

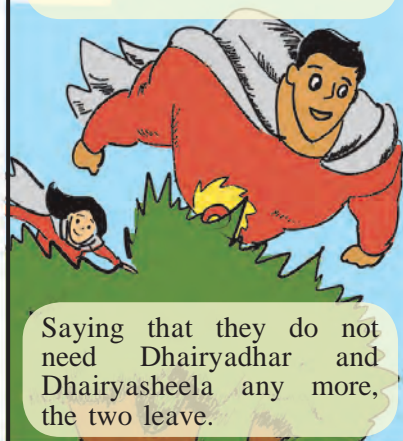
Previously we have seen - Nisha, Pratap, Lobo, Raghav and Samina are friends.



Dhairiyadhar and Dhairyasheela advise them about values, art, conflict resolution from time to time.



One day, they declare that these kids should take up their own responsibility.



Saying that they do not need Dhairiyadhar and Dhairyasheela any more, the two leave.

Now, Raghav thinks about whether he is capable of handling the consequences before indulging in risky behaviour.



Sameena doesn't fight with her parents anymore. She tries to listen to them and find a win-win solution.



Pratap constantly introspects and he leads a value centered life.



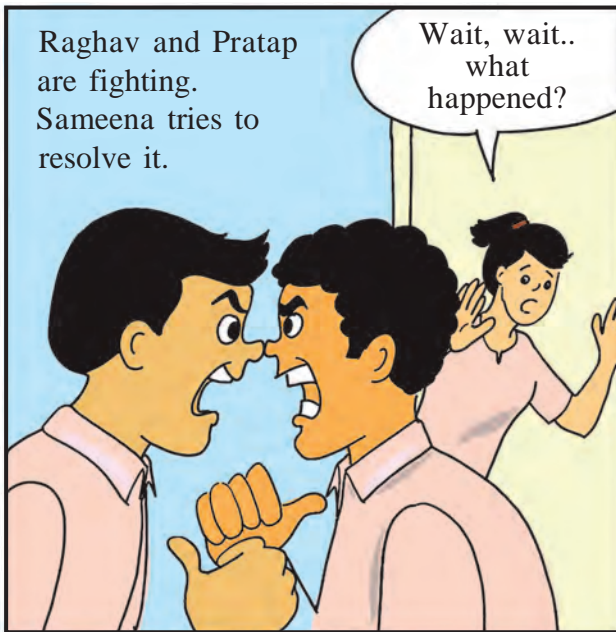
Lobo can now appreciate art in even the smallest of things. He is slowly developing an eye for beauty.



Even the happy go lucky Nisha has started thinking seriously about her career.



Let us see what happened next



1

Me as a Citizen



Every responsible citizen adds to the strength of the nation.

Objectives

- 1) Students should be able to explain the term citizen in their own words.
- 2) Identify the behaviour of a responsible citizen.
- 3) Describe the origin and need of rules in their own words.
- 4) Explain the values underlying a democratic lifestyle and elaborate their importance in their own words.
- 5) Analyse everyday incidents to identify the factors which could harm democracy and be able to find ways and means to prevent such incidents from happening.
- 6) Introspect whether interactions and environment in their home and school are in accordance with the values of a democratic lifestyle. If not, plan for solutions to bring about a change.

1. What does the term 'citizen' mean?

We hear the term 'citizen' quite often.

- When you hear the words 'Indian citizen,' what picture comes to your mind?
- Which words (adjectives) come to your mind?
- Write in your own words - how should a responsible Indian citizen be?
- You can also draw a picture of a responsible citizen. (Optional)

Help the students verbalize their ideas. Everyone might have different ideas.
Encourage them to speak up.

2. Democracy in India



What is democracy? It is one of the many ways of governing a country.

Democracy means -

- Government of the people : People elect their representatives hence it is indirectly their government.
- Government for the people: All the rules and laws of a country are made for the wellbeing of the people. So ultimately the government is working for the people.
- Government by the people: The representatives are elected from amongst the ordinary citizens. Thus in a way it is a government by the people.

How is our government system different from some other countries? Search for information about the government systems of the following countries.

- North Korea
- Saudi Arabia
- China

If democracy means government of the people, for the people and by the people, why can't every person behave in the way he / she wants to?

Discuss with the students on the following points -
What are the pros and cons of each system?

Did you notice any difference in the government systems of these countries and ours? What difference did they notice?

3. Need for rules



Let us have some fun

Do as your teacher tells.

In a bag carry some chocolates / candies (lesser than the total number of children in the class).

