

Unit 1

About Me

Topic	Values / Life skills integrated & imbibed	Activities
About Me	<p>Core value focused upon is Appreciation.</p> <p>Sub Values - Independence & Responsibility</p> <p>Life Skills - Observation, Listening Skills, Oral Expression, Thinking Skills, Communication Skills.</p>	<p>Appreciation of self-worth-Sharing admirable qualities of oneself with class.</p> <p>Power of self-talk (Video Henry & Leslie)-Self Acceptance.</p> <p>Video-Ability beyond disability.</p> <p>Story and Discussion on Responsibility of Owning up.</p> <p>Responsibility & Independence at home -Task list</p> <p>Responsibility at school.</p> <p>Photo Collage of Self-Birth-7 yrs</p>

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop.

Description (of the points of discussion)

The chapter ‘About Me’ revisits facts related to themselves such as name, gender, age, their special features, the class they study in, the place they live, their favourite hobbies, colours and games. It introduces the stages in their growth from a baby to an adult, factors that change with growth and factors that remain constant and similarities and dissimilarities that exist between each one. It also focusses on the value of independence and responsibility that comes along with growing up. The Core value focused upon is Appreciation along with Independence & Responsibility

Entrusting children with responsibilities and age appropriate tasks at home and school makes them feel important, dependable, it increases their sense of independence, they learn to make good choices and take accountability for their actions. Being responsible involves being honest, compassionate, fair, accountable and courageous.

Each person is unique and special. No two children are alike. Children should be made aware of appreciative qualities possessed by them and others and be compassionate and sensitive to shortcomings in others.

Unit I**About Me****Appreciation, Independence & Responsibility****I. Introduction**

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

The chapter 'About Me' revisits facts related to themselves such as name, gender, age, their special features, the class they study in, the place they live, their favourite hobbies, colours and games. It introduces the stages in their growth from a baby to an adult, factors that change with growth and factors that remain constant and similarities and dissimilarities that exist between each one. It also focusses on the value of independence and responsibility that comes along with growing up.

Entrusting children with responsibilities and age appropriate tasks at home and school makes them feel important, dependable, it increases their sense of independence, they learn to make good choices and take accountability for their actions. Being responsible involves being honest, compassionate, fair, accountable and courageous. Each person is unique and special. No two children are alike. Children should be made aware of appreciative qualities possessed by them and others and be compassionate and sensitive to shortcomings in others.

II. Learning Objectives / Outcomes

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

- State name, gender, age, their special features, the class they study in, the place they live, their favourite hobbies, colours and games.
- Discuss stages in growth from a baby to an adult.
- Identify and state factors that change with growth and factors that remain constant.
- Identify and name similarities and dissimilarities that exist between each one.

- Display accountability for one's own actions.
- Shoulder responsibilities and carry out tasks independently at home and school.
- Display sensitivity towards family and peers.

III. Process & Action Plan

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:
IV a. Appreciation of one's worth -Circle time
Discussion.

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.
Video and
discussion-
Ability beyond
Disability.

IV d.
Story and
Discussion-
Responsible
Gopal

I'VE.
Task Generation-
Responsibilities
at School

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

1.
Photo collage of Self-
Birth to Seven Years

2.
Carry out age appropriate
chores at home

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 other sub-values like Responsibility and Independence

IV. Activities & Related Discussion

Appreciation of one's worth, and acceptance of one's limitations builds a strong foundation for self-confidence.

IV a. Appreciation of one's Worth-Circle time Discussion

Gather children around you. Tell them -

Come up with two things you would like the class to know about yourself!

Begin by telling them two things about yourself for e.g. "I am very creative, when it comes to decorating my home" "I love animals"

Ensure each child gets a chance. Appreciate each child after they have spoken.

Follow this activity with showing them the film on Henry and Leslie.

IV b. Activity-The Power of Self Talk

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.

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 Ability beyond disability. Choices make a person-Discussion.

Every child is different. Create a classroom where differences are accepted, abilities and not disabilities are focussed upon and there are no prejudices. Every child brings something special to this world.

The video shows how children focussed on their abilities rather than their disabilities. They made a choice to excel.

Choices make a person-Discuss.

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

IV d. Story and Discussion

Hide 'n' Seek

Mia was very excited. She was going to Gurung auntie's house for a party with her mother. All her friends would be there too. She would have a lot of fun. Gurung aunty lived in a beautiful bungalow. There was ample space to play outdoors and that is what they always did when her mother, Gurung aunty and other friends chatted with one another.

After a sumptuous treat, aunty told the children "why don't you go play outdoors. Be careful don't go far."

They decided to play Hide and Seek. It was Mia's turn to give the den. It was easy finding most of little friends. Gopal was nowhere to be seen. "Shall we help you find her,

asked the others and dispersed in all directions. Mia decided to look indoors. She searched all the rooms. Finally, she reached Gurung auntie's bedroom. She saw Gopal's little finger from behind the tall vase." Found you!" said Mia and ran out of the bedroom. Gopal too scrambled out from behind the vase. Suddenly the house resounded with a loud crash! Everyone raced up. The vase lay on the floor in smithereens!

"My vase!" cried aunty. Who did this?!"

A little voice at the door said "I did aunty, I am sorry. It was my mistake. I was hiding behind the vase. Mia had asked us not to hide indoors."

Gurung Aunty knelt and wiped his tears away. "I am disappointed, my vase broke. I had clearly instructed everyone to play outdoors. However, she paused.... I am proud of you for telling the truth. You have grown into a fine lad. You displayed responsibility, by being honest and owning up to your mistake. Mia and her friends had learnt something valuable that day.

(Original Story-Shobha Rajkumar)

Discussion

- Why was Gurung Aunty proud of Gopal despite him breaking her costly vase?
- Would aunty have found out if Gopal had not admitted to his mistake?
- Would Gopal have been happy with himself, had he not admitted to his mistake?
- What would you do if you were in Gopal's place?

Tell children that being accountable for one's action is responsibility and part of growing up. They can be responsible in many other ways too.

VI e. Independent and Responsible Child

Gaining more independence and increasingly doing more things without grownups is an important and natural part of growing up. Ask children to brainstorm in groups and come up with responsibilities they can shoulder at school. What are the activities they can carry out independently? Prepare a list. (Rotate duties every week at school.)

V. Assignments

- 1) Paste in your Scrapbook, photographs of you, as you have grown, from a new-born to a seven-year-old.
- 2) Prepare a list of responsibilities you can shoulder at home. Put up the list at home and carry it out. Share with your friends what you do.

Resources

References:

<https://www.youtube.com/watch?v=0oxXPvvuPPY> All About Me | Environmental Studies for Kids | Grade 2 | Vid #2

Why Do You Need to Be Thankful for Yourself and How to Do It?-Nerdy Creator Aug 22, 2016

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

Self-Acceptance: What is it and How to Practice-Dr Jen Taylor Aug 6 2020

[https://in.search.yahoo.com/yhs/search; _ylt=AwrXgZN1iGNfH04AeRLnHgx](https://in.search.yahoo.com/yhs/search;_ylt=AwrXgZN1iGNfH04AeRLnHgx)

Teaching Honesty and Responsibility to Your Children

<https://www.dummies.com/relationships/raising-children/teaching-honesty-and-responsibility-to-your-children/>

Resources for Teachers:

Unit 2

How My Body Works

Topic	Values / Life skills integrated & imbibed	Activities
How My Body Works	<p>The Core value focused upon is Gratitude.</p> <p>Sub Value - Appreciation.</p> <p>Life Skills - Observation, Listening Skills, Oral Expression, Gross Motor Skills, Thinking Skills, Cognitive Skills, Communication Skills.</p>	<p>Recap of Body parts, Sensory Organs and their functions.</p> <p>Riddles and introduction to internal organs. Puppet Show & Discussion- Bittu learns a lesson.</p> <p>Yoga & Pranayam</p> <p>Brain Gym</p> <p>Puzzles- Find My partner; food to internal organs.</p>

Materials / Resources needed

Stick Puppets-Heart, Lungs, Brain, Stomach fingers, eyes, Bittu, Teacher, Cell phone. Yoga Mats. Smart Board, LCD Player, mikes. Puzzles- Internal organs and pictures of healthy food, good for the organ.

Description (of the points of discussion)

The chapter ‘How My Body Works’ revisits sensory organs and their functions. It introduces the internal organs brain, lungs, heart and stomach and their respective functions. The lesson stresses on an exercise regimen and practice of Yoga to stay fit and healthy. The Core value focused upon is Appreciation and Gratitude.

Appreciation is the key to loving your body. Our internal organs serve us faithfully without a break. One way to respect your body is to focus on all of its positive aspects, cultivate gratitude for all the things that your body is capable of doing and treat it with kindness. Your body is worthy of love, respect and care always.

Unit II
How My Body Works
Appreciation Gratitude and Sensitivity

I. Introduction

The chapter 'How My Body Works' revisits sensory organs and their functions. It introduces the internal organs brain, lungs, heart and stomach and their respective functions. The lesson stresses on an exercise regimen and practice of Yoga to stay fit and healthy.

Appreciation is the key to loving your body. Our internal organs serve us faithfully without a break. One way to respect your body is to focus on all its positive aspects, cultivate gratitude for all the things that your body can do and treat it with kindness. Your body is worthy of love, respect and care always.

II. Learning Objectives / Outcomes

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

- Demonstrate an understanding of the position and function of the heart, lungs, brain and stomach.
- Value appreciate and be grateful for what the internal organs do for us.
- Appreciate and adopt healthy eating habits and exercise to maintain healthy internal organs.

III. Process & Action Plan

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:
IV a. Recap of Body parts, Sensory Organs and their functions, Riddles and introduction to internal organs.



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



IV b.
Puppet Show & Discussion
-Bittu learns a lesson.

IV c.
Yoga & Pranayam

IV d.
Brain Gym

IV e.
Puzzles- Find My partner, food to internal organs.



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



1.
Paste pictures of the four internal organs and the food good enough for them.

2.
Prepare a balanced diet plan for a week.

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 other sub-value Gratitude.

IV. Activities & Related Discussion

IV a Recap of Sensory organs and Introduction to Internal Organs.

Have children seated around you. Ask them to cross their legs, place palms on lap, close their eyes and relax. Now ask them to imagine they are in a valley full of colourful flowers, birds are chirping all around, the fragrance of the flowers fills their senses, they can feel the cool air blowing in the valley.

Now ask them to imagine they are standing in the valley but unable to see. What is the colour they are enveloped by?

Imagine they are unable to hear. What would they experience?

What would happen if they were unable to smell and feel?

Ask them all to open their eyes and affirm their gratitude for the five sense organs they have been blessed with.

Ask them to listen to **Riddles** you will ask them.

