



**HEM** *harmonize*

English  
Grade VIII

# 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 VIII

**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  
S.

**Mahendra Kabra**  
Managing Trustee

Anita

**Anita Maheshwari**  
Trustee & Creative Director

# Acknowledgement

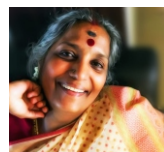
Welcome to HEMA Foundation's "Teacher Manual for Value Integration". I take this opportunity to thank each one of those who participated in it. At the outset I thank the Management of HEMA Foundation, its Managing Trustee Shri Mahendra Kabra , the Trustee and Creative Director, Smt. Anita Maheswari,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

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

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

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

I remain your sincere



Vijayam Ravi, PhD

# Introduction

(must read before the teacher proceeds)

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

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

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

## **Did we teach subjects? Or did we teach children?**

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

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



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

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

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

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

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

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

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

**The Context to Value integration with subjects:**

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

**The fundamental shift that needs to happen here is this.**

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

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

### **What benefits do Value integration bring to the students?**

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

### **The argument**

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

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

### **What does HEMA foundation offer to teachers?**

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

Values can never be taught, values can only be caught

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

## How and why are the values integrated by HF?

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

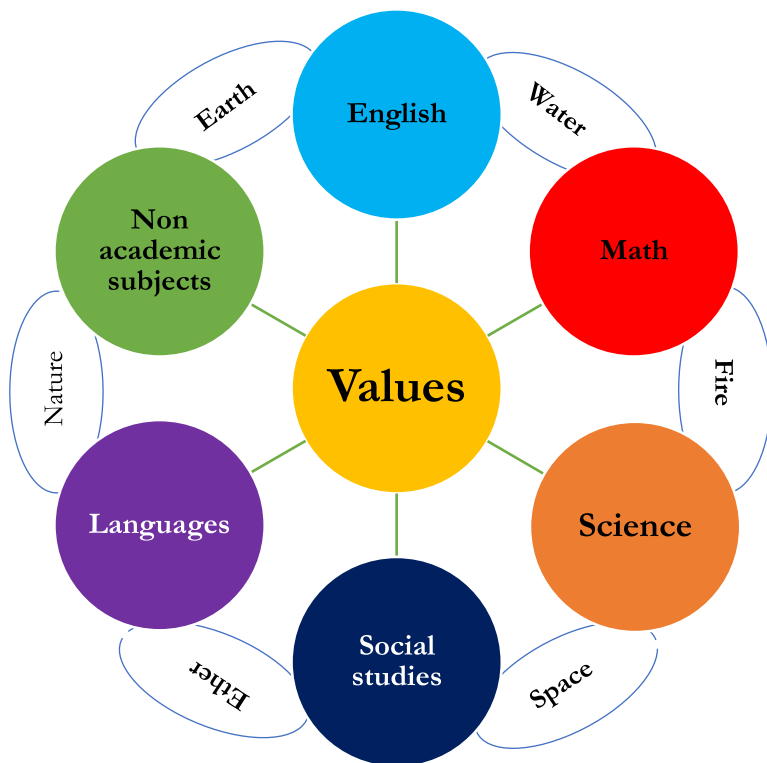
The new NEP and therein the NCERT insist on integration of values with essential subjects. Nature is the mother of all knowledge- Every learning that takes place with human beings is connected through the mind and intellect. While giving food for thought at the intellectual level, teachers have to supplement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

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

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

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

**Whom does this manual serve?**



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

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

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

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

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

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

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

### **Organization of the manual-How to read the manual?**

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

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

#### **It has two parts:**

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

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

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

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

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

**Conclusion:**

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

Jai Hind

*Conceived and presented by*

Vijayam Ravi, PhD

Academic Director

HEMA Foundation

# "वसुधैव कुटुंबकम्"

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



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

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



## Vision

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



## Mission

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





# INDEX

01

## Unit 1

**The Best Christmas Present  
in the World (Story)**

**Past Tense (Grammar)**

**Phrasal Verbs (Grammar)**

**Noun Phrase (Grammar)**

**The Ant & the Cricket (Fable)**

Page No.

**3**

02

## Unit 2

**The Tsunami (Story)**

**Word formation based  
on context (Grammar)**

**Active & Passive voice (Grammar)**

**Geography Lesson (Poem)**

Page No.

**20**

03	<u>Unit 3</u>	Page No.
	Glimpses of the Past (Story)	32
	Reported Speech (Grammar)	

04	<u>Unit 4</u>	Page No.
	Bepin Choudhury's Lapse of Memory (Story)	41
	Idioms (Grammar)	
	Sentence structure -word order (Grammar)	
	The Last Bargain (Poem)	

05	<u>Unit 5</u>	Page No.
	The Summit Within (Story)	55
	Phrases (Grammar)	
	The School Boy (Poem)	

06	<u>Unit 6</u>	Page No.
	This is Jody's Fawn (Story)	65
	Reported Speech (Grammar)	
	Transitive & Intransitive Verbs (Grammar)	

07	<u>Unit 7</u>	Page No.
	A Visit to Cambridge (Story)	<b>76</b>
	Phrases (Grammar)	
	Adjectives – Degrees of Comparison (Grammar)	
08	<u>Unit 8</u>	Page No.
	A Short Monsoon Diary (Story)	<b>86</b>
	On the Grasshopper and Cricket (Poem)	
	Past Tense (Grammar)	
09	<u>Unit 9 &amp; 10</u>	Page No.
	The Great Stone Face – I & II (Story)	<b>95</b>
	Future Tense (Grammar)	
	Sentence Structure – Word Order (Grammar)	

Topic	Values / Life skills integrated & imbibed	Activities
The Best Christmas Present in the World (Story)	<b>Core Values considered :</b> Fearlessness/ Courage, Resilience and Self-Realization, Communication, Potential, and Hard Work	1. Related to the story – ‘The Best Christmas Present in the World’ a. Discussion b. Brave Me (Word Search)
Past Tense Phrasal Verbs Noun Phrase (Grammar)	<b>Other Sub-Values:</b> Empathy, Morality, Compassion, Responsibility, Honesty, Community, Altruism, Generosity, Trust, Faith, Hope, Positivity, Optimism, Self-awareness, Self-belief, Self-confidence, Clarity, Thoughtfulness, Self-growth, Self-development, Improvement, Self-empowerment, Capability, Contribution, Greatness, Uniqueness, Self-Discipline, Self-Control, Will-power, Determination, Persistence, Patience, Timeliness, Diligence, Self-Respect, Foresight, Productivity, Responsibility, and Accountability.	2. Related to the exercise on Past Tense a. Discussion (Recap)  3. Related to the exercise on Phrasal Verbs a. Discussion b. Games - Chinese Whispers - Misunderstanding
The Ant & the Cricket (Fable)	<b>Life skills:</b> Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Self-regulation, Problem-solving, Planning & execution, Motivation, and Generalization.	4. Related to the exercise on Noun Phrase a. Discussion b. Communication Basics & Importance (Video)  5. Related to the fable 'The Ant & the Cricket' a. Discussion b. How to Reach Your Greatest Potential  <b>Assignments</b> 1. Journal Writing 2. Reflection on a Quote

## Materials / Resources needed

Facility & Equipment to play the Videos

Worksheet (refer activities)

Chairs Various objects for the game

Various objects for the game

## Description (of the points of discussion)

Through this unit, help students understand the following:

- Of all the emotions we human beings experience, fear is the most powerful. It tends to latch onto a person's mind and can completely cripple one's life - taking over our thoughts and actions; changing the way we perceive the world and the way we deal with it. Experiencing fear is normal - it is our body's natural response to any perceived threat, harm, pain or danger to ourselves. This is important for us to understand. It is also essential to realize that being 'fearless' doesn't mean a complete absence of fear. What is crucial is to know how to moderate and control the emotion within ourselves, understand how it could affect us if we don't, and how to deal effectively with the situations in our lives, that induce fear in us - however trivial or grave.
- Learning from one's past is important; understanding where exactly one went wrong, reflecting upon one's actions in the past, why one did what they did, and what those actions reflected about themselves. Even if things go wrong, one must develop the strength to rise up above those mistakes and challenges. One may also reflect upon the positive actions carried out, what those actions stated about them and how it shaped who they are.
- The foundation of all human relationships is communication. However, if the communication is vague, and the meaning conveyed not clear, then it would lose its impact, and in more grim situations, even lead to violence and war. So the importance of clear communication cannot be emphasized enough.
- All of us have potential. We must try to understand what our potential is and how we can contribute to society. We must not be laid back and content with our existing potential, especially if we know we have scope to grow further...we must ask ourselves – Am I functioning from my highest potential? What can I do to get to my highest potential? Who can I consider my role model? What value can I add to society, by striving for and acting from my highest potential? Do I need to take support from others to realize my highest potential?
- There is no substitute for hard work. Success in life depends on it. Hard work is not a behaviour that can be attained in a day. It is in fact a habit, a way of acting that is developed and strengthened over time. It is influenced and dependent on many other factors like self-discipline, self-control, determination, persistence, patience, timeliness, diligence, self-respect, foresight, productivity, responsibility, and accountability.

**Unit 1****The Best Christmas Present in the World (Story)****Past Tense (Grammar)****Phrasal Verbs (Grammar)****Noun Phrase (Grammar)****The Ant & the Cricket (Fable)**

**Core Values:** *Fearlessness/ Courage, Self Realization & Resilience, Communication, Potential, and Hard Work*

**I. Introduction**

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In Unit 1, the story ‘The Best Christmas Present in the World’ beautifully combines a story within a story; each story rich with meaning and values that may be understood and applied in our day to day lives. The lesson lends interesting characters, a gripping and engaging story line and hidden messages in the form of values, beautifully interwoven into the dialogues between the characters. The instance that stands out in the story and leaves an impact on the readers, is that which unfolds between the English and the Germans on Christmas morning of 1914, in the midst of a battlefield during the World War... and the narrator Jim’s feelings of that day as shared with his wife Connie, in his letter. The key message that the story leaves one with, is the power of courage to make a difference, and the whole futility of war. This story thus highlights primarily the value of fearlessness/courage with other connected values such as empathy, morality, compassion, responsibility, honesty, community, altruism, generosity, trust etc...

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

Through the exercise on ‘Phrasal Verbs’, the children may be guided about the value of communication. Just as phrasal verbs often have meanings that are different from the meanings of their parts. (burn out, light up...), such uncertainty or differences in meaning may occur in our communications too; what we say and what is understood are completely different. This could give rise to miscommunication, misunderstanding, tensions and strains among people, and sometimes outright violence. Thus it is very important that we communicate in a simple, lucid and clear manner, that leave no room for such misunderstanding.

The exercise on 'Noun Phrase' lends an opportunity to connect the topic to the value of potential. Just as a noun improves its potential to add greater interest in a sentence; form fuller ideas, by taking the support of adjectives (as shown in this exercise), we too can seek to improve our potential to add value and contribute to society.

In the fable 'The Ant and the Cricket', a cricket wastes an entire summer away singing to its heart content and doesn't take the effort to do any work to ensure that it has some food to survive during the winter. The ants on the other hand, work diligently and save up for winter. When winter arrives, the cricket suddenly realizes its predicament; cold and hungry it finally decides to beg the ants for some food. However, upon realizing the cricket had foolishly whiled away its time in summer, they turn it away. Here the value of hard work is highlighted and other connected values are also hinted upon – self-discipline, self-control, determination, persistence, patience, timeliness, diligence, self-respect, foresight, productivity, responsibility, and accountability.

## II. Learning Objectives / Outcomes

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- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
  1. Read and understand the story – The Best Christmas Present in the World, and the fable – The Ant and the 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, & conceptual awareness.
  5. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
  6. Broaden their awareness of the different nuances of courage.
  7. Enhance their understanding of the values of self-realization and resilience.
  8. Develop their awareness of the values of communication and potential and what they entail.
  9. Evaluate the importance of hard work.
  10. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

### III. Process & Action Plan

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Of all the emotions we human beings experience, Fear is the most powerful. It tends to latch onto a person's mind and can completely cripple one's life - taking over our thoughts and actions; changing the way we perceive the world and the way we deal with it. Experiencing fear is normal - it is our body's natural response to any perceived threat, harm, pain or danger to ourselves. This is important for us to understand. It is also essential to realize that being 'fearless' doesn't mean a complete absence of fear. What is crucial is to know how to moderate and control the emotion within ourselves, understand how it could affect us if we don't, and how to deal effectively with the situations in our lives, that induce fear in us - however trivial or grave.

What comes to our mind when we think of the word past? Sometimes, on hindsight we realize that an action of ours was a mistake. How do we respond in such a situation? How do we perceive a mistake? What lessons can we learn from our past? These questions ought to be reflected upon.

The foundation of all human relationships is communication. However, if the communication is vague, and the meaning conveyed not clear, then it would lose its impact, and in more grim situations, even lead to violence and war. So the importance of clear communication cannot be emphasized enough.

All of us have potential. We must try to understand what our potential is and how we can contribute to society. We must not be laid back and content with our existing potential, especially if we know we have scope to grow further...we must ask ourselves – Am I functioning from my highest potential? What can I do to get to my highest potential? Who can I consider my role model? What value can I add to society, by striving for and acting from my highest potential? Do I need to take support from others to realize my highest potential?

There is no substitute for hard work. Success in life depends on it. Hard work is not a behaviour that can be attained in a day. It is in fact a habit, a way of acting that is developed and strengthened over time. It is influenced and dependent on many other factors like self-discipline, self-control, determination, persistence, patience, timeliness, diligence, self-respect, foresight, productivity, responsibility, and accountability.

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, 4a, 5a )**



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



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

**2.**  
Games  
- Chinese  
Whispers -  
Misunderstanding  
Refer 3 b.  
*Value –  
Communication*

**3.**  
Communication  
Basics &  
Importance  
(Video)  
Refer 3 c.  
*Value –  
Communication*

**4.**  
How to  
Reach Your  
Greatest  
Potential  
Refer 4 b.  
*Value –  
Potential*



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



**1.**  
Journal  
Writing

**2.**  
Reflection  
on a Quote

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

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

The core values being considered are Fearlessness/Courage, Resilience and Self-Realization, Communication, Potential, and Hard Work with other inherent values like Empathy, Morality, Compassion, Responsibility, Honesty, Community, Altruism, Generosity, Trust, Faith, Hope, Positivity, Optimism, Self-awareness, Self-belief, Self-confidence, Clarity, Thoughtfulness, Self-growth, Self-development, Improvement, Self-empowerment, Capability, Contribution, Greatness, Uniqueness, Self-Discipline, Self-Control, Will-power, Determination, Persistence, Patience, Timeliness, Diligence, Self-Respect, Foresight, Productivity, 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), Introspection & Critical thinking, Discernment/ judgement, Creative thinking, Self-regulation, Problem-solving, Decision making, Proactive thinking and behaviour, Planning & execution, Motivation, and Generalization.

## **IV. Activities & Related Discussion**

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### **1. Related to the story ‘The Best Christmas Present in the World’**

#### **1 a. Discussion**

Pose the following questions:

**Q1.** “I knew as I did it, that it was wrong of me to open the box, but curiosity got the better of my scruples. It usually does.”

- a. Have you ever faced a situation like the author?
- b. How was the experience? Was it easy to go ahead with it? If no, what held you back? If yes, why?
- c. How did the situation finally turn out?
- d. Did you learn anything about yourself from that experience?

(Allow the students to share their thoughts... integrate the values of honesty, integrity and honour ....)

**Q2.** Sometimes one is forced or compelled by others to go against one's scruples or principles and act in ways that are completely contrary to what they believe is right  
.....

- a.** Can you think of some instances or situations where you have experienced this yourself or observed such a thing happening to someone else?

(Let them share.... In case they don't come up with it, bring their attention to - Acts arising out of peer pressure....bullying... steer the discussion to these topics)

- b.** Why do you think this happens?

(Let them share.... to fit in/be accepted as part of a group.... inability to say no ...fear of being rejected /ridiculed .... Fear of certain consequences...)

- c.** How could one handle such a situation bravely?

(let them brainstorm....courage to engage in assertive communication .... courage to say NO...)

Help the children understand that of all the emotions we human beings experience, fear is the most powerful. It tends to latch onto a person's mind and can completely cripple one's life - taking over our thoughts and actions; changing the way we perceive the world and the way we deal with it. Experiencing fear is normal - it is our body's natural response to any perceived threat, harm, pain or danger to ourselves. This is important for us to understand. It is also essential to realize that being 'fearless' doesn't mean a complete absence of fear. What is crucial, is to know that we need to first accept fear, then learn how to moderate and control the emotion within ourselves. We need to understand how it could affect us if we don't - lead us to make the wrong decisions, lose opportunities.... and how to deal effectively with the situations in our lives, that induce fear in us - however trivial or grave.

**Q3.** "I should like to be able to tell you that we began it. But the truth, I'm ashamed to say, is that Fritz began it."

- a.** Why does the author wish that he and his comrades had been the one to extend the hand of peace?

(let them share....he realizes that it had been an act of courage... the right thing to do... he wishes he'd shown such courage and compassion....initiated it... )

Explain to them – So often we crib about things that need to be done, or make sweeping remarks about changes that need to come about, but rarely do we act upon them ourselves. We wait for someone else to do something. .... Ask the students - What stops us from taking the initiative? Fear of failure...rejection...ridicule....repercussions? (Let them introspect and share their thoughts)

When we feel the need to play it safe, we are focusing on the ending, or the need to

avoid failure. Shift the focus to the **PROCESS** of bringing about change i.e. shift the focus to:

- the decisions we make,
- the actions we take,
- and the courage that drives all of it.

(write these on the board....let them write this down)

Tell them that many kids (and even adults) hesitate to act in brave ways because of the fear of failure. Sometimes brave decisions and silly ones can look the same, but if we think well about the process and consider the consequences, then we must let the courage to follow through on that decision, be more important than any outcome. We will always get over a disappointment, but any time we take the opportunity to be brave, we are strengthening a quality that will strengthen our spirit.

