



**HEM *harmonize***

EVS  
Grade IV

# 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 IV

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## Preface



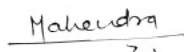
It gives immense pleasure to all of us at HEMA Foundation in presenting the “Teacher Manual for Value Integration” from Grade I to Grade X to our beloved teaching fraternity in school education. Teachers are the corner stones in building the huge edifice for the student community and they are the driving 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 behaviour the judgement of how important that value is to him in his life. In nut shell we can say, "Value is a preferential behaviour". 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, swachchhata, 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.”

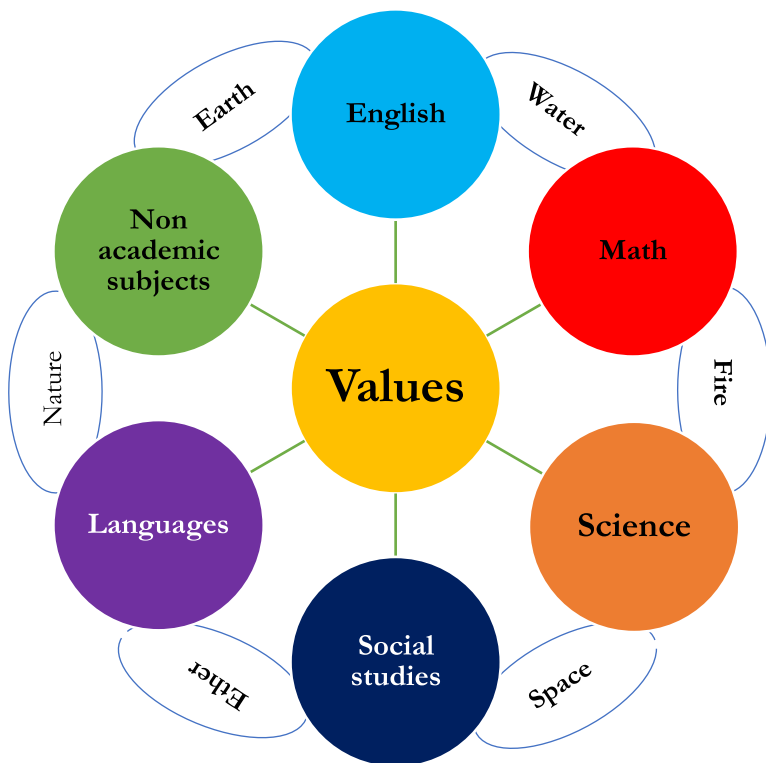
The new NEP and therein the NCERT insist on integration of values with essential subjects. Nature is the mother of all knowledge- Every learning that takes place with human beings is connected through the mind and intellect. While giving food for thought at the intellectual level, teachers have to supplement 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





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## Unit 1 & 5

### Going to School & Anita and the Honeybees

Topic	Values / Life skills integrated & imbibed	Activities
Going to School & Anita and the Honeybees	<p><b>Core Values Considered:</b> Determination</p> <p><b>Other Sub-Values:</b> Hope, Perseverance, Responsibility, Gratitude and Confidence.</p> <p><b>Life Skills:</b> Observation, Listening Skills, Thinking Skills, Communication Skills, Conversing Skills, Thinking, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>The Journey</p> <p>Are punishments necessary?</p> <p>Night schools.</p> <p>Research the journey of a personality who rose from humble beginnings to fame with the help of education, determination and perseverance</p>

### Materials / Resources needed

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

## Description (of the points of discussion)

‘Going to School’ and ‘Anita and the Honeybees’ are about children who thirst for education. They are willing to go to any lengths to receive formal education, as education alone holds the key to a better tomorrow.

‘Going to school’ is about children all over, in India and the world who in their quest to get an education embark on difficult, unimaginable journeys to school. The hope that education will transform their lives makes it worthwhile to travel long distances on foot, or by bus, boat, bicycle, carts pulled by camels and bullocks, rickshaw, or rope bridges. They brave deserts, mountain rocky terrain, jungles, rivers, torrential rain, layers of deep snow and ice. Those who get educated against all odds become a source of inspiration to generation next.

This chapter ‘Anita and the Honeybees’ is an extraordinary tale of an ordinary girl, Anita Kushwaha, a ‘Girl Star’ who hails from Bochaha village, Bihar. She followed her dream with grit and determination, encountering many obstacles to educate herself. Initial stiff opposition from family, gender discrimination in the community, bullying tactics from the boys, nothing deterred Anita from giving tuitions and rearing honey bees, going to college and imparting the value of education and skill development to the community she lived in. Her new found confidence and Independence became a source of inspiration for others.

## Unit 2

### Ear to Ear

Topic	Values / Life skills integrated & imbibed	Activities
Ear to Ear	<p><b>Core Values Considered:</b> Appreciation.</p> <p><b>Other Sub-Values:</b> Care &amp; Share and Self - Acceptance.</p> <p><b>Life Skills:</b> Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Riddle Time and Sorting activity! Key to Happiness -Self Awareness and Self Acceptance of one's own strengths and limitations.</p> <p>Save the Tiger-Video and Discussion.</p> <p>Poster making and Awareness campaign - Save the Tiger.</p>

### Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop, Mikes. Charts to prepare riddle flashcards, prepare posters and put up limitations and strengths of individual child.

## Description (of the points of discussion)

"The greatness of a nation and its moral progress can be judged by the way its animals are treated." — Mahatma Gandhi

The chapter touches upon features like ears and skin patterns on animals. Ears that are visible and invisible and ears of different numbers, shape, size and location. The chapter further talks about animals with hair or feathers on them and animals that lay eggs or give birth to babies. Our National animal and its dwindling numbers is a matter of grave concern and has been highlighted here.

Children innately are wired to care for animals. Given this foundation, we can instil in them greater love, kindness and respect for these animals.



**Unit II**  
**Ear to Ear**  
**Appreciation & Care and Share**

## **I. Introduction**

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*"The greatness of a nation and its moral progress can be judged by the way its animals are treated."*  
—Mahatma Gandhi

The chapter touches upon features like ears and skin patterns on animals. Ears that are visible and invisible and ears of different numbers, shape, size and location. The chapter further talks about animals with hair or feathers on them and animals that lay eggs or give birth to babies. Our National animal and its dwindling numbers are a matter of grave concern and has been highlighted here.

Children innately are wired to care for animals. Given this foundation, we can instil in them appreciation, greater love, kindness and respect for these animals.

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

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

- Demonstrate an understanding of differences between animals that give birth and lay eggs.
- Develop and exhibit appreciation for animals
- Student will introspect and have a better understanding and acceptance of his strengths and limitations.
- Develop an attitude of empathy and caring attitude towards animals and strive to protect them from extinction.

### III. Process & Action Plan

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Children learn by example, teaching kindness and respect for animals is the first step in teaching them empathy. 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:  
Riddle Time and Sorting activity!  
Value developed: Appreciation



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



IV b.  
Key to  
Happiness  
Value-  
Self -acceptance

IV c.  
Save the Tiger-Video and  
Discussion.  
Value-Caring and Sharing.



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



1.  
Create posters, run an awareness  
campaign on 'Save the Tiger.'

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, Care & Share and Self -Acceptance.

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

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### **IV a. Riddle Time!**

Gather children outdoors. Have a set of riddles describing the distinct features of animals such as ears, patterns, special parts etc. egg

- I am the biggest land animal. I am grey, have two large fan shaped ears and a long trunk. Who am I?
- I live in a farm, am yellow in colour. I hatched from an egg. I am always looking for grains and worms. I am afraid of the hawk. Who am I?
- I am a big striped cat but we are getting fewer and fewer. Who am I?
- I'm a pet. I'm crazy about carrots. I have long ears. Which animal am I?
- I have eight legs and I eat insects. Who am I?
- I am the tallest animal, my tongue is 18 inches long, I have a long neck and an enormous heart. I need only 30 min of sleep, I have two hair covered horns, I drink water once every couple of days. Who am I?

Similarly, you may create 20 or more riddles on other animals and birds.

Once children guess the animal ask them to pick the flashcard of the animal/bird/insect they guessed. Encourage them to observe, appreciate and discuss about the spots, colour, hair and pattern on the body, it's ears and other features.

Place two baskets. Ask children to place animals with ears in one basket, and those with no ears in the other basket.

The primary aim of this activity is to develop awareness and appreciation for the animals around them. You may then draw their attention to the fact that all animals who have hair and patterns on their body and whose ears are visible give birth to young ones and the others lay eggs.

#### IV b. Key to Happiness.

*"Animals are the bridge between us and the beauty of all that is natural. They show us what's missing in our lives, and how to love ourselves more completely and unconditionally. They connect us back to who we are, and to the purpose of why we're here." — Trisha McCagh*

Self -esteem and Self- acceptance are vital to our happiness. Though we must always strive to deliver our best we must also accept our limitations, be aware of our strengths and feel good about ourselves. The ostrich or the penguin does not brood over being unable to fly. The ostrich can be proud of being the fastest runner and the penguin about being an excellent swimmer. Diversity is what makes us interesting.

**Activity:** Place a chart. Have two columns on it. One stating 'My Strengths' and the other 'My limitations'. Have each child come and write their limitation and strength. Put up the chart.

#### IV c. Save the Tiger.

*"The greatness of a nation and its moral progress can be judged by the way its animals are treated." — Mahatma Gandhi*

<https://video.search.yahoo.com/search/video?fr=mcafee&p=save+the+tiger+song#id=10&vid=dd784e72f9dbecbc50dd8fff614bbd4cd&action=view>

Discuss in class on the decline of the tiger population. From a 100,1000 tigers a hundred years ago, today there are fewer than 4,000 of these animals. As demand for tiger products continue, these already endangered big cats are being driven towards extinction. In India only 2967 tigers survive in the wild. Poaching and climate change have taken a heavy toll. The Earth belongs to the animals as much as it does to us.

#### Discuss

- Why do people kill tigers? Discuss the different reasons.
- Do tigers kill simply?
- What is the difference between the tiger's hunt and man's hunt?
- Why are they illegally smuggled to China?
- What is the fate of the cubs after the tigress is killed?
- How will our eco system be affected if tigers become extinct?
- What measures must be taken to protect the tigers?

## V. Assignments

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Assignment -Make posters, create awareness and run a ‘Save the tiger’ campaign.

## Resources

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NCERT Textbook EVS Grade 4

<https://www.youtube.com/watch?v=qhrT0v7QSvc> - What's Driving Tigers Toward Extinction? | National Geographic

<https://video.search.yahoo.com/search/video?fr=mcafee&0:14/5:46>

p=save+the+tiger+skits+youtube#id=21&vid=c8c21031a60ccfc32246bb131c4b604e  
&action=view – Protecting endangered species

<https://www.youtube.com/watch?v=B3VH-vDrMwo> India's Tigers: A Threatened Species-Ranthambore Tigers

## Unit 3

### A Day with Nandu

Topic	Values / Life skills integrated & imbibed	Activities
A Day with Nandu	<p><b>Core Values Considered:</b> Kindness</p> <p><b>Other Sub-Values:</b></p> <p><b>Life Skills:</b> Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Discussion, Scrambled words related to Kindness and Kindness Quilt .</p> <p>Elephant's lesson in compassion.</p> <p>Video &amp; Discussion- Interdependence among animals, among family members and at school.</p> <p>Poster making-Ban cruelty to animals.</p> <p>Ripples of Kindness- Perform selfless acts of kindness.</p>

### Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop, Mikes. Coloured square sheets to assemble a quilt. Charts and colouring material for posters. Print outs of pictures/ PPT slides related to animal cruelty for picture talk.

## Description (of the points of discussion)

‘A Day with Nandu’ is about Nandu the baby elephant and lends an insight into the ways of a herd of elephants comprising of the females and their young ones, led by the leader, the oldest female who takes decisions and takes care of the family with compassion and kindness. The elephants move, play together in mud and water, eat twigs and leaves, bond and care for one another.

The chapter also focusses on animals like snakes, monkeys, horses and bears among many others like dolphins, elephants who are taken out of their natural habitat, kept in captivity, tamed and broken to perform at the circus, on the streets and at water parks. Poaching and cruelty to animals can be condemned and outlawed only by non-participation in those activities that support it..



**Unit III**  
**A Day with Nandu**  
**Kindness and Compassion**

### **I. Introduction**

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‘A Day with Nandu’ is about Nandu the baby elephant and lends an insight into the ways of a herd of elephants comprising of the females and their young ones, led by the leader, the oldest female who takes decisions and takes care of the family with compassion and kindness. The elephants move, play together in mud and water, eat twigs and leaves, bond and care for one another.

The chapter also focusses on animals like snakes, monkeys, horses and bears among many others like dolphins, elephants who are taken out of their natural habitat, kept in captivity, tamed and broken to perform at the circus, on the streets and at water parks. Poaching and cruelty to animals can be condemned and outlawed only by non-participation in those activities that support it. Compassion is one of the highest virtues, one can possess for fellow human beings and animals.

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

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

- Demonstrate an understanding of how a herd of elephants live.
- Demonstrate an understanding of the symbiotic relationship that exists in nature.
- Imbibe value of compassion from animals and demonstrate kindness to one and all.
- Display empathy and compassion for animals held in captivity.
- Make a conscious decision not to partake in activities that treat animals cruelly.
- Create awareness against poaching and cruelty to animals.

### III. Process & Action Plan

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Compassion and kindness mean wanting another being to be free of suffering. An act of kindness leads to another being's happiness. Compassion and kindness are a sign of strength. Your role as a teacher is significant, as you have the power and the means to instill these values and 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:  
Discussion, Scrambled words and Kindness Quilt  
Value-Kindness



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



IV b.  
Elephant's  
lesson in  
compassion  
Value-  
Kindness

IV c.  
Picture Talk-  
Amusement  
Vs Suffering  
Value-Empathy  
& Sensitivity.

IV d.  
Video & Discussion-  
Interdependence among  
animals, among family  
members and at school.  
Value-Interdependence



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



1.  
Create a ripple of kindness,  
perform a selfless act of kindness  
for those less fortunate than you.

2.  
Create posters on ban  
to cruelty on animals.

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, Politeness, Respect, Empathy and Interdependence.

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

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### **IV a. Kindness Matters.**

Gather children around you

#### **1. Discuss**

What would you do if...?

- You saw a classmate looking sad?
- You saw a classmate playing alone in the playground?
- You saw a teacher carrying a pile of books?
- Why does kindness matter?
- What are the small little ways you can be kind at home, in the community you live in?
- What do you do when you realize you have been unkind?
- What do you expect in return for kindness?
- Share real life experiences in class-How did you feel when someone was kind to you by way of words or deeds?

#### **2. Activity-Unscramble the given words to find the ingredients of kindness**

**MOSCPISSANO** – (COMPASSION)

**EPTYMAH** – (EMPATHY)

**PSOSLEINTE** – (POLITENESS)

**TCEPSE** – (RESPECT)

#### **2. Kindness Quilt**

Create a kindness quilt in class, on a long soft board or across the school hallway. Give each child a few squares. Ask them to perform an act of kindness, draw or write about it

on the given square. Share details with the class. Create a quilt featuring all the acts of kindness.

