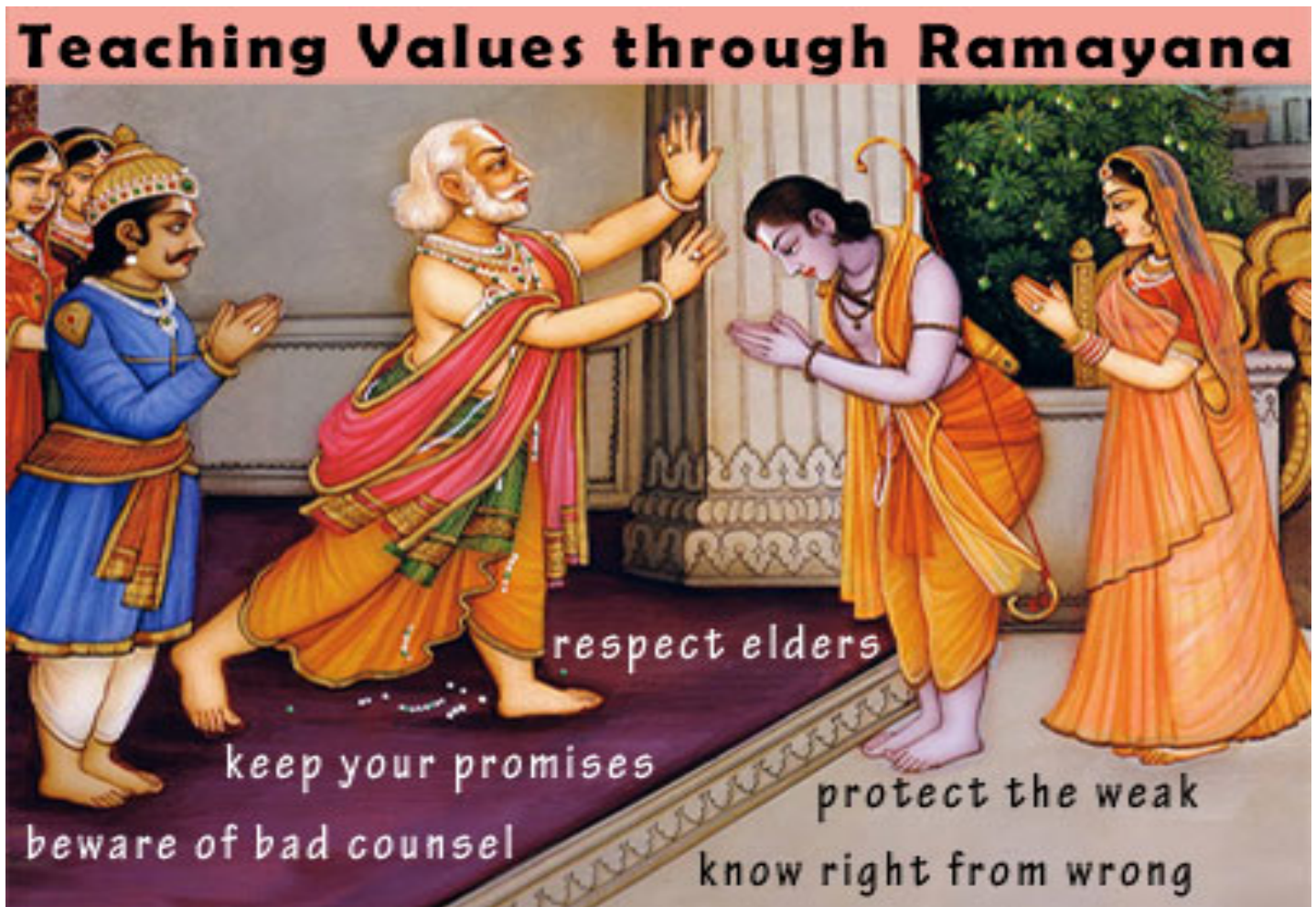


Learning about Indian Mythology

This lesson plan focuses on teaching children about the relevance and applicability of Indian Mythology in their everyday lives. The lesson design requires children to assume and enact the role of different characters of the famous Indian mythological scripture 'Ramayana'. Through this journey, the children will learn about the political system, social organization, cultural notions and most importantly, moral values that existed at that time. By enacting the roles and narrating the story to others, children will be able to easily imbibe the moral values conveyed in the mythological texts.



Need for this Concept:

The mythological texts are one of the most authentic way of teaching children about virtues and positive values right from childhood. The main theme and learning from this scripture is '**victory of good over evil**'. With these stories, children understand the difference between righteous and immoral behavior. The elements of negativity conveyed through a story are easier for children to understand than simply being given

instructions. Through enactment and role-playing, they are able to visualize the outcomes associated with negativity and how they should consciously take actions to practice moral behavior in their everyday lives.