- b.** What do we learn about the Fritz from this instance? What did it take the Fritz to make such a gesture?

(Let them share.... During the sharing process, bring their attention to the following – how the Fritz stepped out of their comfort zone.... showed moral courage....inner strength....ability to stand up for what feels right, at the right time....)

Ask the children what the word "courage" brings to mind. ....Often we see courage as confined to extraordinary, heroic acts like saving someone from drowning or fire. But ordinary acts can take guts, too, like when you resist pressure to do something dangerous or you speak up for an animal that's being tormented. Even the simplest action such as picking up trash, instead of stepping over it or leaving it for someone else to deal with, shows moral courage. So moral courage, often means doing the right thing.

- C.** Were the Fritz able to change the outcome of the war? Did their actions have any impact at all; make a difference in any way? What do you think?

(let the students share their responses)

Help them understand that the outcome doesn't matter as much as the process... You don't always see the effects of courage straight away. Courage might mean simple random acts like being kind to the new kid in class, trying something new, speaking up for something you believe in.... The differences they make, can take time to reveal, but when actions are driven by courage, the differences those actions make will always be there, gently taking shape and changing their very important corners of the world in some way. Have faith. Be patient and kind to yourself.

**Q4.** "We agreed about everything, and he was my enemy."

- a.** Jim, the British soldier and Hans Wolf, the German soldier were essentially enemies. Were they? What did the conversation they had, truly reveal?

(Despite different backgrounds and ‘enemy’ status..... they were just two human beings with similar emotions, hopes and wants... having simple lives....)

b. What does this reveal about human nature?

(We, as humans have the ability to be kind, caring, compassionate, empathetic, helpful and cooperative.... yet we tend to get selfish, competitive and commit atrocities against each other in the name of power, greed....)

c. How does this make you feel?

Ask students - Is it our true nature to be selfish and competitive, or empathetic and cooperative? (note their views....) Then tell them that this matters, because what we believe about ourselves has a way of becoming a self-fulfilling prophecy. We humans, have the inherent ability to have and exhibit both ‘good’ and ‘bad’ traits. We can be essentially kind, sensible, selfless, good-natured creatures or we could be cruel, intolerant, blinkered, vain, selfish, vengeful creatures. Ultimately, it’s a choice we have to make; a choice of the values that we wish to cultivate in ourselves and live our lives by.

Tell students to ask themselves: What is my automatic impulse—my first instinct—is it to act selfishly or cooperatively?

d. Do you think it takes courage to act cooperatively with one another? Justify your view.

**Q5.** “I think this is how we should resolve the war. A football match. No one dies in a football match. No children are orphaned. No wives become widows.”

a. What is the significance of these words?

(Discuss ... futility of wars ....the needless loss.... the repercussions - physical, social, economic, emotional - for individuals and society at large ... who really benefits from wars ....)

b. Why do you think conflicts arise?

Tell them - No two people are completely alike. How we act is defined by how we think; and how we think is defined by our attitudes and assumptions. There are many factors that contribute to these differences. So it’s quite understandable that conflicts may arise between two or more people. Conflict is a part of life. We have to have the courage to face that reality. Rather than getting upset, fearful and anxious about it, what would be more helpful would be to learn and use effective conflict resolution strategies.

c. In our daily lives, we engage in ‘war’ in some way or the other - with others...with ourselves...with a system.... Which do you think takes more courage? To engage in ‘war’ or conflict resolution? Justify your view.

(encourage the children to think about the discussion and apply their understanding .....sometimes it takes courage to act cooperatively, when faced with external pressure

to act otherwise; it takes courage to oppose such pressure and stand up for what's right)

- d. People who choose to cooperate and not 'engage' in conflict, what qualities do they possess?

(encourage them to reflect on this .... Courage to do what's right regardless of contrary public opinion, Tolerance, Patience, Optimism, Acceptance, Forgiveness, Respect, Justice/Fairness, Equality, Responsibility, Compassion, Consideration & Thoughtfulness, Respect & consideration of - Family, Safety, Security ..... skills/ability for Conflict resolution, Problem solving, Positive Communication, Analytical Thinking, Reasoning....)

- e. What according to you could be some positive and effective approaches to conflict resolution?

At the end of the discussion and activities, summarize and revisit the values learnt through the lesson. Encourage the students to share which part of the story touched them the most and why?

Ask the students to write a short note on how this story has impacted their beliefs and thoughts and in what ways it will bring about a change in their actions.

### 1 b. The Brave Me - Word Search

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

### ANSWERS

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

## THE BRAVE ME - WORD SEARCH

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

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

### Clues

1. Being firm about one's purpose : D \_\_\_\_\_
2. The practice of being optimistic in attitude : P \_\_\_\_\_
3. Complete trust or confidence in someone or something : F \_\_\_\_\_
4. The state of being strong enough to withstand adverse conditions : T \_\_\_\_\_
5. Courage and resolve; strength of character : G \_\_\_\_\_
6. Firm belief in someone or something : T \_\_\_\_\_
7. The quality of courage, energy, and determination : S \_\_\_\_\_
8. Control extended to do something : W \_\_\_\_\_
9. The capacity to recover quickly from difficulties : R \_\_\_\_\_

10. The emotional or mental qualities necessary in dealing with difficult or distressing situations: S \_\_\_\_\_
11. The feeling or belief that one can have faith in or rely on someone or something. C \_\_\_\_\_
12. The fact of continuing in a course of action in spite of difficulty :P \_\_\_\_\_
13. A firm decision to do or not to do something: R \_\_\_\_\_
14. To be unwavering in one's decisions or actions : S \_\_\_\_\_
15. The quality or fact of being very determined: T \_\_\_\_\_
16. The ability to control one's feelings and overcome one's weaknesses: S \_\_\_\_\_ - D \_\_\_\_\_

## **2. Related to the exercise on Past Tense**

### **2 a. Discussion**

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

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

They also need to understand that even if things go wrong, they can and must develop the strength to rise up above those mistakes and challenges. Moreover, tell them that it's not only the mistakes they need to look back upon, they may also reflect upon the positive actions they carried out, think about what those actions stated about them and understand how it shaped who they are.

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

## **3. Related to the exercise on Phrasal Verbs**

### **3 a. Discussion**

Once the children have understood the concept and usage of phrasal verbs, integrate the value into the topic. Explain to them that just as phrasal verbs often have meanings that are different from the meanings of their parts. (burn out, light up...), such



uncertainty or differences in meaning may occur in our communications too. Ask the children what they understand of the idea of communication... discuss the same, then tell them that our communication too may act up similarly (like in phrasal verbs) wherein what we say and what is understood are completely different. This gives rise to miscommunication, misunderstanding, tensions and strains among people, and sometimes outright violence. Thus it is very important that we communicate in a simple, lucid and clear manner, that leave no room for such misunderstanding.

Explain to them that communication is the root of any relationship. We can say the communication, and the meaning conveyed is 'clear', when the message received by the other person/s is the same as the message which the sender intended to send. The obvious advantage of clear communication is that people can easily understand our message.

### **3 b. Games**

#### **1. Chinese Whispers**

Play a quick round of the game 'Chinese Whispers' to show them how a message can get completely misunderstood and misrepresented. Ask them to consider a situation, where the message communicated was really important; what would happen if this happens in real life?

Explain to them that when we engage in clear communication, it reflects our clarity of thought, and confidence in what we are saying. This helps build trust, strengthen bonds, and establish more secure and productive relationships among people.

#### **2. Misunderstanding**

(Source: <https://www.userlike.com/en/blog/communication-games>)

This game helps drive creative communication.

What you'll need:

Two or more children, Chairs, Various objects

How to Play:

Have two children sit back-to-back. Child A has an object and must describe it (without explicitly saying what the object is) to child B. Child B must then draw it based on child A's description.

This game is effective for finding new ways to communicate around barriers. It also helps build problem-solving skills and effective communication strategies.

For larger groups, you may make it a competition by deciding which team created the most accurate drawing in a set amount of time.

At the end of the game, encourage them to reflect on what helped/what didn't. Ask

the children who drew almost accurate drawings – What helped you to draw the object as accurately as you have? (Clarity of instructions /communication)

Also ask all the children who had to draw – What did you experience, when the instructions/ communication wasn't clear? (confusion, irritation, frustration, anger....)

### **3 c. Communication – Basics & Importance (Video)**

<https://www.youtube.com/watch?v=2Lkb7OSRdGE> 6 min 11 sec

Pause at important points in the video and engage in elaborate discussion of the key aspects. Encourage them to share their thoughts, feelings and opinions. Give plenty of examples and encourage them too to share examples.

## **4. Related to the exercise on Noun Phrase**

### **4 a. Discussion**

A noun phrase is a group of words that function like a noun. They can function as the subject, object, or complement in a sentence. No matter their form or function, noun phrases form fuller ideas. Instead of just talking about a dog, you can add one or more adjectives to that noun and discuss a big, scary, spotted dog. Instead of just saying 'They walked into the sunset', you can describe the scene '...with his laughter ringing through the air'. You'll find many writers like to make use of noun phrases. It allows them to paint pictures with words.

Explain the concept of noun phrases and how it is used in sentences. Once the children have understood the concept well from the grammatical perspective, integrate the value into the topic.

Bring to their attention that noun phrases form fuller ideas. Tell them that for the sake of the discussion, let's consider the noun as a person. It has a certain potential that helps it function within the sentence. However, the noun wishes to improve its potential, and so it seeks the support of other words that join forces with it and this greatly improves its potential now as it has the added strength and value that came as a result of the support. It now has the ability as a 'noun phrase' to add more character to the sentences.... Similarly, we human beings too can identify and maximize our potential to add value to society and contribute in some way.

We must strive to understand our potential at present, and then see in what way we could grow and improve our potential or even reach our highest potential if we wished to. All those who contributed to the betterment, development, and evolution of society in some way thus far, did what they did at their highest potential. They achieved greatness in their endeavours because they observed and exhibited their highest potential towards realization of the same. This is an important lesson to absorb.

The first step towards this goal of realizing our highest potential then would be to

identify what potential we already have. This will be clearer if we analyze what we love doing, as usually these reflect our potential. Next is to ensure that we stay committed to realizing our highest potential. We have to develop - patience, as reaching our true and highest potential takes time and baby steps; resilience, to deal with failures that we may experience and learn to see it as learning experiences; confidence, in our ability to reach our highest potential.

Moreover, tell them that it's okay to take support when needed (like the noun does from the adjectives...). Such help at the right time can help boost our spirits and our growth.

#### **4 b. How to Reach Your Greatest Potential**

<https://www.youtube.com/watch?v=OHtpKIViyB0> 6 min 22 sec

Pause at important points in the video. The concept and the content are fairly deep and needs to be reflected upon slowly and mindfully. Facilitate in-depth discussion of the key aspects. Encourage them to share their thoughts, feelings and opinions. Give plenty of examples and encourage them to connect the ideas with their lives and share examples.

### **5. Related to the fable ‘The Ant and the Cricket’**

#### **5 a. Discussion**

Pose the following questions:

1. What did the cricket do all through summer? What was he actually supposed to do during this time?
2. What did he realize when winter set in?
3. Why did the cricket decide to go to the ant? What did he hope? What does this tell us about his attitude?
4. How has the ant been described? What is your opinion about this attitude? Is there any time that necessitates miserly behaviour?
5. Did the ants help him? Why? What do you feel about this action? What would you have done if you were in the ants place?
6. What should the cricket have ideally done? Why?
7. ‘Some crickets have four legs, and some have two.’ What does this line mean?
8. What lessons can we learn from this fable?

Explain to the children that work is action. Help them understand what hard work is (basically doing whatever work you have as well as you can and with complete sincerity; and putting in such effort, consistently) and the value of hard work.

Help the children understand that there's a time to work and there's a time to play. If

we play when it's time to work, we will fall into trouble later. So, it's important to do what's important (take the right action) at the right time.

Help them understand how important this is, to be able to stay focused, set goals and work towards them.

Write down the following values on the board – Self-Discipline, Self-Control, Will-power, Determination, Persistence, Patience, Timeliness, Diligence, Self-Respect, Foresight, Productivity, Responsibility, and Accountability. .... Ask the children to reflect upon how these values are connected to the value of hard work, and to come up with examples of each to show it would apply and manifest in their behaviour.

Explain to them how hard work is a habit; a conscious choice time after time ...

## **V. Assignments**

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### **1. Journal Writing**

- Think of instances when each of you has known the right thing to do but didn't have the courage to do it - and times when you did. Reflect on what helped you.
- Think of a situation in your life, which you need to deal with, but you are unsure about what the action should be.... Using the three clues of decision making discussed in class and by tuning into your intuition, try to come up with an action plan / a decision that feels right for you.

### **2. Reflection on a Quote**

Ask the children to reflect on the following quote: “One of the reasons the world is capable of great things is because young minds that are brave enough to challenge the way things are and to want something better, grow into adult minds that make it happen.”

Then ask them to think of a person (a famous personality) whose actions / achievements in life reflect this quote. Tell them to write an account about:

- That person and what he/she did....
- Why this quote applies to that person
- What inspired them about this person's actions

## **Resources**

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### *References:*

YouTube videos – Links given under the respective activities

## Unit 2

Topic	Values / Life skills integrated & imbibed	Activities
The Tsunami (Story)	<b>Core Value considered :</b> Courage, Adaptability, Open-mindedness and Humanity	1. Related to the story – ‘The Tsunami’ a. Discussion b. A Glimpse into the Fateful Day....
Word formation based on context	<b>Other Sub-Values:</b> Environmental Awareness, Resilience, Confidence, Positivity, Optimism, Hope, Faith, Trust, Grit,	2. Related to the exercise on Word Formation a. Discussion (Recap)
Active & Passive voice (Grammar)	Determination, Gratitude, Self-awareness, Respect, Acceptance, Consideration, Appreciation, Listening,	3. Related to the exercise on Active & Passive voice a. Discussion b. Fun with Perspectives
Geography Lesson (Poem)	Openness, Affection, Empathy, Compassion, Kindness, Caring, Generosity, Altruism, Love, Justice, Equality, Integrity, Peace, Non-Violence etc...	4. Related to the poem 'Geography Lesson' a. Discussion b. Reflection on Quotes
	<b>Life skills:</b> 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.	<u><b>Assignments</b></u> 1. Reflective writing 2. Poster making

### 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:

- Life can be unpredictable. One moment things may be fine, the next moment may be another story; a fact that sadly we must acknowledge. Tragedy can knock at anyone's door at any time. The only way we could possibly deal with it and overcome it is if we have enough courage and resilience.
- All of us will experience struggles in life in some form or the other, and at some point or the other; it's not a matter of if but when ... Sometimes we need courage to face a situation head-on, when we're in the thick of things, and sometimes the real test of one's courage begins when one has to rebuild one's life in some way after a truly harrowing experience.
- We 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. The only way to deal with, cope, and thrive in the face of such change is to stay resilient and learn to adapt.
- It is important - to develop an attitude of open-mindedness and accept differences and uniqueness in thinking; 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; 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 our own.
- 'Humanity' is a word for the qualities that make us human, such as the ability to love and have compassion, to keep aside one's selfish interests and be caring and helpful whenever and wherever possible, and extending unconditional love to each and every living being on Earth. Humanity thus is basically being a good human being; putting into action human values - respect, acceptance, consideration, appreciation, listening, openness, affection, empathy and love towards other human beings. When one embraces those human values one becomes truly able to put into practice his/her ethical values, such as justice, integrity, refusal of violence and ban to kill – even in a crisis situation.

**Unit 2****The Tsunami (Story)****Word formation based on context (Grammar)****Active & Passive voice (Grammar)****Geography Lesson (Poem)**

**Core Values:** *Courage, Adaptability, Open-mindedness, and Humanity.*

**I. Introduction**

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In Unit 2, the lesson ‘The Tsunami’ takes us through the experiences of those who experienced one of earth’s scariest natural disasters; stories of courage and survival. On 26th December 2004, a tsunami hit Thailand and parts of India such as the Andaman and Nicobar Islands, and the Tamil Nadu coast. This lesson portrays the values of courage, environmental awareness, resilience, gratitude, positivity, optimism,, determination, faith, trust, hope, compassion, kindness, caring, sensitivity, empathy, responsibility altruism, sharing, generosity, 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.

The exercise on Active-Passive voice, lends an opportunity to make the children cognizant of the importance of open-mindedness. 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). When we consider a sentence in both active and passive voice, we realize that the same meaning can be communicated through different sentence structures. Even if we change the perspective, what the sentence communicates remains the same. Similarly in life too we need to be ‘open’ to looking at something from different perspectives and accept that something can be considered from different perspectives.

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.

In the poem 'Geography Lesson', the poet describes what his city looks like from ten thousand feet above the ground - Neatly planned, and perfect in proportion like a geometric design; something very different from what it actually is, while he is in the thick of it. While up high, some questions though come to his mind. As the jet climbs into the sky he realizes how the city is planned; as the jet reaches an altitude of 10,000 feet he observes and understands how cities grow around sources of water and why valleys are so populated. Six miles into the sky, that the earth is round is verified and that there is more sea than land is observed. As he goes higher and he realizes that the divisions between the land masses don't really exist, he begins to question man's actions – why he builds walls between places, effectively dividing the people in the name of language and culture, why man is finding reasons to hate and kill each other

The values of humanity, tolerance, respect, compassion, kindness, equality, peace, love, etc. may be discussed in relation to this poem.