As kindness blooms and grows, so will the quilt!

#### **IV b. Elephants take care of orphaned babies.**

<https://www.youtube.com/watch?v=nK7n1EqX1NQ>

The 48-year-old tuskless elephant matriarch teaches us a lesson in compassion. When the poachers kill her sister, she takes her young calves under her wings. During the most difficult and trying drought she allows other unrelated orphans too to tag along with her family.

#### **Discussion**

- Who is Cinnamon?
- What happened to her sister?
- Why do poachers kill elephants?
- What happens to the young ones in such situations?
- What lesson does Cinnamon convey to us?
- Is her goodwill and kindness limited to only her family?
- Is it easy being generous and kind in difficult situations?
- Why does kindness matter?
- Share some real-life examples of kindness

#### **IV c. Picture Talk-Amusement Vs Suffering**

Children need to understand the price animal pay to entertain us. If we shun the Circus, Sea world, street shows, such activities will cease to exist. Encourage children not take part in animal photo or handling opportunities anywhere. Many animals will have been badly handled or taken early from their mothers. Avoid buying products made from animals – such as cosmetics, shells, seahorses, teeth and bones.

Avoid animal rides on non-domestic animals such as elephants, often animals are not well cared for, have ill-fitting equipment and suffer significantly while being tamed. Domestic animals such as horses, donkeys and camels, too are overworked, rides on them must be avoided as far as possible

Given below are examples of the kind of pictures you may show them.



### Picture talk & Discussion

- Have you been to a circus, zoo or water world?
- How do trainers gain dominance over wild animals?
- Which are the animals used in circus and the entertainment industry?
- What happens to wild animals when they are kept in captivity?
- How can you do your little bit in putting an end to animals being used for entertainment.

How can you be an animal friendly tourist?

### IV d. Interdependence

When two or more people in a family, classroom or community work together with mutual love and respect on a common activity or toward a common goal the relationship may be called as one of Interdependence. In the animal kingdom too, we see coexistence and helping one another.

<https://www.youtube.com/watch?v=LCJazG-Cds> egrets helping buffaloes

<https://www.youtube.com/watch?v=rtULCsXH9o> bird helping rhino

Cattle egrets eat little bugs that bite and tend to bother the cattle. The Buffalo and the egrets receive benefits from the relationship they share with one another. The ticks can transfer diseases to the Buffalo. The place where the ticks suck blood from the Buffalo

can become a site for infections. The ticks provide a food source for the egrets. The Buffalo also provide protection for the egrets.

### **Discuss**

- What can we learn from the egret and the buffalo?
- How do they coexist and help one another?
- Do you have such a mutually beneficial relationship at home with your family and at school? Share how.

### **V. Assignments**

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- Perform a selfless act of kindness for those less fortunate than you. Create a ripple of Kindness.
- Make posters and create awareness to ban cruelty to animals.

### **Resources**

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NCERT Textbook EVS Grade 4

<https://sentientmedia.org/animals-in-entertainment/> - Animals in captivity (an excellent article)

## Unit 4

### The Story of Amrita

Topic	Values / Life skills integrated & imbibed	Activities
The Story of Amrita	<p><b>Core Values Considered:</b> Nature's Love</p> <p><b>Other Sub-Values:</b> Kindness, Gratitude and Mindfulness in Nature.</p> <p><b>Life Skills:</b> Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Mindful Walking</p> <p>Video and Discussion-Bishnois of Rajasthan</p> <p>Kindness towards environment-Work of Peepal Baba.</p> <p>Preparation of a bird feeder from an old bottle, water bowls and mud baths with coconut shells.</p> <p>Documentation of visits by birds and squirrels.</p> <p>Adopt a tree, nurture it, document its growth and draw strength from it.</p> <p>Write down the values you learn from trees.</p>

### Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop, Mikes.  
Coloured square sheets to assemble a quilt. Charts and colouring material for posters.  
Print outs of pictures/ PPT slides related to animal cruelty for picture talk.



## Description (of the points of discussion)

The Story of Amrita as the name suggests is about Amrita from Khejadli village near Jodhpur Rajasthan. The village was named after the invaluable Khejadi tree that grew in plenty there. Amrita belonged to the Bishnoi tribe who believes “Agar perh hain to hum hain.” “Plants and animals can survive without us, but we cannot survive without them.” Three hundred years ago, Amrita and her daughters lay down their lives along with many others protecting trees.

Reckless hunting for sport and poaching for their valuable skin and horns have brought many animals close to extinction. Her sacrifice and the ways of the Bishnoi tribe must serve as a reminder to us to appreciate value and protect the ecosystem on which we are so dependent for our survival.

**Unit IV**  
**The Story of Amrita**  
**Nature's Love**

### **I. Introduction**

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The Story of Amrita as the name suggests is about Amrita from Khejadli village near Jodhpur Rajasthan. The village was named after the invaluable Khejadi tree that grew in plenty there. Amrita belonged to the Bishnoi tribe who believes “Agar perh hain to hum hain. “Plants and animals can survive without us, but we cannot survive without them.” Three hundred years ago, Amrita and her daughters lay down their lives along with many others protecting trees.

Reckless hunting for sport and poaching for their valuable skin and horns have brought many animals close to extinction. Her sacrifice and the ways of the Bishnoi tribe must serve as a reminder to us to appreciate value and protect the ecosystem on which we are so dependent for our survival.

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

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

Student will

- Demonstrate an understanding of the importance of trees and animals in the eco system, and the need to preserve them.
- Honor and respect the sacrifice made by Amrita Bishnoi.
- Appreciate and imbibe values and ideals practiced by Bishnoi tribe today.
- Develop appreciation, gratitude, kindness and love for Nature

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

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Your role as a teacher is significant, as you have the power to instil values of kindness, compassion and gratitude for trees and nature through stories, songs, discussions and other activities. 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:

Introduce the **context** activity:  
Activity-1. Mindful Walking  
2. Save the Tree, Breathe Free!  
Value-Appreciation and Mindfulness.



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



IV b.  
Video and Discussion-  
Bishnois of Rajasthan  
Value-Kindness

IV c.  
Kindness towards  
environment-Work of  
Peepal Baba.



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



1. What in nature are you most grateful for? What are the values you learn from trees?
2. Make a bird feeder from an old bottle, create water bowls and mud baths with coconut shells. Document visits by birds and squirrels.

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 Nature’s Love along with Kindness, Gratitude and Mindfulness in Nature.

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

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### **IV a.**

#### **1.Mindful Walking**

Take your students out for a ‘Mindful walk’. Encourage them to pause, appreciate and enjoy the nature around them, listen to sounds in nature, collect fallen leaves, jump in puddles, if its rainy season, see, smell, hear and feel nature. Lie down or walk barefoot on the grass, observe the birds.

#### **2. Save the Tree, Breathe Free.**

<https://www.youtube.com/watch?v=xThlceHTduw&t=128s>

Discuss on the importance of trees. What do trees do for us?

### **IV b. Bishnois of Rajasthan.**

The Bishnoi tribe is a source of great inspiration for their contribution towards safeguarding the flora and fauna in the ecosystem for decades. The famous Chipko Movement got its inspiration from Amrita Bishnoi, her daughters and other women who laid down their lives to save the Khejri trees.

You may play this video and ask questions as the documentary progresses.

<https://www.youtube.com/watch?v=KOAiDFq6-1A>

### **Discussion**

- Where do the Bishnois live?
- Describe the climatic condition in the Thar desert?
- What is special about the Khejadli tree?
- What is religion to the Bishnoi tribe?

- Why do the Bishnois bury their dead instead of cremating and walk miles to collect fallen firewood?
- How do the women take care of new born animal orphans?
- What do they use as fuel in place of firewood?
- How do the Bishnois take care of Black bucks and Antelopes?
- Who was Amrita Bishnoi? Describe the Khejadli massacre.
- Why are the Bishnois more prosperous?
- How do the deer and antelope graze in green fields despite Khejadli being in Thar desert?
- Under whose threat do the Bishnoi tribe live now? Who sacrificed his life, in 1996 protecting the animals from poachers?
- What happened in 1998?

#### IV c. 'Do something kind for the Environment'

A canopy of trees, forests are essential for our survival. There will be no rivers without trees, no animals without trees. Without water, trees and animals, man too will cease to exist. We have to stop treating trees as a commodity.

<https://www.youtube.com/watch?v=1INz2HHL-5M> One man, 10 million trees-Peepal Baba.

#### Discuss

- Who is Peepal Baba? How did he acquire this name?
- Name the trees, he has grown.
- In school, at the age of 10, who inspired and instilled in him, a sensitivity towards the environment?
- When did he begin planting trees?
- Why did he plant so many Peepal trees?
- What are the benefits of a Peepal tree? Research and discuss.
- Why is the mighty Peepal an ecosystem on its own?
- What is the name of the trust he formed? What do children involved in the trust have to say about their experience?

**Activity-** Adopt a tree, nurture it, document its growth and draw strength from it.

Write down the values you learn from trees.

## V. Assignments

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- What in nature are you most grateful for? What are the values you learn from trees? Read 20 reasons to love trees provided in the resource.
- Make a bird feeder from an old bottle, create water bowls and mud baths with coconut shells. Document visits by birds and squirrels.
- Adopt a tree, nurture it, document its growth and draw strength from it.
- Write down the values you learn from trees.

## Resources

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NCERT Textbook EVS Grade 4

<https://www.youtube.com/watch?v=vJgeq5nT1RQ> Importance of conservation of trees for our survival- Peepal Baba.

<https://www.treehugger.com/random-reasons-really-love-trees-4857713> 20 reasons to love trees

## Unit 6,7&8

### Omana's Journey, From the window Reaching Grandmother's house

Topic	Values / Life skills integrated & imbibed	Activities
Omana's Journey, From the window Reaching Grandmother's house	<p><b>Core Values Considered:</b> Appreciation</p> <p><b>Other Sub-Values:</b> Responsibility, Self-Discipline, Interconnectedness, Respect, Punctuality and Gratitude.</p> <p><b>Life Skills:</b> Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Circle time-Knowing India. Ticket!- Ticket! Picture Talk-Acts of Responsibility while travelling.</p>

### Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop, Mikes. Photographs of places visited. Tickets of various means of transport. Chairs, Placards of Smiley and frowning face.

## Description (of the points of discussion)

Travel is one of life's greatest teachers. Omana describes her journey from Kutch to her grandmother's house in Kerala by train, bus and ferry. The travel documented by Omana in a diary for her friend Radha describes everything about the journey in vivid details. The train journey makes one reflect on all the people who make the experience a pleasant one, from the booking clerk and station master to the cleaners, railway police and ticket examiners. The vendors at the station to friendships forged with fellow travelers. As the train chugs from one state to the other, there is so much to appreciate in the form of varying landscapes, cultures, clothes worn, languages spoken and the palate of people living in different states. Responsibility and Self Discipline in following rules, buying tickets, maintaining cleanliness during travel, saving diesel and petrol, warding off noise pollution all find mention in Omana's diary. The journey teaches valuable lessons of appreciation, respect, gratitude, responsibility, integrity, self-discipline and interconnectedness.



Topic	Values / Life skills integrated & imbibed	Activities
Changing Families	<p><b>Core Values Considered:</b> Resilience and adaptability</p> <p><b>Other Sub-Values:</b> Responsibility, Determination, Caring, Sensitivity.</p> <p><b>Life Skills:</b> Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>A lesson in Resilience.</p> <p>Free Conversation Video and Discussion.</p> <p>Change - an opportunity to learn and grow-Building Resilience with playdough and Origami sheets.</p> <p>Feet of Resilience-Video and Discussion.</p> <p>What is Paralympics? Write about the resilience of Devendra Jhajharia -Two times Gold Medal winner at the Rio 2016 Paralympics.</p>

### Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop, Mikes.  
Play dough/clay Square sheets of Origami paper

## Description (of the points of discussion)

Change is a natural and unavoidable part of life. The lesson ‘Changing Families’ touches upon the changes that take place in a family, with the arrival of a new member; a new born, sibling or a newlywed member. The family rallies behind the new member making him/her feel loved and comfortable in the new environment. Much upheaval occurs in a family with the demise or separation of a member. The baton of responsibility passes on and is sometimes shared by the remaining members who constitute the family. Much love, sensitivity and unity is required in such circumstances for the single parent who grapples with the loneliness and added responsibility. The lesson sensitively draws attention to child marriages prevalent in many parts of the country. Much awareness and support to the girl child can thwart this menace. Migrating from one city to another often leads the children to deal with change of schools and friends. Partners have to take important decisions related to their individual careers.

We often have preconceived ideas about how we think things should be done, challenging these ideas and adapting to new situations can be difficult and challenging. Resilience is the ability to adapt, the ability to bounce back, again and again, with every obstacle we face.

**Unit IX**  
**Changing Families**  
**Adaptability and Resilience**

*“It is not the strongest or the most intelligent who will survive but those who can best manage change”*  
-Charles Darwin

## **I. Introduction**

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Change is a natural and unavoidable part of life. The lesson ‘Changing Families’ touches upon the changes that take place in a family, with the arrival of a new member; a new born, sibling or a newlywed member. The family rallies behind the new member making him/her feel loved and comfortable in the new environment. Much upheaval occurs in a family with the demise or separation of a member. The baton of responsibility passes on and is sometimes shared by the remaining members who constitute the family. Much love, sensitivity and unity are required in such circumstances for the single parent who grapples with the loneliness and added responsibility. The lesson sensitively draws attention to child marriages prevalent in many parts of the country. Much awareness and support to the girl child can thwart this menace. Migrating from one city to another often leads the children to deal with change of schools and friends. Partners have to take important decisions related to their individual careers.

We often have preconceived ideas about how we think things should be done, challenging these ideas and adapting to new situations can be difficult and challenging. Resilience is the ability to adapt, the ability to bounce back, again and again, with every obstacle we face.

## **Learning Objectives / Outcomes**

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

- The student will demonstrate an understanding of the changes that take place in the family, at school or at the workplace.
- Student will develop skills to surmount problems caused by change, by breaking them down to smaller easily manageable problems and to adapt to changes

### III. Process & Action Plan

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The presence of a supporting relationship will help the child to wade through challenges. Your role as a teacher is significant, as you have the power to equip them with problem solving skills that will nurture their resilience and adaptability. One of the most important goals you 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:  
Free Conversation Videos and Discussion.  
Value-Adaptability and Resilience



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



IV b.  
Fun with playdough  
Value -Adaptability

IV c.  
Angel's Feet  
Value-Resilience



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



1.  
What is Paralympics? Write about the resilience of  
Devendra Jhajharia -Two times Gold Medal winner  
at the Rio 2016 Paralympics.

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 Resilience & Adaptability along with Determination, Responsibility, Sensitivity and Caring.

