

Embrace Change Enjoy the Experience

Brief Description (Objective): Students will be able to accept that coping with changes is essential for personal growth and success.

Teaching Aids (Provided): N.A.

Concept-Value Connection: Pastoral communities in different parts of the world struggle to maintain their customary practices in the face of the challenges such as modernization, land encroachment, climate change, and political changes. Yet, pastoralists do adapt to new times through several forms of support.

Like pastoralists, students can face a variety of changes in their lives academically, socially and emotionally. These changes can be deeply unsettling and uncomfortable. Coping with them can be challenging at times as they frequently face such transitions and adjustments throughout their academic journey.

Notes to the teacher:

- Narrate two situations given below on changes faced by students
- Follow up with brainstorming the class on strategies to cope with these changes
- Summarise the take home message

Situation 1:

Shankar completed his graduation and went for higher studies in a different University at a different location. He has always heard from others that “Our time at university is the best time of our life.” He was very excited and was looking forward to his new found independence with a big measure of confidence. But it was not to be so. The changes on many facets of his new life left him disillusioned and caused a fear of failure in him.

Situation 2:

Ananya, a 11th grade student, lost her father suddenly. Her mother was forced to take up a job that was not so well paying. Their aging grandparents were living with them who required additional care and support from them. Ananya had to give more to family with the result that her studies were affected considerably. She was overwhelmed with the changes and how to ride through the financial crunches.

Brainstorming questions:

1. What are the changes that made Shankar disillusioned?
 - Academic front - Moving from one level of education to another
 - Social front - Adjusting to a new living condition and making new friends
 - Emotional front - Stress caused by new responsibilities due to living away from parents and leading an independent life
2. What are the changes that overwhelmed Ananya?
 - Academic front - Finding less time to study

- Social front - Supporting mother, aged grandparents, and financial crunch
- Emotional front - Coping with loss of a dear one

3. What strategies would you suggest for Shankar and Ananya for coping with these changes?

For Shankar:

- Academic front - Seeking support from professors, tutors, or academic mentors
- Social front - Embracing the opportunity to discover new places and cultures
- Emotional front - Engaging in relaxation techniques such as listening to music, going for a walk, reading a book or mindfulness exercises to counter stress

Message for Shankar for Fear of failure:

Failures are stepping stones for success. Remember what Thomas Edison said: "I haven't failed. I have just found 10,000 ways that won't work."

For Ananya:

- Academic front - Making optimal use of available me. It is quality me that counts rather than the quantity
- Social front - Seeking external help to address the challenges of caring for elderly family members
- Emotional front - Talking openly about feelings and leaning on the support of friends and family during difficult times

Message for Ananya for dealing with financial crunch:

Remember that Dr Abdul Kalam, our former President, had to sell newspapers to supplement the family's income during his early years.

Summarization by the teacher:

We normally like to lead our lives in an auto-pilot mode. We do not like to leave our comfort zone and we detest changes. But we need to accept that changes are an inevitable part of our life journey that aid our growth.

Points to Ponder/reflect

- ❖ Coping with change is a skill that can be developed over time
- ❖ Consider any change that comes our way as change for a new opportunity
- ❖ Building resilience and adaptability, seeking support from parents, teachers and elders can help students navigate the transitions
- ❖ It is not changes, but how we respond to those changes that should dictate our life
- ❖ Embrace change and enjoy the experience



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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.