

Lesson-9: Rights and Duties

Theme 7: How Do We Work?

13 Periods (40 minutes each)



Learn Better (Main Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Poster, Gratitude sheet



Animation, Animated activities, Concept Map, Dictionary, eBook, I Explain, Infographic, Quiz, Slideshow, Test Generator

Confirming better
I keep my surroundings clean.

Curricular Goals and Objectives (NCF)

To enable the students:

- to recall key Fundamental Rights and Duties.
- to explain the importance of Rights and Duties in daily life.
- to apply Fundamental Rights and Duties in real-life scenarios.
- to analyse situations to identify applicable Rights or Duties.
- to evaluate the significance of Rights and Duties in society.
- to create a project (poster or skit) that demonstrates a Fundamental Right or Duty.

Methodology

Period 1

Teacher: Good morning, students. How are you today?

Teacher: Let us begin today's lesson with a quick discussion. Raise your hand if you have ever helped someone cross the road or shared your food. (Wait for the students' responses)

Teacher: Very good. Now, can someone tell me why we do such things?

Teacher: Yes, because it is good to care for others. That is also part of being a good citizen. Being a good citizen means fulfilling our duties while also enjoying our rights.

Teacher: Today, we will talk about our rights and duties. These are the responsibilities we have towards others and the society we live in.

Confirming better

Teacher: Open your books to the 'Confirming better' section on page 58. let us read what it says.



Confirming better I keep my surroundings clean.

PLH 58

Teacher: The section says, 'I keep my surroundings clean.' Who can explain why it is important to keep our surroundings clean?

(Wait for the students' responses)

Teacher: Yes, by keeping our surroundings clean, we show

that we are fulfilling our duty to protect our environment. It is a small action that makes a big difference for everyone.

Teacher: We will begin a new chapter 'Rights and Duties'. Please take out your notebooks and draw the KWL format.

K	W	L

Teacher: The KWL chart has three columns. The first column is labelled 'K', in which you will write what you already know about the topic. In the second column 'W', you will write what you want to know and the third column is labelled 'L', which is what you have learnt in this chapter and will fill in the end.

Teacher: Take a few minutes to think and write. If you have any questions, feel free to ask.

Teacher: You all did an amazing job in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

Kinaesthetic

Teacher: Now, we are going to do a kinaesthetic activity called the 'Eraser Hunt'.

MUST DO

10 MIN.

Kinaesthetic

Play an Eraser Hunt game. Divide into four groups, each with a monitor. One student loses their eraser and the groups must make a plan to search for the eraser. Act out the whole situation.

58

Teacher: You will be divided into four groups. Each group must select a monitor.

Teacher: In this activity, imagine that one student has lost their eraser. Your group needs to make a plan to search for it. You will act out the entire situation together – from the moment you find out the eraser is missing until you find it.

Teacher: I will not speak during the activity. Your group will handle everything on your own. Use your body language, teamwork and silent planning to perform.

Teacher: Begin now. I will observe how well you work together.

(The teacher silently observes while all groups perform their activity.)

Auditory

Teacher: Now, listen carefully to this short story.

MUST DO

10 MIN.



Auditory*

Listen to your teacher carefully. Answer the questions.

58

Teacher: Lina and her friends planted saplings in their school garden. They watered them every day. Soon, the plants grew and had beautiful flowers. Lina then placed a board near the plants saying, 'DO NOT PLUCK FLOWERS.'

Teacher: Can someone tell me what duty Lina and her friends were following?

Teacher: Yes, they are caring for the environment. That is one of our Fundamental Duties – to protect and improve the natural environment.

Teacher: Why do you think it is important to follow such duties?

Teacher: Very well said. When we follow our duties, we make our country a better place.

Pictorial

Teacher: Now, open the 'Pictorial' activity on page 58. Look at the three pictures and match each one with the correct Fundamental Right.

MUST DO

10 MIN.



Pictorial

PS

Match the rights with the given pictures.

- a. Right to freedom
b. Right to freedom of religion
c. Right to equality



58

Teacher: Let us go through them together.

Teacher: First, look at the picture showing a family in traditional clothes. What right does this show?

Teacher: Yes, 'Right to freedom of religion'. Well done.

Teacher: Next, the picture with the students using a laptop. Which right is this?

Teacher: Correct. That is the 'Right to freedom'.

Teacher: Lastly, we have a picture of boys from different backgrounds standing together. What does this represent?

Teacher: Yes, 'Right to equality'.

Teacher: Wonderful. You have matched them perfectly.

You may show the **eBook** given on the digital platform.

Differentiated Activities

110 km/hr



Name any two Fundamental Rights and write one way you can ensure that they are followed at school.

80 km/hr



Write one duty you follow at home and one duty you follow in school.

40 km/hr



Name one right you have as a student.

Home Task

Write two things you can do every day to be a responsible citizen at home or in school.

Period 2

Teacher: Good morning, students. Let us begin today's lesson with a brief question. Can anyone tell me what a duty is?

COULD DO

5 MIN.



Teacher: Great. A duty is something we must do as part of our responsibilities. Let us think about how we follow our duties every day.

Teacher: We will discuss this more during the lesson. Now, let us move to our activity.

Interacting better

Teacher: It is time for our 'City Atlas' game. This game will help us learn about places, cities and states.

MUST DO

10 MIN.



Interacting better

Play City Atlas with your classmates. Based on the last letter of the name of a state/Union Territory, each student takes turns and names cities or states of Union Territory.

ICL

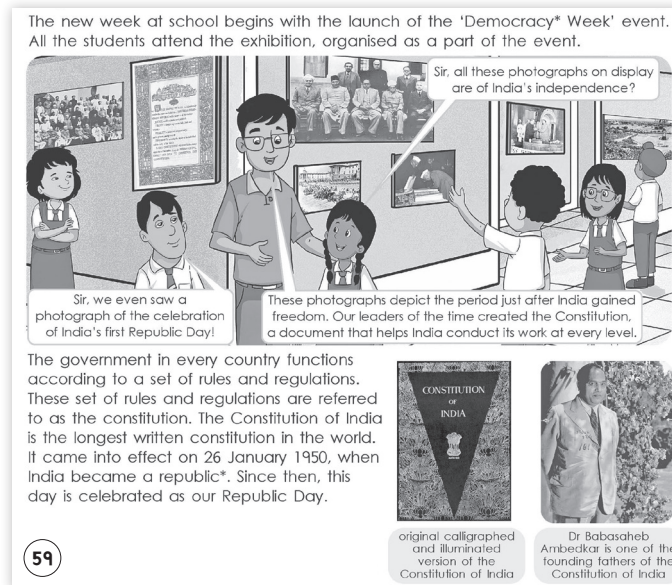
59

Teacher: I will divide the class into groups. Based on the last letter of the name of a state or union territory, each student will take turns naming a new city, state or union territory that starts with that letter.

Teacher: For example, if we start with 'U', the first student might say 'Uttarakhand'. Then, the next student might say 'Delhi' since it starts with 'D'. Ready to begin?
(Let the students play the game, where they will name cities, states or union territories based on the last letter of the previous word.)

MUST DO

15 MIN.

☐


Teacher: Now, let us look at the images displayed on the board. We will talk about each picture and describe what we see.

Teacher: In the first image, we see the 'Constitution of India'. This is a very important document for our country. Can anyone tell me what the Constitution does?

Teacher: Yes, the Constitution of India outlines the rules that help our government work. It also gives us rights and duties.

Teacher: Next, look at the picture of Dr. Babasaheb Ambedkar. He is one of the founding fathers of the Constitution. Who can tell me why Dr. Ambedkar is important to India's history?

Teacher: Excellent. Dr. Ambedkar played a huge role in drafting the Constitution, which helped India become a republic.

Teacher: Let us now talk about the photograph of the first Republic Day. What do you think is happening in this picture? Why is this day so important?

Teacher: Yes, Republic Day marks the day when the Constitution came into effect and India became a republic. This day is celebrated every year as our national holiday.

Teacher: Now, let us refer to the content on page 59 of your book. We will quickly revise the key points from today's lesson.

COULD DO

10 MIN.

☐

Teacher: Who can tell me one right we have as citizens of India?

Teacher: Yes, we have the right to equality, which ensures everyone is treated fairly.

Teacher: What about a duty? Can anyone share a duty they know?

Teacher: That is right. We must protect and preserve the environment. This is part of our Fundamental Duties.

Teacher: Well done, everyone. You all participated actively today. I am very proud of you. Keep practising these concepts and I will see you in the next class.



You may show the **Animation** given on the digital platform.

Differentiated Activities

110 km/hr



Name two rights and two duties that you know. Describe how you can follow them in your everyday life.

80 km/hr



Write about one right and one duty. How does this right help you as a citizen?

40 km/hr



Name one right and one duty you follow at school.

Home Task

Write two things you can do at home to follow your rights and duties as a responsible citizen.

Period 3

SHOULD DO

5 MIN.

☐

Teacher: Good morning, students. How are you today?

Teacher: Let us start by thinking about some of the rights we discussed in the previous periods. Can anyone tell me one Fundamental Right that you think is important?

Teacher: Excellent answers. Today, we are going to learn more about the different Fundamental Rights.

MUST DO

25 MIN.

☐

Fundamental Rights

FUNDAMENTAL RIGHTS

The Constitution of India details the Fundamental Rights and Fundamental Duties of its people. The Fundamental Rights are certain basic rights set out for the well-being of every citizen*. If these rights are denied, citizens can move any court for relief. There are six Fundamental Rights:

1. **Right to equality:** All citizens are equal before the law. All citizens, irrespective of their religion, caste, race, gender and place of birth, are treated as equals.

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2. **Right to freedom:** All citizens are free to speak, choose any occupation and live and travel anywhere within the country. It also provides for free and compulsory education for all children between the ages of 6 and 14 years.
3. **Right against exploitation:** No citizen of India is to be treated unfairly. People are not to be made to work without pay. This right also does not allow children below 14 years of age to work.
4. **Right to freedom of religion:** All citizens are free to follow any religion.
5. **Cultural and educational rights:** This right protects the minorities or a group of people who are less in population in the country. This right allows them to develop and protect their culture.
6. **Right to constitutional remedies:** An Indian citizen can move a court if any of their rights are denied.

60

Teacher: Let us read the section titled 'Fundamental Rights' on page 60. I will call on a student to read aloud.

Teacher: [to a student] Can you please read the first section of the Fundamental Rights?

(The student reads aloud the section about Fundamental Rights.)

Teacher: Great reading. Now, let us talk about these rights in detail.

Teacher: The first right we see is the Right to Equality. This means all citizens are treated equally, no matter their religion, caste or place of birth.

Teacher: Can anyone give me an example of how this right is applied in real life?

(Allow a few students to answer.)

Teacher: Excellent. Let us move on to the next right.

Teacher: The Right to Freedom gives us the freedom to express ourselves, choose our occupation and travel freely. Can someone explain what this means?

(Let a student explain.)

Teacher: Well done. Now, let us move to the Right Against Exploitation. This ensures that no one is made to work unfairly, especially children below the age of 14. Can anyone give an example of this right in action?

(Allow student responses.)

Teacher: You all are doing great. The next right is the Right to Freedom of Religion. This right allows every citizen to follow any religion of their choice. What does this right mean to you?

(Let the students explain.)

Teacher: Yes, it is about having the freedom to believe in any religion without discrimination. Now, we have the Cultural and Educational Rights. This right protects minorities and helps them develop and protect their culture.

Teacher: Who can share an example of this right being used in India?

(Allow the student to answer.)

Teacher: Finally, the Right to Constitutional Remedies. This means that if any of our rights are denied, we can approach the court for justice. Can anyone explain this in their own words?

(Allow the student to respond.)

Teacher: Great work, everyone. You have all done a fantastic work explaining the rights.

Discovering better



Discovering better

LAD

move: here, to make an application in court for a rule or order

irrespective: without being influenced or affected by something

59

Teacher: Now, let us move on to the Discovering better section. Please

open to the page in your books where it talks about the meanings of the words 'move' and 'irrespective'.

