

## Unit 1

### About Myself

Topic	Values / Life skills integrated & imbibed	Activities
About Myself	<p>Core value considered is Self-Acceptance and Appreciation</p> <p><b>Sub- Values:</b> Self Confidence,Self Awareness, Sensitivity,Empathy,kindness Positivity,Hard Work.</p> <p><b>Life Skills:</b> Intrapersonal and Interpersonal skills, Observation, Effective Communication, Reasoning, Planning &amp;execution.</p>	<p>Story-Kaka the Little Crow.. Video &amp; discussion-the power of self-talk Henry &amp; Leslie</p> <p>Activity-I AM .... I WISH</p> <p>Quotes for Reflection.</p> <p>Poems-Everybody Has A Name &amp; I'm Glad I'm Me.</p> <p>Journaling Assignment- Goal Setting- Three Stars and a Wish</p>

### Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop.  
Props/Head gear/stick puppets-Crow, Owl, Peacock, Swan, Crane, Parrot,Kingfisher, Mother, Child.

## Description (of the points of discussion)

The lesson 'About Myself ' leads the child to share and verbally communicate their personal details, their name, name of parents, siblings, their age, gender, address, birthday date, phone number, school and class they are studying in. It also speaks about sharing their hobbies, desires, likes, dislikes with others, being appreciative of others, identifying their own and others' feelings and learning to develop control over emotions. The Core value considered is Self-Acceptance and Appreciation Self-acceptance coupled with Appreciation results in a Self-Confident individual. 'Appreciation' is a feeling or expression of admiration for oneself and others. 'Self-Acceptance' is the act or state of accepting oneself without judgement, understanding and recognizing one's own abilities and limitations. 'Self Confidence' means valuing oneself regardless of the mistakes made by you, the type of work or grades you receive, feeling worthy despite imperfections, knowing you are worthy of others' respect and friendship, knowing and accepting the whole of you with your strengths and weaknesses and being courageous enough to stand up for yourself and be assertive. All of us have an inherent fundamental goodness, strength, a beautiful trait, a special characteristic. Children must appreciate the goodness in others, rather than put others down.

## Unit 1

### About Myself

#### Self-Acceptance, Appreciation & Self Confidence

#### I. Introduction

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The lesson 'About Myself ' leads the child to share and verbally communicate their personal details, their name, name of parents, siblings, their age, gender, address, birthday date, phone number, school and class they are studying in. It also speaks about sharing their hobbies, desires, likes, dislikes with others, being appreciative of others, identifying their own and others' feelings and learning to develop control over emotions.

Self-acceptance coupled with Appreciation results in a Self-Confident individual. 'Appreciation' is a feeling or expression of admiration for oneself and others. 'Self-Acceptance' is the act or state of accepting oneself without judgement, understanding and recognizing one's own abilities and limitations. 'Self Confidence' means valuing oneself regardless of the mistakes made by you, the type of work or grades you receive, feeling worthy despite imperfections, knowing you are worthy of others' respect and friendship, knowing and accepting the whole of you with your strengths and weaknesses and being courageous enough to stand up for yourself and be assertive. Children may feel inadequate and may carry this belief into adulthood. They may not have role models who accept themselves, so children model 'their' behaviour based on what they see around them. All of us have an inherent fundamental goodness, strength, a beautiful trait, a special characteristic. We must focus on the haves instead of focussing on failings, accentuate the positives instead of dwelling on the negatives. Encourage children to be magnanimous to appreciate the goodness in others, rather than put others down. No one person has it all and nobody is perfect. Help children find positive role models who love, appreciate, accept and care for themselves with confidence.

## **II. Learning Objectives / Outcomes**

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Academic and Value based goals

The child will be able to

- Share and verbally communicate their personal details, their own name, name of parents, siblings, their age, gender, address, birthday date, phone number, school and class they are studying in etc
- Demonstrate use of extended vocabulary related to the theme Share their hobbies, likes and dislikes and learn to appreciate those of others
- Make choices about their belongings.
- Identify their own and others' feelings (sad, angry, happy, surprised, excited)
- Learn to develop control over emotions.
- Engage in and learn to cooperate in small and large group activities.

## **III. Process & Action Plan**

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Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page:

**A. Introduce the context through activity:**

IV a. Story-Kaka the Little Crow.



**B. Carry out the varied activities in class  
(given below) in the sequence specified.**



**IV b.**  
Video &  
discussion-  
The power  
of self-talk  
Henry &  
Leslie

**IV c.**  
Activity-I  
AM .... I  
WISH

**IV d.**  
Quotes for  
Reflection.

**IV e.**  
Poems-  
Everybody  
Has A Name  
& I'm Glad  
I'm Me.



**C. Aid generalization of the concepts learnt,  
through assignments (given below).**



Journaling Assignment-  
Goal Setting- Three Stars  
and a Wish

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the *core approach* – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The *core values* being considered are Self-Acceptance along with Appreciation & Self Confidence

#### **IV. Activities & Related Discussion**

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##### **IV a. Story- Kaka the Little Crow.**

(This story may be dramatized or be put up as a puppet show after narration)

Once upon a time there lived a crow whose name was Kaka. He was a happy little crow. He loved to go to Guddu's house every day for Guddu's mother would give him, a few morsels too, when she fed Guddu. It was a game they played - mother would throw him a bit of food and watching him eat, Guddu would delightfully eat his food too. Mother would often look at Kaka and say, "What would I do without you!" Kaka felt very special then.

One day, Kaka was flying through the forest and he saw a bird, the most beautiful bird he had ever seen- he learnt later that it was a swan. He thought to himself – "It is so white and graceful! And look at me... all black and ugly. God has given such beautiful colours to the parrot and the kingfisher; the peacock too so very beautiful and colourful. But me- he thought with sadness... I am just black!!

Kaka decided to go meet the peacock and request him for just a few feathers. Next day he set forth to the lake where he knew the peacock would be. When he reached there, he saw the peacock showing off his beautiful feathers and boasting to the crane. "Look how beautiful I am! You have such thin long legs and plain feathers".

The crow was surprised, hearing what the crane said. "Dear peacock. I am happy just the way I am, I can fly high in the sky and see beautiful sights, Can you?!"

The peacock's face fell. Indeed! He couldn't fly up in the sky. He walked away sadly. The crow decided to follow the peacock. On the way the two birds saw a koel perched on the branch of a tree singing melodiously. The peacock said aloud, "How well you sing, O Koel! I wish I had a voice like you. I have beautiful feathers and it is true that I can dance well too ... Now, if only I had a voice like yours' - would that not have been perfect!!

The crow was surprised to see the magnificent peacock sad. The wise owl was watching it all. Consoling the peacock, he advised him – "Dear peacock, remember God created each one of us special in our own ways. The crow has beautiful black glossy

feathers, you dance well, the penguin swims well, and the ostrich runs like no other. So be proud and happy of who you are and don't think of what you are not". Kaka understood perfectly what the owl said.

It was time for Guddu's afternoon meal; his mother would be waiting for Kaka. Kaka was important and special in his own little way.

### **Discussion**

- Who was Kaka?
- Where did Kaka go every day?
- Why did Kaka love to go to Guddu's house?
- What would Guddu's mother say to Kaka?
- Was Kaka a happy crow or a sad crow?
- Which bird did Kaka see in the lake? What were his feelings then?
- Which were the colourful birds Kaka compared himself to?
- What did Kaka decide to do?
- What was the peacock doing by the side of the lake?
- Was the crane affected by the peacock's taunts?
- Why was the peacock sad?
- Why was Kaka surprised, that the peacock was sad?
- Which bird did the peacock compare himself to?
- What was the wise owl's advice?

### **IV b. Activity-The Power of Self Talk**

*"With realization of one's own potential and self confidence in one's ability, one can build a better world"-Dalai Lama*

Henry and Leslie- <https://www.youtube.com/watch?v=A2RIHM8xfmM&t=29s>

Accepting one's limitations, facing the truth that one cannot have and excel in everything is important. What matters is trying to improve oneself. Name calling can affect a child's psyche. The video shows children how, what others thought about him did not matter at all to Henry. He was self-confident and knew his strengths and limitations. How parents and educators speak to children, and how children talk to themselves and each other, provide role models.

### **Discussion**

- Was Henry perfect at all that he did?
- Did it affect him?
- What were the things Henry was proud that he could do well?

- Why did Henry's friends laugh at him?
- How did he feel?
- How did he respond?
- Have you been called names? How do you react or respond?
- How did using humour help Henry see things differently?
- Were all his friends mean?
- Why is it important to be around good friends?
- Do you have friends like Leslie?
- What is the importance of self-talk and self-affirmation?
- How did it help Henry?
- It did not matter to Henry what his friends thought about him. Does it matter to you what your friends think about you?

#### **IV c. Activity-I AM .... I WISH (Building Confidence, Acknowledging strengths and areas of improvement.)**

As children and adults, we may have all felt, looking around at others that “Oh! I am no good! Children often weigh down under these limiting self-beliefs. This activity helps children break that thought pattern. It serves to be a great confidence booster, helps children discover their individual strengths, realise all are not and it is ok not be perfect, we are all good at ‘something’. With acknowledgement of peers, self-esteem and confidence too will rise. A team is collectively made up of individuals of varied strengths.

Their strengths can be displayed on a bulletin board for all to see.

**Activity:** Make the children stand / sit in a circle. The first child will say

- I am good at colouring; I wish I was good at/better at singing.
- A child who is good at singing will acknowledge his/her friend’s ability and say
- Wow that’s great! I am good at singing; I wish I was better at Math
- I am good at Math; I must work hard to be better at cricket...
- I am good at Cricket... I wish I was better at dancing.

#### **IV d. Quotes for Reflection**

- “The first step to accepting yourself is to STOP comparing yourself to others.”  
-Joe Duncan
- Confidence is the ability to feel beautiful without needing someone to tell you  
-Mandy Hale.

#### **IV e. Poem**

You may ask children to find out what their names mean and why they were named so. Some names have profound meanings, some have a story behind it, and some are a combination of both. Each name is unique. We can live up to some of our names, for example ‘Asha’ can be a ray of hope to someone and ‘Aahad’ can strive to be unique as his name suggests. This can be an interesting circle time activity.

#### **I'm Glad I'm Me**

No one looks the way I do  
I have noticed that it's true.  
No one walks the way I walk  
No one talks the way I talk.  
No one plays the way I play  
No one says the things I say.  
I am special,  
I am ME  
There is no one I would  
Rather be  
Than ME!

#### **Everybody Has A Name**

Everybody has a name.  
Some are different,  
Some are same.  
Some are short,  
Some are long.  
All are right.  
None are wrong.  
I like my name.  
It's special to me.  
It's exactly who,  
I want to be!

*By Jean Warren*

## V. Assignments

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The secret to success isn't just doing what you love. It's finding something you are interested in, and then working to be good at it."

### **Journaling Assignment- Goal Setting- Three Stars and a Wish**

After the activity 'I AM.... I WISH', encourage children to reflect on their strengths and areas to be worked upon, what did they have to do, before they acquired their skill, which became their strength?

Teacher can hand out a Reflection sheet wherein the child lists three things he/she is good at next to the three stars,

What the child mentions as I WISH becomes the goal.

The teacher and the parent can help the child achieve the set goal a step at a time. Help child to arrive a timeline. Encourage with praise, rewards and incentives when they take baby steps towards accomplish their goal.

## VI. Resources

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<https://www.youtube.com/watch?v=Q3vf6I9-F3A> About Myself -Grade 1

Value Based

<https://www.nerdycreator.com/blog/self-appreciation-meaning/>

<https://www.youtube.com/watch?v=A2RIHM8xfmM&t=29s> Henry and Leslie

## Unit 2

### My Body

Topic	Values / Life skills integrated & imbibed	Activities
My Body	<p>The Core Value focused upon is Appreciation and Gratitude</p> <p><b>Sub Values -</b> Kindness, Caring, Empathy, Compassion Sensitivity,</p> <p><b>Life Skills -</b> Observation, Listening Skills, Oral Expression, Thinking Skills, Communication Skills, Ideation or Imaginative Skills.</p>	<p>Sensory awareness activities outdoors</p> <p>Song for Reflection-My Senses (Song).</p> <p>Video and Discussion (A moving story about Gratitude)</p> <p>Dramatization/ Puppet Show-The Elves and the Shoemaker</p> <p>Inspirational video-No limbs No Worries!</p> <p>Story &amp;Discussion-The Thankful Coat.</p>

### Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop.  
Puppets/Props -2/3 Elves, Shoemaker, Wife, few pairs of shoes, Customers, new clothes for elves.

## Description (of the points of discussion)

The lesson 'My Body' touches upon body parts ,sensory organs and their functions. The Core Value focused upon is Appreciation and Gratitude

Gratitude is a strong feeling of appreciation to someone or something for what the person or thing, has done to help you It's about seeing the value of what we have and are given, regardless of whether it is a physical object or something more intangible like love. By appreciating what we have instead of focusing on what we don't have, we begin to feel more positive about our lives, which spill over into all other aspects. The absence of gratitude can also lead to the development of an unhealthy ego, sense of entitlement and brittle self-confidence.

Practicing gratitude and implementing it in our lives through prayer, lists, sharing, are a major part in realizing the good we have already. It's a real game changer. In this lesson, 'My Body' we draw the child's awareness to appreciation and gratefulness for everybody part, every sense organ we have for we wouldn't be able to do all the things we effortlessly do without them. People who engage in gratitude regularly experience psychological, physical and interpersonal benefits.

## Unit 2

### **My Body Appreciation & Gratitude**

#### **I. Introduction**

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“Gratitude is not only the greatest of virtues but the parent of all others.” — Cicero  
The Chapter ‘My Body’ touches upon body parts, sensory organs and their functions.

Gratitude is a strong feeling of appreciation to someone or something for what the person or thing, has done to help you. It's about seeing the value of what we have and are given, regardless of whether it is a physical object or something more intangible like love. By appreciating what we have instead of focusing on what we don't have, we begin to feel more positive about our lives, which spill over into all other aspects. The absence of gratitude can also lead to the development of an unhealthy ego, sense of entitlement and brittle self-confidence.

Practicing gratitude and implementing it in our lives through prayer, lists, sharing, are a major part in realizing the good we have already. It's a real game changer. In this lesson, ‘My Body’ we draw the child's awareness to appreciation and gratefulness for everybody part, every sense organ we have for we wouldn't be able to do all the things we effortlessly do without them. People who engage in gratitude regularly experience psychological, physical and interpersonal benefits.

#### **II. Learning Objectives / Outcomes**

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Academic and Value based goals

The child will be able to

- Identify and name the parts of the body and sense organs.
- State functions of different parts of the body and sense organs
- Distinguish between functions of different parts of the body
- Appreciate the value of each body part, each sensory organ and be grateful for its contribution to their well-being.

- Show sensitivity, empathy and understanding for those who are not as blessed as they are.
- Draw inspiration from those who are physically challenged and overcome adversities.
- Express gratitude for things and people who have contributed to their happiness.

### **III. Process & Action Plan**

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Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page:

**A. Introduce the context through activity:**

IV a. Sensory awareness activities outdoors  
Song for Reflection-My Senses (Song)



**B. Carry out the varied activities in class  
(given below) in the sequence specified.**



IV b.

Video and  
Discussion  
(A moving  
story about  
Gratitude)

IV c.

Dramatization/  
Puppet Show-  
The Elves and  
the Shoemaker

IV d.

Story &  
Discussion-  
The Thankful  
Coat.

IV e.

Inspirational  
video  
-No limbs  
No Worries!



**C. Aid generalization of the concepts learnt,  
through assignments (given below).**



Gratitude

Jar-Family Assignment.

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the core approach – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The core values being considered are Appreciation along with Gratitude

#### **IV. Activities & Related Discussion**

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**IV a.** Sensory awareness activities are more important than ever in today's classrooms. Take the children outdoors for a nature walk. Encourage children to sit quietly and listen to nature, allow them to lie down on the grass and observe shapes and patterns of clouds, observe the colours and shapes of leaves, flowers and birds, smell the earth, feel the various textures around them, the tree bark and fallen leaves. Blindfold a few on their way back to the class. Discuss their experience. Have them watch their favourite story on screen with the audio turned off. How do they feel? Discuss how they would feel if they could not experience the taste of their favourite food. Discuss how alarming it would be not to have any sensation if they touched something very hot. The reflex action would be missing.

Draw their attention to their blessings, the ability to see, hear, feel, smell and taste and the importance of being appreciative and grateful for them.

Teach them 'The Senses' song.

#### **Song for Reflection**

#### **My Senses (Song)**

(Sing to the tune of Mary had a little Lamb.)

I can **hear** the birds sing,

The dogs bark, the cats Miaow,

I can hear the phone ring,

I can hear YOU!

I can **see** the grass grow,

The bright stars, the yellow moon,

I can see the white snow,

I can see YOU!

I can **smell** the roast....  
The fresh bread, the pretty flowers,  
I can smell your dirty feet  
I can smell YOU!

I can **touch** the soft grass,  
The cold ice, the wet rain,  
I can touch the smooth glass,  
I can touch YOU!

I can **taste** the crunchy apple,  
The chocolate bar, the cream cake,  
I can taste the fresh pineapple,  
I can taste YOU!

(After they sing the last line, the children stick out their tongue and run behind their friends and everyone laughs and tries not to get caught.)

#### **IV b. Video and Discussion. (A moving story about Gratitude)**

<https://www.youtube.com/watch?v=tznztJVsW9E> by Meir Kay.

Let us be grateful not for the material things given to us but the small ways that we give something to others.

The teacher in the video tells the children that taking the time for gratitude is so important for our peace of mind and happiness. It is a great way to remind ourselves how lucky we are, for what we have and who we have in our lives. She asks the children to draw ‘a thing’ or ‘a person’ that they are grateful for. A similar exercise may be carried out in class, prior to showing this video. After they view the video, a discussion would prove beneficial.

#### **Discussion**

- What did the teacher ask the children to do?
- What are the different things that the children drew?
- What was Sarah grateful for? Why?
- What was Jason grateful for? Why?
- What was Rebecca grateful for?
- What did Simon draw?
- Simon drew ‘a hand’, whose hand did the children think it was?

- Why did Jason think it was the hand of a policeman?
- Why did Sarah think Simon had drawn his own hand?
- Was it the hand of God?
- Whose hand did Simon draw.
- What magical things did the teacher's hand do?
- Why was Simon so grateful for his teacher's hand?

#### **IV c. Story & Discussion**

##### **The Thankful Coat**

Once upon a time, there lived a boy, who had everything a boy could ever want. He had a beautiful home, a loving family, good caring friends, good food to eat, a cupboard full of toys, shoes and clothes!

But....he didn't know how to be happy!

Sigh! isn't that dreary?

One day, he was sitting in his backyard daydreaming, when a little girl came to him, asking him to help her look for her missing Thankful Coat!

The boy was very curious because he had never heard of such a thing. Have you?! Out of curiosity, he decided to help her.

After a lot of searching, high up perched on a tree, the boy found the 'Thankful Coat'. It was the most beautiful coat he had ever seen. The girl thanked him profusely. She told him to put it on. The boy slid his arms into the Thankful Coat and Voila! He felt happier than ever before! He was very thankful to the girl and THAT made him feel, even better.

After a while the girl told him she had to go and take the coat with her too.

The boy was sad because he didn't want to feel unhappy again. The girl told him that the secret to happiness is being thankful. She told him that he could make his own imaginary Thankful Coat, think about all things he's thankful for and be happy.

From that day onwards, the boy was never unhappy again!

##### **Discussion**

- Would you be unhappy if you had all that the little boy had?
- What was the little girl looking for?
- Where did the boy find the 'Thankful Coat'?
- What did the thankful little girl allow the boy to do?
- What happened to the little boy when he wore the 'Thankful Coat'?
- What was the secret of happiness, that the girl conveyed to the boy?

#### **IV d. Dramatization/Puppet Show-The Elves and the Shoemaker**

<http://www.kidsinco.com/2009/04/the-shoemaker-and-the-elves/> Script of the Skit.

<https://www.twinkl.co.in/resource/t-t-3680-the-elves-and-the-shoemaker-stick-puppets> (Resource for puppet printouts)

Telling children stories about gratitude is a great way to teach them one of the most important values to have in life.

The above story may be shown/ narrated in English and Hindi. The story may have put us a puppet show or a dramatization. The script has been included above.

#### **IV e. Inspirational Video - No Arms, No Legs No Worries**

<https://www.youtube.com/watch?v=8jhcxOhIMAQ>

“When I started counting my blessings my whole life turned around”-Willie Nelson.

Nicholas James Vujicic is a 37-year-old Australian-American born with a rare disorder characterised by the absence of arms and legs. He is happily married with a family of two sons and twin daughters. Nick is an anti-bullying advocate, painter, swimmer, skydiver, a world-renowned motivational speaker, New York Times bestselling author, coach and entrepreneur.

His passion is to inspire and equip the world to know that we can all rise above adversity and overcome every disability of the heart and mind.

There is so much to appreciate in life and to be grateful for!

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## **V. Assignments**

### **Assignment- Gratitude Jar**

Gratitude changes everything. It is the simplest way to double your happiness. A gratitude jar can be a family project/home assignment, a fun way to share gratitude together as a family. Convey to the parents that it can become a bedtime routine. Soon after dinner, the jar can be placed on the table and each family member can jot down, what or who he /she is grateful for that day and drop it into the jar.

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## **VI. Resources**

**Resources for Teachers-**  
**Academic**

<https://www.youtube.com/watch?v=4uRL6bP7HrA> Body Parts

<https://www.youtube.com/watch?v= VRYm2DTSu8> Sensory organs and functions

### **Value Based**

<https://onedaywithwomen.com/teaching-children-gratitude/> Resources

<https://therainbowmama.com/10-creative-gratitude-activities-for-kids/> Resources

[https://www.youtube.com/watch?v=U5lZBjWDR\\_c](https://www.youtube.com/watch?v=U5lZBjWDR_c) The Gratitude Experiment

<https://www.youtube.com/watch?v=8jhcxOhIMAQ> No Arms, No legs, No worries

<https://bestow.com/blog/gratitude-games/#> Gratitude Games

<https://www.youtube.com/watch?v=tXhnbioZs1M> The Elves and the Shoemaker (English).

<https://www.youtube.com/watch?v=YHmzYZxlwKs> The Elves and the Shoemaker (Hindi)

<http://www.kidsinco.com/2009/04/the-shoemaker-and-the-elves/> Script of the Skit.

<https://www.twinkl.co.in/resource/t-t-3680-the-elves-and-the-shoemaker-stick-puppets> Puppet resource.

## Unit 3

### Looking After My Body

Topic	Values / Life skills integrated & imbibed	Activities
Looking After My Body	<p>Core Value-Health and Hygiene.</p> <p><b>Sub Values:</b> Good Habits, Self Discipline, Responsibility, Self Control, Care and Respect for one's own body, Community,</p> <p><b>Life Skills:</b> Communication, Health skills, Logical Reasoning, Analytical thinking, Intuition, Assertive Communication, Intrapersonal Skills, Generalisation.</p>	<p>Skit &amp; Discussion-Babloo has a scary dream.</p> <p>Glitter Hands &amp; Glitter Pass-along. Yoga.</p> <p>Activity -Wheel of Habits/ Sort me.</p> <p>Good Touch and Bad Touch Worksheets-Colour the healthy food, cross out the unhealthy habits, Tick the food, good for your teeth /Cross the food, bad for your teeth, Unscramble the letters to find objects required for a clean you! (e.g. bomc-comb)</p>

### Materials / Resources needed

Facility and equipment to play videos-LCD,Smart Board Computer, Laptop. Props/Head gear/stick puppets-Crow, Owl, Peacock, Swan, Crane, Parrot, Kingfisher, Mother, Child.

## Description (of the points of discussion)

The lesson 'About Myself ' leads the child to share and verbally communicate their personal details, their name, name of parents, siblings, their age, gender, address, birthday date, phone number, school and class they are studying in. It also speaks about sharing their hobbies, desires, likes, dislikes with others, being appreciative of others, identifying their own and others' feelings and learning to develop control over emotions. The Core value considered is Self-Acceptance and Appreciation Self-acceptance coupled with Appreciation results in a Self-Confident individual. 'Appreciation' is a feeling or expression of admiration for oneself and others. 'Self-Acceptance' is the act or state of accepting oneself without judgement, understanding and recognizing one's own abilities and limitations. 'Self Confidence' means valuing oneself regardless of the mistakes made by you, the type of work or grades you receive, feeling worthy despite imperfections, knowing you are worthy of others' respect and friendship, knowing and accepting the whole of you with your strengths and weaknesses and being courageous enough to stand up for yourself and be assertive. All of us have an inherent fundamental goodness, strength, a beautiful trait, a special characteristic. Children must appreciate the goodness in others, rather than put others down.

