



HEM *harmonize*

English
Grade VII

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 VII

IDEA conceived and executed by

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Preface



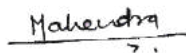
It gives immense pleasure to all of us at HEMA Foundation in presenting the “Teacher Manual for Value Integration” from Grade I to Grade X to our beloved teaching fraternity in school education. Teachers are the corner stones in building the huge edifice for the student community and they are the driving 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 Kabra
Managing Trustee



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 Maheshwari, 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)

Its '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.”

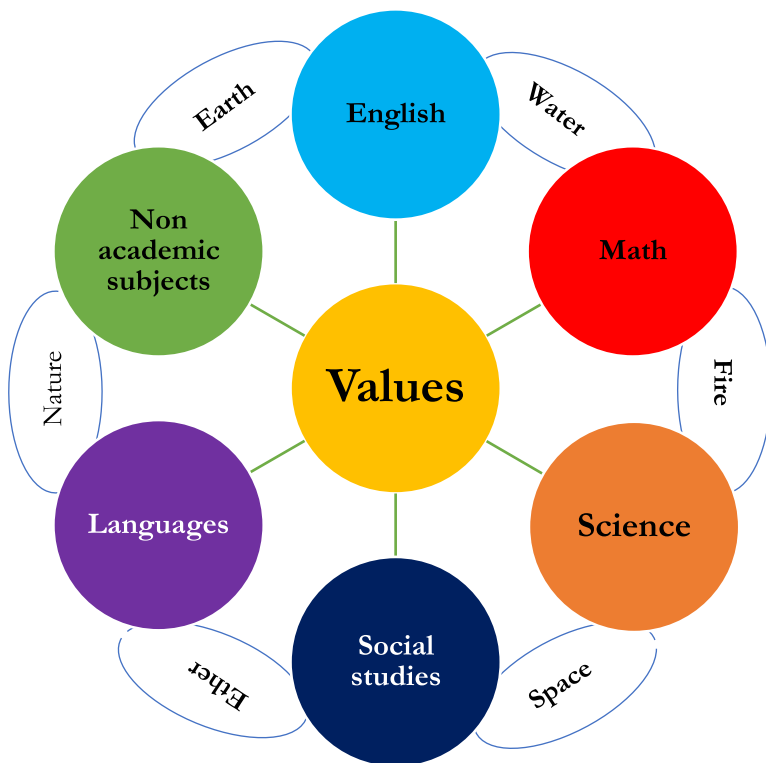
The new NEP and therein the NCERT insist on integration of values with essential subjects. Nature is the mother of all knowledge- Every learning that takes place with human beings is connected through the mind and intellect. While giving food for thought at the intellectual level, teachers have to supplement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

The Three Questions (Story)

Word Formation
(based on context) (Grammar)

The Squirrel (Poem)

Page No.

3

02

Unit 2

The Gift of Chappals (Story)

If - Clause (Grammar)

The Rebel (Poem)

Page No.

18

03

Unit 3

Gopal and the Hilsa Fish (Story)

Reported Speech (Grammar)

The Shed (Poem)

Page No.

30

04	<u>Unit 4</u>	Page No.
	The Ashes That Made Trees Bloom (Story)	40
	Wh-Questions (Grammar)	
	Prefixes (Grammar)	
	Articles (Grammar)	
	Chivvy (Poem)	

05	<u>Unit 5</u>	Page No.
	Quality (Story)	54
	Phrases (Grammar)	
	Trees (Poem)	

06	<u>Unit 6</u>	Page No.
	The Expert Detectives (Story)	64

07	<u>Unit 7</u>	Page No.
	The Invention of Vita-Wonk (Story)	72
	Dad and the Cat and the Tree (Poem)	

08	<u>Unit 8</u>	Page No.
	Fire- Friend or Foe (Article)	82
	Simple Present Tense (Grammar)	
	Meadow Surprises (Poem)	

09	<u>Unit 9</u>	Page No.
	A Bicycle in Good Repair (Story)	95
	Modal Auxiliaries (Grammar)	
	Conjunctions (Grammar)	
	Garden Snake (Poem)	

10	<u>Unit 10</u>	Page No.
	The Story of Cricket (Story)	107
	Adverbs (Grammar)	
	Phrases (Grammar)	

Unit 1

The Three Questions (Story) Word Formation (based on context) (Grammar) The Squirrel (Poem)

Topic	Values / Life skills integrated & imbibed	Activities
The Three Questions (Story)	Core Values considered : Awareness, Adaptability, and Creative thinking & Open-mindedness	1. Related to the story – ‘The Three Questions’ a. Discussion + Everyday Mindfulness (video) b. Reflection on a Poem
Word Formation (based on context) (Grammar)	Other Sub-Values: Knowledge, Wisdom, Truth, Self-Awareness, Self-Realization, Timeliness, Sensitivity, Kindness, Compassion, Respect (for the elderly), Patience, Tolerance, Perseverance & Determination, Will Power, Caring and Sharing, Generosity, Altruism, Honesty, Forgiveness, Gratitude, Attitude of Curiosity, Humility, Value of the Present Time (Now), Confidence, Courage, Positivity, Optimism, Imagination, Flexibility, Resilience, etc..	2. Related to the exercise on Word Formation a. Discussion b. Changes? Don't Fret! - Coping with Changes - Anticipate, Organize, Adapt
The Squirrel (Poem)	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.	3. Related to the poem 'The Squirrel' a. Discussion b. The Wonder of Perspectives <u>Assignments</u> 1. What Would I Do.....If Tomorrow, Never Will Be? If I Was Not Afraid?

Materials / Resources needed

Facility & Equipment to play the Videos

Worksheet (refer activities)

Images of inanimate objects (clouds, rocks) or living things (trees, flowers, leaves...) that look like something else

Description (of the points of discussion)

Through this unit, help students understand the following:

- We must develop and sharpen our ‘awareness’ of different things by being more ‘present’ and mindful.
- The more ‘aware’ we are of ourselves – the ‘self’, and the ‘self’ in relation to the world (people and everything around), the more insight we will gain about the different aspects of life. We also need to be more aware of ourselves in the ‘Now’; how we relate with ourselves and others in the present moment....what we ‘do’ for ourselves and for others in each moment.... How we utilize every moment will make a profound difference to our lives; we have the power to make a difference to others’ lives too, by our actions in the present moment.
- Adaptability is the ability to change in order to deal with or cope with new situations.
- Adaptability involves being flexible, resilient, positive, optimistic, courageous...
- Creative thinking is defined as the thinking that enables students to apply their imagination to generating ideas, questions and hypotheses, experimenting with alternatives and to evaluating their own and their peers’ ideas, final products and processes.’ Such thinking involves looking at things with a fresh perspective or in a new way, thinking ‘out of the box’, and coming up with original ideas.
- Open-mindedness is defined as ‘the quality of being willing to consider ideas and opinions that are new or different to your own’
- People think differently, may have different views and opinions and may understand or experience things differently. Just because they do that, doesn’t necessarily mean that they are wrong. It’s just another perspective. We have to be open to other’s perspectives. Each one of us is capable of creative thinking, of generating ideas and solutions to problems.
- The way each of us thinks will be different as our thoughts may be influenced by our experiences, our backgrounds, our lifestyle and so on.....but these differences are what make each one’s perspectives so unique and interesting.
- We have to thus be tolerant, respectful, kind, compassionate, sensitive and accepting of others’ perspectives. We have to be open-minded. This will help us grow as a person.

Unit 1

The Three Questions (Story)

Word Formation (based on context) (Grammar)

The Squirrel (Poem)

Core Values: *Awareness, Adaptability, Creative thinking and Open-Mindedness*

I. Introduction

In Unit 1, the story '*The Three Questions*' is about a king who seeks answers to three important questions. On receiving different answers and opinions from those in his court, he goes in search of a hermit who is known for his wisdom. There, he then learns some profound truths.

This story highlights primarily the value of awareness, as well as other connected values of knowledge, wisdom, truth, self-realization, sensitivity, kindness, compassion, respect (for the elderly), patience, tolerance, perseverance & determination, caring and sharing, generosity, altruism, honesty, forgiveness, gratitude, attitude (curiosity), humility, value of the present time (now), etc.

The exercise on Word Formation (based on context) allows for a discussion on the value of adaptability. In language, words have to take on different formations (structural elements) based on the overall context of the sentence – time, tense, meaning etc. Thus the words 'change' as per the sentence that they have to become a part of. Just like this, we too need to change according to the situation / circumstance that we are faced with. This is adaptability. It is the ability to change in order to deal with or cope with new situations.

In the poem '*The Squirrel*', the poet perceives a squirrel's tail as a question mark and further describes its actions and mannerisms. Here the values of *creative thinking, open-mindedness*, imagination, tolerance, respect, and acceptance (of other's ideas, thoughts and opinions) may be discussed.

'Creative thinking is defined as the thinking that enables students to apply their imagination to generating ideas, questions and hypotheses, experimenting with alternatives and to evaluating their own and their peers' ideas, final products and processes.' - Kampylis and Berki (2014). Such thinking involves looking at things with a fresh perspective or in a new way, thinking 'out of the box', and coming up with original ideas.

Open-mindedness is defined as ‘the quality of being willing to consider ideas and opinions that are new or different to your own’ (Oxford English Dictionary, 2019). This is closely related to creative thinking.

It is important to develop an attitude of open-mindedness in children and accept differences and uniqueness in thinking. They need to be trained to question assumptions and beliefs, filter information and embrace moral courage to make the right decisions and the strength and openness to consider alternatives when needed. They need to develop an awareness of and respect for other’s thoughts, ideas, feelings, opinions, beliefs, values, perspectives, experiences and their actions based on the same, and accept without judgement, that they may be different from their own.

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 Three Questions, and the poem – The Squirrel
2. Attempt understanding and responding to simple literal comprehension questions as well as understanding and responding to simple analytical/ reflective comprehension questions that involve logical reasoning.
3. Develop and enhance their reading, vocabulary, and spelling skills.
4. Develop their communication and oral expressive skills, associative ability, visual perceptual skills and fine motor skills, & conceptual awareness.
5. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
6. Understand the importance of being ‘aware’ and ‘present’
7. Enhance their understanding of the value of adaptability.
8. Explore their imagination and broaden their awareness of what open-mindedness entails.
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 time like the present moment. The importance of this statement cannot be stressed upon enough. The idea of ‘being present’ and ‘mindful’ can be explored further with the children. They may be trained to increase their alertness and awareness and in the process, to engage more consciously and meaningfully with self and others. This is extremely important.

Another important insight that we gain from an awareness of life’s experiences is the elemental truth – If there’s one thing that’s constant, that is change. Change in no form, can be avoided in life. One experiences it time and time again, in different ways and varying intensities. The only way to deal with, cope, and thrive in the face of such change is to stay resilient and learn to adapt. This is an understanding that children need to gain early on in life. To this end, we must help develop in them, flexibility in thought and action, a positive or optimistic outlook, patience, determination and perseverance, and a host of skills like organization, creative thinking, problem solving, decision making and so on to name just a few. Adaptability may not be something that comes naturally to all, but it can be learnt with time.

To fit into this world and function as an effective member of society, one also needs to develop a healthy world view and know when to step outside the self. Many a problem and conflicts too, arise due to a lack of understanding and acceptance of what the ‘other’ has to say or offer. To curb such restrictive thinking, and rigid ways of acting from percolating to the younger generations, teachers may strive to encourage and foster creative and open-minded thinking. These are precious tools to help one look at problems and situations in a new light and be open to listen to, and consider ‘differences’ as they exist in people’s thoughts, viewpoints, beliefs, experiences, & ways of being and doing things. For the sake of the larger goal of a more peaceful, functional and wisdom-rich society in the future, it is important to plant the seeds for a creative and open-minded climate that nurtures compassion, kindness, tolerance, respect, acceptance and so on....Creative thinking and open-mindedness allows one to move beyond any barriers, and stereotypes. These are very important values that once cultivated will hold one in good stead throughout life.

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

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

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



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



1.

Everyday
Mindfulness
(1a) &
Reflection on a
Poem
Refer 1 b.
*Value –
Awareness*

2.

Changes? Don't
Fret! - Coping with
Changes
- Anticipate,
Organize, Adapt!
Refer 2 b.
Value – Adaptability

3.

The Wonder
of Perspectives
Refer 3 b.
*Value – Creative
thinking &
Open-
mindedness*



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



1.

What Would I Do.....
.....If Tomorrow, Never Will Be?
.... If I Was Not Afraid?

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 **Awareness, Adaptability, and Creative thinking & Open-mindedness** with other inherent values like Knowledge, Wisdom, Truth, Self-Awareness, Self-Realization, Timeliness, Sensitivity, Kindness, Compassion, Respect (for the elderly), Patience, Tolerance, Perseverance & Determination, Will Power, Caring and Sharing, Generosity, Altruism, Honesty, Forgiveness, Gratitude, Attitude of Curiosity, Humility, Value of the Present Time (Now), Confidence, Courage, Positivity, Optimism, Imagination, Flexibility, Resilience, 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 ‘The Three Questions’

1a. Discussion

Pose the following questions

1. What did the king wish to gain? Why did he want the answers to those three specific questions?
2. How did he go about seeking the answers initially? Was he successful in getting the answers?
3. Who did he decide to approach then for the answers he sought? Why?
4. How did the king go to meet the hermit? Why?
5. What did the king observe about the hermit? What did he do when he realized that the hermit was getting tired? Which values of the king are revealed through this action of his?
6. When the hermit did not answer the king even after being asked the questions a second time, did the king get angry? The king later continued to wait for the hermit's answers even as he continued to dig. What virtue or value can you identify in this instance? (patience, tolerance)

7. What did the king do for the bearded man? Did he have to do that for a complete stranger? What does that tell us about the king's character?
8. Who was the bearded man? Why did he ask the king's forgiveness?
9. What was the king's reaction to the man's confessions and plea for forgiveness? What did he do?
10. Even though so much time had lapsed and the king had not received any answers from the hermit, he went in search of him before leaving and posed the questions to the hermit once more. What does this reveal about the king? (persistent, determined, not giving up...)
11. What wisdom did the hermit share with the king? What were his responses to the king's questions?
12. State the important lessons that you have learnt from this story and how they would be applicable to your own life?

Help the children understand the importance of all the values within the lesson. Then focus their attention on the key messages in the story – the wisdom shared by the hermit:

- There is only one time that is important and that time is 'Now'. It is the most important time because it is the only time we have any power to act.
- The most necessary person is the person you are with at a particular moment, for no one knows what will happen in the future and whether we will meet anyone else.
- The most important business is to do that person good, because we were sent into this world for that purpose alone.

Explain each of these aspects in depth.

Talk to them about developing and sharpening their 'awareness' of different things by being more 'present' and mindful. Help them understand how this could be done. You may show them the video given below for better understanding. Stop the video and explain further wherever necessary.

Everyday Mindfulness: <https://www.youtube.com/watch?v=QTsUEOUaWpY> 4 min 45 sec

Tell them that the more 'aware' we are of ourselves – the 'self', and the 'self' in relation to the world (people and everything around), the more insight we will gain about the different aspects of life. Knowledge, wisdom and truth are acquired in this manner.

Moreover, we need to be more aware of ourselves in the 'Now'; how we relate with ourselves and others in the present moment....what we 'do' for ourselves and for others in each moment.... How we utilize every moment will make a profound difference to our

lives; we have the power to make a difference to others' lives too, by our actions in the present moment.

Give them simple examples to demonstrate this, so that they can understand this profound truth better.

1 b. Reflection on a Poem: *Each Moment is Precious ...* by Patricia A. Fleming

(Source: <https://www.familyfriendpoems.com/poem/each-moment-is-precious>)

Give this poem on a worksheet. Ask the children to read it and encourage them to share what they understood. Analyze one stanza at a time and ask them to come up with examples to make it more concrete. Help them where necessary.

Each Moment is Precious

Live in the moment,
Just take it all in.
Pay attention to everything,
Right there and right then.

Don't let your mind wander
To what's coming next.
Cherish this moment
And give it your best.

Don't let tomorrow
Make you rush through today,
Or too many great moments
Will just go to waste.

And the person you're with,
In that moment you share,
Give them all of your focus;
Be totally there.

Laugh till it hurts,

Let the tears drop.
Fill up each moment
With all that you've got.

Don't miss the details;
The lesson is there.
Don't get complacent;
Stay sharp and aware.

It can take but a moment
To change your life's path.
And once it ticks by,
There is no going back.

In just 60 seconds,
You may make a new friend.
Find your true love,
Or see a life start or end.

