

TOPIC : **Lost Spring By Anees Jung**

Pre-Content/content Post-Content	Learning Outcome/Objectives	
	General	Specific
<u>Pre-Content</u> Questions related to child labour and poverty (Annexure A). Students will be shown Seemapuri on the map of Delhi. Several pictures of small children at various sites working for wages will be shown, such as brick kiln factories, bangle making, fire cracker factories etc will be shown <u>Content</u> Theme: The plight of children forced into labour Sub-Theme: The callousness of the society & the political class towards the sufferings of the poor The lesson focuses on the problems of rag-pickers, slum dwellers & poor children as a whole. Plight of the refugees. Hardships of the bangle makers in the city of Firozabad. Factual understanding: Reasons for migration of people from villages to cities Socio-economic issues Figures of Speech: • <i>Hyperbole</i> • <i>Metaphor</i> • <i>Simile</i> • <i>Paradox</i> • <i>Irony</i> Paradoxes in Society <u>Post-content</u> It is grinding poverty & traditions that condemn the children of the underprivileged sections to a life of exploitation. Life skills- Value based questions based on real life situations	Students will be able to Identify & Compare different types of settlement patterns (people & places) develop sensitivity towards the problems of child labour reflect awareness of the severity of child labour in today's global economy. deduce how people of the poorest sections can realize their dreams comment on the working conditions of the glass bangles industry analyse the use of literary devices design a poster to create awareness about child labour	Students will be able to determine factors that influence the formation of settlement patterns (natural, economic, social/political) appreciate the importance of going to school and how millions of children are denied this right cite reasons for the migration of people from villages to cities determine why promises made to the poor children are not kept establish reasons why the rich or the educated interact with reasons as to why poor children are exploited in the slums develop a higher emotional awareness of child labour through reflective work ascertain the factors that impose a heavy burden on the child list the forces that conspire to keep the workers in the bangle industry of Firozabad in poverty write how these people can achieve a different life & it's positive consequences list the hazards of working in the glass bangles industry identify the literary devices in the text to explain their usage comment on the paradoxes in the society we live in communicate their perspectives through visual messages follow correct format, style & language appreciate the importance of going to school

Home Work /Assignments

Q. You are deeply saddened by the condition of the poor and deprived children in the country. On the one hand, the government feels proud to enact the anti-child labour act. While on the other hand, the childhood is being ruined under the net/trap of child labour. Write your views on 'Elimination of Child Labour' in about 100 words.

Teacher's Activity	Student's Activity	Teacher's Observation And Remedial
Stimulate: What do you understand by the term 'child labour' and other activity based questions (Annexure 1A) • What does it mean to you? Teacher. will encourage Sts to explain what they already know about child labour, what they have heard from others, learned from television, perhaps even experienced themselves in some form or other. Teacher will note the various points on the Smart Board. Tr. will stimulate the discussion with a few more questions. (Annexure 1B) Location of Seemapuri, and images of children employed as labourers will be shown to Students. to evoke response. (Annexure 1C) Question the Author: Teacher will select a passage that is both interesting and can spur a good conversation Teacher will decide appropriate stopping points where you think your students need to delve deeper and gain a greater understanding Teacher will create four queries for each group (questions to encourage critical thinking) for each stopping point. (Annexure 1D) Figurative Language Strips: Teacher will cut out the Figurative Language Strips and give one strip to each group. (Annexure 1E) Teacher will brainstorm format of poster, and elicitate evils of child labour	Students will give their own definition of <i>Child Labour</i> from prior knowledge. They will cite examples of children who they have seen working in various places around them and relate the theme to their surroundings, to the text & to the world. Students will respond to the visuals and comment on the dark side of the city that we live in. They will respond to the images shown and make connections to the real world. Question the Author: Students will read the given extract from the text and respond to the questions on their own in writing and react to each of the other group members' responses. Then they will summarise the points. Figurative Language Strips: Students will read the definition and example on their strip. They will then find an example of their figurative language in the text and write it on the blank portion of their strip. Create a poster on 'The Evils of Child Labour'	The teacher will write her observation after completion of the topic/s

Teaching Aids : Smart Board, Posters on child labour, Ppt. & visuals showing bangle industries, slum area etc.