- I am a part of your body. I live in your head. I help you think and control your sense organs. Who am I?
- I am a part of your body; I am two in number. I help your body use the air you breathe in effectively. Who am I?
- I am a part of your body. I pump blood to all parts of the body, who am I?
- I am part of your body. I break down and digest the food you eat. Who am I?

Since all these parts workday after day without even a moment's rest how will you take care of them? How will you show thankfulness?

Let us hear a story of a boy who forgot to care and be thankful....

IV b. Story & Puppet Show

Bittu learns a lesson

Narrator-It was way past 12...Bittu lay wide awake under the covers playing a video game. In between he munched on Lays.

As he played furiously on his cell phone the parts of his body began grumbling!

Fingers-Ouch that hurts! I need some rest, when will Bittu go to sleep?

Eyes- Oh dear! the cell phone blue light hurts me. Who will tell him I need to shut my lids and rest now?

Narrator-Stomach rumbled and grumbled

Stomach-When will I be able to rest? Bittu had his dinner so late. He should have eaten before 8pm. He ate at 10 and not only that, he kept watching a cartoon and forgot to chew! He forgot to stop eating when I was three fourth full. Sigh I can't move now! When will I complete digesting all the excess food he ate? He continues to eat junk food even now!

Lungs- Oh dear, if only this boy would sleep early and wake up early. Some yoga, Pranayam and exercise would do me a world of good.

Stomach-Doing the Surya Namaskar would increase his metabolism.

Heart-....and blood circulation too! I completely agree with you, lungs. All the burgers and French fries and chocolates and ice-cream is putting a strain on me too. He needs some fresh air and exercise. Some sunlight, Vitamin D and B12 too.

Brain- He does not feed me new words, quotes or riddles, I have not seen him read a book for months now. I wish he would do some brain gym instead of being glued to the cell phone.

Heart- I do love and care about this little boy. I wonder who will put some sense into his head.

Brain- I too am waiting for that day!

Narrator- Next day Bittu left for school all groggy eyed as he had slept very late.

Preliminary races before Sports Day were being held at school. Much to Bittu's dismay he did not qualify in any of the races. He huffed and panted and had no stamina at all.

Teacher- Don't be sad Bittu, you too can do it. Join the school Athletics team. Sleep early and wake up early. Come for an hour of yoga, exercise and play. You will notice a great change. I shall share a healthy diet plan too, will you follow?

Bittu-Yes Teacher!

Heart-- Yaay! I knew it, my boy just needed an inspiring teacher.

Let me tell lungs, brain and stomach too!

Original Story-Shobha Rajkumar.

Discussion

- What was Bittu doing late in the night?

- Why were the organs grumbling?
- What were the three things that stomach wanted Bittu to do?
- What did lungs want Bittu to do?
- Why was Bittu's brain sad?
- Why was Bittu unable to qualify in any of the races?
- Who inspired him to adopt a healthy lifestyle?

IV c. Yoga-Suryanamaskar

<https://www.youtube.com/watch?v=TtvMS0lgU7c&t=67s>

<https://www.youtube.com/watch?v=3698h6mgNec> **Anulom Vilom Breathing exercise for kids.**

You may begin the morning assembly out in the open. Encourage children to do the Surya Namaskar facing the sun. This will ensure they get their daily quota of Vitamin D; The Surya Namaskar will strengthen their backs and muscles. It will improve their metabolism and blood circulation, good for the effective functioning of our internal organs.

Refer to the video- yoga for kids and incorporate one or two yoga poses daily.

The breathing technique named Nadi Shodhan Pranayam, or Anulom Vilom helps clear out blocked energy channels in the body, de-stresses the mind and releases accumulated tension and fatigue. It is also effective in dealing with conditions like constipation, child diabetes and obesity.

Enhances lung and brain power or clarity in thinking.

IV d Brain Gym exercises.

<https://www.youtube.com/watch?v=vsYkfIZRu7M>

Brain Gym exercises is a thoroughly enjoyable activity and will help students improve focus, concentration, memory, reading, writing, Math, physical coordination, relationships, self-responsibility, organizational skills and attitudes. It activates brain hemispheres to work together.

IV e Game-Pair up partners. (Puzzles)

Prepare laminated puzzles of internal organs & Beneficial food.

You may select food from the list given below.

Encourage children to play with puzzles in small groups so that they learn from one another.

Good for lungs-Apples, walnuts, ginger, garlic, water, turmeric

Good for stomach-fruits such as apple, papaya, brown / red rice, oats, yogurt, whole grain, beetroot, ginger, dark green vegetables.

Good for Brain-Green leafy vegetables, fatty fish, blueberries turmeric, broccoli, pumpkin seeds, walnuts, oranges, eggs, dark chocolate.

Good for Heart- Green leafy vegetables, Whole grain (wheat, brown rice, oats) Berries, fatty fish, walnuts, beans, dark chocolate, Tomatoes, Almonds, garlic.

V. Assignments

- Paste pictures of the four internal organs and the food, good enough for them
- Prepare a balanced diet plan for a week.

Resources

Internal Organs of Human Body | Environmental Studies for Kids | Grade 2 | Vid #4

<https://www.youtube.com/watch?v=rcE2asTpyB4>

Resources for Teachers:

<https://www.youtube.com/watch?v=X655B4ISakg> -Yoga for kids

<https://teachingaworkofheart.wordpress.com/2010/03/28/brain-gym-and-its-effects-on-learning> **Brain Gym and its effects.**

<https://wellseek.co/2019/10/07/9-science-based-reasons-to-be-grateful-for-your-body/> 9 Science based reasons to be grateful for your body. (JILL CLODFELTER-MASON, RDN, CD)

Unit 3

My Body Needs Food

Topic	Values / Life skills integrated & imbibed	Activities
My Body Needs Food	<p>Core value focused upon is Appreciation and Gratitude</p> <p>Sub Values - Health & Hygiene, Self Control.</p> <p>Life Skills - Observation, Listening Skills, Oral Expression, Gross Motor Skills, Thinking Skills, Cognitive Skills, Communication Skills.</p>	Mindful Eating. Visit to a local farm. Story & Discussion. Vegetable Gardening. Preparation of week's diet plan.

Materials / Resources needed

Facility and equipment to play videos-LCD,Smart Board Computer, Laptop.

Description (of the points of discussion)

The chapter 'My Body Needs Food' touches upon Sources and uses of food, kinds of food; namely protective, energy giving and body building, mealtimes and good eating habits, importance of a balanced nutritious diet from all the food groups and differences between a vegetarian and non-vegetarian based on his diet preference.

The activities in the unit aims at developing an attitude of gratitude and appreciation for the food and its source and maintaining health, hygiene and self-Control while partaking food.

Unit III

My Body Needs Food Appreciation & Gratitude

I. Introduction

The chapter 'My Body Needs Food' touches upon Sources and uses of food, kinds of food; namely protective, energy giving and body building, mealtimes and good eating habits, importance of a balanced nutritious diet from all the food groups and differences between a vegetarian and non-vegetarian based on his diet preference.

The activities in the unit aims at developing an attitude of gratitude and appreciation for the food and its source and maintaining health, hygiene and self-Control while partaking food.

II. Learning Objectives / Outcomes

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

They will demonstrate an understanding of

- Sources and Uses of food
- Kinds of food namely protective, energy giving and body building.
- Mealtimes and good eating habits
- Importance of a balanced nutritious diet from all the food groups.
- Differences between a vegetarian and non-vegetarian based on his diet preference
- Developing an attitude of gratitude and appreciation for the food and its source.
- Maintaining Health, Hygiene and Self Control while partaking food.

III. Process & Action Plan

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:

IV a. Mindful Eating

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

IV b.

Visit to a local Farm

IV c

Story and Discussion-Arunima and Minnu

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

1.

Vegetable Gardening

2.

Prepare a week's diet plan.

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 & Gratitude along with other sub-value Health & Hygiene & Self Control.

IV. Activities & Related Discussion

IV a Mindful Eating

Ask students to sit down for a meal. Ask them to relax, take a deep breath, take a moment to appreciate and savor the food in front of them, its colour and smell. Now ask them to think about the energy, time and effort that went into it being there. Next ponder about where the food came from, the effort taken to eventually put it on the plate. Introduce children to mindful eating by telling them to be appreciative & grateful for the cultivated seeds, the soil that the food grew in, the water that hydrated the roots, the perfect weather conditions that facilitated the growth of crops, the farmers who cultivated and harvested the crops, the lives of animals sacrificed for our nourishment, the truck drivers who reached the produce to the stores, the grocery store that stocked our local products. Remind them to replace gobbling with chewing mindfully.

IV b. Visit to a local farm

Expose children to the planning and hard work put in by farmers to see that their produce grows well. Encourage children to interact with farmers and find out how they tackle the menace of insects and pests, what are the threats posed by changing weather conditions and from middlemen who undervalue their produce. Students may be encouraged to speak to the farmer or show a video about rainwater harvesting and organic farming

IV c. Story and Discussion

Arunima and Minnu

Arunima and Minnu were good friends. After school they met at the garden every evening. Arunima loved to cycle around the park, skate and play a game of tennis at the clubhouse. But Minnu wanted to only talk about all that had happened during the day!

She had no energy to play. Sometimes Arunima obliged. Minnu would keep munching on some crispies as she talked.

At 7 pm Arunima had to return home. She had to have a wash before dinner. Her grandparents and parents had an early dinner. “Good for digestion”, Nanaji would say.

“Minnu are you coming?” she asked. “No! it's too early!” said Minnu.

Arunima rang the doorbell to her home. A delicious aroma wafted from the kitchen, as her grandmother opened the door. “Nani what's for dinner, I am hungry!”

After a wash they all gathered around the table. Nana, Nani, Father, Mother and Arunima. The television was switched off, all the mobiles were stashed away. Dinner time was the best time, no one was in any hurry to go anywhere.

“Arunima will you help me lay the table?” asked mother.

Mama was making hot phulkas, Papa was chopping coriander to garnish the salad.

Arunima peeped into the casserole on the counter. Yumm! Her favourite Veg Korma, Maakidal and peanut salad. Nani had made some lip smacking Gajar halwa too for grandfather.

Nanaji said a short prayer and they began eating. Arunima relished every morsel. Nani complimented mother on the delicious korma.

“Hey! What about my peanut salad, Amma?!” asked Papa and everyone laughed.

They all spoke about their day and everyone helped to clear the table and kitchen after dinner.

It was a ritual to go for a short walk after dinner.

Arunima saw Minnu run up to her Papa's car. It was 9pm. Her father held a box of large pizza in one hand and some coke in the other. “Yaaay! ” shouted Minnu, “Thank you Papa, tomorrow we shall order some burgers!”