MUST DO

10 MIN.

Teacher: In the 'move' section, it says: 'Move here means to make an application in court for a rule or order.'

Teacher: Can anyone think of a situation where someone might move the court for their rights?

(Wait for the students to respond)

Teacher: Yes, you are right. A person might move the court to claim their Fundamental Right if it has been denied, such as if they are being treated unfairly.

Teacher: Now, let us look at the word 'irrespective'. It means 'without being influenced or affected by something.'

Teacher: Can someone give an example of how 'irrespective' applies to Fundamental Rights?

(Wait for the students to respond.)

Teacher: Exactly. For example, everyone is treated irrespective of their gender, caste or religion when it comes to the Right to Equality.

Teacher: Great work, everyone. Now, let us think about how these words relate to our Rights and Duties.



You may show the **I Explain** given on the digital platform.

Differentiated Activities

110 km/hr



Explain in detail how the Right to Equality is applied in real life, providing examples.

80 km/hr



Write about one Fundamental Right that you think is the most important and explain why.

40 km/hr



Name one Fundamental Right and tell us how it helps citizens.

Home Task

Write a paragraph on how you can help others understand their rights. Share one right that is important to you.

Period 4

Teacher: Good morning, everyone.
How are you today?

Teacher: Before we dive into today's lesson, let us quickly review what we learnt last time. Can anyone remind me of the different Fundamental Rights that we discussed?

Teacher: Great. Today, we are going to learn about Fundamental Duties and Directive Principles. These are very important for every citizen of India.

Teacher: Let us get started.

Understanding better

Teacher: Now, let us look at the Understanding better section on page 60. I will ask a random student to read the first statement aloud.

Understanding better

Say true or false.

1. All citizens are equal before the law.

2. The government need not ensure proper living conditions for the people.

60

(Call on a random student to read the statement aloud.)

Teacher: Now, let us go through the two statements together. The first statement says 'All citizens are equal before the law.'

Teacher: Is this statement true or false?
(Wait for the students to respond.)

Teacher: Yes, it is true. Everyone is treated equally by the law, no matter their background.

Teacher: The second statement says 'The government need not ensure proper living conditions for the people.'

Teacher: Is this statement true or false?
(Wait for the students respond.)

Teacher: That is false. The government has the responsibility to ensure that people have proper living conditions.

Teacher: Excellent work, everyone. Now, let us move on to our next section.

Fundamental Duties

FUNDAMENTAL DUTIES

Fundamental Duties are a set of important responsibilities that every citizen of India should follow. These duties help us understand how to be good and responsible members of our community and country. They include showing respect to our elders and teachers, keeping our surroundings clean, protecting nature and helping others in need. By performing these duties, we help make India a better and happier place for everyone.

60

Teacher: The Fundamental Duties are important responsibilities that every citizen of India should follow. These duties help us understand how to be good and responsible members of our community and country.

SHOULD DO

5 MIN.



MUST DO

10 MIN.



Teacher: Let us read the section on Fundamental Duties on page 60. I will call on a student to read aloud.

(A student reads the section aloud.)

Teacher: Great. Now, let us discuss some of these duties.

Teacher: One of the duties is to show respect to elders and teachers. Why do you think this is important?
(Allow the students to respond.)

Teacher: Yes, showing respect helps create a respectful and harmonious society. Another duty is to keep our surroundings clean. How can we do this in our daily lives?
(Allow the students to respond.)

Teacher: Well done. By following these duties, we make our community and country a better place.

Directive Principles

DIRECTIVE PRINCIPLES

The Constitution also lists certain instructions for the government to ensure the welfare of its citizens. These instructions are known as Directive Principles. The government needs to ensure that people have proper living conditions. Every child should go to school. Every person should get proper treatment when they fall ill.

As citizens of India, it is our responsibility to understand the significance of our Fundamental Rights, Fundamental Duties and Directive Principles and abide by these.



protection of nature is one of our primary duties

60

Teacher: The Directive Principles are instructions listed in the Constitution for the government to follow. These instructions ensure that the government works for the welfare of its citizens.

Teacher: Let us read the section on Directive Principles on page 60. I will call a student to read it aloud.

(A student reads aloud.)

Teacher: Very good. Now, let us understand this better. The Directive Principles include ensuring proper living conditions, like providing education for children and healthcare for everyone.

Teacher: Can anyone think of an example where the government followed a Directive Principle?
(Allow the students to respond.)

Teacher: Yes, the government has made education free and compulsory for children aged 6 to 14 years. This is a great example of the Directive Principles being followed.

Teacher: These principles are important because they guide the government in improving the welfare of the people.

Teacher: Let us quickly recap what we learnt today.

Teacher: Who can tell me one Fundamental Duty we should follow as responsible citizens?

(Allow the students to answer.)

Teacher: Yes, showing respect to elders and teachers. Great.

Teacher: Now, who can share one Directive Principle that the government follows to help citizens?
(Allow the student to respond.)

COULD DO

5 MIN.



MUST DO

10 MIN.




Teacher: Excellent. You all did a fantastic work today. Let us continue to follow our rights, duties and understand the Directive Principles.


 You may show the **Concept Map** given on the digital platform.

Differentiated Activities


110 km/hr

 Explain in detail two Fundamental Duties and how they help improve society. Provide real-life examples.

80 km/hr

 Write about one Fundamental Duty and how you can follow it in your daily life.

40 km/hr

 Name one Fundamental Duty and explain why it is important.

Home Task

Write about one Directive Principle and explain how it helps in improving the lives of citizens.

Period 5

Teacher: Good morning, students. How are you today?

SHOULD DO

5 MIN.



Teacher: Before we start, can anyone tell me something interesting you remember from the previous lesson about rights and duties?

Teacher: Great. Today, we will connect our learning with some important life lessons on helping, caring and understanding how we can make a difference in the world.

Teacher: Let us get started with today's activities.

Connecting better

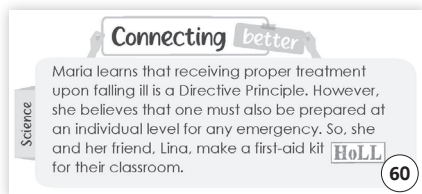
Teacher: Let us start with the Connecting better section. Please look at page 60 in your book. I will ask a random student to read aloud the first paragraph.

MUST DO

5 MIN.



(A student reads aloud the paragraph.)



Teacher: Maria learns that receiving proper treatment when she falls ill is a Directive Principle, but she also believes we should be prepared for emergencies. So, she and her friend Lina create a first-aid kit for their classroom.

Teacher: Why do you think it is important to be prepared for emergencies like Maria and Lina?

(Allow the students to respond.)

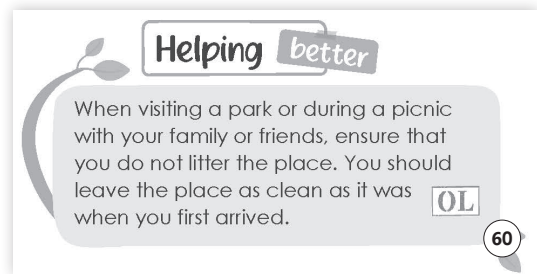
Teacher: Yes, it is important to stay prepared to help others in case of an emergency. This connects to our duties as citizens to protect and care for others.

Helping better

Teacher: Now, let us move to Helping better. On page 60, we see a statement: When visiting a park or having a picnic, ensure that you do not litter the place. Leave the place as clean as it was when you arrived.

MUST DO

10 MIN.



Teacher: This is a great way to help the environment. Who can share how they have helped in keeping the place clean?

(Allow the students to respond.)

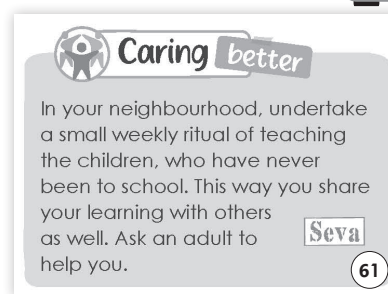
Teacher: Exactly. Keeping our environment clean is one of the ways we can contribute to a healthier planet. It is also part of our duty to protect nature.

Caring better

Teacher: Let us now look at Caring better on page 61. In this section, it says: In your neighbourhood, undertake a small weekly ritual of teaching children who have never been to school. This way, you share your learning with others.

MUST DO

10 MIN.



Teacher: Can anyone tell me how this idea connects with our duties as citizens?

(Allow the students to share their thoughts.)

Teacher: Yes, teaching others is a wonderful way to serve your community. It is part of caring for those who are less fortunate. By sharing what we know, we help others grow and improve their lives.

Grasping better

Teacher: Now, let us look at the Grasping better section on page 61. I will call a student to read the definitions aloud.
(A student reads aloud.)

MUST DO

10 MIN.



Grasping better

DING

Democracy: a system of government in which the people of a country can elect their representatives by voting

republic: a country that is governed by a president and ministers elected by the people

citizen: a person who has the legal right to belong to a particular country

61

Teacher: In this section, we learn the meanings of the words Democracy, Republic and Citizen.

Teacher: Who can explain the term 'Democracy' in their own words?

(Allow the students to respond.)

Teacher: Great. Democracy is a system of government where people elect their leaders. Now, who can explain 'Republic'?

(Allow the students to explain.)

Teacher: Yes, a republic is a country governed by elected representatives. Lastly, let us discuss the term 'Citizen'. What does it mean to be a citizen?

(Allow the student to respond.)

Teacher: Well done. A citizen is someone who belongs to a country and has the rights and duties that come with it.

 You may show the **Dictionary** given on the digital platform.

Differentiated Activities

110 km/hr



Explain the importance of being a responsible citizen and how you can contribute to your community.

80 km/hr



Write about one thing you can do to help others in your community.

40 km/hr



Name one way you can help keep your environment clean.

Home Task

Write a short paragraph about how you plan to help others in your neighbourhood.

Period 6

Teacher: Good morning, everyone.
How are you today?

SHOULD DO

5 MIN.



Teacher: Before we start today's lesson, let us quickly revisit the key points we learnt about Fundamental Rights, Fundamental Duties and Directive Principles.

Teacher: Can anyone tell me one important thing about Directive Principles?

(Allow the students to answer.)

Teacher: Excellent. Today, we will do some activities that will help us understand and remember these concepts better.

Recalling better

Teacher: Now, let us go through some questions to help us recall what we have learnt so far.

MUST DO

10 MIN.



Recalling better

CING

- The Constitution refers to a set of rules according to which the government of every country works.
- Fundamental Rights are certain basic rights available for the well-being of every citizen in the country.
- Fundamental Duties refer to the duties that the citizens need to perform towards their country.
- Directive Principles refers to the instructions for the government to ensure the welfare of its citizens.

61

Teacher: Can anyone tell me what the Constitution refers to?

(Wait for the student to respond.)

Teacher: Excellent. Yes, the Constitution refers to a set of rules that guide how the government of every country works.

Teacher: Moving on, what are Fundamental Rights? Why are they important for citizens?

(Allow the students to respond.)

Teacher: Well done. Fundamental Rights are basic rights available for the well-being of every citizen. They ensure that everyone is treated fairly and equally.

Teacher: Now, can someone explain what the Fundamental Duties refer to?

(Allow the students to respond.)

Teacher: Good work. Fundamental Duties are the responsibilities citizens must follow towards their country, such as respecting others and helping maintain peace.

Teacher: Lastly, what do Directive Principles refer to? How do they ensure the welfare of citizens?

(Allow the students to respond.)

Teacher: Excellent. Directive Principles are instructions given to the government to help ensure the welfare of its citizens, like ensuring proper living conditions and education.

Teacher: Great work, everyone. You have recalled all the important points today.

Learning better

Exercise A

Teacher: Turn to the Learning better section on page 61 of your Main Coursebook. I will ask you to tick the correct answer in your books.

MUST DO

15 MIN.



Learning better CBA

A Tick (✓) the correct answer.

