CHAPTER: Diversity and Discrimination

Grade: **6**
Board: **CBSE**
Book: **NCERT**

1.

Chapter Summary and Placement

<Read through the following to understand how this chapter is connected with the previous and next grades and also the important concepts covered in it.>

1. In the previous chapter the meaning of diversity was discussed in detail. This chapter explains the inequalities in society and how diversity is directly or indirectly responsible for such inequalities.
2. The chapter discuss in detail the practices in the society like prejudice, stereotyping and discrimination in other forms.
3. A short story of Dr.B.R. Ambedkar, the father of the Indian Constitution, is explained in the chapter to show the intensity of the inequality in the society.

2.

LEARNING OBJECTIVE

<On completion of the chapter, students will be able to:>

1. Identify cases/incidents of discrimination/prejudice in their daily life
2. Understand stereotyping and its effects
3. Summarize the causes of discrimination in the society.
4. Identify the different types of discrimination existing in different parts of India.
5. Analyse the effect of discrimination based on caste.
6. Summarize the rules laid by the Constitution of India for maintaining equality in the society.
7. Analyse whether there is effective practise of equality in the society as per the Constitution of India.

3. KEYWORDS

Definitions of some terms used in the chapter:

1. Recall the meaning of diversity, the cultural diversity of India learnt in the previous chapter.

3. TEACHING PLAN

Follow this section for getting ideas on teaching the content covered in the chapter. The subtopic given in the first column with the matching learning outcome can be explained using instructions and resources listed subsequently

Subtopic and Learning Objective #1

Difference and Prejudice
LO: Identify cases/incidents of discrimination/prejudice in their daily life

Teacher Activity

1. The teacher can introduce the chapter by carrying out **Activity 1**
2. The teacher can orally explain about diversity and the prejudiced nature of people
3. Define prejudice with examples that the students may hear from their world around. For example:

a) Village girls are not supposed to attend school.

b) All people in South India are dark-skinned.

4. Check for understanding:

a) What is meant by prejudice?

b) What are the things that make people prejudice of others ?

Resources Suggested

Textbook

Activity 1

Name of the activity – Class discussion based on the less education and job opportunities for girls in India.
Type of activity – Class discussion
Learning Objective: Understand discrimination and inequality prevailing in the society.
Use it for – Introduction to the chapter.
Materials – nil
Teacher instructions:

1. The teacher may throw an open discussion topic (less education and job opportunities for girls in India) to the class before explaining the chapter.
2. Randomly ask students about their opinions on the topic.
3. The teacher should help the students with hints like:
    a) Boys and girls are not considered in equal in many parts of the country (**inequality**)
    b) Boy's education is given more importance than a girl's education (**Gender discrimination**)
    c) Men are considered more efficient and effective at work than women. (**Stereotyping**)
4. The teacher may narrow down the discussion.
5. The teacher can start explaining the chapter with the following statements:
    a) As discussed…
    b) From the examples...

Subtopic and Learning Objective #2

Creating Stereotypes:
LO: Understand stereotyping, the effects of stereotyping

Teacher Activity

1. Explain stereotype with examples.
2. The teacher may take example from the surroundings that he/she and the students are from, for better understanding of the concept.

a) You are girl. You should not talk loudly.

b) A boy should be strong-minded and clear than a girl.

3. Check for understanding:

a) What is stereotyping?

b) What are the effects of stereotyping?

Resources Suggested

NCERT Textbook

Subtopic and Learning Objective #3

Inequality and Discrimination
LO: Summarize the causes of discrimination in the society. Identify the different types of discrimination existing in different parts of India.

Teacher Activity

1. Describe the different types of discrimination that people face in the society.
2. Understand the term ‘Dalit’.
3. Analyse the discrimination faced by Dr.B.R Ambedkar, during his childhood.
4. Explain two or three examples from the surroundings of the students to make them understand the concept of discrimination. For example:

a) In some countries women are not allowed to drive.

b) A landlord refuses to rent a house to a family of different community.

5. Perform **Activity 2**
6. ***Check for understanding:***

a) What are the reasons of discrimination in the society?

b) Which level in the society frequently faced the discrimination ?