Keep the jar on the first bench and ask children to take the chocolates. Without giving further instructions, observe what happens with out interrupting.

When all the chocolates are gone, discuss on the following -

1. Did everyone get the chocolates equally?
2. Did the students who took the chocolates know that there might not be enough chocolates for everyone?
3. Did anyone take the initiative to ensure that the chocolates get distributed evenly?
4. Observe following things about those who got the chocolates -

- Where were they sitting?

- Did the children sitting near the jar have an advantage?
 - Did girls get lesser chocolates than boys? If 'yes' why? IF 'no' why?
5. Did the students sitting near the jar automatically have a greater right over the chocolates?



Read and understand

In the absence of rules for distribution, not everyone got the chocolates. Similarly, if there are no laws, every citizen of our country would not get a fair chance to enjoy all the available resources like water, electricity, medical help, etc. Thus when we need to share some of the resources together with others, there needs to be some definite system and rules for their utilisation.

4. How are rules formulated?



Let us have some fun

Imagine you are travelling on a cruise along with a few strangers and suddenly a storm hits your ship. Your ship is completely wrecked and you all end up on a deserted island. You try all the possibilities to escape from the island but in vain! And all of you realize that you will have to stay on that island for the rest of your life. What systems would you set to stay happy and united and work together on that island?

Divide the children in groups. Give them 10 minutes to discuss and formulate rules. Every group can come ahead to read out their rules.



Suppose on one island, one person has become a dictator, on another one it has been decided that everyone is free to behave as he or she likes and there are no rules to control them. On the third island it has been decided that everyone is free to do what he or she likes, subject to some rules. Then according to you, people from which of these three islands would be the happiest? Why?

Discuss -

1. What was the basis of formulating the rules?
2. Were the rules based on some values?
3. Did you notice any similarities in the rules made by all the groups?
4. People in which group would be the most happy?

Read and understand

Some framework of rules is required for any system to run effectively. These rules need to be based on some values. We discussed about values last year. Just as we all have some personal values, there are some social values as well. These social values are extremely important in order to live together happily.



Think about this

As discussed earlier, we need some rules to be able to live and work together. These rules need to be based on some values. According to you, what should be the underlying values for these rules? Write down in your notebook.

Let the students sit in the same groups which were formed for the previous activity. Discuss on the following points -

For the people to live and work happily together, on which five values should the rules be based? Write down.

Discuss about the following -

- Do you think the individuals involved were insulted in the incidents given?
- Do you think the person who is insulted would cooperate and work happily with the one insulting him/her? Could they work and live as a team?

5. Values underlying the rules

What do you think about following incidents?

- Nishigandha's seniors insulted her.
- Teacher shouted at Manmeet in front of the whole class.
- Shoaib's parents scolded him in front of the guests.
- Agnese's friends ridiculed her in front of others.

Read and understand

If we are to live and work together happily as a society, it is very important that we respect each other. Thus the value of 'respect' is extremely important to uphold at all times. We should respect another person even if we disagree with his / her opinions.

Which of the following actions demonstrate respect for others and which ones don't?

- Respecting a person on the face but ridiculing him / her behind the back.
- Not giving away your seat for elders to sit.
- If two people are in each other's way, one person gives way to the other by moving aside.
- Teasing someone for his / her weakness.
- Interrupting someone while they are speaking.
- Ridiculing somebody's point of view.
- Ignoring somebody who is trying to talk to you.
- Making faces, rolling your eyes when somebody is talking to you.
- Playing with your mobile when somebody is talking to you.

Discuss each statement with the students. Let them understand that, just as respect is seen through many actions so is disrespect.

When we disrespect someone it not only affects that person but affects our life as well.

Can you come up with some more examples like these?

Discuss -

1. Do you tend to disrespect the given entities? How?
2. What actions need to be done to show respect towards them?

Showing respect towards nonliving entities

Think about what it means to respect the following entities

- Food
- River, lake, sea
- Public transports like bus, train
- Forests, our surroundings



Read and understand

To disrespect an entity means not to value it. If we do not respect a person, it affects his / her life as well as our life. Similarly, if we disrespect the resources and facilities in our country like - forests, water, land, electricity, education, health etc. our lives are also affected. The resources are damaged, polluted, wasted or simply become extinct and cannot be used by everybody equally.



Let us have some fun

Find one such action or activity in the world, which you can do absolutely independent of anything else.



Think about this

- Ask students if they could actually find any such activity.
- If they did, are they sure it is independent of any living or nonliving entity.
- How many such activities could they find?
- What would they conclude from this?

