Name Tag + Introduction

Objective:

- To initiate an introduction and familiarisation between facilitators and students.
- To enable students to explore their creative interests.

What You Need:

- Cutouts of papers for all students
- Crayons
- Sketchpens
- Scissors
- Pens/Pencils

Process:

- Give the students around 10 mins to make name tags and tell them they are allowed to be as creative as they would like, in the given time limit. One way of making name tags can be in the form of a table place card so that the students can keep it with them for all sessions.
- On the flip side of the tag the students can write about or draw the things they like, their hobbies, their aspirations, etc.
- Following this, ask the students to introduce themselves by displaying their name tags and talking about the things they wrote. Encourage everyone to speak and guide the students into creating a supportive environment in the group.
- From here onwards try addressing the students by their names, it gives them a sense of being noticed and is encouraging.
Collective Jive
(Icebreaker)

Objective:
• To create a culture for participants to associate the beginning of the sessions with fun and jives.
• To energize and motivate students before engaging in other activities.

Process:
• Ask all the students, teachers and facilitators to assemble in the main area of the school.
• Divide the students in appropriate lines so that all students can see the facilitators in the front.
• One of the facilitators should lead the session in an aerobic/zumba jive that the students can easily follow. The choice of song should be upbeat to get the kids to enjoy and have fun.
• Teach this routine, revise it a couple of times, and keep encouraging the students.

What You Need:
• Speakers

References:
• https://www.youtube.com/watch?v=PyvFFaUbqXs&list=PLFqSMOggLY7R_y0Ok7IjOTl9IomJqRYhh&index=18&t=0s
• https://www.youtube.com/watch?v=Hw821Fy3XKU
Class Book Activity

Creativity  Non-Academic  Difficulty Level: Low

Objective:
• To make a class-book where the students can express themselves creatively by way of artwork, stories or poems.
• This book will also serve as a reminder of the work the students are capable of doing and making a book collectively as a class will help them collaborate with each other.

Process:
• Introduce the idea of making a class-book to the students. They have always bought books and this time there is an opportunity to create one, a book that will be a reflection of themselves. You can plan the sessions in a way where over 5-7 sessions, 30 minutes is dedicated to different aspects of making the class-book.
• Day 1 - distribute the small papers and ask the students to creatively design the paper and introduce themselves. This page will be stuck on the left side of the book.
• Day 2- Ask the students to come up with some creative content they would like to put in the book that will be their contribution and represent them. You can give some prompts or let this be a free flowing creative activity. They can do poem, prose, art work as they please. This content creation can stretch over 2 sessions.

What You Need:
• Small sheets of paper that can be used for introducing all the students
• A4 size papers for creative content for all students
• Pencils
• Erasers
• Art supplies (sketch pens, colour pencils and crayons)
Class Book Activity

Critical Thinking + Creativity  Non-Academic  Difficulty Level: Medium

Process:

• Once the content is created the students can work on making the cover page. A good way to include everyone is to come up with a design where everyone can colour or paint or draw something in it so that it shows equal contribution and teamwork.
• Make an index for a book and number the pages like a real book has.
• The students can then start compiling the book. If there is any work of cutting, pasting and decorating this can be done.
• Help the students bind the book and it can be kept in the principal's office or in the classroom for everyone to see.
Learning Math Through Games

Problem-Solving: Math  Academic  Difficulty Level: Medium

Objective:

- To develop mathematical knowledge and appreciation among students through non-academic tools.
- To explore the concept of mensuration primarily in squares, rectangles and triangles using GeoBoard.

Process:

- Create an equal number of groups of 3-4 students
- Ask the groups to come up one after the other to construct different 2 dimensional shapes using rubber bands around the pins of the geo board.
- The shapes will have a certain area and perimeter which will be measured along the pins and the square units of geo-board.
- Ask them to collectively problem-solve and experiment with the Geo Board and provide guidance and prompts prior to this
- Finally, based on the resulting figures, the derivation and revision of formulae of triangles, square and rectangle can be done with the students.

What You Need:

- Geo Board
- Geo bands or rubber bands

Problem-Solving: Math  Academic  Difficulty Level: Medium

What You Need:

- Geo Board
- Geo bands or rubber bands
Learning Math Through Games

**Process:**

Prompts for this activity include:
- Show a triangle that has an area of one square unit.
- Show a square with an area of 4 square units.
- Show a rectangle with a perimeter of 5 square units.
- Show an isosceles triangle.
- Show a scalene triangle.
- Show a right triangle with an area of more than 2 square units.
- Show 2 triangles that have the same shape but that are different sizes. What is the area of each triangle?
- Show a rectangle with a perimeter of 10 units.
- Show the smallest square on your geoboard.
- Show a rectangle of 12 sq. units
Objective:
- To provide students with alternate ways to represent mathematical concepts.
- To encourage them to explore the relationships between numbers represented in this manner.