### Unit 3

## **Looking After My Body Health and Hygiene and Good Habits.**

### **I. Introduction**

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The lesson ‘Looking After My Body’ touches upon good habits, taking care of one’s own body, personal hygiene and things required to keep oneself clean.

Health is a state of complete physical, mental and social well-being and not merely the absence of disease. Practice of Hygiene is a key factor to improve, preserve & maintain good health. Along with maintaining personal hygiene, it is also important to keep our surroundings and environment clean. It is of utmost importance that everyone brings about a certain structure and routine in their life. Self-discipline and self-control are highly beneficial to any human’s physical and mental health. And by that we mean the cultivation of good habits. A Habit is something cultivated over a period; something which becomes a part of daily life. So, it is of utmost importance that the habits one acquires be those which are beneficial to self and society.

The saying goes that Health is wealth. A healthy and hygienic life helps to strengthen our body and makes us immune to diseases. A healthy community helps a nation grow robust.

### **II. Learning Objectives / Outcomes**

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Academic and Value based goals

The child will be able to

- Demonstrate personal hygiene of body and clothes
- Demonstrate healthy habits.
- List out reasons for maintaining a healthy body.
- Participate in recreational activities (games, play)
- Demonstrate simple exercises// breathing exercises/ asanas for keeping the body healthy

### **III. Process & Action Plan**

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Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart below:

how the following process and action plan, as depicted in the flow chart on next page:

**A. Introduce the context through activity:**

IV a. Skit & Discussion Babloo's Scary Dream.



**B. Carry out the varied activities in class  
(given below) in the sequence specified.**



**IV b.**

Glitter Hands  
& Glitter  
Pass-along.

**IV c.**

Yoga

**IV d.**

Activity -Wheel  
of Habits/  
Sort me.

**IV e.**

Good Touch  
and  
Bad Touch



**C. Aid generalization of the concepts learnt,  
through assignments (given below).**



Worksheets-Colour the healthy food, cross out the unhealthy habits, Tick the food, good for your teeth /Cross the food, bad for your teeth, Unscramble the letters to find objects required for a clean you! (e.g. bomc-comb)

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the core approach – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The core values being considered are Health and Hygiene and Good Habits.

## **IV. Activities & Related Discussion**

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### **IV a. Skit & Discussion**

The story in the skit given below must be narrated, discussed and then dramatized by the children.

#### **Skit- Babloo's Scary Dream**

**Opening Scene-**A group of children playing cricket outdoors, the main character 6-year-old Babloo has a fall and grazes his knee. He does not pay heed and runs back to his home.

**Narrator-** Babloo ran into the house after a game of cricket and plonked himself on the sofa!

**Mother-** Oh dear! Babloo, have you washed your hands, legs and face my dear?

**Babloo-** Five minutes Ma, I am watching a cartoon! May I eat this samosa kept on the table?

**Mother-** “Stop Babloo! Have you washed your hands?! The germs are on the lookout for children like you.

What's this?! you have grazed your knee!

**Babloo-** I fell while playing mother.

**Mother-** Look at the wound! It is caked with blood and mud. What do I do with you Babloo?!”

**Narrator-** Mother dragged Babloo to the bathroom, washed his wound, gave him a bath, scrubbed him till he was squeaky clean and changed him into clean pyjamas.

**Mother-** Come, Let's have dinner together Babloo.”.

**Babloo -** Palak sabzi ... YUCK! I had a burger after cricket, Mama. I am not hungry.

**Mother-** No Babloo! Burgers cannot substitute rice, dal, roti, sabzi. Junk food will soon make you very unhealthy.

**Narrator-** Well! Babloo had to have his dinner. Mother was very firm about it.

**Mother-** Alright Babloo, if you have nothing to study, go read a story book and sleep early.

**Narrator-** After all her work, at around 11.30pm, mother peeped into Babloo's room to switch off the lights, when to her dismay she saw Babloo playing video games.

**Mother-** "Babloo you will soon be wearing spectacles with thick glasses. Children should sleep early and wake up early. Haven't you heard Father say, 'Early to bed and early to rise makes a man healthy, wealthy and wise! Now off you go to bed!"

**Narrator-** Babloo knew mother was very annoyed and knew it was wise, not to disobey.

That night, he had a dream. Three mean, scary looking germs or keetanus as he called them, were lurking around him, one was on his bed.

**Germ 1-** "Hey! this boy meets all the requirements of being a germ's friend! He does not wash his hands and legs after playing.

**Germ 2-** He loves junk food! He has not even brushed his teeth tonight. It's easy to make him fall ill. We can live in his mouth and tummy and feast on all the sweets and junk food he has!

**Germ 3-** I shall live in his nails. Look at the dirt in them, perfect place to be. When he puts his finger in his nose, or bites his nails, I shall travel down and meet you too. Hahahaha!

**Germ 1-** Let's peep in his school bag! I am sure it is the perfect place for us germs to live. Look! His tiffin box has not been put for a wash.

A banana peel he was too lazy to throw, in the dustbin is also in the bag. There is a half-chewed pencil too!"

**Germ 2-** Good, we came away from that boy Arun's home next door! It was impossible to live on his hands, he washed them so many times! I have lost count of the number of times I have gone down the drain!

**Germ 3-** Yes! And his mother let in plenty of sunshine into the house and kept shooing us away with mops and detergents! How I hate sunlight and fresh air!

We have a good friend in Babloo!

**Narrator-** The three germs held hands and danced. They looked so menacing, that Babloo woke up with a fright and ran to his mother.

**Babloo-** Mammaaaa! There are germs in my room! They want to be friends with me.

**Mother-** Hush! My child. Babloo you just had a scary dream but .... they could just be lurking around. Let's brush our teeth and say Boo to those germs! Let's make sure, they never consider you to be their friend!

## (ORIGINAL STORY)

## Discussion

- What was Babloo playing outdoors?
- Which outdoor game do you like to play?
- Why is it important to play outdoors?
- What happened to Babloo during play?
- What did Babloo do, as soon as he returned home?
- Did he wash his hands before eating the samosa? Did he wash his wound after returning home?
- What will happen if a wound is not washed and cleaned immediately?
- What did mother do?
- What did Babloo eat after the game of cricket?
- What did mother say when Babloo said Yuck to Palak?
- What did Babloo do instead of sleeping early?
- What was the proverb narrated by mother?
- What dream did Babloo have?
- Why did the germs say Babloo was perfect to be their friend?
- Why couldn't they live in Arun's house for long?
- Would you like to have germs as your friends?
- What must you do to ward them away?

## IV b. Activity-Glitter Hands, Glitter Pass-along.

<https://www.youtube.com/watch?v=cbFjcAdsADg>

This activity has great relevance in today's times and the onslaught of the pandemic. Children can relate well to its importance. Sprinkle glitter on student's hands, and then have them do some activities like opening the door, playing with toys or colouring, retrace their steps and show them how much glitter was left behind. Try a variation on the activity. Put a sprinkle of glitter in one student's hand, and then ask him to shake hands with everyone else in the room. Again, retrace his steps and note how much glitter was left behind. Next, challenge them to wash off the glitter with soap and water. Because glitter is naturally sticky, it will take up to 30 seconds to scrub the glitter away.

Compare glitter to germs. Indicate that your child should scrub off germs, like he did the glitter each time that he washes, washing hands can greatly reduce the spread of germs. Some children only rinse their hands quickly under water, if they wash at all. But hands should be scrubbed with an antibacterial soap for at least 20 to 30 seconds.

### **Song to be sung during activity (To the tune- the more we get together)**

Let's keep a little distance  
Some distance, some distance  
Let's keep a little distance  
Between you and me!  
So, my germs stay my germs  
And your germs stay your germs  
Let's keep a little distance  
Between you and me.

#### **IV c. Good and Bad Touch**

Gather all the children in class around you during circle time. Once they are comfortable begin by asking them, if they have heard of the words 'safe' and 'dangerous'. What do they consider dangerous? Most children will reply playing with fire or sharp objects.

Make children aware now, that there is one more thing which is not safe- 'AN UNCOMFORTABLE TOUCH' by certain adults. Make children aware that, an uncomfortable touch by anyone MUST be reported to their parent, grandparent or teacher. Areas that should not be touched by anyone are the lips, chest, between the legs and lower back/ bums. A doctor too can touch them ONLY in the presence of their parent. These areas should not be touched by children too in the course of playing with one another.

What should children do in case they are subjected to an uncomfortable touch? Scream an emphatic NO as loud as they can, GO or run away from the scene and TELL or report the matter immediately to a trusted individual, their parents/ grandparents/ teacher. Take children into confidence and ask them if they have been subjected to an unpleasant experience. Counsel parents. Report the matter to the Child Rights Commission if parents hush up the matter and child continues to be subjected to the trauma.

As a teacher you must remind children every six months about the same. Given below is a link for your reference on how you can speak to the children about good and bad touch.

<https://www.youtube.com/watch?v=r2wcK9a4HkA&t=10s>

#### **IV d. Yoga**

With Yoga and meditation, children can be helped to train their mind to stay calm, happy, relaxed and clutter free of worrisome negative thoughts. Yoga and meditation should be a part of daily assembly.

<https://www.youtube.com/watch?v=970YLBYkSEc&t=15s> Standing Postures

<https://www.youtube.com/watch?v=fDBZVFTxLu8&t=4s> Sitting Postures

<https://www.youtube.com/watch?v=lrRAy541WWE&t=5s> Ling down Postures

<https://www.youtube.com/watch?v=TtvMS0lgU7c> Surya Namaskar

<https://www.youtube.com/watch?v=3698h6mgNec> Anulom Vilom

#### **IV e. Activity -Wheel of Habits / Sort me.**

Cut a big circle drawn on a cardboard sheet and outline it with a marker. Divide circle into 8 parts/triangles and stick small Velcro strips in the middle of each triangle. (optional)

This circular board can be used for a variety of activities in different subjects.

Laminate flashcards of pictures, that show good and bad habits. The pictures can be obtained from Clipart free images.

##### **Pictures to be laminated:**

- Collection of fruits, vegetables, eggs, meat.
- French fries can of soda, burger.
- Child watching television, child playing outdoors, child doing yoga.
- Child sleeping early, waking up early (have a clock in the background)
- Child bathing, brushing teeth, washing hands.
- Clean ironed clothes; crumpled soiled clothes.

The other half of Velcro strip to be attached behind these cards.

Place a couple of clothes pegs alongside the wheel.

Attach pictures on the wheel and ask children to peg good habits/bad habits.

Alternatively, you may also make a flashcard of ‘a tick’ and ‘a cross’ and ask children to sort the flashcards, good habits under ‘tick’ and bad habits under ‘cross’.

Once activity is done, worksheets may be given as assessment.

## **V. Assignments**

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### Worksheets

- Colour the healthy food.
- Cross out the unhealthy habits.
- Tick the food, good for your teeth /Cross the food, bad for your teeth.
- Unscramble the letters to find objects required for a clean you! (e.g. bomc-comb)
- Reach out from the bad habit, to the good habit.

## **VI. Resources**

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### Academic

<https://www.youtube.com/watch?v=z8MqKK5cWNw> - Cleanliness of the body

<https://www.youtube.com/watch?v=-CIYTf7Oky4> - Good Habits

### Value based resources

Game to teach kids about personal hygiene-Kay Ireland 11December 2018

## Unit 4

### My Family Love

Topic	Values / Life skills integrated & imbibed	Activities
My Family Love	<p>The Core Value focused upon is Appreciation and Gratitude</p> <p><b>Sub Values -</b> Kindness, Caring, Empathy, Compassion Sensitivity,</p> <p><b>Life Skills -</b> Observation, Listening Skills, Oral Expression, Thinking Skills, Communication Skills, Ideation or Imaginative Skills.</p>	<p>Sensory awareness activities outdoors</p> <p>Song for Reflection-My Senses (Song).</p> <p>Video and Discussion (A moving story about Gratitude)</p> <p>Dramatization/ Puppet Show-The Elves and the Shoemaker</p> <p>Inspirational video-No limbs No Worries!</p> <p>Story &amp;Discussion-The Thankful Coat.</p>

### Materials / Resources needed

Facility and equipment to play videos-LCD,Smart Board Computer, Laptop.  
Puppets/Props -2/3 Elves, Shoemaker, Wife, few pairs of shoes, Customers, new clothes for elves.

## Description (of the points of discussion)

The lesson ‘My Family’ touches upon the members and size of a family, their names, birthdays and relationshipsThe lesson ‘My Family’ touches upon the members and size of a family, their names, birthdays and relationships.

A group of people related by blood or ancestry may be what defines as family to some, however to many others it has less to do with genes and more to do with a framework of values that it provides such as love, appreciation, caring, sharing, faith, respect responsibility and relationships. It is also about hope, comfort, understanding and encouragement that the members of a family offer each other. Family is the single most important influence in a child’s life. A family is the first school in a child’s life where he picks up manners and basic values of life.

A family supports one another through good times and bad, members of the family have faith, they feel secure knowing that they will always have someone to turn to and be loved unconditionally whatever may be their shortcomings.

Respect is the bedrock on which a family stand.

## Unit 4

### **My Family Love**

#### **I. Introduction**

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The lesson ‘My Family’ touches upon the members and size of a family, their names, birthdays and relationships.

A group of people related by blood or ancestry may be what defines as family to some, however to many others it has less to do with genes and more to do with a framework of values that it provides such as love, appreciation, caring, sharing, faith, respect responsibility and relationships. It is also about hope, comfort, understanding and encouragement that the members of a family offer each other. Family is the single most important influence in a child’s life. A family is the first school in a child’s life where he picks up manners and basic values of life.

A family supports one another through good times and bad, members of the family have faith, they feel secure knowing that they will always have someone to turn to and be loved unconditionally whatever may be their shortcomings.

Respect is the bedrock on which a family stand.

#### **II. Learning Objectives / Outcomes**

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Academic and Value based goals

The child will be able to

- Name the family members; Identify and describe relationship with different family members
- Identify and differentiate between a Joint and Nuclear Family
- Draw the family.
- Describe the family’s role and responsibilities in his/ her own words
- Love respect and value elders
- Develop appreciation & gratitude for the family.
- Develop kindness, compassion and empathy

- Discuss and share personal experiences related to one's family
- State birthday dates of close family members

### **III. Process & Action Plan**

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Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page:

**A. Introduce the context through activity:**  
IV a. Circle time with family photographs & Drawing ‘My Family’

**B. Carry out the varied activities in class (given below) in the sequence specified.**

IV b.  
Story, Discussion  
& Dramatization  
-Ganesha’s  
Victory

IV c.  
Sanskrit  
Song- Mama  
Mata

IV d.  
English  
Song-  
We are a  
Family

IV e.  
‘Family Day’

**C. Aid generalization of the concepts learnt, through assignments (given below).**

Responsibility  
Chart/Chore  
Chart.

Do seven random  
acts of kindness  
with your family.

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the core approach – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The core values being considered are Love along with Appreciation, Support, Respect, Faith and Relationships.

#### **IV. Activities & Related Discussion**

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##### **IVa. Circle time with family photographs & Drawing ‘My Family’**

Ask the class over the weekend to bring photographs of their family, both immediate and extended family. The teacher too can carry photographs of her own family.

During the assigned period ask everyone to bring their photographs and get seated in a circle. Children can introduce their family to their friends. If the class strength is large you may break up the class into smaller groups and conduct the activity.

Children will observe families are different, some of their friends may have single families, some may have 3 or 4 members, and some may be living in big joint families. A child may even include his or her pet as family. Encourage children to speak about their family to one another, their likes and dislikes, favourite member etc.

As a teacher you can carry individual photographs of your family and show them relationships, creating a family tree.

The photographs may all be displayed on the class bulletin board or alternatively children can be asked to draw their family, and this may be put up.

##### **IV b. Story & Discussion- Ganesha’s Victory**

*Matrudevo bhava Pitrodevo Bhava.*

**Be one- for whom the Mother is God, be one- for whom the father is God**

<https://www.youtube.com/watch?v=3hoFN0L2IZ8> -Ganesha’s Victory

Once goddess Parvati had a divine fruit. Sage Narada had given it to Lord Shiva who in turn had given it to her. She wished to give it to her sons, but Sage Narada had laid down the condition that it could not be halved and shared. Both her sons Ganesha and Kartikeya began to quarrel for it. Lord Shiva called them both and said that he had decided the one who circles the world three times and comes back first would get the fruit as a reward. Kartikeya without wasting even a single minute, sat on his peacock and began

his journey around the world. Ganesha looked at himself and at his vehicle, he was enormous and his vehicle, the mouse was no match for Karthikeya's peacock. Both factors spoiled his chances of winning the race. Deep in thought, he paced up and down and then suddenly he looked at his parents and he knew what he had to do! The answer was right before him!

His hands joined in prayer; Ganesha solemnly started walking around his parents, Lord Shiva and Parvati. Perplexed, they asked him why he was not circling the world. Ganesha answered - My world is at my parent's feet. Shiva and Parvati were impressed by their son's answer.

He not only won the fruit but also earned the admiration of other gods. The Ganesha Kartikeya story not only highlights the importance of parents, and places them at par with God and the world but also the importance of thinking clearly, especially in difficult 'no win' situations.

### **Questions for Reflection**

- Who were Ganesha's father and mother?
- Who was his brother?
- Was their family big or small?
- Where did they live?
- What did Ganesha and Kartikeya quarrel about?
- Do you quarrel with your siblings?
- What do you quarrel about?
- How did Shiva put an end to the quarrel?
- What happens at your home when you quarrel?
- What was the condition laid down by Shiva?
- What did Kartikeya do?
- Why didn't Ganesha set out on his mouse like Karthikeya?
- What is the answer he got to his problem when he looked towards his parents?
- What did he do?
- Why did he go around his parents?
- Who is most important or dearest to you? Why?
- What else did you learn from Ganesha in this story?

### **2. Dramatize the Story.**

#### **IV c. Matrudevo Bhava**

Sanskrit Song and dramatization

Ask children if they have heard our ancient language of Sanskrit. Encourage children

to relate all their mother does for them from the time they wake up to the time they sleep.

Explain the song ‘Mama Mata’. This melodious song can be taught, two lines a day. They can listen to it several times a day. The song can be dramatized by a group of children and one group can sing the song.

‘Mama Mata’ has been sung by children as young as 5. The song describes all that a mother does for her child in the course of the day. Mother wakes up early morning, bathes her child in warm water, dresses her, applies tilak and kajal, and adorns her with ornaments. She cooks food for her, places her on her lap and then narrating a story about the crow, she places food in her mouth. Hearing about the dog, makes the child cry and the mother kisses her on the cheek and calms her...

### **Mama Mata**

<https://www.youtube.com/watch?v=IyJWwvEffRc>

The above song may be taught during the music period and put up for a school function. Children pick up Sanskrit effortlessly. The song can be dramatized.

### **IV d. Song -We are a Family**

[https://www.youtube.com/results?search\\_query=we+are+a+family](https://www.youtube.com/results?search_query=we+are+a+family)

#### **Lyrics**

Announcer-Love is sweet. Love is kind

Love comes from a family of mine.

#### **Song-**

La la

1. We’re big, we’re small, we’re young and we’re old

We are all different people, living together, with love.

2. We laugh, we play, we learn, every day

We’re all different people, living together with love...

Together with love

We -are-a -family

Living-playing-together-together

**Chorus:** We are a family, wherever we may go

We are a family; I can feel our love, grow

I can feel our love grow.

La la la la la la la la la...

3. We hug, we care, we help, and we share  
We are all different people  
Living together with love.  
Together with love

4. We sing, we hope, we dream, and we grow  
We're all different people living together with love.  
Together with love.  
We- are- a family  
Living- working- together  
together

**Chorus:** We are a family wherever we may go  
We are a family I can feel our love.... grow  
I can feel our love grow  
La la la la la....

Chorus: and We are a family wherever we may go  
We are a family I can feel our love.... grow  
I can feel our love grow  
La la la la la....

The above song may be taught during the music period and put up for a school function.

#### **IV e. Celebrate ‘Family Day’ at School.**

Have a day, when children can come with their parents and grandparents to school and take part in a host of Sporting, Art & Craft, Cookery show, Musical show and other activities together.

This event- full of fun and frolic will bring about a bonding.

#### **V. Assignments**

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Responsibility Chart/Chore Charts.

Dividing responsibilities is the most effective way to get things done. Children can sit together with family and draw up a chart of different simple chores they can do around their home and for their grandparents. Chores cease to be chores if the element of love is infused into the act.

When people live together as a family part of being that family is taking care of each other and learning to take care of them as well. Children learn to care, be accountable responsible, appreciate and value hard work. The imbibe self -discipline.

Parents can reward them with stars or point system. The same may be brought to school at the end of the term

#### Questions for Reflection:

- How did you feel when responsibilities were assigned to you in the beginning?
- Did you mutually decide with your parents, the chores you would help with?
- Did you do the chores out of love for your parents or grudgingly?
- Did you skip doing them at any point of time?
- How did you feel when you helped around at home?
- Share with your friends some of the chores you did?
- Which chore did you like doing the most?
- What did you not like doing?
- Can we skip doing something because we do not like it?
- Were you appreciated for what you did?
- How did you feel on instances when you were not appreciated?
- Were the responsibilities equally and fairly divided between you and your sibling?

2. Do seven random acts of kindness with your family.

## **VI. Resources**

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### **Academic resources**

Our Family - (CBSE Grade 1 EVS)

<https://www.youtube.com/watch?v=ASRNK6SZTFC>

### **Value based resources**

<https://coreaspect.org/reasons-family-much-important-life/> - The Reasons Why Family is So Much Important in Our Lives

Importance of family values-Patti Flinsch-Rodriguez.

## Unit 5

### The Food

Topic	Values / Life skills integrated & imbibed	Activities
The Food	<p>The Core value focused upon is Self-Discipline Appreciation &amp; Gratitude .</p> <p><b>Sub Values:</b> Unity, Respect, Sensitivity, Empathy, Thank fullness, Hard Work, Cultural Values, Hygiene.</p> <p><b>Life Skills :</b> Making Choices, Communication, Reasoning, Logical Thinking, Listening Skills, Oral Expression, Observation, Generalisation.</p>	<p>Prayers before Eating, Colour Themed food party Story-ThePickyEater. Narration, Discussion, Puppet show/Dramatization Healthy and Junk Food-Journaling-Making Responsible Choices.</p> <p>Healthy food vs Junk food song. A Journey of food from seed to plate Video- Journey from wheat to loaf Video-Crunchy carrots- from farm to fork. Video-Do not waste food.</p> <p>Field Visit to the farm and cow shed. Roti Bank- Journal who started it, what do they do. Carry out activity in school. Worksheets</p>

#### Materials / Resources needed

Facility and equipment to play videos-LCD,Smart Board Computer, Laptop. Different coloured Raw edible vegetables and fruits. Puppets/props- Mother rabbit, baby rabbit, 4 rabbit friends, different rainbow coloured vegetables and fruits, Strawberry, carrot, cherry, tomato, red- orange-yellow pepper cucumber, corn, squirrel, chipmunk. Scrap book for journaling

## Description (of the points of discussion)

Lesson ‘The Food’ touches upon fruits and vegetables we procure from plant kingdom, mealtimes & healthy and hygienic eating habits. The Core value focused upon is Self-Discipline Appreciation & Gratitude

Food provides energy for day to day living. It is essential for all the living organisms and helps the body to function normally. We get food from animals and plants.

Food is precious and a lot of effort and love goes into the process of the food being served to us.

Food conjures warm memories of good times with family and friends. Food unifies people across cultures, religions and races. Our cultural values, beliefs and practices teach us to be thankful and grateful for the food we eat. We send out a prayer of thankfulness into the universe. Appreciation and thankfulness for all the factors and people who brings the warm food to the table makes it more valuable.

In a time when children are bombarded by choices, it becomes important for the value of Self-discipline to be instilled. The more self-disciplined a child becomes, the less discipline he or she will need from parents. Self-discipline teaches a child to forgo immediate gratification, to forgo immediate comfort in favour of long-term successful outcomes. Mastering Self-discipline is all about having good intentions, procrastination, mulling over it, doubting the intention, failures and successes. What matters is trying, failing and trying again.

Children should be encouraged to make healthy choices, weigh pros and cons of their choices and take responsibility for choices and outcomes.

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## Unit 5

### **The Food Self-Discipline Appreciation & Gratitude**

#### **I. Introduction**

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Children should be encouraged to make healthy choices, weigh pros and cons of their choices and take responsibility for choices and outcomes.

#### **II. Learning Objectives / Outcomes**

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Academic and Value based goals

The child will be able to

- Name and discuss about food items eaten at home
- Identify food items eaten in raw/cooked form
- Cite examples of and distinguish between fruits and vegetables; food items obtained from plants and animals.