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

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### **IV a. A lesson in Resilience.**

<https://www.youtube.com/watch?v=sKpBJjsZ7EE>

Resilience is the ability to bounce back, it could be from failure, trauma, tragedy, challenges or stress. The presence of a supporting relationship helps one to wade through challenges. It isn't about never falling down but getting back up again every time.

Equipping them with problem solving skills will nurture their resilience.

Have free conversations with children whenever time permits for a few minutes before class begins, before departure or during break. Explain to the children some time during the course of conversation that major changes take place in every home. Some pleasant and some unpleasant. Seeking help from parents, teachers, friends or a counsellor will help them overcome desperation or trauma if any.

Gather children around you and have a free conversation about their home and families.

- How many members are there in your family? Who all earn at home?
- Do you have a little brother or sister of your own?
- Do you remember the first few days or months with the new baby at home?
- Was your mother and grandmother very tired? How did they adapt to sleepless nights and a new schedule?
- Did father help? How did you help and take care of the little one?
- Have you always lived in this city?
- Do you have to change schools often because of your parent's transfer? How do you feel about it?
- How many of you have attended a marriage in the family?
- Has a new member, an aunt (Chachi or Mami) come to stay with you at home?
- Did she miss her family, her parents and siblings?

- How did the family make her feel at home?
- When you do something wrong how are you corrected?
- Do you know of any child or mother who has been beaten by other members in the house? What could you do if you are subjected to violent abuse?
- Has your mother or teacher spoken to you about good and bad touch? Whom will you approach for help? Should you keep quiet about it? You are brave and strong when you seek help.
- Do all of you get equal food to eat? Are you allowed to study or do you have work to do at home? Are you and your brother treated equally? What can you do to solve your problem?
- Do you know of any small girl in your neighbourhood who had to get married before they turned 18? Do you know it is illegal?
- Have you lost someone very dear to you because of an illness? How did you and your family cope?
- When you are faced with a problem what do you do?
- If you are being bullied in school, what could you do?

#### **IV b. Change - an opportunity to learn and grow**

**1. Activity** - Hand out Play Dough to all the children. Ask them to roll it into a ball and create something out of it. Once they show it to the class, ask them to repeat the process. roll it into a ball and create something new.

#### **Discuss**

What is the unique characteristic of playdough...?

It is elastic and malleable. It can be stretched and can be moulded anyhow. Explain to the children that we can learn an important lesson from this characteristic of playdough - just as the playdough allows itself to be moulded and accepts change each time it is moulded; we too must learn to be malleable like the playdough. We must learn to accept and adapt to change. Because of this characteristic of playdough, it gets to form beautiful creations. Similarly, when we accept change and adapt, we open ourselves to opportunities to grow...

Origami builds cognitive and emotional resilience by engaging problem-solving skills and can help children deal better with overwhelming situations. Children learn to break down a complex problem into small, achievable steps, making things much easier. Start by showing children the final origami they are to achieve – let's say a butterfly. Explain the them that this is the final goal. To achieve this goal, one needs to take steps, one by one. In origami, each fold leads you to the final goal. Once the children have successfully created the object given, ask them to open up the paper and observe the folds and the mistakes (incorrect folds) they made along the way. What children need to understand that in life,

like with origami the final goal is what is important. The process will be difficult and confusing at times and one is bound to make mistakes. The objective is to always move forward and not give up.

**2. Activity** - Hand out square sheets of paper. Demonstrate step by step, fold by fold and encourage children to make creative objects of their own as assignment.

<https://www.youtube.com/watch?v=cZdO2e8K29o> -Giving wings to your dreams-butterflies.

**IV c.** <https://www.youtube.com/watch?v=EsiI1DsW0oE> Angel's Feet-Feet of Resilience.

28-year-old Jilumol Mariot Thomas was born without both upper arms. She became the first lady in Asia to get a driving license despite her handicap.

She is a sterling example of Resilience who overcame challenges with grit and determination.

### Discussion

- Did Jilumol Mariot get dejected and give up on her dreams and aspirations because of her lack of limbs? What did she do to overcome every obstacle?
- Have you seen a tree or a small blade of grass swaying during a storm? What happens when the storm has passed?
- What are the storms or trauma we face in life? Can you share a traumatic incident you or someone you know experienced? Do you know someone who lost a dear member in the family or was subjected to violence/ lost a job?
- How did it make you feel?
- Who helped you or them overcome their sadness /grief; family, friends, teachers or a special doctor?
- What happens when we are resilient and overcome fear, overcome challenges?
- Can you name a famous, resilient dancer and sportswoman who overcame challenges?

### V. Assignments

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What are Paralympics? Write about the resilience of Devendra Jhajharia -Two times Gold Medal winner at the Rio 2016 Paralympics.



## Resources

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NCERT Textbook EVS Grade 4

[http://swinburne.edu.au/app/careers\\_mylead/questionnaire/downloads/Adaptability%20-%20Self%20Help%20Guide.pdf](http://swinburne.edu.au/app/careers_mylead/questionnaire/downloads/Adaptability%20-%20Self%20Help%20Guide.pdf)

<https://www.youtube.com/watch?v=2D32M6EYjXs> Ending Child Marriage

<https://www.youtube.com/watch?v=d7Bfi6d5mQk> Respect Single parents

<https://www.youtube.com/watch?v=JwGbXLF4jGM>

## Unit 10

Hu Tu Tu Hu Tu Tu

Topic	Values / Life skills integrated & imbibed	Activities
Hu Tu Tu Hu Tu Tu	<p><b>Core Values Considered:</b> Gender Equality and Determination</p> <p><b>Other Sub-Values:</b> Perseverance, Respect &amp; Love for the Country.</p> <p><b>Life Skills:</b> 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>	

### Materials / Resources needed

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

## Description (of the points of discussion)

The chapter 'Hu Tu Tu Hu Tu Tu' is all about the game Kabaddi, a rough, strategic game played in different parts of India, Asia and Iran. It is known by different names. The game follows rules and uses body and mind- it requires tremendous amount of stamina, physical strength, quick thinking and a strong will while playing this game. The players contribute individually and as a team. The lesson also deftly touches upon the role of a coach in mentoring, training and motivating the player to do his very best. The crucial aspect of gender discrimination surrounding the kind of games a girl can and cannot play is touched upon through examples of three women Kabaddi players who shattered the myth and proved their mettle with determination and perseverance.

**Unit X**  
**Hu Tu Tu Hu Tu Tu**  
**Gender Equality, Determination**

*“It is not the strongest or the most intelligent who will survive but those who can best manage change”*  
-Charles Darwin

## **I. Introduction**

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The chapter ‘Hu Tu Tu Hu Tu Tu’ is all about the game Kabaddi, a rough strategic game played in different parts of India, Asia and Iran. It is known by different names. The game follows rules and uses body and mind- it requires a great deal of stamina, physical strength, quick thinking and a strong will while playing this game. The players contribute individually and as a team.

The lesson also deftly touches upon the role of a coach in mentoring, training and motivating the player to do his very best. The crucial aspect of gender discrimination surrounding the kind of games a girl can and cannot play is touched upon through examples of three women Kabaddi players who shattered the myth and proved their mettle with determination and perseverance.

Access to resources and opportunities, economic participation and decision-making must not hinge on the gender of any individual.

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

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

- Student will demonstrate a knowledge about the rules of the game-Kabaddi and the importance of following them.
- They will imbibe the value of team work, sportsmanship & respect for their coach and mentor.
- They will understand the value of determination and perseverance in realizing one’s goals and dreams.

### III. Process & Action Plan

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Access to resources and opportunities, economic participation and decision-making must not hinge on the gender of any individual. Your role as a teacher is significant, as you have the power and the means to change mindsets, instil values of sportsmanship and 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:  
Raise us as Equals  
Value- Gender Equality



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



IV b.  
The story of Karnam Malleswari  
Value-Determination-  
Perseverance Love for the  
Country.

IVc.  
Our Coaches or Dronacharyas.  
Story-Dronacharya and  
Arjun.  
Value-Respect



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



1.  
When did Kabaddi originate, name the States in India that  
plays kabaddi. Name the countries in the world that play the  
game. Learn the rules and play a tournament in school.

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

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

The core values being considered are Gender Equality along with Determination, Perseverance, Love for the Country and Respect.

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

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### **IV a. Raise us as Equals**

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

The videos give us a glimpse about the mindset, gender bias and inequality that exists about girls in certain sports or sports in general. The women and girls in the video make their mark with determination. They take on challenges, do not lose faith and belief in themselves. They are not scared of making mistakes. Discuss these qualities with the students. Encourage them to share, their take on the film first. Many of them may be facing discrimination at home and burdened with chores at home and taking care of younger siblings.

#### **Discussion**

- Is it wrong or a sign of weakness for a boy to cry?
- Which toy would you gift your brother or sister on their birthday? Why?
- What are the chores you do at home to help your parents? Is it different from your brother/sister?
- Should dreams of boys and girls vary as to what they wish to become in life?
- Should rules at home differ for a daughter and son?
- Should you be worried about what people will say if you are doing the right thing?

### **IV b. The story of Karnam Malleswari.**

[https://www.youtube.com/watch?v=4j7qeL\\_uwI4](https://www.youtube.com/watch?v=4j7qeL_uwI4)

- Who was Karnam Malleswari, where did she hail from?
- How did she bring glory to our country?
- Did it come easily to her? How hard did she have to work to achieve that glory?
- How did her mother support and motivate her?
- What was her message to the young boys and girls of India?

#### **IV c. Our Coaches or Dronacharyas.**

<https://www.youtube.com/watch?v=HDr1D54vs98> Dronacharya and Arjuna

What were the important qualities of a good sportsman and archer in particular according to Dronacharya?

<https://www.youtube.com/watch?v=c0J0xHusDyk>

What is the role of a coach in the sportsperson's success?

How must sportspersons treat the coach or trainer for their selfless contribution towards their success?

#### **V. Assignments**

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When did Kabaddi originate? Name the States in India that plays Kabaddi. Name the countries in the world that play the game. Learn the rules and play a tournament in school.

#### **Resources**

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NCERT Textbook EVS Grade 4



Topic	Values / Life skills integrated & imbibed	Activities
The Valley of Flowers	<p><b>Core Values Considered:</b> Appreciation and Resilience</p> <p><b>Other Sub-Values:</b> Adaptability</p> <p><b>Life Skills:</b> Observation, Listening Skills, Thinking Skills, Cognitive Skills, Creative 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>	<p>Story of Flowers</p> <p>A visit to the Lotus Pond</p> <p>Picture Talk-Resilient Flowers</p> <p>Waste to Valuable</p> <p>Jumbled letters- Unscramble the letters to discover what it takes to be Adaptable and Resilient.</p> <p>Click pictures of flowers growing in your neighbourhood. Share and talk about them in class.</p>

### Materials / Resources needed

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

## Description (of the points of discussion)

The chapter 'Valley of Flowers' begins in the picturesque valleys of Uttarakhand. The lesson speaks of the feelings evoked by nature and its beauty and representation of nature in varied art forms of India using the natural colours derived from flowers and trees.

Flowers are found growing on bushes, creepers, trees and in water. It is found growing in most hostile lands like the hot arid deserts surrounded by thorns or it stands out in murky waters as the pure lotus offered at the divine feet. It adapts to the terrain and is resilient, blooming and spreading beauty and fragrance even when surrounded by thorns. They bloom at different times and have distinct smell of their own. The uses of flowers are manifold, from decoration to medicinal properties to even being edible. One cannot but appreciate these beautiful creations, each one of which have a unique identity of its own, just as we do. The colour, size, shape of the petals, fragrance or lack of it, nothing can rob a flower of its beauty and uniqueness. We need to appreciate the innate beauty in each other.

**Unit XI**  
**The Valley of Flowers**  
**Appreciation, Adaptability and Resilience.**

## **I. Introduction**

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The chapter ‘Valley of Flowers’ begins in the picturesque valleys of Uttarakhand. The lesson speaks of the feelings evoked by nature and its beauty and representation of nature in varied art forms of India using the natural colours derived from flowers and trees.

Flowers are found growing on bushes, creepers, trees and in water. It is found growing in most hostile lands like the hot arid deserts surrounded by thorns or it stands out in murky waters as the pure lotus offered at the divine feet. It adapts to the terrain and is resilient, blooming and spreading beauty and fragrance even when surrounded by thorns. They bloom at different times and have distinct smell of their own. The uses of flowers are manifold, from decoration to medicinal properties to even being edible. One cannot but appreciate these beautiful creations, each one of which have a unique identity of its own, just as we do. The colour, size, shape of the petals, fragrance or lack of it, nothing can rob a flower of its beauty and uniqueness. We need to appreciate the innate beauty in each other.

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

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

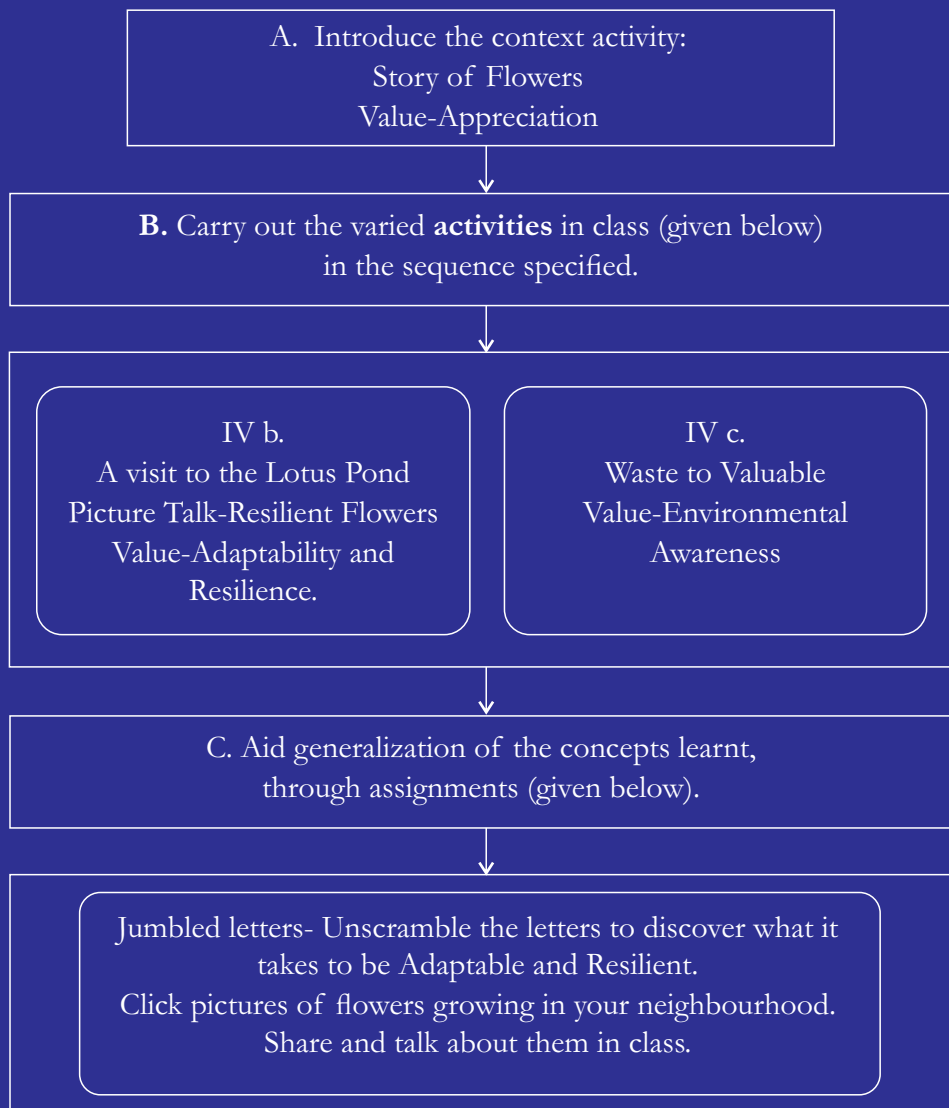
- The student will demonstrate their knowledge, understanding and appreciation for flowers; its colour, size, fragrance and uses.
- They will imbibe values of appreciation, adaptability and resilience as seen in flowers.
- Students will appreciate the beauty and uniqueness in self and one another.

