



HEM *harmonize*

English
Grade I

Integration of Values

Teacher's Manual



Teacher Manual for Integration of Values in Teaching Academic subjects

By

HEMA Foundation, Mumbai

Teacher Manual for Integration of Values in Academic subjects

English

Grade I

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Preface



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



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

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

Thank You,

Mahendra

Mahendra Kabra
Managing Trustee

Anita

Anita Maheshwari
Trustee & Creative Director

Acknowledgement

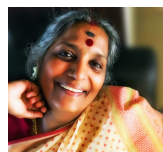
Welcome to HEMA Foundation's "Teacher Manual for Value Integration". I take this opportunity to thank each one of those who participated in it. At the outset I thank the Management of HEMA Foundation, its Managing Trustee Shri Mahendra Kabra, the Trustee and Creative Director, Smt. Anita Maheswari, the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

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

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

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

I remain your sincere



Vijayam Ravi, PhD

Introduction

(must read before the teacher proceeds)

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

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

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

Did we teach subjects? Or did we teach children?

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

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

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

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

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

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

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

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

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

The Context to Value integration with subjects:

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

The fundamental shift that needs to happen here is this.

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

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

What benefits do Value integration bring to the students?

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

The argument

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

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

What does HEMA foundation offer to teachers?

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

Values can never be taught, values can only be caught

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

How and why are the values integrated by HF?

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

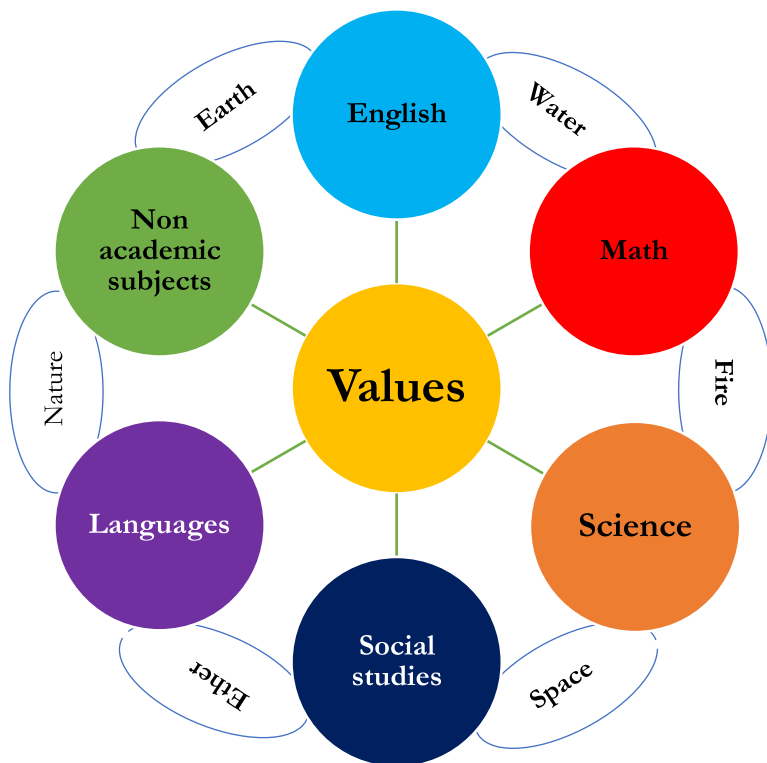
The new NEP and therein the NCERT insist on integration of values with essential subjects. Nature is the mother of all knowledge- Every learning that takes place with human beings is connected through the mind and intellect. While giving food for thought at the intellectual level, teachers have to supplement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

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

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

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

Whom does this manual serve?



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

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

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

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

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

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

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

Organization of the manual-How to read the manual?

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

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

It has two parts:

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

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

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

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

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

Conclusion:

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

Jai Hind

Conceived and presented by

Vijayam Ravi, PhD

Academic Director

HEMA Foundation

"वसुधैव कुटुंबकम्"

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



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

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



Vision

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



Mission

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



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Topic	Values / Life skills integrated & imbibed	Activities
A Happy Child (Poem)	Core Value considered : Self Realization	1. Discussions
The Three Pigs (Story)	Other Sub-Values: Positivity & Optimism, Attitude, Resilience, Confidence, Empathy, Sensitivity, Generosity, Altruism	2. Reflection on a Video - Emotions/Feelings for Kids
One Little Kitten (Poem)	Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Planning and execution.	3. Emoji Art
Lalu & Peelu (Story)		4. Emotion Dumb-Charades
		5. Board Activity/Worksheet - Character traits/Qualities
		6. Reflection on a Video (Song) - Personality Song
		7. Reflection on a Story (Video)- Resilience - Dealing with the 'bad wolves'/bullies
		8. Get Set Go!
		9. Colour, Colour, Which Colour?
		<u>Assignments</u>
		1. Worksheet on Self Awareness
		2. Pictures Speak
		3. Actions Speak

Materials / Resources needed

Facility & Equipment to play the videos and PPT
 Plain paper (for emoji art) Paper for chits
 Worksheet on Character Traits (if needed)
 PPT (Get Set Go)
 Worksheet on Emotions & Qualities (Colour, Colour, Which Colour?)
 Worksheet on Self Awareness (assignment)

Description (of the points of discussion)

Self-Realization is the truth of who we are and what we are. It is the realization and fulfilment of our own potential. It is thus in short, to know oneself.

Self-Realization is important, as through this process we get to know our true nature, our strengths and limitations, the nature of our thoughts, what motivates us, what holds us back and so on. Through self-awareness we can attain self-realization. This understanding then determines the way we relate to others and the world.

Through this unit, students will be helped to understand the following:

- He / She is an individual entity (I am a girl/boy). I am different from others.
- As an individual each of them has different ways of thinking, feeling and acting.
- The feelings that they experience are emotions; they may experience different emotions in different instances.
- Their actions/behaviour will differ with each emotion that they experience.
- They can choose to be happy by thinking positive thoughts and doing the right thing.
Actions may be 'good' (positive/appropriate) or 'bad' (negative/inappropriate)
- Their actions will determine who they are; their character qualities.
- Their actions will determine how 'others' see them or perceive them (this realization is public self-awareness)
- They have the power to choose to engage in positive behaviour and develop positive qualities in themselves.
- They also have the power and ability to develop the strength to deal with the 'bad wolves' (bullies) in real life.
- With the right mindset, they can deal with different situations positively and stay happy.
- They have the power, as an individual, to make a difference in others' lives too and make them happy, by being empathetic and sensitive to others feelings and needs
- Every action of theirs has a consequence.
- They must learn to think before acting.
- Presence of mind and quick thinking are important skills that will help them.

Unit 1 & 3**Unit 1 - A Happy Child (Poem) & Three Little Pigs (Story)****Unit 3 - One Little Kitten (Poem) & Lalu & Peelu (Story)*****Core Value : Self-Realization*****I. Introduction**

In Unit 1, the poem ‘A Happy Child’ is about a little girl who is happy and content with the life she leads, and hardly ever cries. She finds joy in the little things like her little red house and the green tree outside her home. Her day is filled with laughter, play and quiet moments with herself under the shade of her tree.

The story ‘Three Little Pigs’ is an adaptation of the original version. Herein the scope for discussion includes the good/bad qualities of the characters within the story, which may be generalized to real life; the discussion may be channelized to include reflection on the different character traits/qualities that they possess and the ability to discern between ‘good’ and ‘bad’ (essentially positive/appropriate or negative/inappropriate) qualities or related behaviours.

In Unit 3, the poem ‘One Little Kitten’ the focus is on number names and qualities of certain animals. The story ‘Lalu and Peelu’ is about a hen and her two chicks. It focuses on helping the children learn the colours red and yellow. However, the scope of discussion includes - thinking before acting and having to deal with consequences, presence of mind and quick helpful action in a difficult situation & empathy and sensitivity for others.

Both the poems of unit 1 & 3 lend themselves to help children become aware of basic emotions and feelings that they may experience like happiness, sadness, fear and bravery. Other emotions may also be explored.

These units thus provide a good base to build upon the understanding of the self – to take those first few steps towards self-realization.

Self-Realization is the truth of who we are and what we are. It is the realization and fulfilment of our own potential. It is thus in short, to know oneself.

The term self-realization was found in the *Advaita Vedanta*, (a school of Hindu Philosophy; a classic system of spiritual realization in Indian tradition) which means to realize the truth of one’s existence. According to the *Advaita Vedanta*, before we can understand the world, we must understand ourselves. *Advaita* also further states that we can reach our potential, only if we turn inward and become cognizant of the true

“Your own Self-Realization is the greatest service you can render the world.”
– Ramana Maharshi

Self-Realization is important, as through this process we get to know our true nature, our strengths and limitations, the nature of our thoughts, what motivates us, what holds us back and so on. Through self-awareness we can attain self-realization. This understanding then determines the way we relate to others and the world.

Children progress through a series of levels of self-awareness between birth and adulthood. Thus, self-awareness can be consciously cultivated in children from a very young age, and teachers can play a pivotal role in helping the children attain this understanding.

II. Learning Objectives / Outcomes

- Through these units, the students will achieve the following grade appropriate academic and value based goals:
 1. Read and understand the poems- A Happy Child & One Little Kitten, and the stories - Three Little Pigs & Lalu & Peelu (with help)
 2. Attempt understanding and responding to simple literal comprehension questions, as well as understanding and responding to simple analytical / reflective comprehension questions, that involve logical reasoning.
 3. Develop and enhance their vocabulary and spelling skills.
 4. Develop their communication and oral expressive skills, visual perceptual skills and fine motor skills, thinking and creative skills, matching and associative ability
 5. Improve their conceptual understanding and learning – concept of ‘boy’ & ‘girl’, of their feelings (concepts of happy, sad, brave and nervous), different kinds of trees and houses, different types of animals, their young ones, and their homes, different family relationships and members in their house.
 6. Develop an awareness of the different kinds of ‘emotions’ and feelings that they may experience.
 7. Understand how each emotion is experienced; how they manifest in the body and mind and how they affect their behaviours
 8. Understand the importance of thinking before acting (not letting emotion get in the way).
 9. Understand what ‘Presence of Mind’ means and the importance of quick thinking in certain situations.
 10. Develop an awareness of a person’s qualities/ character traits and what constitutes - P o s i t i v e a n d n e g a t i v e c h a r a c t e r q u a l i t i e s -
Positive and negative behaviours (that stem from or result in these qualities)

11. Understand the idea of inner strength and resilience.
12. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

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 through activity:

Discussions (Refer 1a, 2a, 3a.)



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



1.
Reflection on
a Video –
Emotions/
Feelings for Kids
(Refer 1b.)

2.
Emoji Art
(Refer 1c.)

3.
Emotion
Dumb -
Charades
(Refer 1d.)

4.
Board Activity/
Worksheet –
Character
traits/Qualities
(Refer 2b.)

5.
Reflection on
a Video (Song)
– Personality
Song
(Refer 2c.)

6.
Reflection on a Story
(Video)- Resilience –
Dealing with the ‘bad
wolves’/ bullies.
(Refer 2d.)

7.
Get Set
Go!
(Refer 3b.)

8.
Colour,
Colour,
Which
Colour?
(Refer 3c.)



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



1.
Worksheet
on Self
Awareness

2.
Pictures Speak

3.
Actions Speak

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

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

The **core value** being considered is **Self-Realization** with other inherent values like Self-Awareness, Positivity & Optimism, Attitude, Resilience, Courage, Confidence, Empathy, Sensitivity, Decisiveness, Generosity and Altruism.

These units also provide the scope to develop the following life skills in the students: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Planning and execution.

IV. Activities & Related Discussion

1. Related to the Poems – A Happy Child & One Little Kitten

1 a. Discussion:

Once you have explained the poem to the children, ask them –

- What do you think the word ‘happy’ means? How do you feel when you are happy?
- When do you feel happy? Ask them to come up with instances when they have felt/feel happy.
- What do you do when you are happy? In what ways do you show your happiness? (*smiling, laughing, jumping, singing, clapping.....*let the children share how they express happiness)
- Do you know the opposite of happy?
- When do you feel sad? Ask them to come up with instances when they have felt/feel sad.
- What do you do when you are sad? In what ways do you show your sadness? (*frowning sadly, crying, sitting quietly/alone.....*let the children share how they express sadness)
- When do you feel scared/fearful? Ask them to come up with instances when they have felt/feel scared/fearful.
- What do you do when you are scared? In what ways do you show your fear? (*widened eyes, whimpering/crying, cowering, shivering.....*let the children share how they express fear)

- Do you know the opposite of fear?
- What do you do when you are brave/courageous? In what ways do you show your bravery? (*by being confident in doing something.....let the children share their experiences of when they were confident and brave*)

Explain to the children that 'Happy', 'Sad', 'Fear' and 'Courage' are feelings. All of us have feelings. Feelings are also known as emotions. We can feel different emotions at different times or in different situations. Show them the video below.

1 b. Video - Emotions/Feelings for Kids

https://www.youtube.com/watch?v=C9Mm_5rJR0Y

Once they have seen the video, recap the different types of emotions, then, do the following activities-

1 c. Emoji Art

Read out a few situations to the children, one by one. After each situation, ask the children to guess what the character is feeling/would feel and draw an emoji that corresponds to the feeling.

This activity will help the children develop listening skills, analytical skills, empathy and improve their emotional quotient. Moreover, they will also explore art as a means to express themselves.

Situations (Examples)

1. Raju's mother told him that they were going for a family picnic. How is he feeling? (*Happy*)
2. Sonu lost his new ball in the park. He has to inform his parents about it. How is he feeling? (*Scared*)
3. Renu's brother takes her favourite toy and breaks it while playing with it. How do you think Renu is feeling? (*Sad &/or Angry*)

You may add more situations, as necessary.

1 d. Emotion Dumb-Charades

Divide the class into groups. Place a jar/bowl on the teacher's table, in which would be placed, folded chits with different emotions written on each. One student from each group may come forward, pick up a chit, note the emotion mentioned in it and then act out that emotion without speaking. They may be encouraged to express using facial expressions and gestures/movements of the body. The rest of the children have to look at the actions and guess the emotion. Each group may be given two rounds (as time permits).

This activity will help students develop observation skills, analytical skills (ability to read and understand body language), empathy and improve overall emotional awareness.

2. Related to the Story – Three Little Pigs

This story provides the scope to explore ‘qualities’ of a person and what constitutes good and bad or more appropriately, desirable and undesirable qualities/behaviours. By the age of six, children are capable of discerning appropriate and inappropriate actions or qualities in a person.

2 a. Discussion

Pose the question that’s in the text –

Was the wolf good or bad? Once they share their responses, ask the children, why they feel that way. Encourage them to analyse the wolf’s actions and what they imply, or what they tell about the wolf’s character.

