

Unit 1

Super Senses

Topic	Values / Life skills integrated & imbibed	Activities
Super Senses	<p>Core Values Considered: Appreciation and Gratitude</p> <p>Other Sub-Values: Altruism</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Super senses in animals. Animals that can predict natural calamities with their senses- Video and Discussion. Man's best friend in every sense- Video and discussion on sniffer dogs , guide dogs and dogs trained to detect diseases and offer emotional support to those with high stress. Hara Rang Kaise Hota Hai- video and discussion on the blind and eye donation. Posters on eye donation.</p>

Materials / Resources needed

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

Description (of the points of discussion)

The lesson Super Senses touches upon the five senses that we share with animals that of taste, sight, smell, touch and sound. Animals have some senses that are more sharp, acute and heightened than humans. The observance of the ensuing behaviour as a result of sensory awareness helps man in times of natural calamities and disasters. A dog's sense of smell, sense of detecting emotions and stress is of great value to man in the timely detection and treatment of diseases.

We have much to be appreciative and grateful for each of our senses.

The lesson also asks the student to introspect and discuss upon conservation of animals and threat from poachers, encroachment and destruction of forest land.

Unit 1
Super Senses
Appreciation and Gratitude

I. Introduction

The lesson Super Senses touches upon the five senses that we share with animals that of taste, sight, smell, touch and sound. Animals have some senses that are more sharp, acute and heightened than humans. The observance of the ensuing behaviour as a result of sensory awareness helps man in times of natural calamities and disasters. A dog's sense of smell, sense of detecting emotions and stress is of great value to man in the timely detection and treatment of diseases.

We have much to be appreciative and grateful for each of our senses.

The lesson also asks the student to introspect and discuss upon conservation of animals and threat from poachers, encroachment and destruction of forest land.

II. Learning Objectives / Outcomes

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

The student will

- Appreciate the super senses that exist in animals.
- Reflect and appreciate with gratitude the super senses human beings possess.
- Exhibit compassion and love for animals.
- Condemn encroachment into animal habitat and poaching.
- Support Wildlife Conservation.

III. Process & Action Plan

Your role as a teacher is significant, as you have the power and the means to instil the value of appreciation and gratitude in students, not only for their own but also the senses that exist in animals. By sowing compassion in the minds of students for those who are deprived of their sense of hearing and sight, for those animals poached and killed for their tusks, skin and horns, you are sensitising and shaping the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

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

A. Introduce the **context activity:**
IV a. Super Senses
Value-Appreciation & Gratitude



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



IV b.
Man's Best Friend
in Every Sense
Value-Appreciation
& Gratitude

IV c.
Hara Rang Kaise hota hai
Value-Appreciation, Gratitude
& Altruism.



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



Make posters and create awareness
on Eye organ donation.

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

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

The **core values** being considered are Appreciation, Gratitude and Altruism.

IV. Activities & Related Discussion

IV a. Super Senses-

<https://youtu.be/7REZdw0zt3s>

<https://www.youtube.com/watch?v=OwormFL3ePY> Animals that can predict disasters with their senses.

Discussion

- What are the super senses that different animals have?
- How does keen observation of animal behaviour and their senses help us to detect the oncoming of natural calamities like tsunami and earthquakes?

IV b. Man's Best Friend in Every Sense.

<https://www.youtube.com/watch?v=JzmsQY2jfeI> Guide dogs assisting the blind.

<https://www.youtube.com/watch?v=dC4pnlGw9zg> Dogs detecting diseases.

<https://www.youtube.com/watch?v=5YssM3BYlu4> Boy with autism gets dog who changes his life.

<https://www.youtube.com/watch?v=XnN9UA-c5B0> Biography Of जंजीर - The Sniffer Dog who saved 1000 lives In Mumbai 93 Blast

Explain to the children- A dog's heightened awareness of sense of smell is used to help humans in a number of ways. They are used by the Army, Customs and Police to sniff out explosives, drugs and culprits trying to escape the scene of crime. Dogs make invaluable guide dogs to the blind. They can see far ahead, are alert and can sense danger. They have quick reflexes and decision-making skills something a white cane cannot provide the blind with. They provide unconditional love, support and companionship and are adept at sensing emotions and stress levels in those suffering from autism, soldiers suffering from stress and trauma of war. A trained sniffing dog also has the ability to sniff out an epileptic seizure before the person has it and can sniff out cancers,

low blood sugar, migraine, malaria, high stress levels and Parkinson disease in patients long before they detect it.

We have much to appreciate and be grateful for this canine friend and companion. A dog is much more than a best friend who can even save your life.

IV c. 'Hara Rang kaise hota hai?'

<https://www.youtube.com/watch?v=MkSeiRapD-0> Eye bank association of India

Discussion

- Which were the animals and birds that had a super sense of vision?
- Describe the things, colours and shapes you can see around you?
- Close your eye / blindfold your eye and move around for a period. How did you feel?
- Do you take your gift of vision for granted?
- Are all children in this world blessed with vision?
- Which festival were the children celebrating?
- Did you observe, they could feel the texture of the powder colours, they could feel the cold water splashing all over them.
- Could they smell the gujiyas or sweet as they were being fried in ghee?
- Could they hear the song, the aeroplane flying above, the laughter of their friends and their warden speak?
- What was the only thing they were unable to do?
- What can save them from lifelong darkness?
- Run an awareness campaign and ask adults you know to pledge their eye to the blind? Help develop the value of Altruism or helping without expecting Anything in return.
- When you donate an eye is the entire eye taken or just the cornea? Spread this awareness.

V. Assignments

Make posters and create awareness about eye organ donation.

Resources

<https://www.scienceabc.com/nature/animals/animals-possess-super-senses-super-abilities.html>

<https://www.youtube.com/watch?v=UjXz8nQXWoQ> Super Senses in Animals.

<https://www.nationalgeographic.com/animals/article/poaching-animals/> Animal Poaching

<https://barkpost.com/discover/dog-senses-stronger-than-human-senses/> Dog's Senses

Unit 2

A Snake Charmer's Story

Topic	Values / Life skills integrated & imbibed	Activities
A Snake Charmer's Story	<p>Core Values Considered: Kindness</p> <p>Other Sub-Values: Appreciation, Respect</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Amazing Facts Discussion on Kalbeliyas. Animals to entertain. Assignment-Put up a Kalbeliya dance. Discuss on the effect of the Government's law on the Kalbeliyas. Is it right or wrong? What remedial measures would you suggest?</p>

Materials / Resources needed

Smart Board, LCD Player, mikes
picture cards of endearing animals - baby elephant, a dolphin, Koala bear and a calf.
Picture of a snake.

Description (of the points of discussion)

The lesson 'A snake Charmer's story' tells us the story of Kalbeliyas or the gypsy snake charmers of Rajasthan. Snakes were an integral part of their lives. They were kind to them and did not kill them for their skin. The ability to be a snake charmer was a skill set and an art passed down from one generation to the next, purely for entertainment. They possessed an in-depth knowledge about poisonous and non-poisonous snakes and treatment of snake bites. Today the gypsy tribes are resilient, they can no longer use snakes to put up a show. However, they continue to captivate tourists with their colourful ensemble of jewellery and clothes, their music with unique traditional musical instruments and the snake dance.

Animals are a source of livelihood to many, the lesson also touches upon the need for empathy and sensitivity towards animals in cages used for entertainment, animals who are brutally poached and killed for skin trading and other body parts.

Unit 2**A Snake Charmer's Story****Kindness****I. Introduction**

The lesson 'A snake Charmer's story' tells us the story of Kalbeliyas or the gypsy snake charmers of Rajasthan. Snakes were an integral part of their lives. They were kind to them and did not kill them for their skin. The ability to be a snake charmer was a skill set and an art passed down from one generation to the next, purely for entertainment. They possessed an in-depth knowledge about poisonous and non- poisonous snakes and treatment of snake bites. Today the gypsy tribes are resilient, they can no longer use snakes to put up a show. However, they continue to captivate tourists with their colourful ensemble of jewellery and clothes, their music with unique traditional musical instruments and the snake dance.

Animals are a source of livelihood to many, the lesson also touches upon the need for empathy and sensitivity towards animals in cages used for entertainment, animals who are brutally poached and killed for skin trading and other body parts.

II. Learning Objectives / Outcomes

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

- The student will demonstrate an understanding of the 'Kalbeliyas of Rajasthan'- their culture, music, dance, skill sets and knowledge about snakes.
- They will demonstrate sensitivity towards animals and create awareness on kindness to animals and against indiscriminate killing, poaching and trading of animal skins and other parts.

III. Process & Action Plan

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

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

A. Introduce the **context** activity:

IV a. Amazing Facts
Value-Appreciation



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



IV b.

Discussion on
Kalbeliyas
Value-Appreciation
& Respect

IV c.

Should animals be used to
entertain?
Value-Kindness



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



- Put up a Kalbeliya dance.
- Discuss on the effect of the Government's law on the Kalbeliyas. Is it right or wrong? What remedial measures would you suggest?

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 Respect and Appreciation.

IV. Activities & Related Discussion

IV a. Amazing Facts

Introduce picture cards of animals that are very endearing like a baby elephant, a dolphin, Koala bear and a calf. Now show students the picture of a snake?

- Describe the emotion, the first four animals evoked in you.
- What emotion did the snake stir in you? Why?
- Are all snakes threatening to man?
- In India why do we revere and worship the snake?
- Why is the snake called the farmer's friend?
- What are the reasons for the snake population to decline?

Did you Know?

World's first and only king cobra sanctuary in the world is in Karnataka India.

<https://www.youtube.com/watch?v=70Q30CLf5io>

<https://www.worldatlas.com/articles/8-interesting-facts-about-the-king-cobra.html>

- Where is the world's first and only king cobra sanctuary?
- What height can a king cobra reach?
- Is the king cobra shy or aggressive? When does it get aggressive?
- Who provokes the king cobra?
- How venomous is the cobra?
- Do the people of India largely respect and revere the king cobra or destroy it?
- What must one do if a snake is spotted? Kill it or call the forest officials?
- Name our national reptile.
- What does the snake use its tongue for?
- Does the snake have eyelids?

- What is the length of a cobra?
- Do the king cobras growl or hiss?
- Why are humans deadlier than the king cobras? How have we threatened their survival?
- How is the mother king cobra different from other snakes?
- What do king cobras eat?

IV b. Discussion on the lesson

<https://www.youtube.com/watch?v=e-E1-Xv2Vsg> The Been or snake charmer's flute.

<https://www.youtube.com/watch?v=YB97tQpQEJs> -Kalbeliyas the cobra gypsies of Rajasthan.

- Who is Aryanath? What is he known as?
- What did the Kalbeliyas do for a living?
- Which musical instrument could he skilfully play?
- From whom did he acquire this art/skill?
- What skill have you acquired from your family?
- What was his grandfather famous for?
- What did the Kalbeliyas do with the poisonous snakes they caught?
- What was Aryanath taught by his father when he grew older?
- On being bit by a snake, why did the approach these snake charmers or Kalbeliyas?
- Did the Kalbeliyas ever kill a snake or trade it for large sums of money? Why?
- How were they affected when the government banned catching snakes?
- How did the ban affect their livelihood?
- Which other people depend on animals for their livelihood?

IV c. Should animals be used to entertain?

<https://www.youtube.com/watch?v=Uy5jAVgRbLA> Street performing monkeys

<https://www.youtube.com/watch?v=jXMzLdRGYE4> Tigers at the circus.

The only way to stop animals from being exploited is by boycotting these shows and stop using products that have been manufactured by harming animals.

Discussion

- What methods do trainers adopt to make animals perform against their will?
- Does performing come naturally to these animals?
- How can you put an end to these inhuman practices?

V. Assignments

- Put up a Kalbeliya dance.
- Discuss on the effect of the Government's law on the Kalbeliyas. Is it right or wrong? What remedial measures would you suggest?

Resources

<https://www.youtube.com/watch?v=jj36MR4vLOE> Snake rangoli

<https://www.youtube.com/watch?v=e-E1-Xv2Vsg> The Been or snake charmer's flute.

<https://www.youtube.com/watch?v=YB97tQpQEJs> -Kalbeliyas the cobra gypsies of Rajasthan.

<https://www.worldatlas.com/articles/8-interesting-facts-about-the-king-cobra.html>

From Tasting to Digesting

Topic	Values / Life skills integrated & imbibed	Activities
From Tasting to Digesting	<p>Core Values Considered: Health</p> <p>Other Sub-Values: Mindfulness, love, Appreciation, Gratitude and Responsibility.</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Conversing Skills, Ideating and Imagination, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Awareness of Sensory Organs Thankfulness & Power of words. End food wastage.</p> <p>Take up a project in school and associate with 'Roti Bank' or any NGO that feeds the hungry. Have all the children donate a roti or two towards the cause at least once a week.</p>

Materials / Resources needed

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

Description (of the points of discussion)

The lesson from 'From Tasting to Digesting' touches upon sensory awareness that help us to appreciate the food we eat, the colourful palate, aroma and flavours of food and the varied taste experienced on different areas of the tongue. Digestion begins in the mouth.

Dr Beaumont's study on a soldier who had a hole in his stomach in 1822 led to more insights on the marvels of digestion within the body, time taken for different food to digest, the role of the digestive juices in the stomach, relation between emotional state while eating and digestion.

Age old practices of chewing food well, sitting cross legged on the floor and eating, appreciation, prayer of thankfulness, gratitude and mindfulness while eating, kind of wholesome food eaten, activities and exercise, all go a long way in the assimilation and digestion of food and overall health.

The lesson also touches upon effect of emotions on digestion of food, emotions felt when one faces acute hunger and thirst, and hunger as a result of poverty.

It is imperative we share our resources and consciously avoid wasting food.

Unit 3**From Tasting to Digesting
Health and Appreciation****I. Introduction**

The lesson from 'From Tasting to Digesting' touches upon sensory awareness that help us to appreciate the food we eat, the colourful palate, aroma and flavours of food and the varied taste experienced on different areas of the tongue. Digestion begins in the mouth.

Dr Beaumont's study on a soldier who had a hole in his stomach in 1822 led to more insights on the marvels of digestion within the body, time taken for different food to digest, the role of the digestive juices in the stomach, relation between emotional state while eating and digestion.

Age old practices of chewing food well, sitting cross legged on the floor and eating, appreciation, prayer of thankfulness, gratitude and mindfulness while eating, kind of wholesome food eaten, activities and exercise, all go a long way in the assimilation and digestion of food and overall health.

The lesson also touches upon effect of emotions on digestion of food, emotions felt when one faces acute hunger and thirst, and hunger as a result of poverty. It is imperative we share our resources and consciously avoid wasting food.

II. Learning Objectives / Outcomes

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

The student will demonstrate knowledge and awareness about

- The role of sensory organs that aids awareness and appreciation of texture, colour, flavour and taste of food.
- The contribution of saliva and digestive juices in the stomach towards proper digestion of food.
- Importance of chewing food well.
- The effect of emotions on digestion of food.
- Emotions caused by thirst and hunger.

- The importance of not wasting food.
- Time taken by different foods to digest.
- The role played by glucose in the event of faulty digestion and loss of body fluids.
- The role of activity and exercise in digestion and maintaining good health.
- The importance of mindfulness, love, appreciation and gratitude in relation to food.

III. Process & Action Plan

Attitude towards food and eating behaviour has an effect on digestion and the health of children. Your role as a teacher is significant in instilling the value of appreciation, mindfulness and gratitude for the food they eat, you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

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

A. Introduce the **context** activity:
IV a. Awareness of Sensory Organs
Value- Appreciation and gratitude

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

IV b.
Thankfulness &
Power of words.
Value- Appreciation,
Health, Gratitude and
Mindfulness

IV c.
End food wastage.
Value-Responsibility,
Sensitivity, Caring,
Sharing, Empathy.

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

Value- Take up a project in school and associate with 'Roti Bank'
or any NGO that feeds the hungry. Have all the children donate
a roti or two towards the cause at least once a week.

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

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

The **core values** being considered are Health along with Mindfulness, love, Appreciation, Gratitude and Responsibility.

IV. Activities & Related Discussion

IV a. Appreciation and Gratitude for Sensory Organs

Gather children around you. Tell them they are going to play a game.

Blindfold them and ask them to guess the food you place on their tongue. Offer varied taste experiences like sweet -chocolates, salty -potato chips, sour- amla or lemon, bitter - bitter gourd, spicy pickles etc. Encourage children to describe the taste and food. Now place a bowl of hot steaming pav bhaji or lime near their nose. Could they guess without tasting?

Imagine if it were not for your nose and tongue, would you be able to enjoy the aroma, flavour and taste of food? Would the experience of eating be the same? Make students aware of how grateful and appreciative they should be of the sensory organs and awareness.

The sense of taste allows us to identify and learn how foods taste. The tongue is the organ responsible for taste perception. But, how is it done? The tongue is covered with taste buds, in charge of collecting information about different tastes and send it to the brain.

Show the video.

<https://www.youtube.com/watch?v=SneTFJc7u7Y>

IV b. Thankfulness

<https://www.youtube.com/watch?v=A-0PeUeYbqw> -Words are powerful

Arrange for all the children to be seated in a circle along with you during mealtime at school.

Show them the video-Words are powerful.

Before children commence eating, ensure they have spread their napkin and washed their hands thoroughly. Begin with a prayer. Encourage children to share the practice they follow at home. Offering a prayer and giving thanks for food is a practice observed in many cultures and religions in India and across the world. Words in a prayer, a shloka are positive and its vibrations have an effect on the food we eat and the water we drink, in turn it has an effect on the digestion.

