



HEM *harmonize*

English
Grade IX

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 IX

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Preface



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



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

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

Thank You,

Mahendra

Mahendra Kabra
Managing Trustee

Anita

Anita Maheshwari
Trustee & Creative Director

Acknowledgement

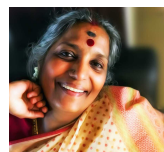
Welcome to HEMA Foundation's "Teacher Manual for Value Integration". I take this opportunity to thank each one of those who participated in it. At the outset I thank the Management of HEMA Foundation, its Managing Trustee Shri Mahendra Kabra , the Trustee and Creative Director, Smt. Anita Maheswari,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

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

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

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

I remain your sincere



Vijayam Ravi, PhD

Introduction

(must read before the teacher proceeds)

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

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

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

Did we teach subjects? Or did we teach children?

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

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

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

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

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

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

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

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

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

The Context to Value integration with subjects:

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

The fundamental shift that needs to happen here is this.

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

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

What benefits do Value integration bring to the students?

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

The argument

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

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

What does HEMA foundation offer to teachers?

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

Values can never be taught, values can only be caught

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

How and why are the values integrated by HF?

There is a very sound reason for HF to adopt the project of value integration into academic subjects and it is justified when any one reads the deliberations made in the NEP-2020 -NEP talks passionately about the integration of values, skills, and essential subjects to make the learning holistic. Let us refer to the clause 4.28, and it reads as follows: “Students will be taught at a young age the importance of “doing what's right” and will be given a logical framework for making ethical decisions. In later years, this would then be expanded along themes of cheating, violence, plagiarism, littering, tolerance, equality, empathy, etc., with a view to enabling children to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. As consequences of such basic ethical reasoning, traditional Indian values and all basic human and Constitutional values (such as seva, ahimsa, swachhhata, 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.”

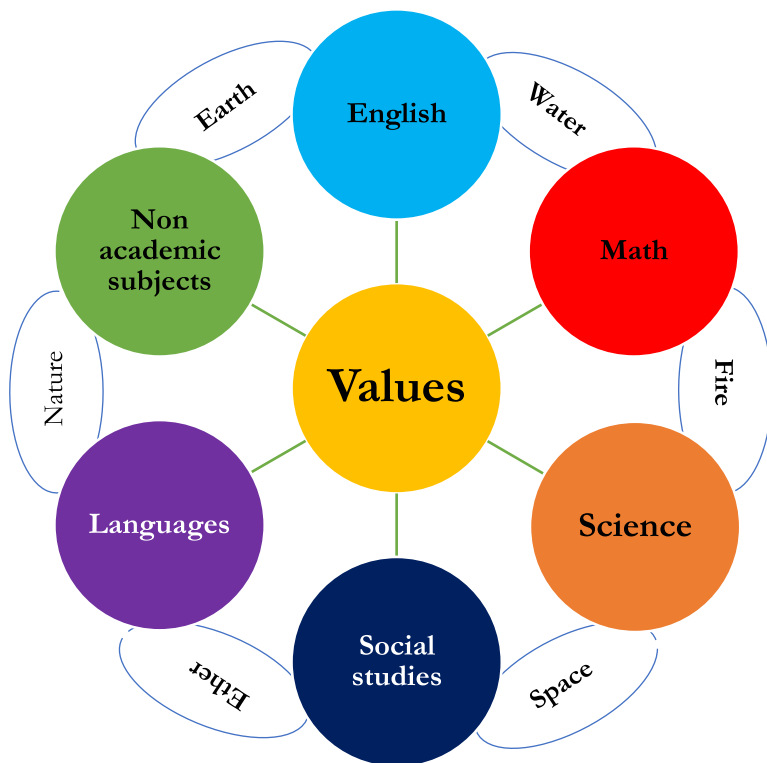
The new NEP and therein the NCERT insist on integration of values with essential subjects. Nature is the mother of all knowledge- Every learning that takes place with human beings is connected through the mind and intellect. While giving food for thought at the intellectual level, teachers have to supplement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



Unit 1

Topic	Values / Life skills integrated & imbibed	Activities
The Fun They Had (Story)	Core Values considered : Appreciation, Gratitude, Fearlessness / Courage (Decision making, Choices)	1. Related to the story – ‘The Fun They Had’ a. Discussion b. Reflection on a Quote
The Road Not Taken (Poem)	Other Sub-Values: Awareness, Understanding, Knowledge, Wisdom, Truth, Positivity, Optimism, Caring, Self-love, Confidence, Attitude, Determination, Self-Discipline, Self-Control, Judgement, Faith, Trust, Hope, Patience, Fearlessness/ Courage.	2. Related to the poem 'The Road Not Taken' a. Discussion b. Fear is a Choice, Courage is a Decision (video)
The Squirrel (Poem)	Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Self-regulation, Problem-solving, Planning & execution, Motivation, and Generalization.	<u>Assignments</u> 1. Courage When it Counts! (Report Writing)

Materials / Resources needed

Facility & Equipment to play the Video

Description (of the points of discussion)

Through this unit, help students understand the following:

- Appreciation is the understanding and the enjoyment of the value of something as well as the feeling of being grateful for something. Gratitude is basically thankful appreciation; focusing on what's good in our lives and being thankful for the things we have. Consciously pausing to notice and appreciate the things we take for granted, and reflecting on how fortunate we are for all the things we have, or the moments when something good happens to us, will not only help us feel good but also do us a lot of good. An important lesson that one can consider in this story is that we must appreciate what we have before time makes us appreciate what we had....
- It is important to identify, acknowledge, appreciate and have gratitude for all that we have in the present moment.
- Very often, we find ourselves at a crossroads in life; necessitating that we make a choice about or decide which path we wish to traverse. Sometimes this decision can be made easily, at other times however, making that choice or taking that decision may require a lot of reflection, especially when the path is unfamiliar or we are faced with the unknown. Very often at the end of such a path may be great gains, growth that's the result of the journey....but we will never know unless we make that choice to take that path. We must learn to trust our instincts/our intuition and call forth our courage and confidence to take the plunge into the unknown.

Unit 1**The Fun They Had (Story)****The Road Not Taken (Poem)**

Core Values: *Appreciation, Gratitude, Fearlessness / Courage (Decision making, Choices)*

I. Introduction

In Unit 1, the story ‘The Fun They Had’ is set in the future, when books and schools as we now know them will perhaps not exist. Two children discover their grandfather’s diary in which he mentions about schools during his time, which are completely different from what the children know of schooling. The little girl gets fascinated by what she learns of schools in the past and feels that the children back in those days must have had a lot of fun in school.

This story highlights the values of appreciation and gratitude, as well as other connected values of awareness, understanding, knowledge, wisdom, truth, positivity, and optimism.

The poem ‘The Road Not Taken’, is a well-known poem by American poet Robert Frost about making choices, and the choices that shape us. Here the values of fearlessness/courage (involved in decision making or making certain choices) may be discussed.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
 1. Read and understand the story – The Fun They Had, and the poem – The Road Not Taken
 2. Develop and enhance their reading skills, comprehension, and vocabulary skills.
 3. Develop their communication and oral expressive skills, associative ability, & conceptual awareness.

4. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
5. Understand the importance of the values of appreciation and gratitude.
6. Enhance their understanding of the value of fearlessness/courage (in relation to decision making and choices).
7. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

Appreciation is the understanding and the enjoyment of the value of something as well as the feeling of being grateful for something. Gratitude is basically thankful appreciation; focusing on what's good in our lives and being thankful for the things we have. Consciously pausing to notice and appreciate the things we take for granted, and reflecting on how fortunate we are for all the things we have, or the moments when something good happens to us, will not only help us feel good but also do us a lot of good. An important lesson that one can consider in this story is that we must appreciate what we have before time makes us appreciate what we had...

Very often, we find ourselves at a crossroads in life; necessitating that we make a choice about or decide which path we wish to traverse. Sometimes this decision can be made easily, at other times however, making that choice or taking that decision may require a lot of reflection, especially when the path is unfamiliar or we are faced with the unknown. Very often at the end of such a path may be great gains, growth that's the result of the journey...but we will never know unless we make that choice to take that path. We must learn to trust our instincts/our intuition and call forth our courage and confidence to take the plunge into the unknown.

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)**



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



1.
Reflection on a
Quote
Refer 1 b.
*Value –
Appreciation &
Gratitude*

2.
Fear is a Choice,
Courage is a
Decision
Refer 2 b.
*Value –
Fearlessness/ Courage*



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



1.
Courage When it Counts!
(Report 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 Appreciation & Gratitude and Fearlessness/Courage with other inherent values like Awareness, Understanding, Knowledge, Wisdom, Truth, Positivity, Optimism, Caring, Self-love, Confidence, Attitude, Determination, Self-Discipline, Self-Control, Judgement, Faith, Trust, Hope, Patience, Fearlessness/ Courage.

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

IV. Activities & Related Discussion

1. Related to the story ‘The Fun They Had’

1 a. Discussion

Pose the following questions

1. What was Margie’s reaction to Tommy finding a ‘real’ book? Why?
2. What did Tommy and Margie find strange about the book?
3. What was Tommy’s opinion about a book with paper? Why? Do you agree with Tommy? Justify your opinion.
4. What was the book about? Why did Margie react in scorn upon learning of the same?
5. What kind of a school system did Margie have to go through? What is your opinion of the same?
6. Which system of school was referred to in the book? What comparisons did Margie and Tommy draw between the ‘old’ system of schooling and the ‘present’ system of schooling that they were undergoing?
7. How did Margie think of the old schools? What were her assumptions?

Then ask the children –

You have experienced ‘online learning’ that became the necessary mode of learning during the Corona Pandemic of 2020-21. What was your experience of the same? Having

gone through both – the physical mode of learning, and the online mode of learning, what would you prefer? Why? What advantages and disadvantages did you see in both the modes?

Discuss certain values that are connected to this story and topic of discussion – appreciation and gratitude for what one has...value, of and for the 'old'.

1 b. Reflection on a Quote

Write the following quote on the board –

‘Appreciate what you have before time makes you appreciate what you had.’

Ask the children to reflect upon this quote, and discuss the meaning and significance of the same. Help them understand how important it is to identify, acknowledge, appreciate and have gratitude for all that we have in the present. Remind them that appreciation is the understanding and the enjoyment of the value of something as well as the feeling of being grateful for something. Ask them – Why do think it is important to have a sense of appreciation and gratitude?

2. Related to the poem ‘The Road Not Taken’

2 a. Discussion

Pose the following questions:

1. What did the poet feel sorry about?
2. Do you think the poet was in a state of confusion? Why?
3. Why did the poet select the path he did?
4. What do you think the poet means by the last line?

Two roads diverged in a wood, and I —

I took the one less travelled by,

And that has made all the difference.

Then ask the children –

- Have you ever faced such a situation where you were faced with different options and you had to choose one?
- What helped you to make that choice or take the decision?
- Is it always easy to take a decision? Why?
- What does one need to possess to take decisions fairly easily?

You may put up a list of relevant and irrelevant words on a chart. Put up the chart; ask the children to read the words and quickly, within a certain time limit jot down all the values they feel would be necessary/help in making choices or taking decisions.

Include the following words – Awareness, Understanding, Knowledge, Wisdom, Truth, Positivity, Optimism, Caring, Self-love, Confidence, Attitude, Determination, Self-Discipline, Self-Control, Judgement, Faith, Trust, Hope, Patience, Fearlessness/ Courage.

Once the time is up, call out the appropriate words. Let them check how many they got right. Discuss how these values apply in a situation that calls for a decision/choice to be made.

- Do you believe our decisions or choices can affect our future? How?

- Do you believe that the choices we make have the power to shape us? Justify your opinion.

2b. Fear is a Choice, Courage is a Decision

<https://www.youtube.com/watch?v=8gjxaNbKMM0> 2 min

“Fear is a choice, but it isn’t one you have to choose. I had to keep making decisions to keep moving forward. I am moving. I am living.” - Jemima Cooper

This is Jemima’s remarkable story on how she went from being an elite classical ballerina to a competitive triathlete.....

Explain to the children –

Very often, we find ourselves at a crossroads in life; necessitating that we make a choice about or decide which path we wish to traverse. Sometimes this decision can be made easily, at other times however, making that choice or taking that decision may require a lot of reflection, especially when the path is unfamiliar or we are faced with the unknown. Very often at the end of such a path may be great gains; growth that’s the result of the journey....but we will never know unless we make that choice to take that path. We must learn to trust our instincts/our intuition and call forth our courage and confidence to take the plunge into the unknown.

Ask them to connect all this with Jemina’s story. Help them understand that what helped Jemina are her choices and decisions – as she stood at the crossroad of her life...every time she was faced with a challenge; a question - decisions made with courage, decisions that shaped her, decisions that changed her future....

