play a game of bingo.

- Read each row.
- From the row, cut the one that best describes you.
- Be as honest as you can with yourself. Use Ms. Courage to do this.
- Once done: Count the total number of crossed pink boxes, yellow boxes and blue boxes

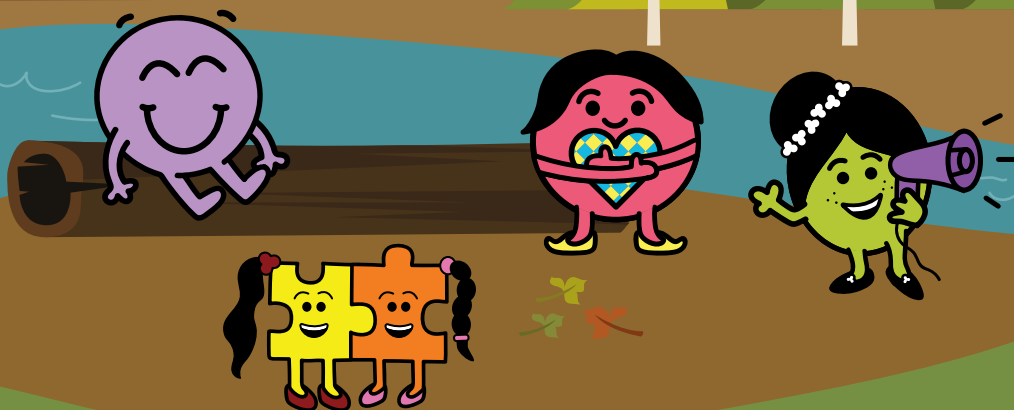
Row 1	I often stay quiet and do what others say.	I do what I want to do regardless of how others feel.	I express what I want to do when others say different things.
Row 2	I have often said "I don't know" or "I am not sure" while making decisions.	I use slang/ inappropriate language when I don't like something.	I use words like 'please' and 'thank you' a lot.
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Row 4	It's okay if people are not making sense, I will still listen.	I think people are mostly stupid and say stupid things.	I listen carefully and ask questions if I don't understand something.
Total crosses	Crossed Pink box= _____	Crossed yellow box = _____	Crossed blue box = _____

OBJECTIVE

I can practise responses to use in negative peer pressure situations.

Cs IN FOCUS

Ms. Communication,
Mr. Compassion,
Mr. Consciousness,
Ms. Collaboration



CONSTITUTIONAL VALUES

Liberty, Fraternity

MATERIALS

NA

SUMMARY OF PRE-WORK

Put a tick mark if you have heard these statements:

- If you care about me, you will do it.
- If you don't do what I want, I don't want to see you anymore.
- I know you want to do it but are just scared now.
- You're acting like a little kid!
- Everybody does this!
- Aren't you curious about it?
- If you want to be popular, do it.

- If you don't do it, I will think you are a loser/baby.
- What's wrong with you? Are you not normal?

Pick any of the one statement and make a note of:

- Who said this?
- When did they say this?
- How did you feel when someone said this to you?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (5 minutes)

Hi learners!



We have been discussing quite a bit about positive and negative influences and how we can take decisions to stand up to negative peer pressure.

In your pre-work, you may have read a few lines. Stand up if you have heard people say this to you or others while exerting pressure on them to do something.

- If you don't do what I want, I don't want to see you anymore
- You're acting like a loser/ little kid!
- Aren't you curious about it?
- If you want to be popular, do it.
- What's wrong with you? Are you not normal?

Thank you learners for being so courageous.

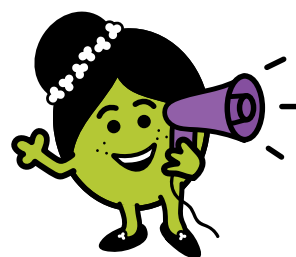
How have you felt when you have heard these statements?

Would any of you like to share an incident where you heard this?

Encourage a few learners to share.

Pressure is often verbal and there are some common phrases or lines that are used to exert negative pressure.

In the previous lesson, we thought about different ways in which we can communicate while deciding something. Today, we will continue to explore the most effective ways to communicate in a negative peer pressure situation. Remember to keep Ms. Communication by your side!



Learn (20 minutes)

The phrases you just heard are called “Pressure lines”. These are words or phrases that may be used by our peers (friends/ family members) to put pressure on us.

Today we will plan our responses to these pressure lines so that when they are said to us, we will know how to resist negative pressure and make the right choices/ take better decisions.

For example: If someone says: If you care about me, you will do it.

I can say: I care about both you and me. I can do other things to show my care. I would not like to do this right now, and it would be great if you respect me. Thank you!

What style of communication do you think I used?

Possible response: Assertive as you shared what you wanted to do and were kind. If you were unkind, it would be aggressive. It would be passive if you had not said something, even if you were uncomfortable.

Here are a few things that can help you be more assertive in conversations:

- Actively listen to what others are saying.
- Use a pros-cons list to make an informed decision that will benefit you.
- If you disagree with someone, share it using the I statement with a lot

of Mr. Compassion. You can use phrases/ statements like:

- I feel ____.
- I'd prefer ____.
- I am sorry, but I think ____.
- Negotiate: Suggest an alternative or a different thing for both people to enjoy.

Did you see me use these in the above example?

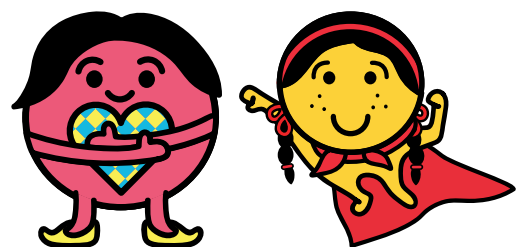
Response: Yes!

Learners, we will now get into groups of 4.

- Each group will be assigned 2 pressure lines.
- In your groups, think about in what situation people can say this.
- How would you respond to these statements?

Remember to be kind and assertive.

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



Divide the learners into groups of 4 and give each group 2 pressure lines. Ask learners to come up with a response to the pressure lines together as a group.

List of pressure lines:

- If you don't do what I want, I don't want to see you anymore
- You're acting like a loser/ little kid!
- Aren't you curious about it?
- If you want to be popular, do it.
- What's wrong with you? Are you not normal?

After 10 mins of group work, ask one learner from each group to share their responses to the pressure lines with each other.

Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- On a scale of 1-5, how confident do you feel in resisting negative pressure?
- What do you think you might struggle with?
- What support will you need to resist negative pressure?

You can invite 2-3 volunteers to come off mute and share.

After Class Challenge

Practise 'Assertive style of communication' while making decisions with your friends.

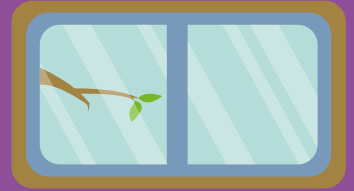
Make a note of:

- How did you feel?

- How did others feel?
- Was it effective?

OBJECTIVE

I can say no.



C IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty

MATERIALS

Video: Peer pressure



SUMMARY OF PRE-WORK

Power of NO!



Image courtesy wallpapers.com

- What do you see in this image?
- Have you ever used this word?
- When was it easy to say no? Who did you say it to, and Why?
- When was it difficult to say no? Who did you want to say this to, and why could you not say it?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (5 minutes)

Hi learners,



Enter the class seeming very rushed and talk in a fast manner. Feel free to share your situation where you have struggled to say no or just adapt the one below to become yours.

Today I am so busy. I have this class, and I have two meetings after which I need to plan for my lessons tomorrow. I don't know how to do all of this work today.

My sister just called me and asked if I could help her create a presentation for tomorrow's meeting. I love my sister, and I feel if I say no to her, she will feel bad.

She always helps me when I need help. But I have too much work today and don't have time.

What do you think I can do?

Ask learners to share responses on

chat. Invites 2-3 learners to come off mute and share.

Have you all also struggled to say no like me?

Can you share some examples to help me understand when you have also struggled to say no like me?

Encourage a few learners to share.

No, while being a short word can sometimes be the hardest thing to say.

Today, we will try to explore this short word's power and use it confidently. We will need a lot of Ms. Courage to do so.

Point to the objective: I can say no.



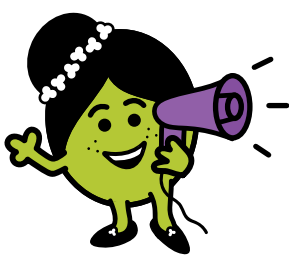
Learn (20 minutes)

Let's watch a video. Play the video from 0:50- 1.50 mins.

 Video



We will be answering a few questions after the video so please use Ms. Communication to listen carefully.



Now, take help from Ms. Critical Thinking to respond to the following questions.

- What pressure did Stephanie go through?
- What are some of the “pressure lines” used by Stephanie’s peers?
- What choice did she make and how? How do you think she may have felt while doing so?

Pause after each prompt and encourage learners to respond in the large group. Hear from as many learners as you can.

Possible responses:

- Pressure to smoke
- 6th graders are pathetic (You are such a kid) and a loser.

- Stand out by giving an excuse that she is trying to quit. She was feeling a little underconfident. Instead of saying that she doesn’t smoke, she chose to say that she is trying to quit so that people don’t think she is not cool.

As you can see, sometimes we want to say no to something but cannot. In my sister’s case, I feared that she would start disliking me or think that I am making excuses and that she may stop talking to me or helping me in the future.

Turn to your partners and share:

- What stops you from saying no?
- What do you think will happen if you say no?

Encourage a few learners to share in the large group.

Do you think Stephanie had similar fears?

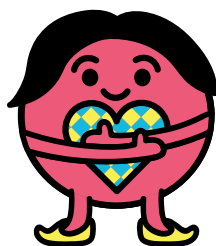
Possible response: Possibly, yes. That’s why she tried to use an excuse. Her fears may be that she will be considered uncool and unfriendly.

Even though she may have had fears, she still chose to stand out and not fit in. It must have taken a lot of Ms. Courage to do so. In saying ‘No’ to something, she said ‘Yes’ to something else.

What do you think she said yes to?

Possible response: Yes to her health and values.

This means that she used a lot of Mr. Compassion towards herself.



Let's now look at a few ways in which we can say no to something!



Which way do you think Stephanie used?

Possible response: sort of 'not comfortable with that', 'i need to focus on myself right now'

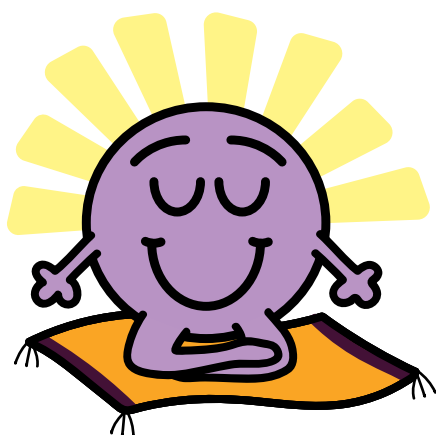
Which way do you think I can use to say no to my sister?

Possible response: 'I am not available right now, but can we schedule a time later'.

Go back to when you wanted to say no but couldn't. Which way do you think you could use to say no?

Encourage a few learners to share their stories of being able to say No.

Reflect (10 minutes)



It's Mr. Consciousness time!

We will now take a poll to see where we are as a class.

On a scale of 1-5, 1 being strongly disagree and 5 being strongly agree

- I feel confident in saying 'no' to things I don't want to do.
- I can identify fears I have associated with saying 'no'.
- I know a few "Pressure Lines" and feel confident that I can respond to them.

Let's close out by reading out a small poem on No!

*Value yourself responsible leaders,
Only then can you take care of others,*

*In the moments you feel pressured,
Remember Liberty, Use your freedom.*

*Change the topic or move further,
Or tell them you can help them later.*

*Say NO to what you hate and fear,
Say YES to your health, my dear,*

*Always use Courage and Compassion
To be the leader who takes care of Self
and Others.*

After Class Challenge

Prepare a five-line speech on the power of the small word 'No'. Share it with two of your friends.

OBJECTIVE

I will speak up or do something if people are being unfair, even if my friends do not.

Cs IN FOCUS

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



CONSTITUTIONAL VALUES

Fraternity, Justice

MATERIALS

Balloon

Print-out of scenario (Given on last page)

SUMMARY OF PRE-WORK

Watch this video clip from one of the famous Harry Potter movies: Goblet of Fire.

 Video



In the video, teacher is trying to torture the spider.

- How do you think children are feeling?

- Did the teacher do the right thing? If yes, why? If not, why?
- Did anyone speak up? Who?
- Why do you think only she spoke up and not the others?
- Do you think she would have been afraid while doing so?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (10 minutes)

Use a slightly firm and stern voice today (you are acting!)

Hi learners!



How many of you have done your pre-work?

Scold the ones who haven't.

Only the ones who have done the pre-work will get to speak in the class today. Others will have to stay quiet and listen.

If everyone's done pre-work, call the names of any 5 learners and say that only these 5 learners will be sharing today.

Give the chosen learners a lot of positive praise. If anyone else answers, tell them to keep quiet. Keep going until learners raise concerns about why you are being like this today.

Is that clear?

Some learners may feel confused and ask questions.

- How do you feel about this?
- If some child stood up to this, ask them, What made you raise your voice and stand up? Why do you think your friends did not raise their voice?
- Even if a child does not raise their voice, ask them, What made you not raise your voice? Why do you think your friends also did not raise their voice?

Thank you learners for sharing! I am

sorry, that was just an experiment for the lesson. All of you have the right to share in the class.

What I just did was an example of an unfair act. But I am so glad that some of you raised your voice against it using Ms. Courage.



We have been learning a lot about peer pressure and how we may respond to the negative peer pressure in life.

Sometimes, people can also put pressure on us to treat others unfairly. Take out a balloon.

What do you think may happen if I put a lot of pressure on this balloon?

Possible response: It will burst.

Something similar can happen with human beings. Therefore, it's important for us to learn to deal and navigate our way through the pressure so that we can protect ourselves and people from being treated unfairly.

Point to the objective: I will speak up or do something if people are being unfair, even if my friends do not.

Learn (20 minutes)

Let's now discuss the pre-work.

Do you think someone was treated unfairly?

Response: Spider

Do you think that the teacher put pressure on others to treat the spider unfairly?

Response: Yes, on children

Did anyone say anything against it? Who?

Possible response: A young girl (Hermoine), she used Ms. Courage.

Learners, even when none of her classmates could, she did.

Raising our voice may be important, even if we feel that no one's going to listen. If we keep raising our voice again and again (consistently), it may help ourselves or someone else sail through the pressure.

Can some of you share an example of a time when you have raised your voice against something or said NO to something?

How did you do it?

Encourage learner to share this with the partners or in groups.

We have already learned that we can use assertive style of communication or say no when we face any kind of pressure.

We can also do a few more things:

- Ask for help
- Walk away
- Suggest a better idea

Let's now go through a scenario together.

Please either give copies of this to each group of 5-6 students or present it on the screen or read it out loud.

Laxman - Look at that kid. He's such a loser

Sanu- Who?

Laxman - That new kid. What's he even wearing anyway? That shirt is so dirty.

Sanu- He's alright. He's just quiet.

Laxman- He's alright? Did you see him in P.E.? He's the reason we lost today. I was talking with the guys and we thought we're going to teach him a lesson.

Sanu - What kind of lesson?

Laxman - You know, just scare him a little on the bus ride home today. You in?

Sanu - I don't know. I think we should just leave him alone.

Laxman- You're such a darpok/ weak person !You'd rather hang out with that loser than us? Fine. I'll find someone else to go to the game with me this weekend.

Sanu - That's not what I said, OK!

Laxman - You used to be so cool.
Now you're such a darpok!

Let's now get into the groups of 4 and discuss the following questions using Ms. Critical Thinking:



- Who is being treated unfairly?
- Who is being put pressure on?
- Which way do you think Sonu chose to get rid of this pressure?
- What would you do if you were Sonu? How would you stop the person from being treated unfairly?

You have ten minutes to do this.

Encourage 2-3 learners to share in the large group after the group sharing.

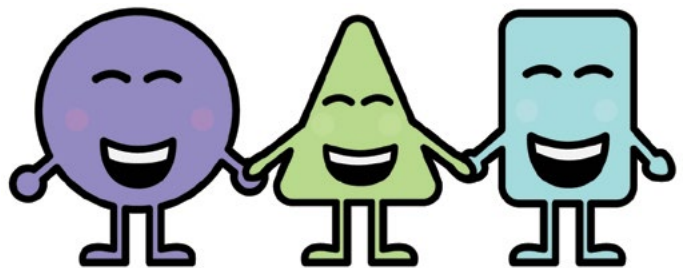
Reflect (10 minutes)



It's Mr. Consciousness time!

Standing up for others can be a wonderful thing. Along with fostering Justice, it also helps us foster another constitutional value- Fraternity. Fraternity means thinking of everyone as our brother and sister.

If we do that, we may always speak up even when we are going through pressure or help others when they are being treated unfairly.



I am going to share a real story with you today.

Once there was a man called Jayesh Bhai.

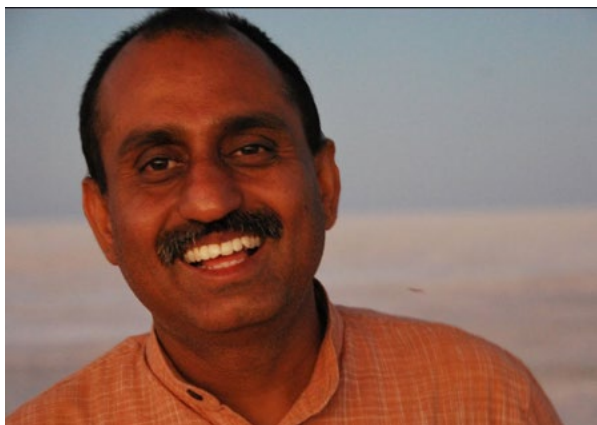


Image courtesy azimpremjiuniversity.edu.in

Jayesh Bhai believed a lot in doing good. Each day, he would try and do good in tiny actions. One day, a young man called Rishad came to visit him. Rishad had heard about Jayesh Bhai and thought it would be fun to spend time with him. Rishad lives in New York. He is a photographer.

When Rishad arrived in Ahmedabad, where Jayesh Bhai lives, Jayesh Bhai said “Chalo!”, let’s walk! Rishad didn’t really understand but said ok. They started walking down Ahmedabad’s hot and dusty streets. After a few minutes, they saw a young man smoking. Jayesh Bhai walked over to him, smiling a big smile. He started chatting with the young man, who he had never met before. And then he did something surprising; he asked him for his cigarette! The young man gave his cigarette to Jayesh Bhai who told him lovingly that smoking isn’t good for you. He stamped out the cigarette, and then put it into the bin. (You see Jayesh Bhai’s passion was also cleanliness).

Rishad was a little confused, but didn’t say anything. And they kept walking. About an hour later, Jayesh Bhai saw another man, again smoking. The whole thing repeated. Again, Jayesh Bhai

chatted with him, sharing jokes. And then he asked for the cigarette - and the man gave it to him. Rishad was puzzled. How can you tell a stranger what to do, he thought?

You may not believe this, but a few minutes later the same thing happened again! This time, however, the man was not just smoking - he had a whole packet of cigarettes in his shirt pocket. So guess what Jayesh Bhai did? He asked for all of them! And sure enough, the young man, a complete stranger, handed them over.

By now, Rishad had too many questions. He turned to Jayesh Bhai and asked, “Why did you do that? Weren’t you worried that he would shout at you? Aren’t they entitled to make their own life choices?”

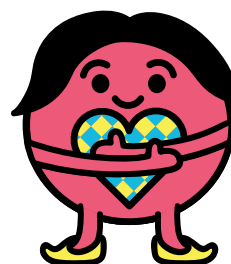
Questions poured out of Rishad.

Jayesh Bhai smiled calmly and put his hand on Rishad’s shoulder. “If he was your brother, would you tell him smoking is bad and try to stop him?”

Rishad was stumped. “Yes, he said. I would.”

- Which C do you think is Jayesh Bhai practising?

Possible response: Mr. Compassion



Learners, you have already learned of a few ways to respond to pressure. Maybe by doing that, you will not feel

pressured to do unfair things.

- But what may you do to stop others from doing unfair things?

Think about what Jayesh bhai did using Mr. Compassion and share your

responses.

After Class Challenge

Do one of the following things:

- Practice an act of kindness (Fraternity) towards a stranger.
- Say no to an unfair act.

- Help someone who is being treated unfairly.

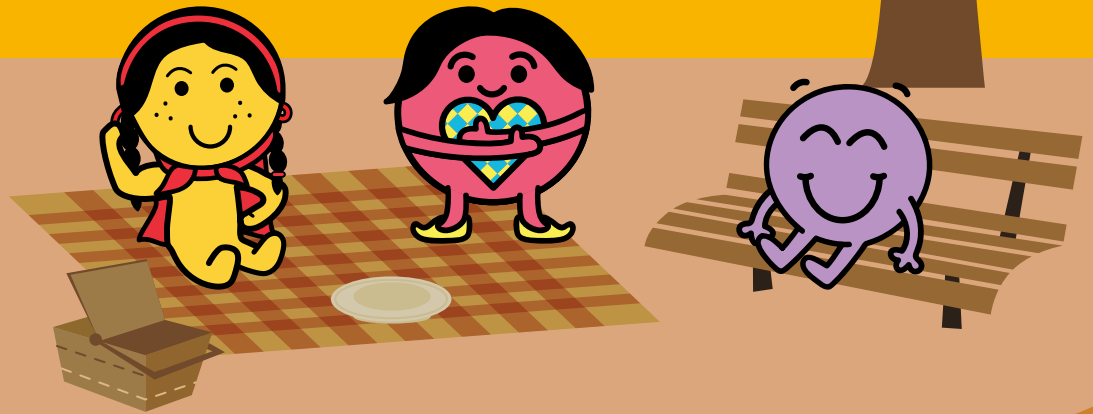
Make a note of how this experience made you feel in your diary.

OBJECTIVE

**I can stand up for myself
and for others.**

C IN FOCUS

Ms. Courage,
Mr. Compassion,
Mr. Consciousness



CONSTITUTIONAL VALUES

Fraternity, justice

MATERIALS

KER Learning Loop
2019-20: Abbas'
Poetry

 Video



KER Learning Loop
2019-20: Abbas'
Interview

 Video



SUMMARY OF PRE-WORK

How often have you used Ms. Courage in life?

- Make a list of things you have done for yourself using Ms. Courage.
- Make a list of things you have done for others (friends/ family etc) using Ms. Courage.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (5 minutes)

Hello heroes!



Do you have any idea why I'm calling you heroes today?

Invite guesses.

I'm calling you heroes because today we're going to learn about Ms. Courage in depth. Ms. Courage is something all heroes have.

Let's start with a quick game.

I'll show you some pictures.

On a scale of 1-10, rate these pictures on the basis of how courageous you feel people in these pictures are. 1 being not at all courageous and 10 being very courageous, exactly like Ms. Courage!



Show students the pictures below and have them show you 1-10 fingers. Keep asking them why they have chosen that number.



Image courtesy [freepik.com](https://www.freepik.com)

Today we're going to learn how to show courage. We're going to see that courage is not only shown by our army and police force - it can also be shown by each and everyone of us, irrespective of who we are, what we do, what we wear.

Point to the objective: I can stand up for myself and for others.



Image courtesy [freepik.com](https://www.freepik.com)

Learn (20 minutes)

Let's listen to these true stories.

Please use both Ms. Communication and Ms. Critical Thinking to do this.

Example 1:

6-year-old Mamata Dalai from Odisha fought a five-feet crocodile to save her elder sister's jaws. Mamata, who hails from the Kendrapara district of Odisha, has won the Bapu Gaidhani award.

- Do you think Mamata felt scared?
- How did she show courage?
- If you were in Mamta's place, what would you do?

Encourage learners to share with partners and then in the large group.

Here's the second example.

The coveted Bharat Award has been conferred on 15-year-old Master Adithya K, who is from Kerala. Adithya saved more than 40 lives when a bus they were travelling in caught fire in Nepal in May 2019. Just 50 kilometres short of reaching the Indian border, the bus caught fire at Daunnein. While the bus driver fled, Adithya saved 40 passengers by using a hammer to kick the back window, moments before the diesel tank exploded into a fireball and the whole bus burnt into ashes.

- Do you think Adithya must have felt scared?
- How did he show courage?
- If you were in Adithya's place, what would you have done?

Encourage learners to share with partners and then in the large group.

Let's look at the last one!

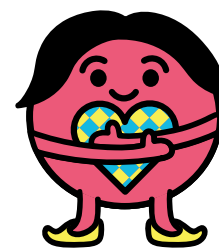
12 year old Farooq is a new student in the school. He knows no body and has been quiet through the day. He also struggles to speak in English. In one of the classes, the teacher asked him to answer a question. Farooq, very hesitantly stood up and answer the question.

- How do you think Farooq may be feeling?
- How did he show courage?
- What would you have done if you were in Farooq's place?

Encourage learners to share with partners and then in the large group.

Do you think all of these three people used a C apart from Ms. Courage?

Response: Mr. Compassion.



Standing up for ourselves and others is a form of showing love and care.

Reiterate:

Fear is something that all of us feel and that all we need is a little bit of courage to shoo away our fears.

Our fears can kick in when we are in danger or if something wrong is happening to us. Remember, we always have a choice to raise our voice, take action or ask for help.

Courage isn't only needed to run into burning buildings or save lives, it is needed in everyday life too.

Let us now draw Ms. Courage in our notebooks.

Now I'm going to give you examples. If you have shown courage in this way, you'll hold up your diary and show the class Ms. Courage that you have drawn in your diaries. If you haven't, just keep your diary down.

- I raised my hand in class when I was not sure of the answer.
- I have pulled a friend away from a fight.
- I have told the truth even when it was difficult.
- I have said sorry when I was wrong.
- I have asked for help when I needed it.

All of these are examples of courage- places where you have stood up for yourself or others around you.

Reflect (10 minutes)



It's Mr. Consciousness time!

Think and share:

- One way you have shown courage towards yourself- a time you have stood up for yourself.
- One way in which you have shown courage towards others- stood up for them.
- One way in which you have shown courage in the classroom today.

We have been talking a lot about pressure, people's influence and unfair things around us and have learned that to deal with all of this, we need Ms. Courage.

Remember that Courage can lie in the smallest of things as well as the big things.

Let me close out by sharing a story of courage!

Abbas is a boy who studies in school in Delhi. When he was in 10th grade, he did not feel safe coming to school because his teacher used to hit him and his peers a lot.

Give me a thumbs up if you think:

- Abbas and his peers are under pressure.
- They are scared.
- They are being treated unfairly.

What do you think can Abbas do in this situation?

Possible responses: Complain to the police, government authority , Ask for help

Yes! That is exactly what Abbas did. He used Ms. Courage to raise his voice and fight against corporal punishment. He collaborated with the DCPCR (Delhi

Commission for the Protection of Child Rights) wing of the local government to reprimand teachers who beat up students.

Please share the video of Abbas with the students or play it in the classroom if time allows (7:00- 9:00)



Feel free to also share the video of one of Abbas's poem with the learners as a part of after class challenge.



He is also a very good poet so he used his poetry to tell the world how we felt about this unfair treatment.

After Class Challenge (30 minutes)

Do one act of courage at home today. You can do something you have never tried before or help someone do something.

Make a note of :

- Was this act for yourself or the others?
- How did you or others feel after the act?

Also, listen to Abbas's poem and make a note of:



- What is he talking about in his poem?
- What are you learning about Abbas when you hear about his work?

OBJECTIVE

I can articulate the actions I will take when I feel unsafe around an adult.

Cs IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty, Fraternity

MATERIALS

Print-out of good/ bad touch posters- Paste it in the class. (Resources required are attached at the end of the lesson plan.)

Story from storyweaver: Beware'
You can also find the
hindi translation here.

[Link](#)



SUMMARY OF PRE-WORK

Make a note of all the people that make you feel safe and unsafe.

People that make me feel safe	People that make me feel unsafe

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (10 minutes)

Imp Note: Please be mindful that the content for this lesson is sensitive and might affect the learners. Please hold space for them or support them if they feel triggered.

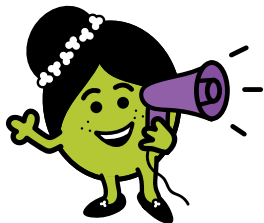
Hello heroes!



We're going to start by listening to a story about Shiju. Please refer to the story 'Beware' from Storyweaver. You can also find the Hindi translation here.



We will see what happened to her and whether she stood up for herself and did something about it. Are you ready? Please use Ms. Communication to listen to the story carefully.

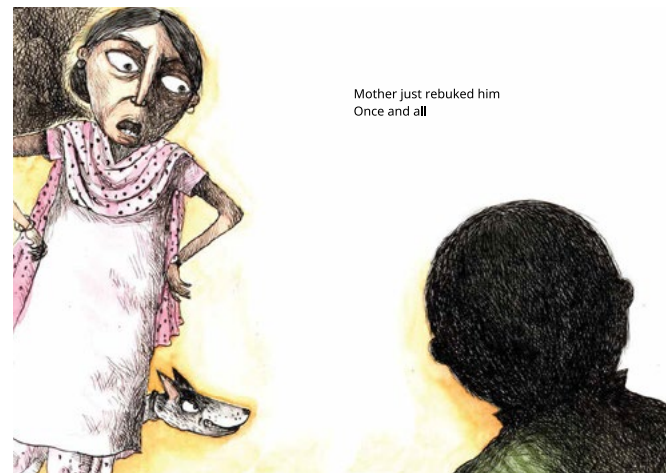


There was little Shiju, who lived with her Mummy(mother) and Papa (father). An uncle would often visit.



Beware Story All Image courtesy storyweaver.org.in





- Why do you think she didn't like her uncle?
- What would her uncle do? Is it ok to do what he did?

Reinforce that there are different types of affection, but it is not okay whenever someone feels uncomfortable for any reason.



- What did Shifu's mother do?
- What happened then?

Encourage different learners to share responses in the large group.



- Was it good that she spoke to her mother?
- Can you put your hands up if there is any adult in your life with whom you can trust and share such things with?

We saw how the uncle in the story was wrong as he made the little girl uncomfortable. Whenever we feel uncomfortable in someone's presence or with things they do, this place may become unsafe.

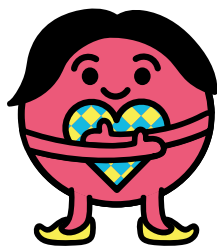
We saw how when the girl felt unsafe, she asked for help from her mother.

Today, we are going to learn about something very important- how to keep ourselves safe - something that is very, very important.

We have learned how to sail through negative influence, peer pressure and

unfair acts. Today, we will learn what we may do when we feel unsafe.

It is an act of showing love and care towards yourself. You will need a lot of Mr. Compassion as we do it.



Point to the objective: I can articulate the actions I will take when I feel unsafe around an adult around me

Learn (15 minutes)

Note: For this class, please form groups of the same sex so that boys and girls feel comfortable to have group discussions.

It is essential here for you to be both approachable and objective for students.

Can some of you share if you have ever felt uncomfortable because of somebody?

Encourage a few learners to share.

Sometimes, how people touch us physically can also make us uncomfortable- we call it bad touch/ unsafe touch.

Bad or unsafe touch is:

- Any touch we experience from people we may not like/ feel uncomfortable/ unsafe with.
- Any touch that makes us feel scared or uncomfortable.
- Any touch in/ around our private parts.

Please refer to the chart and ask what our private parts are.

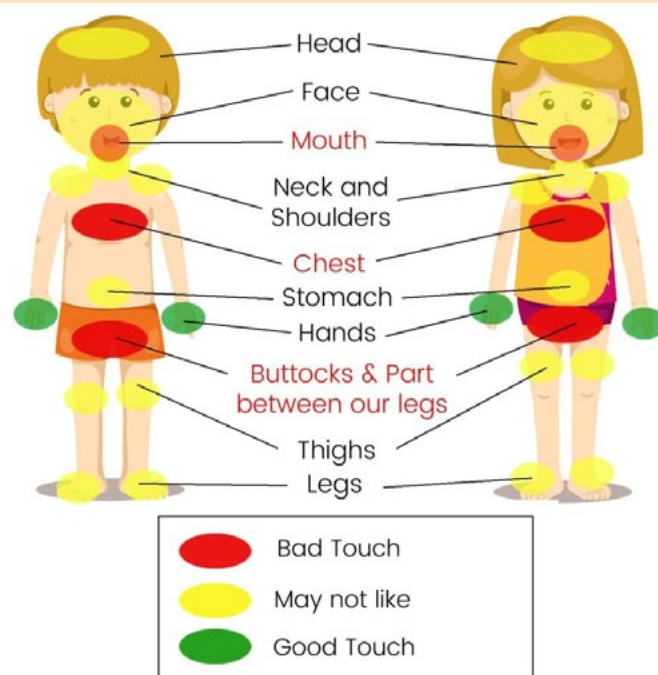


Image courtesy [facebook.com](https://www.facebook.com)

Learners, our mouth, chest and body parts around our thighs are our private parts. No one that makes us uncomfortable shall touch our private parts.

I am going to share a few things now. If this makes you feel safe or comfortable, give me a thumbs up.

If this makes you feel unsafe/ uncomfortable, give me a thumbs down.

In case you are unsure, wave your hands.

Remember to use a lot of Ms. Courage while doing this.



- My mother helps me take a shower.
- My doctor touches my chest when I am sick.
- Uncle in the park touching my thighs.
- Someone shows you a naked picture of somebody.
- You change clothes in front of your sibling you feel comfortable with.
- You look at your private parts.
- Playing a game with someone which involves touching private parts.

Learners, we have learned about what safe and unsafe touch is.

Let's see what we may do if we experience an unsafe touch. Remember, you can also do these things if you are unsure.

- **Just shout NO.** If someone ever says no to you, respect that.

Reiterate: Remember the lesson on 'I can say no'. It may be difficult, but use Ms. Courage.

- **Get/ Run Away.** Always run away when you feel unsafe and go to a person/ place which will make you feel safe. Try not to be alone with this person.
- **Tell a trusted adult.** Never feel bad about sharing what you are going through.

Reiterate: Remember what the little girl, Shiju, in the story did. Remember to always ask for help and stand up for yourself.

- **Dial 1098** on the phone, and you will reach a helpline. A helpline has an adult who will help you. They will talk to you and guide you as to what to do.

Reflect (5 minutes)



It's Mr. Consciousness time!

Learners, let's practice something today. We will try to shout 'NO' as loud as we can.

I will tag different people and would love for you to shout out NO the way you will say it when you feel unsafe.

Tag a few learners. It may be difficult/uncomfortable but encourage learners to do it loudly.

Let us all now do it together.

Are you all ready? 3, 2, 1

Encourage learners to say NO.

Do this thrice with the learners.

Learners, our body is only ours. Let's exercise our freedom to choose and keep ourselves safe.

Go back to your pre-work:

- Think about one person that makes you feel unsafe. Why does this person make you feel unsafe?
- What will you do to keep yourself safe from this person?

After Class Challenge (30 minutes)

Share the ways you can keep yourself safe from unsafe people and unsafe touch with 5 of your friends.

Printables

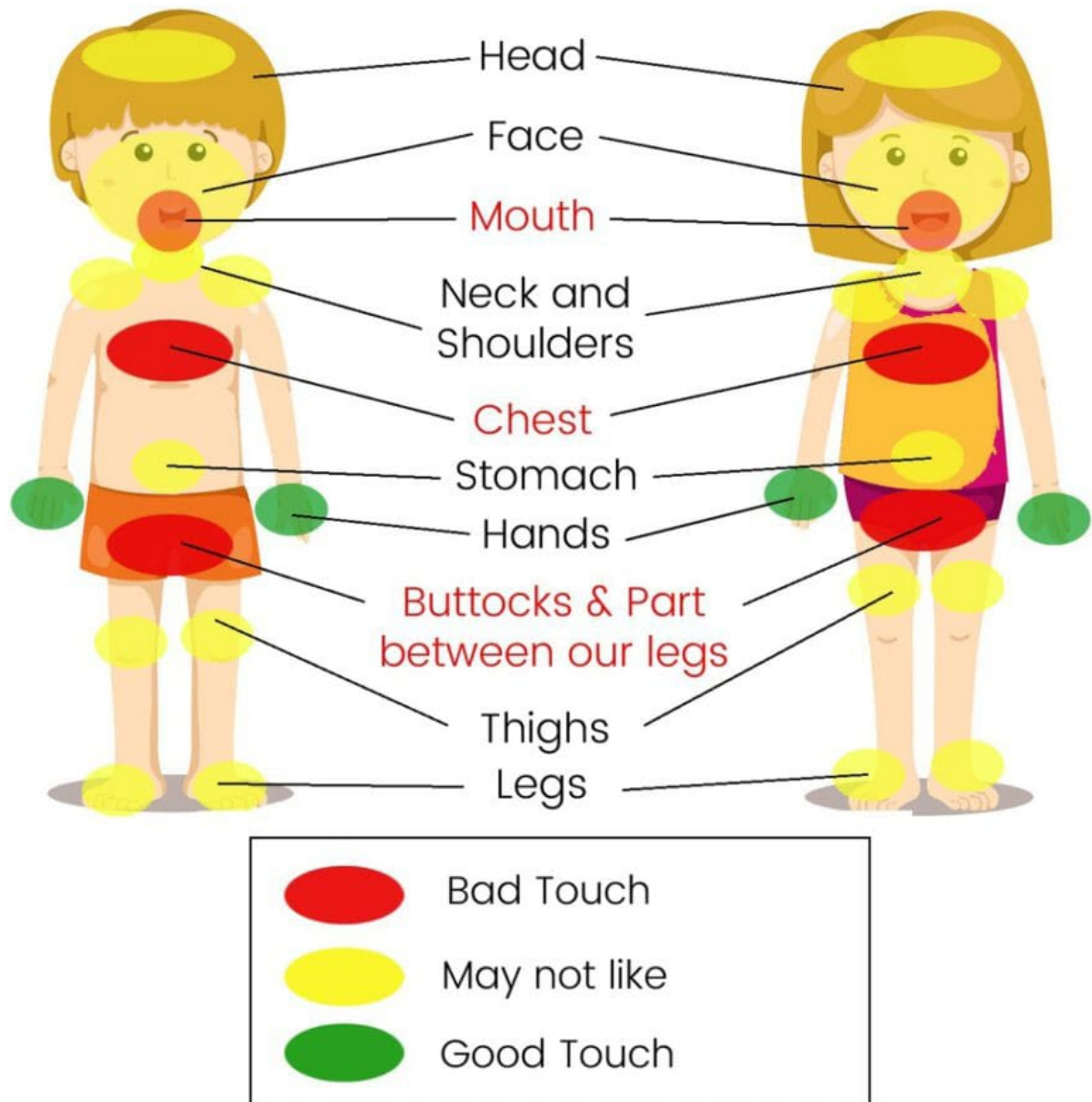
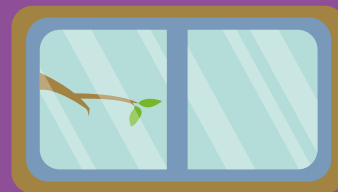


Image courtesy [facebook.com](#) 

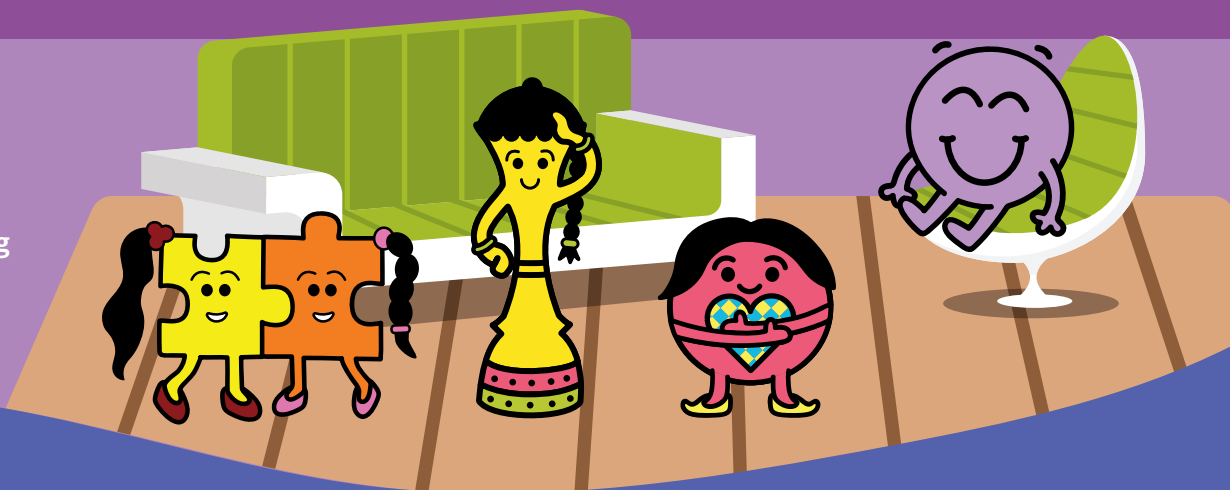
OBJECTIVE

I can articulate the actions I will take when I feel unsafe around an adult.



C IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty, Fraternity

MATERIALS

Song: My Body is
My Body

Video



SUMMARY OF PRE-WORK

Look at the images below:

Match the images that show safe touch with a blue smiling face.

Match the images that show unsafe touch with the yellow sad face.

Circle all the private parts of your
body that no one should touch:



Image courtesy [freepik.com](https://www.freepik.com)



Image courtesy [freepik.com](https://www.freepik.com)

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Link



Asynchronous Pre-work Document

Link



Spark (5 minutes)

Imp Note: Please be mindful that the content for this lesson is sensitive and might affect the learners. Please hold space for them or support them if they feel triggered.

Today, we will keep thinking about times we feel safe and unsafe and learning about what we can do about it.

Do all of you remember the three important things we learned yesterday?

Hi learners!



Invite responses.

Possible answer: Call 1098, tell a trusted adult, say no, and run away

Learn (25 minutes)

We're going to think about real situations today, and you will share whether this is an example of a safe or unsafe situation.

Let's do the first one together.

Situation 1: Sarika has a terrible ache in her back. Her mother takes her to their family doctor. The doctor requests her to remove her shirt and examines her back.

- Do you think Sarika is safe? Why or why not?
- What do you think Sarika should do?

Encourage a few learners to share.

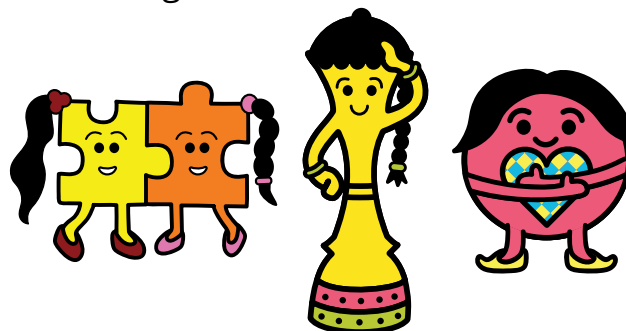
Possible response: Yes, it is a trusted doctor, her mother is there, and she genuinely has a back problem.

Situation 2: Babu's uncle comes over often during the holidays. Babu notices that he watches through the bathroom window as his younger sister bathes.

Now let us get into groups of 3 and discuss:

- Do you think Babu's sister is safe? Why or why not?
- What do you think Babu should do?

Remember to use Mr. Compassion, Ms. Collaboration and Ms. Critical Thinking while doing this.



After the group sharing, encourage learners to share the response in a large group.

Possible response: No, it is not okay for him to be watching her. Babu could immediately tell an adult and tell his sister to be careful.

Repeat the same pattern of small and large group sharing for the other two scenarios:

Situation 3: Rasika's teacher tells her that she is beautiful. One day, he asks her to stay after class to discuss her work. He then asks her to touch his private parts between his legs.

- Do you think Rasika is safe? Why or why not?
- What do you think Rasika should do?

Possible response: No, this is not okay. Rasika should tell an adult and seek help, say no to the teacher and move away from him and may even call 1098.

Situation 4: Anuj's family takes him to the beach. Anuj and her two sisters

wear bathing suits and run into the water with her parents. They know how to swim well, and the waves are calm.

- Do you think Anuj is safe? Why or why not?
- What do you think Anuj should do?

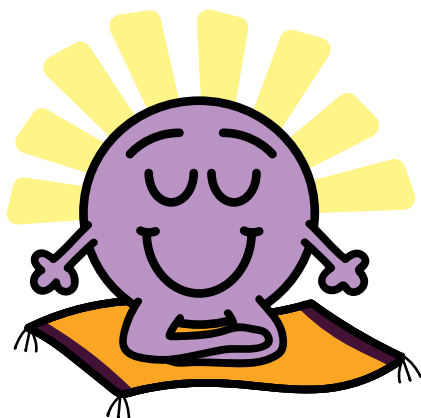
Possible response: Yes, it is a family vacation, and the children are supervised by their parents and are having fun.

Situation 5: Kavita's father gets up early in the morning and often touches her private parts. Kavita feels very bad about this and is scared to tell her mother.

- Do you think Kavita is safe? Why or why not?
- What do you think Kavita should do?

Possible answer: No, this is dangerous, and even if it is difficult, Kavita should shout NO and tell her mother or another trusted adult. She may also avoid being alone with her father to keep herself safe. If her mother doesn't believe her, she can call 1098.

Reflect (10 minutes)



It's Mr. Consciousness time!

Think and share:

- Two kinds of touch that make you feel happy and safe
- Two kinds of touch that make you feel unsafe.
- What would be the first thing you would do if someone makes you feel unsafe?

Learners, remember that it's your body, and no one has a right to touch it if you are uncomfortable. This is a way to take care of yourself, keep yourself safe and practice a lot of Mr. Compassion towards yourself.

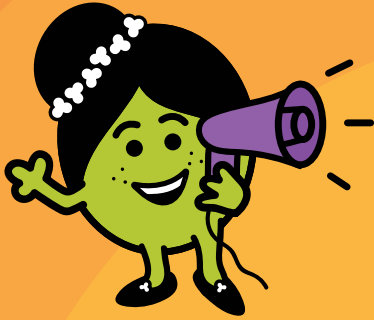
Let's close out by singing this song on keeping our bodies safe.



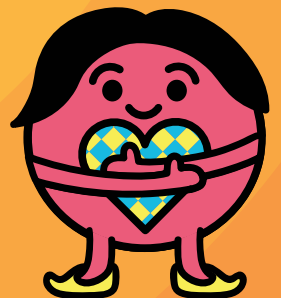
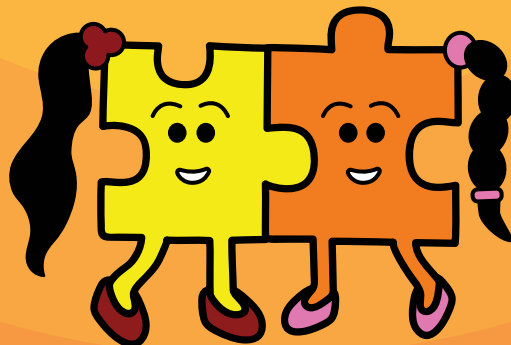
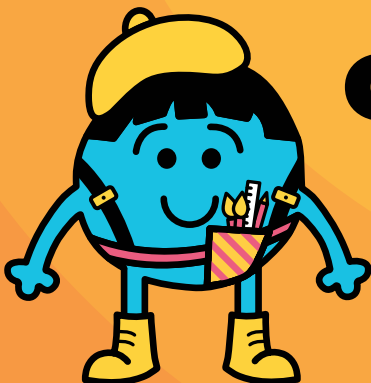
After Class Challenge (20 minutes)

Share with 5 different friends of yours about how they can keep their bodies safe. Also, listen to this song with them.

In sharing this with others, you are also being responsible by helping others keep themselves safe!



Showcase of learning

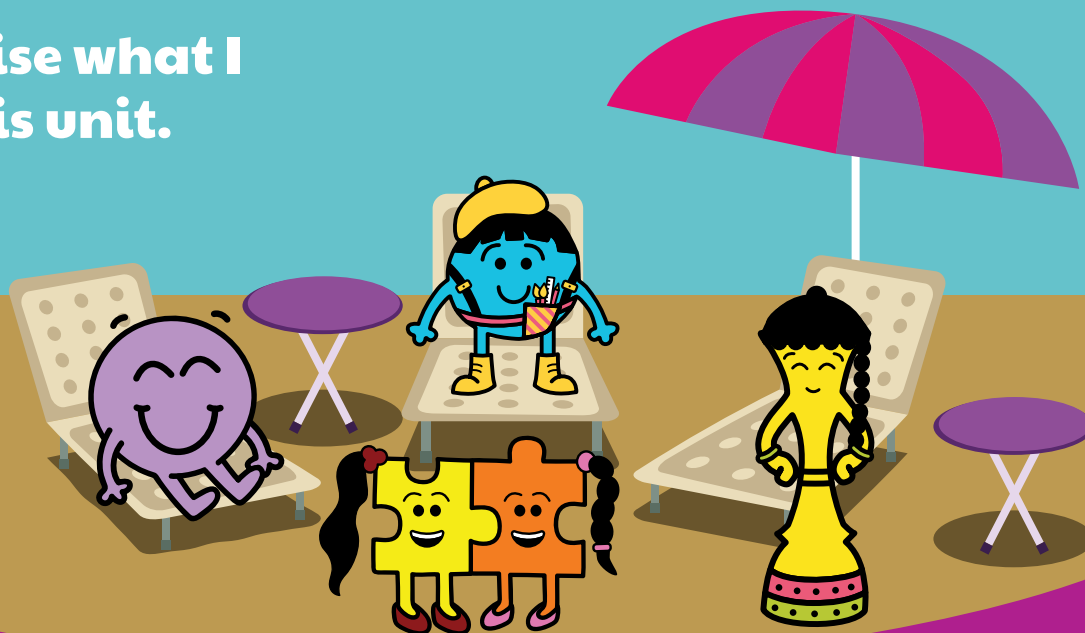


OBJECTIVE

I can synthesise what I learned in this unit.

Cs IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty, Justice, Fraternity

MATERIALS

Chit of the following story scenarios:

- A story of a 'positive peer influence vs negative peer influence'
- A story of standing out.
- A story of fighting peer pressure.
- A story of saying NO.
- A story of Ms. Courage: Standing up for myself
- A story of Ms Courage: Standing up for others
- A story of 'Keeping my body safe'

Video

 Video



SUMMARY OF PRE-WORK

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

have done to remember how much you have learned about Family.

Put down the three most important learnings.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (15 minutes)

Hello learners,



We have come to the end of our second Unit i.e. Family and school.

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

Correct responses:

- How does the group I am a part of impact my actions?
- How can I stand up to our friends and family?

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

Invite different learners to share.