Giving thanks makes the student more aware and appreciative of the efforts that go behind what they eat. Ask children to eat slowly with mindfulness and savour every small bite they take. Positive energy around and within helps food to be digested better. Encourage them to describe the food they have brought in a positive manner.

Discuss after lunch.

- Who prepared your food?
- Was the person who prepared the food in a happy frame of mind when they made the food?
- Has a lot of love gone into the preparation of food?
- Describe your food.
- Who all have contributed towards the food reaching your plate?
- In the video what was the effect of positive words and thoughts on water and food?

IV c. End food wastage.

<https://www.youtube.com/watch?v=hb9gnYx8wJM>

Discuss

- Do you eat all that your mother serves you?
- Do you grumble about food?
- When you go for a party do you serve yourself more than what you can eat?
- Do you waste food? Are you being responsible and sensitive?
- Have you ever felt hungry?
- How did it feel?
- What if you were to feel that way for days together? Do you feel what the hungry feel?
- Have you thought of feeding the hungry?
- How can you help the hungry?

V. Assignments

Take up a project in school and associate with 'Roti Bank' or any NGO that feeds the hungry. Have all the children donate a roti or two towards the cause at least once a week.

Resources

<https://www.youtube.com/watch?v=-vLVtOCLISs> More than a child's hunger.

<https://www.youtube.com/watch?v=SneTFJc7u7Y> The sense of taste-How does it work?

Mangoes round the year

Topic	Values / Life skills integrated & imbibed	Activities
Mangoes Round the Year.	<p>Core Values Considered: Environmental Awareness.</p> <p>Other Sub-Values: Appreciation, Sensitivity, Kindness, Responsibility and Gratitude.</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Mango Fiesta! Food Detectives Food spoilage and Food wastage- Video and Discussion on Recycling food waste. Food Preservation. Dehydrating farmer's excess produce and preventing wastage. Biogas with rotting Vegetables. Preparation of pickle.</p>

Materials / Resources needed

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

Description (of the points of discussion)

The lesson 'Mangoes round the year' touches upon using our five senses to detect food that has been spoilt, the change in appearance and colour, smell and taste of food when it gets spoilt, relation between season and spoilage of food, time taken for different food to get spoilt, factors that hasten food to get spoilt, home remedies to retain freshness in food for a few days and preservation of food, mangoes and other fruits and vegetables.

It also mentions the presence of manufacturing and expiry date on packaged products that we must look out for while buying a product. The value of preserving food, valuing, appreciating it and avoiding wastage is of importance. The value of each sensory organ is reiterated in the chapter. It helps us to eat our food with mindfulness. It is our sensory organs that help detect food that is spoilt and appreciate the colour, aroma and taste of food that is fresh and tasty. Immense gratitude for our sensory organs that helps us appreciate food is also a valuable takeaway of this lesson.

Unit 4**Mangoes round the year****Mindfulness, Gratitude****I. Introduction**

The lesson ‘Mangoes round the year’ touches upon using our five senses to detect food that has been spoilt, the change in appearance and colour, smell and taste of food when it gets spoilt, relation between season and spoilage of food, time taken for different food to get spoilt, factors that hasten food to get spoilt, home remedies to retain freshness in food for a few days and preservation of food, mangoes and other fruits and vegetables.

It also mentions the presence of manufacturing and expiry date on packaged products that we must look out for while buying a product. The value of preserving food, valuing, appreciating it and avoiding wastage is of importance. The value of each sensory organ is reiterated in the chapter. It helps us to eat our food with mindfulness. It is our sensory organs that help detect food that is spoilt and appreciate the colour, aroma and taste of food that is fresh and tasty. Immense gratitude for our sensory organs that helps us appreciate food is also a valuable takeaway of this lesson.

II. Learning Objectives / Outcomes

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

The student will demonstrate his knowledge and awareness about

- The factors in the environment responsible for food getting spoilt.
- The sensory organs that help detect spoilt food from its appearance, colour, texture, taste and smell.
- Methods of food preservation.

III. Process & Action Plan

Knowledge and awareness about environmental factors responsible for food spoilage, avoiding food wastage by timely detection and preservation, role of senses in

detection of spoiled food, appreciation and gratitude for the same are all takeaways from this lesson that can be accomplished through first- hand experience and discussions. Your role as a teacher is significant, as you have the power and the means 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:
IV a. Mango Fiesta!
Value-Appreciation and Gratitude.

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

IV b.
Food Detectives
Value-
Environmental
Awareness.

IV c.
Food spoilage and
Food wastage.
Value-Sensitivity, Kindness,
Responsibility.

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

- Prepare a simple cucumber and carrot pickle. What are the ingredients that will help preserve the pickle?
- School project-Install a compact bio gas plant in your school canteen or home.

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

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

The **core values** being considered are Environmental Awareness along with Appreciation, Sensitivity, Kindness, Responsibility. And Gratitude.

IV. Activities & Related Discussion

IV a. Mango Fiesta!

Engage children in this activity preferably during the mango season. If mangoes are unavailable you may use other fruits with distinct taste and flavours. A mango may be savoured both in its ripe and raw form. The sensory experience is rich and varied. Allow children to observe the colour, smell, texture and taste. Ask them to be mindful and appreciate the distinct smell and taste of the fruit.

Place mangoes that are discoloured and spoilt too for a first-hand experience. How can they be preserved before getting spoilt?

Introduce ‘Aam Panna’ a juice made from raw mangoes, preserved mango pulp, mango pickles, dried mango slices and familiarise children to the concept of preservation. They may share names of other fruits and vegetables preserved at their home.

IV b. Food Detectives!

1. Activity

On a given day have children place aside a very small portion of food they are eating like curd, milk, curry, rice, bread, roti, vegetable or fruit in small containers.

Prepare a chart with days written on one side vertically and alongside have the points-appearance, colour, smell and texture written.

Allow children to observe the food daily for a week and note the changes, using their senses. How does the food smell/ how has its appearance changed? Have they ever felt a change in taste of food beginning to get spoilt?

This experiment may be carried out in summer, winter and rainy season to have a better understanding of the changes in different seasons and temperatures. Students can note down the varied comparative study. Which food got spoilt faster? Which food took a long time to get spoilt? why? What were the main factors responsible for food getting spoilt?

Students can also place food containers in the refrigerator or immerse it in a bowl of water? Did it alter the rate at which the food got spoilt?

2. Discussion

<https://howtoadult.com/childrens-development-influenced-external-factors-6727.html>

Just as food gets spoilt due to some factors in the environment, what are the factors that affect children's behaviour character and development? What spoils them? What can children do to preserve the inherent goodness in themselves?

IV c. Food spoilage and Food wastage.

<https://www.youtube.com/watch?v=pAXOwhRITQA> Recycling food waste.

<https://www.youtube.com/watch?v=wT2b46bpZOY> Food Preservation.

https://www.youtube.com/watch?v=BcC_WkU7qfM Dehydrating farmer's excess produce and preventing wastage.

Discussion

- How can we prevent wastage of edible food at home?
- If you were to host a party / dine out what steps could you take to prevent wastage/recycle waste food?
- Observe and discuss different ways in which vegetables and fruits are preserved at home?
- How did the entrepreneurs help the farmer, empower women, take care of the environment, prevent food wastage and earn profits?

2) Biogas with rotting Vegetables.

<https://www.youtube.com/watch?v=c1adiK8nLbA>

Discuss

- What happens when rotting vegetables and fruits fill our landfills? Which harmful gas is released?
- What are the valuable benefits of biogas?
- Observe the steps involved in making biogas.
- Don't you think only rotting vegetables should be thrown away? Shouldn't vegetables that are edible be distributed among the poor and homeless?
- What is the valuable byproduct of biogas? How does it benefit farmers and us?

V. Assignments

- Prepare a simple cucumber and carrot pickle. What are the ingredients that will help preserve the pickle?

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

- Tips for an Easy to Make, Low Price, Kitchen Waste, Home Made Compact Bio-gas Plant from Kerala. Take it up as a school project and install one in your school canteen or home. It costs Rs 2000/-

<https://www.youtube.com/watch?v=9kKRdlAFuZw&t=29s>

Resources

<https://www.youtube.com/watch?v=wSmE1YPhA8>

<https://howtoadult.com/childrens-development-influenced-external-factors-6727.html>

Unit 5,19&22

Seeds and Seeds A Seed Tells a Farmer's Story On the Move Again

Topic	Values / Life skills integrated & imbibed	Activities
<p>Seeds and Seeds A Seed Tells a Farmer's Story On the Move Again</p>	<p>Core Values Considered: Environmental Awareness.</p> <p>Other Sub - Values: Hard work, Discipline, Love for one another, animals and Mother Earth, Simplicity.</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Art-Draw a farmer. Organic farming -Video and Discussion on Mr Shankar Venkatraman-Deep Organic Farmer. Visit to a farm Discussion based on values embedded in the lessons. The Cancer Train-Video and Discussions. Assignment-Take up organic gardening as a yearlong project at home and in school and document your progress.</p>

Materials / Resources needed

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

Description (of the points of discussion)

Seeds come in a variety of colours, shapes, sizes and textures. The lesson ‘Seeds and Seeds’ touches upon sprouting and germination of seeds, factors conducive for both processes, and encourages students to observe and document the same. The uses of seeds, seed dispersal and agents of seed dispersal also find mention in the chapter.

The chapter ‘A seed tells a farmer’s story’ is the story of two farmers Damjibhai and his son Hasmukh as narrated by a Bajra seed who has been living in Damjibhai’s wooden chest for decades, nestled on neem leaves, protected from insects. The seed throws light on the difference in attitude towards farming, livestock, environmental awareness, money and profit making, between the two generations. While Damjibhai’s generation goes to great lengths storing seeds of good crops year after year in a big wooden chest, his son Hasmukh chooses the easy way out of buying seeds from the market. From growing multiple crops to only profit yielding crops takes a toll on the quality of soil, Electricity, pumps, canals tractors mechanised farming methods does away with work force and cattle required to till the land. The livestock was revered and respected in Damjibhai’s time. Much time is saved but again at a price. Fertilizers have to be procured with the exit of cows, bulls and oxen, inferior seed quality leads to insect’s attack and the alarming use of pesticides further deteriorates the quality of crop and soil. The chemicals even seep into the water table posing a danger to Health. Growing crops that require a lot of water leads to scarcity of water and soon the underground water table is subjected to misuse. The farmer is pushed into loans and mounting debts.

The bajra seed goes on to introduce the third generation who is uninterested in farming and moves into truck business. The fears of the bajra seed come true when Hasmukh’s son comes asking for his grandfather’s wooden chest to keep his tools. The end of the precious seeds is inevitable.

The lesson also introduces another farmer Bhaskar Bhai and his alternate farming methods. He cares for Mother Earth and uses no fertiliser and pesticide. The falling and rotting leaves along with the earthworms make soil loose and rich with nutrients.

Progress and development are reevaluated in this chapter, students are asked to ponder if it is indeed progress and development, if the environment, soil, air, water all are compromised in its name. Education, awareness and love for Mother Earth alone can bring about a change. Chapter 22, ‘On the Move Again’ again focusses on the life of migrant farmers, farmers who have no land of their own. They are at the mercy of agents who get them jobs on sugarcane plantations, where they work tirelessly from dawn to dusk for six months when there is no rainfall. They all have a loan to repay. The old family members they leave behind in their villages and children who accompany them, going without education for six months in a year, pay the price.

The above chapters create awareness about the farmers, their resilience, their practices that are eco -friendly and sometimes harmful to the environment, their unity, sense of belonging with the community and their hardships of having to brave the elements of nature and the web laid out by moneylenders.

Unit 5, 19 & 22
Seeds and Seeds
A Seed Tells a Farmer's Story
&
On the move again
Environmental Awareness

I. Introduction

Seeds come in a variety of colours, shapes, sizes and textures. The lesson 'Seeds and Seeds' touches upon sprouting and germination of seeds, factors conducive for both processes, and encourages students to observe and document the same. The uses of seeds, seed dispersal and agents of seed dispersal also find mention in the chapter.

The chapter 'A seed tells a farmer's story' is the story of two farmers Damjibhai and his son Hasmukh as narrated by a Bajra seed who has been living in Damjibhai's wooden chest for decades, nestled on neem leaves, protected from insects. The seed throws light on the difference in attitude towards farming, livestock, environmental awareness, money and profit making, between the two generations. While Damjibhai's generation goes to great lengths storing seeds of good crops year after year in a big wooden chest, his son Hasmukh chooses the easy way out of buying seeds from the market. From growing multiple crops to only profit yielding crops takes a toll on the quality of soil, Electricity, pumps, canals tractors mechanised farming methods does away with work force and cattle required to till the land. The livestock was revered and respected in Damjibhai's time. Much time is saved but again at a price. Fertilizers have to be procured with the exit of cows, bulls and oxen, inferior seed quality leads to insect's attack and the alarming use of pesticides further deteriorates the quality of crop and soil. The chemicals even seep into the water table posing a danger to Health. Growing crops that require a lot of water leads to scarcity of water and soon the underground water table is subjected to misuse. The farmer is pushed into loans and mounting debts.

The bajra seed goes on to introduce the third generation who is uninterested in farming and moves into truck business. The fears of the bajra seed come true when Hasmukh's son comes asking for his grandfather's wooden chest to keep his tools. The end of the precious seeds is inevitable.

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The above chapters create awareness about the farmers, their resilience, their practices that are eco-friendly and sometimes harmful to the environment, their unity, sense of belonging with the community and their hardships of having to brave the elements of nature and the web laid out by moneylenders.

II. Learning Objectives / Outcomes

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

The student will demonstrate his /her knowledge and understanding of

- How seeds sprout and germinate
- Ideal environment for the seed to sprout/germinate.
- The value of consumption of sprouts.
- Different kinds of seeds varying in shape, size, colour, texture and weight, Edible and inedible seeds.
- Seed dispersal; Agents of seed dispersal.
- Factors required for a plant to grow.
- The different types of farming.
- The importance of good seeds. Methods of storing and preserving seeds.
- Importance of growing several crops in rotation.
- Importance of using organic fertilizers.
- Harmful effects of pesticides on air and water table beneath the soil.
- Festivals related to farming.
- Importance of livestock and earthworm to the farmer.
- Importance of education and awareness about environment and eco-friendly farming.

- The difficulties faced by migrant farmers who have no land of their own
- Role played by ‘Mukadam’ or agent in the migrant farmer’s life.
- Work on a sugar cane field.
- Plight of the elderly left behind in villages when migrant farmers move away for six months.
- Lack of education for migrant farmer’s children.

The student will reflect and discuss how a merging technology, old wisdom and values can make farming profitable and environment friendly.

III. Process & Action Plan

Farming would truly become a noble profession when educated youth would take up farming consciously as a profession. Youth following ethical, eco -friendly practices in farming is the need of the hour. A disciplined, hardworking, well- educated farmer in farming practices would alter the face of India and make it a truly respectable profession. Your role as a teacher is significant, as you have the power to instil awareness through discussions 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:
IV a. Organic farming and Visit to a farm
Value- Respect, Hard work, Discipline



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



IV b. Discussion based on values embedded in the lessons
Value-Environmental Awareness, Hard work, Discipline,
Love for one another, animals and Mother Earth, Simplicity.
IV c. Cancer Train
Value-Environmental Awareness.



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



Take up organic gardening as a year long project at home and in
school and document your progress.

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

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

The **core values** being considered are Environmental Awareness along with Respect, Discipline, Simplicity and Hard work.

IV. Activities & Related Discussion

IV a. Organic farming

<https://www.youtube.com/watch?v=gO-eYYJogL4>

Ask children to draw a farmer in their drawing book. Discuss the image of a farmer they have in their mind. Most of the children imagine the image presented in their textbooks, that of a poor farmer in dhoti and vest, ploughing his field with a pair of bullocks. They may also imagine a farmer as someone helpless looking at the skies waiting for rainfall. Display the images in front of the class.

How many of them would like to become a farmer?

Now show them the above inspirational and motivational video and discuss about Mr Shankar Venkatraman. The inputs given by you will motivate and develop in the students an awareness and interest in farming.

Discussion

- What was Mr Shankar Venkatraman's profession before he became a Deep Organic Farmer at the age of 31. Where did he live before coming back to India?
- What was the turning point in his life?
- How did his journey of farming start?
- What did he do step by step to reach his goal?
- What does he do on his farm?
- What were the difficulties initially faced by him?
- What training did he give the youth? How many subjects were taught to them?
- What was Mr Venkatraman's observation about the villagers?
- What was the success he met up with after 18 months? How many homes did he supply farm fresh vegetables to?
- What is the attitude of people towards farming? Is it just enough calling farmers / teachers noble but not wanting to become one?

- What will happen if more educated and literate people take up farming?
- What is the programme ‘SEED’ he conducts for school children?
- What is his mission and vision?
- What are the valuable benefits of farming in the overall physical and mental well-being of a person?
- What are the qualities a farmer must have?

IV b. Discussion based on values embedded in the lessons

‘A Seed Tells a Farmer’s Story’

- How long has the bajra seed been in Damjibhai’s family?
- Whose story is the bajra narrating?
- How did Damji bhai preserve his seeds for many years? Why did farmers preserve seeds of good crops?
- What was the relationship between different farmers then? How did celebrating festivals together create love care and sense of belonging?
- Why did the farmers grow many crops then? What did they do with the produce on the farm?
- Was becoming rich the goal of farmers then?
- Did they use fertilizers and pesticides? Why?
- What changes did his son Hasmukh bring about in farming?
- What did farm mean to Hasmukh? Did he want to lead a life of simplicity like his father?
- What took the place of the bullocks?
- What was cow dung replaced by?
- Were the seeds in the wooden chest used?
- Why did Hasmukh buy seeds? Why did he grow only two crops?
- What happened to the crop and soil eventually?
- Why did he have to take loans?
- Why was Damjibhai’s grandson not interested in farming?
- What did he want to keep in the wooden chest?
- What do you think would happen to the priceless seeds Damjibhai preserved all these years?

