



HEM *harmonize*

English
Grade III

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 III

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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

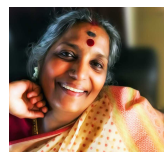
Welcome to HEMA Foundation's "Teacher Manual for Value Integration". I take this opportunity to thank each one of those who participated in it. At the outset I thank the Management of HEMA Foundation, its Managing Trustee Shri Mahendra Kabra , the Trustee and Creative Director, Smt. Anita Maheswari,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

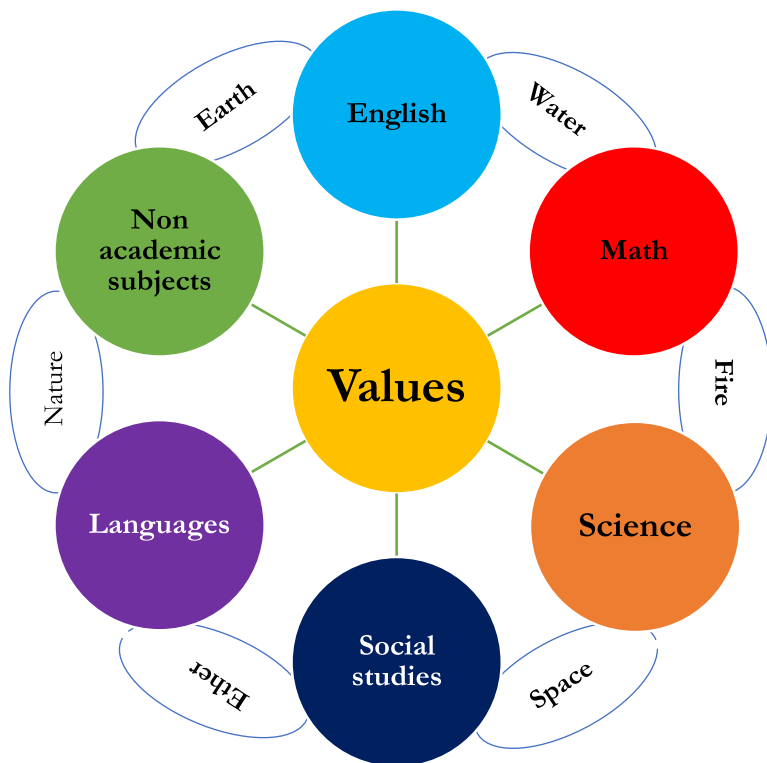
The new NEP and therein the NCERT insist on integration of values with essential subjects. Nature is the mother of all knowledge- Every learning that takes place with human beings is connected through the mind and intellect. While giving food for thought at the intellectual level, teachers have to supplement 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
Good Morning (Poem)	Core Values considered: Appreciation (of nature)	1. Related to the poem ‘Good Morning’ - Discussion - Song: Mother Nature
The Magic Garden (Story)	Other Sub-Values: Self-Discipline, Health, Gratitude, Respect, Love, Caring, Empathy, Sensitivity, Altruism, and Responsibility. Life skills: Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Decision making, Problem-solving, Planning and Execution.	2. Related to the grammar topic – - Discussion - Date with Nature - I Can Save the Earth – Audio Book <u>Assignments</u> Project: Cape-less Heroes - 1. ‘Drive-for-Change’ 2. Research & Creative Campaign 3. Making Recycled Bird Feeders

Materials / Resources needed

Facility & Equipment to play the Videos
Worksheet

Description (of the points of discussion)

Through this unit, help students understand the following:

- Nature surrounds us with its beauty.
- Nature helps us in many ways
- We must appreciate nature and be grateful for all that it offers.
- We have to be sensitive and care about everything in nature – both the living and non-living.
- Nature responds to love and respect.
- There are many ways by which we could protect and conserve nature – small, but impactful actions that we could take....
- Birds, animals plants, trees...each follow a disciplined pattern- they wake up with the sun and sleep when the sun goes down.
- All living creatures including human beings function with a circadian rhythm.
- We need to respect our body clock and re-establish a symbiotic relationship with nature.
- We must care for our body; the health benefits of sleeping early and waking up early are many.

Unit 1**Good Morning (Poem)****The Magic Garden (Story)****Core Value: Appreciation (of Nature)****I. Introduction**

In Unit 1, the poem ‘Good Morning’ is about a little child who wakes up and observes and greets nature. She asks all that’s part of nature how they know it’s day and night. She wonders who tells them that. She lets them know that she too is awake early and would join them soon to play.

This poem lends an opportunity to develop children’s understanding and appreciation of everything in nature. The children may be encouraged to value and respect nature for all that it is and offers to man. Gratitude may be instilled. Moreover, they may be made aware of the discipline birds and animals follow- they wake up with the sun and sleep when the sun goes down. The circadian rhythm and its importance may be explained in simple terms to them.

The story ‘The Magic Garden’ also revolves around Nature. It is narrated from the perspective of the flowers and other living creatures in a school garden. They discuss with each other about the little things that the school children do for them and how they appreciate those actions. The story further touches upon the importance of love and how nature responds to it. The purity of children, their innocence, their ability to perceive beauty and see ‘magic’ in things is also referred to in the story.

Besides appreciation, gratitude and respect for nature, the story also offers the opportunity to discuss the values of love, caring, sensitivity, and altruism (helping other living creatures).

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 – Good Morning and the story – The Magic Garden (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 and enhance their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, and conceptual awareness.
5. Understand the importance of self-discipline, respecting and responding to the needs of their body and making healthy choices.
6. Enhance their ability to appreciate beauty in nature; be grateful for, and respect nature.
7. Understand the need for and impact of being sensitive, loving caring, and helpful towards other living beings.
8. 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)**



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



1.
Song:
Mother
Nature
(Refer 1 b.)

2.
Date with
Nature
(Refer 2 b.)

3.
I Can Save the
Earth – Audio
Book
(Refer 2c.)



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



1.
Project:
Cape-less Heroes
- ‘Drive-for-
Change’

2.
Project:
Cape-less Heroes
– Research &
Creative
Campaign

3.
Project:
Cape-less Heroes
– Making
Recycled Bird
Feeders

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 Appreciation (of Nature) with other inherent values like Self-Discipline, Health, Gratitude, Respect, Love, Caring, Empathy, Sensitivity, Altruism, and Responsibility.

The unit also provides the scope to develop the following life skills in the students: Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, 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 ‘Good Morning’

1 a. Discussion

Pose the following questions:

1. What does the little girl do upon waking up? What does this show? (She is observant and appreciates nature)
2. What questions does she have for Nature?
3. How do you think the birds, animals and nature in general know when to wake up and when to sleep?

Tell the children, that people too have this ability. We don't need an alarm clock or someone to wake us up in the morning. Inform them how early man didn't have clocks but relied on the sunrise, sunset and the position of the sun to know the time of day. Moreover, their body functioned on the basis of this rhythm earlier. Discuss how nature and all the living creatures within it exist and function with a sense of discipline and respect their body clock; how they have a symbiotic relationship with nature. Talk to them about caring for their body; the health benefits of sleeping early and waking up early.

1 b. Song: Mother Nature

<https://www.youtube.com/watch?v=gJ6FeYKg7jc> 2 min 40 sec

Discuss the song with the children. Ask them to share their thoughts and opinions about the same. Ask them -

1. Do you like to be surrounded by nature? Why?
2. How does it feel to be in a garden / at a beach / by a river / in a forest etc?
3. Are we keeping all these places clean? People litter these lovely places. What does this show about their character? (uncaring, selfish, messy, careless.....)
4. What responsible action can you take to make sure our nature is clean and beautiful?
5. How can we make sure there is lots of greenery and nature's colours around us?
6. What kind of trees do you like? Why?
7. Do we need trees? Why? What do you think?

Talk to them about all that plants and trees give us and how they make a difference in our lives. Discuss the values of sensitivity, caring, sharing, love, appreciation, interdependence, environmental awareness and responsibility.

2. Related to the story 'The Magic Garden'

2 a. Discussion

Pose the following questions:

1. Why did the poppy love the little school children? What do they do?
2. What do the boys do to help the plants?
3. What all can you do to care for plants?
4. What do the little children do for the birds?
5. What can you do for the birds around you?
6. What did the flowers and the sun wish to do out of gratitude for the love and care that the children showed them?

Talk to them about all the ways nature helps us and how we need to give back to nature with our loving, caring, and thoughtful actions. Tell them about the experiments that were done with plants that showed that plants can indeed feel emotions, have memory and reacts to the environment. (Related videos have been provided in the resources section for your reference.) Ask them to think of ways by which they could protect and conserve nature – small, but impactful actions that they could take....

2b. Date with Nature

Take the kids on a Nature Walk and spend some quality time in the midst of nature. Encourage them to observe the different types of plants, trees, flowers, the patterns, designs and colours on leaves, flowers, branches and roots of trees etc. Bring to their attention the different creatures that dwell in that area, and talk to them about them. Develop in them an appreciation for the beauty and value for nature.

2c. I Can Save the Earth (Audio Book)

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

Questions for Reflection:

1. How was Max the monster's behaviour earlier? What were his actions like?
 - o What would he do with the chocolate wrappers?
 - o What would he do in the bathroom?
 - o What would he do with the lights and TV?
2. What does this tell us about Max's character?
3. What was Max's attitude towards sharing?
4. What happened one day that changed Max?
5. What did Max realize when he stepped out of the house? How was he able to understand this? (he began to observe things more keenly and so was able to appreciate all that was around him)
6. What did Max notice and appreciate in the summer? What positive action did he take at the beach?
7. What did Max understand about Pollution?
8. What did Max notice and appreciate during autumn? What responsible action did he take then?
9. What does Max say about composting? How does it help the plants? (Explain in simple terms what composting involves)
10. What did Max enjoy in the winter? What all did he create?
11. "Why didn't I see this before?" wondered Max. What is it that Max didn't see before? Why do you think he didn't notice it before?
12. What positive or responsible actions did Max take once he realized the Earth is so beautiful?
13. What does Max say about playing outside? Do you agree with Max?
14. What does Max do with his trash?
15. In what way does Max's eating habits change?

16. What does Max do with his old toys? What does Max realize? (Explain the concept of yard sale...help them understand that this is a common practice outside India. Ask them what ideas they have for their old toys)
17. Max expresses his love for the Earth by following the 3 R's. What are they?
18. How can you be a little GREEN monster like Max and help the Earth?

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

V. Assignments

Project: Cape-less Heroes !

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

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

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

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

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

Or

b. Ask students to research about the interpersonal relationship that exists between nature and man. Divide the class into groups. Each group would represent one aspect of nature. Eg: Group 1 – Water, Group 2- Air, Group 3 – Trees and plants, Group 4 – Animals of all kinds.

Ask each group to do research and find out interesting lesser known facts on their respective aspects of nature, that show a direct/indirect connection of how it helps us humans in some way. E.g. The role of Honey Bees, Role of Ants, Trees and happiness etc...

Each group could also be asked to come up with a creative campaign that could be carried out in school to help and protect the aspect of nature given to them.

c. Ask them to research and make different types of Recycled Bird Feeders. They could hang these in different parts of the school garden.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

The following videos are for teacher reference only. You may explain certain details in these videos, to the children, in a simple understandable manner.

- How Plants Tell Time
<https://www.youtube.com/watch?v=3jIW5wW2WC0>
- Bully a plant: Say No to Bullying
<https://www.youtube.com/watch?v=Yx6UgfQreYY>
- Shocking experiment proves plants & trees can see , have emotions , memory & reacts to environment
<https://www.youtube.com/watch?v=DrDGHYRDVNc>

Unit 2

Topic	Values / Life skills integrated & imbibed	Activities
Bird Talk (Poem)	Core Values considered: Sensitivity, Kindness, Compassion, Altruism	1. Related to the poem 'Bird Talk' - Discussion - Animation: Birds on a Wire - Song: All about Acceptance
Nina and the Baby Sparrows (Story)	Other Sub-Values: Respect, Love, Caring, Empathy, and Responsibility.	2. Related to the story 'Nina and the Baby Sparrows' - Discussion - Poster Reflection
Describing words / Adjectives (Grammar)	Life skills: Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Decision making, Problem-solving, Planning and Execution.	1. Related to the grammar topic – Describing words -Discussion - Ripple Effect of Helping and Kindness - Happiness is Helping Others (A Thai Advertisement)
		<u>Assignments</u> 1. Do I know You? 2. Project – Making a Bird Corner & Journaling 3. Project – Picture Search

Materials / Resources needed

Facility & Equipment to play the Videos
Worksheet

Description (of the points of discussion)

Through this unit, help students understand the following:

- Nature surrounds us with its beauty.
- Nature helps us in many ways
- We must appreciate nature and be grateful for all that it offers.
- We have to be sensitive and care about everything in nature – both the living and non-living.
- Nature responds to love and respect.
- There are many ways by which we could protect and conserve nature – small, but impactful actions that we could take....
- Birds, animals plants, trees...each follow a disciplined pattern- they wake up with the sun and sleep when the sun goes down.
- All living creatures including human beings function with a circadian rhythm.
- We need to respect our body clock and re-establish a symbiotic relationship with nature.
- We must care for our body; the health benefits of sleeping early and waking up early are many.

Unit 2**Bird Talk (Poem)****Nina and the Baby Sparrows (Story)****Describing words / Adjectives (Grammar)****Core Values: Sensitivity, Kindness, Compassion, Altruism****I. Introduction**

In Unit 2, the poem ‘Bird Talk’ is a conversation between a Robin and a Jay where they talk about how funny people are – the way they grow, they have no feathers, they don’t eat beetles, they don’t grow wings, they don’t like sitting on wires and things... The birds find it strange that people are that way.

This poem lends an opportunity to talk to children about understanding, accepting, and respecting differences in people; to be sensitive to such differences.

The story ‘Nina and the Baby Sparrows’ is about a little girl Nina. She is expected to go to Delhi with her family for her aunt’s wedding, but she is unhappy about it. There’s a sparrow’s nest on the bookshelf in her room and there are two baby sparrows in the nest. She tells her mother that the baby sparrows keep crying out for food all day long and worries if they were to lock up everything and go, then how the mother and father sparrow would be able to collect food for the babies? Nina’s mother comes up with a solution of keeping the windows open. Nina is thrilled with the idea and goes peacefully for the wedding and returns to find two plump little sparrows flying about in her room.

The story offers the opportunity to discuss the values of kindness, compassion, caring, sensitivity, and altruism (helping other living creatures).

In the present times, when digitalization has taken over the lives of people, children especially, core values such as kindness, compassion and looking oneself must be nurtured in children in different ways. It is important to help them understand that while we are busy trying to amass material things, it is actually kindness to others that will give us greater joy and help bring peace, contentment and a sense of purpose and fulfilment into our lives.

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.

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 – Bird Talk, and the story – Nina and the Baby Sparrows (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 and enhance their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, and conceptual awareness.
 5. Understand the importance of sensitivity, kindness, compassion, and caring.
 6. Understand, be sensitive to, accept and respect differences in others.
 7. Learn to be helpful towards other living beings.
 8. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

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

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

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



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



1.

Animation: Birds on
a Wire (Refer 1 b.)

2.

Song: All about
Acceptance
(Refer 1 c.)

3.

Poster
Reflection
(Refer 2 b.)

4.

Ripple Effect of Helping
and Kindness
(Refer 3 b.)

5.

Happiness
is Helping Others
(A Thai Advertisement)
(Refer 3 c.)



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



1.

Do I know
You?

2.

Project –
Making a Bird
Corner &
Journaling

3.

Project –
Picture
Search

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, Kindness, Compassion, and Altruism with other inherent values like Respect, Love, Caring, Empathy, and Responsibility.

The unit also provides the scope to develop the following life skills in the students: Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Positive thinking or Optimism, 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 ‘Bird Talk’

1 a. Discussion

Pose the following questions:

1. Why do you think the birds felt that ‘people’ were funny?
(Because people were different from them)
2. Are people actually strange or funny?
3. Is it okay to call someone funny just because they are different from you? Why?
4. Many children tease and give unkind names to other children. What does this kind of behavior say about their character?

1 b. Animation: Birds on a Wire

<https://www.youtube.com/watch?v=k2PJ6T7U2eU> 3 min 14 sec

Encourage the children to share what they understood as well as their thoughts and opinions on the animation. Ask them –

1. How did the little birds react when they saw the big bird?
(they stared, made fun of its face and size, and laughed at it)

2. What did the little birds do when the big bird greeted them in a friendly manner?
(they gave it a haughty look, then moved away from it and started talking meanly about it)
3. Did the big bird let the behavior of the small birds affect it? How do you know?
(No, it flew and perched right in between them with a smile hoping to get accepted.)
4. What did the big bird do when the little birds started complaining that the wire had gone down and they were all stuck together?
(It started talking right alongside others; it dealt with the situation bravely)
5. What did the little birds do in anger?
(One of them pecked hard at the big bird and hurt it such that it toppled upside down.)
6. Did they stop troubling it then? What did they realize?
(The two closest little birds continued to peck at its feet in anger and they realized that it was losing its hold on the wire as a result. So they started pecking at the big bird more furiously.)
7. How did the other little birds react to this?
(They took pleasure in what was happening and started cheering and egging on the two little birds to continue their attack.)
8. Why do you think the little birds did what they did? What do you think of the behavior of the little birds – do you think they were right in what they did? Why?
9. Have you ever observed such a thing happening to anyone around you? Or have you been troubled by others like this because you are different in some way? What did you observe / What did you experience...feel?
10. How do you think others would feel when they are teased, excluded, ignored or troubled in some way because they are different?
11. Do you think being different means the other person is less worthy or not good enough in some way? Why?
(No...because everyone is unique and has some special quality or the other. Being different doesn't mean being lesser than another.)
12. What is the right attitude that we must have towards anybody who is different from us?
(one of sensitivity, empathy, understanding, caring and respect)

1 c. Song: All about Acceptance

<https://www.youtube.com/watch?v=oODXem4oRp0> 2 min 30 sec

Discuss the words and meaning of the song. Explain to them how it must reflect in their daily lives. Encourage them to come up with how, and where all, they can practice sensitivity and acceptance.

2. Related to the story ‘Nina and the Baby Sparrows’

2 a. Discussion

Pose the following questions:

1. Why was Nina unhappy about going for the wedding? What was she worried about?
2. What does this tell us about Nina’s character?
3. What solution did Nina’s mother come up with? Was it a good solution? Why?
4. What does this tell us about Nina’s mother’s character?
5. Have you ever experienced such a situation/ or do you know someone who did? What was done then?

Talk to them about kindness and compassion to other living creatures; how they too deserve to be cared for and treated with love and respect. Explain to them that just as humans, all living creatures – animals, birds etc. too experience joy, happiness, fear and pain in the same way. They deserve our love and care, a life of good quality. We must realize that we are sharing this world with other living creatures, all of whom are important to us in some way or the other. Tell them that we have a responsibility to ensure their survival. Helping or being kind to an animal will give us a sense of peace and satisfaction, creating happiness in our minds, and help us nurture the positive qualities in us. These positive actions will help us realize and reinforce that we are good human beings who are capable of good deeds, and also help us realize that we can certainly make a difference with even simple and small acts of kindness.

2 b. Poster Reflection

To initiate a conversation with the children about sparrows, ask them -

1. Why do you think the poster says ‘Save Sparrows’?
(Inform them about the dwindling numbers of sparrows, how they are an endangered species and face the threat of extinction.)
2. Why do you think this is happening?
(Talk to them about deforestation, expansion of cities and cityscapes/ skyscrapers – they are losing places to build their nests, water pollution, drying up of water sources, etc....)

Help them understand that these problems not only affect sparrows, but all other birds, and animals too; how we humans, with our selfish wants have endangered the lives of so many creatures and put the environment at risk.

3. What responsible actions can we take to save the sparrow and all birds in general? What are the little things that we can do that would create a big impact if all of us do it together?

Let them brainstorm. Discuss the following measures with them:

- Provide nesting spaces (make bird houses with cardboard/ clay pot/ flexible bamboo sticks, coir, jute cloth and strings) for the sparrows and put them up in the balconies or outside the windows of homes / in society gardens.
 - Make bird feeders, fill them with grain and hang them outside homes / in society gardens.
 - Make water dispensers and hang them/ place them outside the homes/ in society.
 - Keep clay bowls filled with water that they can use as a bird bath or to drink water.
 - Avoid contributing to air/water and land pollution that could harm the birds and animals.
 - Avoid wasting water
- Etc...

3. Related to the exercise on – Describing words/Adjectives

3 a. Discussion

Since they have already been introduced to the connection between describing words and the value of altruism in grade II, recap the same.

Once the children have revised the concept of describing words, and done the textual exercise, recap 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?

Help them understand that when we help others, it brings positive feelings in both, the one who helps/giver and the recipient of the good deeds. The giver feels good about himself/herself, that they were able to contribute in some way to make another’s life better; that makes them feel good about themselves (it helps boost their own self-esteem

and self-worth). The positive feelings aroused in the receiver on the other hand, makes them view the world in a more positive light and they further develop feelings of confidence in humanity and trust in others. Thus, simple acts of kindness can create a ripple effect and make the world a better place.

3 b. Ripple Effect of Helping and Kindness

<https://www.youtube.com/watch?v=nwAYpLVyeFU> 5 min 44 min

Ask students –

- what they understood...
- what kind of helpful acts the people engaged in...
- how and why they think the ripple effect was created...

3 c. Happiness is Helping Others (A Thai Advertisement)

<https://www.youtube.com/watch?v=zcrUov45bI> 3 min

Pose the following questions:

1. How does the man react when the water falls on him? What does that say about his thinking? What would you have done in his place?
2. How were the people around him reacting to his actions? Why do you think they felt that way? What do you think they feel about helping?
3. What kind of help did the man give? Were they very grand gestures? Do you think it made a difference to those people? How do you know?
4. Did the man stop with just one act of help or kindness? Or did he continue helping? What does that say about his character?
5. The man was helping even the stray dog. Do you think animals need and deserve our help? Why?
6. How did the man feel about helping? How do you know?
7. Why do you think the man looked stunned upon seeing the little girl in uniform?
8. Did he have anything to gain from being kind and helpful? Why do you think he was doing it?
9. Though he didn't expect anything in return, he got back something much more valuable than material things. What were they?
10. How do you feel after watching this? What are your thoughts?

V. Assignments

1. Do I know You?

Ask the students to choose one student in the class who is not a close friend. They then have to find out and write down what they have in common or what similarities they share and what are different about them. At the end of the interaction with each other, they have to mention what they really liked about each other.

This could be given in the form of a worksheet. This activity will foster interaction and bonding between children and generate feelings of positivity thereby creating a climate of understanding, kindness, tolerance, acceptance and respect.

2. Project – Making a Bird Corner & Journaling

Ask them to find out different ways to make bird nests, bird feeders, and water dispensers for birds, and make one of each to put outside their home. They have to create a bird corner thus and do their part to help the birds. They have to take a photograph of the bird corner, paste it in a scrap book. They have to then observe the bird corner for a month, see which birds come and journal their observations in the scrap book. They could describe the birds, write what they do, if they build a nest how they go about it, what all they observed about the birds' behaviours. They could make an entry in the book every Saturday/ Sunday. They could also take photographs of the birds if possible and paste them in the scrap book.

3. Project – Picture Search

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. Ask them to think and come up with a catchy title. This chart would serve as a constant visual reminder to be helpful and would encourage them to think of ways to help others.

Resources

References:

YouTube videos – Links given under the respective activities

Unit 3

Topic	Values / Life skills integrated & imbibed	Activities
Little By Little (Poem)	Core Values considered: Confidence, Unity and Team work, Tolerance, Interdependence	1. Related to the poem 'Little By Little' - Discussion - Craft activity & Reflection
The Enormous Turnip (Story)	Other Sub-Values: Patience, Courage, Determination,	2. Related to the story 'The Enormous Turnip' - Discussion - Video: Unity - Short Story – Teamwork is Fun
Opposites (Grammar)	Perseverance, Resilience, Faith, Belief , Trust, Appreciation, Gratitude,	3. Related to the grammar topic – Opposites - Discussion - Song: Everybody is Different
Number - Singular/Plural (Grammar)	Respect, Sensitivity, Sharing, Caring, Generosity, Compassion, Cooperation, and Friendship ...	4. Related to the grammar topic – Number -Singular/Plural - Discussion - Wheels of a Car
	Life skills: Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Positive thinking or Optimism, Decision making, Problem-solving, Planning and Execution.	Assignments 1. I Can Do It !! 2. Find the Hidden Words (Worksheet) 3. Worksheets - • Paragraph Writing • Tolerant or No? 4. Project - Web Creators

Materials / Resources needed

Facility & Equipment to play the Videos

Worksheet

Description (of the points of discussion)

Through this unit, help students understand the following:

- Bringing about change, sometimes takes time. Growth of any kind takes time. It also involves patience, courage, confidence, determination and perseverance, (not getting frustrated when things take time and not quitting when things go wrong.), resilience, a positive mindset, faith, belief and trust...
- Confidence is a belief in one's own abilities, believing that one can do/achieve something.
- Building confidence is a gradual, step by step process; you can train yourself to access it in an instant..
- It is important to have willingness and keenness to learn and improve.
- It's okay to fail. We can always learn from our mistakes and try again.
- Planning and goal setting is important and it influences one's self confidence
- Sometimes work gets done much better when it's done as a team.
- Unity and team work is - harmony in the group, doing something together at the same time, working together with a shared goal, fun and makes us feel like a family, and makes big tasks seem easy.
- Tolerance is a positive moral virtue, when related to moral aspects like fairness, justice, respect, and causing harm to others.
- We are all unique and have something valuable to offer and share.
- Placing oneself in someone else's shoes is the essence of tolerance; it is accepting others and appreciating differences
- We cannot live in isolation. We are interdependent on each other, with other human beings as well as with all other living beings and nature.

Unit 3**Little By Little (Poem)****The Enormous Turnip (Story)****Opposites (Grammar)****Number – Singular/Plural (Grammar)****Core Values: Confidence, Unity and Team work, Tolerance, Interdependence****I. Introduction**

In Unit 3, the poem ‘Little By Little’ is a beautiful poem about a little acorn that grows little by little into a mighty oak tree. The acorn observes its own growth and acknowledges the little changes and ‘improvements’ that take place in itself each day. The acorn comes across as having a positive mind-set.

This poem lends an opportunity to talk to children about patience, courage, confidence, determination and perseverance, (not getting frustrated when things take time and not quitting when things go wrong.), resilience, faith, belief and trust...

Confidence is a state of mind; the belief or trust in someone or something. Confidence in oneself comes from feelings of well-being, acceptance of oneself as one is, and a belief in one’s own ability, skills and experience. No one comes into this world with limitless confidence. A person who seems very confident, has in fact been building on it for years. Self-confidence is something you learn to build up step by step. Confidence is like any other emotion; you can train yourself to access it in an instant. This message may be imparted to the students through a process approach. The analogy being considered here is that just as there are steps to be planned out, considered and followed to create or achieve something beautiful, confidence too can be achieved, one small step at a time.

The story ‘The Enormous Turnip’ is about an old farmer who plants turnip seeds. One of the turnips just grows and grows into an enormous turnip. When the farmer tries to pull it out, it does not come out. It finally takes the effort and help of an old woman, a boy and a girl together, to pull out the turnip. The story offers the opportunity to discuss the values of unity and team work.

The exercise on ‘Opposites’ is an opportunity to recap the value 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.

The exercise on 'Number – Singular/Plural ' is an opportunity to recap 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.

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 – Little By Little, and the story – The Enormous Turnip (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 and enhance their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, and conceptual awareness.
 5. Understand how to build confidence and grasp what it takes to be confident.
 6. Understand the importance of unity and team work.
 7. Enhance their understanding of tolerance and interdependence.
 8. 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.
Craft activity &
Reflection
(Refer 1 b.)

2.
Video: Unity
(Refer 2 b.)

3.
Short Story –
Teamwork is Fun
(Refer 2 c.)

4.
Song: Everybody is
Different (Refer 3 b.)

5.
Wheels of a Car
(Refer 4 b.)



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



1.
I Can
Do It !!

2.
Find the
Hidden
Words
(Worksheet)

3.
Worksheets
- Paragraph
Writing
- Tolerant or No?

4.
Project -
Web
Creators

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 Confidence, Unity and Team work, Tolerance, Interdependence with other inherent values like patience, courage, determination, perseverance, resilience, faith, belief, trust, appreciation, gratitude, respect, sensitivity, sharing, caring, generosity, compassion, cooperation, and friendship ...

The unit also provides the scope to develop the following life skills in the students: Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Positive thinking or Optimism, 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 ‘Little By Little’

1 a. Discussion

Pose the following questions:

1. What did the acorn realize about itself? How did it know this?
2. How long did it take the acorn to grow into a mighty oak? Did the acorn get impatient or frustrated that it was growing so slowly?

Talk to them about how the acorn shows patience and does not get frustrated that it was taking so many years to grow. It had the confidence and faith that it would improve each day and grow slowly and steadily.

Now tell them that in our lives, confidence is achieved this way. Ask them what they understand of the word ‘confidence.’ Explain to them that confidence is a belief in one’s own abilities, believing that one can do/achieve something. Ask them what they feel confident about – ask them to think of what they believe they can do well – e.g dancing, singing, drawing, speaking in front of a crowd....

Ask them –

1. Did you get good at these things in one day?
2. Did you feel confident about it in one day?
3. Did you make mistakes while learning how to do these activities?
4. Did you stop doing these activities because you made mistakes or failed sometimes?

Help them understand that such confidence is built step by step, slowly and steadily just like the acorn into a mighty oak and that mistakes and failures are a part of that process.

1b. Craft activity & Reflection

Choose any craft activity that has to be done step by step. The process/method has to be given to them. (You may also choose any of such activities given in the text).

Here is a way to make your own beautiful Dove Bookmark.

Materials required - An old greetings card/wedding card/scissors A black button /bead/'bindi' for the eyes

Method / Process - Take the old card. You will need to use the inside of the card. Fold it into two as shown in the picture. Trace the outline of a dove on the card. Cut it along the lines. Make an outline with a black pen. Stick a button /bead/'bindi' for the eye. Paste it on a strip of 2 inches x 4 inches. The bookmark is ready!

After the students have completed the activity, ask them –

How did you find the activity?

Was it helpful to have the steps of the process given to you?

How did it help?

Did you feel confident when you achieved the task?

Did you feel confident while doing the task.....Did you feel confident that the steps given would help you to do the task? Did you feel more in control of the situation?

What do you think you would have experienced, if you didn't have these steps to follow?

Now connect this to life and their day to day tasks....

Explain to the students that just as these steps helped them to do the task more easily and faster, in their day to day life too, whenever they have to do some task or they are faced with a situation, they can break it down into smaller steps. They can then focus on achieving one step at a time and eventually they would complete the actual task. Ask them –

How do you react when you are faced with a difficult or challenging task?

Do you - get upset / angry / scared / unsure / excited / give up / keep at it

Tell them that everybody is born with some talent, and what skills we are not born with, can be developed through practice. What is important is to maintain a positive attitude, willingness and keenness to learn and improve and the understanding that it's okay to fail. We can always learn from our mistakes and try again.

Discuss the importance of planning and goal setting and how it influences one's self confidence.

Help them understand that there will be many situations where we face difficulties or challenges and so the one value and life skill we certainly need to survive, is confidence – the confidence to face the challenges in our path, the confidence to take up the opportunities that come our way, the confidence to 'be' in a group of people..... this 'confidence' will see us through. When we are self-confident, we trust our judgement and abilities – reflecting our sense of self-worth and self-belief. Boosting our confidence involves developing those habits that will improve how we think of and perceive ourselves (self-esteem), regardless of what others think of us. We can take immediate steps to project greater self confidence in the way we behave, and how we approach other people. We can then develop these short-term strategies into ways to build and maintain self-confidence for the longer term. Feeling good about our past achievements, and setting ourselves achievable goals for the future, will help us build and maintain that confidence. (Explain this to the children in a simple comprehensible manner)

2. Related to the story 'The Enormous Turnip'

2 a. Discussion

Pose the following questions:

1. Could the old farmer pull the turnip out? Why?
2. How many people did it take to pull out the turnip?
3. Why were they able to pull out the turnip?

Talk to them about how certain work gets done much better when it's done as a team. Explain to them the importance of team work. Further explain to them the concept of unity and its benefits.

2 b. Video: Unity

<https://www.youtube.com/watch?v=ZTbaELpxCF8> 1 min 20 sec

Ask the children what they noted. What does it imply?

1. What did the crabs do when they saw the seagull?

2. What happened to the seagull because of the unified group of crabs?
3. Was the shark successful in attacking the penguins? Why?

Connect this to real life situations that they can relate to. Explain to them how there is strength in Unity. Moreover, 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.

2 c. Short Story – Teamwork is Fun

https://www.youtube.com/watch?v=X94G_n5Kxmg 3 min 49 sec

Pose the following questions

1. What did the teacher tell the children? If the team is together..... Complete the statement.
2. What did Bennett feel about being together? Why?
3. Why was Bennett's team not successful in their team mission? Why did they fail?
4. What did the teacher tell Bennett about teamwork?
5. Why did the team do well the second time? What was different this time?

Help the children understand that:

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

3. Related to the exercise on – Opposites

3 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.

Ask them –

1. What are some of the ways by which people show intolerance? (getting irritated, angry, embarrassed, impatient, 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.

2. 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	Fighting x Being Peaceful	Bullying x Being Caring
Ignoring x Accepting	Excluding x Including	etc...

3 b. Song: Everybody is Different

<https://www.youtube.com/watch?v=LWQn3mbignQ> 1 min 51 sec

Discuss with them what the song implies and encourage them to share their thoughts about the same. (The song focuses on opposites)

4. Related to the exercise on – Number (Singular/Plural)

4 a. Discussion

Once the children have revised the concept of Number, talk to them about singular and plural in relation to people. Recap what was done in grade II.

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.

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.

4 b. Wheels of a Car

Show them a model of a car. Ask them -

- What would happen if one of the wheels comes off? Would the car be able to run?
- Would it make a difference which wheel comes off? Why?

Demonstrate this to the children.

Now explain to them that just as each wheel of a car is important and the car cannot run if any of the wheels come off i.e., each wheel is dependent on the other wheels to function smoothly, humans, animals, birds, and nature as a whole are dependent on each other. We need each other for our survival.

Give them examples of interdependence between each to help them understand this better.

V. Assignments

1. I Can Do It !!

Ask the students to take up any activity / task which they may be finding a little challenging. They have to break that task into smaller steps and write these steps down (They may take the help of their parents for the same.) Once they have followed the steps and completed the activity, they have to write a paragraph reflecting on what their experience was and whether the process approach benefitted them, and if yes, how?

2. Find the Hidden Words (Worksheet)

Prepare a worksheet in which you have a picture showing different kinds of people, animals, birds, nature – all together... Within this picture, hidden in different places could be the words that are similar to or close in meaning to the words – unity and team-work – cooperation, peace, harmony, union, togetherness, solidarity, oneness .. Ask the children to find these words and circle them.

You could also give this as a crossword puzzle if you wish.

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.

4. Project- Web Creators

Ask the children to find different connections between humans-animals-birds-insects-nature etc. and create a web using thread /rope/ wool and so on. They could take the help of their parents to research, understand and establish the different connections. These could be done on chart paper or mount-board and presented as 2D or 3D models.

Resources

References:

YouTube videos – Links given under the respective activities

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

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

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

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

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

Unit 4

Topic	Values / Life skills integrated & imbibed	Activities
Sea Song (Poem)	Core Values considered: Appreciation (of nature), Tolerance, Self- Acceptance, Unity, Altruism, Self - Realization, Resilience, and Gratitude.	1. Related to the poem ‘Sea Song’ - Discussion - Sensory Walk in Nature - Song – Mother Nature
Opposites (Grammar)		2. Related to the grammar topic – Opposites - Discussion (Recap)
Phrases (Grammar)	Other SubValues: Respect, Love, Caring, Responsibility, Sensitivity, Empathy, Friendship, Self - awareness, Self-identity, Self-love, and Self-respect.	3. Related to the grammar topic – Phrases - Discussion - I’m Not Just a Scribble (Audio story)
Collective Nouns (Grammar)		4. Related to the grammar topic – Collective Nouns - Discussion
Adjectives (comparative degree) (Grammar)	Life skills: Interpersonal and Intrapersonal engagement, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Positive thinking or Optimism, Decision making, Problem- solving, Planning and Execution.	5. Related to the grammar topic – Adjectives - Discussion - Short Film, Cartoon Story, Helping Others is the Key to Happiness
Past Tense (ed form) (Grammar)		6. Related to the grammar topic – Past Tense - Discussion - A Lesson on Resilience
• A Little Fish Story (Story)		7. Related to the story 'A Little Fish Story' - Discussion - I Like Myself – Cartoon
		<u>Assignments</u> 1. Project: Nature Journal 2. A Hand, I Can Lend 3. I Bounced Back! 4. Awesome Me!

Materials / Resources needed

Facility & Equipment to play the Videos
 Worksheet

Description (of the points of discussion)

Through this unit, help students understand the following:

- Nature has many wonderful surprises. We have to learn to observe with all of our senses to discover nature's wonders.
- We have to learn to 'be' in the present moment, to truly appreciate nature.
- Some of our actions are a threat to nature, the environment, the planet as a whole; we have the power to correct our mistakes if we choose to, and to protect and conserve nature.
- We may not be perfect in every way, yet we can stand proud and celebrate our own identity.
- No one is perfect, and being imperfect does not mean we have nothing of value in us; we must celebrate our uniqueness and take pride in 'who' we are.
- It is not the degree of help that matters; it is the act in itself, the compassionate thought and the willingness to come forward that matter.
- Help at any level is welcome to the person who really needs it / situation that calls for it.
- Helping others is the key to happiness.
- Instead of getting upset about a difficult situation / negative experience in the past, we must look at it as a learning opportunity
- Even if things go wrong, we can and must develop the strength to rise up above those mistakes and challenges.
- We must look back and reflect upon not only the negative experiences we had, but the positive actions we carried out as well; think about what those actions stated about us and understand how it shaped who we are.
- We must learn to 'bounce back' each time we get knocked down; develop resilience.
- We must learn to accept ourselves as we are, develop gratitude for what we have and what we are blessed with, and love ourselves for what and who we are....

Unit 4**Sea Song (Poem)****Opposites (Grammar)****Phrases (Grammar)****Collective Nouns (Grammar)****Adjectives (comparative degree) (Grammar)****Past Tense (ed form) (Grammar)****A Little Fish Story (Story)**

Core Values: Appreciation (of nature), Tolerance, Self- Acceptance, Unity, Altruism, Self-Realization, Resilience, and Gratitude.

I. Introduction

In the poem ‘Sea Song’, a young boy finds a curly shell on the sea-shore which he finds interesting, and takes it home. He describes the shell as being cold to the touch and having a soft, sweet, and clear song when held to the ear. The boy is pleasantly surprised to hear this song of the sea and wishes that everyone could find one such shell and hear it too.

This poem lends an opportunity to talk to children about the wonders of nature - the mysteries and surprises that it holds - that could be unravelled and experienced, if we learn to observe what’s around us consciously, by being in the present moment, and experiencing what’s before us with all of our senses. Through this poem, the children may be encouraged to appreciate and understand the value of nature and strive to protect & conserve it with a sense of gratitude and respect.

The exercise on ‘Opposites’ may be considered to recap the value of tolerance.

The exercise on ‘Phrases’ is an opportunity to talk to the children about the importance of self-acceptance. A phrase is a group of words that work together to make meaning, but it is not a complete sentence. Though incomplete, a phrase has its own identity and role within the sentence. Many of us are like the phrase – we may not be perfect in every way, yet we can stand proud on our own identity. It is important to understand that it is normal to have limitations or imperfections; we must learn to accept ourselves with all our imperfections and build a strong identity for ourselves while embracing all those imperfections.

The exercise on ‘Collective Nouns’ is an opportunity to focus on the value of unity. Collective nouns show a group/ collection of something. It implies togetherness or unity.

Recap the discussion carried out in Unit 3 on Unity.

The exercise on ‘Adjectives and their degrees of comparison’ may be considered to recap the value of altruism, as covered in Unit 2.

In this unit, focus on ‘degrees’ – Like the degrees of comparison in adjectives, each of us may be able to extend ‘help’ to others in varying degrees depending on our means and circumstances. Some may be able to help more, some less. However, it is not the degree of help that must matter; it is the act in itself, the compassionate thought and the willingness to come forward that matter. One must not restrain oneself from helping because of the feeling that one’s help may not be enough. Help at any level is welcome to the person who really needs it / situation that calls for it.

The exercise on ‘Past Tense’ is an opportunity to talk to the children about learning from past mistakes, understanding where exactly one went wrong, reflecting upon one’s actions in the past, why one did what they did, and what those actions reflected about themselves. Children also need to understand that even if things go wrong, they must develop the strength to rise up above those mistakes and challenges. One may also reflect upon the positive actions carried out, what those actions stated about them and how it shaped who they are.

So this topic helps us to impart the values of self-realization and resilience.

The story ‘A Little Fish Story’ is about a small fish in the sea that was unhappy about being so small. He would constantly think about how it did not feel good to be small, how difficult it was, and how he would’ve been happier had he been bigger, over and over again till he began to truly believe it. One day he got caught in a net with many other big fish, but as the net was being hauled up, he managed to wriggle free through the mesh because of his small size. He was suddenly grateful for his small size and thereafter, never ruminated over it or considered himself unlucky. He just wanted to be himself – a little fish.

The story offers the opportunity to discuss the values of self-acceptance and gratitude.

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 – Sea Song, and the story – A Little Fish Story (independently)

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 and enhance their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, and conceptual awareness.
5. Develop and enhance their grammatical awareness and usage in sentences.
6. Learn to appreciate nature and be in the moment; understand the importance of protecting and conserving nature.
7. Understand, be sensitive to, accept and respect differences in others.
8. Learn to accept themselves with all their imperfections and build a strong identity for themselves, while embracing all those imperfections.
9. Learn to be helpful towards other living beings, to whatever degree they can.
10. Learn to reflect upon their actions and understand what they state about themselves; learn to deal with mistakes and challenges and come out strong from their experiences.
11. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

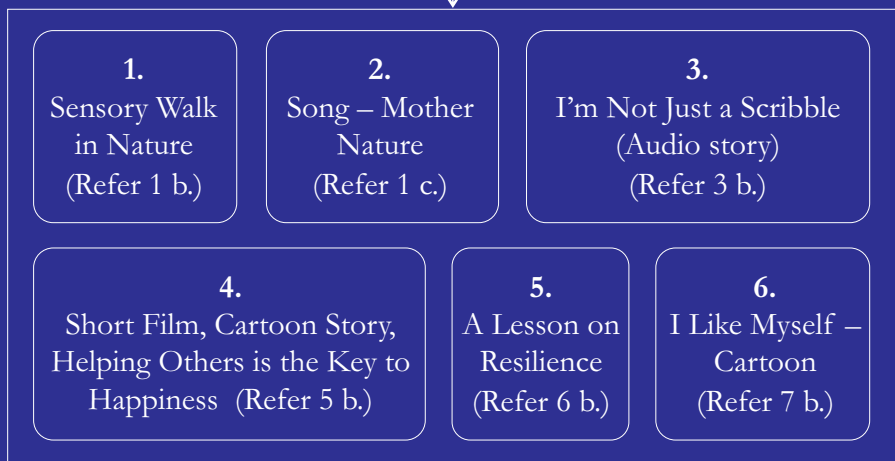
Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher is the character education of the students using the academic content at hand.

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

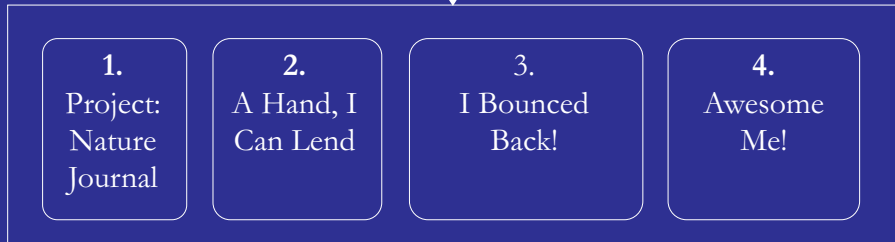
**A. Introduce the context through activity:
Discussions (Refer 1a, 2, 3a, 4a, 5a, 6a, 7a)**



**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 Appreciation (of nature), Tolerance, Self-Acceptance, Unity, Altruism, Self-Realization, Resilience, and Gratitude, with other inherent values like Respect, Love, Caring, Responsibility, Sensitivity, Empathy, Friendship, Self-awareness, Self-identity, Self-love, and Self-respect.

The unit also provides the scope to develop the following life skills in the students: Interpersonal and Intrapersonal engagement, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Positive thinking or Optimism, 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 ‘Sea Song’

1 a. Discussion

Pose the following questions:

1. What did the boy find on the sea shore?
2. How does the boy describe the shell?
3. What did his mother do when he gave her the shell? Why?
4. What was special about the shell?
5. What does the boy wish? Why?
6. Have you ever seen or found anything really interesting and unique in nature?
7. What is the message that this poem leaves us with?

Tell the children that nature has many wonderful surprises that we could discover, if only we learnt to stop & take the time to observe and experience nature with all of our senses. This we can do, by learning to ‘be’ in the present moment.

1b. Sensory Walk in Nature

Take the children for a walk outside in the school garden. Once there, encourage the children to tune into their different senses and experience the beauty and wonders of nature. Tell / Ask them –

1. Listen carefully... What all can you hear around you?
2. Take some deep breaths... What all smells are you aware of at this moment?
3. Use your hands/fingers to touch and explore the different things in the garden... Describe the different textures that you can feel.
4. Look around you carefully... Note the types of plants, the colours, patterns and designs, the sizes, and textural appearances.

Look for the different kinds of living creatures that inhabit the garden.

Make notes of all that you see.

Do you see anything in the garden that specifically catches your interest? Observe it carefully. Later write a descriptive paragraph about it, stating what interested you about it and why.

You may also carry out the exercises outside, as guided in the video given in the resources section.

End this activity by encouraging them to appreciate and understand the value of nature and strive to protect & conserve it with a sense of gratitude and respect.

1c. Song – Mother Nature

<https://www.youtube.com/watch?v=gJ6FeYKg7jc> 2 min 40 sec

Before playing the song, ask them to share how they felt while taking the nature walk. Ask them how they'd feel if there was no nature to enjoy in this way? Develop their awareness of the threat to nature, the environment, the planet as a whole; how our actions are impacting Earth and how we have the power to correct our mistakes if we choose to. Elicit ideas from the children on what measures could be taken to protect and conserve nature. Follow up the discussion with the song and at the end of it have the children take a pledge to be a defender of the planet in all the ways discussed and to spread awareness among their friends and family.

You could also collaborate with the EVS teacher and organize an awareness drive for the primary section. You could guide the students to prepare material for the same.

2. Related to the exercise on – Opposites

Recap what was discussed in Unit 3 on tolerance.

3. Related to the exercise on – Phrases

3 a. Discussion

Once the children have understood the concept of a phrase, help connect it to the value. Tell them that though incomplete, a phrase has its own identity and role within the sentence. Many of us are like the phrase – we may not be perfect in every way, yet we can stand proud and celebrate our own identity. Explain to them that it is important to understand that it is normal to have limitations or imperfections; we must learn to accept ourselves with all our imperfections and build a strong identity for ourselves while embracing all those imperfections.

3 b. I'm Not Just a Scribble (Audio story)

<https://www.youtube.com/watch?v=3VVXQdmBZaQ> (Play from 0.53 to 5.04 minutes)

This is a beautiful story about a drawing - a scribble that is imperfect in form but possesses beautiful colours that are part of its identity. The other drawings have perfect lines and form & believe they are better than the scribble because of that. The scribble tries hard to get accepted by the other drawings and faces rejection. However, a few drawings soon realize that being mean is not their way and choose to include the scribble in their play. The other drawings join them too, and they have a lovely time together with the scribble. By the end of their play, the scribble manages to spread his colours (positivity) to all and all the drawings look vibrant and colourful.

Pose the following questions for reflection:

1. How were the scribble's lines? Were they perfect? Why?
2. What was the special quality that the scribble possessed?
3. How did he feel about his colours? Why?
4. Who did the scribble come across while taking a walk? What did he do then? What does this say about his character?
5. Why did the house decide to speak to the scribble even though he was feeling grumpy? Did he do it out of kindness?
6. How did the scribble feel when the house asked him what he was? Why?
7. What does the scribble's question "Is that okay?" tell us?
(He started doubting himself and his self-confidence slipped)
8. Why did the house reject the scribble? What did he tell the scribble? What does this tell us about the house's character?

(He was proud of his perceived perfection and intolerant of those different from him and so, insensitive and unkind. He did not stop to think how his words would affect the scribble.)

9. How did the house's words affect the scribble? Did he let himself feel low for long? What did he do? What does this show us about him?

(He was positive, optimistic and resilient)

10. What did the sun tell the scribble when he saw him approaching?

11. What did the scribble reply to this? What does this show us?

(The scribble held onto his self-confidence and self-belief that he was absolutely fine the way he was and showed an awareness of his special quality or uniqueness)

12. Why did the other drawings decide to include the scribble in their play finally? What did they realize?

13. Did the scribble refuse to play with the other drawings when they finally apologized? How do we know? What does this say about him?

14. What happened to them when all of them came together?

15. What important lessons does this story leave us with?

Make an effort to connect the messages in the story to their day to day situations and interactions with others. Provide them plenty of relatable examples.

This is a lovely sensitive story to convey the value of self-acceptance to the children; to help them understand that no one is perfect, and being imperfect does not mean we have nothing of value in us. Each of us is blessed with unique qualities; we must identify what they are, recognize their value and understand that these qualities make up our identity-who we are. Help them develop pride in who they are.

4. Related to the exercise on – Collective Nouns

4 a. Discussion

As you are teaching the concept of collective nouns, ask them what is the one aspect that stands out about collective nouns? Tell them that the clue is in the name itself – collective – which basically means together. Since they have already been introduced to the value of unity in the earlier unit and previous grades, ask them which value the words collective / together brings to mind? If they are not able to recollect immediately, give them a clue- it starts with u and ends with y, or it's a 5-letter word etc...

Once the value is guessed, recap what was discussed in Unit 3 on unity. Remind them about the video (advertisement) they'd been shown and ask them to recollect what they'd seen.

5. Related to the exercise on – Adjectives (comparative degree)

5 a. Discussion

Recap what was discussed in relation to adjectives in Unit 2. Then tell them -

Like the degrees of comparison in adjectives, each of us may be able to extend 'help' to others in varying degrees depending on our means and circumstances. Some may be able to help more, some less. However, it is not the degree of help that must matter; it is the act in itself, the compassionate thought and the willingness to come forward that matter. We must not restrain ourselves from helping because of the feeling that our help may not be enough. Help them understand that help at any level is welcome to the person who really needs it / situation that calls for it.

5 b. Short Film, Cartoon Story, Helping Others is the Key to Happiness

<https://www.youtube.com/watch?v=qLGNj-xrgvY> 2 minutes 45 seconds

Pose the following questions:

1. What did you feel looking at the man's behavior initially – each time he chose not to help when he could? Why?
2. How did he appear character wise? (Apathetic, indifferent, insensitive, uncaring...)
3. Did he help the old lady consciously and willingly?
4. How did he feel when the old lady pinched his cheek lovingly?
5. What did he think about when he looked at his hand?
6. What brought about a change in his attitude? What did he realize?
7. What all changes were seen in him thereafter – in his attitude, actions, mood, and body language? What does this tell us? (Helping others brings happiness)
8. What did he observe about the man waiting at the curb? What did he relate to?
9. Why did he pretend to be a blind man and hold the man's arm?
10. What have you learnt from this short film? What does the message 'Give in to giving' at the end of the film mean?

6. Related to the exercise on – Past Tense (ed form)

6 a. Discussion

Explain to the children, the meaning of the word 'past'. Ask them what comes to mind when they think of the word past – memories – some good, some not so good – they may be of different experiences that they've had at different times Some experiences may have been positive. Some on the other hand may have been challenging, difficult or regretful.

Talk to them how we realize on hindsight that an action of ours was a mistake. We have two choices then – to get upset about the situation or to look at it as a learning opportunity. Help them understand that the first option will not help us in any way, whereas if they could reflect upon their action/situation, understand where exactly they went wrong, reflect on why they did what they did, and what those actions reflected about themselves, they would be able to get a better perspective on things and change what's unhelpful.

They also need to understand that even if things go wrong, they can and must develop the strength to rise up above those mistakes and challenges.

Moreover, tell them that it's not only the mistakes they need to look back upon, they may also reflect upon the positive actions they carried out, think about what those actions stated about them and understand how it shaped who they are.

Explain all this in simple language in a way that they can grasp and discuss relatable examples with them.

6 b. A Lesson on Resilience

<https://www.youtube.com/watch?v=sKpBJjsZ7EE> 1 min 54 sec

Pose the following questions:

1. What did the teacher ask the students to do with the doll?
2. Were they able to do knock the dolls down? What would happen each time they tried to knock it down?
3. What was the strongest boy in class, Jeron, asked to do? Was he successful?
4. What was the lesson that the teacher wanted the students to understand?
5. How do you think this would apply in our daily lives?

Help the children understand that no matter what the children did, the dolls wouldn't stay down. They would bounce back. Just like this, in life too, we get 'knocked down' so many times, by problems, difficulties, mistakes, and challenges. We must learn to be like this doll and 'bounce back' each time we get knocked down. Help them understand that this ability to bounce back and not stay stuck in the problems and mistakes of the past is called resilience.

7. Related to the story 'A Little Fish Story'

7 a. Discussion

Pose the following questions:

1. What was the little fish unhappy about? Why?
2. What was he constantly doing? Do you think that was helpful? Why?

What we tell ourselves, matters. If we keep on engaging in negative self-talk, our mind will begin to believe the negative statements and we will end up experiencing negative feelings/unhelpful emotions and start behaving/acting in a way that make those statements come true. The opposite is true of positive self-talk. So it's important to monitor our thoughts and self-talk.

3. What happened to the little fish one day? Was he hauled away with the other fish? Why?
4. How did the little fish change after that incident? Why?
5. What can we learn from this story?

7 b. I Like Myself – Cartoon

<https://www.youtube.com/watch?v=8v-dya-zfPA> 3 min 47 seconds

Ask the children what they gathered from the cartoon and the song. Discuss the lyrics of the song; the important message it carries. With the help of this cartoon, help the children understand the importance of accepting ourselves as we are, being grateful for what we have and what we are blessed with, and loving oneself for what and who we are....

V. Assignments

1. Project: Nature Journal

Ask the children to go for a walk with their parent in their locality (within 1 km or lesser). Tell them that during this walk, they have to observe the nature around them (plants, trees, the landscape, the sky, living creatures etc.) and jot down in short points all that they see, hear, smell, feel and even taste (if it is safe and edible) within this short distance from their home. They could also take photographs (only related to nature) along the way.

Ask them to also make observations of how the nature around them may be littered / getting destroyed in some way....

Later, they have to stick the photographs in a journal (they could use a scrap book with colourful blank papers), caption them and write their observations and experiences. As a conclusion, they could also write in point form what they could do to help protect this area around their home.

2. A Hand, I Can Lend

Ask the children to think about the different ways in which they could possibly be of help to others. They could then set a goal for themselves, to do one thoughtful and helpful deed for the day, every day. Encourage them to reflect each day upon how their action/s made them feel about themselves and how the other person felt upon being 'helped'.

3. I Bounced Back!

Prepare a worksheet in which the children have to write down one or two instances when they may have shown resilience in the face of some mistake/challenge/failure in the past, and how they showed that resilience. They could write it in one or two sentences. Give them a few examples to help them understand what is expected and how to express their experience in writing. If writing may be challenging for them, they could be encouraged to express themselves orally. Examples:

- When I was learning to cycle, I kept falling down. But I did not stop trying. Each time I fell, I got up and sat back on the cycle to ride it.

- Once when I sang on the stage I forgot the song and everyone laughed at me. That made me sad and scared, but I did not stop taking part in singing because of that. I sing on the stage even now.

4. Awesome Me!

Ask the children to write an essay on this topic. You may write an essay on yourself as an example and read it out in class so that the children get some idea on how to write it.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

Connecting with Nature, awakening your senses (Only for Teacher reference)
<https://www.youtube.com/watch?v=xvFk99M7FZ4>

May be done as an additional activity, in connection with the poem Sea Song, if and when time permits.

<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.researchgate.net/publication/284874456_Self-Acceptance_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/>

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

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

Unit 5

Topic	Values / Life skills integrated & imbibed	Activities
Opposites (Grammar)	Core Values considered: Tolerance, Unity, and Kindness	1. Related to the grammar topic – Opposites - Discussion (Recap)
Compound words (Grammar)	Other Sub-Values: Patience, Acceptance, Appreciation, Respect, Sensitivity, Empathy, Sharing, Caring, Generosity, Compassion, Cooperation, Collaboration, and Friendship ...	2. Related to the grammar topic – Compound words - Discussion - Song: Song: Working Together & Pledging Unity through Art
The Yellow Butterfly (Story)	Life skills: Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Positive thinking or Optimism, Decision making, Problem-solving, Planning and Execution.	3. Related to the story 'The Yellow Butterfly' - Discussion - A Little Spot of Kindness - The Kindness Tree Assignments 1. Reflection on a quote and picture - Paragraph / Essay Writing 2. Projects a. I Pledge 'Unity' b. My Community 3. Heroes of the Animal World

Materials / Resources needed

Facility & Equipment to play the Videos
Worksheet (Refer the activity)
Blank A4 size paper / drawing sheets
Sticks (as stems)

Description (of the points of discussion)

Through this unit, help students understand the following:

- Tolerance is a positive moral virtue, when related to moral aspects like fairness, justice, respect, and causing harm to others.
- We are all unique and have something valuable to offer and share.
- It is okay to be different.
- Placing oneself in someone else's shoes is the essence of tolerance; it is accepting others and appreciating differences
- Unity and team work is - harmony in the group, doing something together at the same time, working together with a shared goal, fun and makes us feel like a family, and makes big tasks seem easy.
- Working together in unity can bring about positive changes in the world.
- Kindness is the quality of being friendly, generous, and considerate.
- Every living being deserves kindness- whether human, the animal world, an aspect of nature.
- Being kind is a choice.
- Acting in ways that lifts another, is kindness; these acts may be simple and not grand gestures.
- Recognize opportunities to be kind and act.
- Kindness is contagious and has a ripple effect.

Unit 5**Opposites (Grammar)****Compound Words (Grammar)****The Yellow Butterfly (Story)****Core Values: Tolerance, Unity, and Kindness****I. Introduction**

In Unit 5, you may recap further, the value of tolerance as covered in Unit 3, with the help of the exercise on Opposites.

The exercise on ‘Compound words’ is an opportunity to recap the value of unity. Just as two individual words come together, unite and create a whole new word, we too as individuals can come together in unity and create a whole new beautiful world.

The story ‘The Yellow Butterfly’ is about a little boy who is fascinated with a butterfly and wishes to catch it. When he finally does, he realizes that the butterfly looks sad and so out of kindness, decides to let the butterfly go.

The story offers the opportunity to recap the value of kindness.

Kindness involves acting in compassion without any expectations. It involves doing something for another; giving of oneself unconditionally. Kindness is the quality of being friendly, generous, and considerate. Everyone deserves kindness – whether human, the animal world, an aspect of nature.... “Be kind to every kind, not just mankind” – Anthony Douglas Williams.

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 – The Balloon Man, and the story – The Yellow Butterfly (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 and enhance their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, and conceptual awareness.
5. Enhance their understanding of the values of tolerance and unity, and attempt to be more accepting of others and practice togetherness.
6. Enhance their understanding of the value of kindness, and learn how to act with compassion and sensitivity.
7. 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 the next page:

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



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



1.

Song: Working
Together and Pledging
Unity through Art
(Refer 2 b.)

2.

A Little Spot of
Kindness
(Refer 3 b.)

3.

The Kindness
Tree
(Refer 3 c.)



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



1.

Reflection on a
quote and picture -
Paragraph / Essay
Writing

2.

Projects
a. I Pledge 'Unity'
b. My
CommUNITY

3.

Heroes of
the Animal
World

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 Tolerance, Unity, and Kindness with other inherent values like patience, acceptance, appreciation, respect, sensitivity, empathy, sharing, caring, generosity, compassion, cooperation, collaboration, and friendship ...

The unit also provides the scope to develop the following life skills in the students: Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Positive thinking or Optimism, 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 exercise on – Opposites

Recap what was discussed in Unit 3.

2. Related to the exercise on – Compound words

2 a. Discussion

Once the children have understood the concept of compound words, help them connect it to the value of unity. Tell them that just as two individual words come together, unite, and create a whole new word, we too as individuals can come together in unity and create a whole new beautiful world.

2 b. Song: Working Together

& Pledging Unity through Art

<https://www.youtube.com/watch?v=IdZCEtwI-vU> 2 min 6 sec

Discuss the lyrics of the song with the children, and explain what they mean. Have them learn the song and sing it together in class. Ask them –

1. What does it mean to work together?
2. What is the seed we need to sow?
3. What is the choice we need to make?
4. Do you believe being unified and working together with others can bring about changes? How?

Can you think of some positive changes that could be brought about in the class if everybody comes together in unity?

Once they have understood how unity would impact their immediate world, discuss how it would affect the world positively. Give them examples that they would understand.

Recap:

- Unity and team work is harmony in the group.
- Unity and team work is doing something together at the same time.
- Unity and team work is working together with a shared goal.
- Unity and team work makes big tasks seem easy.
- Unity and team work is fun and makes us feel like a family.
- Unity and team work can bring about a positive change in the world.

End the discussion by giving them a blank paper. Let them draw and colour a picture that depicts unity and togetherness. Put up a rope from one end of the classroom to another. Clip on the drawings with wooden clips.

3. Related to the story ‘The Yellow Butterfly’

3 a. Discussion

Pose the following questions:

1. What did Sonu realize when he caught the butterfly?
 - Why do you think the butterfly felt sad? Would other animals too feel sad if they are caught or caged? Is it right to take away their freedom? Why?
 - Why do you think Sonu was able to understand this? (He was a sensitive and empathetic boy...he could understand what the butterfly could be feeling)
2. Why did Sonu free the butterfly? What does this say about his character?
3. Have you ever shown kindness to an animal in any way?

Talk to them about the nature of kindness. Help them understand that 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. Tell them that it 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. Moreover, we mustn't keep waiting 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.

Explain to them that just as easily that we 'receive', we need to develop the ability to 'give back'... and 'give' even if we don't receive. Kindness must have no conditions attached. 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. Help them understand the ripple effect of kindness.

3 b. A Little Spot of Kindness

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

Pause the video at strategic points and discuss; check their understanding. Write the following, one by one on the board, as they are referred to in the video –

REMEMBER

- Being supportive is being kind.
- Sharing is being kind.
- Being friendly is being kind.
- Being polite is being kind.
- Apologizing is being kind.
- Helping is being kind.
- Cleaning up after yourself is being kind.
- Being patient is being kind.

These points could also be displayed on a chart in the class, so that it serves as a reminder for the children.

Discuss each of these in detail. Besides the examples given in the video, take up more examples. Ask the children if they can think of other actions that demonstrate kindness.

Then do the following activity - Tell the children that every day when they come to school, just as they remember to wear their uniform and I-Card, they must put a small visible spot of any colour on their wrist/ hand, with a sketch pen. This will demonstrate their dedication to the cause of spreading kindness. When they enter the class, the monitors could check for the spot. They must then engage in various acts of kindness through the day, as suggested in the video, whenever they see the spot on their hand.

3 c. The Kindness Tree

In some part of the classroom, create a large tree trunk with branches. Keep colourful post-it/sticky notes accessible in class. Tell the students that every time someone does something kind for them in class, they could take a sticky-note, write that person's name and in a sentence mention what that person did, then stick it on the tree branches like leaves....and..... Watch the tree leaves GROW !!

V. Assignments

1. Reflection on a quote and picture - Paragraph / Essay Writing



Give children a worksheet with this quote and picture (or a similar image). Ask the children to reflect on this quote and write a paragraph or essay on it in about ten to twelve lines.

2. Projects

a. I Pledge 'Unity'

Ask each child to draw the outline of their hand (till the wrist), colour within it any way they like, cut out the outline, and bring it to class. They have to do this on a thick card paper. Ask them to write their names in the center of the palm. Provide them with thin sticks that would serve as stems. They have to then stick their hand outline on the stick given to them.

Have the children take a pledge with the stick-hand to stay united and work together as a team in the class. They may then place the stick-hand in a wide mouthed bottle/ jar / flower pot, labeled 'United We Stand'. This vase/ flower pot could be kept in a safe corner of the classroom to remind them constantly of the pledge they have taken.

b. My CommUNITY

Explain the meaning of community to the children. Show them how the word community has the word 'unity' in it. Now ask them to observe, talk to different people in their community (in the presence of their parent) and do a project on how all the people come together or work together for various purposes – like festivals, events, social causes etc., and how this unity benefits the community. Ask them to take pictures and describe each picture. They could do this in a scrap book or chart paper. Give them sufficient time to do this project. They may take the help of their parents.

3. Heroes of the Animal World

Ask students to find out information about animals, birds, or any other living creatures that have shown kindness to another animal or person. The students may be encouraged to come and talk about what they have read or seen and what they have learnt from these acts of caring and kindness among other living beings.

They could also create stories with the information they get.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

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

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

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

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

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

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

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

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

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

Unit 6

Topic	Values / Life skills integrated & imbibed	Activities
Trains (Poem)	Core Values considered : Trust, and Hope	1. Related to the poem "Trains" - Discussion - Animation - Trustworthiness - Moral Stories - Trust and Dignity - The Boy Who Cried Wolf
The Story of the Road (Story)	Other Sub-Values: Reliability, Dependability, Faith, Positivity and Optimism, Confidence, Judgement, and Wisdom. Life skills: Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Decision making, Problem-solving, Planning and Execution.	2. Related to the story 'The Story of the Road' - Discussion - Taking the Right Road (worksheet) - Motivational short film – SOAR (Don't lose hope) <u>Assignments</u> 1. Story Writing / Narration 2. Self-Reflection Worksheet 3. My Hope – My Path

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:

- Trust (or faith), is believing you know the truth, because someone or something is consistent – that means it doesn't change all of a sudden.
- Trustworthiness relies on the integrity and character of the person.
- Trustworthiness is the ability to keep promises, to be honest, reliable, loyal, and principled while never inappropriately betraying a confidence.
- Trustworthiness is a crucial ingredient for any healthy relationship.
- Hope is forward looking; a positive, optimistic outlook for our future, how it gives us a belief that things will get better.
- Hope arises when we find a way to come out of a difficult situation, or find a way to reach our destination / achieve our goals.
- Hope or faith influences their emotions and actions in a positive manner – it gives rise to positivity or optimism and the confidence to take certain decisions.
- Wisdom – that is good judgement - to know which road or path (choices) to take in different situations, also needs to be cultivated.
- Everyone faces problems, disappointments, and failures at some point or the other in life, but the way a hopeful person handles disappointment differs from those who are not.

Unit 6**Trains (Poem)****The Story of the Road (Story)****Core Values: Trust, and Hope****I. Introduction**

In Unit 6, the poem ‘Trains’ describes how trains as a mode of transportation, ferries passengers, mail, and goods from one place to another without fail. They run at all hours of the day and night, and through all kinds of terrain for this purpose.

This poem lends an opportunity to connect this idea of trains to the values of trust and reliability. People rely on this mode of transport and trust that they or the goods will be taken to the planned destination without fail. The concepts of trust and reliability may be discussed with the children as they apply to their behaviour / character.

The story ‘The Story of the Road’ is about the activity that occurs on a road early in the morning; the people that come by upon it, either by foot or with different vehicles like a cycle or a cart.

Here the children may be shown the connection between a road which is essentially a path to some place and the value of hope. The road is a symbol of a way forward; an opportunity to go ahead or move forward. This implies hope. The value of wisdom may also be discussed with them – the wisdom to know which road or path (choices) to take in different 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–Trains, and the story–The Story of the Road (independently)
- 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 and enhance their communication and oral expressive skills, associative ability, visual perceptual skills, fine motor skills, and conceptual awareness.
5. Develop an awareness of the values of trust / reliability, what it entails and how to develop it in one's character.
6. Understand the value of hope and how it influences one's emotions and behaviour.
7. Grasp the value of wisdom/ good judgement; understand the importance of exercising it in one's thoughts and actions through right choices.
8. 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 the next page:

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



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



1.

Animation:
Trustworthiness
(Refer 1 b.)

2.

Moral Stories – Trust
and Dignity & The
Boy Who Cried Wolf
(Refer 1 c.)

3.

Taking the Right
Road
(Refer 2 b.)

4.

Motivational short film – SOAR (Don't lose hope)
(Refer 2 c.)



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



1.

Story Writing /
Narration

2.

Self-Reflection
Worksheet

3.

My Hope –
My Path

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 Trust, and Hope with other inherent values like Reliability, Dependability, Faith, Positivity and Optimism, Confidence, Judgement, and Wisdom.

The unit also provides the scope to develop the following life skills in the students: Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Positive thinking or Optimism, 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 ‘Trains’

1 a. Discussion

Talk to the children how people rely on this mode of transport and trust that they or the goods will be taken to the planned destination without fail. Discuss the idea of trains and their role, connecting them to the concepts of trust and reliability as they apply to their behaviour / character.

Explain these concepts in detail with plenty of examples that they can relate to. Trust (or faith), is believing you know the truth, because someone or something is consistent – that means it doesn’t change all of a sudden. Trustworthiness is the ability to keep promises, to be honest, reliable, loyal, and principled while never inappropriately betraying a confidence. Trustworthiness relies on the integrity and character of the person.

Help them understand how important trust/reliability is in maintaining any relationship whether it’s with a family member, a friend, a teacher and so on... Trustworthiness is a crucial ingredient for any healthy relationship. Discuss how this benefits a relationship and what its lack can do to a relationship. Take different situations.

1 b. Animation: Trustworthiness

<https://www.youtube.com/watch?v=r9h5lGJZHeY> Play till 2 min 6 sec

Stop the video at the first page and discuss each point with simple relevant examples. Discuss each situation given. Encourage them to reason out why a specific action is trustworthy or untrustworthy.

Such situation based discussions can be very effective for helping children wrestle with character choices. You may pose the following questions to spur further reflection.

- How would you feel if someone lied to you?
- What might happen if a friend exaggerates or makes up details of a situation and cooks up a story? Is that lying?
- Do you think cheating and lying are the same? Which do you believe is worse? Why?
- Why do you think people cheat? Do you think their reasons make the act of cheating okay?
- If a shopkeeper gives you too much change or you find some money lying on the road / floor and you knowingly keep it, is that stealing?
- How does cheating, lying, or stealing affect trust? How do they affect friendships?
- What should be the consequences of cheating? Of stealing? Of lying?
- Is there ever a time when it's okay to cheat or steal? If so, give an example.
- What might you do if you catch a friend cheating or stealing?
- Why is it important to keep your promises?
- What happens when a friend doesn't keep his or her promise to you?
- How important is it that someone keeps your secrets?
- What type of secret wouldn't or couldn't you keep?

You may simplify the questions further as per the students' maturity level. You may also make up some of your own questions and encourage the children to do the same.

1 c. Moral Stories

- Trust and Dignity

<https://www.youtube.com/watch?v=T-ZhIES2GG4> 4 min

Explain the core values given in the video.

Pose the following questions-

1. What happened when the king went into the jungle to hunt?
2. What did the king do to save himself?
3. Who happened to be there on the tree along with him? Why was it there?

4. What did the bear tell the king? Did it fulfill its promise?
5. What does this say about the bear's character?
6. What did the lion try to convince the king to do? Did the king betray the bear? What does this tell us about the king?
7. How do you think this incident would affect the relationship between the king and the bear?
8. Some people are like the lion – cunning and manipulative. How should we deal with such people? (We should be alert and not fall prey to their tactics. We must not feel pressured into doing something we know isn't right.)

At the end of the discussion, ask students to state the key points that they understood.

- You may also take up the story 'The Boy Who Cried Wolf'.

Following a reading or telling of the story, discuss the importance of telling the truth in building trust. Use questions like these: What happens if someone lies once? How many times does someone have to lie before they are not trustworthy? Why didn't the people believe the boy when there really was a wolf? Has this sort of thing ever happened to you or someone you know? How can you make sure people believe you? Will it be easy for the boy to change his reputation? Will it be possible? How?

2. Related to the story 'The Story of the Road'

2 a. Discussion

Show the children, the connection between a road which is essentially a path to some place and the value of hope. A road provides people a way to reach from one place to another; it opens up avenues. Explain to them how the road is a symbol of a way forward; an opportunity to go ahead or move forward - which implies hope.

Help them understand through simple relatable examples, how hope is forward looking; a positive, optimistic outlook for our future, how it gives us a belief that things will get better. Hope arises when we find a way to come out of a difficult situation, or find a way to reach our destination / achieve our goals. Bring to their awareness how hope or faith influences their emotions and actions in a positive manner – how it gives rise to positivity or optimism and the confidence to take certain decisions.

The value of wisdom – that is good judgement - may also be discussed with them; the wisdom to know which road or path (choices) to take in different situations. Give them examples.

Since the content of the discussion is of a more abstract nature, and rather philosophical, ensure that the examples that you take up are simple and relatable for them.

2 b. Taking the Right Road

Prepare a worksheet wherein the children have to look at the images given – a child (stick image) looking at a destination / goal. The roads before him /her give rise to hope and the possibility to reach that goal. He/She has to choose the right path/ road from among the given roads/paths to reach that hopeful goal according to the action mentioned in each road.

2 c. Motivational short film – SOAR (Don't lose hope)

<https://www.youtube.com/watch?v=lToeNX9S0x0> 6 min 14 sec

Questions for Reflection:

1. In the beginning of the film, what do we see the girl trying to do? Is she successful?
2. Do you think that was her first attempt? What gives us an idea? How does she feel when faced with failure?
3. What is the girl's reaction when faced with the tiny boy's problem?
4. What does she do? Does she succeed in her attempts?
5. Despite being faced with failures and disappointments time and again, the girl does not lose hope. What does this tell us about the girl's character?
6. How does she feel about helping the boy? How does the boy feel?

Everyone faces problems, disappointments, and failures at some point or the other in life, but the way a hopeful person handles disappointment differs from those who are not.

7. What could you do in such situations, when you are faced with challenging or upsetting situations?

(help students brainstorm positive responses like – taking deep breaths, giving oneself a positive pep talk, use positive affirmations, take an adult's help etc.)

Pose the question below considering the maturity of the students.

8. At the end of the film, they show the stars. One star especially, shines brighter than the others. Do you recognize that star? What is the significance of showing that? How does it connect to the situation in the film?

(North Star ... Known to be considered as a compass to guide people about the direction.... and is a symbol of inspiration and hope.)

V. Assignments

1. Story Writing / Narration

Ask them to write a short story revolving around the value of trust. Tell them that they could use animals as their characters or they could create a story out of their own

experiences and create characters accordingly. Guide them about the basics of story writing.

Alternately, you could also ask them to find short stories revolving around the value of trust and narrate it in class as time permits.

2. Self-Reflection Worksheet

Prepare a worksheet in which you pose the following questions :

- What do others like about you?
- What makes you a good friend?
- In what ways are you trustworthy?

Provide space after each question for the children to write down their responses.

3. My Hope – My Path

Ask the children to draw an image of a road; at the beginning of the road they have to draw themselves and at the other end of the road, on a sign board, they have to write what they wish to achieve. Along the road/path they'd travel, they have to write how they'd make that hope into a reality.

Draw an example on the board to show the children what is expected and how it could look.

Resources

References:

YouTube videos – Links given under the respective activities

<https://freespiritpublishingblog.com/2016/08/29/teaching-kids-the-importance-of-trustworthiness/>

Resources for Teachers:

<https://www.teachkidshow.com/teach-your-child-to-be-trustworthy/>

https://madison.rbusd.org/apps/pages/index.jsp?uREC_ID=935514&type=d&pREC_ID=1267714 (trust)

https://greatergood.berkeley.edu/article/item/how_to_help_students_develop_hope

<https://www.justincolson.com/3-ways-to-promote-hope-in-our-children/>

Unit 7

Topic	Values / Life skills integrated & imbibed	Activities
Little Tiger, Big Tiger (Story)	<p>Core Values considered Self-Control, Self Discipline, Compassion & Respect (for all animals)</p> <p>Other Sub-Values: Self-love, Self-respect, Gratitude, Sensitivity, Empathy, Sharing, and Caring.</p> <p>Life skills Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Judgment, Decision making, Problem-solving, Planning and Execution</p>	<p>1. Related to the story 'Little Tiger Big Tiger'</p> <ul style="list-style-type: none"> - Discussion - Traffic Signal for the Brain! - How to Protect Animals <p><u>Assignments</u></p> <ol style="list-style-type: none"> 1. Self-Controlled or No? 2. You Can't Tempt Me! 3. Riddle Time!

Materials / Resources needed

Facility & Equipment to play the Videos
Worksheets (Refer the activity)

Description (of the points of discussion)

Through this unit, help students understand the following:

- Self- control is taking charge of one's thoughts, emotions and actions/behaviour and exercising restraint over them.
- It is the ability to resist negative temptations - to be able to say No or Enough.
- It is important to trust one's instincts.
- It is important to obey one's parents as they know what's good for the child
- Our actions are based upon our thoughts and feelings/emotions.
- One must do what's right; engage in positive, helpful actions, at the right time.
- One must always stop, pause and think, before acting. This is a strategy to exercise self-control over one's thoughts and actions.
- When one constantly acts with such awareness and self-control in a positive, timely manner it becomes self-discipline.
- A compassionate person is kind, caring, empathetic, affectionate, helpful and sympathetic towards all living beings.
- All animals be they pet animals or wild animals, deserve to be treated with compassion, love, and respect.
- Many animals in the wild are facing the threat of extinction. It is our responsibility to protect them and help them survive.
- They have as much right as we do to live on this planet.

Unit 7**Little Tiger Big Tiger (Story)****Core Values: Self-Control, Self Discipline, Compassion & Respect for all animals****I. Introduction**

In Unit 7, the story ‘Little Tiger Big Tiger’ is about a little tiger cub and his mother. The story revolves around the life of a tiger, how the mother tiger takes care of her cub, and the antics of the little tiger cub. An important element of the story is when the little tiger cub disobeys the mother tiger and strays away from her. He ends up coming face to face with another tiger, which was a threat to his life but is saved by the mother tiger at the nick of time. The cub then eventually grows up into a mighty tiger himself.

The story offers the opportunity to recap the values of Self-control & Self-Discipline, Compassion & Respect for all animals.

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.

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 or has good self-control 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.

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 is feeling. Thus, caring is the ability to recognize and respond to the feelings of another. 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 ‘other’ may be a human or any other living being.

Respect is due regard for the feelings, wishes, or rights of others. It is a positive feeling or action shown towards someone or something considered important, or held in high esteem or regard.

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 – Puppy and I, and the story – Little Tiger Big Tiger (independently)
 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 and enhance their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, and conceptual awareness.
 5. Develop their understanding of the values of self-control and self-discipline
 6. Enhance their understanding of the value of compassion and how to act with sensitivity, and kindness.
 7. Realize that all animals big or small, wild or domestic deserve to be protected and treated with respect.
 8. 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 the next page:

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



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



1.

Traffic Signal
for the Brain!
(Refer 1 b.)

2.

How to Protect
Animals
(Refer 1 c.)



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



1.

Self- Controlled or
No?

2.

You Can't
Tempt Me!

3.

Riddle Time!

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-control & Self-discipline, Compassion & Respect for all animals, with other inherent values like self-love, self-respect, gratitude, sensitivity, empathy, sharing, and caring.

The unit also provides the scope to develop the following life skills in the students: Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, 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 story ‘Little Tiger Big Tiger’

1 a. Discussion

Pose the following questions:

1. Why do you think the little tiger cub did not like to stay near his mother in the jungle at night?
2. What did the tiger cub do one night when the mother tiger was resting? What happened as a result? Do you think the tiger cub showed any self-control or self-discipline?

Explain the concept of self-control or self-discipline to them. Help them understand that it is basically having 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 them and benefit them. 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.

Explain this to them in a simple manner, taking the tiger cub’s situation as the

example. Later you may relate it to situations that they experience in their lives.

3. Have you ever disobeyed your parents and got into trouble later? What did you learn from that situation?
4. Why do you think it is important to obey one's parents?

1 b. Traffic Signal for the Brain!

Help them understand how our actions are based upon our thoughts and feelings/emotions. (Refer the grade I & II teacher manuals to recap what was discussed about the relation between thoughts-feelings-and actions) Explain to them that sometimes we act automatically without really stopping to understand our thoughts and feelings. Give them examples. At such times we do not exercise or show any self-control. So self-control is basically taking charge of one's thoughts, emotions/feelings and actions. What's important is to do what's right; engage in positive, helpful actions, at the right time.

Show them a picture or model of a traffic light/signal. Ask them what each light indicates.

Red- Stop, Orange – get ready, Green – Go.

Similarly, we need to use a traffic light for our brain. The traffic in the brain is our thoughts. They keep coming. We need to have some control over them. So it is important that we use a traffic light. So how do we train our brain to use the traffic light?

Red- Stop/Pause

Orange – Reflect/Think (about our thoughts and feelings)

Green- Act

Explain to them they must train their brain to always stop/pause, reflect upon or think about the thoughts and feelings that are coming to them or that they are experiencing – what they feel like doing as a result of those thoughts and feelings – ask themselves - will those actions be the right actions? Will they be positive? Will they be beneficial to themselves or others in any way? If the answer is YES to all three questions then they can act upon their thoughts and feelings. However if the answer is NO – the action will not be the right action, it will be negative and will harm themselves or others in some way - then they must not act in such a way.

Help them understand that when we constantly act with such awareness and self-control in a positive, timely manner it becomes self-discipline. Give them examples of self-disciplined actions.

(This could be developed into an animated video, to help them understand the concept better.)

Carry out an activity of making a traffic signal bookmark. Have the children draw a

small traffic signal on a thick card paper and fill in the colours, then cut it out to use as a bookmark. You could alternately have them make traffic signal fridge magnets or just have them colour it in a worksheet and write the steps against each colour.

Install a model or chart of a traffic signal in the class to serve as a constant reminder to – Think, Before You Act.

1 c. How to Protect Animals

<https://www.youtube.com/watch?v=G-NbCyqwlAY> 3 min 16 sec

Before showing them the video, write down the words **EXTINCT** and **ENDANGERED** on the board. Check if the children know what they mean. If not, explain it to them and point out the difference between the two. Explain how dinosaurs are extinct as they no longer exist on the earth, while tigers are endangered as they exist but in very small numbers. They are in danger of becoming extinct. Help them understand how many animals like the tiger, rhinoceros, elephant etc. are being hunted by humans for their body parts to make rugs, medicines, decorative items and so on. Many animals are not killed but are dying in nature because of our selfish actions of cutting down trees and polluting the air, water and land.

Help them understand that we are sharing space on the earth with the animals and nature. They too deserve to be free and healthy and live their lives peacefully. It is not only pet animals that need our love and care but wild animals too deserve to be treated with love, compassion and respect. Each one of us has a responsibility to protect them. So how can we protect them?

Now show them the video.... Discuss the important aspects in the video.

Encourage the children to share their thoughts and feelings, as well as think of more possible ways to protect the animals. Ask them to think of simple things that they could do at their level. You could divide them into smaller groups to discuss and reflect upon the same with their peers. They could jot their ideas down and have one volunteer from their group come and share their team's ideas with the class. At the end of the sharing session, you may synthesize all the ideas and points and summarize the key points.

V. Assignments

1. 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.

2. You Can't Tempt Me!

Prepare a worksheet in which you place pictures of things/situations that could be tempting in some way. Ask the children to look at the pictures and cross out the ones that could be a negative influence and that they need to exercise self-control over.

Examples:



We are constantly bombarded by temptations in different forms. Give them examples. Ask them – What would happen if we give in to all these temptations?

Tell them that it then becomes very important to practice self-control and self-discipline so that these can be strengthened. Talk to them about the importance of motivation, the right mindset and strong will-power which can help in establishing better self-discipline. The more self-disciplined they'd be, the more successful they'd be in reaching their goals. Help them understand the concept of moderation.

At the end of the worksheet provide space for them to sketch/draw something/s that could possibly be tempting and for which they'd need to exercise self-control and self-discipline.

3. Riddle Time!

Ask children to find out interesting lesser known facts on the different endangered species.

E.g. The role of Honey Bees, Sparrows, Elephants, Tigers, Rhinos etc... They have to convert the interesting information that they find, into a riddle that they could pose to their friends in the subsequent class.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

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

Topic	Values / Life skills integrated & imbibed	Activities
What's in the Mailbox (Poem)	Core Values considered: Caring & Sharing, Love, Interdependence, and Creativity	1. Related to the poem 'What's in the Mailbox' - Discussion - Let's Explore Letter Writing!
My Silly Sister (Story)	Other Sub-Values: Appreciation, Gratitude, Respect, Sensitivity, Caring, Compassion, Cooperation, Friendship, Patience, Courage, Confidence, Attitude	2. Related to the story 'My Silly Sister' - Discussion + Crossword Puzzle - Reflection on an Advertisement
Number (Singular/Plural) (Grammar)		3. Related to the grammar topic – Number (Singular/Plural) - Discussion (Recap)
Suffixes (Grammar)	Life skills: Interpersonal engagement, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Positive thinking or Optimism, Decision making, Problem-solving, Planning and Execution.	4. Related to the grammar topic – Suffixes - Discussion - Brain Workouts - Complete the Incomplete - Problem Solvers
		<u>Assignments</u>
		1. A Visit to the Post Office and Essay Writing 2. Poetry Writing / Story Writing 3. An Object + Imagination = FUN!

Materials / Resources needed

Facility & Equipment to play the Videos

Worksheets

Samples of different types of letters (paper)

Description (of the points of discussion)

Through this unit, help students understand the following:

- Writing letters brings people together, forges bonds, and helps maintain relationships.
- Handwritten letters have a charm of their own and we must make an attempt to send handwritten letters to our loved ones.
- The relationship between siblings is riddled with moments of fun, mischief, arguments, fights and so on but encompassing all that is love; siblings play a special role in our lives.
- We must treat our sibling with love, kindness, compassion, sensitivity, empathy and respect; it is important to cherish this relationship.
- Creativity is the use of imagination or their original ideas to create something or solve a problem.
- Creativity comes from thinking in a different way; out of the box.

Unit 8**What's in the Mailbox (Poem)****My Silly Sister (Story)****Number – Singular/Plural (Grammar)****Suffixes (Grammar)****Core Values: Caring & Sharing, Love, Interdependence, and Creativity****I. Introduction**

In Unit 8, the poem 'What's in the Mailbox' is about a little girl who longs to receive a letter that is addressed to her. She states that the postman brings letters only for her parents and never any for her. So she decides to write letters to her friends, so they'd reply and then she too would receive letters in her name!

Through this poem you can speak to the children about the wonders of letter writing; the wonderful era when writing handwritten letters were the norm. Letter writing is an almost forgotten art now. With the advent of emails, letters have lost their old charm. While technology has brought with it many benefits, it has stolen the personal touch that was felt with handwritten letters and the emotions that were a part of letter writing – the excitement of acquiring the best paper or the inlands, postcards or aerograms from the post office, choosing the best pen for the task, writing in one's best handwriting, sealing the letter with a flourish, sometimes even with some perfume, penning the address on the envelope and then that final touch – sticking the postage stamp! Then there was the thrill of posting the letter, the anticipation of receiving a reply, the excitement of seeing a letter addressed in your name and the joy of reading through the letter; tracing one's fingers lovingly over the words written in the loved one's handwriting that somehow brought him/her closer to you – emails could never replace that.... Help children understand these aspects of letter-writing and stoke in them the excitement and urge to pen down letters in their own hand and experience the magic for themselves!

The poem lends itself to discuss the values of relationships, caring, sharing, love, friendship, & respecting and cherishing old ways.

In the story 'My Silly Sister', an older brother shares with his mother his feelings about his little sister. He talks about all the instances with his sister and her antics and proclaims to his mother that she is quite silly and childish.

The story gives the scope to talk to the children about love for siblings, the bonding between them, friendship, sensitivity, empathy, kindness and compassion, and respect.

The exercise on ‘Number’ is an opportunity to recap the value of Interdependence, as discussed in Unit 3.

The exercise on word formation - adding the suffixes -ful, -ly and -ish 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’, ‘ly’ or ‘ish’ to the end of a word changes it into an adjective, adverb or a noun. 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.

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 – What’s in the Mailbox, and the story – My Silly Sister (independently)
- 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 and enhance their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, and conceptual awareness.

5. Enhance their grammatical awareness and usage of the same through the topics of Number and Suffixes.
6. Develop their awareness about letter writing, the role of letters in fostering and maintaining relationships; the importance of communication
7. Enhance their understanding of the value of love – specifically for/between siblings – and all that it entails.
8. Refresh their understanding of interdependence.
9. Develop further awareness of and understanding of the value of creativity and its application in their daily life.
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 the next page:

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



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



1.
Let's Explore
Letter
Writing!
(Refer 1 b.)

2.
Crossword
Puzzle
(Refer 2 a.)

3.
Reflection on
an
Advertisement
(Refer 2 b.)

4.
Brain
Workouts
(Refer 4 b.)



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



1.
A Visit to the Post
Office and Essay
Writing

2.
Poetry Writing /
Story Writing

3.
An Object +
Imagination =
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 Caring & Sharing, Love, Interdependence, and Creativity with other inherent values like appreciation, gratitude, respect, sensitivity, caring, compassion, cooperation, friendship, patience, courage, confidence, attitude ...