V. Assignments

1. Courage When it Counts! (Report Writing)



Discuss the above quote with the children. Ask them to research on people who have had success stories; choose one person whose life changed for the better due to a courageous decision taken, and write a report about it.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

Soft Skills – Decision Making

<https://www.youtube.com/watch?v=nJmteC2wfRo> 14 min 16 sec

Unit 2

Topic	Values / Life skills integrated & imbibed	Activities
<p>The Sound of Music (Stories)</p> <p>Part 1 - Evelyn Glennie Listens to Sound without Hearing It.</p> <p>Part II- The Shehnai of Bismillah Khan Wind (Poem)</p>	<p>Core Value considered : Grit, Passion, Inner Strength</p> <p>Other Sub-Values: Resilience, Courage, Determination, Passion, Commitment, Positivity, Optimism, Perseverance, Hope, Potential, Wisdom, Caring, Compassion, Kindness, Sensitivity, Empathy, Altruism, Hard Work, Will Power, Faith, Trust, Motivation, Humility, Self-Awareness, Self-Acceptance, Self-Belief, Self-Confidence, Self-Love, Self-Realization, Potential, Creativity, Appreciation, Hard Work, Patriotism, Respect, Pride, Acceptance, Tolerance, Fortitude, Growth, Control, Awareness, Gratitude, and Wisdom...</p> <p>Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Self-regulation, Problem-solving, Planning & execution, Motivation, and Generalization.</p>	<p>1. Related to the story – ‘The Sound of Music’</p> <p>A. Part 1- Evelyn Glennie Listens to Sound without Hearing It.</p> <p>a. Discussion</p> <p>b. For the Best of Me - Growth Mindset Animation- The Power of Grit</p> <p>B. Part II- The Shehnai of Bismillah Khan</p> <p>a. Discussion</p> <p>b. Passion Project</p> <p>2. Related to the poem 'Wind'</p> <p>a. Discussion</p> <p>b. Inner Strength – Motivational Poem (Video + Worksheet)</p> <p><u>Assignments</u></p> <p>1. Me at My Best... (Essay writing) .</p> <p>2. My Passion Project (Self-Reflection Worksheet).</p> <p>3. I Break Not But Stand Tall</p>

Materials / Resources needed

Facility & Equipment to play the Videos

Worksheets

Description (of the points of discussion)

Through this unit, help students understand the following:

- Grit is the passion and perseverance for long-term and meaningful goals. It is one's ability to endure and persist over time on a journey towards accomplishing big and hard things. Grit is a combination of desire and fortitude, in which we show the willingness to do the many small, mundane tasks that give us no pleasure in and of themselves, so that we may realize our dreams. Grit is one's ability to overcome adversity, to bounce back from defeat, to learn from failure, and to "keep on keeping on" Grit is what turns talent into skill, and turns potential into reality. What differentiates talented individuals who become successful and those that don't is grit – the passion, hard work, persistence over time towards the realization of their goals/dreams. When talent meets grit, the potential can be realized. Thus it's crucial to decipher what grit is, its importance, and understand how to cultivate it.
- Passion is commonly understood and referred to as 'strong emotions reflecting an intense desire or boundless enthusiasm.' However, the origin of the word implies a different meaning – A willingness to suffer for what you love, to go all out and do whatever it takes to realize our goals and dreams.... It involves a conscious decision to focus our energy on what matters the most to us. Passion helps one to forge through obstacles and difficult times with fortitude, as one does not care what it takes to become better. Passion can help us make a difference in our own lives as well as in the world. We all have the ability to create whatever kind of life we want. The secret to living the dream is hidden in our passions and what we do because of them. We will never know what we're truly capable of unless we push ourselves.
- Every individual has to fight some battles at some point or the other in their lives. Problems, difficulties and challenges are a part and parcel of life; they are like the winds – sometimes mild and at other times a great destructive force. No matter how strong the winds are though, we can stand strong in the face of it. That strength lies within us. We just have to find it...and if we don't, we have to create it! Inner strength is a remarkable mix of courage, confidence, resilience, self-belief, self-esteem, grit, determination, perseverance, hope, faith and most of all trust in one's abilities. It's about not letting our adversities and setbacks strike us down and hold us down, but rather understanding that we are in control of our own destiny and happiness.

Unit 2**The Sound of Music (Stories)****Wind (Poem)**

Core Values: *Grit, Passion, and Inner Strength*

I. Introduction

In Unit 2, the story ‘The Sound of Music’ are accounts of two renowned individuals, who excelled in the field of music.

Part 1 is an account of Evelyn Glennie, who fought against a physical disability and made her life a success story. The values of grit, resilience, courage, determination, positivity, optimism, perseverance, hope, potential, wisdom, caring, compassion, kindness, sensitivity, empathy, altruism, hard work, will power, faith, trust, motivation, humility, self-awareness, self-acceptance, self-belief, self-confidence, self-love, and self-realization, are noted herein.

Part 2 is an account of the shehnai maestro, Ustad Bismillah Khan. The values of passion, potential, creativity, appreciation, hard work, respect & pride (in his culture and traditions), patriotism, acceptance, tolerance, etc. are highlighted here.

In the poem ‘Wind’, the poet describes the wind as being a destructive force unless we befriend it and learn to deal with it. The wind may be likened to all the stressors in our life, the small and the big. In this regard, the values of inner strength, courage, tolerance, acceptance, attitude, adaptability, positivity, optimism, determination, self-awareness, self-acceptance, self-confidence, self-belief, self-love, self-esteem, and self-realization, may be discussed.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
 1. Read and understand the story – The Sound of Music, and the poem – Wind
 2. Develop and enhance their reading skills, comprehension, and vocabulary skills.

3. Develop their communication and oral expressive skills, associative ability, & conceptual awareness.
4. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
5. Reflect upon the values of grit and passion.
6. Enhance their understanding of the value of inner strength.
7. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

According to the psychologist Angela Duckworth, who has essentially coined and researched this quality extensively, grit is the passion and perseverance for long-term and meaningful goals. She describes it as one's ability to endure and persist over time on a journey towards accomplishing big and hard things. Grit is a combination of desire and fortitude, in which we show the willingness to do the many small, mundane tasks that give us no pleasure in and of themselves, so that we may realize our dreams. Grit is one's ability to overcome adversity, to bounce back from defeat, to learn from failure, and to "keep on keeping on"..... So many of us are blessed with talents in one or many areas, but not all of us are able to utilize that potential adequately and channelize it well. Grit is what turns talent into skill, and turns potential into reality. What differentiates talented individuals who become successful and those that don't is grit – the passion, hard work, persistence over time towards the realization of their goals/dreams. When talent meets grit, the potential can be realized. Thus it's crucial to decipher what grit is, its importance, and understand how to cultivate it.

Passion is commonly understood and referred to as 'strong emotions reflecting an intense desire or boundless enthusiasm.' However, the origin of the word implies a different meaning – A willingness to suffer for what you love, to go all out and do whatever it takes to realize our goals and dreams.... It involves a conscious decision to focus our energy on what matters the most to us. Passion helps one to forge through obstacles and difficult times with fortitude, as one does not care what it takes to become better. Passion can help us make a difference in our own lives as well as in the world. We all have the ability to create whatever kind of life we want. The secret to living the dream is hidden in our passions and what we do because of them. We will never know what we're truly capable of unless we push ourselves.

Every individual has to fight some battles at some point or the other in their lives. Problems, difficulties and challenges are a part and parcel of life; they are like the winds – sometimes mild and at other times a great destructive force. No matter how strong the

winds are though, we can stand strong in the face of it. That strength lies within us. We just have to find it...and if we don't, we have to create it! Inner strength is a remarkable mix of courage, confidence, resilience, self-belief, self-esteem, grit, determination, perseverance, hope, faith and most of all trust in one's abilities. It's about not letting our adversities and setbacks strike us down and hold us down, but rather understanding that we are in control of our own destiny and happiness.

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.a, 1B.b, 2a)**



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



1.

For the Best
of Me -
Growth
Mindset
Animation
- The Power
of Grit
Refer 1 A. b.
Value – Grit

2.

Passion
Project
Refer 1 B.b.
Value – Passion

3.

Inner
Strength –
Motivational
Poem (Video
+ Worksheet)
Refer 2 b.
*Value – Inner
Strength*



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



1.

Me at My Best...
(Essay writing)

2.

My Passion Project
(Self-Reflection
Worksheet)

3.

I Break Not
But Stand Tall

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 Grit, Passion, and Inner Strength with other inherent values like Resilience, Courage, Determination, Passion, Commitment, Positivity, Optimism, Perseverance, Hope, Potential, Wisdom, Caring, Compassion, Kindness, Sensitivity, Empathy, Altruism, Hard Work, Will Power, Faith, Trust, Motivation, Humility, Self-Awareness, Self-Acceptance, Self-Belief, Self-Confidence, Self-Love, Self-Realization, Potential, Creativity, Appreciation, Hard Work, Patriotism, Respect, Pride, Acceptance, Tolerance, Fortitude, Growth, Control, Awareness, Gratitude, and Wisdom...

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

IV. Activities & Related Discussion

1. Related to the story ‘The Sound of Music’

A. Part 1- Evelyn Glennie Listens to Sound without Hearing It.

1 A.a. Discussion

Pose the following questions

1. What was the challenge that Evelyn faced? What was her dream despite it? What does this tell us about her attitude?
2. “Everything suddenly looked black,” What did Evelyn mean by these words?
3. How would you describe the percussionist Ron Forbes? What qualities do you note in his nature? Do you believe he was instrumental in changing Evelyn’s life? How and why?
4. What were Evelyn’s achievements despite her physical disability?
5. How does Evelyn describe music?
6. How does Evelyn contribute to the society?
7. How has she been an inspiration to millions?

8. What values can you identify within this account?

(Grit, resilience, courage, determination, passion, commitment, positivity, optimism, perseverance, hope, potential, wisdom, caring, compassion, kindness, sensitivity, empathy, altruism, hard work, will power, faith, trust, motivation, humility, self-awareness, self-acceptance, self-belief, self-confidence, self-love, and self-realization)

Help them see how Evelyn showed courage and showed the strength of her character. She exhibited passion and commitment, determination, and perseverance. She set goals for herself and followed through. She worked really hard to follow through on her commitments, despite the challenges she faced. She had a growth mindset. What she exhibited was grit.

Explain to them that - Grit is not only working hard at something despite setbacks, but loving what you do. It's a combination of resilience, ambition, and self-control. Grit essentially has five characteristics – 1) courage, 2) conscientiousness (where one is achievement oriented), 3) long term goals and endurance, 4) Resilience – optimism, confidence and creativity, and 5) excellence v/s perfection.

1A. b. For the Best of Me...

Growth Mindset Animation

https://www.youtube.com/watch?v=-_oqghnxBmY&list 3 min 50 sec

The Power of Grit

<https://www.youtube.com/watch?v=EXE2mwZfmIc> 1 min 58 sec

Encourage the children to reflect on the above two videos, and share their thoughts, opinions and feelings. Discuss all the important/key aspects covered in the videos. Talk about the decisions that impact grit. Share examples of people who have shown/show grit. Talk to them about the importance of a growth mindset. Show them how to reframe problems; we need to have a proper helpful perspective about problems in order to avoid easily giving up, quitting or losing hope. Talk to them about creating intentional habits; help them understand that habits and self-control requires grit. Moreover tell that grit takes time, patience and effort; it involves making sacrifices. Help them understand that that sometimes however, it's okay to quit – sometimes something may not be within our range of talents or it may be better to try out something better...then you have to let go of something good to achieve something better. We need to develop judgement or discernment to know when we need grit and when it may be a time to quit.

Ask the children to then attempt a GRIT SCALE to evaluate their level of grit.

<https://www1.villanova.edu/content/dam/villanova/learningsupport/GRIT%20scale.pdf>

(You may take a printout of the same, and make copies for the children)

Follow this up with a Self-Reflection Questionnaire with the following questions. (You may choose to give this as an assignment.)

1. What is the dream (dreams) I wish to pursue? Do I feel passionately about this dream?
2. Have I stepped out of my comfort zone in the past? Am I willing to do so now? What stops me from stepping out of my comfort zone?
3. What is the hardest thing I have ever done?
4. Whenever I have experienced success in something, what is it that has helped me?
5. What are my top strengths?
6. When am I at my best and how do my strengths emerge in those situations?
7. What does my best possible ‘future-self’ look like?
8. What obstacles will I have to overcome, to live my best possible life?

B. Part II- The Shehnai of Bismillah Khan

1 B. a. Discussion

Pose the following questions

1. What was the origin of the shehnai? How did it come to get its name?
2. What is Ustad Bismillah Khan credited for?
3. When did he get exposed to the art of playing the shehnai? What was his attitude towards the art form? How did he ensure self-growth?
4. What advice did Ustad Bismillah Khan’s uncle give him at the age of 14?
5. What was the big break that he got? How was he honoured when India got her independence?
6. How did he grow in the years hence? Why do you think he was able to attain these remarkable achievements?
7. “Teach your children music, this is Hindustan’s richest tradition; even the West is now coming to learn our music.” What values of his are reflected in this statement of his? (respect for and pride in his culture and traditions, patriotism...)
8. What all values are evident in this account of Ustad Bismillah Khan?

Talk to the children how Ustad Bismaillah Khan possessed and exhibited the

following values through his thoughts and actions - passion, potential, creativity, appreciation, hard work, respect & pride (in his culture and traditions), and patriotism. Moreover, the account also reflects the tolerance and the acceptance of the people in that a devout Muslim like him could very naturally play the shehnai every morning at the Kashi Vishwanath temple.

Now focus on the value of passion. Ask them what they think it means in this context. Help them understand – Passion is the feeling of being energized – whatever energizes us, makes us feel whole, feels like possibilities, exciting to do... it is about how something makes us feel... Passion is a strong desire; it's an emotion to be acted upon. Passion involves strong determination, conviction and love about something / to do something.

Passion can push us to do whatever it takes, no matter the circumstances, to achieve something. Passion is the willingness to 'suffer' (as its root word / word of origin means) for something that one loves so much... to do whatever it takes for what you love... It's not about doing something that makes us feel good all the time. Following our 'passion' means, pursuing what we believe in, even past the point of our obstacles.... It helps us to be more resilient when we encounter obstacles. If something is exciting all the time, it's an indicator that it's too comfortable and those obstacles create the discomfort you need to grow.

Those who are passionate about what they do have more positive outlooks, are able to overcome difficulties through problem solving, and are more inclined to work on self-improvement, thus increasing the chances of success.

1 B. b. Passion Project

https://www.youtube.com/watch?v=W7XAwO_fc9A 4 min 12 sec

Show the children this video. Connect it to the story – Ustad Bismillah Khan cared about music, specifically learning to play the shehnai and eventually master it. Once he had identified what he was passionate about, he set out to learn more about it, and take up all the opportunities that would help him eventually master the art form....

Tell the children to take time and think about - what they enjoy and possibly love doing, how they could learn more about it, what all steps they could / would have to take to get really good at or even excel at it, what obstacles they may have to face, and to what extent why'd be willing to go or how much they'd be willing to 'suffer' to make their dream a reality or to realize their talent or potential.

They could do this a journaling task or in a worksheet provided by you.

2. Related to the poem 'Wind'

2 a. Discussion

Once the poem is explained to the children and they have understood its meaning, tell

them it can be connected to our lives – the wind may be viewed as all the stressors in our lives, both small and big, that have the power to impact and even destroy our lives. One cannot do away with stressors; they are going to be present in everyone’s lives in some form or the other – this we have no choice. However, we have a few other choices –

- How we perceive the ‘winds’ (stressors) in our life; our attitude towards them.
- How much power and influence we give them over our lives.
- How we strengthen ourselves to withstand the ‘winds’ (stressors)

Now focus on the quote at the end of the unit – “The tree on the mountain takes whatever the weather brings. If it has any choice at all, it is in putting down roots as deeply as possible.” - Corrie Ten Boom

Ask the children to reflect on the meaning of this quote. Help them understand just like a tree sends its roots deep into the ground to get a good strong grip so that it’s able to stand strong in the face of strong winds and not get uprooted, we too can get a grip on our lives by developing our inner strength (by putting down roots i.e. developing important life skills).