- In every country, the government functions as per a set of _____.
 a. rules ☐ b. prayers ☐ c. alphabet ☐
- India became a _____ on 26 January 1950.
 a. republic ☐ b. monarchy ☐ c. dictatorship ☐
- A citizen can move _____ if their Fundamental Rights are denied.
 a. a court ☐ b. the country ☐ c. the parliament ☐
- Keeping our surroundings _____ is a Fundamental Duty.
 a. clean ☐ b. untidy ☐ c. polluted ☐
- The Directive Principles work towards ensuring the welfare of the _____.
 a. citizens ☐ b. minorities only ☐ c. people in power ☐

61

Teacher: Let us go through the first question together.

Teacher: Question 1: In every country, the government functions as per a set of _____.
 • a. rules
 • b. prayers
 • c. alphabet

Teacher: What do you think the correct answer is?
 (Wait for the students to respond.)

Teacher: Yes, the correct answer is a) rules. The government in every country functions based on a set of rules that help it operate smoothly.

Teacher: Now, please tick the correct answer and write it in your Main Coursebook.

(Follow the same pattern for the rest of the exercise.)

Exercise B

Teacher: Now, let us turn to the True or False section on page 61 of your Main Coursebook.

MUST DO

10 MIN.



B Write true or false.

- The Constitution of India is the longest written constitution in the world. _____
- The Constitution of India came into effect on 26 January 1947. _____
- There are six Fundamental Rights. _____
- As per the Constitution of India, children above the age of 14 are not allowed to work. _____
- Taking care of our public property is a Fundamental Duty. _____

61 62

Teacher: I will read the statements aloud and you need to decide whether they are True or False. Write your answer in the books.

Teacher: let us get started with the first statement.

Teacher: Statement 1: The Constitution of India is the longest written constitution in the world.

Teacher: What do you think? Is this statement True or False?

(Wait for the students to respond.)

Teacher: That is right. The statement is True. The Constitution of India is the longest written constitution in the world.

Teacher: Now, please write True or False in your Main Coursebook.

(Follow the same pattern for the rest of the exercise.)

You may show the **Infographic** given on the digital platform.

Differentiated Activities

110 km/hr



Explain in detail what Fundamental Rights and Fundamental Duties mean and how they help citizens.

80 km/hr



Write a short paragraph explaining why Fundamental Duties are important for citizens.

40 km/hr



Write one Fundamental Right and one Fundamental Duty you follow in your daily life.

Home Task

Choose one Fundamental Duty or Directive Principle and design a poster or collage that visually represents it. You can include illustrations, symbols or real-life examples that show how this duty or principle can be followed.

Period 7

Gratitude sheet

MUST DO

10 MIN.



Teacher: Good morning, everyone.

Today, let us begin by focusing on something truly meaningful—gratitude.



Teacher: I want you to think about one person who has made a positive difference in your life. It could be a family member, a friend or even a teacher.

Teacher: Now, take your gratitude sheet and cut out a space where you can write a short note to the person you are grateful for.

Teacher: Write one or two sentences thanking them for what they have done or how they have made a difference in your life.

Teacher: Once you are done writing, we will share our notes with the class and place them on our gratitude chart.

Exercise C

Teacher: Please open your Main Coursebook to Exercise C on page 62. We will write short answers in your notebooks.

MUST DO

15 MIN.



C Write short answers in your notebook.

1. If a citizen's Fundamental Rights are denied, what action can they take?
2. Mala owns an eatery. Two girls, aged 14–15, serve tea and food at the eatery. Is Mala breaking the law? How?

62

Teacher: Let us go through the first question together.

Teacher: Question 1: If a citizen's Fundamental Rights are denied, what action can they take?

(Wait for the students to respond.)

Teacher: Excellent. Yes, if a citizen's Fundamental Rights are denied, they can move to a court to seek justice.

Teacher: Please write your answer in your notebooks. (Follow the same pattern and complete the remaining questions in Exercise C.)

Exercise D

Teacher: Let us move on to Exercise D, where we will write long answers in your notebooks. Open to page 62.

MUST DO

15 MIN.



D Write long answers in your notebook.

1. What is the significance of Fundamental Rights?
2. Do the Directive Principles help the government? If yes, how?

62

Teacher: Question 1: What is the significance of Fundamental Rights?

(Wait for the students to respond.)

Teacher: Great. Fundamental Rights are essential because they protect the basic freedoms of every citizen. They ensure equality, freedom and justice for everyone.

Teacher: Write this answer in your notebooks. (Follow the same pattern and complete the remaining questions in Exercise D.)

Teacher: For your home task, I want you to work on the Creating better activity from your textbook on page 62.

Teacher: Well done, everyone. Let us give ourselves a round of applause for all the hard work. See you in the next class.

 You may show the **Quiz** given on the digital platform.

Differentiated Activities

110 km/hr



Explain in detail how Directive Principles help improve the quality of life for citizens in India. Provide examples.

80 km/hr



Write about one Fundamental Right and explain how it benefits citizens in everyday life.

40 km/hr



Name one Directive Principle and explain why it is important.

Home Task

Bring the materials needed to design a 'Respect and Responsibility' Badge for the next class. We will be creating the badge as part of our Creating better activity. You will need coloured paper, markers, scissors, glue, ribbons and any other decorative items you would like to use.

Period 8

SHOULD DO

15 MIN.



Teacher: Good morning, students.

How are you today?

Teacher: Let us begin today's lesson with a fun warm-up activity. I will ask you a few questions based on the lesson we did last time. Ready?

Teacher: I will give you clues and you need to guess the right answer.

Teacher: Here is the first one:

I am a right that ensures everyone is treated fairly, no matter their background or religion. What right am I?

(Wait for the students to respond..)

Teacher: Yes, that is the 'Right to Equality'. Well done.

Teacher: Next clue:

I am a duty that asks you to respect and care for the environment. What duty am I?

(Wait for the students to respond.)

Teacher: Correct. That is the duty to protect and improve the natural environment. Great work.

Teacher: Now, let us move on to our activity for today.

Creating better

MUST DO

20 MIN.



Teacher: Alright, students, let us move on to our Creating better activity.



Creating better



Art 1 2 & CS

A badge is a special design or symbol that helps recognise and celebrate your achievements. Let us design a 'Respect and Responsibility' Badge, using colours and materials that represent these values.



62

Teacher: Today, we are going to design a 'Respect and Responsibility' Badge. Who can tell me what a badge is? (Wait for the students to respond.)

Teacher: Yes, exactly. A badge is a symbol that represents something important or a recognition of your achievements.

Teacher: This badge will represent two important values: Respect and Responsibility.

Teacher: Now, look around. You can use coloured paper, markers, scissors, glue and anything else you brought from home. What materials do you have with you that you think will help you design the perfect badge?

(Wait for responses from the students and encourage them to share their ideas.)

Teacher: Fantastic. Now, think about what Respect and Responsibility mean to you. How can you show these values in your badge design?

Teacher: Maybe you can use colours that represent peace or harmony or perhaps symbols like hands shaking to represent respect or a heart for responsibility.

Teacher: You have 20 minutes to complete your badge. You can work individually or with a partner. Remember, this is your time to get creative.

Teacher: While you are working, I will come around and see how you are doing. Feel free to ask if you need any help.

Teacher: Alright, everyone. Before we end today's class, let us take a moment to recap what we have done.



Teacher: Who can share with me what we created today? (Wait for the students to respond.)

Teacher: Yes, we created posters about Fundamental Rights and Duties and designed our 'Respect and Responsibility' Badge.

Teacher: Now, can someone tell me why these activities are important? What have you learnt from creating your badge or poster?

(Encourage the students to respond and discuss.)


Teacher: Exactly. These activities helped us think about respect, responsibility and how we can contribute positively to society. By following our rights and duties, we help make our community better.

Teacher: Well done, everyone. You all did a fantastic job today. Let us give ourselves a big round of applause for all the creativity and hard work you put in.


 You may show the **Slideshow** given on the digital platform.

Differentiated Activities


110 km/hr

 What can be an example of the Right to Equality that we see in real life? How do you see it happening every day?

80 km/hr

 Can anyone share what the Right to Education means? How would you explain it to someone?

40 km/hr

 Think about the Right to Freedom. What symbol or drawing can you use to represent freedom?

Home Task

For your home task, please finish your 'Respect and Responsibility' Badge if you did not complete it in class today. Bring it to the next lesson.

Period 9

SHOULD DO

5 MIN.

Teacher: Good morning, everyone. How are you today?

Teacher: Before we begin today's activities, let us take a moment to quickly review what we have learnt so far about Fundamental Rights, Duties and the Constitution.

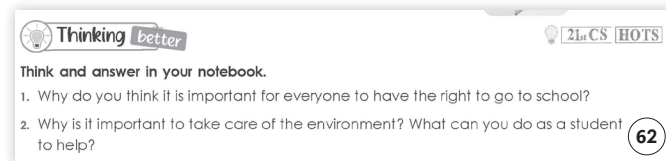
Teacher: Today, we are going to explore a few more concepts in detail and engage in some interactive activities. Let us get started.

Thinking better

Teacher: Let us begin with the Thinking better section. Please open page 62 of your Main Coursebook.

MUST DO

10 MIN.



Teacher: Question 1: Why do you think it is important for everyone to have the right to go to school? (Wait for the students to respond.)

Teacher: Yes, it is important because education is a fundamental right that helps everyone improve their lives and contribute to society.

Teacher: Now, write your answer in your notebooks.

Teacher: Question 2: Why is it important to take care of the environment? What can you do as a student to help? (Wait for the students to respond.)

Teacher: Great ideas. Taking care of the environment ensures a better future for everyone and as students, we can reduce waste and encourage others to keep the surroundings clean.

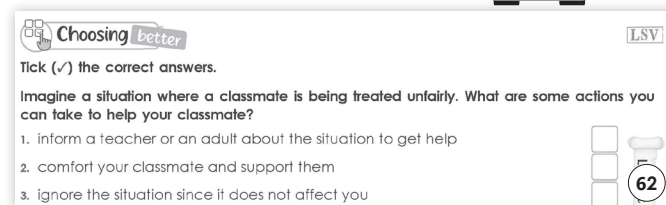
Teacher: Now, please write down your answers in your notebooks.

Choosing better

Teacher: Let us move on to the Choosing better section on page 62.

MUST DO

10 MIN.



Teacher: Imagine a situation where a classmate is being treated unfairly. What are some actions you can take to help your classmate?

Teacher: Let us look at the options.

Teacher: Option 1: Inform a teacher or an adult about the situation to get help.

Option 2: Comfort your classmate and support them.

Option 3: Ignore the situation since it does not affect you.

Teacher: Which options do you think are correct? Mark the ones you agree with.

(Allow the students to mark and share their thoughts.)

Teacher: Yes, options 1 and 2 are correct. We should always stand up for fairness and support our friends in need. Option 3, however, is not the right approach.

Teacher: Now, write your answers in your Main Coursebook.

Revising better

Teacher: Now, let us turn to the Revising better section on page 62.

MUST DO

15 MIN.

Revising better

In this chapter, you have learnt the value of fairness. The Constitution of India states that all citizens are equal before law. They cannot be treated unfairly. Where can you use this value? Write in your Little Book.

62

Teacher: In this chapter, we have learnt the value of fairness. The Constitution of India states that all citizens are equal before the law. They cannot be treated unfairly.

Teacher: Now, can anyone share where in your life you can use the value of fairness?

(Wait for the students to respond.)

Teacher: Excellent. Fairness is important in our schools, homes and communities.

Teacher: Now, please write your answer in your Little Book. Think about situations where fairness should be applied.

Differentiated Activities

110 km/hr



Write an essay about why fairness is important in society, providing examples from your daily life and the Constitution.

80 km/hr



Write a paragraph explaining how fairness can be applied in school. Give at least one example.

40 km/hr



Write a few sentences about why being fair to others is important and how you can practice fairness in school.

Home Task

Write a paragraph explaining one situation where you applied fairness, either at home, in school or your community.

Period 10

SHOULD DO

10 MIN.

Teacher: Good morning, students.

