

UNIT



CHILDREN

SUMMARY

SECTION	In this UNIT students will develop their				
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	
Introduction			<ul style="list-style-type: none">Class discussion about children and teenagers	<ul style="list-style-type: none">Accepting others opinions	
(A) Tom Sawyer and the Cat	<ul style="list-style-type: none">Comprehending and interpreting information to identify main pointsAnalyzing, interpreting, inferring & evaluating informationDeducing meanings of unfamiliar words	<ul style="list-style-type: none">Reasoning to identify most plausible answers	<ul style="list-style-type: none">Expressing and responding to personal opinions	<ul style="list-style-type: none">Analyzing and appreciating other's view points	<ul style="list-style-type: none">Inferring meaning of new wordsUsing language to express personal opinion





SUMMARY

SECTION	In this UNIT Students will develop their				
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	VOCABULARY
(B) Children of India	<ul style="list-style-type: none"> Selecting and extracting information Identifying expressions to compare and contrast 	<ul style="list-style-type: none"> Planning, organizing, and presenting ideas Comparing & contrasting Arriving at conclusions Expanding notes Writing an article for a magazine 	<ul style="list-style-type: none"> Framing and responding to questions 	<ul style="list-style-type: none"> Listening for specific information 	<ul style="list-style-type: none"> Using language to express differences and similarities
(C) Children and Computer	<ul style="list-style-type: none"> Analyzing and interpreting information from a graph 	<ul style="list-style-type: none"> Preparing a graph and using the information to write a report Planning, organizing and presenting ideas Comparing & contrasting ideas and arriving at conclusions 	<ul style="list-style-type: none"> Participating in spontaneous talk while interviewing others Presenting oral reports Exchanging information Role-play to express different view points Arguing for and against the motion in a debate 	<ul style="list-style-type: none"> Listening to arguments and counter arguments in a debate Listening to analyze information 	<ul style="list-style-type: none"> Using the language of debate Using language to express proportion, frequency, comparison and contrast

SUMMARY

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	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	VOCABULARY
(D) Life Skills	<ul style="list-style-type: none"> Identifying main points to recognize strengths and weaknesses Analyzing and evaluating oneself and others 	<ul style="list-style-type: none"> Writing about oneself and others Using appropriate style to write a dialogue and a letter 	<ul style="list-style-type: none"> Giving advice Expressing and responding to personal feelings, opinions and attitude 	<ul style="list-style-type: none"> Accepting and appreciating others opinions 	<ul style="list-style-type: none"> Language of counselling
(E) We are the World	<ul style="list-style-type: none"> Inferring and evaluating information 	<ul style="list-style-type: none"> Writing a script for a skit 	<ul style="list-style-type: none"> Performing a skit Dialogue writing 	<ul style="list-style-type: none"> Listening for specific information to complete the song 	<ul style="list-style-type: none"> Using direct speech



UNIT 6

CHILDREN

Introduction

A brief warm up activity - pair work followed by class discussion

A Tom Sawyer and the Cat

A1 Individual reading - Students will attempt this as a comprehension passage for class assignment; so do not explain or discuss it.

A2 Individual work

- a Becky Thatcher had stopped coming to school
- b Tom no longer took interest in anything
- c Tom's indifference was broken
- d Pouring the medicine into a crack in the sitting-room floor

A3 Individual work

- (i) Fond
- (ii) Sad
- (iii) Motionless
- (iv) Seriousness

A4 Pair work followed by class discussion (on the basis of the reading of the extract)

A5 Class discussion (on the basis of the reading of the extract)

B Children of India

B1 Pair work followed by class discussion to differentiate between the lifestyles of children from different strata of society.

B2 Pair work. One student reads about one boy & the partner reads about the second boy



B3 Individual completion of the table. This is followed by exchanging of information with partners in order to complete the second half of the table.