2 b. Inner Strength – Motivational Poem (Video + Worksheet)

<https://www.youtube.com/watch?v=5tuoCpbKlrQ> (STOP the video at 1 min 35 sec)

Show the video to the children. Ask them what they have gathered from it. Then give them each a worksheet with the transcript of the video (upto 1:35). Ask them to read the content and the poem and then analyze and discuss the meaning and the significance of the same, and reflect upon how it applies to our lives.

Transcript of the video: (edited)

The greater the struggle you go through, the stronger you become. Struggle leads to strength.

The more we get put down, the stronger we’re going to become....the more defined and resilient we’re going to become...and people don’t remember this, they forget it. There’s a lovely poem, that goes –

The tree that never had to fight
For sun or sky or air or light
But stood in the open plain
And always got its share of rain
Never became a forest king
But lived and died a scrubby thing

The man who never had to toil

To gain and farm his patch of soil
Who never had to win his share
Of sun and sky and light and air
Never became a manly man
But lived and died as he began

Good timber does not grow with ease
The stronger wind, the stronger trees
The further sky, the greater length
The more the storm, the more the strength
By sun and cold, by rain and snow
In trees and men good timbers grow

Where thickest lies the forest growth
We find the patriarchs of both
And they hold counsel with the stars
Whose broken branches show the scars
Of many winds and much of strife
This is the common law of life

At the end of the discussion and reflection, ask the children to attempt the WORD SEARCH given in the worksheet. They have to search for and circle 20 words that are connected to inner strength:

Resilience, Grit, Determination, Perseverance, Courage, Fortitude, Confidence,
Belief, Trust, Faith, Hope, Positivity, Optimism, Growth, Control, Awareness,
Acceptance, Appreciation, Gratitude, Wisdom

V. Assignment

1. Me at My Best... (Essay writing)

Ask the children to write about a time all of their top strengths helped them in a certain moment – a time when their strengths came out in the right way and at the right time to create a positive outcome; a time in their life when they were at their best. It could be a personal experience – a time when they made a difference in someone's life / when

they achieved something for themselves / when they were going through a tough period that was made easier because their strengths came to be of help to them...

2. My Passion Project (Self-Reflection Worksheet)

Prepare a worksheet for the children with the following questions –

1. What energizes me?
2. What am I willing to do purely for the love of 'it'...for the pure joy of the process of doing 'it'? (not for acknowledgement, appreciation, fame, money or power)
3. Would I be willing to work on this as my 'passion project'?
4. How can I learn more about it?
5. What all steps could I / would I have to take to get really good at or even excel at it?
6. What obstacles may I have to face?
7. To what extent would I be willing to go? How much would I be willing to 'suffer' to make my dream a reality or to realize my talent or potential?

3. I Break Not But Stand Tall

Ask the children to write about a time or a situation when they exhibited great inner strength; encourage them to reflect on their qualities / values that helped in showing that inner strength.

Resources

References:

YouTube videos – Links given under the respective activities

<https://www.success.com/10-questions-to-help-you-cultivate-authentic-grit/>

Resources for Teachers

Grit: the power of passion and perseverance | Angela Lee Duckworth

<https://www.youtube.com/watch?v=H14bBuluwB8> 6 min 12 sec

Unit 3

Topic	Values / Life skills integrated & imbibed	Activities
The Little Girl (Story)	Core Value considered : Understanding and Positivity	1. Related to the story – ‘The Little Girl’ a. Discussion
Rain on the Roof (Poem)	Other Sub-Values: Sensitivity, Caring, Compassion, Kindness, Empathy, Generosity, Respect, Forgiveness, Patience, Judgement/Discernment, Hope, Faith, Attitude, Trust, Optimism, Confidence, Resilience, Appreciation, Gratitude, Peace, Belief, Love, etc... Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Self-regulation, Problem-solving, Planning & execution, Motivation, and Generalization.	b. Understanding Others (Game + Video) 2. Related to the poem 'Rain on the Roof' a. Discussion b. Watch Your Thoughts # Stop Negative Self-Talk # How to Find Peace of Mind <u>Assignments</u> 1. Who are My Parents? (Self-Reflection Worksheet) 2. My Vision Board

Materials / Resources needed

Facility & Equipment to play the Videos

Worksheet

Word cards / chits

Description (of the points of discussion)

Through this unit, help students understand the following:

- ‘Understanding is a psychological process related to an abstract or physical object, such as a person, situation, or message whereby one is able to think about it and use concepts to deal adequately with that object. Understanding is a relation between the knower and an object of understanding.’
- Understanding in a relationship involves being aware, sensitive and intuitive with the other; the human connectedness of seeing the other.... This awareness helps us to identify the mental states of the other by putting ourselves in the ‘other’s’ shoes (empathizing) and thinking about things from another perspective or point of view.... and in turn understand the other’s feelings, intentions, experiences, beliefs etc
- The skill of understanding others can help us to predict what they might feel in a particular situation, and also allow us to make sense of how they react. This can guide our interactions with them.
- ‘Everyone is different , yet everyone is still human. We all have our little things, but we can relate them to our own, and learn the tiny little differences, that allow us to understand not only what makes them different, but also why they think that.’
- Positivity is an optimistic state of mind, which helps us see the bright side of life, despite enough reasons in life to do just the opposite. A positive frame of mind brings more harmony and happiness, improves relationships, and attracts success into our life. It is a mindset that we can build up.
- It is important 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.
- 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 and we end up feeling a state of disharmony within us. This disharmony and lack of positivity will then slowly seep into every aspect of our lives. So, the most important thing is to understand and deal with our thoughts and our attitude or mindset.

Unit 3**The Little Girl (Story)****Rain on the Roof (Poem)**

Core Values: *Understanding and Positivity*

I. Introduction

In Unit 3, the story ‘The Little Girl’ is about a little girl Kezia, whose feelings for her father change from fear to understanding, as certain events transpire. The value of understanding may be discussed here, along with other connected values of empathy, sensitivity, compassion, kindness, love etc.

In the poem ‘Rain on the Roof’, the poet describes the pleasant patter of the rain upon his roof, when everything else around him is gloomy and melancholy...and the thoughts that flashed through his mind as he heard this melody of nature...Herein, the value of positivity may be discussed along with other values like appreciation, love etc.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
 1. Read and understand the story – The Little Girl, and the poem – Rain on the Roof.
 2. Develop and enhance their reading skills, comprehension, and vocabulary skills.
 3. Develop their communication and oral expressive skills, associative ability, & conceptual awareness.
 4. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
 5. Enhance their understanding of the value of understanding.
 6. Broaden their awareness of the value of positivity.
 7. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

We humans are social beings. To survive as a community, both at the social and personal level, we need to be able to see and understand situations from different perspectives. Understanding creates empathy and fosters action through compassion, thereby keeping the wheels of society running smoothly.

Positivity is an optimistic state of mind, which helps us see the bright side of life, despite enough reasons in life to do just the opposite. A positive frame of mind brings more harmony and happiness, improves relationships, and attracts success into our life. It is a mindset that we can build up.

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. Understanding
Others
(Game + Video)
Refer 1 b.
*Value – Understanding***

**2.
Watch Your
Thoughts
Refer 2 b.
*Value – Positivity***



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



**1.
Who are My Parents?
(Self-Reflection
Worksheet)**

**2.
My Vision Board**

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 Understanding and Positivity with other inherent values like Sensitivity, Caring, Compassion, Kindness, Empathy, Generosity, Respect, Forgiveness, Patience, Judgement/Discernment, Hope, Faith, Attitude, Trust, Optimism, Confidence, Resilience, Appreciation, Gratitude, Peace, Belief, Love, etc...

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

IV. Activities & Related Discussion

1. Related to the story ‘The Little Girl’

1a. Discussion

Once the lesson has been read and discussed, focus on the task in the ‘Writing’ section. Have them reflect on the questions posed and share their thoughts and opinions in general. Ask them –

What do you think is meant by the term ‘understanding’? How would you define it?

Discuss the definition of the term -

‘Understanding is a psychological process related to an abstract or physical object, such as a person, situation, or message whereby one is able to think about it and use concepts to deal adequately with that object. Understanding is a relation between the knower and an object of understanding.’

Help them understand how the concept of understanding varies as per what it’s referred to -

- The cognitive condition of someone who understands
“He has virtually no understanding of social cause and effect”
- The capacity for rational thought or inference or discrimination
- An inclination to support or be loyal to or to agree with an opinion
“I knew I could count on his understanding”

- The statement (oral or written) of an exchange of promises
“There was an understanding between management and the workers”
- Characterized by understanding based on comprehension and discernment and empathy -
“an understanding friend” (having the ability to perceive or understand; keen in discernment)

(Source: <https://www.vocabulary.com/dictionary/understanding>)

1b. Understanding Others (Game + Video)

1. Game: Give them each a chit (the size of a Housie card) with the following words printed on it. Tell them that the words are a mix of synonyms and antonyms of the word understanding. They will be given 30 seconds; in that time they have to tick all the synonyms.

Compassionate	Mean	Intolerant	Responsive	Inconsiderate
Sympathetic	Perceptive	Forbearing	Disagreeable	Unfeeling
Forgiving	Selfish	Kindly	Unaccepting	Patient
Discerning	Empathic	Sensitive	Unsympathetic	Impatient
Considerate	Merciless	Generous	Kind	

Once they are done, call out the relevant words and let them check their own responses. Now ask them to reflect on all the qualities given in the chit. ... How would the behaviour that stems from each quality affect a person that they may interact with? How would it make that person feel?

Then ask them –

- Do you think ‘understanding’ is important in a relationship? Why?

Help them understand that for any relationship to be successful, a sense of connection has to be established between the persons involved. This connection or emotional bond will come about only if each of them feels ‘understood’. Understanding in a relationship involves being aware, sensitive and intuitive with the other; the human connectedness of seeing the other.... This awareness helps us to identify the mental states of the other by putting ourselves in the ‘other’s’ shoes (empathizing) and thinking about things from another perspective or point of view.... and in turn understand the other’s feelings, intentions, experiences, beliefs etc. Explain to them that the skill of understanding others can help us to predict what they might feel in a particular situation,

and also allow us to make sense of how they react. This can guide our interactions with them.

- How does understanding manifest in our behaviour?

Explain to them that understanding others is all about watching and listening. One of the basic ways to begin 'understanding' another is to observe the other – identifying how they must be feeling based on their body language, facial expressions and their actionsask ourselves – Does the person look stressed / tired / upset / peaceful / confident? We must learn to pay attention to how they feel and act, understand why they feel the way they do. Based on these emotions we could predict what that person may do next or why they did what they did....

Then tell them that besides observation, understanding further improves with listening. Listening is different from hearing. Ask them if they are aware of the same; what the essential difference is between the two terms. Discuss the same. Tell them that the better we 'listen', the better will be the connection that is established. It fosters a feeling of bonding and closeness.

And finally tell them that the most important aspect of understanding is that it's a choice to be kind and gentle. We must thus choose to turn our understanding into compassion, to use to help and support the people we care about. Even small acts of compassion can bring about positive connections within relationships.

2. Video: <https://www.youtube.com/watch?v=imMb4fqQs1A> 6 min 39 sec

Discuss in depth, the important aspects of this video. After each point is covered, ask them to think of examples by connecting it to their own lives. Encourage them to share their thoughts, feelings and opinions. Ask them to reflect on how these insights could help improve upon their relationship with their parents. Focus on the key points –

- Everyone has needs. Everyone has emotions....but ...everyone has different needs and experiences different emotions, based on factors that apply to their perspective.
- The best way to understand someone is to listen to what they say.
- Listening to not only the words that are being said, but also the way in which they are being articulated, empowers ours our ability to understand them.
- Facial expressions often tell us what the words don't.
- Taking and sharing...asking questions... if you want to know something, asking is the best way to find out
- Sharing experiences stories, beliefs, etc. is another self-working understanding tool
- Sharing allows us to both relate and learn, relating to similar instances and learn from different ones.

- Seeking to know the different perspectives help us learn who and how they really are
- Understanding comes from time and experience.

‘Everyone is different, yet everyone is still human. We all have our little things, but we can relate them to our own, and learn the tiny little differences, that allow us to understand not only what makes them different, but also why they think that.’ This is true of our parents too.....

2. Related to the poem ‘Rain on the Roof’

2 a. Discussion

Once the poem is read and explained, ask the children to focus on the first stanza. Tell them that there is a very important message within those lines; a significant value. Ask them to try and deduce what it could be. Give them two minutes for the same. They may discuss with their partners too. At the end of the two minutes, reveal the answer if they did not already guess it – the value of positivity.

Discuss how despite the ‘humid shadows’, the ‘melancholy darkness’, the rainy tears; a depiction of gloom and despair... the poet chooses to focus on the pleasant sound of the rain upon his roof and invites positive, thoughts in his mind.... He chooses to be positive despite the circumstances.

In our lives too, such shadows may hover, casting a pall over our happy moments; darkness may descend in the form of disappointments, tragedies, difficulties, challenges.... We have the choice however not to let these affect our spirit; to stay positive in the face of it all.

Ask the children what they understand of the phrase – ‘Be Positive’ – what they believe it involves. Then show them the video below.

2 b. Watch Your Thoughts

Talk to the children about the nature of thoughts and how positive and negative thoughts affect our emotions and reactions. It is thus important to learn to recognize one’s thought patterns and change one’s mindset from a negative mindset to a growth mindset / positive mindset. Positive thoughts will bring about feelings of contentment, happiness, joy and most of all peace.

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

Stop Negative Self Talk

<https://www.youtube.com/watch?v=yWDo-y-tK7k> 4 min 5 sec

How to Find Peace of Mind

<https://www.youtube.com/watch?v=Bi6vvhXfScU> 3 min

Discuss the content of the videos.

Help the children understand that when our thoughts are all jumbled up or muddled up we feel confused, lost, frustrated or upset. Moreover 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 and we end up feeling a state of disharmony within us. This disharmony and lack of positivity will then slowly seep into every aspect of our lives. So, the most important thing is to understand and deal with our thoughts and our attitude or mindset.