You become who you are
In those moments you live.
And the growth's not in taking
But in how much you give.

Life is just moments,
So precious and few.
Whether valued or squandered,
It's all up to you!

Patricia A. Fleming

2. Related to the exercise on Word Formation (based on context)

2 a. Discussion

Once the children have understood the concept of word formation, and how to change the word by considering the sentence, introduce the more abstract and deeper meaning.

Explain to them –

Just as words ‘change’ as per the sentence that they have to become a part of, we too need to change according to the situation / circumstance that we are faced with. This is adaptability. It is the ability to change in order to deal with or cope with new situations.

Change may not always be positive or welcome. There are times when a situation may be something totally unexpected or even unpleasant. How we handle such a situation, can determine our happiness. This is where adaptability comes in. Adapting is basically changing oneself, one’s thoughts, opinions, actions etc. based on the changed situation. Being adaptable means, one does not feel hopeless or helpless, when faced with change. When one is adaptable, they take any adversity in stride; with a positive outlook – they focus on their skills and abilities that will help them to change; they adjust their thoughts and expectations to suit the new situation rather than focusing and grumbling or getting upset about ‘what could have been’ or ‘what has gone wrong’. Tell the children that this attitude is the key to happiness. Help them understand that being adaptable means being resilient. Just like water takes the form of the vessel or container it occupies, we too must learn to mould ourselves to adapt to the circumstance. Thus it is important to be flexible. People who fail to adapt end up being too rigid. Our happiness is largely dependent on our ability to adapt.

Furthermore, help the children understand that adaptable people aren’t afraid of change as they will first make necessary plans to handle it; they anticipate or expect change, and so adjust their attitude and expectations according to that. They don’t allow change to affect them emotionally, they just consider it as something to be expected; a natural occurrence in life. When one is adaptable then, the anxiety about one’s future is reduced.

We must all ask ourselves – What would I do if I was not afraid?

Allow the children to reflect on this and either write down their thoughts or share them with their partner. (assignment)

2 b. Changes? Don’t Fret!

Coping with Changes

<https://www.youtube.com/watch?v=o4yE6BidJCM> 3 min 22 sec

<https://www.youtube.com/watch?v=g0UXjdZd9GU> 2 min 29 sec

You may show any of the above videos to the children and carry out a discussion on the same. Ask them to write down or share some examples of exciting changes and certain difficult changes that they may have experienced. Encourage them to think back and reflect on how they coped with the changes that were difficult emotionally, and share with the class if possible.

Anticipate, Organize, Adapt!

<https://www.youtube.com/watch?v=yyX6UULJEic> (stop the video at 2 min 48 sec)

After showing the video to the children, pose the following questions to them to help them reflect upon and understand the significance of the animation.

1. What change did the ball experience?
2. Did the help from the other balls make any difference? What did they realize and what did they do as a result? How did that help?
3. Did the nature of the path remain constant? How did it keep changing?
4. What happened once they came down the incline? Why did two of the triangles change form again? Why didn't the other triangle not do that, and what happened as a result?

(The first two triangles saw the clouds and anticipated that it would rain and flood...so they took the form of boats so that they would float; the last triangle did not expect this to happen and so almost drowned...)

Focus on the word 'anticipate'.

5. What observations did the people make with regard to the plants? Did they get upset and give up?

What did they do instead...what solution did they come up with? What happened as a result? How and why did the idea help? *(They observed and then organized their thoughts and actions....)*

6. Each time that the characters in the video 'changed' or did something to deal with the situation, what did that action signify? *(They were 'adapting'.)*
7. What important lessons can we learn from this video? How can we apply this understanding to our own lives?

Encourage the children to think deeply about the discussion and what they have seen; to share their thoughts, opinions and experiences with the class...

3. Related to the poem 'The Squirrel'

3 a. Discussion

Here you may bring to the attention of the children, the way the poet perceived the squirrel's tail. Ask them – What do you think helped the poet to see it that way? (*Creativity... Imagination*)

Talk to them about creativity, imagination, perception and what each means.

Then ask them –

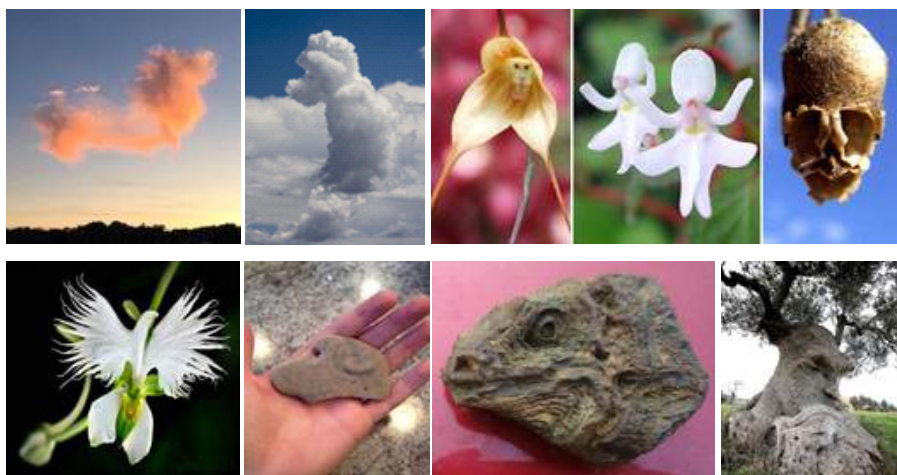
Do you see any other form when you look at the squirrel's tail?

Have you ever observed interesting forms in things around you? – in clouds, trees, puddles, rocks....

3 b. The Wonder of Perspectives

- Show the children pictures of different objects and ask them to share what form they perceive in them... the responses will be quite varied.

Examples of images:



- Next, write a number on the board. Ask the children to create a mathematical statement such that the answer is that given number on the board. You may start by giving one mathematical statement so that they understand what is expected..
- Example: the number 9 May be expressed in a mathematical statement as $6 + 3$

Ask the children to come up with some statements The responses could be

$1 + 8$ or $8 + 1$, $2 + 7 / 7 + 2$, $3 + 6$, $4 + 5 / 5 + 4$ and so on

Initially the children may consider only addition based statements. Ask them if there are any other ways of coming to the same figure.... Some child may come up with a statement that involves the operation of subtraction. Examples: $18 - 9 = 9$ / $9 - 0 = 9$ etc.

This would then lead them to broaden their thinking to include mathematical statements that include multiplication ($3 \times 3 = 9$) or division ($27/3 = 9$) and so on ...

Write down their responses on the board.

Now point out to them how in the first exercise, the same thing was perceived differently by each of them. Help them see how perceptions varied. Show them how in the second instance again, the possibilities seemed endless. One problem had so many solutions or ways to arrive at the same solution. In both instances, responses varied. Ask them whether any of the responses considered were wrong.... No, each response was right in their own way... it was just a different way of looking at something or arriving at the same conclusion. Ask them what they think this implies...

This shows that people think differently, may have different views and opinions and may understand or experience things differently. Just because they do that, doesn't necessarily mean that they are wrong. It's just another perspective.

Help the children understand that this is why we have to be open to other's perspectives. Each one of us is capable of creative thinking, of generating ideas and solutions to problems. Each one of us has thoughts and opinions that if shared could prove to be valuable in some way. Talk to them about divergent thinking and lateral thinking.

Explain to them that the way each of us thinks will be different as our thoughts may be influenced by our experiences, our backgrounds, our lifestyle and so on....but these differences are what make each one's perspectives so unique and interesting.

We have to thus be tolerant, respectful, kind, compassionate, sensitive and accepting of others' perspectives. We have to be open-minded. Help them understand how this will help broaden our way of looking at things, understand the world around them better, learn new things, and grow holistically.

V. Assignments

1. What Would I Do....

- ...If Tomorrow Never Will Be?

Ask students to imagine that if they had just one day, this day, to do all that they wanted to do what would they do.... how would they choose to live out each moment of this present day.....

-If I Was Not Afraid?

Have them imagine or think of real-life situations that they face in their daily lives, wherein they find it difficult to do something outside their comfort zone or deal with the change/s that the situation demands. Ask them to think of what they'd do if they were not afraid....

Ask them to journal their thoughts and reflect on them once done.

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>

<http://swinburne.edu.au/app/careers-mylead/questionnaire/downloads/Adaptability%20-%20Self%20Help%20Guide.pdf>

Unit 2

The Gift of Chappals (Story)

If - Clause (Grammar)

The Rebel (Poem)

Topic	Values / Life skills integrated & imbibed	Activities
The Gift of Chappals (Story)	Core Value considered : Compassion, Attitude and Self-awareness	1. Related to the story – ‘The Gift of Chappals’ a. Discussion b. What Would You Do?
If - Clause (Grammar)	Other Sub-Values: Compassion, Kindness, Caring, Sharing, Generosity, Sensitivity, Empathy, Honesty, Gratitude, Awareness, Responsibility, Accountability, Positivity, Acceptance, Courage, Resilience, Self-Realization, Self-Acceptance, and Self-Love.	2. Related to the exercise on If - Clause a. Discussion b. Reflection on a Quote
The Rebel (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.	3. Related to the poem 'The Rebel' a. Discussion b. Identifying and Describing your Character and Personality
		<u>Assignments</u> 1. Compassion is a Choice...Would YOU Choose It? 2. Self-Reflection through Creative Writing

Materials / Resources needed

Facility & Equipment to play the Videos

Worksheets (refer activities and assignments)

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**The Gift of Chappals (Story)****If - Clause (Grammar)****The Rebel (Poem)**

Core Values: *Compassion, Attitude, Self-Awareness*

I. Introduction

In Unit 2, the story 'The Gift of Chappals' takes us through the experiences of Mridu, at her cousins' and aunt's place where she pays a visit one day with her grandparents. The scenes are portrayed through the eyes of Mridu, who becomes a part of her cousins' adventure – secretly taking care of a kitten they found, and later experiences the incident with the beggar, that then becomes the highlight of the day... This story beautifully weaves in the values of compassion, kindness, caring, sharing, generosity, sensitivity, empathy, responsibility, honesty, quick thinking, gratitude, and courage.

The exercise on If - Clause, lends an opportunity to make the children cognizant of the importance of attitude in our lives. Our behaviour; all our actions are born from, and showcase a certain attitude. Herein the children could be made aware of how a certain result or outcome is dependent on or may be a consequence of one's action. The values of awareness, responsibility, accountability, positivity, acceptance, and courage can also be connected to this topic.

In the poem 'The Rebel', the poet describes the typical behaviour and attitude of a rebel. He also implies that it's good to have rebels, though not possibly to be one. Through this poem the children may be helped to reflect upon themselves and understand themselves better.... The values of self-awareness, positivity, acceptance, courage, self-realization, self-acceptance, and self-love 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 – The Gift of Chappals, and the poem – The Rebel
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. Reflect upon the value of compassion and ways in which to translate it into actions.
7. Enhance their understanding of the value of attitude.
8. Broaden their conceptual understanding of the value of self-awareness
9. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

Compassion is empathy and caring in action. It is the desire to reduce or eliminate another's pain and suffering. While goodness exists in many people, translating that goodness into action, takes special thought and effort. Unless children see this in action through role models or are introduced to the concept at least through discussion, they may grow into adults who have no idea how to extend themselves to others. They need to know what compassion is in concrete terms; that every action of theirs has the power to influence, affect, and make a difference in someone's life. It takes just one person. That person could be them.

Moreover, they need to understand that every action of theirs can have a consequence or result in something. So it becomes really important to develop in them an awareness of their actions, what consequences may be experienced, who it may affect etc. They need to be strengthened in spirit and character, to be ready to take responsibility and accountability for their actions. They need to be conscious of the fact that their actions can create a difference in not only their own lives but others' too...and so it becomes all the more important to reflect upon their thoughts; their attitudes, make the right decisions, and choose the right actions. It is important that they be aware that every action of theirs is ultimately a 'choice'.

The primary goal would be to develop in children a sense of the 'self' – the awareness

of who, or how they are as a person. They need to be aware of their personality; all those aspects that make up who they are. It is important that they begin to understand why they behave the way they do or choose to act in a certain way. They need to realize that different people have different personalities, different ways of expressing themselves and doing things and so it is important that they identify their unique qualities; they need to - figure out who, and how they are i.e. become self-aware, accept all that they are, and develop the courage to embrace change when necessary.

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:

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

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

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



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



1.
**What Would
You Do?**
Refer 1 b.
*Value –
Compassion*

2.
**Reflection on a
Quote**
Refer 2 b.
Value – Attitude

3.
**Identifying and
Describing your
Character and
Personality**
Refer 3 b.
*Value –
Self-Awareness*



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



1.
**Compassion is a
Choice...Would YOU
Choose It?**

2.
**Self-Reflection through
Creative 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 **Compassion, Attitude and Self-awareness** with other inherent values like Compassion, Kindness, Caring, Sharing, Generosity, Sensitivity, Empathy, Honesty, Gratitude, Awareness, Responsibility, Accountability, Positivity, Acceptance, Courage, Resilience, Self-Realization, Self-Acceptance, and Self-Love.*

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, Quick-thinking, Self-regulation, Problem-solving, Planning & execution, Motivation, and Generalization.

IV. Activities & Related Discussion

1. Related to the story ‘The Gift of Chappals’

1a. Discussion

Pose the following questions

1. What did Mridu notice about the big slippers next to her own?
2. What did the children find outside the gate? What did they do for it?
3. What is the belief that the children held about animals? Do you agree with them?
4. Why was Ravi exasperated with adults?
5. What difficulty did Ravi go through in feeding the kitten?
6. Have you ever had the opportunity to rescue or take care of a stray animal? What did you do? Was it easy to take care of it? Did you face any opposition from anyone?
7. What impression does the writer give us of Ravi?
8. Why did Ravi’s mother tell him to send the beggar away?
9. What did the beggar think about the ladies of the house? Why?
10. How did Mridu feel upon seeing the soles of the beggar’s feet? Why did she feel that way? What did she then want to do? What does this tell us about Mridu?

11. Were the other children affected by the beggar's condition?
12. Why did Ravi silence his sister when she began to cry? What was his thinking and approach? What does this tell us about Ravi?
13. How did the sight of the slippers affect the beggar? Why did he bless the children? What values can we learn from this instance in the story?
14. Why did Rukku Manni suspect that the children had something to do with the missing chappals?
15. Upon seeing that Rukku Manni was getting angry, what did Mridu do? Do you think it was easy for her to have done that? What does this tell us about her?
16. How did Ravi try to justify their actions to his mother? What do you think of his approach?
17. What did the mother do to solve the problem?
18. Why did the music master's eyes light up upon seeing the chappals given to him?
19. Why did the mother start laughing suddenly in the middle of her conversation?
20. What is the most important lesson/value that is highlighted in this story?

1b. What Would You Do?

Give the children a few situations one by one. They have to listen carefully, analyze the situation and then share what they would do in that given situation.

Examples:

- You are walking on the road one day. You see some children teasing and troubling a dog by rubbing coloured powder all over it ('Holi' colour). What would you do?
- Every day, outside your building, you see a family – father, mother and three little children begging. You note that they are wearing tattered clothes, have no footwear and are shivering in the cold outside. What could you do?

You may give them many more such situations. Tell them that many a time we experience pity or sympathy, we may even express how we wish their circumstances were different and how terrible we feel for them but like many others we may not do anything and most probably will just continue with the day's activities. We don't stop to think that we can make a difference, that just one person can make a difference. We can 'choose' to be kind. If each one of us chose to be kind, and do what we could for each other, the world would have been a much better place. Discuss this aspect in depth. Ask the children to share their views and ideas.

Then give them the project 'Compassion is a Choice...' (assignment)

2. Related to the exercise on If – Clause

2 a. Discussion

Once the children have understood the usage of the if-clause within sentences, shift the discussion to a deeper analysis of the topic.

Ask them – What does the word ‘if’ bring to mind? (Condition)

A certain result is dependent on, or may be a consequence of, an action / situation.

Examples –

If I work hard, I will succeed.

They will have a better life, if I do little things to support them.

If I lie, my friends will lose their trust in me.

If I have to be happy, I have to have lots of money / a great house / lots of friends /

If he agrees with all that I say, I shall become his friend.

Remind them how every action of ours has a consequence or results in something. So it becomes really important to be aware - of what we do, who all it may affect, what the consequences may be... and we have to be ready to take responsibility and accountability for our actions. We have to thus understand that our actions can create a difference in not only our own lives but others’ too. Then it’s up to us, what actions we choose to do – positive or negative..... It is important to be aware that every action of ours is a ‘choice’.

