



**HEM** *harmonize*

English  
Grade X

# Integration of Values

Teacher's Manual



# **Teacher Manual for Integration of Values in Academic subjects**

**English**

Grade X

# **Teacher Manual for Integration of Values in Teaching Academic subjects**

**By**

**HEMA Foundation, Mumbai**

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## Preface



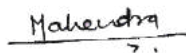
It gives immense pleasure to all of us at HEMA Foundation in presenting the “Teacher Manual for Value Integration” from Grade I to Grade X to our beloved teaching fraternity in school education. Teachers are the corner stones in building the huge edifice for the student community and they are the driving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



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

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

**Thank You,**



**Mahendra Kabra**  
Managing Trustee



**Anita Maheshwari**  
Trustee & Creative Director

# Acknowledgement

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

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

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

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

I remain your sincere



Vijayam Ravi, PhD

# Introduction

(must read before the teacher proceeds)

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

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

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

## **Did we teach subjects? Or did we teach children?**

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

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



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

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

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

The riot on the street by students is not the debate here. It may be right or it may be wrong. The question is of larger dimension. It is of citizenry, safety, security and morality of a Nation, of the Globe! But why does such a 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.”

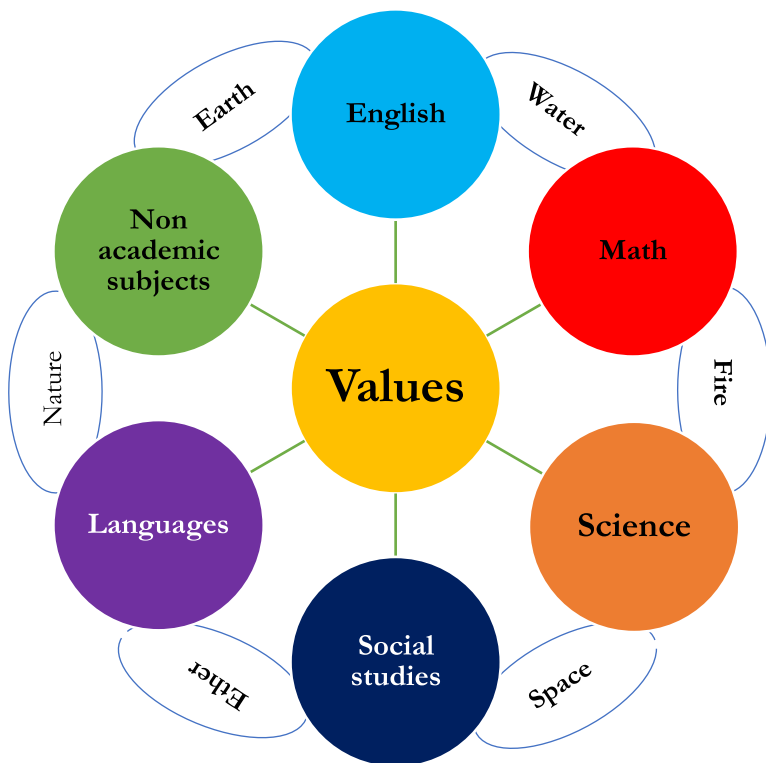
The new NEP and therein the NCERT insist on integration of values with essential subjects. Nature is the mother of all knowledge- Every learning that takes place with human beings is connected through the mind and intellect. While giving food for thought at the intellectual level, teachers have to supplement 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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## Unit 1

**A Letter to God** (Story)

**Dust of Snow** (Poem)

**Fire and Ice** (Poem)

Topic	Values / Life skills integrated & imbibed	Activities
A Letter to God (Story)	<p><b>Core Values considered :</b> Faith &amp; Belief, Positivity, and Humanity</p> <p><b>Other Sub-Values:</b> Trust, Hope, Confidence, Determination, Kindness, Caring, Compassion, Gratitude, Attitude, Judgement, Awareness, Understanding, Knowledge, Wisdom, Truth, Optimism, Self-love, Confidence, Courage, Resilience, Tolerance, Equality, Acceptance, Appreciation, Connection, Cooperation, Altruism, Generosity, Sensitivity, Empathy, Consideration, Fairness, Freedom, Goodness, Open-mindedness, Respect, Understanding, Unity, Peace, Affection, Love....</p> <p><b>Life skills:</b> Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract &amp; Analytical thinking (higher order analysis), Self-regulation, Problem-solving, Planning &amp; execution, Motivation, and Generalization.</p>	<p>1. Related to the story – ‘A Letter to God’</p> <p>a. Discussion</p> <p>b. Life without Limits – The Story of Nick Vujicic</p>
Dust of Snow (Poem)		<p>2. Related to the poem 'Dust of Fire'</p> <p>a. Discussion</p> <p>b. The Power of Positivity (Motivational Video)</p>
Fire and Ice (Poem)		<p>3. Related to the poem 'Fire and Ice'</p> <p>a. Discussion</p> <p>b. Reflection on Quotes + Creative Expression</p>
The Squirrel (Poem)		<p><b>Assignments</b></p> <p>1. Research + Reflective Essay Writing</p> <p>2. Let's Get Positive (Self-reflection worksheet)</p>

### Materials / Resources needed

Facility & Equipment to play the Videos

Worksheets

## Description (of the points of discussion)

Through this unit, help students understand the following:

- Adversity and problems are a part of everyone's life. What separates those who lead positive, enriched, fun-filled lives from those that live pessimistic, anxious, worry and drama-prone lives, is the aspect of Faith. People who have a strong faith, belief, or conviction, in themselves, others and a larger force, usually have a healthy regard and understanding of the principles of life as well as the value and purpose of human life. This helps them succeed in life, despite trials and tribulations encountered along the way.
- Life is such that we are constantly bombarded by negative experiences and negative news. In such a scenario, it is quite easy for all this negativity to seep into our minds and hound us in the form of anxieties, worries, despondence, etc.... and flooding our emotional system. Giving into this however, can prove disastrous for our well-being. The only way to be that will ensure that we truly 'live' a meaningful life is to embrace a positive attitude. Positivity is all about being optimistic in our thoughts, attitude and actions. It's about consciously making an effort to look at the brighter side of things and maintaining a positive frame of mind.
- The one way to connect with the 'other' is through humanity – actions that reflect both human and moral values. Humanity primarily is kindness and compassion in action with the purpose of preventing and alleviating human suffering, and treating everyone equally and with respect. Each of us needs to nurture the goodness and humanity that is within us and strive to make the world a better place through our actions. We must stay clear of all that threatens this fundamental principle of life.

**Unit 1****A Letter to God** (Story)**Dust of Snow** (Poem)**Fire and Ice** (Poem)**Core Values:** *Faith & Belief, Positivity, and Humanity*

---

**I. Introduction**

In Unit 1, the story '*A Letter to God*' is about a farmer Lencho, who writes a letter to God when his crops are ruined, asking for a hundred pesos. This story highlights the values of faith, belief, trust, hope, kindness, compassion, humanity, gratitude etc...

The poem '*Dust of Snow*', is a seemingly simple poem by Robert Frost, that has a larger significance. The poem addresses man's tendency to wallow in anxieties, worries and sadness; the way out of this negative state is to shift one's focus to something positive....we just have to embrace the moments and the opportunities that create feelings of positivity. Moreover the poem also touches upon the importance of choosing to have a positive attitude. The value of positivity may be the focus of discussion.

The poem '*Fire and Ice*', is also written by Robert Frost, wherein he talks about how the world could be destroyed by man's uncontrolled desires, greed and hatred. Deceptively simple yet again, this poem has a depth of meaning and compels us to reflect on our attitudes and actions as human beings. The value of humanity and all that it entails may be discussed in relation to this poem.

**II. Learning Objectives / Outcomes**

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- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
- 1. Read and understand the story – A Letter to God, and the poems – Dust of Snow, & Fire and Ice
- 2. Develop and enhance their reading skills, comprehension, and vocabulary skills.
- 3. Develop their communication and oral expressive skills, associative ability, & conceptual awareness.

4. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
5. Understand the importance of the values of faith and belief
6. Enhance their understanding of the value of positivity
7. Broaden their awareness of the value of humanity
8. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

### III. Process & Action Plan

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Adversity and problems are a part of everyone's life. What separates those who lead positive, enriched, fun-filled lives from those that live pessimistic, anxious, worry and drama-prone lives, is the aspect of Faith. People who have a strong faith, belief, or conviction, in themselves, others and a larger force, usually have a healthy regard and understanding of the principles of life as well as the value and purpose of human life. This helps them succeed in life, despite trials and tribulations encountered along the way.

Life is such that we are constantly bombarded by negative experiences and negative news. In such a scenario, it is quite easy for all this negativity to seep into our minds and hound us in the form of anxieties, worries, despondence, etc.... and flooding our emotional system. Giving into this however, can prove disastrous for our well-being. The only way to be that will ensure that we truly 'live' a meaningful life is to embrace a positive attitude. Positivity is all about being optimistic in our thoughts, attitude and actions. It's about consciously making an effort to look at the brighter side of things and maintaining a positive frame of mind.

The one way to connect with the 'other' is through humanity – actions that reflect both human and moral values. Humanity primarily is kindness and compassion in action with the purpose of preventing and alleviating human suffering, and treating everyone equally and with respect. Each of us needs to nurture the goodness and humanity that is within us and strive to make the world a better place through our actions. We must stay clear of all that threatens this fundamental principle of life.

This unit touches upon these significant values; lending you, the educator, the perfect opportunity and the means to impart them to the young impressionable minds; to shape the lives under your guidance. Through interactive discussions and activities you can bring about awareness and reflection of the values embedded in this unit. 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 the 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.**  
Life without  
Limits –  
The Story of  
Nick Vujicic  
Refer 1 b.  
*Value – Faith &  
Belief*

**2.**  
The Power of  
Positivity  
(Motivational Video)  
Refer 2 b.  
*Value – Positivity*

**3.**  
Reflection on  
Quotes +  
Creative  
Expression  
Refer 3 b.  
*Value –  
Humanity*



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



**1.**  
Research +  
Reflective Essay  
Writing

**2.**  
Let's Get Positive  
(Self-reflection  
worksheet)

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 **Faith & Belief, Positivity, and Humanity** with other inherent values like Trust, Hope, Confidence, Determination, Kindness, Caring, Compassion, Gratitude, Attitude, Judgement, Awareness, Understanding, Knowledge, Wisdom, Truth, Optimism, Self-love, Confidence, Courage, Resilience, Tolerance, Equality, Acceptance, Appreciation, Connection, Cooperation, Altruism, Generosity, Sensitivity, Empathy, Consideration, Fairness, Freedom, Goodness, Open-mindedness, Respect, Understanding, Unity, Peace, Affection, Love....*

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), Creative thinking, Self-regulation, Problem-solving, Planning & execution, Motivation, and Generalization.

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

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##### **1. Related to the story ‘A Letter to God’**

###### **1 a. Discussion**

After the story is read and discussed, tell the children that the following values are present in the story....ask them to identify the part of the story to which each value may be connected, and how it is applicable.

Faith, Belief, Trust, Hope, Confidence, Determination,  
Kindness, Compassion, Humanity, Gratitude,  
Attitude, Judgement

Ask the children –

- What thoughts and feelings does the story leave you with?
- What do you think about Lencho's faith in God?
- Was it strange that he believed God would send him money? Why or Why not? What is your opinion about his belief? Was it rational?
- How would you describe Lencho? Do you feel he was naïve, or cunning? Why?
- Do you believe faith can make a difference in a person's life? Elaborate your thoughts.



