



Master Lesson Plan

For

Diversity and Discrimination

Board	Standard	Subject	Chapter	Language	Reference Link	Creation Date
CBSE	STD VI	Social Science	Diversity and Discrimination	English	Diversity and Discrimination	2020-07

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Diversity and Discrimination

1. MS_Objectives_Diversity and Discrimination

Objectives

Students will

1. be able to observe the existence of discrimination in society
2. realize the existence of differences and prejudices in society
3. relate to the surroundings we live in and how they influence our personality
4. become aware of diverse factors in the country
5. connect to stereotypes and then how they are a sign of weakness
6. realize the negative impact of prejudices
7. comprehend what the practices of stereotypes result in
8. recollect, recall and answer questions
9. analyse how inequalities lead to discrimination
10. infer through examples, how to overcome problems and be determined
11. recognize the goodness in others rather than judging them negatively or in an inferior manner
12. appreciate the work of great leaders
13. interpret discriminating barriers of the society
14. recall learning points and answer questions.

Time to teach	Asset Type	Theme	SubTheme
2 Minutes	Main Script	Diversity	Inequality And Discrimination

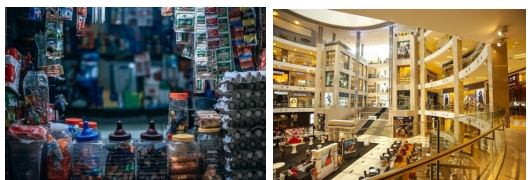
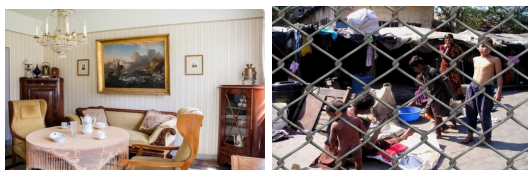
2. IQ_Meaning of Discrimination

Meaning of Discrimination

NOTE TO THE TEACHER:

Teacher to

- use images to explain that the practice of discrimination especially, negative discrimination is very harmful to people.
- discuss how we can try to prevent such actions by conscious efforts..



Discrimination is the unjust treatment of different category of people, specially on the grounds of age, gender, economic status and race.

Teacher to conduct an open question answer session:

Q1. On a school sports day we see a list of events for boys like javelin throw, shot put, and cross country races.

Do you think girls could also have such sport events to compete?

Teacher to explain that gender differences do exist, but girls must not be prevented from certain sports just because they are girls.

Girls are considered weak and not fit for some sport is discrimination. when differences are converted to discrimination they turn into prejudices and are harmful to some.



WOMEN PLAYING CRICKET AT WORLD CUP

Q2. Ramakrishnan is affected by polio in both legs since he was two. He is refused admission in a school due to his disability. When he grew up he was rejected from several jobs too.

Do you think children affected by polio need a special school and can not attend normal schools?

Teacher to make students understand that Ramakrishnan is handicapped but he should be treated with empathy and kindness. Discrimination causes more hardships to persons like Ramakrishnan. A little encouragement and hand holding helped Ramakrishnan to become a successful journalist and later the CEO of a company.



Q3. The queue was long in the bank counter when the officer suddenly left his seat and went in to attend to a gentleman who had just walked in.

The gentleman looked to be of a higher strata and the bank officer treated him with special care.

What could be the reason for this special treatment by the bank officer and do you think it was right to keep other people waiting?

Teacher to explain differences in individuals cause others to behave differently with them. The gentleman was seen as being more important than the others by the bank officer. Discrimination of this sort causes problems to others and should be avoided.



Q4. Preeti's mother wanted to give her special clothes, which she had grown out of, to her cousin. Preeti was very fond of her maid's daughter whom she played with everyday. Preeti wanted to give the dresses to her.

Why did Preeti's mother make such a decision? Do you agree with it ?

Teacher to tell the students that Preeti's mother felt that the maid's daughter would not have use for such expensive dresses. Preeti, in spite of knowing the differences between the girls, did not discriminate them as rich and poor.

Such healthy attitudes and thinking should be developed among people.

Differences in people and all living things cause discrimination and such discrimination can be harmful to many.

Discrimination leads to the following actions:

- Avoiding a few people
- Teasing and laughing at people and giving them nicknames
- Excluding them from joining the group
- Framing different rules for them
- Viewing others as inferior
- Sometimes hurting them physically.

Effect of such discrimination on people:

- They feel hurt mentally
- They become angry and sad
- They become shameful of themselves
- They are helpless and lose self-confidence
- Sometimes they tend to attack others too.

Negative discrimination should be avoided.

URLs

1.<https://pixabay.com/photos/old-office-freilichtmuseum-keel-1925111/>

2.<https://pixabay.com/photos/slum-india-wire-isolated-mumbai-509104/>

3.<https://pixabay.com/photos/stock-shopping-city-background-3170020/>

4.<https://pixabay.com/photos/big-mall-space-shopping-lifestyle-1862122/>

5.<https://pixabay.com/photos/hut-cabin-settlers-settlers-cabin-202035/>

6.<https://pixnio.com/architecture/house/luxury-house-lawn-home-architecture-estate-bungalow-residential>

7.[https://commons.wikimedia.org/wiki/File:2017_Women%27s_Cricket_World_Cup_IMG_2752_\(35334316003\).jpg](https://commons.wikimedia.org/wiki/File:2017_Women%27s_Cricket_World_Cup_IMG_2752_(35334316003).jpg)

8.https://www.flickr.com/photos/sswain_1999/8130290665/in/photolist-dorSag-dorZQE-YCzFLW-4RyRFe-7WkVn6-rZ6BkH-cyhjq-URGE7C-stMHY6-rZcBuW-rGRza8-7Wp9iW-hhVXiP-r36hV5-9gEh39-dtNaXP-7Wp8Ws-7Wp9vE-mLdEQv-dtN69K-7WkSe2-7WkNfg-7Wp9J1-TAVStG-UVf8QT-4RD2eq-2dUAMQ9-7WkRfD-mHnBaB-BaGwqh-qHXfTT-TBpNPb-atBhER-4RyS9D-7Wp5uE-UiQH99-r3j7hK-7Wp64W-7Wp7WQ-7WpaSj-7WkQ9r-4RyRgg-rGK96d-7WpacE-7WkT12-7WkPV8-7Wp5R3-7WkVWr-7Wpax5-7WkRPT