### III. Process & Action Plan

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A flower is a symbol of love and purity. It teaches us to be giving, to adapt, adopt resilience and stay focussed on the goal. Your role as a teacher is significant, as you have the power and the means to instil these beliefs and 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 Appreciation, Adaptability Resilience and Environmental Awareness.

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

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##### **IV a. <https://www.youtube.com/watch?v=SuhR3zBypog> Story of Flowers**

Flowers are an integral part of our journey; be it celebration, birth or loss of a loved one. It is a part of our lives in good times and bad. It is an expression of love, it says “I care” and is a symbol of honour. Be it festivals, weddings and achievements flowers are with us every step of the way. It is used in reverence, it adorns places of worship, it unifies people, and is often associated with memories. The birds, bees, gardener and flower vendor all play a role in the story of the flower’s life cycle.

Encourage students to watch the clipping and discuss their interpretations.

##### **IV b. A visit to the lotus pond.**

###### **1. Visit a lotus pond or show a clipping of the same.**

The Lotus grows in murky waters. The plant stands as a symbol of purity. The roots of the lotus weave through muddy waters. Discuss with the children the lotus blooms into a beautiful flower, irrespective of its surrounding. Water droplets roll off its leaves. Similarly, we must allow negativity to roll off, be focused on our goals (to bloom), be aware of our own strengths and beauty and bloom with pride.

###### **2. Picture Talk-Resilient Flowers**

Given below are pictorial representations of resilient flowers. You may show similar examples.





#### **IV c. Waste to Valuable**

<https://www.thebetterindia.com/45310/helpusgreen-organic-products-flower-waste/>

What happens to the tonnes of used flowers offered by people at shrines? They are dumped in water bodies, causing water pollution, choking the river with pesticides and fertilisers.

Ankit Agrawal and Karan Rastogi turned these disposed flowers into bio fertilizers at home! Their venture of manufacturing incense sticks with these flowers provide employment to many.

Spread awareness on flower waste management, garner support of elders in the community and help stop environmental pollution.

#### **V. Assignments**

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1. Jumbled letters- Unscramble the letters to discover the qualities required by you to be Adaptable and Resilient.

1. bxifeil	2. gtsgno	3. ugoth	4. ndimufl
5. sfel warae	6. malc	7. poitimtsi	7. detavitom
2. Click pictures of flowers growing in your neighbourhood. Share and talk about them in class.

#### **Resources**

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NCERT Textbook EVS Grade 4

<https://www.mindfueldaily.com/livewell/10-life-lessons-from-a-flower/>

Topic	Values / Life skills integrated & imbibed	Activities
Changing Times	<p><b>Core Values Considered:</b> Responsibility</p> <p><b>Other Sub-Values:</b> adaptability, resilience, determination, simplicity ,environmental awareness, creativity, sanitation, health and hygiene, gratitude, respect, empathy and sensitivity.</p> <p><b>Life Skills:</b> Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Building Creative Homes Eco Friendly Homes-Video and Discussion . Manual Scavengers- A harsh reality.Video and Discussion.Discuss on Gandhiji's views on manual scavenging. Reunion - Effect of partition on families across the border. Visit to the construction site and interviewing workers.</p>

### Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop, Lego blocks, clay, shoe boxes, toilet rolls, match boxes, twigs, grass, mud, wood, paper, pieces of cloth.



## Description (of the points of discussion)

The chapter 'Changing Times' is the journey of Chetandas from Pakistan during partition to Haryana. The lesson focusses on his dwellings, from a tent to a modest simple environment friendly house the family builds, the materials he uses that are readily available in nature and its purpose. The lesson touches upon the community workers who build our houses the materials and tools used, the evolution of houses from being just a shelter to being a commodity to flaunt.

The lesson sensitively touches upon the importance of toilets in every home and the now extinct ,outrageous practice of using human beings of a disadvantaged class as manual scavengers to clean toilets .

The lesson offers students the opportunity to dwell on values of adaptability, resilience, determination, simplicity ,environmental awareness, creativity, responsibility, sanitation, health and hygiene, gratitude, respect, empathy and sensitivity.

**Unit XII**  
**Changing Times**  
**Adaptability**

## **I. Introduction**

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The chapter ‘Changing Times’ is the journey of Chetandas from Pakistan during partition to Haryana. The lesson focusses on his dwellings, from a tent to a modest simple environment friendly house the family builds, the materials he uses that are readily available in nature and its purpose. The lesson touches upon the community workers who build our houses the materials and tools used, the evolution of houses from being just a shelter to being a commodity to flaunt.

The lesson sensitively touches upon the importance of toilets in every home and the now extinct, outrageous practice of using human beings of a disadvantaged class as manual scavengers to clean toilets. It is also important to reflect on the migrant workers who leave their villages and live in cities under harsh conditions to build homes. Those who ‘have’, have a responsibility to improve the condition of the ‘have nots’.

The lesson offers students the opportunity to dwell on values of adaptability, resilience, determination, simplicity, environmental awareness, creativity, responsibility, sanitation, health and hygiene, gratitude, respect, empathy and sensitivity.

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

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

The student will

- Demonstrate an understanding of the materials used to build a home and its purposes.
- Profess gratitude and respect towards all the community workers who join hands and build a home.
- Demonstrate a deep understanding of the importance of building, environment friendly homes and following responsible, sanitation and hygiene practices.

### III. Process & Action Plan

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A house is built by a team of creative, hardworking people whose role cannot be undermined. From the architect and engineer to the plumber, mason, and carpenter, each one has a role to play and are worthy of respect and appreciation. It is the responsibility of every individual to make their homes environment friendly. Sanitation and hygiene are the responsibility of every individual irrespective of caste and gender. Your role as a teacher is significant, as you have the power to instil these values and 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:  
Building Creative Homes  
Value-Creativity.



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



IV b.  
Eco Friendly Homes  
Value- Environmental  
Awareness, Simplicity,  
Gratitude, Respect,  
Responsibility

IV d. Manual  
Scavengers-  
A harsh reality.  
Value- Cleanliness,  
Empathy,  
Sensitivity.

IV d. Reunion  
Value -  
Adaptability,  
Resilience



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



1.  
Visit a construction site with an accompanying adult, observe  
the work at the site and interview the workers. What are  
the difficulties faced by them and their children? Are men a  
nd women paid equally? Do children have access to education?  
Value-Equality, Sensitivity and Empathy.

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, Adaptability Resilience and Environmental Awareness.

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

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##### **IV a. <https://www.youtube.com/watch?v=SuhR3zBypog> Story of Flowers**

Flowers are an integral part of our journey; be it celebration, birth or loss of a loved one. It is a part of our lives in good times and bad. It is an expression of love, it says “I care” and is a symbol of honour. Be it festivals, weddings and achievements flowers are with us every step of the way. It is used in reverence, it adorns places of worship, it unifies people, and is often associated with memories. The birds, bees, gardener and flower vendor all play a role in the story of the flower’s life cycle.

Encourage students to watch the clipping and discuss their interpretations.

##### **IV b. A visit to the lotus pond.**

###### **1. Visit a lotus pond or show a clipping of the same.**

The Lotus grows in murky waters. The plant stands as a symbol of purity. The roots of the lotus weave through muddy waters. Discuss with the children the lotus blooms into a beautiful flower, irrespective of its surrounding. Water droplets roll off its leaves. Similarly, we must allow negativity to roll off, be focused on our goals (to bloom), be aware of our own strengths and beauty and bloom with pride.

###### **2. Picture Talk - Resilient Flowers**

Given below are pictorial representations of resilient flowers. You may show similar examples.





#### **IV c. Waste to Valuable**

<https://www.thebetterindia.com/45310/helpusgreen-organic-products-flower-waste/>

What happens to the tonnes of used flowers offered by people at shrines? They are dumped in water bodies, causing water pollution, choking the river with pesticides and fertilisers.

Ankit Agrawal and Karan Rastogi turned these disposed flowers into bio fertilizers at home! Their venture of manufacturing incense sticks with these flowers provide employment to many.

Spread awareness on flower waste management, garner support of elders in the community and help stop environmental pollution.

#### **V. Assignments**

---

1. Jumbled letters- Unscramble the letters to discover the qualities required by you to Adaptable and Resilient.

1. bxifeil	2. gtsgno	3. ugoth	4. ndimufl
5. sfel warae	6. malc	7. poitimtsi	7. detavitom
2. Click pictures of flowers growing in your neighbourhood. Share and talk about in class.

#### **Resources**

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NCERT Textbook EVS Grade 4

<https://www.mindfueldaily.com/livewell/10-life-lessons-from-a-flower/>

## Unit 13

### A River's Tale

Topic	Values / Life skills integrated & imbibed	Activities
A River's Tale	<p><b>Core Values Considered:</b> Environmental Awareness &amp; Responsibility</p> <p><b>Other Sub-Values:</b> Appreciation</p> <p><b>Life Skills:</b> Observation, Listening Skills, Thinking Skills, Cognitive 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>	<p>Hindi Poem for appreciation-- Main Nadi Hoon by Narendra Verma. Take the first step to end water Pollution.</p> <p>Voice of trees- Grow trees to save rivers. Video and Discussion- Jadav Payang- Forest Man.</p> <p>Grow trees.</p> <p>Create posters to create awareness about banning plastic and perils of water pollution.</p>

### Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop, Mikes.  
Charts and colouring material.  
Saplings of big trees.

## Description (of the points of discussion)

‘A River’s Tale’ as the name suggests is the tale of the journey of the river from the mountains to the sea. The pristine, clear, sparkling water gets murkier and dirtier as it travels, thanks to man who with his irresponsible ways, washes utensils, clothes and animals in it, throws garbage and plastic into it and lets poisonous waste from factories flow into it. Oil spills from cars and ships add to the pollution resulting in the death of the marine ecosystem and water unfit for human consumption.

The lesson touches upon plants and animals around water bodies. Trees not only produce oxygen but also reduce soil erosion, flooding and pollution. The lesson also touches upon the necessity of water purification.

Caring for the planet, being responsible for all lives that inhabit it and keeping the water bodies clean is the collective responsibility of every citizen.



**Unit XIII**  
**A River's Tale**  
**Environmental Awareness & Responsibility**

## **I. Introduction**

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'A River's Tale' as the name suggests is the tale of the journey of the river from the mountains to the sea. The pristine, clear, sparkling water gets murkier and dirtier as it travels, thanks to man who with his irresponsible ways, washes utensils, clothes and animals in it, throws garbage and plastic into it and lets poisonous waste from factories flow into it. Oil spills from cars and ships add to the pollution resulting in the death of the marine ecosystem and water unfit for human consumption.

The lesson touches upon plants and animals around water bodies. Trees not only produce oxygen but also reduce soil erosion, flooding and pollution. The lesson also touches upon the necessity of water purification.

Caring for the planet, being responsible for all lives that inhabit it and keeping the water bodies clean is the collective responsibility of every citizen.

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

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

- Student will demonstrate an understanding of
- Water bodies and the journey of the river.
- Causes of water pollution
- Steps to be taken to prevent water pollution.
- Marine animals and plant life that thrive in and around water bodies.
- Purification of water.

### III. Process & Action Plan

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Caring for the planet, being responsible for all lives that inhabit it and keeping the water bodies clean is the collective responsibility of every citizen. Your role as a teacher in building and enhancing environmental awareness is significant, and 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:  
Poem मैं नदी ठूँ by Narendra Verma  
Value-Appreciation and Respect



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



IV b. Take the first step.  
Value-Environmental  
awareness and  
responsibility.

IV c. Voice of Trees  
Value -Environmental  
awareness, Responsibility,  
Love for flora and fauna,  
Respect.



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



1.  
Plant trees.
2.  
Make posters on  
water pollution.

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 and Responsibility.

## IV. Activities & Related Discussion

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### IV a. Poem on River by Narendra Varma

Take children outdoors and read out the poem to them.

The river is beautiful, gentle, yet a force to reckon with. From the lap of the mighty Himalayas to the ocean the journey is long.

She is treated with respect, she is worshipped, she is revered...

she is violated, she is sullied...

Shouldn't she be protected, preserved and treasured?

मैं नदी हूँ  
हिमालय की गोद से बहती हूँ  
तोड़कर पहाड़ों को अपने साहस से  
सरल भाव से बहती हूँ।  
लेकर चलती हूँ मैं सबको साथ  
चाहे कंकड़ हो चाहे झाड़  
बंजर को भी उपजाऊ बना दू  
ऐसी हूँ मैं नदी।  
बिछड़ों को मैं मिलाती  
प्यासे की प्यास में बुझाती  
कल-कल करके मैं बहती  
सुर ताल लगाकर संगीत बजाती।  
कहीं पर गहरी तो कहीं पर उथली हो जाती  
ना कोई रोक पाया ना कोई टोक पाया  
मैं तो अपने मन से अविरल बहती

मैं नदी हूँ।

मैं नदी हूँ  
सब सहती चाहे आंधी हो या तूफान  
चाहे शीत और चाहे गर्मी  
कभी ना रुकती, कभी ना थकती  
मैं नदी सारे जहाँ में बहती।

— नरेंद्र वर्मा

#### IV b. Take the first step.....end water pollution.

<https://www.youtube.com/watch?v=HQTUWK7CM-Y>

<https://www.youtube.com/watch?v=Yomf5pBN8dY>

More than 5 million people die every year, drinking contaminated water. Millions do not have access to clean drinking water. 8 million metric tonnes of plastic waste enter the sea every year. Leaving trash around is destroying and killing the marine eco system. Plastic breaks down into microplastic and enters the fish, honey, water, we consume and air we breathe. Apart from plastic, industrial domestic and agriculture waste also pollute water.

