

DELHI PUBLIC SCHOOL GHAZIABAD
CLASS – VI
LESSON PLAN
CHAPTER-1: UNDERSTANDING DIVERSITY

Unit	Civics (Chapter 1:Understanding diversity)
Class Transaction	Total: 6 periods (approx. 40 min each)
Pre-requisite for the course	Warm up with a discussion based on the students understanding of the concept of Diversity. This lesson requires 1. Basic knowledge of different religion practiced in India. 2. Knowledge of different regional differences in our country.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook
Objective	Given the content (chapter) the students will be able * To understanding various forms of diversity in everyday life. * Learn different religious and Cultural backgrounds are an aspect of diversity * To think critically the importance of diversity in our lives. * <i>Students would be able to enhance their creativity by creating mind map for entire chapter.</i> * develop collaboration by taking part in the discussion to understand the importance of individual contribution in promoting unity in diversity to all with 90% accuracy
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> Students will be able to * Different ways of doing the same things/work. * Explanation of diversity in India with the help of examples <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> 1. Able to appreciate various forms of diversity in their everyday environments collaboratively 2. Critically analyze sensitivity towards pluralism and interdependence. 3. <i>Students would be able to enhance their creativity by creating mind map for entire chapter</i> Attitudes and beliefs- <i>Students will be able to</i>

	Develop citizenship by sensitizing students to give respect to others and to treat everyone equal.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Introduction of the topic- PPT and Digital Content would be shared Brain Storming-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. (Critical thinking) Active learning-. 1. Give one ,Get one-.Facilitator gives a sheet of paper with two columns Students individually work to fill up their give one column regarding list given questions. Students will go around find other's answers . They give one response and get one from other student. (Communication, Collaboration) Q. When I go out I like wearing_____ Q. At home I speak in _____ Q My favourite sport is _____ QI like reading books about_____ 2. FOUR CORNERS-Students will sit in the groups of 4 and will read and understand the reasons of differences in Samir Ek and Samir do One student will read the content .Second will explain it and rest two will pen down the differences between Samir Ek and samir Do. Group Activity -Jigsaw Topic -Story of Samir Ek and Samir Do Differentiation- A worksheet will be provided to the students which will contain basic content to make sure that all students to gain that basic knowledge . (Character, Citizenship and critical thinking) Questioning- Multiple level question- Teacher will prepare a list of question diversity in the country. (Critical thinking, Communication) <i>Guided practice followed by Independent Practice-</i> Spiral questions to be discussed in the classroom. Techniques to be used: Quiz Daily Practice Problem

	MCQ Peer Assessment Student -teacher interaction, Wipro- G.O.s(web chart, flow chart and differentiation table,compare- contrast matrix), silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Civics
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner. HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 marks On time submission.....1 mark Presentation/ Neatness.....1 mark Content.....3marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Assessments	4 UNIT TESTS25 Mark each=100 Marks HALF YEARLY EXAMINATION 80+20 (internal)=100 Marks ANNUAL EXAMINATION 80+20(internal)=100 Marks By administering pen paper test, we assess creativity and critical thinking. INTERNAL ASSESSMENT 20 Marks in each Term • Subject Enrichment Activity 10 Marks With the help of subject enrichment activities we assess communication, collaboration, character building and citizenship. The students in a group of 5 will be demonstrating the activity. • Note Book Submission 10 Marks
Addressing Classroom Diversity	It's a different classroom today: As the kids are from different socio-economic background, So are their needs, demands and aspirations. Today all kinds of students including the gifted, the average and the differently able are mainstreamed into one class. So, the teaching learning process must be devised in such that can cater to the needs and aspirations of students of abilities . The following techniques can be used for different groups:

	<i>For the gifted:</i> • Preparing a debate • Making PPT • Designing an exhibit • Writing a report • Preparing a talk • Encouragement for referring other resources <i>For the average/slow learners:</i> • Making a Chart/diagram/poster/ flashcards • Buddy system help to be provided • Provide grade-up classes <i>For differently able:</i> • Ignore grammatical inaccuracy • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE.
ASSESSMENT	1. Describe any two reasons for diversity in India. 2. Explain the term Diversity in two points. 3. Describe three major differences between Kerala and Ladakh. 4. 'India is a land of diversity'. Justify in three points 5. Why do you think living in India with its rich heritage of diversity adds to your life?

Topic	DAY1 - The story of Samir ek and Samir do
Class Transaction	40 min each)
Pre-requisite for the course	This topic requires Basic knowledge of different culture prevailing in India.
Assessment of qualifying knowledge	Facilitator asks the students to list down various religion and the festivals on the sheet given by the facilitator
Objective	Student will be able to understand people belonging to different religion ,caste ,economic background can have similar opinion .