Explain to them that the way we act/ what we do, shows how we are. Our behaviours show how we are as a person. This is called character. Sometimes we may do and show good or positive actions. Sometimes we may show bad or negative actions. We can engage in both. What we choose to do more of, shows our true nature or character.

Take the discussion forward by asking –

1. Can you give some examples of ‘good’ or positive actions / behaviour?
2. What kind of actions would be called as ‘bad’ or negative actions / behaviour?

2 b. Board Activity - Character Traits/ Qualities (Describing words)

Now write down the following words randomly on the board. (This may be done as a worksheet activity too.)

Selfish	Funny	Happy	Dishonest	Greedy	Cheerful
Friendly	Rude	Generous	Angry	Helpful	Kind

Ask the students to select the positive character words and state what kind of actions/ behaviours, people with such qualities may show. (Read out the words if needed and explain the meaning of the words/quality with examples as needed)

2 c. Personality Song for Kids/Personality Adjectives Song

<https://www.youtube.com/watch?v=D7ZjMjfasfU>

I min 53 sec

Pose the following questions to the children. (based on the song)

1. In what way did the girl show she is helpful? What was her action?
2. In what ways can you be nice and helpful?
3. In what ways can you be lovely and friendly?
4. Name some of the qualities and actions we must avoid in ourselves.

Now tell the children that just like the big bad wolf in the story, people too can behave like big bad wolves. Such people are called bullies as they trouble others by being mean, rude, aggressive, selfish, and indifferent to others' feelings. The only way they can deal with such bullies is by becoming strong from within (like the red house) that no matter how much the big bad wolf (the bully) huffs and puffs (troubles them), they will not get affected.

Show them the following video, to help them understand, how they can be stronger (in mind) and face such people and situations.

2 d. Resilience - Dealing with the 'bad wolves' /bullies (Story)

<https://www.youtube.com/watch?v=Ej1LIIN34SM>

5 min 55 sec

Questions for reflection

1. Why was Billy called a bully? What actions/behaviours did he show in school?
2. What did Lupi feel when he saw Billy coming into the playground?
3. What did Billy do in the playground? How did he trouble Lupi?
4. What emotions did Lupi feel when Billy threw his toy onto the roof? How do you know?
5. What did Junior tell Lupi he must do, if someone is a bully?
6. What did Lupi decide to be, in order to deal with Billy? (brave)
7. Why was Billy a bully?
8. After seeing Billy with his older brother Bobby, what did Lupi decide to do?
9. Why did Lupi change his mind?
10. What quality did Lupi show? (kindness)
11. Why did Billy stop being a bully?
12. How did Billy's behaviour change?

With the help of this story, help the children understand that like Lupi, they too can decide/choose to be brave and strong and face those who may be troubling them. Sometimes they may have to stand up to such people by not getting scared or upset and

sometimes, they can choose to be friendly and kind to them. Their positive actions could change the person and the situation. Help the children understand that they can stay in control of their thoughts, feelings/emotions and actions. This will help not only them but others too.

3. Related to the Story – Lulu & Peelu

3 a. Discussion

Pose the following questions to the children –

1. Why did Lulu eat the red chilli?
2. How did he not know that it was a chilli before eating it?
(He did not take the time to look carefully, observe, and think before eating the chilli)
3. What did Lulu go through when he ate the red chilli?
4. What can we learn from this?
(We must always think before we act)
5. How did Peelu help Lulu? What qualities does Peelu have?
(Empathy & Sensitivity – explain these terms in a simple manner)
1. Peelu has a special quality. Can you guess what it is?
(Quick thinking and action – Explain to them in a simple manner how Peelu used his presence of mind, thought quickly about what would help Lulu and then acted quickly to go get the yellow laddu. Help them understand the importance of quick thinking and decisiveness.)
2. Have you ever acted like Peelu in any situation?
(Let the students share any instances when they have thought and acted quickly.)

Note: The children may not be able to come up with the answers on their own. Lead them to the right responses with clues and leading questions. Simplify the discussion as per the cognitive and emotional maturity of the children.

3 b. Get Set Go!

- Prepare a PPT with 5-6 pictures (One picture per slide). Each picture must depict a problem which can have a quick and easy solution.
- Divide the class into groups (No of slides must be equal to the number of groups).
- Each group may be presented a slide. The children have to look at the picture, assess the problem and come up with a solution quickly, within the given time limit. (Time them).
- If a group comes up with a good solution within the given time, they will get a

point. If they don't, discuss a possible solution with the whole class.

- Each group has to be shown a new slide and the same process has to be followed.

This activity will help develop and enhance the students' reflexes, observation skills, thinking skills, problem solving and decision-making abilities.

3 c. Colour-Colour Which Colour?

Prepare a worksheet with a set of words that are emotions/feelings and another set of words that are qualities. Let the words be printed randomly on the page. Ask the students to read out the words (read it aloud to them if needed) and decide if it's an emotion/feeling or a quality that a person has. They have to circle the 'emotion/feeling' words with a RED crayon and the 'quality' words with a YELLOW crayon.

Happy	Selfish	Afraid	Funny	Sad	Dishonest	Courage
Greedy	Rude	Cheerful	Friendly	Nervous	Generous	
	Angry	Silly	Fear	Helpful		
		Kind	Brave			

This activity will help develop their discrimination skills, reading skills, vocabulary, conceptual awareness, comprehension, and establish the colour concept.

V. Assignments

4 a. Worksheet/s on Self Awareness

Prepare a worksheet with simple common daily situations. The children have to read the situation then identify the emotion that they may experience. This may be done as a Fill in the Blank, Match the Column, Circle/tick the appropriate option, or a Crossword puzzle. (Prepare the worksheet as per the language ability of the children and their emotional maturity.)

This exercise will help them analyse and reflect on their own thoughts and emotions and help develop and improve their self-awareness.

4 b. Pictures Speak

Ask the students to collect pictures depicting positive & negative actions and paste them on a chart paper. Against each picture, they have to write whether it's a 'good' or 'bad' action/behaviour and what character (quality) of that person it indicates (using just one describing word).

4 c. Actions Speak

Have each child pick up a chit with a random quality mentioned. Depending on what quality they receive, they have to do some related task at home / class.

E.g. Helpful – They have to help someone at home/in class in some way.

Funny – They have to do something to make someone laugh.

Generous – They have to share/give something to someone at home/in class.

After they have carried forth the assignment, have them come forward in class and briefly describe what they did, how they felt and how it made the other person feel.

VI. Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

<https://www.understood.org/en/friends-feelings/empowering-your-child/self-awareness/the-importance-of-self-awareness>

<https://www.virtuallabschool.org/school-age/self-culture/lesson-2>

http://cdn2.bubspot.net/hub/287778/file-231442306-pdf/improving_selfawareness.pdf%3Cb%3E%3C/b%3E

<https://www.quora.com/How-important-is-the-presence-of-mind-in-life>

Topic	Values / Life skills integrated & imbibed	Activities
<p>The Bubble, the Straw and the Shoe (Story)</p> <p>Doing Words (Grammar)</p>	<p>Core Values considered : Compassion & Responsibility</p> <p>Other Sub-Values: Empathy, Sensitivity, Respect, Fairness, Cooperation, Self-Awareness, Positivity & Optimism, Attitude, Confidence, Generosity, Altruism, and Hard Work</p> <p>Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Planning and execution.</p>	<ol style="list-style-type: none"> Related to the story <ul style="list-style-type: none"> Question/ Answer session & Discussion pertaining to the story Reflection & discussion on Videos - Animations & Songs (Treat the way you wish to be treated) Related to the grammar topic Doing words <ul style="list-style-type: none"> PPT (Nature of actions) Reflection on a Poem, Question/Answer session and Discussion (Intent behind an action) Reflection on a Story - audio book, Worksheet & Song (Actions that are responsibilities) Reflection on a fable - in song format, Question/Answer session and Discussion (Action = Hard work) <p>Assignments</p> <ol style="list-style-type: none"> Written and Verbal Expression (Responsible Actions at home/school) Chart/Poster Making (Thoughtful Actions in Class)

Materials / Resources needed

Facility & Equipment to play the Videos & PPT

Worksheet

(I Choose...The responsible Action)

Description (of the points of discussion)

Both, the story and the grammar topic revolve around actions. This forms the scope of discussion.

Actions can be evaluated in many ways. When considered from a moral perspective, actions may be morally right or wrong or morally good or bad. However, it is not only actions that are good or bad, but also motives, intentions, emotions, or personal character.

Actions result from values. Actions communicate values. Our values inform our thoughts, words and actions.

Through this unit, help students understand the following:

- Treat others the way they would like to be treated.
- Actions are mostly born from intent i.e. understand why they act in a certain way; the purpose of an action and whether it is a positive or negative intent.
(Help them explore this aspect by analysing their own behaviours and thoughts.)
- Actions may be positive or negative.
(Revisit what positive and negative actions entail by recapping what they learnt in the previous unit.)
- How they act, is a choice.
- Every action has a consequence.
- What goes around comes around (Karma)
- Some actions are responsibilities that they have to meet; Responsible behaviours
- Action also means work- hard work can make a difference

As the children learn to use positive thoughts and positive actions through this unit, they will also develop improved self-awareness and self-regulation, develop and exhibit the ability to manage themselves better and treat others the way they like to be treated, & more often, set goals and achieve them for themselves.

Unit 2**The Bubble, The Straw & The Shoe** (*Story*)**Doing words** (*Grammar*)**Core Values: Compassion & Responsibility****I. Introduction**

In Unit 2, the story - ‘The Bubble, the Straw, and the Shoe’ and the grammar topic - ‘Doing words’, have been considered for the purpose of value integration.

The story revolves around three friends - the bubble, the straw and the shoe, who go into the forest one day and come across a river. They then ponder how they would cross it. When the shoe suggests that they could float on the bubble, it refuses and states that the straw could lie down and stretch from one bank to the other. The straw agrees but as the shoe jumps onto it, it breaks and the shoe falls into the river with a loud splash. Seeing this, the bubble shakes with laughter and bursts with a big bang.

This story while seemingly simple, has an important underlying message - that of treating others with empathy, sensitivity and compassion. The character of the bubble depicts people who are selfish and insensitive. The straw on the other hand depicts those who are selfless, sensitive and helpful. The story also leaves us with a moral - What goes around, comes around - the law of ‘Karma’ in other words. Karma is the law that brings back the results of actions to the person performing them.

Through ‘Doing words’ (Verbs), the focus will be on actions. This topic lends itself beautifully to talk to children about - the nature of one’s actions, the intent with which an action is done, how action is a choice and how we can choose to engage in positive actions for the betterment of oneself and others.

Actions can be evaluated in many ways. When considered from a moral perspective, actions may be morally right or wrong or morally good or bad. However, it is not only actions that are good or bad, but also motives, intentions, emotions, or personal character.

Actions result from values. Actions communicate values. Our values inform our thoughts, words and actions.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
1. Read and understand the poem – After a Bath & story - The Bubble, the Straw and the Shoe (with help)
 2. Attempt understanding and responding to simple literal comprehension questions as well as understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.
 3. Develop and enhance their -vocabulary and spelling skills, associative ability, visual perceptual skills and fine motor skills, communication and oral expressive skills, conceptual awareness.
 4. Develop grammatical awareness (Doing words) and usage of the same in sentences (oral and written expression)
 5. Enhance their understanding of the nature of actions – positive/negative.
 6. Understand that most often there is intent behind an action; develop the ability to discern if it is a positive intent or negative intent.
 7. Understand that how they act, is a choice; that every action has a consequence.
 8. Come to the realization that - What goes around comes around (Karma)
 9. Understand what ‘responsible actions are; the value of hard work and how much work (action) one puts in
 10. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

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

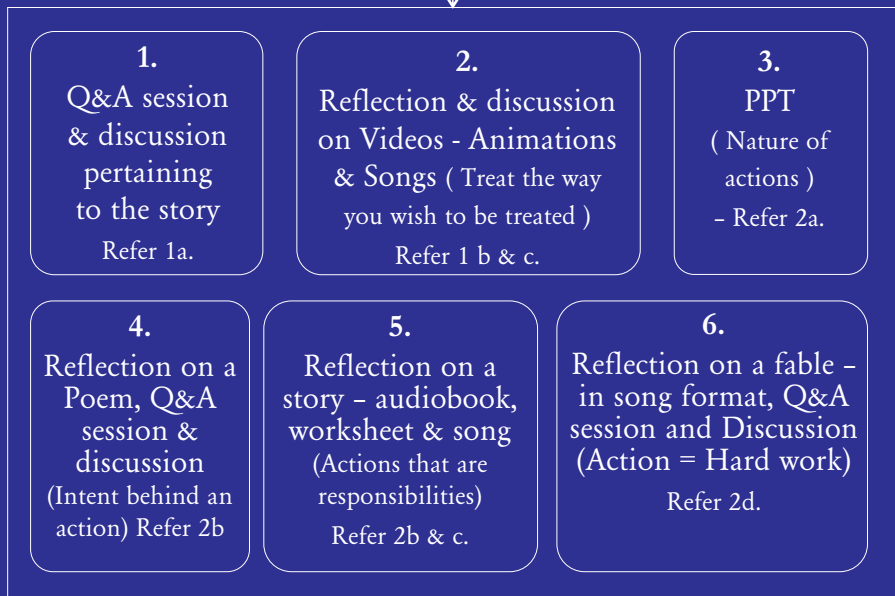
The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page:

A. Introduce the context through activity:

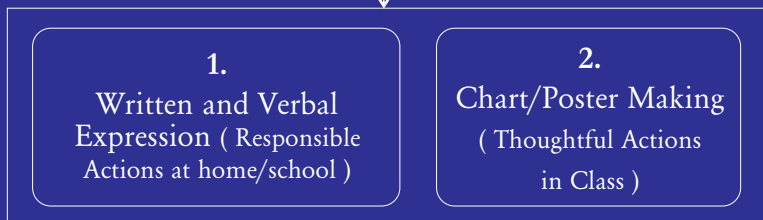
Discussions (Refer 1a, 2a, 3a.)



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



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



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 **Compassion & Responsibility** with other inherent values like Empathy, Sensitivity, Fairness, Respect, Cooperation, Self-Awareness, Positivity & Optimism, Attitude, Generosity, Altruism, and Hard work.

The unit also provides the scope to develop the following **life skills** in the students: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Planning and execution.

IV. Activities & Related Discussion

1. Related to the story ‘The Bubble, the Straw and the Shoe’

1 a. Discussion

Pose the following questions:

1. Why do you think the bubble did not want to help the shoe and the straw cross the river by floating on it?
2. What does this tell us about the bubble? What quality/ character does it show?
3. The straw agrees to help. What quality/ character does its action show?
4. What did the bubble do when the shoe fell in the river? Was this a kind way to behave? Why?
5. How do you think the shoe and the straw felt when the bubble started laughing at them?
6. Have you ever been laughed at by anyone? How did it feel?
7. Have you ever laughed at someone when they were in a difficult situation? (Give examples – like laughing when someone falls down, or laughing when someone makes a mistake....). How do you think they felt?

