



Master Lesson Plan

For

Sharing Our Feelings

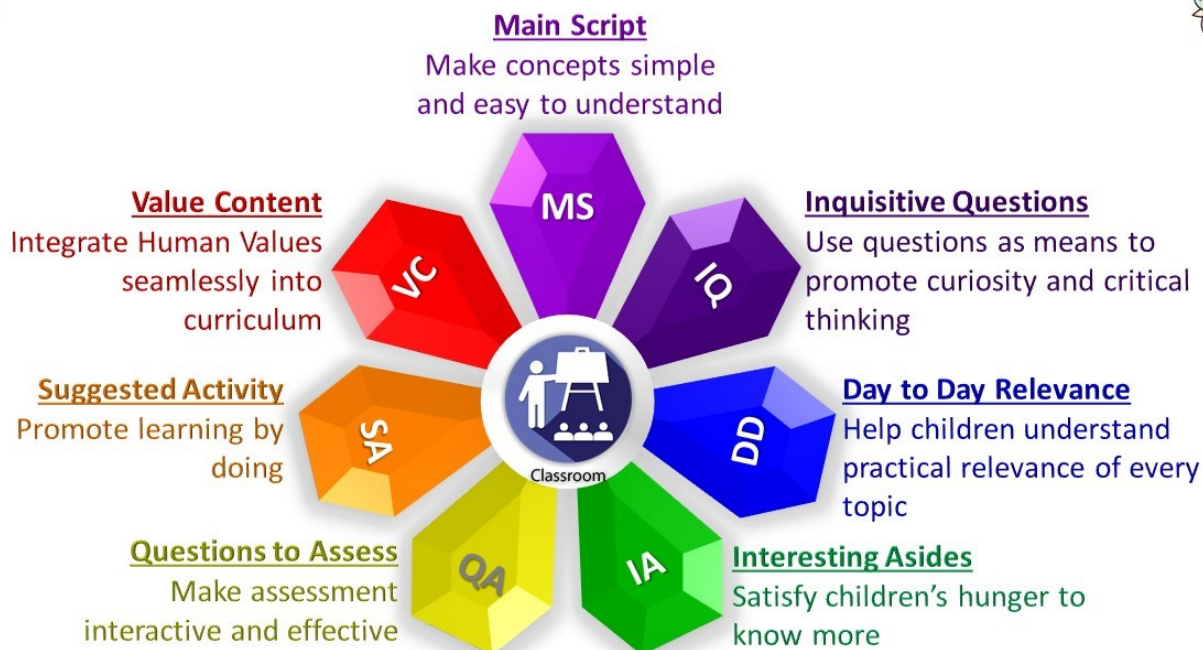
Board	Standard	Subject	Chapter	Language	Reference Link	Creation date
CBSE	STD III	EVS	Sharing Our Feelings	English	Sharing Our Feelings	2021-01-13 14:54:09

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Master Lesson Plan (MLP) - Covers the entire chapter with the help of these 7 asset types



For more information on how to use the lesson plan effectively, please scroll to the guidelines at the end of this document.

Sharing Our Feelings

1. MS_Objectives_ Sharing our feelings

Notes to the teacher: This asset lays down the proposed plan for transacting this chapter. It states the asset objectives of the MLP.

This asset is for the teacher's reference and need not be taught to the students.

The students will be able to

- explain the challenges faced by the blind.
- explain the Braille Script.
- discuss the challenges faced by aged and differently abled people.
- connect to the needs of the differently abled.
- associate with the differently abled people.
- prepare simple sentences using the braille script.
- appreciate how technology could be used efficiently.
- recall about the about aged and differently abled people.
- show empathy towards differently abled.

Time to teach	Asset Type	Theme	SubTheme
2 Minutes	Main Script	Special needs	Senior Citizens, Differently Abled, Blind, Senior Citizens, Differently Abled, Blind

2. IQ_What Would You Do?

Q1) What will you do if you see an old lady carrying a bag full of vegetables?

Suggested Answer: I will ask the lady if I can help her by holding the bag for her.

Q2) How will you help your grandparents at home?