The unit also provides the scope to develop the following life skills in the students: Interpersonal engagement, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Positive thinking or Optimism, 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 ‘What’s in the Mailbox’

1 a. Discussion

Ask the children how many of them have written a letter sometime, how many have seen an email letter and a handwritten letter. (Explain this to them if required)

Talk to them about the purpose of writing letters, the role it plays in bringing people together no matter what the distance, how it helps in maintaining relationships, especially long distance ones. Talk to them how people used to send handwritten letters before computers were invented. Share with them the wonders of handwritten letters and the process that was involved. Share with them your memories of writing letters, the role of the postman, how sometimes one would forge a bond with the postman, the joy that one experienced in both sending and receiving letters. Develop their awareness of how handwritten letters differ from the digital ones – the element of personalization...

Talk to the children about the different forms of letters that used to be sent earlier – Letters written on normal papers and posted in envelopes, Inlands (for letters within the country), Aerograms (for letters outside the country) and Postcards. Show them a sample of each (blank as well as with content)

Instill in them the interest and keenness to engage in letter writing themselves and keep in touch with their loved ones.

1 b. Let's Explore Letter Writing!

Divide the children into four groups. Each group has to be assigned a form of letter –

Group 1: Paper and Envelope group

Group 2: Inland group

Group 3: Aerogram group

Group 4: Postcard group

Ask each child of a specific group to bring one sample of the letter form given to them. Inform them beforehand so that they bring it to the class on the assigned day. Then the children have to sit in their specific groups and write a letter to anyone they wish. The Aerogram group has to be told that they have to select a person who may be staying abroad.

Once each student of the respective groups have written their letter, you may choose to take the activity forward by taking them to the nearest post box/post office and help them post the letter OR you may give this as an assignment to the children. (Refer Assignments)

2. Related to the story 'My Silly Sister'

2 a. Discussion + Crossword Puzzle

Pose the following questions:

1. What does the big sister feel about her little sister? How does she describe her? Why?
2. Do you have a brother or sister? How do you feel about him/her?
 - What do you find silly about him/her?
 - Do you have fights or disagreements? Do you then make up later? Why?
 - What do you appreciate the most about him/her?

Prepare a worksheet with a crossword puzzle with the following instruction: Search for the following emotion/feeling/action/value words that are associated with siblings.

The words they have to look for are – Love, Compassion, Caring, Sharing, Friendship, Cooperation, Dependable, Reliable, Supportive, Helpful, Protective, Respect....

2 b. Reflection on an Advertisement

https://www.youtube.com/watch?v=Q_xdan0bmKw 2 min 30 sec

After they watch the video, ask them the following questions to help them reflect on the same.

1. What memories did the little girl have of her brother? What did he keep doing? Why would she get upset with him?
2. Why did the little sister tear the bread in half and keep it aside? Was her brother there to eat it? Then why did she do it?
3. Why did she ask her parents about her big brother?
4. What do these instances tell us about her feelings towards her brother?
5. Did her brother reciprocate (return) her feelings? How do you know?
6. What kind of a relationship do you share with your sibling/s? (immediate, or cousins)

Talk to the children about the beautiful bonds shared by siblings, how teasing, fights and disagreements are part and parcel of that relationship, but the bonds forged between siblings go deep. Help them understand how important it is to cherish this relationship. You may even talk to them about certain Indian customs in certain cultures that celebrate this bond (Rakshabandhan, Bhaubeej etc.) and what they signify.

3. Related to the exercise on – Number (Singular/Plural)

Recap the discussion done in Unit 3.

4. Related to the exercise on – Suffixes

4 a. Discussion

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

Ex: Write the following sentences on the board –

- | | |
|------------------------------|------------------------------|
| 1. They play with the puppy. | 2. The puppy is playful. |
| 3. The kitten is happy. | 4. The kitten plays happily. |
| 5. Anu is a child. | 6. Anu is childish. |

Show them that in the first sentence, 'play' is a doing word / action word. In the second sentence when the suffix '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 an adjective.

Now talk about the third sentence – Show them how here the word ‘happy’ is an adjective – a word that describes the naming word kitten- this then changes into an adverb by adding the suffix ‘ly’ in the fourth sentence. Ask them – How does the kitten play? They’ll answer – Happily.... Yes, the word happily is telling something more about the action or describing how the action is done. So ‘happily’ is an adverb.

Finally bring their attention to the fifth sentence. Tell them that the word ‘child’ is a noun / naming word here and when the suffix ‘ish’ is added to it, as in the sixth sentence, it becomes an adjective.

Once the children have understood the concept of a suffix and how the addition of the same changes the nature and function of the word, 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 function of each word changes into something totally different by adding the suffixes - ‘ful’, ‘ly’ and ‘ish’.

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? Etc...

4b. Brain Workouts

1. Complete the Incomplete

Prepare a worksheet with an incomplete image – a scribble, a random design, a semi-circle, or a squiggle etc. Ask the children to look at it, see what it looks like to them or could represent, and draw that. They could then compare their creation with their peers. This will help them see how the same image or design elicited so many different creations or ideas.

2. Problem Solvers

Give a simple problem to the children that they need to analyse and solve in a creative manner. It could be situation based, construction based on puzzle based. You may create

a problem situation yourself, or choose an apt one from the many available online.

V. Assignments

1. A Visit to the Post Office and Essay Writing

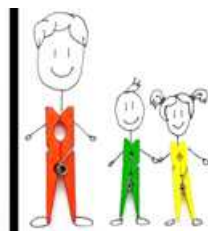
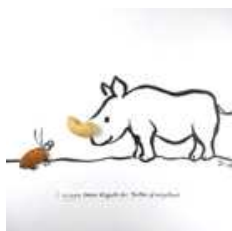
Ask the children to make a visit to the post office with their parent and post the letter that they had written in class. They then have to write an essay about their visit to the post office.

2. Poetry Writing / Story Writing

Ask the children to attempt writing a poem of about 6-8 lines, on their sibling (immediate or cousin). They may also choose to write a story revolving around their sibling if they wish to.

3. An Object + Imagination = FUN!

Ask them to place any small object on a paper and create an image around it. Show them a few examples to understand what they need to do.



Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers

The Power of the Letter (TED Talk)

<https://www.youtube.com/watch?v=-fW1LeWmMwQ>

Unit 9

Topic	Values / Life skills integrated & imbibed	Activities
Don't Tell (Poem)	Core Values considered: Self-esteem (self-belief and confidence), Patience, Simplicity, Love, &Tolerance Other Sub-Values: Self-belief, Self-confidence, Self-love, Appreciation, Gratitude, Courage, Knowledge, Creativity, Endurance, Positivity, Determination, Persistence, Respect, Fairness, Equality, Sensitivity, Caring, Compassion, Kindness, Cooperation, and Friendship. Life skills: Intrapersonal and Interpersonal engagement, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Positive thinking or Optimism, Decision making, Problem-solving, Goal-setting, Planning and Execution.	1. Related to the poem 'Don't Tell' -Discussion -A Little Spot of Confidence (Audiobook) - Believe in Yourself (Song) - A Little Spot of Patience (Audiobook)
He is My Brother (Story)		2. Related to the grammar topic – Contractions -Discussion + Activity for reflection -Going Simple!
Contractions (Grammar)		3. Related to the story 'He is My Brother' -Discussion -We are a family (Song) + Activity- Making a Thank You Card
Opposites (Grammar)		4. Related to the grammar topic – Opposites -Discussion (if necessary)
		<u>Assignments</u> 1. Celebrating Myself! 2. Mission Simple 3. Crafted with Love

Materials / Resources needed

Facility & Equipment to play the Videos and PPT

Worksheets (refer activities)

A4 size Coloured Papers

Description (of the points of discussion)

Through this unit, help students understand the following:

- It is important develop high self-esteem - to have belief and confidence in oneself and one's abilities.
- Positive self-affirmations can help in boosting one's self-worth.
- It is important to be patient and wait for things to take its natural course... Patience can be manifested in one's behaviour in different ways.
- We must learn to do away with unnecessary things that clutter our lives, stop hoarding, and learn to live simply.
- If we acquire things as per our needs and not our wants, life would become much simpler.
- Consider the 4R's when planning to adopt Simplicity – Remove, Reduce, Reuse, and Recycle.
- Simplicity can be adopted and observed in different aspects of our lives – the things we get, the clothes we wear, the way we live (our lifestyle), the way we speak, our actions.....
- One must be sensitive to the difficulties and feelings of those with special needs and we must make an attempt to show them we care by practicing inclusion in every way and extending our help and support in whatever way possible.
- The values of love, caring, sharing, kindness and compassion, respect, cooperation, altruism, etc. are a part of a family.
- Love is a mix of emotions, behaviors, and beliefs associated with strong feelings of affection, protectiveness, warmth, and respect for another person.
- Underlying love are compassion, sensitivity, empathy, kindness, caring, sharing, helpfulness, generosity, and respect.

Unit 9**Don't Tell (Poem)****Contractions (Grammar)****He is My Brother (Story)****Opposites (Grammar)****Core Values: Self-esteem (self-belief and confidence), Patience, Simplicity, Love, & Tolerance****I. Introduction**

In Unit 9, the poem 'Don't Tell' is about a little boy who believes he is capable of doing many things that adults feel he cannot/won't be able to do, because he is not big enough. So he waits patiently to grow up. However, he believes that he is like a giant inside, strong and powerful who can do anything if he tried, if the adults would give him a chance now.

Through this poem, children could be made aware of the importance of self-belief, self-confidence and patience, and how it matters in their daily life.

The exercise on 'Contractions' is an opportunity to talk to the children about simplicity.

When we look at contractions, we realize that by removing a few letters / shortening or simplifying words by combining them, it becomes easier to speak or write them. Similarly in life too, we could do away with unnecessary things and learn to live simply. We must learn to acquire and keep only that which we really need and avoid hoarding or acquiring things that we get on the basis of our unending wants. Living a simple life can give us a lot of peace and happiness.

The story 'He is My Brother', is based upon the central character Meena, a 12 year old girl, who carries her handicapped brother of 4 years of age up a hill on her back. Upon being pitied and asked by a man in her group as to why she was carrying the boy on her back and didn't she feel his weight, she replies in astonished wonder that of course he is not a load to her, as he is her brother.

This story reflects the value of love... 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 ‘Opposites’ is an opportunity to recap the value of Tolerance as covered in Unit 3.

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 –Don’t Tell, and the story – He is My Brother (independently)
- 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 and enhance their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, and conceptual awareness.
- 5. Develop their grammatical awareness of contractions and recap their knowledge of opposites.
- 6. Develop their sense of self – belief and confidence in oneself – their overall self-esteem.
- 7. Develop an understanding of patience and how it manifests in their behaviour.
- 8. Comprehend the concept of simplicity, and understand how they can incorporate it in their day to day functioning.
- 9. Enhance their understanding of the emotion of love and all that it entails.
- 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 the next page:

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



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



1.

A Little Spot of
Confidence
(Audiobook)
(Refer 1 b.)

2.

Believe in
Yourself (Song)
(Refer 1 c.)

3.

A Little Spot of
Patience
(Audiobook)
(Refer 1 d.)

4.

Going
Simple!
(Refer 2 b.)

5.

We are a family
(Song) + Making a
Thank You Card
(Refer 3 b.)



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



1.

Celebrating
Myself!

2.

Mission
Simple

3.

Crafted
with Love

4.

Goal: Act
with Love

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-esteem, Patience, Simplicity, Love, and Tolerance with other inherent values like self-belief, self-confidence, self-love, appreciation, gratitude, courage, knowledge, creativity, endurance, positivity, determination, persistence, respect, fairness, equality, sensitivity, caring, compassion, kindness, cooperation, and friendship.

The unit also provides the scope to develop the following life skills in the students: Intrapersonal and Interpersonal engagement, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Positive thinking or Optimism, Decision making, Problem-solving, Goal-setting, 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 ‘Don’t Tell’

1 a. Discussion

Pose the following questions:

1. Who says the child is not big enough to do certain things? Why?
2. Why does the boy wait patiently to grow up? What do you think patience really is?
3. What does the boy want to show the adults?
4. What does the boy believe about himself and his abilities? What kind of thoughts did he have? (positive, self-affirming thoughts... explain this in simple terms to the children ... thoughts that made him feel good about himself...)
5. How do you feel about your abilities? Are there things that you are confident that you can do well? What gives you that confidence?
6. Do you have any secret abilities that you have not shared with anyone? Why?

Talk to the children that what we believe about ourselves is more crucial and impactful than what others may say or believe about us. Our opinion of ourselves matters a lot- it affects the way we feel and act.

Tell them that there are many who don't believe in themselves or believe in their abilities. We don't believe in ourselves because of our thoughts, especially when they are negative self -put-down thoughts like – I can't, I'm not good enough, I'm weak, I'm scared, I'm not smart enough etc. We can however, change these negative thoughts.

Write down the above negative thoughts on the board. Now ask the children how they can change those into positive thoughts. Let them make an attempt – I can, I am good enough, I'm strong, I'm fearless/brave/confident, I am smart enough

Ask them to keep repeating these new positive thoughts in their mind till they become normal thoughts, and keep doing positive helpful actions - that make them feel good about themselves - till they turn into positive habits. Help them understand how this works.

1b. A Little Spot of Confidence (Audiobook)

<https://www.youtube.com/watch?v=hdakDc3CQIQ> 6 min 31 sec

Stop at strategic points and ensure that you discuss each aspect in detail. Explain with simple examples that they can relate to. It is important that they understand this well as it something that will carry them through life.

1c. Believe in Yourself (Song)

<https://www.youtube.com/watch?v=FEY8H1Km1x8> 2 min 41 sec

Have the children learn the song if possible. Discuss the significance of the lyrics with them. They could sing this song during Annual day / Parents day etc.....

1d. A Little Spot of Patience (Audiobook)

<https://www.youtube.com/watch?v=HuVAiOe1KKQ> Play from 0.50 sec to 5 min 30 sec

Stop at strategic points and ensure that you discuss each aspect in detail. Give them simple examples that they can relate to and explain how acting with patience will make a difference in their lives. Ask them to think of ways that they could act with patience in the class/school.

2. Related to the exercise on – Contractions

2a. Discussion + Activity for reflection

Prepare a PPT with contrasting pictures – loud, garish, complex images v/s simple images. Ask them to compare the images on each slide and state which one they prefer. Ask them to reason out why.

Examples of images:



Establish the

Now take a overdressed clothing items unnecessary. and ask them and why they them how the



idea of 'Simple'.

doll that you have with too many that are totally Show it to them what's wrong... feel that way. Ask situation could be

fixed/ sorted / made better... Most probably you will receive the response that you need to remove some of the unnecessary clothing items on the doll. Take off the things that are not required, till the doll is dressed in a simple comfortable way. Let them see the difference.

Help them understand how in our lives too we accumulate a lot of things unnecessarily – too many toys, too many clothes, too many things that catch our fancy.... Talk to them how very often we get things not because we 'need' them but because we are not able to control our wants which are never-ending and also because we tend to compare our lives with others and want to have/get what others have...and very soon we end up with too many unnecessary things. Talk to them about the value of money and how fitting in their peer circle is easy without flaunting latest gizmos and trends. Help them understand that it's okay not to be like everybody else, it's okay to be different; they must understand who they are and then develop the courage to stand up for themselves, to be who they are.