It all starts with us. Let's encourage one another to take the first step and save our water bodies and our planet.

#### Discuss

- What are the different ways the water gets polluted?
- What must we do to keep water bodies clean?
- What happens to the pesticides and chemical fertilisers used by farmers?
- What must we do, before drinking water from the tap?

Discuss and create posters on what you should stop using and do, to live in a plastic free world.





#### IV c. Voice of Trees

<https://www.youtube.com/watch?v=5viF-GkrZaM>

<https://www.youtube.com/watch?v=U1jtd3MrFQM&t=73s>

#### Discuss

- Who is Jadav Molai Payeng? Where does he hail from?
- What did he do every day without fail for 35 years?
- What prompted him to grow trees?
- What was the award conferred upon him by the Government of India?
- Which forest did he create on the sandbar of the Brahmaputra river, in Assam?
- Which is the river that he crosses every day?
- What does he say, people in the city do irresponsibly?
- Name the animals living in his forest. How do the animals live in his forest?
- What does he call the plants and trees of the forest he created?
- What is the most valuable thing that trees give us?
- Why must we plant trees near rivers?
- What is his message to all the children?

#### V. Assignments

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Put up a street play on saving rivers and banning plastic.

<https://www.youtube.com/watch?v=CW7cyt9ehog> Play on saving rivers.

Organize a tree plantation drive in the neighborhood or on the riverside. Adopt and take care of them until they grow.

Discuss and create posters on what you should stop using and do, to live in a plastic free world.

#### Resources

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NCERT Textbook EVS Grade 4

<https://www.indiastudychannel.com/experts/35412-What-are-the-best-trees-to-plant-near-riverside-areas>

## Unit 14,15,&19

### Basva's Farm, From Market to Home & Abdul in the Garden.

Topic	Values / Life skills integrated & imbibed	Activities
Basva's Farm, From Market to Home & Abdul in the Garden.	<p><b>Core Values Considered:</b> Hard Work</p> <p><b>Other Sub-Values:</b> Gratitude, Punctuality, Love and Unity.</p> <p><b>Life Skills:</b> Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Basva's farm.</p> <p>Video &amp; Discussion-Do not bargain with a poor farmer.</p> <p>Discussion-A day in the life of a vegetable vendor.</p> <p>Visit to a Farm Vegetable Garden</p>

### Materials / Resources needed

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

## Description (of the points of discussion)

Basva, in the chapter Basva's farm, Vaishali in 'From Market to Home' and Abdul in the chapter 'Abdul in the Garden' are three children who help their parents; on the farm, sell vegetables and help in the garden respectively. All three families are bound by a common thread of Nature's love. The three families toil hard, unitedly, and are grateful for the love and support of the family. Time and punctuality is crucial for all three families. The three children imbibe the value of hard work from their parents.

Hard work is an important value conveyed in all the chapters; to persevere when things get tough and to work toward goals.



## Unit 16

### A Busy Month

Topic	Values / Life skills integrated & imbibed	Activities
A Busy Month	<p><b>Core Values Considered:</b> Perseverance.</p> <p><b>Other Sub-Values:</b> Faith, Fearlessness and Independence</p> <p><b>Life Skills:</b> Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Exploring for nests-Bird Watching and making a nest.</p> <p>Video and Discussion-10 Amazing nests.</p> <p>Piper the little fearless bird.</p> <p>Make a small bird house for the sparrow to make a nest in.</p>

### Materials / Resources needed

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

## Description (of the points of discussion)

The chapter 'A Busy Month' touches upon nesting amongst birds. Just as parents provide all the love and care to their young ones, providing them with a home, clothes, food and education, birds too go to great lengths in making the nest as a means to make a safe and secure place for the eggs, painstakingly making innumerable trips collecting material for providing camouflage and shelter from the elements of nature and safety from squirrels, cats and snakes. They rely on their own creativity, perseverance and hard work to make beautiful nests.

**Unit XVI**  
**A Busy Month**  
**Perseverance Hard Work**

### **I. Introduction**

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The chapter 'A Busy Month' touches upon nesting amongst birds. Just as parents provide all the love and care to their young ones, providing them with a home, clothes, food and education, birds too go to great lengths in making the nest as a means to make a safe and secure place for the eggs, painstakingly making innumerable trips collecting material for providing camouflage and shelter from the elements of nature and safety from squirrel's cats and snakes. They rely on their own creativity, perseverance and hard work to make beautiful nests.

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

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Through this chapter the child will be able to achieve the following grade appropriate academic and value-based goals. The student will demonstrate an understanding of different kinds of nests made by different birds and the purpose for which it is made.

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

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From simple nests on the ground to elaborately woven structures, birds' nests are temporary yet meticulously built places to raise their young. Their nest making ritual is a fine example of perseverance and resilience. Your role as a teacher is significant, as you have the power to instil this knowledge and associated values and 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:  
Story- Bulbul and Abdul.  
Value-Resilience, Appreciation, Perseverance.



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



IV b.  
Exploring for nests and  
making one. Ten Amazing  
Nests  
Value- Appreciation

IV c.  
Piper the little fearless  
bird.  
Value- Independence,  
fearlessness, Confidence.



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



1.  
Make a small bird house for  
the sparrow to make a  
nest in.  
Value-Creativity

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 Perseverance along with Faith in one's own abilities, Fearlessness and Independence.

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

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

Winter was fast approaching. A bird decided to build a nest. She gathered little twigs and built her nest carefully. After a lot of care and hard work, the nest was ready. Lined with soft colourful feathers, it was a warm and cosy nest. The bird was very happy. She lay down and began day dreaming of the eggs she would lay and the chicks she would feed. As she was about to fall asleep, she felt the tree shaking. The nest shook and trembled. The frightened little bird flew out of the nest. Alas! The nest fell to the ground.

The bird again set in search for a new place to build a nest. She soon found one. One afternoon after many trips of collecting material for her nest she lay down tired, she was about to close her eyes when she saw two big round eyes staring at her! It was Karim Chacha atop a ladder painting the walls of his home. He was about to throw the nest down when Abdul his son called out to him. “Abbu, please don’t. The bird has taken days to build that nest. Let us wait for the eggs to hatch and the little birds to fly away. We can remove it when she leaves.”

Karim Chacha looked down at his kind hearted son. “OK son, as you say.”

Abdul ran to get some grains and water for the little bird. The bird felt safe.

##### **Discuss**

- Have you seen a bird’s nest?
- What would have happened if Abdul hadn’t stopped his father?
- How would you feel if someone destroyed your home, that you painstakingly built?

**IV b.** Take the children outdoors for a bird watching trek. If they have binoculars, have them bring them to class. Have them identify as many locally seen birds as they can and tell where they would build their nest. Ask them to watch the birds to see them making several trips carrying things in their mouth to build the nest or to feed their babies. Encourage them to observe and explain the materials used by the birds they find. Ask

children to collect the material such as twigs grass straw cotton feather etc. used by birds to build and line their nests. When they return to the class have a nest making activity.

<https://www.youtube.com/watch?v=GrCsVrsxVek> 10 Amazing Nests!

<https://www.youtube.com/watch?v=Vp3j1GCSUDM>

You may alternatively show videos of amazing nests made by different birds.

#### **IV c. Have faith in your abilities.**

<https://www.youtube.com/watch?v=Bi-7pho5XB8>

##### **Discuss**

- Who was Piper?
- What happened when Piper opened its beak expecting to be fed by its mother?
- What held Piper back from going out to look for food? What was he scared of?
- Who did Piper become friends with?
- What did Piper learn from the little crab?
- What happened after Piper learnt how to protect himself from the huge waves?
- How did confidence replace fear?
- What do we learn from Piper the little bird?

#### **V. Assignments**

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##### **Resources**

NCERT Textbook EVS Grade 4

<https://www.parentcircle.com/article/15-life-lessons-your-child-can-learn-from-birds/>

## Unit 17

### Nandita in Mumbai

Topic	Values / Life skills integrated & imbibed	Activities
Nandita in Mumbai	<p><b>Core Values Considered:</b> Resilience.</p> <p><b>Other Sub-Values:</b> Love and sharing, Adaptability, Gratitude, Sensitivity, Responsibility, Cleanliness and Hygiene, Determination and will to succeed.</p> <p><b>Life Skills:</b> Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Free Conversation and Picture Talk</p> <p>Building Resilience</p> <p>Resilience against illiteracy</p> <p>Stairway to success</p>

### Materials / Resources needed

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

## Description (of the points of discussion)

The chapter 'Nandita in Mumbai' narrates the experience of Nandita who arrives in Mumbai for her mother's treatment. They live with her uncle in an overcrowded slum, in one room along with her Uncle's family of four. The hardships they face for water and her experience with the deplorable conditions of the toilets are all touched upon in the lesson. The slumdweller's have tremendous resilience to survive and adapt. The lesson also offers a glimpse into the living conditions at the home in the skyscraper, where her aunt works as a house help. The number of rooms and plentiful supply of water, is in stark contrast to the slum across the wall.

Nandita's uncle also lives under the constant fear of eviction from the slum and having to move away to distant suburbs.

Love and sharing, gratitude for shelter and clean drinking water, sensitivity towards the struggle of the poor in society, responsibility towards saving resource and the importance of cleanliness and hygiene are the values the lesson steers us to ponder and reflect upon.



**Unit XVII**  
**Nandita in Mumbai**  
**Resilience**

*“Resilience is knowing that you are the only one that has the power and the responsibility to pick yourself up.” – Mary Holloway*

## **I. Introduction**

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The chapter ‘Nandita in Mumbai’ narrates the experience of Nandita who arrives in Mumbai for her mother’s treatment. They live with her uncle in an overcrowded slum, in one room along with her Uncle’s family of four. The hardships they face for water and her experience with the deplorable conditions of the toilets are all touched upon in the lesson. The slumdweller’s have tremendous resilience to survive and adapt. The lesson also offers a glimpse into the living conditions at the home in the skyscraper, where her aunt works as a house help. The number of rooms and plentiful supply of water, is in stark contrast to the slum across the wall.

Nandita’s uncle also lives under the constant fear of eviction from the slum and having to move away to distant suburbs.

Love and sharing, gratitude for shelter and clean drinking water, sensitivity towards the struggle of the poor in society, responsibility towards saving resource and the importance of cleanliness and hygiene are the values the lesson steers us to ponder and reflect upon.

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

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

- The student will demonstrate knowledge and understanding of the difficult living conditions in slums, shortage of water and poor sanitation and the economic difficulties faced by the slumdweller’s when they are evicted from their homes.
- The student will imbibe and demonstrate values of caring sharing and sensitivity towards the poor.
- The student will develop more responsibility towards using water sparingly and share with the needy.

### III. Process & Action Plan

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Through the lesson, steer students to ponder and reflect upon all that they have – a family, food, clothes to wear, education and a home. Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. Instil in them the value of adapting in the face of adversity, loving and sharing, responsibility towards resources, gratitude and sensitivity. 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:  
Free Conversation and Picture Talk /Video and  
Discussion  
Value- Gratitude, Resilience.



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



IV b.  
Building Resilience  
Value-Resilience,

IV c.  
Resilience against illiteracy  
Value-Resilience, Hope,  
Determination, Gender  
Sensitivity



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



1.  
Stairway to success  
Value-Resilience

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 Resilience along with Love and sharing, Gratitude Sensitivity, Responsibility, Hope, Cleanliness and Hygiene and Determination.

## IV. Activities & Related Discussion

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### IV a. Free Conversation and Picture Talk

1. Gather children around you and ask them to speak briefly about their homes or draw their houses.

#### Discuss

- Where do you stay?
  - Do you have electricity and clean drinking water throughout the day?
  - How many rooms do you have?
  - How many members live in your home?
  - Would you adjust, if many relatives / friends came to stay with you for many days?
  - Would you share your belongings with them?
  - Do you have many toys, books, shoes and clothes?
  - Do you feel bad if you are not given a new toy?
2. Now show them pictures related to life in slums .Given below are a few examples you may use as guideline.





## Discuss

The living condition in slums, literacy, number of people living in each dwelling, the sanitation, hygiene, cleanliness, lack of water.

Resilience of people living in slums, occupations in slums.

## IV b. Building Resilience

As parents and educators, we can prepare children to manage stressful situations.

Divide class into teams and distribute the worksheets with a questionnaire. Given below is only an example. You may give them various situations like illness in the family, injury, loss of a limb, moving house, loss of employment of an earning member, loss of a member, birth of a sibling etc. Have children read out problems and solutions in class.

- Write about /Mention a mistake you made
- Was it accidental or deliberate?
- What were your feelings when you realised you had made a mistake?
- How big was the problem?
- Were you caught making the mistake?
- How did you react?
- Brainstorm with your team for solutions to your problem.
- How could you have done it differently?
- What did you learn from the mistake?
- How did you bounce back?
- What strategies did you use?

## IV c. Resilience against illiteracy.

<https://www.youtube.com/watch?v=ouak9Rk7fTA>

## **Discuss**

- Who is Sivakumar?
- Describe his mission.
- Name the places he teaches at.
- What is the value he instils in the children at the slum and orphanage by making them computer literate?
- By teaching and empowering the transgenders what is the value he imparts?
- Why is this a story of Resilience?

## **V. Assignments**

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### **Stairway to success**

**Select a celebrity from any field and fill in the following details**

- His /Her inspiring quote
- What he/she is famous for
- An obstacle he/she faced
- How he/she overcame the obstacle.

## **Resources**

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NCERT Textbook EVS Grade 4

## Unit 18

### Too Much Water Too Little Water

Topic	Values / Life skills integrated & imbibed	Activities
Too Much Water Too Little Water	<p><b>Core Values Considered:</b> Responsibility and Environmental Awareness</p> <p><b>Other Sub-Values:</b> Health and Hygiene, Cleanliness, Empathy and Sensitivity</p> <p><b>Life Skills:</b> Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Save Water</p> <p>Water Warriors - Laxman Singh- &amp; Aabid Surti</p> <p>Sanitation, Cleanliness, Health and Hygiene</p> <p>Street play on Water Conservation</p>

### Materials / Resources needed

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

## Description (of the points of discussion)

The chapter 'Too Much Water, Too Little Water' touches upon a host of factors related to water, such as quality of drinking water, cleanliness surrounding the drinking water places and the container it is stored in. The lesson speaks about the fall out of drinking contaminated water and administration of ORS. The aspect of shortage, wastage and importance of recycling and conservation of water is discussed. Scarcity of water has a grave impact on the attendance of children in schools. An important fall out of scarcity of water discussed in the lesson is sanitation and hygiene surrounding the use of toilets.

Environmental awareness and Responsibility alone can alter the situation.



**Unit XVIII****Too Much Water Too Little Water****Responsibility & Environmental Awareness****I. Introduction**

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The chapter ‘Too Much Water, Too Little Water’ touches upon a host of factors related to water, such as quality of drinking water, cleanliness surrounding the drinking water places and the container it is stored in. The lesson speaks about the fall out of drinking contaminated water and administration of ORS. The aspect of shortage, wastage and importance of recycling and conservation of water is discussed. Scarcity of water has a grave impact on the attendance of children in schools. An important fall out of scarcity of water discussed in the lesson is sanitation and hygiene surrounding the use of toilets.

