

CENTRE FOR BUDGET AND POLICY STUDIES

# In- School Mentoring Module

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## Bihar Mentorship Project

A handbook of tools, activities, and games for adolescent girls and boys

Implemented from: September 2018 – March 2020

This module funded by the Malala fund is an empowerment-based mentoring model that can be integrated into regular public-school curricula and pedagogical approaches. Focusing primarily on adolescent girls and boys, it develops critical thinking skills regarding their own identity, their belief systems and social norms, helps them to change their perception and knowledge of themselves and their aspirations, and enable actions related to themselves, their families, and their communities.

# First Module

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## Introduction

This module consists of a pedagogical approach that incorporates various experiences of empowerment-based education initiatives such as the ones practiced within Mahila Samakhya (MS), the Kasturba Gandhi Balika Vidyalaya (KGBV), social learning approaches (as practiced within CARE India), and other small-and large-scale models practices around the world. This module is developed as a flexible and responsive model that will adapt to the experiences and lessons learned during its implementation.

The central focus is to foster critical thinking among the youth. The underlying philosophy is that education is not merely a tool to gain literacy or numeracy skills, but it is to gain the ability to critically think, reflect, empathise, question and act. The In-School module is designed to ensure that children (1) can understand, negotiate, and take greater control of their own lives, and (2) can enable them to take action in their private, family, and community spaces.

The activities that form the core of the module can be administered by anyone in the community – whether it is a teacher, a women’s empowerment group, or older children. Included in these activities are meetings, workshops, games, activities, and trips that focus on specific thematic areas that will allow adolescent boys and girls to understand the world around them. These thematic groups are: capability, safety, justice, inequality, and agency. Within these thematic groups, we have also categorised the activities, games, and other tools into two categories: Self and Ecological. The category of Self is further divided into: (1) Physical or biological, (2) Cognitive or academic, and (3) Emotional or psychological. The Ecological category consists of: (1) Cultural, (2) Social, and (3) Institutional. In reality, all of these categories intersect, interact, and influence each other, but for the sake of clarity and efficacy, we have engaged with multiple layers of these themes and categories.

Thus, all our activities are geared towards continuous reflection and critical analysis so that the students, the teachers, and the collaborating partners (including the community members) are able to create a virtuous cycle of education, exploration, and engagement. The module is aimed at ensuring that participating students, teachers, and community members are able to benefit from understanding the importance of equality, recognise the necessity of diversity, actively participate in democratic institutions, and foster a drive to question, fight and negotiate various forms of injustice. By focusing on the children’s perspectives as the driving force, this module is designed to be flexible and adjustable to the articulated needs of the children. In doing so, it can be adapted to suit the various contexts emergent in diverse communities, schools and situations.

## Anticipated change

The following are the anticipated changes that the module could foster at the levels of various stakeholders engaging with this module

### At the level of girls and boys:

- Change in their self-image, their self-perception and confidence leading to changes in their understanding of their self, their bodies, and their capabilities.
- Change in their engagement with the narratives, social norms, and social institutions that control women's sexuality, bodies, and identities.
- Change in the nature of their participation with their families, and a stronger critical analysis of the social norms that are prevalent within their families.
- Change in the nature of their participation in their school, and a stronger critical analysis of the social norms that are prevalent within the school.
- Change in their aspirations and their capabilities in strategising and planning to attain their goals and aspirations, both in the context of family and school.

### At the level of action research site (school and village/urban locality):

- Changes in girls' and boys' participation in public and political spaces in the school as well as in the village/locality, and a greater involvement in civic matters and political action on issues of entitlements, rights, and other actions as citizens and as students.
- Greater engagement with political action at the school or village level, primarily through local women's groups, SMCs, child development/protection committees, gram panchayats, etc.
- Greater acceptance of girls' roles within the household and in schools, as well as girls' mobility and presence in public spaces.
- Greater conversations on gender roles in the family and in the school or in the public or community discourse around education, mental health, violence, sexuality and other pertinent social issues.

## Week 1

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### Activity for Children

#### **Activity 1: We are all a work of art.**

##### **Objectives:**

1. To help participants to learn each other's names and backgrounds.
2. To help participants become more comfortable with each other.

##### **Materials required:**

1. Two sheets of drawing paper per participant. Have a few extra in hand.
2. Drawing supplies: Markers, crayons, pencils of different colours.
3. Extra supplies: newspapers, leaves, beads, seeds, tape, and glue.

##### **Activity: It will be useful to involve the teachers in the exercise.**

1. Divide all the children into two.
2. Ask them to get to know each other. You can ask them to answer a few questions: Their likes or dislikes, their family, their favourite subject etc.
3. Based on the knowledge gained, the kids can use any material they want to represent their partner.
4. When the group comes back together, each participant will use the work of art to introduce their partner.

##### **Specific instructions:**

1. Ensure that the groups are split up. Try to ensure that the students who are paired together do not know each other too well.
2. Give five minutes for them to sit together and talk to each other.
3. Give fifteen to twenty minutes to collect various materials and draw a work of art.
4. Ask the students to ask creative questions, but you can also provide them a list of questions if they feel shy.
5. After each student gets a chance, you can hang up the piece of art to the wall for display.
6. Remind them to sign their 'work of art'.

## Activity 2: Just A Minute (JAM) session

### Objectives:

1. To enable children to express their thoughts and feelings
2. To get them to feel comfortable with each other.

### Materials required:

1. A bell or a buzzer.
2. Small pieces of paper – folded with predetermined topic areas written on it.
3. Basket or bowl or container.

### Activity:

1. Organise the children in a large circle.
2. Select some topics that would be fun for children to talk about: my best friend, a marriage that I have seen, balloons, my favourite animal, a village fair, when I get scared, my favourite sport, what do I like to eat, about our teacher, my favourite TV show / movie etc.
3. Ask each of them to draw a chit and ask them to speak for one minute.
4. After a minute, switch the speaker.
5. Continue the game till everyone has got their turn, or time is up.

### Discussion:

1. Discuss the type of difficulties or the ease with which children could speak.
2. Ask the children – who did they like and why did they like the speech?
3. The points that need to be covered
  - a. Clarity of language
  - b. Whether the speech was to the point
  - c. Accuracy of information and facts
  - d. Quality of the argument
4. Focus on the content of speech rather than delivery of speech. Priority should be given to expression of thoughts and feelings, instead of how it was said.

**Specific instructions:**

1. There should be enough chits for all children so that the same thing doesn't get repeated.
2. You can also ask the children to suggest topic areas and put those chits in the basket or bowl.
3. If there is no bell or buzzer, you can also clap at the end of the minute.
4. It would be useful for the mentor to demonstrate once or twice, or involve the teachers to illustrate the work.
5. You can use this activity at any time when students are feeling dull or the activities are not working properly.

**Activity for Teachers**

1. Use the teachers to coordinate the activity.
2. Have the teachers do the activity with the students.

**Activity for Community**

**Activity 1: Introduction of the project to the community members**

1. A small presentation with a question and answer session with the community members.
2. Discussion of activities, games, and field visits.
3. Getting consent to take the children on field visits.

**For Mentors: Observe the following**

1. Interaction between the participants: How are they engaging with each other? Who is shy? Who is boisterous?
2. Groups of children: Are there groups of friends? Is it a mixed group? How big are these groups of friends?
3. Interaction between teachers and students: Are the teachers interested or distant? What is their level of participation? What is the relationship between the teachers and the students?
4. Abilities of the children: How comfortable are they with the activities? If some are reluctant or shy, make note. What are the things that the children are generally good at? What do they require some improvement on?

## Week 2

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### Activity for Children

#### Activity 1: Once I did. . .

##### **Objectives:**

1. To energise participants, and to tap into their creative energies.
2. To help know the children better.

**Materials required:** No physical materials, necessary. However, if there is more time with the students, this can be an art / story telling project.

##### **Activity: You can involve the teachers to facilitate this session.**

1. Students are divided into even groups and sit in circles facing each other.
2. Each student is asked to tell a story or an anecdote starting with Once I did. . . (Ek baar, maine. . .)
3. They can share any experience starting with that sentence – Once I went to Patna, Once I caught a butterfly.
4. It will be useful to participate in the exercise and have teachers participate in the exercise as well.

##### **Specific instructions:**

1. This exercise is to allow students to get used to speaking in front of all the students. It will give a chance for shy students to speak as well.
2. For shy students, encourage them to at least say a single sentence.
3. Encourage long stories, if there is interest.
4. Encourage writing these stories down to give you as written material, if there is interest.

#### Activity 2: Complete the story

##### **Objectives:**

1. To ensure that children are comfortable with sharing and speaking in front of others.
2. To foster creativity and encourage using their imagination in daily life.

**Materials required:**

1. Old newspapers, magazines, books – that can be cut up for pictures and people.
2. Drawing materials: plain and coloured paper, chart paper, crayons, paint, glue, beads, stickers etc.

**Activity:**

1. Make mixed groups of five.
2. Give them seven to ten cut-out pictures from the newspapers, magazines, or books. Alternately, the books or magazines can be given to them, and they can tear out or cut out the required pictures from them.
3. They have to paste the pictures onto a chart paper and display it to the entire group.
4. Based on the pictures that they have; they collectively have to tell a five-six-minute story to the rest of the group. Each person in the group must narrate the story using the pictures on the chart paper.

**Specific instructions:**

1. An alternate method is to construct a story and present it to them. You can then ask them to finish the story based on what they have at hand. This also allows different groups to see how similar or different their stories were based on the same starting point.
2. Questions related to how they came up with the story and what were the most interesting parts or the most boring parts of the story can help them understand various aspects of story-telling.

**At home activity: Write your own story**

**Objectives:**

1. To engage with stories in their spare time.
2. To continue the process of using their imagination.

**Materials required:** Notebook and pen / pencil.

**Activity:**

1. Ask the children to write their own story.
2. It can be a story that they have made up, or a story that they have heard from friends or family or a story about their own experiences.



3. They can recite the story through action or through various articles such as drawings, singing, or poems, or anything that they feel is useful for telling the story.
4. They have to come prepared for the class for the story telling session.

### **Activity for Teachers**

1. To involve the teachers in the activities, it can be encouraged that the teachers use the time between the sessions to help the children with the story telling assignment.
2. Teachers can use a story line from their curriculum for Activity 2. This way, they can get students to be more involved in the classrooms.
3. Teachers can also be encouraged to participate in Activity 1.

### **For Mentors: Observe the following**

1. Interaction between the participants: How are they engaging with each other? Is it the same or different from last week? If they are the same, in what way? If they are different, in what way?
2. Groups of children: Are these groups based on class / caste / religious affiliation? What is the underlying sameness or difference of these friendships?
3. Interaction between teachers and students: Are the teachers continue to be interested or distant? What is their level of participation? How are the relationship between the children and the teachers changing?
4. Abilities of the children: How comfortable are they with the activities? If some are reluctant or shy, make note. What are the things that the children are generally good at? What do they require some improvement on?
5. Creativity of children: Note down any areas of creativity that was showcased by the children. Document something that was surprising or unique that the children said or did that was memorable.

## Week 3

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### Activity for Children

#### Activity 1: Claps and snaps

##### Objectives:

1. Retaining a sense of fun and camaraderie among the students.
2. Helping with a sense of concentration and memory.

**Materials required:** None.

**Activity: Can be done with the teachers.**

1. First start a clapping beat of two claps and two snaps of the fingers.
2. Following this beat, you can begin the game with saying: Concentration. Is the name of the game. Starting with. . .
  - a. Girls' names
  - b. Boys' names
  - c. Musicians
  - d. Cities
  - e. Countries
  - f. Animals
  - g. Birds etc.
3. Go around the circle, and each one says one in the chosen category and if the person doesn't say anything within the two claps and the two snaps, the person steps out of the circle.

##### Specific instructions:

1. When the groups get comfortable with this game, it can also be escalated to do multiple of 3, 7 or 9. This can help with cognitive skills of the children as well.

2. Both boys and girls can be interspersed in this game, once they start to get comfortable with each other. It can also help with establishing that girls can also count and be good with memory games and mathematics (to push against the popular belief system that girls are not good at mathematics).

### **Activity 2: Story telling session / Experience of our lives**

#### **Objectives:**

1. Encourage open discussion of various life experiences.
2. Recognition of diversity in life experiences

**Materials:** None.

#### **Activity:**

1. Make the children sit in a circle.
2. Ask them to showcase / read out their stories.
3. After everyone has shared their stories, they can talk about the story behind the stories
  - a. How did they come up with it?
  - b. Were any of the characters inspired by real people?
  - c. If it was about their experience, how was it to convert experience into a story?
  - d. What were the difficulties? What was easy?
4. Ask the teachers or share some stories of your own experience with them.

#### **Specific instructions:**

1. Ensure that the children support each other while telling the stories and are not necessarily critical or disparaging of any one's stories.
2. Try to encourage them to create role-plays or create actions for their stories.
3. If the children are shy, do the action version of the stories, if required, and involve other children in the enactment.

### **At home activity: Keeping diaries.**

#### **Objectives:**

1. To encourage a writing habit in their spare time.

2. To continue the process of using their imagination to reflect on their lives.

**Materials required:** Notebook and pen / pencil.

**Activity:**

1. Distribute small books to all the children along with pens / pencils / crayons.
2. Ask the children that they can maintain diaries for themselves.
3. Explain that diaries are notebooks that you write for yourself. It is up to the individual to share the stories inside or not.
  - a. The diary records their experiences, feelings or incidents that made them happy or sad or angry or satisfied.
  - b. The diary often is written on a particular day, but it need not be about that day. It can be about anything.
4. Ask them to keep these diaries for themselves.

**Specific instructions:**

1. Encourage children to share their diaries occasionally whenever there is a dull moment.
2. Let them know that the sharing of the diary is voluntary – only those who want to share need to share it.
3. Keep asking about their diaries and ask if anyone has any important thing or anecdote to share with the group.
4. One activity can be decorating their diaries. Share materials that they can use to decorate their diaries.
5. Share your own experiences in the form of a diary entry.

**Activity for Teachers**

1. To involve the teachers in the activities, they can suggest the suitable topics based on their curriculum for Activity 1.
2. Teachers can be encouraged to participate and share their own stories in Activity 2.

**For Mentors: Observe the following**

1. Interaction between the participants: How are they engaging with each other? Is it the same or different from last week? If they are the same, in what way? If they are different, in what way?
2. Groups of children: Are these groups based on class / caste / religious affiliation? What are the underlying sameness or difference of these friendships? Are the stories that they are sharing changing the dynamics in the groups of children?
3. Interaction between teachers and students: Are the teachers continue to be interested or distant? What is their level of participation? How are the relationship between the children and the teachers changing?

4. Abilities of the children: How comfortable are they with the activities? If some are reluctant or shy, make note. What are the things that the children are generally good at? What do they require some improvement on – specifically focusing on writing and memory recollection.
5. Creativity of children: Note down any areas of creativity that was showcased by the children. Document something that was surprising or unique that the children said or did that was memorable. What are the major themes that most of the children spoke about in their stories? What are the levels of diversity that you observed?

## Week 4

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### Activity for Children

#### Activity 1: What is communication?

##### Objectives:

1. Ensuring that children understand the rules of communication.
2. Understanding the importance of communication in different situations.

##### Materials required:

1. Small pieces of cloth that can be used as blindfolds.
2. Notebooks, pens, and pencils.

##### Activity: It will be very useful to involve the teachers in the exercise.

1. Divide all the children into pairs and take them into an open area.
2. Ask all the children to bring their note books with them.
3. Have one child tie a blind fold to their partner, and ensure that they cannot see anything.
4. Based on the location of the open area, identify a desirable object, or location that the blindfolded partner has to find.
5. Instruct the other partner (the one without the blindfold) to guide the blindfolded partner to that object or to the location.
6. It has to be ensured that the 'seeing' partner can only guide the blindfolded partner through verbal instructions and not through following their voice.
7. The blindfolded partner cannot speak during this time to ask questions or get clarifications. The partner can only stop walking to indicate that they have not understood the instructions.
8. Have the teachers or facilitators or other children note down those instructions that did not get followed or understood.
9. Reverse the roles, if you have time.

## Debrief

1. Discuss the type of difficulties or the ease with which the children could complete the exercise.
2. The following questions can be posed:
  - a. When were the times when the blindfolded children could not follow the instructions?
  - b. What was required to make them understand?
  - c. What was better for communication and what was not good for communication?
  - d. Why was it difficult with the blindfold?
3. Lessons that they can learn from the exercise:
  - a. When the listener can understand what is being said, communication can happen.
  - b. When the listener has not understood what has been said, communication has not happened.
  - c. Communication happens through non-verbal cues as well – body language, eye contact and touch.

## Specific instructions:

1. You can initiate a small round of Chinese whispers to demonstrate that a lot of communication can get lost if things are not heard or said properly.
2. The exercise is to lay the ground for the next activity which will allow them to set rules about communication and how they will relate to each other. So, bringing respect, openness, and trust into the conversation might be advisable.

## Activity 2: Rules of engagement

### Objectives:

1. To ensure that participants come up with rules for talking to each other and participating in the activities.
2. To ensure that openness and respect get into the rules of engagement.

### Materials required:

1. Chart paper
2. Tape
3. Markers

**Activity: It will be useful to include teachers in this exercise.**

1. Ask everyone what they think the proper rules of the workshop should be.
2. Use the first activity of communication to illustrate the few rules – openness, trust, clarity in communication, not a lot of noise when someone is talking etc.
3. Mentors and teachers can also suggest rules, ONLY if the students are shy. .
4. There must be group consensus on each rule before it is added to list of rules.
5. If students do not agree on a rule, they can have a pro- and a con-list on the rules.
6. The full list is made, and it is read out to everyone.

**Specific instructions:**

1. It is important to facilitate this discussion with the help of teachers. It might be useful to let them know the intent of the exercise.
2. Having a list of suggestions – no name calling, no judgement, no interruptions when someone is speaking, taking turns (or balls) when speaking, respectful listening – might be useful.
3. Use children’s own handwriting on the list, if possible.
4. Make a fair copy of the list and bring it to the class every time – as a way to use the list.

**Activity for Teachers**

1. Inform the teachers about the intent of the activity and encourage them to participate in the activity.
2. Use the teachers to encourage the students to participate.
3. In the case of the first activity, they can be used to ensure that no children are being harmed during the blindfold exercise.
4. Prepare the teachers and make arrangements for field trip to local bank or post office.

**Activity for Community**

**Activity 1: Update of the project to the community members**

1. A small presentation with a question-and-answer session with the community members.
2. Discussion of activities, games, and field visits.
3. Getting consent to take the children on field visits.



**For Mentors: Observe the following**

1. Interaction between the participants: How are they engaging with each other? Is it the same or different from last week? If they are the same, in what way? If they are different, in what way?
2. Groups of children: Are these groups based on class / caste / religious affiliation? What are the underlying sameness or difference of these friendships? Are the stories that they are sharing changing the dynamics in the groups of children?
3. Interaction between teachers and students: Are the teachers continue to be interested or distant? What is their level of participation? How are the relationship between the children and the teachers changing?
4. Abilities of the children: How comfortable are they with the activities? If some are reluctant or shy, make note. What are the things that the children are generally good at and what requires some improvement – focus on communicating abilities.
5. Communication levels of children: Note down any areas of achievement and problems related to communication by the teachers and the children. Document something that was surprising or unique that the children said or did that was memorable. What are the major themes that most of the children spoke about in their stories? What are the levels of communication that you observed?
6. Suggestions: What are the areas that require more support? What are the areas requiring no support? Make observations on how the activities are working and how they are not working.

## Week 5

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### Activity for Children, Teachers, and Community

#### Activity 1: Movie Screening

##### Objectives:

1. To get children, teachers, and the communities to engage with the mentoring activities
2. To build confidence and trust within the children, teachers, and community
3. To provide entertainment and other notions of fun into the model.

##### Materials required:

1. Arrangement of screening props – movie, projector, CD or DVD player.
2. Arrangement of screening space – organising the venue for the movie.
3. Provision of snacks / water.
4. Selected movie.

##### Activity:

1. Take the children, interested teachers, and community members via organised transport to venue of the screening.
2. Screen the movie.
3. After the movie is finished, connect the movie to the objectives of the MMP and provide space for any questions or concerns aired by students, teachers, or community members.
4. Solicit suggestions for the next movie screening.

#### For Mentors: Observe the following

1. Interaction between the participants: What were the reactions of the students, community members, and the teachers to the movie? Was it similar or different? In what ways were they similar or different?
2. Reaction to the movie: What were the most common questions asked about the themes of the movie? What were the most unusual questions? How did you answer them?

3. Reaction to the MMP: What were the most common questions asked about MMP? What were the most unusual questions? How did you answer them?

## Week 6

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### Activity for Children

#### Activity 1: Mingo

##### **Objectives:**

1. To consolidate and build relationships among the students and the teachers
2. To break down shyness and/or social barriers between students.

##### **Materials required:**

1. Sheets of paper with 5 X 5 boxes drawn on it with the centre box missing.
2. Pens, markers, and crayons.

##### **Activity:**

1. Based on previous experience, or from the activities done before, fill in qualities of the group that you know about. For example, X has three brothers. Y has won prizes in running. The alternate is to collect chits from the class from their last interaction, requesting one fun fact about them or their families to be given to you and use it as the base sheet.
2. Fill in these fun facts in each of the sheets of paper – It can be up to five different sheets of fun facts.
3. Distribute each of the sheets to everyone in the group.
4. They know have to talk to everyone in the group and ask them whether any of the fun facts holds true for the student. If yes, the box gets ticked.
5. The point of the game is to ensure that you mingle around the group at a fast pace and ensure that your entire box gets ticked the first.
6. The first five winners get a round of applause from the entire group.

##### **Specific instructions:**

1. The activity is to ensure some level of noise and chaos in the group.
2. It is important to ensure that groups are not forming and that children are asking everyone.
3. These fun facts can be a combination of things known and unknown about the children so that the rest of the group also finds out about each other.
4. Involve some fun facts about the teachers as well so that the students go to the teachers and mentors to fill in the Minglo boxes.

### Activity 2: Getting to know your teachers

#### Objectives:

1. To build communication skills.
2. To develop skills for structured communication.

**Materials required:** None. Children can use their notebooks and pen for writing down the answers and questions.

#### Activity:

1. Divide the children into groups of four.
2. Ask them to assign two as interviewers and two as note-takers.
3. Ask them to prepare questions that they would like to ask their teachers – provide examples related to TV or radio interviews.
4. They also have to identify a teacher that they can go ask these questions.
5. Encourage the children
  - a. To take a notebook and pencil so that they can remember the questions and remember the answers.
  - b. To get the consent of the teacher to agree to the interview.
  - c. To identify topic areas that they would like to ask about their teacher – sports, music, art, family, experience etc.
  - d. Encourage them to ask the questions in a simple manner.
  - e. Encourage the students to ask the questions in a different manner if they are not getting the answers they want.
6. Once the interview is over, the note-takers will present the interview to the rest of the group.

#### Debrief:

1. Ask the students about their experience of interviewing their teacher.
  - a. How did they feel when they started the interview and how did they feel when they ended the interview?