Help them understand that, when we focus on what we don't have, we feel sad, jealous, and perhaps even unworthy. If instead we turn our attention to all of the things we do have, we'd feel grateful, happy, and content. Tell them that we too can make our lives simpler by removing all the 'unnecessary' things, by reducing our wants and living

with what we need, and living with gratitude for what we do have.

Point out to them how contractions function in this manner - a simple new word is created by removing unnecessary letters

Explain all this in a simple manner that the children can understand. Once this connection is established, take up the following activity.

2 b. Going Simple!

Prepare a worksheet in which you have four categories highlighted – namely Birthdays / Festivals / Personal belongings (School) & Personal belongings (Home). Provide space under each category for the children to jot down their ideas.

Tell them that they could consider the 4R's when planning to adopt Simplicity – Remove, Reduce, Reuse, and Recycle. Explain what each means and how it can be done.

Then give them the worksheet and ask the children to think of ways to simplify their living in each category given. Encourage them to come up with different ideas.

Example: For birthdays, they could choose to have a simple birthday party at home with their friends instead of having parties outside somewhere; they could choose to give simple, useful and meaningful return gifts instead of giving fancy expensive things. For festivals, they could spend less money on decorations and reuse / recycle the old decorations. They could also create something out of waste material. They could avoid getting firecrackers, buying new clothes/too many clothes just for the festival etc. With regard to personal belongings, they could buy less stationery for themselves, reuse and recycle what they can, they could remove things they no longer need and give them away to those who could use them etc..... Tell them that simplicity can be adopted and observed in different aspects of our lives – the things we get, the clothes we wear, the way we live (our lifestyle), the way we speak, our actions.....

Ask them to educate their family too about the same.

3. Related to the story 'He is My Brother'

3 a. Discussion

Pose the following questions:

1. Why did Meena carry her brother?
2. How did Meena feel about carrying her brother? How do we know this?
3. Why is Meena astonished by the man's question?
4. How can we describe Meena?
5. Who amongst you have siblings? How is your relationship with them? In what ways do you help each other?

Talk to them about family bonds and expression of love and care within the family.

6. Like Meena's brother, there are many children who are disabled / unable to do many things due to various reasons. Besides their family members, can you and I, as members of the community, be of any help to them? How?

Explain to them the difficulties that children with different special needs face, both at the individual level and at the social level – how they are excluded from peer groups, events or celebrations, and are teased and troubled sometimes. Talk to them about being sensitive to their difficulties and feelings and make an attempt to show them they care by being friends with them, including them in play and other activities and helping them in whatever way they can. Encourage them to think of ways that they could. Help them understand the concept of inclusion.

3 b. We are a family (Song) + Activity – Making a Thank You Card

<https://www.youtube.com/watch?v=C7exGJQcRhk> 3 min 49 sec

Discuss the meaning of the song with the children and help them understand the values of love, caring, sharing, kindness and compassion, respect, cooperation, altruism, etc. that are part of a family. Discuss the role of siblings in detail.

Then give all the children an A4 size coloured paper each and tell them to fold it in half like a card. Ask the children to draw a picture of their sibling and write something special for them inside along with a thank you note. This will help them think about and appreciate their siblings for all that they do for them and adopt an attitude of gratitude. Those who do not have a sibling may make the card for a cousin brother or sister that they feel close to.

4. Related to the exercise on – Opposites

Recap the discussion on tolerance, if needed.

V. Assignments

1. Celebrating Myself!

- a) Give them a worksheet in which they have to write down all that they are good in, or know they can do well as well as their positive qualities. Ask them to put this up somewhere where they can see it often.
- b) Ask them to practice saying positive self-affirmations. Each time they have to do something that is beyond their comfort zone or they feel anxious about, tell them to use positive self-affirmations like I can do it, I'm capable, I'm brave, I'm smart, I'm strong etc. Explain to them how this will make a difference to them.

- c) Ask them to set two or three specific goals for themselves each day and work at accomplishing them. Tell them to write them down. As they achieve each, they have to tick that goal and put a really happy smiling face next to it, pat their shoulder, and say the words – Yes! I did it!

2. Mission Simple

Ask the children to clean up and de-clutter their space at home; keep their things where they belong. Tell them to take a look at all the things – toys/clothes/stationery etc. that they have not used in a long while. Those things, which are in fairly good condition, they could pack it up and donate it in some charity. Tell them how those things could be used by others who are in need of them but have no means to acquire them. Focus on the value of kindness and giving and the joy that it would bring them. Tell them that the added benefit of course would be that they get to remove / clear out all the unnecessary things which they were hoarding.

3. Crafted with Love

Ask the children to do a 'best out of waste' project and make something special for their sibling – something that they would love to use, or keep as a decorative item – as a reminder of their love for them.

4. Goal: Act with Love

Tell them to create a goal sheet every week. Each day of the week, they have to think of and do something loving and helpful for their sibling. It could be simple day-to-day activities like helping them with some chore, tidying up their space for them, giving them water when they come from out after play, sharpening their pencils for them, etc.... Ask them to use positive affirmations while they do this like – I am loving, I am caring, I am kind, I am helpful, I am dependable, I am responsible etc.

Resources

References:

YouTube videos – Links given under the respective activities

<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

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

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

<http://livingvalues.net/simplicity>

<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>

Topic	Values / Life skills integrated & imbibed	Activities
How Creatures Move (Poem)	Core Values considered: Environmental Awareness, Tolerance, Acceptance of others, Self-awareness Self-realization, and Self-acceptance.	1. Related to the poem 'How Creatures Move' &
The Ship of the Desert (Story)		2. The story 'The Ship of the Desert' - Discussion - It's Ok to Be Different (Audiobook) - Greater, Lesser, or EQUAL ?! (Activity)
Homophones (Grammar)	Other Sub-Values: Appreciation, Gratitude, Respect, Sensitivity, Caring, Compassion, Cooperation, Friendship, Patience, Courage, Confidence, Self-love...	3. Related to the grammar topic – Homophones - Discussion - One – Animated Short Film
	Life skills: Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Positive thinking or Optimism, Decision making, Problem-solving, Planning and Execution.	Assignments 1. My Friend and I 2. Who I Am...

Materials / Resources needed

Facility & Equipment to play the Videos

Flashcards of different children

Worksheets

Description (of the points of discussion)

Through this unit, help students understand the following:

We are all unique and have something valuable to offer and share.

- No two people or any other living beings are the same. It is the differences in them that make them unique.
- 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...
- Moreover, it is not right to compare two people or any other living being with another. It is not fair to expect them to be 'like' another or 'do' things like another, as this is not possible. Each living being is gifted with an ability / specific abilities and this must be acknowledged and respected.
- Just as we understand and accept others' abilities and limitations we must be aware of, understand and accept our own strengths and limitations.
- It's important to tell ourselves - It's OKAY to be different. It's GREAT to be different!
- People are different on the outside as well as on the inside; they may be from different backgrounds too.
- We must be sensitive to, understand and respect the different ways that people prefer/have of 'being' in the world.
- It's not okay to put down another person / tease them / trouble them / harm them in any way just because they are different; Everyone is important and deserves to be treated nicely... We may be different but we are all equal!
- Even if we wear different clothes, change our appearance, etc. we are still the same within - Who we are, does not change
- What we think of ourselves and believe about ourselves is very important.

Unit 10**How Creatures Move (Poem)****The Ship of the Desert (Story)****Homophones (Grammar)**

Core Values: Environmental Awareness, Tolerance, Acceptance of others, Self-awareness Self-realization, and Self-acceptance.

I. Introduction

In Unit 10, both the poem ‘How Creatures Move’ and the story ‘The Ship of the Desert’ talks about the physical features and capabilities of different animals. The poem refers to humans too.

Besides enhancing the environmental awareness of the children, both these lessons lend an opportunity to talk to the children about understanding, tolerating and accepting differences in others. Moreover, they also impart the importance of understanding oneself, one’s abilities and limitations and accepting oneself as one is.

The exercise on ‘Homophones’ is an opportunity to recap the value of 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.

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.

Self-Realization is thus the truth of who we are and what we are. It is the realization and fulfilment of our own potential. It is 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 poem – How Creatures Move, and the story – The Ship of the Desert (independently)
 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 and enhance their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, and conceptual awareness.
 5. Enhance their environmental awareness.
 6. Improve their tolerance and acceptance of differences in others and self.
 7. Develop a better understanding of their abilities and limitations and learn to accept themselves as they are.
 8. 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 the next page:

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



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



1.
It's Ok to Be
Different
(Audiobook)
(Refer 2 b.)

2.
Greater, Lesser,
or EQUAL ?!
(Activity)
(Refer 2 c.)

3.
One –
Animated Short
Film
(Refer 3 b.)



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



1.
My Friend
and I

2.
Who
I Am....

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

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

The core values being considered are Environmental Awareness, Tolerance, Acceptance of others, Self-awareness Self-realization, and Self-acceptance with other inherent values like appreciation, gratitude, respect, sensitivity, caring, compassion, cooperation, friendship, patience, courage, confidence, self-love...

The unit also provides the scope to develop the following life skills in the students: Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Positive thinking or Optimism, 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 ‘How Creatures Move’

1 a. Discussion

Pose the following questions:

1. Are all the animals the same? Do they do the same things?
2. Do they have fun doing the things they do? How do we know this?
3. Will they be able to do what the other animals do? Why not?
4. How are humans different from animals? What is special about us? Can we be like the animals or the animals, be like us?
5. What does this tell us or, What can we understand and learn from this?

2. Related to the story ‘The Ship of the Desert’

2 a. Discussion

Pose the following questions:

1. Do you think either of the animals – the lion or the camel- were greater than the other? Why?
2. Was it right on the camel's part to talk to the lion with disdain? Why? What does this say about the camel's character?
(He was vain and looked down upon others who he believed couldn't match up to his abilities)
3. Could the lion do all that the camel could? Did that mean he was not good enough? Why?
4. Why didn't the lion accept the camel's invitation to go to the desert?
(The lion knew his limitations and also understood what his strengths were; he accepted this about himself and so turned down the camel's invitation.)

Common discussion for both the poem and the story (1a. and 2a.):

Recap what they already understand about similarities and differences. Help them understand that no two humans or two animals are completely alike. Each animal or person is different from the other in some ways.

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?

Revisit the discussion had on acceptance and tolerance in grade II. Remind them that just because something or someone is different from them, 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.
- No two people or any other living beings are the same. It is the differences in them that make them unique.
- 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)

- Moreover, it is not right to compare two people or any other living being with another. It is not fair to expect them to be 'like' another or 'do' things like another, as this is not possible. Each living being is gifted with an ability / specific abilities and this must be acknowledged and respected.
- Just as we understand and accept others' abilities and limitations we must be aware of, understand and accept our own strengths and limitations.
- It's important to tell ourselves - It's OKAY to be different. It's GREAT to be different!

2b. It's Ok to Be Different (Audiobook)

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

Help the children understand, that people are different not only on the outside but on the inside too – what they like/dislike, what they enjoy doing, what they fear, what they are uncomfortable about, how they learn, how they like to be etc. Tell them that we must be sensitive to, understand and respect the different ways that people prefer/ have of 'being' in the world.

Besides such differences, help them understand that people may have different cultural and religious backgrounds. They may speak different languages, follow different traditions and festivals. They may even have different family backgrounds and family dynamics.

With each of us being different from the other, it is important to understand that while it's okay not to always understand another person's way of being, it's not okay to put down another person / tease them / trouble them / harm them in any way. Just as another person seems different to you, you may seem different to someone else. Everyone is important and deserves to be treated nicely.

We may be different but we are all equal !

2c. Greater, Lesser, or EQUAL ?! (Activity)

Write some numbers on the board. Ask the children to compare them – as lesser than and greater than. (< / >)

Now place some flashcards of different children (different physically and in their ethnic backgrounds) on the board and ask the children to place the lesser than or greater than signs.

The children would ideally be confused, unsure and reluctant. If any children do place the signs easily, let them.

- If they do place the signs, ask them what made them decide which sign to put. On what basis did they compare the children?
- Ask the other children who could not place the signs, why they could not?
- Ask the class in general if it's possible to compare people (Yes it is on the basis of so many factors...)
- Now ask them, is it RIGHT to compare people as being greater or lesser? Why?

Help them understand that while people are different from each other in many ways, they are similar or alike in the ways that matter the most – everyone has hopes and dreams, everyone has strengths and limitations, everyone wishes for a happy peaceful life, everyone wants to be loved and respected.... So we can never say someone is greater than or lesser than. Regardless of the differences, everyone is equal and has equal rights.

3. Related to the exercise on – Homophones

3 a. Discussion

Once the children have revised 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. Recap what was discussed earlier in grade II, in units 1 and 6. (on self-realization)

3 b. One – Animated Short Film

<https://www.youtube.com/watch?v=RqgT14-yl74> 7 min 22 sec

Check with the students what they gathered from the video.

Pose the following questions –

1. How does the coin feel about itself soon after it is born (minted)? How do we know this?
2. How do the notes treat the coin? What all do they do? Why?
(They behave meanly; they bully the coin, tease it, laugh at it and make it feel unworthy. They do this to show their superiority and power.)
3. Was it right to treat the coin so badly? Why?
4. How does the coin feel upon being treated so unkindly?

5. How do the other notes look at the 2000 Rs. note? Why?
6. What happens at the supermarket? Why does the coin get really upset? What did it begin to believe?
7. Did that incident mean the one rupee coin had no value? Were the notes of any use to the boy in the game room? Why? Does that mean that the notes lost their value? What does this tell us?
(Everyone has some special qualities that may be useful in different ways in different places. Everyone does not possess the same qualities; what they do possess is what makes them special and unique.)
8. What does the coin realize in the end?
9. What is the important message of this animation? What did you learn?
(No matter how small, invaluable, or different you think you are, there is always a special place in this world, just for you....)

Explain to them that what we think of ourselves is very important. We have to be aware of and understand what we are good at and what our limitations are, we have to learn more about ourselves so we understand who we are. We have to celebrate what we can do well, how we are and who we are; we have to learn to like, and love ourselves. This will help us develop the confidence and courage to deal with bullies who try to put us down, tease or trouble us. No matter what others say we have to believe in ourselves; believe that we have value and are worthy and believe that we deserve to be treated well....

Encourage the children to share their thoughts, feelings and experiences and engage in a discussion with them on the same.

V. Assignments

1. My Friend and I

Ask the children to pair up with their friend and find out in what ways they are different from him/her. They have to then write at least five things they find interesting about their friend as well as one thing they really appreciate and love about their friend.

2. Who I Am...

Prepare a worksheet with open ended questions that will encourage the children to think about themselves and increase their self-awareness.

Examples: List down the things that you like about yourself.

Write down three things that you find interesting about yourself.

I love.....

I don't like....

I enjoy....

Resources

References:

YouTube videos – Links given under the respective activities

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

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

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

<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

English
Grade III

Integration of Values

Teacher's Manual

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