Suggested Answer: I will help them by doing small chores like giving them medicines, reading books, playing indoor games, celebrating their birthdays, taking them out for walks if required etc.

Q3) How will you help a blind person on the road?

Suggested Answer: I will offer him/her assistance to cross the road if needed and further assist him/her if possible.

Q4) How can you help your differently abled friend?

Suggested Answer: I will help my friend in studies and schoolwork. I will help my friend to participate in the activities or games of the school. I will also try to make my friend comfortable in all possible ways whenever and wherever required.

Notes to teachers: Teachers may enable the students to think and come out with as many answers as possible before giving out the right answer/ answers.

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Inquisitive Questions	Special needs	Senior Citizens, Differently Abled, Senio Citizens, Differently Abled

3. MS_Challenges for the Blind

Visually impaired people face many challenges in their day-to-day life. A few challenges faced by them are:



- Social interaction: People hesitate to interact with the blind, which can lead to difficulty in developing healthy relationships.



- Public perception: The blind have to deal with the public opinion that they are not capable of working as efficiently as the sighted people.
 - Movement: They often face a hard time moving from one place to another using public transport. They sometimes get lost or get on the wrong bus leading to wastage of time.
- The blind can handle themselves in different situations in the following way:



- Counting steps: A way to reach from one place to another is by counting step while walking. They can also use a stick while walking to check if any hurdle is present in their way.
- Listen: Constantly listening and becoming aware of the sounds around them.



- Touch: The blind can feel and identify an object to retain it in their memory. The sense of touch can be used to recognize places and use them as landmarks.

Image Source:

1. <https://pixabay.com/illustrations/myanmar-burma-man-blind-shades-5204375/>
2. Blind stick: http://www.publicdomainfiles.com/show_file.php?id=13519325412957
3. <https://pixabay.com/vectors/person-user-talk-comment-discuss-153536/>

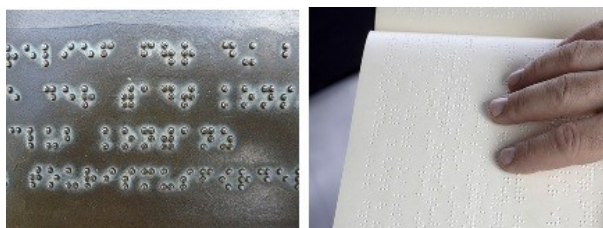
Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Main Script	Special needs	Blind, Blind

4. MS_Braille Script

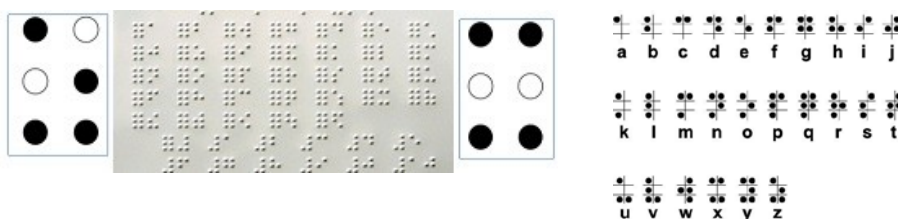
Braille is the system of reading and writing for the blind. . It was first developed by Louis Braille who was blind. He was a Frenchman who became blind at a young age due to an accident.



In this system, the blind writes or reads the raised dots or pores that can be felt by the fingers and the thumb.



Braille symbols or characters are formed within the rectangular blocks called the braille cells. The dots or pores represent the letters of the alphabet and numbers.



These dots also represent some punctuations also.

A full braille cell consists of six raised dots arranged in two columns. The number and arrangement of these dots differentiate one character from another. Sixty-four combinations are possible using these six dots in a cell. Braille is read by moving the hand or hands from left to right along each line. However, it is written right to left. Braille was traditionally written on embossed paper, using a slate and stylus and also using a typewriter.



With the combination of computer software and internet technology, electronic braille is now available that will fit into a pocket and can be connected to Smartphone or computers.