Discussion based on values embedded in the lessons

‘On the Move Again’

<https://www.youtube.com/watch?v=Of2WPYWQsuU> Farmers working on sugarcane plantations.

<https://www.youtube.com/watch?v=9xZRLPH4IxI> Cutting cane for 2,000 hours: migrant sugarcane workers, Marathwada

<https://www.youtube.com/watch?v=aKspt58JbsM> Children educating migrant children

- Which festival was being celebrated in Dhanu’s village? Who all had gathered at his home? How was the atmosphere in his home? What makes you realise that they were a united family?
- Why did everyone’s mood change with the arrival of the agent? Where were they packing to go?
- Where did these farmers work for six months? Did they have land of their own?
- Were they able to save working on the landlord’s farm?
- Was there work for them when there was no rainfall?
- Would awareness of rainwater harvesting or alternate farming practices have helped these farmers to farm all year round.
- Whom did they leave behind in their villages?
- What kind of work did men and women have to do at the sugarcane plantation?
- What was Dhanu missing for six months? Can you suggest a solution?
- What was Mami’s dream for Dhanu? How would being educated help Dhanu and his family?
- What are the similarities and differences in the lives of the different farmers- Damjibhai, Hasmukh, Bhaskar bhai and Dhanu’s father?
- Who are the other migrant workers whose children are affected by lack of education?
- How can you help?

IV c. The Cancer Train

<https://www.youtube.com/watch?v=W3T8eMvoouA>

Every morning a Cancer train leaves Bhatinda in Punjab full of Cancer patients towards Bikaner. It has been doing so for many years.

Discuss

- Why are so many affected by Cancer in Punjab?
- What happens to all the fertilizers and pesticides they are using on the crops?
- How has all the poison entered the water below the soil?
- Are they using permissible limits of pesticides and fertilisers??
- How are shopkeepers lured to meet targets of selling more pesticides?
- Why has the local governing bodies not tackled the root cause of widespread cancer in Bhatinda?
- Why has pesticides not been banned?
- Do you think building a cancer hospital is the solution?
- How will education and awareness about organic farming help?

V. Assignments

Take up organic gardening as a yearlong project at home and in school and document your progress.

Resources

Organic farming- <https://www.youtube.com/watch?v=gO-eYYJogL4>

<https://www.youtube.com/watch?v=W3T8eMvoouA> The Cancer Train

<https://www.youtube.com/watch?v=aTzZW-1TAys> Scorched Earth- Farming in Maharashtra.

<https://www.youtube.com/watch?v=Of2WPYWQsuU> Farmers working on sugarcane plantations.

<https://www.youtube.com/watch?v=9xZRLPH4IxI> Cutting cane for 2,000 hours: migrant sugarcane workers, Marathwada

<https://www.youtube.com/watch?v=aKspt58JbsM> Children educating migrant children

Topic	Values / Life skills integrated & imbibed	Activities
Every Drop Counts	<p>Core Values Considered: Environmental Awareness</p> <p>Other Sub-Values: Responsibility Determination, Courage, Patience, Determination, Unity and Adaptability.</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Why India needs to worry about water crisis. Changing Mindsets-Video and Discussion. Lapodia a green oasis in Rajasthan-Video and Discussion Undertake an economical rainwater harvesting project in your school and housing society as demonstrated to save water and raise Earth's water table.</p>

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop and Mikes. Rainwater harvesting project-A big drum with holes, a pit to be dug , some bricks and stones, to place in the pit around the drum , a pipe to be connected to drain from terrace.

Description (of the points of discussion)

The lesson 'Every Drop Counts' as the name suggests reiterates how precious every droplet of water is. When stored responsibly hundreds of years ago, it was enough to meet the needs of a State like Rajasthan, where it rained only for 10-12 days in a year. Rain water was collected in lakes, some interconnected with one another at various levels, in stepwells and Johad. Water that collected on roofs found their way underground through pipes, raising ground water level and filling wells. This was the engineering hundreds of years ago. Water the elixir of life was revered and worshipped.

Lack of responsibility and environmental awareness, greed saw Mother Earth being violated and concrete jungles replacing the green jungles, A major factor responsible for level of ground water decline then became cementing of open lands and rampant borewells being dug.

Not all were blessed to have unlimited supply of drinking water. Water-tankers depleted ground water by rampant pumping, wells turned dry and villagers found themselves walking miles to fetch water or accessed salty water using handpump. Caste factor reared its ugly head in many villages, lucky few got water from canals, small towns had water in taps for a few hours but not always clean, drinking water had to be bought. The price for not respecting nature was being paid.

It is time to once again spread awareness, use it wisely and save it for the coming generations

Unit 6
Every Drop Counts
Environmental Awareness and Responsibility

I. Introduction

The lesson 'Every Drop Counts' as the name suggests reiterates how precious every droplet of water is. When stored responsibly hundreds of years ago, it was enough to meet the needs of a State like Rajasthan, where it rained only for 10-12 days in a year. Rain water was collected in lakes, some interconnected with one another at various levels, in stepwells and Johad. Water that collected on roofs found their way underground through pipes, raising ground water level and filling wells. This was the engineering hundreds of years ago. Water the elixir of life was revered and worshipped.

Lack of responsibility and environmental awareness, greed saw Mother Earth being violated and concrete jungles replacing the green jungles, A major factor responsible for level of ground water decline then became cementing of open lands and rampant borewells being dug.

Not all were blessed to have unlimited supply of drinking water. Water-tankers depleted ground water by rampant pumping, wells turned dry and villagers found themselves walking miles to fetch water or accessed salty water using handpump. Caste factor reared its ugly head in many villages, lucky few got water from canals, small towns had water in taps for a few hours but not always clean, drinking water had to be bought. The price for not respecting nature was being paid.

It is time to once again spread awareness, use it wisely and save it for the coming generations.

II. Learning Objectives / Outcomes

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

The student will demonstrate knowledge and awareness about

- Age old practices of conserving rain water in wells, lakes, stepwells.
- Harmful after effects of concreting open spaces and rampant digging of borewells
- The need for spreading awareness and implementing rainwater harvesting

III. Process & Action Plan

The lesson ‘Every Drop Counts offers a glimpse of two sides of a coin, when people were aware, responsible, respected Earth’s resources and saved trees and water, the lesson also offers insight into what irresponsibility and lack of awareness can do. Your role as a teacher is significant here, as you have the power and the means to change mindsets, inculcate awareness, share inspirational stories on those who have made a difference and offer solutions on how to save every drop of water and use it wisely. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

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

A. Introduce the context activity:
IV a. Why India needs to worry about water crisis.
Value-Environmental Awareness and Responsibility.

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

IV b.
Changing Mindsets.
Value-Environmental
awareness,
Determination,
Courage.

IV c.
Lapodia a green oasis
in Rajasthan.
Value-Environmental awareness,
Patience, Determination,
Unity, Adaptability.

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

Undertake an economical rainwater harvesting project
in your school and housing society
as demonstrated to save water.

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

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

The **core values** being considered are Environmental Awareness and Responsibility along with Determination, Courage and Unity.

IV. Activities & Related Discussion

IV a. Why India needs to worry about water crisis.

<https://www.youtube.com/watch?v=kGiyhb74Id8>

This video presents an alarming picture of the water crisis in India. Draw children's attention to how little rainwater is being conserved because of lack of environmental awareness, when it actually is an answer to our problems. The youth must once again treat water as something very sacred, stop polluting and wasting it. Each one must pledge to recycle water and harvest rainwater, grow more trees and stop paving of urban spaces.

IV b. Changing Mindsets.

<https://www.youtube.com/watch?v=Fp6lgcXMO9s>

Ramveer Tanwar from Dadha village is a source of inspiration to the youth of this country. Studying in grade 12 he dared to bring about awareness and a change in the mindset of his village and the students in his school.

Discussion

- What fond memories did Ramveer have about his childhood in Dadha village?
- What had happened to the lakes over time? Who was responsible?
- Whom did he speak first to about saving the lakes?
- What did Ramveer do during the Jal Chaupal sessions?
- What got the villagers interested in the project?
- How did he inspire others, change their mindsets and make it a nationwide project?
- How many waterbodies has Ramveer and his team revived?
- What did you learn from Ramveer?

IV c. Lapodia a green oasis in Rajasthan.

<https://www.youtube.com/watch?v=I1Vt8oPCZiE>

Lapodia was a barren village in Rajasthan with no greenery for miles. In 1977 Laxman Singh quit school to fix the water crisis in his village. He gave his State and the country the message that planting a lot of trees and rain water conservation alone can raise the water table and save us from water crisis.

Encourage the students to view and understand the video, draw inspiration from it, take away the message of environmental awareness, focus, dedication, adaptability, unity and strength of a common vision.

Discussion

- How did Lapodia village become self- reliant?
- What steps did Laxman Singh take to solve the water crisis in his village?
- What did he first repair?
- Did he do it alone? What organization did he start? What was its mission?
- How did the villagers unitedly work towards the goal?
- From 1977 -1985 who spread the awareness in the village?
- What waterbodies did they build by 1990? What did they plant?
- What was the chaukha system?
- How did it increase soil moisture and revive grasslands?
- How did it change the economic condition and lifestyle of each household?
- What did water help Lapodia regain? What was created for the birds?
- How did the villagers of Lapodia adapt to variation in rainfall?
- How many villages like Lapodia have been replicated in Rajasthan?

V. Assignments

<https://www.youtube.com/watch?v=dH5LuHMbiNw>

Undertake this economical rainwater harvesting project in your school and housing society as demonstrated to save water.

Resources

<https://www.youtube.com/watch?v=WxdtmswwHAK> A documentary on the legacy of rain water harvesting

<https://www.youtube.com/watch?v=kGiyhb74Id8> Why India needs to worry about water crisis.

Topic	Values / Life skills integrated & imbibed	Activities
Experiments with Water	<p>Core Values Considered: Courage</p> <p>Other Sub-Values: Determination, Fearlessness, Mindfulness and Simplicity.</p> <p>Life Skills: 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>Paper Boats! The Floating and Sinking Mind. Evaporation ...a water droplet's valuable lesson. Maintain a journal of thoughts thoughts, feelings actions and results.</p>

Materials / Resources needed

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

Coloured square sheets to make paper boats.

A basin of water. Positive thoughts and values written on strips of paper.

Negative thoughts written on heavy cardboard strips.

Description (of the points of discussion)

Gange cha Yamune chaiva Godavari Sarasvati
Narmadhe Sindho Kaveri Jalesmin Sannidhim Kuru
-Ahnika Sutravai, Verse 106

Water is considered very holy in our culture and Hindus invoke the seven holy rivers Ganga, Yamuna, Saraswati, Godavari, Narmada, Sindhu and Kaveri daily when they take a bath. The seven sacred rivers are symbolically imagined to be present in the water used every day. It just goes to show the importance of water. Water nurtures, preserves and protects.

The chapter 'Experiments with Water' introduces children to various facets and qualities of water. Children know about water's nature and forms. The lesson touches upon evaporation, solubility, floating and sinking. Water unlike honey or oil is simple and free flowing. First hand experiences will show children objects that float and sink in water, materials that are soluble and insoluble in water, the effect of too much salt in water, and the change in form from liquid to gaseous form when it boils and back to liquid form on cooling.

Each quality of water has an important value to teach us like courage, fearlessness, determination, mindfulness and simplicity.

Unit 7
Experiments with Water
Courage, Unity and Simplicity

I. Introduction

**Gange cha Yamune chaiva Godavari Sarasvati
Narmadhe Sindho Kaveri Jalesmin Sannidhim Kuru
--Ahnika Sutravai, Verse 106**

Water is considered very holy in our culture and Hindus invoke the seven holy rivers Ganga, Yamuna, Saraswati, Godavari, Narmada, Sindhu and Kaveri daily when they take a bath. The seven sacred rivers are symbolically imagined to be present in the water used every day. It just goes to show the importance of water. Water nurtures, preserves and protects.

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Each quality of water has an important value to teach us and the same has been introduced in the unit given below.

II. Learning Objectives / Outcomes

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

The student will demonstrate his/her knowledge about

- The forms and properties of water
- Substances that are soluble and insoluble in water.
- Objects that float and sink in water.
- Effect of high levels of salt in water

- The process of evaporation.
- Values imbibed from the process of evaporation, floating and sinking.

III. Process & Action Plan

The chapter 'Experiments with Water' gives the child ample opportunities to learn hands on the properties and effects of water. Your role as a teacher is significant, as you have the power to instil the valuable life lesson this lesson imparts as they learn 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:
IV a. Paper Boats!
Value-Creativity

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

IV b.
The Floating and
Sinking Mind.
Value-Mindfulness,
Simplicity.

IV c.
Evaporation ...a water
droplet's valuable lesson.
Value-Fearlessness, Courage,
Determination.

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

At the end of each day, write down the thoughts and feelings you experienced, actions you took and results that followed, in a journal. Observe the result. Did the result make you happy? If not, trace back and jot down how you could have changed the result.

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 Courage, Determination, Fearlessness Simplicity and Mindfulness.

IV. Activities & Related Discussion

IV a. Paper Boats!

Distribute colourful square sheets of paper and ask children to make small paper boats. Create a small pool in a basin or use an outdoor water body and set the boats floating. Ask them to paste paper boats in their book. This can be a prelude to establishing the connection between thoughts in our mind to feelings or emotions experienced and the ensuing, resulting action.

IV b. The Floating and Sinking Mind.

<https://www.youtube.com/watch?v=vqf56YLAAdQQ> - Thoughts Feeling Action and Results

<https://www.youtube.com/watch?v=bq9yWrKcB5Y>

Discuss the different kinds of thoughts that they hear / that goes through their minds from the time they wake up. Thoughts about going to school, submission of projects, about a friend who did not speak to them the previous day at school, thoughts about an upcoming event in school, an ailing family member. Jot them down as they speak.

What are the feelings that they experience as a result of these thoughts- heavy feeling in the chest/ heart, fear, anxiety, anger, sadness, excitement, worry, happiness, a light floaty feeling?

Ask them to jot down their feelings next to their thought.

What happens to their body when these feelings arise? Do they feel like their heart beats faster, their palm sweat, stomach hurts, head hurts?

Once they have understood the concept of thoughts and feelings, show them the video to show how thoughts, feelings, actions and results are connected.

Explain to them- The way we think affects the way we feel and the resulting experience we have. The way we feel will change our action, therefore if we want a particular result, we have to change our action and for that we have to change our

feelings. For our feelings to change we have to change our thought process. Hence the moment we get agitated/ angry/ stressed we breathe mindfully and calm ourselves down or adopt other techniques, we change the cycle and result.

Re introduce the basin of water and place two paper boats in them. Ask children to imagine the Water as Life and Boats as Mind.

On strips of paper, write positive thoughts like loving, caring, kind, generous, creative etc. and negative thoughts like anger, hatred, jealousy, selfishness on heavy cardboard as negative thoughts always weigh heavy.

Ask children to fill one boat with light and happy thoughts. The boat continues to float. Positive thoughts are light. They do not make you feel heavy and sad/angry. Now ask children to fill the other boat with negative heavy thoughts. Observe the boat sink to the bottom of the basin.

Ask the children what they would prefer- their boats or minds to be filled with light positive thoughts or heavy negative thoughts? Do they want to float or sink?

A very valuable lesson you can impart to children is that we cannot blame water if the boat sinks. We cannot blame others or life for things going wrong. We have to introspect on our thoughts, feeling and actions and realize the results were all a consequence of them.

IV c. Evaporation ...a water droplet's valuable lesson.

A valuable lesson taught to us by the water droplet as it changes form, from water to vapour is that change is essential for a greater purpose in life. The process of change is difficult, filled with fear for the unknown. We have to face fear and with courage and determination, go through the transformation just as water, heated by the scorching sun evaporates from the salt pans, leaves behind precious salt. Even a water droplet from a dirty puddle can find its purpose in life by evaporating and changing into rain which nourishes the earth. A potter moulds supple clay and bakes it at high temperature to turn it into a beautiful pot, a stone has to be polished to turn into diamond. Our transformation benefits not only us but society as a whole. Converse with children how when we change into better human beings it creates a ripple effect and has a positive effect on our home, family, society, nation and the world.

Discuss

- What are the difficult changes you faced?
- How did you face them?
- What was your purpose when you decided to change?

V. Assignments

At the end of each day, write down the thoughts and feelings you experienced, actions you took and results that followed, in a journal. Observe the result. Did the result make you happy? If not, trace back and jot down how you could have changed the result.

Resources

<https://www.speakingtree.in/blog/important-vedic-quotations-on-rivers-water>

A Treat for Mosquitoes

Topic	Values / Life skills integrated & imbibed	Activities
A Treat for Mosquitoes	<p>Core Values Considered: Health and Hygiene</p> <p>Other Sub-Values: Cleanliness and Responsibility.</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Did you Know?.</p> <p>Zero Malaria and Dengue starts with Me.</p> <p>My Health My Responsibility.</p> <p>Assignment-Prepare posters and put up a street play to create awareness about importance of Cleanliness Health and Hygiene in eradicating diseases caused by insects.</p>

Materials / Resources needed

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

Description (of the points of discussion)

The lesson 'A treat for mosquitoes touches upon diseases caused by insects, prevention, symptoms, detection and cure. Cleanliness Health and Hygiene are the key factors. Access to safe clean water supply, adequate sanitation services and better hygiene practices can prevent quite a number of diseases spread by insects.

