



HEM *harmonize*

English
Grade VI

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 VI

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

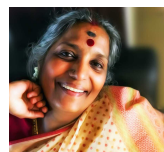
Welcome to HEMA Foundation's "Teacher Manual for Value Integration". I take this opportunity to thank each one of those who participated in it. At the outset I thank the Management of HEMA Foundation, its Managing Trustee Shri Mahendra Kabra , the Trustee and Creative Director, Smt. Anita Maheswari,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

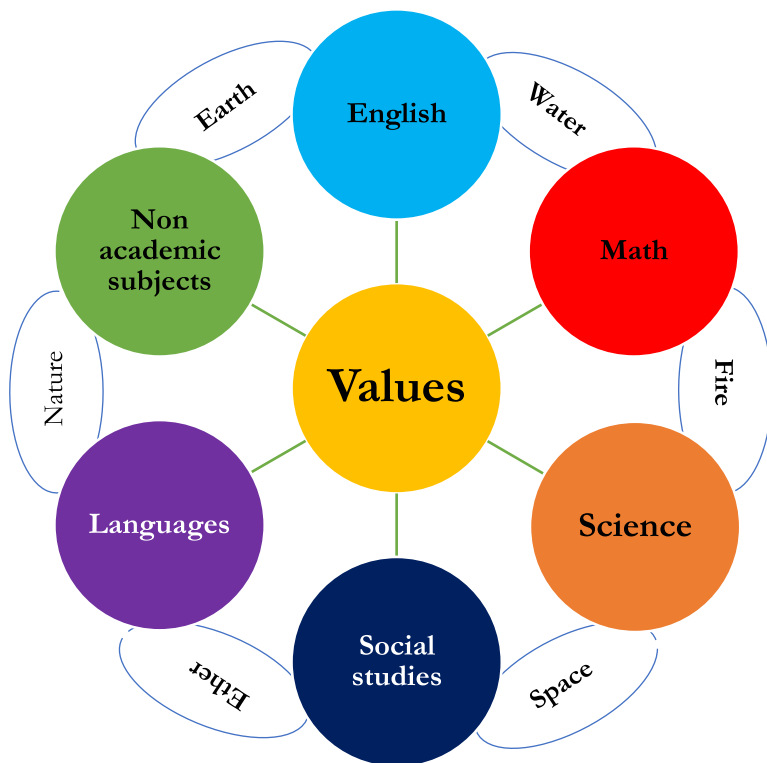
The new NEP and therein the NCERT insist on integration of values with essential subjects. Nature is the mother of all knowledge- Every learning that takes place with human beings is connected through the mind and intellect. While giving food for thought at the intellectual level, teachers have to supplement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



INDEX



01

Unit 1

I. Introduction	1
II. Learning Objectives / Outcomes	1
III. Process & Action Plan	2
IV. Activities & Related Discussion	4
V. Assignments	6
VI. Resources	6

02

Unit 2

I. Introduction	1
II. Learning Objectives / Outcomes	2
III. Process & Action Plan	3
IV. Activities & Related Discussion	5
V. Assignments	10
VI. Resources	10

03 Unit 3

I. Introduction	1
II. Learning Objectives / Outcomes	1
III. Process & Action Plan	2
IV. Activities & Related Discussion	4
V. Assignments	7
VI. Resources	7

04 Unit 4

I. Introduction	1
II. Learning Objectives / Outcomes	2
III. Process & Action Plan	2
IV. Activities & Related Discussion	4
V. Assignments	6
VI. Resources	6

05 Unit 5

I. Introduction	1
II. Learning Objectives / Outcomes	1
III. Process & Action Plan	2
IV. Activities & Related Discussion	4
V. Assignments	8
VI. Resources	9

06 Unit 6

I. Introduction	1
II. Learning Objectives / Outcomes	2
III. Process & Action Plan	3
IV. Activities & Related Discussion	5
V. Assignments	7
VI. Resources	7

07 Unit 7

I. Introduction	1
II. Learning Objectives / Outcomes	1
III. Process & Action Plan	2
IV. Activities & Related Discussion	4
V. Assignments	6
VI. Resources	6

08 Unit 8

I. Introduction	1
II. Learning Objectives / Outcomes	1
III. Process & Action Plan	2
IV. Activities & Related Discussion	4
V. Assignments	7
VI. Resources	8

09 Unit 9

I. Introduction	1
II. Learning Objectives / Outcomes	2
III. Process & Action Plan	2
IV. Activities & Related Discussion	5
V. Assignments	9
VI. Resources	11

10 Unit 10

I. Introduction	1
II. Learning Objectives / Outcomes	1
III. Process & Action Plan	2
IV. Activities & Related Discussion	4
V. Assignments	7
VI. Resources	7

Unit 1

Topic	Values / Life skills integrated & imbibed	Activities
Who did Patrick's Homework? (Story)	Core Values considered : Hard Work & Love	1. Related to the story – ‘Who did Patrick's Homework?’ a. Discussion b. Self-Discipline Lesson (Video)
A House, A Home (Poem)	Other Sub-Values: Sincerity, Timeliness, Responsibility, Accountability, Determination, Perseverance, Self-discipline or Self-Control, Attitude, Respect, Caring, Sensitivity, Empathy, Sharing, Charity, Kindness, Compassion, Altruism, Honesty, Tolerance, Fairness etc... Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Self-regulation, Problem-solving, Planning & execution, Motivation, and Generalization.	2. Related to the poem 'A House, A Home' a. Discussion b. Thumbs Up -Thumbs down (Game) <u>Assignments</u> 1. Speech (Written or Verbal) 2. Essay Writing – My Dream Home

Materials / Resources needed

Facility & Equipment to play the Videos

Flash Cards (Refer to the game)

Description (of the points of discussion)

Through this unit, help students understand the following:

- It's important to do what's important (take the right action) at the right time.
- There's a time for everything.
- It's important 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.
- Time is precious and it is important to know how to manage it.
- It is factors that we control that would lead to positive outcomes; it is our hard work and extra effort that will allow us to do well in whatever tasks we take up, because how much work we put into something, is something that we have complete control over.
- We have control over our lives, and to a large extent, we are responsible for the things that happen to us.
- It is the people in a house that make it a home; the values held by the members living in it, the vibes, and overall feel created by the people within it.

Unit 1**Who Did Patrick's Homework? (Story)****A House, A Home (Poem)**

Core Values: *Hard Work, Self-Discipline & Love*

I. Introduction

In Unit 1, the story 'Who Did Patrick's Homework?' is about a young boy who hates doing homework because he finds it boring. He realizes that he is losing out by avoiding his homework but gives in to other temptations. One day he finds his cat playing with an elf, who begs him to save him from the cat. In return, the boy demands that the elf help him with all his homework for a whole month. The elf reluctantly agrees but very cleverly, gets the boy to do all the work himself. As a result of all the hard work he puts in, the boy achieves an A grade in all the subjects.

This story highlights primarily the value of hard work, as well as other connected values of self-discipline, sincerity, timeliness, responsibility, accountability, determination, perseverance, attitude etc.

In the poem 'A House, A Home', the poet draws a comparison between a house and a home; what makes a house, a home. The message that we get from the poem is that a house becomes a home, because of the actions of the people that live within it, their beliefs and value systems. Most importantly what makes a house a home, is love and all the actions that stem from that primary value.

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 story – Who Did Patrick's Homework?, and the poem – A House, A Home
 2. Attempt understanding and responding to simple literal comprehension questions as well as understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.

3. Develop and enhance their reading, vocabulary, and spelling skills.
4. Develop their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, & conceptual awareness.
5. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
6. Enhance their understanding of the values of hard work and self-discipline.
7. Broaden their awareness of what love entails.
8. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

Success is earned. It takes painstaking and consistent effort, strong will power and self-discipline & motivation to work towards ones goals. These life lessons need to be communicated and taught to the children as early as possible. They become more crucial as the child grows older.

Another important lesson children need to learn is the power of love and how it translates into behaviour in different ways. Children experience primary relationships first and they continue to be a significant part of the child's life. The 'home' serves as a secure space wherein life's important lessons and value transfer occurs. The child needs to understand that while he may be a receiver, he is capable of being a 'giver' too and that he has the power to make a difference and make a change; of contributing in some way to the family dynamics and upholding and fostering positive family values.

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

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

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



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



1.
Self-Discipline Lesson
(Video)
Refer 1 b.
Value – Hard Work
& Self-Discipline

2.
Thumbs Up
-Thumbs down (Game)
Refer 2 b.
Value – Love



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



1.
Speech
(Written or Verbal)

2.
Essay Writing –
My Dream Home

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 and Love with other inherent values like Sincerity, Timeliness, Responsibility, Accountability, Determination, Perseverance, Self-discipline or Self-Control, Attitude, Respect, Caring, Sensitivity, Empathy, Sharing, Charity, Kindness, Compassion, Altruism, Honesty, Tolerance, Fairness etc...

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

IV. Activities & Related Discussion

1. Related to the story ‘Who Did Patrick’s Homework?’

1 a. Discussion

Pose the following questions

1. Why did Patrick never do his homework? How did he feel about it?
2. How did he spend his time?
3. Did Patrick realize that he was losing something by not doing his homework? How do you know?
4. What was the cat playing with? Why was Patrick, granted a wish?
5. What did Patrick wish for? Did it work out the way he wanted? What happened?
6. Who do you think was actually doing all the hard work? What happened as a result?
7. What can we understand from this story?

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 this lesson 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.

Ensure that the children understand that it is factors that they control that would lead to positive outcomes (develop their internal locus of control – Refer to the video given in the Resources section). Emphasize that it is their hard work and their extra effort that will allow them to do well in whatever tasks they take up, because how much work we put into something, is something that we have complete control over. This is the key to staying motivated. Help them understand that we have control over our lives, and to a large extent, we are responsible for the things that happen to us.

Write down all the important key words on the board, so that the children focus on these values.

1 b. Self-Discipline Lesson (Video)

<https://www.youtube.com/watch?v=LeQ7ElbaFOg> 4 min 38 sec

Pause the video at important points and elaborate upon the aspects covered in this video. Help the children understand the key points herein with relatable examples. Encourage reflection and discussion, and guide them in generalizing the lessons learnt to their daily life.

2. Related to the poem 'A House, A Home'

2 a. Discussion

Pose the following questions

1. How has a house been described to be different from a home? What is the one essential difference?
2. What are those values that are part of a 'home'? Underline the words in the second stanza that give us an idea of these values.
3. In what way do these values or qualities help in making a house, a home?
4. 'It is the people in a house that make it a home.' Would you agree with this statement? Discuss.
5. What are the values that are part of your home; that your family believes in and follows?

Draw their attention to how 'Love' underlines all actions.

2 b. Thumbs Up-Thumbs down (Game)

Prepare two sets of large flashcards. One set of positive values that we must foster in our homes (include those that are not mentioned in the poem too) and another set of negative aspects that we must avoid in our homes. Tell the children that you will be showing them one flashcard at a time; they have to read the word and decide if it's a positive aspect that they would try to build in their homes or a negative aspect that they need to avoid or remove from their homes. If positive, they have to do thumbs-up, and if negative they have to do thumbs-down.

Discuss the meaning of the words that may be new to the children and explain how that aspect could make or break a home. Give examples where necessary.

V. Assignments

1. Speech (Written or Verbal)

Ask the children to recollect one instance when they experienced success in something and another instance when they experienced failure in something. Tell them to identify what helped them to achieve that success or led them to fail? Do they believe they were external factors (factors that were not in their control) or internal factors (factors that they were responsible for, and they felt in control of)? Tell them to share this evaluation of their experience in the form of a speech. Give them the choice to either present it orally or in writing.

2. Essay Writing

Ask the children to write an essay on the topic – My Dream Home.

Tell them that their essay must focus on the aspect of values held by the members living in it, the vibes, and overall feel of a home and not on the physical or aesthetic aspects.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

What's Your Locus of Control?