Original Story - Shobha Rajkumar

Discussion

- Why was Minnu too tired to play?
- Why did Nanaji insist on an early dinner?
- Did Arunima have a wholesome meal?
- Why was the television switched off and mobiles kept away during dinner time?
- At Arunima's home, food was prepared with love. Everyone relished and appreciated the food and mother who prepared it. Why is it important?
- Minnu would have dinner at 9.30, was it healthy?
- Minnu wanted junk food for dinner, two days in a row. Was it healthy?

V. Assignments

Vegetable Gardening

Research on the container and soil to be used, the seasonal vegetables, and methods to ward off insects and bugs. Document the growth of vegetables, methods and problems faced in a scrap book.

Prepare a diet you would love to follow for a week, including food from all groups.

Resources

<https://www.youtube.com/watch?v=jLWHmILQioQ&list=PLSpK8XkuGak8sxHAcNsuUwT-ms-0SlI0x&index=7&t=0s> Food and Health

<https://chopra.com/articles/bringing-gratitude-to-our-food-system> Amy Pamensky

November 10, 2017

<https://www.youtube.com/watch?v=gV9386Jv21c> Are vegetables healthy.

Unit 4

My Family

Topic	Values / Life skills integrated & imbibed	Activities
My Family	<p>Core value focused upon is Love</p> <p>Sub Values - Care & Share, Unity, Compassion, Relationships</p> <p>Life Skills - Observation, Listening Skills, Oral Expression, Gross Motor Skills, Thinking Skills, Cognitive Skills, Communication Skills.</p>	<p>Story and Discussion.</p> <p>Song -We are a family.</p> <p>Family Tree.</p> <p>Family Day at School.</p> <p>Responsibility Chart.</p> <p>Anecdotes from Grandparents' chest of Family Stories.</p>

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop Mikes.
Print out of Family Tree. Charts. Games and activities for Family Day

Description (of the points of discussion)

The Unit on 'My Family' touches upon what constitutes a family and the roles of each member in the family, the importance and value of sharing responsibilities in a family, the relationship between each member, importance of effective communication and being compassionate to members in the family.

Acknowledging and accepting the strength and weaknesses of members in a family and displaying awareness of likes and dislikes of family members and acting accordingly.

As quoted by Marge Kennedy, the family is what you make it. It is made strong not by the number of heads at the dinner table but by the rituals you help family members create, by the memories you share, by the commitment of time, caring and love you show to one another and by the hopes for the future you have as individuals and as a unit.

Unit IV
My Family
Love

I. Introduction

The Unit on 'My Family' touches upon what constitutes a family and the roles of each member in the family, the importance and value of sharing responsibilities in a family, the relationship between each member, importance of effective communication and being compassionate to members in the family.

Acknowledging and accepting the strength and weaknesses of members in a family and displaying awareness of likes and dislikes of family members and acting accordingly.

As quoted by Marge Kennedy, the family is what you make it. It is made strong not by the number of heads at the dinner table but by the rituals you help family members create, by the memories you share, by the commitment of time, caring and love you show to one another and by the hopes for the future you have as individuals and as a unit.

II. Learning Objectives / Outcomes

Through this unit, the students will achieve the following grade appropriate academic and value-based goals. They will demonstrate an understanding of

- What constitutes a family and the roles of each member in the family.
- The importance and value of sharing responsibilities in a family.
- The relationship between each member.
- Importance of effective communication and being compassionate to members in the family.
- Acknowledging and accepting the strength and weaknesses of members in a family.
- Displaying awareness of likes and dislikes of family members and acting accordingly.

III. Process & Action Plan

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:
IV a. Story and Discussion
Family Time

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

IV b.
Song -We are a
Family

IV c.
Family Tree

IV d.
Family Day at
School.

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

1.
Responsibility
Chart.

2.
Share an interesting anecdote
about your parents from your
Grandparents chest of Family
Stories!

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 Care and Share, Unity, Compassion and Relationships.

IV. Activities & Related Discussion

IV a Story and Discussion

Family Time

The Diwali vacation had begun. The Subroto family went on a trek every November.

The children were very excited. Anjali and Sandeep had almost completed packing everything for their trip. In went the video game, earphones, story books, charger, battery pack. Anjali hoped she had not forgotten anything.

The next morning, they set out on their journey. Papa was behind the wheel. Mama looked out at the beautiful greenery; she glanced behind to catch the attention of the children, Sandeep was playing video games and Anjali sat listening to music with her earphones on. After an hour they stopped by at their favourite dhaba. Their Poha, Misal pav and Vada pav were famous. Papa had to attend to an important work call. Children continued to eat mindlessly, immersed in their gadgets. Once their rumbling tummies were put to ease, they boarded their car once again.

“Mama I forgot my video game on the table at the Dhaba” said Sandeep very disturbed.

“Oh dear! I shall call and tell them; we cannot go back now” said Papa.

“How will I pass my time? It's so boring!” grumbled Sandeep.

“Sandeep, let's all talk or let's play a game, isn't that what the trek was meant to be... a family bonding time? It is over an hour and no one has really spoken to one another. Why don't we put our gadgets away for two days?”

“I completely agree with your mother” said Papa, handing over his phone to her.

The jeep soon was filled with squeals of laughter as they cracked jokes, sang songs and played Antakshari and a game of 20 questions.

Papa suddenly turned to the left.

“Where are we going?” asked Mother

“There is a farm out here, kids will love it” said Papa.”

Travelling with Papa was always full of surprises and an adventure!

Anjali rolled in the grass with the pups and kittens, Sandeep and his father had first-hand experience in raking leaves. Mother spent time with the calves. After splashing in the river adjoining the farmhouse, they bid adieu to the animals. It had been a memorable afternoon.

Original Story - Shobha Rajkumar

Discussion

- Do you go out with your family?
- What do you do during the journey?
- How would the journey be, if everyone sat with their games and phones?
- Would it be family time?
- Should mobiles be used, or television be viewed during dinner time?
- Why is it important to talk to all family members?

IV b. Song -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 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....

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....

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

IV c. Circle time with family photographs. Create a family tree.

Ask the class over the weekend to bring passport size individual photographs and other pictures 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.

IV d. 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

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. Grandparents-Keepers of Family Stories

Ask each child to speak or call their grandparents/elderly relative and ask them to narrate a Funny story/ incident in the child's parent's life. Children can narrate and share the same with class during circle time.

Resources

<https://www.youtube.com/watch?v=bEQ0CQ6xNac> Family

<https://www.hprc-online.org/social-fitness/family-optimization/are-cell-phones-ruining-family-time>

Unit 5

People Who Help US

Topic	Values / Life skills integrated & imbibed	Activities
People Who Help US	<p>Core value focused upon is Appreciation & Respect Sub Values - Cleanliness</p> <p>Life Skills - Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning And Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills,</p>	<p>Game. Videos-Policemen- Beyond the call of Duty.</p> <p>Life of a Ambulance Driver. A cobbler at Work. Story- The Happy Cobblers. Documentary-Indian Postal Service.</p> <p>Farmer at Work- How rice is made.</p> <p>Do not bargain with a poor vegetable vendor. Story and Discussion-Mahika has a toothache. Song-Brush your Teeth Visit by a Dentist.</p>

Materials / Resources needed

Facility and equipment to play videos-LCD,Smart Board Computer, Laptop Mikes.

Description (of the points of discussion)

The chapter, 'People who Help Us' touches upon the role of community workers in society and our day to day lives. The people who help us or community workers keep the community clean, safe and healthy. They provide us with goods and services. Some assist in times of emergencies. They devote their time and energy in the service of the community and often sacrifice time with their own families for the sake of the community.

Unit 6

Our Neighbourhood

Topic	Values / Life skills integrated & imbibed	Activities
Our Neighbourhood	<p>Core value focused upon is Cleanliness</p> <p>Sub Values - Appreciation, Respect & Gratitude</p> <p>Life Skills - Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning And Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills,</p>	<p>Lending a helping hand, going an extra mile Video and anecdote on helpful caring neighbour. Interesting facts on neighbouring state and country. Story & Discussion-Friendship has no Boundaries. Assignment: How do you help your neighbours?</p> <p>Shoot a small video on your helpful caring neighbour.</p> <p>Which is your neighbouring State? Which is your neighbouring country?</p> <p>Find out interesting facts about them and document in your scrap book.</p>

Materials / Resources needed

Description (of the points of discussion)

The chapter ‘Our Neighbourhood’ touches upon neighbours, the relationship shared with them and how valuable an asset they are.

It takes the students through places in the neighbourhood such as Market, Hospital, Police Station, Bank, Park, Fire station and the Post Office. It speaks about the people working in them, utility, services provided, importance of these places, the importance of keeping the neighbourhood clean and emergency numbers of the hospital, police station and fire station. The activities in the above two units will encourage students to reflect upon the invaluable role played by community workers and enable them to display appreciation, gratitude and respect towards them for the same. Observing, interacting and sharing experiences with them will enable students to draw inspiration and imbibe values from the work they do.

Unit 7

Festivals

Topic	Values / Life skills integrated & imbibed	Activities
Festivals	<p>Core value focused upon is Harmony.</p> <p>Sub Values - Love for the Country.</p> <p>Life Skills - Listening Skills, Communicating, Conversing Skills, Ideating and Imagination, Logical and Analytical thinking, Creative skills, Planning and Execution</p>	<p>Recap Activity: Associate objects/symbols to festivals. 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. Janmashtami (August)-Story on Birth of Krishna, Dahi Handi Celebration, Dramatize Tales on Krishna, Raas -Gopis and Krishna. Independence Day (August)-Video and Discussion, Flag hoisting, Patriotic songs and Dances. Gandhi Jayanti-(October)-Story &Discussion, Quotes, Cleanliness Drive Durga Puja/Navaratri (October)-Dramatization, Dandiya Raas Diwali (November) - Stories of its origin ,Sale of painted earthen lamps for charity & Rangoli, Video and Discussion-Ummeed ka diya. Gurpurab-Birthday of Guru Nanak Dev (November)-Video- Gatka during Guruparab, Gurupary celebration, Video- Guruparab celebration at golden temple Amritsar. Christmas- (December)-Story-Birth of Christ, Dramatization, Making Crib, Decorating Xmas tree, Secret Santa, Video. Makar Sankranti /Lohri (January)-Kite flying, Dances & Dramatization Republic Day (January)-Flag hoisting, Patriotic songs /dances/Speeches Holi (March)-Tale on Holika- Dramatization, making eco-friendly colours and playing waterless Holi Eid (May) Story of Eid, Video and Discussion-Madad Ek Ibaadat.Assignment - 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. 5.Narrate a story on Gandhiji.</p>

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop Mikes. Raksha Bandhan-Puja plate, gold / silver tassle, material to make Rakhi, lamp, oil, wick, kumkum, akshat(rice), sweet, gift, rangoli powder, costume for dance. 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. Navaratri- Props and costumes for Dramatization 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. Eid -Collection of things children have sacrifices to give away in charity.

