Unit 1

Wake Up (Poem) / Neha's Alarm Clock (Story)
Conjunctions (Grammar)
Adjectives – Degrees of Comparison (Grammar)
Auxilary Verbs (Grammar)

Topic	Values / Life skills integrated & imbibed	Activities
Wake Up (Poem) Neha's Alarm Clock (Story) Conjunctions Adjectives- (Degrees of Comparison) Auxiliary verbs (Grammar)	**Core Values considered:** Appreciation (of nature's lessons), Self Discipline, Health, Value of Time, Inner Harmony, Altruism, & Kindness **Other Sub-Values:** Respect, Responsibility, Empathy, Sensitivity, Caring and sharing, Generosity, Altruism, Self-Awareness, Positivity & Optimism, Resilience, Patience, Faith, Hope, Trust, Attitude, Confidence, Determination, Perseverance and Gratitude. **Life skills:** Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Self-regulation, Problem-solving, Planning & execution and Generalization.	1. Related to the poem 'Wake Up' a. Discussion 2. Related to the story – 'Neha's Alarm Clock' a. Discussion 3. Related to the exercise on Conjunctions a. Discussion b. Song: We are the World; we are the Children (Lyrics) c. Watch Our Thoughts! - Learning about Our Thoughts | 4. Related to the exercise on Adjectives (degrees of comparison) a. Discussion b. The Helping Hand (Short Film) c. Helping Song 5. Related to the exercise on Auxiliary Verbs a. Discussion b. Weaving a Story **Assignments** 1. A Morning Walk 2. Just an Experiment 3. Project : The Power of One 4. Picture Collage 5. Kindness Thank-You Band

Materials / Resources needed

Facility & Equipment to play the Videos

Chart Paper (for Picture Collage)

Description (of the points of discussion)

Through this unit, help students understand the following:

- We must value and respect nature for all that it is; be grateful for all that it offers us.
- It would help us if we adopt the self-discipline of birds and animals - the way they respect their body clock and live in synergy with nature - this will keep our body and mind healthy.
- Being social animals, we need to learn how to develop and maintain effective relationships with people around us. Peaceful co-existence and togetherness would in turn, indirectly lead to a sense of harmony within oneself.
- 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.
- Help at any level is welcome to the person who really needs it / situation that calls for it.
- Being kind is a choice.
- Kindness and caring are contagious.
- By being kind, we build a happier society for everyone.
- 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.

Grade IV No: of Periods – 07

Unit 1

Wake Up (Poem)

Neha's Alarm Clock (Story)

Conjunctions (Grammar)

Adjectives – Degrees of Comparison (Grammar)

Auxilary Verbs (Grammar)

Core Values: *Appreciation (of nature's lessons), Self Discipline, Health, Value of Time, Inner Harmony, Altruism, & Kindness*

I. Introduction

In Unit 1, the poem *'Wake Up'* is about a little boy who wakes up early and describes all that he observes in nature. He appeals to others to wake up early too, so that they too can come out, play and enjoy nature's beauty. The child states that the birds and animals too are up early.

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, its importance and the associated health benefits, may be explained in simple terms to them.

The story 'Neha's Alarm Cock', is about a little girl who yearns to sleep late in bed. Each day she is woken by different aspects – first the alarm clock, then the birds, followed by the sun and thereafter by her mother, and finally one day she ends up waking up early on her own without any external push. Her body clock takes over and follows the rhythm of nature.

Through this story the values of *Self Discipline, Health, Appreciation (of nature)* and the *Value of Time* can be integrated and discussed.

With the help of the exercise on *Conjunctions*, children may be introduced to the value of Inner Harmony.

Inner harmony means equanimity, inner peace, tranquility, and balance. It is the absence of disturbing or distracting thoughts. True inner harmony is independent of external conditions and circumstances. It confers tranquility, inner peace and balance,

and the ability to remain calm, undisturbed, and in control of yourself, even in difficult and unpleasant situations. This state of mind is important not only while things move smoothly, but especially, in times of trouble, difficulties or danger. Then, it counts most. A state of inner harmony eliminates anxieties, fears and worries. It also removes negative thoughts, stress, lack of satisfaction and unhappiness. It is a state of emotional and mental poise, happiness, confidence and inner strength.

One cannot experience inner harmony, if one is not in harmony with the world too. We cannot exist in isolation…We are social animals and we need to learn how to develop and maintain effective relationships with people around us… To attain inner harmony, the goal then would be, to learn the skills to build a positive relationship with oneself and others. Conjunctions lend themselves beautifully to impart this message. This grammatical element shows us how we can strive to be like it in forging a bond with people; bringing them together…Each one of us could, like the conjunctions, be instrumental in bringing about peace and harmony in society…..This sense of peaceful co-existence and togetherness would in turn, indirectly lead to a sense of harmony within oneself….

All of us have it in us to reach out to the goodness within us and express that to the world, through our actions. Each one of us has the power to make a difference in our own lives as well as in the world – we are just a decision away from finding that inner harmony.

The exercise on *Adjectives* with the focus on the degrees of comparison, may be used to revisit the value of helping as covered in grade III in unit 4.

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

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.

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.

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

That is what the primary auxilaries do in a sentence. They lend the use of themselves to the sentence; the sentence benefits from their presence by adding meaning but the sentence in return creates no impact on the auxilaries. For instance: 'I running.' This is incorrect and incomplete. Insert the auxiliary 'am' … I am running… Now it makes sense; meaning and completeness is achieved. The auxilary 'am' is the kind charitable giver….

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

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, kindness and helpful behaviour spreads from one person to the next, influencing the thoughts, emotions and behaviour of people who never saw the original gesture. By being kind, we build a happier society for everyone.

Every living creature on this earth, every aspect of nature that has only 'given' of itself in some way or the other to us, deserves to be treated with kindness and help needs to be extended to them too. Giving back to nature can give us a better sense of purpose and help us gain a greater understanding of the meaning of life.

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 – Wake up, and the story – Neha's Alarm Cock
2. Attempt understanding and responding to simple literal comprehension questions as well as understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.
3. Develop and enhance their reading, vocabulary, and spelling skills.
4. Develop their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, & conceptual awareness.
5. Develop grammatical awareness and usage of the same in sentences (oral and written expression)

6. Develop their environmental awareness, appreciation, and respect for nature; Understand the impact of their actions on others and their surroundings (cause-effect relationships); importance of responsible actions.
7. Understand the importance of self-discipline, respecting and responding to the needs of their body and making healthy choices.
8. Develop awareness of what inner harmony entails, the nature and power of inner harmony; how it changes one's relationship with oneself and others, and understand the ways to cultivate inner harmony of the mind
9. Reflect upon the discussions and activities carried out and generate ideas on - how to build a positive relationship with oneself and others.
10. Understand that they can be instrumental in bringing about change through their actions and make a difference in small ways ; Understand the concept of 'helping', what it entails, its nature, and how the act of helping impacts others and themselves.
11. Grasp the importance of, and exhibit values of kindness, sensitivity, respect, caring and sharing and love towards others including other living creatures; understand how such acts affect others and themselves.
12. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

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

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

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

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1.
Song: We are the World; we are the Children (Lyrics)
Refer 3 b.
Value – Inner Harmony

2.
Watch Our Thoughts!
Learning about Our Thoughts
Refer 3 c.
Value – Inner Harmony

3.
The Helping Hand (Short Film)
Refer 4 b.
Value – Altruism

4.
Helping Song Refer 4 c.
Value – Altruism

5.
Weaving a Story Refer 5 b.
Value – Kindness

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

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1.
A Morning Walk

2.
Just an Experiment

3.
Project : The Power of one

4.
Picture Collage

5.
Kindness Thank-You Band

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's lessons), Self Discipline, Health, Value of Time, Inner Harmony, Altruism, & Kindness*** *with other inherent values like Respect, Responsibility, Empathy, Sensitivity, Caring and sharing, Generosity, Altruism, Self-Awareness, Positivity & Optimism, Resilience, Patience, Faith, Hope, Trust, Attitude, Confidence, Determination, Perseverance and Gratitude.*

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

IV. Activities & Related Discussion

1. Related to the poem 'Wake Up'

1 a. Discussion

Pose the following questions:

1. What does the boy tell everyone to do? Why?
2. What all does he observe in nature, early in the morning? 3. At what time do you wake up every day? What helps you to wake up?
4. Have you ever seen birds and animals wake later in the day? Why do you think that is?
5. 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.

Help them understand that nature can teach us many valuable lessons. It is up to us to learn to be 'present' & observe and experience everything mindfully so that we can connect to, understand and appreciate its lessons.

Follow up this discussion with the story 'Neha's Alarm Clock', as they are connected.

2. Related to the story – 'Neha's Alarm Clock'

2 a. Discussion

Pose the following questions –

1. At what time did the alarm ring? Do you think it was too early in the morning to wake up? Why?
2. What did Neha long to do?
3. What wakes up Neha, the next morning? Have you ever been woken up by the birds? When do they wake up? / What wakes them up in the morning?
4. What wakes Neha on the third morning? Do you find it easy to continue to sleep when sunlight floods into the room? Have you ever wondered why that is?

   (*You may refer the video – How Sleep works - in the Resources section to help provide information to the children.*)
5. Why does Neha wake up with a start on her own on the fifth morning? Why do you think she was able to get up without the alarm clock or help from any other external factor?

Explain the idea of body clock and internal rhythm to the children; how it develops and gets established – the importance of habits and self-discipline. Help them understand our body's natural rhythm. Talk to them about its importance, why we must respect it and the health aspects. Moreover, discuss with them, the value of time.

3. Related to the Exercise on Conjunctions

3 a. Discussion

Once the students have understood the concept of Conjunctions and their function as 'Joining words', tell them that just as the conjunctions help bring sentences together and joins them in harmony, we too can bring about this harmony in our lives by developing better interpersonal skills. (Ask them what they understand of the term 'Harmony' and explain it to them as needed). Tell them that the more peaceful and harmonious our communication, interaction and relationship will be with others, the more harmony we would experience within ourselves too.

Talk to the students about building positive relationships – with family, friends, neighbours ....accepting differences and co-existing with everyone... Include discussion about harmony with nature too.

3 b. Song: We are the World; we are the Children (Lyrics)

https://www.youtube.com/watch?v=HqjYoUbmAPs 3 min 31 sec

Discuss and reflect upon the lyrics- each line of the song - with the children. There's a wealth of meaning and important messages within.

3 c. Watch Our Thoughts!

Talk to the students about the nature of thoughts and how positive and negative thoughts affect our emotions and reactions. Remind them of what they had learnt in the previous grades about the same.

Help them understand that to attain inner harmony, the most important thing is to learn to recognize one's thought patterns and change one's mindset from a negative mindset to a growth mindset / positive mindset. Positive thoughts will bring about feelings of contentment, happiness, joy and most of all peace. Help students understand how they can monitor their thoughts and shift their mindset. The following video would help students understand these aspects, and would also serve as a reflection and discussion activator.

Learning about Our Thoughts

https://www.youtube.com/watch?v=HHm5DzlU9as 4 min 13 sec

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

Tell them that if we have a positive mindset, we will be more tolerant, accepting, forgiving, thankful and loving not only to ourselves, but to others too. We would be able to acknowledge the value of others and ourselves.

Ask them –

- Is it only people that we have to live in harmony with?

  (The children may respond by saying – animals, birds, trees & plants etc….. if not guide their responses to come up with the word –Nature)
- Why do you think it's important to live in harmony with nature?
- How can we live in harmony with nature?

  (Encourage the children to brainstorm and come up with sustainable ideas)

4. Related to the Exercise on Adjectives – *(Degrees of Comparison)*

4 a. Discussion

Recap what was discussed in relation to adjectives in grade III. 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.

4 b. The Helping Hand (Short Film)

https://www.youtube.com/watch?v=t5ql9Zd9Il8 2 min 9 sec

Pose the following questions

1. Do you think the actions of the boy can be called as 'help'? Why?
2. He picks up the litter and throws it in the dustbin; he closes the tap to stop the leakage…. How were these actions helpful? Do you think he gained anything by doing them? Why do you think he did it then? Who benefitted from these actions?
3. Was he particular about whom he helped or the nature of the action? What does this tell us about the boy?
4. Does he wait for anyone to tell him what to do? Then how does he know what to do where to help and whom to help?

   (*He is alert and observant, & responds to situations consciously*)
5. Does he wait for acknowledgement or some form of thanks from those he helps? What does this reflect about his character?
6. How would you describe his actions? Were they very grand?
7. Why are his actions truly noteworthy?

   (*Despite being physically challenged, he extends his help in whatever way he can. He does not play the victim and only 'expect' help from others; he chooses to be a 'giver'*)
8. What is the message of this short film?

Explain to the children that 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.

Help them understand that 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.

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

Discuss with them how helping others, brings positive feelings in both, the one who

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

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

4 c. Helping Song

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

Encourage the whole class to sing along.

5. Related to the Exercise on Auxilary Verbs

5 a. Discussion

[To help understand the concept of Primary Auxilaries and the idea of them (auxilaries) being kind] The same can be demonstrated on the

Call out four students. Give each of them a placard to wear; each placard having just one word. Have them stand in a line horizontally, but with the words in a jumbled order.

playing cat the is

Now ask the students to look at each other's placards and stand in a way that their words come together as a complete meaningful sentence. Let the other students also help.

The cat is playing.

Once they've got this right, and they are standing in the right sequence, remove the child with the 'is' placard. The cat playing.

Now ask them, what's wrong with the sentence and why.

At this point, explain to them that the word 'is' is needed for the sentence to make complete sense. Tell them that each word has a special family they belong to… (The – article, cat-naming word / noun, drinking – action word / verb…..) So what is the word 'is' ? Get them curious. Then tell them that 'is' is a 'helping verb' because it helps the main action word. (It's not necessary that they learn the term 'auxilary' at this point.)

(You could provide practice with more such examples – with simple short sentences having the auxilaries am and are. If they have been introduced to sentences in the simple past and future tenses, you could also include sentences with the auxilaries was, were and will be….. do, as per what has been taught to them)

Once they understand this, explain to them - the word 'is' is helping the action word…. When someone helps, it shows they are being kind…. (Have the students having the 'is' placard and 'playing' placard hug each other and the other words shake the hands of 'is'…this will make it more concrete) The helping verb 'is' is being nice and kind and will not get anything in return, but the whole sentence gets proper meaning and feels whole. (You can give an example of the pieces of a puzzle too here to help them understand the concept of 'whole')

Now tell them…. We too can be like the 'helping verbs' by being kind to others.
Ask them –

- Do you know what kindness is? Can you give a few examples of kindness?
- What does 'being kind' involve? What does it take to be kind?
  (being sensitive, empathetic, caring, sharing, generous, friendly, cooperative, accommodating, tolerant, non-judgmental, forgiving, polite, respectful),
- Why must we be kind? Do you think kindness matters?
- How would the world be if kindness did not exist? Would you want to live in such a world? Why?

5 b. Weaving a Story

Give the children story prompts like –
Story Opener: Manu had a kind heart …..
Middle of a Story : …..Oh! He couldn't bear to see the puppy soaking in the rain…..
Story End: ….Wrapped in the warmth of her mother's hug, Ritu was glad she'd done what she had.

Ask the children to write a short story with the help of any of these story openers. Tell them that the story has to revolve around the value of kindness. You may have a few of them read out their story in class if time permits.

V. Assignments

1. A Morning Walk

Tell the children to get up early on the weekend and go for an early morning with their parent. Ask them to observe and experience nature in the early morning hours. They have to then write an essay on their experiences – all that they saw, heard, smelt, felt etc…

2. Just an Experiment

Tell the children to do an experiment to understand how long it takes to fix their body clock – they have to establish a fixed sleep schedule - and once it does, note down how their body responds to the internal clock. They have to journal each day's observations.

3. Project : The Power of One

I am only one,
But still I am one.
I cannot do everything,
But I can do something,
And because I cannot do everything,
I will not refuse to do
The something I can do.

- Edward E. Hale

What is the 'something' that YOU can do to bring about harmony around you, and thereby within you? Encourage them to come up with projects and see them through; journaling their experiences and the changes it brings about in themselves.