Possible Responses: In this unit, we learned about how our behaviour/ actions change with different groups of people. We also learned about the kind of influence both positive and negative that they have on us. We also deep dived into how we can respond to this negative influence (peer pressure, unfair treatment etc) in life by using assertive communication style and saying no. We

also learned the importance of being like Ms. Courage and speaking up for ourselves and others when we are in problem or are not being treated fairly. Most importantly, we learned about keeping ourselves safe and that our body is our body alone and we shall not let anyone make us feel unsafe.

I hope you enjoyed going through all the lovely work you did through this unit in the pre- work and in your diaries.

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

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

Learn (25 minutes)

Throughout this unit, we kept talking about people's influence and some strategies to overcome the influence.

Today we are going to do something fun.

We will get into the groups and create some scenarios to help us recall the big themes of the unit.

Scenarios:

- A story of a 'positive peer influence vs negative peer influence'
- A story of standing out.
- A story of fighting peer pressure.
- A story of Saying NO.
- A story of Ms. Courage: Standing up for myself
- A story of Ms Courage: Standing up for others
- A story of 'Keeping my body safe'

Present this list in front of the learners.

Can you now guess what we will do?

Learners may seem confused.

Let us watch a video!



Which of the above scenarios do you think this video talks about? There can be more than one scenario as well.

Possible response: Standing out, fighting peer pressure, Saying No

Exactly, throughout the unit, we have also seen multiple short stories, video, role plays etc to understand these concepts.

Now, it's your turn to explain these concepts to others by creating short-fun skits/ plays.

Are you ready?

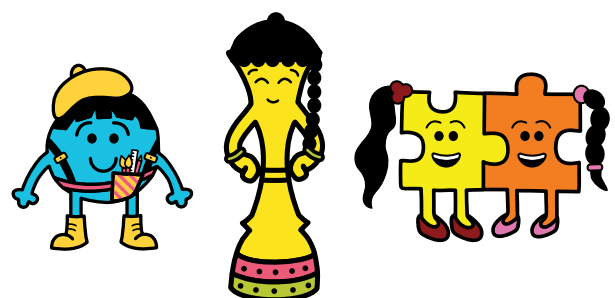
Let us get into the groups of 5 and have a person pick up a chit from the bowl.

You can have chits with the multiple story scenarios so that learners can pick up those. Alternatively, you may assign different stories to different groups. It's okay, if more than one group gets the same story.

Now let's get into our groups and discuss:

- A story that you can present for your theme
- Assign characters
- Put down dialogues
- A message that you want to give to your audience/ viewers.

You have 15 minutes to do this. Please take help from Ms. Collaboration, Mr. Creativity, Ms. Critical Thinking to do this.



Are you all ready with your presentations?

Most learners may say no.

It is okay, learners!

You may spend the rest of the day finalising your skits and rehearsing them so that tomorrow, you all can come back prepared to present your skits. You will get to know more about this in your pre-work.

Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- Which Cs did you use in the group task today?
- Is there something that you struggled with? What?
- Which Cs do you think all of your group members used?
- Is there a C that all of you can use to create a better work product?

Go back to your groups and discuss the following. Remember it's important for us to bring all of our Cs on the table to create beautiful work products.

After Class Challenge

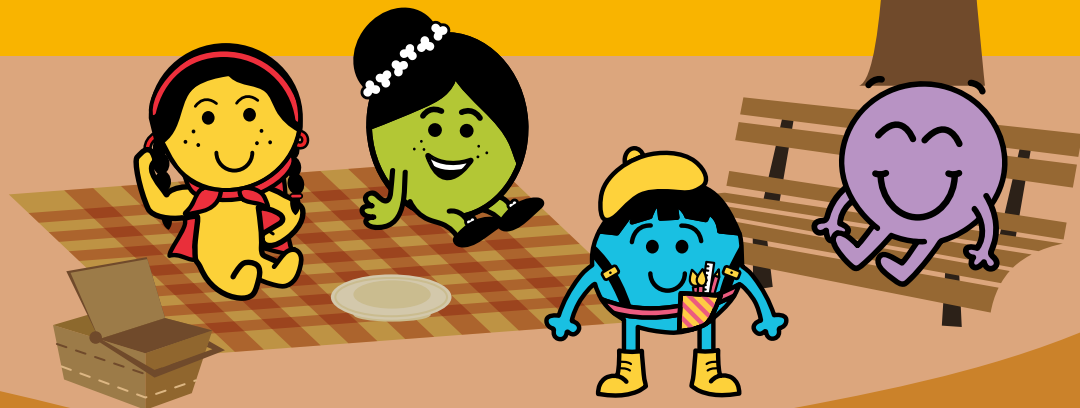
Work on tomorrow's showcase

OBJECTIVE

I can showcase what I learned in this unit.

C IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty, Fraternity, Justice

MATERIALS

Kid President Video



Song- I Hope You Dance



Gratitude notes/ C stickers

Please take permission for a 75 minutes long class.

SUMMARY OF PRE-WORK

Tomorrow, we will have a final showcase. We will use Ms. Communication and Ms. Courage to share our creative skits/ plays with everyone in the class.



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

Preparation:

Take help from Mr. Creativity to strengthen/ refine your plays/ skits.

Here are some ideas:

- Bring in props, objects, costumes to create a proper set up and enhance characters.
- Practice your dialogues.
- See if your skit/ play is closing out with a strong message?
- Rehearse your play with your group.

Remember each one of you has to participate in the skit and each group will only have three minutes to present.

All the best for tomorrow.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link

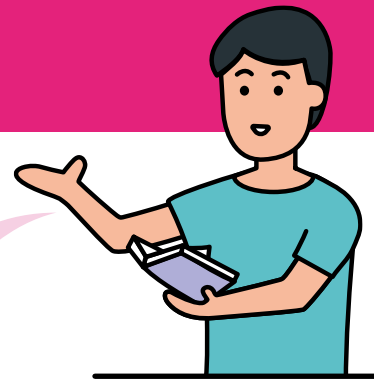


Asynchronous Pre-work Document

 Link



Framing (15 minutes)



Hello my courageous and compassionate learners!

Let us begin by watching a fun video.



Keep pausing in the middle to check if learners are able to follow. You can also probe by asking questions in the middle.

What does Kid President say about choices?

What are different ways in which you can make choices according to the Kid President?

Possible response: Be impulsive: do whatever comes to your mind but it can be dangerous, Do nothing but that would be like 'being nothing', Be a follower- but that might put us in danger, Be thoughtful- think about options

Can you make connections to what we have learned in this unit?

Possible response: Choice to say no, choice to stand out, choice to make a pro-con list and take better decisions.

Exactly learners! As Kid President says, as we grow up, become more responsible, we have to make thousands of choices each day. What may help us make better choices and make better decisions is being aware about consequences and being really thoughtful.

Today, as we share with each-other our beautiful skits, let us remember how your stories will help people become more thoughtful while making choices.

- Will it help them choose to be closer to people that influence them positively?
- Will it help them to choose to stay away from negative peer pressure?
- Will it help them make the right choice between fitting in and standing out?
- Will it help them choose to stand up for themselves and the other during an unfair event?
- Will it help them choose to say NO or just give in to what people ask/ tell them to do?

On this note, let us all get into our groups. Each group will get three minutes to share their plays/ skits with the class.

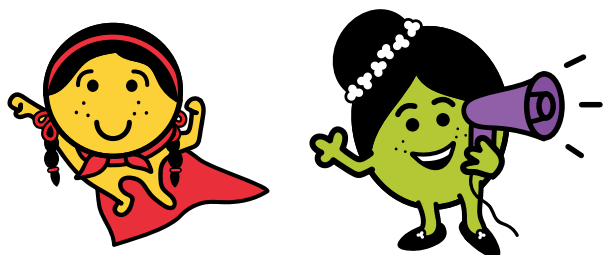
Our parents, school teachers and some learners are here to see our learnings and presentations, so let us give a round of applause to them and welcome them to our family.

Please coordinate with various stakeholders - Principal, school teachers, learners and parents in advance and invite them for a showcase.

Showcase (40 minutes)

While we present, let's remember Ms. Courage and Ms. Communication. Can someone share, what would this look like?

- We will share confidently.
- We will also listen to our friends carefully.



Most importantly, remember to have fun.

After each presentation, ask learners:

- What kind of choice will people make if they watch this video?

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!

For learners:

Think and share about:

- When and how did you use any of the 8 Cs today?
- When and how did your friends use any of the 8 Cs today?

For audience:

- How are you feeling?
- What are you learning about this class?

You can choose to do this in small groups. Please invite 4-5 people to share in the large group.

You may choose to debrief the dominant constitutional values we came across in the unit- Liberty, Equality and Fraternity.

Our friends and family are people who are very close to us and they have the power to influence us. But learners, it's always on us to choose - which person/ incident or experience do we want to get influenced by.

Sometimes, we may find ourselves stuck or can feel scared of going against our family/ friends, but we can always choose Ms. Courage and Mr. Compassion to stand up for ourselves and make the right choice.

As responsible learners, your biggest responsibility is towards your own self. Only when you are able to take care of yourself, stand up for yourself, you shall be able to do that for others.

Remember that this will help you practise the constitutional values of liberty, Justice and Fraternity



As we close out, let's sing this beautiful song which is about making right choices, even if they seem like the most difficult things to do.

As we sing, let's keep the three norms in mind:

1. Everyone sings
2. Everyone smiles while singing
3. Everyone sings from their heart with love.
4. Everyone pretends like a unique citizen of the world so get ready with your costumes.

Play the song: I hope you dance and invite everyone to sing along. You may also share the lyrics with the audience separately.



*I hope you never lose your sense of wonder,
You get your fill to eat but always keep that hunger,
May you never take one single breath for granted,
God forbid love ever leave you empty handed,
I hope you still feel small when you stand beside the ocean,
Whenever one door closes I hope one more opens,
Promise me that you'll give faith a fighting chance,
And when you get the choice to sit it out or dance.
I hope you dance... I hope you dance...
I hope you never fear those mountains in the distance,
Never settle for the path of least resistance,*

*Livin' might mean takin' chances, but
they're worth takin',
Lovin' might be a mistake, but it's worth
makin',
Don't let some Hell bent heart leave you
bitter,
When you come close to sellin' out
reconsider,
Give the heavens above more than just a
passing glance,
And when you get the choice to sit it out or
dance.
I hope you dance... I hope you dance.
I hope you dance... I hope you dance.
(Time is a wheel in constant motion always
rolling us along,
Tell me who wants to look back on their
years
And wonder where those years have gone.)
I hope you still feel small when you stand
beside the ocean,
Whenever one door closes I hope one
more opens,*

*Promise me that you'll give faith a fighting
chance,
And when you get the choice to sit it out or
dance.
Dance... I hope you dance.
I hope you dance... I hope you dance.
I hope you dance... I hope you dance.
(Time is a wheel in constant motion always
rolling us along,
Tell me who wants to look back on their
years
And wonder where those years have gone.)*

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

Please record your skits with your group
members and share it with some of
your cousins and friends.

Ask them about: What did they learn
from your skit.



Community



Big 🎯 Question 06

**Are we equal despite
our differences?**

LEARNING STANDARD

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

OBJECTIVE

I can define stereotypes and biases.

Cs IN FOCUS

Mr. Consciousness,
Ms. Communication,
Mr. Compassion



CONSTITUTIONAL VALUES

NA

MATERIALS

NA

SUMMARY OF PRE-WORK

Read the sentences.

For each sentence, tick the box based on what you think should be done by a boy or a girl. If both can do this action, put a tick in both the columns.

	Girl	Boy
1. Can cook delicious food		
2. Can drive well		
3. Has more friends		
4. Is more confident and aggressive		
5. Takes care of finances at home		

	Girl	Boy
6. Is better at taking care of small students		
7. Can teach sports in schools		
8. Can lead a company		
9. Can do make-up		
10. Can become the prime minister		

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (15 minutes)

Hello learners!



We have learned how people around us impact our behaviour and the difficulties we face when we stand up for our friends and families in the previous units.

This unit will teach us more about people around us beyond our school and family.

Can someone share who these people are?

Invite learners to share responses.

Members of our community!

Let's start by seeing a new word.

Write "stereotype" on the board and ask the students whether they have heard this word before. If they have heard of it, ask some students for an example.

Write the definition on the board: "A simple idea that many people believe is true about a group but is not true for everyone in that group."

Now, have you all heard the term perception? What is perception?

Please wait for the learners to react and take some responses.

Perception means a thing that is

accepted as the truth without any proof. It tells us how we interpret a particular thing or people because of our thinking.

Now, let us go back to the worksheet we solved. Look at the first question - Who can cook more delicious food? Raise your hand honestly if you marked Girls.

Ask 1-2 learners to share why they did so.

So, what happened here? There is a belief that girls can cook better. But it is not the absolute truth. Some boys may also like to cook, and boys can also cook delicious food. In fact, most professional chefs are boys!

Yash is a student in Pune who loves to cook. His dream is to be a chef! He is studying hard to learn all he can about food and cooking. He takes great pride in making beautifully decorated cakes. Here is one of his cakes! A fun fact is that many of the world's greatest chefs are men!



Image courtesy [freepik.com](https://www.freepik.com)

Sometimes, based on what we hear about some people, we think that everyone in that group must be like this. For example, all girls like the colour pink.

Are there girls in this class who don't like pink? Please raise your hands.

Are there boys who like pink? Please raise your hands.

Therefore, when we say all girls like pink. It is a stereotype.

Request learners to repeat the word 3 times after you, so they get the pronunciation right.

Today, we shall learn about this.

Point to the objective: I can define stereotypes and bias.

Through this, we will explore the big question: Are we equal despite our differences?

This would require us to reflect on our opinions deeply. Which C do you think we may need today?

Possible response: Mr. Consciousness



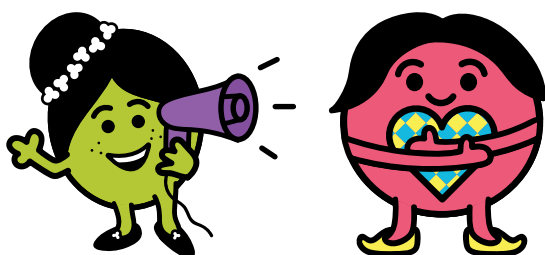
Learn (15 minutes)

Now, let's play a fun game to understand this better!

I'm going to read a sentence. If the sentence is a stereotype or a simple idea that is not right for everyone in a group, stand up, cross your arms, and say, "This is a stereotype!"

If not, stay in your seats.

Let us remember to practice Ms. Communication and Mr. Compassion by actively listening to each other without any judgement.



As learners engage in the game, pause after each sentence to discuss why it is a stereotype or why it isn't.

- Girls like to dress up. Stereotype, some may not enjoy dressing up.
- Some boys like to play with cars. Not a stereotype because some boys do.
- All doctors are men. Stereotype, there are female doctors too.
- Some people who wear spectacles may spend time on mobile phones playing games. Not a stereotype because some people spend a lot of time on devices, which affects their eyesight.
- Boys don't cry. Stereotype because anyone can express their emotions.

- Grade 6 students don't have anything meaningful to share. Stereotype because young students also have a voice and can understand and communicate things.

Thank you, learners! You have identified so many stereotypes today.

Reflect (10 minutes)



It's Mr. Consciousness time!

Let's think of a situation.

If I had begun to think that 'All of you like to paint' and would only do painting classes in class, how would people who don't like painting feel?

Invite learners to share

Possible response: won't have fun, feel bad, think others are getting more importance.

Which constitutional values will be compromised?

Possible response: Liberty, Equality, Justice.

Exactly! Defining and understanding stereotypes help us not to treat people unequally and unfairly.

Let's end class with a story of a student who is breaking stereotypes and promoting gender equality!

Tanushree, a 6th grader from Bengaluru, is working towards breaking gender stereotypes through a 'Sports Bridge' project. In her school, she noticed that girls and boys were not united and that everyone thought only boys played.

Do you think it's true or a stereotype?
Stereotype:

She believed that through playing sports together and showing teamwork, girls and boys would start respecting one another and learn how to collaborate, which would also translate into respectful behaviour in the class.

What can you do to treat girls and boys equally?

Turn and share one thing with your partner, please. You may also ask learners to put it in the chat box.

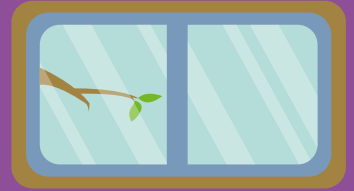
After Class Challenge (20 minutes)

Try to identify any 3 beliefs or ideas you have had or heard of in your community which you think are stereotypes.

Share this in the class WhatsApp group or with your friends in the class tomorrow.

OBJECTIVE

I can recognise my and others' stereotypical and biased attitudes.



C IN FOCUS

Mr. Consciousness,
Ms. Courage



CONSTITUTIONAL VALUES

Equality, Fraternity, Justice

MATERIALS

Video

Print-outs if needed
(Given on last page)

 Video



SUMMARY OF PRE-WORK

Draw the following people:

- Soldier
- Teacher
- Surgeon
- Fire fighter
- Pilot
- Nurse

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (5 minutes)

Hi learners!



Can all of you show me the beautiful images you have created as a part of your pre-work?

Celebrate learners on the work that they have done.

Now raise hands:

- If the soldier you have drawn is a man.
- If the teacher that you have drawn is a woman.
- If the surgeon that you have drawn is a man.
- If the firefighter that you have drawn is a man.
- If the pilot that you have drawn is a man.
- If the nurse that you have drawn is a woman.
- Have any of you drawn any of these people as a transgender?

After each statement, pause and ask learners to observe their classmates. Possibly most hands would go up. For the last prompt, most hands may be down.

Okay, let's debrief this:

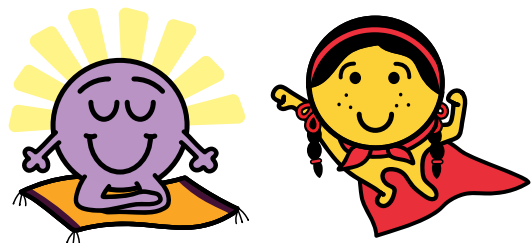
- What did all of them observe?

- Did we assign a particular gender to a certain kind of job? How did this happen?

Possible response: We assigned a particular gender to specific professions. This may happen because we generally see a female nurse or male soldier. There's not enough representation of transgender people in the media or professions, and because of this, they might not come to our minds quickly.

It's okay, learners. Sometimes, what we generally see or hear around us shapes our ideas and thoughts. This is how we also sometimes start forming stereotypes.

Today, we will be using a lot of Ms. Courage and Mr. Consciousness to identify some stereotypes we may believe in!



*Point to the objective:
I can recognise my and other's stereotypical and biased attitudes.*

Learn (20 minutes)

Before that, let's look at these pictures:



Image courtesy [freepik.com](#)



Image courtesy [unsplash.com](#)



Image courtesy [unsplash.com](#)



Image courtesy [indiatimes.com](#)



Image courtesy [unsplash.com](#)



Image courtesy [unsplash.com](#)

Encourage a few learners to share what they just observed.

Possible response: All genders can be in any profession.

Let's watch another video.

 Video



Pause at 1:11

Turn to your partners and share

- What do we think is the reason behind her bruises?

Ask a few learners to come back and share out loud in the class.

Possible response: Someone has hurt her, domestic abuse

Thank you for sharing. Let's hear what people in this video think.

Continue playing the video. Pause again at 2:06.

- Do you all agree with the people in the video? Is it similar to what you think?

Most learners may say yes.

Okay, let's continue watching the video. Pause at 2:30.

- Now, what do you think? What are the reasons behind her bruises?
- Raise your hands if you are surprised or never thought that this could also be the reason?

Let's watch and see how people responded to this. Pause at 2:54.

Great learners! Now turn to your partners and discuss two questions:

- Why did you think it was physical violence and not other things?
- Can you identify a stereotype that we often have?

Let's take 6 minutes to do this.

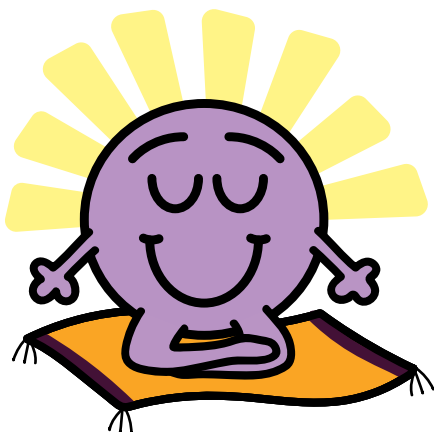
Encourage a few learners to share in the large group.

Learners, this may have happened because of various stereotypes we may operate with because we see them around us. These may look like this:

- All men are violent towards women.
- Women are weak.
- Women can't be into sports like boxing/ martial arts.

Are there any other stereotypes that you observed?

Reflect (5 minutes)



It's Mr. Consciousness time!

Today, through an activity and a video in class, we may have gotten a chance to reflect on our stereotypical/biased attitude towards different genders.

Think and share:

- Is there something you believed to be true but now realise it is a stereotype or bias? What is that?
- How did you come to believe in it?
- Do you think this attitude can be harmful to someone?

Learners, awareness is really important. If we recognise and reflect on our biases, we can be aware of not acting in ways that could be harmful and hurtful to others. This will also help us treat everyone equally and fairly.

After Class Challenge (20 minutes)

Have you ever said something or done something to someone because of your bias? Have you ever treated someone unfairly?

If yes, write an apology or apologise to them and make them feel special.

Print-outs if needed:



Image courtesy [freepik.com](#)



Image courtesy [indiatimes.com](#)



Image courtesy [unsplash.com](#)



Image courtesy [unsplash.com](#)



Image courtesy [unsplash.com](#)



Image courtesy [unsplash.com](#)

OBJECTIVE

I can recognize my own and other's stereotypical and biased attitudes.

Cs IN FOCUS

Mr. Consciousness,
Ms. Courage,
Mr. Compassion



CONSTITUTIONAL VALUES

Equality, Justice, Fraternity

MATERIALS

Print-outs of (if needed): (Given on last page)

SUMMARY OF PRE-WORK

Reflect on a time when someone judged you on who you are, what you do, and how you look etc. Make a note of your answers to the following questions:

- What did the person say?
- Can you identify a stereotype here?
- How did you feel?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (5 minutes)

Hello learners!



I am going to show you two images.



Image courtesy [etsy.com](#)

Doll A



Image courtesy [etsy.com](#)

Doll B

I am going to ask you a few questions now. For each of the questions, you have to choose between Doll A and Doll B.

If your answer is Doll A move towards the right of the room and if your answer is Doll B, move towards the left side of the room.

Virtually assign different signs to these two options.

- Which doll is pretty?
- Which doll is polite?
- Which doll steals?
- Which doll dances beautifully?
- Which doll speaks in English?
- Which doll is a bad doll? Why?

Pause after each prompt and allow learners to choose their options. If they seem confused, tell them that these two dolls represent two people who do different things and that they have to choose their options.

Possible response: For statement 1, 2, 4 and 5, learners may move to the right side of the room and for the other, they may move to the left.

- What made you choose your options?

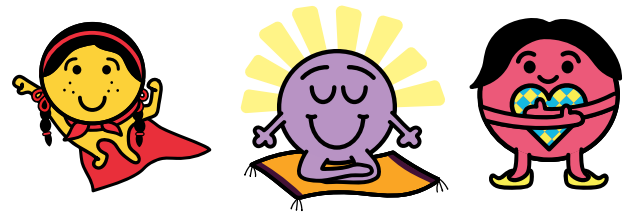
- Can you make a connection to what we are learning currently?

Encourage a few learners to share in the large group.

Learners, I hope this activity helped you identify more of the stereotypical and biased attitude that we may have.

Learners, we live in a society where these things happen and because we are a part of this society, sometimes we may also have the same thoughts. Today we are going to explore more such norms that we may have grown up believing in or hearing around us.

Therefore we will use a lot of Mr. Consciousness, Ms. Courage as well as Mr. Compassion.



Different people may share different things. Let's try not to judge and to listen with a lot of compassion.

Learn (25 minutes)

I will show you a series of images. You will look at them and think about the words that come to your mind when we look at these images.

You may think about what these people do, where they come from (city/ country), what they may like and dislike or any other characteristic that you may notice.



Image courtesy unsplash.com

Possible response: Poor, farmer, uneducated



Image courtesy unsplash.com

Possible response: Mother, Caring, Love

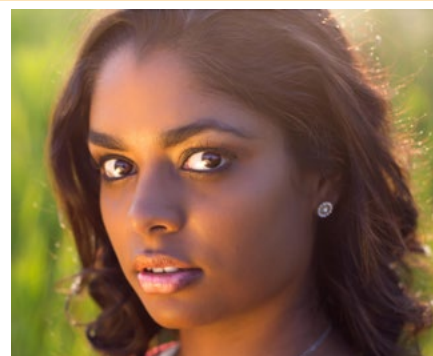


Image courtesy unsplash.com

Possible response: Woman, dark-skinned, south indian



Image courtesy [indianexpress.com](https://www.indianexpress.com)

Possible response: Transgender, happy, dancer

Please share with as much honesty as you can!

The things we think about people without knowing them, based on how they look are stereotypes. Sometimes, they can be true but they can be really harmful if they are not true. Because they lead to assumptions that may be hurtful to other people.

Learners may share different stereotypes and assumptions that may arise based on the images. Possible responses, might include farmers/ villagers are poor and uneducated

and girls who are dark don't find good suitors for marriage. Girls are generally taking care of kids/ family members etc whereas men are mostly outside doing adventure or running on bikes etc.

Raise your hands if you have ever believed that these things are true:

- All educated people can speak fluent English.
- Dark skinned people are not beautiful.
- People with smaller eyes and lighter skin tone are Chinese.
- Women who wear saris/ suits/ cover their heads are powerless.
- Men don't understand or show emotions.
- All transgender people love singing and dancing.
- Women should take care of their families.

Reflect (5 minutes)



It's Mr. Consciousness time!

Today, we spend some time identifying more of our stereotypical and biased attitudes. We have also learned that these stereotypes may be hurtful.

In your pre-work, you may have identified an instance when someone hurt you because of a stereotype or bias.

Please turn to your partners and share:

- What was the stereotype? Why did it hurt you?

Encourage a few learners to share in the large group after the pair

Think and share:

- Any other stereotypical attitude that you became aware of today.

Complete the following sentence:

One misunderstanding I had about _____ is _____. But, in reality, they are _____.

After Class Challenge (20 minutes)

Talk to someone you had a misunderstanding about. Get to know them by talking to them. You may ask things like:

- What do they like?
- What do they dislike?
- What would they want to become?

Print-outs of (if needed)




Image courtesy [unsplash.com](#) 




Image courtesy [unsplash.com](#) 




Image courtesy [unsplash.com](#) 



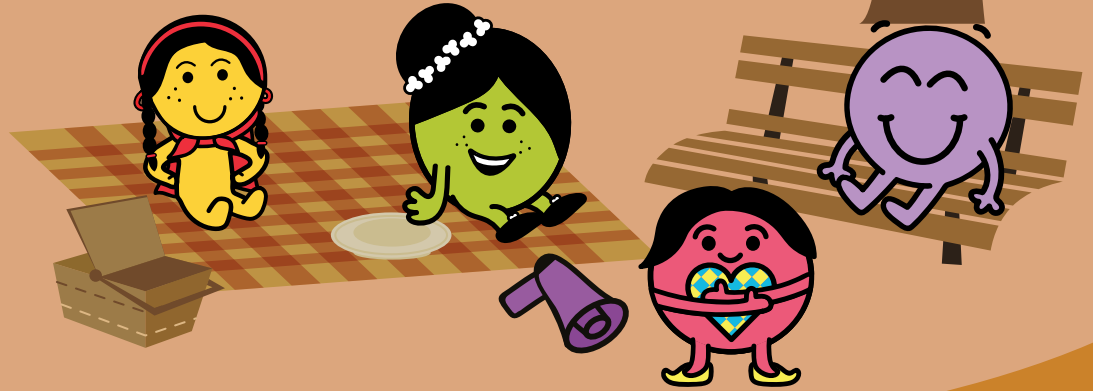
Image courtesy [indianexpress.com](#) 

OBJECTIVE

I can recount stories of people from my community who have been treated unfairly because of their group identities.

C IN FOCUS

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



CONSTITUTIONAL VALUES

Equality, Justice, Fraternity

MATERIALS

Share a personal story of injustice

SUMMARY OF PRE-WORK

Think of an example of injustice that you may have seen/experienced in your life

- What was the incident?
- How did the incident make you feel?
- Who made you feel this way?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (10 minutes)

Hi learners!



In the last few classes we have been talking about beliefs that we and society may have operated with, we have called them stereotypes. We learned how these stereotypes lead to biased behaviour at times.

Give me a thumbs up if you think these things lead to inequality:

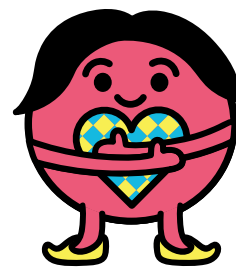
- Girls are not good at maths so they shouldn't become engineers. They should either do household chores or do teaching.
- Boys are rough and tough. Boys who cry are weak.
- People who wear short clothes are bad.
- People who cover their head are not educated.

Can you give a few more examples of such inequality?

Which constitutional values do you think are compromised because of this?

Possible response: Equality, Justice, Fraternity

Today we will try to be Mr. Compassion and try to recount stories of people from our community who have been treated unfairly because of their identities.



Point to the objective: I can recount stories of people from my community who have been treated unfairly because of their group identities.

Sometimes, we ourselves have been treated unfairly because of some groups that we belong to.

The first step to solve any of these is for us to speak freely about these issues, in a safe space.

Learn (20 minutes)

Today we are going to do something very special - it's called a Guftagu Circle.

A Guftagu circle is a space for us to share the stories of our lives - things we have gone through and places where we may have been treated unfairly. Please draw a circle on the board.

What is special about a circle?

Invite students to guess.

A circle is special because everyone is equal - everyone listens and everyone shares. That's how our Guftagu circle will be.

In our circle, we'll share things that may have made us feel unequal with each other. Remember that the most important thing is not just to share what happened but to share how it made you feel. You can share something that has happened to you, or something you have seen that has bothered you. And as others are sharing, we will practice really caring for them and respecting them. Which Cs will we need to do this?

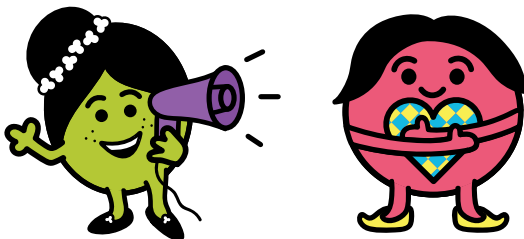
Possible response: Mr. Compassion, Ms. Communication

Request learners to sit in a circle. If the class is too big, you can divide them into two groups. Virtually, you may do this in breakout rooms or a big group.

Please model how to share an example of injustice that we may have seen around us by sharing an example from your life. Try to be as vulnerable as you can, as that will give learners the confidence to come up and share their stories as well.

One by one, students can voluntarily share such examples with each other. Some of these might be sensitive, so please be aware that everyone may not want to share, while some may be looking for confidence to do so. Request you to please be mindful of where each student might be.

Restrict the conversation to only sharing examples, and avoid getting into solutions for now. After each learner shares, request learners to all say together, "We are there for you. We respect you."



Reflect (10 minutes)



It's Mr. Consciousness time!

We have heard from many of our friends today about examples of unfairness they see around them. It takes a lot of courage to step up and share but also equal amounts of courage to listen with full attention. Let's share gratitude to each other for doing so in today's class.



Let's end by writing a short note of gratitude to the person on your right.

I heard a lot of you share how sad/hurt/disappointed you felt when all of this happened to you. Do you think anyone deserves to feel that way?

Possible response: No.

So, let us close out the class today with two statements. Please fill the sentences with whatever comes to your mind.

- We should treat others the way _____ (we want to be treated)
- When we see something unfair happening, we should _____ (stand up for justice)

There is no one right answer here, as long as learners are able to capture the essence of the statements.

After Class Challenge (5 minutes)

Share an act of injustice that you may have faced with someone in your community. After you have shared, encourage them to share theirs. Ask

them questions to understand what happened and how it made them feel.

We're going to use these stories in class tomorrow!

OBJECTIVE

I can recount stories of people from my community who have been treated unfairly because of their group identities.

Cs IN FOCUS

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



CONSTITUTIONAL VALUES

Equality, Fraternity, Justice

MATERIALS

Printouts of poems (Given on last page)

SUMMARY OF PRE-WORK

Talk to community members about the injustice they may have faced.

Make a note of the following:

- The act of injustice
- How did this person feel?
- What would you have done if you were in their place?

RESOURCES FOR THE TEACHER:

Synchronous Presentation



[Link](#)

Asynchronous Pre-work Document



[Link](#)

Spark (10 minutes)

Hello learners!



In the last class we shared stories of injustice. At home we talked to people about injustices that they have faced. Today, we'll continue to share stories that we or others have experienced or seen around us.

Point to the objective: I can recount stories of people from my community who have been treated unfairly because of their group identities.

Let's start by sharing some of what we heard as we spoke to people at home as a part of an extra class challenge.

Let me share the one that I got to know.

There is a famous temple in India where hundreds of people visit every day. One day, 2 boys, 3 girls, and 2 Dalit students entered the temple. The priest only allowed the boys inside and refused entry to girls and Dalits, quoting that it's a rule they have been following for years. The girls and the Dalit students were disappointed but felt helpless because it was the temple rule.

Invite learners to share.

Learners, why do you think we are talking about these stories of injustice?

Possible response: Only once we know what these acts are, can we raise our voices against these acts of injustices.

Exactly, learners!

On this note, let's read a powerful stanza from one of Maya Angelou's poems that talks about rising up against the act of injustices.

'You may shoot me with your words,

You may cut me with your lies,

You may kill me with your hatefulress,

But still, like air, I'll rise.'

Encourage a few learners to share what this may mean. Debrief it by saying that Maya Angelou is challenging everyone who tries to shut her down with their words or hatred. She believes in herself and says that she will rise.

Learn (20 minutes)

Let's now read some poems by students your age, who have talked about the acts of injustices that they have faced.

Please get into the groups of 4. Each group will have a different poem. As you read the poem, think:

- How is this student feeling?
- What kind of injustice has this student faced?
- What would you have done if you were in their place?

All of these poems are inspired by Maya Angelou's "Still I Rise." Let's take 10 minutes to discuss our answers. Please take help from Ms. Collaboration and Ms. Critical Thinking while doing this.

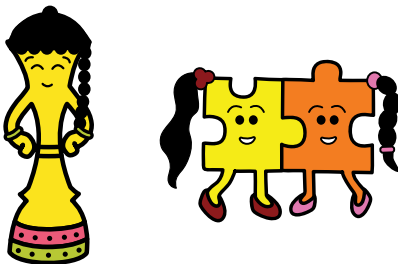


Image courtesy stellermagazine.com

Please distribute different poems to different groups.

*Born in a world, marked special
Handle with care
I am a girl child not to be educated.
Hey! That's not fair
too poor to send me to a free school?
Stop, don't you worry!
Why don't you pack me up, like a take-away meal.
Bury me alive or marry me in a hurry -
Rutuja*

*Wait, I survived!
I opened my eyes to fields brown and wide
Wobbly feet and tiny hands
Exploring only to find no school in sight
Now I am a bent back
A little less alive
Shackled by poverty
And privilege deprived - **Prachi***

*I am an ignored face
in the class of many
Uncared for, uneducated
The education underbelly
A name registered
for a mid-day meal
But you said you will come and teach
Wasn't that the deal - **Sujal***

*I'm sorry I don't understand
this information is too much to receive
I tried very hard
but now I am going to leave
You're not going to follow?
Won't you try to stop me?*

*I don't know any better
But you also let me go blindly? - **Amay***

*So I will rise
We will rise
We will rise
For the empowerment of every girl child
so she gets a chance to breathe
not just to breathe but also to shine
Oprah says, a new day is on the
horizon
and I will rise for that one day
when I and a million other girls like me
are taught in their classrooms not to
fit in but to stand out in every way. -
Rutuja*

Let's come back now. Which were the injustices the students spoke of?

Possible Responses: unequal and poor quality education, gender discrimination, poverty.

Let's think back to our Guftagu Circle discussion and the injustices we shared. All of us feel unequal sometimes and that things that happen to us are sometimes unfair.

Let's now think of things we can do when we see or experience injustice.

In your groups, you are going to discuss 3 situations and think about what you can do to make them better.

Please read out the situation, then pause to give groups time to discuss before you read out the next situation.

Situation 1:

Khushi's classmate Saniya has a physical

disability - she is unable to walk. People often laugh at her or keep their distance because they feel sorry for her. Due to this, she has also lost a lot of confidence. She just wants to be treated like everyone else. Khushi notices that Saniya is now falling behind in class, too. She often looks sad and lost.

Possible Response: Will speak to Saniya, help Saniya in the class to cope up, Talk to the teacher about how other classmates treat Saniya, stop other classmates from saying mean things.

Situation 2:

When Ravi's teacher breaks the class into pairs and asks him to pair up with Mohammed, he refuses and walks away, muttering, "I'm not going to sit with a Muslim!" Mohammed is confused and embarrassed. He is friends with everyone and genuinely likes Ravi. He eagerly wanted to be his partner.

Possible Response: Talk to Mohammad and ask him how he is feeling, Talk to Ravi and tell him this is wrong, come up with solutions with the teacher to strengthen unity in the class.

Situation 3:

Karen is interested in basketball - and is very good at it! When it is time for the basketball team to be formed, she goes and asks her teacher if she can try out for the team. Her teacher laughs. "You? A girl?" , he says. "Go join the sewing club or drawing club instead!"

Possible Response: Tell the teacher that you can't treat her unfairly because of

her gender. Everyone deserves equal opportunities.

some of the thoughts that came up in the groups.

Bring students back together and discuss

Reflect (10 minutes)



It's Mr. Consciousness time!

Thank you learners for showing so much compassion and coming up with solutions to fight against the acts of injustice we saw different people face in these scenarios. I saw how most of you spoke about using your voice.

Now, let's think about our class as a community.

Can we think of 3 things that all of us can commit to doing for everyone to feel respected? We can also think of things that we may do when someone feels disrespected.

We will do _____ for everyone to feel respected.

We will say / do _____ when we see someone being disrespected.

Ask all the learners to share in the chat box or a piece of paper or share out loud in class. These can be additional class norms.

Can someone share, which constitutional values will it help us foster as a class?

Possible Response: Equality, Fraternity, Justice.

As we end class, let me read you the last part of the poem written by the students whose verses you read. I'll read one line, and then you repeat after me. Let's all stand up and stand straight to do this.

*I stand before you a student
a thought inside a box*

*an idea in question
waiting in anticipation, eyes on the clock
I am a spark of curiosity lost in translation
between what is asked and answered
I am raised hands and straight backs
a set of rules anchored
I am the right to education
the reservation quota
the beti who needs to be saved
the education policy still in the pipeline
a merit list
thousands of names striked off from the muster
millions waiting to be written
but I am so much more than pieces of paper strung together
in different combinations and crafty names
I am the entire history of tomorrow
rising under a now untamed -*

Nakshatra, Keerti, Prachi, Rutuja, Riya, Arya

Can we see all these students embody Ms. Courage?



Maya Angelou's message - I Will Rise - is a very important thought. She says that when you are face injustice, do not just give in or give up or feel bad. Rise up! Rise like the sun!

Let's end class with this powerful thought. I'm going to say "We Will Rise" seven times - in different ways and you will repeat after me.

We Will Rise! Say this really softly, almost like a whisper.

We Will Rise! Say this loudly, with conviction.

We Will Rise! Say this quickly, in a rap-like rhythm.

We Will Rise! Say this in a singing voice.

We Will Rise! Say this with claps.

We Will Rise! Say this really slowly.

After Class Challenge

What do you wish to stand up for?

Let's become the poets ourselves and write our version of 'I Rise' for something you wish to stand up for.

You can use the following template to do this:

I hate to see _____,

It makes me angry and _____,

I believe that _____ should happen

For everything to become right.

I will not be quiet and do _____,

This is how

I will rise

I will _____

I will _____

Printouts of poems:

*Born in a world, marked special
Handle with care
I am a girl child not to be
educated.
Hey! That's not fair
too poor to send me to a free
school?
Stop, don't you worry!
Why don't you pack me up, like a
take-away meal.
Bury me alive or marry me in a
hurry - **Rutuja***

*I'm sorry I don't understand
this information is too much to
receive
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But you also let me go blindly? -
Amay*

*Wait, I survived!
I opened my eyes to fields brown
and wide
Wobbly feet and tiny hands
Exploring only to find no school in
sight
Now I am a bent back
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Shackled by poverty
And privilege deprived - **Prachi***

*So I will rise
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so she gets a chance to breathe
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horizon
and I will rise for that one day
when I and a million other girls
like me
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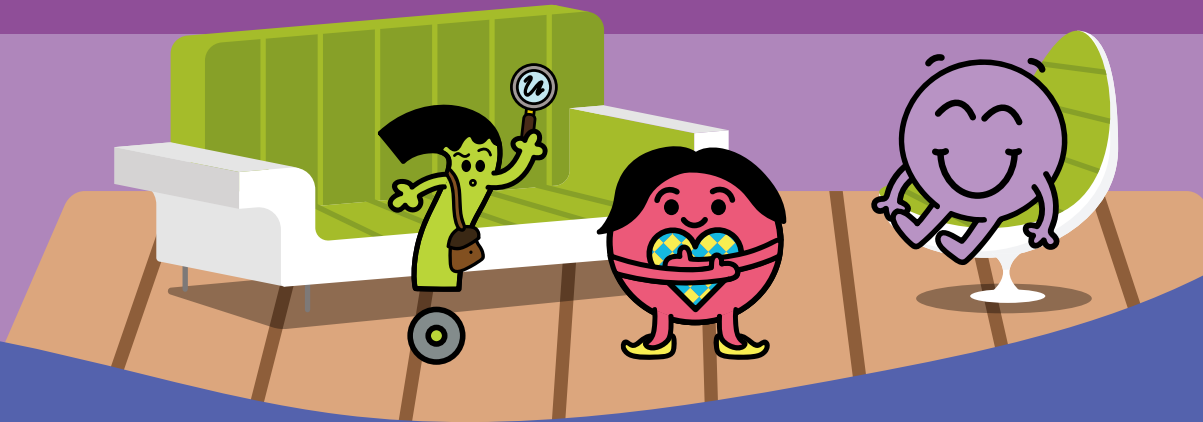
*I am an ignored face
in the class of many
Uncared for, uneducated
The education underbelly
A name registered
for a mid-day meal
But you said you will come and
teach
Wasn't that the deal - **Sujal***

OBJECTIVE

I can explain how the past and current treatment of groups of people, within my community, shapes the group's identity, culture, and power over time.

C IN FOCUS

Mr. Consciousness,
Mr. Compassion,
Mr. Curiosity



CONSTITUTIONAL VALUES

Equality, Justice, Fraternity, Liberty

MATERIALS

Note: please invite 3 members of the community, ideally more experienced members of diverse social identity (for example: a working woman, a working man, home-maker woman or people of diverse religious /caste identities), who will be able to answer questions about equality and justice that they have experienced in the community over time.

You may share these questions with the panelists in advance. Feel free to tweak or add any other question based on needs and context.

- *How would you like to describe yourself?*
- *How have you evolved from your childhood to now? What are some changes that you have gone through?*

- *What are some changes you see around you? Do these changes make you happy or sad?*
- *Have you ever experienced inequality or injustice in life or have seen that happen around you? How did it effect you? How did you overcome it?*

The key idea behind the panel discussion is for learners to understand how someone's social identity creates or reduces opportunities for them while acknowledging the social changes that have happened over time.

This special lesson can be taught by inviting some parents and an elderly person from the community for a panel discussion. Based on interest, select 2 students who would like to moderate the discussion. Before the class, show them a few examples of how panel discussions are conducted and request them to come in with 2-3 questions prepared for our guests.

SUMMARY OF PRE-WORK

Tomorrow we're going to have a really special class!

We're going to have some special people in our class to talk about things they have observed and faced over time in their community.

For this, we'll be asking them lots of questions.

Today at home please think about the questions you'd really like to ask them in order to understand equality and justice even better.

Each of you can bring in 2 questions each.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (10 minutes)

The idea of this class is to help students understand how past and present treatment of groups of people within the community shape the identity, culture, and power of that group over time.

Today we are going to have a very interesting class because there will be some new guests in our class. You may have seen them before in our community. Today they will be our teachers!

Please greet them with a big thank you and your widest smiles!

For the last few days we have been learning and reflecting on practices which we have seen in our community - these practices may have led to stereotypes, biases, unequal or unjust behaviour towards some communities.

Today, as we speak to these people from our community, we will try to unpack how our experiences lead to shaping our identities in the communities.

Point to the objective: I can explain how the past and current treatment of groups of people, within my community, shapes that group's identity, culture, and power over time

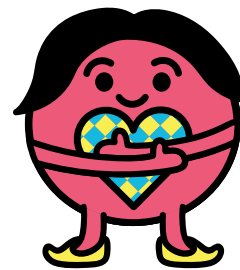
Today we are going to use Mr. Curiosity, and ask lots of questions to our guests.



Hello learners!



This will help us understand how things were in the past and how they have changed over time. As we listen to them, remember to be respectful and compassionate.



You can bring in a chart with possible topics around which students can ask questions or write them on the board. Share a few examples of what these questions could look like. For example:

- How have the roles of men and women evolved over time?
- Which caste do you belong to? Have you been treated differently because of that?
- Do you think everyone is equal? If yes, why? If not, why?
- Do you think education is important for all? Why?
- Should people have freedom to choose what they want to do, how they want to live, what they want to wear etc?

Let's take 5 minutes to think about the questions you have prepared at home. Out of those, write 1 question on a piece of paper, fold it and put it in a bowl.

The idea is to have 1 question from each learner and asking the community members to respond to those.

Learn (25 minutes)

Start by requesting the panellists to introduce themselves first, and then ask the moderators to do the same. While they are doing this, you may want to go through the questions put down by learners and shortlist some of them.

Post the introduction, start with asking a couple of questions based on the key themes. Some sample questions are given below. Feel free to tweak it as per context of the group.

- How would you like to describe yourself?
- How have you evolved from your childhood to now? What are some changes that you have gone through?

- What are some changes you see around you? Do these changes make you happy or sad?
- Have you ever experienced inequality or injustice in life or have seen that happen around you? How did it effect you? How did you overcome it?

At the end of the discussion, open it up to the learners who may have additional questions they might want to ask.

Close out by expressing gratitude to the panelists for giving their valuable time to come to the class. You may ask some learners to create gratitude notes for the panelists.

Reflect (10 minutes)



It's Mr. Consciousness time!

Think and share on the basis of what you heard today:

- Were things different in the past? Have they improved?
- Which were some groups who have faced discrimination?
- Are things the same today? What is different?

On a scale of 0-5, show me on your fingers, to what extent the following statements are true.

- The people we interacted with today, are very different from each-other.
- Since they are different people, they should be treated differently.

Learners, we may be very different from each other because of our different identities. But over so many years these identities have also defined the places people live in, the opportunities they get, treatment they receive from others, the influence they have on society. All this leads to a lot of inequality and injustice.

Remember, whenever we see or hear any such injustice, we need to RISE!

After Class Challenge

Observe your surroundings through the day. Identify different acts of injustices around you. Practise raising your voice and try to stop the act of injustice.



Big Question 07

**How do our identities
in the society shape
our experiences?**

LEARNING STANDARD

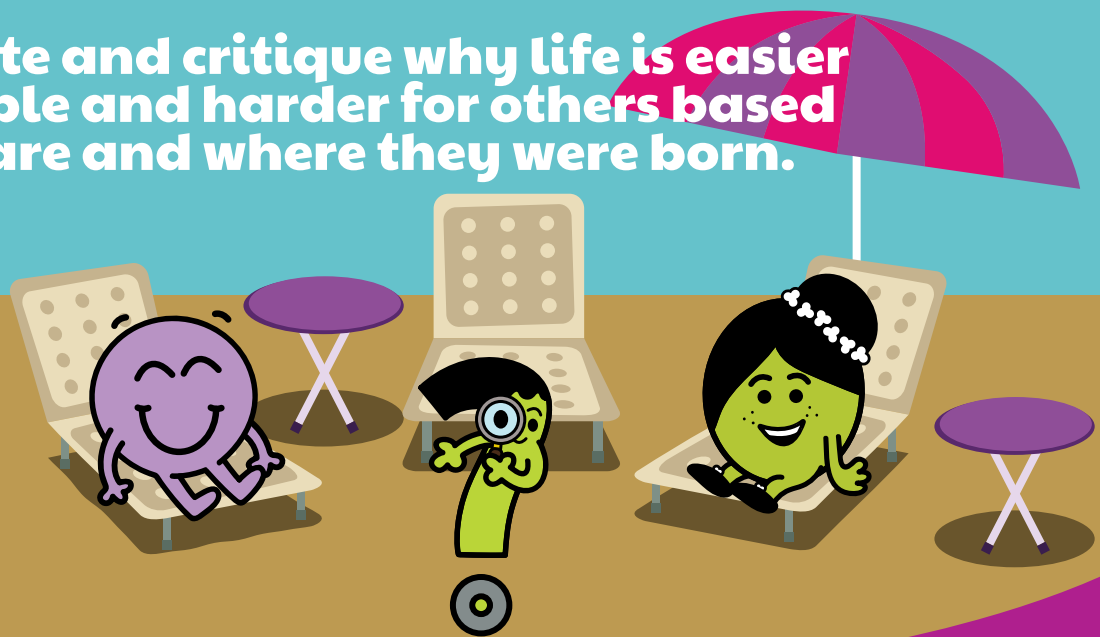
**Students will analyze the influence
of power and privilege**

OBJECTIVE

I can articulate and critique why life is easier for some people and harder for others based on who they are and where they were born.

Cs IN FOCUS

Ms. Communication,
Mr. Consciousness,
Mr. Curiosity



CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

MATERIALS

A mirror (or a picture of one)

SUMMARY OF PRE-WORK

Think of a time where you gave up on your dream because you believed that it was not meant for you.

- What was this dream?
- What made it impossible for you to achieve it?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (15 minutes)

Hello dear learners!



We've been discussing important ideas around justice and learning what we can do when we or others face injustice.

While people being unfair to each other is something that we should stand up against, we also hear many times that life itself is unfair. Why do people say this?

Today, we will explore the reason, and ways to share how this unfairness plays out in our lives. Are you ready?

Point to the objective: I can articulate and critique why life is easier for some people and harder for others based on who they are and where they were born.

As we do this, over the next couple of lessons, we will also explore the answer to this big question:

How do our identities in society shape our experiences?