Name	Shravan	Narendra
Age	13	13
Parents	Orphan - father kept a shop but was tricked out of it, mother died due to illness	Both parents alive - father is a police officer
A typical day	Begins work at 7 p.m, delivers tea and samosas, does the dishes, and collects money. 6 pm - prepares his own food, has a bath and goes to bed	School routine, plays tennis in the evening. Swims regularly, paints, studies and goes to bed at 10 pm.
Recreation / hobbies	Goes to the cinema, used to play gulli-danda & marbles	Drawing, painting, tennis, swimming
Hopes / dreams / ambitions	To own a big shop, to repay the loan and get back to his village for good.	To become a police officer
Your assessment of his future	Student's responses (open ended)	Student's responses (open ended)

B4 Individual reading

B5 Individual completion of the table to express differences and similarities.

Expressions	D or S
X is different from Y in that.....	D
X and Y are alike in that....	S
X and Y have.. in common.	S
Whereas X,, Y	D
Compared to X, Y...	D
X In contrast, Y....	D
X However, Y....	S
X and Y both	S



- B.6 Individual writing. To be done as class work only, with the help of the CODER and the inputs given in B3.

C Children & Computers

- C1 Individual work to be done in the class. Encourage students to answer correctly and truthfully as this information will not be disclosed.
- C2 Group work - conducting a survey to collect information from different age-groups of both boys and girls.
- C3 After each group completes their table; they join another group, exchange information and record it in their table. This is followed by group work and class discussion to analyze differences and similarities.
- C4 Individual work - Study and interpret a graph to write a report.
- C5 Individual work. First students will prepare their own graph and on the basis of the guidelines and the structure given in C4, then they will write the report with the help of B5 and C3. Teachers may have to monitor with the help of questions.
- C6 Tape script - Listening activity

Debate: Education of the girl child is a burden.

Speaker for the motion:

Respected Chairperson, honorable judges, members of the staff and friends, I stand here to express my views for the motion. I would like to state that the education of the girl child is indeed a burden. In a poor family, the education of the girl child comes outside the preview of the budget. When the resources are limited, the priority areas have to be fixed. In a poor family feeding all the members, clothing them and looking after them and their health is of primary concern to the head of the family. The rest of the resources should be devoted to the education of the boys in the family. Later on, as the head of the family, the boy will be the bread winner. Hence he should be properly educated and groomed to take on the mantle. So, sir, I feel that in such a case the education of the girl child will be a burden. Even if a girl child is educated and given the right kind of grooming, one day, she will leave the family nest and get married. In that case, why should the family divert its precious resources? I feel that those resources should be utilized for the boys. Further when the girl child stays at home, she can look after and manage the house. It is a well established fact that education is a kind of investment. By educating the boy child the family is making a sound financial investment.



Moreover, a girl's duty is to look after the family and take care of the children. If she does not do that and is away from home for long periods, it will be an additional burden on the house. So I feel that by educating the girl child the family will be inviting trouble. It should utilize its precious resources as economically as possible I therefore support the motion that the education of the girl child is a burden.

Thank you.

Speaker against the motion

Respected Chairperson, honourable judges, members of the staff and friends. My knowledgeable opponent is of the opinion that the girl child is a burden. May I ask how the girl child, who is an equal partner in sharing responsibilities and duties, can be a burden? She will be sharing the burden and supplementing the resources rather than reducing them. Unfortunately the boys' education is given preference. Let me draw your attention to the fact that such notions are a thing of the past. If boys and girls are to be treated as equals, then both of them have the right to education. If resources can be spared for a boy's education, then they have to be spared for the education of the girl also. It will not be a burden, but an investment. The family has to device means, squeeze its budget and make space for the education of the girl child, because the future of the family depends upon her growth and education.

When the girl child is educated, she will reduce the financial burden of her father and later her husband. So how can my friends say that she is a burden?

My friend has stated that by providing for the education of the girl child, a family diverts its precious resources. But I would like to inform my friend that both at the school level and the higher levels, the government provides free education to the girl child and concessions are also given. So the family only has to spend on her books and clothes. Therefore I oppose this motion and I feel that it is taking us back in civilization.

Thank you

- C7** Discuss expressions used to support, argue and counter argue a debate.
- C8** Role-play - Discuss to express different points of view. The whole class can participate, some as parents, some as teachers and others as students. The teacher or a student could be the moderator.
- C9** In groups of 4, students will prepare a class debate. They can choose to speak for the motion or against it. (Ensure that some speak for the motion and some against it). Give them a few days to prepare before conducting it.



