A suggested approach to including this module as part of the school curriculum

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.

<u>Underlying Thinking and Conditions</u>

- 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.

Curriculum Linkages

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.

The plans attached are sample lesson plans that cover three stages of school life and across common school subjects.

Session Plan - Junior School

Objective :

Children will be exposed to

- A book talk and /or become aware of library collection
- To be motivated to borrow / browse or read a book
- To become aware of differences
- To have opened up the topic of caste in society

For the facilitator : To Ensure preparedness. You may want to read this note

Time: 60 - 70 minutes

Materials :

- Book / story : Bhimrao Ambedkar The Boy Who Asked Why , Sowyma Rajendran and Satwick Gade
- Board / chart paper & writing material
- Match sticks (heads broken off) or similar material

- Display of selected books on differences/ diversity. For suggestions click here

15 min Welcome & Introduction to the library

Introduce self to children. Share name, where you are from, and that you are a library educator.
Ask children what they know and understand about the **library.**
Listen to responses (noting who responds and how so that you get to know the children)
Acknowledge all responses positively but not artificially so that children see that the space is inclusive and non judgemental - (particularly the library) from the start.
Add other dimensions of the library that would have not come up.
Ask children to look around the room and share what is different. What makes something different , what makes some things the same. Now , move to people. Ask children to think of themselves and others - are we same or different. LISTEN.

20 min Book Browsing

Invite the children to pick a book (independently or in pairs or small groups based on number of children)
Let them browse and read for a bit
Elicit responses to the same and different concepts with regard to characters and contexts..

5 min Transitioning

Use something from your own repertoire OR
Play a game asking children to sit and stand if they do _____ (brush teeth, go to school, eat food, drink water, laugh, feel sad ..)

25 min Book Discussion

Introduction 5 min

(1 min) Introduce the name of the story -

(2 min) Ask the children if they ask questions ? Listen to some of the questions they ask or have asked .

Have they heard about Bhimrao Ambedkar ? Why might he have questions ?.

(2 min) Ask what you think this story will be about - listen and accept responses .

If possible, add them to a board / chart so that you can turn to this later

Setting the context 5 min

Tell the children that this story is non fiction. Introduce the genre of 'biography'
Review some key words to ensure that the children understand when they hear them if you feel your group needs it.

Reading out loud / Telling out loud - 5 - 6 min

The story

Discussion - 10 min

Information : Anything new you learnt about society / about BRA

Perspective : What surprised you about the story ? Who is telling it ? Would anything have changed if someone who did not experience discrimination have told the story ?

Social structures:

Literary elements :

Genre :

Illustrative Style :

Close 5 min

Thank the children when you feel you all have shared. Ask children what is one thing they would continue to think about now that the story is over.

Invite them to borrow books - register their name and book title and thank the children.

Session Plan - Middle School

Objective :

Children will be exposed to

- A book talk and /or become aware of library collection
- To be motivated to borrow / browse or read a book

- To become aware of a Library Display
- To have opened up the topic of caste in society

For the facilitator : To Ensure preparedness. You may want to read this note

Time: 60 - 70 minutes

Materials :

- Book / story Clear Sky
- Books for browsing/ borrowing - at least one each
- Board / chart paper & writing material
- Tumblers (brass & aluminum)

15 min Welcome & Introduction to the library

Introduce self to children. Share your name, where you are from, and that you are a library educator.
Ask children what they know and understand about the **library.**
Listen to responses (noting who responds and how so that you get to know the children)
Acknowledge all responses positively but not artificially so that children see that the space is inclusive and non judgemental - (particularly in the library) from the start.
Add other dimensions of the library that would have not come up.

20 min Book Browsing
Inform the children that you will be setting up a display (if not done for session 1)
Ask children if they would like to browse / borrow books ?
Share books at this time - let children browse (10- 15 min)

Collect the books back and let children know they can borrow books

5 min Transitioning

Settling down activity for transitioning to listening and discussion
Either pass the clap - whoosh or any other from your repertoire

25 min Book Discussion

Introduction 5 min

(1 min) Introduce the name of the story -
Clear Sky

(2 min) Ask the children what comes to mind - listen and accept responses .