I am going to ask you a few questions, and you have to answer them by silently raising your hands if you think the answer is a YES and crossing your arms if you think it is a NO.

As learners respond, please pause to ask learners why they think that. Do not correct them, let them learn by listening to each other.

- Can we choose the family we are born in? No
- Can we pick the school we go to? Yes
- Can we choose the religion we want to follow? Yes
- Can we choose where we are born? No
- Can you choose how much you want to study? Yes
- Can we choose how we look? No
- Can you choose who you want to be friends with? Yes
- Can we choose the kind of person we become when we grow up? yes

Alright, the purpose behind this activity was to understand that there are some things that we have a right to choose - such as what we study, the kind of person we become and the religion we follow, and that there are some things that we can't choose but are given to us - such as our family, our place of birth, our looks.

Please remember this as we move forward in our discussion.

Learn (15 minutes)

I will be sharing 3 statements with you. Choose the one that you agree to the most and move to the assigned part of the room.

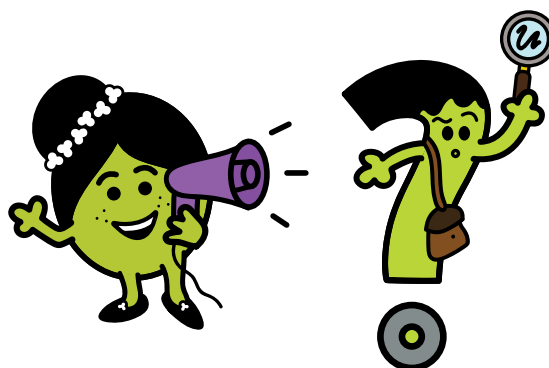
- Move to the right side of the room if you believe your future is determined by the family and the resources that you were born with.
- Move to the left side of the room if you believe your future is determined by the school or college you study in.
- Stay in the centre if you believe your future is determined by various choice you make and opportunities you leverage in life.

Encourage learners to pick a statement for themselves. Once they are in different groups, ask 2 learners from each group to share why they have chosen a particular side.

As we listen to each other's reasons, let's remember to actively listen like Ms. Communication.

After learners have heard different responses, ask them ask questions.

Now that you have heard different perspectives, do you have any question for any of the groups or individuals? Let's practice Mr. Curiosity and deeply think about what you may need to understand about other group's perspective.



Some possible responses are:

- If you are poor you cannot go to a good school. If you aren't able to go to school, you may not get a job. If you are born in a high income family, you may be safer, healthier and have more opportunities.
- Even though you may not have the same opportunities you can work hard, go to school, uplift yourself and your family.

Synthesise by sharing:

We cannot decide where we are born, but we can decide who we want to become when we grow up. It may be more difficult for you to reach your dreams with lesser resources in comparison to the one who has more of it, but it is possible. Only if everyone had equal opportunities irrespective of where they come from, families they belonged to, we may have had to face the same amount of difficulty.

Reflect (10 minutes)



It's Mr. Consciousness time!

Let's end this class with an important idea.

Take out a mirror or a picture of a mirror.

What is this?

Response: A mirror.

What happens when we hold up a mirror and look into it?

Response: We see ourselves.

Mr. Consciousness has a secret message for you - he says - always start by looking in the mirror. Look at yourself. Look at the real situation you are in. Even if you haven't caused the situation, remember that you can do something about it.

Some people look outside and blame others when things go wrong. But the people who are more successful are those that pick up the mirror and do something about it.

Please take out your notebook and draw yourself as if you are looking in the mirror. Think of your dream that you had thought about in your pre-work. Do you think that you can do something about it? How would you pursue it now?

After Class Challenge (5 minutes)

Put up the poster of you looking into the mirror in your house.

Share the idea of looking into the

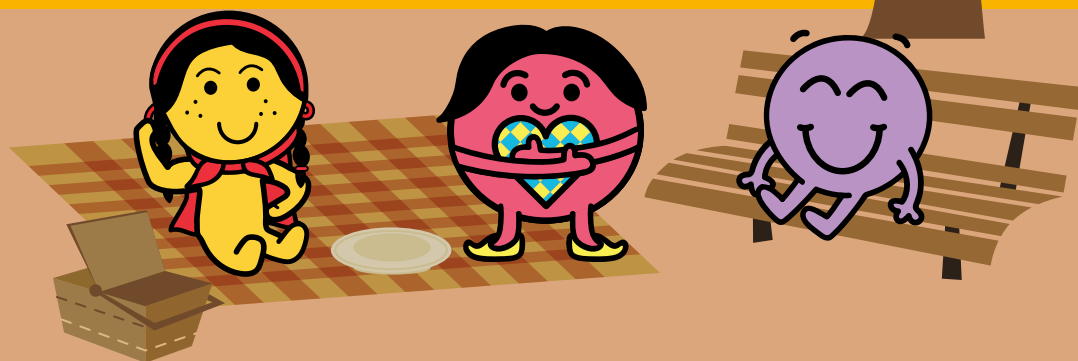
mirror with 2 more people from your community and encourage them to share their dreams with you.

OBJECTIVE

I can articulate and critique why life is easier for some people and harder for others based on who they are and where they were born.

C IN FOCUS

Ms. Courage,
Mr. Consciousness,
Mr. Compassion



CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

MATERIALS

Song: This little light
of mine

 Video



SUMMARY OF PRE-WORK

Think of a time when you thought your life was harder than others.

- Who did you compare your life to?
- What do they have that you don't have?
- What would you do if you had that?
- What can you do to be there? Take help from Ms. Courage to answer.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



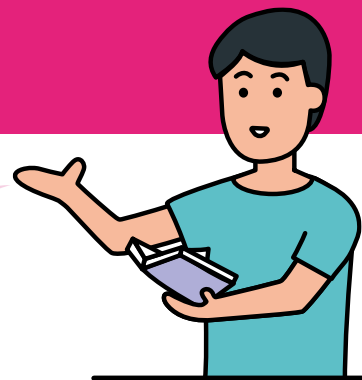
Asynchronous Pre-work Document

 Link



Spark (20 minutes)

Hello learners!



For our class today, we have two friends joining us. Can you identify who they are?

Please show the following 2 pictures one at a time with the learners.



Image courtesy [wikimedia.org](#)

Raise your hands if you know him. Ask one of them to share the name.

Response: Virat Kohli, ex captain of the Indian Cricket team.



Image courtesy [en.wikipedia.org](#)

Raise your hands if you know her. Ask one of them to share the name.

Response: Mithali Raj, Captain of women's Indian National Cricket Team

Most learners may raise their hands in the first picture rather than the second one.

Very few of us know Mithali Raj, even though she plays for the women's cricket team!

Despite playing the same sport, why do you think this happened?

Possible response: We don't see her on TV, ads, news etc.

Despite doing the same things, being at the same place, women sometimes may get less attention, money, fame or recognition.

Today, we will continue to discuss how our social identities (who we are and where we were born) may determine the life we live.

In your pre-work, you may have answered a question.

Can some of you share: Whose life do you think is easier than you and why?

Encourage a few learners to share.

Learn (20 minutes)

We will do an interesting activity today. We will be stepping out on to the school grounds for this.

Once on the ground, get everyone to stand at the same starting line. Virtually, you may ask learners to keep adding 10 for every statement they agree to.

I will read out a statement, and you have to move one step forward (add 10) each time the statement is true for you. Please try to do this in complete silence so everyone can think about the activity as we go through it.

Statements:

- Step forward if your parents went to school.
- Step forward if you have never been labelled because of your caste or religion.
- Step forward if your family has never struggled with money.
- Step forward if you have a healthy body.
- Step forward if your family has always had enough food at home.
- Step forward if one of your parents has a steady job.
- Step forward if your parents went to college.
- Step forward if you are a boy.
- Step forward if you have your own room in the house.
- Step forward if you speak English at home.

Look at the final result of the exercise.

In groups of 4, share:

- How do you feel about coming forward from the line?
- Are there people ahead of you or people behind you? Do you think they are better/ worse than you?

Encourage some learners to share in the large group.

Everyone started at the same line but is everyone at the same place now? Why/ Why not?

Virtually, ask learners to show their final scores on the chat. Everyone started with the same score but do you all have the same score now?

Possible response: All of our realities are different.

Exactly learners, who we are sometimes result in the opportunities we get, which may help us move forward in the line. If we have been denied those opportunities just because of our religion, gender, caste or class, people may fall back on the line, making life slightly difficult or unfair for them.

Reflect (5 minutes)



It's Mr. Consciousness time!

If we were to decide the winner by seeing who has reached the most ahead of the line / has the highest score on the basis of this, would that be air? Why/ Why not?

Encourage different learners to share responses and synthesise by sharing - the opportunities that we get should not depend on who we are because that leads to inequality and injustice.

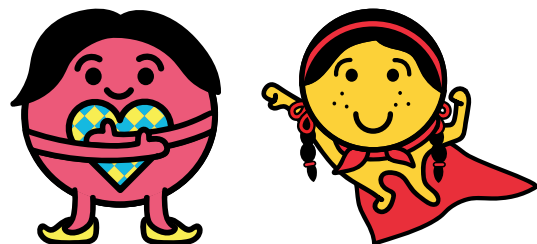
Let me ask you a quick question. If in a class, one learner has no pen and the other has five, should we ask the one that doesn't have a pen to not come to school? Why/ why not?

What can we do instead?

Possible response: Share the pen. Irrespective of what the person has/ doesn't have, that shouldn't be divided into an opportunity to study.

Similarly, all of us in society can also have different types of difficulties. Some people's difficulties can be more than others. In these times, we may use Mr. Compassion to help others and Ms. Courage to independently fight through challenges.

Ms. Courage is important so that where we come from should not define where we will go, all of you have a right to RISE.



Let's close out the class with singing a beautiful song that will motivate to rise and shine when you face challenges-



Sing the song with students: "This Little Light Of Mine"

What do you think is this little light?
What does this song teach you?

Possible answer: Light is our potential, the song teaches us to always display our potential, no matter how hard things get!

Everyone has an inner light and they should let it shine.

After Class Challenge

Play the This Little Light of Mine song for someone in your family and ask them to share their light- potential with

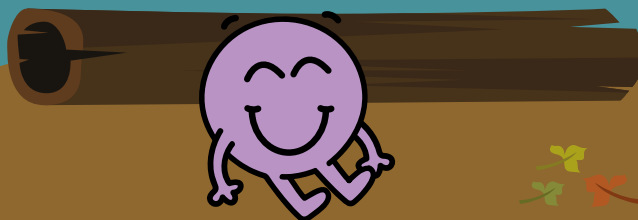
you, may be something that they dearly love about themselves.

OBJECTIVE

I can describe the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.

Cs IN FOCUS

Mr. Consciousness,
Ms. Courage



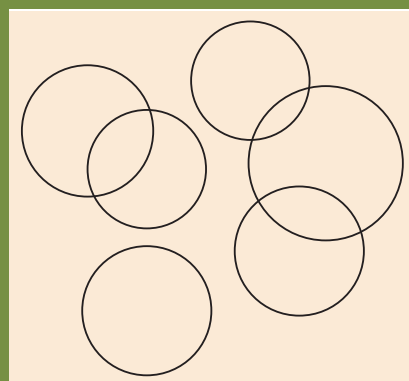
CONSTITUTIONAL VALUES

Liberty, Fraternity

MATERIALS

Bubble blower/ Chart paper

Print-outs of bubble chart.
You may also ask learners to draw this in their diaries.



SUMMARY OF PRE-WORK

Think about the different communities you are a part of:

- Your gender
- Your religion
- Your community
- Your country
- Your group of friends
- Your family
- Your age
- Your hobbies

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (15 minutes)

Hello, dear learners!



Over the next 5 days, we will think about the many groups we belong to, the social identities we hold, how sometimes that helps us, and how at other times it hurts us.

They may also have the power to define our power and influence in society.

There are 2 important words we need to learn for this. The first is community.

Community means a group of people who share something in common.

Can you give me examples of communities?

Possible responses : School community shares going to the same school, religious community shares belief in a God etc.

The second important word for us to learn is identity.

Identity is the beliefs and qualities of a person or a group of people. Communities may sometimes give us our identity.

For example, a community of wealthy white men may think they are better than others – that is their identity. A community of students living in an orphanage may believe they are not good enough – that is their identity.

Let's do a fun activity to identify communities we are a part of.

Learn (15 minutes)

Bring a bubble blower and blow bubbles. If you cannot get bubbles, just draw them on chart paper and cut them out individually or show them this image.

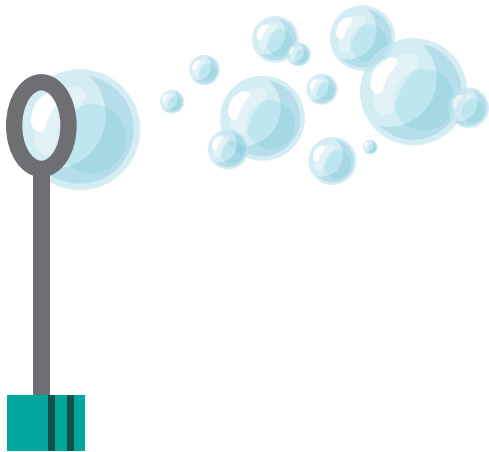


Image courtesy unsplash.com

What do you see?

Can you see how sometimes bubbles are whole and sometimes they come together?

Think about each of these bubbles as a community. Now you can be a part of many communities.

For example,

This bubble is my family – that is one community I belong to.

This one is my classroom – a community I share with all of you.

This one is my religious group.

This is the gender I belong to.

This one is my friend's community.

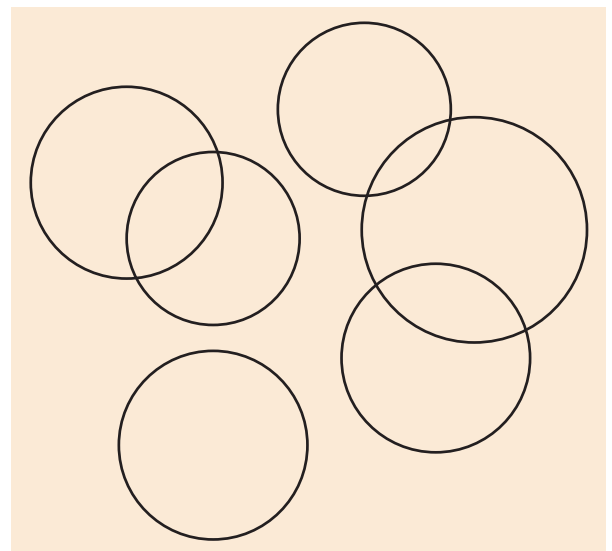
This one is the world – I belong to the world too!

Sometimes, like with the bubbles, many communities come together.

For example, my friend's community and my school community come together as I have friends in school!

Please demonstrate this by filling out the bubble chart yourself.

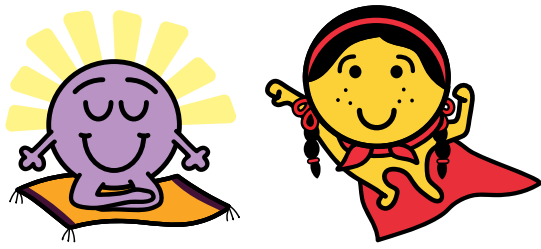
So let us put the communities that we belong to in the bubbles. Identify which ones may overlap and which may be clubbed together.



I will now read out sentences, and if you feel that sentence is a part of your identity and any of your bubbles, you will stand up.

Remember, there is no right or wrong, good or bad, here. All identities are

unique and precious. Let's use Ms. Courage and Mr. Consciousness while responding.



- I am a young boy.
- I am a student.
- I am a member of a sports team.
- I am an artist.
- I am an Indian.
- I am a member of a family.
- I am a citizen of Delhi.

- I am a Sikh.
- I am an atheist. I do not believe in God.
- I have enough money.
- I do not have enough money.
- I am a citizen of the world.

How many of you stood up more than once in this activity?

Possible response: Most learners will say yes.

These identities, and many more, make up who we are. This means we all may have multiple identities and can be part of different communities.

Reflect (5 minutes)



It's Mr. Consciousness time!

Using Mr. Consciousness, close your eyes and think about all the communities you are a part of.

Fill this statement:

I am a part of ____, ____, ____ and ____, but I find ____ the most special.

Have a few learners share with the group.

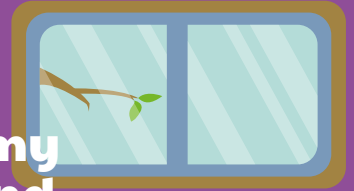
After Class Challenge

Encourage one of your friends in the community or a family member to create their community bubble chart.

Make a note of what's similar or different in your communities.

OBJECTIVE

I can describe the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.



C IN FOCUS

Mr. Consciousness,
Mr. Creativity



CONSTITUTIONAL VALUES

Liberty, Fraternity

MATERIALS

NA

SUMMARY OF PRE-WORK

In the previous lesson, we talked about communities.

Think of different words that you would use to define yourself. These can be part of the communities you are a part of and can also be some of your personality traits.

For example, the first word I would use to describe myself is that I am a woman. The other word I may use is strong.

List down at least 6 of these words.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)

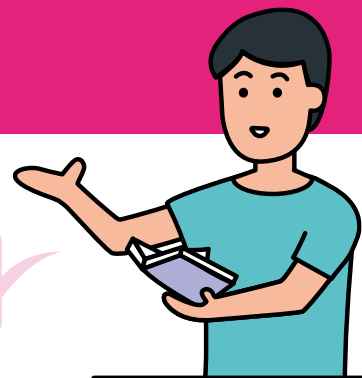


Asynchronous Pre-work Document

[Link](#)



Spark (15 minutes)



Hi learners!

Let us begin today by reading a poem. This poem is written by Shel Silverstein and is called 'Colours'.

Read the poem with many expressions, asking students to repeat after you.

My skin is kind of sort of brownish

Pinkish yellowish white.

My eyes are greyish-blueish green,

But I'm told they look orange at night.

My hair is reddish blondish brown,

But it's silver when it's wet.

And all the colours I am inside

Have not been invented yet.

Now, let us think about some questions:

- What does Shel mean by colours?
- What do the last two lines mean?

Encourage a few learners to share and synthesise by sharing:

The poet thinks that each identity is of a different colour. Given that we may have multiple identities, we are all very colourful people.

So today, let us see how colourful we are.

Learn (15 minutes)

In your pre-work, you listed 6 words that may describe you.

- Think of a colour that represents these words the best.

For example, I may choose Blue for a woman and Red for Strong.

- Now, create an outline of a human body. You can also create this outline keeping in mind yourself.
- Add all these colours to this outline.

Let's see this, for example.



Use a lot of Mr. Creativity to do this.



Can all of you show your colourful identities?

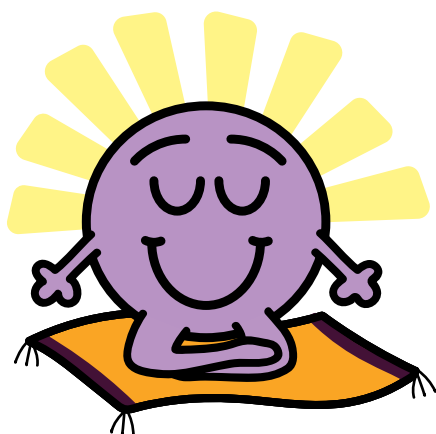
Appreciate learners for the work that they have done.

Turn to your partner and show your colourful identities.

Your partner may have to guess the 6 words just by looking at the colourful identity.

Are you ready?

Reflect (5 minutes)



It's Mr. Consciousness time!

Think and share:

- What is similar between you and your partner's portraits?
- What is different between you and your partner's portrait?

Encourage a few learners to share in the large group and synthesise by sharing:

Each of our portraits are so different because each of you have such different and dynamic identities, but what is similar is how each of you is so unique and colourful.

What do you think would have happened if we all had the same identities and personalities? What would our portraits look like?

Possible response: Maybe less colourful and beautiful.

Thank you so much, learners. Each aspect of our identity makes us unique and colourful, which makes us all special.

So let's close out by singing these lines together. We will move around in the room, sing this with everyone and give high-fives to as many friends as possible.

We're so special.

We're so special,

Can't you see?

Can't you see?

Each of us is different.

Each of us has different identities.

After Class Challenge (5 minutes)

Remember, you asked one of your friends to create their community bubble chart. Encourage them to create colourful personalities using the steps you practised in class.

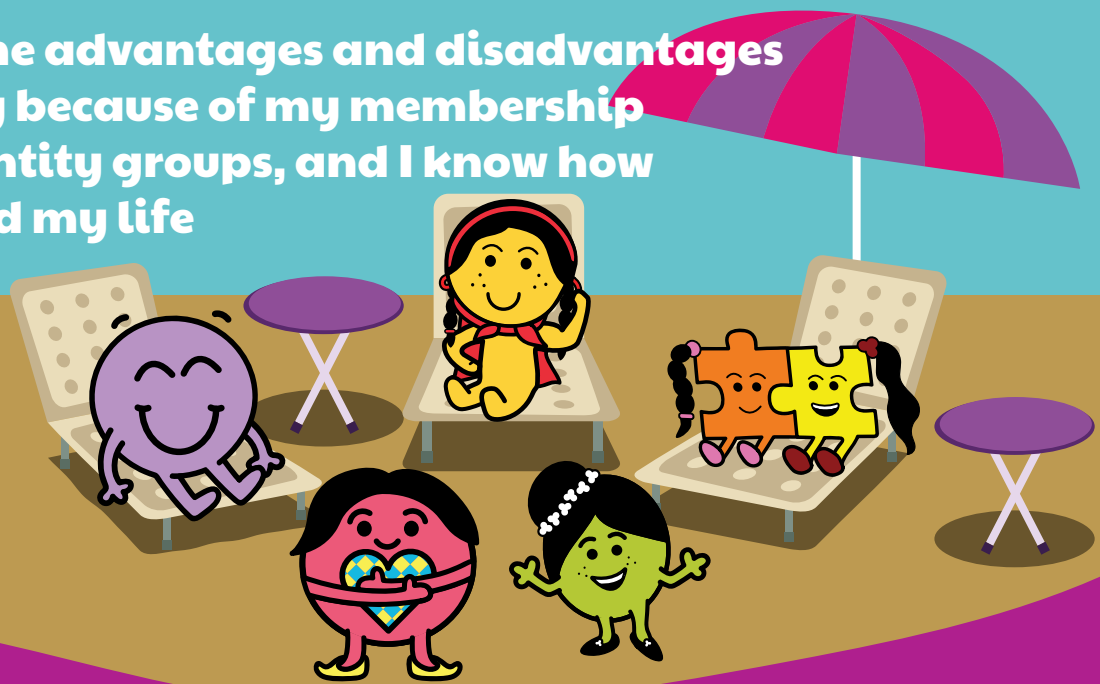
Share your colourful portraits with each other and try to identify similarities and differences.

OBJECTIVE

I can describe the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life

Cs IN FOCUS

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



CONSTITUTIONAL VALUES

NA

MATERIALS

Mahatma Gandhi
pushed out of a train

 Video



Personal examples of when you were treated unfairly because of your identity.

SUMMARY OF PRE-WORK

Think of the time when you have seen someone being treated unfairly. Make a note of:

- What was happening?
- Who suffered?

- Why did they suffer?
- Which part of their identity led to this?

You may make a note of multiple such instances. We will be using these in class tomorrow.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



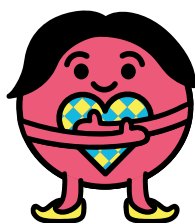
Spark (5 minutes)

Hello, learners!



Today we are going to do something difficult.

We will use Mr. Compassion and practice empathy for people treated badly because of their identity.



Can you think of examples of people being treated badly because of their skin colour, nationality, or gender?

Think of the lessons that we have already learned.

Possible answers: they may share that they can't go out because of gender or people who are poor don't get enough respect.

Did you know that in Germany, a man called Hitler believed that Jewish people were not good and should be killed?

Adolf Hitler, Dictator of Germany and a leader of the Nazi Party



Image courtesy [wikimedia.org](#)

One day, all Jewish people were

ordered to put stars on their clothes so they could be identified as Jews. These Jews were picked up, and over 6 million Jews were killed.



Image courtesy [film-history.org](#)

Hitler's army identifying Jewish people and marking them with stars.



Image courtesy [prisonsblog.com](#)

Jewish men found in concentration camps where they were tortured to death.

This was because he did not accept that different people could worship God in different ways.

How would you feel if something like this happened in your community?

Possible response: Bad. Scared. Disappointed.

Which constitutional values are not followed here?

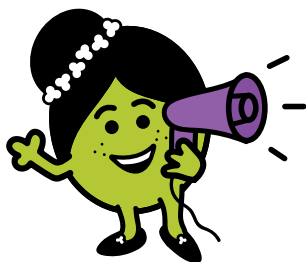
Possible response: Equality, Justice, Fraternity, and Liberty

Learn (25 minutes)

Today, we are going to learn about some people from India and how people were mistreated because of their identity.

You may divide learners into three different groups and ask different groups to read stories and answer questions in case they are comfortable with independent reading and have high comprehension levels. Otherwise, you can share and debrief all the stories in a large group.

Let's hear the first story carefully. We will use Ms. Communication for this.



Story 1:

Let's watch this video: Mahamata Gandhi pushed out of a train



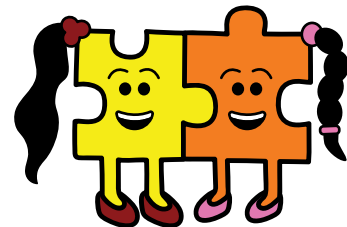
After 30 seconds, pause and ask learners if they know who this man is.

Encourage learners to guess by giving them hints: a man who helped us gain independence is dearly known as Bapu. Continue the video and let learners watch till then. Ask someone to synthesise what happened in the video.

Possible response:

Gandhiji was a lawyer and one day bought a first-class ticket to travel on a train in South Africa. He sat peacefully in the train when asked to leave the first-class compartment.

Now turn to your partner and, using Ms. Collaboration and Mr. Compassion, discuss:



- Why do you think he was asked to get out?
- Which identity of Gandhiji led to this?
- Was he treated fairly or unfairly?

Encourage a few learners to share in the large group.

Possible response: He was treated unfairly because of his skin colour.

Have you ever faced something similar or seen something similar around you because of your/ people's skin colour?

Encourage a few learners to share. You may share a personal example to encourage learners to share.

None of this could deter Gandhiji's spirit. He chose his non-violence ways, advocated for equality and helped India gain Independence.

Which Cs do you think Gandhiji practised?

Possible response: Ms. Courage



Story 2

This story is of one of the students named Rehan, who lives in a community near an enormous mountain of garbage. The people there don't get clean water. Outside his community, where people have more money, the streets have extra street lights, but there are no street lights in his community, and the streets are dark. This caused lots of problems for the people there.

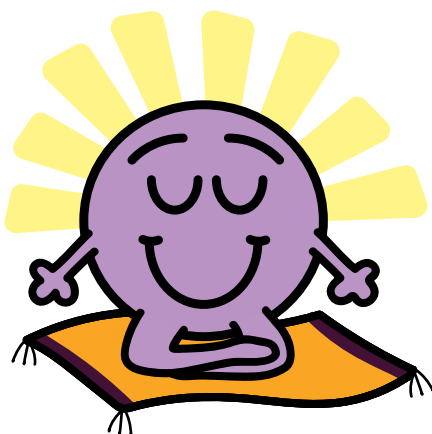
- Why do you think Rehan and his community are facing this challenge?
- Is it fair or unfair, and why?

Encourage a few learners to share in the large group.

Possible response: He is treated unfairly because of not very rich.

Have you seen people treated differently because of how much money they have?

Reflect (10 minutes)



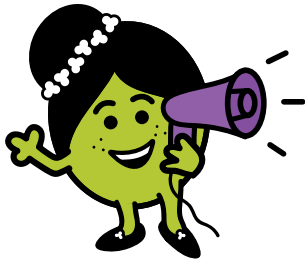
It's Mr. Consciousness time!

Think and share:

- How did you feel hearing these examples?
- I will share a few statements. Give me a thumbs up if you agree with the statement and a thumbs down if you disagree.
- Poor people don't deserve basic electricity and a clean community.

- Girls are weaker than boys and should remain silent in front of them.
- Lighter-skinned people are better than dark-skinned people.
- Young students' opinions don't matter.

Pause after each statement and ask learners to share their reasons.



We've thought about a lot of difficult things today. Let's now talk about something that may help us change this. We are going to do this by writing Speed poems.

Think of one thing you feel when someone is treated unfairly.

Think of a time when you helped someone who was treated unfairly.

Think of what you would do in future to ensure that people are not treated unfairly.

Write a poem in just 3 lines using those words. My poem looks something like this:

When I see pain, my heart goes thump,
thump, thump

I rush over with care and a smile

And do what I can to help.

Share your poems!

Encourage some learners to share this out loud in the class.

If time doesn't allow, ask learners to do this at home and share their videos on WhatsApp groups.

After Class Challenge (5 minutes)

Talk to 3 members from your community and ask them the following questions:

- Have they ever been treated badly?
- How did it make them feel?
- What did they do?

Listen to their experiences using a lot of Mr. Compassion.

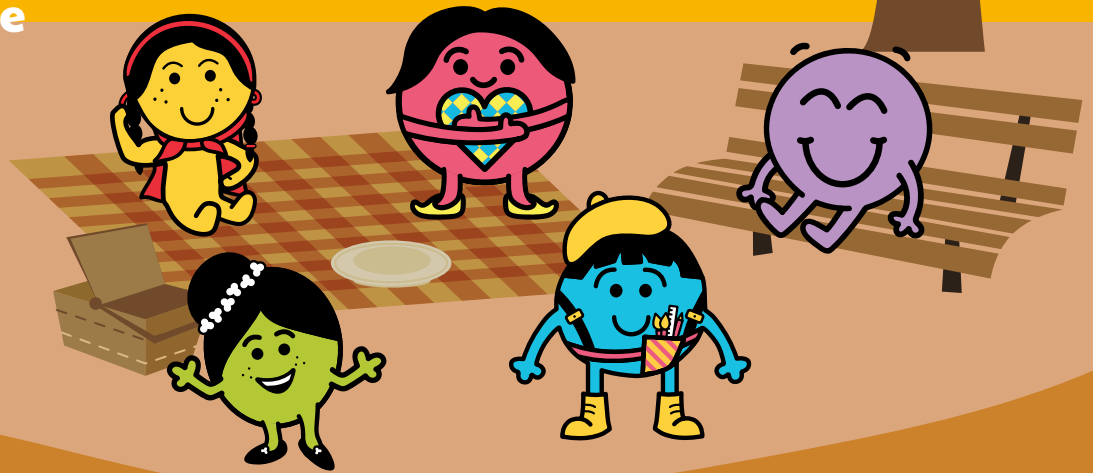
Make a note of different identities because of which they were mistreated.

OBJECTIVE

I can describe the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life

C IN FOCUS

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



CONSTITUTIONAL VALUES

Fraternity, Justice

MATERIALS

Please share your life-maps (the rocks and high moments of your own life) with learners by plotting them on a path. The more openly you share, the more you will create a safe space for your learners to share.

SUMMARY OF PRE-WORK

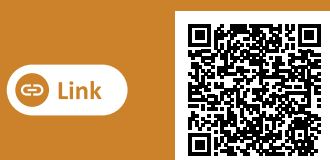
Think of the following:

- Some things that have made you happy in life since the time you are born.
- Some things that have made you sad/ hurt you since the time you are born.

Bring these to the class.

RESOURCES FOR THE TEACHER:

Synchronous Presentation



Link

Asynchronous Pre-work Document



Link

Spark (10 minutes)



Hi learners!

We have learned about many things: the communities we are a part of, our identities, how sometimes identity is not respected and how people are hurt.

Today we will think about our own lives and times when we have been happy and times when we have been hurt. We'll try to understand why we were hurt and if that was connected to our identity.

We'll be using both Mr. Consciousness to be aware of ourselves. Are you ready?



Draw a long, curvy path on the board with some rocks in the way.



Image courtesy [freepik.com](https://www.freepik.com)

What is this?

Possible response: Road/path

What do we find on roads?

Possible response: Bumps, stones, dust etc.

Is the road always smooth? What do we do when it's not smooth?

Response: No. We lower our speed, or we change our path.

All of our lives are also like a road. So let's create a curvy road in our diaries/sheets of paper. This represents our life path.

Let's do something before plotting our path.

Playing soft instrumental music during this will create a very special atmosphere in the class.

After each question, pause to let students think.

Please close your eyes. Take 3 deep breaths. Breathe in. Breathe out. Try to clear your mind of all your thoughts. Imagine there is a light filling you from inside. Focus on that light and your breath.

Now I want you to think back to when you were tiny.

- Think about the people who loved you.
- Think about the things people gave you.
- Think about the things that you didn't have, too.
- Think about any fights in your home or anything else that was difficult.

Now think about your life.

- What is difficult in your life?
- What is easy?
- What are you grateful for?
- Who are the people who help you?
- Who are the people who have hurt you?
- Who loves you?

Learn (25 minutes)

In your pre-wor, you may have noted all the things that made you happy and all the things that have hurt you since you were born.

On this path, we will map the journey of our lives

- Draw all your happy moments on the upward-sloping path.
- Draw all the low moments on the downward-sloping path.
- Put them in the increasing order of your age/ years when these incidents happen.

For example, here is my life map.

Explain the rocks and high moments of your own life. The more openly you share, the more you will create a safe space for your students to share. You can use the following for your reference.

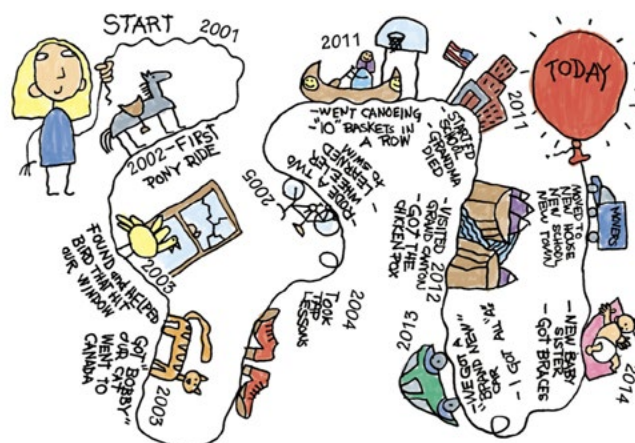


Image courtesy socialstarters.org

Use a lot of Mr. Creativity to draw your life maps. Let's take seven minutes to do this independently.

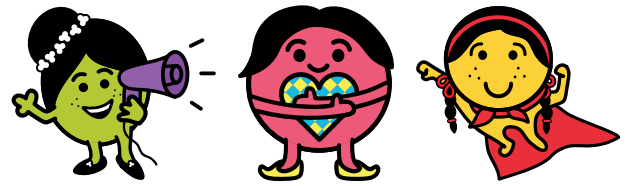


Let's now get into the groups of 3:

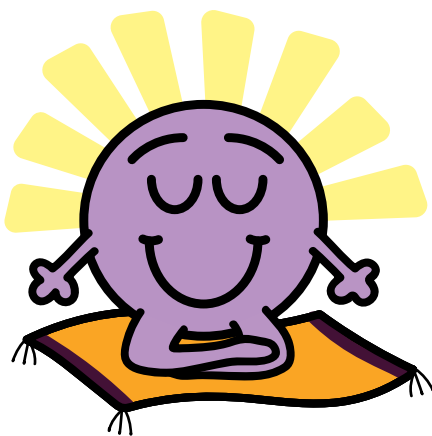
- Show your life maps to each other.
- Share two of the happy things.
- Share two things that have hurt you in life.

- Each person will take three minutes to share their story.
- Remember to pause for 30 seconds after each person shares. Sharing your story requires a lot of Ms. Courage, so remember to appreciate others for sharing.

As we listen to each other, we practise a lot of Ms. Communication, Ms. Courage and Mr. Compassion.



Reflect (10 minutes)



It's Mr. Consciousness time!

Think and share:

- On a scale of 0-5, how easy was it, 0 being extremely difficult and 5 being extremely easy?
- Did you learn something more about yourself and others?

Think about the stories you heard today:

- What were different things that hurt people?

Encourage a few learners to share.

Learners, it's challenging to share about our lives, but I am so glad that all of you did it using Ms. Courage. None of our lives is perfect- we all have our share of highs and lows. But it may be important for us to be aware of what leads to these low moments or understand that it's wrong for people to think they can hurt us. Once we become aware, we can use our voice and stand up for ourselves. This way, people may treat us more fairly.

Yesterday, we heard about how Rehan and his community members aren't getting a clean place to live because of where they

came from. Do you know that Rehan decided to fight for his right?

Rehan and his friend Basit recognised the ill effects of the garbage mountain on sanitation and health in the community and decided to stand up for this cause. They have been working with the government for the past few years to have the garbage cleared. This cause has now raised a small-scale movement led by children in their community, for they have conducted surveys to identify the ill effects of the dumps, collected

soil samples and sent them to research centres and are aiming to write a report of their findings that would accelerate the cleaning process and raise awareness about this among people.

What do you think are some of the Cs that Rehan used?

Possible response: Ms. Collaboration, Ms. Courage, Ms. Critical Thinking

After Class Challenge

Share your life map with someone you are close to.

Also, encourage them to create their life map.

This way, you will find out so much about someone you love!

OBJECTIVE

I can describe the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life

Cs IN FOCUS

Mr. Consciousness,
Mr. Creativity,
Mr. Compassion



CONSTITUTIONAL VALUES

Fraternity, Justice, Equality

MATERIALS

NA

SUMMARY OF PRE-WORK

Watch this video and answer the following question

 Video



- Write what's happening in this video in your own words.
- What is the message of this video?
- Do you believe in it?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (15 minutes)

Hello learners!



We have thought about the communities we belong to, our identity, the happy and sad times in our lives. We have thought about people who have been mistreated because of their identity.

Today we are going to see what we can do to help the people around us feel respected.

Yesterday, we spoke about some experiences where we have been hurt.

Can some of you share that when you get hurt, what do you want your loved ones to do?

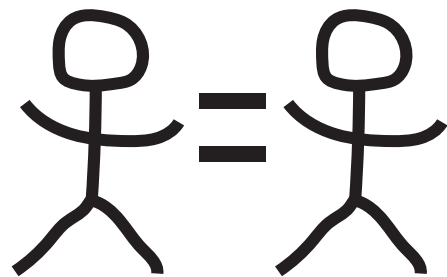
Possible response: Help you, take care of you, scold someone who has caused you harm, support you etc.

What are some connections you can make to the video you saw as a part of your pre-work?

Possible response: Treat others with kindness because we want people to treat us with kindness.

Learners, let us remember this Golden Rule:

Write Treat others as you would like to be treated on the board.



**Treat Others the
Way You want to
be Treated**

Do you think that the men who threw Gandhiji off the train would want to be thrown off the train too?

Response: No

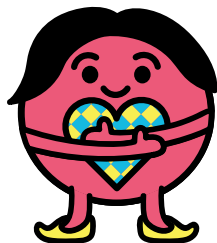
If they had followed the Golden Rule, they may not have done that to him.

Do you think the men who killed Nirbhaya would want to be beaten and killed by others?

If they had followed the Golden Rule, they may not have done that to them.

Learn (15 minutes)

There are many things we can do to make sure we are treating people well with a lot of Mr. Compassion.



Here are some of them.

- Asking Question: Asking questions when you don't understand instead of judging. Asking what people need. It is hard to guess what people need – the best thing to do is to ask them
- Using I statements: Speak using "I". Make sure when you are speaking to someone you use I – because it is your opinion and not everyone else's
- Gratitude: This is very powerful. Showing gratitude to people and encouraging them. Saying, thank you for sharing that. I'll think about what you said etc.

Let's practice! We're going to write a letter to someone we know who has been sad – it could be a friend, it could be a family member, it could be a teacher. You can even make up the situation!

You can use this template or write your own letter without using this template.

Dear _____,

I know that you were sad because _____. I have been thinking about what I can do for you. I think I can _____

_____. I hope this will make you feel better. I also want to share some things I love about you:

_____. I hope you feel better really soon!

Love,

Let's take 5 minutes to do this independently.

Share after learners come back:

There is one more very important sentence that I'd like you to reflect on. Three magic words. Write "It is ours" on the board.

When something is yours (think of your clothes, your toys, your younger sibling), how do you treat them?

Possible response: Love, care.

When we think something is ours, we care for it. We look after it. When we think something is not ours, we often don't.

For example, we may think – this is my house and so I will keep it clean. But I can dump garbage right outside my house because that is not my house.

If we think that the world is ours – we will keep it clean. If we think that all people are ours, we will respect everyone. "It is ours" are three very powerful words.

Which constitutional value do you connect this to?

Response: Fraternity

Reflect (5 minutes)



It's Mr. Consciousness time!

Turn to your partners:

- Share the letters that you wrote with each other.
- With them, make two beautiful posters, one of our golden rules and the other of the three magic words. Can someone share what these two things are?

Possible response: Treat others the way you wish to be treated, It is ours.

Please take help from Mr. Creativity to do this.



After Class Challenge (5 minutes)

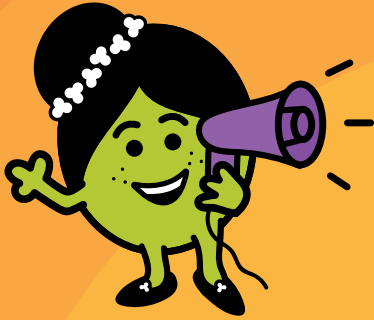
Let's practice Mr. Compassion.

Think of three people who you really care for and love.

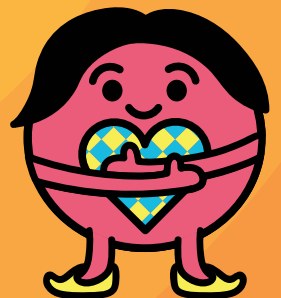
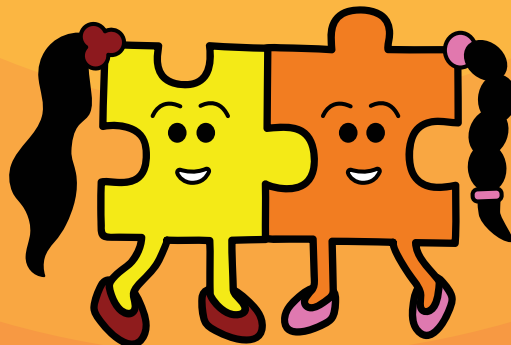
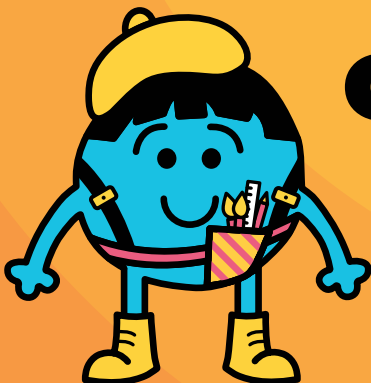
Share your gratitude and emotions

with them by sharing a note and doing something special for them.

Make a note of their reaction.

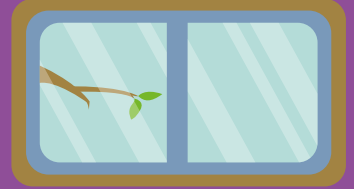


Showcase of learning



OBJECTIVE

I can synthesise what I learned in this unit.



C IN FOCUS

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



CONSTITUTIONAL VALUES

Justice

MATERIALS

NA

SUMMARY OF PRE-WORK

Let's use Mr. Consciousness to look back at everything we have learnt in this unit. Go through all your worksheets, your diary, all the activities we have done to remember how much you have learned about the community.



Put down the your important learnings in the form of the following questions:

- What are some stereotypes/biases do you or members of your community face?
- What do you remember about the stories that people shared? Represent in the form of words, art, etc.
- Have you taken action against an unjust/unfair event?
- What would you like to do when you or the people of your community face an unfair event?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (10 minutes)

Hello learners!



We have come to the end of our third unit i.e. Community. Would anyone share what all big questions we explored in this unit?

Correct responses:

- Are we equal despite our differences?
- How do our identities shape our experiences?

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

Invite different learners to share.

Possible Responses: In this unit, we deepened our understanding of bias and stereotypes, reflected on our own and other's ways of displaying biases and how that's harmful to some groups of people in our society. We learned more about how people around us and what we consume influence our identity. The most important thing has been that we can not decide where/how we are born, but we can shape who we become when we grow up. It may be difficult to reach your dreams if we have had less opportunity, but it is possible. Above all, if we start to believe in the golden rule and the three magic words, we may not get hurt and hurt others less.

In the next 2 lessons, we will engage in different activities that will help us synthesise learnings from this unit.

Before we start, let's read a few news articles.

We will divide into groups of 4. In our groups, let's read the article assigned to us.

Article 1: Hindustan Times

In MP's Khargone district, Dalit woman stopped from entering temple, priest held

A priest has been arrested for preventing a 31-year-old Dalit woman from entering a Shiv temple in Madhya Pradesh's Khargone district on March 1, on the occasion of Mahashivratri, police said.

A case has been registered against three people. All of them are residents of Temla village. The priest stopped them and said they could not enter the temple as a special pooja of the Patidar community was going on.

"I kept trying and also said the Constitution had given us equal rights so how could they stop me from entering the temple but they didn't listen to me and kept abusing me. I entered the temple forcefully and offered pooja," woman said.

Last year in Indore, nine people were booked for stopping a Dalit groom from entering a temple.

Article 2: Manchester News

Trans boy, 13, too scared to leave home after months of bullying

A transgender teen, Riley, says he feels too scared to leave his home following months of relentless bullying. He no longer feels safe going out alone after saying he has suffered physical and verbal abuse.

The attacks began in November 2021 when the youngster was cyber bullied on his 13th birthday.

The most recent attack came after he attended a LGBTQ+ group on January 31.

They allegedly snatched his bag from him before destroying it and threatened to hit him with some nearby plastic crates.

Riley, has not returned to school since the attack as he is scared and upset.

He said: "I can't really go outside anymore without anyone. For the past two days I've had to bring a teddy bear

to grab onto. I've not been great at all. I've been really upset and haven't been to school a lot. I was a little bit angry to be honest. I didn't do anything. I was really upset."

Riley's mother says, "Riley is really upset. Riley understands that with the change, not everyone is going to be aware of how to deal with it. I've watched my child be so brave dealing with people's reactions."

Please assign one of these two articles to different groups.

Encourage a few learners to share what they learned from the news article in the large group. Probe them by asking the following questions:

- What are you learning about the incident?
- Who suffered?
- Who caused the harm?
- Which identity led to the person suffering?
- Is it fair/ unfair? Why?

Learn (20 minutes)

News/ media are the great way for these stories of unfair treatment to come out. It is because of this that the world may get to know the challenges of some people's lives and help them get justice.

Most times news/ media may not be able to reach the person who has suffered.

Then who do you think can help these people make their stories known to the world?

Possible response: Themselves/ or someone around them who can.

This means that the responsibility lies on each of us.

If someone is treating me unfairly, I need to talk about it and report it.

If someone around me is being treated unfairly, I can help this person report it or report it for them.

Both ways we will be able to tell the world these stories of injustices and help them get justice.

Now, let us learn how we can report an unfair event. Go back to the news articles you just read.

What were some of the information/ details you became aware of because of these articles?

Possible response: Who is the person? What happened? When did it happen? Where? What did the person feel? Was anyone around them who can prove this? What do other people feel about it?

Great! So you already know, what are the different things that are important while we report something.

Today, all of us are going to wear a different hat. We will call this a Reporter Hat!



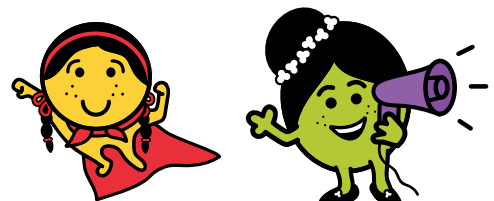
Image courtesy pikisuperstar on Freepik

A reporter is someone whose job is to discover and collect all the relevant information about an event and describe them for newspapers/ radio/ magazine/ TV.

Which Cs do you think a reporter might need to do all of this?

Possible response: Mr. Curiosity, Ms. Communication, Mr. Compassion, Ms. Critical Thinking, Ms. Courage

So are you ready to be the reporters today?





Let's all take 2 minutes to independently think of an event/experience where you felt people were treating you unfairly. You may have done this as a part of previous pre-works as well.

Give me a snap once you are done!

We're going to now turn to our partners and interview them. Through this interview, we will get to know their stories of injustice.

Let's start with asking the 5 W's of the event: What, When, Who, Where, Why?

- What happened?
- When did it happen?
- Who were the people involved?
- Where did it take place?
- Why was the event unfair?

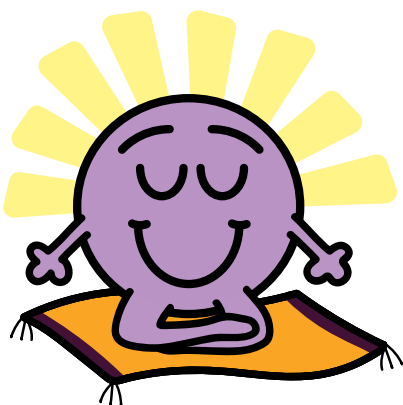
During the conversation, if you feel, you would want to ask more questions to understand their story, do add those.

Let one person ask the questions first (be the reporter) and the other respond to them to share their story for the first six minutes.

As a reporter, remember the Cs that we have discussed and keep making a note of what your partner shares.

After six minutes, reverse the roles.

Reflect (5 minutes)



It's Mr. Consciousness time!

On a scale of 1-5. 1 being very difficult and 5 being very easy, rate yourself on the following statements:

- It was easy for me to share my story honestly using Ms. Courage.
- It was easy for me to be curious and ask questions to understand my partner's story like Mr. Curiosity.
- It was easy for me to listen to a partner's story with love like Ms. Communication and Mr. Compassion.

Let's keep our partners' stories with us because we will create a report using it. Tomorrow, we will put together all of these reports to create a classroom newsletter of our collective stories of injustices.

Look forward to tomorrow's pre-work to learn more about the same.

After Class Challenge

Work on your final showcase.

Please explain the pre-work to the learners in the class. The pre-work has a lot of writing/ grammar prompts, please contextualise it to what you have already covered as a part of writing/ grammar lessons.

OBJECTIVE

I can showcase what I learned in this unit.

Cs IN FOCUS

Ms. Communication,
Ms. Courage,
Mr. Consciousness



CONSTITUTIONAL VALUES

Liberty, Fraternity, Equality

MATERIALS

Print-outs of the news report template

Song- I have a voice

 Video



SUMMARY OF PRE-WORK

In your next class, we will create our own newsletter of our collective stories of injustices. We will use Ms. Communication and Ms. Courage to share our reports with each other but before that we will put them together on the basis of the interviews we conducted with our partner.

