

LESSON PLAN

NAME OF THE TEACHER	
CLASS	12 th
SUBJECT	KTPI
UNIT / CHAPTER	Module 6 – Martial arts
DATE	FROM: TO:
NO. OF PERIODS	
CONTENT	<ul style="list-style-type: none"> • Martial arts' roots in India – Bodhidharman, origin of Karate and Kung-fu in India. • Texts in on martial arts – Dhanurveda, Yajurveda, Mahabharata, Harivamsa purana. • Mallayuddha – A respectable sport, royal patronage, one of 64 arts to be learnt. • Practice of Mallayudha –Preparing the arena, exercises to master mallayuddha, variations in mallayuddha/wrestling. • Stick Combat – Variations of stick combat from various regions. • Kalaripayattu – Layout of the gymnasium, Three styles of Kalaripayattu, Five stages of Kalaripayattu, A complete personal development programme.
EXPECTED LEARNING OUTCOMES (ELO) <i>(Objectives should enhance knowledge (knowing), emotions (feelings) and actions (doing) using Blooms Taxonomy)</i>	<p>Students will be able to,</p> <ol style="list-style-type: none"> Recall the story of Bodhidharman from the famous Tamil movie and explain how Karate and Kung-fu have origins in India. List the different texts of martial arts and summarize their importance. Explain the importance of mallayuddha and point out how did it gain such popularity. Judge the challenges in a malla's (wrestler) journey he must pass through to become adept in wrestling. Analyse the entire process of Kalaripayattu and hypothetically infer the state of mind of a student of Kalaripayattu.
ACTIVITIES	<p>Activity 1: Origin of martial arts of the world.</p> <p>Instruction – Clippings from the movie 'ezhamarivu' (on Bodhidharman) can be shown to the students by the teacher and given questions like reflect on the mentality or intension of Indians towards the otherparts of the world in terms of sharing knowledge is concern.</p>

	<p>Activity 2: Live demonstration of a martial art. Instruction – From the local region, a martial art guru can be invited with his students to demonstrate their expertise and how important and useful it is for life. Then students can interact with them to find out about their life journey, why they chose this field and the challenges that they meet.</p> <p>Activity 3: Martial art practitioners develop very sharp senses. How sensitive are your senses? Instruction–Every sense organ is treated with their respective objects incognito, to seeing, touching, smelling, tasting and hearing and test the respective response from the participants to find their level of sensitivity.</p>			
<p>PRIOR KNOWLEDGE / PRE-REQUISITES</p>	<ul style="list-style-type: none"> • Knowledge of some traditional games and sports. 			
<p>21ST CENTURY SKILLS</p>	<p>Communication</p> <ul style="list-style-type: none"> • While interacting with themartial art practitioners during activity 2. 	<p>Collaboration</p> <ul style="list-style-type: none"> • During activity 3 while discussing the level of sensitivity of sense organs. 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Martial arts are not just sports or games but are a complete personality development programme?Think how! • Are martial arts practitioners creative? Where do they use their creativity? 	<p>Creativity</p> <ul style="list-style-type: none"> • Role play on the women Kalaripayattu expert (Meenakshi Raghavan) who is a Guru for so many students.

<p>CHINMAYA VISION PROGRAMME (CVP) LINKAGE</p>	<ul style="list-style-type: none"> ❖ Physical Development: Sense organ development – During activity 3 which gives a glimpse of what will be the capacity and level of the martial art practitioners. ❖ Emotional Development: Demo of martial art gives a glimpse of Guru shishya relation which makes one realise that nothing can take the place of a Guru. ❖ Intellectual Development: Activity 1 and 3 gives concentration and alertness.
---	--