If you wish to eat a chocolate bar, who are the people who make it possible for you to get one? People who produce the raw material, people who make the machinery that is used to make chocolates, workers who work in the chocolate factory, transporters who transport the material and final products, people who sell the chocolates and last but not least, your parents who earn the money that you use to buy the chocolate. So many people are needed to make it possible for you to enjoy a chocolate bar.

In the same way, make a list of people / objects /



elements on whom you depend to make the following actions possible -

1. Play sports in the school recess.
2. Listen to music on your mobile phone.
3. Play in the rain.

Look at the picture below. Can you name any one element which could be absent in the following picture and yet it won't matter?



Make the students understand that all the elements in the given picture are important. The activity cannot be completed even if any one of them is missing.



Think about this

You must have understood that to fulfil our personal needs, we depend on a lot of elements in the society. To live happily we depend on all the elements in the society. Let's see how?

Suppose you need a book to complete your project. The book is with somebody else. What will you do?

- Request the other person to lend it.
- Snatch it forcefully.

Discuss on the following -

1. What would be the consequences of both of these actions?
2. Which of these two options is sustainable, stress free, harmonious and beneficial to both parties?
3. If everybody starts snatching things forcefully, what would the consequences be in the future?
4. Can the society live and work together happily?



Read and understand

To live together happily as a society, it is very important to **cooperate** with each other. Thus **cooperation** is a value we need to cherish.

Think about the following. What will you feel in the following situations?

- The channels of only one person's choice are always played on the TV in your house.
- A delicious food item was finished by one member of the house and no one else got it.
- Only selective students get a chance to perform in the school gathering.

Some questions

Being able to watch your favourite channel, being able to eat your favourite food and being able to get an opportunity to perform; do you think all these are your rights? Does it bother you if your right is not secured? Can you make a list of some more of such personal rights?

1. Ask the students to give clarification of their answers.
2. Will they like these things happening to them?
3. If they won't like these things happening to them, ask them what exactly would bother them?

Sr. No.	Name of the right	What does it include?
1.	E.g. Right to quality education	Understanding all subjects, overall development
.....

Which of the above rights also belong to others?

Let us now try to look at some rights which we all have equally

- Right to safety
- Right to education
- Right to have a healthy life
- Right to consume clean air, water and food



Think about this

Does each one of us have responsibilities towards ensuring that everyone gets these rights?

For example if everyone has right to safety, then it is our responsibility to follow traffic and safety rules. If we have a right to healthy life then staying away from addictions, having good eating and exercise habits, following public sanitation rules etc. are our responsibilities. If clean drinking water is our right then we are responsible to keep our rivers clean.

Let us consider another example.

A driver stopped at a red signal. There are two possibilities -

1. There is a traffic police watching.
2. The signal is red.

Possibility '1' exists because an authorized person is present to punish the driver for breaking the signal. Possibility '2' exists because there is an internal motivation to follow traffic rules as everyone is entitled to the 'right to safety'.

The choice of selecting a responsible option to secure everybody's rights should be done pro-actively, and not only because of the possibility of punishment.



Read and understand

Democracy is a form of governance. However a democracy is strong only when we follow a democratic lifestyle even in our personal life.

A democratic lifestyle means respecting everyone, cooperating with everyone, being aware of the fact that everyone has an equal right to respect and dignity, accepting and fulfilling the responsibility that comes along with the rights and making responsible choices proactively, with internal motivation. Read the pledge given in your textbook. What can you see in the pledge?



6. Obstacles to Democracy

Democracy is hampered if respect, cooperation, equal rights or pro-social behaviour with internal motivation is hampered. Thus it is our duty to see that these four values are not hampered in any way.