Follow the following steps:

- Put together all the information that you have received from your partner.
- Organise it properly. Think about what you want people to know first and then put the information in the order.
- Is there a way you can enhance your report? See, if there are things you can directly

quote from what the person shared?

- Check if all the statements are starting with a capital letter and ending with the correct punctuation. Make sure that the report is in the past tense.
- Reread your report and see if it answers all the 5 Ws- What, When, Who, Where, Why.

Tomorrow, we will be presenting these reports in the class.

You can also read through various news reports on the internet to gain some ideas on how you can create an interesting report!

Happy writing!

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Framing (15 minutes)

Hello learners!



Today is the last day of our Unit-Community.

Till now, we have created a report of our partner's story. Today, through our work, we will help spread their stories with other people.

But before we begin, let's share our thoughts on what you think a report should have.

Let's listen to a few responses in large group

Possible responses:

Newspaper articles should:

- Include facts. You can do this by answering the 5 Ws: what, when, who, where, why?
- Have a short, snappy and informative headline.
- Provide a summary at the start explaining what happened (but not giving everything away!).

- Use paragraphs to help the reader clearly understand the information.
- Provide quotes to show people's opinions about the event.
- Be formal (written as though you're talking to someone older than you, like a teacher)
- Use third person pronouns (he, she, it, they)
- Be in the past tense (because the events have already happened)

Please add the ones that learners don't share and put this list in front of them.

Can we go back to our pre-work report and see if we covered all of this?

If not, let's take the next six minutes independently to make any change that you wish to make.

Showcase (30 minutes)

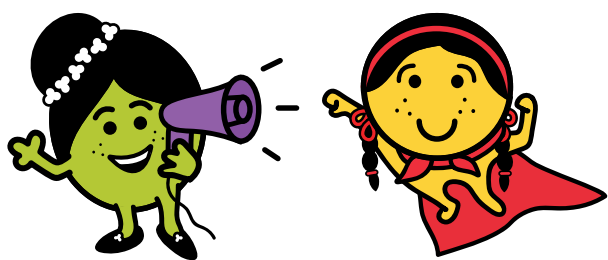
Please coordinate with stakeholders - Principal, school teachers, students and parents and invite them for the showcase.

Let's get into the groups of four and share our reports with each-other. Each person shall not take more than 3 minutes to read out their reports.

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.



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

Call everyone back after 20 minutes. After everyone's done presenting, encourage learners to celebrate themselves and each other by patting on their back and giving a huge round of applause.

How did you all feel while listening to these stories of injustices?

Possible response: Sad

Learners, these stories may be very different in nature but the common thing between all of these is that they have hurt someone around us.

Can some of you share some biases or identities that led to the unfair treatment in these reports?

For example: For the two reports that we read yesterday:

A person who identified as a Dalit was treated unfairly because one bias that people have is Dalits are impure and they can't enter temples.

In the other story, a person who identifies as a transgender got bullied in school because one bias that people have is that they are different from normal human beings.

Encourage a few learners to share.

Debrief and Closing (15 minutes)



It's Mr. Consciousness time!

We may have seen that people have some stereotypes/ biases towards certain social identities like women, transgender, people who are dark-skinned, people who have less money, people who may not wear clothes that are considered 'cool', people of certain religious minority, people who live in rural areas or not a very big house etc. These people are judged, considered powerless and are treated unfairly on the basis of what they do, who they are, where they come from, money they have etc.

Today, you all have given power to these voices and made them heard in front of your classmates.

You have taken a first step towards making people around you aware of anything unfair that happens around you.

After awareness, comes the action.

On a scale of 0-5 (0 being very under confident, 5 being very confident), how confident do you feel to:

- Identify if you or someone around you is treated unfairly.
- Take an action(stand up for yourself/ raise your voice) against the person who is treating you or others around you unfairlyWhat will you do if something unfair happens to people around you?
- Which Cs may you need to do this?

Possible response: Ms. Courage, Ms. Communication, Mr. Compassion etc.

- Which constitutional values will it help us foster?

Possible response: Equality, Liberty, Fraternity, Justice.

Learners, remember that the most powerful tool that you have is voice. Use it to always speak the truth and foster kindness (Fraternity) everywhere.

Let's close out this unit by celebrating our voices.

Play the I have a voice and encourage learners to sing along.



Encourage learners to share what it means to raise their voice for themselves and the others.

Please close the class out with celebration and gratitude. (You can hand out gratitude notes/ bag tags/ bookmarks/ C sticker to everyone)

After Class Challenge (30 minutes)

Put together your reports in this format:

A line drawing of a newsletter template. It features a ribbon banner at the top. Below the banner is a large rectangular box divided into two columns. The left column contains a smaller box at the top, followed by several horizontal lines for text. The right column contains several horizontal lines for text. At the bottom right of the right column is a section titled "About the Author" with a small square box for a photo.

Image courtesy [freepik.com](https://www.freepik.com)

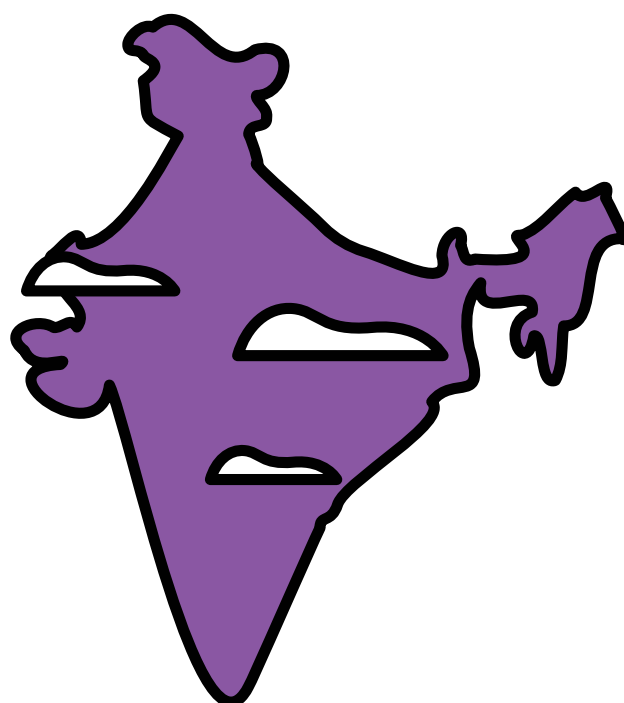
Give away the print-outs of this template to the learners. Ask them to bring this

back to the class and put these together to create a newsletter.

Or you can ask learners to share the photos on the whatsapp group and put these together in a google slide for it to become a virtual newsletter.

Share your news report with your family members and ask them:

- How do they feel after listening to this?
- Do they think it's right?
- What will they do if they see something like this happen in front of them?



Nation



Big Question 08

**How do people
respond to injustice
and inequality?**

LEARNING STANDARD

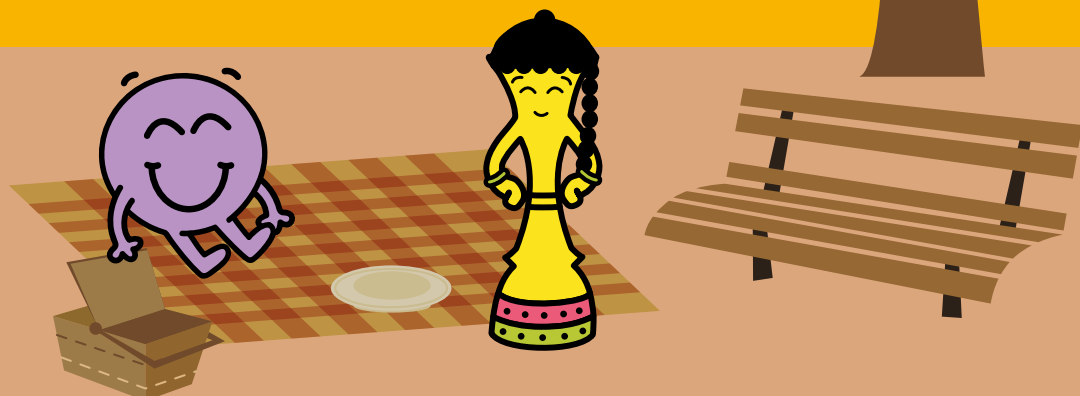
Students will understand different kinds of discrimination and assess its impact on various social groups.

OBJECTIVE

I can assess the impact of gender-based injustice on people across India.

C IN FOCUS

Ms. Critical Thinking,
Mr. Consciousness



CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

MATERIALS

Video 1

Video 2

 Video



 Video



SUMMARY OF PRE-WORK

Talk to any 5 people from your family/community.

Ask them:

- What do they think only girls can do and boys can't?
- What do they think only boys can do but girls can't?

Remember that we will ask these questions to understand different people's ideas. We shall not question/judge them. Let's use Mr. Compassion while doing this.

Fill this table

Person you asked questions to	Only boys can do	Only girls can do.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



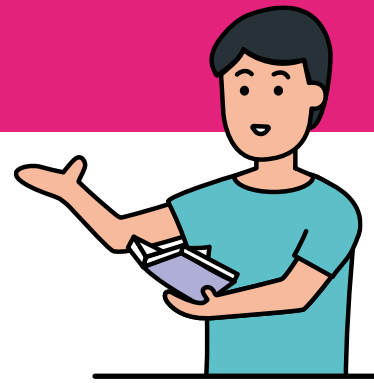
Asynchronous Pre-work Document

 Link



Spark (15 minutes)

Hello learners!



Today we are going to play and help each other. Can we all get into mixed groups of girls and boys? Each group shall have not more than 3-4 people.

Imagine that you have Rs. 2000 to survive for a week. How would you plan to spend your money? You are a family of 4 - mother, father, child who studies in 6th grade and a 75-year-old grandmother.

Great! I loved the enthusiasm shown by the girls in the group. All the boys shall clap for the girls.

Boys, good job.

Please take a round in the class and offer pats as a reward on the back of the girls.

If any boy questions, 'Why didn't I get claps?' reply, 'Because you are a boy.'

If nobody asks the question, you can call it out, "You aren't getting claps because you are a boy and being good at math or managing family expenses is something you should know."

Do you all agree?

Can some of you share:

- If I treated all of you equally?
- If I treated all of you fairly?
- How did it make you feel? Why?

Possible Response: Treated unequally, which is unfair because we all did the same task. Everyone should get equal appreciation. It is everyone's job to take care of their family.

I am sorry, learners. This was an experiment and not how I felt. Most times in our country, we see this happen to many women and men. They are treated unequally, and because of this, there is a lot of gender-based injustice.

In your pre-work, you may have talked to multiple people about what they think only men or women can do. Can some of you share the responses that you heard from people?

Please make a table as learners share.

In society, we have specific roles assigned to men and women, sometimes leading to a lot of inequality. Sometimes, men have to endure too much pressure to earn a lot of money, and women have to endure a lot of pressure to care for their families.

Today, we will dive deep into this a lot more by exploring:

Point to the objective: I can assess the impact of gender-based injustice on people across India.

As we start the new unit, we must understand how injustice and inequality exist in our country.

So the first big question we will explore as a part of this unit is **How do people respond to injustice and inequality?**

Learn (20 minutes)

I will be sharing more statements with you.

- If you agree with the statement, move to the right of the room.
- If you disagree with the statement, move to the left of the room.

As we do it, let's observe different people's responses.

Display each statement, read it with the learners and clarify any words they may find difficult to understand. Ask students to show a thumbs up if they agree and a thumbs down if they disagree if you are doing this virtually. After each poll, invite two or three learners to share why they agree or disagree. Invite students to ask a peer a question or share another perspective about another response.

Statements:

- All genders live as equals in India.
- There are only two genders- male and female.
- Women hold more power than men in India.
- Men are free to express their emotions, such as crying.
- Women can go out freely at night.

- Women have to leave their studies and get married as soon as they are in 6th or 7th grade.
- There are different jobs for men and women.

Ask both boys and girls to share opinions.

We just observed how different learners in our class feel differently. Their feelings and emotions about these statements depend on the kind of experiences they have had or the things that they have seen people around them say.

All men, women and transgender people are treated differently, which impacts their thought processes, mindset and lifestyle.

For example, most women don't go out at night because of fear. Most men don't express themselves because people may laugh at them. Transgender people may hide their gender because they may feel that people won't understand.

Let's divide ourselves into 2 groups. We will watch 2 videos and I will give you some more information and guiding questions to think about as you watch. You will discuss the video in your groups

and then share your reflections. Please take help from Ms. Critical Thinking to do this.



Example 1:

In 1990, the Indian Air Force was not in favour of enrolling women because they were not physically strong and even lacked the mental strength needed to fly fighter planes. But in 1994, Gunjan Saxena was among the few female pilots who got selected. She had to work extra hard to prove her intelligence and abilities to her seniors. They would often not give her any chances to prove her capabilities. But during the India-Pakistan war, she was called in to carry out a medical evacuation and deliver supplies in the war zones. She proved to be a very competent pilot. Today the Indian Army has more than 9000 women.

Example 2 (00:30 to 01:58):

The kitchen is often seen as a “woman’s job”. Men are tasked with the responsibility of earning for the family, and cooking is not seen as an essential skill for them to have. However, Vikas Khanna is one such man who broke this stereotype and is now a world-famous chef. Today, more than 75% of chefs in India are males.

Each group will study the content and answer the following questions:

- How does gender play an important role in the stories you read?
- Do you think these people fought against gender stereotypes?
- Which Cs they may have used?

Ask each group to share their responses.

Reflect (15 minutes)



It's Mr. Consciousness time!

Before we begin our reflections for the day, I want you to give yourself points from 1 - 5 on your classroom's participation today.

- How well did you listen to others today?
- What kind of questions did you ask today?
- When did you share your thoughts with others today?

Let us listen to the story of a young student Alina.

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 1700 they received. Alina also won the Prestigious People's Choice Award through an online poll conducted by Godrej.

Now think and share:

- What did Alina believe in?
- What did she do and how?
- Like Alina, which aspect of gender inequality do you wish to stand up for?
- What might you do?

After Class Challenge (30 minutes)

Identify some real examples around you, your community or your country and make a note of:

- One instance where you see genders being treated equally.
- One instance where genders are not being treated equally.

OBJECTIVE

I can assess the impact of gender-based injustice on people across India.

Cs IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

MATERIALS

Scenarios (Given on last page)

SUMMARY OF PRE-WORK

What if you were to spend the entire day as a member of another gender? If you were a boy, you would have to spend a day like a girl. If you were a girl, you would have to spend a day like a boy.

Make a note of:

- What are some things you would be able to do that you cannot do currently?

- What are some things you will not be able to do that you were able to do currently?

Bring your response to the class tomorrow.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (15 minutes)

Hi learners!



You all may have done your pre-work yesterday!

Can some of you share the list that you have created?

Encourage learners to share their responses.

Great, now, based on whatever you could come up with.

How many of you would want to live your life as a person of a different gender? If your answer is yes, give me a thumbs up. If your answer is no, give me a thumbs down.

Encourage learners to share their whys. If learners give you only one reason to live a life like a different gender, probe them further and ask them to evaluate their responses according to both the things they will be able to do and not be able to do.

Some responses that you may get:

- Some girls may say that they would want to live boys' lives because of the freedom they exercise.
- Some boys may say they would want to live a girl's life because they can just rest and be at home.

- More girls than boys may want to live the life of a different gender.

Based on the list you have come up with:

Who do you think has a more challenging life? Men or Women.

If you think men, come to the left side of the room. If you think women, come to the right side of the room and if you think that the problems may be different but equally challenging, come to the middle.

There is no right answer - we will learn by hearing each other's thoughts.

Reference the objective they have learned as a part of the unit community: Life is easier for some than the others.

We have also studied a different gender.

Can someone share which gender we are talking about?

Possible response: Transgender

Transgender: People who identify themselves differently or don't feel comfortable with the sex they were assigned at birth based on their biological features. This may mean that

I can be born a male, but I feel more comfortable as a 'woman' and can choose that as my identity.

Do a quick recap.

Who do you think has a more challenging life now? Men, women or transgender?

Possible response: Transgender.

Do you think it's fair for people to have different challenges because of the gender they belong to?

Possible response: No. All of us should be treated equally, but that doesn't happen because of which people from some gender have to struggle a lot more to reach where it's easier for people from another gender to get to.

Thank you, learners! Today, we will continue to engage with this a little more and how these injustices impact people of all genders in some way or the other.

Learn (15 minutes)

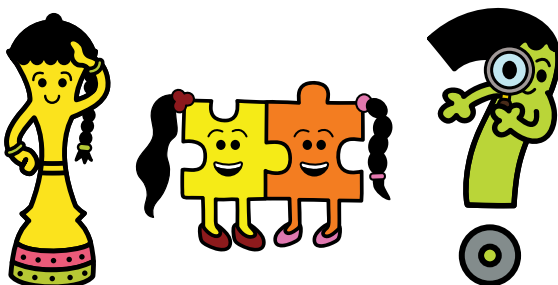
We will make groups of 4-5 people. Each group will get a text with an image and some questions.

Read the text together.

Take help from the dictionary or the image to understand what's written?

Try to answer the questions.

Let's take help from Ms. Collaboration, Mr. Curiosity and Ms. Critical Thinking. You have 8 minutes to do this.

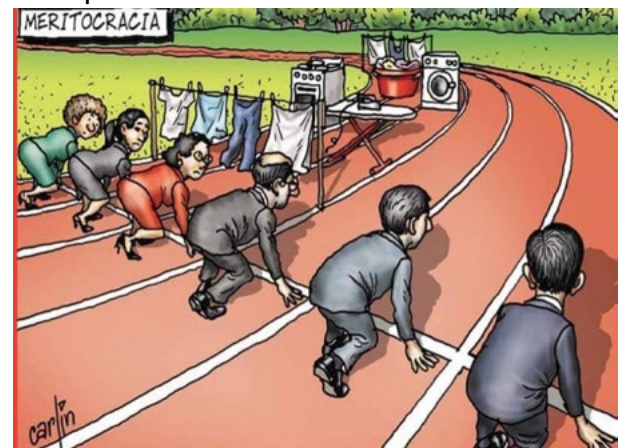


Resource 1

Expectations about girls' roles and their value (such as the belief that their time is best spent in the household)

can affect their access to education and career opportunities. However, social expectations of boys (such as the idea that men should aspire to have successful careers) are more likely to make them complete their education, go to college and get a job.

As a result of this, most of the government officials, heads of state, lawmakers, and leaders of the big companies in the world are men.



Credit: Meritocracia by Carlin

- Have you seen this happen around you or experienced this?

- How would it feel if this were to happen to you?
- Who do you think will become more confident and financially independent- men or women? Why?

Resource 2

Men in the family are often taught to be rough and tough. As a result, they may be unable to express their emotions to anyone. They may remain silent and have to go through challenging situations alone. They may also become violent as they were never taught to express emotions.



- Has anyone ever said this to you?
- How would it feel if someone did?
- How would this affect people of this gender in the long run?

Resource 3

Most transgender people have to choose one of the options from male or female every day for restrooms/

security checks even if they do not want to. Most people are not aware of their transgender identity and if they do, they may make fun of them and not let them be a part of their circle.



- Has anyone ever said this to you?
- If people were to say this about your gender, how would you feel?
- How do you think this affects people of this gender in the long run?

Encourage learners to share their responses in the large group.

Possible responses:

- Girls may feel lonely, scared, and underconfident. This may affect their academics and career opportunities. Since fewer women will be in leadership, they will not be considered as great leaders as men.
- Men may feel that they can't share emotions, and if they do, they will be weak or not men enough. Instead of crying or letting their emotions out, they may become more violent to prove they are strong men. This will affect both men and women as women may have to face a lot of abuse.
- Transgender people may be anxious

in public places. They usually have to choose one of the options from male or female even if they do not want to conform to one identity of these two. It may affect the quality of work, whereas men and women generally do not have to worry about this because they have options in public places.

Gender inequality exists everywhere. Some genders are still fighting for equal treatment, others are still struggling for representation as nobody knows about them.

This affects their life, the challenges they face, the opportunities they may get and the success they may achieve.

Reflect (15 minutes)



It's Mr. Consciousness time!

If you think that the following statement is true, please stand up. If you think that what I am saying is not true, please stay seated.

- Most men who have to work also have to manage household chores.
- Most women who work have to manage household chores.
- I know of transgender actors/ footballers/ leaders/ professionals.
- I have friends from different gender identities- men, women, transgender.

This is how we see the influence of gender injustice on us, in our families and our communities.

Let me share one inspiring story with all of you:

Grace Banu.

She is Grace Banu, the first engineering graduate from the transgender community in Tamil Nadu. She realised her dream even when the entire society had turned against her.



Image courtesy bhoomika.eastern.in

- Why do you think society was against her?
- How would you feel if you were stopped from pursuing your dream?

She faced a lot of oppression and discrimination in school. She had to attend school at a different time from the rest of the students because the school did not want her to 'influence' other students. She was not even allowed inside the classrooms and was made to sit under a tree and had to learn on her own.

- How do you think Grace must have felt? How would you feel if it was done with you?

She showed courage, joined a diploma course in Computer engineering at a private college in her hometown, and passed out with honours (95 %). When transgender people were not allowed to study professional courses, she

challenged the rules and applied for a seat. After being rejected the first time, she applied again and was allotted a seat at Sri Krishna engineering college, Arakkonam. She graduated with first class in 2016 and now holds a job in New Delhi.

- Do you think transgender people have a right to study or work as their choice?

Learners, we just saw how one act of injustice might lead to multiple acts of injustice. And one act of courage can change so much.

Like Grace, we can use Ms. Courage to fight these injustices happening to us or others around us.

Let us all write this in our diaries and fill in the blanks by putting in one thing that we will do to promote gender equality around us.

"When I see _____, I can say _____"

For example, when I see someone telling boys not to cry, I can say that boys have feelings too which are as important, and they should be allowed to express themselves in any way they want.

Ask each learner to read/ put the statement in the chat box for all the others to see.

After Class Challenge (30 minutes)

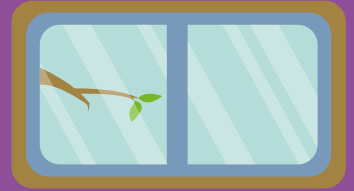
Do an act of kindness by promoting gender equality. You may have done this before, so continue doing the same thing or choose a different act.

You may choose to:

- Do something that people of your gender generally don't do.
- Teach someone about gender equality.
- Become friends with girls and boys in your community and play together.

OBJECTIVE

I can assess the impact of caste-based discrimination.



C IN FOCUS

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



CONSTITUTIONAL VALUES

Equality, Justice

MATERIALS

Ribbons, Chart paper

SUMMARY OF PRE-WORK

Read the story and answer the questions below:

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.

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, so he was out of all the games 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 said that if he touched the water pot, it would get impure, and no one could drink water from it afterwards.

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 stated 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.

Like Bhim, many people in India have been mistreated because of their religion or caste.

Let us now take help from Mr. Consciousness and think about the following questions:

- Was Bhim treated equally? Why/ Why not?
- Do you think Bhim liked being treated like this in school? Why/ why not?
- How would you feel if you were Bhim? Feel free to draw this as well.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (5 minutes)

Hi learners!



In your pre-work, you may have read Bhim's Story.

Encourage someone to do a quick recap of Bhim's story.

If you think Bhim was treated equally/ fairly, give me jazz hands.

Learners may not do it. Take a few responses from learners and share why they think what they think.

Can you specify some ways in which he wasn't treated fairly?

Possible response:

No one was allowed to touch Bhim.
He had different class rules.
He wasn't allowed to touch the water pot.

Why was Bhim being treated unequally / unfairly?

Possible response: Dalit Caste

Do you know of different types of castes?

Invite a few learners to share.

Yesterday we learned a little about gender discrimination. Today we're going to learn about a different kind of discrimination.

Point to the objective: I can assess the impact of caste-based discrimination.

Like our gender, our caste is also a part of our identity.

So, let's explore how these identities may impact us or others around us.

Learn (20 minutes)

Let's begin with an activity.

- I will go around the class and randomly give each of you a ribbon. Please tie it to your arm when you get it.
- The colour you have signifies your group. Please sit with your groups.
- Each group will be assigned a task

for the day, and you will have to do the task.

- You don't have a choice to change your groups.

For a virtual classroom, feel free to replace ribbons with just colours- yellow, red, blue, and green.

- Group Yellow: has to clean all the washrooms of the school.
- Group Red: has to supervise mid-day meal distribution/ ensure discipline during recess and at the time of departure.
- Group Blue: has to teach English to 2nd-grade students.
- Group Green: has to accompany the Principal for a meeting with our honourable chief minister.

Before we all get to our tasks, is there any question/ doubt about the task you received?

Invite a few learners to share their responses. Encourage a few reactions.

Give me a thumbs up if all of you are satisfied with your assigned task.

Invite a few learners who may share dissatisfaction.

Okay, let us think about a few things:

Do any of you want to change your groups? Why?

Possible response: Why should only some people do certain things? It should be everyone's equal responsibility. Group Green has a better job as they meet the CM or group Blue gets to teach. I don't want to be a part of the teaching group as I don't feel confident about teaching English. I can instead volunteer to manage discipline. Why is cleaning not everyone's job?

Thank you for sharing your thoughts!

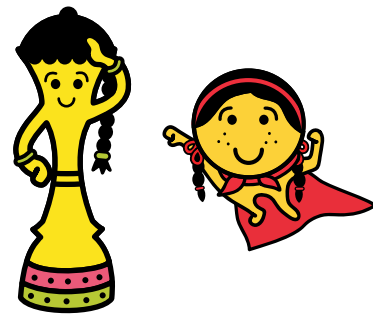
I can see that some of you feel really uncomfortable with how I assigned the tasks. This was just an experiment to learn more about the caste system.

You all were divided into groups, similar to how people get their caste - they are born into a family with that caste. Depending on their caste, some people feel that they are expected to do things different from people of other castes.

Castes play a significant role in defining a person in India, and we have already seen how it affected a young boy - Bhim.

Let's take some time to think about the following questions. We will use Ms. Critical Thinking to do this.

- How do you think this unequal treatment in school may impact Bhim as a student?
- How do you think this may impact Bhim after a few years/ maybe when he is a grown-up man?



Let us now turn to our partners and share.

Possible responses:

- Short term: He may not want to come to school, he will have no friends in school, will be underconfident and may not respond in class, and he will suffer academically.
- Long term: He may be underconfident, he may start hating what his father does, it may affect his relationships at work, it may affect what job he does.

Invite learners to share and list this on the board/ screen.

Now that we have thought about how it may impact Bhim, we will think about how this may affect other children in the class.

We will need a lot of Ms. Courage and Ms. Critical Thinking to do this.

Invite a few learners to share.

Possible response: Other children may feel they are superior. They may mistreat Bhim and make fun of him. They may feel that his father's job is unimportant and that some work is reserved for people like Bhim and his father.

Thank you for sharing all of these learners.

Reflect (15 minutes)



It's Mr. Consciousness time!

I am going to share a few statements with you now. These are different facts. As you hear these, give me a thumbs up if these make you feel good and a thumbs down if these make you feel bad.

- In a school in Tamil Nadu, Dalit students were forced to clean toilets.
- Most lower caste members are forced to do jobs requiring them to be in unhygienic conditions like manual scavenging, drain cleaners, and clearing dead bodies/ animals.
- Most people from the upper caste think of lower caste people as dirty and impure.
- In most families, there are separate cups/ utensils for daily helpers, and they are made to sit on the ground.

Do you think such an India fosters the four Constitutional Values?

Think of one thing you may do if people around you are treated unequally/ unfairly.

After Class Challenge(10 minutes)

Do an act of kindness by promoting caste equality. You may have done this before, so continue doing the same thing or choose a different act.

You may choose to:

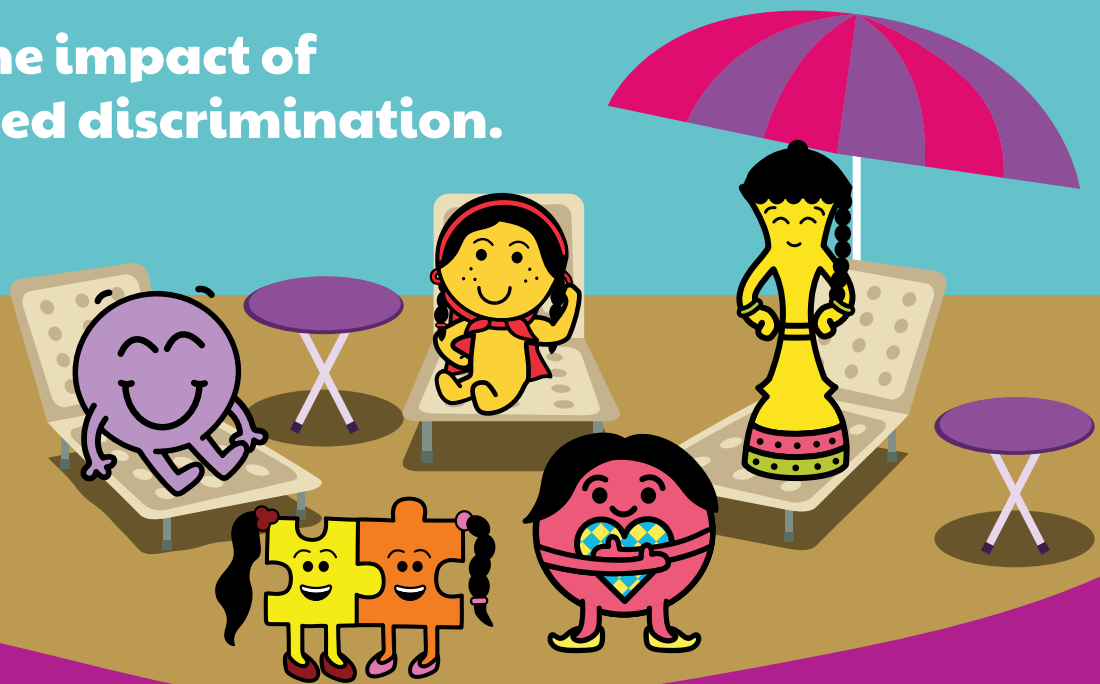
- Share food with someone from a different caste.
- Do any task with someone whose parents may live in a different community than yours or do a different job.
- Play together.

OBJECTIVE

I can assess the impact of religious-based discrimination.

Cs IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

MATERIALS

Print-out of the stories (Given on last page)

SUMMARY OF PRE-WORK

Let's be Mr. Curiosity and find answers to the following questions:

- List down the names of all the religions you know.
- Name one festival celebrated by different religions.
- Put down one culture from another that people of your religion may not follow.
- Put down one culture from your religion that people of other religions also follow.
- Think of one important message from each of the religions.

RESOURCES FOR THE TEACHER:

Synchronous Presentation



Link

Asynchronous Pre-work Document



Link

Spark (5 minutes)

Hello learners!



Till now, we have explored two key identities of an individual and how injustices based on these identities impact us.

Can any of you share what those identities are?

Possible response: Gender and Caste

Today, we will talk about something we all know of.

Can someone guess what that may be?

I will show you a picture, and I would love for you to raise your hands if you can think what that is.



Image courtesy georgiapoliticalreview.com

Possible response: Religion.

Invite learners to share the names of different religions and one thing that may signify that religion- festival, culture, prayer, god etc.

Possible response: Hinduism, Islam, Sikhism, Christianity, Buddhism, Jainism etc.

Let's all close our eyes.

I am going to share a few statements.

Give me a thumbs up if you have heard people around you say that. That may require Ms. Courage, and I want you all to be honest.

- All Muslims are bad people.
- Hindus are better than people of any other religion
- All Sikh people love to sing and dance.

I could see some hands going up as I said these statements.

Give me jazz hands if you think all of these statements are true.

What do you think all of these are? I will give you a hint.

S _ E _ E O _ Y _ E _ .

Answer: Stereotypes

Some religious identities are treated differently because of these stereotypes. So today, we are going to learn more about how this impacts people.

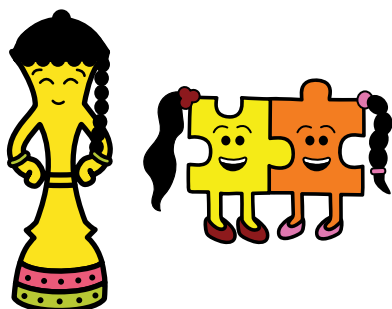
Point to the objective: I can assess the impact of religious-based discrimination.

Learn (20 minutes)

Let's explore how this discrimination sometimes plays out.

Let's get into groups of four. Each group will receive a story and answer a few questions.

Please take help from Ms. Collaboration and Ms. Critical Thinking while discussing in your groups.



Assign one story each to different groups. You may also choose to do this in a large group with two stories.

- Who is the main character in the story?
- What is happening to them?
- How are they feeling?
- Do you think this will affect them positively / negatively? Why?

Story 1:

Aliza and Ria are best friends. They decided to move to Bombay for work and wanted to find a place to stay. The house owner asked Ria to take the flat but disagreed to give it to Aliza.

This was happening to them with the third house. Later, someone suggested Aliza tell her name as Anshika while looking for a house. He said that this way, the house owner and the building

people will feel safe to rent their house to both of you.

Story 2:

Gurpreet is generally the quietest in his friend's group. Every time he is with his friends, people ask him to tell them a joke, and he refuses. He is often said that he needs to be loud and violent if he is a real Sikh. When he shares his discomfort, people tell him, 'Ooo, iske 12 nahi baje abhi'. (this is a racial comment on Sikhs said in Hindi)

Story 3:

Amir was going to the mosque to offer his evening prayers- namaz. A group of young boys stopped him and forced him to chant- 'Jai Shree Ram'. He got scared and started crying on the road. Other boys kept forcing him and made fun of him.

Let's take 10 minutes to do this in our groups.

After learners return, encourage one person from a group to share responses. You may probe them by asking questions like:

- How is religious identity a threat to people?
- How may this impact their behaviour/ action?
- Which constitutional value is not being followed?

Keep the discussion open and encourage learners to challenge each other. The idea is to hear as many perspectives as learners can.

Now that we have read these stories, can you think of any evidence of the religious-based violence you may have seen around you?

Thank you, learners, for using Ms. Courage to share so openly and honestly.



Reflect (15 minutes)



It's Mr. Consciousness time!

We have discussed how religious-based identities may sometimes lead to injustices.

But there is so much about different religions that we may celebrate.

Can some of you share what different things you celebrate in your religion and how?

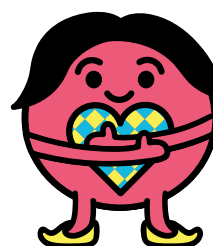
What are some messages that your religion offers?

Encourage learners who may practice different faiths to share.

Now that you have heard what messages different religions offer:

- What do you think is shared between all religions?
- How can we celebrate or practice acceptance towards different religions?

By practising Mr. Compassion, we can spread the message of love, peace and acceptance towards all religions. This may also help us foster equality and fraternity.



After Class Challenge (30 minutes)

Talk to three people who may have a different religious identity than you.

With them, make a poster to spread the messages from different religions using Mr. Creativity. Put that poster in your community to spread love and peace.



OBJECTIVE

I can explain how we can support social groups who have faced injustices and why it is important.

C IN FOCUS

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



CONSTITUTIONAL VALUES

Equality, Fraternity, Justice

MATERIALS

3 Band-aids, Some pencils

SUMMARY OF PRE-WORK

Read the following statements:

- The government of India has a separate ministry that looks after women and child development.
- Most colleges have lesser admission criteria for people from social groups that have faced disadvantages.
- India offers special provisions to protect any groups from facing injustice because of their identity.

Answer the following:

- Do you think we need the above in our country? Why/ Why not?
- Does it give some people more privileges than others?
- Does this follow the Constitutional Value of equality?
- Does it follow the Constitutional Value of fraternity?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (5 minutes)

Hi enthusiastic learners!



Let's play a quick game.

Ask students to join you for the roleplay.

I'd like 3 students to come to the front of the class. Let's pretend that one has cut his finger. One has a stomachache. One has a headache.

I'm the teacher, and I want to show equality. So I'll take 3 band-aids and put them on each child.

Did I do the right thing?

Possible response: No, people need different things. One thing can't solve for different problems.

Help learners arrive at the understanding that while what I did was equal, it was not what people needed. I needed to take care of all of them but in different ways.

While equality is important, it is also important to give people things as per their needs, even if it's different. This is known as Equity.

In the previous lesson, we saw that

different social groups have faced injustices in the past. Therefore, to ensure that the constitutional values are upheld, our country has tried to support these social groups. Today, we will learn how the government of India provides this by practising Equity.

Point to the objective: I can explain why it is important and how we can support social groups facing injustices.

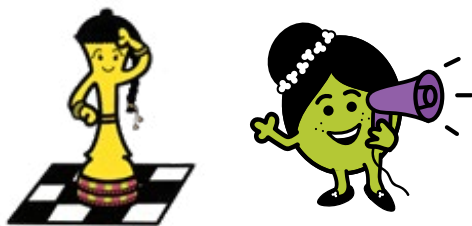
Learn (20 minutes)

Request some students to volunteer for the activity.

Can 15 of you please volunteer for this activity?

Amazing! You all are so brave!

Before we start this activity, I want you to participate by taking help from Ms. Critical Thinking and Ms. Communication.



Divide the 15 student volunteers into 3 groups: A, B, and C and ask them to get a notebook and sit in a circle in front of the class. Collects 20 pencils from the students sitting. Give 9 pencils to Group A and 5 pencils to Group B. Group C is not given any pencils. (Keep 6 pencils with you)

Virtually, you may provide this as a situation.

Okay!

Now let's imagine that Group A is an upper caste group, and they have enough resources to write in the class.

Group B is a middle-class group with at least 1 pencil for each child so that they can do their classwork.

Group C is of the lower caste group and they do not have money to buy any pencils for themselves.

The task given to all 3 groups now is to write their names on an important

form that they need to submit to the government.

All groups can write except Group C.

Ask the learners what problem Group C faces.

Possible response: They are poor and do not have pencils/resources to write. / They do not have money to buy anything. / They cannot fill out the form.

I am the government, and I have 6 pencils as 'Government Funds'. This can be used whenever needed.

What do you think I should do as the government?

Encourage learners to share. You may receive different responses.

Because I am the government and one of the constitutional values is Equality, I will now distribute the pencils I have in the funds equally among all groups.

Give 2 pencils each to Group A, Group B and Group C.

Do you have enough pencils to write with now?

Group C might raise the question that they still do not have enough pencils so that everyone can fill out the form.

Let's pause and think:

- Even though I showed equality, did it help in the situation?
- What could I have done differently?

In the groups of 3, discuss for next 6 minutes:

- I gave pencils to each group equally. Still, Group C is struggling. What solutions can we try to help Group C?
- Why should I do this? Do you think this is fair?

Encourage different learners to share their responses.

Great! So what we did now is we reserved the pencils for those who needed them. If we do not provide these pencils to them, they will be at a greater loss. Group A will

have unnecessarily extra pencils if I do this equally.

In the previous classes, we have learned that some people have access to more opportunities just by birth or their identity.

Our country, India, realised that some groups had not had enough opportunities/ resources in the past. So, the government reserves seats for those needing extra help, such as people from low-resourced backgrounds. This helps them get a shot at success! So reservation becomes an equitable and fair solution to this challenge.

Reflect (10 minutes)



It's Mr. Consciousness time!

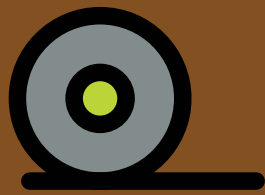
Go back to your pre-work and read through your responses again.

- Has anything changed in your responses? Complete the sentence:
- I used to think _____, now I think _____.
- What is more important? Equality or Equity?
- What groups in society may benefit from a little extra support?

Invite all the learners to share this with the class or their partners.

After Class Challenge (30 minutes)

Make a poster to represent Equity and share what this means with any three friends from your community.



Big Question 09

**What would happen
if India did not have a
constitution?**

LEARNING STANDARD

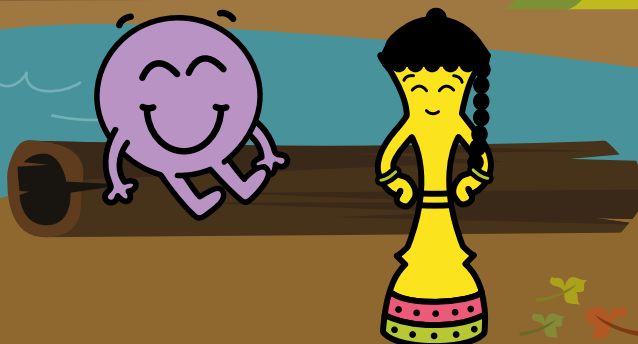
**Students will evaluate the
importance of India's constitution.**

OBJECTIVE

I can describe that India has a Constitution which outlines rules that every Indian citizen has to follow.

Cs IN FOCUS

Ms. Critical Thinking,
Mr. Consciousness

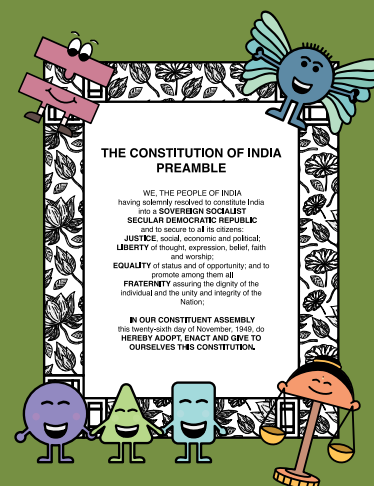


CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity , Justice

MATERIALS

Print-outs of



SUMMARY OF PRE-WORK

Please put down below, different rules that you follow in the following places:

- At home
- On the road
- In school
- At the place of worship
- During a pandemic like Covid

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (10 minutes)

Hi learners!



Let us start with talking about rules.

What are some of the rules that you follow? These can be at home/ school/ road/ during covid/ places of worship etc.

Encourage some learners to share:

I heard some of you have a specific time to return home or a rule of eating together. Some spoke about traffic light rules that we follow on the road, the rule to walk in line at school, raise our hands to talk in the classroom, cover our heads at our place of worship, and wear masks during Covid.

Add things that learners share in the classroom.

Today, let's spend the next 5 minutes without following any rules.

Give no instructions. Let learners figure it out. Let them talk if they want to.

Bring them back and ask what they noticed.

Give me jazz hands if you wish to be in a class without rules.

Remember that you are free to do whatever you want to in the class.

Encourage some of them to share why.

Possible response: There will be no discipline without rules, chaos, etc.

What do you think may happen if the country had no rules?

Possible response: There may be fights., violence etc. Too much traffic on roads.

Thank you for sharing your responses.

The big question we will explore today and in the coming days is:

What would happen if there were no rules/ Constitution in India?

Today we will learn a little more about the rules of a country and why they are important.

Point to the objective:

I can describe that India has a Constitution which outlines rules that every Indian citizen has to follow.

Learn (20 minutes)

Where do you see your schools rules/ classroom rules/ covid rules/ traffic rules written around you? How do you get to know that you have to follow these rules?

Possible response: School diary, classroom walls, covid- newspaper/ social media/ news channels/ posters, traffic- books and road.

Similarly, the rules for our country are also written in very important books.

Can someone guess what that is?

_ O _ _ I _ U _ I O _

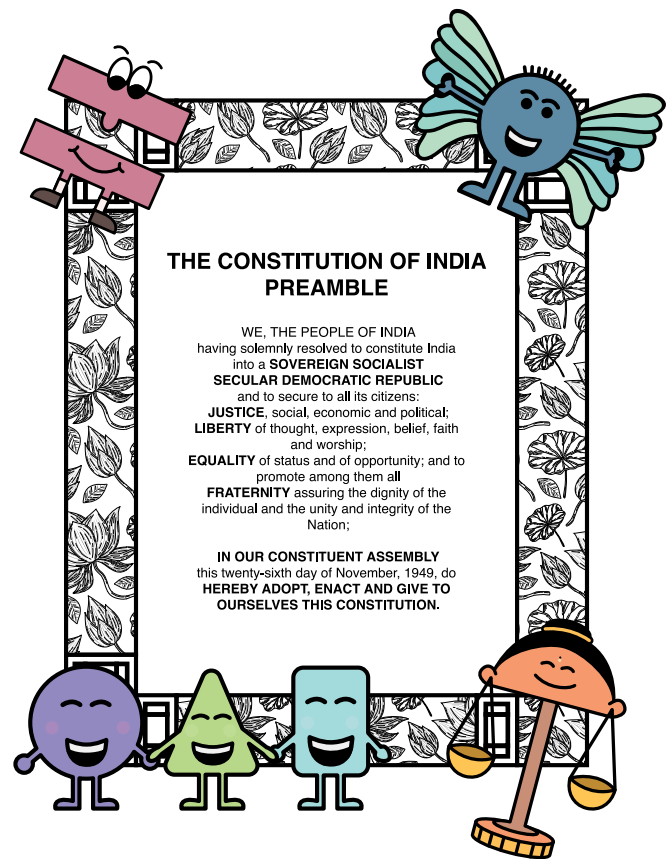
Correct Response: Constitution

Encourage learners to repeat this twice.

You may have heard about this book before. The Constitution is the most important book for Indian citizens as it outlines all the important rules for every Indian Citizen. It is the highest law of the land.

India, our country, was only sometimes 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 ensure everyone respected specific values in this country - values of liberty, equality, fraternity and justice. These were written in a book called the Constitution.

Let's read together the introduction to this book, Preamble.



Have you seen this anywhere else?

Possible response: Course books.

Also, hand over print-outs of this and get learners to paste them in their diaries.

Which values does our Constitution ask us to abide by?

Possible response: Equality, Liberty, Fraternity, Justice.

I am going to share a few things.

If you think this rule is valid for India and its citizens, give me a thumbs up. If you believe it's not, give me a thumbs down.

Let's use Ms. Critical Thinking while doing this.

Pause after each statement and allow learners to respond. Encourage them to share the constitutional value each of these statements uphold/does not uphold.



- We can discriminate against people of other religions. *Thumbs down*
- Only rich people will get an education. *Thumbs down*
- All kids have a right to free education. *Thumbs up*
- Any Indian is free to follow any religious practice. *Thumbs up*
- Anyone can kill the one who they don't like. *Thumbs down*
- People need to go to court before changing their cities for job. *Thumbs down*

- A farmer's son can only be a farmer. *Thumbs down*
- Everyone has to promote harmony and a feeling of Fraternity. *Thumbs up*
- Permission to vandalise/ damage public property. *Thumbs down*
- Everyone except Dalits can vote. *Thumbs down*
- If a chief minister commits a crime, he will not be punished. *Thumbs down*
- People from Mumbai and Delhi will be given the highest-paying jobs. *Thumbs down.*

Thank you, learners.

These are just some rules- things that we can do and things that we can't, which are defined in the rule book of India- The Constitution.

The Constitution establishes several rights that all citizens of India can enjoy and also our duties as citizens towards our country.

Reflect (10 minutes)



It's Mr. Consciousness time!

Now that we have learned about the Constitution, think about the following questions:

- Why is the Constitution important?
- Do you think having rules in a country would go against our constitutional value of Liberty (freedom)?

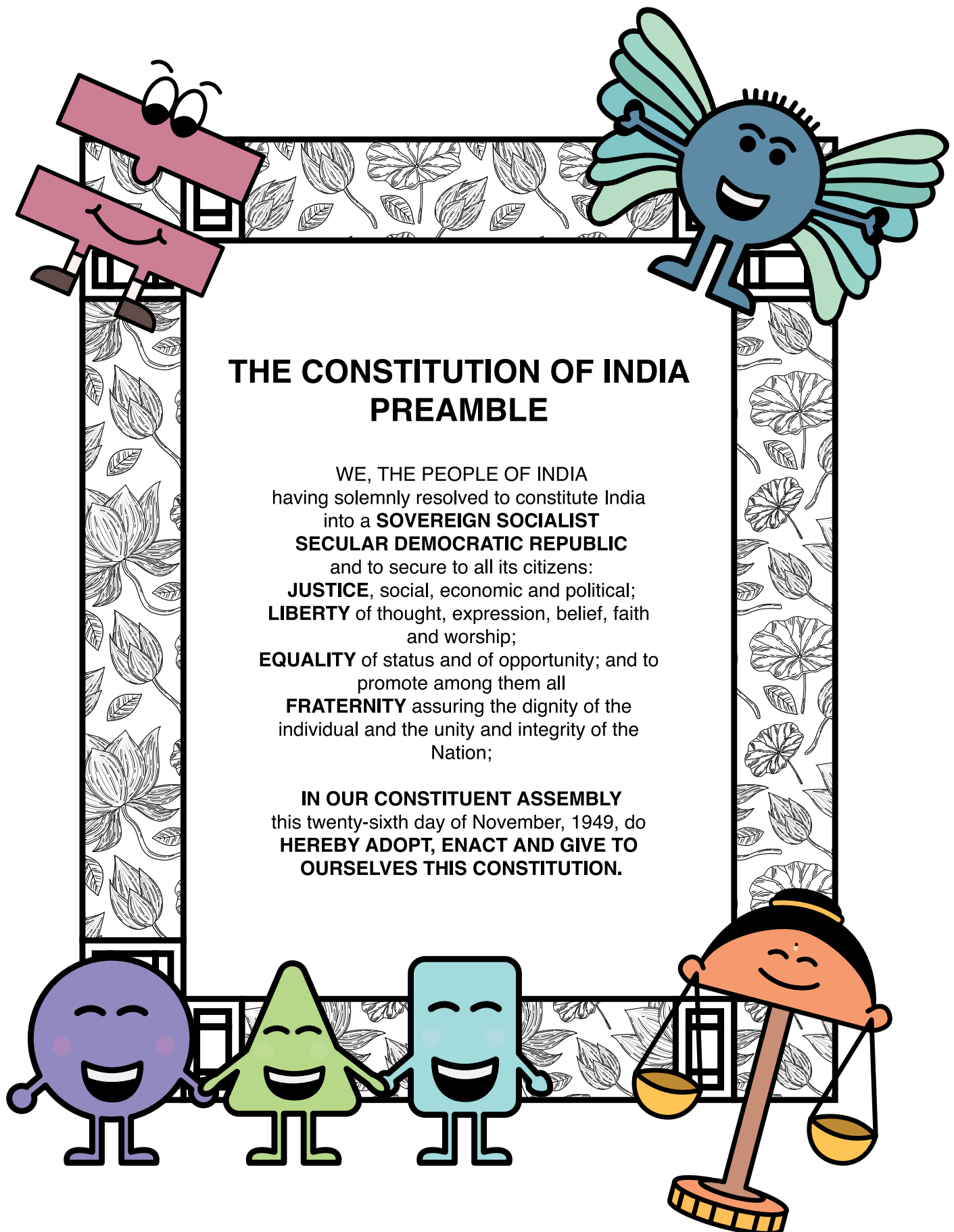
Share the responses with your partner, and then let's have some of you share with the larger group!