Resources Suggested

NCERT Textbook

Activity 2

Name of the activity – Class discussion based on case study in the text
Type of activity – Group
Learning Objective: Students will try to connect what they learn to the real world experiences.
Use it for – Make students understand the concept of stereotyping
Materials – Textbook.
Teacher instructions:

1. The teacher may ask a student to read out the case study about Muslim girls given in the textbook for the whole class.
2. Once completed, she can divide the class into group of 3 or 4 (as time permits) and ask them to write three to five points about what they feel about the case given.
3. The students should be given time to discuss within the group and come up with valid points.
4. Once completed, one student from each group can come up and explain what his/her group thinks about the topic.
5. At the end, the teacher may pick best points from each group and end the discussion. The points may include,
    a) *Poverty is a major reason why most of the girls drop out from school.*
    b) *Girl's education is not given much importance*
    c) *Boy's education is given more weightage than a girls education.*

Subtopic and Learning Objective #3

On being discriminated against

LO:Analyse the effect of discrimination based on caste.

- Understand who dalits are.
- Analyse the discrimination faced by Dr.B.R Ambedkar, during his childhood.

Teacher Activity

1. Explain the term dalit and the discriminations faced by them in the society.
2. Read out the story of Dr.B.R.Ambedkar to the whole class.
3. Perform **Activity 3.**
4. ***Check for understanding:***

a) Who are Dalits?

b) What were the difficulties that Dr.B.R. Ambedkar had to face at the railway station?

Resources Suggested

Textbook, notebook , pen

Activity 3

Name of the activity – Conversation between Dr.B.R Ambedkar and the station master
Type of activity – Individual
Learning Objective: Understand the story of Dr.B.R. Ambedkar and explain the disadvantages of discrimination.
Use it for – Vocabulary and writing skills enhancement/ Listening comprehension
Materials – Textbook, notebook, pen
Teacher instructions:

1. The teacher can read the story of Dr.B.R. Ambedkar given in the textbook. Ask students not to refer to the textbook and only listen to the story being narrated
2. Once completed, she can ask each student to rewrite the conversation between Ambedkar and the station master in their own words
3. All the main events of the story, mentioned in the textbook should be covered in the conversation.
4. The language should be simple, crisp and clear.
5. The teacher may verify the conversations for basic language errors

Subtopic and Learning Objective #4

Striving for Equality
LO:
1 Summarize the rules laid by the Constitution of India for maintaining equality in the society.
2.Analyse whether there is an effective practise of equality in the society as per the Constitution of India. (Higher learning)

Teacher Activity

1. Explain the struggles by different sections of the society to gain equality.
2. The idea of the Constitution of India.
3. Read the text for Guidelines by Constitution of India for equality and then perform **Activity 4**
4. ***Check for understanding:***

a) Who is the father of the Constitution of India?
b) How did the society change after the Constitution of India came into existence?

Resources Suggested

Textbook, notebook , pen

Activity 4

Name of the activity – Class debate based on the topic ‘striving for equality: Is the Indian Constitution doing enough?’
Type of activity – Individual
Learning Objective: Analyse whether there is an effective practise of equality in the society as per the Constitution of India..
Use it for – Increase the knowledge about the current issues related to the topic
Materials – Textbook, notebook, pen
Teacher instructions:

1. The teacher may divide the class into two groups .
2. One group can *support the topic*. The mains points covered may include:
   a) The development projects undertaken by the government for increasing the attendance of girl student in government schools.
   b) Spreading education: The educational institutions should be directed to create such an atmosphere where caste feelings are discouraged and the students are taught to resist this feeling whether they face it in their day to day social life.
3. Other group may *question the topic*. The main points may include:
   a) Gender inequality in India persists despite high rates of economic growth, and is particularly apparent among marginalized group.
   b) Transgenders have very littles access to the fundamental rights mentioned in the Constitution of India.
4. The teacher may end the debate by emphasising on the importance of avoiding inequality and educating the students to not follow practices of prejudice, stereotyping and discrimination.

4. WORKSHEETS

Print or copy the worksheet questions on the blackboard and ask the students to attempt them. They can be given as homework or a class test as well.

Worksheet 1

Use it like: Class test, Home assignment, Revision

Answer the following questions in brief:

1. What happens when we act on our prejudices and stereotypes?
2. How the stereotype thinking that “Girls are burden on their parents” affects the life of a daughter?
3. Explain how gender division is based on stereotypes?
4. What does the Constitution say with regard to equality? Why do you think it is important for all people to be equal?
5. Diversity can also be a source of discrimination. Justify the statement
6. Do you think children with special needs should be a part of regular schools or study in a separate school? Give reasons for your answer.
7. What is the difference between discrimination and stereotypes?

