

Teacher's Guide

Democracy and Diversity

Part 1

Based on the NCERT Curriculum for Standard X



JANAAGRAHA CENTRE FOR CITIZENSHIP & DEMOCRACY

Janaagraha's initiative to improve citizen engagement in India's democracy through their civic learning program

Developed in collaboration with Young Leaders for Active Citizenship (YLAC)

Democracy and Diversity | Teacher's Guide (1/4)

Part 1

Class X

Board – CBSE

Subject – Social science

Textbook – Democratic Politics- II for Class X (NCERT)

Chapter 3 – Democracy and Diversity

Number of parts – 04

Length – 60-75 minutes (estimated, for a class of 40-45 students)

Note: Teachers may divide the lesson plan into as many periods as they see fit

Section I: What are we going to learn and why is it important?

Learning objectives

Students will:

- Examine the origin of social differences in a society.
- Understand how 1968 Mexico Olympics brought the American Civil Rights issue to the forefront.
- Understand how to respond to social differences amicably within a classroom setting.

Learning outcomes

Students will be able to:

- Appreciate differences in values, interests and opinions that exist in a diverse society.
- Encourage diverse thinking/ diversity in their own class in small ways.

Key Terms:

Racism	Diversity	Discrimination	Civil Rights Movement
Social Division	Social Differences	Identity	Inclusivity

Materials needed

- 2 prints of the pictures for activity 2- origin of social differences
- Projector set up to show videos.

Section II: How are we going to learn?

1. Activity: Understanding differences in values, interests and opinions

Time: 10 mins

Through this activity we are going to see how diverse and similar the students in our own classroom are.

Note to the teacher: The purpose of this activity is to make students understand that even though everyone is different from each other, every student brings in a unique perspective that they add to the classroom in their own way.

Activity Flow:

- Ask students to move from their place and sit with someone they do not interact much with in the classroom. Ask them to speak to their new partner for 2 mins and note 3 similarities and 3 differences between them and their partners.
- These can be anything in terms of hobbies, family background, interests, etc.
- Once they have noted the same down ask them to repeat this exercise with another person.
- By the end of 5 mins they should be back in their seats having noted down these similarities and differences with 2 other people.

Facilitation Notes:

- Take 4-5 responses from students and make a note of them on the board in the following manner:

<u>Similarities</u>	<u>Differences</u>

- What is the basis of these differences? (For example, some differences could be language based while others could be based on interests.)
- Do we agree we are all similar and different at the same time? (While everyone here is about the same age, goes to the same school etc. there are also differences in our upbringing, hobbies, number of siblings etc.)
- Do the differences that exist between us make us uncomfortable? Why/ why not? (Expected answer- No, we know everyone in class and understand each other)
- Do these differences add any value to the classroom? Think of ways in which studying with different people helps us. (For example, a student can be good at art whereas the others interest could be in academics. Both add different elements to the classroom.)
- Imagine, if everyone in class was exactly the same. Let's say that everyone liked only math, played only football, and disliked board games. What will happen? (The class will become dull. No one will learn new things. Everyone will only focus on one thing)
- To conclude, differences are not always bad. They do make people listen to each other and try new things. They also make people uncomfortable. But imagine, if no student brought in any new ideas in the class. Class will become so boring!
- All our differences add value to the classroom.
- Let's now think bigger and look at the origin of such differences in society.

2. Origin of social differences

Time: 15-20 mins



Note to the teacher

In this section of the lesson, students are going to identify the forms, social difference can take in their classroom as well as in the Indian society. It will use case studies and questions for students to think about. They will think about how some differences are based on accident of birth while some are based on the choices that people make.

Materials Needed: Prints of the two pictures or project these two pictures in class (printable versions given in the appendix).

Facilitation notes:

- Look at the pictures below and make observations based on their appearances.
- Everyone has to note down at least 4 things that you observe about these people.

Picture	Characteristics (for teacher's reference)
 <p>Source: The Guide</p>	<ul style="list-style-type: none"> • This man is elderly. • He is Sikh. • He is wearing clean clothes and looks well off. • He probably lives in Punjab. • He most likely speaks Punjabi.
 <p>Source: Witty Vows</p>	<ul style="list-style-type: none"> • This woman is getting married. • She looks rich. • She is North Indian. • She is young. • She is probably Hindu.

