



HEM *harmonize*

English
Grade V

Integration of Values

Teacher's Manual



Teacher Manual for Integration of Values in Teaching Academic subjects

By

HEMA Foundation, Mumbai

Teacher Manual for Integration of Values in Academic subjects

English

Grade V

IDEA conceived and executed by

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Preface



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



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

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

Thank You,

Mahendra

Mahendra Kabra
Managing Trustee

Anita

Anita Maheshwari
Trustee & Creative Director

Acknowledgement

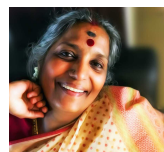
Welcome to HEMA Foundation's "Teacher Manual for Value Integration". I take this opportunity to thank each one of those who participated in it. At the outset I thank the Management of HEMA Foundation, its Managing Trustee Shri Mahendra Kabra , the Trustee and Creative Director, Smt. Anita Maheswari,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

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

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

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

I remain your sincere



Vijayam Ravi, PhD

Introduction

(must read before the teacher proceeds)

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

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

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

Did we teach subjects? Or did we teach children?

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

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

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

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

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

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

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

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

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

The Context to Value integration with subjects:

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

The fundamental shift that needs to happen here is this.

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

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

What benefits do Value integration bring to the students?

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

The argument

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

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

What does HEMA foundation offer to teachers?

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

Values can never be taught, values can only be caught

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

How and why are the values integrated by HF?

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

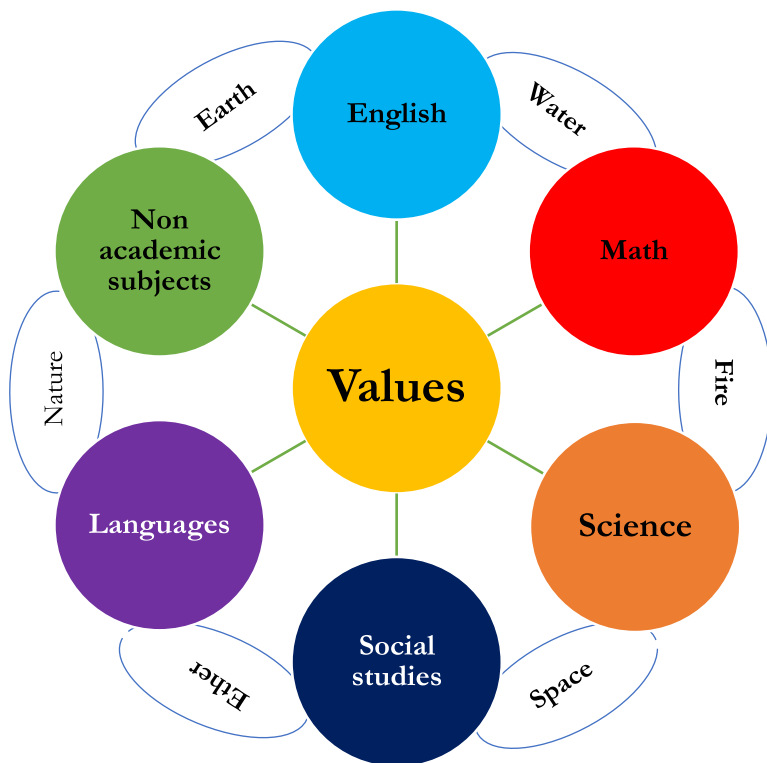
The new NEP and therein the NCERT insist on integration of values with essential subjects. Nature is the mother of all knowledge- Every learning that takes place with human beings is connected through the mind and intellect. While giving food for thought at the intellectual level, teachers have to supplement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

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

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

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

Whom does this manual serve?



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

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

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

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

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

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

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

Organization of the manual-How to read the manual?

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

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

It has two parts:

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

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

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

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

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

Conclusion:

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

Jai Hind

Conceived and presented by

Vijayam Ravi, PhD

Academic Director

HEMA Foundation

"वसुधैव कुटुंबकम्"

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



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

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



Vision

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



Mission

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



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Unit 1

Topic	Values / Life skills integrated & imbibed	Activities
The Ice-cream Man (Poem)	Core Values considered : Appreciation (for little things in life), Altruism, Creativity, Responsibility, Knowledge and Wisdom	1. Related to the poem 'The Ice Cream Man' a. Discussion b. Happiness Chain Game
Adjectives Suffixes (ed, ing, er, est) (Grammar)	Other Sub-Values: Gratitude, Appreciation, Responsibility, Generosity, Respect, Empathy, Sensitivity, Caring and Sharing, Self-Confidence, Trust, & Integrity..	2. Related to the exercise on Adjectives a. Discussion (Recap)
Wonderful Waste (Story)		3. Related to the exercise on Suffixes a. Discussion (Recap)
Bamboo Curry (Story)	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.	4. Related to the story – 'Wonderful Waste' a. Discussion b. Crack that Problem
		5. Related to the story – 'Bamboo Curry' a. Discussion b. The Knee High Man – A Classic Folktale (Podcast)
		<u>Assignments</u> 1. My Happiness Project 2. The Secret Challenge!

Materials / Resources needed

Facility & Equipment to play the Videos

Wax crayons and Oil pastels

Paper Chits

Dresses and Props (if role play is taken up)

Description (of the points of discussion)

Through this unit, help students understand the following:

- Happiness needn't come only from great achievements or expensive things.... we can find that joy in the simpler experiences of life.
- Be open to different experiences and look for the joy in simple things.
- Live with gratitude and don't take anything for granted.
- 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.
- Helpful behaviour spreads from one person to the next, influencing the thoughts, emotions and behaviour of people who never saw the original gesture. It brings positive feelings in both, the one who helps/giver and the recipient of the good deeds.
- Being kind and helping is a choice. Simple acts of kindness can create a ripple effect and make the world a better place.
- 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? etc...
- Practice responsible waste management and the 3R's... Reduce, Reuse, and Recycle....
- Have trust and confidence in your abilities and skills.
- Be calm and composed in the face of challenges. Brainstorm workable solutions. Think creatively.
- Engage in clear, effective communication - whether verbal or non verbal
- Make an effort to clarify your understanding. Don't make assumptions.
- If we do not follow something correctly, no matter how much effort you put into it, the situation will not get better. It is important to have the right knowledge and act accordingly.

Unit 1**Ice-Cream Man (Poem)****Adjectives (Grammar)****Suffixes (ed, ing, er, est) (Grammar)****Wonderful Waste (Story)****Bamboo Curry (Story)****Core Values: Appreciation (for little things in life), Altruism, Creativity, Gratitude, Appreciation, Responsibility, Knowledge & Wisdom.****I. Introduction**

In Unit 1, the poem ‘Ice-Cream Man’ describes the joy of ice-creams in summer. The poet makes the simple pleasure of having ice-creams seem like a celebration; a treat for the senses. Very often happiness is found in the little things and this is what may be conveyed to the children through this poem....appreciation of the simple things, the little things in life....

The exercise on Adjectives may be used to revisit the value of altruism / helping.

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

Kindness and caring seem to be contagious. When we witness a kind, helpful and thoughtful gesture being done by someone, or we are the recipients of such a gesture, it touches us and inspires us to be kind and helpful ourselves. In this way, helpful behaviour spreads from one person to the next, influencing the thoughts, emotions and behaviour of people who never saw the original gesture. By ‘Helping’, we build a happier society for everyone. Helping does not involve grand gestures and loads of money. It could be simple random acts like a kind word, a smile, or a thoughtful gesture, and giving our time, ideas, care, skills, attention, and energy. Very often these mean more to others than being showered with money or gifts.

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

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

The exercise on Suffixes, may be taken to recap the value of creativity.

Make them aware of how adding ‘ed, ing, er, or est’ to the ending of a word changes its function. 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.

In the story ‘Wonderful Waste’, the Maharaja of Travancore challenges the cook to use the vegetable scraps that he had set aside as waste. In a fix, the cook keeps thinking what he could do and hits upon an idea. Relying on his skills and his instincts as a cook, he then proceeds to put together a wonderful dish that wins praise from all. When asked about the name of the dish, he makes up a creative one – Avial.

This story highlights the values of creativity, appreciation, gratitude and responsibility.

The story ‘Bamboo Curry’, is about a young man who happens to love the bamboo curry cooked by his mother-in-law. When he asks her what dish it is, she points to her door which is made of bamboo. He mistakenly assumes that the curry is made with the bamboo of the door. He then removes his mother-in-law’s door and carries it to his house, where he asks his wife to cook the same dish. The wife is taken by surprise, but follows the husband’s instructions. However, no matter how much the bamboo is boiled, it doesn’t soften. When the mother-in-law pays a visit, it comes to light that what she used is bamboo shoot, not the bamboo door and they laugh at the man’s foolishness.

Through this story the value of knowledge and wisdom may be discussed.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
 1. Read and understand the poem – Ice-cream Man, and the stories – Wonderful Waste and Bamboo Curry.
 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 appreciating the small things in life.
 8. Reinforce their understanding of the values of altruism and creativity.
 9. Enhance their understanding of the values of knowledge and wisdom.
 10. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

True happiness is attained not from the acquisition of material things or from achieving accolades in some area, but from the simpler aspects of life. Happiness is experienced as a result of - appreciation and gratitude for all the blessings one has, the ties and bonds one forms with others, the opportunities to help another; to be a source of support or joy for another, the ability to create / engage in creative pursuits, and make a difference with one's ideas or creation, & the acquisition of knowledge and wisdom needed to live a fulfilling life.

This unit touches upon some of these important values; lending you, the educator, the perfect opportunity and the means to impart them to the young impressionable minds; to shape the lives under your guidance. Through interactive discussions and activities you can bring about awareness and reflection of the values embedded in this unit. One of the most important goals you may have as a teacher is the character education of the students using the academic content at hand.

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

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



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



1.
Happiness Chain
Game Refer 1 b.
Value –
Appreciation &
Gratitude

2.
Crack that
Problem
Refer 4 b.
Value –
Creativity

3.
The Knee High Man – A
Classic Folktale (Podcast)
Refer 5 b.
Value – Knowledge
& Wisdom



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



1.
My Happiness
Project

2.
The Secret
Challenge

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 (for little things in life), Altruism, Creativity, Knowledge and Wisdom with other inherent values like Gratitude, Appreciation, Responsibility, Generosity, Respect, Empathy, Sensitivity, Caring and Sharing, Self-Confidence, Trust & Integrity..

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

IV. Activities & Related Discussion

1. Related to the poem ‘Ice-cream Man’

1a. Discussion

Pose the following questions:

1. What does everyone look forward to in summer?
2. What emotion does everyone feel when the ice-cream man comes by? Why?
3. Who rejoices his arrival the most?
4. Do you enjoy having ice-creams? How do you feel when you get a chance to have one?
5. A simple little thing like an ice-cream has the power to give us so much happiness. What are the other little things in life that you find joy in?

Talk to the children that like the ice-cream, there are many other things that can bring us great joy. We have to be open to different experiences and look for the joy in simple things. Give examples. Happiness needn't come only from great achievements or expensive things.... we can find that joy in the simpler experiences of life... Talk to them about living with gratitude and not taking anything for granted.... Write the quote given below on the board....let the children reflect upon it....

“Enjoy the little things, for one day you may look back and realize they were the big things.” ~Robert Brault

1b. Happiness Chain Game

Tell the children that you are going to play a game. Each one will get a turn in sequence (start at one end of the last row or first row, then going till all the children have had their turn); they have to quickly name one ‘simple/little’ thing that gives them a lot of joy. It could be anything – anything that they can see, hear, smell, taste, do, any place.... When they hear what each of their classmates has to share, they will be able to understand the vast array of reasons to feel happiness, to find joy....

2. Related to the Exercise on Adjectives

2 a. Discussion

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

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

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

Help them understand how their helpful acts could make a positive difference in other’s lives or bring happiness to them. Ask them – How do you feel when you help others... and.... when others help you?

Reinforce the message that when we help others, it brings positive feelings in both, the one who helps/giver and the recipient of the good deeds. The giver feels good about himself/herself, that they were able to contribute in some way to make another’s life better; that makes them feel good about themselves (it helps boost their own self-esteem and self-worth). The positive feelings aroused in the receiver on the other hand, makes them view the world in a more positive light and they further develop feelings of confidence in humanity and trust in others. Thus, simple acts of kindness can create a ripple effect and make the world a better place.

3. Related to the Exercise on Suffixes

3 a. Discussion

Show them with a few examples on the board how the function of each word changes into something totally different by adding the suffixes ‘-ed, ing, er, or est’..... Tell them

that this is creativity..... Just like this in our lives too, we can change the function of an object by adding or removing some elements- like a small rock could be painted with some interesting designs and then used as a pretty /cute paperweight.

Remind them that creativity is the use of imagination or their original ideas to create something or solve a problem. Ask them to give examples of their own creative actions. Remind them that problem solving too is a creative exercise. Ask them to think of examples of creative problem solving. The children should be able to think and give appropriate responses as this has been discussed with them in the earlier grades.

Furthermore remind 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...

4. Related to the story – ‘Wonderful Waste’

4 a. Discussion

Pose the following questions –

1. What was the cook’s response when the Maharaja of Travancore asked him what he was planning to do with the vegetable scraps?
2. What was the challenge given to the cook by the Maharaja?
3. “You cannot waste all these bits and pieces of vegetables. Find a way to use them,”

What does this command of the Maharaja tell us about him?

(He was very conscientious, responsible and wise. He did not believe in wasting resources and felt that some use could be found for even those things that seem like waste.....)

Talk to the children at this point, about responsible waste management. The 3R’s that they need to consider ... Reduce, Reuse, and Recycle.... Explain to them what each means and involves.

4. How did the cook take this challenge? How can his attitude be described?

(Even though he found himself in a fix, he did not panic, get upset and give up. He stayed calm and still, staring at the vegetables. He stayed positive.)

5. What was the idea that came to the cook’s mind? How did this idea come to him?

(..... He stayed still and kept staring at the vegetables and as he was doing that his mind kept thinking of different possibilities/options, and finally he hit upon an idea that he felt would work. His mind was ‘problem-solving’...thus the idea came to him through creative problem solving.)

6. Did the cook hesitate to try out the idea that came to his mind? How can his approach be described?

(He went about cooking in a confident manner trusting his abilities and skills and in the process trusting his own self.)

7. How did the cook come up with the name for the dish?
8. What are some of the important lessons we can learn from this story?

4 b. Crack that Problem

Give a simple problem to the children that they need to analyse and solve in a creative manner. It could be situation based, construction based on puzzle based. You may create a problem situation yourself, or choose an apt one from the many available online.

5. Related to the story – ‘Bamboo Curry’

5 a. Discussion

Pose the following questions –

1. What did the mother-in-law mean when she pointed to the door of her house?
2. What did the son-in-law understand?
3. Why do you think he misunderstood?

(let the children reflect then explain....The mother-in-law’s communication was not clear...she did not verbally state what exactly she had used...based on her gesture, the son-in-law made an assumption that was not accurate...moreover due to his lack of knowledge of cooking, he assumed that the bamboo could be cooked in the form that it was in....he too did not attempt to clarify his understanding)

Discuss the importance of proper communication and having proper knowledge.

4. The son-in-law removed the bamboo door of his mother-in-law’s house without informing her and took it away. What do you think of his action? State the reasons for your answer.

Here you can help them reflect on moral behavior, what’s right/wrong; integrity.....

5. No matter how much the bamboo was boiled, it wouldn’t soften enough to eat it. What important lesson can we learn from this?

(If we do not follow something correctly, no matter how much effort you put into it, the situation will not get better. It is important to have the right knowledge and act accordingly.)

Give them an example – If you wish to colour a picture with crayons and you want a nice smooth blended look, using wax crayons will not help achieve the blending, no matter how hard you try. The right crayons to be used to achieve a nice blend of colours, is oil pastels. This knowledge would make all the difference to your picture. Demonstrate the difference to the children.

6. How has the son-in-law been described in the story? (foolish)

5 b. The Knee High Man – A Classic Folktale (Podcast)

<https://www.youtube.com/watch?v=U5xcX2AjQEk> 6 min 50 sec

This is an interesting story about wisdom, which is in a podcast format. You may choose to have the children listen to the podcast as it is or simply narrate the story to them yourself. Either way, besides the value of wisdom, the children will also enhance their listening comprehension skills.

To make it more visual and engaging, you could also choose to have the children do a role play on this story.

Once the children have heard the story, ask them to share what they understood and what the key message of the story is. You may also pose the following questions to help them reflect upon the story better and arrive at the conclusion.