Image Source:

1. Louis: https://commons.wikimedia.org/wiki/File:Louis_braille.gif
2. <https://pixabay.com/photos/braille-fingers-read-braille-book-5496159/>
3. <https://pixabay.com/photos/braille-font-keys-metal-plate-52554/>
4. https://en.wikipedia.org/wiki/File:Braille_Z.svg
5. https://commons.wikimedia.org/wiki/File:Braille_X.svg
6. dots :https://commons.wikimedia.org/wiki/File:Russian_Braille_chart.jpg
7. https://en.m.wikipedia.org/wiki/File:Braille_alfabet.jpg
8. https://commons.wikimedia.org/wiki/File:Slate_and_Stylus_3.jpg
9. Lady: [https://commons.wikimedia.org/wiki/File:Assistive_devices_\(6235420475\).jpg](https://commons.wikimedia.org/wiki/File:Assistive_devices_(6235420475).jpg) (Attribution: Oregon Department of Transportation)

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Main Script	Special needs	Blind, Blind

5. SA_Writing Braille

Aim: The aim of this activity is to make students get an idea about the Braille Script. **Materials Required:** paper, pencil, eraser, dark coloured sketch

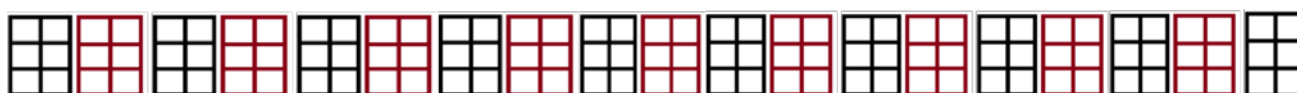
Procedure:

Write down very simple sentences on plain white paper.

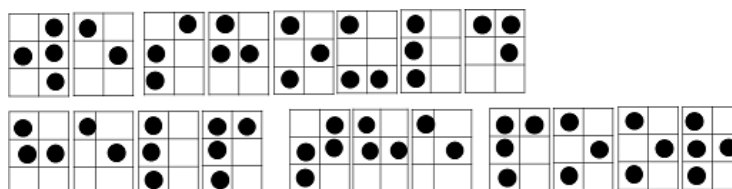
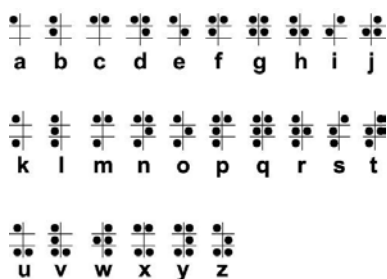
Draw a cell containing two columns and three rows to place the six dots. Repeat till the number of cells is equal to the alphabets in the sentence.

For example, We should help the poor.

This sentence has 19 letters. so we need 19 cells

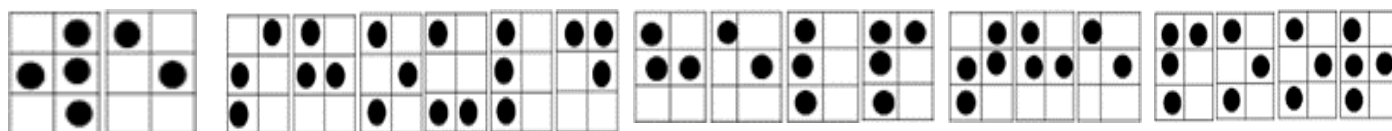


With the help of the braille chart start filling the cell with dots.



Now try to read the braille script.

We should help the poor



Notes to teachers: This activity is not the exact braille script but an idea about the braille system. The teacher can give very small and simple sentences or words for the activity. The children can take the help of the chart and copy the alphabet to make sentences.

The activity can be made interesting by using self-sticking bindis also but the colour of the dots should be the same.