4. Picture Collage

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

5. Kindness Thank-You Band

Tell students that every time someone in class does something kind for them, they could make a simple kindness thank-you band and put it on that person's wrist. (This will encourage all the students to work for the kindness band and think of ways to be kind… Eventually it will become second-nature to them)

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

How Sleep Works

https://youtu.be/2U6IvsORyH0

Unit 2

Noses (Poem) / The little Fir Tree (Story)
Adjectives (Grammar) / Punctuation (Grammar)
Opposites (Grammar) / Prefixes – Word Formation (Grammar)
Capitalization – Proof Reading (Grammar)

Topic	Values / Life skills integrated & imbibed	Activities
Noses (Poem) The Little Fir Tree (Story) Adjectives Punctuation Opposites Prefixes (un, im) Capitalisation (Grammar)	**Core Values considered:** Self-Acceptance & Self-Esteem, Altruism, Cultural Values (Simplicity and Humility), Tolerance, and Self-Discipline **Other Sub-Values:** Self-awareness, Self-Acceptance, Self-appreciation, Self-belief, Confidence, Self-love, Self-respect, Self-esteem, Self-worth Gratitude, Satisfaction, Respect (for individuality), Humility, Responsibility, Empathy, Sensitivity, Caring and sharing, Generosity, Positivity & Optimism, Attitude, Determination, Perseverance, Patience, Resilience, Faith, Hope, and Trust. **Life skills:** Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Self-regulation, Problem-solving, Planning & execution and Generalization.	1. Related to the poem 'Noses a. Discussion 2. Related to the story – 'The Little Fir Tree' a. Discussion b. The Reflection in Me (Animation) c. Who I Am .... (Worksheet) d. Word Challenge – Crossword Puzzle (Worksheet) 3. Related to the exercise on Adjectives a. Discussion (Recap) 4. Related to the exercise on Punctuation a. Discussion b. Story 5. Related to the exercise on Opposites a. Discussion b. We Make the Rainbow! - Celebrating our Differences 6. Related to the exercise on Prefixes a. Discussion 7. Related to the exercise on Capitalization a. Discussion b. Animation – Self-Discipline c. Reflection on a Poem **Assignments** 1. A Conversation with Me 2. Letter to Myself 3. Craft Fun 4. Acts of Simplicity 5. Essay Writing 6. No to That!

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:

- Be okay with being different from others, be confident with who they are and how they are, value what they have and have been blessed with, and adopt a mind-set of gratitude.
- Accept themselves as they are instead of how they wish they were, or how they wish others perceived them.
- Practice self-appreciation and self-gratitude.
- Be aware of oneself and others, understand perspectives and develop an open mind set. Develop a mindset of tolerance and compassion towards oneself and others.
- Extend their help to others whenever and however possible.
- Respect their cultural roots. Adopt simplicity and live with humility.
- Creativity is the use of imagination or their original ideas to create something or solve a problem.
- Developing control over their impulses, emotions, desires and behaviour will help them achieve their goals better and live a more fulfilling life. Self-discipline is a kind of self-check and having control over oneself. This can be adopted as a habit.

Grade IV No: of Periods – 010

Unit 2

Noses (Poem)
The little Fir Tree (Story)
Adjectives (Grammar)
Punctuation (Grammar)
Opposites (Grammar)
Prefixes – Word Formation (Grammar)
Capitalization – Proof Reading (Grammar)

Core Values: *Self-Acceptance & Self-Esteem, Altruism, Cultural Values (Simplicity and Humility), Tolerance, and Self-Discipline*

I. Introduction

In Unit 2, the poem *'Noses'* is about a little girl who finds her nose extremely funny and describes its features with a wry sense of humour. It comes across that she does not like her nose much.

The story 'The Little Fir Tree, is about a little fir tree that kindly allows a magician to take shelter under it during the rain and in return gets granted four wishes. The fir tree then wishes to change its needle leaves for green leaves like the other trees but the next morning a goat eats up its leaves. The tree then wishes for gold leaves that unfortunately get stolen by thieves. The fir tree then wishes for glass leaves, but these leaves soon break in the strong wind. The tree finally realizes that its old leaves were only the best and so makes the fourth and final wish – to get its old needle-like leaves back.

Both the poem and the story lend an opportunity to develop children's understanding and acceptance of themselves. They encourage children to think about and learn more about themselves, be okay with being different from others, be confident with who they are and how they are, value what they have and have been blessed with, and adopt a mind-set of gratitude. The values of self-awareness, *Self-Acceptance,* self-appreciation, self-belief, confidence, self-love, self-respect, self-esteem, self-worth gratitude, satisfaction, respect (for individuality) and humility can be integrated and discussed.

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

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

The exercise on *Adjectives*, may be used to revisit the value of *altruism* (helping) as covered in unit 1.

The exercise on *'Punctuation'* may be used to introduce the children to the value of *Cultural Values.*

Just like we exist on the foundation of our culture and cannot negate its influence on us, a sentence is influenced by basic punctuation. No sentence will be complete in meaning without it. It lends a sense of wholeness to a sentence. Moreover, its importance is understated. Considering the impact it can have on a sentence, its visibility in the sentence is hardly prominent; exuding simplicity and humility in its approach… It does its work, but quietly, and in that silence, leaves its mark.

The exercise on *'Opposites'* can be used to revisit the value of Tolerance as covered in grade III in units 3,4,5,9, and 10.

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 *word formation - adding the prefixes – 'un' and 'im' to change a word* - can be used to discuss the value of creativity with the children. Make them aware of how adding 'un' or 'im' to the beginning of a word changes it into a word that is opposite in meaning. 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.

Through the exercise on *Capitalization*, the value of *Self-Discipline* may be discussed with the children. Just as we check that the different aspects in a sentence is written right- starting the sentence with a capital letter and ending the sentence with a full stop- we can check that our life too is lived well, through self-discipline.

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

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

II. Learning Objectives / Outcomes

Through this unit, the students will achieve the following grade appropriate academic and value based goals:

1. Read and understand the poem – Noses, and the story – The Little Fir Tree
2. Attempt understanding and responding to simple literal comprehension questions as well as understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.
3. Develop and enhance their reading, vocabulary, and spelling skills.
4. Develop their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, & conceptual awareness.
5. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
6. Understand the meaning of self-acceptance, self-belief, confidence, self-love, self-respect, self-esteem, and self-worth.
7. Practice self-appreciation and self-gratitude.
8. Develop an awareness of what 'cultural values' means- the idea of respecting our roots.
9. Understand the benefits of adopting and embracing simplicity and humility in both thought and action & ways to cultivate the values of simplicity and humility.
10. Learn to be aware of oneself and others, understand perspectives and develop an open mind set.
11. Understand the concept and value of tolerance.
12. Understand the value of creativity and exercise their creative muscles.
13. Understand what self-discipline entails and adopt it as a habit.
14. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

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, 4a, 5a, 6a, 7a)

↓

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

↓

1.
The Reflection in Me (Animation)
Refer 2 b.
Value-Self-Acceptance & Self-Esteem

2.
Who I Am ....
Refer 2 c.
Value-Self-Acceptance & Self-Esteem

3.
Word Challenge – Crossword Puzzle
Refer 2 d.
Value-Self-Acceptance & Self-Esteem

4.
Story – I Am
Refer 4 b.
Value - Cultural Values

5.
We Make the Rainbow! - Celebrating our Differences
Refer 5 b.
Value- Tolerance

6.
Animation – Self-Discipline
Refer 7 b.
Value – Self-Discipline

7.
Reflection on a Poem
Refer 7 c.
Value – Self-Discipline

↓

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

↓

1.
A Conversation with Me

2.
Letter to Myself

3.
Craft Fun

4.
Acts of Simplicity

5.
Essay Writing

6.
No to That!

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

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

The core values being considered are Self-Acceptance & ***Self-Esteem, Altruism, Cultural Values, Tolerance, and Self-Discipline*** *with other inherent values like Self-awareness, Self-Acceptance, Self-appreciation, Self-belief, Confidence, Self-love, Self-respect, Self-esteem, Self-worth Gratitude, Satisfaction, Respect (for individuality), Humility, Responsibility, Empathy, Sensitivity, Caring and sharing, Generosity, Positivity & Optimism, Attitude, Determination, Perseverance, Patience, Resilience, Faith, Hope, and Trust.*

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

IV. Activities & Related Discussion

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1. Related to the poem 'Noses'

1 a. Discussion

Pose the following questions:

1. What did the girl find funny about her nose? Do you think she liked it? Why?
2. Do you think it will help her to keep thinking about her nose and how funny it looks? Why?
3. Do you find anything funny or strange about yourself? Why?
4. How does that make you feel? Why?

Follow up this discussion with the story 'The Little Fir Tree', as they are connected.

2. Related to the story – 'The Little Fir Tree'

2 a. Discussion

Pose the following questions –

1. Why did the magician believe the fir tree had been kind?
2. Why did the fir tree keep wishing for something that it was not?

3. What happened each time the tree got its wish granted? Was it finally happy? Why?
4. What did the fir tree finally realize?

Talk to the children about understanding and accepting themselves as they are. Encourage them to think about and learn more about themselves, be okay with being different from others, be confident with who they are and how they are, value what they have and have been blessed with, and adopt a mind-set of gratitude.

Help them understand that self-acceptance is the ability to accept ourselves as we are instead of how we wish we were, or how we wish others perceived us. Tell them that when we accept ourselves, we don't worry about what others think of us. Moreover, we are able to accept all aspects of ourselves – not just our strengths but our limitations too. We stop critical self-judgement and embrace a more positive attitude and compassion for ourselves. Help them understand how such a mind-set can bring about greater happiness and peace as we shift from doubt and shame to tolerance, forgiveness, acceptance, confidence and trust.

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

Touch upon the values of self-awareness, self-acceptance, self-appreciation, self-belief, confidence, self-love, self-respect, self-esteem, self-worth, gratitude, satisfaction, respect (for individuality) and humility.

2 b. The Reflection in Me (Animation)

https://www.youtube.com/watch?v=D9OOXCu5XMg 3 min 42 sec

Pose the following questions

1. Whose reflection was seen in the mirror?
2. What was the reflection in the mirror telling her each time? What kind of statements and words does she use?

3. How did these statements make the girl feel?
4. Was the reflection a separate person? Whose thoughts were they?
5. What does this tell us? How should we see ourselves and talk to ourselves (self-talk)?
6. How would self-appreciation and positive self-talk help us? Why should we be kind and compassionate to ourselves?

2 c. Who I Am ....

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

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

Guide the children by giving them a few examples.

2 d. Word Challenge – Crossword Puzzle

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

Topic: ***I am thankful for my....***

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

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

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

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

The topic however would remain the same.

3. Related to the Exercise on Adjectives

3 a. Discussion

Recap what was discussed in relation to adjectives in Unit 1.

4. Related to the Exercise on Punctuation

4 a. Discussion

Have three students take on the roles of words of a sentence - **That was lovely**

Have four other students take on the roles of the four most common punctuation marks. (**.,?!**)

The three words (students holding word cards) have to stand horizontally indicating a sentence. The sentence will not have any punctuation.

Ask the students how it appears – Does it make sense? *(Yes)* Does it seem complete? *(No)* Does it have any impact? *(No)*

Now have the punctuation marks come one at a time and take their position. Each time, the first two students will say their word (That and was) in a normal way, while the third word (lovely) will keep saying the word as per the punctuation mark that comes after it. (*Intonation*)

Have the **full stop** (student holding the card with punctuation mark) come quietly and take its place at the end of the sentence. All the three words will intone normally.

Ask the same questions (as above) – the responses would be – Yes, Yes, fairly.

Now have the full stop change its position and stand somewhere else in the sentence.

That was. lovely

Ask them what the position change did to the sentence..

(Every punctuation mark has a specific position in a sentence that it has to be in, if the sentence has to make sense)

Next, let the **question mark** go quietly and take its place at the end of the sentence. This time, the first two words will be intoned normally and the last word will be intoned to imply a question.

Ask the three questions.

Then have the **exclamation** mark go quietly and take its place at the end of the sentence. The first two words will be intoned normally and the last word will be intoned to imply excitement.

Question.....

Finally, the **comma** can go take its position quietly at the end of the sentence. Now the first two words will be intoned normally and the last word will be intoned to imply a pause. It will seem as if there's something more to the sentence…. as if it's incomplete.

Question....

Through this exercise, the students may be made aware –

1. That the punctuation marks may be really small and almost negligible in size and visual impact; they are very simple, yet they have the power to make an impact in a sentence. Despite that power, they don't stand out or make their presence felt loudly. (compare it to not boasting or making loud declarations) They help the sentence quietly.

   We too as human beings can try to be like the punctuation marks – help others and do our work; make a difference or create an impact – quietly. We must be simple and humble.

2. That the sentence could not exist; did not have meaning and a sense of wholeness without the punctuation mark. The sentence thus needs the support of the punctuation marks.

   Similarly, we (like the sentence) cannot form our identity (who we become) without the help and support of important people in our lives – our parents, teachers, other family members, and all that they teach us (life lessons, values, culture, traditions) to make sure that we live our life properly and grow…. Thus, we have to understand their role in and impact on our life and thank them (gratitude) and give them the respect they deserve.

4 b. Story

Stories are a great medium to drive home to children, important concepts, ideas and life lessons. In an engaging and non-threatening way, stories draw children's attention to the essential and help them grasp and make sense of the abstract.

Narrate the story below, to the students and encourage them to engage in active discussion of the same, thereafter.

I AM

In the heart of a village, stood a tall, majestic tree. The trunk stood huge and sturdy, its branches thick and strong – spread out in splendour, bursting with leaves, the prettiest of green.

The tree swayed its head to the tune of the breeze, rustling its leaves gleefully.

Just then, an owl flew and perched upon its branch, settling itself for a good day's rest.

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

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

"What? What?" sputtered the owl in bewilderment.

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

The owl puffed in indignation and fluttered his feathers. He had been about to slip into a nice dreamy sleep. The tree continued to ramble.

"I have the thickest branches and my leaves provide the best cover. I doubt any other tree can match what I offer. Why even the village folk love me the most."

"Is that so?" muttered the owl.

The tree went on, failing to pick up on the owl's disinterest.

"Oh yes! Surely you must have noticed how all the villagers love to come and gather at my feet to unwind and rest between spells of their tiring work or to catch up on the village news. As for the children! How they love to race around me and scramble upon my shoulders! They spend hours playing, hiding or dreaming away upon them.

"Hmmm", responded the owl, non-committedly.

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

"You seem to have forgotten to mention your roots", offered the owl, sardonically.

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

Hearing this, the owl could no longer stay quiet. He sat up tall and said to the tree – "Would you like to know what I think?"

"Sure" replied the tree, "you're the wise one. No doubt you agree with me."

"Well, that's the thing," said the owl, "I don't really."

"Oh" said the tree, taken by surprise.

"Let me put that differently," said the owl. "I do agree with you, that you are indeed a fine specimen of a tree. You are rather majestic and grand, but I do not agree, that you are the only tree that's grand. All the trees in the village are grand in their own way and all of them are of help in some way or the other to the villagers, and the creatures that depend on them. All do not have to be extraordinary or spectacular to have something to offer. It is not the grandness of what you offer that matters, but that, despite not having much to offer, you still offer a part of yourself. What matters is, with what intention you offer what you have."

Hearing the owl's words, the tree frowned. The owl however continued.

"As for believing that your roots aren't important....I'm surprised that you have not considered that your nourishment comes from your roots. Would you be able to survive

without it? And have you forgotten- The very reason that you are standing so tall and proud, is because of the strong foundation and support of your roots?"

The tree now lost its frown and began to look ashamed. It swayed its head low. Seeing that the tree was truly listening to him, the owl decided to guide it further.

"Always remember tree, you are who you are because of all that helped you to become that way. You wouldn't be here today, if it weren't for your parent, for the seed it gave from which you grew. If it hadn't been a good seed, you wouldn't have had the chance to grow into such a majestic tree. If it weren't for the help of the soil, water, air, and the sun, you wouldn't have had the ability to grow like this. You have been supported all along in your growth, tree. Do not make the mistake of disregarding the role that others have played in your life. You will not grow smaller or less capable if you acknowledge that and respect it."

Listening to the wise old owl's words, the tree began to realize the folly of his ways.

"I now see the wisdom of your words, owl. I had got really proud and vain. I was wrong.... Thank you for showing me the error of my ways and guiding me."

The owl, seeing that the tree truly felt sorry, gentled his voice and answered- "You're good at heart, tree. Though you'd been helping others earlier for selfish reasons, you have it in you to think beyond yourself. As someone wiser once said, "Humility is not thinking less of yourself, but of thinking of yourself less."