How are you today?

Teacher: Let us start by reviewing some of the key concepts we have learnt in the past few lessons about Fundamental Rights, Duties and the Constitution.

Teacher: I will ask you a few quick questions about what we've discussed so far.

Teacher: Can anyone tell me the significance of Fundamental Rights?

(Wait for the students to respond.)

Teacher: Well done. let us now move on to today's worksheet.

Worksheet 1

Teacher: Please open your Main Coursebook to Worksheet 1 on page 34.

MUST DO

15 MIN.

Theme 7: How Do We Work?

9. Rights and Duties

Worksheet 1

A. Fill in the blanks.

1. The government in every country functions as per a set of _____.
2. The Constitution of _____ is the longest-written constitution in the world.
3. The Constitution of India came into effect on 26 January _____.
4. India became a _____ when its constitution came into effect.
5. Our Republic Day is celebrated on _____.

B. Rearrange the letters to form meaningful words.

1. VOGREMENT: _____
2. ONCSTITUTION: _____
3. PERUBLCI: _____
4. QUELAITY: _____
5. EERFDOM: _____

C. Write true or false.

1. The Constitution of Ireland is the longest-written constitution in the world. _____
2. According to the Constitution of India, all citizens are equal before law. _____
3. Citizens are not free to choose their own occupation. _____
4. The right to equality allows children below 14 years of age to work. _____
5. The Constitution of India allows the right to freedom of religion. _____

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Teacher: We will complete this worksheet together. I will read the questions and you will write the answers in your books.

Teacher: Let us start with Part A – Fill in the blanks.

Teacher: Once you have finished that, move on to Part B – Rearrange the letters to form meaningful words. I will give you some time to work on this and then we will go over the answers.

Teacher: After that, let us move on to Part C – True or False. Answer each statement based on what we have learnt.

Chapter 9: Rights and Duties

Theme 7: How Do We Work?

A English

Tick (✓) the correct idiom to complete the sentence.

- Meena helps people in need. She never _____ of fulfilling her duties.
a. falls short of ☐ b. does ☐
- Sania is eight years old. She is forced to work. She wants to study. But, her request _____
a. goes unheard ☐ b. falls on deaf ears ☐

B Maths


Ira will turn 18 years old on 5 September. She will then be eligible to vote. Let us assume that today is 6 August. How many months and days are left until her birthday? Write answer in the space provided.

C Science

Sia notices that her househelp has a minor cut while cooking food. Sia gets her first aid. Is Sia fulfilling her Fundamental Duty? How? Write the answer in your notebook.

35

(Refer to the Book of Holistic Teaching, page number 35 under the title 'Rights and Duties.' Complete the activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.)

 You may show the **Animated Activities** given on the digital platform.

Differentiated Activities

110 km/hr



How do Fundamental Rights impact citizens? Give one example.

80 km/hr



How do Fundamental Rights relate to fairness? Share an example.

40 km/hr



Why are Fundamental Rights important for citizens?

Home Task

Create a Rights and Duties Collage. Use pictures, drawings and symbols to represent one Fundamental Right and one Fundamental Duty. You can find images online, cut from magazines or draw them yourself.

Period 11

SHOULD DO



10 MIN.

Teacher: Good morning, everyone. How are you today?

Teacher: Today, we are going to continue learning about Rights and Duties with some worksheets. First, let us quickly review some of the key concepts we have covered. Can anyone remind me of one Fundamental Right or Fundamental Duty?

(Wait for the students to respond.)

Teacher: Excellent. Now, let us start with Worksheet 2.

Worksheet 2

MUST DO



15 MIN.

Teacher: Please open Worksheet 2 in your Main Coursebook. We will complete this together.

Worksheet 2

A. Give one-word answers.

- The body in India that functions as per the constitution: _____
- The founding father of the Indian Constitution: _____
- The day on which India became a republic: _____
- All citizens of India are equal as per this fundamental right: _____
- These people are protected under the fundamental rights of cultural and educational rights: _____

B. Match the columns.

Column A

- 26 January 1950
- B R Ambedkar
- Right to Equality
- Right to Constitutional Remedies
- Fundamental Duties

Column B

- founding father
- India became a republic
- move court
- obey the constitution
- citizens are equal before law

C. Write true or false.

- 26 January is celebrated as our Republic day because the constitution was first written on that day. _____
- The Constitution of India details the Fundamental Rights only. _____
- The Fundamental Rights are available to some citizens of our country. _____
- All citizens are treated as equals, as per our constitution. _____
- People are not to be made to work without pay, as per the Constitution of India. _____

35

Teacher: Let us start with Part A – Give one-word answers.

Teacher: Question 1: The body in India that functions as per the constitution is _____.

(Allow the students to answer.)

Teacher: Continue answering the rest of Part A on your own, following the same pattern.

Teacher: Now, let us move on to Part B – Match the columns.

Teacher: Please match the correct answers from Column A and Column B. I will give you a few minutes to complete this.

(Wait for the students to work.)

Teacher: Let us go over the answers together.

(Go through each matching question with the students and ask them to check their answers.)

Teacher: After that, let us move on to Part C – True or False. Answer each statement based on what we have learnt.

Worksheet 3

Teacher: Now, let us move on to Worksheet 3 on page 36.

Teacher: In Part A, we have to fill in the blanks.

MUST DO

15 MIN.



Worksheet 3

A. Fill in the blanks.

- There are _____ Fundamental Rights.
- The right to _____ allows all citizens to choose any occupation.
- The right to freedom allows all citizens to travel anywhere _____ the country.
- No citizen of India is to be treated _____.
- All citizens are free to follow any _____.

B. Write FR for Fundamental Right. Write FD for Fundamental Duty.

- Children between the ages of 6 and 14 are entitled to receive free and compulsory education. _____
- We must obey our constitution. _____
- An Indian citizen can move to court if any of their rights are denied. _____
- We should take care of the environment. _____
- All the citizens of India are free to follow any religion. _____

C. Rearrange the letters to form words associated with Fundamental Rights.

- QUALE: _____
- EERF DEUTACION: _____
- LERIGION: _____
- ALW: _____
- UORCT: _____

36

Teacher: Now, continue filling in the blanks for the rest of Part A. Write your answers clearly.

Teacher: Let us move on to Part B – Write FR for Fundamental Right, Write FD for Fundamental Duty.

Teacher: Finally, let us move to Part C – Rearrange the letters to form words associated with Fundamental Rights.

Teacher: Look at the words and try to rearrange them. I will give you a few minutes to work on this.

(Allow the students time to work.)

Teacher: Let us go over the answers together.

Differentiated Activities

110 km/hr



Write a short explanation of the Right to Education and its importance for children.

80 km/hr



Write a few sentences about what Fundamental Rights are and why they matter.

40 km/hr



Explain the Right to Equality and give one example of how it is applied.

Home Task

Complete parts of Worksheet 2 and Worksheet 3 that you have not finished in class.

Period 12

SHOULD DO

10 MIN.



Teacher: Good morning, students. How are you today?

Teacher: In the last lesson, we discussed Fundamental Rights, Duties and Directive Principles. Today, we will be working on Worksheet 4 and revisiting some of these concepts.

Teacher: Now, let us start with today's activity.

Worksheet 4

Teacher: Please open Worksheet 4 in your Main Coursebook on page 37.

MUST DO

20 MIN.



Worksheet 4

A. Fill in the blanks.

- The Constitution of India came in to _____ on 26 January 1950.
- The Constitution of India details the Fundamental Rights and Fundamental _____.
- People are not to be made to work _____ as per right against exploitation.
- The Constitution of India provides the freedom to practice any _____.
- Directive principles ensure the _____ of citizens.

B. Which of the following statements can be associated with Fundamental Rights? Tick (✓) the correct answers.

- We should preserve our heritage. ☐
- Minorities can develop and protect their culture. ☐
- The government needs to ensure proper living condition. ☐
- Every person should get proper treatment when they fall ill. ☐
- There can be no discrimination based on caste, religion or gender. ☐

C. Who is one of the founding fathers of the Constitution of India? Tick (✓) the correct answer.

1. Bhagat Singh <input type="checkbox"/>	2. Dr B R Ambedkar <input type="checkbox"/>
3. Mahatma Gandhi <input type="checkbox"/>	4. Rabindranath Tagore <input type="checkbox"/>
5. Bankim Chandra Chatterjee <input type="checkbox"/>	

37

Teacher: We will complete this worksheet together. Start with Part A – Fill in the blanks.

Teacher: let us move on to Part B – Which of the following statements can be associated with Fundamental Rights? Tick (✓) the correct answers.

Teacher: Look at the options and tick the ones that you think are correct.

Teacher: We will go over the answers in a few minutes. (Allow the students to work independently.)

Teacher: Let us now look at Part C – Who is one of the founding fathers of the Constitution of India?

Teacher: Tick the correct answer. Take your time and let me know when you are done.



You may generate additional practice worksheets using the **Test Generator** given on the Digital Platform.

Teacher: Now, let us take a quick break and do a little eye exercise to relax our eyes after all that reading and writing.

COULD DO

10 MIN.



Teacher: Everyone, please follow me:

- Step 1: Look at something far away, like the window, for 5 seconds.
- Step 2: Now, look at something close to you, like the tip of your finger, for 5 seconds.
- Step 3: Repeat this 5 times.
- Step 4: Close your eyes for 10 seconds and relax.

Teacher: Great work. This will help refresh your eyes and keep you energised.

Period 13

Teacher: Good morning, everyone. How are you today?

SHOULD DO

10 MIN.



Teacher: In our previous lessons, we have learnt a lot about Fundamental Rights and Duties. Today, we will apply these concepts in a creative way through an interactive skit activity.

Teacher: Before we start, let us quickly review some Fundamental Rights and Duties. Can anyone give me an example of a Fundamental Duty?

(Wait for the students to respond.)

Teacher: Great. Now, let us get ready for our indoor activity.

Teacher: Now, let us move on to an interactive indoor activity called Rights and Duties Skits.

COULD DO

25 MIN.



Teacher: In this activity, you will work in small groups to create a short skit that illustrates the importance of a Fundamental Right or Duty. You will use the concepts we have learnt today to create your skits.

Teacher: Each group will choose one Fundamental Right or Duty and you will have 5 minutes to come up with a short skit that shows how this right or duty can be practiced in real life.

Teacher: For example, if you choose the Right to Education, your skit might show a child going to school and explaining why education is important.

Teacher: After the 5 minutes, each group will perform their skit for the class and we will discuss the rights and duties that were illustrated in the skit.

Teacher: This activity will help us better understand how to apply Fundamental Rights and Duties in our daily lives.

Teacher: I will be walking around to support you as you work. Ready, set, go.

Teacher: Excellent work, everyone. All of you worked very hard on your skits.

COULD DO

5 MIN.



Teacher: Now, let us quickly recap what we have learnt today. What are some Fundamental Rights that you saw in the skits?

(Wait for the students to respond.)

Teacher: Well done. You have all made wonderful connections between the lessons and real-life situations.

Teacher: Great work today, everyone. Let us give ourselves a round of applause for all the creativity and teamwork.

Teacher: Now, let us fill in the last column of the KWL chart.

Teacher: In this column, we will write what we have learnt in this chapter.

Teacher: Think about the topics we have learnt and write them neatly in the 'L' column of the chart.

(Wait for the students to fill in the chart.)

Teacher: Let us all give a huge round of applause to everyone for their hard work and creativity. Great work, everyone. See you in the next class. Have a wonderful day ahead.

Differentiated Activities

110 km/hr



Write one real-life example where a person used their Right to Equality or Right to Education. Explain how it helped them.

80 km/hr



Write any two Fundamental Duties you follow in school. Give one example for each.