9.Boss- <https://pixabay.com/vectors/business-man-business-person-suit-304344/>

Manager- <https://pixabay.com/illustrations/businessman-cute-business-man-tie-1454023/>

Queue - <https://pixabay.com/vectors/bank-queue-person-standing-atm-3527570/>

Chair- <https://pixabay.com/vectors/office-chair-chair-armchair-575881/>

Time to teach	Asset Type	Theme	SubTheme
8 Minutes	Inquisitive Questions	Diversity	On Being Discriminated Against Discriminated Against

3. MS_Attitudes and Opinions

Attitudes and Opinions

NOTE TO THE TEACHER:

Teacher to

- explain the concept with the help of examples and images
- refer to particular students to show how certain attitudes effect behaviour of people
- explain that groups of the same species live together.



Attitudes are the way people behave, think and interact with others. People generally form certain opinions and attitudes about others, due to different reasons.

Opinions are formed based on certain criteria like:

- how safe and secure you are with people
- how much you know about others
- what is your understanding of others
- how different others are from you.



Sometimes in the TV shows we see a herd of bison chasing a tiger. The tiger runs because it thinks that it is weaker than the herd. Animals and human feel safe and secure in known surroundings within known groups. Babies and little children often throw tantrums when they see strangers as they feel insecure. Such insecurity becomes the cause of forming opinion and attitude. Negative opinions like strangers are always uncomfortable and bad.

People form opinion based on their understanding. Arun's mother feels that his cousin from the village can not operate a dish washer or the laptop. She has formed an opinion that villagers are ignorant and not familiar with modern gadgets.



We often hear people saying villagers can not speak politely or people of the town are money minded.



Such opinions and beliefs turn into prejudices about certain people.

Some people travelling in buses are loud and uncouth in their behaviour. Since they are different from us, often we tend to form negative opinion like; all people who travel in public buses do not have good manners.



Such generalizations are harmful to others.

At the Airport or the railway station, we would rather seek help from someone who speaks our language or comes from our town / state. We have formed an opinion that they belong to the same group as us. We also form opinions that others may not understand us, may not want to help us or may not be friendly. When opinions formed about people are negative they turn into prejudices.

Impact of negative attitudes and opinions:

- Causes harm to some groups of people
- Leads to discrimination of people
- Causes misunderstanding people and their abilities
- Formation of set negative opinion of certain people
- Leads to prejudices
- Builds superior complex for some.

Most of such negative conclusions make us form strong prejudices and judgement about people, which are very harmful to them. Therefore, differences are to be understood properly and every individual's differences is to be respected.

URLs

<https://pixabay.com/photos/elephant-herd-of-elephants-279505/>

<https://pixabay.com/photos/feral-horses-wild-running-panorama-861684/>

<https://pixabay.com/photos/tribal-people-nature-nature-2939279/>

Emoji- <https://pixabay.com/vectors/graphic-smiley-emoticon-suspicious-3892204/>

Children - <https://pixabay.com/illustrations/myanmar-burma-young-students-walk-5247434/>

Village man- <https://pixabay.com/vectors/peasant-farmer-agricultural-man-5138145/>

Town folk- <https://pixabay.com/illustrations/cash-investment-business-thinking-3242592/>

Loud man- <https://pixabay.com/illustrations/megaphone-man-business-speaker-2550737/>

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Main Script	Diversity	Explaining diversity, Explair

4. IA _Behavioural Patterns

Behavioural Patterns

NOTE TO THE TEACHER:

Teacher to

- use images to explain the concept
- ask leading questions pertaining to dresses of children in urban and rural areas, food habits, games played and so on.

Environment and surroundings make us what we are.



A symbol of excellence, who inspired millions, Dr. A.P.J. Abdul Kalam was the greatest Indian ever. Exceptionally talented and unbelievably humble, one whom every Indian would want to emulate. Born in the town of Rameswaram, to poor parents he had to do odd jobs to support the family income. He was educated at Ramanathapuram, Trichirurappalli and Chennai. To set one on the path of greatness, all need a source of inspiration. Dr. Kalam would have perhaps been just another student but for his Science teacher.

Dr. Kalam remembers his favourite elementary school teacher, Sri. Sivasubramania Iyer who took the whole class to the beach in order to explain the concept of flight. The flight of birds soaring in the sky became the inspiration for young Kalam. His passion for flight and its study was ignited by this experience given by the teacher. Dr. Kalam later studied Physics and became an aeronautical engineer and headed the ISRO and was fondly referred to as the missile man of India.

Dr. Kalam became what he was due to the strong influence of the environment he worked in and the people whom he was associated with.

Our present prime minister Sri Narendra Modi is another example for a person whose environment and background in life, made him what he is today. Born on 17th September 1950, into a large family of a tea stall owner, from a very young age he realized the importance of shouldering responsibility. After high school he abandoned his home and his teenage marriage and joined the Rashtriya Swayamsevak Sangh as a full time worker in 1971. In 1985, he was initiated into the Bharatiya Janata Party and in 2001, he became the party general secretary and was elected as the Chief Minister of Gujarat. In 2014 with his experience and commitment to serving people he was elected as the prime minister of the country.

A young lady moved all the way from Albania to India as a member of the Albanian Indian Roman Catholic missionary. Born in Skopje in northern Macedonia, she established her charity services centres to help the poor of India. She is fondly referred to as Mother Teresa. As a child she was fascinated by the lives of missionaries in India. By the age of 12 she had made up her mind to devote her life for religion and through that serve the poor and needy.