1. What was the man called? Why?
2. What did he want to achieve?
3. Who did he approach first? Why did he approach a horse?
4. What did he ask the horse and what was the horse's advice? Was it helpful to the man? Why?
5. Who did he approach next, and what advice was he given? Did it work? Why?
6. He believed that both the horse and the bull had been wrong. Had they really been wrong? What do you think? Why?

(Neither was really wrong. Both had given the advice based on their own experience. That is how they had grown bigger, taller and stronger. The only thing they did get wrong is that they believed that what worked for them would work for the man too.)

When he approached the owl with the same question, what was the owl's response? What did the owl make the man do?

(... the owl forced him to think...)

7. What do you think of the owl's solutions to the man's problems? Were they sensible?
8. What according to the owl was the man's actual problem?
9. What did the owl advise the man to do? Do you think it is important? Why? How would "thinking" or using our brain help us in different situations?
10. What is the important message of this story?

V. Assignments

1. My Happiness Project

Ask the children to create a big treasure box for themselves at home. Tell them that they may decorate it any way they like. They now have to start collecting their treasure. The treasure will be the different little things that gave them joy If a moment brings them a lot of happiness they have to reflect what it was that gave them that joy, once they identify it, they have to place something in the treasure box that would be a symbol of that happy moment. Example – Family game time where everybody was laughing and playing ...they could draw a picture of that moment and keep it in their box, or play time with a pet ...they could keep a small toy of their pet in the box, a beach visit that was memorable...they could keep a shell as a memory of that moment etc....

They could keep collecting such happiness symbols and make as many boxes as they wish... When they look at these symbols, they will be reminded again and again of those happy moments and reinforce the fact that happiness can be found in the smallest, simplest and the most little things in life. They will learn to be appreciative and grateful for all the little joys that come their way.

2. The Secret Challenge!

Prepare chits for every child in the class, with the name of one reusable or recyclable object. (Eg. Plastic bottle, Soap box, Toothpaste box, Egg carton etc....) Fold and put all the chits in a basket, then pass it around in class. Each child has to pick one chit. Then explain the task to the children.

Task: The children have to make something creative out of the object specified in the chit. Each child would get a different object. Tell them that they can add other materials too, to create what they want, but the main object that stands out should be the one specified. Moreover, all the additional materials must be reusable/recyclable materials. It should be a 'Best out of Waste' project. They may make their creation at home and bring it to class, to display it.

This will help the children observe, reflect and realize the wide possibilities that could be explored and the way different people think. It will also reinforce the ideas of the 3 R's.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

<https://www.eastmojo.com/opinion/2019/11/22/appreciating-the-little-things-in-life>

<https://www.theodysseyonline.com/why-its-important-appreciate-the-small-things-life>

<https://charterforcompassion.org/compassion-and-religion/how-to-cultivate-practical-wisdom-in-our-everyday-lives-and-why-it-matters-in-our>

Unit 2

Topic	Values / Life skills integrated & imbibed	Activities
Teamwork (Poem)	Core Values considered : Unity, Simplicity, Truth, Attitude-Curiosity and Wisdom	1. Related to the poem 'Teamwork' a. Discussion
Compound words		2. Related to the exercise on Compound Words a. Discussion (Recap)
Contractions	Other Sub-Values: Respect, Empathy, Sensitivity, Caring and Sharing, Generosity, Gratitude, Appreciation, Responsibility, Honesty, Integrity, Fairness, Loyalty, Courage, Dependability, Humility, Forgiveness, Attitude, Positivity & Optimism, Resilience, Faith, Hope, Trust and Knowledge.	1&2 b. Reflection on a Group Project
Prepositions		3. Related to the exercise on Contractions a. Discussion (Recap)
Question words (Grammar)		4. Related to the exercise on Prepositions a. Discussion (Recap) b. Game On!
Flying Together (Story)	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.	5. Related to the exercise on Question Words a. Discussion (Recap) b. Life is like a Puzzle
		6. Related to the story – 'Flying Together' a. Discussion b. Reflections through Role Play / Puppet show
		<u>Assignments</u> 1. Lessons of Nature 2. I Was Honest By....' (Worksheet) 3. 'I Ask Myself...' (Worksheet) 4. Action Reflection and Proverb Expansio

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:

- Unity and team work - is harmony in the group, is doing something together at the same time, is working together with a shared goal, makes big tasks seem easy, and is fun and makes us feel like a family.
- 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.
- We 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.
- Consider the 4 R's – Remove, Reduce, Reuse, and Recycle - when planning to adopt Simplicity too.
- Truth is a statement that is real /true. When we speak the truth, it is called honesty. The opposite of truth is lies.
- There are consequences of dishonesty, such as losing the trust and respect of others; covering up a lie leads to more lies, and often times will result in embarrassment or punishment.
- Just it is important to be honest with others, it is important to be honest with ourselves too.
- That voice in our head, and that feeling in our heart, that tells us if something is right or wrong, even when no one is looking, is called conscience. Learning to listen to our conscience will help us make the right decisions and act in the right way.
- Life is like this puzzle – a challenge; there will be many situations that come up that may be a problem or a challenge. Rather than get flustered at such moments, we must learn to stay calm, be curious about the possible solution to the problem/challenge and ask questions to ourselves to come to a possible solution. Asking questions will help us make sense of a problem and deal with it better.
- Stop to observe, analyse the situation, pose questions in the mind as to what could be done, look at the things before you, think of options and possible solutions....
- Questioning as a practice can be done to even ensure that we make the right decision or take the right action. Actions could be negative or positive.... our actions are determined by how and what we think...
- 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.
- It is important to listen to elders, respect and pay heed to their advice and wisdom, do things at the right time and avoid procrastination, problem solve with creative thinking, & embrace teamwork and unity.

Unit 2**Teamwork (Poem)****Compound words (Grammar)****Contractions (Grammar)****Prepositions (Grammar)****Question words (Grammar)****Flying Together (Story)****Core Values: Unity, Simplicity, Truth, Attitude-Curiosity and Wisdom****I. Introduction**

In Unit 2, the poem ‘Teamwork’ highlights the importance of working together and what we can achieve if we do. The value of unity may be discussed herein.

The exercise on Compound words may be used to revisit 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, may be taken to recap 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.

The exercise on Prepositions, is an opportunity to enhance their understanding of the value of truth. Just as with the help of position words we come to know the position of something or someone, truth gives us an idea of the actual fact or reality. Truth is defined as the true reflection of reality in the consciousness, the reflection of reality as it exists for itself, independently of the will and consciousness of people. Truth is the quality of being true. Truth is interpersonal. We tell each other things, and when they work out, we call them truths. When they don't, we call them errors or, if we are not charitable, lies. What we take as truth depends on what others around us espouse. (philosophynow.org)

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

The exercise on Question words, will help reinforce an Attitude of Curiosity. “We live in the world our questions create.” - David Cooperrider... There is a wealth of meaning in this single sentence. Questions are the effect of curiosity, and have the power to change lives. The questions we choose to pose will determine our thoughts and actions. 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.

The story ‘Flying Together’, is about a flock of wild geese who live up on a tree. One day a wise old goose notices a small creeper growing at the foot of the tree and warns the other younger geese of the need to destroy it out before it grows bigger on the tree, as it could pose a threat. The younger geese take the advice lightly and pay no heed immediately. They then forget about it and soon the creeper grows high up on the tree. One day a hunter comes into the forest and sees the flock of geese on the tree. He realizes that he can climb the tree using the creeper and lays a trap for the birds. The unsuspecting birds then get caught in the net. The wise old bird then reminds them about the warning it had given earlier. The younger geese realize their mistake and ask the old geese what could be done now. The old goose then tells them to play dead when the hunter comes, then the hunter would take them out of the net and throw them down on the ground. When the last of them has been thrown down, they must then quickly get up and fly away. The scenario plays out exactly as the old goose said and all the geese manage to fly together to safety.

This story highlights the values of responsibility, timeliness, wisdom and creativity.

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 – Teamwork, and the story – Flying Together.
 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. Reinforce the importance of unity.
8. Enhance their understanding of simplicity and how to stay simple in their ways.
9. Reinforce the importance of truth.
10. Broaden their understanding of the attitude of curiosity.
11. Enhance their understanding of the values of responsibility, timeliness, wisdom and creativity.
12. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

True happiness is attained not from the acquisition of material things or from achieving accolades in some area, but from the simpler aspects of life. Happiness is experienced as a result of - appreciation and gratitude for all the blessings one has, the ties and bonds one forms with others, the opportunities to help another; to be a source of support or joy for another, the ability to create / engage in creative pursuits, and make a difference with one's ideas or creation, & the acquisition of knowledge and wisdom needed to live a fulfilling life.

This unit touches upon some of these important values; lending you, the educator, the perfect opportunity and the means to impart them to the young impressionable minds; to shape the lives under your guidance. Through interactive discussions and activities you can bring about awareness and reflection of the values embedded in this unit. One of the most important goals you may have as a teacher is the character education of the students using the academic content at hand.

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

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



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



1.
Reflection on
a Group
Project
Refer 1& 2 b.
Value –
Unity &
Teamwork

2.
Game
On!
Refer 4 b.
Value –
Truth /
Honesty

3.
Life is like
a Puzzle
Refer 5 b.
Value –
Attitude
of Curiosity

4.
Reflections
through Role
Play / Puppet
show Refer 6 b.
Value –
Wisdom &
Creativity



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



1.
Lessons
of
Nature

2.
I Was
Honest
By....'
(Worksheet)

3.
'I Ask
Myself...'
(Worksheet)

4.
Action
Reflection and
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 Unity, Simplicity, Truth, Attitude-Curiosity and Wisdom with other inherent values like Respect, Empathy, Sensitivity, Caring and Sharing, Generosity, Gratitude, Appreciation, Responsibility, Honesty, Integrity, Fairness, Loyalty, Courage, Dependability, Humility, Forgiveness, Attitude, Positivity & Optimism, Resilience, Faith, Hope, Trust and Knowledge.

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 ‘Teamwork’

1 a. Discussion

Pose the following questions:

1. What is the poet stressing upon in the poem?
2. Why is it important according to him? How will it help the team? Can you think of any other benefits of teamwork other than what the poet has mentioned?
3. What does the poet say will happen, if all the members of a team don't work together? Do you agree with the poet? Why? Can you think of some examples to support this?

2. Related to the Exercise on Compound Words

2 a. Discussion

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

Common Discussion for the Poem and Compound Words

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

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.

1 & 2 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.

3. Related to the Exercise on Contractions

3 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.

Help them remember that - 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 3 R’s discussed in the previous unit. Tell them that they are applicable when planning to adopt Simplicity too. However in this case, we have to consider 4 R’s – Remove, Reduce, Reuse, and Recycle. Recap what each means and how it can be done (discussed in grade III).

4. Related to the Exercise on Prepositions

4 a. Discussion

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

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

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

So, the first sentence is the truth.

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

Here, the second sentence is the truth.

Give them a few more of such examples. Encourage them to come up with examples too. This will help you check their understanding.

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

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

Give examples that they can relate to.

Help them understand that there are consequences of dishonesty, such as losing the trust and respect of others; covering up a lie leads to more lies, and often times will result in embarrassment or punishment.

Explain to the children –

- When you do something that you know is morally wrong, or when you have to hide your actions because you know they are wrong, you are not being honest.
- Being honest means, you act in a way that you know is the right thing to do.
- Being honest means, being humble enough admit to your actions, even if you'll get in trouble. You are not being honest if you deny you did something wrong when you really did it.
- Once someone admits their mistakes, being large enough to forgive the person and giving them a chance to mend their ways.

Help them understand the different aspects of dishonesty –

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

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

Now tell them - Just it is important to be honest with others, it is important to be honest with yourselves too. Being honest with yourself means you really know why you are acting in a certain way or whether what you tell yourself is true. You are not being

honest with yourself if you are trying to convince yourself you didn't really do something wrong, or it wasn't that bad, even though you really did it. Give an example to help them understand this.

Ask them – Have you ever felt like there's a voice in your head telling you what to do or what not to do? That voice in your head, and that feeling in your heart, that tells you if something is right or wrong, even when no one is looking, is called conscience.

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

4 b. Game On!

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

5. Related to the Exercise on Question Words

5 a. Discussion

Ask the students – When and why do we ask a question? Is it only to learn new information?

Lead the students to come to the idea of asking questions because of curiosity; also connect questioning to problem solving. Then do the following activity.

5 b. Life is like a Puzzle

Place a large flashcard of the image given here, on the blackboard. Then give the following instruction to the children: Draw the same pattern using the 4 dots without lifting your hand.

Give them about 5 minutes to try it out, then, show them how to do it on the blackboard. (Refer the video in the Resources section)

Follow this up with a reflection session with the children. Ask them –

1. What was your immediate reaction when the puzzle challenge was shown and explained to you?

How many of you were really curious to know how to do it?

2. Did you have any kind of questions running through your mind while trying out the challenge?

(How can I do this? Where should I start? What could be the trick? Who has got it here?)

Tell them that asking such questions will help us make sense of a problem and deal with it better. Remind them about the cook in the story Wonderful Waste, in the earlier unit. He had stopped to observe, analyse the situation, posed questions in his mind as to what could be done, looked at the things before him, thought of options and possible solutions and finally hit upon an idea, one that was simple and effective.

Explain to them that life is like this puzzle – a challenge; there will be many situations that come up that may be a problem or a challenge. Rather than get flustered at such moments, we must learn to stay calm, be curious about the possible solution to the problem/challenge and ask questions to ourselves to come to a possible solution.

Moreover, explain to them that questioning as a practice can be done to even ensure that we make the right decision or take the right action. Help them understand how actions could be negative or positive.... and how actions are determined by how and what we think... Through examples, show how people think (good thoughts / unhelpful thoughts), and act (negatively / positively). Help them understand that this is their 'attitude'.

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?

Show this table to the children and discuss it with them.

Situation. No.	Depiction of Situation (Negative action....bad attitude)	Depiction of Situation (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	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?
3	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?
4	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?
5	Rudeness, shouting / talking back to the parent, disobedience	Polite communication, respecting parents, helping parents	What can I do to help my parents? How can I say what I want to without getting upset? Why do I feel like misbehaving? How can I make things better?

6	Whining, complaining, being angry/grumpy /moody most of the time	Smiling, being cheerful, being positive most of the time	How can I communicate what I want/need/feel etc better? What options do I have? What are the different things I can do in this situation? Why do I frown so much? Is it helping me?
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6. Related to the story – ‘Flying Together’

6 a. Discussion

Pose the following questions –

1. What had the wise old bird been worried about? What did it advise the younger birds? Did the other geese pay heed to it?
2. What misfortune befell the geese one day? Why did it happen?
3. Why were the younger birds willing to listen to the wise old bird suddenly? What did they realize about their behavior?
4. What was the idea given by the old bird? How would you describe the idea? (creative and clever)
5. What did the success of the idea depend upon? (Teamwork and unity) Were the geese successful in escaping?
6. What lessons can we learn from this story?

Talk to the children about the importance of listening to elders, respecting and paying heed to their advice and wisdom, doing things at the right time and avoiding procrastination (explain to them what that means, problem solving with creative thinking, & teamwork and unity).

6 b. Reflections through Role Play / Puppet show

Divide the children into smaller groups. Give each group a theme and ask them to prepare a short 3 to 5-minute role play or a puppet show (they could use stick puppets or finger puppets) based on the theme given. You may need two periods for this activity. Children may be given a day to plan and prepare their storyline and then asked to present it the next day.

Group 1 - Importance of listening to elders

Group 2 - Respecting and paying heed to elders’ advice and wisdom

Group 3 - Importance of doing things at the right time and avoiding procrastination

Group 4 - Problem solving with creative thinking

Group 5 - Importance of teamwork and unity

Carry out a discussion to reflect upon the theme, after each role play / puppet show.

V. Assignments

1. Lessons of Nature

Ask the children to go for a walk outside to find some examples of unity among plants and animals - plants of various varieties, flowers of many colours, or different species of birds. Explain to them how different things can live together in unity, or at least every creature has a role to play in the cycle of life. Even though we may be different than others, we can still be united.

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

Ask children to write down instances when they have been honest in the past. E.g. I was honest by telling my mother that I ate a chocolate before dinner / telling my friend that I lost her ball and buying her a new ball. / telling my teacher that I didn't do my homework etc....