40 km/hr



Choose the correct answer:
We must throw rubbish in the bin to
a) keep the place dirty

b) protect public property

c) waste time

(Correct answer: b)

Home Task

Draw a picture showing any one Fundamental Duty you follow at home or school. Write one sentence to explain what you are doing in the picture.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none">• demonstrate the ability to participate in activities that promote community welfare and share responsibilities, such as keeping their environment clean.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• develop an understanding of fairness, respect and responsibility towards others and demonstrate kindness by following their duties as citizens.
Cognitive Development	<ul style="list-style-type: none">• recall and identify various Fundamental Rights and Duties and explain how these impact their daily lives and society at large.
Language and Literacy Development	<ul style="list-style-type: none">• enhance their communication skills by discussing their understanding of Rights and Duties and explaining them through skits and group activities.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• demonstrate creativity by designing posters or collages that represent Rights and Duties using a variety of artistic materials and symbols.
Positive Learning Habits	<ul style="list-style-type: none">• apply positive learning habits by collaborating in groups, sharing their ideas and completing activities on time, such as worksheets and projects.

Starry Knights

When we talk of Rights and Duties, what according to you should be the Rights for teachers that must be a part of the Constitution?

Reward yourself with a STAR.



Lesson-10: Self Governing Bodies

Theme 7: How
Do We Work?

12 Periods (40 minutes each)



Learn Better (Main Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Poster, Gratitude sheet



Animation, Animated Activities, Concept Map, Dictionary, eBook, Infographic, Quiz, Slideshow, Test Generator

Confirming better

I am
positive.

Curricular Goals and Objectives (NCF)

To enable the students:

- to recall the role and functions of self-governing bodies like Panchayats and Municipal Corporations.
- to explain the importance of local self-governing bodies in managing community services and solving local issues.
- to apply critical thinking to propose solutions for community problems such as waste management and water supply.
- to analyse how different local self-governing bodies impact various aspects of community life, such as sanitation and education.
- to create a campaign or project that encourages civic participation, promoting awareness of local self-government and its benefits.

Methodology

Period 1

Teacher: Good morning, students.
How are you today?

SHOULD DO

10 MIN.



Teacher: Let us begin with a fun little warm-up to get us started. I will give you a few clues and you have to guess the word. Ready?

(Clue 1: It is something you have in a classroom and it helps the class stay organized.)

(Wait for responses. The answer is 'Monitor'.)

Teacher: Yes, a monitor. Good job. Here's another one:

(Clue 2: It is a job where you take care of things in the community, like helping people make decisions.)

(Wait for responses. The answer is 'Leader'.)

Teacher: Exactly. A leader. You are all doing great.

Confirming better



Confirming better I am positive.

PLH

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Teacher: Now, let us move to the 'Confirming better' section.

Teacher: As we talk about leaders and self-governing bodies today, let us remind ourselves to stay positive and open to learning. I am positive that all of you will

understand how important these leaders are in our community.

Teacher: Say it together: 'I am positive.'

(Wait for the students to repeat.)

Teacher: Wonderful. Let us keep a positive mindset and enjoy the learning journey today.

Teacher: We will begin a new chapter Self-Governing Bodies. Please take out your notebooks and draw the KWL format.

K	W	L

Teacher: The KWL chart has three columns. The first column is labelled 'K,' in which you will write what you already know about the topic. In the second column 'W,' you will write what you want to know and the third column is labelled 'L' which is what you have learnt, which we will fill in the end.

Teacher: Take a few minutes to think and write. If you have any questions, feel free to ask.

Teacher: You all did an amazing job in this activity. Let us move to Re-KAP activities. We will use Kinesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinesthetic activity.

Kinaesthetic

Teacher: Now, let us move to the 'Kinaesthetic' section of our lesson. We are going to create a poster for a classroom monitor election.

MUST DO

10 MIN.



Kinaesthetic

Make a poster for classroom monitor election.

63

Teacher: Think of something that you would promise as a classroom monitor. It could be more fun activities, keeping the class clean or something that you think will make your classroom a better place.

Teacher: You will work in pairs or small groups to create a poster. You have 10 minutes to make your poster. (The students work on posters.)

Teacher: Excellent work, everyone. Now that you have made your posters, let us move on to the next activity where we will listen and reflect on promises that leaders make during elections.

Auditory

Teacher: Let us now move to the 'Auditory' section. I will tell you about a politician named Mr. Sharma, who visits every house in the locality before the elections. He promises:

MUST DO

10 MIN.



Auditory*

Listen to your teacher carefully. Answer the questions.

63

- Clean water supply in every house
- Round-the-clock electricity
- Free education for children between 6 to 14 years of age

Teacher: Have you heard similar promises made by leaders in your locality? (Wait for the student responses.)

Teacher: Now, let us think together. Why do you think Mr. Sharma promises clean water, electricity and free education? Why are these promises important? (Encourage responses from the students.)

Teacher: Great thoughts. Now that we have reflected on promises let us move on to the next section where we will be creating slogans.

Pictorial



You may show the eBook given on the digital platform.

Teacher: Let us move to the 'Pictorial' section. Now that we have learnt about promises during elections, it is time to create a slogan.

MUST DO

10 MIN.



Pictorial

PS

Write your own slogan to encourage people that every vote matters.



63

Teacher: On page 63 of your Main Coursebook, you will see an image of the Indian flag with a finger pointing to the voting symbol. I would like you to create a slogan that encourages people to vote because every vote matters.

Teacher: Please take out your Main Coursebooks and write your slogan on page 63. Be creative and think about how your slogan can motivate people to participate in elections. (Allow the students time to write their slogans.)

Teacher: Well done, everyone. Let us now wrap up what we have learnt in today's class.

Differentiated Activities

110 km/hr



- What are the main responsibilities of a self-governing body? Write them down and explain why they are important.

80 km/hr



- What promises do leaders make during elections? Write down two promises and explain how they can impact people's lives.

40 km/hr



- What is an election? Write one thing you know about elections.

Home Task

Draw a picture of a self-governing body in action, such as an election poster or a meeting. Write down one promise that a leader could make during an election.

Period 2

SHOULD DO

5 MIN.



Teacher: Good morning, students. How are you today?

Teacher: Before we move on with today's lesson, let us quickly recall what we learnt in the last class. Do you remember what a self-governing body is? (Wait for responses.)

Teacher: Great. Today, we are going to dive deeper into understanding how these bodies work. Let us get ready for an exciting lesson.

Interacting better

Teacher: Let us start with the 'Interacting better' section. I will ask you a few questions and I want you to think and respond aloud.

MUST DO

10 MIN.



Interacting better

What are the three changes you want to see in yourself? Discuss with your partner.

ICL

64

Teacher: Why do you think self-governing bodies are important for the community? (Wait for responses.)

Teacher: Exactly. These bodies help make decisions that affect everyone in the community. Let us think of some ways self-governing bodies might help in our daily lives. Can you give examples of things they might decide on? (Wait for responses.)

Teacher: Wonderful. Your ideas are great. Now, let us move on to the next part of our lesson.

MUST DO

15 MIN.



It is the concluding day of the Democracy Week in school. The children watch a documentary on local self-government and its services towards the people.

TML STEP

Sir, what place is this?

Nayan, this is the oldest municipal corporation in India. The Chennai Municipal Corporation.

64

Sir please tell us more about it.

Teacher: Look at the picture on page 64 of your Main Coursebook. It shows a scene where children are watching a documentary about local self-government.

Teacher: What do you notice in the picture? What is happening? Who are the people in the image? (Wait for responses.)

Teacher: Great observations. The teacher in the picture is explaining about the Chennai Municipal Corporation, the oldest municipal corporation in India. It is a self-governing body that looks after things like water, electricity and roads.

Teacher: Can anyone guess why the teacher is showing this specific image to the class? (Wait for guesses.)

Teacher: Exactly. The Chennai Municipal Corporation makes important decisions to keep the city running smoothly. What kind of services do you think they provide to the people? (Wait for responses.)

Teacher: Fantastic answers. These services, like clean water and education, are why self-governing bodies are so important.

Teacher: Now, take a moment to describe the picture in your Main Coursebook on page 64. Write about what is happening in the picture, what you see and why the Chennai Municipal Corporation is so important. (Allow the students time to write.)

Teacher: Great job, everyone. I can see so much creativity in your descriptions.

You may show the **Animation** given on the digital platform.

COULD DO

10 MIN.



Teacher: For our next activity, I have something fun planned. We are going to organise our own 'community meeting.' Each group will pick an issue, such as water supply or waste management and come up with a solution.

Teacher: Think about what you could promise to improve your community if you were the leader. It could be something like more activities for everyone or cleaner streets.

Teacher: Work in your groups and after 5 minutes, you will present your solutions to the class as if you are a community leader. Ready? Let us begin. (The students work in groups.)

Teacher: Great teamwork, everyone. I am so impressed with all the creative solutions you came up with today.

Differentiated Activities

110 km/hr



- Think of a problem in your community (like a dirty street or no playground). Write a sentence about how a self-governing body can help fix it.

80 km/hr



- Write one promise that a leader might make to improve the community. For example, 'I will make sure everyone has clean water.'

40 km/hr



- Draw a picture of something a self-governing body might help with, like cleaning the park or fixing the road. Write one sentence about it.

Home Task

Make a 'What I would promise' list if you will become leader of your community.

Period 3

SHOULD DO

5 MIN.



Teacher: Good morning, students. How are you all today?

Teacher: Let us begin with a quick activity. Imagine you are the head of your community. What would be the first thing you would do to help the people in your area? (Wait for responses)

Teacher: Interesting ideas. Now, let us think about this: What if there was no clean water in your area? How do you think people would manage without it? (Wait for responses.)

Teacher: Yes, clean water is so important for everyone. Now, imagine that you are in charge of providing clean water. What steps would you take to solve this problem? (Wait for responses.)

Teacher: Great thinking. These are exactly the kinds of decisions a local self-governing body makes. Let us dive into how local self-governments make life easier for everyone in the community today.

Local Self-Government

Teacher: Now, let us talk about local self-government given on page 64. How many of you know what a district is? (Wait for responses.)

MUST DO

15 MIN.



LOCAL SELF-GOVERNMENT

The 28 states and 8 Union Territories of India are organised into districts*. These districts are further arranged into smaller units for administrative* purposes. All the citizens of the country need some basic services or civic amenities, such as clean drinking water, electricity, roads, transport, schools, colleges and hospitals. In India, the government provides these services to the people. The government

works at three levels – centre, state and local. The central and the state governments deal with the administration of large areas. The local



civic amenities

64

self-government or the government elected by the people provides civic amenities at the local level.

65

Teacher: That is right. In India, the country is divided into districts. These districts are divided into smaller units for better administration. Can you think of any services that are important for people in these districts? (Wait for responses.)

Teacher: Yes. Things like clean drinking water, electricity, roads and schools are some basic services provided by the government. Why do you think these services are important? (Wait for responses.)

Teacher: Exactly. These services make life easier for everyone in the community. Now, the government works at three levels – centre, state and local. Which level do you think takes care of the small, day-to-day needs of people? (Wait for responses.)

Teacher: Yes, it is the local government. They ensure that the community has everything it needs to run smoothly. Let us move to the next part of our lesson.

Discovering better

Teacher: Now, let us take a look at the word 'amenities' given on page 64. Can anyone tell me what amenities means? (Wait for responses.)

MUST DO

5 MIN.



Discovering better

amenities: basic facilities or services that make life easy and comfortable

LAD

64

Teacher: That is right. Amenities are basic services or facilities that make life comfortable, like clean water, good roads and electricity. Why do you think these amenities are important for a community? (Wait for responses.)

Teacher: Exactly. Without these amenities, life would be very difficult. Local self-governing bodies make sure these things are provided to people. Well done.



You may show the **Dictionary** given on the digital platform.

Panchayats

Teacher: Now, let us talk about Panchayats. Do you know what Panchayati Raj is? (Wait for responses)

MUST DO

15 MIN.



PANCHAYATS

In villages or rural areas, the Panchayati Raj is the system of local self-government. Rural self-government works towards the development of agriculture, irrigation, health, education and rural development with local people's efforts.

65

Teacher: Good. The Panchayati Raj is the system of local self-government in villages or rural areas. Can anyone tell me what kind of things the Panchayats help with in villages? (Wait for responses.)

