



HEM *harmonize*

EVS
Grade III

Integration of Values

Teacher's Manual



Teacher Manual for Integration of Values in Teaching Academic subjects

By

HEMA Foundation, Mumbai

Teacher Manual for Integration of Values in Academic subjects

EVS

Grade III

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First Edition: 2021

Publisher:

HEMA Foundation

Ram Ratna House, Oasis Complex,

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Preface



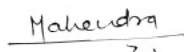
It gives immense pleasure to all of us at HEMA Foundation in presenting the “Teacher Manual for Value Integration” from Grade I to Grade X to our beloved teaching fraternity in school education. Teachers are the corner stones in building the huge edifice for the student community and they are the driving force and guiding spirit to the society. Little will change in the society, if the teachers do



not make any efforts. We are all living in a scenario where value systems need to be integrated and enhanced through essential school subjects so that the students assimilate values into their regular habits effortlessly. There may have been innumerable reasons why values from the society are disappearing, but there cannot be two opinions about the significance of educational institutions in restoring the culture and values of the society. When they say, ‘values are to be caught’, it is leaving a high degree of moral responsibility on the part of our teachers and this manual is our humble effort to lessen that burden for them. This manual is not a substitute to the academic teaching lesson plan, but is a supplementary assistance to the academic text. Nevertheless, the teachers are at perfect liberty to choose and aptly use the learning materials/activities wherever they find it relevant. This manual would be of great use to the teachers as they are written by practicing teachers in the school system and after thorough research and therefore, the general difficulties of teachers such as completion of portions in the given time to teach the subjects etc are taken care of. In fact, some of the lessons have been written after seeing their practical applications in actual classrooms.

We all have a responsibility of creating a society that is driven by values and our younger generation is the key change makers in the society. They all must be inspired by our educational institutions and their teachers so that their intellectual development is supported and augmented by the value systems and culture. HEMA Foundation takes it as a commitment to the society in participating in this huge endeavor. Inviting all the stakeholders to this venture of spreading and integrating values into the learning environment of schools, with all humility, we remain always your well wishers

Thank You,



Mahendra Kabra
Managing Trustee



Anita Maheshwari
Trustee & Creative Director

Acknowledgement

Welcome to HEMA Foundation's "Teacher Manual for Value Integration". I take this opportunity to thank each one of those who participated in it. At the outset I thank the Management of HEMA Foundation, its Managing Trustee Shri Mahendra Kabra and the Trustee and Creative Director, Smt. Anita Maheshwari, for their unstinted support and cooperation in making this happen. Our humble pranams to the Senior most Member of HEMA Foundation Padmashree Shri Rameshwarlal ji Kabra, for his abundant blessings. The Associate Director Hetal Desai, the IT department Head, Shri Arvind Pandey, Shri Akash Shah and all other team mates from HEMA Foundation have contributed immensely toward realizing this manual.

There are several people outside the system who have supported this cause by giving their valuable comments and suggestions and my thanks are due to them as well. My sincere appreciations to the authors of this book who have been esteemed Principals, Section heads and Department heads and educators from reputed institutes of the country and they deserve the highest appreciation in envisaging the concept so well. My sincere appreciation to Dr. Shobana Nandakumar Nair, Mrs. Shobha Rajkumar, Mrs. Priya Cibi, Mrs. Sopna T. R and Rashmi Menon, for authoring the manual for Math, EVS, English and Science respectively. It was their untiring work and willingness to modify the documents as and when changes were required or further researches were needed, that this book was made possible.

As the Academic Director of HEMA Foundation and the person who has conceived this idea of value integration, I have gone through this document several times before presenting it to you and am fully aware of the significance of each word used in this document. I am sure the faculty who uses this manual would strictly adhere to the norms of the school Boards and the suggestions given over here. The Central staff of HEMA Foundation is more than willing to take your valuable suggestions and I promise that we shall be able to incorporate them if found suitable in our next publications.

I thank you for all your incredible commitment. All the credits if you find this document useful, would go invariably to all those who wrote the book and those who helped in the realization of the book and all those demerits if any, are purely due to my oversight. Believing that you would find it very useful in reaching out to the students and become inspiring teachers for our younger generations

I remain your sincere



Vijayam Ravi, PhD

Introduction

(must read before the teacher proceeds)

Its 'a Friday evening'. Everyone looks forward to a joyful weekend with family. After a weeklong work, it is a much-needed break. The school campus that was brimming with noises and screams of children, is silent and calm- The evening twilight has set in on the tall buildings, creating beautiful silhouettes. All have shut their tables; cupboards and the office of the school is closed. Principal and staff were slowly proceeding to the gate. They all wished each other a happy weekend. The peon is stepping out. Suddenly it happened. None expected the normal events that take place every day would take a turn so unexpectedly. School watchman came rushing to them to announce that there has been a riot in the city and he said he could see few students along with some other miscreants sabotaging public and private properties and hurting people on streets, hooting and howling. He added that it is not safe now to walk out. That the rioting group included their students as well. The miscreants included some of their old students too. And they were all those 'good' students when they were inside the school campus.

That left the teaching staff and the leaders stunned for a while. For a moment many of them looked at the school building just like that, which is their Almamater, and it stood so tall and elevated with a pride of creating thousands of glorious citizens in the past. Each one had a question mark in their eyes. None spoke. There was a dumb silence. Each one silently started replaying what they have been doing in the classrooms all along. There was an unbelief, inexplicable feeling reflected in their eyes. Did we make any difference to our students today? Did we teach our children to live or did we teach only Math, Science and language?

This is a serious question that all teaching faculty must ask themselves-

Did we teach subjects? Or did we teach children?

Professional standards for teaching academic subjects and transferring the right knowledge to the students have been the main objective of teaching all along, across the universe. All the latest teaching and learning revolutions that are happening in the classrooms and the students are evaluated for their skill development. Education is the vehicle for development of human being. Situations turned out to be grim when the pandemic engulfed the world with its outstretched arms. Every nook and corner of the world reeled under pressure with the pain and uncertainty that was caused by this pandemic. The ambiguity around, the uncertainty, complexity and insecurity around the schools was huge that none could fathom a way to come out of it. Teachers started looking toward blended learning in a hybrid classroom situation as a solution to reach students. All the more a reason for us, to do introspection about what we were doing till yesterday in the classrooms.

Yes, we taught our students Math, English, Languages, Social sciences, Sports, Music, Art and Craft and everything else-but values. We boasted ourselves as the top schools

with more students falling into the distinction list in terms of marks. Every year we sent out to the world, thousands of students with less skills and values but more of academics and marks. We were happy. Schools were happy. But we realize today that only some of those schools have been teaching students and not teaching subjects alone. Teaching subjects has a goal post and that is the academic credentials in terms of marks, but teaching students per say has another purpose altogether and that is -Touching their lives. We were confused and placing our balls in the wrong goal' posts. Result? The riots on the street, misbehavior, calamities, destruction, suicide and a valueless society in the making! Yes, certainly we imparted knowledge of academic subjects, however while this intellectual development is transmitted, there was room for us -the teachers for integration of values into these subjects. Few schools include moral science or value education in the curriculum and the teachers do teach the kids values like an academic subject and most of the schools assess the moral science in a written examination. It is very doubtful whether the students have really gained anything out of this process. Chances are bright that they end up considering the value education as just another subject. Teaching values through books was not a mistake, but assessing the children on marks was the issue. So, students when they completed their moral science examination, and received their 'pass marks', they quietly 'passed on' the values to the dustbins.

They say that the society's growth and degradation depend to a large extent the way the students are produced by the schools. The economic prosperity of a Nation depends to a large extent on living style and value systems of the society and there is every reason to believe that when the crime rate in a country goes high, the economic prosperity has declined in the society. The thinking, the culture of coexistence, working as teams and maintaining the art of tolerance, if these are removed from the society, it is very difficult to revive the Nation. India has been such a rich country with its values and it is a very painful scenario to watch how our younger generation is missing out on values. To a large extent the responsibilities can be passed on to the Macaulay's education system, parents and schools. If the schools make deliberate attempts to impart academic subjects and create excellence in that, the student's generation that gets molded out of the schools would certainly prove to be an asset in creating wealth and prosperity for the nation. However, if the schools do not impart values to the students, the nation will end up in a huge disaster after some time in terms of its moral fibre.. Wealth and success alone do not bring happiness to the society or an individual. Yes, it may bring some kind of satisfaction and one can always get a pleasure out of it. But very soon, this feeling becomes very transient and the mind would look for something else. This is human nature and it happens because the purpose of human life is not imparted to the students in schools. And when the assessment is done, that subject is also done.

Is this the purpose of education? Swami Vivekananda conceives education as the process where the innate potential of the human being is revealed. The innate nature of a human being is peace and joy. The riots on the street shows totally opposite virtues. Then where did the schools go wrong?

The riot on the street by students is not the debate here. It may be right or it may be wrong. The question is of larger dimension. It is of citizenry, safety, security and morality of a Nation, of the Globe! But why does such a behaviour happen? Why do our students or our citizens behave in such an unruly manner that is a pain to others? When did our children or our citizens who passed out of the portals of our school, become so very intolerant? What is the fundamental cause for such an unrest in the minds of students, or generally speaking mankind as a whole? The intellectual quotient is very much in place. But when the spiritual quotient and emotional quotient are misplaced, the human beings sometimes behave weirdly. They lose cool, the power to think and act. Most often human beings react.

Did we, at schools, teach our students to act, or react?

Did we, at schools, teach the students values? Or imbue values in them?

Did we teach the students only subjects? Or did we touch their lives?

The Context to Value integration with subjects:

It is in this context of these questions, that the thought of integrating values with academic subject teaching dawned. Education and values are no two different subjects. They are mutually interwoven. As a teacher, the biggest role is to prepare their students behave like human beings with all values intact. All academic subjects may give them an opportunity to excel in life, but the values learnt help them to live as human being. Since the teacher is an integral part of education and the inspiration in the life of the children, they have to turn toward integrating values while they teach subjects. Value integration does not mean quoting a value and discussing it, rather it is an effort to lead the students to see a personal meaning in whatever the teacher teaches in all subjects. It depends to a large extent on the creativity of the teacher to highlight the value that is hidden in all subjects, including the languages. Value means a person's personal principles or standards of behavior the judgement of how important that value is to him in his life. In nut shell we can say, "Value is a preferential behavior". What the teacher needs to do in class is to help the kids choose 'his/her preferential behaviour'

The fundamental shift that needs to happen here is this.

At the centre, is the value and all subjects are contributing to the stabilization of the value. Therefore, the teaching has to be intertwined with those values from the subjects and the teachers reach to the students in a very subtle way. Each Subject-be it Science, Math Or languages, or social science, or Non-academic subjects, have got something very fundamental to convey to the people who spend time to learn those subjects. And if we look at those subjects from a very objective perspective, we can clearly see what they are all dying to convey to the children. Math talks about precision, value of time, sharing caring, multiplying happiness and joy and several likes. Science talks about hard work and resilience and the will power to fail and still work hard to achieve. Languages give the

feelings of expression, love, compassion and what not. So, when a student goes out of the school portals, he would have assimilated within him values like precision, punctuality, rationality, truth, compassion, love, caring, sharing, determination, courage to fail, spirit of enquiry et etc. Along with similar such values, the content gets learnt by the kids.

What benefits do Value Integration bring to the students?

1. The students acquire several time honoured personal and collective values for life
2. Along with the cognitive development assured by modern education, integrating values in academic subjects prepares the children to develop their social and emotional lives
3. The approach of Integration of values in teaching subjects, help the students enrich students' intellectually, physically, socially, morally, spiritually and artistically.
4. Schools can witness more of academic diligence with students showing increased attentiveness in the classroom and show capacity to do independent work
5. The school ambience also will see less of conflicting situations as the students start demonstrating greater empathy and responsibility
6. The student teacher relationships drastically improve and it becomes more trusting
7. Students feel a sense connectivity with others and belongingness

The argument

Teachers are the crucial ingredients in getting the values incorporated into the system and there is no two way about it. At present teachers are focused on completing their lessons on time amid all challenges and they do not have the extra time for doing any research for incorporating the lessons with values. Education and imparting values are no two different subjects. They are one. Additionally, thrusting a subject of value addition always attracts criticisms, primarily from the teaching community since they believe that it is an additional work and have to prepare more.

This argument is in place and cannot be ruled out and that is why HEMA Foundation pitches in for help.

What does HEMA Foundation offer to teachers?

This particular attempt from HEMA Foundation is to address this conflicting issue in education. HF is striving to reach out to teachers with ways and means to incorporate or integrate values while they teach academic subjects so that additional burden is not on them, while they address a major concern of education.

Values can never be taught, values can only be caught

Every subject has material knowledge that is needed for existence. What goes unnoticed more often is the subtle knowledge that the subjects try to convey. Any subject-Language, Math or science-all stand there for spreading virtues and values alongside the material knowledge. It is an integral part of learning the subject.

How and why are the values Integrated by HF?

There is a very sound reason for HF to adopt the project of Value Integration into academic subjects and it is justified when any one reads the deliberations made in the NEP-2020 -NEP talks passionately about the integration of values, skills, and essential subjects to make the learning holistic. Let us refer to the clause 4.28, and it reads as follows: “Students will be taught at a young age the importance of “doing what's right” and will be given a logical framework for making ethical decisions. In later years, this would then be expanded along themes of cheating, violence, plagiarism, littering, tolerance, equality, empathy, etc., with a view to enabling children to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. As consequences of such basic ethical reasoning, traditional Indian values and all basic human and Constitutional values (such as seva, ahimsa, swachhhata, satya, nishkam karma, shanti, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity) will be developed in all students.”

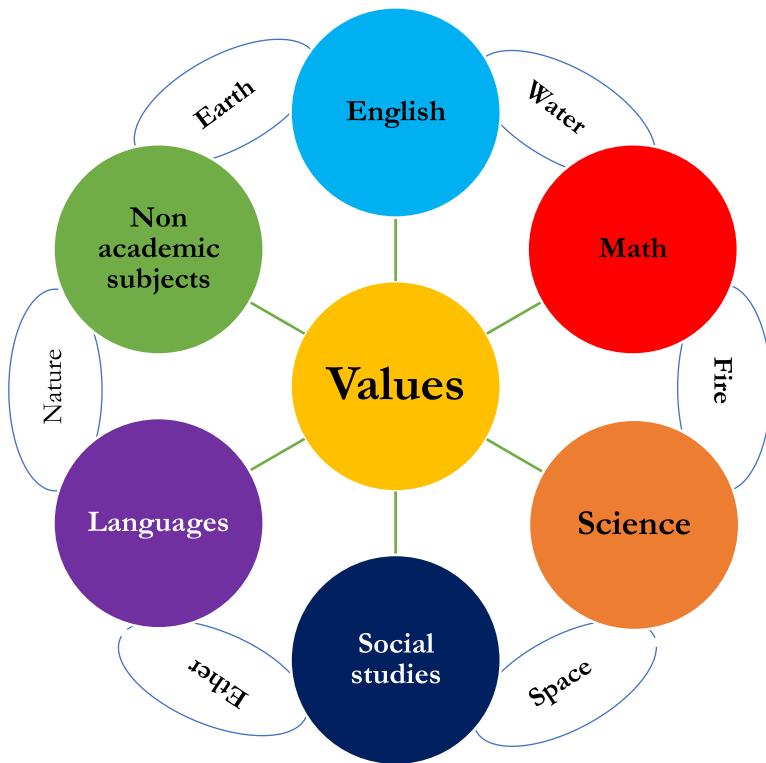
The new NEP and therein the NCERT insist on integration of values with essential subjects. Nature is the mother of all knowledge- Every learning that takes place with human beings is connected through the mind and intellect. While giving food for thought at the intellectual level, teachers have to supplement the emotional aspect through developing the mind. Mind develops by seeing, observations and hearing from sources that make sense to it. Human brain and human mind need to go hand in hand to make rational decisions and emotional attachments. If there are no emotions to any material knowledge learnt, it will remain a subject only. The love for the subject comes, when one extrapolates it to the application of it both at the material and emotional level. The emotional intelligence that gets originated while an academic subject is being taught is as powerful as the academic learning. Because it signals imagination and creativity and these are faculties associated with the mind. The rational brain which is provided with intellectual information about the academic subjects processes the knowledge with the help of the emotional brain-which is the mind. When no food is given to the emotional brain, it gets impoverished. Therefore, a balancing act needs to be done by teachers while imparting knowledge on academic subjects to incorporate the value or virtue that the subject is trying to convey to the reader or learner.

While the teacher teaches a topic ‘Patterns’ in Math, remember that the teacher has to touch the value of precision, discipline and punctuality. The whole universe gives us innumerable patterns and they all follow a certain order. That order brings discipline and it helps you see things in the right perspective. Similarly, the teacher, while discussing about geography, and earth in particular, what can be brought out is the virtue of evolution and the stability given by the earth. Earth is an evolved planet. The innate stability, the order, the growth and silence involved in this process are all virtues that can

be imparted to the students. On similar lines, the ecosystem, the biology, atmosphere, the plants, animals, air, water, aesthetics, and beauty-all talk about values and virtues of truth, tolerance and love, coexistence, interdependence, compassion and honesty.

Integration of values with academic subject teaching is an effort of HEMA Foundation to reach to the teachers with the varied ways of dealing with academic subjects and making it very interesting for the students to learn.

Whom does this manual serve?



The next thing that HF is trying to incorporate is Skills along with values. Skills are also considered to be an integral part of learning and hence while a value is highlighted the skills are also touched upon.

The additional advantage that teachers who use this manual of HF is that, the chart of the flow of lessons can be as such adopted in real teaching sessions without the need for doing a lesson plan again. The pattern of a school lesson plan used for imparting academic session is given incorporating the values integrated in it.

The perfect way of starting an academic lesson in a normal classroom situation so that the students get glued to the teacher's skills of teaching, is assured in the manual

through a context text-either by way of a story or an activity or discussion that rouses the interest of children

The description of the lesson ends with assignments for doing individually, at home or in class and this comes as a huge relief for the teachers

There is also a descriptive summary in the beginning of the text manual where in the topic, the core values, the skills and the activities that can be done and also the materials required for the same are all given so that the teacher gets a quick idea about how to go about the same.

HF, thus, is trying to travel that path of imbibing values to children along with the teachers!

Organization of the manual - How to read the manual?

The teacher will have to read and understand the manual as follows:

This teacher manual follows a certain structure that is not replacing the academic journal of the teacher. On the contrary, serves as an additional support as to how the teacher can link those values that are very relevant for a human life with the teaching of the subjects.

It has two parts:

A descriptive summary: this is a sheet in the beginning of each manual, showing what are the core values, sub values and skills that are linked with the topics and describes what activities can be undertaken to teach the values through subject integration and also shows what all education materials are required. Teacher has to glance through this to get a fair idea about how many values are integrated in total and understand this part first

The second part is the actual manual where the method of integration is dealt with the main academic concept.

The structure of the manual goes as follows: Start reading from introduction

1. **Introduction:** This gives what the lesson is about and what values, skills can be integrated here and the significance of it
2. **Learning objectives:** This plan talks about what are the academic and value driven objectives of learning the lesson
3. **Process and Action:** Here the way how the lesson has to be undertaken and it is shown in the form of a flow chart for quick understanding mentioning the activities at each stage. It starts with the context which actually serves as the introduction of the class to the new topic.
4. **Activities and related discussion:** Here the activities are dealt with in detail with discussion questions that lead to both academic and value driven integration. It is through these the teacher is able to deliver the total lesson effortlessly.
5. **Assignments:** Gives assignments that can be done individually, at home, or as group in the class.

The activities given can be chosen by the teacher as and when needed or as per the time available. It is not mandatory that the teacher does all activities.

Conclusion:

It is a proven fact that any particular value learnt becomes a habit when one practices it consistently. The purpose of integration of values with academic subjects is to learn the values along with the academic concepts and so whenever the academic concepts are tested, the value learnt is reiterated. The creativity and imagination of teacher make the lessons interesting to the students and HEMA Foundation presents this Value Integration Teacher Manual for the benefit of the teaching and student community.

Jai Hind

Conceived and presented by

Vijayam Ravi, PhD

Academic Director

HEMA Foundation

"वसुधैव कुटुंबकम्"

Vasudhaiva Kutumbakam ("vasudha", the earth; "iva", is ; and "kutumbakam", family). This Sanskrit phrase literally translates to mean that the whole world is one single family. The Sages have said that the entire world is truly just one family connected with thoughts, emotions, humanity and humility.



सर्वे भवन्तु सुखिनः सर्वे सन्तु निरामया ।
सर्वे भद्राणि पश्यन्तु मा कश्चित् दुःखभाग् भवेत् ॥

May all be prosperous and happy. May all be free from illness.
May all see what is spiritually uplifting. May no one suffer in anyway.
Om peace, peace, peace.



Vision

We aim to cultivate a conscious understanding of human values in individuals in order to help them coexist peacefully and harmoniously.



Mission

Our mission is to awaken the spirit of value based living in all individuals at school, organizational and community levels through well researched and structured programs resulting in a responsible, effective and harmonious existence for all



INDEX



01	<u>Unit 1 & 2</u>	Page No.
	Poonam's Day Out & The Plant Fairy	3
02	<u>Unit 3 & 20</u>	Page No.
	Water O Water & Drop by Drop	12
03	<u>Unit 4&21</u>	Page No.
	Our First School & Families can be different	21
04	<u>Unit 5</u>	Page No.
	Chhotu's House	30

05	<u>Unit 6</u>	Page No.
	Food We Eat	39
06	<u>Unit 7</u>	Page No.
	Saying Without Speaking	48
07	<u>Unit 8</u>	Page No.
	Flying High	57
08	<u>Unit 9</u>	Page No.
	It's Raining	66
09	<u>Unit 10</u>	Page No.
	What is Cooking	77
10	<u>Unit 11</u>	Page No.
	From Here to There	87
11	<u>Unit 12</u>	Page No.
	Work We Do	96

12	<u>Unit 13</u>	Page No.
	Sharing Our Feelings	103
13	<u>Unit 14</u>	Page No.
	The Story of Food	112
14	<u>Unit 15</u>	Page No.
	Making Pots	121
15	<u>Unit 16</u>	Page No.
	Games We Play	130
16	<u>Unit 17</u>	Page No.
	Here Comes a Letter	139
17	<u>Unit 18</u>	Page No.
	A House Like This	147
18	<u>Unit 19</u>	Page No.
	Our Friends-Animals	155

19 Unit 22

Left - Right

Page No.
164

20 Unit 23

Beautiful Cloth

Page No.
173

21 Unit 24

Web of Life

Page No.
181

Unit 1 & 2

Poonam's Day Out & The Plant Fairy

Topic	Values / Life skills integrated & imbibed	Activities
Poonam's Day Out & The Plant Fairy	<p>Core Values Considered: Interdependence</p> <p>Other Sub-Values: Interconnectedness, Appreciation, Thankfulness, Sharing and 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>	<ul style="list-style-type: none"> • Nature Scavenger Hunt • Video & Discussion- Interdependence between man, plants and animals • Game-Web of Interdependence • Interdependencies among Human beings • Observe your family. How are the members in your family interdependent on one another? Maintain a gratitude journal and create thank you card notes/cards for family and friends who deserve your gratitude.

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer and Laptop. Covers to collect materials, magnifying lens, camera, binoculars, and jars for briefly holding insects. Cardboard & chart to make pinwheel, pictures of buffalo, birds, nest trees, flowers, bees, monkeys, butterflies, insects, soil, coral reef, fish-big and small, snake, eagle, squirrels, nuts, mice grasshopper, plants, man, house, sun, water, soil, wool/twine.

Description (of the points of discussion)

The lesson 'Poonam's Day Out' speaks about the rich diversity in our environment. Animals, insects, birds, reptiles and mammals in different shapes colours sizes and different habitats. Some live on trees, some on the farm, some under the ground and some are aquatic. They all possess unique characteristics, be it their wings, tails or body patterns. The chapter is about the classification of animals based on size, movement, habitats, eating and other habits and sounds produced by them.

'The Plant Fairy' introduces the Plant kingdom that is equally rich and diverse with different types of bushes, plants and trees, in varying shapes, sizes and colours. The leaves and flowers, in different colours, shapes, sizes serrations and scents are a sensorial treat.

There is an interconnectedness and interdependence between the flora and the fauna, between animals and between us and the animals. We, the flora, fauna and ecosystem are interconnected and depend on one another for survival.

Appreciating and loving all beings, being compassionate, and living in harmony is imperative for our survival. We have a great responsibility towards preserving our environment and ecosystem.

Unit 1 & 2
Poonam's Day Out
&
The Plant Fairy
Appreciation and Interconnectedness

I. Introduction

The lesson 'Poonam's Day Out' speaks about the rich diversity in our environment and the importance of observing nature. Animals, insects, birds, reptiles and mammals abound in different shapes, colours, sizes and different habitats. Some live on trees, some on the farm, some under the ground and some are aquatic. They all possess unique characteristics, be it their wings, tails or body patterns. The chapter is about the classification of animals based on size, movement, habitats, eating and other habits and sounds produced by them.