Image Source:

SELF DRAWN: surekhapsarathy@gmail.com(all images other than Braille alphabet)

https://en.m.wikipedia.org/wiki/File:Braille_alfabet.jpg

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Suggested Activity	Special needs	Blind, Blind

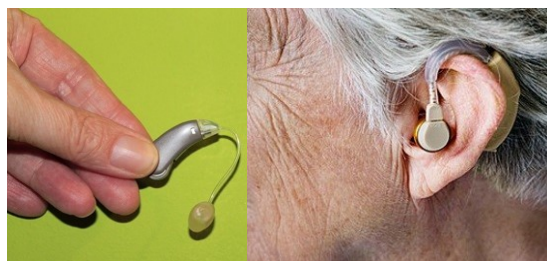
6. IA_Technology A Boon

Technology can add convenience to the day-to-day struggle of the differently-abled.

A few tools or machines which have been developed to help the differently-abled are listed below:

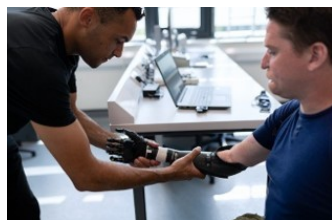


Assistive cars and scooters help the differently-abled to drive independently.



A hearing aid is a small battery-operated electronic device worn behind the ear of persons with hearing loss.

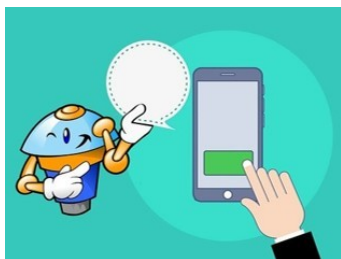
It magnifies the sound entering the ear and hence improves the hearing of a person in both quiet and noisy situations.



Prosthesis or artificial body parts such as the arm or leg.



An electric or motorized wheelchair that can be operated without any assistance.



Real-time text to braille converter: It is a device that can convert the pages of a book into braille. The camera in the device captures the text and converts this text into audio or Braille characters.



Speech generating device or Speaking Machines: A portable electronic device that helps people with speech and language disorders to communicate.

Image Source:

1. <https://pixabay.com/photos/mobility-scooter-disabled-mobility-1372965/>
2. https://commons.wikimedia.org/wiki/File:In-the-ear_hearing_aid.jpg
3. <https://pixabay.com/photos/hand-hearing-aid-deafness-listen-287294/>
4. <https://pixabay.com/photos/engineer-engineering-prosthetics-4904907/>
5. <https://pixabay.com/photos/action-adult-paralympics-prosthetic-1867014/>
6. *Chair*: https://commons.wikimedia.org/wiki/File:Bock_Otto_SuperFour_1.jpg
7. <https://pixabay.com/illustrations/wheel-isolated-wheelchair-chair-3025969/>
8. <https://pixabay.com/illustrations/chatbot-chat-robot-instant-3936760/>
9. <https://pixabay.com/illustrations/robot-artificial-automation-bubble-4217838/>

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Interesting Asides	Special needs	Senior Citizens, Differently Abled, Senior Citizens, Differently Abled

7. MS_Aged and Differently Abled

The elderly and people with physical challenges face a lot of issues in their day-to-day life.

Due to old age, elderly people are often not able to see or hear properly. Their bones are weak and painful. They need constant support and help in their daily activities such as walking, standing or eating. They often fall sick as their body is weak. They are often left alone as the family members are very busy with their schedule.



A few ways to recognize and appreciate our elders would be:

- to respect them and spend time with them.
- to involve them in the family discussions and take their advice respecting their age. to eat with them at least one meal and take care of their basic necessary requirements.
- The physically challenged are not accepted by normal people easily.
- People think that they are not capable of doing any normal work easily.
- They are made to feel left out due to the indifferent attitude people have toward them.
- Many schools are not able to provide education and basic facilities required by the physically challenged.
- They also face problems in traveling by public transport and visiting public place due to lack of proper facilities to accommodate them.



- Differently abled people are often dependent on their friends and family for emotional support and security.



- so, whenever we meet a differently abled person we should
- respect them and talk to them.
- not ignore them or feel sorry or pity them.
- not make them feel insecure by staring at them or avoiding them.
- patiently encourage them to complete their task, even if they take more time.



- try to identify their strengths, instead of making fun of their weakness.
- teach society to treat the differently abled people just like normal persons and interact with them as we do with normal persons.