Environmental awareness and Responsibility alone can alter the situation.

**II. Learning Objectives / Outcomes**

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

The student will demonstrate an understanding of the

- Uses, storage, conservation and recycling of water.
- Quality, cleanliness and hygiene associated with drinking water.
- Individual and collective responsibility in saving and sharing Earth’s resources.

**III. Process & Action Plan**

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Water is the basis of life, we are using and abusing our water resources. Only 1% of Earth’s water is fresh and available for human consumption. Even today thousands die every day of water borne diseases. Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance by enhancing their environmental awareness and individual responsibility about saving, conserving and recycling water and the importance of sanitation & cleanliness related to water. 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:  
Save Water  
Value-Responsibility, Sensitivity, Empathy.



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



IV b.  
Water Conservationists  
Value-Environmental  
awareness, Responsibility.

IV c.  
Sanitation, Health and  
Hygiene  
Value-Cleanliness, Health  
& Hygiene



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



1.  
Street Play-  
Water Conservation  
Value-Responsibility

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 Environmental Awareness, along with Health and Hygiene, Cleanliness, Empathy and Sensitivity.

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

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### **IV a. Save Water**

<https://www.youtube.com/watch?v=Jc8OwE2lTuo>

<https://www.youtube.com/watch?v=OSb5afmesJQ>

#### **Discuss**

- How does unavailability of water affect women and children?
- After walking for miles do, they have access to clean water? What happens as a result?
- What is the importance of clean drinking water?
- Why is it important to use water with great care?

### **IV b. Water Warrior-Laxman Singh-Son of the Soil.**

<https://www.youtube.com/watch?v=KWceRoNnfU0>

Water warrior of Mumbai-Aabid Surti

[https://www.youtube.com/watch?v=zZmPfAz\\_FvY&t=7s](https://www.youtube.com/watch?v=zZmPfAz_FvY&t=7s)

- Why is it important to protect and grow trees?
- Why is it important to increase the level of ground water?
- What are the small ways children can save and conserve water?
- Why is it very important to fix a leaking tap?
- How can you harvest rain water in your school? Take it up as a school project.

### **IV c. Sanitation, Cleanliness, Health and Hygiene**

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

## Discuss

- What are the important things to be followed before cooking food?
- What are the important things to keep in mind before eating?
- How does one get waterborne diseases?
- What is the role of water in sanitation, Health and Hygiene?

## V. Assignments

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<https://www.youtube.com/watch?v=djQJFrPRcgU> - Street play on Water Conservation.

Create the script, assign roles, prepare placards and put up the street play.

## Resources

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NCERT Textbook EVS Grade 4

[https://en.wikipedia.org/wiki/Water\\_conservation](https://en.wikipedia.org/wiki/Water_conservation)

<https://www.youtube.com/watch?v=qk0YRiJr99g> Swacchata aur Paani (Song)

<https://quiethut.com/water-conservation-for-kids/>

## Unit 20 & 21

### Eating Together Food & Fun

Topic	Values / Life skills integrated & imbibed	Activities
Eating Together Food & Fun	<p><b>Core Values Considered:</b> Unity.</p> <p><b>Other Sub-Values:</b> Gratitude, Responsibility, Generosity, Humility, Hard work, Equality, Selflessness and Hygiene</p> <p><b>Life Skills:</b> 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>	<p>United Flavours of India</p> <p>World's biggest Kitchen - Visit to a langar</p> <p>Food for All</p> <p>Plan a nutritious menu for a week .</p> <p>Share and eat with your classmates.</p> <p>Organize a 'Roti Bank' day once a week. Spare one roti, collect across the school and donate it to the Roti Bank/distribute among the hungry people or stray hungry animals.</p>

### Materials / Resources needed

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

## Description (of the points of discussion)

Food when consumed together with family and friends fosters warmth, security and love, as well as feelings of belonging. Marriages and festivals include foods from different cultures and countries. It helps establish traditions and memories that can last a lifetime. Along with activities like singing, dancing and games, communities share responsibilities and bond over food. It can be a unifying experience for all .

We have a great responsibility in honoring and treating food with the respect it deserves, being grateful for every morsel, preventing food wastage and sharing food with the less fortunate.

Topic	Values / Life skills integrated & imbibed	Activities
The World in my Home	<p><b>Core Values Considered:</b> Equality.</p> <p><b>Other Sub-Values:</b> Respect and Sensitivity</p> <p><b>Life Skills:</b> Observation, Listening Skills, Thinking Skills, Communication Skills, Conversing Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Inequality gets learnt -Skit and discussion</p> <p>Hisab Kitab- Decision making and Gender Equality-Video and Discussion.</p> <p>Casteism and Inequality- Video and Discussion</p> <p>Good Touch and Bad Touch-Video and Discussion</p>

### Materials / Resources needed

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

## Description (of the points of discussion)

“The world in my Home’ sensitively touches upon inequality in different hues that plague our society and children in particular. Gender Inequality that affects the education, diet and career opportunities of the girl child, power of decision making that hinges on the gender of a person, power play related to monetary inequality are all dealt effectively in the lesson. Casteism and colourism are two other evils that fragments us.

Children, both boys and girls find themselves at the receiving end of physical assault arising from an abuse of alcohol, narcotics or evil intentions, that scars them physically and emotionally.

Sensitising children on equality and gender sensitivity will pave the way for a better tomorrow.



**Unit XXII**  
**The World in my Home**  
**Equality**

### **I. Introduction**

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‘The world in my Home’ sensitively touches upon inequality in different hues that plague our society and children in particular. Gender Inequality that affects the education, diet and career opportunities of the girl child, power of decision making that hinges on the gender of a person, power play related to monetary inequality are all dealt effectively in the lesson. Casteism and colourism are two other evils that fragments us.

Children, both boys and girls find themselves at the receiving end of physical assault arising from an abuse of alcohol, narcotics or evil intentions, that scars them physically and emotionally.

Sensitising children on equality and gender sensitivity will pave the way for a better tomorrow.

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

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

- The student will demonstrate an understanding of the discrimination based on gender, colour, caste and abilities in society.
- The student will develop empathy sensitivity and respect and treat everyone equally and respectfully.

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

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When women and men, boys and girls, enjoy the same rights, opportunities, economic participation and decision making across society, when the different

behaviours, aspirations and needs of women and men are equally valued and favoured, then gender equality is achieved. Your role as a teacher is significant, as you have the power and the means to instil the importance and value of equality and gender sensitivity and 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:  
Skit- Inequality gets learnt  
Value-Equality



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



IV b.  
Hisab Kitab  
Video and  
Discussion.  
Value- Equality,  
Respect.

IV C.  
Casteism and  
Inequality  
Value - Equality

IV d.  
Good Touch  
and Bad Touch  
Value-Sensitivity  
and Respect



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



1.  
Write and discuss about  
discrimination based on skin  
colour.  
Value-Sensitivity.

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 along with Respect and Sensitivity.

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

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### **IV a. Skit-Inequality gets learnt.**

Assemble all the children in the hall or outdoors. All the teachers across grades can join and put up this skit.

Skit by Teachers

Characters- Father, Mother, Manasi, Vikram and Priyanka.

#### **Scene 1**

Mother, Father, 16-year-old Vikram and 14-year-old Manasi are watching cricket. Father is sipping on some hot tea, Vikram is munching on some chips. Mother is chopping vegetables for dinner. Manasi is folding the clothes, mother had picked from the clothes line.

Vikram- Ma, after the match may I go practice for my cricket match at school.

Mother- Sure Vikram, come home by 9.

Manasi- Mother, may I go too, to meet my friends?

Mother- Manasi, I need your help beta, please chop the onions and tomatoes for dinner.

#### **Scene 2**

The telephone rings..... Trrrring! Trrrring!

It's Priyanka, their eldest sister.

Mother-Priyanka, how are you beta? You sound so tired!

Priyanka- Yes mother, today Raghav's friends are coming home for dinner and there is so much to do.

Mother- Why don't you ask Raghav to help?

Priyanka- Oh mother, he knows nothing!

Mother- There is something he could do!

Priyanka- Well mother, how much does my brother Vikram know?!

Mother looked around. Her son Vikram's room was a mess.... with clothes and books

littered everywhere.

Mother - You are right Priyanka. I made a mistake. Inequality gets learnt.

“Vikram” .... She called out.

Mother- Vikram, clear your room, while Manasi chops the onions you can chop the tomatoes. Then both of you can go down to play.

Manasi was happy.

Father- I too shall help! I shall help with the dishes after dinner.

### **Discussion**

- In your home, are chores shared by all the members?
- Should rules be the same for girls and boys?
- Do you and your brother get equal opportunity to do all that you like at home?
- How do you think inequality gets learnt at home? How are parents and grandparents responsible for gender equality?

### **IV b. Hisab kitab -Decision making and gender equality.**

<https://www.youtube.com/watch?v=meHEx9hP9dY>

This video illustrates the struggle of a farmer settled in the village, he has old conservative thoughts that even today a woman is considered to handle household & kitchen related task, but what happens when a woman takes equal participation in the financial decision also is what is shown in the video

### **Discuss**

In the lesson, we saw father made the final decision on the programme to be watched by all members in the family.

- What did you observe in the above video?
- Why was the farmer worried?
- What was the farmer’s opinion about his wife?
- What did he feel a wife should do?
- How did she save the buffalo from being sold?
- How did she save 17000?
- How did the wife bring about a change in his opinion?
- What are the words that prove she earned respect by sharing equal responsibility?

#### **IV d. Inequality based on Casteism.**

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

#### **Discussion**

- Should anyone be discriminated against based on gender, colour, abilities or caste?
- What were the girls asked to do?
- Do you think it is right to label anyone as 'Moti', 'Bhutki', 'Kaali' 'Achoot', 'Buddhu' etc?
- What were the children in the village school subjected to?
- Who served food in the village school?
- Did the children sit together and eat?
- Where did the children belonging to the disadvantaged community sit to eat? Were they allowed to touch the utensils the food was prepared and served in?

#### **IV d. Good touch and bad touch.**

<https://www.youtube.com/watch?v=BVRaeLIP2aY>

The lesson sensitively touches upon 'Touch', that is good and bad. A good touch makes the child, a boy/girl feel safe, like patting on the back, kissing on forehead, holding hands, shaking hands, or running with each other holding hands whereas a bad touch doesn't make the child feel good. When the child is beaten, pinched, branded or kicked, it hurts and petrifies the child. When the child is subjected to a touch with evil intentions, that involves private parts it becomes a bad touch. Every child must be made well aware of what constitutes a good and bad touch, what is acceptable and what is not.

Discuss each situation with children and reiterate what they should do.

#### **V. Assignments**

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Write and discuss about discrimination based on skin colour.

#### **Resources**

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NCERT Textbook EVS Grade 4

Topic	Values / Life skills integrated & imbibed	Activities
Pochampalli	<p><b>Core Values Considered:</b> Creativity</p> <p><b>Other Sub-Values:</b> Appreciation and Hard Work</p> <p><b>Life Skills:</b> Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Embracing Boredom-A Source of Creativity. Fun with Shapes. Weavers of Pochampalli</p> <p>Quotes for Reflection</p> <p>Recycle and make new products out of waste.</p>

### Materials / Resources needed

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

## Description (of the points of discussion)

The lesson 'Pochampalli' touches upon the trade and skills of the weavers of Pochampalli town in Telangana who have passed down their creativity and skills down generations. Much skill and hard work goes into creating yarns of the beautiful Pochampalli weave on cotton and silk. The craft is in danger of fading into oblivion if it does not get the appreciation it deserves and weavers are not monetarily compensated.

Creativity may or may not be an inherent inborn quality. It can be acquired and learnt. Curiosity, passion, knowledge and dedication are essential if one has to be creative, it gives wings to the imagination. It trains your mind to think out of the box, invent something new, solve problems and gives a boost to your confidence and self-esteem..



**Unit XXIII**  
**Pochampalli**  
**Appreciation Creativity Hard Work**

## **I. Introduction**

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The lesson ‘Pochampalli’ touches upon the trade and skills of the weavers of Pochampalli town in Telangana who have passed down their creativity and skills down generations. Much skill and hard work goes into creating yarns of the beautiful Pochampalli weave on cotton and silk. The craft is in danger of fading into oblivion if it does not get the appreciation it deserves and weavers are not monetarily compensated.

Creativity may or may not be an inherent inborn quality. It can be acquired and learnt. Curiosity, passion, knowledge and dedication are essential if one has to be creative, it gives wings to the imagination. It trains your mind to think out of the box, invent something new, solve problems and gives a boost to your confidence and self- esteem.

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

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

Student will demonstrate:

- An understanding of the diversity of crafts, weaves and dyeing among different cultures.
- Appreciation for different traditional arts and crafts
- Appreciation for the creativity and hard work put in by the weavers to create the Pochampalli art on cloth.

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

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Creativity may or may not be an inherent inborn quality. It can be acquired and learnt. Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance by offering them opportunities to train their mind to be imaginative

and creative. 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. Ingrain in them the value of appreciating the value of creativity in others and imbibing the same.

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:  
Embracing Boredom-A Source of Creativity.  
Fun with Shapes.  
Value-Creativity.



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



IV b.  
Weavers of our nation  
Value-Creativity, Hard  
work, Empathy

IV c.  
Quotes for  
Reflection  
Value-Creativity



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



1.  
Recycle and make  
new products out of waste.  
Creativity

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 Appreciation and Hard Work.

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

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### **IV a. Embracing boredom-A Source of Creativity!**

A rested mind is a creative mind. Boredom is an incredible source of creativity. Take children outdoors and allow them to do their own thing. Allow them to take a stroll, simply sit, look around, day dream, draw, hop or walk barefooted on the grass. Allow them to be with their thoughts.

Once they are back in class give them assorted strips of different colours and sizes. Give them the freedom to weave and create patterns with those shapes. They may work individually or in groups.

Allow them to display the same on the class bulletin board with pride.

### **IV b. Weavers of Pochampalli**

[https://www.youtube.com/watch?v=NDrQFGE\\_tWA](https://www.youtube.com/watch?v=NDrQFGE_tWA)

Watch the video to see the elaborate process, the hours and days a weaver takes on a handloom to weave a Pochampalli saree. It is not important to know the intricate details but the process may be viewed by children.

2. <https://www.youtube.com/watch?v=WpLqAlShM8Q&t=323s>

From the shawl weavers of Kashmir in the North to Ikkat Pochampalli weavers of Telangana in the south, the Sambalpuri or Jamdani weavers of the East all have the same story to narrate. The get a pittance after long hours of hard work at the loom.

### **Discuss**

- Were the weavers rich?
- What was the common grievance of the weavers -one in Bengal and the other in Telangana?

- Who makes the profit instead of the weavers?
- What can we do to support the weavers?