Possible response: Rules are important to maintain discipline and harmonious living in the country. It ensures that every citizen is free to make choices while ensuring everybody else's safety and safeguarding everyone's rights.

After Class Challenge (30 minutes)

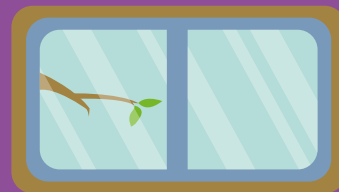
If you had to design a cover for the most essential book in India, The Constitution, what would you put on the cover and why?

Make this cover using Mr. Creativity and cover your India & I diaries with that.



OBJECTIVE

I can compare and contrast India's Constitution with a country with a very different constitution



C IN FOCUS

Ms. Critical Thinking,
Ms. Communication,
Ms. Collaboration,
Ms. Courage



CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

MATERIALS

NA

SUMMARY OF PRE-WORK

Do you think your life would change if India didn't have a Constitution?

If yes, how? Make a list of things that would be different.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)

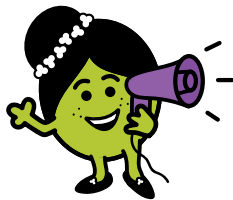


Spark (10 minutes)

Hello learners!



Let's start with imagining something.
You will need a lot of Ms.
Communication to do this.



'You wake up in the morning. Your mother prepares milk or tea as you get ready for school.

The entire time there is no electricity. You come out of your home and walk towards your school. You see a lot of people in a military uniforms on your way. Everything around you is extremely silent. You stop and ask one of the men in the uniform to share why they are there. They refuse to share anything and ask you to do your job.

You reach school.

The watchman at the school is dividing kids based on:

- Religion
- Skin colour
- Gender

He says from now on - only dark-skinned Christian girls will attend schools and sends the rest of you back home.

Nobody is telling you what's wrong. You

come back home and try to call your teacher to learn more. When you try and call, you realise that the network's been cut along with the electricity.

You hear your elder sibling say we can't use mobile phones anymore because the government has banned them.

You are upset and don't know what to do. You meet a friend who could be at school in the evening and ask about school.

She tells you that the school is changing the entire syllabus to the English language and Bible. Teachers are not allowed to teach anything else.

In the evening, you hear an announcement in your community, 'Everyone has to now practise Christianity'. If you don't believe in Jesus, leave this country.

You don't know what's happening.

The next day, you try to go to school again. This time, one of the military men hits you for breaking the rule. He also tells you you will be jailed if this is repeated.

This evening, you go to the park to meet your friends only to see the park being partitioned into sections- one area is for men, the other for women. Upon closer examination, you will find each section

has been subdivided into skin-colour categories. When you ask someone else in the park about these changes in rules, they put their fingers on their lips and point to a newly installed camera that seems to be recording everything. If you say anything against these changed norms, you will be put in custody too.

After a long, puzzling day, angry, you return home and try to look for it on the internet, but that's been shut down, too. You feel extremely helpless and begin to cry.

Learners, let's call the country you woke up in, Xambi.

Let's quickly turn to our partner and share how this would make you feel.

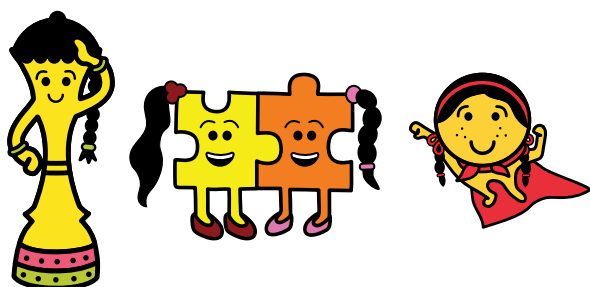
Encourage a couple of responses in the large group.

Point to the objective: I can compare and contrast my life as an Indian citizen with a citizen of a country with a different Constitution.

Learn (20 minutes)

Learners, let us now get into groups of four.

With the help of Ms. Critical Thinking, Ms. Collaboration and Ms. Courage, fill in the following table:



COUNTRY	INDIA	XAMBI
How do you feel in this country?		
What are you allowed to do in this country?		
What are you not allowed to do in this country?		

Is everyone treated equally in this country?		
Do you have the right to information in this country?		
Do you have the right to education in this country?		
Do you have the right to religion in this country?		
Does the law protect you in this country?		

After learners are done with the group work, encourage one person from each group to share a response for each prompt.

Which country would you like to be a part of?

Possible Response: India

Just like India, there are also other countries where the constitution ensures liberty, equality, fraternity

and justice as important constitutional values. For example U.S.A, Canada, Switzerland.

Were there things in Xambi, that you may have seen in your country also?

Encourage learners to share.

Reflect (10 minutes)



It's Mr. Consciousness time!

Turn to your partner and discuss:

- What do you feel proud of in India's Constitution?
- While imagining being a part of a different country, which freedom did you miss the most? Why?
- What top rights would you suggest the XYZ country adopt in their constitution? Why?

Invite a few students to share their responses.

After Class Challenge

If the preamble of the Indian Constitution were to be redrafted, what would you keep in it and why?

Ask two more people (family/ friends) to share the same.



Big Question 10

What are the rights of all Indians? What happens when these rights are denied?

LEARNING STANDARD

Students will articulate the rights they have as an Indian citizen.

OBJECTIVE

I can articulate the rights and duties of all Indians.

Cs IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

MATERIALS

NA

SUMMARY OF PRE-WORK

Pick the right options:

Constitution is a:

- Book of stories
- Book of classroom norms
- Document of rules for all Indians
- Book of rules for all Indians

All Indians include:

- All upper caste men
- All Christian men, women, transgenders
- All students
- All the people who are born/ live in India irrespective of age, gender, caste, class, religion, profession etc.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (10 minutes)

Hi learners of India!



We have already learned about our Constitution and how it ensures that there should be liberty, equality, fraternity and justice for all Indians.

Can someone share who all Indians are?

Which option did you pick in your pre-work?

Correct response: Option D, All the people who are born or live in India irrespective of age, gender, caste, class, religion, profession etc.

The rules in our Constitution are called our fundamental rights and duties as citizens of this country.

Let's understand some of the rights and duties we have through an example. I am going to share two statements.

Show me on your fingers which one do you think is your duty as a student of this classroom?

- In your classroom, you are free to share your opinions.
- We should share our opinions respectfully.

Possible response: Statement 2.

A right is something that every person should be able to do as suggested

by India's Constitution, like access to housing, education etc.

A duty is something that every individual is supposed to practice to uphold the Constitutional Values and respect the rights that are given to us.

Let's try one more. I will share a statement. If you think it's a right, stand up. If you think it's a duty, keep sitting.

Bala can speak any language that he likes and feels comfortable in.

Possible response: Right. (Stand up)

Bala speaks Punjabi but he should respect people who speak other languages.

Possible response: Duty (Sit down)

Today, we will identify more of these fundamental rights and duties.

Point to the objective: I can articulate the rights and duties of all Indians.

The big questions that we will answer through today and the next few lessons are:

What are my rights? What happens when these rights are denied?

Learn (20 minutes)

Let's do a fun activity.

Get into groups of 4.

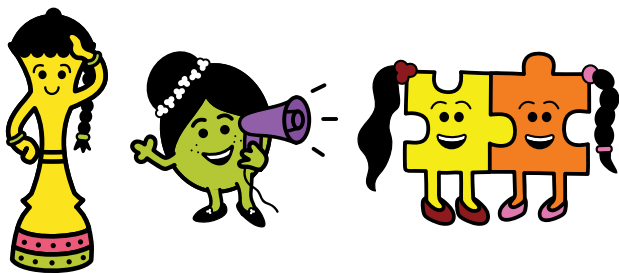
I am going to share a story with all of you.

As you listen to the story, make a list of different rights and duties that you hear as a group.

To help you start, let's make this table in our diaries. You can have one table per group.

Rights	Duties

Since you have to listen carefully, think and make notes, you will need a lot of Ms. Communication, Ms. Collaboration and Ms. Critical Thinking to do this. Are you ready?



Meet Rehana. She's 14 years old and an Indian citizen. She's never learned too much about what it means to be a citizen, so one day, she tries to find out.

She offers her evening namaz and goes to the Gurudwara with her friend Simranjeet at night.

She is struggling to understand the religion of India, so she asks a priest in

the Gurudwara- what is the religion of India?

Please pause and ask students – 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 Muslim, but you can choose your religion and respect other religions.

Wow, thinks Rehana. I'm happy I live in a secular country that says we should respect all religions.

Pause and ask students to note any right or duty they may have identified with their group members.

Give me a thumbs up once you are done.

Rehana goes home and sees that her elder brother has switched on fans in all the rooms. Rehana gently explains to him that electricity is precious and must be conserved.

Please pause and ask learners to return to their notes and add anything they wish to.

At dinner, Rehana's family has guests over. The guests are vegetarian, but Rehana's family eats non-vegetarian food. Isn't it great that everyone can eat whatever they wish in India?

That night, before she sleeps, Rehana reflects on everything she can do as an Indian citizen. She can worship where she wants, follow the traditions that she

wants to follow, she can live anywhere and travel freely, can say what is on her mind, can speak any language.

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 must do what she can to protect India and treat all Indians with love and respect. Wow, she thinks! That's a big role!

Ask learners to get back to their notes and complete them.

Encourage one person from each group to share the rights and duties that they have identified.

Possible response:

- Rights: Freedom, equality, the practice of religion
- Duties: To respect everyone, conserve resources, protect India, and show love and respect.

Thank you so much, learners. You have been great communicators and critical thinkers.

Reflect (15 minutes)



It's Mr. Consciousness time!

Today we learned a little bit more about our Constitution and the rights and duties that it offers.

How does it make you feel about being a citizen of India?

Encourage learners to share their reasons.

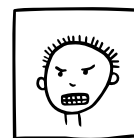
How are you FEELING?



Happy



Sad



Angry



Worried



Shy



Excited



Surprised



Silly



Embarrassed

Let's hear about a student who actively practised her duty of helping her fellow students and citizens of India to understand their Rights:

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!

- One right that you are grateful for.
- Like Anjali, think of one duty you would also like to practice.

You can think from the examples below.

Helping your friends
Keeping the environment clean
Helping out at home
Using respectful language like please and thank you
A duty of your choice!

After Class Challenge (30 minutes)

Make a note of how you or others around you felt when you practised one of your duties.

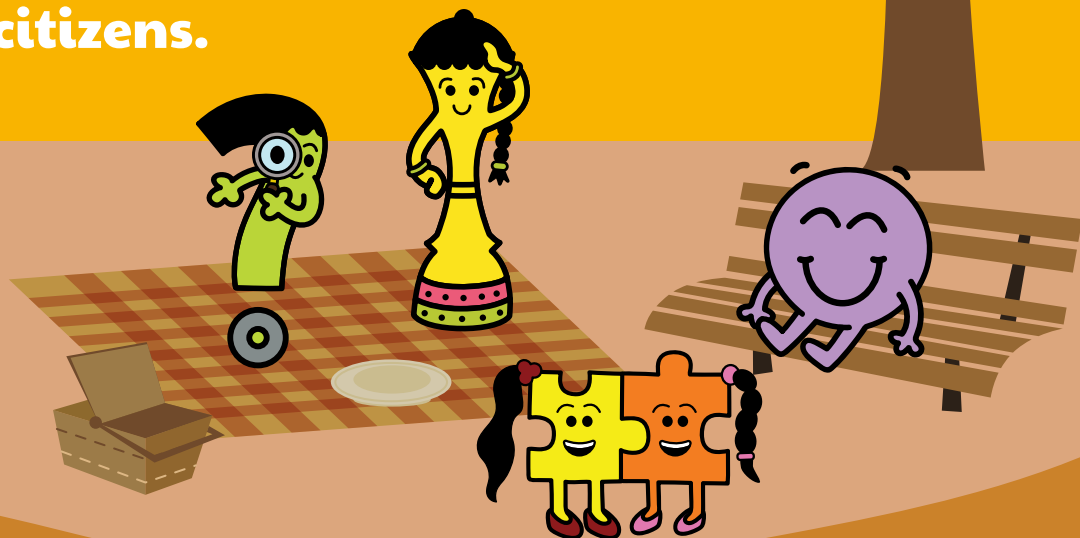
Encourage 3 of your friends to join you too in your efforts.

OBJECTIVE

I can articulate the fundamental rights of all Indian citizens.

C IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

MATERIALS

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

SUMMARY OF PRE-WORK

Share your response in a yes/ no as per what you think is true for India.

- Every child has the right to free and compulsory education.
- You have the freedom to share your opinions by hitting someone.
- You are free to follow the traditions that you like.
- Everyone is equal in the eyes of the law.
- Since my father earns less than the other, another person would be preferred for this job.
- Forcing someone to clean the washrooms because they are Dalit.
- I am Hindu, but I can practice Islam.
- Physically punishing students in classrooms.
- If a son of a wealthy businessman runs over a son of an auto driver due to rash driving, he can't go to court.
- If your parents ask you to marry at 13 and leave your studies, you must listen.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (10 minutes)

Hi learners of India!



Yesterday we learned about some rights and duties that we have as Indian citizens. Today we will explore these rights in a lot of depth and try to understand the most important rights that our constitution grants us.

These are called Fundamental Rights.

Point to the objective: I can articulate the fundamental rights of all Indian citizens.

Let's play a picture game.

Please present one picture at a time and ask learners to share words/ phrases that come to mind when they see a picture. Keep making a note of these words on the screen/ board.



Image courtesy [youtube.com](#)

Possible response: Diversity, together, equality



Image courtesy [yuvasaathi.com](#)

Possible response: Flying, free, freedom

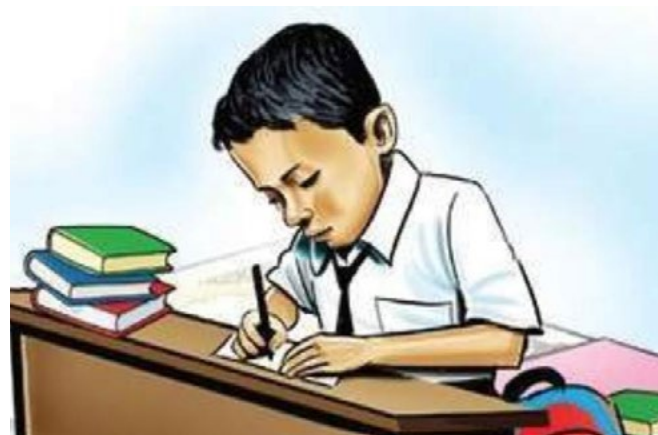


Image courtesy [csrbox.org](#)

Possible response: Education

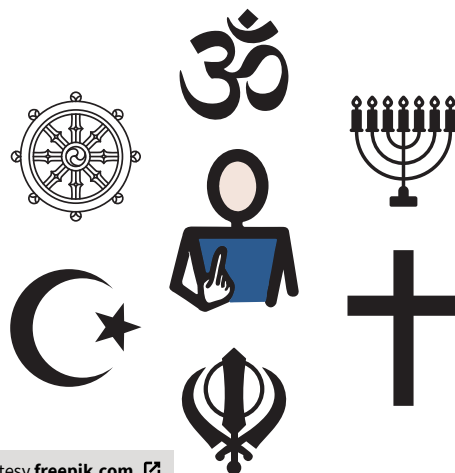


Image courtesy [freepik.com](#)

Possible response: religion



Image courtesy [freepik.com](#)

Possible response: Treating people unfairly, child labour, not treating workers properly.



Image courtesy [freepik.com](https://www.freepik.com)

Possible response: Justice, judiciary, fairness

Learn (25 minutes)

I hope all of you had fun!

Everything you guessed just now is the different Rights to Freedom given to us by the Constitution of India.

Let's see what these are called:

- **Right to Equality**

Right to equality guarantees equal rights for every Indian citizen, irrespective of religion, gender, caste, race or place of birth. It also ensures equal employment opportunities and access to resources.

- **Right to Freedom**

Right to freedom allows Indian citizens freedom of speech, practice any profession, marry people of choice, and stay at the place of choice as long as it doesn't harm people around them.

- **Right to Freedom of religion**

This right allows all Indian citizens to freely practise the faith and religion of their own choice while respecting other religions.

- **Cultural and Educational Rights**

These rights prevent the language, culture and traditions of people who live in fewer numbers in the country (minority groups). It also ensures education for all without discrimination.

- **Right against Exploitation**



Image courtesy indiatimes.com



Image courtesy indiatimes.com



Image courtesy thehansindia.com

How do these pictures make you feel?

Possible response: Sad

Do you think children should be treated like this?

Possible response: No

The right that helps us protect anyone from being treated badly/ unfairly is Right against exploitation. This right puts a ban on child labour and other forms of forced work.

Can someone share the 5 fundamental rights that we have learned till now?

Invite learners to repeat.

Before we move to the last fundamental right, I have a question for you. Let's take help from Mr. Curiosity to respond to this.



What if any of the above rights are not granted? For example,

Reena and Rahim like each other and want to get married. They are both 21 years old, but their parents are not allowing them to get married.

Do you think any of the fundamental rights are being violated?

Possible response: Right to freedom.

What do you think Reena and Rahim can do?

Possible response: Convince parents, go to court.

Exactly learners!

A lot of times, our fundamental rights can be violated. The Constitution guarantees solutions if Indian citizens' fundamental rights are violated. Anyone can approach the courts and ask for justice when these rights are violated.

This fundamental right is called the **Right to Constitutional remedies.**

Today we learned about six fundamental rights that we have.

Invite learners to share all 6.

Let us get into the groups of 4.

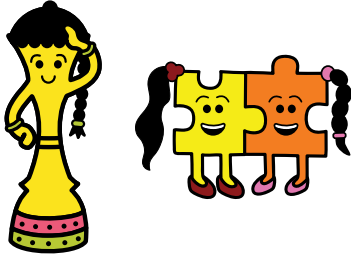
- Go back to your pre-work statements.

- Now that you know the fundamental rights, respond to them again as a group.
- For each statement, consider which fundamental right is being upheld/ violated.

You can also do this activity as a part of a large group.

Possible response:

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



Every child has a right to free and compulsory education.	Yes	Cultural and Educational Rights.
You can share your opinions by hitting someone.	No	Right to freedom, but we can't harm anyone.
You are free to follow the traditions that you like.	Yes	Right to freedom
Everyone is equal in the eyes of the law.	Yes	Right to equality.
Because my father earns less than the others, another person would be preferred for this job.	No	Right to equality
Forcing someone to clean the washrooms because they are Dalit.	No	Right against exploitation.
I am Hindu, but I can practice Islam.	Yes	Right to practise any religion.
Physically punishing students in classrooms.	No	Right against exploitation
If a wealthy businessman's son runs over an auto driver's son due to rash driving, he can't go to court.	No	Right against exploitation and right to constitutional remedies.
If your parents ask you to marry at 13 and leave your studies, you must listen to them.	No	Right to education Right to freedom Right against exploitation Right to constitutional remedies

Reflect (5 minutes)



It's Mr. Consciousness time!

Today we learned about six fundamental rights granted to us by the constitution.

Think and share:

- Why are these rights important?
- If we don't get these rights- if people don't have freedom, are not treated equally, child labour continues, and disrespect each others' religions, which Constitutional Values will be violated?

Possible response: These rights protect India's citizens from unfair treatment and help uphold our four constitutional values. If we don't have these rights, more powerful people will continue to exploit/ suppress less powerful people. This will lead to a rise in injustice and hamper peace and harmony.

After Class Challenge (30 minutes)

Choose one fundamental right and make a poster to spread more awareness of that right.

Bring it to the class tomorrow.

Printables



Image courtesy [youtube.com](#)

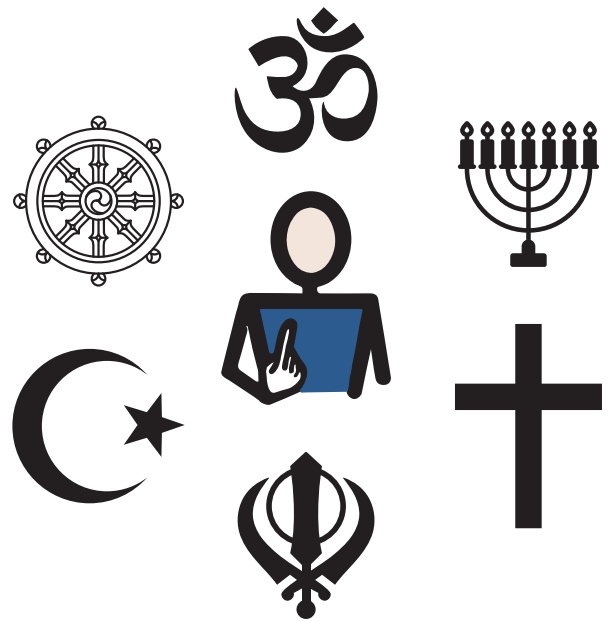


Image courtesy [freepik.com](#)



Image courtesy [yuvasaathi.com](#)

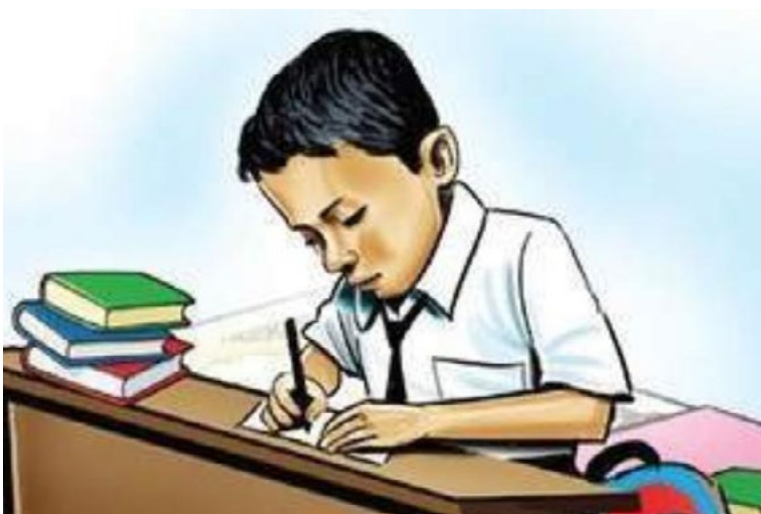


Image courtesy [csrbox.org](#)



Image courtesy [freepik.com](#)



Image courtesy [freepik.com](#)

OBJECTIVE

I can examine recent events when people's rights were denied and the reasons behind that.

Cs IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

MATERIALS

Oppression video
Vibha's video



Case studies (Given
on last page)



SUMMARY OF PRE-WORK

Think of your family, extended relatives and community.

Have you ever seen/ heard of an incident where:

- People weren't allowed the freedom to do things they liked/ wanted?
- People were treated unequally?

- Children around you work to earn money and don't go to school?

- People disrespected each others religion?

Doodle/ write these instances.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (5 minutes)

Hi learners



Enter the class pretending you are very angry.

This class is always talking! I always hear complaints, complaints, complaints.

Randomly take a couple of names and ask them to raise their hands.

Now everytime anybody in the class talks, they will get punished.

Is that clear?

Pause for a while. If someone tries to say something, cut them off and say- You can't ask questions. You have to obey what I say.

Pause again and begin to smile. Ask everyone to sit down and apologise.

Sorry learners, this was just an experiment for today's class.

But how did all of you feel before we talk about this experience?

Encourage a few responses. Possible response: Sad, angry, helpless, powerless.

Do you think some of your rights were violated?

Possible response: Yes, the right to freedom of speech, the right to equality, and the right against exploitation as punishing children is unfair.

Thank you, learners!

This is exactly what we are going to talk about today.

Point to the objective: I can examine recent events when people's rights were denied and the reasons behind that.

Learn (25 minutes)

Let's watch a video.

 Video



After the video, invite learners to answer the following questions:

- What happened in the story?
- Who suffered in the story? Why?
- How do you feel about it?

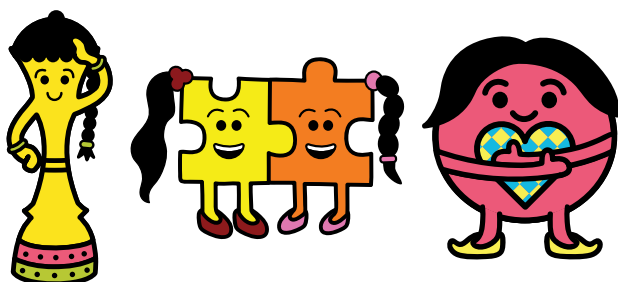
We just show how when someone has less power, they are more often treated unfairly in society. Sometimes, their fundamental rights may also be denied.

Keeping this in mind, we will engage in real cases from our country.

Let's get into two groups.

- Each group will be given a case study.
- Read it with the help of group members.
- Answer the given question.

Please take help from Ms. Collaboration, Mr. Compassion and Ms. Critical Thinking to do this.



You may choose to do this in smaller

groups of four or do both the case studies in a large group assessing the needs of your learners.

Case 1

A boy from a poverty-stricken family from a village in Uttar Pradesh was sent to Delhi to make some money at the age of 8. He was employed four years ago by a wealthy family. He was allegedly beaten up for no fault and made to work for almost 15 hours a day. Unable to bear the torture any longer, the boy ran away over the weekend and approached the police through a Good Samaritan, following which he was produced before a Child Welfare Committee that issued directions for registration of a case against the accused person(s).

- Who suffered in the situation? Why?
- How would you feel if this was to happen to you?
- Which fundamental right was violated here?

Possible response: Right to education and right against exploitation

Which fundamental right did the person use to protect themselves?

Possible response: Right to constitutional remedies

Case 2

Sabarimala Temple is a temple in Kerala, India, where lord Ayyappa is worshipped. Women of reproductive age (10-50) were not permitted/ banned to worship there, in keeping with an old tradition between 1991 and 2018.

In 2006, 6 female members of the Indian Young Lawyers' Association petitioned the Supreme Court of India to lift the ban against the entry of women. They argued that the practice was a violation of their constitutional rights. On 28 September 2018, the Supreme Court of India ruled that women of all age groups could enter the temple of Sabarimala.

The verdict led to protests by millions of Ayappa devotees who opposed the verdict. There were threats of physical assault against women who tried to enter the temple. When some women defied ongoing protests and entered the temple, the priests and authorities closed the temple to purify it.

- Who suffered in the situation? Why?
- How would you feel if this was to happen with you?
- Which fundamental right was violated here?

Possible response: Right to equality, freedom, right to practise religion, cultural rights

- Which fundamental right did people use to protect themselves?

Possible response: Right to constitutional remedies.

Encourage learners to share thoughts and reactions to the given questions for both case studies.

Probe them to identify how some groups are discriminated against more often, such as women, children, religious minorities, people from a lower caste, poor people etc. Help them to make connections to the previous lesson on gender, religion and caste-based injustices.

Stand up if this has happened to you:

- Someone elder than you has shouted at you.
- You have not been allowed to go out somewhere you wanted to go.
- You are sent to school each day.
- You are allowed to wear clothes of your choice.

After each sentence, pause and encourage learners to share their response. Follow up with which fundamental right is upheld or violated in each scenario for them.

Thank you, learners, for sharing so honestly. All of you have been real critical thinkers.

We observed that even though we have rights, sometimes they are violated, and when that happens, we can always use our **Right to constitutional remedies**.

Do you know there's a student leader who chose to spread awareness about fundamental rights as she noticed that people weren't much aware of these

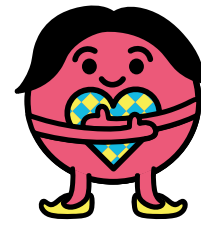
Vibha Nadig, a law student from Bangalore, started 'OutLawed', which is an initiative that facilitates legal education for school and college

students. OutLawed has engaged with nearly 3000 students over the past few months. In the 11th grade, Vibha also ran a project called 'The Government School Exchange Program', which aimed to bridge the gap between kids going to private schools and government schools. You can see Vibha speaking about her journey with OutLawed and School Exchange Program [here](#). Feel free to share the video as the post-work with the learners.



Which C do you think Vibha is using?

Possible response: Mr. Compassion, Ms. Critical Thinking



Reflect (10 minutes)



It's Mr. Consciousness time!

- When were people around you faced with fundamental rights violations? (Refer to your pre-work)
- How did it make them feel?
- Were they able to fight for their rights?
- If you get the chance to help them, what would you do?

Encourage a few learners to share responses in the large group. Ask one learner to share an incident where the person who suffered could fight for rights and a case where someone couldn't.

Synthesise by sharing:

Sometimes, less powerful groups in society suffer a lot of discrimination and injustice because of violations of these fundamental

rights. They also may be unable to fight against them because they may not know how to.

Given that now you know about these fundamental rights, will you be the young leaders and help them? If your response is yes, give me a huge woo-hoo.

As active and aware citizens of India, we may use our knowledge to spread

awareness just like Vibha did. Spreading more awareness about it among people would give them the courage to raise their voices against injustice.

What would you do to spread more awareness about our fundamental rights or stop fundamental rights violations from happening?

Encourage a few people to share.

After Class Challenge (30 minutes)

Share the importance of any one fundamental right with people around you.

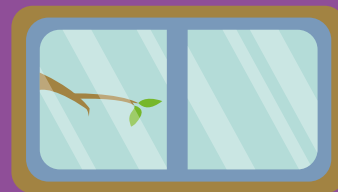
You can do some things:

- Draw posters about fundamental rights and put those everywhere in your community.

- Teach a few students from your community about fundamental rights.
- Help someone who must be suffering because they cannot exercise their rights.

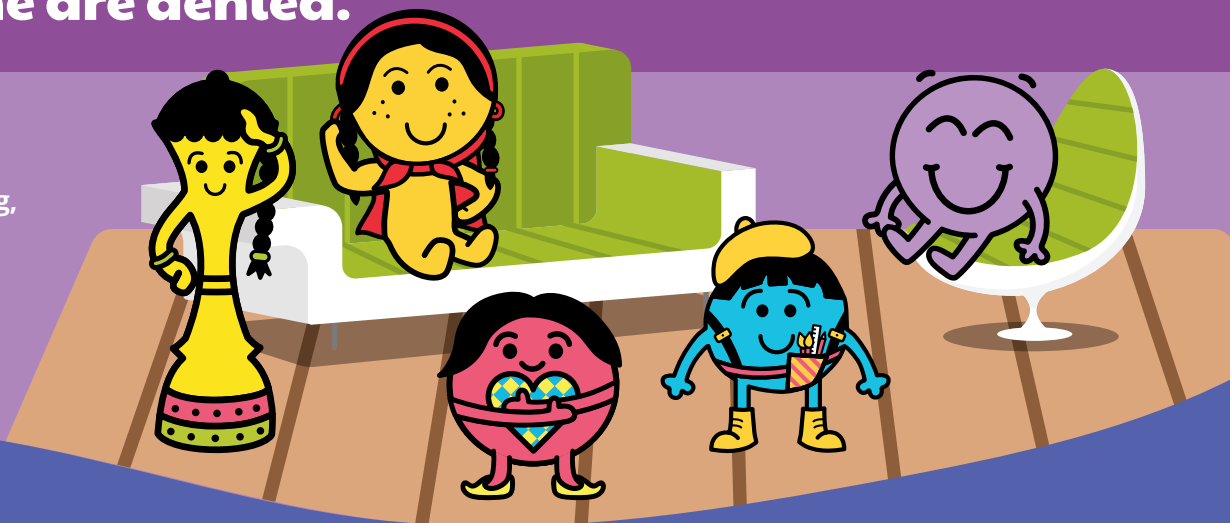
OBJECTIVE

I can share what I can do if my rights or the rights of people around me are denied.



C IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

MATERIALS

Chart paper, colors

KER Anthem

[Video](#)



KER Learning Loop 2019-20: Abbas' Interview

[Video](#)



SUMMARY OF PRE-WORK

Have you ever been denied any of your rights?

- Who denied them?
- How did you feel?
- What did you do?
- Is there anything you would do differently?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



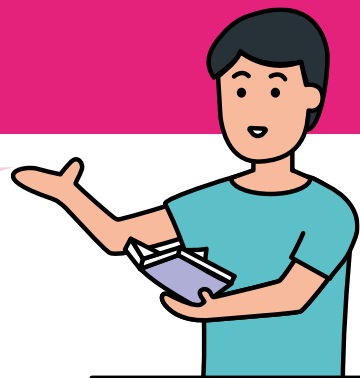
Asynchronous Pre-work Document

[Link](#)



Spark (10 minutes)

Hello revolutionaries!



Do you know why I've been calling you revolutionaries?

Invite guesses.

I've been calling you this because revolutionaries are people who fight for their rights and the ones around them.

They fight against any form of injustice - and I'm hoping you are thinking deeply about how you can be fair and just people as we do the lessons!

Point to the objective: I can share what I can do if my rights or the rights of people around me are denied.

Let's start the day by singing a song.

Play KER Anthem video

KER Anthem Music Video

Encourage the learners to sing the song.

Give me a huge woohoo:

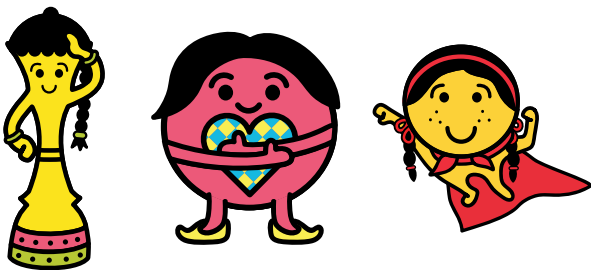
- If you think young students like you can change the world.
- If you think that we need to raise our voice against injustice.
- If you think you are ready to raise your voice against injustice.



Learn (25 minutes)

With this in mind, let's try to be the revolutionaries that our world needs. We will need a lot of Ms. Critical Thinking and Ms. Courage today as we will be fighting for people's rights and thinking of ways to get them justice.

Please also try to be like Mr. Compassion as you hear these stories. As sometimes people may need a lot of love and care when they are treated unfairly.



'Rakesh is a 21 years old bright young boy. He has just finished college with first class and is applying for a job.

On his interview day, his interviewers welcome Rakesh in the office and start asking questions. They then ask Rakesh about his caste. Rakesh says that he belongs to the Scheduled Caste. The interviewers tell Rakesh to leave the interview mid way. He asks why and the interviewers tell them that since he belongs to a lower caste they will not hire him and he should also not apply to such good jobs as he belongs to lower caste.'

Could all of you turn to your partner and respond to the following statements:

- What are 2 emotions that you would feel if you were in Rakesh's place after this incident?

- Do you think Rakesh's rights have been violated? Which one?
- If you had been in the interview, what would you have done?

Possible response: Sad/ angry/ alone,

Right to equality and freedom, I would tell my interviewee that it's wrong to judge people on the basis of caste, it's the education and skills that should matter.

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

Let's do another story:

'Sadia is a cheerful 15 year old girl who lives with her family. Sadia was born with a mental disability that affected her normal intelligence growth. That means she takes a lot of time to understand normal things around her.

One day at school, a Math teacher asked Sadia to solve a simple maths problem. Sadia took 5 mins to read but was unable to understand the question and asked if she could take help. The Math teacher got angry and started shouting at Sadia calling her 'pagal, kamjoor (crazy, weak) and stupid girl' The teacher told Sadia that she should sit at home and do housework and not come to school as she has mental problem.'

Let's pause again and think deeply:

- What are 2 emotions you would feel if you were in Sadia's place?

- Do you think Sadia's rights have been violated? Which one?
- What would you have done if you were Sadiya's classmate?

Possible response:

Sad, scared

Right to Education, Right against exploitation

I would speak to Sadia about how she is feeling, I would have told the teacher that this is wrong.

Think and share:

- On a scale of 0-5, how easy/ difficult it is to raise your voice against people who are elder/ more powerful to you. 1 being extremely difficult, 5 being extremely easy.
- What makes it easy?
- What makes it difficult?

Learners, sometimes it's okay to feel scared to raise our voice. In those moments we can take help from Ms. Courage and Ms. Communication.

Here are some things that we can do:

- Say NO to any form of unfair treatment.



Encourage learners to say No together.

- Take help from a trusted elder.



Image courtesy profbob.org

- Spread more awareness about these rights.



- Treat everyone equally, fairly and with respect.



Let me share an example of a young revolutionary who fought for his and his friends' rights. How many of you remember about Abbas?

Abbas Bhaiya, an 11th grader from Delhi showed courage by raising his voice and fighting against corporal punishment. He strongly believes in the importance of schools being a safe space for students to learn. He collaborated with the DCPCR (Delhi Commission for the Protection of Child Rights) wing of the local government to reprimand teachers who beat up students.

This is a story that learners may have heard in a previous unit. Feel free to share Abbas's video of Abbas this time. (7:00- 9:00)



Reflect (10 minutes)



It's Mr. Consciousness time!

Think and share:

- Is it okay to stay silent when someone's rights are violated? Why/ Why not?
- What can you do?
- Which Cs will you need to do it?

Get into the groups of 3 and discuss:

If everyone was able to protect their rights and safeguard other people's rights, which constitutional values would it help foster in our country?

Encourage learners to share why and ask them to share an example.

Possible response: Equality, Liberty, Fraternity and Justice

After Class Challenge

Think of an India, where everyone's fundamental rights are protected.

- What would this India look like?
- How would people feel in this India?

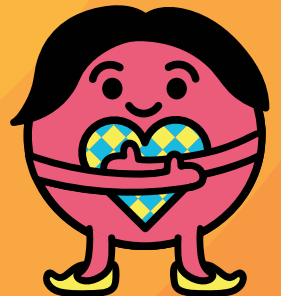
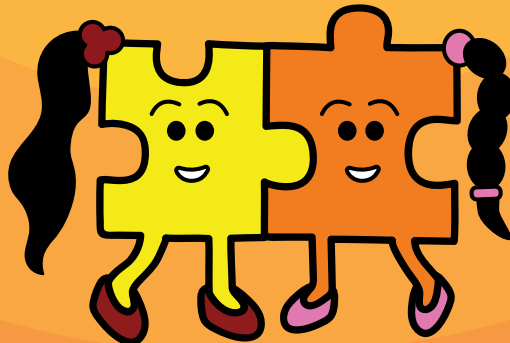
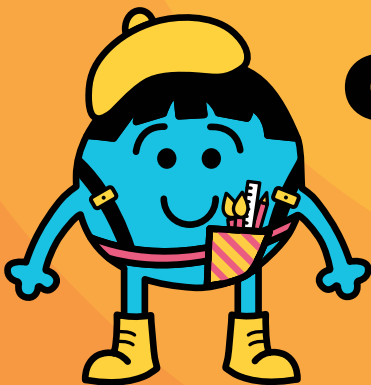
Make a poster using Mr. Creativity and bring it to the class.

Please put up learners' work on the class walls or ask them to add it to their portfolios or paste it in their diaries.





Showcase of learning

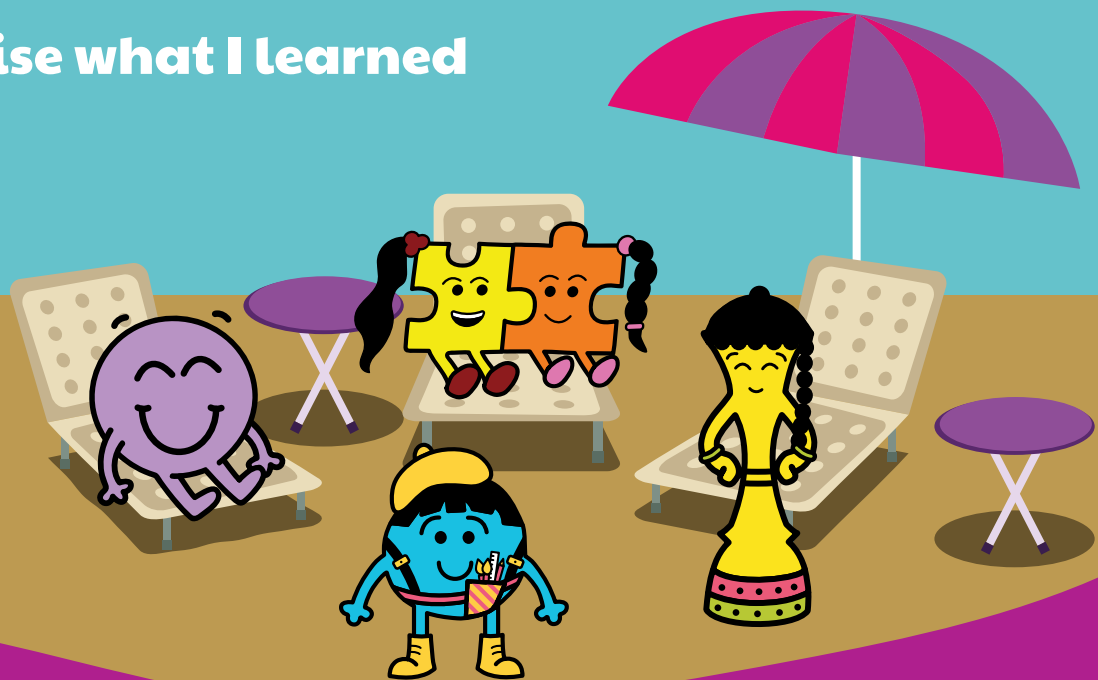


OBJECTIVE

I can synthesise what I learned in this unit.

Cs IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

MATERIALS

Chart paper, colors, pen, paper

Video

[Video](#)



SUMMARY OF PRE-WORK

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

Put down the three most important learnings.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (5 minutes)

Hello learners!



We have successfully come to the end of our fourth Unit i.e. Nation.

Would any of you like to share all the big questions that we explored in this unit?

Correct Response:

- How do people respond to injustice and inequality?
- What would happen if India did not have a constitution?
- What are the rights of all Indians? What happens when these rights are denied?

Would any of you also like to share your key learnings from the unit?

Invite learners to share their responses.

Possible response: We looked at the current reality of our country and saw how gender, caste and religious based discrimination has led to inequality and injustice. We also deep dived into the idea of equity and learned a few ways

of restoration that the country had adopted for the marginalised groups. We strengthened our understanding of the four pillars of the constitution, our rights and duties as citizens of India. We also deep dived into our role as citizens a little in spreading the awareness of fundamental rights, speaking up against the violation of fundamental rights that may help reduce inequality and injustice towards certain groups.

Prompt by asking learners to share different fundamental rights.

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!

Learn (30 minutes)

Before I tell you what we are going to do today.

Let's watch a video.



Turn to your partners and discuss the following.

- What is happening in the video?
- What kind of discrimination/challenge (injustice/ inequality) is being highlighted?
- How does this discrimination affect different people?
- Are you learning anything from the video?

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



Possible response: A woman is quitting job because of household responsibilities, men don't learn household work leading to women doing more work, gender discrimination affects women in a lot of ways- they tend to compromise on their growth and development whereas men don't become independent. It teaches people to teach similar skills to boys and girls so that they can share responsibilities.

Give me jazz hands if you think this video will help the viewers understand the importance of equality?

Now, let's see an image.



Image courtesy storyboardthat.com

- What do you understand from this image?
- What kind of challenge (inequality/ injustice) is being highlighted?
- Who would get affected by this?
- Is there any fundamental right that this helps build awareness of?

Possible response: A story of ban on online education which may influence children's learning a lot. This talks about the right to education and also how people used their right to constitutional remedies to get justice.

We just saw that both the video and comic can help us learn about these fundamental rights so easily. This is what we are going to do today.

We have been talking a lot about our fundamental rights and how knowing these fundamental rights will help us raise voice against their violation.

So today as extremely aware citizens

and revolutionaries of India, we are going to do something really important. We will try to create something similar and spread awareness of the six fundamental rights.

All of us in a class will be preparing for these small skits/ comics to spread awareness of different fundamental rights that we learned through the unit.

If you wish to act it out and present it through acting- it would be a skit.

You may also choose to draw your story and put it in the form of a comic strip.

Encourage learners to make their own choices by giving them options.

So are you ready?

We will work in six different groups. Divide learners in six groups.

Each group will prepare a skit/comic on one of these fundamental rights

Right to equality

- Think about any form of inequality- gender/ religion/ caste/ money etc.
- How does it affect different people in the country?
- Can you present it in the form of a story?
- Do you want to write the story or act it out?

Right to freedom

- Think about any group that is denied freedom.
- How does it affect people in the country?

- Can you present it in the form of a story?
- Do you want to write the story or act it out?

Right against exploitation

- Think of a scenario where someone's human rights are exploited- think of punishments at school, child labour, treated people badly/ disrespectfully.
- How does it affect the people in the country?
- Can you present it in the form of a story?
- Do you want to write the story or act it out?

Right to education

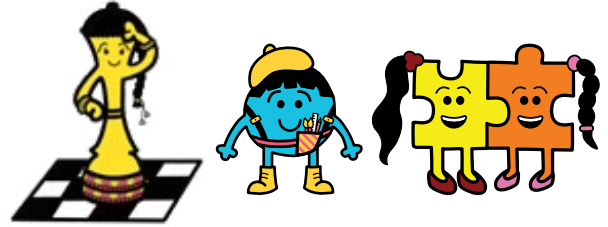
- Think about people who don't get to be in schools or don't receive education.
- How would this affect our country?
- Can you present it in the form of a story?
- Do you want to write the story or act it out?

Right to freedom of religion

- Think about scenarios where people disrespect each-other's religion/ didn't get freedom to choose religion. You can also think of what may happen if all religions are treated with respect.
- How does this affect our country?
- Can you present it in the form of a story?
- Do you want to write the story or act it out?

Right to constitutional remedies

- Think of a scenario where people can get justice using this right.
- How would this affect our country?
- Can you present it in the form of a story?
- Do you want to write the story or act it out?



Please keep moderating the group works. Guide them if they are confused or are not able to come with ideas. Encourage them.

On a scale of 0-5, how ready are you to present your play right now?

Learners may say 0-1.

You may ask one person from each group to pick up a chit and read it out loud.

Isn't this an exciting exercise? Each group now has 15 minutes to make decisions and how they wish to spread awareness about the given fundamental right.

Remember to take help from Ms. Collaboration, Mr. Creativity and Ms. Critical Thinking while doing this.

It's okay, learners. Tomorrow is going to be a lot of fun. All of us will get time to present our skits/comics in front of others and raise so much awareness.

Make sure to be fully ready by then. Remember to bring to the class any props that you may require.

Reflect (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 groups' play with everyone in the class tomorrow.

After Class Challenge

Please work on your final showcase.

OBJECTIVE

I can showcase what I learned in this unit.

C IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

MATERIALS

Song- KER Anthem

[Video](#)

Gratitude notes/ C stickers

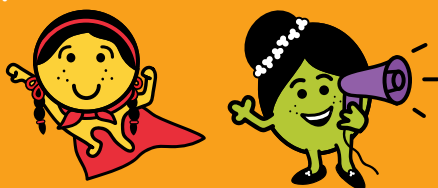
Chart papers

Please take permission for a 75 minutes long class.



SUMMARY OF PRE-WORK

Tomorrow, we will have a final showcase. We will use Ms. Communication and Ms. Courage to share our creative skits/ plays with everyone in the class.



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

Preparation:

Take help from Mr. Creativity to strengthen/ refine your skits/ comics

Here are some ideas:

- Create pictures or bring in objects/ costumes that you will need.
- Think through dialogues and songs. You may also take help from google to get more ideas. In case you are doing a comic- think of who will draw characters and who will put down dialogues.
- Rehearse your skit/ comic presentation with your group. Remember each one of you has to participate and each group will only have four minutes to present.

All the best for tomorrow.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)

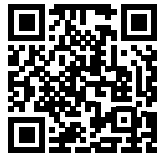


Framing (10 minutes)

Hello revolutionaries!



Please play 'KER Anthem' as learners and the audience enter the class.



Encourage learners to sing along.

Now ask learners to complete the following phrases:

- We have found our _____, we know we have a _____. Voice, choice
- Our little _____ is shining bright. Light
- Just watch us _____, we may be _____, but hear us _____. Shine, small, roar
- We know what we _____, it's time for us to _____. Need, lead
- We are the one's we're _____. Waiting for

Give me a loud woo-hoo:

If you are ready to let your light shine bright?

If you are ready to lead?

If you believe that you are going to rise up?

If you believe that India, your country can rise up?

If you believe that you help it rise up?

Today, as we share with each-other our beautiful skits/ comics, let us remember these ideas as this will help uphold our country's four constitutional values - Liberty, Equality, Fraternity and Justice.

Let us all get into our groups. Each group will get four minutes to share their skits with the class.

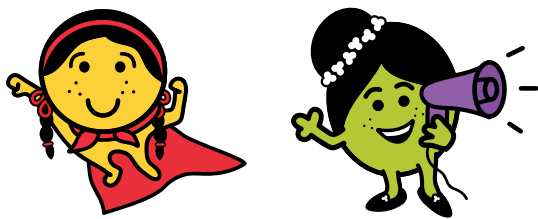
Our parents, school teachers and some learners are here to see our learnings and presentations, so let us give a round of applause to them and welcome them to our family.

Please coordinate with various stakeholders - Principal, school teachers, learners and parents in advance and invite them for a showcase.

Showcase (40 minutes)

While we present, let's remember Ms. Courage and Ms. Communication. Can someone share, what would this look like?

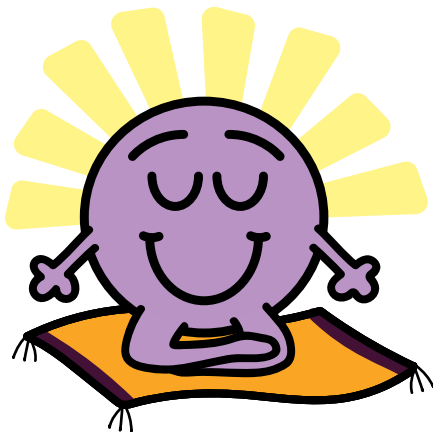
- We will share confidently.
- We will also listen to our friends carefully.



Most importantly, remember to have fun.

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

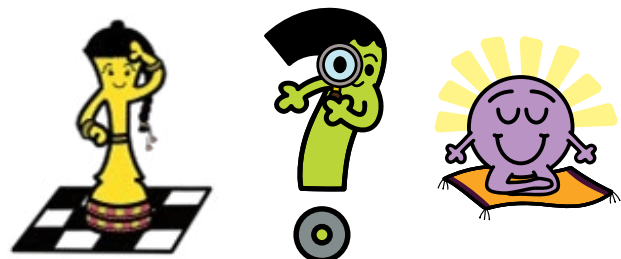
Debrief and Closing (20 minutes)



Can we give a huge round of applause to ourselves and our friends who presented so beautifully?

Now, I have a question for all of you.

