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Diversity

Lesson Plan

Contents

- ▶ An overview of diversity
- ▶ Understanding and respecting diversity of culture

Objectives

- ▶ To understand what diversity is: in the bird, animal, plant kingdoms; geographical, natural diversity; diversity in space and time; nationalities; and within our nation
- ▶ To learn about different aspects of cultural diversity: language, religion, dress, food, skin colour, etc.
- ▶ To know the areas of common concern, the reasons for the similarities and the differences and respecting them, and to understand shifting demography
- ▶ To appreciate why we need to respect the diversity while striving for a common basis for life

Teacher's Aids

- ▶ Globe
- ▶ Pictures, atlas and wall maps
- ▶ Blackboard
- ▶ Internet

Tips for Teacher

- ▶ Explain the need for an appreciation of diversity and respect for different cultures.
- ▶ Explain the significance of population movement, the advantages and disadvantages, and the stand taken by countries at different times in history.
- ▶ It is particularly important not to instil prejudice in the students in favour of or against any other culture, while ensuring that national interests must be recognised.
- ▶ Use detailed wall maps or atlas and globe to explain the lesson.
- ▶ Encourage projects: students can prepare projects either state/culture-wise or based on a particular topic like food, clothes, jewellery, habits, etc.

■ Background and Reading

- ▶ Read the lesson aloud and explain, sharing the aids, etc., stopping to examine and explain the data in the pictures and maps.
- ▶ Particularly focus on the diversities available in India—in all the different States and among different communities.

What is diversity?

- ▶ Being similar and doing the same things differently constitutes diversity.
- ▶ Examples: (a) Trees—all similar and yet different—some bloom in different seasons; some are straight, some twisted; different kinds of wood and leaves; some flower, some have fruits, some give timber, some give resin, some medicinal, etc. (b) Animals—different species—cats: large, small, spotted, striped, black, white, other colours, domestic, wild, etc. (c) geography: different at different places. (d) Humans—different colours and features, clothes, food habits, ways of eating, dressing, greeting, talking, worshipping, customs from birth to death, beliefs, religions, political and national affiliations, etc.
- ▶ Reason for it: to create a world full of peace, love and harmony.

Cultural Diversity

- ▶ Culture: customs, art, architecture, religion, music, dance, food habits, etc.
- ▶ UNESCO: respect for cultural diversity and intercultural dialogue—essential for development and peace.
- ▶ Migrants to India: for various reasons—political, economic, social, religious. September Declaration, 2002, Johannesburg: diversity in knowledge; take it also into consideration along with energy and wisdom. Essential therefore to respect diversity.

Diversity in India

- ▶ Freedom to follow any religion—Hinduism, Islam, Sikhism, Buddhism, Jainism, Christianity, Zoroastrianism—different places of worship.
- ▶ Challenges in India: Globalisation, Illiteracy and Terrorism.
- ▶ Economic and Social diversity—can be caused by geographical reasons. Also variations in dress, food, living conditions.

Example: Kerala

- ▶ Location: Southwest coast of India; Created by State Reorganisation Act, on 1st November 1956; Sea on one side, hills on the other.
- ▶ Important: Language Malayalam; Spices like black pepper, cloves and cardamom; attracted Romans, Jews and Arabs; trade relations with many countries; Christianity brought by St Thomas, apostle of Jesus; Portuguese Vasco-da-Gama found sea route to Kerala; Ibn Batuta came 700 years ago; all religions practised.
- ▶ Culture: Fertile land, climate suited for rice cultivation; fish and vegetables; Dances—Kathakali & Mohiniattam; 3 International Airports—Thiruvananthapuram, Kochi & Kozhikode.

Unity in Diversity in India

- ▶ Harvest Festival–Onam [Kerala], Baisakhi [Punjab], Makar Sankranti [UP], Pongal [Tamil Nadu]
- ▶ Unity despite different languages, religions and food. Interdependence of communities. Phrase coined by Jawaharlal Nehru.

Globalisation

- ▶ Distance overcome–transport, communications and technology–spreads ideas and information; increased trade and commerce; increased money flow and investment; economic rise and fall, social and environmental activity affected internationally.

Assessment Corner

Oral Assignment

- A. Ask for answers at random from the students. Confirm right answers. Let the students write down the answers if they like.

Written Assignment

- B–D. The teacher has two options–(i) Either do these exercises orally first and then ask the students to write them down. OR (ii) Ask students to write the answers on their own. Then teacher can announce the correct answers and ask partners to cross check them. In either case, the answers can be written as homework and teacher can check in class.

Think Tank

- G. **HOTS questions:** Discuss the questions in class and let students write the answers to E and F as homework. Teacher should assess individual work.