Then show them the video below

### 1 b. Life without Limits – The Story of Nick Vujicic

<https://www.youtube.com/watch?v=-Rr3oHg0bNA> 4 min 33 sec

Pose the following questions

- What did Nick have faith and belief in? (*God and himself...in his own power to turn his life around, if he so wished...*) How did it impact his life?
- Nick says, “Having faith, belief and conviction is a great thing, but your life is measured by the actions you take based upon them.”

What do you think he means by this? Is faith in thought alone enough to move mountains? How did Nick mobilize his faith into action?

Talk to the children about the power of faith and belief... Ask them what they already understand about these terms. Are they the same or different?

Explain to them –

Faith and belief are often used in the same context, but they’re not really the same thing. Belief is a strongly held opinion about an idea or viewpoint. They are also opinions that we form about what we read, hear, or see. But unlike faith, beliefs can change over time as we grow and learn new things. The beliefs that we hold may be rational, those that are flexible, non-extreme, and logical (i.e., consistent with reality) and sometimes they be irrational, those that are rigid, extreme, and illogical (i.e., inconsistent with reality)

Faith is a strong belief, confidence or trust in somebody or something. It is the knowledge, deep in one’s heart that when times are hard, things will be okay and will get better. It’s stronger than hope; it’s a conviction about someone or something. Our life would be filled with constant doubts and worries, and inability to move forward or do anything if we didn’t have faith. True faith can take on doubts and questions, but it remains intact. It changes how we live our lives and motivates us to keep moving in life. Faith cannot be explained scientifically but it has been found to create miracles. Living with faith can change our lives completely for the better. (*Refer to the article in the Resources for Teachers section to aid discussion*)

## 2. Related to the poem ‘Dust of Snow’

### 2 a. Discussion

Once the poem is read out and explained, ask the children which value comes to mind now that they have understood the larger significance of the poem. (Positivity)

In the poem, the poet describes how he was in a negative state of mind; the crow (a symbol of bad omen, fear and death) and the Hemlock tree (related to poison and

toxicity) signifying his depressive and sorrowful mood. Point out to the children how the poet uses the phrase ‘dust of snow’ to symbolize something that brings positive thoughts in the mind and effectively changes one’s mood.... Through this seemingly simple poem, the poet conveys the message that when one is feeling down, sometimes all it takes is an absolutely simple or trivial thing to pull us out of that state. One can look at the instance of the crow showering the dust of snow on the poet in two ways – the sudden infusion of positivity in one’s mind that cools the mind and feels refreshing like the snow ... or ... the manner in which the poet responded to that situation – he viewed it positively, rather than get upset or curse the crow. We may thus infer that if we take things positively in life, situations can change for the better. Noticing and appreciating all the tiny things in life, and living life with a positive attitude will certainly make our life happier.

You may also talk to them about the role that nature plays in infusing positivity in our lives.....

## **2 b. The Power of Positivity** (Motivational Video)

<https://www.youtube.com/watch?v=HwLK9dBQn0g> 12 min 43 sec

Elaborate upon the Golden Nuggets

1. Creating your own inner happiness... Following the ‘Happiness Habit’
2. The antidote to anxiety .... Circle of concern – Circle of influence (focus only on this) ....slow down... meditate .... think peaceful thoughts .... Clear your mind...
3. Expect the best ....
4. Worry not ... Replacing anxiety and worries with goals ... hope and purpose
5. Problem solving .... 10 problem-solving techniques ...
  - For every problem, there is a solution
  - Try to maintain your serenity when addressing your problems ... be calm and hopeful...
  - Don’t try to force an answer
  - Gather all relevant information
  - Write down all facts about the situation
  - Spend time reflecting upon / thinking about the issue you are facing ... think about the solutions, free from the busyness of the day
  - Seek God’s guidance (power of faith and belief)
  - Rely on your insight and intuition
  - Find a relaxing place to think in
  - The thoughts that come to mind (spontaneously and naturally) are the correct ones

### 3. Related to the poem 'Fire and Ice'

#### 3 a. Discussion

Read and explain the poem. Discuss the questions in the 'Thinking about the Poem' section. Then ask them to reflect on the state of the world today –

- What problems are we plagued by?
- Why do these problems exist?
- What is lacking in the world today; what do we not have enough of?
- What is that one value that could change the world for the better? (Humanity)

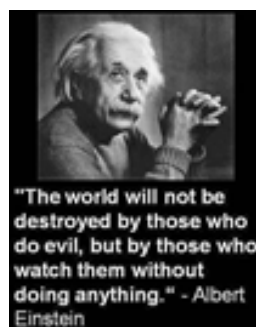
Present the children a worksheet with a word search grid; tell them that there are 23 words within the grid that are connected with the value of humanity..... tell them to try and find those words and circle them within a given time limit.

Tolerance, Equality, Acceptance, Appreciation, Connection, Cooperation, Altruism, Generosity, Sensitivity, Empathy, Consideration, Kindness, Compassion, Fairness, Freedom, Goodness, Open-mindedness, Respect, Understanding, Unity, Peace, Affection, Love

At the end of the given time, call out the words so they can check how many they got right. Then elaborate and discuss with the children the primary value highlighted in the poem – that of humanity.

Help them understand that 'Humanity' is the human race, which includes everyone on Earth. It's also a word for the qualities that make us human, such as the ability to love and have compassion, to keep aside one's selfish interests and be caring and helpful whenever and wherever possible, and extending unconditional love to each and every living being on Earth. Humanity thus is basically being a good human being; putting into action human values - respect, acceptance, consideration, appreciation, listening, openness, affection, empathy and love towards other human beings. When one embraces those human values one becomes truly able to put into practice his/her ethical values, such as justice, integrity, refusal of violence and ban to kill – even in a crisis situation. Help children understand that all of us need to function in society with these values (human and ethical/moral) in place. We must strive to act with humanity at all times, with all living beings, and not allow any 'perceived differences' to come in the way of being humane, nor greed and lust to drive our actions.

### 3 b. Reflection on Quotes + Creative Expression



Ask the children to reflect on the following quotes... facilitate discussion on the same.

Focus on the quote by Albert Einstein. Ask them – What responsible actions will you take to right the wrongs that are occurring in the ‘world’ out there? In what possible ways can you contribute to make the world a better place?

Encourage the children to discuss in pairs / groups. Then ask them to create a role play / street play / short video, to depict and convey this aspect.

## V. Assignments

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### 1. Research + Reflective Essay

Ask the children to research about true stories of people in India whose lives changed for the better as a result of their faith and belief. Then tell them to write a reflective essay, on what they learned from these people’s experiences, thoughts and actions and in what way they’ve been inspired to make changes in their own thoughts and actions.

### 2. Let’s Get Positive! (Self-Reflection Worksheet)

Prepare a worksheet based on the video on the ‘Power of Positivity’, and the discussion that followed. Pose the following questions in it. Give enough space for the children to write their responses.

- What ‘Happiness Habits’ can I cultivate in my life to create and take responsibility for my own inner happiness?
- What is within my circle of influence? What can I control?
- What concrete action/s can I take to slow down and clear my mind?
- What positive affirmations can I tell myself, to expect the best from me and from the situation?

- What goals can I set for myself to give more hope and purpose to my life, and to distract my mind from my anxieties and worries?

Task : Think of one problem that you may be facing now.... Use the techniques of problem solving and write down the solutions that come to you... Reflect on the process of problem solving and write down your experience.

## **Resources**

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References:

YouTube videos – Links given under the respective activities

*Resources for Teachers:*

<https://www.wanderlustworker.com/5-reasons-why-having-faith-is-so-important/>

## Unit 2 & 4

**Nelson Mandela - Long Walk to Freedom** (Story)

**A Tiger in the Zoo** (Poem)

**From the Diary of Anne Frank** (Story)

**Amanda** (Poem)

Topic	Values / Life skills integrated & imbibed	Activities
<b>Unit 2</b> Nelson Mandela - Long Walk to Freedom (Story) A Tiger in the Zoo (Poem)	<b>Core Values considered:</b> Humanity and Freedom  <b>Other Sub-Values:</b> Generosity, Caring, Sharing, Altruism, Kindness, Compassion, Goodness, Respect, Appreciation, Gratitude, Curiosity, Responsibility, Pride, Dignity, Honesty, Equality, Tolerance, Acceptance, Unity, Fairness, Justice, Integrity, Moral Courage, Strength, Resilience, Courage, Confidence, Self-awareness, Self-esteem, Self-realization, Self-Discipline, Self-Respect, Patience, Optimism, Open-Mindedness, Connection, Cooperation, Sensitivity, Empathy, Consideration, Understanding, Peace, Affection, Love, Forgiveness, Creativity, Faith, Hope, Trust, etc....	1. Discussions a. Related to the story – ‘Nelson Mandela - Long Walk to Freedom’ b. Related to the poem ‘A Tiger in the Zoo’ c. Related to the story – ‘From the Diary of Anne Frank’ Related to the poem ‘Amanda’ e. Related to the story – ‘A Hundred Dresses’ f. Related to the poem ‘Animals’ g. Related to the story – ‘Mijbil the Otter’ 2. Humanity in Action!! a. “A Message to Humanity” –
<b>Unit 4</b> From the Diary of Anne Frank (Story) Amanda (Poem)		

## Unit 5, 6 & 8

### A Hundred Dresses – I & II (Story)

#### Animals (Poem)

#### Mijbil the Otter (Story)

Topic	Values / Life skills integrated & imbibed	Activities
<b>Unit 5, 6 &amp; 8</b> A Hundred Dresses - I & II (Story) Animals (Poem) Mijbil the Otter (Story)	<b>Life skills:</b> Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Self-regulation, Problem-solving, Planning & execution, Motivation, and Generalization.	Charlie Chaplin b. How to Stop Bullying – Best Student Motivation (Video) c. Humanity in Animals (Video + Game) d. A Plea for Animals 3. Freedom We Seek (Videos) a. What is Freedom b. Animals Taste Freedom for the First Time  <u><b>Assignments</b></u> 1. Quote for Reflection 2. Research & Presentation 3. Anti-Bullying Campaign 4. Freedom Lost 5. The Five Freedoms – Animal Welfare Campaign

### Materials / Resources needed

Facility & Equipment to play the Videos, Transcript of the Charlie Chaplin Speech, Worksheet - For Freedom Lost (optional), Chits with names of animals, birds, insects.... A big bowl / box

## Description (of the points of discussion)

Through this unit, help students understand the following:

- Humanity involves actions that reflect both human and moral values; it is kindness and compassion in action with the purpose of preventing and alleviating human suffering, and treating everyone equally and with respect. Each of us needs to nurture the goodness and humanity that is within us and strive to make the world a better place through our actions.
- ‘Humanity’ is the human race, which includes everyone on Earth. It's also a word for the qualities that make us human, such as the ability to love and have compassion, to keep aside one's selfish interests and be caring and helpful whenever and wherever possible, and extending unconditional love to each and every living being on Earth.
- All of us need to function in society with these values (human and ethical/moral) in place. We must strive to act with humanity at all times, with all living beings, and not allow any ‘perceived differences’ come in the way of being humane.
- Bullying can be of different forms and can impact people in different ways..We must be aware of the same and know how to handle bullying if it happens
- We can learn a lot about humanity and other values from animals
- Freedom is a sense of autonomy where we feel secure enough to do what we like, say what we feel, be the way we wish to be, go where we wish, etc. with no limitation, control or restraint by anybody. It means independence. When one feels truly ‘free’, there is an absence of dread, fear or a feeling of threat to one's well-being as one goes about their daily life.
- Freedom does not mean that we can abuse or dismiss other's rights. We cannot and should not disregard other's privileges; we need to think about the rights and respect the sentiments of others around us when living our freedom.
- Humans are not the only living beings that have rights. Every living creature – animals, birds etc. have the right to be free and live a life that's not constrained by humans in any way.
- Animals too are sentient beings that care what happens to them, to their families and friends, and to other individuals. We must ensure that they get to live the lives they were meant to; secure and free....