The children may not be able to arrive at the answers on their own. You may simplify the questions further as per the level of the children and lead them with clues and leading questions to help them think. Through this discussion help the children understand that they must treat others the way they would like to be treated – with sensitivity, empathy and compassion. Explain to them the values of caring, helping, selflessness and kindness.

Show them the video below.

1 b. Treat Others the Way You Wish to be Treated...

- Animations

1. <https://www.youtube.com/watch?v=kLRMuYf0HEY> 2 min 40 sec

Ask the students to determine which actions of the children were negative and which were positive. Bring their attention to the fact that some of the children made a choice to act positively. Ask them how it made a difference to others. Talk to them about how our positive actions can change others – the way they think, feel and act. Explain the ‘Ripple effect’ of kindness in a simple way to them.

2. https://www.youtube.com/watch?v=25K_oWOvbxQ 3 min 15 sec

Have the children reflect on this animation, and share their thoughts with you. Then by constant reference to the instances in the video, show them how every action has a consequence. Talk to them about Karma – what goes around, comes around. When we treat other positively, we experience positive consequences and when we treat others negatively, we end up experiencing negative consequences ourselves.

Each instance in the video is a lesson in itself. The video gives the scope to discuss about sharing and being nice and considerate to others, not teasing or making fun of others because they are ‘different’ in some way; not being mean to others, not behaving with the intent to trouble or bring harm to others.....

1 c. Children’s Song – Manners & Character

https://www.youtube.com/watch?v=XEjVu8Kj_2I 3 min 29 sec

Explain the meaning of the song to them and have them learn it and sing it in class together.

2. Related to Doing Words

Once the children have understood the concept of ‘doing’ or ‘action’ words from the grammatical perspective, help them connect the construct to their daily life.

Explain to them that every action that we do, has meaning and significance. Besides being positive or negative, an act can have various qualities. E.g. A kind act, A selfish act, A cruel act....

2 a. Nature of Actions

Prepare a PPT with a picture per slide. Select pictures that depict a quality. Ask the children to observe the picture and express what they see and then assess what quality is depicted by that act. (Eg. A child sharing a toy – depicts a kind act and shows caring and

sharing) Let them share their observations and derivations in their own words and as simply as they can initially; you may provide them the right vocabulary once they have expressed themselves. Since they have already got an idea of the same from the previous exercises, they should be able to do this fairly independently.

This activity will not only develop their ability to perceive the nature of different acts, it will also develop other skills like observation, thinking, association, communication-expression, language and confidence.

2 b. Intent/Motive behind an Action

The Plan

*There once was a girl, who-
made some friends
A plan, she had in mind
Nice and friendly she was to them
just so they'd share,
all the lovely things they had
that she, really wanted.*

*There once was a boy, who-
had great fun
A plan, he had in mind
Trip a child with his leg he would
as they walked past him each time
for a good laugh as they fell
was what he, really enjoyed.*

Priya Cibi

[Original Poem]

Recite and discuss the above poem with the children. Pose the following questions-

1. How was the girl's behaviour with the friends she made? Were her actions positive or negative?
2. Why was the girl being nice and friendly with the other children? What was her plan? Was her thinking good (positive) or bad (negative)

3. Do you think what she was doing was right? Why?
4. Describe the girl and her action in one word (Selfish)
4. How was the boy's behavior with the other children? Was his action positive or negative?
5. What was the boy's plan? Why did he do it?
6. Do you think what he was doing was right? Why?
7. Describe the boy and his action in one word (Mean)

The children may not be able to arrive at the answers on their own. Lead them to it with clues and simpler leading questions to help them think.

Through this discussion, help the children understand that sometimes, even though our actions may be positive, we may not always be doing those actions for the right reasons. Sometimes our actions may be negative because we get some pleasure out of it, but we end up hurting or harming others. Take simple examples from situations that they have experienced or observed, that they can relate to. Explain to them that it's important to know why we do what we do. Then we can change our behaviour for the better.

2 c. Actions that are Responsibilities

Talk to the children that some actions have to be done as a matter of responsibility. Explain what responsibility and being responsible means. Show them the videos below.

1) I'll Do It! Taking Responsibility – Audio Book

<https://www.youtube.com/watch?v=YpJKWcl6CL8> 4 min 32 sec

Pause the video at each page of the book. Let the children observe the picture. Encourage reflection and discussion on the picture and what they heard being read out. Help them connect it to their own lives. Some aspects will have to be linked to the Indian context. Allow them to come up with instances from their experiences.

This video will help them develop their conceptual awareness, listening skills, observation skills, thinking-analytical skills, oral/verbal expressive skills, associative and memory skills, sensitivity, and most importantly their sense of responsibility and accountability for their actions.

2) I Choose.... the Responsible Action

Prepare a worksheet in the following format given below (example). Add pictures to aid comprehension.

Before School

I will wake up late
I will have my bath and get ready
I will wake up early

My Room

I will keep my toys in their place.
I will throw my things everywhere.
I will help my mother, make my bed.

My Home

.....

My Pet

.....

Ask the children to read the sentences (read out to them if necessary) and tick the option that they would choose to do.

Conclude this activity with the song below.

Being Responsible – Character song

https://www.youtube.com/watch?v=IzEYos5En_k 2 min 14 sec

2 d. Action = Hard Work Explain to the children that work is action. Help them understand what hard work is (basically doing whatever work you have as well as you can and with complete sincerity; and putting in such effort, consistently) and the value of hard work.

The Ant & the Grasshopper – Song

<https://www.youtube.com/watch?v=TOTd78ZTDGE> 2 min 57 sec

Pose the following questions –

1. What work did the ants do through the different seasons?
2. What did the grasshopper do all day, day after day? Describe the ant in one word.
3. What did the ant ask the grasshopper? What did he warn the grasshopper?
4. What did the grasshopper tell the ant? What does this tell us about the grasshopper? Describe him in one word.

5. What happened when winter came?
6. Where did the grasshopper go when there was no more sunshine?
7. What did the grasshopper feel when he went to meet the ant? Why?
8. What did the ants do when they saw the grasshopper? Was their action positive or negative? What kind of action was it? What does their action tell us about them?
9. What did the grasshopper learn?
10. What change was seen in the grasshopper after that?

Help the children understand that there's a time to work and there's a time to play. If we play when it's time to work, we will fall into trouble later. So, it's important to do what's important (take the right action) at the right time.

V. Assignments

- a. Ask the children to write down five responsible actions that they do (at home / school) and share it with the class. Encourage them to think about and share:
 - how they feel when doing those actions
 - how others feel as a result of their responsible actions.
- b. Ask them to make a chart/poster on the theme 'Thoughtful Actions in Class'. Display them in a prominent place.

VI. Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

<https://positivepsychology.com/compassion-for-kids/>

<https://canvas.instructure.com/courses/136123/files/30442825/download>

http://www2.units.it/etica/2005_1/SPIELTHENNER.htm

Topic	Values / Life skills integrated & imbibed	Activities
Once I Saw a Little Kitten (Poem)	Core Values considered : Compassion, Environmental Awareness & Creativity	1. Related to the poem 'Once I Saw a Little Bird' a. Discussion b. Reflection on Cartoons
Mittu and the Yellow Mango (Story)	Other Sub-Values: Respect, Responsibility, Empathy, Sensitivity, Caring and sharing, Generosity, Altruism, Self-Awareness, Positivity & Optimism, Resilience, Attitude, Confidence, Determination, Perseverance and Gratitude.	2. Related to Colours (grammar - describing words) a. Discussion b. Reflection on Animated Video (Helping others) c. Reflection on a song
Describing Words (Colours) (Grammar)	Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Self-regulation, Problem-solving, Planning & execution and Generalization.	3. Related to the story - 'Mittu and the Yellow Mango' a. Discussion b. Story (animation) - (Solving problems-Building resilience) Assignments 1. Random Acts of Help-FULL-ness Week'. (Bingo) 2. Worksheets a. Cause-effect exercises with pictures b. Problem solving with pictures 3. Projects: a. Craft activity b. Picture Collage c. Did You Know

Materials / Resources needed

Facility & Equipment to play the Videos

Worksheets

- Bingo Sheet

- Cause-effect exercises with pictures

- Problem solving with pictures

Chart Paper - for the Picture Collage

Description (of the points of discussion)

Through this unit, help students understand the following:

- Trees are vital for the survival of all living beings.
- Their actions can impact not only other human beings but other living creatures too.
- Nature and all the creatures in nature deserve their respect, kindness and love.
- They can be instrumental in bringing about change and making a difference even in small ways.
- By helping others, they can not only bring happiness to others but to themselves too.
- Help need not involve material things, it is essentially small acts of kindness, thoughtfulness and love.
- Helping someone out of kindness leads to a ripple effect.
- Caring for others and sharing something of theirs with others will bring happiness to others.
- When faced with difficulties or problems, they must not get upset, frustrated and give up but think of possible solutions and keep at it till they get a workable solution.

Unit 4**Once I saw a Little Bird (Poem)****Colours (Grammar- describing words)****Mittu & the Yellow Mango (Story)**

Core Values: Environmental Awareness, Compassion, & Creativity

I. Introduction

In Unit 4, the poem ‘Once I Saw a Little Bird’ is about a little boy who sees a bird hopping at his window. When he tries to go close to it, to speak to it, it flies away. While the poem in itself is very simple, it provides the scope to discuss about various environment related aspects like the different kinds of birds commonly seen, cutting of trees, its disadvantages, and its impact on other living creatures. Man’s actions towards nature, both negative and positive may be evaluated. Furthermore, values such as kindness and respect for nature and all living creatures as well as responsible actions that they can follow through on, may be explored.

While grammar has not been included in the text as a specific and separate topic to be taught, through the concept of colours, the children may be made aware of their function as describing words in a sentence as well as understand their impact in a sentence. The value of helping may be incorporated here, with the analogy that describing words (in this instance, colours), ‘help’ in making a sentence more colourful and interesting.

In life, helping others is not only a positive action but it’s good for the mental health of both the recipient of the help and the ‘helper’ or giver. Helping creates and fosters happiness, reduces stress, improves our mood, increases our confidence and sense of competence, connects us to others and develops relatedness. If you want to feel good, do good!

Kindness and caring seem to be contagious. When we witness a kind, helpful and thoughtful gesture being done by someone, or we are the recipients of such a gesture, it touches us and inspires us to be kind and helpful ourselves. In this way, helpful behaviour spreads from one person to the next, influencing the thoughts, emotions and behaviour of people who never saw the original gesture. By ‘Helping’, we build a happier society for everyone.

Helping does not involve grand gestures and loads of money. It could be simple random acts like a kind word, a smile, or a thoughtful gesture, and giving our time, ideas, care, skills, attention, and energy. Very often these mean more to others than being showered with money or gifts.

Moreover, there is no limitation to how much you can help someone and who you can help. Nor is it a privilege of the human species. Every living creature on this earth, every aspect of nature that has only 'given' of itself in some way or the other to us, deserves to be treated with kindness and help needs to be extended to them too. Giving back to nature can give us a better sense of purpose and help us gain a greater understanding of the meaning of life.

This is the message that needs to be communicated to and imbibed by the students.

The story 'Mittu and the Yellow Mango', is about a parrot Mittu who loves to fly. One day while flying, Mittu comes across a tree with yellow mangoes. Tempted by them, Mittu flies to the tree. However, a crow sitting upon the branch of the tree thwarts Mittu's plan and fearful of the crow, Mittu flies away. Then Mittu spots a red balloon and an idea pops into his head. He flies back to the tree with the balloon and then bursts the balloon with his beak, behind the tree. The crow gets startled and thinking it's a gun, flies away to safety never to return. Mittu then enjoys the delicious mangoes.

Through this story the values of sharing, caring, determination, creativity, attitude and skills like thinking and problem solving can be integrated and discussed.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
 1. Read and understand the poem – Once I Saw a Little Bird, and the story - Mittu and the Yellow Mangoes (with help)
 2. Attempt understanding and responding to simple literal comprehension questions as well as understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.
 3. Develop and enhance their reading, vocabulary, and spelling skills.
 4. Develop their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, conceptual awareness - of colours, birds seen around them, kinds of mangoes.
 5. Develop grammatical awareness (describing words - colours) and usage of the same in sentences (oral and written expression)
 6. Develop their environmental awareness and respect for nature; Understand the impact of their actions on others and their surroundings (cause-effect relationships); importance of responsible actions.
 7. Understand the importance of, and exhibit values of sensitivity, respect, kindness, caring and sharing and love towards others including other living creatures; understand how such acts affects others and themselves.

8. Understand that they can be instrumental in bringing about change through actions and make a difference in small ways ; Understand the concept of what it entails, its nature, and how the act of helping impacts others and themselves.
9. Develop and enhance their self-regulation skills, resilience, confidence, reasoning & judgement, and problem-solving abilities.
10. Understand the concept of the values - creativity, optimism, determination and perseverance.
11. Improve upon their self-awareness, self-concept and self-esteem as a result of the exercises in this unit.
12. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

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

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

A. Introduce the context through activity:

Discussions (Refer 1a, 2a, 3a.)



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



1.

Reflection
on
Cartoons
Refer 1b.

2.

Reflection on
Animated
Video
(Helping others)
Refer 2b.

3.

Reflection
on a Song.
Refer 2c.

4.

Story (animation)
- (Solving problems-
Building resilience)
Refer 3b.



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



1.

Random Acts
of Help-FULL-
ness Week'.
(Bingo)

2.

Worksheets:
- Cause-effect exercises
with pictures
- Problem solving
with pictures

3.

Actions
Speak

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, Compassion, & Creativity with other inherent values like Respect, Responsibility, Empathy, Sensitivity, Caring and sharing, Generosity, Altruism, Self-Awareness, Positivity & Optimism, Resilience, Attitude, Confidence, Determination, Perseverance and Gratitude.

The unit also provides the scope to develop the following life skills in the students: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Self-regulation, Problem-solving, Planning & execution and Generalization.

IV. Activities & Related Discussion

1. Related to the poem ‘Once I Saw a Little Bird’

1a. Discussion

Pose the following questions:

1. Which birds do you get to see often?
2. Where do birds live? How do they live on the trees?
3. Are birds the only creatures that live on trees? Do you know any other creatures that live on trees?
4. Read the sentence ‘We must stop cutting trees’ from the ‘Let’s Read’ section after the poem. Ask the students what they think about this sentence and why. Let them share their thoughts. Encourage them to think about how trees help us/importance of trees, how man’s actions affect other creatures.
5. Do you think other living creatures – animals, birds, trees deserve our kindness, love and care? Let them reflect... Lead the discussion to how all living creatures deserve to be treated with kindness, whether it is humans, animals, plants and ‘nature’ in general. Ask them to think of the different ways that Nature helps us.... Nature gives us all that we need to sustain our life; we need to look at ways that we can give back responsibly and show our care and concern.