Learning Outcomes	KNOWLEDGE- <i>Students will know and understand</i> • Discuss the importance of <i>diversity</i> • Appreciate and respect different culture ,religion ,caste,language etc SKILLS AND COMPETENCIES- <i>Students would be able to</i> • Critically analyze various issues related to diversity. • Appreciate the importance of diversity in India collaboratively ATTITUDES AND - <i>Students will be able to</i> Develop citizenship by sensitizing students to give respect to others and to treat everyone equal.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- ACTIVE LEARNING Students will pen down any 5 different practices done in India and then will share their opinion with each other in group collaboratively . The Facilitator will Show a video related to the topic to give the essence of the topic. Facilitator will engage the students in a group activity Jig Saw- The class will be divided into five groups and each group comprises of five to six students. The topic like difference between Samir Ek and Samir Do, diversity in India, geographical diversity, unity in Diversity will be assigned to each student in the group. Give students time to read their topic at least twice. Form temporary expert group by having one student from each jig saw group join other students who have been assigned the same topic. Give students in these expert groups time to discuss the main points of their topic and to rehearse the presentations they will make to their jigsaw group. Bring them back to their jigsaw groups where each student will again explain their topic and teacher can intervene if group is not going in right direction(collaboration) Differentiation- The students in a group of 5 will share their opinion regarding diversity. <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Daily Practice Problem MCQ Peer Assessment Student -teacher interaction, Wipro- G.O.s(web chart, flow chart and differentiation table,compare- contrast

	matrix), silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Civics
Closure	Involving students in summarizing by involving the students in discussion based on the topic

Topic	DAY 2 The story of Samir ek and Samir do
Class Transaction	40 min each)
Pre-requisite for the course	This topic requires Basic knowledge of different culture prevailing in India.
Assessment of qualifying knowledge	Facilitator asks the students to make list down various religion and the festivals
Objective	Student will be able to understand people belonging to different religion ,caste ,economic background can have similar opinion .
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> • Discuss the importance of <i>diversity</i> • Appreciate and respect different culture, religion , caste, language etc <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Critically analyze various issues related to diversity. • Appreciate the importance of diversity in India collaboratively. Attitudes and beliefs- <i>Students will be able to</i> Develop citizenship by sensitizing students to give respect to others and to treat everyone equal.
Transaction Methodology (The teacher can use the	Transaction would proceed in the following manner- ACTIVE LEARNING Students will pen down any 5 different practices done in India and then will share their opinion with each other in group collaboratively .

mentioned techniques, wherever applicable, and can use any other too.)	Group Activity (JIGSAW ACTIVITY CONTINUED) Jig Saw- The first round will be initiated by the facilitator .Students in the group will read the allotted topics .They will read and discuss the allotted topic in groups. Students will pen down the key points in the notebook. Facilitator will take rounds and monitor the groups. She will give her inputs. 15 minutes will be given to the students for group activity. Differentiation- The students in a group of 5 will share their opinion regarding diversity. <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Daily Practice Problem MCQ Peer Assessment Student -teacher interaction, Wipro- G.O.s(web chart, flow chart and differentiation table, compare- contrast matrix), silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Civics
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.

Topic	DAY 3 The story of Samir ek and Samir do
Class Transaction	40 min each)
Pre-requisite for the course	This topic requires Basic knowledge of different culture prevailing in India.
Assessment of qualifying knowledge	Facilitator asks the students to make list down various religion and the festivals
Objective	Student will be able to understand people belonging to different religion ,caste ,economic background can have similar opinion .

Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> • Discuss the importance of <i>diversity</i> • Appreciate and respect different culture, religion , caste, language etc <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Critically analyze various issues related to diversity. • Appreciate and discuss the importance of diversity in India collaboratively Attitudes and beliefs- <i>Students will be able to</i> Develop citizenship by sensitizing students to give respect to others and to treat everyone equal.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- ACTIVE LEARNING Students will pendown any 5 different practices done in India and then will share their opinion with each other in group collaboratively . Group Activity Jig Saw- The second round will be intoduced by the facilitator . Each student of different 5 groups will make one group .All the students in the group will explain their part which they had learnt in the previous group.Like this each student will explain their part and discuss the allotted topic in groups. Students will pen down the key points in the notebook. Facilitator will take rounds and monitor the groups.She will give her inputs. 15 minutes will be given to the students for group activity. Differentiation- The students in a group of 5 will share their opinion regarding diversity. <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Daily Practice Problem MCQ Peer Assessment Student -teacher interaction, Wipro- G.O.s(web chart, flow chart and differentiation table,compare- contrast matrix),

	silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Civics
Closure	Involving students in summarizing involving the students in discussion 1. Name three ways in which Samir Ek and Samir Do were different. 2. Did these differences prevent them from becoming friends?

Topic	DAY 4 What does diversity add to our life ?
Class Transaction	40 min
Pre-requisite for the course	This topic requires Basic knowledge of various differences amongst the people of India.
Assessment of qualifying knowledge	Facilitator asks the students to write down the various differences that they observed amongst people and how diversity brings changes in our lives.
Objective	Given the content (topic) the students will be able to discuss various aspects of diversity and its importance in our lives .
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know and understand</i> Students will be able to • To learn the importance of diversity in our lives. <u>SKILLS AND COMPETENCIES-</u> <i>Students would be able to</i> • Students will give different examples of diversity in the country. This will enhance critical thinking . • Facilitators will do few questions-answers in the note book. • Facilitator will ask the questions from the students .A wait time will be given to all .After this chances will be given to the students to answer
Transaction Methodology (The teacher can use the mentioned techniques,	Transaction would proceed in the following manner- Group learning- The class will be divided in the group of 4 students. QAXP -Q-Question A -Answer X explain P paraphrase Students in the group will come and will be asked to pick a chit from the bowl .Then with the help of this technique the facilitator will check their

wherever applicable, and can use any other too.)	understanding. Facilitator will collate the answer of each question and will encourage the students to write the answers in the note book. . (Communication, Collaboration) Techniques to be used: Quiz Daily Practice Problem Student -teacher interaction, silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for CIVICS
Closure	Is diversity a boon or curse to India? Support your answer with reasons
Marks	The weightage as per the blue print.

Topic	DAY 5 Geographical factors lead to diversity in region.
Class Transaction	40 min
Pre-requisite for the course	This topic requires Basic knowledge of different reliefs
Objective	Given the content (topic) the students will be able to discuss various reasons of diversity in regions .
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know and understand</i> Students will be able to - To learn the importance of diversity in our lives. <u>SKILLS AND COMPETENCIES-</u> <i>Students would be able to</i> - Students will give different examples of diversity in the country. This will enhance critical thinking . - Facilitators will do few questions-answers in the note book. - Facilitator will ask the questions from the students. A wait time will be given to all .After this chances will be given to the students to answer
Transaction Methodology (The teacher can use the mentioned techniques, wherever	Transaction would proceed in the following manner- Active learning Facilitator will ask a question Q.To which state the students belonged to? Q.Write the changes do the see between their state and Uttar Pradesh. Students will go around and find the students of different state and will write the changes on the sheet . Group learning- The class will be divided in the group of 4 students.

applicable, and can use any other too.)	QAXP -Q-Question A -Answer X Explain P Paraphrase Students in the group will come and will be asked to pick a chit from the bowl .Then with the help of this technique the facilitator will check their understanding. Facilitator will collate the answer of each question and will encourage the students to write the answers in the note book. . (Communication, Collaboration) Techniques to be used: Quiz Daily Practice Problem Student -teacher interaction, silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for CIVICS
Closure	Is diversity a boon or curse to India? Support your answer with reasons
Marks	The weightage as per the blue print.

Topic	DAY 6 Unity in diversity
Class Transaction	(approx. 40 min each)
Pre-requisite for the course	This lesson requires basic knowledge of life of people before independence.
Assessment of qualifying knowledge	Facilitator will ask the students to speak about various unjust practices prevailed in India before independence.
Objective	Given the content (topic) the students will be able to explain meaning of phrase ‘ unity in diversity’ ,coined by Jawahar Lal Nehru .
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know and understand</i> Students will be able to • Aware of the fact that despite of various differences ,india is united . <u>SKILLS AND COMPETENCIES-</u> <i>Students would be able to</i> • Creatively design a sheet showing diversity in India • Answer knowledge, understanding, application and diagrammatic skill based questions based on the topic.

Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Active learning- A skit will be performed by the students depicting 'unity in diversity' in India . (Critical thinking) <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Daily Practice Problem MCQ Peer Assessment Student -teacher interaction, Wipro- G.O.s(web chart, flow chart and differentiation table,compare- contrast matrix), silent/ loud reading, collaborative learning,
Resources	Text Book: NCERT text book for Civics.
Closure	Summarisation by students with the help of web chart
Marks	As per the blue print