



Master Lesson Plan

For

The World in my Home

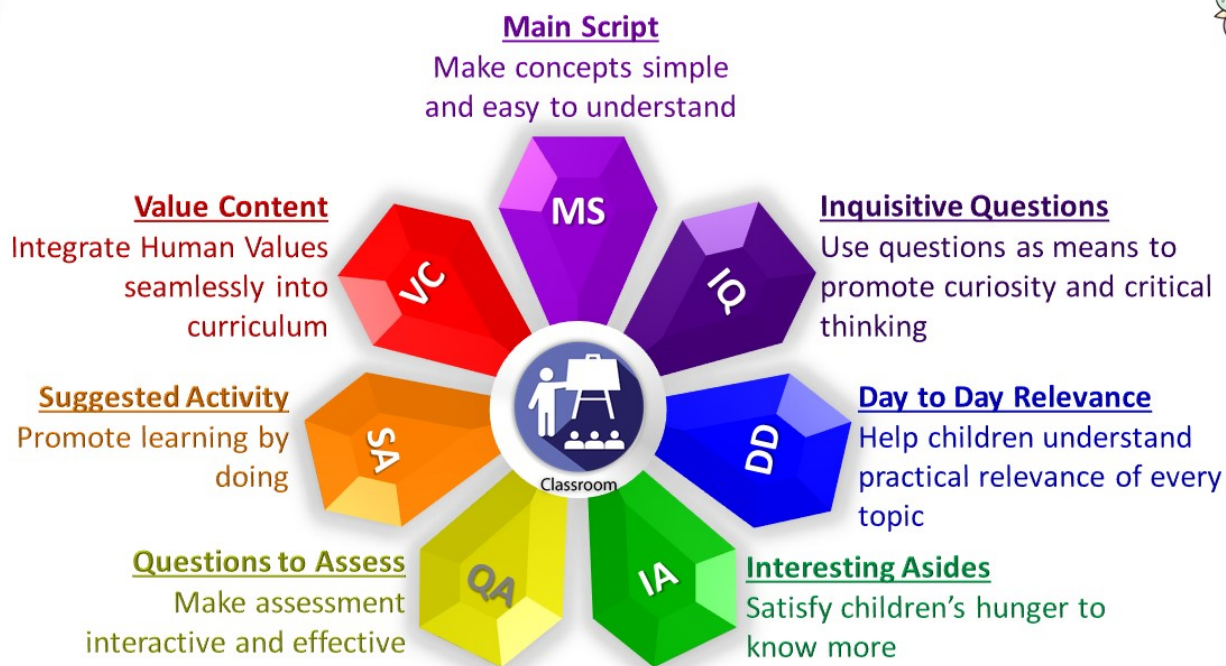
Board	Standard	Subject	Chapter	Language	Reference Link	Creation date
CBSE	STD IV	EVS	The World in my Home	English	The World in my Home	2021-02-10 17:30:07

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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.

The World in my Home

1. MS_Objectives_The World in my Home

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 teacher's reference and need not be taught to the students.

Students will

- be able to relate to some differences among their family members.
- be able to understand the decision making in the family.
- become aware of the difference between unsafe touch and safe touch.
- appreciate the great leaders of India who fought against casteism and untouchability.
- be able to create posters of the Indian Achievers in different fields.
- analyze about the differences and decision making in the family
- recognize discrimination at home, school or society.

Time to teach	Asset Type	Theme	SubTheme
2 Minutes	Main Script	Family	Differences in the Family, Differences in the Family

2. DD_Keep yourself safe from unsafe touch

Note to the teacher: Teachers may discuss the following points with the students and make the students understand the relevance of practicing them.

The points discussed may ensure that they are in a safe environment and what to do in case they are in a situation where they are exposed to unsafe or bad touch.

Difference between safe touch and unsafe touch

Safe Touch: It feels good to be hugged and kissed by the people you love. For example:



- When your mother gives you a hug and kiss after you wake up.
- When your father gives you a good-night hug and kiss.
- When Grandma and Grandpa come to visit and everyone gets hugs and kisses.