**Units 2, 4, 5, 6 & 8****Nelson Mandela - Long Walk to Freedom** (Story)**A Tiger in the Zoo** (Poem)**From the Diary of Anne Frank** (Story)**Amanda** (Poem)**A Hundred Dresses – I & II** (Story)**Animals** (Poem)**Mijbil the Otter** (Story)**Core Values:** *Humanity and Freedom*

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**I. Introduction**

In Unit 2, the story '*Nelson Mandela - Long Walk to Freedom*' is an extract from Nelson Mandela's autobiography, *Long Walk to Freedom*, in which he speaks about a historic occasion, 'the inauguration'.... Mandela, and his African National Congress, spent a lifetime fighting against apartheid - a political system that separates people according to their race. Mandela had to spend thirty years in prison. Finally, democratic elections were held in South Africa in 1994, and Mandela became the first black President of a new nation. The 'inauguration' referred to here is the ceremony in which Nelson Mandela first addressed the nation as the President. The extract forces us to realize the extent of atrocities that man is capable of, the depths to which he can fall in the greed for power and supremacy and how completely lacking in conscience he can be. At the same time, it shows all that man can be if he so chose; the good that he can do....

The poem '*A Tiger in the Zoo*', contrasts a tiger in the zoo with the tiger in its natural habitat. The poem moves from the zoo to the jungle, and back again to the zoo, giving us a vivid picture of the helplessness of the tiger locked behind the bars of a cage; a majestic creature that was born to roam and live free in the wild. The poem makes us question the actions of man, his cruelty and callous attitude.

In Unit 4, the story '*From the Diary of Anne Frank*' is an extract from Anne Frank's diary. Anne Frank was a German – born Jewish girl who wrote while in hiding with her family and four friends in Amsterdam during the German occupation of the Netherlands in World War II. The diary was given to Anne Frank for her thirteenth birthday and chronicles the events of her life from 12th June 1942 until its final entry of 1st August 1944.

In the poem 'Amanda', the poet describes the angst of a child who feels that she/he is controlled and instructed not to do one thing or another, and believes that his/her freedom is curtailed. The poem makes us reflect on what 'freedom' means to us....

In Units 5 & 6, the story 'A Hundred Dresses' is a sensitive account of how a poor young girl is judged by her classmates. Wanda Petronski is a young Polish girl who goes to school with other American children in an American town. These other children see Wanda as 'different' in many ways and bully her constantly. The story then reveals how her amazing drawing skills made her classmates feel ashamed about how they had treated her.

In the poem 'Animals', the poet tells us that he feels more at home with animals than humans, whom he finds complicated and false.

In Unit 8, the story 'Mijbil the Otter', the main character, Gavin Maxwell decides to acquire an otter for a pet. But he doesn't realize what that would really involve. The story takes us through the various experiences he goes through from the time he gets the otter; some interesting, hilarious and some rather frustrating. The story compels us to question the ethics of keeping a wild animal as a pet, of taking them away from their natural habitat, and the manner in which so called 'pets' are treated and what they go through.

The values of *humanity* and *freedom* may be highlighted for the stories as well as the poems in the units considered. Other values like sensitivity, empathy, caring, compassion, kindness, attitude, responsibility, etc. may also be discussed herein.

## II. Learning Objectives / Outcomes

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- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
  1. Read and understand the stories – Nelson Mandela - Long Walk to Freedom, From the Diary of Anne Frank, A Hundred Dresses, Mijbil the Otter & the poems – A Tiger in the Zoo, Amanda, and Animals
  2. Develop and enhance their reading skills, comprehension and vocabulary skills.
  3. Develop their communication and oral expressive skills, associative ability, & conceptual awareness.
  4. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
  5. Explore further the value of humanity.
  6. Develop their understanding of the value of freedom
  7. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

### III. Process & Action Plan

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The one way to connect with the ‘other’ is through humanity – actions that reflect both human and moral values. Humanity primarily is kindness and compassion in action with the purpose of preventing and alleviating human suffering, and treating everyone equally and with respect. Each of us needs to nurture the goodness and humanity that is within us and strive to make the world a better place through our actions. We must stay clear of all that threatens this fundamental principle of life.

Freedom means different things to different people. Essentially though it means a sense of autonomy where we feel secure enough to do what we like, say what we feel, be the way we wish to be, go where we wish, etc. with no limitation, control or restraint by anybody. It means independence. When one feels truly ‘free’, there is an absence of dread, fear or a feeling of threat to one’s well-being as one goes about their daily life.

Having freedom however does not mean that there is no check on one’s behaviours, or moral policing. This control over one’s behaviour should come from oneself; freedom does not mean that we can abuse or dismiss other’s rights. We cannot and should not disregard other’s privileges; we need to think about the rights and respect the sentiments of others around us when living our freedom. Thus freedom is to guarantee regard and not merely live free. To be free and experience freedom in different areas of one’s life, is essentially a human right.

Humans are not the only living beings that have rights though. Every living creature – animals, birds etc. have the right to be free and live a life that’s not constrained by humans in any way. The reality however is painfully grim. Countless wild and captive animals and birds across the globe are prey to the conscienceless whims and interests of humans, robbed of their rights to make choices and live their lives in meaningful ways. It is important to recognize that animals too are sentient beings that care what happens to them, to their families and friends, and to other individuals. We have a responsibility to ensure that they get to live the lives they were meant to; secure and free....

This unit touches upon these important values; lending you, the educator, the perfect opportunity and the means to impart them to the young impressionable minds; to shape the lives under your guidance. Through interactive discussions and activities you can bring about awareness and reflection of the values embedded in this unit. 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 the next page:

**A. Introduce the context through activity:**  
Discussions (Refer 1.a, b, c, d, e, f, g)



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



1.

Humanity in Action!!

- a. “A Message to Humanity”  
– Charlie Chaplin
- b. How to Stop Bullying- Best Student Motivation (Video)
- c. Humanity in Animals  
(Video + Game)
- d. A Plea for Animals  
Refer 2 a, b, c, d  
*Value – Humanity*

2.

Freedom We Seek

- a. What is ‘Freedom’
- b. Animals Taste Freedom for the First Time  
Refer 3 a,b  
*Value – Freedom*



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



1.

Quote  
for  
Reflection

2.

Research  
&  
Presentation

3.

Anti-  
Bullying  
Campaign

4.

Freedom  
Lost

5.

The Five  
Freedoms –  
Animal Welfare  
Campaign

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 **Humanity and Freedom** with other inherent values like Generosity, Caring, Sharing, Altruism, Kindness, Compassion, Goodness, Respect, Appreciation, Gratitude, Curiosity, Responsibility, Pride, Dignity, Honesty, Equality, Tolerance, Acceptance, Unity, Fairness, Justice, Integrity, Moral Courage, Strength, Resilience, Courage, Confidence, Self-awareness, Self-esteem, Self-realization, Self-Discipline, Self-Respect, Patience, Optimism, Open-Mindedness, Connection, Cooperation, Sensitivity, Empathy, Consideration, Understanding, Peace, Affection, Love, Forgiveness, Creativity, Faith, Hope, Trust, etc....*

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), Creative thinking, Self-regulation, Problem-solving, Planning & execution, Motivation, and Generalization.

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

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### **1. Discussions**

#### **a. Related to the story ‘Nelson Mandela - Long Walk to Freedom’ (Unit 2)**

**Pose the following questions:**

1. What was special about the inauguration function?
2. What does Nelson Mandela refer to as the ‘rainbow gathering’? How were the gatherings in the past?
3. What do we understand from Nelson Mandela’s speech, of the plight of the ‘coloured people’ before they got independence?
4. Who was the ‘oppressor’ and who was the ‘oppressed’?
5. What historical events are being referred to in the speech?
6. How does he envision the future of South Africa? What will it take to achieve this?
7. What was remarkable about the fact that the highest generals of the South African defense force and police saluted Nelson Mandela and pledged their loyalty?
8. Why did the nation have two national anthems? When had the divide begun? How long did this divide last?

9. What horrors plagued the South African nation in the 20th century?
10. What kind of a system had replaced the old? What had it taken to overthrow the old system?
11. How did 'Apartheid' impact the people of South Africa? Do you think the wounds inflicted on the oppressed would ever heal? Why?
12. 'Perhaps it requires such depths of oppression to create such heights of character.' What do you think Nelson Mandela means by this statement?
13. What did Mandela learn from his experiences?
14. 'No one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.'

Reflect upon and explain the significance of these lines.

15. What gave Mandela the strength and the hope to go on when he was in prison?
16. 'Man's goodness is a flame that can be hidden but never extinguished.' Do you agree with this statement?
17. What harsh choices did the coloured people have to make with regard to their obligations to family and country?
18. When and why did Nelson Mandela begin to hunger for freedom? How did his hunger for freedom undergo a transition?
19. How did this quest for freedom first for himself, and then later for his people, change him as a person?
20. How did Mandela view freedom?
21. '...the oppressor must be liberated just as surely as the oppressed..' Why did Mandela believe this?
22. What important lessons and values can we learn from this extract?

Talk to the children about human rights; about tolerance, acceptance, equality, fairness, justice, respect, empathy, caring, compassion, kindness, and so on. Encourage them to identify the different values within the extract. Write them on the board. Talk to them about discrimination, oppression, poverty ....

#### **b. Related to the poem 'A Tiger in the Zoo' (Unit 2)**

Once the poem has been read out and discussed, ask the children -

- Do you believe animals have rights?
- What rights have been violated by locking the tiger away behind the bars of a cage? Where do you think the tiger is?

Discuss points 3 and 4 in the ‘Thinking about the poem’ section of the unit –

- Are zoos necessary for the protection or conservation of some species of animals? Are they useful for educating the public? Are there alternatives to zoos?
- Take a point of view for or against zoos, or even consider both points of view and write a couple of paragraphs or speak about this topic for a couple of minutes in class.

Further ask them –

- The act of locking animals away in cages is a reflection of the lack of certain values in humans. Can you guess these values?
- A lot of ‘pets’ are restrained constantly with leashes, ropes, chains etc. or placed in cages. Express your thoughts about the same.

### **c. Related to the story ‘From the Diary of Anne Frank’** (Unit 4)

For the purpose of value integration in this lesson, focus on point 2 in the ‘Thinking about the text’ section – There are some examples of diary or journal entries in the ‘Before You Read’ section. Compare these with what Anne writes in her diary. What language was the diary originally written in? In what way is Anne’s diary different?

Shift their attention to the ‘Before You Read’ Section. Address the task and questions posed in point 2 .... Then ask them –

1. What situation did Anne and her family find themselves in during the World War II? Why?
2. How did they try to escape persecution by the Nazis? Did they succeed?
3. What fate befell the family?
4. What atrocities did the Nazis commit against the Jews? Why? How did they justify their actions?
5. How would you describe their actions? Express your thoughts and views about the same.

Remind the children about the discussion on human rights done in unit 2. Revisit the evils of discrimination, human oppression and brutality. Encourage them to share their feels and thoughts about the same.

### **d. Related to the poem ‘Amanda’** (Unit 4)

Once the poem is read out, discussed, and the textual questions attempted, ask the children:

- What do you think the child is craving?

