



TEACHER COMPANION SHEET

**VALUE OF THE MONTH:
LIBERTY**

FOR TEACHERS



Directorate of Education
Govt. of NCT of Delhi

A. LIBERTY

Imagine you are going from Delhi to Noida. But before you go, you have to get a permit to enter Noida from your local Police Station. In case you travel without a permit you can be booked for an offence. Each travel plan from one city to another has to be approved and permitted by the local Police Station.

Do you feel restricted and suffocated?

Do you think such rules should be there?

Right to Liberty means freedom to choose what is 'right' for oneself. The term 'liberty' means the absence of restraints on the activities of individuals and providing opportunities for the development of individual personalities. Right to life and liberty is the most basic human right and is the essence of being a human being. Liberty is indeed essential for human beings to be able to live a life with dignity.



**Find
out**

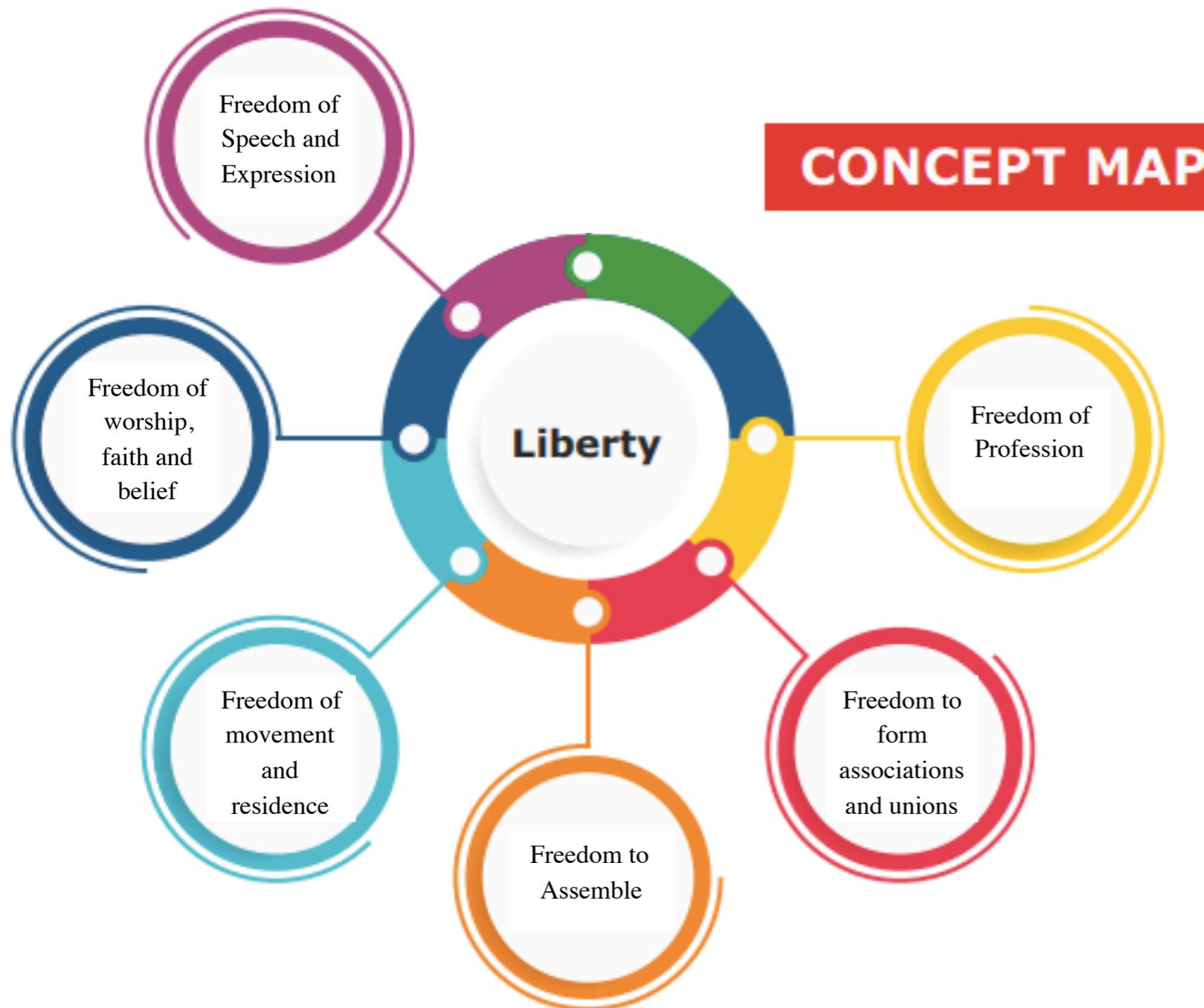
Which are the two recent judgements by the Supreme Court in support of the principle of liberty?