3. Prepare a worksheet titled 'I Ask Myself...'

Give them four to five situations that they can relate to and provide space below each situation to write down the questions that they would ask themselves in that situation, to solve their problem.

Example:

Situation- You borrow your friend's toy to play with, but it breaks while playing.

Questions:

- How would my friend feel?
- What could I do to make him/her feel better?
- How could I get a new toy for my friend? Do I ask my parents for money? Do I inform my parents and use my pocket money? Etc....

4. Action Reflection and Proverb Expansion

Ask them to write down five responsible actions that they have to do immediately (within a day or a few days). Against each action, ask them to write down how doing it within the stipulated time will help them/benefit them.

Then ask the students to write an essay on the proverb – A Stitch in Time, Saves Nine.

Resources

References:

YouTube videos – Links given under the respective activities

<https://www.youtube.com/watch?v=1tC2RSXfeek>

Famous Tricky Puzzle – Draw the Pattern

Resources for Teachers:

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

<http://livingvalues.net/simplicity>

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

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

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

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

<https://medium.com/independent-thinkers/a-pedagogy-of-questioning-6f4b57e1082d>

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

<https://psychcentral.com/blog/the-importance-of-developing-curiosity><https://psychcentral.com>

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

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

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

Unit 3

Topic	Values / Life skills integrated & imbibed	Activities
My Shadow (Poem)	Core Values considered : Loyalty, Empathy, Courage, and Inner Harmony	1. Related to the poem 'My Shadow' a. Discussion b. Loyalty Judgement
Relative Pronouns Word Order Conjunctions (Grammar)	Other Sub-Values: Trust, Dependability, Gratitude, Appreciation, Respect, Sensitivity, Caring and Sharing, Confidence, Self-Confidence, Attitude, Positivity & Optimism, Resilience, Faith, and Hope.	2. Related to the exercise on Relative Pronouns a. Discussion b. Stand In My Shoes (Story)
Robinson Crusoe Discovers a Footprint (Story)	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.	3. Related to the story – 'Robinson Crusoe Discovers a Footprint' a. Discussion b. Brave Me! (Worksheet) 4. Related to the exercises on Word Order & Conjunctions a. Discussion b. Abracadabra c. We Are The World (Song)
		<u>Assignments</u> 1. Essay Writing 2. Project: The Power of One

Materials / Resources needed

Facility & Equipment to play the Videos

Worksheet (Refer Activity)

Thought Bubbles with chart paper/ cardboard/mount board

Description (of the points of discussion)

Through this unit, help students understand the following:

- An awareness of ‘the other’ and empathy towards them needs to be cultivated. Being loyal means to have a strong feeling of support or alliance- and this is the basis of every strong relationship.
- When you’re loyal, friends feel they can trust you and that you won’t betray them – even if you disagree with them.
- Being loyal doesn’t require us to like or believe all the same things as the other person.
- 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). It is a crucial element that determines the engagement of compassionate action towards another.
- ‘Empathizing’ is an important aspect of relating with others, developing bonds, and bringing people closer together..
- Experiencing fear is normal - it is our body’s natural response to any perceived threat, harm, pain or danger to ourselves.
- We need to first accept fear, then learn how to moderate and control the emotion within ourselves.
- 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.
- One cannot exist in isolation...We are social animals and we need to learn how to develop and maintain effective relationships with people around us.
- Peaceful co-existence with others and togetherness would in turn, indirectly lead to a sense of harmony within oneself....

Unit 3**My Shadow (Poem)****Relative Pronouns (Grammar)****Robinson Crusoe Discovers a Footprint (Story)****Word Order (Grammar)****Conjunctions (Grammar)****Core Values: Loyalty, Empathy, Courage, and Inner Harmony****I. Introduction**

In Unit 3, the poem ‘My Shadow’ is about a little boy who observes his own shadow and describes its characteristics and peculiarities. He personifies his shadow as he does so. The value of loyalty may be discussed herein.

In today’s day and time, when things are constantly changing, when all things ‘new’ are replacing the ‘old’ faster than we can keep track, it can get harder and really challenging for children to stick to something, stay true to themselves and to others. They need to understand that what are getting replaced are objects and not people. Considering that they are faced with changes almost on a daily basis, it’s very important to teach children how to embrace familiarity, and the value of loyalty. An awareness of ‘the other’ and empathy towards them needs to be cultivated. Being loyal means to have a strong feeling of support or alliance- and this is the basis of every strong relationship.

The exercise on Relative Pronouns may be used to recap 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 Word Order and Conjunctions may be used to enhance their understanding of 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.

Moreover, one cannot exist in isolation... We are social animals and we need to learn how to develop and maintain effective relationships with people around us... 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. ...

To attain inner harmony, the goal then would be, to learn the skills to build a positive relationship with oneself and others.

In the story 'Robinson Crusoe Discovers a Footprint', Robinson Crusoe's ship had been destroyed by the sea. He had been alone for many years and longed for company. One day he discovered a single footprint of a man on the sand. No matter how much he looked everywhere, he didn't find another footprint, save for that one footprint. He felt really confused initially then frightened. On the way back to his home- a cave – his anxiety heightened to such an extent he felt as if he was being chased by someone. That night, sleep eluded him and his mind turned over many possibilities and conjured up frightful thoughts too. His fear kept him on edge and limited in his movements for many days but through it all his prayers helped him and comforted him, and finally he gathered the courage to go out and investigate, regardless of the fear he still experienced. When he didn't see anything alarming over the next few days, he got bolder and then decided to go investigate the footprint again. However, once there, he realized that the footprint was bigger than his own, so it couldn't possibly be his and the fear then surged back. He came to the conclusion that the island was inhabited.

This story highlights the values of curiosity and courage.

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 – My Shadow, and the story – Robinson Crusoe Discovers a Footprint.

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 awareness of loyalty and what it entails.
7. Enhance their understanding of the value of empathy.
8. Broaden their understanding of the values of curiosity and courage.
9. Enhance their understanding of inner harmony
10. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

Loyalty and empathy are values that are ‘other’ oriented. These are quite abstract terms and need to be explained and even modelled to children. These values may not be easily imbibed through observation and experiential learning alone; they may need to be taught consciously. Curiosity, courage, and inner harmony too are values that need to be understood and learnt within a contextual background.

Your role as a teacher is significant towards this end, as you have the power and the means to shape the lives under your guidance. Through interactive discussions and activities you can bring about awareness and reflection of the values embedded in this unit. One of the most important goals you may have as a teacher is the character education of the students using the academic content at hand.

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

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



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



1.

Loyalty
Judgement
Refer 1 b.
Value – Loyalty

2.

Stand in My
Shoes (Story)
Refer 2 b.
Value – Empathy

3.

Brave Me!
(Worksheet)
Refer 3 b.
Value – Courage

4.

Abracadabra!
Refer 4 b.
Value – Inner
Harmony

5.

We Are The
World (Song) Refer 4 c.
Value – Inner Harmony



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



1.

Essay
Writing

2.

Project: The
Power of
of One

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 Loyalty, Empathy, Courage, and Inner Harmony with other inherent values like Trust, Dependability, Gratitude, Appreciation, Respect, Sensitivity, Caring and Sharing, Confidence, Self-Confidence, Attitude, Positivity & Optimism, Resilience, Faith, and Hope.

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 ‘My Shadow’

1 a. Discussion

Once the children have understood the poem and been made aware of the features of shadows from the perspective of science, bring to their awareness how shadows never really leaves one’s side. It may appear strong or weak as per the amount or nature of light, but our shadow stays with us constantly. Connect this to the idea of loyalty. Explain to them what loyalty means and how it translates into our behavior. Then pose the following questions to them and ask them to ponder over them.

- What comes to mind when you think of the word ‘loyal’?
- Describe a time when someone was loyal to you. How did it make you feel?
- Can you tell about a time when you were loyal?
- Do you have good friends? What do you like about them?
- Are they friends with you one day and not the next?
- If a friend said something you disagree with, would you stay loyal to them?
- What could you say to your friend in that situation?

Help them understand that being loyal doesn’t require us to like or believe all the same things as the other person. When you’re loyal, friends feel they can trust you and that you won’t betray them – even if you disagree with them. The key is to separate the person from the action or belief. If you’re loyal to another person and trust them, you can talk to

one another about your differences and develop a deeper understanding and stronger relationship.

1 b. Loyalty Judgement

Give the children a few situations that they can relate to. They have to assess whether it depicts loyalty or not. In those situations where loyalty is absent, the children could be encouraged to think and state how the person could have acted differently.

Examples of situations:

- Sara tells a secret to Arya. Arya promises her that she wouldn't tell anyone but then she shares the secret with everyone.
- Jai has been invited to his school friend's birthday party and he confirms that he would attend. Later however his close friend in his building calls him for a movie on the same day at the same time and he decides to skip the school friend's birthday party.

2. Related to the Exercise on Relative Pronouns

2 a. Discussion

Explain the concept and function of relative pronouns to the children, then, connect the value. Help them understand that relative pronouns are named so because they always relate back to something or someone else. 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; we can 'relate' back to something or someone else.

Focus on the words 'understanding' and 'relating'. 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.

Moreover, 'empathizing' is an important aspect of relating with others, developing bonds, and bringing people closer together..

2 b. Stand in My Shoes (Story)

<https://www.youtube.com/watch?v=pS4p-7JVs00> 6 min 54 sec

Questions for Reflection

1. Why did Emily's sister get upset with her?
2. What did Alicia explain to Emily about empathy?
3. How did Alicia's words affect Emily? What was she curious about? What did she decide to do?
4. How did she relate with what her dad was going through? What did she do? Did her words and action make any difference to him?
5. What opportunity did Emily get at the bus-stop?
6. Why was Mrs. Flitch upset? Was there anything Emily could do to change the situation for Mrs. Flitch? In what way did she make a difference to Mrs. Flitch?
7. What did Emily notice in the cafeteria and what did she do to help?
8. What did Emily help Tommy understand?
9. What did Emily observe and appreciate about Mr. Peterson?
10. Why was Rosie happy?
11. What did Rosie wonder when she saw her mother?
12. How did Emily's behavior change when she had to go speak to her sister?
13. What all did Emily learn from her experiences?

Through the discussion, help the children reflect upon and ponder over the importance of relating to others and communicating through both verbal and non-verbal means, in a sensitive, understanding, caring and empathetic manner. Help them understand the difference between sympathy and empathy too.

3. Related to the story 'Robinson Crusoe Discovers a Footprint'

3 a. Discussion

Pose the following questions:

1. What did Robinson Crusoe discover on the sand one day?
2. What was his immediate reaction to the same?
3. What emotion took over later? Why?
4. How did he react then?
5. Why does he not remember how he entered his cave? Can you describe what happens to us when fear takes over us? Think about what we experience in our mind and body.
6. Have you ever experienced such fear? What brought about that fear and how did you react in that situation?
7. What helped him to manage his fear? How and why do you think it helped?

8. Do you have any way to manage your fear? What do you do? How does it help you?
9. "I did not sleep that night. The more I thought about what I had seen, the more afraid I became."
Do you think our thoughts have the power to worsen or improve our situation? Explain.
10. Upon becoming bolder, what did Crusoe decide to do? Why?
11. Why did the fear return?

Tell the children –

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. Help them understand this in a relatable way.

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....

3 b. Brave Me! (Worksheet)

Distribute the worksheet to the students. Then explain to them that the grid contains words that are character traits and action states of a fearless / courageous person; qualities that they could enhance or develop in themselves. Ask them to read the clues given and then search and identify the appropriate words in the grid. Discuss the meaning and significance of the words with them.

Answers

- | | | | | | |
|------------------|----------------|---------------|--------------|-----------------------|----------|
| 1. Determination | 2. Positivity | 3. Faith | 4. Toughness | 5. Grit | 6. Trust |
| 7. Spirit | 8. Will power | 9. Resilience | 10. Strength | 11. Confidence | |
| 12. Persistence | 13. Resolution | 14. Steadfast | 15. Tenacity | 16. Self - discipline | |

THE BRAVE ME - WORD SEARCH

Use the clues given to identify and search for the character traits and action states of a fearless / courageous person. That person could be YOU !!

	S	K															
N	S	F															
E	U	I															
S	O	A															
C	H	Q															
Z	T	Y															
T	J	M	P	K	N	P	A	T	M	T	A	P	U	I	O	O	
E	F	A	I	T	H	W	B	R	K	E	U	O	D	C	U	M	
A	Y	A	R	T	G	N	M	E	O	N	G	S	L	L	G	S	
D	G	Q	I	J	F	R	I	N	K	A	H	I	W	A	H	N	
F	P	K	T	O	S	V	I	G	A	C	A	T	X	G	N	O	
A	L	P	A	C	A	Z	T	T	L	I	Y	I	U	O	E	S	
S	E	T	R	U	S	T	O	H	V	T	H	V	W	I	S	E	
T	H	R	H	R	T	J	H	U	J	Y	Y	I	D	F	S	R	
E	U	K	D	E	T	E	R	M	I	N	A	T	I	O	N	H	
I	J	U	K	S	I	M	G	L	M	S	A	Y	L	O	L	G	
H	I	J	K	I	Y	O	L	O	J	U	T	W	R	A	V	A	
Q	U	K	B	L	X	R	E	S	O	L	U	T	I	O	N	N	
O	D	A	V	I	Z	P	C	W	I	L	L	P	O	W	E	R	
W	G	F	S	E	L	F	D	I	S	C	I	P	L	I	N	E	
H	C	E	N	N	Q	U	F	H	K	D	B	X	M	R	T	K	
V	Y	U	N	C	O	N	F	I	D	E	N	C	E	O	I	B	
I	F	G	C	E	N	X	I	W	S	J	K	S	L	Y	Z	P	

Clues

- Being firm about one's purpose : D _____
- The practice of being optimistic in attitude : P _____
- Complete trust or confidence in someone or something : F _____
- The state of being strong enough to withstand adverse conditions :
T _____
- Courage and resolve; strength of character : G _____
- Firm belief in someone or something: T _____
- The quality of courage, energy, and determination : S _____
- Control extended to do something: W _____

12. The fact of continuing in a course of action in spite of difficulty :P _____
13. A firm decision to do or not to do something: R _____
14. To be unwavering in one's decisions or actions : S _____
15. The quality or fact of being very determined: T _____
16. The ability to control one's feelings and overcome one's weaknesses: S _____ -
D _____

4. Related to the Exercise on Word Order & Conjunctions

4 a. Discussion

Remind the children that-

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. 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. 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.

Recap 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.

4 b. Abracadabra!

Prepare two identical thought bubbles (in shape and size). They have to be connected (one over the other) lightly, such that it's easy to pull off the top one. Write a negative thought on the thought bubble above and its opposite thought/positive thought on the one below. Attach the positive thought bubble firmly on a stick, then connect the negative thought bubble exactly over it using one small piece of Velcro. You may make as many such pairs as you wish for this activity.

Show the children the thought bubble. Ask them to identify whether the thought is negative or positive. (Negative) Now ask them how they could change it into a positive thought. Once they have shared their responses, cover the thought bubble with a cloth, say Abracadabra for effect (like magic) and then pull off the cloth in such a way that the thought bubble on the top comes off with the cloth (the children should not see this

happen). Present them the positive thought bubble. Ask them to think and state how the second thought is different from the first; and guess what possible effects the thoughts may have on the person.

You may do this with two or three such examples to help reinforce the nature of thoughts and the importance of maintaining positive thoughts to feel more peaceful and happier from within. This activity will help enhance their understanding on how they can monitor their thoughts and shift their mindset.

4 c. For Harmony We Shall Strive

Help the children understand that one cannot exist in isolation...We are social animals and we need to learn how to develop and maintain effective relationships with people around us... Tell them that 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. Help them understand that 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....

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

We are the World Lyrics; We are the Children

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

V. Assignments

1. Essay Writing

Ask the children to find real life examples of people who have exhibited strong loyalty / empathy / courage through their actions, write a report/ essay on them and share in the class.

2. 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.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

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

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

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

Unit 4

Topic	Values / Life skills integrated & imbibed	Activities
Crying (Poem)	Core Values considered : Fortitude, Inner Harmony, Resilience, Self Realization, and Respect Other Sub-Values: Gratitude, Appreciation, Caring, Confidence, Self-Confidence, Attitude, Optimism, Faith, and Hope. 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 'Crying' a. Discussion b. Video - Is Crying Good for Your Health?
My Elder Brother (Story)		2. Related to the exercise on Past Tense a. Discussion b. Bounce Back!
Past Tense (Verb agreement)		3. Related to the story – ‘My Elder Brother’ a. Discussion
Conjunctions (Grammar)		b. Video Presentation – Ways to Show Respect for Individual Differences 4. Related to the exercise on Conjunctions a. Discussion (Recap)
		<u>Assignments</u> 1. Worksheet/s on Self Awareness 2. I Bounced Back!

