

The Constitution & You - Workshop Template

Making a Constitution

In this activity participants will work together to make some important rules. All need to have a say in making these rules, so all agree on them and follow them.

Interact
60-75 minutes

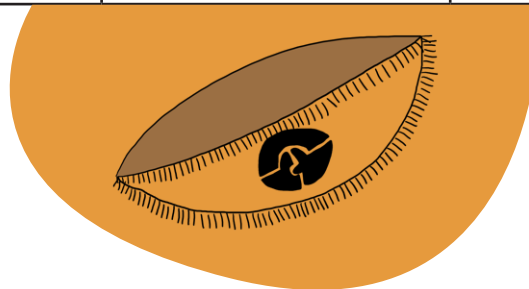
Structure of Workshop	Resources	Takeaways	Possible Obstacles
<p>Step 1 (10 Minutes)</p> <ul style="list-style-type: none"> Explain the purpose of the activity and why it's important. Tell them about the democratic decision-making process. <p>Step 2 (15 Minutes)</p> <ul style="list-style-type: none"> Split the participants into small groups of 5-6 people. Assign each group rule topics. Keep the topics engaging. It could be anything like:- <ul style="list-style-type: none"> No one should interrupt the person sharing thoughts When and where cell phones can be used during the workshop When should there be quiet time Guidelines for using art supplies, including when to share, how to clean up and creativity without waste <p>Step 3 (20-30 Minutes)</p> <ul style="list-style-type: none"> Each group shares their ideas and provides reasons for their suggestions to the whole class. Following the discussion, a secret ballot vote is held for each proposed rule in every category. <p>Step 4 (10 Minutes)</p> <ul style="list-style-type: none"> Put together all the rules everyone agrees on and make a "Workshop Constitution." After that, participants need to reflect on how they helped make these rules. 	<p>Persons</p> <p>Facilitators. 5-6 Participants per group (number of groups based on total size).</p> <p>Resources</p> <ul style="list-style-type: none"> Whiteboard or chart paper. Markers. Box or a container for secret voting. 	<p>You will learn about democracy and how it can be a part of making rules.</p> <p>You will feel like the rules belong to you, so you're more likely to follow them.</p> <p>You will understand how to have good discussions and work together, even if you don't always agree.</p>	<p>Some participants may disagree on certain rules. It's important to help them talk it out and find a middle ground</p> <p>Make sure everyone gets a chance to share their thoughts and think about using secret voting to keep things fair.</p>

Constitution Reading

The objective of this activity is to familiarize participants with a specific section of the Constitution (Part III, Articles 12-35) in a fun and engaging way. By breaking down the reading process into manageable steps, participants can understand the important ideas and themes in this section.

Interact
60-75 minutes

Structure of Workshop	Resources	Takeaways	Possible Obstacles
<p>Step 1 (10 Minutes)</p> <ul style="list-style-type: none"> Tell everyone that they're going to do a Constitution Reading to learn about a specific part of the Constitution. Put them in teams and give each team a copy of the Constitution. <p>Step 2 (5-10 Minutes)</p> <ul style="list-style-type: none"> Tell each team to find Part III in the Constitution. They can do this by looking in the Index or by flipping through the Articles until they see Part III. <p>Step 3 (25-30 Minutes)</p> <ul style="list-style-type: none"> Give each team a specific set of articles: <ul style="list-style-type: none"> Group 1: Articles 14-18 Group 2: Articles 19-22 Group 3: Articles 23-24 Group 4: Articles 25-28 Group 5: Articles 29-30 Tell the teams to read the headings to understand what their group of articles is about. If there are fewer teams, you can combine multiple groups, but make it clear that they are separate sets. <p>Step 4 (15-20 Minutes)</p> <ul style="list-style-type: none"> Bring the teams together and talk about what they found. Each group should share what the main idea or theme of their assigned articles is. 	<p>Persons</p> <p>Facilitators 5-6 Participants per group (number of groups based on total size).</p> <p>Resources</p> <ul style="list-style-type: none"> Copies of the Constitution of India Pen Paper 	<p>You get to know how the Constitution is organized.</p> <p>You learn how to make big texts easier to understand step by step.</p> <p>You learn to work together, read carefully and talk with each other.</p>	<p>The text of the Constitution can be hard to understand, so just look for the main idea and read the headings.</p> <p>Sometimes the activity might take longer, so set time limits for each part and be ready to change if needed.</p>