Methodology/Innovative Methods: Discussion, Recall, Explanation, Question-Answer method, problem-solving, Word-attack, List of Children's Rights

Interdisciplinary Links: Environmental Science (Garbage Dumps-a threat to poor children's health)
(Glass Blowing Industries – a serious health hazard to the poor children)

Coordinator

Vice-Principal/Academic Supervisor

Principal

Lost Spring
By Anees Jung

About the Author:

Anees Jung (1964) was born in Rourkela & spent her childhood and adolescence in Hyderabad. She received her education in Hyderabad and in USA. She inherits the literary tradition from her parents who were both writers. Anees Jung began her career as a writer in India. She has been the editor of *Youth Times* and a columnist for major newspapers in India & abroad. She is the author of several books including '*Unveiling India*', '*Night of the New Moon*', '*Seven Sisters*' and '*Breaking the Silence*'.

Her father, an adviser to the last Nizam, was a renowned scholar and poet. So was her mother. She inherits the literary tradition from them. She began her career as a writer in India, as editor of *Youth Times*, and has been a columnist for major newspapers in India and abroad. She is the author of several books including *Unveiling India*, *Night of the New Moon*, *Seven Sisters*, *Breaking the Silence*, *Peace in Winter Gardens* and *Beyond the Courtyard: A Sequel to Unveiling India*. Anees Jung lives in Delhi.

In '*Lost Spring*' (Stories of Childhood), Anees Jung analyses the grinding poverty and tradition which condemn these children to a life of exploitation. These children are denied the opportunity of schooling and forced into labour early in life. The plight of these children is portrayed beautifully.

(Annexure 1A)

Pre-Reading Activities: Learning Objectives

Activity 1:

On completion of this activity, students will develop a higher emotional awareness of what child labour is through reflective work.

Activity 2:

On completion of this exercise, students will learn and appreciate the importance of going to school and how millions of children are denied this right.

Activity 3:

On completion of this activity raises students awareness of the severity of child labour, and the value of education will be developed. This activity will also develop their communication skills and encourage students to become agents of social change.

Teaching Process

Activity 1:

1) Divide the class into groups of four or five and let each group choose an image. Using their imagination they should create a character from the image they see. Get them to think about who the child is and what sort of environment he or she lives and works in. Use questions to stimulate discussion – eg. “How old do you think the child is?”, “Which country do you think the child comes from?” etc. Encourage the groups to come up with questions of their own.

2) Ask the group to write notes and ideas about the profile of the child. Then guide the groups into a deeper analysis of the image so they enter the world of their character and relate to their situation. Ask questions that will encourage the groups to build a more personal profile of the child, for example, “What is the child’s name?”, “How long has he or she been doing this work?”, “Why is he or she working?”, “Where does he or she sleep?”, “Does the child have any friends?”, “Does the child have any time to play?”, “What are the child’s best and worst memories?” etc.

3) Ask the groups to write up their own questions and get them to be as creative and imaginative as possible in presenting their “character” to the full group. This could be in written format or they could act it out or draw the person. Develop a lively session in which the different groups can share the profile of “their” child labourer with you and the rest of the group. By the time the groups have presented their profiles, they will all have a greater understanding of what it is like to be a child labourer and heighten their emotional awareness on the issue.

Activity 2:

1) Invite a member of the group to share their own daily routine in preparing for school and to describe the sights, sounds and smells as they make the journey to their classroom. It may help to ask occasional questions “What do you enjoy eating for breakfast?” or “How do you get to school?” or “What do you like about your journey to school?” etc. You can also start by sharing your own journey to school.

2) Invite group to write and/ or draw a map about their journey to school. Students should be encouraged to be as detailed and descriptive as possible and to be open about their feelings. If they are drawing a map, teacher facilitator will ask them to clearly label key features of their journey.

3) After they have completed their stories/ drawings, explain to them that for the next part of the activity they will enter the world of a child labourer. Ask each group member to study the images and stories (above) of the child labourers, and to think about their lives. Explain to them that they are to create a character of a child labourer, using the images and stories to inspire them, and then enter his/ her world as the character makes his/ her journey to work. Begin with asking the group to use their imagination to build a profile of the child. Ask them to start asking the following questions for inspiration “What is your character’s name?”, “How old is the child?”, “Which country does the child come from?”, “Does your character have any parents, brothers, sisters or any pets?”, “Do they enjoy going to work?”, “What would the child like to do instead of working?” etc.

4) Once they have developed their individual characters, teacher will ask them to imagine that they are the character they have developed. Ask them to capture their character's daily ritual and routine by either writing and/or drawing a map. Again, inspire them with questions "What time did your character wake up at?", "Did he/she have a good night's sleep?", "Does he/she have anything to eat in the morning before going to work?", "What is the weather and temperature like outside?" "Is he/she wearing adequate and necessary clothing?" Encourage your group to describe this journey to work in the first person and to frequently use the word "I".