<https://www.youtube.com/watch?v=m95poi3VMEs>

(You may refer to this video to aid your discussion with the children)

Unit 2

Topic	Values / Life skills integrated & imbibed	Activities
How the Dog Found Himself a New Master (Story)	Core Value considered : Loyalty, Creativity, Self-Acceptance, Unity, Interconnectedness, Determination or Grit	1. Related to the story – ‘How the Dog Found Himself a New Master’ a. Discussion b. Word Game
Suffixes Phrases Collective Nouns Similes (Grammar)	Other Sub-Values: Faithfulness, Trust, Confidence, Courage, Appreciation, Humility, Self-awareness, Self-belief, Self-love, Self-worth, Cooperation, Sensitivity, Empathy, Compassion, Kindness, Respect, Tolerance, Determination, Patience, Perseverance, Resilience, Positivity, Hope, Attitude, Gratitude, Responsibility, Accountability, Caring, Generosity, Honesty, Fairness, Interdependence, etc.	2. Related to the exercise on Suffixes a. Discussion 3. Related to the exercise on Phrases a. Discussion b. I’m Not Just a Scribble (Audio story) 4. Related to the exercise on Collective Nouns a. Discussion 5. Related to the exercise on Similes a. Discussion 6. Related to the poem 'The Kite' a. Discussion b. I Can and I Will
The Kite (Poem)	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, Motivation, and Generalization.	Assignments 1. Awesome Me! 2. How...I Did It!

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:

- Loyalty is basically a person's devotion or a feeling of attachment to someone (another person or a group of people) or something (an idea or ideal, duty or cause). It comes through in both thought, and action - by being honest, trustworthy, supportive and generous and showing integrity and consistency.
- 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?
- We may not be perfect in every way, yet we can stand proud and celebrate our own identity. It is important to understand that it is normal to have limitations or imperfections; no one is perfect, and being imperfect does not mean we have nothing of value in us. Each of us is blessed with unique qualities; we must identify what they are, recognize their value and understand that these qualities make up our identity- 'who' we are. We must develop pride in who we are.
- 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, is fun and makes us feel like a family.
- 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".
- Our life is in our hands. How we live it is in our hands. There will be challenges and obstacles, but with determination, patience, and perseverance we can overcome them. We must not give up in the face of difficulties or disappointments, but learn to be resilient, positive and hopeful.

Unit 2**How the Dog Found Himself a New Master (Story)****Suffixes (Grammar)****Phrases (Grammar)****Collective Nouns (Grammar)****Similes (Grammar)****The Kite (Poem)**

Core Values: *Loyalty, Creativity, Self-Acceptance, Unity, Interconnectedness, Determination or Grit*

I. Introduction

In Unit 2, the story ‘How the Dog Found Himself a New Master’ revolves around a dog, at a time when dogs were as free as the wolves. One dog however gets tired of fending for himself and decides to take on service with the strongest on the earth. In his quest for this new master, he comes across the wolf, the bear, the lion...but each time he realizes that all these animals have something greater than themselves that they’re afraid of and he finally finds the strongest creature on earth that he was in search of – Man. Since then, the dog has remained a faithful and loyal companion to man. The value of Loyalty may be focused upon in this lesson.

The exercise on Suffixes, may be taken to revisit the value of creativity. Make the children aware of how adding ‘ness, & ity’ to the ending of a word changes its function. Then talk to them, how, something new and different was created, by making a small addition to something existing...this is creativity.

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

A stimulating, stress-free and enjoyable environment is best, to induce creativity. Children respond to the joy in creating and the pleasure in the process more than the product or outcome itself. They also respond to the attitudes of those around them. The more supportive and encouraging they are, the more motivated, confident and open the

children will be to engage their creative thinking abilities. It's important to provide them with plenty of opportunities to don their creative hats and explore a range of activities; this allows them to find out what interests & excites them, master the skills that they need to realize that intelligence and collaborate with others – all prerequisites for creativity in adult life.

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

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

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.

In the poem 'The Kite', the poet describes the flight of a kite, the way its flight changes depending on the wind and the control exerted on its string. The poem seems deceptively simple but a wealth of meaning can be read into it. The values of determination, patience, perseverance, resilience, positivity, and hope may be discussed in relation to this poem.

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 story – How the Dog Found Himself a New Master, and the poem – The Kite

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 value of loyalty and how it manifests in one's behaviour.
7. Enhance their understanding of the values of creativity, self-acceptance, unity, and interconnectedness.
8. Broaden their idea of the value of determination or grit.
9. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

This unit is rife with values that focus on both interpersonal skills, (like loyalty, unity, interconnectedness) and intrapersonal skills (like creativity, self-acceptance, determination..). Moreover, all the sub-values related to the core values are also equally important. Awareness of and application or generalization of these values to their daily life is what will help the child develop and grow holistically.

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

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

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



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



1.
Word Game
Refer 1 b.
Value –
Loyalty

2.
I'm Not Just a Scribble
(Audio story)
Refer 3 b.
Value – Self-Acceptance

3.
I Can and
I Will
Refer 6 b.
Value –
Determination



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



1.
Awesome Me!

2.
How....I Did It!

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, Creativity, Self-Acceptance, Unity, Interconnectedness, and Determination/Grit with other inherent values like Faithfulness, Trust, Confidence, Courage, Appreciation, Humility, Self-awareness, Self-belief, Self-love, Self-worth, Cooperation, Sensitivity, Empathy, Compassion, Kindness, Respect, Tolerance, Determination, Patience, Perseverance, Resilience, Positivity, Hope, Attitude, Gratitude, Responsibility, Accountability, Caring, Generosity, Honesty, Fairness, Interdependence, etc.

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

IV. Activities & Related Discussion

1. Related to the story ‘How the Dog Found Himself a New Master!’

1 a. Discussion

Pose the following questions

1. How did dogs live once upon a time?
2. What did one of the dogs wish for? Why?
3. Who did it take up service with first? Why did it decide to then change loyalty?
4. Who did it take up service with next? What happened to change the dog’s mind?
5. How did the dog find the service to the lion to be? Why did it feel the need to change masters then?
6. Why do you think the dog never had to look for another master after it found man? What makes man so powerful, and a superior species? What is he capable of?
7. Why is the dog known as a most loyal animal? What do you think loyalty means? What are the qualities of being loyal?
8. How do we show our loyalty to someone? How does it reflect in our actions?

Explain to the children how loyalty is basically a person's devotion or a feeling of attachment to someone (another person or a group of people) or something (an idea or ideal, duty or cause). It comes through in both thought and action. Loyalty is the ability to put others before oneself, and stay devoted or attached to someone or something in good times and bad. We show loyalty to our friends, family, and other important people in our lives by being honest, trustworthy, supportive and generous. It involves showing integrity and consistency. Loyalty is important, because seeing it reflected in others behaviours, allows us to trust them and be able to predict their behaviours.

1b. Word Game

Prepare a worksheet with a list of words. Include words that are synonyms or related to the word loyalty and those that are not connected to loyalty at all. Tell the children that they will be given 1 minute and in that time they have to circle as many words as possible that are related to the word loyalty. At the end of the time, they have to stop and you will call out the right words. They may total the number of correct responses then. Discuss the meaning of unfamiliar or new words with relevant examples.

Words similar in meaning or related to the word loyalty : devotion, faith, fealty, allegiance, honesty, integrity, obedience, adherence, patriotism, honour, reliability, dependability, sincerity, support, constancy, trustworthy, attachment, bond, tie, duty....

2. Related to the exercise on Suffixes

2a. Discussion

Show the children with a few examples on the board how the function of each word changes into something totally different by adding the suffixes -'ness, & ity'..... 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...

3. Related to the exercise on Phrases

3a. Discussion

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

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

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

(Play from 0.53 to 5.04 minutes)

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

Pose the following questions for reflection:

1. How were the scribble's lines? Were they perfect? Why?
2. What was the special quality that the scribble possessed?
3. How did he feel about his colours? Why?
4. Who did the scribble come across while taking a walk? What did he do then? What does this say about his character?
5. Why did the house decide to speak to the scribble even though he was feeling grumpy? Did he do it out of kindness?
6. How did the scribble feel when the house asked him what he was? Why?
7. What does the scribble's question "Is that okay?" tell us?
(He started doubting himself and his self-confidence slipped)
8. Why did the house reject the scribble? What did he tell the scribble? What does this tell us about the house's character?
(He was proud of his perceived perfection and intolerant of those different from him and so, insensitive and unkind. He did not stop to think how his words would affect the scribble.)
9. How did the house's words affect the scribble? Did he let himself feel low for long? What did he do? What does this show us about him?

(He was positive, optimistic and resilient)

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

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

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

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

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

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

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

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

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

4. Related to the exercise on Collective Nouns

4 a. Discussion

As you are teaching the concept of collective nouns, ask them to reflect about the one aspect that stands out about collective nouns. Tell them that the clue is in the name itself – collective – which basically means together. Since they have already been introduced to the value of unity in the 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, ask them to recollect what they had done and discussed with regard to unity in the previous grades.

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 your home if everybody comes together in unity?

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

5. Related to the exercise on Similes

5 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 focus on 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.

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.

6. Related to the poem 'The Kite'

6 a. Discussion

Once you have explained the poem to the children, tell them that this poem could be looked at from a deeper perspective. The kite may be compared to one's life and its string to control – the control over one's life. Just as we exert control over the kite's string and help it to fly, we too can exert control over our actions and soar like the kite in our lives. Our life is in our hands. How we live it is in our hands. There will be challenges (changes in wind strength, flow, and direction) and obstacles (trees, buildings, electric poles etc...), but with determination, patience, and perseverance we can overcome them. Moreover, help them understand that sometimes there may be a period in our life when it seems like nothing is going right (like the lull or the dip in the wind), but it is just a phase. Just as the wind picks up again and gathers momentum, the situation in our lives will also change for

the better. We must not give up in the face of difficulties or disappointments, but learn to be resilient, positive and hopeful. That will help keep our spirits high, so that we can run with the wind and fly our kite high when the circumstances are favourable.

6 b. I Can and I Will

Show the children the following videos and discuss the important elements therein. Encourage them to relate to their own lives and come up with examples as well as share their thoughts, feelings and opinions.

Grit

<https://www.youtube.com/watch?v=q48fTWSGauA> 2 min

Grit: Traits that matter for school, work and life

https://www.youtube.com/watch?v=vzle_Puyg5o 3 min 50 sec

V. Assignment

1. Awesome Me!

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

2. How...I Did It!

Ask the children to write an account of an instance/instances when they approached a difficult or challenging situation with determination or grit and achieved success. Tell them to reflect on what all helped them.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers

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

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

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

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

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

<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

Unit 3

Topic	Values / Life skills integrated & imbibed	Activities
Taro's Reward (Story)	Core Value considered : Love	1. Related to the story – 'Taro's Reward' a. Discussion
The Quarrel (Poem)	Other Sub-Values: Respect, Caring, Sharing, Generosity, Selflessness, Sensitivity, Empathy, Sharing, Kindness, Compassion, Altruism, Honesty, Tolerance, Fairness, Attitude, etc... Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Self-regulation, Problem-solving, Planning & execution, and Generalization.	2. Related to the poem 'The Quarrel' a. Discussion 1&2 b. # Love & Respect through Words & Actions (Worksheet) # Advertisement – Brother & Sister Film <u>Assignments</u> 1. Reflection on a Quote + Speech / Essay / Poetry Writing

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:

- Love is the primary value within a family, from which all other values stem.
- Each member expresses it in different ways; most of the actions of family members stem from this emotion.
- We must be conscious about our actions with our family; ensure they are favourable and positive. Our actions must stem from love.
- Even if quarrels occur among family members, the problem can be handled in a constructive and positive manner.
- Love can influence our thoughts, emotions and actions. It can change the world.
- While they may be 'receivers', they are capable of being 'givers' too; they have the power to make a difference and make a change; of contributing in some way to the family dynamics and upholding and fostering positive family values.

Unit 3**Taro's Reward** (Story)**The Quarrel** (Poem)**Core Value:** *Love***I. Introduction**

In Unit 3, the story 'Taro's Reward' is about a son who is extremely kind and thoughtful; he cares a lot about his parents and works hard to provide them with what they need...eventually he is rewarded by nature and the emperor for the love and thoughtfulness he shows his parents.