'The Plant Fairy' introduces the Plant kingdom that is equally rich and diverse with different types of bushes, plants and trees, in varying shapes, sizes and colours. The leaves and flowers, in different colours, shapes, sizes serrations and scents are a sensorial treat.

There is an interconnectedness and interdependence between the flora and the fauna, between animals and between us and the animals. We, the flora, fauna and ecosystem are interconnected and depend on one another for survival. Appreciating and loving all beings, being compassionate, and living in harmony is imperative for our survival. We have a great responsibility towards preserving our environment and ecosystem.

In an ideal family, independence and interdependence coexist. Children who gain independence feel safe and secure in the knowledge of the interdependence that exists within the family, to whom they can turn to in times of need, for advice and support, who are always watching over them from a distance. Family spends time together sharing feelings, activities, they feel secure and are more committed to each other.

II. Learning Objectives / Outcomes

Through these chapters the child will be able to achieve the following grade appropriate academic and value-based goals.

- Observe the diversity of animals, distinguish between domestic and wild animals, classify them based on size, identify body parts used for movement and differentiate based on their habitat.
- Identify and name common plants growing in the surrounding, distinguish between trees based on thickness of trunks, recognise differences in size shape colour smell texture and margin of leaves of different plants.
- Appreciate and observe the interconnectedness and interdependence between plants and animals.
- Appreciate and observe the interconnectedness and interdependence between members in a family.

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.**



A.
Introduce the
context
activity:
IV a. Nature
Walk

IV c.
Game- Web
of
Interdependence.

IV d.
Interdependencies
of Human beings.



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



1.
Observe your family. How are the members in your family
interdependent on one another? Maintain a gratitude
journal and create thank you card notes/cards for family
and friends who deserve your gratitude.

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 Interdependence along with Interconnectedness, Appreciation, Thankfulness, Sharing and Gratitude.

IV. Activities & Related Discussion

IV a. Nature Walk-Appreciating Nature.

Take the children out on a Nature Scavenger Hunt. When they appreciate nature, they will learn to be responsible for it too. It will be a calming experience, offer exercise in the form of walking, bring about a bonding and spirit of teamwork as they collect materials. Conversation about their observation will enhance vocabulary and language.

Children may carry magnifying lens, camera, binoculars. Children should wear gumboots and gloves preferably so that their feet and hands are well covered.

Discuss earlier that they should observe keenly and could look out for (interdependencies in nature) medicinal plants, birds and their nests, a beehive, a spider's web, birds feeding worms to their young, birds /squirrels eating fruits, herbs, mushrooms, edible leaves, seeds , fruit bearing trees, medicinal plants and trees like neem, 'Tulsi' and eucalyptus, butterflies on flowers, snails, squirrels, earthworms, moss on logs, anthills, etc. Nothing in nature must be disturbed.

Encourage children to click pictures. Prints of these could be displayed at the school exhibition.

Children should be encouraged to feel textures, experience the distinct smell around them of the earth and different leaves and fruits.

They may come across water bodies, what do they observe in these waterbodies?

IV b. Interdependence of man, plants and animals

<https://www.youtube.com/watch?v=fBxedWwzdZk&t=1s&pbjreload=101>

Discussion

- Where do you live?
- Is it a crowded city, a small town or a village?
- How is the air you breathe in the place you live? Why?
- Do you fall ill or have breathing difficulties?
- Have you visited a village?
- Do you appreciate the sky and air in the village? Why?
- Do you see a lot more greenery, birds and animals in the village?
- What do people cut down in the villages to make houses?
- What will happen, if all the trees are cut and not replanted?
- Why must we use organic fertilizers and not chemical fertilizers?
- How can we get/make organic fertilizers?
- Why should man, animals and birds be grateful to plants and trees? What do they provide?
- Who all eat the fruits on trees?
- How do the insects help the trees? How do they harm them?
- How will the absence of trees affect the weather?

2. Interdependence between plants and animals.

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

Discussion

- How do different species live together harmoniously?
- How do birds help hippos? How is the arrangement beneficial to the birds?
- How do trees and bushes help animals?
- What is meant by the food chain?
- Give examples of the food chain described in the video.
- What happens during photosynthesis? What do plants get from animals?
- What do they back to animals in return?
- How do animals help plants?
- Where do birds make their nests?
- Where is the spider's web safer, on the ground/walls or trees?
- In its transformation from caterpillar to butterfly, what is it most dependent on?

- How does the butterfly help the plants in return?
- How do trees protect birds and animals in harsh climatic conditions?
- How does the coral prove itself useful to fish under water?

IV c. Game -Wheel of Interdependence

On a large wheel, pin pictures of buffalo, birds, nest trees, flowers, bees, monkeys, butterflies, insects, soil, coral reef, fish-big and small, snake, eagle, squirrels , nuts, mice grasshopper, plants, man, house, sun, water, soil.

Give each child a different colour thread and ask them to connect the thing /specie that are dependent on one another.

At the end of the game a beautiful web of interdependence in the ecosystem will be created.

1V d. Interdependencies of Human beings

<https://www.youtube.com/watch?v=MkgvPW6hETs>

Discuss and trace the journey of the bread on your plate. Jot down, to whom you should be grateful?

- What did you have for breakfast? How many of you had toast?
- Where did you get that bread for the toast?
- Did you get it from the shop keeper?
- Where did the shopkeeper get the bread from?
- Where did the baker get the flour from?
- Where did the miller get the wheat from?
- Who helped the baker knead the dough/bake the bread/ package the bread?
- Who helped the miller grind the flour?
- Who helped the farmer grow the wheat?
- Who transported the wheat to the miller, the flour to the baker and the bread to the shopkeeper?

You may prepare flashcards to show the journey and give a worksheet to sequence giving the same or other examples.

V. Assignments

- Observe your family. How are the members in your family interdependent on one another? Write a gratitude journal. Daily, at the end of the day, write down a few things to be grateful for.
- It's important to not only feel gratitude but also express it. Create brief thank you notes/ pictures for family and friends who deserve your gratitude.

Resources

<https://parentandteen.com/interdependence/#:~:text=Interdependence%20is%20about%20healthy%20mutual,towards%20our%20goal%20of%20interdependence> - Interdependence in families.

https://www.youtube.com/watch?v=U8_gTFFrErI - Interdependence in families.

<https://www.youtube.com/watch?v=MkgvPW6hETs> - Interdependencies of human beings. Teachers Pay Teachers

Interdependence between plants and animals.

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

Interdependence of plants and animals

<https://www.youtube.com/watch?v=fBxedWwzdZk&t=1s&pbjreload=101>

<https://www.plt.org/educator-tips/nature-walk-activities#:~:text=Nature Walk Activities>

<https://premeditatedleftovers.com/naturally-frugal-mom/100-things-to-look-for-on-a-nature-walk/> What to observe during a Nature Walk?

Unit 3 & 20

Water O Water & Drop by Drop

Topic	Values / Life skills integrated & imbibed	Activities
Water O Water & Drop by Drop	<p>Core Values Considered: Environmental Awareness</p> <p>Other Sub-Values: Appreciation and Sensitivity</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>	<ul style="list-style-type: none"> • Video & Discussion-Uses of water & Ways to conserve water • Video & Discussion Celebrating festivals with responsibility • Video & Discussion Caste boundaries and water war. • Water Warrior-Aabid Surti • Poster Making-Save Water. • Project-Ban bottled water. It's effect on the eco system. • Create a story describing a day without water. • Building awareness on water conservation and rainwater harvesting through song and street play-Ek Boond Jal.

Materials / Resources needed

Smart Board, LCD Player, mikes, charts, colouring material, organic Holi powder colours.

Description (of the points of discussion)

The Chapter 'Water O' Water!' touches upon the sources of water and its forms; the snow, dew, gurgling rivers, brooks, streams, cascading waterfalls, deep fathomless seas, hot springs are all a sight to behold. It relates shape and size of storage containers to volume/capacity. Use, storage and conservation of water assume great importance considering the scarcity of water and hardships that ensues as a result. Discrimination that is associated towards access to water in certain parts of the country and the sensitivity that is much needed towards its eradication is touched upon in the lesson.

The chapter 'Drop by Drop' forces us to think about the importance of every little drop of water. Some areas in the country see women and girls walk miles on hot desert sands to collect a few pots of water. The children lose out on education and play in the process. Slums in cities see serpentine queues of people and pots to collect water. It is imperative we understand our responsibility and adopt ways and means to tap and store rainwater, increase level of ground water, prevent wastage of water, save and reuse water whenever possible.

Unit III & Unit XX
Water O Water
&
Drop by Drop
Environmental Awareness

I. Introduction

The Chapter 'Water O' Water!' touches upon the sources of water and its forms; the snow, dew, gurgling rivers, brooks, streams, cascading waterfalls, deep fathomless seas, hot springs are all a sight to behold. It relates shape and size of storage containers to volume/capacity. Use, storage and conservation of water assume great importance considering the scarcity of water and hardships that ensues as a result. Discrimination that is associated towards access to water in certain parts of the country and the sensitivity that is much needed towards its eradication is touched upon in the lesson.

The chapter 'Drop by Drop' forces us to think about the importance of every little drop of water. Some areas in the country see women and girls walk miles on hot desert sands to collect a few pots of water. The children lose out on education and play in the process. Slums in cities see serpentine queues of people and pots to collect water. It is imperative we understand our responsibility and adopt ways and means to tap and store rainwater, increase level of ground water, prevent wastage of water, save and reuse water whenever possible.

II. Learning Objectives / Outcomes

Through these chapters the child will be able to achieve the following grade appropriate academic and value-based goals.

- Identify the importance and uses of water in daily life
- Identify forms and sources of water supply
- Relate shape/size of storage container to volume/capacity.
- Explore ways to save and conserve water. Know about the difficulties faced by people living in some areas for getting or fetching water.

- Become familiar with ways of collecting /getting water and subtle gender bias in this activity
- Measure the volume of water in nonstandard units such as bucket pots spoon etc.
- Estimate the quantity of water used for different domestic activities.
- Understand the concept of rainwater collection.
- Create a story describing a day without water in order to realize the importance of saving water.

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 day:

A. Introduce the **context activity:**
IV a. Video & Discussion-Uses of water & Ways to conserve water



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



IV b.
Water Warrior-
Aabid Surti.

IV c.
Video
& Discussion
Celebrating
festivals with
responsibility

IV d.
Songs-Street
play on water
conservation

IV d.
Songs-Street
play on water
conservation



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



1.
Poster
Making-
Save Water.

2.
Project-Ban
bottled water.
What are its
effect on the
eco system.

3.
Create a story
describing a day
without water.

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 Environmental Awareness along with Responsibility, Appreciation and Sensitivity.

IV. Activities & Related Discussion

IV a. Uses of water & Ways to conserve water

<https://www.youtube.com/watch?v=iLLYX3RbtPQ>

Encourage children to observe the video and discuss on the uses and conservation of water. Small changes like opting for a bucket of water in place of a shower or hose pipe, carrying water from home instead of buying bottled water, recycling and reusing water will go a long way in sowing the seeds of responsibility.

Discussion

- What do you use water for?
- Have you left the water running while bathing /brushing your teeth?
- Do you have a shower bath?
- Have you thrown water away after drinking half a glass of water?
- Do you carry water with you from home while travelling or do you buy bottled water?
- What do you use to clean your bicycle/car, a hose of water or a bucket of water?
Why did you choose a bucket of water?
- How can you save water while washing pots? How can you recycle the water saved?
Can you think of ways of saving water and reusing the same for watering plants etc?
- Do you have a tap that leaks at home? Why do you think a leaking tap needs to be attended to?

IV b. India's water warrior

"A tap that drips water once every second wastes about 1,000 liters of water every month so imagine how much we all waste," -Aabid Surti

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

Discussion

- Who is Aabid Surti?
- How old is he?
- What does he do? Why is he known as a water warrior?
- What is his goal? How did he go about fulfilling what he wanted to achieve?
- What inspired him to begin fixing leaking faucets/taps?
- How much water has he saved to date?
- Discuss his slogan- 'Save every drop or DROP DEAD'

IV c. Celebrate festivals with responsibility.

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

Discussion

- Do you celebrate Holi?
- What do you use to play Holi?
- Do you use water guns to spray water on one another?
- Would you use a plastic sachet filled with water to play Holi? Why not? What does this say about you?
- How are you harming the environment by playing Holi in this manner?
- What would be a more responsible way to play Holi?

IV d. Caste boundaries and water war.

Water wars based on caste discrimination are predominantly found in villages and small towns. The poor and the marginalised have no access to clean drinking water from the village wells, ponds or even tankers and have to trudge miles to get some water. The women and children bear the brunt and children are deprived of education and play in the bargain. Introduce the topic with the sensitivity it deserves.

Indian man leads Dalits to fill water in village water well for first time

<https://www.youtube.com/watch?v=Z93Q9xqILuk>

Discussion

- Where do you live?
- Do you have shortage of water?
- Do you have to walk long distances to fetch water?
- How will you feel if you are stopped from taking drinking water from a public place because of your caste? Why?

- In certain villages of India, do people of all castes live lovingly sharing earth's resources.
- What are the hardships faced by them?
- Are they allowed to draw water from the village well?
- Do they have access to tanker water?
- Is it right to discriminate based on caste or any other differences?
- Should we share earth's resources? Why?
- Can they afford tanker water or containers to store water?

IV e. Songs on conservation of water.

<https://www.youtube.com/watch?v=PZF0ekceQ48> -Hindi

<https://www.youtube.com/watch?v=ZcCAkWT7df4> -English

jal ki suraksha jeevan ke liye hoti hai
jal ke bina toh zindagi durbar hoti hai (2)
Jeevan ko jo humse cheene palbhar mein (2)
Paani ke woh boond hi bhagwan hoti hai

jal ki suraksha Jeevan ke liye hoti hai
jal ke bina toh zindagi durbar hoti hai
Jeevan ko jo humse cheene palbhar mein
Paani ke woh boond hi bhagwan hoti hai

jal ki suraksha Jeevan ke liye hoti hai
jal ke bina toh zindagi durbar hoti hai

paani ko kaise bachaye, hum aaj batate hai
brush kare toh nal bandh karne ki aadat banate hai (2)
Pyaas lage toh paani aadha glass lete hai
Bacha hua saara paani paudhon ko dete hain
Jal se hi jevan ki Raksha hoti hai

Shower ko chalakar paani ko na vyarth gavana hai

Keval tumko paani ki ek baalti se nahaana hai

Auron ke waste paani ko yuun na bahana hai

Yeh paani pedhon ko dekar Srishti ko bachana hai

Koshish karle tujhse jitni hoti hai

jal ke bina toh zindagi durbar hoti hai(3)

Written by Mrs Krithika Seth.

Composed by Mr Sandeep Sharma.

Create awareness among the public about the importance of water conservation through songs and street play.

Creating awareness through street play in societies/villages by Water Marshalls of school
<https://www.youtube.com/watch?v=h3MWXhaYBJU> Ek Boond Jal-Street play.

V. Assignments

- Draw a poster on 'Save Water'
- Project-Create an awareness drive in school and the building you reside on the importance of banning bottled water and its ill effects on the eco system.
- Create a story describing a day without water in order to realize the importance of saving water.

Resources

NCERT Textbook EVS Grade 3

<https://ecologise.in/2019/11/27/adding-to-climate-change-heres-how-caste-shapes-water-conflicts/>

1)<https://www.youtube.com/watch?v=ES8-xHQ10ww> Rooftop rainwater harvesting.

<https://www.youtube.com/watch?v=QxrzJ-2kitI> Rainwater harvesting and borewell rejuvenation.

Unit 4 & 21

Our First School & Families can be different

Topic	Values / Life skills integrated & imbibed	Activities
Our First School & Families can be different.	<p>Core Values Considered: Cultural Values</p> <p>Other Sub-Values: Love, Respect, Unity, Kindness and Generosity.</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Communication Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<ul style="list-style-type: none"> • Questionnaire -My Family. • Worksheet-The Emotional Cup. • Video and Discussion-Different Families-Hair Love • Video and Discussion-The gift of giving. • Video and Discussion-Respect the elderly. • Worksheet Questionnaire - My Family

Materials / Resources needed

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

Description (of the points of discussion)

The chapter 'Our First School' revisits members of a family and the relationship between them. It touches on the aspect of similarities in the family among members, both in terms of characteristics and physical traits. Skills trades and practices followed by a family is passed down one generation to the next.

A child's education begins long before he steps into the portals of a school. It begins in the arms and laps of a family. A family not only provides financial and material support to the child but also an emotional bond that enables members to share laughter and tears, joys and sorrows, secrets and failures. A family applauds and forgives.

A family can be compared to the deft hands of a potter that shapes a child's physical, emotional, social and moral development.

The chapter 'Families can be different' touches upon the different kinds of families, importance of a family, roles of the members and the similarities and differences that exist among members of a family.

Unit 1V &XXI
Our First School & Families can be different
Cultural Values

I. Introduction

The chapter 'Our First School' revisits members of a family and the relationship between them. It touches on the aspect of similarities in the family among members, both in terms of characteristics and physical traits. Skills trades and practices followed by a family is passed down one generation to the next.

A child's education begins long before he steps into the portals of a school. It begins in the arms and laps of a family. A family not only provides financial and material support to the child but also an emotional bond that enables members to share laughter and tears, joys and sorrows, secrets and failures. A family applauds and forgives.

A family can be compared to the deft hands of a potter that shapes a child's physical, emotional, social and moral development.

The chapter 'Families can be different' touches upon the different kinds of families, importance of a family, roles of the members and the similarities and differences that exist among members of a family.

II. Learning Objectives / Outcomes

Through this chapter the child will be able to achieve the following grade appropriate academic and value-based goals.

- Identify different relationships in a family and nature of these relationships
- Describe roles of family members.
- Describe unique practices and rituals in the family
- Name the different skills/trades/occupation that the families are engaged in.
- Describe family traits, features and habits. Recall about small joint and nuclear families and identify the type of family they belong to.
- Gather information about family and compile a family tree.
- Relate the importance of family and role of different family members

- Recognise that families can be of different kinds
- Identify and appreciate the similarity and differences among the family members and relatives.
- Highlight important features of a family.

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. Video and discussion-Love your family (A story on love, unity and interdependence in families)



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



IV b.
Worksheet-
The
Emotional
Cup.

IV c. Video
and
Discussion-
Different
Families-'Hair
Love'

IV c. Video
and
Discussion-
Different
Families-'Hair
Love'

IV e. Video
and
Discussion-
'Respect the
elderly.'



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



1. Worksheet Questionnaire -My Family

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

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

The **core values** being considered are Cultural Values that of unity love, respect, kindness and sharing.

IV. Activities & Related Discussion

IV a. Love your family

Members of a family are bound to one another by an invisible bond of love. Very often we take the love of our family for granted and fail to value it as much as we should.

It is during hard times like illness or financial difficulties that we realise the value of members and how much they care and go out of the way to do for us. Through this video and discussion impart this factor to the students. Allow them to draw a parallel and share personal experiences about their own experiences in their family.

<https://www.youtube.com/watch?v=rjnxA2QvWbI>

Discussion

- What did Keith feel about living in a big family?
- Who were the members of his family?
- What excuse did Keith give to avoid attending the family wedding?
- What did Keith do when his family left for the wedding without him?
- Where did Keith and Jake go?
- What happened on the way? What was the result of the accident?
- Why was father angry with Keith?
- Keith saw a different side of his family as he lay with a fractured leg on bed. What did he see?
- What did his father and mother do for him?
- How did his brother, sister and cousins make him feel loved?
- What did his grandparents do to make him feel better?
- What did he feel about his family now?

- How did he make amends for the way he felt and acted?
- Narrate or write down an incident that made you realise the true value of your family.
- Do you fall ill or have breathing difficulties?
- Have you visited a village?
- Do you appreciate the sky and air in the village? Why?
- Do you see a lot more greenery, birds and animals in the village?
- What do people cut down in the villages to make houses?
- What will happen, if all the trees are cut and not replanted?
- Why must we use organic fertilizers and not chemical fertilizers?
- How can we get/make organic fertilizers?
- Why should man, animals and birds be grateful to plants and trees? What do they provide?
- Who all eat the fruits on trees?
- How do the insects help the trees? How do they harm them?
- How will the absence of trees affect the weather?

2. Interdependence between plants and animals.

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

Discussion

- How do different species live together harmoniously?
- How do birds help hippos? How is the arrangement beneficial to the birds?
- How do trees and bushes help animals?
- What is meant by the food chain?
- Give examples of the food chain described in the video.
- What happens during photosynthesis? What do plants get from animals?
- What do they back to animals in return?
- How do animals help plants?
- Where do birds make their nests?
- Where is the spider's web safer, on the ground/walls or trees?
- In its transformation from caterpillar to butterfly, what is it most dependent on?
- How does the butterfly help the plants in return?

- How do trees protect birds and animals in harsh climatic conditions?
- How does the coral prove itself useful to fish under water?

IV c. Game -Wheel of Interdependence

On a large wheel, pin pictures of buffalo, birds, nest trees, flowers, bees, monkeys, butterflies, insects, soil, coral reef, fish-big and small, snake, eagle, squirrels , nuts, mice grasshopper, plants, man, house, sun, water, soil.

Give each child a different colour thread and ask them to connect the thing /specie that are dependent on one another.

At the end of the game a beautiful web of interdependence in the ecosystem will be created.

1V d. Interdependencies of Human beings

<https://www.youtube.com/watch?v=MkgvPW6hETs>

Discuss and trace the journey of the bread on your plate. Jot down, to whom you should be grateful?

- What did you have for breakfast? How many of you had toast?
- Where did you get that bread for the toast?
- Did you get it from the shop keeper?
- Where did the shopkeeper get the bread from?
- Where did the baker get the flour from?
- Where did the miller get the wheat from?
- Who helped the baker knead the dough/bake the bread/ package the bread?
- Who helped the miller grind the flour?
- Who helped the farmer grow the wheat?
- Who transported the wheat to the miller, the flour to the baker and the bread to the shopkeeper?

You may prepare flashcards to show the journey and give a worksheet to sequence giving the same or other examples.

V. Assignments

- Observe your family. How are the members in your family interdependent on one another? Write a gratitude journal. Daily, at the end of the day, write down a few things to be grateful for.

- It's important to not only feel gratitude but also express it. Create brief thank you notes/ pictures for family and friends who deserve your gratitude.

Resources

<https://parentandteen.com/interdependence/#:~:text=Interdependence%20is%20about%20healthy%20mutual,towards%20our%20goal%20of%20interdependence> - Interdependence in families.

https://www.youtube.com/watch?v=U8_gTFFrErI - Interdependence in families.

<https://www.youtube.com/watch?v=MkgvPW6hETs> - Interdependencies of human beings. Teachers Pay Teachers

Interdependence between plants and animals.

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

Interdependence of plants and animals

<https://www.youtube.com/watch?v=fBxedWwzdZk&t=1s&pbjreload=101>

<https://www.plt.org/educator-tips/nature-walk-activities#:~:text=Nature Walk Activities>

<https://premeditatedleftovers.com/naturally-frugal-mom/100-things-to-look-for-on-a-nature-walk/> What to observe during a Nature Walk?

Unit 5

Chhotu's House

Topic	Values / Life skills integrated & imbibed	Activities
Chottu's House	<p>Core Values Considered: Hope</p> <p>Other Sub-Values: Gratitude, Cleanliness, Love, Respect, Hygiene and Sensitivity.</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Communication Skills, Conversing Skills, Ideating and Imagination, , Creative Skills, Gross and Fine Motor Skills, Generalisation, Making Choices, Interpersonal Skills.</p>	<ul style="list-style-type: none"> • Story and Discussion. • Worksheet on Gratitude • Kindness rocks • Gender Discrimination and Gender Sensitivity at homes • Cleaning Race

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board, Computer, Laptop, Mikes. Rocks, Paint brush and Acrylic paint

Description (of the points of discussion)

The chapter 'Chhotu's House' offers a pictorial glimpse of the travails of migrants and the homeless who arrive in the 'City of dreams-Mumbai'. They rough it out living on the pavement and in pipes, with hope of a better tomorrow. Chhotu, who lives in a pipe, befriends another boy who comes to live with him. This bond turns his humble dwelling into a home. The chapter 'Chhotu's House' then leads the child from Chhotu's home to their own. They are led to reflect on the importance of a house, the rooms in their home, members who use the different rooms in the house and those who avoid certain rooms due to gender disparity and invited and uninvited guests from the animal kingdom in their homes!. Proper and effective management of garbage disposal and cleanliness are stressed upon in the unit.

A house is just four walls and a roof, it is in our hands to turn into a clean haven called home with gratitude in our hearts and love and respect for one another.