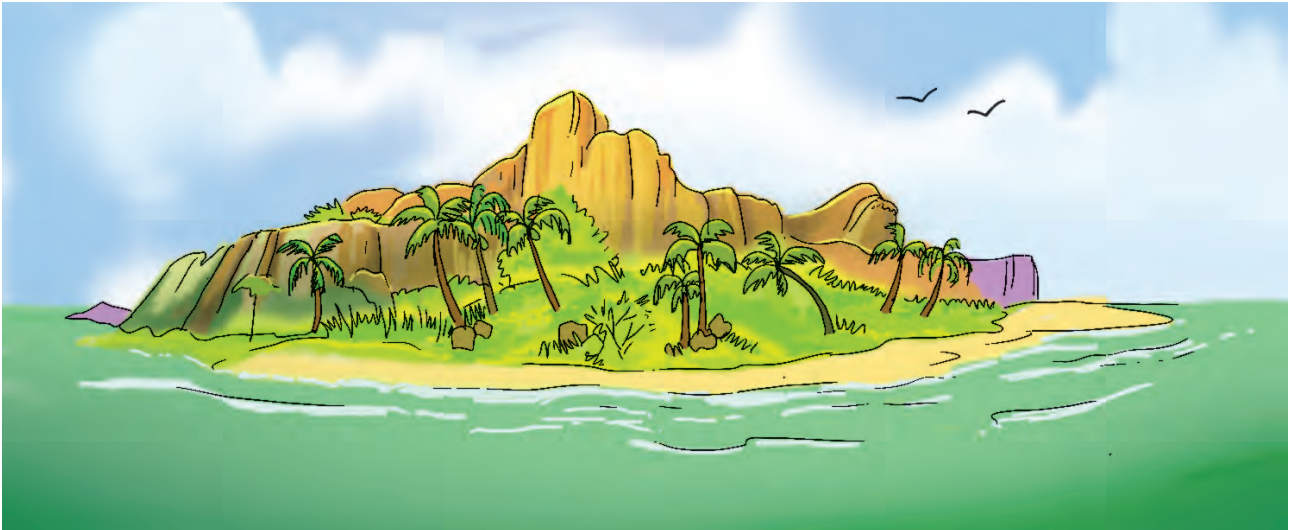
Factors which hamper democracy

1. Discrimination between people

Thought experiment

Imagine : You have to move to an island forever. You are allowed to take any 5 individuals with you. People having which specific skills would you prefer to take with you?

Make a list of these skills in your notebook.



- Did everyone select people with skills similar or different to their own? Why?
- If everyone has the same set of skills and does similar work, would the world survive?
- Can one label a certain type of work to be superior and another to be inferior? Will it be fair?
- How do you decide the value of any work?

2. Discrimination based on cultural differences

Once students make the list, talk about how many things from the list are not local and have been borrowed from other states, countries and cultures. If we borrow so many things from other cultures because we like them then is it right to claim that only one's culture is the best?

Once the list is ready, discuss with them the additional questions.

Make students realise that all humans play an important role in their place and it is only due to this diversity that our country and the world sustains.

Thus it is always necessary to be aware of the fact that everyone has an equal right for respect and dignity, no matter what their profession is.

Make a list of the following things which you like -

1. Food (think about all the sweet, spicy food)
2. Music, musical instruments
3. Types of clothes
4. Festivals
5. Films and dramas
6. Types of sports
7. Actors / actresses / male and female singers
8. Paintings, sculptures

3. Damage to public property and mob mentality

News :

Read old newspapers and look for news of riots and violent protests. In these riots and protests, how many buses, cars were damaged? How much of public property was destroyed? How much financial loss was caused to government and ultimately to common public? Draw some predictions about the damage.

Why do people behave like this? Why do they cause damage to public property? We need to understand the concept of mob mentality for that.

Mob Mentality :

Often it is seen that people have some suppressed anger about some things. Riots provide a trigger to express that anger. Sometimes, some people appeal to the emotions of the masses through extreme speeches. In such cases there is a possibility of people resorting to extreme actions.

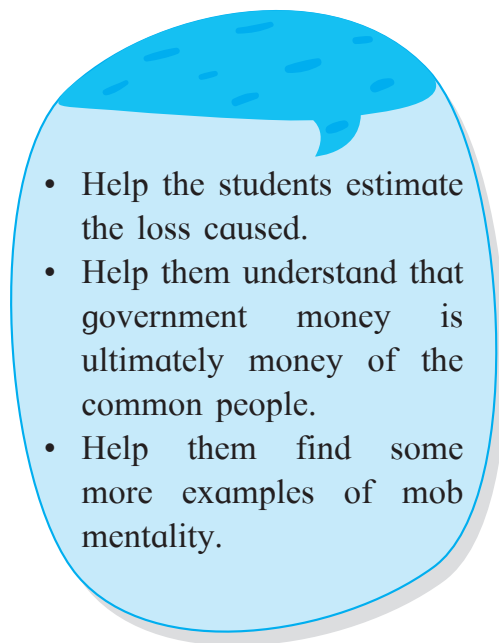
A lot of people are involved in the riots. So everyone thinks he / she is not responsible for all the public property being damaged. People can hide their own face among other faces and hence feel safe to indulge in violence.

- Do you think it is right to destroy public property?
- Writing on walls of monuments and forts, damaging seats in buses, spitting on roads and other places etc; all these are examples of destroying public property.
- Have you come across any such examples?
- By destroying public property, which principle of a democratic lifestyle gets violated?