What You Need:
- 20-25 printed sheets with the Prime Climb Chart (at the end of the module)
- Pencils
- Erasers

Process:
- Distribute the sheets and instruct the students to examine the sheet for 5 minutes
- Make sure you encourage a class-led discussion and act as a moderator and facilitator
- Ask them for their first impressions of the sheet, and encourage different students to speak up
- Validate each impression positively and encourage them to delve more into patterns they see emerging; ask for more specific observations to do with the following: colour, structure, prime numbers, square numbers, multiplication, division, and sequences
Number Talk and Prime Climb

Critical Thinking: Math  Academic  Difficulty Level: Medium

30 min

Process:

• Ask them to note down their observations
• Now encourage them to think of ways in which they can use the chart in their own math lessons, and the topics it would be beneficial in (sequences, factorisation, to name a few) - ask them to also explain how they would use the chart
• Use the reference with notes about the prime climb chart to provide them with more insights they may not have covered in their discussion
• Ask them how they would proceed beyond 50

References:

Math Revision with Worksheets

Objective:

• To focus on academic revision of maths.
• To brush up on concepts by engaging with them critically using the principles of peer learning.

Process:

• Distribute the revision worksheets to the students and set ground rules that everyone has to individually solve their worksheets. It is also important to emphasise the ground rules such as respecting everyone and helping one another so as to not have any negative feelings in the classroom if some students are lagging behind in the activity.
• You can solve and discuss questions in batches, this may help the students gain confidence moving ahead in the worksheet. For example if a worksheet has 20 questions, after every 5 questions discuss the solutions and how different students approached the problem.
• To do this, first emphasise that the correct answer is not as important as the problem solving approach and those students who have managed to complete the first 5 questions can come ahead and show the class how they solved the problem. This will help as the students can connect better to a peer learning approach.
• Continue this process till the worksheet is solved.

What You Need:

• Worksheets for maths revision (at the end of the module)
• Pencils
• Erasers

Critical Thinking: Math

Academic

Difficulty Level: Medium
MATH REVISION- CLASS 6 (Numbers)

1. 9 के सभी गुणज ज्ञात कीजिये जो 100 से कम हों
2. विभाज्यता परीक्षणों का उपयोग करते हुए, निर्धारित करें कि निम्नलिखित में से कौन सी संख्या 6 से विभाज्य है
   (a) 297144  (b) 1258  (c) 4335  (d) 61233  (e) 901352
   (f) 438750  (g) 1790184  (h) 12583  (i) 639210  (j) 17852
3. एक कमरे की लंबाई, चौड़ाई और ऊंचाई क्रमशः 825 सेमी, 675 सेमी और 450 सेमी है। सबसे लंबे टेप का पता लगाएं जो कमरे के तीन आयामों को बिल्कुल माप सकता है।
4. तीन अलग-अलग रोड क्रॉसिंग पर ट्रैफिक लाइट्स हर 48 सेकंड, 72 सेकंड और 108 सेकंड क्रमशः के बाद बदल जाती हैं। अगर वे सुबह 7 बजे एक साथ बदलते हैं, तो किस समय फिर से एक साथ बदलेंगे?
5. चार संख्याओं की वो सबसे छोटी संख्या ज्ञात करें जो 18, 24 और 32 के विभाज्य हैं।

Source: NCERT Math Textbook Class 6
MATH REVISION- CLASS 6 (Fractions)

1. निम्नलिखित में से प्रत्येक जोड़ में, कौन सी संख्या दूसरे के दा
   (ए) 2, 9 (बी) - 3, - 8 (सी) 0, - 1 (डी) - 11, 10 (ए) - 6, 6 (फ) 1, - 100

2. रमेश के पास 20 पेन्सिल थी। शीलू के पास 50 पेन्सिल और जमाल के पास 80 पेन्सिल थी। 4 महीने बाद रमेश ने 10 पेन्सिल शीलू ने 25 पेन्सिल और जमाल 40 पेन्सिल का प्रयोग कर लिया। प्रत्येक ने अपनी पेन्सिलों की कोनसी मिन प्रयोग कर ली? जांच कीजिये की प्रत्येक ने पनि पेन्सिलों की सामान मिन प्रयोग की।

3. 25 विद्यार्थियों की कक्षा A में 20 विद्यार्थी 60% या अधिक अंकों से पास हुए और 30 विद्यार्थियों की कक्षा B में 24 विद्यार्थी 60% या अधिक अंकों से पास हुए। किस कक्षा में विद्यार्थियों का अधिक भाग 60% या अधिक अंक लेकर पास हुआ?

4. नंदनी का घर उसके स्कूल से 9/10 किमी दूर है। वह कुछ देर पेदल चलती है फिर की दूरी बस से तय करके स्कूल पहुँचती है। वह कितनी दूर पेदल चलती है?

5. जयदेव को स्कूल के मैदान में चलने के लिए 2 ½ मिनट लगते हैं। राहुल को ऐसा करने में 7/4 मिनट लगते हैं। कौन कम समय लेता है और किस अंश से?