Materials / Resources needed

Facility & Equipment to play the Videos

Worksheet (Refer Assignments)

Description (of the points of discussion)

Through this unit, help students understand the following:

- Having a good cathartic crying that will wash away all the pent up emotions, is important.
- We must not suppress our feelings or emotions as it can have a negative impact on our physical and mental health.
- Crying is not a sign of weakness, rather a sign of strength. It helps build our fortitude, develops inner harmony and positivity.
- We must learn from past mistakes, understand where exactly we went wrong, reflect upon our actions in the past, why we did what we did, and what those actions reflect about ourselves.
- If things go wrong, we must develop the strength to rise up above those mistakes and challenges.
- We must also reflect upon the positive actions we carried out, what those actions state about us and how it shaped who we are.
- We must learn to be like the rubber band and 'bounce back' each time we get stretched; this ability to bounce back and not stay stuck in the problems and mistakes of the past is called resilience.
- We must respect places, things, rules and most importantly people. We must learn to appreciate and respect individual differences.
- Learning from our day to day experiences is as important as what we learn from books in the school, if not even more so.

Unit 4**Crying (Poem)****My Elder Brother (Story)****Past Tense (Grammar)****Conjunctions (Grammar)****Core Values:** *Fortitude, Inner Harmony, Resilience, Self Realization, and Respect***I. Introduction**

In unit 4, through the poem ‘Crying’ , the poet emphasises on the importance of having a good cathartic crying that will wash away all the pent up emotions. It is important that we do not suppress our feelings or emotions as it can have a negative impact on our physical and mental health. Moreover, crying is not a sign of weakness. Children, especially boys, need to realize that it’s okay to cry; understand how having a good cry can be helpful. The values of fortitude, inner harmony, and positivity may be discussed herein.

The exercise on Past Tense is a good opportunity to the children about learning from past mistakes, understanding where exactly one went wrong, reflecting upon one’s actions in the past, why one did what they did, and what those actions reflected about themselves. Children also need to understand that even if things go wrong, they must develop the strength to rise up above those mistakes and challenges. One may also reflect upon the positive actions carried out, what those actions stated about them and how it shaped who they are. So this topic helps us to impart the values of self-realization and resilience.

The story ‘My Elder Brother’, is a play based on the famous story in Hindi ‘Bade Bhai Saheb’ written by Munshi Premchand. This short play is about two brothers who are affectionate and respectful to each other. The story also shows that learning from our day to day experiences is as important as what we learn from books in the school. The story highlights the value of respect.

The exercise on Conjunctions may be used to recap the value of Inner Harmony as covered in the previous unit.

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 – Crying, and the story – My Elder Brother.
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 awareness of the values of fortitude, inner harmony, and positivity.
7. Enhance their understanding of the value of respect.
8. Broaden their understanding of the values of self-realization and resilience.
9. Reinforce their understanding of inner harmony
10. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

The values within this unit are primarily related to self-growth; the development of which can determine how the child may cope with all that life throws his/her way. These being abstract in nature, they may not be easily imbibed through observation and experiential learning alone; they may need to be taught consciously.

Your role as a teacher is significant towards this end, as you have the power and the means to shape the lives under your guidance. Through interactive discussions and activities you can bring about awareness and reflection of the values embedded in this unit. One of the most important goals you may have as a teacher is the character education of the students using the academic content at hand.

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

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



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



1.

Video - Is Crying
Good for Your
Health?
Refer 1 b.
Value –
Fortitude,
Positivity, Inner
Harmony

2.

Bounce Back!
Refer 2 b.
Value – Self
Realization &
Resilience

3.

Video Presentation –
Ways to Show
Respect for
Individual
Differences
Refer 3 b.
Value – Respect



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



1.

Worksheet/s
on
Self Awareness

2.

I Bounced
Back!

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 Fortitude, Positivity, Respect, Self-Realization, Resilience, and Inner Harmony with other inherent values like Gratitude, Appreciation, Caring, Self-Confidence, Attitude, Optimism, Faith, and Hope.

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 ‘Crying’

1 a. Discussion

Pose the following questions:

1. Why do you think the poet says ‘Crying only a little bit is no use. You must cry until your pillow is soaked!’?
2. Do you think crying helps us in any way? How? How do you feel after a good cry?
3. What do you think the poet means by the lines “Happiness was hiding in the last tear! I wept it!”?
4. Boys mustn’t cry.... What do you think about this statement? Why?
5. Is crying a sign of weakness? What do you believe?
6. Very often, after a really good cry, we start feeling better. Why do you think that is?

Tell the children –

It’s absolutely okay to cry. It is in fact a sign of strength and will only improve our fortitude. Explain to them what fortitude means. Being able to cry shows that we are sensitive and emotional; this is a good thing. It indicates that we have very strong empathy. Crying is a way to release stress or pent up emotions. Suppressing our emotions can lead to a lot of problems. Connect it to the metaphor of a cooker...if the steam is not let out once in a way, the pressure can build inside it and it would finally burst. Explain that the same thing could happen to our emotions too....they may keep building up until we

finally ‘burst’ in anger, frustration extreme sadness or some other unhelpful way. Crying is like releasing the steam from a cooker, and so it’s important that we have a good cry when we feel the need to, and not control the feeling. Crying will help wash away the stress and help us feel positive again. It will help us develop better inner harmony.

1 b. Video - Is Crying Good for Your Health?

<https://www.youtube.com/watch?v=ubksMe2duy8>

Encourage the children to reflect on the video and discuss the important elements within.

Follow up the discussion on this poem and its related values with a discussion of the exercise on past tense and the connected value as the discussions on these topics are related.

2. Related to the Exercise on Past Tense

2 a. Discussion

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

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

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

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

Explain all this in simple language in a way that they can grasp. Give them the example of rubber bands. No matter how much you stretch them, they always come back to their original shape when left. They bounce back. Just like this, in life too, we get ‘stretched and pulled’ in so many ways, by problems, difficulties, mistakes, and challenges. In order for a rubber band to move forward we need to pull it back first. The same thing happens in life.

Something might happen that knocks us back for a while but, if we are resilient, we stretch ourselves and spring forward. We must learn to be like the rubber band and 'bounce back' each time we get stretched. Help them understand that this ability to bounce back and not stay stuck in the problems and mistakes of the past is called resilience.

Ask the students to think of other things that bounce back other than a rubber band.

2 b. Bounce Back!

<https://www.youtube.com/watch?v=PEJSIWaQXAAQ> 3 min 51 sec

Discuss the points covered in the video. Encourage the children to share their thoughts, opinions and feelings.

3. Related to the story 'My Elder Brother'

3 a. Discussion

Pose the following questions:

1. What does the elder brother want the younger brother to do?
2. Why does the elder brother sit for long hours with his books?
3. Why is the elder brother worried about his younger brother? What does the younger brother do all day?
4. Does the elder brother agree to go to the 'mela' with Munna? Why?
5. "Play? What is the need, Munna?" Do you agree with these words of the elder brother? Why?
6. Describe the personalities/nature of the two brothers. How are they different from each other?
7. Why do you think the elder brother keeps failing despite all his hard work?
8. What attitude did Munna develop on realizing that he was able to pass easily despite the fact that he wasn't working as hard as his brother?
9. "Understanding doesn't come only from reading books." What do you think the elder brother meant by these words? Can you think of examples from your own life when you have experienced the truth behind these words?
10. Think of your parents or grandparents... In what way have they shown that experience and practical knowledge may be a bigger teacher than a book?
11. How would you describe the relationship between the two brothers? Did Munna look down upon his brother because he kept failing repeatedly or because his brother was totally different from him? Why? What do you understand of the word 'respect'?

12. Is respect to be shown only to those who are older to us? How can we show respect to others? Give examples of respectful behaviour.

Through the discussion bring to their attention how the brothers were affectionate and respectful to each other. Highlight the value of respect – respecting places, things, rules and most importantly people. Stress on the importance of respecting individual differences.

Also help them understand that learning from our day to day experiences is as important as what we learn from books in the school, if not even more so.

3 b. Video Presentation – Ways to Show Respect for Individual Differences

<https://www.youtube.com/watch?v=lyn-rIuj6Ww> 7 min 06 sec

Carry out a discussion with the children focusing on the questions and key points in the video.

4. Related to the Exercise on Conjunctions

4 a. Discussion

Recap the discussion related to Inner Harmony as covered in the previous unit.

V. Assignments

1. Worksheet/s on Self Awareness

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

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

2. I Bounced Back!

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

encouraged to express themselves orally. Examples:

- When I was learning to skate/paint/make something..., I kept falling down/ making mistakes. But I did not stop trying. Each time I fell/made a mistake, I would pep myself up and try again.

- Once when I danced on the stage I forgot the steps and everyone laughed at me. That made me sad and scared, but I did not stop taking part in dancing because of that. I dance in front of people even now.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

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

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

http://cdn2.hubspot.net/hub/287778/file-231442306-pdf/improving_self-awareness.pdf

<https://teamkids.com.au/why-building-resilience-in-children-is-important/>

<http://bluefoxcom.com/what-is-inner-harmony>

Unit 5

Topic	Values / Life skills integrated & imbibed	Activities
The Lazy Frog (Poem)	Core Values considered : Hard Work, Timeliness, Altruism, and Tolerance	1. Related to the poem 'The Lazy Frog' a. Discussion
Rip Van Winkle (Story)	Other Sub-Values: Responsibility, Dedication, Determination, Perseverance, Politeness, Kindness, Caring, Sharing, Compassion,	2. Related to the story – 'Rip Van Winkle' a. Discussion
Adjective Phrases & Adverbs	Generosity, Sensitivity, Empathy, Fairness, Equality, Positivity & Optimism, and Attitude.	1 & 2 b. Rocks, Pebbles and Sand Story / Demonstration
Opposites (Grammar)	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.	3. Related to the exercise on Adjective Phrases and Adverbs a. Discussion (Recap)
		4. Related to the exercise on Opposites a. Discussion b. Short Film – Tolerance
		<u>Assignments</u> 1. Grab that Time!! 2. With My Words I Shall Convince

Materials / Resources needed

Facility & Equipment to play the Videos

Rocks, Pebbles, Sand, Water and Glass Jar (if opting for the demonstration)

Pictures of rainbows as suggested

Worksheet (Refer assignment)

Description (of the points of discussion)

Through this unit, help students understand the following:

- One cannot achieve anything without hard work; we must approach work with the right attitudes - responsibly, with determination, perseverance, dedication and positivity. This will ensure our success in life.
- There's a time to work and there's a time to play. If we play when it's time to work, we will fall into trouble later. So, it's important to do what's important (take the right action) at the right time.
- We must do the right thing at the right time, to be able to stay focused, set goals and work towards them. It involves self-control and self-motivation, responsible choices and actions.
- Self-discipline is the ability to make ourselves do what we know we should do, when we should do it, whether we feel like or not. Disciplined people know what has to be done and they do it. They don't put it off until later or allow themselves to be easily taken off track.
- If we spend all our time and energy on the small stuff, we will never have room for the things that are truly important.
- It is considered good manners to treat each other with respect, kindness, and politeness. We must learn to be sensitive about the other person's feelings and thoughtful about our actions.
- Both boys and girls must treat one another with respect.
- It doesn't matter what we are or how much we have; whether we are 'complete' or 'incomplete' in some way...all of us have the potential to help someone in some way and make a difference in someone's life; to make their life more colourful and interesting... If there's a will to help, we can find a way...
- Just because something or someone is different from us, it does not mean that they are not good enough or acceptable or tolerable. Being different means just that – being different, nothing more. It is the differences among people that add to the beauty of the human race and the world we live in.
- 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.

Unit 5**The Lazy Frog (Poem)****Rip Van Winkle (Story)****Adjective Phrases (Grammar)****Adverbs (Grammar)****Opposites (Grammar)****Core Values: Hard Work, Timeliness (Value of Time), Altruism, and Tolerance****I. Introduction**

In unit 5, through the poem ‘The Lazy Frog’ , the poet describes a frog named Fred that is so lazy that it does no work the whole day. All it does is laze and sleep. It does not respond to its mother’s call for help or stir even when a lady frog hops by. The values of hard work, responsibility, respect, sensitivity, caring and so on may be discussed herein.

The story ‘Rip Van Winkle’, is about a good-natured but lazy man, who goes away into the hills and falls asleep. When he awakens twenty years later, Rip finds that quite a few things have changed!

The story too highlights the values of hard work and timeliness.

The exercises on Adjective Phrases and Adverbs present the opportunity to talk to the children about the value of Altruism. In this unit, you may add the idea that it doesn’t matter what we are or how much we have; whether we are ‘complete’ or ‘incomplete’ in some way (like phrases)....we have to focus on what we do have instead... all of us have the potential to help someone in some way and make a difference in someone’s life; to make their life more colourful and interesting (like the adjectives and adverbs).... If there’s a will to help, we can find a way...

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

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 Lazy Frog, and the story – Rip Van Winkle.
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 awareness of the values of hard work and timeliness and their importance.
7. Reinforce their understanding of the value of altruism.
8. Broaden their understanding of the value of tolerance.
9. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

The values within this unit focus both on the self and the other; the development of these will on one level help the child to experience success in any endeavour he/she takes up and at another level help him/her establish successful and meaningful relationships in life. While they seem like simple values that the child may easily imbibe through observation and experiential learning, it may not be so; they may need to be taught consciously.

Your role as a teacher is significant towards this end, as you have the power and the means to shape the lives under your guidance. Through interactive discussions and activities you can bring about awareness and reflection of the values embedded in this unit. One of the most important goals you may have as a teacher is the character education of the students using the academic content at hand.

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

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



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



1.

Rocks, Pebbles and Sand
Story / Demonstration

Refer 1 & 2 b.

*Value – Hard Work &
Timeliness*

2.

**Short Film –
Tolerance**

Refer 4 b.

Value – Tolerance



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



1.

Grab that
Time!!

2.

With My Words
I Shall
Convince

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 Hard Work, Timeliness, Altruism and Tolerance with other inherent values like Responsibility, Dedication, Determination, Perseverance, Politeness, Kindness, Caring, Sharing, Compassion, Sensitivity, Empathy, Fairness, Equality, and Attitude.

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

IV. Activities & Related Discussion

1. Related to the poem ‘The Lazy Frog’

1 a. Discussion

Pose the following questions:

1. What does Fred the frog do all day?
2. How has the poet described the frog? Why?
3. What is the opposite of laziness? What is your opinion about hard work? Do you think it is important? Why?
4. What do you think about Fred’s attitude towards his mother? Was it right? Why?
5. How do you help your mother, or show her that you care and respect her?
6. Was Fred really asleep when his mother would call him? Which lines give us the clue?
7. Read these lines below:

If a lady frog hops past

You’d think he would get up at last

To bow, and help her on her way?

- a) There is one word that implies ‘the respectful, kind, and polite way a man treats a woman’ Do you know what that word is? (Chivalry)

Give examples to the children of chivalrous behaviour or actions.

- b) What does Fred’s unchivalrous behaviour tell us about his attitude?

- c) Do you think that boys or men should treat girls or women in a chivalrous manner? Why?
- d) Is it only boys and men who should be respectful, kind, and polite?

(No, girls and women too must be respectful, kind, and polite towards boys and men. In fact, it is considered good manners to treat each other with respect, kindness, and politeness. We must learn to be sensitive about the other person's feelings and thoughtful about our actions.)

2. Related to the story 'Rip Van Winkle'

2 a. Discussion

Pose the following questions

1. What kind of man was Rip Van Winkle?
2. What was the one problem that he had? In what way did he shirk his responsibilities?
3. What do you think of this attitude of Rip Van Winkle?
4. If you could what advice would you give Rip Van Winkle? Why?

Help the children understand the importance of hard work, responsibility, timeliness and self-discipline. Explain to them that there's a time to work and there's a time to play. If we play when it's time to work, we will fall into trouble later. So, it's important to do what's important (take the right action) at the right time. Ask them to recollect the story of The Ant and The Grasshopper. Connect these lessons to that story.

Help them understand how important it is to do the right thing at the right time, to be able to stay focused, set goals and work towards them. It involves self-control and self-motivation, responsible choices and actions. Give them examples of what self-discipline looks like.