Unit V
Chhotu's House
Hope

I. Introduction

The chapter 'Chhotu's House' offers a pictorial glimpse of the travails of migrants and the homeless who arrive in the 'City of dreams-Mumbai'. They rough it out living on the pavement and in pipes, with hope of a better tomorrow. Chhotu, who lives in a pipe, befriends another boy who comes to live with him. This bond turns his humble dwelling into a home. The chapter 'Chhotu's House' then leads the child from Chhotu's home to their own. They are led to reflect on the importance of a house, the rooms in their home, members who use the different rooms in the house and those who avoid certain rooms due to gender disparity and invited and uninvited guests from the animal kingdom in their homes!. Proper and effective management of garbage disposal and cleanliness are stressed upon in the unit.

A house is just four walls and a roof, it is in our hands to turn it into a clean haven called home with gratitude in our hearts and love and respect for one another.

II. Learning Objectives / Outcomes

Through this chapter the child will be able to achieve the following grade appropriate academic and value-based goals.

- Recognise the need and importance of a house.
- Identify different parts of a house and its associated uses.
- Name invited and uninvited animals living in a house.
- Demonstrate proper use of the toilet by observing desired practices.
- Recognise the importance of cleanliness and proper disposal of garbage.
- Suggest ways to beautify and decorate their homes.
- Imbibe the value of hope, determination and hard work that will pull one out of the dreariest of situations.
- Transform the house into a home by sowing the seeds of appreciation, love and gratitude within its four walls.

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-Chottu's House

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

IV b.
Worksheet on
Gratitude

IV d.
Gender
Discrimination
and Gender
Sensitivity
at homes

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

1.
Cleaning
race.

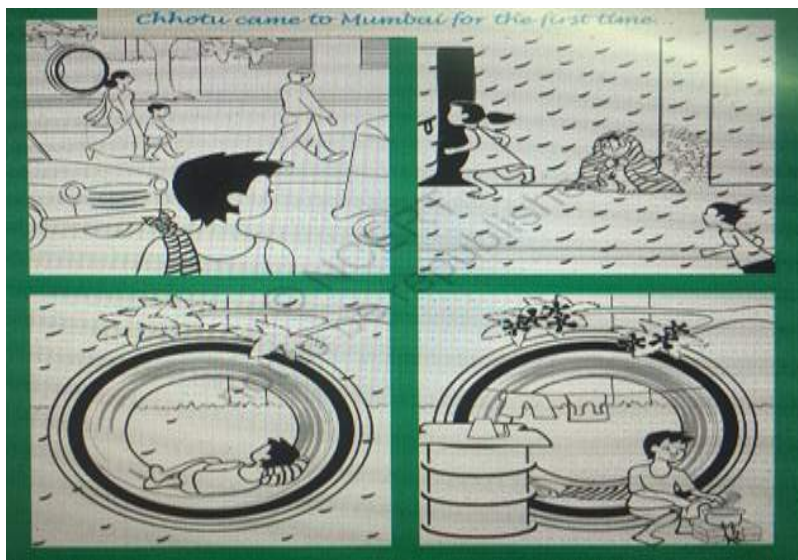
2.
Kindness
rocks

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 Hope along with Gratitude, Cleanliness, Hygiene and Sensitivity.

IV. Activities & Related Discussion



IV a. Picture talk, Story and Discussion

Chhotu's House

Chhotu sat atop his home, a big pipe, and looked at the star lit sky. It instilled hope in him. He had arrived in Mumbai, the city of dreams and opportunities from Bhagalpur a fortnight ago. His uncle had found him a job as a cleaner in a hotel. Chacha's little hutment was already packed with five members of his own family, so he had to be content living in a pipe close to his Chacha's home.

He had arranged his worldly belongings -a pot, a pan, a set of clothes and a pair of slippers neatly in the pipe. Chacha had given him a drum "You will have to stand in the serpentine queue every morning and fill the drum with water, however in the rainy season you can simply leave it open." he had said.

The pipe sheltered him from the harsh sun though nothing could stop the rain lashing in. He had to be careful of the rats that scurried around too. Chhotu's problems were short lived when he made friends with a stray dog and cat; they became his best friends and never failed to amuse him with their antics. The cat kept the mice away and his dog kept unwanted elements away from his master.

One day Chhotu met Aruna Didi. She worked at the Masti Ki Paatshaala, a school that functioned out of a ram shackled bus under the flyover. He had peeped in once and his eyes had lit up seeing the colourful books and toys inside. He had never been to school. Aruna didi had made arrangements with the hotel owner to allow Chhotu to come to the school for two hours when customers were few at the hotel. Chhotu was hard working. He liked to study.

Aruna Didi narrated stories of men and women who had achieved so much with hard work and education. He wanted to become a Police officer like Ajay Devgan in Singham. His mother would be so proud, to see everyone salute him.

Thanks to all that he learnt at school, Chhotu bathed twice daily, never wore unwashed clothes. He boiled the water before drinking. He kept his home -the pipe, and its surroundings clean. He took pride in his home and even planted flowers around it.

After going to the school, he had stopped defecating in the open, he began visiting the 'use and pay' toilets. Aruna Didi had taught him the importance of sanitation and cleanliness.

Chhotu gathered the hutment dwellers one day and Aruna Didi spoke to them about constructing their own toilet. An NGO had helped the hutment dwellers with some money too. She encouraged the hutment dwellers to clean the entire area off garbage and filth. Everyone respected Aruna Didi. Many more enrolled in Masti Ki Paatshaala!

One day Chhotu met Manu sitting desolately outside his hotel. He had no job or home. "Do not lose hope, my owner is looking out for someone to deliver food packets to customers. I shall talk to him. you can live in my pipe, but you will have to share space with me and my pets

Kittu and Billu".

Manu smiled Chhotu was his first friend in the city.

That night, two young friends and two pets sat atop the pipe and gazed at the stars hoping and dreaming of a better home, job and future.

By, Shobha Rajkumar.

Discussion

1. From where did Chhotu arrive in Mumbai?
2. Why is Mumbai called the 'City of Dreams'?
3. Chhotu couldn't live in his Uncle's hut. Why?

4. Where did Chhotu live?
5. Why was Chhotu grateful, that he was living in a pipe and not on the streets?
6. What were his belongings?
7. Who helped him tackle the problem of the rats?
8. Where did Chhotu work?
9. Who was Aruna Didi?
10. How did Aruna Didi turn into a beacon of hope for Chhotu ?
11. Who was Manu? How was Chhotu a ray of hope for Manu?
12. How did getting educated at Masti Ki Paatshala, change Chhotu's life?

IV b. Worksheet on Gratitude

1. Become Aware-Write down the name of a person, place or thing you want to appreciate. Did someone do something nice for you? Did someone give you something special? Did someone take you out somewhere for a fun outing?
2. Think Why?-Why do you appreciate this person? Why did the person do something nice for you? Why did the person give you something you value very much? Why did the person take you out?
3. Awareness of Feelings-When you think about these special people how do you feel? Happy, excited, grateful or proud?
4. Reciprocate-How will you express your appreciation? What can you do to express your gratitude for this person, place or thing?

IV c. Gender Discrimination and Gender Sensitivity at homes

<https://www.youtube.com/watch?v=W6slDJW9Tnk>

<https://www.youtube.com/watch?v=y4QxRV4pMcI>

Discussion

- Where do you live?
- Who lives in your home?
- What are the different things your father does at home?
- What are the different things your mother does at home?
- Do they help one another?
- Are there jobs done only by your father or only by your mother?
- Do you believe that certain jobs at home are to be done only by the girls or women in a house?
- What do you do to help at home?

V. Assignments

1. Cleaning Race

Coordinate with parents and get to engage children in a cleaning race at home along with their siblings. Each child may be assigned the same activity, parents can time them to see who finishes it up first. Helping with household chores will instill a sense of responsibility and discipline and teach them the importance of cleanliness and hygiene. Children will also understand the effort that goes into keeping the room clean. Children may be engaged in activities such as dusting furniture, arranging the books or toys, watering plants, washing the bicycle or car, laying or clearing the table, folding small clothes etc. Document work done.

2. Kindness Rocks

Have them collect smooth rocks, wash, dry and paint the rocks white first. They can then apply acrylic colours over it. Once dry, student may write a kindness message to their parent / sibling/ family, on the rock with a thin marker.

Resources

<https://www.mindfulmazing.com/the-best-gratitude-activities-for-kids/>

Unit 6

Food We Eat

Topic	Values / Life skills integrated & imbibed	Activities
Food We Eat	<p>Core Values Considered: Gratitude</p> <p>Other Sub-Values: Appreciation, Sharing & Caring and Gender Sensitivity.</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 and Interpersonal Skills.</p>	<ul style="list-style-type: none"> • Discussion on food • Appreciation for food and Host-Conversation over meals, Etiquettes, good manners. • Play 'House-House'. • Gratitude -Story &Discussion- Just a minute to throw. • Sharing &Caring -Gender sensitivity &Respect-Who should cook? • Sensitivity to the needs of the hungry-Fridge of kindness &Roti Bank • Project- Food &Cultural Diversity-People across the world have different food habits. Choose any two countries, study and compare their food habits • Gardening Project.

Materials / Resources needed

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

Kitchen set, plates ,glasses, pots, table mats etc to play House-House

Description (of the points of discussion)

The Chapter 'Food we Eat' touches upon factors that determine the food we eat. Food primarily is a source of nourishment, essential for the sustenance of life and promoting growth.

A person's socio-economic status, the cost of food and availability is a primary determinant of food choice. Our attitude to food, mood, likes and dislikes, age and appetite dictate food choices. The family, peers, our culture & beliefs are also influencers of food choice. Food imparts pleasure; hence its taste, appearance, smell and texture have a role to play in food preference. Above all education influences dietary behaviour during adulthood. We have a lot to be grateful and thankful for and should be sensitive to the needs of those affected by the pangs of hunger.

Unit VI
Food We Eat
Gratitude

I. Introduction

The Chapter 'Food we Eat' touches upon factors that determine the food we eat.

Food primarily is a source of nourishment, essential for the sustenance of life and promoting growth.

A person's socio-economic status, the cost of food and availability is a primary determinant of food choice. Our attitude to food, mood, likes and dislikes, age and appetite dictate food choices. The family, peers, our culture & beliefs are also influencers of food choice. Food imparts pleasure; hence its taste, appearance, smell and texture have a role to play in food preference. Above all education influences dietary behaviour during adulthood. We have a lot to be grateful and thankful for and should be sensitive to the needs of those affected by the pangs of hunger.

II. Learning Objectives / Outcomes

Through this chapter the child will be able to achieve the following grade appropriate academic and value-based goals.

- State the uses of food and factors that determine the food we eat.
- Identify different food items eaten by people.
- State factors that affect food choices.
- Infer the reasons for different foods consumed by infants' children young and old people.
- Appreciate and develop thankfulness and gratitude towards food.
- Develop sensitivity and work towards the eradication of hunger.

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. Conversation over meals.



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



IV b.
Appreciation
for food and
Host-
Conversation
during meals.

IV c.
Gratitude

IV d.
Sharing
& Caring



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



1.
Project- Food & Cultural Diversity-
People across the world have
different food habits.
Choose any two countries,
study and compare their food
habits. Respect cultural diversity.

IV e.
Project Kindness-
Sensitivity to the needs
of the hungry-Fridge
of kindness & Roti Bank

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

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

The *core values* being considered are Gratitude along with Appreciation, Respect, Sharing & Caring, Kindness, and Sensitivity.

IV. Activities & Related Discussion

IV a. Conversation over Meals.

Share mealtimes with the class during short break/lunch break. Always begin mealtimes with a small prayer of gratitude. Have a conversation about food they eat.

If some child has brought something, others have never seen /eaten before, discuss about it, for e.g. dishes made out of drumstick /banana flowers, lotus stems etc.

A word wall related to food and cooking may be put up in class. They can be brought up in conversation linked to food like boiling, frying, steaming, toasting etc.

Some of the questions you could ask over a week are shared below.

- What did you have for dinner yesterday?
- Did everyone in your family have the same food? Did all of you eat together?
- Do you have someone very old living at home? Can they eat, what you eat? Why?
- Do you have a baby brother/sister at home? What do they eat?
- Who had dinner out? Is it healthy to dine out regularly?
- What is your favourite food? Who has similar favourites at home/at school?
- Is there anyone who did not eat? Why?
- What did you have for breakfast?
- What have you brought for lunch with you?
- Did all of you have the same food?
- Are there foods you have never eaten?
- Do you have a healthy balanced meal?
- Do you have a tendency to eat a lot of junk food?
- Why are birthdays, weddings and festivals special when it comes to food?
- Is it possible to have all the food you like every day? Why?
- Are all the children blessed to have four meals a day?

- Do you know how it feels to be hungry?
- What do you feel about wasting food?

IV b Appreciating Food

Arrange for an activity that will help children learn, the right things to say in appreciation of the food they eat before, during and after a meal. This exercise will foster the value of appreciating food and those who prepare and serve it with love. Instil in them that eating together is about more than the food. It's about spending together, connecting, and building stronger relationships.

Children may be seated in a circle . A group of children may be asked to bring one home cooked dish. After prayer before meals, the children who brought the dishes can serve their friends. Take care that boys and girls are involved in this exercise.

Children who serve may be encouraged to say

- Hope you enjoy what we have made for you.

To this the other children should reply

- Thank you!

During the meal if they wish to have a second serving, they must say

- I wouldn't mind having a second serve of that.

What should children say after a meal

After lunch, children can compliment, on the taste of the food, the variety served or the talent of the person who prepared it.

At the end of the meal encourage children to say

- I've had so many helpings! It was delicious.
- We thoroughly enjoyed ourselves.
- We had a great time, thank you.
- The lunch was so tasty.
- Your mother has done a great job!
- Thank her on our behalf.

Encourage the students to make small Thank you notes for the mothers who prepared the lunch.

2) House-House

Encourage children to play 'House -House' with make believe kitchen set and make-believe food. Encourage them to follow etiquettes, table manners and display appreciation for the food and host.



IV c. Gratitude (Story & Discussion)

<https://www.youtube.com/watch?v=My-KFPmrwzM> - Just a minute to throw.

Discussion

- Why did the wise old sage insist on a conch of water and needle being place alongside the food served to him?
- What are the steps in the journey of the rice from the field to the plate?
- What are the different things required to produce rice?
- When we waste food/ rice what else is being wasted?
- How is food that rots in garbage dumps harmful to our environment?
- What are the small changes we can make to prevent wastage of food?

IV d. Sharing and Caring

<https://www.youtube.com/watch?v=UhV647MXIpU>

Khana banana aur khilaana kisi ek ka kaam nahi.

<https://www.youtube.com/watch?v=qi2GGySqsEA>

Food is synonymous with love, caring and sharing. Sadly, a lot of gender stereotypes still exist in our country as to, it's a woman's job to cook, the kitchen is a woman's domain. Such stereotypes must be dispelled. A father and mother share equal responsibility at home.

Can children bring about this change in their mindset and homes? Discuss.

V. Assignments

1. Project - Food & Cultural Diversity-People across the world have different food habits. Choose any two countries, study and compare their food habits. Respect cultural diversity.

2. Project Kindness

Fridge of Kindness & Roti Bank- Sensitivity to the needs of the hungry and poor.

<https://www.youtube.com/watch?v=8mGjB0sOHA4> Roti Bank Aurangabad

<https://www.youtube.com/watch?v=zqmJZWjs82c> -Chennai

Community refrigerator is changing the way the hungry are fed. Those who are hungry can just take away from the fridge without asking anyone. The community supplies the food. People can leave surplus food in the fridge ,either home-made or bought from a restaurant. Anyone who is hungry is free to open the fridge and take something they want.

Donating even one roti or the school initiating the process with the help of an NGO will send across ripples of kindness and humanity in the community. Discuss what small step you can take along with the students/school to provide food to needy people/animals.

Resources

<https://www.eufic.org/en/healthy-living/article/the-determinants-of-food-choice>
Determinants of Food choice.

<https://www.abc.net.au/education/learn-english/what-to-say-before-and-after-a-meal/10723016> Appreciating a meal.

<https://www.youtube.com/watch?v=iCSi6XnRkoQ> Fine on wasting food in Germany.

Saying Without Speaking

Topic	Values / Life skills integrated & imbibed	Activities
Saying Without Speaking	<p>Core Values Considered: Hope</p> <p>Other Sub-Values: Determination.</p> <p>Life Skills: Listening Skills, Communicating, Conversing Skills, Ideating and Imagination, Logical and Analytical thinking, Creative skills, Planning and Execution</p>	<ul style="list-style-type: none"> • Video and Discussion-Different (Saying without Speaking) • Game-Lip Reading. • Guess what I am feeling. • Facial Expressions-Match emotion to facial expression. • Fun with eyebrows! • The eyes say it all • Mouth & emotions • Body Language • Discussion • Hope for the differently abled. • Mime & Miming.

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop and Mikes. Mirror
Worksheets
Flashcard on facial expression and emojis.

Description (of the points of discussion)

The chapter 'Saying Without Speaking' is about expressing oneself without words using the medium of facial expressions, hand movements and gestures. The chapter sensitises children to those born with different abilities. Children who are differently abled and cannot hear/speak become adept at it by using sign language, reading the lips and minutely observing facial expressions. It also encourages children to look out for cues that facial expressions offer and be empathetic as the situation demands.

Schools and educators who impart this knowledge to the differently abled, make them independent. They offer a beacon of hope to these children by giving them an opportunity to join the mainstream and pursue their goals and dreams.

Unit VII**Saying Without Speaking****Adaptability and Hope****I. Introduction**

The chapter 'Saying Without Speaking' is about expressing oneself without words using the medium of facial expressions, hand movements and gestures. It also stands for nonverbal communications that form a very important aspect of communication skills. The chapter sensitises children to those born with different abilities. Children who are differently abled and cannot hear/speak become adept at it by using sign language, reading the lips and minutely observing facial expressions. It encourages children differently abled or otherwise to look out for cues that facial expressions offer and be empathetic as the situation demands.

Schools and educators who impart this knowledge to the differently abled, make them independent. They offer a beacon of hope to these children by giving them an opportunity to join the mainstream and pursue their goals and dreams. Children understand through activities that facial expressions and body language are a mirror to what one is feeling.

II. Learning Objectives / Outcomes

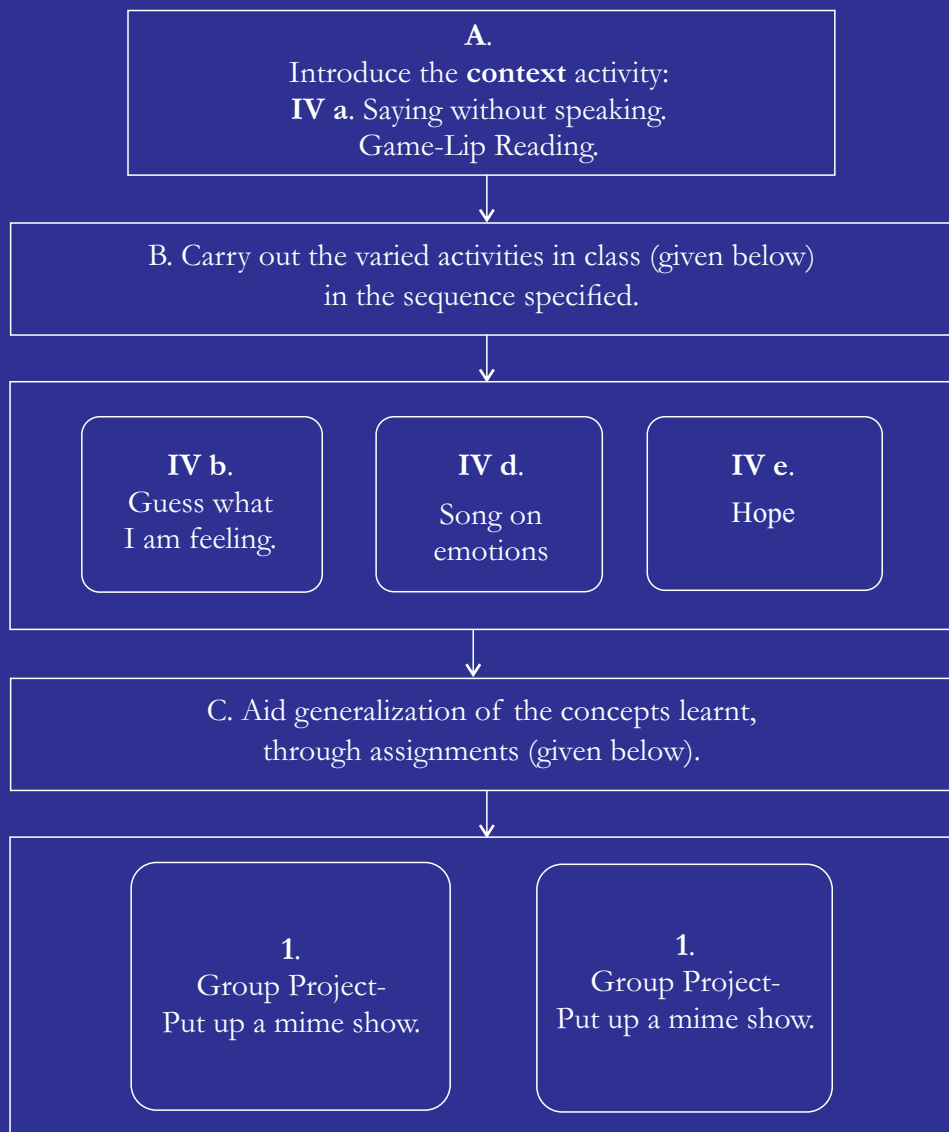
Through this chapter the child will be able to achieve the following grade appropriate academic and value-based goals.

- Describe different mudras, expressions and explain their meaning.
- Express emotions and thoughts using the eyes, facial expressions and other body parts.
- Acknowledge and accept people with different talents, abilities and needs.
- Become sensitized to the needs of the elderly, differently abled and people from diverse family settings.

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:



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 Hope along with Determination.

IV. Activities & Related Discussion

IV a. Saying without Speaking

<https://www.youtube.com/watch?v=yu24PZlbkoY> -Different

Discuss

- Emily and Sam met at the park daily, what was different about their friendship?
- Emily did not know Sam too well but liked something about him... Did she speak to Sam?
- How did she express her feelings?
- Why was Emily disappointed after having a fall from her skates?
- What did she discover? Did she feel good about being judgemental about Sam?
- Why couldn't Emily express verbally?
- How did Sam communicate with her?
- Do you know someone different like Emily and Sam?
- Is it possible to communicate without speaking?

Game-Lip Reading.

Make pairs. Ask one child to cover both ears with his/her hands. Ask the other to speak a sentence slowly. The child with covered ears has to read the lips and guess what is being spoken.

IV b. Guess what I am feeling.

Using the eyes, eyebrows, jaws, lips and mouth a myriad emotion can be expressed needing no words at all. The expression of emotion & observing and decoding it in others will help children emote and express well.

1) Facial Expressions

Gather children around you and ask them to name a few emotions. Offer cues and illicit the names of some commonly felt /experienced emotions. Look at the pictures pick the emotion that matches. Have them matched to emojis.

Fear, Disgust, Contempt, Anger, Sadness, Happiness Surprise



2) Fun with eyebrows!

Eyebrows can speak louder than words! They too can tell a lot about what a person is feeling. Help children discover this by demonstrating surprise, anger and sadness with subtle movements of the eyebrow.

Raised and arched (surprise), Lowered and knit together (anger), Inner corners drawn up (sadness)

3)The eyes say it all

Wide open (surprise), Intensely staring (anger), Have crow's feet crinkles (happy)

4) Mouth

A dropped jaw (surprise), Open mouth (fear), One side of the mouth raised (hate),Corners raised (happiness), Corners drawn down (sadness), Lip biting (anxiety),Pursed lips (distaste),Covering the mouth (hiding something)

Children can mime out in front of the mirror, using their eyebrows, eyes, lips and mouth expressively. Once they have mastered it, they can play the guessing game- 'Guess what I am feeling 'in class or Simon Says.

5)Simon says Feelings.

Play the game Simon says substituting action words with feeling phrases.

“Simon says, look angry/happy/sad.”

In between commands ask questions such as “What makes you feel angry?”

6) Body Language



Discuss

- Why is it important to understand what the other person is feeling?
- Why is it important to observe and pick out nonverbal cues?
- Why should we give a lot of importance to our nonverbal body language?
- Mastering lip reading, reading facial expressions, expressing through facial expression offers hope to those who cannot hear/speak to communicate and makes us more empathetic to others needs. Do you agree?

IV c. Song-If You're Happy and You Know It

If you're happy and you know it (clap your hands)

Silly- shake your head

Angry-stamp your feet

Sad- say boo boo (rub eyes)

Hungry-rub your tummy

Sleepy-close your eyes

Excited-yell hooray! (raise arms overhead)

Scared- hide your eyes.

IV d. Hope

<https://www.youtube.com/watch?v=nZQHoQHFxAM> Restaurant run by the deaf and mute in Delhi.

<https://www.youtube.com/watch?v=DuANsBZ4OE> Deaf and dumb students dancing.