Description (of the points of discussion)

The chapter Festivals touches upon National Festivals such as Independence Day, Republic Day, Gandhi Jayanti and religious festivals such as Raksha Bandhan, Janmashtami, Diwali, Holi, Eid, Makar Sankranti/Lohri, Gurupurab, Christmas and Durga Puja. 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.

Unit VII

Festivals

Cultural Values, Harmony & Love for the Country

I. Introduction

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 National Festivals such as Independence Day, Republic Day, Gandhi Jayanti and religious festivals such as Raksha Bandhan, Janmashtami, Diwali, Holi, Eid, Makar Sankranti/Lohri, Gurupurab, Christmas and Durga Puja.

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. You may 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

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

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.

IV e. Gandhi Jayanti- (October)
Story & Discussion,
Quotes,
Cleanliness Drive

IV f. Durga Puja/Navaratri (October)
Dramatization,
Dandiya Raas

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

**IVh. Gurpurab-Birthday
of Guru Nanak Dev
(November)**

Video- Gatka during
Guruparab, Gurupary
celebration

Video-Guruparab
celebration at golden
temple Amritsar.

Stories of Guru Nanak
Dev-Dramatization

**IV i.
Christmas-
(December)**

Story-Birth of
Christ,
Dramatization,
Making Crib,
Decorating
Xmas tree,
Secret Santa,
Video.

**IVj. Makar
Sankranti
/Lohri
(January)**

Kite flying,
Dances &
Dramatization

**IV k. Republic
Day (January)**

Flag hoisting,
Patriotic songs
/dances/Speeches

IV l. Holi (March)

Tale on Holika-
Dramatization, making
eco-friendly colours
and playing waterless
Holi

**Ivm. Eid
(May) Story of
Eid, Video and
Discussion-
Madad Ek
Ibaadat.**

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

Preparation of organic Holi colours at home.

1. Find the different names by which Sankranti is celebrated all over India.
2. Share videos of how it is celebrated in different states.
3. Mark on the map, the states that celebrate Sankranti.
4. Narrate a story on Gandhiji.

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 along with Harmony and Love for the Country.

IV. Activities & Related Discussion

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=j3N6LvvWzdc>

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_DtTA

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?

Value- Patriotism, love for country, responsibility

IV e. Gandhi Jayanti (October)

1) Story and Discussion

The story given below speaks volumes on Gandhiji's integrity and children find it very appealing.

Once a mother approached Gandhiji with her little son and said, "Bapu, you must scold my son, he does not listen to me. He eats so many sweets, its ruining his health and teeth. Please, if you reprimand him, he will listen to you." To her surprise Gandhiji said nothing. The mother thought perhaps he has no time for such trivial issues.

One month later at a prayer meeting, Gandhiji smiled at the mother and son. He called the little boy near him and spoke to him at length about the fallout of eating too many sweets.

Mother asked "Bapu, forgive me for asking, a month ago when I requested you said nothing to him, now a month later, how come you advised him?

Gandhiji smiled warmly and said "One month ago I was a slave to sweets myself! How could I advise him to stop eating sweets? Now I have given up eating them. So, I decided to speak to him. Shouldn't we practice, what we preach?" The young mother folded her hands and bowed her head. She had learnt a valuable lesson.

Discussion

- What did the young mother want Bapu to do?
- Why did Gandhiji advise the little boy a month later and not immediately?
- What lesson did the young mother learn from Gandhiji?

2) Change within. Celebrate the Mahatma.

Invaluable Quotes for Reflection-Mahatma Gandhi.

- "The future depends on what we do in the present."
- "You must be the change you wish to see in the world."
- "The best way to find yourself is to lose yourself in the service of others."
- "Happiness is when what you think, what you do and what you say are in harmony."
- "You may never know what results come of your actions, but if you do nothing, there will be no results."

- “The good man is the friend of all living things.”
- “See No Evil, Hear No Evil, Say No Evil, Think No Evil.”

You may take up and discuss one quote a day during circle time or assembly. They are simple, meaningful and messages children can carry into adulthood.

3) Swachh Aadat Swachh Bharat. Remembering Bapu’s Values.

<https://www.youtube.com/watch?v=z4TXSRkvO7g>

Have a meaningful Cleanliness drive that involves no photo opportunity or publicity. Live up to Bapu’s ideals. Children should adopt Cleanliness as a way of life.

IV f. Durga Puja-(October)

Dramatization.

The story on Mahishasuramardini depicts the victory of good over evil. The story may be narrated and dramatized before the celebration of the festival.

Narrator – Once upon a time there lived a demon named Mahisha. Once he decided to pray to Lord Brahma.

Scene: Mahisha doing penance... standing on one leg. Brahma enters.

Brahma – I am very pleased with your penance. What boon do you want?

Mahisha: I want to become immortal.

Brahma: That boon I cannot grant.

Mahisha Thinking - Hmmmm! Then grant that no man or God can kill me. If I die, it will only be at the hands of a woman.

Brahma: Tathastu. So be it.

Mahisha: Ha Ha Ha!! Now I am the most powerful in the whole world. No woman exists who can defeat me...Ha Ha Ha

Narrator: Now that Mahisha was invincible, he and the other asuras went about hurting and killing everyone on earth and then went on to the heavens to fight the Gods.

Scene: Indra tries his thunderbolt - fails

Vishnu tries his chakra – fails

Shiva throws his trisula – fails

Mahishasura defeats everybody and sits on the throne of Indra.

Mahisha: Now I am the ruler of the three worlds. Everyone must listen to what I say.

Scene: Three people huddled in a corner.

Person 1: This Mahisha is very evil indeed. He must be defeated. But how?

Person 2: It is very difficult. He has a boon which makes him invincible.

Person 3: We cannot accept defeat. Let us approach the Trimurti. I am sure they will be able to help us.

Narrator: And so, all the people and the demigods approached Brahma, Vishnu and Shiva.

Deva 1 – Please help us oh Lord. We are tired of the atrocities of Mahisha.

Shiva – Hmmmm!!! I can understand. Single handedly we have tried but failed.... But.... I have an idea!!!! (He whispers something in Brahma's and Vishnu's ear.

Scene: Together they meditate. From two sides children depicting a wall of fire will enter. Out of sight from the audience behind this wall will be Devi) They will take a circle around Devi and exit.

People and Gods: Aaaah!!! Who is this wondrous woman? Is she going to be the woman who can liberate us from Mahisha?

Shiva: Yes. All of us will give her our individual powers. So, she will be extremely powerful and can vanquish the demon.

Scene: So, saying he hands Devi his trisula.... Vishnu hands his Chakra.... Indra his thunderbolt,

Depending on number of children – the teacher may assign different weapons of Devi to be handed to her by different gods.

Devi sits on top of the tiger. Everyone bows down before her.

Scene close

Lion jumps on stage with a roar. Devi enters with lion.

Mahisha: Which is this animal who dares roar without my permission? Aaaah!!! Who is this beautiful woman? Come, marry me, throw these weapons aside; come and live like a queen.

Durga: I am no ordinary woman who would be eager to marry you. I am Mahadevi. You will have to first vanquish me in battle.

Mahisha: Ha ha ha! that will be child's play.

Narrator: Mahisha had the ability to change forms, first he assumed the form of a lion... then an elephant who kept hurling big boulders at Devi. But she managed to destroy everything with all the weapons she had. The battle raged for nine days.

Mahisha – This woman is no match for me. Let me assume the form of Mahisha and destroy her.

Durga: That is, it Mahisha. You have tested our patience enough. Be ready to die.

Scene: So, saying she charges at him with Shiva's trisula and kills him

Narrator: Thus, she freed the world from Mahishasur's tyranny. Indra and the other gods returned to the heavens again, and all was well. Since then, Durga is worshipped during the Navratri and is addressed as Mahishasuramardini.

IV g. 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 h. Gurpurab-Birthday of Guru Nanak Dev (November)

https://www.youtube.com/watch?v=enSzC_7LyXU Gatka during Gurpurab

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 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 i. 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.

- 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 j. Makar Sankranti (January)

Pongal Sankranti or Lohri

<https://www.youtube.com/watch?v=Fj9WjyJosg64>

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 k. 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.

IV1. 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 m. 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. 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

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

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.
5. Narrate a story on Gandhiji.

Resources

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>

https://www.youtube.com/watch?v=UW4-Zj_JWSM Festivals

<https://www.youtube.com/watch?v=wE14dLgW14o>

Unit 8

Plants Around Me

Topic	Values / Life skills integrated & imbibed	Activities
Plants Around Me	<p>Core value focused upon is Nature's Love</p> <p>Sub Values - Interdependence,</p> <p>Life Skills - Communication, Logical Reasoning, Analytical thinking, Assertive Communication, Generalisation.</p>	<p>Nature Walk</p> <p>Seed Bomb making Activity.</p> <p>Quotes for Reflection</p> <p>Tree Plantation-Realising Jadev Payang's dream.</p> <p>Story & Puppet Show-</p> <p>The Grumpy Tree- Interdependence in Nature.</p>

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop.

Description (of the points of discussion)

The chapter on Plant Kingdom introduces children to various plants, trees, shrubs and herbs seen in the surroundings, differences between them and their uses. Students also revisit the parts of the plant, its functions and uses. The beauty prevalent in the plant kingdom and care and protection required in its survival is also stressed upon.

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 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.

Unit VIII
Plants Around Me
Nature's Love

I. Introduction

The chapter on Plant Kingdom introduces children to various plants, trees, shrubs and herbs seen in the surroundings, differences between them and their uses. Students also revisit the parts of the plant, its functions and uses. The beauty prevalent in the plant kingdom and care and protection required in its survival is also stressed upon.

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 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.

II. Learning Objectives / Outcomes

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

The child will be able to

- Identify and name various plants trees shrubs and herbs seen in the surroundings.
- Demonstrate an understanding of the parts of the plant, its functions and uses.
- Draw and label the main parts of plants.
- Define trees, plants, herbs, shrubs and herbs, differentiate between them, cite examples and state their uses.

- Appreciate the beauty prevalent in the Plant Kingdom
- Develop sensitivity towards care and protection of plants

III. Process & Action Plan

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:

IV a. Nature Walk

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

IV b.
Seed
Bomb
making
Activity.

IV c.
Quotes
for
Reflection

IV d.
Tree
Plantation-
Realising
Jadev
Payang's
dream.

IV e.
Story & Puppet
Show-The
Grumpy Tree-
Interdependence
in Nature.

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

1.
Research and write
on Jadev Payang

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 Interdependence.

IV. Activities & Related Discussion

IV a. Nature Walk

Set out on a Nature Walk with children armed with 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. They can then draw the same.

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. Seed Bomb making Activity.

Activity: Proceed to make Seed bombs with 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. These seed bombs may be planted during Nature walk or gifted to someone who will value and grow the same.