This story highlights primarily the value of love, as well as other connected values of respect, caring, sharing, kindness, generosity, selflessness, etc.

In the poem 'The Quarrel', the poet describes a quarrel that occurs between a brother and a sister; how it begins and ends, and how it gets resolved and by whom. Herein too, the value of love 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 story – Taro's Reward, and the poem – The Quarrel
 2. Attempt understanding and responding to simple literal comprehension questions as well as understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.
 3. Develop and enhance their reading, vocabulary, and spelling skills.
 4. Develop their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, & conceptual awareness.
 5. Develop grammatical awareness and usage of the same in sentences (oral and written expression)

6. Enhance their understanding of the value of love.
7. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

Love is one of the most essential and primary values, the foundation on which many other values are built and stand. Love is a universal emotion; its power however, often underestimated. Love can influence our thoughts, emotions and actions. It can change the world. Love is first experienced at home, through one's primary relationships. One's immediate family – parents and siblings, as well as one's extended family like grandparents, aunts, uncles, cousins; each relationship teaches about love from different perspectives. These relationships continue to be a significant influence throughout a person's life. The child needs to learn that while he may be a receiver, he is capable of being a 'giver' too and that he has the power to make a difference and make a change; of contributing in some way to the family dynamics and upholding and fostering positive family values.

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

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

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



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



Love & Respect through Words
& Actions (Worksheet)
Advertisement – Brother & Sister Film
Refer 1 & 2 b.
Value – Love



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



1.
Reflection on a Quote + Speech / Essay
/ Poetry 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 value being considered is Love with other inherent values like Respect, Caring, Sharing, Generosity, Selflessness, Sensitivity, Empathy, Sharing, Kindness, Compassion, Altruism, Honesty, Tolerance, Fairness, Attitude, etc...

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

IV. Activities & Related Discussion

1. Related to the story ‘Taro’s Reward’

1a. Discussion

Pose the following questions

1. Why was Taro sad?
2. What did Taro want for his parents? Why? What kind of a son was he?
3. What did Taro’s father want one cold evening? Why couldn’t Taro provide it to him?
4. What did Taro decide to do to try and make his father’s wish true?
5. What was Taro’s constant thought? What does this tell us about Taro?
6. What did Taro discover in the forest?
7. Taro’s father offered the sake to his neighbour. Was it only that one neighbour he shared it with?

Which values are noted in this action of his? (caring, sharing, selflessness, generosity, kindness...)

8. Why were the villagers angry when they went to the waterfall? Why do you think it was not sake they tasted? What did they believe about Taro?
9. Why was only Taro rewarded with the delicious sake?
10. How did the Emperor of Japan acknowledge Taro? Why?
11. Why did the Emperor name the most beautiful fountain in the city after Taro?

12. What important lesson can we learn from this story?

2. Related to the poem ‘The Quarrel’

2 a. Discussion

Pose the following questions

1. Why did the sister quarrel with her brother?
2. How did the quarrel start and end?
3. What did the brother claim? What did the sister feel about that?
4. How did they feel about each other during the quarrel? Did that feeling last? How do you know?
5. Who decided to let go? What does that tell about him?
6. Did the siblings make up in the end? Why do you think they did? What is the underlying emotion they share?
7. Do you ever quarrel with your sibling.... or with your friend? Do you quarrel because you don't care about the other person? Why do you do so?
8. Even if quarrels do happen, what are the key aspects that we must not forget?
(Never forget that we love or care for the other person.....In a quarrel, it must not be I v/s you, but We v/s the problem....do not go to sleep angry... try to resolve the quarrel/problem before going to bed...start a new day afresh...)

1 & 2 a. Common discussion pertaining to the core value

Ask the children –

1. Who all are there in your family?
2. What do you appreciate the most about your family? / What is the best thing about your family?
3. How would you describe your family?
4. How do you like to spend time with your family?
5. Who are you the closest to in your family? Why?
6. Do you find anyone ‘annoying’ in your family? Why?
7. Can you think of some positive ways to deal with disagreements?
8. What is the one wish you have for your family?
9. Do you help your family? In what ways? Why do you (or should you) help your family?

10. What is the primary value within a family, from which all other values stem? (Love)
What do you understand of this value?

Talk to them about 'Love' within the family, how each member expresses it in different ways and most importantly how most of the actions of family members stem from this emotion. Ask them to identify some of the actions of their parents, siblings, or grandparents that show their love for them. Help them understand that some of the actions that appear strict, harsh, unfair, insensible etc. to them may actually be disciplinary actions or steps that are taken for their own good because they love them. Give examples of such actions.

Now ask them how they show their love and respect for their parents and siblings. Let the children share. Then do the following activity.

1 & 2 b.

Love & Respect through Words & Actions (Worksheet)

Prepare a worksheet with both favourable and unfavourable behaviours. The children have to read and tick the ones that suggest the favourable way to show love and respect towards their parents. You could then carry out a discussion on the worksheet.

Given below are the appropriate and favorable actions: (You could frame the opposite of these sentences to add the unfavourable actions)

(Source: <https://www.youtube.com/watch?v=WwO4lqbWSeA>)

- Think positively about our parents
- Talk to them and communicate with them.
- Appreciate and show them our gratitude for everything they do for us....to make us feel loved. Say 'Thank You'.
- Obey the rules of the house. Respect their authority as 'Heads' of the household.
- Be courteous and polite when speaking to them. Use the magic words (Please, Thank You)
- Respect their opinions decisions. Listen to their advice.
- Do not argue and talk back to them. Express your difference of opinion, disagreement or disappointment over something in a respectful manner. Do not grumble and complain.
- Be humble and say sorry
- Avoid lying to them
- Do not break their trust.

- Help in household chores.
- Be sensitive to their feelings. Ask how they're doing.
- Spend time with them doing something enjoyable. Make them feel loved and wanted.
- Show them your affection and tell them they matter to you. They need to not only feel it but hear it too.
- Make them proud of you by being the best that you can be, living well with the right values, and making the most of your life.

Advertisement – Brother & Sister Film

<https://www.youtube.com/watch?v=7TKVyeUHICQ> 2 min 12 sec

(This advertisement is Parle-G's tribute to the special brother-sister bond.....Over time, we've realised that every fight we've ever picked with our siblings, has only added to our love for them.)

Bring the children's' attention to the nature of the sibling's relationship, how they tease and fight over little things, but when it matters the most, how the value of love comes through.

Ask the children – In what ways can you show your love for your sibling? Even if fights are inevitable/ likely to occur, what are those little things you must avoid doing? Do you have any ideas for positive conflict resolution? (Explain to them what this term means).

V. Assignment

1. Reflection on a Quote + Speech / Essay / Poetry Writing

Ask the children – Do you agree with this quote? Share your thoughts in the form of a speech, essay or poem.

The most
important
thing in
the world
is family
and love.

- John Wooden

Resources

References:

YouTube videos – Links given under the respective activities

Unit 4

Topic	Values / Life skills integrated & imbibed	Activities
An Indian-American Woman in Space - Kalpana Chawla (Story)	<p>Core Values considered : Hard Work, Determination, Creativity, Self-acceptance, and Appreciation</p> <p>Other Sub-Values: Responsibility, Accountability, Perseverance, Grit, Self-control, Will power, Passion, Self-awareness, Self-respect, Self-confidence, Self-belief, Positivity, Attitude, Gratitude, Caring...</p> <p>Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Self-regulation, Problem-solving, Planning & execution, and Generalization.</p>	<p>1. Related to the story – ‘An Indian-American Woman in Space - Kalpana Chawla’</p> <p>a. Discussion</p> <p>b. Real Life Role Models</p> <p>2. Related to the exercise on Prefixes</p> <p>a. Discussion (Recap)</p> <p>3. Related to the exercise on Phrases</p> <p>a. Discussion (Recap)</p> <p>4. Related to the poem 'Beauty'</p> <p>a. Discussion</p> <p>b. Quote Talk</p> <p><u>Assignments</u></p> <p>1. . Journal Writing</p>
Prefix Phrases (Grammar)		

Materials / Resources needed

Description (of the points of discussion)

Through this unit, help students understand the following:

- There is no substitute for hard work in life.
- The secret ingredients in countless success stories are determination, perseverance, passion, self-control and self-discipline, hard work, self-confidence, self-belief, self-respect, self-love, positivity...
- When one learns to appreciate and be grateful for all that life has to offer, the blessings continue to flow.
- We can achieve whatever we set our mind to; limitations are in reality only in the mind.
- True beauty is a subjective opinion – each person may have a different ‘idea’ of what is beautiful.
- We must look beyond the surface level to appreciate true beauty.
- Beauty may be experienced by the senses and found anywhere, in anyone, and in the simplest things and moments
- There is a connection between thoughts, emotions and actions. Positive thoughts manifest as positive emotions and positive actions. This naturally makes a person radiate positive vibes and beauty.
- We must learn to find the beauty and joy in whatever work we take up, and do that work well.
- We can ‘choose’ to see beauty in anything and everything. It depends upon our attitude.
- Gratitude for all that we have will also help us change our perception and see beauty in people, things and experiences.

Unit 4**An Indian-American Woman in Space - Kalpana Chawla (Story)****Opposites (Grammar)****Phrases (Grammar)****Beauty (Poem)**

Core Values: *Hard Work, Determination, Creativity, Self-Acceptance, Appreciation*

I. Introduction

In Unit 4, the story ‘An Indian-American Woman in Space - Kalpana Chawla’ is a true life inspiring account of an Indian-American astronaut who hailed from a small town in Harayan in India. Despite her simple background and later her father’s opposition, she held onto her dreams and through sheer hard work eventually became the first Indian-American woman to go into space. Her story is that of absolute determination and perseverance in the face of all odds. She had tremendous passion, self-control and persistence. Coupled with self-belief, self-confidence and self-respect, these helped her soar to great heights.

The exercises on ‘Prefixes’ and ‘Phrases’ is an opportunity to recap the values of creativity and self-acceptance.

In the poem ‘Beauty’, the poet explains what beauty is and helps the reader understand that beauty may be found anywhere or in anyone, and in the simplest of things. The value of appreciation may be discussed herein.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
- 1. Read and understand the story – An Indian-American Woman in Space - Kalpana Chawla, and the poem – Beauty
- 2. Attempt understanding and responding to simple literal comprehension questions as

well as understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.

3. Develop and enhance their reading, vocabulary, and spelling skills.
4. Develop their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, & conceptual awareness.
5. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
6. Enhance their understanding of the values of hard work and determination.
7. Reinforce their idea of what creativity and self-acceptance entails.
8. Broaden their understanding of the value of appreciation.
9. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

There is no substitute for hard work in life. The secret ingredients in countless success stories are determination, perseverance, passion, self-control and self-discipline, hard work, self-confidence, self-belief, self-respect, self-love, positivity... Moreover, when one learns to appreciate and be grateful for all that life has to offer, the blessings continue to flow. This understanding needs to develop in childhood; the earlier one grasps these truths and begins to live life accordingly, the better...

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

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

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



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



1.

Real Life Role Models
Refer 1 b.
Value –Hard Work
& Determination

2.

Quote Talk
Refer 4 b.
Value – Appreciation



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



1.

Quote Talk

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, Determination, Creativity, Self-acceptance, and Appreciation with other inherent values like responsibility, accountability, perseverance, grit, self-control, will power, passion, self-awareness, self-respect, self-confidence, self-belief, positivity, attitude, gratitude, caring...

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

IV. Activities & Related Discussion

1. Related to the story ‘An Indian-American Woman in Space - Kalpana Chawla’

1a. Discussion

Pose the following questions:

1. What had Kalpana Chawla’s dream been when she was a young girl?
2. Did she allow her father’s lack of support thwart her dreams?
3. What all did she achieve, and what do you think it took her to achieve all that she did?
4. What was Kalpana’s background? Did she let that or the fact that she was a woman, limit her growth?
5. Was Kalpana content with overcoming just one challenge? What was her attitude towards challenges?
6. What did Columbia’s first mission achieve?
7. What tragedy befell Columbia’s second mission?
8. What does it take to be an astronaut? What does this tell us about Kalpana Chawla? Why is her achievement, considered awe-inspiring?
9. What was Kalpana’s message to her students from aboard the Columbia? What do you think her words mean?
10. What important lessons can we learn from this true story?