- What does 'freedom' mean to you?
- What would you do, if your freedom was not curtailed in any way?
- Is there a danger to giving complete freedom to someone? What do you think and why?
- Do you believe that we need to exert some level of control on people – young or old? Share your thoughts and justify your opinion.

**e. Related to the story 'A Hundred Dresses'** (Units 5 & 6)

Pose the following questions

**Part 1**

1. Why do you think no one realized that Wanda was not in her seat?
2. Where did Wanda always choose to sit? Why do you think she preferred that place?
3. How has Wanda been described?
4. When did the other children give any attention to Wanda? With what intention was that attention given?
5. How long did it take anyone to notice that Wanda wasn't in her seat? What does this tell us about the students' attitude towards their classmate? What do you think about their attitude? Why?
6. What did the girls pick on Wanda for? Was it right on their part to do so? What would their behaviour be termed as?
7. Why didn't the girls believe Wanda's claim?
8. Peggy was pretty to look at, good at academics, and outwardly polite and soft-spoken. Does this make her a good person? Justify your opinion.
9. How is Peggy described as a person? Why didn't she think she was being cruel to Wanda? How did she justify her actions?
10. Was Maddie really okay with how Peggy treated Wanda? Why do you think she went along with her then?
11. What did she hope Peggy would do? Why did she tear up the note she'd begun writing to Peggy?
12. Why did everyone dismiss Wanda and not think her worthy of being befriended?
13. How does the class respond to Wanda's drawings? Do they acknowledge her talent?
14. What does Peggy realize when she sees Wanda's drawings?



## Part 2

1. Why did the class become tense and expectant upon receiving the note from Wanda's father? What gave them the impression that it was something really important?
2. How did the teacher react after reading the letter? What did she convey to the class?
3. Why did Maddie feel really sick in the stomach? Was she physically ill? What does the phrase suggest? What does her introspection reveal to her?
4. How did Maddie wish to set things right?
5. When school was dismissed in the afternoon, Peggy said, with pretended casualness, "Hey, let's go and see if that kid has left town or not."
  - a. Why does this statement from Peggy reveal?
  - b. Why did she pretend casualness?
  - c. How did this statement affect Maddie? Why?
6. How did Peggy console herself? Do you think that made any difference or made things okay? Why?
7. How did this entire episode affect Maddie? What conclusion did she draw from her intense musings?
8. How did Peggy and Maddie spend their Saturday afternoon? What do you think of their gesture?
9. They had meant to say sorry....but they didn't... Why do you think they didn't?
10. How did Maddie's conscience try to ease her guilt about her actions or lack thereof towards Wanda?
11. What did Wanda express in her letter? What did Peggy read into her gesture? What does this reveal about Wanda?
12. How did Peggy and Maddie differ in their response to Wanda's letter? What does it show about their nature?
13. What did Maddie discover about the drawings? What did they conclude? How did Maddie feel about this?
14. Do you think the experience was serious enough to negatively affect Wanda and scar her emotionally? Could it impact anyone in such a manner? Express your thoughts and views on the same.
15. What are your thoughts on the entire incident and the characters involved?

Talk to the children about –

- Bullying, and the different forms of bullying
- Impact of bullying on different people; the role of self-confidence, self-esteem, resilience etc. in determining how they cope with the bullying / how it could impact them.

- Peer dynamics and peer pressure
- Morality....Ethics....Conscience....Moral courage
- How to handle bullying if it happens

**f. Related to the poem ‘Animals’** (Unit 6)

Once the poem has been read out, explained and the textual questions attempted, integrate the value through Q.4 in the ‘Thinking about the poem’ section. In the question, reference is made to the nature of humans – that ‘civilization has made humans false to their own true nature.’

Ask the children to reflect upon this line. Ask them –

- What do you think is the ‘true’ nature of humans? What qualities are inherently present in us?
- In what ways have we deviated from our true selves?
- Why does the poet find himself drawn to the world of animals? What qualities does he see reflected in them, that he wishes were a part of the human world?

**g. Related to the story ‘Mijbil the Otter’** (Unit 8)

After the story has been read and discussed, ask the children who all have pets. Ask them to share their experiences; what makes it a great experience or a challenging one....what problems do they face...

Then encourage the children to reflect on the following questions:

1. How did you feel as you were reading this story?
2. Do you think it is ethically right to keep wild animals as pets? Why?
3. ‘Animals should not be taken away from their natural habitats.’ If the animals are cared for well, does this make it okay? What is your view on this? Justify your opinion.
4. What responsible actions must we take when committing ourselves to keep a pet?

**COMMON DISCUSSION**

Write the words Humanity and Freedom in a jumbled form on the board. Tell the children that the story (Nelson Mandela - Long Walk to Freedom / From the Diary of Anne Frank / A Hundred Dresses) / Mijbil the Otter & the poem (A Tiger in the Zoo /

Amanda / Animals) highlight these core values. Ask them to guess the words. Once they do, ask them what they understand of the terms and how would they manifest in our thoughts and actions. Then discuss them in connection with the unit being covered at the time.

Remind them of what was discussed in grade IX - that 'Humanity' is the human race, which includes everyone on Earth. It's also a word for the qualities that make us human, such as the ability to love and have compassion, to keep aside one's selfish interests and be caring and helpful whenever and wherever possible, and extending unconditional love to each and every living being on Earth. Humanity thus is basically being a good human being; putting into action human values - respect, acceptance, consideration, appreciation, listening, openness, affection, empathy and love towards other human beings. When one embraces those human values one becomes truly able to put into practice his/her ethical values, such as justice, integrity, refusal to engage in violence or destruction of any kind – even in a crisis situation. Help children understand that all of us need to function in society with these values (human and ethical/moral) in place.

We must strive to act with humanity at all times, with all living beings, and not allow any 'perceived differences' come in the way of being humane.

Ask the children what Freedom means to them. Point out that freedom means different things to different people, but essentially it means a sense of autonomy where we feel secure enough to do what we like, say what we feel, be the way we wish to be, go where we wish, etc. with no limitation, control or restraint by anybody. It means independence.

Ask them – How do you feel when you feel 'free'? Draw their attention to how when we feel truly 'free' there is an absence of dread, fear or a feeling of threat to our well-being as we go about our daily life.

Further ask them – Does having the right to freedom mean we can do whatever we want, wherever, whenever, and in any manner? Justify your opinions.

Help them understand that having freedom does not mean that there is no check on one's behaviours, or moral policing. This control over one's behaviour should come from oneself; we have to be responsible and accountable for our actions as our actions can impact others. Freedom does not mean that we can abuse or dismiss other's rights. We cannot and should not disregard other's privileges; we need to think about the rights and respect the feelings of others around us when living and expressing our freedom. Thus freedom is to guarantee regard and not merely live free.

Ask – Do you believe animals have the right to freedom? Why?

Explain to them that every living creature – animals, birds etc. have the right to be free and live a life that's not constrained by humans in any way. Make them aware of the grim reality- how countless wild and captive animals and birds across the globe are prey to the conscienceless whims and interests of humans, robbed of their rights to make

choices and live their lives in meaningful ways. Help them recognize that animals too are sentient beings that care what happens to them, to their families and friends, and to other individuals. Tell them that we have a responsibility to ensure that they get to live the lives they were meant to, to feel secure and be free....

## 2. Humanity in Action!!

a. *“A Message to Humanity” – Charlie Chaplin* (In relation to units 2 & 4)

<https://www.youtube.com/watch?v=WIBb-C7qXp8> 3 min 43 sec

Discuss the content of the speech. If possible provide the write-up of the speech to the children so that after they have watched the video, you can go over it with them, and help them reflect over the message in depth.

Inform them that this is a scene from the famous Chaplin film ‘the Great Dictator’ released during the 2nd World War, 1940.... Ask them to reflect whether much has changed since then? Are people more /less humane now? How could one describe the state of humanity as it is now in the present?

Later they could be encouraged to pen down their own message titled “My Message to Humanity”. They could express their thoughts as a speech, an article, a poem or powerful quotes.

b. *How to Stop Bullying – Best Student Motivation* (In relation to units 5 & 6)

<https://www.youtube.com/watch?v=Qpe-E6W8VG0> (Stop at 3 min 02 sec)

While this video may be rooted in a different culture, the content of the speech is quite impactful. As the accent of the speaker may be a little difficult for the students to follow, ask the children to follow the subtitles as they listen. Run the video once completely till the end without stopping, then, ask the children what they gathered from the video. Then play the video again. Stop at vital points and discuss in depth. Focus on the parts where he calls for humane behaviour from the students. Ask the children to think and suggest various ways to show their ‘humaneness’ in class/school/community....how it could reflect in their actions... what qualities they need to embody... write down their responses on the board.

c. *Humanity in Animals* (In relation to unit 6)

<https://www.youtube.com/watch?v=G7jmMNUexjg> 1 min

After playing the video, ask the children what they observed.... What are the lessons that we can learn from the animal world about the value of humanity? What other values can we learn from them?

**Game:** In a bowl, place folded chits with names of different animals, birds, insects etc.... Divide the children into small groups. Ask each group to pick one chit. Whatever name they get, they have to discuss in their group, what values could be learnt from that animal. Give each group 5 minutes to discuss amongst themselves, and 1 minute to share with the class.

*d. A Plea for the Animals* (In relation to units 2 & 8)

<https://www.youtube.com/watch?v=vLwlNOFvpzM> 2 min 22 sec

### 3. Freedom We Seek

*a. What is Freedom* (In relation to units 2 and 4)

<https://www.youtube.com/watch?v=mehs-RxArM8> 8 min 25 sec

*b. Animals Taste Freedom for the First Time* (In relation to units 2 & 8)

<https://www.youtube.com/watch?v=R6I3j1fNxIM> 2 min 18 sec

Have the children watch these videos and reflect on them. Encourage them to share their thoughts, feelings and opinions about the same.

## V. Assignments

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### 1. Quote for Reflection

Ask the children to reflect upon the following quote and write a short essay on the same.

*“If you want to awaken all of humanity,  
then awaken all of yourself  
If you want to eliminate the suffering in the world,  
then eliminate all that is dark and negative in yourself  
Truly, the greatest gift you have to give  
is that of your own transformation.”*

- Lao Tzu

## **2. Research and Presentation** (In relation to units 5 & 6)

Divide the children into groups. Give each group one aspect of bullying to research –

- 1) Physical bullying    2) Verbal bullying    3) Social Bullying    4) Cyber bullying

Then ask each group to present their findings in class. Encourage them to use PPT, charts, posters role play etc. to enhance their presentation. Alternately, they could also present this as a project.

## **3. Anti-Bullying Campaign** (In relation to units 5 & 6)

As the seniors in high school, ask the children to come up with ideas and plans to spearhead an anti-bullying campaign in school. Give them guidelines and the possibilities that they can work with. However, let them come up with creative solutions to the problem at hand. Facilitate the discussions and planning; ensure that their plans are executed and come to fruition.

## **4. Freedom Lost** (In relation to units 2 and 6)

Give the children certain situations describing the experiences of different people. The children have to read/listen to the scenario and identify which freedom of theirs has been violated/ curtailed/ taken away.

- Freedom of speech
- Freedom to express oneself
- Freedom of movement
- Freedom of association
- Freedom of belief
- Freedom of religion
- Freedom to choose one's state in life
- Freedom from bondage and slavery
- Freedom of education

This activity could be prepared as a worksheet and given to the children in class or it could be done orally in class.

## **5. The Five Freedoms – Animal Welfare Campaign** (In relation to units 2, 6 & 8)

Develop in children the awareness of the Five Freedoms of animals -

- Freedom from hunger and thirst, by ready access to water and a diet to maintain health and vigour.