## **II. Learning Objectives / Outcomes**

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- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
  1. Read and understand the story – The Tsunami, and the poem – Geography Lesson
  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, & conceptual awareness.
  5. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
  6. Broaden their conceptual understanding of the value of courage.
  7. Enhance their understanding of the values of adaptability and open-mindedness.
  8. Reflect upon the value of humanity and ways in which to translate it into actions.
  9. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

## **III. Process & Action Plan**

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Life can be unpredictable. One moment things may be fine, the next moment may be another story; a fact that sadly we must acknowledge. Tragedy can knock at anyone's door



at any time. The only way we could possibly deal with it and overcome it is if we have enough courage and resilience.

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.

Another way we can connect with the 'other' is through our humanity – actions that reflect both human and moral values. Humanity primarily is kindness and compassion in action with the purpose of preventing and alleviating human suffering, and treating everyone equally and with respect. Each of us needs to nurture the goodness and humanity that is within us and strive to make the world a better place through our actions. We must stay clear of all that threatens this fundamental principle of 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.**

A Glimpse into  
the Fateful  
Day....  
Refer 1 b.  
*Value – Courage*

**2.**

Fun with  
Perspectives  
Refer 3 b.  
*Value –  
Open-mindedness*

**3.**

Reflection  
on Quotes  
Refer 4 b.  
*Value – Humanity*



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



**1.**

Reflective  
Writing

**2.**

Poster  
Making

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, Adaptability, Open-mindedness and Humanity with other inherent values like Environmental Awareness, Resilience, Confidence, Positivity, Optimism, Hope, Faith, Trust, Grit, Determination, Gratitude, Self-awareness, Respect, Acceptance, Consideration, Appreciation, Listening, Openness, Affection, Empathy, Compassion, Kindness, Caring, Generosity, Altruism, Love, Justice, Equality, Integrity, Peace, Non-Violence 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, Quick-thinking, Self-regulation, Problem-solving, Planning & execution, Motivation, and Generalization.

## **IV. Activities & Related Discussion**

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### **1. Related to the story ‘The Tsunami’**

#### **1 a. Discussion**

Pose the following questions

1. What did the people of Andaman and Nicobar Islands experience?
2. What happened to Ignacious’s family?
3. What happened to Sanjeev? Why did he get swept away? Should he have tried to help the cook’s wife? Justify your opinion.

(Talk to the children about compassion, altruism, and selflessness. . . .)

4. What was Meghana’s experience? How did she survive?
5. What did Tilly Smith observe in the sea? What did she realize and why was she able to do so? What does this tell us about Tilly?

(. . . She was observant and alert. . . she applied what she had learnt in class to the real-life situation that she found herself in. . . . despite the fear that she experienced, she was able to do some quick thinking, collect herself, and raise an alarm in time to save her family and many others on the beach.)

6. How did animals behave before the tsunami? Why?

Focus on the two activities in the ‘Speaking & Writing section’. Ask them to think of the stories and the questions put forth and identify the values that they feel were present in the actions of the people involved. You may give them a list of values in a worksheet / word search grid, and circle the relevant values.

Take up the story of Tilly Smith for further discussion. Ask them to reflect upon what aspects helped Tilly save her family and the others on the beach. Discuss how her environmental awareness helped her in this situation. Talk about her observation skills, alertness & presence of mind, quick thinking, problem-solving skills, and most of all her courage, in that moment.

Explain to them that these stories; the moments that these people lived through during the Tsunami is very universal. What they went through – all the emotions – belongs to ‘humanity’ in tough moments.

The big waves that’s the tsunami, symbolizes the difficult/challenging/emotionally painful situations that come our way. Sometimes such situations are experienced over and over again in our life, like the tsunami waves that keep coming - one wave then another wave and we struggling to go on (all of us will experience struggles in life in some form or the other, and at some point or the other; it’s not a matter of if but when ... This is a beautiful metaphor that we can draw from these stories – if we survive, we can tell the story; we can go on...if we don’t survive, that’s it....

Then talk to them about courage; sometimes you need courage to face a situation head-on, when we’re in the thick of things, and sometimes the real test of one’s courage begins when one has to rebuild one’s life in some way after a truly harrowing experience. Help them understand ‘courage’ from both these perspectives.

Also talk to them about what such incidents reveal about human nature – the inherent goodness that exists in all. When the tsunami struck, all the people who bore the brute force of nature, came together, uniting in a common goal – to survive and to help survive. Acts of bravery, altruism, caring, compassion, kindness, generosity, sharing, etc. were high. People ceased to see each other as belonging to different nationalities, cultures, regions, religions, colour, language etc. No one saw any differences any more.... the one common factor united them all – they were all human beings in pain; people helping people....

### **1 b. A Glimpse into the Fateful Day....**

Show them a documentary of the 2004 Tsunami. Help them understand the chain of events that took place the morning of December 26, 2004 – what triggered the tsunami, how it affected fourteen countries, the scale of destruction, the impact on people (physical, emotional, economic...), the struggles and stories of survival, the courage and resilience of the people in the aftermath of the disaster...

At the end of the documentary and discussion, give them about ten minutes for some quiet reflection. Ask them to express their thoughts and learning in writing – they may write a paragraph or short essay of about 150 words, or express themselves through a poem.

## **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.

## **3. Related to the exercise on Active-Passive voice**

### **3 a. Discussion**

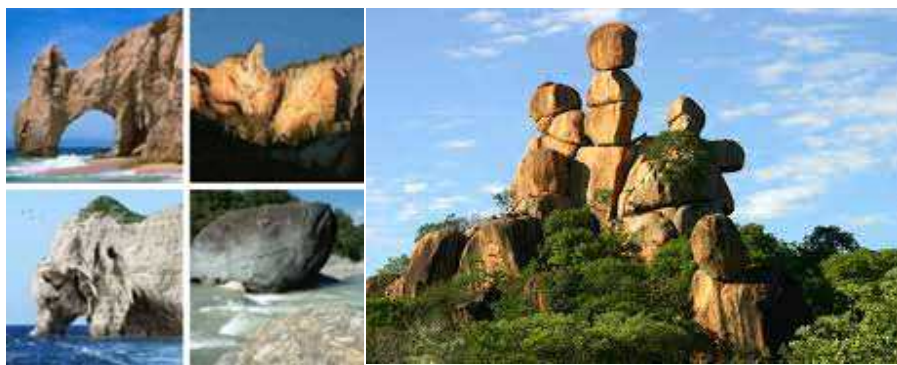
Once the children understand the concept of active-passive voice and how to transform the sentences from one to another, point out to the fact that the meaning

remains the same despite being communicated through different sentence structures. Even if we change the perspective, what the sentence communicates remains the same. Tell them that similarly in life too, we need to be 'open' to looking at something from different perspectives and accept that something can be considered from different perspectives. Explain to them that the quality of being willing to consider ideas and opinions that are new or different to one's own is open-mindedness.

### 3 b. Fun with Perspectives

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

Examples of images:



<https://www.google.com/search?q=formations>

<https://www.google.com/search?q=formations>

Now point out to them how the same thing was perceived differently by each of them. Help them see how perceptions varied and the possibilities seemed endless. 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.

#### **4. Related to the poem 'Geography Lesson'**

##### **4 a. Discussion**

Once the poem is read out, ask the children what they understood. Pose the following questions:

1. What do the following lines in the poem signify?

*But it was difficult to understand*

*that the men on the earth found*

*causes to hate each other, to build*

*walls across cities and to kill.*

*From that height, it was not clear why*

- Why do people build walls and fight with each other? What are some of the 'causes' of disagreements/fights?

- In what ways are people different from each other? Do these differences justify fights/wars/violence etc. against each other? Justify your opinion.

- What is the one unifying aspect among humans despite all the differences among them? (all humans)

Discuss the concept of humanity with them. Help them understand that 'Humanity' is the human race, which includes everyone on Earth. It's also a word for the qualities that make us human, such as the ability to love and have compassion, to keep aside one's selfish interests and be caring and helpful whenever and wherever possible, and extending unconditional love to each and every living being on Earth. Humanity thus is basically being a good human being; putting into action human values - respect, acceptance, consideration, appreciation, listening, openness, affection, empathy and love towards other human beings. When one embraces those human values one becomes truly able to put into practice his/her ethical values, such as justice, integrity, refusal of violence and ban to kill – even in a crisis situation. Help children understand that all of us need to function in society with these values (human and ethical/moral) in place. We must strive to act with humanity at all times and with all living beings.

## 4 b. Reflection on Quotes



<https://www.google.com/search?q=Quotes+on+Humanity>

Share the following quotes with the children. Ask them to reflect upon what they mean. Discuss each one in depth. Encourage them to brainstorm ways to show ‘oneness’ with others and small acts of humanity that each of them could engage in on a daily basis.

## V. Assignments

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### 1. Reflective Writing

Ask the children to think of any moment/incident in their life that was really difficult or challenging and write an account of how they dealt with it. Ask them to reflect on what helped them to get through that experience.

### 2. Poster Making

Ask the children to collect pictures that portray people acting with humanity. Tell them to make a collage of the same and make a poster; give it a suitable title and add an original quote/tag-line/poem etc. to describe the collage.

## Resources

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### *References:*

YouTube videos – Links given under the respective activities



## Unit 3

Topic	Values / Life skills integrated & imbibed	Activities
Glimpses of the Past (Story)	<b>Core Value considered :</b> Knowledge & Understanding, and Integrity	1. Related to the story – ‘Glimpses of the Past’ a. Discussion b. Past Reflections
Reported Speech (Grammar)	<b>Other Sub-Values:</b> 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.  <b>Life skills:</b> Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Self-regulation, Problem-solving, Planning & execution, and Generalization.	2. Related to the exercise on Reported Speech a. Discussion (Recap)  <b><u>Assignments</u></b> 1. Story of My Past

### Materials / Resources needed

Facility & Equipment to play the Videos

Written accounts of Indian historical events on separate sheets of paper (refer activity)

## Description (of the points of discussion)

Through this unit, help students understand the following:

- The Present is the reflection of the Past
- History is the story of the past, of change over time.
- History is rife with lessons that one can learn from. It is up to us to look back, seek the awareness and knowledge of the events, understand all that transpired and learn from the mistakes and success of our forefathers, of the people before us. We must take cognizance of - the mistakes in the past so that we do not make the same mistakes or similar ones in our future; and the successes and achievements enjoyed that shaped the future that we are living now.
- Moreover, History is also the story of us. History can help provide us with a sense of identity.
- Understanding how the past events impact the people of the world today, can ignite a sense of empathy, understanding, respect and compassion for the people whose history may be different from ours. It will increase our awareness of all the suffering, joy, and chaos that were necessary for the present day to happen and evoke feelings of gratitude and appreciation for all that we are able to benefit and enjoy from past efforts today.
- 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.

**Unit 3****Glimpses of the Past (Story)****Reported Speech (Grammar)****Core Values:** *Knowledge & Understanding, and Integrity***I. Introduction**

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In Unit 3, 'Glimpses of the Past' is about certain events in India's past; her struggle for freedom, depicted in the form of a comic series.

The Present is the reflection of the Past. If we need to improve our insight about why the present is the way it is; comprehend the nature of current events, we need to gain an informed understanding of the past events that led to these present events. Knowledge of the past can direct us in the present – by guiding our decisions about our actions; what to do or what to avoid in the present. This knowledge can be gained from a study of the past; this is History. History is thus the story of the past, of change over time. The analysis of History reveals that human nature hasn't really changed over time. While the human race has seen advancement in technology and circumstances, our wants have essentially remained the same – wealth, power, security, social and spiritual fulfilment & the state of happiness. This awareness of both the changed and the unchanged over time, helps us better understand how, when, and why change occurs, or should be sought, on a larger scale.

Moreover, history isn't all about great leaders and battles fought. It's also the story of us. History can help provide us with a sense of identity, help us understand who we are. This sense of self is crucial; understanding what our cultural background is, where we fit in in the fabric of the society that we are a part of – what is the story of our family, our immediate community, our country.... What legacies have we inherited from them? So history is the story of who we are, where we come from, and can potentially reveal where we are headed. This quest for our identity can also inform our understanding of the world, both past and present. Understanding how the past events impact the people of the world today, can ignite a sense of empathy, understanding, respect and compassion for the people whose history may be different from ours. It will increase our awareness of all the suffering, joy, and chaos that were necessary for the present day to happen and evoke feelings of gratitude and appreciation for all that we are able to benefit and enjoy from past efforts today.

History thus helps us learn from our past mistakes, as well as victories and achievements as a society, to live a better present, and further guides our understanding of how to prepare better for and approach the future. The values of knowledge and understanding may thus be discussed in relation to this lesson.

The exercise on Reported Speech may be used to revisit 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.

## **II. Learning Objectives / Outcomes**

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- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
  1. Read and understand the story – Glimpses of the Past, and the poem – Macavity: The Mystery Cat
  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, & conceptual awareness.
  5. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
  6. Enhance their understanding of the values of knowledge & understanding.
  7. Broaden their awareness of the value of integrity.
  8. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

## **III. Process & Action Plan**

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History is rife with lessons that one can learn from. It is up to us to look back, seek the

awareness and knowledge of the events, understand all that transpired and learn from the mistakes and success of our forefathers, of the people before us. We must take cognizance of - the mistakes in the past so that we do not make the same mistakes or similar ones in our future; and the successes and achievements enjoyed that shaped the future that we are living now.

You may integrate values to the lesson Glimpses of the Past, on two levels – one with focus on the concepts of ‘History’ and ‘Past’ wherein the values of knowledge & understanding may be discussed, along with other connected values of awareness, insight, truth, wisdom etc. You may also focus on the events per se and the actions of those involved, & evaluate the values from that perspective; values like courage, valour, commitment (to a cause), passion, purpose, determination, perseverance, teamwork, unity, freedom, independence, tolerance, fairness, justice, peace, hope, vision, victory....to name just a few.

It is important that children realize that History is more than a living record of nations, leaders and wars. It’s full of stories of how someone stood up for what they believed in, or died for love, or worked hard to make their dreams true. Children need to be shown how by looking at specific stories of people and circumstances, we could test our own morals and values. Understanding how certain people (great people of history, as well as ordinary people) faced real and difficult situations during trying times in the past, how they faced and overcame adversity, how they worked through moral dilemmas, can be inspiring and teach us values of courage, determination, persistence and so on... They need to be led to a state of insight and acceptance that history isn’t to be left behind in collective memory or in the pages of books; it can and needs to be applied to our present lives, and used to guide our future.

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.

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)**



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



**1.**  
Past Reflections  
Refer 1 b.  
*Value – Knowledge &  
Understanding*



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



**1.**  
Story of  
My Past

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 & Understanding, and Integrity with other inherent values like Awareness, Insight, Truth, Wisdom, Courage, Valour, Commitment, Passion, Purpose, Determination, Perseverance, Teamwork, Unity, Freedom, Independence, Tolerance, Fairness, Justice, Empathy, Respect, Compassion, Peace, Self-Realization, Resilience, Hope, Vision, Victory, Honesty, Attitude, Trust, Accountability, Responsibility, 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**

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##### **1. Related to the story ‘Glimpses of the Past’**

###### **1a. Discussion**

Ask the children –

What is history?

Do you think knowing about the past is necessary? Why?

Engage the children in a discussion regarding the same; the need for and the benefits of gaining knowledge and understanding of the past.

# Why is it Important to Study History?

<https://www.youtube.com/watch?v=GmtMpQAIKjQ> 2 min 45 sec (stop the video at 2m 30 s.)

Explain to them that knowing and understanding history is important because it involves humans and their actions.... And we already know actions are based on emotions, thoughts, beliefs, assumptions, facts, truths, values..... So how did all this play out in the past? .... History is drama ...it is about human interactions....

We need to ask questions like – What did someone do? Why did they do what they did? What was their purpose and intent? How did they think? How did they do something? What worked? What didn't work? What mistakes were committed? Why? What values and morals or lack thereof can we note in the behaviours/actions of those in the past? What can we be inspired by? What should we avoid?

Tell them that as human beings we are all connected to each other. Actions of those in the past, have and is still affecting the actions of those in the present. (E.g. Our strained relationship with Pakistan... what started years ago, is continuing to this day)

Help them understand how such awareness and information could be applied in their own lives.

Help them understand that right now, this is our present. But for the future generations we will be part of their history. We need to ask ourselves – What actions am I/ are we as a society engaging in right now that may impact the future? (The concept of global warming; how it came about – past actions – and how it is worsening day by day due to present actions – may be discussed to help them understand the impact of past and present actions on the future...) How will those in the future evaluate my/ our actions? What legacy am I/are we leaving for the future generations to follow?

Tell them that evaluating the past moments of our own life is also equally important. Remind them of the discussion on Past Tense done in Unit 1, connecting the values of resilience and self-realization.

## **1 b. Past Reflections**

Divide the children into groups. Give each group one event in Indian history to analyze. Give each group a short written account of the particular events. They have to evaluate the actions of the individuals/group concerned asking the questions that were discussed earlier in the discussion - What did they do and how did they do it? Why did they do what they did? What is the purpose and intent behind the action? What was their thinking-their ideas, opinions, beliefs, assumptions...? What worked? What didn't work? What mistakes were committed? Why? What values and morals or lack thereof are noted in the behaviours/actions? Are their actions inspiring in any way? Are any actions immoral? What is the lesson that can be learnt from the event / what conclusion can be drawn from it?

Give the children ten minutes to discuss it as a group, then one volunteer could come forward from each group and share their analysis with the rest of the class.

## **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, remind them of the connection of 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....

## **V. Assignment**

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### **1. Story of My Past**

Ask the children to find out details of their family history, their cultural background, their family origin, their community...tell them to talk to their grandparents and see if they can share some stories with them about the family’s history. Also encourage the children to do some research on their community.... Ask the children to compile all the information they gather, into a scrap book. They may collect and stick appropriate photographs too.