1 b. Real Life Role Models

Ask the children to come prepared with the life stories of different people from humble backgrounds, who have come up in life through hard work and determination. Divide the children into groups. Each group has to select one personality, and one volunteer has to later present the information their group has gathered to the whole class. The class then has to identify all those aspects that helped that person to succeed in whichever path they chose.

This exercise will help them realize the importance of all the identified values, that they too can achieve whatever they set their mind to, and that limitations are in reality only in the mind.

2. Related to the exercises on Prefixes

Recap what was discussed in the previous units on creativity.

3. Related to the exercises on Prefixes and Phrases

Recap what was discussed in the previous units on self-acceptance.

4. Related to the poem Beauty

4 a. Discussion

Encourage the children to share what they have understood on their own. Then discuss the poem in more depth. Help them understand that true beauty is a subjective opinion – each person may have a different ‘idea’ of what is beautiful. What one person may find beautiful, someone else may not, and vice versa. Beauty is in the eyes of the beholder. Tell them to look beyond the surface level to appreciate true beauty; beauty may be experienced by the senses and found anywhere, in anyone, and in the simplest things and moments. Ask them what they find beautiful. ... Come up with plenty of examples to help them understand the nature of true beauty.

Focus on the last stanza, which is extremely important. Explain in depth the significance of those lines. Discuss and reinforce the values of self-love, and self-worth or self-esteem that stem from acceptance and appreciation of self, self-confidence, self-belief. ... Remind them of the connection between thoughts – emotions – and actions; the power of positive thoughts – how they manifest as positive emotions and positive actions. This naturally makes a person radiate positive vibes and beauty. Talk to them about finding joy in one’s work, and doing that work well help them understand that we can ‘choose’ to see beauty in anything and everything. It depends upon our attitude. Gratitude for all that we have will also help us change our perception and see beauty in people, things and experiences.

4 b. Quote Talk

Write down the following quotes on the board. Encourage the children to reflect and discuss the meaning and significance behind the words. Ask them how they could apply the learning in their daily lives.

- Everything has beauty, but not everyone sees it. – Confucius
- The most beautiful things in the world cannot be seen or even touched. They must be felt with the heart. – Helen Keller
- Beauty is not about looks, make up, or clothes. True beauty comes from being yourself.
- There is beauty in simplicity.
- Confidence breeds beauty. – Estee Lauder
- Beauty is not in the face; beauty is a light in the heart. – Kahlil Gibran
- There is no greater beauty or charm than what we can find in nature. – Todd Romano

This discussion and reflective exercise will help them discern true beauty, and what to truly appreciate in life.

V. Assignments

1. Journal Writing

Encourage the children to maintain an appreciation and gratitude journal by their bedside and make it a habit to jot down at the end of each day, all that they found to appreciate and be grateful for that day. Tell them to fill in at least five things each day.

Resources

References:

Images of quotes on Google

Unit 5

Topic	Values / Life skills integrated & imbibed	Activities
A Different Kind of School (Story)	Core Values considered : Empathy, and Curiosity	1. Related to the story – ‘A Different Kind of School’ a. Discussion b. Reflection on a Poem
Where Do All The Teachers Go? (Poem)	Other Sub-Values: Sensitivity, Appreciation, Kindness, Compassion, Respect, Responsibility, Thoughtfulness, Caring, Attitude, Generosity, Compassion, Cooperation, Patience, Acceptance, Tolerance, Altruism and Will power.	2. Related to the poem 'Where Do All The Teachers Go?' a. Discussion b. Questioning – A Curiosity Mindset
	Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Self-regulation, Problem-solving, Planning & execution, and Generalization.	<u>Assignments</u> 1. Reflection & Creative Expression 2. Did You Know Activity

Materials / Resources needed

Facility & Equipment to play the Videos

Description (of the points of discussion)

Through this unit, help students understand the following:

- 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.
- There are many different kinds of disabilities. These individuals are not handicapped; they have a different set of abilities. We must be aware of the physical, social and emotional challenges they go through on a daily basis and reflect upon how we could be instrumental in making a difference in their lives through our empathetic and compassionate attitude and actions.
- Curiosity is the desire to learn and the urge to know and understand different things. It has the power to change the course of a person's life.
- Those with a curiosity mindset have certain personality traits that help them to look at the world around them in wonder, ask questions, solve problems and deal with situations with resilience and a growth mindset.

Unit 5**A Different Kind of School (Story)****Where Do All the Teachers Go? (Poem)****Core Values:** *Empathy and Curiosity***I. Introduction**

In Unit 5, the story ‘A Different Kind of School’ is about a school that strives to develop in their students, an awareness and understanding of different disabilities, and what those with such disabilities go through on a daily basis – their struggles, challenges, trials and tribulations. The goal of the school is to foster sensitivity, empathy, kindness, compassion, and respect for such individuals, through their practical activities. These are the very values that you may impart to the children through this story.

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. It is important 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.

In the poem ‘Where Do All the Teachers Go?’ , a little child wonders where all his teachers go after they leave school. He curiously wonders if they do all the ordinary things that other people do, and live ordinary lives. The value of curiosity may be highlighted herein.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
- 1. Read and understand the story – A Different Kind of School, & the poem – Where Do All the Teachers Go?
- 2. Attempt understanding and responding to simple literal comprehension questions as well as understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.

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

III. Process & Action Plan

In an increasingly self-centred and selfish world, it requires a conscious effort to nurture positive human values that seek connection and bonding. In this endeavour, values like empathy, sensitivity, kindness, compassion, respect, patience, acceptance, tolerance, generosity, altruism etc. become extremely important. Children need to learn the value of human relationships.

“Question everything,” Albert Einstein famously said. The power that questions and answers have is not just restricted to aspects of performance. Questions spring from wonder and curiosity. Thoughtful reflection of questions can result in better and more effective interactions, communication, strengthen bonds and trust between people and lead to discovery. Most importantly, curiosity helps us approach uncertainty and difficulties in our everyday lives with a positive attitude. To ensure that we sustain engaging and motivating ourselves, in all spheres of our lives, it is essential that we are aware of the transformative joy of asking and answering questions.

To what extent are ‘questions’ used in your classroom? To what extent, are they used not only by you, the teacher, but by the children as well? By questioning the essence of everything we do, we can experience daily life in a different way. So, in short: philosophize, wonder, read, try, question, learn and think. Let this be the learning for the children. . . .

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

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

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



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



1.

Reflection on a Poem
Refer 1 b.
Value –Empathy

2.

Questioning – A
Curiosity Mindset
Refer 2 b.
Value – Curiosity



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



1.

Reflection & Creative
Expression

2.

Did You Know Activity

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 Empathy and Curiosity with other inherent values like sensitivity, appreciation, kindness, compassion, respect, responsibility, thoughtfulness, caring, attitude, generosity, compassion, cooperation, patience, acceptance, tolerance, altruism and will power.

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

IV. Activities & Related Discussion

1. Related to the story ‘A Different Kind of School’

1a. Discussion

Pose the following questions

1. What did the writer observe upon entering Miss. Beam’s school?
2. What had the writer heard about Miss Beam’s school?
3. What kind of teaching methodology was followed at the school?
4. What was the main aim of the school? What methods were adopted by the school to ensure that this aim was achieved?
5. How did the students respond to these methods? How would you describe their attitude?
6. How was the whole exercise being approached? Were the children finding it unpleasant?
7. What had the bandaged girl in the garden realized after participating in the activity?
8. Do you agree with the opinions of the little girl about the different disabilities?
9. At the end of the walk with the girl, what did the writer realize?
10. Why did Miss Beam remark, “Ah! then there is something in my system after all.”

Talk to the children about people with special needs. Develop their awareness of the different disabilities like Blindness, Hearing Impairment, Orthopedic Disabilities, Learning Disabilities, Autism, etc. Help them understand the challenges they go through in their activities of daily living as well as the social and emotional problems they face as a result of both, these challenges, as well as the lack of sensitivity, understanding and acceptance of society.

Then read out/ share the poem given below in a worksheet and explain the same to them.

1 b. Reflection on a Poem

SPECIAL

‘Special’, I am called
By you and many more
But I wonder what you really mean
When you pin me with that tag

In my eyes, special am I
For different am I from you
But not in the way that I believe
You, choose to see me
My legs may not walk –
The earth, as you do
My hands, not create –
Beauty, the kind you could

My eyes may not see-
The world, as you do
My ears, not hear –
Melody, like you ever could

Control over my body, I may not possess
My destiny though, I sure can rewrite
For I am not, dis-abled
But differently-abled

You see my friend, you and I

May be different like the sun and the moon

But those very differences

Are what make, you and me unique.

Priya Cibi (Original Poem)

Help the children reflect on the poem. Let them try to deduce the meaning by themselves initially. Guide them where necessary. The following questions will help them focus on the important aspects and give direction to their thoughts.

1. 'But I wonder what you really mean.... When you pin me with that tag...' What do you think the poet means by these lines?
2. How do most of us usually view those with special needs? Do you think they deserve our pity? Why? What do they really want from us?
3. Which disability do you think is being referred to in –
 - Stanza 3, lines 1 and 3
 - Stanza 4, line 1
 - Stanza 4, line 3
4. What does the following stanza mean?

Control over my body, I may not possess
My destiny though, I sure can rewrite
For I am not, dis-abled
But differently-abled

Can you think of anyone with special needs who has rewritten their destiny? What did they do and how do you think they achieved what they did?
5. What makes us all unique? What attitude must we have towards differences in others? (Sensitivity, Empathy, Respect, Kindness, Patience, Equality....)

2. Related to the poem 'Where Do All the Teachers Go?'

2 a. Discussion

Pose the following questions:

1. What is the main thing the little child wants to know?
2. When you have questions in your mind and want to know something, what is it called? (Curiosity)

3. Why do you think the child was wondering all these things about his teachers?
4. Are you curious about anything in particular? Have you tried to find answers to the questions that you have? How did you go about it / How do you plan to go about it?
5. How does curiosity feel? Do you think it is important to have curiosity? Why?

Help them understand the meaning and nature of curiosity – it's the desire to learn and the urge to know and understand different things. It helps one to learn new things, acquire knowledge, and become really good at something. It awakens interest, motivation and a feeling of being alive. It keeps the mind sharp and alert, and keeps one from getting bored. It helps create new ideas and discover one's passions which can ultimately lead one to experience success.

Discuss with them the different attributes of people with curiosity – they have and ask a lot of questions, they actively seek information, they have an active mind, they want to know and understand, they may do things more creatively, and they don't give up when they fail, instead they try to find out why they failed and work at getting better so they do it better the next time.

Give them plenty of examples to help them understand. Then discuss the following quotes with them –

“The first and simplest emotion we discover in the human mind is curiosity.” – Edmund Burke

“When curiosity is alive, we are attracted to many things; we discover many worlds.” – Eric Booth

“We live in the world our questions create.” - David Cooperrider

2 b. Questioning – A Curiosity Mindset

Video 1 : <https://www.youtube.com/watch?v=tThS05TdK3M> 3 min

Discussion Questions

1. What did you observe in this video?
2. Have you noticed this in many children?
3. Do you notice this in older children and adults? (The response may be no) Why do you think that is?

(Young children are naturally curious. They have questions about everything they see, observe, experience, feel they are constantly on a 'discovery mode'. They are open to any information and have an open and active mind. They try to make sense of the world around them through exploration. Young children don't feel conscious about how they will be perceived by others and what others will think or say about them. This tends to

happen as they grow older.)

4. Are you comfortable asking questions? If no - why not?
(Awkwardness.. lack of self confidence....fear of being judged.....)
5. Why do you think we ask questions ? What is the basic underlying quality of a person asking questions ? / Where do questions stem from?
(Curiosity.... discuss what curiosity entails)
6. Do you believe it is important to ask questions? Why?
(will help in gaining new knowledge, understand situations and people better, and grow as a person...)