- What are some of the differences you noticed? (Take a few responses- For example, one was taller than the other, the man is wearing a turban, skin colour, colour of their eyes, clothing).
- All the differences we saw right now are differences that set these people apart in society. In a way, they are social differences.
- Now let's see a video that talks about another kind of social differences.

Video: Beni's Story: Immigrating to America

The video shows a man called Beni who moved from Kosovo to the United States of America after losing his home in the Kosovo war. It further discusses how Beni adjusted to his new life in America. Ask students to note down observations while watching the video.

Link: [YouTube](#)



Facilitation notes:

- Where is Beni from? (Beni is originally from Kosovo, but he moved to the US.)
- Why did he move to the United States? (He came here looking for opportunities)
- What is Beni's life like in the US? (Beni respects the country he has moved to and has made adjustments to live a better life in the US.)
- Did Beni move to the USA by choice? (Yes)
- In the first case, we talked about the genders of the two, their incomes, their religions. In the second case, we saw a man who left one country to move to the other.
- How did his cultural diversity help him in the US?

Debrief:

- (Conclude the discussion by summarising that some differences are based on birth whereas others exist by choice.)
- Most social differences are based on accident of birth. For example, people maybe tall/short, rich/ poor, brown/black/white, belong to a caste/religion.

- Some social differences emerge because people choose to follow certain practices or principles. For example, a person can choose to change country, national identity, religion, career path and hobbies.
- In the above examples, a lot of differences between the Sikh man and the North Indian woman were due to birth- their gender, their religion, probably their incomes etc.
- But in Beni's case, he moved to the US because he wanted to. So, he chose a different country and identity himself.
- Some differences are natural born and some are by choice.
- Further, people are similar and different in many ways. For example, two people could belong to the same religion but one of them might be rich and the other one poor.
- Even though the religion of the rich person and the poor person is the same, the poor person might find himself/herself relating more to another poor person from a different religion because they have more things in common compared to the rich person.
- We all have more than one identity and can belong to more than one social group. We have different identities in different contexts.
- Sometimes one identity maybe more important than the other. For example, while watching a sport we usually forget what religion, caste, community we belong to. We just want our country to win. Nobody asks the person sitting next to them in a stadium if they are of the same caste. We're all simply Indians! Here the National identity becomes more important than any other identity.
- But if someone were to go to their place of worship, they will probably ask a friend or relative who belongs to the same religion and may not care if they are from another country or a different state.
- It is for us to decide which identity we think is more important at the moment.
- These social differences can also turn into social divisions and separate us. At the same time, they can become common factors between people and unite very different people. It's all about how we choose to respond to our social differences.

3. Racism in America

Time: 10-15 minutes

Note to the teacher:

In this section we are going to learn how people can choose to respond to social differences in different ways. People can be different in some ways but similar in others.

- Show the following video to the class:

Video: A story from Mexico Olympics

The video portrays the events following 200m race during Mexico Olympics in the year 1968. It further explains the actions of three medallists.

Link: [YouTube](#)



- Ask students to refer to the visual in NCERT book on page 30
- They should be writing their observations in a notebook while watching the video.

Facilitation notes:

- We will start by understanding what racism is. Can someone tell me what racism is?
- Racism is the belief of superiority of one's race over the other. This often means that a white person, let's say from America or Europe thinks he is better than a black person from Africa. He will ill-treat the black person and think that the black person deserves to do only low paying jobs, live in smaller houses, go to different schools etc.
- Racism is a huge problem in America. And it has a long history as well. But without delving too much into it, let's see understand what these three brilliant athletes did to raise awareness about racism in America.
- In the picture in the book, it is shown how Tommie Smith, John Carlos, and Peter Norman brought out the issue of racism in an international forum.
- Tommie Smith and John Carlos are of African-American origin whereas Peter Norman is a white man from Australia.
- Peter Norman is different from the other two athletes because of his colour but all three of them are athletes who have immense respect for each other. All three of them are similar in a way that they are all athletes. Peter is different by race, skin colour and nationality, but he still chooses to stand by his fellow athletes.
- *Ask students, what they saw in the video and how they felt about it* and take a few responses, then add in the following points:
 - Tommie Smith and John Carlos received medals wearing black socks and no shoes to represent Black poverty.
 - They wore black gloves and raised clenched fists to symbolise black power.
 - Peter Norman wore a Human Rights badge on his shirt during the ceremony to show his support for the two American athletes.
 - The International Olympic Association held Carlos and Smith guilty of violating the Olympic spirit by making a political statement. Their medals were taken back. Their actions however brought attention to the condition of African-American people in the US.