V. Assignment

1. Who Are My Parents?

Prepare a worksheet with the following questions to encourage the children to reflect upon their relationship with their parents. (They need not share this...it is only for self-reflection.... However tell the children, that if they do wish to share something or feel the urge to express their emotions, you are there for them.)

1. How do you perceive your parents to be? What qualities – positive and negative – do they possess?
2. What do you truly admire and respect about your parents?
3. What beliefs do you hold about them? What has led you to develop these beliefs?
4. Have you ever faced a situation where you had to change your belief / perception about them? What insight did you gain from that experience?
5. What emotions do your parents bring up in you? Reflect why that is so?
6. Having read this story, reflect on your parents a little more deeply and with an open mindset.
 - Who do you think they really are?
 - Why do you think they do what they do/ behave the way they do?
 - What do you think are their needs and what emotions do you think are fueling those needs?

7. Talk to your grandparents and try to gain a new understanding about your parents. Write down all the insight that you gain.
8. What steps do you think you could take to improve your relationship with your parents further?

2. My Vision Board

Change your mind = Change your life.

Ask the children to create a 'Vision Board' for themselves depicting this thought.

Resources

References:

YouTube videos – Links given under the respective activities

Unit 4

Topic	Values / Life skills integrated & imbibed	Activities
A Truly Beautiful Mind (Story)	Core Values considered : Perseverance and Appreciation	1. Related to the story – ‘A Truly Beautiful Mind’ a. Discussion b. Why Nature is Good for Our Mental Health (Video)
The Lake Isle of Innisfree (Poem)	Other Sub-Values: Will Power, Hard Work, Diligence, Consistency, Self-discipline, Self-control, Grit, Determination, Dedication, Passion, Self-Awareness, Potential, Self-Confidence, Self-Belief, Positivity, Optimism, Resilience, Attitude, Focus, Patience, Insight/Intuition, Goodness, Humanity, Caring, Sensitivity, Compassion, Peace, Moral Courage, Justice, Fairness, Respect, Responsibility, Gratitude, Peace, Contentment. Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Self-regulation, Problem-solving, Planning & execution, and Generalization	2. Related to the poem 'The Lake Isle of Innisfree ' a. Discussion b. Persevere (Motivational Video) Assignments 1. That Which I Want.... (Self-reflection worksheet) 2. Research and Presentation

Materials / Resources needed

Facility & Equipment to play the Videos

Worksheet

Description (of the points of discussion)

Through this unit, help students understand the following:

- Steadfastness in doing something despite difficulty or delay in achieving success is perseverance; it means to go on no matter what is in the way, to remain steadfast in accomplishing the difficult task. It requires a higher level of patience to develop perseverance. If we keep persevering long enough, we will achieve our true potential.
- Perseverance is continued effort and determination towards the attainment of a certain goal/s. It is continued effort to do or achieve our goals – whether academic, personal, or professional - despite difficulties, failure, or opposition.
- We are connected with nature.... we are essentially a part of it; it keeps us grounded and connected and helps us escape from the constant ‘noise’ of the modern world.
- The natural world has an incredible effect on our well-being. It can bring about a state of calm, clarity, and awareness that we are part of something that is greater than ourselves. The benefits that we can reap from nature is so tremendous, that the need to appreciate it, respect it, conserve it, and lose ourselves in its wonders, must be a conscious decision and inspire conscious effort.

Unit 4**A Truly Beautiful Mind (Story)****The Lake Isle of Innisfree (Poem)**

Core Values: *Perseverance and Appreciation*

I. Introduction

In Unit 4, the story ‘A Truly Beautiful Mind’ is about Albert Einstein and tries to show him as a human being, a fairly ordinary person who had his likes and dislikes, his streaks of rebellion, and his problems.... The story reveals the qualities in a person, that has the potential to make them a genius or a great person.

The story highlights the values of Perseverance, will power, hard work, diligence, consistency, self-discipline, self-control, grit, determination, dedication, passion, self-awareness, potential, self-confidence, self-belief, positivity, optimism, resilience, attitude, focus, patience, insight/intuition, goodness, humanity, caring, sensitivity, compassion, peace, moral courage, justice, fairness, respect and responsibility.

The poem ‘The Lake Isle of Innisfree’, a well-known poem explores the poet’s longing for the peace and tranquility of Innisfree, a place where he spent a lot of time as a boy. The values of appreciation, gratitude, peace, and contentment may be focused upon here.

II. Learning Objectives / Outcomes

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

1. Read and understand the story – A Truly Beautiful Mind , and the poem – The Lake Isle of Innisfree
2. Develop and enhance their reading skills, comprehension, vocabulary skills.
3. Develop their communication and oral expressive skills, associative ability, & conceptual awareness.

4. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
5. Enhance their understanding of the value of perseverance
6. Explore further, the value of appreciation (of nature)
7. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

Steadfastness in doing something despite difficulty or delay in achieving success is perseverance; it means to go on no matter what is in the way, to remain steadfast in accomplishing the difficult task. It requires a higher level of patience to develop perseverance. If we keep persevering long enough, we will achieve our true potential.

*“Nature calms you, it settles you and allows you to step back and reflect
on the very essence of what living is about.”*

– Signe Johansen

The natural world has an incredible effect on our well-being. It can bring about a state of calm, clarity, and awareness that we are part of something that is greater than ourselves. The benefits that we can reap from nature is so tremendous, that the need to appreciate it, respect it, conserve it, and lose ourselves in its wonders, must be a conscious decision and inspire conscious effort.

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

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

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



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



1.

Why Nature is
Good for Our
Mental Health
(Video)

Refer 1 b.

Value – Appreciation

2.

Persevere
(Motivational
Video)

Refer 2 b.

Value – Perseverance



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



1.

That Which I Want....
(Self-reflection worksheet)

2.

Research and Presentation

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 Perseverance and Appreciation with other inherent values like Will Power, Hard Work, Diligence, Consistency, Self-discipline, Self-control, Grit, Determination, Dedication, Passion, Self-Awareness, Potential, Self-Confidence, Self-Belief, Positivity, Optimism, Resilience, Attitude, Focus, Patience, Insight/Intuition, Goodness, Humanity, Caring, Sensitivity, Compassion, Peace, Moral Courage, Justice, Fairness, Respect, Responsibility, Gratitude, Peace, Contentment.....

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

IV. Activities & Related Discussion

1. Related to the story ‘A Truly Beautiful Mind’

1 a. Discussion

Pose the following questions:

1. What did Einstein’s mother believe of him?
2. What difficulties did he exhibit as a child?
3. What were the first words he spoke? What compelled him to utter them after a long period of silence?
4. How did he perceive his sister? Why?
5. What had Einstein’s headmaster believed of him? Why? Was Einstein a bad pupil?
6. Why did Einstein have clashes with his teachers? What did he finally do?
7. Besides academics what other skill did he possess?
8. Did Einstein give up on learning because of some of his teachers’ and family members’ attitudes and discouragement? What attitude did he exhibit?
9. What can we gather from his efforts through the years? (will power, hard work, diligence, consistency, self-discipline, self-control, grit, determination, perseverance, patience, dedication, passion, self-confidence, self-belief.....)

10. What was Einstein's mother's opinion about his relationship with Mileva? What does this reflect about her thinking and attitude?
11. Did Einstein allow the challenges and stressors of his personal life to come in the way of his work? What does this tell us about him? (resilient, focused, determined, positive, optimistic)
12. With what intent did Einstein write the letter that he did, to the then American President Franklin D. Roosevelt? Which values of Einstein are reflected in his thoughts, emotions, intention and action at this point? (insight/intuition, goodness, humanity, caring, compassion, peace, moral courage, justice, fairness, respect, responsibility.....)
13. How and why did Einstein enter into politics?
14. Why is Einstein, celebrated as a visionary and world citizen as much as a scientific genius? What was the nature of his contributions?

Bring to the children's attention, how a 'great person' was perceived, before being recognized as 'great'. Tell them that it is not as though great people are born with a special sign that allows us to recognize them instantly!

Ask them to identify the qualities in a person, that has the potential to make them a genius or a great person, as revealed by this story. Then focus on the core value of perseverance.

Help them understand that perseverance is continued effort and determination towards the attainment of a certain goal/s. In every aspect of Einstein's life, highlighted in this account, the value of perseverance comes through strongly. He continued effort to do or achieve his goals – whether academic, personal, or professional - despite difficulties, failure, or opposition.

1 b. Persevere – Motivational Video

<https://www.youtube.com/watch?v=lrCfdE0DfTI> (STOP at 5 min 10 sec)

This is an excellent video. Have the children watch it once completely without pausing it. Ask them what they gathered from it. Let them share. Then play it again. This time, pause after each slide and encourage them to reflect on the questions, examples, stories, quotes etc.... Encourage them to share their thoughts, feelings and opinions. If time permits, allow them to reflect upon and jot down responses to certain introspective questions. You may also give the related worksheet as an assignment.

2. Related to the poem 'The Lake Isle of Innisfree'

2 a. Discussion

Pose the following questions:

1. What does the poet really long for?
2. Where does he believe he will find it? Why, what is so special about that place? How is it different from where he lives?
3. What kind of things does he describe as giving him peace? (Nature)

Share the following quote with the children - “When we become one with nature, we feel at peace.” Ask them - Do you agree with this quote? Why do you think this is so? How do you feel in the midst of nature?

Talk to the children about our connection with nature, how we are essentially a part of it; how it keeps us grounded and connected and helps us escape from the constant ‘noise’ of the modern world.

b. Why Nature is ‘Good’ for Our Mental Health

<https://www.youtube.com/watch?v=jSgCo3bvaX0> 12 min 22 sec

Encourage the children to share their thoughts, feelings and opinions. Ask them to then discuss and work in a group to plan a campaign that focuses on the message of ‘Appreciating and Getting Back to Nature’. Encourage them to prepare posters that essentially convey this message to their school mates along with suggestions on how to follow through on it.

V. Assignments

1. That Which I Want... (Self-reflection worksheet)

Prepare a worksheet with the following questions (based on the video they watched) that will encourage the children to reflect on the quality/value of perseverance in themselves.

- How many times have you thought of starting something of your own only to conclude that it can never succeed?
- How many times have you had a goal, and the moment someone told you they think you won’t make it, you stopped?
- How many times have you told people what your dreams would be, or the career you wish to pursue and they said you’re crazy?
- How many times have you not said out loud what your dream is, because you’re afraid people will judge you negatively?

1. Are you trying to achieve something in your life right now?
2. Which qualities or values do you need to acquire, develop or improve upon, in order to achieve this goal?
3. Is there anything that is stopping you from working towards this goal? What can you do to deal with/ resolve these 'problems'?
4. Explain in your own words what 'Perseverance in Action' would entail.

2. Research and Presentation

Divide the children into groups. Give each group a topic to research and later make a presentation on the same. The following topics may be considered:

- a. Our Connection with the Elements of Nature
- b. Nature's Colours – Its Impact on Our Mental Health
- c. Nature – A Sensory Delight!
- d. Nature – A Natural Healer...

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

<https://www.mentalfloss.com/article/60632/11-scientific-reasons-why-being-nature-relaxing>

Unit 5

Topic	Values / Life skills integrated & imbibed	Activities
The Snake and the Mirror (Story)	<p>Core Values considered: Calmness & Self-Control and Generosity.</p> <p>Other Sub-Values: Awareness, Alertness, Self-Control, Knowledge, Understanding, Insight, Common Sense, Humour, Sensitivity, Empathy, Caring, Compassion, Kindness, Attitude, etc...</p> <p>Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Self-regulation, Problem-solving, Planning & execution, Motivation, and Generalization.</p>	<p>1. Related to the story – ‘The Snake and the Mirror’</p> <p>a. Discussion</p> <p>b. Calm Me</p> <p>2. Related to the poem 'A Legend of the Northland'</p> <p>a. Discussion</p> <p>b. The Power of Giving</p> <p>Assignments (Worksheets)</p> <p>1. Narrative Account</p> <p>2. Report Writing</p>
A Legend of the Northland (Poem)		

Materials / Resources needed

Facility & Equipment to play the Videos

Worksheets

Description (of the points of discussion)

Through this unit, help students understand the following:

- Anyone can find themselves in a crisis situation at anytime, anywhere. We need to be able to be organized and respond quickly in a crisis. Most importantly we need to stay calm. We need to be able to meet the situation head-on and think clearly as we do so. As we experience the rush of adrenaline in the face of crisis, we need to be able to control our natural responses of flight or freeze; before we leap into action or make any knee-jerk decisions, we need to be able to gather our thoughts, emotions, and take a controlled, objective look at our situation. Whatever the situation, staying calm and in control is essential to our survival and success.
- Generosity is the willingness to give help or support to others, in the form of time, skills, money, food, kindness etc...
- It stems from goodness, caring and compassion.
- It is the opposite of selfishness and greed.
- Generosity involves more than just overt behaviour. A person's underlying thoughts, feelings and motives matter, too. If those aren't genuine and coming from a place of caring and compassion for the other, then one cannot qualify as a generous person.

Unit 5**The Snake and the Mirror (Story)****A Legend of the Northland (Poem)**

Core Values: *Calmness & Self-Control and Generosity.*

I. Introduction

In Unit 5, the story ‘The Snake and the Mirror’ is a humorous story about a doctor, a snake, and a mirror. It is a narrative account of a homeopath’s experience with a cobra and how he had a narrow escape. The values of calmness & self-control, awareness, alertness, self-control, knowledge, understanding, insight, common sense, humour, etc. may be discussed in relation to this story.

The poem ‘A Legend of the Northland’, narrates the legend of an old lady who angered Saint Peter because of her greed. The values of generosity, sensitivity, empathy, caring, compassion, kindness, attitude, etc. may be discussed herein.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
- 1. Read and understand the story – The Snake and the Mirror, & the ballad – A Legend of the Northland
- 2. Develop and enhance their reading skills, comprehension and vocabulary skills.
- 3. Develop their communication and oral expressive skills, associative ability, & conceptual awareness.
- 4. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
- 5. Develop their awareness of the values of calmness & self-control.
- 6. Explore further the value of generosity.
- 7. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

What is our natural response in a crisis? Most people freeze, go blank, or go into a complete panic mode. None of these responses are very helpful in dealing with a crisis situation. Anyone can find themselves in a crisis situation at anytime, anywhere. We need to be able to be organized and respond quickly in a crisis. Most importantly we need to stay calm. We need to be able to meet the situation head-on and think clearly as we do so. As we experience the rush of adrenaline in the face of crisis, we need to be able to control our natural responses of flight or freeze; before we leap into action or make any knee-jerk decisions, we need to be able to gather our thoughts, emotions, and take a controlled, objective look at our situation. Whatever the situation, staying calm and in control is essential to our survival and success.

Generosity is the act of giving – whether it is material things, money, one’s time and skills or just kindness – to others. It is about being selfless, and being an unconditional source of help and support. But generosity involves more than just overt behaviour. A person’s underlying thoughts, feelings and motives matter, too. If those aren’t genuine and coming from a place of caring and compassion for the other, then one cannot qualify as a generous person.

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

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

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



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



1

Calm Me

Refer 1 b.

Value – Calmness

& Self-control

2.

The Power of

Giving

Refer 2 b.

Value – Generosity



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



1.

Narrative Account

2.

Report 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 Calmness & Self-Control and Generosity with other inherent values like Awareness, Alertness, Self-Control, Knowledge, Understanding, Insight, Common Sense, Humour, Sensitivity, Empathy, Caring, Compassion, Kindness, Attitude, etc...

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

IV. Activities & Related Discussion

1. Related to the story ‘The Snake and the Mirror’

1a. Discussion

Pose the following questions

1. Was the doctor perturbed by the noise that came from above? Why?
2. ‘One feels tempted to look into a mirror when one is near one.’ Do you agree with the doctor? Why is this so?
3. What did the doctor do when he looked at the mirror? Why? What does this tell us about him?
4. What happened after the doctor resumed his seat? How did he react?
5. ‘I was turned to stone. But my mind was very active.’ What kind of thoughts were going through his mind? What does this show? (that he had a good presence of mind)
6. What was the nature of the thoughts that kept flowing through his mind?
7. Why do you think the snake did not harm him? What is it that actually saved his life?

Help the children understand that the only reason that the doctor lived to tell the tale, was because he stayed calm in that situation. It was not that he did not experience fear, in fact he was petrified! However, he did not allow that fear to influence his reaction in a fatal way. He could have reacted in any way – panicked, fainted.... Had he reacted in any other

way than he did, he wouldn't have survived. He stayed in control of his thoughts and actions, stayed calm, alert and acutely aware of everything. Moreover, his knowledge and understanding of snakes and their behaviour also helped. At no point did he lose the grip over the situation; he showed great presence of mind. Another remarkable aspect was that he managed to feel amusement and a sense of humour even in that situation fraught with danger. This too certainly helped him stay calm and composed.

1 b. Calm Me

Explain to the children that anyone can experience a crisis, in any form, at any point in their lives. Whether we 'survive' the crisis (both literally and figuratively) will depend on how we respond to the situation. Then show the following video....tell them that it looks at the corona crisis, however the suggestions within can be applied to any situation.

<https://www.youtube.com/watch?v=aWCcevT33jQ> (STOP at 11 min 10 sec)

Highlight the keys aspects:

- Watch your thoughts - Assess the nature of your self-talk...Ask yourself – What is that sentence/s in my head that's making me feel anxiety, fear etc.
- * Remind them how thoughts lead to emotions that then lead to action and finally actions yield results... Help them understand that we have control over this cycle.
- Stay aware, stay present – be mindful
- Focus on - the positive, what you Can control ; be solution-focused
- Control your thoughts - Decide there is no crisis. Change your thoughts; look at the situation from a calmer perspective. Choose how to view the situation.
- Choose how to respond
- Be grateful

Also talk to them about the importance of breath in staying calm.

<https://www.youtube.com/watch?v=hoPD0cVquPo> 1 min 45 sec

- Take deep long breaths. Do deep belly breathing – feel the breath all along your core.

2. Related to the ballad 'A Legend of the Northland'

2 a. Discussion

Pose the following questions:

1. What do you think of the lady's actions? How would you describe her nature?
2. What values are missing in her thoughts and actions?

Talk to the children about the value of generosity; how it stems from goodness, caring and compassion. Help them understand that generosity is the willingness to give help or support to others, in the form of time, money, food, kindness etc... It is the opposite of selfishness and greed. Help them understand that generosity involves more than just outward behaviour. A person's underlying thoughts, feelings and motives matter, too. If those aren't genuine and coming from a place of caring and compassion for the other, then one cannot qualify as a generous person.

2 b. The Power of Giving

<https://www.youtube.com/watch?v=pjizz4sodps> 3 min 51 sec

Encourage the children to reflect on the video content. Focus the discussion on the key aspects:

- Give wisely
- Give, even if we don't have much
- Give, regardless of our current situation
- Give, if we feel blocked in a certain life area
- Give, from the heart
- Give, with love....unconditionally
- Give happily, and make it a way of life

V. Assignments

Worksheets:

1. Narrative Account

Ask the children to write a narrative account of a time when they found themselves in a crisis. Tell them to include all the details using the WH questions – who, what, when, where, how.... Ask them to explain how they responded in the situation, if they managed to deal with the situation successfully; if they did, what helped them, and if they did not, why they could not. Encourage them to reflect on what they learnt about themselves and about 'life' from that incident.

2. Report Writing

They could carry out a similar task as the above. However, here they have to interview any family member about a time when they found themselves in a crisis, and how they dealt with it / what experience they had... the children then have to frame these details into a report as taught in class.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers

Turn off Anxiety in your Nervous System: Four Ways to Turn on the Parasympathetic Response

<https://www.youtube.com/watch?v=FPH5CFSmYEU>

Unit 6

Topic	Values / Life skills integrated & imbibed	Activities
My Childhood (Story)	Core Values considered : Humanity	1. Related to the story – ‘My Childhood’ a. Discussion
No Men Are Foreign (Poem)	Other Sub-Values: Wisdom, Generosity, Caring, Sharing, Altruism, Kindness, Compassion, Goodness, Respect, Appreciation, Gratitude, Curiosity, Responsibility, Pride, Hard Work, Honesty, Self-Discipline, Faith, Equality, Respect, Tolerance, Acceptance, Unity, Fairness, Justice, Moral Courage, Conviction, Strength, Patience, Optimism, Open-Mindedness, Connection, Cooperation, Sensitivity, Empathy, Consideration, Freedom, Understanding, Peace, Affection, and Love Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Self-regulation, Problem-solving, Planning & execution, and Generalization.	2. Related to the poem – ‘No Men Are Foreign’ a. Discussion

Materials / Resources needed

Facility & Equipment to play the Video

Description (of the points of discussion)

Through this unit, help students understand the following:

- The one way to connect with the ‘other’ is through 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.
- ‘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. 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, with all living beings, and not allow any ‘perceived differences’ come in the way of being humane.

Unit 6**My Childhood (Story)****No Men Are Foreign (Poem)**

Core Value: *Humanity*

I. Introduction

In Unit 6, the story ‘My Childhood’ is an account from the autobiography, ‘Wings of Fire’. In it Dr. A.P.J. Abdul Kalam recounts the experiences of his childhood.

In the poem ‘No Men Are Foreign’, the poet reminds us of the many ways in which we are all the same — for we are all human.

The value of Humanity, may be discussed in relation to both the story as well as the poem. Other values too stand out in this unit - kindness, compassion, goodness, respect, appreciation, gratitude, curiosity, responsibility, pride, hard work, honesty, self-discipline, faith, equality, respect, tolerance, acceptance, unity, fairness, justice, etc.....

II. Learning Objectives / Outcomes

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

1. Read and understand the story – My Childhood, and the poem – No Men Are Foreign
2. Develop and enhance their reading skills, comprehension, and vocabulary skills.
3. Develop their communication and oral expressive skills, associative ability, & conceptual awareness.
4. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
5. Enhance their understanding of the value of humanity.
6. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

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

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

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



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



1.
Reflection on a Quote
+
Creative Expression
Refer 1 & 2 b.
Value – Humanity



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



1.
Creating an Advertisement

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

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

The core value being considered is Humanity with other inherent values like Wisdom, Generosity, Caring, Sharing, Altruism, Kindness, Compassion, Goodness, Respect, Appreciation, Gratitude, Curiosity, Responsibility, Pride, Hard Work, Honesty, Self-Discipline, Faith, Equality, Respect, Tolerance, Acceptance, Unity, Fairness, Justice, Moral Courage, Conviction, Strength, Patience, Optimism, Open-Mindedness, Connection, Cooperation, Sensitivity, Empathy, Consideration, Freedom, Understanding, Peace, Affection, and Love

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

IV. Activities & Related Discussion

1. Related to the story ‘My Childhood’

1 a. Discussion

Pose the following questions

1. What kind of a background was Dr. Abdul Kalam born into?
2. How does Dr. Kalam describe his parents? What values did he see them live?
3. What was Dr. Kalam’s experience during the Second World War?
4. Which qualities did Dr. Kalam believe he inherited from his parents?
5. Who were Dr. Kalam’s closest friends? What kind of a relationship did they share?
6. ‘During the annual Shri. Sita Rama Kalyanam ceremony, our family used to arrange boats with a special platform for carrying idols of the Lord from the temple to the marriage site, situated in the middle of the pond called Rama Tirtha which was near our house. Events from the Ramayana and from the life of the Prophet were the bedtime stories my mother and grandmother would tell the children in our family.’
What does this tell us about the attitudes, beliefs and values of the people there?
7. What was the attitude of the new teacher?
8. What action did Laxmana Sastry take when he came to know of the incident in the

classroom? What does this tell us about his values? What effect did it have on the teacher?

9. How was the science teacher different from the people of Rameshwaram? What was his contribution to Kalam's life?
10. What was Dr. Kalam's experience when he was called for a meal at his teacher, Sivasubramania Iyer's house? How was his wife's attitude different from that of his? How did he react to his wife's behaviour? What does this tell us about him? What important advice did he give Kalam? How had the wife's attitude towards Dr. Kalam changed the next time he went to their house for a meal? How do you think this came about?
11. What was Dr. Kalam's father's reaction to his request to go outside Rameshwaram to study further?
12. What important life-lessons does this account leave us with?

2. Related to the poem 'No Men Are Foreign'

2 a. Discussion

Once the poem has been read and analyzed, ask the children to identify the values referred to within the poem. You may write them on the board in a jumbled form (jumbled words) and ask the children to rearrange the letters to identify the values or present them in the form of a word search grid, wherein they have to find and circle the words below.

Tolerance, Humanity, Equality, Acceptance, Appreciation, Connection, Cooperation, Sensitivity, Empathy, Consideration, Kindness, Compassion, Fairness, Freedom, Goodness, Open-mindedness, Respect, Understanding, Unity, Peace, Affection, Love

Elaborate and discuss with the children the primary value highlighted in the poem – that of humanity.

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, with all living beings, and not allow any ‘perceived differences’ come in the way of being humane.

1 & 2 b. Reflection on a Quote + Creative Expression

If there is to be peace in the world,
There must be peace in the nations.
If there is to be peace in the nations,
There must be peace in the cities.
If there is to be peace in the cities,
There must be peace between neighbours.
If there is to be peace between neighbours,
There must be peace in the home.
If there is to be peace in the home,
There must be peace in the heart.

- Laozi

Share the above lines with the children. Ask them to reflect upon the same and facilitate a discussion on the same.

Ask the children to then express their thoughts on humanity in a simple written verse of their own.

V. Assignments

1. Creating an Advertisement

Divide the children into groups. Ask each group to plan and create a 2-minute advertisement that conveys the message of humanity. They may work together as a team during/after school hours, with parental permission, enact the script out and record the same in the form of an advertisement. You may choose to show this to the juniors, and engage the 9th graders in spreading the message of humanity.

Resources

Unit 7

Topic	Values / Life skills integrated & imbibed	Activities
Packing (Story)	Core Values considered : Organization and Caring	1. Related to the story – 'Packing' a. Discussion
The Duck and the Kangaroo (Poem)	Other Sub-Values: Order, Discipline, Efficiency, Compassion, Kindness, Sensitivity, Empathy, Tolerance, Altruism, Responsibility, etc.... Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Self-regulation, Problem-solving, Planning & execution, Motivation, and Generalization.	b. Tips and Strategies for Better Organization 2. Related to the poem- 'The Duck and the Kangaroo' a. Discussion b. Un-jumble those Qualities! <u>Assignments</u> 1. Small Act Big Impact

Materials / Resources needed

Facility & Equipment to play the Videos

Worksheet

Description (of the points of discussion)

Through this unit, help students understand the following:

- The ability to organize things into a system or a logical order is a skill; and organization as a value is something that everybody needs to develop as it is highly beneficial in life.
- We can and must be 'organized' in different areas of our life.
- The definition of caring is someone or something that shows kindness and concern for others. A person who is concerned about others and who does kind things for them is an example of someone who would be described as caring.
- When one cares about another, one acts in compassion without any expectations. It involves doing something for another; giving of oneself unconditionally. It involves being friendly, generous, and considerate. Being caring and kind is a choice. Each one of us makes that choice day in and day out – to engage in acts/ behaviour that bring down another or to engage in behaviour that lifts another. Acting in ways that lifts another, is kindness. Caring need not be about grand gestures; even the smallest acts can make a big impact in someone's life. We don't have to look for the perfect moment to be caring to someone; opportunities present themselves every day in myriad instances. It's up to us to recognize them and act. A caring attitude and kindness is something that everyone deserves – whether human, the animal world, an aspect of nature.... Just as easily that we 'receive', we need to develop the ability to 'give back'... and 'give' even if we don't receive. Caring is essentially unconditional... One small act of ours can create a bigger impact... kindness is contagious. It not only brings about positivity in the receiver, but the giver too.
- Caring people go out of their way to make others feel special, to make them happy or feel more confident in themselves. They're sensitive to others' feelings. They care what others have to say.
- 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.

Unit 7**Packing (Story)****The Duck and the Kangaroo (Poem)**

Core Values: *Organization and Caring*

I. Introduction

In Unit 7, while the story ‘Packing’ takes us through the absolute fiasco that a packing experience turns out to be for the characters of the story, a more important aspect may be touched upon here. Focus on the task posed in the ‘Writing’ section’ - In this regard, the value of organization may be discussed.