Explain to them that self-discipline is the ability to make ourselves do what we know we should do, when we should do it, whether we feel like or not. Disciplined people know what has to be done and they do it. They don't put it off until later or allow themselves to be easily taken off track.

Moreover, discuss the value of time and the importance of time management with the children.

1 & 2 b. Rocks, Pebbles and Sand Story / Demonstration

Tell the children the famous Rocks, Pebbles and Sand Story (Refer the Resources section for the video reference).

A professor presents a class with a gallon-size glass jar he says he's trying to fill up. He brings out a platter of large, fist-sized rocks and dumps them into the jar until they reach the top.

He asks the class if the jar is full, to which they naturally reply, yes.

Then, the professor brings out a bowl of pebbles, and proceeds to pour them into the jar. He shakes the jar until the pebbles settle in all the spaces between the big rocks. He asks again if the jar is now full, to which the class responds yes. Lastly, the professor reveals a bucket of sand, which he pours into the jar until every nook and cranny is occupied. The jar finally appears full - until the professor pours a bottle of water into the jar.

"Now it's full," he says, before revealing the moral of the story: "If we had put the sand in first, would there have been any room for the big rocks?"

You may instead choose to demonstrate the same in class if you wish, so that the children get a visual feedback.

Then connect the concept of time management and importance of valuing time along with putting in hard work. Help them understand the meaning of goals or objectives (long term and short term), priorities and what the act of prioritizing involves.

Explain to them –

Each of the materials in the story represents tasks of varying importance in your day: The big rocks are your major goals that are of primary importance, the pebbles are shorter-term goals of lesser importance, and the sand is minor tasks that aren't essential to your success. Meanwhile, the water is the distractions that prevent you from getting any work done at all.

Have the children think and reflect on at least one primary goal, one secondary goal, one minor task and finally one major distraction that they fall prey to.

Then tell them - by taking time to identify what your "big rocks" are, the smaller tasks will fall into place around them, like the pebbles and the sand in the analogy. On the other hand, you can easily get sidetracked by television, mobile/online games, extended playtime, spending time perfecting the decoration of a project or any other distraction - the water - if you lose sight of your more important objectives. If you spend all your time and energy on the small stuff, you will never have room for the things that are truly important.

Explain all this to them in a simple manner with relatable examples.... Encourage the children to share their thoughts, opinions and feelings.

3. Related to the Exercises on Adjective Phrases and Adverbs

3 a. Discussion

Recap the discussion on Altruism related to Adjectives that was carried out in Unit 1. In this unit, add the following points of discussion:

- Phrases are incomplete parts of a sentence....Adjective phrases are incomplete too, yet due to the nature of the adjectives, when such phrases are present in a sentence, the sentence becomes more colourful and interesting.
- We can learn an important lesson from (adjective) phrases – that it doesn't matter what we are or how much we have; whether we are 'complete' or 'incomplete' in some way....all of us have the potential to help someone in some way and make a difference in someone's life; to make their life more colourful and interesting.... If there's a will to help, we can find a way...
- Adverbs too serve the same function as adjectives – of helping/being altruistic – their presence makes a sentence more colourful.

4. Related to the Exercise on Opposites

4 a. Discussion

Ask the children what they understand of the word 'opposite'...encourage them to recollect what was discussed in grade IV. (It means being different).

Ask the children to listen to the following statements and state whether they agree or disagree. Ask them to justify their opinion.

1. If someone is different from you then they are not good.
2. I cannot accept someone who is different from me in some way.
3. We must not tolerate people who are different from us in some way – be it their language, culture, religion, lifestyle etc....

Have the children explain what they now understand of the terms 'acceptance' and 'tolerance'. Reiterate that just because something or someone is different from us, it does not mean that they are not good enough or acceptable or tolerable. Being different means just that – being different, nothing more.

Show the children pictures of a rainbow – one just as it appears in all its seven colours, and with just one colour (a monochrome rainbow).



Ask them:

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

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.

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 ourselves, even when we make mistakes.
- Tolerance is accepting others, even when they make mistakes.
- Tolerance comes out of sensitivity, empathy, compassion, fairness, justice, equality, respect... (Explain these in simple terms that they can understand with relatable examples)

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

Show them the video below..

4 b. Short Film – Tolerance

https://www.youtube.com/watch?v=T_Wl-ZOrOMo 2 min (play from 0:08 to 1:41)

Pause the video at each slide and have the students reflect on all that they see (have them focus on the expressions, the punctuation marks – what they depict/imply, the speech bubble – what the characters could possibly be saying...) think, and are possibly experiencing. Encourage them to share their thoughts and opinions.

You may pose the following questions:

1. What do you think the orange was feeling and hoping as it approached the apples? What gives us an idea?
2. Why did all the apples start talking amongst themselves when the orange approached them?
3. Which apple had the biggest problem with accepting the orange into the group? What do you think it told the orange?

4. Were the other apples as openly rude and aggressive initially? What led them to turn hostile?

(Talk to the children that very often, it's just one, or a few people who are extremely intolerant and hostile. They tend to instigate others to behave in a similar manner and then it turns into a mob mentality. Ask them to think of situations where they may have observed such a scenario in their own lives.)

5. Did all the apples feel exactly the same way? How do you know?

(No, there was one apple that was not comfortable with what was happening....the expression of the apple reveals its discomfort.)

6. Did it do anything to stop the other apples? Why not?

(Tell them that sometimes, when in a group, a person feels the pressure of following what the group does even if he/she knows it's not right... it takes courage to face the group, stand up to them and refuse to be a part of the wrong-doings. ... talk to them about peer pressure; how it can lead one to do things that they don't believe in, about assertiveness and the need to say 'NO' fearlessly....)

7. What do you think the orange felt and experienced when it was told it couldn't be part of the group?

What does the ' ? ' in the speech bubble imply? What could the orange have asked the apples?

8. Later the speech bubbles of the orange shows ' ! ' and then ' ! ? '. What do you think the orange was feeling and was trying to tell them?
9. What do the expressions and body language of the apples tell us? What did they finally do to the orange?
10. What does the orange go through as a result?
11. What did you think of their behavior?
12. What does the red apple explain to the other apples? Do you agree that everyone is equal despite their differences?
13. What happens when the apples accept the orange into their midst? How does that act change the situation and the emotions felt by everyone?
14. What does tolerance and acceptance bring about? (Peace and Happiness)

V. Assignments

1. Grab that Time!!

Prepare a visually appealing worksheet in which the children have to write down –

- Two primary goals, two secondary goals, two minor tasks and finally two major distractions that they fall prey to.
- They have to create a simple schedule for themselves that reflects the above, to help them manage their time better.

2. With My Words I Shall Convince

Ask the children to create a simple song or poem on tolerance. They may choose to work individually, in a pair or as a group. They may be encouraged to read out in class.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

Rocks, pebbles and Sand – Inspirational Short Story

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

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

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

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

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

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

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

Unit 6

Topic	Values / Life skills integrated & imbibed	Activities
Class Discussion (Poem)	Core Values considered : Self Realization, Respect, Altruism, Creativity, Attitude-Curiosity, Inner Harmony, and Cleverness & Integrity	1. Related to the poem 'Class Discussion' a. Discussion b. Reflection on a Poster
The Talkative Barber (Story)	Other Sub-Values: Responsibility, Dedication, Determination, Perseverance, Politeness, Kindness, Caring, Sharing, Compassion, Generosity, Sensitivity, Empathy, Fairness, Equality, Positivity & Optimism, and Attitude.	2. Related to the exercise on Adjectives 2 a. Discussion (Recap) 3. Related to the exercise on Prefixes a. Discussion (Recap) 4. Related to the exercise on Question words a. Discussion (Recap) 5. Related to the exercise on Conjunctions a. Discussion (Recap) 6. Related to the story – 'The Talkative Barber' a. Discussion b. Role Play (Video)
Ajectives Prefixes- un, im, dis Using Wh questions Conjunctions (Grammar)	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.	Assignments 1. Collage Project: I Am... 2. Speech Writing

Materials / Resources needed

Facility & Equipment to play the Videos

Description (of the points of discussion)

Through this unit, help students understand the following:

- It is important to develop an awareness of their nature/personality/characteristics, likes and dislikes strengths and limitations... understanding, and accepting themselves.
- They don't have to be like everybody else or 'fit in'. It's okay to be different, to be unique.
- Awareness of oneself helps in bringing about an awareness of the other, in turn developing the virtues of sensitivity, empathy, compassion, kindness and respect for another.
- Just as they can be themselves, others too have a right to be who they are. Their own nature/personality/characteristics, likes and dislikes, strengths and limitations etc. affect their choices and the way they treat others. They must learn to understand and respect each other's uniqueness, and celebrate each other's differences, and accept that everyone cannot be exactly alike.
- Cleverness, intelligence and wisdom while on their own are highly sought, they lose their value if the action of a person that stems out of these lack integrity and honesty. Even for the quickest and smartest person, if they don't have integrity, all the intelligence is wasted.
- They must understand and consider both the positive and negative aspects of cleverness and the importance or significance of integrity.

Unit 6**Class Discussion (Poem)****Adjectives (Grammar)****Prefixes (Grammar)****Question Words (Using Wh- questions) (Grammar)****Conjunctions (Grammar)****The Talkative Barber (Story)**

Core Values: *Self Realization, Respect, Altruism, Creativity, Attitude-Curiosity, Inner Harmony and Cleverness & Integrity*

I. Introduction

In unit 6, the poem ‘Class Discussion’, is presented as a dialogue between the teacher and a student in the class, Jane. The teacher expresses her concern to Jane, stating her observations of Jane and asking her why she wasn’t participating in the class discussion and sat so quietly. To this Jane then responds clearly and in a low voice “There are many people in this world who are rather quiet you know!”

The poem lends an opportunity to talk to the children about the importance of developing an awareness of their nature/personality/characteristics, likes and dislikes strengths and limitations... understanding, and accepting themselves. When they do that, their self-respect, self-confidence and self-esteem will automatically grow. Children need to know that they don’t have to be like everybody else or ‘fit in’. They need to know that it’s okay to be different, to be unique.

At the same time, they need to realize that just as they can be themselves, others too have a right to be who they are. Children need to understand how their own nature/personality/characteristics, likes and dislikes, strengths and limitations etc. affect their choices and the way they treat others. They must learn to understand and respect each other’s uniqueness, and celebrate each other’s differences, and accept that everyone cannot be exactly alike.

The values of self-realization, self-confidence respect, sensitivity, caring and so on may be discussed herein.

Self-Realization is becoming aware of 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. 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. The earlier, children become aware of who they essentially are, the more confidence, self-acceptance and self-love they will embrace.

Awareness of oneself helps in bringing about an awareness of the other, in turn developing the virtues of sensitivity, empathy, compassion, kindness and respect for another.

The exercises on Adjectives, Question words, Prefixes and Conjunctions may be used to recap the values of Altruism, Attitude of Curiosity, Creativity, Inner Harmony and Cleverness respectively as covered in the previous units.

The story ‘The Talkative Barber’, is one of the stories from Arabian Nights. In the story a barber who is extremely talkative, wears thin the patience of the Sultan and finally through his clever though conniving way, he gets the Sultan to give him all the food that was prepared for a feast. The story highlights the value of cleverness and integrity.

While the story has been portrayed in a funny manner and the cleverness of the barber is highlighted, the children may be made aware that cleverness, intelligence and wisdom while on their own are highly sought, they lose their value if the action of a person that stems out of these lack integrity and honesty. Even for the quickest and smartest person, if they don’t have integrity, all the intelligence is wasted. In this story, while the barber managed to get his needs met, one is left with an uncomfortable feeling that he was rather cunning about it and somehow put the Sultan in a helpless situation and took advantage of that. So it’s important to help the children understand and consider both the positive and negative aspects of cleverness and the importance or significance of integrity.

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 – Class Discussion, and the story – The Talkative Barber.
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 awareness of the values of self-realization and respect.
7. Reinforce their understanding of the values of Altruism, Attitude of Curiosity, Creativity, and Inner Harmony.
8. Develop their awareness and understanding of the value of cleverness, the need to use it positively and act with integrity.
9. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

One can relate well with others and respond in a healthy manner, only if one is aware of oneself first. The realization of who you are or the truth of who you are, is an essential precursor to ensure the development of effective interpersonal skills. In the course of one's cognitive and psycho-social development, one acquires many values and skills along the way. Your role as a teacher is significant towards this end, as you have the power and the means to shape the lives under your guidance. Through interactive discussions and activities you can bring about awareness and reflection of the values embedded in this unit. One of the most important goals you may have as a teacher is the character education of the students using the academic content at hand.

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

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



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



**1.
Reflection on
a Poster
Refer 1 b.**

*Value – Self-Realization
& Respect*

**2.
Role Play
(Video)
Refer 6 b.**

*Value – Cleverness &
Integrity*



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



**1.
Collage
Project:
I Am...**

**2.
Speech
Writing**

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

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

The core values being considered are Self-Realization, Respect, Altruism, Creativity, Attitude-Curiosity, Inner Harmony and Cleverness & Integrity with other inherent values like Self-awareness, Self-confidence, Self-belief, Responsibility, Politeness, Kindness, Caring, Sharing, Compassion, Sensitivity, Empathy, Fairness, Equality, Attitude, Determination, Perseverance, Peace, Wisdom, Intelligence, and Honesty.

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 ‘Class Discussion’

1 a. Discussion

Pose the following questions:

1. What did the teacher observe about Jane?
2. Why did you think she felt concerned?
3. ‘Jane looked up and then she spoke, Her voice was clear and low.’ What does this line help us understand about Jane?
4. What did Jane mean by her reply?
5. What do you think is the message of the poem?

Talk to the children about the importance of developing an awareness of their nature/personality/characteristics, likes and dislikes strengths and limitations... understanding, and accepting themselves. Help them understand that when they do that, their self-respect, self-confidence and self-esteem will automatically grow. Explain to them that they don't have to be like everybody else or 'fit in'. They need to know that it's okay to be different, to be unique, but that at the same time, they need to realize that just as they can be themselves, others too have a right to be who they are. Tell them that we

must thus understand and respect each other's uniqueness, and celebrate each other's differences. All of us cannot be exactly alike.

Through the discussion, help them understand further and reflect upon the values of self-realization, self-awareness, self-respect, self-confidence, self-esteem, respect, sensitivity, caring, compassion, kindness for others...

1 b. Reflection on a Poster



Put up the above poster in class. Ask the children to write a short essay based on this line / a short story or script of a play with this line as the moral. This could be done as an individual or group activity. Encourage reflection, discussion and sharing. Guide them where needed.

2. Related to the Exercises on Adjectives

2 a. Discussion

Recap the discussion on altruism as carried out in Units 1 and 5.

3. Related to the Exercises on Question Words

3 a. Discussion

Recap the discussion on the attitude of curiosity as carried out in Units 2 and 3.

4. Related to the Exercise on Prefixes

4 a. Discussion

Recap the discussion on creativity as carried out in Units 1, 2 and 3.

5. Related to the Exercise on Conjunctions

5 a. Discussion

Recap the discussion on inner harmony as carried out in Units 3 & 4.

6. Related to the story 'The Talkative Barber'

6 a. Discussion

Pose the following questions

1. Why did the Sultan get angry?
2. Did the barber agree that he was a chatterer? What did he believe about himself?
3. What emotional state was the Sultan reaching, the more the barber kept talking?
4. What did the barber keep asking the Sultan? Why do you think he wanted to know that?
5. Why did the Sultan give in to the barber's demands?
6. What do you think of the barber's tactics? How would you describe him?
7. Do you think the barber took advantage of the Sultan? Why? Was it right for him to have done so?

Ask the children how they found the story and why they found it so? Most would say that it was funny. Then tell them that while the story has been portrayed in a funny manner and the cleverness of the barber is highlighted, the way the barber went about to gain what he wanted was not really right; he was rather cunning about it and somehow put the Sultan in a helpless situation and took advantage of that. Tell them that cleverness, intelligence and wisdom while on their own are something that we all try to achieve, they lose their value if the action of a person that stems out of these lack integrity and honesty. Recap what integrity means – the quality of being honest and having strong moral principles of what is right and wrong. Help them understand that even for the quickest and smartest person; if they don't have integrity, all the intelligence is wasted. Talk to them about both the positive and negative aspects of cleverness (how it can be used wisely and thoughtfully and how it could be misused) and the importance or significance of integrity. Many a time, people try to outsmart others with their cleverness; they think they are being clever and intelligent – like a student who cheats in an exam using some clever techniques, a person who tries to evade a policeman after breaking a traffic rule, robbers who cleverly rob a house etc. – none of them however are being honest; their action and character lacks integrity. Ask the children to give some examples of their own, so that you can gauge if they have made the necessary connection.