Our attitude is very important. We must learn to ask ourselves –

- Why do we do something? What are our expectations? What is our intent?
- Do we place a lot of conditions on ourselves...on others?
- Do we place the control of our lives in other’s hands ... or in our own?
- Do we stop to think that ‘any outcome’ is largely in our hands and then act accordingly?
- Do we get affected by things that are not in our control or beyond our control?
- How do we react to such situations? - With negativity and despondence....or positivity and optimism?
- Do we accept certain aspects / circumstances in our lives gracefully when required?
- Do we rebel against or resist change?

Pose these questions to the children and encourage them to reflect on the same. Discuss these aspects in detail with them.

You may also refer the video (Attitude Influences Behaviour) in the Resource section and explain the same to the children in a simplified manner.

2 b. Reflection on a Quote



Read the quote out loudly and slowly to the children. Then focus on it part by part; ask the children to analyze the words and reflect upon the meaning behind them. Facilitate a discussion on the same and encourage them to connect it to their own lives by thinking of examples.

3. Related to the poem ‘The Rebel’

3 a. Discussion

Once the poem is explained to the children and they have understood the idea of who a ‘rebel’ is, and how a rebel behaves, ask them –

1. Would you call yourself a rebel? Why or why not?
2. Have you ever rebelled in any way?
3. Why does one rebel?
4. ‘*It is very good that we have rebels.*’ What could possibly be the advantage of having rebels?
5. ‘*You may not find it very good to be one.*’ Why does the poet say it like that? What do you think he means? What problems or difficulties could a rebel face?

Explain to the children that whether one is a rebel or not, what is important to understand is – who, or how one is as a person. We need to be aware of our personality; all those aspects that make up who we are. It is also important to know why we behave the way we do or do certain actions.

Help them understand that different people have different personalities, different ways of expressing themselves and doing things...it is important to figure out who, and

how one is; to be self-aware, to accept all that one is, and embrace change when necessary.

3 b. Identifying and Describing your Character and Personality

<https://www.youtube.com/watch?v=uRGVtGfoXvI> 5 min 8 sec

Show the children the above video and take them through the slides. Pause after each and discuss the different traits given. Encourage them to reflect on their own behaviours, and attitudes, and understand where they possibly fall; which traits they tend to show more of and so on. They needn't share their thoughts with anyone. It is only for self-reflection. Have them write down the words...or you may provide them a worksheet with the same content, so that they may reflect upon the same even later.

Help them understand that the purpose of this exercise is to help them become more self-aware by being able to identify their personality characteristics. If they find that they seem to be having a lot undesirable characteristics, they needn't get upset or worry... all they need to do is quietly reflect upon that and ask themselves first, if they are open to changing and then, reflect on how they could go about making the changes in their thoughts, attitudes, beliefs, and actions, so that they function from a more positive space, that would be of benefit to them in the long run, and make a positive difference to others too.

V. Assignment

1. Compassion is a Choice...Would YOU Choose It?

Divide the children into groups. Ask them to discuss with their team members and come up with ideas, to create awareness and propagate 'compassion in action' in school. Guide them where necessary and help them see their ideas through to fruition.

2. Self-Reflection through Creative Writing

Give them a worksheet with the following task –

Imagine you are the main character in a book. Develop a character sketch of yourself, describing your personality (as you are) in detail. Write the details in 3rd person.

Example: The character, _____ (your name) is a lively, vivacious girl. She loves being with people.....

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers

Attitude Influences Behaviour (video)

<https://www.youtube.com/watch?v=XJdE7awhJg0>

Unit 3

Gopal and the Hilsa Fish (Story) Reported Speech (Grammar) The Shed (Poem)

Topic	Values / Life skills integrated & imbibed	Activities
Gopal and the Hilsa Fish (Story)	Core Value considered : Creativity, Integrity, Fearlessness/Courage	1. Related to the story – ‘Gopal and the Hilsa Fish’ a. Discussion b. Think outside the Box!
Reported Speech (Grammar)	Other Sub-Values: Patience, Determination, Persistence, Hope, Faith, Honesty, Attitude, Trust, Accountability, Responsibility, Sensitivity, Caring, Kindness, Empathy, Respect, Confidence, Self-Belief, Self-Love, Self-Esteem, Self-Worth, Trust, Faith, Positivity, Optimism, Resilience, etc.	2. Related to the exercise on Reported Speech a. Discussion b. Story development – Comic strip
The Shed (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 'The Shed' a. Discussion b. When You're Brave (Audio story)
		<u>Assignments</u> 1. He said – She said – They said.... 2. Brave Hearts

Materials / Resources needed

Facility & Equipment to play the Videos

Worksheets (refer assignments)

Description (of the points of discussion)

Through this unit, help students understand the following:

- Creativity is the use of imagination or their original ideas to create something or solve a problem.
- creativity comes from thinking creatively, in a different way, asking questions like - What can be done differently? How can a problem be solved considering different options?
- Sometimes it takes patience, determination, persistence, hope, faith, and even courage to consider and implement the solution to a problem.
- In reported speech, a person 'reports' something that is said to them/something that they hear, to another person. However, there is a certain accountability in ensuring that when reporting the same, it is not distorted i.e. the essence of the message is not changed or details are not omitted or added, that would make the message/information inaccurate. If someone does this consciously and deliberately, it means that they lack integrity. Communication involves integrity.
- A person's character is judged by his/her integrity. It is one of the higher values that one needs to cultivate and uphold, failing which, others can lose trust and faith in them.
- Integrity is how we act behind someone's back.
- A thought can lead to an emotion, which can then lead to more thoughts and more emotions, or increase the intensity of the initial emotion ...these then can influence our actions/behaviour...in desirable or undesirable ways.
- When one chooses to seek courage and begins to experience it, one begins to feel secure, in control, confident, resilient, as well as a sense of self-love, self-esteem, and self-worth.

Unit 3**Gopal and the Hilsa Fish (Story)****Reported Speech (Grammar)****The Shed (Poem)****Core Values:** *Creativity, Integrity, Fearlessness/ Courage***I. Introduction**

In Unit 3, the story '*Gopal and the Hilsa Fish*' is about how Gopal, a trusted courtier of the king, accepts the challenge of the king to get people to stop talking only of the Hilsa fish during the Hilsa season. He comes up with a creative plan and proves to everyone that any problem, even that which seems impossible, can be handled, if one stays calm and attempts to think differently. The value of creativity (skills of creative thinking and problem solving...) may be discussed here, along with other connected values of patience, determination, persistence, hope, faith, courage etc.

The exercise on *Reported Speech* may be connected to the value of integrity. In reported speech, a person 'reports' something that is said to them/something that they hear, to another person. However, there is a certain accountability in ensuring that when reporting the same, it is not distorted i.e. the essence of the message is not changed or details are not omitted or added, that would make the message/information inaccurate. If someone does this consciously and deliberately, it means that they lack integrity. Communication involves integrity. The values of honesty, trust, responsibility, accountability, sensitivity, caring, empathy, respect, and so on may also be touched upon.

In the poem '*The Shed*', the poet describes a child's uncertainty or hesitation in exploring a certain shed that has aroused his/her curiosity. However, the fear of the same seems to be holding back the child from doing what he/she wants to do. Herein, the value of *fearlessness/courage* may be discussed along with related values like determination, persistence, confidence, self-belief, trust, faith, positivity, optimism etc.

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 – Gopal and the Hilsa Fish, and the poem – The Shed
 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 creativity.
7. Broaden their awareness of the value of integrity.
8. Explore further the value of fearlessness/courage.
9. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

The world wouldn't be where it is today, in terms of development and progress, if not for the creative inputs of humankind; the world moved forward in different areas due to the curiosity and determination of those who pursued a thought, an idea, that wasn't explored before. They sought answers and explanations, explored possibilities, and pushed the boundaries of thought and action. They embraced their creativity and gave it direction. Creativity is present in everyone in some form or the other – it just needs to be discovered and nurtured; the sooner, the better.

A person's character is judged by his/her integrity. It is one of the higher values that one needs to cultivate and uphold, failing which, others can lose trust and faith in them. Children need to learn early on, what integrity entails and how it can be translated into actions.

Success in any area of life may be considered directly proportionate to the amount of courage one possesses and exhibits in dealing with different aspects of one's life. In fact, it takes courage to live even the daily moments of life well. Children need to understand these nuances of courage and not just perceive it as something needed to do heroic acts. They need to learn what courage feels like, looks like, sounds like ...how it manifests in action and the power it has to change one's life.

This unit touches upon these important 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.
Think outside
the Box!
Refer 1 b.
*Value –
Creativity*

2.
Story
development –
Comic strip
Refer 2 b.
Value – Integrity

3.
When You're
Brave (Audio
story)
Refer 3 b.
*Value -
Fearlessness
/ Courage*



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



1.
He said – She said –
They said....

2.
Brave Hearts

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

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

*The **core values** being considered are **Creativity, Integrity, and Fearlessness/Courage** with other inherent values like Patience, Determination, Persistence, Hope, Faith, Honesty, Attitude, Trust, Accountability, Responsibility, Sensitivity, Caring, Kindness, Empathy, Respect, Confidence, Self-Belief, Self-Love, Self-Esteem, Self-Worth, Trust, Faith, Positivity, Optimism, Resilience, 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, Motivation, Self-regulation, Problem-solving, Planning & execution, and Generalization.

IV. Activities & Related Discussion

1. Related to the story ‘Gopal and the Hilsa Fish’

1 a. Discussion

Pose the following questions

1. Why was everyone obsessed with Hilsa fish?
2. Why did the king get upset?
3. What did the king say that Gopal took up as a challenge?
4. How and why did Gopal’s plan work?
5. How would you describe Gopal’s plan?
6. What can we learn from this story?

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

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

Help them understand that sometimes it takes patience, determination, persistence, hope, faith, and even courage to consider and implement the solution to a problem. Give them examples of different situations that showcase these aspects.

1 b. Think outside the Box!

Give them different ‘problem’ situations... They have to then come out with different alternatives that could help solve that problem. Encourage them to push their boundaries and explore options that may not be considered ‘normal’ or typical. Tell them that creativity is all about moving beyond the obvious and trying out something new.

You may also engage them in other simple and challenging creative tasks: (as time permits)

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

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

2. Related to the exercise on Reported Speech

2 a. Discussion

Once the children have understood the concept of reported speech from the grammatical perspective, connect the topic to the value of integrity.

The idea of reported speech being that a person ‘reports’ something that is said to them or something that they hear, to another person; it is important that they do not distort i.e. change the essence of the message / omit or add details that would make the message or information inaccurate. If they do, it means that they lack integrity. Help them understand how this happens with ‘Gossip’.

Help them realize that gossiping, and sharing information with others with an intention of creating trouble/ for the sake of some excitement/ to help one feel more

superior, is actually a very mean thing to do. No gossip is harmless. It can hurt the feelings of those about whom the gossip is all about. It can also create a negative and unhealthy climate.

Moreover, sometimes something may be communicated to us in faith, like a secret. If we end up 'reporting' it to others, that means we end up breaking the trust of the person who told us the secret. Integrity would be holding the secret and not sharing it with others, unless given the permission to.

Explain to them that integrity is how we act behind someone's back....

2 b. Story development– Comic strip

Ask the children to work in pairs or in groups of four. They have to come up with a situation and a related story script which showcases the above aspects They have to then depict this in the form of a comic strip with dialogue boxes (as in the lesson- Gopal and the Hilsa Fish). Tell them that they can draw simple stick figures to show the different characters; they needn't worry about the nature of the drawings. The important elements are the script and the overall plot of the story. Give them sufficient time to work on this project.

3. Related to the poem 'The Shed'

3 a. Discussion

After having a discussion on the poem and the textual questions, focus on Q.1. iv therein. Ask them to place themselves in the child's place and identify the emotion/s that he/she may be experiencing. Then ask them if they've ever experienced something similar, where their fear stopped them from exploring something – a place/an activity/an opportunity / an idea / a possible solution ...etc...

Ask them to describe what fear is, and what it feels like – in the mind...in the body..., and what happens as a result; how it affects our behaviour or actions. By now the children know and understand that a thought can lead to an emotion, which can then lead to more thoughts and more emotions, or increase the intensity of the initial emotion ...these then can influence our actions/behaviour...in desirable or undesirable ways. Check if they can come up with examples that depict this; if not you may give them such examples. Ask them –

- What do we need to overcome fear? (*Courage...*)
- How did you feel when you experienced courage at some point? (*confident, strong, happy, relieved etc..*)
- If you could imagine courage as a colour, what would it be?

Ask them to close their eyes and visualize that colour....that that colour is gently surrounding them like a protective layer...

Then tell them that anytime that they feel fear, they could close their eyes and visualize that they are enveloped in that colour...indirectly infusing themselves with courage.

3 b. When You're Brave (Audio story)

<https://www.youtube.com/watch?v=e8mursgSgY0> 4 min 55 sec

Pause the video after every page is read out. Pose the following questions to help them reflect on the respective parts of the story....

1. The little girl describes certain creatures as being brave. Do you agree with her opinion? Why?
2. What do you think the little girl means by the statement – ‘some days are full of things you’d rather not do’?
3. Have you experienced days when you didn’t want to face certain situations or do certain things? Why?
What experiences or situations did you/do you wish to avoid?
4. Why does the world feel ‘Too big, Too loud, Too hard, Too much’? What do you think she means by this?
5. How does she feel from within at such times? What emotions or states do you think she is experiencing?
(*Too small – insecure/inferior... Too quiet – lack of confidence... Too tired – lack of / poor resilience, Not enough – poor self-love, self-esteem, self-worth....*)
6. Where does one have to look for courage?
7. How does the writer visualize courage?
8. Who is in control of ‘courage’? Which lines give us the clue?
9. Is experiencing courage a loud, dramatic event? How does one actually experience it?
10. When one chooses to seek courage and begins to experience it, what/how may one begin to feel within? (*secure, in control, confident, resilient, self-love, self-esteem, self-worth....*)
11. How might courage change ones experiences?
12. Think of the time/s when you felt brave... Did that experience change you in anyway? Has it been any easier to find courage after those instances? Why?
13. What message/advice does the writer leave us with at the end? How can we do this, and how do you think this would help?
14. What is an important take-away from this story?

V. Assignment

1. He said – She said – They said....

Prepare a worksheet in which you give the children –

- A set of sentences in direct and reported speech. They have to identify (cross) those in reported speech, wherein the content has been changed in some negative way as compared to the original statement in direct speech. Have them correct the statements; reporting the same authentically.
- A set of sentences in direct speech. They have to then convert these into reported speech. They have to however frame these sentences in such a way that it comes across as gossip.

2. Brave Hearts

a. Ask the children to select any one of the following tasks –

- Attempt a short poem or lyrics for a song on courage.
- Write a speech on courage
- Create a poster on courage
- Prepare and present a presentation on courage

b. Ask the children to select any one thing that they are afraid of (advise them to choose something that they experience low intensity fear over, so that it's easier to work on and does not end up overwhelming them), work at dealing with their fear and take steps to overcome it... ask them to journal their experiences over a period of a month. Those who are comfortable may be encouraged to share their experiences in class.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

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

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

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

Unit 4

The Ashes That Made Trees Bloom (Story)

Wh-Questions (Grammar)

Prefixes (Grammar)

Articles (Grammar)

Chivvy (Poem)

Topic	Values / Life skills integrated & imbibed	Activities
The Ashes That Made Trees Bloom (Story)	Core Values considered : Compassion, Curiosity, Creativity, Self Esteem, Self-Discipline	1. Related to the story – ‘The Ashes That Made Trees Bloom’ a. Discussion b. Reflection on a Quote + Role Play
Wh Question words	Other Sub-Values: Kindness, Sensitivity, Love, Caring, Patience, Sharing, Generosity, Gratitude, Honesty, Diligence, Hard work, Determination, Resilience, Positivity, Forgiveness, Peace, Humility, Attitude, Self-awareness, Self-acceptance, Self-confidence, Self-belief, Self-love, Awareness, Understanding, Acceptance, Respect, Self-control, Consistency, Determination, Responsibility and Accountability.	2. Related to the exercise on Wh questions a. Discussion b. What Questions Did You Ask Today?
Prefixes (im, in) Articles (Grammar)		3. Related to the exercise on Prefixes a. Discussion (Recap)
Chivvy (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.	4. Related to the exercise on Articles a. Discussion b. Self-Esteem: How to Build It Up 5. Related to the poem 'Chivvy' a. Discussion b. Word Search (Worksheet)
		Assignments 1. The Club Compassion 2. The Right Attitude is Just a Question Away..... (Journaling / Worksheet)

Materials / Resources needed

Facility & Equipment to play the Videos
Worksheets (refer activities and assignments)

Description (of the points of discussion)

Through this unit, help students understand the following:

- Every action of ours has a consequence.
- What goes around, comes around-this is the Law of Karma When we treat other positively, we experience positive consequences and when we treat others negatively, we end up experiencing negative consequences ourselves.
- We must evaluate the nature of our actions, the intent with which an action is done. Every action is a choice and we can choose to engage in positive actions for the betterment of oneself and others.
- If we strive to consciously act from a place of kindness and compassion, in any given circumstance and towards everyone and everything, we will experience positivity in myriad ways...Karma will prevail.
- Thoughtful reflection of questions can result in better and more effective interactions, communication, strengthen bonds and trust between people and lead to discovery. 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. Most importantly, curiosity helps us approach uncertainty and difficulties in our everyday lives with a positive attitude.
- What we tell ourselves will determine how we feel about ourselves. So if we think positively about ourselves, we will have high self-esteem and confidence and if we think negatively about ourselves, we will have low self-esteem and confidence. Focusing on the positive aspects or the strengths that we possess will help us feel good about ourselves and in turn increase our confidence level.
- Rules are a necessity for an orderly society. In order to help us fit in to society and be successful in our life, our parents teach us how to follow rules right from a young age. While this may be irritating, frustrating or challenging, it is important to understand what is stopping us from following rules.
- Self-discipline is extremely important; the following will help us follow rules:

Self-Discipline, Consistency, Perseverance, Determination, Habits, Decisions, Consequences, Focus, Process, Planning, Attention, Judgement, Logic, Awareness, Knowledge, Understanding, Acceptance, Respect, Self-Control, Responsibility, Accountability, Motivation.

