Preface

Story books are meant for enjoyment, so why do we need to plan for using them? In most instances this question is valid, however in the act of using story books for deeper engagement with either aspects of literature, the theme, the topic, the point of view, the writing craft, the ideas they hold and such, careful planning and prior preparation by the educator is critical to meeting the objective. It is often experienced that a good session is backed by a good plan for the same.

In this document we extend that idea by sharing three sample plans across age groups and genres which are suggestive in order to provide both a template for planning and a sense of what a plan may appear like.

These are mere examples and your own plan will differ based upon the context and needs of your readers. The selection of books for the sample plans are based on the following criteria.

Duration of session

35-40 mins	60-75 mins

Nature/Type of story

Simple story; the plot of the story is simple, aided by images and connections and sequencing events is not very complex.	**Complex story**; the plot, the images have more complexity, may need prior knowledge activated and the story compels deeper thinking and reflection.	**Genre of the story**; Fiction & Non Fiction.

Framework for Planning

Parts of the book	Story Title, Author, Illustrator and Publisher details. For Non Fiction there may be a glossary, index, table of contents.	For the facilitator
Story Grammar	List down the elements of the story and relationship among these parts. Usually they include the character, setting, problem/conflict, plot, and resolution.	For the facilitator
Rehearse	Confirm the mode you will use-read aloud/ storytelling/picture talking/group reading/ pop corn reading/readers theatre...	For the facilitator
Mood setting	Game/Song (to bring everyone together and establish a story atmosphere).	With the participants
Discussion leading to the book	To activate prior knowledge or unpack vocabulary that will emerge in the story and to establish context (based on book).	With the participants

Given below are points to consider when using books to elicit conversation and voice texts. The suggestions draw on a participatory framework.

During Reading Questions	Based on technique opportunity to invite the participants into the story needs preparation.	With the participants
After Reading Discussion Questions	1. Ask children if they have any questions? 2. Explicit questions (What, When, Where – answers come directly from the text). 3. Implicit question (where answers are arrived at from the context of the story). 4. Text to Self connection (how the child connects to the story). 5. Text to World connection (how the story connects to community/ society/country/ world). 6. Text to Text connection (whether the book connects to another book they are familiar with).	With the participants
Extension Activity	What would you like to leave the participants with as an extra focus. This can be hands-on (writing, doing) or talking (conversations, reflections, sharing).	With the participants

The framework below covers the scope and sequence of a caste themed approach within the school curriculum.

Junior School

Ages 5 - 9 years

Making connections : Awareness from lived experience about the diverse natural and social

world - link with environmental (EVS) and Literature.
Using a diverse library collection to initiate experience with a range of representations, context and worlds.

Middle School

Ages 10 - 13 years

Making connections : Begin conversations that address caste privilege, diversity, differences and caste oppression - link with EVS, Social Studies, Literature & Library.
Using a more specific themed display to ensure reading around the topic across genres.

Senior School

Ages 14 - 16 years

Making connections : Continue to support young adults make sense of the world they live in with diverse literature, dialogic sessions, independent writing and journaling, presentations and interacting with family and community members - link with Literature, Library, Social Studies, Community Engagement.

Underlying Thinking and Conditions

- Begin facing caste at the earliest ages as this is the reality for thousands of children born into oppressed families in India.

- Recognising that diversity is omnipresent

- Acknowledging differences as a strength rather than a limitation.

- Ensure a pedagogy of engagement that begins with children's lives linked to content in meaningful ways.

- Establish a classroom space that is brave and safe, enabling the ability to listen and hear different points of view.

- Let students wrestle with ideas as thoughts in developmentally appropriate ways.

- Recognise that students learn how they can participate in a democratic society by examining values and actions from the earliest ages.

<u>Curriculum Linkages</u>

By integrating the study of library, literature, history, human behaviour and social studies with dialogue

and meaning making in the classroom, students will learn in developmentally appropriate ways more about facing caste from the earliest years, explore their identity and reflect on the choices they confront in their own lives to make a difference in the future.