Value based learning: Through this activity and discussion children will understand values of responsibility, accountability, sensitivity, caring and nurturing.

IV c. Quotes for Reflection.

- Nothing in Nature lives for itself. Rivers don't drink their own water. Trees don't eat their own fruit. Sun doesn't give heat for itself. Flowers don't spread fragrance for themselves. Living for others is the rule of Nature.
- Humans are the only creatures that will cut down a tree, turn it into paper, then write "save the trees" on it.

IV d- Tree Plantation Drive- Realizing the dream of Jadev Payang

Show this video compulsorily to all children. Explain the content in simple language. After they watch the video lead them outside to plant trees. The responsibility of nurturing the trees may be assigned to small groups.

India's Forest man- Jadev Payang.

<https://www.youtube.com/watch?v=1v9yMJEwJbw>

<https://www.youtube.com/watch?v=Q-bnKvAKdkM>

"Here the cattle, birds, deer and elephants help the trees grow, even the winds help them grow and Mother Brahmaputra too, but human beings only know to cut the trees. Every child must learn Environmental Science, every child must plant a tree. When children plant trees, they will protect those trees, they will not let anyone cut them. They will not let anyone kill the birds sitting on the trees, they will not allow the animals under the trees to be killed. They will learn to nurture and protect the environment."

-Forest Man of India, Jadev Payang.

IV e. The Grumpy Tree- Puppet Show

Story of Interdependence, Sharing & Caring

Narrator-Once there was a great, big Banyan tree, taller than all the trees in the forest. But the tree was not happy. He was grumpy! He was a grumpy Banyan tree, always grumbling about everything. It was a beautiful sunny morning. The grumpy tree scowled!

Grumpy Banyan Tree-I don't like the sun!

Narrator- The sun was sad and hid behind the dark grey clouds. It soon began to rain. That did not please the grumpy tree either!

Grumpy Tree- And I don't like the rain! Hmph!

Narrator - He even grumbled about his forest friends.

Parakeet- Singing

Narrator - The parakeet's singing made the tree even more grumpy.

Grumpy Tree -He's too noisy!!

Narrator - The sad parakeet flew away. Along came a tiger.... Now the tigress liked to sleep in the shade of the grumpy tree.

Tigress-Its time for my beauty sleep. Yawn!

Narrator -But the tigresses snoring made the grumpy tree even more grumpy.

Grumpy Tree -Her snoring is too loud! BAH!!

Narrator -And there was the elephant, he loved to rub his itch away against the grand old trunk of the Banyan tree.

Narrator- But that made the grumpy tree even more grumpy

Grumpy Tree -I don't like any bottoms rubbing against my trunk. HMPH! I wish I didn't have friends that sing, snore or rub their hind backs on me!

Narrator -The banyan tree was so grumpy, that he chased each of his friends away. That made him happy but as the days went by, the grumpy tree grew bored and felt lonely.

Narrator -And then something happened...a forest fire!

Grumpy Tree -HELP! HELP! HELLLLPI!!

Narrator - But the grumpy tree could not move. He called out to his friends

Grumpy Tree -Parakeet, Tigress, Elephant! I need you. Helllllllp!

Narrator -And they all returned to help him. The parakeet flew into action.

Parakeet -Here let me tie up all your hanging roots.

Narrator - The flames grew closer

Tigress - Do not worry mighty Banyan, I shall dig a trench around the tree with my sharp claws in a jiffffy!!!

Narrator - And the elephant used his trunk as only as an elephant could. He puffed his chest and let out a loud

Elephant- AAAAAAATishooooo!!!!

Narrator -That was the end of the flames.

Grumpy Tree -Thank you for saving my lives. I will never be grumpy again about your singing, snoring or scratching. The tigress, Parakeet and Elephant scampered playfully around the banyan tree.

Narrator -And the mighty Banyan tree was never grumpy again.

V. Assignments

Research and write on Jadev Payang.

Resources

<https://www.youtube.com/watch?v=acHcs1vwVpI> Plants Around Me

<https://www.youtube.com/watch?v=AP6qI2P1CCQ> The grumpy Tree.

India's Forest man- Jadev Payang.

<https://www.youtube.com/watch?v=1v9yMJEwJbw>

<https://www.youtube.com/watch?v=Q-bnKvAKdkM>

Unit 9

The Animal World

Topic	Values / Life skills integrated & imbibed	Activities
The Animal World	<p>Core value focused upon is Kindness</p> <p>Sub Values - Compassion & Non Violence</p> <p>Life Skills - Making Choices, Communication, Reasoning, Logical Thinking, Listening Skills, Oral Expression, Observation, Generalisation.</p>	<p>Pet Show</p> <p>Story &Discussion - Growing up with Elephants</p> <p>Poem</p> <p>Quotes on Kindness to animals</p> <p>Write down ten ways you can be kind to animals.</p> <p>List 'Do's and Don'ts' when you visit the zoo.</p>

Materials / Resources needed

Facility and equipment to play videos - LCD, Smart Board Computer, Laptop
Tables ,Chairs, fans, tubs of drinking water for the animals.

Description (of the points of discussion)

The unit on ‘The Animal World’ touches upon animals living in different habitats and segregates them into pet, domestic or farm animals, wild animals and those kept in the Zoo. The activities on the unit focusses on kindness among and towards animals.

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.

Unit IX
The Animal World
Kindness

I. Introduction

The unit on 'The Animal World' touches upon animals living in different habitats and segregates them into pet, domestic or farm animals, wild animals and those kept in the Zoo. The activities on the unit focusses on kindness among and towards animals.

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.

II. Learning Objectives / Outcomes

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

- Demonstrate an understanding of the segregation of animals based on their habitat into pet, domestic and wild animals.
- Cite animals found on the farm and zoo.
- State uses of Domestic Animals.
- Demonstrate kindness towards animals
- Maintaining Health, Hygiene and Self Control while partaking food.

III. Process & Action Plan

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:

IV a. Pet Show



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



IV b.

Story
&Discussion
Growing up
with Elephants.

IV c.

Quotes on
Kindness to
animals

IV d.

Poem



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



1.

Write down ten ways you
can be kind to animals.

2.

List 'Do's and Don'ts'
when you visit the zoo.

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. You may organize a Pet Show with the cooperation of Vets and Parents and organize a field visit to a farm, Zoo or Dairy Farm.

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

The **core values** being considered are Kindness along with Compassion and Non-Violence

IV. Activities & Related Discussion

IV a Pet Show

On a designated day, encourage children to bring their pets to school or arrange with the local Vets to bring a few pets along with an accompanying responsible adult. Children may be encouraged to pet the little animals, speak to the owners and the Vets about them and feed it. Parents/Vet may speak to children on how pets must be cared for with a sense of responsibility.

IV b. Story and Discussion

Growing up with Elephants

The nation was shocked and deep in mourning for the mother elephant who lost her life under the most tragic circumstances, eating a fruit laden with crackers in Kerala.

Tears rolled down Malu's eyes. She stood at the window of her ancestral home and gazed down at the courtyard below.

Malu came every summer to Kerala to her 'Appupan' or grandfather's house. Her grandfather was a 'Vaidyan', an Ayurvedic veterinary doctor, renowned for treatment of elephants. Malu lived in a very big 'tharavadu' or ancestral home by the river.

There were many elephants, mahouts and doctors at her grandfather's home who worked round the clock taking care of the elephants who were ill or who came for rejuvenation. He followed the Hastyayurveda an ancient text written in Sanskrit, it had 160 chapters and dealt with complete knowhow of elephants. their nutrition, illnesses, medication and much more. Grandfather demanded and ensured commitment and kindness from all his staff.

Malu's earliest memories of Appupan were the ones with their elephants Lakshmi and Devi, now 30 and 20 years old. They were sisters and had come to their home when

her grandmother was young. The majestic matriarchs were compassionate, kind and harmed no one. They were the apple of his eyes.

At the annual family temple festival, it was a treat to the eye seeing Lakshmi, all bedecked carrying the Lord on her back as they went around the temple, to the beats of the panchvadyam or the five musical instruments.

Janaki and Ambadi Kannan were Lakshmi's and Devi's elephant calves. Clad in a dhoti, shirtless and a white towel thrown over his shoulder, Appupan could constantly be seen patting their trunks or feeding them coconut leaves, roots, grass, fruits, tree bark, twigs, rice and ragi balls mixed with medicinal herbs. Sometimes they got a treat of yellow bananas and jaggery. They ate massive amounts of food and drank gallons of water.

Ambadi Kannan the elephant calf was now 5 years old. He loved to visit her cousins living next door on the way to the river. After eating a bellyful of bananas, he would lift his trunk, give out a loud trumpet and say thank you! The baby elephant Janu, was the naughty one. She was only a year old. It was a delight seeing her drink her mother's milk and play under the feet of her mother and aunt. She was very playful and scampered all around the courtyard. She was curious and sniffed around everywhere with her baby trunk.

Every morning the mahouts would take the elephants to the river and for hours they would play spraying water at one another, while they got a good scrub.

Malu grew up with the elephantsas a baby, her Ammuma or grandmother would say that she would sit atop Lakshmi and slide down her back, while the mahout gave her a good scrub in the river. And so, while all her friends had cats, dogs and cows as pets, Malu had amused her friend's way back home with tales and photographs of her elephants, Lakshmi and Devi.

Malu's parents and grandparents had always reinforced the strengths of kindness, respect, empathy, and compassion at home. She looked at her daughter sleeping on the large canopy bed "Wake up Nandini, don't you want to go play with Janu?" said Malu, enveloping her in a tight hug.

Kindness and compassion cannot be learned by talking about it, she thought to herself, it must be practiced in daily life..... The world can never get too much kindness.

Original Story-Shobha Rajkumar

Discussion: for understanding and reflection (class activity)

- What was the news that upset Malu?
- Who was Malu's grandfather?
- Who looked after the elephants at Malu's home?
- What was the diet of the elephants?

- Can you describe a day in the life of Lakshmi, Devi and the two elephant calves?
- What fond memories did Malu have about Lakshmi and Devi?
- Why was Malu upset?
- Can one become kind by learning its definition?
- What is the importance of role modelling in cultivating the value of kindness?
- What are the different instances of kindness that you came across in the story?
- What are the ways you can be kind to all living beings around you?

IV c. Quotes for Reflection, on Kindness to Animals.

A quote a day can be taken up for discussion. The same may be put up on the class bulletin board.

- “It takes nothing away from a human to be kind to an animal”- JoaquinPhoenix
- Teaching children to be KINDER to animals TODAY, is our only hope for a KINDER world TOMORROW- One Voice for Animal Rights
- Never trust someone who isn't kind to animals.
- “Be kind to every kind, not just mankind. -Anthony Douglas Williams
- Be kind to all creatures; this is the true religion-Buddha
- “He who feeds a hungry animal feeds his own soul.”-Charlie Chaplin.