- b. Did they feel any hesitation or fear? If yes, why? If not, why not?
  - c. What helped them with the interview?
  - d. Did they think their interview was successful? Why?
  - e. What did the note takers feel about taking the notes and presenting it to the group?
  - f. What did they learn from the whole exercise?
2. Continue with the earlier conversation about effective communication and that clarity is important.
  3. Emphasise that there is nothing wrong with talking to or interviewing or questioning authority figures. Even if they are children, they can speak to and get answers from their teachers.

**Specific instructions:**

1. Ensure prior to this exercise that the teachers are willing to participate in the discussion.
2. If there are limited teachers around, provide time slots for each group and ensure that they stick to the time allocated to them.
3. If teachers are not available, modify the exercise to ask anyone who is elder in the school, including the other staff or the elders visiting the school premises.

**At home activity: What others think of me and the way I look at others.**

**Objectives:**

1. To identify various aspects of their identity as seen through others’ perspectives.
2. To identify how they see others and the way in which they value others.

**Materials required:**

1. Pre-prepared sheets that will be distributed to everyone in class. The list will cover all possible relationship, including best friend, neighbour etc.

Relation	What are the things they like about you?	What are the things they don't like about you?	Don't know
Father			
Mother			
Grandfather			
Brother			

Sister			
.....			
<b>Relation</b>	<b>What are the things you like about them?</b>	<b>What are the things you don't like about them?</b>	<b>Don't know</b>
Father			
Mother			
Grandfather			
Brother			
Sister			
.....			

**Activity:**

1. Ask the children to make a list and fill in all the individuals that they think know them.
2. They can take the sheets home and fill in the answers to the questions asked in the columns.
3. Ask them to bring the sheets with them for the next session.

**Specific instructions:**

1. Ensure that there are enough sheets for everyone in the classroom.
2. Do the exercise once using your own example to showcase how the sheet is used.
3. Ensure that the children understand and can use the sheet before the sheets are distributed.
4. Prepare the children that it is perfectly okay to hear non-complimentary things about themselves. Use yourself as an illustration on how things that people may not like about you might be something that you like about yourself and vice versa.
5. Ensure that the point of the exercise is to not to find out bad things about oneself, but how one is viewed that can be different for different people.

**Activity for Teachers**

1. Encourage the teachers to provide details about themselves that they are comfortable sharing for Activity 1.
2. Ensure the participation of the teachers in the Activity 2, as this will build better bonds with the students, and they can see the improvement in their own students.

### For Mentors: Observe the following

1. Interaction between the participants: How are they engaging with each other? Is it the same or different from last week? If they are the same, in what way? If they are different, in what way?
2. Groups of children: Are there different ways that the children are segregated? Ability, gender, class, caste etc? Are these links breaking down with the activities? If yes, in what ways? If not, in what ways?
3. Interaction between teachers and students: Are the interaction with the teachers and students changing? What is their level of participation in the activities? How are the relationship between the children and the teachers changing, especially after the interviews?
4. Abilities of the children: How comfortable are they with the activities? If some are reluctant or shy, make note. What are the things that the children are generally good at and what requires some improvement – focus on communicating abilities, writing abilities, talking to people of authority etc.
5. Communication levels of children: Note down any areas of achievement and problems related to communication by the teachers and the children. Document something that was surprising or unique that the children said or did that was memorable. What are the major themes that most of the children spoke about in their stories? What are the levels of communication that you observed?
6. Suggestions: What are the areas that require more support? What are the areas requiring no support? Make observations on how the activities are working and how they are not working.
7. Impact of the movie on subsequent interactions: Do you notice any changes in the nature of communications or interaction after the movie screening? If so, in what ways? If not, what might be the reasons for it?

## Week 7

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### Activity for Children

#### Activity 1: What others think of me, the way I look at others

##### Objectives:

1. To identify various aspects of their identity as seen through others' perspectives.
2. To identify how they see others and the way in which they value others.

**Materials required:** Sheets filled out by the students in the take-home activity.

##### Debrief:

1. Have the students sit in a circle and ask them to share only things that they are comfortable with.
  - a. What are the most typical things that others liked about the student?
  - b. What are the most typical things that other didn't like about the student?
  - c. What do you think are the reasons for people to like you? What are the reasons for people to dislike you?
  - d. Do you like the things that people like about you? Do you dislike it?
  - e. Do you dislike the things people dislike about you? Do you like it?
2. Continue with the questions related to them liking people
  - a. What are your reasons for not liking things about other people?
  - b. What are your reasons for liking things about other people?
3. Expectations about various roles
  - a. What are the expectations that we have from elders? From family? From children? From strangers?
  - b. How do we change our behaviour based on our expectations? For our friends, for our family members, for strangers, for elders?
4. Emphasise the following
  - a. Every individual has their own likes and dislikes, but we all have a right to live our own life the way we want.
  - b. The important thing is to conduct ourselves as a good human being (Use this later to define what is a good human being).
  - c. We do not have to bind someone to our expectations nor should someone bind us to their own expectations.



- d. Use this lesson to move to the next activity, if there is time.

**Activity 2: The way I look at myself**

**Objectives:**

1. To be aware of one’s own strengths, weaknesses, and abilities.
2. To be able to be articulate and communicate openly in the group regarding one’s identity..

**Materials required:**

1. Pre-printed sheets with the following table, for everyone.
2. Ball

What are the things that I like about myself	What are the things I do not like about myself	Don't know
Examples: I can sing well	I cannot run fast	
I can write well	I am lazy	

**Activity:**

1. Distribute the sheets to each of the student.
2. Ask them to fill it out, giving them a lot of time to think about it.
3. Ask them to sit separately so that they are not getting ‘inspired’ by each other.
4. After a sufficient amount of time, ask them to gather together in a circle.
5. They can pass or toss a ball around and answer the following questions
  - a. What do they like about themselves and why?
  - b. What do they dislike about themselves and why?
  - c. How can they overcome their weaknesses and nurture their strengths?

**Debrief:**

1. Steer the conversation into why certain things are considered good or certain things are considered bad.
2. Try to get the children to see that certain behaviours that are good for girls are seen as bad for boys and vice versa.
3. Do not provide the 'morale' of the lesson – let them come to it in time. We can reinforce this conversation through other activities.
4. Push them to identify how they are able to see these qualities in them. Who is the person they think will be judging them?
5. Emphasise that the point of the exercise is not that they are only that quality or this quality, but to see that they possess these qualities and that things can always change.

**Specific instructions:**

1. This exercise might be particularly emotional or traumatic, so ensure that if it is too intense, to break it up into two separate weeks.
2. If necessary, the mood can be alleviated by turning the discussion into what they want to be and what they aspire to be and writing it down on chart paper or the board. The discussion can be diffused if the motivations behind 'what they want to be' are discussed.
3. Ensure that detailed notes are taken for this exercise as they will be useful later in any conversation related to gendered behaviour, social roles, and gendered expectations.

**Activity for Teachers**

1. The teachers can assist in the conducting of both the activities.
2. It is important for the teachers to know the objectives of the exercise, so that they are not encouraging gender-typed behaviour in their students.

**For Mentors: Observe the following**

1. Interaction with respect to the participants: How are the children engaging with each other? Are they open about their stories? What are the kinds of experiences that come out quickly in groups and what are the experiences that require some probing?
2. Groups of children: What are the group dynamics in sharing the stories? Are the groups encouraging each other? If there are points of friction in the groups, what is the nature of the friction?
3. Interaction between teachers and students: Are the interaction with the teachers and students changing? What is their level of participation in the activities? What are the teachers' reactions to these activities? What do you think they are learning? If there is any resistance to these activities, what do you think are the source of this resistance?

4. Identities of the children: What are the common ways in which they are seeing themselves? What are the ways in which certain groups (in terms of class, caste, religion, or gender) have different ways of identifying themselves as compared to others? Document something that was surprising or unique that the children said or did that was memorable. Make a note of the difficulties experienced.
5. Suggestions: What are the areas that you think require more support? What are the areas requiring no support? What should be the next steps, in your opinion? Make observations on how the activities are working and how they are not working.
6. Self-reflection: In your view, what do you think of the activities that the kids did today? What were your thoughts or opinions on what you observed or experienced? How difficult or easy was it to do these activities? If it was difficult, in what ways? If it was easy, in what ways?

## Week 8

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### Activity for Children

#### Activity 1: Make an object of your emotion

##### Objectives:

1. To start the process of self-reflexivity and articulation.
2. To create a conversation about the inner lives of the children.
3. To expand the emotional vocabulary of students.

**Materials required:** Assortment of coloured paper, newspaper, beads, paints, crayons, chart paper, stickers, stones, feathers, seeds, flowers, leaves etc.

##### Activity: Teachers can help facilitate this activity.

1. Take a chart paper and ask the students to list down all the emotions that they feel on a day-to-day basis. Encourage them to use different words for the same emotion – more precise but similar, or different words completely.
2. Once a list has been created, divide the students into small groups.
3. Take them through the visualisation and centering technique (given below).
4. After that, ask each of the students to use whatever material that they have or they can collect to represent one or two of the emotions listed on the board.
5. Ask them to also have a story about why that emotion is captured in the object that they make.
6. Let every student share their story with the object in their hand.
7. Take a picture of the students with the object in their hand and let them see it on the camera.
8. End the class with a round of applause for everyone.

##### Specific instructions:

1. This can be a very intense exercise, so some conversation with teachers might be necessary to help manage the group.
2. Try to ensure that the emotions chosen are not only happy emotions– disappointment, anger, frustration – are also captured.
3. Visualisation technique:

- a. In a calm strong voice, quieten the class.
- b. Tell them to: Close their eyes. Take a few deep breaths. Start to concentrate on how the breath is moving in and outside the nose. Ask them if they can feel the air going in and out.
- c. Ask them to think about a strong emotion? Why do they think it is strong? Ask them to think of a weak emotion? Why is it weak?
- d. What does the feeling feel like – what does it look like? What does it sound like? If it could talk, what would the feeling say? Will it be warm or cold? Is it large or small?
- e. Ask them to go back to breathing – to concentrate on the breath coming and coming out. Ask them to rub their hands rapidly. Then ask them to put them on their eyes. After a few seconds, ask them to slowly open their eyes. Ask them about the sensation and the way they felt about a physical sensation.

### **Take home activity: Monarchy vs. Democracy**

#### **Objectives:**

1. To educate the children about the basic difference between democratic and non-democratic institutions
2. To foster their imagination and planning skills.

**Materials required:** None.

#### **Activity:**

1. Divide the children into four groups.
2. Ask one group to create a small play or skit about a good king, the other about a good Prime / Chief Minister, a bad king and a bad Prime/Chief Minister.
3. If this proves to be difficult, present them with a situation – the division of property or provision of food or providing healthcare etc, and ask how the good/bad king or the good/bad CM/PM would react.
4. Let them know that they have one week to practice and present to the rest of the groups.

### **Activity for Teachers**

1. The teachers can help the students in making the object and to participate in the exercise.
2. The teachers can help the students in preparing for the play.

### For Mentors: Observe the following

1. Interaction with respect to the participants: How are the children engaging with each other? Are they open about themselves, especially with respect to the emotions? What are the kinds of experiences that children spoke about in terms of their emotions?
2. Groups of children: What are the group dynamics in sharing their artifacts of emotion? If there are points of friction in the groups, what is the nature of the friction? If there are points of cooperation and support, what is the nature of cooperation and support?
3. Interaction between teachers and students: Are the interaction with the teachers and students changing? What is their level of participation in the activities? What are the teachers' reactions to these activities? What do you think they are learning? If there is any resistance to these activities, what do you think are the source of this resistance?
4. Emotions of the children: What are the common ways in which they are seeing themselves? What are the ways in which certain groups (in terms of class, caste, religion, or gender) have different ways of seeing their emotions or themselves as compared to others? Document something that was surprising or unique that the children said or did that was memorable. Make a note of the difficulties experienced.
5. Suggestions: What are the areas that you think require more support? What are the areas requiring no support? What should be the next steps, in your opinion? Make observations on how the activities are working and how they are not working.
6. Self-reflection: In your view, what do you think of the activities that the kids did today? What were your thoughts or opinions on what you observed or experienced? How difficult or easy was it to do these activities? If it was difficult, in what ways? If it was easy, in what ways?

## Week 9

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### Activity for Children

#### Activity 1: Elections

##### Objectives:

1. To start the conversation around democracy and democratic institutions
2. To get them to start understanding the importance of elections.

##### Activity:

1. Ask all the students to present the four different plays.
2. Once all the plays are presented, have a discussion around the following questions:
  - a. What is the essential difference between a king and a CM/PM?
  - b. Why do we have one over another?
  - c. What are the benefits? What are the downfalls?
3. Lead the discussion to discuss the essentials of democracy – elections?
  - a. What is the knowledge of the group on voting?
  - b. When did they see an election?
  - c. Which members of their family members went to vote?
  - d. What do their local panchayat do?
  - e. Do they know their local panchayat?
4. Lead the discussion so that they are prepared for a visit to the local panchayat?
  - a. What questions do they want to ask their local panchayat?
  - b. What would they want to know about their panchayat that they do not know now?

##### Debrief:

1. It must be made clear that power is concentrated in the king, and that there is no way to remove him, especially if he is a bad king.
2. The king can change his mind anytime that he wants and he doesn't have to take the people's wishes into account.

3. Democracy is a system where everyone has a voice and has all the opportunity to participate in governance. If one is stuck with a bad CM, the people can remove him.
4. It is part of the duty of every adult to vote and to vote responsibly.
5. We can start small with understanding how local elections work.
6. So, the panchayat is the first governance institution that all the children should be acquainted with, and that is why there is a specific reason to visit it.

### **Specific instructions:**

1. It is very important that instructions are given to the children and to the teachers regarding the specific situation that the king or the PM faces. It must be illustrated using the story that
  - a. No one can overrule the king.
  - b. No one can stop the son from taking the post of the king even if he is unsuitable.
  - c. The king can interfere with the personal lives of anyone.
  - d. The king is immune to the law. He creates the law.
  - e. People become dependent on the good wishes of the king.
2. It is important to illustrate that while certain politicians behave like kings, it is possible to use democratic institutions to make them accountable.
3. It is also important to ensure that they are prepped to ask some questions of their elected representatives when they visit the panchayat.

### **Activity for Teachers**

1. The teachers can help the students prepare and present the play.
2. They can also help be supportive audience, and participate in the discussion around elections.
3. They can share their stories about elections and their knowledge of the panchayat with the students.

### **Activity for Community**

#### **Activity 1: Update of the project to the community members**

1. A small presentation with a question-and-answer session with the community members.
2. Discussion of activities, games conducted thus far and the discussions for the field visit to the Panchayat.
3. Start the process of getting consent to take the children on field visit to the Panchayat.



**For Mentors: Observe the following**

1. Interaction with respect to the participants: How are the children engaging with each other? What was the nature of interaction – was it collaborative or competitive? In what ways were the plays collaborative and in what ways were they corroborative?
2. Groups of children: What are the group dynamics in sharing their artifacts of emotion? If there are points of friction in the groups, what is the nature of the friction? If there are points of cooperation and support, what is the nature of cooperation and support?
3. Interaction between teachers and students: Are the interaction with the teachers and students changing? What is their level of participation in the activities? What are the teachers' reactions to these activities? What do you think they are learning? If there is any resistance to these activities, what do you think are the source of this resistance?
4. Confidence of the children: What are the common ways in which they are seeing themselves? Document something that was surprising or unique that the children said or did that was memorable. Make a note of the difficulties experienced.
5. Suggestions: What are the areas that you think require more support? What are the areas requiring no support? What should be the next steps, in your opinion? Make observations on how the activities are working and how they are not working.
6. Self-reflection: In your view, what do you think of the activities that the kids did today? What were your thoughts or opinions on what you observed or experienced? How difficult or easy was it to do these activities? If it was difficult, in what ways? If it was easy, in what ways?

## Week 10

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### Activity for Children, Teachers, and Community

#### Activity 1: Movie Screening

##### Objectives:

1. To get children, teachers, and the communities to engage with the mentoring activities
2. To build confidence and trust within the children, teachers, and community
3. To provide entertainment and other notions of fun into the model.

##### Materials required:

1. Arrangement of screening props – movie, projector, CD or DVD player.
2. Arrangement of screening space – organising the venue for the movie. Ensure that the movie is related to democratic institutions, or a freedom struggle, or fighting for human rights.
3. Provision of snacks / water.

##### Activity:

1. Take the children, interested teachers, and community members via organised transport to venue of the screening.
2. Screen the movie.
3. After the movie is finished, connect the movie to the objectives of the MMP and provide space for any questions or concerns aired by students, teachers, or community members.
4. Solicit suggestions for the next movie screening.

#### For Mentors: Observe the following

1. Interaction between the participants: What were the reactions of the students, community members, and the teachers to the movie? Was it similar or different? In what ways were they similar or different?
2. Reaction to the movie: What were the most common questions asked about the themes of the movie? What were the most unusual questions? How did you answer them?

## Week 11

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### Activity for Children

#### **Activity 2: Catch the ball of learning**

##### **Objectives:**

1. To identify the learning done so far.
2. A test to improve memory and concentration.

##### **Materials required:**

1. Several small balls – rubber or plastic.

##### **Activity:**

1. Break the group into small groups.
2. Students toss the ball to each other and when they catch it, they have to share one thing that they have learned or can use from group.
3. This learning can be about each other or about the subject matter discussed.

##### **Specific instructions:**

1. This exercise can be used at any time, when there is too much monotony in the group and the students are getting restless.
2. It is important to make sure that one student is not thrown the ball all the time.
3. Encourage the students to reflect and think about learnings for the past two months.

#### **Activity 2: The structure of the family**

##### **Objectives:**

1. To understand the diversity of families and the diversity of practices within families.
2. To start investigating various family practices.

##### **Materials required:**

1. Drawing materials: chart paper, coloured and plain paper, crayons, paint etc.

**Activity:**

1. Distribute the drawing materials to the group and ask them to draw their families on a chart paper.
2. Ask them to illustrate the relationships between the various family members.
3. They are free to draw as many or as little relations as they want.
4. At the end of the activity, ask them to show the various relationships to each other.

**Debrief:**

1. Ask specific questions about the nature of their family
  - a. Is it joint or nuclear? If it is joint, why it is called joint?
  - b. Is there really a difference between a cousin and a brother?
  - c. What are the differences in roles from the father's side and the mother's side?
  - d. What is the difference between a paternal aunt and a maternal aunt?
  - e. Are friends' part of the family? If yes, why? If not, why not?
  - f. Who makes these distinctions?
  - g. Why are they making these distinctions?
2. There does not require to be a full lesson on the diversity of families, but they should be made aware that the concept of families is different for different people in India. The people in some communities consider the woman the head of the household, and some communities all live together in one big family.
3. It is important to illustrate that the family is part of the culture and that the definitions keep changing – using the nuclear and the joint family system as an example.

**Specific instructions:**

1. It is not necessary to leave the discussion on a particular note. This is just to start the discussion so that we can build on family roles and responsibilities.
2. This will be later used as part of the exercise to understand the roles and responsibilities of each of the family members and whether that is useful or not.

### **At-home activity: The story of my family**

#### **Objectives:**

1. To understand children's view and perspective on their own families.
2. To ensure that children are thinking about the structure of their families.

**Materials required:** Notebook and pen.

#### **Activity:**

1. Ask the children to write a story about their family. Be as open as possible.
2. It can be a story about one member or their whole family. It can also be a fictional story about any family.

### **Activity for Teachers**

1. The teachers can help conduct and participate in the activity.

### **For Mentors: Observe the following**

1. Interaction with respect to the participants: How are the children engaging with each other? Are they having fun? Are they more comfortable working with each other? If not, in what ways are they not? If they are, in what ways are they comfortable?
2. Groups of children: What are the group dynamics in sharing their family histories? If there are points of friction in the groups, what is the nature of the friction? If there are points of cooperation and support, what is the nature of cooperation and support?
3. Interaction between teachers and students: Are the interaction with the teachers and students changing? What is their level of participation in the activities? What are the teachers' reactions to these activities? What do you think they are learning? If there is any resistance to these activities, what do you think are the source of this resistance?
4. Suggestions: What are the areas that you think require more support? What are the areas requiring no support? What should be the next steps, in your opinion? Make observations on how the activities are working and how they are not working.
5. Self-reflection: In your view, what do you think of the activities that the kids did today? What were your thoughts or opinions on what you observed or experienced? How difficult or easy was it to do these activities? If it was difficult, in what ways? If it was easy, in what ways?

## Week 12

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### Activity for Children

#### Activity 1: Health and lack of health

##### Objectives:

1. To foster a basic knowledge about health and health systems.
2. To self-identify the health status and to learn about being healthy.

**Materials required:** Chart paper and markers, old newspapers and magazines.

##### Activity:

1. Divide the children into groups of three or four.
2. Ask them to use the materials provided to depict the characteristics of a healthy person.
3. They can use any pictures to represent a health person.
4. Each of the groups can present the findings to each other.

##### Debrief:

1. If the children do not come up with the following characteristics, facilitate the discussion so that they are discussed
  - a. Participation in physical activity.
  - b. Enough food and nutrition.
  - c. Protection against illness.
  - d. Sufficient sleep.
  - e. Mind and brain are working properly.
  - f. Informed about the systems of the body.
2. Using this discussion, discuss good healthy practices that should be incorporated everywhere
  - a. Sanitary practices
  - b. Garbage disposal
  - c. Clean water and food etc.

- d. Use the discussion to steer towards their family and their own health.

**Specific instructions:**

**Activity 2: Family and child's health**

**Objectives:**

1. To understand the (potentially) inequitable health practices in families.
2. To start the conversation between work and health.

**Materials required:** Meena's story about the division of the Mango.

**Activity:**

1. Read out the story of Meena and the division of the mango or show it to them through the netbook.

**Debrief:**

1. Facilitate a discussion around
  - a. What are their individual opinions?
  - b. Have they seen or experienced something similar?
  - c. If they have experienced it, should it be changed? Why and why not?
2. Ask them to think about their own family members?
  - a. Who goes to the doctor when they get sick and who doesn't?
  - b. How often do the various family members get sick and who is the usual people who visit the doctor and who is the one who stays at home and gets local medicine?
  - c. Who gets to eat more in the house? Who gets to sleep more?
3. Tie this discussion back to the conversation about healthy person and think about how health their families are and how healthy they are in comparison to their brothers and sisters.

**Specific instructions:**

1. Ensure that the session is as interactive as possible.

2. Avoid lectures – emphasise that there is no right or wrong. It is important for the children not to feel ashamed.
3. Instead, the point of the exercise is to get them to think about who is being healthy in their house and who is not.
4. We will use this later to analyse the gendered division of labour and malnutrition within the household.

### At home activity: A balanced diet

#### Objectives:

1. To encourage the children to understand the purpose of a nutritional diet.
2. To enhance their knowledge of food groups.

**Materials required:** Pre-printed sheet of different kinds of food.

Foods that give energy	Foods that help growth	Food that protects from diseases
Wheat	Dal	Carrot, Pumpkin, Cabbage
Bajra, Jowar, Ragi	Grams	Green leafy vegetables
Potatoes	Ground nuts	Fruits
Sugar	Eggs	Milk and curd
....	....	....

#### Activity:

1. Ask them to look and study the sheets and ask their parents, their friends or their teachers as to the difference between the three.
2. Also, let them know that they will be playing a game based on the sheet.

### Activity for Teachers

1. Encourage the teachers to add to the list of the foods so that when asked, they are able to explain the distinctions made between the foods.
2. Look at the syllabus to see if there are similar lessons on nutrition that the teachers have to teach and ensure that the portion is being reinforced in this exercise as well.