1 b. Reflection on Cartoons

Ask the students - In what ways can we show kindness, love and care for nature and the creatures that live in nature?

Let the students share their ideas. You may then show them the videos below and carry out further discussions with them.

- **Milo Learns to Respect Nature**

https://www.youtube.com/watch?v=Sa_txIOBfNY 4 min 17 sec

Talk to the children about littering and polluting and how they could be responsible about their actions. Encourage them to think about how they could bring about changes.

- **Milo and the Wounded Bird**

<https://www.youtube.com/watch?v=BZyWoQupNwg> 4 min 47 sec

Encourage them to think of different ways in which they could help the creatures in nature.

E.g. Making bird feeders, keeping out a bowl of water for the birds, stray animals (dogs/cats/ cows...), feeding the stray animals with food that's good for them (and not giving them biscuits and snacks that may be bad for them)...

Talk to them about animals in their habitat, their freedom and not keeping them in cages about kindness towards animals - NOT hitting them, throwing stones at them, throwing colours at them during Holi, bursting crackers during Diwali that scares them and disturbs them.....

2. Related to Colours (grammar - describing words)

2 a. Discussion

Once the students have learnt the names of colours and understood the colour shades, bring their attention to how the 'colour' words are used in a sentence. Show them how they help in telling something about/describing a person, place, animal or thing. Help them see the difference in the sentence with and without their usage - how the sentence feels dull without and more interesting with their usage - thus what the colour words essentially does is 'help' the sentence to become more interesting.

You may demonstrate the above by writing on the board or if it is a white board you could have big flashcards of each word (the colour word in that specific colour), placed on the board with little magnets behind the flashcards. This will allow you to remove the colour word flashcard and demonstrate the difference in the sentence with and without

Along with increasing their awareness of how the presence of the colour words (describing words/adjectives), makes a difference to the sentence, focus on the word 'help'.

Slowly steer the discussion to the value of helping and how it makes a difference to others.... Then show them the video below.

2 b. Helping Others – Animated Video

<https://www.youtube.com/watch?v=LiHrXWGead0> 3 min

Pose the following questions-

1. The dog had smiled and wagged its tail at the stork first. Why did it start growling and barking at the stork then?
2. What changed the dogs mind about helping the stork?
3. How did the dog help the stork?
4. How did the dog feel after helping the stork?
5. Why did the stork bring back fish for the dog? (Gratitude)

Help children understand that when we help others, it brings positive feelings in both, the one who helps/giver and the one that receives the good deeds. The giver feels good about himself/herself, that they were able to contribute in some way to make another's life better. (that helps boost their own self-esteem and self-worth). The positive feelings that the receiver feels on the other hand, makes them view the world in a more positive light and they further develop feelings of confidence in humanity and trust in others. Thus, simple acts of kindness can create a ripple effect and make the world a better place. Explain this in simple terms. Give relatable examples.

6. Does helping and giving only involve material things? In what ways can you come forward to 'help' someone?

Discuss the different aspects of helping – Giving, Kindness and Responsibility; how one's action reflects these.

2 c. Helping Song

<https://www.youtube.com/watch?v=JWCZ0VbfjMk>

Encourage the whole class to sing along.

3. Related to the story – 'Mittu and the Yellow Mango'

3 a. Discussion

Pose the following questions -

1. What happened when Mittu flew to the mango tree?

2. Why did the crow not allow Mittu to have the mango? What does this tell us about the crow's character? (selfish and greedy)
3. In what way can the crow improve and change? What would you tell the crow?
4. Why did Mittu fly away?
5. Has anyone behaved with you, the way the crow behaved with Mittu?
6. Have you been scared of anyone like Mittu was scared of the crow?
7. How did Mittu solve his problem?
8. How would you describe Mittu's idea? (creative)
9. What does this tell us about Mittu? (was clever, creative and determined)
10. What did you learn from this story?

Talk to the children about bullies and how to deal with them fearlessly. Recap what was done in Unit 1 (The Three Pigs).

Discuss about problem solving. Tell them that - When faced with a difficult situation, the most important thing is not to get scared, upset or frustrated and give up. Understanding the problem, then thinking with a calm mind would help them in coming up with a workable solution. Like Mittu they must develop the right attitude - the willingness to try. Mittu saw the balloon and because he was thinking with a calm mind, he got a really creative idea, and he was willing to face his fears and try out his idea. If Mittu had not done that, the crow would have continued to bully him and he would never have got to enjoy the tasty yellow mangoes.

Moreover, bring their attention to the action opposite of what the crow did - Sharing. Discuss with them, the values of caring, compassion, sensitivity, giving, and generosity.

3 b. Solving Problems – Building Resilience

<https://www.youtube.com/watch?v=Sd9MZdB1ItU>

Pose the following questions-

1. Why did Hunter the fox get late for school?
(ask this question to help reinforce in them, the learning that every action has a consequence and they must take accountability for their actions)
2. What was the problem faced by Hunter?
3. How did Hunter react when he realized the problem?
4. What did Eve, the owl tell Hunter? What was the first step to solve the problem?
5. What was the second step that Eve told Hunter to do?

6. What was the first solution that Hunter came up with?
7. Why couldn't Eve fly Hunter over the river?
8. How did Hunter behave when Eve said she couldn't really help him?
9. What did Eve tell him then? How did she describe problems?
10. Though they could not really solve his problem, Hunter came up with many possible solutions. What does this tell us about Hunter? (was creative)
11. Can you remember some of the solutions that he came up with? What problem did he think of with each plan he came up with?
12. What did Hunter feel when all his plans could not be used as a solution?
13. What important lesson did Eve give Hunter then?
14. What was the good and safe solution that Hunter finally came up with?
15. Before leaving Eve and going to school, what did Hunter tell her? (he thanked her- showed gratitude)
15. How would you describe Eve? What kind of a friend was she?
(she was calm and wise; as a friend she was sensitive, kind, caring, helpful)

V. Assignments

1. Declare a 'Random Acts of Help-FULL-ness Week'.

Hand over a copy of the Bingo sheet to every student. Each box in the sheet will have a helpful act. Each time the student carries out one of the acts, they have to tick it and draw a smiley face against it. They also have to write in the box- who they did it for and when. When they complete all the acts, they can hand in the sheet to you. [Refer the Appendix for the sample bingo sheet.]

Enlist the parents' help for the children, to read out the items to them and take them through this activity.

2. Worksheets

Prepare the following worksheets:

- a. Cause-effect exercises with pictures – On the left side of the worksheet, provide a picture that shows a certain action. On the right side, give two or three pictures as options. The children have to observe the pictures and select the picture that would be the consequence or result of the action in the picture on the left side.
- b. Problem solving with pictures – Give them simple problems in two to three sentences. Provide a picture for each situation to aid comprehension, as well as options

that are possible solutions. They have to read the given options and choose the best possible solution in that given situation.

3. Projects:

a) Craft activity

Ask students to create environment friendly bird feeders, food/water dispensers, plant holders, self-watering pots etc using best out of waste/recycled material. They may come with any idea that is 'nature' related and take the help of their parents for this project. The items may then be displayed in prominent places in the school garden/foyer as necessary.

b) Picture Collage

Ask students to collect photographs/pictures from magazines/newspapers or other sources showing simple helpful acts by people, bring them to class, and randomly paste them on a large blank chart provided on the bulletin board or any other prominent place. Involve the children in coming up with a catchy title. This chart would serve as a constant visual reminder to be helpful and would encourage them to think of ways to help others.

c) Did You Know

Ask children to find out interesting lesser known facts on different aspects of nature (animals, birds, trees etc) that show a direct/indirect connection of how it helps us humans in some way.

E.g. The role of Honey Bees, Role of Ants, Trees and happiness, Endangered species (sparrows) etc... You may assign different topics to the children so that as a group they come back with a wide range of information.

Encourage the children to speak at least five lines on what they found.

Appendix

Bingo Sheet

RANDOM ACTS OF HELP-FULL-NESS WEEK

Bingo !!!

Name: _____

Class: _____

Directions: During the Random Acts of Help-Full-ness Week, try to complete all the boxes. Each time you carry out one of the acts, you have to tick and draw a smiley face

against it. Write in the box- who you did it for and when. When you complete all the acts, hand in the sheet to your teacher.

Help someone with their work	Bring some food for someone who may need it	Do a chore at home without being asked to	Your Choice	Clean up after someone
Carry something (heavy) for someone	Let someone cut in front of you in line	Your Choice:	Donate something useful to someone who may need it	Hold a door open for someone
Share something of yours with a friend/sibling	Your Choice:	Mend / repair/ fix something for someone	Give a smile to passing friends in the hallway	Help someone who has dropped something
Your Choice:	Water the plants in your home	Feed a stray animal	Play with someone new	Teach a skill you know to someone

VI. Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

<https://positivepsychology.com/compassion-for-kids/>

<https://www.edutopia.org/blog/8-pathways-empathy-in-action-marilyn-price-mitchell>

<https://blogs.worldbank.org/education/teaching-empathy-and-compassion-schools>

<https://www.scholastic.com/teachers/articles/teaching-content/how-you-can-help-children-solve-problems/>

https://www.academia.edu/6891418/Role_Of_Teacher_In_Teaching_Problem_Solving_Skills

http://www.sagepub.com/sites/default/files/upm-binaries/32693_Chapter1.pdf

Topic	Values / Life skills integrated & imbibed	Activities
Merry-Go-Round (Poem)	<p>Core Value considered : Creativity</p> <p>Other Sub-Values: Self-Awareness, Environmental awareness, Positivity & Optimism, Resilience/ Tenacity, Attitude, Confidence, Determination, Perseverance, Dedication, Enthusiasm/Passion, Knowledge, Respect, Compassion, Empathy, Sensitivity, Caring and sharing, Altruism...</p> <p>Life skills: Observation, Questioning, Refined Perception, Intuition, Divergent thinking, Constructive imagination, Fantasy, Synthesis and Associative ability, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Critical thinking, Problem-solving, Planning & execution, Intrapersonal and Interpersonal skills, Effective communication, Self-regulation, and Generalization.</p>	<ol style="list-style-type: none"> Related to the poem 'Merry-Go-Round' <ol style="list-style-type: none"> Discussion PPT Dress Me Up Related to the story - 'Circle' <ol style="list-style-type: none"> Discussion Put on Your Thinking Hats! Challenge that Brain! <p><u>Assignments</u></p> <ol style="list-style-type: none"> Write a short story about an object. Read any short story and they have to - <ol style="list-style-type: none"> Identify the problem and the solution within. Create their own interesting ending. Help fix / find a solution for any simple problem at home. Brain challenges - like Mazes, Puzzles, Riddles.... & Craft &/or art projects to do at home.
Circle (Story)		

Materials / Resources needed

Facility & Equipment to play the PPT

Worksheets

- Dress Me Up
- Concrete objects -

Put on Your Thinking Hats!

Colour copy/copies of the ink-blot/ watercolour blot art

Pictures of objects & Materials as per the situation given - Challenge that Brain!

Description (of the points of discussion)

Through this unit, the students will be helped to understand the following:

- Creativity is the ability to think in new and different ways.
- Creativity involves imagination and is enhanced with curiosity, passion, knowledge, dedication
- Everyone has imagination and creativity and that they're expressed in different ways.
- Everyone thinks and acts differently. They must understand and respect that.
- In order to improve their creativity, they must be willing to be flexible; willing to consider different options/brainstorm and think divergently.
- There are/could be multiple solutions to a single problem.
- There are different ways of doing things.
- If a problem is difficult or challenging, they must not give up easily. Developing a constructive attitude - positivity, willingness to try, perseverance, determination, dedication - will help in enhancing creativity and problem-solving skills.
- It's okay to make mistakes, to fail, to not be able to take a task to completion. The process, the discovery and the learning are what's important.
- When working in a group (on a creative project, in this instance), it important to be willing to share ideas, listen to others' ideas, respect others' ideas/ lack of ideas, work as a team, help each other and so on.

Unit 5**Merry-Go-Round (Poem)****Circle (Story)***Core Value: Creativity***I. Introduction**

In Unit 5, the poem ‘Merry-Go-Round’ is about a little boy who goes to the fair and enjoys his time on the Merry-Go-Round. It describes the movements of the Merry-Go-Round and the horse upon which he sits. Academic concept introduced here are position words and the concept of colour is reinforced.

While the poem in itself is very simple, it provides the scope to discuss about the different things seen in a fair – the different rides, the game stalls, the food stalls... everything is born out of creativity. The idea and value of creativity may be explored through this poem.

The story ‘Circle’ is about a little girl Mohini and her grandmother, who together explore the different things they can create out of the shape – circle.

Here again, the concept of creativity is noted and may be explored. Furthermore, children’s observation skills, environmental awareness- things around them that are round in shape – and appreciation, for the creative elements around them as well as the creative skills in oneself and others can also be discussed with the help of this story.

Creativity is the process of generating and applying original ideas that add value. Creativity is possible when there is curiosity-an openness to the environment, passion, knowledge and dedication. Creativity helps in solving problems and in generating unique ideas and concepts. Creativity also boosts one’s confidence in one’s potential to make a positive difference.

The process of creativity involves inventiveness, divergent thinking and constructive imagination. Individuals with a creative bend are observed to display the following characteristics – higher levels of confidence, self-esteem, flexibility, openness and willingness to consider different options, ability to synthesize and make connections, intuitive capacity, refined perception, fantasy, critical thinking, intellectual depth, interest in abstract sense of the outside world, enthusiasm and tenacity.

Creativity isn’t limited to just the arts, but an indispensable aspect of every discipline and a part of our day to day life in myriad ways – coming up with a good dish with leftovers in the fridge, figuring out what to substitute and how to use available materials

at home when the required resources are not available, coming up with solutions at the work place – creativity is thus an essential skill for survival.

While kids are essentially born creative, research shows that this skill fades away as they grow older if it isn't stimulated enough. When kids are encouraged to develop and apply their natural creative talents, they develop a variety of skills and attitudes that will propel them to success in all spheres of their life.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate and value based goals:
 1. Read and understand the poem – Merry-Go-Round and the story- Circles (with help)
 2. Develop and enhance their reading, spelling and vocabulary skills.
 3. Attempt understanding and responding to simple literal comprehension questions as well as understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.
 4. Develop their communications and oral expressive skills, associative ability, visual perceptual skills and fine motor skills
 5. Develop conceptual awareness - of position words, shapes and colours, the merry-go-round, and fair.
 6. Develop basic grammatical awareness (sentence construction - oral and written expression)
 7. Develop their environmental awareness and natural curiosity
 8. Develop their conceptual awareness and understanding of the term creativity and what it entails; understand the values of curiosity, passion, knowledge and dedication and how they apply to creativity.
 9. Understand and accept individual differences in thinking and acting; realize that 1) everyone has imagination and creativity and that they're expressed in different ways 2) there are different ways of doing things and multiple solutions to a single problem.
 10. Develop the ability - to be flexible, to think divergently and be willing to consider different options (brainstorm) ; Develop resilience in the face of challenges and problems.
 11. Develop a constructive attitude that will help in enhancing creativity and problem- solving skills - positivity, willingness to try, perseverance, determination, dedication...