She joined the Sisters of Loretto Convent of Ireland and changed her location to India. The bad conditions in India like the Bengal famine, the Hindu - Muslim clashes and poverty, disturbed her a lot and her mind turned towards serving the needy. Her selfless services had no boundaries. It included children, women, old, abandoned, beggars, sick, dying and lepers too. Her charity work had no parallel and whatever said about it is very less. Mother Teresa was honoured by the church and she was called Saint Mother Teresa. It is the Indian scenario that made a nun to rise up through her services and be considered a Saint. She was awarded Nobel Peace Prize in 1979.

Several scientists have proved that human behaviour is based more on environment than on heredity.

The environment and situations one is put into determine what he/she becomes..

URLs

Narendra Modi: <https://pixabay.com/illustrations/narendra-modi-modi-2112081/>

Tea shop: <https://www.pexels.com/photo/tea-shop-1213704/>

Dr APJ Kalam: <https://commons.wikimedia.org/wiki/File:Kalam-Sapta.jpg>

Classroom : <https://pixabay.com/illustrations/myanmar-burma-school-classroom-5221135/#comments>

Mother Teresa: <https://pixabay.com/vectors/catholic-charity-mother-nun-teresa-1295787/>

Homeless person: <https://pixabay.com/photos/people-homeless-male-poverty-1550501/>

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Interesting Asides	Diversity	Diversity In India, Diversity I

5. MS_Factors of Diversity

Factors of Diversity

NOTE TO THE TEACHER:

Teacher to:

- discuss about diversity in India
- to use a physical map of India and introduce diversity
- to use images and slides to show diversity of India.

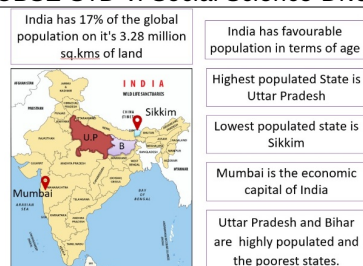
The diversity of India is unique. Some prominent features or diversity are its physical features, population, religion and language.

Physical features:

- The Himalayan Mountains
- The Northern Plains
- Indian Deserts
- The Peninsular Plateau
- Coastal Plains
- The Island Groups.

Indian landscape has diverse elements, all on one landmass. The wide range of physical features of India makes the country suitable for a complete Geographical study. India has every possible landscape of the earth.

Population:



- India has 17% of the global population on it's 3.28 million sq. kms of land
- India has the most favourable population, in terms of age. 62% of Indian population are between 15-59 years, 8% of population are above 60 years and 8.6% are children below 4 years
- Uttar Pradesh is the highest populated State and Sikkim is the lowest populated
- Mumbai, the economic capital of India, has the maximum number of millionaires
- Uttar Pradesh and Bihar, the highly populated States, are the poorest in India.

Religion:

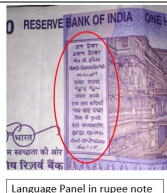
Religious diversity is unique in India as no other country has so many religions co-existing in the same territory. India is characterized by a diversity of religious beliefs and practices. Indian secularism is the practice of the Government to be neutral to all matters of all religions. According to a latest study:



Language Diversity:

Linguistic diversity is peculiar to India, which is a land of many mother tongues and a 'museum' of languages. In 1950, the reorganization of States was done on the basis of language. Language is expressing one's feeling and emotions and communicating with each other, which is the basic characteristic of humans.

Have you wondered as to how many languages you find on a Indian Rupee note? The value of a Rupee note is printed in 17 languages.



Language Panel in rupee note

As Hindi is the most popular language spoken by almost half the population, it is adopted as the National language of India.

"Kos Kos par badle pani, char kos par badle vani" - this is unity in diversity.

Kos in Hindi is a measure of distance roughly 3.2 Kms. The rhythmic lines say, that every short distance traveled in India, a change in water and language felt. Though not literally, it signifies the diversity in India.

URLs

Map of India: SSSVV GALLERY – Keyword – Map

Temple: SSSVV Gallery- Keyword- Hindu

Mosque: SSSVV GALLERY_Key worry- mosque

Church: SSSVV GALLERY- Keyword- church

Golden temple: SSSVV GALLERY- Keyword- Gurudwar

Tibetan temple: SSSVV GALLERY- Keyword- Buddhism

Jain temple: SSSVV GALLERY- Keyword- Jainism

Money: OC- Radhika.bala@gmail.com

Language : <https://commons.wikimedia.org/wiki/File:Hindi.svg>

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Main Script	Diversity	Diversity In India, Diversity I

6. MS_Stereotypes

Stereotypes

NOTE TO THE TEACHER:

Teacher to:

- use examples and images to explain how stereotypes are formed and integrated into the lives of people
- Teacher can also discuss about the various stereotype frames created by certain people to fit others into it.

Stereotypes are:

- Image frameworks into which we fit people: like boys, girls, old people and so on
- It is a simplified belief about a specific group: like tribal people, all people of a specific religion or people of a locality
- Often based on gender, race, nationality, age, language and economic status: like for females, poor, Indians or foreigners
- Deeply embedded within societies and cultures: like certain caste and religious practices
- Behaviour of people of specific groups: like rich, poor, urban, rural and so on
- Fixed generalized beliefs about particular class of people; like the general belief that women are weaker than men, girls are more gentler than boys. girls are better in craft work than boys and so on.



Barbie Doll



Cricket Bat & Ball



Motor Bikes



T Shirt



Knitting or Sewing Kit



Tool Kit



Jewellery



Golf Stick and Ball

Teacher to ask students to make a choice of things meant for girls and boys separately.

The choice made in the lists show that we have fixed certain behavioural patterns for girls and boys. Such act of fixing a frame and bucketing people into that is how stereotypes are created

- girls always play with dolls, kitchen items and beauty products
- only boys play certain games, ride motorbikes, use tool kits and wear certain clothes
- only boys climb trees
- girls love play on the swing
- girls like to act as teachers
- boys play games like marbles and kite flying.

Advertisements contribute a lot to certain stereotypes like:

- a. Some beauty products promote that people with fair complexion are more beautiful.



- b. Gift packs for new born babies: Pink colour for girls and blue for boys.