Discuss

- How do establishments offer hope to those who are differently abled? What is different in this restaurant?
- What are the skills required by them to be employed in these establishments?
- How does learning an art form boost the confidence of those who are differently abled?

V. Assignments

1) Mime -Save water

https://www.youtube.com/watch?v=2hCnc_5n5CE

What is mime? Are words required to convey a message?

Observe and put up a mime show on any relevant topic.

Worksheet-How would you feel if/when....

- ...a good friend does not invite you for his /her party.
- ...you are not prepared for your exam tomorrow.
- ...someone in your class pushes you during a game.
- mother refuses to let you buy a new toy.
- Father says no watching television.
- You fare badly in your examination.
- you receive the highest marks in class.

Resources

NCERT Textbook EVS Grade 3

<https://www.verywellmind.com/understanding-emotions-through-facial-expressions-3024851> Understanding emotions through facial expressions.

<https://www.youtube.com/watch?v=p0ufyoe0URA> Sign language for beginners

Topic	Values / Life skills integrated & imbibed	Activities
Flying High	<p>Core Values Considered: Appreciation</p> <p>Other Sub-Values: Self-Acceptance & Self Esteem.</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>	<ul style="list-style-type: none"> • Be glad you are YOU! • Game-Roll the dice. (Acknowledging one's own strengths) • Affirmations & Feel awesome about being you. • Story-The Fashion Show. • Worksheet- Write down 5 things you would like to compliment yourself about. • What makes you a good friend- Have each child trace his /her palm and exchange it with his friend. Children have to write five things on five fingers, qualities they appreciate in their friend.

Materials / Resources needed

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

1) I am really good at..., 2) Is my greatest strength, 3) I have been blessed with the following talents... 4) A way I was kind today was..... 5) Three words that best describe me are.... 6) Something I love about my life is....

written on its six faces.

Chart, Props/head gear of crow, eagle, peacock, koel, owls, pigeon, vulture, weaver bird, woodpecker and other animals for Dramatization

Description (of the points of discussion)

Birds are amongst the most loved creatures due to their mesmerizing variety, feathers in eye catching colours, unique skills, dance moves and amazing vocal abilities. There are around 10,000 living species of birds. They are mostly adapted for flight. Their claw& beak in various shapes and sizes, habitat and flight patterns determine the food they eat. Some of the flightless birds are unmatched in their ability to swim and run. They help the farmers by dispersing seeds and eating the insects that eat the plants. They are nature's clean up marshals.

Appreciation is a quality which we must cultivate to create a sense of value in our relationships. While it is important to appreciate others, showing some love to yourself is essential too.

Unit VIII
Flying High
Appreciation

I. Introduction

The chapter 'Flying High' touches upon Birds who are amongst the most admired creatures due to their mesmerizing variety, feathers in eye catching colours, unique skills, dance moves and amazing vocal abilities. There are around 10,000 living species of birds. They are mostly adapted for flight. Their claw& beak in various shapes and sizes, habitat and flight patterns determine the food they eat. Some of the flightless birds are unmatched in their ability to swim and run. Birds help the farmers by dispersing seeds and eating the insects that eat the plants. They are nature's clean up marshals. There is so much to appreciate in these winged creatures, the love they share for their young ones and one another, their team spirit as seen in the geese and the painstaking way they build their nests.

Appreciation is a quality which we must cultivate to create a sense of value in our relationships. Appreciate nature, appreciate the beauty of the beautiful birds and the abundant values they teach us. While it is important to appreciate others, showing some love to yourself is essential too.

II. Learning Objectives / Outcomes

Through this chapter the child will be able to achieve the following grade appropriate academic and value-based goals.

1. Observe birds and identify them based on their special features
2. Classify birds based on their habitat
3. Correlate the shape and structure of a bird's beak with their food habits.
4. Identify sound produced by different birds
5. Explore shape, size, colour and use of bird feathers
6. Learn about animals other than birds that can fly; birds that cannot fly

7. Appreciate the birds, their features and skills in making nests and taking care of their young ones.
8. Appreciate and value oneself and others

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. Be glad you are YOU!



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



IV b.
Self -Appreciation-
Game-
Roll the dice.

IV c.
Affirmations
&
Feel awesome
about being
you.

IV d.
Story &
Dramatization-
The Fashion
Show.



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



1.
Write down 5 things
you would like to
compliment yourself
about.

2.
Have each child trace his /her palm and
exchange it with his friend. Children have
to write five things on five fingers,
qualities they appreciate in their friend

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 self-acceptance and self-esteem.

IV. Activities & Related Discussion

IV a. Be glad you are YOU!

<https://www.youtube.com/watch?v=r61py0LQKdw>

We all experience self-doubt and begin comparing ourselves to others. After wanting so badly to have a melodious voice, the peacock began to appreciate itself and its unique qualities after meeting the fox. Through the video and ensuing discussion encourage children to pause and reflect on things they love about themselves.

Discussion

- Have you ever felt like the beautiful peacock who did not appreciate itself?
- Have you wished you were like some other child in your class? Why?
- What did the peacock learn from the fox?
- Pause and reflect, what are the things you love about yourself, that perhaps others envy about you?

IV b. Game - Roll the dice.



Prepare the dice, Write on the 6 faces of the dice-

- I am really good at...
- Is my greatest strength,
- I have been blessed with the following talents...
- A way I was kind today was.....
- Three words that best describe me are....
- Something I love about my life is....

Have the children seated in a circle. Each child should roll the dice and speak what is written on the topmost face.

IV c. Affirmations

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

2) Feel awesome about being you.

<https://www.youtube.com/watch?v=M6H0w03GjrQ>

Encourage children to turn self-doubt into self-belief with affirmations. Draw the students' attention to the dolphin in this story as the sea creatures show him how to believe in himself and observe how the sea creatures weave a web of positive statements. This "feel good" technique can be used to bolster self-image, manage stress and anxiety, and accomplish goals. Given below are some affirmations. Encourage children to come up with their own too. Prepare a chart and place one in class.

- Today I chose to think positive.
- I believe in myself.
- I am a super awesome person.
- I believe in my goals and dreams.
- My mistakes help me learn and grow.
- All of my problems have solutions.
- I love the way I handle problems.
- I am proud of myself and what I can do.
- I am in charge of my life.
- Today I will walk through my fears.
- It does not matter if I do not succeed every time.
- If I fall, I will get up again.
- Everybody makes mistakes.
- I will not give up.

- I will try my best.
- I get better every single day.
- I can make a difference.
- I shall give myself time to practise and get perfect.

IV d. Story and Dramatization

The fashion Show

Crow-Caw-Caw! Good evening, my animal kingdom friends! Are you ready for the spectacular show I am about to present before you? The birds have all descended and are here to captivate you with their plumes and crests, beaks and tails!

Presenting the first contestant of the day....

Three wise owls were the judges for the evening. Fireflies glowed everywhere, making the setting purely magical! Jaws dropped as in strode the majestic peacock

Peacock-On my head I have a crest, all say I dance the best, of my feathers I am proud, before the rain I cry aloud.

Eagle-Long and grooved is my tail, High up in the sky I sail, I pick and eat all the mice, the eagle is what you call me

Parrot-My feathers are green, my beak's red, guava and green chilli I'm fed, I love to imitate people's voice and keep making a lot of noise. I am smart, I learn fast.

Crow- Black are my feathers and black is my Kau -Kau I do all day long. A friend of the farmer, I eat pests. I do not forget faces, intelligence in me is found.

Koel- KooHu -KooHu is my sound, everywhere I am found my sweet voice gives me fame, Koel is my name.

Pigeon- My beak is pink, feathers grey, Guter Goo I go on all day, in houses I make my home, a pigeon is how I'm known.

Vulture- Dead animals I do eat, making places clean and neat, high up in the sky I fly, Vulture is what I'm called by.

Weaver bird- My beak is very special, I use it like a needle, stitching leaves I make my home, the weaver bird is how I'm known.

Woodpecker- In trunk of trees holes I make, hidden insects I intake, Tuk -tuk -tuk I work all day the woodpecker is what people say.

The wise owl spoke "We birds are among the most beautiful creatures on earth. Each one so unique. Let each one of us be proud of our abilities and strengths and do our bit to preserve this beautiful earth of ours.

The animals rose and gave a standing ovation.

V. Assignments

Worksheet-

- Write down 5 things you would like to compliment yourself about.

What makes you a good friend?

- Have each child trace his /her palm and exchange it with his friend. Children have to write five things on five fingers, qualities they appreciate in their friend

Resources for teachers.

<https://www.holstee.com/blogs/mindful-matter/self-reflection-101-what-is-self-reflection-why-is-reflection-important-and-how-to-reflect>

Topic	Values / Life skills integrated & imbibed	Activities
It's Raining	<p>Core Values Considered: Fearlessness</p> <p>Other Sub-Values: Courage and Confidence</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>	<ul style="list-style-type: none"> • Story& Discussion-The incredible journey of the water droplet. • Dr Binocs Show: Water Cycle • Sketch your Fear-Face your fear • Discussion-A Brave 'NO'! • Write about someone who has been fearless and courageous in your home/ neighbourhood or historical figures who have demonstrated great courage? Stick pictures and write. • Write what the quote means to you-"Courage is doing what you are afraid to do. There can be no courage unless you are scared."-Edward Vernon Rickenbacker.

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop.
Chart, Paper, Art material to draw.

Description (of the points of discussion)

The chapter 'It's Raining' talks about the dependence of animals and plants on rain for its survival, the sights and sounds accompanying rain, the dark menacing clouds, lightning and the rainbow that brightens up the sky after a shower.

Water cycle is the journey of water droplets from the water bodies on Earth into the unknown. A journey into the unknown always brings in its wake a fear of what awaits. The water droplets go through the process of evaporation, condensation and precipitation to come back to Mother Earth where they belong as rain or snow. This journey instils a value of courage and fearlessness.

Rain, mostly a boon and welcoming after the sweltering summer months can in its wake bring mayhem and destruction too.

Unit IX
It's Raining
Fearlessness

I. Introduction

“Courage is resistance to fear, mastery of fear— not absence of fear.” – Mark Twain.

The chapter 'It's Raining' talks about the dependence of animals and plants on rain for its survival, the sights and sounds accompanying rain, the dark menacing clouds, lightning and the rainbow that brightens up the sky after a shower.

Water cycle is the journey of water droplets from the water bodies on Earth into the unknown. A journey into the unknown always brings in its wake a fear of what awaits. The water droplets go through the process of evaporation, condensation and precipitation to come back to Mother Earth where they belong as rain or snow. This journey instils a value of courage and fearlessness.

Rain, mostly a boon and welcoming after the sweltering summer months can in its wake bring mayhem and destruction too.

II. Learning Objectives / Outcomes

Through this chapter the child will be able to achieve the following grade appropriate academic and value-based goals.

- Relate the importance of rainwater for plants and animals
- Observe sights and sounds in the sky on a rainy day.
- Describe how rain is formed.
- Relate activities done on a rainy day.
- Recognise good and bad effects of rain.

III. Process & Action Plan

'Raining' is a chapter that brings out very valuable lessons for the kids like courage, fearlessness, determination etc. It also brings to them the greatest lesson of life that 'Change is permanent' -that nothing will remain as it is for a long time, one has to get going, and achieve what one wants with courage . Like how the water cycle goes through different phases, and still retains its original nature, changes take us through several phases, but the fundamental nature of human beings-that is the human nature , will never change. 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-The incredible journey of the water droplet.

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

IV b.
Sketch your
Fear

IV c.
A Brave
'NO'!

IV d.
Wall of
Courage

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

1.
Write about someone who has been fearless and courageous in your home/neighbourhood or historical figures who have demonstrated great courage?
Stick pictures and write about them.

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

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

The *core values* being considered are Fearlessness along with Courage and Confidence.

IV. Activities & Related Discussion

Manju and her grandmother, whom she called Patti, lived in a tiny cottage by the hillside, in Palakkad.

Rainy season would soon begin. It had been a hot summer. The ceiling fan whirled all day. Manju loved the refreshing buttermilk her grandma made. She would sit by the window, gaze at the clouds and sketch them. It was so fascinating; she saw a cloud looking like her grandfather with a long beard! One of them looked like an angry chubby boy!

It was Manju's responsibility to water all the plants in Patti's vegetable garden twice a day. The scorching sun left them wilting and drooping. The big trees did not require watering. She left water in coconut shells tied around the big trees, for the thirsty sparrows and other birds that visited her little cottage. Patti had even left a large basin of water outside her home, for the stray animals that wandered past her cottage.

"Patti when will it rain?" said Manju gazing up at the cloudy sky. "Soon dear, go fetch the clothes from the clothesline outside, it may rain tonight." said Patti, peering at the dark clouds, gathering in the sky.

Manju lay near the window that night. She could hear the thunder rumble through the sky. She froze with fear. A flash of lightning sent Manju flying into the soft arms of her grandmother.

"Oh Patti, I hate the rains! The thunder and lightning terrify me."

"Ha Ha Ha! My little one." said Patti, "Isn't it you, who loves splashing in the puddles with your friends and sail paper boats in them? Would there be a puddle without rain?"

Grandma was right... thought Manju.

With grandma hugging her, Manju felt less scared. She listened to the water droplets fall from the roof... "Drip- Drop -Drip- Drop" she said, as the droplets fell from the rooftop into the puddle below.

Grandma tell me a story said Manju.

Grandma smiled, & would you like to hear a story of those droplets ...Drip and Drop?!"

Manju nodded her head eagerly. Grandma could tell amazing stories!

“Well... began grandmother.

Drip and Drop lived in a muddy little puddle. Drip waited for the little children, who came to splash and play in the puddle; their squeals of laughter made her very happy. She loved the colourful boats they floated on her.

Drop on the contrary, dreaded their arrival! She feared being squashed under those gumboots and had a tough time evading them.

“Oh no! There they come with their umbrellas and gumboots... Ouch it hurts!” she would groan!

One day, as the children jumped up and down in the puddle, swoosh ... up went Drip flying in the air and landed on the gumboot of a little boy. Before she could roll back into the puddle, the boy had set off to his home, hearing his mother call.

Oh Drip, come back! Come back, wailed Drop from the puddle. She was appalled at the thought of living in the dark, muddy puddle alone, without Drip.

Meanwhile, on reaching home, the little girl placed her gumboots, splattered with mud and water, outside her door.

It was a hot afternoon and Drip could see no puddle anywhere close, to roll into.

The sun was blazing in the sky.

“Oh, what shall I do now? Something is happening to me ...I feel light. Oh no! I am rising, I am floating.

Drip was filled with fear.

Drip felt dizzy looking down. She floated past Nandini the cow, past Selvan Mama’s lush green paddy fields, past the hills.

“Everything looks so beautiful, it’s not dreary, dark and muddy like the home I lived in, but oh dear, where am I going!?” thought Drip.

It was cold and Drip felt a wispy white cloud tickle her.

And then, she floated right into a menacing, dark grey cloud!

She collided into hundreds of water droplets just like her.

The cloud scowled and disapprovingly said, “I cannot take any more. You all have to leave tomorrow!

Drip could not understand anything!

An old water droplet explained... “Welcome my child, we too lived down on earth, we arrived here a few days back. Some from the seas, rivers and oceans, some from the lakes, ponds and streams, but most of them from the forests below. The blazing sun evaporated us; we become vapour. The chill here condensed us into a water droplet again.

Tomorrow we will precipitate and begin our journey back to the earth, as rain! Mother

earth has been parched for long. The farmers look hopefully and wait for our descent. You have come a long way, brave one. You must rest. A long, tiring journey awaits you tomorrow.”

Drip loved old water droplet, she had called her, ‘brave little one’.

Drip thought of what the old droplet had said. She had evaporated, condensed and now would precipitate! They were such big words. She felt so grown up!

Next morning...

Drip was talking to herself...” Oh! I am so scared to fall; the Earth is so far away...”

Her heart was thumping.

Wise Grandma Droplet said “It’s all a part of who we are. The cycle must go on ... be fearless little one; you are invaluable to the earthlings. You make a huge difference to their lives.”

And so, Drip shut her eyes tight and imagined she was a heroic superwoman with a cape! She had a mission and nothing would deter her from accomplishing it.

Vroom.... She squealed in delight and.... a teeny-weeny bit of fear too!

A gust of wind took her away from her friends. She squeezed her eye shut.

Thump! Drip landed on a giant flower petal. Where are the others she thought, she saw some disappearing under the soil into the creek.

She rolled down the slope of a hill, onto the rooftop of a tiny little cottage.

Bumpety bum bum! Down the roof top she glided, undaunted.

Plonk! Drip fell into a little puddle!

“A puddle! My home! I’m back!” cried Drip in delight and a new found confidence.

It had been an exhilarating adventurous journey... from a droplet to a raindrop.

Drip yawned and slipped into a deep slumber.

Manju, we all have a purpose, a mission to accomplish, one has to be fearless and determined,

like Drip. Manju smiled at Patti. Manju was now in, awe of the rain after hearing of the journey of Drip, the water droplet.

Next morning Manju woke up early. It was hot no more. The trees, the grass, the leaves all looked so fresh and beautiful. Outside her window was a beautiful rainbow!

She took a deep breath... Aah! The smell of earth, after the first rain was like none other!

Dr. Binocs Show: Water Cycle:

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

Once you have narrated the story to the students and they have watched the above video and gained a conceptual understanding of water cycle and what it involves, pose the following questions to them to help them absorb the story better, develop their thinking skills and reflect upon the values embedded in the story and reinforce the academic content.

Discussion

- Name the season just before rainy season.
- What did Manju do to protect the trees, animals, trees and birds from the scorching sun?
- Why did Manju dislike or hate the rain? What was Manju scared of... the thunder,
- lightning or rain?
- What do you hear and see in the sky on a rainy day?
- What are the sources of water? Did Drip live in any one of them? Where did she live?
- How did Drip and Drop react to the children who came to play in the puddle?
- Drip and Drop both lived in the same puddle. Why was Drip happy and not Drop?
- What were Drip's feelings, as she turned into vapour?
- What/Who was responsible for Drip changing into water vapour.
- Was it hot or cold high up in the clouds?
- What happened to Drip?
- Who did Drip meet in the clouds? Where did they come from?
- What would happen to Drip and the other water droplets the next day? Why?
- Who made her feel courageous and how?
- What is the importance of self - talk in the moment of fear?
- What did Drip imagine herself to be as she descended to the earth as rain? How did that
- Imagination help her.
- Why was Drip happy to fall back into a puddle again?
- Identify and write down in your journal, your strengths, weaknesses and fears.
- Have you felt doubt and fear when embarking on a new venture, doing something
- New on the eve of an exam or unexpected changes in your life? How did you overcome it?
- What were your feelings when you overcame fear and accomplished something? Did it make you more confident?

IV b. Sketch your fear -Face your fear.

Fearlessness is not the absence of fear, fearlessness is the total presence of fear with the courage to face it.

Helps students give a concrete form to their fear, by using art and discussion to vent out their thoughts and feelings and in the process possibly come up with creative solutions to handle their fear/ face the situation.

Ask the students - “What is it you fear the most?” Tell them to draw it and color it; then discuss with their partner what they could do to overcome their fear.

IV c. Saying ‘no’ to something that doesn’t feel right is one of the bravest things’ we humans can do.

Discuss

Have there been occasions when you were brave enough to say ‘NO’ because you believed

- It will break an important rule.
- It will hurt someone.
- It did not feel right to you.

IV d. Wall of Courage

Put up a wall of courage. Have each student write something they did that demonstrated courage on the wall of courage.

V. Assignments

Project (to be done at home)

1) Do you know someone who has been fearless and courageous in your home/ neighbourhood or historical figures who have demonstrated great courage?

Stick pictures and write about them.

2) Write what the following quote means to you.

“Courage is doing what you are afraid to do. There can be no courage unless you are scared.”-Edward Vernon Rickenbacker.

Resources

<https://www.heysigmund.com/building-courage-in-kids/> Building courage and fearlessness in kids.

<https://soulsalt.com/courage-exercises/> Courage exercises.

<https://www.tarheelstateteacher.com/blog/teaching-courage-in-classroom> Teaching courage in the classroom.

<http://www.lionswhiskers.com/p/5-minute-courage-workouts.html>

Topic	Values / Life skills integrated & imbibed	Activities
What is Cooking	<p>Core Values Considered: Health and Hygiene</p> <p>Other Sub-Values: Appreciation and 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>	<ul style="list-style-type: none"> • Story, Activity & Discussion on nutritive value of food cooked in different pots. • Fireless cooking • Worksheets -Health &Hygiene-Sequencing &What is wrong? • Review the different kinds of utensils in your home. What metals or material has been used to make them? Are they safe /unsafe for cooking? What changes would you like to bring about in your home?

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop. Mike and sound system. Worksheets

Pots made from different materials, plates, spoons, cutting board, knife, sprouts, onions, cucumber, capsicum, tomatoes, carrot, cabbage, cucumber leaves, sprouts, lime, salt, black salt, pepper powder, amchur powder.

Description (of the points of discussion)

The chapter 'What is Cooking' touches upon utensils used for cooking, kinds of utensils, the material the utensils are made up of. The lesson also delves on food eaten raw and cooked, the sequence and process of cooking, methods of cooking, fireless cooking, fuel used for cooking and its effect on the environment.

Maintenance of high standards of cleanliness in the kitchen is essential to prevent food contamination, illness and food poisoning.

Just as each pot is unique, is invaluable in its own way, so too are we. Inner worth and outward appearances may not match. Each one of us is unique. All of us have invaluable contributions to make to our families and the community we live in. Nothing must be judged or valued solely by their outward appearance, is another important takeaway from this lesson.

Unit X
What is Cooking
Health and Hygiene

I. Introduction

The chapter 'What is Cooking' touches upon utensils used for cooking, kinds of utensils, the material the utensils are made up of. The lesson also delves on food eaten raw and cooked, the sequence and process of cooking, methods of cooking, fireless cooking, fuel used for cooking and its effect on the environment.

Maintenance of high standards of cleanliness in the kitchen is essential to prevent food contamination, illness and food poisoning. They say, cooking place also reflects the mind that uses the place

Just as each pot is unique, is invaluable in its own way, so too are we. Inner worth and outward appearances may not match. Each one of us is unique. All of us have invaluable contributions to make to our families and the community we live in. Nothing must be judged or valued solely by their outward appearance, is another important takeaway from this lesson. Along with health and hygiene, the respect for food also is something we need to remember.

II. Learning Objectives / Outcomes

Through this chapter the child will be able to achieve the following grade appropriate academic and value-based goals.

- List different utensils used in cooking
- Know from elders' utensils used in the past
- Identify food items prepared using different methods of cooking
- Identify the fuel used for cooking
- Relate the effect of fuel on environment
- Make and state steps in preparing foods they can make.

III. Process & Action Plan

The chapter being so very close to children and their well-being, you as a teacher can impact their life very beautifully. What is cooking, while illustrates the science and art behind cooking, also illustrates the personal discipline and the love with which the food is cooked and also that simple rule one has to follow while eating and serving the food that we prepare. Serving the food is also equally important to show one's culture of respect to the guests. 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, discussion & Activity.



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



IV b.
Fireless
cooking

IV c.
Worksheets -Health &
Hygiene.
Sequencing &
What is wrong?



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



1.
Review the different kinds of utensils in your home. What metals
or material has been used to make them? Are they safe /unsafe
for cooking? What changes would you like to bring about
in your home?
Review vessels and material it is made from 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 Health and Hygiene along with Appreciation and Cleanliness.

IV. Activities & Related Discussion

IV a. Story and Discussion



The vessels lay huddled and forgotten on the cold attic floor. They had been there for decades. It was musty, damp and curtains of cobwebs hung from every nook and corner of the attic.

The vessels often went back in time and thought about their glorious past. Each one of them had been bought with great pride by Kamakshi Amma, her mother and her grandmother.

They remembered the warm kitchen below. A wall covered with black soot, stood testimony to all the delicious meals cooked over the fireplace. The firewood would crackle, and flames would leap from the sides of big copper and stone vessels and pots. Kamakshi amma ground everything on stone. Her 'kadhi' made in stone pots, vegetables made in clay, the dosa on the iron tava were delicious and fed a large family. Iron in the cookware was excellent for increasing iron in the body. Large clay urns were filled with pickles and wines. The copper and clay matkas had to be refilled every few hours, with children making a run for refreshing cool water from it. Grandmother often regaled about the medicinal properties of it, she said it improved the digestive system, slowed down ageing and healed the wounds faster. It detoxified the body and increased hemoglobin. Clay increased calcium content.

Shelves were lined with gleaming silver, brass and copper vessels. Grandmother

insisted the little ones be fed from the little silver plates, bowls and spoons. Silver she said made a person calm, improved the complexion and immune system.

One day a mixer and grinder, steel vessels, plastic and non-stick, air fryers, kerosene and gas stove, induction, solar cookers, ovens, microwave, water purifiers, all replaced them and one by one they were moved in gunny bags to the attic. Many years passed. Kamakshi Amma passed away. Her daughter moved to faraway lands. No one lived in the ancestral home anymore.