Teacher: Yes. They work on things like agriculture, irrigation, health and education. What do you think would happen if there were no Panchayats in the village? (Wait for responses.)

Teacher: Right. Without the Panchayats, the villagers would not be able to solve local problems easily. They help by making decisions and working together to improve their area.

Teacher: Now, let us quickly review what we have learnt today. We talked about local self-government, the services it provides and how Panchayats help rural communities. You all did an amazing job today.

Differentiated Activities

110 km/hr



How can a self-governing body improve your community? Give one example.

80 km/hr



Name two services the local government provides. How do they help?

40 km/hr



Draw one service the local government provides. Write one sentence about it.

Home Task

Interview someone at home about the most important service provided by the local government in your community and write down their response.

Period 4

Teacher: Good morning, students.
How are you all today?

SHOULD DO

5 MIN.



Teacher: Let us start with a quick warm-up. Imagine you are in charge of your town. What would you do to make it cleaner and safer? (Wait for responses.)

Teacher: Interesting ideas. Now, think about this: What if you had to make a decision for the whole town, like where to build a park or where to place garbage bins? How would you decide? (Wait for responses.)

Teacher: Great thinking. These are the kinds of decisions made by municipal corporations. Let us learn more about them today.

Municipal Corporations and Members

MUNICIPAL CORPORATIONS/COMMITTEES

The local government that looks after a small city is called a municipal committee. These are also known as *nagar palika* or *nagar nigam*. Cities with a population of more than 10 lakh, have municipal corporations. Mumbai, Kolkata, Delhi, Chennai, Hyderabad, Bengaluru, Ahmedabad, Pune and Guwahati, among others, have municipal corporations. A municipal corporation is also known as *mahanagar palika* or *mahanagar nigam*.

Members

The *pradhan* or *sarpanch* heads the *gram panchayat*. He is elected by members of the *panchayat*.

The members of a municipal committee or corporation are elected by the people who live in that city. One member is elected from each ward*. Elections are held every five years. In towns and cities, the elected members are called municipal councillors. The head of a municipal committee is called the chairperson or president. The head of a municipal corporation is called a mayor. They are assisted by a deputy mayor.

65

Teacher: Today, we are going to talk about municipal corporations and members given on page 65. Can anyone tell me what a municipal corporation is?
(Wait for responses.)

MUST DO

15 MIN.



Teacher: A municipal corporation is the governing body responsible for a city or town. They take care of things like roads, water supply and waste management.

Teacher: Now, let us talk about the members of a municipal corporation. Who do you think are the people that make the decisions? (Wait for responses.)

Teacher: Exactly. The members include mayors, councillors and other elected leaders. They work together to make important decisions for the city or town.

Teacher: Why do you think it is important to have different people making decisions in a municipal corporation? (Wait for responses)

Teacher: That is right. Having different people helps ensure that the needs of everyone in the community are considered. Now, let us move on to the next part of the lesson.

 You may show the **Infographic** given on the digital platform.

Understanding better

Teacher: Let us move to the Understanding better section on page 65.

MUST DO

5 MIN.



Understanding better

Say true or false.

1. Villages do not have a local self-government.
2. Rural self-government works towards agriculture and health.

ICL

65

Teacher: A municipal corporation is responsible for keeping the city clean, providing water and managing waste. Why do you think these things are so important for a city? (Wait for responses.)

Teacher: Yes, these services help make life in the city comfortable and healthy. The municipal corporation works hard to make sure the city runs smoothly. Now, let us continue with our lesson to learn more about their role.

What Local Self-Governing Bodies Do?

Teacher: Now, let us talk about what local self-governing bodies do? These bodies, like municipal corporations, are responsible for services like water, roads and sanitation in cities and towns. Can anyone think of a service that a local self-governing body provides? (Wait for responses.)

MUST DO

15 MIN.



Teacher: Yes. Local self-governing bodies manage public health, waste disposal and sometimes even build parks or playgrounds.

Teacher: How do you think local self-governing bodies affect people's daily lives? (Wait for responses.)

Teacher: Exactly. They make sure people have clean water to drink, roads to travel on and clean surroundings. Now, think about this: What do you think would happen if there were no local self-governing bodies? (Wait for responses.)

Teacher: That is right. Without them, there would be no one to manage these important services. Local self-governing bodies are essential for a functioning community.

Teacher: Great job today, everyone. We have learnt about municipal corporations, their members and what local self-governing bodies do.

Differentiated Activities

110 km/hr



Write about how municipal corporations help improve the quality of life in cities. Include at least three services they provide.

80 km/hr



List two things a municipal corporation does to help the people in the city. Explain why they are important.

40 km/hr



Imagine you are in charge of a municipal corporation. What service would you provide to help people?

Home Task

Write a letter to the local government asking for a new playground in your community.

Period 5

Teacher: Good morning, students.
How are you today?

SHOULD DO

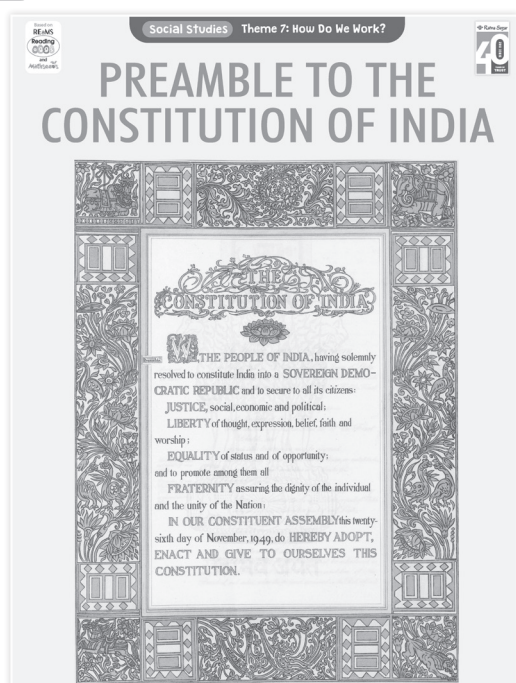
5 MIN.



Teacher: To start off, let us do a quick warm-up. Imagine you are creating a country. What is the most important rule or law that you would put in place to help everyone in your country live happily? (Wait for responses.)

Teacher: Great answers. Now, let us move forward with today's lesson and learn about the rules and laws that help a country run smoothly, like the Preamble to the Constitution.

Poster



Teacher: Today, we are going to focus on 'the Preamble of the Constitution'. The Preamble is like the introduction to the Constitution, where the goals and values of the country are stated.

MUST DO

10 MIN.



Teacher: Let us take a moment to look at the poster on the wall.

(Please display and discuss the poster prominently in the classroom to reinforce the learning on Preamble to the Constitution. Encourage the students to observe the poster and discuss the Preamble to the Constitution.)

Discovering better

Teacher: Let us talk about two important words: rural and sanitation given on page 65.

MUST DO

10 MIN.



Teacher: What does rural mean? (Wait for responses.)

Teacher: Right. Rural means related to villages. Why is this important? (Wait for responses.)

Teacher: Exactly. It helps us understand how village life can be different from city life.

Teacher: Now, what does sanitation mean? (Wait for responses.)

Teacher: Yes, sanitation is keeping things clean and free from waste. Why do you think it is important? (Wait for responses.)

Teacher: Great. Sanitation helps keep people healthy. Now, let us see how these ideas connect to our lives.

Connecting better

Teacher: Let us read about Maria and her conversation with her mum. Maria is learning about the functions of local self-governing bodies and she tells her mum about road safety.

MUST DO

10 MIN.



Teacher: Maria says, 'We must use the zebra crossing, walk only on the footpath and not rush while driving or riding.'

Teacher: Why do you think zebra crossings and footpaths are so important for safety? (Wait for responses.)

Teacher: Exactly. They help keep pedestrians safe from traffic. If we did not use these, what might happen? (Wait for responses.)

Teacher: Yes, it would be much more dangerous to cross roads or walk next to moving vehicles. Now, do you think local self-governing bodies are responsible for these road safety rules? (Wait for responses.)

Teacher: Yes. Local governments make sure we have footpaths, zebra crossings and traffic rules to keep us safe.

Teacher: Maria's mum agrees with her. What can you learn from Maria's thinking about road safety? (Wait for responses.)

Teacher: Great answers. Maria shows that it is not only about rules from the government but also how we follow them to stay safe.

Teacher: Let us do a quick recap. Can anyone tell me one value from the Preamble and what it means? (Wait for responses.)

COULD DO

5 MIN.




Teacher: Yes, justice means fairness and it ensures that everyone is treated equally.

Teacher: How about equality? (Wait for responses.)

Teacher: Great. Equality means that everyone has the same rights, no matter who they are.

Teacher: You all did an excellent job today. Keep thinking about how these values can help you in your daily life.

 You may show the **Slideshow** given on the digital platform.

Differentiated Activities

110 km/hr



How can local self-governing bodies help improve sanitation and road safety in both rural and urban areas?

80 km/hr



Write about one thing a local self-governing body does to ensure sanitation or safety in your community. Why is it important?

40 km/hr



What is the main goal of sanitation?

Home Task

Look around your home and find an example of sanitation (e.g., a clean space, waste disposal). Write a sentence about how it helps keep your home or community clean.

Period 6

Teacher: Good morning students. How are you all?

MUST DO

10 MIN.



Caring better

Teacher: Today, we will focus on Caring better. Imagine you are making Thank You cards for local community helpers. These could be teachers, doctors, sanitation workers or anyone who helps the community.



Caring better

Create and decorate 'Thank You' cards for local community helpers. Write messages expressing appreciation for their work and deliver the cards to local offices or service centres. Take an adult's help.

Seva

66

Teacher: Why do you think it is important to thank these helpers for their hard work? (Wait for responses.)

Teacher: Yes. These helpers make sure that our community runs smoothly. Now, I want you to create and decorate a Thank You card. Write a message of appreciation for their work.

Teacher: After you complete your card, you can deliver it to a local office or service center with the help of an adult. What message would you write on your card? (Wait for responses.)

Helping better

Teacher: Let us now move on to Helping better. Imagine you are organising a campaign at your school to raise awareness about the Right to Education.

MUST DO

10 MIN.



Teacher: What would you do in your campaign to encourage the students to understand why education is so important? (Wait for responses.)

Teacher: Exactly. You might share posters, talk to your friends or even organize an event to inform others about their right to education. How can you make sure everyone at school knows about this important right? (Wait for responses.)

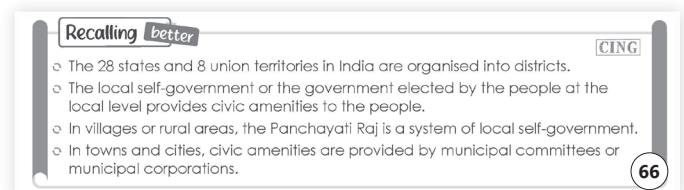
Teacher: Wonderful ideas. Education is a key right that should be available to everyone. Let us think about how we can spread the message further.

Recalling better

Teacher: Let us quickly go over what we have learnt with Recalling better. I will ask you a few questions and you can share your answers.

MUST DO

10 MIN.



Teacher: How many states and Union Territories are there in India?

What is the role of local self-government?

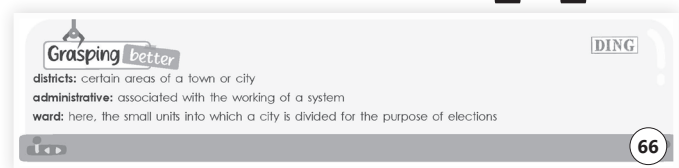
Which system is used for local self-government in rural areas?

Who provides civic amenities in towns and cities?

Teacher: Great job. You are all doing a fantastic job of remembering what we have learnt today.

Grasping better

Teacher: Now, let us move on to Grasping better. I will ask you to read the definitions and then you can explain them in your own words. Ready?