Unit 4**The Ashes That Made Trees Bloom (Story)****Wh-Questions (Grammar)****Prefixes (Grammar)****Articles (Grammar)****Chivvy (Poem)**

Core Values: *Compassion, Curiosity, Creativity, Self-esteem, Self-Discipline*

I. Introduction

In Unit 4, the story '*The Ashes That Made Trees Bloom*' is about an honest and hardworking old couple and their pet dog. The neighbours are troublesome, and the dog dies a sad death. The spirit of the dog gives solace and support to his master in unexpected ways. The story highlights the values of compassion, kindness, sensitivity, love, caring, patience, sharing, generosity, gratitude, honesty, diligence, hard work, determination, resilience, positivity, forgiveness, peace, humility etc.

This story has an important underlying message – that of treating others (any living being) with empathy, sensitivity and compassion. The character of the wicked neighbour depicts people who are selfish, greedy, insensitive, unkind and even cruel. The old man's character on the other hand depicts those who are kind, loving, selfless, sensitive, helpful; who possess a good soul. The story also leaves us with a moral – What goes around, comes around – the law of 'Karma' in other words. Karma is the law that brings back the results of actions to the person performing them.

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

The exercise on 'Prefixes' is an opportunity to recap the value of creativity.

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

In the poem 'Chivvy', the poet (from a child's perspective) rattles off all the 'instructions'-the 'Don'ts' and the 'Should's' that adults keep telling children. The idea of rules and the value of self-discipline may be focused upon here.

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 Ashes That Made Trees Bloom , and the poem – Chivvy
 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 compassion
 7. Explore further, the value of curiosity.
 8. Reinforce their idea of what creativity entails.
 9. Broaden their understanding of the value of self-esteem.
 10. Enhance their understanding of the value of self-discipline.
 11. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

Acting in compassion, stems from kindness; it is the quality of being friendly, generous, and considerate. Being kind is a choice. Each one of us makes that choice day in and day out – to engage in acts/ behaviour that bring down another or to engage in

behaviour that lifts another. Acting in ways that lifts another, is kindness. Everyone deserves that – whether human, the animal world, an aspect of nature.... As Anthony Douglas Williams expressed, “Be kind to every kind, not just mankind”. Every moment is an opportunity to act in compassion, to extend kindness. Children need to understand the significance and impact of their actions.... Actions result from values. Actions communicate values.

Asking good questions is a critical yet underrated skill. Questioning is a life skill that needs to be developed and encouraged. When children are able to ask their own questions, they can chase their curiosity and tap into their own interests. They can build on their prior knowledge and build a bridge to new information that they are analyzing. “What is really essential in this process is that both the teacher and the students know that open, curious questioning, whether in speaking or listening, is what grounds them mutually - not a simple passive pretense at dialogue.” (Paulo Freire, *Pedagogy of Freedom*)

Self-Esteem is what we think of ourselves or our opinion of ourselves. When we have a positive self-esteem or high self-esteem, we like, respect and value ourselves. We feel confident, competent, and in control of ourselves. We show self-compassion and honour ourselves. We are assertive and do not accept mistreatment from others. We perceive and treat others well too. Children need to understand these crucial aspects and realize that they have the power to build up their own self-esteem; not to consider themselves a victim of outside influences.

Rules are a necessity for an orderly society, and this training or shaping for abiding by them begins right at home. However, children may not be able to see the larger picture, and may get frustrated with the constant barrage of instructions from their parents or adults around them; to the extent that they consider it as chivvyng. While empathizing with their feelings about the same, there is also a need to help them understand the need for and importance of rules, and understand that they can be in control of the situation – they can decide - whether to act upon the rules set/ instructions given and be self-disciplined enough to follow it consistently, thereby giving no opportunity to the adults to ‘chivvy’....or not do things as per the expectations set, and have to be reminded and instructed constantly. The choice is theirs; this they need to understand.

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, 3a, 4a, 5a)**



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



1.

Reflection
on a Quote
+ Role Play
Refer 1 b.

*Value –
Compassion*

2.

What
Questions
Did You Ask
Today?
Refer 2 b.

*Value –
Curiosity*

3.

Self-
Esteem:
How to
Build It Up
Refer 4 b.

*Value –
Self-Esteem*

4.

Word
Search
(Worksheet)
Refer 5 b.

*Value –
Self-
Discipline*



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



1.

The Club
Compassion

2.

The Right Attitude is Just a Question
Away...(Journaling / 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 **Compassion, Curiosity, Creativity, Self-esteem, and Self-Discipline** with other inherent values like Kindness, Sensitivity, Love, Caring, Patience, Sharing, Generosity, Gratitude, Honesty, Diligence, Hard work, Determination, Resilience, Positivity, Forgiveness, Peace, Humility, Attitude, Self-awareness, Self-acceptance, Self-confidence, Self-belief, Self-love, Awareness, Understanding, Acceptance, Respect, Self-control, Consistency, Determination, Responsibility and Accountability.*

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 ‘The Ashes That Made Trees Bloom’

1 a. Discussion

Pose the following questions:

1. How did the old couple treat their dog?
2. Did the dog reciprocate their love? How did it feel about them?
3. Describe the nature of the old man.
4. Why did the dog act restless and lead the old man to a certain spot on the ground? What did the old man find there? How do you think the dog knew that there was something there?
5. What did the old couple do upon obtaining the gold? What do their actions show about their character? (They were selfless, caring, generous...)
6. How did they show their gratitude to their dog?
7. How were the old couple's neighbours by nature? How did they feel upon hearing of the old couples' luck?
8. Why did they drag the old couple's dog to their garden?
9. Why didn't the dog eat the food that the neighbours offered it?

10. What did the neighbours do to the dog upon realizing that the dog had not found any treasure for them?
11. How did the old man react to his dog's death? What did he do?
12. What advice did the spirit of the dog give the old man, in his dream? How did it help the old couple?
13. What did the neighbours do upon finding that the old couple was rich again? What happened when they tried to use the mortar and 'magic' mill? What did they do to it then?
14. What did the spirit of the dog ask the old man to do, a second time?
15. 'The good old man humbly asked for the ashes.' What does this reflect about the old man's character? (*polite, humble, forgiving and not revengeful, peaceful...*)
16. What happened to the cherry tree after the ashes were sprinkled over it?
17. Why did the old man sprinkle the ashes over the cherry atop the hill when the daimio's palanquin drew near? What happened to the cherry tree then? (...to show his respect) How did the daimio react to this display?
18. What did the wicked neighbour try to do after hearing of the old man's luck yet again? Did he succeed in his efforts? What happened to him?
19. Why do you think each time the wicked man experienced failures and negative results while the old man repeatedly experienced good fortune? (*Talk to the children about the concept of karma.... one's attitudes and actions determine what one reaps in life....what goes around, comes around....*)
20. What lessons can we learn from this story? How can we apply these lessons in our daily lives?

Help the children understand that every action of ours has a consequence. Talk to them about Karma – what goes around, comes around. When we treat other positively, we experience positive consequences and when we treat others negatively, we end up experiencing negative consequences ourselves. Talk to the children about - the nature of one's actions, the intent with which an action is done, how action is a choice and how we can choose to engage in positive actions for the betterment of oneself and others.

Tell them that actions can be evaluated in many ways. When considered from a moral perspective, actions may be morally right or wrong or morally good or bad. Every action that we do, has meaning and significance. Besides being positive or negative, an act can have various qualities. E.g. A kind act, A selfish act, A cruel act....

However, it is not only actions that are good or bad, but also motives, intentions, emotions, or personal character. Explain this with examples. experience positivity in myriad ways...Karma will prevail.

1b. Reflection on a Quote + Role Play



Ask the children to reflect on this quote and share their understanding. Facilitate discussion on the same. Encourage them to come up with examples that showcase these aspects. You may even ask one group of children to plan and present an impromptu role play that depicts the first line.

2. Related to the exercise on Wh-Questions

2a. Discussion

Once the children have understood and attempted the exercise from the grammatical perspective, connect the concept of 'Questions', to life; to the attitude of curiosity.

Ask them -

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... then show them the video below.

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

Pose the following 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. 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....)

2 b. What Questions Did You Ask Today?

<https://www.youtube.com/watch?v=O6ZnJIdgc1A> 4 min

Activate discussion and reflection, and encourage students to share their understanding.

Help the children understand that 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. Tell them that 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. Most importantly, curiosity helps us approach uncertainty and difficulties in our everyday lives with a positive attitude. As Albert Einstein famously said, “Question everything”. By questioning the essence of everything we do, we can experience daily life in a different way.

3. Related to the exercises on Prefixes

Recap what was discussed in the previous unit on creativity.

4. Related to the exercises on Articles

4 a. Discussion

Once the children have revised the usage of articles, bring their attention to how a word comes across in a sentence without an article – incomplete and without impact (besides being grammatically incorrect). Help them understand that in our life, self-esteem plays the role of articles – It’s a feel good factor; a cloak of positivity that makes us feel complete. When we have good self-esteem, we feel good about ourselves and that makes us feel and appear confident.

Ask them what they understand and remember of the discussion on self-esteem in the previous grades. Remind them that it is the way they feel or think about themselves. Give examples: I don’t like the way I look / I look nice, I can do it / I can’t do it....

Help them understand that what they tell themselves will determine how they feel about themselves. So if they think positively about themselves, they will have high self-esteem and confidence and if they think negatively about themselves, they will have low self-esteem and confidence. Give more examples.

Tell them that focusing on the positive aspects or the strengths that they possess will help them feel good about themselves and in turn increase their confidence level. Revisit the ways that they can work on their self-esteem:

Try a person....) You can feel really good about yourself when you try to do your best at whatever you do.

Pitch in: Do nice things to help others in whatever way you can. Pitching in, helps us realize that we can make a difference.

Have an "I Can" attitude: Change the way you think about trying new things and instead of saying 'I can't' say I will give this a great try/ I'll handle it / I can do this.

Practice: Practice the things you do well. Practice makes perfect. It takes time and patience. We have to keep doing the things we love, to get better. When we see our progress, and become really great at something, our self-esteem becomes really great too.

Make a list of all the things you are good at: this will help you feel good and build your self-esteem.

4 b. Self-Esteem: How to Build It Up

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

Pause at important points in the video and activate reflection and discussion. Explain further where necessary and provide relatable examples wherever possible. Encourage the children to share their thoughts, views, and feelings.

5. Related to the poem Chivvy

5 a. Discussion

Pose the following questions:

1. How do you think the child feels about all that the grown-ups say?
2. Do you get to hear this from the grown-ups around you? How do you feel when they say such things?
3. Why do you think grown-ups feel the necessity to give these instructions? What could be their intent?
4. When do parents have to keep saying these things? (...when the child is probably not following a set rule, or an established code of conduct).
5. What are the rules in your house? Why do you think they exist? Do you think rules are important or helpful in any way?
6. If the child consciously followed the rules, would grown-ups get an opportunity to nag/chivvy? What do you think about this?

5 b. Word Search (Worksheet)

Ask the children -

➤ What do you think it would take / takes, anyone, to follow rules?

[Awareness and understanding (of the purpose of the rule) acceptance (that the rule needs to be followed for their own good), respect (for the person / authority setting the rules, and for the rule itself), self-discipline / self-control, consistency in action, determination, sense of responsibility and accountability etc]

Allow the children to reflect, then provide them the worksheet with the word search grid (prepare the same).

Tell them that there are 22 words in the grid that are basically the values / behaviour traits / skills / factors, that will help one to follow rules more easily in life They have to find as many as they can and circle them (within a given time). Once the time is up, you can then call out the words and they can check if they'd got them.

Self-Discipline, Consistency, Perseverance, Determination, Habits, Decisions, Consequences, Focus, Process, Planning, Attention, Judgement, Logic, Awareness, Knowledge, Understanding, Acceptance, Respect, Self-Control, Responsibility, Accountability, Motivation

Then, talk to the children about each of these aspects, and explain how they are important; how and why they apply in such situations. Explain with relatable examples so that it enhances their understanding. Allow them to share their thoughts and feelings, the challenges they face in following rules like - not being able to see the sense in them, boredom, procrastination, inability to keep track / stay motivated, etc... Encourage them to keep an open mind and help them to look at and understand the larger picture....the benefits for the future self...for which the present self has to put in the effort....

Help them understand that if they show self-discipline; apply all of the above, and do things as expected without being told, they would experience 'freedom' and there'd be no more of chivvying to deal with. It's just a matter of training oneself.

V. Assignments

1. The Club Compassion

Discuss the concept of a 'Compassion Club' where students could come together and brainstorm ideas on how they could create a more considerate, compassionate, and generous climate in class/school, and carry out such activities.

Ask them to plan how they could go about the same.... Guide them to think about –

- Who would be the core team members? (Representatives from each class)
- How will others contribute?

- Can they think of weekly activities that different students from across the school could participate in?
- Could they consider a monthly newsletter which features stories/reports of students who did something noteworthy for someone?
- Could they carry out certain awareness drives or campaigns for change? What approaches or modes could they use?

Help them with the same and ensure as far as possible to see this to fruition.

2. The Right Attitude is Just a Question Away..... (Journaling / Worksheet)

Ask students to take inspiration from a role model in their life and frame questions that would help them sustain a positive attitude for themselves no matter what the circumstance.

Discuss a few examples of the kind of questions that they could frame, like:

With wh- question words:

What can I do differently?

How do I want to be remembered?

Who do I look upto/wish to emulate?

Where and from whom can I take help if needed?

When can I find the time to do what's important?

Tell them that they could even consider framing questions with primary and modal auxiliaries:

Is this the right approach / decision?

Are my thoughts rational?

Am I the best version of myself?

Has my behaviour hurt anyone?

Have I considered all my options?

Do I act impulsively or hastily?

Does what I do impact others?

Should I rethink my behaviour?

Would I be able to face the consequences of my actions?

Could I make a difference in others' lives?

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

Importance of Discipline in Life

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

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

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

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

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

Unit 5

Quality (Story) Phrases (Grammar) Trees (Poem)

Topic	Values / Life skills integrated & imbibed	Activities
Quality (Story)	Core Values considered: Devotion, Self- Acceptance, Generosity	1. Related to the story – ‘Quality’ a. Discussion b. Word Search (Worksheet)
Phrases Phrases (Grammar)	Other Sub-Values: Dedication, Hard Work, Loyalty, Commitment, Sincerity, Compassion, Appreciation, Passion, Adaptability, Self-Awareness, Self-Love, Self-Confidence, Self-Respect, Sensitivity, Empathy, Kindness, Compassion, Respect, Responsibility, Thoughtfulness, Caring, Sharing, Altruism, Attitude, Gratitude, Patience etc...	2. Related to the exercise on Phrases a. Discussion b. Shine, Like a Diamond
Trees (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.	3. Related to the poem 'Trees' a. Discussion b. The Gift of Giving <u>Assignments</u> 1. Creative Expression - Story Writing

Materials / Resources needed

Facility & Equipment to play the Videos

Worksheets

Images of diamond (as specified)

Description (of the points of discussion)

Through this unit, help students understand the following:

- When we are devoted to something, we tend to put our heart and soul into it, commit ourselves to that aspect and stay sincere in our efforts. Passion and longing underline devotion.
- Devotion is the act of giving a lot of one's time, energy, etc. to one's work; i.e. doing one's work with a lot of care, love, passion and loyalty...
- Whatever task we do, if we do it whole heartedly, with devotion, we will be able to excel at it.
- We may not be perfect in every way, yet we can stand proud on our own identity. 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.
- Generosity is the act of being kind, selfless, and giving to others.
- Generosity benefits not only the receiver, but the giver too.