(2 min) Ask what you think this story will be about - listen and accept responses .

If possible, add them to a board / chart so that you can turn to this later

Setting the context 5 min

Tell the children that this story is about two friends.
Review some key words to ensure that the children understand when they hear them
 Lunch carrier
Cobbler
Naamam
Brass tumbler
Aluminum tumbler

If possible, carry a brass and an aluminum tumbler with you. Pass it around quickly. Ask the children if the tumblers are the same. Could one be better than the other. Why ? (cost/ link with religious work/ have - don't have / caste)

You can read the story until ...Sivagami asked her mother
You can tell the story, drawing on certain dialogues from the book.

Reading out loud / Telling out loud - 5 - 6 min

The story

Discussion - 10 min

Pause - let a silence descend in the room
Ask the children if any one has any questions on the story - did they understand what happened ?
Let anyone who understands repeat with turns from others and you fill in the gaps - so that the whole story is retold in the children's words.

Ask the children the SAME question that Sivagami asked her mother .
Who divides us like this ?
Who says this is high caste and this is low caste ?

Listen and accept ALL responses. Provoke those who are quiet to also answer or say something. Listen with your deepest self - let there be silence while children think- this is not an easy one to answer. Return to the title - what did the author mean when she said Clear Sky ?

Close 5 min

Thank the children when you feel you all have shared.
Invite them to borrow books - register their name and book title or whatever and thank the children.

Session Plan_ Senior School

Objective :

At the end of this time I would like the students/ children to

- Have experienced a book talk and /or become aware of library
- Be motivated to borrow / browse or read a book
- Become aware of a Library Display
- Have responded to an evocative poem with themselves & each other
-

For the facilitator : To Ensure preparedness. You may want to read this note

Overall Time: 35 - 50 min

Set up a display of books that can be used for browsing/ borrowing.

Best suited for : Small group of about 10 - 15 (so do consider grouping for this activity with separate facilitation if required because of speaking and sharing turns)

Age : Ageless (poetry choice can determine)

Materials :

- Poem - to read aloud
- Books for browsing/ borrowing - at least one each
- Cartridge sheet or large drawing book pages - one each
- Soft pastels and/ or oil pastels (DO NOT substitute the art material as the response gets affected) /or paint (poster best and required material if using this medium)

Welcome & Connection to the theme/ previous session etc -10 -15 min

Points to keep in mind :
Draw / link connection with previous class.
Respond to any thing left unsaid or any afterthought
Ask children if they have any post-session thoughts / any sharings that they did at home
Listen - carefully and intently (NOT artificially - check how much you speak and how much children speak !)
Introduce new activity - Guided Drawing

Read note here

* Poetry Reading 5 -6 min

Give instructions as per note above. Ensure that each person is comfortable so that much movement and talking is NOT needed after the reading.
Ensure you have rehearsed the reading - be slow enough for words to float and settle but not too slow to put participants asleep.
Read twice (if support available invite another voice who will not be doing the GD)

Transitioning 5 min

Quietly move around the room ensuring material was available.
Play quiet music if you feel it will help.

Drawing 15 min

Sharing 10 min

Based on time , either each one shows their drawings and says 1 - 2 things about the representation / reflection or
Each drawing is displayed , everyone walks around the room observing and a round of open sharing unfolds.

Points to consider during sharing for the facilitator
No personal comments
Let the participant share their interpretation
If you have to respond, respond to what is already said with affirmation

Close 5 min

Thank the students/ children when you feel all have shared..

Invite them to borrow books - register their name and book title or whatever and thank the children. Remind them about the next class , to bring books back and that our conversation on this topic or such topics will continue.

Poem suggestions

1. Meena Kandasamy - Fire
2. Meena Kandasamy - Their Daughters
3. S Chandramohan - Rape & Murder of a Dalit Girl
4. Virila Chirappad - Wasteland

Please add more poems as you identify them yourselves.