Image Source:

1. <https://pixabay.com/illustrations/family-generations-mother-father-4246393/>
2. <https://pixabay.com/illustrations/grandparent-grandchild-family-child-3347652/>
3. <https://pixabay.com/illustrations/thanksgiving-dinner-family-dinner-3732064/>
4. <https://pixabay.com/illustrations/grandparent-family-child-2656412/>
5. <https://pixabay.com/illustrations/mobility-the-integration-of-social-5192466/>
6. <https://publicdomainvectors.org/en/free-clipart/Vector-graphics-of-handicapped-woman/5787.html>
7. <https://pixabay.com/vectors/worried-bored-sad-boy-man-stress-2296975/>
8. <https://pixabay.com/vectors/healthcare-disabled-wheelchair-28798/>
9. <https://pixabay.com/illustrations/myanmar-burma-people-children-5207930/>
10. <https://pixabay.com/illustrations/peace-peacebuild-peacebuilding-2288954/>

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Main Script	Special needs	Senior Citizens, Differently Abled, Senior Citizens, Differently Abled

8. DD_Famous Differently Abled Indians

There are many differently abled people who have not allowed their disability to hold them back. They have achieved success and fame with their self-confidence and courage as their biggest strength

A few famous Indian people have achieved success and fame despite their disability are listed below:

Name: Sudha Chandran

Disability: Lost her right leg in an accident

Field of success: Bharathanatyam dancer, Indian film and T.V actress



Name: H.Boniface Prabhu

Disability: Quadriplegic

Field of success: Wheelchair tennis player



Name: Bharat Kumar
Disability: Born with the right arm only
Field of success: Para-swimmer



Name: Ravindra Jain
Disability: Visually impaired
Field of success: Music composer, lyricist and singer



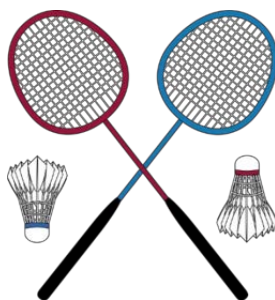
Name: Vaishali Narendra Salavkar
Disability: Visually impaired
Field of success: India's first blind chess player



Name: Arunima Sinha
Disability: Lost one of her legs in an accident
Field of success: First Indian amputee to conquer the Mount Everest



Name: Manasi Joshi
 Disability: Lost one of her leg in an accident
 Field of success: Para-Badminton player



Name: Shekar Naik
 Disability: Visually impaired
 Field of success: Cricketer



Notes to teachers: Quadriplegic: Paralysis of all four limbs.
 Amputee: a person whose arm or leg has been cut off by surgery.

Image Source:

1. <https://pixabay.com/vectors/silhouette-indian-dancer-beautiful-3837379/>
2. <https://pixabay.com/illustrations/bharatanatyam-dance-bharathanatyam-4662490/>
3. https://commons.wikimedia.org/wiki/File:Wimbledon_2005_Wheelchair.jpg
4. https://commons.wikimedia.org/wiki/File:Peifer_of_France_races_towards_the_ball.jpg (Attribution: Thomas Davies)
5. <https://pixabay.com/vectors/swimmer-swimming-water-sports-waves-297723/>
6. <https://pixabay.com/vectors/singer-singing-microphone-man-music-148553/>
7. <https://pixabay.com/vectors/music-notes-melody-sound-2028528/>
8. <https://pixabay.com/vectors/write-writing-compose-draw-ink-pen-29484/>
9. <https://pixabay.com/vectors/chess-board-game-of-table-3694692/>
10. <https://pixabay.com/vectors/success-woman-mountain-top-concept-5836546/>
11. <https://pixabay.com/vectors/graphic-badminton-badminton-racket-4067696/>
12. <https://pixabay.com/vectors/cricket-sports-batsman-cricketer-5369992/>

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Day-to-day Relevance	Special needs	Differently Abled, Differently Abled

9. VC_Being Sensitive

The teacher may write some relevant quotations on sensitivity towards differently abled persons on the blackboard and initiate discussion.