Unit 5**Quality (Story)****Phrases (Grammar)****Trees (Poem)****Core Values:** *Devotion, Self-Acceptance, Generosity***I. Introduction**

In Unit 5, the story 'Quality' is about Mr. Gessler, a German shoemaker settled in London, who is a perfect artist. This story is about how he devotes his life to his art. The values of devotion, hard work, loyalty, compassion, appreciation, passion, adaptability etc. may be discussed in relation to this story.

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.

In the poem 'Trees', the poet describes all that trees give us in the form of materials, moments, experiences, feelings... the poet paints a picture with his words of the generosity of trees. This value 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 – Quality, & the poem – Trees
 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 devotion.
7. Explore further the value of self-acceptance.
8. Broaden their awareness of what generosity entails.
9. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

“Men are not free when they are doing just what they like. Men are only free when they are doing what the deepest self likes. And there is getting down to the deepest self! It takes some diving.”- D.H. Lawrence..... When you are devoted to something, you put your heart and soul into it, commit yourself to that aspect and stay sincere in your efforts. Passion and longing underline devotion. When what you do is no longer just ‘something’ to get done, but gives your life meaning and purpose, happiness and deep satisfaction will follow. Children could be introduced to the value of devotion about now, as they are at an age when they are beginning to develop deeper self-awareness.

While they are in this process of self-discovery and self-reflection, they will have to face and come to terms with aspects of themselves that they may perceive as ‘not okay’ or ‘not good enough’. To this end then, a clearer understanding of what self-acceptance entails and how to go about it would become necessary.

Beyond the self is the other. Extending oneself to another in some way is an act of generosity. This is a value that must be imparted to children; they need to realize that they have the potential to make a difference in other’s lives; that they can contribute meaningfully to society. They need to ask themselves – What value am I adding as a person to my home, class, school, friends, neighbours, society, the environment.....? The possibilities and opportunities to be generous are truly endless; one just needs to be open to it.

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, 3a)**



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



1
Word
Search
(Worksheet)
Refer 1 b.
*Value –
Devotion*

2.
Shine, Like a
Diamond
Refer 2 b.
*Value –
Self-Acceptance*

3.
The Gift of
Giving
Refer 3 b.
*Value –
Generosity*



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



1.
Creative Expression – Story 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 Devotion, Self-Acceptance and Generosity with other inherent values like Dedication, Hard Work, Loyalty, Commitment, Sincerity, Compassion, Appreciation, Passion, Adaptability, Self-Awareness, Self-Love, Self-Confidence, Self-Respect, Sensitivity, Empathy, Kindness, Compassion, Respect, Responsibility, Thoughtfulness, Caring, Sharing, Altruism, Attitude, Gratitude, Patience 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 ‘Quality’

1 a. Discussion

Pose the following questions

1. Since when did the writer know the shoemaker Gessler? What about Mr. Gessler’s work did he find mysterious and wonderful?
2. How did Mr. Gessler view his work? Did he advertise his work in any way?
3. Why didn’t one have to visit Mr. Gessler’s shop very often? What was the ambience in the shop like?
4. How did Mr. Gessler look upon the leather he worked with? Why does the writer say that Mr. Gessler seemed as if he were dreaming of boots? What do these details tell us about the way Mr. Gessler felt about his work?
5. Did Mr. Gessler find it easy to accept that there was some fault with a pair of shoes he had made? How did he react to this claim by the writer? Why did the writer feel bad for him?
6. Mr. Gessler took one look at the shoes covering his feet, and stated that those were not his boots. How do you think he knew that and what does this say about his skill?

7. Why did Mr. Gessler state, “Dose big virms ’ave no self-respect.” What do you think he meant by that? What did the writer learn about Mr. Gessler that day?
8. What happened over the next few years? What changes took place in both the writer’s and Mr. Gessler’s life?
9. Why did the writer make it a point to visit Mr. Gessler’s shop whenever he could? Why did he choose to buy his shoes only from him?
10. Why was the writer disturbed when he went to meet Mr. Gessler one day? What did he learn that day?
11. What do you think of Mr. Gessler’s resistance to take help or change in any way? How did it affect him? Do you think he could have done something differently, while still maintaining his self-respect? Share your thoughts and ideas.
12. What lessons have you gathered from this story?

1b. Word Search (Worksheet)

Prepare a worksheet with a word search grid. Tell them that the story had within it, many values that are important for us to apply in our own lives. Ask them to search for these values in the word search grid and circle them.

Devotion Hard work Loyalty Compassion Appreciation Passion Adaptability

Once they are done (within a certain stipulated time), you may call out the words and they could see how many they found. As you call out each, ask them to also identify the parts or aspects of the story where these values came up.

Then focus on the word ‘devotion’. Ask them what they understand of the word. Explain to them that in this context, it means the act of giving a lot of one’s time, energy, etc. to one’s work; i.e. doing one’s work with a lot of care, love, passion and loyalty... An important take-away of this story is that whatever task we do, if we do it whole heartedly, with devotion, we will be able to excel at it.

2. Related to the exercise on Phrases

2a. 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.

2 b. Shine, Like a Diamond



Show the children the picture of this diamond (or any sparkling diamond set in a ring). Ask them –

- Which part of the diamond is sparkling? (*top part where the light hits it*)
- Where is the rest of the diamond? (*set into the ring; it's not visible*)
- Is that part shining? Why? (*No, because the light is not able to reach it*)

Now tell them that we are like this diamond. The top parts that shine are like the parts of ourselves which we like about ourselves and proudly show to the world. They may be called our sparkly parts. E.g: the 'helpful me', the 'kind me', the 'funny me'.... The parts that are hidden in the ring are like the parts of ourselves that we are not very confident about or do not like about ourselves; which we don't want to show to the world... E.g. the 'scared me', the 'angry me', the 'ignorant me'....

Then show them the following picture



Ask them –

In this image, is it only the top part of the diamond that is shining? (*No, all the parts, even the ones below... as the light is hitting all the parts*)

Explain to them that in the second instance, all the parts of the diamond are made visible and exposed to the light; no part is hidden. As the light hits the diamond, it shines in entirety... Tell them that this means that all the parts of the diamond had the potential to shine... even if by nature the lower parts of a diamond tend to be darker and more shadowy than its top parts.... it just needed to be displayed in its entirety and all its parts exposed to the light.

Tell them that we are like the diamond. Our hidden parts too have the potential to shine, if first we ‘accept’ them (and not cover them up), and then allow the light to shine on them i.e. give them proper attention and work on them to improve those areas. When we accept ourselves as a whole; accept all the parts within us – the awesome parts and the not-so-great parts, and work on improving the latter parts, we will begin to sparkle as a whole. We have to realize and understand that no person is perfect, yet we can all shine

3. Related to the poem ‘Trees’

3 a. Discussion

Pose the following questions:

1. What all activities happen on/under trees?
2. Who all benefits from trees?
3. What all does the poet state the tree gives us? Can you think of any other things that trees give us/ways in which they are useful?
4. Which value would describe the act of giving? (*Generosity*) Do you think we can and should apply this value in our lives? Why?
5. How can the value of generosity be shown through our words and actions? Can you think of and share a few examples?
6. Do any other connected values come to your mind when you think of being generous? (*sensitivity, empathy, kindness, compassion, caring, sharing, altruism....*)
7. ‘Generosity benefits not only the receiver, but the giver too.’ What do you feel? Justify your opinions.
8. What should be our response to this giving nature of trees? In what ways can we give back? (*by appreciating, respecting, and showing our gratitude by caring for them and the environment as a whole, taking measures to protect and conserve them, not cutting down trees, planting more trees....*)

3 b. The Gift of Giving

<https://www.youtube.com/watch?v=mdSfg8qO8ts&t=58s> 6 min 43 sec

Pose the following questions

1. What did the child observe about his grandfather? (*...that his grandfather liked to help others; he always seemed to notice when someone needed help, Everybody seemed to be his friend.*)
2. What important advice did the grandfather give the child? (*Giving to others makes us a better person.*)

3. What did the child notice in his class one day? How did it affect him? What did he realize about himself? (*..... he had started noticing other people because of his grandfather...*)
4. How does the child describe his grandfather's behaviour at times? What is the reason behind such behaviour?
5. Why according to the child did his grandfather choose to help others? (*...he liked to make them smile...*)
6. What did the child do to help his classmate?
7. How did the classmate feel? How do you think the child felt?
8. What did the child begin to understand after that act of kindness and generosity?
9. What do you think the quote at the end of the video means? Explain in relation to the video.

A single act of kindness throws out roots in all directions,
And the roots spring and make new trees.

- Amelia Earhart

10. Is there anyone in your family who you've observed to be very generous? What do they do; what acts of generosity have seen them indulge in? How has it impacted them and the people they help?

V. Assignments

1. Creative Expression – Story writing

Ask the children to write a story by creatively incorporating the three core values of this unit – devotion, self-acceptance and generosity – in it. All the three values may be present in one character, or in different characters.

Resources

References:

YouTube videos – Links given under the respective activities

Unit 6

The Expert Detectives (Story)

Topic	Values / Life skills integrated & imbibed	Activities
The Expert Detectives (Story)	<p>Core Values considered : Curiosity</p> <p>Other Sub-Values: Sensitivity, Empathy, Humanity, Kindness, Attitude, Determination, Persistence, Thoroughness, Structure, etc.....</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 – ‘The Expert Detectives’</p> <p>a. Discussion</p> <p>b. Curiosity-Short Film</p> <p>c. Role Plays</p> <p><u>Assignments</u></p> <p>1. Let’s Get Curious</p>

Materials / Resources needed

Facility & Equipment to play the Video

Description (of the points of discussion)

Through this unit, help students understand the following:

- Curiosity is the urge or need to gain information or better understanding about something.
- Such an attitude is positive, as it helps one to push one's boundaries and explore, learn, and grow.
- However, if one's intent is not right, one may go about gaining the knowledge sought in the wrong way, or use the knowledge gained in the wrong way.
- Curiosity can have both positive and negative intents.
- There may be situations when our curiosity may get the better of us and tempts us to do something that we know is not morally right.
- While curiosity by itself is a positive value, we have to be conscious about what we are curious about, why, what our intent is, how we go about obtaining information, and how our actions could affect others, and even us ourselves.

Unit 6**The Expert Detectives (Story)****Core Value:** *Curiosity***I. Introduction**

In Unit 6, the story '*The Expert Detectives*' is about two children; siblings – the boy Nishad aka Seven aged seven, and the girl Maya, aged ten, who chance upon Mr. Nath, their mother's patient one day. Maya strongly believes that he is a crook on the run, based on all that she has heard about him. Nishad on the other hand expresses his doubts about it. However, on being confronted with Maya's confident belief, Nishad begins to get curious about Mr. Nath and his background. While innumerable questions crop up in his mind, and he goes along with his sister to do some detective work, he does so with the intention of knowing more about Mr. Nath as a person, rather than as a crook, as his sister is determined to prove. The story highlights the differences in the way the children perceive Mr. Nath and how each of their curiosity stems from a different space and intent.

The value of *Curiosity*, may be discussed herein, as well as other connected values of sensitivity, empathy, humanity, kindness, attitude, determination, persistence, thoroughness, structure, etc.....

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 – Mystery of the Talking Fan
 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 curiosity and the advantages and in certain instances the disadvantages of the same.
7. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

Curiosity is the urge or need to gain information or better understanding about something. While such an attitude is positive, as it helps one to push one's boundaries and explore, learn, and grow, the flipside of curiosity is that if one's intent is not right, one may go about gaining the knowledge sought in the wrong way, or use the knowledge gained in the wrong way. Thus it is important that one questions one's intent whenever one gets curious about something, especially 'someone'. Children need to be made aware of and helped to understand this aspect.

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:
Discussion (Refer 1a)**



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



1.
Curiosity-
Short Film
Refer 1 b.
*Value –
Curiosity*

2.
Role Plays
Refer 1 c.
*Value –
Curiosity*



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



1.
Let's Get Curious

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 **Curiosity** with other inherent values like Sensitivity, Empathy, Humanity, Kindness, Attitude, Determination, Persistence, Thoroughness, Structure, 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 ‘The Expert Detectives’

1 a. Discussion

Pose the following questions

1. What did Maya believe about Mr. Nath? What was her understanding based on?
2. Why was Nishad doubtful about Maya’s claim?
3. How would you describe Maya? Was Nishad similar in nature or different? What gave you that impression?
4. How did Mr. Nath’s gaunt appearance affect Nishad? What did he do? Did he allow his doubts about Mr. Nath inhibit his actions? What does this tell us about Nishad?
5. Why did Nishad get a little irritated with Maya?
6. “Criminals can look quite ordinary...” What do you think of Maya’s statement? Was she right in distrusting Mr. Nath?
7. What was the difference in the approaches of Maya and Nishad?
(While both were curious about Mr. Nath, Maya was trying to gather data that would prove that he was a crook, while Nishad kept looking for proof that he was not.)
8. What do you think of Maya’s approach and methods? What does the fact that she made a list of facts tell us about her?
9. What did Nishad keep focusing on?

10. Why did Nishad get angry with Maya? What did he want her to stop doing?
11. What was Nishad's curiosity all about? What was his intention of learning more about Mr. Nath?
12. Did Maya's logic and reasoning change what Nishad believed or wished to believe about Mr. Nath?
What did he wish to do?
13. Who do you agree with more – Maya or Nishad? Why?
14. Read the following adjectives and match them to Maya or Nishad, as may be appropriate.
- Trusting, Distrustful, Sensitive, Empathetic, Thorough, Determined, Structured, Caring, Insensitive, Kind, Humane, Generous, Pessimistic, Optimistic

Talk to the children about the differences in Maya and Nishad's personalities, their thinking, their beliefs and opinions, the way they act.... Help them understand how even though they were both curious, their intentions differed.

Curiosity can have both positive and negative intents. When we are curious about something, especially about people, we have to ask ourselves, why we want to know the information we seek and what we are going to do with that information...

Examples:

- People who seek information for the purpose of gossiping / bringing some kind of harm to others or creating trouble in some way... This would be curiosity with a negative intent.

- Finding out information about someone so that they could be helped in some way ... This would be curiosity with a positive intent.

There are also situations when our curiosity may get the better of us and tempts us to do something that we know is not morally right... like being curious about some new thing that someone has got in class, and stealing it... Have the children think of more examples demonstrating this.

Tell the children that while curiosity by itself is a positive value, they have to be conscious about what they are curious about, why, what their intent is, how they go about obtaining information, and how their actions could affect others, and even they themselves.

1 b. Curiosity – Short Film

<https://www.youtube.com/watch?v=K8qzduPgHps> 2 min 32 sec

Pose the following questions

1. What does the girl find under the bed?
2. Was it hers? How do you know?
3. What does she experience upon seeing the box?
4. Why does she keep the box aside? What dilemma does she go through? What does that moment of hesitation imply?
5. Why does she pick up the box again? Does she respect the note on the box? Why?
6. Does her curiosity get satisfied in the end? What happens?
7. What do you think was her intent when she gave in to her curiosity? Do you think it was positive? Why?

1c. Role Plays

Divide the children into groups. Tell the children that they have to work as a team and prepare a role play depicting curiosity with either positive/negative intent (as assigned to their group). You may need to take two consecutive periods for the purpose of this activity... or you may choose to give the children a day to prepare and have them present the role-play in the next class.

After each role play, engage them in analysis of the situation and reflection of the take-away message from each. Encourage them to share their thoughts, feelings and opinions openly.

V. Assignments

1. Let's Get Curious

- Ask the children to find out the meaning of the saying (idiom) 'Curiosity killed the cat' and write an essay on the same.
- Find out words / phrases / idioms and proverbs that are similar in meaning or convey the same message.