## **Resources**

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References:

YouTube videos – Links given under the respective activities

## Unit 4

Topic	Values / Life skills integrated & imbibed	Activities
Bepin Choudhury's Lapse of Memory (Story)	<p><b>Core Values considered :</b> Self-Confidence, Individuality, Inner Harmony, and Simplicity</p> <p><b>Other Sub-Values:</b> Self-awareness, Self-acceptance, Self-belief, Self-love, Self-worth, Self-esteem, Originality, Uniqueness, Courage, Acceptance, Gratitude, Determination, Perseverance, Understanding, Open-mindedness, Tolerance, Non-judgement, Respect, Peace, Attitude, Faith, Trust, etc...</p>	<p>1. Related to the story – ‘Bepin Choudhury's Lapse of Memory’</p> <p>a. Discussion</p> <p>b. Short Film – Mirror &amp; 3 Tips to Boost Your Confidence (Videos)</p>
Idioms Sentence structure - word order (Grammar)		<p>2. Related to the exercise on Idioms</p> <p>a. Discussion</p> <p>b. Your Individuality, Your Power</p>
The Last Bargain (Poem)	<p><b>Life skills:</b> Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract &amp; Analytical thinking (higher order analysis), Self-regulation, Problem-solving, Planning &amp; execution, and Generalization.</p>	<p>3. Related to the exercise on Sentence Structure-Word Order</p> <p>a. Discussion (Recap)</p> <p>4. Related to the poem 'The Last Bargain’</p> <p>a. Discussion</p> <p>b. Hello... from the Child within.... (Letter Writing)</p> <p><b><u>Assignments</u></b></p> <p>1. Self-Reflection Worksheets</p>

### 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:

- When we are self-confident, we trust our judgement and abilities – reflecting our sense of self-worth and self-belief. Boosting our confidence involves developing those habits that will improve how we think of and perceive ourselves (self-esteem), regardless of what others think of us, or may say to us. We must not allow others to shake our self-confidence, to inject self-doubt in our minds; others have only as much power over us as we give them.....

- The things that make us different from all others, this is known as ‘individuality’. It is the sum of the qualities or characteristics that distinguish us from each other; those aspects that make us unique and sets us apart from others. Learning how to celebrate our diversity, as well as our individuality in relation to others can boost self-esteem, confidence, and ultimately, happiness. Everyone has a unique set of qualities, talents and gifts...it is important that we become aware of these. By understanding the value of our unique identity, we will learn not only to love ourselves, but also to truly accept others.

- 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. 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. All of us have it in us to reach out to the goodness within us and express that to the world, through our actions.

- The one who is truly in harmony with oneself and the world is a young child. This sense of harmony is the result of the simplicity that the ‘child’ embraces in both thought and action. Simplicity can mean many things – uncomplicated, freedom from intricacy, plainness, purity, untarnished, genuineness, freedom from cunning, duplicity and pretence, freedom from material extravagance..... Children embody all these qualities... There is so much to learn from them.

**Unit 4****Bepin Choudhury's Lapse of Memory (Story)****Idioms (Grammar)****Sentence structure -word order (Grammar)****The Last Bargain (Poem)**

**Core Values:** *Self-Confidence, Individuality, Inner Harmony, Simplicity*

**I. Introduction**

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In Unit 4, the story ‘Bepin Choudhury's Lapse of Memory’ is a Satyajit Ray story with a surprise ending that brings in its wake the much needed psychological relief to the sophisticated executive beleaguered by a conspiracy, which is a humorous take after all. Forgetfulness often puts you in a tight spot. But forgetting a part of your life completely may drive you crazy. In this story, Bepin Babu goes nearly crazy because he cannot recollect his stay at Ranchi. He has never been to Ranchi, he insists, though there are many witnesses to the contrary. The story highlights the values of self-confidence, determination, perseverance, faith, trust, etc.

The exercise on ‘Idioms’ lends an opportunity to discuss the value of Individuality (Uniqueness). An idiom is a group of words whose figurative meaning is different from their literal meaning. There is an aspect of added interest and uniqueness; a sense of curiosity that is sparked as the meaning is not obvious right away...and later a sense of wonder when the meaning is revealed. An idiom stands apart within a sentence with its originality, maintaining its own unique identity. We too can strive to be like the idioms – create an impact within, and contribute in unique ways to society, with our individuality and originality. We can strive to be ‘different’ in unique positive ways.

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

In the poem 'The Last Bargain', a person is looking for work, waiting to be hired. He strikes a bargain but thinks it worthless. He tries twice again but doesn't like either. Finally, in the last bargain, when he is hired for nothing whatever, he is happy as never before. The clue to what the person is looking for lies in the last line. The operative phrases are 'the child's play' and 'a free man'. The child and her/his play is a metaphor for innocence and inward happiness, which gives this person a sense of fulfillment and freedom from stress and strife. He feels genuinely free and happy in the company of the child. The value of simplicity may be focused upon here.

## II. Learning Objectives / Outcomes

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- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
  1. Read and understand the story – 'Bepin Choudhury's Lapse of Memory', and the poem – The Last Bargain
  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, & 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 self-confidence.
  7. Develop their awareness of the value of individuality.
  8. Revisit the value of inner harmony.
  9. Further explore the value of simplicity.
  10. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

## III. Process & Action Plan

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With all that life throws our way, the one value and life skill we certainly need to survive, is confidence – the confidence to face the challenges in our path, the confidence to take up the opportunities that come our way, the confidence to 'be' in a group of people, the confidence in ourselves..... this 'confidence' will see us through. When we are self-confident, we trust our judgement and abilities – reflecting our sense of self-worth and self-belief. Boosting our confidence involves developing those habits that will

improve how we think of and perceive ourselves (self-esteem), regardless of what others think of us, or may say to us. We must not allow others to shake our self-confidence, to inject self-doubt in our minds; others have only as much power over us as we give them.....

Self-confidence will also give us the courage to embrace our individuality. The things that make us different from all others, this is known as ‘individuality’. It is the sum of the qualities or characteristics that distinguish us from each other; those aspects that make us unique and sets us apart from others. Learning how to celebrate our diversity, as well as our individuality in relation to others can boost self-esteem, confidence, and ultimately, happiness. Everyone has a unique set of qualities, talents and gifts...it is important that we become aware of these. By teaching our children the value of their unique identity, you’ll be teaching them not only to love themselves, but also to truly accept others.

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

The one who is truly in harmony with oneself and the world is a young child. This sense of harmony is the result of the simplicity that the ‘child’ embraces in both thought and action. Simplicity can mean many things – uncomplicated, freedom from intricacy, plainness, purity, untarnished, genuineness, freedom from cunning, duplicity and pretence, freedom from material extravagance..... Children embody all these qualities... There is so much to learn from them. As we grow older, we tend to leave behind the life of simplicity that we led as a child and the joy that we gained in the process, all in a misguided frenzy to accumulate more wealth, power and material possessions. However, as the Chinese Proverb goes, ‘A truly great man never puts away the simplicity of a child.’

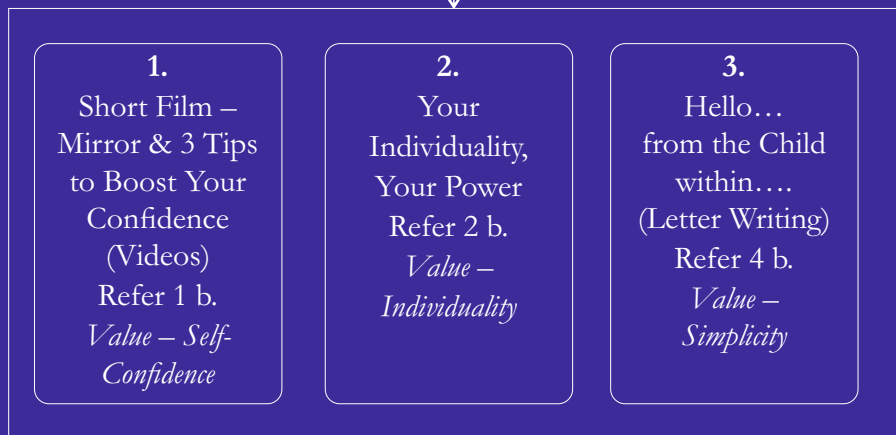
This unit touches upon these important values; lending you, the educator, the perfect opportunity and the means to impart them to the young impressionable minds; to shape the lives under your guidance. Through interactive discussions and activities you can bring about awareness and reflection of the 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:

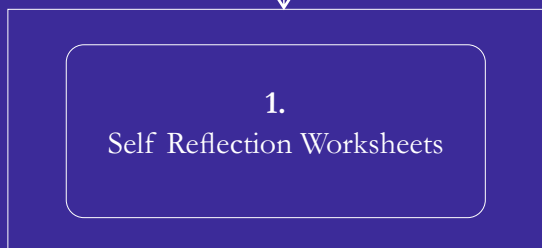
**A. Introduce the context through activity:  
Discussions (Refer 1a, 2a, 3a, 4a)**



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



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



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

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

The core values being considered are Self-Confidence, Individuality, Inner Harmony, and Simplicity with other inherent values like Self-awareness, Self-acceptance, Self-belief, Self-love, Self-worth, Self-esteem, Originality, Uniqueness, Courage, Acceptance, Gratitude, Determination, Perseverance, Understanding, Open-mindedness, Tolerance, Non-judgement, Respect, Peace, Attitude, 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), Self-regulation, Problem-solving, Planning & execution, Motivation and Generalization.

## **IV. Activities & Related Discussion**

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### **1. Related to the story ‘Bepin Choudhury’s Lapse of Memory’**

#### **1 a. Discussion**

Once the entire lesson has been read out and discussed, ask the children - How did Parimal Ghose’s words eventually affect Bepin Choudhary?

Discuss how at the beginning of the story, we see him as being confident that he had never been to Ranchi, but as the story progressed and Bepin Choudhary spoke to the other characters, his self-confidence and faith in his own memory kept diminishing.... Tell them that sometimes even if we are confident about something, a comment or statement from someone could completely shatter that confidence and make us doubt ourselves. Self-doubt can be quite crippling and can sabotage our thoughts, emotions, efforts and actions. . We have to be careful then about the power we give to others to affect us or to influence us in such a manner.

Self-doubt is the lack of confidence in the reliability of one’s own motives, personality, thoughts etc. In Bepin Choudhary’s case, he started losing confidence in the reliability of his memory, (which initially he’d been very sure about), and that began to affect his peace of mind. Similarly, we too may start experiencing self-doubt about something that we were quite confident about earlier, but due to certain factors – either internal (coming from within us like our thoughts) or external (coming from outside us like others’ opinions, judgements, reactions, actions, media, etc.), we begin to feel unsure



and doubtful. Our self-confidence begins to dip. Either way, whether it is because of internal or external factors, self-doubt is powerful.

Tell the children – Your self-doubt is a voice that you can choose to listen to or not. You give your self-doubt power. You don't have to feed it or listen to it every time it tells you something. If each time your self-doubt surfaces you stop to listen, you will never be able to take up the opportunities that come your way for self-growth; you will never give yourself a chance to be at peace. Self-doubt typically conspires against you. It lies, it manipulates, it shadows your every move...but... know, that you are stronger than your self-doubt...know that you're the one that feeds the power.... Self-doubt is only a choice - to listen to, or not to listen to.

### 1b. Short Film - Mirror

<https://www.youtube.com/watch?v=veOFewKHO44> 5 min

Tell the children that while this video portrays a high school scenario abroad, the concerns faced are no different in the Indian set up. In fact, ask them if they feel there are any differences in the problems faced (as shown in the video). Then pose the following questions to activate further introspection and discussion.

#### Questions for Reflection

1. What do we see in the beginning of the video?
2. How is the body language of the girl? What is the attitude she exudes?
3. What do you think was giving her that confidence?
4. Why did her body language change and her confidence falter suddenly?
5. What did she believe was happening?
6. Was that her perception or the reality? How do we know that? At what point in the video are we given this understanding?
7. When she rushes to the washroom, we see that her face is different. Was it a different person? What message was the director trying to communicate?
8. What does the girl notice when she looked into the mirror?
9. Did she really have things written on her face? What do those writings symbolize?
10. How is she affected by her beliefs?
11. What brings about a change in her beliefs?
12. The second time she looks into the mirror and sees those words, she rubs them away...What does this action symbolize? (That you have control over your thoughts ....)
13. How does her behaviour change as result of this?

14. What does this imply? What learning can we take away from this?
15. What is the key message of this video?
16. Do you think confidence matters? Why?

Further discussion : The video focuses upon how we allow others opinions and perceptions to cloud and influence our beliefs about ourselves and as a result lose confidence in ourselves. We disregard who we are, what we are capable of, and focus only on what we're not.

This scenario focuses on the idea of being beautiful...

Ask students –

17. What are the other areas in which our confidence sometimes falters?

(performing in front of others, performance of any kind, talking to strangers, mingling in the peer group, skill acquisition, exploring and taking up new opportunities, facing challenges, etc.....)

18. Confident people look, speak, sound and act different.

How do confident people appear? How is their body language? What is their tone of voice like?

What they say and how they say it, reflects their confidence - Can you think of examples?

Follow up the discussion with the video below.

### # 3 Tips to Boost Your Confidence

[https://www.youtube.com/watch?v=l\\_NYrWqUR40](https://www.youtube.com/watch?v=l_NYrWqUR40) 4 min 16 sec

Once the children have seen the video, ask them to share their immediate thoughts on it and discuss the same. Ask them –

Sometimes even a generally confident person could experience low confidence....

- a. What could be the reasons for such short-term dips in confidence?

(Even the most outwardly confident person can find themselves doubting their abilities sometimes. For example, you may have a talent for coming up with great ideas or solutions but struggle to make your voice heard within your peer group. Or, you may suddenly find yourself having to handle some work that involves a skill-set that are not well developed in you.....)

Encourage students to come up with situations that they have experienced for themselves or they have observed others experience)

- b. What could be done in such situations?

(To address short-term dips in confidence, first try to identify the cause of the

problem.... Is it that you feel low on confidence because you don't have the necessary skills to do something? Are you getting influenced and affected by other people's attitude, opinions, or behaviour? Do you believe that you don't deserve to be happy and must be treated badly? .... Understand if the low confidence is stemming from internal factors within you or external factors....then take necessary action)

Then hand out the Self-Reflection worksheet (refer assignment 1 A) to them and ask them to attempt it at home.

## **2. Related to the exercise on Idioms**

### **2a. Discussion**

Once the children have understood the concept of idioms and their usage focus their attention on the fact that an idiom is a group of words whose figurative meaning is different from their literal meaning. Discuss with them how there is an aspect of added interest and uniqueness; a sense of curiosity that is sparked as the meaning is not obvious right away...and later a sense of wonder when the meaning is revealed. Make them aware of how an idiom stands apart within a sentence with its originality, maintaining its own unique identity. Then tell them that we too can strive to be like the idioms – create an impact within, and contribute in unique ways to society, with our individuality and originality. We can strive to be 'different' in unique positive ways.

### **2 b. Your Individuality, Your Power**

Write the following quote on the board –

“Be yourself, everyone else is already taken.” – Oscar Wilde

Ask the children what they think this quote means. Tell them that like each idiom that is unique, there is just one of us. Each of us is different from the other. The things that make us different from all others, this is known as 'individuality'. It is thus basically the sum of the qualities or characteristics that distinguish us from each other; those aspects that make us unique and sets us apart from others.

Help them understand that we must celebrate this diversity, these differences in each of us; that nobody should hide their true self. Acknowledge that sometimes it can get difficult to stay true to ourselves with all the societal pressure on us to conform (talk about peer pressure here), but how if we don't, our happiness will suffer....how trying to hide or change who we are as per others' expectations or ideals can lessen our self-worth, causing our self-esteem to dip alarmingly and all our insecurities to rise to the surface..... how being too scared to be our own person, scared of being judged by others for who we are, will stop us from exploring or taking up opportunities to grow. Choosing to be who we are, rather than what everyone thinks we are, takes courage. Tell them that only when we allow ourselves to open up and stop getting affected by judgement will we be able to make

the most of our experiences and grow as an individual; it takes a strong and confident person to own their individuality....to show the world who they truly are and step away from the 'typical'. Help them understand that when we accept who we are as a person, happiness will automatically follow.

Explain to them that it's okay to be different, to have interests that others may not understand or be able to accept.....the world would be so boring if everyone was the same in every way. Moreover, it would be a mistake to try and be like someone else. Too many people try to be like someone else and lose themselves. Being ourselves and creating our own personal identity/brand is the best way to find success in life. Differences thus need to be valued; our individuality is our power.

You may then show the following videos to the children.

#### # Identity & Values

<https://www.youtube.com/watch?v=om3INBWfoxY> 5 min

#### # Be Who You Are – Individuality

<https://www.youtube.com/watch?v=Lo95cId2TbQ> 5 min

As the content is rather deep, pause at essential points in the videos (especially the second one) and explain the content as simply as possible so that they understand it better. Give them simple relatable examples where possible.

State - Everyone has a unique set of qualities, talents and gifts. Ask them - What are yours?

(let them reflect.....)

Tell them - To identify what is unique about us we must first become self-aware; aware of our strengths and limitations, our capabilities, our special characteristics and so on.... and accept them, both the positive and not-so-positive parts of us; this is an important part of embracing individuality..... Then we can hone those qualities that we have and see how we can develop in a more unique way and possibly use those qualities to contribute positively to society.

Give them the self-reflection worksheet (refer assignment 1 B), to attempt at home.

### 3. Related to the exercises on Sentence Structure (Word Order)

#### 3 a. Discussion

Remind the children that-

1. A sentence can make sense and have meaning only if all the words in the sentence are

in the right order and whatever punctuation we need to put is added. If this order is incorrect then the sentence doesn't feel okay. This state of 'not okay' is disharmony.

2. We are like the sentence. We too have words in our head, called thoughts. When our thoughts are all jumbled up or muddled up we feel confused, lost, frustrated or upset. Our thoughts affect our emotions. When we feel all these emotions, we react according to them i.e. our actions will be based on our thoughts and emotions. We feel a state of disharmony within us.