Value based learning- Quotes motivate and inspire, they change your thought process

IV d. Poem on Pet animal

I Like Little Pussy

I like little Pussy,
 Her coat is so warm.
 And if I don't hurt her
 She'll do me no harm.
 So, I'll not pull her tail,
 Nor drive her away,
 But Pussy and I
 Very gently will play.
 She shall sit by my side,

And I'll give her some food.
And she'll love me, because
 I'm gentle and good.
 I'll pat little Pussy,
 And then she'll purr,
And thus, show her thanks
 For my kindness to her.
 I'll not pinch her ears,
 Nor tread on her paw,
Lest I should provoke her
 To use her sharp claw.
 I never will vex her,
 Nor make her displeased,
 For Pussy can't bear
 To be worried or teased.

By Jane Taylor

V. Assignments

Resources

https://www.youtube.com/watch?v=QG4U3xh_PI0 Animal World

https://www.youtube.com/watch?v=wJ_SLk3M9fI Animals showing love to humans who saved them.

<https://www.indiatvnews.com/news/india/white-tiger-kills-boy-zoo-42373.html> 10 things not to do when you visit a Zoo.

Unit 10

Transport

Topic	Values / Life skills integrated & imbibed	Activities
Transport	<p>Core value focused upon is Environmental Awareness</p> <p>Sub Values - Caring, Kindness, Responsibility</p> <p>Life Skills - Social Skills/Interpersonal Skills, Communication, Listening, Analytical thinking, Assertive Communication, Generalisation, Planning and Execution</p>	<p>Story and Discussion - on Etiquettes and Manners in Public Transport-</p> <p>Trip to the Park</p> <p>Save Fuel-Carpool;</p> <p>Save Fuel-Walk to school;</p> <p>Save Fuel-Cycle to School</p> <p>Reduce Sound Pollution-Say No to Honking. Picture Talk & Discussion-Kindness to load bearing domestic animals.</p> <p>Find ways to save fuel.</p> <p>Organise a Cycle Donation Drive for rural children.</p>

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop.

Description (of the points of discussion)

The chapter 'Transport' touches upon the means of transport; land, air and water, means of transport used to travel long and short distances; vehicles that use petrol/diesel, number plates on vehicles and the importance of saving fuel by walking/cycling/using public transport.

The immediate consequence of transport activities on the environment, noise and carbon monoxide emissions are known to have direct harmful effects linked with respiratory and cardiovascular problems. Transport is a major user of energy and burns most of the world's petroleum. This creates air pollution and is a significant contributor to global warming through emission of carbon dioxide. Aside from walking or biking, taking the train is the most environmentally friendly way of traveling. By moving more people with fewer vehicles, public transportation can reduce greenhouse gas emissions.

Unit X
Transport
Environmental Awareness

I. Introduction

The chapter 'Transport' touches upon the means of transport; land, air and water, means of transport used to travel long and short distances; vehicles that use petrol/diesel, number plates on vehicles and the importance of saving fuel by walking/cycling/using public transport.

The immediate consequence of transport activities on the environment, noise and carbon monoxide emissions are known to have direct harmful effects linked with respiratory and cardiovascular problems. Transport is a major user of energy and burns most of the world's petroleum. This creates air pollution and is a significant contributor to global warming through emission of carbon dioxide. Aside from walking or biking, taking the train is the most environmentally friendly way of traveling. By moving more people with fewer vehicles, public transportation can reduce greenhouse gas emissions.

II. Learning Objectives / Outcomes

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

- The students will demonstrate an understanding of the means of transport.
- Demarcate them as land, air and water transport
- Identify means of transport used to travel long and short distances; by air; and sea/river
- Observe number plates behind vehicles and draw inferences on the state it belongs to.
- Observe, identify and name vehicles that use petrol/diesel.
- Make conscious decision to save fuel by walking/cycling/using public transport.

III. Process & Action Plan

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:**
IV a. Story and Discussion on Etiquettes
and Manners in Public Transport-
Trip to the Park

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

IV b.
Save
Fuel-
Carpool

IV c.
Save
Fuel-
Cycle
to
School

IV d.
Save Fuel-
Walk to
school

IV e.
Reduce
Sound
Pollution-
Say No to
Honking.

IV f.
Picture
Talk
&Discussi
on

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

1.
Find ways to save fuel.

2.
Organise a Cycle Donation
Drive for rural 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 is Environmental Awareness

IV. Activities & Related Discussion

IV a. Story and Discussion

Trip to the Park

Ria was very excited. She could barely sleep. Her parents were taking her to an amusement park the next day. She was excited about the travel. It would take her an hour or two to reach there. They would return late in the night.

Ria and her parents were at the bus stop at 7am. It was cool and pleasant. She saw a few alighting at her stop from the door near the driver. She boarded the bus with the help of her father. The bus wasn't crowded, and they all settled down in their seats. Papa handed the money to Riya and she bought the tickets to the railway station. Riya did not forget to say please and thankyou to the conductor. She was a well-mannered child. "Keep it carefully dear" said Papa. "A ticket checker may ask for it later." In front of her sat a mother with three children. They were giving her a tough time. Much to the annoyance of the conductor the little boy kept running up and down between the seats of his father and mother. One of them was putting his head and hands out of the window and waving at other vehicles. Ria felt sad for the mother!

The bus was soon full. A few stops later, an old grandfather boarded the bus, his frail wrinkled hands clutched the seat bars. Riya's papa stood up and offered him a seat. Old grandpa gave him a toothless smile.

Soon they were at the railway station. Papa joined a long winding queue to buy them all tickets to Borivili. Papa had a railway pass, he bought three tickets. They had to cross over to the other platform. Riya saw some men jump and run across the tracks. Mother said it was so dangerous. They proceeded to use the overhead bridge to cross over. Riya found people cleaning the paan stains off the walls. She wondered why people spat on

walls and spoilt public property. The platform was crowded. Papa carried her as the train arrived. Alas! There were no queues here, everyone jostled and pushed one another to board the train. An aunty offered her a little space next to her.

Riya loved observing everyone around. Someone was listening to loud music. He was requested by commuters to turn the volume down. Some were eating oranges. On the metro, eating and drinking was not allowed. The child was about to throw it out of the moving train. The child's mother produced a paper bag and asked her to deposit the waste in it. That was nice. ...thought Riya. A man opposite her was speaking loudly on his phone to someone. The co passengers were not too pleased about the decibels!

A loud sneeze reverberated somewhere behind her. She hoped the person had covered his mouth and nose! The movement of the train was making her feel sleepy. She was looking forward to the last leg of her journey to the amusement park. The park was on an island and Riya had to catch a ferry to reach it. She was impatient now to see the large welcoming gates of the amusement park!

Original Story-Shobha Rajkumar

Discussion

- Why is it important to buy a ticket?
- How did the commuters wait at the bus stop?
- Do people board and alight from the same door in a bus?
- Was there a queue to enter a train?
- Is it safe to run in a bus while it is moving?
- Why is it unsafe to put your head and hands out of a moving vehicle?
- Why did Ria's papa vacate his seat for the old man?
- What happens when we listen to loud music or speak loudly on the phone in a bus or train?
- How must you sneeze or cough while travelling in a public transport?
- Can you eat in a metro?
- Why must you use the bridge to cross over to another platform?
- Which all public transport did Riya use to reach the park.

IV b. Save Fuel -reduce air and sound pollution.

Carpool

https://www.youtube.com/watch?v=3S_rry3-opY Save fuel, Carpool

Initiate a carpool awareness drive at school. Students can send out invitations to parents they know and would like to participate in a carpool. They should set up carpools with families heading in the same direction. Ideally, carpools work best when the stops are located along a clear route to school.

Cars that arrive in school, full of children may be cheered at the entrance.

IV c. Save Fuel -reduce air and sound pollution.

Cycle to school.

Encourage children to cycle to school. They should compulsorily wear a helmet. Cycling saves time and fuel and is a wonderful way to keep fit.

IV d. Save Fuel -reduce air and sound pollution

Walk to school

https://www.youtube.com/watch?v=r_M4G5pQPUc

IV e. Reduce air and sound pollution.

Say No to Honking.

<https://www.youtube.com/watch?v=z5wL-5hrpQU>

<https://www.youtube.com/watch?v=xtf3nnQ5Nzg> Aizawl- honking free city of Mizoram

IV f. Picture Talk and Discussion.

Encourage students to look at the pictures given below and discuss what they feel about animals carrying loads.



V. Assignments

Project-Find Ways to Save Fuel.

- Show the video to the class. Send the link below to every parent in school.
- <https://www.youtube.com/watch?v=rFA0SklKvuI>

Cycling towards a brighter future

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

- <https://www.youtube.com/watch?v=rFA0SklKvuI> Cycling towards a brighter future
- <https://www.theigc.org/multimedia/moving-up-a-gear-can-a-free-bikehelp-agirls-education-in-northern-india/>

Resources

<https://www.youtube.com/watch?v=0DqVgZsMw5c> Transport

<https://www.automotive-fleet.com/145906/15-ways-to-save-fuel> Ways to save fuel

Unit 11

Our Earth

Topic	Values / Life skills integrated & imbibed	Activities
Our Earth	<p>Core value focused upon is Environmental Awareness.</p> <p>Sub Values - Responsibility, Love for Earth.</p> <p>Life Skills - Communication, Listening, Creative and Fine Motor Skills, Cognitive skills, Generalisation, Planning and Execution.</p>	<p>A Teeny-Weeny Story (on Recycling)</p> <p>Save Earth- Reduce Reuse Recycle. Recycling Song.</p> <p>Videos & Discussion - Save Earth Save water, Perils of water scarcity, Ways to save water Electricity, fuel, energy Video &Discussion- Save Earth from Air and Water Pollution</p> <p>Video & Discussion- Save Earth Say No to Plastic. Use Cloth bag. Create Best out of Waste Poster Making-Save Earth.</p>

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop. Charts, Colouring Material. Bins for wet waste, Dry waste-for glass, plastic, paper.

Description (of the points of discussion)

The chapter ‘Our Earth’ gives children an insight on the shape of the earth, landforms (plain, hill, mountain and desert,) and waterbodies (oceans, seas, rivers, lakes and ponds), uses of water and air and the importance of preventing air and water pollution.

We need to instill in children an awareness of the natural environment and making choices that benefit the earth, rather than hurting it. Deforestation and production of plastic goods are two major concerns.

Unit XI
Our Earth
Environmental Awareness

I. Introduction

The chapter 'Our Earth' gives children an insight on the shape of the earth, landforms (plain, hill, mountain and desert.) and water bodies (oceans, seas, rivers, lakes and ponds), uses of water and air and the importance of preventing air and water pollution.

We need to instill in children an awareness of the natural environment and making choices that benefit the earth, rather than hurting it. Deforestation and production of plastic goods are two major concerns.