- c. Motorbike Advertisements: Only men can ride motor bikes.



- d. Home Appliances : Only ladies to do kitchen work.



How are stereotypes created?

- 1) Parents, grandparents, teachers, peers and media influence the creation of stereotypes
- 2) Categorizing people around us in order to understand their behaviour, creates stereotypes

3) Looking at others with an already fixed opinion and thought, and fitting them in particular groups, is stereotyping, e.g., speaking loudly on seeing your grandfather - all old people speak loudly and have a problem of hearing

4) Stereotypes are created by our past memory, linking events with fixed groups. A few more examples are:

- Early invasions of India - with Afghans
- Destruction of twin towers of America - with terrorists
- Jalianwala Bagh massacre - with British
- Jalli Kattu protest - with people of Tamil Nadu.

Stereotypes are therefore, popular beliefs or generalizations that have been fixed from past experiences and are practiced by most people.

We always tend to look at the World through the lens of stereotypes. They have become a part and parcel of our lives.

URLs

1. Barbie doll - <https://pixabay.com/photos/violin-playing-barbie-doll-pink-1589983/>
2. Cricket ball, bat – <https://pixabay.com/vectors/cricket-cricket-bat-bat-ball-155965/>
3. Motor Bikes – <https://pixabay.com/illustrations/motor-cycle-bike-rider-machine-569865/>
4. T Shirt - <https://pixabay.com/vectors/shirt-pink-t-shirt-jersey-tee-34238/>
5. Knitting or Sewing Kit – <https://freemsg.org/various-sewing-tools-vector-illustration>
6. Tool Kit – <https://pixabay.com/vectors/toolbox-tools-red-kit-box-29058/>
7. Jewellery – <https://pixabay.com/photos/treasure-chest-chest-jewellery-open-619868/>
8. Golf Stick and Ball - <https://freemsg.org/vector-illustration-of-golf-facilities-available-sign>
9. Girl - <https://pixabay.com/photos/girl-fashion-makeup-beauty-model-1848947/>
10. Baby clothes- <https://pixabay.com/illustrations/baby-clothes-clothesline-socks-baby-4774236/>
11. Pink Cloth - <https://freemsg.org/pink-dress-vector-image>
12. Blue cloth - <https://pixabay.com/vectors/shirts-t-shirts-colorful-bright-159567/>.
13. Bike - <https://pixabay.com/vectors/motorcycle-bike-motor-speed-engine-161744/>
14. Household work - <https://freemsg.org/kitchen-utensils-silhouette>

Time to teach	Asset Type	Theme	SubTheme
8 Minutes	Main Script	Diversity	Creating Stereotype, Creatir

7. DD_Impact of Prejudices

Impact of Prejudices

NOTE TO THE TEACHER:

Teacher to:

- highlight the proper attitude towards prejudices
- Cite examples of a few prejudices like girls alone are expected to help in the kitchen, girls not allowed to play certain games, boys alone to do outside jobs and so on.

What is prejudice?

Prejudice is a negative opinion about people, things and activities

Prejudice tends to judge some people and things negatively, and consider them inferior

We can be prejudiced about many things like peoples' religion, their colour, their genders, their capabilities, their language and so on

People with strong prejudices are not easy to make friends.



In the locality where I live, I meet different people, some of them have become my friends and chat with me too.:

- a. the watchman
- b. an obese boy of 12 years
- c. a young lady from North India
- d. a teenage girl
- e. a college going boy

My interaction with them put some facts before me.

The watchman told me he does not want his wife to be employed, for fear of his community. He also told me that, his wife never ate before him, for that was the rule of his elders.

Shyam, the obese boy, was unhappy because the other children never allowed him to join them, saying he was too fat and could not play.

I always saw the North Indian lady with a Ghunghat,(covering the head and face with the sari) especially before elders. She said that all young ladies had to wear it compulsorily.

Meera, the teenage girl, told me that she generally scored high marks in all subjects hence, her parents insisted that she take the Science and Maths group. She was not so keen.

Our friend, a college goer, was struggling to score high marks, since his parents wanted him to be an engineer or a doctor at any cost.

I realized that prejudices of different kinds had affected them.

Some common prejudices:

- women should eat only after the men ate
- women need not be employed
- all obese children are no good to mingle with
- compulsory ghunghat is a mark of respect
- Maths and Science are subjects for intelligent children only
- doctors and engineers are superior persons.

We see that all these people were forced into situations due to certain prejudices.

The Indian society has many such prejudices, which affects the life of particular groups and often hurts them.

Education system in India is also affected by people's prejudiced views.

Like Caste system, education also has build a hierarchy of preference for careers choices

- The Upper most class - Engineers & Doctors
- The Second class - Law & Commerce
- The Third class - Languages
- The Lowest class - Humanity & Art.

Due to prejudices, interests and career have become, two different ends of a pole.

Indian people have to sacrifice passion for profession and are greatly affected by it.

Prejudices are so much a part of our society that it becomes difficult to come out of it.

They cause great harm to the effected people and there need to be overcome.

URLs

1.SSSVV gallery (Keyword- security)

<https://pixabay.com/de/illustrations/der-dicke-mann-fett-%C3%BCbergewicht-4510771/>

<https://www.pexels.com/photo/dark-yellow-cute-picture-4380966/>

<https://pxhere.com/en/photo/1458231>

<https://www.pexels.com/photo/african-boy-black-leather-jacke-boyfriend-college-boy-1713943/>

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Day-to-day Relevance	Diversity	Difference And Prejudice, D Prejudice

8. SA_Impact on Society

Impact on Society

Aim: To discuss the impact of stereotypes on society.

Material required:

A questioner prepared in advance by the teacher for distribution to all students of the class. (containing all questions given below).

Read the following questions and answer honestly either Yes/No:

1. Are you allowed to visit your maid servant's house?
2. Do you think the road sweeper of your locality can have tea with you in your drawing room?
3. Will you be allowed to visit and have lunch with your friend and his fisherman family?
4. Your friend living in a big house has invited you for her birthday. Will you attend?
5. Your brother, an engineer gets a temporary job offer, as a mechanic. Will he join?
6. A well dressed man in a suit comes to meet your father. Will you allow him into your drawing room?