Insects like houseflies and mosquitoes can be carriers of diseases. A very small insect, the mosquito is a carrier and transmits serious illnesses like malaria dengue, filariasis, encephalitis and many more diseases. Chills, fatigue, fever and sweating heralds the onset of Malaria and is common in the rainy season. Houseflies cause diarrhoea.

A blood test reveals the existence of the disease Malaria and is also used to detect Anaemia caused by deficiency in haemoglobin. Cure for Malaria is in the form of pills made from dried and powdered bark of the Cinchona tree. An iron rich diet like jaggery amla or leafy vegetables or supplements can cure anaemia.

Using mosquito repellent, use of mosquito nets, removal or treatment of standing water, sources can keep mosquitoes at bay, presence of fish in ponds also eliminates mosquito larvae.

The lesson also mentions the famous scientist Ronald Ross who discovered the cause of Malaria.

Unit 8**A Treat for Mosquitoes****Health and Hygiene****I. Introduction**

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Using mosquito repellent, use of mosquito nets, removal or treatment of standing water, sources can keep mosquitoes at bay, presence of fish in ponds also eliminates mosquito larvae.

The lesson also mentions the famous scientist Ronald Ross who discovered the cause of Malaria.

II. Learning Objectives / Outcomes

Through these chapters 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 causes, symptoms and cure of Malaria and Anemia.
- Ways to ward off and eradicate mosquitoes.
- Diseases a blood test can reveal under the microscope.
- The importance of Cleanliness, Health and Hygiene in keeping these diseases at bay.

III. Process & Action Plan

Access to safe clean water supply, adequate sanitation services and better hygiene practices can prevent quite a number of diseases spread by insects. Your role as a teacher is significant here, as you can instil the values of Cleanliness Health and Hygiene through stories, discussions, demonstrations and visual aids 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:
IV a. Did you Know?
Value-Environmental Awareness

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

IV b.
Zero Malaria and
Dengue starts with
Me.
Value-Environmental
Awareness, Cleanliness
and Responsibility.

IV c.
My Health
My Responsibility.
Value-Health and Hygiene,
Cleanliness,
Responsibility.

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

Prepare posters and put up a street play to create awareness
about importance of Cleanliness Health and Hygiene
in eradicating diseases caused by insects.

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

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

The **core values** being considered are Health and Hygiene along with Cleanliness and Responsibility.

IV. Activities & Related Discussion

IV a. Did you know?

Gather children outdoors and have a fun ‘Did you know?’ session on insects.

You may share information like

Did you know?

- The average life span of a mosquito is only two weeks.
- Only female mosquitoes bite humans and animals; males feed on flower nectar.
- Mosquitoes find humans by detecting the carbon dioxide released when we breathe.
- Darker clothes attract more mosquitoes than lighter clothes?
- People who sweat are more attractive to mosquitoes!
- Products containing flower or fruit fragrances on skin, hair or clothes attract mosquitoes.

Encourage children to prepare and share more such questions on the housefly.

IV b. Zero Malaria and Dengue starts with Me.

<https://www.youtube.com/watch?v=TbMCxl8YXTk>

<https://www.youtube.com/watch?v=h7DrJqWOr80>

<https://www.youtube.com/watch?v=aTvb4pFaF8Y>

Discussion

- What are the primary causes for the alarming rise in mosquitoes?
- What measures will you take at home to stop being infected with diseases spread by mosquitoes? How will you take up responsibility and prevent mosquito breeding?
- What are the symptoms of Malaria?
- What happens when one gets Dengue or Malaria?

IV c. My Health, My Responsibility.

https://www.youtube.com/watch?v=puZ-JPk_Hmk

<https://www.youtube.com/watch?v=C-kb8qjidxk>

Discussion

- What are the measures to be taken to prevent getting diseases caused by houseflies?
- Why is sanitation cleanliness and hygiene of the neighbourhood of utmost importance?

V. Assignments

Prepare posters and put up a street play to create awareness about the importance of Cleanliness Health and Hygiene in eradicating diseases caused by insects.

Resources

www.nationalgeographic.com/.../facts/mosquitoesoes

<https://www.youtube.com/watch?v=rD8SmacBUcU>

What attracts mosquitoes to humans- Kristiana Kripena May 13 2020.

Topic	Values / Life skills integrated & imbibed	Activities
Up you Go	<p>Core Values Considered: Courage</p> <p>Other Sub-Values: Determination, Perseverance, Confidence, Leadership, Discipline, Fearlessness and Responsibility.</p> <p>Life Skills: 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 a killa or fort as a part of Diwali celebration.</p> <p>Save and preserve our monuments- Video and discussion.</p> <p>Effect of air and water pollution on monuments.</p> <p>A quiz on forts in India.</p>

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop Mikes.Colourful paper strips, glue.

Description (of the points of discussion)

The chapter 'Up you Go' are excerpts from the pages of a diary, based on the real experiences of Sangeeta Arora a teacher in Kendriya Vidyalaya, who trekked for 19 days, up a mountain to a height of 2700 ft. It is a tale of determination, perseverance, courage, confidence, and the true essence of leadership. The qualities of discipline, fearlessness and responsibility also emerge as the narrative unfolds.

Unit 9
Up you Go
Courage

I. Introduction

The chapter 'Up you Go' are excerpts from the pages of a diary, based on the real experiences of Sangeeta Arora a teacher in Kendriya Vidyalaya, who trekked for 19 days, up a mountain to a height of 2700 ft. It is a tale of determination, perseverance, courage, confidence, and the true essence of leadership. The qualities of discipline, fearlessness and responsibility also emerge as the narrative unfolds.

II. Learning Objectives / Outcomes

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

The student will

- Demonstrate an understanding of the grit and determination and the spirit of adventure involved in a trek, up rocky mountainous paths across turbulent icy cold rivers.
- Demonstrate an understanding of the diet of mountaineers, the kit they carry, tools they use and the methods adopted to cross a river using ropes.
- Draw inspiration and feel a sense of pride in the achievement of Bachhendri Pal the first Indian woman to scale Mount Everest.
- Internalise the qualities of leadership, discipline, determination, perseverance, fearlessness, courage to face challenges headlong and responsibility as the narrative unfolds.

III. Process & Action Plan

Your role as a teacher is significant, as you have the power to encourage and enable children to step out of their comfort zones and discover their inner strength. By modelling courage, you have the means to boost their willpower, resilience and confidence. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

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

A. Introduce the context activity:
IV a. A small lesson on Courage.
Value-Fearlessness, Courage.

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

IV b.
Discussion on the values embedded
in the lesson.
Value- Determination, Perseverance,
Courage, Confidence Discipline,
Fearlessness and Responsibility

IV c.
Chain of Courage
Value- Courage

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

1.
Share inspiring stories of children and adults who changed
the world with their brave courageous acts.

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 Courage along with Determination, Perseverance, Confidence, Leadership, Discipline, Fearlessness and Responsibility.

IV. Activities & Related Discussion

IV a. A small story of Courage.

<https://www.youtube.com/watch?v=DTyj4agAu-c>

You may show them this video or narrate this small story from the Mahabharat.

Discussion

- Who was passing through the forest late at night?
- What was the proposal Krishna put forth before Balarama?
- Who kept awake first?
- Whom did he encounter as he walked to and fro?
- What did the monster do?
- What happened to Balarama every time the monster screamed?
- What happened to the monster every time Balarama shrank?
- What happened the third time when the monster screamed?
- What happened when Krishna woke up?
- What did the monster do?
- How did Krishna react? What did he ask the monster?
- What happened to the monster and Krishna?
- What did Krishna do with the monster?
- Why was Balarama astonished seeing the monster so very tiny?
- What did Veda Vyas say through the voice of Krishna?
- What is the monster Veda Vyas is referring to?
- What happens when we do not face our fears?
- What must you do when you face challenges in life?
- What are the fears you face in your life?
- How will you shrink them like Krishna?

IV b. Discussion on the lesson-Up you go.

Discussion

- On the second day of the mountaineering camp why was Sangeeta Arora reluctant to go on the trek? What did she fear?
- How did Brigadier Gyan Singh react to her reluctance? What responsibility did he entrust her with?
- How did being entrusted with responsibility change her line of thinking? How many members were there in her group?
- When was the second time she was overcome with fear? What was her fear?
- Who helped her overcome her fear and how?
- What were the two emotions she felt when she faced the challenge and completed the task? Which emotion replaced her doubts and fears?
- Have you overcome fears and challenges in your life? Did it make you more confident?
- How did she climb up and down the cliff?
- How did she and her friend overcome the fear of being left back alone in the dark? What measures did they take?
- How is Bachhendri Pal a source of inspiration to other mountaineers?
- What challenges did she have to face before reaching atop Mount Everest?
- Why is discipline very important in Mountaineering?

IV c. Chain of Courage

Encourage children to do something brave every day; accomplish a challenging task, speak up for what is right, step outside their comfort zones. Ask children to list down their successes on small strips of coloured paper and string them together to form a chain of courage.

V. Assignments

Share inspiring stories of children and adults who changed the world with their brave, courageous acts.

Resources

<https://www.youtube.com/watch?v=B7Kgu342VN4> Motivational video on Courage.

<https://www.youtube.com/watch?v=hAIGgG6f-LA> Bachhedri Pal

Topic	Values / Life skills integrated & imbibed	Activities
Walls tell Stories	<p>Core Values Considered: Cultural Values</p> <p>Other Sub-Values: Duty, Creativity, Environmental Awareness and Responsibility.</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Building a killa or fort as a part of Diwali celebration.</p> <p>Save and preserve our monuments- Video and discussion.</p> <p>Effect of air and water pollution on monuments.</p> <p>A quiz on forts in India.</p>

Materials / Resources needed

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

Description (of the points of discussion)

India boasts of a rich cultural heritage. The lesson 'Walls tells stories' takes the student on a tour of the huge Golconda Fort with its thick walls, huge heavy gates with sharp iron spokes and 87 bastions ensuring security. The map of the fort shows gardens, fields, factories and palaces inside. In a day and age of no electricity, the fort is nothing short of an engineering marvel with water fountains on the terrace, clay pipes carrying water to different parts of the palace and extraordinary things like the transport of sound from Fateh Darwaza to the king's palace.

The Forts, palaces, temples, paintings sculptures coins are all treasure troves of knowledge. They all have a story to tell. They give us an insight of how our rulers and ancestors lived thousands of years ago, the wars they fought, the clothes they wore, their pottery, ornaments, and their occupation.

It is our duty and responsibility to be aware, preserve and protect our cultural heritage and national treasures.

Unit 10**Walls tell Stories****Cultural Values****I. Introduction**

India boasts of a rich cultural heritage. The lesson ‘Walls tells stories’ takes the student on a tour of the huge Golconda Fort with its thick walls, huge heavy gates with sharp iron spokes and 87 bastions ensuring security. The map of the fort shows gardens, fields, factories and palaces inside. In a day and age of no electricity, the fort is nothing short of an engineering marvel with water fountains on the terrace, clay pipes carrying water to different parts of the palace and extraordinary things like the transport of sound from Fateh Darwaza to the king’s palace.

The Forts, palaces, temples, paintings sculptures coins are all treasure troves of knowledge. They all have a story to tell. They give us an insight of how our rulers and ancestors lived thousands of years ago, the wars they fought, the clothes they wore, their pottery, ornaments, and their occupation.

It is our duty and responsibility to be aware, preserve and protect our cultural heritage and national treasures.

II. Learning Objectives / Outcomes

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

The student will demonstrate his knowledge and awareness about

- The magnificent features of the Golconda Fort, the era in which it was built.
- The different ways security was ensured in a fort.
- Use of bastions and spokes on doors.
- The inhabitants of the fort and palace.
- Use of maps and directions.
- The history behind the attack on Golconda by Aurangzeb.
- The futility of war.
- Sound travel within the fort and the perfect water management system in the fort.
- The significance of a museum.

- The importance and our responsibility in preserving the cultural heritage of our nation.

III. Process & Action Plan

Your role as a teacher is significant, as you have the power to enhance the student's awareness about the rich cultural heritage of our nation and their responsibility and duty to preserve and protect the national treasures. Each wall of the monuments has a story of heroism, bravery and treachery to tell. The tales leave valuable lessons. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

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

A. Introduce the context activity:
IV a. Building a Diwali Killa
Value-Cultural Values, Creativity.



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



IV b.
Save our monuments.
Value-Responsibility
and Cultural
Values

IV c.
Pollution and
Monuments
Value-
Environmental
Awareness.



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



Fort Trivia and Quiz.

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

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

The **core values** being considered are Cultural Values along with Duty, Creativity, Environmental Awareness and Responsibility.

IV. Activities & Related Discussion

IV a. Diwali Killa

<https://www.youtube.com/watch?v=aMbQYovMm2w>

During the period before and after Diwali children all over Maharashtra and Karnataka traditionally build forts with mud and bricks/ stone. This culture has been passed down generations for decades.

Make red mud, hay, discarded gunny bags bricks, stones, cylindrical containers, water, toy soldiers, cannons, saffron flags and idol of Shivaji available to children and have them build a fort. They may refer to appropriate videos or photographs of forts for assistance.

IV b. Save Our Monuments.

<https://www.youtube.com/watch?v=WzCySl1be74>

- Why did the children litter the fort they built with bottles, plastic bags and garbage? What did they scribble on the walls of the fort they built?
- What is the message imparted to you? Whose responsibility is it to preserve the heritage sites in the country?

IV c. Pollution and Monuments.

<https://www.youtube.com/watch?v=qS8Cc9Bdum8>

Discussion

- How is air pollution affecting monuments like the Taj Mahal?
- How is water pollution affecting the marble of Taj Mahal?

V. Assignments

Select forts from each State of India and allot a fort to each child. Have each child prepare 5 questions on each fort and share a few interesting facts about the fort. Hold a quiz by pooling all the questions.

Resources

Children's Diwali Forts – a learning lab of sorts-Oct 18, 2019 by Swatee Jog
https://www.youtube.com/watch?v=fp20aLP3_18 Golconda Fort History

Unit 11

Sunita in Space

Topic	Values / Life skills integrated & imbibed	Activities
Sunita in Space	<p>Core Values Considered: Determination</p> <p>Other Sub-Values: Perseverance, Discipline, Appreciation, Curiosity, Gender Equality,</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Redraw the balance</p> <p>Discussion on the values embedded in the lesson.</p> <p>Follow your dreams ...set and achieve your goals</p>

Materials / Resources needed

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

Description (of the points of discussion)

The lesson 'Sunita in Space' leads the children from a model representation of the Earth in the form a globe to the vivid description of the Earth by Sunita Williams from her spaceship. An interesting and remarkable thought is sown in the minds of the students. The lines that divide districts, states and countries present on the globe are not visible from space, nor are they present on the soil of Mother Earth. The imaginary lines of division that causes much strife and bloodshed exists in the minds of man and is a creation of man. The student is encouraged to reflect on the same. The experiences of Sunita Williams in space is inspiring and fascinating. The gravitational pull of the Earth is subtly introduced to the students drawing a comparison between what takes place on Earth and space.

The astronaut late Kalpana Chawla also finds mention in the lesson. Her dream of meeting school students in India is fulfilled by Sunita Williams. Their lives are a source of inspiration and a fine example of grit ,determination, discipline and perseverance.

Unit 11
Sunita in Space
Determination

I. Introduction

The lesson ‘Sunita in Space’ leads the children from a model representation of the Earth in the form a globe to the vivid description of the Earth by Sunita Williams from her spaceship. An interesting and remarkable thought is sown in the minds of the students. The lines that divide districts, states and countries present on the globe are not visible from space, nor are they present on the soil of Mother Earth. The imaginary lines of division that causes much strife and bloodshed exists in the minds of man and is a creation of man. The student is encouraged to reflect on the same. The experiences of Sunita Williams in space is inspiring and fascinating. The gravitational pull of the Earth is subtly introduced to the students drawing a comparison between what takes place on Earth and space.

The astronaut late Kalpana Chawla also finds mention in the lesson. Her dream of meeting school students in India is fulfilled by Sunita Williams. Their lives are a source of inspiration and a fine example of grit, determination, discipline and perseverance.

II. Learning Objectives / Outcomes

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

The student will demonstrate an understanding of

- The shape of the Earth; the difference between a globe and the actual planet as viewed from space.
- The journey of Sunita Williams from wanting to be a diver to joining NASA and becoming an astronaut. They will draw inspiration from the two astronauts Kalpana Chawla and Sunita Williams and imbibe values of determination and hard work.
- Phases of the moon and a knowledge of moon rise and setting time.
- The lack of gravity and living conditions that prevail in a space ship.

III. Process & Action Plan

Your role as a teacher is significant, as you have the power to instill the values of appreciation, curiosity, determination, discipline and perseverance as demonstrated by the two astronauts in the chapter. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

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

A. Introduce the context activity:
IV a. Redraw the balance.
Value-Gender Equality.

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

IV b.
Discussion on the
lesson.
Value-Determination
Unity and Brotherhood,

IV b. Discussion on the
lesson.
Value-Determination Unity
and Brotherhood,

IV c. Follow your dreams.
achieve your goals.
Value-Determination and
Discipline

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

Write about the first Indian astronaut Rakesh Sharma, who went into
space. What were the famous lines he said to the then Prime Minister
of India?

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 Determination along with Curiosity, Discipline, Appreciation, Unity & Brotherhood, gender equality.

IV. Activities & Related Discussion

IV a. Redraw the balance

<https://www.youtube.com/watch?v=qv8VZVP5csA&t=46s>

Discuss

- What did the teacher ask children to draw?
- How did they describe the firefighter, surgeon and fighter pilot?
- What were the names children giving the three people?
- What was the gender used to describe them?
- What was the reaction of children when the women fire fighter, surgeon and fighter pilot came to class?
- Why do you think 61 pictures were drawn as men and only 5 as women?
- What is meant by gender stereotypes?
- What would you like to become?