[Priya Cibi - Original Story]

Questions for Reflection

1. What kind of behaviour was the tree engaging in?
2. What does this tell us about the tree's character?
3. What was the tree boasting about?
4. Why did the tree feel that everybody loved it?
5. Which parts of itself did the tree have high regard for?
6. Which part of itself, did it not have much value for? Why?
7. What did the owl tell the tree about its tendency to compare itself to other trees, and- its belief that it was the best among all the trees in the village?
8. What are the two important things to consider when helping others?
9. What did the owl remind the tree about its roots?

Like the tree, we too have roots that help us in our life. Look at the key words - nourishment, survive, foundation and support – and think who or what gives us these in our lives? With what attitude must we approach them? *(Respect, gratitude, love, compassion….)*

10. Did the tree grow so majestic on its own? What all were responsible for its growth? Besides our parents, other family members, teachers, and close friends, what else has helped us in our growth? *(Culture, traditions, environment, nature….)*
11. *"You will not grow smaller or less capable if you acknowledge that and respect it."* What did the owl mean by this? Which value was the owl trying to teach the tree?
12. *"Humility is not thinking less of yourself, but of thinking of yourself less."* What did the owl want the tree to understand?

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

5. Related to the Exercise on Opposites

5 a. Discussion

Ask the children what they understand of the word 'opposite'…encourage them to recollect what was discussed in grade III. (It 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'sshoes or understand how it would feel to be treated badly. Placing oneself in someone else's shoes is the essence of tolerance.

5 b. We Make the Rainbow! - Celebrating our Differences

Ask the children to draw and colour a rainbow with just one colour; any colour of their choice. Ask them:

- How does their rainbow appear to them? Does it look and feel as striking as an actual rainbow? Why? - Which rainbow would they prefer?

Now tell them to draw an actual rainbow and observe the difference that each separate colour makes to the whole rainbow.

Explain to them that the world is like the rainbow; the colours, the different kinds of people. Just as the rainbow appeared less striking and less interesting in just one colour, the world too would be a rather dull and less interesting place, if all the people were exactly alike. It is the differences among people that add to the beauty of the human race and the world we live in. When all of us come together in harmony, we become like the rainbow.

Tell them to look around them at their classmates and think of all the ways in which they differ from each other. Ask them to jot down these areas (Physical differences, personalities, language and culture, interests and hobbies, etc…and how these differences could prove to be a positive and a helpful thing for everyone in the class.

Now ask them to write an essay on the topic - *We Make the Rainbow! - Celebrating our Differences.* (Give this as an assignment)

6. Related to the Exercise on Prefixes

6 a. Discussion

Make the children aware of the idea that the meaning of a word changes, depending on how it is formed. Show different examples of words with and without the prefixes 'un' and 'im' before them (the root word). Once the children have understood the concept of a prefix and how the addition of the same, changes the nature and meaning of the word, help connect this to the concept of creativity.

Show them a Pepsi/Coke bottle. Poke holes in the cap. Now this bottle can serve as a water sprinkler for the plants in the garden. Show them how it could be used. By adding one element – the holes in the bottle cap - the function of the bottle changed.

Discuss / Show them a few more examples..... Tell them that this is Creativity..... Just as the meaning of each word changes into something totally different by adding the prefixes -'un' and 'im'.

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…

You may take up this discussion further when doing any of the creative exercises given in various lessons of the text. Or if time permits, you may choose to engage the children in any creative activity that involves creative thinking and creative problem solving.

7. Related to the Exercise on Capitalization

7 a. Discussion

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

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

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

7 b. Animation – Self-Discipline

https://www.youtube.com/watch?v=rEQLl93R4KY 1 min 31 sec

Stop the video at the end of each slide. Discuss the point mentioned and give examples to help them understand the ideas better. Ask them to share real examples from their lives too, of moments when they have shown self-discipline / self-control in different situations.

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.

7 c. Reflection on a Poem

Revisit this poem that was discussed with them in the previous grade too. This time, let the children explain what they gathered from the poem &/or recollect from the earlier discussion.

How I Act

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

Priya Cibi [Original Poem]

This could be made into a song too.

Give them plenty of examples so that they are able to connect it to their own experiences.

Encourage them to ask questions and to share their thoughts. Have them learn it if possible.

V. Assignments

1. A Conversation with Me

Ask the students to imagine a conversation with their reflection. They have to create a script/ write a dialogue between them and their reflection.

2. Letter to Myself

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

3. Craft Fun

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

4. Acts of Simplicity

Encourage the students to reflect on how they could be like the punctuation marks – simple and radiating true beauty.... Ask them to discuss in fours (group work) and make a list of 'Acts of Simplicity.' One person from each group could come forward and share the ideas on their list.

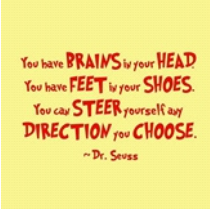
5. Essay Writing

Ask them to write an essay on the topic - *We Make the Rainbow! - Celebrating our Differences.*

6. No to That!

Provide them a worksheet with the image below (Ask students what it could mean;

it to them) and 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.



Source: https://in.pinterest.com/pin/235735361718886969/

They could put this sketch up in a place they can keep looking at it; it would serve as a reminder to them to be aware of their impulses and curb it.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

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://topteachingtasks.com/creative-thinking-activities-for-students/

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

http://livingvalues.net/simplicity

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

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

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.yourtherapysource.com/blog1/2017/05/16/games-practice-self-regulation-skills/

Unit 3

Run! (Poem)
Question Words (Grammar)
Nasruddin's Aim (Story) / Conjunctions (Grammar)

Topic	Values / Life skills integrated & imbibed	Activities
Run! (Poem) Question words (Grammar) Nasruddin's Aim (Story) Conjunctions (Grammar)	**Core Values considered :** Appreciation (of nature), Health, Attitude-Curiosity, Humility and Inner Harmony **Other Sub-Values:** Gratitude, Respect, Responsibility and Accountability, Empathy, Sensitivity, Caring and sharing, Compassion, Self-awareness, Self-love, Patience, Determination, Perseverance, Humility, Attitude, Honesty, Positivity & Optimism, Resilience, Faith, Hope, and Trust. **Life skills:** Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Self-regulation, Problem-solving, Planning & execution and Generalization.	1. Related to the poem 'Run!' a. Discussion b. Video- Children and Nature c. Importance of Exercise 2. Related to the exercise on Question Words a. Discussion b. A Silent Short Film "Life" c. Pictures on Good & Bad Attitude 3. Related to the story – 'Nasruddin's Aim' a. Discussion b. Story – The Boastful Girl + Essay Writing Activity 4. Related to the exercise on Conjunctions a. Discussion (Recap) **Assignments** 1. Project 2. Reflection on a Quote 3. Poster Work

Materials / Resources needed

Facility & Equipment to play the Videos

Pictures (refer Activities)

Posters (refer Assignments)

Description (of the points of discussion)

Through this unit, help students understand the following:

- Nature is important and is beneficial/essential for our physical mental health. We must respect it, be grateful, and protect and conserve it to the best of our ability.
- Exercise is very important for our health and well being.
- Questions are the effect of curiosity, and have the power to change our lives. The questions we choose to pose will determine our thoughts and actions.
- By asking questions, we naturally improve our emotional intelligence, which in turn leads us to ask better questions.
- The right attitude will guide us to think of and ask more effective questions which in turn would bring about purpose and action in the right direction and thus more meaning into our lives.
- Humility is the opposite of pride; essentially thinking of oneself less (not less of oneself). It is the ability to consider others before oneself.
- Respectfulness, kindness, generosity, compassion, patience — humility includes all these qualities.
- It is a mark of humility and integrity to admit when we don't know something, and admit our mistakes when wrong and apologize for it.

Unit 3

Run! (Poem)
Question Words (Grammar)
Nasruddin's Aim (Story)
Conjunctions (Grammar)

Core Values: *Appreciation (of Nature), Health, Attitude of Curiosity, Humility, and Inner Harmony*

I. Introduction

In Unit 3, the poet in the poem *'Run'* urges the reader to run away from the city to the country; run across the countryside and experience nature's bounty and beauty. She gives the idea of a better environment in the country than in the city. The country air is fresh and invigorating and running in such an environment will improve one's physical and mental health.

As part of the reflection and discussion for this poem, you may touch upon the values of Appreciation (of nature; the problem of environmental degradation in the cities), as well as Health (the importance of taking care of it). Discuss how nature can influence one's physical and mental health.

The exercise on *'Question words'* may be used to introduce the children to the value of the Attitude of Curiosity.

"We live in the world our questions create." - David Cooper rider

There is a wealth of meaning in this single sentence. Questions are the effect of curiosity, and have the power to change lives. The questions we choose to pose will determine our thoughts and actions.

Questioning is a uniquely powerful tool for unlocking value in life. It spurs learning and the exchange of ideas, it fuels creativity, innovation and performance improvement, it builds rapport and trust among people, thereby improving interpersonal bonding. By asking questions, we naturally improve our emotional intelligence, which in turn leads us to ask better questions.

One's *'attitude'* to a large extent, determines the kind of questions one would ask, if at all one does ask them. The right attitude guides one to think of and ask more effective

questions which in turn would bring about purpose and action in the right direction and thus more meaning into the person's life.

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

This is the key message that the students need to understand and begin to imbibe.

The story *'Nasruddin's Aim'*, is about a man Nasruddin who boasts about his archery skills to his friends. One of the friends promptly gives a bow and arrow and asks him to demonstrate his prowess. Nasruddin is unable to hit the target, but instead of admitting that in truth he is not as skilled as he claimed to be, each time he missed the target he stated that he was demonstrating someone else's skill. When finally he did succeed, he triumphantly declared that that was his aim.

The story lends an opportunity to develop further, the children's understanding of the value of *Humility.*

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

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

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

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

The world today is growing more and more selfish and the focus on 'I' is increasing day by day. In such times, learning and adopting the value of humility can be a peaceful counterbalance to help children remain kind and grounded.

The exercise on *Conjunctions* may be used to revisit the value of inner harmony as covered in unit 1.

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 – Run!, and the story – Nasruddin's Aim.
2. Attempt understanding and responding to simple literal comprehension questions as well as understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.
3. Develop and enhance their reading, vocabulary, and spelling skills.
4. Develop their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, & conceptual awareness.
5. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
6. Enhance their appreciation of, respect and gratitude for nature; need to conserve and protect it.
7. Understand nature's influence on our health- both physical and mental.
8. Understand why Curiosity as an attitude and the skill of Questioning is important in life and the connect between questions and life.
9. Develop awareness of the different types of questions and when they could be used and learn how to frame reflective questions based on situations.
10. Understand and reflect upon the concept of 'attitude' in relation to thoughts and action and its impact on one's life.
11. Understand the role of self-questioning in keeping one's attitude in check; what kind of questions could be asked for the same.. and apply that learning in framing questions based on situations by engaging in self-introspection.
12. Understand the benefits of adopting and embracing humility in both thought and action & ways to cultivate the value of humility.
13. Enhance their understanding of inner harmony.
14. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

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, 4a)

↓

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

↓

1.
Video- Children and Nature
Refer 1 b.
Value – Appreciation of nature

2.
Importance of Exercise
Refer 1 c.
Value – Health

3.
A Silent Short Film "Life"
Refer 2 b.
Value – Attitude of Curiosity

4.
Pictures on Good & Bad Attitude
Refer 2 c.
Value – Attitude of Curiosity

5.
Story – The Boastful Girl + Essay Writing Activity
Refer 3 b.
Value – Humility

↓

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

↓

1.
Project

2.
Reflection on a Quote

3.
Poster Work

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), Health, Attitude of Curiosity, Humility, and Inner Harmony*** *with other inherent values like Gratitude, Respect, Responsibility and Accountability, Empathy, Sensitivity, Caring and sharing, Compassion, Self-awareness, Self-love, Patience, Determination, Perseverance, Attitude, Honesty, Positivity & Optimism, Resilience, Faith, Hope, and Trust.*

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

IV. Activities & Related Discussion

1. Related to the poem 'Run!'

1 a. Discussion

Pose the following questions:

1. Where does the poet ask us to run away to? Why? What does the country offer?
2. Why do you think the poet is suggesting that we run away from the city? How do you feel when you see such a situation in your city?

   (Discuss the problem of environmental degradation in the cities)
3. Is there anything we can do to make it better in the city? Why do you think we should? What would you do?

   (Talk about appreciating nature, as well as the importance of taking care of it. Encourage them to come up with suggestions and share their ideas.)
4. Do you think running is good for us? Why?
5. Do you think being surrounded by nature is good for us? Why?

   (Discuss how nature can influence one's physical and mental health.)

   Then show them the short clip below.

1 b. Video- Children and Nature

https://www.youtube.com/watch?v=irdTDeXOb98 1 min 56 sec

Ask the children-

1. What all are the children doing? How are they spending time in nature?
2. What emotions can you see on their faces as they spend time in nature?
3. How do you feel when you are in the midst of nature?
4. Do you spend any time in nature? What do you do then? / What kind of activities do you engage in outside in nature?
5. All the activities that the children were doing provide exercise to their body in some way. How do you exercise your body daily?

1 c. Importance of Exercise

https://www.youtube.com/watch?v=Kv0zl2t--tw 3 min 2 sec

Discuss the important aspects and encourage them to share their thoughts on the same.

2. Related to the Exercise on Question Words

2 a. Introductory Activity : Riddle and Discussion

Pose this riddle to the students.

I make you think.
I make you really curious
When you need an answer to something
I am what you ask
What am I? Answer : Question

Discussion: Ask the students -

1. What does the word curious mean?
2. What are you'll curious about?
3. When else do we ask questions? Is it only to learn new information?

Once you lead students through the discussion to connect questioning to problem solving show them the short film.

2 b. A Silent Short Film "Life"

Source: https://www.youtube.com/watch?v=mWZ6b_I-Djg 2 min 13 sec

Through the discussion, bring students' attention to how the boy in the film does not get upset or frustrated at the situation before him. Nor does he show a 'don't care' attitude and wade through the water. He stops to observe, analyse the situation, poses questions in his mind as to what could be done, looks around him and thinks of options and possible solutions and finally hits upon an idea, one that is so simple and effective.

Focus on the attitude of the child, the skill of questioning and the outcome.

2 c. Pictures on Good & Bad Attitude

The intention of this activity is to show students, through concrete depiction of situations, how actions could be negative or positive…. and how actions are determined by how and what we think…

Show the pictures to the students. Ask what is happening in each picture… Bring to their attention that these pictures show how the children think (good thoughts / unhelpful thoughts), and act (negatively / positively). Help them understand that this is their 'attitude'.

Ask - Is the child's behaviour showing good attitude or bad attitude? (The first picture that appears each time reflects bad attitude.) Then ask them - What could be the alternative behaviour or action ? Let the students reflect and come up with suggestions…. then show them the picture reflecting a positive attitude

Discussion

Explain to them, that in any situation, we can act in different ways - negatively or positively. How we choose to act shows our attitude. It will always help if we stop and think about our actions and ask ourselves some important questions.

- What should I do in this situation?
- How can I help ... (my friends, my parents….)?
- Am I behaving in the right way?
- Will my behaviour / actions hurt anyone?

EXAMPLES

The themes that the pictures are based on could form the scope of discussion. Show them how in each situation asking themselves certain questions, could help them take the right decisions and act appropriately … thus developing and maintaining a good attitude.

Here in the examples, the pictures chosen depict the following:

Pic. No.	**Depiction (Negative action …. bad attitude)**	**Depiction (Positive Action… good attitude)**	**What questions can I ask myself**
1	Teasing, Bullying, Exclusion, Discrimination	Acceptance, Inclusion, Compassion, Respect, Equality	**How** will my actions affect others ? **How** can I be a good friend ? **What** would my behaviour tell about me ? **What** can I do to help others ? **Who** can I help ? **Why** will my actions to help matter? **Where** do I see a lot of teasing / bullying ?

2	Cruelty to animals (troubling or harming them)	Kindness to animals	**Why** should I help animals? **What** can I do for the animals? **How** can I spread awareness about animals and their needs? **Where** can I go to volunteer my help? **Who** can I ask for information/guidance about animals?
3	Not sharing, Selfishness	Sharing , Caring, Compassion	**Why** should I share? **How** would the other person feel if I don't share? **What** do I feel when I share? Why? **When** would it be okay not to share? **Who** can I share with?
4	Littering, Disregard for the environment, Irresponsible acts	Cleanliness, Caring for the environment, Responsibility	**Why** should I be responsible ? **What** will happen to the place if I litter? How can my actions affect others? **What** can I do create awareness about the importance of a clean environment?
5	Destroying things, disrespect for property and disregard for others' feelings	Respecting & taking care of things, considering others feelings	**Why** should I respect others property? **What** would it feel like if someone destroyed something of mine? **How** can this message be spread to the public?