De-Brief

- Do you agree with the actions of the athletes? Why/why not?
- What would you have done if you were in Peter Norman's place and why?
- Do you agree with the actions of the Olympic association? Why/why not?
- This is a clear example of how we are all similar and different in various ways.
- The way we choose to respond to social differences is of prime importance as the difference could either become a division or it could be appreciated and accepted.
- Peter Norman responded to the problems faced by John Carlos and Tommie Smith by supporting them. The people of America also responded favourably towards the two athletes for bringing the issue of racism to the forefront.
- People around the world are standing up against racism. Because of their actions, more and more equality is being created in society. Everyone who stands up for racism does not need to be black. They stand up because they all believe in equality and want to fight for it, irrespective of their social group.
- Responding positively to social differences leads to a more amicable society where everyone feels valued.

4. How do we respond to social differences in a classroom?

Time: 20-25 mins

Note to teacher

In this section we are going to further explore how people can choose to respond to social differences in different ways. The discussion should be focused on why diversity is important in a class and how everyone benefits from it.

Facilitation notes

- Read the following story to the class. Give one pair of students a copy of the same if possible:
 - Miriyam is a new student in the class. She is from another country called Yemen. She dresses and speaks in a way that is different from the rest of the students in the class. She also gets food from home that is unfamiliar to the class. She likes to talk about her country, her traditions and sometimes even tells others about the festivals at home.

- Some of the students make fun of the way she speaks, dresses, and the food she gets to class. They also do not want to include her in their groups for activities and even the teacher does not take responses from her because she is not as familiar with English or the local language. She feels left out in class and sits alone during lunch break.

- Ask students a set of questions:

Questions	Potential Answers
In what way is Miriyam different from the rest of the students in the class?	She is from a different country, dresses differently and eats different kinds of food.
How do the students treat her?	They make fun of her and do not make her a part of any activity
If she was in your class, what kind of things can you do to get to know her better?	Introduce yourself, ask her to eat lunch with you, ask her about her country and culture, her friends there, her interests and hobbies, make her a part of your group
What are some of your actions that may make Miriyam feel uncomfortable and make it harder for her to become friends with you?	Making fun of her clothes, the way she talks, not listening to her, dismissing her opinion
When will Miriyam feel like a part of the class?	When we put in effort to get to know her better and avoid actions that may make Miriyam feel uncomfortable. Include her in activities and sports. Sit with her during lunch etc.

- Now ask students:
 - Has someone have ever made fun of you?
 - Was it because of the way you looked?
 - Was it because you couldn't complete a task?
 - Was there any other reason?
 - How did it make you feel?
- Ask students to share their experiences with their partners or in small groups.

- When a student is repeatedly targeted for being different, they feel like they do not belong to the classroom. This may lead to them not participating at all in the class. They may even become angry.
- Further, they may be really intelligent but because they feel so unwelcomed, they may not participate in class or may not help other students understand things.
- In the previous case, if Miriyam speaks more in class, other students will get to learn about her country, the language, culture etc. But because she doesn't feel welcomed, no one gets to hear her fascinating tales.
- This is a small case on a class level. Imagine, if this happens in a country at a large scale.
- Later in the chapter, we will see how when a group of people are targeted continuously it makes them feel like they are not a part of the country. As a result, tensions arise. For example, in Northern Ireland Catholics live in poverty and do not get as many opportunities as Protestants due to which the two groups had been fighting with each other for years.

Role of the teacher

Now let's discuss what the teacher can do to make Miriyam feel included in the classroom? Take 4 responses.