Unsafe Touch: Touches that make you feel uncomfortable are usually bad touches. You don't have to accept or keep it as a secret when someone gives you an unsafe touch. Your body belongs to you. Nobody should touch you if you don't want to be touched.

An unsafe touch :



- It is an unsafe touch if it hurts you.
- It is an unsafe touch if someone touches you on your body where you don't want to be touched.
- It is an unsafe touch if the person touches you under your clothing or tickles you under the clothing.
- It is an unsafe touch if a person touches you in a way that makes you feel uncomfortable.
- It is an unsafe touch if that touch makes you feel scared and nervous.
- It is an unsafe touch if a person forces you to touch him or her.
- It is an unsafe touch if a person asks you not to tell anyone.
- It is an unsafe touch if a person threatens to hurt you if you tell.

What do we do when someone touches us in a wrong way:



- Say no! Tell the person that you don't like it and you don't want to be touched.
- Get away fast! Run away from the person whose touches. Never stay alone with that person ever again.
- Call for help. You can scream.
- If someone touches you in the wrong way, tell someone you trust about it.
- Don't keep secrets that make you feel uncomfortable. Go to a person whom you trust-a parent, a relative, a teacher, or your doctor. If that person doesn't believe you, go to someone else you trust until someone believes you and helps you.
- Do everything you can to stay away from the person who is touching you in the wrong way or making you feel uncomfortable.

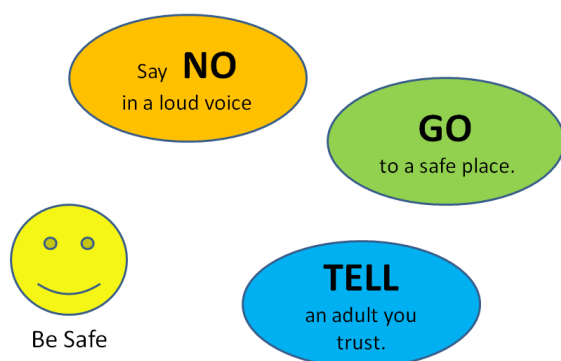


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OC: Created in MS PPT

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Day-to-day Relevance	Family	Safe and Unsafe Touch, Safe and Unsafe Touch

3. MS_Differences in the Family

Note to the teacher:

Teachers may begin the session by having a discussion on the various situations at home where members of the family have differences.

For example-

1. Arguments at home
2. Common reasons for the argument
3. Older members of the family dominating the young
4. Is it worthwhile to have an argument?
5. Should we participate in any argument even if it doesn't involve us?



Teachers may summarize the answers and explain.

Reasons for arguments in the family:

- Boys being preferred over girls
- Elders are always right
- Lady in the house is always overburdened
- Unequal distribution of resources
- Extra favors to any particular member
- Gender bias
- Forming of groups in the family



Forming Groups

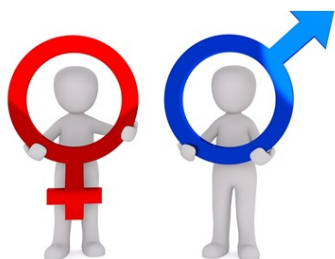
Sorting out Family matters:

- The members of the family admit their mistakes
- Resources are equally divided among all the members of the family

- Same rules for girls and boys
- Equal distribution of work amongst all members
- Elders understanding the viewpoint of the young

Note to the teacher: Teachers may continue with a discussion on who makes decisions in the families by posing different situations. Teacher may summarize the discussion and explain the following:

- Rules for girls and boys should be the same.
- All family members-young or old - should follow the same rules.
- All family members should have the same access to resources.
- Role of men and women should be equal in decision making.



Importance of decisions taken by elders to be followed as it ensures their growth and safety.

- All children should return home before dark.
- Children should not argue with elders.
- Everyone in the family should watch their expenditure.
- No physical abuse should be allowed.
- Children should not talk to strangers.
- Resources should be used wisely.

In certain situations, an individual has to discuss with their parents and take joint or independent decisions.

- Children should have the liberty to choose their careers.
- All members should play an equal role in decision making.
- Children should be free enough to discuss their fears and anxieties with their elders.