Teacher: Please read the definitions of district, administrative and ward from your book. (Allow the students to read aloud or in their minds)

Teacher: Now, who can explain what district means? (Wait for responses)

Teacher: Yes. A district is a certain area of a town or city that helps with organising and managing local services.

Teacher: What does administrative mean? Can someone explain it? (Wait for responses)

Teacher: Correct. Administrative refers to the organization and management of a system or process. It is how things are run to ensure everything works well.

Teacher: Finally, can anyone explain what ward means? (Wait for responses)

Teacher: Exactly. A ward is a small unit or division within a city, used for organizing elections and representing people in the local government.

Teacher: Well done, everyone. You have explained these terms clearly. Now, let us continue with the next part of our lesson.

You may show the **Concept Map** given on the digital platform.

Differentiated Activities

110 km/hr

Imagine you are the head of your community. How would you improve sanitation and education?

80 km/hr

Suppose you are in charge of fixing the roads. How would you solve this problem?

40 km/hr

Imagine you are the leader of a community. Draw a service you would provide and explain why it is needed.

Home Task

Create a poster encouraging people to vote in an election.

Period 7

SHOULD DO

5 MIN.

Teacher: Good morning, students. How are you today?

Teacher: Let us start with a fun activity. Imagine you are the mayor of a town. Your town is facing some problems and you need to fix them.

Teacher: Here is the scenario: There is lots of garbage on the streets and water supply is not regular. As the mayor, you need to decide:

- What is the first thing you would do to solve the garbage problem?
- How would you ensure everyone gets clean water regularly?

Teacher: Think about what local self-governing bodies do in real life. They help solve problems like these every day. What steps would you take to make sure the town is cleaner and healthier? (Wait for responses.)

Teacher: Wonderful ideas. Now, let us move forward with today's lesson to understand how local governments handle these kinds of issues.

Learning better

Exercise A

Teacher: Turn to the Learning better section on page 61 of your Main Coursebook. I will ask you to tick the correct answer in your books.

MUST DO

10 MIN.

Learning better

A Tick (✓) the correct answer.

- There are 28 states and _____ Union Territories in India.

a. 9	<input type="checkbox"/>	b. 8	<input type="checkbox"/>	c. 11	<input type="checkbox"/>
------	--------------------------	------	--------------------------	-------	--------------------------
- The local self-government provides _____ amenities to the people.

a. civic	<input type="checkbox"/>	b. tourist	<input type="checkbox"/>	c. military	<input type="checkbox"/>
----------	--------------------------	------------	--------------------------	-------------	--------------------------
- The Panchayati Raj is a system of self-government in _____ areas.

a. hilly	<input type="checkbox"/>	b. rural	<input type="checkbox"/>	c. urban	<input type="checkbox"/>
----------	--------------------------	----------	--------------------------	----------	--------------------------
- The _____ is the head of a municipal corporation.

a. mayor	<input type="checkbox"/>	b. sarpanch	<input type="checkbox"/>	c. councillor	<input type="checkbox"/>
----------	--------------------------	-------------	--------------------------	---------------	--------------------------
- In towns and cities, the elected members are called municipal _____.

a. mayors	<input type="checkbox"/>	b. officers	<input type="checkbox"/>	c. councillors	<input type="checkbox"/>
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66

Teacher: Let us go through the first question together.

Teacher: Question 1: In every country, the government functions as per a set of _____.

- a. rules
- b. prayers
- c. alphabet

Teacher: What do you think the correct answer is? (Wait for the students to respond.)

Teacher: Yes, the correct answer is a) rules. The government in every country functions based on a set of rules that help it operate smoothly.

Teacher: Now, please b and write it in your Main Coursebook.

(Follow the same pattern for the rest of the exercise.)

Exercise B

Teacher: Now, let us turn to the True or False section on page 61 of your Main Coursebook.

MUST DO

10 MIN.



B Fill in the blanks with the correct answers.

1. The 28 states and 8 Union Territories in India are organised into _____ (66)
2. The government works at _____ levels.
3. The _____ or the pradhan heads the gram panchayat.
4. The pradhan is elected by the members of the _____.
5. The local self-governing bodies attend to _____ problems. (67)

Teacher: I will read the statements aloud and you need to decide whether they are True or False. You will then write your answer in the books.

Teacher: Let us get started with the first statement.

Teacher: Statement 1: The Constitution of India is the longest written constitution in the world.

Teacher: What do you think? Is this statement True or False?

(Wait for the students to respond.)

Teacher: That is right. The statement is True. The Constitution of India is the longest written constitution in the world.

Teacher: Now, please write True or False in your Main Coursebook.

(Follow the same pattern for the rest of the exercise.)

Exercise C

Teacher: Please open your Main Coursebook to Exercise C on page 62. We will write short answers in your notebooks.

MUST DO

15 MIN.



C Write short answers in your notebook.

1. What is a Panchayat?
2. Janvi is a farmer. Her crops were destroyed by some people. She is presenting her complaint to a local self-government body. It comprises five members. Which body is this? (67)

Teacher: Let us go through the first question together.

Teacher: Question 1: What is a Panchayat?

(Wait for the students to respond.)

Teacher: Excellent. Yes, a Panchayat is a local self-governing body in rural areas. It helps solve local issues and provides services to the community.

Teacher: Now, please write your answer in your notebooks.

Teacher: Let us continue with the next question.

(Follow the same pattern for the next question and the students will work in groups to answer the questions.)

Differentiated Activities

10 km/hr



- How does the Constitution help a country run smoothly?

80 km/hr



- What is the role of the government in a country?

40 km/hr



- Why do we need rules in a country?

Home Task

Book of Project Ideas

Chapter 10: Self-Governing Bodies

Make a poster titled as 'Keeping My City Clean'. Include the following elements:

PRO **21st CS**

- pictures of civic amenities that keep our city clean.
- steps that you can take to keep your city clean.
- encouraging slogans on keeping one's city clean. (26)

(For project Ideas, please refer to the book of Project Ideas, page number 26 under the title 'Self-Governing Bodies.' This project should be assigned to the students to work on. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need. Encourage them to explore and learn about Self-Governing Bodies through this engaging project.)

Period 8

SHOULD DO

5 MIN.



Teacher: Good morning, students. How are you today?

Teacher: Let us start with a fun activity. Imagine you are the leader of a small village. Your village is facing two major issues: there is a lot of waste piling up and people are complaining about unsafe roads.

Teacher: As the leader, what are the first three things you would do to solve these problems? (Wait for responses.)

Teacher: Excellent ideas. Today, we will discuss how local self-government bodies address these kinds of issues in real life. Let us explore their role in solving such problems.

Exercise D

Teacher: Now, let us turn to Exercise D in your Main Coursebook on page 63. We will write long answers in your notebooks.

MUST DO

15 MIN.



D Write long answers in your notebook.

1. Write about the municipal corporation and its members.
2. Explain the functions of the local self-governing bodies. (67)

Teacher: Let us go through the first question together.

Teacher: Question 1: Write about the municipal corporation and its members.

(Wait for the students to respond.)

Teacher: Yes, a municipal corporation is a local self-government body in cities. Its members include elected representatives like the Mayor and Councillors who work together to provide services like sanitation, roads and water.

Teacher: Now, please write the answer in your notebooks.

Teacher: Let us move on to the second question.
(Follow the same pattern for the next question.)

Creating better

Creating better

Art II 2L CS

Create a short comic strip depicting a day in the life of a local sanitation worker, showing their tasks and how they help the community. Use simple drawings and dialogues to narrate the story.

67

Teacher: Alright, students, let us dive into our next activity, Creating better. Imagine you are a sanitation worker in your local community. Every day, you play a crucial role in keeping the area clean and safe for everyone. You help make sure the streets are tidy and the environment is healthy.

Teacher: Here is the fun part – you are going to create a short comic strip. This comic strip will tell the story of a day in your life as a sanitation worker. You can show how you clean the streets, help people by making sure they live in a clean environment and interact with the community.

Teacher: But here is a twist. I want you to think like a superhero. Your sanitation worker has superpowers. Maybe you have the ability to clean up a whole street with just a snap of your fingers or maybe you can talk to the trash and convince it to clean itself up. You could also create fun dialogues between you and the trash – yes, the trash can talk.

Teacher: Once you are done creating your comic, add some dialogues to show how sanitation workers make a huge difference to our community. You could ask questions like, 'What would happen if I wasn't here today?' or 'How can we all help keep our streets clean?'

Teacher: You will also share your comic with the class. Let us see how creative you can get. (The students will work on their comic strips.)

Thinking better

Teacher: Let us move on to Thinking better.

Teacher: Question: Why is it important for people in the town or village to participate in the local elections?

Thinking better

2L CS HOTS

Think and answer in your notebook.

Why is it important for people in the town or village to participate in the local elections?

67

(Wait for the students to respond.)

Teacher: Great answers. Yes, participating in elections helps people choose leaders who will make decisions for the betterment of the community. It is important because everyone's voice matters in creating a better environment for all.

You may show the **Animated Activities** given on the digital platform.

Differentiated Activities

110 km/hr

Write one major decision you would make to improve the community's cleanliness and safety.

80 km/hr

Suppose you are a member of a local self-government. Write one action plan to address a community issue (e.g., waste management or road safety).

40 km/hr

Draw a picture of a sanitation worker in action and write one sentence explaining their role in the community.

Home Task

Draw a map of your neighbourhood and show where the self-governing body might help (e.g., water supply, roads).

Period 9

Gratitude Sheet

MUST DO

15 MIN.

Gratitude Sheet

<p>I really appreciate this. thanks!</p>	<p>You've been a big help. thank you!</p>	<p>Thanks, I couldn't have done it without you!</p>
<p>I'm super grateful. thank you!</p>	<p>Thank you, that means a lot to me!</p>	<p>Thanks, you're awesome!</p>
<p>I'm so thankful for your help!</p>	<p>You're amazing. thanks a bunch!</p>	<p>I truly appreciate it. thanks!</p>
<p>Thanks, you made my day!</p>	<p>Thank you, you're so thoughtful!</p>	<p>I'm really grateful for this. thank you!</p>

Teacher: Good morning, everyone. Today, we will begin by focusing on something truly meaningful—gratitude.

Teacher: I want you to think about one person who has made a positive difference in your life. It could be a family member, a teacher or any helper who has supported you, like a community worker or a nurse.

Teacher: Now, take your gratitude sheet and find the space where you can write a short note to the person you are grateful for.

Teacher: Write one or two sentences thanking them for what they have done or how they have made a difference in your life.

Teacher: Once you are done writing, we will share our notes with the class and place them on our gratitude chart. Let us see how we can appreciate the people around us for the positive impact they have had on our lives.

Choosing better

Teacher: Let us move to the next activity—Choosing better on page 67.

MUST DO

5 MIN.



Choosing better

Meera lives in a small town in Uttar Pradesh. There is no water supply at her home for a day. Which of the following will be the best solution to her problem? Tick (✓) the correct answers.

- using the water she stored in drums
- approaching the mayor/deputy mayor

67

Teacher: Question: Meera lives in a small town in Uttar Pradesh. There is no water supply at her home for a day. Which of the following will be the best solution to her problem?

- Using the water, she stored in drums
- Approaching the mayor/deputy mayor

Teacher: What do you think is the best solution? (Wait for responses)

Teacher: Yes, approaching the mayor/deputy mayor is the best solution to address the issue of water supply.

Teacher: Now, please tick the correct answer and discuss in your group how local governments solve problems like water supply.

Revising better

Teacher: Let us now move on to Revising better.

Teacher: In this chapter, you learnt that local self-government provides civic amenities and works for the welfare of the society.

MUST DO

20 MIN.



Revising better

In this chapter, you learnt that local self-government provides civic amenities and works for the welfare of the society. What image does this bring to your mind? Write in your Little Book.

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Teacher: Question: What image does this bring to your mind? Write it down in your Little Book.

(Wait for responses as the students think and write.)

Teacher: Yes, think about how self-governing bodies help in daily life by providing essential services like water, roads,

schools and safety. These are the images that come to mind when we think about civic amenities.

