

Celebrate The Differences

Concept-Value Connection: In forest areas, people use forest products – roots, leaves, fruits, and tubers – for many things. Fruits and tubers are nutritious to eat, herbs are used for medicine, etc. The life of the forest dwellers is totally shaped by the resources available in the forests. Therefore, they represent certain unique aspects or a way of living which is different from what we observe in a village or city.

Teacher begins the class by narrating a real-life incident:

Following a plane crash in the Amazon forests, four children, aged between 1 and 13 were stranded alone in the jungle. The three adults who were also in the plane did not survive. After 40 days, all four children were found alive by the rescue team. Their survival was celebrated as a miracle given that the jungle is infested with wild animals, and the children had no access to safe food and shelter. It was found that these children were members of an indigenous tribe of native jungle residents and had been trained from childhood to identify edible fruits, seeds, and plants as well as living in the wild. The children followed their native culture and practices and survived on the edible seeds and fruits of the jungle. Their association with nature came handy at this crucial juncture.

Similarly, even in our classroom we may find students coming from different backgrounds and having eating habits and culture different from ours. How can we deal with such differences? How do these differences add richness to a society?

Group Activity: Brainstorming (Peer Counselling)

Notes to the teacher:

1. The teacher asks some students at random to share with the class some habits/customary practices they follow that they feel awkward about since it is different from others
2. Allows the students to share their apprehensions/concerns
3. Shortlists the three most common concerns
4. Encourages the class to brainstorm and come out with positive sides to those differences

Some possible scenarios:

Student 1: “My language, accent and communication styles are different”

Possible perspectives for positive side to the issue:

- Different communication styles allow for diverse ways of expressing thoughts and ideas
- Fosters multilingualism
- Facilitates cross-cultural understanding and promotes empathy

Student 2: “I feel odd to share my lunch box because our cuisine is different”

Possible perspectives for positive side to the issue:

- Diverse cuisines offer an assortment of flavours and culinary experiences
- Sharing meals from different cultures can promote cultural exchange and appreciation
- Fosters a sense of identity and belongingness

Student 3: “I feel awkward when my friends see me in our traditional dress outside school.”

Possible perspectives for positive side to the issue:

- Cultural clothing and fashion styles celebrate heritage and identity
- They provide a visual representation of cultural diversity
- Sparks interest in other cultures

Summarisation by the teacher: Lifestyles of people living in different regions are shaped by topography, natural resources and landforms of a region. Just as tribes from the forest lead a totally different life, cultural differences can take many forms and each form can have positive aspects that contribute to the richness of human society.

Points to Ponder/reflect

- ❖ That which makes us different is what makes us unique
- ❖ A cultural difference that is not offensive or harmful brings fresh perspectives and inspirations
- ❖ Conformity should not be at the cost of culture
- ❖ Viewing our own differences in a positive light helps us to appreciate and respect differences of others in the community
- ❖ Together, let us learn to not just accept differences but to celebrate them!

Follow Up Activity (Optional): Diversity Day

A Diversity Day can be planned where children belonging to various communities and tribes can dress up in their traditional cultural attire. There can be a fair organized with stalls set up for indigenous food and craft items to deepen understanding and appreciation of the cultural uniqueness and diversity of the class children.



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Annexure to Master Lesson Plan

What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n th why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.
How to teach using the DD	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a

asset?	recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing titbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.