Gender sensitization:

- There are certain duties done by specific people – Parents, Brother, Sister etc...
- But many tasks can be done by all in the family.

- Both boys and girls should be given equal opportunities.
-



Differences due to Caste and Sub-Caste:

We belong to different religions, castes, sub-castes and communities. We follow different paths to reach the same goal. All religions teach and ask us to follow the same set of values of Truth, Right-Conduct, Peace, Love and Nonviolence. Castes and sub-castes are man-made.

The whole caste system started for the sake of segregation according to occupation or profession but has developed many divisions. This has caused a lot of problems and damage.

People were divided into different castes for the sake of segregating their occupation and profession but man misinterpreted this segregation. He started discriminating against people on the basis of their caste, colour, creed and origin. We must never discriminate or differentiate people based on religion, caste or community.

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Doing Laundry: SSSVV Gallery (Keyword: Help)

Washing Dishes: SSSVV Gallery (Keyword: Help)

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Main Script	Family	Differences in the Family, Differences in the Family

4. IQ_Differences and Decision Making in the Family

Note to the teacher: Teachers may ask the following questions and get answers from the students. Teachers may also summarize the different answers given by the students and explain the answer further.

1) What do you do when you disagree with the decision imposed upon you by your elders?

Answer: We should be quiet for some time. After that, we can go and tell our opinion to the elders in our family. We can put forth our points and discuss and come to a decision that is suitable for all.



2) Should there be common rules for all members of the family, both young and old alike? If not why?

Answer: Some family rules could be common but definitely not right to have common rules for all members. For example: Food – the elders may need to follow a different diet and timing for meals due to age, health and work reasons. Whereas, youngsters need to follow a different discipline to suit their age and school timings. There would be different rules for daily routines, leisure time, clothes etc.



3) Is it right to differentiate people and treat them differently based on caste or community? If not, why?

Answer: It is totally wrong to differentiate. We belong to different castes and communities, but all of us are equal. Castes, sub-castes and communities are man-made. These

segregations were made only to divide work and for all to focus on the various requirements of the entire society. We must discourage and not follow differentiating people based on any reason whatsoever.



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Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Inquisitive Questions	Family	Differences in the Family, Differences in the Family

5. IA_Great leaders of India

Babasaheb Ambedkar and Mahatma Gandhi were two of the most prominent personalities who protested against the untouchability in India.

Babasaheb Ambedkar:

Bhimrao Ramji Ambedkar, was also called” Babasaheb” by his supporters.

He fought for the equality of untouchables. He was a hero of our nation and an inspiration to millions of people. He transformed his life from being a victim of untouchability in childhood to becoming the highest educated Indian civilian of his times and the architect of Indian constitution. He spent his life fighting for the justice, equality and rights of the backward classes. He stood for the rights of marginalized communities- including women.



Mahatma Gandhi:

Mahatma Gandhi said that caste discrimination leads to inhuman practices like untouchability. It is a curse to humanity and takes away individual freedom and basic rights.



Gandhi, through his principle of Truth and love, wanted to establish and create a social order without classes and castes. Gandhi fought against the caste system that was practiced in India. He regarded men and women equally as brothers and sisters, treating them as equals in every act of life. Gandhiji considered all men as children of one human family, like branches of the same tree. He refused social distinctions on the basis of castes.

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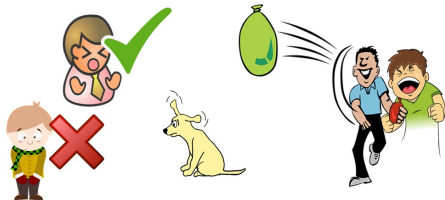
<https://pixabay.com/vectors/mahatma-gandhi-portrait-gray-sorrow-310552/>

https://commons.wikimedia.org/wiki/File:Dr._Babasaheb_Ambedkar_33.jpg

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Interesting Asides	Community	Caste, Caste

6. VC_Fight For Justice

Children, in this chapter you have read about many experiences that people have in their homes, school or in society. **You must always stand up to anything that makes you uncomfortable or whenever you feel something is not right.** Confide to someone you can trust- it can be a teacher, an older friend or your own mother or father. But never keep silent as it will make the wrongdoer bolder and he or she will continue doing them to others.



