

MODULE

Session	Topic	Issues	Methodology	Content
1	Family	Family structure	Activity for all the children: Take 5 concentric circles with your name in the middle and put down the names of 5 people who are close to you. <ul style="list-style-type: none"> • Use family puppets • Disclosure about your own family 	Analysis / discussion <ul style="list-style-type: none"> • What is a family? • Different kinds of families and relationships. Absence of parents, non-blood relatives, widowed aunt, unmarried aunt, stepparent, mixed marriage (language, caste, religion), adoption, grand parents.
2	Family	Family roles and responsibilities	Activity <ul style="list-style-type: none"> • Map children's responses on board about Who is a father, mother, girl, and boy? • Mapping of values (e.g. strong, brave) v/s gender 	Analysis / discussion <ul style="list-style-type: none"> • Understanding roles as biology v/s social construct. • Stereotypes of roles related to socialization / expectation (e.g. girls cry, girls clean)
3	Work	Work in the family	Activity <ul style="list-style-type: none"> • Mapping of different work done by family members (at home and outside). • Time mapping Costing of mother's work. • Surgeon story (stereotype of male / female work) 	Analysis / discussion <ul style="list-style-type: none"> • Looking at contributions by members of different age (child, adult grand parents) in terms of the work and skills they have. • Any member unemployed. Why (disabled, not trained)? • Problems related to unemployment (alcoholism, flesh trade, juvenile delinquency) • Value and respecting paid and unpaid work. • Gender based division of work. • Why do we work?
4	Work	Labour chain	<ul style="list-style-type: none"> • Story "E rotte hege banthu" Story to appreciate all the steps / work done to bring one roti to eat. Group activity : Let the group identify the labour chain / various steps involved in making (pencil, shirt, books)	Analysis / discussion <ul style="list-style-type: none"> • Appreciating the work that goes behind everyday objects. • Interdependency of different professions. • Importance of different kinds of work.

SJC - P

How

or show is mentioned

anyone else from all?

for
17/6

5	Work	Different professions	<ul style="list-style-type: none"> • Ice breaker - High - low (superior / inferior) exercise with children to understand how they perceive different professions (e.g. conductor, beggar) <p>Activity</p> <ul style="list-style-type: none"> • Mapping common professions vis a- vis gender, caste, class & ability <p>Listing various professions (like police, fireman, pilot, military, tailor, cook, beautician, carpenter, printer, dyeing, STD booth doctors, teacher, nurse, sweeper) on the board and mapping them vis -a- vis gender, caste, class and ability.</p>	<p>Analysis / discussion</p> <p>Attitude, our own and given to us by the society.</p> <ul style="list-style-type: none"> • Analyzing caste gender, ability and class vis-a-vis professions. • Share that all individuals are endowed with certain strengths and weaknesses, which should not make him/her superior or inferior. • Understanding stereotypes in profession based on gender, caste, class. • Dignity of labour • Education is a tool to transcend the barriers.
6.	Role models		<p>Interactive session with role models who have braved the barriers of cast, ability and gender</p>	<ul style="list-style-type: none"> • Women auto driver Shanthi • Saraswathi Caste. • Man with disability(venki) • Women on the wheel chair. • Inputs on ability by APD <p>HW: Write down your dream profession.</p>

7.	Education		<p>Module on Education.</p> <p>Introduction: What is your dream job? Map on board</p> <p>Pick up 4 profession (could be, Doctor, Teacher, Cook, Tailor), What do you need to become that? --- Group activity/ presentation.</p> <p>Skills (natural and acquired) ----- Analysis and discussion</p> <ul style="list-style-type: none"> • you learn skills at home, School, Community (friends, neighbors) • What do you learn from home (attitudes, superstition, religion, habits) • What do you learn at school (3Rs, and social skills) • Vocational courses (carpentry, plumbing) • What is the role of school in highly skilled jobs like cooking, carpentry etc. (to speak in a larger group, with different people, exposure to different experience, things that they learn that are outside the textbook. 	
8.	Health & Hygiene		Puppet show	
9.	Nutrition			Inequality in food distribution. Balance diet
10.	Life cycle			
11.	Gender / discrimination		Meena film	
12.	Family (can we have Shekar?)	Conflicts in the family	<p>Ice-breaker: Warm-up exercise of speaking in different tone / pitch.</p> <p>Activity Role-play / playback theatre of a fight.</p>	<p>Analysis / discussion Self: Conflict with in one self (related to decision making e.g. getting signature on report card, if failed)</p> <ul style="list-style-type: none"> • Family: Sibling rivalry, conflict with friends. • Why do conflicts arise? • Empathy, recognizing good and bad traits in every person. • Good communication (listening, speaking tone)
13.	Peace / ethnic violence			<ul style="list-style-type: none"> • Community: conflict with neighbors. • Understanding tools to resolve conflict.

10	Life cycle	<p>Introduction: Body mapping (could be a group activity)</p> <p>Children are instructed to ask one of their classmates to lie down, a outline of his/her body is drawn. They are then instructed to put down parts of the body that are visible. Then they are asked to put down body parts that are not visible.</p> <p>Analysis / discussion: Use abacus chart</p> <ol style="list-style-type: none"> 13. Different stages of life 14. There will be changes both physical and emotional 15. What are those changes? 16. Why do they happen? 17. It happens to every one 18. It is normal. <p>Question box: an interactive session. Children are given 10 minutes to put down the questions they have on a piece of paper. The facilitator will answer them.</p>
----	------------	--