Schools generally focus on Mathematical and Literacy Skills which are definitely needed to be a successful teacher, entrepreneur, doctor, engineer, lawyer, etc. But what about becoming a successful human being? In these dire times with the rise in hatred, crimes and social oppression issues, falling back to these moral values and imbibing them in our daily lives becomes pivotal for everybody. Childhood is the right time to inculcate these values because that will be the blueprint of moral character for people.

Target Audience:

Children in the age range of 3 to 12 years will be a good fit for this lesson plan. However, there isn't an upper limit of the age range to read, understand and implement the rich teachings conveyed through the mythological scriptures. Although the original text of Ramayana has been written in Sanskrit by Maharishi Valmiki, but the translated versions are now available in Hindi and English which made it very accessible for children in India. Moreover, the English version can be used to teach these sages to children from different countries.

Primary Learning Goals:

- Familiarize with the main principles and teachings of the mythological scriptures
- Recognize the relevance of these teachings in day-to-day lives
- Use narrative stories to understand cultural and historical roots of the society

Secondary Learning Goals:

- Develop role-playing skills
- Inculcate team-building and group-communication skills
- Encourage a learning environment which gives importance not just to the school-based skills but also human-based skills

Concept Description:

Chatman (1978), in Story and Discourse defined narrative and described the ways in which it can be actualized: Narrative is basically a kind of text organization, and that organization, that schema, needs to be actualized: in written words, as in stories and novels; in spoken words combined with the movement of actors imitating characters against sets which imitate places, as in plays and films; in drawings; in comic strips; in dance movements, as is narrative ballet and in mime; and even in music.

Stories and narratives are often used to make sense of our lives and understand people around us. There are different forms in which the narrative can be expressed and interpreted. The lesson design for the current project focuses on using stories, role-playing and music to understand the mythological scriptures. Through this immersive narrative experience, children will be able to use different modalities such as audio (music) and role-playing to learn the important values conveyed through these texts. The students can use the video resources (movie and role-play demonstration) to understand the story and the way they have to play their character. The audio file can be used to assist them rehearse their dialogues and remember them during the role-play. The following images are for demonstration purposes to show how the lesson plan can be implemented in class by students:



Lesson Design using Bloom's Taxonomy:

- Introduction: Children will be given a brief introduction about the themes and main characters of Ramayana.
- The teacher will play the audio versions of these sages (translated in Hindi or English depending on the demographics of the students in class).
- Alongside, the roles of every character will be played by the children. The dialogues for every character will be rehearsed by the children. **[REMEMBER]**
- Once the students are well-versed with the dialogues and the audio version, the play will be enacted in front of the entire class/school. **[UNDERSTAND]**
- To ensure that children have actually got the concepts, the teacher will ask questions based on dilemma situations that you can encounter in everyday life. The responses by the children in accordance with the virtues and values will be highly encouraged. **[APPLY; ANALYZE; EVALUATE]**

Learning Theories that support this Lesson Plan:

➤ **Universal Design for Learning**

This theory focuses on designing experiences that fits the learning needs of all due to which I think this is a highly suitable and relevant theory for this lesson design. The topic, concept and lesson plan accommodates the individual learning needs of different students with the use of different teaching modalities.

➤ **Howard Gardener's Multiple Intelligence Theory**

This theory is quite relevant for this design because the lesson design ensures that children use different types of intelligence, such as Verbal-Linguistic, Existential, Interpersonal, Intrapersonal and Musical. These different types of intelligence are directly related to the varied learning styles of children.

➤ **Social Constructivism**

This theory focuses on learning by interacting and collaborating with others. Throughout the lesson plan, the children will be required to work with each other towards a common goal. This will make them as active learners, not just passive recipients of the learning material.





➤ **Inquiry Teaching**

The dilemma questions at the end will help the students make connections with knowledge gained by seeing its real-life applications. It will enhance the transferability of skills from classroom to their daily lives.

Audio Resources:

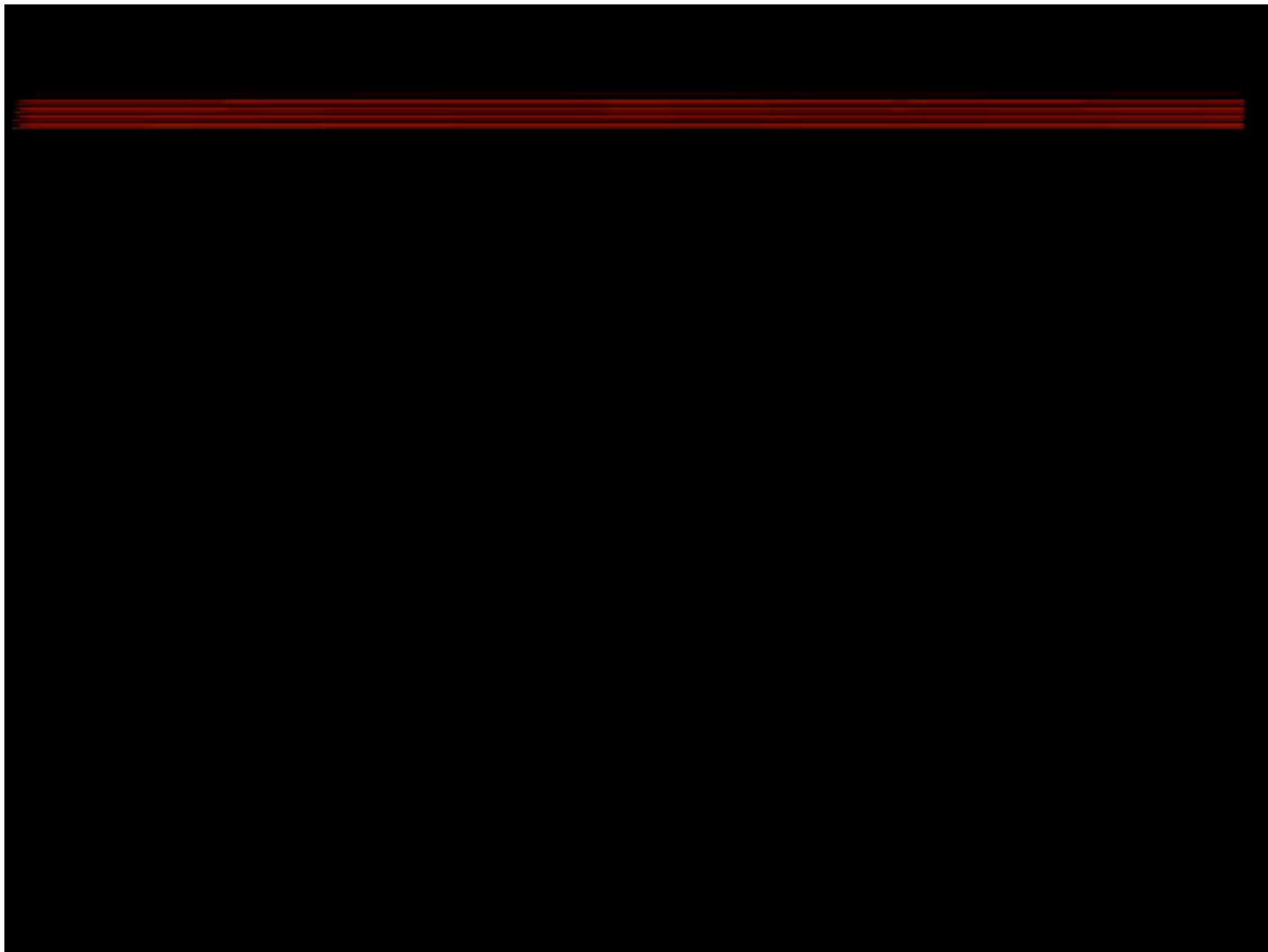
English-translated audio files of the scripture Ramayana:

(The files have been downloaded from internet and have been edited using the software **Audacity**)

Part 1 	Part 2 
Part 3 	Part 4 

[Video Resources:](#)

English version of the movie based on the story of Ramayana:



Demonstration of how the children will implement the lesson plan in class:



My Concept Recording:



Process Documentation:

- I always wanted to design something in this realm and this was a great opportunity to design a project on mythological scriptures.
- It's not totally grounded on audio-centric technology because I am supplementing it with a video but that is pivotal because it will help the children understand their roles and the story in a better way. However, the audio files are the one that will help through this journey because everything that they will execute in this lesson plan will be learnt through the audio recordings.
- I can't record the story myself, so I recorded a small piece of audio explaining my concept and the process that will be followed. Most importantly, I loved experimenting with Audacity because it helped me edit my own recording and the audio files that I have posted in the document.

References:

- Bloom, Benjamin S. & David R. Krathwohl. (1956). Taxonomy of educational objectives: The classification of educational goals, by a committee of college and university examiners. Handbook 1: Cognitive domain. New York , Longmans.
- Chatman, S. (1978). Story and discourse: Narrative structure in fiction and film. Ithaca, NY: Cornell University Press.
- <http://www.krishnapath.org/free-audio-books/the-ramayana/>

P.S. The media embedded in the design document can be played by opening it as interactive pdf in Adobe Acrobat Reader. If there is a problem in accessing the media files, please use the following google drive link for the same.

https://drive.google.com/drive/folders/0B-GAeGIJb_WuYl9icnZ3TDRRRzg?usp=sharing