- Cite time of the day for different meals
- Appreciate the diversity in food items in different families
- Develop sensitivity towards food; ensure it is not wasted
- Demonstrate appreciation & gratefulness for the food received.
- Demonstrate healthy and hygienic eating habits

### **III. Process & Action Plan**

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Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page:

**A. Introduce the context through activity:**

IV a. Prayers before Eating. Colour Themed food party.



**B. Carry out the varied activities in class  
(given below) in the sequence specified.**



IV b.

Story-The Picky Eater. Narration, Discussion, Puppet show/ Dramatization

IV c.

Healthy and Junk Food- Responsible Choices.

IV d.

A Journey of food from seed to plate

IV e.

Field Visit to the farm and cow shed.



**C. Aid generalization of the concepts learnt, through assignments (given below).**



Roti Bank- Journal who started it, what do they do. Carry out activity in school.

Worksheets

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the core approach – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The core values being considered are Self-Discipline, Appreciation & Gratitude.

#### **IV. Activities & Related Discussion**

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##### **IV a.**

###### **1. Prayers before Eating.**

- <https://www.youtube.com/watch?v=hieAnFemIZQ> Prayer-Om Brahmarpanam.
- "For what we are about to receive, may the Lord make us truly thankful/grateful. Amen."

The prayer is an affirmation of appreciation, thankfulness and gratitude for the food we eat, for all the 'people' and all the 'factors' that made it possible for us to have that meal. Ask children whether they pray before having their meal. Different religions have different prayers. Children may share them before class.

###### **2. Colour Themed food party.**

Have children bring in different coloured vegetables and fruits. Arrange them in a rainbow

Name & sort vegetables and fruits. Wash them well. Plate it aesthetically & have a raw 'Veg/ Fruit Chaat Party'.

##### **IV b. Story- The Picky Eater.**

Narration, Discussion, Puppet show/ Dramatization

The story emphasises upon being self-disciplined and eating healthy food and the fallout of not eating nutritious food.

(This story may be dramatized or put up as a puppet show)

<https://www.youtube.com/watch?v=7h-ePMsvRCk&t=29s>

When the sun shined the brightest in the sky, the animals in the neighbourhood knew it was summertime. Everyone was enjoying the beautiful warm weather. Everyone except .... Clover the rabbit.

There was a feeling of happiness in the yard, and young bunnies, full of energy joyfully chased each other around

“Clover, come play with us,” begged the group of friends.

“No, I’m too tired to play tag today,” she said.

“You never want to play,” the disappointed group exclaimed.

“Well, it really doesn’t matter since she can’t run fast anyway,” an annoyed member of the group added.

Clover just sighed and settled in the grass to gnaw on a pile of twigs.

Clover’s mother Snuffles noticed that she was not playing with the other bunnies. She was worried that Clover had no energy.

“Clover, all that you do is rest in the grass and eats twigs all day. Everyone, but you, is having fun!” said Snuffles.

“I am sorry mother. I must snack on twigs all day because I feel so hungry! And I’m just too tired to play!” Clover whined.

“You feel sleepy because you haven’t been eating nourishing food. You should try to eat something other than sticks. The vitamins in fruits and vegetables are what you need to grow up strong and healthy,” Snuffles replied.

Clover had been given this advice many times.

She knew her mother loved the bountiful garden that farmer Johnson had planted not far from the rabbit’s neighbourhood. Wholesome fruits and vegetables of all colours grew there. The reddest cherries, strawberries, and tomatoes; bright red, yellow and orange pepper; vines full of dark green cucumber; regal stalks of yellow corn; and many rows of carrots, were some of the plants that thrived there!

But Clover had stubbornly refused all fruits and vegetables. In fact, she had never even visited the garden. She was afraid to try anything new.

Suddenly, Sonny the squirrel dropped down from a low-lying branch, with a big purple plum clutched in his paws.

“Clover, the garden has yummy treat!” he exclaimed excitedly, taking a large bite out of the juicy plum.

“These plums are my favourite! They keep me healthy so I can climb trees,” Sonny said.

Clover had to admit that Sonny was an expert climber and seemed to reach new heights every day.

Suddenly, Sally the chipmunk jumped from behind the bushes. He was carrying a very large, ripe tomato.

“Tomatoes make my nail sharp. Very important for digging,” Charlie whispered, looking around suspiciously. He was worried that someone may try to steal his prized tomato. Clover knew that Charlie was an expert at digging up hidden acorns.

Clover wondered if eating vegetable would make her the fastest runner in the neighbourhood.

“But..... what if I think fruits and vegetables taste yucky?” Clover asked.

“Well, you won’t know unless you try them, you might find that you dislike something, but you could try something that could become your new favourite food!”

“That’s the fun of it, surprise of not knowing which it will be,” Snuffles said.

Clover had to admit that she did not want to feel sleepy all the time.

And she was getting sick of the taste of twigs.

“Mother, I would like to try some garden treats after all” Clover decided.

This good news made Snuffles smile.

“I’m so glad Clover, let’s go and try some delicious fruits and vegetables,” she exclaimed.

Clover abandoned her pile of sticks and followed her mother to farmer Johnson’s garden.

She could not believe how large and beautiful it was.

Her mother was not exaggerating when she said you could see every colour of the rainbow in the garden.

Snuffles snapped a strawberry off the vine and rolled it towards her daughter.

“Try a strawberry.” Clover took a bite of the strawberry. It was too sweet!

“Nope! I don’t think I like strawberries,” Clover said, beginning to think that maybe this was a mistake.

Snuffles began to dig. She soon pulled out something orange out of the ground

“Try a carrot Clover, these are my favourite.” Snuffles said.

Clover picked up the carrot that her mother had just harvested. It was now or never. She sunk her teeth into it and chewed it thoughtfully. She could not believe it. It had the most wonderful taste!

“This is tasty mother, I think I like, no .... I love carrots.”

“They will make your teeth strong Clover. Very important for rabbits,” she said Clover couldn’t agree more! This was a life changing day for Clover. She spent the rest of the summer eating all different kinds of yummy foods. Her pile of twigs lay forgotten in the grass. Soon she was feeling stronger and happier.

Instead of wanting to nap, she hopped about the yard playing tag with her bunny friends.

And can you guess who the fastest runner in the group was?

You’re right! Clover!

Life was good now. Now all they had to worry about was farmer Johnson who was not happy when the neighbourhood animals visited his garden. ....

But that’s a story for another time....

### **Discussion**

- Who was little Clover? What did she eat all day?
- What did she say when her friends called her to play?
- Why was mother Snuffles worried?

- Why was Clover always tired and sleepy? What did mother suggest that she should eat?
- Did Clover listen to her mother? Why?
- What were the rainbow coloured vegetables and fruits that grew in the Farmer's garden?
- What was Sonny the squirrel eating?
- What was the chipmunk eating? What was Charlie the chipmunk good at?
- What was the squirrel very good at?
- Why did Clover change her mind?
- What did Clover want to excel in? What was Clover's fear?
- What did Clover eat first? Did she like it? What did mother give Clover next?
- What happened when Clover ate veggies and fruits all summer?
- What are the changes you will bring about in your eating habits?

#### **IV c. Healthy and Junk Food-Responsible Choices.**

<https://www.youtube.com/watch?v=fE8lezHs19s> Healthy food vs Junk food song.

Teacher may ask children to make a list of all the junk food they have 'regularly'. Which are the healthy food they like? Once they have jotted it down, ask children to journal their progress. Children as young as 6 can stick pictures in their scrap book for this activity.

- How many days can they abstain from eating junk food? (Let them know it is ok to yield to temptation, occasionally.)
- Which healthy foods will they substitute junk food with?
- Their will power is what self-discipline is all about.
- What was the difference they felt when they substituted junk food with healthy food?

#### **IV d. A Journey of food from seed to plate.**

The videos given below will give children an insight into part of the effort that goes into the process of the food arriving on their plate.

<https://www.youtube.com/watch?v=fvcLhEKCnTg> -Journey from wheat to loaf

<https://www.youtube.com/watch?v=Pf74rrn1uLk> Crunchy carrots- from farm to fork.

<https://www.youtube.com/watch?v=SZcJrOFFRPk> Do not waste food.

After watching the video, make a list with children of all the 'people and factors' responsible for the food we eat. What would happen if there were no good seeds, soil, water & sunlight?

Do children waste food? You may discuss the importance of serving oneself only as

much as is required. Leftover food if any should be fed to stray dogs/animals rather than be thrown.

You may have a gardening activity with the children, following the discussion. They can be asked to bring seeds from home. Nurturing and taking care of plants will make them more appreciative of what they eat.

#### **IV e. Field Visit to the farm and cow shed.**

Children can have a first-hand experience, on the hard work and planning by a farmer to ensure he gets a good produce. Farmers also must contend with insects & bad weather conditions. Have a farmer talk to the children. Children will be excited if they can help the farmer on the farm. Photograph and document the activity. Children can be told beforehand and encouraged to buy their favourite fruit or vegetable directly from the farmer.

Children can have a first-hand experience of the care given to cows and buffaloes, encourage children to feed them hay, they can also see how they are milked. Offer them the experience of seeing a calf drinking its other's milk.

Children can prepare a thank you card for the farmer and the dairy farm owner.

#### **V. Assignments**

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Roti Bank – Journal who started it, what do they do. Carry out activity in school.

Worksheets-Put a Cross/tick on the images that show unhealthy-unhygienic/healthy- hygienic eating habits (picture of food uncovered with flies over it, eating food with unwashed muddy hands, washing some fruit before eating, eating junk food, eating fruits etc) Sequencing Worksheet-Breakfast, lunch &dinner

#### **VI. Resources**

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Academic & Value based resources

Food - Our Basic Need (CBSE Grade 1 EVS)

<https://www.youtube.com/watch?v=XfE735BrXDO>

- <https://blog.hubspot.com/sales/self-discipline> -Written by Meg Prater
- [http://heas.health.vic.gov.au/early-childhood-services/curriculum\\_activities/healthy-eating-games-and-activities](http://heas.health.vic.gov.au/early-childhood-services/curriculum_activities/healthy-eating-games-and-activities) -Healthy Eating Advisory Service- Improving well-being through eating
- <https://www.arcticgardens.ca/blog/activities-food-fun-kids/> -Karine Gravel/ Nutrition/ July 11, 2016
- <https://chopra.com/articles/bringing-gratitude-to-our-food-system-AmyPamensky> November 10, 2017
- [https://www.youtube.com/watch?v=7h-ePMsvRCk&t=29s-](https://www.youtube.com/watch?v=7h-ePMsvRCk&t=29s)  
The Backyard Menagerie (Short Stories &Life Lessons for Kids)

## Unit 6

### Clothes

Topic	Values / Life skills integrated & imbibed	Activities
Clothes	<p>The Core value focused upon is Equality, Unity &amp; Gratitude</p> <p><b>Sub Values:</b> Respect, Empathy, Kidness, Compassion, Care &amp; Share, Sensitivity, Responsibility, Team Building, Belonging, Pride, Attitude and Integrity.</p> <p><b>Life Skills:</b> Associative Skills, Logical Thinking, Reasoning, Communication, Observation, Listening, Inter personal Skills.</p>	<p>Activity to recapitulate association of clothes to seasons, festivals, gender, time of the day.</p> <p>Story and Discussion- The Uniform</p> <p>Visit by community workers in uniform</p> <p>Journey from wool to sweater</p> <p>Field visit to the Armed Force Base</p> <p>Wall of Kindness -donation of clothing which will bring comfort to the destitute and homeless in adverse weather conditions</p>

### Materials / Resources needed

Box of different kinds of clothes and accessories worn during different seasons, festivals, different times of the day, party wear, beach wear, uniform. Cue cards. Facility and equipment to play videos-LCD, Smart Board Computer, Laptop. Collection drive of rainy and winter wear to be donated and displayed on the wall of kindness.

## Description (of the points of discussion)

The lesson ‘Clothes’ touches upon clothing worn during different seasons and uniforms worn by community workers. The Core value focused upon is Equality, Unity & Gratitude

We are not what we wear, but we must recognize, we can become what we wear.

Clothing reflects an individual’s culture, personality and preferences. People can use clothing to enhance personal appearance and protect the body from extreme temperatures and elements in various climates. Not all are blessed to have adequate clothing. We must be grateful for what we have been blessed with and be benevolent in sharing with the less fortunate. Our gratitude should also go out into the universe to the animals and plants that give us the raw material to make our clothes & the farmer who cultivates it. One must try and avoid clothing that has been borne of cruelty to animals such as silk, leather, and mink coats.

A uniform is a type of clothing worn by children or members of a school or organization while participating in that organization's activity. It promotes equality, unity, team building, responsibility, a sense of community, belonging and pride. Uniforms create a more productive workplace; it eliminates distractions and allows everyone to concentrate and focus on the task at hand.

## Unit 6

### **Clothes Equality, Unity & Gratitude**

#### **I. Introduction**

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#### **II. Learning Objectives / Outcomes**

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Academic and Value based goals

The child will be able to

- Appreciate the importance of clothes in daily life.
- Identify and name the kinds of clothes/ dresses worn by them and their family members.
- Differentiate the different kind of dresses worn in different seasons.
- Differentiate between the regular clothes and uniform.
- Identify the uniform worn by different Community workers.
- Understand the importance, value and pride attached to a uniform.

- Identify with their school uniform and the pride associated with it.
- Experience the equality and unity the uniform provides.
- Develop gratitude for the clothing they possess to feel comfortable during different seasons.
- Develop gratitude for all those who made it possible for them to possess their clothing.

### **III. Process & Action Plan**

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Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page:

**A. Introduce the context through activity:**

IV a. Activity to recapitulate association  
of clothes to seasons, festivals, gender, time of the day.

**B. Carry out the varied activities in class  
(given below) in the sequence specified.**

**IV b.**

Story and  
Discussion-  
The Uniform

**IV c.**

Visit by  
community  
workers in  
uniform

**IV d.**

Journey  
from wool  
to sweater

**IV e.**

Men &  
Women  
in Uniform -  
Pride of Our  
Nation

**C. Aid generalization of the concepts learnt,  
through assignments (given below).**

Wall of Kindness -donation of clothing which will bring  
comfort to the destitute and homeless in adverse weather  
conditions.

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the core approach – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The core values being considered are Equality, Unity & Gratitude

#### **IV. Activities & Related Discussion**

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**IV a.** Ask children specifically, a day or two before to get different kinds of clothing. Write in their school diary what you would like them to bring e.g. party wear/ beach wear/night wear/ uniform/ festival traditional wear/rainy wear/ winter wear. Ensure a girl and a boy gets clothing of the same category.

Hand out picture cues to players 6/7 at a time. When you blow the whistle, they should run to the box where all the clothes are placed and dress as per cue card. This activity will also serve to review what they have learnt the previous year. You may then ask why a child has not changed his uniform into everyday clothes to come to school. Ask them whether they like wearing their uniform or do they prefer otherwise. Tell them you will narrate a story of a child Manasi who was fascinated about uniforms.

#### **IV b. Story and Discussion- The Uniform**

Manasi lived opposite the sea. She trailed along with her mother every morning to the high rise adjoining her hutment colony. She loved to go to Rupa auntie's house. Rupa auntie's daughter Gauri was as old as her. Aunty and uncle were lawyers and left early morning for work in two big cars. Manasi thought they looked very smart in their black coats and white neckband.

When she grew up, she would work and wear a uniform too!

Manasi's mother did everything in auntie's house till they came back from work. Gauri's Nana- Nani also lived with them. They were kind too, like Rupa aunty. She could play with Gauri. And Nani fed her all that Gauri ate. Nana would narrate stories to both.

Manasi felt, she was in a fairyland when she entered Gauri's room. Her toys, books, the puzzles were all so colourful. That morning Manasi found Gauri very excited.

"Manasi, tomorrow I will not be at home when you come. School is reopening. Look! my new bag, tiffin box and I have a new uniform too!" said Gauri excitedly.

Gauri pulled Manasi to her room to show her everything.

Manasi touched everything. They were so beautiful. Her colouring books, crayons, scented erasers... if only she could go to school too.

That night Manasi curled up next to her mother. Her mother kissed her on her head. She had seen Manasi looking longingly at Gauri's books. It had tugged her heart, but it had also filled her with a new resolve. She would do all she had to make her little daughter happy.

"Manasi, my little one, would you like to go to school too?"

Manasi sat up, her eyes wide with wonder!

"Yes mother! I would love to go to school. A school with a uniform!"

Mother laughed." Sleep little one" she said, "tomorrow we will go and buy what you need.... You will go to a school with a uniform!"

### **Discussion**

- Why did Manasi feel she was entering a fairyland in Gauri's home?
- What did Manasi like about Gauri's family?
- What fascinated her about Gauri's parents?
- How did mother know Manasi too wanted to go to school?
- What was Manasi's wish?
- Do you feel your uniform is special too?
- Why do you wear a uniform to school?
- Can you name some others who wear uniforms?

### **IV c. Visit by community workers to school donning their uniform.**

Arrange a visit by the community workers who work to make life better for others. Felicitate them. They can speak and interact with children. As a teacher you can offer children a first-hand experience of the pride all these personnel have in their uniform.

Community workers- Men and women in uniform like Armed force personnel, Policeman, Lawyer, Doctor, Nurse, Surgeon, Dentist, Firemen, Pilot, Airhostess, Postman & Security guards.

### **IV d. Journey from wool to sweater**

<https://www.youtube.com/watch?v=nUncED5DDOE>

This video shows how traditionally sheep were well fed, loved and cared for before their wool was sheared. The sheep is made to rest against the leg of the shearer, become calm before the wool is cut, once a year in summer. The person who shears the wool takes care not to hurt the sheep. The process of the wool to a sweater may be shown to children. When we wear a sweater that keeps us warm in winter, we ought to feel gratitude for the chain of people and events that make it possible for us to don the sweater.

From the sheep, to one who rears the sheep from the people in the factory who make the wool, to those who knit it, transports it and finally buy it.

#### **IV e. Men & Women in Uniform - Pride of Our Nation**

You may organise a field visit to the Naval Academy when they throw open their gates to the public once a year. Alternatively, children can watch videos of our men and women in uniform who do our country proud and be inspired by them. The uniform stands for duty, responsibility, pride and valour.

<https://www.youtube.com/watch?v=YQSMB5e9ksI> Indian Naval Academy.

<https://www.youtube.com/watch?v=JSbOiExdx0U> Indian Air Force

<https://www.youtube.com/watch?v=3t5M10gBVCC> Indian Army A life less ordinary.

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#### **V. Assignments**

##### **IV c. Wall of Kindness**

<https://www.youtube.com/watch?v=1leYfImorN4->

(A voluntary youth group in Srinagar has come up with 'Wall of Kindness'. It is an initiative to help poor and needy people with warm clothing in the harsh winter of Kashmir. Done in anonymity, people would come and hang clothes they want to donate on several walls in Srinagar and people in need would pass and collect whatever is needed.)

Project- 'Wall of Kindness' could be initiated and taken up across the school where children can donate clothing which will bring comfort to the destitute and homeless in adverse weather conditions. Encourage children to collect old raincoats, gumboots, umbrellas, shawls, blankets, dhurries, sweaters, mufflers, woollen caps and hang it out on the wall of kindness.

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#### **VI. Resources**

Academic & Value based resources

Academic

Clothes - Our Basic Need (CBSE Grade 1 EVS)

<https://www.youtube.com/watch?v=TRMQC17OF8w>

## **Value Based**

### Videos

- <https://www.youtube.com/watch?v=jtTeTnbw1KA> -Postmen
- <https://www.youtube.com/watch?v=1mhhBdMMawM> -Nurses
- [https://www.youtube.com/watch?v=FF6oM\\_IFhIM](https://www.youtube.com/watch?v=FF6oM_IFhIM) -Firefighters
- <https://www.youtube.com/watch?v=78gK5dPcK-E> Thank you -Doctors and Nurses.

## Unit 7

# My Home

Topic	Values / Life skills integrated & imbibed	Activities
My Home	<p>The Core value focused upon is Harmony, Love &amp; Gratitude</p> <p><b>Sub Values:</b> Compatibility, accord in feelings, actions, opinions and relationships, Harmony, Comfort, Hopes, love, trust, Hard Work, friendship.</p> <p><b>Life Skills:</b> Creative skills, Communication ,Oral Expression, Ideation and Imaginative Skills, Interpersonal and Intrapersonal Skills, Logical &amp; analytical skills, Quick Thinking, Planning and Execution,</p>	<p>Creative Play-Building Homes, furniture and playing House House.</p> <p>Story &amp; Discussion</p> <p>Gratitude List-What does home mean to you?</p> <p>What makes you unhappy at home? - Draw &amp; Discuss.</p> <p>Poem-Ho me</p> <p>Songs- This is where I live, Apna Ghar.</p>

### Materials / Resources needed

Facility and equipment to play videos-LCD,Smart Board Computer, Laptop. Blocks, clay or matchbox furniture, twigs,dolls, kitchen set paper, crayons.

## Description (of the points of discussion)

The lesson 'My Home' touches upon uses of a house, rooms in it, uses of each room, cleanliness associated with a house and most importantly members of a house who make the house a home. The Core value focused upon is Harmony, Love & Gratitude 'Having somewhere to go is Home, having someone to love is Family & Having both is a Blessing.'

A house is only a physical structure, four walls and a roof, made of varied raw materials and varied sizes. An empty house is not a home. Wealth can buy you a house, however values, thoughts and emotions of the members living within those four walls makes it a home. When there is compatibility and accord in feelings, actions, opinions and relationships there will be harmony in a home. A home is a comforting place to return to after a day's hard work, it is filled with memories, laughter and tears; hopes, triumphs and failures. It means a comfortable bed and food on the table for many; however, it could also mean a place of loneliness, abuse and anxiety to many others. A home stands testimony to harmony, love, trust and friendship of the family living in it. A home is also a firewall against chaos.

## Unit 7

### **My Home Harmony, Love Gratitude**

#### **I. Introduction**

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Having somewhere to go is Home, having someone to love is Family & Having both is a Blessing'

The lesson 'My Home' touches upon uses of a house, rooms in it, uses of each room, cleanliness associated with a house and most importantly members of a house who make the house a home.

A house is only a physical structure, four walls and a roof, made of varied raw materials and varied sizes. An empty house is not a home. Wealth can buy you a house, however values, thoughts and emotions of the members living within those four walls makes it a home. When there is compatibility and accord in feelings, actions, opinions and relationships there will be harmony in a home. A home is a comforting place to return to after a day's hard work, it is filled with memories, laughter and tears; hopes, triumphs and failures. It means a comfortable bed and food on the table for many; however, it could also mean a place of loneliness, abuse and anxiety to many others. A home stands testimony to harmony, love, trust and friendship of the family living in it. A home is also a firewall against chaos.

#### **II. Learning Objectives / Outcomes**

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Academic and Value based goals

The child will be able to

- Describe and name the different rooms in the house
- Distinguish between various kind of houses seen in the surroundings
- Discuss and give reasons for the need for a house
- Discuss on ways to keep the house clean.
- Develop creative expression i.e., decorating the house
- Identify with their home, what they love, are grateful about their home
- Express through art or words what makes them unhappy at home.
- Cite ways to help around the house and shoulder responsibility.

### **III. Process & Action Plan**

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Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page:

**A. Introduce the context activity:**

Creative Play-Building Homes, furniture and playing House-House.

**B. Carry out the varied activities in class (given below) in the sequence specified.**

1.  
Story &  
Discussion

2.  
Gratitude  
List-What  
does home  
mean to you?

3.  
What makes  
you unhappy at  
home? Draw &  
Discuss

4.  
Poem and  
Songs

**C. Aid generalization of the concepts learnt, through assignments (given below).**

Boredom Busters- list down 10 things you can do every day to help keep your home clean.

Call them the 'Boredom Busters'.

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the core approach – Knowing, Understanding, Valuing and Acting the values embedded in the topic

The core values being considered are Harmony, Love, Gratitude

#### **IV. Activities & Related Discussion**

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**IV a** Have the children seated in groups. Give one group blocks and encourage them to build houses. Children may build huts, bungalows, skyscrapers. The second group could be given empty match boxes and clay and asked to make furniture for the house. The third group could be given dolls to dress up as members of the house. On a cardboard base / or a doll house ask children to assemble all that they have made and decorate their house. Give them scissors, scraps of cloth, sketch pens and allow them to get as creative as they wish to be.

Finally ask them to play ‘House- House’.

#### **Discussion**

- What is the different kind of houses made by children in group A. (Name them.)
- Do all the houses look same?
- Are the houses same in size?
- Can you name the structures?
- Can all the furniture made by group B go into one room?
- What are the rooms required to place the furniture?
- You have made a beautiful house. What is missing?
- When the dolls dressed by group C entered the house what happened?
- Did the house get livelier and happier when you played ‘House- House’?