**For Mentors: Observe the following**

1. Interaction with respect to the participants: How are the children engaging with each other? Are they open about themselves, especially with respect to the food habits? What are the kinds of experiences that they have had with food and health?
2. Groups of children: What are the group dynamics in sharing their food habits? If there are points of friction in the groups, what is the nature of the friction? If there are points of cooperation and support, what is the nature of cooperation and support?
3. Interaction between teachers and students: Are the interaction with the teachers and students changing? What is their level of participation in the activities? What are the teachers' reactions to these activities? What do you think they are learning? If there is any resistance to these activities, what do you think are the source of this resistance?
4. Food habits of the children: What are the primary stories that are emerging from the children related to food and health of the children? Document something that was surprising or unique that the children said or did that was memorable. Make a note of the difficulties experienced.
5. Suggestions: What are the areas that you think require more support? What are the areas requiring no support? What should be the next steps, in your opinion? Make observations on how the activities are working and how they are not working.
6. Self-reflection: In your view, what do you think of the activities that the kids did today? What were your thoughts or opinions on what you observed or experienced? How difficult or easy was it to do these activities? If it was difficult, in what ways? If it was easy, in what ways?

## Week 13

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### Activity for Children

#### Activity 1: Discussion of balanced diet

##### Objectives:

1. To encourage the children to understand the purpose of a nutritional diet.
2. To enhance their knowledge of food groups.

##### Materials required:

1. Chalk.
2. Pre-printed cards with various foods written on it.

##### Activity:

1. Draw three circles at a considerable distance in a room.
2. Name each of the circles as: Energy, Growth, and Protection.
3. Ask all the children to gather into the centre of the room.
4. When a particular food is called out, the children have to run to a particular circle that is associated with that group.
5. After the activity is over, gather all the children together in a group.
6. Distribute one card to each child.
7. Ask them to find the most balanced meal amongst all of them.
8. They should form groups of three which has – energy, growth, and protection against disease.
9. When the groups are formed, ask them to read out their cards to determine whether they have made the right pair.

##### Debrief:

1. Facilitate the discussion on the following points:
  - a. The body requires nutrition to grow up and it requires these three types of foods.

- b. It is important for everyone to have these three kinds of foods, even adults – because our body is constantly functioning – heart is beating, lungs are breathing etc.
- c. Try to use these food groups to talk about concepts of carbohydrates, proteins, and vitamins and minerals.
- d. Provide specific examples of how each food enhances the body.
- e. Emphasise that water is the invisible ingredient and has to be taken at regular intervals.

**Specific instructions:**

1. It is important that a clear demonstration is made between the different kinds of food and the necessity to eat different kinds of food.
2. It might be useful to do some background work on the particular dishes that is often used in the local areas to provide examples of the different combination of the foods.

**Activity for Teachers**

1. Teachers can be encouraged to facilitate and participate in the discussion.

**For Mentors: Observe the following**

1. Interaction with respect to the participants: How are the children engaging with each other? Are they open about themselves, especially with respect to the nutritional habits? What are the kinds of experiences that they have had with food and health?
2. Knowledge: How aware are they of the three groups of food? Were there points of comprehension and confusion? If so, what were these points of comprehension and confusion?
3. Interaction between teachers and students: Are the interaction with the teachers and students changing? What is their level of participation in the activities? What are the teachers' reactions to these activities? What do you think they are learning? If there is any resistance to these activities, what do you think are the source of this resistance?
4. Food habits of the children: What are the primary stories that are emerging from the children related to food and health of the children? Document something that was surprising or unique that the children said or did that was memorable. Make a note of the difficulties experienced.
5. Suggestions: What are the areas that you think require more support? What are the areas requiring no support? What should be the next steps, in your opinion? Make observations on how the activities are working and how they are not working.
6. Self-reflection: In your view, what do you think of the activities that the kids did today? What were your thoughts or opinions on what you observed or experienced? How difficult or easy was it to do these activities? If it was difficult, in what ways? If it was easy, in what ways?

## Week 14

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### Activity for Children

#### Activity 1: Planning your trip to the Panchayat office

##### Objectives:

1. To learn the skills of planning ahead for any kind of travel.
2. To understand the importance of travel.

**Materials required:** Chart paper and drawing materials such as paint, crayon, pens, pencils etc.

##### Activity:

1. Introduction to the Panchayat
2. Answer any questions that they may have regarding the visit to Panchayat.
3. Divide the group into groups of three.
4. Ask each group to draw or depict through various materials the following things:
  - a. The things that they have to take to the trip
  - b. The various kinds of transportation that they might need to take
  - c. The details of the travel route
  - d. Their expectations of the trip
  - e. The timeline of the trip.
5. Have everyone present their expectations of the trip.
6. Use the presentations and the discussions to adjust their expectations and to provide concrete suggestions and instructions. Ensure that they are mentally and physically prepared for the journey.
7. Discuss the dos and don'ts of the trip, given they are going to another place and institution.

**Specific instructions:**

1. It is extremely important that the teachers and community members are prepared to go to the Panchayat. So, it is useful to have the teachers and the community members to be present in this session, so that expectations are made very clear to everyone.
2. It is important that the students have a purpose in going to the Panchayat, instead of just as an outing.

**Activity for Teachers**

1. The teachers can help the students prepare the itinerary.
2. They can also help the children understand the logistical details of arriving at the Panchayat office.
3. They can also share the etiquette rules in travelling to Panchayat.

**Activity for Community****Activity 1: Update of the project to the community members**

1. A small presentation with a question-and-answer session with the community members.
2. Discussion of activities, games, and field visit to the Panchayat office.
3. Getting consent to take the children to the Panchayat office.

**For Mentors: Observe the following**

1. Knowledge levels: How are the children able to understand the exercise? Are they able to relate this exercise or the visit to the earlier lessons on democratic institutions? Are they able to understand the purpose of the trip? Make a note of the difficulties experienced. Document anything that you found memorable.
2. Interaction between teachers and students: Are the interaction with the teachers and students changing? What is their level of participation in the activities? What are the teachers' reactions to these activities? What do you think they are learning? If there is any resistance to these activities, what do you think are the source of this resistance?
3. Suggestions: What are the areas that you think require more support? What are the areas requiring no support? What should be the next steps, in your opinion? Make observations on how the activities are working and how they are not working.
4. Self-reflection: In your view, what do you think of the activities that the kids did today? What were your thoughts or opinions on what you observed or experienced? How difficult or easy was it to do these activities? If it was difficult, in what ways? If it was easy, in what ways?

## Week 15

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### Activity for Children:

#### Activity 1: Field visit to the local Panchayat office

##### Objectives:

1. To understand the local governance mechanisms and, work.
2. To start to build relationships or familiarity with the Panchayat members.

##### Materials required:

1. Arrangement of transportation.
2. Cooperation of the visiting institution.
3. Provision of snacks / water for the journey.

##### Activity:

1. Take the children via organised transport to the local panchayat.
2. Spend some time observing the activities within the panchayat.
3. If it is too crowded, allow a few students at a time to sit inside.
4. The children can make observations in their notebook.
5. If possible, organise such that some of the panchayat members or the Sarpanch or the Mukhiya are able to spend five to ten minutes explaining the functions of the institution and their roles in the institution.
6. After the visit, assemble in a large area or back at the school for the debrief session. This session can also be done in the next week, but preferably should be conducted the same day.

##### Debrief:

1. Ask the students questions about their visit:
  - a. What were the different activities that they observed in the Panchayat?
  - b. How does the Panchayat work for the benefit of society?

- c. What experience have they had with the Panchayat?
  - d. What are the most important functions of the Panchayat and its members? Why?
2. Facilitate a discussion based on the answers, involving the teachers and the Panchayat members as well.
3. Ask the students finally about their experience
  - a. Had they visited the Panchayat before? If yes, when? If not, why not?
  - b. What did they expect?
  - c. What did they find?

### **Specific instructions:**

1. Ensure that the children are able to observe the functions of the Panchayat and can observe some of the members doing their job.
2. Ensure that all the questions that they are asking is noted down, to be addressed there or later through other activities.
3. Prior permission as well as a lot of planning will be required for the visit. Using the teachers and the Panchayat members will be essential.
4. Encourage the teachers and the Panchayat members to share their own experiences related to governance.
5. Not all of these experiences have to be good. If they are bad, the individuals can share how they dealt with it.
6. It is important to have the conversation after the visit, so that the students are encouraged to understand and enquire regarding the functioning of the Panchayat and their rights related to the governance mechanism.

### **Activity for Teachers and Community**

1. Accompanying the students to the Panchayat.
2. Engaging and facilitating the discussion after the activity.
3. Answering or sharing their experiences with regards to Panchayat.

### **For Mentors: Observe the following**

1. Experience: What was the overall experience of the children with respect to the visit? In what ways was it fruitful? In what ways was it difficult?
2. Knowledge levels: How are the children able to understand the exercise? Are they able to relate this exercise or the visit to the earlier lessons on democratic institutions? Are they able to understand the purpose of the trip? Make a note of the difficulties experienced. Document anything that you found memorable.
3. Interaction between teachers and students: Are the interaction with the teachers and students changing? What is their level of participation in the activities? What are the teachers' reactions to these activities? What do you think they are learning? If there is any resistance to these activities, what do you think are the source of this resistance?

4. Suggestions: What are the areas that you think require more support? What are the areas requiring no support? What should be the next steps, in your opinion? Make observations on how the activities are working and how they are not working.
5. Self-reflection: In your view, what do you think of the visit? What were your thoughts or opinions on what you observed or experienced? How difficult or easy was it to do these activities? If it was difficult, in what ways? If it was easy, in what ways?



# Second Module<sup>1</sup>

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## Week 1

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### Activity for School Children: Sensory Perception I

#### *Note to mentors:*

1. Before going to the classroom, ensure that you have prepared all the materials required for all the activities of that day.
2. In the classroom, assess the time that you have in each of the classrooms. Based on this, ensure that you have divided each of the activities throughout the class, giving room for consolidation as well. Keep a timer or buzzer in your phone for each activity, if necessary, so that children are also aware that the time is up.
3. Please ensure that all the props are ready and have been tested prior to visiting the classroom.

#### **Experience: Guessing Game (10 minutes)**

##### **Objectives:**

1. To make children aware of the multiple sources of information that they are processing.
2. To make children aware of the knowledge that they already have.
3. To make children aware of abstraction of information – how they are able to imagine an object when they are aware of it.

##### **Materials required:**

4. Small clay pot.
5. Big dark cloth to cover the inside of the pot.

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<sup>1</sup> Although the first module also uses the Experience, Reflection, Application and Consolidation (ERAC) framework, we have formalised this much more clearly in the second module. So, all activities are formulated in the ERAC framework.

6. Fifteen to twenty small and large everyday objects: safety pin, pen, pencil, ball, stone, marble, spoon, small cup, wooden stick, ribbon, old pair of glasses etc. Please use materials that are easily accessible.
7. Small bell or buzzer.
8. Paper and pencils.
9. Assembly of the pot: First place all the objects in the pot. Then tie the ends of the cloth tightly to the brim of the pot in such a manner that the cloth covers the inside of the pot. The objective is that the child should be able to feel the objects without seeing it. The cloth should be tied in such a manner that it is loose, so that children can reach for the objects inside the pot, but not see them.

**Activity:**

1. Place the pot in a prominent place in front of the class.
2. Engage the student to be curious about the pot. You can say sentences such as:
  - a. What do you think is in this pot? Do you want to come and see?
  - b. Alternately, you can say - this is a magical pot. It has so many things. . .you never know, you might find an elephant in it too.
  - c. Alternately, you can say - who wants to have magic on their fingers?
3. Ensure that children are enthusiastic about it and are not frightened by the pot.
4. Explain the rules of the game:
  - a. Whoever wants to play the game has to come forward to the front of the room.
  - b. They have to face the room with the pot in front of them.
  - c. They have to put one hand in and have to feel all the objects through the cloth.
  - d. The rest of the children watching have to count to 30 seconds.
  - e. After 30 seconds, the mentor or one of the children rings the bell.
  - f. Then, the child takes another 30 seconds to write down all the things that they have identified. Alternately, the child can tell the teacher all that they were able to identify.
5. Once the rules are explained, the mentor can ask who wants to participate.
  - a. If lots of children wants to participate, the mentor can make an ordering of five based on any rule that they think of – those who have braids will go first, or those who are sitting in the back go first etc.
  - b. If no one is volunteering, then find an arbitrary rule in the classroom based on your observation and then choose. For example, those who have a red bag will come forward or those whose who are sitting closest to the door etc.
6. After the game is over, the mentor then asks the children who participated to shout out all the things that they were able to identify. For each of the word, the mentor writes the word down in English or in Hindi, so that the children are able to learn by watching.

7. The mentor then starts the reflection session.

**Transition:**

1. All of you were not able to find the elephant!! Of course, there was no elephant, but you were still able to find something, right?
2. Alternately, you can also say - wasn't it a magical pot? You were able to find so many things in it without even looking inside? So, there must be magic inside.

**Reflection: Discussion (10 minutes)**

1. Ask the children
  - a. What did you first think when you first came? What did you think you would be able to do?
  - b. Did you find what you expected? If yes, what? If no, what did you not find?
  - c. Was there any rule that you followed when you started to feel the objects?
  - d. Do you think it worked? If it worked, why did it work? If it didn't work, why didn't it work?
  - e. Were you confused by some of the objects? What were the objects? Why did they confuse you?
  - f. Were you confident about some of the objects? What were the objects? Why were you confident?
  - g. How did you know that you were holding the thing that you thought it was?

**Transition:**

Based on what the children answer, you can lead them into the next activity by stating the following sentences:

- a. See, so it is clear that you do know that you can know things without looking at them.
- b. Of course, it is easier to know things when you see things.
- c. Do you all believe what you see? If the children answer yes, then ask them – are you sure?
- d. Now I am going to show you a few things and then we'll see if your eyes tell you everything.
2. Alternately, you can also say:
  - a. Now you know that your senses are not working properly. You might have to go to the doctor.
  - b. What does the doctor usually do – they first check your eyes. Let's see if we can test our eyes through the next thing that we are going to do.

**Application: Optical Illusion (30 minutes)**

**Objectives:**

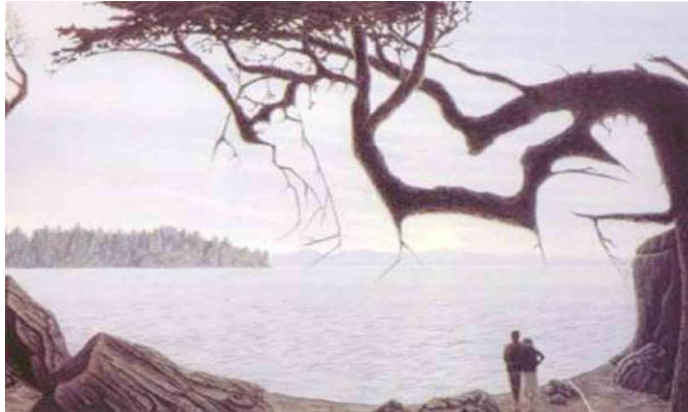
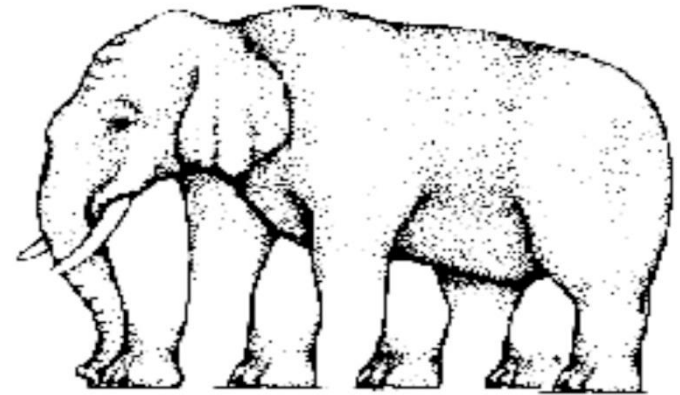
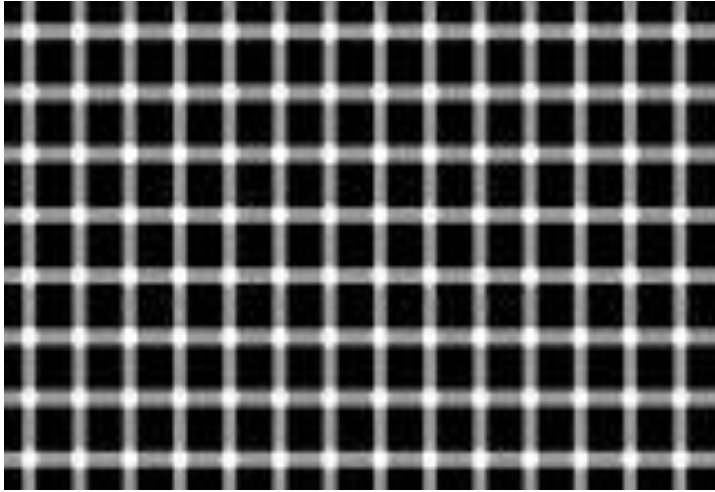
1. To make children question the authority of their seeing.
2. To make children think about the ways in which we are able to process information.
3. To make children understand the limitations of personal experience.

**Materials required:**

1. Thick string.
2. Chart paper, scissors, sketch pens, glue.
3. A sample of the optical illusion already prepared by watching the birdcage video.
4. Following <sup>2</sup>images that has to be loaded onto the computer:

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<sup>2</sup> The three paintings used for the activity are by Octavio Ocampo.





**Activity:**

1. Assemble all the children in a group in front of the computer. Let them see it at eye-level.
2. Ensure that all of the children can see it.
3. Show the pictures one by one and ask the following questions based on the image:
  - a. Figure 1: How many legs does the elephant have? For each answer, ask the child to point out the exact number of legs
  - b. Figure 2: How many black dots can you see?
  - c. Figure 3: Who can spot the baby in the photo?
  - d. Figure 5: What are all the things you can see in the photo?
  - e. Figure 6: What are all the things that you can see in the photo?

**Transition:**

1. Now that you know that the eyes can deceive you, can you think of other things that can deceive your eyes? What about the fan moving? The wings of the bee?

2. Can you think of any other examples that you can see in your house? If the children do not answer or can immediately answer, let them know that they should go home or observe their surroundings to see if such illusions exist in the world.
3. Now, let's see if we can make our own optical illusion. Do you know – we can make one too. Let's do that!

**Activity:**

1. First, show them the bird cage that you have already made at home.
2. Then, go through building the bird cage. Let all the children see how it is done.
3. Ask the children to distribute all the material for the bird cage. Ask them they can make anything but they can't make a bird cage. They can make a man inside the house, or a woman inside a palace, or a tiger in the zoo etc.
4. Then, take the children through the step-by-step process of building a bird cage.
5. After they finish, ask them to twirl the strings and see if the optical illusion works.

**Consolidation: Discussion (10 minutes)**

1. So, let's talk about what we did today.
2. Do you know how this optical illusion works? How do we find out?
3. What do you know through touch? How can you be sure of what you touch? What are the things that you can know by seeing? How can you be sure?
4. We know that you rely on your eyes – but we now know that eyes can be deceiving. So, what's the best way of knowing something? Is it touch or is it eyes?
5. If the children choose one or another, provide counter arguments or ask other children whether they can provide counter arguments.
6. End the class with some level of suspense and do not let them know what will happen in the next class.

**Transition:**

1. End the discussion with saying that now we know that touch tells us some things and seeing tells us some things. What are the other senses that we have? What do they tell us?
2. If I am a doctor, I'll want to find out about whether my other senses are working. So, let's find out next class.
3. Alternately, you can tell them – let's see if your other senses are also fooling you.
4. All of you will come? Make sure you bring your other classmates also. They won't want to miss it!

## Week 2

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### Activity for School Children: Sensory Perception II

#### *Note to mentors:*

1. Before going to the classroom, ensure that you have prepared all the materials required for all the activities of that day.
2. In the classroom, assess the time that you have in each of the classrooms. Based on this, ensure that you have divided each of the activities throughout the classroom, giving room for consolidation as well. Keep a timer or buzzer in your phone for each activity, if necessary, so that children are also aware that the time is up.
3. Please ensure that all the props are ready and have been tested prior to visiting the classroom.
4. Please practice the sequence of events and the logistical arrangements you will need in each of the schools that you are attending.

#### **Experience: Sounds of the world (20 minutes)**

##### **Objectives:**

1. To make children aware of the various ways in which they are processing information.
2. To make children understand the difference between visual and non-visual cues.

##### **Materials required:**

1. Laptop or phone with the compiled video.

##### **Activity:**

5. Ask the children to take out their pens and notebooks.
6. Have them sit in a circle or in different corners or in any arrangement that is suitable so that they are not able to see each other's note books.
7. Play the video (without any visuals).
8. Ask them to write down all the sounds that they are hearing.
9. After the video has played, ask them what all they were able to identify. Encourage the children to answer it out loud.
10. Start writing the answers on the board, or ask one of the children to write on the board so that the children can learn by watching.
11. Then, ask the children to come closer and watch the video.
12. Play the video again, this time with the visuals.



13. Make a circle on all those answers that the children got correctly.

14. Ask the children

- a. So clever – they were able to answer so many correctly? What made them answer it correctly? When they heard it, what was the first thing that they thought of? Did everyone think the same thing? What did other people think of when they heard the songs?
- b. What about the ones they were not able to guess? Why were they not able to guess it? Was it because it was new or was it because it resembled something else?

**Transition:**

1. Is it just this activity or do you think something is wrong with our hearing?
2. Should we test it out? Let's try another game.
3. All of you have played it before – let's see if we can do it and test our hearing?

**Reflection: Chinese whispers (10 minutes)**

1. Have the children sat in a circle?
2. Given them a long sentence, and then ask them to repeat it to the next person in a small whisper.
3. Then, when it comes to the last person, ask the person to say it out loud.
4. If the sentence is different, ask the children why it happened.
  - a. If the children say that it is because of the girls or the boys, ask them if we play it with different children, do they think the result will change? If it does, then why do we keep playing it?
5. Ask them:
  - a. What does the function of hearing help us?
  - b. Can we always depend on our hearing?
6. Discuss the children's answers without providing them any specific information. Encourage the debate, by asking other children whether they agree with a child's view. If he / she agrees, what part do they agree on and what part do they disagree on?

**Transition:**

1. Now, we have seen that hearing can also give us some information and sometimes, it also distorts information.
2. What are the other tastes that we should test? What is left? If people say taste or smell, tell them, you are going to see what are the unique information that taste or smell gives you?
3. Alternately, you can also tell them: Hearing is so useful. But taste is not useful, no? What is the use of smell? When the children respond in the positive or the negative, transition to: let's see if there is anything useful in tasting and smelling.

4. Alternately, hold your nose and start to speak – when your voice starts squeaking, tell them – wow! The nose does do a lot of things. I can be quite normal now. Do you think the nose can do other things? The nose can smell and it can change your voice. Can it also taste? Do we want to see if the nose does anything?

### Experience / Application: Master Chef (20 minutes)

#### Objectives:

1. To make children understand the way that they process taste.
2. To make children realise the connection between various senses.
3. To make children understand the knowledge that they already have.