Video 2: <https://www.youtube.com/watch?v=O6ZnJldgc1A> 4 min

(What Questions Did You Ask Today)

Show students this video, activate discussion and reflection, and encourage students to share their understanding.

V. Assignments

1. Reflection & Creative Expression

Ask the children to find out about the different physical and emotional challenges that people with special needs face, then reflect on how they could be instrumental in making a difference in their lives in whatever small way they can. They may then express these thoughts in the form of an essay, speech, poem, poster etc. to create awareness in others too.

2. Did You Know Activity

Give children a few 'Did You Know' facts – brief enough to spark their curiosity. The statement or fact must bring forth the 'wh' questions in their mind – Who/What/When/Where/Why/How... that would then spur their efforts to know more about it.

Examples -

1. The longest name of a place is 85 letters long.
2. Lobsters have clear blood.
3. It is illegal to own just one guinea pig in Switzerland.
4. There's a planet that's shaped like a potato.

5. There's a toilet museum.
6. The inventor of the Frisbee was turned into a Frisbee after he died.

They have to choose any two facts that catch their interest and find out details about the same. You may then encourage them to share what they found out and also how they went about it and their experience of the process and feeling.

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

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

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

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

Why Questions Matter

<https://medium.com/the-ascent/how-questions-improve-the-quality-of-your-life-753ab0edcef4>

The Value of Asking Questions - Karen Maeyens - TedxUFM

<https://www.youtube.com/watch?v=aZIUaQw8RA4>

Unit 6

Topic	Values / Life skills integrated & imbibed	Activities
Who I Am (Story)	Core Values considered : Self-realization and Sensitivity	1. Related to the story – ‘Who I Am’ a. Discussion b. The Onion - Demonstration
The Wonderful Words (Poem)	<p>Other Sub-Values: Self-awareness, Self-respect, Self-acceptance, Self-belief, Self-confidence, Appreciation, Empathy, Kindness, Respect</p> <p>Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Self-regulation, Problem-solving, Planning & execution, and Generalization.</p>	<p>2. Related to the poem 'The Wonderful Words'</p> <p>a. Discussion b. Words and Your Heart (Story) + Lend a Kind Word (Activity)</p> <p><u>Assignments</u></p> <p>1. Self-Reflective Questionnaire 2. Heart-ful Words</p>

Materials / Resources needed

Facility & Equipment to play the Videos

Description (of the points of discussion)

Through this unit, help students understand the following:

- Self-Realization is thus the truth of who we are and what we are. It is the realization and fulfilment of our own potential. It is in short, to know oneself.
- 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.
- Before we can understand the world, we must understand ourselves. We can reach our potential, only if we turn inward and become cognizant of the true meaning of this 'I'. Through self-awareness we can attain self-realization. This understanding then determines the way we relate to others and the world.
- While we appreciate the beauty and power of words in communication and expression, we must also be aware of and understand the power of words to hurt or heal.
- We must assess our thoughts before they come out in the form of spoken or written words, and be sensitive to how our words may affect another.
- We must also be aware of the difference that kind words can make in the world.
- The words we use must spread positivity and peace and should not churn negativity and conflict.

Unit 6**Who I Am (Story)****The Wonderful Words (Poem)**

Core Values: *Self-Realization and Sensitivity*

I. Introduction

In Unit 6, the story ‘Who I Am’ has various accounts of different children sharing their awareness of who they are as individuals.

This story highlights primarily the value of self-realization, as well as other connected values of self-awareness, self-acceptance, self-respect, self-confidence, self-belief, attitude etc.

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

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

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

Children progress through a series of levels of self-awareness between birth and adulthood. Thus, self-awareness can be consciously cultivated in children from a very young age, and teachers can play a pivotal role in helping the children attain this understanding.

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

In the poem ‘The Wonderful Words’, the poet elucidates the nature and beauty of words. The reader is encouraged to express himself/herself through the medium of words.

While the children may be led to appreciate the beauty and power of words in communication and expression, an important and crucial message needs to be conveyed to them – that of the power of words to hurt or heal; thus the importance of assessing one’s thoughts before they come out in the form of spoken or written words, and being sensitive to how their words may affect another needs to be emphasized.

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 story – Who I Am, and the poem – The Wonderful Words
 2. Attempt understanding and responding to simple literal comprehension questions as well as understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.
 3. Develop and enhance their reading, vocabulary, and spelling skills.
 4. Develop their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, & conceptual awareness.
 5. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
 6. Enhance their understanding of the values of self-realization.
 7. Broaden their awareness of what sensitivity entails.
 8. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

The answer to the question ‘Who am I?’ can seem rather intimidating and elusive. This may be the case when a person has not spent time and effort getting to know oneself. The importance self-awareness is not stressed enough. While society is becoming increasingly self-centred, there’s an alarming lack of self-awareness. This difference is an important one to understand, and the need to embrace self-awareness, rather essential. It is

important to know that there cannot be a ‘we’ without the existence and nurturance of the ‘I’. The awareness of the ‘self’ begins as a natural phenomenon in the process of development; however, it takes a lot more to attain self-realization, which is why guidance becomes crucial.

Beyond the ‘I’, lies the ‘other’, and while a person learns to embrace the self, it is important to be cognizant of the ‘other’ in relation to the ‘I’. Children need to learn to be sensitive, empathetic, kind and respectful of others’ feelings and understand how their words and actions could impact another. They need to understand that they can exercise the ‘I’ in powerful ways that can bring about positivity and peace to those around them, one of them being through the medium of words.

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

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

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



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



1.

The Onion -
Demonstration

Refer 1 b.

Value –Self-Realization
(Self-Awareness)

2.

Words and Your Heart
(Story) + Lend a Kind
Word (Activity)

Refer 2 b.

Value – Sensitivity



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



1.

Self-Reflective
Questionnaire

2.

Heart-ful Words

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 and Sensitivity with other inherent values like self-awareness, self-acceptance, self-respect, self-confidence, self-belief, attitude, appreciation, empathy, kindness, respect etc.

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

IV. Activities & Related Discussion

1. Related to the story ‘Who I Am’

1 a. Discussion

Have the children reflect on each child’s accounts. Ask them if those children are all alike. Discuss how each child is different from the other; what characteristics stand out. Bring to their attention how through these accounts, the children reveal who they are, their likes and dislikes, their desires, wishes, hopes, dreams; what makes them happy/sad/angry.... They are aware of themselves.

Tell them that 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 and how through self-awareness we can attain self-realization. Tell them that this understanding then determines the way we relate to others and the world. Give them relatable examples and encourage them to come up with a few examples

1 b. The Onion - Demonstration

Carry a big onion to class. Show the onion to the children and ask how many of them have seen what an onion looks like inside. Ask them - What is the interesting feature of an onion – its layers. If possible peel the onion in front of them and show them the layers.

Now tell them that just like an onion, we too have many layers to us. We need to be aware of these layers. The more we ‘peel the onion’ per se, the more we will discover what lies underneath.

The outer layer is our physical self- the way our body looks, our physical features, the way we dress etc.

The next layer consists of our behaviours or actions that are seen by others.

Below that could be considered the layer of our emotions that lead to the behaviours or actions and below the layer of emotions would be that of our thoughts, that lead to our emotions.... and all that make up our personality.... our strengths and weaknesses...

(Here recap the connection between our thoughts – emotions - behaviour)

The final layer could consist of our wants, needs, hopes, dreams, desires and so on...

Draw a graphic organizer on the board. Write the word Self-Realization (Self-Awareness) in the centre inside a circle. Then write all those aspects around it, that one needs to develop an awareness of – one's physical aspects, behaviours, emotions, thoughts, personality, strengths, weaknesses, skills & abilities, wants, needs, hopes, dreams, desires etc.

Ask the children to write down a short account of themselves, that reflects all of the above. Have them reflect upon the charts given in the text too and write from that perspective too.

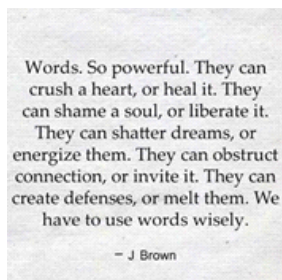
Help them understand how and why it's important to be self-aware, and how self-awareness and self-improvement go hand in hand.

2. Related to the poem 'The Wonderful Words'

2 a. Discussion

Once the poem is discussed in class, talk to the children about how words reflect one's thoughts and to an extent one's nature. Share with them the following quotes:

Ask them what they think they mean....then discuss the same in depth. Help them understand that what we say can impact not just others but ourselves too. We need to



appreciate the beauty as well as the power of words; and understand the impact of negative words and the difference that positive words can make. Explain this to them with relatable examples and encourage them to share instances when they may have experienced this for themselves. Help them develop sensitivity and respect for others' feelings.

2 b. Words and Your Heart (Story) + Lend a Kind Word (Activity)

<https://www.youtube.com/watch?v=HjZ-3MDwDlM> 4 min 33 sec

Have the children reflect on this video and share their thoughts, feelings, opinions and experiences related to the same.

Then give them different situations and ask them what they could or would say to the character in that situation. Tell them that they have to focus on using only kind words. Have them think about what the character would possibly feel upon hearing their words and how it could impact their response to that situation...

V. Assignments

1. Questionnaire

Prepare a self-reflective questionnaire for the children. You may refer to the article in the resources section for questions related to various aspects of a person's 'self'. This will help the children develop a broader sense of self and begin to think more deeply about themselves, their emotions, actions etc.

2. Heart-ful words

a. Have the children write a letter to their partner expressing what they like or appreciate about them... they have to be genuine and express their thoughts in a way that would touch their partners heart. (make them feel happy and appreciated/liked/loved...)

b. Encourage the children to do an experiment in class where they use only kind words with each other all through the week. Have them observe and note down how it impacted the person who was the recipient of the kind words, as well as the one who shared the kind words; how it impacted the class climate as a whole and what were the most significant aspects or changes felt as a result of the experiment. ...These observations could be shared in class and a reflective discussion could be carried out at the end of the week.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

<https://positivepsychology.com/self-awareness-exercises-activities-test/>

Unit 7

Topic	Values / Life skills integrated & imbibed	Activities
Fair Play (Story)	Core Values considered : Integrity, Self-Acceptance and Tolerance.	1. Related to the story – ‘Fair Play’ a. Discussion b. Build Character Build Success – Integrity
Phrases Opposites (Grammar)	Other Sub-Values: Fairness, Self-awareness, Self-respect, Self-belief, Self-confidence, Appreciation, Empathy, Kindness, Compassion, Respect Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Self-regulation, Problem-solving, Planning & execution, and Generalization.	2. Related to the exercise on Phrases a. Discussion b. I’m Not Just a Scribble (Audio story) 3. Related to the exercise on Opposites a. Discussion b. Diversity, Tolerance, & Acceptance + Word Search Grid <u>Assignments</u> 1. Script Writing + Role Play 2. Awesome Me!

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:

- Integrity means being honest/acting honestly and doing the right thing in any circumstance, consistently, even when no one is watching; every day!
- Pausing to listen to our conscience will help us do the right thing.
- We make the wrong choices under the pressure of 'friendship' (Peer pressure).
- We may not be perfect in every way, yet we can stand proud on our own identity. It is important to understand that it is normal to have limitations or imperfections; we must learn to accept ourselves with all our imperfections and build a strong identity for ourselves while embracing all those imperfections.
- 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. Placing oneself in someone else's shoes is the essence of tolerance.

Unit 7**Fair Play (Story)****Phrases (Grammar)****Opposites (Grammar)****Core Values:** *Integrity, Self-Acceptance, and Tolerance***I. Introduction**

In Unit 7, the story 'Fair Play' is about two friends who had to keep aside their friendship, and enmity too, for a greater cause – that of justice and fairness. This story highlights the value of integrity, as well as other connected values of fairness, justice, morality, friendship, caring, etc.

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

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

The exercise on 'Phrases' is an opportunity to recap the value of self-acceptance.

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

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 story – Fair Play
2. Attempt understanding and responding to simple literal comprehension questions as well as understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.
3. Develop and enhance their reading, vocabulary, and spelling skills.
4. Develop their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, & conceptual awareness.
5. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
6. Enhance their understanding of the value of integrity.
7. Reinforce their idea of what self-acceptance entails.
8. Reinforce their understanding of tolerance.
9. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

With the advancement of technology, digitalization, globalization, and such, values like integrity, tolerance, humanity and the like are somewhere getting lost. People are becoming increasingly self-centred, impatient, and intolerant. Moreover, there is a lack of connection with the self too. Existence is seen to be more superficial. In such a scenario, 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. With all the challenges that plague the modern times, it has become all the more essential to consciously impart these lessons to our children. Furthermore, teaching them the essential difference between being selfish or self-centered and having self-love, has become crucial. Self-awareness and self-acceptance are the need of the hour.

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

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

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



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



1.

Build Character Build
Success – Integrity
Refer 1 b.
Value – Integrity

2.

Diversity, Tolerance, &
Acceptance +
Word Search Grid
Refer 3 b.
Value – Tolerance



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



1.

Script Writing + Role Play

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 Integrity, Self-acceptance, and Tolerance with other inherent values like fairness, justice, morality, friendship, caring, self-awareness, self-respect, self-confidence, self-belief, attitude, appreciation, empathy, kindness, respect, sensitivity, sharing, caring, generosity, compassion, and cooperation ...

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

IV. Activities & Related Discussion

1. Related to the story ‘Fair Play’

1 a. Discussion

Pose the following questions

1. What kind of a friendship did Algu and Jumman share?
2. How did Jumman and his wife treat the aunt? Do you think it was right? Why? How should we treat old people?
3. When the aunt chose Algu as the Head Panch, what was she confident about?
4. What happened to Algu’s and Jumman’s friendship after the verdict was passed? Who actually broke the bond? What do you think about this? Was Jumman right in doing so and wanting revenge?
5. What problem did Algu find himself in?
6. Do you think Sahu should pay Algu? Why?
7. Why did Algu turn pale when Sahu chose Jumman as the Head Panch? What did he believe would happen?
8. Were Algu’s fears proven right? What did Jumman do?
9. What did Jumman realize when he was made the Head Panch?
10. Did Jumman make things right? How?

Discuss with the children about integrity and what it means to act with integrity. Help them understand that nothing should really come in the way of doing what's morally right – whether it be friendships, family ties, or any other aspect. Talk to them about one's conscience, how it guides us to take the right decisions (like a moral compass) and how pausing to listen to our conscience will help us do the right thing. Also discuss with them how sometimes we make the wrong choices under the pressure of 'friendship' (Peer pressure). Give relatable examples. Ask them to share any instances when they or someone they know may have experienced this and what they may have understood or learned from those experiences.

1 b. Build Character Build Success – Integrity

<https://www.youtube.com/watch?v=O5oZ-P1yH7M> 2 min

Discuss the video with the children. Have them share what they have understood. Ask them what the key message is, in the video. Stress on: The values, the aspect of consistency in thought and action, being the same both inside and out (you don't claim to be one way and then act another way), and doing the right thing no matter what; even when no one is looking.

2. Related to the exercise on Phrases

2 a. Discussion

Once the children have revised the concept of a phrase, help connect it to the value and recap the points of discussion as covered in unit 2. Tell them that though incomplete, a phrase has its own identity and role within the sentence. Many of us are like the phrase – we may not be perfect in every way, yet we can stand proud and celebrate our own identity. Explain to them that it is important to understand that it is normal to have limitations or imperfections; we must learn to accept ourselves with all our imperfections and build a strong identity for ourselves while embracing all those imperfections.

3. Related to the exercise on Opposites

3 a. Discussion

Since the children have covered this topic many times across the earlier grades, ask them which value comes to mind in connection with opposites. Ask them what they understand of tolerance. Encourage them to share examples of tolerance and in which all ways / what all areas people may show intolerance.

3 b. Diversity, Tolerance, and Acceptance

<https://www.youtube.com/watch?v=hbQXSQR0ICs> 7 min 20 sec

You may choose to show the video as it is to the children, or you may demonstrate and explain the same to the children yourself. Discuss the important messages in the video and encourage them to share their thoughts. Ask them what they connected with the most, and why.

Have them recollect all the important keywords and values touched upon in the video (You could prepare a word search grid and ask them to circle all the relevant words they find – examples – love, peace, kindness, acceptance patience.....) and how they could get translated into action or behaviours at their level. Encourage them to come up with possible tolerant behaviours at the class level, in school, at home, when interacting with strangers etc....

V. Assignments

1. Script Writing + Role Play

Divide the children into groups. Ask each group to come up with a script for a short role play encompassing the values of integrity as well as tolerance. Once the script is passed, they could prepare and present the role play in class. The best one could also be showcased during an important function or school event.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

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

https://www.researchgate.net/publication/284874456_Self-Acceptance_in_the_Education_and_Counseling_of_Young_People

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

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

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

Unit 8

Topic	Values / Life skills integrated & imbibed	Activities
A Game of Chance (Story)	Core Value considered : Integrity, and Self-Realization	1. Related to the story – ‘A Game of Chance’ a. Discussion b. The Right Actions
Homophones (Grammar)	Other Sub-Values: Appreciation, Humility, Responsibility, Accountability, Courage, Respect, Caring, Generosity, Honesty, Fairness, Attitude, Gratitude, Interdependence, Self-awareness, Self-belief, Self-confidence, Self-love, Self-worth/Self-esteem etc...	2. Related to the exercise on Homophones a. Discussion b. Drawing Activity with Reflection – Inside Out
Vocation (Poem)	Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Self-regulation, Problem-solving, Planning & execution, and Generalization.	3. Related to the poem 'Vocation' a. Discussion b. What is Vocation? <u>Assignments</u> 1. Puppet Show 2. This is Me! - Scrap Book Journal (Worksheets) or Unique Me! 3. Collage Work + Expressive Writing

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:

- Integrity means being honest / acting honestly and doing the right thing in any circumstance, consistently, even when no one is watching.
- This is indicative of being respectful and would instil confidence and trust in others. Integrity is the core quality of a happy and successful life.
- We must not cheat anyone. We must act with honesty and integrity. We must not betray others' trust. Moreover, we must be alert to acts of cheating; not have blind faith in others, especially strangers.
- One's character and personality are determined by their choice of values and the resolution to live by those values.
- Integrity builds character, as integrity encompasses all areas of one's life. It is about being true to the very best that's in oneself. Then one can be honest with others.
- Self-Realization is the truth of who we are and what we are. It is the realization and fulfilment of our own potential. It is in short, to know oneself. This is an important process through which we get to know our true nature, our strengths and limitations, the nature of our thoughts, what motivates us, what holds us back and so on.
- When we understand ourselves better, we can relate better to others and the world.
- No two people are exactly the same. Even if they try to be like someone else, there will still be something different because everybody is unique. Everybody has an identity that makes them unique.
- A vocation is a calling from within oneself to do something, to be something... To realize one's calling, one must first be aware of one's strengths, limitations; one's potential... It is thus important to develop self-awareness/self-realization; an awareness of one's strengths, limitations, true potential, what gives one true happiness....

Unit 8**A Game of Chance (Story)****Homophones (Grammar)****Vocation (Poem)****Core Values:** *Integrity, and Self-Realization***I. Introduction**

In Unit 8, the story ‘A Game of Chance’ is about a child who visits a fair with his uncle and there gets tricked into spending more money at the Lucky shop, playing a game of chance. This story highlights the values of integrity, honesty, trust, and knowledge.

Through the exercise on Homophones, the value of self-realization may be explored further. In homophones, even though the spelling and meaning changes, the pronunciation of both the words remain the same. (sea-see) Similarly, even if we wear different clothes, change our appearance etc., we are still the same within. Who we are, does not change. But first, we need to understand who we are... we need to take the steps towards self-realization.

In the poem ‘Vocation’, a child observes people from different vocations during the course of his day, gets fascinated by their roles, and wishes to be them.

A vocation is a calling from within oneself to do something, to be something... To realize one’s calling, one must first be aware of one’s strengths, limitations; one’s potential... It is thus important to develop self-awareness/self-realization. The values of self-realization, appreciation, gratitude, respect, and interdependence 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 story – A Game of Chance, and the poem – Vocation
 2. Attempt understanding and responding to simple literal comprehension questions as well as understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.
 3. Develop and enhance their reading, vocabulary, and spelling skills.

4. Develop their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, & conceptual awareness.
5. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
6. Enhance their understanding of the value of integrity.
7. Broaden their idea of the value of self-realization.
8. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

Children are not born with integrity or the behaviors we associate with it, including humility, social responsibility, and the courage to stand up for what they believe is right. It is derived through a process of cultural socialization—influences from all spheres of a child's life. When integrity is taught from a young age, it becomes part of a child's character. Ideally, children learn integrity when the consequences are small. Having integrity doesn't mean children will always be honest, responsible, or respectful. What it does mean is that they will understand the consequences of their actions on themselves and others and, with that understanding, will make informed choices about how they live out their own values in the world.

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

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

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

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

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



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



1.
The Right
Actions
Refer 1 b.
Value – Integrity

2.
Drawing Activity
with Reflection –
Inside Out
Refer 2 b.
Value – Self-Realization

3.
What is Vocation?
Refer 3 b.
Value – Self-
Realization



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



1.
Puppet
Show

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

3.
Collage Work +
Expressive 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 Integrity, and Self-Realization, with other inherent values like Appreciation, Humility, Responsibility, Accountability, Courage, Respect, Caring, Generosity, Honesty, Fairness, Attitude, Gratitude, Interdependence, Self-awareness, Self-belief, Self-confidence, Self-love, Self-worth/Self-esteem etc...

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

IV. Activities & Related Discussion

1. Related to the story ‘A Game of Chance’

1 a. Discussion

Pose the following questions

1. Where did the uncle take the little boy? What did he tell him before going to meet his friends? Why do you think he told him that?
2. What was the game being played at the lucky shop?
3. Why was the old man very pleased?
4. What all did the older boy manage to get lucky with?
5. What happened when the little boy played? Did he have any luck at the lucky shop?
6. Why did the uncle state that the Lucky shop man had made a fool of the little boy?
7. What did the boy believe? Was he right?
8. What do you think about the shopkeeper? Do you think what he did was right? Why?
9. What lesson can we learn from this story?

Talk to the children about how we must not cheat anyone. We must act with honesty

and integrity. We must not betray others' trust. Moreover, we must be alert to acts of cheating; not have blind faith in others, especially strangers.

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

1 b. The Right Actions

Prepare a worksheet in which you give certain questions / statements that would encourage the children to reflect on the things they say and do to show honesty or integrity, and also to consider some integrity goals they would like to achieve.

Example of a statement: I act honestly when no one is looking.

The children can choose between Sometimes, Never, and Always, then use the space below to think of and create a positive honesty goal for doing the right thing, or being more accountable.

Discuss each statement and question

2. Related to the exercise on Homophones

2 a. Discussion

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

Help them find out different aspects of themselves and understand a little bit of who they are – to become self-aware. Recap what was discussed in unit 6.

Explain to them that self-realization is an important process through which we get to know our true nature, our strengths and limitations, the nature of our thoughts, what motivates us, what holds us back and so on. For that we must become more aware of our 'self'. When we understand ourselves better, we can relate better to others and the world. (Explain this in a simple way). Self-Realization is in short, to know oneself.

Explain to them that what we think of ourselves is very important. We have to be aware of and understand what we are good at and what our limitations are, we have to learn more about ourselves so we understand who we are. We have to celebrate what we can do well, how we are and who we are; we have to learn to like, and love ourselves. This will help us develop confidence and courage.