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

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

#### **4. Related to the poem 'The Last Bargain'**

##### **4 a. Discussion**

Pose the following questions:

1. What did the king offer the person?
2. What was the old man's offering?
3. What did the fair maid have to give the person?
4. Why do you think the person turned away from all these offerings?
5. What did the child hire the person with? Why did the person accept this offer? What is the person looking for?
6. Why did the person feel free after having struck this last bargain? (He feels genuinely free and happy in the company of the child.)

Focus on the phrases 'the child's play' and 'a free man'. Tell them that the child and her/his play is a metaphor for innocence and inward happiness, which gives this person a sense of fulfillment and freedom from stress and strife.

##### **Explain to them -**

Childhood is synonymous with the state of being simple and uncomplicated; of innocence, silliness and freedom from pretense or guile. It is this that the person in the poem sought. Young children personify the value of simplicity – in their thoughts and actions. They find beauty and joy in the simple things in life. They are devoid of artificiality and unnaturalness. Unlike grown-ups they are not materialistic (wealth, power, possessions...). A child's vision and approach to everything in life is

unadulterated, untainted, pure and untouched; they have a wholesome way of looking at the world. Their mind is their own- free of influence, judgement, bias, comparisons, and worries of the past or the future... They only live for the moment.... with freedom in every movement of theirs; a childlike courage, joy, and trust in life.....

Tell them that they must strive to imbibe this quality of simplicity that children embody; learn to love with childlike hearts for a more peaceful, carefree and content life.

Ask them to think how this possibly changes in adulthood.... What happens to the 'child' as one grows older...?

#### 4 b. Hello... from the Child within.... (Letter Writing)

Tell the children that each one of us has some aspects of this 'child' within us....we can connect with the child if we make a conscious effort to do so .... Ask them to imagine that the 'child' within them is trying to reach out and communicate with the more 'grown-up' version of themselves.... Tell them to write a letter to themselves as if the child within is addressing them....ask them to imagine what that child would wish to say to the older version of themselves....

Tell them to begin with ...

Hello \_\_\_\_\_ (their name),

And end with....

*With love,*

*From the child within.*

## V. Assignments

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### 1. Self-Reflection Worksheets

A. Ask the children to give a few examples, of internal / external factors from day to day situations that tend to influence or affect their confidence.

EXTERNAL FACTORS

affecting my confidence



INTERNAL FACTORS

affecting my confidence



INTERNAL

I may or may not have control over them. I have control over most of these factors.

B. Prepare a worksheet with the following phrases in separate boxes; leave enough space in each box for the children to write their responses. This exercise will foster self-awareness, and help them love their individuality and celebrate their uniqueness.

THE BRAND THAT'S ME!!  
My Identity....My Individuality....

I Am...      I Can ....      I Believe That....      I Enjoy / Love....

I Am Learning to.....      My Dreams.....      My Ambitions.....

The children may enter as many responses as they wish in each box.

## Resources

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### *References:*

YouTube videos – Links given under the respective activities

## Unit 5

Topic	Values / Life skills integrated & imbibed	Activities
The Summit Within (Story)	<b>Core Values considered:</b> Resilience, Self-Acceptance, and Positivity/ Optimism	1. Related to the story – ‘The Summit Within ’ a. Discussion b. Resilience- Art of Never Giving Up
Phrases (Grammar)	<b>Other Sub-Values:</b> Self-Realization, Determination, Endurance, Persistence, Will Power, Courage, Humility, Appreciation, Gratitude, Faith, Trust, Self-Awareness, Self-Love, Self-Confidence, Self-Respect, Attitude, Patience, Openness, Flexibility, Adaptability, etc.	2. Related to the exercise on Phrases a. Discussion (Recap)
The School Boy (Poem)	<b>Life skills:</b> 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 School Boy' a. Discussion b. Self-Chats  <b><u>Assignments</u></b> 1. Creative Expressions - Story Writing

### Materials / Resources needed

Facility & Equipment to play the Videos

Black/ White board & Chart

Flash cards (Refer activity)



## Description (of the points of discussion)

Through this unit, help students understand the following:

- Sometimes in the face of challenging/difficult situations, we may feel tired, frustrated, exhausted, overwhelmed... we may feel like quitting... giving up... At such times we need to introspect on our thoughts and emotions.... we must evaluate seeking the support of another who could help us through those difficult times. When the going gets tough, and we feel like giving up, we need to dig deep into ourselves and find those qualities; values that will help us break free of those thoughts and forge ahead - determination, endurance, persistence, will power, courage, confidence, faith, trust and self-awareness.
- 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. Self-acceptance can benefit us in many ways.
- There is a definite connection between our thoughts and emotions; the former leads to the other, leading to more thoughts and more intense emotions and more thoughts and..... It's a vicious cycle. The only way to arrest this repetitive pattern is to evaluate one's thoughts and replace them with more positive, optimistic and helpful thoughts. This means that we seek to change our perception; the way we view a situation. This will automatically change our thoughts about it and thereby our emotions. While it is not easy, it is possible if we do it mindfully and with intent.
- Self-talk; what we tell ourselves creates and reinforces our attitude. The words we use; what we tell ourselves, have a significant impact on how we react to situations. Our mind believes what it hears, and so it becomes extremely crucial to feed it the right thoughts.
- The self-talk that one engages in, could thus lead to a 'self-fulfilling prophecy' (what one believes about and expects from himself/herself, would lead to its own confirmation i.e., the person would act in ways that confirm their expectations).
- A positive self-talk can help one maintain a positive attitude in situations and prevent emotional hijacking / flooding, thus resulting in more effective behaviour and outcome.

**Unit 5****The Summit Within (Story)****Phrases (Grammar)****The School Boy (Poem)**

**Core Values:** *Resilience, Self-Acceptance, Positivity/ Optimism*

**I. Introduction**

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In Unit 5, the story ‘The Summit Within’ is about Major H.P.S Ahluwalia who was a member of the first successful Indian expedition to Mount Everest in 1965. It gives us a glimpse of what he felt when he stood on the highest point in the world. This is his story in his words — climbing the summit and, then, the more difficult task of climbing the summit within. The values of resilience, self-realization, determination, endurance, persistence, will power, courage, confidence, faith, trust, appreciation, gratitude, humility, 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 ‘The School Boy’, the poet describes a young boy’s unhappy feelings about his school and the experiences that he perceives as unpleasant; the dismal thoughts expressed in a rather exaggerated manner. The values of positivity and optimism may be highlighted here.

**II. Learning Objectives / Outcomes**

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- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
  1. Read and understand the story – The Summit Within, & the poem – The School Boy
  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 upon their idea of the value of resilience.
7. Explore further the value of self-acceptance.
8. Broaden their awareness of what positivity/optimism entails.
9. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

### **III. Process & Action Plan**

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Life is not without its share of challenges. Having to deal with some situations may feel akin to climbing a mountain. Armed with the necessary values and life skills however, this climb could become bearable and possible. The most important thing is to have an attitude of not giving up and not giving in to the pressures, both external and internal. Live life with resilience, reflect on oneself; one's thoughts, emotions and actions, take the steps for self-growth, and we shall reach the summit of our lives. This needs to be communicated to the children.

While they are in the process of self-discovery and self-reflection, they may 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.

The key to a peaceful mind is a positive attitude. A pessimistic, negative attitude has never opened the doors to a better life. How we view the world and our experiences; our perspectives, can influence our emotions. We have control to a large extent on the state of being that we wish to experience. All it would take is a 'thought-shift'. Self-Talk is a powerful tool for the same.

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.**  
Resilience-  
Art of Never  
Giving Up  
Refer 1 b.  
*Value –  
Resilience*

**2.**  
**Self-Chats**  
**Refer 4 b.**  
*Value –  
Positivity/  
Optimism*



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



**1.**  
Creative Expressions -  
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 Resilience, Self-Acceptance, and Positivity/Optimism with other inherent values like Self-Realization, Determination, Endurance, Persistence, Will Power, Courage, Humility, Appreciation, Gratitude, Faith, Trust, Self-Awareness, Self-Love, Self-Confidence, Self-Respect, Attitude, Patience, Openness, Flexibility, Adaptability, 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**

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### **1. Related to the story ‘The Summit Within’**

#### **1 a. Discussion**

Pose the following questions

1. What was the strongest emotion that the Major felt when he reached the summit of Mt. Everest? Why do you think he felt that way?
2. Why did he experience a tinge of sadness once he'd reached the top?
3. How does the major describe the feeling of climbing the Everest?
4. What does he compare to the climb to the summit of Mt. Everest? Why?
5. What understanding did the Major gain through his self-reflection?
6. Why according to him, do certain people climb mountains? What challenge does the Everest pose? What does one experience upon it?
7. How does the major perceive and feel about mountains? What adjectives does he use to describe them?
8. ‘Everest is not just a physical climb.’ What does the Major mean by this statement?
  - According to him, what awareness does a person who has climbed the Everest gain?
  - What kind of an experience does it prove to be? Why?



9. How does the Major describe a typical climb up to the summit of Mt. Everest? What is the internal struggle that one goes through? How does the presence of the companion help?
10. What did the climbers leave behind on the summit of Everest? 'These are not symbols of conquest but of reverence.' What did the Major mean by these words?
11. What was the inspiration that the major got from his experience?
12. 'The internal summits are, perhaps, higher than Everest.' What is the Major referring to, and why does he believe the same?
13. What are the important lessons in this lesson? How can we apply them to our own lives?

Help the children understand that there may be many situations in life that may seem like an uphill climb or rather like climbing a mountain; they may be quite difficult, challenging and pose many obstacles along the way. Many a time, we may feel tired, frustrated, exhausted, overwhelmed...we may feel like quitting...giving up... At such times we need to ask ourselves why we're doing what we're doing, what do we have to gain; how important is it to us that we reach that summit.... We need to ask ourselves what may be holding us back, what may be dragging us down and pulling our spirits down... we must evaluate seeking the support of another who could help us through those difficult times. When the going gets tough, and we feel like giving up, we need to dig deep into ourselves and find those qualities; values that will help us break free of those thoughts and forge ahead - determination, endurance, persistence, will power, courage, confidence, faith, trust and self-awareness. Explain to the children how these aspects may be applied in a difficult situation.

## 1 b. Resilience- Art of Never Giving Up

<https://www.youtube.com/watch?v=gwfWsjnakF4> 3 min 47 sec

After the children watch the video, ask them to share what they understood. Discuss in elaborate detail, the key aspects covered in the video. Share relatable examples of resilience and all the other values in daily life. Encourage them to share their thoughts and feelings. Ask them to think of well-known personalities who achieved something through sheer grit and resilience.

## 2. Related to the exercise on Phrases

### 2 a. Discussion

Once the children have revised the concept of a phrase, help connect it to the value. 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.

Help them understand the importance of self-acceptance:

- It will help us to be honest with ourselves and acknowledge our strengths and limitations. This knowledge will give us greater choice as to how we wish to use our strengths or what we could do with our given strengths.
- It will motivate us towards self-improvement and self-care.
- When we know who we are and accept ourselves, we feel more comfortable and confident about ourselves; we stop feeling conscious about ourselves in front of others or comparing ourselves with others and feeling insecure or inferior.
- Self-acceptance will bring a halt to self-criticism and we will stop getting affected by other's opinions and judgements about us.
- It will increase our value and worth in our own eyes, i.e. our self-esteem and feelings of self-worth will increase.
- Self-acceptance will lead to greater happiness within us, as we now know and understand our truth - who and what we are; this awareness will reduce the conflicts in our mind and we will be less self-critical and more open to self-growth.

Explain these aspects to the children.

### **3. Related to the poem 'The School Boy'**

#### **3 a. Discussion**

Pose the following questions:

1. What is upsetting the boy?
2. What does the boy long for on summer mornings? What does he wish to do?
3. What, according to the boy, takes away all his joy?
4. How does the boy feel about school? How does he spend the day there? What emotions does he go through?
5. What does he compare the children and the school to?
6. Does he feel that children have any choice but suffer?
7. What is the nature of the boy's thoughts? How do you think his thoughts are affecting him?
8. Is not going to school, a helpful option? When one is faced with a difficult or intolerant situation that one cannot really change, what can one possibly do?



Remind the children about the connection between thoughts and emotions, how the former leads to the other, leading to more thoughts and more intense emotions and more thoughts and..... It's a vicious cycle. The only way to arrest this repetitive pattern is to evaluate one's thoughts and replace them with more positive, optimistic and helpful thoughts. This means that we seek to change our perception; the way we view a situation. This will automatically change our thoughts about it and thereby our emotions. While it is not easy, it is possible if we do it mindfully and with intent. Explain what this would involve ....Also talk to them about why and how maintaining a positive or optimistic attitude would help us.

Talk to them about the importance of self-talk and how what we tell ourselves creates and reinforces our attitude.

### **3 b. Self-Chats**

Materials required : Black/ White board & Chart (to depict the images given below), Flash cards for each child, with a situation and a negative statement on it, Facility & equipment to show the video (optional)

Process: Discuss with the students the importance of self-talk. Explain to them how the words we use; what we tell ourselves, have a significant impact on how we react to situations. Our mind believes what it hears, and so it becomes extremely crucial to feed it the right thoughts.

Explain to the students that when they are in a situation that they find 'unpleasant', what they tell themselves in their mind, at that point, would decide to a large extent if they could deal with that situation or not.

Give them an example of a situation to showcase how negative self-talk affects an outcome and how positive self-talk in the same situation would affect the outcome. Bring their attention to what differs in positive self-talk as against negative self-talk - Positive self-talk comes from &/or fosters belief in ones abilities, self-confidence, and love & compassion for oneself. The opposite is true of negative self-talk.

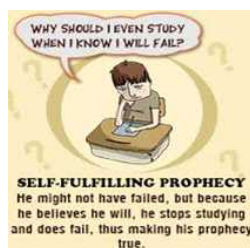
The self-talk that one engages in, could thus lead to a 'self-fulfilling prophecy' (what one believes about and expects from himself/herself, would lead to its own confirmation i.e., the person would act in ways that confirm their expectations).

Show them the following images. (Image 1 could be drawn on the board and image 2 could be depicted on a chart).

Image 1



Image 2



Further explain to the students that positive self-talk can help one stay positive and optimistic in situations and prevent emotional hijacking / flooding, thus resulting in more effective behaviour and outcome.

The following video could also be shown, to aid their understanding:

<https://youtu.be/8CBK7hFxtkQ>

Then introduce the activity to the children; tell them that they have to do it in pairs.

Activity: Each child in the pair has to be given a flash card, each with a situation and a negative statement written on it. Place the cards upside down in front of the students on the desk, such that they cannot see what's written on the card. One child in the pair has to pick up the card and read the situation and negative statement written on the card. The other child then has to think and replace that statement with a positive one. Ask them to switch roles when done.

Debrief and help the children reflect on their learning.

## V. Assignments

### 1. Creative Expression – Story writing

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

## Resources

References:

YouTube videos – Links given

## Unit 6

Topic	Values / Life skills integrated & imbibed	Activities
<p>This is Jody's Fawn (Story)</p> <p>Reported Speech Transitive &amp; Intransitive Verbs (Grammar)</p>	<p><b>Core Values considered :</b> Kindness, Integrity, and Self-Esteem</p> <p><b>Other Sub-Values:</b> Sensitivity, Empathy, Humanity, Compassion, Altruism, Attitude, Determination, Persistence, Honesty, Self-awareness, Self-belief, Self-confidence, Self-worth, etc.....</p> <p><b>Life skills:</b> Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract &amp; Analytical thinking (higher order analysis), Creative thinking, Self-regulation, Problem-solving, Planning &amp; execution, Motivation, and Generalization.</p>	<p>1. Related to the story – “This is Jody's Fawn’</p> <p>a. Discussion</p> <p>b. Goodness Matters</p> <p>- The Science of Kindness</p> <p>- Choose to be Kind (Motivational Video)</p> <p>- Kindness Club</p> <p>2. Related to the exercise on Reported Speech</p> <p>a. Discussion (Recap)</p> <p>3. Related to the exercise on Transitive &amp; Intransitive Verbs</p> <p>a. Discussion</p> <p>b. The Power of Self Esteem (Motivational Video)</p> <p><b><u>Assignments</u></b></p> <p>1. Daily Dose of Kindness</p>

### Materials / Resources needed

Facility & Equipment to play the Video  
Worksheet (refer assignment)

## Description (of the points of discussion)

Through this unit, help students understand the following:

- Kindness is a choice. We have to consciously make that decision to be kind. We can't heal the world today, but we can begin with a voice of compassion, a heart of love, an act of kindness....
- When we are kind to others, it brings positive feelings in both, the one who helps/giver and the recipient of the good deeds. The kind person feels good about himself/herself, that they were able to contribute in some way to make another's life better; that helps boost their own self-esteem and self-worth. The positive feelings aroused in the receiver on the other hand, makes them view the world in a more positive light and they further develop feelings of confidence in humanity and trust in others. Thus, simple acts of kindness can create a ripple effect and make the world a better place.
- Change is possible if we wish it. Change is possible if we are driven. Change is possible if we take the right steps towards bringing about the change. And most importantly, change is possible if each one of us realize that we are equally responsible; each of us can make a difference create an impact. If we all do one act of kindness daily, we just might set the world in the right direction.
- Our sense of value must come from within us; we must try not to depend upon external validation to feel good about ourselves.
- 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.

**Unit 6****This is Jody's Fawn (Story)****Reported Speech (Grammar)****Transitive & Intransitive Verbs (Grammar)****Core Value:** *Kindness, Integrity, and Self-Esteem***I. Introduction**

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In Unit 6, in the story 'This is Jody's Fawn', Jody's father gets bitten by a rattlesnake. He quickly kills a doe and uses its heart and liver to draw out the poison. Jody is unable to forget the little fawn left without a mother and wonders what will happen to it. He approaches his father and sounds him about his worries and his father allows him to go find the fawn and care for it. Jody then goes on to look after it....The value of kindness, may be discussed in relation to the story, as well as other connected values of sensitivity, empathy, humanity, compassion, attitude, determination, persistence, altruism, etc.....