(Support by buying from them instead of using branded stuff, not made in India. Support the handloom industry)

#### **IV c. Quotes for Reflection**

Using inspirational quotes and posters in the classroom and discussing about them is a great way to encourage students to encourage children to use their creative potential.

- “To live a creative life, we must lose our fear of being wrong”-Joseph Chilton Pearce
- “Creativity is intelligence having fun”-Albert Einstein
- “Every child is an artist”-Picasso

#### **V. Assignments**

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- Recycle and make new products creatively out of waste.
- What are the different textiles woven on handloom in different states of India? Stick pictures and write a few lines about them.

#### **Resources**

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<https://www.angelesearth.com/art/the-value-of-creativity/>

<https://www.youtube.com/watch?v=fPCd9W4rpdQ> Pochampalli weavers.

Topic	Values / Life skills integrated & imbibed	Activities
Home and Abroad	<p><b>Core Values Considered:</b> Appreciation and Respect</p> <p><b>Other Sub-Values:</b> Love for Country, Cultural Values.</p> <p><b>Life Skills:</b> Observation, Listening Skills, Thinking Skills, Communication Skills, Conversing Skills, Ideating and Imagination, Gross Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Vasudhaiva Kutumbakam</p> <p>Celebrating cultures of Kerala and Abu Dhabi.</p> <p>Quiz Time</p> <p>Report appreciating and comparing Abu Dhabi in UAE with Kerala in India. Discuss the climate and weather, what people wear, the trees and plants, the kind of buildings and homes, the roads, traditional food, music, dance and art and the language of both places.</p> <p>Put up a folk dance of Abu Dhabi and Kerala</p>

### Materials / Resources needed

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

## Description (of the points of discussion)

The chapter 'Home and Abroad' draws a parallel between Kerala in India and Abu Dhabi in UAE from where Maalu's uncle has arrived after five long years.

The little girl Maalu is first surprised at the long distance between Abu Dhabi and India being covered in two hours by flight while she took twelve hours to cover the distance by train from Kerala to Chennai. While Abu Dhabi is marked by colourful sand dunes, date palms, abundance of petrol and tall airconditioned buildings, Maalu's uncle and his family miss the greenery, culture, food, trees and the cool breeze from the water bodies that dot the landscape of his native land.

The chapter subtly brings out the feelings of love and yearning for your own country. Every State and country boasts of something unique... unique culture, language, food, clothing, architecture, art, customs, and traditions. It is up to us to appreciate and respect all cultures.

**Unit XXIV**  
**Home and Abroad**  
**Appreciation, Respect & Love for the Country**

## **I. Introduction**

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The chapter 'Home and Abroad' draws a parallel between Kerala in India and Abu Dhabi in UAE from where Maalu's uncle has arrived after five long years.

The little girl Maalu is first surprised at the long distance between Abu Dhabi and India being covered in two hours by flight while she took twelve hours to cover the distance by train from Kerala to Chennai. While Abu Dhabi is marked by colourful sand dunes, date palms, abundance of petrol and tall airconditioned buildings, Maalu's uncle and his family miss the greenery, culture, food, trees and the cool breeze from the water bodies that dot the landscape of his native land.

The chapter subtly brings out the feelings of love and yearning for one's own country. Every State and country boast of something unique; unique culture, language, food, clothing, architecture, art, customs, and traditions. It is up to us to appreciate and respect all cultures.

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

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

- The student will demonstrate an understanding and draw a comparison between the special features, landscapes, weather, language, trees, currency, food and attire of Abu Dhabi in UAE and Kerala in India
- Students will demonstrate love for one's own country, appreciation and respect for cultures in different States of their own country and worldwide.

## **II. Process & Action Plan**

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Every State and country boast of something unique; unique culture, language, food, clothing, architecture, art, customs, and traditions. It is up to us to appreciate and respect



all cultures. Your role as a teacher is significant, as you have the power to instil these values and 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:  
Vasudhaiva Kutumbakam-The whole world  
is one family  
Value- Appreciation, Love and Respect



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



IV b.  
Celebration -Kerala-  
India -UAE Day  
Value-Appreciation,  
Respect  
for other Cultures.

IV c.  
Quizzing Time- ‘God own country’-  
Kerala & Abu Dhabi.  
Value-Appreciation and Respect for  
different countries and cultures.



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



Make a small report appreciating and comparing Abu Dhabi in  
UAE with Kerala in India. Discuss the climate and weather, what  
people wear, the trees and plants, the kind of buildings and homes,  
the roads, traditional food, music, dance and art and the language  
of both places.  
Value- Appreciation and Respect for Cultures.

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, Love for the Country and Respect for all cultures.

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

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##### **IV a. Vasudhaiva Kutumbakam-The whole world is one family.**

Gather children around you. Have a casual conversation with them.

- Name places in India or abroad where your relatives live.
- Have you visited them? Have your relative visited you?
- Point to the places you have visited or where your relatives live, on the world map or globe.
- Share pictures of your relative's homes in India /abroad or places you have visited. (Encourage them to share pictures and talk about their experiences in those places.)
- Talk about the weather, infrastructure, places of interest, people, language, culture, clothes and food etc of those places.
- Compare it with your own country. What did you find in common with your own country?
- Where would you like to stay?

##### **IV b. Celebration -India -UAE Day**

- Students may come dressed in the traditional clothes of Kerala and Abu Dhabi
- Present a dance of Kerala along with the UAE National Dance  
<https://www.youtube.com/watch?v=cSK5f1gBuvI>
- Colour the National flags and National symbols of India and UAE
- Learn and sing the National anthem of both countries.  
<https://www.youtube.com/watch?v=o7KpDBYYB4Q>
- Have 'dates' the traditional fruit of UAE along with local fruits growing in your State. Have a fruit party. Find out what is the traditional drink, bread and food in both countries.  
<https://www.youtube.com/watch?v=MAVVFkXrON0>

- Have children say Good day /Thankyou/What is your name etc in Malayalam and Arabic.

<https://www.youtube.com/watch?v=P7Nt1qsv5b8>

#### **IV c. Knowing God's Own Country -Kerala and Abu Dhabi**

<https://www.youtube.com/watch?v=R83BIU5nnbs> God's Own Country- Kerala

<https://www.youtube.com/watch?v=TnOr5O-vQF8&t=661s> Abu Dhabi the oil rich capital of UAE.

Watch the videos. Divide class into two teams Each team can prepare 20 questions on Kerala and Abu Dhabi . Have a quiz.

Given below are a few examples

- Name famous dance forms of Kerala (Mohini Attam, Kathakali)
- Name the State festival of Kerala celebrated across religions.(Onam)
- Name the martial art of Kerala (Kalaripayattu)
- Name the temple where people of all religions pray.(Sabarimala)
- What is Kerala known as? (God's Own Country)
- The discovery of what, made it a rich country? (oil and gas.)
- Name the famous mosque in Abu Dhabi.(Sheikh Zayed Grand Mosque)
- Name the famous Hotel in Abudhbi (Emirates Palace Hotel)
- Name the famous museum in Abu Dhabi.( Art and Civilization museum-Louvre AbuDhabi)
- Name two sources of water that keeps the city green.(desalinated sea and ground water)
- What is AbuDhabi famous for?( Carpets and perfumes)

#### **V. Assignments**

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Make a small report appreciating and comparing Abu Dhabi in UAE with Kerala in India. Discuss the climate and weather, what people wear, the trees and plants, the kind of buildings and homes, the roads, traditional food, music, dance and art and the language of both places.

#### **Resources**

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<https://www.youtube.com/watch?v=TnOr5O-vQF8&t=661s> Abu Dhabi the oil rich capital of UAE.

<https://www.youtube.com/watch?v=DDS83bw8olg>

Topic	Values / Life skills integrated & imbibed	Activities
Spicy Riddles	<p><b>Core Values Considered:</b> Altruism.</p> <p><b>Other Sub-Values:</b> Care &amp; Share, Kindness, Compassion, Sensitivity and Empathy.</p> <p><b>Life Skills:</b> 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>	<p>What makes you Unique? Sharing is caring. Help without expectation. Classroom altruistic project. Identify a school in a low income area that has no access to quality education. Hold a fundraiser for the school. Be an anonymous donor in the true sense of altruism.</p> <p>2. Have a bulletin board in the classroom for a year. Collect clippings from magazines or newspaper. Share stories on altruism experienced by self and others. Put it up on the bulletin board.</p>

### Materials / Resources needed

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

## Description (of the points of discussion)

*Svasmai svalpam samajaya sarvasvm*

A little bit for yourself and everything for others.

The lesson ‘Spicy Riddles introduces children to exotic spices through the medium of riddles. Spices play a significant role in the way we cook and consume food, they are known to have notable nutritional values and several health benefits. Every spice has its own flavour and essence, addition or omission of a spice can literally make or break a dish.

Every child , every human being is unique just like the spices and has the ability to make a valuable contribution to the community, nation and world at large without anticipation of rewards. Altruism or reaching out to help others is born out of compassion, empathy, sensitivity and kindness and the giver anticipates nothing in return . Small acts of kindness, helping with the chores, running errands, donating to charity, giving comfort are all altruistic acts that a child may be given opportunities to perform. Sometimes as is in the case of brave hearts it is at the cost to oneself ; a brave person does not hesitate even sacrificing his or her life to save others.

**Unit XXV**  
**Spicy Riddles**  
**Altruism**

## **I. Introduction**

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*Svasmai svalpam samajaya sarvasm*

*A little bit for yourself and everything for others.*

The lesson ‘Spicy Riddles introduces children to exotic spices through the medium of riddles. Spices play a significant role in the way we cook and consume food; they are known to have notable nutritional values and several health benefits. Every spice has its own flavour and essence, addition or omission of a spice can literally make or break a dish.

Every child, every human being is unique just like the spices and has the ability to make a valuable contribution to the community, nation and world at large without anticipation of rewards. Altruism or reaching out to help others is born out of compassion, empathy, sensitivity and kindness and the giver anticipates nothing in return. Small acts of kindness, helping with the chores, running errands, donating to charity, giving comfort are all altruistic acts that a child may be given opportunities to perform. Sometimes as is in the case of brave hearts it is at the cost to oneself; a brave person does not hesitate even sacrificing his or her life to save others.

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

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

- The student will demonstrate an understanding of the various spices, their health benefits, and the value they add to a dish with their unique flavour and essence.
- They will draw an analogy between the spices and their very own uniqueness and the way they can contribute to the community.

### III. Process & Action Plan

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Your role as a teacher is significant in instilling the value of Altruism in children, offer children ample situations where they get the opportunity to help, share, donate to the needy and comfort others in need, add value to someone's life without accepting anything in return. 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:  
What makes you Unique?  
Value-Self Respect and Altruism



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



IV b.  
Sharing is caring  
Value-Empathy,  
Altruism

IV c.  
Help without expectation.  
Value- Kindness, Empathy,  
Compassion Altruism.



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



1. Plan a classroom altruistic project. Work as a team. Identify a school in a low-income area that has no access to quality education. Hold a fundraiser for the school. Be an anonymous donor in the true sense of altruism.
2. Have a bulletin board in the classroom for a year. Students can collect clippings from magazines or newspaper. Share stories on altruism they may have experienced on their own too. Put it up on the bulletin board.  
Value- Altruism

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 Altruism along with Kindness, Compassion, Sensitivity, Sharing and Caring.

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

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### **IV a. What makes you unique?**

Prepare some Pavbhaji and Kheer in which garam masala and cardamom respectively have been added as spices, to add flavour and taste. Carry a box of the spices. Open the hot containers after the children have been seated around you so that they get the smell of the spices when you open the container. As they taste, show them the spices that were used. Allow them to hold and smell each one separately and also the garam masala that is a mixture of all the spices.

Steer towards what is unique in each child in the class. Explain to the children that just as each spice has its unique flavour and fragrance, and help in enhancing the dish they are used in, we too are unique and have our own special abilities and skill. We too can help in making a difference to others.

Encourage the students to identify their uniqueness and strengths, embrace it and be proud of them.

2. Small deeds performed with great love can change the world.

How will they use their uniqueness to help others? Write an essay.

### **IV b. Sharing is caring**

<https://www.youtube.com/watch?v=4HeDc772w3Y&t=31s>

Place situations before children

- You and your sibling have two bars of chocolate. Just as you are about to eat your cousins come home. What will you do? Will you keep it back and eat it later? Will you share?
- Your teacher has asked you to donate a few old books, toys and clothes to an orphanage. The receiver wouldn't know who is the donor.

- Will you donate what is in poor condition, what you do not like or something you liked very much and will bring joy to the receiver too.
- You are running out to play. You see your old neighbour carrying two bags of vegetables What will you do?

#### IV c. Help without expectation

<https://www.youtube.com/watch?v=aUmj2VzVeEg->

#### Discuss

- How did the young man help others? Were they small or big gestures of help? What difference did it make to those whom he helped?
- Did he expect anything in kind or word from them? Did he stop helping after one or two days?
- He fed a hungry dog day after day. Do animals deserve our kindness?
- What did he receive and gain from all those he helped?
- What emotions did he experience seeing the joy on their faces? What did he feel when he saw the little girl in uniform?
- What did you feel after watching this? Do you see opportunities all around you to lend a helping hand? Is it worth the effort?

#### V Assignments

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1. Maze and story creation



2. Have a bulletin board in the classroom for a year. Students can collect clippings from magazines or newspaper. Share stories on altruism they may have experienced on their own too. Put it up on the bulletin board.

**Value-** Altruism

#### Resources

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NCERT Textbook EVS Grade 4

Topic	Values / Life skills integrated & imbibed	Activities
Defence Officer Wahida	<p><b>Core Values Considered:</b> Gender Equality and Confidence.</p> <p><b>Other Sub-Values:</b> Determination and Perseverance.</p> <p><b>Life Skills:</b> Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Inspiring the future-Redraw the balance</p> <p>Short Story</p> <p>Three Stars &amp; a Wish..</p> <p>Crystal Ball-All actions have consequences.</p> <p>Research how any one of the famous personalities overcame challenges and realized their goals.</p>

### Materials / Resources needed

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

## Description (of the points of discussion)

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

The chapter ‘Defence Officer Wahida’ - speaks of the journey of Wahida from a small village in Jammu to the rank of Lieutenant Commander in the Indian Navy, her challenges, roles and responsibilities. The villagers where she grew did not believe in the higher education of girls. However her father aspired his daughters to dream of becoming a doctor, teacher, lawyer and joining the Police force.

Wahida had the support of her family and the confidence and belief in herself, a conviction that she had the ability to meet life’s challenges and take steps towards her valued goals with determination and perseverance. The lesson gives an insight about the Indian Navy.

Confidence is an ability that can be acquired and improved over time. True self confidence is part courage, part competence with self-compassion. Too little confidence can prevent people from taking risks and seizing opportunities—in school, at work, or in their social life. Too much confidence can come off as arrogance, Overestimating one’s abilities might lead to problems such as failing to complete projects on time. Confidence is important to a child’s future happiness, health, and success.

