

# Creating a New World

## LESSON PLAN

### SPECIFIC OBJECTIVES

- ▶ Creating a world that is “ours”—not driven by power, dominance and control, divided into “mine” and “yours”. Education must aim for this “ourness” not merely for “superficial information” or for “seeking power in any form”
- ▶ Reading, listening, understanding, thinking and discussing
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation, plurals of nouns; dictionary work and editing
- ▶ Grammar: Direct and indirect speech—how to convert. Reported speech—statements and questions
- ▶ Learning to converse correctly with proper pronunciation, pause, emphasis and inflexion
- ▶ Writing: Developing a story from the given clues; paragraph
- ▶ Think and do: Group work to display poster on ideal world
- ▶ Applying what has been learnt to life

### GEAR UP!

- ▶ Discuss the picture: What does it tell you? The concept of ‘Vasudaiva Kutumbakam.’
- ▶ How would you like the world to be? Discuss in the class. Jot down points on the blackboard. What are the changes needed to make that world? Prioritise and list. Students can write down what they feel are the five most important changes needed.

**Outcome:** Thinking of an ideal world and trying to know how to create it. Change if required.

### READ AND DISCOVER

- ▶ Ask the students to read aloud the lesson in turns. Correct them wherever required.
- ▶ Explain the lesson carefully. Setting aside domination and control does not mean creating anarchy. It has to be linked to the self-regulation that comes with a feeling of ‘ourness’ – of belonging together, of owning the world along with everyone else; it rules out selfishness in any form. Discuss that power is legitimate control over oneself, balanced with the freedom that respects the freedom of others too.

- ▶ Explain the lesson and its words and phrases, e.g., the roots of power in ‘loneliness’, ‘comparison’, ‘ourness’, etc.
- ▶ Ask in-text questions, e.g., What the meaning of the following sentences is:
  - (a) Try to see if it is possible to live in this world without dominating people, without controlling people and shaping their minds.
  - (b) This feeling of ‘ourness’ is completely missing everywhere in the world.
  - (c) Education surely aims at a person without any desire for power... Otherwise, you will go out of your school like most other human beings, witless and brimming with superficial information.
  - (d) The thought of ownership is further influenced by many classes, holdings and nationalities.

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**Outcome:** Reading aloud and understanding the words, meanings, spellings and pronunciation.

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### **ENJOY AND UNDERSTAND**

- ▶ Exercise A: Ask one question at a time. Instruct the students to reply in complete sentences. Correct them wherever required.
- ▶ Exercises B and C: Ask the students to do these on their own. Teacher must assess the work of the students individually along with other written work.
- ▶ HOTS—Discuss the questions given. What is the difference between power and authority? Then, ask the students to write the answers. Teacher must assess the answers of students individually. The best HOTS answer can be shared in the class.

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**Outcome:** Understanding and answering the questions orally and in writing.

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### **GRAMMAR SPOTLIGHT**

- ▶ Use the blackboard and given examples to explain what direct speech and Indirect speech are.
- ▶ Converting one into the other:
  - Changes in tenses
  - Changes in pronouns.
  - Changes in helping or auxiliary verbs/modals
  - Changes in other words.
- ▶ Exercises A and B: Ask the students to do this on their own. Then, the teacher can ask random replies from students to elicit the correct answers. Write answers on the board. Students can check and correct their own work.

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**Outcome:** Learning about direct and indirect speech.

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### **VOCABULARY**

- ▶ Use the blackboard and given examples to explain how plurals are formed using different suffixes.
- ▶ Exercises A and B: Students may do these exercises on their own. The teacher may announce the correct answers. Students may check their own work and correct them.

### **Dictionary Work**

- ▶ Exercise C: Students may do this exercise on their own. The teacher can ask the students at random for the answers and accept correct answers. Class can check and correct their own work.

## **Editing**

- ▶ Exercise D: Ask the students to do the exercise on their own. Then, call up one of the students to write the edited passage on the blackboard. Involve the class in correcting it and then write the final corrected passage on the blackboard. Students may write it down in their books.

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**Outcome:** Forming plurals with different suffixes, dictionary work and editing.

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## **LISTEN AND LEARN**

- ▶ Read out the passage. Ask the students to listen to it attentively. Explain if necessary.
- ▶ Ask one question at a time. Instruct the students to reply in complete sentences.
- ▶ Correct them wherever required.

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**Outcome:** Listening attentively, understanding and answering the questions orally.

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## **CONVERSE AND CONNECT**

- ▶ Select two students to enact Abida and Lakshita.
- ▶ Enact the conversation in the class.
- ▶ Ask the students to listen to it attentively.
- ▶ Involve the students in the assessment of the enactment based on pronunciation, pause, emphasis and inflexion.

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**Outcome:** Learning to converse—pronunciation, pause, emphasis and inflexion.

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## **WRITING**

- ▶ Exercise A: Ask the students to write the story based on the clues, using prepositions and adverbs where possible and suitable.
- ▶ Exercise B: Ask the students to do the exercise on their own as directed.
- ▶ The teacher must assess the work of the students individually.

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**Outcome:** Writing a story based on the given clues. Writing a paragraph using appropriate prepositions, adverbs and adverbial phrases.

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## **PROJECT WORK**

- ▶ Make groups of five students. Ask them to do the exercise.
- ▶ They can discuss, collect material and make the poster for display.

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**Outcome:** Doing group work—your ideal world—discuss and make a poster.

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## **VALUE CORNER/LIFE SKILLS**

- ▶ Read the sentences. Explain them.
- ▶ Discuss an ideal world full of compassion and open-hearted people.
- ▶ Also explain how children can bring about change in this world.

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**Outcome:** Applying what has been learnt to life.

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