12. Understand and exhibit good group dynamics - sharing ideas, willingness to listen to others' ideas, respecting others' ideas/ lack of ideas, team work, helping each other and so on.
13. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

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

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

A. Introduce the context through activity:

Discussions (Refer 1a, 2a,)



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



1.

PPT

Refer 1b.

2.

Dress Me Up

Refer 1c.

3.

Put On
Your
Thinking
Hats!

Refer 2b.

4.

Challenge
That Brain!

Refer 2c.



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



1.

Short Story
Writing

2.

Read any short story & -
Identify the problem and
the solution within.
- Create their own interesting
ending.

3.

Help fix /find
a solution for
any simple
problem
at home.

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

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

The core value being considered is Creativity with other inherent values like Self-Awareness, Environmental Awareness, Positivity & Optimism, Resilience, Attitude, Confidence, Determination, Perseverance, Passion, Dedication, Knowledge, Respect, Compassion, Sensitivity, Caring and sharing, Altruism....

The unit also provides the scope to develop the following life skills in the students: Observation, Questioning, Refined Perception, Intuition, Divergent thinking, Constructive imagination, Fantasy, Synthesis and Associative ability, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Critical thinking, Problem-solving, Planning & execution, Intrapersonal and Interpersonal skills, Effective communication, Self-regulation, and Generalization.

IV. Activities & Related Discussion

1. Related to the poem ‘Merry-Go-Round’

1 a. Discussion

Pose the questions given in the ‘Reading is Fun’ and ‘Let’s Talk’ sections. Use these to initiate discussion. Encourage the children to recall and provide as many details as they can about all that they have seen and experienced at a fair. Connect it to the Indian context, what they may have seen and partaken in during festival celebrations. Talk about the different rides- merry-go-round, roller coaster, giant wheel etc, the various game stalls, food stalls.

Talk to them about the unique features of the rides seen in a fair or a theme park. Let them share how they felt while on these rides. This will spark interest, curiosity and give direction to their thinking.

1 b. PPT

Prepare a PPT with images of the people who invented the following:



Thomas Bradshaw
first
Merry-Go-Round



LaMarcus Thompson
first
Roller-Coaster



George Washington Gale Ferris Jr.
first
Giant Wheel

Include pictures of the Merry-go-round, Roller-Coaster and Giant Wheel too.

Talk to them how these people had an idea to make something, and then they worked on it and tried out their idea till their idea worked.

Creativity is possible when there is curiosity- an openness to the environment, passion, knowledge and dedication. Explain to them, with the help of the examples of these people –

- how they were curious about something; how they asked questions like – What are the different things that are there around me? What new thing can I create? / What can I do differently? How can I do it? What problems could I face? How can I solve the problems?
- how all of them used their imagination to come up with different ideas.
- how they were passionate about what they were doing.
- how they used the knowledge that they had, and gathered more knowledge to understand how to make what they wanted.
- how dedicated they were to make sure that what they had in their mind would be created.

Explain all this in a simple way to the children, at their level of understanding. Connect these aspects to something that they would be able to create (Eg. A paper plane) or other examples.

1c. Dress Me Up

Provide each child an outline of a boy/girl (Worksheet). Ask them to draw clothes for the child and add whatever details they want, to the clothes. Give them ten minutes to complete this activity.

At the end of the activity, ask them to look around and see what the others around them have drawn. Draw their attention to the fact that each drawing and design is different and unique. Discuss some of the differences. Explain to them that this is because everyone thinks and imagines differently. However, everyone designed and drew clothes for the child. This shows that everyone is capable of imagination and creativity.

Some people are creative in art and craft, some are creative in music, some in writing stories, some in inventing something.....Give them examples of people they may know.

2. Related to the story – ‘Circle’

2 a. Discussion

Pose the following questions:

1. What all did Mohini’s grandmother draw with a circle?
2. What all did Mohini draw with a circle?

3. Can you create something other than these with a circle?

Encourage students to draw something using circles and share it with the class.

4. Look around you and see what all you can find that's in the shape of a circle, square, triangle and rectangle. (This will help improve their environmental awareness, observation skills and figure-ground perception)

2 b. Put on Your Thinking Hats!

- Show common objects to the children. Ask them to imagine another name and purpose for that item. Have about four children come up with a different name and purpose for the same object, each time a new object is introduced. (Ask a different group of children for every new object shown)

E.g. A long scale could be - a back scratcher, a cake cutter, a support stand, a fly hitter etc.

A rock could be - a paperweight, a décor item, a pounder/crusher, a door stopper etc.

You may show whatever object you want. Creativity flourishes when one is forced to consider the use of familiar things in new ways.

- Create a large ink blot/ water colour blot art. Take a large colour copy of the same. Place it on the board and ask the children to look at it carefully. Provide each child with a chit of paper. Ask them to guess what the blob/blot could be; write down in one word/one sentence, what they think it looks like, then come and put the chit in the basket kept on the teacher's table. (You could alternately have a volunteer go to each child and collect the chits from them). Read out the words that they have written one by one. Each student would have come up with a different idea.



E.g. This blot could be- two children playing with balls/Parents with their two children/a boar/ a monster

- A variation to the above activity would be to take a colour copy of the ink blot/ water colour blot art for each child and ask them to create a drawing out of it. The blot/blob might visually represent something different for each child. Encourage them to get as creative as possible.



Give the children a time limit for these activities so that you get some time for discussion. All three activities are fun-packed and will result in a flow of creative thought and ideas.

Through these activities draw the children's attention to the fact that,

- even though the object was the same (in the first activity) and the blots were the same (in the second and third activity), everybody came up with different ideas.
- Everybody looked at the same thing and thought differently.
- So, when we can look at something from different perspectives or consider different options, it is creativity.
- There are different ways of doing something.
- This ability is very important in problem-solving. Recap what was done in Unit 4 – how Hunter the fox considered all the possible options (brainstormed) to solve his problem.

2 c. Challenge That Brain!

The goal of this activity is to provide challenging situations that are hands on, require the children to solve some kind of problem and create something that performs a specific function.

Divide the class into groups of four. Each group has to be given a situation, a picture of the specified objects and a set of materials to make the object. The children have to listen to the situation, look at the given picture, assess the material in front of them and create the stated object.

Take the students through the activity in the following way/s –

EXAMPLE :

Challenge : To make a Sling-Shot.

Situation (Story): Sonu and Monu are walking back home from school. On the way, they come across a mango tree laden with fat, juicy, yellow mangoes. Their mouths begin to water. They decide to stop and eat a mango, but are faced with a problem. The mangoes are high above the ground and they are not able to reach them. They try to come up with a plan. Then Sonu hits upon an idea. A Sling-shot ! That's what they needed.

Can you help make a sling-shot for Sonu and Monu?

Look at the picture of the sling-shot and the materials given to you and together make the sling-shot.



Materials : Tree branches, rubber bands, thick & broad elastic band, scissors, glue

You may choose to give any object that the children can easily make within 15-20 minutes and create a situation around it. The goal is mainly to have the children exercise their creative and problem- solving skills. Focus on encouraging discovery, on the process of discovery, rather than just the outcome. Invite questions and ask some of your own to encourage new ways of thinking.

Important note:

During the activity, look for signs of frustration, anger, giving up or any kind of negative thinking. Use this opportunity to talk to the children about having the right attitude – positivity, willingness to try, perseverance, determination, confidence, resilience. Explain these in a simple way.

Perseverance is a trait that 6 to 7-year olds are known for, they have a natural inclination to stick with something challenging. This must be developed and encouraged further.

Help them understand that it's okay to make mistakes, to fail, to not be able to take

a task to completion. The process, the discovery and the learning are what's important. Let them learn that mistakes can get them one step closer to solutions, and they sometimes help in identifying new problems. Not understanding something will allow the children the opportunity to learn new things.

Moreover, since this a group activity, you could also talk to them about sharing ideas, willingness to listen to others' ideas, respecting others' ideas/lack of ideas, team work, helping each other and so on.

Alternate Activity

You can also give/show an object to the children, and ask them to think what it could be used for and create a story or situation around it, thinking from a different character's point of view and not from their own.

This will help students to develop their association skills, divergent thinking and creative expression skills (verbal &/or written). It will also stretch their perspective, as they are still egocentric at this stage of development (i.e. limited in their ability to see things from another person's point of view or perspective).

V. Assignments

1. Write a short story about an object. Tell them to give life to the object and tell the story as the object. (E.g. Ball) Let them write it in their own words. Focus only on their ideation and creative fluency. Ignore any spelling and grammatical errors.
2. Ask them to read any short story from Panchatantra / Jataka Tales / Fairy Tales (or have it read out to them at home).
 - They have to identify the problem and the solution within. You could ask them to narrate the story in class and share what the problem and the solution is.
 - Encourage them to create their own interesting ending.
3. Ask them to identify any problem at home that they could help fix / find a solution for. Tell them to write down in their own words –
 - What the problem was?
 - What ideas they had?
 - Which idea they chose as the solution and why?
 - Who they helped?
4. You could give this as a worksheet and encourage them to take the support of their parents to do the written task.
5. You could also give them activities like Mazes, Puzzles, Riddles.... Any brain boosting activities as a break up activity between two academic tasks & Craft &/or art projects to do at home.

VI. Resources

References:

YouTube videos – Links given under the respective activities

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

Resources for Teachers:

<https://courses.lumenlearning.com/atd-hostos-childdevelopment/chapter/creative-thinking/>

<https://topteachingtasks.com/creative-thinking-activities-for-students/>

<http://www.spencerauthor.com/divergent-thinking/>

<https://extension2.missouri.edu/gh6041>

Topic	Values / Life skills integrated & imbibed	Activities
<p>If I Were an Apple (Poem)</p> <p>Our Tree (Poem)</p> <p>Murali's Mango Tree (Story)</p> <p>A Kite (Poem)</p> <p>Sundari (Story)</p> <p>A Little Turtle (Poem)</p> <p>The Tiger & the Mosquito (Story)</p> <p>Clouds (Poem)</p> <p>Anandi's Rainbow (Story)</p>	<p>Core Values considered : Caring, Sharing, <i>Environmental awareness and Humility</i></p> <p>Other Sub-Values: Compassion, Kindness, Empathy, Sensitivity, Respect, Fairness, Cooperation, Responsibility, Self-Awareness, Positivity & Optimism, Attitude, Courage, Resilience, Confidence, Determination, Generosity, Altruism, Gratitude, and Integrity.</p> <p>Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Judgement, Planning and execution.</p>	<ol style="list-style-type: none"> 1. Discussion (on each lesson) 2. When I Care About Others (Audio Book) 3. Sharing is Caring (Short Film) 4. I Can Save the Earth (Audio Book) 5. Story / Role Play or Drama – I Am <p>Assignments (Projects)</p> <ol style="list-style-type: none"> 1. Cape-less Heroes! 2. Little Hearts 3. Acts That Matter

Materials / Resources needed

Facility & Equipment to play the Videos

Description (of the points of discussion)

The lessons within Units 6 to 9, revolve around the core values of Environmental Awareness, Caring & Sharing and Humility, and so have been clubbed together in this lesson plan.

Through these units, help students understand the following:

- Just like them, everybody experiences different feelings/emotions like happiness, sadness, anger, fear etc (Recap what was done in Unit 1 & 3)
- Just like them, everybody wants to be liked, loved, respected etc and has similar needs too.
- Caring is being considerate of others feelings and needs.
- Caring is understanding when someone is in need and helping them in some way, which will bring happiness to them.
- There are many ways that they can show they care - showing kindness towards others, sharing with others, being polite when speaking, being sensitive to other's feelings, showing compassion to those less fortunate, and forgiving someone who may have done something wrong.
- Caring is being kind, compassionate, affectionate, helpful and sympathetic.
- Besides human beings, they must develop an attitude of caring towards other living creatures too – birds, animals, plants....all of nature; the environment.
- Nature and human beings are inter-dependent.
- They must attempt to increase their awareness of and connect with the environment through the activities suggested & see how they can contribute to its protection and sustainability.
- Humility is about being modest, respectful and putting others before yourself.
- It is not calling attention to yourself or being rude.
- It is about gratitude.
- It is about good sportsmanship.
- It is about being courteous and saying “please” and “thank you” all the time, not occasionally.
- It is about being able to apologize to others even if you are just slightly in the wrong.
- It is also about listening and being open to learning from others.
- Being humble is recognizing that everyone has different strengths and paying complements to other people.
- Being humble makes you a better person, a better student and a better teammate.
- People of great character continually acknowledge the achievements of others; only small-minded people engage in rude talk and put-downs.

Unit 6 to 9

Unit 6 - If I Were an Apple (Poem)

Our Tree (Poem)

Murali's Mango Tree (Story)

Unit 7 - A Kite (Poem)

Sundari (Story)

Unit 8 - A Little Turtle (Poem)

The Tiger & the Mosquito (Story)

Unit 9 - Clouds (Poem)

Anandi's Rainbow (Story)

Core Values: Caring, Sharing, Environmental awareness and Humility

I. Introduction

The lessons within Units 6 to 9, revolve around the core values of Environmental Awareness, Caring & Sharing and Humility, and so have been clubbed together in this lesson plan.

Integration of the Values of Caring & Sharing

The poems 'If I Were an Apple' (Unit 6) and 'Clouds' (Unit 9), provide the scope to integrate the values of Caring and Sharing.

The poem 'If I Were an Apple', is about a boy that imagines what he would do if he were an apple - stating that he'd want to fall on a boy like himself, rather than stay up on the tree, so that he'd (as an apple) be enjoyed by somebody. The message is that of not being selfish and miserly, but caring for others and being kind and generous.

'Clouds' is a poem about the clouds that bring rain and joy to people. Here personification is used as a poetic device to showcase the caring and giving nature of clouds.

Sharing and caring are essential social skills that allow us to build effective, healthy and strong relationships and to contribute to the happiness and wellbeing of others.

Sharing, means giving to others not just the tangible but the intangible as well, something of oneself that will bring happiness to others. A caring attitude is reflective of a kind, compassionate, affectionate, helpful and sympathetic. Caring for others comes from empathy, an understanding of how another person is feeling. Thus, caring is the ability to recognize and respond to the feelings of another person.