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

2 b. Drawing Activity with Reflection – Inside Out

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

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

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

3. Related to the poem 'Vocation'

3 a. Discussion

Pose the following questions

1. Who does the child come across on the way to school?
2. What does the child envy about the hawker?
3. Who does the child see when returning from school?
4. Why does the child wish he were a gardener?
5. Who does he see in the late evening? Why is the child fascinated by the watchman's job?
6. Who do you wish to be when you grow up? Why? Have your choices kept changing?
7. Is any job better than the other? Why or why not? How must we treat every job/vocation and the people who do that job? (appreciation, respect, gratitude....)
8. Can we do without any of these services? Why? What does this imply? (interdependence)

3 b. What is Vocation?

<https://www.youtube.com/watch?v=Mja8K4FYxcA> 1 min 32 sec

Explain the video to the children. Help them understand the meaning and significance of the term ‘Vocation’ and that it requires one to be self-aware; aware of their strengths, limitations, one’s true potential, what gives one true happiness....

With this new understanding, ask them to reflect what they’d like to do in the future. Encourage them to reflect in writing, what about themselves led them to consider that vocation for now?

V. Assignment

1. Puppet Show

Divide the children into groups. Encourage them to create a script for a puppet show focusing on integrity. The children can start by brainstorming to create the story for the puppet show. You can guide them through this process to help them create a show that defines and demonstrates integrity.

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

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

Or

Unique Me!

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

3. Collage Work + Expressive writing

Ask the children to collect pictures of things that they find beauty in and make a collage. For those things that may not have a form, they may write them down on small chits and place those too in the collage randomly. Give the children the option of creating a poem or essay based on the collage.

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>

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

What is Vocation?

https://www.youtube.com/watch?v=B8x6ZmrO_wc

Unit 9

Topic	Values / Life skills integrated & imbibed	Activities
Desert Animals (Story)	Core Value considered : Adaptability, Altruism, Fearlessness/Courage	1. Related to the story – 'Desert Animals' a. Discussion b. Demonstration with Play dough
Adjectives - Superlative Degree (Grammar)	Other Sub-Values: Resilience, Positivity, Optimism, Hope, Attitude, Trust, Confidence, Self-realization, Self-awareness, Self-belief, Self-love, Self-worth, Cooperation, Sensitivity, Empathy, Sensitivity, Compassion, Kindness, Generosity, Sharing, Respect, Tolerance, Grit, Determination, Will power, Patience, Perseverance, Gratitude, Responsibility, Accountability, Caring, etc.	2. Related to the exercise on Adjectives (Superlative Degree) a. Discussion
What If (Poem)		3. Related to the poem 'What If' a. Discussion b. Malala Yousafzai (Video)
	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, Motivation, and Generalization.	Assignments 1. The 'What-If...' exercise - worksheet 2. The Brave Me - Word Search worksheet

Materials / Resources needed

Facility & Equipment to play the Videos

Playdough (to be brought by the children)

Worksheets (refer assignments)

Description (of the points of discussion)

Through this unit, help students understand the following:

- Being adaptable requires one to reflect upon one's thoughts and emotions, the ideas that one tries to hold onto. It calls for flexibility in thinking and doing. Moreover, it is important to understand what one is capable of; the strengths that one possesses and one's limitations. This self-awareness or self-realization will help in dealing with any situation effectively.
- Our flexibility will be seen/felt in our thoughts, actions and our overall attitude. A positive, optimistic attitude is what helps. A calm approach to situations will further help us assess the situation and allow us to make the necessary changes or adjustments as the situation demands.
- Change invites learning – gaining new insight, new skills and new knowledge.
- 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.
- Fear and anxiety limits a person from growing, from doing things that they are actually capable of. It takes courage to move beyond these thoughts and 'decide' not to allow them to limit us.
- Experiencing fear is normal - it is our body's natural response to any perceived threat, harm, pain or danger to ourselves. Being 'fearless' doesn't mean a complete absence of fear. What is crucial, is to know how to moderate and control the emotion within ourselves.
- Being fearless is a conscious decision, and a constant effort to develop and embrace certain traits that help in realizing this state.

Unit 9**Desert Animals (Story)****Adjectives – Superlative degree (Grammar)****What If (Poem)**

Core Values: *Adaptability, Self-Realization, Altruism, Fearlessness/ Courage*

I. Introduction

In Unit 9, the story ‘Desert Animals’ is basically an informative account of the different animals found in a desert region and the body features that help them to survive and flourish in such extreme conditions. Evolution has aided their ‘adaptability’. While this aspect of adaptability may not have been a conscious decision on the part of any of the desert animals and is primarily a natural process over time, we the human species have the ability to ‘adapt’ to a situation consciously. We can apply this concept in our daily lives to cope with challenging situations better. Children may be encouraged to think along these lines and understand the value of adaptability.

The exercise on Adjectives with the focus on the superlative degree of comparison, may be used to revisit the value of helping or altruism as covered in the previous grades.

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

Like the degrees of comparison in adjectives, each of us may be able to extend ‘help’ to others in varying degrees depending on our means and circumstances. Some may be able to help more, some less. However, it is not the degree of help that must matter; it is the act in itself, the compassionate thought and the willingness to come forward that matter. One must not restrain oneself from helping because of the feeling that one’s help may not be enough. Help at any level is welcome to the person who really needs it / situation that calls for it. Helping does not involve grand gestures and loads of money. It could be simple random acts like a kind word, a smile, or a thoughtful gesture, and giving our time, ideas, care, skills, attention, and energy. Very often these mean more to others than being showered with money or gifts.

In the poem ‘What If’, the poet describes the anxiety and fear that swamps people’s minds, the persistent thoughts and doubts that sound like a constant drumbeat, sometimes soft, at other times loud.. and no matter what, they just don’t go away... This fear and anxiety is what limits a person from growing, from doing things that they are actually capable of. It is no wonder then that it takes courage to move beyond these thoughts and ‘decide’ not to allow them to limit you. The value of fearlessness/courage may be highlighted for discussion.

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 story – Desert Animals, and the poem – What If
 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. Build up on their understanding of the value of adaptability and how it manifests in one’s behaviour.
 7. Recap and reinforce their understanding of the value of altruism.
 8. Broaden their idea of the value of fearlessness or courage.
 9. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

It can be quite difficult to be adaptable to new and changing situations. Being adaptable requires one to reflect upon ones thoughts and emotions, the ideas that one tries to hold onto. Change can be scary because there’s a certain uncertainty and unpredictability that one has to deal with. Change can also be uncomfortable because we

have to let go of preconceived ideas and ways of doing things. Life constantly throws at us situations that shake the order and stability that we crave. These situations push us out of our comfort zone. How we deal with those situations will determine how well we do in life – in different areas of our life. Such situations then call for resilience, adaptability, confidence, courage ...to name just a few essential values. Change invites learning – gaining new insight, new skills and new knowledge. This awareness, understanding and willingness needs to be developed in children; the younger the better.

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

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

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



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



1.

Demonstration with
Play dough
Refer 1 b.
Value – Adaptability

2.

Malala Yousafzai
(Video)
Refer 3 b.
Value –
Fearlessness/Courage



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



1.

The 'What-If...'
exercise

2.

The Brave Me - Word
Search worksheet

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

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

The core values being considered are Adaptability, Altruism, and Fearlessness/Courage with other inherent values like Resilience, Positivity, Optimism, Hope, Attitude, Trust, Confidence, Self-awareness, Self-realization, Self-belief, Self-love, Self-worth, Cooperation, Sensitivity, Empathy, Sensitivity, Compassion, Kindness, Generosity, Sharing, Respect, Tolerance, Grit, Determination, Will power, Patience, Perseverance, Gratitude, Responsibility, Accountability, Caring, etc.

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

IV. Activities & Related Discussion

1. Related to the story ‘Desert Animals’

1 a. Discussion

Once the chapter is read and the information is discussed and understood, bring their attention to the fact that despite the extreme conditions of the desert, which makes survival so difficult, each of those desert animals, has ‘adapted’ itself to the conditions and is thriving. Ask them if they know what the term adaptability means...Explain it to them. Then ask them to connect this understanding to what they read about the desert animals. Ask them what they could learn from the accounts. Let them reflect...then discuss –

When we find ourselves in a difficult or challenging situation, we have two choices – get upset, angry, complain, curse our luck, behave helpless and believe we are a victim, and give up.... OR... we can assess the situation calmly, build up our courage and resilience, change or ‘adapt’ to the situation to cope better, and face the situation head on with an ‘I Can’ attitude.

Tell them that it is important to understand what one is capable of; the strengths that one possesses and one’s limitations. This self-awareness or self-realization will help in dealing with any situation effectively.

1 b. Demonstration with Play dough

Tell the children to bring some play dough/clay to class. Ask them to make a snake, then change it to a bird, then change it again and create a bag..... At the end of this exercise, ask them –

1. How did you find this task?
2. Was it easy to keep changing the form as per the instructions? Why? What characteristic of clay made it possible?
3. Would you have been able to make the different forms easily with a material like thermocol? Would you have been able to rework on a particular form? Why?

Explain to the children that the purpose of this activity was to help them understand better the idea of adaptability. Tell them that we must learn to be like the play dough or clay in any situation – flexible, changeable, malleable, moldable.... adaptable... Just like the clay was flexible and lent itself to change easily, over and over again without losing its essence, we too must be able to adapt to change in such a flexible manner.

Help them understand that our flexibility will be seen/felt in our thoughts, actions and our overall attitude. A positive, optimistic attitude is what helps. A calm approach to situations will further help us assess the situation and allow us to make the necessary changes or adjustments as the situation demands. This combination of resilience and adaptability will help us cope well and flourish in life. On the other hand if we remain inflexible and rigid in our thoughts, attitude and actions, we will end up becoming brittle or delicate like the thermocol, breaking easily when manipulated; we too will crumble easily under pressure or the slightest change in our circumstances.

Give the children plenty of relatable examples to help them understand this well. Encourage them to share their thoughts, feelings and opinions.

2. Related to the exercise on Adjectives (Superlative degree)

2 a. Discussion

Recap what was discussed in relation to adjectives in the previous grades. 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.

3. Related to the poem 'What If'

3 a. Discussion

Once the poem has been explained to the children, ask them-

1. Do you ever have thoughts like these?
2. What kind of thoughts comes into your mind?
3. What do you feel when such thoughts come into your mind?
 - What emotions do you experience?
 - How do you feel in your mind...your body...head, chest, stomach, hands, legs.....
4. How do these thoughts affect your behaviour? Can you share some instances when your decisions and behaviour was influenced by such a thought and the resulting emotions..?
5. How do you usually handle these thoughts? Do you tend to give in to them and allow them to control you? Have you ever had an experience where you have refused to give attention to these thoughts and went on ahead despite them and achieved success?

Help the children understand that such thoughts, such questions, stem from anxiety and fear. Tell them that of all the emotions we human beings experience, FEAR is the most powerful. It tends to latch onto a person's mind and can completely cripple one's life - taking over our thoughts and actions; changing the way we perceive the world and the way we deal with it.

Experiencing fear is normal - it is our body's natural response to any perceived threat, harm, pain or danger to ourselves. This is important for us to understand. It is also essential to realize that being 'fearless' doesn't mean a complete absence of fear. What is crucial, is to know 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.

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

Pose the following questions to the students to reflect upon:

1. What does the word 'Fearless' bring to mind? What are some of the synonyms for the word 'fearless'?
(acting without fear... courageous, brave, bold...)
2. 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.

3. How would you describe a fearless person?
(impressive, powerful, self-assured....)
4. Do you think that being fearless means having a complete absence of fear?

Let them reflect and discuss.... then show them the video below.