<p><i>(Integrate one or more aspect of CVP & explain how these aspects will be brought out)</i></p>	<ul style="list-style-type: none"> ❖ Spiritual Development: By intense practise the body becomes one unit a device to use for service. The martial art practitioners use their body strength only for defence and protecting the needy. ❖ Indian Culture: Martial arts of India are interwoven with traditions. The altar of Kalari, the namaskar in every martial art has the flavour of sanctity, which is our culture, in them. ❖ Universal Outlook: Martial art of India is universal, the fact is proved by the emergence of Karate and Kung-fu, finding their origin from our land. 																																								
<p>INTERDISCIPLINARY CONNECTION <i>(Explain the connection to other discipline / subjects)</i></p>	<p>✓ Traditional games and sports.</p>																																								
<p>RESOURCES <i>(Specify the resources used: Website, video links, and books etc.)</i></p>	<p>https://www.youtube.com/watch?v=cUv56BoxTTM Sword Fighting Granny. https://www.youtube.com/watch?v=mhX5iqIsWog Thang Taa - the martial arts of Manipur</p>																																								
<p>MICROPLAN <i>(component wise planning of a 40minute class)</i></p>		<table border="1"> <thead> <tr> <th><u>Sr. No.</u></th> <th><u>Component - Concepts covered (Martial arts' roots in India)</u></th> <th><u>Time Required</u></th> <th><u>Name of the Facilitator</u></th> <th><u>Expected Learning Outcome</u></th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Recap/Revise/Refresh</td> <td>05 minutes</td> <td></td> <td>i)</td> </tr> <tr> <td>2.</td> <td>Talk/ Lecture/Initiate or introduce the activity.</td> <td>05 minutes</td> <td></td> <td>-</td> </tr> <tr> <td>3.</td> <td>Q&A/Doubt clearing</td> <td>05 minutes</td> <td></td> <td>21st century skill – critical thinking.</td> </tr> <tr> <td>4.</td> <td>Activity – viewing movie clippings of Bodhidarman the reflection.</td> <td>10 minutes</td> <td></td> <td>21st century skills– communication and collaboration</td> </tr> <tr> <td>5.</td> <td>Presentation by students</td> <td>10 minutes</td> <td></td> <td>21st century skill - communication</td> </tr> <tr> <td>6.</td> <td>Wrapping up</td> <td>05 minutes</td> <td></td> <td>-</td> </tr> </tbody> </table>	<u>Sr. No.</u>	<u>Component - Concepts covered (Martial arts' roots in India)</u>	<u>Time Required</u>	<u>Name of the Facilitator</u>	<u>Expected Learning Outcome</u>	1.	Recap/Revise/Refresh	05 minutes		i)	2.	Talk/ Lecture/Initiate or introduce the activity.	05 minutes		-	3.	Q&A/Doubt clearing	05 minutes		21 st century skill – critical thinking.	4.	Activity – viewing movie clippings of Bodhidarman the reflection.	10 minutes		21 st century skills– communication and collaboration	5.	Presentation by students	10 minutes		21 st century skill - communication	6.	Wrapping up	05 minutes		-				
<u>Sr. No.</u>	<u>Component - Concepts covered (Martial arts' roots in India)</u>	<u>Time Required</u>	<u>Name of the Facilitator</u>	<u>Expected Learning Outcome</u>																																					
1.	Recap/Revise/Refresh	05 minutes		i)																																					
2.	Talk/ Lecture/Initiate or introduce the activity.	05 minutes		-																																					
3.	Q&A/Doubt clearing	05 minutes		21 st century skill – critical thinking.																																					
4.	Activity – viewing movie clippings of Bodhidarman the reflection.	10 minutes		21 st century skills– communication and collaboration																																					
5.	Presentation by students	10 minutes		21 st century skill - communication																																					
6.	Wrapping up	05 minutes		-																																					

<p>REFLECTION <i>(On completion of lesson, mention whether learning objectives were met, time allocated was sufficient, method and resources used were appropriate or requires modifications)</i></p>	<p><u>WHAT WORKED WELL?</u></p>
	<p><u>WHAT DIDN'T WORK WELL?</u></p>
	<p><u>NOTES / CHANGES / SUGGESTIONS</u></p>