Resources

References:

YouTube videos – Links given under the respective activities

Unit 7

The Invention of Vita-Wonk (Story) Dad and the Cat and the Tree (Poem)

Topic	Values / Life skills integrated & imbibed	Activities
The Invention of Vita-Wonk (Story)	Core Values considered : Patience & Living in the Present Moment (Mindfulness), and Determination	1. Related to the story – ‘The Invention of Vita-Wonk’ a. Discussion b. Being Mindful of a Moment in Time – The Power of Now
Dad and the Cat and the Tree (Poem)	Other Sub-Values: Awareness, Gratitude, Determination, Perseverance, Self-discipline, Motivation, Confidence, Self-belief, Resilience, Optimism, Positivity, Adaptability, Faith, Trust, etc. 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.	2. Related to the poem- a. 'Dad and the Cat and the Tree' discussion b. A Powerful Inspirational True Story <u>Assignments</u> 1. Reflection on Proverbs and Quotes 2. Values in Action

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:

- The most important things in life do not happen overnight. The most important things in life require time to happen; real friendship, deep connections with other people, acquiring a skill, building a career, etc. take time. Thus it's important that we learn to be patient, to wait, and not look for instant results. And while we wait, patiently, we have to learn to make the most of our now and do those things that will help us reach our goal/s ...that help us have a better future. We have to be 'mindful' of our today; what we do with our 'now'.
- Sometimes in life, the going will get tough, we will experience setbacks and failures along the way, but what will finally help us attain our goal and reach our destination is sheer determination to continue on our journey despite it all.
- Our actions and attitude – confidence about doing something, positivity and optimism despite failed attempts, determination to keep trying, to persevere, till we achieve what we set out to do, thinking of and planning different alternatives to achieve our goal, willingness to adapt our approach if and when needed, resilience - coping with the setbacks and the need for change/need to consider other alternatives, and not giving up or quitting when we experience failure.... These important aspects will help us realize our goals and attain success in life.

Unit 7**The Invention of Vita-Wonk (Story)****Dad and the Cat and the Tree (Poem)****Core Values:** *Patience & Living in the Present Moment (Mindfulness), and Determination***I. Introduction**

In Unit 7, in the story 'The Invention of Vita-Wonk' Mr. Willy Wonka begins by inventing WonkaVite, which makes people younger. But WonkaVite is too strong. So some people disappear, because their age becomes 'Minus'! One person actually becomes minus eighty-seven, which means he's got to wait eighty-seven years before he can come back. Mr. Willy Wonka must invent a new thing...

While the story revolves around the aspect of creativity involved in the invention process, a more important aspect may be touched upon here. Focus on the two questions posed at the very beginning of the lesson in 'Before you Read' section - Have you ever wished that you were older? Have you wished that you could grow up in a hurry? In this regard, the value of patience may be discussed, as well as the idea of being mindful of their experiences in the present moment.

In the poem 'Dad and the Cat and the Tree' the poet gives a hilarious description of how one dad attempts to save a cat that is assumed to be stuck on a tree. He confidently claims to his child and wife that he will be able to climb the tree. He makes two attempts to climb the tree but falls down each time. Nevertheless, he doesn't give up; he stays determined to climb the tree and comes up with alternative plans each time. On the third attempt, he achieves success, but then realizes that the cat was never really stuck and he now is well and truly stuck!

While the poem is quite funny, the message that could be conveyed to the children through this poem is rather significant. The values of *determination*, perseverance, motivation, confidence, resilience, optimism, faith, trust, etc. 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 – The Invention of Vita-Wonk, and the poem - Dad and the Cat and the 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. Develop their awareness of the value of patience and being mindful of their experiences in the present moment.
7. Enhance their understanding of what determination is, and how it is translated into behaviour.
8. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

We are living in a time when instant gratification has become the key to happiness. We are so used to getting instant results that we have forgotten to be patient. We have forgotten that the most important things in life do not happen overnight. The most important things in life require time to happen; real friendship, deep connections with other people, acquiring a skill, building a career, etc. take time. Thus it's important that we learn to be patient, to wait, and not look for instant results. And while we wait, patiently, we have to learn to make the most of our now and do those things that will help us reach our goal/s ...that help us have a better future. We have to be 'mindful' of our today; what we do with our 'now'. This is the message that needs to be communicated to the children.

Children are given a lot of advice about working hard to attain success, but what we sometimes fail to let them know, is that the going will get tough, they will experience setbacks and failures along the way, but what will finally help them attain their goal and reach their destination is sheer determination to continue on their journey despite it all. It is of utmost importance that this be imparted to the children.

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.

Being Mindful of a
Moment in Time –
The Power of Now

Refer 1 b.

*Value –Patience &
Mindfulness*

2.

A Powerful
Inspirational True
Story

Refer 2 b.

*Value –
Determination*



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



1.

Reflection on
Proverbs & Quotes

2.

Values in Action

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 **Patience & Living in the Present Moment (Mindfulness)**, and **Determination** with other inherent values like awareness, gratitude, determination, perseverance, self-discipline, motivation, confidence, self-belief, resilience, optimism, positivity, adaptability, faith, trust, 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 ‘The Invention of Vita-Wonk’

1 a. Discussion

Pose the two questions in the ‘Before You Read’ section –

- Have you ever wished that you were older?
- Have you wished that you could grow up in a hurry?

Further ask them –

- What kind of a person do you wish to be when you grow up?
- What kind of a life do you wish to lead when you grow up?

Let the children share their responses. Many would have answered ‘yes’ to the first two questions. Ask them why they wish so... understand what they look forward to in the future; what they wish to escape or leave behind of their ‘childhood’....

Then tell them that while ‘wishful thinking’ can certainly be engaged in, and looking forward to the future is great, everything will happen when it is supposed to...at the right time... The most important things in life require time to happen - like real friendship, deep connections with other people, acquiring a skill, building a career, etc. take time. Thus it’s important that we learn to be patient, to wait, and not look for instant results.

However, if we are just patient and live one day to the next just ‘patiently’ waiting for the future, that too would not be very helpful. So while we keep the future in sight, we have to make the most of the ‘present’, so that we get the most out of our experiences.

Help them understand this is applicable to all those situations where we may get so restless about something that is to happen in the future; we get so focused on those future moments that we lose the beauty and pleasure of the present moments, and we end up wasting them. So what is meant by making the most of the present moment? What do we have to do?

Give them relatable examples that will help them understand this better – if it's a real friendship that we are trying to forge, then first, we need to build good communication, trust, etc. with the other person which is not possible within a day.

Help them understand that there are many things in life which may not be achievable within a day, a week, months or sometimes even years. So we have to learn to be patient, otherwise we may end up feeling unhappy, restless, afraid, empty.... If we learn patience, we will have the ability to anticipate our future; to rethink the now, to make it more purposeful and meaningful by doing things now that will help us eventually in realizing our dreams and wishes for the future- like studying well now and acquiring as many skills as possible now, so that you can build a good career when you're grown up; inculcate and practice good values now, so that you can develop into 'good human being' with effective life-skills when you're grown up....

Tell them that - Good things thus require time and the best things in life require us to be patient along with 'mindfulness' about the present.

1b. Being Mindful of a Moment in Time – The Power of Now

Discuss with them –

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

Representation:

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

The points on the line could be colour coded - Red for past, Green for present and Blue for future (Coloured dots on the board / Circular colour-cards on the floor). At the starting point of the timeline, the dot would be green as the man/student is in the present. Each time the man/student moves one step forward on the line, the colour of the earlier point should become red, indicating that that moment has become the past. What was

blue earlier will turn green as that now becomes the person's new 'present'.... This will help the children understand the passing of time in a concrete way.

Now tell the children – So from this representation we can see that a person can actually 'be' in only one moment always and that is the present. What we experience at any given time, always happens in the present. Yet so often, we let the present slip away, unobserved, unseized and unenjoyed. We waste those precious seconds of our lives as we worry about what may or may not happen in the future and constantly think (ruminate) about the past memories. We don't appreciate the living present because our "monkey minds," as Buddhists call them, jump from thought to thought like monkey's swinging from the tree.

Ask them –

- Do you want to be that monkey that jumps from tree to tree without enjoying the moment on each tree?
- So, what would it mean to appreciate the present?

It would mean being attentive and observing what's happening around you and within you.

Everyday mindfulness / Being in the Present

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

4 min 45 sec

Check their understanding...

Then share the poem below with the children. Encourage them to reflect on it and analyse it themselves as much as possible. Ask them how it relates to all that has been discussed so far. Guide where necessary.

A Moment in Time

*The clock is ticking.
The speeding seconds, racing
Along the road of life
Before you know it
Tomorrow becomes yesterday
Leaving today, just a blur
It's time; seize the day*

*Life's too short
To lose sight of
Time too less
To miss a second
Stop. Pause.
A life is lived
In just a moment.*

Priya Cibi (Original Poem)

2. Related to the poem 'Dad and the Cat and the Tree'

2 a. Discussion

Once the poem has been read out and the textual questions have been discussed, tell them that while the poem is quite funny, there is a very important lesson that we can learn from it.

Bring their attention to the dad's actions and attitude – his confidence about doing something, his positivity and optimism despite his failed attempts, his determination to keep trying, to persevere, till he achieved what he had set out to do, the manner in which he thought of different alternatives to achieve his goal, his willingness to adapt his approach, his resilience - coping with the setbacks and the need for change/need to consider other alternatives, and not giving up or quitting when he experienced failure not once but twice.... The importance of all these aspects...

Write down the key words (values) on the board. Point out to them that these are the important lessons within this poem.

2 b. A Powerful Inspirational True Story

<https://www.youtube.com/watch?v=kZIXWp6vFdE> 3 min 14 sec

Have the children reflect on the video... encourage them to share their thoughts and feelings.. Ask them what they could learn from this person....

As an extension of this activity, ask the children to research and find out any one person whose determination helped them to do and achieve something noteworthy... it could be anyone – a famous personality, a lesser-known personality, a member of their own family.... They have to acquire details about what that person did, how they put their determination into action, what mindset and attitudes helped them.... They have to then prepare a one minute speech on that person and state what inspired them the most about that person. A general class discussion could then ensue to reflect on that person... This could be done in the following sessions in class.

V. Assignments

1. Reflection on Proverbs and Quotes

Ask the students to reflect on any of these proverbs & quotes and express their thoughts in any of these creative ways - write a story / poem / essay / speech / magazine article...

- ✧ Time and tide wait for none.
- ✧ There is no time like the present.
- ✧ A stitch in time saves nine
- ✧ “Never do tomorrow, what you can do today. Procrastination is the thief of time.”
– Charles Dickens
- ✧ “All we have to decide is what to do with the time given us.” – J.R.R. Tolkien
- ✧ “When the past becomes the present, you lose the future.” - Sissy Gavrilaki
- ✧ “The present is the only moment available to us, and it is the door to all moments.”
- Thich Nhat Hanh
- ✧ “The point of power is always in the present moment.”
- ✧ “Each morning we are born again. What we do today is what matters most.”
– Buddha
- ✧ The past is your lesson. The present is your gift. The future is your motivation.

2. Values in Action

Write an account of a time, a situation in your own life, when you have applied the values of determination, perseverance, self-discipline, motivation, confidence, self-belief, resilience, optimism, positivity, adaptability, faith, trust, etc.

Or

Choose a situation in your life right now wherein you could apply these values. Write how you could and would go about dealing with that situation using these values. What steps could you take? What changes would you bring about in your thoughts (mind set) and actions?

Resources

References:

YouTube videos – Links given under the respective activities

Unit 8

Fire- Friend or Foe (Article) Simple Present Tense (Grammar) Meadow Surprises (Poem)

Topic	Values / Life skills integrated & imbibed	Activities
Article - Fire-Friend or Foe (Story)	Core Value considered : Knowledge, Cleanliness (De-cluttering of the mind) & Self-Discipline, and Appreciation (for nature) Other Sub-Values: Awareness, Responsibility, Accountability, Respect, Gratitude, Self-awareness, Self-love, Attitude, Motivation, Alertness, Self-control, 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.	1. Related to the story – ‘Article - Fire- Friend or Foe ’ a. Discussion b. I Apply What I Know...(worksheet) / team game
Simple Present Tense (Grammar)		2. Related to the exercise on Simple Present Tense a. Discussion b. ‘Get’ Them Thoughts + My Habits in the ‘Now’
Meadow Surprises (Poem)		3. Related to the poem 'Meadow Surprises' a. Discussion b. Dialogue Writing / Role Play Assignments 1. Reflection on Proverbs and Quotes / Essay Writing 2. Thoughts and Actions 3. Collage Work + Expressive Writing

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:

- Knowledge is a familiarity, awareness, or understanding of someone or something, such as facts, skills (procedural knowledge, that you gain by doing something), or objects (acquaintance knowledge; that which you gain through observation and usage)
- The more we observe, the more we read, the more our exposure to everyday life experiences, etc., our awareness develops and improves.
- It is important that we gain the right knowledge from the right sources
- Knowledge helps us in decision making; it leads us to the right path, it helps in problem solving, it improves thinking, it helps in setting and attaining goals, it helps in understanding self and others
- The knowledge that we acquire comes with a condition – that we use it or apply it responsibly and take accountability for what we do with it.
- Knowledge is something that we need to be grateful and respect
- Worrying about the future, ruminating about the past, having an unforgiving mental to-do list, complaints and so on would constitute mental clutter. If one wishes to develop more ‘mental muscle’, de-cluttering or ‘cleaning’ the mind of all those mental habits that are keeping one ‘stuck’ would become essential. . It is important that we ‘Spring Clean Our Mind’ for more clarity, and learn to stay in the present; be mindful.
- Moreover, it’s necessary to look at our choices in the present. Small choices become actions – actions become habits – and habits become our way of life.... Any action thus when done repeatedly over a period of time has the potential to turn into a habit and so it is really important that we make the right choices in every moment)....
- Good habits are developed through self-discipline, self-control, and self-motivation.
- There is so much to discover if we open our senses and observe all that’s around us; be more alert and receptive...
- We must learn to have appreciation, gratitude and respect for nature...and connect in caring, compassionate, and kind ways with nature.

Unit 8**Fire- Friend or Foe (Article)****Simple Present Tense (Grammar)****Meadow Surprises (Poem)**

Core Values: *Knowledge, Cleanliness & Self-Discipline, and Appreciation*

I. Introduction

In Unit 8, the article '*Fire- Friend or Foe*' is about how man's knowledge and awareness of the element of fire helped him to use fire carefully and responsibly. Man understood what is needed to make fire, how it reacts, what it reacts with, how it could be used, what its dangers are, how it could be put out and so on. ... Men realized that, while fire could be his friend, and help him in his journey towards development; it could also bring about great destruction if not respected. Through this lesson, the values of knowledge, awareness, responsibility, respect, gratitude, etc. may be discussed.

Through the exercise on *Simple Present Tense*, the values of cleanliness (de-cluttering of the mind) and *self-discipline* (habits) may be explored further.

A mind filled with chaotic, unhelpful and useless thoughts is like a cluttered physical space. The mind, a mental space, too needs to be kept 'clean'. Cleanliness of the mind would involve working on gradually getting rid of such unnecessary thoughts and organizing the necessary thoughts that will help us stay positive and motivate us to live a more meaningful and enriching life. To this end, we need to evaluate, rethink and change the mental habits that may be curbing our growth. This involves a practice of mindfulness (staying in the present moment) and self-discipline. Moreover, it is important that we realize that our habits today (in the present) will determine the nature of our future; so it becomes essential that we develop and follow positive, effective and helpful habits in the present.

In the poem '*Meadow Surprises*', the poet describes all the wonderful things that one could discover in a meadow and experience, if one is alert, and consciously observes with all of the senses. When one does this, one can truly appreciate all that nature is, and all that it offers. The values of appreciation, alertness, gratitude, respect, etc. 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 article – Fire- Friend or Foe, and the poem – Meadow Surprises
 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 knowledge.
 7. Broaden their idea of the value of cleanliness (de-cluttering of the mind).
 8. Improve 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

Knowledge is acquired through openness for learning and ensuring conscious awareness. When one gains knowledge about something and the awareness of the same, it becomes easier to understand and deal with it. It also then calls for responsibility and accountability - that that knowledge is not misused; that it is used in a morally beneficial manner. Knowledge can be the stepping stone to growth and development in all respects. The importance and significance of the same, need to be imparted to the children.

Worrying about the future, ruminating about the past, having an unforgiving mental to-do list, complaints and so on would constitute mental clutter. Having a cluttered mind would make us restless and unfocused. The thoughts that are part of such a mind try to move in many different directions at once and ultimately nothing really gets done or achieved. Thinking the same thoughts again and again, focusing on the negative, and worrying about things one can't control wastes time and drains one's mental energy. If one wishes to develop more 'mental muscle', de-cluttering or 'cleaning' the mind of all

those mental habits that are keeping one ‘stuck’ would become essential. Getting rid of mental clutter, thus would allow one to focus on the essential and important things that make life more purposeful. It is important that we ‘Spring Clean Our Mind’ for more clarity, and stay grounded in the present moment; be mindful. Moreover, it’s necessary to look at our choices in the present. Small choices become actions – actions become habits – and habits become our way of life.... Any action thus when done repeatedly over a period of time has the potential to turn into a habit and so it is really important that we make the right choices in every moment).... These messages need to be communicated to the children and they need to be guided how to go about it.

There is so much indeed to discover if we open our senses and observe all that’s around us; be more alert and receptive... Children enjoy a sense of mystery and discovery. Engage their interest and show them how they could go about this. Develop in them appreciation, gratitude and respect for nature...and encourage them to connect in caring, compassionate, and kind ways with nature.

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.

I Apply What
I Know...
(worksheet) /
team game
Refer 1 b.
*Value –
Knowledge*

2.

‘Get’ Them
Thoughts + My
Habits in the
‘Now’
Refer 2 b.
*Value – Cleanliness
&
Self-Discipline*

3.

Dialogue
Writing /
Role Play
Refer 3 b.
*Value –
Appreciation*



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



1.

Reflection on
Proverbs and Quotes
/ Essay Writing

2.

Thoughts
and Actions

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 **Knowledge, Cleanliness & Self-Discipline, and Appreciation** with other inherent values like Awareness, Responsibility, Accountability, Respect, Gratitude, Self-Awareness, Self-Love, Attitude, Motivation, Alertness, Self-control, Caring, Compassion, Kindness, 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 ‘Article - Fire- Friend or Foe’

1 a. Discussion

Pose the following questions

1. What did early man observe about fire, in its different forms? What did he understand and learn about it?
2. How did this understanding help him? What did he do with that knowledge?
3. In what ways did man realize he could use fire?
4. How did man’s knowledge about fire lead to development?
5. What are the different ways to put out a fire? How can one decide which method to use and when?
6. Is there a reason to be wary of fire? Why? How does this knowledge help us?
7. How will you apply the knowledge gained from the information in this article in your own lives?

(Help them understand that the importance of knowledge is that it be applied well)

Talk to the children about what knowledge is, and the value of knowledge – the different ways in which we can acquire it. Knowledge is a familiarity, awareness, or

understanding of someone or something, such as facts, skills (procedural knowledge, that you gain by doing something), or objects (acquaintance knowledge; that which you gain through observation and usage). The more we observe, the more we read, the more our exposure to everyday life experiences, etc., our awareness develops and improves. We acquire knowledge throughout our life. All the information that comes our way then accumulates and becomes knowledge that we can draw from as needed.

However, it is important that we gain the right knowledge from the right sources. Example - Information that is available online is not controlled and so it is easy to get misled and end up with incorrect knowledge.

Ask them – Why do you think knowledge is important in life? Let them think and share, then discuss the following – Knowledge helps us in decision making; it leads us to the right path, it helps in problem solving, it improves thinking, it helps in setting and attaining goals, it helps in understanding self and others Thus knowledge is an important and necessary aspect in our life.

Tell them that the knowledge that we acquire comes with a condition – that we use it or apply it responsibly and take accountability for what we do with it. Any knowledge, if used for the betterment of self and others would help the society to develop. However, the opposite would be true when we use knowledge in a negative way. Ask the children to think and come up with examples that demonstrate this. (Scientist using knowledge for certain inventions – machines for production v/s invention of nuclear bombs...)

Moreover talk to them about treating knowledge with gratitude and respect. Ask them why this is necessary – how it changes one's approach in life. Tell them – In India, there are many customs that we follow on certain auspicious days to celebrate knowledge and learning. Can you name any? Do you celebrate these at home? What do you do?

1b. I Apply What I Know...

Prepare a worksheet in which you give them five situations that require them to engage in problem solving, decision making, making the right choices, goal setting, and understanding self/other.... Provide space for them to write their responses.

Once they have completed the same, ask them what prior 'knowledge' of theirs helped them to work out these situations. Have them discuss this with their partners. You may ask a few students to share their thoughts.

If time permits, you could also plan this as a team game, wherein you divide the children into five groups and give each group a different situation. The team members have to work together, discuss and arrive at a solution / conclusion. They then have to reflect upon, discuss and then share with the rest of the class, what 'knowledge' helped them work out the situations given.

2. Related to the exercise on Simple Present Tense

2 a. Discussion

Recap the discussion on the importance of the present moment (Now) that was carried out in unit 7. Then connect them to the current discussion. Tell them that so often we get caught up in thoughts of something that happened in the past or something that's going to happen in the past. We tend to constantly shift from past to future and back. We then allow these thoughts to affect our present state of mind, that then further affects our experience of the moment, and influences the subsequent actions. Thus it's important to understand the nature of our thoughts and the role of mindfulness herein.

2 b. 'Get' Them Thoughts + My Habits in the 'Now'

Mindfulness: Observing a Train of Thoughts

<https://www.youtube.com/watch?v=F0SWMICwtm0> 1 min 42 sec

Questions for Reflection:

1. What is the nature of our thoughts?
2. What has the thoughts and the brain been likened / compared to?
3. How long do thoughts stay in our mind?
4. What power can thoughts have over us?
5. What effect can unpleasant thoughts have on us?
6. What is our automatic reaction to uncomfortable or disturbing thoughts?
7. How can we deal effectively with persistent thoughts that just won't go away? What are the three things we must avoid doing?
8. What is the hopeful statement that we could tell ourselves if the thoughts get too uncomfortable?

STOP for Mindfulness

<https://www.youtube.com/watch?v=GgBVIZAEQqU> 3 min 26 sec

Questions for Reflection:

1. What does STOP stand for? What do the steps involve?
2. What is the importance of stopping? What is our usual way of responding to unpleasant or uncomfortable situations? What will this step (STOP) help us achieve?

3. How must we approach any activity in our daily life?
4. How is a mindful breath different from normal breathing? In what way does it help?
5. What should be the nature of our observations?
6. How should we treat unpleasant thoughts? What kind of an attitude will help us?
7. How do we deal with distracting thoughts in a mindful way?
8. What does 'Proceed' mean? What should we proceed with?
9. Do we need to consider a specific time, place or situation to practice mindfulness?
10. How do you think this process would change you?

After showing the two videos and carrying out the discussions, explain the following to the children in very simple terms –

Mental clutter leads to congestion in our inner world (liken it to a traffic jam). It gets in the way of being able to think clearly, and to focus on what really matters. It makes it hard to be productive, curtails creativity, makes it difficult to have a positive attitude, affects our relationships, and eventually leads to lot of stress and anxiety. But we can take control of our thoughts and the contents of our mind. Just like we de-clutter any other physical space, we can de-clutter our 'mental' space too. The starting point is to understand the need for the same and then to infuse determination into the decision and action process. A typical characteristic of clutter is that it has the habit of creeping up on us when our guard is down. By mindfully concentrating on the present, we are ensuring worries of the past and future stay gone once we throw them out.

Then tell them – We focused on our thoughts in the present....now let's look at our actions in the present..... In the Simple Present Tense, the formation is such that the action appears to be one that is repeated over and over again or the action occurs regularly. Examples – Raj goes for a walk every evening. / Anu does her homework regularly.

Ask them which kind of actions, come to mind here (Habits). Remind them of the previous discussion wherein it was stated that the kind of actions we do in the present will determine the nature of our future or decide our future. Any action when done repeatedly over a period of time has the potential to turn into a habit. Which is why, it is very important that we engage in positive actions and develop good habits.

The Choice (Short Animated Movie)

<https://www.youtube.com/watch?v=HEnohs6yYw> 3 min 27 sec

After the children have watched the video, pose the following questions –

The man had a choice of action in each of the moments shown, during his day....

1. What kind of choices did he make in the first instance?
2. What kind of choices did he make in the second instance?
3. How did these choices impact the man over time, in the first instance?
4. What impact did the choices have on the man, in the second instance?
5. What does this signify? What can we understand and learn from this video; what is the primary message?

(Small choices become actions – actions become habits – and habits become our way of life.... Any action thus when done repeatedly over a period of time has the potential to turn into a habit and so it is really important that we make the right choices in every moment)

Help the children understand that good habits are developed through self-discipline, self-control, and self-motivation. Discuss how in the two instances, the self-discipline varied.

3. Related to the poem ‘Meadow Surprises’

3 a. Discussion

Once the poem has been read out and discussed, ask them –

1. Have you had any experiences of discovering new and interesting things in nature? What did you find? How did you find it?

Tell them that there is so much to discover - if we open our senses and observe all that's around us... when we are more alert and receptive.... Engage their interest and show them how they could go about this.

2. Do you think nature helps us? How?
3. How could we give back to nature? (...with our loving, caring, and thoughtful actions....elaborate on these)
4. Can you think of ways by which you could help protect and conserve nature – small, but impactful actions that you could take....?

Develop in them appreciation for nature... Ask them - What kind of attitudes must we embrace and exhibit towards nature? (Gratitude and respect)

3 b. Dialogue Writing / Role Play

Ask the children to write a dialogue between the different elements or aspects in nature (land, water, air, plants and trees, birds and animals) and man. Ask them to reflect on what these aspects of nature would wish to tell man.... How would man respond?

If and when time permits, you could also divide the class into groups and carry out role plays based on the same. It could be showcased in school, as an awareness drive to encourage children to take care of nature.

V. Assignment

1. Reflection on Proverbs and Quotes / Essay Writing

Ask the children to reflect on the following proverbs and quotes and write a paragraph each, explaining their meaning.

- Knowledge is rooted in all things – the world is a library. – Native American Proverb
- No one is without knowledge except he who asks no questions. – African Proverb
- Knowledge will soon become folly, when good sense ceases to be its guardian – Wellins Calcott
- A little bit of knowledge is a dangerous thing.
- Knowledge is power

To increase the complexity of the task, you could ask them to combine the explanations of all the five proverbs and quotes, and construct it in the form of one essay.

2. Thoughts and Actions

a. Ask students to create a transparent waste bin and a safety vault. At the end of each day, ask them to sit quietly and mindfully and notice the thoughts that are coming to them, in their mind. Tell them to jot it down on separate chits of paper. Then evaluate each thought-chit and decide which ones are helpful and worth holding onto (those, they have to put into the safety vault) and which are unhelpful and has to be discarded or let go (those, they have to put into the waste bin). As they keep adding the thought-chits day by day, tell the students to observe which one—the safety vault or the waste bin, is receiving more chits.

This activity will help the students to identify the helpful/unhelpful thoughts and will help them see in a concrete manner how many of each they are experiencing as well as their ‘dominant thinking pattern’.

b. Ask the children to set one long-term goal for themselves. Ask them to evaluate what steps they will have to take to reach that goal – in terms of their actions and the choices they would have to make.... the self-disciplinary measures that they have to take in the present to attain their goal. Ask them to maintain a small diary and record all these details as well as their daily progress in it.

3. Collage Work + Expressive writing

Ask the children to collect pictures of things in nature that they appreciate 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:

Dr. Abdul Kalam's speech on Knowledge

<https://www.youtube.com/watch?v=O4BwvpVJ17k>

Unit 9

A Bicycle in Good Repair (Story) Modal Auxiliaries (Grammar) Conjunctions (Grammar) Garden Snake (Poem)

Topic	Values / Life skills integrated & imbibed	Activities
A Bicycle in Good Repair (Story)	Core Value considered : Moral Courage, Responsibility & Self-control, Inner Harmony, Truth	1. Related to the story – 'A Bicycle in Good Repair ' a. Discussion b. How to Say No Without Being Rude (Animated Video)
Modal Auxiliaries	Other Sub-Values: Strength, Self-Awareness, Self-Confidence, Self-Belief, Self-love, Self-worth, Self-Discipline, Positivity & Optimism, Resilience, Patience, Faith, Hope, Trust, Attitude, Determination, Perseverance, Will-power, Patience, Gratitude, Accountability, etc.	2. Related to the exercise on Modal Auxiliaries a. Discussion b. I'm in Charge!
Conjunctions (Grammar)		3. Related to the exercise on Conjunctions a. Discussion (Recap)
Garden Snake (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.	4. Related to the poem 'Garden Snake' a. Discussion b. Beliefs and Truths (worksheet)
		<u>Assignments</u> 1. Paragraph Writing based on Quotes 2. Change Begins With Me 3. The Truth behind My Beliefs

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:

- It requires courage to take action when one has doubts or fears of the consequences; to communicate one's stand to another especially when it is in disagreement with what the other thinks / believes / wishes. Saying 'No' can be one of the hardest things to do, but it has to be said when needed. This calls for assertive communication, spurred on by inner-strength, and moral courage – the courage to do what's essentially good or right. It is the courage to take action for moral reasons, despite the risk of adverse consequences. It involves deliberation and careful thought.
- Responsibility is a choice; a choice of one's actions. Whether one is considered as being responsible or being irresponsible depends upon how effectively one manages one's life when the opportunity to make a good or bad choice presents itself. Accepting responsibility is one of the most important factors in defining a person's true character. When that responsible moment comes, what one does, or doesn't do, is an indication of the type of person one really is. The control of action is with the self.
- Inner harmony means equanimity, inner peace, tranquility, and balance. It is the absence of disturbing or distracting thoughts. A state of inner harmony eliminates anxieties, fears and worries. It also removes negative thoughts, stress, lack of satisfaction and unhappiness. It is a state of emotional and mental poise, happiness, confidence and inner strength. One cannot experience inner harmony, if one is not in harmony with the world too. To attain inner harmony, the goal then would be, to learn the skills to build a positive relationship with oneself and others. All of us have it in us to reach out to the goodness within us and express that to the world, through our actions. Each one of us has the power to make a difference in our own lives as well as in the world – we are just a decision away from finding that inner harmony.
- Truth is an adherence to reality or an indisputable fact. The truth can throw light on the actual state of a matter; how something really is... Truth is enlightening, and brings clarity to thought and action. One must base one's thoughts, beliefs, ideas, and actions upon the foundation of reality as it exists; the absolute truth. One must always seek the truth, and refrain from getting swayed by baseless assumptions and opinions, for truth will keep one grounded, and lend the courage to take the right path in life.

Unit 9**A Bicycle in Good Repair (Story)****Modal Auxiliaries (Grammar)****Conjunctions (Grammar)****Garden Snake (Poem)**

Core Values: *Moral Courage, Responsibility & Self-control, Inner Harmony, Truth*

I. Introduction

In Unit 9, the story '*A Bicycle in Good Repair*' is about an incident wherein the author agrees to go for a bicycle ride with an acquaintance. The man upon arrival asks about the state of the author's bicycle and takes the author's flippant comment quite seriously. He then proceeds to take the bicycle apart with the intention of repairing it. The author does not appreciate this, but is unable to tell the acquaintance to stop, as he lacks the courage and strength to do so and also does not wish to hurt the other person's feelings; instead he gives some indirect hints which the acquaintance pays no heed to and continues to blunder on with the cycle. In the end, he achieves no great results; the cycle ends up in a worse state than before..... the importance of assertive communication, saying no when needed, and the values of moral courage, strength, self-confidence, self-esteem etc. may be discussed.

The exercise on '*Modal Auxiliaries*' lends an opportunity to discuss the values of responsibility and self-control with the children. The importance of choosing the right actions...responsible actions, & understanding that one has control over one's actions, and must be accountable for them i.e. take ownership and responsibility for one's actions, may be discussed with the children.

With the help of the exercise on '*Conjunctions*', you may revisit the value of inner harmony as covered in the previous grades. Inner harmony means equanimity, inner peace, tranquility, and balance. It is the absence of disturbing or distracting thoughts. True inner harmony is independent of external conditions and circumstances. It confers tranquility, inner peace and balance, and the ability to remain calm, undisturbed, and in control of yourself, even in difficult and unpleasant situations. This state of mind is important not only while things move smoothly, but especially, in times of trouble, difficulties or danger. Then, it counts most. A state of inner harmony eliminates anxieties,

fears and worries. It also removes negative thoughts, stress, lack of satisfaction and unhappiness. It is a state of emotional and mental poise, happiness, confidence and inner strength.

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

In the poem '*Garden Snake*', the poet describes a little child's belief about snakes, his subsequent emotion, and action in response to that belief, and how the child's attitude changes, and his fear dissipates, when he learns the truth from his mother – that all snakes are not poisonous; the one he had seen was a harmless garden snake. The value of truth 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 – A Bicycle in Good Repair , and the poem – Garden Snake
 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 moral courage and the concept of assertive communication.
 7. Broaden their idea of the value of responsibility and self-control.