Objectives of the Campaign

1. The **aim** of all the activities in this campaign is to move from textbook based, theoretical understanding of the Preamble to real-world experiential understanding of Constitutional principles such as liberty.
2. The focus should not be on collecting information or data from the students or to test students but to help them explore and understand the constitutional value of Liberty while having fun.

B. LIBERTY CONCEPT MAP

(Quoted from the Preamble)



Liberty, which is one of the foundational principles given in the **Preamble** to the Constitution, is brought into effect through the Fundamental rights, which guarantee:

- **Freedom of Speech and Expression** is the freedom to speak and write openly about what one thinks, provided it does not violate public decency and morality and is not defaming for another person.
- **Freedom of Worship, Belief and Faith** is the freedom to choose and practice one's own belief and faith.
- **Freedom of Movement and Residence** is the freedom to move freely anywhere in India and to settle in any part of the country.
- **Freedom to Assemble** is the freedom to come together in any public place, but peacefully and without arms.
- **Freedom to form associations and unions** is the freedom to organize oneself and form associations, subject to the laws of the country.
- **Freedom of Profession** is the ability to follow any trade and profession of one's choosing.

Note : The description of 'Freedom of worship, faith and belief' is given in Article 25 of the Constitution, while the description of all the other liberties mentioned above is given in Article 19 of the Constitution.

C. ACTIVITIES FOR THE MONTH OF LIBERTY

WEEK 1

Introduction

1. The liberty month begins with the teacher introducing the value of liberty to the students and explaining the **concept map** so that students understand the value.
2. This is followed by a **self-survey** where students will reflect on their own thoughts and reactions to real life situations connected to liberty. Students will further conduct **surveys within their family and community** at home, during the week, to understand other people's experiences of liberty. This will enable students to understand what liberty means in everyday life and how freedoms may be unequally enjoyed by people belonging to different sections of society based on their identity and status.
3. Teachers are also encouraged to introspect on the survey questions. They can share their reflections with students during discussion on the topic.
Remember a good teacher is a constant learner.

LIBERTY GAME BOOKLET (ONLY FOR Class 6 to 8)

Objective:

Students will be able to experience the values of Liberty, Equality and Fraternity through the game as they engage with their peers and community. As the students undertake exciting self to society action projects on-ground and experience empathy and understanding.

How the Liberty Game runs:

1. The action projects given in the Liberty Game Booklet run in week 1 at home/community.
2. Each student to pick up one action project from the theme of the month.
3. The fact that the action project has been done needs to be verified by one person, either their family member or friend.
4. Students reflect and write about their experiences on the action project reflection sheet in their diaries.
5. When the students return to school, the teacher unpacks the experience and invites students to share what went well and what were their challenges. More details are given below.

Setting the Tone

'Where the mind is without fear' by Rabindranath Tagore? The poem is written in the form of a prayer wishing for true liberty... translating into freedom from discrimination, oppression or forced compulsion and built on tenets of dignity and respect for everyone. The poem can be recited and explained in the classroom to start the discussion on action project on liberty.

Where the mind is without fear and the head is held high
Where knowledge is free
Where the world has not been broken up into fragments
By narrow domestic walls
Where words come out from the depth of truth
Where tireless striving stretches its arms towards
perfection
Where the clear stream of reason has not lost its way
Into the dreary desert sand of dead habit
Where the mind is led forward by thee
Into ever-widening thought and action
Into that heaven of freedom, my Father, let my country
awake.

1. Action Project 1

Be on a silence fast for 8 hours, which means no communication (verbal or written) with anyone; nor can you write/read anything. You must continue your daily tasks/chores.

2. Action Project 2

Now let us see what Action Project 2 is. Let us do a quick experiment right here in the classroom. Tie your shoe laces and now try to move around the classroom as you would normally do. So how did it feel .. (unpack few responses).

Talk to 2 people with disabilities or senior citizens about how they feel about their limited access in public and what they need in order to experience greater freedom of movement.

3. Action Project 3

Think of a female family member in your house or someone you know, it could be your mother, sister, relative, friend or neighbour. Ask them about the 3 most recent instances where they have gone out of their home for academic, work, leisure or for any other purpose. Explore the challenges they faced, be it in terms of permission, timing, restrictions, safe travel etc. Ask how easy or difficult it was for them to reach and be at that particular place. Take a few responses. Identify the concerns of accessibility and freedom of movement for one girl/woman whom you know.