This too is a form of courage- to stand up to wrong.

Have you heard the story of David and Goliath?

Once upon a time, a shepherd boy lived in Israel. He took care of sheep. God chose David to take care of the Jews who lived there.



David used to play an instrument called the harp. He was very **good** at it. Even the King of Israel would come to listen to David's music whenever he felt very **sad**. This would make him feel **better**.



One day a **fearful** looking giant named Goliath started boasting that none of the Jews would be able to fight and defeat him. He was so **huge** and **powerful**.

Then **little** David said: “I’ll fight Goliath, God will help me” And he went and got some stones for his slingshot.



The giant just laughed at him. David put a stone in his sling and flung it. The stone hit **big** Goliath on the head. Thus one by one, David flung all the stones and the powerful giant could not save himself from the stones that came fast from David’s sling. He fell to the ground and David killed him with his sword and thus the little Shepherd boy saved the Jews from the **cruel** giant.



David was a small boy, yet he had the courage to face a wrong doer. He stood up against injustice.

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Time to teach	Value Type	Value Sub Type	Value Attribute
3 Minutes	Right Action	Courage	Stories

7. SA_Indian achievers

Aim: To prepare posters on great men and women in different fields.

Resources Required: Chart paper, colours (any medium)

Setting for the Activity: Indoor

Type of Activity: Individual

Procedure: Students will be given 20 minutes to prepare a poster on the given topic.

Instructions to Teacher:

Teachers may guide the students on how to prepare the posters. Students can choose any personality from the given topics and find a suitable quotation or sentences that best describe the personality. Students could draw pictures relevant to the text or quotation and also find pictures if available. Students may organise the pictures, drawings and text on the chart and stick them, colour wherever required and draw borders to complete the poster. Teachers may also have a short discussion with the students after the posters are made.

Topics:

Great achievers from India in the following categories:

1. Sports
2. Social Reformers

3. Education

4. Invention

Troubleshooting-Nil

Precautions-N/A

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Suggested Activity	Community	Acheivers, Acheivers

8. QA_Differences and decision making in family

Worksheet

1. Whom do you approach in the house in case you have a problem?

2. Whom do you approach in case you need some favors?

3. Do you share your problems with your siblings?

4. Who has the highest authority in your house?

5. Has your problem ever been unsolved or gotten worse?

6. Have you ever been dissatisfied with the decisions your family has taken?

7. Does your mother participate in family decisions?

8. Do you participate in family decisions?

9. Is there any difference between rules for girls and boys in your house?

10. Have you ever tried to change this discrimination?

11. Name any two political leaders who fought against caste inequalities.

12. Why should all humans be treated equally?

13. Pen down any such incident in the house in which you participated in decision making in any family matter.

Answers:-

Note to the Teacher : Answer could vary. the following are only possible suggested answers.

1A: We have to go and approach the head of the family i.e., Father.

2A: We have to go and approach our siblings in case we need any favors.

3A: Yes, we do share our problems with siblings.

4A: Fathers have the highest authority in most of the houses but we see a change currently as mothers share the same power to make decisions.

5A: No, my problems are always solved when discussed with family members.

6A: Yes, sometimes, I have been dissatisfied with the decisions taken.

8A: Yes, sometimes, I participate in making family decisions.

9A: No, there is no difference between the rules for girls and boys.

10A: No, never tried.

11A: Dr. B. R. Ambedkar and Mahatma Gandhi

12A: God is one. So, we should treat everyone equally.

13A: Father got transferred from Chennai to Bangalore. At that time, family members talk about which school we have to join. [We participated in that discussion.](#)

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Assessments	Family	Differences in the Family, Differences in the Family

9. MS_Summary_The World in my Home

In this lesson we learnt the following:

- some differences among their family members
- how to relate to the decision making in the family
- the difference between unsafe touch and safe touch
- about the great leaders of India who fought against casteism and untouchability
- to create posters of the Indian Achievers in different field
- discrimination at home, school or society.

Time to teach	Asset Type	Theme	SubTheme
2 Minutes	Main Script	Family	Differences in the Family, Differences in the Family

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.