3. Related to the story – 'Nasruddin's Aim'

3 a. Discussion

Pose the following questions –

1. What did Nasruddin boast about? Was it a fact?
2. Even though Nasruddin had made a false claim (not told the exact truth), how was his attitude when his friend asked him to prove his skill?
3. How did Nasruddin hit the target in his third attempt? Was it really his skill or pure luck?
4. How did Nasruddin turn the situation into appearing like he had control over it?
4. If luck had not favoured Nasruddin, what would have happened to him?
5. Is it helpful to boast? Why?

Talk to the children about the value of humility. Help them understand what humility looks like in daily life; living a simple and honest life, being sensitive and empathetic to the feelings and needs of those around them, being confident without being arrogant or boastful and respecting others while maintaining self-respect. Explain to them that it is a mark of humility and integrity to admit when they don't know something or admit their mistakes when wrong and apologizing for it. Mature responses to accomplishments and a sense of gratitude need to be encouraged.

3 b. Story – The Boastful Girl + Essay Writing Activity

https://www.youtube.com/watch?v=xGmsR5qr3s8 3 min 32 sec

Have the children reflect on the important elements of the story, and this would apply in their daily lives.

Later as a wrap up activity, ask them to write a short essay on 'The Value of Humility' as they have understood it.

4. Related to the Exercise on Conjunctions

4 a. Discussion

Recap what was discussed in relation to conjunctions in Unit 1.

V. Assignments

1. Project

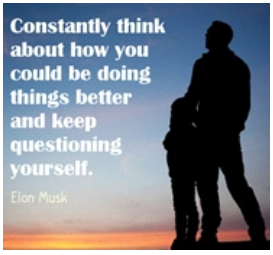
Ask the children to do a project on 'Conservation of Green Zones in My City'. Give them an idea of what the topic is about. They have to find information of the green zones in the city – parks / jogging tracks / nature trails / hills / forested area / lake / etc…. How many, where, their unique aspects… and how these could be conserved. If there are no green zones, they could suggest the development of such zones in their city, justifying their purpose. Give them the freedom to develop the project in any way they like. They could – do the project on a chart, a scrap book, give a speech in class about it, etc.

2. Reflection on a Quote

Put up the poster given below in the classroom. Ask the students to come up with a creative piece based on this quote. It can be an essay, a story, or a script for a drama.

3. Poster Work (*based on the skill of questioning*)

Put up the poster given below in the classroom / Write the quote on the blackboard. Ask the students what they as a class could do better. Ask them to come up with the different areas in which they could make a difference in class/school. Once the areas have been decided, divide the class into smaller groups and ask each group to create a **picture collage / poster** which would reflect their ideas. Each area could have a main question written above, as a heading. (Area: Friends ; Question: How can we be a better friend? / Area: Discipline: Question: What can we do to improve the discipline in our class?)



Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

1. The Health Benefits of Nature
   https://www.youtube.com/watch?v=56E_sCaRhkc
2. The Value of Asking Questions - Karen Maeyens - TedxUFM
   https://www.youtube.com/watch?v=aZIuAQw8RA4

https://medium.com/independent-thinkers/a-pedagogy-of-questionning-6f4b57e1082d

https://www.teachingkidsbusiness.com/resources/skills/foundation/attitude/

https://www.psychologytoday.com/us/blog/the-edge-peak-performance-psychology/201411/attitude-curiosity

https://psychcentral.com/blog/the-importance-of-developing curiosityhttps://psychcentral.com

/blog/the-importance-of-developing-curiosity

https://recoveringengineer.com/resolving-conflict/develop-an-attitude-of-curiosity/

https://mindfulminutes.com/embracing-curiosity/

https://www.ted.com/talks/richard_turere_my_invention_that_made_peace_with_lions#t-7842

http://livingvalues.net/simplicity

Unit 4

Why (Poem) / Alice in Wonderland (Story)
Opposites (Grammar) / Word Order (Grammar)
Compound Words (Grammar) / Contractions (Grammar)
Homophones (Grammar)

Topic	Values / Life skills integrated & imbibed	Activities
Why (Poem) Alice in Wonderland (Story) Opposites Word order Compound words Contractions Homophones (Grammar	**Core Values considered :** Attitude-Curiosity, Tolerance, Inner Harmony, Unity, Simplicity and Self Realization **Other Sub-Values:** Knowledge, Respect, Responsibility and Accountability, Empathy, Sensitivity, Caring and sharing, Compassion, Kindness, Self-awareness, Self-love, Patience, Gratitude, Attitude, Positivity & Optimism, Resilience, Faith, and Trust. **Life skills:** Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Self-regulation, Problem-solving, Planning & execution and Generalization.	1. Related to the poem 'Why' a. Discussion 2. Related to the story – 'Alice in Wonderland' a. Discussion b. What's Your Question? - Worksheet 3. Related to the exercise on Opposites a. Discussion (Recap) 4. Related to the exercise on Word Order a. Discussion b. Watch Your Thoughts (Learning About Our Thoughts) 5. Related to the exercise on Compound Words a. Discussion b. Reflection on a Group Project 6. Related to the exercise on Contractions a. Discussion b. Choose the Simple 7. Related to the exercise on Homophones a. Discussion b. Drawing Activity with Reflection – Inside Out **Assignments** 1. One Curious Question 2. This is Me! - Scrap Book Journal (Worksheets) Or Unique Me

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:

- Our thoughts, emotions and actions are interconnected and inner harmony may be achieved only when there is harmony between them.
- To attain inner harmony, the goal would be, to become more self-aware, understand oneself better and learn the skills to build a positive relationship with oneself.
- To attain inner harmony, the most important thing is to learn to recognize one's thought patterns and change one's mindset from a negative mindset to a growth mindset / positive mindset.
- Each of us as individuals must come together in unity and create a whole new beautiful world.
- We must learn to live simply by doing away with unnecessary things. 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.
- Following the 4 R's will help us practice Simplicity in our lives– Remove, Reduce, Reuse, and Recycle.
- Even if we wear different clothes, change our appearance etc., we are still the same within. Who we are, does not change.
- Before we can understand the world, we must understand ourselves. Through self-awareness we can attain self-realization
- 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.

Unit 4

Why (Poem)
Alice in Wonderland (Story)
Opposites (Grammar)
Word Order (Grammar)
Compound Words (Grammar)
Contractions (Grammar)
Homophones (Grammar)

Core Values: *Attitude of Curiosity, Tolerance, Inner Harmony, Unity, Simplicity and Self-Realization*

I. Introduction

In Unit 4, the poem *'Why'* is about a little boy who is extremely curious and has queries in his mind about anything and everything! He poses question after question beginning with 'Why'…. Some, others are able to answer and some are such that no one has been able to figure out yet.

The story *'Alice in Wonderland'*, is about a little girl who chances upon a white rabbit. She finds him to be unique and interesting & out of curiosity follows him down a rabbit hole. The story describes all the fascinating things she sees.

Both the poem and the story touch upon the value of *Attitude (of curiosity)*. They provide an opportunity to recap what was discussed in unit 3 with regard to this value.

Revise the value of tolerance, as covered in unit 2, with the exercise on *Opposites.*

The exercise on *Word Order* may be used to revisit the value of *inner harmony.*

A sentence comes *together* meaningfully and harmoniously as a whole only when the words within are in the right order in relation to each other and all other related elements (punctuation, capitalization, word usage - meaning in context etc. are appropriate). Any 'error' in any aspect of the sentence would lead to 'disharmony' within the sentence.

This analogy could be used to help the students understand the interconnections between our thoughts, emotions and actions and how inner harmony may be achieved when there is harmony between them. To attain inner harmony, the goal then would be,

to become more self-aware, understand oneself better and learn the skills to build a positive relationship with oneself.

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 exercise on *Contractions* is a good topic to enhance their understanding of the value of 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.

Through the exercise on *Homophones,* the value of *self-realization* may be explored further.

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 – Why, and the story – Alice in Wonderland.
2. Attempt understanding and responding to simple literal comprehension questions as well as understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.
3. Develop and enhance their reading, vocabulary, and spelling skills.
4. Develop their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, & conceptual awareness.
5. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
6. Enhance their understanding of the importance of maintaining an Attitude of Curiosity.
7. Enhance their understanding of the importance of being tolerant.
8. Enhance further their understanding of the value of inner harmony.
9. Reinforce the benefits and need for unity.
10. Understand the benefits of adopting and embracing simplicity in both thought and action & ways to cultivate the value of simplicity.
11. Enhance their understanding of self-realization.
12. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

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, 4a, 5a, 6a, 7a)

↓

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

↓

1.
Worksheet – What's Your Question?
Refer 2 b.
Value – Attitude of Curiosity

2.
Role Play (Senty & Senta)
Refer 4 a.
Value- Inner Harmony

3.
Watch Your Thoughts (Learning About Our Thoughts)
Refer 4 b.
Value –Inner Harmony

4.
The Secret Ingredients for Inner Harmony (Worksheet)
Refer 4 c.
Value –Inner Harmony

5.
Reflection on a Group Project
Refer 5 b.
Value – Unity

6.
Choose the Simple
Refer 6 b.
Value – Simplicity

7.
Drawing Activity with Reflection – Inside Out
Refer 7 b.
Value – Self-Realization

↓

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

↓

1.
One Curious Question

2.
This is Me! - Scrap Book Journal (Worksheets) Or Unique Me

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

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

The ***core values*** being considered are ***Attitude of Curiosity, Tolerance, Inner Harmony, Unity, Simplicity and Self-Realization*** with other inherent values like Knowledge, Respect, Responsibility and Accountability, Empathy, Sensitivity, Caring and sharing, Compassion, Kindness, Self-awareness, Self-love, Patience, Gratitude, Attitude, Positivity & Optimism, Resilience, Faith, and Trust.

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

IV. Activities & Related Discussion

1. Related to the poem 'Why'

1 a. Discussion

Pose the following questions:

1. How has the boy been described in the poem?
2. Are you curious by nature? Why do you say so?
3. What kind of questions does the boy ask?
4. What kind of questions do you have in your mind? How could you obtain answers to them?

2. Related to the story – 'Alice in Wonderland'

2 a. Discussion

Pose the following questions –

1. Why did Alice follow the rabbit?
2. How would you describe Alice?
3. What all did Alice discover because she was curious?
4. Have you ever given into your curiosity? What was your experience?

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

Once the text related discussion is completed of both the poem and the story, recap what was discussed in Unit 3 about the Attitude of Curiosity. Then follow it up with the activity below.

2 b. Worksheet – What's Your Question?

Give them a worksheet in which the children have to list down at least five questions that they would like to get answers to.

They may then be encouraged to consider different options to get obtain the answers like-

- ask their parents / any adult
- get information from the internet
- refer relevant books
- find out through direct experience / experiment / practical approach

Have them share their experiences and what they learnt from the exercise.

3. Related to the Exercise on Opposites

3 a. Discussion

Recap what was discussed in relation to conjunctions in Unit 1.

4. Related to the Exercise on Word Order

4 a. Role Play (Senty & Senta) **and Discussion**

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

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

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

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

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

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

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

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

Senta: Oh… that is indeed a difficult situation.

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

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

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

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

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

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

Senty: Yes please, Senta.

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

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

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

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

Aspects in the play → **In real life**

Sentence Characters	=	People
Words	=	Thoughts

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

Questions for reflection:

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

Tell them that sometimes we too lose many opportunities because we let our thoughts rule us. Ask them - Can you think of examples of such situations and the thoughts that affected your decision?

Give the following examples for students to understand what is expected. Eg:

Opportunity: to take part in a singing competition.

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

Emotions: Fear, doubt….

Action: avoidance; does not take part.

7. What did Senta suggest to Senty? What did Senty find out?

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

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

1. A sentence can make sense and have meaning only if all the words in the sentence are in the right order and whatever punctuation we need to put is added. If this order is incorrect then the sentence doesn't feel okay. (like we saw in Senty's case) This state of 'not okay' is disharmony.
2. We are like the sentence. We too have words in our head, called thoughts. When our thoughts are all jumbled up or muddled up we feel confused, lost, frustrated or upset like Senty in the play. We also gathered that our thoughts affect our emotions. When we feel all these emotions, we react according to them i.e. our actions will be based on our thoughts and emotions. We feel a state of disharmony within us.

So, the most important thing is to understand and deal with our thoughts.

4 b. Watch Your Thoughts

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

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

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

Learning about Our Thoughts

https://www.youtube.com/watch?v=HHm5DzlU9as 4 min 13 sec

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

4 c. The Secret Ingredients for Inner Harmony

Prepare a worksheet. Draw/Print an outline of a person. Within the outline, fill in letters like a crossword puzzle. The key words to be found and circled will be UNDERSTAND, ACCEPT, VALUE, and GRATITUDE for self. Creating the puzzle within the outline of a person will help them subconsciously register that ultimately the key to harmony is within us.

Below as **clues**, give the following:

U_____ self

A_____ self

V_____ self

G_____ for self

Hand over the worksheets to the students and ask them to find the secret ingredients for inner harmony with the help of the clues provided. You may provide further clues if needed.

Once all of them find the words, discuss each aspect with them to ensure clear understanding of the same, through reflection.

5. Related to the Exercise on Compound Words

5 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.

Ask them to recollect what they had done and discussed with regard to unity in grade III.

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.

Ask them-

1. What does it mean to work together?
2. Do you believe being unified and working together with others can bring about changes? How?
3. Can you think of some positive changes that could be brought about in the class and their home 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.

5 b. Reflection on a Group Project

Divide the class into smaller groups. Assign any simple task to each group that would involve working together as a team. Tell the children that the goal is to complete the task given by working harmoniously as a team. Once the task is achieved, ask one volunteer to come forward and speak about the shared experiences of the team as a whole – how easy was it to work as a team, was it peaceful; did any member have a difference of opinion, what helped to achieve the goal set….? To help them along, you may pose questions and they could elaborate.

6. Related to the Exercise on Contractions

6 a. Discussion

Once the children have done the exercise from a grammatical perspective, connect it

to the value of simplicity. Re-establish the idea of 'Simple'. Ask them what they understand of the word Simple / Simplicity.

Explain to them - 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.

Help them understand how in our lives, 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.

Tell them 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.

Remind them about the 4 R's when planning to adopt Simplicity (discussed in grade III) – *Remove, Reduce, Reuse, and Recycle.* Recap what each means and how it can be done. Follow this up with the activity below.

6 b. Choose the Simple

Give them different contrasting situations. (You may read out the situations or give these to them in the form of a worksheet.)

EXAMPLE

Situation 1 – Nitya throws a birthday party for her friends in the mall. All her friends are invited for a movie followed by dinner at the pizza outlet.

Situation 2 – Maya arranges for a party at home for her birthday. She calls her closest friends and plays games, and treats her friends to delicious home cooked treats.

Ask the children - Which situation is an example of simplicity?

Give them other examples too of situations that they can relate to and choose to make a change for themselves.

7. <u>Related to the Exercise on Homophones</u>

7 a. Discussion

Once the children have revised the concept of homophones, recap 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 III, in unit 10 and in grade II, in units 1 & 6. (on self-realization)

Explain to them that self-realization is an important process through which 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. For that we must become more aware of our 'self'. When we understand ourselves better, we can relate better to others and the world. (Explain this in a simple way). Self-Realization is in short, to know oneself.

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 confidence and courage.

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

7 b. Drawing Activity with Reflection – Inside Out

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

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

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

V. Assignments

1. One Curious Question

Ask the children to think of any one unique or interesting question that they wish to get an answer to. They have to choose a method of their choice (as discussed earlier) and present the information in a project form.

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

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

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

Or

Unique Me!

