

It is imperative to identify, entertain, and work with multiple perspectives. When students are making the shift from primary to middle school, the nature of their texts change. Although the mode of instruction might not be extremely different, we do see the expectations take on a different route.

This unit seeks to familiarise students with a structure that helps them appreciate myriad possibilities and perspectives that surround almost everything that they interact with. Additionally, diverting this conversation through Superhero narratives allows for them to talk about their favourite fictional characters.

Part 1		
Time	Activity	Objectives/Directives
10 Minutes	Take this time to settle the class down. Help them reflect on their previous lessons. Ask them if they remember the contract that they had created. Are they still committed to following the same?	
15 Minutes	<p>In this section, ask the students if they have come across any Marvel movies. If so, which is their favourite.</p> <p>If they have not, ask them if they have watched any superhero movies/tv shows, or read any superhero comics. If so, do they have a favourite superhero?</p> <p>Depending on whether or not a large part of the class has come across both/either of these things, your conversations will move differently.</p> <p>The Primary Question -</p> <p>Consider that you are facing a particular problem whose solution you are not particularly sure about. Would it be nice if a superhero stepped in and took care of the problem for you?</p> <p>(* You are free to select a</p>	

	<p>problem that you think will resonate the most with the particular class/section)</p> <p>Allow everyone the time to answer and take note of the number of Yes and Nos.</p>	
15 Minutes	<p>This section will deal with groups of responses.</p> <p>For Yes - Why? How would the superhero deal with this particular problem differently? Why is it something that they can do and you cannot?</p> <p>For No - Why? Why would you not trust superheroes to come and deal with this problem? What if it was not a superhero but some other adult? Would your response still be the same?</p> <p>* This is the initial part of the discussion. However, depending on whether or not the class is excited about superheroes, the rest of the unit will be designed. Please let us know once your interaction is complete.</p> <p>In the case where students are not aware/not interested, we shall directly find another mediating character to drive the following exercises.</p>	
Part 2		
Time	Activity	Objective
10 Minutes	Take this time to settle the class down. Help them recollect what they had mentioned and said in the previous class.	
15 Minutes	Considering that they were tasked to find a suitable candidate between humans and superheroes to solve a	

	<p>problem, this time around, we will shift the focus.</p> <p>You will be providing them with a short descriptions of the following -</p> <p>i) Doctor Strange - An exceptionally talented neurosurgeon (doctor), who is capable of performing magic. Strange's Magic, in this case an artefact named the Eye of Agamotto, allows them to see things/events that have happened in the Past, as well as what could possibly happen in the future as well. He can cast different kinds of spells to incapacitate enemies, take care of falling buildings, and in some cases, magically heal human beings.</p> <p>ii) Iron Man - A genius, philanthropic, billionaire, Tony Stark is an individual of exceptional talent. Not only are they well versed with and extremely capable of conducting scientific experiments, but he is also an engineer par excellence. Stark is known for their creation of an armour that can help them fly, lift heavy things, and defeat evil individuals. They are also known to be very particular about using their wealth to make the world a better place.</p>	
15 Minutes	<p>Much like the previous activity, here students are restricted by these choices. They are free to refer to any information they already have about these characters.</p> <p>In a scenario where there is some problem, who would the students prefer to rely on? Would it be Doctor Strange, or Would it be Iron Man?</p>	<p>The crux of this activity is simple. We are moving from a choice between human made solutions and a divine power that we could not control in the previous section. In this case, we are asking them to decide between a technological genius who has a lot of money, and a mystical individual who is also a skilled doctor.</p>

Part 3		
Time	Activity	Objective
10 Minutes	<p>Take this time to settle the class down. Help them recollect what they had mentioned and said in the previous class.</p> <p>This will be the last exercise in this particular unit. Although, superheroes will make a return at a later date.</p>	<p>This lesson will help students navigate through the maze that is managing/manifesting an image of the self.</p> <p>In competitive environments like the school, we often see students perform/behave differently to stand out from their peers.</p> <p>This performance, while being positive for a few, can often be a negative motivator. Peer pressure does not always manifest in apparent ways; it often shows up in trends and conversations as well.</p> <p>Most importantly, this is their introduction to becoming responsible for their own learnings.</p>
15 Minutes	<p>Ask the students if they know about Superman. For instance, have they seen this particular character before; can they identify his logo; what does he stand for?; what are his superpowers? Etc.</p> <p>In order to fill in the blanks, use the following bits to round off what the students have said about Superman.</p> <p>Kal El, a baby from the planet of Krypton, is sent to earth by his biological parents in order for him to survive a disaster that would eventually destroy the planet of Krypton.</p> <p>Jonathan and Martha Kent find</p>	

	<p>the baby lying in a field. They decide to keep him as their own. They christen (name) him as Clark Kent.</p> <p>Over the years, John and Martha come to realise that Clark is not like any other human child they have ever known. For that matter of fact, Clark was not like any other human being.</p> <p>Clark had super strength - he could pick up the heaviest of objects; he could shoot lasers from his eyes (that would cut through the toughest of metals); and amongst other things, Clark could fly.</p> <p>Clark Kent grows up to become a journalist at the Daily Planet in the city of Metropolis. While this is his day job, he alternatively dresses up as Superman and saves the world from all sorts of evil.</p>	
15 Minutes	<p>They will have to answer a simple question -</p> <p>Assuming that you are Superman, will you take over the rest of the world and govern it as you see fit?</p>	<p>Ensure that students are pushed in the direction of understanding responsibilities.</p> <p>Spiderman's famous dialogue "With Great Power, Comes Great Responsibility" might work as an anchoring phrase.</p> <p>Here are a few questions to guide your process-</p> <p>i) What does it mean to have power?</p> <p>ii) If you are stronger than others around you, should you be allowed to hurt them?</p> <p>iii) If you are more powerful than everybody, does that mean that everyone should listen to you?</p>

		iv) Who is stronger - someone who just has raw strength, or someone who can inspire their friends to do and be better/
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