6 b. Role Play (Video)

<https://www.youtube.com/watch?v=CIgHozoTyjk> (Note : Play only till 1 min 38 sec)

Stop the video where the mother pats the son's back and he exults in glee. Now ask the children-

1. What do you think of the son's actions? Were they positive or negative?

2. How did he cleverly succeed in fooling his mother? Does the action show integrity?

3. How does he achieve an A+ in the exam? Was that an act of integrity?

4. Why does he cheer when his mother turns back after she pats his back in appreciation? What does he think he has accomplished and what does he probably think about himself?

5. What do you feel after watching this situation? Why?

Encourage the children to reflect and share their thoughts, opinions and feelings.

V. Assignments

1. Collage Project: I Am...

Ask the children to cut out a circular shape out of yellow / gold paper (depicting the sun). Inside the circle they have to stick their photo and below it write I AM..... Then they have to cut out strips of yellow or gold paper, like the sun's rays, about 2 cm in width each. Finally they have to go through old magazines, papers, etc. and look for adjectives that describe them. For example, words like funny, smart, shy, kind, quiet.... It could be any word that they feel describes who they are or what they are like. They must then cut out these words (as many as they can find) and stick them on the rays. The idea is to fill up the rays with such self-descriptive words. This exercise will get them to spend some self-reflective time, which will help them understand themselves a little better.

As part of the second part of the project, have them bring their respective sun to class and hang each of them in a line on a rope across the class. The children may be encouraged to go through each other's sun and see how others have described themselves. This will improve their awareness and understanding of others and foster empathy and respect for them in the process.

2. Speech Writing

Ask the children to write a short speech based on the following lines.

Brains are good, but character is better.

Cleverness is helpful, but nobility is nobler.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

Reference videos for discussion points - for 1 a. related to the poem:

- How to Be More Accepting of Others

<https://www.youtube.com/watch?v=-O8LXQrY9Rw>

- Respectful Empathy

<https://www.youtube.com/watch?v=JH8fi8ntOr4>

<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

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

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

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

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

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

Topic	Values / Life skills integrated & imbibed	Activities
Topsy-turvy Land (Poem)	Core Values considered : Organization, Equanimity, Interconnectedness, Self-Realization & Resilience, Altruism, and Cultural Values	1. Related to the poem 'Topsy-turvy Land'. a. Discussion b. Questionnaire – How Organized Are You?
Gulliver's Travels (Story)	Other Sub-Values: Self-discipline, Cleanliness, Optimism, Positivity, Respect, Care & Share, Responsibility, Politeness, Kindness, Compassion, Sensitivity, Empathy, Fairness, Equality, Attitude, Self-awareness, Self-confidence, Self-belief, Determination, Perseverance, Faith, and Trust.	2. Related to the story – 'Gulliver's Travels' a. Discussion b. Video – Equanimity
Similies		3. Related to the exercise on Similies a. Discussion b. Worksheet: What's the Connection?
Past Tense (Simple & Continuous)		4. Related to the exercise on Past Tense a. Discussion (Recap)
Adjectives (Comparative & Superlative degree)		5. Related to the exercise on Adjectives a. Discussion (Recap)
Punctuation (Grammar)	Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Self-regulation, Social judgement, Problem-solving, Planning & execution and Generalization.	6. Related to the exercise on Punctuation a. Discussion b. Story – I Am
		<u>Assignments</u> 1. Organization Trial Week 2. Creative Expression 3. Projects 4. Acts of Simplicity 5. Story Narration / Dramatization

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:

- Organization is the the activity of making preparations or arrangements for something, or the way in which something is planned, arranged or prepared. Organization is a key element for success.
- It's all about cultivating self-discipline and healthy habits; Organized people follow ceratin common characteristics and healthy habits.
- They can be organized in – space (any place that they use/occupy), belongings, time.... there are ways to stay organized in these areas..
- They must not make assumptions or form judgments about someone before coming to know them. They must develop tolerance and respect for individual differences, be sensitive, kind, compassionate and caring, & share with others.
- Just like in similes, where we see a connection between two things, in real life too, all of us are connected in some way.
- Feeling connected can be a positive feeling that makes us want to act with goodwill to others; when we feel a sense of connection with someone or something, you experience and show sensitivity, empathy, compassion, kindness, respect....
- They have to keep working at developing the values of self-realization and resilience in themselves and applying them in their lives.
- 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 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.
- 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.

Unit 7**Topsy-turvy Land (Poem)****Gulliver's Travels (Story)****Similes (Grammar)****Past Tense (Simple & Continuous) (Grammar)****Adjectives (Comparative & Superlative degree) (Grammar)****Punctuation (Grammar)**

Core Values: *Organization, Equanimity, Interconnectedness, Self-Realization & Resilience, Altruism, and Cultural Values*

I. Introduction

In unit 7, the poet, in the poem 'Topsy-turvy Land', describes a land where everything happens in a topsy-turvy way; the opposite of what usually takes place. Here the term topsy-turvy may be connected to the aspect of disorganization, where nothing is where or how it should be; the values of organization and self-discipline may be discussed.

The story 'Gulliver's Travels', is an adapted excerpt from the book Gulliver's Travels by Jonathan Swift. It is presented as an autobiography of a sailor, Gulliver, who describes his experiences at an island that he and his crew discover. The story highlights the values of equanimity (being non-judgemental), respect (for individual differences), caring and sharing.

The exercise on Similes, is an opportunity to further enhance their understanding of the value of interconnectedness; help children see the interconnectedness between people, human beings and animals, and human beings and nature. The words 'like' or 'as' indicate comparison and similarity; a sense of connectedness with something.

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

The exercises on Adjectives, and Past Tense may be used to recap the values of Altruism, Self- Realization and Resilience respectively as covered in the previous units.

The exercise on Punctuation, may be used to broaden their awareness and understanding 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.

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 – Topsy-turvy Land, and the story – Gulliver’s Travels.
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 awareness of the value of organization and the importance of self-discipline.
7. Develop their awareness of the value of equanimity (being non-judgemental)
8. Develop their awareness and understanding of the value of interconnectedness.
9. Reinforce their understanding of the values of altruism, self-realization and resilience.
10. Enhance their awareness of cultural values.
11. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

In the course of one's cognitive and psycho-social development, one acquires many values and skills along the way. Your role as a teacher is significant towards this end, as you have the power and the means to shape the lives under your guidance. Through interactive discussions and activities you can bring about awareness and reflection of the values embedded in this unit – the values of organization, equanimity, interconnectedness, self-realization & resilience, altruism, and cultural values, all of which are important for the all-round development of the child and success in later years. One of the most important goals you may have as a teacher is the character education of the students using the academic content at hand.

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

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



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



1.

Questionnaire – How
Organized Are You?

Refer 1 b. Value –
Organization

2.

Video – Equanimity
Refer 2 b.

Value – Equanimity
(Non-Judgemental)

3.

Worksheet: What's the
Connection?

Refer 3 b.
Value – Interconnectedness

4.

Story – I Am
Refer 6 b.
Value – Cultural Values



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



1.

Organization
Trial Week

2.

Creative
Expression

3.

Projects

4.

Acts
of
Simplicity

5.

Story
Narration /
Dramatization

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 Organization, Equanimity, Interconnectedness, Self-Realization & Resilience, Altruism, and Cultural Values with other inherent values like Self-discipline, Cleanliness, Optimism, Positivity, Respect, Care & Share, Responsibility, Politeness, Kindness, Compassion, Sensitivity, Empathy, Fairness, Equality, Attitude, Self-awareness, Self-confidence, Self-belief, Determination, Perseverance, 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, Social judgement, Problem-solving, Planning & execution and Generalization.

IV. Activities & Related Discussion

1. Related to the poem ‘Topsy-turvy Land’

1 a. Discussion

Ask the children to look at the pictures related to the poem, given in the text. Ask them –

1. What comes to your mind when you look at these pictures?

(Possible responses may be – the room is messy/cluttered/disorganized/ terrible ... things are not where they should be / how they should be...)

2. What does this tell us about the person whose room it is (in the first picture –pg. 110), or the kind of land it appears to be...(second picture –pg. 111)?

(In the first picture, the person comes across as a messy, disorganized and unclean person with a careless attitude and having a lack of self-discipline.

In the second picture, such a land where everything is topsy-turvy, seems like a land where there is no proper thought to how things should be....of course for the people of that land, that way of life would be ‘normal’, but for an outsider it could come across as chaos and disorganization.)

3. What could we possibly learn from these pictures; especially the first one?

Talk to the children about the value of organization, what it entails – the activity of making preparations or arrangements for something, or the way in which something is planned, arranged or prepared - and why it's important to be organized. Discuss with them the characteristics of an organized person. Help them understand that it's all about cultivating self-discipline and healthy habits. Discuss each point given below.

Characteristics/Healthy habits of an organized person:

- They set goals for themselves and make a list of all that needs to be done (to-do list).
- They plan well in advance.
- They follow a fixed schedule or routine
- They do not procrastinate; they do not put things off for later.
- They keep things in their proper places. They have a place for everything.
- They de-clutter regularly; they do not hoard things or allow mess to build up.
- They are optimistic and have a 'can-do' attitude.
- They ask for help when needed.

Also talk to them about all the areas that they can be organized in – space (any place that they use/occupy), belongings, time.... how they could stay organized in these areas; what they could do.... and the kind of self-discipline it takes....

1 b. Questionnaire – How Organized Are You?

Prepare a worksheet in the form of a questionnaire. Frame the items based on the characteristics given above.

Examples of items:

I do things according to a set time-table.

I don't do things at the last minute.

I don't give up easily when I'm not able to achieve something.

You may have as many items as you see fit. Keep the items positive. On the right side of the page, for each item have an outline of a small signal box. The children have to colour in the circles – green for 'yes' responses, red for 'no' responses and orange (amber) for 'sometimes' responses. They then have to count how many green, red and orange responses they have. The more the green, the more organized they are; more red means they are rather disorganized, and more orange/ amber means they are inconsistent and need to work towards becoming more organized. Explain this to the children and help them understand where they need to improve.

2. Related to the story ‘Gulliver’s Travels’

2 a. Discussion

Pose the following questions

1. Why did Gulliver’s crew flee the island and leave him behind? What did they assume? Did they really have any basis for their fear? What does this tell us / help us understand?
Would you like to be judged? Why?
2. What kind of people lived on the island? How were they different from Gulliver?
3. Did these people hurt Gulliver? How did they treat him? What all did they provide him?
4. What does this tell us about the character and nature of the giants?
5. What can we learn from the actions of the giants in this lesson?

Talk to the children about not making assumptions or forming judgments about someone before coming to know them. Remind them about tolerating and respecting individual differences, being sensitive, kind, compassionate and caring, & sharing with others.

2 b. Equanimity – Being Non-Judgemental

<https://www.youtube.com/watch?v=REZGVizT8d4> 1 min 36 sec

Draw their attention to each aspect of what is shown in the video and discuss it in detail with them. Help them connect with relatable examples from situations in their daily life. Encourage them to share their thoughts, opinions, experiences and feelings openly.

3. Related to the Exercise on Similes

3 a. Discussion

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

Then give the following worksheet.

3 b. Worksheet: What's the Connection?

Prepare a worksheet in which you give a few images. The children have to find some connection with the given pictures and create a simile for each, drawing a comparison between them and the image. Give them a few simple examples to help them understand what is expected.

Examples:

I feel as lazy as a cat. / My body is as flexible as that of a cat.

I am as silly as a chimp.

My skin is as soft as butter.

I believe I am strong like a rock.

I feel relaxed, like a sleeping baby.



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

Help the children understand that feeling connected can be a positive feeling that makes us want to act with goodwill to others; when we feel a sense of connection with someone or something, you experience and show sensitivity, empathy, compassion, kindness, respect..... When we remember our common humanity and interconnectedness we think more “we” and “us”, and less “I” and “me”. Help them understand how they can reestablish the connection with animals and nature; encourage them to think of ways that they can show their goodwill towards them.

4. Related to the Exercises on Past Tense (Simple & Continuous Tense)

4 a. Discussion

Recap the discussion on self-realization and resilience as carried out in Units 4 and 6.

In this unit, just add the following point in the discussion that just as the continuous tense indicates that an action is a continuing one, the effort to become more self-aware, to understand ourselves better and become the best version of ourselves and also develop the strength and resilience to deal with difficult and challenging situations, is an on-going and continuing process. We have to keep working at it developing these values in ourselves and applying them in our lives.

5. Related to the Exercise on Adjectives (Comparative & Superlative degree)

5 a. Discussion

Recap the discussion on altruism as carried out in Units 1, 5 and 6. 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.

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.

6. Related to the Exercise on Punctuation

6 a. Discussion with Role Play

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. (.,?!)

The three words (students holding word cards) have to stand 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 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 its 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.

6 b. Story – 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 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.”

[ORIGINAL STORY – Priya Cibi]

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?
13. The owl in the story ‘I AM’ spoke about the Sun, Air and Water contributing to the trees growth and we compared those to the influence that our culture, traditions and the environment/nature has on our growth and learning....

Can you think of some values that have been taught to us as part of our Indian Culture? You can also think of those values that were taught but we’ve lost or are losing over time Encourage students to think and respond.... let them discuss in groups of fourAsk them to think how those values are reflected in our behaviours too.

E.g. THE VALUE OF RESPECT

Respecting our elders

- Touching their feet to take their blessings (Pranama)
- Certain usages in Indian languages to accord respect – Aap (Hindi), Aaho (Marathi), Thaangal (Malayalam)....
- Women wearing ghunghat (in some cultures) in the presence of a male elder
- Not standing with folded hands (shows arrogance), not sitting with one leg (knee) atop the other

Respecting others

- Greeting – Namaste, Sat Sri kal , Salaam, Jai Sri Krishna (each has a meaning behind it....)

- The way we treat our guests (atithi devo bhava)

- All the little things we do/don't do as a sign of respect, when in the company of others.....

Respecting Nature

The different traditions and customs followed across India (that was birthed from the need to conserve nature):

- Birth of Sacred forests, sacred groves, temple forests, monastery forests....

- Worship of the five elements of nature (Air, water, earth, sky and fire)

- Tree / Plant Worship – (Banyan, Peepal, Ashoka, Bela, Tulsi....)

- Animal worship – Cow

You could touch upon other values too like GRATITUDE COMPASSION.... etc. and their reflection in society's customs, traditions and general behaviours..... Activate discussion and reflection.... point out how in India itself there are varied cultures and values that stem from those.

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.

V. Assignments

1. Organization Trial Week

Encourage the children to practice being their best organized self for a week. Ask them to prepare a chart in which they record the following details -

Day	What all I did	How I felt	Challenges I faced	Response of members my family	What I learnt about myself
1					
2					
3					
4					
5					
6					
7					

2. Creative Expression

Ask the children to write a creative piece on non-judgement. They could choose to express their thoughts and opinions any way – through a story, poem, slogan, quote, poster etc...