5) After the group has completed their characters' journey, teacher should encourage them to exchange/swap their journeys with another person in the group. Depending on the time available, you could consider inviting one member of the group to share their journey to school with the whole group, and then another student to share their character's journey to work. In many countries this activity led to the creation of a theatre performance which was shared with the entire community.

Activity 3:

A) Some Serious Facts:

1. Out of every 100 people, more than 50 have never made or received a phone call.
2. Out of every 100 people, only 12 have a computer?

B) Some more:

Introduce this part of the activity by telling the group that child labour is a violation of children's basic rights, dignity and freedom. Roughly 1 in every 7 children is a child labourer (refer to the ILO website- What is child labour?)

1. Out of every 100 child labourers in the world, 8 are working in particularly dangerous conditions? (Approximately 6 out of every 10 child labourers are in occupations identified as hazardous to health and safety. A significant number of children are also involved in the worst forms of child labour such as bonded labour, child soldiers.)
2. Out of every 100 child labourers, how many are girls? (answer: 46). Many girls may also be involved with domestic chores for long hours.)
3. Out of every 100 children of primary school age, how many are not enrolled in school? (answer: 10 - or 1 in 10 children). Many of the children not in school do some type of work.
4. Out of every 100 out-of-school children, how many are living in developing countries? (answer: 95). The vast majority of out-of-school children are living in developing countries. The same is true for child labour. But it is important to remember that it is not just a "developing country" issue. Child labour and lack of access to education also affects children in industrialised countries, albeit to a lesser extent.)
5. Of every 100 out-of-school children, how many live in rural areas? (answer: 82). The vast majority of working children– 132 million, or more than 70%– are found in rural areas.

C) At the end of the activity groups will brainstorm on what they think should be done and what they personally can do to fight against child labour.

Stimulate: (Annexure 1B)

- At what age is a child considered to be a victim of child labour?
- Are girls treated differently from boys when engaged as child labourers?
- What kind of work are they engaged in?
- Where all does child labour exist? Can you name countries and regions?
- Are child labourers paid? Do they go to school?
- Why does child labour thrive even today?
- How are children harmed by it?

Annexure 1C:

Have you seen mounds of garbage anywhere in your locality? What do huge hill like site that you come across enroute from Delhi towards Punjab? What do you think these mounds are and what do you think poor people at sites are doing?

Annexure 1D

Name of Activity: Question the Author

Teacher Activity- Teacher will:

- select a passage that is both interesting and can spur a good conversation
- decide appropriate stopping points where you think your students need to delve deeper and gain a greater understanding
- create four queries for each group (questions to encourage critical thinking) for each stopping point
 - Ex: What is the author trying to say?
 - Ex: Why do you think the author used the following phrase?
 - Ex: Does this make sense to you?"

Student Activity- Students will:

- read the extract from the text
- respond to the questions on their own in writing
- read and share their response with the group
- react to each of the other group members' responses
- fifth member will summarise the points

Stages:

- Setting up (giving instructions – guidelines, objectives, rules, time limit): 5 minutes
- Preparation time: 20 minutes
- Conversation: 40 minutes
- Discussion and feedback: 15 minutes

Annexure 1E

Directions: Cut out the strips below and give one strip to each group. Have students read the definition and example on their strip. Then instruct students to read the text and find an example of their figurative language in the text and write it on the blank portion of their strip.

Alliteration: Several words in a sentence that begin with the same sound or letter. When those words are read aloud, it creates a sound effect.

For example: **P**eter **P**iper **p**icked a **p**eck of **p**ickled **p**eppers.

Example from text:

Simile: A statement that compares one thing to another, using “like” or “as.”

For example: His cry was **like** a fire truck’s siren.

Example from text:

Metaphor: A comparison made between objects without using the words “like” or “as.” Metaphors replace one word for another unrelated word.

For example: His mouth let out a fire truck’s siren.

Example from text:

Personification: Giving or attributing a human characteristic, action, or quality to a non-living thing.

For example: The book’s pages were tired and old.

Example from text:

Hyperbole: An extreme exaggeration or overstatement.

For example: Her tears nearly filled the tub to the top.

Example from text:

Paradox: a **statement** that is self contradictory because it often contains two statements that are both true, but in general, cannot both be true at the same time.

Example from text:
