



HEM *harmonize*

English
Grade II

Integration of Values

Teacher's Manual



Teacher Manual for Integration of Values in Teaching Academic subjects

By

HEMA Foundation, Mumbai

Teacher Manual for Integration of Values in Academic subjects

English

Grade II

IDEA conceived and executed by

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First Edition: 2021

Publisher:

HEMA Foundation

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Preface



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



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

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

Thank You,

Mahendra

Mahendra Kabra
Managing Trustee

Anita

Anita Maheshwari
Trustee & Creative Director

Acknowledgement

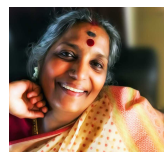
Welcome to HEMA Foundation's "Teacher Manual for Value Integration". I take this opportunity to thank each one of those who participated in it. At the outset I thank the Management of HEMA Foundation, its Managing Trustee Shri Mahendra Kabra , the Trustee and Creative Director, Smt. Anita Maheswari, 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)

It's '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.”

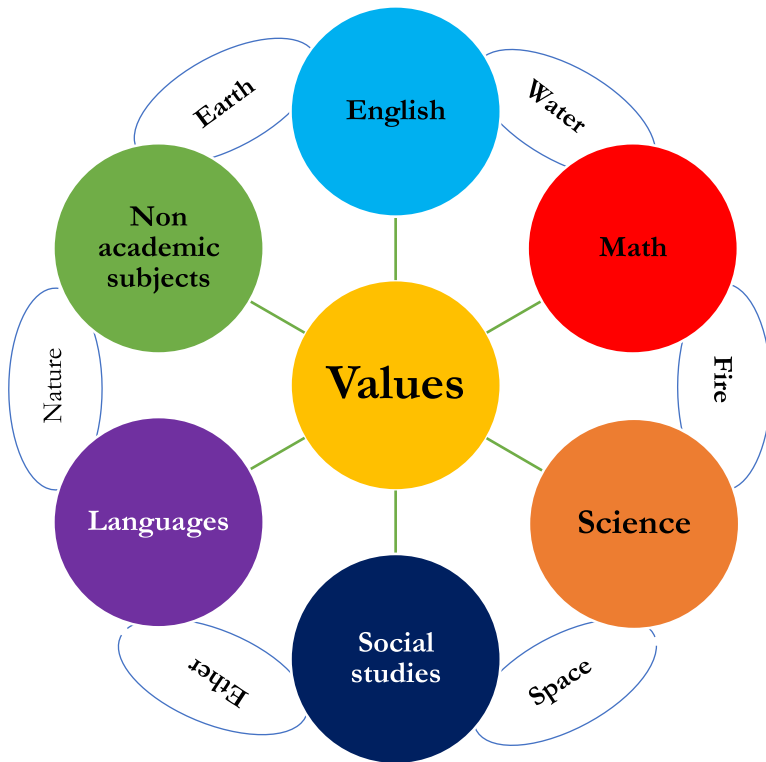
The new NEP and therein the NCERT insist on integration of values with essential subjects. Nature is the mother of all knowledge- Every learning that takes place with human beings is connected through the mind and intellect. While giving food for thought at the intellectual level, teachers have to supplement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

Topic	Values / Life skills integrated & imbibed	Activities
First Day at School (Poem)	Core Values considered : Self-Realization, Responsibility, Hard Work, and Self-Discipline	1. Related to the poem 'First Day at School' -It's OK to be Different (Audio Book) -Be Who You Are! (Audio Book)
Haldi's Adventure (Story)	Other Sub-Values: Self-Awareness, Self-Acceptance, Confidence, Determination, Perseverance, Compassion, Empathy, Sensitivity, Generosity, Altruism, Positivity & Optimism and Attitude.	2. Related to the grammar topic – Doing words -Discussion -Game Time! -Action Replay
Doing Words Capitalization Punctuation [Proof Reading] (Grammar)	Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Decision making, Problem-solving, Planning and Execution.	3. Related to the grammar topic – Capitalization and Punctuation (Proof Reading) -Discussion -Poem – How I Act
		4. Related to the story 'Haldi's Adventure' -Question/ Answer session & Discussion pertaining to the story -Simon, The Self Control Seal (Story) -Protect Yourself Rules – Friendly Stranger (Video)
		<u>Assignments</u> 1. Responsible Me 2. Thoughtful Actions in Class 3. 21-day Challenge 4. Badge of Honor

Materials / Resources needed

Facility & Equipment to play the videos and PPT

Plain paper (for emoji art) Paper for chits

Worksheet on Character Traits (if needed)

PPT (Get Set Go)

Worksheet on Emotions & Qualities (Colour, Colour, Which Colour?)

Worksheet on Self Awareness (assignment)

Description (of the points of discussion)

Through this unit, help students understand the following:

- Everybody is different but unique and special in their own way.
- Comparison of self with another will lead to doubts, insecurities of one's abilities and unhappiness about what one is &/or has.
- Everyone has strengths and limitations. It may be in different areas. Each one has to use their strengths well and try to overcome or improve upon their limitations.
- Confidence in themselves, their abilities and acceptance of themselves as one is - this will help them.
- Let other's harsh opinions and judgements not matter. They are different from constructive opinions and thoughts.
- There are many things that are not in their control, and many things within their control. Worrying about things that are not in one's control will not help.
- Having faith and being optimistic and positive, changes many a situation for the better.
- Treat others the way they would like to be treated.
- Actions are mostly born from intent i.e. understand why they act in a certain way; the purpose of an action and whether it is a positive or negative intent.
- (Help them explore this aspect by analysing their own behaviours and thoughts.)
- Actions may be positive or negative.
- How they act, is a choice.
- Always engaging in positive actions, as a conscious choice/decision will change their lives for the better.
- Every action has a consequence.
- What goes around comes around (Karma)
- Some actions are responsibilities that they have to meet; Responsible behaviours, that stem from self-discipline
- Action also means work; hard work can make a difference
- Any action when done repeatedly over a period of time, turns into a habit.
- Habits can determine the success of a person in all spheres of life.
- Developing the habit of 'checking' their mindset and actions, and achieving goals through self-discipline, will lead them to success.

Unit 1**First Day at School (Poem)****Haldi's Adventure (Story)****Doing words (-ing form), Capitalization & Punctuation- Full Stop (Proof Reading) – (Grammar)****Core Values: Self-Realization, Responsibility, Hard Work, and Self-Discipline****I. Introduction**

In Unit 1, the poem 'First Day at School' is about a little child who is on his way to school and is anxious about the first day of school and wonders how it will be.... The child worries how he will compare with others' abilities, whether he will be accepted by his peers in class, what his teacher would be like, and about his pet who is back at home.

This poem lends an opportunity to develop children's understanding and acceptance of themselves, to talk to them about the futility and pitfalls of comparing themselves with others and worrying about other's opinions and judgements, of things that are in their control and not in their control and the benefits of thinking positively. Thus, the poem primarily revolves around the value of self-realization through self-awareness, self-belief, confidence, self-acceptance, faith and optimism.

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

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

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

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

Children progress through a series of levels of self-awareness between birth and adulthood. Thus, self-awareness can be consciously cultivated in children from a very

young age, and teachers can play a pivotal role in helping the children attain this understanding.

The grammar topic of ‘Doing words’, revisits the concept of actions. (the topic was introduced in grade I). Children may be given a recap of what was discussed about ‘actions’ in grade I, before introducing additional ideas and constructs related to actions.

While in grade I, the emphasis was on hard work and responsibility, in this unit of grade II since the topic is doing words in the ‘ing’ form, the ideas of habits and their nature, and the importance and value of ‘continuing’ to do positive actions, may be added and discussed.

This topic lends itself beautifully to talk to children about - the nature of one’s actions, the intent with which an action is done, how action is a choice and how we can choose to engage in positive actions for the betterment of oneself and others, not as a one-time or occasional decision, but a lifelong choice.

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

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

The exercise on Proof Reading – Capitalization and Punctuation – provide an opportunity to introduce the children to the concept of Self Discipline. Just as we check that the different aspects in a sentence is written right- starting the sentence with a capital letter and ending the sentence with a full stop- we can check that our life too is lived well, through self-discipline.

Self-Discipline is the ability that one develops to control one’s impulses, emotions, desires and behaviour. When one is self-disciplined, one is able to stay focused on the long term goal and not get swayed by temptations and distractions; it is the ability to ignore the need for instant gratification and persevere in one’s actions to realize the satisfaction and fulfilment that comes from achieving more meaningful goals.

A person who is self-disciplined will be able to make effective decisions / make the right choices, work out one’s action plan, take the right actions and finally execute the action plan and see it through to completion or goal achievement. Such a person will not let anything come in the way of goal accomplishment – obstacles, discomfort, or any difficulties. It is the ability to stay focused and persevere until one’s goal is achieved as well as developing and maintaining a positive and determined mindset, where others’ opinions & judgements and one’s own emotions and bad habits don’t affect the realization of one’s goals. Living life with structure and stability will ensure that one experiences success and satisfaction from one’s actions.

The story ‘Haldi’s Adventure’ is about a little girl who has a strange encounter on her way to school one day. She meets a giraffe! She gets so enamoured by the strange and

magical quality of the situation, that she almost gets late for school. However, being conscientious, self-disciplined, and responsible, she takes the decision to cut short her interaction with the giraffe. The giraffe then offers to give her a ride to school and she manages to reach on time.

Through this story, the children may be made aware - of the values of self-discipline, responsibility and safety, and the power and amusing nature of imagination or fantasy.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
 1. Read and understand the poem – First Day at School and story - Haldi's Adventure (with help)
 2. Attempt understanding and responding to simple literal comprehension questions as well as understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.
 3. Develop and enhance their reading, comprehension, vocabulary and spelling skills.
 4. Develop oral expressive skills, associative ability, visual perceptual skills and fine motor skills,
 5. Develop conceptual awareness of names of family members, things related to school, and days of the week.
 6. Develop grammatical awareness (Action words/Doing words, Describing words (feelings), Capitalization and Full stop-Proof Reading); understand the concept and usage of the same in sentences (oral and written expression).
 7. Develop self-realization through self-awareness and self-acceptance.
 8. Develop self-belief and confidence; not be affected by others' opinions and judgements.
 9. Learn to have faith and be positive; not worry about what's not in their control.
 10. Develop sensitivity, understanding, and acceptance of differences in people; realize that being different does not mean being 'less' in some way.
 11. Enhance their understanding of the nature of actions – positive/negative, that most often there is an intent behind an action; develop the ability to discern if it is a positive intent or negative intent.
 12. Understand that how they act, is a choice; develop an awareness that every action has a consequence.
 13. Come to the realization that - What goes around comes around (Karma)

14. Understand what ‘responsible actions are, and the value of self-discipline.
15. Understand the value of hard work; how much work (action) one puts in
16. Understand the importance and value of continuing positive actions; understand the nature of habits.
17. Understand what self-discipline entails and adopt it as a habit.
18. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

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

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

A. Introduce the context through activity:
Discussions (Refer 1a, 2a, 3a, 4a.)



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



1.

It's okay to
be different-
Audio Book
(Refer 1 b.)

2.

Be Who
You Are! –
Audio Book
(Refer 1 c.)

3.

Game
Time!
(Refer 2b.)

4.

Action
Replay
(Refer 2c.)

5.

Poem –
How I Act
(Refer 3b.)

6.

Simon the
Self-Control
Seal
(Refer 4b.)

7.

Protect
Yourself Rules
– A Friendly
Stranger
(Refer 4c.)



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



1.

Responsible
Me

2.

Thoughtful
Actions in
Class

3.

21-day
Challenge

4.

Badge of
Honour

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-Realization, Responsibility, Hard Work, and Self-Discipline with other inherent values like Self-Awareness, Self-Acceptance, Confidence, Hard Work, Responsibility, Determination, Perseverance, Compassion, Empathy, Sensitivity, Generosity, Altruism, Positivity & Optimism and Attitude.

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), Decision making, Problem-solving, Planning and Execution.

IV. Activities & Related Discussion

For the purpose of reflection and discussion, you may pose the questions provided. You may rephrase or simplify the questions as you see fit, considering the language and comprehension level of the children.

1. Related to the poem ‘First Day at School’

1a. Discussion

Pose the following questions:

1. Why do you think the child is worrying about his drawing?
2. Who is the child referring to as ‘theirs’ in the third line?
3. Do you compare yourself with others? How does it feel when you do that?
4. Do you worry if you are good enough?
5. Who is ‘they’ in the fifth line?
6. What is the child worried about in the second stanza?
7. Was everyone in the class friendly on the first day of your school? How do different children behave?
8. Do you worry if your classmates will like you?
9. Why do you think the child wonders if his teacher would look like his mother or grandmother?
10. Do you think the child misses his puppy? Why? What does this tell you about the child’s character?

Through this discussion, try to develop the children's understanding and acceptance of themselves. Talk to them about why they must not compare themselves with others and worry about other's opinions and judgements. Help them understand the things that are in their control and not in their control and why thinking positively helps. The values of self-awareness, self-belief, confidence, self-acceptance, faith and optimism can be discussed. Explain all this in a very simple way, at their level. This awareness will help the children take the first steps towards self-realization.

Then, show them the video below.

1 b. It's OK to be Different (Audio Book)

<https://www.youtube.com/watch?v=nnpkZAJ7Bss> 5 min 6 sec

Explain where necessary. Discuss the main message in brief.

1 c. Be Who You Are! (Audio Book)

<https://www.youtube.com/watch?v=QGkXyT5tMas> 2 min 28 sec (begin playing from 0.10)

Have the children watch and listen to the audio-book. Run it completely once. Ask the children what they understood. Then play it again. This time, pause after each page is read. Then discuss that particular aspect.

Provided below are a few questions/what you could say, that will help you along with the discussion. (This is optional, depending on the time available)

Pg.1 – What do you think this means?

Pg.2 – Are you young or old?

Pg.3 – Say - All of us have different skin colours. We have our own special colour, and we are beautiful just the way we are. It's great to look different from another. We must never tease or put another person down because of their skin colour.

Pg.4 & 5 – What do you like to wear? What is your favourite dress? Ask a few students. Point out how their responses varied. Say - it's ok to be different. That's what makes us unique.

Pg. 6 – What language do you speak? Point out how their responses varied. Say - it's ok to be different. That's what makes us special.

Pg.7 – How do you learn? Who needs to read loudly to learn? Who reads silently? Who writes and learns? Who walks and learns? Who needs complete silence to learn? Children will observe how their classmates give varied responses. Say - it's ok to be different. Each one of us has different needs.

Pg. 8 – Where are you from? Have children share from which state they are from. There may be children from different states of India. Say - No matter where we are from, we are all human beings and have needs and feelings just like another person.

Pg. 9 – Say – Each of our families are special in some way or the other. Each family may be different but that's okay.

Pg. 11 – Do you act silly sometimes? What do you do? Take responses from different children.

Pg. 12 – What do you think being brave means? What are you afraid of? What helps you to be brave? Say – Each of us is afraid of different things and all of us find it difficult to be brave sometimes. We must not tease someone when they are afraid, because we too feel scared sometimes, don't we? But all of us have the power to be brave.

Pg. 13 & 14 – What do you enjoy doing? Take responses from different children. Say – Some of us may enjoy singing, some dancing, some may love to read, some may draw.... just because we like different things, does that make one person better than the other? No... it just means that we have different likes and dislikes or different preferences. Its okay to be different. Being different is what makes us interesting.

Pg. 15 & 16 – Say – You already know what feelings are. Do you think everybody has feelings? Do you think everybody feels the same way about certain things? Give examples. Do you think all of us feel the same way at the same time? Do you hide your feelings sometimes because you are worried that others would tease you or because of what others will say?

Pg. 17 & 18 – Do you like trying out new things?

Pg. 19 – What do you think confidence means? Give a few sentences as examples and see if the children are able to gain a contextual understanding. Then explain it to them giving different situational examples. Say – We are all different and have different abilities. Some are good in some areas and some are good in other areas (give examples). Everyone will not be good in each and everything. When you have belief in yourself, you will be confident....

Pg. 20 – What do you do when someone teases/troubles/harms you? Do you keep quiet and allow them to continue? Say – No one has the right to trouble you in any way; if they do you have to let them know that you are not okay with it and will not allow it. This is called standing up for yourself. Then you look at them confidently and say a strong NO to them.

Pg. 21 – Do you take active part in different activities? Explain to them what energetic means and how being so would help them.

Pg. 22 – What do you do when you are upset about something? How do you act? Give situational examples. Say – Being peaceful means being calm in any situation. Give examples.

Pg. 23 & 24 – Say – We may not be good at everything but we can try to do whatever we can as well as we can. It doesn't matter if we win or lose/succeed or fail, what is important is that we try our best.

Pg. 25 – So, what does this mean?

Wrap up by discussing the message in the book.....

2. Related to Doing Words

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

Recap with them, what was done in grade I with regard to doing words. Refer the points under ‘Instructions to Teachers.’ You may choose to use the discussion and activities done in grade-I.

2 a. Discussion

Help them understand that when an action word adds the ‘-ing’ ending, it means the action is going on. Now tell them that there are some actions we continue to do again and again. These actions can be positive/good or negative/bad again. When an action is done over and over again, they become habits. Habits are something you do without really thinking about it. When we do positive actions again and again, they would become positive/good habits and if we do negative actions again and again, they would turn into negative/bad habits. That’s why it’s important to continue doing positive actions so that we develop good habits.

Explain to them how habits have a way of controlling us. Once we get used to doing something in a certain and our mind accepts it, it’s difficult to change our ways and get rid of our habits.

Ask the children –

1. What are some things you do every day?
2. Are those things good or bad for you?
3. What are some bad habits you have? Think about them.

Tell them that understanding the habits that they already have, will help them decide which are good and bad. Good habits are those that would help them in some way and would make them and others happy; such habits when followed, makes mummy and daddy feel proud. Give examples. Help them realize that bad habits on the other hand, are those that are bad for them and possibly for others too because they create problems in some way; such habits when followed, makes mummy and daddy sad and possibly angry. Give examples.

Make them aware of the different kinds of bad habits – those that are gross/yucky, like picking one’s nose, chewing one’s nails, burping loudly etc. Then there are habits that are morally wrong like regular disobedience, back-answering, being mean to others, lying, stealing etc.

Tell them that everybody has some bad habit or the other. We must try to change those bad habits, but keep the good habits. Being aware of these bad habits and wanting to change them, is the first step towards change.

2 b. Game Time!

1. Basket-ball: On some rough papers, write out some good and bad habits. Then crumple the papers into paper balls. Place a cardboard box/basket on the table, and a waste bin at a distance. Call the children one at a time and hand them a paper ball. They have to open out the ball, read out the habit written and state whether it's a good/bad habit. If it's a good habit, they have to place it in the basket on the table (hold onto the habit) and if it's a bad habit, they have to aim and throw it into the waste bin (get rid of the habit).

2. Quiz: Prepare a PPT with pictures depicting good and bad habits (one picture per slide). Conduct a quiz session. Consider each row as one group (vertically). Show the picture on the screen and ask a student in a particular row to describe/identify the action and state if it's a good or bad habit. For every right response, the group will get a point. This is an enjoyable way to keep the children engaged and to reinforce the concepts of good and bad habits.

2 c. Action Replay!

Since the children are by now aware of the different positive actions, talk to them about how continuing to do certain positive actions, makes a difference not only to themselves but to others as well. Actions like helping, sharing, giving.....

Make big flashcards of action words ending with 'ing'. Tell them that as you show them the flashcards one by one, they have to read the word and say whether it's an action that would make a difference to themselves &/or others and they would continue doing.

Jumping Helping Scratching Sharing Laughing Playing Shouting
Giving Taking Cooperating Smiling Singing Throwing Caring

You may add more words.

3. Related to Capitalization and Full Stop (Proof Reading)

3 a. Discussion

Once the children have understood the concept of checking / proof reading, tell them that all of us can do 'checking' in our life too – checking if we are following rules, checking if we are following good habits and avoiding bad habits, checking if we are doing the best that we can and being the best that we can be..... This kind of self-check and having control over oneself is called self-discipline.

Tell them that self-discipline is when others don't have to tell us to be disciplined, to do things the right way, to make the right choices. We ourselves will follow all the rules whether in school or at home without being told. Give examples. We will make sure that we stay focused and engage in positive actions without getting affected by any distractions and temptations. Give simple examples that they will be able to relate to. We will try to face challenges and deal with any problems that come up; we will not give up. We will behave and live life such that the effects of our actions make a positive difference to us and others.

Explain this in very simple terms using relatable examples at their level.

3b. Poem - HOW I ACT

I am strong, I am smart
I am very sensible
Think I do, before I act
Each and every time.
I ask myself, some questions bright
That help me take a decision, wise
Here they are, so listen true
These questions, they will help you too.
What will my actions do, I wonder?
And who will my actions help?
Will they hurt or harm someone?
Or bring a smile upon one's face?
I can make a difference
With the choices that I make
It's not just me, that I can help
But you and you and you.
All I need, is to focus right
And stay true to my goals
Then you see, achieve I will
The plans, I have in mind.

Priya Cibi

[ORIGINAL POEM]

Can be made into a song too.

Explain the poem to the children. It is based on the discussions already had with the children. Give them plenty of examples so that they are able to connect it to their own experiences. Encourage them to ask questions and to share their thoughts. Have them learn it if possible.

4. Related to the story 'Haldi's Adventure'

4 a. Discussion

Pose the following questions:

1. Why did Haldi stop one day on her way to school and stare?
2. Why did Haldi apologise/say sorry to the giraffe?
3. Do you believe she had to apologise? Why?
4. What did Haldi realise as she stood talking to the giraffe? What did she do about it?
5. What does Haldi's action tell us about her? (Self-disciplined and responsible)
6. How does Haldi reach school on time?
7. This story is a fantasy. Why?
8. In real life, if a stranger offers to give you a ride, would you accept it? Why?

With the help of these open-ended questions, discuss with the children about the values of self-discipline and responsibility. Self-discipline is about self-control and making the right responsible choices; it's about not getting distracted or influenced by anything that stops you from doing the right thing. Help them understand how it would help them.

Also talk about the aspect of safety. How, as children they must not stop to talk to strangers, especially when they are alone, what to do if a stranger approach them and what care to take.

4 b. Simon the Self-Control Seal

https://www.youtube.com/watch?v=3fDXiCi_-GI 6 min 40 sec

Teach the students Simon's song. Help them understand what it means, and why those steps (Stop – Think – and Breathe) are followed. Encourage them to think of the possible reasons before you give them the appropriate answer. Discuss the different aspects of the story with the children.

4 c. Protect Yourself Rules – A Friendly Stranger

<https://www.youtube.com/watch?v=SY7RhBsZp0k> 3 min 3 sec

It is very important to teach children about this. Discuss these aspects in detail with them.

