

DELHI PUBLIC SCHOOL GHAZIABAD
CLASS – VI
LESSON PLAN
CHAPTER-2 Diversity and discrimination

Unit	Chapter 2 Diversity and discrimination
Class Transaction	Total: 5 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. Various forms of diversity 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 understand the difference between diversity and inequality. • To comprehend how prejudice can lead to discrimination. • To develop <i>collaboration by taking part in the discussion</i> that the constitution compels us to respect diversity as a duty of every individual and understand the importance of individual contribution in promoting unity in diversity to all with 90% accuracy. • <i>Students would be able to enhance their creativity by creating mind map for entire chapter.</i>
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> Students will be able to • Difference and prejudice • Creating stereotype • Inequality and discrimination • On being discriminated against Striving for equality` * 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 the work done by our leaders to reduce discrimination in the society. Students will develop civic sense (citizenship) 2. Critically analyze the reasons of striving for equality. Answer knowledge, understanding and inquiry based questions based on the topic. Attitudes and beliefs- <i>Students will be able to</i> Develop citizenship by visualizing and observing the given story in the book to promote equality and not to be prejudice with others .
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- <i>Brain Storming</i>-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) Group learning- <i>Give one ,Get one</i>-.Facilitator gives a sheet of paper with two columns Students individually brainstorms to fill up their give one column regarding list of any 5 discriminatory practices prevalent in the country. Students mix and find others . They give one idea/reason and get one from other student (Communication, Collaboration) Differentiation- The students will discuss the different ideas given by the students regarding discrimination. (Character, Citizenship and critical thinking) Questioning- <i>Multiple level question</i>- Teacher will prepare a list of question based on the content. (Critical thinking, Communication) <i>Brain Storming</i>-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. <i>Introduction of the topic</i>- PPT and Digital Content would be shared <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	As per the blue print
Assessment	1. Describe any three reasons responsible for discrimination. 2. Describe the term Prejudice in three points. 3. Describe three safeguards provided in the Constitution against inequality and discrimination. 4. Describe three problems faced by women in India. 5. Enumerate three various discriminatory practices prevalent in Indian society.

Topic	DAY 1- Difference and Prejudice
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 examples of prejudice and differences that they had experienced in the society.
Objective	Student will be able to understand the difference between difference and prejudice .
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> • Discuss the importance of reducing differences and not to be prejudice against people without knowing them completely • 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. (Develop civic sense)
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 -Peer coaching Students will discuss a problem solving in pairs to understand the concept Differentiation- The students in a group of 5 will share their opinion regarding diversity. (Character, Citizenship) <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.
Self Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions

Topic	DAY 2 Creating stereotypes
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.
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 - Aware with the fact how stereotypes stop us from looking at each person as a unique individual with his or her own special qualities that are different from others <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> - Built character amongst themselves by discussing <i>various examples of stereotypes</i> - 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 simultaneously with Group Learning Group learning- CAF -consider all factors . The class will be divided in the group of 4 students.Students will pen down all probable factors because of which stereotypes were made . Students then will in group identify the reasons for the issues and will try to critically analyse the solution to it . (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 Social Science.
Closure	Stereotypes are the facts which help us to know about the particular society. Defend or refute. Support your answer with reasons
Marks	The weightage as per the blue print.
Topic	DAY 3 Story on caste discrimination

Class Transaction	approx. 40 min each
Pre-requisite for the course	This lesson requires basic knowledge of discrimination
Assessment of qualifying knowledge	Facilitator will ask the students to write any three issues where they felt that they faced discrimination.
Objective	Given the content (topic) the students will be able to 1. understand the meaning of untouchability 2. understand the importance of banning untouchability
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand</i> Students will be able to • Discuss how untouchability is a barrier in the smooth functioning of the society . SKILLS AND COMPETENCIES- <i>Students would be able to</i> • Critically analyze the reasons that led to untouchability • Built character amongst themselves by discussing /communicating the importance of abolition of untouchability.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- <i>Introduction of the topic-</i> PPT and Digital Content would be shared Anticipatory set Q. Who are untouchables? Q. Mention the common stereotype used for muslims. Q. What provisions are made by the government to protect the interest of untouchables? <i>Brain Storming-</i> 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. <i>Questioning- Multiple level question-</i> Teacher will prepare a list of question about aspects of diversity and will ask these questions during discussions. (Critical thinking, Communication) <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Daily Practice Problem

	Questioning Student -teacher interaction, silent/ loud reading, collaborative learning,
Resources	Text Book: NCERT text book for Civics.
Closure	List the various discriminatory practices observed in India before independence . . Discuss its importance.

Topic	DAY 4 Striving for equality.
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 appreciate the work of national leaders like B.R.Ambedkar who fought for the right to equality for all.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know and understand</i> Students will be able to • Understand the struggle faced by the untouchables before the independence. • Learn the reason why the constitution was made keeping in mind the interest of all who belonged to lower caste . <u>SKILLS AND COMPETENCIES-</u> <i>Students would be able to</i> • Creatively design a newspaper publishing few issues in your neighbourhood and other issues to sensitize the people • 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	Transaction would proceed in the following manner- Active learning- A skit will be performed by the students depicting ‘consequences of untouchability’ in India . (Critical thinking) Group Learning Students will present a skit <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom.

can use any other too.)	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 facilitator with the help of web chart

DAY	FIVE
Objective	NCERT questions
Assessment of qualifying knowledge	Students will be able to find and discuss the answers of the questions being asked by the facilitator
	Questions from previous class about the related topic for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> • <u>.the facts related to the topic</u> The way of writing the answers To comprehend the question <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Critically analyse and comprehend the question and will further write in their note books
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL 1,2,3 Activity Facilitator will ask NCERT questions from the students will allow the students to give one point related to the question to involve maximum students .

	Independent Practice: Students will do selected questions from NCERT text book. Closure: <u>5 min</u> Facilitator will do the quick recap with the students by discussing key points of the content.
Resources	Text Book: NCERT text book for Civics
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)