4. Not differentiating between facts and opinions

Navin and George are friends. Navin feels that player 'A' from the Indian cricket team is the best player in the world. George feels that player 'B' from the Australian cricket team is the best. Navin feels hurt on knowing this. He feels that George doesn't love his country, he is a liar and as a result, he fights with George.

We need to understand that there can be different opinions on who is the best player. However feeling that a player from another country is the best doesn't prove that a person doesn't love his own country. It is just an opinion.



- Help the students estimate the loss caused.
- Help them understand that government money is ultimately money of the common people.
- Help them find some more examples of mob mentality.

5. Not verifying the facts

One day, Pawan's field caught fire. Somebody told him that the fire is caused by people from a different group. Pawan then deliberately destroyed the fields of the other group. A police complaint was registered. It was finally revealed that the fire in Pawan's farm was caused due to wild forest fires. Pawan was convicted and sentenced to jail. If we do not verify the information we get and trust only what we hear, we are likely to indulge in extreme or violent acts which are unfair to others and also self damaging.

7. Individual small actions and their larger impact

It is seen that due to the awareness created by media and schools, use of firecrackers and pollution caused by them is slowly decreasing. This proves that every individual's small actions can bring about big differences at national level.

Some examples of individual small actions and their larger impact



- We use facilities like electricity, water. If each one could use them wisely, we can save a lot of electricity and water and a large number of people would be able to use them.
- We get to use public transport like bus, train for a reasonable price. If we use them frequently, they can make profit and we can get better quality public transportation.
- We are also taxpayers and voters. If each one performs their responsibilities honestly, our country can progress.

8. Who is a responsible citizen?

Based on the discussion so far, who all from the list below are responsible citizens according to you?

- A person who does not vote.
- A person who does his daily work responsibly.
- A person who says he is a patriot but spits on the road.
- A person who does not stop at the red signal.
- A person who spreads rumours about other groups, tries to spread enmity against one another.
- A person who thinks his employees are inferior to him/her.
- A person who gets along with others.



Read and understand

Not just as a citizen of our country but also as a member of a family, a student in a school, we are a part of the society. We need to cooperate with others. Then is it not important to follow principles of a democratic lifestyle at home as well as in school? In short, democracy should not just be limited to governance but has to become our personal lifestyle too.

9. Democracy at home

Every student should fill the questionnaire honestly. Treat the questionnaire as confidential. Think about the kind of picture it creates about your home. You can also apply it to your school environment.

Democracy at home	Completely Agree	Agree	Disagree	Completely Disagree
Nobody insults each other.				
Everybody's opinion is heard before taking important decisions.				
Everybody has some part to play in the planning of household expenses.				
The men help in the kitchen.				
The women participate in doing outside chores.				
The rules of your home are equal for everyone including your parents.				
If there are conflicts, they are solved through a mutual dialogue.				
Your siblings are treated the same way as you. Boys and girls are considered equal.				
Everyone is entitled to use all the facilities available in the house.				



Let us have some fun

Can you prepare a similar questionnaire for your school? Get into two groups and work on this questionnaire. Do you feel the need for making changes in yourself or in the home or school environment?

Principles of a democratic lifestyle

1. Understand

Understand the four basic principles of a democratic lifestyle (Respect, Co-operation, Equality and Pro-social behaviour with intrinsic motivation). In case of any doubt, ask your teacher

2. Identify

After filling out the questionnaires for your school and home, do you feel the need to make some changes in yourself, in the environment of your home or school?

3. Challenge

If you wish to make some changes in your home, discuss with your parents. If you wish to change something in your school, talk to your teacher or school principal. Think about how to balance freedom and responsibility.

4. Implement

Implement the changes you thought of. If one attempt does not work, then talk to others and with everyone's consent, make the required changes.



Assessment (Weightage 15 %)

Criteria	Great	Fine	Incomplete	Marks
	Very Good	Satisfactory	Not satisfactory	
Questionnaire about one's home.	Honestly filled up the questionnaire. Planned for making changes in his / her home in case the democratic values were not being followed.	Filled up the questionnaire but did not do anything even if the democratic values were violated.	Didn't fill up the questionnaire.	
Government systems in other countries.	Could clearly articulate the differences in different systems. Wrote about each system.	Wrote about each system but could not identify the differences.	Incomplete work.	
Factors hampering democracy.	Actively participated in the discussion about factors hampering democracy and clearly articulated the thoughts.	Participated in the discussion.	Answered vaguely only on being asked.	
Participation in activities.	Completed all activities enthusiastically. Wrote down the necessary points in the notebook.	Completed all activities.	Copied from others.	