3. Projects : Ask the children to -

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

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. Story Narration / Dramatization

Ask the children to find stories from Indian Mythology that reflect the values that have been taught to us as part of our Indian culture and share them with the class. They could do dramatizations based on those.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

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

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

<http://livingvalues.net/simplicityy>

Unit 8

Topic	Values / Life skills integrated & imbibed	Activities
<p>Nobody's Friend (Poem)</p> <p>Suffix '-less'</p> <p>Opposites</p> <p>Adverbs (ly)</p> <p>Present Continuous Tense</p> <p>Articles (Grammar)</p> <p>The Little Bully (Story)</p>	<p>Core Values considered :</p> <p>Care & Share, Creativity, Tolerance, Altruism, Cleanliness (De-cluttering and mindfulness), Self-Esteem, Sensitivity, and Empathy</p> <p>Other Sub-Values:</p> <p>Kindness, Attitude, Love, Confidence, Determination, Perseverance, Patience, Respect, Fairness, Equality, Appreciation, Gratitude, Responsibility, Self-awareness, Self-belief, Self-confidence, Self-love, Faith, Trust and Hope.</p> <p>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.</p>	<ol style="list-style-type: none"> Related to the poem 'Nobody's Friend' <ol style="list-style-type: none"> Discussion Reflection on Advertisements Related to the exercise on Suffix <ol style="list-style-type: none"> Discussion (Recap) Related to the exercise on Opposites <ol style="list-style-type: none"> Discussion (Recap) Related to the exercise on Adverbs <ol style="list-style-type: none"> Discussion (Recap) Related to the exercise on Present Continuous Tense <ol style="list-style-type: none"> Discussion Mindfulness Related to the exercise on Articles <ol style="list-style-type: none"> Discussion Video- Self-Esteem Lesson Related to the story 'The Little Bully' <ol style="list-style-type: none"> Discussion Treat Others the Way You Want to Be Treated <p><u>Assignments</u></p> <ol style="list-style-type: none"> Writing (Story) prompt A Letter to Me! In Your Shoes

Materials / Resources needed

Facility & Equipment to play the Videos

Description (of the points of discussion)

Through this unit, help students understand the following:

- Sharing stems from caring; it impacts both the giver and the receiver in a positive manner. We must be open to caring enough about others to share, as the act of doing helps build and sustain relationships. •
- Fear of the unknown (future), and burden of memories (past), tends to blur the experience of NOW (present). The mind in such cases is cluttered with thoughts that play havoc with the mind and body and leads one to take ineffective and sometimes drastic measures. The goal is to 'de-clutter' the mind and focus on fully experiencing the present (mindfulness). This is not a one-time effort, but a continuous process.
- 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.
- Our behaviour is a reflection of the choices we make. Our character is built around it. Our actions can have an impact on others. It is up to us, what kind of impact it turns out to be - positive or negative. Sensitivity and empathy towards others will improve bonds and nourish relationships.

Unit 8**Nobody's Friend (Poem)****Suffix -'less' (Grammar)****Opposites (Grammar)****Adverbs (ly) (Grammar)****Present Continuous Tense (Grammar)****Articles (Grammar)****The Little Bully (Story)**

Core Values: *Care & Share, Creativity, Tolerance, Altruism, Cleanliness, Self-Esteem, Sensitivity, and Empathy*

I. Introduction

In unit 8, the poem 'Nobody's Friend', is about sharing and caring in friendships; how a little boy and girl don't have any friends because they don't share their things with others. They behave selfishly and so no one wishes to be their friend. The message that may be imparted through this poem is the importance of caring and sharing in sustaining relationships.

The exercises on Suffix, Opposites and Adverbs may be used to recap the values of creativity, tolerance and altruism respectively as covered in the previous units.

The exercise on Present Continuous Tense, lends an opportunity to enhance their awareness of the value of cleanliness; of de-cluttering and staying in the present moment.

Fear of the unknown (future), and burden of memories (past), tends to blur the experience of NOW (present). The mind in such cases is cluttered with thoughts that play havoc with the mind and body and leads one to take ineffective and sometimes drastic measures. The goal is to 'de-clutter' the mind and focus on fully experiencing the present. This is not a one-time effort, but a continuous process.

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

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

The story ‘The Little Bully’ is about a boy Hari, who troubles and bullies others in different ways. The children try to retaliate but nothing stops him. Then one day, the class goes for a picnic to the seaside for a whole day. Throughout the journey to the seaside, nobody sits with or goes near Hari. In anger, he takes his lunch to a sandy corner and decides not to share it with anyone and have it all by himself. To his surprise and later horror, he is joined by many crabs and shrimps that begin to pinch him really hard, saying they thought a boy like him would enjoy it. When his lunch rolls over and the crabs and shrimps leave him to feast on the food, he escapes from there. However, the incident helps him realize that what he doing to the other children was just the same...it was no wonder that they hated him. He then decides never to behave in such a manner again.

The story lends the opportunity to talk to the children about sensitivity, empathy, kindness, compassion, and respect for all; the strong message here – Treat others how you’d like to be treated.

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 – ‘Nobody’s Friend’ and the story ‘The Little Bully’
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. Broaden their awareness of the values of caring and sharing.
7. Reinforce their understanding of the values of creativity, tolerance and altruism.
8. Enhance their awareness of the value of cleanliness; de-cluttering, and staying in the present moment.

9. Broaden their understanding on self-esteem.
10. Enhance the values of sensitivity and empathy.
11. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

Within this unit are embedded values that are primarily related to the self alone (creativity, cleanliness/de-cluttering of the mind/mindfulness, & self-esteem) and some others that are in relation to others (caring & sharing, tolerance, altruism, sensitivity and empathy). Values are not only picked through observation and experiential learning, they are also taught; this is essential for the overall development of the child.

Your role as a teacher is significant towards this end, as you have the power and the means to shape the lives under your guidance. Through interactive discussions and activities you can bring about awareness and reflection of the values in this unit. One of the most important goals you may have as a teacher is the character education of the students using the academic content at hand.

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

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



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



1.
Reflection on
Advertisements
Refer 1 b.
Value – Caring & Sharing

2.
Mindfulness
Refer 5 b.
Value – Cleanliness
(De-cluttering & Being Present)

3.
Video- Self-Esteem Lesson
Refer 6 b.
Value – Self-Esteem

4.
Treat Others the Way You
Want to Be Treated
Refer 7 b.
Value - Sensitivity & Empathy



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



1.
Writing
(Story)
Prompt

2.
A Letter to
Me!

3.
In Your
Shoes

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 Care & Share, Creativity, Tolerance, Altruism, Cleanliness, Self-Esteem, Sensitivity, and Empathy with other inherent values like Kindness, Attitude, Love, Confidence, Determination, Perseverance, Patience, Respect, Fairness, Equality, Appreciation, Gratitude, Responsibility, Self-awareness, Self-belief, Self-confidence, Self-love, Faith, Trust and Hope.

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, Social judgement, Problem-solving, Planning & execution and Generalization.

IV. Activities & Related Discussion

1. Related to the poem ‘Nobody’s Friend’

1 a. Discussion

Pose the following questions

1. Why doesn’t the girl have any friends?
2. The boy too has no friends. Why?
3. What does the poet do to be a good friend?
4. What does this tell us? What is the message conveyed in the poem?
5. Do you believe sharing is important? Why?
6. When someone shares something of theirs with you, what does it convey or show?

1 b. Reflection on Advertisements

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

<https://www.youtube.com/watch?v=HkuKHwetV6Q> 1 min 56 sec

Show the children the videos above. Ask them to share what they understood and their thoughts on the same. Discuss why the children in each video shared, how and what impact the act of sharing had on both the giver and the recipient. Ask the children to share experiences of when they were a giver / recipient and how it felt to give / receive. Through the discussion, reinforce the values of caring, kindness, sensitivity, empathy, and so on ...

2. Related to the Exercise on Suffix

2 a. Discussion

Recap the discussion on creativity as carried out in units 1 & 2.

3. Related to the Exercise on Opposites

3 a. Discussion

Recap the discussion on tolerance as carried out in unit 5 & 6.

4. Related to the Exercise on Adverbs

4 a. Discussion

Recap the discussion on altruism as carried out in units 1, 5, 6 & 7.

5. Related to the Exercise on Present Continuous Tense

5 a. Discussion & Drama

Begin the session by writing the word PRESENT on the board. Check their concept of time – When something happens in the present time, it means the action is happening now. The Present indicates the HERE and NOW. Tell the students that this is something very important; something we need to remember for our daily life.

Then present the DRAMA (This could be developed into an animation too)

Scene 1:

A boy – Rajesh- (the main character) is sitting at a table surrounded by books. He appears to be studying. As he is studying, he starts thinking about the football match that he has to play the next morning. ... Various thoughts come into his mind.

“I’m so nervous about tomorrow.”

“I wonder how the match will go.”

“I need to practice this evening.”

“I wonder if the coach is impressed with all my hard work.”.....

The scene ends with the boy covering his face with his book in frustration.

Scene 2:

Rajesh is on the playground. The match is going on. Half time is called. As Rajesh walks off the field for a drink of water, thoughts once again pop into his mind.

“I wish I had paid attention to my studies yesterday.”

“Mother had been so upset with me for wasting my time.”

“I wonder what she told father.”....

The whistle for the game blows. Rajesh looks blankly at the ground.

Freeze the scene ...

(The ‘thoughts’ can be portrayed by children who could pop up with placards on which the thoughts are written.)

Now pose the following Questions to the children:

1. What do you think Rajesh was experiencing? (Thoughts)
2. What kind of thoughts were they? Were they happy thoughts, sad thoughts, ‘worry’ thoughts or angry thoughts?
3. In the first scene, in which time were his thoughts focused? (Future)
4. Which time, did his thoughts travel to in the second scene? (Past)
5. In both the instances, was Rajesh focused on what he was doing at that moment?
6. Do you think he was missing out anything by not focusing on the present?
7. We must try to be ‘present’ in each moment. What do you think this means? How would it help us according to you?

Let them share their thoughts....

Further discuss:

Whatever we experience, we experience it at this very moment. Right now, all of us are experiencing the English class right. Explain with the help of the clock. Every second and minute that goes by, becomes the past and the new second or minute becomes the present. That’s how time moves. We can only enjoy what we do in that particular moment. Once that moment passes, we won’t be able to get it back. We cannot rewind time. Neither can we fast-forward and experience the future before it happens. By the time we come into the future, that becomes the present.

Representation:

You could represent this on a timeline on the board or do this physically as an activity with the students ...show a man (if representing on the board) / a student - progressing forward on the timeline. The timeline could be of a day - 24 hours represented by lines)

The points on the line could be colour coded - Red for past, Green for present and Blue for future. (Coloured dots on the board / Circular colour-cards on the floor)

At the starting point of the timeline, the dot would be green as the man/student is in the present. Each time the man/student moves one step forward on the line, the colour of the earlier point should become red, indicating that that moment has become the past. What was blue earlier, will turn green as that now becomes the person's new 'present'.

This will help the children understand the passing of time in a concrete way.

Now tell the students – So from this representation we can see that a person can actually 'be' in only one moment always and that is the present.

What we experience at any given time, always happens in the present. Yet so often, like Rajesh, we let the present slip away, unobserved, unseized and unenjoyed. We waste those precious seconds of our lives as we worry about what may or may not happen in the future and constantly think (ruminate) about the past memories. We don't appreciate the living present because our "monkey minds," as Buddhist's call them, jump from thought to thought like monkey's swinging from the tree.

Ask them –

- Do you want to be that monkey that jumps from tree to tree without enjoying the moment on each tree?
- So, what would it mean to appreciate the present?
It would mean being attentive and observing what's happening around you and within you.

5 b. Being Present (Mindfulness)

- Mindfulness for Kids - Learning about our thoughts

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

Have students do the exercise that's part of the video.

Questions for Reflection

1. What has thoughts been compared to?
2. What are the different types of thoughts she spoke about?
(big, small, tiny, few, many at the same time, ideas, memories, funny...)
3. How long do thoughts usually stay in our mind?
(they come and go)

4. How do thoughts affect our emotions or feelings?
(join with our feelings – make us weary/afraid/ happy/ sad...)
5. What does the girl call the brain?
6. How do the thoughts enter our mind?
(a chain of thoughts together or many little thoughts that turn into a huge thought)
7. What choice do we have with regard to our thoughts?
(we can choose which thoughts to believe.)
8. What can you do when upsetting thoughts come to your mind?
(Practice breathing)

- I Am Peace - A Story on Mindfulness

<https://www.youtube.com/watch?v=vnR5HDfR3JI> 3 min

Questions for Reflection

1. What does the girl tend to worry about?
2. How does she experience her thoughts? What comparison has she used?
3. What does an anchor do / What is it used for? Why do you think she has used this comparison?
4. What do you think the girl means by saying – she feels like she’s being carried away?
5. What mindful strategies did she use to settle her thoughts and feelings? (pausing, breathing, grounding) How do you think they helped her?
6. She told herself, “I’m alright”. What is this technique called? Do you talk to yourself? What does self-talk do?
7. What did she notice, when she practiced the mindful strategies?
8. What happened to her emotions? What change was observed?
9. ‘She let things go’ What exactly did she let go? What does she mean?
10. What changes does she bring about in her behavior? What actions does she choose?
11. The girl connected with nature? How can we do that? How do think it helps in feeling better
12. What did she experience when she watched the clouds? Have you ever tried out cloud gazing? How did you feel?
13. Just as you tried using your senses to be in the present moment, the girl too tried it. How does it feel to use your senses?
14. Through breathing, the girl ‘tuned’ into herself. What does she mean? What was she able to do?

15. Now the water is still, I have found my anchor and everything is alright. What exactly did she achieve?
16. What did she do with the peace she found? What does this tell us about her? Why do you think she did it?
17. What did the girl dream? Why?

Discuss and help activate reflection and introspection. Encourage students to share their thoughts. Then explain the following to the children in a simple manner–

- A mind filled with chaotic, unhelpful and useless thoughts is like a cluttered physical space. The mind, a mental space, too needs to be kept ‘clean’. Cleanliness of the mind would involve working on gradually getting rid of such unnecessary thoughts and organizing the necessary thoughts that will help us stay positive and motivate us to live a more meaningful and enriching life.
- Worrying about the future, ruminating about the past, having an unforgiving mental to-do list, complaints and so on would constitute mental clutter.
- Having a cluttered mind would make us restless and unfocused. The thoughts that are part of such a mind try to move in many different directions at once and ultimately nothing really gets done or achieved.
- Thinking the same thoughts again and again, focusing on the negative, and worrying about things one can’t control wastes time and drains one’s mental energy. If one wishes to develop more ‘mental muscle’, de-cluttering or ‘cleaning’ the mind of all those mental habits that are keeping one ‘stuck’ would become essential. Getting rid of mental clutter, thus would allow one to focus on the essential and important things that make life more purposeful.
- It is important that we ‘Spring Clean Our Mind’ for more clarity.
- Mindfulness is awareness. It is noticing our thoughts, feelings, bodily sensations, and anything that is around us and happening right now. ‘Anchoring’ awareness in the here and now reduces impulsivity and reactivity. Give relatable examples.
- De-cluttering and mindfulness is not a one-time action; it is a continuous process and state of being.

The purpose of teaching mindfulness to our children is to give them skills to develop their awareness of their inner and outer experiences, to understand how emotions manifest in their bodies and to recognize when their attention has wandered and to provide tools for control. Mindfulness can help children improve their abilities to pay attention, to calm down when they are upset and to make better decisions. In short, it helps with emotional regulation and cognitive focus.

6. Related to the Exercise on Articles

6 a. Discussion

Once the children have revised 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.

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:

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 good and build your self-esteem.

6 b. Self-Esteem Lesson

<https://www.youtube.com/watch?v=dBMgE6zJ9eQ> 4 min 11 sec

Stop the video at all important points and explain or have a discussion with them. Give them plenty of relatable examples. Encourage them to share their experiences, thoughts and feelings.

7. Related to the Story 'The Little Bully'

7 a. Discussion

Pose the following questions

1. In what ways did Hari trouble the other children?
2. Why do you think the other children hated him? How do you think he made them feel?
3. How did Hari feel when no one spoke to him or sat with him during the journey to the seaside?
4. What did he do to get back at the children?
5. What happened in the sandy corner that he sat to have his lunch?
6. Why did the crabs and shrimps attack him the way they did? What important lesson did they help him understand?
7. Did Hari realize the error of his ways? What did he decide then?
8. What important message does this story give us? What values can we learn from the story?

7 b. Treat Others the Way You Want to Be Treated

https://www.youtube.com/watch?v=1GXUAFWuF_A 2 min 28 sec

Point out the behaviours of each character; have the children reflect upon: the choices each made; why they possibly made those choices and what it says about their character, what feelings or emotions may have been experienced by those who experienced the insensitivity and the difference that sensitivity would have made.

Bring their attention to the moments when empathy was experienced and expressed by some of the characters; how it changed the way the other felt and carried it forward in their interactions with others.

Have them identify the values embedded in the video.

V. Assignments

1. Writing Prompt

Ask the students to come up with a story based on the story opener given –

They were really tired. Never a moment went by when Atul wasn't complaining or upset about something that had happened. As if that was not enough, he constantly worried about something that hadn't even happened!

2. A Letter to Me!

Ask the children to write a loving letter to themselves, appreciating all the positive qualities in them.

3. In Your Shoes...

Prepare a worksheet in which you have pictures of people in various situations. They have to look at the picture and guess what that person could be thinking and feeling.