The poem ‘The Duck and the Kangaroo’ is a humorous poem of a kind known as ‘Nonsense Verse’, by Edward Lear. It highlights an act of caring on the part of a kangaroo towards a duck. Through the poem, the message that could be conveyed to the children is rather significant. The values of caring, compassion, kindness, sensitivity, empathy, altruism, tolerance, etc. may be discussed herein.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
- 1. Read and understand the story –Packing, and the poem – The Duck and the Kangaroo
- 2. Develop and enhance their reading skills, comprehension, and vocabulary skills.
- 3. Develop their communication and oral expressive skills, associative ability, & conceptual awareness.
- 4. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
- 5. Develop their awareness of the value of organization.
- 6. Improve their understanding of the value of caring.

7. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

Life can get quite chaotic and stressful occasionally. However, this chaos and stress can become a chronic and daily reality, if one does not have the necessary skills or values to deal with all that one has to do. One such value and skill that we need to develop is organization - the ability to organize things into a system or a logical order. The impact of organization on our lives, is too significant to ignore.

“By accident of fortune
A man may rule the world for a time.
But by virtue of love and kindness,
He may rule the world forever.”
- *Lao-Tse, Chinese philosopher and Taoist*

‘Caring’ may be expressed in myriad ways; but no matter what form of expression it takes, the irrefutable fact is that it is always there – in all that surrounds us and manifest in all that we do. The survival of the human race...of the world... hinges upon its existence. It is the first step toward and motivating factor behind our actions, it drives us to achieve the greatest feats, and it serves as the basis for all our positive interactions and relations with others. Caring then is undoubtedly the most important thing.

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

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

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



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



1.

Tips and Strategies
for Better
Organization
Refer 1 b.
Value – Organization

2.

Un-jumble those
Qualities!
Refer 2 b.
Value – Caring



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



1.

Small Act
Big Impact

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

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

The core values being considered are Organization, and Caring with other inherent values like Order, Discipline, Efficiency, Compassion, Kindness, Sensitivity, Empathy, Tolerance, Altruism, 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, Self-regulation, Problem-solving, Planning & execution, Motivation, and Generalization.

IV. Activities & Related Discussion

1. Related to the story ‘Packing’

1 a. Discussion

Discuss the question/ task in the writing section, then ask them –

- What does the process of packing involve?
- Which word aptly describes the action of putting or arranging things in an orderly manner? (Organize)

Tell them that the ability to organize things into a system or a logical order is a skill; and organization as a value is something that everybody needs to develop as it is highly beneficial in life. Ask them to reflect on the importance of this value and encourage them to share....

- It reduces stress – embarrassment, anxiety, fear.... And increases feelings of peace, positivity and energy.
- Helps one focus on what’s important; increases productivity
- Improves creativity – mind has space to think, explore, and grow...
- Saves time & money, and increases space – no wastage of time searching for things; knowledge of what one has and where, more time to do things one wants to do
- Improves physical and mental well-being (de-cluttered space / organized lifestyle = de-cluttered mind
- Promotes charity, giving, and helping others. (as a result of de-cluttering)

- Boosts self-confidence
- Improves and nurtures relationships

(Source: <https://organizedmindandlife.com/benefits-of-being-organized/>)

Ask the children to think of all the areas that they can be organized or how they can be organized in those areas. E.g. their study space at home, their school bag, their cupboard, their room, etc...

1b. Tips and Strategies for better Organization

<https://www.youtube.com/watch?v=H8-rjSXqr8c> 2 min 35 sec

Discuss each aspect in the video in depth. Encourage them to reflect and share their thoughts.

2. Related to the poem ‘The Duck and the Kangaroo’

2a. Discussion

Pose the following questions

1. What did the duck observe and envy about the kangaroo?
2. What did the duck wish to do? What did it request the kangaroo?
3. What concern did the kangaroo have? What solution did the duck have for this?
4. Why did the kangaroo ask the duck to sit at the end of its tail?
5. ‘And who so happy — O who, As the Duck and the Kangaroo?’ What do these lines imply?

Discuss -

- How the kangaroo was considerate of the ducks feelings and request...
- How the kangaroo expressed its concern honestly but politely...
- How the kangaroo had already considered what could possibly bother the kangaroo and had reflected upon and come up with possible solutions...
- How both the kangaroo and the duck turned out to be happy....

What comes through in the behaviour of the kangaroo is the value of ‘caring’. Ask them – What does it mean to be caring? Tell them that the definition of caring is someone or something that shows kindness and concern for others. A person who is concerned about others and who does kind things for them is an example of someone who would be described as caring.

Further ask them –

- What are some ways we can demonstrate caring?
- Why is it important to be caring towards others?

Remind the children -

When one cares about another, one acts in compassion without any expectations. It involves doing something for another; giving of oneself unconditionally. It involves being friendly, generous, and considerate. Being caring and kind is a choice. Each one of us makes that choice day in and day out – to engage in acts/ behaviour that bring down another or to engage in behaviour that lifts another. Acting in ways that lifts another, is kindness. Caring need not be about grand gestures; even the smallest acts can make a big impact in someone's life. We don't have to look for the perfect moment to be caring to someone; opportunities present themselves every day in myriad instances. It's up to us to recognize them and act. A caring attitude and kindness is something that everyone deserves – whether human, the animal world, an aspect of nature.... Just as easily that we 'receive', we need to develop the ability to 'give back'... and 'give' even if we don't receive. Caring is essentially unconditional... One small act of ours can create a bigger impact... kindness is contagious. It not only brings about positivity in the receiver, but the giver too.

2 b. Un-jumble those Qualities!

Prepare a worksheet with a few jumbled words, which are essentially qualities of caring people. Instruct the children to un-jumble them and write them down properly. Give them a time limit of maximum 2 minutes so that the task becomes interesting.

The words to be jumbled up are - polite, considerate, compassionate, kind, sensitive, empathetic, generous, affectionate, patient, tolerant, understanding, loving, and forgiving.

Explain to the children how caring people go out of their way to make others feel special, to make them happy or feel more confident in themselves. They're sensitive to others' feelings. They care what others have to say.

V. Assignments

1. Small Act Big Impact

Be the change you wish to see....

Ask students what 'problems' they have observed in school, which exist due to a lack of compassion, empathy, consideration, patience, tolerance, acceptance, responsibility etc...

(Bullying, Exclusion, Peer Pressure, Indiscipline, Aggression/violence....)

Now ask them, if they had the power to bring about change, what would they do? Divide them into groups and let them brainstorm. Tell them that this would be a campaign for change in school spearheaded by the IX graders. Encourage them to come up with –

- Topics / Areas that need intervention
- Effective approaches to carry out awareness drives.
- Interesting and impactful activities at different levels in school to activate introspection and the drive to change.

(Dramatization/ Plays, Video/ Documentary, Panel Discussions, Debates, Class-to- Class campaigns, Street Plays, Respective school-house based activities etc....)

- Ways to handhold the juniors in the school

Help the children to 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.

Encourage them to reflect upon the quote below.

“Make just one person happy each day and in forty years you will have made 14,600 people happy for a little time, at least”. ~Charles Willey

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. As seniors of the student community, inspire and motivate them to be the beacons for caring and kindness and all that it stands for...

Resources

References:

YouTube videos – Links given under the respective activities

Unit 8

Topic	Values / Life skills integrated & imbibed	Activities
Reach for the Stars (Story)	Core Value considered : Determination, Resilience and Appreciation	1. Related to the story – ‘Reach for the Stars’ A.a. & b. Discussion on Part I & II
On Killing a Tree Trees (Poems)	Other Sub-Values: Awareness, Understanding, Acceptance Grit, Persistence, Perseverance, Steadfastness, Courage, Fortitude, Resilience, Equality, Fairness, Self-Love, Self-Respect, Self-Worth, SelfConfidence, Self-Belief, Knowledge, Will-Power, Hard Work, Focus, Consistency, Diligence, Dedication, Commitment, Self-Discipline, Self-Control, Inner Strength, Hope, Trust, Faith, Caring, Cooperation, Selflessness, Sensitivity, Empathy, Kindness, Compassion, Generosity, Respect, Pride, Patriotism, Responsibility, Accountability etc... Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Self-regulation, Problem-solving, Planning & execution, Motivation, and Generalization.	2. Related to the poem 'On Killing a Tree' a. Discussion b. A Peek into the Past 3. Related to the poem 'Meadow Surprises' a. Discussion <u>Assignments</u> 1. Reflection on Proverbs and Quotes / Essay Writing 2. Resilience Interview 3. Collage Work + Expressive Writing OR Dialogue Writing/ Role Play

Materials / Resources needed

Facility & Equipment to play the Videos

Description (of the points of discussion)

Through this unit, help students understand the following:

- Determination is a firmness of purpose; making up one's mind about something. It involves grit, gumption, pluck and persistence. It is the quality of being resolute.
- Determination is an essential ingredient for success. It is proven to be a positive and powerful motivator. However the true test of determination is in the face of obstacles and setbacks. Whatever may be our goal, the likelihood of its successful realization, would depend upon how resolute or determined we are to see it through no matter what we have to face along the way. Pure determination is the will to never give up; it is what motivates us to improve ourselves, and make positive changes in our lives. It enables us to dream bigger and achieve more for ourselves, live healthier lives, and strengthen our relationships with others. When we adopt hard-working, successful people as role models, we fuel our own determination and stay inspired to create new goals.
- Resilience is the ability to withstand adversity and bounce back from difficult life events. Resilient people tap into their strengths and support systems to overcome challenges and work through problems.
- We must develop the 5 Pillars of Resilience – Mental, Physical, Emotional, Social, And Spiritual (meaning and purpose). It involves developing self-awareness, mindfulness, self-care, positive relationships and purpose. By strengthening these pillars (like the roots of the tree), we in turn, become more resilient.
- Resilience is further improved upon when one shows the following characteristics in any situation – confidence, self-belief, self-love, optimism, positivity, determination, perseverance, grit, fortitude, hope, trust, faith.... And competencies or skills like analytical thinking, logical reasoning, problem solving, effective decision making, motivation etc...
- We have control over how much power we give to external factors to influence us or affect our spirit. We have to remember constantly that we have power over ourselves – our thoughts, emotions, and actions.
- There is so much indeed to discover if we open our senses and observe all that's around us; be more alert and receptive... We must develop appreciation, gratitude and respect for nature...and strive to connect in caring, compassionate, and kind ways with nature.

Unit 8**Reach for the Stars (Story)****On Killing a Tree (Poem)****Trees (Poem)****Core Values:** *Determination, Resilience, and Appreciation***I. Introduction**

In Unit 8, 'Reach for the Stars' has two biographical pieces that depict persistent endeavours to reach the top. It takes us through the journeys of two remarkable personalities – Santosh Yadav, the only woman in the world who has scaled Mt Everest twice, and Maria Sharapova, a Russian girl, reached the summit of women's tennis when she was barely eighteen – and what it took them to realize their goals. Through this lesson, the values of determination, perseverance, persistence, hard work, will power, resilience, patriotism etc. may be discussed.

In the poem 'On Killing a Tree', the poet describes the amount of effort it takes to cut down a tree because of how strong the tree has grown over the years, and how rooted. The values of resilience and inner strength may be discussed in relation to this poem.

The poem 'Trees' describes the beauty and wonders of a tree. The value of appreciation may be connected to this poem.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
- 1. Read and understand the article –Reach for the Stars, and the poems – On Killing a Tree, & Trees
- 2. Develop and enhance their reading skills, comprehension, and vocabulary skills.
- 3. Develop their communication and oral expressive skills, associative ability, & conceptual awareness.
- 4. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
- 5. Enhance their understanding of the value of perseverance.
- 6. Broaden their idea of the value of resilience.

7. Improve their understanding of the value of appreciation.
8. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

Determination is an essential ingredient for success. It is proven to be a positive and powerful motivator. However the true test of determination is in the face of obstacles and setbacks. Whatever may be our goal, the likelihood of its successful realization, would depend upon how resolute or determined we are to see it through no matter what we have to face along the way. Pure determination is the will to never give up; it is what motivates us to improve ourselves, and make positive changes in our lives. It enables us to dream bigger and achieve more for ourselves, live healthier lives, and strengthen our relationships with others. When we adopt hard-working, successful people as role models, we fuel our own determination and stay inspired to create new goals.

Everyone goes through stressors at some point in their lives, in some form or the other. These stressors may be certain disagreements or disappointments or more traumatic events like death of a loved one or grave accident.... People react to stressors in different ways. Some crumble under the merest stressor, which others stand strong and function effectively even after having experienced significant trauma. What differentiates people in their ability to cope or buckle under pressure, is the aspect of resilience. Resilience is the process of adapting well in the face of adversity, trauma, or significant sources of stress. While resilience helps in coping with and bouncing back from such difficult experiences, it also brings about remarkable personal growth. We need to develop the awareness, understanding, and acceptance that while there are many aspects that are beyond our control, there are some that we can control, especially ourselves. Becoming more resilient not only helps us get through difficult circumstances, it also empowers us to grow and even improve our lives along the way.

There is so much indeed to discover if we open our senses and observe all that's around us; be more alert and receptive... Develop in them appreciation, gratitude and respect for nature...and encourage them to connect in caring, compassionate, and kind ways with nature.

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

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

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



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



1.

A Peek into the Past

Refer 2 b.

Value – Resilience



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



1.

Reflection on
Proverbs and
Quotes / Essay
Writing

2.

Resilience
Interview

3.

Collage Work +
Expressive writing OR
Dialogue Writing/
Role Play

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

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

The core values being considered are Determination, Resilience and Appreciation with other inherent values like Awareness, Understanding, Acceptance Grit, Persistence, Perseverance, Steadfastness, Courage, Fortitude, Resilience, Equality, Fairness, Self-Love, Self-Respect, Self-Worth, Self-Confidence, Self-Belief, Knowledge, Will-Power, Hard Work, Focus, Consistency, Diligence, Dedication, Commitment, Self-Discipline, Self-Control, Inner Strength, Hope, Trust, Faith, Caring, Cooperation, Selflessness, Sensitivity, Empathy, Kindness, Compassion, Generosity, Respect, Pride, Patriotism, Responsibility, Accountability etc...