Each student must contribute to the written as well as spoken matter. They can divide the content into 4 - introduction, points favouring their stand, arguing the opponents points, conclusion. (Encourage them to use the expressions in C7)

D Life skills

- D1 Students will read both extracts individually, then discuss and share their feelings with the class.
- D2 Johari window - to realize one's strengths and weaknesses. Individual completion of table, followed by pair work to discover hidden strengths and weaknesses to develop personality. Encourage students to express themselves freely and frankly.

Teacher's Notes

1. The 'Johari Window' explains how the self can be represented by a window that is divided into four quadrants.
2. The aim should always be to develop the 'Open Area' for every person, because when we work with others in this area; we are at our most effective and productive.
3. The first quadrant is the **Open Self** - an area known to the self as well as others. It is the space where there is good communication, cooperation and no distractions, mistrust, confusion, conflict or misunderstanding. The size of the open area can also be expanded vertically downwards into the hidden space by the person's disclosure of information and feelings about himself / herself to the partner or by the partner asking the person about him / her. The size of the open area can be expanded horizontally into the blind space by seeking and actively listening to the feedback from the partner or the partner offering feedback, sensitively of course.
4. The **Blind Self** is the window that is unknown to self and known to the others. This blind area is not an effective or productive space for individuals. It could also be referred to as ignorance about oneself. By seeking or soliciting feedback from the partner, the aim should be to reduce this area and thereby to increase the productive open area, i.e. to increase self-awareness.
5. The **Hidden Self** is the area that is known to the self but unknown to others. The hidden area could also include sensitivities, fears, hidden agendas, manipulative intentions, secrets etc. Typically, a lot of hidden information is not very personal, it is work or performance-related, and so is better positioned in the open area.
6. Lastly the **Unknown Self** is unknown to the self as well as to others. This 'Unexplored Self' can be brought into the 'Open Self area' by disclosure, which enables better understanding, cooperation, trust and productivity. Large



unknown areas would typically be expected in younger people, and people who lack experience or self-belief.

(E.g. an ability that is under-estimated or untried through lack of opportunity, encouragement, confidence or training; a natural ability or aptitude that a person doesn't realise they possess; a fear or aversion that a person does not know they have; repressed or subconscious feelings; conditioned behaviour or attitudes from childhood)

Learning Outcomes - Students learn to:

- Understand relationships between individuals within a class / group / team.
- Realize the unexplored potential in them
- To make proper use of the unexplored self
- Improve self-awareness & personal development

D3 Students work in pairs, then class review

D4 Dialogue writing in pairs - can be used for dramatization

D5 Individual work to understand the language of counselling. This can be done as role-play, then individual work.

D6 Group work - Using the language of counselling.

D7 Students read both letters individually, discuss the advice to be given with their partner, and then write a letter (individually) to either the father or the son.

E We are the World

E1 Individual work (Play the song a number of times)

There comes a time
 When we need a certain call
 When the world comes together
 As one
 There are people dying
 Oh, and it's time
 To lend a hand to life
 The greatest gift of all
 We can't go on
 Pretending day by day
 That someone, somewhere





Will soon make a change
We are all a part of it
God's great big family
And the truth you know
Love is all we need
We are the world
We are the children
We are the ones
To make a brighter day
So let's start giving
There's a choice we are making
We're saving our own lives
It's true we make a better day
Just you and me
Well, send them your heart
So they know that someone cares
And their lives will be stronger
And free
As God has shown us
By turning stone to bread
And so we all must
Lend a helping hand
We are the world.
We are down and out
And there seems no hope at all
But, if you just believe
There's no way we can fall
Oh yes, let's realize
That change can only come
When we stand together
As one
We are the world

- E2** Class discussion - Encourage students to go beyond the meaning of the song. Adults need to open their eyes: change their attitudes and help others so that inhumanity may be eliminated. In pleading the cause of children, we are pleading the cause of all humanities.

E3 Class discussion

- Save children as they are our future
- Help humanity, else we will face the consequences
- Be generous; empathise
- Together we can save the world

E4 Role play in groups - You may need to help students choose problems that are prevalent in society today. They must also come up with possible solutions. Ensure that each student contributes to the script & enacts a part too.