V. Assignments

1. Responsible Me: Ask the children to write down five responsible actions that they do (at home / school) and share it with the class. Encourage them to think about and share:
 - how they feel when doing those actions
 - how others feel as a result of their responsible actions.
2. Ask them to make a chart/poster on the theme ‘Thoughtful Actions in Class’. Display them in a prominent place.
3. Prepare a 21-day Challenge sheet. (Refer Appendix). Ask them to consider any one bad habit that they may have. They have to write it down on the line/box provided on the sheet. They have to then consider what action they will take to break that bad habit- stopping it completely / replacing it with a positive action. They have to write this action on the line/box provided.

E.g.

The Bad Habit I Wish to Change

I eat junk food.

I sleep late in the night at 11:30 pm

I pick my nose

The Positive Action I Will Take

I will eat healthy food

I will sleep early by 9:30 pm

I will not pick my nose

They have to then monitor themselves. Each day of the 21-day challenge, if they have achieved their target for that day, they have to put any sticker of their choice in the box given and the sign of the parent below that who will help supervise and see them through this process.

Explain to them the 21-day principle behind forming or breaking any habit.

Talk to them about honesty, following the challenge sincerely and putting the sticker only if they have genuinely achieved the goal.

4. Badge-of-Honour: Declare in class that every week a few students would be given a badge acknowledging their positive action. E.g. I have been helping others / I have been caring towards others/I have been sharing with othersThey have to earn this badge by engaging in positive actions that make a difference to others in some way.

After about a month of doing this, you can increase the challenge by increasing the time frame – making it a month of positive action.....

This activity will ensure that the children apply and generalize all that they have learnt and imbibe the values discussed.

Appendix

21-Day Challenge!!

Fill in the table below -

The Bad Habit I Wish to Change	The Positive Action I Will Take

Every day, if you achieve your goal, put a sticker of your choice in the box and have your parent sign below.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Sign	Sign	Sign	Sign	Sign	Sign	Sign
Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14
Sign	Sign	Sign	Sign	Sign	Sign	Sign
Day 15	Day 16	Day 17	Day 18	Day 19	Day 20	Day 21
Sign	Sign	Sign	Sign	Sign	Sign	Sign

I did it !!!!!

VI. Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

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

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

http://cdn2.hubspot.net/hub/287778/file-231442306-pdf/improving_self-awareness.pdf%3Cb%3E%3C/b%3E

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

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

<https://freespiritpublishingblog.com/2016/10/11/teaching-kids-the-importance-of-responsibility/>

<https://fightforlifefoundation.org/news-article/the-importance-of-teaching-kids-self-discipline/>

<https://www.verywellfamily.com/areas-where-kids-need-to-learn-self-discipline-1095011>

Unit 2

Topic	Values / Life skills integrated & imbibed	Activities
I Am Lucky (Poem)	Core Values considered : Self Acceptance, Gratitude, Creativity, and Self-Discipline	1.Related to the poem 'I Am Lucky' -Discussion -Story – I Like Myself -Who I Am.... (Reflection worksheet) -Word Challenge
I Want (Story)	Other Sub-Values: Self-Appreciation, Self-awareness, Self-belief, Confidence, Self-love, Self-respect, Self-esteem, Self-worth, Humility, Positivity & Optimism and Attitude	2.Related to the story 'I Want' -Question/ Answer session & Discussion pertaining to the story -Video – Everyone is Unique....
Suffix - ful Capitalization Punctuation [Proof Reading] (Grammar)	Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Creative thinking, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Decision making, Problem-solving, Planning and Execution.	3.Related to the grammar topic – Adding suffix 'ful' -Discussion -Get Creative! 4.Related to the grammar topic – Capitalization and Punctuation (Proof Reading) -Recap of discussion & activities done in unit 1
		<u>Assignments</u> 1.Mirror Mirror on the Wall 2.Letter to Myself 3.Craft Fun

Materials / Resources needed

Facility & Equipment to play the Videos

Worksheets

- Self Reflection (Who I Am..)
- Word Challenge worksheets

Description (of the points of discussion)

Through this unit, help students understand the following:

- Each and every one is blessed with something unique and special.
- It is important that this be identified, recognised and acknowledged.
- Comparison of self with another will lead to doubts, insecurities of one's abilities and unhappiness about what one is &/or has.
- It is important that they think about and understand what qualities / talents they have that makes them unique.
- Appreciating themselves and being grateful for all that they are, have and can do, is a habit they need to cultivate.
- Self-belief and confidence in themselves, their abilities and acceptance of themselves as they are - this will help them.
- They are valuable and worthy as they are and must treat themselves with love and respect.
- Everybody has the ability to be creative but it takes practice, patience, and an open mindset to explore different options.
- Developing the habit of 'checking' their mindset and actions, and achieving goals through self-discipline, will lead them to success. (Recap)

Unit 2**I Am Lucky (Poem)****I Want (Story)****Adding a Suffix (-ful) – (Grammar)****Capitalization & Punctuation- Full Stop (Proof Reading) – (Grammar)****Core Values: Self-Acceptance, Gratitude, Creativity, and Self-Discipline****I. Introduction**

In Unit 2, the poem 'I Am Lucky' is about being grateful for whatever we have and whoever we are. The poem is written from the perspective of a child who observes different animals and birds and understands what is special and unique about them. The child, in the poem, conveys that she feels lucky and grateful to be herself, not like anybody else; unique and special in her own way.

This poem lends an opportunity to develop children's understanding and acceptance of themselves. It encourages children to think about and learn more about themselves, be okay with being different from others, be confident with who they are and their abilities, value what they have and have been blessed with, and adopt a mindset of gratitude.

The story 'I Want' is about a monkey that looks at other animals, admires certain qualities in them and expresses his desire to have those qualities in himself. A wise woman helps him by giving him a magic wand to make his wishes come true. Each time he comes across an animal, he looks at it and wishes for something it has. The magic wand then makes all his wishes come true. Later when he goes to the river, he catches a reflection of himself in the water and gets completely startled and afraid of what he sees. He thinks it's a monster. His mother however corrects him and points out that that it was he himself that he saw in the water and that he looked that way because he had wanted all of it. The monkey then starts crying saying he looks awful and wishes to be himself again. The magic wand makes it come true. He feels really happy and throws the magic wand into the river as he learns the lesson that it's best to be oneself and not compare oneself with others and wish to be like them. He never wishes to be anyone else again.

Through this poem and story, the children may be made aware of the values of self-acceptance, gratitude, self-appreciation, self-awareness, self-belief, confidence, self-love, self-respect, self-esteem, self-worth and humility.

Self-Acceptance is the ability to accept yourself as you are instead of how you wish

you were, or how you wish others perceived you. When you accept yourself, you don't worry about what others think of you. Moreover, you are able to accept all aspects of yourself – not just your strengths but your limitations too. You stop critical self-judgement and embrace a more positive attitude and compassion for yourself. This can bring about greater happiness and peace as you shift from doubt and shame to tolerance, forgiveness, acceptance, confidence and trust.

Gratitude helps enhance self-esteem, which is respect and admiration for self. However, this will come about only if we learn to appreciate ourselves. Finding gratitude within us takes practice; it's like self-care. By making self-appreciation and self-gratitude a habit, we can develop a more positive and compassionate attitude towards ourselves. This is a process. Gratitude means that you do not take anything for granted. You don't focus on what you don't have but on what you do have. Every little thing that you are, have and can do, is considered a blessing. Self-appreciation is about turning the kindness you give to others, inwards. When you stop judging yourself, comparing yourself with others and lamenting about all that you don't have, & instead just be thankful for all that you've been given, contentment will automatically follow.

The exercise on word formation - adding the suffix -ful to change a word to fit the sentence context- can be used to discuss the value of creativity with the children. Make them aware of how adding 'ful' to the end of an action word changes it into a describing word. Infuse an element of magic into this, so that it rouses their interest and attention. Then talk to them, how, something new and different was created, by making a small addition to something existing...this is creativity.

The buds of creativity are seen in childhood, manifested through play. Child's play is rife with make-believe and fantasy. They live in a world of imagination and immerse themselves in creative adventure, building up a whole new reality for themselves. They indulge in a lot of creative problem solving. The experiences of creativity in childhood determine to a large extent how we respond to different situations later on in life.

A stimulating, stress-free and enjoyable environment is best, to induce creativity. Children respond to the joy in creating and the pleasure in the process more than the product or outcome itself. They also respond to the attitudes of those around them. The more supportive and encouraging they are, the more motivated, confident and open the children will be to engage their creative thinking abilities. It's important to provide them with plenty of opportunities to don their creative hats and explore a range of activities; this allows them to find out what interests & excites them, master the skills that they need to realize that intelligence and collaborate with others – all prerequisites for creativity in adult life.

The exercise on Proof Reading – Capitalization and Punctuation – provide an opportunity to introduce the children to the concept of Self Discipline. Just as we check that the different aspects in a sentence is written right- starting the sentence with a capital letter and ending the sentence with a full stop- we can check that our life too is lived well, through self-discipline.

Self-Discipline is the ability that one develops to control one's impulses, emotions, desires and behaviour. When one is self-disciplined, one is able to stay focused on the long term goal and not get swayed by temptations and distractions; it is the ability to ignore the need for instant gratification and persevere in one's actions to realize the satisfaction and fulfilment that comes from achieving more meaningful goals.

A person who is self-disciplined will be able to make effective decisions / make the right choices, work out one's action plan, take the right actions and finally execute the action plan and see it through to completion or goal achievement. Such a person will not let anything come in the way of goal accomplishment – obstacles, discomfort, or any difficulties. It is the ability to stay focused and persevere until one's goal is achieved as well as developing and maintaining a positive and determined mindset, where others' opinions & judgements and one's own emotions and bad habits don't affect the realization of one's goals. Living life with structure and stability will ensure that one experiences success and satisfaction from one's actions.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
 1. Read and understand the poem – I Am Lucky and the story- I Want (with help)
 2. Attempt understanding and responding to simple literal comprehension questions as well as simple analytical/ reflective comprehension questions that involve logical reasoning.
 3. Develop and enhance their reading, vocabulary, and spelling skills.
 4. Develop communication - oral expressive skills, associative ability; matching or connecting what goes together, visual perceptual skills and fine motor skills, listening skills, visual imagery, creativity and imagination..
 5. Develop grammatical awareness [Suffix (ful), Capitalization and Full Stop-Proof Reading]; understand the concept and usage of the same in sentences (oral and written expression)
 6. Understand the meaning of self-acceptance.
 7. Practice self-appreciation and self-gratitude.
 8. Understand the value of creativity and exercise their creative muscles.
 9. Understand what self-discipline entails and adopt it as a habit.
 10. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

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

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

**A. Introduce the context through activity:
Discussions** (Refer 1a, 2a, 3a, 4a)



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



1.

Story – I
Like Myself
Refer 1b.

2.

Who I Am
Refer 1c.

3.

Word Challenge–
Crossword Puzzle
Refer 1d.

4.

Everyone is Unique, and
Every Person is Special in
Their Own Way. Refer 2b.

5.

Get Creative !
Refer 3b.



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



1.

Mirror
Mirror on
the Wall

2.

Letter to
Myself

3.

Craft
Fun

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-Acceptance, Gratitude, Creativity, and Self-Discipline with other inherent values like Self-Appreciation, Self-Awareness, Self-belief, Confidence, Compassion, Self-love, Self-respect, Self-esteem, Self-worth, Humility, Positivity & Optimism and Attitude.

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

IV. Activities & Related Discussion

For the purpose of reflection and discussion, you may pose the questions provided. You may rephrase or simplify the questions as you see fit, considering the language and comprehension level of the children.

1. Related to the poem ‘I Am Lucky’

1 a. Discussion

Recite and explain the poem to the children. Point out to them how the child in the poem notices all the different special qualities of varied animals. Then she realizes that just like those interesting animals are happy and grateful being what they are and for what they have, she too feels grateful for who she is and wouldn't want to be like anybody else.

Ask the children to think of what their special quality is...what they can do, or what may be unique about them. Ask them to think what they really like about themselves. Ask – Have you ever wanted to be like somebody else or wanted something that they have? Why?

Explain to them what could happen if they compare themselves with others, how it could affect them. Remind them what was done in Unit 1, about it being okay to be different from others.

1 b. Story – I Like Myself (Book by Karen Beaumont)
<https://www.youtube.com/watch?v=wTlyUKznXzk>

Pause at every page and have a discussion about the same. While the lines may be seemingly simple, there's a deep meaning and message behind them. Bring it to their awareness and encourage them to reflect and share their thoughts. Help them relate better by giving examples from their own experiences. Explain the meaning of the words that they may not understand.

You may use the questions and discussion cues given below:

- Pg 1. What does she mean by 'I'm glad...'?
Pg 2. Do you think there's anyone else JUST like you?
Pg 3. Do you like your eyes, ears, nose, fingers and toes? How do they help you? Can you do without them?
Pg 4. Wild is when you are feeling fearless/brave, confident and have fun with friends
Tame is when you are scared, meek /timid, really quiet and prefer to be on your own rather than with friends and other people. Whether you're different from others or just like them, it's okay.
Pg 5. Do you always get things done fast or finish your work quickly or do things slowly because you need more time? Either way it's okay.
Pg 6. Where do all our thoughts and ideas come from? (For their concrete understanding, point to the head) Where do our feelings come from? (For their concrete understanding, point to the heart). Just as we like our body from outside and feel thankful for it, let us appreciate how we are on the inside ... talk to them about character qualities.... You may be clever and come up with great ideas, you may be helpful, kind, loving.... you may be someone who loves to be with friends and have lots of fun or you may be shy and enjoy spending time with yourself.... Who you are on the inside is important too....
Pg 7. Teach them these lines like a song – to the tune of 'Twinkle Twinkle Little Star' – and have them sing along. This will help them remember this message more easily.
Pg 8 & 9. What do you do when someone teases you/troubles you? Do you care what the bully or someone mean says or thinks about you? Be confident about yourself. When you show them that you don't care what they say or do, they eventually stop.
Pg 10. Do you always look perfectly neat and tidy / pretty and handsome? When do you look like a mess? Do you like yourself then? Why?
Pg 11. Like we spoke earlier, it's not only what you see on the outside, but everyone has many qualities that others may not be able to see or understand.

Pg 12 to 15. Do you feel some part of you is silly or funny? It's okay. You are still special.

Pg 16. You are unique and special...there's no one else like you....

Through this discussion, try to develop the children's understanding, appreciation and acceptance of themselves.

1 c. Who I Am

Prepare a self-reflection worksheet, wherein children have to respond to the following open ended statements –

1. What I like about myself
2. I enjoy doing
2. I don't enjoy
3. My special talent..... (add more if you have more than one.)
4. I am not that good in
5. I am (write about your qualities)

Guide the children by giving them a few examples.

1 d. Word Challenge – Crossword Puzzle

The following words are things that they could be thankful for about themselves. The words are given in the box below. (You may add more that are relevant)

Topic: I am thankful for my....

Eyes	Nose	Ears	Legs	Hands	Hair	Voice
Talents Abilities etc.....						

Prepare a crossword puzzle wherein children have to find and circle these words. You could give them clues to help their search.

Alternately, you can also use these words and make different worksheets like-

- Fill in the missing letters and complete the word.
- Match the clue to the appropriate word
- Unscramble the letters to make the word

The topic however would remain the same.

2. Related to the story 'I Want'

2 a. Discussion

Pose the following questions:

1. What did the monkey say each time he saw another animal?
2. Do you look at others and wish for something they have? Why?
3. What happened to the monkey when all his wishes kept coming true?
4. Why did the monkey start crying? What did he realize?
5. Have you ever tried to be like someone else? Was it easy being like someone else? Did you like it or enjoy it?
6. Why did the monkey throw the magic wand into the river?
7. What did the monkey choose to be finally? Why?
8. What did you learn from this story?

2 b. Everyone is Unique, and Every Person is Special in Their Own Way

<https://www.youtube.com/watch?v=8mWjZHk0q8c>

1 min 34 sec

Read out the different birds' thoughts out to the children. At the end of the video, check what they have gathered from it. Explain to them the message behind the video and encourage them to share their thoughts and opinions.

You may ask the following questions:

1. What did each bird want?
2. Were they happy with how they were and what they had?
3. Why do you think they felt that way? – (Lack of confidence, poor self-belief, self-appreciation, self-love., self-respect... they were judging themselves critically, and not considering their blessings – what they had

Discuss these aspects with them in a simple way.)

3. Related to Suffix (-ful)

3 a. Discussion

Make the children aware of the idea that the function of a word changes, depending on how it is formed.

Eg: Write a sentence on the board with the word play in it - They play with the puppy.
Show them that here in this sentence, 'play' is a doing word / action word.

Now write another sentence on the board next to the first one- The puppy is playful.
Now show them - when 'ful' is added to this doing/action word 'play', it turns into a describing word. Ask them – Who is playful? They'll answer – Puppy Say – Yes, the word playful is telling something about the puppy or describing the puppy. So 'playful' is a describing word.

Next help connect this to the concept of creativity.

Take a thick rectangular cardboard piece, the dimensions of a long notebook. Show them the cardboard. Now show them a binder clip (or any strong paper clip). Clip it on to the cardboard. It becomes a writing-board! Point out to them how by adding just one element, the function of the object changed.

Show them a few more examples..... Tell them that this is Creativity.....Just as the action word was changed into a describing word by adding 'ful.'

Explain to them that creativity is the use of imagination or their original ideas to create something or solve a problem. Give them examples of their own creative actions – like drawing, painting, craft work..... Give them examples of creative problem solving too.

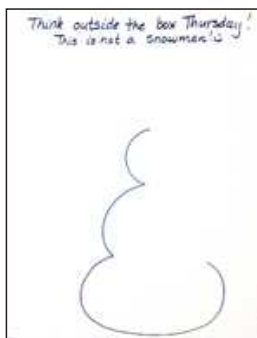
Tell them that creativity comes from thinking creatively, in a different way, asking questions like - what can be done differently, how can a problem be solved considering different options....

3 b. Get Creative !

Engage them in simple and challenging creative tasks:

- Ask the children to think and create something novel by adding an element to some object, wherein the function of the original object changes. You could either do this in class by providing them an array of material to choose from or they could do this at home and bring it later to class and explain what they did.
- Divide the class into groups. Provide each group with a stack of ice-cream sticks and ask them to create an interesting maze out of it.
- Divide the class into groups. Provide each group with a prop – a tie, a badminton racket, a ball etc... they have to imagine the prop as something else; having a use other than its original function. They may dramatize or act out what they have imagined.
- Read out a short story. Ask them to create a new ending to the story.
- Pose What-If questions and encourage them to imagine the situation and express their thoughts. E.g. What if you turned into a chair....?

- Give them ‘Think Outside the Box’ worksheets every day as a break up activity or at the beginning of the day. Draw an incomplete form and write – ‘This is not a’ on top of the picture. The form should be drawn such that, at first glance it calls forth a typical response. The challenge is for the children to perceive the image as a whole (complete the image in their mind) and imagine it as anything other than what it is stated it’s not.



[Refer the material given under “Resources for Teachers.”]

After every activity, have them reflect upon the process, what helped them create what was asked, and how their experience was.

4. Related to Capitalization and Full Stop (Proof Reading)

Recap what was discussed in Unit 1

V. Assignments

1. Mirror Mirror on the Wall

On a thick cardboard, with the dimensions of a laptop/writing board, ask the children to stick a thin mirror in which they can see their face clearly. Around the mirror they have to stick thought bubbles in which they have to write positive self-affirmations like – I am helpful / I am kind / I am brave / I am interesting / I am special / I am unique / I am loveable / I am likeable / I am thankful etc...

Do this activity in two parts. First part of making thought bubbles and writing the affirmations may be done in class. The rest may be done at home. Ask the children to put it up in their home in a space where they can look at it regularly.

Alternately, you may create one big one for the class and place it in a prominent place where movement is constant, and children will be able to stand and look into the mirror easily as well as read the positive self-affirmations surrounding the mirror.

2. Letter to Myself

Encourage and guide children in writing a letter to themselves, expressing thanks to each part of themselves for helping them in a certain way..... (Body...Mind / Head....and....Heart). Keep it concrete. Let them share their ideas with you. You could help them with the sentence construction. Let them attempt to put their thoughts together on their own as far as possible.

3. Craft Fun

Give all the children a list of things, using which they have to create something original and interesting. Ideally do this activity in class itself, so children exercise their own imagination and problem-solving skills. Just ask them to get the material from home without revealing what the task is, so they don't end up preparing for the same beforehand. It will be interesting for them to see the varied creations using the same materials. They will get an idea of the different alternative lines they could think along and how different people think.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

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

<https://www.scholastic.com/teachers/articles/teaching-content/how-promote-creative-thinking/>

<https://www.yourtherapysource.com/blog1/2017/05/16/games-practice-self-regulation-skills/>

https://www.researchgate.net/publication/284874456_SelfAcceptance_in_the_Education_and_Counseling_of_Young_People

<https://positivepsychology.com/how-to-build-self-acceptance-activities-exercises/>

<https://loreamartinez.com/2018/11/15/gratitude-for-self/>

Unit 3

Topic	Values / Life skills integrated & imbibed	Activities
<p>A Smile (Poem)</p> <p>The Wind and the Sun (Story)</p> <p>Doing words (-ing form) Opposites (Grammar)</p>	<p>Core Values considered : Caring & Sharing, Compassion, Politeness, Responsibility and Tolerance</p> <p>Other Sub-Values: Respect, Self-Discipline, Humility, Fairness, justice, Equality, Positivity & Optimism and Attitude.</p> <p>Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Decision making, Problem-solving, Planning and Execution.</p>	<ol style="list-style-type: none"> Related to the poem 'A Smile' <ul style="list-style-type: none"> -Discussion -Video – You're Never Fully Dressed Without a Smile -‘Smile! It's Free!’ Campaign -Song – S-M-I-L-E Related to the story 'The Wind and the Sun' <ul style="list-style-type: none"> -Question/ Answer session & Discussion pertaining to the story -Animation – Compassion in Action -Song – Manners and Character Related to the grammar topic – Doing words (-ing form) <ul style="list-style-type: none"> -Recap of discussion & activities done in unit 1 -Song – Say and Do Nice Things -We Can Be Responsible. We Can Be Nice!!! Related to the grammar topic – Opposites <ul style="list-style-type: none"> -Discussion -Story - My Friend Isabelle -Video – Tolerance <p><u>Assignments</u></p> <ol style="list-style-type: none"> Prep Work (in relation to the 'Smile! It's Free!' Campaign) Our Piggy Bank – of Compassionate and Responsible Actions! Worksheets <ul style="list-style-type: none"> -Paragraph Writing -Tolerant or No

Materials / Resources needed

Facility & Equipment to play the Videos

Worksheets

- Paragraph writing
- Tolerant or No?

Description (of the points of discussion)

Through this unit, help students understand the following:

- There are many intangible ways to express caring, one of them being smiling
- Smiling is an act of caring and compassion and sharing it with others can make a difference.
- It is the simplest of all actions that spreads warmth, positivity, hope, assurance.....
- A smile is also a polite response in certain situations.
- No amount of fun justifies troubling another person. What is 'fun' for each of them may not be 'fun' for another.
- Treat others the way they themselves would like to be treated – with sensitivity, empathy, compassion, respect.
- Sometimes we do things, because of pressure from someone else; understand why we are doing something.
- Actions are mostly born from intent i.e. understand why they act in a certain way; the purpose of an action and whether it is a positive or negative intent.
- (Help them explore this aspect by analysing their own behaviours and thoughts.)
- Actions may be positive or negative.
- How they act, is a choice.
- Always engaging in positive actions, as a conscious choice/decision will change their lives for the better.
- Every action has a consequence.
- What goes around comes around (Karma)
- Some actions are responsibilities that they have to meet; Responsible behaviours, that stem from self-discipline
- Responsibility – it being a continuous action; a continuous choice.
- Their responsible actions will show how trustworthy and dependable they are.
- We are all unique and have something valuable to offer and share.
- Tolerance is accepting others and appreciating differences.
- Tolerance is accepting myself, even when I make mistakes.
- Tolerance is accepting others, even when they make mistakes.
- Tolerance comes out of sensitivity, empathy, compassion, fairness, justice, equality, respect...

Unit 3**A Smile (Poem)****The Wind and the Sun (Story)****Doing words – (Grammar)****Opposites – (Grammar)****Core Values: Caring & Sharing, Compassion, Politeness, Responsibility and Tolerance****I. Introduction**

In Unit 3, the poem ‘A Smile’ is about the nature of a smile and what a smile can bring about.

This poem lends an opportunity to talk to the children about how beautiful a smile is, the different moments / occasions when, and the reasons that we smile, how it changes the person who smiles as well as the person who sees/experiences it. Help children understand how smiling is an act of caring and compassion and sharing it with others can make a difference.

The story ‘The Wind and the Sun’ is about how the sun and the wind have a competition amongst themselves to see who would be the first to get the coat off the man walking on the road. They both want to prove that they are stronger than the other. The wind has a go first but no matter how hard he tries, the coat doesn’t come off. The man is troubled by the cold. Then the sun tries. He shines so bright that the man, troubled by the extreme heat, takes off his coat. The sun thus wins.

Through this poem and story, the values of caring and sharing, sensitivity, empathy, compassion, kindness, politeness and respect may be discussed.

Sharing and caring are essential social skills that allow us to build effective, healthy and strong relationships and to contribute to the happiness and wellbeing of others. Sharing means giving to others not just the tangible, but the intangible as well, something of oneself that will bring happiness to others. Willingly sharing something that means something to us makes all the difference.

A compassionate attitude is reflective of a kind, caring, affectionate, helpful and sympathetic person. Caring for others comes from empathy, an understanding of how another person is feeling. Thus, caring is the ability to recognize and respond to the feelings of another person. Caring can be expressed in so many different ways – showing kindness towards others, sharing with others, being polite when speaking, being sensitive

to other's feelings, showing compassion to those less fortunate, and forgiving someone who may have done something wrong. Caring gives us the ability to understand when someone is in need and help them, making a positive difference in their lives.

The exercise on 'Doing Words' , in this unit, can be used to discuss the value of Responsibility – it being a continuous action; a continuous choice. Let it be an extension of what was discussed in unit 1 and earlier in grade I.

Children need to acquire the confidence and a feeling of control over their own life. Responsibility is something that stems out as well as is an extension of these. They need to be equipped to make rational or moral decisions on their own and understand and be willing to face consequences for their behaviour. They need to work towards being trustworthy and dependable. An attitude of responsibility must be reflected in their actions, towards themselves and others. Engaging in responsible actions is a continuous process. Children need to understand that responsible behaviour is not something they can engage in when the whim strikes. It is an essential consistent behaviour if they are truly going to live up to their potential, enjoy satisfying relationships with others, and live happy, fulfilling lives.

The exercise on Opposites – provides an opportunity to introduce the children to the concept of Tolerance.

Tolerance is often viewed negatively as 'putting up with' something we dislike or even hate. However, it becomes a positive moral virtue, when related to moral aspects like fairness, justice, respect, and causing harm to others. Empathy is possibly the most important motivator for moral and pro-social or altruistic behaviour. Fairness and empathy are also very closely connected to moral development and reasoning. Children who are empathic, are sensitive to the thoughts, feelings and experiences of others. They are able to place themselves in someone else's shoes or understand how it would feel to be treated badly. Placing oneself in someone else's shoes is the essence of tolerance.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
 1. Read and understand the poem – A Smile, and the story- The Wind and the Sun (with help)
 2. Attempt understanding and responding to simple literal comprehension questions as well as simple analytical/ reflective comprehension questions that involve logical reasoning.
 3. Develop and enhance their reading, comprehension, vocabulary and spelling skills.

4. Develop oral expressive skills, visual perceptual skills and fine motor skills, creativity and imagination.
5. Develop grammatical awareness [Doing words (-ing form), Opposites]; understand the concept and usage of the same in sentences (oral and written expression)
6. Understand what it means to care and share, and to be compassionate and polite; imbibe the idea that treating others with care, compassion and politeness will benefit not only others, but themselves too.
7. Learn to be aware of oneself and others, understand perspectives and develop an open mindset.
8. Understand what responsibility entails and extend oneself to do what's morally right.
9. Understand the concept and value of tolerance.
10. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

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

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

**A. Introduce the context through activity:
Discussions (Refer 1a, 2a, 3a, 4a)**



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



1.
Video –
You're Never
Fully Dressed
Without a
Smile
Refer 1b.

2.
'Smile!
It's Free!'
Campaign
Refer 1c.

3.
Song –
S-M-I-L-E
Refer 1d.

4.
Animation
-Compassi
on in
Action
Refer 2b.

5.
Song –
Manners
and
Character
Refer 2c.

6.
Song – Say
and Do Nice
Things
Refer 3b.

7.
We Can Be
Responsible. We
Can Be Nice !!!
Refer 3c.

8.
Story -
My Friend
Isabelle
Refer 4b.

9.
Video –
Tolerance
Refer 3c.



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



1.
Prep
work

2.
Our Piggy Bank – of
Compassionate and
Responsible Actions!

3.
Worksheets
- Paragraph Writing
- Tolerant or No?

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

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

The core values being considered are Caring & Sharing, Compassion, Politeness, Responsibility and Tolerance with other inherent values like Respect, Fairness, Justice, Equality, Humility, Positivity & Optimism and Attitude.

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), Decision making, Problem-solving, Planning and Execution.

IV. Activities & Related Discussion

For the purpose of reflection and discussion, you may pose the questions provided. You may rephrase or simplify the questions as you see fit, considering the language and comprehension level of the children.

1. Related to the poem ‘A Smile’

Recite and explain the poem to the children. Use these questions to engage their thinking as you do so.

1a. Discussion

Pose the following questions:

1. When do we smile? (When we are happy about something, we see/hear something funny/sweet..., as a way of greeting...)
2. How do you feel when someone smiles at you?
3. How do they appear/look when they smile?
4. How do you feel when you smile at someone? How does it change you?
5. How do you think others feel when you smile at them?
6. We should smile often. Do you agree? Why?

Talk to them about the importance and benefits of smiling with examples

- A smile makes you more attractive
 - Smiles are contagious
 - A smile can make you healthier (by making the immune system stronger)
 - A smile can help us look younger
 - It helps us to keep up a positive attitude even when things go wrong.
7. Do you think that we must 'share' our smile with others? Why?
 8. What is the message we give others when we smile at them? (I like you.... I am friendly... I care about you / I care about how I make you feel... You may feel comfortable when you are with me.....)
 9. What do the last four lines mean?
(Explain how a smile is contagious – when someone smiles at you, it creates positive feelings in you and that makes you smile back at them. This is an automatic reaction.... And so, if everybody had positive thoughts and greeted others with a smile, or chose to share a smile with others, the world would be a warmer and happier place. Explain this to them in a simple understandable manner.)

1 b. Video – You're Never Fully Dressed Without a Smile

<https://www.youtube.com/watch?v=IKjJ6DQF7xY> 3 min 21 sec

Discussion

1. What were the children trying to do? How did they go about it?
2. How did the people react?
3. Do you think the children were enjoying this activity? Why?
4. There were a few people who were not ready to smile easily. Were the children able to get them to smile?
5. Can you think of any ideas to help people understand how important and beautiful it is to smile?

Help them brainstorm. Think of possible ways to do it in school under your supervision. You may consider the next activity to take this exercise forward.

1 c. 'Smile! It's Free!' Campaign

They could initiate a 'Smile! It's Free!' campaign. The class could be divided into groups. One group could stand by the school gate with posters and distribute smiley badges to those who come in. Another group could distribute something small and simple like a chocolate or any token.

A third group could put up a Skit / Drama in the class/auditorium/ open stage on the importance and beauty of smiling.

This could be done on Parents Day, so parents also get to participate in this initiative. This activity will help the children to observe people's reactions, responses and behaviour changes. They will be able to experience first-hand, the difference that it brings about.

1 d. Song – S-M-I-L-E

<https://www.youtube.com/watch?v=R5wr3J3xKtk> 1 min 50 sec

Encourage the children to learn the song and sing along. Discuss the meaning and message in the song. Talk to them how -

- A smile can change one's mood
- A smile can help us feel better when we are troubled.
- A smile can help us stay positive

2. Related to the story 'The Wind and the Sun'

2 a. Discussion

Pose the following questions:

1. What did the Sun and the Wind wish to do?
2. Why did they want to do that?
3. How did they try to get the coat off the man?
4. Did they care about what the man was going through?
5. What does this tell us about their nature/character?
6. What did the man go through because of their actions?

Bring to their attention - the way some treat others unkindly, without any sensitivity or respect. They do not realize that their actions may trouble or harm others or if they do, they do not care. Very often we feel that teasing and playing pranks/tricks on others is harmless. Sometimes it becomes bullying. Recap what was discussed in Unit 1 of grade 1. You may use the discussion and activities therein. Take the discussion forward by explaining to the children that-

- No amount of fun justifies troubling another person. What is 'fun' for each of them may not be 'fun' for another.
- Treat others the way they themselves would like to be treated – with sensitivity, empathy, compassion, respect and politeness.

- Sometimes we do things, because of pressure from someone else; understand why we are doing something.
- Actions are mostly born from intent i.e. understand why they act in a certain way; the purpose of an action and whether it is a positive or negative intent.
(Help them explore this aspect by analysing their own behaviours and thoughts.)
- Actions may be positive or negative.
- How they act, is a choice.
- Always engaging in positive actions, as a conscious choice/decision will change their lives for the better.

2 b. Animation – Compassion in Action

<https://www.youtube.com/watch?v=cAFq6PcFYgI> 2 min 55 sec

Pause at important points in the video and discuss the different details. You may pose the following questions to aid reflection and reasoning.

1. What is compassion?
2. What is meant by ‘putting yourself in other’s shoes’?
3. Have you ever tried to put yourself in someone else’s shoe? When? What was it like? Share your experience.
4. Why is it important to listen to, understand and care for others? How do you think it would make them feel?
5. What is the meaning of compassion ‘in action’?
6. What quality do you need to put compassion in action? Why do you think it takes courage?
7. Have you ever tried putting your compassion in action?
 - How did you feel?
 - Did you have to be brave?
 - How did the other person feel?
8. What must you do if you see someone hurting or in trouble?
9. How can you show someone that you really care?
10. Compassion in action need not mean doing great actions. What are the little things that can make a difference to others?
11. Sometimes we have to show our compassion by doing great big actions. What are they?

12. In what ways can you show compassion in action?
13. How does it feel when someone shows compassion to you?
14. What would the world be like if everyone acted out of compassion for each other?

2 c. Song – Manners and Character

https://www.youtube.com/watch?v=XEjVu8Kj_2I

Discuss the different aspects of the song. Encourage them to give examples of each value and share their experiences if time permits. Talk to them about the most important magic words – Please, Thank you and Sorry – and when they are to be used.

3. Related to Doing Words

3 a. Discussion

Recap what was discussed in Unit 1, and earlier in unit 2 of grade I.

Talk to them about Responsibility Responsible Actions....

3 b. Song – Say and Do Nice Things

<https://www.youtube.com/watch?v=zSbvWZ1r3ic>

Explain to them that actions like saying nice things to others and doing nice things for others are responsible actions. Reiterate the point that how they act is a choice; acting responsibly is a choice.

Ask them to give examples of some nice things that could be said to others and nice things that could be done for others. Have them reflect on how such actions would make others feel and what difference such nice responsible actions would make to others.

Tell them that responsible actions are not meant only for others. Such actions are also meant for themselves. Ask them if they speak nicely to themselves. Give them examples of self-talk – positive and negative. Ask them what they do more. Help them think of the nice things they could say to themselves. Next talk to them about the nice actions they could do for themselves. Explain to them why saying and doing nice things for oneself is important.

Finally emphasize that nice, responsible actions is not something that needs to be done once in a way. Such actions need to be done regularly and consistently over time (as mentioned in the song-throughout one's life).

3 c. We Can Be Responsible. We Can Be Nice !!!

Let this be the theme for making a big chart for the classroom / foyer / passage in school. Have children collect pictures of nice and responsible actions and cutouts of words / phrases / sentences that are nice, responsible statements to others and themselves. Ask them to bring these to class. Divide the chart into two parts – one for the statements, the other for the action pictures. Help them stick their contribution on the chart. It could be like a collage or placed in a more structured manner, as you wish. Put up this chart in a prominent place where they and if possible, students of other grades can also view it regularly.

4. Related to Opposites

4 a. Discussion

Help them understand that the word ‘opposite’ means being different.

Now ask them –

1. Do you think being different means not good?
2. Do you think being different means not acceptable?
3. Do you think being different means not tolerable?

Explain the meaning of acceptance and tolerance. Tell them that just because something or someone is different from you, it does not mean that they are not good enough or acceptable or tolerable. Being different means just that – being different, nothing more. Explain the following to them-

- We are all unique and have something valuable to offer and share.
- Tolerance is accepting others and appreciating differences.
- Tolerance is accepting themselves, even when they make mistakes.
- Tolerance is accepting others, even when they make mistakes.
- Tolerance comes out of sensitivity, empathy, compassion, fairness, justice, equality, respect... (Explain these in simple terms that they can understand with relatable examples)

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

Show them the video below.

4 b. Story - My Friend Isabelle

<https://www.youtube.com/watch?v=IZ9EY0cwmmY> 2 min 5 sec

Ask them –

1. Did Charlie get irritated or stop being Isabelle's friend because of the difference in their height?
2. Did Charlie get angry or stop being Isabelle's friend because of the difference in how much time they took to do things?
3. Did Charlie get embarrassed or stop being Isabelle's friend because of the difference in what they liked to play with?
4. Did Charlie get impatient or stop being Isabelle's friend because of the difference in the way they spoke or how much they knew?
5. What important lesson did Charlie's mom give him?
6. Even though they were so different, what were the things that they could do together?

As you ask each question, write down the following words on the board, one below the other– irritated, angry, embarrassed, and impatient. Explain to them that these are some of the ways that one can show intolerance.... Ask them –

7. What are some other ways by which people show intolerance? (ignoring, excluding, bullying in different ways, fighting....)

Encourage the children to think of their own observations and experiences. Write these words/phrases too on the board along with the other words, one below the other.

8. How can you show the opposite of such behaviours?

Guide the children to think of the appropriate responses. Write the opposite reaction / action against each word or phrase on the board:

Irritated x Cheery	Angry x Calm	Embarrassed x Proud	Impatient x Patient
Ignoring x Accepting	Excluding x Including	Bullying x Being Caring	
Fighting x Being Peaceful	etc...		

4c. Video – Tolerance

<https://www.youtube.com/watch?v=KMEj92GG0kU> 2 min 19 sec

Encourage the children to watch the video carefully and share their observations. Pause the video at strategic points to discuss what they saw until then. Let them share what they understand. If needed, prod them with questions like –

1. The three flowers that grow in the beginning - are they same or different? (same - Tulips)

2. The flower that grows later – is it same or different?
3. How do the tulips react to the flower that's 'different'?
Bring their attention to the question marks and exclamation marks that appear...encourage them to think of and analyse what these punctuation marks could be trying to depict; what emotions and reactions they suggest.
4. Why do you think the tulips react/ behave that way? Was this an appropriate or right behaviour?
5. What do they do? Do they enjoy it? How do you know? (They trouble/bully the different flower; they enjoy this – they laugh at the flower's discomfort.)
6. What happens to the 'different' flower? (It gets scared, gives up and wilts)
7. How does the sun and the bee react? Do they do anything to stop the tulips and help the 'different' flower?
8. Why do you think they don't help? Do you think their behaviour was appropriate?
Pause the video at 1 minute 30 seconds. Explain to them that what happens in the video after that point is another scenario, a positive one. Ask them to observe and note what is different in the second scenario....
9. What happens when the bee shows compassion to the flower that's different? How does the Sun and the tulips react?
Explain to them how sometimes, it takes just one person to do what's right, and others will follow and imitate the positive behaviour. It takes just one person to initiate a positive change. Talk to them about the power of 'one'.
10. How do you think the 'different' flower felt on being accepted by the others? How did it respond? (It bloomed)
Connect this situation with real life scenarios that they can relate to, and draw a comparison with them.

V. Assignments

1. Prep Work

Ask them to prepare posters and tokens to give-away tokens for the 'Smile! It's Free Campaign'. They could be guided for the same. You could engage some seniors of the school to help them. Not only will they learn how to brainstorm, they will also learn to collaborate and work with others. This would provide them a good exposure.

2. Our Piggy Bank – of Compassionate and Responsible Actions!

Tell the children that they have to think of ways to be compassionate to others – their classmates in school, and their family members at home. For the activity at home,

responsible actions can also be included.

For the class task, keep a transparent box with a slot on top like a piggy bank. Each time, a child does something compassionate, the child who is the recipient of the act has to write in a sentence or two what the act was and who did it, on a piece of paper, fold it and put it through the slot into the box. You can then read out the chits the next day. This could be a daily ritual. Children would be motivated and keen to have their name be mentioned by somebody. Eventually, over time, these positive thoughts and actions would become an inherent part of them and turn into positive habits.

The same ritual can be followed at home too, and you may seek the cooperation of the parents for the same. All the family members could participate in this activity. It could be a pre-bedtime ritual -All the members could come together, and open the chits then.

This activity would serve as positive strokes for the children and will encourage them to repeat such acts.

3. Worksheets

- **Paragraph Writing**

Ask the children to write a short paragraph on how they will practice tolerance in their life. They could read this out in class. Listening to each other, the children would gain exposure to different thoughts and ideas and be motivated to be a 'tolerant' person.

- **Tolerant or No?**

Identifying and distinguishing pictures that depict tolerance from those that don't; crossing out intolerant actions. The pictures could be accompanied with sentences/phrases to add the element of reading too.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

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

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

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

<https://unesdoc.unesco.org/ark:/48223/pf0000098178>

<https://www.rchsd.org/health-articles/teaching-your-child-tolerance>

<https://youaremom.com/parenting/teaching-tolerance-children/>

Unit 4

Topic	Values / Life skills integrated & imbibed	Activities
Position words / Prepositions (Grammar)	<p>Core Value considered : <i>Truth</i></p> <p>Other Sub-Values: Integrity, Fairness, Loyalty, Courage, Responsibility, Trust, Dependability, Respect, Humility, Forgiveness and Attitude.</p> <p>Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Decision making, Judgement, Problem-solving, Planning and Execution.</p>	<p>1.Related to the grammar topic – Position words</p> <ol style="list-style-type: none"> Discussion Truth or Not? (PPT / Worksheet / Role Play) Game On! Animated Story – The Honest Girl <p><u>Assignments</u></p> <ol style="list-style-type: none"> How would you act honestly in this situation? My Conscience Picks.... I Was Honest By....

Materials / Resources needed

Facility & Equipment to play the Videos & PPT (if opted)

Worksheets

- Truth or Not (if opted)
- How would you act honestly in this situation?
- My Conscience Picks....
- I Was Honest By...

Description (of the points of discussion)

Through this unit, help students understand the following:

- What truth is, and the nature of truth. (at a very basic level that is age appropriate)
- Honesty is when you not only speak the truth but act truthfully too.
- Being truthful means saying how something really is or how it really happened.
 - telling the truth based on facts and real things (not lying)
 - telling the whole truth, and not leaving out parts in order to hide something that you know is wrong. (lies of omission)
 - acting in a way that is truthful and not hiding the truth or tricking others (not deceiving)
- Honesty is not only being truthful to others, but to yourself too.
- It is important to listen to your conscience.

Unit 4**Position words / Prepositions – (Grammar)****Core value : Truth****I. Introduction**

In Unit 4, the exercise on ‘Position Words’ (Prepositions), can be used to discuss the value of Truth. Just as, with the help of position words we come to know the position of something or someone, truth gives us an idea of the actual fact or reality.

Truth is defined as the true reflection of reality in the consciousness, the reflection of reality as it exists for itself, independently of the will and consciousness of people. Truth is the quality of being true. Truth is interpersonal. We tell each other things, and when they work out, we call them truths. When they don’t, we call them errors or, if we are not charitable, lies. What we take as truth depends on what others around us espouse. (philosophynow.org)

This understanding however is too deep for the children to grasp. And so, we shall explore truth from a simpler perspective - The concept of truth as linked with the moral concepts of honesty and sincerity. Moreover, one way to understand truth is to consider its opposite – Lies.

Since 7-year olds will find it difficult to assimilate the deeper nuances of truth, at this level, they need to be made aware of only what honesty and lies entail.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
- 1. Read and understand the poem – Rain, and the story- Storm in the Garden (with help)
- 2. Attempt understanding and responding to simple literal comprehension questions as well as simple analytical/ reflective comprehension questions that involve logical reasoning.
- 3. Develop and enhance their reading, comprehension, vocabulary and language skills.

4. Develop their oral expressive skills, thinking, imagination and ideation skills.
5. Develop grammatical awareness [Position words]; understand the concept and usage of the same in sentences (oral and written expression)
6. Understand what truth is.
7. Learn to distinguish truth from a fantasy or a lie.
8. Understand the concept of honesty; realize that honesty is reflected in one's words as well as actions.
9. Realize that it is important to be truthful not only to others but to oneself too.
10. Understand what conscience is, and allow themselves to be guided by it in making the right choices and doing what's morally right.
11. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

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

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

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



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



1.
Truth, or Not?
Refer 1 b.

2.
Game On!
Refer 1c.

3.
The Honest Girl
Refer 1 d.



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



1.
How would you act
honestly in this
situation?

2.
My Conscience
Picks....

3.
I Was Honest
By....'

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 Truth with other inherent values like Integrity, Fairness, Loyalty, Courage, Responsibility, Trust, Dependability, Humility, Forgiveness, and Attitude.

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), Decision making, Judgement, Problem-solving, Planning and Execution.

IV. Activities & Related Discussion

For the purpose of reflection and discussion, you may pose the questions provided. You may rephrase or simplify the questions as you see fit, considering the language and comprehension level of the children.

1. Related to Position Words

a. Discussion

At the end of the exercise on position words, after the children have understood the concept of position words and their usage from a grammatical perspective, tell them that just as position words tell the actual position of something or someone, which are basically facts, truth gives us an idea of the actual fact or reality.

Write the word TRUTH on the board. Ask them what they understand of the word truth. Hear what they have to say, then, explain to them that a truth is a statement that is real /true. Unreal or untrue statements would not be truth. Help them understand the difference between real and not real by giving them examples:

The sun is hot – is real but The sun is blue. - is not real

So, the first sentence is the truth.

The crow is pink in colour – is not real but The crow is black in colour – is real.

Here, the second sentence is the truth.

Give them a few more of such examples. Encourage them to come up with examples

too. This will help you check their understanding.

Now tell the children that sometimes we make statements in response to a situation which may or may not be real / the actual fact / the truth. Tell them to look at the following pictures and understand this aspect.

1 b. Truth, or Not?

Prepare a PPT with images of children doing something wrong. Create a brief story around each picture and statements that the main character makes in relation to that picture. Encourage the children to listen to that character's statement and tell you whether it is the truth or not.

EXAMPLE



Ajay was playing with his football in the house, when the ball accidentally hit a beautiful vase on the table. The vase fell down and broke. Hearing the sound, the mother came to the room and asked Ajay how the vase broke.

Ajay replied, "I don't know."

Ask the children – Ajay told his mother that he didn't know how the vase broke. Was this statement true? (This situation is an example of lying)

Similarly, more pictures and situations may be discussed. The goal is to help the children identify and distinguish truth from the untruth in the spoken word.

Alternately, this could be done as worksheets or role play too.

Wind up the activity with the discussion below:

Tell them that when we speak the truth, it is called honesty. Honesty means that you explain how a situation really happened. If you say something happened one way when it really happened another way, then you are not being honest.

The opposite of truth is lies. Lies may be of different types - saying things that are not true, or that you think might not be true or that you are making up to hide the truth – all these are lies. Explain to them that lying is not honest because you are saying something that isn't true. Honesty means you don't say things about people that aren't true. Even rumours or sharing of rumours someone else made up is dishonesty.

Give examples that they can relate to.

Explain that there are consequences of dishonesty, such as losing the trust and

respect of others; covering up a lie leads to more lies, and often times will result in embarrassment or punishment.

1 c. Game On!

Divide the class into groups – maybe row wise. Play an honesty game, where you give scenarios to the children about lying. You can give them options of three answers, with only one being the honest answer. The first child to give the correct answer wins a point for their group.

1 d. The Honest Girl

<https://www.youtube.com/watch?v=3F0WLIY0dLg> 6 min 34 sec

Discussion

1. Was Sumiti a completely 'bad' girl? Why?
2. What did Sumiti's teacher feel about her? Why?
3. Why did Sumiti wish she had Tina's pen?
4. Sumiti opened Tina's bag without asking her. Do you think what she did was right?
5. Why did Sumiti get scared and put the pen in her pocket when Vibha entered the class? (She knew what she was doing was not right; she felt guilty)
6. Why didn't Sumiti speak up and own up when the teacher was scolding Vibha for stealing?
7. What was the truth?
8. Why couldn't Sumiti sleep at night?
9. Why did the pen not look beautiful to Sumiti any longer?
10. What thoughts did Sumiti have through the night?
11. What did Sumiti finally decide to do?
12. Why didn't she keep the pen back in Tina's bag the next day?
13. What action did Sumiti take when the teacher called upon Vibha the next day?
14. Did the teacher scold or punish Sumiti when she told the truth? What did she say?
15. Why did Ms. Ali call Sumati brave and honest?

Explain to the children –

- When you do something that you know is morally wrong, or when you have to hide your actions because you know they are wrong, you are not being honest.
- Being honest means, you act in a way that you know is the right thing to do.

- Being honest means, being humble enough admit to your actions, even if you'll get in trouble. You are not being honest if you deny you did something wrong when you really did it.
- Once someone admits their mistakes, being large enough to forgive the person and giving them a chance to mend their ways.

Help them understand the different aspects of dishonesty –

- Deceiving – Hiding the truth
- Cheating – Breaking rules to gain an advantage
- Stealing – Taking something that isn't yours.
- Hiding any other action, because you know and believe it isn't morally right.

Explain all this in a simple manner and give them relatable examples. Encourage the children to share examples too.

Now tell them - Just it is important to be honest with others, it is important to be honest with yourselves too.

Being honest with yourself means you really know why you are acting in a certain way or whether what you tell yourself is true. You are not being honest with yourself if you are trying to convince yourself you didn't really do something wrong, or it wasn't that bad, even though you really did it. Give an example to help them understand this.

Ask them – Have you ever felt like there's a voice in your head telling you what to do or what not to do?

That voice in your head, and that feeling in your heart, that tells you if something is right or wrong, even when no one is looking, is called conscience.

Tell them – Your conscience always guides you to do what is right, to make the right choices. There are always many temptations to do something wrong – give examples. However, each time you may think of doing something wrong, you may get an uncomfortable feeling or hear a little voice telling you not to do it, that it's wrong. It's up to you whether you listen to this voice or not but your conscience will never misguide you. Learning to listen to your conscience will help you make the right decisions and act in the right way.

V. Assignments (Worksheets)

1. Prepare a worksheet titled 'How would you act honestly in this situation?'

Give them four to five situations that they can relate to and provide space below each situation to write down the honest action that they would do in that situation.

Example:

Situation- You borrow your friend's toy to play with, but it breaks while playing. What would you do?

Honest Action

2. Prepare a worksheet titled, 'My Conscience Picks....'

Have two columns. In one column, have a picture that depicts a morally right action. In the other, have a picture that depicts a morally wrong action. The children have to look at the pictures, ask their conscience which one is the right action and circle that picture.

Instead of pictures, you could also give them only sentences without picture clues, if you wish to focus on developing their reading skills.

3. Prepare a worksheet titled 'I Was Honest By....'

Ask children to write down instances when they have been honest in the past.

E.g. I was honest by telling my mother that I ate a chocolate before dinner / telling my friend that I lost her ball and buying her a new ball. / telling my teacher that I didn't do my homework Etc....

Note: You may choose to get these worksheets done in class itself or give them as home assignments.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

<https://raisingchildren.net.au/preschoolers/behaviour/common-concerns/lies>

<https://childrenslibrarylady.com/teaching-honesty/>

<https://www.teacherplanet.com/content/honesty>

<https://www.edutopia.org/blog/8-pathways-creating-culture-integrity-marilyn-price-mitchell>

<http://www.waece.org/paz/english/PDF/Veracidad.pdf>

Unit 5

Topic	Values / Life skills integrated & imbibed	Activities
Zoo Manners (Poem)	Core Values considered : Sensitivity, Faith, Responsibility, Tolerance and Inner Harmony	1.Related to the poem ‘Zoo Manners’ -Discussion -Story – Always Be Kind to Animals -I Choose – To Be Sensitive! -Sensitivity to Plants
Funny Bunny (Story)	Other Sub-Values: Empathy, Compassion, Kindness, Caring, Respect, Trust, Attitude, Resilience, Self-Awareness, Self Esteem (Self-Acceptance, Self-worth) Self-Discipline, Optimism, Patience, Hope, Confidence, Gratitude and Altruism	2.Related to the story ‘Funny Bunny’ -Question/ Answer session & Discussion pertaining to the story -A Game of Trust -Video: Protect Yourself Rules – A Friendly Stranger -Song: Stranger Danger and Awareness for Kids
Doing words Opposites Sentence Structure/ Word Order (Grammar)	Life skills: Intrapersonal and Interpersonal skills, Observation, Questioning, Effective communication, Logical Reasoning, Creative, Abstract & Analytical thinking (higher order analysis), Decision making, Problem-solving, Planning and Execution.	3.Related to the grammar topic – Action words (present and past form) -Recap of discussion & activities done in previous unit 3 -Video: Small Talk- Mistakes 4.Related to the grammar topic – Opposites -Recap of discussion & activities done in previous units 1 and 3 5.Related to the grammar topic – Sentence structure / Word order - Watch Your Thoughts - Thought Bubbles - Accepting Self - Henry & Leslie story - Values & Gratitude for Self - I Am Important (Self Talk)
		<u>Assignments</u> (Worksheets) 1. Sensitivity is... 2. I Trust /Have Faith In...

Materials / Resources needed

Facility & Equipment to play the Videos / PPT

Worksheets

- Sensitivity is....

- I Trust /Have Faith In...

Description (of the points of discussion)

Through this unit, help students understand the following:

- Just like them, others have needs and feelings too.
- All living beings are sensitive to and respond/react to other's words and actions towards them.
- All living beings deserve to be treated with sensitivity, empathy, compassion, kindness, caring, respect.....
- One must always think before acting
- Thoughtless assumptions and actions can lead to problems.
- Certain people can take undue advantage of their gullibility, if they are not careful.
- It is okay to make mistakes, but one must be resilient and learn from the mistakes made in the past so that the same mistakes are not repeated in the present.
- When our thoughts, emotions and actions match, we experience inner harmony or peace within.
- Inner harmony changes how we feel about ourselves and others.
- We can cultivate inner harmony of the mind in many ways.

Note:

- Recap of what was done earlier - on Responsibility and Tolerance

Unit 5**Zoo Manners (Poem)****Funny Bunny (Story)****Action words (Grammar)****Opposites (Grammar)****Sentence Structure /Word Order (Grammar)****Core values: Sensitivity, Faith, Responsibility, Tolerance and Inner Harmony****I. Introduction**

In Unit 5, the poem ‘Zoo Manners’ is about treating the animals at the zoo with sensitivity and respect. It creates awareness that animals too have feelings, just like human beings and wish to be shown compassion and kindness.

This poem lends an opportunity to talk to the children about the values of sensitivity, empathy, compassion, kindness, caring and respect.

The story ‘Funny Bunny’ is about a rabbit. One day while sleeping under a tree, a nut falls on its head. Without understanding what happened, the rabbit makes an assumption that the sky is falling and decides to inform the king. On the way it goes about spreading this among the other animals, creating panic. The animals it meets on the way, joins the rabbit on its way to the king. Then they meet the fox on the way, who shows them the way to the King, but it turns out to be the fox’s den. The fox then eats up all the animals.

The story teaches the moral that one must think before acting and must not trust anyone or show blind faith in anything like the animals did. It can be one’s downfall. Through this story, the values of faith and trust, may be discussed.

The exercise on ‘Action Words’, in this unit, can be used to discuss the value of Responsibility once again–Recap what was discussed in the earlier units. In this unit, since the focus is on the present and past forms of action words, the children could be given the understanding that one of the responsibilities that one must strive to achieve, is to learn from their past mistakes and not repeat the same mistakes in the present. The aspect of resilience may also be discussed in simple terms.

Children need to acquire the confidence and a feeling of control over their own life. Responsibility is something that stems out as well as is an extension of these. They need to be equipped to make rational or moral decisions on their own and understand and be

willing to face consequences for their behaviour. They need to work towards being trustworthy and dependable. An attitude of responsibility must be reflected in their actions, towards themselves and others. Engaging in responsible actions is a continuous process. Children need to understand that responsible behaviour is not something they can engage in when the whim strikes. It is an essential consistent behaviour if they are truly going to live up to their potential, enjoy satisfying relationships with others, and live happy, fulfilling lives.

The exercise on Opposites – provides an opportunity to revisit the concept of Tolerance, covered in the earlier unit.

Tolerance is often viewed negatively as ‘putting up with’ something we dislike or even hate. However, it becomes a positive moral virtue, when related to moral aspects like fairness, justice, respect, and causing harm to others. Empathy is possibly the most important motivator for moral and pro-social or altruistic behaviour. Fairness and empathy are also very closely connected to moral development and reasoning. Children who are empathic, are sensitive to the thoughts, feelings and experiences of others. They are able to place themselves in someone else’s shoes or understand how it would feel to be treated badly. Placing oneself in someone else’s shoes is the essence of tolerance.

The exercise on rearranging jumbled words to frame a meaningful sentence could be used to connect sentence structure / word order and Inner Harmony.

A sentence comes together meaningfully and harmoniously as a whole only when the words within are in the right order in relation to each other and all other related elements (punctuation, capitalization, word usage - meaning in context etc are appropriate). Any ‘error’ in any aspect of the sentence would lead to ‘disharmony’ within the sentence. This analogy could be used to help the students understand the interconnections between our thoughts, emotions and actions. To attain inner harmony, the goal then would be, to learn the skills to build a positive relationship with oneself and others.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
 1. Read and understand the poem – Zoo Manners, and the story- The Funny Bunny (with help)
 2. Attempt understanding and responding to simple literal comprehension questions as well as simple analytical/ reflective comprehension questions that involve logical reasoning.
 3. Develop and enhance their reading, comprehension, vocabulary and spelling skills.

4. Develop oral expressive skills, visual perceptual skills, fine motor skills and auditory perceptual skills
5. Develop grammatical awareness [Action words (present & past form), Opposites]; understand the concept and usage of the same in sentences (oral and written expression)
6. Develop age appropriate sentence construction skills – appropriate word order within a sentence.
7. Develop written expression skills – story building based on given pictures.
8. Understand what it means to be sensitive, caring, kind, compassionate, respectful and so on; imbibe the idea that treating others well, will benefit not only others but themselves too.
9. Understand what faith and trust entails; learn to be wary in its expression.
10. Understand what responsibility entails and extend oneself to do what's morally right.
11. Understand the concept and value of tolerance.
12. Develop an awareness of what inner harmony entails; understand the nature and power of inner harmony, how it changes one's relationship with oneself and others, and ways to cultivate inner harmony of the mind
13. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

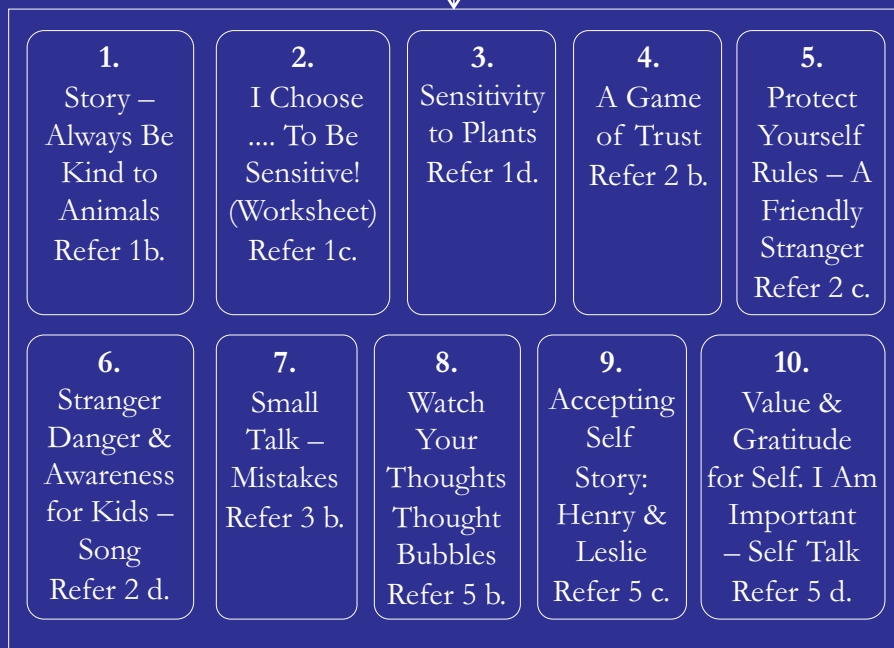
Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

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

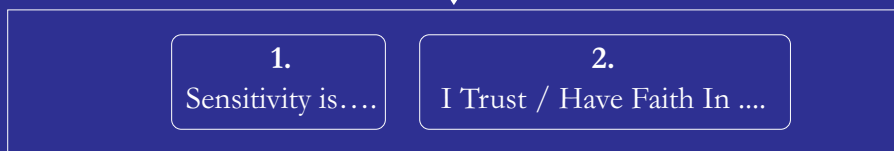
**A. Introduce the context through activity:
Discussions (Refer 1a, 2a, 3a, 4, 5a)**



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



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



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

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

The core values being considered are Sensitivity, Faith, Responsibility, Tolerance and Inner Harmony with other inherent values like Empathy, Compassion, Kindness, Caring, Respect, Trust, Attitude, Resilience, Self-Awareness, Self Esteem (Self-Acceptance, Self-worth) Self-Discipline, Optimism, Patience, Hope, Confidence, Gratitude and Altruism

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

IV. Activities & Related Discussion

For the purpose of reflection and discussion, you may pose the questions provided. You may rephrase or simplify the questions as you see fit, considering the language and comprehension level of the children.

1. Related to the poem ‘Zoo Manners’

Recite and explain the poem to the children. Use these questions to engage their thinking as you do so.

1 a. Discussion

Pose the following questions:

1. What must we take care of when we visit the animals at the zoo?
2. Why must we not tease and laugh at animals?
3. Do you have any pets at home? Have you observed how they react when you tease or laugh at them?
4. Why must we not make unkind and thoughtless remarks at the animals?
5. Do you believe animals can understand what we say? What makes you think so?
Encourage them to share their experiences and observations.
6. How do animals treat us?
7. In the poem, the animals have been described with qualities just like humans – proud, wise, strutting... What does this show us?

(Though animals are a different species, they too have feelings and needs just like us humans. They also experience and express different emotions through their behaviours.)

Talk to the children about sensitivity – sensitivity to others’ emotions, whether they be humans, animals or plants. Explain to them that this means noticing things and picking up on the feelings of others and understanding them. Help them understand that when you develop good sensitivity to others, then you’d be aware of their needs and behave in a way that makes them feel good. You would also think over your actions as you’d be able to consider how others will react to them. You would care about others’ feelings and think carefully before speaking or acting. Explain to them how being sensitive means being kind, empathetic, compassionate and respectful.

Give simple, relatable examples.

8. Just as animals are different from each other in so many ways, people are also different from each other in many ways – in the way that they look physically, their abilities, their likes and dislikes etc.

Do you think being ‘different’ means, it is okay to ignore, tease or bully others?

Remind them what was discussed in the previous units about understanding and tolerating differences. Tell them that everyone is different from the other in some way or the other (physical appearances – colour of the skin, type of hair, body type...; skills and abilities – some may be challenged physicallyetc...) but that doesn’t give anybody the right to be impolite, unfriendly, rude or mean to another. Tell them that everybody deserves to be treated equally with respect just as them.

1 b. Story – Always Be Kind to Animals

<https://www.youtube.com/watch?v=L-9WYPVxjDw>

Discuss the different aspects of the story with them. Encourage them to share their thoughts and opinions with you. Ask them –

1. Have you seen children or older people being unkind to animals? In what ways are people insensitive and unkind to animals?
(Putting them in cages, tying them up, throwing stones at them, hitting them, not giving them food, forcing them to learn and do tricks, throwing colour on them during Holi, bursting crackers during Diwali, throwing garbage in the rivers/lakes, seas, cutting down trees,discuss these aspects with them)
2. Do you have any pets? How do you take care of them? How do your pets show you that they care about you?
3. How could you show your sensitivity and kindness to animals around you? What are the simple little things that you could do?

1 c. I Choose To Be Sensitive! (Worksheet)

Prepare a worksheet wherein you give different situations. Let the children read the situation (with help if needed), then choose the most sensitive action from the options given, in response to that situation. You may add pictures too for improved comprehension. The situations could revolve around animals, people and plants.

Alternately, you could play this as a game in class, wherein you read out the situation and the children choose the most sensitive action from those read out. Before you read out the options, ask the children what they would do in that situation?

1 d. Sensitivity to Plants

Discuss how one can show sensitivity to plants. If possible, plan a 'Date with Nature'. Let the children spend some time in the lap of nature, observing trees and plants, appreciate the different hues of colours, the patterns and designs, differences and similarities, the creatures that dwell in nature ...

Sensitivity towards something or someone stems from understanding, acceptance and appreciation of the same.

Arrange for the children to plant a sapling in groups. Each group would then be responsible for taking care of their plant. They could delegate responsibilities and monitor the growth of the plant. Encourage children to talk to and sing to the plants. Share with them the research that states that talking and singing to plants helps in their growth. The more they engage with nature, the more they will begin to appreciate and connect with its different aspects. Once that connect is established, sensitivity and compassion would follow naturally.

2. Related to the story 'Funny Bunny'

2 a. Discussion

Pose the following questions:

1. What did the Bunny think when the nut fell on him?
2. Why do you think all the animals believed Bunny?
3. Why did they all join Bunny to go see the King?
4. Why was the fox able to trick Bunny and all the other animals?

Explain to the children what trust and faith are in a simple way. Faith is having complete trust and confidence in someone or something. Faith is invisible. It is understood from the way a person thinks or acts. When you trust someone or have faith in them, you believe that they will be good and nice to you in ways that matter, and will not treat you badly in any way. You believe that they will say and do things in a certain expected way. Trust and faith are important, to have good relationships with family and friends.

Give situational examples of what trust and faith are like. Ask them how they would feel if their family and friends didn't trust them or have faith in them and how their friends and family could feel if they didn't place their trust and faith in them.

Play the following game to help children understand the nature of trust.

2 b. A Game of Trust

Have two children come forward. One child will be blindfolded. The other child has to give instructions directing the blindfolded child to a certain area of the classroom. The blindfolded child has to listen to the other child and follow the instructions given to reach the specific point.

After the game is done, ask the child that was blindfolded –

- How did it feel to be blindfolded?
- Was it easy to follow the instructions? Did you feel scared?
- Did you have confidence in your friend that he/she would guide you properly?

Point out to them that this confidence / lack of confidence that the friend would guide properly is trust or faith. We have faith in our parents – that they will take care of us and protect us from any harm. We have faith in our close friends that they will be a good friend and not trouble or hurt us in any way. Similarly, we have faith and trust in other people too.

Tell them that while it's good and important too to trust and have faith in people, blindly trusting others without thinking for themselves and assessing the consequences, can get them into trouble. While there are many good people around, some people have bad intentions, cunning like the fox, who could trick the good people if they are not careful. Give examples of such situations.

Talk to them about being wary around strangers- what to do and what not to do. Show them the videos below. These are very important, and it's essential that children understand this.

2 c. Protect Yourself Rules – A Friendly Stranger

<https://www.youtube.com/watch?v=SY7RhBszp0k>

2 d. Stranger Danger & Awareness for Kids – Song

<https://www.youtube.com/watch?v=92HCKfYakLU>

Tell them that they must develop the ability to think – what the other person is saying or doing or asking you to say or do, is it right? How do they feel when they are with that person – do they feel comfortable or uncomfortable in any way. Tell them that our body and mind have a kind of magical sense to understand how a person could

be. They will give us a sign by making us feel doubtful or uncomfortable in some way. It is important to pay attention to and pay heed to that feeling, because that is our body's natural way of warning us of some danger. Focus on thinking before acting.

3. Related to Action Words

Recap what was discussed in Unit 3, 1, and earlier in unit 2 of grade 1.

Talk to them about Responsibility Responsible Actions....

3 a. Discussion

Since in this unit, the focus of action words is on present and past forms, once the children have understood the concept of present and past time, introduce the aspect of being responsible about learning from their mistakes in the past and not repeating the same mistakes in the present.

3 b. Small Talk – Mistakes

<https://www.youtube.com/watch?v=ndvt89ybSSE> 2 min 27 sec

Show children this video, then ask them what they feel about mistakes. Encourage them to share their personal experiences in the past when they may have made a mistake. Ask them what they understood from those mistakes; what they learnt or what they could learn. Help them understand that it's okay to make mistakes, that they must not get upset and stop doing something or give up because of one mistake. Explain the concept of resilience and being strong from within, in a simple way. Tell them that what's important is that they understand where they went wrong and learn from those mistakes so that they don't end up repeating the same mistake again in the present.

4. Related to Opposites

Recap what was discussed in Unit 3....

5. Related to Sentence Structure / Word Order

5 a. Discussion & ROLE PLAY (Senty & Senta)

Have two students take on the role of sentences. Their character names will be Senty & Senta (These names are just to arouse interest in the students and inject some humour into the role play.)

Both the students can wear a placard around their neck with their names – Senty the sentence, Senta, the sentence.

Have them wear a head-band with words attached to it with Velcro. Each word has to be on separate cards.

One student – (Senty, the sentence) has to have the words stuck on the head-band, in a jumbled order. The other (Senta, the sentence) will have words stuck in the right order to form a meaningful sentence.

Cover the words with something – a folded paper, a handkerchiefanything that can be removed easily later, at the appropriate point in the play.

SCENE: Senty (the main character) is sitting on a chair with her head in her hands, looking lost and upset. Another sentence, chances upon Senty.

Senta: Hello Senty. What's wrong? You look quite troubled.

Senty: I don't know Senta... I've been feeling really confused and muddled. Nothing makes any sense to me and the more confused I feel, the more upset and frustrated I get.

Senta: Oh... that is indeed a difficult situation.

Senty: Yes.... And because of this, I have not been able to do anything properly. Yesterday, I was supposed to be a part of the 'Paragraph' project, but I couldn't take part because of how confused and upset I was. And then I couldn't help looking at the other sentences and seeing how happy they looked and how well they were playing their part. I wished I was like them. I came back here and I've been sitting like this since then.

Senta: That's rather sad, Senty.... But I wonder ...Have you checked if all your words are okay. Sometimes if they are not, you might end up feeling like you do right now.

Senty: Oh I didn't think of that.... Let me see... (She looks up and shakes her head, but the paper / hanky does not come off) Senta, will you help me check my words?

Senta: Sure, I shall.... umm.... There you go (Senta takes off the cover.) Oh Senty, no wonder you were feeling so confused! All your words are jumbled up!

Senty: Ohhh... I didn't know... Thank you helping me see that.

Senta: Oh I was happy to ! Would you like me to help you place them in the right order?

Senty: Yes please, Senta.

(Senty removes the words and Senta helps her to place them back in the correct order.)

Senty: Oh I feel much better now ! I no longer feel muddle – headed.

(She shakes her head and both of them laugh.)

This role play will not only allow students to understand the idea of word order in a sentence in a more concrete and memorable manner but will also bring about deeper learning. It has been scripted in such a way, that the students can be guided to connect the idea of word order to ordering their thoughts and to understand that when one's thoughts are muddled, unclear, negative etc....they would affect their emotions and actions (as seen in the play). The play also touches upon the aspect of comparing oneself to others and lack of self-love/self-worth.... Which is really necessary to be at peace with oneself and experience inner harmony.

Aspects in the play  In real life

Sentence Characters = People

Words = Thoughts

First talk about word order and how it impacts the sentence from a grammatical perspective, then shift the focus to value integration.

Questions for reflection:

1. Why was Senty upset?
2. What was she going through?
3. Just like the words in Senty's head, we too have words in our head. Can you guess what they are called? (Thoughts)
4. In what way was Senty's situation similar to what we experience sometimes?
5. What kind of thoughts do you think would make us feel so confused and upset? Can you think of a few examples from your own experiences?
6. What did Senty miss because of her problem? Why?

Sometimes we too lose many opportunities because we let our thoughts rule us. Can you think of examples of such situations and the thoughts that affected our decision?

Give the following example for students to understand what is expected. Example:

Opportunity: to take part in a singing competition.

Thought: I don't know if I'm good enough.... everyone else seems so much better than I am.... / I don't think I can do this

Emotions: Fear, doubt....

Action: avoidance; does not take part.

7. What did Senta suggest to Senty? What did Senty find out?
(Sometimes we may not be able to understand what we are going through, but others may be able to.)
8. Senty asked Senta for help to check the words. Why?
9. Do you ask for help when you need to? Who could play the role of Senta in your life?
10. What did Senta find out? What did he do?

Summarize – So we have understood two very important things here.

1. A sentence can make sense and have meaning only if all the words in the sentence are in the right order and whatever punctuation we need to put is added. If this order is incorrect then the sentence doesn't feel okay. (like we saw in Senty's case) This state of 'not okay' is disharmony.

2. We are like the sentence. We too have words in our head, called thoughts. When our thoughts are all jumbled up or muddled up we feel confused, lost, frustrated or upset like Senty in the play. We also gathered that our thoughts affect our emotions. When we feel all these emotions, we react according to them i.e. our actions will be based on our thoughts and emotions. We feel a state of disharmony within us.
- So, the most important thing is to understand and deal with our thoughts.

5 b. Watch Your Thoughts

Talk to the students about the nature of thoughts and how positive and negative thoughts affects our emotions and reactions.

To attain inner harmony, the most important thing is to learn to recognize one's thought patterns and change one's mindset from a negative mindset to a growth mindset / positive mindset. Positive thoughts will bring about feelings of contentment, happiness, joy and most of all peace.

Help students understand how they can monitor their thoughts and shift their mindset. The following videos would help students understand these aspects, and would also serve as a reflection and discussion activator.

- Thought Bubbles

<https://www.youtube.com/watch?v=xUUq0HuSLS0> 6 min 28 sec

5 c. Accepting Self

First check their understanding of what this term means. Explain it to them if needed.

(Being okay with who you are, with all the positives and the not-so-positives.)

- Henry & Leslie (A Children's Story About Confidence and Self-Love)

<https://www.youtube.com/watch?v=A2RIHM8xfmM> 2 min 43 sec

5 d. Value & Gratitude for Self

- I Am Important – Self Talk

<https://www.youtube.com/watch?v=IEDcb9VHXRI> 4 min 25 sec

After each video, reflect and discuss the content and encourage students to share their thoughts. Clarify their understanding where needed.

V. Assignments

1. Sensitivity is....

Give them a worksheet in which they have to circle the words that show sensitivity. Ask them to frame a sentence with each word. For a higher-level challenge, they could write a few lines about a situation in which they showed that particular aspect or virtue.

Example:

Play	Share	Care	Sing	Laugh	Help	Compassion	Kindness	Love
Complain	Listen	Respect	Give	Smile	Cry	Shout	Fight	Empathy

2. I Trust / Have Faith In

Give the children a worksheet in which they have to draw and name the people that they have faith and trust in, inside a big bubble. Tell them to draw those people that they feel they can't / mustn't put their faith in, outside the bubble. This activity will give them an idea of the people who form the inside circle in their life and those who are outside the inner circle.

It is advisable to go through their drawings carefully to see if there is anything they have drawn that is a cause for alarm or needs to be looked into further.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

<https://centerforparentingeducation.org/library-of-articles/child-development/understanding-temperament-emotional-sensitivity/>

<https://www.scholastic.com/teachers/articles/teaching-content/ages-stages-empathy/>

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

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

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

<https://unesdoc.unesco.org/ark:/48223/pf0000098178>

<https://www.rchsd.org/health-articles/teaching-your-child-tolerance>

<https://youaremom.com/parenting/teaching-tolerance-children/>

Topic	Values / Life skills integrated & imbibed	Activities
Mr. Nobody (Poem)	Core Values considered : Honesty, Integrity, Self-Discipline, Self-Realization & Altruism	1. Related to the poem 'Mr. Nobody' -Discussion (Do recap of discussion and activities done in Unit 4 too,-on honesty) -Story – The Glittering Stones -Story (Animation) – Honest Gattu -Worksheet for Reflection
The Zig-Zag Boy (Poem)		2. Related to the poem 'The Zig-Zag Boy' -Discussion -Recap of discussion and activities done in Units 1 and 2 on Self Discipline -Video: Why Cleaning Your Room is Important..
Curlylocks and the Three Bears (Story)	Other Sub-Values: Sensitivity, Empathy, Compassion, Kindness, Caring, Respect, Trust, Responsibility, Attitude, Courage, Self-Awareness, Self-Identity, Self Esteem (Self-Acceptance, Self-worth) Self-Discipline, Confidence, Self-love	3. Related to the story 'Curly Locks and the Three Bears' -Question/ Answer session & Discussion pertaining to the story -Short film on Integrity & Story – Ruthie and the (Not So) Teeny Tiny Lie -Short film: We Act with Integrity
Describing words & Homophones (Grammar)	Life skills: Intrapersonal and Interpersonal skills, Observation, Questioning, Effective communication, Logical Reasoning, Creative, Abstract & Analytical thinking (higher order analysis), Decision making, Problem-solving, Planning and Execution.	4. Related to the grammar topic – Describing words -Discussion -Worksheet 5. Related to the grammar topic – Homophones -Discussion -Recap of what was done in previous units. -Drawing Activity with Reflection.
		Assignments 1. Story Strip 2. Worksheets - What's wrong & Where Does This Belong? 3. Bingo – Random Acts of Help-full-ness Week 4. Project 5. This is Me! – Scrap Book Journal (worksheets)

Materials / Resources needed

Facility & Equipment to play the Videos

Worksheets

(Refer the activity list)

Description (of the points of discussion)

Through this unit, help students understand the following:

- Honesty is when you not only speak the truth but act truthfully too.
- If we do make a mistake, it is important that we own up to it and not keep quiet about it.
- Honesty is acting with integrity – doing what's right, every time, even when no one's looking.
- Honesty is not only being true to others, but to oneself too.
- It is important to listen to one's conscience. (Recap what was done in unit 4 on honesty)
- Being organised and doing things in a systematic manner will help them to do things more efficiently.
- Being self-disciplined involves assessing and controlling one's actions as well as being responsible.
- Being helpful can change oneself, as well as the recipient.
- There are different aspects of helping – giving, kindness and responsibility – our actions reflect these.
- They are special and unique. Who they are on the inside is more important than how they may be on the outside.

Unit 6**Mr. Nobody (Poem)****The Zig-Zag Boy (Poem)****Curly Locks and the Three Bears (Story)****Describing words (Grammar)****Homophones (Grammar)****Core Values: Honesty, Integrity, Self-Discipline, Self-Realization, and Altruism****I. Introduction**

In Unit 6, the poem ‘Mr. Nobody’ lends an opportunity to talk to the children about situations when a person may make a mistake or do something deliberately, but no one comes to know that that person has done it. They stay quiet and do not reveal their actions to anyone. Here then you can speak to the children about the values of honesty and integrity.

Honesty is an aspect of moral character which includes positive virtues like integrity, truthfulness, and straightforwardness; lying, cheating etc are absent. It involves being trustworthy, loyal, fair, and sincere.

The poem ‘The Zig-Zag Boy’ is about a child who is quite disorganised and not self-disciplined. He keeps his things anywhere and is then unable to find them when he needs them. This poem can be a conversation opener to discuss about the importance of self-discipline.

Self-Discipline is the ability that one develops to control one’s impulses, emotions, desires and behaviour. When one is self-disciplined, one is able to stay focused on the long term goal and not get swayed by temptations and distractions; it is the ability to ignore the need for instant gratification and persevere in one’s actions to realize the satisfaction and fulfilment that comes from achieving more meaningful goals. A person who is self-disciplined will be able to make effective decisions / make the right choices, work out one’s action plan, take the right actions and finally execute the action plan and see it through to completion or goal achievement. Such a person will not let anything come in the way of goal accomplishment – obstacles, discomfort, or any difficulties. It is the ability to stay focused and persevere until one’s goal is achieved as well as developing and maintaining a positive and determined mindset, where others’ opinions & judgements and one’s own emotions and bad habits don’t affect the realization of one’s

goals. Living life with structure and stability will ensure that one experiences success and satisfaction from one's actions.

In this unit, the concept of self-discipline may be looked at from the perspective of self-organization and being systematic.

The story 'Curlylocks and The Three Bears' is about a girl called Curlylocks who goes into the forest and comes across a cottage there. Upon finding no one there, she gets curious and goes in to look. She sees three bowls of porridge and eats from the smallest one. Then she goes into the bedroom and falls asleep on the tiny little bed. Meanwhile the bear family returns and finds that someone has been to their cottage and eaten their porridge and then finds Curlylocks in the Little Bear's bed. Curlylocks wakes up, and seeing the bears in the room jumps up and runs out.

Through this story, the values of integrity and curiosity, may be discussed.

Integrity means being honest / acting honestly and doing the right thing in any circumstance, consistently, even when no one is watching. Understanding the actions caused by integrity starts with knowing what is important and holding fast to that idea, even when it is not convenient or to one's benefit. This is indicative of being respectful and would instil confidence and trust in others. Integrity is the core quality of a happy and successful life.

One's character and personality are determined by their choice of values and the resolution to live by those values. Integrity is a value that enhances all other values, establishes them in oneself and helps one to be consistent about living those values. Integrity builds character, as integrity encompasses all areas of one's life. It is about being true to the very best that's in oneself. Then one can be honest with others.

The exercise on 'Describing words' is an opportunity to focus on inter-relation between describing words and naming words; how they qualify the other, seemingly helping each other and in the process creating beauty in language. The value of altruism may be imparted through this exercise.

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

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

Moreover, there is no limitation to how much you can help someone and who you can help. Nor is it a privilege of the human species. Every living creature on this earth, every

aspect of nature that has only ‘given’ of itself in some way or the other to us, deserves to be treated with kindness and help needs to be extended to them too.

The exercise on ‘Homophones’ provides a good base to build upon the understanding of the self – to take those first few steps towards self-realization. In homophones, even though the spelling and meaning changes, the pronunciation of both the words remain the same. (sea-see) Similarly, even if we wear different clothes, change our appearance, etc, we are still the same within. Who we are, does not change.

Self-Realization is the truth of who we are and what we are. It is the realization and fulfilment of our own potential. It is thus in short, to know oneself. The earlier, children become aware of who they essentially are, the more confidence, self-acceptance and self-love they will embrace.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
 1. Read and understand the poems – Mr. Nobody and The Zig-Zag Boy, and the story- Curly Locks and The Three Bears (with help)
 2. Attempt understanding and responding to simple literal comprehension questions as well as simple analytical/ reflective comprehension questions that involve logical reasoning.
 3. Develop and enhance their reading, comprehension, vocabulary and spelling skills.
 4. Develop oral expressive skills, observation and visual perceptual skills, fine motor skills and auditory perceptual skills, imagination, ideation, creative thinking skills, and conceptual awareness of ‘Family’.
 5. Learn story development and narration skills; develop age appropriate sentence construction skills.
 6. Develop grammatical awareness [Describing words (character traits), Homophones]; understand the concept and usage of the same in sentences (oral and written expression)
 7. Understand the concept of honesty and what it entails.
 8. Develop awareness of the nature of one’s actions; learn to distinguish between morally right actions and those that are not, and reflect upon responsible actions.
 9. Understand the meaning and significance of one’s conscience; apply better self-control and self-discipline.

10. Develop an awareness of what ‘helping’ entails -the values that the act of ‘helping’ reflects; understand how ‘helping’ another, changes oneself and what difference it makes to the ‘other’ – the recipient, the different aspects of helping – Giving, Kindness and Responsibility; how one’s action reflects these.
11. Reflect upon the discussions and activities carried out and generate ideas to ‘give back’ to others.
12. Develop greater awareness of self and thereby understand what it means to be self-accepting, confident and loving to oneself.
13. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences; the real-world context.

III. Process & Action Plan

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

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

**A. Introduce the context through activity:
Discussions (Refer 1a, 2a, 3a, 4, 5a)**



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



1.
Story – The
Glittering
Stones
Refer 1b.

2.
Story –
Honest
Gattu
Refer 1c.

3.
Worksheet
for
Reflection
Refer 1d.

4.
Why
Cleaning
Your
Room is
Important
Refer 2b.

5.
Short
Film on
Integrity, &
Story
Refer 3b.

6.
Silent Short
Film – We
Act with
Integrity
Refer 3c.

7.
Worksheet
Refer 4b.

8.
Drawing
Activity with
Reflection –
Inside Out
Refer 5b.



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



1.
Story
Strip

2.
Worksheets
a. What's wrong?
b. Where does
this belong?

3.
'Random
Acts of
Help-FULL-
ness Week'

4.
Project

5.
This is Me !
- Scrap Book
Journal
(Worksheets)

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 Honesty, Integrity, Self-Discipline, Self-Realization, and Altruism with other inherent values like Sensitivity, Empathy, Compassion, Kindness, Caring, Respect, Trust, Responsibility, Attitude, Courage, Self-Awareness, Self-Identity, Self Esteem (Self-Acceptance, Self-worth) Self-Discipline, Confidence, Self-love.

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

IV. Activities & Related Discussion

For the purpose of reflection and discussion, you may pose the questions provided. You may rephrase or simplify the questions as you see fit, considering the language and comprehension level of the children.

1. Related to the poem ‘Mr. Nobody’

Recite and explain the poem to the children. Use these questions to engage their thinking as you do so.

1 a. Discussion

Pose the following questions:

1. Who is this Mr. Nobody?
2. Why do you think the poet is calling this person ‘Mr. Nobody’?
3. Why does the poet say that nobody ever sees his face?
4. Why is it agreed upon by everyone that every plate in the house was cracked by Mr. Nobody? What does this mean?
5. Is there a Mr. Nobody in your house?
6. Who does mischief in your house?
7. Have you been curious about something and then made a mistake or got into trouble?

(You may use the exercise under ‘Let’s Share’ to have this discussion)

8. Do you own up and tell someone if you’ve done something wrong or made a mistake? Why?
9. Do you think it is important to be honest in your words and actions? Why?
10. How would you feel if someone was not honest with you? Would you be able to trust that person?

Give a lot of simple relatable examples that will help them to reflect and answer. Ensure that the discussion covers the related value-based goals and the points given under ‘Instructions to Teachers’.

1 b. Story – The Glittering Stones [ORIGINAL STORY]

One day, Ritu was sitting at the table, colouring in her drawing book, when her mother called out to her from the backyard of the house. Ritu ran to the backyard to see why her mother was calling her.

Her mother was removing the dried clothes from the clothesline, folding them and keeping them in the basket by her side.

“Ritu, could you please help keep this basket of clothes in my room dear?” asked her mother.

“Yes, mother”, replied Ritu.

“Thank you, my dear”, replied her mother, patting her head and smiling at her.

She waited till her mother had kept all the clothes in the basket, then picked up the basket and went up to her mother’s room. She placed the basket at the foot of the bed, and was about to turn back to go out of the room, when something glittering caught her eye.

There was something shining on her mother’s dressing table! Curious, she went closer to see what it was. It was a beautiful hairclip with lovely, bright, glittering stones on it. She picked it up carefully and held it against the ray of light coming in through the window. The stones sparkled in her hands, little darts of light dancing on the walls. She was fascinated. She placed it in her hair and looked into the mirror.

“How pretty I look!”, she thought to herself.

She imagined that she was a princess in a castle. She took one of her mother’s sheer dupatta, put it like a veil over her head and lost herself in her imagination. After sometime, she heard her mother call out for her.

“Ritu! Where are you?”

With a shock, she realized she’d been up in her mother’s room for a long while. She

removed the veil and put it back in the cupboard hastily, then opened the clasp of the hairclip to take it out of her hair, but in her hurry the clip slipped from her hands and crashed onto the floor, breaking into pieces.

She looked aghast at the shattered pieces. “Oh no! What was she going to do? Her mother would be so angry with her!”, she thought frantically. Fearful of being caught, she snatched up the pieces off the floor, ran to her room and hid them in a drawer. Then she went down quietly.

That night, Ritu and her family were getting ready to go out for dinner. Her mother came to Ritu and asked, “Ritu, have you seen my hairclip with the stones on it?”

Ritu shook her head and said no. She was so scared. Her mother however did not ask her anything more and later they went out for dinner. Ritu could not enjoy her dinner though. She felt really guilty about breaking her mother’s hairclip and felt even worse that she had lied to her mother. When they returned home, Ritu decided to tell her mother what had happened. She did not like being dishonest and was ready to face any consequence.

Ritu’s mother listened quietly as Ritu narrated the whole incident. Then she calmly told Ritu, “Ritu, I am really upset that my clip is broken. It was a new one which I really loved. You know you are not allowed to take things that are not yours. I am even more upset that you felt the need to lie and hide what happened. That makes the situation even worse, because now you have added to your wrong actions. Your father and I shall decide what consequence you need to face. However, even though it came late, I do appreciate that you decided to do the right thing of being honest and gathered the courage to come and tell me this even though you knew I’d be upset. Since you tried to right the wrong you did, we shall consider giving you a smaller consequence. I hope you have learnt your lesson from this and will not repeat it.”

“No mother, I will not repeat it, I have learnt my lesson. I’m truly sorry mother”, Ritu said.

Her mother hugged her and Ritu felt relieved and grateful.

Priya Cibi

Questions for Reflection

1. Why did Ritu go into her mother’s room?
2. What did she see there?
3. Why was Ritu fascinated with the stones?
4. What did Ritu do with the clip?
5. How did Ritu feel when she saw how the hairclip looked in her hair?
6. What did Ritu do in her mother’s room for so long?
7. Why did Ritu get hasty?

8. What happened to the hairclip? How?
9. Why did Ritu hide the pieces of the clip in her drawer?
10. Why did Ritu lie to her mother?
11. Was Ritu comfortable about having lied? How do you know?
12. What did Ritu decide to do? Do you think she made the right choice? Why?
13. What do you think helped Ritu make this choice?

(Talk to them about the Conscience here, how it warns us when we are about to do something wrong and guides us to make the right choices; do the right actions. Help them understand how they could understand that their thoughts/self-talk are coming from their conscience and how important it is to listen to their conscience)

14. What did Ritu's mother do when she told her what happened?
15. What will Ritu have to face? What do you think a consequence is?

(Explain to them what a consequence is – how every action has a consequence; depending on the action, the consequence may be positive or negative. Explain with relatable examples. Encourage students to share their experiences of the consequences they received for some of their actions)

16. What did Ritu's mother mean when she said – “That makes the situation even worse, because now you have added to your wrong actions.”?
17. What did Ritu's mother appreciate?
18. Why did Ritu's mother decide to give her a smaller consequence?
19. What lesson do you think Ritu learnt?
20. Why did Ritu feel relieved and grateful when her mother hugged her?

1 c. Story – Honest Gattu (Optional)

<https://www.youtube.com/watch?v=0VWK4plxkjk> 7 min 36 sec

1 d. Worksheet for Reflection

Give a worksheet with the following open-ended statements and questions:

When I'm being dishonest, I feel _____

When I'm being honest, I feel _____

How do you feel when someone lies to you? _____

How would you feel if someone cheats you? _____

What would you do if someone stole something that belongs to you?

What would you do if you are tempted to do something wrong?

2. Related to the poem ‘The Zig-Zag Boy’

Recite and explain the poem to the children. Use these questions to engage their thinking as you do so.

2 a. Discussion

Pose the following questions:

1. Why is the boy called as the Zig-Zag boy?
2. Why does the boy go this way and that? What does this tell us about the boy?
3. Do you think the boy will be able to find his things easily? Why?
4. Why is it good, not to be a zig-zag child?
5. How can you avoid being a zig-zag child?

Talk to the children about taking care of and organizing one’s things in a proper manner. Explain how this ability comes from self-control and self-discipline - When one takes the effort to keep things in an orderly manner and do things in a well thought out systematic manner, it shows how one is able to control one’s actions and when one is able to do this regularly and consistently, it shows self-discipline. Tell them that this kind of behaviour also stems from a sense of respect for and responsibility – to take care of one’s belongings / other’s property, and towards one’s life. Recap what was discussed about self-control and self-discipline in the earlier units. Give examples to help them understand these aspects.

2 b. Why Cleaning Your Room is Important...

<https://www.youtube.com/watch?v=851Df6MD0cI>

Discuss the content in the video. Ask them –

1. Have you ever faced a situation when you couldn’t find something you needed? Why couldn’t you find it?
2. What strategy does the spider give the bee to keep the room clean? How will that help the bee?

3. Why is it important to stay organized?
4. Are rooms the only places you can keep organized? In what other ways can we be organized? (Organize the things in the school bag, books in the book shelf, clothes in the cupboard, toys, shoes in the shoe rack etc....)

3. Related to the story ‘Curly Locks and The Three Bears’

3 a. Discussion

Pose the following questions:

1. Do you think it was right to enter the cottage when no one was in? Why?
2. Sometimes curiosity can make us do something wrong or silly, which can get us into trouble later. Have you ever done something like that? What happened as a result?
3. Do you think it was right that Curlylocks ate the porridge and slept in their bed? (She was hungry and sleepy. Does that make it alright?) Why?
4. What do Curlylocks’ actions tell us about her?
5. How would you act if you were in her place?
6. How do you think the bears felt when they found out that someone had come into their home, eaten their porridge and slept on their bed?

Talk to the children about curiosity and how sometimes when we act out of curiosity, without thinking of our actions and consequences, it can get us into trouble or affect others in some way. Discuss with them the concept of integrity – being honest and not doing anything that is morally wrong. (Refer the points under ‘Instructions to the Teacher’) Help them understand how their actions could affect them and others, how acting with integrity is a sign of respect and develops trust.

3 b. Short Film on Integrity, & Story – Ruthie and the (Not So) Teeny Tiny Lie (with discussion cues and questions)

https://www.youtube.com/watch?v=rSem_ss1YyQ 8 min 26 sec

3 c. Silent Short Film – We Act with Integrity

<https://www.youtube.com/watch?v=a8pwBxutfsM> 1 min 41 sec

1. What does the boy go to buy from the store?
2. What does the boy realize when he comes out of the store?
3. Why does he smile when he realizes that?

4. What choices did the boy have? What would you choose to do?
5. What choice / decision did he make? What does the boy's action tell us about the boy?
6. How does the old man's attitude change towards the boy? Why?
7. How does the boy feel about his action? How do you know? / What helped you to understand that?

4. Related to Describing Words

4 a. Discussion

Once the children have understood the concept of describing words, and done the textual exercise, show them how describing words 'help' the naming words to become more interesting. Explain with examples - sentences without an adjective or describing word and then with it. Ask them which sentence looks and sounds more interesting. Why?

Now tell them that they too can be like the describing words and 'help' others. Discuss the meaning of 'helping' and ways they can help others – peers, teachers, family members, etc. Discuss how they could be of help in school, in class, at home, in their neighbourhood.... This will help give direction to their thoughts.

Help them understand how their helpful acts could make a positive difference in other's lives or bring happiness to them. Ask them –

- How do you feel when helping others?
- How do you feel when others help you?

Talk to them about how 'helping' creates a ripple effect.

4 b. Worksheet

Prepare a worksheet wherein the children have to look at the given picture, read the given statement under each picture and choose the helpful action that they would choose to do to help in that situation.

Examples:



My friend fell off the bicycle.
I shall.....



My room is messy.
I shall



I have outgrown some of my toys
I shall

- Pick up my toys and tidy the room.
- Donate my toys to poor children.
- Lend a hand to my friend to help him get up.

You may give different situations and choices/options. You could also give the pictures and statements without the options and have the children consider their choices instead.

5. Related to Homophones

5 a. Discussion

Once the children have grasped the concept of homophones, help them see how, in homophones, even though the spelling and meaning changes, the pronunciation of both the words remain the same. (sea-see) Tell them that similarly, even if we wear different clothes, change our appearance, etc we are still the same within - Who we are, does not change.

Help them find out different aspects of themselves and understand a little bit of who they are – to become self-aware.

Help them understand the connect between homophones and self-realization first, then - Recap what was discussed earlier in Unit 1 and the previous academic year in unit 1 and 3 of grade I. (on self-realization)

5 b. Drawing Activity with Reflection – Inside Out

Ask the students to draw themselves wearing different types of clothes, with different types of hairstyles, with and without spectacles etc.

Then ask them, that each time that they changed their clothes or their hairstyles or their accessories, did the person change? The person remained the same. They remain the same. Help them understand how each of them has different likes and dislikes, interests and hobbies, strengths and limitations, things that they are afraid of and things that they are brave about.... No two people are exactly the same. Even if they try to be like someone else, there will still be something different because everybody is unique. Everybody has an identity, that makes them unique.

Follow up this activity with the 'This is Me' Assignment.

You may choose to do these in class or give them as home assignments.

1. Story Strip

Prepare a worksheet with situations given like a story strip (comic strip). The central character (that is the child) then has to say (write in a speech bubble) or think (write in a thought bubble) what he/she would do in that situation. You could give it as a 3-step comic strip or as a story line. Give them situations that call for acting with honesty and integrity.

The children have to be asked to imagine that they are the central character, read /understand the situation and then fill in their response in the speech/thought bubble.

Example of the Story Strip:

Show-

A person sitting on the garden bench

Show -

The person walking away;

Forgets his phone on the bench

Show-

The central character in the frame, watching the person walking away.. and the phone is on the bench...

Show –

The central character holding the phone.

There is a thought bubble above his head.

(the child has to fill in the thought of the central character – his/her choice of action)

Give two or three of such strips. You may consider any situation. Give an extra blank strip where the children have to draw and create their own story strip.

2. Worksheets

a. What's wrong?

Prepare a worksheet in which there are some problems/mistakes in the picture (like things placed in the wrong places). The children have to identify what's wrong and state where they must ideally be placed.

Example:



You may create your own picture by drawing it or taking a photograph of a room that's topsy-turvy.

b. Where does this belong?

Prepare a worksheet in which the children have to match the object to the place that it should be in.

Example:

Books	Kitchen
Shoes	Bathroom
Stove-top	Shoe rack
Bucket	Book shelf

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

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

4. Project

Ask students to collect photographs showing simple helpful acts by people and randomly paste them on a large blank chart provided on the bulletin board. Give the chart a catchy title. This chart would serve as a constant visual reminder to be helpful and would encourage them to think of ways to help others.

5. This is Me! - Scrap Book Journal (Worksheets)

Provide them worksheets related to knowing and understanding themselves. Ask them to fill it in and paste the worksheets in a scrap book. They can then make it into a self-journal called – This is me!

Have them paste a photo of themselves on the first page.

Appendix

RANDOM ACTS OF HELP-FULL-NESS WEEK

Bingo !!!

Name : _____

Class: _____

Directions: During the Random Acts of Help-Full-ness Week, try to complete all the boxes. Each time you carry out one of the acts, you have to tick and draw a smiley face against it. Write in the box- who you did it for and when. When you complete all the acts, hand in the sheet to your teacher.

I help someone with their work	I brought some food for someone who needed it	I did a chore at home without being asked to	My Choice: I....	I cleaned up after someone
I helped carry something (heavy) for someone	I let someone cut in front of me in line	My Choice: I....	I donated something useful to someone who needed it	I held a door open for someone
I shared something of mine with my friend/sibling	My Choice: I....	I helped mend / repair/ fix something for someone	I smiled at passing friends in the hallway	I helped someone who had dropped something
My Choice: I....	I watered the plants in my home	I fed a stray animal	I played with someone new	I taught someone, something that I knew well

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

<https://raisingchildren.net.au/preschoolers/behaviour/common-concerns/lies>

<https://childrenslibrarylady.com/teaching-honesty/>

<https://www.teacherplanet.com/content/honesty>

<https://www.edutopia.org/blog/8-pathways-creating-culture-integrity-marilyn-price-mitchell>

<http://www.waece.org/paz/english/PDF/Veracidad.pdf>

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

http://cdn2.hubspot.net/hub/287778/file-231442306-pdf/improving_self-awareness.pdf%3Cb%3E%3C/b%3E

<https://fightforlifefoundation.org/news-article/the-importance-of-teaching-kids-self-discipline/>

<https://www.verywellfamily.com/areas-where-kids-need-to-learn-self-discipline-1095011>

<https://www.cfnc.org/media/5tvp11a/paws-grades-k-2.pdf>

Unit 7

Topic	Values / Life skills integrated & imbibed	Activities
<p>Similes Number - Singular / Plural Opposites Describing words (Grammar)</p> <p>Make It Shorter (Story)</p>	<p>Core Values considered : Interconnectedness, Interdependence, Tolerance, Altruism, and Creativity</p> <p>Other Sub-Values: Sensitivity, Empathy, Compassion, Kindness, Caring, Respect, Trust, Responsibility, Attitude, and Confidence.</p> <p>Life skills: Intrapersonal and Interpersonal skills, Observation, Questioning, Effective communication, Logical Reasoning, Creative, Abstract & Analytical thinking (higher order analysis), Decision making, Problem-solving, Planning and Execution.</p>	<ol style="list-style-type: none"> 1. Related to the grammar topic – Similes - Discussion - Worksheet: Find the Connection - The Web - Advertisement – Goodwill through a feeling of Connectedness 2. Related to the grammar topic - 'Number – Singular & Plural - Discussion - Video: How Plants and Animals Depend On Each Other - Game: Find Your Partner 3. Related to the grammar topic – Opposites Recap what was done in previous units 4. Related to the grammar topic – Describing words Recap what was done in previous units 5. Related to the story 'Make It Shorter' - Question/ Answer session & Discussion pertaining to the story - Recap what was done in previous units <p><u>Assignments</u></p> <ol style="list-style-type: none"> 1. Projects – Chart and Poster Making 2. Story Telling and Poetry Recitation

Materials / Resources needed

Facility & Equipment to play the Videos

Worksheets

(Refer the activity list)

Chits (for the game)

Description (of the points of discussion)

Through this unit, help students understand the following:

- We may feel a sense of connection with other people, animals, nature or even inanimate objects in some way. (In terms of qualities/nature etc)
- Everything is interconnected, interdependent and interrelated.
- The connections that we form is like a web – with family, friends, animals, nature
- We can have a feeling of being connected.
- Feeling connected can be a positive feeling that makes us want to act with goodwill to others.
- When we remember our common humanity and interconnectedness we think more “we” and “us”, and less “I” and “me”.
- Everyone and everything around us, is important and has value.
- We cannot function ‘alone’. We need help from others in various ways.
- When we understand how we are interconnected with others, we will develop appreciation, respect and sensitivity and this will lead to acts of sharing, caring, generosity, compassion, cooperation, and friendship. We will cease to be selfish and become more selfless and responsible.
- This interdependence is not only between people but with nature too

Unit 7**Similes (Grammar)****Number – Singular/Plural (Grammar)****Opposites (Grammar)****Describing words / Adjectives****Make It Shorter (Story)****Core Values: Interconnectedness, Interdependence, Tolerance, Altruism, and Creativity****I. Introduction**

In Unit 7, the exercise on ‘Similes’ may be used to help children see the interconnectedness between people, human beings and animals, and human beings and nature. The words ‘like’ or ‘as’ indicate comparison and similarity; a sense of connectedness with something.

Interconnectedness is seeing or experiencing a sense of oneness; understanding that everything is connected in some way. Similes like ‘as brave as a lion’ help one feel a sense of similarity and connection with the characteristics of a lion. Other similes like ‘as funny as a monkey, as slow as a snail, as cunning as a fox, as deep as an ocean, like a log’ etc similarly create such a sense of oneness. The two objects/aspects appear interconnected by their similarity. Through this topic children may be helped understand this concept of interconnectedness and its value in our daily lives.

The exercise on ‘Number’ – Singular/Plural is an opportunity to talk to children about the value of interdependence. Help them understand the concepts of singular-meaning one and plural meaning many. Explain to them how we don’t function alone in society (as a singular entity); we need others (plurality) for the different needs that we have - to survive. We are interdependent on each other, with other human beings as well as with nature.

The exercise on ‘Opposites’ may be used to revisit the value of tolerance. Recap what was done earlier in units 3 and 5 and previously in unit 10 of grade I. Refer the discussion points under Introduction, Instructions to Teachers and Value-Based Goals in those units.

Recap the value of helping / altruism with the exercise on ‘Describing words’. Revise

what was done earlier in units 1 and 6. Refer the discussion points under Introduction, Instructions to Teachers and Value-Based Goals in those units.

In the story ‘Make It Shorter’, Akbar draws a line on the floor and throws the challenge to everyone to make it shorter without erasing any part of it. All except Birbal appear foxed. Birbal proceeds to draw a longer line below the one that Akbar had drawn, which automatically made the first line shorter in comparison. Birbal meets the challenge by coming up with a creative solution.

Through this story, the value of creativity may be recapped, as covered earlier in Unit 2 and previously in unit 2 & 4 of grade I. Refer the discussion points under Introduction, Instructions to Teachers and Value-Based Goals in those units.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
 1. Read and understand the poem – On My Blackboard I Can Draw and the story- Make It Shorter (with help)
 2. Attempt understanding and responding to simple literal comprehension questions as well as simple analytical/ reflective comprehension questions that involve logical reasoning.
 3. Develop and enhance their reading, comprehension, vocabulary and spelling skills.
 4. Develop their - oral expressive skills, conceptual awareness (of ‘wide open, half open & fully shut’), ability to follow instructions and steps in a process, age appropriate sentence construction skills, imagination, ideation, creative thinking skills.
 5. Develop grammatical awareness [Simile, Number (singular/plural) Opposites]; understand the concept and usage of the same in sentences (oral and written expression)
 6. Understand the concept of interconnectedness and what it entails.
 7. Understand the concept of interdependence and how people are interdependent amongst themselves and with nature too.
 8. Enhance their awareness of the value of tolerance.
 9. Enhance their awareness of the value of helping / altruism
 10. Enhance their awareness of the value of creativity.
 11. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences; the real-world context.

III. Process & Action Plan

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

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

**A. Introduce the context through activity:
Discussions (Refer 1a, 2a, 3a, 4, 5a)**



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



1.

Worksheet:
Find the
Connection
Refer 1b.

2.

The Web
Refer 1c.

3.

Advertisement
– Goodwill
through a
feeling of
connectedness
Refer 2 b.

4.

Game:
Find Your
Partner
Refer 2 c.



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



1.

Projects

2.

Story Telling or Poetry Recitation

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 Interconnectedness, Interdependence, Tolerance, Altruism, and Creativity with other inherent values like Sensitivity, Empathy, Compassion, Kindness, Caring, Respect, Trust, Responsibility, Attitude, and Confidence.

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

IV. Activities & Related Discussion

For the purpose of reflection and discussion, you may pose the questions provided. You may rephrase or simplify the questions as you see fit, considering the language and comprehension level of the children.

1. Related to the grammar topics – Similes

1 a. Discussion

Once the children have understood the concept of Similes, bring their attention to the aspect of comparison between two things and the implication of similarity with the words ‘like’ and ‘as’. Take up different examples. Now introduce the word ‘connected’ by saying that the two things that are being compared have a connection, due to the similarity that they share. Tell them that just like in similes, where we see a connection between two things, in real life too, all of us are connected in some way. In the beginning, give simple examples – Riya’s hair is as black as Maya’s. / Anuj is as tall as Riyaan. / Angsu’s eyes are like dark chocolate. / She dances like a peacock. etc...

Then give the following worksheet.

1 b. Worksheet: Find the Connection

Prepare a worksheet in which you give the initial part of a simile on one side and the children have to find the connection with the given pictures.

Example:

I am as friendly as a _____.

My father is as wise as an _____.

My sister baked a cake that turned out like a _____.

When I'm happy, I feel like a blooming _____.

Sometimes, I act silly like a _____.

I like to sleep like a _____.

My mother's skin is as soft as _____.



This exercise is to help them understand how we feel a sense of connection with other people, animals, nature or even inanimate objects in some way. (In terms of qualities/nature etc)

1 c. The Web

Have children stand in a circle and give each of them a card with a picture and word written below it. Take a long - bundle of rope, role of ribbon or strong string. Go to any child in the circle to start with. He/She has to look at the other pictures or words and assess if his/her picture is connected with it. If a connection is there, the child has to take the end of the string and start walking to the child with the connecting card. (You have to stand in the position of the first child holding the bundle steady) The second child then has to continue with the string to the child holding the connecting picture and so on. By the time the activity is completed, a network of connections would be established with the rope/ribbon/string.

Alternately, this could be done as a worksheet activity too. The child has to draw lines from one picture to another to establish the connections.

1 d. Advertisement – Goodwill through a feeling of Connectedness

<https://www.youtube.com/watch?v=uaWA2GbcnJU> 3 min 5 sec

Ask the children what they understood. Let them share their observations, thoughts and views. Then explain the message within the video. Help them understand that feeling connected can be a positive feeling that makes us want to act with goodwill to others; the man acted that way because of his sensitivity, empathy, compassion, kindness, respect. When we remember our common humanity and interconnectedness we think more “we” and “us”, and less “I” and “me”.

Bring their attention to the fact that the man helped not only other human beings but the animal and plant too. Help them understand how they can reestablish the connection with animals and nature; encourage them to think of ways that they can show their goodwill towards them.

2. Related to the grammar topic – Number (Singular/Plural)

2 a. Discussion

Once the children have understood the concept of Number, talk to them about singular and plural in relation to people. Ask them –

- Do you think we can be all alone? Why? (Let them think; encourage them to find connections)
- Why do we need each other? / In what ways do we need each other?
- What would happen if one aspect stopped providing for the other or ceased to exist? How would it affect the others? (Give examples that they can understand)

Explain how we are ‘dependent’ on each other. You could talk to them about the role of family members, community workers and community as a whole. Explain how each person has a role to play and helps the other in some way. People get some of their needs met from others, and help others meet their needs in some way. Tell them that when there is ‘give and take’ occurring between two organisms it is called interdependence.

2 b. Video: How Plants and Animals Depend On Each Other

<https://www.youtube.com/watch?v=ZHzFvkoJhgk> 2 min (Stop at 1 min 43 sec)

Show them this video and encourage them to share their observations, thoughts and opinions. Check if they can come up with more examples.

Explore the interdependence between –

- Plants and humans
- Animals and humans

Let them think about the connections and needs between these living things. Discuss the importance of protecting and conserving the plant and animal kingdoms as well as nature as a whole.

2 c. Game: Find Your Partner

This game would be better played outside the classroom, to allow for better movement and interaction among the students. Prepare chits in pairs. Each pair must be an interdependent pair of words. Example: Bees and flowers, humans and trees etc. Prepare as many chits as you want. Each child will be given a chit. Then all together, they have to call out the word they have got and find their partner.

Alternately, you could do this as a worksheet activity depending on the time available.

Talk to them how everyone and everything around us, is important and has value. Explain to them that we cannot function 'alone'. We need help from others in various ways. Tell them that when we understand how we are interconnected with others, we would be able to develop appreciation, respect and sensitivity and this will lead to acts of sharing, caring, generosity, compassion, cooperation, and friendship. We would stop being selfish and become more selfless and responsible.

3 & 4. Opposites (Tolerance) and Describing words (Altruism)

* Recap what was done in relation to these topics, in the previous units.

5. Related to the story 'Make It Shorter'

5 a. Discussion

Pose the following questions:

1. What did Akbar want the others to do?
2. Who came up with the solution to the problem?
3. What did Birbal do?
4. How was Birbal able to come up with the solution?
5. Did he think like the others?

Help children understand the concept of creativity further. Recap what was discussed earlier in the previous units.

V. Assignments

1. Projects

Ask the children to -

- a. Prepare charts depicting interconnectedness and interdependence among humans – animals – plants – and other elements of nature.
- b. Prepare posters that create awareness of the need to and means to protect and conserve nature and all the living beings within.

2. Story telling or Poetry recitation

Encourage them to come prepared with a story / poem that reflect these values. They could narrate or recite the same in class.

Resources

References:

YouTube videos – Links given under the respective activities

Living Things Depend on Each Other

<https://www.youtube.com/watch?v=hlyupvIrTYg> (only for teacher reference)

Resources for Teachers:

<https://www.wisdomparenting.org/wisdom/everything-is-interconnected/>

<https://www.kabbalah.info/bb/interdependence/>

Topic	Values / Life skills integrated & imbibed	Activities
I Am The Music Man (Poem)	Core Values considered : Creativity, Interdependence, Compassion, Generosity, Self-Realization and Unity	1. <i>Related to the poem 'I Am the Music Man'</i> - Discussion (+ Recap of discussion done in previous units.) - Musical Jam Session (with home-made musical instruments)
The Mumbai Musicians (Story)	Other Sub-Values: Sensitivity, Empathy, Compassion, Kindness, Caring, Altruism, Attitude, Self-Awareness, and Confidence.	2. Related to the grammar topic – Number (Singular/Plural) - Recap of discussion & activities done in the previous unit
Number (Singular/Plural) Compound words (Grammar)	Life skills: Intrapersonal and Interpersonal skills, Observation, Questioning, Effective communication, Logical Reasoning, Creative, Abstract & Analytical thinking (higher order analysis), Decision making, Problem-solving, Planning and Execution.	3. Related to the story 'The Mumbai Musicians' - Question/ Answer session & Discussion pertaining to the story. - Video – Generosity and Compassion - I Want To Be... 4. Related to the grammar topic – Compound Words - Discussion - Story – The Enormous Turnip - Puppet Show – The Fighting Fingers
		<u>Assignments</u> 1. Home-made musical instruments 2. Acts of generosity towards the elderly 3. Project – Unity in Nature

Materials / Resources needed

Facility & Equipment to play the Videos

Worksheets (refer activities)

Finger Puppets

Description (of the points of discussion)

Through this unit, help students understand the following:

- Learning to play a musical instrument can help boost their brain power and creativity.
- We are all dependent on each other for our various needs; everyone has an important role to play and has value or worth.
- It is important to know ourselves – who we are, what our strengths and limitations are, what our potential is, what our interests and preferences are...
- We must treat others with compassion and show them generosity.
- We must embrace togetherness & unity, and adopt teamwork without resistance when needed.