#### Materials required:

1. Five small plates.
2. Twenty fruits and vegetables, cut into square pieces, so that they cannot be identified: apple, tomato, lychee, banana, carrot, cucumber, onion, lemon, radish, beetroot, mango, grapes etc. Ensure that you have **two** pieces of the fruit or vegetable.
3. Black Blindfold.

#### Activity:

1. Keep your back to the class and arrange the five plates in such a manner that they are not able to see what you are doing.
2. Then, like a magician, reveal the table with five plates with five things on it.
3. Ask for volunteers. Tell them that they will have to close their eyes and close their nose. Ask the children if they are okay with the blindfold. Have another child tie the blindfold on the volunteers.
4. Now, lead the child to the other side of the table, so that they can all see the child tasting the food.
5. The child will **then close her nose** and taste the five plates, one by one.
6. They will then try to identify what the food is.
7. After the five plates are over, there are potentially two scenarios:
  - a. The child is able to identify the food – congratulate the child.
  - b. The child is not able to identify the food.
    - i. For all the items that the child is not able to identify, give the child the same thing, but this time with his/her nose open.
    - ii. Ask the child if he/she can identify the food now?

- c. If they can, then congratulate them. If they can't, just let them know the name of the fruit or vegetable.
  - d. It is important not to repeat any of the fruits or vegetables with the other children.
  - e. Do this same exercise with four more children.
8. Specific instruction: Ensure that the children who volunteer for participation are not repeated from last week's exercises. Opportunity for different children to participate should be provided.
  9. After all the children have completed the exercise, a round of applause.

**Transition:**

1. So, now we know that smell and taste are linked. Do you think there are other senses that are linked? What could be the combination of senses that we link together.
2. What else are connected to the sense of things – what is the thing that connects all of it? Push the children to think about the brain. Then, use the examples of the children to ask if they remembered something when they first tasted the fruit or vegetable.
3. If they did, discuss it for a few minutes. Then, tell them: let's do a small exercise on what we think of when we think of a particular kind of smell. Let's figure out what our brain comes up with.

**Consolidation: Memory and smell (10 minutes)**

**Objectives:**

1. To make children understand the connection between senses, experience, and memory.
2. To make children aware of the various knowledge bases that they have.

**Materials required:**

1. None.

**Activity:**

1. Ask all the children to close their eyes. Now, ask them what are they smelling? Write down all the smells that they name. If they are not able to smell anything, prompt a little from your end – can you smell the wind? Is it possible? Can you smell the road? What is the smell of books?
2. Write the responses down on the board.
3. Then prompt them to divide the smells into different types – fields, garden, house, kitchen or any other grouping.

4. Based on the grouping that the children come up with, divide the children in these groups, and ask them to write down all the smells that they can associate within in their group. Give them three minutes.
5. Go around the groups and encourage them to quickly write down or discuss the smells.
6. Then, let the groups assemble after three minutes and as they read out the smells, write it on the board.
7. Pick any of the strong smells that has been listed and ask the children - what memory is associated with the smell? They can tell you in a sentence or in a story.
8. Do this a few times. Ask for volunteers. If no one wants to talk, ask one of the group members what they first thought of, when they wrote down the smell.
9. After a few rounds are over, ask them the following questions:
  - a. What do the children think is the connection between smell, taste and memory? How do they think it is connected?
  - b. Do we experience the world only through eyes, or are all the senses involved? How are they involved?
  - c. What kind of information do the different kinds of senses provide? Use children's own examples if they are struggling to answer.
10. End the discussion by letting them know:
  - a. We often do not know how much we know. All of you children know so much – through your fingers, through your eyes, through you taste. So, all of you are knowledgeable.
  - b. But we also interpret new information based on what we know. So, it is important to keep our mind open to new experiences, so that we are not mistaken, like our eyes were mistaken or our ear was mistaken.
11. Close the day by letting them know:
  - a. Next week, do you want to know what we'll do – we'll all become insects and birds.
  - b. Do you know how to do it? No? Then, you'll have to come and find out.

## Week 3

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### Activity for School Children: Memory and Observation

#### *Note to mentors:*

1. Before going to the classroom, ensure that you have prepared all the materials required for all the activities of that day.
2. In the classroom, assess the time that you have in each of the classrooms. Based on this, ensure that you have divided each of the activities throughout the classroom, giving room for consolidation as well. Keep a timer or buzzer in your phone for each activity, if necessary, so that children are also aware that the time is up.
3. Please ensure that all the props are ready and have been tested prior to visiting the classroom.
4. Please practice the sequence of events and the logistical arrangements you will need in each of the schools that you are attending.

#### *Introduction:*

1. What are the living things that move very fast? Let the children shout out what they think – engage with them about the things.
2. If someone has stated a bird or a bee or a fly, ask them – have you ever wondered what the bird or the bee or the fly can see. . .
3. Do you want to have the same experience? Let's try doing that today.

#### **Experience: Flash animation (10 minutes)**

##### **Objectives:**

1. To make children understand the relationship between memory and observation.
2. To make children engage with the knowledge that they have.
3. To make children aware of the speed at which the mind works.

##### **Materials required:**

1. Laptop loaded with the animation scenes.

##### **Activity:**

1. Place the laptop at an angle so that all children can see and view it.
2. Ask the children to take out their books and pens.

3. Explain to the children that they have to write down as quickly as possible the animation scenes that they are seeing.
4. Play the animation scenes.
5. Ask the children to read out what they saw.
6. Ask one of the children or you can write out all the things that they saw.
7. After they are finished, play the video more slowly, and ask all the children to come to the board and circle the right answers.
8. A round of applause for everyone. what all they saw and ask them how many they were able to identify.
9. Applause for those children who were able to get the most correct answers.
10. Variation: For those who are not comfortable with writing, create five to six groups such that one person in the group is able to write down the animation scenes quickly. Do the activity as per plan.

**Transition:**

1. Spread a small sheet of cloth on the ground in one corner of the classroom.
2. Then, ask the children to quickly collect a few things from their desks or their surroundings or on their body (such as glasses, earrings, ribbon) and drop it on the desk.
3. As the children are doing this, drop a few things of your own that the children can't find in their vicinity.
4. Start the activity.

**Reflection: Things to remember (15 minutes)**

**Objectives:**

1. To make children aware of the way in which memory works.
2. To make children focus on the techniques of observation.

**Materials required:**

1. Assemble twenty big or small things: Leaves, book, phone charger, small bowl, ball, pencil box, knife or scissors, clock or watch, cell phone, light bulb, banana or any other fruit, newspaper clipping, photograph, pencil sharpener or eraser, ribbon, plastic flower etc.
2. Bell.

**Activity:**

1. Explain the rules of the game:
  - a. Whoever wants to play the game has to come forward to look at the items all at once. If there are more than ten children, they have to do it in batches of five.
  - b. They have 1 minutes to look at the sheet.
  - c. The other children can start counting to sixty seconds.
  - d. Ring the bell / buzzer after 1 minute.
  - e. The child or the group of children then go to one tale, and write down or tell the mentor all that they remember quietly.
  - f. Then, the next batch of children will come up to view the items. Do it only for 4 to 5 children or 4 to 5 groups.
2. Once the rules are explained, the mentor can start the game.
3. After the children have finished, ask the children the following questions:
  - a. So, what was the easiest thing to remember? Why do you think it was so easy?
  - b. What was the hardest thing to remember? Why didn't it come to your head?
  - c. Was there a specific strategy they used to remember things?
  - d. Did the group that came after the first one has a way to remember things?
4. Specific instruction: Ensure that the children who go in the first round do not share the answers with other children. So, the answers have to be told to the mentor a little more quietly and written down and given it to the mentor.

**Transition:**

1. Okay, now, let's quickly pick up all the things that you have put on the sheet.
2. Pick up all the other things that you had put on the sheet.
3. Ask the children to move the sheet to the centre of the room.
4. Now ask the children to put different things on the sheet that they can find.
5. Supplement the children's contribution by putting things on your own that was not used the last time.

**Application: Twenty Questions (25 minutes)****Objectives:**

3. To make children aware of the way in which they are able to categorise things.
4. To make children focus on the strategies by which they remember.

**Materials required:**

1. Twenty big or small things: Leaves, book, phone charger, small bowl, ball, pencil box, knife or scissors, clock or watch, cell phone, light bulb, banana or any other fruit, newspaper clipping, photograph, pencil sharpener or eraser, ribbon, plastic flower etc.
2. Bell.

**Activity:**

1. Make even number of groups. Quickly divide them on the basis of the letters of their last name, the roll number, their birthdays or any other random criteria.
2. Explain the rules of the game:
  - a. Each of the group will choose one item from the list that they cannot tell the other groups. They will be writing it down in a chit and giving it to the mentor.
  - b. The other groups have to guess which item the group has chosen. If there are four groups, one group will be the choosing team (the team that mentally chooses the item) and the rest will be the guessing teams.
  - c. The guessing teams get one question per round. For each question that they are not able to guess the correct answer, they get one point.
  - d. They collectively only get twenty questions. The more questions that they ask and are unable to guess, they are more likely to lose.
  - e. So, the objectives of the game are two:
    - i. If you are in the guessing teams: you have to guess the right answer with the least number of questions.
    - ii. If you are in the choosing (of the item) team: you have to ensure that you choose in such a way that the other teams have to ask more number of questions.
  - f. If the guessing teams are not able to guess the item, then the choosing team gets two points deducted from their overall score.
  - g. To win the game, the team that has the least points wins.
  - h. Each team has an opportunity to become a choosing team. For example, if there are four teams – there will be four times that the game will be played, with each team being the choosing team and the rest being the guessing teams.
3. If the children are unable to understand, play a mock round in the first round and ensure that everyone understands the rules.
4. Draw columns for each of the teams – you can ask them to choose their team names as well.
5. Start the game.
6. For each question asked by guessing teams, put one in their respective column.
7. After the first full round of the game, tally the scores of the teams.
8. Ask the children to go back in the groups and think of what they should do in the next round and choose another object.



9. They then give the chits to the mentor, and the round happens again.
10. At the end, tally up the scores.
11. Ask the children if they'd like to play another round.
12. After three rounds are over, tally up the scores.
13. The group that has the least number of scores wins and they can have a round of applause.

**Transition:**

1. Ask everyone to gather up their things and then fold the sheet and let everyone sit in the class in their groups.
2. Then lead the discussion with respect to consolidation

**Consolidation: Discussion (10 minutes)**

**Activity:**

1. To make the children understand the advantages of time with respect to observation.
2. To make the children understand the way in which they are able to strategise, categorise and remember.

**Materials required:**

1. None.

**Activity:**

1. Lead the discussion by asking the children about the last activity:
  - a. What was the plan for each of the groups?
  - b. Why did they pick the object that they picked in each of the rounds?
  - c. What was their plan for guessing the right answer?
  - d. What did they learn from the first round to the next, and then to the next?
  - e. Did they have to try very hard to remember what the other group had already asked? If they did, what was the strategy that the groups used?
  - f. Why did they think that the winning group won? What was the strategy that they had employed well?

2. Based on the answers, write down the various lessons that they learned this week:
  - a. When we associate or group or sort things into categories or something that is recognisable, it will become easier to remember. If we can create a relationship between random things, it becomes easier to remember.
  - b. When you write something down, it's easier to remember – ask them why? Based on their answers, you can let them know that when we use multiple senses – touch, eyes, hearing, speaking – then we are better able to remember.
  - c. In each round, they were able to know more about the objects that they saw in the sheet – our constant viewing of things changes our memory also.
  - d. Can we put it to use – we can sing a song with respect to important dates – why will it work? Ask the children – lead them into defining – because you are using the music (hearing) and singing (voice) and seeing.
  - e. Ask them – will they want to create a song on things they want to remember?
  - f. If you have the time, try to facilitate an activity:
    - i. Ask the children to write down the things that they have a hard time remembering.
    - ii. See if you can categorise them into meaningful groups.
    - iii. Pick a song that they all like.
    - iv. See if these words or categories fit into the song.
    - v. Don't worry if it doesn't always match.
    - vi. Ask the children to try this for anything and see if it works for themselves.
  - g. If you do not have the time, ask the children to do this activity on their own.

***Transition:***

1. Ask the children if they know the names of any inventors or people who make things.
2. Ask them if they want to invent something. If they do, they have to come to the next class, prepared to invent or make something new!

## Week 4

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### Activity for School Children: Ecosystems I

#### *Note to mentors:*

1. Before going to the classroom, ensure that you have prepared all the materials required for all the activities of that day.
2. In the classroom, assess the time that you have in each of the classrooms. Based on this, ensure that you have divided each of the activities throughout the classroom, giving room for consolidation as well. Keep a timer or buzzer in your phone for each activity, if necessary, so that children are also aware that the time is up.
3. Please ensure that all the props are ready and have been tested prior to visiting the classroom.
4. Please practice the sequence of events and the logistical arrangements you will need in each of the schools that you are attending.

#### *Introduction:*

1. Today, we will become the earth. All of you would like to become part of the earth? Let's all make the earth in this classroom. Do you want to know how to do that?
2. Alternately, do all of us know the earth around us? Okay, let's find out what we know about the earth that we are living in?

#### **Experience: Web of life (20 minutes)**

##### **Objectives:**

1. To make children aware of the complicated way in which one thing influences another.
2. To make children understand the importance of understanding ecosystems.

##### **Materials required:**

1. Big balls of string – 2
2. Scissors.
3. Box of safety pins or normal pins.
4. Magazines that contain the pictures of various living and non-living things: tree, flower, fruit, rock, stream, river, ocean, mountain, sky, worms, insects, birds, sand, wind, sun, rain, clouds, forest, wood, soil, seeds, animals, pond, fish, light, crops, humans etc.

**Activity:**

1. Distribute the magazines to the children.
2. Then, ask the children to choose either living and non-living things from the magazines that are from the natural world. So, no pens or watches, and desks etc. The pictures have to be from the natural world – so they can be a rock, stream, mountain, or tree etc.
3. After everyone is done, ask them to come together in a big circle and then pin the picture on their shirt or where it can be easily seen.
4. Give ball of string to one child. Ask the child to choose another child to whom they feel they are connected. So, if the child is a tree, they are connected to the rain. The child has to explain how they are connected to the next child.
5. Then, the next child passes it on to someone else.
6. It is important that the children are encouraged to name different children at each round.
7. If the ball of thread finishes, attach the string to another ball and let it continue.
8. Ensure that the string is wrapped around the body of the person so that the person is a bit entwined and are connected to each other.
9. After everyone has gone several rounds, ask one of the children to move: Now, we have cut the tree – the tree should move out of the circle.  
Ask all the children who are trees to try to step out.
10. Ask the children who all gets affected when the trees are stepped out.
11. Do this exercise for a few more living and non-living things.
12. Transition to the reflection exercise.

**Transition:**

1. Ask the children – why do you think you were not able to move at all?
2. If all of you are different, why should one thing be connected to each other?
3. Why should the bird be connected to the sea? Can we draw a connection?
4. Based on the answers, move into the next reflection exercise.
5. Please remember, if the children are not able to answer, you can prompt some of the debate topics, but do not, under any circumstance, lecture them about the subject area.

**Reflection / Application: Ecological debate (30 minutes)****Objectives:**

1. To make children aware of the various arguments for and against ecological conservation.
2. To make children articulate their knowledge of ecological conservation.

**Materials required:**

1. None.

**Activity:**

1. Based on the discussion from the previous activity, pick the topic that comes into their discussion the most. Otherwise, guide the children towards the following topics:
  - a. Deforestation versus development
  - b. Changing temperatures - is it man-made or it is a function of nature? Can we do something about it or because it is natural, we can't do anything about it.
  - c. What is more important – animals/birds or humans
2. Transition to dividing the entire class into two groups: One has to be pro and one has to be against.
3. They have to choose two leaders who will come to present the debate.
4. Give them ten minutes to prepare their argument.
5. Encourage them to write down their points to present it.
6. As they are discussing, go to each of the groups to give them insight or support for their argument.
7. Make two columns on the board.
8. After ten minutes, ring the buzzer.
9. Ask one party to speak. As they finish one point, write it down on the board one by one.
10. Then, ask the other party to speak. As they finish speaking, write their points down one by one, all the while summarising it for the group.
11. Based on this answer, ask another question that has a pro/con choice. For example, if they say that development is necessary for humans, even if it comes at a price, you can ask the children to debate on what price is necessary to pay for development – and then assign the pro / con to the opposite group – switch the groups so that now they have to argue the opposite side.
12. Give them another ten minutes to discuss and present the discussion.
13. Ask the leaders to present the argument and write each of them down one by one.
14. Based on this, ask the class various questions regarding the discussion
  - a. Whose argument did they find convincing and why?
  - b. What was more difficult to argue for them, and why?
  - c. Do you think that you can change the world? How? What is your role in the world?
  - d. What is the role of your parents? What is the role of your friends / grandparents/ aunt?

**Consolidation: Discussion (10 minutes)**

1. Use the discussion above to start posing questions about their families and the things that they use at home.
  - a. Can you think of a few examples that existed in your grandfather's time that doesn't exist now?
  - b. Why do you think that those things don't exist now?
  - c. What are the things that are at home that are used constantly?
  - d. What are the things that you have seen at home that are used in different forms every time you use them?
  - e. Can you go and ask at home to your parents or your grandparents or any of your elders?
    - i. What do we know now that we didn't know at their time?
    - ii. What do we not know now that we knew before?
  - f. Encourage them to ask their parents and grandparents and let them know that these answers will really help us in the next module.

**Transition:**

1. Tell them that if they ask their parents and grandparents, they will know something very significant.
2. That knowledge will help them to create gold out of something. Without that, it will be very difficult to make gold / something valuable in the next week.

## Week 5

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### Activity for School Children: Ecosystems II

#### *Note to mentors:*

1. Before going to the classroom, ensure that you have prepared all the materials required for all the activities of that day.
2. In the classroom, assess the time that you have in each of the classrooms. Based on this, ensure that you have divided each of the activities throughout the classroom, giving room for consolidation as well. Keep a timer or buzzer in your phone for each activity, if necessary, so that children are also aware that the time is up.
3. Please ensure that all the props are ready and have been tested prior to visiting the classroom.
4. Please practice the sequence of events and the logistical arrangements you will need in each of the schools that you are attending.

#### *Introduction:*

1. Tell the children that you have brought the secret to making something valuable today. But you can also start talking about it if the children tell you stories of what they asked their parents or grandparents.
2. If someone had spoken to their children, ask them about the stories and have the class listen to them.
3. If no one has asked, joke a bit about how you can't do the activity. If the children protest, you have to let them know that they have to promise to ask their parents' next time.

#### **Experience: Old is gold (20 minutes)**

##### **Objectives:**

1. To allow children to get an understanding of the difference between usefulness and waste.
2. To make children understand the various aspects of ecological practices.
3. To make children more aware of their own efforts in making an impact.

##### **Materials required:**

1. Chart paper (plain)
2. Sketch pens, pencils, and other drawing supplies.
3. Computer loaded with the following images:









**Activity:**

1. Divide the children into five groups.
2. Show them all the pictures and ask them to guess what it is. Once they have guessed, assign two pictures to each group.
3. Tell the children that they have to think of five ways in which to use the things in the two pictures that is not in its current form. So, if the bottle is old, it cannot be used for drinking. What else can it be used for? If the cloth can't be worn, what else can be used for?
4. Ask the children to draw these five ways in a chart paper.
5. At the end of five minutes, ask them to present the various ways in which each of the groups have used old materials.

**Transition:**

1. After the exercise is over, ask the children whether they'd actually like to make some of these.
2. Tell them – it is so useful when what we consider waste is seen as valuable. Your parents and your grandparents used to do this all the time, now, we will also learn how to do it.

**Reflection / Application: The 3Rs - Reduce, Recycle, and Reuse (30 minutes)**

**Objectives:**

1. To make children engage with the various ways in which they can create something out of waste.
2. To make children more aware of their own role in changing the ecology.
3. To make children more active in being ecologically-conscious.

**Materials required:**

1. Pre-prepared chart on basic concepts of recycling.
2. Computer loaded with the following clips: Newspaper bag, Feed the birds, bottle cap rainbow, Chime the wind, and Hanging Garden.
3. Old newspapers, glue, string, plastic bottles, knife, pens and pencils, paints, bottle caps and any disposable material, and big cardboard.

**Activity:**

1. Divide the children into groups of two or three.
2. Provide them choices of what they'd like to make, based on the materials that are available to them.
3. Once the children choose, ask them to either look at the materials or watch the videos to recreate what they see.
4. Help the children to make the objects. Guide them into making the entire process.

5. Ask each of them to choose one project and ask them to replicate what they saw. It is possible that they might want to rewatch it again to see how to do it. Use your knowledge to guide them through the process.
6. After the children are done, ask the children to show their work to each other.
7. A round of applause for everyone.
8. Ask the children to either take it home or display it in the classroom.

**Transition:**

1. Ask the children to clear up after themselves and put things away. Tell them – this is the first step towards making things useful and making things valuable from waste is not to let it be just sitting around.
2. Remember that each piece of thing that you have left behind can be used and reused to make something beautiful.
3. So, you really are wasting something valuable as gold by having it lie around.
4. Then, have a few volunteers hold up or pin up the chart that you have brought.

**Consolidation: Discussion (10 minutes)**

1. Using the chart, provide some information of what they have learned in the past two weeks:
  - a. We all know that the earth is connected and each of us has a valuable role in ensuring that the earth survives.
  - b. We are responsible for all the things that we do, and we can use the three principles – recycle, reduce, and reuse – in all aspects of our life to ensure that the web of life helps all of us – even the birds and animals.
  - c. Like the optical illusion, we should also not be blind to waste – we should be able to see value in waste, and ensure that we are not wasting.
  - d. It is important to remember that all things that have been discarded can also be beautiful and all of us can make it beautiful.

**Transition:**

1. Now, will you all go home and find out from your parents and grandparents how they used to use things before that they are no longer using?
2. Can you find out in how many ways what kind of knowledge your grandparents have that you don't have?
3. Find out and it'll open up a world of knowledge for you next week. Let's explore this magical world next week.

## Week 6

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### Activity for School Children: Knowledge Mapping

#### *Note to mentors:*

1. Before going to the classroom, ensure that you have prepared all the materials required for all the activities of that day.
2. In the classroom, assess the time that you have in each of the classrooms. Based on this, ensure that you have divided each of the activities throughout the classroom, giving room for consolidation as well. Keep a timer or buzzer in your phone for each activity, if necessary, so that children are also aware that the time is up.
3. Please ensure that all the props are ready and have been tested prior to visiting the classroom.
4. Please practice the sequence of events and the logistical arrangements you will need in each of the schools that you are attending.

#### *Introduction:*

1. Did you show your school mates about all the treasures that you made last week? What did they say?
2. Were you able to talk to your parents? To your grandparents?
3. If they were able to talk, let them share their information with their class.
4. If not, tell them – that's okay. Today, we'll open up your brain and see all the knowledge that is hidden inside you. Maybe that'll help you to do brain surgery on your family.
5. Don't worry, we won't literally open up your brain, but we will put all of your knowledge on the board, okay?

#### **Experience / Reflection / Application: The world of knowledge (40 minutes)**

##### **Objectives:**

1. To make children aware of the different sources of knowledge around us.
2. To make children learn and reflect on the various kinds of knowledge that we can get from different sources.
3. To enable children to understand the rich resources of learning that is already present in their surrounds.
4. To enable children to be more aware of the ways in which they can learn from those around them.