Then one day the vessels heard the key turn and the large wooden door creaked open. Who could it be? They heard the sound of a young girl and two kids. Kamakshi Amma's granddaughter and her family had returned to make it their home. They could hear a flurry of activity below over the next few days. It felt good. The house had been turned into a homestay. Guests would begin to arrive in a month. One morning, Anjali climbed the ladder to the attic. She directed her household helps to take down all the vessels, pots and pans in the attic. They were restored to their old glory and placed in the spruced-up kitchen.

Anjali wanted to showcase India's invaluable culinary diversity and the diversity of kitchen utensils to her guests who came from all parts of the world.



Shobha Rajkumar

Activity-Spread an array of utensils made of different metals such as copper, brass, silver, iron, steel, stone, clay, glass and nonstick. You may ask children to bring small utensils of different materials from home too. Utensils also vary from state to state. It would be interesting for children to see utensils used by different communities. You may ask children to point out to the attractive pots. Keep them aside. Share simple information with children about the benefits and disadvantages of using certain metals.

***Pots they found attractive may or may not necessarily be the best to cook in. Impart that one cannot judge the value of anything by its outward appearance, just as one must not judge a person by his appearance.**

The pots also teaches us that each one of us is unique and special, adding value to the lives around us.

You may show videos of food being cooked in old traditional cookware.

<https://www.youtube.com/watch?v=YGD0rxDmlTw>

Discuss

- Have you had water from a copper vessel?
- Do you know why we drink water from a copper vessel?
- Some use silver to serve babies food in. Why?
- Which utensil was used during your grandmother's childhood for cooking?
- Are steel utensils used now at your home for cooking?
- Iron and clay pots are making a comeback, have you tasted a dosa made on an iron tava, vegetables/Kadi cooked in a stone pot, fish curry in a clay pot? Why are clay pots good for health and the environment?
- What are the different ways food is cooked? What are the different kinds of fuel?
- Which are gadgets used for cooking that work on electricity?

IV b. Fireless Cooking Time!

This activity is a fun activity that gives children first-hand experience in fireless cooking, its planning and execution. It fosters health and hygiene, oneness, respect, and gender sensitivity .

1) Assign different children in the class to bring onions, cucumber, capsicum, tomatoes, carrot, cabbage, cucumber leaves, sprouts, lime, salt, black salt, pepper powder, amchur powder.

Have the children (boys and girls) wash and rinse the vegetables thoroughly under running water. Wash the cutting board, plate and knife. Encourage children to wash everything except the knife. Assign children to clean the surface of the table with a clean napkin, where the fireless cooking will be carried out. Assist the children only in chopping the vegetables.

Encourage boys and girls to prepare the sprout vegetable salad independently.

2) Alternatively, the class may be divided into four groups. Each group may research and decide what they would like to prepare, bring the raw material and prepare it independently in class as a team.

IV c. Worksheets

A picture talk on the importance of cleanliness and hygiene may be followed by worksheets. Stress on the importance of washing vegetables and fruits to remove harmful bacteria and germs from the surface of the foods. Food should always be covered, as left in the open it becomes vulnerable to bacteria. Leftovers should be covered and stored in the fridge.

1) Write the number 1/2 /3 as per the correct sequence.



2)Cross the wrong one



V. Assignments

1)Review the different kinds of utensils in your home. What metals or material has been used to make them? Are they safe /unsafe for cooking? What changes would you like to bring about in your home?

Resources

<https://www.highspeedtraining.co.uk/hub/safety-rules-children-kitchen/>

<https://www.youtube.com/watch?v=wTw28zxR1Rc> utensils and its effect on nutrition of food cooked in it.

<https://www.youtube.com/watch?v=tr1WANUZ7RI> value of material used to make utensils.

<https://cybernag.in/2017/12/20/when-utensils-were-a-source-of-health/>

<https://www.youtube.com/watch?v=0f0f7DtFwgM> Cooking in a stone pot

Topic	Values / Life skills integrated & imbibed	Activities
From Here to There	<p>Core Values Considered: Responsibility</p> <p>Other Sub-Values: Integrity</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Conversing Skills, Ideating and Imagination, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<ul style="list-style-type: none"> • Rights and responsibilities • Videos & Discussion-Safety in our hands. • Picture Talk-Responsible traveller • Videos & Discussion Noise Pollution • The Ticket. • Worksheet – Tick the pictures that depict responsible travel and cross the ones that show irresponsibility. • Prepare posters on Integrity/Responsibility - A group class project

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart board computer, laptop, mikes, Charts for posters

Print out of pictures for Picture talk, Bus, train, ferry and flight tickets.

Description (of the points of discussion)

The chapter 'From Here to There' offers a glimpse of all modes of transport such as rail, road, waterway, air and metro.

The number of wheels on a vehicle, the relation between time, distance to be covered and the choice of vehicle, vehicles pulled by man and animals, vehicles powered by electricity and fuel such as diesel and petrol, emergency vehicles, those used by community workers and above all adherence to safety and traffic rules while travelling, have all been covered in this unit.

As educators one has to ingrain the value of being responsible and paying for the services, being respectful to those who serve our needs on those vehicles and taking care of public transport and not damaging them. Responsibility towards preventing air and sound pollution and saving fuel also finds mention in the chapter.

A poem, 'The Train', in the lesson, has been translated from 'Rail Gaadi' by Harendranath Chattopadhyay and offers the child an experience of looking out of a train in motion.

The evolution of transport has been from animal driven to those of supersonic speed and reaching as far as space. Man has come a long way!

Unit XI
From Here to There
Responsibility

I. Introduction

The chapter ‘From Here to There’ offers a glimpse of all modes of transport such as rail, road, waterway, air and metro. The number of wheels on a vehicle, the relation between time, distance to be covered and the choice of vehicle, vehicles pulled by man and animals, vehicles powered by electricity and fuel such as diesel and petrol, emergency vehicles, those used by community workers and above all adherence to safety and traffic rules while travelling, have all been covered in this unit.

As educators one has to ingrain the value of being responsible and paying for the services, being respectful to those who serve our needs on those vehicles and taking care of public transport and not damaging them. Responsibility towards preventing air and sound pollution and saving fuel also finds mention in the chapter. A poem, ‘The Train’, in the lesson, has been translated from ‘Rail Gaadi’ by Harendranath Chattopadhyay and offers the child an experience of looking out of a train in motion.

The evolution of transport has been from animal driven to those of supersonic speed and reaching as far as space. Man has come a long way and much to be grateful for!

II. Learning Objectives / Outcomes

Through this chapter the child will be able to achieve the following grade appropriate academic and value-based goals.

- Use different material like matchboxes to make toy train and other means of transport.
- Enlist the various modes of transport and reasons for choosing them for travel
- Become familiar with safety precautions and rules to be observed during travel.
- Classify vehicles based on the number of wheels.
- Relate uses of different vehicles
- Identify vehicles used for emergencies.
- Explain change in modes of transport through conversation with elders.

- Identify fuel used by different vehicles.
- Display responsibility and create awareness about saving fuel and preventing air and sound pollution.
- Display respect towards all those who serve us on the public transport system.
- Display integrity by obeying and following safety and traffic rules.

III. Process & Action Plan

This lesson from ‘Here to there’, while describing the role and responsibility of us as travellers, also describes the beautiful message that there is direction in every moment that we make. And the vehicle and the person who take us to our destination is actually helping us fulfil our goals. Several people move everyday by walk or by any vehicle, with several dreams and intentions and all the vehicles take them to their destinations. We must be thankful to those drivers who help us reach where we wish to, in a safe manner. 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. Rights and responsibilities



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



IV b.
Videos &
Discussion-
Safety in our
hands.

IV c.
Picture Talk-
Responsible
traveller

IV d.
Videos &
Discussion
Noise
Pollution

IV e.
The
Ticket.



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



1. Worksheets- Tick the
pictures that depict
responsible travel and cross
the ones that show
irresponsibility.

2. Prepare posters on
Integrity/Responsibility-
A group class project.

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 Responsibility and Integrity.

IV. Activities & Related Discussion

IV a Rights and responsibilities.

<https://www.youtube.com/watch?v=xLXacF34zkw>

Discuss

We often tend to speak of only our rights but do not focus upon our responsibilities, towards family and the community we live in. Instil in children that, rights and responsibilities go hand in hand. Awareness of both are equally important. After watching the video discuss the below. It may done in pairs.

You have a right to What is your responsibility?

I have a 'Right to nutrition and good health' ... My responsibility is

- Right to schooling and education
- Right to good healthcare
- Right to freedom of expression
- Right to protection
- Right to a clean environment
- Right to be heard and treated fairly.
- Right to be respected, loved and cared for

IV b. Safety in our hands.

1) <https://www.youtube.com/watch?v=-5KrRVdt74U> (2.39 min) Safety while travelling by car.

Discuss and Enact

- Why is it so very important and responsible to wear a safety belt?
- What happened to the child seated at the back when the car applied brakes at the zebra crossing?

- Why is it important to double lock all doors while travelling?
- What happened when the child put her head out of the window of a moving car?
- Is it responsible to throw food and litter out of a moving car? What are the hazards?
- What are the dangers of stepping out of a vehicle in the middle of the road?
- What is an important cause of accidents that has not been shown in this video? (use of mobile while driving)
- If there are no policemen, should rules be still followed?
- Enact the scenes you just saw.

2) <https://www.youtube.com/watch?v=2JjSMA2GJ9o> Helmets and safety.

Why is it important for both the driver and the person riding pillion, to wear a helmet?

How many people should ideally travel on a bike?

IV c. Picture Talk-Acts of Responsibility while travelling.





Discuss

Are we responsible when we...

- Travel on a train footboard?
- Cross tracks instead of using the bridge?
- Place legs on the seat in a public transport?
- Eat and do not maintain cleanliness in a public transport?
- Destroy public property?

IV d. Noise Pollution

Noise pollution can affect our health in many ways. It can damage hearing, induce stress, anxiety, depression, tiredness, agitation, cause irritability and aggressive behaviour. It may cause headache, high blood pressure, respiratory problems, sleep disorders and heart attacks.

Each child can create awareness in their own home and neighbourhood and set off the ripple of change.

<https://www.youtube.com/watch?v=p7XkZleu9aY>

<https://www.youtube.com/watch?v=td8hZPA1E4o>

- What are the different sounds we hear around us?
- How would you describe the sounds?
- Which were the pleasant and unpleasant or noisy sounds?
- How would you describe sounds made by vehicles on a busy street?
- How will you feel hearing these sounds for hours together every day while travelling?
- How can you exercise responsibility and eradicate noise pollution caused by vehicles?
- What are the health hazards of noise pollution by vehicles?
- Are we responsible when we honk unnecessarily?

Put up street plays, distribute flyers, have a poster making activity and put up banners outside school.

IV e. The Ticket

- Have children bring in bus, train, metro, ferry and air tickets.
- Compare them, stick them in notebooks.
- Discuss who checks tickets at the bus stop, railway station, airport?
- Why is it unethical and irresponsible to travel ticketless?

V. Assignments

1) Worksheets- Tick the pictures that depict responsible travel and cross the ones that show irresponsibility. Given below are a few examples.



2) Prepare posters on Integrity/Responsibility-A group class project.

Children may decorate as per their imagination. The words are only for assistance.



Resources

<https://www.gvi.co.uk/blog/12-ways-to-travel-responsibly/>

Unit 12

Work We Do

Topic	Values / Life skills integrated & imbibed	Activities
Work We Do	<p>Core Values Considered: Respect</p> <p>Other Sub-Values: Sensitivity, Empathy and Gratitude</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Communication Skills, Conversing Skills, Ideating and Imagination, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<ul style="list-style-type: none"> • Covid Brave Hearts • Partners in Education • Cleanliness Drive and spreading awareness through Street Play. • Field visits • Make posters to spread awareness on Swachh Bharat. • Project-Read and discuss about Ranjit Singh Disale-receptient of Global teacher award.

Materials / Resources needed

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

Charts. Notebook/ slate/ mats/ charts /story books/colouring material/colouring books/ writing material like chalks ,pencils or pen, flash cards, charts and puppets for donation.

Brooms, masks, gloves, posters and placards for cleanliness drive.

Description (of the points of discussion)

The Chapter 'Work we Do' touches upon places in the neighbourhood, people who work there and the kind of work and yeoman service done by them towards community. They are worthy of admiration, gratitude and respect. We live in a society as a community, helping and maintaining healthy relationships with each other. we depend on each other for so many things and without community living, survival would be difficult Community helpers work for the people living in the community and solve problems faced by those living in the community

Work is worship, nature of the work, big or small does not matter. Household work is the responsibility of all the members in the household. Sometimes gender bias surfaces in the kind of work allotted and carried out among members of a household. Education alone can alter this perception.

Poverty, gender bias, responsibilities, impermanence of address and lack of awareness also affect children of an unorganised sector of workers, from having a formal education.

Unit XII
Work We Do
Respect

I. Introduction

The Chapter ‘Work we Do’ touches upon places in the neighbourhood, people who work there and the kind of work and yeoman service done by them towards community. They are worthy of admiration, gratitude and respect. We live in a society as a community, helping and maintaining healthy relationships with each other. we depend on each other for so many things and without community living, survival would be difficult. Community helpers work for the people living in the community and solve problems faced by those living in the community.

Work is worship, nature of the work, big or small does not matter. Household work is the responsibility of all the members in the household. Sometimes gender bias surfaces in the kind of work allotted and carried out among members of a household. Education alone can alter this perception.

Poverty, gender bias, responsibilities, impermanence of address and lack of awareness also affect children of an unorganised sector of workers, from having a formal education. This chapter also illustrates the dignity of labour-

II. Learning Objectives / Outcomes

Through this chapter the child will be able to achieve the following grade appropriate academic and value-based goals.

- Comprehend the picture given in the chapter to know about the different work done by people in different families.
- Enlist occupations parents and neighbours are engaged in
- Identify various occupations children are involved in
- Articulate advantages of attending school over working.
- List various activities /chores done in the school and at home.
- List activities done by different family members
- Relate importance of different types of work

III. Process & Action Plan

‘The work that we do’ has a very important message to give to children. We need all types of people, all kinds of people who do different jobs or work for a smooth living. Therefore any labour or work is divine and has a dignity. One should not be ridiculing the people who do some work just because of the nature of the work they do. The value being respect here, it also must help the children assimilate the great value of recognizing the work of others and give them all the due significance. 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. Covid Brave Hearts



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



IV b.
Partners in
Education

IV c.
Cleanliness
Drive

IV d.
Field visits



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



1.
Make posters to spread
awareness on
Swachh Bharat.

2.
Project-Ranjit
Sinh Disale.

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 Respect along with Sensitivity and Gratitude.

IV. Activities & Related Discussion

IV a. Covid Brave Hearts

Draw children's attention to Doctors, nurses, paramedical staff, conservancy workers, policemen and several other community workers who have worked tirelessly against all odds during these Covid times. They have sacrificed being with their own families and little children, even missed out on celebrating festivals with family. They deserve nothing short of immense respect and gratitude.

<https://www.youtube.com/watch?v=dRmzCtH5Ef0>

Discuss

- Who are the community workers who have worked tirelessly without a break during the pandemic to keep us safe?
- What are the qualities that make them Brave hearts?

IV b. Partners in Education.

<https://www.youtube.com/watch?v=WjSqVrbm75I> School under a bridge

- We see children of construction workers and pavement dwellers attending schools like the one viewed in the video, run by good Samaritans.
- Encourage students of Grade 3 to donate notebook/slate/mats/charts/story books/colouring material/colouring books/ writing material like chalks, pencils or pens.
- Engage each child in making teaching aids like flashcards, charts or puppets to donate to these schools. Make them partners in the education process.
- Hand out 'golden stars' made by third graders to children who perform exceptionally well at these schools.
- Put up a puppet show for these children.

IV c. Street Play on Cleanliness

<https://www.youtube.com/watch?v=6FszK4UGQFU>

Help them spread awareness through a street play about keeping surroundings clean and how littering is bad. Engage your students in a cleanliness drive around the neighborhood. This will help the students to step into the community helper's shoes and realize their significance.

IV d. Field Visits

Arrange for field visits to the airport/railway station/ fire station/hair salon/cobbler/vegetable market/supermarket/ post office/police station etc . Encourage students to interview, observe, click photographs, write simple thank you notes and hand them to community helpers they see at places they visit. It is a gesture that teaches appreciation gratefulness to children.

V. Assignments

Make posters to spread awareness on Swachh Bharat.

Who is Ranjit Singh Disale? Why was he awarded the Global Teacher Prize?

Resources

<https://www.youtube.com/watch?v=eGpLX0kuu24> Education-Under construction

Unit 13

Sharing Our Feelings

Topic	Values / Life skills integrated & imbibed	Activities
Sharing Our Feelings	<p>Core Values Considered: Hope</p> <p>Other Sub-Values: Respect, Trust, Confidence, Empathy, Determination, Courage and Sensitivity.</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<ul style="list-style-type: none"> • Heightened Senses • Inspirational success story of Srikant Bolla • Hope • Sight Vs Vision • Let's Connect. • What are the steps you will take to work towards the goal/ your vision.

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop. along with respect, trust, confidence, empathy, determination, courage and sensitivity.

Description (of the points of discussion)

The unit on ‘Sharing Our Feelings’ touches upon the those who are differently abled and cannot see, the sense of smell and hearing is heightened in them. The cane, books on Braille, audio books, specially trained pets all offer additional support to these children.

Schools and educators who impart this knowledge and make them independent offer a beacon of hope to these children and offer them an opportunity to join the mainstream and pursue their goals and dreams.

The lesson also makes one reflect that it is not just the differently abled who need help, the old members in the household need care, support and companionship from the young. We too seek solace and the arms of friends and family when distressed.

Unit XIII
Sharing Our Feelings
Hope

I. Introduction

The unit on ‘Sharing Our Feelings’ touches upon the those who are differently abled and cannot see. ‘Hope’ is a great word for every single person born in the world, as it shows a future orientation. The sense of smell and hearing is heightened in them. The cane, books on Braille, audio books, specially trained pets all offer additional support to these children. Schools and educators who impart this knowledge and make them independent offer a beacon of hope to these children and offer them an opportunity to join the mainstream and pursue their goals and dreams.

The lesson also makes one reflect that it is not just the differently abled who need help, the old members in the household need care, support and companionship from the young. We too seek solace and the arms of friends and family when distressed.

II. Learning Objectives / Outcomes

Through this chapter the child will be able to achieve the following grade appropriate academic and value-based goals.

- Identify the problems and needs of old people.
- Describe various ways to assist and help elderly people.
- Observe and identify who are differently abled.
- Recognise Braille as a special way of reading and writing for people who cannot see.
- Develop sensitivity towards old and physically challenged people.

III. Process & Action Plan

‘Sharing one’s feelings’ is a way to communicate the strength of trust and friendship that you have with that person. When you like, love or trust a person, you share your feelings. Children do not share anything and everything with others. They share their fears, worries, concerns, happiness, frustrations, only with those whom they love or those

who listen to them. Sharing our feelings, therefore has an important support needed and that is listening. Your students would share their feelings with you, only if they trust you, or love you and only if you show willingness to listen to them. 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. Heightened Senses.



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



IV b.
Inspirational
success story
of Srikant
Bolla

IV c.
Hope

IV d.
Sight
Vs
Vision

IV e.
Let's
Connect.



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



1.
What are the steps you will take to work towards
the goal/your vision.

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 Hope along with respect, trust, confidence, empathy, determination, courage and sensitivity.

IV. Activities & Related Discussion

IV a. Heightened Senses.

How does one feel surrounded by darkness? The activities given below will draw the student's attention to each of their senses individually in the absence of sense of sight.. When unable to use one, survival instinct makes one, use the others. We have a lot to be grateful for, to each of our sense organs.

Take children outdoors or to a large empty hall. Blindfold a child in the group. Ask the others to come one by one, to him or her quietly.

Activity 1-Sense of Touch

The child who is blindfolded has to guess who the other child is, by 'touching' him or her.

Activity 2- Sense of Hearing

Blindfold a child in the group. Ask children to call out. The child who is blindfolded has to guess who the other child by only 'hearing', recognising and associating it to whom it belongs.

Activity 3- Sense of Smell

Blindfold a child in the group. Place a few objects with distinct smell. Have the blindfolded child guess the object using sense of 'smell'.

Can they differentiate between their friends using the sense of smell, by the perfume/oil/talcum powder they use

The above activity will help children understand how the sense of touch, hearing and smell is heightened in the absence of sense of sight.

Discuss their experience after each activity.

Activity 4-Form pairs of students.

Blindfold one person from each pair. The sighted student must guide their partner across the room/corridor and give them clear oral instructions (without touching them) to help them avoid the obstacles.

Scatter furniture and objects like cardboard boxes pillows, chairs and tables around the room before the activity begins. When each pair reaches the far side of the room, partners can switch roles and repeat the exercise.

They'll practice communication, listening skills, respect and trust, taking the task and their partner's safety seriously.

IV b. A beacon of hope and inspiration.

Learning about the life and journey of Srikant Bolla is a lesson in Hope along with Respect, Trust, Confidence, Empathy, Determination, Courage And Sensitivity.

Srikant Bolla was born blind into a family of farmers in rural India - and went on to become the first international blind student at MIT, where he studied business management. Post-MIT, Bolla chose to return to India where he set up Bollant Industries in Hyderabad, a company that employs and trains differently abled individuals to manufacture eco-friendly and compostable packaging. The company has been a recent recipient of an undisclosed investment funding from Ratan Tata believed to be around \$1.3 million.

-Forbes India.

<https://www.youtube.com/watch?v=HyWJukKVFOM> This video is an inspirational success story of Srikant Bolla.

Discuss

- Srikant was born into a family of poor farmers. What was the advice of relatives/friends when he was born? Did his parents lose hope and give up on him?
- Why was he very lonely at his first school?
- How did his life change when he joined the school for the visually challenged at Hyderabad? What did he achieve with determination and hard work?
- What was the first obstacle he faced after scoring a high percentage in grade 10?
- How did he fight the system courageously? Did he give up?
- He scored a 98% in Grade 12. When he was rejected by IIT what did he do?
- What did he do after graduating from MIT?
- Which industrialist helped him in his endeavour?
- What are his messages to all?

IV c. Hope

The first special school set up for the blind in India in 1887, Frank Hall who invented the braille typewriter in 1892, James Biggs who invented the white cane in 1921, Louis Braille who invented the Braille, the invention of braille phone, braille measuring devices, braille

e-books, camera, voice canes, braille watches, a software called Job Access With Speech (JAWS) that can also be adapted to a smartphone allows the visually challenged to read from a computer screen and scan books are all gadgets that offer hope to the visually challenged.

What are the small things that you could do that will offer hope to the old, to the lonely or to the disabled?

As an educator you may suggest activities which may be carried out and documented by the students.

- Go for a walk with your grandparents.
- Read out to your grandparents.
- Speak to them daily.
- Help an elderly by carrying the grocery.
- Help the elderly by taking their pet for a walk.
- Read out to the blind.
- Volunteer to be a writer for those who need one.
- Listen to your friends when they share their feelings with you.
- Visit an old age home, orphanage or a home of the differently abled and spend a day with them.

IV d. Sight Vs Vision



Pranjal Patil India's first IAS officer.



Rajani Gopal Krishna India's first visually challenged Chartered accountant.



Beno Zaphine, India's first 100% visually challenged IFS officer

The only thing worse than being blind is having sight but no vision. – Helen Keller

<https://www.youtube.com/watch?v=4zH6ohlGyJo> Dr. A.P.J Abdul Kalam mentoring about Bolla Srikanth

Sight is a function of the eye which allows us to see. Vision is our goal, our dream where we see ourselves in the future. Vision provides guidance and direction towards your goal.

Activity-Share your vision, your dream with your classmates. What would you like to do, to become when you grow up?

IV e. Let's Connect

Set aside some time daily during lunch break or just before children leave for home, when they can unwind and connect with their friends. Encourage them to share their feelings, listen to one another, communicate, help find solutions and be there for one another.

V. Assignments

What are the steps you will take to work towards the goal/ your vision.

Resources

https://www.youtube.com/watch?v=e_OfxloFXJI Wikipedia Srikanth Bolla

<https://www.trendhunter.com/slideshow/innovations-for-the-blind> Innovations for the blind.

Topic	Values / Life skills integrated & imbibed	Activities
The Story of Food	<p>Core Values Considered: Gratitude</p> <p>Other Sub-Values: Appreciation, Respect, Sharing & Caring, Kindness, and Sensitivity.</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>	<ul style="list-style-type: none"> • Picture Talk & Discussion. • Video and Discussion-Gender Equality. • Eating with Gratitude • Prayer before eating. • Creative Writing-Journey of food from farm to table. • Video & Discussion-Attitude of Gratitude. • Assignments • Identify plants which are available in your neighbourhood/kitchen which can be used as medicines for common ailments. • Make a list of chores around the house, speak to five families from different socio-economic backgrounds and find out who does these chores at their home. What do you find in common? What are the differences?