8. Explore further the value of truth.
9. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

It requires courage to take action when one has doubts or fears of the consequences; to communicate one's stand to another especially when it is in disagreement with what the other thinks / believes / wishes. Saying 'No' can be one of the hardest things to do, but it has to be said when needed. This calls for assertive communication, spurred on by inner-strength, and moral courage – the courage to do what's essentially good or right. It is the courage to take action for moral reasons, despite the risk of adverse consequences. It involves deliberation and careful thought.

Responsibility is a choice; a choice of one's actions. Whether one is considered as being responsible or being irresponsible depends upon how effectively one manages one's life when the opportunity to make a good or bad choice presents itself. Accepting responsibility is one of the most important factors in defining a person's true character. When that responsible moment comes, what one does, or doesn't do, is an indication of the type of person one really is. The control of action is with the self.

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

Truth is an adherence to reality or an indisputable fact. The truth can throw light on the actual state of a matter; how something really is... Truth is enlightening, and brings clarity to thought and action. One must base one's thoughts, beliefs, ideas, and actions upon the foundation of reality as it exists; the absolute truth. One must always seek the truth, and refrain from getting swayed by baseless assumptions and opinions, for truth will keep one grounded, and lend the courage to take the right path in life.

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)**



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



1.

How to Say
No Without
Being Rude
(Animated
Video)
Refer 1 b.
*Value – Moral
Courage*

2.

I'm in Charge!
Refer 2 b.
*Value –
Responsibility
&
Self-Control*

3.

Beliefs and
Truths
(worksheet)
Refer 4 b.
Value – Truth



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



1.

Paragraph
Writing based on
Quotes

2.

Change
Begins With
Me

3.

The Truth
behind My Beliefs

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, Responsibility & Self-Control, Inner Harmony, and Truth** with other inherent values like Strength, Self-Awareness, Self-Confidence, Self-Belief, Self-love, Self-worth, Self-Discipline, Positivity & Optimism, Resilience, Patience, Faith, Hope, Trust, Attitude, Determination, Perseverance, Will-power, Patience, Gratitude, Accountability, etc.

The unit also provides the scope to develop the following life skills in the students: Intrapersonal and Interpersonal skills, Observation, Effective communication, Assertiveness, 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 ‘A Bicycle in Good Repair’

1 a. Discussion

Pose the following questions

1. Why did the author agree to go for a bicycle ride?
2. How did the man handle the cycle when the author stated that it rode a little stiffly after lunch? Was that right on his part?
3. How did the author view his cycle? (like a person) Which lines imply this?
4. Was the author okay with the man repairing his cycle? What gives us the clue?
5. “I ought to have been firm..” What did the author mean by this? What does he wish he had done? / What do you think he should have done?

Have you ever experienced a similar situation where you found it difficult to say an assertive ‘No’ to someone, and instead ended up saying and doing something totally different?

5. Did the man really know what to do with the bicycle? How do you know?
6. Was the man ready to take hints from the author’s statements and stop what he was doing? What does his actions and statements tell us about his character?

7. What was the author's inner voice advising him? Why was he unable to follow through on what he knew he should be doing?
8. Why did the author allow the man to continue blundering on his cycle?

Focus on the two significant statements of the author -

- "I ought to have been firm.."
- "But I am weak when it comes to hurting other people's feelings, and I let him muddle on."

Base the crux of your discussion on these two statements. Bring the attention of the children to the inability of the author to take a stand, to be assertive with the other man, to say 'No', despite the fact that he intuitively knew that he should....

Ask the children – Why do you think the author faced this difficulty? (...*lack of courage, over-sensitive about other's feelings, the need to be 'nice'...*)

Have them reflect on situations where they or someone they know may have experienced such inability. Many a time we give in to another person or go along with the other person, even if in our minds we know that a certain action is to be avoided / that's not the right thing / or they may be a better way to do something.we don't stand our ground or state our thoughts assertively because that seems easier; then we don't have to deal with the other person's reactions. E.g. What happens under the influence of peer pressure.... Help them understand that it takes courage, strength, self-confidence and self-discipline to stand up to another for what one believes in or to just voice their disagreement about something.

1 b. How to Say No Without Being Rude (Animated Video)

<https://www.youtube.com/watch?v=AdkNz6oerL4> 5 min

Explain the parts that may need further clarification. Pause the video at important points and discuss the important aspects. Help them understand better by giving lots of relatable examples. Encourage them to share their thoughts, opinions and feelings.

2. Related to the exercise on Modal Auxiliaries

2 a. Discussion

Modal Auxiliary	What notion / meaning it expresses or could convey
Can/Could	Possibility, Permission, Willingness
Should	Suggestion
Should / Must / Ought to	Compulsion, Obligation, Necessity

Once the children have understood the concept of modal auxiliaries from the grammatical perspective; what meaning each word expresses according to the context of the sentence it is used in, and which word must be used as per the meaning or notion to be conveyed, integrate the values into the topic.

When we evaluate the sentences in which modal auxiliaries are used, certain values come to mind - responsibility and self-control (in relation to the words Should, Must, Ought to)

- determination, faith, trust (in relation to the words Can, Could)

In this unit, since the focus is only on the three modal auxiliaries - Should, Must, & Ought to, you need touch upon only on the values of responsibility and self-control. Take the examples from the text itself and show the children how these values could be considered and applied.

Examples:

- You will do well to study at least for an hour every day. / You should study at least for an hour every day.
(there is a sense of responsibility and self-control/ self-discipline involved in this action)
- If you want to stay healthy, exercise regularly. / You must exercise regularly to stay healthy.
(Sense of responsibility and self-control/ self-discipline...)
- You are obliged to do your duty irrespective of consequences. / You ought to do your duty irrespective of consequences.
(there is a sense of responsibility here)
- The pupils were told that they write more neatly. / The pupils were told that they should write more neatly.
(Involves self-control/ self-discipline...)

Now ask them to consider how they can apply the values of responsibility and self-control;

- how can they engage in responsible or self-controlled actions
- how they can take responsibility and control for their actions, in their lives.

2 b. I'm in Charge!

Show the children the following videos and facilitate discussion on the same. Ask them to share what they have understood. Focus on how one has control over one's actions.

Responsibility for Kids – Character Education

<https://www.youtube.com/watch?v=7ew6herS7Gg> 2 min 29 sec

Taking Responsibility for your Actions – Behaviour Management

<https://www.youtube.com/watch?v=gGRqlm1Q0OM> 1 min 26 sec

Now explain to the children that responsibility is a choice...a choice of how you wish to act in different situations. Every moment of every day we choose how we live; we choose the values and ideals to which we will hold ourselves accountable. Then show them the video below.

How to be Responsible & Accountable

<https://www.youtube.com/watch?v=rXgPNTgC0dQ> 7 min 24 sec

(IMPORTANT NOTE: Stop the video at 3:46 and skip to 4:03 as the content in that time gap is not relevant to them. You may instead discuss an example that they can relate to.)

Pause the video at important points and discuss the important aspects. Simplify the explanation as needed. Help them understand better by giving lots of relatable examples. Draw the line and write the types of actions above and below the line on the board so that they can refer to the same throughout the discussion. Help them reflect on their own behaviours. Ask them to introspect on each aspect and questions posed in relation to themselves. Encourage them to share their thoughts, opinions and feelings.

3. Related to the exercise on Conjunctions

3 a. Discussion

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

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

4. Related to the poem 'Garden Snake'

4 a. Discussion

Once the poem is read out and the textual questions discussed, ask the children to reflect on what it was that helped the child to cope with the fear of snakes. (...the truth / fact provided by the mother that that particular variety of snake – the Garden snake – is not poisonous and so, is harmless.)

Explain to the children, that very often we worry about things or fear things or situations without having a proper reason to base our fears on. The truth or the reality may be the absolute opposite of what we assume it to be. Give examples to help them understand this.

So it is very important that we refrain from making baseless assumptions and ‘reacting’ in response to those assumptions; it is important that we attempt to reason and see if there is any truth or fact in what we believe.

Explain to them what beliefs are. Give them a few examples of beliefs people hold.

As established earlier, our beliefs have the ability to affect our thoughts, that then affect our emotions and they then influence our actions. Explain this in relation to the poem. The child believed that all snakes are dangerous – His thought could have been – “I could get bitten by a snake.” – the accompanying emotion was fear and the subsequent action was to run away.

Considering this automatic cycle, it is crucial that we evaluate our beliefs and ask ourselves – What is my belief based upon? What is the truth or fact in reality?

4 b. Beliefs and Truths

Prepare a worksheet in the format given below. Ask the children to fill in their responses in the space provided. The children have to attempt the first four columns in class. They have to then discuss with their partners what they possibly think of that belief. The fifth column, they have to do as an assignment at home. They have to research / talk to reliable sources and check the validity or rationality of their belief; they have to establish if there’s any truth in their belief. If not, they have to correct their belief with the actual truth.

My Belief	My Thought	My Emotion	My Action	Is there any truth in my belief? (If no....) What’s the Truth?
Example If a black cat crosses my path, I will have bad luck.	Black cats are bad luck...I should be careful to stay away from them.	Anxiety Fear	Turn away if I see a black cat/ Get really upset and react negatively. / Throw a stone at the cat...	No It is just a superstition.

V. Assignment

1. Paragraph Writing based on Quotes



Ask the children to write a paragraph on each of these quotes. Tell them to provide suitable examples.

2. Change Begins With Me

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

3. The Truth behind My Beliefs

Children have to attempt column five of the 'Beliefs & Truths' worksheet. The task has been explained above.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

<https://www.britannica.com/topic/philosophy-of-as-if> (Truth)

Unit 10

The Story of Cricket (Story)

Adverbs (Grammar)

Phrases (Grammar)

Topic	Values / Life skills integrated & imbibed	Activities
The Story of Cricket (Story), Adverbs, Phrases , Grammar	<p>Core Value considered : Appreciation, Altruism, and Self-Acceptance</p> <p>Other Sub-Values: Passion Dedication, Patience, Determination, Persistence, Timeliness, Structure, Self-Discipline/Self-Control, Alertness, Self-Belief, Self-Confidence, Courage, Faith, Trust, Hope, Motivation, Will Power, Responsibility, Accountability, Resilience, Tolerance, Open-Mindedness, Respect, Attitude, Team Work, Unity, Fairness, Sensitivity, Empathy, Kindness, Compassion, Caring, Sharing, Generosity, Self-love and so on</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>	<ol style="list-style-type: none"> Related to the story – ‘The Story of Cricket’ <ol style="list-style-type: none"> Discussion Benefits of Sports and Exercise (Videos) Related to the exercise on Altruism <ol style="list-style-type: none"> Discussion (Recap) Related to the exercise on Phrases <ol style="list-style-type: none"> Discussion (Recap) <p><u>Assignments</u></p> <ol style="list-style-type: none"> My Hero Golden Oldies

Materials / Resources needed

Facility & Equipment to play the Videos

Description (of the points of discussion)

Through this unit, help students understand the following:

- Exercise, games and sports, are very important for the development of an individual. It is important to be aware of all their benefits, and thus appreciate their value.
- More important than the intensity with which one engages in these activities, is the intent and attitude with which one participates in these.
- Even if one has no interest in, or aptitude for sports, considering the benefits of getting involved in a sport, we need to and can incorporate it into our routine without it becoming too overwhelming.
- Sports influences, and is important for self-identity.
- Being involved in sports, games or even just exercise, calls for the nurturance and application of a host of values and skills; which helps us even in other areas of our life.

Unit 10**The Story of Cricket (Story)****Adverbs (Grammar)****Phrases (Grammar)**

Core Values: *Appreciation, Altruism, and Self-Acceptance*

I. Introduction

In Unit 10, the story 'The Story of Cricket' is an account of how the game of cricket originated and has developed over a period of time; the details help us to appreciate the game and all that goes into it, as well as get us thinking about the other games and sports that exist.

While the story may highlight primarily the value of appreciation, you can make them aware of all the other significant values connected to the broader aspects of exercise, games, and sports.

The exercise on 'Adverbs' provides the opportunity to remind the children about the value of altruism, as covered in the earlier grades.

Recap the value of self-acceptance while covering the exercise on Phrases.

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 Story of Cricket
- 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 _____.
7. Reinforce the values of altruism and self-acceptance.
8. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

While games and sports are an integral part of the school curriculum world over, many children do not realize their significance, and how the values and skills developed in the course of playing a certain game or sport, apply in their daily life. Those who do engage in sports may also not consciously think about its role in their life. Children need to be aware of, and be helped to appreciate the value of physical activity, games, sports etc.

This unit touches upon this important value and many more, 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.
Benefits of Sports and
Exercise (Videos)
Refer 1 b.
*Value – Appreciation***



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



**1.
My Hero**

**2.
Golden
Oldies**

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

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

*The **core values** being considered are **Appreciation, Altruism, and Self-Acceptance** with other inherent values like Passion Dedication, Patience, Determination, Persistence, Timeliness, Structure, Self-Discipline/ Self-Control, Alertness, Self-Belief, Self-Confidence, Courage, Faith, Trust, Hope, Motivation, Will Power, Responsibility, Accountability, Resilience, Tolerance, Open-Mindedness, Respect, Attitude, Team Work, Unity, Fairness, Sensitivity, Empathy, Kindness, Compassion, Caring, Sharing, Generosity, Self-love and so on*

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, Motivation, Planning & execution, and Generalization.

IV. Activities & Related Discussion

1. Related to the story ‘The Story of Cricket’

1 a. Discussion

Once the children have been taken through the lesson and the related questions have been discussed, ask them –

- Imagine a scenario with no sports or games of any kind..... What would it be like?
- What do you think is the role of sports or even simple games in a person’s life, especially children... Is there a need to ‘appreciate’ the same? Why?
- It’s enough to engage in mere exercises, for physical and mental well-being. Playing a sport is not really necessary; it has no added benefits. Do you agree with these statements? What is your opinion on this?
- Everyone may not have an interest in, or aptitude for sports. However, considering the benefits of getting involved in a sport, can you come up with ideas to incorporate it into one’s life without it becoming too overwhelming?
- Do you think sports influences and is important for self-identity? Elaborate.

1 b. The Benefits of Sports and Exercise

https://www.youtube.com/watch?v=hmFQqjMF_f0 3 min 46 sec

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

Facilitate reflection and discussion about each aspect covered in the video. Furnish them with more details where necessary. Help them improve their awareness of and appreciation for different exercise and sports and their benefits.

Then ask them to create a personal goal chart for themselves, allotting some time for active exercise each day (min 10 min). Have them reflect upon their strengths and limitations...their personality...interest...and evaluate which sport they could possibly consider for themselves, as well as how they could incorporate it into their routine.

Help them understand that being involved in sports or even just exercise, calls for passion dedication, patience, determination, persistence, timeliness, structure, self-discipline/self-control, alertness, self-belief, self-confidence, courage, faith, trust, hope, motivation, will power, responsibility, accountability, resilience, tolerance, open-mindedness, respect, attitude, team work, unity, fairness, and so on

Put up these words on the board. Ask them to think of how these values are connected or how they apply to sports....encourage them to come up with examples of situations in which it comes into play. Also have them think of people who have showcased these values.

2. Related to the exercise on Adverbs

2 a. Discussion

As the value of altruism connected to this topic has been covered extensively in the earlier grades, have the children recollect what was discussed earlier in relation to the same. You may add your inputs where necessary.

3. Related to the exercise on Phrases

3 a. Discussion

Recap the discussion on self-acceptance as covered in unit 5.

V. Assignments

1. My Hero

Ask the children to research and narrow down on one person in the field of sports / fitness / games, that they are inspired by.... Find out what it took for that person to come

up to that level of expertise... what difficulties or challenges they faced, how they overcame them, what helps them to stay motivated and so on... Ask the children to identify the different values and skills that that person exhibits.

You may choose to have the children read out their research findings with the class or present it as a reflective essay in writing.

2. Golden Oldies

Ask the children to research on the simple traditional Indian individual and group games that used to be played before, and gather details about each. They may also interview their parents and grandparents to seek information about the same, as well as their experiences of playing those games. Once they've gathered sufficient information, ask the children to identify what skills and values these games possibly helped develop. Ask them to consider their benefits from the different angles – physical, mental (both brain related and emotional), and social ...

They may present their findings in the form of a PPT presentation in front of the class.

If and when time permits, arrange for the children to play and experience these traditional games in school. You may enlist the help of the PE teacher for the same.

Resources

References:

YouTube videos – Links given under the respective activities

English
Grade VII

Integration of Values

Teacher's Manual

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