##### **Materials required:**

1. Blackboard and Chalk
2. Pre-prepared chart on basic concepts of knowledge.

**Activity:**

1. Explain to the children that this is going to be long and intensive activity, but it will be richly rewarded at the end
2. Explain the basic structure of the activity. Let them know that today we are going to find out what are the types of knowledge that they are aware of and how they can identify the sources.
3. Explain the four rounds to them.
  - a. In Round 1, the groups will focus on their classroom and one by one list the sources of knowledge that they have in the classroom such as teachers, books, charts etc.
  - b. One group will list the source, the other will list the kinds of knowledge present. For example:

Group 1 – Name of the group	Group 2 – Name of the group
Sources of Knowledge	Kinds of knowledge
Teacher	Subject knowledge – Maths, English, values, behaviour in school and so on
Maps	Physical geography and political knowledge of the world
Points = 1+1	Points = 1+1

- c. In the first round, the children start with where they are currently located, in the classroom.
  - d. In the second round, we can expand the boundary a little and take the school as our location.
  - e. In the third round, the target location will be their homes.
  - f. The fourth round, they can focus on the village.
  - g. For every answer, the students get 1 point each.
  - h. When the mentors can offer help when the group is stuck. In such a case, where the group gives an answer with the help of a clue/hint from the mentor, they get only ½ a point.
4. After the activity has been explained, divide the group in two rows.

5. Ask the children to decide names for their groups. It can be Tagore, or Gandhi or any of the names that they like.
6. Choose a student volunteer to do the writing on the board.
7. Once the groups have their names, write the name on the board for all to see.
8. The board must be divided into the following format:

Group 1 – Name of the group	Group 2 – Name of the group
Sources of Knowledge	Kinds of knowledge
Round 1 – Classroom	
1.	1.
2.	2.
3.	3.
Points =	Points =
Round 2 – School	
1.	1.
2.	2.
Points =	Points =
Round 3 – Home	

1.	1.
2.	2.
Points =	Points =
Round 4 – Village	
1.	1.
2.	2.
Points =	Points =

9. For each round, the groups will switch their role, so that the one who was doing the source of knowledge will switch to types of knowledge and vice versa.

10. After the rounds have been completed, transition into the discussion.

**Consolidation: Discussion (10 minutes)**

1. Using the blackboard, ask the following questions to generate discussion:
  - a. What are the kinds of knowledge that is more visible than other kinds of knowledge?
  - b. Do they think that the knowledge of writing is more important than the knowledge of cooking? Why do they think one way or another? Ensure that conflicting views are presented. If not, present your own views in opposition and ask the children to debate you.
  - c. Ask them based on the exercise – what does the potter know? What is his/her knowledge of? Where does it come from? What does the farmer know? Where do they document his knowledge?
2. Present them with the pre-prepared chart and go through the basic definition of knowledge, and leave them with two lessons that they themselves might have articulated
  - a. Each person has a wealth of knowledge and no one should be considered non-knowledgeable.



- b. Even if we think we do not know – we know a lot. For example, people who cook have a good knowledge of estimation, preservation, chemistry and biology.

**Transition:**

1. Tell them – I have promised you a treat, so we will definitely do something that you haven't done before.
2. Have any of you rotated a wheel of fortune? Does anyone want to?
3. Using this, transition to any activity from the Wheel of Fun Activity.

**Wheel of Fun Activity: 10 minutes**

The steps are as follows:

1. Take the wheel of fun out. Ask a shy child or someone who no one has talked to or someone who has not participated to come forward.
2. Keep the wheel on the ground (if you are sitting down) or on the table, and ask the child to spin the arrow.
3. Where-ever the arrow strikes, introduce the fun activity.
4. Please ensure that you prepare any materials required for at least one type of each of the fun activities.
5. The potential fun activities are:
  - a. Craft
  - b. Song
  - c. Dance
  - d. Games
  - e. Video
  - f. Story
  - g. Emoji

## Week 7

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### Activity for School Children: Stereotypes about Knowledge

#### *Note to mentors:*

1. Before going to the classroom, ensure that you have prepared all the materials required for all the activities of that day.
2. In the classroom, assess the time that you have in each of the classrooms. Based on this, ensure that you have divided each of the activities throughout the classroom, giving room for consolidation as well. Keep a timer or buzzer in your phone for each activity, if necessary, so that children are also aware that the time is up.
3. Please ensure that all the props are ready and have been tested prior to visiting the classroom.
4. Please practice the sequence of events and the logistical arrangements you will need in each of the schools that you are attending.

#### *Pointers for the entire session:*

1. It is important to remember the following points to guide this week's session.
2. They need not all be discussed in the beginning or in the end of the class, but these points have to be covered throughout the class:
  - a. The children already know a lot of information from many sources, and sometimes, this information is very useful – like how they have been able to recycle. So, this knowledge is very good.
  - b. It is important to also know that we have to check whether our knowledge is sound or not, or whether the knowledge is complete – verification.
  - c. If we think that some people can learn and others can't learn, or some people can do things and others can't do things, then a lot of things in the world would not be invented.
  - d. So, it is important not to limit our knowledge – we should constantly learn and grow – we should also not limit other people's knowledge.
  - e. If we all believed in our stereotypes without knowing first-hand information on whether it is true or not, then it is incomplete information.
  - f. Skills and experience at even the smallest thing are knowledge and all humans have the capacities to learn and grow, given time, training and experience.
  - g. There have been many contributors from various regions and religions who have enriched our knowledge. It might be Indians who invented the zero, but it was the Arabs who were crucial in spreading it around the globe and who used it to make calculations regarding

navigation and reading the sky. It is because of the Arabs and their institutions of knowledge that the Greeks were able to create knowledge about philosophy and science.

- h. So, we should learn that we do not limit ourselves to what people think about us and we should not limit other people to what we think about them. We are capable of more.

### **Primer:**

1. Tell all the children that they have to close their eyes.
2. Tell them that you will be telling them a story.
3. You have one rule and one rule alone: While listening to the story, they have to make sure that they do not think of anything that is mentioned in the story. If you choose to narrate the story that is given below, then tell the students that 'they cannot think about green fields, a river and an elephant'.
4. The story is: We are sitting in a large farm and there are green fields all around. Next to the green field is a river. It is big and full of waves. You can see something in the river and it is moving. Suddenly, from the river, a big elephant comes out. It raises its trunk and puts water on you. And then..... you wake up!!
5. Now, ask the children what did they all think about when they heard the story – write it down on the board, if possible. Remind them that it cannot be anything that is mentioned in the story.
6. If they do not respond, ask them: how many people thought of the elephant? How many people saw the river? How many saw the green fields?
7. Then ask: How did we all think the same thing? Why did we think the same things? Why did we think of things that we were told not to think about?
8. Let's find out by playing another small game. We all know fill in the blanks, correct? Let's do a small experiment with 'fill in the blanks'.

### **Experience: Fill in the blanks (10 minutes)**

#### **Objectives:**

1. To make children think about the stereotypes related to gender, caste, class, and knowledge.
2. To make children understand that these biases are barriers to acquire knowledge.

#### **Materials required:**

1. None.

**Activity:**

1. Ask them to take out their book/paper and pen/pencil.
2. Tell them that you will be reading a series of incomplete sentences and that they have to write whatever they feel will fit into the line.
3. There is no correct or wrong answer. They should write whatever comes to their mind.
4. *Please note:* They do not have to write the full question. They have to only write the answer. It will work better if you give the question number, and they can write the answer next to the question number. Let them know that they will not have enough time, so they should quickly write it down and move on.
5. If the students complain about having less time, you can repeat the sentence once and then move on to the next sentence. Please remember, that the idea is for them to note down whatever comes to their mind first, without having much time to think and write the most socially acceptable answer.
6. Then, read out each of the following sentences, count to ten and then move to the next sentence to read it out.
  - a. Ladki ne \_\_\_\_\_ se shaadi ki.
  - b. Mard ko \_\_\_\_\_ nahi hota.
  - c. Fair \_\_\_\_\_ lovely.
  - d. Ek achcha bacha \_\_\_\_\_ nahi karta.
  - e. Bharath ek \_\_\_\_\_ desh hain.
  - f. Ma \_\_\_\_\_ karti hain.
  - g. Pyar \_\_\_\_\_ hota hain.
  - h. Andha aadmi \_\_\_\_\_ kar sakta hain.
  - i. Ek agyakari bacha \_\_\_\_\_ hota hain.
  - j. \_\_\_\_\_ ladkiya sundar hoti hain.
  - k. Roti kapada aur \_\_\_\_\_.
  - l. Padoge likhoge banoge \_\_\_\_\_; Kheloge kudoge banoge \_\_\_\_\_.
7. After the exercise is over, ask the children to tell you the answers.
8. For repeat answer, write the answers down for each of the sentences. If more than one child has answered the same answer, write down the number of children who had the same answers, next to the answer.
9. Use the words to do the reflection exercise.

**Reflection: Discussion regarding common answers (10 minutes)**

1. Count the number of common answers and the questions that provoked the most common answers.
2. Ask the children why they chose that when they had all the other choices? If the children say that it is the only answer possible, provide them with other examples.
3. **For mentors:** Please prepare alternate words for the fill in the blanks for each of the sentences. This way, when children ask for alternatives, you can provide them with many examples of how it could be filled. Also, prepare notes for some of the statements such as 'mard ko dard nahi hota' as ways to study the truth of these statements. As much as possible, try to play the devil's advocate for the children and start to ask them the following questions:
  - a. Why did certain answers come to us so easily?
  - b. Why were some answers difficult?
  - c. If the children say, they have heard it, or just know it – ask them where they heard it from? Why did it feel right?
  - d. Let them know that when we do not know something or have to think quickly, we just go back to what we have heard and understood. We don't explore options that there could be a million answers to the same question.
  - e. Especially when we do not have full knowledge or half-knowledge, we just go with the flow instead of exploring or thinking about alternatives.
  - f. Sometime the biases are so restricted that we are completely unaware of alternatives. Use examples from the exercise to elaborate this.
  - g. Transition to the next exercise.

**Transition:**

1. Now, let's do another game. We did 'Fill in the Blanks' before. We will now do 'Match the Following'.

**Application: Match the following (20 minutes)****Objectives:**

1. To make children think about the stereotypes related to gender, caste, class, and knowledge.
2. To make children understand that these biases are harmful if they have to acquire knowledge.

**Materials required:**

1. Chalk and blackboard or whiteboard and marker
2. Print outs of two things: (1) Actions of hands, and (2) Different kinds of people.

**For mentors:**

- a. Please note that you have to print out copies of these pictures, as per the size of the class.
- b. Please ensure that there are as many copies of hands as there are copies of people. This will ensure a one-to-one match.
- c. If the numbers are uneven, then you can assign two children to one picture, or allow two children to match with one of the children.
- d. The idea of the exercise is to ensure that the actions that the hands are doing as well as the people have to be very different.
- e. Also, ensure that the gender of the hands is not visible.

**Pictures in Category A:**





**Pictures in Category B:**



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**Activity:**

1. Divide the children into two groups.
2. Assign the pictures of hands to Group A.
3. Assign the pictures of people to Group B.
4. Let one group stand to one side of the room and the other group stand to the other side. Now, children from Group A must match up with children from Group B.
5. After the pairs have been done, ask the pair of children to describe the person and the action.
6. Ask the pair to form a sentence which describes the person and the action that they are doing. They could also tell a short story comprising of a few sentences.
7. Ask them if the sentence can be true or not.
8. If not, why can't it be true? Why can't it be false?
9. When the children are forming a sentence, write the action either in the stereotype box or in the non-stereotype box.

Stereotypes	Non-Stereotypes
Example – only women can cook and have the knowledge to do so	Example – Men can also be dancers

10. After the children have finished presenting, engage with them on the discussion on:
  - a. Why do they think some have been placed under the heading of stereotypes and some under non-stereotypes? Do they know about stereotypes?
  - b. Do they know about these stereotypes?
  - c. How did they come to know about them?
  - d. Do they know of any exceptions to these stereotypes?
  - e. Why do we use these stereotypes?
  - f. How are they harmful? How are they useful?

**Transition:**

1. We might think that stereotypes are useful and that they are true. But if we actually believe that they are true, then there will be a lot of loss in the world. Want to know what this loss will be?
2. First, let's do a small quiz. Let's watch this video and all of you identify who these women are, okay?

**Consolidation: Anyone can invent (10 minutes)**

**Objectives:**

1. To make children understand that there is no one activity or talent that is assigned to a gender or caste or religion.
2. To make children aware that inventions can be done by anyone including themselves.

**Materials required:**

1. Projector.
2. White Sheet.
3. Computer
4. Video (s) on women scientists

**Activity:**

1. Gather the children around the projector and show them the movie.
2. After the movie, ask them a few questions:
  - a. Did they know about these inventors and scientists beforehand?
  - b. If they didn't know about these inventors, what might be the reason?
  - c. If they have to find out information about them, where will they go?
  - d. What do they feel now that they have seen the video?
3. Given that the video is in English, the video can be paused to ensure that they have understood the contributions made by each of the women scientists.
4. **Note to mentors:** Please review the videos and research extensively on each of the women scientists. This way, you will be able to tell the children the background and the importance of the achievements of these women scientists.

*Transition:*

1. Now, for next class, we will go around the world to do shopping? In order to do that, you will first do a small thing for us.
2. Go to your kitchen or to any part of your house, and find out from where things are bought from or manufactured. Let's see where the things in your house have travelled from.
3. Will all of you go make that list? Good – because then we can take a look at all the places the things in your house have travelled from.

## Week 8

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### Activity for School Children: Markets

#### *Note to mentors:*

1. Before going to the classroom, ensure that you have prepared all the materials required for all the activities of that day.
2. In the classroom, assess the time that you have in each of the classrooms. Based on this, ensure that you have divided each of the activities throughout the classroom, giving room for consolidation as well. Keep a timer or buzzer in your phone for each activity, if necessary, so that children are also aware that the time is up.
3. Please ensure that all the props are ready and have been tested prior to visiting the classroom.
4. Please practice the sequence of events and the logistical arrangements you will need in each of the schools that you are attending.

#### **Introduction:**

1. So, did we all do what we asked last time? Did everyone go to their kitchens and to other rooms to see where all the things are coming from?
2. Let's make a list of the places where things have manufactured.
3. As you can see, we find things in our house that have come from all over India. How do you think they get here?
4. Markets are one big reason. So, let's see what are the various types of markets that there are in the world.

#### **Experience / Reflection: Market Movie (10 minutes)**

##### **Objectives:**

1. To make children understand aware of their own skills in observation.
2. To make children aware of the larger world in which they live in.
3. To provide children a sense of the diversity of ways to do the same thing.

##### **Materials required:**

1. Projector.
2. White Sheet.
3. Computer
4. Movie about markets

**Activity:**

1. Let the children know that you are going to be showing them a movie about the different kinds of markets that are in the world.
2. Before starting the movie, ask them to observe the following: the different kinds of markets, the different kinds of sellers and buyers and the different things that are being sold or bought.
3. After the movie, ask a few questions:
  - a. What were the vendors selling?
  - b. What were the similarities of the markets? What were the differences?
  - c. Who was selling? What was the age group? Were they women or men or children?
  - d. Where do you think the products in the local market come from? What products are going to international markets?
  - e. What were the vendors selling?
  - f. What is our experience of markets?
  - g. What should we take into consideration – the price, the goods that we want to sell? What is easiest to sell? What is hardest to sell?
  - h. How do we make money?
4. **For mentors:** While discussing this, ensure that that you are making connections between the markets that they saw as well as the things that they have in their own home.

**Transition:**

1. We can actually make a market in this classroom itself.
2. Should we all become buyers and sellers like how we saw in the video?
3. Okay, let's do that now.

**Application: Create your own market (25 minutes)****Objectives:**

1. To make children try to be more creative.
2. To make children more aware of their own knowledge regarding markets.
3. To make children more proactive in using that knowledge.

**Materials required:**

1. Old newspapers, magazines, books – that can be cut up for pictures and people.
2. Drawing materials: plain and coloured paper, chart paper, crayons, paint, glue, beads, stickers etc.
3. Bell
4. Chart on imports and exports of India

**Activity:**

1. Let the children know that they will be making their own markets.
2. Divide the group into two: Buyers' Group and Sellers' group.
3. Guide the children into making the markets:
  - a. **Sellers' Group:** Ask the children to make groups of two or three children.
    - i. The Sellers' groups have to first identify what they'd like to sell. Then provide the following pointers:
      1. Ask them to think about whether it'll be perishable, non-perishable, essential or luxury commodity.
      2. Ask them to think about the price at which they are likely to make it, and the price at which they'll sell it.
      3. Also, ask about what they'll do if they don't sell it and ask them to engage with the selling strategy.
    - ii. Encourage them to make models of what they'd like to sell. For example, if they are selling vegetables, they can use the newspaper or the chart paper to draw the vegetables and cut them out. They can also make shapes out of the newspapers and write or pain on it.
    - iii. Designate some area in the classroom for each of the seller's group, so they can start making their things.
  - b. **Buyers' Group:** For the Buyers' Group, ask them to think about the following:
    - i. What would they like to buy?
    - ii. At what price point will they like to buy it?
    - iii. How important will it for you to buy it?
    - iv. What will induce you to buy anything?
    - v. Ask them to think of strategies to purchase essential and luxury goods, perishable and non-perishable goods etc.
    - vi. Also, ask them to imitate the strategies that they see in the market – bargaining, barter etc.
    - vii. Ask them to make paper money out of the things that they have.
4. Designate the spaces required for the markets.
5. After 10 minutes, ask the children to start setting up the markets. Create lots of enthusiasm around installing the stalls.

6. Ring the bell to commence the opening of the markets.
7. Let the buyers go around the market and buy things that they want.
8. Ask the children to imitate what they have seen in markets themselves, and what they also saw in the movie.
9. After 15 minutes, end the markets with another bell.
10. **For mentors:** Take turns to go to each of the markets and start observing and making points about the conversations between the buyers and the sellers. Note the different techniques that children are using such as bargaining or bartering etc.
11. Ask the children to clear up the stalls and put everything away neatly.

### Consolidation: Discussion (15 minutes)

1. Lead the discussion
  - a. Ask the sellers what they were concentrated on in terms of selling.
  - b. Ask the buyers what they concentrated on when they wanted to buy.
  - c. Ask the children what they would do better if they had another chance.
  - d. Engage with the concepts of perishable and non-perishable commodities as well as the pricing of the various articles.
  - e. Use the information given by them about the origins of the articles in their kitchen to talk about the imports and exports of India and ask them how they can find out what is imported and exported out of their village, their area, or Bihar.

### Transition:

1. Now that all of you know about all the things that are bought and sold around the world, we can now start to travel the world. Will all of you come with me around the world?
2. Alternately, this week, we saw only the markets of the world. Next week, we'll see all the countries in the world. Will everyone be interested in that?

## Week 9

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### Activity for School Children: Making Maps

#### *Note to mentors:*

1. Before going to the classroom, ensure that you have prepared all the materials required for all the activities of that day.
2. In the classroom, assess the time that you have in each of the classrooms. Based on this, ensure that you have divided each of the activities throughout the classroom, giving room for consolidation as well. Keep a timer or buzzer in your phone for each activity, if necessary, so that children are also aware that the time is up.
3. Please ensure that all the props are ready and have been tested prior to visiting the classroom.
4. Please practice the sequence of events and the logistical arrangements you will need in each of the schools that you are attending.

#### **Introduction:**

1. Do all of you know the first man in Space? On the moon? What do you think the Earth looks like from Space?
2. How do all of you know that the earth is round? Have you seen it?
3. Take the globe out and ask them if this is Earth. How do they know it is Earth?
4. Alternately, you can also ask:
  - a. what are the countries that are close to India? Where do you want to go, if you could go anywhere?

#### **Experience: Tossing the world around (5 minutes)**

##### **Objectives:**

1. To make children aware of the various countries in the world.
2. To familiarise the children into making maps.
3. To make children aware of the different ways of looking at traditional knowledge.

##### **Materials required:**

1. Inflatable globe.
2. Map of the world.

##### **Activity:**



1. Ask children to sit in a circle.
2. Explain the rules of the game:
  - a. The mentor will first toss the globe to one child loudly shouting any one of the alphabets.
  - b. The children then have to find a country whose name starts with that alphabet. For example: A for Albania, B for Brazil etc.
  - c. Once the child identifies it – they can take the help of their neighbours to identify the country – they shout another alphabet (it doesn't have to be in order) and throws it within the circle.
  - d. The next person who catches it has to find a name on the globe.
  - e. The game continues until all the alphabets are exhausted.
3. Once the rules are explained, the mentor can start the game.
4. **If there is no globe**, the mentor can also use a map.
  - a. Pin the map to the wall or to the board.
  - b. Ask the children, one by one, to come to the board.
  - c. Ask them to close their eyes and then pin their finger anywhere in the map.
  - d. They have to read the country's name and announce it to the class.
  - e. You can help make the game more interesting by asking them to figure out which continent this country is in, and whether it is North or South of the Equator.

### Reflection: Discussion (10 minutes)

1. Ask questions such as:
  - a. What are these lines in the map or the globe? Why do we divide the lines like this?
    - i. What are the countries that in the north of the world and what are the countries that are in the south of the world?
    - ii. Explain the concept of concept of north, south, east, and west.
    - iii. You can also use the body to define the directions of north, south, east, and west. What is north in the body? What is south in the body? Relate this to north and south of the country and the world.
  - b. What are the lines that are going from up to down? What are the lines that are going from side to side?
    - i. Use this to explain the concept of longitudinal and latitude and hemispheres, and equator.
  - c. You can also point out the various continents and oceans.
  - d. If you have the globe, you can also ask the children how they would travel from one part of the world to another. If you have a map also, you can ask them how they would travel within a map versus a globe.

**Transition:**

1. Now, we know the north and south of India and the world. So, what is the north of our village? What is the south of our village?
2. Now, we have maps of India and we have maps of the world. Let's make a map of our village.

**Application: Creating a 3d map of the village (25 minutes)****Objectives:**

1. To make children aware of the different dimensions of their own village.
2. To familiarise the children into making maps.
3. To make children aware of the different ways of looking at their own village.

**Materials required:**

1. Chart paper
2. Old newspapers, magazines, books – that can be cut up for pictures and people.
3. Drawing materials: scissors, plain and coloured paper, crayons, paint, glue, beads, stickers etc.

**Activity:**

1. Divide the children into groups of four or five children.
2. Ask the children to create a rough map of their village on a chart paper. They can colour it or draw it however they want. Ask them to ensure that the following are covered: roads, fields, houses, schools, water bodies, buildings, temples, mosques, fields, trees etc.
  - a. Mark the north, south, east, west of the village.
  - b. Ask them to start with the roads and identify the major areas or hamlets or mohallas of the village.
  - c. Decide on symbols that will mark the different categories of things such as single line for kutcha road, rectangle for house. They can also use old newspapers to make shapes, clusters of houses, draw or paint roads – they can use whatever they feel is necessary to depict their village and the important things in the village.
  - d. From their current knowledge, they have to represent the cluster of houses, and who lives there as well.
  - e. Once all of this is outlined, encourage them to use the various materials to build a 3-d model of the map. If time is running short, then the children can skip the 3d portion and just use the normal drawing of the maps.
3. After twenty minutes, ask them to arrange it in two or three columns in the classroom.
4. Ask all of the children to go around the room to view other teams' models and then ask them to sit near their own.