- Freedom from discomfort, by providing an appropriate environment.
- Freedom from pain, injury and disease, by prevention or rapid diagnosis and treatment.
- Freedom to express normal behaviour, by providing sufficient space, proper facilities and appropriate company of the animal's own kind.
- Freedom from fear and distress, by ensuring conditions and treatment, which avoid mental suffering.

Divide the children into five groups. Assign one freedom to each group. Tell the children to consider that particular freedom and discuss amongst their group members – as part of an ‘Animal Welfare Campaign’ that they have to undertake - what steps they could take, or acts that they themselves could do -

- to spread awareness about the plight of animals that are being stripped of their freedom and even right to live, for commercial purposes in various industries, farms etc...
  - to be more aware and responsible in their choice of products that ‘use’ animals in various ways
  - to appeal to the ‘humaneness’ in people in their behaviour towards animals
- etc.....

Facilitate and guide these discussions and the research that will be required to gather data for the campaign. This activity may be planned for in class and executed later as per the convenient time available.

## **Resources**

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### *References:*

YouTube videos – Links given under the respective activities

## Unit 3

### Two Stories about Flying (Story) The Ball Poem (Poem)

Topic	Values / Life skills integrated & imbibed	Activities
Two Stories about Flying (Story)	<p><b>Core Value considered :</b> Courage and Resilience</p> <p><b>Other Sub-Values:</b> Self-Awareness, Self-Belief, Self-Confidence, Self-Esteem, Self-Love, Determination, Perseverance, Strength, Acceptance, Faith, Trust, Hope, Optimism, Positivity, etc...</p> <p><b>Life skills:</b> Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract &amp; Analytical thinking (higher order analysis), Self-regulation, Problem-solving, Planning &amp; execution, Motivation, and Generalization.</p>	<ol style="list-style-type: none"> <li>Related to the story – ‘Two Stories about Flying’               <ol style="list-style-type: none"> <li>Discussion</li> <li>Courage – Motivational Video</li> </ol> </li> <li>Related to the poem 'The Ball Poem'               <ol style="list-style-type: none"> <li>Discussion</li> <li>How to be Mentally Tough – 5 Proven Ways to Build Resilience</li> </ol> </li> </ol> <p><b><u>Assignments</u></b></p> <ol style="list-style-type: none"> <li>Short Story Writing</li> </ol>
The Ball Poem (Poem)		

### Materials / Resources needed

Facility & Equipment to play the Videos

Worksheet



## Description (of the points of discussion)

Through this unit, help students understand the following:

- 'Fear' is the most powerful emotion. It tends to latch onto a person's mind and can completely cripple one's life - taking over our thoughts and actions; changing the way we perceive the world and the way we deal with it. Experiencing fear is normal - it is our body's natural response to any perceived threat, harm, pain or danger to ourselves. Being 'fearless' doesn't mean a complete absence of fear. What is crucial is to know how to moderate and control the emotion within ourselves, understand how it could affect us if we don't, and how to deal effectively with the situations in our lives, that induce fear in us - however trivial or grave.
- Everyone experiences loss in some form or the other during their lifetime. Whether it is a loss of some material possession, a position or status, or a loved one, loss can be quite traumatic or painful emotionally for the one who experiences it. What makes it easier for some to cope with their loss and tougher for others, is the aspect of resilience; the capacity to recover from difficult life events. It is not the absence of stress and emotional upheaval, but the ability to work through the trauma of loss. Resilience empowers one to accept and adapt to a situation and move forward.

**Unit 3****Two Stories about Flying** (Story)**The Ball Poem** (Poem)**Core Values:** *Courage & Resilience***I. Introduction**

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In Unit 3, *'Two Stories about Flying'* are two separate stories in which flying is highlighted. The first is a story about a young seagull that is afraid to fly and how he conquers his fear. The second story is about a pilot who is lost in storm clouds, and miraculously arrives safe. The value of *courage* may be highlighted in these stories.

In the poem *'The Ball Poem'*, the poet describes how upset a boy is when he loses a ball and what he has to learn from the experience of losing something. The deeper meaning of the poem is about the reality of life that everyone has to face one day; staying strong in the face of the sorrows and miseries that will come our way. Herein, the value of *resilience* may be discussed.

**II. Learning Objectives / Outcomes**

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- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
- 1. Read and understand the story – Two Stories about Flying, and the poem – The Ball Poem.
- 2. Develop and enhance their reading skills, comprehension, and vocabulary skills.
- 3. Develop their communication and oral expressive skills, associative ability, & conceptual awareness.
- 4. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
- 5. Enhance their understanding of the value of courage.
- 6. Broaden their awareness of the value of resilience.
- 7. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

### III. Process & Action Plan

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Of all the emotions we human beings experience, ‘fear’ is the most powerful. It tends to latch onto a person’s mind and can completely cripple one’s life - taking over our thoughts and actions; changing the way we perceive the world and the way we deal with it. Experiencing fear is normal - it is our body’s natural response to any perceived threat, harm, pain or danger to ourselves. This is important for us to understand. It is also essential to realize that being ‘fearless’ doesn’t mean a complete absence of fear. What is crucial is to know how to moderate and control the emotion within ourselves, understand how it could affect us if we don’t, and how to deal effectively with the situations in our lives, that induce fear in us - however trivial or grave.

Everyone experiences loss in some form or the other during their lifetime. Whether it is a loss of some material possession, a position or status, or a loved one, loss can be quite traumatic or painful emotionally for the one who experiences it. What makes it easier for some to cope with their loss and tougher for others, is the aspect of resilience; the capacity to recover from difficult life events. It is not the absence of stress and emotional upheaval, but the ability to work through the trauma of loss. Resilience empowers one to accept and adapt to a situation and move forward.

This unit touches upon these important values, lending you, the educator, the perfect opportunity and the means to impart it to the young impressionable minds; to shape the lives under your guidance. Through interactive discussions and activities you can bring about awareness and reflection of the values embedded in this unit. 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 the next page:

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.  
Courage –  
Motivational  
Video  
Refer 1 b.  
*Value – Courage*

2.  
How to be  
Mentally Tough – 5  
Proven Ways to Build  
Resilience  
Refer 2 b.  
*Value – Resilience*



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



1.  
Short Story Writing

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

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

*The **core values** being considered are **Courage and Resilience** with other inherent values like Self-Awareness, Self-Belief, Self-Confidence, Self-Esteem, Self-Love, Determination, Perseverance, Strength, Acceptance, Faith, Trust, Hope, Optimism, Positivity, etc...*

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), Creative thinking, Motivation, Self-regulation, Problem-solving, Planning & execution, and Generalization.

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

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### **1. Related to the story ‘Two Stories about Flying’**

#### **1 a. Discussion**

Once the stories are read out and discussed, ask the children to identify the one value that is primarily evident in both. .... provide them with a clue if necessary. .... (*Courage*)

Ask the children –

- Have you ever experienced a situation wherein your fear inhibited you from doing something?
- What feelings did you go through? What thoughts went through your mind at that time? What was your self-talk like?
- What was stopping you?
- Were you able to overcome that fear? What helped you?
- What realization did you gain when you finally did what you feared? Was it as bad as you imagined it would be... as it had seemed in your head?

Help the children understand that of all the emotions we human beings experience, fear is the most powerful. It tends to latch onto a person's mind and can completely cripple one's life - taking over our thoughts and actions; changing the way we perceive the world and the way we deal with it. Experiencing fear is normal - it is our body's natural response to any perceived threat, harm, pain or danger to ourselves. This is important for us to understand. It is also essential to realize that being 'fearless' doesn't mean a complete absence of fear. What is crucial, is to know that we need to first accept fear, then learn

how to moderate and control the emotion within ourselves. We need to understand how it could affect us if we don't - lead us to make the wrong decisions, lose opportunities.... and how to deal effectively with the situations in our lives, that induce fear in us - however trivial or grave.

Remind them about how our thoughts.... self-talk.... affect our emotions... how we tend to catastrophize situations and make it bigger in our heads than they actually are.... The biology of fear ... fight-flight response and how this reaction misleads us into believing there's an actual threat..

Help them understand how fear and anxiety can have a debilitating effect on one's growth...how it limits people from trying new things, exploring options, actually doing something that they are truly capable of doing, sometimes even stopping people from doing what's right ... help them understand that it takes courage to move beyond these thoughts and 'decide' not to allow them to limit us.

Ask the children what they understand of the value of courage...what it entails....

## **1b. Courage – Motivational Video**

<https://www.youtube.com/watch?v=lnWcd4FEzz8> 5 min 8 sec

Encourage the children to reflect upon the words and connect it to their own lives. Facilitate discussion on the key aspects and share relevant examples to help them understand better.

## **2. Related to the poem 'The Ball Poem'**

### **2a. Discussion**

Once the poem has been read out, ask the children -

1. Have you ever lost anything? How did it feel?
2. Would it have helped to get a replacement of what you lost? Why?
3. Is 'loss' something you can completely avoid? Express your thoughts on this.

Explain to the children that while the poem appears seemingly simple, it has a deeper meaning. 'Loss' is an inevitable experience in all our lives. It may be a loss of something or someone.... This is a reality that we must accept and develop the inner strength to cope with. While we may try to be 'responsible' and attempt to prevent loss, sometimes it occurs despite all our efforts and good intentions. It is a fact of life. In such a scenario then, we must learn to live without them, whether it's a material possession or a person. We must develop the courage, the mental strength to rise up and go on. What we must

achieve is resilience. While it is easier said than done, it is the only way we can continue living our life meaningfully.

Ask the children what they understand of the term 'Resilience'. Remind them that resilience is the ability to withstand adversity and bounce back from difficult life events. Explain to them that being resilient doesn't however mean that people don't experience stress, emotional upheaval, and suffering. Demonstrating resilience involves working through emotional pain and suffering. It involves tapping into our strengths and support systems to overcome challenges and work through problems. Flexibility, adaptability, and perseverance can help us tap into our resilience by changing certain thoughts and behaviours. Resilience will empower us to accept and adapt to a situation and move forward.

## **2 b. How to be Mentally Tough – 5 Proven Ways to Build Resilience**

<https://www.youtube.com/watch?v=OpwC5ztY-3c> 5 min 17 sec

Discuss each aspect in depth. Encourage the children to come up with examples by relating it to their experiences. Ask them to think of situations when they have been resilient in the past ...what helped them to stay strong then, to cope and to come out of that situation? What did it take them?

You could give them a picture ([worksheet](#)) in which certain words are hidden – those qualities /values that help one to be resilient in a given situation – courage, strength, determination, perseverance, optimism, faith, positivity..... ask them to find these words within a certain time limit. Then ask them to reflect upon how these values could possibly help in developing resilience....discuss the same.

## **V. Assignment**

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### **1. Short Story Writing**

Ask the children to write a short story that depicts the values of courage and resilience, in which they would be the main protagonist. The plot could be inspired from real life or an imagined one.