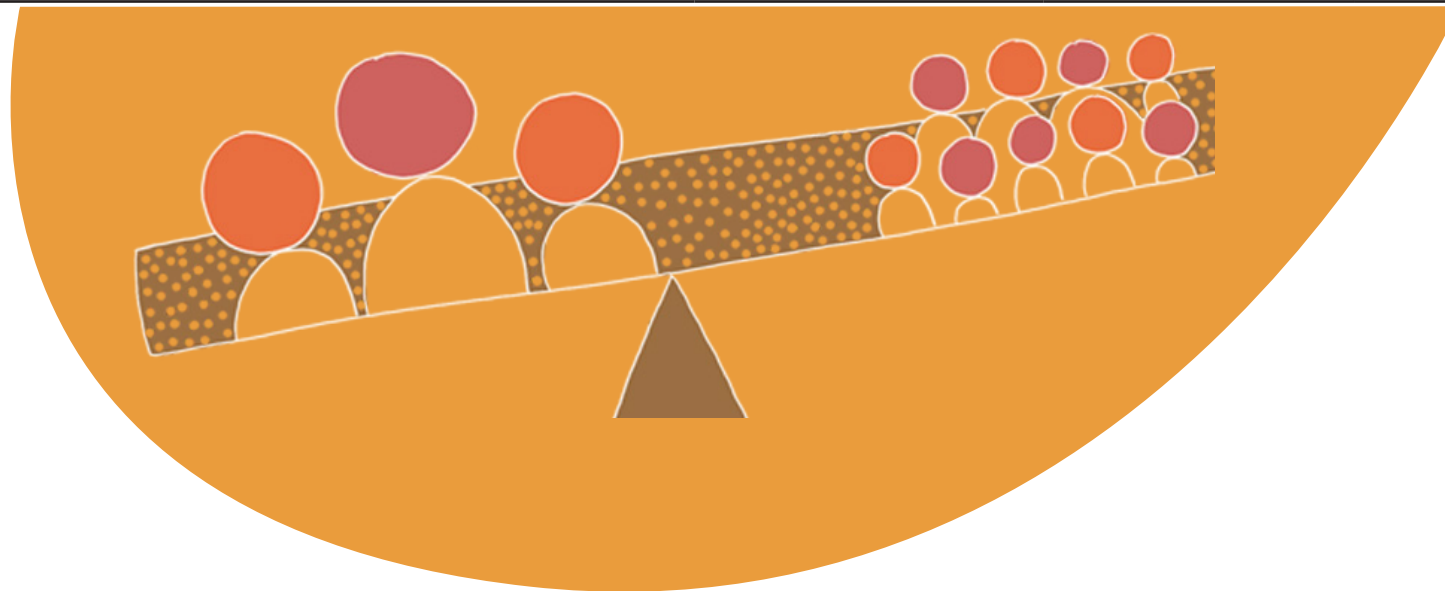
Empathy, Differences and Fairness

This exercise is designed to introduce the concept of discrimination and empathy to kids without extensive discussion or interaction. It will help them understand the impact of discrimination based on certain characteristics.