Source: NCERT Math Textbook Class 6
MATH REVISION- CLASS 6 (Fractions)

1. एक संख्या रेखा खींचें और निम्नलिखित उत्तर दें:
   
   (a) अगर हम 4 नंबर को दाई ओर - 2 पर ले जाते हैं, तो हम किस नंबर पर पहुँचेंगे।
   (b) यदि हम 9 के बाई ओर 5 संख्याएं स्थानांतरित करते हैं, तो हम किस संख्या में पहुँचेंगे।
   (c) यदि हम संख्या रेखा पर - 8 पर हैं, तो हमें किस दिशा में जाना चाहिए — पहुँच -13?
   (d) यदि हम संख्या रेखा पर - 6 पर हैं, तो हमें किस दिशा में जाना चाहिए— पहुँच -9?

2. >, < या = साइन के साथ रिक्त स्थान भरें।
   
   (a) (– 3) + (– 6) _____ (– 3) – (– 6)
   (b) (– 21) – (– 10) _____ (– 31) + (– 11)
   (c) 45 – (– 11) _____ 57 + (– 4)
   (d) (– 25) – (– 42) _____ (– 42) – (– 25)
MATH REVISION- CLASS 6 (Decimals)

1. समेश की नोटबुक की लंबाई 9 सेमी 5 मिमी है। सेमी में इसकी लंबाई क्या होगी?
2. एक युवा चने के पौधे की लंबाई 65 मिमी है। सेमी में इसकी लंबाई व्यक्त करें
3. दशमलब का उपयोग करते हुए किमी के रूप में व्यक्त करें।
   (a) 8 मीटर (b) 88 मीटर (c) 8888 मीटर (d) 70 किमी 5 मी
4. नसरीन ने अपनी शर्ट के लिए 3 मीटर 20 सेमी कपड़ा और अपनी ड्रेस के लिए 2 मीटर 5 सेमी कपड़ा खरीदा। उसके द्वारा खरीदे गए कपड़े की कुल लंबाई को खोजे
5. रवि ने 5 किलो 400 ग्राम चावल, 2 किलो 20 ग्राम चीनी और 10 किलो 850 ग्राम आटा खरीदा। उसकी खरीद का कुल वजन सात कीजिए।
6. आकाश ने 10 किलो वजन की सब्जियां खरीदीं। इसमें से 3 किलो 500 ग्राम प्याज, 2 किलो 75 ग्राम टमाटर हैं और बाकी आलू हैं। आलू का वजन कितना है?
7. अभिषेक के पास 7.45 रुपये हैं। उसने 5.3 रुपये की टोफियाँ ले ली। अभिषेक के पास अब कितने रुपये शेष बचते हैं?
8. लता ने 9.5 रुपये का एक पेन खरीदा और 2.5 रुपये की एक पेंसिल खरीदी। उसने कुल कितने रुपये खर्च किये?

Source: NCERT Math Textbook Class 6
MATH REVISION- CLASS 7

(Rational Numbers, Fractions, Decimals)

1. (a) \(50 \div (-5)\)    (b) \(13 \div [(-2) + 1]\)    (c) \([(-6) + 5)] \div [(-2) + 1]\)
   (d) \(\text{_____} \div (4) = -3\)    (e) \(52.5 \div 10\)    (f) \(76.5 \div 0.1\)

2. The temperature at 12 noon was 10°C above zero. If it decreases at the rate of 2°C per hour until midnight, at what time would the temperature be 8°C below zero? What would be the temperature at midnight?
   दोपहर 12 बजे का तापमान शून्य से 10 डिग्री सेल्सियस अधिक था। यदि यह आधी रात तक प्रति घंटे 2 °C की दर से घटता है, तापमान शून्य से नीचे 8 डिग्री सेल्सियस किस समय होगा? आधी रात को तापमान क्या होगा?

3. In a class test containing 15 questions, 4 marks are given for every correct answer and (-2) marks are given for every incorrect answer. (i) Gurpreet attempts all questions but only 9 of her answers are correct. What is her total score? (ii) One of her friends gets only 5 answers correct. What will be her score?
   प्रश्नों वाले क्लास टेस्ट में, प्रत्येक सही उत्तर के लिए 4 अंक दिए जाते हैं और (-2) अंक हर गलत उत्तर के लिए दिए जाते हैं। (i) गुर्प्रीत सभी प्रश्नों का प्रयास करता है लेकिन उसके केवल 9 उत्तर सही हैं। उसका कुल स्कोर क्या है? (ii) उसके एक दोस्त को केवल 5 उत्तर ही सही मिले। उसका स्कोर क्या होगा?

4. Suman studies for 4 ⅔ hours daily. She devotes 2 ⅔ hours of her time for Science and Mathematics. How much time does she devote to other subjects?
   सुमन रोजाना 4 ⅔ घंटे पढ़ाई करती है। वह विज्ञान और गणित के लिए 2 ⅔ घंटे का समय देती है। वह अन्य विषयों के लिए कितना समय देती है?

Source: NCERT Math Textbook Class 7
5. Dinesh went from place A to place B and from there to place C. A is 7.5 km from B and B is 12.7 km from C. Ayub went from place A to place D and from there to place C. D is 9.3 km from A and C is 11.8 km from D. Who travelled more and by how much?