IV b. Discussion on the values embedded in the lesson

- The world is one family. Boundaries are manmade.

When Sunita saw the earth from space she found the earth very beautiful. Many thoughts came to her mind. As she describes it, "From so far away, one can only make out the land and the sea. One cannot see the different countries. Division into countries has been done by us. All the lines on the maps are made by us, they are in our minds. I wish we all think about this. Where are the lines, really?"

Read this excerpt from your lesson and discuss the 'lines' Sunita Williams is referring to. How has it affected unity and brotherhood across the globe?

- What are the wonders that exist out in the space? You may arrange a visit to the planetarium/ arrange for them to view and appreciate the night sky through a telescope / show them videos of space.
- Discuss and list down the qualities that helped Sunita Williams and Kalpana Chawla realise their dreams?

IV c. Follow your dreams ...set and achieve your goals

Kalpana Chawla and Sunita Williams had a dream. They were determined to achieve the goals they set for themselves. They worked towards it with determination and discipline.

Always remember the words of Kalpana Chawla “If you want something, but you get something else, do not give up. Do your best, and things will work out!”

The efforts are important, success follows.

Discuss

- What is your goal? Choose one goal at a time.
- is it important for you to accomplish that goal?
- How will your life change on accomplishing that goal?
- Quantify your goal and set a time. (e.g., I will complete studying one chapter by the end of the week/ I will lose 10 kgs in 6 months/I will jog every day at 5pm after school/ I will be an athlete years from now)
- Make an action plan -How will you do it, make it your priority,
- Vision Board-Put up a picture in your room of an athlete/ someone fit and healthy and imagine you are already there.

V. Assignments

Write about the first Indian astronaut Rakesh Sharma, who went into space. What were the famous lines he said to the then Prime Minister of India?

Resources

<https://www.youtube.com/watch?v=e3za6ITfFwI> Sunita Williams-Survival in space.

<https://www.youtube.com/watch?v=oENIMHu2Egg> Kalpana Chawla

<https://www.youtube.com/watch?v=jBGOFyEEwII> Indira Gandhi & Astronaut Rakesh Sharma- First Space Talk

Unit 12

What if it Finishes...?

Topic	Values / Life skills integrated & imbibed	Activities
What if it Finishes....?	<p>Core Values Considered: Environmental Awareness</p> <p>Other Sub Values: Responsibility, Adaptability and Flexibility.</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Conversing Skills, Ideating and Imagination, Creative 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

Description (of the points of discussion)

The lesson 'What if it finishes' touches upon the resource oil/petroleum that is mined from the Earth; the different forms of petroleum, its uses in various industries, its availability, cost and the scarcity that will arise if not consumed with responsibility.

The number of vehicles on the road is testimony to the way petroleum is used. The vehicles in return cause air and sound pollution.

The lesson gives a glimpse of amount of petrol/diesel required by different vehicles and the rise in cost of petrol and diesel over the last many years. It also mentions different material used as fuel in a traditional 'chulha'.

It is the need of the hour to find alternate sources like electric and solar powered vehicles and find ways to save fuel. Responsibility towards the environment and its resources and adaptability to change are valuable takeaways from this lesson.

Unit 12
What if it Finishes...?
Environmental Awareness

I. Introduction

The lesson ‘What if its finishes’ touches upon the resource oil/petroleum that is mined from the Earth; the different forms of petroleum, its uses in various industries, its availability, cost and the scarcity that will arise if not consumed with responsibility.

The number of vehicles on the road is testimony to the way petroleum is used. The vehicles in return cause air and sound pollution.

The lesson gives a glimpse of amount of petrol/diesel required by different vehicles and the rise in cost of petrol and diesel over the last many years. It also mentions different material used as fuel in a traditional ‘chulha’.

It is the need of the hour to find alternate sources like electric and solar powered vehicles and find ways to save fuel. Responsibility towards the environment and its resources and adaptability to change are valuable takeaways from this lesson.

II. Learning Objectives / Outcomes

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

The student will demonstrate a knowledge and understanding of

- Origin, uses and forms of Petroleum.
- Air and sound pollution caused by vehicles.
- Alternate sources of fuel.
- Ways to save fuel.
- A day without fuel.

III. Process & Action Plan

Children need to be exposed to a number of skills to be adaptable to changing situations in one's own life and in the world. Parents and teachers play a role in providing this exposure. Life's changes do not come with a warning. It then becomes crucial that they learn to adapt and develop problem solving skills. Your role as a teacher is significant, as you have the power to motivate and enhance their creativity and adaptability, apart from instilling the value of responsibility towards the environment and its resources. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

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

A. Introduce the context activity:
IV a. If the world runs out of oil, what
will happen next?
Value- Environmental Awareness, Adaptability.

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

IV b.
What would you do to
save fuel?
Value- Environmental
Awareness, Responsibility.

IV c.
Coping and adapting
to change.
Value-Adaptability,
Flexibility.

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

Put up posters of 'save fuel' on the outer school wall.
Take on the responsibility of implementing a car pool initiative in
your school.
Have children staying close to school walk to school as a group, with
parents taking turns in being responsible for their safety

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

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

The **core values** being considered are Environmental Awareness along with Responsibility and Adaptability.

IV. Activities & Related Discussion

IV a. If the world runs out of oil what will happen next?

<https://www.youtube.com/watch?v=i2OXfUKqa4k>

- How many everyday objects would cease to exist if there was no oil? List the 20 everyday objects in the video made with the help of oil.
- What would happen if oil and gas prices skyrocketed?
- What would happen if public transport ceased to run?
- How would it affect everybody's jobs?
- Can everyone work from home?
- What would happen if vehicles carrying food supplies and medical supplies stopped running?
- What would happen to emergency services like fire-engine, ambulance etc
- What is the different medical equipment produced using oil?
- What will people who live in very cold regions resort to, in the absence of energy?
- What are the advantages?
- Which pollution will it drastically reduce?
- Which alternate forms of energy will be used in the absence of oil?
- What are the advantages of nuclear power?
- How will man adapt to the absence of oil?

IV b. What would you do to save fuel?

Discuss

- Arjun and Neerav stay 10 minutes away from school. They stay in the same building. They study in grade 6 and 8 respectively. Every morning their father leave them at school in their respective cars. What alternate ways of travel do you suggest for Arjun and Neerav?

(Encourage students to say walking/ cycling/ taking the school bus/ car -pooling.)

- On the way to school there is a traffic jam. Arjun's father is speaking on the mobile, he does not switch off the engine. Neerav's father has switched off the engine. Who was right Why?
- Neerav and his family are going on a long trip to the hill station. Neerav's father takes his car to the petrol pump to check the air pressure in tyres -Why is it important?
- He removes all the unnecessary junk in the boot of the car-Why?
- The family enjoys the cool breeze outside. They do not switch on the car AC when it is cool outside- Papa says it helps save fuel -How?
- Papa always parks the car in the shade-How does that help?
- Why is it important to save fuel?

<https://www.youtube.com/watch?v=f2o5bI5XhXk&t=49s> 9 ways to save fuel.

IV c. Coping and adapting to change.

Children need to be exposed to a number of skills to be adaptable to this ever-changing situation in one's own life and in the world. Life's changes do not come with a warning. It then becomes crucial that we learn to adapt and develop problem solving skills.

Give children some 'What if...' situations, wherein they have to consider a change in circumstances, think creatively and come with workable solutions or alternatives.

e.g., What if your father has a drastic pay cut due to the COVID-19 pandemic or loses his job? How will you as a family adapt? What solution would you suggest to tide over the situation?

Think of a problem in your life, think of two solutions to your problem- a plan A and a Plan B. What do you think will be the outcome?

- Share your problem. Ask your friend to suggest two solutions. Do you agree with the suggestions?
- Have an open mind. Try it out. Did it work?
- What did the experience teach you?

V. Assignments

Put up posters of 'save fuel' on the outer school wall.

Take on the responsibility of implementing a car pool initiative in your school.

Have children staying close to school walk to school as a group, with parents taking turns in being responsible for their safety.

Resources

<https://www.youtube.com/watch?v=G3vqBEdB6CY> Precious fuel

<https://www.youtube.com/watch?v=i2OXfUKqa4k> If the world runs out of oil what will happen next?

Unit 13

A Shelter so High!

Topic	Values / Life skills integrated & imbibed	Activities
A Shelter so High!	<p>Core Values Considered: Environmental Awareness</p> <p>Other Sub-Values: Cultural Values, Simplicity, Responsibility and Adaptability.</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>World Around Me. Draw your home. Shelter-Discussion on values embedded in the lesson. Athithi Devo Bhava-Video and discussion of value in the lesson. Environmental Awareness-Video and Discussion Should Ladakhi people think about their livelihood or a sustainable future? Discuss and debate.</p>

Materials / Resources needed

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

Description (of the points of discussion)

The lesson 'A shelter so High' is a travelogue recounted by Gaurav Jani as he travels from Mumbai to Leh in Ladakh and beyond over a period of two months on his motorcycle- the Loner. He passes Maharashtra, Gujarat and Rajasthan to reach Delhi and then to Jammu Kashmir and Ladakh. He travels equipped with his shelter for the coming two months; a tent, a sleeping bag a plastic sheet, a camera, some food and petrol cans.

Gaurav Jain describes the terrain he passes through, the climate and temperature of the places he visits, the dwellings adapted to the climate, their livestock, occupation and difficult living conditions. The mountains and clean air of Manali, being woken up by the breeze and birds to a beautiful sunrise, snow-capped mountains and high dry flat lands of Ladakh, clear blue skies and beautiful lakes of Changthang are all a welcome contrast to him from the concrete jungles of Mumbai, Delhi and Jammu.

The hospitality and warmth of the family in Leh and the Changpa tripe living at an altitude of 5000-13,100 metres, their unique dwellings made to weather the harsh cold with locally available material is described in detail. An altitude where the traveller found it difficult to breathe and became a victim of nausea and headache. The interdependence between animals and man is notable in this land, they depend on sheep, goats' horses and yak for milk meat, travel, wool, and even their livelihood. The goats are a treasure as they yield the precious wool used to make the Pashmina shawls. 'Rebo' the tent the 1000-year-old tent they live in and 'Lekha' a dwelling for their livestock makes an interesting read.

Houseboats in Srinagar 'donga' can be seen in Dal Lake and Jhelum river. Beautiful carving on wood (khatamband) can be seen on the ceiling of houseboats and some big houses. The doors and windows of the old houses made of stone, bricks and wood have beautiful arches (mehraab). In villages of Kashmir, houses have sloping roofs and are made from stones cut and kept one on top of the other and coated with mud. Wood is also used. Some old houses made of stone, bricks and wood have a special type of window called 'dab' which comes out of the wall and has beautiful wood pattern.

The author paints a vivid picture of the places he visits in the minds of the reader. The young readers get a glimpse of how people adapt to the harshest climate and terrain and remain warm and hospitable to the guest.

Unit 13**A Shelter so High!****Environmental awareness, Cultural values****I. Introduction**

The lesson 'A shelter so High' is a travelogue recounted by Gaurav Jani as he travels from Mumbai to Leh in Ladakh and beyond over a period of two months on his motorcycle- the Loner. He passes Maharashtra, Gujarat and Rajasthan to reach Delhi and then to Jammu Kashmir and Ladakh. He travels equipped with his shelter for the coming two months; a tent, a sleeping bag a plastic sheet, a camera, some food and petrol cans.

Gaurav Jain describes the terrain he passes through, the climate and temperature of the places he visits, the dwellings adapted to the climate, their livestock, occupation and difficult living conditions. The mountains and clean air of Manali, being woken up by the breeze and birds to a beautiful sunrise, snow-capped mountains and high dry flat lands of Ladakh, clear blue skies and beautiful lakes of Changthang are all a welcome contrast to him from the concrete jungles of Mumbai, Delhi and Jammu.

The hospitality and warmth of the family in Leh and the Changpa tripe living at an altitude of 5000-13,100 metres, their unique dwellings made to weather the harsh cold with locally available material is described in detail. An altitude where the traveller found it difficult to breathe and became a victim of nausea and headache. The interdependence between animals and man is notable in this land, they depend on sheep, goats' horses and yak for milk meat, travel, wool, and even their livelihood. The goats are a treasure as they yield the precious wool used to make the Pashmina shawls. 'Rebo' the tent the 1000-year-old tent they live in and 'Lekha' a dwelling for their livestock makes an interesting read.

Houseboats in Srinagar 'donga' can be seen in Dal Lake and Jhelum river. Beautiful carving on wood (khatamband) can be seen on the ceiling of houseboats and some big houses. The doors and windows of the old houses made of stone, bricks and wood have beautiful arches (mehraab). In villages of Kashmir, houses have sloping roofs and are made from stones cut and kept one on top of the other and coated with mud. Wood is also used. Some old houses made of stone, bricks and wood have a special type of window called 'dab' which comes out of the wall and has beautiful wood pattern.

The author paints a vivid picture of the places he visits in the minds of the reader. The young readers get a glimpse of how people adapt to the harshest climate and terrain and remain warm and hospitable to the guest.

II. Learning Objectives / Outcomes

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

The student will demonstrate his knowledge and awareness of

- Materials and bare essentials required to go on a long trek.
- The landscape of different regions like Manali and Leh.
- Compare the temperature and climatic conditions in the places between Mumbai and Leh.
- Compare and describe the dwellings in Srinagar, Leh, Changthang, Mumbai, Jammu and Delhi
- The material used to build the houses in keeping with the local climatic conditions.
- The importance of animals in the lives of those living in Leh and Changthang.
- The warmth and hospitality extended to guests even in difficult living conditions.

III. Process & Action Plan

Using natural resources innovatively and living in harmony with nature is the need of the hour. Your role as a teacher is significant, as you have the power to instil in the student's awareness about their environment and sow the seeds of responsibility towards it. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

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

A. Introduce the context activity:
IV a. World Around Me
Value-Appreciation, Adaptability.

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

IV b.
1) Shelter-Discussion on
values embedded in the
lesson.
2) Athithi Devo Bhava
Value- Adaptability,
Environmental Awareness,
Love, Gratitude, Sharing and
caring, Hospitality.

IV c.
Environmental
Awareness-
Video and Discussion
Value-
Environmental
Awareness,
Responsibility,
Adaptability.

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

- Should Ladakhi people think about their livelihood or a sustainable future? Discuss and debate.
- Read up write about the solar tent made by Sonam Wangchuk for the soldiers guarding our icy frontiers. How will it protect the environment?

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

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

The **core values** being considered are Environmental Awareness along with Cultural Values, Simplicity, Responsibility and Adaptability.

IV. Activities & Related Discussion

IV a. World Around Me

Prepare a presentation of the places you have visited in India or abroad. You may even share photographs of the same. Ask children to share their experiences and photographs if any.

Children may be asked to write a few lines and the photographs may be put up. Ask them,

- What appealed to you the most?
- What was worthy of appreciation about the place and what was not so appealing?
- Describe the different kinds of homes you saw in these places.
- Discuss about the climate at the place you visited.
- Is there a correlation between the climate and the home the local people stayed in?

IV b. Shelters

- What does the word ‘shelter’ / house mean to you?
- Do you associate your house only with the materials it is made up of?
- What makes a house a home? What does it offer?
- Who requires a shelter?

These are some of the questions you may ask your students to introspect on shelters. Gaurav Jani describes different kind of houses as he travels from Mumbai to Kashmir. Children from different states of India will have a different concept on what a home looks like. Ask them to draw their home. As you know the State your children hail from, you can prepare a presentation of the different kinds of homes beforehand.

- What are the different kinds of houses you would find in a city like Mumbai or Delhi? Why?
- Are all the people in Mumbai or other cities blessed to have a shelter over their head? Reinforce gratitude for blessings.

- What kind of houses do you think Gaurav Jani saw in the villages of Maharashtra or Gujarat? How do houses reflect the culture of the people living in them? (You may show the beautifully painted houses of the Warli tribe or Kutchis of Gujarat?)
- What was the climate in the different places he passed through? How did the construction, material used, roofs and interior vary across the country?
- How did the people of Leh -Ladakh live before the influx of tourists?
- Explain to the children about their peace-loving hard-working nature, care for the environment and animals /livestock, oneness with nature, simplicity. They served the army or did farming.
- How were the animals well cared for in Tashi's and Namgyal's home?
- Which environment friendly material used in their homes protected them from the cold?
- The beautiful wooden floors and walls, carvings on the roofs of the houseboats and windows; what does it say about the homes and people of Kashmir?

2) Athithi Devo Bhavah'

<https://www.youtube.com/watch?v=qHm9m0Qm4PY> Athithi Devo Bhavah.

- The traveller felt very welcome in Leh, in his words, "Everyone wanted me to come to their home." What were the words of welcome that greeted him?
- At Changthan, Namgyal said "You are most welcome to our home" Was his home palatial? Was he rich? Describe his tent 'Rebo'.
- How do you greet and welcome in your mother tongue?
- The people invited him to their humble dwelling and treated him well.

Discuss 'Athithi Devo Bhavah'.

Why is this value of great significance? Why do we place guests on par with God and treat them with respect?

IV c. Environmental Awareness

"We should choose simple ways of living... to live in harmony with nature by adopting simpler technologies and using natural resources innovatively.