I will show you two pictures and you will need to use lots of Mr. Consciousness, Mr. Curiosity and Ms. Critical thinking to think of which one you would choose and why.



After each pair of pictures, some of you will get a chance to share your responses so make sure you are ready with responses!

Show learners pictures and ask which one they would choose and why.

Picture 1:



Image courtesy [scroll.in](#)

Which side would you want to live on?
Why?

Encourage a few responses in the larger group. To really push the rigour, ask them what are the differences they see and what they might mean for life on each side.



Image courtesy [globalgiving.org](#)



Image courtesy [dnaindia.com](#)

Picture 2:

How would you like to spend your childhood?

Encourage a few responses in the larger group. To really push the rigour, ask them what are the differences they see and what they might mean for children.

Picture 3:



Image courtesy [scroll.in](#)



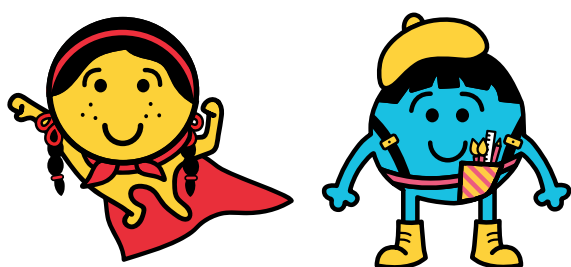
Image courtesy [indiatimes.com](#)

Thank you all for engaging in that! I could see that most of you chose the pictures to the right because it seems like a better place to stay! But we have learned through the unit that the picture to the left denotes the current reality for many people and that is also important to think about.

Everyone should be able to live in proper hygiene and sanitation, and all students should be able to go to school and get educational rights instead of working at such a young age and getting exploited. People of different faith deserve to live together in harmony.

All of us want what's best for us and all of us should work together towards that - for the betterment of us, our society and nation. Something very similar to what you people tried to do today with your skits/ comics.

So let us create how we wish India to be. Let's create our vision for our country. It means seeing our goals for the future. A vision is something we want to work towards and are committed to creating. This will take a lot of Mr. Creativity and Ms. Courage!



Are you ready to imagine and build a vision for a better India?

Let's get into our groups . Each group will make depictions of how you envision India 30 years from now. And keep in mind that when we think about India, we are thinking about everyone and everything - humans, animals, plants, buildings and even aspects like gender, education, politics, religion etc. India is a very diverse country so make sure you really think deeply as you do this!

After you complete your drawing, complete the sentence as a group.

"We imagine an India where _____ because_____"

For example I imagine an India where everyone is treated with respect because I believe everyone is equal and unique in their own way!

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 their vision for the country. Please invite a few people from the audience to share how they are feeling.

Learners remember that we need a lot of hope and belief in our vision to be able to create a better India.

So let us close out by singing the KER Anthem once again because I really believe that you all are the ones this country is waiting for.

Play the song and invite everyone to sing along.



Please close the class out with celebration and gratitude. Hand out gratitude notes/ bag tags/ bookmarks/ C stickers to everyone to bring out the essence of celebration.

You can also prepare for a community/ school nummad-natak day where your students can take these plays to the community and school assembly for all the students and members to see their wonderful work.

After Class Challenge

Please teach this song to your family members and friends from the community. Also share the meaning of the song with them.



World



Big Question 11

What are some of the challenges faced by the world?

LEARNING STANDARD

Students will explore different global challenges and the interconnected nature of these challenges.

OBJECTIVE

I can describe a few global issues

Cs IN FOCUS

Mr. Curiosity,
Ms. Collaboration,
Ms. Courage,
Mr. Consciousness



CONSTITUTIONAL VALUES

Justice, Fraternity

MATERIALS

Song: We are the World

[Video](#)



SUMMARY OF PRE-WORK

Through our lessons, you have learned so much about yourself and the world around you. You have learned about problems and solutions and the need to work towards change. Pause and reflect on the following question -

In your opinion, which is the biggest challenge we face as human beings?

Represent this challenge as a drawing, poem or doodle and bring it to class!

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



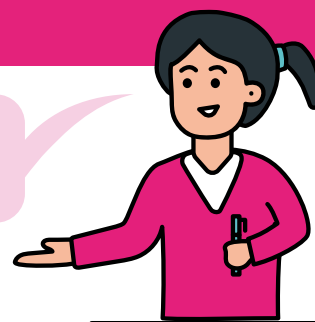
Asynchronous Pre-work Document

[Link](#)



Spark (10 minutes)

Hi curious thinkers!



Today we will get curious and try to learn more about the world around us.

Before we do that, let's listen to a song.

USA For Africa - We Are The World (HQ official Video)



What do you think 'We are the World' means?

Possible response: We are all part of the world and need to save it.

But what do we need to change in the world?

Encourage some learners to share. They may share some challenges.

Until now, we have thought about problems and issues limited to what we can see - our community, family and country. But today, we will talk about the world as a whole, the many, many people that live in it and the problems they face.

Here is an image to spark your curiosity:

Flash this image to the learners.



Image courtesy [freepik.com](https://www.freepik.com)

When we are talking about so many people, there can be many different types of problems - small problems, which might affect only one person or a small group of people and some big issues, which can affect the entire world.



I will show you a list of problems, and your task is to identify which can be minor and which are big. Make sure you use lots of Mr. Curiosity as you go through this list!

Assign hand actions to each type of problem to make the meaning more visual for the learners.

Someone breaking your pen during recess (S)

A pipe leak near your home (S)
A volcano erupting on an island where no one lives (S)
An asteroid heading towards Earth from space (B)
A sudden rise in the temperature around the world by 10 degrees (B)
No clean water left to drink on Earth (B)
A building collapsing in Agra (S)
Forgetting to bring your book to class (S)
A war fought between India, China, USA and Australia (B)
Now that we have understood a little more about what big problems can look

like and how they can turn into global issues that can impact many people, we are going to use our Curiosity to learn a little more about these problems!

These are called global issues.

Today we will dive deep into some international issues.

Point to the objective: I can describe a few global issues.

And through this, the big question we will explore is:

What are some of the challenges faced by the world?

Learn (20 minutes)

Before coming into class, we all thought about one challenge that we consider the world's most important problem. We will now walk around the class and interact with 8 learners. You will share your answer with them, explain why you chose that issue, and then hear their response. 3..2..1..Go!

In a virtual setting, please assign the learners, and put them in the chat box.

Now that we have heard one another's perspectives, we are going to look at what research and experts point out to be the biggest challenges in the world:

Please list the following issues on the blackboard/Flash them on the screen

Climate Change
Lack of quality education

Violence and War

Hunger

Poverty

Corruption in Governments

We are now going to divide ourselves into 6 groups and in our groups, think deeply about one of these problems that you see before you.

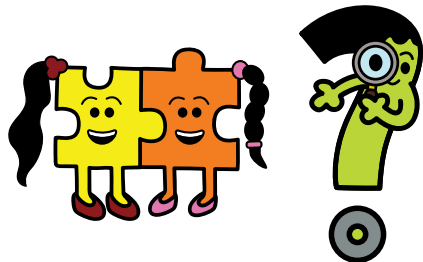
Please divide the learners into 6 groups and assign one challenge to each group.

In our groups, we will now think deeply about your assigned challenge. Please discuss the following questions with one another:

- What is happening in our community, country, and world because of this problem?

- Who can it impact?
- Do you think we will still have this problem 10 years from now? Why/Why not?

Let's use lots of Ms. Collaboration and Mr. Curiosity as we do this together! After we are done, each group will present their responses to the class.



Learners will go through the questions in their groups and articulate different global issues. Please support them by pushing their thinking and asking them probing questions. Once they are done, please encourage one learner from each group to share their responses with the class.

Reflect (5 minutes)



It's Mr. Consciousness time!

We have learned more about the global issues we face as a planet. I want you to now think, with Ms. Courage, which Cs will help us solve these issues?

For example, Mr. Compassion will be a very important C in solving hunger and poverty since it will be important to empathise with the people.



Let's all turn to our partners and share which Cs we believe will be important to solve these global issues.

Encourage a few learners to share their responses with the class.

Learners, over the past many weeks, we have been thinking about ourselves, our community and our country, all of which we can see or understand better. But over the next few classes we will be thinking about the world as a whole and the challenges in it.

I would love for all of you to think back to the value of Justice and imagine what it might look like for the whole world.

Please turn to your partners and share how the world would look if there were justice for all and if all humans lived in a safe world for them.

Let's close out by singing the lines from the song we heard in the beginning:

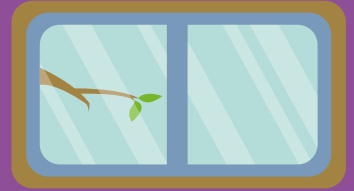
*We are the world
We are the people
We are the ones who'll make a brighter day
So let's start giving
There's a choice we're making
We're saving our own lives
It's true we make a better day
Just you and me*

After Class Challenge (20 minutes)

Choose any one global issue you would like to learn more about and watch a video, read a news article and talk to one person about it.

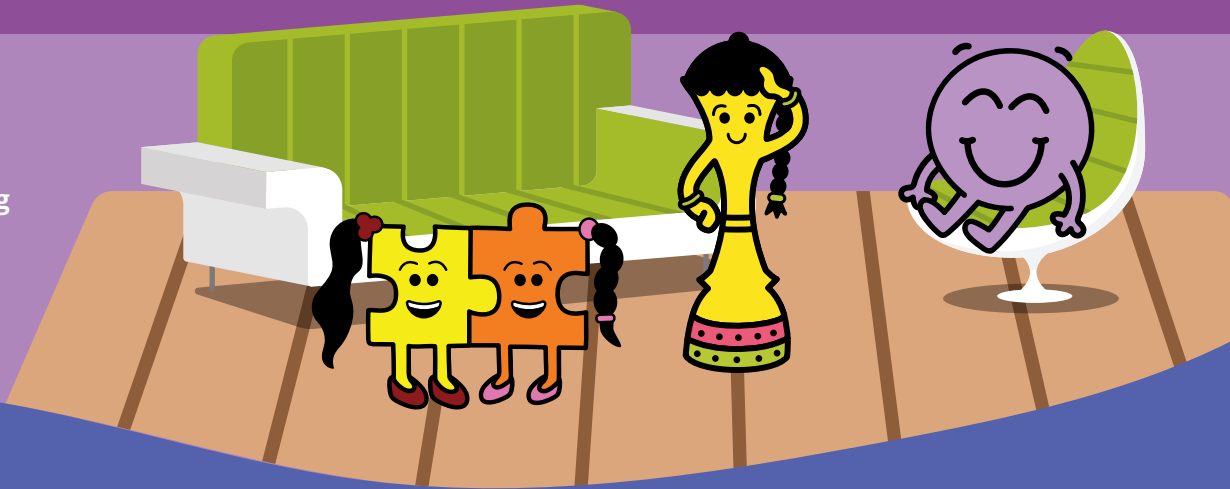
OBJECTIVE

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



C IN FOCUS

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



CONSTITUTIONAL VALUES

Justice, Fraternity

MATERIALS

Paper money (Rs. 100 written on each paper, 10 papers per student in the class)

SUMMARY OF PRE-WORK

Imagine that you get 500 Rs pocket money every month.

How will you use this money?

How will you decide what you would spend this money on?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (5 minutes)

Welcome to class,
global citizens!



Today and over the next few lessons, we will explore various global issues in a very different way and try to understand how they affect people and us.

Our first lesson today will begin by breaking into groups of 5.

Each group represents a family. You will be given some paper money which means money. That money represents your family income.

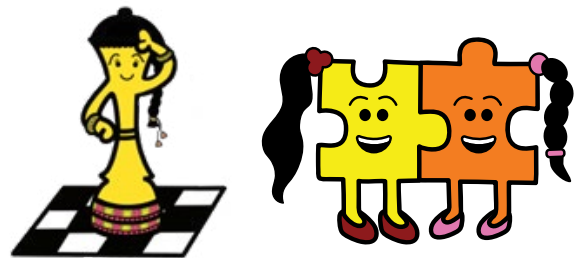
Each group will get 50 paper money notes in total. Each paper money will have Rs. 100.

As a family, please come together and count how much money you have. That

represents the amount of money your family has (Rs. 100 X 50 = Rs. 5000). This box in the front of the class represents the bank.

Learners count their paper money.

Let's begin our activity. Remember, we will need a lot of Ms. Collaboration and Ms. Critical Thinking to do this.



Learn (25 minutes)

Oh no! It is raining heavily, which has damaged your house's roof. And because of the rain, one of you has fallen very sick. The cost of fixing the roof will be 8 papers (paper money) and the cost of medical treatment is 5 papers. Turn to your families and consider:

- Do you have enough papers/money to pay for both?
- If yes, how many papers/money do

you have remaining? Is this the best use of the money?

- If not, which of the two would you like to spend your papers/money on?

Learners go into their groups and take decisions.

Thank you, families. Based on whatever your families decided, how many paper notes/ money are you left with?

Each group can put the number in the chat box or share it.

Now, the heavy rain that took place a few days ago destroyed a lot of the crops. Because of this, the cost of vegetables and grains has increased a lot.

But you still need to buy food for your family.

On the blackboard, you will see a list of items available in the market and the cost of each. You need to buy groceries for the entire month.

On the board, draw the following:

One packet of bread - 4 papers

One small bag of dal - 6 papers

One small bag of rice - 6 papers

One small bag of wheat - 3 papers

12 potatoes - 4 papers

12 tomatoes - 4 papers

12 carrots - 4 papers

12 cucumbers - 4 papers

One small bag of tea - 2 papers

One small bag of milk - 2 papers

One bag of chicken/mutton - 10 papers

One small bag of salt - 2 papers

One small bag of sugar - 2 papers

Turn to your families and discuss:

- What do you need to buy for a month? Make a shopping list based on the money you have.
- How much money did you spend?
- What are you left with?

Let's do this activity again. This time each family will have a different amount of money.

Note: In this activity, please distribute the paper money unequally among students (the least a student can get is 0, and the most a student can get is 20).

Respect both scenarios. After the second scenario, ask:

Turn to your families and discuss:

- Did your family have enough money to fix your broken roof?
- Did your family have enough money for medical treatment?
- Did your family have enough money to buy food?

Please encourage learners to share from different families - those who can and cannot afford it. Please ask them to share how they feel when they don't have enough money for food, medical treatment and shelter.

Reflect (10 minutes)



It's Mr. Consciousness time!

We have now come to the end of this activity. Thank you for engaging in this. Learners, we started with an activity where we all had the same amount of money and made choices as per our preferences.

In the second activity, all of you started with very different amounts.

Think and share:

- How easy or difficult was it for your family to choose where to spend money? Why?
- What do you understand about poverty?

Encourage a few learners to share in the larger group, especially with regard to the third question. To make the discussion more rigorous, here are some follow-up questions you can ask:

- On what basis did you make some choices? For example: between fixing a roof or medical treatment.
- How does poverty affect health and overall standard of living?

Possible response: Our daily choice, how we live, and what we eat depend on our money. Sometimes, people who don't have enough money have to make choices that may not be good for their health or living just because they can't afford it.

Is it fair that people have to make tough choices about basic needs in life: food, clothes and shelter based on money they have?

Encourage a few learners to share their thoughts!

Thank you for sharing your thoughts, learners. We will continue to engage with this discussion a lot more tomorrow!

After Class Challenge (30 minutes)

Imagine you have only Rs 150 and have to survive two days on it.

You don't have any resources at home - no food, electricity, or water.

Note what choices you would make and how you would spend this money.

OBJECTIVE

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

Cs IN FOCUS

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



CONSTITUTIONAL VALUES

Justice, Fraternity

MATERIALS

Print-outs of handouts for gallery walk:
(Given on last page)

SUMMARY OF PRE-WORK

Watch the story of Luisa, a young girl from Spain here and think about:

- What did you understand from the story?
- How did poverty affect her and her mother?
- What is Louisa's belief or hope?

Now, try to answer this question:

What would happen if poverty didn't exist?

Think of all the possibilities and make a note of them.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (10minutes)

Hi learners!



Today we are going to spend more time trying to understand how poverty impacts people.

But before that, let's think briefly about our activity the other day.

Can all the families who had to compromise on either shelter/ food/ medical treatment- come to one side of the room?

Can all the families who could afford these three things but were left with zero money at the end come to the other side of the room?

Were there families who could afford everything but were still left with some money? *Ask them to stand in a different part of the room.*

How does each of you feel?

Encourage a few learners to share responses.

In an emergency, which family do you think will be left behind?

Which family do you think will survive?

Which family do you think will succeed?

Possible response: Group 1 will be left behind, Group 2 and 3 will survive but only group 3 will succeed.

Is this fair? Why/ Why not?

Encourage a few learners to share their responses.

Learn (20 minutes)

Do you think there is a connection between poverty, hunger and malnutrition?

Encourage a few learners to share.

Possible response: If one is poor, there is more chance for them to go without proper food, shelter and medical treatment.

Now, I am going to show you some data points.

- More than 10% of people worldwide do not have electricity.
- More than 2 lakh children under 5 die yearly because they cannot afford medical treatment at the right time
- More than 20 lakh people do not have access to clean drinking water.

Now we will hear the stories of a few people. You would have to identify:

- How each of their life is being affected due to the data point above?
- Do you know of someone who has also been affected by a similar issue?

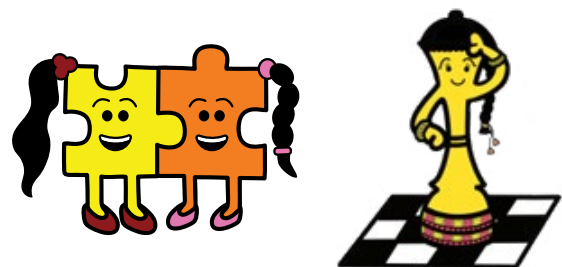
Sunil only gets water for two hours a day in his community. There is one tap for 100 homes.

Asif is just six years old and has a 2-year-old younger sister. She got

diagnosed with dengue and has been sick. Doctors have told their parents that the treatment would require hospitalisation and cost nearly Rs 10,000. Asif's father, who is the family's sole earning member and runs a vegetable stall, doesn't know where to arrange this money.

Betty can not study or complete her homework after sunset. It gets too dark, and she cannot access electricity at home. They sometimes use fuel lamps, but they also cost a lot of money.

Please take help from Ms. Collaboration and Ms. Critical Thinking while doing this.



We just saw how poverty leads to a lack of resources and, therefore, affects people's lives.

But do you know, there are so many people who are trying to work towards this challenge?

We will now look at examples of different people who are working towards reducing poverty all over the world.

Stories of these people have been put up all around the class, and we will now go on a gallery walk and look at them.

Learners engage in a gallery walk to see the stories of hope.

Virtually you may present this on a slide for learners to skim through these.



Image courtesy robinhoodarmy.com

The Robinhood Army is an organisation that brings extra or leftover food from restaurants and supplies them to poor communities that cannot afford 3 meals a day.

They work in more than 100 cities all over the world.

Priyanshi, an 11th grader from Pune, saw many children in her community going hungry because families could not afford any food. She contacted the Robinhood Army and arranged for food to be dropped off thrice a week for all these families. For her, the smile on the children's faces after eating a hot meal was the biggest gift!

years, they have been using their money towards helping countries all over the world in overcoming poverty. They have helped more than 200 crore people get loans from banks and work hard to help families that cannot afford emergency medical care.



Image courtesy ketto.org

Khwaab is run by the women of Mandawali which is a small community in East Delhi. Very few women in this community have jobs, and most of their money goes towards taking care of their families. The money earned by parents is rarely enough to sustain the family. Hence, they started Khwaab to support their families by putting the skill of art and craft to use. Khwaab started in 2014 with a few women who earned a few hundred rupees every month. Today, there are over 25 women working with Khwaab from the same community, earning over 8,000 rupees every month. This has not only helped them support their family with the money but also become more independent and confident.



Image courtesy people.com

Bill and Melinda Gates are known to be one of the richest families in the world. Through the



Image courtesy doctorswithoutborders.org

Doctors without Borders is an international organisation. It works with a group of doctors intending to provide emergency medical help in places where there is a lack of good healthcare. Their

goal is to provide life-saving medicine to those who are most in need. They work in more than 70 countries all around the world to provide free healthcare.

Now that you have seen that hope is possible and that there are so many people working to help those in poverty, I do feel that Louisa's hope can come alive.

Reflect (10 minutes)



It's Mr. Consciousness time!

Turn to your partners and discuss:

"What would happen if poverty did NOT exist?"

Encourage a few learners to share and synthesise by sharing:

Nobody sleeps hungry, everyone has a good house and gets good medical treatment, nobody wears torn clothes etc. People could afford basic things and have more opportunities to succeed in life.

We have read a lot about poverty and tried to understand its impact on people. We have also flipped the situation to think about what

would happen if poverty did not exist! While it might be challenging to say that poverty can be removed entirely, people are trying every day to make this come true!

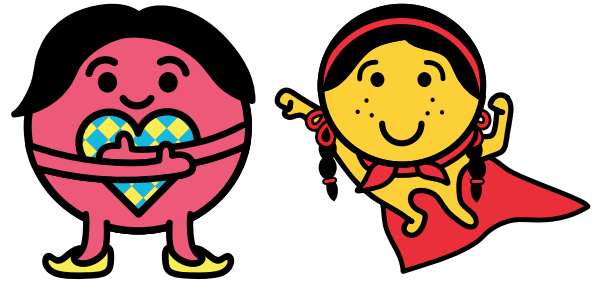
Can you think of some ways in which you can solve this challenge?

Feel free to share this example:

I see children begging on the street when I walk back from school every afternoon. I think this affects them badly because they cannot afford proper food, so they might go hungry often and hence fall sick very frequently. I can help them by taking some time daily to collect leftovers from my friends

in school or the school canteen and share them with the children on my way home.

Remember that you play an integral role in solving these big problems. All you need is some help from Mr. Compassion and Ms. Courage.



After Class Challenge

Do you know someone who struggles due to a lack of resources?

With two of your friends, think of a small way in which you can help/support them.

Small actions can sometimes lead to great impact.

Print-outs of handouts for gallery walk



Image courtesy robinhoodarmy.com

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OBJECTIVE

I can engage deeply with a global issue (climate change) and understand how it impacts me and others.

C IN FOCUS

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



CONSTITUTIONAL VALUES

Justice, Fraternity

MATERIALS

Picture of the earth and a foot-print (Given on last page)

Video: Causes and effects of Climate Change



Gallery Walk: Print-outs of Stories of hope (Given on last page)

SUMMARY OF PRE-WORK

Read the following statements.

If the answer is Yes, you will give yourself 1 mark. If the answer is no, you will not give yourself a mark.

- I bathe for more than 10 minutes every day.
- When I brush my teeth, I let the water in the tap run.
- I use a plastic bottle to drink water.
- I eat foods/chips that are wrapped in plastic packages.
- I waste some food from my tiffin every day.
- I use a private car/cab to come to school.

- I use the fan/AC at high speed every day.
- I often forget to turn off lights and fans at home or school.
- I throw away old notebooks after I finish using them.
- I wrap my notebooks and textbooks using plastic.

Please count your final scores and bring these to the class tomorrow.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link

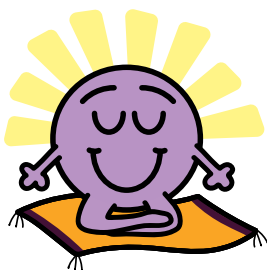


Spark (10 minutes)

Welcome to class,
global citizens!



We will be diving into another very important global issue today. This lesson is going to need a lot of Mr. Consciousness since we will be reflecting on our own actions from the past as well as making some important commitments for the future.



Let us begin with a little art. I want all of you to take out your diaries and draw a picture of the Earth. It does not have to be perfect. Please take 2 minutes to do this. You can use colors to draw the water and land too. I know you must be curious to know why we are doing this but I will let you know soon!

Draw/paste a picture on the board for reference.



Let's all put our pencils and colors down and focus on me again.

I am going to draw something and I want you to guess what it is.

Draw a footprint.



This is a footprint. What does a footprint tell you? It tells you how much space you take. When I stand, the size of my footprint tells me how much space I take when I stand next to someone. But do you know there is another type of footprint too? It is your footprint on Earth.

Would someone like to guess what that might mean? Let's use lots of Ms. Courage. I know this is something new but try to guess!



Encourage responses.

Your footprint on Earth tells you how much of Earth's resources you need to live the way you do. Sometimes, when a lot of people have a very big footprint, it often means that they are using too many of Earth's resources to sustain their lifestyle.

We will begin today's class by applying this new concept and measuring our own footprint on the Earth. We're doing this to learn about a critical global issue - the issue of climate change.

We will now use our scores that we may have come up with in our pre-work to determine the size of our footprint.

If your score is between 1-3 : your footprint is smaller than the Earth.



This is what your footprint looks like.

If your score is between 4 - 6 : this is what your footprint looks like, exactly the size of the earth.



If your score is between 7 - 10 : your footprint is bigger than the earth.



What do you think this means?

Encourage responses.

If you have a big footprint, it means that you use a lot of Earth's resources, which is meant for everyone to share.

Look at the feelings chart and identify how you are feeling after seeing your own footprint on the Earth.

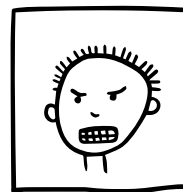
How are you FEELING?



Happy



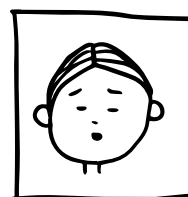
Sad



Angry



Worried



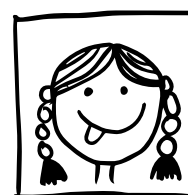
Shy



Excited



Surprised



Silly



Embarrassed

Encourage many responses here. Some learners might be feeling scared or

shocked to see their footprints. Encourage them to pay attention in class and learn how they can reduce their footprint.

Our footprint tells us how much of the Earth's resources we use. You saw how your footprint looked. Now imagine this footprint multiplied by ALL the people who live on this Earth. Then think about the animals in the forests and the trees too. Think about the rivers and lakes and oceans. All these get affected by the way humans live and this causes changes in the environment.

This change is called Climate Change. Different types of pollution, weather changes and extreme heat and cold are all effects of Climate Change in the world.

In today's lesson we will explore the issue of climate change and think about what we can do to solve it.

Point to the objective: I can engage deeply with a global issue (climate change) and understand how it impacts me and others.

Learn (20 minutes)

Now that we have seen what the meaning of climate change is, Let's assess some of the effects it might have on human life. We will all watch this video together.



Let's take help from Ms. Critical Thinking to do this.



As we watch the video, make a note of the following:

- How does climate change affect the ocean?

- How does climate change affect weather?
- How does climate change affect food?
- How does climate change affect health?

Please keep pausing the video after these sections for learners to take notes. In case they find something difficult to understand, please explain.

In the video we saw that climate change has an impact on 4 big things - oceans, weather, food, and health.

Can some of you share how it affects the ocean, weather, food or health?

Encourage four learners to share for each of the factors.

Possible response: Climate change means extreme cold which might make humans prone to more illnesses.

On a scale of 0-5, do you think it's important to solve this problem?

Climate change is a big global issue and there are people of all ages working in different corners of the world to solve it. Let's look at 2 inspiring examples of this!

Please set up a station in the classrooms for learners to go and read the stories or present these in front of learners so that they can skim through it.



Image courtesy [inhabitat.com](#)

Namratha is an 8th grader from Hyderabad who observed that there was a lot of plastic waste collecting in her school. Using a lot of creativity, she decided to reuse all that plastic and make it into something useful. She began by understanding the harmful effects of plastic. With a group of six friends, she collected plastic bottles and wrappers, which she compressed to form 'Eco Bricks'. They used these 'Eco Bricks' to create a table, which could be used in their class. Through this process, she spread awareness about the urgent need to reduce the use of single-use plastic items.



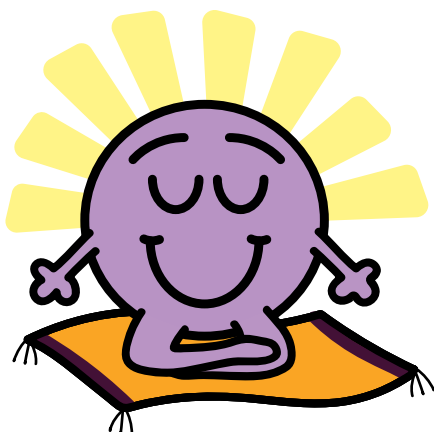
Image courtesy [quora.com](#)

Greta, a 16 year old girl who lives in Sweden, saw how governments around the world were ignoring the urgency of solving the climate crisis and doing nothing about the increasing wastes coming from industries and produced by humans. To fight against this, she skipped school every Friday and sat on strike outside the Parliament building. Inspired by her, millions of young people around the world decided to raise their voice for this cause and to make their own governments take action against climate change.

On a scale of 0-5, how much do you think it is our responsibility to solve this crisis?

This is for you to check the beliefs of your students at this moment. The idea is for learners to see how they can bring a change and play a big role in solving the big global issues.

Reflect (10 minutes)



It's Mr. Consciousness time!

Today we learned about climate change and how it is affecting the world around us. We then heard 2 very inspiring stories and realised that any one can bring a change. You may have seen from the stories, no action is big or small but what is important is to think about how you can contribute to the planet.

What can you do to make our world greener and better?

Encourage a few learners to share.

Which Cs you may need to do this?

Possible response: Mr. Consciousness, Ms. Critical Thinking, Ms. Collaboration.

Learners, just talking about this may not be enough. Doing this once may also not solve the challenge. Today, we are going to make a promise to adopt one action towards making our earth and world better.

Pick up one action from the list below and make a tracker for yourself in your diaries.

Please track your growth on this tracker everyday for the action that you commit to doing.

- I will use cloth bags instead of plastic bags.
- I will not use plastic bottles.
- I will walk to school 3 times a week.
- I will not waste paper.
- I will not waste food.

Daily Goal Tracker

[illegible]

Notes

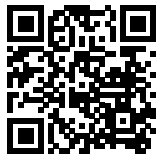
After Class Challenge

Take an action that you commit to doing and update your progress on the tracker.

Learners doing it alone may not solve the problem so let's get together with people and try to solve this issue too. Pick up any one of the activities given below and do it with your family members, friends or community members. Make a note of how this made you feel.

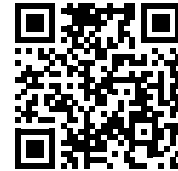
Activity 1: Make a bag out of an old t-shirt to stop using plastic bags anymore!

Watch this video to learn how.



Activity 2: Plant a tree in a pot made of reused plastic.

Watch this video to learn how.



Activity 3: Conduct a silent clean-up drive in your school or community!

Picture of the earth and a foot-print



Gallery Walk: Print-outs of Stories of hope



Image courtesy [inhabitat.com](https://www.inhabitat.com)

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OBJECTIVE

I can engage deeply with a global issue (health) and understand how it impacts me and others.

Cs IN FOCUS

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



CONSTITUTIONAL VALUES

Fraternity

MATERIALS

Video: Save the Children

Chits of 5 different
colours: Red, Blue,
Green, Orange, and Yellow



SUMMARY OF PRE-WORK

Make a note of the following things:

- When was the last time you were sick? How did you feel?
- Do you know anyone around you with a long-term sickness or health issue? What is this issue? How do you think this problem affects them?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (10 minutes)

Welcome to class,
global citizens!



What are the two global issues we have learned about?

Answer: climate change, poverty

Can you raise your hand if you attempted your project? What happened?

Invite 3-4 learners to share, encouraging those who have not done it yet to have the courage to try.

Great - today, we're going to learn about another important issue!

Can you guess what it might be?

Let learners guess, but don't tell them the answer yet.

We are going to begin today's lesson with a set of very simple tasks. Are you ready?

Your first task is to take a piece of paper and a pencil from your bag and write your name.

Learners complete the task.

Your second task is to take 3 rounds around the classroom in a straight line.

Learners complete the task.

And your third and final task is to tear

the chit of paper you wrote your name on into small pieces.

Learners complete the task.

On a scale of 1-5, can you rate how easy or difficult these tasks were? 1 means they were very easy, and 5 is very difficult.

Learners may rate the tasks as very easy.

Now we will do these same tasks with a twist. I have some coloured chits here. There are 5 colours.

Each person in the class will pick a chit. Based on the chit you pick, you will do these tasks but in a slightly different way.

Learners pick coloured chits. Virtually you may ask learners to choose from different colours.

Now here is what will change:

- Red - Do these tasks again with your eyes fully closed
- Blue - Do these tasks again but only with one arm and leg
- Yellow - Do these tasks again but imagine you have not eaten any food for 2 days,

- Green - Do these tasks again but imagine you are feeling really sad and gloomy
- Orange- Do these tasks again while carrying 2 school bags on your back

Learners do the tasks again based on the difficulty assigned to them. Some of them might find it difficult to do these tasks this time.

Thank you all for engaging in that activity!

Let's now rate how difficult it was this time to do these tasks, which we earlier thought were so simple. We will rate on a scale of 1-5, where 1 means very easy, and 5 means very difficult.

Most ratings will be a 3,4, or 5.

I can see many ratings going higher this time. Thank you for using Ms. Courage and completing the tasks even though you found them difficult.

Can some of you share:

- What made the tasks more difficult the second time?
- How difficult would it be to have such limitations for a whole day?

Take some responses in the larger group.

I can see most of you saying that the tasks were harder because of the limitations you were given, and it would be pretty difficult to do everything you do each day with these limitations. All the limitations given to you were with

regard to your body- that includes how you feel physically and mentally. Have you seen any people around you with such limitations?

Learners might share examples of seeing people with disabilities and illnesses around them.

Thank you for sharing!

Health is an important concern all over the world and affects many people in different ways. Let's share some health concerns we might have seen or heard of! Please take help from your pre-work to do this.

For example, one big health concern that I can think of is malnutrition.

Ask learners to share various health concerns and list what they share.

Here is a list of all that you have shared. In this class, we will learn more about different health concerns that people worldwide face and understand our role in solving it.

Point to the objective: I can engage deeply with a global issue (health) and know how it impacts me and others.

Learn (20 minutes)

Before we begin to understand health concerns, let's see why it may be important to be healthy with the help of a fun song.

Everyone stand up and sing along with lots of expressions:

*This is the way I study in school
Study in school, study in school
This is the way I study in school
When I am healthy*

*This is the way I play all day
Play all day, play all day
This is the way I play all day
When I am healthy*

*This is the way I help my parents
Help my parents, help my parents
This is the way I help my parents
When I am healthy*

*This is the way I focus focus focus
Focus focus focus, focus focus focus
This is the way I focus focus focus
When I am healthy*



Thank you all so much, that was great! As you heard in the song and all of you so brilliantly acted out, we can study, play, and help those around us when we are healthy. This does not mean that those who are unhealthy or have disabilities cannot do so, but when your body is healthy, it is easier to do many things.


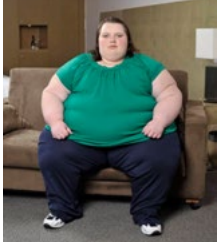


Let's now move on to learning about different health issues worldwide.

Distribute worksheets in class.

In the worksheet below, you will see 5 images on Side A that show different health concerns and 5 news headlines on Side B. You will see the images, infer what they might mean, and then match them to the correct description on Side B.

Let's turn to our partners and do this for the next 7 minutes. Let's take help from Ms. Collaboration and Ms. Critical Thinking.

Side A	Side B
 Image courtesy suffolkgazette.com  (1)	a. More than 100 lakh people worldwide live with some sort of physical disability. It is said that 20% of the world's poorest people have a disability, showing us a connection between body growth and poverty. More than 70% of children with disabilities do not attend school.

 <p>Image courtesy en.wikipedia.org</p> <p>(2)</p>	<p>b. In 2020, the entire world was shaken by the COVID pandemic. But this is not the first pandemic that has hit the world. In 1665, the Plague pandemic killed millions of people in England. After that, many countries suffered from Smallpox which took nearly 200 years to eliminate. Apart from major illnesses like these, countries also suffer from many other illnesses like malaria, chicken pox, and TB.</p>
 <p>Image courtesy metro.co.uk</p> <p>(3)</p>	<p>c. Obesity is defined as being extremely overweight to the extent that it can affect their health. With fast food being easily available and technology helping kids stay entertained, 34% of all of America is said to be obese. Obesity leads to a high chance of high blood pressure, diabetes, heart problems and poor bone health.</p>
 <p>Image courtesy unicef.org</p> <p>(4)</p>	<p>d. Around 1 in 5 children suffer from mental health concerns at some point. Depression, when a person feels extreme sadness and loses interest in things around them, is the leading mental health illness in the world. This has also led to several million suicide cases every year.</p>
 <p>Image courtesy en.wikipedia.org</p> <p>(5)</p>	<p>e. Malnutrition is defined as when someone's diet does not provide enough nutrients to stay healthy. 45% of deaths of children below 5 years of age are related to malnutrition. Africa suffers from the highest amount of malnutrition and is known as the 'hungriest country in the world'</p>

Please get learners to share their responses and identify the correct ones as a class.

Correct response:

- (1) - e Malnutrition
- (2) - c Obesity
- (3) - d Depression
- (4) - a Physical disability

(5) - b Pandemic

Now that we know the 5 different kinds of health concerns, let's break into 5 groups. Each group will look closely at one health concern.

In your groups, for the health concern assigned to you, discuss:

- How might they spend their day?
- How might they feel during the day?

- How may they overcome their challenges?

For example, a child with malnutrition might wake up in the morning feeling hungry. They might not go to school but would instead spend their day walking around or playing but not for long because they get tired easily. They might feel weak and helpless. They can overcome this by reassessing their food choices. Others around them can support them too.

This activity will need a lot of Mr. Compassion since you have to think from someone else's perspective. Let's take some time to do this.

Learners work on their tasks. Please walk around the class, help groups imagine possible scenarios, and support where needed. At the end of the activity, ask one person from each group to share what they came up with.

On a scale of 0-5, do you think it's our responsibility to solve this crisis?

This is for you to check the beliefs of your students at this moment. The idea is for learners to see how they can bring a change and play a big role in solving big global issues.

Reflect (10 minutes)

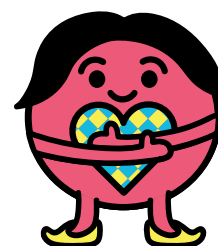


It's Mr. Consciousness time!

We learned about why health is important and how it has become a global crisis affecting millions of people differently. We also saw 5 kinds of health crises like malnutrition, obesity, mental health, disability and illnesses.

We will close this lesson by considering the most important C we must use when interacting with someone with a health concern.

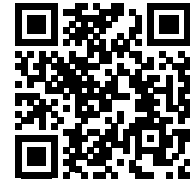
Response: Mr. Compassion because we must understand that they are not less than us but equals, and it is our job to help them.



How can you help someone around you suffering from a health issue? Everyone will stand up and share one response!

Possible response: I will help my friend when they feel upset, share food with those children who do not have a lot, help people with disabilities complete tasks, help children with mental health concerns, help the elderly with health issues by spending time with them etc.

Let's close out by watching a video of Save the Children, which works on providing health support to children all around the world and is saving so many lives.



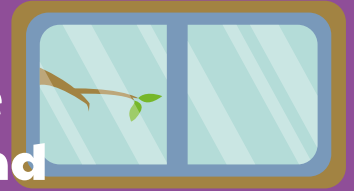
After Class Challenge (30 minutes)

Try to read up more on one of the health issues, we discussed in class. See if anyone around you faces the same health concern and make a note how you can support them.

Also, don't forget to track your progress on your commitment to making our earth greener and better.

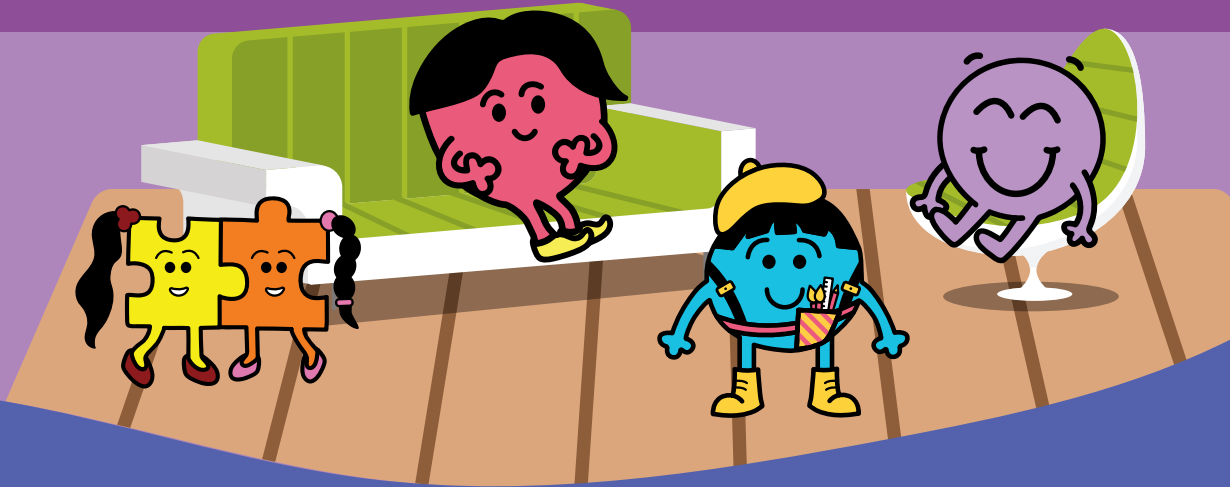
OBJECTIVE

I can engage deeply with a global issue (gender discrimination) and understand how it impacts me and others.



C IN FOCUS

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



CONSTITUTIONAL VALUES

Equality, Justice, Fraternity, Liberty

MATERIALS

Video

▶ Video



SUMMARY OF PRE-WORK

Kiran woke up one morning and saw that the house was dirty. Kiran picked up a broom and cleaned the entire house. Oh no, Kiran thought, it is 8.00 AM! Everyone will be waking up by now. Kiran ran into the kitchen and cooked a hot breakfast for everyone in the house. Kiran was an excellent cook! Now that everyone had eaten and gone to school and the office, Kiran set out to the market to buy vegetables for the meals. Such fresh vegetables. Wow! After coming home, Kiran cleaned the house, cooked lunch, washed the clothes, and dried them.

- Who is the main character of the story?
- What is this person doing in the story?
- Draw Kiran the way you envision this person.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Link



Asynchronous Pre-work Document

Link



Spark (5 minutes)

Hi learners!



Can all of you show me your pictures of Kiran?

Please show your drawings by lifting your diaries up in the air.

Now, all those who thought Kiran was a girl/ woman, raise your hand.

Most hands might go up.

What made you decide on Kiran's gender?

Learners may share the kind of work Kiran does.

Did you know Kiran is actually a boy?

It's not your fault that you thought Kiran is a girl, but actually, Kiran is a boy. Just because we see Kiran do things that are generally considered a 'woman's job' and don't see a lot of men do this, we made an assumption.

Can someone share, what is this an example of?

We have learned about this in some of our previous lessons and units.

Possible response: Stereotypes/ prejudices.

Isn't it strange that even though we have learned about how stereotypes sometimes lead to unfair/ unjust treatments towards certain social groups, we still end up doing it?

This isn't your fault. Just like you, our parents, community members, people of our country, and people from other countries often believe in these stereotypes which forms the basis of another very serious global issue- gender discrimination.

Today, we will spend some time deep diving into the global issue of gender discrimination.

Point to the objective: I can engage deeply with a global issue (gender discrimination) and understand how it impacts me and others.

Learn (25 minutes)

We have spoken about gender-based injustices a lot in the last unit- Nation.

I am going to show you a few images from across the world that reflect gender-based injustices.

As you see these images, think about:

- What is this injustice called?
- Who (which gender) does it affect?

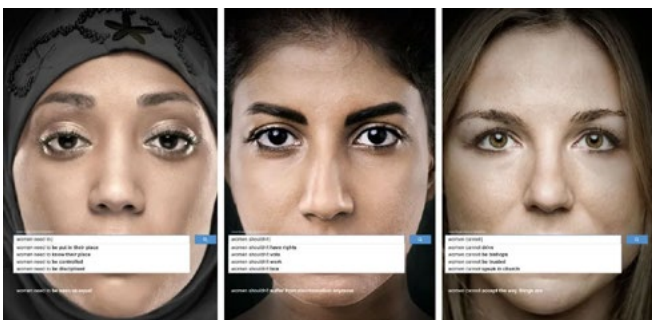


Image courtesy [cesie.org](#)



Image courtesy [ft.com](#)



Image courtesy [kashmirglacier.com](#)

AN EPIDEMIC OF VIOLENCE

Trans people regularly experience high levels of trauma, mistreatment, harassment, and violence.

According to the U.S. Transgender Survey (USTS) of over 25,000 transgender respondents:

1 out of 10 were verbally harassed | 1 out of 10 were physically attacked

Nearly 50% were sexually assaulted due to being transgender

Source: U.S. Transgender Survey (USTS)

134,888 CALLS FOR HELP WERE MADE IN OREGON. DOMESTIC VIOLENCE IMPACTS 1 IN 3 WOMEN. DOMESTIC VIOLENCE WERE ABUSED IMPACT BY IN INTIMATE PARTNER VIOLENCE. IN OMAH COUNTY AS YEAR 1 IN 4 WOMEN WILL EXPERIENCE DOMESTIC VIOLENCE IN HER LIFETIME. IN FEMALE MURDER ONE IN VICTIM WERE TIRED

Pause after each image and encourage learners to share. Dowry, child marriage, women's voices, domestic violence, harassment of trans people etc, are some injustices that happen due to gender discrimination.

After all the images:

- How does this make you feel?
- Are there other gender-based discrimination that you have seen/heard of?

Learners, now that we have spoken a little about how gender discrimination leads to gender injustice, let's see how it impacts people of different genders.

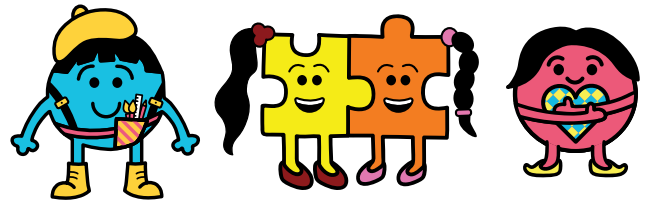
We will understand gender discrimination a little deeper with the help of a video. As you watch this video, think about:

Video



- Why is gender discrimination harmful?
- What would a world without it look like?

In groups of 5, using Ms. Collaboration, Mr. Compassion and Mr. Creativity, make a note of what might be true if all genders were treated equally.



Let's take 5 minutes to do this.

Encourage learners to see each-others images.

Reflect (10 minutes)



It's Mr. Consciousness time!

Today we learned about gender discrimination and how it is an important global issue but also something we see around us almost every day. We also envisioned a world without it. Before we close out, let's think about the role that we can play as leaders in solving this global issue too.

Like other global issues, gender discrimination is also a factor of many many smaller problems like women not being educated to be independent or boys being pressured to look and behave a certain way. But there are students around the country, just like you, who are working to address inequality between genders by making them a group of friends who are equal!

You have already heard about Tanushree who studies in Grade 6 in Bengaluru.

Does anyone remember her?

Encourage a learner to share if they remember or share yourself.

She saw in her class that girls and boys barely spoke to one another since they had been taught at home that they should not interact with one another and be friends.

Tanushree did not like this at all, and she decided to solve this challenge. She decided to use sports as a medium to solve this and started a project called Sports Bridge where she brought together all her classmates to play different sports together which made them feel like one big family! She used something so simple yet powerful as sports to bridge the gender gap between her classmates.

Here is an example of another student change-maker -

Tanmay, a 10th grader from Pune, is a part of Project Mix. which aims to challenge gender biases and

stereotypes through a video series. Tanmay wrote a script with dialogues, created visuals (animated and personal) and put together everything in a video form. Through Project Mix, Tanmay expresses his reflections on gender and how it affects society.

Like Tanushree and Tanmay, each of us can be Changemakers too! But to do that we need to understand how gender discrimination plays out in our own surroundings.

Think:

- Where do I see gender discrimination around me?
- When I see gender discrimination what can I say that is kind yet effective?

Once you are done thinking about it, all of us will write in our diaries:

"When I see _____, I can say _____" For example, when I see someone telling boys not to cry I can say that boys have feelings too which are as important and they should be allowed to express themselves in any way they want.

After Class Challenge

Take step towards gender equality by breaking stereotypes ourselves.

Do an activity or a task that's considered a job of a person of different gender in our society.

Don't forget your climate change tracker tasks - this is in addition to that. As global citizens, you'll be juggling many actions to make the world better!

OBJECTIVE

I can engage deeply with a global issue (education) and understand how it impacts me and others.

Cs IN FOCUS

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



CONSTITUTIONAL VALUES

Equality, Justice, Fraternity

MATERIALS

Print-outs of the images (Given on last page)

SUMMARY OF PRE-WORK

Answer the following questions using Mr. Consciousness and Mr. Compassion:

- How does your education benefit you now and how will it benefit you in the future?
- Do you know of someone who has not been to school or is uneducated? How is their life different from yours now? How will their life be different from yours in the future?
- What would be different in your life if you weren't in school/ or getting education right now? What do you think you would be doing?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (10 minutes)

Welcome to class,
global citizens!



Today we are going to talk about something really really important. As important as it is, it is also one of the global issues that many many children are facing in the world today.

Can you guess what this may be? You must have guessed it from your pre-work.

Response: Education

Point to the objective: I can engage deeply with a global issue (education) and understand how it impacts me and others.

Learners, before we begin to deep dive into what this challenge looks like, I would love to hear from all of you about your pre-work.

Let's get into groups of four and answer the following questions:

- How is your life different from someone who doesn't go to school and is not getting education right now?
- How will both of your lives be different ten years from now?

Let's take 6 minutes to collate our responses:

Possible response: Now: Go to school , they work somewhere (child-labour), get into bad company, are not able to learn

*new skills and values needed to thrive in the future, low confidence
10 years from now: problem with employment, struggle with poverty, girls might get pushed into child marriage, they won't know how to fight against unfair things happening to them*

On a scale of 1-5, how important do you think is education? 1 being not very important, 5 being extremely important.

On a scale of 1-5, rate the following sentence, 1 means completely disagree, 5 means completely agree:

All children should have a right to education.

Learners may give a higher score for both these sentences. If someone's on a 3, ask them to share why they are there.

We all know that education is extremely important and we also agree that each child shall have a right to education but does every child receive this right? Let us see!

Learn (20 minutes)

Can all of you please stand up?

Pretend that all of you, right now, represent all the children in the world.

Now I would like some of you to sit down.

Call out 1/3rd of the learners in your class and ask them to remain seated.

This number, the ones who are sitting down, represents the number of children who have never been to school. In a class of this size, it looks very less but imagine this being compared to all the children in the world.