However, before children can identify and empathize with other people's feelings, they need to understand how to process their own feelings. Once they can identify their own emotion, they're better able to develop those self-regulation skills to control their own emotions and then take the next step to understand the emotions of others.

Caring can be expressed in so many different ways – showing kindness towards others, sharing with others, being polite when speaking, being sensitive to other's feelings, showing compassion to those less fortunate, and forgiving someone who may have done something wrong. Caring gives us the ability to understand when someone is in need and help them, making a positive difference in their lives.

This attitude and crucial act of caring and sharing may not come naturally to everyone, it may have to be taught. So, it's important that it's taught and nurtured from a very young age. The moral development of a child hinges on this. As a result of this, children will learn how to cooperate with their peers, be kind and help others. As they grow into adulthood they will also begin to be more aware and positively responsive to others' feelings, reactions, and perspectives. Thus, what is fostered in childhood will reflect in their behaviours and attitude in the later years too. By teaching children about caring today, you'd be giving them the skills to help them lead happier, more fulfilled lives tomorrow.

Integration of the Value of Environmental Awareness

The stories 'Our Tree-Murali's Mango Tree' (Unit 6) and 'Anandi's Rainbow' (Unit 9) as well as the poems 'Our Tree' (Unit 6), 'A Kite' (Unit 7) and 'A Little Turtle' (Unit 8), provide the scope to integrate the value of environmental awareness.

'*Murali's Mango Tree*' is a story about Murali who eats a mango one day, and throws the seed behind his house. Months later, he sees a plant growing in the same spot and begins to water it every day. The plant then grows into a big mango tree and every summer many mangoes grow on it. Murali's children then begin to enjoy the mangoes.

'*Anandi's Rainbow*' is a story about a little girl Anandi, who upon seeing the rainbow outside her window, runs out to her garden to paint all the flowers there with the vibrant colours of the rainbow. The garden comes alive with all the colours. She does not use the colour yellow though so that the sun can stand out and look bright and gay.

Besides the value of environmental awareness, these stories could be used to communicate the values of caring, sensitivity, sharing, love and appreciation as well.

Of the three poems, '*Our Tree*' is about a tree, how it grows from a seed, and how it

attracts all sorts of creatures. The poem describes the different activities on and around the tree, as well as all that the tree offers. Through this poem, children can also be taught about caring, sharing, love, appreciation and interdependence.

‘*A Kite*’ is a poem about a little boy who wishes he was a kite high up in the sky, flying freely in whichever direction the wind blows. While this poem is really short, it can be used to develop the students’ awareness of the social aspects of kite flying like togetherness, unity and the environmental aspects as well, like the dangers to birds when flying a kite.

In the poem ‘*A Little Turtle*’, a turtle describes itself, about its speed, its shell, and its ability to go into its shell. Through this poem, you can have a discussion with the children about differences in people, special abilities, bullying/troubling, fears, coping, and values like sensitivity, respect, caring, compassion, courage..

To develop environmental awareness, one must first learn to step outside of oneself, and become more aware of one’s surroundings, the environment, and the ‘others’ (all living beings) around them.

Our awareness of nature is derived from direct experience and observation. Children, as early as possible, must begin to be aware of the environment and how they can contribute to its protection and sustainability. For that, they must first establish a connect with the environment. How they connect also makes a huge difference. From this connect would arise acts of caring, compassion and kindness towards nature and all living creatures.

Through outdoor play, children learn to observe the natural world; the perception of plants, animals and other aspects of nature are strengthened from early exposure. A young child’s mind is still developing and the neural networks are more plastic. As they observe the environment and the varied life forms with curiosity and a natural open-mindedness, neural pathways are created that perhaps increase their potential for environmental awareness. It is found that children who play outdoors feel more comfortable in the natural world because they don’t see themselves as separate from it. As an adult however, due to shifts in mindset and more rigid thinking, it takes more effort to become as environmentally aware as a child, especially if he/she has never formed the connections when they were young.

Once awareness is established, communication takes place at varied levels. This is true of humans, plants, animals and interspecies too. Our communication to others is strengthened or enhanced because of our neural network and our desire to get to know them better. Developing environmental awareness in children isn’t just about spending more time in nature. It is also about finding the right affinities with different aspects of nature. These affinities would possibly then strengthen neural networks that facilitate bonding. The neural connections children form while playing outside allows them to be more intuitive towards plants and animals.

Integration of the Value of Humility

The story ‘The Tiger and the Mosquito’ (Unit 8) provides the scope to integrate the value of Humility. It is a story about a tiger who

believes he is mightier and stronger than a mosquito. He tries to intimidate the mosquito but does not succeed. Instead, the mosquito shows the tiger that as tiny as it is, it has the ability to face and deal with a mighty beast like the tiger. The message in the story is - not to be proud of one's own greatness; everyone is great in his own way! The value of humility may be discussed here.

Humility is essentially thinking of oneself less (not less of oneself). It is the ability to consider others before oneself.

Research has found two different aspects of humility. On a personal level, humble people have a secure identity that is neither arrogant nor self-deprecating, and they are open-minded about new information. On a social level, humble people focus on others and see others as having the same inherent worth as themselves.

So many virtues flow from this quality called humility. Respectfulness, kindness, generosity, compassion, patience – humility includes all these qualities. A truly humble person will demonstrate these traits – and these traits contribute to one's humility. If you are humble, you think of others, you empathize with others, you put their welfare and feelings ahead of yours.

Children may not have this ability naturally. It's a learnt character trait. They need to be taught what humility looks like in daily life; to be sensitive and empathetic to the feelings and needs of those around them, that they can be confident without being arrogant and can respect others while maintaining self-respect. They also need to be taught that it is a mark of humility and integrity to admit their mistakes when wrong and apologizing for it. Mature responses to accomplishments and a sense of gratitude need to be encouraged.

The world today is growing more and more selfish and the focus on 'I' is increasing day by day. Children today are exposed to and living with social media. While it has brought about remarkable and instant connectivity, the flipside is that it fosters self-promotion and self-absorption. In such times, learning and adopting the value of humility can be a peaceful counterbalance to help children remain kind and grounded.

II. Learning Objectives / Outcomes

- Through these units, the students will achieve the following grade appropriate academic and value based goals:
 1. Read and understand the poems – If I Were an Apple, Our Tree, A Kite, A Little Turtle and Clouds (with help)
 2. Read and understand the stories- Murali's Mango Tree, Sundari, The Tiger and the Mosquito and Anandi's Rainbow (with help)
 3. Attempt understanding and responding to simple literal comprehension questions as well as understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.
 4. Develop and enhance their reading, vocabulary and spelling skills.

5. Develop oral expressive skills, associative ability, visual perceptual skills and fine motor skills,
6. Improve reading comprehension skills, understand context clues and sequence in a story / story order, attempt cloze passages.
7. Develop the ability to solve crossword puzzles with picture clues, to discern true and false statements, narrate a story with the help of picture and word clues and act it out, develop a story and dialogues based on picture clues.
8. Develop conceptual awareness of names of fruits, birds, trees and things associated with or found on trees, how lions and tigers differ, colours of the rainbow.
9. Develop an understanding of process, and sequence within a process. (How a seed grows)
10. Develop their grammatical awareness (usage of am & have, and application of the same in sentences)
11. Develop and exhibit empathy - learn to recognize and respond to others' feelings and needs.
12. Develop and exhibit altruism – look for ways to be of service/help to others in times of their need.
13. Develop and exhibit caring and sharing, compassion, kindness and generosity – be willing to share both tangible and intangible things, and be affectionate, friendly, polite & positive in their interactions with others.
14. Develop their awareness of the value of environmental awareness; establish a connection with nature and extend a caring attitude to other living creatures in the environment.
15. Realize the interdependent nature of man and the environment; deliberate upon and consider ways to contribute to its protection and sustainability.
16. Develop their awareness of the value of humility; understand what humility looks like in daily life and apply this to their own actions.
17. Develop and exhibit modesty, respect, selflessness, gratitude, courtesy and politeness, integrity, remorse, fairness, and kindness.
18. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

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

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

A. Introduce the context through activity:

Discussions (Refer 1a, 2a, 3a)



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



1.

When I Care
About Others
(Audio Book) -
Refer 1 b.

2.

Sharing is
Caring
(Short Film)
Refer 1 c.

3.

I Can Save
the Earth
(Audio Book)
- Refer 2 b.

4.

Story / Role
Play or
Drama - I
Am -
Refer 3 b.



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



1.

Cape-less
Heroes!

2.

Little
Hearts

3.

Acts That
Matter

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 Caring, Sharing, Environmental awareness and Humility along with other values like Compassion, Kindness, Empathy, Sensitivity, Respect, Fairness, Cooperation, Responsibility, Self-Awareness, Positivity & Optimism, Attitude, Courage, Resilience, Confidence, Determination, Generosity, Altruism, Gratitude, and Integrity.

The unit also provides the scope to develop the following life skills in the students: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Judgement, Planning and execution.

IV. Activities & Related Discussion

1. Integration of the Value of Caring & Sharing

1 a. Context for introduction – Discussion

Besides the in-text questions, pose these questions and carry out further discussion. Encourage deeper reflection of the units. You may rephrase the questions / simplify them further, to suit the level of the children.

- **‘If I Were an Apple’ (Unit 6) – Poem**

Questions for Reflection:

1. What does the boy say he would do if he were an apple?
2. What do you think the boy means by the lines -

I wouldn't stay there

Giving nobody joy

Talk to them about how sometimes people are selfish and don't wish to share their things with others. Discuss how sharing is an act of caring and brings happiness to others. Explain to them what caring involves. Give examples from their situations that they can relate to. Encourage them to come up with examples too.

3. How do you show someone that you care?
4. What all can you do to make a difference in others' lives?
 - o How can you be a caring friend?

- o How can you be a caring son/daughter?
- o How can you be a caring student?

• ‘Clouds’ (Unit 9) – Poem

Questions for Reflection:

1. What do the clouds do to make the children happy?
2. How would you describe the clouds action? (*kind, helpful*) Why do you feel so?
3. In what way does the cloud’s action make a difference to the children?
4. What is the quality/character of the clouds in this poem? Talk to them about how their actions could make someone happy/sad/angry/afraid... How they act is a choice. Ask them –
5. How would you choose to behave with others?
6. Can you think of a time when you have been kind and helpful? How did it make you feel?

Recap what they learnt earlier; when we are kind and helpful to others, not only does it bring happiness to them, we too feel happy. Remind them about the ripple effect of caring and kindness too.

1 b. When I Care About Others (Audio Book)

<https://www.youtube.com/watch?v=3ruJw10HMw8> 5 min 32 sec

(This is a beautiful story that you could use. *Edit the video such that only the story is retained*)

Discuss each aspect of the story with the children. Ask them what they feel about the little bear’s thoughts. Encourage them to share an experience of when somebody cared about them in some way; how they felt when cared for. Emphasize on how the bear thinks of - how or what he feels/would feel when someone acts in a particular way....the little bear is sensitive to others needs and feelings... he understands that just as he needs others to be there for him, he needs to be there and care for others too. He also chooses not to do anything to others that he wouldn’t like being done to him. Point this out to the children. This is what they need to understand clearly.

This story imparts the values of sensitivity, empathy, caring, love, gratitude, and responsibility, and also explores life skills like reasoning, analysing, judgement, interpersonal and intrapersonal skills etc.

1 c. Sharing is Caring (Short Film)

<https://www.youtube.com/watch?v=4HeDc772w3Y> 1 min 30 sec

Have the students watch this film and share with you what they felt. This film, though silent, conveys a powerful message through non-verbal communication. Rather than you explaining what the film is about to the children, let them express what they observed and understood. Guide them where necessary.

Besides the values of sensitivity, empathy, caring, love, gratitude, the film can also be the means to develop their observation skills, thinking skills - analysing, judgement etc., understand non-verbal communication - reading facial expressions, body language and subtle signs that indicate what the other person may be feeling or thinking and comprehend how one's actions could affect others - action-consequence.

2. Integration of the Value of Environmental Awareness

2 a. Context for introduction – Discussion

- *Murali's Mango Tree' (Unit 6) – Story*

Questions for Reflection:

1. What happened to the seed that Murali threw behind the house?
2. How do you think that happened?
3. What did Murali do once he saw the plant?
4. What does this tell us about Murali's character?
5. What happened to the plant, with Murali's love and care?
6. What did the tree give?
7. Who all got to enjoy the mangoes?
8. What can we learn from this story?

Help the children understand the processes of nature at play - how a seed grows into a plant/tree. Bring to their attention that just like human beings, plants and trees too need love and care and respond to it by growing well and healthy.

Remind them about actions and consequences. As a result of Murali's tender care every day, the little plant grew into a healthy tree, one that could bear good fruits. Moreover, Murali's action affected not just the present but the future too. His children too got to enjoy the delicious mangoes.

At this point, introduce man's actions towards nature - cutting down trees, polluting the environment (air, water and land), hunting/killing animals etc. Help them understand the consequences of these actions in the future. Encourage them to think of how such acts could be set right.

Explain all of the above in simple terms and at the level that they would understand. While some of the points of discussion may seem rather high for 6-year-olds, it may be surprising to see the thoughts and opinions that they have to offer. Little children have

been known to come up with some rather wise and mature ideas, as they have an untarnished, straightforward and simplistic view on things.

- *Anandi's Rainbow (Unit 9) – Story*

Questions for Reflection:

1. Why did Anandi run out into the garden?
2. What did the rainbow have to share? Did it get anything in return?
Talk to the children about sharing without expectations. If we do a positive action because we expect something in return, then our intent would be wrong. Doing something to make a positive difference to someone, and not expecting anything in return, would be the right intent.
3. What did Anandi do with the colours offered by the rainbow? Did she use them for herself?
4. How did Anandi's actions make a difference to the flowers and the garden?
5. Anandi decided not to use the yellow colour, so that the sun could look bright and gay. Have you ever given up something so someone else could have it/ shine in some way?
6. Do you like to be surrounded by nature? Why?
 - o How does it feel to be in a garden / at a beach / by a river / in a forest etc.?
 - o Are we keeping all these places clean? People litter these lovely places. What does this show about their character? (uncaring, selfish, messy, careless.... Remind them about Milo's cartoon that was shown earlier to them- the video on littering.)
 - o What responsible action can you take to make sure our nature is clean and beautiful?
 - o How can we make sure there is lots of greenery and nature's colours around us?

Talk to the children about the values of caring, sensitivity, sharing, love, appreciation, environmental awareness and responsibility.

- *Our Tree (Unit 6) – Poem*

Questions for Reflection:

1. Where does the berry seed fall from? Where does it land? What happens to that seed?
2. How does the berry plant grow?
3. What happens when the berry plant grows into a tree? What creatures does it attract?
4. What does the tree share with everyone?
5. Why do the children love the berry tree so much?
6. What kind of trees do you like? Why?
7. Do we need trees? Why? What do you think?