Sonam Wangchuk

- https://www.youtube.com/watch?v=zLqI-p_zfTw Ladakh Tourism Dirty secret
- <https://www.youtube.com/watch?v=BRcMHxz0Hfg&t=9s> Killing Ladakh

The above videos must be shown, explained and discussed with children. Videos though it speaks about Ladakh, the powerful message and value of responsibility and

environmental awareness applies to any place in the world, be it Kashmir, Jammu, Manali, Leh or Delhi.

Ladakh is situated at the foot of the Himalayas. The snow-capped mountains, glaciers, pristine blue lakes and skies, a cold desert, a night sky that lights up with a million stars is Ladakh in a nutshell.

Tourists swarmed the place in hordes after the release of the movie '3 Idiots' and the last decade saw how the ignorant tourists created unimaginable harm to the eco system.

Discuss

- What was the main source of income of the Ladakhi before the tourism boom?
- Did it have industries? How was everything needed for tourists transported to Ladakh?
- How did the tourists move around in Ladakh? How did Gaurav Jani travel to and within Ladakh? Which fuel did he carry in his cans?
- What was the result of all the petrol and diesel operated vehicles-cars, jeeps, vans and trucks moving around? What did they emit?
- What happened to the black particles that was emitted from these vehicles?
- On what did Ladakhi depend for water in the absence of rainfall?
- What did the tourists fill the landfills with? Why did the tourist need to drink such large amount of water? Did the locals eat packaged food or drink bottled water?
- What did the landfill attract? How were the feral dogs a threat to the animals like the bear and snow leopard? Which unheard of insect came into existence there because of the landfills?
- Did the local Ladakhi use as much water as the tourists?
- With the tourist boom what did the mushrooming hotels do to meet the needs of water?
- What has been the fallout of rising temperatures? Are glaciers visible like before? Are starlit skies visible? Why?
- What is the solution offered by Sonam Wangchuk and the environmentalist to reverse the degeneration of the ecosystem in Ladakh?
- What kind of vehicles and energy resource must replace petrol and diesel to save the glaciers of Ladakh? Which energy is available in plenty in Ladakh?
- Do you litter the place when you go on a picnic, trek or sightseeing?
- Why is it very important for tourists to adapt to the local cuisine and living conditions of the place they visit?
- What are the ice stupas made by Sonam Wangchuk?
- What are the important steps you can take to prevent global warming?

V. Assignments

- Should Ladakhi people think about their livelihood or a sustainable future? Discuss and debate.
- Read up and write about the solar tent made by Sonam Wangchuk for the soldiers guarding our icy frontiers. How will it protect the environment?

Resources

- https://www.youtube.com/watch?v=zLqI-p_zfTw Ladakh Tourism Dirty secret
- <https://www.youtube.com/watch?v=BRcMHxz0Hfg&t=9s> Killing Ladakh
- <https://www.youtube.com/watch?v=n5aGroLEKpg> Sonam Wangchuk-Solar tent for the Army.
- <https://www.youtube.com/watch?v=a1zaiF4GieI> Steps to prevent global warming
- <https://www.youtube.com/watch?v=w9OPLY7b1xM> Inside the world of Nomads of Ladakh
- <https://www.youtube.com/watch?v=yFC4RMDtMQc> Livestock Rearing in the Changthang Ladakh Himalayas
- <https://www.youtube.com/watch?v=APVHrSFcsFg> The Jabro dance of the Changthang tribe.
- <https://www.youtube.com/watch?v=loXLb0s99Is> Houseboat Kashmir
- <https://www.youtube.com/watch?v=MCEfWjk1iUs> 200-year-old house of Ladakh

When the Earth Shook!

Topic	Values / Life skills integrated & imbibed	Activities
When the Earth Shook!	<p>Core Values Considered: Resilience</p> <p>Other Sub-Values: Hope, Determination, Persistence.</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Anything and everything is possible-Video and Discussion. Bounce Back!</p> <p>-Worksheet and Discussion Bounce Back Song</p> <p>-Dramatization</p> <p>Assignment-Who is Malala Yousafzai? How did she bounce back from all the catastrophic events in her life?</p> <p>How has India helped the world during the Covid Pandemic? What has been its biggest contribution?</p> <p>How did India bounce back? Discuss.</p>

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop, Mikes. Bouncing Balls for Dramatisation.

Description (of the points of discussion)

The chapter 'When the Earth shook!' offers a vivid description of the aftermath of the Bhuj earthquake of 2001 and also touches upon similar disasters like floods, cyclone, tsunami, fire, drought and famine that leaves in its wake, destruction of homes, lives and livelihood.

An outpouring of support and aid in kind and deed from the immediate and distant neighbourhoods help in people rebuilding their lives. The lesson also touches upon the necessary steps to be taken during an earthquake to minimise injury and loss of life.

A disaster tests the courage and resilience of the nation and those affected by it, who bounce back with fortitude, vigour and determination. It is humanity, oneness, brotherhood, kindness and compassion that makes this transition from hopelessness and despair to that of hope optimism, confidence and triumph.

Unit 14
When the Earth Shook!
Resilience

I. Introduction

The chapter ‘When the Earth shook!’ offers a vivid description of the aftermath of the Bhuj earthquake of 2001 and also touches upon similar disasters like floods, cyclone, tsunami, fire, drought and famine that leaves in its wake, destruction of homes, lives and livelihood.

An outpouring of support and aid in kind and deed from the immediate and distant neighbourhoods help in people rebuilding their lives. The lesson also touches upon the necessary steps to be taken during an earthquake to minimise injury and loss of life.

A disaster tests the courage and resilience of the nation and those affected by it, who bounce back with fortitude, vigour and determination. It is humanity, oneness, brotherhood, kindness and compassion that makes this transition from hopelessness and despair to that of hope optimism, confidence and triumph.

II. Learning Objectives / Outcomes

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

The student will demonstrate an understanding of the

- Effects of a physical disaster.
- Safety measures to be taken in the event of an earthquake.
- Role played by the neighbourhood in building the lives of those affected by a calamity.
- Value of optimism, resilience, courage and compassion in the event of a disaster or calamity.

III. Process & Action Plan

Natural disasters cannot be prevented or predicted with 100% accuracy, however as a teacher you can help children learn from past experiences, discuss tragedies and relief efforts and gear themselves to be more resilient and get through them. In the event of a calamity, you can help them to process, cope, manage anxieties and dispel fears. Your role as a teacher is significant, you can model empathy and compassion, instil a spirit of charity, giving and empathy and demonstrate the importance of helping those in need. You have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

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

A. Introduce the context activity:
IV a. Anything and everything is possible
Value-Resilience, Hope, Determination, Persistence.

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

IV b.
Bounce Back!
Worksheet and Discussion
Value- Resilience

IV c.
Bounce Back Song
Dramatization
Value-Resilience, Hope.

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

Who is Malala Yousafzai? How did she bounce back from all the catastrophic events in her life?
How has India helped the world during the Covid Pandemic? What has been its biggest contribution?
How did India bounce back? Discuss.

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 Courage, Determination, Persistence and Compassion.

IV. Activities & Related Discussion

IV a. Anything and everything is possible

<https://www.youtube.com/watch?v=y10uFXMZ7Dk>

Discussion on the lesson

Discussion

- When did the Bhuj earthquake take place?
- What happens during an earthquake?
- What must you do in the event of an earthquake?
- What was the physical and mental trauma faced by the survivors? Did they heal fast?
- What did the people lose as a result of the earthquake?
- Who came to their help? Were dogs of any help during the rescue work?
- What did they receive as aid? What would have happened if they had not received help?
- How did the villagers and people of Gujarat bounce back from their ordeal?
- What was the first thing they built? What was different about the homes they built?
- What is different about homes built in earthquake prone areas?
- What are the different kinds of disasters and calamities faced by people in India and worldwide?
- What is the important role played by neighbours/ neighbouring states/ neighbouring countries during a calamity?
- How has India helped the world during the Covid Pandemic? What has been its biggest contribution?

IV b. Bounce Back!

“Bounce Back!” is an acronym for some of the foundational principles of resilience, specifically:

- B** – Bad times don’t last, and things get better.
- O** – Other people can only help if you share with them.
- U** – Unhelpful thinking only makes you feel worse.
- N** – Nobody is perfect – not you, not your friends, not your family, not anybody!
- C** – Concentrate on the good things in life, no matter how small.
- E** – Everybody suffers, everybody feels pain and experiences setbacks; they are a normal part of life.
- B** – Blame fairly – negative events are often a combination of things you did, things others did, and plain bad luck.
- A** – Accept what you can’t change and try to change what you can.
- C** – Catastrophizing makes things worse – don’t fall prey to believing in the worst interpretation.
- K** – Keep things in perspective. Even the worst moment is but one moment in life.

Discuss or prepare a worksheet

(Discuss the worksheet and encourage children to discuss or write down their responses. As a teacher you must go through their responses, keep it strictly confidential and seek help from a counsellor if need be.)

- Note down or share a bad time or phase in your life. How long did it last?
- With whom did you share your problem? How did you feel after talking to someone? Did it help? Were they kind, sensitive, empathetic to what you were going through?
- What were the thoughts that went through your head when you had the bad time? Were they positive or negative? When you look back, did you feel the problem was bigger than what it really was?
- Note down your name, your friend’s name and a family member’s name. Write down the strengths and weakness of each person. Is there someone who is ‘perfect’ (you know with absolutely no flaws)?
- Jot down all the good things that have happened in your life.
- Jot down painful experiences in the life of your friends/neighbours /family members. What is emotion you experienced when they had a bad time? Were you able to help?
- Look at the bad experiences that happened to you; was it a result of bad luck, because of something someone else did, something wrong you did or a combination of factors?

- What are the things you cannot change? What unpleasant things can still be turned around if you persist and try?

IV c. Bounce Back song

<https://www.youtube.com/watch?v=5NpFgYfvAl8>

Have a group of children sing this song while another group can be taught dance moves, bouncing a ball on stage.

V. Assignments

Who is Malala Yousafzai? How did she bounce back from all the catastrophic events in her life?

How has India helped the world during the Covid Pandemic? What has been its biggest contribution?

How did India bounce back? Discuss.

Resources

<https://www.readingandwritinghaven.com/5-ways-teachers-can-address-natural-disasters-classroom/> 5 Ways to Help Students Cope with Natural Disasters-Melissa from reading and writing haven.

Bhuj earthquake -<https://www.youtube.com/watch?v=29GDGT43YLO>

<https://www.youtube.com/watch?v=6VLLRQa-uvE>

<https://www.youtube.com/watch?v=fPMqMjMiBiA> Building resilience

27 Resilience Activities and Worksheets for Students and Adults (+PDFs)- Courtney E. Ackerman, MSc.

Unit 15

Blow Hot Blow Cold

Topic	Values / Life skills integrated & imbibed	Activities
Blow Hot Blow Cold	<p>Core Values Considered: Adaptability</p> <p>Other Sub-Values: Resilience Mindfulness</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Understanding our Breath Yoga for kids Anulom Vilom Adapting to Change with the right tools. Practice mindful breathing techniques or Pranayam and document changes in state of mind over a period of time.</p>

Materials / Resources needed

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

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.

Unit 15
Blow Hot Blow Cold
Adaptability

I. Introduction

The chapter 'Blow Hot Blow Cold' touches upon air; hot air and cold air. The air we breathe out 'feels' warm or cool, depending upon the temperature of the object we breathe on to and the distance between the object and the breath of air. A glimpse at the process of condensation shows warm breath touching a cooler surface and changing form into droplets of water. Air when blown into wind instruments create musical notes.

The lesson delves on the number of breaths we take in a minute which changes and increases after any physical activity. There is also a co-relation between our state of mind, physical activity, breath and heart-beat, the use of a stethoscope to measure heartbeat reveals this. While the lesson focusses on the effect of breath on external things, the children may be made aware that one's breath can also bring about changes in the internal state of being. Pranayam is a wonderful breathing technique, a tool we use to adapt and de-stress the mind and keep it calm, happy and peaceful.

We can thus infer that depending on the need or the final outcome desired, we change our strategy, innovate and improvise, in this instance we adapt and change the way we breathe. Our minds are constantly wired to adapt. An adaptable mind alone prepares us for the world that is constantly changing.

Developing power of purpose, resilience, and mastery over breath will help in making us more adaptable in the face of change/ threat.

II. Learning Objectives / Outcomes

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

The student will demonstrate his/her knowledge and awareness on

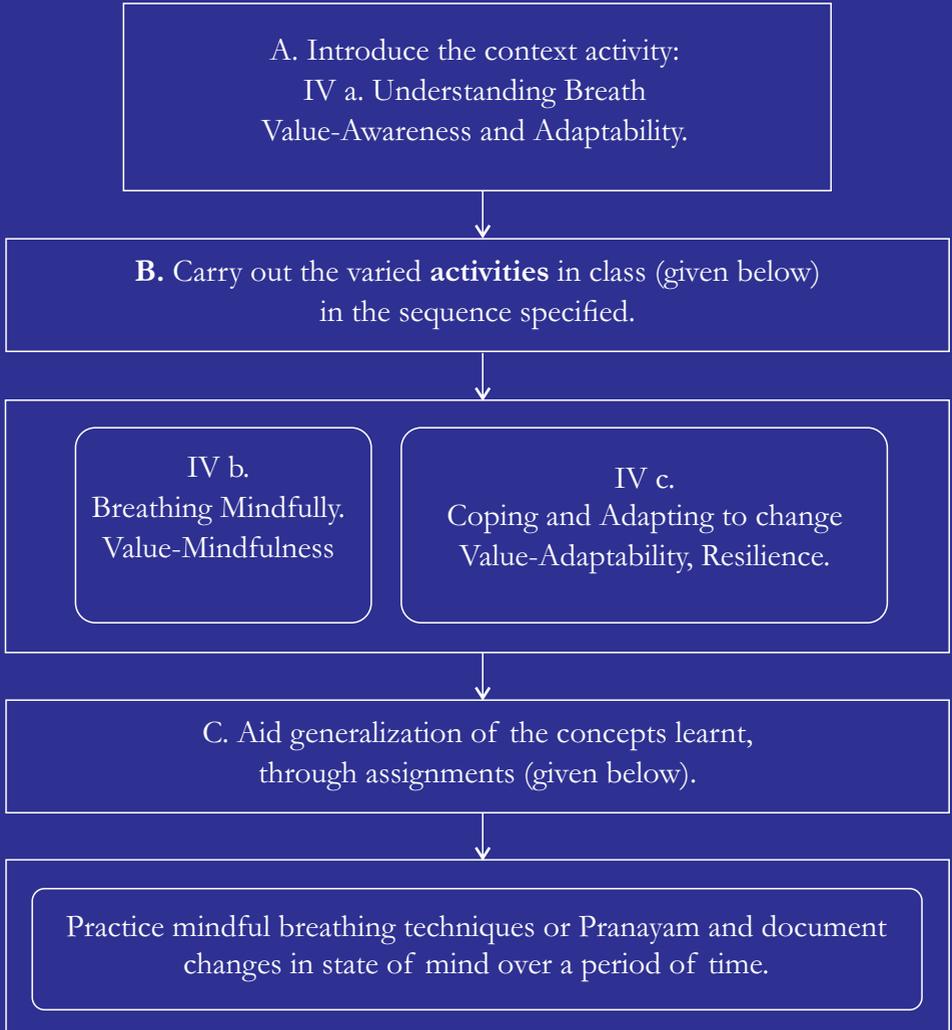
- Uses of air in the process of heating cold things and cooling hot things.
- The scientific principle involved in the breath feeling warm/cool.
- The effect of the air blown on an object kept at a distance.
-

- Uses of blowing air
- Sounds created in musical instruments by blowing air into it.
- Developing a power of purpose, resilience, and mastery over breath that will help in making him/her more adaptable in the face of change/ threat.

III. Process & Action Plan

Your role as a teacher is significant, as you have the power to develop and prepare students for change, equip them with skills like curiosity, creativity and coping mechanisms that will help them to respond effectively and adapt to change. Children ought to be taught that that we cannot control change but we can adapt and control our responses to it. 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 is Adaptability along with Mindfulness and Resilience.

IV. Activities & Related Discussion

IV a. Understanding our Breath

Ask children to sit down quietly with their eyes closed and focus on their breathing, they can feel the air by placing a finger below their nostril. They may observe the rhythm of their chest and belly movements. Ask them to blow out air from their mouth and feel it. Now give them a host of experiences where they have to alter the way they breathe, the intensity with which they breathe, the distance they have to maintain between their breath and the object.

Children will see that first they have to identify the purpose, for e.g., blowing out the candles, cooling a hot cup of water or placing warm air on a hurt on the forehead. Then they have to alter the way they breathe out the air, they have to change and adapt according to the purpose. The science behind it too may be explained.

Now through role play you may show students what happens when there is a fight or loud disagreement. What happens to the body and breath of the people involved in the fight. Present a situation where a person is not at all reacting to a fight or abuses. Observe his breath.

IV b. Yoga for kids Anulom Vilom

<https://www.youtube.com/watch?v=3698h6mgNec&t=58s>

A beautiful breathing technique that helps keep the mind calm, happy and peaceful. A few minutes of Nadi Shodhan pranayama in a day is best to de-stress the mind and release accumulated tension and fatigue. The breathing technique is named Nadi Shodhan, as it helps clear out blocked energy channels in the body, which in turn calms the mind.

You may also tell the students when they are agitated, angry or disturbed, they can quickly adapt and change their state of mind by taking in deep breaths and exhaling slowly.

IV c. Adapting to Change with the right tools.

<https://www.youtube.com/watch?v=o4yE6BidJCM> -Coping with Change.

Changes are natural and occur in everyone's life. The recent Pandemic has been a fine example of the change children have had to deal with, unable to go out, play, meet their friends, hours spent before the screen, economic upheavals in the family, unforeseen expenses, medical emergencies have all taken a toll of their little minds.