**Unit XXVI**  
**Defence Officer Wahida**  
**Gender Equality & Confidence**

## **I. Introduction**

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

The chapter ‘Defence Officer Wahida’- speaks of the journey of Wahida from a small village in Jammu to the rank of Lieutenant Commander in the Indian Navy, her challenges, roles and responsibilities. The villagers where she grew did not believe in the higher education of girls. However, her father aspired his daughters to dream of becoming a doctor, teacher, lawyer and joining the Police force.

Wahida had the support of her family and the confidence and belief in herself, a conviction that she had the ability to meet life’s challenges and take steps towards her valued goals with determination and perseverance. The lesson gives an insight about the Indian Navy.

Confidence is an ability that can be acquired and improved over time. True self confidence is part courage, part competence with self-compassion. Too little confidence can prevent people from taking risks and seizing opportunities—in school, at work, or in their social life. Too much confidence can come off as arrogance, overestimating one’s abilities might lead to problems such as failing to complete projects on time Confidence is important to a child’s future happiness, health, and success.

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

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

- Demonstrate their knowledge about occupations in the Naval Defense Services, roles and responsibilities of a Naval Commander.
- Make positive affirmations, age-appropriate decisions and choices, try new activities, develop new skills, set and achieve goals with determination and perseverance and overcome the fear of failure.

### III. Process & Action Plan

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Confident children are better equipped to deal with peer pressure, responsibility, frustrations, challenges, and both positive and negative emotions. Confidence shapes a child's life tremendously, and it's one of the most important gifts parents and teachers can give to their children. Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance, by teaching children to make positive affirmations, age-appropriate decisions and choices, try new activities, and develop new skills, set and achieve goals and help overcome the fear of failure. 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:  
Redraw the balance-Video & Discussion  
Value-Gender Equality.



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



IV b.  
Short Story  
Value -  
Confidence

IV c.  
Goal setting  
Value -  
Perseverance  
and  
Determination

IV d.  
Crystal Ball-All  
actions have  
consequences.  
Value-Self Esteem  
and Confidence.



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



1. Research how any one of these famous personalities overcame  
challenges and realized their goals.  
Hellen Keller/Flying Rani/Golden Girl/Payyoli Express-P T Usha.  
Bill Gates/ PC Mustafa.



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 Gender Equality & Confidence along with Determination and Perseverance.

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

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### **IV a. Inspiring the future-Redraw the balance**

<https://www.youtube.com/watch?v=LSpuEg4DIm8>

The video highlights gender bias that's deep rooted in our minds with relation to professions. A child envisions a Pre-primary teacher, nurse or airhostess as a woman although there are male nurses, flight attendants and men who are good at teaching four-year-olds. Similarly, an Engineer, plumber, carpenter or mechanic are all roles, we are conditioned to believe, only men can do. Such stereotypes have to be erased at an early age.

#### **Discussion**

- What was the activity given by the teacher to the children in class?
- Name the community workers they had to draw.
- What did they name the fire fighter, surgeon and fighter pilot?
- How did they describe the community workers?
- Which pronoun was used to describe them?
- What was their reaction when they saw the actual community workers?
- Why do you think a majority of them thought that fire fighter, surgeon and fighter pilot were all men?

### **IV b. A Short Story.**

<https://www.mindfueldaily.com/livewell/short-story-to-inspire-self-confidence/>

A tired bird landed on a branch. The bird rested, enjoying the view from the branch and the protection it offered from dangerous animals. Just as the bird became used to the branch and the support and safety it offered, a strong wind started blowing, and the tree swayed with such intensity that it seemed the branch would snap in half. But the bird was not worried for it knew two important truths.

Read the above lines in the short story, very slowly to the children. Let children reflect upon it. In today's day and age, children and adults get dejected and give up very easily, hence such stories and the message it carries should be deep-rooted in the child's psyche.

Liken the branch to the safe and secure environment, they perhaps enjoy at home and at school.

Dangerous animals to the bird, is the peer pressure or negative voices around us pulling down our self-confidence and self-esteem.

Even without the branch the bird was able to fly, and thus remain safe through the power of its own two wings, more importantly; it also knew that there are many other branches upon which it can temporarily rest. Draw a parallel between the storm that snapped the branch to various factors that may rock their boat such as failures, setbacks, losing someone they love, a financial crunch.

Discuss setbacks or failures faced by students, how did they overcome failures/obstacles, what did they learn from the experience?

Throughout the forests of our own lives there are many so-called branches and trees on which we rely on, our mentors, family and friends. And while sometimes we do need support and shelter, we can also learn, as we grow that these sources of safety do not always last. Like the bird we must develop faith and confidence in ourselves, so as to be unruffled... We are all capable of much more than we realize in everyday life, what is really lasting and permanent rests within us, in the form of positive self-esteem and belief in our own unique abilities.

#### **IV. Goal Setting- Three Stars and a Wish**

Encourage children to reflect on their strengths and areas to be worked upon.

Hand out a Reflection sheet wherein the child lists three things he/she is good at next to the 'Three Stars'.

What the child mentions as 'A Wish' becomes the goal.

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

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

#### **IV c. 'Crystal Ball'-All Actions have Consequences.**

<https://in.pinterest.com/pin/263531015672682737/>

As children and adults, we face the grim task of having to make many a choice in life. For children it may be something as simple as which toy to play with, which dress to

wear... As they grow older, they have to make tough choices like choosing between completion of a project and watching a television show.

Self-esteem is about believing in your heart that you are able to make choices you are proud of, and that even when you make a mistake, you are still worth loving. Each time you face a challenge in life, and you make a choice you can be proud of, a choice that feels right inside, you build self-esteem and this in turn builds Confidence. A big part of self-esteem knows that when you make a mistake, you have the ability to do better next time. As educators and parents, we have to stand by children as they learn that 'all choices have consequences.

Divide class into four teams. Give one card to each team. Allow the children to brainstorm and come up with various opinions.

This activity will teach children how to use their crystal ball (mind) to predict the future...

- What do you predict will happen if you choose to say "I am sorry" after hurting your brother's or sister's feelings?
- What do you predict will happen if you choose to watch a movie on television instead of completing your homework?
- What do you predict will happen if you choose to talk with your classmate while the teacher is teaching?
- What do you predict will happen if you choose to refuse to bully a student in your class along with your other friends?

The thrill of an irresponsible choice is temporary, and it usually turns into a negative feeling afterward. Making a good choice may feel difficult in the moment, but the real reward of a good choice is the long-term good feeling that comes with it.

## **V. Assignments**

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Research how any one of these famous personalities overcame challenges and realized their goals.

Hellen Keller/ Flying Rani/ Golden Girl/ Payoli Express-PT Usha.

Bill Gates/ PC Mustafa.

## **Resources**

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NCERT Textbook EVS Grade 4

Topic	Values / Life skills integrated & imbibed	Activities
Chuskit Goes to School	<p><b>Core Values Considered:</b> Hope, Determination, Perseverance, Self Confidence</p> <p><b>Other Sub-Values:</b> Love, Respect, Gratitude, Kindness Empathy and Unity.</p> <p><b>Life Skills:</b> Observation, Listening Skills, Thinking Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>A peek into the world of the differently abled</p> <p>Inspirational stories of the differently abled.</p> <p>Inclusive Education-A Chance. Inventions.</p> <p>Research and discussion on Girish Sharma and H Boniface Prabhu</p>

### Materials / Resources needed

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

## Description (of the points of discussion)

“A community that excludes even one member is no community at all”-Pope Francis.

‘Chuskit goes to school’ is about the little, ten year old girl who lives in a village in Ladakh. She has never been to school because she is unable to use her legs. The wheelchair her father has brought her offers her a little independence but not enough to reach school without his help. Hence going to school remains a distant dream for Chuskit.

The story takes a turn when her friend Abdul learns of her dream and desire and with the combined effort of the headmaster, teachers and students gets the road levelled and a wooden bridge built across the river so that she can reach school on her own using the wheelchair. The chapter sends out a powerful message that Chuskit’s hope coupled with the love and unity of her friends and teachers made her dreams come true.

Every child is different and brings something special to this world. Like all, young people with disabilities should grow expecting to work and succeed. It is our responsibility to focus on the child or the person, on the abilities of the disabled, not the disability.

**Unit XXVII**  
**Chuskit goes to School**  
**Hope**

## **I. Introduction**

---

*“A community that excludes even one member is no community at all”-Pope Francis.*

‘Chuskit goes to school’ is about the little, ten-year-old girl who lives in a village in Ladakh. She has never been to school because she is unable to use her legs. The wheelchair her father has brought her offers her a little independence but not enough to reach school without his help. Hence going to school remains a distant dream for Chuskit.

The story takes a turn when her friend Abdul learns of her dream and desire and with the combined effort of the headmaster, teachers and students gets the road levelled and a wooden bridge built across the river so that she can reach school on her own using the wheelchair. The chapter sends out a powerful message that Chuskit’s hope coupled with the love and unity of her friends and teachers made her dreams come true.

Every child is different and brings something special to this world. Like all, young people with disabilities should grow expecting to work and succeed. It is our responsibility to focus on the child or the person, on the abilities of the disabled, not the disability.

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

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

The student will demonstrate

- Sensitivity and an understanding of the needs of the disabled.
- An understanding of the minimum infrastructure that needs to be in place to facilitate the differently abled.
- An understanding of the power of love, unity and teamwork.
- An understanding of the importance of support and inclusion from the family and community to the differently abled.

### III. Process & Action Plan

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Children with disabilities face many barriers to inclusion, they nurture hopes for the future, for education, employment and better mobility. Your role as a teacher is significant, in fostering inclusion, overthrowing prejudices, altering perceptions and putting misconceptions to rest; instilling the values of kindness, generosity, empathy and respect among students for those less fortunate. 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:  
A peek into the world of the differently abled  
Value- Empathy



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



IV b. Inspirational stories  
of the differently abled.  
Value-Hope  
Determination,  
Perseverance, Self  
Confidence.

IV C. Inclusive  
education - A  
Change  
Value- Empathy,  
Sensitivity and  
Kindness

IV d.  
Inventions  
Value-Hope &  
Gratitude



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



1.  
Girish Sharma and H Boniface Prabhu are two  
great sportsmen with disabilities who have proved that disability  
is a state of mind. Research and discuss 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 Hope, Determination, Perseverance, Self Confidence along with Love, Respect, Gratitude, Kindness Empathy and Unity.

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

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##### **IV a. A peek into the world of the differently abled.**

1. Disability awareness exercises increase children's understanding of disabilities and foster empathy and sensitivity toward others.

Blindfold the children for a while and have them try to do an everyday activity without sight. Blindfold and give them some simple tasks such as eat a snack, fetch a book or walk to the door.

Play a lip-reading game where students pair off and have to read certain phrases by mouthing the words silently. Have one child read the sentence and then ask him to convey it to the rest of the group without writing, speaking or spelling.

Bring in a few pairs of thick socks, button-down shirts and some rulers. Tie a ruler between each students' ankles and have him or her walk up and down the hallway. Put socks over your students' hands and have them try to tie their shoes and button up a shirt.

##### **Discussion**

- Share your experiences on how you felt being unable to see, speak and move around like you normally do.
- Were you able to do the chores effectively?
- How much longer did it take?
- Were you frustrated?

<https://www.youtube.com/watch?v=nlzMD1Kj6kE> -For a world fair and square

##### **IV b. The inspirational story of Sudha Chandran.**

<https://www.youtube.com/watch?v=dva1oIWL9To>

Sudha Chandran was not born to a disability but was a victim of circumstances. It did not stop her from challenging the odds and making a mark in dancing.

With the aid of the Jaipur Foot that lent hope, she persevered, determined not to give up, succeeded and motivated people around her.

Create a ppt of achievers, who did not make excuses, allow their physical disabilities to come in the way of reaching for the stars and pursuing their dreams

You may include

- Arunima Sinha, the world's first female and India's first amputee to climb the Mount Everest.
- Nicholas James, an Australian motivational speaker born with a rare condition called the Phocomelia which is the absence of limbs; both hands and legs since birth.
- Girish Sharma, who lost a leg in a train accident when he was a kid. But, this setback in life did not stop him from becoming a badminton champion.
- Shekhar Naik, who with his strong will power and dedication, became a T20 Blind Cricket World Champion and had 32 centuries to his name.
- H. Boniface Prabhu, whose life changed at the age of four because of a botched lumbar puncture, making him a quadriplegic for the rest of his life. His immense hard work and dedication made him a leading quadriplegic wheelchair tennis player. He was a medal winner at the 1998 World Championships and was also awarded the Padma Shri by Government of India in 2014.

Follow with a video on Sudha Chandran.

### **Discussion**

- Discuss the journey of the 6 achievers you heard about and saw today, how much hope and despair, determination and perseverance would have gone into their path towards success?
- How did their success build their self-confidence and earn them respect?
- Could they have done it without the love, support, faith and encouragement of their family, mentors or well-wishers?
- What should you focus upon in a person- his abilities or disability?

### **IV c. Inclusive Education-A Chance.**

<https://www.youtube.com/watch?v=3pl1NrRruRA>

Everyone has potential to do everything. They just need a chance, a supporting hand with a smiling face to get the goal.

<https://www.youtube.com/watch?v=7oOjIFd7JNk>

## Discuss

- What do you understand by disability?
- What are the difficulties children with disabilities face in a normal school set up?
- How would you treat a friend with a disability?

## IV d. Inventions-Hope and Gratitude

<https://www.youtube.com/watch?v=q0bLKw5aM4k>

For a mere Rs 15,000, Indian Institute of Technology (IIT) Madras has launched the country's 'first indigenously' designed standing wheelchair- 'Arise' for assisting the specially-abled person in day-to-day activities. These customized wheelchairs enable a differently-abled person to shift from sitting to standing position and vice-versa independently.

In the lesson 'Chuskit goes to school' the wheel chair helped Chuskit lead a life she dreamt of. She did not have to depend on her father to carry her around.

Discuss innovations like the cane, Braille books, audio books, help dogs, computers with Braille, the Paralympics and others that have offered hope to the differently abled to reach for the stars.

### 2. Gratitude

<https://www.youtube.com/watch?v=0M2pARDpmWQ>

When a little blind girl received a Harry Potter book written in braille, she was overwhelmed with happiness. This particular video should compel children to think about it from two angles, one to be grateful for our precious sensory organs and the gratitude with which the blind girl receives the book on braille. The book may not mean as much to a child with vision. Every invention holds out hope to the differently abled.

Discuss these aspects with children.

## V. Assignments

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Girish Sharma and H Boniface Prabhu are two great sportsmen with disabilities who have proved that disability is a state of mind. Research and discuss about them.

## Resources

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NCERT Textbook EVS Grade 4

<https://www.thebetterindia.com/16449/famous-indians-with-disability/>

**EVS**  
Grade IV

# Integration of Values

Teacher's Manual

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