Encourage the children to think of one aspect of themselves that they believe is unique, special or really interesting about them. Ask them to describe this in writing in about ten to twelve lines. They may share it in the class as time permits.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

http://livingvalues.net/simplicity

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

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

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

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

Unit 5

Don't Be Afraid of the Dark (Poem)
Contractions (Grammar) / **Homophones** (Grammar)
Hellen Keller (Story) / **Adverbs of Frequency** (Grammar)

Topic	Values / Life skills integrated & imbibed	Activities
Don't Be Afraid of the Dark (Poem) Hellen Keller (Story) Contractions Homophones Adverbs (of frequency) (Grammar)	**Core Values considered :** Fearlessness/Courage, Simplicity, Self-Realization, Hope, and Altruism **Other Sub-Values:** Confidence, Faith, Trust, Self-belief, Knowledge, Responsibility and Accountability, Self-awareness, Self-love, Patience, Gratitude, Attitude, Positivity & Optimism, Resilience, Empathy, Sensitivity, Caring and sharing, Compassion, Kindness, Respect… **Life skills:** Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Self-regulation, Problem-solving, Planning & execution and Generalization.	1. Related to the poem 'Don't be Afraid of the Dark' a. Discussion b. Reflection on Movie Clips 2. Related to the exercise on Contractions a. Discussion (Recap) 3. Related to the exercise on Homophones a. Discussion (Recap) 4. Related to the story – 'Helen Keller' a. Discussion b. Scrap-Art 5. Related to the exercise on Adverbs (of frequency) a. Discussion b. Song & Story Narration - Giving is Better… A Little Arrow Story! **Assignments** 1. Real Life Stories 2. Project : Me - 'A Ray of Sunshine' !

Materials / Resources needed

Facility & Equipment to play the Videos

Short clips from movies / Situation cards
Random waste material that can be recycled - for the scrap art activity

Description (of the points of discussion)

Through this unit, help students understand the following:

- Experiencing fear is normal; being 'fearless' doesn't mean a complete absence of fear.
- We need to first accept fear, understand how it could affect us if we don't, and then learn how to moderate and control the emotion within ourselves.
- Courage involves making good choices in the face of fear or obstacles.
- Hope is always a wish for the immediate or far future. When one hopes, one may nurture an expectation or desire that something will work out the way they wish it to.
- Cultivating hope can mean the difference between letting your circumstances bring you down and living a life that embraces goodness. An attitude of hope brings with it a positive mind-set.
- Hope can bring about miracles - by changing the present in small measures; changes, first at the thought level that translates into action that then, effects the future outcome.
- 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 our emotions and actions in a positive manner – it gives rise to positivity or optimism and the confidence to take certain decisions.
- Helping / altruism is not something one engages in once in a way; it should be a part of who we are.
- There is no limitation to how much you can help someone, how often you can help and who you can help.

Unit 5

Don't Be Afraid of the Dark (Poem)

Contractions (Grammar)

Homophones (Grammar)

Hellen Keller (Story)

Adverbs of Frequency (Grammar)

Core Values: *Fearlessness or Courage, Simplicity, Self-Realization, Hope, and Altruism*

I. Introduction

In Unit 5, the poet in the poem *'Don't Be Afraid of the Dark'* addresses a little child, telling him/her not to be afraid of the dark. He describes the night in a positive way, making it seem soothing and peaceful, and he also gives a strategy to the child to distract himself/herself from the threat of the dark.

The poem lends an opportunity to talk to the children about *fearlessness or courage*….. Of all the emotions we human beings experience, FEAR is the most powerful. It tends to latch onto a person's mind and can completely cripple one's life - taking over our thoughts and actions; changing the way we perceive the world and the way we deal with it.

Experiencing fear is normal - it is our body's natural response to any perceived threat, harm, pain or danger to ourselves. This is important for us to understand. It is also essential to realize that being 'fearless' doesn't mean a complete absence of fear. What is crucial, is to know that we need to first accept fear, then learn how to moderate and control the emotion within ourselves. We need to understand how it could affect us if we don't - lead us to make the wrong decisions, lose opportunities…. and how to deal effectively with the situations in our lives, that induce fear in us - however trivial or grave….. Help students understand and reflect upon these essential details….

The exercises on *Contractions and Homophones* may be used to recap their understanding of the values of simplicity and self-realization as covered in the previous unit.

The story *'Hellen Keller'*, is a true story about a little girl who was born healthy but due to a grave illness loses her sight and hearing. The little girl Helen begins to withdraw

into her own world and people around begin to give up. However her mother holds onto the belief that Helen is smart and that she can learn. She holds onto her hope and begins her search for a teacher for Helen. Through the teacher's insight and efforts, Helen slowly learns to make sense of the world again and begins to have hope for a more meaningful future.

This story highlights the value of *Hope*. Other values of sensitivity, empathy, compassion, respect, patience, determination, faith, trust, confidence, positivity & optimism, resilience, etc. can also be touched upon in this story.

"Once you choose hope, anything's possible." – Christopher Reeve

Hope is always a wish for the immediate or far future. When one hopes, one may nurture an expectation or desire that something will work out the way they wish it to. The expectations come with an air of confidence and desires are often laced with anticipation. Life is a mystery. To be able to able to deal with the uncertainty of the unknown, one has to learn the skill of embracing hope. Life also comes with its share of disappointments, sorrows and tragedies. In such a scenario, it wouldn't be surprising if one adopts a negative mind-set. Cultivating hope can mean the difference between letting your circumstances bring you down and living a life that embraces goodness. An attitude of hope brings with it a positive mind-set.

In a way, having hope links your past and present to the future. Whether your expectation or desire comes to fruition or not, just envisioning it can make one feel better. And if there's an element of control that possible, then hope can motivate a person to take whatever steps they need to take. Hope can bring about miracles - by changing the present in small measures; changes, first at the thought level that translates into action that then, effects the future outcome. Not only can an individual house hope within himself, he can be a source of hope for another too. Having hope is important to the very act of being a human being.

Hope is forward looking; a positive, optimistic outlook for our future, 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 our emotions and actions in a positive manner – it gives rise to positivity or optimism and the confidence to take certain decisions.

As Dr. Judith Rich writes, *"Hope is a match in a dark tunnel, a moment of light, just enough to reveal the path ahead and ultimately the way out."*

The exercise on *Adverbs (of frequency)* may be considered to impart the value of altruism.

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

Helping / altruism is not something one engages in once in a way; it should be a part of who we are. We must be wired in such a way that we constantly be alert to others who may need help, alert to ways in which we could be of service to someone… There is no limitation to how much you can help someone, how often you can help and who you can help.

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 Be Afraid of the Dark, and the story – Helen Keller
2. Attempt understanding and responding to simple literal comprehension questions as well as understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.
3. Develop and enhance their reading, vocabulary, and spelling skills.
4. Develop their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, & conceptual awareness.
5. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
6. Enhance their understanding of the value of Fearlessness or Courage.
7. Reinforce their understanding of the importance of being simple.
8. Reinforce their understanding of how self-realization can be attained.
9. Enhance further their understanding of the value of hope and how it influences one's emotions and behaviour.
10. Reinforce the benefits and value of altruism.
11. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences

III. Process & Action Plan

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, 4a, 5a)

↓

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

↓

1. Reflection on Movie Clips Refer 1 b. *Value- Courage*

2. Scrap-Art Refer 4 b. *Value – Hope*

3. Song & Story Narration Giving is Better- A Little Arrow Story! Refer 5 b. *Value – Altruism*

↓

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

↓

1. Real Life Stories

2. Project : Me - 'A Ray of Sunshine' !

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 ***Fearlessness/Courage, Simplicity, Self-Realization, Hope, and Altruism*** *with other inherent values like Confidence, Faith, Trust, Self-belief, Knowledge, Responsibility and Accountability, Self-awareness, Self-love, Patience, Gratitude, Attitude, Positivity & Optimism, Resilience, Empathy, Sensitivity, Caring and sharing, Compassion, Kindness, Respect…*

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

IV. Activities & Related Discussion

1. Related to the poem 'Don't Be Afraid of the Dark'

1 a. Discussion

Pose the following questions:

1. Who is the poet talking to/ addressing?
2. What does he tell the little child? Why does he make that statement?
3. How does the poet describe the night?
4. What advice does the poet give the child to distract his mind / take the mind off his fear of the dark?
5. Why do the nights feel more peaceful than the day?
6. Are you afraid of the dark? Why? How do you deal with this fear?
7. What do you think we need to develop to deal with any fear? – (Courage)
8. What do you think courage looks like? Can you give a few examples?

Explain to the children how of all the emotions we human beings experience, fear is the most powerful. Ask them – What happens to you when you are scared? How do you feel in your body? What all do you experience? What kind of thoughts come in your mind?

Tell them that experiencing fear is normal - it is our body's natural response to any perceived threat, harm, pain or danger to ourselves. This is important for us to understand. Help them understand that being 'fearless' doesn't mean a complete absence of fear. We need to first accept fear, and then learn how to moderate and control the emotion within ourselves.

Tell them that courage is not something that only superheroes possess. Courage can be shown by anybody and everybody on a daily basis. Courage involves making good choices in the face of fear or obstacles. It is another word for bravery. Bravery doesn't mean fearlessness; it means we do not let fear hold us back from exploring new opportunities, developing our skills, and doing what is right.

Ask them-

- What actions do you believe takes courage? Can you give a few examples?
- Who do you find courageous in your life?
- What are the different kinds of courageous acts that you have seen?
- What do you think helped these people to be courageous?

Follow this up with the following activity to help them understand this better.

1b. Reflection on Movie Clips

Select short clips from movies that show a child experiencing fear in a certain situation. Consider situations that they'd be able to relate to. Play the part that shows the child's fear. Then pause the video and ask the children, what they think would happen next. Also ask them, how they think the child could deal with his/her fear? Or, what they would do in the child's place.

Instead of movie clips you may also describe / read out different situations to the children and carry out the activity as suggested. You could also include scenarios which don't really involve courage; discuss why it is or is not an example of courage. Lead the children to discern that courage is needed in a difficult situation, where a choice must be made, and there is an element of fear or anxiety about the results of the action.

While having visual feedback will help the children to understand better, you may choose the mode of delivery as per your convenience. Help them analyse each situation and reflect deeply upon each.

Ask them-

- Have you ever had to be brave? Have you had to be brave about something this week?
- Do you think courage is needed every day or is it something more rare?

2. Related to the Exercise on Contractions

2 a. Discussion

Recap what was discussed on Simplicity in unit 4.

3. Related to the Exercise on Homophones

3 a. Discussion

Recap what was discussed on Self-Realization in unit 4.

4. Related to the story – 'Hellen Keller'

4 a. Discussion

Have you ever had a wish?
Have you ever looked forward to anything?
Have you felt calm about the future, knowing that everything will be alright?

What is that one word which means all of the above ? (wait for children to respond)

Write the word HOPE on the class board. Ask the students what they understand of the term.

Keep the discussion open ended and carry it forward based on what they share.
Further questions that could be asked-

- Is there an age limit for hope?
- Why do you think we hope?

Now, connect the actions and thoughts of the characters to the value of hope.
Pose the following questions –

1. What do we understand about Helen's mother from this story?
2. Why didn't Helen's mother give up on Helen? What did she believe? How did this belief help?
3. Why do you think Helen began to grow wild and angry very often?
4. How would you describe Ms. Sullivan, Helen's teacher?
4. How did Ms. Sullivan change Helen's life? How did her efforts affect Helen positively?
   (Explain the questions in a simplified manner if needed)

Help the children see how each of the characters was faced with different problems and challenges – Helen, her parents, her teacher… yet none of them gave up. They looked for possibilities, ways to turn their problems or challenges into something positive and through their determination, patience, resilience and strong hope, they were able to realize their goal and their wish for a better future.

Help the children understand through simple relatable examples in their own lives, how hope is forward looking; a positive, optimistic outlook for our future, how it gives us a belief that things will get better. Show them through these examples and this story, how 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 one's emotions and actions in a positive manner – how it gives rise to positivity or optimism and the confidence to take certain decisions.

Once the students have a basic idea of the concept, move ahead to the activities.

4 b. Scrap-Art

Divide the class into groups. Provide each group with different waste material (meant for recycling). Each group may be given different materials, there's no need for uniformity. Also provide each group with basic stationery.

Tell the students that with the given material, they have to build or make something creative and unique. Give them a specific time for the same. Once they are done, let each group share what they have done.

Now tell them, that the waste material that each group was presented with, are like the problems or difficult situations we face in life. Each group thus got a set of problems. It was different in each group as we do not always face the same problems or problems with the same difficulty level. What is important to focus here is that each group took on the challenge of creating something interesting and unique that they envisioned and achieved the task successfully. Despite the supposedly worthless pieces, they saw an image of what their creation would look like in the immediate future and worked towards making it a reality. Help them understand that this is the power of hope.

Building and / or making something is hopeful, because it shows children that they can change things by taking what is in front of them and working to turn it into something more…something better.

5. <u>Related to the Exercise on Adverbs (of frequency)</u>

5 a. Discussion

Once the children have understood the concept of adverbs and the idea of frequency, connect this to the value of helping. Recap what they already understand about the act of helping. (Refer the discussion done in unit 1.

5 b. Song & Story Narration

Stories and songs are an interesting and subtle medium to communicate significant messages without sounding preachy.

The following story is about a fox named Clarence who is unable to experience

happiness and goes in search of answers as to why he feels that way. He comes across other animals on the way, to whom he asks certain questions. Each animal shares its wisdom and all of them give Clarence one specific advice that could change his life….

Giving is Better… A Little Arrow Story!

https://www.youtube.com/watch?v=UdgALI_UgUg 6 min 45 sec

Let the video play once completely and ask the students to share what they feel is the main message of the song and the story.

Then play the video again, this time pausing at strategic points to activate discussion and deeper introspection with the help of the questions below.

Questions for Reflection & Discussion

1. Clarence the fox felt a sting in his heart whenever he saw someone happy.
   a) What does that mean?
   b) Why do you think he felt that way?
   c) Have you ever felt what Clarence did?

2. a) What was Clarence upset about?
   b) What could solve his problem according to him?
   c) Can you think of instances from your own life, when you too believed and felt what
   Clarence did.

3. a) How did Clarence describe Lucy, the bunny?
   b) What did she have according to Clarence?
   c) What did Clarence ask Lucy?
   d) What was Lucy's response to Clarence's question?

4. a) What was James the chipmunk well known for?
   b) What was Clarence's question to James?
   c) What was James' secret?
   d) "I have less than I want, but more than I need."
   How are these words of James, significant in our own lives?

5. **a) How did Clarence view Owen?**

   b) What question did Clarence ask Owen?

   c) "I know what you're seeking…it's something within. If you search your own heart,

   it will soon become clear…"

   These words of wisdom were what Owen shared with Clarence. What do you think Owen meant?

6. **a) Why was Willow the Beaver looking sad?**

   b) Willow was justified in feeling sad as she had no options. Do you agree with this statement? Why?

   c) 'Clarence wished he could help, but what could ***he*** do?

   How could he make Willow happy, if he was sad too?'

   Have you ever thought the same?

   How often have we lost opportunities to help someone because of such thoughts?

   d) Clarence's generosity and help warmed both their hearts. Why? What difference did 'helping' Willow make, to both Willow and Clarence?

7. How did the interaction with Willow help Clarence? What did he realize?
8. What was the song that Clarence too began to sing?

   (Encourage the whole class to sing along)
9. Does helping and giving only involve material things? In what ways can you come forward to 'help' someone?

   (Discuss the different aspects of helping – Giving, Kindness and Responsibility; how one's action reflects these.)
10. Helping and giving can be considered only for fellow human beings.

    What do you feel about this? Who else can we consider helping?

    (Let the children reflect… Lead the discussion to how all living creatures deserve to be treated with kindness, whether it is humans, animals, plants and 'nature' in general. Ask them to think of the different ways that Nature helps us….. Nature gives us all that we need to sustain our life; we need to look at ways that we can give back responsibly and show our care and concern.)
11. How often (frequency) do you think we can help? Is there a time limit on helping? What do you feel? Why?

(Encourage the children to reflect and reason out …. Then help them understand that helping / altruism is not something one engages in once in a way; it should be a part of who we are. We must be wired in such a way that we constantly stay alert to others who may need help, alert to ways in which we could be of service to someone…)

V. Assignments

1. Real Life Stories

Give them examples of well-known personalities, who showed courage and hope in the face of challenges. (Dr. Abdul Kalam, Dancer- Sudha Chandran, Hockey player – Sandeep Singh, J.K. Rowling, Stephen Hawkings.....)

Discuss in brief about a few of them, then, encourage the students to research about a few more such people from all walks of life.

Knowing that others went through difficulty or were afraid, but still believed they would get through it, and that things were alright when it was over, lets the children see that this indeed is a possible outcome.