The exercise on 'Reported speech' may be used to recap the value of integrity as covered in a previous unit.

The exercise on 'Transitive and Intransitive verbs' lends an opportunity to discuss the value of self-esteem. The focus of the discussion herein must be the key difference between Transitive and Intransitive verbs i.e..... A transitive verb is a verb that can take a direct object. A transitive verb gets its name from the idea that the action must transition through it (verb) to an object in order to complete the meaning... whereas... A transitive verb contrasts with an intransitive verb. Intransitive verbs do not take/need a direct object in order to complete the meaning. It only involves the subject..... We could then look at it from the perspective that an intransitive verb is powerful by itself. It does not need an external factor/ any additional factors to lend it meaning/value....We must strive to be like the intransitive verb – having a high sense of self-value (self-esteem). Our sense of value must come from within us; we must try not to depend upon external validation to feel good about ourselves.

**II. Learning Objectives / Outcomes**

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

1. Read and understand the story – This is Jody’s Fawn
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, & 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 kindness.
7. Reinforce the value of integrity.
8. Revisit the value of self-esteem.
9. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

### **III. Process & Action Plan**

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The one value that can nurture and sustain life is kindness. It is a language, by itself – “... a language which the deaf can hear and the blind can see.” – Mark Twain. Such is the power of kindness. The human race may be naturally wired for kindness (as scientifically established), but most have still not consciously embraced this state. “We can’t heal the world today, but we can begin with a voice of compassion, a heart of love, an act of kindness. – Mary Davis.... Helping the students understand this, especially the older ones, would be crucial.

Integrity means being honest/acting honestly and doing the right thing in any circumstance, consistently, even when no one is watching. Understanding the actions caused by integrity starts with knowing what is important and holding fast to that idea, even when it is not convenient or to one’s benefit. This is indicative of being respectful and would instil confidence and trust in others. Integrity is the core quality of a happy and successful life. One’s character and personality are determined by their choice of values and the resolution to live by those values. Integrity is a value that enhances all other values, establishes them in oneself and helps one to be consistent about living those values. Integrity builds character, as integrity encompasses all areas of one’s life. It is about being true to the very best that’s in oneself. Then one can be honest with others.

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, or seek validation from external sources to feel good about themselves.

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:

**Discussion (Refer 1a, 2a, 3a, 4a)**



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



**1.**

**Goodness Matters**

- The Science of Kindness
  - Choose to be Kind (Motivational Video)
  - Kindness Club
- Refer 1 b.**

*Value – Kindness & Caring*

**2.**

**The Power of Self Esteem (Motivational Video)**

**Refer 4 b.**

*Value – Self-Esteem*



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



**1.**

**Daily Dose of Kindness**



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 is Kindness & Caring, Integrity, and Self-Esteem with other inherent values like Sensitivity, Empathy, Humanity, Compassion, Attitude, Determination, Persistence, Altruism, Honesty, Self-awareness, Self-belief, Self-confidence, Self-worth, 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**

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##### **1. Related to the story ‘This is Jody’s Fawn’**

###### **1 a. Discussion**

Pose the following questions

1. What occupied Jody’s mind constantly? What does this tell us about Jody?
2. Why was Jody’s father proud of him?
3. What did Jody wish to do? How did he convince his father?
4. How did Jody’s mother feel about it? What give us the clue?
5. Jody knew that the fawn was a male. What does this tell us about him? (he was curious, observant, and applied the information he had to real contexts)
6. ‘Suddenly Jody was unwilling to have Mill-wheel with him. If the fawn was dead, or could not be found, he could not have his disappointment seen. And if the fawn was there, the meeting would be so lovely and so secret that he could not endure to share it.’... Why do you think Jody felt this way?
7. What did Jody look for when searching for the fawn?
8. How did the fawn respond to Jody?
9. Why did Jody feel light-headed and joyful?
10. What does Jody do for the fawn after he brought it home?

11. What values do you note in Jody's thoughts and actions? What do you think about Jody's actions?

## 1 b. Goodness Matters

# The Science of Kindness

<https://www.youtube.com/watch?v=O9UByLyOjBM> 2 min 15 sec

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

<https://www.youtube.com/watch?v=IXW0wD5FHtk> 4 min 12 sec

Rerun the video a second time (from 2 min 54 sec)...pause it each time a quote appears.... Ask them to reflect on what the quote is conveying....discuss....

Help them understand that change is possible if they wish it. Change is possible if they are driven. Change is possible if they take the right steps towards bringing about the change. And most importantly, change is possible if each one of us realize that we are equally responsible; each of us can make a difference create an impact.

If as students what they wish is a school environment that is positive and peaceful, each one of them has the means to bring it about. Help them understand that students are important stakeholders of the school climate. Tell them - "If we all do one act of kindness daily, we just might set the world in the right direction."

Discuss the concept of a 'Kindness 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?

Guide them through the process of brain-storming, planning and execution of this campaign and as a school representative, be there to support them and see this campaign through to success.

## **2. Related to the exercise on Reported Speech**

### **2 a. Discussion**

Recap the discussion on Integrity as covered in Unit 3.

## **3. Related to the exercise on Transitive & Intransitive Verbs**

### **3 a. Discussion**

Once the concept has been understood by the children from a grammatical perspective, connect it to the relevant value. Focus their attention on the key difference between Transitive and Intransitive verbs i.e.....

- A transitive verb is a verb that can take a direct object. A transitive verb gets its name from the idea that the action must transition through it (verb) to an object in order to complete the meaning.

Ex. Lee eats pies.

Whereas

- A transitive verb contrasts with an intransitive verb. Intransitive verbs do not take/need a direct object in order to complete the meaning. It only involves the subject.

Ex. He fainted.

(Source: <https://www.grammar-monster.com>)

We could look at it from the perspective that an intransitive verb is powerful by itself. It does not need an external factor/ any additional factors to lend it meaning/value....

We must strive to be like the intransitive verb – having a high sense of self-value (self-esteem). Our sense of value must come from within us; we must try not to depend upon external validation to feel good about ourselves.

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 your best : You can feel really good about yourself when you try to do your best at whatever you do.

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

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

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

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

### 3 b. The Power of Self Esteem

[https://www.youtube.com/watch?v=gCMME\\_6lgKM](https://www.youtube.com/watch?v=gCMME_6lgKM) 1 min 20 sec

Ask the children to share their opinions, thoughts and feelings after watching the video.

## V. Assignments

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### 1. Daily Dose of Kindness ...

Write the following statement on the board. - ‘Be the Rainbow in Someone’s Cloud’

Explain to the children what this means... A cloud here represents a person’s life... sometimes life can be a pleasant experience and simple...sometimes it can be stormy and difficult... A rainbow represents hope, joy, peace, good luck.... So being a rainbow in someone’s life would mean being a source of all these; a reason for happiness to someone, through your actions....

Give each child, a copy of the calendar sheet. (worksheet)

## DAILY DOSE OF KINDNESS

Be the Rainbow in Someone's Cloud

NAME : \_\_\_\_\_ MONTH: \_\_\_\_\_

I'm going to.....				
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31		I did it !!!		

Tell them that they could take copies of the sheet before they start writing on it, if they wish to continue doing this activity later too.... In each day's box, ask them to write down one kind act that they would like to do for others. As they see through and complete that day's kind act, they can colour that box (preferably with colour pencils or plastic crayons to ensure the writing is visible). At the end of the month when all the boxes have been coloured, each coloured calendar sheet can be pasted/clipped onto the strings hanging from the large cloud made and put up in the classroom.... This could be a visual reminder to the students to continue doing kind deeds...

### Resources

*References:*

YouTube videos – Links given under the respective activities

## Unit 7

Topic	Values / Life skills integrated & imbibed	Activities
<p>A Visit to Cambridge (Story)</p> <p>Phrases Adjectives (Degrees of Comparison) (Grammar)</p>	<p><b>Core Values considered :</b> Resilience, Self-Acceptance, and Altruism</p> <p><b>Other Sub-Values:</b> Sensitivity, Positivity, Determination, Perseverance, Will power, Purpose, Tolerance Self-Motivation, Self-Discipline, Self-awareness, Self-Confidence, Self-Love, Inner Strength, Courage, Belief, Faith, Positivity, Optimism, Openness, Flexibility, Adaptability, Appreciation, Gratitude, Honesty, Hope, Empathy, Kindness, Compassion, Caring, Sharing, Generosity, Selflessness, etc...</p> <p><b>Life skills:</b> Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract &amp; Analytical thinking (higher order analysis), Creative thinking, Self-regulation, Problem-solving, Planning &amp; execution, Motivation, and Generalization.</p>	<p>1. Related to the story – ‘A Visit to Cambridge’</p> <p>a. Discussion</p> <p>b. The Power of Our Mind # Story of Stephen Hawking # Building Resilience to Bounce Back</p> <p>2. Related to the exercise on Phrases</p> <p>a. Discussion (Recap)</p> <p>3. Related to the exercise on Adjectives (Degrees of Comparison)</p> <p>a. Discussion (Recap)</p> <p><b><u>Assignments</u></b></p> <p>1. My Process to a More Resilient Me</p>

### Materials / Resources needed

Facility & Equipment to play the Videos  
Worksheet (optional)

## Description (of the points of discussion)

Through this unit, help students understand the following:

- We can achieve anything we want if we put our mind to it and work towards making it a reality...With determination, will power, self-motivation, self-discipline, inner strength, belief and faith, we can make our dreams come true.
- Our attitude will determine whether we are successful in surmounting obstacles and challenges – a positive outlook, an optimistic approach, a resilient –never give up attitude, humour...this will help us cope with challenges and move forward in life.
- Gratitude for the blessings that we do have will help us feel more positive and happy.
- Resilience is commonly understood as the ability to bounce back after a challenging situation. But it's actually much more than that. Resilience is the strength and speed of our response to adversity; it's the capacity to prepare for, recover from, and adapt in the face of stress, adversity or challenge
- It's a skill-set that we work on throughout our lives...it's something that we can build long before we face any kind of tragedy or difficulty.
- It is possible to find strength in the face of real hardship. We can build resilience over time by changing how we process negative events.

**Unit 7****A Visit to Cambridge (Story)****Phrases (Grammar)****Adjectives – Degrees of Comparison (Grammar)****Core Values:** *Resilience, Self-Acceptance, and Altruism***I. Introduction**

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In Unit 7, 'A Visit to Cambridge' is the story of a meeting between two extraordinary people, both of them 'disabled', or 'differently abled' as we now say. Stephen Hawking is one of the greatest scientists of our time. He suffers from a form of paralysis that confines him to a wheelchair, and allows him to 'speak' only by punching buttons on a computer, which speaks for him in a machine-like voice. Firdaus Kanga is a writer and journalist who lives and works in Mumbai. Kanga was born with 'brittle bones' that tended to break easily when he was a child. Like Hawking, Kanga moves around in a wheelchair. The two great men exchange thoughts on what it means to live life in a wheelchair, and on how the so called 'normal' people react to the disabled. The values of resilience, courage, determination, will power, perseverance, sensitivity, positivity, optimism, etc. may be discussed in relation to this story.

The exercise on Phrases may be used to recap the value of self-acceptance as covered in a previous unit.

The exercise on Adjectives (Degrees of Comparison) lends an opportunity to revisit the value of altruism as covered in the previous grades. Like the degrees of comparison in adjectives, each of us may be able to extend 'help' to others in varying degrees depending on our means and circumstances. Some may be able to help more, some less. However, it is not the degree of help that must matter; it is the act in itself, the compassionate thought and the willingness to come forward that matter. One must not restrain oneself from helping because of the feeling that one's help may not be enough. Help at any level is welcome to the person who really needs it / situation that calls for it.

**II. Learning Objectives / Outcomes**

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- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
- 1. Read and understand the story –A Visit to Cambridge, and the poem - When I Set Out for Lyonesse
- 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, & conceptual awareness.
5. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
6. Further develop their awareness of the value of resilience
7. Reinforce their understanding of what self-acceptance and altruism entails
8. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

### III. Process & Action Plan

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Life is a like a roller-coaster ride; if there are ups, there's going to be downs. How we handle ourselves during these downs is what is most important. It is easy to stay regulated and do well for oneself when the going is good, but when the going gets tough, we need to get tougher and that's what resilience is all about. We must however not wait for adversity to strike us, to figure out how to deal with it. We must prepare for them, as adversities will come our way in one form or the other; we must develop the necessary skill set, adopt the growth mind-set and imbibe those values that will help us thrive in such eventualities.

Altruism seems to be contagious. When we witness a kind, helpful and thoughtful gesture being done by someone, or we are the recipients of such a gesture, it touches us and inspires us to be kind and helpful ourselves. In this way, helpful behaviour spreads from one person to the next, influencing the thoughts, emotions and behaviour of people who never saw the original gesture. By 'Helping', we build a happier society for everyone. Helping does not involve grand gestures and loads of money. It could be simple random acts like a kind word, a smile, or a thoughtful gesture, and giving our time, ideas, care, skills, attention, and energy. Very often these mean more to others than being showered with money or gifts. Moreover, there is no limitation to how much you can help someone and who you can help. Nor is it a privilege of the human species. Every living creature on this earth, every aspect of nature that has only 'given' of itself in some way or the other to us, deserves to be treated with kindness and help needs to be extended to them too.

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

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

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



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



**1.**  
The Power of Our Mind  
# Story of Stephen Hawking  
# Building Resilience to Bounce Back  
Refer 1 b.  
*Value – Resilience*



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



**1.**  
My Process to a More  
Resilient Me

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

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

The core values being considered are Resilience, Self-Acceptance, and Altruism with other inherent values like Sensitivity, Positivity, Determination, Perseverance, Will power, Purpose, Tolerance Self-Motivation, Self-Discipline, Self-awareness, Self-Confidence, Self-Love, Inner Strength, Courage, Belief, Faith, Positivity, Optimism, Openness, Flexibility, Adaptability, Appreciation, Gratitude, Honesty, Hope, Empathy, Kindness, Compassion, Caring, Sharing, Generosity, Selflessness, 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**

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### **1. Related to the story ‘A Visit to Cambridge’**

#### **1 a. Discussion**

Before you begin with the lesson, ask them if they know who Stephen Hawking and Firdaus Kanga are... what they know about them.... Share with the children, some background information with them.

Pose the following questions:

1. What did the writer do when he realized that Stephen Hawking lived in Britain?
2. Why was he really excited to meet him?
3. How did he make it happen? What does this action tell us about him?
4. What did the writer have to face while growing up? Besides the obvious physical challenges, what according to the writer, is yet another major challenge that those with disability have to deal with? (Constant pity and advice from supposed well-wishers)
5. “The only thing that makes you stronger is seeing somebody like you, achieving something huge. Then you know how much is possible and you reach out further than you ever thought you could.”

What do you think the writer meant by this statement? Why do you think this helps more than any advice from well-meaning others?

6. What did Stephen Hawking share with him about his courage?
7. Why did the writer feel guilty about making Stephen Hawking speak?
8. What was the writer able to understand about Stephen Hawking? What about his condition really moved him? Why was he able to empathize with his condition?
9. According to the writer, what is the general perception of people about those with disabilities? Did it hold true for the writer?
10. How were Stephen Hawking's responses to the writer's questions? (Direct...Frank ..Honest)
11. What did Stephen Hawking find amusing?
12. Why did the writer feel he was looking at one of the most beautiful men in the world?
13. What did the writer see in Hawking that was beyond his physical form? How does he describe the same?
14. "What do you think is the best thing about being disabled?" ..... "I think, you do discover how much kindness there is in the world."  
What do this question and his subsequent statement reveal about the writer Firdaus Kanga?
15. What was the disadvantage of Stephen's voice synthesizer? How did it affect his communication?
16. Why did the writer feel so inspired by Stephen Hawking?
17. 'I told him how he had been an inspiration beyond cliché for me, and, surely, for others — did that thought help him?' ..... Why did the writer, on hindsight, feel that his question had been a foolish one?
18. What was Stephen Hawking's advice to others with disabilities?
19. Why do you think Stephen Hawking asked the writer to stay?
20. 'Watching him, an embodiment of my bravest self, the one I was moving towards, the one I had believed in for so many years, alone, I knew that my journey was over. For now'  
What do you think the writer meant by these words?
21. Do you think Stephen Hawking was as moved by the meeting as the writer was? Justify your opinion.
22. What important lessons does this story leave us with?
  - We can achieve anything we want if we put our mind to it and work towards making it a reality...With determination, will power, self-motivation, self-discipline, inner strength, belief and faith, we can make our dreams come true.
  - Our attitude will determine whether we are successful in surmounting obstacles and challenges – a positive outlook, an optimistic approach, a resilient –never give

up attitude, humour...this will help us cope with challenges and move forward in life.

- Gratitude for the blessings that we do have will help us feel more positive and happy.
- Values of sensitivity, empathy, honesty, hope...

## 1b. The Power of Our Mind

# Story of Stephen Hawking

<https://www.youtube.com/watch?v=L7dTY90Mww8>

Ask the children to express what they felt and understood after watching the video. You may pose the following questions to aid their reflection:

1. What did Stephen do when he was told at the age of 21 that he had only two years to live? How did it change him?
2. What did Stephen go on to do and achieve? How did he manage to do that? What values did he live by? What mindset did he develop and hold onto? .
3. What is his advice for living a happy life?

Help the children understand that it's possible to find strength in the face of real hardship. Tell them that we can build resilience over time by changing how we process negative events. Severe adversity brings real perspective, which is about finding appreciation and recognizing 'My life could be worse...' and realizing how fortunate we are to have the good things that we have in our lives. Resilience can be strengthened by expressing gratitude for the good things in our lives; counting our blessings...