II. Learning Objectives / Outcomes

Through this unit, the students will achieve the following grade appropriate academic and value-based goals: The students will demonstrate an understanding of

- The shape of the Earth.
- Landforms and water bodies.
- Crops that grow on plains and hills.
- Uses of water and air.
- Saving the environment of water and air pollution.

III. Process & Action Plan

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:**
IV a. A Teeny-Weeny Story
(on Recycling)

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

IV b.
Videos &
Discussion
Save Earth-
The magical
3R's Reduce
Reuse Recycle.
Recycling
Song.

IV c.
Videos &
Discussion
Save Earth-Save
water, Perils of
water scarcity,
Ways to save
Electricity, fuel,
energy.

IV d.
Video &
Discussion-
Save Earth
from Air and
Water
Pollution

IV e.
Video &
Discussion-
Save Earth-
Say No to
Plastic. Use
Cloth bag.

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

Create Best
out of Waste

Poster Making-
Save Earth.

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 Environmental Awareness

IV. Activities & Related Discussion

IIV a. A Teeny-Weeny Story...

The clock struck 12! It was dark and gloomy in the large dry bin at Mr Sharma's house. The rubber hose, the empty jam and sauce bottle, the pizza cardboard box, condensed milk tin and an old cookery book was all huddled close. It was their last day in Sharmaji's beautiful home. Tomorrow they would be at a stinking land fill, lost in a huuuuge mound of garbage!

How regal they had looked on the shelves at the megastore and in Mrs Sharmaji's kitchenette. Alas! They sighed...there was nothing they could do now.

The next morning, they woke up to hear Sharmaji in animated conversation with his little boy Karan. The conversation was about them! They were speaking about the three R's "Karan handled us with so much love" said the jam and sauce bottle." Yes, Me too" said the pizza box. "Sshhhh! Listen..." said the rubber hose.

"Recycle?! Bhai woh kya cheez hai?! Beta what will you do with a tin, glass bottles rubber and cardboard?" asked Sharmaji.

"I shall take them to Vinod Uncle's recycling factory, and they will soon, be as good as new. Look!" said Karan showing his father an array of recycled products.

The waste buddies beamed with joy at their second chance!

Soon Karan, who had donned a mask and gloves, pulled them out of the dreary bin. He dusted the cookery book and decided to hand it over to Manju Didi. She would treasure Grandma's recipes. Karan wiped the others clean and placed them in a bag. And so... they set off on an exciting new journey tucked in a bag on Karan's bicycle to return in a new avatar!

Original Story-Shobha Rajkumar

Videos & Discussion-The magical three R's

https://www.youtube.com/watch?v=6jQ7y_qQYUA

https://www.youtube.com/watch?v=OasbYWF4_S8 Three magical R'S

- How will you apply the three R's -Reduce, Reuse and Recycle at your home?
- How will you segregate waste?
- What small measures will you take to reduce plastic waste?

IV b. Reduce Reuse Recycle Song

<https://www.youtube.com/watch?v=WoFOml5Ogew>

If you and me reduce our waste
The world will be a better place.
Reduce Reuse Recycle too
Come on Everyone!
It's easy to do.
When you go shopping,
Take a bag or two.
And to all packaging
Say no thank you.
Reduce Reuse Recycle too.
Come on Everyone!
It's easy to do.
When you're too big to
Play with your toys.
Give them to other
Girls and boys.
Reduce Reuse Recycle too.
Come on Everyone!
It's easy to do.
When you take your
rubbish to the bin.
Think which one you
Put it in.
Reduce Reuse Recycle too.
Come on Everyone!
It's easy to do.

IV c. Save Earth-Save Water.

1. https://www.youtube.com/watch?v=paVt_WZJ0B8 Perils of water scarcity.

Discussion:

- Why are children unable to play or go to school in places where there is no water?
- Do you have water at home?
- Do you have to wait in queues to fill water?
- Do you have to walk long distances to fill water?
- What are the different ways you can save water?

2. <https://www.youtube.com/watch?v=b1BkIINclWA> Ways to save water.

Discussion:

- What are the steps you will take to avoid wastage of water?

Save Earth-Save Electricity.

<https://www.youtube.com/watch?v=YfqMPDWgnF0>

Discussion:

- What are the different ways you can save electricity at home?

Save Earth-Save Energy

<https://www.youtube.com/watch?v=1-g73ty9v04>

Discussion:

- How will you save energy?

IV d. Save Earth from Water Pollution

<https://www.youtube.com/watch?v=bGWr5jXJfbs>

Discussion

- How does water get polluted? (Plastic, Oil spills, Factory waste)
- Why should we not pour oil and other dirty liquids down the toilet/drain?
- What happens when water is contaminated?

Save Earth from Air Pollution

<https://www.youtube.com/watch?v=sAKyhfxr7s>

Discussion

- What causes air pollution?
- What are the steps we can take to reduce air pollution?
- Why should we not cut trees?
- Why should we use public transport or walk/cycle?
- Why should we not burst crackers?

IV e. Save Earth-Say no to Plastic and Plastic bags. Use cloth bags.

<https://www.youtube.com/watch?v=a9p-5CMliVY>

- How is plastic harmful to wildlife and aquatic life?
- What happens when plastic chokes drains?
- What are the harmful effects of plastic on people?

V. Assignments

Create Best out of Waste. Reuse &Recycle.

Poster Making-Save Earth

Resources

<https://www.youtube.com/watch?v=ILagaY1b6Ko> Our Earth.

<https://www.youtube.com/watch?v=Kqc5RvWIPRE> Save our Planet

<https://www.youtube.com/watch?v=n4dVz0CjbCw> How can kids help to save the earth

https://www.youtube.com/watch?v=OasbYWf4_S8 Three R'S

Unit 12

Time

Topic	Values / Life skills integrated & imbibed	Activities
Time	<p>Core value focused upon is Punctuality.</p> <p>Sub Value -Time Management</p> <p>Life Skills - Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Conversing Skills, Logical and Analytical Thinking, Planning And Execution, Generalisation, Making Choices.</p>	<p>Story- Quotes for Reflection.</p> <p>Dramatization-Punctuality and Time Management</p> <p>Prepare a Timetable to manage time better at home</p>

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop, Mikes. Charts.

Description (of the points of discussion)

The unit on ‘Time’ touches upon -Time of the day namely morning, noon, afternoon, evening & night, the clock, hands of the clock, reading time, days in a week, days in a month, months in a year & days in a year.

The activities in the unit encourage students to reflect on respecting the value of time- the quality of Punctuality, a quality or habit of adhering to an appointed time and completing the task within the expected time.

Unit XII
Time
Punctuality & Time Management

I. Introduction

The unit on 'The Animal World' touches upon animals living in different habitats and segregates them into pet, domestic or farm animals, wild animals and those kept in the Zoo. The activities on the unit focusses on kindness among and towards animals.

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.

II. Learning Objectives / Outcomes

Through this unit, the students will achieve the following grade appropriate academic and value-based goals: The students will demonstrate an understanding of

- Time of the day.
- The features of a clock.
- Reading time.
- Days in a week, month and year.
- Names of the days of the week and months of the year.
- Importance and value of punctuality.

III. Process & Action Plan

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:

A. Introduce the **context** activity:
IV a. Story



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



IV b.
Quotes

IV c.
Dramatization-
Punctuality and
Time Management



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



1.
Prepare a Timetable to manage time better at home.

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 Punctuality and Time Management.

IV. Activities & Related Discussion

IV a. Story Narration

Shobha, Prabha, Asha and Hari sat around the table sipping on a hot cup of Adrak Chai. The siblings had come together after very many years.

Tick Tock Tick Tock went the clock in the hall. At the dot of 5 the home echoed with the gongs of the grandfather clock. It was a family heirloom passed down generations. Nothing could replace its old worldly charm!

The clock, the little time piece on the bedside table, all carried with them, memories and values associated with their grandfather.

A towering personality, he was always punctual. His punctuality was talked about with awe and many a tale about it were laced with humour.

Shobha remembered how she and her grandfather had been invited for lunch at Captain Nigam Uncle's house. Aunty had casually mentioned to arrive by 12. None were surprised, knowing grandfather well enough, when he rang the doorbell at the dot of 12!! He made sure he reached 10 minutes early but never late.

Grandfather lived by his watch. He wound it at 7 every morning. His watch decided when he would water the plants, dust the furniture, have his meals, even lock the gate of the mansion where he lived.

The siblings talked about, how they had to reach home at the dot of 7 after play or a cane awaited them! The Aarti from the temple behind their building was the signal to stop play and run home! As they grew to have families of their own Asha remembered, they would always advance their time of arrival, say they would reach by 11 and arrive by 10, lest he pace up and down in worry!

The value of time and punctuality imbibed from their grandfather stood them in good stead in later years and they found themselves passing down the same value that had irked them as children.

Hari fetched the watch that had served his grandfather for decades. It lay in a red velvet case. All of them held it, imagining the wrinkled but large, strong hands that had worn it. Just then their children came down the staircase, they were off to a party.

“Don’t be late” said the siblings in unison... Life had come full circle.

Original Story-Shobha Rajkumar

Discussion

- Do you have someone who is punctual in your family?
- Why is it important to be punctual and respect other's time?
- What are the benefits of doing things on time?
- How do you feel when someone arrives late?

IV b. Quotes for Reflection

You may select any of the following quotes and discuss.

“Time is money.”- Benjamin Franklin

“Lost time is never found again.”- Benjamin Franklin

“You can't make up for lost time. You can only do better in the future.”

“All we have to decide is what to do with the time that is given to us.”-J. R. R Tolkien

IV c. Dramatization

Chasing Time

Narrator- Nikita and Rani lived in Bilaspur. Both went to Grade 5 in the same school. Nikita loved to play and watch cartoons. Very often, she would watch TV all evening and have no time to complete her homework.

Papa- Nikita, have you packed your bag, and have you completed your homework?

Nikita- Papa I have time; I shall complete it tomorrow.

Narrator- Next day at school

Teacher- Children, I hope you all remember you must submit your homework on Friday.

Narrator- Nikita knew what to do. Next morning...

Mother- Nikita, wake up. Your bus will be here by 7.

Nikita- Mother, I have a tummy ache Aaaah!

Mother- Oh no! what did you eat last night? Sleep my dear.

Narrator- Nikita tucked herself under the blanket and fell fast asleep. This happened quite a few times. She would never submit her projects on time.

Teacher- Children, Term 1 exam is just a week away. I would like all of you to bring your notebooks to my table.

Narrator- Nikita was very worried. Her book was incomplete.

Nikita- Teacher, I forgot my book at home

Narrator- Teacher was very displeased.

Teacher- Tomorrow I want it Nikita, no excuses, or I will have to call your parents to school.