Materials / Resources needed

Description (of the points of discussion)

The chapter 'Story of Food' not only touches upon the food derived from plants and animals, medicinal plants and parts of plants eaten as food but also on gender specific sensitive issues prevalent in many houses related to household chores. The educators are encouraged to initiate a discussion on the kind of work done in families and by whom, the tradition prevalent on serving food to boys and men first and create awareness about the prejudices related to gender specific roles with relation to household chores.

Unit XIV**The Story of Food
Equality****I. Introduction**

The chapter ‘Story of Food’ not only touches upon the food derived from plants and animals, medicinal plants and parts of plants eaten as food but also on gender specific sensitive issues prevalent in many houses related to household chores. The educators are encouraged to initiate a discussion on the kind of work done in families and by whom, the tradition prevalent on serving food to boys and men first and create awareness about the prejudices related to gender specific roles with relation to household chores.

II. Learning Objectives / Outcomes

Through this chapter the child will be able to achieve the following grade appropriate academic and value-based goals.

- Identify the tasks done by various members in different families.
- Relate the roles of various members in different families and identify stereotypes.
- Identify various sources of food as obtained from plants and animals.
- Identify and state the medicinal value of common plants.
- Identify various home remedies used to cure common ailments.
- Enlist various parts of the plant that are edible.
- Develop an attitude of positivity and Gratitude.

III. Process & Action Plan

‘Food’ has become an interesting option for all entertainment channels these days and we have been seeing many male chefs engaged so beautifully in their jobs. Once upon a time, food preparation was the job of the woman of the house and that gender sensitivity is slowly changing. More than that, it is the care, attention and passion with which one prepares food. Any food that is served with love and affection works wonders with the recipient and it is a researched truth. Our good old mothers had that habit of

doing everything with so much of care and love and that brought a fondness in all of us whenever we think of our Mother's food. Food also brought the entire family together. The closeness and relation that was brought in when people eat food together had worked miracles in the lives of many. 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. Picture Talk & Discussion. Venu & Rani's Family.

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

IV b.
Video and
Discussion-
Gender
Equality

IV c.
Eating with Gratitude
1. Prayer before eating.
3. Video & Discussion-Attitude
of Gratitude.

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

1.
Identify plants
which are available
in your
neighborhood/kitchen
which can be
used as medicines
for common
ailments.

2.
Make a list of chores around the
house, speak to five families from
different socio-economic
backgrounds and find out who does
these chores at their home. What do
you find in common? What are the
differences?

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

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

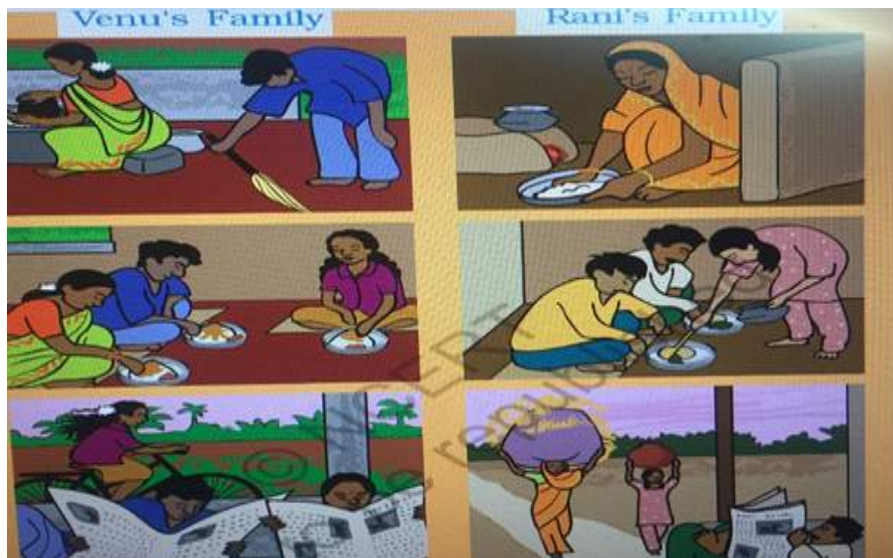
The core values being considered are Equality (Gender) along with Sensitivity, Fairness, Justice and Gratitude.

IV. Activities & Related Discussion

IV a. Picture Talk and Discussion (Picture in Text)

-Venu (The older brother in the first picture)- Rani (daughter in second picture)

The picture talk and discussion will enable children to understand that that boys and girls, men and women have equal roles and responsibilities in a home. No role is big or small. They have equal right to food education & leisure time. In a family all members must be treated fairly with respect.



Discussion

- Who are the members in your family?
- Who are the earning members in your home?

- What are the roles played by each member in your family?
- How are the chores distributed in your home?
- Are there chores that are performed only by your mother-sister/father -brother?
- If you mother or sister are unwell, does your father and brother help?
- Who are the members in Venu's and Rani's family?
- As mother is cooking, what do you see Venu doing?
- Does his gesture help his mother? Why is it important?
- How are mealtimes at Venu's home?
- How are mealtimes at Rani's home?
- What is the difference between mealtimes at Venu's and Rani's house?
- How are mealtimes at your home?
- Do all members sit together and eat? Why?
- Is the food shared equally between all members in the family?
- Do the women and girls eat the same food in your family as the men and boys?
- What is the difference between Venu's and Rani's mother?
- Does Venu's mother get time to relax and enjoy? Why?
- What is Venu's sister doing while he and his mother are reading a newspaper?
- What are the dual roles performed by Rani's mother?
- What is Rani's father doing as Rani and her mother return with loads on their head?
- Do you think Rani has time to play?
- What do you think Rani's father should have done?

IV b. Gender Equality

<https://www.youtube.com/watch?v=WxhLMC4COmc>

Discussion

- The little boy loves to and volunteers to help his mother in the kitchen. Mother feels her daughter should be helping her instead of being in the judo class. Is she right? Why?
- Brother feels it is perfectly ok for his sister to attend judo class as she is enjoying what she is doing and has become far more confident. Is he right? Why?
- Brother feels it is ok for him to help his mother as he enjoys and loves doing it. Is it fine for boys to 'love' doing household chores? Why?
- Is it necessary that girls and women 'must love' cooking?

- Is it important that both men and women ‘must know’ how to cook? why?
- Mother asks son to keep aside the vegetables for father and himself. She says, she and her daughter will manage. The son disagrees. Was he right? Why?
- Father is proud of his son and daughter -Why?

IV c. Eating with Gratitude.

Food is life. The food that we select to eat, and how we eat it is very important. One must eat with mindfulness and consciousness. The food we eat, be it a plant or an animal has a life of its own. When we consume it, we must approach it with appreciation, thankfulness, gratitude and reverence. We must profess gratitude towards the hands that cultivated and prepared it, manufactured, packaged and transported it.

Stress the importance of praying before eating food.

<https://www.youtube.com/watch?v=T5Umo80x9og> Attitude of Gratitude

An attitude of Gratitude towards everything in life will create joy and positivity.

Discussion

- What is an attitude and what are the two kinds of attitude we can possess?
- What is required to have an attitude of gratitude?
- What are you grateful for?
- What do you do when things go wrong?
- How do you respond?
- How will you make your ‘gratitude muscle’ stronger?
- What are the benefits of cultivating an attitude of gratitude?
- Is there food you are fussy about eating?
- What are their benefits? How can a change of attitude help?
- Have you thought about those who would love to have the food you are fussy about?

V. Assignments

- 1) Seek help from your grandparents or parents and identify plants which are available in your neighborhood/kitchen which can be used as medicines for common ailments.
- 2) Make a list of chores around the house, speak to five families from different socio-economic backgrounds and find out who does these chores at their home. What do you find in common? What are the differences?

Resources

NCERT Textbook EVS Grade 3

Videos on gender sensitivity

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

<https://www.youtube.com/watch?v=y4QxRV4pMcI>

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

Unit 15

Making Pots

Topic	Values / Life skills integrated & imbibed	Activities
Making Pots	<p>Core Values Considered: Creativity</p> <p>Other Sub-Values: Hard work and Patience.</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>	<ul style="list-style-type: none"> • Creative free play with clay. • A visit to the potter- a potter at the potter's wheel • Story and Dramatization-The thief and his mother-Aesop fables. • Quotes for reflection. • Make a kitchen set with clay. • Buy small diyas from a poor potter, paint and decorate them, light them during a festival or sell them and donate towards a charitable cause

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop, Mikes. Clay, paint, decorative beads and stones, props for dramatization.

Description (of the points of discussion)

A series of events unfolds in a sequence in the chapter ‘Making Pots’ as Bhanate the crow, the principal character of the story, needs a clay pot to fetch water from the river, in order to wash his beak, without which he cannot feast on the sparrow’s egg, won in a wager. And so, the story goes about the crow obtaining a trowel from the blacksmith, to dig clay from a claypit to deliver to the potter who makes a pot for the crow! An interesting finale awaits the children.

The unit speaks about the evolution of vessels used for cooking from stone to clay fashioned by hand to pots made on the potter’s wheel, to the array of cookware we use now.

The clay pot looks simple but the value imparted to food, when cooked in it or the coolness water attains when stored in it is immeasurable. Inner worth and outward appearances may not match. Each one of us is unique. All of us have invaluable contributions to make to our families and the community we live in. Nothing must be judged or valued by their outward appearance, is another important takeaway from this lesson.

The potter takes great pains to find the right clay, knead the ridged clay with just the right amount of water, pat it and make it malleable to be shaped and molded patiently into a beautiful work of art. The potter spins the wheel at just the right speed, bakes the pot at just the right temperature till it is ready to be painted and decorated. By buying from the local potters we encourage their skill and prevent their art from dying.

We are similarly sculpted and molded by the creator, our parents and educators and life’s experiences.

Unit XV
Making Pots
Creativity

I. Introduction

A series of events unfolds in a sequence in the chapter ‘Making Pots’ as Bhanate the crow, the principal character of the story, needs a clay pot to fetch water from the river, in order to wash his beak, without which he cannot feast on the sparrow’s egg, won in a wager. And so, the story goes about the crow obtaining a trowel from the blacksmith, to dig clay from a claypit to deliver to the potter who makes a pot for the crow! An interesting finale awaits the children.

The unit speaks about the evolution of vessels used for cooking from stone to clay fashioned by hand to pots made on the potter’s wheel, to the array of cookware we use now.

The clay pot looks simple but the value imparted to food, when cooked in it or the coolness water attains when stored in it is immeasurable. Inner worth and outward appearances may not match. Each one of us is unique. All of us have invaluable contributions to make to our families and the community we live in. Nothing must be judged or valued by their outward appearance, is another important takeaway from this lesson.

The potter takes great pains to find the right clay, knead the ridged clay with just the right amount of water, pat it and make it malleable to be shaped and molded patiently into a beautiful work of art. The potter spins the wheel at just the right speed, bakes the pot at just the right temperature till it is ready to be painted and decorated. By buying from the local potters we encourage their skill and prevent their art from dying.

We are similarly sculpted and molded by the creator, our parents and educators and life’s experiences.

II. Learning Objectives / Outcomes

Through this chapter the child will be able to achieve the following grade appropriate academic and value-based goals.

- Appreciate the ancient art of making pots and realize its importance.

- Become familiar with required materials and different steps of making pots.
- Describe different methods of making clay pots.
- Relate use of baking bricks and pots in a kiln.
- Make small pots using suggested procedures.
- State different uses of pots in daily life.
- Appreciate the importance of being moulded with love and firmness.
- Develop patience in the process of developing a new skill of Clay Moulding.

III. Process & Action Plan

We are living in age of modern science and using a mud pot to cook may not be appreciated by people. But it is a very welcoming change that people are showing interest to go back to the good old times when traditionally the food was cooked in earthenware mud pots. It served several medical needs of the eater of the food, and also brought forth a most important value of simplicity and environmental concern. 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 free play with clay.



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



IV b.
Story &
Discussion-
The potter and
the clay.

IV d.
Story and
Dramatization-
The thief and his
mother-Aesop fables.

IV e.
Quotes
for
reflection.



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



1.
Make a
kitchen set
with clay.

2.
Buy small diyas from a poor potter, paint
and decorate them, light them during a
festival or sell them and donate towards a
charitable cause.

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 Creativity along with Patience and Hard Work.

IV. Activities & Related Discussion

IV a. Creative free play-Making clay pots without the potter's wheel.

Playing with clay not only enhances creativity and sensory awareness, it is also calming and therapeutic, relieving stress in children. Foster creativity in children by providing them with clay, buttons, moulds, paint, grains etc. Provide guidance if sought.

Talk to children as they mould. Let them know they are playing a very important and responsible role of a creator. The clay they choose, the time and patience with which they knead, the amount of water they use, the pressure they apply, all will tell on how the product shapes up. They must carry out the activity with love, patience, interest and care.

You may then arrange for a field visit to the potter or show a video on how a potter works at the wheel.

A potter at the potter's wheel.

<https://www.youtube.com/watch?v=4a2WmvciUIQ>

IV b. Story

At the end of this story, the teacher should compare and draw a parallel between the tea cup and the child. Just like the tea cup, the child may not like parents or teachers laying down rules, setting routines, being firm, asking them eat what they do not like or cutting down on time spent before visual media. Like the tea cup, they will understand when they turn out into fine human beings, when their goals are met and are successful in life, that rules regulations and discipline are important as fire is, to the creation of the beautiful tea cup.

The Potter and the Clay

The story is told of a couple who went to England to celebrate their 25th wedding anniversary and shopped at a beautiful antique store. They both liked antiques and pottery, and especially tea-cups, and so spotting an exceptional cup, they asked “May we see that? We’ve never seen a cup quite so beautiful.”

As the lady handed it to them, suddenly the tea-cup spoke... “You don’t understand.”

It said, "I have not always been a tea-cup. There was a time when I was just a hard and rigid lump of red clay. My master took me, added just the right amount of water and rolled me, pounded and patted me over and over till I was soft and pliable and I yelled out, Don't do that. I don't like it! "Let me alone," but he only smiled, and gently said; "Not yet, there are just a few more cracks to smoothen out!"

"Then, WHAM! I was placed perfectly in the center of an electric wheel and suddenly I was spun around and around and around. Slow at first, the speed kept increasing.

"Stop it! I'm getting so dizzy! I'm going to be sick!" I screamed.

But the master only nodded and said, quietly; 'Not yet.'

He spun me and poked and prodded and bent me out of shape to suit himself and then...he put me in the oven. I never felt such heat. I yelled and knocked and pounded at the door.

"Help! Get me out of here!" 'Not yet.' When I thought I couldn't bear it another minute, the door opened. He carefully took me out and put me on the shelf, and I began to cool.

Oh, that felt so good! "Ah, this is much better," I thought. But after I cooled, he picked me up and he brushed and painted me all over. The fumes were horrible... "Oh, please, Stop it! Stop it!" I cried. He only shook his head and said. "Not yet..."

Then suddenly he put me back into the oven. Only it was not like the first time. This time it was twice as hot, and I just knew I would suffocate. I begged... I pleaded... I screamed... I cried... I was convinced I would never make it. I was ready to give up and just then the door opened, and he took me out and again placed me on the shelf, where I cooled and waited and waited, wondering "What's he going to do to me next?"

An hour later he handed me a mirror and said, "Look at yourself."

And I did... I said, "That's not me, that couldn't be me. It's beautiful. I'm beautiful!"

Quietly he spoke: "I want you to remember, then," he said, "I know it hurt to be rolled and pounded and patted, but had I just left you alone, you'd have dried up. I know it made you dizzy to spin around on the wheel, but if I had stopped, you would have crumbled.

"I know it hurt and it was hot and disagreeable in the oven, but if I hadn't put you there, you would have cracked. I know the fumes were bad when I brushed and painted you all over, but if I hadn't done that, you never would have hardened. You would not have had any color in your life.

"And if I hadn't put you back in that second oven, you wouldn't have survived for long because the hardness would not have held. Now you are a finished product. Now you are what I had in mind when I first began with you.

Discussion

- What does a potter need to make the pot?
- What does he do with the clay at first?

- What is the other ingredient he requires to make the pot?
- What special care must he take while kneading and moulding the pot?
- What will happen if the speed of the wheel is too fast or slow?
- What does the potter do to the clay at the centre of the wheel?
- What would have happened, if the teacup was not placed in the oven?
- Just as the potter moulds clay into beautiful pots, your parents and teachers moulded you into a fine person. Is moulding and disciplining a child important?
- What will happen if you are not moulded well?

IV c. Story & Dramatization

The potter takes great pains to find the right clay, knead the clay with just the right amount of water, pat it and make it malleable to be shaped and molded patiently into a beautiful work of art. The potter spins the wheel at just the right speed, bakes the pot at just the right temperature till it is ready to be painted and decorated.

The parent or the teacher is a potter to the child. With just the right amount of love, kindness and firmness they mold the child into a fine human being. As observed in the earlier story the child too may feel he or she is subjected to grueling schedules, workouts, punishment, discipline. What happens when a child is never corrected for his misdeeds? It is only later the child realizes it was all for his own good as is shown in this famous Aesop tale. The tale may be narrated and dramatized.

The Thief and his mother (Aesop Fables)

Once upon a time a boy lived with his mother. The little boy was extremely naughty. One day the little boy stole a book from one of his schoolmates. He ran home to his mother. “Mother! Mother!” he called out to her. “Look” the little boy showed his mother the book he had stolen. The mother did not say anything to her child.

She took the book from him and sold it to someone the next day. Then she gave the boy an apple for his pains. The boy went on stealing things, for he was not scolded. The mother had not taught her son that stealing things was not a good thing. The boy grew up. Once he stole a beautiful cloak and brought it home to his mother with immense joy.” It is alright she told her son; no one saw you take it” He never stopped stealing as his mother had never punished him. She had praised the boy and told him it was alright as long as no one saw him steal things.

One day when he had grown into a young man, he was caught stealing. Soon he was taken away and was caught by the king’s guards and sentenced to be executed right away. When the day of his execution came, his hands were tied behind his back and he was led by two guards to the gallows. There he saw his mother in the crowd. She was crying bitterly. “I want to speak to my mother,” he told one of the guards. After some pleading the guards

allowed him to speak to his mother. The mother came to see the son. “Come closer mother,” the young man said, “I want to whisper something.”

The mother stepped close to her son. As soon as she came closer the son bit off his mother’s ear! All the bystanders were horrified by his behavior. “What are you doing? What is the meaning of this?!” they asked.

“It is to punish her the man said. If it was not for her, I would not be here. When I was young, I started to steal and bought the things home, my mother never scolded me, she never punished me! She laughed and told me it would not be noticed.”

The bystanders whispered to one another, “He is right, we are made by the lessons we learn as children.”

IV d. Quotes for reflection.



V. Assignments

<https://www.youtube.com/watch?v=52ipR2t9ROI>

1. Make a handmade kitchen set with clay.

<https://www.youtube.com/watch?v=PhLB62qkT5Y> Saare diye bik jayenge.

2. Buy small diya from a poor potter, paint and decorate them, light them during a festival or sell them and donate towards a charitable cause.

Resources

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<https://www.youtube.com/watch?v=PhLB62qkT5Y>

<https://www.spiritual-short-stories.com/spiritual-short-story-67-the-potter-and-the-clay/>

<https://www.careerexplorer.com/careers/potter/> What does a potter do?

Topic	Values / Life skills integrated & imbibed	Activities
Games We Play	<p>Core Values Considered: Embracing Failure.</p> <p>Other Sub-Values: Optimism, Perseverance, Dedication, Teamwork, Humility and Patience, Empathy and Gratitude.</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Logical and Analytical Thinking, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<ul style="list-style-type: none"> • Game Outdoors • How to be a good sport. • Teamwork • Embracing failure. • Scaling heights with Determination. • Worksheet- Am I a good sport? • Vision Board- My hopes, my dreams. • A famous personality who overcame failure.

Materials / Resources needed

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

Description (of the points of discussion)

The chapter 'Games We Play' stresses on the importance of play and revisiting old traditional games played during childhood, indoors and outdoors. Children led a much better fun filled and wholesome life before gadgets and television invaded the living room.

Games instil in children discipline, sportsmanship, team spirit, hard work, perseverance determination, the drive and will to succeed and most importantly the humility and ability to embrace failure. It teaches children to stay positive, keep trying, learn from their own and other's mistakes, be fair, be attentive, remain focused and follow rules & instructions.

The chapter also encourages children to acquire a skill or hobby to pursue in their free time.

Unit XVI
Games We Play
Embracing Failure

I. Introduction

The chapter ‘Games We Play’ stresses on the importance of play and revisiting old traditional games played during childhood, indoors and outdoors. Children led a much better fun filled and wholesome life before gadgets and television invaded the living room.

Games instil in children discipline, sportsmanship, team spirit, hard work, perseverance determination, the drive and will to succeed and most importantly the humility and ability to embrace failure. It teaches children to stay positive, keep trying, learn from their own and other’s mistakes, be fair, be attentive, remain focused and follow rules & instructions. The chapter also encourages children to acquire a skill or hobby to pursue in their free time. Games also teach you the goal setting skills and showing the determination to win.

II. Learning Objectives / Outcomes

Through this chapter the child will be able to achieve the following grade appropriate academic and value-based goals.

- List traditional games played by family members and their local names.
- Revive traditional games.
- Know the reason for less availability of time for children to play nowadays.
- Identify activities done during leisure time.
- List and differentiate between outdoor and indoor games.
- Know about number of players and rules to be followed in a game.
- Identify famous sports personalities associated with various games.
- Imbibe the values of discipline, sportsmanship, team spirit, hard work, perseverance determination, the drive and will to succeed and most importantly the humility and ability to embrace failure, in the course of playing games.

III. Process & Action Plan

Games we play' is a great message for the teacher to bring in several values along with the content for a teacher who is very imaginative. Games teach the children the art of goal setting, a determination to win and a focus to orient their efforts. Along with that comes the sportsman spirit of failing to win again. 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. Game outdoors



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



IV b.
How to be
a good
sport.

IV c.
Teamwork

IV d.
Embracing
failure.



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



1.
Vision
Board- My
hopes, my
dreams.

2.
Project-Arunima Sinha-
A famous personality who
overcame failure.

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 Embracing Failure along with Optimism, Perseverance, Dedication, Teamwork, Humility and Patience.

IV. Activities & Related Discussion

IV a. Game Outdoors

Gather children outdoor and begin with a game of Kho Kho, a traditional game played in India. Kho Kho fosters sportsmanship, teamwork, loyalty, competitiveness and self-esteem as well as speed, agility, strategy and quick thinking. Students could be given a choice to play Tug of War which also requires them to play as a team.

IV b. Do's and Don'ts-How to be a good sport.

Impart the importance of being a good sport. Insist students congratulate the winner, not get angry and blame teammates when something goes wrong, avoid boasting when they win, practice humility in victory and be patient towards beginners and learners in the team.

<https://www.youtube.com/watch?v=4SXOXRkK2C0>

Discuss

- What did Bahman do when he lost a game of chess with his friend? How did he react? Was he being a 'good sport' or 'bad sport'?
- How did Bahman react the second time, like a 'good sport', when he lost the game?
- What did Rashaan the 'bad sport' tell his goalkeeper when he could not catch the ball?
- What did Rashaan the 'good sport' tell his goalkeeper when he could not catch the ball?
- How did Abjot the 'bad sport' react when he stacked the glasses in record time? Should you run down your opponent when you win?
- How did Abjot the 'good sport' react when he stacked the glasses in record time?

IV c. Teamwork

Individual commitment to a group effort or goal, is what makes a team work, a company work, a society work, a civilization work.”-Vince Lombardi.

Preparedness, hard work, perseverance, unity, humility, being engaged, dedication, a common goal, synchronisation and focus drives a team towards success. Discuss and elicit these words from the students after watching the given videos.

<https://www.youtube.com/watch?v=jop2I5u2F3U> Unity is strength

<https://www.youtube.com/watch?v=y0FtXhSu0J0&t=73s> Teamwork

<https://www.youtube.com/watch?v=rn8jX-ONKwA&t=43s> Teamwork by 150 rowers-Nehru boat race-Kerala

Discuss

What are the important characteristics of a good team?

What did you learn from the penguins, ants and crabs?

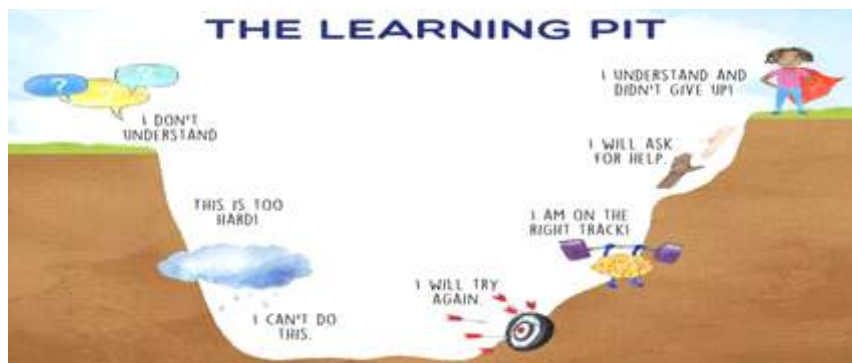
IV d. Embracing failure

“We are not defined by how we fail. We are measured by how we rise.”