## **Resources**

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References:

YouTube videos – Links given under the respective activities

## Unit 7

### Glimpses of India (Story) Trees (Poem)

Topic	Values / Life skills integrated & imbibed	Activities
Glimpses of India (Story)	<b>Core Values considered :</b> Organization and Caring	1. Related to the story – ‘Glimpses of India’ a. Discussion b. The Quiz!
Trees (Poem)	<b>Other Sub-Values:</b> Order, Discipline, Efficiency, Compassion, Kindness, Sensitivity, Empathy, Tolerance, Altruism, Responsibility, etc....  <b>Life skills:</b> Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Self-regulation, Problem-solving, Planning & execution, Motivation, and Generalization.	2. Related to the poem – ‘Trees’ a. Discussion  <b>Assignments</b> 1. Travelogue – Special Class Edition 2. Interview + Report Writing

### Materials / Resources needed



## Description (of the points of discussion)

Through this unit, help students understand the following:

- It is important to identify, acknowledge, appreciate and have gratitude for all that we have.... not only what we have in our personal lives, but that which is around us, and aspects that are part of our culture, region.....our country.
- Appreciation is the understanding and the enjoyment of the value of something as well as the feeling of being grateful for something.
- India is unique; different from all the other countries in the world. We must recognize and appreciate all that India is, and offers to us and the world...
- We must create more forests ....plant more trees ....let trees grow in their natural spaces and have a meaningful life as long as they stand; allow nature to flourish....
- Women's rights and freedom need to be considered and revaluated in today's context.
- While women may be way more empowered now than they were before, the question whether women of today are really free is a question for debate. Even today there are many women in India and the world over who still yearn for freedom – to 'live' the way they wish to, where they wish to, be the way they wish to, and to fulfill their true purpose.

**Unit 7****Glimpses of India** (Story)**Trees** (Poem)**Core Values:** *Appreciation and Freedom***I. Introduction**

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In Unit 7, the stories or accounts under the '*Glimpses of India*' give us information about different unique aspects of certain places in India, in a very informal narrative. One gets a vivid picture of the descriptions and begins to *appreciate* all that India has to offer. Other values that may be touched upon here are awareness, curiosity, discovery, knowledge, understanding, uniqueness, respect, pride, gratitude, contribution, patriotism, etc...

The poem '*Trees*' is a rather complex one that may be considered from two different perspectives. From a literal perspective, the poem may be a description in verse of the grim reality of declining forests, and the need to bring nature back into the 'outside' where it naturally belongs. The poem however has a symbolic meaning too wherein the trees are a symbolic representation of women, and the poem throws light on the desperation of women who are at home, to step out and fulfill their potential and experience something meaningful. The values of *freedom*, liberty, happiness, respect, empowerment, equality, fairness, responsibility, etc. may be discussed herein.

**II. Learning Objectives / Outcomes**

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- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
  1. Read and understand the story –Glimpses of India, and the poem – Trees
  2. Develop and enhance their reading skills, comprehension, and vocabulary skills.
  3. Develop their communication and oral expressive skills, associative ability, & conceptual awareness.

4. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
5. Enhance their understanding of the value of appreciation.
6. Further explore the value of freedom.
7. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

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

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Appreciation is the understanding and the enjoyment of the value of something as well as the feeling of being grateful for something. Gratitude is basically thankful appreciation; focusing on what's good in our lives and being thankful for the things we have. Consciously pausing to notice and appreciate the things we take for granted, and reflecting on how fortunate we are for all the things we have, or the moments when something good happens to us, will not only help us feel good but also do us a lot of good.

We must learn to appreciate not only what we have in our personal lives, but that which is around us, and aspects that are part of our culture, region.....our country.

This unit touches upon some of these important values; lending you, the educator, the perfect opportunity and the means to impart them to the young impressionable minds; to shape the lives under your guidance. Through interactive discussions and activities you can bring about awareness and reflection of the values embedded in this unit. 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 the next page:

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.  
The Quiz!  
*Value –  
Appreciation*



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



1.  
Travelogue – Special  
Class Edition

2.  
Interview  
+ Report Writing

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

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

*The **core values** being considered are **Appreciation** and **Freedom** with other inherent values like Curiosity, Discovery, Knowledge, Understanding, Uniqueness, Respect, Pride, Gratitude, Contribution, Patriotism, Liberty, Happiness, Empowerment, Equality, Fairness, Responsibility...etc.*

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), Creative thinking, Self-regulation, Problem-solving, Planning & execution, Motivation, and Generalization.

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

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### **1. Related to the story ‘Glimpses of India’**

#### **1 a. Discussion**

Help the children understand how important it is to identify, acknowledge, appreciate and have gratitude for all that we have.... not only what we have in our personal lives, but that which is around us, and aspects that are part of our culture, region, ....our country.

Ask them to share what they feel the term ‘Appreciation’ implies.....Remind them that appreciation is the understanding and the enjoyment of the value of something as well as the feeling of being grateful for something. Ask them –

- Why do think it is important to have a sense of appreciation and gratitude?
- Do you think India deserves appreciation? Why?

Encourage the children to reflect upon all that India is, and offers to us and the world.... What makes it unique; different from all the other countries in the world?

#### **1 b. The Quiz!**

Divide the children into groups. Ask each group to come prepared with five to ten interesting and unique questions about lesser known places in India (along with details to be shared with the class). Give them the task beforehand, so that they come prepared to class.

Each group may then take turns to pose one question at a time to the rest of the class. After each answer is given, the group may then briefly share further details in relation to that question.

Conclude the activity by bringing to the children’s awareness, the aspect of ‘appreciating’ all that India represents and offers.

### **2. Related to the poem ‘Trees’**

#### **2 a. Discussion**

Whether one understands the poem from the literal perspective of trees/plants desperate to be free from being grown within the confines of four walls and instead be allowed to grow in the natural surroundings of a forest, where they could live out their purpose.... Or we reflect upon the symbolic meaning hidden within the lines of the poem - wherein the trees are a symbolic representation of women, and the poem throws light on the desperation of women who are at home, to step out and fulfill their potential and experience something meaningful.... tell the children that either way, the underlying message is the yearning for freedom – to ‘live’ the way one wishes to, where one wishes to, be the way one wishes to, and to fulfill their true purpose.

Remind them about the discussion on Freedom in the previous lessons.

Then ask only the girls – What does freedom mean to you?

Tell the class that while women may be way more empowered now than they were before, the question whether women of today are really free is a question for debate. Ask them – Do you believe that women in present times enjoy true ‘freedom’? Why or why not. Justify your opinion.

Facilitate a discussion on the same.

## **V. Assignments**

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### **1. Travelogue – Special Class Edition**

Ask the children to find out something unique that’s lesser known about the region they each come from, and draft an interesting informal write-up about it. They may include pictures / photographs to add visual interest. Instruct the children to use a certain paper size, font size and so on, so that once everyone is done with their own write-up, all the individual pages can be bound together into a travelogue for the class. The children could then take turns to read through it at their pace later and gain a glimpse into the regions that their friends hail from.

### **2. Interview + Report Writing**

Encourage the children to interview at least ten women from different backgrounds – in terms of the different strata of society, working / non-working, different cultural influences etc.... and ask them what freedom means to them, whether they believe they have true freedom, and what freedoms would they wish to acquire or fight for...

Ask the children to prepare a report based on the data they collect.

## **Resources**

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### *References:*

YouTube videos – Links given under the respective activities

## Unit 9

### Madam Rides the Bus (Story)

Topic	Values / Life skills integrated & imbibed	Activities
Madam Rides the Bus (Story)	<p><b>Core Values considered :</b> Self-Belief, Confidence &amp; Determination</p> <p><b>Other Sub-Values:</b> Curiosity, Will power, Perseverance, Self-Control, Fearlessness, Strength, Optimism, Self-Awareness, Self-belief, Integrity, Appreciation, Wonder, Knowledge, Understanding, Sensitivity, Empathy, Compassion, Caring,</p> <p><b>Life skills:</b> Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract &amp; Analytical thinking (higher order analysis), Creative thinking, Self-regulation, Problem-solving, Planning &amp; execution, Motivation, and Generalization.</p>	<p>1. Related to the story – ‘Madam Rides the Bus’</p> <p>a. Discussion</p> <p>b. I Wish.....</p> <p># Never Kill Your Stupid Idea</p> <p># Never Doubt Yourself (Motivational Video); The Enemy Within</p> <p><b><u>Assignments</u></b></p> <p>1. It’s all about the Dreams!</p> <p># A Dream I Achieved.....</p> <p># I Have a Dream...</p>

### Materials / Resources needed

Facility & Equipment to play the Videos

## Description (of the points of discussion)

Through this unit, help students understand the following:

- Very often, we have a lot of desires, dreams and hopes; we may in fact have the potential and the means to make them come true....but, due to our lack of confidence in ourselves / in our abilities / some other factors related to the situation..... or, due to poor determination / will power to work towards what we want, we end up not realizing our dreams.
- When we give in to doubts of self and others, others' opinions, limiting expectations, fear of the unknown, fear and reluctance/ lack of will power to step out of one's comfort zone, we are essentially bidding goodbye to opportunities to discover new things about the world, others and even ourselves.
- The values of self-belief, confidence and determination play an important role in our lives.



**Unit 9****Madam Rides the Bus** (Story)

**Core Values:** *Self Belief, Confidence, & Determination*

**I. Introduction**

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In Unit 9, the story *Madam Rides the Bus* is a sensitive story, in which the writer describes an eight-year old girl's first bus journey into the world outside her village. The little girl's curiosity gets the better of her, and it turns into her biggest desire to experience a bus-ride and discover what wonders lie beyond the familiar. What's remarkable is her determination to make her wish a reality, her ability to plan and execute that plan, her self-belief, and the confidence with which she embarks upon her adventure and interacts with the people she comes across. When one thinks of an eight year old, one tends to think of a little child who needs to be cosseted and protected. Yet here is this little girl, showing great maturity for her age, even when she is faced with stark reality of life and death, during her bus journey.

The values of *self-belief, confidence and determination* may be highlighted from the numerous values that are a part of this story.

**II. Learning Objectives / Outcomes**

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- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
  1. Read and understand the story – Madam Rides the Bus
  2. Develop and enhance their reading skills, comprehension, and vocabulary.
  3. Develop their communication and oral expressive skills, associative ability, & conceptual awareness.
  4. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
  5. Broaden their idea of the values of self-belief, confidence, and determination.
  6. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

### III. Process & Action Plan

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So often, while we may have great desires, and even the potential to make them come true, our lack of belief in ourselves, low self-confidence, or poor determination comes in the way of realizing what we want. When we give in to doubts of self and others, others' opinions, limiting expectations, fear of the unknown, fear and reluctance/ lack of will power to step out of one's comfort zone, we are essentially bidding goodbye to opportunities to discover new things about the world, others and even ourselves. Belief and confidence in oneself, and the determination to see things through can help one achieve and experience many wonders.

This unit touches upon these values lending you, the educator, the perfect opportunity and the means to impart it to the young impressionable minds; to shape the lives under your guidance. Through interactive discussions and activities you can bring about awareness and reflection of the values embedded in this unit. 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 the next page:

A. Introduce the context through activity:  
Discussions (Refer 1a)



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



1. I Wish.....  
# Never Kill Your Stupid Idea  
# Never Doubt Yourself (Motivational Video);  
The Enemy Within  
Refer 1 b.  
*Values – Self-belief, Confidence & Determination*



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



It's all about the Dreams!  
# A Dream I Achieved.....  
# I Have a Dream...

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-belief, Confidence & Determination** with other inherent values like *Curiosity, Will power, Perseverance, Self-Control, Fearlessness, Strength, Optimism, Self-Awareness, Integrity, Appreciation, Wonder, Knowledge, Understanding, Sensitivity, Empathy, Compassion, Caring, etc..**

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

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

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##### **1. Related to the story ‘Madam Rides the Bus’**

###### **1 a. Discussion**

At different points in the story, different values are hinted upon. Bring to their awareness -

- The curiosity that Valli shows about all the activity and life outside her front door...and eventually about the bus that goes by her house every hour.
- Her willingness, determination, will-power, and perseverance in making her wish come true.
- Her awareness of her own capabilities, the belief and confidence she had in herself; not once did she entertain any self-doubts or fear about whether she could make her wish come true (with regard to her age and all the limitations that come with it, her understanding of what to do in that situation, the doubts and concerns expressed by others, what problems she could potentially face etc....) .... The courage/fearlessness, strength, and optimism she exhibits....
- The appreciation and wonder she shows as she takes in all that she sees and experiences on that bus journey.
- The self-control and integrity she exhibits when the conductor encourages her to get down from the bus and go see the sights, and then offers to buy her a free drink.
- The sensitivity, empathy, compassion and caring she exhibits for the dead cow.
- The knowledge and understanding that she gains about life and death...