#### **IV b Story & Discussion**

[https://www.youtube.com/watch?v=bSd\\_juQV5NM](https://www.youtube.com/watch?v=bSd_juQV5NM) -First House by Nabanita Deshmukh

[https://www.youtube.com/watch?v=tOmAa\\_y\\_Ak](https://www.youtube.com/watch?v=tOmAa_y_Ak) No place like home

<https://www.youtube.com/watch?v=-gdgcgnSrUvU&t=188s> Three little Pigs

Given above are three stories related to the topic.

- ‘First House’ is about two friends who lived in a cave. They are inspired by the animals in the jungle who guide them to build a house, with products available in the forest, a house that is one with the environment.
- ‘No Place Like Home’ is a story of a polar bear who lives amidst the hustle bustle of the city. He travels through different lands in search of his home. No home feels like his home until he reaches the frozen Artic with sheets of ice and snow.
- ‘Three Little Pigs’ is an old fairy tale that highlights the importance of his work, unity and being there for family.

You may narrate and discuss the story of your choice or all of the above.

#### **IV c Gratitude List- What do you love about your home? What does home mean to you?**

- Make a ‘Gratitude list’ of all the things and reasons why you love your home.
- Encourage children to draw their home. Draw ‘things’ in the home dear to them.
- Discuss if they have memories associated with it.
- Discuss what is the first thing that comes to their mind when you mention ‘Home’.
- Children can become reporters of the day and ask different children, teachers, other staff across school -What home means to them.

#### **IV d What makes you unhappy at home? Draw / discuss**

Not all children come from perfect stable homes. As a mother teacher of six-year olds you could encourage them, through art to express if there is anything troubling them at home. Children could be a victim of abusive relationships; physical or emotional. There could be alcoholic abuse, marital discord at home, financial difficulties. You should seek the help of the school counsellor if need arises. The after effect of problems not being sorted out at the right time can be carried into adulthood.

#### **IV e. Poem & Songs**

##### **Home**

A home can be made of sticks and mud

Or great big blocks of snow.

A home can be twenty stories tall

Or in the ground below.

A home can be way up on a hill

Or next to the ocean wide.

A home can have a mill above  
Or a chimney on its side.  
A home can be where you're safe and sound  
Or with family friends and more.  
A home can be where you have your heart  
And all that you adore.

*By Nancy Vandenberg*

### **Songs on Home**

- <https://www.youtube.com/watch?v=3crdfjFfxjI> Song-This is where I live
- [https://www.youtube.com/watch?v=3zu\\_eeTrxGU](https://www.youtube.com/watch?v=3zu_eeTrxGU) Hindi Song -Apna Ghar

The above songs may be taught to them.

### **V. Assignments**

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Boredom Busters- As a six-year old, list down 10 things you can do every day to help keep your home clean. Call them the 'Boredom Busters'.

Suggested Activities: Put toys and books away, dust the furniture, water the plants, feed the pet, fold clothes, keep clothes in the cupboard neatly, put soiled clothes for washing, keep footwear neatly where it belongs, wash vegetables and fruits, lay the table, clear the table.

### **VI. Resources**

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CBSE Class - 1 EVS. Topic - Home Sweet Home

<https://www.youtube.com/watch?v=cBnoOticRI4>

Value based resources for teachers Video-

<https://www.youtube.com/watch?v=0hnOT0rG-ks> Video Ghar zindagi se roshan

<https://www.youtube.com/watch?v=3crdfjFfxjI> English Song-This is where I live

[https://www.youtube.com/watch?v=3zu\\_eeTrxGU](https://www.youtube.com/watch?v=3zu_eeTrxGU) Hindi Song -Apna Ghar

<https://www.apartmenttherapy.com/what-i-love-about-my-home-a-gratitude-list-173462>

Abby Stone-July 2 2012.

## Unit 8

### Safety Habits

Topic	Values / Life skills integrated & imbibed	Activities
Safety Habits	<p><b>Core Values :</b> Responsibility and Self Discipline are the values focussed upon in this unit.</p> <p><b>Sub Values :</b></p> <p><b>Life Skills :</b> Observation, Thinking Skills, Ideation, imagination,</p>	<p>Local Bus ride-how to conduct oneself with safety in a moving vehicle</p> <p>Role play-Road Rules</p> <p>Activity-Walk to School( How to walk on the road)</p>

### Materials / Resources needed

Traffic light model, torch, Zebra crossing, Road signs-Round about, no U turn, Pedestrian crossing, stop and give way, rough road. Cutouts of a tick and cross, Chairs set as car, bus scooter auto or school bus staff car and scooter. Whistle Smart Board, LCD, Computer, Laptop

## Description (of the points of discussion)

The lesson touches upon: Traffic lights- colours -red, yellow and green and what each colour represents Road signs- Round About, No U Turn, Pedestrian Crossing, Stop and Give Way, Rough Road.

Road Safety Rules. Responsibility and Self Discipline are the values focussed upon in this unit. Adhering to Road safety rules, the traffic lights and road signs is the responsibility of every law abiding citizen. These rules such as walking on the footpath, crossing at the zebra crossing, not playing on the roads or put head and hands out of a moving vehicle, use of helmets and seat belts, not using mobile while driving etc have been put in place for own safety and to prevent chaos and mayhem. Rules are not meant to be adhered to for fear of being apprehended by the police. It has to stem out of Self discipline.

## Unit 9

### Means Of Transport

Topic	Values / Life skills integrated & imbibed	Activities
Means Of Transport	<p><b>Core Values:</b> Environmental Awareness</p> <p><b>Sub Values:</b> Responsibility, Self Discipline, Kindness &amp; Compassion, Sensitivity.</p> <p><b>Life Skills:</b> Creative Skill, Ideation &amp; Imaginative skills, Listening &amp; Thinking skills, Interpersonal Skills, Logical Thinking, Planning and Execution.</p>	<p>Local Bus ride</p> <p>Role play-Etiquettes and Manners, Road Rules</p> <p>Video &amp;Discussion-Saving fuel</p> <p>Video &amp;Discussion-No Honking</p> <p>Activity-Walk to School Activity-Importance of wearing a seat belt.</p> <p>Assignment-Cycling to a brighter future-Cycle Collection Drive</p>

#### Materials / Resources needed

Creative Play for theme transport- Toy vehicles, match boxes, buttons, wheels, twigs, clay, blocks, paper, easel board, crayon paint, paint brushes, Local transport buses as per total strength, prior permission from transport authority, money to buy tickets, Thank you cards for conductors and drivers. Placards of Save Fuel, Car Pooling, No Honking Banner- Cycling to a Brighter Future Smart Board, LCD, Computer, Laptop

## Description (of the points of discussion)

The lesson ‘Means of Transport’ briefly touches upon modes and means of Transport. Children are introduced to the fastest means of transport, large vehicles, vehicles that travel long distances, vehicle with and without wheels, that run with and without fuel and number of passengers a vehicle carries. It also touches upon vehicles drawn by animals. Environmental Awareness along with Responsibility and Self Discipline are the values focussed upon in this lesson.

Self-Discipline and good manners are of utmost importance while travelling by public transport. One has to keep in mind etiquettes and manners while travelling in each one of them. High standards of cleanliness and hygiene by each Indian will make our public transport the pride of the nation. Animals still play a major role in our villages to transport goods and people in villages. These animals must be well fed and treated with utmost kindness and gratitude.

All have us have the responsibility towards the upkeep of the public transportation our government provides us. Vandalism of any kind affects us adversely.

We also have the responsibility towards the environment. Use of public transport, carpooling, walking to school and no honking will reduce consumption of fuel, lessen traffic snarls, reduce air and noise pollution.

**Unit 8 & 9**

**Safety Habits  
&  
Means of Transport**

**Self-Discipline and Responsibility**

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### I. Introduction

The lesson Safety Habits and Means of Transport are closely linked. Means of Transport briefly touches upon modes and means of Transport. Children are introduced to the fastest means of transport, large vehicles, vehicles that travel long distances, vehicle with and without wheels, that run with and without fuel and number of passengers a vehicle carries. It also touches upon vehicles drawn by animals.

The lesson Safety Habits touches upon Traffic lights and what each colour represents, Road signs- 'Round About', 'No U Turn', 'Pedestrian Crossing', 'Stop and Give Way', 'Rough Road' and Road Safety Rules.

Adhering to Road safety rules, the traffic lights and road signs is the responsibility of every law-abiding citizen. These rules such as walking on the footpath, crossing at the zebra crossing, not playing on the roads or putting head and hands out of a moving vehicle, use of helmets and seat belts, not using mobile while driving etc have been put in place for our own safety and to prevent chaos and mayhem. Rules are not meant to be adhered to for fear of being apprehended by the police. It must stem out of Self-discipline.

Self- Discipline and good manners are of utmost importance while travelling by public transport. One must keep in mind etiquettes and manners while travelling in each one of them. High standards of cleanliness and hygiene by each Indian will make our public transport the pride of the nation. Animals still play a major role in our villages to transport goods and people in villages. These animals must be well fed and treated with utmost kindness and gratitude.

All of us have the responsibility towards the upkeep of the public transportation, our government provides us. Vandalism of any kind affects us adversely.

We also have the responsibility towards the environment. Use of public transport, carpooling, walking to school and no honking will reduce consumption of fuel, lessen traffic snarls & reduce air and noise pollution.

## **II. Learning Objectives / Outcomes**

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Academic and Value based goals

The child will be able to

- Share experiences and draw pictures of different modes of transport.
- Identify, classify and differentiate different types of vehicles; vehicles that require and do not require fuel; vehicles based on the number of passengers it can carry; vehicles based on number of wheels it has.
- Identify road signs & display an understanding of the zebra crossing,
- State the colours of the traffic light and what each colour represents
- Discuss the safety rules to be adhered to while traveling in vehicles & while walking on the road
- Display etiquette and good manners associated with vehicles and traveling.
- Obey and follow traffic rules
- Take initiative to save fuel and ban honking
- Discuss on causes of noise and air (smoke) pollution and display responsibility safeguarding the environment from air & noise pollution.
- Will make a conscious effort to walk/cycle in place of using a vehicle, whenever possible.

## **III. Process & Action Plan**

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Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page:

**A. Introduce the context through activity:**

IV a. Creative Play



**B. Carry out the varied activities in class  
(given below) in the sequence specified.**



IV b.  
Bus Ride

IV c.  
Role Play

IV d.  
Activities to save  
fuel, reduce air  
and sound  
pollution

IV e.  
Seat belt  
experiment.



**C. Aid generalization of the concepts learnt,  
through assignments (given below).**



Cycling towards a brighter future  
Initiate a collection drive of old bicycles  
to donate to needy school children.

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the core approach – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The core values being considered are Self-Discipline & Responsibility along with Kindness, Good Manners, Etiquette & Cleanliness.

## **IV. Activities & Related Discussion**

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### **IV a. Creative Play**

Place in a designated area-Blocks, Paper, Crayons, Easel board, paper, paint, Match boxes, Buttons, Clay, Twigs, Toy vehicles, Miniature animals (bull, camel, horse), Cut outs of shapes, Puzzles of vehicles

Encourage children to do creative activities of their choice revolving around the theme of Transport. They may play with vehicle toys, colour or paint a picture, solve puzzles on vehicles, make vehicles with clay/ matchboxes/ shapes/twigs.

This activity will not only bring to the fore their creative expressions but foster camaraderie & team building.

### **IV b. Bus Ride**

Take prior permission on the letterhead of the school from the local transport such as BEST or TMT. Arrange for 2-3 buses to arrive in school at a designated time. Arrange the children in a neat queue at a mock bus-stop. Children can hold the money required to buy the ticket in their hand.

Once the bus arrives, show them the door through which they should board the bus. They should step in one by one in an orderly manner. Have some teachers and staff already seated in the bus. Tell the children they should not shout, run and play in the bus when it is moving. They should not put their head or hands out of the window. The conductor can come to each one of them. Remind them to say please before stating their destination and buying the ticket. After paying, on receipt of the ticket, children should say thank you. A ticket checker may board the bus during the journey and tell them the importance of buying a ticket.

Encourage them to observe the conductor's and driver's uniform, his bag, observe the way he punches the ticket. The driver can stop the bus at a traffic signal. Children can observe the light and how pedestrians cross on the zebra crossing. They can also observe how the bus moves when the light changes colour. Children can be encouraged

to observe the area where the driver sits, observe how the wiper works, the big wheels of the bus, the bell in the bus, the colour of the bus, its number plate.

Once the ride is done, children can climb down from the exit door saying thank you to the conductor and driver. Click a few pictures. Have a child give the conductor and driver a thank you card.

#### **IV c. Role Play**

<https://www.youtube.com/watch?v=NeEF1fwT4k> Road Safety rules

<https://www.youtube.com/watch?v=r7ht0d6pIfs> Road Safety Lessons for Children

Show children the above videos and discuss before proceeding to do the activity.

Take the children outdoors. Arrange for a school bus, staff car and scooter to be stationed outside.

OR

In the absence of the above, you can even place-

- two rows of chairs alongside with an aisle in between and tell children to imagine it's a bus
- two chairs in front and 3 at the back can be imagined as a car
- three chairs, one behind the other can become a scooter
- one chair in front and three at the back to be imagined as auto.

Have two big cut-outs of a tick and a cross. a traffic light & torch and cut out of a zebra crossing.

Explain the rules of the game.

Tell them a scene will be enacted. As the audience, they must decide if it is right or wrong and pick up the appropriate cut-out. This activity covers almost all the safety habits and traffic rules.

- A group of children jostling with each other to enter the bus.
- A group of people standing in a queue to board the bus.
- Children putting their hands and head out of the bus window.
- Three adults seated on a scooter.
- Nine or more children seated in an auto with bags-(3 in front and 6 at the back).
- Two people seated in the front of the car wearing seat belts.
- Driver talking on the phone and driving.
- Driver continuously honking.
- A man on a scooter riding without a helmet.
- Pillion rider and driver wearing helmets.

- A child playing on the road.
- A boy crossing at the zebra crossing.
- A child looking right, left and right again before crossing.
- Child entering bus from the exit door / driver's side.
- Boy holding the door while the girl gets into the car.
- Children talking loudly in the bus.
- Child listening to loud music in the bus.
- Child offering seat to someone old who is standing.
- Throwing peanut covering in the bus / banana peel out of the window.
- A child crossing when it's green.
- A child hiding behind a parked car.
- A car moving when it's red.
- Alighting from the bus before it has stopped.
- Speaking loudly on the mobile in a bus
- Sneezing in the bus without covering the nose.
- Listening to music with headphones in the bus.
- Texting and driving.

**IV d. How can you save fuel, reduce air and sound pollution? Discuss, build awareness.**

- [https://www.youtube.com/watch?v=3S\\_rry3-opY](https://www.youtube.com/watch?v=3S_rry3-opY) Save fuel, Carpool
- <https://www.youtube.com/watch?v=rFA0SklKvuI> Cycling towards a brighter future
- <https://www.youtube.com/watch?v=z5wL-5hrpQU> Say No to Honking
- <https://www.youtube.com/watch?v=xtf3nnQ5Nzg> Aizawl- honking free city of Mizoram

Use public transport

Walk to school

- [https://www.youtube.com/watch?v=r\\_M4G5pQPUc](https://www.youtube.com/watch?v=r_M4G5pQPUc) Walk to school Day

Like carpooling, children who stay up to half an hour away from school should make it a point to walk to school under the watchful guidance of a parent. Parents/older children can take turns in this activity to escort children to school. You may discuss all the safety habits to be adhered to while walking on the road.

- <https://www.youtube.com/watch?v=NeEF1fwT4k> Road Safety rules

#### **IV e. Do a seat belt experiment.**

Get two big toy cars. Place two teddy bears in the front seat of both the cars. In one car, tie the teddy bears with a belt or a ribbon, in the other car leave them free.

Ask two children to push the cars at full speed from the back. Discuss what they observed.

#### **V. Assignments**

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Show the video to the class. Send the link below to every parent in school.

<https://www.youtube.com/watch?v=rFA0SkIKvuI>

#### **Cycling towards a brighter future**

Initiate a collection drive of old bicycles to donate to needy school children.

#### **VI. Resources**

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##### **Academic & Value based resources for Teachers.**

Academic

<https://www.youtube.com/watch?v=Pfx5WGxZlI> Means of Transport.

Value Based

<https://www.thespruce.com/public-transportation-etiquette-1216640>

-Debby Mayne, 2/8/19

<https://www.houseoffaucis.com/tips-on-teaching-your-kids-school-bus-etiquette/>

AUGUST 21, 2015 BY [aimeefauci@gmail.com](mailto:aimeefauci@gmail.com)

[https://www.youtube.com/watch?v=\\_NeEF1fwT4k](https://www.youtube.com/watch?v=_NeEF1fwT4k) Road Safety rules

<https://www.youtube.com/watch?v=r7ht0d6pIfs> Road Safety Lessons for Children

## Unit 10

### Places in Our Neighbourhood

Topic	Values / Life skills integrated & imbibed	Activities
Places in Our Neighbourhood	<p><b>Core Values:</b> Cleanliness, Appreciation and Gratitude</p> <p><b>Sub Values:</b> Hygiene, Kindness, Compassion, Self Discipline, Respect</p> <p><b>Life Skills:</b> Observation, Responsibility, Self Discipline, Social Etiquette, Listening Skills, Oral Expression, Generalisation, Creative Skills, Ideation and Imaginative Skills, Social Skills, Problem Solving Skills</p>	Game Visit to the post office Visit to the farm Assignment MCQ Worksheets Poems & Songs.

### Materials / Resources needed

Mike and sound system, smart board, LCD, computer, laptop, Camera.

Thank you cards for community workers. Permission to visit post office Placards with pictures of bank, salon, grocery stores, chemist shop, hospital, police station, fire station, hotel, supermarket, mall, movie theatre, swimming pool, place of worship, park, school etc.

Pictures of cheque book, money, biscuits, vegetables, fruits, swimming costume, picture of haircut, pills, fire, burglary, movie ticket, person praying, sick person, a school bag.

## Description (of the points of discussion)

The lesson ‘Places in our neighbourhood’ touches upon community workers who serve and help us. Emergency numbers and a few places in the neighbourhood also find mention in the chapter. Cleanliness along with Appreciation and Gratitude are the values focussed upon in this lesson.

Community workers contribute to our wellbeing from ensuring we keep healthy and fit to taking care of the health of our pets. From keeping us safe from the enemy and bad elements in society to development of infrastructure in our neighbourhood and helping us to commute from one place to another. Children need to be taught to acknowledge the role of every worker, respect and appreciate them. A value like appreciation, is Gratitude. What one needs to keep in mind is that it is a selfless act. Appreciation must be unconditional. When we are grateful, we affirm the good things we have received.

## Unit 11

### Our School

Topic	Values / Life skills integrated & imbibed	Activities
Our School	<p><b>Core Value:</b> Appreciation &amp; Gratitude</p> <p><b>Sub Value:</b> Cleanliness, Dignity, Confidence, Tolerance Self Esteem, and Respect, Honesty, Integrity, Loyalty, Pride, Care and Share Responsibility, Courtesy, Respect.</p> <p><b>Life Skills:</b> Communication, Listening Skill, Oral Expression, Questioning, Social Skills, Inter and Intrapersonal Skills, Creative Skills, Ideation and Imaginative Skills, Planning and Execution.</p>	<p>Tour of the school Interview school community workers Clean up Marshals-Rules &amp; Roles</p> <p>Class Clean -up Day Poem-Why God Made Teachers. Video - Most dangerous way to school in India- Himalayas.</p>

### Materials / Resources needed

Mike and sound system, smart board, LCD, computer, laptop, camera.

A broom, dustpan, mop, clean dusting cloth, a clean bucket, dilute soap solution, scrubbers, sponge and aprons.

Paint and brushes to paint walls/ window panes

## Description (of the points of discussion)

The chapter on 'Our School' touches upon name of the school & teacher, number of students, areas in the school, things in the classroom, community workers in the school and their roles and keeping the school cleanAppreciation, Gratitude along with confidence, tolerance and respect are the values focussed upon in this unit. A school provides an environment that nurtures personal growth and self-esteem. It assists children in learning appropriate behaviour, inculcating honesty, integrity, charity, courtesy and respect for self and others, kindness, generosity and good sportsmanship

Children learn to show loyalty to friends, , offer support and show care for those who need help, display good manners at all times, displays tolerance of others with different points of view and beliefs, follow school rules, consider their own strengths and set personal goals, making best use of talents, time and resources. A school develop their confidence through participation, by volunteering in a variety of school situations and encourages the child to work to the highest level. The contents of this lesson encourage them to take pride in their school, appreciate and be grateful for the infrastructure the school provides and services provided by the community workers in school.

**Unit 11**  
**Our School**  
**Appreciation and Gratitude**

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### I. Introduction

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The chapter on ‘Our School’ touches upon name of the school & teacher, number of students, areas in the school, things in the classroom, community workers in the school and their roles and keeping the school clean.

A school provides an environment that nurtures personal growth and self-esteem. It assists children in learning appropriate behaviour, inculcating honesty, integrity, charity, courtesy and respect for self and others, kindness, generosity and good sportsmanship

Children learn to show loyalty to friends, offer support and show care for those who need help, display good manners at all times, displays tolerance of others with different points of view and beliefs, follow school rules, consider their own strengths and set personal goals, making best use of talents, time and resources. A school develops their confidence through participation, by volunteering in a variety of school situations and encourages the child to work to the highest level.

The contents of this lesson encourage them to take pride in their school, appreciate and be grateful for the infrastructure the school provides and services provided by the community workers in school.

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### II. Learning Objectives / Outcomes

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Academic and Value based goals

The child will be able to

- State name of their school and teachers
- Identify, name and state utility of Areas in the school and state use of things in the classroom
- State contribution of Community workers in school
- State and implement measures to keep the school and classroom clean. Take pride in the school they belong to
- Appreciate the infrastructure provided to them by the school.
- Appreciate, respect and profess gratitude towards the efforts taken by different community workers towards the smooth functioning of the school.

### **III. Process & Action Plan**

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Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page:

**A. Introduce the context through activity:**

IV a. A walk around School. Interview Community Workers in School.



**B. Carry out the varied activities in class (given below) in the sequence specified.**



**IV b.**  
Clean-up  
Marshals

**IV c.**  
Class  
Cleanliness Day

**IV d.**  
Poem-Why  
God made  
Teachers.

**IV e.**  
Most dangerous  
way to school in  
India- Himalayas



**C. Aid generalization of the concepts learnt, through assignments (given below).**



- Prepare a video of the interview with school community workers.
  - Paint and decorate a wall in the school or the windowpanes of your classroom.

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the **core approach** – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The core values being considered are Health and Hygiene and Good Habits.

## **IV. Activities & Related Discussion**

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### **IV a. A Walk around School.**

Gather your children and tell them you are going for a walk around the school. You may cover different areas of the school over different days. Make your expectations regarding their discipline during the walk very clear. They should walk in a line, silently without disturbing other classes. They should wish teachers they come across in the corridor.

Children can appreciate the infrastructure they enjoy, see the different areas like the Admin dept, Accounts dept, the library, the labs in school, canteen, sports facilities, park, halls, store rooms, staff rooms, Principal and Heads' room, music, Art & Craft room.

Children can observe the work that happens in each room, the people who work there. They may click pictures with them, interview the principal, teachers, school accountant, secretaries, cooks in the canteen, school security, the janitors or cleaners, electricians, carpenters, gardeners, lab technicians & librarians. They will observe that many hands are required for the smooth functioning of the school. Thank-you cards may be given, to all those who make their school a beautiful place to study in.

### **IV b. Clean-up Marshals**

After the school tour and discussion on roles of different Community workers across the school.

Gather the children and ask them to sit in groups and decide what they can do to keep their school and classroom clean. They should list down rules for the class and put it up on the class flannel board. They may elect leaders /assign duties to different children for keeping floor/tables/shelves/blackboard clean.

A child/ teams can oversee

- Ensuring lights and fans are switched off when class moves out.
- Arranging books neatly on the shelves.
- Ensuring tables and chairs are arranged before dispersal.

- Erasing the blackboard at the end of the day.
- Cleanliness of corridors
- Ensuring no water is wasted; taps are turned off after use.

#### **IV c. Class Cleanliness Day**

You will need a broom, dustpan, mop, clean dusting cloth, a clean bucket, dilute soap solution, scrubbers, sponge and aprons. Children as young as 5 love this activity. You may call them the Clean Up Marshals.

It would be wonderful if you could play some music for them as they clean. You could also give them a surprise by giving the tired marshals a lemonade after their activity!