3 b. The Story of the Young Pakistani Education Activist Malala Yousafzai (Video)

<https://www.youtube.com/watch?v=FnloKzEAX7o> 3 min

After the students have watched the video, pose the following questions:

1. How did her courage look from the outside?
(Bring their attention to how fearless people come across as passionate; having a strong purpose & mission and positive vibe and energy....)
2. How different might it have felt from the inside?
(...she may have been frightened; experienced panic, anxiety, self-doubt....she may have had 'what if' questions)
3. Courage and fear exist together. [Write this line on the board]
* Do you agree?
* Can you give examples from your own life that verifies this statement?
4. Do you think Malala's actions were reckless? Justify your view.
(Talk about the distinction between fearlessness and recklessness. Give examples of each. Emphasize the need for difficult decisions to be well-considered and the importance of acting on our values rather than our impulses.)
5. 'Courage is making the choice to do what you know is right even if you are afraid.'
[Write this line on the board]
* How did Malala's actions showcase this?
* How can we decide what is the right thing to do?
Tell them the three clues that can help one deal with the inner confusion and find the right thing to do: (basic decision making)
 - Will it break an important rule or is it against the law?
 - Will it hurt someone?
 - Does it feel right for you?[write these on the board....let them write these clues in their book]

Then give them a SITUATION : Let's say your friends have decided to play a prank on one of the students in the class and pulls you in to carry it out along with them. On the surface it appears seemingly harmless and playful, but somehow it doesn't feel right to be teasing someone like that...what do you do?

Allow them to introspect... Talk about how most often we know right from wrong but acting on that knowledge gets surprisingly difficult, even scaryand how making certain choices might result in the loss of popularity and how to navigate that with courage..... Tell them that such courage to do the right thing is Moral Courage.

6. What do you think helped Malala to be fearless? What qualities of hers could have made a difference?

(Bring their attention to her - empathy, goodness, compassion, sense of responsibility, self-control, honesty, a strong belief in herself and conviction about what's 'right', sense of community, altruism, 'giving nature', confidence in her abilities, inner strength, willingness to come out of her comfort zone and overcome her fear / self-doubt / anxiety.... Her ability to distinguish between right and wrong, think critically, trust her intuition (discuss what intuition means) and using it to take decisions in the face of all the stressors)

7. What do you think would have happened if Malala had been riddled with 'What If' questions ...and allowed them to affect her negatively? Do you think she would have been able to achieve what she did? Discuss.

V. Assignment

1. 'What If...' Exercise - Worksheet

Present different situations wherein an unexpected problem/challenge presents itself and the child has to figure out what to do and deal with the change that that situation brings about.

Example: You are eagerly waiting to attend your friend's birthday party in two days' time. What if you fall sick on the day of the party?

Provide space below each situation for the child to write their response.

2. The Brave Me - Word Search 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, 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 |

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

5. Courage and resolve; strength of character : G _____
6. Firm belief in someone or something: T _____
7. The quality of courage, energy, and determination : S _____
8. Control extended to do something: W _____
9. The capacity to recover quickly from difficulties: R _____
10. The emotional or mental qualities necessary in dealing with difficult or distressing situations: S _____
11. The feeling or belief that one can have faith in or rely on someone or something. C _____
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 _____

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers

<https://theconversation.com/coping-with-change-teaching-adaptability-will-help-kids-grow-19726>

Unit 10

Topic	Values / Life skills integrated & imbibed	Activities
The Banyan Tree (Story)	Core Value considered : Courage, Open-Mindedness and Altruism Other Sub-Values: Determination, Perseverance, Patience, Alertness, Awareness, Boldness, Bravery, Self-Control, Non-Violence, Appreciation and Respect (of nature), Caring, Sharing, Generosity, Selflessness, Sensitivity, Empathy, Kindness, Compassion, Tolerance, Fairness, Attitude, Respect, etc...	1. Related to the story – ‘The Banyan Tree’ a. Discussion b. Understanding Courage
Homonyms Adjectives (degrees of comparison) (Poem)	Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Self-regulation, Problem-solving, Planning & execution, and Generalization.	2. Related to the exercise on homonyms a. Discussion b. Don't Judge a Book by Its Cover 3. Related to the exercise on adjectives a. Discussion <u>Assignments</u> 1. The Brave Walk (Worksheet) 2. Essay Writing / Short Story / Script for Role Play

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:

- Courage is a choice or the willingness of a person to face uncertainty, hardship, intimidation, threat, danger, pain, agony, death etc (physical courage); the courage to do what's right in the face of discouragement, opposition, shame, rejection, personal loss etc (moral courage).
- Another aspect of courage is fortitude which involves determination, perseverance and patience, to attain a difficult or challenging goal despite obstacles.
- Courage isn't just about the heroic acts; it's also about living the ordinary moments fearlessly, every single day....
- A person may have many facets to their personality, varied interests, skills, abilities, and so on. We must learn to look beyond what's visible on the surface and try to understand a person better.
- We must avoid making misinformed judgements about people or situations.
- There may be different angles and perspectives to a situation. We need to learn to consider all the possibilities, all the alternatives available and understand a situation holistically. This will help us make better decisions and cope with situations better.

Unit 10**The Banyan Tree (Story)****Homonyms (Grammar)****Adjectives (Grammar)**

Core Values: *Courage, Open-Mindedness and Altruism*

I. Introduction

In Unit 10, the story ‘The Banyan Tree’ is an account by Ruskin Bond, of the moments spent upon a banyan tree, the observations he made while perched up on the tree, the different creatures that visited it, the relationship he developed with a squirrel and finally the highlight of his experience – the fight that ensued between two champions – the cobra and the mongoose.

This story highlights primarily the value of courage, as well as other connected values of determination, perseverance, patience, alertness, awareness, boldness, bravery, self-control, non-violence, appreciation and respect(of nature), sensitivity, compassion, kindness, etc.

The exercise on ‘Homonyms’ provides the opportunity to talk to the children about the value of open-mindedness (being non-judgemental), and the ability to think critically and objectively.

Recap the value of altruism while covering the exercise on Adjectives.

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 story – The Banyan Tree
- 2. Attempt understanding and responding to simple literal comprehension questions as well as understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.

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

III. Process & Action Plan

Life throws so many challenges at us day in and day out, in so many different forms. Without courage in its myriad forms, it would be impossible to meet these challenges and grow from each experience. Courage is considered one of the most important virtues in a person, as it makes many other virtues possible, and so it becomes crucial that this value is inculcated and developed in children.

As the child begins to be aware of the ‘other’ and relate to this ‘other’, it necessitates the development of open-mindedness. Children need to understand that this ‘other’ will have many facets just as they themselves do, and so it is important to be empathetic, sensitive, kind, compassionate, tolerant, patient and so on. The idea of non-judgement needs to be adopted and followed.

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

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

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



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



1.

Understanding
Courage
Refer 1 b.
Value – Courage

2.

Don't Judge a Book by Its
Cover
Refer 2 b.
Value – Open-Mindedness,
Non-Judgement



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



1.

The Brave Walk
(Worksheet)

2.

Essay Writing / Short Story /
Script for Role Play

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

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

The core values being considered are Courage, Open-Mindedness and Altruism with other inherent values like Determination, Perseverance, Patience, Alertness, Awareness, Boldness, Bravery, Self-Control, Non-Violence, Appreciation and Respect (of nature), Caring, Sharing, Generosity, Selflessness, Sensitivity, Empathy, Kindness, Compassion, Tolerance, Fairness, Attitude, Respect, etc...

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

IV. Activities & Related Discussion

1. Related to the story ‘The Banyan Tree’

1 a. Discussion

Pose the following questions

1. What did the writer enjoy about the banyan tree? What all did he find fascinating about it?
2. What kind of a relationship did the writer establish with the squirrel?
3. What all did the writer observe while perched up on the banyan tree? How do you think those experiences would have helped him?
4. Besides observing nature, what else did the writer enjoy doing up on the tree?
5. Have you ever climbed a tree? Describe your experience/s.
6. What did the cobra and the mongoose acknowledge about each other? Was one better than the other?
7. Describe the fight between the cobra and the mongoose. What adjectives would you use to describe the character of both the cobra and the mongoose?
8. What do you think about the interference of the mynah and the crow in the fight between the cobra and the mongoose? How can we relate this to what happens between us humans?

Draw their attention to the different values within this story - determination, perseverance, patience, alertness, awareness, boldness, bravery, self-control, non-violence, appreciation and respect (of nature), sensitivity, compassion, kindness, etc. Discuss these aspects as you narrate and explain the story. You may adopt either of these approaches – Give them the values (one at a time) and encourage them to identify how and where that value appears within the story or vice versa, i.e., read a particular extract of the story and then ask them to identify the values that apply therein.

Then focus the discussion on the value of courage. Recap what was covered in unit 9. Then enhance their understanding of the same further. Explain to them that courage is also called as valour or bravery. It is a choice or the willingness of a person to face uncertainty, hardship, intimidation, threat, danger, pain, agony, death etc. While these may come under the category of physical courage, moral courage would include the courage to do what's right in the face of discouragement, opposition, shame, rejection, personal loss etc. Another aspect of courage is fortitude which involves determination, perseverance and patience, to attain a difficult or challenging goal despite obstacles.

1b. Understanding Courage

Show the following videos to the children-

Beating the Odds – 6 Stories That prove Anything is Possible

<https://www.youtube.com/watch?v=7hByu8MvIiU> 6 min 53 sec

Ask the children –

1. What did you feel after watching these stories and why?
2. Which story were you moved by the most?
3. Can you think of some famous Indians who have shown courage in the face of difficulties? What made their acts courageous?
4. Can you think of anyone that you know personally who have shown remarkable courage?

How to be Fearless: Develop Courage (6 simple steps)

<https://www.youtube.com/watch?v=haveFJvm0f4> 3 min 32 sec

Discuss in detail, the points covered in the video. Help them understand the strategies and how to apply them to their day to day life. Pose the questions –

1. What does courage mean to you?

2. What are some of the fears you have?
3. Courage isn't just about the 'heroic' acts; it's also about living the ordinary moments fearlessly, every single day....

Have the children reflect on this statement, then pose this question - What then would courage look like for you on a daily basis?

4. Have you ever overcome any fear? What did it take to come out of that fear? What helped you?

2. Related to the exercise on Homonyms

2 a. Discussion

Once the children have understood the concept of homonyms, delve into the deeper meaning that may be mined from this concept. The idea behind homonyms is that some words have more than one meaning, yet have the same spelling and pronunciation.

Help the children understand that people too may be like this. One person may have many facets to their personality, varied interests, skills, abilities, and so on. Many a time, we look at someone and just on the basis of their looks, form an opinion on how they may be. We consider only what we see on the surface and decide that that's all there is to that person. We end up making misinformed judgements. We do not make an effort to look more closely, get to know the person better and understand all that they are. Doing this will help us establish better positive relationships with others.

This may be the case with situations too. There may be different angles and perspectives to a situation. We need to learn to consider all the possibilities, all the alternatives available and understand a situation holistically. This will help us make better decisions and cope with situations better.

This calls for open-mindedness, looking beyond what's visible, being non-judgemental, objective and unprejudiced.

2 b. Don't Judge a Book by Its Cover

<https://www.youtube.com/watch?v=1oY3vK0vDIE> 4 min 10 seconds

Show the video to the children then ask them what they understood. Pose the following questions to help them reflect.

1. What did the security man do when he saw the sweeper? What do you think his expression meant? What message was he communicating to the sweeper through his body language and facial expressions?
2. What assumption/s do you think the security man made about the sweeper?
3. What surprises did the sweeper reveal about himself through his actions? Were we expecting any of it from the sweeper? What does that tell us about our own thinking?

4. What do all the actions of the sweeper tell us about his character?
5. What did the sweeper finally achieve through his efforts?
6. How did this realization affect the security man?
7. What is the lesson that this video leaves us with?
8. How would the value of open-mindedness be applicable in this situation?

3. Related to the exercise on Adjectives

Recap the discussion on altruism as covered in the previous unit.

V. Assignment

1. The Brave Walk

Prepare a worksheet in which you pose the following two questions-

1. If there was one fear you'd like to rid yourself of, what would it be? How is this fear impacting you or affecting your life? What steps could you take to work on initially reducing and ultimately eliminating your fear? (Provide space for the response)
2. If courage had a form, what would it look like? Draw it in the space provided.

2. Essay Writing / Short Story / Script for Role Play

Ask the children to write an essay, short story or a script for a role play on the saying 'Do not judge a book by its cover'. Different groups could work on these separately.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

<https://www.skillsyouneed.com/ps/courage.html>

<https://brainly.in/question/1861960>

English
Grade VI

Integration of Values

Teacher's Manual

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