**Consolidation: Discussion (10 minutes)**

1. Ask the children the following questions and write some of the answers on the board (if possible):
  - a. How did they start to think about their village?
  - b. Were they able to recognise other people's model of the village?
  - c. What was common in all of the models and what was different?
  - d. Were you able to see the village from your view or from the view of the crow?
2. Using these answers, explain about the history of cartography and how it is important.
3. Try to explain about how people drew maps when there were no satellites to examine the world.

**Transition:**

1. Ask the children to retain these maps for the next activity. We'll do more things with these maps.

## Week 10

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### Activity for School Children: Mapping your village or community

#### *Note to mentors:*

1. Before going to the classroom, ensure that you have prepared all the materials required for all the activities of that day.
2. In the classroom, assess the time that you have in each of the classrooms. Based on this, ensure that you have divided each of the activities throughout the classroom, giving room for consolidation as well. Keep a timer or buzzer in your phone for each activity, if necessary, so that children are also aware that the time is up.
3. Please ensure that all the props are ready and have been tested prior to visiting the classroom.
4. Please practice the sequence of events and the logistical arrangements you will need in each of the schools that you are attending.

#### **Introduction:**

1. What is your dream? Why do we dream? What do we dream about? Can we dream in broad daylight? Can we make our dream a reality?
2. Let's see if we can draw or make our dream.
3. Last time, we made a map of our village. Now, we will make a map of the village of your dreams.

#### **Experience: Village Game<sup>3</sup> (25 minutes)**

##### **Objectives:**

1. To make children become aware of the social and physical factors that make up their world.
2. To gain a common understanding of their own value systems.
3. To understand the spatial division of caste or religion on their village.

##### **Materials required:**

1. Chart paper
2. Post-it notes

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<sup>3</sup> This activity has been taken from a game called City Game developed by Fields of View, Bangalore. Almost all of the instructions and the de-brief session has been used to create this particular activity.

3. Old newspapers, magazines, books – that can be cut up for pictures and people. Drawing materials: scissors, plain and coloured paper, crayons, paint, glue, beads, stickers etc.

**Activity:**

1. Divide the children into two or three groups. The maximum children in a single group can be **ten**.
2. Explain the rules of the game to all of the children. Play one round with them so that they are able to understand what is expected.
  - a. First, let them know that they are building a village of their dreams. So, there is no rule. They can make anything that they want.
  - b. Ask the children in each of the groups assemble in a wide circle and place the chart paper in the middle of the circle.
  - c. Ask one of the children to place one object in chart paper and name it. They then have to let the other children know what it is and why they have kept it there.
  - d. For each of the rounds, the child will number their post-it notes. For example, for round 1, they will write 1 – school. For round 2, they might write 2 – water tank etc.
  - e. The reason for this is for the mentors to understand what was built first and what was the order of their priority.
  - f. Each child takes a turn to build anything that they want, including roads.
  - g. Essentially, every child places something that they want in their village to make it their ideal village. Ensure that this is repeated in the instructions, so that they are not building their own village.
  - h. There will be three rounds of this nature.
3. **Facilitation rules for the mentors:**
  - a. Move around the groups observing what the children are building as they are doing the activity.
    - i. Make mental notes on what they are not building or what they are building too much of.
    - ii. Make mental notes on how the village is different from their villages.
    - iii. Ensure that the children do not crowd the area in which they are building their ideal village.
    - iv. Do not provide any suggestions for what they should be building. Even if they ask, probe their own requirements instead of providing **any** suggestions.
  - b. Two rules have to be followed in order to make it a success:
    - i. Each child has to put a post-it on their structure or has to identify it for the group so that everyone knows what is contained in the village.
    - ii. Each child should state why they are putting that structure in – what is the reason? How will it benefit the village?
4. After three rounds are over, have everyone assemble and go with all of the children to the three or four ideal villages.
  - a. Make observations related to what they might have not included.

- b. Make observations related to people – concentration of people and who these people are.
  - c. Ensure that all the children are moving with you from one group to the next while you are making these observations.
5. Ask each of the groups the following questions to get an understanding of their concept of the village:
  - a. What were the main benefits of living in this village?
  - b. Why was this village ideal?
  - c. Would they live in the village? If they would, why?
6. Then, ask all the children if they would like to make any changes or additions to their ideal village. Let them mark these rounds as Round 4 and Round 5.
7. Once these rounds are done, go through the villages again and make positive observations on what has changed in the last two rounds.
8. After all the groups have been done, a round of applause for everyone.

**Transition:**

1. Ask the children to bring out their model village from the previous exercise and place it near their ideal village. They can choose whatever arrangement that they want. Then, ask them to pay attention to the activity on the board.

**Reflection / Application: Ideal vs. Real (15 minutes)**

**Objectives:**

1. To make children become aware of the social and physical factors that make up their world.
2. To gain a common understanding of their own value systems.
3. To understand the spatial division of caste or religion on their village.

**Materials required:**

1. Blackboard and chalk.

**Activity:**

1. Divide the blackboard into two columns: Ideal vs. Real.
2. The mentor can ask for the characteristic of the Ideal and the Real village and the children can answer regarding the resources in their village versus their imagination or dreams.

3. Ask the children that they have to use their knowledge of the different kinds of facilities in areas, communities or caste groups. The children can answer on the following topics:
- a. Roads: Does the village (real / ideal) have pucca or kutchra roads? How is it connected to the main village? How do people travel from here to the main areas? Is the road well-maintained during the seasons?
  - b. School: Is the village (ideal / real) close to the school? What are the schools that are close to this area? How do children travel? Do all children from the area or community go to this school? If they do not, which other school do they go to? Where do the teachers come from – from which community?
  - c. Anganwadi: Is there an anganwadi near the village (ideal / real)? Does it work? How many children go there? If they do not go there, which anganwadi do they go to, and why? Do the workers come regularly?
  - d. Sanitation: What are the sanitation facilities in the village (ideal / real)? Are there toilets? Is there water available in these toilets? Are there any garbage in the area? Is there any garbage that is picked up from this area? Does the water from this area have proper gutters to flow out of? What is the cleanliness level of the area?
  - e. Hospital and medical centres: Does the village (ideal / real) have a medical centre close by? How close or how far is it? Are the doctors available? If they are, at what time? Do they know how much they pay for one visit? Do they have to travel far to get medicines? Is there any way for ambulance to come to these areas?
  - f. Drinking water and electricity: What are the drinking water facilities in the village (ideal / real)? What are the kinds of electricity supply for different parts of the area? Is there lighting in the night and on the roads? Is there uninterrupted water in their drinking or washing water supply? How many people get regular water supply and how many don't?
  - g. People: What are the kinds of people who stay in the village (ideal / real)? Where do they stay? Why do they stay there? Can they go anywhere they want in the village? Do they live close to various facilities?
  - h. State of houses: What are the materials used for houses in the village (ideal / real)? Are there more pucca houses than kutchra areas in the area? Is the pucca houses uniform or are there size differences based on size or region or caste?
  - i. Livelihood: What are the livelihoods practiced by various communities in the village (ideal / real)? What do the women do? What do the men do?

### Consolidation: Discussion (10 minutes)

1. After filling in all of the columns for each of the communities, talk to the children about whether all of these facilities are available to all of the communities? If yes, in what ways? If not, in what ways?
2. Please ensure that you are directing the conversation towards getting children to see that their village is not evenly distributed and that not everyone has the same resources.

3. Keep asking probing questions like – is this true for everywhere in your village? Is this true for everyone in the village? If not, ask them – why is it not available? What do you think are the reasons?
4. Try to illuminate through the table the social differences between the groups in the village, and the difference between the ideal and the real village.
5. End the discussion with letting them know that they have done a great job – they have created their own village and their ideal village and they should be proud of themselves.
6. End the session by letting them know that they will be meeting a new person the next session and they should make sure to come to see them, as she is very eager to see them.



## Week 11

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### Activity for School Children: Knowledge and Caste

#### *Note to mentors:*

1. Before going to the classroom, ensure that you have prepared all the materials required for all the activities of that day.
2. In the classroom, assess the time that you have in each of the classrooms. Based on this, ensure that you have divided each of the activities throughout the classroom, giving room for consolidation as well. Keep a timer or buzzer in your phone for each activity, if necessary, so that children are also aware that the time is up.
3. Please ensure that all the props are ready and have been tested prior to visiting the classroom.
4. Please practice the sequence of events and the logistical arrangements you will need in each of the schools that you are attending.

#### **Introduction:**

1. Let the children know that as per the mentor's promise, someone will be coming to see them.
2. Everyone calls her with affections – "*Choti Chachi*".
3. "*Choti Chachi*" loves tea a lot, so, they will all have to make tea for her.
4. Transition to the activity.

#### **Experience: Chhoti Chachi ke liye Chai (10 minutes)**

#### **Objectives:**

1. To make children understand the differential access to resources by different kinds of social groups through the lens of caste.
2. To make children aware of the difficulties in acquiring these resources, skills and knowledge.
3. To make children understand the differences between equality and equity.

#### **Materials required:**

1. Four copies of photos or picture cards of things required to make tea: Sugar, stove, water, tea leaves, milk, elaichi, ginger etc.
2. Photos of things like steel cups, tea cups, broken cups can also be collected.
3. Dupatta, or anything that alters your appearance in some way.

**Activity:**

1. Divide all the students into four groups equally. Ensure that all these groups are mixed-gender groups with almost the equal number of boys and girls. You can also ask each group to come up with a creative name for themselves.
2. Tell the students that '*Chhoti Chachi*' will be joining them soon.
3. In order to welcome her into class, all the students are expected to make tea for her. Let them know that she will drink all four cups of tea and will decide who made the best tea, so they have to make a good effort to make tea.
  - a. Please emphasize the fact that the tea is just imaginary and they are not expected to make actual tea. They just need to pretend to make and then pour tea into a cup for '*Chhoti chachi*'.
4. Inform the students that you will be assigning different ingredients to each of the groups to prepare tea. Hand-out photos/picture cards of all the ingredients to each of the groups in a way that everyone can see what the other group has. Please ensure that the basic equipment to make tea remains the same for all the groups but few of the ingredients available with each group should differ in the following way:
  - a. Group 1: Gas stove, saucepan and water
  - b. Group 2: Gas stove, saucepan, water, milk and sugar
  - c. Group 3: Gas stove, saucepan, water, tea leaves and sugar
  - d. Group 4: Gas stove, saucepan, water, tea leaves, milk, sugar, ginger and elaichi
  - e. If there are fewer or more groups then adjust the number of ingredients accordingly. But make sure that all the groups have different ingredients in such a way that there is a difference in the access to items/resources for making the actual tea.
  - f. Distribute the chipped cups to Group 1 and 2 and not to Group 3 and 4.
5. Give all the students 5 minutes to make an imaginary cup of tea after which they offer it to the '*Chhoti Chachi*' for tasting. Let them know that they all have the same amount of time to make the tea.
6. Step out of the classroom for 10 seconds and come back into the class as '*Chhoti Chachi*'.
7. Note for mentors:
  - a. You need to play the role of '*Chhoti Chachi*' as someone different from you. You can try to place a dupatta or anything else (like glasses) and change your voice a little bit to act as "*Choti Chachi*".
  - b. Use whatever is required as props to get into the character of '*Chhoti Chachi*'.
8. '*Chhoti Chachi*' (i.e., mentor) then introduces herself to the group and asks them some basic introductory questions.
9. '*Chhoti Chachi*' then tastes all the tea and act as a judge for all the tea that have been made.
10. The students can pretend to pour something into a cup and handing it over to the mentor with all the pictures.

- a. For more participation and engagement, *'Chhoti Chachi'* can also walk around the room and ask each of the groups to pour her some tea.
11. Comment on each of the teas:
- a. Use sentences like *'Wow, look at how well this tea is made. It has additional flavours', 'This is hot, but only tastes like water' 'I personally do not like black tea but many people have it. For me, it is not as good as milk tea'*.
  - b. **The mentor should not be cruel or make fun of the teas.** Instead, the focus of the comments is what is in it and what might have made it better. The children should feel that they can't please "*Choti Chachi*" or they should feel that "*Choti Chachi*" was disappointed with their teas, but the intention is not to hurt them.
  - c. Ensure that the tea made by group 4 was the best, and group 3 came in a close second.
12. After the tea has been tasted, "*Choti Chachi*" can say that she enjoyed meeting all of the students and that she will come back again.

#### Transition:

1. After the mentor takes off the dupatta and comes back to the room, ask the children whether they enjoyed meeting "*Choti Chachi*".
2. Ensure that there is a clear switch in the roles so that the mentor is seen as the mentor again.

#### Reflection: Discussions (20 minutes)

1. Ask them about their experiences making the tea.
2. After getting their reactions on making the tea, ask the children the following questions:
  - a. Did *'Chhoti Chachi'* like all your teas? Did she like or dislike any of your teas? Why do you think that happened?
  - b. Why do you think Group 1 and 2 were not able to make tea?
  - c. Why did *Chhoti Chachi* think the tea made by Group 4 was the best?
  - d. If everyone had different ingredients to make the tea, then was it a fair comparison?
  - e. Did any of the groups face any challenges or limitations while making their tea?
  - f. What were the kind of limitations that they worked with?
  - g. What would have made the tea-judging fair?
3. Guide the discussion:
  - a. We all know how to make tea, but we were not able to make tea. What do you think are the connections between that and our life?
  - b. For example, if we think of our village, do they think everyone has equal access to everything?
  - c. Let them imagine two children – draw the two children on the board –
    - i. One child – Has Road and electricity
    - ii. One child – Has no road and no electricity

- d. Ask the children
    - i. How can they come to school?
    - ii. Will they be able to do their homework?
    - iii. Will the school timings work for them?
    - iv. Will they be able to go for exams equally?
  - e. Using this information, make the connection to the tea.
    - i. If Group 1 and 2 were given the same facilities, they could also make the tea.
    - ii. If the second child has roads and electricity, they could also study well.
4. Let the children know:
- a. We are all equal. If we are given the resources, we can all do very well. But in our society, we have been divided into different castes.
  - b. Each of the castes have been given different resources over the years. So, they are not treated equal and they are not given the same opportunities.
  - c. Also explain to them, just like they all knew the skill of making tea, members of all castes are equally capable of doing everything. But the difference arises in terms of access to resources, just like their tea game.
  - d. Choti chahchi was unable of the difference in ingredients given to each team, and she judged them on the similar criterion and was therefore unfair, the same has been happening with the people of so called 'low castes'. Even if resources are unequally distributed, they are judged on similar paradigms as everyone else.
  - e. So, just like all of you were not able to make the tea, people also cannot go far in life, if everything is not provided for them.
  - f. Just as it was not your fault that you didn't get all the ingredients, it is not their fault either – it is not because of who they are. It is because of which caste they were born into.
  - g. Please keep iterating the fact that: everybody can do anything.
  - h. Please be careful not to use any word that is derogatory or offensive or abusive in any way to caste groups.

**Transition:**

1. Now, let's see how actually caste can impact our entire society.

**Consolidation: Complete the ending (20 minutes)**

**Objectives:**

1. To make children aware about caste as an institution.
2. To make children understand the arguments against the caste system.

3. To introspect the subtle forms of caste discrimination that exist in society.

**Materials required:**

1. Laptop and projector (if possible)

**Activity:**

1. Divide the children into groups and ask them to sit together.
2. Play the movie on caste for all the students to see.
3. Pause the movie right at 3:00 minutes of the video so that the students are not shown the end of the movie.
4. Ask the groups to answer: How will you end the movie?
5. After 5 minutes, ask each of the groups to present for 5 minutes how they felt that the ending should be. The children can just tell the mentor.
  - a. Ask each group why did they choose that particular ending.
6. Play the last 15 seconds of the movie so that they can see the ending.
7. **Note to mentors:**
  - a. Provide opportunity and space for students to tell their own stories if they feel like it. Do not ask the children to share the stories, but if the stories, provide positive feedback and engage with their experience. Do not ignore it or make light of the experience. Do not use the story to talk about the mentor's experience. The focus has to be on the children.

**Transition:**

1. Tell the children to give a huge round of applause to themselves.
2. Let them know that these are difficult topics and that they should be proud of themselves.
3. Let them know that the next session will be all about listening to stories.

## Week 12

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### Activity for School Children: Preparation for the skit

#### *Note to mentors:*

1. Before going to the classroom, ensure that you have prepared all the materials required for all the activities of that day.
2. In the classroom, assess the time that you have in each of the classrooms. Based on this, ensure that you have divided each of the activities throughout the classroom, giving room for consolidation as well. Keep a timer or buzzer in your phone for each activity, if necessary, so that children are also aware that the time is up.
3. Please ensure that all the props are ready and have been tested prior to visiting the classroom.
4. Please practice the sequence of events and the logistical arrangements you will need in each of the schools that you are attending.

#### **Introduction:**

1. Ask the students if they watch movies. Ask them if they have ever seen or watched or done skits.
2. Let them know that they will all be working on presenting a skit. But first, they have to tell stories.

#### **Experience: Story-telling (15 minutes)**

#### **Objectives:**

1. To make children understand the importance of caste as an institution.
2. To make children aware of the difficulties in going against ingrained knowledge and practices.
3. To make children aware of the process of putting together a skit.
4. To make children work in collaborative groups and learn how to learn new skills.

#### **Materials:**

1. Print out of the three stories (attached).
  - a. **Gandhiji's sister:** This is a story about Mahatma Gandhi. He was living in Sabarmati Ashram. This was the place where Gandhiji lived for a very long time with many of his followers and his wife. One of Gandhiji's sister was a widow. After she lost her husband, she went to Sabarmati Ashram to stay. She wanted to devote the rest of her life in working for the downtrodden and to live an ascetic and simple life. Gandhiji was a man who wanted to eradicate caste. So, he allowed many Dalit women and men to participate fully in the ashram

and one of the Dalit women was also cooking for everyone in the Ashram. When Gandhiji's sister came to the Ashram to live, she refused to eat the food cooked by a Dalit. She said that she will follow only the norms that she has been raised with. Gandhiji tried to talk to her and explain to her the problems related to caste and how it affects human beings.

Gandhiji thought about it for a long time. He then took the decision. He called her and sat down to talk to her. He told her that just because she is his sister, he cannot make an exception. Further, just because food is being cooked by a Dalit woman, does not mean that the food is 'impure' or 'bad'. Every person has the right to perform all the duties in the Ashram and everyone is supposed to treat each other equally. He said that if she cannot follow the rules, she cannot stay at the Ashram. So, he asked her to leave the Ashram.

- b. **The steel glass:** There was a village called Dahera in the Champaner district of Bihar. In 1992, it was the first time that a Dalit man was elected to be the Sarpanch of the institution. When he took office, he was extremely happy and was really looking forward to bring about massive change in his village. Even the local media came to his house and took a couple of interviews where he shared his vision and action plans for the Dahera village.

One day, he felt that he must visit the previous Sarpanch and discuss his plan. This will also help him in getting an understanding of the various issues concerning the village. So, he assembled all the members of the Panchayat to visit the house of the previous leader who was a Brahmin. As soon as they arrived at the house, they were all served tea. In the tea tray, there were seven tea cups, but there was a steel cup. When everyone else was served, they were given the tea cups, but for the Dalit leader, the steel cup was given. Even though he was the Sarpanch, he was handed over the steel glass. Throughout the meeting, the Dalit leader kept talking to the previous Sarpanch and discussing his future plans. Not once was the Dalit leader asked to sit on a chair. All the other people also participated in the discussions, but no comments were made about the Dalit leader sitting on the floor. After the meetings, everyone left the old Sarpanch's house and resumed their regular duties. The Dalit leader went home and took out the Constitution of India and read out the Article 14 and 15 of the Constitution:

**Article 14: Equality before law:**

The State shall not deny to any person equality before the law or the equal protection of the laws within the territory of India  
Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth

**Article 15: Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth:**

The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them

No citizen shall, on grounds only of religion, race, caste, sex, place of birth or any of them, be subject to any disability, liability, restriction or condition with regard to access to shops, public restaurants, hotels and palaces of public entertainment; or the use of wells, tanks, bathing ghats, roads and places of public resort maintained wholly or partly out of State funds or dedicated to the use of the general public.

- c. This is a story of a couple who does not have access to clean drinking water. The only well with clean drinking water was available at the village leader's house where this couple was not allowed to go because they belonged to a lower caste. The village leader belonged to an upper caste group. (Find the full story here: <http://laurentmaheux.free.fr/HIN2B09cILH/Arch1112/HIN2B-09C-Cours-12.pdf>)

**Activity:**

1. Let the children know that today all of you will be reading stories.
2. Divide the children into three groups.
3. Randomly distribute the three stories into three groups.
4. Ask them to read the stories. Give them five minutes.
5. Ask the children to read out the stories in class.
6. Let the children know that either all of the children within the group can read it, or one of them can read it for the group.
7. Ensure that while the story is being told, they are made aware of Sabarmati Ashram, or the Dandi March, the constitution or who wrote it – Dr. B.R. Ambedkar.
8. Please ensure that all of this information is prepared before-hand so that you are aware of the issues and can answer the children's questions.

**Transition:**

1. Appreciate all the children and let them know that story-telling is very tough and do a round of applause.

**Reflection / Application: Preparing for the skit (35 minutes)**

**Objectives:**

1. To help children understand the rules of caste.
2. To help children express themselves.
3. To help children organise themselves to articulate their feelings.



**Materials required:**

1. Chart paper, card board as required.
2. Print-outs of all the three stories to be given to the students' groups for reference.
3. Drawing supplies: Markers, crayons, pencils of different colours.
4. Extra supplies: newspapers, leaves, beads, seeds, tape, and glue.
5. Any other materials as required by the children.

**Activity:**

1. Ask the children if they liked the stories. If they liked it, ask them why they liked it. If they didn't, ask them why they didn't like it.
2. Let them know that they are going to be presenting a skit based on the story.
3. Inform the students that they need to enact the story in front of the whole school or the whole class (leave this choice for the students and the school management to decide) in two weeks.
4. Let them know that the best skit would be selected and arrangements will be made to showcase it in the village at a later time.
5. Let them know that the skit should not go beyond 15 minutes.
6. Ask the children to divide up the responsibilities within the group into the following duties:
  - a. Direction committee: This committee has to decide how does the entire skit flow according to the plot and how should the various scenes play out.
  - b. Script committee: They have to decide all the dialogues of the skit and write it out properly so that they can ensure that all the students are sticking to the script.
  - c. Music/dance committee: This team has to come up with any song or music that can accompany the skit. This can involve creating their own music or choreography or even a poem or a couplet that can be used in the skit.
  - d. Actors: These are the students who will actually enact the skit on the stage in front of the audience.
  - e. Production committee: They are responsible for setting the stage, making the props that might be necessary for the skit and also any costumes/accessories that the actors need to wear.
  - f. Invitation committee: They will prepare an invitation and personally invite all the teachers to attend the skit when it is staged the following week. They should also be responsible for managing the stage and the audience.
- b. If the children are less, some of the committees can be combined with others.