For the purpose of focused discussion however, you may highlight points 2 and 3. Towards this end pose the following questions:

1. Why did Valli enjoy standing at the front doorway of her house? What fascinated her the most?
2. What strong desire did Valli develop? Why do you think she felt so strongly about it?
3. How did Valli make her dream come true? What kind of effort and planning did she engage in?
4. Did Valli let the fact that she was just a child stop her from making her dream come true? Did she allow fear, self-doubt or other's opinions to stop her from attempting to achieve what she desired?

What lesson can we learn from this little eight year old girl's actions?

Discuss with the children how very often, we have a lot of desires, dreams and hopes; we may in fact have the potential and the means to make them come true....but, due to our lack of confidence in ourselves / in our abilities / some other factors related to the situation..... or, due to poor determination / will power to work towards what we want, we end up not realizing our dreams.

Help them understand that when we give in to doubts of self and others, others' opinions, limiting expectations, fear of the unknown, fear and reluctance/ lack of will power to step out of one's comfort zone, we are essentially bidding goodbye to opportunities to discover new things about the world, others and even ourselves. Explain to them what role the values of confidence and determination play in our lives.

### 1b. I Wish.....

*#NeverKillYourStupidIdea*

The following is an inspiring true story of Chef. Sanjyot Singh Kheer, who had a wish, an idea, that turned into a strong desire; one that he realized through absolute self-belief, confidence and determination. His success story is an amazing one.

<https://www.youtube.com/watch?v=qbEj1Ak59CI> 9 min

*#NeverDoubtYourself (Motivational Video); The Enemy Within*

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

## V. Assignment

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It's All About the Dreams!

# A Dream I Achieved.....

Have the children write a letter to their partner telling about a dream/desire/wish they'd had and how they went about achieving it, if they faced any internal or external obstacles or challenges and how they overcame it.

# I Have a Dream

Ask the children to write down a wish / dream that they wish to see come true. Tell them to plan how they could make it come true; backtrack and work out smaller goals or step-by-step actions that could take them to their final goal.

## Resources

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References:

YouTube videos – Links given under the respective activities

## Unit 10

### The Sermon at Benares (Story)

### For Anne Gregory (Poem)

Topic	Values / Life skills integrated & imbibed	Activities
<p>The Sermon at Benares (Story)</p> <p>For Anne Gregory (Poem)</p>	<p><b>Core Value considered :</b> Acceptance</p> <p><b>Other Sub-Values:</b> Truth, Understanding, Knowledge, Wisdom, Self-awareness, Self-love, Self-worth, Self-esteem, Sensitivity, Compassion, Love, etc.....</p> <p><b>Life skills:</b> Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract &amp; Analytical thinking (higher order analysis), Self-regulation, Problem-solving, Planning &amp; execution, and Generalization.</p>	<ol style="list-style-type: none"> <li>Related to the story – ‘The Sermon at Benares’               <ol style="list-style-type: none"> <li>Discussion</li> <li>Reflections on Death (Videos)</li> </ol> </li> <li>Related to the poem - ‘For Anne Gregory’               <ol style="list-style-type: none"> <li>Discussion</li> <li>Student Presentations</li> </ol> </li> </ol> <p><b><u>Assignments</u></b></p> <ol style="list-style-type: none"> <li>Scrap-Book Project</li> </ol>

### Materials / Resources needed

Facility and equipment to play the videos

## Description (of the points of discussion)

Through this unit, help students understand the following:

- When we experience the loss or death of a loved one, it is natural to go through different emotions, experience grief. Grief is a very personal experience, and everyone experiences it differently. One goes through different stages in grief - denial, anger, bargaining, depression, and acceptance. Acceptance of the 'truth' of death', does not mean that we have to suppress our emotions; it means that we allow ourselves to experience our emotions and at the same time understand and embrace the reality and true nature of death. It is extremely important to achieve a state of acceptance to be able to cope and heal...
- Acceptance of a person involves being aware of 'all' that a person really is, and being okay with that totality – the good and the bad. We need to realize no person is defined by just one attribute; each of us is a sum of various qualities. So it would be unfair to judge or proclaim a person worthy or unworthy of love based on just one specific aspect. When one truly loves a person, one attempts to become aware of all the qualities of that person – the good and the not-so-good – understand these aspects and accept the person in totality. Loving oneself is also about self-acceptance; appreciating, validating and supporting the self as it is, despite flaws and negative past behaviour. Only if we can accept and love ourselves truly and completely, can we begin to accept and love others for who they really are.... as they deserve to be.



**Unit 10****The Sermon at Benares** (Story)**For Anne Gregory** (Poem)**Core Value:** *Acceptance***I. Introduction**

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In Unit 10, the story 'The Sermon at Benares' is about Gautama Buddha's teachings, about how he helped a lady who'd lost her son, understand the truth about death, and helped her to accept the inevitability of the same and rise above her grief.

The poem 'For Anne Gregory' is a conversation between a young man and a young woman; an argument wherein the man claims he loves the woman for her yellow hair and the woman retorts that she would change the colour of her so that men love her for herself and not for her hair. The man then declares that it is impossible, as only God could love her for herself and not her yellow hair.

The poem compels us to reflect on our relationship with others and with ourselves too and why we care about them or us; do we love the external factors or do we look at a person's inner qualities?

Both the story and the poem highlight the value of *acceptance*; in the story it is the acceptance of truth (of the inevitability of death), and the poem makes us reflect on one's acceptance – of oneself and others.

**II. Learning Objectives / Outcomes**

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- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
  1. Read and understand the story – The Sermon at Benares, and the poem – For Anne Gregory
  2. Develop and enhance their reading skills, comprehension and vocabulary.
  3. Develop their communication and oral expressive skills, associative ability, & conceptual awareness.

4. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
5. Develop their understanding of the value of acceptance.
6. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

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

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When we experience the loss or death of a loved one, it is natural to go through different emotions, experience grief – the closer one is to another, or the more we relate with the other, the more overwhelming will be the grief that we experience. Grief is a very personal experience, and everyone experiences it differently. One goes through different stages in grief - - denial, anger, bargaining, depression, and acceptance; understanding this is important. Most of us pass through these stages when we experience grief, but it may not be in a set sequence or order; it may differ for each person. Acceptance of the ‘truth’ of death’, does not mean that we have to suppress our emotions; it means that we allow ourselves to experience our emotions and at the same time understand and embrace the reality and true nature of death. It is extremely important to achieve a state of acceptance to be able to cope and heal....

Acceptance of a person involves being aware of ‘all’ that a person really is, and being okay with that totality – the good and the bad. We need to realize no person is defined by just one attribute; each of us is a sum of various qualities. So it would be unfair to judge or proclaim a person worthy or unworthy of love based on just one specific aspect. When one truly loves a person, one attempts to become aware of all the qualities of that person – the good and the not-so-good – understand these aspects and accept the person in totality. Loving oneself is also about self-acceptance; appreciating, validating and supporting the self as it is, despite flaws and negative past behaviour. Only if we can accept and love ourselves truly and completely, can we begin to accept and love others for who they really are.... as they deserve to be.

This unit touches upon this important value and many more, lending you, the educator, the perfect opportunity and the means to impart it to the young impressionable minds; to shape the lives under your guidance. Through interactive discussions and activities you can bring about awareness and reflection of the values embedded in this unit. 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 the next page:

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.  
Reflections on Death  
(Videos)  
Refer 1 b.  
*Value – Acceptance*

2.  
Student Presentations  
Refer 2 b.  
Value – Acceptance



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



1.  
Scrap-Book Project

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

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

*The **core value** being considered is **Acceptance** with other inherent values like Truth, Understanding, Knowledge, Wisdom, Self-awareness, Self-love, Self-worth, Self-esteem, Sensitivity, Compassion, Love, etc.....*

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, Motivation, Planning & execution, and Generalization.

## IV. Activities & Related Discussion

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### 1. Related to the story ‘The Sermon at Benares’

#### 1 a. Discussion

Once the lesson has been read, discussed and the textual questions attempted, ask the children –

- When you think of ‘death’, what thoughts and emotions come to your mind? (anxiety, fear, sadness, anger..... etc.)
- Do you agree with Buddha that death is an inevitable part of each and everybody’s life? Why then is it difficult to absorb this truth?
- What could possibly make our grief easier to bear? (Acceptance)

Help the children understand that acceptance of the ‘truth’ of death, does not mean that we have to suppress our emotions; we will naturally go through different emotions, experience grief – the closer one is to another, or the more we relate with the other, the more overwhelming will be the grief that we experience. Help the children understand that grief is a very personal experience, and everyone experiences it differently. Some people may appear emotional –like crying, anxiety, depression, anger outbursts etc., some may withdraw socially, while others may have physical manifestations like headaches, loss of appetite, sleep disorders etc.

Explain to the children the stages that one goes through in grief, and why understanding this is important - denial, anger, bargaining, depression, and acceptance. (Refer to the article in the Resources for Teachers section to aid your discussion) Help

them understand that most of us pass through these stages when we experience grief, but it may not be in a set sequence or order. That may differ for each person.

### **1 b. Reflections on Death**

You may choose to show any or all of these videos to the children. These are important reflections; aspects that need to be addressed. Facilitate discussion after each video. Encourage the children to share their thoughts and feelings as they reflect on the content of each.

*# Death as a Part of Life*

<https://www.youtube.com/watch?v=OIYMMfLEKY8> 3 min 29 sec

*# What is the Buddhist Teaching about Death?*

<https://www.youtube.com/watch?v=Ao4yWXB1LLo> 7 min 24 sec

*# How to Accept the Loss of a Loved One?*

<https://www.youtube.com/watch?v=y9O4nflsGlc> 5 min 34 sec

## **2. Related to the poem 'For Anne Gregory'**

### **2 a. Discussion**

Carry out the discussion as an extension of the 'Thinking about the Poem' section. Encourage them to reflect upon the tasks/questions in that section. Then ask them - What do you think loving someone for 'himself' or 'herself' means? What does it entail?

Help the children understand that when we genuinely care about another person, we ACCEPT who they are (the real them), and how they are ...we give importance to their qualities as a person and not the external factors like good looks, fame, wealth, etc... we 'accept' not only the good qualities but also the less than perfect qualities; we understand, accept, and care about the person as a whole.

However, we will be able to accept others in totality, only if we are able to accept ourselves as we truly are, with all our strengths and flaws. Self-acceptance is the stepping stone to acceptance of others.

### **2 b. Student Presentations**

Divide the class into two groups. Ask one group to research, plan and prepare for a presentation on the topic - '*Connecting with Others through True Acceptance and Love*' and the second group to do the same for the topic - '*Loving Myself through True Acceptance*'.

Give them the topics in advance so that they get a few days to prepare. Guide them through their planning, and encourage them to get as creative as possible in the way they present. They may use any mode of delivery – PPT, story-telling, movie clips and reflection, role plays, game, prepare a questionnaire/ carry out interviews and present the report etc....