Interact
60 minutes

Structure of Workshop	Resources	Takeaways	Possible Obstacles
<p>Step-1 (15 minutes)</p> <ul style="list-style-type: none"> Explain to the kids that they will take part in an activity to learn about discrimination and how it feels to be judged based on a single characteristic. Give each kid an index card or a small piece of paper. Ask them to write a simple characteristic on the card, such as “favourite colour” or a basic theme like that. Collect the cards and shuffle them. <p><i>Note:</i> Please ensure that, as the options may be diverse, participants might confuse similar themes (e.g., blue and cyan) without recognizing the differences. The instructor should take steps to clarify any potential confusion.</p> <p>Step 2 (5 minutes)</p> <ul style="list-style-type: none"> Randomly distribute the cards to the participants without revealing the labels. <p>Step 3 (15 minutes)</p> <ul style="list-style-type: none"> The instructor will give specific instructions, such as ‘<i>If you have a blue card, raise your hand,</i>’ ‘<i>If you have a red card, stand up,</i>’ and ‘<i>If you’re a green card, remain seated</i>’. The instructions can vary according to the theme the instructor requested to write down. <p><i>(continued on the next page)</i></p>	<p>Persons Facilitators 4 or more Participants</p> <p>Resources</p> <ul style="list-style-type: none"> Pen, papers to write down their chosen colours. 	<p>You try to understand discrimination based on one thing.</p> <p>Learn to imagine how it feels for others.</p> <p>Talk about what’s fair and how to deal with discrimination and the fundamental rights they have against it (Article 15)</p>	<p>Some participants might feel sensitive about this topic. It’s crucial to make the activity a safe and supportive place for talking about discrimination.</p> <p>Not everyone may want to join in, and that’s okay. The teacher can ask questions without making them uncomfortable.</p> <p>Younger participants might not completely understand what discrimination is, so the activity may need to fit their age and understanding.</p>

Structure of Workshop	Resources	Takeaways	Possible Obstacles
<p>Step 4 (15 minutes)</p> <ul style="list-style-type: none"> • Ask the students how they felt when they had to do something just because they were randomly assigned a colour. • How would they feel if they had that specific colour with strict rules? • Do they think it's fair for the instructor to decide who does what based on colour? • How did they feel when they were allowed not to do something because of their colour, while their friends wearing that colour had to do something? <p>Step 5 (Optional)</p> <p>As a class, discuss the following:</p> <ul style="list-style-type: none"> • Who's not treated fairly here? • If they face such treatment, what could they do? • What if they saw a friend facing the same? 			



Basic Principles of the Indian Constitution

This activity aims to help participants understand the complexities of constitutional principles by engaging in discussions about real-world scenarios.

Interact
Variable time

Structure of Workshop	Resources	Takeaways	Possible Obstacles
<p>Step-1</p> <ul style="list-style-type: none">Begin by explaining the activity's purpose, aiming to foster a deeper understanding of constitutional principles which are like the basic rules in a country's rulebook (constitution). <p>Step 2</p> <ul style="list-style-type: none">Participants work in pairs or small groups to assess each scenario's justifiability. <p>Step 3</p> <ul style="list-style-type: none">Participants come together to discuss and share their opinions and reasoning	<p>Persons</p> <p>Facilitators.</p> <p>Resources</p> <ul style="list-style-type: none">Worksheets with scenariosCopies of the Constitution of IndiaWriting instrumentsWhiteboard and markers (optional)	<p>You have a better grasp of Constitution of India's important parts and how the Constitution's rules apply to real-life situations.</p> <p>You learn to see things from different angles.</p>	<p>Some participants might strongly disagree on scenarios. Promoting polite and open talk is vital to handle these disagreements.</p> <p>Certain participants might find it hard to understand constitutional principles. Guiding the discussion as a facilitator is important to help them grasp the concepts.</p>

Refer to next page for worksheet with scenarios

Worksheet for Activity 4

S.No.	Problem	Justified or Not?	Reasoning	Articles/Concepts
1.	Candidates at an examination center indulged in mass copying. The Board cancelled the examinations of the entire centre in all the subjects and permitted the examinees to re-appear in a supplementary examination.			
2.	Vishu obtained a license for his gaming club for 2016-2017 and 2017-2018. The Corporation refused to renew the license for 2018-2019.			
3.	Since 1975, labourers working in nearby construction sites have constructed small huts that have built which have encroached on a wide public road. The government officials have not taken any action. In 2015, a court order was given for the demolition of all illegal encroachments. The municipality demolished the homes without relocating any of the labourers			
4.	Girls who wear hijabs were refused entry into their school. The school said that all students have to be dressed the same way to promote unity.			
5.	People occupy a central public street in protest against a recent citizenship law passed by the Parliament. The government orders the police to clear the area because the protest has now become a 'public inconvenience'			