#### **IV d. Poem**

##### **Why God Made Teachers**

When God created teachers,  
 He gave us special friends  
 To help us understand his world  
 And truly comprehend.  
 The beauty and the wonder  
 Of everything we see,  
 And become a better person  
 With each discovery.  
 When God created teachers,  
 He gave us special guides  
 To show us ways in which to grow  
 So, we can all decide  
 How to live and how to do  
 What's right instead of wrong,  
 To lead us so that we can lead  
 And learn how to be strong.  
 Why God created teachers,  
 In his wisdom and his grace,  
 Was to help us learn to make our world  
 A better, wiser place.

*By Kevin William Huff*

- Discuss** the poem with the children and encourage them to share
- their thoughts and feelings regarding their teachers in the school
  - how teachers help them shape their character.

#### **IV e. Most dangerous way to school in India- Himalayas**

<https://www.youtube.com/watch?v=EEJpkEctSEA>

The video is long but gripping. It is worth the time and gives an insight into the thirst of knowledge of children who live in remote parts of India, they live in difficult terrains, but they do not give up on education. School is priceless to them. Impart to children subtly not to take their blessings for granted.

You may ask them questions based on the video which is a learning experience. What matters is not in which language they communicate but the takeaway from the video and a newfound appreciation and gratitude for school.

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#### **V. Assignments**

- Prepare a video of the interview with school community workers.
- Paint and decorate a wall in the school or the windowpanes of your classroom.

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#### **VI. Resources**

Academic

Our School

<https://www.youtube.com/watch?v=uFEdl3tsPFM>

Value based resources

Most dangerous way to school in India- Himalayas.

<https://www.youtube.com/watch?v=EEJpkEctSEA>

## Unit 12

# People Who Help Us

Topic	Values / Life skills integrated & imbibed	Activities
People Who Help Us	<p><b>Core Value:</b> Gratitude</p> <p><b>Sub Value:</b> Appreciation, Respect, Responsibility, Self Discipline, Hygiene</p> <p><b>Life Skills:</b> Communication, Inter personal and Intrapersonal Skills, Observation, Reasoning, Social Etiquette, Listening Skills, Oral Expression, Generalisation, Creative Skills, Ideation and Imaginative Skills, Problem Solving Skills.</p>	<p>Story &amp; Discussion</p> <p>Visit by the dentist</p> <p>Visit by policemen, firemen and paramedics in emergency vehicles</p> <p>Cobbler comes to school</p> <p>Poems and songs</p>

### Materials / Resources needed

Mike and sound system, smart board, LCD, computer, laptop, camera.

A broom, dustpan, mop, clean dusting cloth, a clean bucket, dilute soap solution, scrubbers, sponge and aprons.

Paint and brushes to paint walls/ window panes

## Description (of the points of discussion)

The chapter 'People who help us' delves on the role played by community workers and the tools they use. Gratitude is the value focussed upon in this unit. Community helpers are an important part of any community and our children need to be taught about it, to inculcate respect for our social structure and its people.

Children love to think about what they do and the services they provide. Expressing gratitude compels a desire in the receiver to reciprocate, and this is a positive chain reaction to encourage in the neighbourhood.

**Unit 10 & 12****Places in our Neighbourhood****&****People Who Help Us****Gratitude & Respect****I. Introduction**

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The lesson ‘Places in our neighbourhood’ touches upon community workers who serve and help us. Emergency numbers and a few places in the neighbourhood also find mention in the chapter. The chapter ‘People who help us’ also delves on the role played by community workers and the tools they use.

Doctors, Dentists, Nurses and the hospital staff ensure we keep healthy and fit. Vets are doctors who take care of the health of our pets. Armed forces, policemen, fire fighters, traffic policemen, security guards all work together to keep us safe from the enemy and bad elements in society. Infrastructure in our neighbourhood is taken care of by the sanitation workers, masons, electricians, plumbers, painters and carpenters. Drivers, conductors, ticket collectors, pilots, airhostesses working with public transports like buses, trains, aeroplanes, autos and cabs help us to commute from one place to another. The farmers who grow food are an integral part of our community. All these community workers along with teachers, postmen, tailors, milkman, barbers, shopkeepers and cobblers contribute to our wellbeing.

Children need to be taught to acknowledge the role of every worker, respect and appreciate them. A value like appreciation is Gratitude. What one needs to keep in mind is that it is a selfless act. Appreciation must be unconditional. When we are grateful, we affirm the good things we have received.

**II. Learning Objectives / Outcomes**

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Academic and Value based goals

The child will be able to

- Discuss and give reasons for need of the public places in the neighbourhood
- Identify various places in the neighbourhood and name them
- Explain various functions of each places in daily life

- Discuss need for emergency services in the neighbourhood
- Gratefulness, respect and appreciation for the services/help provided by various people who are involved in different professions.
- Appreciate the need of recreational/other important services available in the neighbourhood.

### **III. Process & Action Plan**

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Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next show:

**A. Introduce the context through activity:**

**IV a. Game**



**B. Carry out the varied activities in class  
(given below) in the sequence specified.**



**IV b.**  
Story, Song  
& Visit by  
the  
Dentist.

**IV c.**  
Life of An  
Ambulanc  
e Driver

**IV d.**  
Cobbler  
Comes to  
School; Video-  
The Happy  
Cobblers.

**IV e.**  
A Visit  
to The  
Post  
Office

**IV f.**  
A Visit  
to the  
Farm.



**C. Aid generalization of the concepts learnt,  
through assignments (given below).**



Interview the community workers or unsung heroes who keep your school and neighbourhood clean. Click pictures of the work they do and journal them. Create badges /cards and honour them.

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the core approach – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The core values being considered are Gratitude and Respect.

#### **IV. Activities & Related Discussion**

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**IV a. Game:** Prepare and thrust in the ground, in different areas, placards with pictures of bank, salon, grocery stores, chemist shop, hospital, police station, fire station, hotel, supermarket, mall, movie theatre, swimming pool, place of worship, park, school etc.

Hand out pictures, one each to children in class- pictures of cheque book, money, biscuits, vegetables, fruits, swimming costume, picture of haircut, pills, fire, burglary, movie ticket, person praying, sick person, a school bag.

Activity: Look at the picture and go find the associated place in your neighbourhood that will be of help to you.

Discussion in class

Do you have all these places in your neighbourhood? Do you have to travel far for any of the above activities we did outside today?

There are some people who live in certain villages who must travel miles to go to a school or a hospital. How blessed you are! Ask children to say a prayer of thanks.

[https://www.youtube.com/results?search\\_query=children+travelling+long+distances+to+school+in+india](https://www.youtube.com/results?search_query=children+travelling+long+distances+to+school+in+india)

Who works at all these places? What do we call them?

#### **IV b. Story & Discussion**

##### **1)Story**

Little Mahika peered at her grandmother from under her book. Her 90-year-old Aaji was getting ready to sleep and had removed her dentures and placed them in bowl of water. How lucky thought Mahika! Aaji does not have to brush her teeth twice a day. Someone else cleaned it for her!!

Mahika and Aaji both loved sweets.... laddus, gulab jamuns, jilebis, cakes, chocolates and pastries... both feasted on it all!

There was just one problem... Mahika was too lazy to brush her teeth. Alarming isn't it?

Mother had even taught her the brushing song!  
That week, Aaji and Mahika had polished off a box of eclairs.  
Her teeth wished Mahika would eat fruits and veggies instead!  
That night when Mahika slept, her teeth were wide awake!  
“Oh dear!” her teeth grumbled and groaned. “If she does not brush the sticky chocolate off us, we are in deep trouble.”  
“I have a cavity!” cried a little tooth. “Now Mahika will have to hurry to a dentist to fix me up.”  
“How will Mahika know of the cavity”, asked the canine tooth.  
“Well she will!” said all the teeth getting ready to sleep. Tomorrow they had to get back to work chewing all that Mahika ate, help her to smile and talk too.  
The next morning Mahika woke up holding her jaw.  
AAAAAAH! she cried “Ma, my tooth hurts!” large tears rolled down her chubby cheeks.  
“I told you so, my little one. Let me fix an appointment with a dentist. She alone can fix the problem.” said mother.

### (ORIGINAL STORY)

**2) Teacher-** “Well, children we do not want what happened to Mahika happening to you!  
So, tell me, what should you be eating instead of sweets?”  
“How many times should you brush your teeth?”  
“How will you brush your teeth?” Let’s sing the brushing song!  
[https://www.youtube.com/watch?v=wCio\\_xVlgQ0](https://www.youtube.com/watch?v=wCio_xVlgQ0) - Brush Your Teeth song.  
“Well, tomorrow we are going to meet the dentist who saved Mahika’s tooth. Would you like to meet her?”

### **3) A visit by the Dentist**

Dental health is given very little importance and must be reversed considering the deteriorating health of teeth in children. You may arrange for a dentist or a group of them to visit the school and speak to children about good eating habits, importance of gargling and brushing their teeth twice a day and check the teeth of every child. Children who need a follow up, may visit their family dentist. Children can observe the special tools used by the Dentist.

A thank you card may be prepared by children and presented to the dentist.  
IV b. Life of An Ambulance Driver  
<https://www.youtube.com/watch?v=7YJc9AJLQso>

Children must be told of the importance of giving way to an ambulance. The important role played by the ambulance driver is paramount. The video has subtitles and may be explained to children. Part or whole video may be shown.

Arrange for a visit by the policemen in their jeep, firemen with fire engine, doctors/ paramedics in an ambulance.

Children can have a first-hand experience and appreciate of how the firemen use their hose and ladders, the policemen -their wireless, and the insides of an ambulance, they can have a glimpse of how community workers use their vehicles, tools and perform their responsibilities.

#### **IV c. Cobbler Comes to School**

- **A Cobbler at Work**

<https://www.youtube.com/watch?v=8QNFkRgo3OA>

We have still not got to the point of a 'Use and Throw' culture. It is very Indian to take a broken footwear to the wayside cobbler and have it mended. His tools have an old-world charm. You may call a cobbler to school for an hour or so and children can observe him cutting leather, pasting, nailing and the dexterity with which he sews. Children may bring a footwear or bag that needs mending, pay and thank the cobbler for his services.

- **The Happy Cobblers**

<https://www.youtube.com/watch?v=WSS6cyQvjg>

The 'Happy cobblers' may be shown to children if time permits.

#### **IV d. A Visit to The Post Office**

A Documentary on the Indian Postal Service

<https://www.youtube.com/watch?v=f9asCqfh3sU>

A handwritten letter, a post card, greeting cards are all dying out in the age of instant WhatsApp messaging, emails and skype calls. Today a post office carries out far more activities than they used to, like Aadhar & investments. It may not seem a glamorous profession to the children in cities, but they should be made aware of the important place a postman holds in the fabric of our community. The magical warmth, where the postman's arrival was looked forward to, is lost to the generation of today.

Have an activity where children will write a letter to their grandparents or cousins, prepare a birthday card or a festival greeting card. Once the material is ready, take your

children to the nearest post office. Prior permission must be taken on the school letterhead from the postmaster. Children can observe the uniform of the postmen, the way they stamp the letters, sort them, collect the mail from different mailboxes and have the mailvan ready to take the letters to the airport for distribution. Children very rarely get to see the postman as letter are dropped in boxes in the building foyer. A class representative can hand over a thankyou card to the postmaster. Photographs of the visit may be displayed on the bulletin board or school magazine.

#### **IV e. Visit to The Farm**

How Rice Is Made

<https://www.youtube.com/watch?v=qHIKRwYe3Cs&t=472s>

Farming is a back breaking job. Man, and animal toils for hours in the sweltering sun before we get to eat it. If children can visit a farm and watch the farmers and the animals at work, it would be an enriching experience. Children would feel gratitude, respect the farmer's efforts and the food they eat. The importance of not wasting food would be entrenched in their minds.

#### **V. Assignments**

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Interview the community workers or unsung heroes who keep your school and neighbourhood clean. Click pictures of the work they do and journal them. Create badges /cards and honour them.

What would happen if they were not there to help you?

Team Project-If you had to build a house, what all would have to be done, who are the workers you would call? (Architect, Engineer, mason, carpenter, plumber, electrician, painter, gardener, Tailor...)

#### **VI. Resources**

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Academic resources

People who help us - [https://www.youtube.com/watch?v=iTTJm0Fe\\_g](https://www.youtube.com/watch?v=iTTJm0Fe_g)

Places in our Neighbourhood and community workers

<https://www.youtube.com/watch?v=tXwyXY7mdGg>

Value based resources

<https://kidpillar.com/community Helpers-activities-kids/>

## Unit 13

### Festivals

Topic	Values / Life skills integrated & imbibed	Activities
Festivals	<p><b>Core Values</b> - Cultural Values.</p> <p><b>Sub Values</b> - Sharing, Caring, Love, Kindness, Compassion Selfless love, Unity, Brotherhood, Self Confidence, Empathy, Will power, Tolerance, Determination.</p> <p><b>Life Skills</b> - Listening Skills, Communicating, Conversing Skills, Ideating and Imagination, Logical and Analytical thinking, Creative skills, Planning and Execution,</p>	<p>Story, Dramatization/Puppet show, Value based Ads and Discussion, of all festivals.</p> <p>Raksha Bandhan-making Rakhi, decoration of puja thali, rangoli, songs and dances.</p> <p>Janmashtami , Dramatization of tales based on Krishnadance (Raas), dahi handi, celebrating birth of Krishna.</p> <p>Diwali-Rangoli, preparation of eco friendly colour powder, painting earthern lamps for sale.</p> <p>Christmas-Prepare nativity scene, decorate X mas tree, dramatization of birth of Christ, Secret Santa-exchange of gifts.</p> <p>Makar Sankranti- Kite flying, dances related to festival</p> <p>Holi - Preparation of organic colour powder, playing dry Holi, Dramatization of story. Gurpurab-Video - Gurpurab celebrations, Stories based on Guru Nanak; Dramatization.</p> <p>Eid- Sacrifice favourite toy/book/dress/sweet to give away in charity</p> <p>Independence Day and Republic Day- Flag hoisting, Patriotic speeches, songs and dances. Colouring and painting National flag.</p>

## Materials / Resources needed

Mike and sound system, smart board, LCD, computer, laptop, camera. Raksha Bandhan-Puja plate, gold /silver tassle, material to make Rakhi, lamp, oil, wick, kumkum, akshat (rice), sweet, gift, rangoli powder, costume for dance. Eid -Collection of things children have sacrifices to give away in charity. Janmashtami-Rope, pot, butter, rangoli powder, rice flour paste, fruits flowers, props for dramatization, idol of baby Krishna, cradle, milk rose petals,dandiya sticks for Raas. Diwali- Earthern lamps, paint, stickers, rangoli powder. Christmas-dolls of Joseph Mary Baby Jesus, three kings, sheep hay star, christmas tree decorations, Santa, gifts. Holi-marigold flowers, rose petals, purple cabbage, beetroot to prepare colour powder, Plates, Props for dramatization. Makar Sankranti-Kites, Props for dances.

## Description (of the points of discussion)

The lesson touches upon National Festivals-Independence Day & Republic Day. The following festivals - Holi, Raksha Bandhan, Eid, Diwali, Janmashtami, Lohri ,Makar Sankrant &Christmas also find mention. The teacher can explain about the story and values one can imbibe from these festivals. Cultural values along with love and unity are focussed upon in this unit.

Festivals help us to keep connection with our roots, it teaches us to embrace one another, forge a bond of love and unity and create an environment of love and positivity. It is celebrated to reaffirm our commitment to our family , the community we live in and our nation.

**Unit 13**  
**Festivals**  
**Cultural Values**

### I. Introduction

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The activities and discussion within this unit may be staggered and ideally, taken throughout the academic year. Each festival and associated activities may be introduced just before the festival is being celebrated instead of all together as one lesson.

The chapter Festivals touches upon two National Festivals-Independence Day and Republic Day: and six Indian religious festivals-Raksha Bandhan, Janmashtami, Diwali, Holi, Eid, Makar Sankranti/Lohri.

The festivals Guruparab and Christmas have been included in Chapter XIV –‘Celebrations’ .

India is a diverse country, a fact that is visibly prominent in its people and their culture. The beauty of the Indian people lies in their spirit of tolerance, give and take and a composition of cultures. Each culture possesses its own values, traditions and ideals. Cultural values are core principles and ideals upon which the entire community exists.

Festivals are celebrations which highlight our rich and diverse culture irrespective of religion. Festivals help us to keep connection with our roots, it teaches us to embrace one another, forge a bond of love and unity and create an environment of love and positivity. It is celebrated to reaffirm our commitment to our family, the community we live in and our nation.

One finds common values, woven into the fabric of all festivals, that of caring and sharing, gifting, sacrifice, selfless love, respect, empathy, compassion, kindness, unity, brotherhood, love for the country, perseverance and tolerance, all of which form the values our culture pass down from one generation to the next.

You may narrate a story, dramatize the same or show a film about the origin or mythological context. The underlying value associated with each festival must be explained through the links of value-based advertisements placed in the module.

Teacher can encourage children to come dressed, share food, and conduct activities as the festival demands. Encourage them to share experiences and guess the value behind each experience/action.

## **II. Learning Objectives / Outcomes**

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Through this unit, the students will achieve the following grade appropriate academic and value based goals:

- Identify and name important local and national festivals.
- Develop an understanding of epics, tales and festivities associated with festivals.
- Appreciate the diverse traditions, festivals and celebrations.
- Imbibe the underlying Cultural Values in festivals which include caring and sharing, selfless love, empathy, compassion, respect, sacrifice, kindness, and love for the country, unity, brotherhood, perseverance and tolerance.

## **III. Process & Action Plan**

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Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page :

### A. Introduce the context through activity:

IV a. Recap Activity: Associate objects/symbols to festivals

### B. Carry out the varied activities in class (given below) in the sequence specified.

Ivb. Raksha Bandhan-  
(AUGUST)  
Origin of the festival  
Video & Discussion – You  
are my Parle G. Video &  
Discussion- Deliver the love.  
Art & Craft-Rakhi. Making  
Tying Rakhi.

Ivc. Janmashtami (AUGUST)  
Story on Birth of Krishna  
Dahi Handi Celebration  
Dramatize Tales on  
Krishna  
Raas -Gopis and Krishna

IVd. Independence  
Day (AUGUST)  
Video and  
Discussion,  
Flag hoisting,  
Patriotic songs and  
Dances.

IVe. Diwali (NOVEMBER)  
Stories of its origin  
Sale of painted earthen lamps  
for charity & Rangoli. Video  
and Discussion- Ummeed ka  
diya.

IVf. Gurpurab-Birthday of  
Guru Nanak Dev  
(NOVEMBER)  
Video- Gatka during  
Guruparab, Gurupary  
celebration  
Video-Guruparab celebration  
at golden temple Amritsar.

IV g. Christmas-  
(DECEMBER)  
Story-Birth of Christ,  
Dramatization,  
Making Crib,  
Decorating Xmas  
tree, Secret Santa,  
Video.

IVh. Makar  
Sankranti /Lohri  
(JANUARY)  
Kite flying,  
Dances &  
Dramatization

IV i. Republic Day  
(JANUARY)  
Flag hoisting,  
Patriotic songs  
/dances/Speeches

IV j. Holi (MARCH)  
Tale on Holika-  
Dramatization, making  
eco-friendly colours and  
playing waterless Holi

4. Mark on the  
map, the states  
that celebrate  
Sankranti.

### C. Aid generalization of the concepts learnt, through assignments (given below).

1. Preparation  
of organic Holi  
colours at  
home.

2. Find the different  
names by which  
Sankranti is celebrated  
all over India.

3. Share videos  
of how it is  
celebrated in  
different states.

Ivk. Eid (MAY)  
Story of Eid, Video  
and Discussion-Madad  
Ek Ibaadat.

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the core approach – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The core value being considered is Cultural Values.

## **IV. Activities & Related Discussion**

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### **IV a. Activity Recap**

Gather children around you. Place objects such as diya-lamp, lantern, pot of butter, kite, rangoli, peacock feather, cradle, firewood stacked like bonfire, lights, thoran, Rakhi, Xmas tree, picture of sun and moon. Ask children to associate objects to a festival and speak how they celebrate the festival.

### **IV b. Raksha Bandhan (AUGUST)**

It is celebrated in the month of August. It is celebrated as the day, when a sister ties a thread around her brother's wrist as a symbol of protection and in return the brother promises to protect and take care of her.

Given below, for your reference are a few stories associated with the festival. You may narrate all or some of them

#### **1) Story: Raksha Bandhan**

The origin of Raksha Bandhan comes from the ancient times.

The story goes, during the war between the Gods and demons, Indrani sought help from Lord Vishnu, who gave her a sacred thread, which she tied around her husband, Lord Indra's wrist, to protect him from demons.

In another tale from the Mahabharat, Draupadi tore a part of her sari and tied it around Lord Krishna when he cut his finger and bled profusely. It is believed this is the reason why Krishna saved Draupadi when she implored him for help during her cheer haran by Kauravas.

The most significant story of the dedication of a brother's promise is that of Emperor Humayun and Rani Karnavati who ruled Mewar. Mewar had been attacked twice by Bahadur Shah and as a ray of hope she sent a letter to Humayun with a rakhi asking for his help. Emperor Humayun was during a military campaign but he left everything to go and protect her remembering the promise he had made to her.

#### **2) Video & Discussion**

- You are my Parle-G!

<https://www.youtube.com/watch?v=7TKVyeUHICQ>

## **Discussion**

1. What was Rhea doing?
2. What happened when Varun was colouring?
3. Did Rhea intentionally spray water on Varun?
4. How did Varun trouble his little sister?
5. Do you and your sibling quarrel like Varun and Rhea?
6. Who broke Rhea's doll?
7. How do you know Varun did it intentionally?
8. Is it right?
9. What did Varun do to Rhea's card tower?
10. What happened to Rhea one day?
11. Was Varun upset? Why?
12. How did he make up with his little sister?
13. What did Varun write on Rhea's plastered leg? Why?
14. Who is your Parle-G?
15. Draw your brother/sister. Write two things you love about her a lot

- **Deliver the love**

<https://www.youtube.com/watch?v=l3N6LvvWzdc>

**Value:** A sister values memories and moments spent and shared with her brother. The value of the gift he offers her is immaterial.

## **Discussion:**

1. For whom was Dadi waiting?
2. What was she making for her brother?
3. What did Dadi's grandson say her brother would bring?
4. Why did he call him a 'kanjoos' or stingy?
5. What fond memories did Dadi have of her childhood?
6. Talk to your grandparents and find out the memory they have of their childhood?
7. Was Dadi unhappy because she did not get an expensive gift from her brother?
8. What do you receive from your brother on Raksha Bandhan day?
9. Do you value your gift?
10. What do you love more the gift or your brother?
11. Is the value of the gift important?

**Value:** The videos are a mirror to the relationship between a brother and sister. Childhood is all about tiffs and making up. Yet, if something happens to one of the siblings, the other feels and cares for them. It is these memories that are carried forward throughout life. Memories are more precious than gifts exchanged during the festival. It is reassuring to know of the support of a brother or sister. The rakhi is not just a piece of thread but of utmost symbolic value.

4) Art & Craft Activity: Rakhi making, & celebration of Raksha Bandhan in class. Encourage children to decorate the plate with Kumkum, Akshat, Rakhi Diya and Sweet.

Value: Children learn more in depth about our customs and traditions and take pride in them.

#### **IV c. Janmashtami (AUGUST)**

The festival falls in the month of August/September. Krishna Janmashtami commemorates the birthday of Lord Krishna. Given below is a video on the birth of Lord Krishna, for your reference. You may show it to children or simplify its content and narrate the story in a simple language. Numerous tales on Krishna can be narrated enacted or put up as a puppet show.

##### **1. Story of the Birth of Krishna**

[https://www.youtube.com/watch?v=n5cfEU\\_DfTA](https://www.youtube.com/watch?v=n5cfEU_DfTA)

##### **2. Dahi Handi**

An extremely fun part of the festival involves teams of children climbing on each other to form a human pyramid to try, reach and break open clay pots filled with curd, which have been strung up high. This activity falls on the day after Janmashtami.

Enact Krishna climbing the human pyramid to break the pot. Children can share and eat the butter after the activity.

##### **Discussion**

1. How did Krishna reach the pot of butter?
2. Could Krishna reach the pot without the help of his friends?
3. Did Krishna eat the butter all by himself?
4. Is it right to enter other's homes and take something without asking?

**Value:** Teamwork, Caring & Sharing

3. **Activities:** Dramatize a medley of tales on Krishna.
4. Children can come dressed as Radha and Krishna and do the Raas.

#### **IV d. Independence Day (AUGUST)**

Videos and Discussion

- Is Patriotism buying flags on Independence Day?

<https://www.youtube.com/watch?v=MO5ICmQADiA>

- Unity is strength, Unity is love for the Country.

<https://www.youtube.com/watch?v=ErbH7dT8prk>

- Is patriotism standing up and respecting the National Anthem?

