

Pastoralists in the Mountains

Brief Description (Objective): Students will be able to infer the cause and effect relationship between the natural conditions in the mountains and the movement of the pastoralists.

Teaching Learning Material (TLM): Pastoralists in the mountains

What do you need?

1. Stick puppets of two shepherd boys



Boy: flickr.com/photos/nagarjun/40162446270/in/album-72157695037460921/ (By: Kandukuru Nagarjun)

Shepherd 2: unsplash.com/photos/vpZjDa-av30 (By: Umar Hafeez)

2. Image of a mountainous area, with lush green grass



Mountain: pixabay.com/photos/mountain-nature-panoramic-sky-view-3374075/ (By: karenii)

Sheep: pixabay.com/photos/sheep-shepherd-gujjar-bakkarwal-7620069/ (By: sarangib)

Get ready:

Notes to the teacher: Take printouts of pictures of two shepherd boys. Stick the two pictures on a card board. Cut out the images of the boys. Stick them on two sticks or wooden scales. Stick-Puppets of two boys are ready.

Let us start: Show the picture of the mountainous area and explain to the children that it is of Kashmir Valley. One stick puppet is of a Bakarwal boy Bejraj, who has come with the group of Bakarwals to find grazing pastures for his sheep in the Kashmir valley. The other stick puppet is of another boy Iqbal who is a local of Kashmir Valley.

Using the puppets and two students put up the roleplay in the class. The conversation between Bejraj and Iqbal should cover the following points:

Bejraj: Hello dear friend! Now that it is the month of May, we are once again back here to the beautiful Kashmir valley with our sheep. The lush green grass of the mountains provide the perfect fodder for our sheep now. Down there in the low hills of the Siwalik Range it became too hot and the fields have dried up.

Iqbal: Hello Bejraj, it's so good to see you once again. How are you ? How is your sheep? Our fields will also benefit with the arrival of your sheep. You are so lucky to travel wherever you want! You must be having so much fun!

Bejraj: It's not that easy my friend! It takes us almost one and a half months to cover our journey. We have to walk a lot, and carry all our belongings with us. We also have to carefully protect and bring our sheep here. To help each other several households come together for this journey forming a 'Kafila'.

Iqbal: Why don't you settle down permanently in our village?

Bejraj: Oh that will be tough! When winter sets in, the entire landscape here will be covered with snow. How will our sheep get their fodder? We will have to leave before winter sets in and return to the lower Siwalik Hill Ranges.

Notes to the teacher: Teacher may pose the following questions to the students, allow them to think and come out with as many answers as possible before arriving at a conclusion. If there is any difficulty in getting the answers the teacher can ask leading questions.

1. Why do you think the Bakarwals undertake kafila, especially by the end of April?

A. In search of pastures for their animals.

2. How do you think both the friends benefit due to the journey of the kafila?

A. When the sheep and cattle graze in the fields which have been harvested, they get their fodder and their dung becomes manure for the next sowing.

3. By the end of September, why does Bejraj go back towards the lower hills?

A. Winter will set in, it will start snowing and food will be less.

(Integration with Geography - Teacher can mention how climatic conditions and natural vegetation are connected.)

4. Do you think Bejraj's life is easy like other children? Why?

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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 tidbits 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.