

# Sri Aurobindo's Childhood

## LESSON PLAN

### SPECIFIC OBJECTIVES

- ▶ Learning about the spiritual roots of India's culture—an example through one brief part of the biography of Sri Aurobindo who went on to become a yogi.
- ▶ Reading, listening, understanding, thinking and discussing
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Word meanings, spellings, pronunciation, words based on people's jobs or professions, dictionary work, editing
- ▶ Grammar: Tenses: Simple, present progressive or continuous and perfect tenses and usage
- ▶ Learning to converse correctly with proper pronunciation, pauses, emphasis and inflexion
- ▶ How to give a speech introducing a chief guest at a poem recitation competition—using relative clauses
- ▶ Applying what has been learnt about spirituality and yoga to your life

### GEAR UP!

- ▶ Explain (a) People come to India for its spiritual life and culture. (b) People have spread India's spiritual message across the world, e.g., Buddha's disciples, Ashoka's emissaries, Chola king's conquests in SE Asia, Swami Vivekananda, Paramahansa Yogananda and several modern-day gurus—(c) Learning Indian music, dance, yoga, etc.
- ▶ Read the passage aloud. Share who Oprah Winfrey, Julia Roberts and John Lennon are. Discuss Oprah's remark in detail with the students. What do they think of India's spirituality? Separate it from religion.

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**Outcome:** Learning the roots and influence of India's spirituality and culture.  
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### READ AND DISCOVER

- ▶ The students may read the lesson aloud in turns. Correct them where required.
- ▶ Explain the lesson, words and phrases, e.g., 'the calm and silent self', 'alien corner', 'reminiscent vein', 'deeply rooted', 'the destined hour', 'getting connected to God', etc.

- ▶ Ask in-text questions, e.g., ‘What “Self” is being spoken of?’, ‘What is a ‘Yogi’?’, ‘What profession did Aurobindo prepare for?’, etc.

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**Outcome:** Reading aloud; understanding word meanings, spellings and pronunciation.

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### **ENJOY AND UNDERSTAND**

- ▶ Exercise A: Read out one question at a time. Ask the students to reply in complete sentences. Correct them where required.
- ▶ Exercises B and C can be done by the students on their own. The teacher must assess with other written work.
- ▶ HOTS—Discuss the question in the class. Then, ask the students to write the answer on their own. The teacher must assess the answers of the students individually along with other written work.

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

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### **GRAMMAR SPOTLIGHT**

- ▶ Use the blackboard and the given examples to explain the three tenses—Present, past and future and their formation and usage; their simple, progressive or continuous and perfect forms; past and present perfect continuous tenses.
- ▶ Exercises A to D: These exercises can be done by the students on their own. The teacher can announce the correct answers aloud. Students can check and correct their own work.

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**Outcome:** Learning tenses and the forms of each tense—Simple, present progressive/continuous, perfect, perfect continuous and their usage

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### **VOCABULARY**

#### **Word Power**

- ▶ Exercise A: Explain about words in the context of peoples’ jobs and professions. The exercise should be done orally first. Then, ask the students to do them on their own. The teacher must assess the work of the students individually.

#### **Dictionary Work**

- ▶ Exercises B and C: Students can do these on their own. The teacher can announce the answers once they have finished.

#### **Editing**

- ▶ Exercise D: Ask the students to do the exercise on their own. The teacher can write the correctly edited passage on the blackboard. The students can check and correct their own work.

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**Outcome:** Words in the context of people’s jobs and professions; editing.

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### **LISTEN AND LEARN**

- ▶ Read out the passage. Ask the students to listen to it attentively.

- ▶ Ask one question at a time. Instruct the students to reply in complete sentences. Correct them where 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 Nidhi and Sunny.
- ▶ Enact the conversation in the class. Ask the students to listen to it attentively. Correct them where required. Involve the students in assessing it on pronunciation, pauses, emphasis and inflexion.

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

- ▶ Explain the situation given: An imaginary name and designation can be given to the Chief Guest and a brief biodata. Then, ask the students to prepare the speech in about 150 words.
- ▶ The work of the students must be assessed by the teacher along with other written work individually.

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**Outcome:** Writing a speech in a given environment.  
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### **PROJECT WORK**

- ▶ Ask the students to work in groups of five. They can collect information on the benefits of meditation and write down four benefits of it.
- ▶ Share it with the class.

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**Outcome:** Working with a group to collect information and write down benefits of meditation.  
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### **VALUE CORNER**

- ▶ Read out the quotation and explain it.
- ▶ Discuss in the light of what has been learnt in the lesson.

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**Outcome:** Applying the value learnt to life.  
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### **LIFE SKILLS**

- ▶ Read the problem, explain and discuss in the class.
- ▶ Discuss each option.

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**Outcome:** Learning how to serve others.  
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