2. Project : Me - 'A Ray of Sunshine' ! *(at home; supervised by parents)*

Ask students to think of and pick a charity that they would like to help. (Examples – Feeding the poor/stray animals, donating something to someone in need, volunteer in an animal shelter, volunteer time at an old age home etc….) Help them to plan and execute their ideas. Seek and rope in parental support for the

Giving and helping is related to hope because children will see that their willingness to give or help is a gift to others. This allows not only themselves, but others too, to have hope for the future.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

https://www.psychologytoday.com/us/blog/stronger-the-broken-places/201902/fear-fearlessness

https://www.mentalhealth.com/home/dx/courage.html

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

https://www.justincoulson.com/3-ways-to-promote-hope-in-our-children/

Unit 6

Hiawatha (Poem) / **Pronouns** (Grammar)
Homophones (Grammar) / **Suffix -ly** (Grammar)
Articles (Grammar) / **The Scholar's Mother Tongue** (Story)

Topic	Values / Life skills integrated & imbibed	Activities
Hiawatha (Poem) The Scholar's Mother Tongue (Story) Pronouns Homophones Suffix 'ly' Articles (Grammar)	**Core Values considered:** Appreciation & Respect (of nature), Empathy Self-Realization, Creativity, and Self-Esteem **Other Sub-Values:** Sensitivity, Caring and sharing, Compassion, Kindness, Respect, Responsibility and Accountability, Confidence, Faith, Trust, Self-belief, Knowledge, Self-awareness, Self-love, Patience, Gratitude, Attitude, Positivity & Optimism, Resilience … **Life skills:** Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Self-belief, Problem-solving, Planning & execution and Generalization.	1. Related to the poem 'Hiawatha' a. Discussion 2. Related to the exercise on Pronouns a. Discussion b. Role-Play Scenarios c. Empathy – Best Inspirational Story 3. Related to the exercise on Homophones a. Discussion (Recap) 4. Related to the exercise on Suffix(ly) a. Discussion (Recap) 5. Related to the story – 'The Scholar's Mother Tongue' a. Discussion b. Get Creative ! 6. Related to the exercise on Articles a. Discussion b. I Feel Awesome About Being Me!! **Assignments** 1. Bonding with Nature 2. Writing Prompts

Materials / Resources needed

Facility & Equipment to play the Videos
Worksheet (Refer activities)
Ice-cream sticks
Props – a tie, a badminton racket, a ball etc…

Description (of the points of discussion)

Through this unit, help students understand the following:

- We must appreciate and respect nature and all the creatures that are a part of it.
- We must begin to be aware of the environment and how we can contribute to its protection and sustainability. For that, we must first establish a connect with the environment. From this connect would arise acts of caring, compassion and kindness towards nature and all living creatures.
- Knowing more about the creatures in nature will help us understand them better and bond with them better; be more sensitive, compassionate, caring, respectful and responsible.
- Empathy is the ability to sense other's emotions (affective empathy) as well as the ability to imagine what someone else may be thinking or feeling (cognitive empathy). Any relationship can thrive only if both members in that relationship develop and nurture this value. It is a crucial element that determines the engagement of compassionate action towards another.
- Creativity is the use of imagination or their original ideas to create something or solve a problem.
- 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?
- Self-Esteem is what we think of ourselves or our opinion of ourselves. When we have a positive self-esteem or high self-esteem, we like, respect and value ourselves.
- Focusing on the positive aspects or the strengths that they possess will help them feel good about themselves and in turn increase their confidence level.

Grade IV No: of Periods – 06

Unit 6

Hiawatha (Poem)
Pronouns (Grammar)
Homophones (Grammar)
Suffix -ly (Grammar)
Articles (Grammar)
The Scholar's Mother Tongue (Story)

Core Values: *Appreciation & Respect (of nature), Empathy, Self-Realization, Creativity, and Self-Esteem*

I. Introduction

In Unit 6, the poem *'Hiawatha'* is about a young Red Indian boy who lived with his old grandmother, Nokomis, in a wigwam. Nokomis taught Hiawatha about the wonders around them. She told him about the stars, the trees, the insects, the birds, the animals, and many other things. Hiawatha grew up to love them all. He could talk to the birds and the animals, and they to him.

The poem lends an opportunity to discuss again about *appreciating and respecting nature* and all the creatures that are a part of it. To develop environmental awareness, one must first learn to step outside of oneself, and become more aware of one's surroundings, the environment, and the 'others' (all living beings) around them.

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

Through outdoor play, children learn to observe the natural world; the perception of plants, animals and other aspects of nature are strengthened from early exposure. As they observe the environment and the varied life forms with curiosity and a natural open-mindedness, neural pathways are created that perhaps increase their potential for environmental awareness. Once awareness is established, communication takes place at

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

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

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

The exercise on *Homophones* may be used to recap their understanding of the value of self-realization as covered in the previous unit.

You may use the exercise on the *Suffix –ly* to recap the value of creativity, as covered in the earlier grade. Make them aware of how adding 'ly' to the end of a describing word changes it into an adverb. 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 story *'The Scholar's Mother Tongue'*, is one story from the famed Akbar and Birbal series. In the story, a learned Pundit who is fluent in many languages, comes to Akbar's court. He is so fluent that the others are unable to guess what his mother tongue really is. The challenge of finding out was taken up by Birbal. He then uses an ingenious way to do so –he goes into the Pundit's room at night and tickles his ear. The pundit half awake, shouts out words in his mother tongue; giving Birbal the insight into the Pundit's mother tongue. Birbal then reports his findings – that the Pundit's mother tongue is Telugu- to everyone at the court the next day. When asked by the king how he found out the truth, he replies - "In times of difficulty, a person speaks only in his mother tongue." He then proceeds to tell the king how he had gone into the Pundit's room at night to learn the truth.

This story too highlights the value of *creativity*; in this case the ability to engage in creative thinking/ think out of the box and come up with an ingenious way to solve a problem.

The buds of *creativity* are seen in childhood, manifested through play. Child's play is rife with make-believe and fantasy. They live in a world of imagination and immerse

themselves in creative adventure, building up a whole new reality for themselves. They indulge in a lot of creative problem solving. The experiences of creativity in childhood determine to a large extent how we respond to different situations later on in life.

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

The exercise on *'Articles'*, is a good topic to connect the value of *self-esteem* (especially connected to the article 'the'). In a sentence, a word appears incomplete or without impact, if the article is missing. For example – Girl is smart. / Apple is on table. / Kitten is playing. Similarly, our identity would also be incomplete or without impact if we do not have self-esteem.

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

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 –Hiawatha, and the story – The Scholar's Mother Tongue
2. Attempt understanding and responding to simple literal comprehension questions as well as understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.
3. Develop and enhance their reading, vocabulary, and spelling skills.
4. Develop their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, & conceptual awareness.
5. Develop grammatical awareness and usage of the same in sentences (oral and written expression)

6. Reinforce their understanding of the value of Appreciation and respect (for nature).
7. Develop their understanding of what empathy is and how it improves relationships; learn to recognize and respond to others' feelings and needs.
8. Reinforce their understanding of how self-realization can be attained.
9. Reinforce their understanding of the value of creativity.
10. Enhance further the understanding of value of self-esteem and why it is essential to cultivate it.
11. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

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, 4a, 5a, 6a)

↓

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

↓

1. Role Play Scenarios Refer 2 b. *Value – Empathy*

2. Video - Best Inspirational Story Refer 2 c. *Value – Empathy*

3. Get Creative! Refer 5 b. *Value – Creativity*

4. I Feel Awesome About Being Me!! Refer 6 b. *Value – Self-Esteem*

↓

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

↓

1. Bonding with Nature

2. Writing Prompts

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 & Respect (of nature), Empathy Self-Realization, Creativity, and Self-Esteem*** *with other inherent values like Sensitivity, Caring and sharing, Compassion, Kindness, Respect, Responsibility and Accountability, Confidence, Faith, Trust, Self-belief, Knowledge, Self-awareness, Self-love, Patience, Gratitude, Attitude, Positivity & Optimism, Resilience …*

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

IV. Activities & Related Discussion

1. Related to the poem 'Hiawatha'

1 a. Discussion

Pose the following questions:

1. What all did Hiawatha understand and learn about the different birds?
2. What did he learn about the different animals?
3. What does this tell us about Hiawatha's character?
4. How do you think this knowledge influences the way he interacts with the birds and the animals?

   (Ask them - Do you think knowing more about the creatures in nature will help us understand them better and bond with them better? Will it help us be more sensitive, compassionate, caring, respectful and responsible? Encourage children to share their thoughts and opinions.)
5. Have you been curious about the different creatures around you? Would you like to learn more about them? What could you do to gather more information about them?
6. Have you ever talked to birds and animals? Why did you do it? How did you feel then? How did they respond to you?
7. Do you think it is important to bond with the creatures in nature; treat them with sensitivity and compassion? Why?

2. Related to the Exercise on Pronouns

2 a. Discussion

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

Focus on the word 'understanding'. Help them to understand that other people can have emotions just as them, opinions, likes and preferences that are different from theirs; they may behave differently because they see things differently. Just as they would like others to listen to them, they too should learn to listen to others' opinions and thoughts i.e. their point of view. Encourage them to think of how their actions and words could affect others and how they could feel; how every action/word is a choice.

2 b. Role Play Scenarios

Divide the class into small groups. Give each group a scenario. The scenario will have one central character. One child from each group may play the character, while the others in the group help him/her to understand that character's emotions and give suggestions on how he/she could act them out.

Example: You are Leenu. Tomorrow is the big day you have been waiting for. Your birthday! You have been waiting the whole year for it and have planned a whole lot of enjoyable activities with your friends. You are really looking forward to the next day and are feeling quite impatient that time is not going by soon enough. But by nightfall, you develop a fever and an itchy rash on the body. Your parents check you and realize its chicken pox. Oh no! The birthday party has to be called off …. Act out how you think Leenu might feel.

You may create more such scenarios to give the different groups wherein the children have to identify with the emotions of the character, be able to step into his/her shoes and act out his/her emotions.

After each group shows their depiction of the emotion, ask the rest of the class:

1. What do you think the main character is feeling?
2. What physical cues led you to that conclusion?
3. Why is it important to know someone else's perspective?
4. What could you do or say if you were a friend of the main character?

2 c. Empathy – Best Inspirational Story

https://www.youtube.com/watch?v=_mtF0EphPHY 2 min 46 sec

Ask the children to share their feelings and thoughts about the story. Discuss how the boy's empathy for the dog would change the dog's future quality of life. Ask them to reflect on how would it have been otherwise.

3. <u>Related to the Exercise on Homophones</u>

3 a. Discussion

Recap what was discussed on Self-Realization in unit 4.

4. <u>Related to the Exercise on Suffix-ly</u>

4 a. Discussion

Make the children aware of the idea that the function of a word changes, depending on how it is formed. Eg: Write two sentences on the board.

Riya is graceful.

Riya dances gracefully.

Draw their attention to the underlined word each sentence. In the first one, the word graceful is telling something about Riya / describing Riya. So it is a describing word. In the second sentence, the suffix 'ly' is added to the word graceful. The word now is no longer describing Riya, but the way she dances. So now the word gracefully is an adverb because it is telling how the action is being done.

Next help connect this to the concept of creativity.

Show them how any small lightweight object can be turned into a fridge magnet by sticking a magnet onto it. 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 describing word was changed into an adverb by adding 'ly.'

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.....

5. <u>Related to the story – 'The Scholar's Mother Tongue'</u>

5 a. Discussion

Pose the following questions

1. How did Birbal manage to find out the Pundit's mother tongue?
2. What do you think of Birbal's idea? How would you describe it?

3. Why did Birbal succeed when the others had failed to find out the Pundit's mother tongue?
4. What can you learn from Birbal's actions and attitude?

Help them understand how Birbal stayed calm in the face of the challenge and in that calm state, engaged his thinking skills and came up with a creative solution to the problem at hand.

Give them more examples of creative problem solving. Encourage the children too to give such examples. 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? ....

5 b. Get Creative !

Engage them in simple and challenging creative tasks:

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

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

6. <u>Related to the Exercise on Articles</u>

6 a. Discussion

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

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

6 b. I Feel Awesome About Being Me!!

Prepare a worksheet with the following questions:

- State a few things about yourself that you feel good about.
- State a few things that you can do which you are proud of.
- State some of your good qualities.

There may be children who may find it difficult to come up with the positives. Encourage them and guide them to think along those lines. Tell them that focusing on the positive aspects or the strengths that they possess will help them feel good about themselves and in turn increase their confidence level. Explain the ways that they can work on their self-esteem. Tell them-

- Try your best : You can feel really good about yourself when you try to do your best at whatever you do.
- Pitch in : Do nice things to help others in whatever way you can. Pitching in, helps us realize that we can make a difference.

- Have an "I Can" attitude: Change the way you think about trying new things and instead of saying 'I can't' say I will give this a great try/ I'll handle it / I can do this.
- Practice: Practice the things you do well. Practice makes perfect. It takes time and patience. We have to keep doing the things we love to get better. When we see our progress, and become really great at something, our self-esteem becomes really great too.
- Make a list of all the things you are good at: this will help you feel food and build your self-esteem.

V. Assignments

1. Bonding with Nature

Observe the creatures that are found in your locality or frequent the places near your home. Find out information about them through the sources discussed in the previous lesson. Brainstorm what you could do for these creatures.

2. Writing Prompts

Give the students the following prompts –

- Write about a time when you felt happy or sad because you felt what someone else was feeling.
- Think of some times when you felt motivated and confident. What were you doing; who were you with; where were you?

Resources

References:

YouTube videos – Links given under the respective activities

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

Resources for Teachers:

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

https://www.psychologytoday.com/us/blog/smart-parenting-smarterkids/201905/how-children-develop-empathy

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

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

Unit 7

A Watering Rhyme (Poem)
Word Order & Punctuation (Grammar)
Suffix- ly (Grammar) **/ Number-Singular/Plural** (Grammar)
The Giving Tree (Story) **/ The Donkey** (Poem)

Topic	Values / Life skills integrated & imbibed	Activities
A Watering Rhyme (Poem) The Donkey (Poem) The Giving Tree (Story) Word Order & Punctuation Suffix-ly Number (Singular & Plural) (Grammar)	**Core Values considered :** Environmental Awareness, Inner Harmony, Self-Discipline, Creativity, Interdependence, Kindness, and Sensitivity (for animals) **Other Sub-Values:** Caring, Responsibility and Accountability, Gratitude, Confidence, Faith, Trust, Self-belief, Self-awareness, Self-love, Compassion, Kindness, Respect, Patience, Attitude, Positivity & Optimism, Resilience … **Life skills:** Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Self-belief, Problem-solving, Planning & execution and Generalization.	1. Related to the poem 'A Watering Rhyme' a. Discussion b. Real Life Heroes 2. Related to the exercise on Word Order & Punctuation a. Discussion (Recap) 3. Related to the exercise on Suffix-ly a. Discussion (Recap) 4. Related to the exercise on Number (Singular & Plural) a. Discussion b. Cog Wheels in Real Life 5. Related to the story – 'The Giving Tree' a. Discussion b. Poster Messages 6. Related to the poem 'The Donkey' a. Discussion b. I Choose .... To Be Sensitive and Kind! **Assignments** 1. Project Work

Materials / Resources needed

Facility & Equipment to play the Videos

Description (of the points of discussion)

Through this unit, help students understand the following:

- Building on one's knowledge and environmental awareness is important; equipping ourselves with the necessary and right information, will help us do the right thing.
- We need to take care of, protect plants and trees & conserve aged / heritage trees.
- Engaging in constant self-check and having control over oneself is called self-discipline.
- Everyone and everything around us, is important and has value; we cannot function 'alone'.
- 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.
- Kindness is the quality of being friendly, generous, and considerate. Being kind is a choice.
- 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 sensitivity, kindness and respect, and help needs to be extended to them too.
- We can certainly make a difference with even simple and small acts of kindness.

Grade IV No: of Periods – 05-06

Unit 7

A Watering Rhyme (Poem)
Word Order & Punctuation (Grammar)
Suffix- ly (Grammar)
Number-Singular/Plural (Grammar)
The Giving Tree (Story)
The Donkey (Poem)

Core Values: *Environmental Awareness, Inner Harmony, Creativity, Interdependence, Kindness, and Sensitivity (for animals)*

I. Introduction

In Unit 7, through the poem '*A Watering Rhyme*' the poet guides us about how and when to water plants so that they grow well. Here the children may be made aware of the importance of knowledge and environmental awareness; how equipping ourselves with the necessary and right information, will help us do the right thing. The need to take care of, protect plants and trees & conserve aged / heritage trees may be discussed with the children.