6. A car covers a distance of 89.1 km in 2.2 hours. What is the average distance covered by it in 1 hour?

7. Reduce 45/30 to the standard form.

8. Do -4/9 and -16/36 represent the same rational numbers?


Source: NCERT Math Textbook Class 7
MATH REVISION- CLASS 7

(Simple Equations and Algebraic Expressions)

1. Check whether the value given in the brackets is a solution to the
   given equation or not
   जांचें कि कोष्ठक में दिया गया मान समीकरण का हल है या नहीं
   
   $7n + 5 = 19$ \(n = -2\)
   $4p - 3 = 13$ \((p = 1)\)

2. Solve the following equations
   निम्नलिखित समीकरणों को हल करें
   
   $2(x + 4) = 12$
   $3(n - 5) = -21$
   $16 = 4 + 3(t + 2)$
   $0 = 16 + 4(m - 6)$

3. The teacher tells the class that the highest marks obtained by a
   student in her class is twice the lowest marks plus 7. The highest
   score is 87. What is the lowest score?
   शिक्षक कक्षा का बताता है कि उसके द्वारा किसी छात्र को प्राप्त किए गए उच्चतम अंक
   कक्षा के कम अंक से दो गुणा और 7 अधिक है । उच्चतम स्कोर 87 है। सबसे कम अंक
   क्या है?

4. Laxmi’s father is 49 years old. He is 4 years older than three times
   Laxmi’s age. What is Laxmi’s age?
   लक्ष्मी के पिता की उम्र 49 वर्ष है। उनकी आयु लक्ष्मी की आयु से तीन गुणा और 4
   अधिक है। लक्ष्मी की उम्र क्या है?

Source: NCERT Math Textbook Class 7
MATH REVISION- CLASS 7

(Simple Equations and Algebraic Expressions)

5. Simplify these expressions and find their values if

\(x = 3, \ a = -1, \ b = -2.\)

\(3x - 5 - x + 9\)
\(3a + 5 - 8a + 1\)
\(10 - 3b - 4 - 5b\)

6. If \(z = 10,\) find the value of \(z^3 - 3(z - 10).\)

If \(p = -10,\) find the value of \(p^2 - 2p - 100\)

7. What should be the value of \(a\) if the value of \(2x^2 + x - a\) equals to 5, when \(x = 0?\)

8. Simplify the expression and find its value when \(a = 5\) and \(b = -3.\)

2(a^2 + ab) + 3 - ab
MATH REVISION- CLASS 8

(Data Handling)

1. किसी विभागीय स्टोर पर खरीदार करने आये व्यक्तियों को इस प्रकार अंकित किया जाता है: पुरुष (M), महिला (W), लड़का (B), या लड़की (G)। निम्नलिखित सूचि उन खरीदारों को दर्शाती है, जो प्रातः काल पहले घंटे में आये हैं:
   

2. मिलान चिह्नों का प्रयोग करते हुए एक बारंबारता बंटन सारणी बनाइये। इसे प्रदर्शित करने के लिए एक दंड आलेख खींचिए।
   इस आयतचित्र द्वारा क्या सूचना दी गयी है?
   किस समूह में ज्यादा से ज्यादा और कम से कम छात्र है?
   कितने छात्र को 20 से ज्यादा अंक मिले हैं?

Source: NCERT Math Textbook Class 8
MATH REVISION- CLASS 8
(Comparing Quantities)

1. 25 विद्यार्थियों में से 72% विद्यार्थी गणित में रुचि रखते हैं। कितने प्रतिशत विद्यार्थी गणित में रुचि नहीं रखते हैं?

2. यदि चमेली के पास अपने धन का 75% खर्च करने के बाद 600 बचे थे ज्ञात कीजिये कि उसके पास शुरू में कितने थे?

3. यदि किसी शहर में 60% व्यक्ति क्रिकेट पसंद करते हैं, 30% फुटबॉल पसंद करते हैं और शेष अन्य खेल पसंद करते हैं, तो ज्ञात कीजिये कि कितने प्रतिशत व्यक्ति अन्य खेल पसंद करते हैं? यदि कुल व्यक्ति 50 लाख हैं तो प्रत्येक प्रकार के खेल को पसंद करने वाले व्यक्तियों कि यथार्थ संख्या ज्ञात कीजिये

4. एक व्यक्ति के वेतन में 10% वृद्धि होती है। यदि उसका नया वेतन 1,54,000 है तो उसका मूल वेतन ज्ञात कीजिये
1. 25 विद्यार्थियों में से 72% विद्यार्थी गणित में रूचि रखते हैं। कितने प्रतिशत विद्यार्थी गणित में रूचि नहीं रखते हैं?

2. यदि चमेली के पास अपने धन का 75% खर्च करने के बाद 600 बचे थे तो ज्ञात कीजिये कि उसके पास शुरू में कितने थे?