4. Action Project 4

Organize a small baithak/discussion with your neighbours and discuss the issues they face if they migrated to Delhi from some other party of the country.

Choosing the Action Project:

The students should be at liberty to choose the action project of their choice, making sure all 4 action projects have enough number of students for the maximised learning for all students when they have discussions in Week 2. Teachers can also use the grouping strategy of numbering the students 1,2,3,4 and dividing the action projects.

Reflection on Survey

1. This week begins with individual and group reflection by students on the responses they gathered from the survey.
2. Teacher should invite representatives from each group to share experiences and learning. Following questions can be used during the discussion to consolidate learnings:
 - What did you learn about how different groups such as men and women, rich and poor experience liberty? Is it the same, what are the differences?
 - Why do you think different people experience liberty differently?
 - What role does societal rules, values, traditions and opinions play in promoting or creating barriers for freedom of individuals?
 - What can be done to ensure that every person can live their life with freedom, respect and dignity?

Reflection on Action Project (ONLY FOR CLASS 6-8)

When the students return next week, get them into common action project groups. In the groups they share what went well and what were their challenges in doing the action projects. They also discuss their learnings from the project and what they learnt about liberty. After they have done this for a few minutes, unpack summary of experiences from one member of each of the Action project groups. Facilitator consolidates understanding with the following questions in a large group discussion:

- How did you feel when you were constrained and couldn't do what you wanted to (like silence fast)? Would you like others to feel like that?
- How did different people you spoke to (women, differently abled, senior citizens) experience freedom in their lives and what were their constraints?
- What can we do in our lives to promote liberty for everyone? How can we spread the message?

Facilitator gathers these learnings and consolidates the nuances of liberty as it manifests in society. Action project 1 is about experiencing absence of liberty of some kind and how it impacts us. Action projects 2, 3 and 4 are about understanding how different groups of people such as women, elderly and differently abled experience liberty and what are the possible enablers and barriers for the same. This will possibly create more empathy when the students engage with them and begin the process of voicing their opinions when unreasonable restrictions are imposed on citizens from a specific group/community.

Understanding in-depth (ONLY FOR CLASS 9 & 11)

1. This segment is to create an in-depth understanding of Liberty, within students of Class 9 and 11, and relate their previous knowledge with their findings and reflections, post the survey.
2. Teacher should invite students of the class to share how their understanding of the Value of Liberty evolved after having gone through the process of survey. Following questions can be used during the discussion to consolidate learnings:
 - Have you read about liberty in your textbooks?
 - How can you relate your findings with the existing knowledge of textbooks and beyond?
 - What can we do in our lives to promote liberty for everyone? How can we spread the message?

EVENT : Panel Discussion

- The Student Council Club will prepare to organise two Panel Discussions on the Value of the Month in Week 3.
- Chosen students from Class 6th to 8th will participate in one panel discussion and chosen students from Class 9th and 11th will participate in second panel discussion.
- Two articulate students each from Class 6, 7, 8 and three students each from Class 9 and Class 11 will be identified to represent their grade in Student Council Club for Panel Discussion (in total 6 students for each panel).
- The club may invite parents, SMC members, alumni, and other members of the community to attend the 'Panel Discussions'.
- Students of Class 6 to 8 will be participating in a panel discussion based on their experiences on liberty from the surveys and liberty game.
- Students of Class 9 and 11 will be participating in a panel discussion based on their in depth understanding of liberty from the surveys, their own reflections, and making connections with their existing knowledge of textbooks.
- The teacher-in-charge of the Student Council Club will act as the moderator of the panel discussions. Guidelines for panel discussion have been shared in the lesson plan. Guiding questions will also be sent to teachers as cue cards.

Role of a Moderator:

Facilitator

Set the agenda, keep the discussions on track, bring out the most interesting information, and give each panelist an opportunity to share their views.

Timekeeper

Make sure the panel starts and ends on time and follows the time frames on the agenda. Make sure they don't spend too much or too little time on any one single element.

Dialogue Builder

Build dialogue, keep the conversation lively and push the panelists to talk about specifics rather than speak in generalities. Get the dialogue going with the audience, take questions from the audience and communicate them to the panelists.

Energizer

Model energy and enthusiasm. Work the room and engage the audience.

Neutral & Objective

Withhold own personal opinions and judgment. Don't show bias or favouritism toward any particular side, faction or person.

Summarize and Close on a Positive Note

Synthesize the views presented by the panelists for the audience, and close the event on a positive note, enlisting the top learnings the panelists had during the process of 3 weeks.

WEEK 3