Success and Failure are two sides of the same coin Encourage students to focus their attention on what went wrong and how they can fix it, do things differently, not hesitate from taking help and turn failures into positive learning experiences. When children face failure or challenging experiences motivate them to learn to cope and solve problems. Introduce a day in class when you or the student will read about a famous personality who failed, persisted and overcame failure.

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

2. F. A. I. L-First Attempt In Learning



Discuss

- Have you ever faced failure in studies, sports or any other project you undertook?
- What were your feelings when you failed?
- Did these words go through your mind? 'This is too hard', 'I can't do this', 'I am no good' 'Everyone will tease me'
- Is it wrong to fail?
- What did you do when you faced failure?
- Did you speak to someone?
- Did you seek help?
- Did you feel like giving up?
- Did you feel like hiding from everyone?
- Did someone motivate you to try harder /to persist and try to succeed?
- Which words can you use to motivate yourself when you feel like giving up?
- Can you replace the above negative emotions with 'I will try again', 'I shall seek help' 'I am determined and hardworking', 'It's OK if I fail but I shall try.'

V. Assignments

1. Project-Arunima Sinha-Scaling heights with Determination.

<https://www.youtube.com/watch?v=7G5HGafEEVU>

Research

- Why is Arunima famous?
- What happened to her in 2011 when she was travelling by train?
- What happened to her legs after the accident?
- Did unkind words and the loss of a leg make her lose hope
- What was her vision and mission?
- Who had faith in her? Who motivated her?
- What steps did she take with grit and determination, to reach her goal?
- What were the difficulties she faced?
- On May 21st, 2013 what did Arunima achieve as a result of her hard work and persistence?
- What was she awarded with, in 2015?
- What new goals did she set for herself?

2. Vision Board-Create a vision board, stick pictures that represent your hopes and dreams, your vision for yourself. Jot down how you plan to achieve your dreams.

Resources

NCERT Textbook EVS Grade 3

https://biglifejournal.com/blogs/blog/5-fun-goal-setting-activities-children?_pos=4&_sid=2f740b678&_ss=r Goal setting

<https://biglifejournal.com/blogs/blog/help-kids-overcome-fear-failure>

<https://www.youtube.com/watch?v=Ek2fkneLcjM> Lessons of the Geese The art of team work.

<https://thepeakperformancecenter.com/development-series/skill-builder/interpersonal/teambuilding-2/facts-geese/>

<https://www.youtube.com/watch?v=rn8jX-ONKwA&t=43s> Team work by 150 rowers-Nehru boat race-Kerala

Topic	Values / Life skills integrated & imbibed	Activities
Here Comes a Letter	<p>Core Values Considered: Appreciation</p> <p>Other Sub-Values: Gratitude and Interdependence.</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<ul style="list-style-type: none"> • Story- A trip down memory lane. • Letter writing • Operation Interdependence. (Rakhi to Armed forces). • Visit to the post office • Quotes

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board, Computer, Laptop, Mikes, letter pad, envelopes, stamps, Inland, Aerogramme, Postcard, stamps, Rakhi.

Description (of the points of discussion)

The chapter 'Here come comes a letter' revisits a dying art of communication in today's times and describes the sequence of events and the exhilarating journey of a letter from the sender to the receiver. The unit describes the different types of letters and stamps, the role of the post office, and the invaluable role of postmen and postwomen working there. A letter is immortal and evokes strong emotions in one who receives it. Many a memory are associated with letters treasured and stored over years. A letter helps in fostering and maintaining relationships.

Other new and effective means of communication also find mention here.

Unit XVII**Here Comes a Letter****Relationships****I. Introduction**

To send a letter is a good way to go somewhere without moving anything but your heart-Phyllis Theroux

The chapter 'Here come comes a letter' revisits a dying art of communication in today's times and describes the sequence of events and the exhilarating journey of a letter from the sender to the receiver. The unit describes the different types of letters and stamps, the role of the post office, and the invaluable role of postmen and postwomen working there. A letter is immortal and evokes strong emotions in one who receives it. Many a memory are associated with letters treasured and stored over years. A letter helps in fostering and maintaining relationships.

Other new and effective means of communication also find mention here.

II. Learning Objectives / Outcomes

Through this chapter the child will be able to achieve the following grade appropriate academic and value-based goals.

- Enlist various steps involved in the journey of the letter from the sender to the receiver.
- Realize the importance and describe the working of a post office.
- Know the sequence and importance of details written on the letter as address.
- Name various other means of communication which are faster and effective than conventional methods of communication.
- Foster relationships through the art of writing letters.
- Appreciate and acknowledge the role of the community workers involved in this process.

III. Process & Action Plan

'Here comes a letter' has along with the content matter, one of the great values of 'hope also. Letter is a means of communications, means of establishing relations and along with that it also orients towards some hope. A letter can bring happiness, sadness, and life changing moments of information, but it does bring a change in the mood of the people towards something different. As a teacher, you can take the positive aspect of even a difficult communication, by guiding your children towards hope. 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 & Discussion-A trip down memory lane.



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



IV b.
Fostering
Relationships-
Letter writing
& Discussion

IV c.
Operation
Interdependence-
Rakhi and letter
to Armed Forces.

IV d.
Visit to the
post office



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



1.
Collect and share/
discuss about stamps
with classmates.

2.
Prepare 'Rakhis' and write
'Thank you' notes to the brave
armed forces of our country.

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

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

The core values being considered are Appreciation along with Gratitude and Interdependence.

IV. Activities & Related Discussion

IV a. Story-A trip down memory lane.

Arjun peered over his grandmother's shoulder. On the bed lay stacks of letters and cards. Grandma held a letter. "Do you know dear, this letter was written by your great-great grandfather almost 40 years ago, when your mother was just a few months old." "It is a treasure," she said running her hands over his handwriting.

"These are cards from my Kindergarten students over the years. Never really had the heart to throw them away."

Arun was amused." It is so easy to use WhatsApp, email or SMS now grandma!

"Yes! it is little one but the pleasure of writing a letter, making a trip to the post office, waiting in a queue to buy the stamps, dropping it in the post-box holds a pleasure quite indescribable."

Grandma remembered peering close at the post-box to see when it would be opened, and her letter would make its way into a sack and mailvan.

In those days the postman was close to the families he delivered letters to. Grandma's mother would keep a glass of water or buttermilk ready for the postman who would walk miles and trudge flights of staircases without a murmur of dissent. Now they had cycles and motorbikes and dropped letters in the letter boxes kept in the foyer of every building.

"Have you visited a post-office dear?" asked grandmother.

"Yes, from school. We drew lamps on postcards, our teacher wrote the address and we visited the little post office adjacent to our school. We saw them stamping and sorting letters. We put in our postcard into the red post-box and clicked a pic with the postman and post woman.

"Hmmm" said Grandma, "I have heard many new things have begun at the post office" In those days' money would be sent by money order and old parents would wait for it in villages. Now money gets transferred with just a click of the button!

Here, I have old Inlands and Aerogrammes. You can write a letter to your grandparents

and cousins in Singapore if you like. It would be a nice surprise for them. Wouldn't it be nice waiting for a reply and checking the mailbox in the foyer daily!

Grandma began folding the letter carefully. This one, I shall pass it on to your mother, she said.

The letter beamed with delight!

Discussion

Talk to the children about the important role that letters played in bringing people together and fostering and maintaining beautiful relationships. Share with them some of the nostalgic memories of yesteryears when handwritten letters were the norm and the difference it made to read a letter written lovingly by someone's hand; the sense of personal connection that was felt. Spark in them the interest to revive the practice of handwritten letters and help them experience the simple joy of penning their thoughts on paper

IV b. Fostering Relationships-Letter Writing

Writing a letter helps the child express his feelings better, as well as be curious and interested in other people, he discovers that communication is a two-way street.

1) Teacher may read out an old letter written to her during her childhood.

Discussion

- Did you find the content of the letter interesting? Why?
- If your mother were to write to you, would you like a handwritten letter from your mother or a typed one? Why?
- Do your parents have an old letter written by their family or friend that they treasure to this day?
- Do old letters have memories of events?
- Whom would you like to write a letter to?
- Whom would you like to receive a letter from?

2) Groups of children could be encouraged to bring Postcards, Inlands, Aerogrammes, envelopes, writing pad and stamps. They may be asked to identify a relative or friend living in India or abroad. Note down the address of the sender and receiver on the Inland/Postcard/Envelope/ Aerogramme.

Encourage them to pen down their thoughts in the letter. Allow them to write creatively and independently. They may read and share their letters with others if they wish to. Encourage them to share their feelings as they wrote a letter to family/friend.

Discuss

- The effort, care, love and time put in to writing the letter.
 - Would the effort be appreciated by the receiver; would they be happy to hear from them?
 - Would they wait for a reply?
 - How would they feel reading the same letter 10 years later?
- Once sealed you may make a trip to the post office.

IV c. Operation Interdependence.

<https://www.youtube.com/watch?v=qNkl-ZUSrmM>

Far away on the borders and the icy slopes of the Siachen, surrounded by white landscapes and blizzard stand our soldiers, guarding our nation, selflessly, round the clock, 365 days a year.

Involve school children in a mission to thank these soldiers by posting small thank you notes along with a Rakhi during the festival of Raksha Bandhan.

On the envelope write in bold letters

RAKHI FOR SOLDIERS ,C/O99APO or C/O 56APO.

IV d. A visit to the post office

<https://www.youtube.com/watch?v=eVIARvNd8O8> (4.45 min)

Encourage a child to write a letter, on the school letter head, to the Postmaster of a Post office seeking permission to visit their premises. This will teach children the importance of independently seeking permission and respecting other's time.

Visit a post office, observe different activities within the post office- parcel, money order, telegram, sale of Inland, postcard, stamps, Aadhar card services, stamping and distribution of letters. Observe post box, mailvan and postmen at work. Encourage children to make and give a Thank you card to the Postmaster and postman as a token of appreciation and respect.

V. Assignments

Old Priceless Indian Stamps

<https://www.youtube.com/watch?v=F2wY0Lbxu4>

- Collect and share/discuss about stamps with classmates.
- Prepare 'Rakhis' and write 'Thank you' notes to the brave armed forces of our country.

Resources

NCERT Textbook EVS Grade 3

<https://www.youtube.com/watch?v=GzkPXQrvApc> Journey of a letter.

<https://www.youtube.com/watch?v=zItSmOEFl> A Indian Post Services

Topic	Values / Life skills integrated & imbibed	Activities
A House Like This	<p>Core Values Considered: Adaptability</p> <p>Other Sub-Values: Creativity, Resilience and Embracing failure</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, Social Skills, Interpersonal Skills.</p>	<ul style="list-style-type: none"> • Adaptability during Covid era. • Video & Discussion-Above and Beyond-Adaptability and Creativity. • Problem Solving-Group activity. • Role Play-Building Resilience • Using the 7-step method, brainstorm with family and find a solution to a problem you face at home. • Acquire a new Life skill

Materials / Resources needed

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

Description (of the points of discussion)

India is a land of diverse cultures, traditions, landscapes and climatic conditions.

One finds the diversity reflected in the homes across the length and breadth of the country. The chapter 'A House Like This' introduces children to these interesting diverse homes. The chapter also focusses on the multi-storeyed towers and harsh reality of homelessness prevalent in cities.

The locals adapt to the climatic conditions prevalent there and use environment friendly, locally available materials when they build their houses. The homes mirror the culture of the people who built it.

With the world around us changing at a rapid rate, it's essential to prepare students for the exact skills they'll need to succeed in the future workforce. That's why it's important to foster adaptability and teach them how to adapt to change and challenges in positive, meaningful ways by helping them acquire skillsets required to do so. Apart from promoting cross disciplinary learning and developing technical, analytical and social skills, children must be taught how to manage emotions, thoughts and behaviour in challenging situations, build resilience, overcome frustrations, maintain calm, embrace failure, learn continuously and acquire new skills.

Students will then learn how to keep pace with unexpected changes and achieve continuous success in their future career.

Unit XVIII**A House Like This****Adaptability****I. Introduction**

India is a land of diverse cultures, traditions, landscapes and climatic conditions. One finds the diversity reflected in the homes across the length and breadth of the country. The chapter ‘A House Like This’ introduces children to these interesting diverse homes. The chapter also focusses on the multi-storeyed towers and harsh reality of homelessness prevalent in cities. The locals adapt to the climatic conditions prevalent there and use environment friendly, locally available materials when they build their houses. The homes mirror the culture of the people who built it.

With the world around us changing at a rapid rate, it's essential to prepare students for the exact skills they'll need to succeed in the future workforce. That's why it's important to foster adaptability and teach them how to adapt to change and challenges in positive, meaningful ways by helping them acquire skillsets required to do so. Apart from promoting cross disciplinary learning and developing technical, analytical and social skills, children must be taught how to manage emotions, thoughts and behavior in challenging situations, build resilience, overcome frustrations, maintain calm, embrace failure, learn continuously and acquire new skills.

Students will then learn how to keep pace with unexpected changes and achieve continuous success in their future career.

II. Learning Objectives / Outcomes

Through this chapter the child will be able to achieve the following grade appropriate academic and value-based goals.

- Become familiar with the diversity in houses.
- Relate the structure of houses to the climatic conditions of the place
- Describe the special types of houses found in Assam, Rajasthan, Dal Lake and Delhi
- Know about the features of a multi-storey building
- Become aware of the problems faced by homeless people in cities.
- Enlist materials used to build houses.

- Learn how to build resilience and acquire problem solving skills
- Learn to overcome frustrations, maintain calm and embrace failure. Manage emotions, thoughts and behavior in challenging situation.
- Learn continuously and acquire new skills.

III. Process & Action Plan

“A house like this’ stands a symbol for the cultural differences that exist among people and the great ability to adapt different cultures. To a large extent, houses are done with the climatic conditions, and the geographical dimensions. It thus, points to the culture and the beliefs the people who stay there are comfortable in following. Indirectly, the size, shape and different features of the house also relates to their beliefs and religious orientations. Appreciating the diversity in these housing patterns and respecting all of them is a great virtue. 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. Adaptability during Covid era.



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



IV b.
Video & Discussion-
Above and Beyond-
Adaptability and
Creativity.

IV c.
Problem
Solving-Group
activity.

IV d.
Role Play-
Building
Resilience



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



1.
Using the 7-step method,
brainstorm with family and find a
solution to a problem you face at
home.

2.
Acquire a new
Life skill

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 Adaptability along with Creativity, Resilience and embracing failure.

IV. Activities & Related Discussion Creativity.

IV a. Discussion

The Covid pandemic has brought about many changes across the world. Businesses have shut, schools have shut, people have lost their lives, jobs. One cannot travel anywhere. No vacations, weddings, malls.

How did people adapt and adjust? Discuss.

- How did your parents adapt to work from home and no house help?
- How did shops adapt?
- How did schools adapt?
- How did you adapt to online learning, no play, no friends and no school?
- Why is adaptability the most important skill in the Covid era?

IV b. Adaptability and Creativity.

<https://www.youtube.com/watch?v=7KMM387HNQk>

Discuss

- Why was everyone at Main School Street yard very excited?
- What contest was being held?
- What was handed out to each contestant?
- What did the contestants do as soon as they got their kit?
- Did Maya follow instructions? What did she do?
- What important skill sets have you observed so far among the contestants?
- What was remarkable about the conversation between the contestant Maya and the other boy?
- What was the end result of their shared skill sets and collaboration?
- How did they adapt and turn the contest in their favour or to their advantage?

IV c. Problem solving

<https://www.youtube.com/watch?v=Ahha-igVmJw>

Discuss

Divide class into groups. Encourage them to brainstorm and arrive at a solution.

- Do you have a problem? Identify it and write it down
- Plan the steps you have to take to overcome the problem. Write them down.
- Execute the plan. Do you come across any problems?
- What is the end result?

IV d. Role Play-Building Resilience.

Gather children around you. Create five teams. State situations

- Arun and Govind are running around in the classroom. It is not safe to do so. Arun trips and hurts his forehead against the corner of a table. Soon there is a big bump on his forehead. What should Govind do?
- Karan is asked to sit out during games, because he did not follow rules. What should he do?
- Manu gets a bad mark on a project assignment. What should Manu do?
- Students are saying mean things about Rhea that are not true. What should she do?
- Someone tells the teacher you were naughty when you weren't. What do you do?

IV e. Problem-Solving Scenarios Challenge

Teach students the steps of successful problem-solving using 7 steps. This is a powerful exercise in Adaptability that will hold them in good stead all their life.

By sharing problems with peers / mentors / family, children will learn to see other points of view about the problem. They now have many options to choose from. Before finalizing on the solution, ask children to consider the pros and cons of the options. Once they have the solution to their problem, they must decide how they will break it into small steps and carry it out. Encourage them to apply their new skills with real-life scenarios.

Step 1-Jot down and discuss the problem

Step 2-Write other points of view

Step 3-Write options

Step 4-Evaluate the options-pros and cons

Step 5-What is the solution

Step 6- Steps to carry it out

Step 7-Evaluate and monitor.

V. Assignments

- Using the 7-step method, brainstorm with family and find a solution to a problem you face at home.
- Acquire a new life skill.

Resources

NCERT Textbook EVS Grade 3

<http://swinburne.edu.au/app/careers-mylead/questionnaire/downloads/Adaptability%20-%20Self%20Help%20Guide.pdf>

<https://www.extendednotes.com/after-school-articles/adaptability-5-strategies-to-teach-this-skill-of-the-future>

<https://www.youtube.com/watch?v=Ahha-igVmJw>

Topic	Values / Life skills integrated & imbibed	Activities
Our Friends-Animals	<p>Core Values Considered: Kindness</p> <p>Other Sub-Values: Compassion, Empathy and Interdependence</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Conversing Skills, Ideating and Imagination, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<ul style="list-style-type: none"> • Story and Discussion-What is Kindness. • Interdependence • Feelings & emotions in animals • Random acts of kindness • Kindness among animals • Kindness towards animals and birds • Journal the different capacities in which dogs serve man? • Build bird feeders.

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop, Mikes. Dice, old bottles to make bird feeders.

Description (of the points of discussion)

The chapter 'Our Friends -Animals' touches upon the relationship between man and animals. Animals are helpless and deserve our love, care and concern. They have feelings and sentiments and must be treated with kindness and compassion. They serve us in innumerable ways, it is up to us to show kindness by providing food and shelter to them in return. There is an interdependence between animals and human beings.

Unit XIX
Our Friends - Animals
Kindness

I. Introduction

In a world where you can be anything: Be kind.-Jennifer Dukes Lee

The chapter ‘Our Friends -Animals’ touches upon the relationship between man and animals. Animals are helpless and deserve our love, care and concern. They have feelings and sentiments and must be treated with kindness and compassion. They serve us in innumerable ways, it is up to us to show kindness by providing food and shelter to them in return. There is an interdependence between animals and human beings.

II. Learning Objectives / Outcomes

Through this chapter the child will be able to achieve the following grade appropriate academic and value-based goals.

- Develop a concern for animals
- State and share the joy of keeping pets
- Comprehend responsibilities towards pets and other domestic animals
- Describe types of food eaten by animals and ways of feeding pet /domestic animals
- Analyse relationship between humans and animals and interdependence between them.
- Compare and contrast the usefulness of having animals in the ecosystem in order to describe the importance of balance in the nature.

III. Process & Action Plan

‘Our Friends-animals’ is not just a chapter about domestic or wild animals or how they are friends to us-It talks about one of the greatest principle of the universe and that is ‘Coexistence’ .Human beings and animals coexist knowingly well that there is a tremendous degree of difference in their minimal existence itself. But they all coexist, adjust and adapt. 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-



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



IV b.
Feelings &
emotions in
animals

IV c.
Random
acts of
kindness

IV d.
Kindness
towards
animals and
birds



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



1.
Journal the different
capacities in which dogs
serve man

2.
Build
bird feeders.

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 Kindness along with compassion and empathy.

IV. Activities & Related Discussion

IV a. Story and Discussion

(The story is about a boy who not only loves animals but is kind to those animals whom no one else wants. Through the story instil in children the value of empathy and kindness to not only animals but also a classmate who is not very popular, an old, lonely neighbour who has no one to talk to or to community workers who serve them.)

The Old Dog

Kartik's birthday was a week away. He would turn 8. His parents had promised him a pet of his own, this year. He was very excited. His mother however had said "Kartik let's not buy a pet, let's adopt one." All Kartik wanted was a pet to play with.

And so, his parents began scrolling through numerous adoption sites for dogs. There were so many cats and dogs that needed a home, some were injured and crippled, rescued from the streets, some abandoned for they were old. Kartik could not believe it! How could people be so insensitive, uncaring and abandon their pets. Animals had feelings too.

Two days later, they came across Naima aunty's farm. She rescued animals and put them up for adoption. She had few volunteers who came bathed, petted and took care of them.

Mother packed some old bowls, rugs and sheets to donate to Naima Aunty. They had bought some treats and food too for the animals there.

It was a tough decision to choose ...Kartik came across a naughty little pup that had been left there because he had chewed upon the owner's furniture! And then his eyes fell upon an old dog in the corner. It lay quietly. It was a furry old dog. Naima aunty said the owner had moved to another country. The dog Fluff was sad and crestfallen.

"Ma, I would like to take Fluff. I want her to feel loved and safe. Let us make her remaining years happy and comfortable." said Kartik, putting his arms around the old gentle dog.

“I am so proud of you my boy!” said Mother and Father.

A pair of loving eyes looked up at Kartik, and gently wagged his tail.

-Shobha Rajkumar

Discussion

- How do you feel when you are kind to animals or other people?
- How could you show kindness to an animal?
- What do you feel about animals/ children/old people, being abandoned?
- How could you show kindness to someone you don't know?
- When was someone kind to you? How did it feel?
- Has someone ever been unkind to you? How did it feel?
- How do you comfort an animal when they are hurt?
- How do you comfort a friend when they are upset?
- When a friend upsets you what do you do?

IV b. Feelings in Animals

<https://www.youtube.com/watch?v=tmnAWmL-sq0>

(2.48 min)

A fake baby monkey with an inbuilt camera was planted in the midst of some langurs. Encourage children to observe the behaviour and reactions of the langurs in the video, when they believe it to be real.

Discuss

- What did an adult langur want to do with the baby langur?
- What happened as the baby slipped from her grasp and fell?
- What did the langurs think had happened to the baby?
- What did the langurs do as the motionless baby lay on the ground?
- How did they react and respond amongst themselves?
- What emotions did the langurs display?
- Is the emotion similar to humans

Elephant matriarch shows kindness to orphans.

<https://www.youtube.com/watch?v=nK7n1EqX1NQ>

(2.27 min)

The video shows a 48-year-old matriarch, a tusker less mother elephant. It is drought, the toughest time of the year. She not only looks after own children/ calves but also the orphan calves of her sister who has been hunted down by poachers. She even cares for unrelated orphans not belonging to her herd. This is the intelligence, kindness and compassion that these animals possess. We have much to learn from them.

Discuss

- Are we as kind and compassionate to one another as these animals?

IV c. Activity-Random act of Kindness

This is an activity that can be carried out daily in class. All you require is a dice and a chart of six activities that may be changed every week. Students have to roll the dice kept on the teacher's table at the start of day and challenge themselves to carry out a random act of kindness corresponding to the number on the dice.

Leave a kind note for someone to brighten up their day.



Say "Thank you" to someone who has helped you.



Offer someone your help.



Say "Hello" to someone you see often but never talk to.



Pay someone a sincere and honest compliment.



Invite someone new to sit with you for lunch.



Other random acts of Kindness.

new during recess. Play with someone

- Let someone go in front of you in line.
- Share with someone.
- Draw a picture for someone.
- Hug someone.
- Read a book to a younger student.
- Make a gift for someone.
- Pick up trash.
- Hold the door open for someone.
- Help teacher clean up.
- Make someone laugh.

- Give someone a high five.
- Help someone with their homework.
- Smile at everyone you see today.
- Teach someone something new.
- Make it a 'No Complain' day. Use only positive words.

Encourage children to suggest a few random acts of kindness they can carry out at school and include them in your list.

IV d. Dispose plastic responsibly.



Discuss

- What are the hazards of not segregating waste?
- What happens when we dispose food in plastic covers?
- What happens when we litter the beach and ocean with plastic?

V. Assignments

<https://www.youtube.com/watch?v=xDa9kPjoqVw>

- What are the numerous ways that dogs help out the law enforcement agencies?
(Dogs are truly man's best friend. They are kind loving and compassionate. Their acute sense of smell sniffs out cancer. Dogs serve as companions and guides to the blind, to those who suffer from epilepsy, they help the law enforcement by sniffing out bombs, hidden explosives, mines, and drugs.)
- Make bird feeders to encourage the endangered sparrows to come back.