3. यदि किसी शहर में 60% व्यक्ति क्रिकेट पसंद करते हैं, 30% फुटबॉल पसंद करते हैं और शेष अन्य खेल पसंद करते हैं, तो ज्ञात कीजिये कि कितने प्रतिशत व्यक्ति अन्य खेल पसंद करते हैं? यदि कुल व्यक्ति 50 लाख हैं तो प्रत्येक प्रकार के खेल का पसंद करने वाले व्यक्तियों की तथ्यार्थ संख्या ज्ञात कीजिये।

4. एक व्यक्ति के वेतन में 10% वृद्धि होती है। यदि उसका नया वेतन 1,54,000 है तो उसका मूल वेतन ज्ञात कीजिये।
MATH REVISION- CLASS 8

(Playing with Numbers)

\[
\begin{array}{ccc}
A & B & \times & 5 \\
\hline
C & A & B
\end{array}
\quad
\begin{array}{ccc}
1 & A & \times & A \\
\hline
9 & A
\end{array}
\quad
\begin{array}{ccc}
A & B & + & 3 & 7 \\
\hline
6 & A
\end{array}
\]
Learning Mensuration Practically

Objective:
• To allow students to explore finding the areas and volumes of shapes around them.
• To get them to engage and think about objects around them mathematically and to get them to use techniques of measurement and estimation.

Process:
• Divide the class into groups of 5 students each and provide each group with a piece of chart-paper and a ruler.
• Ask them to find 5 different shapes in objects around them, like books, water bottles, stairs, desks, glasses, speakers, rectangular bags, pencil boxes etc. and take relevant measurements.
• Following this, ask them to calculate, using the dimensions, the area, volume and perimeter of the objects they chose.
• The focus will be on identifying simple shapes (cubes, cuboids, and cylinders) and practically deriving areas, perimeters and volumes. List down the formulae on the blackboard, if need be.
• The groups will have to present all this on a chart paper with their calculations.

What You Need:
• Chart papers
• Pencils
• Erasers
• Sketch-pens
• Rulers
Logic Puzzles

Objective:

• To inculcate critical thinking and problem-solving skills in students in a fun and engaging manner.
• To develop teamwork skills.

What You Need:

7-8 print outs of the puzzle sheets depending on the number of groups in the class.
(At the end of the module)

Process:

• Divide the students into groups of 5-6 students. You can choose this to be the group they work in for all sessions going forward or you can shuffle them in the sessions ahead.
• Give them around 10 mins to solve the logic puzzle in a group, while you walk around to just check how the students are doing. Let them solve it together in a group and try to keep help to a minimum.
• Once the groups are done solving the puzzle, you can lead a discussion on how different groups approached the problem and ask them to present their solution.
**LOGIC PUZZLE**

Four children each own one pet. Use the clues below to find out which pet each child has.

चार बच्चों के पास एक एल पालतू जानवर है। नीचे लिखे निशानों से पता लगाए कि किन बच्चों के पास कौन सा जानवर है।

- The boy has a dog (लड़के के पास कुत्ता है।)
- Ria has a pet with 2 legs (रिया के पास दो पैर वाला जानवर है।)
- Payal does not have a fish (पायल के पास मछली नहीं है।)

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<thead>
<tr>
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<th>Billi (बिल्ली)</th>
<th>Kutta (कुत्ता)</th>
<th>Panchi (पंची)</th>
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<td>Neha (नेहा)</td>
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<td>Ria (रिया)</td>
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Sudoku Puzzles for Problem-Solving

Objective:
- To increase the students' comfort with numbers.
- To introduce logic to them through puzzles like Sudoku.
- To develop problem-solving skills in an engaging manner.

Process:
- Start with introducing the concept of a Sudoku puzzle and give the children a little background or some interesting facts about the puzzles. For example: How sudoku competitions are held worldwide. This will help pique their interest and engage with the puzzles in a fun, exciting manner.
- Start with an easy 4*4 puzzle and teach them how to solve it.
- Let the students work on the worksheets independently and make sure they are trying to solve the puzzle.
- Discuss the different problem solving approaches that the students used to complete the puzzle, with the whole class and try making this into a participative student led discussion.
- As the sessions go on, increase the difficulty level of the puzzles.

What You Need:
- Printed Sudoku puzzles for all students (at the end of the module)
- Pencils
- Erasers
Indian Women in History: Co-Education

**Objective:**
- To introduce the children to inspiring stories and to open the students up to different possibilities.
- To improve team work and group dynamics through peer learning.

**What You Need:**
- Notebooks
- Pencils
- Printables (at the end of the module)

**Process:**
- The facilitators will take a minimum of 2 stories and either divide the class into half or different sections can be told different stories. Divide the class in two groups such that half the students listen to the story of Savitribai and the other half the story of Kamala Devi.
- At this point also explain to the students the concept of peer learning through co-education and how they will be responsible to teach this story to their peers who are learning a different story.
- Conduct the session by telling them the story chosen and this can be aided with visual material such as pictures or videos.
- Once the story is done, ask the students to reflect on the story and have a small discussion with them on their thoughts and what they understood, liked or even disliked in the story and why they felt that way.
Indian Women in History: Co-Education

Critical Thinking Non-Academic Difficulty Level: Medium

Process:

• Next ask the students to note down 5-6 things they remember from the story that they would want to teach the other students in co-education. This would act as an aid during the peer learning session and they would be more confident in relaying the story.
• Divide them into groups of 4-5 students in each class and number the groups 1,2,3 etc. Then match group 1,2,3 of each class together for a peer learning session.
• Try conducting the peer learning session in an informal environment maybe in the main area of the school or other open spaces where the children can sit in a circle and talk.
• The facilitators should walk around and see how the peer learning is taking place and not be a part of it ideally. Initially for groups that are not participating or are not confident the facilitators can prompt them or help them but as this activity is conducted over a few sessions, the students will slowly become confident of teaching and learning with their peers.
Savitribai Phule

Savitribai was born in 1831 in Maharashtra. She belonged to the Mali community that was considered an Other Backward Class Community. She was married off at the age of 9 to Jyotiba Rao Phule who was then 13. Since both belonged to the backward class, Jyotirao even though he was a boy was not allowed to study. However, he was allowed to study in a missionary school till grade 7. He then started teaching Savitribai Phule at home and that’s when she realised the importance of education. She then took up a teachers training at a missionary school and then started teaching. By 1851 Savitribai and Jyotirao had set up 3 schools. However, the villagers did not accept her teaching as he was from a backward class and a woman. They used to throw cow dung, stones and mud on her when she went to school as a teacher. However, this did not deject her from teaching. Jyotirao in fact gave her two saris so that she could change her soiled sari in school. Along with being a champion for the education she started campaigning against child marriage and spoke in favour of widow remarriage. She also started a home for prevention of infanticide for all women especially those widows and if they wanted to leave their baby over thee they could. She adopted a child Yashwant from this home, another progressive move when adoption was not acceptable. He went on to become a doctor. One of the great stories about her is that when Jyotirao Phule passed away there was an argument as to who would light his pyre. Will it be his adopted son or a male relative. However, as this argument waged on Savitribai took the fire stick and concluded his last rites. She continued to champion various causes even after his death and was one of the first few women who bridged the inequalities in education. She’s also called the first female teacher of India.
Kamaladevi Chattopadhyay

Kamaladevi was a fighter, actor, social activist, art enthusiast, politician and free-thinking feminist all rolled into one, Kamaladevi’s contributions to India are staggeringly diverse. Born on April 3, 1903, into a Saraswat Brahmin family in Mangalore, Kamaladevi was a daughter of Ananthaya Dhareshwar (a district collector in South Kanara district of the then-Madras Presidency).

Kamaladevi’s early childhood was dotted by a succession of tragedies. The first of these were when Kamaladevi’s elder sister, Saguna, whom she was very close to, died in her teens soon after an early marriage. Soon after, at the age of seven, she lost her father. To compound the tragedy, he left no will and the ownership of all his properties were transferred to his son from his first marriage, leaving his second wife and surviving daughter in the lurch. It was her educated mother and enterprising grandmother who left the deepest impression on her mind. It was from them that she inherited her independent streak and a lifelong love for books. In 1917, 14-year-old Kamaladevi was married off but her husband died within a year of the marriage, leaving her a widow.

In 1923, Kamaladevi was still in London when she heard of Gandhi’s Non-Cooperation Movement. She promptly returned to India, enrolled herself in the Indian National Congress and joined Seva Dal (a Gandhian organisation that worked towards social upliftment of the poor). Her dedication saw her soon being put in charge of the organisation’s women’s department that recruited and trained women of all ages across India to become voluntary workers. Three years later, Kamaladevi earned the unique distinction of becoming the first woman in India to run for political office. Inspired by Irish-Indian suffragette Margaret Cousins, the founder of All India Women’s Conference (AIWC), she competed for a seat in the Madras Legislative Assembly and lost by a mere 55 votes.

Impact/area of work: She worked hard for the prevention of child marriage and emphasised on the need to consider women’s unpaid household labour an economic activity. By campaigning for improving the quality of women’s education, she also planted the seed for what later became the Lady Irwin College in New Delhi.

Source: Internet
Implicit Attitudes Towards Gender

Objective:
• To teach students to be aware of their hidden biases in our extremely gendered world.
• To encourage students to critically think about the words that we associate with genders and the implications of those associations.

What You Need:
• Blue and pink coloured sheets
• Sketch-pens
• Pencils

Process:
• Write down the below words on the blackboard in no particular order. You can add more words specific to the students context.
  engineer ; police officer ; teacher ; nurse ; cricket ; lipstick ; cooking ;
  driving ; money ; shopping ; farming ; caring ; crying ; anger ; dancer ;
  strong ; maths ; mechanic
• Give a pair of blue and pink sheets to each student. Ask them to copy the words from the backboard and write them in blue or pink sheets as they like.
• As a facilitator, make sure they do not copy from their partners. You can tell them to trust their instincts and write the words in any or both of the two sheets, and that there is no right or wrong answer.
Implicit Attitudes Towards Gender

Process:

• Once they are done writing, ask students to tell you the basis of pink and blue coloured sheets, if they think there is any.