Example:

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

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

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

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

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

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

<https://www.mindful.org/mindfulness-in-education/>

<https://blissfulkids.com/what-is-mindfulness-and-how-to-explain-it-to-kids/>

Unit 9

Topic	Values / Life skills integrated & imbibed	Activities
Song of People (Poem)	Core Values considered : Community, Tolerance, Unity, and Altruism	1. Related to the poem 'Song of People' a. Discussion b. What are Community Values?
Opposites Collective Nouns Adverbs (Grammar)	Other Sub-Values: Humanity, Respect, Politeness, Kindness, Compassion, Sensitivity, Empathy, Fairness, Equality, Attitude, Care & Share, and Responsibility. 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.	2. Related to the exercise on Opposites a. Discussion (Recap) 3. Related to the exercise on Collective Nouns a. Discussion (Recap) 5. Related to the exercise on Adverbs a. Discussion (Recap) <u>Assignments</u> 1. Poem Reflection & Essay Writing

Materials / Resources needed

Facility & Equipment to play the Videos

Description (of the points of discussion)

Through this unit, help students understand the following:

- Being part of a community gives us a sense of belonging and enables us to share personal relatedness, & support perpetual growth of each other, ourselves and our environment.
- When we develop a sense of community, it helps bring about a 'we-spirit', character, pride and a feeling that people within the community matter to one another.
- A community is characterised by inclusion, tolerance, empathy, kindness, compassion, fairness, equality, support, connection, trust, valued relationships..... in short, humanity.

Unit 9**Song of People (Poem)****Opposites (Grammar)****Collective Nouns (Grammar)****Adverbs (Grammar)****Core Values:** *Community, Tolerance, Unity, and Altruism***I. Introduction**

In unit 9, the poem ‘Song of People’ , describes the people of the city. The poet observes city life to be fast paced, with constant hustle and bustle, and the people to be rather lost in that rush; with no time to greet each other or engage with each other properly. The poet implies that people in the city don’t really connect with the others around them. The value of community and humanity may be discussed in relation to this poem.

The exercises on Opposites, Collective Nouns and Adverbs may be used to recap the values of Tolerance, Unity, and Altruism respectively as covered in the previous units.

II. Learning Objectives / Outcomes

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

1. Read and understand the poem – Song of People
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 awareness of the values of community and humanity.
7. Reinforce their understanding of the values of tolerance and altruism.
8. Enhance their awareness of unity.
9. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

In the course of one's cognitive and psycho-social development, one acquires many values and skills along the way. Your role as a teacher is significant towards this end, as you have the power and the means to shape the lives under your guidance. Through interactive discussions and activities you can bring about awareness and reflection of the values embedded in this unit – the values of Community, Tolerance, Unity, and Altruism, all of which are also important people skills that will help the child to engage with others positively. One of the most important goals you may have as a teacher is the character education of the students using the academic content at hand.

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

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



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



1.

What are Community Values?

Refer 1 b.

Value – Community & Humanity



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



Poem Reflection
&
Essay Writing

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

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

The core values being considered are Community, Tolerance, Unity, and Altruism with other inherent values like Humanity, Respect, Politeness, Kindness, Compassion, Sensitivity, Empathy, Fairness, Equality, Attitude, Care & Share, and Responsibility.

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, Social judgement, Problem-solving, Planning & execution and Generalization.

IV. Activities & Related Discussion

1. Related to the poem ‘Song of People’

1a. Discussion

Ask the children –

1. How does the poet describe the people in the city? What observations does he make?
2. What does this tell us about city life?
3. ‘Sing of city people

You see but never know!’

What do you think the poet means by these lines? Why do we never come to know of them?

Ask the children who all know who their neighbours are, or interact with them on a regular basis. Tell them that many people believe it’s better to stay as strangers. Ask what their opinion is about this and why?

Then talk to them about the concept of community and why it is important.

Community describes a collective of people who come together for various purposes. Help them understand how being part of a community gives us a sense of belonging and enables us to share personal relatedness, & support perpetual growth of each other, ourselves and our environment. Furthermore, explain to them that when we develop a sense of community, it helps bring about a ‘we-spirit’, character, pride and a

feeling that people within the community matter to one another. An important aspect of community is that people become a support for each other especially in times of need; it helps build stronger connections and valuable relationships. Sharing is an integral part of a community. When people decide to come together and live as a community, trust and togetherness grow...Help them understand how humanity is a core ingredient for a successful community. Discuss with them how a village is different from a city ...what makes it a stronger community and how city-folk too need to adopt these values.

1 b. What are Community Values?

<https://www.youtube.com/watch?v=eKz2R61YUV0> 4 min 48 sec

Explain this video in depth to the children. Simplify the content for them. However do show the video, as the visual representation will help them grasp the ideas better and remember the concept. Give them examples in the Indian context too. Encourage them to reflect upon the discussion and share their thoughts, opinions and feelings about the same.

2. Related to the Exercise on Opposites

2 a. Discussion

Recap the discussion on tolerance as carried out in Units 5, and 8.

3. Related to the Exercise on Collective Nouns

3 a. Discussion

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

Once the value is guessed, recap what was discussed in Unit 2 on unity.

4. Related to the Exercise on Adverbs

4 a. Discussion

Recap the discussion on altruism as carried out in Units 1, 5, 6, 7 and 8.

V. Assignments

Poem Reflection & Essay Writing

Ask the children to write an essay on the lines:

*I am part of the thread, invisible
That binds us all together
What I do, you'd feel it too
Now that's just the way it is
I can make a difference, you see
For I-
Am my community*

Priya Cibi

Resources

References:

YouTube videos – Links given under the respective activities

The Value of Community

<https://www.youtube.com/watch?v=b7aT6KS35sU>

Topic	Values / Life skills integrated & imbibed	Activities
Malu Bhalu (Poem)	Core Values considered : Fearlessness (courage), Compassion, Cleanliness, Self Realization & Resilience	1. Related to the poem 'Malu Bhalu' a. Discussion b. Brave Me -Word Search
Who will be Nigthou? (Story)	Other Sub-Values: Confidence, Determination, Perseverance, Patience, Respect, Kindness, Sensitivity, Empathy, Attitude, Care & Share, Love, Appreciation, Interdependence, Environmental Awareness, Gratitude, Responsibility, Self-awareness, Self-belief, Self-confidence, Self- esteem, Self-love, Faith, Trust and Hope.	2. Related to the story 'Who Will Be Nigthou?' a. Discussion b. Picture Comparison and Reflection
Present and Past Tense (Grammar)	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.	3. Related to the exercises on Present and Past Tense a. Discussion (Recap) <u>Assignments</u> 1. Reflection on a Quote 2. Save Our Nature Campaign

Materials / Resources needed

Facility & Equipment to play the Videos

Worksheet (Refer Activities)

Description (of the points of discussion)

Through this unit, help students understand the following:

- Being fearless is being courageous, brave or bold. It is not the absence of fear but acting in spite of the fear.
- Being fearless could be about both heroic acts as well as just the ordinary acts in our daily lives, which take guts/courage to do.
- We must know how to moderate and control the emotion within ourselves, understand how it could affect us if we don't, and how to deal effectively with the situations in our lives, that induce fear in us - however trivial or grave.
- A fearless person possesses the following traits or characteristics - Determination, Positivity, Faith, Toughness, Grit, Trust, Spirit, Will power, Resilience, Strength, Confidence, Persistence, Resolution, Steadfast, Tenacity, Self-discipline
- Plants and trees nature....helps in various ways and makes a difference in our lives. We need to give back to nature with our loving, caring, and thoughtful actions.
- Plants can indeed feel emotions, have memory and reacts to the environment.
- We must think of ways by which we could protect and conserve nature – small, but impactful actions that we could take....
- All living beings deserve to be treated with compassion, kindness, empathy, sensitivity, caring, love, and respect.
- We must develop better awareness of our environment and the creatures within; understand the interdependence between the varied species and engage with appreciation, gratitude, respect and responsibility.

Unit 10**Malu Bhalu (Poem)****Who Will Be Ningthou? (Story)****Present & Past Tense (Grammar)**

Core Values: *Fearlessness (courage), Compassion, Cleanliness, Self-Realization & Resilience*

I. Introduction

In unit 10, the poem ‘Malu Bhalu’, is about a little polar bear who learns everything her parents have to teach her. She is however in a hurry to explore new horizons. The mother bear asks the little bear to be patient and wait for the right time. She tells the little bear to focus on acquiring the skill of swimming before anything else. Malu, the little bear gets really anxious that she wouldn’t be able to swim, but the mother bear firmly and gently teaches her how to swim and slowly all her doubt and fear vanishes and she starts swimming confidently. The value of Fearlessness (Courage) may be discussed in relation to this poem; the important message here being that the only way to get rid of the fear of something, is to actually do it/face it.

The story ‘Who Will Be Ningthou?’ is a Manipuri folk tale. The story is about a king and a queen of a land in Manipur, who were loved by all; people, birds and animals alike, as they were kind to all and believed that all have a right to live in peace. They had three sons and later a daughter too. Once the sons grew up, the king and the queen decided to let go of old traditions where the title of king passes onto the eldest son, and instead choose the one who was worthy enough to be the next ruler. They decided to have a contest and the three sons competed but they performed equally well. The queen then asked them to showcase something that was unique to them, but in the process each of them ended up hurting and finally felling a tree. Seeing this, their little daughter got distressed and grieved for the tree. The king then decided that his daughter would be the one worthy enough to be the next ruler, as she was the one who showed empathy for the tree and understood its pain, which was essential for a ruler. The story lends the opportunity to talk to the children about compassion, sensitivity, empathy, kindness, and respect for nature and all the living creatures within.

The exercises on Present and Past tense may be used to recap the values of Cleanliness (De-cluttering & being in the present moment), Self-Realization and Resilience respectively as covered in the previous units.

II. Learning Objectives / Outcomes

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

1. Read and understand the poem – ‘Malu Bhalu’ and the story ‘Who Will Be Ningthou?’
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. Broaden their awareness of the value of fearlessness/courage.
7. Enhance their understanding of the value of compassion.
8. Reinforce their understanding of the values of cleanliness, self-realization and resilience.
9. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

In the present times, when digitalization has taken over the lives of people, especially children, core values such as compassion, kindness, sensitivity and empathy must be nurtured in children in different ways. It is important to help them understand that while we are busy trying to amass material things, it is actually kindness to others that will give us greater joy and help bring peace, contentment and a sense of purpose and fulfilment into our lives. Moreover, with all the challenges that plague the modern times, it has become all the more essential to encourage our children to face them with courage.

Your role as a teacher is significant towards this end, as you have the power and the means to shape the lives under your guidance. Through interactive discussions and activities you can bring about awareness and reflection of the values embedded in this unit. One of the most important goals you may have as a teacher is the character education of the students using the academic content at hand.

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

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



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



1.

Brave Me – Word Search
Refer 1 b.
Value – Fearlessness/
Courage

2.

Picture Comparison and
Discussion
Refer 2 b.
Value – Compassion



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



Reflection
on a Quote

Save Our
Nature
Campaign

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

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

The core values being considered are Fearlessness, Compassion, Cleanliness, Self-Realization & Resilience with other inherent values like Confidence, Determination, Perseverance, Patience, Respect, Kindness, Sensitivity, Empathy, Attitude, Care & Share, Love, Appreciation, Interdependence, Environmental Awareness, Gratitude, Responsibility, Self-awareness, Self-belief, Self-confidence, Self-esteem, Self-love, Faith, Trust and Hope.

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, Social judgement, Problem-solving, Planning & execution and Generalization.

IV. Activities & Related Discussion

1. Related to the poem ‘Malu Bhalu’

1 a. Discussion

Pose the following questions

1. How is Malu the bear described?
2. What did Malu want to do? Did the mother bear allow it? Why?
3. What did Malu’s mother tell her? How did Malu react to her mother’s advice?
4. Do you think Malu’s mother was right? Why?
5. How do you react when your parents refuse you something or advise you to do something? Do you agree that we must listen to our parents? Why?
6. What emotions did Malu experience when her mother told her she has to learn to swim?
7. How did the fear and the doubt disappear?
8. What important lessons can we learn from this poem?

Pose the following questions to the students to further reflect upon:

- What does the word 'Fearless' bring to mind? What are some of the synonyms for the word 'fearless'?
(acting without fear... courageous, brave, bold...)
- How do you know someone is being fearless?
(...from a person's actions.... discuss how being fearless could be about both heroic acts as well as the ordinary acts in our daily lives, which take guts/courage to do. Encourage them to think and give examples of such ordinary acts.
- How would you describe a fearless person?
(impressive, powerful, self-assured....)
- Do you think that being fearless means having a complete absence of fear?

Help the children understand that experiencing fear is normal - it is our body's natural response to any perceived threat, harm, pain or danger to ourselves. It is also essential to realize that being 'fearless' doesn't mean a complete absence of fear. What is crucial, is to know how to moderate and control the emotion within ourselves, understand how it could affect us if we don't, and how to deal effectively with the situations in our lives, that induce fear in us - however trivial or grave.

1 b. The Brave Me

Prepare a Word Search worksheet and distribute it to the students. Then explain to them that the grid contains words that are character traits and action states of a fearless / courageous person; that they could enhance or develop in themselves. Ask them to search and identify the given words in the grid. Discuss the meaning and significance of the words with them.

THE BRAVE ME - WORD SEARCH

Search for the character traits and action states of a fearless / courageous person. That person could be YOU !!

- | | | | | |
|---------------------|-----------------|----------------|---------------|--------------|
| 1. Determination | 2. Positivity | 3. Faith | 4. Toughness | 5. Grit |
| 6. Trust | 7. Spirit | 8. Will power | 9. Resilience | 10. Strength |
| 11. Confidence | 12. Persistence | 13. Resolution | 14. Steadfast | 15. Tenacity |
| 16. Self –disciplin | | | | |

S	J	K	N	S	F	E	U	I	S	O	A	C	H	Q	Z	T	Y
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I	E	F	G	C	E	N	X	I	W	S	J	K	S	L	Y	Z	P

2. Related to the Story ‘Who Will Be Ningthou?’

2a. Discussion

Pose the following questions

1. Why were the Ningthou and Leima loved by all?
2. How did they feel about the birds and animals?
3. Why did the Ningthou want to select the future Ningthou? Why wasn't the title passed to the eldest son as was the custom till then?
4. What did the three sons do to prove their skills? Were their parents convinced of their worthiness to be the future king? Why?
5. How did their 5-year old daughter react to what the sons did to the tree? What about her reaction did her parents find noteworthy?
6. Why did the Ningthou and Leima decide that their daughter was the one worthy to be the future ruler?

7. What important message does this story give us? What values can we learn from the story?

2 b. Picture Comparison and Discussion

Show them the following pictures (or similar ones). Ask them which picture they prefer and why? Ask them to share their thoughts and opinions about the same.



Then ask them –

1. Do you like to be surrounded by nature? Why?
2. How does it feel to be in a garden / at a beach / by a river / in a forest etc.?
3. Are we keeping all these places clean? People litter these lovely places. What does this show about their character? (uncaring, selfish, messy, careless....)
4. What responsible action can you take to make sure our nature is clean and beautiful?
5. How can we make sure there is lots of greenery and nature's colours around us?
6. What kind of trees do you like? Why?
7. Do we need trees? Why? What do you think?
8. What all can you do to care for plants?
9. What can you do for the birds and animals around you?
10. What would the world be like without trees, plants, birds and animals?

Talk to them about all that plants and trees give us and how they make a difference in our lives. Talk to them about all the ways nature helps us and how we need to give back to nature with our loving, caring, and thoughtful actions. Tell them about the experiments that were done with plants that showed that plants can indeed feel emotions, have memory and reacts to the environment. (A 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....

Discuss the values of compassion, kindness, empathy, sensitivity, caring, sharing, love, appreciation, interdependence, environmental awareness, responsibility and gratitude.

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

3. Related to the Exercises on Present and Past Tense

3 a. Discussion

Recap the discussion on cleanliness, self-realization and resilience as carried out in previous units.

V. Assignments

1. Reflection on a Quote

Give this task in the form of a worksheet.

Courage and fear exist together.

- * Do you agree?
- * Can you give examples from your own life that verifies this statement?

2. Save Our Nature Campaign

Divide the class into groups. Each group would represent one aspect of nature.

Eg: Group 1 – Water, Group 2- Air, Group 3 – Trees and plants, Group 4 – Animals of all kinds.

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

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

You may explain certain details in the video below, to the children, in a simple understandable manner.

- Shocking experiment proves plants & trees can see, have emotions , memory & reacts to environment

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

English
Grade V

Integration of Values

Teacher's Manual

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