Resources

NCERT Textbook EVS Grade 3

https://www.youtube.com/watch?v=-wkdH_wluhw What animals are thinking and feeling and why it should matter. A must watch.

<https://www.youtube.com/watch?v=uyxmUocpEDI> Trained dogs sniffing out cancer.

<https://www.youtube.com/watch?v=07d2dXHYb94> (4.05min) A story on Pip the guide dog.

Topic	Values / Life skills integrated & imbibed	Activities
Left Right	<p>Core Values Considered: Clarity</p> <p>Other Sub-Values: Independence, Trust, Determination Sense of Direction and Integrity.</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Conversing Skills, Ideating and Imagination, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<ul style="list-style-type: none"> • Activity and Discussion-At the Crossroad • Game-Snakes and Ladder with values and vices. • Maze • Chart the path to your goal.

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop, Mikes. Maze, worksheets, board game-Snakes and Ladders with values and vices.

Description (of the points of discussion)

The chapter 'Left-Right' touches upon directions, right, left, up, down, in front of and behind. It speaks about going from one place to another by observing important landmarks on the way to the right and left of you. Maps and symbols have been introduced in this unit. Places in the neighbourhood are assigned specific symbols.

Directions when applied to life can have several meanings. There is an element of trust in a journey when you do not know the way but you trust your parents/ mentors to lead you in the right direction. Very small children implicitly trust their parents or teachers when they journey to an unknown place.

To some it is travelling on the path that leads to your dream or goal. Sometimes we stand on crossroads in life, when options to reach the final destination are many.... some are right, some are wrong. Some paths are riddled with potholes or difficulties but one must persist and walk in the direction of the goal with determination . The child must always keep in mind that steps can always be retraced even if one makes a mistake and one can once again choose another path and set forth in the right direction. Happiness on achieving a goal is manifold only when the methods to reach there were value based, the goal attained with hard work , determination, honesty and integrity.

Unit XXII
Left - Right
Responsibility

I. Introduction

The chapter ‘Left-Right’ touches upon directions, right, left, up, down, in front of and behind. It speaks about going from one place to another by observing important landmarks on the way to the right and left of you. Maps and symbols have been introduced in this unit. Places in the neighbourhood are assigned specific symbols.

Directions when applied to life can have several meanings. There is an element of trust in a journey when you do not know the way but you trust your parents/ mentors to lead you in the right direction. Very small children implicitly trust their parents or teachers when they journey to an unknown place.

To some it is travelling on the path that leads to your dream or goal. Sometimes we stand on crossroads in life, when options to reach the final destination are many.... some are right, some are wrong. Some paths are riddled with potholes or difficulties but one must persist and walk in the direction of the goal with determination. The child must always keep in mind that steps can always be retraced even if one makes a mistake and one can once again choose another path and set forth in the right direction. Happiness on achieving a goal is manifold only when the methods to reach there were value based, the goal attained with hard work, determination, honesty and integrity.

II. Learning Objectives / Outcomes

Through this chapter the child will be able to achieve the following grade appropriate academic and value-based goals.

- Name the things present on left, right, front and behind of an object/place
- Read map/sketch of an area and symbols and signs in them, in order to locate various objects,
- Recognise the need for symbols and signs.
- Draw /make their own signs and symbols and use a key to describe them in a sketch/map.
- Locate a place in the route map using given directions and symbols.

III. Process & Action Plan

Left-Right -is a sense of discipline that one follows while movement. This movement involves the entire body and the mind is the one which directs this movement, the brain supports it by showing the directions. Many students lack the sense of direction and hence this chapter is a very important one for all teachers to bring the children to a better understanding and need for the directions. 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. Game-At the Crossroad



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



IV b.
Game-Snakes
and Ladder

IV c.
Maze



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



1.
Chart the path
to your goal.

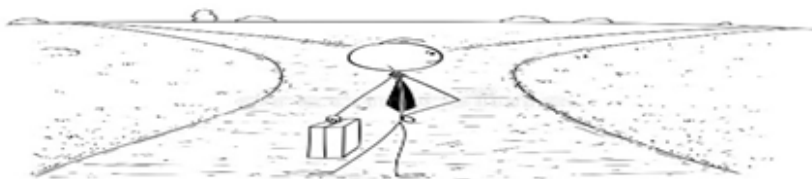
While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity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

IV. Activities & Related Discussion

IV a. At the crossroad



Activity

Gather children around you. First ask them about the literal meaning of directions left, right, in front of, behind, up and down.

Now draw crossroads on the blackboard or on the ground outdoors. Introduce a puppet Babloo.

Pose the situation before them

Babloo has been presented with a goal-a destination, to submit an assignment at the end of the month. The child who presents the best assignment in Babloo's class will be rewarded in front of the whole school. He has four options or paths before him. He can choose any one of these directions. At the end, he would have completed his goal or reached his destination.

Direction 1-Babloo will plan, work every day with sincerity, gather matter and pictures, finish small portions daily. He will do it happily. He is satisfied with the efforts he has put in. the reward does not matter.

Direction 2- He will start working on it two days before, the reward does not matter, he will present the assignment because he has to not because he is interested in doing it.

Direction 3-Babloo will ask his Chacha to complete it for him. His Chacha is very smart and creative. No one will know about it. Babloo will surely win the prize!

Direction 4 -Babloo will not do the project. He will say he is unwell and stay at home on the day of submission.

Children will identify and relate to these options. Discuss which direction they would opt for.

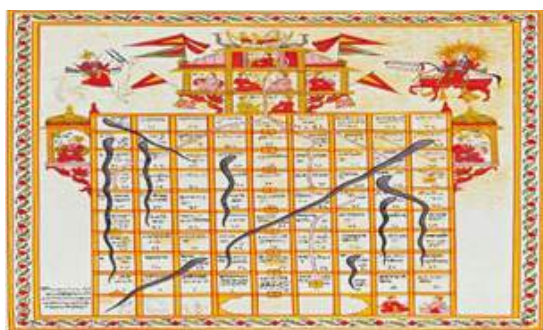
Discuss the values associated with each option.

IV b. Games

1 - Snakes and Ladder

Snakes and Ladders is based on an ancient Indian game that was designed to teach morality. The game was initially devised to teach Hindu principles of virtue, represented by the ladders, and evil, represented by snakes. The goal of the game was to reach spiritual nirvana. Squares that were titled faith, generosity, etc. took the players up the ladders whereas squares such as disobedience, dishonesty, pride, etc. ensured the player tumbled down.

Students have to follow a left to right direction as they move towards the goal. They may meet with quick success; virtues help in moving up ladders', vices will have students tumble down snakes. A board like this can be created and laminated for use in the school. They continue playing till they reach their goal.



IV c. Maze

- 1) Meena wishes to create great music on her guitar. Help her find her path to reach the notes. Write down the steps she should take to reach her goal.



- 2) Help the monkey reach the bananas.

The monkey wishes to reach the bananas. Before him are three paths. Only one is right. If the monkey chooses a path that will lead him to the bone/snake, does he have to be upset? No! He can always come back to the starting point and choose another path, to his goal.



V. Assignments

- Find a goal to focus on, decide what you want of your life this year.
- Create a to-do list for your goals. Come out of comfort zone and take action.
- Jot down your strengths. Now you are ready to go.

- Choose the right path.
- What are the difficulties you may face?
(Do not lose hope, stay positive. Remember you can always turn back in case you make a mistake.)
- What are the values you need to move towards your goal?

Resources

NCERT Textbook EVS Grade 3

<https://www.lifehack.org/articles/communication/7-ways-find-the-right-direction-life.html>

-7 ways to find the right direction in life.

<https://brownbagteacher.com/celebratingstudents/>

Topic	Values / Life skills integrated & imbibed	Activities
Beautiful Cloth	<p>Core Values Considered: Creativity</p> <p>Other Sub-Values: Patience, Hard work and Determination.</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Cognitive Skills, Gross Motor Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices.</p>	<ul style="list-style-type: none"> • Weaving mats. • Celebrating weaves of India • Weavers of own Destiny- Discussion • Block/vegetable printing on a cloth bag.

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop, Mikes. Different coloured paper, scissors, plain coloured cloth bag, acrylic fabric paint, vegetable or blocks for printing.

Description (of the points of discussion)

The chapter 'Beautiful Cloth' offers a glimpse of the magic a weaver can perform on the loom with yarn of various hues, colours and textures. To the weaver the cloth is a canvas to stamp his creativity upon. The artist and the weaver use various techniques like printing and embroidery sometimes adding other embellishment and transforms yarn into beautiful cloth.

As Sant Kabir says our life's canvas is made up of ups and downs like the warp and weft of the weave. We are the weavers of our destiny. With yarns that represent hard work, patience, single minded focus and determination, we have to weave our destiny. The ups and downs or the warps and wefts of weaving represent successes and failures. One must not stop or give up midway till the canvas is complete or the goal is reached.

Unit XXIII
Beautiful Cloth
Creativity

I. Introduction

“Creativity is experimenting, growing, taking risks, breaking rules, making mistakes and having fun.” -Mary Lou Cook.

The chapter ‘Beautiful Cloth’ offers a glimpse of the magic a weaver can perform on the loom with yarn of various hues, colours and textures. To the weaver the cloth is a canvas to stamp his creativity upon. The artist and the weaver use various techniques like printing and embroidery sometimes adding other embellishment and transforms yarn into beautiful cloth.

As Sant Kabir says our life’s canvas is made up of ups and downs like the warp and weft of the weave. We are the weavers of our destiny. With yarns that represent hard work, patience, single minded focus and determination, we have to weave our destiny. The ups and downs or the warps and wefts of weaving represent successes and failures. One must not stop or give up midway till the canvas is complete or the goal is reached.

II. Learning Objectives / Outcomes

Through this chapter the child will be able to achieve the following grade appropriate academic and value-based goals.

- Recognise the differences in clothes with reference to their yarn and texture.
- Visualise various uses of a cloth or material
- Explain technique of weaving and demonstrate using paper strips
- Gain knowledge of different techniques used to make different patterns on clothes.
- Develop creative skills of vegetable printing and other traditional arts to create different patterns.

III. Process & Action Plan

Beautiful cloth brings the lessons of perseverance and the beauty of our own conviction in winning. A fibre that is available in the form of a wood or from animal, remains like that if not handled well. When a human being chooses to weave a fibre into a fabric, what works is the creativity and along with that the design thinking of the human brain-willingness to change, alter, and reorient. A cloth gives beauty, it also when stitched properly becomes an attire that gives safety, security and protection to the people who wear that. 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. Weaving mats.



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



IV c.
Celebrating weaves
of India

IV c.
Weavers of
own Destiny



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



1.
Block/vegetable printing
on a cloth bag.

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 Creativity along with Patience, Hard work and Determination.

IV. Activities & Related Discussion

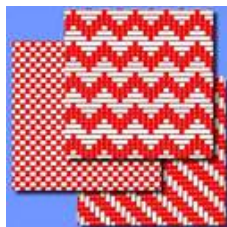
IV a. Creative Time

“Creativity is not a competition.”-Autumn Sky Hall

1. Place different coloured paper for the children to choose from. All have to cut out strips and create two mats. One has to be, using red and white following the teacher’s instructions. The second mat may be a product of their choice and creativity.



First mat



Second mat

Discuss

- Were you happy when you were given a free hand in choosing colours and patterns? or do you prefer to follow as instructed, step by step?
- What is visible in the second mat made by you and your friends?
- Why was it possible for you to display your creativity the second time around?

- What qualities do you think students who attempted complex patterns possess?
(Patience, Creativity, determination to succeed)
Each creation is unique like the person who created it.

IV b. Weavers of India-

<https://www.youtube.com/watch?v=2dVyqj7CjrY->

National Handloom Day is celebrated on Aug 7th. Have students take pride and come dressed in traditional clothing of different States of India. Alternatively they may bring and display clothing of different textures, materials and States.



Have the class observe the different material it is made from like cotton, khadi, linen, silk, wool, jute and nylon. Encourage children to feel them, observe them keenly, observe the weave, colours and embroidery. Once they have appreciated the clothing

Discuss

- Do all the people in India dress similarly?
- How would it feel if everyone wore the same kind, same coloured clothing?
- What do you think determines the material used to make their traditional attire?(Climate)
- Where was it manufactured and by whom?(Factory workers or loom workers)
- From where did the factory or the weavers at the loom procure the raw material?
- Who transported it?
- Who sowed the cotton and jute plant?
- How was wool and silk procured?
- What values does a weaver teach us?
- Have you observed a worker in a loom?

(arrange for a field visit to a nearby loom or show them a video.)

<https://www.youtube.com/watch?v=gFFxHmTqqyo> Man weaving Patola sarees on a loom in Gujarat.

The activity above aims to foster respect, appreciation and gratitude for the weavers and others who make the journey of yarn to cloth possible. The weavers work on the loom for days, weeks and months to complete a product at time. As Gandhiji advocated we must use handloom and khadi to encourage the weavers and prevent their art from dying.

Jot down the names of people and animals who have contributed to the clothing you wear.

IV c. Weavers of own destiny.

Discussion

- Does the weaver begin to weave, without having the image of the final product in mind?
- Once he decides how he wants the sari or material to look like ,what does he have to do?
- Just like the weaver, what is the goal or dream you have for yourself?
- Like the different coloured yarn that the weaver uses to create a beautiful image what will you use, to realise your goals? Ho do you plan to write/weave your destiny?

V. Assignments

Print with vegetables or blocks and make an attractive cloth bag to be used in place of plastic.

Resources

NCERT Textbook EVS Grade 3

https://www.youtube.com/watch?v=K6Nt_msD1nk Fabrics of India

<https://www.youtube.com/watch?v=61BvVonIxN8> Embroidery of India.

<https://www.youtube.com/watch?v=9OHbJQ90hfY> Traditional Indian weaving

<https://www.southindiafashion.com/2018/01/7-creative-ways-reuse-old-dupattas.html> Creative ways to recycle and reuse an old dupatta.

Topic	Values / Life skills integrated & imbibed	Activities
A Web of Life	<p>Core Values Considered: Interdependence</p> <p>Other Sub-Values: Sharing, Thankfulness and 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, Interpersonal Skills.</p>	<ul style="list-style-type: none"> • Nature walk & Story-Grandpa's Wonderland. • Video & Discussion-Animal's dependence on trees. • Food Chain Song & Dramatization • Puppet Show-Food Chain Preparation of stick puppets for puppet show. • Model of a food chain

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board, Computer, Laptop, Mikes, covers to collect materials, magnifying lens, camera, binoculars, and jars for briefly holding insects.

Sticks and animal printouts of Mama zebra, baby zebra, ostrich, buffalo, giraffe, gazelle for puppet show, colouring material.

For Dramatisation of song, props/face mask or head gear of bear, fox, rabbit, plant, sun, water, shark, small fishes, aquatic plant, lion, cheetah and gazelle may be made.

Description (of the points of discussion)

All living beings depend on the environment for air, sunlight, water, food, clothes and shelter. Food is derived from plants and animals. Raw material for our clothes come from animals and plants. Every species is linked, directly or indirectly, with a host of others in the ecosystem. Plants provide food and shelter for other organisms and animals help plants in pollination.

Interdependence can be a connection or dependence between people, amongst family members, between teachers and students, community and community workers, regions, nations, or even businesses. The chapter 'Web of life' helps us appreciate the interdependence among species and among living and non-living in the environment. Interdependence in turn teaches us all about sharing, gratitude and thankfulness.

Unit XXIV
Web of Life
Interdependence

I. Introduction

All living beings depend on the environment for air, sunlight, water, food, clothes and shelter. Food is derived from plants and animals. Raw material for our clothes come from animals and plants. Every species is linked, directly or indirectly, with a host of others in the ecosystem. Plants provide food and shelter for other organisms and animals help plants in pollination.

Interdependence can be a connection or dependence between people, amongst family members, between teachers and students, community and community workers, regions, nations, or even businesses. The chapter 'Web of life' helps us appreciate the interdependence among species and among living and non-living in the environment. Interdependence in turn teaches us all about sharing, gratitude and thankfulness.

II. Learning Objectives / Outcomes

Through this chapter the child will be able to achieve the following grade appropriate academic and value-based goals.

- Appreciate the interdependence of organisms on each other and things.
- Identify various things they need in life to live.
- Recognise food chain and food web existing in nature.
- Realise the need to protect nature for existence of mankind.

III. Process & Action Plan

This chapter brings out the beauty of coexistence and interdependence. Every little thing in the universe is needed for the other to live and mutually everything is dependant. Just as how a web created by a spider is interconnected, every activity of the living being is connected with the other. When any part of the web is spilt or cut, the spiders existence is in danger. so is the fate of all living beings. Mutual respect, acknowledging the service

A. Introduce the **context activity:**
IV a. Nature walk & Story-Grandpa's Wonderland.



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



IV b.
Video & Discussion-
Interdependence
between Animal &
Plants Kingdom.

IV c.
Dramatization-
Food Chain
Song

IV d.
Puppet Show
-Food Chain



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



1.
Creativity-Make
a model of the Food
Chain.

2.
Colour and prepare stick
puppets for the puppet show
on Food chain.

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 Interdependence along with Sharing, Thankfulness and Gratitude.

IV. Activities & Related Discussion

IV a. Story-Grandpa's Wonderland.

Om's grandfather was robust and healthy. He loved to hang all day out in his garden. He called the plants, trees and flowers there, his children.

Om too loved pottering around with his grandfather. He had his own shovel and watering can. He helped his grandfather dig, pull out weeds, sow seeds and water the plants.

“Look Grandfather!” said Om moving a big rock from the vegetable patch. “There are so many earthworms, bugs and insects in the soil under the rock!”

“Earthworms dig the soil Om, they are very important in our eco system” said grandfather, who was putting manure around the trees. Grandpa had big trees out in his courtyard... jackfruit, coconut, banana, mangoes, guava and neem. They gave plenty of shade and fruits all year round. Flowers and orchids grew in pots.

Om's father was a photographer and grandfather's garden was a photographer's delight! Papa's camera went click! Click! Click as bees settled on flowers, crows feasted on mangoes, parrots on guava.

“Grandfather! Look our mangoes are being eaten by those crows! Why don't you shoo them away?” Om would ask.

There are plenty of mangoes Om, enough for us and the birds too! If it were not for the birds the entire crop would have been destroyed by insects.

Just then Om saw his long-tailed friend arrive from the adjacent temple. They loved mangoes!

“Do you know Om, we all need one another; we are interdependent on one another for our needs. Nature's bounty is for all of us to share.”

“The food you eat, the home you live in, the clothes you wear is all thanks to these wonderful trees and plants!” said grandfather.

“Yes Grandfather, our home is made from the wood our trees provided us, we have ample

water in the well to water all the trees, drink and wash, the trees give us fruits, our cow gave the manure you just put around the trees!” said Om excitedly.

“You are very smart Om, come let me show you the wonders of nature, how the sun, water, air, soil, these birds and animals all help one another and live in harmony. We have a great responsibility to protect this beautiful ecosystem, we have been blessed with.” said Grandfather

Om settled down besides grandfather to watch some very interesting videos. Come let us join him!

Original Story-Shobha Rajkumar

IV b. Animal's dependence on plants and trees.

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

After viewing the video on how nature shares its resources with animals and birds, grandfather asked Om these questions. Help Om answer them.

- Why should monkeys and giraffes be thankful for trees?
- Where do birds build their nests?
- What do bees and hummingbirds get from flowers?
- What do trees provide squirrels?

IV c. Food Chain Song

This song may be sung and dramatized by the children. The song teaches them the value of interdependence and links in the food chain. Children can play the role of lion, cheetah, bear, fox, rabbit, deer, sun, water, soil air, shark, small fishes & aquatic plants. Head masks with simple cut outs of animals may be provided to them. Refer to the link for the tune.

<https://www.youtube.com/watch?v=5Gv9yuN2Ch8>

Chorus - Who eats what and what eats who

Who eats me and who eats you

I got some news, It's not a game

We are all just links in the food chain! (2)

1. Where do we get our energy
By eating food, we catch and see
Plants and meats, they both contain
Energy for the food chain (2)

2. Mama said, you better watch out, big bears hungry and he's prancing all about (2)
But I went outside anyway, and I met the bear that very day
Yes, but I went outside anyway, and the bear wasn't really hungry that day.
Cos the bear ate the fox, and the fox ate the rabbit and the rabbit ate a plant that made its own food. (2)
Producers make their own food.

Repeat Chorus

3. Producers like things we sow
Those use sun and water to grow, what they do we can conclude
Use photosynthesis to make their food
photosynthesis to make their food.
4. Mama said, you better watch out, shark is hungry, and she is swimming all about (2)
But I hit the water anyway and I met the shark that very day
Yes, I hit the water anyway, but the shark wasn't really hungry that day
Cos the shark ate the big fish who'd eaten a small fish who'd eaten the plankton that made its own
Phyto plankton made its own food.

Repeat Chorus

5. Consumers hunt and some they graze
Some are predators some are prey
What they do they eat you see
Need food for their energy
They need food for their energy.
6. Mama said, you better watch out, lion is hungry, and he is sniffing all about (2)
But I ran in the grasslands any way and I met the lion that very day
Yes, I ran in the grasslands any way and the lion wasn't really hungry that day
Cos the lion ate a cheetah that had eaten a gazelle that has grazed upon some grass that had made its own food
Producers make their own food

Repeat Chorus

IV d. Puppet Show-Food Chain

Teachers or students of Grade 5 may put up this puppet show for Grade 3 students, to show the interdependence in nature. Preparation of puppets may be given as an assignment to children. They can colour animal printouts and prepare stick puppets.

Narrator - Once upon a time, a young zebra was walking through the Savannah grassland, when he came upon large herds of gazelle, zebras, elephants, giraffes' ostriches and buffaloes.

Gazelle - Hey baby zebra where are you off to?

Baby zebra - Good morning gazelle, I'm off to meet my friend.

Elephant - Why are you alone?

Buffalo - Yes, where is your mother?

Baby zebra - Oh, mother is a little busy. She asked me to go out and play.

Giraffe - Be careful, I can spot a lion cub in the distance. Its mother too may be around.

Narrator - The baby zebra wanted to meet and be friends with the lion cub.

Baby Zebra - Good Morning lion cub, want to be friends with me?

Lion Cub - Silly zebra! Zebras and lions can't be friends.

Baby Zebra - Why can't we be friends?

Lion Cub - Because I'll eat you up.

Narrator - Then, the lion cub gave out a baby roar and ran off. The zebra ran home with tears in his eyes.

Mama Zebra - Little zebra, why are you crying?

Baby Zebra - Mama, I asked a lion cub to be my friend, and he said zebras and lions could not be friends. He said he would eat me up!

Narrator - The zebra's mother, a little shocked gave him a hug.

Mama zebra - The lion was right. Zebras and lions can't be friends, my dear. You shouldn't have strayed far away from the herd.

Baby Zebra - But would he really eat me up mother?

Mama zebra - It's possible. Zebras have to be careful around lions, they're part of the same food chain.

Baby zebra - What's a food chain?

Mama zebra - A food chain connects the animals and the things they eat. Tell me, what is your favourite food my little one?

Baby zebra - I guess I'd say grass, mother.

Mama zebra - So grass, zebras and lions are all part of the food chain.

Baby zebra - Is anything else a part of the food chain?

Mama Zebra - Well the sun is also part of the food chain because it helps the grass make its food.

Baby Zebra - What about other animals? Are they part of the food chain?

Mama Zebra - Everything that lives is part of a food chain. Take your friend hawk. What does he eat?

Baby Zebra - He likes to eat mice.

Mama Zebra - The hawk eats mice, and what do the mice eat?

Baby Zebra - Mice eat fruit.

Mama Zebra - And where do the fruit plants get the energy to make their food?

Baby Zebra - Oh I get it, the sun helps the fruit trees make food, the mice eat the fruit and the hawk eats the mice. Sun, fruit, mice, hawk is a food chain.

Mama Zebra - Right!

Baby Zebra - Mama, I am going to look for more food chains.

Mama Zebra - Be careful little one. Wait, I too shall come with you.

Narrator - “you never know when you might be a part of a food chain!” said Mama Zebra to herself, sighing and worried about her little one.

V. Assignments

1. Make a model of the Food Chain.
2. Preparation of puppets may be given as an assignment to children. They can colour animal printouts and prepare stick puppets.

Resources

NCERT Textbook EVS Grade 3

<https://www.youtube.com/watch?v=QMYKqSSAQjk> Video -Web of Life

[https://www.ck12.org/biology/interdependence-of-living-things/lesson/Interdependence-of-Living-Things-BIO/#:~:text="](https://www.ck12.org/biology/interdependence-of-living-things/lesson/Interdependence-of-Living-Things-BIO/#:~:text=)

<https://youtu.be/zTGcS7vIqbs> Symbiosis or interdependence.

<https://fl-pda.org/independent/courses/elementary/science/section2/2i2.htm> Interdependence of Living Things.

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EVS
Grade III

Integration of Values

Teacher's Manual

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