As educators and facilitators, we can equip our students with tools to adapt and deal with change. Explain the above video in English or their Mother tongue.

Discussion

- What were the changes in the little boy's life?
- Have you faced similar changes?
- What happens to our body when strong feelings are produced due to changes?
- What are the different simple tools in the toolbox you can use to deal and adapt to change?
- What is meant by the Distraction tool?
- What are the Grounding tools?
- What are the Emotional release tools?
- Name the Self -love tools.
- What is the Thought challenging tool?
- What are the simple tools used to access your higher self?

V. Assignments

Practice mindful breathing techniques or Pranayam and document changes in state of mind over a period of time.

Resources

<https://www.youtube.com/watch?v=o4yE6BidJCM> -Coping with Change.

<https://www.youtube.com/watch?v=Wur3RaGNRS8> -How Adaptability Will Help You Deal with Change | Jennifer Jones | TEDx Nantwich

Who will do this Work?

Topic	Values / Life skills integrated & imbibed	Activities
Who will do this Work?	<p>Core Values Considered: Equality</p> <p>Other Sub-Values: Responsibility, Cleanliness, Sensitivity related to gender and Respect.</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Cleanliness-Whose Responsibility Discussion on the values imbibed in the lesson</p> <p>Clean up time-Who will do this work? A discussion on the award winning film on Untouchability by Stalin K.</p>

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop Mikes. Sponge, rags, broom, mop, dustpan

Description (of the points of discussion)

The lesson 'Who will do this work?' encourages all of us, educators and students to do soul searching into some of the practices prevalent in our country after all these years of independence. When the kind of work one does is based on caste and society still considers those who do the work no one else wishes to do, as untouchables it is a sad reflection on the value system prevalent in our country. Can the kind of work one does determine his /her access to water and education?

With so much of progress, globalisation and industrialisation can an age old deplorable practice of manual scavenging still be allowed to continue?

The lesson draws attention to how the work of cleaning the streets, drains, gutters or sewers is caste and gender driven and passed down from one generation to the next. Even education fails to pull them out of the caste web they are trapped in.

Only a change in mindset, sensitivity respect and compassion towards all, treating everyone as equals can bring about a change.

Unit 16**Who will do this Work?****Equality****I. Introduction**

The lesson ‘Who will do this work?’ encourages all of us, educators and students to do soul searching into some of the practices prevalent in our country after all these years of independence. When the kind of work one does is based on caste and society still considers those who do the work no one else wishes to do, as untouchables it is a sad reflection on the value system prevalent in our country. Can the kind of work one does determine his /her access to water and education?

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Only a change in mindset, sensitivity respect and compassion towards all, treating everyone as equals can bring about a change.

II. Learning Objectives / Outcomes

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

The student will demonstrate knowledge and awareness about

- People related to cleaning our neighbourhood; roads, sewers, gutters and manholes.
- Life of conservancy workers, the prejudices, hardships and injustice faced by them.
- The role of Mahatma Gandhi and Dr Babasaheb Ambedkar in trying to accord equality and respect to them.
- The need to do away with manual scavenging.
- The need to do away with caste-based allotment of professions.

III. Process & Action Plan

The caste system, bane of untouchability, jobs based on caste are all deep rooted and woven into the fabric and culture of our society. Your role as a teacher is significant, as you have the power to influence, inspire and change rigid mindsets and shape the lives under your guidance. You can infuse sensitivity, empathy and intellect to discern between right and wrong, just and unjust. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

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

A. Introduce the context activity:
IV a. Cleanliness-Whose Responsibility
Value- Responsibility

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

IV b.
Discussion on the values imbibed in the lesson
Value- Responsibility, Cleanliness, Sensitivity
related to gender and Respect.

IV c.
Break the shackles
Value- Equality

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

Watch the award-winning film on Untouchability by Stalin K. How did it make you feel? Do you agree jobs, access to water, education should be based on caste? Do you feel manual scavenging should exist in India after 72 years of Independence? Discuss about the documentary in class with 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, Sensitivity (Gender Sensitivity) Cleanliness and Responsibility

IV. Activities & Related Discussion

IV a. Cleanliness-Whose Responsibility?

<https://www.youtube.com/watch?v=yE3GYkn5ngw> Cleanliness in Japan schools.

Discussion

(Take children outdoors. Ask them to select a place where they would like to sit and have a discussion)

- Why did you select this place? Is it peaceful/beautiful/ neat and clean?
- Who cleans your school? Is it the cleaner's responsibility alone?
- Who cleans your home? Do all members of your home help?
- Who uses the washrooms and toilets in your home? Who takes on the responsibility of cleaning it? Why?
- Who cleans your neighbourhood? Is it their responsibility alone?
- (Now show the above video.)
- What do Japanese children do daily at their schools? Do they have cleaners/janitors?
- Would you take turns and clean every part of the school including washrooms and toilets if you were entrusted with the duty?
- Do you feel it is not your job or responsibility?
- What makes you feel it is the responsibility of the cleaner alone?
- What is your role and responsibility in keeping your home, school and neighbourhood clean?
- Have children set up teams to oversee cleanliness in all areas of the school. Oversee roles assigned to rule out discrimination.

IV b. Discussion on the lesson

1) <https://www.youtube.com/watch?v=XHaFgXGVt5A>

It is important to enhance awareness in the students about

- The relation between caste and work delegation.
- The health hazards, lack of safety equipment and lack of opportunities faced by the conservancy workers.
- The objects that block sewers in the first place. Discuss the appropriate manner in which they can be disposed at home and at school.

Solid wastes like sanitary products, nappies and wet wipes when flushed down the sewer system causes problems as they don't break down and dissolve when introduced to water. Fats oils and greases are another waste type that should never be disposed of via sinks or drains as they accumulate within the sewer and act as a potential trap for all the other household waste.

In India, manual scavengers face caste stigmas and lack of opportunities. There are inadequate safety protocols or equipment. Despite exposure hazards, deadly infections, toxic fumes, there is no health insurance or healthcare facilities.

2) <https://www.youtube.com/watch?v=-eG8mi3K4SA> Cleaning Indian Sewers

<https://www.youtube.com/watch?v=bUyYd8T5jy4> Sewer cleaning abroad.

Discussion

- Show both the videos to the children one after the other so that they are able to contrast the condition of the cleaners in their mind.
- How were the sewers cleaned abroad?
- How are the sewers cleaned in India?
- How do sewers get blocked?
- Whose responsibility is it to see that those sewers do not get blocked?
- Would you do this job?
- Why does society feel it is justified for a certain caste or community to do this job?
- What are the health hazards they face? Why?
- Are they treated with respect?

IV c. Clean up time-Who will do this work?

Be it home or school, children should be taught the importance of completing a work cycle. It should be ingrained in them that cleaning up after an activity is part of the lesson.

Children in rotation should actively participate in maintaining order and cleanliness in the classroom. Children themselves can create a chore chart in school. Encourage them to push back their chairs after they get up, clean up spills on the table or floor after lunch with a napkin, broom or mop. Wash paint brushes and palette after

use, tidy the classroom, pick up scraps from the floor, arrange books crayon boxes neatly on the shelf.

It is important for the students to take pride in what they do and not feel any work is below their dignity or pass it off as 'It's not my work'.

V. Assignments

Watch the award-winning film on Untouchability by K Stalin. How did it make you feel? Do you agree jobs, access to water, education should be based on caste? Do you feel manual scavenging should exist in India after 72 years of Independence? Discuss about the documentary in class.

Resources

<https://www.youthkiawaaz.com/2021/01/explained-manual-scavenging-where-are-we-and-the-system-going-wrong/>

<https://www.em-solutions.co.uk/insights/when-sewers-get-blocked/>

<https://theindianness.com/untouchability-in-india-present-scenario/>

Topic	Values / Life skills integrated & imbibed	Activities
Across the Wall	<p>Core Values Considered: Gender Equality & Determination</p> <p>Other Sub-Values: Discipline, Team work, Sportsmanship, Hard Work and Perseverance.</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Breaking Barriers-Video & Discussion on the lesson Gender discrimination and Gender inequality-Videos and Discussion Gender pay disparity in cricket. Gender equality Girls cannot play Football! A Team-Sportsmanship Leadership and effective Collaboration-Videos and Discussions. Create two teams, elect a team leader, and play an outdoor team game. Include boys and girls in the team.</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 17
Across the Wall
Gender Equality and Determination

I. Introduction

The lesson ‘Across the Wall’ is an inspirational and motivational recount of Afsana Mansuri, who became a source of inspiration for girls like Zarin, Khushnoor and Afreen all hailing from conservative Muslim community. Apart from Zarin who came from a more affluent background others lived in abject poverty in Nagpada, also known as the cradle of basketball in Maharashtra. They were daughters of taxi driver, a municipal sweeper and a hawker. Afsana had no father. Basketball got the boost it deserved in Nagpada thanks to the coach Bacchu Khan who dedicated his life to the upkeep of the court and sport. The sport was not seen only as a passion but as a source of livelihood by the poor.

A wall stood between their dwelling and the basketball court. The wall was also representative of the barrier of gender discrimination that stood in their way of playing a sport not perceived to be played by women. Crossing that wall meant freedom and opportunities of Government jobs for these young girls, a relief from grinding poverty. That was only the beginning. With discipline hard work perseverance and determination, they reached the State level basketball championships.

II. Learning Objectives / Outcomes

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

The student will demonstrate his/her knowledge and understanding about

- Seeing dreams and pursuing them with determination.
- Importance of Gender Equality, awareness and sensitivity towards same.
- Importance of support of the family and the Coach.
- The value and importance of discipline, hard work, perseverance and determination in making dreams a reality.

III. Process & Action Plan

Your role as a teacher is significant, as you have the power to instil in the children through discussions, the values of discipline, hard work, perseverance and determination that will help overcome any discrimination they may face, be it caste or gender and rise above them. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

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

A. Introduce the context activity:
IV a. Breaking Barriers-Discussion on the lesson
Value-Grit, Determination, Perseverance, Discipline,
Hard Work.

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

IV b.
Discrimination and
Inequality
Value-Equality.

IV c. A Team
Value- Sportsmanship,
Perseverance, Embracing
Failure, Graciousness, Empathy

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

Create two teams, elect a team leader, and play an
outdoor team game. Include boys and girls
in the team.

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 Determination & Gender Equality along with Discipline, Team work, Hard Work and Perseverance.

IV. Activities & Related Discussion

IV a. Breaking Barriers-Discussion on the lesson

<https://www.youtube.com/watch?v=5vRGA1ThSGg>

Afsana lived in the slums of Mumbai. When she went for tuitions, she would see a group of girls playing Basketball across the wall and she too wanted to join them. She met with stiff opposition from her mother who was afraid of societal and religious norms and pressures. However, her coach convinced her and four more girls joined. The journey wasn't an easy one. With grit and determination, they won local tournaments, went on to the district level, going on to reach the State level improving their educational prospects and livelihood. All along they juggled with studying, cooking, looking after their younger siblings even helping with chores in others home. Their parents too had to stand up to relatives and religious heads who had objections to girls playing and the kind of clothes they wore.

Discuss the lesson and video with the children.

- Discuss the different barriers these girls crossed to meet with success.
- Who were opposed to them playing? Who supported them? Would it have been possible without family support?
- What is Afsana's dream after winning at the district and state level?
- What according to the girls makes the Nagpada team a good team? What are the qualities they possess?
- What opportunities did playing a sport open up for Afsana and the other girls?
- What is the difference between you playing a sport and Afsana and the girls playing the sport?

IV b. Gender discrimination and Gender inequality.

https://www.youtube.com/watch?v=lmGgP_UO8ZM&t=3s **Girls cannot play Football!**

<https://www.youtube.com/watch?v=lQAmBAaautU> Gender pay disparity in cricket.

<https://www.youtube.com/watch?v=hLr2GNRnmXM> Gender equality explained by children.

Discriminations faced by girls in particular are a plenty, they may be discrimination based on gender, religion, caste, class or colour

In the first inspirational video, we find Gulafsha Ansari narrating her story growing up in a Dharavi slums in Mumbai. Her story is not so different from Afsana, Sana, Afreen or Khushnoor who lived in Nagpada. For all these girls Sports provided a relief from the hard life they led. It offered educational opportunities and livelihood. Gulafsha had to face discrimination based on the fact she was poor, she was a girl, a Muslim who wanted to play football. Not only did she face all obstacles headlong with the support of her mother, she excelled at the game with hard work, perseverance and determination. She went on to become a State Football champion and coach other girls in the neighbourhood. For this initiative that she took she was invited to the 2012 London Olympics.

The second video shows monetary disparity prevalent even today not only in Sports but many fields. Both genders are paid differently for the same job. The children find it grossly unjust and rectify the situation. However, women sadly accept their fate as they grow older.

IV c. A Team.

<https://www.youtube.com/watch?v=WB2YzUUlo7o> - Sportsmanship

<https://www.youtube.com/watch?v=ZnjJpa1LBOY> Leadership and effective Collaboration.

A team is a group of people who come together with a common purpose, goal and a vision. A leader leads from behind. He/she guides, instructs, motivates the members, respects them, gives them due credit and takes ownership of failure. The leader is aware of the weaknesses but focusses and highlights the strengths of every team member. The leader is in charge and gives direction, he/she does not fluster in times of a setback but offers solutions to the problem taking the support of the team, taking the team members into confidence.

Being fair, just, respecting and being gracious to opponents are important qualities a team leader instills in his/her team to build sportsmanship.

Discuss in class,

- What is a team?
- Does everyone in a team have the same strengths and skill sets?
- Have you worked as a team in class on projects?

- Have you played as a team in school or championships outside school?
- In the lesson the girls loved their team. Why?
- How were they different from the Sholapur team?
- What are the qualities required to make a great team?
- What will happen if the team leader demotivates or compares players within a team?
- What are the qualities of a good team leader?
- What is sportsmanship?
- Why is it important to be gracious in victory and defeat?
- Will you give up trying after a defeat / become complacent after a victory?
- How does a good team leader deal with his team mates after a defeat?
- How does a winning team treat the team that lost?

V. Assignments

Create two teams, elect a team leader, and play an outdoor team game. Include boys and girls in the team.

Resources

https://www.thestar.com/news/world/2011/05/01/in_india_teenage_girls_face_dow_n_islamic_traditions_with_a_basketball.html -Rick Westhead May 1 2011.

<https://www.youtube.com/watch?v=hLr2GNRnmXM> Gender equality explained by children.

<https://www.bookwidgets.com/blog/2019/10/15-fun-team-building-activities-and-trust-games-for-the-classroom>

<https://www.leadershipgeeks.com/characteristics-of-a-good-team/> Characteristic of a good team.

<https://www.youtube.com/watch?v=GRgP3COqfcY>

Topic	Values / Life skills integrated & imbibed	Activities
No Place for Us?	<p>Core Values Considered: Hope</p> <p>Other Sub-Values: Natures Love, Simplicity, Sharing, Caring, Love and Gratitude.</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>United in Hope</p> <p>Discussion on values embedded in the lesson.</p> <p>Dharavi slums Mumbai -A symbol of hope and opportunity for the underprivileged</p> <p>What are the advantages and disadvantages of building a dam?</p> <p>Watch this video, discuss and prepare a report.</p> <p>https://www.youtube.com/watch?v=FCibIMT4X34 - Advantages and disadvantages of constructing a dam.</p>

Materials / Resources needed

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

Description (of the points of discussion)

“Although the world is full of suffering, it is also full of the overcoming of it”- Helen Keller

The lesson ‘No place for us?’ traces the journey of an immigrant and his family over a span of years. The building of a dam in his village in the name of development and a better tomorrow, uproots him from his village at Khedi to another at Sinduri and then to Mumbai -the city of Dreams, all in the hope of education and a brighter future for the children. The transition is not an easy one, from the serenity of being in the lap of nature, amongst his own family and friends, rooted in culture, to the unfamiliar rat race of the concrete jungle.

The lesson encourages the child to dwell on the boon and bane of development, to understand the struggle around them, be empathetic and sensitive to the needs of the displaced in society, to appreciate all that nature has to offer and be grateful for home, friends, family and loved ones.

Unit 18
No Place for Us?
Hope

I. Introduction

“Although the world is full of suffering, it is also full of the overcoming of it”- Helen Keller

The lesson ‘No place for us?’ traces the journey of an immigrant and his family over a span of years. The building of a dam in his village in the name of development and a better tomorrow, uproots him from his village at Khedi to another at Sinduri and then to Mumbai -the city of Dreams, all in the hope of education and a brighter future for the children. The transition is not an easy one, from the serenity of being in the lap of nature, amongst his own family and friends, rooted in culture, to the unfamiliar rat race of the concrete jungle.

The lesson encourages the child to dwell on the boon and bane of development, to understand the struggle around them, be empathetic and sensitive to the needs of the displaced in society, to appreciate all that nature has to offer and be grateful for home, friends, family and loved ones.

II. Learning Objectives / Outcomes

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

The student will demonstrate an understanding of the

- Plight of immigrants, their compulsions to move away from their villages.
- Interdependence and nurturing that exists between man and nature.
- Rich cultural values, love, caring and brotherhood that exist in villages.
- Need for empathy and sensitivity towards the immigrant’s fight for survival in a city.
- Differences between life in the village and the life in the city.
- Gullibility of the villagers due to illiteracy.