Note:

Recap the points discussed on Interdependence and Creativity in the earlier units.

Unit 8**I Am the Music Man (Poem)****Number – Singular/Plural (Grammar)****The Mumbai Musicians (Story)****Compound words (Grammar)****Core Values: Creativity, Interdependence, Compassion, Generosity, Self-Realization, and Unity****I. Introduction**

In Unit 8, the poem ‘I Am the Music Man’ is about a man who plays the piano and the drum. This poem lends an opportunity to talk to the children about the value of creativity.

Music and the act of playing any instrument improves upon one’s brain power in different ways – it can improve attention span, focus, mental health (increases the release of ‘happy’ hormones), improves one’s mood, spark inspiration, aid social interaction, and all this in turn helps to boost ideation/imagination or creative thinking.

The exercise on ‘Number – Singular/Plural’ – provides an opportunity to revisit the concept of interdependence, covered in unit seven.

The story ‘The Mumbai Musicians’ is about an old donkey, who is allowed by his master, to go and see the world before he grows even older. The donkey who wishes to be a musician, sets off for Mumbai. On the way he meets three animals- a dog, cat and a cock – and hearing his plan they too decide to join him.

Certain details in the story reflect the values of compassion, generosity and self-realization.

A compassionate attitude is reflective of a kind, caring and affectionate, helpful and sympathetic person. Caring for others comes from empathy, an understanding of how another person is feeling. Thus, caring is the ability to recognize and respond to the feelings of another person.

Generosity is an essential social skill that allows us to build effective, healthy and strong relationships and to contribute to the happiness and wellbeing of others. It means giving to others not just the tangible but the intangible as well, something of oneself that will bring happiness to others.

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

become aware of ‘who’ they essentially are and what they are capable of, the more confidence, self-acceptance, and self-love they will embrace.

The exercise on ‘Compound words’, in this unit, can be used to discuss the value of Unity. Just as two individual words come together to form a completely new word (sun+flower = sunflower), we can come together in unity and create something beautiful or achieve something greater. Unity and team work can bring about many positive changes.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
- 1. Read and understand the poem ‘I Am the Music Man’ and the story ‘The Mumbai Musicians’ (with help)
- 2. Attempt understanding and responding to simple literal comprehension questions as well as simple analytical/ reflective comprehension questions that involve logical reasoning.
- 3. Develop and enhance their communication and oral expressive skills, reading, comprehension, vocabulary and spelling skills.
- 4. Develop grammatical awareness [Number-Singular/Plural, Compound words]; understand the concept and usage of the same in sentences (oral and written expression)
- 5. Enhance their understanding of creativity.
- 6. Enhance their understanding of what it means to be compassionate, sensitive, caring, kind, generous and so on.
- 7. Enhance their understanding of what self-realization.
- 8. Develop an awareness of what unity and team-work entails.
- 9. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

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

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

**A. Introduce the context through activity:
Discussions (Refer 1a, 2, 3a, 4a)**



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



1.
Musical Jam Session -
With Home-Made
Musical Instruments
Refer 1b.

2.
Video – Generosity
and Compassion
Refer 3 b.

3.
I Want To Be....
Refer 3 c.

4.
Story – The
Enormous Turnip
Refer 4 b.

5.
Puppet Show –
The Fighting Fingers
Refer 4 c.



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



1.
Home-made
musical
instruments

2.
Generous &
compassionate act for
the elderly

3.
Unity in
Nature

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

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

The core values being considered are Creativity, Interdependence, Compassion, Generosity, Self-Realization, Unity, Sensitivity, Empathy, Compassion, Kindness, Caring, Altruism, Attitude, Self-Awareness, and Confidence.

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

IV. Activities & Related Discussion

For the purpose of reflection and discussion, you may pose the questions provided. You may rephrase or simplify the questions as you see fit, considering the language and comprehension level of the children.

1. Related to the poem ‘I Am the Music Man’

Recite and explain the poem to the children. Use these questions to engage their thinking as you do so.

1 a. Discussion

Pose the following questions:

1. What are the different instruments that we can play? Do they all sound the same?
2. Do you know how to play an instrument?

Talk to the children about creativity. Recap what was discussed about creativity in the earlier units. Then explain to them how music and the act of playing instruments boost creativity. If possible, explain to the children how music impacts the brain and has positive benefits.

1 b. Musical Jam Session - With Home-Made Musical Instruments

Encourage children to create their own musical instruments at home. Encourage them to think of different ways to create varied sounds. For example – with rubber bands that may be plucked, grains in tin jars/plastic bottles, plate and spoon, glasses with

different levels of water and a spoon, drums made of boxes or any other object etc.... They may refer the internet sources for ideas if they wish and take their parents help where needed, but encourage them to come up with original ideas as far as possible.

Ask them to bring their creation to class, and organize a musical jam session in which each child will use the instruments they have made to create music together as a group. You could have some rhythm activities to make it enjoyable and challenging for the children.

2. Related to the grammar topic – Number (Singular & Plural)

Recap what was done in unit 7, connecting it to the value of interdependence.

3. Related to the story ‘The Mumbai Musicians’

3 a. Discussion

Pose the following questions:

1. What did the farmer want Goopu the donkey to do? Why? (Discuss with them how the elderly must be treated and why)
2. How would you describe the farmer’s nature? (Sensitive, empathetic, compassionate, kind, caring, generous) Why do you feel so?
3. Where did Goopu wish to go and why?
4. Goopu knew exactly what he liked and wanted to do. What do you think about this? How do you think, knowing this helped him? (Self-awareness and the value of self-realization.... Recap what was discussed with regard to these in the previous units 1 & 6)

3 b. Video – Generosity and Compassion

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

Encourage the students to share their thoughts and views. You could give them a worksheet to jot down their ideas of how they could show their generosity.

3 c. I Want To Be....

Tell children to come dressed as who they’d like to be when they grow up. Alternately you can have them draw what they want to be. Ask them to talk about what they want to be/do and why.

4. Related to the grammar topic – Compound words

4 a. Discussion

Once the children have understood the concept of compound words and how they are formed, connect their learning to the value of unity. Tell them that just as two whole

individual words come together to form a completely new word, we too can create something beautiful or achieve something good by working as a team or coming together in unity.

Explain to them the meaning of unity.

4b. Story – The Enormous Turnip

<https://www.youtube.com/watch?v=mGw5yTOPTSQ>

Encourage the children to share what they gathered from the story. Talk to them about how it needed the help from so many to pull out the enormous turnip. Everybody came together and worked as a team, heaving in unison to get the turnip out. Tell them the importance of unity.

4c. Puppet Show – The Fighting Fingers

Make five finger puppets for this story.

One day, the five fingers of the hand were bragging and fighting, to decide who among them, was the most important finger. The middle finger said, “I am big, I am tall, I am the center of them all, as four little guards you stand around the emperor of the hand!” The other fingers laughed and said, “You are just useless!” While all the fingers were laughing, the ring finger told the pinky finger to keep out of it as it is the little finger. The little finger got angry and said, “Why should I stay away from this conversation! I may be little, but I am big! Tell me who comes the first when you are about to greet? You can make fun of me, but always remember I am number one.”

The ring finger said, “Stop joking you little finger. Take a look at me! The people crown me with the ring and that’s the way they honour the king. I am beautiful and I am the best!” “Dear fellow fingers, none of you are useful as me. I direct, I teach, I point, I preach! Sorry my friends, don’t take it to your heart but tell me, are you also sharp and smart?” the index finger said. The middle finger, the ring finger and the pinky finger answered, “Of course, we are! Even smarter than you! And definitely more useful too!

Finally after listening to them, the thumb said, “I think I am important too. In fact, even more than each one of you! Tell me fingers, if I, the thumb is not with you, would you be able to write, or fly a kite? Would you be able to lift the weight, or eat the tasty date? Would you be able to wear a cap and close the tap? Whatever the work may be, you just cannot do without me!”

The thumb made all of them understand that each and every finger is important in its own way! If these five fingers are united, they all help each other. All the fingers started singing in joy, “Together we work, together we stand, united we live as the fingers in our hand!”

Moral : Help Each Other and Be United.

Connect this to real life situations that they can relate to. Tell them how we often get into arguments and fights with each other trying to prove that we are better than others or we want all the praise, recognition or rewards for ourselves. Some also fight or mistreat those who are different from them. Remind them about the value of tolerance. We must learn to be more tolerant. Moreover, explain to them how there is strength in Unity. Help them understand that :

- Unity is harmony in the group.
- Unity is doing something together at the same time.
- Unity is working together with a shared goal.
- Unity makes big tasks seem easy.
- Unity is fun and makes us feel like a family.

V. Assignments

1. Creating home-made musical instruments (part of the Musical Jam session activity.
2. Ask them to do a generous and compassionate act of their choice for an elderly person/s and then they must share with the class about what they did, who they did it for, how that person felt, and how they themselves felt about their actions.
3. Project – Ask the students to find examples of ‘Unity in Nature’ among animals and plants. They could prepare a chart or do the project in a scrap book.

Resources

References:

YouTube videos – Links given under the respective activities

<https://www.bedtimeshortstories.com/the-fighting-fingers>

<https://livingvalues.net/unity/unity>

Resources for Teachers:

<https://colatoday.6amcity.com/music-and-creativity-how-music-helps-us-be-more-creative/>

<https://parenting.uwhealth.org/2016/08/generosity-kindness-best-lesson-school/>

<https://www.edutopia.org/blog/teaching-kindness-essential-reduce-bullying-lisa-currie>

<https://seeken.org/why-is-unity-important-to-us-what-is-the-meaning/>

Topic	Values / Life skills integrated & imbibed	Activities
Granny Granny Please Comb My Hair (Poem)	Core Values considered : Love, Empathy, Altruism, Self-Esteem, & Self- Control	1. Related to the poem 'Granny Granny Please Comb My Hair' - Discussion - Short Film – Happy Grandparents Day- The Love Puzzle (Crossword Puzzle)
The Magic Porridge Pot (Story)	Other Sub-Values: Compassion, Sensitivity, Kindness, Sharing, Caring, Interdependence, Attitude, Self-Awareness, and Confidence.	2. Related to the grammar topic – Pronouns - Discussion - Story – You, Me and Empathy
Pronouns Articles Adjectives (Grammar)	Life skills: Intrapersonal and Interpersonal skills, Observation, Questioning, Effective communication, Logical Reasoning, Creative, Abstract & Analytical thinking (higher order analysis), Self- regulation, Judgement, Decision making, Problem- solving, Planning and Execution.	3. Related to the grammar topic – Articles - Discussion - Children build Self-esteem and Self- confidence 4. Related to the grammar topic – Adjectives - Recap what was done in the earlier units 6 and 7, related to altruism. 5. Related to the story 'The Mumbai Musicians' - Question/ Answer session & Discussion pertaining to the story. - Animation - Character Builders – Self Control
		<u>Assignments</u> 1. Hearts full of Love 2. In Your Shoes... 3. My 'Affies' 4. Self-Controlled or No?

Materials / Resources needed

Facility & Equipment to play the Videos

Worksheets (Refer activities)

Description (of the points of discussion)

Through this unit, help students understand the following:

- Everyone deserves to be treated with love, compassion, sensitivity, care, kindness and respect.
- The elderly or old persons give love generously. They crave love and attention from us. We must make them loved and cherished.
- Everyone in the house plays different roles, including grandparents. Everyone is interdependent and we must appreciate and respect each other.
- Other people can have emotions just like you. They may have opinions, likes and preferences that are different from yours; they may behave differently because they see things differently.
- It is essential that we develop good self-esteem. How we feel about ourselves can affect everything we say and do. Our success in life depends on our self-esteem.
- We must know how to do things in moderation or say 'Stop' to ourselves. Lack of self-control can lead to a lot of problems and difficult situations.

Note:

Recap the points discussed on Altruism in the earlier units.

Unit 9**Granny Granny Please Comb My Hair (Poem)****Pronouns (Grammar)****Articles (Grammar)****Adjectives (Grammar)****The Magic Porridge Pot (Story)****Core Values : Love, Empathy, Altruism, Self-Esteem, & Self-Control****I. Introduction**

In Unit 9, the poem ‘Granny Granny, Please Comb My Hair’ is about a little girl who is appreciating her grandmother for the way she combs her hair and takes care of her. She describes how her granny sits her down on a cushion and lovingly oils her hair. The love between the child and the grandmother comes through in the poem. The poem also touches upon the nature of grandparents. This poem lends an opportunity to talk to the children about the values of Love, Compassion, Sensitivity (for the elderly) Caring and Sharing.

Love is a mix of emotions, behaviors, and beliefs associated with strong feelings of affection, protectiveness, warmth, and respect for another person (source: goodtherapy.org). The expression of love may vary from person to person and one culture to another. However, regardless of the differences in expression, underlying love are compassion, sensitivity, empathy, kindness, caring, sharing, helpfulness, generosity, and respect.

The exercise on ‘Pronouns’, in this unit, can be used to discuss the value of empathy. Just as pronouns are able to take the place of nouns and function ‘in its shoes’, we too need to be able to get into another’s shoes i.e. empathize - see things from another’s perspective and understand how that person is feeling.

Empathy is the ability to sense other’s emotions (affective empathy) as well as the ability to imagine what someone else may be thinking or feeling (cognitive empathy). Any relationship can thrive only if both members in that relationship develop and nurture this value. It is a crucial element that determines the engagement of compassionate action towards another.

The exercise on ‘Articles’, is a good topic to connect the value of self-esteem

(especially connected to the article ‘the’). In a sentence, a word appears incomplete or without impact, if the article is missing. For example – Girl is smart. / Apple is on table. / Kitten is playing. Similarly, our identity would also be incomplete or without impact if we do not have self-esteem.

Self-Esteem is what we think of ourselves or our opinion of ourselves. When we have a positive self-esteem or high self-esteem, we like, respect and value ourselves. We feel confident, competent, and in control of ourselves. We show self-compassion and honour ourselves. We are assertive and do not accept mistreatment from others. We perceive and treat others well too.

The exercise on ‘Adjectives’– provides an opportunity to revisit the concept of altruism, covered in units 6 and 7.

The story ‘The Magic Porridge Pot’ is about a little girl Tara who lived with her. She receives a magic pot from an old lady in the forest, which could cook porridge if one said “Cook-Pot-Cook” and would stop if one said “Stop-Pot-Stop”. Her mother is really happy when Tara shows it to her. One day when Tara is not at home, the mother uses it but forgets how to stop the pot from cooking and the porridge spills on the floor and flows into the road. All the villagers come out to have the porridge and the mother gets frantic. Finally when Tara returns she instructs the pot – “Stop-Pot-Stop” and it stops.

This story can be used to help children understand the value of self-control. We are like the magic pot. Whatever we do, we must do in moderation. We must know how to exert control over ourselves and when to say ‘stop’ to ourselves. Many a problem can be avoided, if we can learn to do that.

Self-Control is the ability to exercise control or restraint over one’s thoughts, emotions and actions/behaviour. It is being able to resist temptations that are not in one’s best interests and instead choosing actions that will help one to attain one’s goals. It is about using reason to master instinct. It is the ability to do things in moderation and knowing when to pause or stop one’s actions, to avoid getting into any sort of difficult situations.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
 1. Read and understand the poem and story (independently)
 2. Attempt understanding and responding to simple literal comprehension questions.

3. Attempt understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.
4. Develop communication - oral expressive skills, while responding to the questions posed and discussing various aspects in the unit.
5. Develop and enhance their vocabulary and spelling skills.
6. Develop grammatical awareness [Pronouns, Articles and Adjectives]; understand the concept and usage of the same in sentences (oral and written expression)
7. Enhance their understanding of what it means to love, be compassionate, sensitive, caring, kind, and so on... Love for elders and sharing and caring for the old, would help them understand and respect the feeling of interdependence with their world.
8. Enhance their understanding of empathy.
9. Develop their sensitivity to the home environment and understand their relationships with immediate family members.
10. Develop an awareness of what self-esteem entails and how it could be developed.
11. Enhance their understanding of what self-control is and involves.
12. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

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

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

**A. Introduce the context through activity:
Discussions (Refer 1a, 2a, 3a, 5a)**



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



1.
Short Film –Happy
Grandparents Day
Refer 1b.

2.
The Love Puzzle
(Crossword Puzzle)
Refer 1c.

3.
Video Story –
You, Me and
Empathy
Refer 2b.

4.
Children build Self-
esteem and Self-
confidence Refer 3b.

5.
Animation -Character Builders–
Self Control
Refer 5b.



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



1.
Hearts
Full of
love

2.
In Your
Shoes

3.
My Affies

4.
Self-
controlled
or No?

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 Love, Empathy, Altruism, Self-Esteem, Self-Control, Compassion, Sensitivity, Kindness, Sharing, Caring, Interdependence, Attitude, Self-Awareness, and Confidence.

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

IV. Activities & Related Discussion

For the purpose of reflection and discussion, you may pose the questions provided. You may rephrase or simplify the questions as you see fit, considering the language and comprehension level of the children.

1. Related to the poem ‘Granny Granny Please Comb My Hair’

Recite and explain the poem to the children. Use these questions to engage their thinking as you do so.

1 a. Discussion

Pose the following questions:

1. What does the little girl appreciate about her grandmother?
2. How does the grandmother put oil in her granddaughter’s hair?
3. What does the girl mean when she says that her grandmother has all the time in the world?
4. How does the girl feel about her granny? What helps us to understand that?
5. How do you think the grandmother feels about her granddaughter?
6. How do you feel about your grandparents? What do you appreciate about them?
7. Do your grandparents have all the time in the time world? How do they spend their time?

8. What all do your grandparents do for you/with you?
9. How do you spend time with your grandparents? What all do you do for them?
10. What do you appreciate the most about your grandparents?

1 b. Short Film – Happy Grandparents Day

<https://www.youtube.com/watch?v=bOA740gSmhQ> 3 min

Discuss the scenes in the video. Encourage the children to share their observations, thoughts and opinions.

Questions for reflection

1. How can we show our love to our grandparents?
2. Is it only on grandparents' day that we must show our love? When else can we show our love? (Always)
3. Why do our grandparents deserve our love and respect?

1 c. The Love Puzzle (Crossword Puzzle)

Prepare a worksheet in which you make a crossword puzzle. Children have to search for words that are close in meaning or connected to the word love. (affection, caring, respect, sensitivity, kindness, compassion....)

If you wish you may give clues to them in any of the following ways – fill in the missing letters / give initial and ending letters / give meaning of the words / complete the sentence with the appropriate word

Once they complete the puzzle, ask them – who else do you think deserves your love, affection, caring, respect, sensitivity, kindness, compassion etc.? (Everyone – all family members, relatives, friends, neighbours.... people in general ... animals, plants and trees, nature as a whole....) Why?

Tell them that just as they would like to be loved and cared for, others too would like the same.

2. Related to the grammar topic – Pronouns

2 a. Discussion

Explain the concept and function of pronouns to the children, then, connect the value. Tell them that just as pronouns are words that are used in place of nouns, and understand the role of nouns, we too can understand another person's feelings and perspective by developing empathy.

Focus on the word 'understanding'. Help them to understand that other people can have emotions just as them, opinions, likes and preferences that are different from theirs;

they may behave differently because they see things differently. Just as they would like others to listen to them, they too should learn to listen to others' opinions and thoughts i.e. their point of view. Encourage them to think of how their actions and words could affect others and how they could feel; how every action/word is a choice.

2 b. Story – You, Me and Empathy

<https://www.youtube.com/watch?v=uCP3O5aXIhk> 6 min 52 sec

Pause after every page and check their understanding. Pose questions to encourage reflection. Connect incidents in the story to real life situations that they could relate to.

3. Related to the grammar topic – Articles

3 a. Discussion

Once the children have understood the usage of articles, bring their attention to how a word comes across in a sentence without an article – incomplete and without impact (besides being grammatically incorrect). Now tell them that we too need something like articles and can add it to ourselves – This is called self-esteem. When we have good self-esteem, we feel good about ourselves and that makes us feel and appear confident.

Explain to them the meaning of self-esteem. Tell them that it is the way they feel or think about themselves. Give examples: I don't like the way I look / I look nice, I can do it / I can't do it..... Help them understand that what they tell themselves will determine how they feel about themselves. So if they think positively about themselves, they will have high self-esteem and low confidence and if they think negatively about themselves, they will have low self-esteem and confidence. Give more examples.

3 b. Children build Self-esteem and Self-confidence

<https://www.youtube.com/watch?v=CcBlAMYptNk> 2 min 52 sec

Pose the following questions:

1. Why wasn't the dolphin paying attention to the hermit-crab while it was weaving the web? What was the dolphin doing?
2. What did the dolphin say when the sea child asked him why he wasn't jumping and playing with his dolphin friends? What did the dolphin believe about himself?
3. Hearing the dolphin's words, what did the hermit-crab do?
4. What did the flounder say?
5. What did the jelly fish say?
6. What did the angel fish say?
7. How did the dolphin feel upon hearing these positive statements? How do you know?

8. What did the sea child advise the dolphin?

Explain to the children that the positive statements that we tell ourselves like the ones that the flounder, jelly fish, and angel fish said are called affirmations. Ask them to repeat those statements, and then ask them how they felt when saying it. Let them share. Tell them that affirmations make us feel good about ourselves and help us believe in ourselves.

9. How did the affirmations change the dolphin? What was he able to do?

4. Related to the grammar topic – Adjectives

Recap what was done in units 6 & 7, connecting it to the value of altruism.

5. Related to the story ‘The Magic Porridge Pot’

5 a. Discussion

Once the story has been explained to and discussed with the children, ask them - Why was Tara’s mother not able to stop the pot from producing more porridge? (She didn’t know/use the right words to make it stop.... Earlier when they had had porridge, she had paid attention only to how to make the pot start but hadn’t paid attention to how to make it stop.)

Connect this to the aspect of self-control in real life. Explain to them that many a time we give in to temptations and then we find ourselves unable to stop ourselves from indulging in actions/things that are not good for us (give examples). Help them understand that self-control is doing the right things to keep themselves healthy and happy and being able to moderate, restrict or refuse temptations that come their way (give examples that they can relate to). It is being able to tell ourselves ‘Stop!’