Discussion Method: Group activity

Procedure:

Teacher to

- prepare and distribute one questioner per group three days in advance and
- instruct students to collect responses from children in their area
- instruct students to get the responses in a collective manner and from a single boy/girl at a time
- instruct each student to concentrate on one particular question and note down the responses
- ask each group leader to speak on one particular question based on the responses from his area children
eg: first group first question, second group second question and so on.

Teacher and students inferences:

Teacher and students to tally the responses of various groups and draw inferences based on the individual responses and have a discussion.

Trouble shoots:

1. many responses were not clear
2. some responses were not given at all
3. some children responded to only few questions

Taking majority as basis, the class came to understand the impacts of stereotypes on society.

Conclusion:

concluding remarks of teacher and students.

There are few stereotypes fixed in minds of people by which they judge other people.

Impact of stereotypes:

- Stereotypes result in forming strong opinions which lead to discrimination
- Most stereotypes divide people into upper and lower classes
- Several jobs like hair cutting, fishing, sweepers, garbage pickers, cobblers, weavers, carpentry and house maids are looked upon as low level jobs



- People who do certain jobs are considered unclean
- Most people develop a dignity of labour feeling and stereotype some persons for some jobs

Such a negative thinking due to stereotypes and prejudices, should be discouraged and done away with.

URLs

1. <https://pixabay.com/de/vectors/silhouette-sauber-frau-wohnung-3303737/>
2. https://en.wikipedia.org/wiki/File:Street_in_Hyderabad,_India.JPG (by Fountain_Head)
3. <https://pixabay.com/de/photos/fischerboot-fischer-boot-3392717/>
4. <https://www.needpix.com/photo/303288/bungalow-cottage-house-free-pictures-free-photos-free-images-royalty-free>

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Suggested Activity	Diversity	Creating Stereotype, Creatir

9. QA_Stereotypes & Inequalities

Stereotypes & Inequalities

NOTE TO THE TEACHER:

Teacher to:

- plan and execute the assessment in the question paper prepared in advance
- inform students in advance about the test and the portions to be studied
- remind students to bring all material required for the test
- discuss the types of testing that will be done.

Q1. Name any three types of equality referred to in the Indian Constitution.

Ans.

- a. Equality of status
- b. Equality of Opportunity
- c. Equality of universal brotherhood.

Q2. State if the following statements are true or false: Indicate with either a tick or cross mark.

- i. Equality is a value for which we need to keep striving, it is not automatic
- ii. Stereotypes are harmless to society and are therefore practical
- iii. Dr. Ambedkar fought for the rights of women
- iv. A common stereotype about Muslims is that they are not interested in educating girls
- v. Stereotypes fix people into an image and start judging them.

Ans.

- i. True
- ii. False
- iii. False
- iv. False
- v. True.

Q3. Give 3 reasons to disprove this statement - 'Girls are a burden to their parents.'.



Ans.

1. girls are the bread winners in many families
2. many girls also take care of old parents
3. girls excel in their career and make parents feel proud of them.

Q4. Write 3 sentences about Dr. B R Ambedkar.



Ans.

1. Dr. Ambedkar was referred to as 'Father of the Indian Constitution', for his contribution in framing India's Constitution
2. Dr. Ambedkar fought for the rights of the Dalit community
3. Dr. Ambedkar was the first person in his community to become a lawyer educated in England.

Q5. Write a sentence or two to say what your reaction would be in the following situations.

1. Your best friend is teased by your brother, who is in a higher class
2. Your mother scolds you for sharing lunch with your friend, who is from another caste
3. The boy, who joined the class last week, is teased by some children for his different English accent
4. Some children of the class poke fun at Venu because he limps when he walks.

Ans: Teacher can get many different answers to these questions.

URLs

1. Job – <https://pixabay.com/illustrations/girl-work-laptop-students-typing-5319848/>
2. Care taking - <https://pixabay.com/illustrations/nurse-old-woman-sickness-hospital-2683782/>
3. Saina nehwal - <https://www.flickr.com/photos/publicresourceorg/26917622524> (by Public.Resource.Org)
4. Dr. Ambedkar - https://commons.wikimedia.org/wiki/File:Dr._Bhimrao_Ambedkar.jpg

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Assessments	Diversity	Creating Stereotype, Creati

10. MS_Causes of Discrimination

Causes of Discrimination

NOTE TO THE TEACHER:

Teacher to:

- point out a few causes for discrimination.
- Teacher to site examples and use images and slides to explain why discrimination occurs in society.



Inequalities happen when one acts on prejudices and goes by stereotypes.

Some common stereotypes and phrases:

1. 'Boys will be boys' referring to typical ways in which most boys behave.
2. 'Tomboy' meaning some girls who want to be like boys in playing, dressing, talking and many other ways
3. 'Cry babies' those who shed tears very easily.
4. 'Difficult oldies' most old people generally according to the younger.

Such expressions coined out of stereotypes tend to categorize people and discriminate them. Often such nicknames are negative and hurting. Some common discriminating factors are:

- Diversity - people from different regions are differentiated on the basis of a number of things
- Customs and practices - every custom or practice that is different to a person, is discriminated
- Economic backwardness - the most common discrimination, which leads to unequal treatment
- Racial and Religious - the most harmful discrimination, but the one that exists in society
- Caste - this strong discrimination in India creates class distinction like, upper and lower class people.

Education inequalities in India:

- Enrollment in school is showing a rise in India. Poor children, girl children, rural children, schedule caste children and tribal children are still deprived of basic educational rights



- Right to education is the fundamental right in our Constitution. Factors like economic strata, social status and school environment become deciding factors for this right



- Quality and value based education determines the society. These are not easily accessible to children in India



Education

- Private educational institutions have widened the gap of educational rights between the rich and depressed classes
- Child labour is a persisting problem in India, which results in many children not getting education. This makes them less privileged.