The exercise on *'Word Order and Punctuation'*, in this unit, can be used to recap the values of inner harmony and self-discipline.

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

Moreover, just as we check that the different aspects in a sentence is written right- starting the sentence with a capital letter, ending the sentence with a full stop or question mark, putting commas where needed- we can check that our life too is lived well, through self-discipline. Self-Discipline is the ability that one develops to control one's impulses, emotions, desires and behaviour. When one is self-disciplined, one is able to stay focused

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

The exercise on *suffix-ly* may be used to recap their understanding of the value of creativity as covered in the previous unit.

You may use the exercise on *Number – Singular/Plural* to recap and enhance their understanding of the value of interdependence as covered in the earlier grade. Help them revise the concepts of singular-meaning one and plural meaning many. Explain to them how we don't function alone in society (as a singular entity); we need others (plurality) for the different needs that we have - to survive. We are interdependent on each other, with other human beings as well as with nature.

The story *'The Giving Tree'*, is a story about a tree that enjoys the moments spent with a little boy; the boy climbs upon it, swings on its branches, eats the juicy apples that grow on it and rests upon its branches or beneath its shade. But when the boy grows up, he moves away and this makes the tree sad. Every few years the boy returns to the tree, each time though, he no longer spends time enjoying the way he used to. Instead he shares with the tree his wants and desires, and the tree offers something of itself to fulfil the boy's needs. This goes on as the boy grows into a young man and finally an old man.

The poem *'The Donkey'* will help to connect the values of kindness, sensitivity and respect for animals.

Both the story and the poem highlight the value of *kindness*. Kindness is the quality of being friendly, generous, and considerate. Being kind is a choice. Each one of us makes that choice day in and day out – to engage in acts/ behaviour that bring down another or to engage in behaviour that lifts another. Acting in ways that lifts another, is kindness.

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 sensitivity, kindness and respect, 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 poems –A Watering Rhyme & The Donkey, and the story – The Giving Tree
2. Attempt understanding and responding to simple literal comprehension questions as well as understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.
3. Develop and enhance their reading, vocabulary, and spelling skills.
4. Develop their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, & conceptual awareness.
5. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
6. Enhance their understanding of the values of Knowledge and Environmental Awareness.
7. Reinforce their understanding of the values of Inner Harmony, Self-Discipline and Creativity.
8. Enhance further the understanding of value of Kindness and why it is essential to cultivate it.
9. Reinforce their understanding of the values of Kindness and Sensitivity (for animals).
10. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

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, 4a, 5a, 6a)

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

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1.
Real Life Heroes
Refer 1 b.
Values – Knowledge & Environmental Awareness

2.
Cog Wheels in Real Life
Refer 4 b.
Value – Interdependence

3.
Poster Messages
Refer 5 b.
Value – Kindness

4.
I Choose ...To Be Sensitive & Kind!
Refer 6 b.
Values – Sensitivity & Kindness

↓

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

↓

1.
Project Work

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 ***Knowledge, Environmental Awareness, Inner Harmony, Creativity, Interdependence, Kindness, and Sensitivity (for animals)*** *with other inherent values like Caring, Responsibility and Accountability, Gratitude, Confidence, Faith, Trust, Self-belief, Self-awareness, Self-love, Compassion, Kindness, Respect, Patience, Attitude, Positivity & Optimism, Resilience …*

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

IV. Activities & Related Discussion

1. Related to the poem 'A Watering Rhyme'

1 a. Discussion

Pose the following questions:

1. When does the poet advise us to water the plants?
2. Why shouldn't we water them at noon?
3. Where should we pour the water? Why?
4. Do you have plants at home? Do you help to water them?
5. How do you think it helps to have this knowledge about watering plants? Why must we be aware of the right way to do it?

Help the children understand the importance of knowledge and environmental awareness; how equipping ourselves with the necessary and right information, will help us do the right thing.

1 b. Real Life Heroes

Proper watering is just one small aspect of caring for plants. Ask them-

- What else do you know of caring for plants and trees? What all should we do to help them grow better? Are you aware?
- Have you ever engaged in gardening or helped someone while they did gardening? What did you observe?

- Why should we care for plants and trees? What is their importance in our lives?
- Many green spaces are being cleared; plants and trees are being cut down to make space for buildings and for many other purposes. What do you feel about this? Are you aware how this will affect us?

Tell the children that building upon their knowledge and awareness of the environment, will help them make the right choices and help them take the right decisions for the environment which would indirectly be beneficial for they themselves

.

Discuss with them the need to take care of, protect plants and trees & conserve aged/heritage trees.

You could tell them the Stories of the **Chipko Movement,** and **Saalumarada Thimmakka** to help them understand the extent to which some people have gone to protect trees and ensure their survival.

https://www.youtube.com/watch?v=apSe8pWu0Ds 2 min 54 sec (Chipko Movement)
https://www.youtube.com/watch?v=h6UQhDLVslc 4 min 49 sec (Saalumarada Thimmakka)

Elicit their thoughts on these videos and further the discussion. Leave them with the question – How would you use your knowledge and awareness to make a difference?

2. Related to the Exercise on Word Order

2 a. Discussion

Recap what was discussed on Inner Harmony related to word order in Unit 4.

Once the children have revised the concept of checking /proof reading, remind them of the discussions had in the previous grades (II & III) regarding Self-Discipline - that all of us can do 'checking' in our life too – checking if we are following rules, checking if we are following good habits and avoiding bad habits, checking if we are doing the best that we can and being the best that we can be..... Help reinforce that this kind of self-check and having control over oneself is called self-discipline.

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

Ask them to share instances of when they have shown self-discipline in some area. Encourage them to share what helped/helps them to be self-disciplined.

3. Related to the Exercise on Adding the Suffix-ly (to change into adverb)

3 a. Discussion

Recap what was discussed on creativity in unit 6.

4. <u>Related to the Exercise on Number (Singular/Plural)</u>

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 grades II & III.

Ask them –

- Do you think we can be all alone? Why?
- 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? Can you give a few examples?

Recap how we are 'dependent' on each other. Remind 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*.

Show them the following video.

4 b. Cog Wheels in Real Life

https://www.youtube.com/watch?v=WYcqJ5HdxA4 5 min 13 sec

Note:

- You may choose how much of the video to show them
- You could also just show them a picture of cog wheels. However, it is recommended that you show the video, so that they see and understand how cog wheels work.

Show the video to the children. Ask them if they have such a mechanism anywhere. Let them share. Then give them examples of objects that work with the help of cog wheels – clocks, wrist watches, industrial machines…. Ask them – What do you think will happen if one of the wheels slip out of place or doesn't rotate properly? Let them reflect…. Yes …the whole mechanism would stop. Each wheel is dependent on the other to keep up the smooth rotation. So they are all interdependent.

Now explain to them that in a similar manner, people, animals, birds, nature as a whole are all like cogwheels…. Each has a role to play or a job to do… and is dependent on the other for survival. If any cogwheel in this mechanism of life (people / animals/ birds / nature), stop playing their part or cooperating for a smooth functioning, the whole ecosystem (explain what ecosystem means in a simple manner….give a simple example to help them understand) will get affected. All the cogwheels in life are interdependent.

Explain to them how everyone and everything around us, is important and has value; 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.

5. <u>Related to the story – 'The Giving Tree'</u>

Have the students act out the play so that they can identify and emote the feelings of the tree.

5 a. Discussion

Pose the following questions

1. How did the tree feel towards the child? What all did it share with the boy in his childhood?
2. How did the little boy enjoy upon the tree?
3. Why did the boy stop spending time with the tree? How did the boy's priorities change when he grew up?
4. What did the boy want each time he visited the tree? Do you think the boy was being selfish? Why or why not?
5. Did the tree hesitate to give the boy something of itself each time the boy needed help? What does this tell us about the attitude and nature of the tree?
6. Do you spend time on or among trees? How do you feel then?
7. What can we learn from the tree?
8. If you could, what message would you give the boy?

Talk to them about all the ways trees help 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 react to the environment. (Related video has 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….

5 b. Poster Messages

Inform the children in advance about the activity, so that they may carry the necessary material from home. Tell the children that they have to prepare a poster that would convey the important message of being kind to plants and trees and to give back to nature. They could convey this message through art, slogans, quotes, a poem of their own. They could plan for it at home and make the final poster in class to be exhibited in a strategic place in school.

6. Related to the poem on 'The Donkey'

6 a. Discussion

Ask the children –

1. Do you think the boy should have beaten the donkey for not moving ahead? Why?
2. What do you think of the boy's idea? Why is it better than the first option?
3. How would you describe the actions of the boy? What difference would it have made to the donkey?
4. Do you think the boy's kindness will help forge a better bond with the donkey? How, and why do you think so?

Talk to them about sensitivity, kindness and compassion to not only human beings but to other living creatures too; 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.

6 b. I Choose .... To Be Sensitive and Kind!

Prepare different situations/scenarios that revolve around animals with different ways that one can act in those situations. You may add pictures too for improved comprehension.

Read out each scenario to the children. Before you read out the options, ask the children what they would do in that situation. Once they have shared, read out the options you have prepared. Encourage the children to choose the most sensitive action from the options given, in response to that situation.

Once they have completed the activity ask them -

1. Have you seen children or older people being unkind to animals? In what ways are people insensitive and unkind to animals?

(Putting them in cages, tying them up, throwing stones at them, hitting them, not giving them food, forcing them to learn and do tricks, throwing colour on them during Holi, bursting crackers during Diwali, throwing garbage in the rivers/lakes, seas, cutting down trees, ...discuss these aspects with them)

2. Do you have any pets? How do you take care of them? How do your pets show you that they care about you?
3. How could you show your sensitivity and kindness to animals around you? What are the simple little things that you could do?

V. Assignments

1. Project

Ask the children to do a project on the topic 'Plants and Trees – Our Precious Friends'. Encourage them to search for relevant information using the various sources discussed in class. Tell them to include the interdependence between man and trees, how we can show our kindness, sensitivity and respect for them and as children, what they would do to make a difference to the environment. They may present their project in any mode – An essay, Speech, Poem, Story, PPT presentation, Chart, etc.

Resources

References:

YouTube videos – Links given under the respective activities
The following videos are for teacher reference only. You may explain certain details in these videos, to the children, in a simple understandable manner.

https://www.resilience.org/stories/2019-01-22/environmental-awareness/
Shocking experiment proves plants & trees can see , have emotions , memory & reacts to environment
https://www.youtube.com/watch?v=DrDGHYRDVNc

Resources for Teachers:
https://fightforlifefoundation.org/news-article/the-importance-of-teaching-kids-self-discipline/

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

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

Unit 8

Books / Going to Buy a Book
Adjectives / Future Tense
Conjunctions

Topic	Values / Life skills integrated & imbibed	Activities
Books (Poem) Going to Buya Book (Poem) Adjectives Future Tense Conjunctions (Grammar)	**Core Values considered :** Appreciation, Knowledge, Altruism, Hope, and Inner Harmony **Other Sub-Values:** Caring, Sharing, Gratitude, Compassion, Kindness, Sharing/Generosity, Confidence, Faith, Trust, Self-belief, Self-awareness, Self-love, Self-Respect, Patience, Attitude, Positivity & Optimism, Resilience … **Life skills:** Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Self-belief, Problem-solving, Planning & execution and Generalization.	1. Related to the poem 'Books' a. Discussion 2. Related to the poem 'Going to Buy a Bppk' a. Discussion b. Book Club 3. Related to the exercise on Adjectives a. Discussion (Recap) 3. Related to the exercise on Future Tense a. Discussion b Meet India's Little Librarian c. Motivational short film – SOAR (Don't lose hope) 4. Related to the exercise on Conjunctions a. Discussion (Recap) **Assignments** 1. Interview 2. Essay Writing 3. A Biography of....

Materials / Resources needed

Facility & Equipment to play the Videos

Description (of the points of discussion)

Through this unit, help students understand the following:

- Books are to be appreciated for the value of the knowledge that may be gained from them and all the other benefits that come with reading.
- Developing the habit of reading will help them succeed in various aspects of life.
- 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.
- Help at any level is welcome to the person who really needs it / situation that calls for it.
- Kindness & giving….helping someone in whatever way possible .... transforms both the recipient and the giver.
- Each of us have the power to make a difference.
- Hope gives us a belief that things will get better. Hope is forward looking; a positive, optimistic outlook for our future
- Not only can an individual house hope within himself, he can be a source of hope for another too.
- Being social animals, we need to learn how to develop and maintain effective relationships with people around us. Peaceful co-existence and togetherness would in turn, indirectly lead to a sense of harmony within oneself.

Grade IV No: of Periods – 05

Unit 8

Books (Poem)
Going to Buy a Book (Poem)
Adjectives (Grammar)
Future Tense (Grammar)
Conjunctions (Grammar)

Core Values: *Appreciation, Knowledge, Altruism, Hope, and Inner Harmony.*

I. Introduction

In Unit 8, in the poem *'Books'* the poet describes a child's experience at a library; all that he sees there and the fascinating discovery he makes in a book that he picks up.

The poem *'Going to Buy a Book'* is about two children who are gifted some money by their grandfather to buy a book. They are excited and are unable to wait long, so they set off that very day to a small bookshop. There they are welcomed by book after book and they get confused about what to buy. The shopkeeper then steps up and guides them by showing them the different kinds of books he has. The children then sit down to go through each and end up getting pulled into the world of books and immerse themselves in reading.

Both the poems lend an opportunity to foster in the children, a love and appreciation for books, to help them understand the value of the knowledge that may be gained from them and all the other benefits that come with reading. These discussions may also be directed at inculcating the habit of reading in the children.

The exercises on *'Adjectives & Conjunctions'*, in this unit, may be used to recap the values of altruism and inner harmony respectively.

The exercise on *Future Tense* may be used to recap their understanding of the value of hope as covered in the previous unit; however from a different perspective.

Hope is always a wish for the immediate or far future. When one hopes, one may nurture an expectation or desire that something will work out the way they wish it to. The expectations come with an air of confidence and desires are often laced with anticipation. To be able to able to deal with the uncertainty of the unknown, one has to learn the skill

of embracing hope. Cultivating hope can mean the difference between letting your circumstances bring you down and living a life that embraces goodness. An attitude of hope brings with it a positive mind-set.

In a way, having hope links your past and present to the future. Whether your expectation or desire comes to fruition or not, just envisioning it can make one feel better. And if there's an element of control that's possible, then hope can motivate a person to take whatever steps they need to take. Hope can bring about miracles - by changing the present in small measures; changes, first at the thought level that translates into action that then, effects the future outcome.

II. Learning Objectives / Outcomes

Through this unit, the students will achieve the following grade appropriate academic and value based goals:

1. Read and understand the poems –Books & Going to Buy a Book.
2. Attempt understanding and responding to simple literal comprehension questions as well as understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.
3. Develop and enhance their reading, vocabulary, and spelling skills.
4. Develop their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, & conceptual awareness.
5. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
6. Enhance their understanding of the values of Appreciation and Knowledge
7. Reinforce their understanding of the values of Altruism and Inner Harmony
8. Enhance further the understanding of the value of Hope and why it is essential to cultivate it.
9. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

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, 4a, 5a)

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

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1. Book Club Refer 2 b. *Values – Appreciation (for Knowledge)*

2. Meet India's Little Librarian Refer 4 b. *Value – Hope*

3. Motivational short film – SOAR (Don't lose hope) Refer 4 c. *Value – Hope*

↓

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

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1. Interview

2. Essay Writing

3. A Biography of…

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, Knowledge, Altruism, Hope, and Inner Harmony,*** *with other inherent values like Caring, Sharing, Gratitude, Compassion, Kindness, Sharing/Generosity, Confidence, Faith, Trust, Self-belief, Self-awareness, Self-love, Self-Respect, Patience, Attitude, Positivity & Optimism, Resilience …*

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

IV. Activities & Related Discussion

1. Related to the poem 'Books'

1 a. Discussion

Pose the following questions:

1. Where did the child go? What is a library?
2. What did he see there?
3. What did he discover in the book he picked up?
4. What kind of books can you find in the library?
5. What kind of books do you like to read?
6. Do you think it is important to read books? Why?
7. How can we apply the knowledge we gain from books, in our day to day lives? Can you think of a few examples?