Now those of you standing are the ones who are lucky enough to be enrolled in a school- public, private, international, any type of school.

I want you to pause and think about how you feel at this moment.

Ask the ones who are sitting and represent those who have never been to school to share. Some might share discomfort.

Now I will take a few more names and would want you all to sit too.

Take the names so that only 1/5th of the remaining ones remain standing. For example, if 20 were standing, ask 16 to sit down.

The ones who are standing are the luckier ones. Can you guess why?

These are the ones who get to continue their education even after Grade 5th. All those who just sat down had to drop out.

Ask the ones who just got to sit to share how they would feel if they were to drop off after completing this academic year. Ask the ones who are getting to continue their education, thrones standing, to share too

Take some names again only to keep the 1/4th of the standing ones, standing still. Ask others to sit too. For example, out of the 4 who are standing, ask three to sit down.

These people who are standing still are the luckiest ones. Can you guess why?

Because they are the ones who got to complete their schooling.

Now we will pause again and think about how these numbers make us feel when they apply to the entire world.

Encourage a few responses here. Some might share discomfort.

What do you think might be some of the causes for this?

For example, one cause I can think of is that in some countries, people might not actually have enough money to build good schools and train teachers well. Can you think of any more causes?

Possible responses: lack of funds, more important prioritise like wars and health care, in interior parts schools are very far away, girls are often not allowed to study, no money to send children to school, child labour

Isn't it interesting to see how poverty, health issues, gender discrimination and the other global issues that we have learned about actually becomes the cause of the global issue of education?

Now we have already talked about the first big challenge of education which is : Not everyone has access to education.

Let us now look at a different side of the challenges. This time we will deep dive into this question:

The ones who do have access to education or the education that we do receive, is it the quality education?

I am going to share one image with each of the groups.

In groups of 4, we will discuss:

- What is this challenge?
- How will it affect children in school now?
- How will this affect them in the future?

Let's take help from Ms. Collaboration and Ms. Critical Thinking to do this for the next 10 minutes.

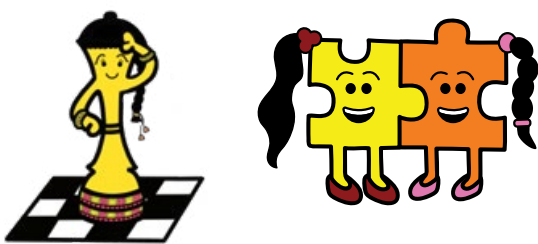
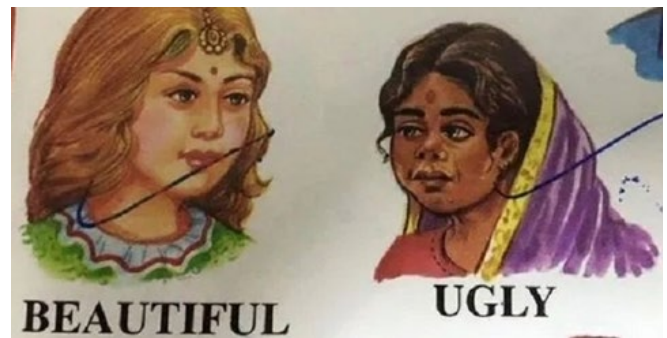


Image courtesy hitchwriter.wordpress.com



School penalizes students for hugs, high-fives

Strict no-contact rule, meant to stem violence, has some pushing for change



Image courtesy tribuneindia.com



Image courtesy outlookindia.com



Image courtesy unicef.org

Please assign different images to different groups.

After learners are done, invite different groups to share the responses to the questions they discussed.

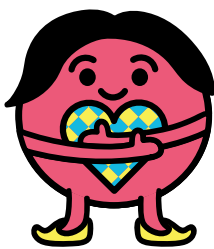
Some of the challenges that learners may identify are: punishment in school, poor infrastructure in school, content that furthers prejudices/ stereotypes, and no digital access. The short term/ long term effects may look like: Fear, dropping out of school because of lack of resources/ hygienic infrastructure, believing in stereotypes and internalising body issues.

If learners are unable to come up with these- probe them further.

It's definitely a very complex problem but do you think young children like you can solve this?

Encourage a few learners to share.

Here is a real story of 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.



Using Mr. Compassion, they felt very bad that so many students were not in school and so they decided to do a survey in their community to find out how many students were out of school. The students knew this would be difficult and so reached out to the organization Pratham to train them on how to conduct a survey. Each day

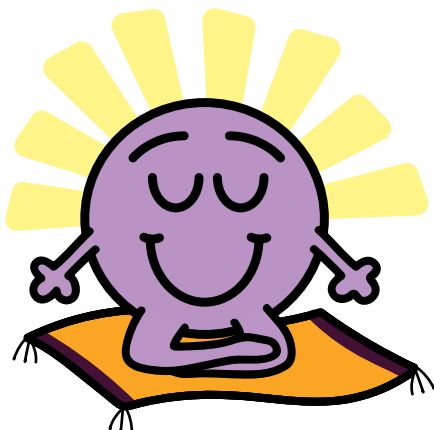
after school they would go around in their community, finding out who was in school. They were saddened by the number of students out of school. They didn't stop here.

Using Ms. Courage 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!



A small act of kindness and courage led to making so many lives better.

Reflect (10 minutes)



It's Mr. Consciousness time!


Today we learned about the importance of education, identified some challenges in education and how these may impact us in the short term as well as in the long run. We also heard about Anurag bhaiya's students who worked creatively solve a challenge.

Think and share:

- What is something you wish to change about education?
- What are some steps you can take to do this in the following spaces?
 - In your classroom
 - In your school
 - In your community
 - In your country

Remember it's a big problem, so only if all of us together take small steps, we will be able to solve it.

You may take help from this to pick up one thing that you wish to do!

4 QUALITY EDUCATION 	Teach your native language to migrants in a youth centre or elsewhere. 1	Provide food at schools to increase attendance. 2
	Educate your kids about the power of education, as many don't see the tangible benefits. 3	Show films or TV shows that are educational as well as entertaining for children. 2
Take education outside the school and keep it fun. Travel. Take kids on day trips to the planetarium or museums. 5	Support charities that are working in education in the poorest parts of the world. 6	
Donate books to public libraries or public schools in need. 7	Share success stories, including stories that didn't make the headlines. 8	In many countries, girls are pulled out of school early in order to get married.
	Share your skills with the ones who need them. 9	Start conversations that allow for problems to be openly discussed and solutions to be found. 10

Once you are done thinking, write your responses on a sheet of paper.

I will solve the challenge of _____ in education by _____.

To close out, ask learners to show their sheets up in the air. Virtually, ask learners to put this in the chat box.

After Class Challenge

Practice the action you committed to doing to solve the challenge of education.

Make a note of your experience in your diaries. You can also do this with some

of your classmates/ siblings or friends from the community.

Along with this, update your progress on your climate change trackers.

Print-outs of the images:



Image courtesy [hitchwriter.wordpress.com](#)



Image courtesy [outlookindia.com](#)

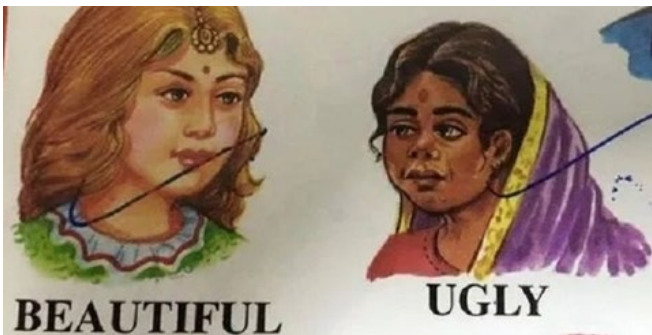


Image courtesy [unicef.org](#)

School penalizes students for hugs, high-fives

Strict no-contact rule, meant to stem violence, has some pushing for change



Image courtesy [tribuneindia.com](#)



Big 🎯 Question 12

**Are we moving
towards an equal
and a fair world?**

LEARNING STANDARD

Students will get exposed to stories of hope which are enabling positive shifts in the world.

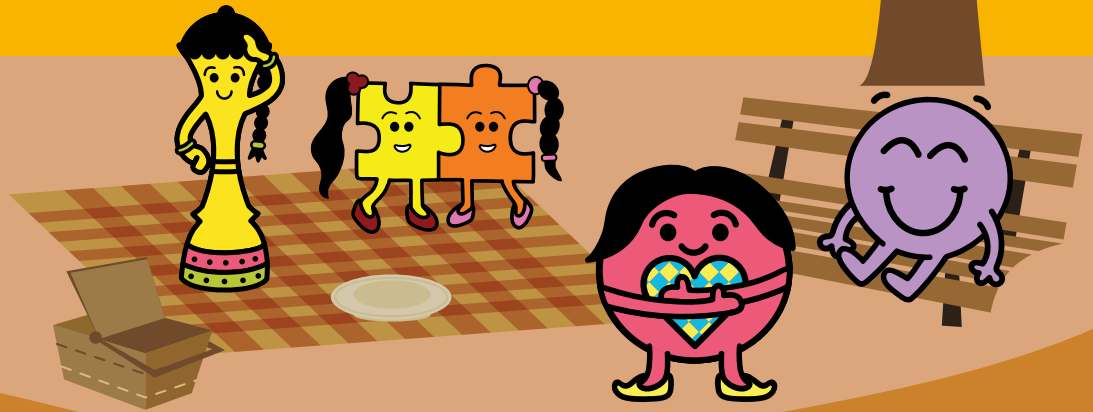
Students will be able to create plan of action to solve a global challenge.

OBJECTIVE

I am aware that we have made progress globally on some issues.

C IN FOCUS

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



CONSTITUTIONAL VALUES

Equality, Justice, Fraternity, Liberty

MATERIALS

Gallery walk set up:
(Given on last page)

Video: UN and SDG



SUMMARY OF PRE-WORK

Think of all the global issues we have learned about till now.

- Poverty
- Health
- Climate change
- Gender discrimination
- Education

Imagine a world where none of these issues are present. Draw this world and the people who live in it.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Link



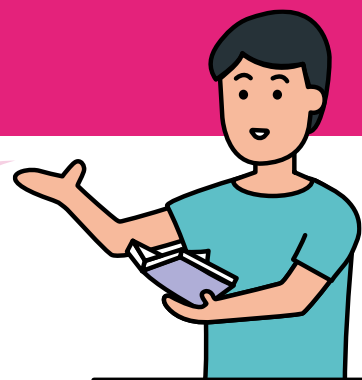
Asynchronous Pre-work Document

Link



Spark (5 minutes)

Hello learners!



In our previous lessons, we spoke about the different global issues that we face across the world and as part of your pre-work, we envisioned our dream world- a world where none of these challenges exist!

Can all of you show what your dream world looks like?

Encourage learners to see the similarity in their work.

Thank you learners, all of you have been such great visionaries.

Helping envision something help us move forward and make

P _ _ G _ _ _ S (Progress)

Encourage learners to guess the missing alphabets.

To learn this concept better, I am going to give you a very fun challenge.

I want you to imagine that you have found some stray dogs near your home and you want to build them a shelter. I am going to give you all some newspapers, and I want you to use that to build a home for them. You will do this activity in groups of 5 for the next 5 minutes.

Make sure to work like Mr. Creativity and Ms. Collaboration. Go!

Learners will begin to design their shelters with newspapers. Please stop them before time, when they have built some sort of structure but not the complete shelter. In a virtual setting, learners can be divided into breakout rooms and the group can brainstorm collectively while one learner uses material to build the shelter.

On a scale to 0-5, 0 being you could make absolutely nothing in the given time and 5 being you could make the entire shelter in the given time, please show how much you were able to get done.

Most groups will show either a 2 or a 3.

I could see that most of you could not complete your shelter but were still able to create something that could help the stray dogs.

This is exactly what we call progress! Progress means making a change in the current situation, even if you are not completely solving the problem.

That brings us to our objective for this lesson!

Point to the objective: I am aware of the progress we have made globally on some issues.

Through this and the next couple of the lessons, the big question that we will explore is : Are we moving towards an equal and a fair world?

Learn (25 minutes)

We are now going to explore the progress that we have made on several global issues through a gallery walk!



Image courtesy tribuneindia.com

Malnutrition among children is a serious global concern, impacting the lives of millions of people across the world



Image courtesy hindustantimes.com

Several countries across the world have started providing nutritious meals in schools, at low rates or completely free of cost



Image courtesy independent.co.uk

Every year, millions of people lose their homes and lives to war and terrorism



Seeds of Peace is an international organisation that brings together young adults from different parts of the world to instil a sense of oneness and advocacy towards peace



Image courtesy undp.org

Global warming and climate change pose a big threat to humans and have several side effects such as forest fires, melting

glaciers, illness due to pollution and lack of sanitation etc.



Image courtesy [newscientist.com](#)

Greta Thunberg, a youth climate activist, started a world-wide protest towards Climate Action aimed to generate awareness and action.



Image courtesy [telegraph.co.uk](#)

Several countries struggle with lack of quality education, which results in unemployment and poverty.

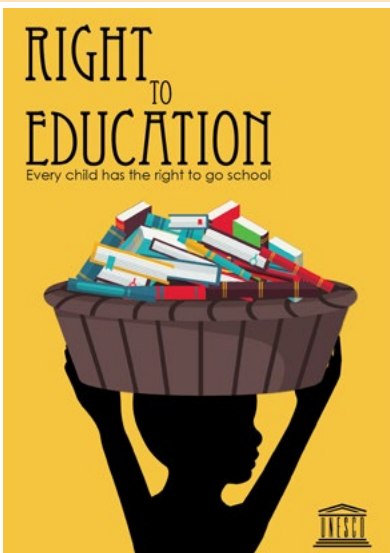


Image courtesy [behance.net](#)

More than 135 countries have passed laws that make school education free and compulsory for all children

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.

RECENT DATA FROM

106 countries show that

18%

of women and girls aged 15 to 49 who have ever been married or in a union

EXPERIENCED PHYSICAL AND/OR SEXUAL PARTNER VIOLENCE

in the previous

12 MONTHS.

The prevalence is highest in least developed countries, at

24%

THE PRACTICE OF

CHILD MARRIAGE

HAS CONTINUED TO DECLINE AROUND THE WORLD.

This is largely driven by progress in **South Asia**, where a girl's risk of marrying in childhood

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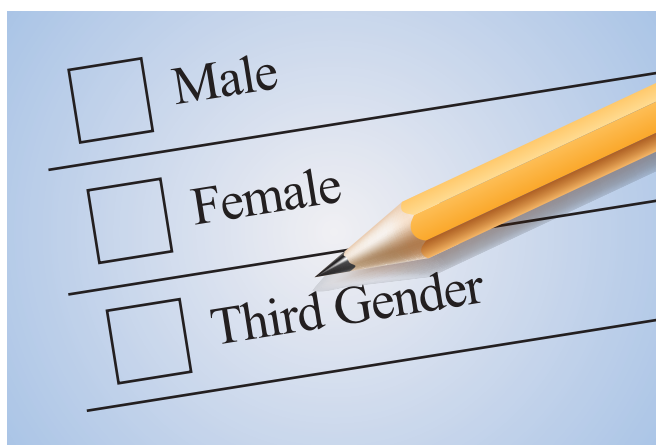
THE PRACTICE IS STILL PREVALENT IN MANY COUNTRIES, ESPECIALLY WHERE POVERTY, CONFLICT AND CRISIS ARE RIFE.

Inclusion of

"Third Gender / Any Other Category"

In The Application Forms In Recruitment

poupdates.blogspot.com



Please create stations in the room and ask learners (in small groups to move around) Or present pictures to them.

Let's debrief the gallery walk with the following question, I'd love for all of you to turn to your partner and discuss:

- What are some stories of hope that you are seeing?
- How did these changes make you feel?
- Is this change enough?

Let's take help from Mr. Compassion, Ms. Critical Thinking and Ms. Collaboration to do this.

Encourage multiple responses in the larger group. Lead the discussion towards helping learners identify the immense work that has gone into driving progress but also make them aware that there is a lot of work that needs to be done.

Let's watch a video (Intro the the UN and SDG) together to see what the big

leaders of the world are doing to fight these challenges. (Play till 1:08)



- What is the UN?

Possible response: Inter-governmental organisation of world leaders from 193 countries who strategise and come up with solutions to upholding peace, security, human rights and sustainable development goals.

- What are its main objectives?

Possible response: UN's global agenda to end poverty, achieve equality, combat climate change by 2030.

- What is the key principle?

Possible response: No one should be left behind

Can you identify a few of the issues that we spoke about in the class that are a part of SDGs?

Possible response: No poverty, good health, quality education, gender equality, climate action.

Isn't it amazing that not just us in our classroom but all the big leaders of the world also have these amazing goals to make our dream world come true?

Reflect (10 minutes)



It's Mr. Consciousness time!

In our lesson today we learned about the concept of progress and saw evidence of the immense progress that humans have made in solving different global issues. We also learned that the leaders of the world have decided to achieve these goals.

There has been a lot of work that has been put into creating a just and equal society for all but there is still a long way to go!

On a scale of 0-5, 0 being not at all and 5 being absolutely right,

- Do you think you and I have a role to play in helping the world leaders achieve these goals by 2030?
- Which Cs do you think we may need to achieve these goals and help create our dream world?

Example: Through Greta's example, I saw courage come alive as she stood up for what she believed in and led a global movement at a young age.

Encourage as many learners as possible to share their responses in the larger group.

After Class Challenge (20 minutes)

Be a curious researcher!

Learn more about Sustainable Development Goals by watching this

video and reflect on the importance of the 8Cs in solving these challenges.



Gallery walk set up:



Malnutrition among children is a serious global concern, impacting the lives of millions of people across the world



Several countries across the world have started providing nutritious meals in schools, at low rates or completely free of cost



Every year, millions of people lose their homes and lives to war and terrorism

SEEDS of PEACE

Seeds of Peace is an international organisation that brings together young adults from different parts of the world to instil a sense of oneness and advocacy towards peace



Global warming and climate change pose a big threat to humans and have several side effects such as forest fires, melting glaciers, illness due to pollution and lack of sanitation etc.



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☐ Male

☐ Female

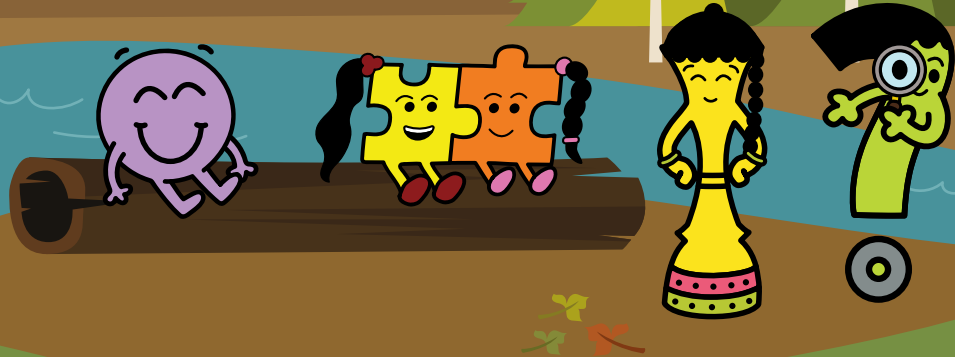
☐ Third Gender

OBJECTIVE

I can retell stories of other children who have made an impact on the world.

Cs IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, justice

MATERIALS

Multiple-print outs of each leaders story to set up stations (Given on last page)

Song: Daughters
For Sale

 Video



SUMMARY OF PRE-WORK

Pick one person in your family or from your friend circle you are comfortable to talk with.

- Ask this person, if they remember any child who has positively impacted their lives.
- Ask them to share about the impact this child had on their lives.
- You can just listen to them or note down what they say or video record them. (please take prior permission from this person to write what they share or record them.)

- In your notebook, re-share their story in your own words in any medium (drawing, letter, dialogue writing, poem, dance)

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (10 minutes)

Hi learners!



Yesterday, you may have asked your family members/ friends to share about someone who had a positive impact on you.

Can we all turn to our partners and share what we learned?

In the large group, ask learners to share:

- What medium did they choose to share this story?
- How did the person you spoke to feel about it while they shared their story with you?
- What about this story did you enjoy the most?

Learners! I can hear various positive things!

Thinking about a positive influence and a positive change makes us all really happy and hopeful.

Today, we are going to do something very similar. We are going to fill ourselves up with a lot of hope and positivity by learning about some children who have made an impact in the world.

Point to the objective: I can retell stories of other children who have made an impact on the world.

Can some of you share the various student leadership stories that we have heard till now or a student leader whose story has inspired you the most?

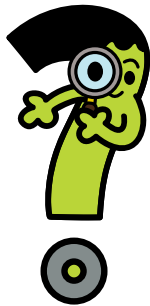
You may give examples her - Priyanshi who collaborated with Robinhood army to feed the hungry , Namratha who transformed plastic into eco bricks, Greta who led a movement to solve climate crisis, Tanmay who started Project Mix, Tanushree who started Sports Bridge, Anurag bhaiya's students, story of Abbas, Rehan, Basit etc.

Learn (20 minutes)

Learners, we all agree that it's not just the big people who create impact but also young people like all of you can also do that.

Today we will read about 5 student leaders from across the world who made their impact in the world and tried to fight various kinds of injustices and global issues.

As we read about their stories, let's bring our curious selves alive- Remember Mr. Curiosity!



Set up 5 stations for 5 different leaders in the classroom with the information below. On each station, keep multiple copies so that different learners can independently read.

- Let's get into the groups of 5.
- Assign every person a number from 1-5 in your group.
- Person who is assigned number 1 in all of the groups should move to station 1, number 2 shall move to Station 2 do the same for all the stations.
- As you read about the student leader in this station, please take help from Ms. Critical Thinking to make a note of :

- Who is this person?
- What might be this person's age when they started fighting for the cause?
- What cause are they fighting for? There can be multiple causes.
- In two lines, explain- how are they fighting for it?

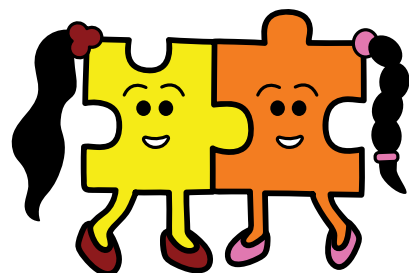
In case you struggle to understand a word- please take help from other people in your station.



We will spend only 6 minutes in our station and then come back to our original groups.

After 6 minutes, share:

Now that we are in our main groups, each member has read about a different student leader. In your groups, take the next 12 minutes to discuss these 5 stories. Please take help from Ms. Collaboration to do this. Are you ready?



Virtually, you may create breakout rooms of 5 people and assign one student leader to each group. This shall be followed with one person from each of the groups sharing about the student leader they learned about in the large group.

The purpose is for every learner to read about at least one student leader but then through collaborative work, build understanding of various student leaders' work.



Image courtesy [indiatimes.com](#)



Image courtesy [timesnownews.com](#)

Hello my Dear Friends! My name is Riddhima Pandey and I am a 12 year old from Uttarakhand. In 2013, I saw devastating floods and landslides in my state that caused so much destruction and loss of lives and livelihood. All of this made me so sad and angry that I decided I needed to bring a change and started to drive awareness about climate change and action. I was one of the 16 child

petitioners who filed a complaint with the United Nations about the urgency of climate change. I also travelled to New York to attend the Climate Action Summit, where I campaigned with other child activists for the cause. Will you join me too to save our only mother earth?



Image courtesy [wikimedia.org](#)



Image courtesy [theguardian.com](#)

Hello! I am Malala Yousafzai. I was born In Swat Valley of Pakistan in 1997.

In 2007, Taliban created a alot of terror in my city and girls stopped going to school because of their terror. When I was in 8th grade, they also banned DVDs, dancing and beauty parlours and took over my Swat Valley completely. Around 400 schools shut down. I got really angry, my father took me to Peshawar and I gave my first speech there- How dare the Taliban take away my basic right to education? I

also wrote a diary with the BBC sharing the misdeeds of the Taliban in Swat. In 2012, terrorist fired a shot at me because I raised my voice. They wanted to silence me but once I recovered, I continued my fight because it's mine and every girl's and child's right to be educated. I also got a Nobel Peace Prize and became the youngest person to receive that award in 2014. I believe that no one should be denied the right to education and that everyone deserves basic human rights.

services, through open discussions in communities, hospitals and schools.

Do you want to get your voice heard on the issues that matter to you, too ?



Image courtesy refinery29.com



The world we know right now is not something that we have to just sit back and accept.

Hi, I am Thandiwe Abdullah. I want to change the world's perception of black youth and to empower black youth to claim their own space and demand to have our needs met. I want to transform the systems that we live under from ones that oppress us to ones that empower us.

By the time I was 17, I had co-founded the Black Lives Matter Youth Vanguard, to help create the Black Lives Matter in Schools program (subsequently adopted by the National Education Association), and successfully campaigned to end random police searches in the LA Unified School District. When I began doing movement work it was hard. I fell quickly into the angry Black girl mould created for me by society. I called out teachers at school and never let anyone slide when using the "N word pass." In 2018, I spoke in front of a crowd of

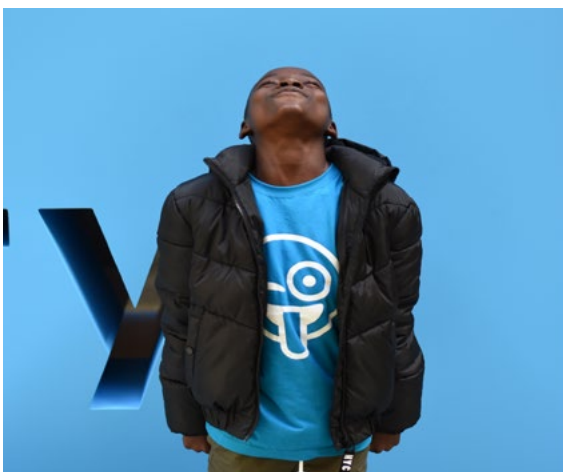


Image courtesy voicesofyouth.org

Hi, I am Hans from Soubré, in Côte d'Ivoire - a country in Western Africa. When I was 14 year old, I became a young radio reporter and an active member of my schools' health club, which organizes events on issues like HIV/AIDS, teenage pregnancy, and sanitation.

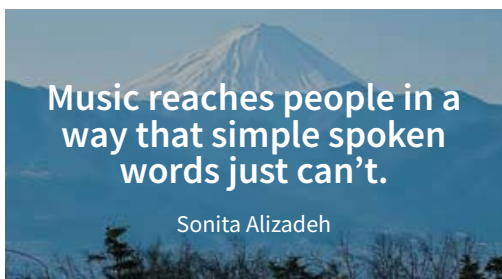
I got involved in health club to help my peers be healthy so that they can perform well in class. I also produce weekly radio broadcasts in 10 radio stations in Côte d'Ivoire and make my voice heard by more than 1.9 million listeners. I hope that children and youth have the opportunity to have their voices heard directly by decision makers on all issues concerning public health

500,000 people during the Women's March in Los Angeles, and was featured in TIME magazine as one of that year's 25 Most Influential Teens. It's really important ... to give way to the people who are most vulnerable: that's black youth, especially queer black youth; black Muslim youth, which includes me; and black trans youth.

For me, success and my work should always be connected to the community. Making sure that I'm continuing to support and uplift—even if it's not my own people—anyone who is oppressed, anyone who is in need or being subjugated. That's my job.



Image courtesy [Reuters.com](#)



Hi! I am Sonita Alizadeh. I am a little older than all of you now. I was born in 1996 in Afghanistan but grew up as a refugee in Iran. When I was only 16, my mother tried to sell me and subjected me to child marriage because we were

really poor. In an effort to express my pain and share the experience of friends also being forced into marriage, I wrote "Daughters for Sale" and created a homemade music video. The song caught the world's attention and has been viewed over half a million times. Since then I have become a rapper and an activist who uses the lyrics of her songs to address these social issues.

Poverty is a major driver of child marriage, which disproportionately impacts 12 million girls globally, depriving them of their fundamental rights to health, education, and safety.

In 2016, when I was 20 years old, I became a champion for Girls Not Brides, a nonprofit organisation advancing global efforts to end child marriage. I continue to fight for gender equality and empower women and girls around the world.

You can read the lyrics of my most popular rap song- Daughters for Sale here:

"I'm 15 years old, i'm from Herat some guys proposed me, i'm confused and shocked i'm confused and shocked because of these people and the Marriage tradition they sell girls without any Right to Choose

yeah the Father speaks from expenses the girl is for the one who gives more money if i only knew he means me by saying "expenses"

if i only knew he counts every bit i take i'd leave the table while i was still hungry or i'd eat the leftovers of your food i'm like the other girls, i'm only here to go to the next house

*my family and people see me as a sheep that's why they always mention that : it's time for selling me i swear to God i'm a human, here are my eyes and ears**

Have you ever seen any sheep complaining about its death? have you ever seen any sheep being this much emotional?24 i swear to God i can not be separated from you

i would never sell you, even if i had to but you ... oh what am i supposed to talk about? I don't understand why you gave birth to me.

let me scream, i'm tired of being silent take your hands off of me, i'm suffocating you didn't talk to me so much that in every moment"

Reflect (10 minutes)



It's Mr. Consciousness time!

Today, we have learned about 5 more leaders, who may be young but have made a huge mark to combat global issues like-poverty, education, gender discrimination, health and climate change. We also saw how through their work, they fought for multiple issues at the same time.

Think and share:

- Whose story inspired you the most?
- How did this person's contribution help make progress on the global issues that we have learned about?
- What different Cs did we see come alive in the stories?

Encourage all the learners to make a note of this in their diaries and invite a few of them to share in the large group.

Learners, these five were just a few examples of people from all across the world.

Remember that there are many more people who are taking small action steps to fight for these causes so that all of us together can shape our dream world.

If they can, you can too!

Let's close out by listening to the rap song- 'Daughter for Sale' of one of the young leaders- Sonita Alizaden, we spoke about today. It's in a different language so I would love for you to watch the video very carefully and read the English translation.



Isn't this powerful? Why don't you all take a shot at writing a small rap on an issue that you feel very passionate about? Try to do this as your after class challenge!

After Class Challenge (20 minutes)

Write a short rap song on the issue that you feel passionate about. Record yourself and share your video with our class group.

Pick up any one leader whose story inspired you the most today. Read up more on this person's work and put down two new things that you learned about them.

Also share with your friends. Remember, that sharing hopeful positive things helps us spread joy and happiness!

Optional:

Share station resources with all the learners so that if anyone wants to read up on other leaders, they can do that.

Multiple-print outs of each leaders story to set up stations:



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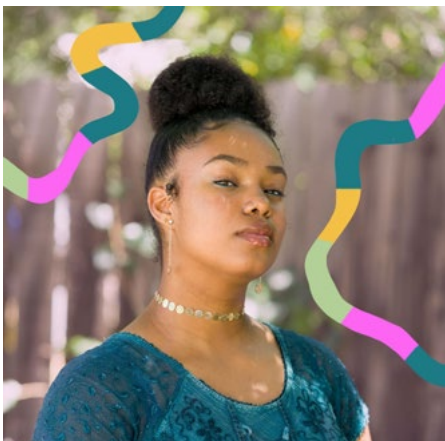
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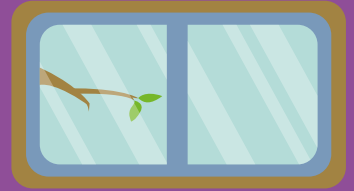
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i swear to God i'm a human, here are my eyes and ears*
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death?
have you ever seen any sheep being this much emotional?
i swear to God i can not be separated from you
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*let me scream, i'm tired of being silent
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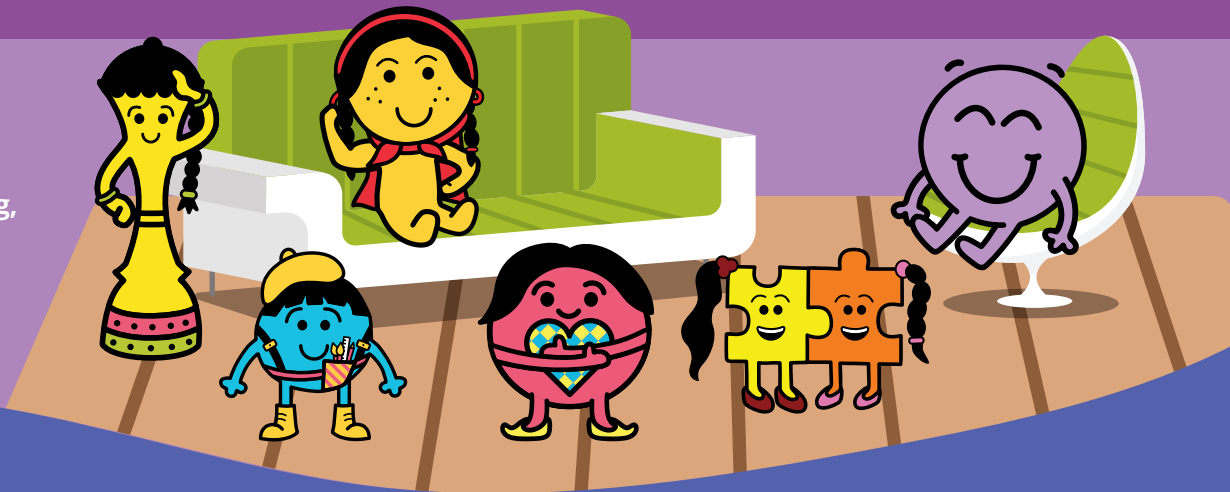
OBJECTIVE

I can understand the FIDS approach to problem-solving.



C IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

MATERIALS

Print-outs of the GO:



How does this problem affect people?
How does it make them feel?



What would it be like if this problem was solved?



What can I do to solve this?

SUMMARY OF PRE-WORK

Watch this video!



Make a note of what you think is 'I can mindset'.

What are the children in this video doing?

What are some steps that they followed?

RESOURCES FOR THE TEACHER:

Synchronous Presentation



Asynchronous Pre-work Document



Spark (10 minutes)

Welcome to class,
changemakers!



Why do you think I called you so?

Possible response: Because we can change things and solve problems.

Yes learners,

I CAN

YOU CAN

WE ALL CAN

CHANGE THE WORLD

Repeat this with the learners.

Today all of us will bring our 'I CAN' mindset to the table to help me solve a problem as I'd like some help solving it. We are going to use a problem solving strategy that you have learned in your pre-work!

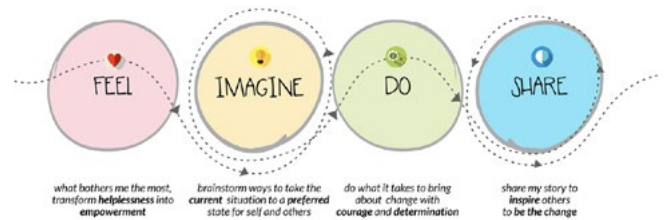
S D F I

Response: FIDS

I am going to put up a chart of FIDS. Let's see who can take it's help to share with the class what they remember about FIDS from their pre-work. Remember to use a lot of Ms. Courage. Even if you remember a tiny part of the answer, give it a shot.



How we Do it



FIDS = I CAN mindset

Image courtesy participedia.net

Possible responses: FIDS is an approach of thinking that helps us solve problems around us. F stands for Feel, I for Imagine, D for Do and S stands for share.

Wonderful. We will now sing a song to remember all the 4 stages of FIDS and what they stand for.

Sing the song with a lot of expression and assign actions to each of the stages to help learners remember them better.

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

*I's for Imagine
I use my mind
I dream of a new world
Solutions I will find!*

*From Imagine to Do
The time to act is here*

*Learn from my mistakes
Using the C's without fear*

*The last one is Share
Without it, there's no fun
Share what you have learned
Share with everyone!*

*FIDS unlocks the leader in me
With it, a change-maker I'll be!*

Now that we remember FIDS, let's actually get down to practising it. In this lesson, all of us will work together to solve problems using the FIDS method.

Point to the objective: I can understand and practice the FIDS approach to problem-solving.

Learn (15 minutes)

Let's all divide ourselves into 5 groups.

- Each group will be given one problem statement.
- Please use the graphic organiser to arrive at a solution to your problem.



How does this problem affect people?
How does it make them feel?



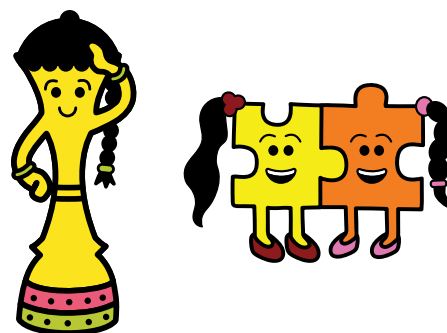
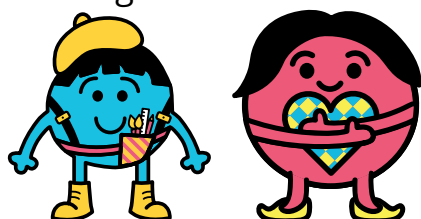
What would it be like if this problem was solved?



What can I do to solve this?

- Each group will then share their solution with the rest of the class using the questions in the graphic organiser given to you.
- You will have 10 minutes to do this.

Remember to use Ms. Collaboration, Mr. Compassion, Mr. Creativity and Ms. Critical Thinking to do this.



If groups are still large in number, divide them into smaller groups. It's okay for two groups to work on the same problem or add a different problem.

During lunch break, younger and older children play on the same ground. Younger children often get seriously injured during play.

The road outside the school is unsafe for younger children to cross since there are cars driving by.

During sports class, some children do not participate and feel left out since they do not enjoy sports.

There is a small crack in the staircase leading up to the first floor of the school. There is a chance someone might fall down and get injured.

A few children in your class feel bullied by older children.

Learners will work in their groups using FIDS to solve the problems that have been given to them. Please walk around the class reinforcing the use of Mr. Compassion to understand the problem, Ms. Critical Thinking to find causes of the problem, Ms. Collaboration and Mr. Creativity in solving the problem. Also

extend support to groups that might struggle with instructions.

It's showcase time!

Each group will share their responses with the rest of the class. You will also share how you used the FIDS process to come to the solution you have! Once each group presents, other groups will respond to the following questions:

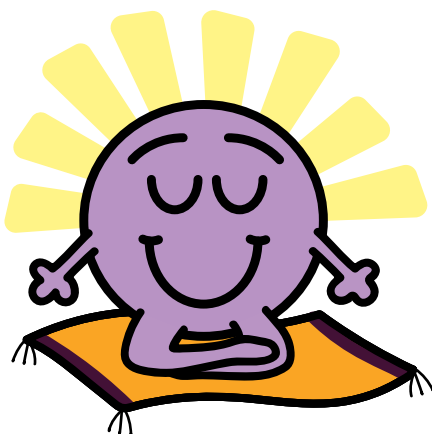
What might work in this solution?

What might not work in this solution?

Let's use lots of Ms. Courage while we are sharing.

Learners present their showcases and hold discussions about what might work and not work in each solution. To make the discussion more rigorous, encourage each group to share responses to the questions.

Reflect (10 minutes)



It's Mr. Consciousness time!

Today we learned about the FIDS process and how it is a great way to solve big and small problems around us.

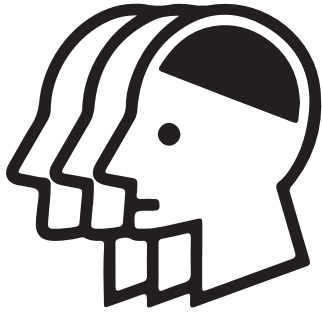
Think and share:

- On a scale of 0-5, I used the I CAN mindset to solve the problems.
- Can we use this strategy to solve big global issues? Which Cs may we need to do the same?

After Class Challenge

Share about the FIDS and I CAN mindset with any three members of your community.

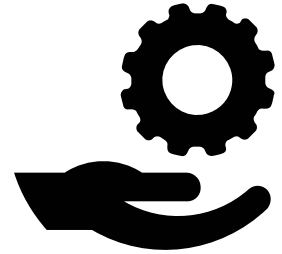
Print-outs of the GO:



How does this
problem affect people?
How does it make
them feel?



What would it
be like if this
problem was
solved?



What can I do
to solve this?

OBJECTIVE

I can identify a global issue I feel strongly about and want to solve.

Cs IN FOCUS

Mr. Consciousness,
Ms. Critical Thinking



CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

MATERIALS

KER Anthem

 Video



Video : Children share about what they wish to change in the world.

 Video



Make a yellow hat and wear it in the class.

Print-outs of the G.O:
(Resources required are attached at the end of the lesson plan.)

SUMMARY OF PRE-WORK

Make a note of top 3 things you find as a challenge in your school/community/ country/ world.

Why does this problem bother you?

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (5 minutes)

Welcome to class,
changemakers!

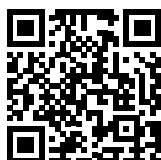


Let's begin our class with a song that you have heard earlier as well.

Get learners to guess.

We are the one we are _____.

Play the song and encourage learners to sing along.



After the song ends, ask:

Give me jazz hands if you think that 'We are living in the world that needs to change.'

Encourage some learners to share why they think and what need to change.

Through this unit, we have explored so many challenges in the world. We have also learned a way to solve some small challenges in the previous lesson.

Can someone guess what that was?

Possible response: FIDS

Yes, today we are going to practise the first step: FEEL of the FIDS model to identify the global issue that you really feel strongly about and wish to solve.

Are you ready?

Point to the objective: I can identify the global issue I feel strongly about and want to solve.

Learn (25 minutes)

The Cs we are going to use are Ms. Critical Thinking and Mr. Compassion.

For the next 45 seconds, I would love for everyone to close your eyes and focus on my voice and think deeply about what I am saying.




Over the past few lessons we have seen many global issues and thought about how each one of them affect the world in different ways. We have seen concerns like lack of access to education, poor health care, poverty, gender discrimination and the dangers of climate change. Apart from these, there are other many important global issues too such as terrorism , lack of sanitation , religious discrimination etc. Of all these issues, some of them might resonate more deeply with us than others. Think about some challenges you have faced in your own life. Whether it was being compared to your sibling who scored better marks than you, or being affected by poor health. It could have happened to someone else too. Close your eyes and think deeply about this challenge.

You can open your eyes when you are ready.

We are now going to identify an important problem in the world that we want to work towards.

Let's take the next 5 minutes independently and use the graphic organiser for this activity.

You can do this in words or through drawings.

Guiding questions		Your response
	What is a challenge that I have overcome? OR What is a challenge I see around me a lot?	
	Which global issue can this relate to? Why do I want to solve it?	
	Whom does this challenge affect most? How will they feel if this challenge is solved?	

We are now going to get into the groups of 3 and share our independent responses. These teams will be our circle of trust and so, everything shared in class today will be heard using a lot of Mr. Compassion and kept in confidence. Let's take the next 6 minutes to do this.

Learners fill their graphic organisers and share responses in their groups. Please walk around the class and support learners who might struggle with language or following instructions.

Give me a thumbs up if any of you found any similarities between your problems!

We are going to identify those similarities now.

Each person will write their name and the challenge they have chosen on a post-it and stick it on the black board.

Now is where things get interesting! We will do an activity called "silent bucketing".

I am going to make 6 columns on the board. Each student will get a chance to come forward, pick any post it and place it under the larger global issue it might fall under. For example, if I see a post that says "The challenge is girls not getting to play sports" I will paste it under gender discrimination.

Make 6 columns - health, poverty, climate change, education, gender and other. Learners silently bucket their responses under these columns.

Virtually, you may ask learners to think about the challenge that they identified and the big bucket it comes under. Then ask learners to rename themselves as that or share it with you.

You will have to group learners according to the big bucket their challenge falls under so please record this somewhere and share these groups with the learners.

Let's group ourselves according to our buckets.

If our big bucket is poverty, move to the front side of the room

If our big bucket is gender, move to the back side of the room.

If our big bucket is climate change, move to the right side of the room.

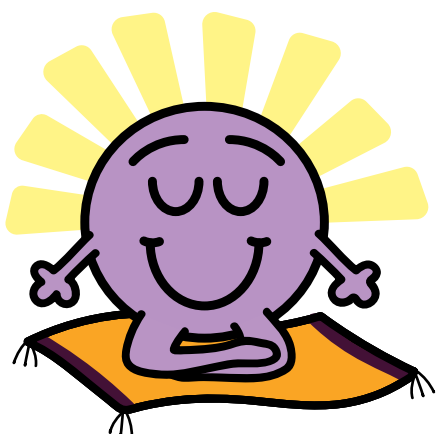
If our big bucket is education, move to the left side of the room.

If our big bucket is health, stay in the middle of the room.

Now, look at your group members and one person makes a list of all these names.

We will come back to these groups tomorrow.

Reflect (10 minutes)



It's Mr. Consciousness time!

Today we did an important thing!

- Which part of FIDS does this come under?

Possible response: Feeling the problem.

- Why is it important to identify and feel the problem before solving it?

As we close out today's class, let's watch this video of children from across the world talking about what they would change in the world.



What are some Cs these children are using?

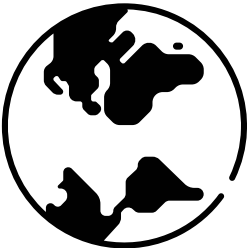
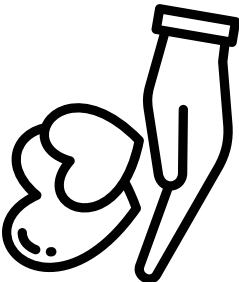
After Class Challenge (20 minutes)

Ask 3 friends what they would want to change in the world!

Encourage them to take a step towards doing this and share the actions that you have been taking in the class.

Remember to always lead by example. Gandhiji said these famous words - Be the Change you Wish to See in the World. That means show others through your actions that change is possible.

Print-outs of the GO:

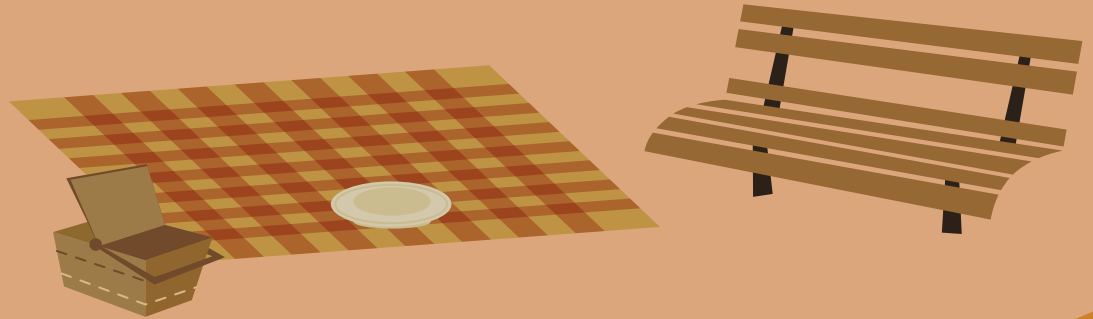
Guiding questions		Your response
	What is a challenge that I have overcome? OR What is a challenge I see around me a lot?	
	Which global issue can this relate to? Why do I want to solve it?	
	Whom does this challenge affect most? How will they feel if this challenge is solved?	

OBJECTIVE

I can imagine a solution to the challenge that I feel strongly about.

C IN FOCUS

Learners will identify these for themselves.



CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

MATERIALS

Please take a permission for longer class or plan this lesson across two days.

SUMMARY OF PRE-WORK

Challenge time!

Take a square sheet of yellow colored paper.

Make a hat out of it without using scissors/ glue or any other resource. You only have to use a square yellow sheet.

Take help from Mr. Creativity to do this!

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (10 minutes)

Welcome to class, changemakers and problem-solvers!



Yes, today you are all going to be problem solvers!

Can someone tell me who a problem solver is? What are some skills or Cs a problem solver uses?

Encourage many responses here. Responses may vary from someone who shows courage to solve challenging problems or someone who thinks deeply about what change they want to bring around them. Encourage as many diverse perspectives.

I loved all your responses, they were all so creative and diverse! As you can see, there is no one definition of a problem solver or one particular skill they need - it is different for each and every change-maker or maybe it is all of the skills together.

Can I see all of your yellow hats? Please wear them!

Oh, you all look so lovely! I can see so much creativity and diversity in all of our hats.

We all had the same task but all of us did it so differently. Today, these are going to be our problem solving hats that will help us use many skills and all the Cs!

Please wear your yellow hat as well.



Image courtesy onelittleproject.com

Now that we have our hats on, let's begin our lesson and see what this hat can help us do.

Yesterday we thought about a challenge around us that we want to solve.

Can we all get into the groups according to the big bucket?

To be problem solvers, we are going to need some important skills and a lot of Cs. We will begin this lesson by thinking about the 2 most important Cs or skills we need to be able to solve any problem around us. Once you have your answer, write those 2 skills or Cs down on your hat and wear it!

Learners complete tasks.

Point to the objective: I can take action for the global issue I want to solve using FIDS.

The two skills you have written on your hats are going to be very important today so keep those in mind through your lesson.

Learn (30 minutes)

If some groups are too large, divide them into smaller groups. The idea is for people to engage in their groups and small groups may enable that. Ensure that each group only has 4-5 learners.

In your groups, quickly discuss:

Why do you want to solve this problem?

You are now going to work as real-time problem solvers by engaging in other steps of FIDS- Imagine.

- Ask each individual to share ideas to solve the problem.
- Make a long list. Be Mr. Creativity.
- Let's try to narrow down our solutions to 2-3 things that we want to do in order to solve the problem.
- Now, see if our solution has these 3 things:
 - Impact: Can I start seeing immediate change in my community once I implement this?
 - Bold: Is my solution new and courageous?
 - Long lasting: Will my solution last even after I finish the project?

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

Solution	Impact	Bold	Long lasting

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

Please feel free to give them example for the above steps:

If the problem is gender discrimination, in my group we all can prepare a speech or do a skit about why gender discrimination. I think speech people may forget but skits are more impactful and people may remember seeing something so let us plan how we want to do this skit!

Give me jazz hands if you have at least one or two solutions that are impactful, bold and long lasting.

Reflect (10 minutes)



It's Mr. Consciousness time!

Learners, we all deserve to live in a world without problems and we are the ones who can make that happen.

Remember, we're the ones _____. (*we are waiting for*)

Now that we have ideas of what solutions can solve the problem, I am sure we will be able to start implementing these as well. This is something we will discuss in our next lesson.

Let's think about the class today. Rate yourself on a scale of 0-5 on the following statements:

- I feel that I am a changemaker.
- I used the 'I CAN' mindset.
- I used a lot of Cs today.
- I saw others practising different Cs at all times.

Think and share:

- Which Constitutional Value will solving this challenge help you foster?
- Which C did you struggle with? How would it help be a better changemaker?
- Which C did you not see your group members practice? How will it help the whole group?