<https://www.youtube.com/watch?v=L3yl3yItd6M>

## Discussion

1. Why should we not buy plastic flags?
2. How should our national flag be respected?
3. Should it touch the ground?
4. What should we do when we hear the National Anthem?
5. What did the little boy do, when he saw the fallen tree creating a traffic jam?
6. Did the boy believe, he could move the tree alone?
7. What did his action achieve?
8. When many hands came to help, what happened?
9. As responsible citizens, what are the little things you can do for your country?
10. Value- Patriotism, love for country, responsibility

## IVe. Diwali (NOVEMBER)

The underlying message of Diwali is good over evil and remains the same, whether it is celebrated in the North or South of India. The videos given below are solely for your reference. You may narrate the same in simple language, dramatize or put up a puppet show. Stick puppets can be created by the Art & Craft teacher. Discuss with children how they celebrate Diwali in their homes. Diwali is celebrated in the month of October/November.

1. **Story:** When Shri Rama and Sita returned to Ayodhya after defeating Ravana the people of Ayodhya celebrated and welcomed them with lights hence Diwali is called 'Festival of lights.'

a) Story of Lord Ram and Diwali

<https://www.youtube.com/watch?v=pp59n0So-XE>

In the South, people celebrated the slaughter of the demon king Narakasura by Lord Krishna.

b) Story of Narakasura and Diwali

<https://www.youtube.com/watch?v=K8e00lWyM6M>

**Value:** Underlying message of triumph of good over evil. During this festival families come together which develops the value of bonding and togetherness. Value of discipline is taught by waking up early in the morning and preparing for the festival. The value of sharing is taught by people exchanging sweets with family members and neighbours in the community.

## 2. Activity

a) Insist children buy two simple earthen lamps from a poor wayside vendor. At school, paint and decorate the diyas. Arrange for a sale of these diyas the proceeds of which can go towards a charitable cause.

b) Rangoli competition:

Value: This activity is not only great as a fine motor skill but also ensures that the age-old creative art passes from one generation to the next.

3) Video &Discussion

Ummeed ka Diya

<https://www.youtube.com/watch?v=vl6rDId2DsY>

### Discussion:

One mother had come out Diwali shopping and the other mother, sat on the street hoping someone would buy her earthen lamps....

1. Did the boy's mother buy any lamps from the poor woman?
2. Why was the poor woman very sad?
3. Is a festival happy if no one buys their wares?
4. What did the boy call the poor woman respectfully?
5. Why are those lamps called 'Aasha ke Diyen'?
6. What did the boy do?
7. What was written on the Pamphlet?
8. Do you buy lamps from the wayside or from shops?

**Value**-Respect, sensitivity, love, compassion, innovativeness, creativity.

IV f. Gurpurab-Birthday of Guru Nanak Dev (NOVEMBER)

[https://www.youtube.com/watch?v=enSzC\\_7LyXU](https://www.youtube.com/watch?v=enSzC_7LyXU) Gatka during Gurpurab

[https://www.youtube.com/watch?v=U\\_kWnACAbPU](https://www.youtube.com/watch?v=U_kWnACAbPU) Guruparv celebration

<https://www.youtube.com/watch?v=uv8sH0-ijXA> Gurpurab celebration at the Golden Temple, Amritsar.

[https://www.youtube.com/watch?v=R\\_kOkzzpQkQ](https://www.youtube.com/watch?v=R_kOkzzpQkQ) Stories of Guru Nanak Dev

Sikhism was founded by Guru Nanak Dev who was born in 1469 to a Hindu family. His birthday is celebrated as Gurpurab. Religion he taught, was a way to unite people. You may introduce this festival in the month of August.

Given above is a link of 3 stories related to Guru Nanak. You may show the video and encourage children to enact one of the stories in the link on GurPurab day.

#### **IV g. Christmas – Birthday of Jesus Christ (DECEMBER)**

Christmas which marks the birth of Jesus Christ, who is proclaimed as the Son of God, is celebrated on the 25th of December by Christians all around the world. The video given below is for your reference. It may be shown to children or the content may be simplified and narrated to them. The same may be dramatized or put up as a tableau.

**1. Story:** <https://www.youtube.com/watch?v=g2rE28Sef7Q> Birth of Jesus Christ.

**Value:** During this festive time, families come together teaching the value of ‘togetherness’. They exchange gifts to show care for their family and friends, think about the Almighty, expressing ‘gratitude’ for their blessings.

The festival of Christmas may be introduced in the month of December. You may prepare a crib along with the children, put up a Christmas tree and decorate it, hang mistletoe, stockings and stars. Children can write a letter to Santa, the gift they would like to have. The teacher can inform the parents of the same. Parents can buy the gifts, gift-wrap them and hand it over to the teacher without the children knowing. On Christmas eve a teacher can dress up as Santa and distribute the gifts to the children.  
OR

#### **2. Activity: Play Secret Santa.**

Children can bring a small gift neatly wrapped, they should mention only the receiver's (another child in the same class) name on the gift and not their own name, for they are the Secret Santa. The gifts should all be placed under the Christmas tree, to be picked by Children on the last day before school closes for Christmas vacation.

You may also distribute these gifts to poor street children.

#### **3. Video, After Christmas Party.**

<https://www.youtube.com/watch?v=V5QPXhStb5I>

#### **IV h. Makar Sankranti (JANUARY)**

Pongal Sankranti or Lohri

<https://www.youtube.com/watch?v=Fj9WyJosg64>

Nature plays an important part in the survival of mankind. Makar Sankranti marks a seasonal change and is celebrated during mid-January as a harvest festival. It is called Lohri in Punjab, Bihu in Assam, Uttarayan in Gujarat, Makar Sankranti in Maharashtra, it is also celebrated in Nepal, Bangladesh and Pakistan. In Punjab, it is celebrated to mark the end of winter, with people dancing around the bonfire which indirectly depicts the Sun God. During the same period, the harvest festival is termed as Makar Sankranti or Pongal in South India. During Pongal, which is a four-day festival in Tamil Nadu, people not only thank the Sun God but also animals and instruments which also form the source of their livelihood.

#### **Activity:** Kite Flying

**Activity:** Enact different Festivals related to Makar Sankranti, through dance or dramatization.

Educate children about using Manja that is not harmful to birds.

#### **IV i. Republic Day (JANUARY)**

How is Republic Day different from Independence Day?

It is the day our Constitution came into effect in 1950, our constitution is a set of rules for every state in India, like you have rules in school. Both Independence Day and Republic Day are National festivals”.

#### **1. Activity**

Re watch the parade on television the following day at school and explain about the March past, tableaus and display of military strength. Discuss various awards given on that day like the bravery awards.

#### **2. Discussion:**

Choice is a freedom. Do you get to choose-?

1. The friends you play with.
2. the toys you play with.
3. the shoes /dress you wear?
4. the cartoon you watch.
5. what you want to drink or eat when you go out?
6. How much you eat?
7. To say what you like or dislike?

How would you use your ‘freedom of choice’ responsibly?

#### **3. Activity**

- a. Name a few rules of the school, in your home and rules to be followed in your country.
- b. Create a few simple class rules with children and put up on the class board.

**Values:** Following rules inculcates sense of responsibility and accountability.

#### **IV j. Holi (MARCH)**

Holi is celebrated in the month of March. The tale on Holika is yet another story of triumph of good over evil. Given below is the story for your reference.

**Story:** <https://www.youtube.com/watch?v=U6eylMFG-s8>

Holi is centred on the burning and destruction of the demoness Holika, which was made possible through Prahalad's unwavering devotion to Lord Vishnu. You may show the video or narrate the story. Teachers or children can dramatize the same.

Holi is referred to as the "Festival of Colours". People throw coloured powder on each other and squirt each other with water guns or pichkaris. The ritual of squirting water goes back to the time when Lord Krishna used to play pranks on the Gopis in his village by drenching them in water and colours.

**Activity:** Educate and encourage children to play an eco-friendly and responsible Holi by using organic colour powder, (instead of water) made with beetroot, marigold, rose petals, purple cabbage. Discourage wastage of water and use of water balloons as they harm the environment.

#### **IV k. Eid ul- Fitr (MAY)**

Given below is a story on Eid which may be narrated. The spirit of Eid and underlying message is that of sacrifice, sacrificing something that is dear to you, not what you attach, no value to. Eid is celebrated in the month of July. The video 'madad ek ibaadat' is to be viewed by children and its values discussed.

##### **1. Story:**

Prophet Abraham had a dream, where he was asked by God to sacrifice his 13-year-old only son, Ishmael. When Prophet Abraham told this incident to his son, little Ishmael without any hesitation agreed to sacrifice his life, showing belief in God. When Prophet Abraham was about to sacrifice his son, God called out to him, stating that his sacrifice was already accepted and that he no longer needed to sacrifice his son Ishmael. He was told he could sacrifice a sheep.

**Values:** Eid is a festival followed by the followers of Islam religion, which requires a month long fast. Fasting requires tremendous will power, perseverance and tolerance. Through fasting, the followers learn to empathize with poor people and understand their pains of hunger and thirst. It also teaches the value of being grateful for what we have.

**2. Activity:** Children can come dressed in traditional attire, hear the story of Eid, share delicacies made during the festival and greet each other in the customary way.

**3. Activity:** Ask children what they would be willing to give up or sacrifice from their belongings. It could be their favourite toy/ story book/ favourite dress/ favourite sweets. Collect the same. Visit a nearby orphanage or construction site and let the children donate the same in the true spirit of Eid.

**Value:** The above activities bring about a feeling of oneness, brotherhood, sharing

&caring, sensitivity, sacrifice, empathy and compassion.

#### 4. Video & Discussion

# madadekibadat

[https://www.youtube.com/watch?v=I5\\_XH1ikNsw](https://www.youtube.com/watch?v=I5_XH1ikNsw)

Discussion:

1. Which festival was Amman celebrating?
2. What did he say when his friends complimented him on his new kurta?
3. Whom did he see at the fair?
4. What was Rahim Chacha selling?
5. What happened to his cart?
6. How did Amaan and his friends help Rahim Chacha?
7. Did he worry about spoiling his new kurta?
8. Why did Chacha feel they were angels sent by God to help him?
9. Was mother upset with Amaan?
10. What did Chacha do with the last few jalebis that remained?
11. What was the message in the story?

**Value**-Do not hesitate to help someone in need. Helping someone is an act of faith.

#### V. Assignments

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1. Preparation of organic Holi colours at home.
2. Find the different names by which Sankranti is celebrated all over India.
3. Share videos of how it is celebrated in different states.
4. Mark on the map, the states that celebrate Sankranti.

#### VI. Resources

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References:

**Value Based** - Videos have been attached to every festival.

Resources for Teachers:

<https://snis.edu.in/2019/11/12/teaching-values-through-festivals-of-india/>

<https://www.tripsavvy.com/most-popular-festivals-in-india-1539299>

## Unit 14

### Celebrations

Topic	Values / Life skills integrated & imbibed	Activities
Celebrations	<p><b>Core Value -</b> Cultural Values</p> <p><b>Sub Values -</b> Sharing, Caring, Love, Kindness, Compassion Selfless love, Unity, Brotherhood, Self Confidence.</p> <p><b>Life Skills -</b> Listening Skills, Communicating, Conversing Skills, Ideating and Imagination, Creative skills, Planning and Execution.</p>	<p>Videos-Ripples of Kindness and A surprise birthday party.</p> <p>Discussion on birthday.</p> <p>Birthday Board</p> <p>Celebration of Guru Purnima- Shloka, Shanti Mantra</p> <p>Story-Sacha Shishya</p> <p>Videos on Guruparab celebration</p> <p>Story of Guru Nanak Dev</p> <p>Teachers Day celebration: I love my teacher because... (board)</p> <p>Teachers day card</p> <p>Games</p> <p>Children's day celebration: Patriotic songs, speeches, drawing, fancy dress,</p> <p>Video-Rights of children</p> <p>Video- Mid day meal</p> <p>Video-Chacha Nehru with children</p> <p>Christmas celebration: Video Birth of Jesus Secret Santa Decoration of crib and Xmas tree</p>

### Materials / Resources needed

Balloons, festoon, charts, card paper of different colours, sketch pens, Xmas tree decoration, material like dolls and hay to make crib, Christmas gifts, Mike and sound system, smart board, LCD, computer, laptop, camera.

## Description (of the points of discussion)

Birthdays are a day of celebration, some birthdays are honoured and celebrated across the nation. The chapter on Celebrations is all about important days such as Teacher's Day, Guru Purnima, Children's Day, Christmas and Guruparab that are celebrated in honour of great personalities on their birthdays. Cultural values are focussed upon in this Unit. One finds common values, woven into the fabric of all festivals and Celebrations, that of caring and sharing, gifting, sacrifice, selfless love, respect, empathy, compassion, kindness, unity, brotherhood all of which form the values, our culture passes down from one generation to the next. Birthdays are special not just for the celebrant but for friends and family too. It is the day when everyone expresses love and appreciation in different ways. A birthday is a time for celebration- it's a time to celebrate the life of someone important and special. Many celebrate the birth of their leaders, founders or religious with special festivities and holidays, such as ,Christmas,Guruparab,Guru Purnima, Teacher's and Children's day.

**Unit 14**  
**Celebrations**  
**Cultural Values**

## I. Introduction

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Birthdays are a day of celebration, some birthdays are honoured and celebrated across the nation. The chapter on Celebrations is all about important days such as Teacher's Day, Guru Purnima, Children's Day, Christmas and Guruparab that are celebrated in honour of great personalities on their birthdays.

India is one of the most diverse countries in the world with varying landscapes, languages, customs and traditions. Festivals are an integral part of our country, some are national festivals, some are associated with religion, some celebrate seasons and nature and some festivals are a celebration of birthdays of eminent leaders, spiritual gurus and one's own birthday.

Cultural values are core principles and ideals upon which the entire community exists.

One finds a common value woven into the fabric of all festivals, that of caring and sharing, gifting, selfless love, empathy, compassion, kindness, unity, brotherhood, all of which form the values our culture pass down from one generation to the next.

Festivals are a happy occasion where bonds are forged, cutting across religious, linguistic and ethnic lines. Festivals reaffirm our commitment to our family, the society we live in and our motherland.

**The activities and discussion within this unit may be staggered and taken ideally throughout the academic year. each festival and associated activities may be introduced just before the festival is being celebrated, instead of all together, as one lesson.**

## II. Learning Objectives / Outcomes

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Academic and Value based goals

- Identify and name important festivals celebrated on the birthday of eminent personalities.
- Develop an understanding of epics, tales and festivities associated with festivals.
- Appreciate the diverse traditions, festivals and celebrations.

- Imbibe the underlying Cultural Values in festivals which include caring and sharing, selfless love, empathy, compassion, respect, sacrifice, kindness, love for the country, unity, brotherhood, perseverance and tolerance.

### **III. Process & Action Plan**

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Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart next page:

## **A. Introduce the context through activity:**

IV a. Video and Discussion

- 1) Surprise Birthday Party.
- 2) Ripple of Kindness
- 3) Birthday Board



## **B. Carry out the varied activities in class (given below) in the sequence specified.**



**Ivb.**  
Guru Purnima-  
July  
Shanti Mantra,  
Shloka,  
Story-  
'Sachha Shishya'&  
Discussion

**Ivc.**  
Gurpurab November  
Stories on Gurunanak,  
Videos on Gatka,  
Guru Parab celebration.

**IV d.**  
Teacher's Day.  
September  
Bulletin board-I Love My Teacher because...  
Teacher Appreciation Cards.

I'VE Children's Day-November Videos, drawing, patriotic songs, dances, speeches, essay writing etc as per children's desires.  
Discussion- Child rights and importance.

**IVf.**  
Christmas December-  
Videos-  
1) Birth of Jesus  
2) After Christmas Party.  
3) Secret Santa.



## **C. Aid generalization of the concepts learnt, through assignments (given below).**



Assignment-Preparation of greeting cards for different festivals and celebrations

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the core approach – Knowing, Understanding, Valuing and Acting the values embedded in the topic

The core values being considered are Cultural Values

#### **IV. Activities & Related Discussion**

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**IV a.** <https://www.youtube.com/watch?v=DiB84pY91UU> A Surprise Birthday party  
<https://www.youtube.com/watch?v=ovj5dzMxzmc&t=5s> The Ripple of Kindness.

Birthdays are very special. Children and adults love celebrating their birthday mainly for the love, fun and togetherness that accompanies it.

After viewing the videos have a ...

#### **Discussion**

- When is your birthday?
- Why is the day so very special to you?
- How do you celebrate your birthday?
- Do you like surprises?
- Can you think of a way you can celebrate your birthday differently by bringing joy to someone who is not as blessed as you?

Birthday board- At the beginning of the academic year make this your first project whereby you make a creative along with all the children in the class.

Celebration-Decorate the class with a few balloons and festoon a day prior to the child's birthday, children can make a birthday card. A small story book may be gifted to the child.

#### **IV b Guru Purnima-Birthday of GuruVed Vyas. (July)**

Guru is the dispeller of darkness, who leads the student from the darkness of ignorance to the light of knowledge. The birthday of the great Guru VedVyasa is celebrated as Guru Purnima in India, Nepal and Bhutan on the full moon day in the Hindu month of Ashada.

You may convey the significance of this day and celebrate it with the solemnity it deserves. In India we accord our father, mother, guru and guest the reverence we accord God.

Taittriya Upanishad, Shikshavalli 1.11.2 says Matrudevo bhava, Pitrodevo Bhava, Acharyadevo bhava, Atithidevo bhava.

Be one- for whom the Mother is God, be one- for whom the father is God, be one- for whom the teacher is God, be one- for whom the guest is God.

**1) Chanting-** The Shanti Mantra given below profoundly summarises the relationship between a Guru and Shishya. Explain the meaning and encourage children to chant the same Chanting which is a combination of sound, breath and rhythm, helps channelize energy, improves immunity, calms the mind, balances the chakras, increases concentration and learning and helps release stress.

ॐ सह नाववतु ।  
सह नौ भुनक्तु ।  
सह वीर्यं करवावहै ।  
तेजस्वि नावधीतमस्तु मा विद्विषावहै ।  
ॐ शान्तिः शान्तिः शान्तिः ॥

#### **Meaning:**

- 1: Om, Together may we two Move (in our Studies, the Teacher and the Student),
- 2: Together may we two Relish (our Studies, the Teacher and the Student),
- 3: Together may we perform (our Studies) with Vigour (with deep Concentration),
- 4: May what has been Studied by us be filled with the Brilliance (of Understanding, leading to Knowledge); May it Not give rise to Hostility (due to lack of Understanding),
- 5: Om Peace, Peace, Peace.

**2) Shloka:** गुरुब्रह्मा गुरुर्विष्णुः गुरुर्देवो महेश्वरः । गुरुः साक्षात् परं ब्रह्म तस्मै श्री गुरवे नमः ॥  
भावार्थः गुरु ब्रह्मा है, गुरु विष्णु है, गुरु हि शंकर है; गुरु हि साक्षात् परब्रह्म है; उन सद्गुरु को प्रणाम ।

#### **3) Story ‘Sachha Shishya’ [https://www.youtube.com/watch?v=-\\_YYbtJrWLA](https://www.youtube.com/watch?v=-_YYbtJrWLA)**

This simple story may be narrated to the children. It imparts the value of Integrity. It is Integrity that enhances all other values. It is doing what is right even when no one is watching you.

#### **Discussion**

- What problem did the Guru face?
- What did he want his disciples or shishyas to do?
- Only one disciple failed to bring anything from home. why?
- What did the shishya tell his Guru?
- Did the Guru want his disciples to steal from their home?
- What lesson did he impart?
- What is Integrity?

#### **IV c. Teacher's Day-Birthday of Dr Sarvapalli Radhakrishnan (September)**

Since 1962, Teacher's Day has been celebrated in India on September 5th the birthday of Dr Sarvapalli Radhakrishnan, to honour and encourage the contribution of teachers in society.

##### **Activity 1-Bulletin board**

I love my .... teacher because....

Children can write what they find most endearing about a teacher they like.

##### **Activity 2- Prepare Teacher Appreciation cards.**

Prepare palm prints on card paper, on the palm ask children to write a teacher's name. On the fingers ask children to write 5 qualities, they appreciate the teacher for.

Children may prepare cards of their choice. Encourage them to scout for ideas and assemble material accordingly.

#### **IV d. Children's Day-Birthday of Pandit Jawaharlal Nehru (November)**

Gather children around you, show them the photographs of some eminent leaders. Introduce the picture of Jawaharlal Nehru. Speak about him. Tell them that Children's Day is celebrated on 14th November as a tribute to India's first Prime Minister Jawaharlal Nehru. Dedicated to his fondness for children, it is celebrated to increase awareness of the rights, care and education of children.

Jawaharlal Nehru (Chacha Nehru) celebrating his birthday with children.

[https://www.youtube.com/watch?v=PD9FG6BbM\\_E](https://www.youtube.com/watch?v=PD9FG6BbM_E)

- 1) You may chart out a programme that involves drawing, patriotic songs, dances, speeches, essay writing etc as per children's desires.
- 2) When we speak of children's rights and education, are all children across India privileged and enjoying equal rights? Discuss

##### **Child rights and their importance.**

<https://www.youtube.com/watch?v=HCYLdtug8sk>

- Are you served food and treated equally as your brother at home?
- You are attending school, are you attending the same school as your brother?
- Do you feel safe at home and in your neighbourhood?
- Are you able to express your opinion at home? How do you express your opinion?
- Do you know of children who are hungry, unable to go to school?

<https://www.youtube.com/watch?v=7PipqE9HM8I> Akshayapatra Foundation.

#### **IV e. Guruparab-Birthday of Guru Nanak Dev (November)**

[https://www.youtube.com/watch?v=enSzC\\_7LyXU](https://www.youtube.com/watch?v=enSzC_7LyXU) Gatka during Guruparab

[https://www.youtube.com/watch?v=U\\_kWnACAbPU](https://www.youtube.com/watch?v=U_kWnACAbPU) Guruparv celebration

<https://www.youtube.com/watch?v=uv8sH0-ijXA> Guruparab celebration at golden temple Amritsar.

[https://www.youtube.com/watch?v=R\\_kOkzzpQkQ](https://www.youtube.com/watch?v=R_kOkzzpQkQ) Stories of Guru Nanak Dev

Sikhism was founded by Guru Nanak Dev who was born in 1469 to a Hindu family. His birthday is celebrated as Guruparab. Religion he taught, was a way to unite people. You may introduce this festival in the month of August.

Given above is a link of 3 stories related to Guru Nanak. You may show the video and encourage children to enact one of the stories in the link on Guru Parab day.

#### **IV f. Christmas – Birthday of Jesus Christ (December)**

Christmas which marks the birth of Jesus Christ, who is proclaimed as the Son of God, is celebrated on the 25th of December by Christians all around the world. The video given below is for your reference. It may be shown to children or the content may be simplified and narrated to them. The same may be dramatized or put up as a tableau.

**1. Story:** <https://www.youtube.com/watch?v=g2rE28Sef7Q> Birth of Jesus Christ.

**Value:** During this festive time, families come together teaching the value of ‘togetherness’. They exchange gifts to show care for their family and friends, think about the Almighty, expressing ‘gratitude’ for their blessings.

The festival of Christmas may be introduced in the month of December. You may prepare a crib along with the children, put up a Christmas tree and decorate it, hang mistletoe, stockings and stars. Children can write a letter to Santa, the gift they would like to have. The teacher can inform the parents of the same. Parents can buy the gifts, gift-wrap them and hand it over to the teacher without the children knowing. On Christmas eve a teacher can dress up as Santa and distribute the gifts to the children.

OR

**2. Activity:** Play Secret Santa.

Children can bring a small gift neatly wrapped, they should mention only the receiver's (another child in the same class) name on the gift and not their own name, for they are the Secret Santa. The gifts should all be placed under the Christmas tree, to be picked by Children on the last day before school closes for Christmas vacation.

You may also distribute these gifts to poor street children.

**3. Video, After Christmas Party.**

<https://www.youtube.com/watch?v=V5QPXhStb5I> - Christmas with love from Mrs Claus.

## **V. Assignments**

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Preparation of greeting cards for different festivals and celebrations

## **VI. Resources**

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<https://www.youtube.com/watch?v=VTUOqZek8eI> Festivals and celebrations

Value based resources

<https://snis.edu.in/2019/11/12/teaching-values-through-festivals-of-india/>

<https://www.tripsavvy.com/most-popular-festivals-in-india-1539299>

<https://www.youtube.com/watch?v=IDtSObRNGZY> Happy Teacher's Day.