Resilience is commonly understood as the ability to bounce back after a challenging situation. But it's actually much more than that. Resilience is the strength and speed of our response to adversity; it's the capacity to prepare for, recover from, and adapt in the face of stress, adversity or challenge. ... So when something bad happens, big or small, the real questions are - how much are we able to overcome it or how well do we persevere in the face of it? It's not about 'how much' resilience we have, there's no 'fixed amount'...what's important is that we build resilience. It's a skill-set that we work on throughout our lives...it's something that we can build long before we face any kind of tragedy or difficulty. We have to ask ourselves – What does it take for me to find the strength in a tough situation? Then apply those skills when we most need it.

Show them the video below.

# Building Resilience to Bounce Back

<https://www.youtube.com/watch?v=HU3DsJ5aNZw> 2 min 37 sec (stop the video at 2 min 10 sec)

Pause the video at important points and discuss and elaborate upon the key aspects shown. Ask them to connect these aspects to what they read in the story / watched in the video about Stephen Hawking. Ask them to reflect on their own lives – how have I dealt with difficulties and challenges thus far? What skills do I need to improve upon, to cope better in the future? (follow up with the assignment)

## **2. Related to the exercise on ‘Phrases’**

### **2 a. Discussion**

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

## **3. Related to the exercise on ‘Adjectives’ (Degrees of Comparison)**

### **3 a. Discussion**

First remind the children about the inter-relation between describing words and naming words; how they qualify the other, seemingly helping each other and in the process creating beauty in language.

Then remind them about the discussion in the previous grades where they were given to understand that in life, helping others is not only a positive action but it's good for the mental health of both the recipient of the help and the ‘helper’ or giver. In the giver, helping creates and fosters happiness, reduces stress, improves our mood, increases our confidence and sense of competence, connects us to others and develops relatedness. As the saying goes - If you want to feel good, do good! As for the recipient, it isn't the nature of the help or the degree of help that matters, but that ‘they’ matter enough to you, to extend yourself to them in some way.

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

## **V. Assignments**

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### **1. My Process to a More Resilient Me**

Tell the children to think of a situation they may be experiencing presently, that they find difficult/challenging. Ask them to evaluate how they are dealing with it; ask themselves the following questions –

1. How am I choosing to perceive the situation?
2. What is the nature of my thoughts? (positive and helpful / negative and unhelpful) What am I telling myself? (what's my self-talk) What kind of words am I using?
3. What is my present attitude? Do I need to make any changes? What changes can I bring about?
4. Do I have a growth mindset?
5. What strengths do I have to deal with this situation? What skills do I have?
6. What are my values? Am I living up to them?
7. What are my blessings? What should I be grateful for right now?
8. What changes do I need to bring about in my actions?

Encourage them to reflect all this in writing, as it is a more effective and helpful process. Tell them that if they need help, they can always seek the support of a trusted adult (parent/teacher/counsellor...), and go through these questions with their support.

This could be given as a self-reflection worksheet too if you wish.

## Resources

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### *References:*

YouTube videos – Links given under the respective activities

### *Resources for Teachers:*

An Analysis and Explanation of the Lesson

<https://www.youtube.com/watch?v=oNLJ4ATpPZY>

<https://peoplepill.com/people/firdaus-kanga>

<https://www.youtube.com/watch?v=HYsRGe0tfZc>

Topic	Values / Life skills integrated & imbibed	Activities
A Short Monsoon Diary (Story)	<b>Core Value considered :</b> Appreciation (of nature), and Self Realization & Resilience	1. Related to the story – ‘A Short Monsoon Diary’ a. Discussion
Past Tense (Grammar)	<b>Other Sub-Values:</b> Environmental Awareness, Alertness, Openness, Caring, Compassion, Kindness, Responsibility, Respect, Gratitude,	2. Related to the poem 'On the Grasshopper and Cricket ' a. Discussion
On the Grasshopper and Cricket (Poem)	Self-Awareness, Self-Love, Attitude, Positivity, Optimism, Strength, Patience, Trust, Faith, Determination, etc....  <b>Life skills:</b> 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.	1 & 2 b. Why Appreciate Nature? 1 & 2 c. Date with Nature: Engaging the Senses  3. Related to the exercise on Past Tense a. Discussion (Recap)  <b><u>Assignments</u></b> 1. Creative Writing – My Date with Nature 2. Life Lessons from Nature

### Materials / Resources needed

Facility & Equipment to play the Videos  
Paper Chits



## Description (of the points of discussion)

Through this unit, help students understand the following:

- There is so much to discover if we open our senses and observe all that's around us; be more curious, alert and receptive...
- Nature teaches us many lessons which we can apply in our life. The values that we can imbibe from these lessons are almost limitless.
- It can provide us the answers to most of the questions we may have.
- It can help us grow holistically, if we embrace it and learn to understand what it offers.
- We must learn to have appreciation, gratitude and respect for nature...and connect in caring, compassionate, and kind ways with nature.

**Unit 8****A Short Monsoon Diary (Story)****On the Grasshopper and Cricket (Poem)****Past Tense (Grammar)**

**Core Values:** *Appreciation (of nature), Self Realization & Resilience*

**I. Introduction**

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In Unit 8, the story ‘A Short Monsoon Diary’ is about some extracts from the diary of a nature lover who enjoys the monsoon in the hills and observes the accompanying changes in the world of flora and fauna.

The poem ‘On the Grasshopper and Cricket’, is a nature poem. In it, the grasshopper and cricket do not appear as characters in a story. Rather, they act as symbols, each suggesting something else. The poet describes how ‘the poetry of earth’ keeps on through summer and winter in a never-ending song – sung by the grasshopper and cricket respectively.

Both the story and the poem highlight the value of appreciation (of nature). The values of environmental awareness, alertness, openness, caring, kindness, responsibility, respect, gratitude, etc. may also be discussed.

Through the exercise on Past Tense, the values of self-realization & resilience may be recapped.

**II. Learning Objectives / Outcomes**

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- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
  1. Read and understand the story – A Short Monsoon Diary’, and the poem – On the Grasshopper and 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, & 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 appreciation.
7. Reinforce their understanding of the values of self-realization & resilience.
8. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

### **III. Process & Action Plan**

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There is so much indeed to discover if we open our senses and observe all that's around us; be more alert and receptive.... Engage the interest of the children in observing, exploring and understanding nature using all of their senses; show them how they could go about this. Develop in them curiosity and a sense of wonder coupled with appreciation, gratitude and respect for nature... encourage them to connect in caring, compassionate, and kind ways with nature.

This unit touches upon these values and 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.**

Why Appreciate  
Nature?

Refer 1 & 2 b.

*Value – Appreciation*

**2.**

Date with Nature:  
Engaging the Senses

Refer 1 & 2 c.

*Value – Appreciation*



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



**1.**

Creative Writing –  
My Date with Nature

**2.**

Life Lessons  
from Nature

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, and Self Realization & Resilience with other inherent values like Environmental Awareness, Alertness, Openness, Caring, Compassion, Kindness, Responsibility, Respect, Gratitude, Self-Awareness, Self-Love, Attitude, Positivity, Optimism, Strength, Patience, Trust, Faith, Determination, 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**

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### **1. Related to the story ‘A Short Monsoon Diary’**

#### **1 a. Discussion**

Pose the following questions

1. What is the writer entering in his diary each day? What is he focused upon?
2. How has the writer described the mist? Why?
3. Why do you think all the birds and creatures go silent when the mist descends?
4. What did the writer mean by his words, “A paradise that might have been.” Why does he put it that way?
5. How would you describe nature during the monsoons? What changes do the rains bring with it....and what wonders do you come across then?
6. The writer describes the sound of the rain as being a pleasant one that he enjoys. What adjectives can you use to describe the sound of the rain? How does it make you feel?
7. How does nature appear after a bout of rain? Provide an interesting sensory description.
8. How does nature give clues that the season is changing?
9. How is the winter rain different from the monsoons? How does everything appear and feel?

10. The writer describes certain emotions in relation to the winter rain. Do you think seasons affect our mood and emotions? How?

11. There are many important lessons about life that we can pick out from the descriptions in some of these extracts... Can you identify them?

- (June 24, 25...Jan 26.. ) The mist may be compared to our negative thoughts....how they take over us, blanketing our positive thoughts, blocking out goodness, silencing cheer, caging the mind erecting walls /creating boundaries, and casting within an atmosphere of gloom, melancholy, stillness, loneliness, ....

- (June 27...) The rains may be compared to our tears...sometimes, it's essential that we allow ourselves to cry and vent our emotions, to cleanse our mind of all the piled up unhelpful thoughts... heralding a fresh new outlook, new positive thoughts/ideas/feelings....

- (Aug 2 to 31...) The unpredictable changes in the weather may be compared to the changes that may occur in our life at any given time. Nothing is constant but change...we must learn to be resilient and adaptable; show courage, strength, positivity, trust ...and so on ... in the face of the changes that come our way.

- (Mar 23...) the shift from a dark storm to the rainbow.... This may be compared to times in our life that feel like a dark storm, when nothing feels like it's going right...but those times will pass and good times will appear, like the rainbow...

Can you think of any other such nature-life comparisons?

Develop in them appreciation for nature... for all that it gives, teaches us.... Ask them - What kind of attitudes must we embrace and exhibit towards nature? (gratitude, respect, love, care, thoughtfulness, compassion, kindness. ... )

## **2. Related to the poem 'On the Grasshopper and Cricket'**

### **2 a. Discussion**

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

1. What does the poet refer to as 'the poetry of the earth'? Why does he say that it is never dead?
2. How do most creatures respond to the summer season?
3. How is the grasshopper different? What is interesting about its behaviour?
4. When does the cricket come out to sing?
5. What does the poet mean by the phrase 'in warmth increasing ever'?
6. Who confuses the cricket's song for the grasshopper's song? Why?
7. What can we learn from the grasshopper and the cricket?

(...having a positive attitude and spirit despite the harsh situation, and spreading cheer through their song, making the most of the situation, and enjoying simple pleasures....the values of adaptability, resilience, strength, positivity, optimism, sharing, gratitude, simplicity,)

8. Can you cite a few examples of certain creatures from whose behaviour we can learn something valuable, that we can apply in our own lives?

### **1 & 2b. Why Appreciate Nature?**

<https://www.youtube.com/watch?v=Cvo39aoBPWM> 4 min

After each aspect of nature is spoken about, pause the video, to allow for reflection and further discussion. Elaborate upon the ideas, associations and connections made in each example. Encourage the children to share their thoughts, opinions, and feelings.

### **1 & 2c. Date with Nature: Engaging the Senses**

Take the kids on a Nature Walk and spend some quality time in the midst of nature. Encourage them to observe with their senses - see the different types of plants, trees, flowers, the patterns, designs and colours on leaves, flowers, branches and roots of trees etc.; listen to the different sounds in nature – birds chirping, an occasional caw of a crow, squirrels chattering, leaves rustling as the wind blows, the crunch of dry leaves and the snap of dry twigs underfoot; feel the different textures around them, smell the different aromas, fragrances, and scents of nature; taste what can be sampled safely..... Ask them to jot down all their observations in a diary, in detail. Bring to their attention the different creatures that dwell in that area; ask them to observe their behaviours and make a note of what they see.

### **3. Related to the exercise on Past Tense**

#### **3 a. Discussion**

Recap the discussion on self-realization & resilience, as covered in Unit 1.

### **V. Assignment**

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#### **1. Creative Writing – My Date with Nature**

(Descriptive essay / Poem)

Ask the children to compile all the notes they had written during the nature walk, and use the material as a reference to write a descriptive essay or poem incorporating all the details they observed.

## 2. Life Lessons from Nature

Prepare as many chits as there are children in the class (1 per child). Write an aspect of nature on each chit that you'd like the children to think about. Each chit should have a different aspect. Eg: Sun, Moon, stars, mountain, river, sea, certain birds, animals, trees, certain insects or creatures .....

Ask each child to pick a chit. They have to consider the aspect that they have received and think what they could learn from that aspect; if there's anything about them that can be applied to life.

Examples – Bees and ants – very industrious, hard-working, works a team, exhibits unity

Sun – dependability / punctuality

Let them think over it / research at home... in the next session, give each child one-two minute/s to share with the class, what they learnt about the aspect they were given.

## Resources

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### *References:*

YouTube videos – Links given under the respective activities



## Unit 9&10

Topic	Values / Life skills integrated & imbibed	Activities
<p>The Great Stone Face - I &amp; II (Story)</p> <p>Future Tense Sentence Structure - word order (Grammar)</p>	<p><b>Core Value considered :</b> Truth, Hope, and Inner Harmony</p> <p><b>Other Sub-Values:</b> Faith, Wisdom, Knowledge, Learning, Understanding, Simplicity, Sensitivity, Kindness, Gentleness, Compassion, Thoughtfulness, Goodness, Righteousness, Altruism, Generosity, Selflessness, Humility, Trust, Nobleness, , Growth, Hard Work, Industriousness, Positivity, Optimism, Honesty, Insight, Inspiration, Integrity, Joy, Motivation, Passion, Peace, Calmness, Serenity, Tranquility, Harmony, Power, Respect, Responsibility, Industriousness, Satisfaction, Uniqueness, Dignity, Decency, Positivity &amp; Optimism, Resilience, Patience, Faith, Trust, Attitude, Patience, Gratitude, Strength, Self-Awareness, Self-Confidence, Self-Belief, Self-love, Self-worth, Self-Discipline, etc.</p> <p><b>Life skills:</b> Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract &amp; Analytical thinking (higher order analysis), Creative thinking, Self-regulation, Problem-solving, Planning &amp; execution, Motivation, and Generalization.</p>	<p>1. Related to the story – “The Great Stone Face - I &amp; II’</p> <p>a. Discussion</p> <p>b. Character Truths (Worksheet)</p> <p>2. Related to the exercise on Future Tense</p> <p>a. Discussion</p> <p>b. Find your North Star (Story) + Hope Theory</p> <p>3. Related to the exercise on Sentence Structure (Word Order)</p> <p>a. Discussion (Recap)</p> <p><b><u>Assignments</u></b></p> <p>1. Dear Me, (A Letter to Self)</p> <p>2. All about Hope</p> <p>a. Hope – From Theory to Practice</p> <p>b. Creative Writing (Based on Quotes)</p>

### Materials / Resources needed

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

## Description (of the points of discussion)

Through this unit, help students understand the following:

- Truth may be defined as - the state of being the case: fact. One such fact that has been established over time is the truth that is revealed by one's character. It doesn't matter what we claim about ourselves; the truth of who we really are is always demonstrated by our actions. Greatness lies in truth. Truth is best expressed in one's actions.
- We must strive to develop purity in thoughts, words, and actions. We must be genuine in all ways that matter. Our character is a reflection of who we are; how and what we think, and do. The values that we uphold will come through in our words and actions. When our words and actions don't match our thoughts or vice versa, we will experience disharmony, and this will be evident in our state of being. We must strive to learn from the experience of life and acquire the wisdom it offers; and we must speak of only that which we truly understand and know. We must never try to portray ourselves as someone we are not; rather we must try to understand the truth of who we are and strive to be the best version of ourselves – in thoughts, words and actions. The truth of our character is expressed through the choice of our actions.
- Character is thus demonstrated through the choices we make. While no one is 'perfect', our conscious effort to make moral and ethical choices, does determine to a large extent, our character or who we really are. Our character is a sum total of our life choices.
- Hope gives us a belief that things will get better. Hope is forward looking; a positive, optimistic outlook for our future. It teaches us that we can: nurture things, make something new from very little, share our stories and learn from others, give of ourselves, reach for our goals, connect with hopeful, positive people, be grateful, and act to make the future a brighter place for ourselves and others.

**Unit 9-10****The Great Stone Face – I & II (Story)****Future Tense (Grammar)****Sentence Structure – Word Order (Grammar)**

**Core Values:** Truth, Hope, Inner Harmony

**I. Introduction**

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In Units 9 and 10, the story ‘The Great Stone Face (I & II)’ is about a character Ernest, who grows up in a village, believing in a prophecy that his mother tells him as a child. The story takes us through his growth as a person; the changes that come about in his personality, the learning, the knowledge and the wisdom he gains through his life experiences and how all of this shapes who he finally becomes. The Great Stone Face exerts a major influence on him all through; with him growing to perceive it as a wise teacher who guides him through life. What stands out throughout the story is his character right from childhood; the innate sense of goodness, kindness, thoughtfulness and gentleness that he embraces and functions from. The truth of who he really is becomes apparent to the people in the village and word slowly spreads far and wide about his wisdom and goodness. His qualities soon precede him, and one day he is recognized and acknowledged as the great man that bears the likeness of the Great Stone Face, and the prophecy is realized. ....yet he stays grounded and humble.

This story is rife with values that may be imparted to the children; the most significant one being that of truth ; the truth of one’s character, as applicable in the context of this story.

The exercise on ‘Future Tense’ lends an opportunity to revisit the value of hope with the children. Hope is always a wish for the immediate or far future. When one hopes, one may nurture an expectation or desire that something will work out the way they wish it to. The expectations come with an air of confidence and desires are often laced with anticipation. To be able to deal with the uncertainty of the unknown, one has to learn the skill of embracing hope. Cultivating hope can mean the difference between letting your circumstances bring you down and living a life that embraces goodness. An attitude of hope brings with it a positive mind-set. In a way, having hope links your past and present to the future. Whether your expectation or desire comes to fruition or not, just envisioning it can make one feel better. And if there’s an element of control that’s

possible, then hope can motivate a person to take whatever steps they need to take. Hope can bring about miracles - by changing the present in small measures; changes, first at the thought level that translates into action that then, effects the future outcome.

With the help of the exercise on Sentence structure (Word Order), you may recap the value of inner harmony as covered in the previous unit.