After Class Challenge (20 minutes)

Share your solution ideas with the people in your community. Ask them if they will be willing to help you and how?

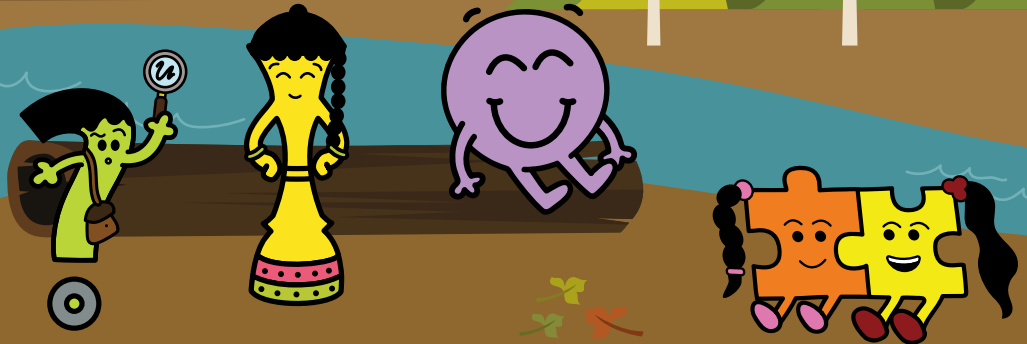
Remember that working with people may make any challenge easier to solve.

OBJECTIVE

I can make a plan and implement my solution.

Cs IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty, Fraternity, Justice

MATERIALS

DFC video



Create a timeline for learners to implement projects as per your class context.



SUMMARY OF PRE-WORK

Make a list of things you may need to implement your solution.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



Asynchronous Pre-work Document

 Link



Spark (10 minutes)

Hello change-makers!



We have discussed the problems of our world so far, and we also imagined solutions to those problems. Who remembers what these two steps are called?

Correct response: Feel, Imagine

Before we move to the next step, let's hear a story.

Archana, an 8th grader from Bengaluru, strongly believes in bringing positive change in society. She aims to grow up and serve as an Information Services Officer in the government. She has started working on this goal at a young age, by working with children who were not enrolled in school. Through surveys in her community, she identified 5 children who were not going to school. She spent months having conversations with the children and their parents about the benefits of receiving an education. After this, all 5 kids enrolled themselves into schools and Archana continued to mentor them so they'd stay in school and aim to perform well in their class. This led to a lot of personal growth in these kids and their families and now some of them are even at the top of their class!

- Which world challenge do you think she is trying to solve?
- How is she doing it?

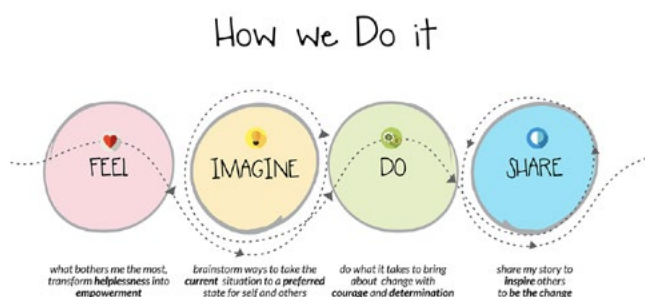
Learners, for any challenge round us, we can bring a change by working on ourselves, our families and communities.

Therefore, today as we begin to think of how we would implement our solutions, let's think of our communities.

The world challenge may exist around us, in our community as well.

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

Which step of the FIDS process is this?



FIDS = I CAN mindset

Image courtesy participedia.net

Response: DO

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

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

Can all of us quickly repeat after me?

I CAN

WE CAN!

Learn (20 minutes)

An effective way to break our solutions down is to use the “how-how” technique.

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

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

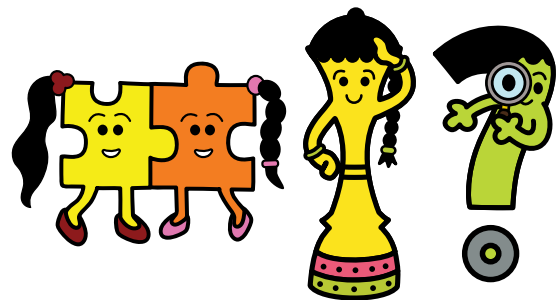
In this way, we can come up with different tasks that we have to do in order to implement the solution.

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

Now, it's your turn!

- In your groups, while one person is sharing the solution, the other people can keep asking “how”
- Continue to do this till you have a task list ready.

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



Now that you have a task list of your solution ready, the next step is to decide:

- Who will you implement this with?
- When will you do this?
- Who will do what?

Divide different responsibilities in your groups.

All of you have two days to implement your solution in the community.

Reflect (7 minutes)



It's Mr. Consciousness time!

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

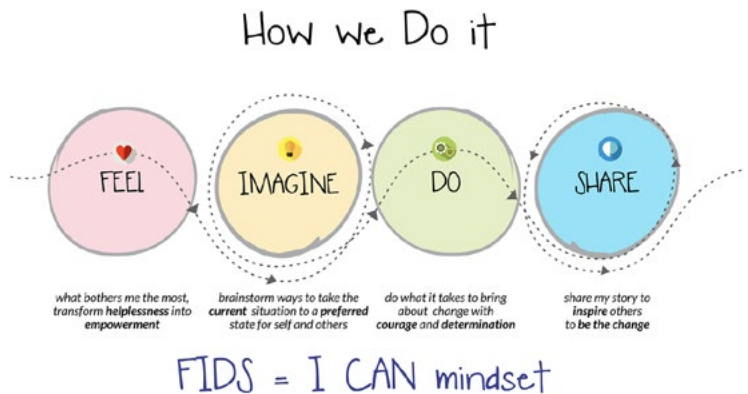


Image courtesy participedia.net

Correct response: Feel, Imagine, Do

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

As a part of your showcase of learning for the unit, we will have an XYZ School Changemakers' SDG Summit.

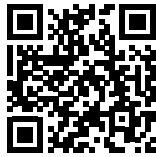
In the summit, all groups will have to present their work. All of you have made your plan of action to solve the challenge that you have identified. For the next 2 days, implement this solution with your chosen audience (school students/ community members).

Remember to leverage your groups after class and school.

You will know more about how to present your work in your next class' pre-work, till then enjoy solving the problem by implementing your plan of action! All the best!

Before we close out today, let's see the

story of young change makers from Ahmedabad who made their community better by bringing parks in the city to life.



Let's watch the video to see how they practiced the FIDS to bring this change.

Before we close out, let's think and share:

- Which Cs did you see students in the video operate with?
- Which Cs do you think will help you implement your action plan?

After Class Challenge

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

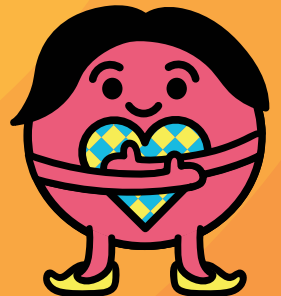
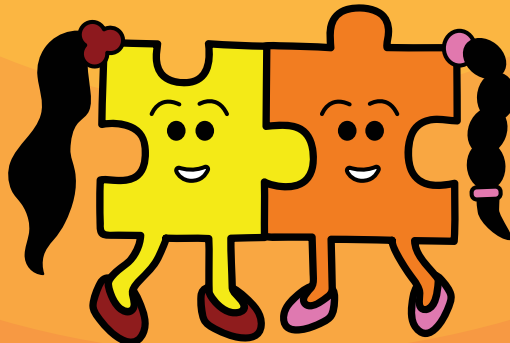
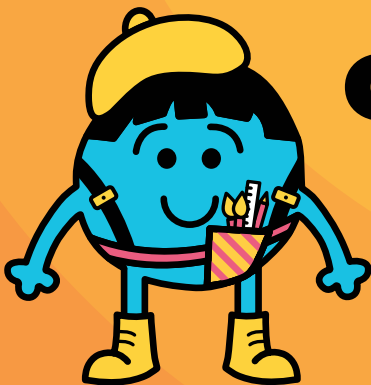
Make a group with them and decide on:

Who would do what and when?

Start implementing your plans.

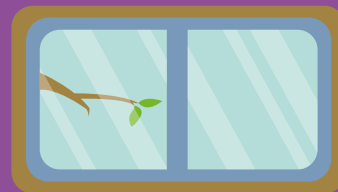


Showcase of learning



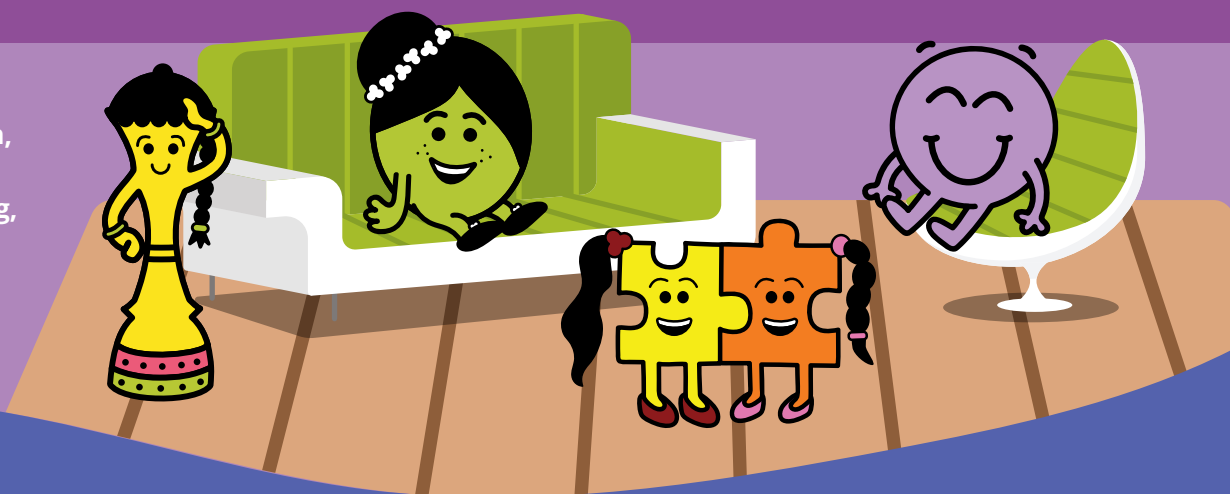
OBJECTIVE

I can synthesise what I learned in this unit.



C IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty, Justice, Fraternity, Equality

MATERIALS

Create similar groups in which learners have worked on for the 'Quality Education'

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 3 most important learnings.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

 Link



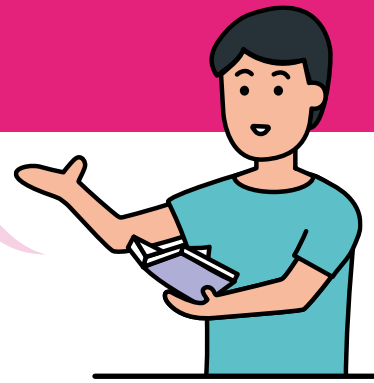
Asynchronous Pre-work Document

 Link



Spark (10 minutes)

Hello learners!



We have come to the end of our last unit i.e. World. Would any of you like to share the big questions we explored in this unit?

Responses:

- What are some of the challenges faced by the world?
- Are we moving towards an equal and a fair world?

Can some of you share the key learnings you had in the unit?

Invite a few learners to share.

Possible responses: We learned about a variety of issues/ challenges that the world currently faces. They include poverty, education, health, climate change and gender discrimination. We looked at examples from all across the world and the way these challenges affect not just us but all citizens of the world. We also saw how people, especially world leaders have started talking about addressing these challenges and have come up with SDG 2030. All of these challenges are a part of that. We also realised that these issues are very complex and big and won't be able to be solved by just a few people.

We, young children also have a huge role to play. We have already heard about so many children and young leaders and the way they have addressed these challenges. We also took small steps to solve these challenges. We have learned how problem solving too can help us solve a problem- FIDS. We will also get to share how we have used that tool and the work that we have done to solve a global issue of our choice, with the class.

How many of you remember what we were going to do as a part of our end of unit showcase?

XYZ school (Insert name of school)- Changemakers' SDG Summit

All of you are going to be the young leaders of the world- the citizens of the world who will be representing India in the UN Summit to share some of your solutions / progress towards some SDGs tomorrow. Do you think that would require some preparation?

Today we will do exactly that!

But before we go into preparing ourselves for tomorrow, let us watch a video that shares the highlights of one of the actual UN SDG Summit.

As we watch the video, make a note of:



Possible response: UN secretary, Malala, Performers, Mark Zuckerberg, they are talking about the importance of meeting these goals along with sharing how they will take action towards these.

- Who are the people here?
- What are different people saying?
- Is there anything common between what different people shared?

Learn (25 minutes)

I hope this pumped you up!

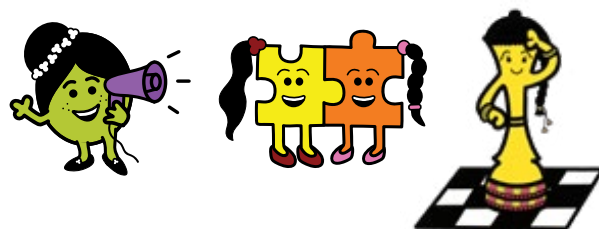
Let's now get into our teams to finalize how we will present our work in front of our peers tomorrow.

Your presentation shall include:

- The global issue that your group has committed to solve.
- Why have you chosen this?
- What have you done to solve this problem?
- What has been the impact of your work? Have you seen any change around you?
- One message that you have for your fellow leaders.

Let us take 15 minutes in our groups to discuss the following prompts and come up with the responses to those prompts.

Please take help from Ms. Communication, Ms. Collaboration and Ms. Critical Thinking to do this.



After learners are back-

Now that you have discussed these prompts, think of how you would want to present this extremely creatively with your fellow world leaders! In the video, you may have seen some people give speeches but some people also shared their message using songs.

You may want to bring in a lot of pictures and videos from the work that you have been doing. You can also record the videos of the people you have been working with to show your impact. Please take prior permission from them before recording them.

I am extremely excited to be a part of this summit tomorrow. I hope all of you are as excited as I am.

Reflect (10 minutes)



It's Mr. Consciousness time!

On a scale of one to five, rate yourself on the following statements:

- I listened to my group members.
- I shared ideas with my group members.
- I had fun while doing the exercise.
- I am excited to present the impact of my work with everyone in the class tomorrow.

After Class Challenge

Work on your final showcase.

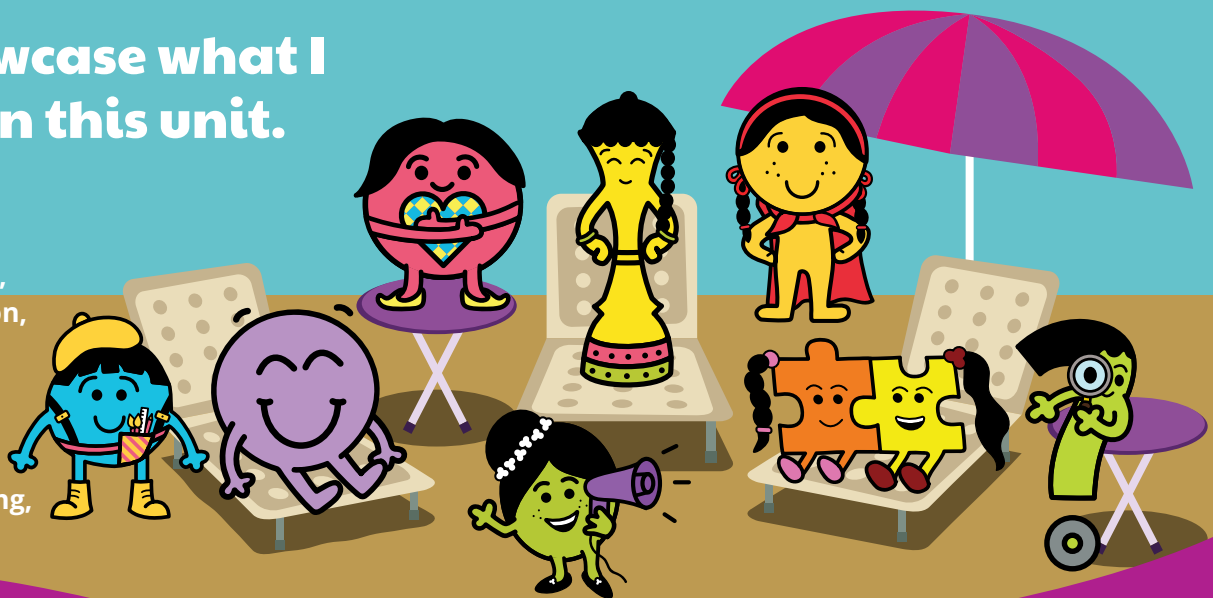
Please explain the pre-work to the learners in the class

OBJECTIVE

I can showcase what I learned in this unit.

Cs IN FOCUS

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



CONSTITUTIONAL VALUES

Liberty, Equality, Fraternity, Justice

MATERIALS

Printouts of this image for an in-person class-
Printouts of - 'We Are The World' song lyrics.

Video



Link



Gratitude notes/ C stickers

Chart papers

Take permission for a 90 minute class or divide it
in two shorter slots.

*Please explain the pre-work to the learners in the last
class.*

SUMMARY OF PRE-WORK

Welcome to the XYZ School (Insert the name of the school)- Changemakers' SDG Summit!

Through your presentation tomorrow, you will have a chance to inspire and motivate fellow global leaders to solve the global problems and achieve SDGs.

Here is what you have to do:

- Block an hour with all of your group members. You can either meet them, get on a phone call or make a WhatsApp group with them.
- Think of the most creative way to present your responses to the prompts I shared with you in the class. This is your group's moment to shine and an opportunity to share how all of you as change makers and citizens of the world are working to achieve SDGs.
- Remember, the pictures and videos are very powerful so bring as many of these as you can to enhance your presentation.
- You may also make posters or add other creative elements like song/ dance to your presentation. The bigger purpose is to raise awareness about this SDG so think of the best way to do this.
- Your group will get five minutes to present. So don't forget to rehearse your presentation with your group members.
- Please bring together all the 8 Cs to do this task and make sure that each person in your group contributes to the presentation.

RESOURCES FOR THE TEACHER:

Synchronous Presentation

Link



Asynchronous Pre-work Document

Link



Framing (10 minutes)



Hello, citizens of the world!

Please play 'We are the world' as everyone in the class settles down.

Video



In case of an in-person classroom, please decorate the class with pictures / posters about the following SDGs- No poverty, health and wellbeing, quality education, gender equality and climate action. Please also give everyone the summit card upon entry. Ask them to fill it and stick on their uniform/ place on the desk.

You may share the summit card with learners virtually and ask them to annotate it with the relevant information.

I welcome you all to our **XYZ school** (insert the name of the school)- **Changemakers' SDG Summit.**

Give me a loud woo-hoo if you are excited for the day!

Our parents, school teachers and some learners are here to see our learnings and presentations, so let us give a round of applause to them and welcome them to our family.

Please coordinate with various stakeholders - the Principal, school teachers, learners and parents in advance and invite them for a showcase.

Welcome to the Changemakers' SDG Summit

Hello, I am _____.



SUSTAINABLE DEVELOPMENT GOALS



Image courtesy globalgoals.org

I think _____ <Name of the SDG that you are working on> can make a world a better place because _____.

Showcase (45 minutes)

With all these Cs in our mind and a lot of confidence and conviction, let's begin our summit.

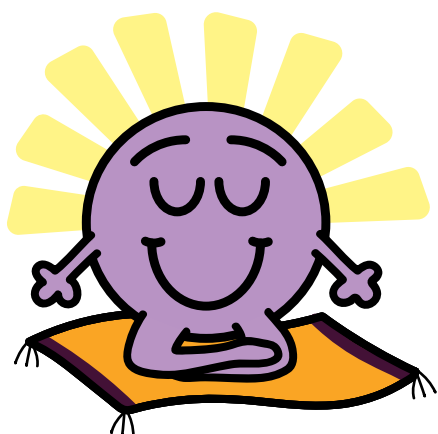


You may invite each group one by one to do their presentation. Reinforce how important it is to appreciate each other by celebrating every group. Please take pictures and record videos of students' work-products and presentations to document their learnings after taking their consent.

After everyone's done presenting, encourage learners to celebrate themselves and each other by patting on their back and giving a huge round of applause.

In case there are external observers in your class, invite a few of them to share how they felt about the showcase.

Closing and Debrief (20 minutes)

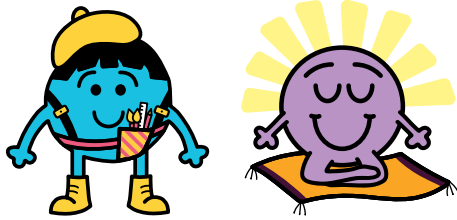


Can we give a huge round of applause to ourselves and our friends who presented so beautifully.

Now imagine that each of you together are able to help the big world leaders achieve these SDGs by 2030. What can the world look like then?

You all have a big chart paper with you. Get into your groups and spend the next 5 minutes together envisioning - What may the world look like if you achieved a few SDGs for the world by 2030?

Please do this by taking help from Mr. Creativity and Mr. Consciousness.



Virtually, send learners to breakout room and ask them to doodle words on white board. Model this out for them.

After the learners are done, ask them and the audience to bring their chart papers in the middle of the class and see all of these as a whole.

Virtually, you may ask each group to present what their world looks like now?

Please invite a few people from the audience to share how the world would look if all of these goals are achieved.

All of you, your work and your chart represent the power of our collective and the one-ness that we share. Only a few days ago, we got to know about global issues and SDGs and started working on them. Imagine if all the children of the world can get to know about these, they can also come and work towards all the SDGs.

Keeping this in mind, let's pledge something today:

We can be,
We must be,
The first generation to end the extreme poverty,

The generation most determined to fight injustice and inequality,
The generation that saves the planet from climate change
And we will do this by taking small actions and big
Towards achieving the SDGs.

Let us close out by singing our unit's song- 'We are the World'.

As we sing, let's keep the three norms in mind:

- Everyone sings
- Everyone smiles while singing
- Everyone sings from their heart with love.
- Everyone pretends like a unique citizen of the world so get ready with your costumes.

Play the song and invite everyone to sing and follow the actions. You may also share the lyrics with the audience separately.



Please close the class out with celebration and gratitude. Hand out gratitude notes/ bag tags/ bookmarks/ C stickers to everyone to bring out the essence of celebration.

After Class Challenge

Work on the end of the curriculum showcase.

Printouts of this image for an in-person class-

Welcome to the Changemakers' SDG Summit

Hello, I am _____.



SUSTAINABLE DEVELOPMENT GOALS



Image courtesy globalgoals.org

I think _____ <Name of the SDG that you are working on> can make a world a better place because

_____.

Printouts of - 'We Are The World' song lyrics

"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
Oh, when 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

Well, 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
Oh, 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

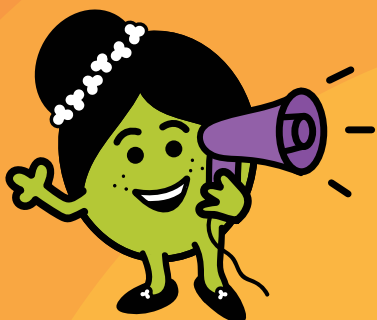
When you're down and out
And there seems no hope at all
But if you just believe
There's no way we can fall
Well, well, well
Let's realize, oh, that a change can only
come

When we stand together as one

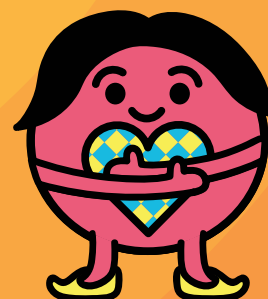
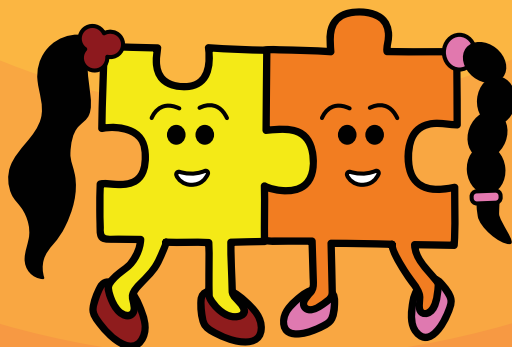
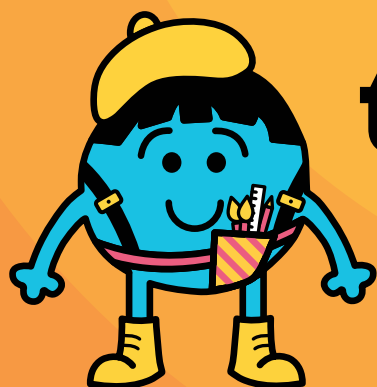
[Repeat with ad-libs until the end:]

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



End of the Studies

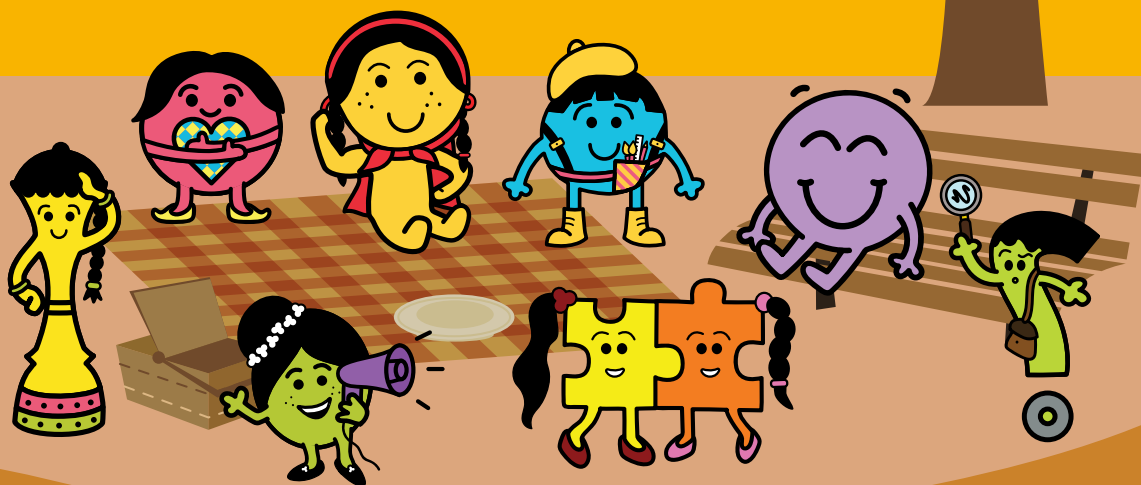


OBJECTIVE

I can recapitulate and synthesise my learnings from the studies.

C IN FOCUS

Ms. Critical Thinking
Mr. Curiosity
Ms. Collaboration
Ms. Courage
Mr. Consciousness
Ms. Communication
Mr. Creativity
Mr. Compassion



CONSTITUTIONAL VALUES

Equality, Liberty, Fraternity and Justice

MATERIALS

Chart paper, A4 size sheets, colors, paper
Put together a presentation of all the SOLs learners have been a part of through the curriculum or present the glimpse of their work.
Create mixed groups for the quiz.
C stickers/ badges
Please take permission for a 75 minute lesson.
Link to Jeopardy
Print-outs of the song
(Given on last page)

[Link](#)



SUMMARY OF PRE-WORK

Read through the key learnings from each of the units that we have covered in the curriculum:

For each of the units, think about:

What are some challenges seen at this level?

How do these challenges affect the growth of the people, of India or the world?

Fill this table. (Given on last page)

RESOURCES FOR THE TEACHER:

Synchronous Presentation

[Link](#)



Asynchronous Pre-work Document

[Link](#)



Spark (10 minutes)

Hello to my very special learners!



For the next 10 minutes, listen to my instructions very carefully.

For an in-person classroom, invite learners to stand in 5 concentric circles.

Ask the innermost circle to say- 'I am special'.

Ask the second circle to point towards the innermost circle and shout out- 'You make your family and school special'.

Ask the third circle to point towards the second circle and shout out- 'You make your communities special.'

Ask the fourth circle to point towards the third circle and shout out- 'You make your country special.'

Ask the fifth circle to point towards the fourth circle and shout out - 'You make this world special.'

Ask everyone to together shout out- 'We all make this world special.'

For the virtual classroom, personal message your learners one of these numbers 1,2, 3, 4, 5.

Ask everyone to turn off their videos and open them one by one as per their

numbers. Ask everyone with number 1 to switch on their videos and say- I am special. Then ask everyone with number 2 to switch on their videos and say- 'You make your families and school special.' Repeat the same for all the numbers with the above phrases.

Over the past couple of months, we have explored India and ourselves from many different perspectives. We looked at ourselves as a part of India, at how our schools and communities form such a big part of it and even discovered the identity of India as a whole. We then zoomed out and looked at the world as a whole to really explore what are some challenges faced and once again, discover our role in solving them. We have learned so much about ourselves, our country and the world - our main aim today is to bring all those learnings together and synthesise our experience.

Let us see some of the big questions that we have explored over the last couple of months.

Present these one by one. You may also encourage learners to share a few.

Self	Family	Community	Nation	World
<p>What parts of my identity do I choose for myself?</p> <p>What parts of my identity are chosen for me by others?</p> <p>Whose opinions have the greatest effect on how I think about my identity?</p> <p>How does media impact the formation of identity and self-image?</p>	<p>How does the group I am a part of impact my actions?</p> <p>How can I stand up to my friends and family?</p>	<p>Are we equal despite our differences?</p> <p>How do our identities in society shape our experiences?</p>	<p>How do people respond to injustice and inequality?</p> <p>What would happen if India did not have a constitution?</p> <p>What are the rights of all Indians? What happens when these rights are denied?</p>	<p>What are some of the challenges faced by the world?</p> <p>Are we moving towards an equal and a fair world?</p>

Recap (20 minutes)

Let us bring together a few of our learnings through a fun quiz. This quiz is called Jeopardy where you earn points not just for yourself but for your entire group.

We will use all our Cs together for this quiz.

Please divide the class in 4 groups and explain the rules of jeopardy.

In your groups:

- Nominate one person from the group. This person will be responsible for sharing the chosen 'points' and the 'theme' with the facilitator.
- Each team will get a chance to choose their question.
- After the question is posed, members of the team will get 1 minute to respond. Any member from the team can respond.
- If the team is not able to respond correctly, the next team will help them with the question. In case of a correct answer, the points will get divided between the team that answered and the one that helped.
- Team with the highest number of scores will win this quiz.

Generate enthusiasm. Ask if they are ready?

Link to Jeopardy :



You can choose to do a simple QnA using the questions of this Jeopardy. The questions for each of the units are as follows. You may choose to reduce the number of questions/ change framing/ tweak this as per your learners.

Self

- What are two kinds of identities?
- Name any three things that influence your thoughts.
- Give one example of a positive influence around you.
- 'Shweta shouts at her friends when they don't play the game of her choice. She tells them she will never talk to them again if they don't play what she likes.'
- Which communication style is this? Passive, Aggressive, Assertive
- 'Fiza is followed by someone when she goes to school. One day, this person pulled her hair from behind. The next day, he tried to touch Fiza's dupatta. 'What kind of touch is Fiza experiencing? Share two things you can do when you experience this.

Family/Community

- An idea that many people believe is true about a group but is not true for everyone in that group. What is this known as? __ E _ E O _ _ _ E _

- Boys are violent. Some girls like to play with dolls.- Which one is a stereotype?
- Name any three groups of people in the community who face more challenges than the other / are not treated equally.
- Who among the three will have the least number of struggles (easy) life? Share your reason for the same.
 - A son of a businessman whose monthly income is 5 lakh rupees.
 - A daughter of a vegetable seller who doesn't go to school regularly as she has to help her father to set up the cart.
 - A son of a garbage collector who is not allowed admission to school because of his caste.
- "Your future is decided by where you are born." Do you agree/ disagree? Convince the class by giving appropriate reasons for your answer.

Nation

- A girl named Saima who covers her head, was not allowed to live in a flat unless she changed her name to Sita. What kind of injustice did Saima face?
Gender-based, Caste-based, Religion-based
- Share one thing that our nation has done to help one community that has faced a lot of injustice and inequality.
- 'This right allows all Indian citizens to share anything, practise any

profession, marry people of choice, and stay at the place of choice as long as it doesn't harm people around them.' Which is right?

- 'The son of a politician ran over a son of an auto driver. The auto driver went to the police station to register an FIR but wasn't allowed to. He was told to take the money and stay shut.' Which fundamental rights have been violated here?
- Name all the six fundamental rights that are granted to all citizens. If your right is violated, what can you do?

World:

- Mention any three challenges that all people in the world face.
- More than 10% of people in the entire world do not have electricity. More than 2 lakh children under the age of 5 die every year because they cannot afford medical treatment at the right time. More than 20 lakh people do not have access to clean drinking water.
- Which global issue do these data sets connect to?
- Mention two ways in which we can help solve the problem of climate change.
- Share the name of any one child leader who helped solve one of the global challenges. Also, mention the challenge this leader helped us solve?
- Think of two challenges in the field of education. Share how it impacts you and how you would solve it.

Final SOL- Jeopardy, Grade 6

	Self and Family/ School	Community	Nation	World
100	What are two kinds of identities?	An idea that many people believe is true about a group but is not true for everyone in that group. What is this known as?		Mention any three challenges that all people in the world face.
200	Name any three things that influence your thoughts.	1. Boys are violent. 2. Some girls like to play with dolls. Which one is a stereotype?	Share one thing that our nation has done to help one community that has faced a lot of injustice and inequality.	
300	Give one example of a positive influence around you.	Name any three groups of people in the community who face more challenges than the other / are not treated equally.	This right allows all Indian citizens to share anything, practice any profession, marry people of choice, and stay at the place of choice as long as it doesn't harm people around them. Which right is that?	Mention two ways in which we can help solve the problem of climate change.
400			The son of a politician ran over a son of an auto driver. The auto driver went to the police station to register an FIR but wasn't allowed to. He was told to take the money and stay shut. Which fundamental rights have been violated here?	Share the name of any one child leader who helped solve one of the global challenges. Also, mention the challenge this leader helped us solve?
500		"Your future is decided by where you are born." Do you agree/ disagree? Convince the class by giving appropriate reasons for your answer.	Name all the six fundamental rights that are granted to all citizens. If your right is violated, what can you do?	Think of two challenges in the field of education. Share how it impacts you and how you would solve it.

Celebrate the team for the correct responses. Towards the end- celebrate the effort each child has put in individually and collectively. Remember that the idea of this quiz is not for learners to only factually recall certain things but to be able to share their learnings with a rationale.

- 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.

After the quiz, ask:

- How did you enjoy this game?

Activity (30 minutes)

Now that we have revised the key contents, let us see what more we have created.

Put together a presentation or pictures of learners' bio poems, media pieces, skits, injustice reports, fundamental rights skits and XYZ school SDG summit. Please show it to the learners.

Through all of this, we deepened our understanding of the four pillars of the Constitution - Liberty, Equality, Justice and Fraternity. While doing that we

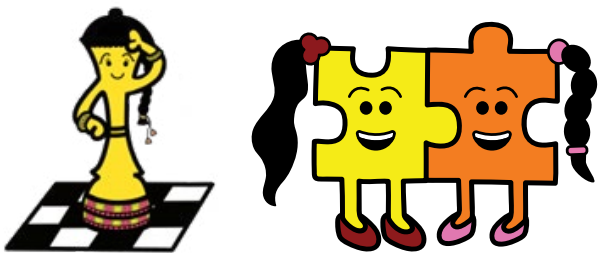
also became friends with 8Cs that are crucial in building leadership and active citizenship.

Let us now put together some things. Get into the groups of 4.

- Discuss the answers to your pre-work questions:
 - What are some challenges seen at each level- self, family/school, community, nation and the world?

- How do these challenges affect the growth of the people, of India or the world?
- Take five pieces of paper and tie them together for it to look like an album.
- Fill the first page with the challenges that may be seen at the level of self
- Fill the second page with the challenges that may be seen at the level of family/ school.
- Fill the third page with the challenges that may be seen at the level of your community.
- Fill the fourth page with the challenges that may be seen at the level of nation - India.
- Fill your fifth page with the challenges that may be seen at the level of the world.

Take 15 minutes to do this in your groups. Take help from Ms. Collaboration and Ms. Critical Thinking while you do this.



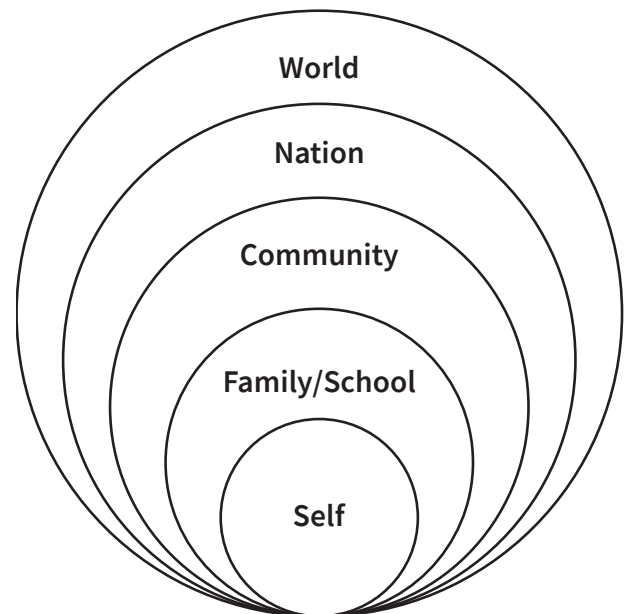
After learners come back, share:

Through the albums that you have just created, you have put down the “Grey Truth”. But in the curriculum, we have learned that while there is truth, there is always a hope in the form of a bright sunshine!

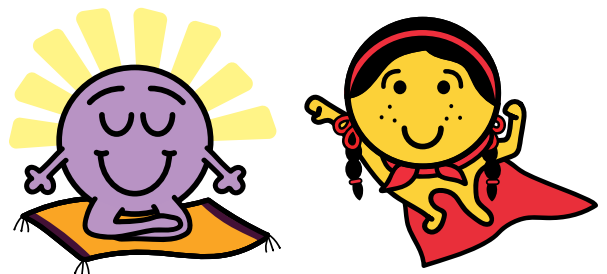
For so many challenges, there also are so many leaders who raise their voice

and contribute to an equal and just society.

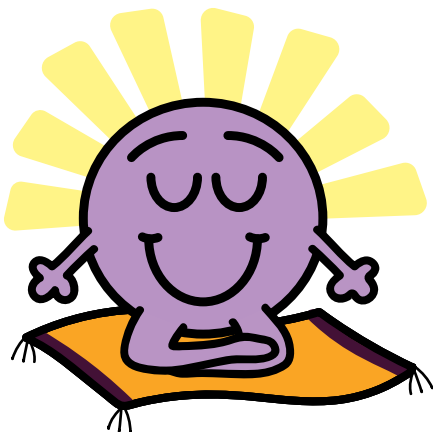
In our next activity, each of you will work independently to think about your hope, your vision for each of these levels. You will draw the diagram the way I have, in concentric circles, and in each circle you can write or draw your vision of what is possible. For example, at the level of Self, my vision is for me to become a compassionate human being.



You may have to take help from Mr. Consciousness and Ms. Courage to do this. Let's take the next 7 minutes to do this independently.



Reflect (10 minutes)



It's Mr. Consciousness time!

Now that you have your vision for what is possible, it's time to think about what role you play in bringing this alive! For example, if I want myself to be compassionate- I may listen to everyone patiently. Or if I want every Indian to receive education, how might I actually do that? Maybe by teaching someone everyday. We are going to think about how you can contribute in any way- big or small- in bringing your vision to life.

Once you have thought about your answer, you will write it down on a piece of paper.

I will _____ <Add all the things you would do here> towards making myself, my family, my school, my community, my country and the world better.

Bring out a big chart paper with the words "India and I" outlined

Once you finish writing, we will all stick our pieces of paper on this chart paper, which when done, will form our collective vision for India and ourselves!

Virtually, you may type India and I on a white board and ask learners to put their vision down using an annotation tool or ask everyone to type it in the chat box and create a big poster for them later on.

Learners, your role in making our country and the world a better place is immense.

Therefore, 'I' in INDIA is very important. I AND I, together can make our INDIA even better.

So let's close out with a really beautiful 'I
AND I' song.



You can share the print-outs of the lyrics
of the song.

*I and I and I
I and I
Many I's are we
I and I and I
I and I
Make up Indi*

*As one little I
Yes I really matter
But we're strong
Yeah, we're stronger
When we're I's together*

*I and I and I and I are free
In this country of our dreams
I and I and I and I are free
In this country of our dreams*

*I was
I was,
I was
Too far from the rest
I was
I'm the best
I was I can pass any test
Until I realized, that so many I's
When we are together
Build so many ties,
That you can't deny
The strength we have inside
So I and I and I*

*We only multiply
Something you can't divide
United is divine
So sing it out loud,
I and I and I
Is you and me, cuz we all fly*

*I and I and I and I are free
In this country of our dreams*

*I and I and I and I are free
In this country of our dreams*

*I and I and I
I and I
We can be the change
I and I and I
I and I
Conquer all the pain*

*As one little I
Yes I really matter
But we're strong
Yeah, we're stronger
When we're I's together*

My India My India

*Every time I think of you,
I think of what can I do
I think of how we made it through*

My India My India

*The history the pain the journey how we
saved it
Our love is so amazing*

My India My India

*Tell me is this really real
This beauty we can touch and feel*

The wrongs will stop, we'll start the healing

My India My India

*Cuz you're my mother, your're brother
You're my sister, just to crystalize the
picture,
That I am with ya*

*I and I and I and I are free
In this country of our dreams.*

I hope through this curriculum you were able to understand your relationship with INDIA.

After Class Challenge (10 minutes)

Please create a big India and I poster and put it somewhere in the class.

Printables - Lyrics

*I and I and I
I and I
Many I's are we
I and I and I
I and I
Make up Indi
As one little I
Yes I really matter
But we're strong
Yeah, we're stronger
When we're I's together
I and I and I and I are free
In this country of our dreams
I and I and I and I are free
In this country of our dreams
I was
I was,
I was
Too far from the rest
I was
I'm the best
I was I can pass any test
Until I realized, that so many I's
When we are together
Build so many ties,
That you can't deny
The strength we have inside
So I and I and I
We only multiply
Something you can't divide
United is divine
So sing it out loud,
I and I and I
Is you and me, cuz we all fly
I and I and I and I are free
In this country of our dreams*

*I and I and I and I are free
In this country of our dreams
I and I and I
I and I
We can be the change
I and I and I
I and I
Conquer all the pain
As one little I
Yes I really matter
But we're strong
Yeah, we're stronger
When we're I's together
My India My India
Every time I think of you,
I think of what can I do
I think of how we made it through
My India My India
The history the pain the journey how we
saved it
Our love is so amazing
My India My India
Tell me is this really real
This beauty we can touch and feel
The wrongs will stop, we'll start the healing
My India My India
Cuz you're my mother, your're brother
You're my sister, just to crystalize the
picture,
That I am with ya
I and I and I and I are free
In this country of our dreams.*

Summary of Pre-Work-Table

Level	What are some challenges seen at this level?	How do these challenges affect the growth of the people, of India or the world?
Self		
Family/ School		
Community		
Nation		
World		

Appendix and Acknowledgements

REFERENCES, CREDITS, AND SOURCES

Unit 1 : Self

**Learning Std A,
Lesson 1**
Identity Map Strategy

**Lesson Plan 1,
Unit Self**
I am Special Song

**Lesson Plan 2,
Unit Self**
Muskan's Poem

**Lesson Plan 5,
Unit Self**
This Little Light of
Mine Song



[Link](#)

[Link](#)

[Link](#)

[Link](#)

**Lesson Plan 6,
Unit Self**
The Stickman

**Lesson Plan 8,
Unit Self**
Love You Zindagi
Song

**Lesson Plan 8,
Unit Self**
Johnson's Baby Oil -
Pehla Kadam Ad

**Lesson Plan 8,
Unit Self**
Ariel - Share The
Load Ad



[Link](#)

[Link](#)

[Link](#)

[Link](#)

**Lesson Plan 9,
Unit Self**
Gandi Baat Song

**Lesson Plan 9,
Unit Self**
Fair & Lovely Ad

**Lesson Plan 9,
Unit Self**
Tu Mere Agal Bagal Hai
Song

**Lesson Plan 9,
Unit Self**
Scars To Your
Beautiful Song



[Link](#)

[Link](#)

[Link](#)

[Link](#)

**Lesson Plan 10,
Unit Self**
Sexist Songs in a
Feminist Remix Song

**Lesson Plan 10,
Unit Self**
The Influence of
Media Video

**Lesson Plan 12,
Unit Self**
This Little Light of
Mine Song



[Link](#)

[Link](#)

[Link](#)

Unit 2 : Family and School

Lesson Plan 14, Unit Family and School

I am Special Song



[Link](#)

Lesson Plan 17, Unit Family and School

A Love Triangle Scene



[Link](#)

Lesson Plan 18, Unit Family and School

Being Assertive Video



[Link](#)

Lesson Plan 20, Unit Family and School

Peer Pressure Video



[Link](#)

Lesson Plan 21, Unit Family and School

Mad Eye Moody's
Lesson Video



[Link](#)

Lesson Plan 22, Unit Family and School

Abbas' Interview



[Link](#)

Lesson Plan 22, Unit Family and School

Abbas' Poetry



[Link](#)

Lesson Plan 23, Unit Family and School

Beware Story



[Link](#)

Lesson Plan 23, Unit Family and School

Sabak Story



[Link](#)

Lesson Plan 24, Unit Family and School

My Body is My Body Song



[Link](#)

Lesson Plan 25, Unit Family and School

Alcohol Refusal Skills
Video



[Link](#)

Lesson Plan 26, Unit Family and School

Kid President Video



[Link](#)

Lesson Plan 26, Unit Family and School

I Hope You Dance



[Link](#)

Unit 3 : Community

**Lesson Plan 27,
Unit Community**
Bruises Can Be Good



[Link](#)

**Lesson Plan 34,
Unit Community**
This Little Light of
Mine Song



[Link](#)

**Lesson Plan 37,
Unit Community**
Mahatma Gandhi
Pushed Out Of A Train



[Link](#)

**Lesson Plan 39,
Unit Community**
Try To Treat Others the
Way You Would Want
Them to Treat You Video



[Link](#)

**Lesson Plan 41,
Unit Community**
I Have A Voice Video



[Link](#)

Unit 4 : Nation

**Lesson Plan 42,
Unit Nation**
Gunjan Saxena
Biography



[Link](#)

**Lesson Plan 42,
Unit Nation**
Biography of Chef
Vikas Khanna



[Link](#)

**Lesson Plan 51,
Unit Nation**
Oppression Video



[Link](#)

**Lesson Plan 51,
Unit Nation**
Vibha's Interview



[Link](#)

**Lesson Plan 52,
Unit Nation**
KER Anthem



[Link](#)

**Lesson Plan 52,
Unit Nation**
Abbas' Interview



[Link](#)

**Lesson Plan 53,
Unit Nation**
Ariel - Share The
Load Ad



[Link](#)

**Lesson Plan 54,
Unit Nation**
KER Anthem



[Link](#)

Unit 5 : World

**Lesson Plan 55,
Unit Nation**
We Are The World
Song



 Link

**Lesson Plan 57,
Unit World**
Luisa's Story



 Link

**Lesson Plan 58,
Unit World**
Causes and Effects of
Climate Change



 Link

**Lesson Plan 58,
Unit World**
DIY Bag from a
T-Shirt



 Link

**Lesson Plan 58,
Unit World**
Self-Watering
Planter video



 Link

**Lesson Plan 59,
Unit World**
Save the Children



 Link

**Lesson Plan 62,
Unit World**
UN Video



 Link

**Lesson Plan 63,
Unit World**
Daughters For Sale



 Link

**Lesson Plan 64,
Unit World**
FIDS Video



 Link

**Lesson Plan 65,
Unit World**
KER Anthem



 Link

**Lesson Plan 65,
Unit World**
How Would You Change
the World?



 Link

**Lesson Plan 67,
Unit World**
Bringing Parks to Life



 Link

**Lesson Plan 69,
Unit World**
We Are The World
Song



 Link

**Lesson Plan 69,
Unit World**
We Are The World
Song Lyrics



 Link

A sincere thanks to all our Lesson Planners and Reviewers-

Emma Francis

taught Humanities at Teach First UK for seven years before she joined Teach for India in 2011 as a Program Manager. Over the past 9 years she has spent a lot of time learning and unlearning and is currently working with Teach for India's Training and Impact Team to explore student learning.

Sushruti Sachdeva

is a 2013 TFI alum who taught for 2 years in Delhi before joining TFI as staff in 2015. Sushruti is passionate about deepening her understanding of Teaching and Learning and has spent the past 7 years just unearthing ways in which people learn. She is currently working with the TFI Delhi team as a Program Lead.

Nikita Parikh

is an Alumni of Teach For India and a graduate of Tata Institute of Social Sciences in Mumbai. She works with marginalised children who do not have access to basic rights like clean water and quality education due to discriminatory and divisive politics. Her professional experience and academic interests lie at the intersection of education, media and social change.

Raeesa Bukhary

joined the Teach for India Fellowship in 2018 where she taught Biology and SST to grades 7-19 in Madina Mission High School, in old Hyderabad. Currently she works with the Teach for India Hyderabad team as a Program Manager. She believes that as a teacher she learnt and grew so much from listening to her student's conversations and ideas about the things they were learning together in the classroom.

Shivani Patekar

joined the Teach for India Fellowship in 2017 after completing her bachelors from Xavier's College in Mumbai. She continues to work with Teach for India as a member of the Kids Education Revolution team and strongly believes that building learner voice, agency and educator-learner partnerships is the way to reimagine education.

Nishigandha Babardesai

did her Masters and Bachelors in Political Science, post which she worked with an NGO called Sounds of Silence, as well interned at Teach For India. In 2016 she joined the Teach for India Fellowship and is currently working with Teach for India's Training and Impact team as their Institute and Operations Manager.

Nalika Braganza (Reviewer)

graduated from Sophia College for Women in 2012 with a degree in English Literature. During her time in Mumbai, she was struck by the stark inequity that she saw in every corner of Mumbai. She decided to apply to Teach For India Fellowship and taught a beautiful bunch of third and fourth grade students in Kalachowki Mumbai. The two years of the Fellowship gave her hope that change was possible and I wanted to be of service to as many children as she could. She joined the Program Staff team, where she coached and managed a group of Fellows for two years and then transitioned to lead the Program Team in the city for the next four years. Over her time at Teach for India, she has helped train and support close to 2000 teachers who have impacted 10,000 students in the city of Mumbai and beyond.

Radhika Khurana (Editor and Reviewer)

works as 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.

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