- She can assign Miriyam a student mentor who will help her adjust in the classroom.
- She can encourage other students to include Miriyam in their groups, activities etc.
- She can penalise students who make fun of Miriyam. She can explain to them how bullying is not okay and why they should be kind to each other.
- She can conduct a session in the class on inclusivity and sensitize students regarding the same by constantly reiterating the values from the session.
- The role that a teacher needs to play in a classroom is played by the government to ensure people of diverse backgrounds feel included.
- (By the end of this discussion ask students) What they have learnt from the story and the discussion that followed. Take a few responses.
 - Miriyam brings a new culture and a lot of ideas to the classroom. She knows a different language, clothing, food which many students can learn from. If they make her feel like a part of the class even she would want to share her culture and ideas with the class which will be better for her as well as the students.
 - Conclude the discussion by saying how differences are not necessarily bad; one cannot make an opinion about someone based on their clothes, language, appearance, language. Everyone deserves to be treated with respect. Treating diversity with respect leads to a happier society that constantly learns and grows.

End the session with this inspiring video of inclusive education

Note to the teacher:

It is important to have inclusivity in education so that students become sensitized towards diversity from an early age so that students like Miriyam can feel as much of a part of the classroom as rest of the students. If education is inclusive of everyone there is a low chance of conflict arising due to diversity in society. People are more likely to embrace diversity this way and that will make them care about each other's needs more. At the same time, the class will be so much smarter and fun because everyone will contribute their brilliant ideas to it.

Video: Inclusive education- Education equity now.

The video talks about how we can make our education system more inclusive of social differences.

Link: [YouTube](#)



Section III: Closure

Time: 5 minutes

Summary by students

Note to the teacher: Select a student at random to summarize the key points and learning of the session.

Recap by a student

Time: 2 minutes

Recap by the teacher

Time: 3 minutes

- There exist various kinds of social differences across the globe. These social differences can be based on inherited identities or chosen identities.
- Citizens have an important role to play in responding to social differences in an amicable manner by responding to them with kindness and respect.

- African-American people have been discriminated against in the United States of America for years. It has led to their unequal treatment in terms of opportunities, income, health etc.
- 1968 Mexico Olympics helped raise the issue of Civil Rights in the United States of America in global forums. The authorities responded negatively to the actions of the athletes but the general population around the world supported them.
- There is a need to make classrooms inclusive of diversity.
- Students as well as teachers play an important role in creating an inclusive environment for all students.
- In the next session/class we are going to specifically study about various social differences that exist in India and how we as citizens can respond to them to reach an outcome that's best for everyone.

Section IV: Assessment

Pop Quiz

Time: 5 minutes

Facilitation Notes:

Ask the following questions to the students:

- Tommie Smith and John Carlos belong to which ethnic group in America?
- What kind of discrimination do African-American people face in America?
- How are social differences created?
- True or False: Social divisions and differences only exist due to choices made by individuals.
- True or False: Laws are enough to prevent discrimination based on social differences.
- What role can students play to make everyone around them feel included?

Section V: Homework

Conduct a survey in your neighbourhood and find out:

Note to teacher:

Make sure to advise students that while asking these questions they should inform the respondents that they may choose not to answer a question.

1. In the beginning of the survey ask them their age, gender, profession, employment status, religion.
2. Do they feel like a part of the community they belong to?

3. What makes them feel like a part of the same and what prevents them from feeling so?
4. If there has been a time in their life where they were treated badly/unequally? Ask for examples for the same.
5. If they have been treated badly/unequally, how did that make them feel?
6. Did they do anything about being treated that way? Why or why not?

Section VI: Additional Resources

Resources for teachers:

1. Reading: Helping students feel like they belong

The article talks about the importance of students feeling like they belong in classroom. It further lays down various techniques for instructors to help the students feel like they belong.

Link: [CYC-Online](#)

2. Video: The power of inclusive education

The video talks about the importance of an inclusive education and how it can change the world.

Link: [YouTube](#)

Resources for students:

1. Reading: Case Study: Dalits with disabilities in India

The article discusses how Dalits have been victim of caste-based system of social hierarchy for years. It further talks about how Dalits are more likely to have severe forms of disabilities compared to any other community in India due to their poor living conditions.

Link: [Minority Rights Group International](#)

2. Video: We need to talk about injustice

In this video Bryan Stevenson talks about different ways black people are discriminated against in America and the injustice of America's justice system. It discussed how 1/3rd of America's Black male population has been arrested once in their life-time.

Link: [Ted Talk](#)

3. Video: Raised without gender

The video highlights how schools can be made more inclusive of different gender identities. It further discusses methods the instructors use in class every day to make an inclusive classroom a reality.

Link: YouTube [Vice News](#)

Appendix

Printable version of pictures for activity origin of social differences





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