The I.P.E.C. (International Program of Elimination of Child Labour), a branch of the I.L.O., is striving hard to eliminate the inequalities of

education.

URLs

1. Religion – <https://pixabay.com/vectors/silhouette-black-religion-ethics-1321398/>
2. Language – <https://pixabay.com/illustrations/welcome-words-greeting-language-905562/>
3. Economic status - <https://pixabay.com/illustrations/finance-icons-financial-icons-4278471/>
4. Education - <https://pixabay.com/illustrations/online-education-tutorial-3412473/>
5. Caste – Original contribution
6. Colour - <https://pixabay.com/photos/hand-united-together-people-unity-1917895/>
7. Children - <https://www.pexels.com/photo/poor-children-2174396/>
8. RTE- SSSVV Gallery (Keyword- Right to Education)
9. Quality education - https://commons.wikimedia.org/wiki/File:Sustainable_Development_Goal_4.png

Time to teach	Asset Type	Theme	SubTheme
8 Minutes	Main Script	Diversity	Inequality And Discrimination

11. IA_Differently Abled Achievers

Differently Abled Achievers

NOTE TO THE TEACHER:

Teacher to highlight the importance of determination and hope.

The advancement of a Nation is measured by the manner in which it caters to all sections of its Society. The

country needs to provide equal or more opportunities for the handicapped and children with special needs.

Education is the pathway to move away from discrimination. Therefore, special efforts have to be made by the Government to include children with disabilities into the education system.

Such children often have other skills and abilities, which need to be nurtured and encouraged.

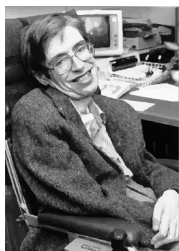
Some differently-abled achievers, proved the words of Stephen Hawking, 'Disability need not become an obstacle to success' - right.

Stereotypes like - disabled are weak, they cannot be normal, they are mentally weak and so on, have created negative and prejudiced views about the disabled section.

We have several examples of people around the World, who proved that disability can be overcome by positive actions and thoughts.

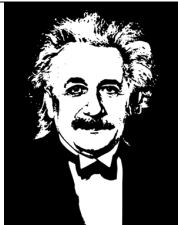
World's 5 most famous disabled achievers:

1. Stephen Hawking - An Astrophysicist, who suffered from a rare disease at a young age, was paralyzed below the neck. He did not give up his research work in spite of his physical disability.



He is considered as the greatest scientists of the World. His Big Bang Theory and his motivation to teach Mathematics in the Cambridge University are examples of his positive thinking. In spite of his illness, he wrote a number of books. One such famous books is 'A brief history of Time'.

2. Albert Einstein - A German born theoretical Physicist and the World's renowned scientist suffered from learning disabilities. He could not speak till age 3 and had difficulty in writing.



A Nobel Laureate and the author of the 'Theory of Relativity', battled with his disability with determination.

3. Sudha Chandran - An Indian classical dancer, actress and director, was born and raised in the city of Mumbai. In an accident in her 16th year, she lost one of her legs and could not even move.



With an artificial limb and lots of hardships, she learnt to move and follow her passion of dancing. After years of practice and hard work, she toured all over the world giving dance performances proving to people that nothing was impossible.

4. Helen Keller - A blind, mute person is an example of determination and hard work. Helen Keller, an American author and lecturer, was the first deaf and blind person to get an educational degree.



At 19 months, she suffered from an unknown illness and lost both sight and hearing. She developed several signs of communication and wrote a number of books for the blind. 'The Story of my Life' was her autobiography. She is known world over as a Disabled Rights Activist.

5. Thomas Alva Edison - An American inventor, was called a 'Patents Man' for he had more than a 1000 inventions to his credit.



He is known world over, for his invention of the electric bulb.

Being hearing impaired, at a very young age, he struggled to overcome this disability but did not stop his research work. He rose to become a successful businessman and established a number of companies including General Electric Company. His life was an example of determination and hard work.

6. Arunima Sinha is a person with exceptional courage and determination. Arunima lost her left leg and fractured her right leg when she was pushed out of a moving train. A train ran over her left leg and made her disabled for life.



She is the first female amputee to scale Mount Everest. She also scaled several other peaks like Mount Kilimanjaro, Mount Elbrus, Mount Kosciuszko, Mount Aconcagua, Mount Vinson and the Carstensz Pyramid.

After the gruesome accident in 2011, she determined to continue her passion for scaling mountain peaks of different countries of the world. Arunima's single minded determination, courage and hard work earned her many laurels and awards. The Indian Government honoured her with the Padma Shri award in 2015. Arunima is now dedicated to social welfare and plans to open a free Sports Academy for poor and differently abled people of India.

We come across many such achievers in the sports field too who have not allowed their disabilities to become barriers to their lives' ambitions.

Some Indian paralympics medalists at the Rio meet :

1. Amit Kumar Sawaha Club throwing event
2. .Devendra Jhalaria Javelin throw
3. Mariappan Thangavelu High jump
4. Sundar Singh Gujjar Javelin throw
5. Deepa Malik Shot put
6. Paramjyoti Dalal Discus throw

7. Ankur Dhama 1500 metres race.



There are several such examples that we come across in our day to day lives. Disability cannot become a discriminatory factor, because it creates great harm. Such discrimination needs to be removed and we need to treat such people with extra kindness and respect.