Differentiated Activities

110 km/hr



- What would you do if you were in charge of a municipal corporation to ensure everyone has clean water? Write a short plan.

80 km/hr



- How does the local self-government help in solving problems like water shortages? Write one example.

40 km/hr



- Draw an image of a water tank or road that helps the community and write one sentence about why it is important.

Home Task

Write a short story about a leader in your community who solves a problem.

Period 10

Teacher: Good morning, students. How are you today?

MUST DO

10 MIN.



Teacher: Great, today, we will talk about how we can contribute to sustainable cities and communities in our own little way.

Teacher: But let us start right here in our classroom. I want everyone to take a moment and look around. If you see any papers, wrappers or trash near you, please pick it up and throw it in the dustbin.

Teacher: This is a small way we can contribute to keeping our environment clean. Let us work together to keep our space tidy. (Wait for the students to clean.)

Teacher: Excellent. Now, let us move forward and explore how local self-governing bodies help make our communities cleaner and safer.

Pledging better

Teacher: Now, let us move to Pledging better.

Teacher: We are going to make a pledge today, to commit to keeping our surroundings clean.

MUST DO

10 MIN.



Pledging better

In my own little way, I pledge to keep my house and neighbourhood clean.

SDG 11: SUSTAINABLE CITIES AND COMMUNITIES

67

Teacher: Pledge: 'In my own little way, I pledge to keep my house and neighbourhood clean.'

Teacher: This pledge is related to SDG 11 – Sustainable Cities and Communities. It is about making sure that our homes, neighbourhoods and cities are clean and healthy places to live.

Teacher: Let us all take a moment to reflect. Can we promise to do our part in keeping our environment clean? (Wait for responses.)

Teacher: Now, I want each of you to write the pledge down in your notebooks and sign it as a reminder of your commitment. Let us work together to make our world a cleaner and safer place.

Book of Holistic Teaching

COULD DO

20 MIN.

Chapter 10: Self-Governing Bodies

A English

Fill in the blanks with the correct dge words.

1. Ramya's district has a beautiful _____ that is 5 km long.

35

2. The members have taken a _____ to keep their wet and dry waste separately.

B Maths

Nisha fulfils her fundamental duty as a responsible citizen by safeguarding public property and promoting harmony when she purchases a Metro ticket worth ₹20.65. Convert this amount into paise to help Nisha complete her transaction smoothly. Write the answer in the space provided.

C Science

Which Fundamental Duty are you fulfilling by following road safety rules? Write any three road safety rules in your notebook.

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(Refer to the Book of Holistic Teaching, page number 36 under the title 'Self-Governing Bodies.' Complete the activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.)

Teacher: Well done, everyone. Today, we reflected on how small actions can make a big difference in keeping our communities clean and safe.

Teacher: Remember, every small step counts in making our world a better place. You all made a commitment to keeping your surroundings clean and that is the first step towards building a sustainable community.

Teacher: Keep practicing these habits and encourage others to do the same. Great job today and I will see you all in the next class.

 You may show the **Quiz** given on the digital platform.

Differentiated Activites

110 km/hr



- How can a municipal corporation help improve public health in a city?

80 km/hr



- What is the role of a Panchayat in a rural community?

40 km/hr



- What is one service that a local government can provide to help the community?

Home Task

Write one action you will take to help keep your neighbourhood clean. Share it with a family member.

Period 11

SHOULD DO

10 MIN.

Teacher: Good morning, students. How are you today?

Teacher: Let us start today's lesson with a fun and interactive activity. Imagine that your village or town is facing a water shortage. You are in charge of solving this problem.

Teacher: What are the first three steps you would take to fix the water shortage?

(Wait for responses.)

Teacher: Excellent ideas. Today, we will explore how local self-governments handle such challenges, like providing clean water, sanitation and civic amenities to the community.

Worksheet 1

MUST DO

15 MIN.

Teacher: Now, let us move on to Worksheet 1 on page 38 in your workbook

Worksheet 1

A. Fill in the blanks.

1. The states and Union Territories of India are organised into _____.
2. Districts are arranged into various units for _____ purposes.
3. Clean drinking water, electricity, road and transport are examples of _____.
4. The government works at _____ levels.
5. The central and state governments deal with the administration of _____ areas.

B. Write one-word answers.

1. This local government looks after a small city: _____
2. The capital of India is governed by this local government: _____
3. This is the head of the Gram Panchayat: _____
4. In a municipal committee or corporation, one member each is elected from this unit: _____
5. This is the head of the municipal corporation: _____

C. Which of the following statements is correct about Panchayats? Tick (✓) the correct answer.

1. They are formed in rural areas. ☐
2. They are a form of state government. ☐
3. The Sarpanch heads the Gram Panchayat. ☐
4. The Pradhan is elected by the members of the Panchayat. ☐
5. Panchayats work towards various development issues through local effort. ☐

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Teacher: First, we will tackle exercise A, where we need to fill in the blanks. Let us go through the first question together.

Teacher: Now, let us continue with exercise B, where you will write one-word answers to the questions.

Teacher: Next, we move on to exercise C where we need to tick the correct answers about Panchayats.

(Guide the students to complete the worksheet 1.)

Worksheet 2

Teacher: Let us now turn to Worksheet 2 on page 39 of your workbook.

MUST DO

15 MIN.

Worksheet 2

A. Fill in the words with the correct words from the box.

28 smaller civic amenities Drinking water local

- India has _____ states.
- Districts are organised into _____ units for administrative purposes.
- All citizens of our country need _____ or basic services.
- _____ is an example of a civic amenity.
- Panchayati Raj is a system of _____ self-government.

B. Which of the following terms are not associated with local self-governments in the cities? Tick (✓) the correct answer with a blue crayon.

1. ward	<input type="checkbox"/>	2. mayor	<input type="checkbox"/>
3. chief minister	<input type="checkbox"/>	4. sarpanch	<input type="checkbox"/>
5. municipal councillors	<input type="checkbox"/>		

C. Write true or false.

- The 28 states and 8 Union Territories of India are divided into villages only. _____
- Districts are the smallest administrative units in our country. _____
- Electricity is an example of a civic amenity. _____
- The government works at state and central levels only. _____
- The local self-government provides civic amenities to people at local level. _____

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Teacher: We will start with exercise A, where we need to fill in the blanks with the correct words from the box.

Teacher: Now, let us move to exercise B, where we need to tick the correct answers using a blue crayon.

Teacher: Finally, let us move to exercise C, where we need to write True or False.

(Guide the students to complete the worksheet 2.)

Differentiated Activities

110 km/hr



Write a short action plan on how you would address a water shortage in your city.

80 km/hr



What is one service you would improve in your community? Write a short plan.

40 km/hr



Draw a picture of a clean park or road that a local self-government would maintain.

Home Task

Make a collage of pictures that show how a community can be improved with good leadership.

Period 12

Teacher: Good morning, students. How are you today?

Teacher: Let us begin today with a fun game. We are going to play the Stand and Sit Game. I will ask you some questions and if you think the statement is true, you stand up. If you think the statement is false, you sit down. Ready?

SHOULD DO

10 MIN.

Statement 1: The local self-government is only responsible for building schools in cities.

(Wait for the students to respond.)

Statement 2: Local self-governments are responsible for the cleanliness of our streets.

(Wait for the students to respond.)

Statement 3: Only the state government can handle water supply in a village.

(Wait for the students to respond.)

Statement 4: The Panchayat is responsible for making decisions related to agriculture in rural areas.

(Wait for the students to respond.)

Teacher: Well done, everyone. This game helps us understand the important role of local self-governments. Now, let us continue with the worksheet activities.

Worksheet 3

Teacher: Now, let us move on to Worksheet 3 on page 40 of your Main Coursebook.

MUST DO

15 MIN.

Worksheet 3

A. Rearrange the following letters to form words associated with civic amenities or basic services.

- ORAD _____
- OOSCHL _____
- OLLEGCE _____
- RANTSPORT _____
- INGDRINK TAWRE _____

B. Match the columns.

Column A		Column B
1. 8	•	• a. administrative unit
2. district	•	• b. Union Territories
3. basic service	•	• c. rural areas
4. Panchayati Raj	•	• d. mayor
5. municipal corporation head	•	• e. hospitals

C. Which of the following statements is incorrect about municipal corporations or committees? Tick (✓) the correct answer.

- A mayor is assisted by a deputy mayor. ☐
- Nagar palika is also a name used for municipal committees. ☐
- One member of each municipal committee is elected from each ward. ☐
- Cities that exceed a population of 10 thousand have municipal corporations. ☐
- Municipal corporations or committees are local bodies that look after cities. ☐

40

Teacher: Exercise A: We are going to rearrange the letters to form words associated with civic amenities or basic services.

Teacher: Now, let us move on to Exercise B, where we need to match the columns.

Teacher: Now, let us move on to Exercise C, where you need to tick the correct answers about municipal corporations or committees.

(Guide the students to complete the worksheet 3.)

Worksheet 4

Teacher: Great job. Now, let us move on to Worksheet 4 on page 41.

MUST DO

15 MIN.



Worksheet 4

A. Fill in the blanks with the correct words.

- The 28 _____ and 8 Union Territories are organised into districts. (states/villages)
- The central and _____ governments work with the administration of larger areas. (local/state)
- Villages are _____ areas. (rural/urban)
- Panchayati Raj is a system of _____ government. (central/local)
- The local government that looks after a _____ city is known as municipal corporations. (big/small)

B. Rearrange the letters to form words associated with local self-governments.

- ARWD _____
- AMYOR _____
- IDSTRIC _____
- AGRNA AMGIN _____
- PEDUTY AMYOR _____

C. Write true or false.

- Not all citizens need civic amenities. _____
- In India, the government provides civic amenities. _____
- The state government provides civic amenities at the local level. _____
- Rural self-government works towards development related to agriculture and other issues. _____
- In towns and cities, the elected members of the local self-governing bodies are called municipal councillors. _____

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Teacher: Exercise A: We will fill in the blanks with the correct words.

Teacher: Now, let us move on to Exercise B, where we will

rearrange the letters to form words related to local self-governments.

Teacher: Lastly, let us move to Exercise C, where we will write true or false based on the statements about civic amenities and self-governments.

(Guide the students to complete the worksheet 4.)

Teacher: Now, let us fill in the last column of the KWL chart.

Teacher: In this column we will write what we have learnt in this chapter.

Teacher: Think about the topics, we have learnt and write them neatly in the 'L' column of the chart.

(Wait for the students to fill in the chart.)

Teacher: Let us all give a huge round of applause to everyone for their hard work and creativity. Great job, everyone. See you in the next class. Have a wonderful day ahead.



You may generate additional practice worksheets using the **Test Generator** given on the Digital Platform.

Differentiated Activities

110 km/hr



Write a detailed action plan on how you would improve road safety and sanitation in the city.

80 km/hr



Write a short plan on how you would improve drinking water supply and waste management in your community.

40 km/hr



Write one sentence about what services local self-government office provide to the community.

Home Task

Create a checklist of things a self-governing body needs to do to make the community better.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none">improve their coordination by creating posters, participating in group activities and using fine motor skills in drawing and writing.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">express care and appreciation through the creation of gratitude cards for community helpers and develop an understanding of civic duties.
Cognitive Development	<ul style="list-style-type: none">identify and explain the functions of local self-governing bodies and understand how they contribute to society.
Language and Literacy Development	<ul style="list-style-type: none">use appropriate vocabulary to describe the roles of local self-governing bodies and will write creatively through activities such as story writing and slogans.
Aesthetic and Cultural Development	<ul style="list-style-type: none">express their understanding of local governance and community through poster-making and storytelling activities.
Positive Learning Habits	<ul style="list-style-type: none">demonstrate responsibility and respect during group work and independent tasks, encouraging a positive attitude towards learning.

Starry Knights

How did the learners respond to the discussion about Panchayats and local services? Write a moment when a student connected the concept to something they saw in their own neighbourhood.

Reward yourself with a STAR.