## **V. Assignments**

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### **1. Scrap-Book Project**

Ask the children to do a scrap-book project titled '*What I Love about Me*'. Tell them that they have to fill the pages of the book with details about them, presenting them in a creative way. They could do photo collages, sketching, comic strips, doodling, cartoon caricatures.... however they wish to present the – who / how / what / why / where / when - aspects of themselves...that would reveal their story ...

### **Resources**

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#### *References:*

YouTube videos – Links given under the respective activities

#### *Resources for Teachers:*

<https://www.betterhelp.com/advice/grief/understanding-the-stages-of-grief/>

## Unit 11

### The Proposal (Story)

Topic	Values / Life skills integrated & imbibed	Activities
If I Were You (Story)	<p><b>Core Value considered :</b> Fortitude</p> <p><b>Other Sub-Values:</b> Courage, Boldness, Self-Control, Patience, Alertness, Cleverness/Smartness, Confidence, Positivity, Hope, Humour, etc.</p> <p><b>Life skills:</b> Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract &amp; Analytical thinking (higher order analysis), Self-regulation, Problem-solving, Planning &amp; execution, and Generalization.</p>	<ol style="list-style-type: none"> <li>Related to the story – ‘If I Were You’               <ol style="list-style-type: none"> <li>Discussion</li> <li>A Lesson in Fortitude (Video) + Word Search (worksheet)</li> </ol> </li> </ol> <p><b><u>Assignments</u></b></p> <ol style="list-style-type: none"> <li>Creative Expression</li> <li>Reflections (worksheet)</li> </ol>

### Materials / Resources needed

Facility & Equipment to play the Videos

Worksheets

## Description (of the points of discussion)

Through this unit, help students understand the following:

- Fortitude applies to the special people who stand in the face of adversity. A person with this quality often displays their resilience. Fortitude, above all other forms of bravery, shines from within people who demonstrate their strong backbone during times of true crisis. Fortitude helps us to overcome any dangers, obstacles, and fears; it enables a person to withstand whatever difficulties may come their way.
- Mental fortitude is thus the ability to focus on and execute solutions in the face of uncertainty or adversity. When we do this, we are able to sweep aside the fears of being in such a situation.
- If we wish to be successful in dealing with adversity and overcoming the challenges thrown our way, we cannot be weak and give in to our more reactive emotions. We must use mindfulness, as a way to stay grounded in the present moment, manage our emotions/stay emotionally regulated, so that we are able to think calmly, clearly and objectively, and be able to come up with workable plans and solutions.
- Moreover, our attitude will determine whether we'd be able to cope with an adversity or not. Relentless optimism, hopeful thinking, is the only way through. Attitude is everything, and is a direct result of the thoughts we allow to run through our mind. Focusing on problems would only create more problems, so the answer is to stay positive and solution-focused.



**Unit 11****The Proposal (Story)****Core Values:** *Calmness & Communication***I. Introduction**

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In Unit 11, the story 'The Proposal' (originally titled 'A Marriage Proposal') is a one-act play, a farce, by the Russian short story writer and dramatist Anton Chekhov. It was written in 1888–89. The play is about the tendency of wealthy families to seek ties with other wealthy families, to increase their estates by encouraging marriages that make good economic sense. Ivan Lomov, a long time wealthy neighbour of Stepan Chubukov, also wealthy, comes to seek the hand of Chubukov's twenty-five-year-old daughter, Natalya. All three are quarrelsome people, and they quarrel over petty issues. The proposal is in danger of being forgotten amidst all this quarrelling. But economic good sense ensures that the proposal is made, after all — although the quarrelling perhaps continues!

The story primarily highlights the values of *Calmness & Communication*, along with other values of restraint, self-control, patience, poise, tolerance, peace etc.

**II. Learning Objectives / Outcomes**

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- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
  1. Read and understand the story – The Proposal
  2. Develop and enhance their reading skills, comprehension, and vocabulary.
  3. Develop their communication and oral expressive skills, associative ability, & conceptual awareness.
  4. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
  5. Enhance their understanding of the values of calmness and communication.
  6. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

### III. Process & Action Plan

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Communication is an art. Knowing how to effectively portray one's feelings and thoughts to others may come very easily to some, and may prove to be a challenge to many others. Regardless, it is an essential and valuable skill that we can have at our disposal, in any area of our life – personal relationships or others. One of the most important aspects of communication is making sense of what is communicated. Without this the message would be meaningless. Thus when we are communicating with someone, we have to keep in mind that we are doing so, more for the other person's benefit than for our own. We have to ensure that we put across our thoughts, ideas and emotions in an easily understandable and effective way, so that they get what you're trying to communicate. Feeling heard and understood is a basic need felt by most people. However, very often this need may not be met when the emotions of the persons involved in the communication, sabotages the communication process. Communication falters and sometimes completely breaks down when emotions run high and the persons are no longer 'listening' to understand. Thus it's crucial that any communication be done in a calm and effective manner, so that the outcomes are more fruitful.

This unit touches upon these important values and many more, lending you, the educator, the perfect opportunity and the means to impart it to the young impressionable minds; to shape the lives under your guidance. Through interactive discussions and activities you can bring about awareness and reflection of the values embedded in this unit. 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 the next page:

A. Introduce the context through activity:  
Discussions (Refer 1a)



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



1.  
And I'd Say....  
Refer 1 b.  
*Value – Calmness &  
Communication*



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



1.  
Quote for Reflection  
(Essay)

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 **Calmness** and **Communication** with other inherent values like Restraint, Self-Control, Patience, Poise, Tolerance, Peace, Empathy, Understanding, Respect, Trust, etc.*

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), Creative thinking, Self-regulation, Problem-solving, Motivation, Planning & execution, and Generalization.

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

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##### **1. Related to the story ‘The Proposal’**

###### **1 a. Discussion**

Pose the following questions

1. What was Cubokov’s reaction when Lomov came to visit him? Were his feelings genuine? How do we know this?
2. CHUBUKOV : [aside] He’s come to borrow money. Shan’t give him any!  
[aloud] What is it, my beauty?  
What do these lines reveal about Chubokov?
3. Why was Lomov finding it difficult to come straight to the point?
4. What was Chubokov’s reaction to the Lomov’s proposal? Why was he so confident that his daughter would consent to marry Lomov?
5. Did Lomov love Natalya? Which lines give us the clue? What are Lomov’s true intentions to marry Natalya?
6. What do Lomov’s quiet ramblings to himself reveal about him? What kind of a person does he appear to be?
7. What did Natalya find ‘cause’ for disagreement in what Lomov said?
8. How did the situation escalate out of control? How did their demeanour, body language and words change towards each other as a result?
9. Why did Natalya get upset when she learnt that Lomov had actually come to propose to her?

10. Why do you think she was suddenly willing to accede that Oxen Meadows belonged to Lomov's family?
11. What did they start arguing over next?
12. Why do you think they were keen to marry each other?

After discussing the events in the play and analyzing the behaviours and intentions of the characters, focus the children's attention on the communication between the characters, how there was a complete lack of emotional control ...each of them lacked the ability to stay calm and work out their disagreements in a rational composed manner. The communication faltered and disintegrated as a result.

Take up the activity/ topic of discussion (on anger management) in the Speaking and Writing section. ... Then follow it up with a discussion on the value of calmness and the skill of effective communication, especially in tense moments.

First, take up each term separately. Ask them what they understand of the term being 'calm' (not being reactive; not getting too excited or upset even when there's a cause for it; being free from emotional disturbance....) Discuss the synonyms of calm. (*peaceful, tranquil, quiet, composed, cool, relaxed, sedate, poised.....*) Ask them to give examples of what a 'calm' person looks/behaves like. (*does not show excitement, anger, worry ...any emotion, in an obvious/ exaggerated way, even if it is felt within*)

Then ask them what is meant by 'communication' (*Communication is giving, receiving or exchanging ideas, information, signals or messages through appropriate media, enabling individuals or groups to persuade, to seek information, to give information or to express emotions. This broad definition includes body-language, skills of speaking and writing.*) Ask the children – Why do we communicate? / What is the purpose of communication? Stress on the fact that communication is the act of transferring information to produce greater understanding.

Help them understand that this crucial element of 'understanding' is thus what gets lost when in a difficult/ tense situation, we lose our 'calm' and communicate ineffectively. Explain to them –

Feeling heard and understood is a basic 'need' felt by most people. It's important to be able to portray our thoughts and emotions effectively to others; this skill of communication is extremely valuable. We must realize and remember, that when we are communicating with someone, the primary reason is that we wish other's to understand what we wish to say.. it's for their benefit, not ours. We already know what's on our mind. Unless we use effective communication, the other person may never understand what we're trying to convey...and miscommunication may happen. When we try to communicate for our own purpose, and not with the intention of helping the other person 'understand' our point of view, then communication will falter.

It may not be easy to stay calm, collected and positively engaged in a conversation when things get heated in the conversation. It may end up in a shouting match; with us saying something that we may later regret, or get stuck at one point trying to prove that we're right, ultimately losing sight of the bigger picture.

Tell them that there are a few strategies to counteract such a situation. What we could do to prevent such a scenario are:

- Be alert to our body / physical signals – we may cross our arms defensively, feel our heart rate increase, our breathing becomes heavier and more rapid, we may clench our fists or grind our teeth, ....(these are signs that our flight/fight response is kicking in and our rational frontal cortex is shutting down.) Being alert to these signs can warn us when we are possibly getting agitated and try to calm ourselves.

We can watch out for these signs not only in ourselves, but others too. Emotions are contagious...what one feels will most likely get mirrored by the other person, triggering off a volatile situation.

- When we feel our body and 'head' taking over, we can diffuse the feelings by distracting the mind – we can ground ourselves or anchor ourselves when we feel emotionally 'flooded', by focusing on something to regain our perspective – deep breathing, touching objects around us and noticing the sensations, counting backwards slowly, zooming out and noticing things around us etc. – these can help ensure that we don't get stuck in our head.

- Once we feel physically reoriented, we can try to regain our perspective – what the whole purpose of the conversation really is. We need to avoid taking things personally, and be in the situation more like an observer. (the idea is to stay objective)

- We can be effective in our communication if we're able to be more empathetic, show that we care, and be more respectful and be more open to 'listening'.

This, communicated through our words and body language will not imply that we're giving in or that we're being passive, but that we connect to the other person's urgency or concern for the issue at hand. This will open up the field/ provide more room for constructive discussion.

### 1b. And I'd Say....

Ask the children to work in small groups. Give each group one situation each that comes under a broader category –

- When someone is upset with you....
- When you are upset with someone....

- When someone has suffered a loss.....
- When someone insults you....
- When someone gets too personal ....
- When you have to say a “No”....
- When you have a different point of view....

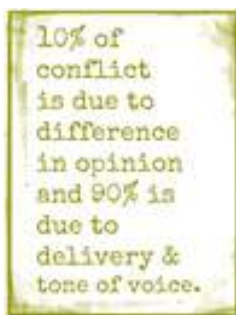
Refer to the video in the resources section for this activity. Once they are given the situation, tell the children to come up with constructive ways to communicate what they wish / need to in that situation. A pair from the group could then come forward and play out the ‘communication scene’.

Discuss each situation in detail. Cover the points given in the video.

## V. Assignment

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### 1. Quote for Reflection



Ask the children to write a short reflective essay based on the above quote.

## Resources

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### References:

YouTube videos – Links given under the respective activities

### Resources:

How to communicate when handling difficult situations in day-to-day life – Effective Communication

<https://www.youtube.com/watch?v=2YqjTlssvOE> 9 min

English  
Grade X

# Integration of Values

Teacher's Manual

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