2. Related to the poem 'Going to Buy a Book'

2 a. Discussion

1. Why did the grandfather give the children some money?
2. How did the children feel about buying books?
3. Could the children wait to go buy a book? How do you know?

4. Where did they go to buy the book? Why did they choose that place?
5. The children were confused about which book to buy. What was the confusion all about? Have you ever been confused like them?
6. Who helped them to select the books they may like? How did he help them?
7. What happened when they sat down to go through the books? Have you ever experienced that?

2 b. Book Club

Initiate a book club in class. They may carry one book each and may exchange it with their partner. Encourage them to read during any free time in class or for some time during recess. Talk to the children about the value of books and caring for them properly. Inform them about the different genres in books. Once they get into the rhythm of this activity, tell them to find out other peers in the class who enjoy the same kind of genres that they do. They could be encouraged to come together, plan to read to read the same books together and then discuss what they liked or enjoyed about the book, analyze the characters in the book, the storyline or the facts within and the new vocabulary they have picked up. Ask them to reflect on how each book helped them and what knowledge they may have gained from it. This exercise will help them appreciate books and find the beauty in them.

3. <u>Related to the Exercise on Adjectives</u>

3 a. Discussion

Recap what was discussed on altruism in units 1 and 2.

4. <u>Related to the Exercise on Future Tense</u>

4 a. Discussion

Ask the children to explain what they remember of the value of hope. Then discuss –

Hope gives us a belief that things will get better. Hope is forward looking; a positive, optimistic outlook for our future. It teaches us that we can:

- nurture things
- make something new from very little
- share our stories and learn from others
- give of ourselves
- reach for our goals
- connect with hopeful, positive people

- be grateful and
- act to make the future a brighter place for ourselves and others

Help them understand that hope helps us cope with life when things get difficult. It can make present difficulties much easier to bear. Tell the children that everyone goes through difficulties and challenges in life, some much more than others. Ask them if they know anyone in their own lives who experienced such grim circumstances but came out of it stronger and more hopeful. Furthermore explain to them that not only can an individual house hope within himself, he can be a source of hope for another too.

4 b. Meet India's Little Librarian

https://www.youtube.com/watch?v=JEwowu6Kg6M 2 min 11 sec

Questions for Reflection

1. What was Muskaan's hope for the future?
2. What did Muskaan's actions reflect about her nature?

   (She was compassionate, kind, empathetic, altruistic, determined, perseverant, clear in her thoughts; about her goals – she knew what she wanted to do and did it….)
3. In what way did her actions become a source of hope for the children?

(Help the students understand how her actions gave other children, who had lesser resources than her, an opportunity to read, to learn, to get exposure to a world beyond theirs…..It gave them something to look forward to, the opportunity to dream, the confidence to explore a side of themselves they wouldn't/couldn't have otherwise, and a hope for a better tomorrow….. Help students understand the beauty and power of kindness & giving….how it transforms both the recipient and the giver.)

Giving of themselves will allow the children see that they are powerful and can make a difference.

Ask them –

4. Would you like to make a difference in someone's life? Can you think of some simple ways to do that?

   (Help them explore different ideas…Guide them to come up with realistic and practical ways to help/give/show they care….)

4 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?
7. What could you do in such situations, when you are faced with some challenge or upsetting scenario?

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

5. <u>Related to the Exercise on Conjunctions</u>

Recap what was discussed on Inner Harmony related to conjunctions in units 1 and 3.

V. Assignments

1. Interview

Ask the children to interview/talk to five people in their family (immediate or extended), any of their neighbours or any older child or adult who they know love books/reading and ask them questions to find out –

- Why they find reading enjoyable
- What is the most interesting aspect of reading according to them
- What kind of books they like to read and why
- How much time they spend reading
- Has reading changed them in any way…How / In what way…
- What format they prefer (printed books/digital books/audio books)…Why….
- Any message they would like to give children

2. Essay writing

Ask them to write an essay on the topic – 'Books are Man's Best Friend'.

3. A Biography of….

Explain to the children what a biography is (the story of a person's life written by somebody else). Then ask them to select any one person in real-life, who held onto hope and overcame some difficulty in life. They could take the guidance of their parents for this task. They have to read about that person and then write a story like a biography about that person's experience.

Encourage the children to write the story in their own simple way. This exercise is only to help them understand how people embrace hope to cope with and come out of difficult life experiences. Let children learn that when they write a story about a real-life person and his/her experiences, it is called a biography.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

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

https://www.justincoulson.com/3-ways-to-promote-hope-in-our-children/

Unit 9

The Naughty Boy / Adjectives
Prefixes (Im, Dis) / Suffixes (ness, ity, ty, er,r)
Pinocchio

Topic	Values / Life skills integrated & imbibed	Activities
The Naughty Boy (Poem) Pinocchio (Story) Adjectives Prefixes (Im, Dis) Suffixes (ness, ity, ty, er,r) (Grammar)	**Core Values considered :** Gratitude, Altruism, Creativity, and Honesty **Other Sub-Values:** Respect, Appreciation, Curiosity, Caring, Compassion, Kindness, Sharing/Generosity, Confidence, Faith, Trust, Patience, Attitude, Integrity, and Politeness. **Life skills:** Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Self-belief, Problem-solving, Planning & execution and Generalization.	1. Related to the poem 'The Naughty Boy' a. Discussion b. Be Grateful for What You Have! c. A Little Thankful Spot – Audio story 2. Related to the exercise on Adjectives a. Discussion (Recap) 4. Related to the exercises on adding Prefixes & Suffixes a. Discussion (Recap) 4. Related to the story 'Pinocchio' a. Discussion b. Vocabulary Builder **Assignments** 1. Reflection on a Quote 2. Proverb Expansion

Materials / Resources needed

Facility & Equipment to play the Videos
Worksheet (Refer activity)
Printout of the Quote & Chart

Description (of the points of discussion)

Through this unit, help students understand the following:

- We must cultivate gratitude, respect, and appreciation for what we have and the land we live in.
- We must stop comparing and learn to count our blessings.
- The grass may not always be greener on the other side.
- We must live with honesty and integrity.
- If we lie, it would betray the trust and faith that others have upon us; they would find it difficult to believe us again even if we are truthful later.
- We must also treat others with respect and always be polite.

Grade IV No: of Periods – 05

Unit 9

The Naughty Boy (Poem)
Adjectives (Grammar)
Prefixes (Im, Dis) (Grammar)
Suffixes (ness, ity, ty, er,r) (Grammar)
Pinocchio (Story)

Core Values: *Gratitude, Altruism, Creativity, and Honesty*

I. Introduction

In Unit 9, the poem *'The Naughty Boy'* is about a little boy who runs away to Scotland from England. Once there, he finds out that Scotland isn't any different from England in many ways and he begins to wonder… The poem lends an opportunity to talk to the children about respecting and appreciating one's own land and primarily having gratitude for what one has or is blessed with and where one lives.

The exercises on '*Adjectives, Prefixes and Suffixes*', in this unit, may be used to recap the values of altruism and creativity as covered in the earlier units.

The story *'Pinocchio'* here is an adapted version of the famous story by Italian writer Carlo Collodi. The character Pinocchio is a wooden puppet that is created by a woodcarver. Pinocchio is brought to life, but every time he tells a lie, his nose grows longer. Eventually, after many adventures, Pinocchio realizes his dream of becoming a real boy. The values of honesty, integrity and respect/politeness are highlighted herein.

II. Learning Objectives / Outcomes

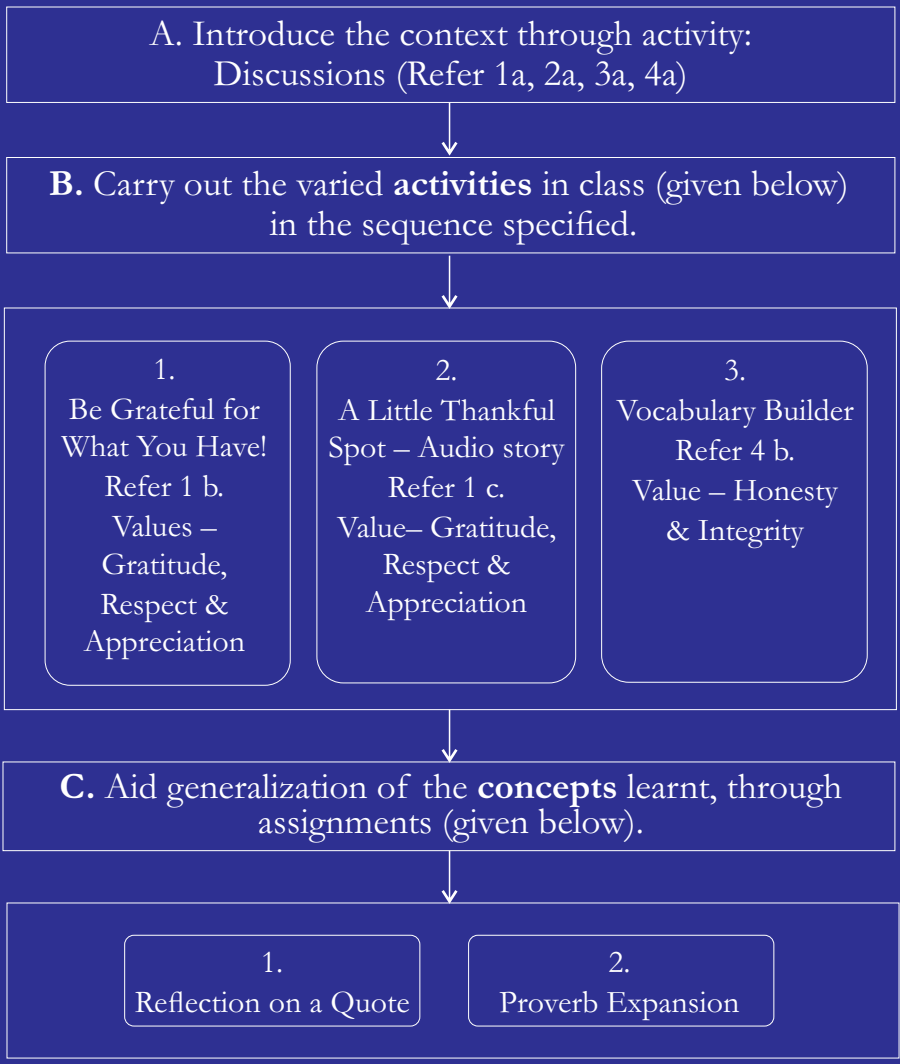
Through this unit, the students will achieve the following grade appropriate academic and value based goals:

1. Read and understand the poem – The Naughty Boy & the story Pinocchio.
2. Attempt understanding and responding to simple literal comprehension questions as well as understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.

3. Develop and enhance their reading, vocabulary, and spelling skills.
4. Develop their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, & conceptual awareness.
5. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
6. Enhance their understanding of the value of Gratitude
7. Reinforce their understanding of the values of Altruism and Creativity
8. Enhance further the understanding of the value of Honesty
9. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

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, 4a)
B. Carry out the varied activities in class (given below) in the sequence specified.
1. Be Grateful for What You Have! Refer 1 b. Values – Gratitude, Respect & Appreciation
2. A Little Thankful Spot – Audio story Refer 1 c. Value– Gratitude, Respect & Appreciation
3. Vocabulary Builder Refer 4 b. Value – Honesty & Integrity
C. Aid generalization of the concepts learnt, through assignments (given below).
1. Reflection on a Quote
2. Proverb Expansion

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* ***Gratitude, Altruism, Creativity, and Honesty,*** *with other inherent values like Respect, Appreciation, Curiosity, Caring, Compassion, Kindness, Sharing/ Generosity, Confidence, Faith, Trust, Patience, Attitude, Integrity, and Politeness.*

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

IV. Activities & Related Discussion

1. Related to the poem 'The Naughty Boy'

1 a. Discussion

Pose the following questions:

1. Why was the boy described as naughty?
2. Where did he run off to?
3. Why do you think he ran to Scotland?
4. What did he find when he reached there?
5. What do you think he possibly realized from his experience?

(The boy realized that Scotland is just like England in so many ways. He probably ran there out of curiosity, and possibly thought that it would be better than England, but upon reaching there he realized that that was not the case.)

Write the statement – ***'The grass is always greener on the other side.'*** - on the blackboard.

Ask the children if they've heard anyone use this statement. Explain to them that this statement is used when someone is not satisfied with they have been blessed with in life and always assumes that there are better things in other places, or others have a better life than they do. Explain how many of us have a tendency of always wanting something different than what we have. We think our friends or others have better things or more things than us, live in a better house than ours, have more fun than us, etc…. when, inreality, they too may be in a similar situation as we are or they are actually wishing they had what we have.

Ask them to reflect if they've ever believed this way and wished for something that they believed someone else may have. Encourage them to share. If they personally may not have felt it, ask them to think of possible examples of such a scenario.

Tell them that the statement 'The grass is always greener on the other side.' expresses the idea that people often think a different set of circumstances would bring them greater joy; however, the statement is often used in the context of reminding people that this is not usually the case….. just as the boy found out that Scotland is no different from England when he actually went there and experienced the place.

Herein bring to their awareness the values of gratitude, respect, and appreciation for what one has and the land one lives in. Tell them that we must stop comparing and learn to count our blessings.

Follow this up with video below.

1 b. Be Grateful for What You Have!

https://www.youtube.com/watch?v=Eyfa1yR8tx0 1 min 10 sec

Read out the thoughts to them if needed. Ask them what they understood. Tell them to connect it to the statement 'The grass is always greener on the other side', and reflect upon it in that context. Guide the discussion forward. Encourage them to share their thoughts on what they watched.

Tell them that gratitude means being thankful. Then show them the next video.

1 c. A Little Thankful Spot – Audio story

https://www.youtube.com/watch?v=GXUoQ5MugCY 7 min 22 sec

Once the children have seen the video, ask them to note down at least ten things that they are thankful for. Also ask them to jot down what they respect and appreciate about their motherland.

Let them share it with their partners.

2. Related to the Exercise on Adjectives

2 a. Discussion

Recap what was discussed on altruism in units 1, 2 & 8.

3. Related to the Exercises on adding Prefixes and Suffixes

3 a. Discussion

Recap what was discussed on altruism in units 2, 6, & 7

4. Related to the story 'Pinocchio'

4 a. Discussion

Pose the following questions

1. Why did the carpenter decide to make a puppet with the piece of wood?
2. How would you describe Pinocchio's behavior? Do you think it was appropriate behavior? Why?

   (Talk to them about the values of respect for others and politeness)
3. How was Pinocchio at school?
4. Why did Pinocchio's nose begin to grow longer?
5. Why did Pinocchio finally decide to stop lying?

Talk to the children about the values of honesty and integrity. Ask them how they feel when they are lied to by someone. Help them understand that when one lies, it betrays the trust and faith that others have upon that person. It will become very difficult to believe that person again, even if they are truthful later. Remind them about the story – The Boy Who Cried Wolf. Ask them to recollect what had happened in the story.

4 b. Vocabulary Builder

Prepare a worksheet with a crossword puzzle. The children have to find and circle the words similar to honest in green and its opposites in red.

Alternately you may give them the words and they just have to identify what each is – a similar word or opposite. Help them learn the correct pronunciation.

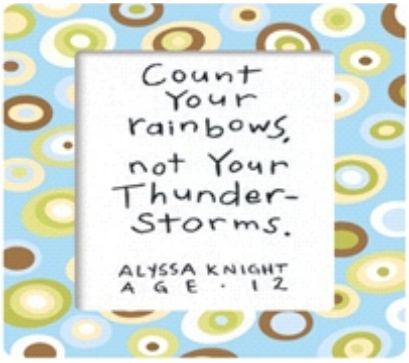
Similar words – truthful, frank, sincere, trustworthy

Opposites – dishonest, untruthful, deceitful, deceptive

Discuss the meaning of each word and ask them to frame sentences using each of these words.

V. Assignments

1. Reflection on a Quote



Take a printout of this quote and put it on a chart in the classroom where the children can keep looking at it. Tell them that this line was written by a 12-year-old girl. Ask the children what they think this means. Have a brief discussion in class, then ask them to write a paragraph reflecting their thoughts on this quote. They may do this as an assignment at home.

2. Proverb Expansion

Ask the children to expand and write their thoughts on the proverb – Honesty is the best policy. They may even write a story or role play based on this.

Resources

References:

YouTube videos – Links given under the respective activities

English

Grade IV

Integration of Values

Teacher's Manual

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