URLs

<https://pixabay.com/vectors/stephen-hawking-scientist-physicist-3244215/>

<https://pixabay.com/vectors/albert-einstein-scientist-physical-1100449/>

Sudha Chandran - https://commons.wikimedia.org/wiki/File:Sudha_Chandran.jpg

https://www.flickr.com/photos/library_of_congress/3084421135 (by Library of Congress)

<https://pixabay.com/vectors/thomas-alva-edison-portrait-line-art-5268200/>

[https://commons.wikimedia.org/w/index.php?title=Special:Search&redirs=0&search=arunima%20sinha&fulltext=Search&ns0=1&ns6=1&ns14=1&title=Special:Search&advanced=1&fulltext=Advanced%20search#/media/File:The_Director,_Centre_for_Fire,_Explosive_and_Environment_Safety_\(CFEES\),_Dr._Chitra_Rajagopal_presenting_a_memento_to_Ms._Arunima_Sinha.jpg](https://commons.wikimedia.org/w/index.php?title=Special:Search&redirs=0&search=arunima%20sinha&fulltext=Search&ns0=1&ns6=1&ns14=1&title=Special:Search&advanced=1&fulltext=Advanced%20search#/media/File:The_Director,_Centre_for_Fire,_Explosive_and_Environment_Safety_(CFEES),_Dr._Chitra_Rajagopal_presenting_a_memento_to_Ms._Arunima_Sinha.jpg)

(GODL-India)

https://en.wikipedia.org/wiki/India_at_the_2016_Summer_Paralympics#/media/File:Prime_Minister_Narendra_Modi_with_the_Indian_Contingent_for_Rio_2016_Paralympics.jpg (GODL – India)

Time to teach	Asset Type	Theme	SubTheme
8 Minutes	Interesting Asides	Diversity	Striving For Equality, Striving

12. VC_Helping Hand

Helping Hand

In this world, there exist children who are differently abled. Mostly they are teased, laughed at, or not included in a certain activity or group. This should be avoided. We must treat everyone equally and should not discriminate anyone on the basis of their abilities. It is possible, only if we love all equally, without prejudice or bias.

Notes to the teacher:

Ask the children to put their palm on a paper and trace the outline of the fingers on the paper.

Ask the children to write 5 points on the 5 fingers on how he/she will help a person with disability.

The children can then colour the hand image to enhance the beauty of the drawing.

A few examples on how we can help a person with disability

1. Take care to communicate properly. Ensure it is correctly understood.
2. Take care not to hurt by word or action.
3. Help children who are visually impaired by writing their notes, assisting them in their routine chores.
4. Help children, who are slow learners by enabling them to catch up by sharing one's class notes/engaging them in combined studies, etc.
5. Discourage people who speak with prejudice towards disabled children.
6. Include such students in all activities, instead of isolating them.

Children! Let us learn a song today:

HEART FILLED WITH KINDNESS

You may be rich and wealthy.

Your coffers may be filled with gold,

But unless your heart is filled with kindness,

You'll be lonely when you grow old.

You may not have much money,

Your cupboards may be rather bare;

But if your heart is filled with kindness,

You'll be happy beyond compare.

Audio link: <http://sssbpt.org/audio/EHV/Track26.mp3>

Time to teach	Value Type	Value Sub Type	Value Attribute
5 Minutes	Love		Group Activities

13. IA_Struggle for Equality in Society

Struggle for Equality in Society

NOTE TO THE TEACHER:

Teacher to:

- use examples to explain the concept.
- Teacher can draw examples of school pupil leader and the work done by them.
- Teacher to ask questions like

What are the changes implemented by their current school leader.

what is it that he expects from you..

The struggle for equal treatment of all people in India was a part of our freedom struggle. This became a struggle within a bigger struggle for Independence.

Some inequalities that needed to be fought against were:

Caste and Class discrimination; Peasants and Landlords discrimination; Tribal people's treatment; Moneylenders discrimination; Women's rights and Religious disparities.



On becoming independent India, several types of inequalities embedded in the society stared at the leaders.

Very capable leaders diligently tried to sort out differences and worked to bring about a balanced society through our constitution.

Some such prominent personalities who contributed to Constitution framing were:

1. Dr. B R Ambedkar: Head of Drafting Committee
2. Jawaharlal Nehru: Union Constitutional Committee
3. Sardar Vallabhbhai Patel: Provincial Committee
4. J B. Kripalani: Fundamental Rights Committee
5. Dr. Rajendra Prasad: Rules of Procedure Committee

The leaders of that time framed the Indian Constitution with a set of objectives keeping in mind all inequalities of the society and tried to achieve equality of all kinds in India.

The Indian Constitution is the supreme law of the land.

Some significant dates of our Constitution framing are:

- 1940: India got her right to draft her own Constitution from the British.
- 1946 : India was allowed to elect its members to form the Constitution making body.
- 1946 December: The Constituent Assembly met for the first session with all its elected members.
- 1947: All the main objectives of the Government were accepted.
- 1949 November: The Constitution was adopted.
- 1950 - 24th January: The last session of the Constituent Assembly was held.

The Indian Constitution came into force from the 26th day of January, 1950.

The leaders took many World Constitutions into consideration especially the British, before framing the main features of the Indian Constitution.

The leaders also thought about the option of change of any part of the Constitution and included certain provisions for that too.

The Constitution of India is a sacred document for all Indian citizens. Every citizen is required to respect and honour the text and never misuse it. It is a unique symbol of the independent rule of the country by the people.

URLs

Tribal -

[https://commons.wikimedia.org/wiki/File:Castes_and_tribes_of_southern_India._Assisted_by_K._Rangachari_\(1909\)__\(14587316368\).jpg](https://commons.wikimedia.org/wiki/File:Castes_and_tribes_of_southern_India._Assisted_by_K._Rangachari_(1909)__(14587316368).jpg)

Caste- https://commons.wikimedia.org/wiki/File:%22Low-caste_Bengalees,%22_from_%27India_and_its_Native_Princes%27_by_Louis_Rousselet,_1878.jpg

Rights - https://commons.wikimedia.org/wiki/File:Feminism_symbol.svg

Money lender- [https://commons.wikimedia.org/wiki/File:Initial_at_page_152_of_Indian_Fairy_Tales_\(1892\).png](https://commons.wikimedia.org/wiki/File:Initial_at_page_152_of_Indian_Fairy_Tales_(1892).png)

Time to teach	Asset Type	Theme	SubTheme
6 Minutes	Interesting Asides	Diversity	Striving For Equality, Strivin

14. MS_Common Discriminating Barriers

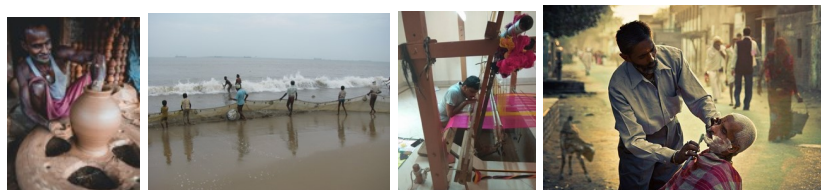
Common Discriminating Barriers

NOTE TO THE TEACHER:

Teacher to

- bring out the concept of discriminating barriers.
- use examples, images and relevant slides to explain the concept.