III. Process & Action Plan

Teaching students to visualize different paths to their goals will help them get beyond obstacles. Everyone faces obstacles. Success usually requires creative ways or a plan B to overcome these obstacles, avoiding them altogether is not the solution. Your role as a teacher is significant, as you have the power to instill these beliefs in children. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

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

A. Introduce the context activity:
IV a. United in Hope
Value-Hope

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

IV b.
Discussion on the lesson
Value-Nature's Love,
Respect for Elders, Interdependence,
Self- Discipline, Simplicity
Hope, Honesty, Resilience

IV c.
A slum of Hope
Value-Hope and
Determination

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

What are the advantages and disadvantages of building a dam?
Watch this video, discuss and prepare a report.
<https://www.youtube.com/watch?v=FCibIMT4X34> - Advantages
and disadvantages of constructing a dam.

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

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

The **core values** being considered are Hope along with Natures Love, Simplicity, Sharing, Caring, Love and Gratitude.

IV. Activities & Related Discussion

IV a. United in Hope

Gather children around you. Begin by discussing about the Covid Pandemic.

- How did it feel when there was a lockdown?
- When you couldn't go to school for months?
- How did people feel when they lost their jobs or income became half?
- Do you know of someone affected by Covid?
- What did everyone do then? Discuss the alternate ways in which education was imparted.
- What was the biggest ray of hope? Discuss the vaccine.
- Did people give up hope? How did the community fight together against fear?
- Have there been moments as a student when you lost all hope of things turning out right, but persisted and fought back?
- What have you hoped for yourself /your family?
- When you meet with failure or fear you will fail what must you do?

IV b. Discussion on values embedded in the lesson.

Discussion

- Where was Jatrya born? Name the village he lived in.
- What were the soothing sounds Jatrya heard in his village?
- What did the children learn from the elders in their family?
- Why did the whole village feel like family to Jatrya? Whom do you consider as family?
- What was the position and role of elders in the village? How do you give respect to elders in your family and neighbourhood?

- What all did the forest provide the villagers? What was the interdependence between the forest and the villagers?
- What did the villagers do for their living? How simple were their wants?
- Some of the children in the village saw policemen for the first time. Why do you think a policeman had never felt the need to visit the village??
- What promises did the Government officials offer the villagers?
- Did they an option of not leaving the village? Why were the elders heartbroken?
- What offers gave Jatrya a glimmer of hope about the future?
- Discuss the differences between life at Khedi and Sinduri village- Did he have water and electricity all day? What was the condition of the plot of land given to him for farming?
- Were promises kept by the government officials? Were they entirely honest about what was being offered to the illiterate villagers? Do you keep promises made by you?
- At Khedi the forest provided fruits, vegetables, medicine and firewood, how was it different at Sinduri?
- If they were more literate do you think they would have been treated better?
- How did Jatrya's hopes and dreams come crashing down in Sinduri village?
- Why did he feel so unwanted? Why did the villagers not make them feel welcome?
- Did he give up? What did he do next? Why did he shift to Mumbai?
- What did he hope for? Why was educating his children so important for Jatrya?
- How hard did Jatrya and his son work to make their dreams come true?
- Do you have any hopes and dreams? What will you do if things do not turn out as planned?

IV c. Dharavi slums Mumbai -A symbol of hope and opportunity for the underprivileged.

<https://www.youtube.com/watch?v=kqOT0TIH0lw>

Like Jatrya there are a million living in the slums of Mumbai. They do not give up in the face of adversity. The city teaches them to be happy, to be resilient, to work hard, be enterprising and pave the path for success. Financial stability enables the slum dwellers to educate their children and alter their future.

Discuss

- What are the different kinds of jobs done by the slum dwellers in Dharavi?

V. Assignments

What are the advantages and disadvantages of building a dam?

Watch this video, discuss and prepare a report.

<https://www.youtube.com/watch?v=FCibIMT4X34> - Advantages and disadvantages of constructing a dam.

Resources

https://greatergood.berkeley.edu/article/item/how_to_help_students_develop_hope
By Vicki Zakrzewski | November 6, 2012

Whose Forests?

Topic	Values / Life skills integrated & imbibed	Activities
Whose Forests?	<p>Core Values Considered: Responsibility.</p> <p>Other Sub-Values: Interdependence, Unity, Sharing & Caring, Simplicity, Mindfulness.</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Gross Motor Skills, Conversing Skills, Ideating and Imagination, Logical and Analytical Thinking, Creative Skills, Fine Motor Skills, Planning and Execution, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>Forest Bathing & Meditation/Nature Walk Discussion on values embedded in the lesson.</p> <p>Go Paperless-Save paper-Save the forest!</p> <p>Learn and put up the Cheraw dance in school.</p> <p>Write all you know about your community, language, art forms, traditional food, dress etc. Share a presentation with your classmates.</p>

Materials / Resources needed

Facility and equipment to play videos-LCD, Smart Board Computer, Laptop, Mikes.
Costumes and bamboo sticks for Cheraw dance.

Description (of the points of discussion)

Forests are highly endangered, precious spaces. Many a life are dependent on these forests for their food, habitat and survival. Modernisation and projects in the name of development have depleted the green lungs of our country creating climate change and displacing villagers from land that rightfully belongs to them. One such forest cover in Jharkhand was saved thanks to Suryamani who used her education to spread awareness, and made the Adivasis the rightful owners of the forest land. She began the 'Torang' movement amongst her people to preserve their rich cultural heritage, language dance and music.

The lesson also describes the forest tribes of Mizoram, their way of life and farming techniques. Forests are of utmost importance to the people living in forests and elsewhere. It is our responsibility to preserve them.

Unit 20
Whose Forests?
Responsibility

I. Introduction

“To learn to read the forest is as important as reading books. We are forest people (adivasis). Our lives are linked to the forests. If the forests are not there, we too will not remain”- Suryamani (*Environmental Activist*)

Forests are highly endangered, precious spaces. Many a life are dependent on these forests for their food, habitat and survival. Modernisation and projects in the name of development have depleted the green lungs of our country creating climate change and displacing villagers from land that rightfully belongs to them. One such forest cover in Jharkhand was saved thanks to Suryamani who used her education to spread awareness, and made the Adivasis the rightful owners of the forest land. She began the ‘Torang’ movement amongst her people to preserve their rich cultural heritage, language dance and music.

The lesson also describes the forest tribes of Mizoram, their way of life and farming techniques. Forests are of utmost importance to the people living in forests and elsewhere. It is our responsibility to preserve them.

II. Learning Objectives / Outcomes

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

The student will demonstrate his /her awareness and knowledge about

- The importance of forests to us and the natives dwelling there.
- Suryamani from Jharkhand who has enlightened and crusaded for the Adivasis there; the importance of literacy among villagers and Adivasis to bring about a change.
- Torang founded by Suryamani in Jharkhand; the importance of preserving one’s own language and cultural heritage, values and traditions.
- Jhoom farming and the traditional dances of the natives of Mizoram.

III. Process & Action Plan

If people and nature are to thrive, forests must be preserved. Our climate is crucially dependent on these forests and so are the countless species of animals living in it. Preserving the language, culture, traditions and livelihood of the native Adivasis living in these forests is vital. Displacing the caretakers of the forests, from the forests in the name of development is detrimental to its existence. Your role as a teacher is significant, as you have the power and the means to enhance their awareness 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:
IV a. Forest Bathing & Meditation/Nature Walk
Value- Mindfulness.

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

IV b.
Discussion on values embedded in the
lesson.
Value-Responsibility, Interdependence,
Unity, Sharing & Caring, Simplicity,
Mindfulness.

IV c.
Go Paperless-Save
paper-Save the
forest!
Value-
Responsibility.

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

Learn and put up the Cheraw dance in school.
Write all you know about your community, language, art forms,
traditional food, dress etc. Share a presentation with your classmates.

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

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

The **core values** being considered are Interdependence, Unity, Sharing & Caring, Simplicity, Mindfulness.

IV. Activities & Related Discussion

IV a. Forest Bathing

Gather children around you. Ask them to close their eyes and imagine they are in a forest. You may play a soothing audio in the background.

Describe the forest as they sit with their eyes closed. Describe the tall trees of different kinds, ask them to touch its bark, watch the creepers, listen to the gurgling streams, the crunch of the leaves as they walk through, the sound of birds, squirrels, the silence, observe the sun's rays through the trees, the butterflies, the moss on the stones....

Now ask them to slowly open their eyes.

Discuss

How did you feel?

Has anyone been to a forest?

Did you imagine something more about a forest?

Show them the video on forest bathing and Importance of forests.

<https://www.youtube.com/watch?v=MyZb2BS04y0> Forest bathing

<https://www.youtube.com/watch?v=dWJVHIE9S8> Importance of Forests.

If you have a wooded area close to your school, take them for a Nature Walk.

IV b. Discussion on the values in the lesson.

<https://www.youtube.com/watch?v=7JXPu4qZ1kM> Suryamani the nature activist

The chapter holds lessons of great value. These are to be internalized. Encourage children to introspect on them.

- Is the forest only a group of trees? What all do you find here? Who apart from humans live here?

- Discuss the interdependence between plants and animals. Can they exist without one another?
- How are we and animals dependent on these forests? What will happen if forests are destroyed?
- Who are the forest people? How have they lived for centuries in harmony with Nature? How did they take care of each other?
- Name the developmental projects that are a threat to the forests?
- What is the important Right to Forest Act of 2007?
- How were the Adivasis exploited before this act came into force?
- Who is Suryamani? What are the difficulties she faced during childhood?
- What is the value of education? How did it help her to fight for her villagers and save the forests?
- What is Torang? Why did Suryamani start it among the Adivasis?
- Suryamani has travelled to several countries, today the entire forest land legally belongs to the villagers, thanks to her efforts. Did fame change her? What is the simple life she leads even today?
- Name the famous dance practiced by the forest people of Mizoram.
- How does the 'Jhoom' farming give utmost care and respect to land used for cultivation?
- How do the forest people help, share and care for one another in hard times in the villages?

IV c. Go Paperless-Save paper-Save the forest!

<https://www.youtube.com/watch?v=euTrLAPcjlI> - Reduce the font.

<https://www.youtube.com/watch?v=jEI-0PjE3-g> – Reduce Reuse Recycle paper.

Discuss the different ways the child and school can reduce reuse and recycle paper.

Make it a project for every academic year.

V. Assignments

Learn and put up the Cheraw dance in school.

Write all you know about your community, language, art forms, traditional food, dress etc.

Share a presentation with your classmates.

Resources

<https://www.youtube.com/watch?v=7JXPu4qZ1kM> Suryamani the nature activist

https://www.youtube.com/watch?v=uwCH_WEYFTo Cheraw dance

<https://www.youtube.com/watch?v=hc32-oVUeRk> Solakia dance mizoram

<https://www.youtube.com/watch?v=y-wHq6yY2CI> Forest bathing.

Like Father Like Daughter

Topic	Values / Life skills integrated & imbibed	Activities
Like Father Like Daughter	<p>Core Values Considered: Self-Awareness</p> <p>Other Sub-Values: Appreciation</p> <p>Life Skills: Observation, Listening Skills, Thinking Skills, Cognitive Skills, Communication Skills, Conversing Skills, Fine Motor Skills, Generalisation, Making Choices, Social Skills, Interpersonal Skills.</p>	<p>People who inherited something special from their parents.</p> <p>I wish..... Video and Discussion</p> <p>Redefine beauty -Video and Discussion ; Activity appreciating others.</p> <p>Self- awareness-Discussion and anger management balloon activity</p>

Materials / Resources needed

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

Description (of the points of discussion)

The lesson 'Like Father Like Daughter' is an interesting take on traits and habits that exist within a family, both immediate and across generations. Habits and traits in twins that are similar and uniquely different too in some cases. Certain traits are acquired from the environment from those around and not necessarily family members. Sometimes habits come about with advancement of age due to other circumstances. Certain factors are not genetic and not inherited contrary to misconceptions.

The lesson triggers curiosity and encourages students to observe and introspect on the role of the family and environment on why he is, the way he is. Valuable takeaway from this lesson are values of Self -Awareness, Appreciation of oneself and others and Self -Acceptance.

Unit 21
Like Father Like Daughter
Self - Awareness

I. Introduction

The lesson 'Like Father Like Daughter' is an interesting take on traits and habits that exist within a family, both immediate and across generations. Habits and traits in twins that are similar and uniquely different too in some cases. Certain traits are acquired from the environment from those around and not necessarily family members. Sometimes habits come about with advancement of age due to other circumstances. Certain factors are not genetic and not inherited contrary to misconceptions.

The lesson triggers curiosity and encourages students to observe and introspect on the role of the family and environment on why he is, the way he is. Valuable takeaway from this lesson are values of Self -Awareness, Appreciation of oneself and others and Self -Acceptance.

II. Learning Objectives / Outcomes

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

The student will demonstrate his/her curiosity, keen observation, knowledge and understanding of

- Traits and habits acquired from immediate and distant family members
- Habits acquired from family and the environment one grows in.
- Factors that's are not inherited and passed down one generation to the next.
- Traits and habits that are similar and different in twins.
- Habits that are acquired with advancement of age.
- The value of Self -Awareness, Appreciation of self and others and Self -Acceptance.

III. Process & Action Plan

We acquire positive and negative traits and behaviours from family and the environment around us. Becoming aware of one's own emotions and the emotions of others is the first step of being self-aware. Your role as a teacher is significant, you can help children identify their emotions, recognise their strengths and weaknesses. You can develop strategies and activities to teach students to self-aware 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:
IV a. People who inherited something special from their parents.
Value-Self Awareness, Appreciation.

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

IV b.
1) I wish.... &
2) Redefine beauty.
Value- Appreciation of oneself and others.

IV c.
Self -Awareness
Value-
Self -Awareness

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

Draw an angry balloon. Write on it all the things that make you angry; what would make the angry balloon 'POP!' Now write down 10 things you can do to defuse your anger like counting to 10, drinking water, listening to music, going for a walk etc.

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

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

The **core values** being considered are Self Awareness along with Appreciation

IV. Activities & Related Discussion

IV a. People who inherited something special from their parents.

https://www.youtube.com/watch?v=jr_QGgQU3go

Introduce the above video to children. The next day ask them to get similar photographs of themselves and their family.

- Children can share traits they share with their parents and distant family members.
- Twins if any, can share traits that are similar and what makes them different.
- Share behaviour inherited from parents or grandparents.
- Be specific from whom they acquired a particular trait.

IV b. I wish.....

1) <https://www.youtube.com/watch?v=c96SNJihPiQ>

Children often compare themselves with others, their friends or siblings and feel they are not good enough. They wish they had acquired their mother's hair or father's height, their mother's skin colour or father's eye colour. These feelings of 'I wish....' sometimes affect their self -esteem and self -confidence. Self -acceptance and awareness of one's own strengths is vital.

Parents and educators can help them in this journey and make them realize they are great just the way they are.

Discuss

- What do you like most about yourself, your looks and behaviour?
- From whom did you inherit or acquire them?
- Is there anything you do not like or wish you could change?
- Does it really matter?

Redefine beauty

2) <https://www.youtube.com/watch?v=3agBWqGfRo>

Have all the children of grade 5 click selfies of themselves. No filters or make up must be used. Put up the photographs and have other children leave their comments on what they found attractive about their friend. Students often feel inadequate about themselves. This exercise would redefine beauty.

You may carry out this exercise even without photographs. Students can write something they appreciate about their friends and put it up on the bulletin board.

IV c. Self-awareness

Along with physical traits we acquire behavioural traits from family. Some of it is acquired from our environment. We may not be so happy or comfortable with some of the behavioural / personality traits acquired. It is important for children to become aware who they are, what they like/ dislike, what are their strengths and weakness.

Yoga and mindful breathing techniques may be introduced during assembly as it aids focussing on self. Building self-awareness can help the student acknowledge the consequences of negative behavior. Learning to manage their emotions better can help them avoid impulsive reactions or saying hurtful things they don't mean. Explain to children the emotion of anger is a natural one. It is neither positive or negative. Give examples to help them understand positive and negative ways of acting when angry. Help them learn to pause, think and respond, not react. Thus, it's not the emotion but our actions that we must consider carefully. Talk to them about positive ways to deal with and manage anger.

Discuss

- How would you describe yourself?
- Is your personality like either of your parents?
- Describe a trait you are proud to have inherited from your parent.
- What qualities do you most admire in yourself?
- What is your biggest weakness?
- What is your biggest strength?
- What are the negative emotions in you like anger /jealousy that affect others?
- Do you find yourself getting angry very easily?
- Do any of your family members experience this often?
- Do you believe that anger is negative emotion? Why? / Why not?
- Do you feel you can be helped to overcome this trait/weakness?

Activity: Blow a balloon (representing their anger)

Ask kids what they think happens when anger builds up.

Let the balloon go or POP. Talk about behaviours that result from anger. (tantrums, screaming, mean words)

Blow up balloon again, this time let air come out slowly.

Discuss coping skills. (Count forward, take a deep breath and exhale slowly, go for a walk, drink water, draw what makes you angry, talk to someone about it, listen to something funny and laugh etc)

V. Assignments

Draw an angry balloon. Write on it all the things that make you angry; what would make the angry balloon 'POP!'

Now write down 10 things you can do to defuse your anger like counting to 10, drinking water, listening to music, going for a walk etc.

Resources

<https://positivepsychology.com/self-awareness-exercises-activities-test/> - Leslie Riopel, MSc. 16-10-2020

<http://preschoolponderings.blogspot.com/2014/06/social-emotional-activities.html> - Anger Management

www.positiveaction.net/blog/teaching-self...

EVS
Grade V

Integration of Values

Teacher's Manual

HEMA Foundation

Ram Ratna House, Oasis Complex, P. B. Marg, Worli, Mumbai - 400 013 | **Tel.:** 022-2494 9009 / 9142.
Extn.: 6178 **Mob:** 72280 01342 | **E-mail:** admin@hemafoundation.org

Website: www.hemafoundation.org

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