• Then pick students randomly to tell the words one by one either in the pink or blue sheet, and for every word ask the students to raise their hands if it is in the same coloured sheet. Ask them why they put it in that respective colour and not the other colour.

• Without explicitly talking about gendered roles, ask them to imagine a doctor and a teacher in their head and whether they imagine it to be a male or a female. Question them on this.

• Ask for any examples from their life that will help them relate to the notion of roles being defined on the basis of gender.
Understanding Gender Roles and Beliefs

Non-Academic  Critical Thinking: Gender  Difficulty Level: Medium

Objective:

• To teach students to be aware of their hidden biases in our extremely gendered world.
• To encourage students to critically think about their personal lives and the implications for gender attitudes they develop.

What You Need:

• Laptop
• Projector and screen (optional)

Process:

• Make the students sit in a group, in comfortable positions such that they are easily able to watch the laptop screen or the projected screen.
• Build context for the video that you are going to show for understanding gender roles and beliefs. Ask them whether they think they are gender biased. If their answer is no, probe into why they think so.
• Make sure to let them know it is a safe space to talk about anything that they would like regarding the topic and that no one would judge or make fun of anything that is expressed in this space.
• Play the video for them and make sure they watch it without any distraction.
Understanding Gender Roles and Beliefs

**Process:**

- After the video has ended, ask them to write down the things that struck out to them. This is to be done individually in silence. Give them about 5-7 minutes for it.
- Ask students to share their feelings about what they watched - whether it feels familiar or not; who do they think is at fault here or if it's no one; if they have been in a situation like this and how did they react; if they feel angry and guilty and if yes why is that; describe the tasks of their parents and compare it with the video - and let a student share without any interruption from other students.
- Try to hear all students’ thoughts but if it is not possible at the time, ask them to write their feelings and submit it to you for a later discussion on the same.
- Close the discussion with your understanding of gender biases prevailing at work, home and in society in general.

**References:**

- https://youtu.be/wJukf4ifuKs
- https://www.youtube.com/watch?v=daaSNSV7WP4
Group Discussion

Objective:
• To help students engage critically with topics relevant to their lives.
• To help facilitators better understand the students’ context
• To increase student participation in discussions

Process:
• Divide the class in groups of 10-12 and get them to sit in a circle such that everyone in the group can see each other.
• Introduce the topic in the group and ask them to think about their response for 5 minutes before they start speaking.
• Guided Group Discussion topic: If you woke up as a boy, what would you do?
• Facilitate the discussion, ask them to keep their points brief and to not interrupt anyone when they are speaking.
• You can give prompts if the discussion comes to a standstill or is going in circles.
• Post the group discussion, ask them to individually write their reflections of the activity.
Prompt: How would you design your school?

Process:

Prompts for How would you design your school?
- Classroom design
- What does it mean to design something?
- School facilities - what do you like and what would you change?
- Teachers - skill level, quantity
- Who would consult while talking about your school?
- Talk about our personal experience of how our schools were but be mindful of context while doing so
Prompt: If you woke up as a boy, what would you do?

Process:

Prompts for If you woke up as a boy, what would you do?
- How does it feel? What's your first thought?
- Do you go to school? If yes, where?
- What kind of games do you play?
- Do you think life is better as a boy?
Prompt: What if you wake up one day in 2035?

Process:

Prompt for If you wake up one day in 2035, what do you see?
- What does your family look like?
- Where do you live?
- Describe your village setting.
- What does your day look like?
Objective:

- To enable students think critically and engage with the idea of what is a country and what makes a country.
- To bring out the creative side by allowing students to design a flag and name for their country and describe it.
- To help build team work and group dynamics.

What You Need:

- 5 sheets of paper
- Pencils
- Erasers
- Art supplies (sketch pens, colour pencils, crayons)

Process:

- Introduce the activity to the students having a short discussion on India and what they know about the country. You can talk about the flag, who are the leaders such as the PM, President, important dates or holidays of the country, what are some rules they are expected to follow in the country etc. Ask them if they know about other countries and which countries are those.
- Divide the students in groups of 4-5 students. Ask the students to design their own country. Here they have to design the flag and name the country and it cannot be similar to India. They can be as creative as they want with the same.
**Process:**

- They have to also write or speak about 5 things about the country they design. Guide with some prompts so that they can write about their country. The prompts can be the following:
  
  - 3 jobs that men do?
  - 3 jobs that women do?
  - Who is the head of your country?
  - Rules and regulations? Rights?
  - What is the best thing about your country?

- They then have to present their country to the class and talk about what they have come up with.
- Post all the presentations the facilitator can lead a discussion on some of the interesting ideas that the students came up with or why they wrote what they did so as to help the students reflect on the activity.
English Reading & Comprehension

Objective:
- To introduce reading and comprehension of easy English passages.
- To enable students to structure simple English sentences, and frame their sentences with correct usage of grammar and tense.