Narrator- That evening mother saw a very worried Nikita.

Mother- Why are you so worried dear?

Nikita- Mother, I am in trouble. My books are incomplete. I never submitted my projects on time. I will get poor marks this time.

Mother- Oh dear, Nikita. Request Rani to give you her books and complete your work. No more cartoon and TV, till you show you are responsible.

Narrator- Nikita sat all night writing. She felt tired but felt good completing her work.

Rani- Nikita, have you completed your homework? I can help you. Let's make a timetable. I put up on my chart when I must submit my work and complete it a few days before the date. You too must try it out.

Nikita- Rani, thank you! You are my good friend. I shall never skip school and homework again.

Narrator- Nikita had learnt a valuable lesson on punctuality and managing her time better.

V. Assignments

1. Prepare a Timetable to manage time better at home

Resources

<https://www.youtube.com/watch?v=afWkoYqn2XQ> Time

https://www.youtube.com/watch?v=tKSuTXk_8so Hindi poem on time

Unit 13

The Seasons

Topic	Values / Life skills integrated & imbibed	Activities
The Seasons	<p>Core value focused upon is Appreciation.</p> <p>Sub Values - Empathy, Gratitude.</p> <p>Life Skills - Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Logical and Analytical Thinking, Planning And Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills</p>	<p>Nature Walk</p> <p>Game of Gratitude</p> <p>Wall of Kindness</p> <p>Yoga & Pranayam - Effectively dealing with Climatic conditions.</p>

Materials / Resources needed

Facility and equipment to play videos - LCD, Smart Board Computer, Laptop.

Description (of the points of discussion)

The unit on Seasons touches upon Weather and Seasons and the difference between them. The months when the season occurs, food eaten, and clothes worn during different seasons are introduced to children. Students get an insight of the characteristics of every season.

The cycle is unending, bringing with it, valuable lessons of appreciation and humility, and each phase returns to us something beautiful. These changing seasons teach us to appreciate change in our lives and see it as a natural process. It teaches us that nothing is constant, time and circumstances change, life is full of highs and lows. Just as mother nature is not constant, neither are our lives. They're full of twists and turns, highs and lows. It teaches us patience, to plan for the worst and when faced with hard times we need to remember that the difficult times will pass in due course and we just need to stick it out, with strength and fortitude. The unit on Seasons touches upon Weather and Seasons and the difference between them. The months when the season occurs, food eaten, and clothes worn during different seasons are introduced to children. Students get an insight of the characteristics of every season.

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Unit XIII
The Seasons
Appreciation, Adaptability & Environmental Awareness

I. Introduction

The unit on Seasons touches upon Weather and Seasons and the difference between them. The months when the season occurs, food eaten, and clothes worn during different seasons are introduced to children. Students get an insight of the characteristics of every season.

The cycle is unending, bringing with it, valuable lessons of appreciation and humility, and each phase returns to us something beautiful. These changing seasons teach us to appreciate change in our lives and see it as a natural process. It teaches us that nothing is constant, time and circumstances change, life is full of highs and lows. Just as mother nature is not constant, neither are our lives. They're full of twists and turns, highs and lows. It teaches us patience, to plan for the worst and when faced with hard times we need to remember that the difficult times will pass in due course and we just need to stick it out, with strength and fortitude.

II. Learning Objectives / Outcomes

Through this unit, the students will achieve the following grade appropriate academic and value-based goals: Students will demonstrate an understanding of

- What constitutes weather and seasons and the difference between them.
- Food eaten and clothes and accessories used during different seasons.
- The months when a season is prevalent and the characteristics of every season.

III. Process & Action Plan

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:
IV a. Nature Walk**

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.
Effectively dealing with
Climatic conditions.

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

1.
Weather-Likes
and Dislikes

2.
Picture Collage- Major Disasters
caused by weather change and role of
Community Helpers.

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 Appreciation along with Adaptability and Environmental Awareness.

IV. Activities & Related Discussion

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/ caps mufflers, and gloves.
- On a hot summer afternoon move out with umbrellas, large straw sunglasses, some sunscreen.

IV b. Game of Gratitude

You will require flashcards of Summer, Winter and Rainy Season, pictures of juice, soup, corn cob, sheep , cotton plant and rubber tree, strips with months written on them e.g. July-September, November – February, March -June, some cotton clothes, cap, sun glasses, woollen clothes and rainy wear.

This game could also be played as a relay.

- Keep a box with rainy, winter, summer clothes and accessories, pictures of cotton plant and rubber tree at the end of the track.
- On the track equidistant, place first, cue card of a season.
- Next a little further way place strips with months corresponding to seasons.
- At the third spot place flashcards of food related to season
- Children must run, pick up the cue card (of seasons), pick month and food during the season and run to the finishing point.
- There they will select clothes and accessories used during the season and dress as the cue on the card.

- And finally, they will pick up the picture of the animal, plant or tree, they should be thankful for (rubber tree 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

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

Not all are blessed with clothes to adapt to extreme weather conditions.

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.

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

1. 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.
2. Create a Picture Collage of Major Disasters caused by weather change. Who are the community workers who come to our rescue in such times?

<https://www.youtube.com/watch?v=4kF9j2ZvGp0> Army helping with floods

<https://www.youtube.com/watch?v=74QMmCS2k4Q> Tourists stuck in heavy snowfall rescued by Army.

Resources

<https://www.youtube.com/watch?v=iMsdd2RDmkM> -The Seasons.

<https://www.theodysseyonline.com/lessons-learned-from-the-changing-seasons>

<https://www.youtube.com/watch?v=LhRgfFn5nhk> **How to train our body to extreme cold and extreme heat.**

<https://www.youtube.com/watch?v=1leYfImorN4> Wall of Kindness

Unit 14

How the Wheel Was Invented.

Topic	Values / Life skills integrated & imbibed	Activities
How the Wheel was Invented.	<p>Core value focused upon is Creativity</p> <p>Sub Values - Persistence & Determination.</p> <p>Life Skills - Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning And Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Creative Play</p> <p>Visit to the Potter.</p> <p>Quotes for Reflection</p> <p>Acclaimed Creators and their Creations.</p> <p>A Day without Gadgets and Machines: Document a week, creatively spent without gadgets and appliances.</p>

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop bottle caps, empty cardboard boxes, Match boxes, Blocks, Paper, Crayons, Easel board, paper, paint, Match boxes, Buttons, Clay, Twigs, Toy vehicles, Miniature animals (bull, camel, horse), Cut outs of shapes.

Description (of the points of discussion)

Wheels are the archetype of a primitive, caveman-level technology. But in fact, they're so ingenious that it took until 3500 B.C. for someone to invent them. Someone very creative had turned an imaginative idea into reality! Evidence indicates they were created to serve as potter's wheels around 3500 B.C. in Mesopotamia—300 years before someone figured out to use them for chariots. The ancient Greeks invented Western philosophy...and the wheelbarrow. The wheel is often described as the most important invention of all time – it had a fundamental impact on transport and later agriculture and industry. soon, it became common for the wheels to turn around a fixed axle. wheels with spokes, first made around 2000 bc, were lighter, enabling vehicles to move faster.

By questioning, imagining, exploring, experimenting and synthesizing information one can learn to be creative. Creativity encourages problem solving and innovation.

Unit XIV

How the Wheel Was Invented.

Creativity

I. Introduction

Wheels are the archetype of a primitive, caveman-level technology. But in fact, they're so ingenious that it took until 3500 B.C. for someone to invent them. Someone very creative had turned an imaginative idea into reality! Evidence indicates they were created to serve as potter's wheels around 3500 B.C. in Mesopotamia—300 years before someone figured out to use them for chariots. The ancient Greeks invented Western philosophy...and the wheelbarrow. The wheel is often described as the most important invention of all time – it had a fundamental impact on transport and later agriculture and industry. ... soon, it became common for the wheels to turn around a fixed axle. wheels with spokes, first made around 2000 bc, were lighter, enabling vehicles to move faster.

By questioning, imagining, exploring, experimenting and synthesizing information one can learn to be creative. Creativity encourages problem solving and innovation.

II. Learning Objectives / Outcomes

Through this unit, the students will achieve the following grade appropriate academic and value-based goals: Students will demonstrate an understanding of

- How the early man lived.
- How early human brought home big and small hunted animals.
- The discovery of the wheel.
- Number of wheels in different vehicles.
- Importance of wheels.

III. Process & Action Plan

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:

IV a. Creative Play

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

IV b.
Visit to the
Potter.

IV c.
Quotes for
Reflection

IV d.
Acclaimed
Creators and
their Creations!

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

A Day without Gadgets and Machines:
Spend a week as creatively as you can without gadgets and appliances and document the same.

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 Creativity

IV. Activities & Related Discussion

IV a. Creative Play

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

Encourage children to do creative activities of their choice revolving around the theme of wheels. They may play with vehicle toys, colour or paint a picture, 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. Visit to the Potter.

<https://www.youtube.com/watch?v=0EE-H128u4A&t=238s>

Arrange a visit to a potter or Show videos of the same.

Allow children to make something on a small wheel.

IV c. Quotes for Reflection

“I have not failed; I have just found 10,000 ways that won't work.”-Thomas Edison

“It's kind of fun to do the impossible.”-Walt Disney.

“Be less curious about people and more curious about ideas.”-Marie Curie

“Learning never exhausts the mind.”- Leonardo Di Vinci

IV d. Acclaimed Creators and their Creations!

Newton's Discovery

<https://www.youtube.com/watch?v=h48BWDeBLno>

Thomas Edison

<https://www.youtube.com/watch?v=l5e2s-he6Ig>

https://www.youtube.com/watch?v=wk_Eb730CNU&t=360s

Walt Disney Biography

Through the above videos you may give an insight to children about the importance of observing, exploring, imagining, having a questioning & investigative mind and persistence. The traits are found in a creative person. Creativity leads to inventions. The lives of the above acclaimed creative personalities also teach us to take failure in our stride.

Discuss these aspects after children view the videos.

V. Assignments

A Day without Gadgets and Machines: Spend a week as creatively as you can without gadgets and appliances and document the same.

Resources

https://www.youtube.com/watch?v=h8H_AqwpFqs How the wheel was invented

Newton's Discovery

<https://www.youtube.com/watch?v=h48BWDeBLno>

Thomas Edison

<https://www.youtube.com/watch?v=l5e2s-he6Ig>

Walt Disney Biography

https://www.youtube.com/watch?v=wk_Eb730CNU&t=360s

Integration of Values

Teacher's Manual

EVS
Grade II

HEMA Foundation

Ram Ratna House, Oasis Complex, P. B. Marg, Worli, Mumbai - 400 013 | Tel.: 022-2494 9009 / 9142.

Extn.: 6178 Mob: 72280 01342 | E-mail: admin@hemafoundation.org

Website: www.hemafoundation.org

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