<https://www.youtube.com/watch?v=AvbQRxHoVfA> Abdul Kalam, A Lesson for my Teacher

[https://www.youtube.com/watch?v=R\\_kOkzzpQkQ](https://www.youtube.com/watch?v=R_kOkzzpQkQ) Story of Guru Nanak Dev

[https://www.youtube.com/watch?v=enSzC\\_7LyXU](https://www.youtube.com/watch?v=enSzC_7LyXU) Gatka during Guruparab

[https://www.youtube.com/watch?v=U\\_kWnACAbPU](https://www.youtube.com/watch?v=U_kWnACAbPU) Gurupary celebration

<https://www.youtube.com/watch?v=uv8sH0-ijXA> Guruparab celebration at golden temple Amritsar.

<https://www.youtube.com/watch?v=V5QPXhStb5I> Christmas with Love from Mrs Claus

<https://www.youtube.com/watch?v=HCYLDtug8sk>-What are child rights and why are they important.

## Unit 15

### Plant Life

Topic	Values / Life skills integrated & imbibed	Activities
Plant Life	<p><b>Core Value:</b> Nature's Love</p> <p><b>Sub Value:</b> Harmony</p> <p><b>Life Skills:</b> Observation, Listening Skills, Oral expression, Creative skills, Planning and execution, Interpersonal skills, generalisation.</p>	Nature Walk Shloka Story Preparing Seed Bombs Planting the seed bombs Assignment-Journaling Project (effect of affirmations)

### Materials / Resources needed

Nature Walk- bag, pencil paper magnifying lens, camera. Seed Bomb-Gloves containers, compost/cowdung, mud, small seeds of fruits & vegetables

## Description (of the points of discussion)

The chapter on Plant Life in Grade 1 introduces children to big and small plants, Climbers, Shrubs, Trees and Creepers, what the seed and plants need to grow, Parts of the plant and What we get from the kingdom of plants. Nature's love is the value focussed upon in this unit. Nature's love for us and our love for nature goes hand in hand. If we care for the environment nature gives back tenfold. Trees offer us a wealth of knowledge and values apart from resources. It is essential for children to get to know more about plants and love it, if they have to respect Mother Nature.

**Unit 15****Plant Life****Nature's Love****I. Introduction**

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“Someone’s sitting in the shade today because someone planted a tree a long time ago.” -Warren Buffet

The chapter on Plant Life introduces children to big and small plants, climbers, shrubs, trees and creepers, what the seed and plants need to grow, parts of the plant and what we get from trees.

Life on Earth would be impossible without trees. They are among the primary members of our planet, the backbone of all human life, providing us with oxygen and life sustaining resources. The need to integrate values into environmental curriculum is the need of the hour.

Nature’s love for us and our love for nature goes hand in hand. If we care for the environment nature gives back tenfold. Positive affirmations and loving care are nurturing and beneficial not only to the growth of the plant, but also affects our growth as a person. Trees offer us a wealth of knowledge and values apart from resources. It is essential for children to get to know more about plants and love it, if they must respect Mother Nature. The nature of trees is to co create an environment that is beneficial for all its creatures. Nature make us aware of the inter-connectedness of everything. By helping others, we are essentially helping ourselves and thus creating community. Interpersonal love develops with love, mutual respect and care.

**II. Learning Objectives / Outcomes**

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Academic and Value based goals

The child will be able to

- Fine tune their sensory awareness in relation to plants through hands on experience.
- Identify and name various plants seen in the surroundings
- Identify the needs of a seed and a plant.
- Identify and name the different parts of the plant
- Draw and label the main parts of plants

- Appreciate the beauty prevalent in the Plant Kingdom
- Develop sensitivity towards care and protection of plants

### **III. Process & Action Plan**

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Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page:

**A. Introduce the context through activity:**

IV a. Nature Walk



**B. Carry out the varied activities in class  
(given below) in the sequence specified.**



IV b.  
Shloka

IV c.  
Story and  
Discussion

IV d.  
Making  
Seed Bombs.



**C. Aid generalization of the concepts learnt,  
through assignments (given below).**



Talk to Plants & Journal  
findings

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the core approach – Knowing, Understanding, Valuing and Acting the values embedded in the topic

The core values being considered is Nature's love along with sensitivity, coexistence and responsibility towards preserving nature.

#### **IV. Activities & Related Discussion**

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##### **IV a. Nature Walk**

“Just living is not enough, one must have sunshine, freedom, and a little flower.” - Hans Christian Anderson

Ask children to carry bags, paper, and pencil, cameras and magnifying lens. Introduce children to a host of sensory activities. Collect fallen twigs, leaves and flowers of different shapes and colours and ask children to come up with something very creative, Encourage children to feel the texture of leaves and the barks of trees, smell leaves and flowers ,watch leaves under a lens, touch barks of trees, climb small trees under supervision. Draw their attention to shrubs, creepers, plants and trees. Parts of a plant can be shown to children.

Encourage them to click pictures of plants and trees around. Allow them to walk on wet grass and dry leaves, let them draw and take leaf impressions/bark rubbings on their paper.

Academic and Value based learning takes place through this process.

Children learn to respect nature, they learn what they can pluck, cannot pluck, develop vocabulary, develop sensory awareness, creativity, love and care for nature.

##### **IV b. Shloka**

###### **1) Shloka**

Samudra Vasane Devi

Parvata Sthana -Mandale

Vishnu Patni Namas Tubhyam

Paada Sparsham Kshamasva Me

###### **Meaning:**

Oh, Mother Earth, Oh Devi,

Who Wears the Ocean as Your Garments and Mountains as Your Bosom

O Consort of Lord Vishnu  
Salutations to You!  
Please Forgive the Touch of My Feet on Earth, Which Is Your Holy Body.

#### **IV b. Story and Discussion**

Six-year-old Pranjal awoke every morning to this Shloka uttered by her Ajoba...her grandfather. She peeped out of her window, out in the courtyard the parrots and mynas were making a lot of noise on the neem tree. The squirrels were scampering on the branches.

She took a deep breath, the smell of the yellow Sonchafa flowers and the jasmine growing on the creeper outside her window, filled her senses. She saw Aaji and Aai worshipping the holy Tulsi and Banyan tree. Her mother had once mentioned that the Tulsi and the mighty Banyan had tremendous medicinal value; hence they were worshipped. Ajoba was now sitting under the Banyan tree and doing the Pranayam. No wonder he was so agile and healthy

Every year Pranjal came with her Baba and Aai to spend summer vacation at her Aaji - Ajoba's home in Ratnagiri. Ajoba had converted his home into a homestay. People from all over the world enjoyed their hospitality and Aji's lip smacking food. As Baba always said "Athiti Devo Bhava "Aji & Ajoba believed in sharing all that Nature had to offer with their guests.

Aaji, Moreshwar Kaka, Sunanda kaki and their retinue of house helps were busy churning out Pickles, Aam Paapad, Aam Panna, Banana and Jackfruit chips, for the guests to carry back home. The little children who had come from Finland loved the purple jamuns and the Aam Ras.

Ajoba ensured that there were no plastic containers, bags or straws and no aerated drinks anywhere in his home. Food was always served on plantain leaves. Coconut water and Aam Panna kept everyone hydrated and fresh.

Each day when Aaji used to milk the cows; all the children would gather to see how she did it. Her fresh butter, butter milk and cottage cheese were a hit with the guests

Today Baba and Ajoba had arranged 'Seed bomb making activity' for the guests. Ajoba's courtyard had trees of all kinds, Coconut, Areca, Jamun, Jackfruit, Banana, Drumstick, Guava Papaya and a variety of Mangoes. The seeds of the different fruits had been washed, dried and stored in airtight containers. They would go to the forests the next morning for a 'Nature's Walk' with the guests to plant the seeds. Pranjal decided to take some of these seeds and distribute it among her friends, back in Mumbai.

The vacation soon came to an end. Like every year Pranjal had learnt so many new things, met new people and heard new stories. With a heavy heart, she bid goodbye to everyone at Aji- Ajoba's home, including her squirrels, birds and trees.

## **Discussion**

- Whose forgiveness did Ajoba ask in the shloka before setting his foot down from the bed?
- Which two flowers spread fragrance in Pranjal's home?
- What did Ajoba do under the Banyan tree?
- Why did Ajoba ban plastic in his house?
- On what did Aji serve food?
- Which fruit was used to make chips?
- Which fruit was used to make the delicacies for the guests to carry back home?
- Which healthy drinks were served instead of aerated drinks?
- What did Baba and Ajoba mean by Athiti Devo Bhavah?
- What was the value of making seed bombs?
- How do trees, animals and birds coexist?

## **IV d. Seed Bomb making Activity.**

**Activity:** Proceed to make Seed bombs with your children, preferably during the rainy season. Arrange for gloves, containers, organic compost or cow-dung and mud. Ask children to bring washed and dried seeds from home. Ensure they have been dried on a windowsill and not under harsh heat. Wear gloves and mix the seeds in a mixture of  $\frac{3}{4}$  mud and  $\frac{1}{4}$  cow dung/organic compost mixture. Begin rolling them into laddus or small firm balls. Moisture is mandatory for seed bombs to germinate. The seed bombs may be partially embedded in small cup shaped holes. Allow rain to nurture the seed further.

**Value based learning:** Through this activity and discussion children will understand values of responsibility, accountability, sensitivity, caring and nurturing,

## **V. Assignments**

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### **1) Talk to Plants & Journal findings**

Create two teams and give each team a plant. Tell that one team must speak positively, kindly and lovingly to the plant. The other must shower negative words and speak in a demeaning manner.

Encourage the children to observe and journal changes, if any, in the growth of both the plants

## **VI. Resources**

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1. [https://www.ca.gr/ep/organic/academic%20biblio/for%20teachers\\_why%20garden/Helping%20Children%20Value%20and%20Appreciate%20Nature.pdf](https://www.ca.gr/ep/organic/academic%20biblio/for%20teachers_why%20garden/Helping%20Children%20Value%20and%20Appreciate%20Nature.pdf)
2. <https://www.organicauthority.com/health/7-wisdoms-of-trees-what-trees-can-teach-us>
3. <https://www.turtlediary.com/>
4. <http://www.bbc.com/earth/story/20170109-plants-can-see-hear-and>
5. <http://www.bbc.com/earth/story/20170109-plants-can-see-hear-and-smell-and-respond>
6. Helping Children Value and Appreciate Nature - Janis R. Bullock

## Unit 16

# Animal Kingdom

Topic	Values / Life skills integrated & imbibed	Activities
Animal Kingdom	<p>The Core value focused upon is Kindness</p> <p><b>Sub Values:</b> Compassion, Responsibility, Non Violence and Interdependence Sensitivity, Empathy, Thank fullness</p> <p><b>Life Skills:</b> Making Choices, Communication, Reasoning, Logical Thinking, Listening Skills, Oral Expression, Observation, Generalisation, Planning and Execution.</p>	<p>Story and Discussion -Kind Arpita. Video-A Compassionate world begins with you.</p> <p>Kindness Matters-What you can do. Kindness Jar.</p> <p>Toothpaste Lesson.</p> <p>Pet and Jungle Yoga.</p> <p>Assignment-Journal on Kindness</p> <p>Making a bird feeder.</p> <p>Picture Talk- Kindness and sensitivity to the needs of animals while celebrating festivals. (Holi, Diwali and Makar Sankranti)</p>

### Materials / Resources needed

Smart Board, LCD, Computer, Laptop Jar and Coloured sheets for kindness jar  
 Heart cut out and toothpaste tube for toothpaste lesson. Yoga mats Scrap books for journaling Bottles, coconut shells, thin rope grains and water for bird feeder.  
 Pictures of animals affected by crackers, Holi colours and 'kite manja' for Picture Talk.

## Description (of the points of discussion)

The lesson on Animal Kingdom touches upon common animals, birds and insects, their uses, habitat and size. Children are introduced to the National bird and animal. Kindness, Non Violence and Interdependence are the values focussed upon in this unit. The value of kindness cannot be taught. The child inculcates it by seeing it practiced and through practice. Ample opportunities to display kindness, followed by praise and encouragement will reinforce the value in students. The animal kingdom that abounds in kindness and compassion needs the same in large measure from us. We must make this planet cleaner and richer in values and coexist in harmony love, kindness and compassion. One act of Kindness can lead to many more.....

**Unit 16****Animal Kingdom****Kindness****I. Introduction**

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**“The simplest acts of kindness are by far more powerful than a thousand heads bowing in prayer.” - Mahatma Gandhi**

Animal kingdom refers to the simplest of living species to the most complex ones in the universe. Animal kingdom includes millions of species including mammals, reptiles, birds, insects and much more. All of these have some specific features to be called as animals and that is what makes them unique. Animals are present all over-in the living space of humans and in the forests as well. Survival of the fittest is the language of the animals in the forest. Many of them coexist despite their differences.

The chapter Animal Kingdom touches upon wild and domestic animals, National bird and animal, uses of animals and their habitat-land and water.

Kindness is defined by doing something toward yourself and others, motivated by a genuine desire to make a positive difference. We are a social and caring species; it is instinctive for man to be sympathetic and caring. Kindness has the power to enable positive, loving behaviour and has both individual and societal benefits. It is all about being friendly, generous and considerate. Some of the words we associate with kindness are concern, affection, gentleness and warmth. Kindness motivates people to go out of their way to help alleviate the physical, mental, or emotional pains of another and themselves.

Kindness and compassion are evident among other animal species too, such as monkeys, whales, elephants, and so many more. Dogs and cats have been known to show endless amounts of unconditional love and compassion for humans.

Kindness and justice to animals is an essential part of human virtue. The impact of animal cruelty is an animal having the ability to see and feel, capable of love and creating social relationships, experience pain fear and desperation. We need to be aware of and condone cruelty. The planet exists for man and animals. We need to share its resources.

There is a deep connection between kindness and our mental health. Kindness brings about lasting wellbeing, strengthens relationships, deepens solidarity and helps reduce stress.

Positive parenting can be brought by teaching respect for other living creatures, by

teaching child how to care for and show kindness to animals, providing unconditional love.

Adults must teach their child by role modelling, kind and compassionate behaviour. We can be more compassionate by moving beyond our comfort zones and helping individuals or engaging in service work as a way of helping people, animals, and our communities

## **II. Learning Objectives / Outcomes**

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- Identify and name the animals, birds and insects seen in the surroundings
- Identify and differentiate between pet, domestic and wild animals by citing examples
- Discuss characteristics/features of animals, birds, insects based on their variations.
- Differentiate and compare various animal habitats.
- List common animals and birds that live in water, land and in air.
- Sing/recite songs/poems on animals and birds
- Discuss some social insects (butterfly, honeybee) which are useful for human beings; Appreciate the variation and beauty in animals and birds.
- Explain what kindness looks, sounds and feels like.
- Appreciate one another.
- Do small acts of kindness to make a difference.
- Understand the power of the spoken word.
- Develop empathy, compassion and caring for all living beings.
- Develop responsibility and accountability for one's own action.
- Show love, compassion, concern for animals and birds; develop empathy and a sensitivity towards the environment and living beings.

## **III. Process & Action Plan**

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Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page:

**A. Introduce the context through activity:**

IV a. Story and Discussion



**B. Carry out the varied activities in class  
(given below) in the sequence specified.**



**IV b.**

Video-A  
Compassionate  
world begins  
with you.

**IV c.**

Kindness  
Matters-What  
you can do.

**IV d.**

Kindness Jar

**IV e.**

The  
Toothpaste  
Lesson

**IV f.**

Pet and  
Jungle Yoga

**IV g.**

Picture Talk  
and  
Discussion



**C. Aid generalization of the concepts learnt,  
through assignments (given below).**



V. Assignment Project-Kindness: Collect pictures/articles of kindness among animals and kindness towards animals. Journal the same in a scrap book.

Make a bird feeder at home, use and click pictures of birds that come for a feed. Stick these pictures in the scrap book.

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the core approach – Knowing, Understanding, Valuing and Acting the values embedded in the top

The core values being considered is Kindness along with interdependence and Non-Violence.

#### **IV. Activities & Related Discussion**

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##### **IV a. Story and Discussion**

Arpita and her mother were on their way to the school awards function. Arpita was a studious and hardworking child. This year she had been nominated for the best student of the year award, along with five others. She was thrilled that her mother and grandmother would be there to see her on stage as one of the nominees.... but how she wished her father could have been here too. Arpita's father was a Naval Command Officer presently stationed at Kochi Naval Base.

Arpita, her mother and grandmother were driving along the highway enjoying a game of 'Antakshari' when suddenly Arpita looked out of the window and shouted "Amma please stop the car! I just saw a wounded pup. Mama dog is barking at cars whizzing by. But no one is stopping their car."

"If we stop now, we shall miss the show, Arpita. Are you sure, you want to do this? We can call the SPCA. Someone will come attend to them", said mother.

"No mother, please stop the car. We need to give immediate attention to the pup. Otherwise it may die. I can always collect my prize tomorrow." said Arpita.

Mother pulled her car to the side of the road, unfastened their seat belts and started walking towards the dog and pup. The pup had been hit by a moving vehicle, but thankfully was alive. The mother dog looked imploringly at them and barked. Mother was furious "How can people be so irresponsible and heartless?" she muttered under her breath.

Since the pup was bleeding, Mother rushed to get a cloth from the back of the car. The mother dog instinctively trusted them and allowed them to pick the pup. Mother delicately placed it on the back seat of the car.

Arpita felt miserable looking at the pain in the mother dog's eyes. "Can she come too ma? She looks crestfallen, she will do no harm." Mother hesitated for a moment and then agreed. Arpita sat behind with Mama dog and the pup, while grandma sat in front with her mother.

Within half an hour, they reached the hospital. The doctors told them; their kind gesture had saved the pup's life.

It was 5 pm. The award function would have begun. While the doctors attended to the pup, mother called up school and stated their reasons for missing the event.

Arpita patted the pup and its mother and said, “Nothing is more important than seeing you safe, little one.”

The next day, Arpita heard that the best student award had been bagged by Arjun Banerjee. She congratulated him with a warm smile. At 10 am the PA system crackled, Principal announced “I am proud to announce, a new award, instituted this year, by Hema Foundation for the student with high value system. And the award goes to .... Miss Arpita Rajagopalan! She is not only academically brilliant, but also has a heart of gold! We are proud to have her in our school. May she continue to inspire with her kind and noble deeds.”

The corridors resounded with a deafening applause. Arpita was liked by everyone for her gentle, caring nature.

Little Arpita beamed with joy!

(ORIGINAL)

### **Discussion**

- Where was Arpita going with her mother and grandmother?
- What important event was she going to attend?
- Whose presence did she miss.
- What did Arpita see on her way to school?
- What did she want her mother to do?
- What did her mother suggest they could do?
- What do you think would have happened if Mother dog was left behind?
- What did Arpita and her mother manage to achieve through their act of kindness?
- Could Arpita attend the school event? What did mother do?
- Did Arpita win the best student award?
- How was she gracious in her defeat?
- What was the new award instituted in school?
- Did Arpita deserve the award? Why?

### **IV b. Video-**

#### **A Compassionate world begins with you.**

<https://www.youtube.com/watch?v=UrFeky7J0zk>

Most children believe that only certain animals can show love, the video shows love

begets love. Prejudices regarding some animals can be altered by viewing similar videos. For e.g. donkeys and pigs are name called in a derogatory manner. The donkey is a very loving and hardworking animal. Pigs are capable of a great deal of emotion. All animals have feelings and emotions.

#### **IV c. Kindness Matters-What you can do.**

This activity can be the answer to the last question in the above story. A long bulletin board may be used for this year long theme project-Kindness matters-What you can do.

Let children group themselves, brainstorm and find out ways to show kindness to self and other living beings. Each group can take turns to put suggested acts of kindness for the month.

Children can choose from among them and journal random acts of kindness and write down their feeling of accomplishment of little acts of kindness.

Value based learning-Character building, fostering kindness empathy and compassion.

#### **IV d. Activities for reflection - Kindness Jar**

Place three jars in the class. Every day, just before leaving for home have children write down three 'kind acts' on three separate notes,

- a kind act, they did for others (family / friends / an animal),
- a kind act, someone did for them
- a kind comment or compliment about a person in their class.

Encourage them to choose someone different every day.

Have them put it in the jar. At the end of each week read all the notes

Discussion

- How did the acts of kindness make you feel?
- Do you feel different about students in your class, you did not like before?
- Did you make new friends because of a kind act?
- How did you feel being kind to a helpless animal?
- Did the kind acts of your friends motivate or inspire you to do likewise?

Value based learning: Self-reflection on the value of kind words and deeds. Being conscious and aware of how others must be treated. Helps build kindness and compassion in children and a feeling of wellbeing.

#### **IV e. The Toothpaste Lesson-Teaching kindness with toothpaste**

[www.inspiredelementary.com/2017/03/teaching...](http://www.inspiredelementary.com/2017/03/teaching...)

This simple but powerful activity drives forth a powerful lesson about the power of

words, used against any living being. Kind words can make a person feel loved and on top or the world. Unkind words hurt and leave a lasting and bitter impression on the heart.

You may use a large cut out of a heart, a tube of toothpaste and a spoon for this exercise.

Every time you utter a kind or unkind word about a child, squeeze a little toothpaste onto the heart, tell them the toothpaste represent the words. You can demonstrate while scooping the paste back, with a spoon into the tube, that in spite of apologies, the words cannot go back to the source it came from (tube/mouth), nor can their impression be erased completely from the heart. Children as young as six must begin to understand the power words, kind and unkind.

### Discussion

- What were the kind things teacher uttered to you?
- What were the unkind things teacher said to you?
- How did you feel when kind words were spoken?
- How did you feel when something unpleasant or unkind words were spoken?
- Did you feel better when teacher apologised?
- Did you forget the unkind words after teacher apologised?
- What did you learn from this activity?

Value based learning-Always be kind in words, be it towards people or animals. All have feelings and emotions.

### IV f. Yoga – Pet and Jungle yoga- The fun way to encourage calm.

<https://www.youtube.com/watch?v=5XCQfYsFa3Q> -Pet animals pose

<https://www.youtube.com/watch?v=z2UQ5-cVHjs> -Aquatic animals yoga pose

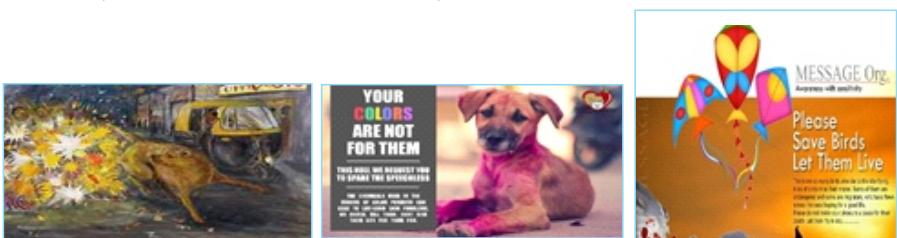


With Yoga and meditation, children can be helped to train their mind to stay calm, happy, relaxed and clutter free of worrisome negative thoughts. Yoga and meditation should be a part of daily assembly.

**VI g. Picture Talk-** Amazing facts and images that speak of ‘compassion among animals’



**2) Picture Talk:** Kindness and sensitivity to the needs of animals while celebrating festivals. (Holi, Diwali and Makar Sankranti)



### Discussion

- How does the loud sound made by firecrackers affect animals and birds?
- How do Holi colours affect animals?
- How does glass coated ‘manja’ affect birds, during kite flying?

## V. Assignments

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- Project-Kindness: Collect pictures/articles of kindness among animals and kindness towards animals. Journal the same in a scrap book.
- Make a bird feeder at home, use and click pictures of birds that come for a feed. Stick these pictures in the scrap book.

## VI. Resources

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### Resources for Teachers-Academic

- <https://www.youtube.com/watch?v=XJny5W5UiU> (CBSE Grade 1)
- <https://www.youtube.com/watch?v=OP3M95Soj00> (CBSE Grade 1)

### Value based resources

- [www.motherjones.com/environment/2013/04/6...](http://www.motherjones.com/environment/2013/04/6...) (Compassion among animals)
- <https://positivepsychology.com/why-is-compassion-important/>
- <https://www.youtube.com/watch?v=5XCQfYsFa3Q> -Pet animals pose
- <https://www.youtube.com/watch?v=z2UQ5-eVHjs> -Aquatic animals yoga pose
- [www.inspiredelementary.com/2017/03/teaching...](http://www.inspiredelementary.com/2017/03/teaching...) (Toothpaste lesson)
- <https://www.youtube.com/watch?v=UrFeky7J0zk> (Compassionate world begins with you.)
- <https://www.youtube.com/watch?v=9FaLK9UT83o> Kala the stray rescue
- <https://www.youtube.com/watch?v=vaIH5tLmC8U>
- [BBC #BBCiPlayer #SpyintheWild](#) Langur monkeys grieve over fake monkey | Spy in the Wild - BBC

## Unit 17

### Weather

Topic	Values / Life skills integrated & imbibed	Activities
Weather	<p><b>Core Values -</b> Environmental Awareness and Adaptability</p> <p><b>Sub Values -</b> Kindness Compassion, Sharing and Caring, Self Discipline.</p> <p><b>Life Skills -</b> Listening Skills, Communicating, Conversing Skills, Ideating and Imagination, Creative skills, Planning and Execution, Gross Motor skills.</p>	<p>Story Nature Walk with Clothes to adapt to weather. Game Wall of Kindness How to train our body to extreme cold and extreme heat- Yoga and Pranayam routine after assembly.</p>

### Materials / Resources needed

Flashcards of winter, rainy and summer season.