**7. Notes for Mentors:**

- a. Ensure that the children have a plan in place and start preparing for next week.
- b. Involve the nodal teacher in the plan so that the children are able to stick to the plan or have time to do what they are planning to do.
- c. Guide the students on preparing the skit. Ask them to note down the number of characters and assign it to each student. Have them write out or even draw their scenes so they know how the skit flows.
- d. Encourage the students to use up different spaces in the school and openly practise the skit somewhere else. Take a round and spend at least 15 minutes with each group till the point they have assigned all the duties to each student.
- e. Ensure that you call the nodal teachers in between the week to check up on whether the practice is happening or not. Also, confirm with him/her about the venue and the time that they can showcase the skit.

**Transition:**

1. Let the children know that this is quite important as they should make the best show and showcase for the entire class or school.
2. Tell them that you will be there to help out next week, if required.

## Week 13

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### Activity for School Children: Practice of the skit.

#### Introduction:

1. Ask the students if they have done any practice of the skit.
2. Let them know that this will be the last week before they should be ready to present and that they have to make use of the time.

#### Experience: Practice of the skit (50 minutes)

#### Objectives:

1. To make children understand the importance of caste as an institution.
2. To make children aware of the difficulties in going against ingrained knowledge and practices.
3. To make children aware of the process of putting together a skit.
4. To make children work in collaborative groups and learn how to learn new skills.

#### Materials:

1. None.

#### Activity:

1. Ensure that the children have a plan in place and start preparing for next week.
2. Involve the nodal teacher in the plan so that the children are able to stick to the plan or have time to do what they are planning to do.
3. Guide the students on preparing the skit.
4. Ask them to start rehearsing the skit. Ensure that the invitations are sent to the teachers.
5. Also, talk to the teachers to form a jury to judge the skit. Make this known to the children so that they take the process seriously. Ask them to note down the number of characters and assign it to each student. Have them write out or even draw their scenes so they know how the skit flows.
6. Take a round and spend at least 15 minutes with each group and guide them into ensuring the skit is done well.
7. Ensure that you call the nodal teachers in between the week to check up on whether the practice is happening or not. Also, confirm with him/her about the venue and the time that they can showcase the skits.

8. If the children are well-prepared, you can do a wheel of fun activity at the very end.

## Week 14

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### Activity for School Children: Presentation of the skit

#### *Note to mentors:*

1. Before going to the classroom, ensure that you have prepared all the materials required for all the activities of that day.
2. In the classroom, assess the time that you have in each of the classrooms. Based on this, ensure that you have divided each of the activities throughout the classroom, giving room for consolidation as well. Keep a timer or buzzer in your phone for each activity, if necessary, so that children are also aware that the time is up.
3. Please ensure that all the props are ready and have been tested prior to visiting the classroom.
4. Please practice the sequence of events and the logistical arrangements you will need in each of the schools that you are attending.

#### **Introduction**

1. Talk to the nodal teachers to help you prepare for the skit.
2. Go to the class with great enthusiasm and let them know that you are excited to see all their efforts.

#### **Application Presenting the skit (40 minutes)**

##### **Objectives:**

1. To make children more confident about their own abilities and skills.
2. To make children more aware of the issues of caste.
3. To help children debate and reflect on caste discrimination

##### **Materials required:**

1. Gifts for all the teams. All the teams can be rewarded with something small. The gifts can be pencil bags or colour pens or storybooks etc. They need not be grand.
2. They can be gift-wrapped or newspaper-wrapped so that the children feel special.

##### **Activity:**

1. The mentor should arrive at the school **before the appointed time** to ensure that
  - a. The costumes and props are ready.
  - b. The teachers are helping the children out.
  - c. Help the committees to organise any last-minute problems.
2. The mentor can then assemble everyone in the appointed space. Invite other classes or teachers if they are willing.
3. Welcome all the guests to the event and introduce the three skits one after another.
4. Let the children present the skits one by one.
5. Ensure that the teachers selected for the jury are sitting in a position to view and hear the skit.
6. After the skit has been performed, ask the jury to provide positive feedback to the groups.
  - a. **Note to mentors:** Please talk to the jury before to let them know that the positive aspects of each of the skit should be highlighted as much as possible.
7. Thank the various people who were involved in hosting the skit.
8. Congratulate all the children for their performance.
9. Do the prize distribution in class. Also, have a vote of thanks to the jury and the teachers and appreciate everyone's efforts in making it a success.

#### Transition:

1. Ask the children to come back to class to celebrate.

#### Consolidation: Discussion (10 minutes)

1. Assemble the children and ask them about their experiences within the skit:
  - a. What did they like about the process?
  - b. What was their favourite part? What did they not like to do?
2. Transition into asking questions related to the skit:
  - a. What did you feel when you were doing the skit?
  - b. Did you feel like you will make the decision like Gandhi? Why was it hard for him to make a decision like that?
  - c. Do you think he was right?
  - d. How about the Dalit leader? How did you feel when he read out the Article 14 or 15?
  - e. What do you think about the water distribution? Do you think we should divide up water or the sky?
  - f. Do you think these things happen even today? If you do, can you tell us a few examples?

- g. If not, do you think it has stopped? Why has it stopped? How can you find out if it continues or not?
- h. What do you think you can do to help stop these things?
- i. Notes to mentor:**
  - i. Given this is already a very tiring class, if the children do not want to participate, you can also move this discussion to the next class. But it is important to discuss this.
  - ii. Remember not to cut off the story of anyone. But if someone denies the existence of caste, remind them through various examples how it still exists – that no one from upper caste cleans the roads, no one from Dalit groups occupy positions of power in great numbers in our country, how there is still violence meted out against Dalit groups etc.
  - iii. Research some facts about Caste systems and the numbers of Dalit representation before the class.
  - iv. It is important to refute children’s viewpoints, but very softly and gently.

**Transition:**

1. Let the children know that you are very proud of them and that they should all give themselves a big round of applause for the performance.

## Week 15

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### Activity for School Children: Maths in Music

#### *Note to mentors:*

1. Before going to the classroom, ensure that you have prepared all the materials required for all the activities of that day.
2. In the classroom, assess the time that you have in each of the classrooms. Based on this, ensure that you have divided each of the activities throughout the class, giving room for consolidation as well.
3. Keep a timer or buzzer in your phone for each activity, if necessary, so that children are also aware that the time is up.
4. Please ensure that all the props are ready and have been tested prior to visiting the classroom.

#### **Introduction:**

1. Ask the children if they have ever heard of aliens. Ask them if the aliens come, how would they communicate?
2. Ask them about the movie Koi Mil Gaya. How did the alien communicate?
3. If the children do not know, let them know that it was through a particular tune.
4. Ask them why they communicated first through music?
5. Let them know that:
  - a. Music is actually maths-in-hiding and that all music consists of some mathematics.
  - b. Let them know that mathematics is also a language and that all scientists can communicate with the world through maths.
6. Let them know that they are also going to learn about mathematics through music today.

#### **Experience: Guest speaker – Singer (20 minutes)**

#### **Objectives:**

1. To make children understand the basic building blocks of music.
2. To make children understand the connection between concepts of mathematics and music.
3. To make children aware of the various ways in which science is present in everyday life.

#### **Materials required:**

1. None.



**Activity:**

1. Have the children sit in such a manner so that they can hear the singer speak.
2. The singer can explain through demonstration the following things:
  - a. The building blocks of music – Sa, re, ga, ma, pa, dha, ni, sa
  - b. The different parts of a composition – what are notes, high and low, what is rhythm? What is beat? What is tempo?
  - c. The essential aspects of rhythm in a composition.
  - d. How is mathematics related to a musical composition?
3. **For mentors:**
  - a. It is important to ensure that the singer is trained in explaining the purpose of the session and to focus on the rhythms and the composition of mathematics into music.

**Transition:**

1. So, all the Kishore Kumars' and Asha Bhosles' in class (alternatively name two singers who are popular with the students) – Do we now know how to sing 'Sa re ga ma pa dha ni sa'. Now let's think about where does maths figure in all this?

**Reflection: Discussion (10 minutes)**

1. Ask the children
  - a. Did you all know that the building block of all the songs that we sing is the same?
  - b. What did you first think when heard the singer talk?
  - c. How do you think maths is connected to music? Is it connected?
  - d. What is rhythm?
  - e. What kind of music do you like? Fast or slow?
  - f. What is the difference between fast and slow music? What is the math behind fast and slow music?

**Transition:**

1. Now we know how music is made, should we all try to make our own music?
2. Ask the class as to how many of them love music.
3. Once they raise their hands, tell them that 'today let us all try to make some music'. Who knows one day all of you will become great musicians, if not then great bathroom singers?

### **Application: Let's Make Music (20 minutes)**

#### **Objectives:**

1. To make children understand the relationship between maths and music.
2. To make children connect with the application of maths.
3. To make children understand their own knowledge regarding music.

#### **Materials required:**

1. None.

#### **Activity: Name Songs (10 minutes)**

1. Explain to the students that all names have maths in it and therefore can be measured.
2. Demonstrate by breaking your name into claps example - Ran--- jee—ta (3 claps - 1 clap for Ran, 1 clap for jee and 1 clap for ta= 3 claps) similarly (Shris - 1 clap and ti 1 clap = 2 claps).
3. Ask the students to mentally clap on their own names. By the time they are done, everyone should have a number for their names, example Ranjeeta will have 3 and Shristi will have 2.
4. Ask the students to find other students with the same number from their names, example, all students who can pronounce their name in 2 claps need to find each other. In the end, count how many categories of numbers are there to numerically represent the class.

#### **Activity: Musical Distance (10 minutes)**

1. Now ask the class if they know the song, lakdi ki kathi (Song from the Hindi Movie Masoom)
2. Play the song and ask the class to sing along. Please note that if the class does not know the song, you can choose an alternate song that all of them know and like singing.
3. Designate a particular distance in class, such as the length or breadth of the class.
4. Now, ask for a student volunteer who would volunteer to be the horse.
5. Let the children know that it is important that the horse can take as many steps as it wants, but it has to go the same distance and get to the end by the time the song ends.
6. Now, ask the class to sing the phrase - Ghoda gaya mandi, pohcha sabzi mandi.
7. Count the number of steps and let the class and the 'horse' know how many steps.

8. Now, ask the children to increase the tempo.
9. Count the number of steps again and let the children know.
10. Ask the children to decrease the tempo.
11. When the number changes, ask the class and the 'horse' what might be the principle of maths that this is telling us.
  - a. Ask the class about how many steps it took when the tempo of the song did not change?
  - b. How many steps did it take for the horse when the song was fast and slow?
  - c. Why is there a difference in the number of steps when the song and the place where the mandi is remains the same, but just the tempo changes?
  - d. Can they see any pattern in it? Like a greater number of steps required when the tempo is high/ when the song is sung fast.
  - e. Through various experiments with the children, let them know:
    - i. How tempo is related to speed
    - ii. How the beat is related to division
    - iii. Any other observation made during the exercise.

**Transition:**

1. A round of applause for the horse and for the class. Tell the class that they will now discuss they are singers or mathematicians or both.

**Consolidation: Discussion (10 minutes)**

1. How is maths and music related?
2. Can they give more examples in situations where they see the connection between maths and music?
3. Let them know, through discussion:
  - a. While we learn maths in our books, it is actually a universal language that can be used to communicate through space.
  - b. We can also create music through maths or maths through music.
  - c. The fear of maths is that they are too complex, but all around us is maths, and it is important for us to lose our fear of it.
  - d. It is also important to highlight that no gender or community is good with maths – it is only a matter of training to see the patterns.

**Transition:**

1. Today we were musicians and singers, next class we will all become artists.
2. Do you know about famous artists and their work, find out and come for the next class?

## Week 16

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### Activity for School Children: Science in Art

#### *Note to mentors:*

1. Before going to the classroom, ensure that you have prepared all the materials required for all the activities of that day.
2. In the classroom, assess the time that you have in each of the classrooms. Based on this, ensure that you have divided each of the activities throughout the class, giving room for consolidation as well. Keep a timer or buzzer in your phone for each activity, if necessary, so that children are also aware that the time is up.
3. Please ensure that all the props are ready and have been tested prior to visiting the classroom.

#### **Introduction**

1. Today we will play with colours and see some magic unravel. How many of you want to join me in this and see some magic?

#### **Activity 1: Creating colours (20 minutes)**

##### **Objectives:**

1. To make children understand the beauty and art behind science and vice versa.
2. To make children understand the false distinction made between the different streams of knowledge.

##### **Materials required:**

1. Liquid water primary colours (red, blue and yellow)
2. Thick paper.
3. Brushes.
4. Newspapers.
5. Colour mixing palette.
6. Small paper cups to hold water.
7. Piece of old cloth for wiping.

**Activity:**

1. Divide the children into groups of two or three, as per the strength of the class.
2. Distribute the materials evenly within the class.
3. Ask them to follow your instructions
  - a. Ask the students to carefully place the newspapers below the white paper sheets. This is to prevent blotting or staining.
  - b. Tell the students that each group has to make as many new colours as possible using the primary colours.
  - c. Please note that the students have to use the palette for colour mixing and the white sheet has to be used to display those colours.
  - d. The students have to make and then name their colours on the white sheet of paper.
  - e. Tell them that the group that comes up with maximum numbers of new colours wins.
  - f. Red, blue and yellow are not counted, shades like light blue, or dark red will not count.
4. Ensure that all students are participating and thinking about the new colours that can be created.
5. Let them know that whoever creates the most number of different colours is the winner. So, they should make as many as possible.
6. Make sure the class is left clean after the activity is over. Playing with colours can be messy.

**Transition:**

1. Did you all enjoy playing with colours?
2. Tell them that they now know the secret behind making many new colours.
3. Now let us share the secrets with each other, so that we can all become great artists.

**Reflection: Discussion (10 minutes)**

1. Lead the discussion by asking the following questions?
  - a. What was going on in their mind while playing with the colours?
  - b. What new colours did they make?
  - c. How they make the new colours – discuss some of the techniques used.
  - d. What are primary colours?
  - e. How do we see colours?
  - f. What is the role of sunlight in colours?
  - g. Why do we not see colours when its dark?
  - h. Why do we see so many colours in a rainbow?

**2. For mentors:**

- a. Please ensure to read on the nature of primary and secondary colours and let the children know the variations and the distinctions.

**Transition**

1. Now let us try to create something beautiful with all the science that we have learnt about colours.

**Application: Making Rangoli (20 minutes)****Objectives:**

1. To make children see the connections between their own lives and the concepts they are learning in school.
2. To make children understand their world in terms of mathematics and science.

**Materials required:**

1. Paper plates, scissors, chart paper, glue.
2. Primary colours
3. Computer.

**Activity:**

1. Make groups of five among the children and ask them to sit together.
2. Distribute paper plates to each child, and different kinds of chart paper, glue and scissors to each group.
3. Give the children only the primary colours and they can start colouring only using these colours. Ask them that they can use the knowledge that they learned earlier to make whatever colours that they want.
4. Ask the children to cut the chart paper into various shapes – rectangle, triangle, leaf-shape, round etc.
5. Now ask all the children to make a pattern on the paper plate based on each of these shapes that will look decorative.
6. After ten minutes, ask the children to display their art work in one corner of the room.
7. After ten minutes, ask the children to go around the room and look at all the patterns of the Rangoli and identify the shapes that were created and the colours that were used.

**For Mentors:**

7. Use the following websites as a guide:
  - a. <https://www.redtedart.com/paper-plate-rangoli/>

- b. <https://www.youtube.com/channel/UCgLM2VinoHBXuUJ9r6Y7bQ>
- c. <https://www.art-is-fun.com/how-to-draw-a-mandala>

8. For these activities, it is important for the children to use their own rules and engage with how different shapes come together to form a pattern. You can also show videos of making mandalas, if necessary.

**Transition:**

1. Today we have done many magical things, like making new colours, making new shapes and so on. Let us now talk about how science is involved in all the magic that we created in class today.

**Consolidation: Discussion (10 minutes)**

1. Lead the discussion on the following questions:
  - a. How did we create magic using science today?
  - b. So, what is the science in art?
  - c. Now we understand patterns and colours both, can see some examples around us and tell what all colours and shapes make that object/thing?
2. For mentors:
  - a. It may be difficult for students to come up with the examples by themselves at the first place.
  - b. Therefore, the mentors need to prepare for some examples beforehand in order to trigger a conversation.
3. Let them know that we use different kinds of knowledge to understand the world – like different rivers flowing into an ocean.
  - a. To understand how trees function, we need physics, chemistry and biology.
  - b. To understand any battle, we need civics, geography and history.

**Transition:**

1. Next class, we will unravel more secrets.
2. We will get to know more things about advertisements in TV.
3. Think about your favourite advertisements and come for the next class.

## Week 17

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### Activity for School Children: Facts and Opinion

#### *Note to mentors:*

1. Before going to the classroom, ensure that you have prepared all the materials required for all the activities of that day.
2. In the classroom, assess the time that you have in each of the classrooms. Based on this, ensure that you have divided each of the activities throughout the class, giving room for consolidation as well. Keep a timer or buzzer in your phone for each activity, if necessary, so that children are also aware that the time is up.
3. Please ensure that all the props are ready and have been tested prior to visiting the classroom.

#### **Introduction**

1. How many of you believe that ghosts exist? How many of you have seen a ghost? So, why is it that even without seeing or using our senses to verify something, we still believe in it? Have you ever thought, ghosts are facts or fiction? Let us find out today.
2. If I tell you today – I can turn into a ghost, will you believe it? Why not?
3. If I tell you that I am to be hungry after not eating for the whole day, will you believe it? Why?
4. Why do you believe one thing or not believe a thing?
5. Let's find out the distinction between the first thing and the second.

#### **Experience: Video on Facts and opinion (2 minutes)**

1. Video on Facts and Opinion.

#### **Transition and Reflection (10 minutes)**

1. Lead the discussion on the following topics:
  - a. What did you understand from the video?
  - b. What is fact and what is opinion?
  - c. Can we now verify by ourselves as to what is a fact and what is an opinion?
2. Facilitate a discussion on the following topics:
  - a. Why are certain statements facts and why are other's opinion?
  - b. Emphasise on specific examples from the class, highlighting the importance of science and evidence.



- c. Put emphasis on linking it with distinction between perception and reality and link it to sensory perceptions and optical illusion discussion in previous sessions.

### Application: What is fact and what is opinion? (30 minutes)

#### Objectives:

1. To help children understand the distinctions between what they believe and what they know to be true.
2. To make children question the basis of their knowledge regarding their opinions.

#### Materials required:

1. Black board and chalk or white board with markers.
2. Pre-prepared chart regarding facts and opinions.

#### Activity:

1. Divide the children into groups on the basis of the number of children. Ensure that the number of children are equal in all of the groups.
2. Ask the children to choose names for their groups.
3. Once the names are fixed, make the following grid on the board, and have one student volunteer to take down the points.

Group 1	Group 2	Group 3	Group 4
1 point	1 point		1 point
1 point		1 point	1 point
Total = 2 points	Total = 1 points	Total = 1 points	Total = 2 points

4. The mentor then reads out the rules of the game.
  - a. The mentor will read out a set of statements one by one.
  - b. Each group has to answer whether it is fact or opinion, by its turn.
  - c. If the group gets it correctly, then they get a point. If they do not, they do not get a point.
  - d. If there is prompting by other children, a point is deducted from that team.
5. Then the mentor reads out the following statements:
  - a. The sun rises in the east.
  - b. Birds have wings and hollow bones which help them fly.

- c. Fair and thin girls are beautiful
  - d. Trees use sunlight and carbon dioxide to make their food.
  - e. Salman Khan is a great actor.
  - f. The earth revolves around the sun.
  - g. One should not sleep under the peepal tree at night because of ghosts.
  - h. It has been 70 years since India got Independence from the British.
  - i. Women while menstruating should not touch pickle as it will get spoiled by their touch.
  - j. Cat crossing the road brings bad luck
  - k. All women are born to be mothers and caregivers.
  - l. The capital of Karnataka is Bangalore
  - m. All men love cars and motorbikes
  - n. The earth is spherical
  - o. Men have more physical strength than women
  - p. Burning of fossil fuels like coal, petrol and diesel causes climate change and global warming
  - q. Nights are longer during winter months
  - r. Women cry more than men
  - s. Human beings need oxygen to survive
  - t. Makeup makes women look pretty
  - u. People who die in accidents become ghosts and haunt the place they were killed in
  - v. Mobile phones are necessary for our survival
  - w. Nagas are shape shifters and can transform themselves into human form at will
  - x. The Bodhi tree is in Bodhi Gaya. It is an important pilgrimage site for the Buddhists
  - y. Many women have climbed the Mount Everest. The highest mountain in the world
  - z. 13 is an unlucky number
  - aa. Narendra Modi is the best prime minister that India has ever had
  - bb. Witchcraft and black magic can cause serious harm to a person
  - cc. Water boils at 100 degrees Celsius
  - dd. One should not consume food during an eclipse.
6. The children cannot take more than 10 – 20 seconds to answer. If they take more time, they do not get a point and the question goes to the next group.

7. Repeat the rounds till all the statements are read out.
8. Tally up all the points and declare the winner.
9. A round of applause of the winner.

**Transition:**

1. Did you all think about the advertisements like we told you to do in the previous class?
2. Do you think advertisements are about facts or opinion? Let's find out.

**Consolidation: Understanding advertisements (20 minutes)**

**Objectives:**

1. To make the children understand the techniques of convincing others.
2. To make the children understand the fallacies behind advertisement claims.
3. To make children more aware of testing these claims.

**Materials required:**

1. Variety of common-place objects: Stone, ribbon, clock, sticks, duster, chalk, pen etc.
2. Old newspaper and magazines and books that can be cut up for pictures and people.
3. Drawing materials: plain and coloured paper, chart paper, crayons, paint, glue, beads, stickers etc.
4. Bell
5. Computer (optional)

**Activity:**

1. Make groups of three. Assign one of the objects to each of the children.
2. Ask them to make an advertisement about the object.
3. After ten minutes, do a group presentation of all of the advertisements.
4. Tell the children that they can use a mix of facts and opinions.
5. Lead a discussion on the techniques that they used to sell their objects to each other:
  - a. What did you do to ensure that the advertisement gets attention?
  - b. Why do you think the audience will believe you?

- c. How does the advertisement convince you to buy the product?
  - d. Why did you choose these images to sell the product?
  - e. Were other people convinced by this ad? If so, why? If not, why not?
  - f. Based on this ad, will you buy the product?
  - g. Could you see the difference between fact and opinion in the advertisements?
6. Use the discussion to illustrate the following points:
- a. Advertisements are tools to ensure that people buy their products. So, they will use whatever is necessary to make you buy it. They can appeal to your emotion or to your reason.
  - b. To be a smarter consumer, it is important to understand whether the product is being advertised correctly or whether the claims are false.
  - c. Most advertisements are directed towards a group of people – target audience – who they think will buy or use the product. They will use any method necessary to convince this target audience.
  - d. Some of the techniques are:
    - i. Endorsement: Have popular figures praise the product
    - ii. Association: Associate things that you like with the product.
    - iii. Sense appeal: Make things more appealing to the eye
    - iv. Hype: Make exaggerated claims.
    - v. Repetition: Constant viewing of it that will help it seem more appealing.
  - e. Try to correlate some of the examples that the children used with these techniques.
  - f. Stereotyping – using emotion and women, fair skin, only soldiers being desh bhakt etc.
7. **Variation:** You can also showcase some advertisements on the computer and ask them to answer these above questions in relation to the advertisements that they have seen. Some of the examples can be fair and lovely, ads that feature women as props, children in ads, and nationalism in ads. The children could watch some popular advertisements and point out what was fact and what was opinion.
8. End the discussion with a round of applause for everyone.
9. For Mentors:
- a. It is important to use the lessons from sensory perceptions as well as the previous classes to talk about the way in which knowledge is not just what is seen, but that it has to be analysed using a scientific approach.
  - b. We are influenced by emotion and it is important that we recognise that both emotion and reason is important for understanding the world and ourselves.