The purpose of human life is to serve and to show compassion and the will to help others - Albert Schweitzer



My advice to other disabled people would be, concentrate on things your disability doesn't prevent you from doing well and don't regret the things it interferes with. Don't be disabled in spirit as well as physically-



Stephen Hawking

How a society treats its disabled is the true measure of a civilization- Chen Guangcheng

Image Source:

1. Albert Schweitzer : <https://www.flickr.com/photos/40936370@N00/14729154681> (Attribution: thierry ehrmann)

2. https://commons.wikimedia.org/wiki/File:Stephen_Hawking_StarChild.jpg

3. <https://www.flickr.com/photos/nasahqphoto/3463754914/in/photostream/> (Attribution: NASA HQ PHOTO)

4. Chen Guangcheng: <https://www.flickr.com/photos/5103555243@N01/50273256821> (Attribution: Thomas Hawk)

Time to teach	Value Type	Value Sub Type	Value Attribute
5 Minutes	Love	Empathy	Stories

10. QA_Sharing Our Feelings

Q1: Choose the correct answer:

1. How will you help an old person who boards the bus?
a) By buying his/her ticket b) By lending him/her your seat c) By ignoring him/her
2. How should you behave with differently abled persons?
a) Understand and care b) Laugh at them c) Leave them alone
3. The deaf and mute can communicate using which language?
a) Sign b) Chinese c) Finnish
- 4) The language used by the visually impaired to read and write is known as
a) English b) Braille c) Sanskrit
- 5) Visually impaired often use this animal to guide them.
a) Dog b) Cat c) parrot

Answer: 1)b 2)a 3)a 4)b 5)a

Q2: Fill in the blanks with the help of the words given in the brackets

(Visually impaired, alone, Braille, embossed, right, Sign, smile, walking stick, Slate, stylus, equally, pillars, left)

- a. The elders are the _____ of our society.
- b. We should treat the differently abled _____.
- c. When you see an elderly or a differently abled person, give them a warm _____.
- d. The elderly should not be left _____.
- e. The mute/deaf communicate by using the _____ language.
- f. The blind are also called the _____.
- g. The blind often use a _____ to walk. (Answer:)
- h. _____ is a writing system used by people who are visually impaired?
- i. Traditional Braille is written using a _____ and _____.
- j. Braille is named after its creator, _____, a Frenchman.
- k. Braille is written from _____ to _____.
- l. Braille is traditionally written on _____ paper

Answers: a) pillars b) equally c) smile d) alone e) sign f) visually impaired g) walking stick h) Braille i) Slate, stylus j) Louis Braille k) right, left l) embossed

Q3. Answer the following in two or three sentences:

1. How should we communicate with the deaf?

Answer:

1. We should not yell or talk loudly. (Avoid speaking too slow or too fast).
2. Always make eye contact while speaking.
3. Make use of pictures or visual aids to communicate.
2. Give a step by step write up on how to write in Braille using paper and needle.

Answer:

1. First have a key of the Braille alphabet.
2. Write a sentence by making holes using a needle, going from right to left.
3. Now flip the page and read left to right.
3. What is Braille and who invented it?

Answer:

1. Louis Braille invented braille.
2. Braille is the system of reading and writing for the blind or visually impaired people.
3. In this system the blind write or read the raised dots or pores that can be felt by the fingers and the thumb.
4. If you see a child using Braille in your class, how will you help that child?

Answer:

I will guide that child in a friendly way and help him/her by reading the assignments or notes to him/her slowly so that he/she can write it down using Braille and understand it well.

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Assessments	Special needs	Differently Abled, Differently Abled

11. MS_Summary_Saying Our Feelings

In this lesson we discussed the following:

- caring of aged or elders at home
- challenges of the blind or visually impaired
- Braille system for blind
- sensitivity towards differently abled
- technology a boon for the differently-abled

Time to teach	Asset Type	Theme	SubTheme
2 Minutes	Main Script	Special needs	Senior Citizens, Differently Abled, Blind, Senior Citizens, Differently Abled, Blind

Master Lesson Plan

Seven Asset Methodology for MLP

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 asset?	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 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.