Talk to them about all that plants and trees give us and how they make a difference in our lives; about caring, sharing, love, appreciation and interdependence.

- *AKite' (Unit 7) – Poem*

Questions for Reflection:

1. What does the child wish to be?
2. Why does he wish to be a kite? What does he like/appreciate about kites?
3. Have you ever been a part of a kite festival?

Talk to them about kite flying being a common sport and the kite festival a popular festival in India, that takes place during Makar Sankranti or Uttarayan in the month of January.

During such festivals, people from the neighbourhood, as well as from all over the country and the world come together and enjoy flying kites of different colours, shapes and sizes. So, there is a lot of togetherness among the people.

Inform them that while kite flying is very enjoyable and brings people together, it has many dangers. Create awareness in them about these dangers. Many kite fliers have fallen to their death from unguarded terraces while flying and chasing kites. Chasing falling kites can also lead to road accidents.

The biggest threat is the kite string itself. Inform them about how the kite strings are now made – the kite strings are made of nylon and are coated with metal or crushed glass mixed with glue – this has and can pose the following dangers –

- o As the string is very sharp, it can cut the skin and flesh causing severe injuries and even death.
- o Road accidents can occur due to falling kites
- o The kites can also fall on dangerous surfaces like electrical lines. Not only can this cause power outages but also death when people try to retrieve their kites.

Help them understand that the risk of kite strings is not only for humans, but birds and animals too. Talk to them about this.

4. What responsible action can you take when flying kites?

- *ALittle Turtle (Unit 8) – Poem*

Questions for Reflection:

1. What is special about the turtle?
2. Are all animals the same? Are all humans the same? Does being 'different' mean someone is better than the other?

Talk to them about differences in people; how each of us has unique qualities that make us special in some way. Give them examples. Ask them to think what could be

special about them. Help them understand that even those who may have some challenges – physical challenges or challenges in understanding and learning- have some special qualities like certain talents.

3. What other reasons can you give for a turtle going into its house? (from the Let's Talk section)

Talk to the children about how the turtle considers its house as a safe place, and so when it senses a threat from other animals or people, and feels scared, it withdraws into its shell and hides there, till the danger passes.

Help them realize that in the animal world, no animal teases or troubles another animal. They attack only when hungry, or threatened themselves. We humans however, are not like that. Some people tease/trouble/bully others just because they enjoy it. Some people even trouble and harm birds and animals. That is cruelty. Increase their awareness of and sensitivity to such acts. Along with environmental awareness, help them realize the values of respect, caring and compassion....

4. When faced with some difficult situations, some of us may 'withdraw into a shell' just like the turtle. But this shell is imaginary. When we withdraw/go into a shell, it means that we may stop talking to others, we become quiet, we may not take part in activities as usual. When scared, we may feel like just hiding.

Do you think that by withdrawing/ going into a shell/ giving up, our problems will go away? How can we deal with difficult situations better? How can we deal with our fears?

Help them understand this by giving simple examples that they can understand, and encouraging them to relate to and come up with examples from their own experiences. Create awareness of and understanding of the values of courage, resilience, confidence, determination ... Revisit what they had learnt of these values in the earlier units.

2 b. I Can Save The Earth (Audio Book)

<https://www.youtube.com/watch?v=2Mkwhe6LOBo> 5 min 13 sec

Questions for Reflection:

1. How was Max the monster's behaviour earlier? What were his actions like?
 - o What would he do with the chocolate wrappers?
 - o What would he do in the bathroom?
 - o What would he do with the lights and TV?
2. What does this tell us about Max's character?
3. What was Max's attitude towards sharing?
4. What happened one day that changed Max?
5. What did Max realize when he stepped out of the house? How was he able to

understand this? (*he began to observe things more keenly and so was able to appreciate all that was around him*)

6. What did Max notice and appreciate in the summer? What positive action did he take at the beach?
7. What did Max understand about Pollution?
8. What did Max notice and appreciate during autumn? What responsible action did he take then?
9. What does Max say about composting? How does it help the plants? (Explain in simple terms what composting involves)
10. What did Max enjoy in the winter? What all did he create?
11. “Why didn’t I see this before?” wondered Max. What is it that Max didn’t see before? Why do you think he didn’t notice it before?
12. What positive or responsible actions did Max take once he realized the Earth is so beautiful?
13. What does Max say about playing outside? Do you agree with Max?
14. What does Max do with his trash?
15. In what way does Max’s eating habits change?
16. What does Max do with his old toys? What does Max realize? (Explain the concept of yard sale...help them understand that this is a common practice outside India. Ask them what ideas they have for their old toys)
17. Max expresses his love for the Earth by following the 3 R’s. What are they?
18. How can you be a little GREEN monster like Max and help the Earth?

You may choose to pose these questions at the end of the story (to check memory and recall) or during the story (to check comprehension and immediate recall)

3. Integration of the Value of Humility

3 a. Context for introduction – Discussion

- ‘The Tiger and the Mosquito’ (Unit 8)

Questions for Reflection:

1. Why did the tiger get angry with the mosquito? What did he believe?
2. How can we describe the tiger’s attitude?
2. What did the tiger try to do to the mosquito? Was he successful?
3. How did the tiger feel when he realized he couldn’t stop the mosquito?
3. What did the mosquito prove to the tiger?
4. What can we learn from this story?

Inform the children that the opposite of pride is humility. Help them understand the concept of humility and all that it entails. (Refer to the content given under 'Instructions to the Teacher'). Furnish the discussion with simple examples that they can relate to.

Tell them the following story to help them understand the concept better. This could also be acted out as a drama or role play.

3 b. Story / Role Play or Drama

I AM

In the middle of a village, stood a tall, majestic tree. The tree had a really big trunk with branches that were thick and strong. The tree was covered with pretty green leaves, that danced in the breeze.

One day an owl flew and sat upon its branch. He was very sleepy after a whole night hunting.

"Hey there!" said the tree to the owl.

The owl fluttered in fright, his eyes snapping wide open.

"What? What?" said the owl in fright.

"I'm sure you agree I'm the best tree around", said the tree. "No other tree is as comfortable as I am."

The owl puffed up and fluttered his feathers, irritated with the tree. He had been about to sleep off. The tree continued to talk.

"I have the thickest branches and my leaves provide the best cover. I don't think any other tree has what I have. Why even the people in the village love me the most."

"Is that so?" asked the owl.

The tree went on talking.

"Oh yes! I'm sure you have seen how all the villagers love to come and sit below me to rest between their work or to talk to each other. As for the children - they just love to race around me and climb up on my branches! They spend hours playing, hiding or dreaming away upon me.

"Hmmm", said the owl.

"See, not only am I the best tree around, I'm also the most helpful - I share my trunk and branches as a comfortable resting spot and my leaves give the best shade in the whole village!

"You have nothing to say about your roots?" asked the owl.

"Oh, what use are my roots? No one gets to see them. Not even I. They are not all that important anyway," said the tree.

Hearing this, the owl could no longer stay quiet. He sat up straight and said to the tree -

“Would you like to know what I think?”

“Sure” replied the tree, “you’re the wise one. I am sure you agree with me.”

“Well, actually, I don’t,” said the owl.

“Oh” said the tree, surprised.

“Well,” said the owl. “You are a fine tree, majestic and grand, but I do not agree, that you are the only tree that’s grand. All the trees in the village are grand in their own way and all of them are of help in some way or the other to the villagers, and the creatures that depend on them. All do not have to be extraordinary to have something to offer. It is not the grandness of what you give that matters. What matters is, with what intention you offer what you have.”

Hearing the owl’s words, the tree frowned. The owl continued.

“And how can you think that your roots are not important? Have you forgotten that your food comes from your roots? Would you be able to live without it? And it is because of the support of your roots that you are standing so tall and proud.”

The tree now began to look ashamed.

“Always remember tree,” said the owl, “you are who you are because of all that helped you to become that way. You wouldn’t be here today, if it wasn’t for your parent, for the seed it gave from which you grew. If it hadn’t been a good seed, you wouldn’t have been able to grow into such a majestic tree. If it weren’t for the help of the soil, water, air, and the sun, you wouldn’t have been able to grow like this. It is because of others’ help that you have grown so well. You will not grow smaller or less important, if you respect that.”

Listening to the wise old owl’s words, the tree began to understand his mistake.

“I now see the wisdom of your words, owl. I had got really proud and vain. I was wrong.... Thank you for helping me understand my mistake.”

The owl, seeing that the tree truly felt sorry, said gently- “You’re good, tree. Even though you had been helping others earlier for selfish reasons, you can think beyond yourself. As someone wiser once said, “Humility is not thinking less of yourself, but of thinking of yourself less.”

[ORIGINAL STORY].....Adapted and simplified version of that written for Cultural Values]

Explain the story to the children. Make it simpler if you need to.

Explain to them that -

A humble person or a person who has humility, is one who does not keep thinking about or talking about himself/herself. They willingly think of others and how to be of help to them. They don’t do things to gain attention from others. Such a person does not show arrogance and is not proud and vain. A humble person accepts that there are

many things he/she doesn't know and has to learn. They don't assume that they're always right.

Ask the following questions for reflection:

1. How was the tree's behaviour?
2. What does this tell us about the tree's character?
3. What was the tree boasting about?
4. Why did the tree feel that everybody loved it?
5. Which parts of itself did the tree think was great?
6. Which part of itself, did it not have much value for? Why?
7. The tree kept comparing itself to other trees, and believed that it was the best among all the trees in the village. What did the owl tell the tree about this?
8. What must we think about when helping others?
9. What did the owl tell the tree about its roots?

Tell them that like the tree, we too have roots that help us in our life. Explain to them how their parents are like the roots of a tree. Ask them - What must be our attitude towards them? (Respect, gratitude, love, compassion....)

10. Did the tree grow so majestic on its own? What all helped its growth?
Ask them - besides our parents, who and what else has helped us in our growth? (other family members, teachers, close friends, environment, nature....)
11. "You will not grow smaller or less important if you acknowledge that and respect it." What did the owl mean by this? Which value was the owl trying to teach the tree?
12. "Humility is not thinking less of yourself, but of thinking of yourself less."

What did the owl want the tree to understand?

Some of the concepts are rather abstract and philosophical in nature. The students may not be able to answer all the questions immediately. Rephrase and / or simplify the questions if needed. Guide their thinking and help them to reach the conclusion for themselves, as far as possible.

V. Assignments

1. Projects

o Cape-less Heroes!

Ask the students to initiate and spearhead a 'Drive-for-Change' in their building. (with the support and guidance of their parents). They can work on different projects like -

- Clean-up of the building premises and compound
- Clean-up of the building/society garden/park
- Tree planting
- Care for Strays
- Care for the Birds
- Save water
- Save electricity etc.

They could plan and execute an awareness drive too for the above areas. They could create charts that could be put up in the building lobby for the residents to see. They could also rope in their friends to work as a team. They could also prepare fliers in their own childish way, with an important message. This could be scanned, printed and copies could be made to be distributed to the residents of the building.

The parents and older siblings/friends would need to be a big guiding force and support for the little ones. Enlist their cooperation for this project.

Children need to learn early, that age has nothing to do with bringing about change. They have the power, if not to bring direct change, to spark the need for change in the minds of people around them. Their voice matters.

o Little Hearts

Ask the children to go through their toys and note what they haven't played with in a long while / don't mind giving away. Tell them that their toys could be donated to children who are less privileged or fortunate than them. Ask them to ensure that the toy is in a fairly good condition and not broken or spoilt in any way. Tell them to bring such toys to school. All the children can gather all the toys together, pack them nicely in a carton, tie a ribbon and paste on the carton, little red hearts drawn and coloured by each of them. You could identify an orphanage/children's home/slum where this carton of toys could be donated. Enlist the parents' cooperation for this activity.

o Acts that Matter

Have the students work in groups and come up with different ways in which they could express the values of caring and sharing in class. Let them write their ideas in one sentence each, on colourful paper cut in the shape of hearts. These could be pasted on the branches of the tree that you could make and put up at their level. The hearts would be like the leaves of the tree. You could get creative with this tree. The tree could be named 'The Tree of Love'.

Tell the children, that each day they could take inspiration from the 'Tree of Love' and carry out that action in class. Ask them to observe how others feel when something kind/thoughtful is done for them, and how they themselves feel after the act.

VI. Resources

References:

YouTube videos – Links given under the respective activities

<https://www.resilience.org/stories/2019-01-22/environmental-awareness/>

Resources for Teachers:

<https://www.scholastic.com/teachers/articles/teaching-content/how-create-caring-classroom-community/>

https://us.corwin.com/sites/default/files/upm-assets/25539_book_item_25539.pdf
(The Caring Teacher's Guide to Discipline)

<https://www.commonsense.org/education/articles/we-all-teach-sel-humility-activities-and-tools-for-students>

<http://www.spijebhu.in/SPIJ-July-14%20pp9-13.pdf> (Environmental Awareness through Education)

Topic	Values / Life skills integrated & imbibed	Activities
The Tailor and His Friend	<p>Core Values considered : Self-Respect & Tolerance</p> <p>Other Sub-Values: attitude, sensitivity, empathy, compassion, kindness, respect, dignity, friendship, humility, forgiveness, peace, and environmental awareness.</p> <p>Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Assertive communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Self-regulation, Judgement, Decision making, Problem-solving, Respectful Conflict-Resolution, Planning & execution and Generalization.</p>	<ol style="list-style-type: none"> 1. Discussion 2. What If Everybody Did That? 3. The Respect Song 4. Bully or Buddy? What Would You Choose to Be? - What Makes a Good Friend (Song) - Worksheet - Cloze Passage 5. Singha and the Kindness Cubbies - Forgiveness 6. Respect and Be Kind to Animals <p><u>Assignments</u></p> <ol style="list-style-type: none"> 1. Chart Making 2. Story-Telling / Poetry Recitation / Singing a song on any value of this unit. 3. Act- Correction (Worksheet) 4. Deeds as a good friend 5. Drawing - depicting respect and kindness to animals

Materials / Resources needed

Facility & Equipment to play the Videos & PPT

Worksheets

- Respectful/Disrespectful actions
- Cloze Passage
- Chart Paper

Description (of the points of discussion)

Through this unit, help students understand the following:

- Just as they expect and deserve to be treated with respect and dignity, others too deserve to be treated as such.
- While tolerance is a good value, they must be able to judge how much and what they could / would tolerate; they must not 'tolerate' at the cost of their self-respect.
- What they believe is a simple 'prank', may be hurtful for the other person – physically &/or emotionally.
- They must evaluate their actions before doing them; put themselves in the other person's shoes and try to understand what they might feel and experience.
- Friendship is not only about having fun with another person, it is also about caring and sharing, being sensitive to their needs and feelings, respecting them, open communication, and being there for the other person.
- Revenge is not an effective way of dealing with a problem with a person, it could worsen the situation. Responding to a situation effectively, instead of reacting reflexively, will help.
- When faced with a problem, they must evaluate the problem calmly, think of possible solutions, evaluate the consequences of each action, and then act upon the best possible solution. Conflicts can be resolved respectfully.
- To let go and forgive someone for their mistakes, is an act of kindness. It benefits not only the person forgiven, but the one who forgives too.
- One must be kind to animals. They too deserve our compassion and respect. They too have needs and feelings.