Worksheet 2

Use it like: A class test, home assignment, revision

Fill in the blanks:

1) ___ acts as an obstacle towards an individual's development.
2) Mahars were the earliest settlers in ___.
3) ___ can be considered as a source of discrimination.
4) The work meaning of Dalit is ___.
5) The Constitution of India laid out ____.
6) Dr. Ambedkar went to England to become a ___.
7) Stereotypes stop us from looking at each person as a ___ with his or her own special qualities and skills that are different from others. a unique individual
8) Prejudice means to ____.
9) There are ___ major religions in the world. eight
10) The writers of the Constitution also said that ___ was a significant element in ensuring equality.

5. SOLUTIONS

This section gives you sample answers for activities and questions listed above.

Worksheet 1

1. Stereotypes often lead to discrimination. Discrimination is when someone is treated worse than other people because of their: Gender, race, disability, colour, nationality, religion and age. When we judge people and groups based on our prejudices and stereotypes, then we treat them differently, which leads to discrimination
2. The stereotype that girls are a burden on their parents affect the life of a daughter in many ways which have impacts on their day to day life as well as shattering their dreams and goals. It also creates a feel of being inferior to others and arouse a negative feel. Five different effects are:
   a) They are not given quality education and do not sent to schools.
   b) They are not given proper diet.
   c) They have to household work and kept busy in this.
   d) They are not allowed to go out and enjoy with their friends.
   e) They are not given proper care, love and affection of the family.
   f) Their health issues are not properly addressed.

Worksheet 1

3. Gender division is a form of hierarchical social division which is found in everywhere. It tends to be understood as natural and unchangeable.
    a) In our society from the very childhood, boys and girls are brought up to believe that the main responsibility of women is housework and bringing up children.
    b) There is a sexual division of labour in most families where women do all work inside the home.
    c) It is not that men cannot do the work, but it is the society which makes them understand that these domestic labour is the sole responsibility of women.
    d) Majority of women do some paid work in addition to domestic labour.
    e) As a result, women's role in public life, especially in politics is minimal in most societies, women face disadvantage, discrimination and oppression in various ways.
4. With regard to equality, the constitution said that:
    a) People are free to choose the kind of work they wish to do.
    b) Everyone has equal rights and opportunities.
    c) Everyone is free to compete for Government jobs.
    d) Right to equality for poor and other such marginal communities.
    e) Untouchability is seen as a crime and has been legally abolished by law

Worksheet 1

5 Diversity is not always celebrated. We feel safe and secure with people who look, speak, dress and think like us. Sometimes when we meet people who are very different from us we may find them strange and unfamiliar. At times we may not understand or know the reasons why they are different from us. People also form certain attitudes and opinions about others who are not like them. Thus, diversity has become a source of discrimination.

6 Yes, the children with special needs should be included in the classroom because To be excluded from a social group can bring up feelings of isolation, anxiety, doubt, confusion, humiliation, loneliness, and sadness, among many other painful emotions. Students with disabilities add to the diversity of the classroom. Diversity enriches our lives. Education for all concept will come true and equality is practiced.

7 Discrimination happens when people act on their prejudices or stereotypes. Stereotyping is a negative or positive assumption about an individual. Stereotyping may lead to discrimination based on race, caste, creed etc. It may also prevent people from enjoying equality in the society. Though discrimination and stereotypes have different word meanings, they are deeply interdependent.

Worksheet 2

1. Stereotype
2. Maharashtra
3. Diversity
4. Broken
5. the rules by which the nation would function
6. lawyer
7. Unique individual
8. judge other people negatively or see them as inferior
9. eight
10. respect for diversity
11. axis

6. EXTRA RESOURCES

Carry out the following suggested activities/ tasks if you have the time and resources to do them

Extension Activity 1

Purpose: Gain more knowledge about the terms prejudice, stereotyping, discrimination .
Type of Activity: Drama/ skit

a) The teacher may select the best story from the **Activity 2**. Or the teacher may ask the students to enact a skit depicting inequality/ stereotype in their surroundings and how they can cope with it.
b) Ask a few students to enact the whole story.
c) The story should cover the three keywords/main topics of the chapter.

Reference Link 1

The students can be suggested to watch the following videos/ shown in class:
https://www.youtube.com/watch?v=vK41upGBi90