People of the country engage themselves in different activities to earn their livelihood. Certain activities or jobs are valued high and certain others low.



Society has attached taboos with certain jobs and made it the cause for discrimination of people who do those jobs.

Society has gone steps ahead in discrimination and called such people as 'Untouchables' or 'Low Caste' people.

Such a social behaviour of demeaning a section of the society pollutes the entire population.

In India, the caste hierarchy came into existence due to this sort of discrimination.

Impact of discrimination:

- Formation of superior and inferior caste groups
- Distancing and discriminating people of certain groups
- Forcing people to stay within their groups and do the same type of jobs meant for their group
- Denying the low caste people certain basic human rights
- Preventing socialization with so called upper castes
- Looking down upon certain groups as being unclean, uncivilized and unfit for others to mingle
- Forming of leaders and organisations, fighting against such discrimination and demanding equality in society

Since our struggle for Independence from the British, some groups and leaders have been struggling to identify and eradicate several barriers to equality.

Some such barriers to equality are:

- a) Gender inequality found at work place, gender stereotypes, lack of female leaders, lack of equal education, lack of freedom and lack of economic independence.
- b) Caste inequality: originated in ancient India and was nurtured by several kings, the Mughals and the British too. Castes and sub-castes are found in almost all religions practiced in India.
- c) Human Right violations: inability to provide water, sanitation, health care, safety of women and children and jobs or livelihood.
- d) Prejudices and stigmas: biased thinking and negative opinions attached to some people in the society become barriers to equality. They cut off some people from the normal society and cause great harm to them.

Some ways to overcome barriers of equality:

- Reducing the inequalities of wealth through proportionate taxation policy.
- Reducing gender bias through the works of several NGO's like SEWA, Snehalaya, Azad Foundation Vimochana and many more.
- Reducing Caste barriers through the efforts of several NGO's like the IMADR, IDSN and many more in India.
- Through several awareness programmes and programmes to remove such barriers by public.
- Through Governmental Laws against discrimination and their strict adherence.

Women empowerment is the main goal of several organizations. Gender inequality can be overcome only by empowering women, is their strong belief.

All these government programmes, NGOs, and peoples groups work towards the removal of the discriminating barriers. They work in special fields of child upliftment, children's education, women equality and caste related oppression issues.

URLs

Potter: <https://www.pexels.com/photo/man-making-clay-pot-1102292/>

Barber: <https://pixabay.com/it/photos/barber-vrindavan-india-viaggio-1103193/>

Weaver: SSSVV Gallery (Keyword – Weaving)

Fishermen: SSSVV Gallery (Keyword – Fishing)

Time to teach	Asset Type	Theme	SubTheme
8 Minutes	Main Script	Diversity	Inequality And Discrimination

15. QA_Prejudice & Discrimination

Prejudice & Discrimination

NOTE TO THE TEACHER:

Teacher to

- prepare to assess students in advance
- notify students about the date and areas of the test well in advance
- discuss the types of questions that may be asked in the test
- remind students that all necessary things like note book, writing materials should be brought.

Q1. Read the hints and guess the answers:

- I am born in the Mahar community.
- I fought for the rights of the Dalits.
- I am considered the father of the Indian Constitution.

Who am I?

2. a. I am the one to use the word Harijans for a section of people.

b. I struggled to bring equality in society.

c. I am fondly called Bapuji by people.

Who am I?

3.a.I respect all religions.

b. I have friends who follow different religions.

c. I feel all religions preach the same virtues and good practices.

what kind of a person am I?

Ans.

1. Dr. Ambedkar.

2. Gandhiji.

3. I am a secular minded person.

Q2. Write 5 words to describe the Indian Constitution.

Ans.

Liberty, Equality, Justice, Fraternity, Secular.

Q3. Write three sentences to show that there is equality for students in your school.

Ans.

All students have the same syllabus in a class.

All students have the same uniform.

All chairs / benches for all students are same.

Q.4. "When we think that only one particular way is the best and right way to do things, we often end up not respecting others who do it differently."

Give three examples to disprove the above statement.

Ans.

- All languages should be respected equally and giving English a superior place should be avoided.
- Friendship should be formed regardless of caste, religion, fair or dark skin, rich or poor or any other barrier.
- Clothes worn by people do not determine their personality, therefore judging people by their dresses should be avoided.

Q.5. Do you think children with special needs should be a part of regular schools or study in separate school?.

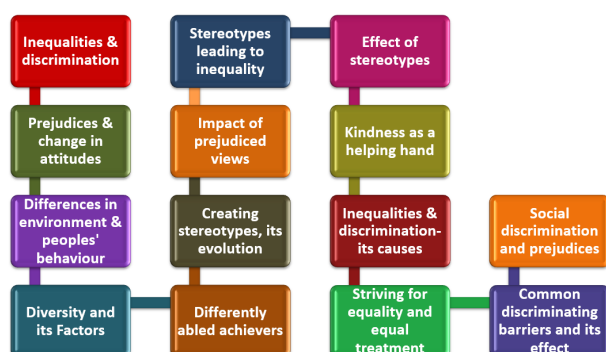
Give 5 reasons to support your answer.

Ans. Open ended question. Teacher to elicit multiple responses from children.

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Assessments	Diversity	Difference And Prejudice, D Prejudice

16. MS_Summary_Diversity and Discrimination

Summary



Time to teach	Asset Type	Theme	SubTheme
3 Minutes	Main Script	Diversity	Diversity In India, Diversity I