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

IV. Activities & Related Discussion

1. Related to the story ‘Reach for the Stars’

Part 1: Santosh Yadav

1 A.a. Discussion

Pose the following questions

1. What was Santosh Yadav’s commendable achievement?
2. How do you think her childhood influenced her thoughts and actions? Did she remain a meek observer and follower of traditions and customs? How did she express her views about the same? What did she do?
3. “From the very beginning I was quite determined that if I chose a correct and a rational path, the others around me had to change, not me.” What did Santosh mean by this statement?
4. What was the differentiation that Santosh’s parents made in terms of the upbringing of their sons and daughter? Did Santosh let this deter her growth? How did she fight the system?
5. Once she had decided to study, what did Santosh go on to do?

6. How did Santosh come to take up mountaineering?
7. At what age did she successfully scale the Mt. Everest? What was remarkable about her achievement?
8. What made her a good teammate?
9. In what way was Santosh instrumental in saving the climber, Mohan Singh? What values does this reflect?
10. What has been her unique contribution to India? Why was she honoured with the Padmashri?
11. “It took some time for the enormity of the moment to sink in... Then I unfurled the Indian tricolour and held it aloft on the roof of the world. The feeling is indescribable. The Indian flag was flying on top of the world. It was truly a spiritual moment. I felt proud as an Indian.”

Which values are reflected in this statement?

12. What qualities/values in Santosh helped her to realize her dreams and personal goals?

Part 2: Maria Sharapova

1A.b. Discussion

Pose the following questions

1. At what age did Maria begin her training in Tennis? What sacrifices did it involve?
2. What was Maria’s experience with the older girls? How did she respond to their bullying?
3. How did she approach Tennis? What was her attitude towards the same?
4. What was her mantra for success?
5. How did she feel about her country?
6. Identify the value that Maria exhibits very strongly.

For both 1A. a & b

Focus on the value of determination; how it fueled all their thoughts and actions. Determination is a firmness of purpose; making up one’s mind about something. It involves grit, gumption, pluck and persistence. It is the quality of being resolute.

Recap all the values that were discussed in relation to units 2 and 4 – Grit, determination, perseverance, hard work, resilience,,, etc... Encourage the children to recollect all that was discussed earlier, and analyze these values in relation to this unit.

2. Related to the poem ‘On Killing a Tree’

2 a. Discussion

After the children have understood the poem and attempted the textual questions, steer the discussion towards the value embedded in the poem.

The tree does not get cut down easily. It takes effort and time to do that, as the tree stands strong ... it has grown strong over the years – its roots anchored deep in the ground. Even if it is hacked at the trunk, the roots stay within the ground and the tree rises from the ground, anew, like a phoenix from the ashes. As long as the strength of the tree remains, untouched, the tree will find ways to survive. The only way that is found to completely ‘kill’ the tree then is to uproot it and destroy the roots.....

Ask them – The fact that the tree does not ‘die’ easily...what do you think this can be compared to ? What value/quality does this seem like? Resilience.... Ask them what they understand of the term.

Resilience is the ability to withstand adversity and bounce back from difficult life events. Resilient people tap into their strengths and support systems to overcome challenges and work through problems.

Tell them that in order to stand strong like the tree, they must develop the 5 Pillars of Resilience – Mental, Physical, Emotional, Social, And Spiritual (meaning and purpose). Explain what each of these entail. (Refer to the video in the Resources section) It involves developing self-awareness, mindfulness, self-care, positive relationships and purpose. By strengthening these pillars (like the roots of the tree), we in turn, become more resilient.

Resilience is further improved upon when one shows the following characteristics in any situation – confidence, self-belief, self-love, optimism, positivity, determination, perseverance, grit, fortitude, hope, trust, faith.... And competencies or skills like analytical thinking, logical reasoning, problem solving, effective decision making, motivation etc...

Help the children connect this value to the tree.... It doesn’t give in to the harsh treatment easily, nor does it give up trying to live.... It finds ways to survive and rise up again

The tree may be compared to the spirit within us... our spirit is tested constantly in a myriad ways – disappointments, difficulties, challenges, obstacles, setbacks.... The only way to get through these and ‘survive in life’, is to learn to be resilient. Unlike the tree in the poem that finally dies due to the cruel actions of the human, we have greater power and control over our lives. We can protect ourselves in times of adversity. We have control over how much power we give to external factors to influence us or affect our spirit. We have to remember constantly that we have power over ourselves – our thoughts, emotions, and actions.

2 b. A Peek into the Past

Tell the children to think of a time in their lives that they found rather challenging, difficult, or emotionally stressful. Ask them to think back to how they handled that situation and eventually coped with and managed to deal with that situation well. Ask them to reflect on what helped them to get through that situation – what resilience skills and strategies they may have applied. Tell them that the following questions will help to introspect more easily...

- What situation did you face then?
- What challenges or obstacles were you facing in that situation?
- What difficult thoughts and emotions do you recall experiencing at the time? What was your self-talk?
- What skills of yours came to your aid then?
- Did you make any changes in your mindset or your perspective of the situation... in the way you thought or viewed the situation? What were they?

You may give this exercise as an individual task or encourage the children to discuss the same with their partner (if they are comfortable)

Post activity reflection:

Ask the children what they learnt about themselves as they went through the questions. What strengths or qualities did they discover in themselves? Help the children understand that this exercise would have helped them realize the resilience skills they already possess, which can aid in improving upon them. Moreover bring their attention to the fact they have knowingly or unknowingly already practiced resilience many times before and that they are fully capable of handling whatever comes their way.

3. Related to the poem ‘Trees’

3 a. Discussion

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

1. Have you had any experiences of discovering new and interesting trees in nature? What did you find? How did you find it?
Tell them that there is so much to discover - if we open our senses and observe all that's around us... when we are more alert and receptive.... Engage their interest and show them how they could go about this.
2. Besides being of tremendous benefit to us in many ways, trees also provide us with many life lessons. Can you think of any? (Encourage to research and gather more information with regard to the same. You may give this task as an assignment to them)

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

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

V. Assignment

1. Reflection on Proverbs and Quotes / Essay Writing

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

- Be resolved and the thing is done. – Chinese Proverb
- If you can't find the key to success, pick the lock.
- Construct your Determination with Sustained Effort, Controlled Attention, and Concentrated Energy. Opportunities never come to those who wait....they are captured by those who dare to attack. – Paul. J. Meyer
- Those who want to succeed will find a way, those who don't will find an excuse! – Leo Aguila
- The difference, between the impossible and the possible, lies in a person's determination.

Source: <https://proverbicals.com/determination>

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

2. Resilience Interview

Ask the children to interview their parents and grandparents about a time in their lives that they found rather challenging, difficult, or emotionally stressful. Ask them to think back to how they handled that situation and eventually coped with and managed to deal with that situation well. Ask them to find out what helped them to get through that situation – what resilience skills and strategies they may have applied. Tell them that they may use the same questions to gather the information that they need....

Then they have to make a report of the data they've collected focusing on the characteristics that they noted in themselves as well in their parents and grandparents.

3. Collage Work + Expressive writing

Ask the children to collect pictures of, (they may even photograph them, themselves) and information of different trees in nature that they appreciate, and make a collage.... Give the children the option of creating a poem/ quote/ slogan based on the collage.

OR

Dialogue Writing / Role Play

Ask the children to write a dialogue between trees/plants and man. Ask them to reflect on what these aspects of nature would wish to tell man.... How would man respond?

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

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

5 Pillars of Resilience

<https://www.youtube.com/watch?v=gzQNHjRKI30>

Unit 9

Topic	Values / Life skills integrated & imbibed	Activities
The Bond of Love (Story)	Core Value considered : Kindness	1. Related to the story – ‘The Bond of Love’ a. Discussion
The Snake Trying Green Snake (Poems)	Other Sub-Values: Love, Friendship, Sensitivity, Empathy, Compassion, Caring, Non-violence, Peace, Respect etc.. Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Creative thinking, Self-regulation, Problem-solving, Planning & execution, Motivation, and Generalization.	2. Related to the poem 'The Snake Trying' a. Discussion 3. Related to the poem 'Green Snake' a. Discussion 1, 2, & 3 b. What animals are thinking and feeling, and why it should matter (TEDx Talk) <u>Assignments</u> 1. We Care!! Exhibition cum Awareness Drive

Materials / Resources needed

Facility & Equipment to play the Videos

Description (of the points of discussion)

Through this unit, help students understand the following:

- Animals deserve to be treated ‘humanely’.
- Animals are hunted, used, made to ‘suffer’ and even killed to serve human interests in various ways and across farms and industries. The truth of the actual practices with the animals are kept from the general public, and we are led to believe that all the testing, research, acquisition of resources etc. are done in a humane manner. Nothing can be further from the truth.
- We need to ask ourselves:
 - Is each one of us indirectly contributing to their suffering?
 - How can we be more accountable and ‘humane’? What actions can we take on our part to make a difference to the animal world?
- In a world that is getting increasingly insensitive and cruel, each of us needs to become aware of the reality of animals around the world and take a conscious decision to champion the cause of these voiceless victims. Being kind to animals can make us better humans. We can measure ourselves by the way we treat the world around us, and animals are part of that world.

Unit 9**The Bond of Love (Story)****The Snake Trying (Poem)****Green Snake (Poem)****Core Values:** *Kindness***I. Introduction**

In Unit 9, the story ‘The Bond of Love’ is about a strong attachment between a human being and a wild animal that becomes a pet.

In the poem ‘The Snake’, the poet describes the snake as a victim of human curiosity, and insensitivity, while in the poem ‘Green Snake’, the poet gives us a glimpse of the senselessness and cruelty of man’s actions.

The value of kindness may be highlighted for discussion with respect to the story as well as both these poems.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
 1. Read and understand the story – The Bond of Love , and the poems – The Snake, and Green Snake
 2. Develop and enhance their reading skills, comprehension, and vocabulary.
 3. Develop their communication and oral expressive skills, associative ability, & conceptual awareness.
 4. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
 5. Broaden their idea of the value of kindness (towards animals).
 6. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.
-

III. Process & Action Plan

From the time children are old enough to understand and begin to be aware of the ‘other’, they are taught to be kind to one another. We make them aware that others have thoughts and feelings and emotions just like them, and must be treated as they wish to be treated themselves. We talk to them about ‘humanity’ and all that it entails. But what happens when that ‘other’ is not a person but an animal? Do we believe that animals are equally deserving of empathy, and kindness and respect? Do we believe and accept that they too have rights? The right to live, right to have a peaceful existence, right to be able to care for their young. . . . In a world that is getting increasingly insensitive and cruel, each of us needs to become aware of the reality of animals around the world and take a conscious decision to champion the cause of these voiceless victims. Being kind to animals can make us better humans. We can measure ourselves by the way we treat the world around us, and animals are part of that world.

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.

What animals are thinking and
feeling, and why it should matter
(TEDx Talk)
Refer 1,2 & 3 b.
Value – Kindness



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



We Care!!
Exhibition cum
Awareness Drive

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

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

The core value being considered is Kindness with other inherent values like Love, Friendship, Sensitivity, Empathy, Compassion, Caring, Non-violence, Peace, Respect etc..

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

IV. Activities & Related Discussion

1. Related to the story ‘The Bond of Love’

1 a. Discussion

After the story is read and discussed, pose the following questions-

1. What do you think of the method of keeping the wild pigs away from the sugarcane fields? Is the action justified? Why?
2. Was the man right in shooting the sloth bear? Justify your opinion.
3. How did the man’s wife take care of the bear cub? What sort of an attachment formed between them? What do you feel about this?

‘Pets deserve to be treated with love, devotion, and compassion.’ What is your opinion about this statement?

4. ‘But who can say now that a sloth bear has no sense of affection, no memory and no individual characteristics?’ What is the writer trying to convey through these words? Is this statement applicable only to sloth bears? Do you believe it applies to any animal? What is your opinion?

Focus the discussion on the treatment meted out to animals – both wild and pets. Discuss the plight of many wild animals that are killed mercilessly in the name of so-called self-defense, for sport, or to gain money in various ways. Talk about the inhuman ways in which certain so called pets are sometimes treated – neglected, uncared for, abandoned, physically abused.....

Ask the children how many of them have pets; why they have them and what difference they make in their lives.

2. Related to the poem ‘The Snake Trying’

2 a. Discussion

Pose the following questions

1. Why is the snake trying to escape?
2. Was it trying to harm anyone? What does the human’s action reflect?
3. How does the poet find the snake to be? Do you think it deserves to be admired and treated with sensitivity?
4. What does the poet request the person who is troubling the snake? What does this tell us about the poet?
5. The poet feels a sense of unfairness and injustice meted out to the snake...which lines suggest this emotion?
6. What is the message conveyed by the poem?

3. Related to the poem ‘Green Snake’

3 a. Discussion

1. What was the baby snake doing under the slab of stone?
2. How did the child feel about the snake? What did he try to convince his father?
3. What was the father’s opinion? Do you agree with him?
4. What did the mother express? Why do you think she wanted the snake killed?
5. Did the baby snake deserve to die? Was it right to have killed it? Justify your opinion.

Talk to them how so many snakes are killed without a second thought, because we assume they are all dangerous, when in fact most snakes are the harmless variety. Ask the children –

Do you believe that all animals, regardless of their kind, deserve to be treated with kindness and compassion? Why?

1, 2 & 3 b. What animals are thinking and feeling, and why it should matter (TEDx Talk)

https://www.youtube.com/watch?v=-wkdH_wluhw 16 min 27 sec

This is an excellent video and talk. Encourage the children to reflect on the talk and the images that are shown. Ask them to share what they felt as they were watching it....what thoughts were running through their mind.... Ask them to reflect on man’s behaviour and question the morality of it all...why we mistreat and harm animals And what should be the way forward...

Facilitate discussion on the following aspects –

- Should animals be treated ‘humanely’? (clarify the meaning of the term humane)

- The law states – Animals must not be made to suffer unnecessarily.

Ask the children – Do you see any problem with this statement?

(The word unnecessarily implies that there may be reasons or instances that sanction their suffering and deems it as ‘necessary’ ...when it serves the interests of the people.... Eg: the food industry, the fashion industry, the drug industry etc....)

Discuss how animals are used, made to ‘suffer’ and even killed to serve human interests in these and many other such industries. Inform them how the truth of the actual practices with the animals are kept from the general public, and we are led to believe that all the testing, research, acquisition of resources etc. are done in a humane manner. Nothing can be further from the truth.

