

You Get What You Serve

Teaching Aids (Provided):

Notes to the teacher: Script for Part 1 (to be shared with students), Part 2 only for teacher

Concept-Value Connection: The civil servants in the government are the permanent executives who take the day to day decisions of running the government and are not subject to change in every election. The integrity of these civil servants is a non-negotiable quality for smooth functioning of the government.

Activity: Role Play Followed By Discussion

No. of characters: 5 (Narrator, King, 3 ministers)

Part 1 - Role Play by students

Narrator: There was once a king who had three ministers whom he turned to for advice on various matters. When he started to get complaints from the public that his advisors were corrupt, he decided to check it out for himself.

One day he took his three ministers with him to his summer palace amidst beautiful woods.

King: Dear Ministers, I am happy to welcome you to the royal summer palace. I have a small task that I need you all to accomplish. (He handed each of them an empty sack). Please fill this to the brim with as many edible fruits and plants from the woods around us. Once done, you can freely enjoy the rest of the four days stay here in the summer palace with all the privileges of my guest.

Narrator: All the ministers were aware that the king would not have the time to check their work. They set out on their work quickly. Each minister performed his task differently.

Minister 1: Let me quickly fill the sack with whatever I can lay my hands on: twigs, branches and any fruits that are on the ground. I can return by the end of the day to the summer palace and enjoy myself.

Minister 2: Hmmm. I need to be clever here. I will pack the fresh, juicy fruits on top of the sack and the rotten ones at the bottom. Even if the king checks, he will see the good fruits on top and think it is the same all the way through. I can finish the task in a couple of days and still enjoy the summer palace pleasures for a couple of days.

Minister 3: The king has allotted this job. Let me pick the best and choicest fruits, to the best of my knowledge. Whether he checks or not, I need to do my task well and also ensure I finish the task within the four days allotted for it.

Notes to the teacher: The role play ends at this point for questions and discussions.

Discussion Questions:

1. How would you describe the work ethic of each minister in one word?

Possible answers:

Minister 1: dishonest, lazy, arrogant, pleasure seeking, shoddy, etc.

Minister 2: cunning, clever, arrogant, deceitful, time-bound, careless, etc.

Minister 3: sincere, focused, conscientious, duty-bound

2. What do you think happened next in the story?

Open question: Students may answer according to their imagination

The teacher can then narrate the rest of the story and follow it with discussion questions:

Part 2 - Narration by teacher

As expected, the king did not check the sacks at all. But once they returned back, the king gave a shocking order: he ordered all the ministers to be put into the royal dungeons for a fortnight along with the sacks they had each filled. The strict order was that they themselves would have to eat what they had picked and nothing else.

The first minister had nothing to eat, since he had filled the sack with dry leaves, twigs and trash. He died of starvation.

The second minister was happy while eating the good fruits on top of the sack. But once he finished those and started eating the rotten fruits, he fell sick and had to be hospitalized. The king dismissed him from service.

The third minister spent his days happily eating the good fruits he had carefully handpicked. He walked out hale and hearty after the imprisonment.

The king rewarded him with many gifts and made him his key advisor for the rest of his life.

Discussion Questions:

1. Why do you think the king passed that order that they would have to eat what they themselves had picked and nothing else?

Possible answers:

- To check their integrity
- To reward sincere service
- To find the corrupt ministers
- To teach that service has to be of a standard that satisfies the self.

2. Why should a public servant have a very high standard of integrity?

Possible answers:

- A public servant is answerable to not just his immediate boss, but to the members of the public
- His service has to meet public scrutiny and expectations
- A high standard of work can be achieved if a public servant understands that he also, as a member of the public, would be affected by the quality of the work he does

Points to Ponder/reflect:

- A person in public service is also a member of the public
- The laws and rules s/he passes will affect them adversely or beneficially as much as the public whom they seek to govern
- Integrity is what we do when nobody's looking. It is the prime requisite for a good work ethic
- Our integrity is our armour in difficult situations

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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.