Flashcard of rubber tree, cotton plant and sheep.

A box of cotton clothes, sweater, muffler, woollen cap, gloves, raincoat, gumboots, umbrella, straw hat, goggles.

Yoga Mats.

Mike and sound system, smart board, LCD, computer, laptop.

## Description (of the points of discussion)

The Chapter on weather touches upon the seasons- summer, winter and rainy, the months when each season is experienced by us, the weather conditions and clothes worn during the different seasons. The chapter also encourages the child to think about the things we look forward to and associate to a particular season. Environmental Awareness along with Adaptability are the values focussed upon in this unit. Weather is a condition of air at a certain time or place. This condition is affected by several factors; thus, it keeps on changing regularly. We may experience a spell of rainy or sunny weather, hot and humid or windy, stormy weather. Our perception and ability to adapt makes it a pleasant or unpleasant one. Human beings are responsible to some extent for causing changes in the weather.

**Unit 17****Weather****Adaptability & Environmental Awareness****I. Introduction**

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The Chapter on weather touches upon the seasons- summer, winter and rainy, the months when each season is experienced by us, the weather conditions and clothes worn during the different seasons. The chapter also encourages the child to think about the things we look forward to and associate to a season.

Man has been at the receiving end of nature lately. We have witnessed earthquakes, storms typhoons, tsunamis, torrential rains, forest fires, droughts, even the recent pandemic! We have witnessed so many climatic changes. While man stayed indoors, nature tried to bring back a balance by taking back what man has claimed. Children as young as 5 and 6 can become environmentally aware, plant more trees, dispose garbage effectively, reduce Carbon dioxide emissions, save earth's resources or we will experience many more abnormal weather conditions. Due to warming, the earth's polar caps are melting leading to an increase in ocean level and subsequently flooding the nearby coastal cities or low-lying regions. An hour of rain causes major flooding and destroys houses, crops and businesses. Extreme weather events will occur more frequently, so then how will we adapt and change to suit different conditions?

**II. Learning Objectives / Outcomes**

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Academic and Value based goals

The child will be able to

- Develop an understanding of the concept of weather.
- Identify different kinds of weather (foggy, snowy, rainy, cloudy, sunny, windy, stormy, etc.)
- Develop an understanding of classification by sorting weather picture cards.
- Associate clothes, food and activities to weather
- Work cooperatively as part of a group.
- Identify ways to adapt to weather
- Display generosity and kindness to those affected by extreme weather conditions

**III. Process & Action Plan**

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Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page:

**A. Introduce the context through activity:**

IV a. Nature Walk with Clothes to adapt to weather.



**B. Carry out the varied activities in class  
(given below) in the sequence specified.**



IV b.  
Game of  
Gratitude

IV c.  
Wall of  
Kindness

IV d.  
Yoga, Pranayam-Training  
body to extreme cold and  
heat.



**C. Aid generalization of the concepts learnt,  
through assignments (given below).**



Journaling Assignment-  
Goal Setting- Three Stars  
and a Wish

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the core approach – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The core values being considered are Health and Hygiene and Good Habits.

#### **IV. Activities & Related Discussion**

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##### **IV a. Nature Walk with Clothes to adapt to weather.**

- During rainy season you may take up this activity to show them the clothes that you adapt to a rainy weather. Take children out for a walk in the rain with umbrellas, and gumboots.
- In winter take them out on a cold windy morning with hooded sweaters/ mufflers, and gloves.
- On a hot summer afternoon move out with umbrellas, large straw hats/caps, sunglasses, some sunscreen.

##### **IV b. Game of Gratitude**

- Keep a box with rainy, winter, summer clothes and accessories, pictures of sheep, cotton plant and rubber tree at the end of the track.
- Children must run half the distance
- Pick up the cue card (of seasons) placed in the centre of the track.
- Run to the end of the track, dress as per the cue on the card.
- Pick up the picture of the animal, plant or tree, they should be thankful for (rubber for gumboots, cotton plant for cotton clothes & sheep for wool) and run back.

Gross Motor, Cognitive and Value based development takes place during this activity.

##### **IV c. Wall of Kindness**

Refer to the activity ‘Wall of Kindness’ in Chapter 6 -Clothes.

Not all are blessed with clothes to adapt to extreme weather conditions.

Take up this activity and encourage children to contribute with rainy and winter wear to be put out on the Wall of Kindness. They can also donate plastic sheets for leaking roofs or a bag of coal to keep the poor warm.

#### **IV d. How to train our body to extreme cold and extreme heat.**

<https://www.youtube.com/watch?v=LhRgfFn5nhk>

From time immemorial our rishis have been meditating in the icy cold Himalayas. Pranayam or breathing exercises helps strengthen lung power and trains the body to combat extreme cold. Enough hydration, and sweating mechanism by the body helps it to combat extreme heat.

Hence the need to follow the Yoga and Pranayam routine after assembly.

#### **V. Assignments**

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Choose the weather you like and dislike. Write it down as a header. Place a happy and grumpy face alongside the weather. Paste pictures below the respective weather -what is it you like and dislike about the weather.

Project and Home Assignment-Major Disasters caused by weather change in India. A picture Collage. What can we do to prevent such disasters? (Discuss about felling of trees, earth becoming warmer, plastic choking drains leading to flooding -reasons 6-year olds can relate to)

#### **VI. Resources**

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Academic and Value based resources for Teachers.

Weather and Seasons | Science for Kids | Grade 1 | Periwinkle

<https://www.youtube.com/watch?v=KjkQ2d5Apu8>

How Does the Weather Affect Us

<https://sciencing.com/weather-affect-us-23423.html>

Weather Song

<https://in.video.search.yahoo.com/yhs/search>

How to Train Our Body to Extreme Cold and Heat

<https://www.youtube.com/watch?v=LhRgfFn5nhk>

## Unit 18

### The Sky Above Us

Topic	Values / Life skills integrated & imbibed	Activities
The Sky Above Us	<p><b>Core Value -</b> Cultural Values</p> <p><b>Sub Values -</b> Sharing, Caring, Love, Kindness, Compassion Selfless love, Unity, Brotherhood, Self Confidence.</p> <p><b>Life Skills -</b> Listening Skills, Communicating, Conversing Skills, Ideating and Imagination, Creative skills, Planning and Execution.</p>	Dramatization/puppet Show Fair or Unfair- Activity and Discussion Appreciation Board Discussion on Stereotypes Assignment-What do you appreciate most about your father, mother, brother/sister & grandparents? Make a note and give them a small letter or card of appreciation. Prepare small 'Thank you' stars for ancillary staff and school community workers in appreciation for all that they do for you in school.

#### Materials / Resources needed

Puppets or props for Sun Moon and Planets.  
Mike and sound system, smart board, LCD, computer, laptop.  
Chocolates. Thank you cards

## Description (of the points of discussion)

The lesson touches upon : Heavenly Bodies- Sun, Planet Earth, Moon, Stars Earth's movement around the sun Moon's movement around the Earth. Sunrise and Sunset. Equality and diversity is all about promoting and accepting the differences between people and ensuring individuals are treated fairly and equally, no matter what their race, caste, religion, gender or age. Promoting equality and diversity in education is essential for both teachers and students. The teacher should strive to create a classroom environment where all students are appreciated, their differences recognised and respected. Individual characteristics make people unique and not 'different' .

**Unit 18****The Sky Above Us**  
**Equality & Appreciation****I. Introduction**

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Embracing our differences is the key to equality. To see the end of inequality in society we need to embrace what makes us different - -Helen Avery.

The lesson touches upon Heavenly Bodies- Sun, Planet Earth, Moon, Stars, Earth's movement around the sun, Moon's movement around the Earth, Sunrise and Sunset.

Equality and diversity are all about promoting and accepting the differences between people and ensuring individuals are treated fairly and equally, no matter what their race, caste, religion, gender or age. Promoting equality and diversity in education is essential for both teachers and students. The teacher should strive to create a classroom environment where all students are appreciated, their differences recognised and respected.

Individual characteristics make people unique and not 'different'.

**II. Learning Objectives / Outcomes**

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Academic and Value based goals

The child will be able to

- Identify and discuss about the heavenly bodies seen in the morning and at night in the sky
- Discuss about Earth and other planets briefly.
- Draw pictures of the sun, moon and stars and colour them Develop confidence, positive attitudes and values of equality and fairness, that are conveyed through dramatization, discussions and activities.
- Strive to be punctual, disciplined and follow rules and regulations.
- Develop an understanding, respect and appreciation for others.
- Reflect on their behaviour and attitudes.
- Discuss feelings.
- Create strategies for conflict resolution.

### **III. Process & Action Plan**

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Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page:

**A. Introduce the context through activity:**

IV a. Story & Discussion



**B. Carry out the varied activities in class  
(given below) in the sequence specified.**



IV b.  
Dramatizat  
ion of  
Story.

IV c  
Fair or  
unfair

IV d.  
Appreciation  
Board

IV e.  
Discussion  
on  
stereotypes



**C. Aid generalization of the concepts learnt,  
through assignments (given below).**



- What do you appreciate most about your father, mother, brother/sister & grandparents?

Make a note and give them a small letter or card of appreciation.

- Prepare small ‘Thank you’ stars for ancillary staff and school community workers in appreciation for all that they do for you in school.

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the core approach – Knowing, Understanding, Valuing and Acting the values embedded in the topic

The core values being considered are Equality and Appreciation.

#### **IV. Activities & Related Discussion**

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##### **IV a. Story-Narration & Discussion**

The sun and his family of eight planets lived in the solar system along with the moon, satellites, asteroids and billions of twinkling stars.

The sun, a star himself, shined brightly all day. He was very important. Though millions of kilometres away, the sun made sure his warmth and light reached everyone living on his child - the Earth planet. He played a major role along with the wind and clouds in nourishing his child Earth with rain. He melted the snow caps into water that flowed down as rivers. Those living on planet Earth were grateful and worshipped him as he rose every morning in the east. The sun was just and fair and made sure all the people benefitted equally from what he had to offer. Many a tale was woven by them for this incredible contribution of the sun... After a long tiring day, he would set in the west. The Moon, who received light from his friend the sun, would take over and light up the sky, along with the stars at night!

The eight planets rotated and revolved merrily around the sun, along with their satellites. All of them received light from the sun. The sun had strictly told them to stay in their orbits! Pluto the little dwarf planet kept to himself, far away in his own orbit.

The Earthlings living on planet Earth were very curious about these heavenly bodies. They sent spacecrafts and sometimes travelled in them, to learn more about the Sun and his family. They were particularly curious about Moon the Earth's natural satellite and planet Mars.

Many had a tough time remembering the names of all the planets and the order in which they lived on their orbits! The sun would laugh and give them a simple solution “Simply remember -My Very Excited Mother Just Served Us Nachos!!!”

One day, it was little hot Mercury who started it all! She was not so happy of being the smallest one of all. She puffed out her little chest and said, “I may be little, but I am the fastest and am HOT like Papa Sun, that is why he keeps me closest to him.”

Oh dear! That did not go well with the others....

Venus declared “I am the brightest and hottest, my dear Mercury!”

“Look at my beautiful red colour” said Mars. “There have been more missions to my

planet than any other planet. I am the only planet other than earth to have water.”  
“I am the largest, no one can beat that!” boasted Jupiter

Saturn proudly declared, “I am the most beautiful, unique and interesting, look at my icy rings. I am the most admired, I heard the astronaut say so.”

“Any one of you an ice giant?” asked Uranus icily

Neptune the most distant planet was sad; his was a cold and dark world for he was nearly three billion miles away from his Papa Sun.

The Earth was quiet. She was known as Mother Earth the patient one. She chose not to fight.

The sun soon got a message from his friend, the Moon, who was revolving around the Earth that all his children were quarrelling over who was most special.

Sun scowled in anger letting out giant flames. He called them all and said” you are all equal in my eyes. All of you are unique and special. Now instead of being vain about yourself I would like you all to say something good about each other.” The planets realised their mistake and stopped fighting.

“Oh, we shall all say something nice about Earth, she did not boast at all. The Earth beamed with joy as they all called her the most beautiful planet, with oceans and beautiful landscapes, flora and fauna, sparkling rivers and oceans.

I have beautiful people living on me too, said the humble Earth... They are all different like us. Some are kind, some cruel, some rich, some poor some intelligent, some hardworking, some take care of me and some hurt me ...yet I love them all equally. Their differences make them special... just like us.

And so, the mighty Sun who was just and fair, sharing his warmth and radiance equally amongst all, in the universe and beyond, taught his children a lesson on accepting differences and treating everyone fairly and equally.

### **(ORIGINAL-Shobha Rajkumar)**

#### **Discussion**

Academic based question can be asked on the characteristics of Sun and planets, mainly Earth, rotation, revolution, how we benefit from the sun, Earth’s satellite Moon. Ask children several questions that will encourage them to think, ponder, reflect and arrive upon the value subtly introduced

- Can you imagine a world without the sun?
- Would there be only darkness? What are the other things that would be affected if the sun took a day’s off?!
- The sun rose and set at a time day after day. What are the activities you do at home in a disciplined manner?

- We heard the planets being described; can you describe your friends in class?
- The sun strictly told the planets to remain in their orbits. What are some of the rules enforced in your home and at school? Are the rules same for all?
- What is the difference being aware of one's qualities and boasting?
- What do you feel about the earth being quiet all along when all the other planets were boasting?
- How did the sun put an end to the dispute/fighting?
- How would you like your parents or teachers to correct you when you do something wrong?
- What qualities/values do you learn from the Sun?
- What are the similar qualities between the Sun and planet Earth?

#### **IV b. Dramatization of the story on the Sun and her planets.**

#### **IV c. Fair or unfair**

Teacher may take children out on a hot sunny day; they may feel uncomfortable and prefer to move under the shade of the tree.

Now mention about a surprise and distribute sweets, offer one to some, seven to others, some three, and some should receive nothing at all. You will have many sweets left but place them back in your bag.

You will observe, some children are elated, some disappointed, some are angry, bewildered at the unfairness of the exercise! Now ask them to share their feelings about the allotted number of sweets. Words such as sad, angry, unfair, disappointed will surface. Even those who received many may not agree it is fair. There would be some willing to partake of their share.

Did they attribute any reason as to why teacher gave a child more or less? Did they feel teacher was displaying favouritism?

Take back all the sweets and ask the children how it should be redistributed to be fair.

As a teacher you can draw a parallel here that nature gives in equal measure to all be it shades, fruits, rain or sunlight. God has made everyone equal. Nature does not show difference between any animal and person. We can all enjoy the rain, breeze sunshine, fruits on the tree.

Discuss with the children it is natural for us to like one friend /one teacher/ one animal more than the other. However, we must remember to always be kind, polite, generous & loving to all irrespective of our preferences.

This exercise will help reinforce values of fairness, meeting needs of everyone in an unbiased manner, conflict resolution, sharing feelings.

#### **IV d. Appreciation Board**

**'A person who feels appreciated will always do more than what is expected.'**

Teacher and students can leave small messages of appreciation on this board at the end of each day. It could be appreciation

- for a beautiful day
- a lesson well taught
- an enjoyable activity
- a tiffin shared by a friend
- for children who helped clean the classroom
- for children who helped distribute books
- for neat handwriting
- for being regular in their homework
- for attending school regularly
- for coming neatly dressed to school,
- for being kind and helpful,
- Of a friend's abilities.

#### **IV e. Discussion on stereotypes**

Gather children around you, tell them you are going to put up a skit/role play and you need their help to choose characters for the same.

- A child and parents: One parent has to go for work and one parent has to stay back to look after the child.
- A family of four: Mother, father, a child who is an Engineer and a child who is a Nurse.
- Shiva, Parvati, Vishnu & Lakshmi

Children as young as six will choose -

- A girl to stay back at home and look after the child while the boy goes for work
- A boy to be an Engineer and a girl to be a nurse.
- Two 'fair' beautiful girls to play the role of the goddesses irrespective of their acting skills.

The teacher should use this opportunity to break gender stereotypes and colour-based prejudices. 'Fair' does not equal beauty. Teacher must make a conscious effort to break these stereotypes during school functions.

Discuss: have any of the children felt discriminated against or treated unequally -

- At home because of their gender/colour?
- At school because of their grades/ colour/ caste?

A counsellor/ Mother teacher must address these issues.

## V. Assignments

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- What do you appreciate most about your father, mother, brother/sister & grandparents?  
Make a note and give them a small letter or card of appreciation.
- Prepare small ‘Thank you’ stars for ancillary staff and school community workers in appreciation for all that they do for you in school.

## VI. Resources

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### Resources for Teachers

<https://www.youtube.com/watch?v=3FXSLRMeMsg> The sky Above Us

<https://www.youtube.com/watch?v=nMXNELcDVvY> Our solar system

[www.togethercaringsharing.com/what-does-nature...](http://www.togethercaringsharing.com/what-does-nature...)

[www.nasa.gov/pdf/145908main\\_Sun.As.A.Star.Guide.pdf](http://www.nasa.gov/pdf/145908main_Sun.As.A.Star.Guide.pdf)

<http://toolkit.risc.org.uk/casestudy/855/>

## Unit 19

### Directions

Topic	Values / Life skills integrated & imbibed	Activities
Directions	<p><b>Core Values:</b> Will Power, decision making, Determination and Clarity of Mind are the values focused upon in this unit.</p> <p><b>Sub Values:</b> Positive thinking, Self Discipline</p> <p><b>Life Skills:</b> Listening Skills, Observation, Judgement, Decision Making Skills, Generalisation, Planning and Execution.</p>	<p>Recap of Directions learnt in Pre-Primary through song and games. Walk outdoors to observe 4 directions Game-Simon Says</p> <p>Story The right direction to sleep in. Treasure Hunt Goal setting. (Direction in Life</p>

### Materials / Resources needed

Smart Board, LCD, Computer, Laptop Clues, Envelopes, cello tape, stars or stickers for Treasure Hunt.

## Description (of the points of discussion)

The lesson touches upon : The four directions-North, South East West. Direction where sun rises -East Direction where sun sets-West Opposite Directions- North &South; East & West Will Power, decision making, Determination and Clarity of Mind are the values focused upon in this unit. There is a high correlation between decision making, willpower and determination and how far you reach in the direction you have chosen to walk. Positive decisions, positive habits can only be brought about by will power. Success and happiness hinge on will power. The person who has willpower takes more steps forward whereas the one with less willpower is unable to reach the goal, at the end of the road.

Sometimes, when you are standing at the crossroads, riddled with confusion, unable to decide the direction to be followed you require clarity and focus. You need to eliminate the directions you do not wish to take, one by one. When you commit yourself to one specific direction, clarity is the natural result.

**Unit 19****Directions****Willpower, Determination****I. Introduction**

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The Chapter on Directions touches upon the four directions- North, South, East and West, the directions opposite to one another and the direction where the sun rises and sets.

There is a high correlation between decision making, willpower and determination and how far you reach in the direction you have chosen to walk. Positive decisions, positive habits can only be brought about by will power. Success and happiness hinge on will power. The person who has willpower takes more steps forward whereas the one with less willpower is unable to reach the goal, at the end of the road.

Sometimes, when you are standing at the crossroads, riddled with confusion, unable to decide the direction to be followed you require clarity and focus. You need to eliminate the directions you do not wish to take, one by one. When you commit yourself to one specific direction, clarity is the natural result.

**II. Learning Objectives / Outcomes**

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Academic and Value based goals

The child will be able to

- State four directions
- State opposite directions
- State direction in which sun rises
- State direction where sun sets.
- Create goals related to health and academics.
- Garner clarity will power and determination to follow the right direction towards the goal.
- Hone decision making skills.

**III. Process & Action Plan**

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Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page:

## **A. Introduce the context through activity:**

IV a. Recap of Directions learnt in Sr Kg

Introduction of four Cardinal directions

Game-Simon Says.



## **B. Carry out the varied activities in class (given below) in the sequence specified.**

IV b.  
Story-  
Sense of  
Direction.

IV c.  
Sleeping in  
the right  
direction.

IV d.  
Treasure  
Hunt



## **C. Aid generalization of the concepts learnt, through assignments (given below).**



Visualize -whom do you see yourself as, when you are as old as  
your mother/ father.

What is the direction, towards that goal- what are the little steps  
you must undertake to reach there?

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the core approach – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The core values being considered are Decision Making, Will power, Determination and Clarity of Mind.

#### **IV. Activities & Related Discussion**

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**IV a.** Children have learnt many directions in Pre-Primary, namely Right and Left, up &down, In & out, front & back, high & low, Round &Round etc.

Take them outdoor. Sing a direction song and play a game. Encourage children to follow 2/3/4 directions at a time and complete the task given to them. E.g. Walk straight, turn left, turn right.

Now, ask them all to stand facing the sun. The sun rises in the East so children are facing the direction East. Name the direction.

Now ask them to turn around and look in the opposite direction. Opposite East is West. Name aloud. Ask them to face East again and put out their right hand. That is South, and to the left is North. Name aloud the directions.

Play the game ‘Simon Says’...Simon says face East, Simon says face West etc to reinforce what they have just learnt.

#### **IV b. Story-Sense of Direction**

Aditya Rathore was a Colonel in the Indian Army. He hailed from a village in Rajasthan. He was presently stationed at Kashmir protecting the country’s borders. Aditya was a brave soldier just like his father who had been martyred in the Kargil war.

Aditya had only one unwavering goal in sight, to slip into his father’s shoes. He had decided to walk the path his father walked, in the service of his nation. He persevered and joined the NDA.

Aditya woke up every morning to a white icy landscape. However, he loved to see the mountain peaks bathed in the golden rays of the sun as it rose in the East. The spectacle was a visual delight.

Exercise, Yoga and Pranayam kept him fit and healthy on high altitudes. At dawn, Arjun would face East towards the magnificent Sun and do several rounds of the Surya Namaskar. The sun charged him with energy optimism and enthusiasm. Aditya had been named after the Sun God by his grandfather!

That day there was sporadic firing across the border. Luckily there were no casualties. The Indian flag fluttered majestically over their tent. Looking at the sun set in the west, Aditya thought to himself, one more day has passed in the service of my country.

The country could sleep soundly thanks to many such Adityas at the borders.

That night Aditya lay gazing at the North Polar Star. His father had once told him pointing to it, “Set your goals and strive towards it with unshakable conviction Aditya, be as stable as the North star. Let it always remind you, to never waver in your duty” and Aditya did just that.

### **(ORIGINAL STORY)**

#### **IV c. Sleeping in the right direction.**

[https://www.youtube.com/watch?v=AW1ca9\\_NOuA&t=31](https://www.youtube.com/watch?v=AW1ca9_NOuA&t=31)

There is a scientific reason around the direction one must place one's head while sleeping. East is the best, followed by west/south if you must, but never North that has a strong magnetic pull.

If one sleeps everyday with head to the North, one will have disturbed sleep, or have nightmares or land with a stroke. It has to do with the magnetic fields and the flow of iron content in our blood. Children should have the quest to look for scientific explanations before accepting age old practices, and not blindly follow them.

#### **IV d. Treasure Hunt**

##### **Send children on a treasure hunt through school.**

Decide and zero down on locations within the school compound

Map out a route

Write hints for each place like the canteen, admin office, accounts Office, Computer lab etc

Write and number the clues and put them in numbered envelopes.

Hide and cello tape the clues at various locations

You may keep a reward like a star or sticker to keep their spirits high.

Children can move as a team in groups of 2 or 3

##### **Discuss**

How did you find your way around the school?

Did you ask anyone for help?

What directions or instructions were given to you?

When you go on a long journey to a new place, what are the different ways you find the direction to your destination.?

## V. Assignments

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Visualize -whom do you see yourself as, when you are as old as your mother/ father.

What is the direction, towards that goal- what are the little steps you must undertake to reach there?

Prepare a list of goals, related to family, health and academics.

## VI. Resources

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### Resources for Teachers-Academic

Major directions - (CBSE Grade 1 EVS)

<https://www.youtube.com/watch?v=LHOMaeWQOck>

### Value based resources

The Significance of the four Directions in Practice-Pandit Rajmani Tigunait

<https://yogainternational.com/article/view/the-significance-of-the-four-directions-in-practice>

<https://www.stevehayes.com/blog/2009/12/11-ways-to-gain-clarity/> -Steve Hayes  
Dec 21 2009

# Integration of Values

Teacher's Manual

EVS  
Grade I

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