- c. It is also important that the values that we are taught also clouds us from the facts that are visible. So, it is important to also examine our own understanding using certain tools.
- d. It is also important to let them know that facts can be proven through scientific method, but opinions cannot. If we believe in ghosts, there is no way to prove it even using our senses. But we can prove that dogs exist – so the concept of verifiability is important.
- e. Also, universality is important – water and oil will not mix under any circumstances. So, if things can be repeated over and over again, then it can be seen as fact. As ghosts do not appear under every circumstance, it is only an opinion, and not a fact.

**Transition:**

1. Next class, we will unravel more secrets.
2. We'll learn about magic.

## Third Module: Transition to Gender Module<sup>4</sup>

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### Week 1

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#### Activity for School Children: Our Stories

##### *Note to mentors:*

1. Before going to the classroom, ensure that you have prepared all the materials required for all the activities of that day.
2. In the classroom, assess the time that you have in each of the classrooms. Based on this, ensure that you have divided each of the activities throughout the class, giving room for consolidation as well. Keep a timer or buzzer in your phone for each activity, if necessary, so that children are also aware that the time is up.
3. Please ensure that all the props are ready and have been tested prior to visiting the classroom.

#### Experience: What is the story? (20 minutes)

##### **Objectives:**

1. To ensure that children are comfortable with sharing and speaking in front of others.
2. To foster creativity and encourage using their imagination in daily life.
3. To make students understand the different ways in which men and women imagine the same stories based on their experience of gender.
4. How gender plays a role in the ways we think, behave and act.

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<sup>4</sup> This module was planned, but was not executed because of school closures related to the Covid-19 pandemic.

**Materials required:**

1. Picture cut outs (that have to be distributed in groups): The images have been given below. Please print multiple copies of the images. The numbers will depend on the strength of the class, and the number of groups that will be made.
2. Note books and pens where students can jot down the stories that they create.



**Activity:**

1. Divide the students into groups of 2 or 3. Make sure that the groups are not large.
2. The groups have to be made on the basis on gender – example – 2 girls can form a group, likewise, two boys can form a group. Note: this does not apply for the KGBV girls, for them just make sure that the groups are small.
3. Ask the students to think of a name for their groups.
4. Once the groups are made, distribute the pictures. One picture per group. The pictures can be distributed randomly. The mentors need not give the pictures of the girls to the girls group.
5. After the groups have the pictures, tell them that they have to write / discuss the story of the boy/girl in the picture. Note: the pictures are of two categories – happy girl/boy, sad girl/boy
6. Give them time to discuss and write the story. Make sure that they work in groups and all members participate.
7. Ask the groups to come in front of the class and talk about their story. It has to be a short story made of 5- 10 sentences.
8. Mentors have to note down the key words of the story – group wise on the board.

**Transition:**

1. You are all so creative and have written such beautiful stories.
2. You are all amazing story tellers.

**Reflection: Discussion (10 minutes)**

1. Ask the children
  - a. What came to your mind first when you saw the picture?
  - b. What did the girls say about the pictures of the boy – sad/happy?
  - c. What did the girls say about the picture of the girl – sad /happy?
  - d. What did the boys say about the picture of the girls – sad /happy?
  - e. What did the boys say about the picture of the boy – sad / happy?
  - f. What were the similarities between the stories made by the girls and the boys?
  - g. What were the differences between the stories made by the girls and the boys?
  - h. Did the boys and girls perceive the same pictures differently? Why?
2. When children are talking about these concepts, mentors can also write down some key points on the board to ensure a smooth transition to the next activity. Please keep in mind that the next activity is on stereotypes, so it will be useful to write some of the stereotypes that the children have stated (as a reflection for them).



**Transition:**

Based on what the children answer, you can lead them into the next activity by stating the following sentences, and using the words that are on the board (from the storytelling and from the discussion):

- a. See how we perceive / see things differently based on our gender.
- b. See this is what was common in our stories irrespective of our gender.
- c. We will learn about gender and why this happens a bit later – after your summer vacation.
- d. Now, keep the discussion in mind and let us play a nice game that we have played before. Let's see if we play this game differently now.  
Do you all want to know what this game is?

**Application: Stereotypes (20 minutes)****Objectives:**

1. To make children think about the stereotypes related to gender and knowledge.
2. To make children understand that these biases are barriers to acquire knowledge.

**Materials required:**

1. None.

**Activity:**

1. Ask them to take out their book/paper and pen/pencil.
2. Tell them that you will be reading a series of incomplete sentences and that they have to write whatever they feel will fit into the line.
3. There is no correct or wrong answer. They should write whatever comes to their mind.
4. *Please note:* They do not have to write the full question. They have to only write the answer. It will work better if you give the question number, and they can write the answer next to the question number. Let them know that they will not have enough time, so they should quickly write it down and move on. It is okay for them to miss a question or two. But they have to keep pace.
5. If the students complain about having less time, you can repeat the sentence once and then move on to the next sentence. Please remember, that the idea is for them to note down whatever comes to their mind first, without having much time to think and write the most socially acceptable answer.
6. Then, read out each of the following sentences, count to ten and then move to the next sentence to read it out.

- a. Mard ko \_\_\_\_\_ nahi hota.
  - b. Fair \_\_\_\_\_ lovely.
  - c. Ek achchi ladki \_\_\_\_\_ nahi karti.
  - d. Ladke ko \_\_\_\_\_ se dukh hota hai.
  - e. Ek accha ladka \_\_\_\_\_ nahi karta.
  - f. Ladki ko bada hokar \_\_\_\_\_ Karna chaheye.
  - g. Ladka \_\_\_\_\_ nahi kar sakta.
  - h. Ladka ko bada hokar \_\_\_\_\_ karna chaheye.
  - i. \_\_\_\_\_ ladkiya sundar hoti hain.
  - j. Ladki \_\_\_\_\_ nahi kar sakti.
  - k. \_\_\_\_\_ Ladkiyan sundar nahi hoti.
7. After the exercise is over, ask the children to tell you the answers.
  8. For repeat answer, write the answers down for each of the sentences. If more than one child has answered the same answer, write down the number of children who had the same answers, next to the answer.
  9. Use the words to do the reflection exercise.

**Transition:**

1. Wow! You are all getting very good at playing this game. I find it difficult, so you will have to teach me the ticks later on. Now, let us talk about the answers that we wrote down.
2. When I played this game, I just could not write all the answers, but you all played it excellently. Now, let us talk about the answers that we wrote down.

**Consolidation: Discussion (10 mins)**

1. Count the number of common answers and the questions that provoked the most common answers.
2. Ask the children why they chose that when they had all the other choices? If the children say that it is the only answer possible, provide them with other examples.
3. **For mentors:** Please prepare alternate words for the fill in the blanks for each of the sentences. This way, when children ask for alternatives, you can provide them with many examples of how it could be filled. Also, prepare notes for some of the statements such as 'mard ko dard nahi

hota' as ways to study the truth of these statements. As much as possible, try to play the devil's advocate for the children and start to ask them the following questions:

- a. Why did certain answers come to us so easily?
- b. Why were some answers difficult?
- c. If the children say, they have heard it, or just know it – ask them where they heard it from? Why did it feel right?
- d. Let them know that when we do not know something or have to think quickly, we just go back to what we have heard and understood. We don't explore options that there could be a million answers to the same question.
- e. Especially when we do not have full knowledge or half-knowledge, we just go with the flow instead of exploring or thinking about alternatives.
- f. Sometime the biases are so restricted that we are completely unaware of alternatives. Use examples from the exercise to elaborate this.
- g. Also, ask them whether they had written the same answers before when they had done it the first time.
  - i. If they had, ask them why they wrote the same answers, even though they knew it might be a stereotype and based on half-understood knowledge.
  - ii. If they changed their answers, ask them what motivated them to change the answer.
  - iii. If they do not remember, what would they answer the next time? What would their alternate answers be, if given a chance again?

*Transition:*

1. Tell them that you really enjoyed this class and hope that they also liked it. Next class you will come up with some more fun activities to do with them.
2. Tell them that in the next class you will do one of their favourite activities from the pervious classes, can they guess what that will be? Note: Let the students answer, don't give them any hints, just say that they have done it previously and it was a lot of fun for all of them. They will only find out in the next class so; they should not miss out.

## Week 2

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### Activity for School Children: Our teachers

#### *Note to mentors:*

1. Before going to the classroom, ensure that you have prepared all the materials required for all the activities of that day.
2. In the classroom, assess the time that you have in each of the classrooms. Based on this, ensure that you have divided each of the activities throughout the classroom, giving room for consolidation as well. Keep a timer or buzzer in your phone for each activity, if necessary, so that children are also aware that the time is up.
3. Please ensure that all the props are ready and have been tested prior to visiting the classroom.
4. Please practice the sequence of events and the logistical arrangements you will need in each of the schools that you are attending.

#### **Experience: Teacher Interview (40 minutes – 20 minutes to prepare questions and groups, 20 minutes for the interview)**

##### **Objectives:**

1. To build communication skills.
2. To develop skills for structured communication.
3. To understand the lives of teachers through a gender lens.

##### **Materials required:**

1. None. Children can use their notebooks and pen for writing down the answers and questions.

##### **Primer:**

1. Ask how many students remember interviewing their teachers?
2. Remind them as to how much they enjoyed it last time. Ask them if they can recall some of the questions that were asked.
3. Ask them what kind of questions they would like to ask their teachers – note down the questions on the board
4. Ask the students that if they had to interview their teachers again, what would they do differently?
5. Tell them that this time, they would try getting to know their teachers a bit more.
6. Have a discussion and note down all the questions that they want to ask on the board, make sure that questions on what their teachers do after they get back home, what are their hobbies, why did they become a teacher all get included.

7. Discuss the format of the interview, make sure that all students have noted down the questions.

**Note to Mentors:**

1. Make sure that the students get to interview both male and female teachers
2. Divide the students into groups, but make sure that the groups are not very large.
3. Take permission from teachers before starting the class and coordinate the time accordingly.
4. If there are limited teachers around, provide time slots for each group and ensure that they stick to the time allocated to them.
5. If teachers are not available, modify the exercise to ask anyone who is elder in the school, including the other staff or the elders visiting the school premises. The mid- day meal cooks can also be included.

**Activity:**

1. Divide the children into groups of four.
2. Ask them to assign two as interviewers and two as note-takers.
3. They also have to identify a teacher that they can go ask these questions.
4. Encourage the children
  - a. To take a notebook where they had noted down the questions and pencil/pen so that they can write down the answers.
  - b. To get the consent of the teacher to agree to the interview.
  - c. Encourage them to ask the questions in a simple manner.
  - d. Encourage the students to ask the questions in a different manner if they are not getting the answers they want.

**Transition:**

1. Taking interviews is fun but a lot of effort, isn't it? We learn a lot by asking questions. Now let us talk a bit more about the answers that we go.

**Reflection and Consolidation: Discussion (20 mins)**

1. Ask the students – how many male teachers did they interview and how many female teachers?
2. How was the experience? If they had to further improve their interview skills, what would they do differently?
3. What did they learn? Was the experience different from the previous time? Yes/no, why?
4. Was there any difference in the answers between the male and the female teachers?
5. What were the questions in which the answers were different? What could be the possible reasons for the difference?

6. Ask them to notice the lives of men and women around them at home and in their village. Ask them to see if there was in difference in terms of the time spent on particular activities, how their days were organised and what kind of work / activities do men and women do.
7. The mentors can write down the key differences between men and women teachers on the board so that other students can also understand the differences in experience.

***Transition:***

1. Tell them that the next class is only about playing but with a twist and they would get to play with colours in the next class.

## Week 3

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### Activity for School Children: Painting with Emotions

#### *Note to mentors:*

1. Before going to the classroom, ensure that you have prepared all the materials required for all the activities of that day.
2. In the classroom, assess the time that you have in each of the classrooms. Based on this, ensure that you have divided each of the activities throughout the classroom, giving room for consolidation as well. Keep a timer or buzzer in your phone for each activity, if necessary, so that children are also aware that the time is up.
3. Please ensure that all the props are ready and have been tested prior to visiting the classroom.
4. Please practice the sequence of events and the logistical arrangements you will need in each of the schools that you are attending.

#### *Introduction:*

1. Ask the students how many of them like drawing and painting.
2. Ask them if there is a way in which emotions can be expressed without using words? Then tell them that today you will show them how that can be done through art. Tell them, that they would do something where everyone will get to draw and paint today.

#### **Experience: Colours and Emotions (15 minutes)**

##### **Objectives:**

1. To start the process of self-reflexivity and articulation.
2. To create a conversation about the inner lives of the children.
3. To expand the emotional vocabulary of students.
4. To understand different ways in which emotions can be expressed.

##### **Materials required:**

1. None. You can also carry some print out of colours with you which can be displayed while doing the activity. Alternatively the projector can also be used.

**Activity:**

1. Ask the students to name a few colours.
2. Note down all the colours that they are stating on the board.
3. Then ask them to name a few emotions – Fear, anger, joy, surprise, sadness and so on.
4. Then ask them to name a few colours – Red, green, blue, yellow, black, white and so on.
5. Make sure to write the emotions on one side of the board and the colours on the other side.
6. Tell the students that if they had to match a colour with emotions, what would that be?

**Reflection: Discussion (5 minutes)**

1. Have a small discussion on why did they chose those colours to represent those particular emotions?
2. Do they think emotions and colours are related?
3. What kind of colours are they likely to use on a day they are angry and, on a day that they are very happy?
4. Does something like this happen in their choice of clothes also?
5. So, can we express ourselves and our emotions by not using words?

**Transition:**

Okay, now, let's draw something with vivid colours. You can draw whatever you want, but you will have to title the drawing based on an emotion – for example – joy.

**Application: Our paintings talk (30 minutes)**

**Objectives:**

1. To start the process of self-reflexivity and articulation.
2. To create a conversation about the inner lives of the children.
3. To expand the emotional vocabulary of students.
4. To understand different ways in which emotions can be expressed.

**Materials required:**

1. Sheets of white paper
2. Paints and colours



3. Paint brushes

**Activity:**

1. Distribute the sheets of paper and paints to the students. Make sure that all students have enough colours.
2. Tell them that they have to make painting based on an emotion.
3. Go around the class and help them if they are unable to think of something.

**Consolidation: Presentation and Discussion (10 minutes)**

**Activity:**

1. Ask the students to present some of the drawings that they have made.
2. Encourage them to explain the drawing and how it relates to the emotion.
3. Talk about how they have been able to express the particular emotion with their paintings
4. Round of applause for everyone in class for participating
5. Find a space to display the paintings if possible.

**Transition:**

1. Tell them that they are all fantastic artists and very creative. You have learnt a lot from them today. Next class they will do something that they have already done but in a new way.
2. Encourage them to continue painting

## Week 4

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### Activity for School Children: Facts and Opinions

#### *Note to mentors:*

1. Before going to the classroom, ensure that you have prepared all the materials required for all the activities of that day.
2. In the classroom, assess the time that you have in each of the classrooms. Based on this, ensure that you have divided each of the activities throughout the classroom, giving room for consolidation as well. Keep a timer or buzzer in your phone for each activity, if necessary, so that children are also aware that the time is up.
3. Please ensure that all the props are ready and have been tested prior to visiting the classroom.
4. Please practice the sequence of events and the logistical arrangements you will need in each of the schools that you are attending.

#### *Introduction: (15 mins)*

1. Let us test our memory today, we had previously discussed and played a game on facts and opinion, do you all remember that?
2. How many can tell me what is fact and what is an opinion?
3. Okay, let us quickly refresh our memories, (select any student from the class) and describe them in two days – one based on a fact, the other should be your opinion – example – she is wearing a blue skirt today (fact), her blue skirt is very nice (opinion). Ask the students if they can tell the difference on what is a fact and what is an opinion.
4. Have a small discussion on the topic and write down the key words – what defines a fact, what defines an opinion.
5. Note: Mentors should revisit the topic on module 2 in order to be prepared for this discussion. Please watch the video. A few points to remember for the mentors – facts remain the same throughout but opinions change from person to person. Facts can be scientifically proved, but opinions can or cannot – since they keep changing with people, place and time. Example –Some people are scared of ghosts (fact); ghosts exist in reality (opinion)

#### *Experience (30 mins)*

#### **Objectives:**

1. To help children understand the distinctions between what they believe and what they know to be true.
2. To make children question the basis of their knowledge regarding their opinions.

**Materials required:**

Black board and chalk or white board with markers.

**Activity:**

1. Divide the children into groups on the basis of the number of children. Ensure that the number of children are equal in all of the groups.
2. Ask the children to choose names for their groups.
3. Once the names are fixed, make the following grid on the board, and have one student volunteer to take down the points.

Group 1	Group 2	Group 3	Group 4
1 point	1 point		1 point
1 point		1 point	1 point
Total = 2 points	Total = 1 points	Total = 1 points	Total = 2 points

4. The mentor then reads out the rules of the game.
  - a. The mentor will read out a set of statements one by one.
  - b. Each group has to answer whether it is fact or opinion, by its turn.
  - c. If the group gets it correctly, then they get a point. If they do not, they do not get a point.
  - d. If there is prompting by other children, a point is deducted from that team.
5. Then the mentor reads out the following statements:
  - a. Only fair girls are beautiful
  - b. Men are bad cooks
  - c. Both men and women get emotional and cry
  - d. Men are stronger than women
  - e. Only women can give birth
  - f. The legal age of marriage in India for women is 18 years
  - g. There is no legal age of marriage for men because they can marry as soon as they get a job.
  - h. Child marriage is a crime by law
  - i. Indian women should always wear saris
  - j. In India, men and women have equal rights

- k. Women pilots are not as good as men
- l. Men are better in mathematics than women
- m. Both men and women experience some changes in their bodies after puberty (note: mentors need to prepare themselves to explain briefly – what puberty is)
- n. Women are impure during their menstrual cycle
- o. Less number of women get educated in comparison to men in our country.
- p. Dowry is a punishable offence by law
- q. All women are bad drivers
- r. Men are violent and aggressive by nature
- s. Women don't need as much food as men
- t. Men cannot do domestic work
- u. Men also wear jewellery
- v. The inventor of the internet was a woman
- w. India has had many brilliant women scientists
- x. India has a women's cricket team
- y. Cooking involves mathematics
- z. Our finance minister is a woman
- aa. Mothers are better at taking care of their children than fathers
- bb. Passing lewd comments or teasing is a criminal offence.
- cc. India has women wrestlers who have won many medals.
- dd. All men are bigger (body size) than women

**Transition:**

1. You all played this game very well; did we learn about new things by playing this game? I did, for sure. Let us share with each other what we learnt.

**Reflection / Application: Discussion (15 minutes)**

**Objectives:**

1. To make children aware of the various stereotypes based on gender

**Materials required:**

None.

**Activity:**

1. Ask the students what came as a surprise to them in the previous activity and why.
2. Ask the students what were the answers that they already knew and why.
3. Have a discussion on the basis of the stereotypes – based on beauty, physical and mental capacity, laws, social practices and so on.

***Transition:***

1. Tell them that this was a very interesting class for you since you learnt so much from them. Also inform them that in the class that will take place after summer vacation, we will talk about these things in details and get to know more.
2. For the next class, you will do something very interesting and new. Something that they can't even imagine. So, they should not miss it. Tell them to get a few saris and dupattas from home. That is a clue, but don't say more than that. Note: If possible, the mentors should also carry some dupattas with them in case the students forget. Mentors should also carry a kajal pencil, bindis and if possible, bangles with them.

## Week 5

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### Activity for School Children: Role Play

#### *Note to mentors:*

1. Before going to the classroom, ensure that you have prepared all the materials required for all the activities of that day.
2. In the classroom, assess the time that you have in each of the classrooms. Based on this, ensure that you have divided each of the activities throughout the classroom, giving room for consolidation as well. Keep a timer or buzzer in your phone for each activity, if necessary, so that children are also aware that the time is up.
3. Please ensure that all the props are ready and have been tested prior to visiting the classroom.
4. Please practice the sequence of events and the logistical arrangements you will need in each of the schools that you are attending.

#### *Introduction:*

1. Tell the children that you are very excited about today's class, since you are going to do something that has never been done before.
2. Ask them if they got the saris and dupattas. Collect it and keep it with you.

*Experience: Cross dressing (45 minutes)*

#### **Objectives:**

1. To allow children to get an understanding of the different roles men and women play.
2. To be more sensitive all genders.

#### **Materials required:**

1. Saris and Dupattas (Note: the dupattas can also be used to tie turbans)
2. Kajal pencils
3. Bindis
4. Bangles (if possible)
5. Any other useful items for cross dressing.

#### **Activity:**

1. Divide the students into mixed sex groups. If equal number of boys and girls cannot be ensured in a group, make sure the groups have both girls and boys present in them. Don't make very big groups – maximum 5-6 students in one group.
2. After the groups are made, distribute the saris and dupattas
3. Tell them that the boys have to dress up as women and all the women have to dress up as men. The kajal pencil will be used by the mentors to make moustache and beard.
4. Tell them that they will be given time to dress up
5. After the distribution, give them topics for play and tell them that each group has to come up with a small skit, where the boys play the role of women and the girls have to be men. Make sure that all get some role or the other. You can allocate one person in the group to be the narrator.
6. Topics for skit - a) A job interview ( a situation where students have to act as interviewers and interviewee , b) lets go shopping , c) A marriage proposal – where the groom has come to see the bride or vice versa – let the students decide, d) A quarrel (students have to come up with the reasons for the quarrel and act out the scene) e) Ambition (students have to act out a situation where a boy/girl want to achieve something and how they do it.
7. Assign the topics randomly to the groups. Every group will perform one play each, where the boys play the role of women characters and vice versa.
8. Give the students (15 mins to dress up and prepare for the play)
9. Give each team 5 minutes to present the play in front of the class.

**Transition:**

1. Tell the students that they performed the plays really well. But now, let us talk a little about the plays.

**Reflection / Application: Discussion (15 minutes)**

**Objectives:**

1. To make children aware of the various stereotypes based on gender

**Materials required:**

2. None.

**Activity:**

1. Ask the students about their experience in cross dressing and playing reverse gender roles?
2. Ask the boys about the female characters they were playing, what were the characters feeling, what did they behave in particular ways, why was their body language like that and so on.
3. Ask the girls about the male characters they were playing, what were the characters feeling, what did they behave in particular ways, why was their body language like that and so on.
4. Ask the students if the characters were close to reality?
5. Why did they choose that story? Who were the characters inspired by?
6. Talk to the students about how our imagination and experiences of gender shapes the way we portray such characters.

***Transition:***

1. Tell the students to think about the discussion that you had during the summer vacations. Tell them to observe at home, in their villages and TV/phone the characters that are similar to the ones that they played. Wish them happy holidays and tell them that you are really looking forward to seeing them soon.