Unit 10**The Tailor and His friend (Story)***Core Values: Self Respect & Tolerance***I. Introduction**

In Unit 10, the story ‘The Tailor and His Friend’ is about Kalu, the tailor and his friend Appu, the elephant. Appu would come to Kalu’s shop every day and Kalu would give him something to eat. One day however, he decides to play a trick on Appu and instead of feeding Appu, he pricks him on the trunk with a needle. Appu runs away in pain. Two days later, Appu comes back to the shop with a trunk full of water and throws water everywhere in the shop. He then tells Kalu that an elephant never forgets. Kalu then realizes his mistake and apologises to Appu. Appu decides to forgive Kalu and re-establishes friendship with him.

This story gives the scope to impart the values of self-respect, tolerance/endurance, attitude, sensitivity, empathy, compassion, kindness, respect, dignity, friendship, forgiveness, peace, and environmental awareness. The children can also be groomed in life skills such as thinking, reasoning, judgement, problem solving, decision making, self-regulation and assertive communication.....

A 6-year old, developmentally, is in the process of transition from the egocentric “Me” stage, to a stage in which they have a greater understanding of the “Me” within the “Us”. This could be a difficult transition for some and children may oscillate between the two stages. The ability to communicate their needs, thoughts and feelings more articulately is also developing during this transition phase. This is an important part of self-concept.

At the core of all their behaviours, is the development of self-respect. While self-concept is about "who I am," self-respect is more about "how I take care of myself." A strong sense of self allows children to be able to speak up if they think something is not fair, if they are being ignored, or even if they don't feel well. The key word is respect. As their self-concepts grow to include self-respect, children learn that what is fair for them also has to be fair for those around them. This is when and how a child learns that he is part of a group and begins to see himself as one of many different individuals that make up the group and that work together to create a harmonious group of friends.

Children need to understand and imbibe the concept of respect, as without it, they cannot value themselves or others. Moreover, children who haven’t learnt to respect themselves are more likely to treat themselves and others badly; when they lack self-

respect, they won't care about themselves or anyone else. Children who have self-respect on the other hand, treat themselves well. They're less likely to do harmful things, they make good choices, and they tend to act in ways that are in their own best interests. They are found to be happier, more successful, and have healthier relationships. They are unselfish, considerate, caring, and generous. They respect elders, honour reasonable boundaries placed on them and are more likely to trust and abide by directives from influential adults (parents, teachers, role models).

An important element of self-respect is to set boundaries for oneself and to let others know what and how much of other's behaviours may be tolerated by you. It is often viewed negatively as 'putting up with' something we dislike or even hate. However, it becomes a positive moral virtue, when related to moral aspects like fairness, justice, respect, and causing harm to others. Empathy is possibly the most important motivator for moral and pro-social or altruistic behaviour. Fairness and empathy are also very closely connected to moral development and reasoning.

Children, who are empathic, are sensitive to the thoughts, feelings and experiences of others. They are able to place themselves in someone else's shoes or understand how it would feel to be treated badly. Placing oneself in someone else's shoes is the essence of tolerance.

Through the discussions and activities given herein, your goal would be to impart these values to the children, encourage them to reflect on them and be conscious about these aspects in their daily interactions with their peers, friends, and other members of the community.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
- 1. Read and understand the poem – Flying-Man, and the story- The Tailor and His Friend (with help)
- 2. Attempt understanding and responding to simple literal comprehension questions as well as understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.
- 3. Develop and enhance their reading, vocabulary and spelling skills.
- 4. Develop communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, conceptual awareness - of airplanes, astronauts etc.
- 5. Develop grammatical awareness and usage of the same in sentences (oral and written expression)

6. Develop the ability to understand and follow complex instructions; follow a sequence of steps (process) to make something (friendship band).
7. Understand the dynamics of friendships.
8. Realize the value of self and others, and how one needs to be treated; understand the concept of self-respect.
9. Understand the concept of tolerance and boundaries for self and of others; improve their sensitivity, ability to empathize with and be compassionate to all living beings.
10. Learn to evaluate their actions, intentions/motives, and consequences for self and others.
11. Understand and learn effective ways to solve a problem; understand the difference between responding and reacting.
12. Understand the concept of forgiveness and how it makes a difference.
13. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

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

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

A. Introduce the context through activity:

Discussions (Refer 1a)



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



1.
What If
Everybody
Did That?
Refer 1b.

2.
The
Respect
Song
Refer 1c.

3.
Bully or Buddy?
What Would You
Choose to Be?
- What Makes a
Good Friend (Song)
- Worksheet
(Cloze Passage)
Refer 1d

4.
Singha
and the
Kindness
Cubbies -
Forgiveness
Refer 1e.

5.
Respect
and Be
Kind to
Animals
Refer 1f.



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



1.
Chart
Making

2.
Story-
Telling/
Poetry
Recitation/
Singing a
song

3.
Act-
Correction
(Worksheet)

4.
Deeds as
a Good
Friend

5.
Drawing -
depicting
respect and
kindness to
animals

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

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

The core values being considered are Self Respect & Tolerance with other inherent values like attitude, sensitivity, empathy, compassion, kindness, respect, dignity, friendship, humility, forgiveness, peace, and environmental awareness.

The unit also provides the scope to develop the following life skills in the students: Intrapersonal and Interpersonal skills, Observation, Effective communication, Assertive communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Self-regulation, Judgement, Decision making, Problem-solving, Respectful Conflict-Resolution, Planning & execution and Generalization.

IV. Activities & Related Discussion

1. Related to the story ‘The Tailor and His Friend’

1 a. Discussion

Pose the following questions:

1. What did Kalu the tailor give Appu every time he came to visit him? What kind of action was this?
2. What trick did Kalu play on Appu one day? How would you describe this act?
3. How do you think Appu felt, when Kalu tricked him?
4. How did Appu react to the trick? Do you think this was the right way? Why? Pose the related question in the Let’s Share section.
5. What helped Kalu and Appu to become friends again? (*Kalu apologized for his action and Appu let go his anger & grudge and forgave Kalu*)

Refer the points of discussion given under ‘Instructions to the Teacher’; ensure that they are connected to the relevant questions given here. This will help the children gain a more in-depth understanding of the story and encourage them to think how the different aspects discussed applies to their own lives.

1 b. What If Everybody Did That?!

(Modified and adapted version of a Pinterest activity)

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 Respect & Tolerance with other inherent values like attitude, sensitivity, empathy, compassion, kindness, respect, dignity, friendship, humility, forgiveness, peace, and environmental awareness.

The unit also provides the scope to develop the following life skills in the students: Intrapersonal and Interpersonal skills, Observation, Effective communication, Assertive communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Self-regulation, Judgement, Decision making, Problem-solving, Respectful Conflict-Resolution, Planning & execution and Generalization.

IV. Activities & Related Discussion

1. Related to the story ‘The Tailor and His Friend’

1 a. Discussion

Pose the following questions:

1. What did Kalu the tailor give Appu every time he came to visit him? What kind of an action was this?
2. What trick did Kalu play on Appu one day? How would you describe this act?
3. How do you think Appu felt, when Kalu tricked him?
4. How did Appu react to the trick? Do you think this was the right way? Why?

Pose the related question in the Let’s Share section.

5. What helped Kalu and Appu to become friends again? (*Kalu apologized for his action and Appu let go his anger & grudge and forgave Kalu*)

Refer the points of discussion given under ‘Instructions to the Teacher’; ensure that they are connected to the relevant questions given here. This will help the children gain a more in-depth understanding of the story and encourage them to think how the different aspects discussed applies to their own lives.

1 b. What If Everybody Did That?! *(Modified and adapted version of a Pinterest activity)*

Prepare a PPT with slides of large colourful pictures of inappropriate, disrespectful making good choices.

This activity would also give you a phrase to use when a child is doing something disrespectful. You can simply ask the child, “What if everybody did that?” in order to initiate a discussion on the behavior.

1 c. The Respect Song

https://www.youtube.com/watch?v=g-a_SBq2ML0 2 min 32 sec

This song can be played and sung after the activity, to assimilate whatever was discussed.

1 d. Bully or Buddy? Who would you choose to be?

Prepare a large chart / or you could use the white board if it's magnetic. Draw two columns - Title one as Buddy, the other as Bully. Prepare large flashcards of the words / phrases given in the box below.

Pushing	Shouting	Whispering	Helping	Sharing
Listening	Playing	Kicking	Biting	Caring
		Supporting		Protecting
Punching	Hitting	Fighting	Teasing	Lying
Being Nice	Being kind	Saying bad words	Being loyal	Being
		truthful		

(You could add more words/phrases)

Pick up the flashcards one by one and show it to the children. Read out the words to them. Ask them to differentiate the words/phrases as being an action of a buddy or bully. Put the flashcards under the appropriate column. Encourage them to think of more words or phrases under either column if they can.

(Alternately this activity can be given as a worksheet to them. They could either categorize the words or draw a frown face/smiley face against each word or phrase.)

Explain the meaning of words that may be new or unclear to them. Carry out a discussion based on these words and the theme of friendship - how they could identify a good friend, how good friends are, how to be a good friend themselves, what they must avoid doing.

Help them understand -

Positive friendship skills include: Taking turns, Participating in conversations, Starting conversations, Valuing opinions, Sharing, Apologizing appropriately, Cooperating, Helping others, Playing fair, Remaining positive, Not joining in unacceptable behaviors, Following the rules, Showing genuine concern.

The negative areas for friendship include: Bullying, Aggression, Hitting others,

Being bossy, Arguing, Interrupting others, Name calling, Whining, Complaining, Showing off, Dominating conversations, Breaking rules, Ignoring others opinions, Being a poor sport.

Explain all of the above in a simple understandable manner.

Recap what was discussed about bullying in Unit 1 (The story of Lupi and Billy the Bully). Talk to them that everybody deserves to be treated nicely. No one should treat them badly/disrespectfully. They do not have to tolerate bad/mean/rude ...behaviour. Explain in a simple way what tolerance means.

Teach them that it's okay to say 'No' and how to say NO assertively. Help them understand what assertive communication is. Talk to them about effective conflict resolution.

They must not trouble or bully others either. They must treat others the way they themselves would like to be treated. Reiterate that every action that they do is a choice. They can make bad choices or good choices.

Go through the words again with them. This time ask them which of the words or phrases indicates a good choice or a bad choice.

What makes a good friend? – Song

https://www.youtube.com/watch?v=avHdx18pi_U 2 min 23 sec

Prepare the following WORKSHEET (cloze passage) and take the children through it as a follow up activity.

(Source: Pinterest)

Read the passage below and fill in the incomplete words, to make it meaningful.

Bullies are kids who hurt someone's feelings or b _ _ _ . Bullies hurt others on purpose! Bullies might make you feel s _ _ or m _ _ . It is okay to ask the bully to s _ _ _ . You may need to get help from a grown up to make the bully stop. If someone is mean to you, is it okay to be mean to them back? _ _ ! This makes you a bully too. You can look out for kids who may be bullied and stick up for them. They just might need a f _ _ _ _ _ .

(Responses: body, sad, mad, stop, No, friend)

- Draw a picture of yourself being a friend to someone who has been bullied.

Talk to them about the important messages in this passage. Show the children the following video after doing this worksheet.

1 e. Singha and the Kindness Cubbies – Forgiveness

<https://www.youtube.com/watch?v=-Gs4XdsMc7s>

5 min 8 sec

Questions for Reflection

1. Why did Tomeo get upset and angry?
2. Was Tomeo able to control his feelings? How did he behave when he got upset?
3. How do you think Cal and Cher felt when he shouted and behaved badly with them?
4. How did Cher try to make things better? Did he accept her offer? Why?
5. What does this show about Cher's character?
6. Why did Tomeo hesitate to take Cher's boots later?
7. What did Tomeo's friend Singa advise him?
8. What positive action did Tomeo take to make things better?
9. What did Cher say when Tomeo was surprised that she was not angry?
10. Cher was able to think about and understand why Tomeo behaved badly. She was able to understand his problem. What quality do you think helped her to do this? (Empathy)
11. What did Tomeo realize? How did he set things right?
12. How did Cal try to make up for her mistake?
13. What did Tomeo learn from Cher?
14. Which 'magic word' did all the friends use to try and make things better?
15. Do you think saying sorry makes you weak? Why do you feel so?
16. What did Tomeo need to set things right? (Courage and Humility)
17. What did you learn from this story?

Discuss the important aspects in this story. Talk to them about self-control/self-regulation too. Brainstorm ideas to help them calm down when they experience emotional flooding. (refer the links given under 'Reading Material for Teachers')

1 f. Respect and Be Kind to Animals

- <https://www.youtube.com/watch?v=44pfCA8A-kY> 2 min 50 sec
- <https://www.youtube.com/watch?v=aSoE4qegYFo> 3 min 8 sec

Have a discussion with the children on the important aspects shown in these videos. Encourage them to share their thoughts, opinions and experiences

V. Assignments

1. Ask the children to collect pictures of respectful and disrespectful actions and bring them to class. Have the children sit in a circle on the floor. Have a big chart placed in the center of the circle and required stationery. Help them prepare a chart depicting respectful and disrespectful actions. Put up this chart in a prominent place in the class.
2. Conduct a story-telling session. Ask the children to come prepared with a short story based on any of the values connected to this unit. Have them narrate the story in class. Alternately, they may prepare for a song/poem based on the relevant values.
3. Give them a worksheet wherein they have to write about a disrespectful act they may have done recently and how they corrected it or could correct/set right.
4. Ask them to write down five things they would do as a good friend. They could also be encouraged to make something by hand for their friend.
5. Draw pictures depicting respect and kindness to animals and write a message below it.

VI. Resources

References:

YouTube videos – Links given under the respective activities

Pinterest

<https://www.teacherspayteachers.com/>

Resources for Teachers:

<https://upjourney.com/what-is-self-respect-and-why-is-it-important>

<https://childmind.org/article/teaching-kids-boundaries-empathy/>

<https://www.ourfamilywizard.com/blog/teaching-kids-about-healthy-boundaries>

<https://www.easternflorida.edu/community-resources/child-development-centers/parent-resource-library/documents/teaching-kids-to-resolve-conflicts-respectfully.pdf>

<https://www.yourkidsot.com/blog/quick-ways-to-calm-down-sea-life-sensory-solutions>

English
Grade I

Integration of Values

Teacher's Manual

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