5 b. Animation - Character Builders – Self Control

https://www.youtube.com/watch?v=eOE9ntf_fZA 11 min 48 sec (You may stop at 8:34)

Pose the following questions:

1. What had Benny the Bear’s mother told him, when he left his house with the basket of berries?
2. Why was Benny the Bear tempted by the berries?
3. Was he able to stop with just one berry? Why?
4. What happened to the berries?
5. How did Benny feel when he realized that he had eaten all the berries? What did he do?

6. Who came upon Benny the Bear? What did he think Benny needed? What was his advice?

Discuss the advice given by Scooter, the caterpillar in the form of a song. Draw their attention to the lyrics of the song (given below). This will help them understand the concept of self-control very well.

Lyrics of Song 1 – Caterpillar Scooter’s Advice Song

Self just stays in bed, Self eats all the bread, if it doesn’t have control....

Self makes too much noise, Self fights the boys, if it doesn’t have control....

Self will throw a fit, Self will never quit, if it doesn’t have control....

Self will never wait, Self will think it’s great, if it doesn’t have control....

Self-Con-trol... It’s the only way, to go... Self-Con-trol... Every Self needs control

Self eats too much food, Self is very rude, if it doesn’t have control....

Self will cut in line, Self says it’s all mine, if it doesn’t have control....

Self will boast in pride, Self will coax and nag, if it doesn’t have control....

Self wants to be king, Self wants everything, if it doesn’t have control....

Self-Con-trol... It’s the only way, to go... Self-Con-trol... Every Self needs control

Don’t hold yourself, Don’t scold yourself, All you need to do is control yourself

Self-Con-trol... It’s the only way, to go... Self-Con-trol... Every Self needs control

7. How was Benny able to set things right?

8. Was Benny tempted by the berries the second time? (yes). Did he eat the berries again? What changed the second time? How did it make Benny feel?

V. Assignments

1. Hearts full of Love

a. Ask the children to draw a picture of their grandparents. Next they have to cut out a pink/red heart for each grandparent, stick it next to their picture and write down five words to describe them, on it. They may present this to their grandparents.

b. Encourage them to do at least five ‘loving’ acts for the members of their family. At the end of the week, have them share with their partner, what they did, and how it made a difference to their family members as well as to them themselves.

2. In Your Shoes...

Prepare a worksheet in which you have pictures of people in various situations. They have

to look at the picture and guess what that person could be thinking and feeling.

Example:



The boy in the striped T-shirt must be feeling _____ and thinking _____

3. My 'Affies'

Ask the children to write a loving letter to themselves. They have to write five positive affirmations for themselves and then read them out. (E.g. I am loving, I am kind...)

4. Self-Controlled or No?

Prepare a worksheet in which you give them different situations. The children have to read and understand the situation, then judge whether it is an example of self-control or not.

Examples of situations:

- You are upset that your toy is not working. You throw it on the floor and break it.
- You eat up all the cake that was meant to be shared with your brother/sister.
- You are tempted to leave your homework and go to play, but you sit down to complete it.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

<https://www.goodstart.org.au/news-and-advice/february-2018/why-teaching-children-empathy-is-important>

<https://www.psychologytoday.com/us/blog/smart-parenting-smarter-kids/201905/how-children-develop-empathy>

<https://kidshealth.org/en/teens/self-esteem.html>

<https://psychcentral.com/lib/what-is-self-esteem/>

<https://www.understood.org/en/friends-feelings/common-challenges/self-control/self-control-what-it-means-for-kids>

<https://www.successconsciousness.com/blog/inner-strength/how-to-have-more-self-control/>

Topic	Values / Life skills integrated & imbibed	Activities
Question Words	Core Values considered : Attitude (Curiosity), Kindness, Truth, Self-Discipline & Hard Work	1. Related to the grammar topic – Question words - Discussion - A Silent Short Film “Life” - A Good Attitude Song
Auxiliary verbs / Helping Verbs (Grammar)	Other Sub-Values: Compassion, Sensitivity, Kindness, Sharing, Caring, Empathy, Altruism, Respect, Interdependence, Self-Awareness, Self-belief, Self-esteem, Confidence, Positivity/ optimism, Responsibility, and Accountability.	2. Related to the grammar topic – Auxiliary verbs - Discussion - A Short Story (Animation) on Kindness -Crossword Puzzle - Who Can I Be Kind To?
The Wise Old Owl (Poem)		3. Related to the poem “The Wise Old Owl” - Discussion - Let’s Experiment - Song: Be a Whole Body Listener - What does being present mean? (Mindfulness)
The Grasshopper and the Ants (Story)	Life skills: Intrapersonal and Interpersonal skills, Observation, Questioning, Effective communication, Logical Reasoning, Creative, Abstract & Analytical thinking (higher order analysis), Self-regulation, Judgement, Decision making, Problem-solving, Planning and Execution.	4. Related to the story ‘The Grasshopper and the Ants Question/ Answer session & Discussion pertaining to the story.
		<u>Assignments</u> 1. Super Toons! 2. Kindness Thank-You Band 3. Kind Hearts 4. Picture Reflection – Worksheet

Materials / Resources needed

Worksheets (Refer activities)

Facility & Equipment to play the Videos

Description (of the points of discussion)

Through this unit, help students understand the following:

- Curiosity as an attitude and the skill of questioning is important in life and there is a connection between questions and life.
- Thoughts have an impact on emotions and this further effects action.
- The concept of 'attitude' in relation to thoughts and action and its impact on one's life. There is a correlation between positive thoughts and positive actions as well as negative thoughts and negative action.
- Self-questioning can help keep one's attitude in check
- Self-belief can influence our attitude and action.
- Kindness stems from compassion, selflessness, charity, responsibility and so on.
- Kindness need not be about grand gestures; even the smallest acts can make a big impact in someone's life. Kindness can come in different forms.
- Don't look for the perfect moment to be kind to someone; opportunities present themselves every day in myriad instances. It's up to us to recognize them and act.
- Kindness is something that everyone deserves – whether human, the animal world, an aspect of nature....
- One small act of ours can create a bigger impact...kindness is contagious. It not only brings about positivity in the receiver, but the giver too. Moreover, kindness impacts the 'witness' too; the one who sees/observes the kind action. So essentially kindness impacts three or more people at a time, and thus 'kindness' gets paid forward.
- Besides being the opposite of dishonesty, truth also implies what is a fact or the reality. A fact is a proven truth.
- The more engaged and involved one is in the present moment through the processes of observation, silence and listening, the more one can gain from that experience.
- How they act, is a choice; every action has a consequence.
- What 'responsible actions are; the value of hard work.
- Self-discipline is doing the right thing at the right time, staying focused, setting goals and working towards them. It involves self-control and self-motivation & responsible choices and actions.

Unit 10**Question words (Grammar) – Attitude****Auxiliary verbs (Grammar) – Kindness****The Wise Old Owl (Poem) – Truth****The Grasshopper & The Ant (Story) – Self-Discipline & Hard Work****Core Values : Attitude (Curiosity), Kindness, Truth, Self-Discipline & Hard Work****I. Introduction**

In Unit 10, the exercise on ‘Question words’, in this unit, can be used to discuss the value of attitude (curiosity).

“We live in the world our questions create.” - David Cooperrider. There is a wealth of meaning in this single sentence. Questions are the effect of curiosity and have the power to change lives. The questions we choose to pose will determine our thoughts and action. Questioning is a uniquely powerful tool for unlocking value in life. It spurs learning and the exchange of ideas, it fuels creativity, innovation and performance improvement, it builds rapport and trust among people, thereby improving interpersonal bonding. By asking questions, we naturally improve our emotional intelligence, which in turn leads us to ask better questions. One’s ‘attitude’ to a large extent, determines the kind of questions one would ask, if at all one does ask them. The right attitude guides one to think of and ask more effective questions which in turn would bring about purpose and action in the right direction and thus more meaning into the person’s life. This is the key message that the students need to take away from this topic.

Asking good questions is a critical yet underrated skill. Questioning is a life skill that needs to be developed and encouraged. When students are able to ask their own questions, they can chase their curiosity and tap into their own interests. They can build on their prior knowledge and build a bridge to new information that they are analyzing.

The exercise on ‘Auxiliary verbs’, is a good topic to connect the value of kindness. Kindness involves acting in compassion without any expectations. It involves doing something for another; giving of oneself unconditionally.

That is what the primary auxiliaries do in a sentence. They lend the use of themselves to the sentence; the sentence benefits from their presence by adding meaning but the

sentence in return creates no impact on the auxiliaries. For instance: 'I running.' This is incorrect and incomplete. Insert the auxiliary 'am' ... I am running... Now it makes sense; meaning and completeness is achieved. The auxiliary 'am' is the kind charitable giver....

Through the above analogy, the students need to be guided to understand the beauty in and importance of kindness. Kindness is the quality of being friendly, generous, and considerate. Being kind is a choice. Each one of us makes that choice day in and day out – to engage in acts/ behaviour that bring down another or to engage in behaviour that lifts another. Acting in ways that lifts another, is kindness.

'The Wise Old Owl' is a poem with a very deep meaning. It imparts the importance of observation, silence and listening. Embracing these skills is a sign of wisdom, as each of these would allow us to experience every moment fully, thus making the most of that moment. This is the essential truth. The more engaged and involved one is in the present moment, the more one can gain from that experience. Observation, silence and listening, opens up the senses making us more receptive to what the world around us has to offer.

This poem lends an opportunity to revise the value of Truth (covered in unit 4) and understand it in this unit, from the perspective of fact or 'what is'...

Truth is defined as the true reflection of reality in the consciousness, the reflection of reality as it exists for itself, independently of the will and consciousness of people. Truth is the quality of being true. Truth is interpersonal. We tell each other things, and when they work out, we call them truths. When they don't, we call them errors or, if we are not charitable, lies. What we take as truth depends on what others around us espouse. (philosophynow.org)

Since the children have understood 'truth' from a simpler perspective in the earlier unit– that linked with the moral concepts of honesty and sincerity- you could now attempt to introduce them to the concepts of fact (v/s fantasy) or reality and stress upon the essential skills of observation, silence and listening, in as simple a manner as possible. (Judge the maturity of the children, to introduce this construct)

The story 'The Grasshopper and the Ant' is about a lazy grasshopper that whiles away his time singing and making merry instead of working hard when he is supposed to. He laughs at the hardworking ants as they work day and night, storing for food for the approaching winter. When winter arrives, the grasshopper is left with no food and he is forced to seek help from the ants, who then refuse to help him. He is left hungry and cold. He then learns his lesson.

This story can be used to help children revise the values of self-discipline and hard work.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
 1. Read and understand the poem and story (independently)
 2. Attempt understanding and responding to simple literal comprehension questions as well as analytical/ reflective comprehension questions that involve logical reasoning.
 3. Develop and enhance their communication - oral expressive skills, reading, vocabulary and spelling skills.
 4. Develop grammatical awareness [Question words and Auxiliary verbs]; understand the concept and usage of the same in sentences (oral and written expression)
 5. Develop an awareness of the value of a positive attitude and a 'curiosity mindset'
 6. Enhance their understanding of kindness and the related values of compassion, selflessness, charity, responsibility and so on.
 7. Enhance their understanding of the value of truth (from the perspective of fact or reality) and the skills of observation, silence and listening (being in the present moment).
 8. Enhance their understanding of self-discipline and hard-work.
 9. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

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

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

A. Introduce the context through activity:
Discussions (Refer 1a, 2a, 3a, 4a)



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



1.
A Silent
Short Film
“Life”
Refer 1b.

2.
A Good
Attitude
Song
Refer 1c.

3.
A Short Story
(Animation)
on Kindness
Refer 2b.

4.
Crossword
Puzzle - Who
Can I Be Kind
To? Refer 2c.

5.
Let’s Experiment
- Song: Be a Whole Body Listener
- Video: What does being present mean?
Refer 3b.

6.
Don’t Tempt
Me!
Refer 4b.



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



1.
Super
Toons!

2.
Kindness
Thank-You
Band

3.
Kind
Hearts

4.
Picture
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 Attitude (Curiosity), Kindness, Truth, Self-Discipline & Hard Work along with other values like Compassion, Sensitivity, Kindness, Sharing, Caring, Empathy, Altruism, Respect, Interdependence, Self-Awareness, Self-belief, Self-esteem, Confidence, Positivity/ optimism, Responsibility, and Accountability.

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

IV. Activities & Related Discussion

For the purpose of reflection and discussion, you may pose the questions provided. You may rephrase or simplify the questions as you see fit, considering the language and comprehension level of the children.

1. Related to the grammar topic – ‘Question words’

1 a. Discussion

Pose this riddle to the students.

I make you think.

I make you really curious

When you need an answer to something

I am what you ask

What am I?

Answer : Question

Ask the students -

1. What does the word curious mean?
2. What are you'll curious about?
3. When else do we ask questions? Is it only to learn new information?

Once you lead students through the discussion to connect questioning to problem solving show them the short film.

1 b. A Silent Short Film “Life” (2 min 13 sec)

https://www.youtube.com/watch?v=mWZ6b_I-Djg

Through the discussion, bring students’ attention to how the boy in the film does not get upset or frustrated at the situation before him. Nor does he show a ‘don’t care’ attitude and wade through the water. He stops to observe, analyse the situation, poses questions in his mind as to what could be done, looks around him and thinks of options and possible solutions and finally hits upon an idea, one that is so simple and effective.

Focus on the attitude of the child, the skill of questioning and the outcome.

1 c. A Good Attitude Song (4 min)

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

[Refer the Appendix A. for the lyrics of the song.]

Provide each child a copy of the lyrics of the song. Once they have heard the song, discuss with them the meaning of the lyrics...

Focus on - How one feels when they are sad and unhappy, how thinking positively can change the way we feel and act. Explain how a bad mood and a bad attitude could affect others around them. Explain the importance of self-belief. Help them understand that attitude is a choice.

2. Related to the grammar topic – ‘Auxiliary verbs’

2 a. Discussion

[To help understand the concept of Primary Auxiliaries and the idea of them (auxiliaries) being kind] The same can be demonstrated on the board.

Call out four students. Give each of them a placard to wear; each placard having just one word. Have them stand in a line horizontally, but with the words in a jumbled order.

playing cat the is

Now ask the students to look at each other’s placards and stand in a way that their words come together as a complete meaningful sentence. Let the other students also help.

The cat is playing.

Once they’ve got this right, and they are standing in the right sequence, remove the child with the ‘is’ placard.

The cat playing.

Now ask them, what's wrong with the sentence and why.

At this point, explain to them that the word 'is' is needed for the sentence to make complete sense. Tell them that each word has a special family they belong to... (The – article, cat-naming word / noun, drinking – action word / verb....) So what is the word 'is'? Get them curious. Then tell them that 'is' is a 'helping verb' because it helps the main action word. (It's not necessary that they learn the term 'auxiliary' at this point.)

(You could provide practice with more such examples – with simple short sentences having the auxiliaries am and are. If they have been introduced to sentences in the simple past and future tenses, you could also include sentences with the auxiliaries was, were and will be..... do as per what has been taught to them)

Once they understand this, explain to them - the word 'is' is helping the action word... When someone helps, it shows they are being kind.... (Have the students having the 'is' placard and 'playing' placard hug each other and the other words shake the hands of 'is'...this will make it more concrete) The helping verb 'is' is being nice and kind and will not get anything in return, but the whole sentence gets proper meaning and feels whole. (You can give an example of the pieces of a puzzle too here to help them understand the concept of 'whole')

Now tell them.... We too can be like the 'helping verbs' by being kind to others. Ask them – Do you know what is kindness? Can you give a few examples of kindness? (Let them share...then show them the video)

2 b. A Short Story (Animation) on Kindness

<https://www.youtube.com/watch?v=8Wi0UWLt9I> 3 min

Ask students to share their thoughts on the story..... Then ask them the following questions:

1. Why did the dog start barking loudly?
2. What did the stork want? Did the dog allow the stork to take it?
3. What happened when the stork took the worm? What did the dog do?
4. Why did the dog change his mind about sharing? What did he see?
5. How did the dog feel when he realized why the stork had tried to take the worm?
6. What did the dog do then? What does that tell you about the dog? / Listen to the options and say what that tells you about the dog –
 - a) the dog is silly b) the dog is sad c) the dog is kind
7. How do you think the dog felt when it gave the worms to the stork? How do you know?

8. What do you think the stork felt when the dog helped it?
9. (Discuss how being kind can bring happiness to both the person who experiences the kindness and the person who is being kind....Kindness matters.
10. How did the stork return the dog's kindness?
11. What can we learn from this story?
12. The dog had a choice to share or not share but he chose to share...to be considerate...to be kind... Would you choose to be kind? (Ask students to put up their hands....)
13. If yes, who could you be kind to?
Let students share.... Then do the following activity.

2c. Crossword Puzzle - Who Can I Be Kind To? (Refer Appendix B.)

After the students complete this, you can ask them to think of ways they could show kindness towards all those they circled...

3. Related to the poem 'The Wise Old Owl'

Recite and explain the poem to the children. Use these questions to engage their thinking as you do so.

3a. Discussion

Pose the following questions:

1. What happened, when the owl started seeing / observing more? Why?
2. Why was the owl able to 'hear' more? How do you think that happened?
3. Why is the owl described as wise? What wisdom does it have?

3b. Let's Experiment

Pair up the children. Ask them to have a conversation with each other.

For the first part of the experiment, when one child is speaking ask the other child to observe the speaker well, observe his or her facial expressions, emotions, what they do with their hands etc. Give them 2 minutes. Then ask the child who was observing to share his/her experience. Ask them if they were able to speak much as they were consciously making an attempt to notice/observe things about the other person. Most likely they wouldn't have been able to. Ask them to think why this could have been so. Discuss with them. Connect this to the line in the poem – "The more he saw, the less he spoke."

For the second part of the experiment, when one child is speaking ask the other child also to speak or plan what to speak in response to what the other child is speaking. Ask them to share their experience. Were they able to really listen to what the other was saying?

Why? Connect this to the line in the poem – ‘The less he spoke, the more he heard.’

Tell them that just like this, many people realized these aspects and so it became a proven truth. Such truths are called facts. Give them simple examples of facts that they can understand.

You may follow this up with the two activities below, if time permits.

- Song: Be a Whole Body Listener

<https://www.youtube.com/watch?v=pQ77Nr6TgZo> 3 min 11 sec

Explain the song to the children.

This chart would be useful to explain the concept to them.



Source: Pinterest

The idea of silence and observation may be connected to the mouth and the eyes. Talk about why these are important.

- What does being present mean? (Mindfulness)

<https://www.youtube.com/watch?v=fmWYD6aHLhg> 2 min 6 sec

Explain this to the children.... Encourage them to come up with a few examples.

4. Related to the story ‘The Grasshopper and the Ant’,

4 a. Discussion

Pose the following questions:

1. How has the grasshopper been described? Why?
2. Why did the grasshopper laugh at the ants?

V. Assignments

1. Super Toons!

Ask the students to bring a picture of any cartoon character that they like, who has a good attitude. They have to come forward, express in one or two lines, why they feel he/she has a good attitude, and then go and stick that picture on a chart on the board titled 'Super Toons!'

2. Kindness Thank-You Band

Tell students that every time someone in class does something kind for them, they could make a simple kindness thank-you band and put it on that person's wrist. (This will encourage all the students to work for the kindness band and think of ways to be kind... Eventually it will become second-nature to them)

3. Kind Hearts

- Do something kind for an animal/bird/insect etc.
- Make something special for someone in the family.

4. Picture Reflection – Worksheet



Source: <https://www.google.com/search>

Prepare a worksheet with the above picture (You may use any other if you wish). Give the following questions for reflection.

1. What are the children in the class doing?
2. Does this show self-discipline? Why?
3. What actions would show self-discipline in the classroom?
4. Identify the child who is showing self-discipline. Why do you feel so?

A. Lyrics of the song ‘A Good Attitude’

I'll.. have.. a ... good attitude, a good attitude

I could do anything with a good attitude(2)

When I feel down

And my heads on the ground

And I really feel yucky

And I have a big frown

It makes me feel sad

And I feel really sad

So...

I'll... have... a ... good attitude, a good attitude

I could do anything with a good attitude (2)

I like to work hard, I like to have fun

Makes me feel happy

I feel like I'm the one !

With a good attitude, a good attitude

I could do anything with a good attitude

Yes I can, Yes I can

Yes I can, yes, Yes I can

Yes I can (5)

Why?

I. .. have... a... good attitude, a good attitude

I could do anything with a good attitude

Makes me feel happy

Like I'm number one !

With a .. good attitude, a good attitude

When I feel grumbly

I feel really low

It makes me very sad

And I make you low I know

I grumble and whine

I complain all the time

And it makes everything extra hard

Why??

I have a BAD ATTITUDE

But you know what?

We can turn it around

With a .. good attitude, a good attitude

I could do anything with a good attitude (2)

B. Crossword Puzzle

WHO CAN I BE KIND TO??

There are ten ! Find them and circle them...

B	T	M	D	F	F	J	F	N	B	V	Y
R	E	P	A	R	E	N	T	S	I	L	U
O	A	O	S	I	S	T	E	R	R	K	P
T	C	T	S	E	K	H	R	I	D	N	L
H	H	G	A	N	I	M	A	L	S	H	A
E	E	D	X	D	R	P	C	M	B	J	N
R	R	V	Z	S	M	Y	S	E	L	F	T
G	R	A	N	D	P	A	R	E	N	T	S

Ans: Myself, Parents, Grandparents, Sister, Teachers, Friends, Animals, Birds, Trees, Plants..

Resources

References:

YouTube videos – Links given under the respective activities

The Value of Asking Questions - Karen Maeyens - TedxUFM

<https://www.youtube.com/watch?v=aZIUaQw8RA4>

Resources for Teachers:

<https://medium.com/independent-thinkers/a-pedagogy-of-questioning-6f4b57e1082d>

<https://www.teachingkidsbusiness.com/resources/skills/foundation/attitude/>

[https://www.psychologytoday.com/us/blog/the-edge-peak-performance-psychology/2](https://www.psychologytoday.com/us/blog/the-edge-peak-performance-psychology/201411/attitude-curiosity)

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<https://psychcentral.com/blog/the-importance-of-developing-curiosity><https://psychcentral.com>

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<https://recoveringengineer.com/resolving-conflict/develop-an-attitude-of-curiosity/>

<https://mindfulminutes.com/embracing-curiosity/>

https://www.ted.com/talks/richard_turere_my_invention_that_made_peace_with_lions

<https://ccmit.mit.edu/observation/>

<https://www.psychologytoday.com/us/blog/happiness-in-world/200912/the-effective-use-silence>

<https://autismawarenesscentre.com/whole-body-listening-tool-not-rule/>

English
Grade II

Integration of Values

Teacher's Manual

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