## **II. Learning Objectives / Outcomes**

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- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
  1. Read and understand the story – The Great Stone Face (I & II)
  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, & 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 truth
  7. Broaden their idea of the value of hope.
  8. Recap and reinforce the value of inner harmony.
  9. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

## **III. Process & Action Plan**

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Truth may be defined as - the state of being the case: fact. One such fact that has been established over time is the truth that is revealed by one's character. It doesn't matter what we claim about ourselves; the truth of who we really are is always demonstrated by our actions. Greatness lies in truth. Truth is best expressed in one's actions.

Hope can provide a reason for 'living' life. It can bring about the keenness to experience life, the drive to make the 'future' better, more meaningful and the means to

see it through. It gives us that glimmer that we simply can't ignore. It is a powerful antidote to feelings of despair and desolation. Hope generates a 'feel-good' vibe within oneself that stems from the belief and trust that all will be well. This does not imply that a person with hope does not ever experience feelings of sadness or anger, but that he perceives those same circumstances and the dynamics with people around him in a more 'open' and positive light. Such modified perception can help one get through the hard times and bring even more fulfilment to the good times. It speaks to us and lets us know we shouldn't give up because change can and will happen- If we keep going,...If we look to the future...If we simply have hope. "Where there's life, there's hope" is a deep truth. Deeper, however, is the converse: "Where there's hope, there's 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)**



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



**1.**

Character Truths  
(Worksheet)  
Refer 1 b.  
*Value – Truth*

**2.**

Find your North  
Star (Story) +  
Hope Theory  
Refer 2 b.  
*Value – Hope*



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



**1.**

Dear Me,  
(A Letter to Self )

**2. All about Hope**

a. Hope – From Theory to Practice  
b. Creative Writing (Based on Quotes)

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 Truth, Hope, and Inner Harmony with other inherent values like Faith, Wisdom, Knowledge, Learning, Understanding, Simplicity, Sensitivity, Kindness, Gentleness, Compassion, Thoughtfulness, Goodness, Righteousness, Altruism, Generosity, Selflessness, Humility, Trust, Nobleness, , Growth, Hard Work, Industriousness, Positivity, Optimism, Honesty, Insight, Inspiration, Integrity, Joy, Motivation, Passion, Peace, Calmness, Serenity, Tranquility, Harmony, Power, Respect, Responsibility, Industriousness, Satisfaction, Uniqueness, Dignity, Decency, Positivity & Optimism, Resilience, Patience, Faith, Trust, Attitude, Patience, Gratitude, Strength, Self-Awareness, Self-Confidence, Self-Belief, Self-love, Self-worth, Self-Discipline, 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**

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### **1. Related to the story ‘The Great Stone Face’**

#### **1 a. Discussion**

Pose the following questions

##### **Part I**

1. What was the belief shared by the people of the village?
2. How did Ernest find the Great Stone Face to be? What did he wish? Why?
3. What was the great prophecy that Ernest’s mother told him about? Did she believe in it herself? What gives us the clue?
4. How was Ernest as a child? Describe his nature.
5. What kind of a youth did he grow into?
6. How did the Great Stone Face influence Ernest?
7. What was the rumour that spread through the village? Did Mr. Gathergold turn out

to be the great man as per the prophecy? Why then did the villagers believe that he was the one? (Blind faith makes one believe anything; even in the face of proof stating otherwise)

8. As a man, how did Ernest spend his time post work? Why did the villagers believe this was a folly, but pardonable?
9. How did the Great Stone face continue to influence Ernest as a man?
10. When and why did the villagers come to the conclusion that Mr. Gathergold bore no resemblance to the Great Stone face after all? What does this tell us? (the power of money....and its influence on people... the general belief that only the rich can be great....)
11. Who stirred up great excitement in the village again? Did he turn out to be the great man?
12. Why do you think Ernest never really saw any likeness or resemblance of the stone face in the two men that the village believed to be the real great man? (Ernest saw beyond the surface or the physical features...he looked for the qualities of kindness and gentleness in the faces of the men believed to be 'the great man'.)

## **Part II**

1. What changes came upon Ernest as he grew older?
2. Why had people started seeking him out? Had he wanted this attention? Which line gives us the clue?
3. How did Ernest engage with the people who came to him? Did he enjoy the time he spent with them? How do we know this?
4. What did Ernest feel about the poet after reading his work? Why do you think he felt so?
5. Why did the poet wish to meet Ernest? What had he heard about him?
6. How did the poet find Ernest when he came to visit him one day?
7. Did Ernest recognize the poet? Yet he was willing to offer a stranger shelter for the night. What does this tell us about Ernest?
8. What impression did the poet have of Ernest? How did Ernest find the poet to be?
9. Why did Ernest begin to look more closely at the poet, then, seek of him his identity?
10. Why did Ernest feel and look disappointed after he learnt that the stranger was the poet; the book's author and kept gazing at him then at the Great Stone Face? What had he hoped?
11. Why had Ernest felt that the poet could possibly be the Great man of the famous prophecy?



12. Why did the poet believe that he was not worthy to be in the likeness of the Great Stone Face?
13. How did the poet address Ernest as he spoke to him? What do you think he meant by those words?
14. How does the poet describe Ernest's words and thoughts? What message can we draw from his description?  
(We must strive to develop purity in thoughts, words, and actions. We must be genuine in all ways that matter. Our character is a reflection of who we are; how and what we think, and do. The values that we uphold will come through in our words and actions. When our words and actions don't match our thoughts or vice versa, we will experience disharmony, and this will be evident in our state of being. We must strive to learn from the experience of life and acquire the wisdom it offers; and we must speak of only that which we truly understand and know. We must never try to portray ourselves as someone we are not; rather we must try to understand the truth of who we are and strive to be the best version of ourselves – in thoughts, words and actions.)
15. How did Ernest react when the poet shouted out that he had the likeness of the Great Stone Face? Though the village believed that the prophecy had been fulfilled, what did Ernest continue to hope? What value does this exhibit?

Tell the children –

The one thing that we are left reflecting upon at the end of the story, is how Ernest was as a person. At no point in his life, did he try extra hard to be a certain way. All he did was embrace 'goodness' in all the ways he could – be it his thoughts, words or actions. What was striking about his life, were the choices he made right from childhood. He chose to live by the right values and they were reflected in his thoughts, words and actions. He observed life, and learned from his experiences, accumulating knowledge and wisdom over time. His intentions were always pure and genuine. They came from a place of compassion; from the heart. He cared and that showed through in all that he said and did; in the way he lived his life. The truth of who he is, was apparent to all, from all that he said and did – these formed the reality or served as facts to determine his character.

This story; his life, teaches us a very important lesson – “The truth of your character is expressed through the choice of your actions.”

Ask the children what they understand of the term 'character'..... Explain to them that a person's character is who they really are. One cannot separate one's actions; what one does, from who they are. Most of us have two versions of ourselves – the 'self' that we are when we are alone, and the 'self' that we are when we are among people. We tend to be on our best behavior in front of other people, whereas when we are in private we tend to be less conscious and controlled in our behavior. A person's true character is what they

do when - they think no one is watching them, or, they believe they will never be found out.

Help them understand that our character is thus demonstrated through the choices we make. While no one is 'perfect', our conscious effort to make moral and ethical choices, does determine to a large extent, our character or who we really are. Our character is a sum total of our life choices.

## 1 b. Character Truths

Prepare a worksheet with a table of character traits (the image below is for reference purpose only; you may include other traits too). The table must have a combination of both 'desirable' and 'undesirable' character traits. Tell the children that they have to read the words and decide if that trait rings true for them. If they believe they possess that trait/it describes them, they have to tick it to indicate it's always true for them/of them. If it doesn't ring true at all i.e. it is false, they have to put a cross next to it, and if some trait they feel is occasionally true of them, they have to mark it with a slash (/). Give them about 10 minutes for this. Discuss the meaning of the words that may be unfamiliar to them.



CHARACTER TRAITS				
active	considerate	grouchy	moody	sensitive
adventurous	cooperative	hard-working	mysterious	shy
affectionate	courageous	happy	nervous	silly
afraid	cowardly	harsh	noisy	sincere
ambitious	critical	hateful	obedient	skillful
anxious	cruel	hopeful	obnoxious	sly
argumentative	curious	hopeless	observant	smart
attentive	daring	humorous	optimistic	sneaky
bewildered	dependable	ignorant	peaceful	stubborn
bossy	determined	imaginative	persistent	sociable
brave	dishonest	immature	pessimistic	stingy
brilliant	disrespectful	impatient	picky	strict
bully	dreamer	impolite	pleasant	stubborn
calm	eager	impulsive	polite	studious
capable	easy-going	independent	proud	sweet
careful	efficient	insistent	puzzled	talented
caring	energetic	intelligent	quick	talkative
charismatic	enthusiastic	jealous	quiet	thoughtful
charming	fair	jovial	reliable	thoughtless
childish	faithful	lazy	respectful	timid
clever	fidgity	leader	responsible	trusting
clumsy	fierce	logical	restless	trustworthy
cold-hearted	foolish	lonely	rowdy	unfriendly
compassionate	friendly	lovable	rude	useful
competitive	funny	loving	sarcastic	versatile
conceited	generous	loyal	secretive	warm-hearted
concerned	gentle	lucky	self-confident	wise
confident	gloomy	mature	selfish	witty
conscientious	greedy	mean	self-reliant	worried

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Ask them to be honest with themselves, as this is an exercise for their self-reflection and they need not share it with anyone else..... Once they are done, discuss which traits are - desirable, not too desirable, and totally undesirable. Ask them to analyze which traits they possess more of – the desirable or the undesirable, and then ask themselves – Do I wish to give up or change any of these undesirable traits? Of the traits that are occasionally true for me, are they desirable or undesirable, and what changes would I wish to see in myself? How can I bring these changes about?

## **2. Related to the exercise on Future Tense**

### **2 a. Discussion**

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

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

- nurture things
- make something new from very little
- share our stories and learn from others
- give of ourselves
- reach for our goals
- connect with hopeful, positive people
- be grateful and
- act to make the future a brighter place for ourselves and others

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

### **2 b. Find Your North Star**

When you find your North Star, you know where you are headed.

Ask students –

- Have you ever indulged in star gazing? How does it feel? (Calming, peaceful, ....)

Now tell them the STORY below.

THE NORTH STAR

Maya was excited. She was finally going to the star-gazing camp. She had waited so long for this. There was so much to do! She whistled a cheerful tune as she went about her packing.

Camping gear....mosquito repellent....torchlight... she checked off the items one by one on her list.

A whole week out in the wilderness; sleeping under a canopy of stars... Oh!

Maya hugged herself gleefully.

The next day went by in a blur. After a whole day's journey Maya and her fellow travelers reached the camp site by late evening. Maya alighted from the bus and stood still for a moment taking in the beauty of the scenery around her. Lush green framed her on three sides, infusing the air with the heady perfume of earth and trees and before her lay an open expanse of land carpeted by the softest looking grass, dotted with wildflowers in varying shades, their dance merry in the soft evening breeze.

Before sundown, the campers raced to set up camp. Soon night rolled in and the stars made their appearance one by one upon the majestic stage above them. After the hours spent peering through the amazing telescopes they had at hand and documenting the observations, Maya soon felt the call for some solitude. She wandered further into the meadow and lay down, gazing at the stars shining brightly in the cold clear night, nothing between her and them. Soon she noticed the Big Dipper. Her eyes followed its pointing to Polaris, the North Star..... her gaze paused upon it, arrested by the bright pulsing beauty of the North star, and a wave of ease, a sense of calmness came over her. The star felt steady and reassuring, like something she could count on. She felt it connect deep within her. As a young girl, she had read about it – how people had used that star as a compass to guide them about the direction.....showing them 'true north'. She suddenly recalled having read a particular line – 'As long as you can find your North Star, you can find your way out of the tangled woods and back to safety.'

Back then, that line hadn't made much sense to her; she was surprised those words had etched themselves into her mind. Now gazing at the North Star, she realized the significance of those words.

"What's my North Star?" she whispered into the quiet night. And as the answer came to her upon the gentle breeze, she smiled and closed her eyes, feeling calmer and more resolved. Hope, filled her heart.

[An ORIGINAL STORY, inspired by the article Find Your North Star]

<https://www.rickhanson.net/find-your-north-star/>

Discuss the different nuances in the story then pose the following questions

### Questions for Reflection:

1. Maya mentions that in the earlier times, the North Star was used as a compass, to ascertain the direction; true north. Have you heard or read anything about this?
2. 'As long as you can find your North Star, you can find your way out of the tangled woods and back to safety.' What do you think this line means? What did Maya realize?
3. What did Maya mean by her question - "What's my North Star?"  
(she was referring to what her goal was and what she could be hopeful about....)
4. The symbolism of the North Star is inspiring and motivating. It is known as a symbol of hope. How can you apply this to your own life?

Let the students share their own understanding first, then guide them towards the deeper meaning and significance. Explain to them -

The North Star is a symbol of one's hopes, dreams, goals and acts as a compass to guide a person to take the right path or direction in life. If each of us aims towards our 'North Star', it will bring more and more happiness which will benefit not only us as individuals but also others who interact with us. And we can dream bigger dreams and take more chances in life since if we lose our way, we've got a guiding light to home in on. We have to find the deeper purpose in our lives; engage in doing things that have more meaning and adds richness to each day. Life is like a roller-coaster ride with ups and downs.

We must ask ourselves –

- How can we deal with the 'downs' in a better way?
- What's the light that will guide us out of our own tangled woods - both the woods "out there" in the world and the ones "in here," inside our own mind?
- How can we find our own North Star?

Share the HANDOUT below with them (modified version of the article Find Your North Star). Take them through the extract and explain it to them.

### HOW TO FIND YOUR NORTH STAR

Find a time and a place that's meaningful to you. Help your mind settle and grow quieter. Then simply ask, wordlessly or out loud, "What's my North Star?" or You could ask "What's the most important thing?" "By what should I set my life's course?"

You could also just hold the question in the back of your mind over the course of a day and see what comes to you. Or while doing a pleasant calming task with your hands (like drawing, or stroking a cat), ask the question and see what arises.

The answer may be soft; you may have to listen closely to hear it. It may come with the voice of an inner child, or a teacher, or with a simple viscerally persuasive clarity. Your

answer may come in the form of a wordless knowing, an image, a body sensation, or a memory.

Some people have several North Stars, though usually they are lined up in the same direction so there is no conflict among them. And sometimes a person has a single North Star, one aim, one principle, that draws together all the threads of his or her life.

It's OK for your North Star(s) to change over time. But whatever it is right now, let it guide you.

This means keeping it in mind - perhaps with a yellow sticky note, where it will be visible to you or by jotting it down at the top of your "to do" list for the day. Or you could often recommit to your guiding light(s) when you first wake up.

Notice or imagine the rewards that do or will come to you and others from following your North Star. What trouble will it keep you out of? What joys and gains will it bring to you and others? Keep letting these good feelings and knowing sink in to you, linked in your mind to your Star.

When troubled or tangled, ask yourself: "How could my North Star guide me with this? In its light, what's the priority here and now?" Try to accept this guidance; give yourself over to it.

Moment after moment, we are always headed in one direction or another. As these add up, they become the course, for better or worse, of a person's life.

May the course of your life be aimed at your own North Star.

Follow up this activity with the video below.

# Hope Theory – Make Your Life Better

<https://www.youtube.com/watch?v=ZuHZhi1B4T4> 3 min 44 sec

Discuss and explain the steps to the students. Help them to focus on and reflect on being a hopeful person and acting accordingly. Facilitate reflection on the important message within -

- Setting and reaching goals is a big predictor of future success and this relates to hope.
- Hope for the future isn't the same as wishing.
- Hope has action behind it. It's not just wishing things would get better but actively doing something to help make that so.

### **3. Related to the exercise on Sentence Structure (Word Order)**

#### **3 a. Discussion**

Recap the discussion on Inner Harmony as covered in Unit 4.

## V. Assignment

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### 1. Dear Me, (A Letter to Self)

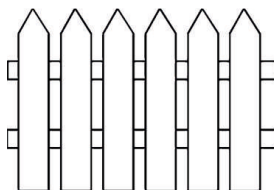
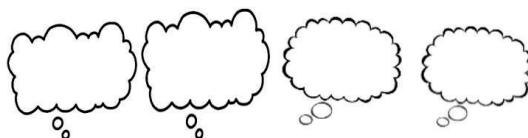
Ask the children to write a letter to themselves, guiding their own selves towards self-growth....towards creating a more positive reality or 'truth' of who they are. Ask them to guide and motivate their 'self' lovingly and kindly, about the changes their 'self' can work towards and how.

### 2. All about Hope

#### a. Hope – From Theory to Practice

Prepare a worksheet in which you pose the following questions/statements for the children to reflect upon. Provide enough space for them to write/draw as instructed.

1. What is the goal that you want to work on? Make it specific, measurable and set a deadline.
2. How will you reach your goal? What pathways could you consider to reach your goal? (Draw the roads that you could take – Path A, Path B, Path C..... Inside each road outline write your alternative)
3. What obstacles can you anticipate? Visualize them and write them down. Which of them are internal obstacles and which are external? (Write the internal obstacles inside thought bubbles and external obstacles inside fence slats.....as shown below..)



4. How will you deal with those obstacles? Use the technique of Mental Contrasting with Implementation Intentions. (Visualize the obstacle and make concrete plans to deal with them)

What is the one action you can take? (If ....., then, I will .....)

5. Evaluate your pathways.

b. Creative Writing (Based on Quotes)

- “Once you choose hope, anything’s possible.” – Christopher Reeve
- “Hope is a match in a dark tunnel, a moment of light, just enough to reveal the path ahead and ultimately the way out.” - Dr. Judith Rich

## Resources

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### *References:*

YouTube videos – Links given under the respective activities



English  
Grade VIII

# Integration of Values

Teacher's Manual

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