Process:
- Distribute the sheets amongst all students. Ask them to write their name on top of the sheet.
- Ask the students to read the passage silently on their own. Alternatively, one student can read the passage out aloud for the class first.
- You can discuss any words that may be difficult, for students to understand, and tell the meaning.
- You can discuss the questions and ask them what they think the question means.
- For the answers, you can initiate a student-led discussion.
- After a thorough discussion, the students will be confident in answering the questions. Help them with grammar and discuss the common issues with respect to the tense for the whole class.

What You Need:
- Printed sheets with the passages (at the end of the module)
- Pens
- Pencils
Reading Comprehension

Hardik lives in a big city. He is a tailor. He is a very poor man so he is not able to get food for his family. He has a wife and a small son. His son, Anil, is a naughty and lazy boy. He never listens to his parents. He plays with other naughty boys. One day, his father takes him to school. There, he sees many children who obey their teachers. They learn many good habits in school. They also read and write well. Anil feels bad and starts changing himself. His parents are very happy now.

Q) What is this passage about?
Q) Where does Hardik live?
Q) What is the name of Hardik’s son?
Q) Where does his father take him one day?
Reading Comprehension

Once upon a time, there was a little red fox. One day, he was very thirsty and he went to the river to have a drink. When he peered into the water, he became very angry. There was another fox looking at him. He growled at it to go away.
Of course, the fox in the river did not go away but he made no sound. The fox again shouted at the other fox that he would leap into the water and bite the nasty ugly fox. The little brown duck heard the little red fox shouting and asked him why he was doing this. The fox told her there was another fox in the water which was not going away. The duck told him there was no other fox but the fox insisted he would jump into the water and bite him. The duck tried to tell him not to, but he did not listen and jumped into the river.

Q) What is the passage about?
Q) Why was the little fox angry?
Q) Who heard the little red fox shouting?
Q) Was the fox wise or foolish?
Setting Norms and Expectations

Objective:

- To democratically set norms and expectations for facilitation sessions.

Process:

- Start this activity by talking to the students about the importance of rules and why they need to set classroom rules.
- Then ask the students about some rules they think are important for the smooth functioning of the classroom. You can guide the students or prompt them towards rules that you think are important to set for your classroom. However, the focus should be on keeping it a student-led session and democratic setting where they all agree on the importance for each rule set.
- One effective rule in maintaining silence and classroom discipline is when the facilitator raises their hand, everyone who sees this shall follow, raising their hand till everyone has raised their hands in class. The rule is as soon as you raise your hand or see someone raise their hands, you have to be silent. You can call this ‘Magic Hands’.
- Once around 7-8 rules are decided, either the facilitator writes them all on a chart paper or they can call students to write different rules and then put up the chart paper in the classroom or carry it for all facilitation sessions.

What You Need:

- One large chart paper
- Markers
Storytelling in Groups and Reflections

Objective:
- To provide a space for students to channel their creativity through storytelling.
- To instil confidence in them.
- To inculcate the spirit of teamwork.
- To encourage reflection on stories and other content they consume.

Process:
- Randomly assign students into groups of 5 each.
- Ask them to name their groups, if they would like to.
- Randomly assign a different story to each group, according to their comprehension levels, and explain them the objective of the activity.
- Ask them to read the story together as a group. You can ask the students to take turns reading lines of the story.
- Give them sufficient time to execute their ideas. Some of the mediums that the students may choose can be, theatre (skit), narration, using chart papers or blackboard to explain the plot, etc.
- You can help the groups with the understanding of the story and help develop their ideas.
- You can decide the order in which the groups will be presenting to the class.
- Post the performances, encourage students to share the process of building up their idea and discuss how they all functioned as a team. They can also reflect on the activity - what parts they liked and did not like.

What You Need:
- Storybooks
- Chart papers
- Colours
- Sketch-pens
- Prop materials (if any)
**Objective:**

- To allow the students to unwind with relaxing activities.
- To provide them with skills to think critically and engage with media.
- To explore themes of hard-work and gender discrimination through films.

**What You Need:**

- Laptop
- Speakers
- Movie

**Process:**

- Gather the students around and start the movie after conveying the intention of the activity - to critically think about the movie, the characters, the themes and message.
- At key junctions in movies where discrimination is explicitly taking place, pause the movie and ask them to reflect on what just happened.
- Refer to the below-mentioned questions as a guide to lead the discussion around the movie. In order to ensure it is a class-led discussion, encourage students to question each other's statements and insights.
Process:

- Post the discussion, ask them to write about their favourite character or about what they liked and disliked most in the movie to encourage post-movie reflection and documentation.
- Lastly, encourage them to watch other movies with a similar lens, and ask them to not just consume but critically think about what they are consuming. Whether it aligns with their values or not, whether they agree with the message or not, among others.

Talking Points:
- What are your thoughts about this movie?
- Judy did not want to work in the same profession as her parents. Why does this happen nowadays? Does it happen at home or in your village?
- Why did Judy’s parents have a problem with her becoming a police officer?
- Give examples of inequalities in the movie.
- What were your thoughts on the characters?
- Who was the most important character in the movie? What made the character so important?
- What did you think about the way the animals were represented in the movie?
- What was the relationship between predator and prey in the movie?
- What was the message of the movie?
- What did you like most and what did you dislike most in the movie?