- Is each one of us indirectly contributing to their suffering?

- How can we be more accountable and ‘humane’? What actions can we take on our part to make a difference to the animal world?

V. Assignment

1. We Care!! - Exhibition cum Awareness Drive

Ask the children to plan for and work towards an exhibition cum awareness drive to create awareness about the plight of certain animals that are being used in various industries all in the name of development and ‘needs’. Encourage them to carry out research in this area, make posters, flyers, slogans etc.. that may be exhibited in a certain part of the school. Children from different grades can be taken class-wise to visit the exhibition. The children could also make badges with the statement ‘I Pledge Kindness to Animals’ that they could give out to the other students as they step out of the exhibit.

Encourage the children to work in groups and come up with ideas for this exhibition cum awareness drive. You may arrange for the same in school and time it as per your convenience.

Resources

References:

YouTube videos – Links given under the respective activities

Resources for Teachers:

<https://www.youtube.com/watch?v=Fr26scqslwk>

Unit 10

Topic	Values / Life skills integrated & imbibed	Activities
Kathmandu (Story)	<p>Core Value considered : Appreciation</p> <p>Other Sub-Values: Respect, Open-Mindedness, Tolerance, Acceptance, Awareness, Knowledge, Understanding, Sensitivity, Caring, Friendship, Cooperation, Humanity, Equality, Gratitude, Generosity, Self-Confidence, Self-Discipline, Self-Control, Timeliness, Organization, Accountability, Adaptability, Curiosity etc....</p> <p>Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Self-regulation, Problem-solving, Planning & execution, and Generalization.</p>	<p>1. Related to the story – ‘Kathmandu’</p> <p>a. Discussion</p> <p>b. Did You Know Facts (Quiz &/or Video clips)</p> <p><u>Assignments</u></p> <p>1. Diary Entry for a Travelogue</p>

Materials / Resources needed

Video clips of interesting details of different places in India (Optional)

Facility and equipment to play the videos

Description (of the points of discussion)

Through this unit, help students understand the following:

Travel is the best form of education; imparting some valuable life lessons. It isn't just about packing one's bags and leaving for a place where one will visit a few places here and there; it has a deeper meaning and significance. It is about connecting to the world and to oneself. Travelling exposes us to the unknown, and within this unknown lie new possibilities; many ways to live life...many new perspectives.... Not only do we learn to appreciate the wonders of the world, but travelling to new places and experiencing new things allows us to have an appreciation for where we come from, and how different things are in other parts of the world. With the diversity of cultures, ways of living, experiences, and personalities all over the globe, traveling truly cultivates the value of being open-minded and accepting of the differences in life's views and preferences of people. Travel teaches the value of looking at diversity in a positive way and enables us to appreciate the ubiquitousness of humanity across different cultures. And then there is the shift that we experience in ourselves; the opportunities for self-growth and the connection that we establish with our inner selves.

The greatest and most important take-away of travel then is 'appreciation' of all the life lessons that it offers.

Unit 10**Kathmandu (Story)****Core Value:** *Appreciation***I. Introduction**

In Unit 10, the story 'Kathmandu' is excerpted from Heaven Lake, a travelogue in which Vikram Seth gives an account of what he saw, thought and felt when he travelled from China to Tibet, from Heaven Lake to the Himalayas

While the story may highlight primarily the value of appreciation, you can make them aware of all other significant values too like respect, open-mindedness, tolerance, acceptance, awareness, knowledge, understanding, sensitivity, caring, friendship, cooperation, humanity, gratitude, etc..

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
 - 1. Read and understand the story – Kathmandu
 - 2. Develop and enhance their reading skills, comprehension and vocabulary.
 - 3. Develop their communication and oral expressive skills, associative ability, & conceptual awareness.
 - 4. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
 - 5. Enhance their understanding of the value of appreciation.
 - 6. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.
-

III. Process & Action Plan

Travel is the best form of education; imparting some valuable life lessons. It isn't just about packing one's bags and leaving for a place where one will visit a few places here and there; it has a deeper meaning and significance. It is about connecting to the world and to oneself. Travelling exposes us to the unknown, and within this unknown lie new possibilities; many ways to live life...many new perspectives.... Not only do we learn to appreciate the wonders of the world, but travelling to new places and experiencing new things allows us to have an appreciation for where we come from, and how different things are in other parts of the world. With the diversity of cultures, ways of living, experiences, and personalities all over the globe, traveling truly cultivates the value of being open-minded and accepting of the differences in life's views and preferences of people. Travel teaches the value of looking at diversity in a positive way and enables us to appreciate the ubiquitousness of humanity across different cultures. And then there is the shift that we experience in ourselves; the opportunities for self-growth and the connection that we establish with our inner selves.

The greatest and most important take-away of travel then is 'appreciation' of all the life lessons that it offers.

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

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

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



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



1.
Did You Know Facts
(Quiz &/or Video clips)
Refer 1 b.
Value – Appreciation



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



1.
Diary Entry for a
Travelogue

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

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

The core value being considered is Appreciation with other inherent values like Respect, Open-Mindedness, Tolerance, Acceptance, Awareness, Knowledge, Understanding, Sensitivity, Caring, Friendship, Cooperation, Humanity, Equality, Gratitude, Generosity, Self-Confidence, Self-Discipline, Self-Control, Timeliness, Organization, Accountability, Adaptability, Curiosity 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, Motivation, Planning & execution, and Generalization.

IV. Activities & Related Discussion

1. Related to the story ‘Kathmandu’

1 a. Discussion

Once the lesson has been read out, discussed, and the textual questions attempted, ask the children how many of them enjoy travelling...ask them to share what they like about travelling. Write down their responses on the board. Then tell them that travelling lends us many more benefits and values. Encourage them to guess these aspects....then discuss it with them –

The primary value that comes up in relation to travelling and experiencing different places is appreciation – of the beauty of the place, its unique features, the food, culture, people etc.... but travelling is more than just the landforms, taking in the sights and enjoying the delicacies there.... When one travels to different lands, one becomes aware of the differences among the people, the different cultures, traditions, languages, lifestyle, beliefs, and so on ...this awareness then leads to knowledge, an understanding of all that one observes and experiences... it helps us reflect upon our place in the world... develop an attitude of open-mindedness, acceptance, tolerance, respect, and even gratitude for all that we have.... Furthermore, it leads us to the insight that though we may be different in a myriad ways, at the core, we are all the same. We have the same needs, dreams, aspirations.... We are all bound by the common thread of humanity.... We are all equal.... From this premise then, we see the need for, and thereby relate with each other

with courtesy, cooperation, friendship, sensitivity, empathy, care, compassion, altruism, generosity Finally, the biggest take away is what we learn about ourselves and all the skills and values that we acquire and improve upon along the way like self-confidence, self-discipline, self-control, timeliness, organization, etc.....

Help them understand how travelling needs to be looked at from different perspectives....

1. The connection:
 - between the traveller and the land
 - that the traveller establishes with the people of the land he visits
 - that the people of a certain place establish with the traveller
2. The exchange of cultural identities, and way of life
3. The kind of self-growth that one goes through; the understanding that one gains about oneself and all the skills that one acquires/enhances as result of one's experiences.

Encourage the children to consider 'travelling' from all these angles and reflect on what values one may note in the same. Help them understand that travelling does not limit itself to just pleasure and relaxation; it can in fact yield great learning, if one opens oneself to the experience.

1 b. Did You Know Facts (Quiz &/or Video clips)

You may carry out a quiz round of interesting, and lesser known facts about certain places in India, that will increase their appreciation of these places...

Alternately, you may also show them video clips with interesting details to enhance their understanding. Content from 'Better India' or 'OMG Yeh Mera India', a show that plays on History TV18, are good sources. (Refer the Resources section)

V. Assignments

1. Diary Entry for a Travelogue

Ask the children to write a diary entry for a travelogue about an interesting place they have visited. Tell them to describe all that they observed and what they experienced there, keeping in mind the different perspectives discussed in class.

Resources

Resources for Teachers:

<https://www.thebetterindia.com/>

https://www.youtube.com/results?search_query=omg+yeh+mera+india+

Unit 11

Topic	Values / Life skills integrated & imbibed	Activities
If I Were You (Story)	<p>Core Value considered : Fortitude</p> <p>Other Sub-Values: Courage, Boldness, Self-Control, Patience, Alertness, Cleverness/Smartness, Confidence, Positivity, Hope, Humour, etc.</p> <p>Life skills: Intrapersonal and Interpersonal skills, Observation, Effective communication, Logical Reasoning, Abstract & Analytical thinking (higher order analysis), Self-regulation, Problem-solving, Planning & execution, and Generalization.</p>	<p>1. Related to the story – ‘If I Were You’</p> <p>a. Discussion</p> <p>b. A Lesson in Fortitude (Video) + Word Search (worksheet)</p> <p><u>Assignments</u></p> <p>1. Creative Expression</p> <p>2 . Reflections (worksheet)</p>

Materials / Resources needed

Facility & Equipment to play the Videos

Worksheets

Description (of the points of discussion)

Through this unit, help students understand the following:

- Fortitude applies to the special people who stand in the face of adversity. A person with this quality often displays their resilience. Fortitude, above all other forms of bravery, shines from within people who demonstrate their strong backbone during times of true crisis. Fortitude helps us to overcome any dangers, obstacles, and fears; it enables a person to withstand whatever difficulties may come their way.
- Mental fortitude is thus the ability to focus on and execute solutions in the face of uncertainty or adversity. When we do this, we are able to sweep aside the fears of being in such a situation.
- If we wish to be successful in dealing with adversity and overcoming the challenges thrown our way, we cannot be weak and give in to our more reactive emotions. We must use mindfulness, as a way to stay grounded in the present moment, manage our emotions/stay emotionally regulated, so that we are able to think calmly, clearly and objectively, and be able to come up with workable plans and solutions.
- Moreover, our attitude will determine whether we'd be able to cope with an adversity or not. Relentless optimism, hopeful thinking, is the only way through. Attitude is everything, and is a direct result of the thoughts we allow to run through our mind. Focusing on problems would only create more problems, so the answer is to stay positive and solution-focused.

Unit 11**If I Were You (Story)****Core Values:** *Fortitude***I. Introduction**

In Unit 11, the story 'If I Were You' is a play wherein the protagonist Gerrard lives alone in a lonely cottage. An intruder, who is a criminal, enters his cottage one day. He intends to murder Gerrard and take on his identity. However, Gerrard, keeps calm, and very cleverly tricks the intruder and thwarts his plan. The story primarily highlights the value of fortitude, along with other values of courage, boldness, self-control, patience, alertness, cleverness/smartness, confidence, positivity, hope, humour, etc.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value based goals:
 1. Read and understand the story – If I Were You
 2. Develop and enhance their reading skills, comprehension, and vocabulary.
 3. Develop their communication and oral expressive skills, associative ability, & conceptual awareness.
 4. Develop grammatical awareness and usage of the same in sentences (oral and written expression)
 5. Enhance their understanding of the value of fortitude.
 6. Understand themselves better and generalize what is learnt (the values and life skills) to their daily experiences.

III. Process & Action Plan

Fortitude applies to the special people who stand in the face of adversity. A person with this quality often displays their resilience. Fortitude, above all other forms of bravery, shines from within people who demonstrate their strong backbone during times of true crisis. Fortitude helps us to overcome any dangers, obstacles, and fears; it enables a person to withstand whatever difficulties may come their way.

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

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

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



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



1.

A Lesson in Fortitude (Video)
+ Word Search (worksheet)
Refer 1 b.
Value – Fortitude



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



1.

Creative Expression

2.

Reflections (Worksheet)

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

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

The core value being considered is Fortitude with other inherent values like Courage, Boldness, Self-Control, Patience, Alertness, Cleverness/Smartness, Confidence, Positivity, Hope, Humour, 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, Motivation, Planning & execution, and Generalization.

IV. Activities & Related Discussion

1. Related to the story 'If I Were You'

1 a. Discussion

Pose the following questions

1. How did Gerrard react upon seeing the intruder?
2. How did he continue to respond to the intruder? Do you think he was not experiencing any fear? What does his behaviour reflect?
3. What do you think Gerrard was trying to do by behaving so calm and nonchalantly?
4. Did he get ruffled when the intruder threatened to shoot him?
5. How did Gerrard manage to keep the intruder talking and get information out of him?
6. What was the intruder's intention?
7. How does Gerrard turn the situation around? What does he do?
8. In the end, who turned out to be cleverer and smarter?
9. Having read the entire plot how would you describe Gerrard? What is your opinion of him? - Write a short paragraph.
10. Worksheet activity: (Prepare this worksheet).

Instruction: Look at the list of values in the given worksheet. In 30 seconds, tick all the values that you feel are relevant to this story. Then circle the one that you feel is the most important value highlighted in this story.

(Include- fortitude, courage, boldness, self-control, patience, alertness, cleverness/smartness, confidence, positivity, hope, humour + many other values irrelevant to this story.)

Discuss the meaning of words they may not be familiar with. Once they are done, call out the right values and the core value of this story.

Then write the word FORTITUDE on the board. Ask them what they understand of the term.

Now connect it to the story. Tell them that Gerrard displayed certain behaviours that were extremely important:

- Gerrard did not break under pressure. He stayed calm, and showed patience, creativity, planning, and problem solving during the entire interlude. He executed his mental plan really well; through the conversation he kept assessing possibilities and any gaps in his plan quite cleverly and smartly.
- He showed great emotional regulation – did not react emotionally – he maintained mental objectivity in the face of a trying situation, so that he could work out what he could / had to do in that situation. He showed great emotional intelligence; he did not cave into his fear.
- He steered the conversation with the intruder in such a way that he was preparing the grounds for negotiation; he was preparing himself for the answers he needed.
- At no point did he show negative or pessimistic thinking. What we get is a sense of relentless optimism and hopeful thinking. He stayed positive, kept an open mindset, and exhibited great self-control and self-discipline as he considered his alternatives in his mind slowly, step by step, until the solution materialized.

What Gerrard exhibited was ‘fortitude’ – in other words, mental toughness.

Mental fortitude is thus the ability to focus on and execute solutions in the face of uncertainty or adversity. When we do this, we are able to sweep aside the fears of being in such a situation. Explain to the children that if we wish to be successful in dealing with adversity and overcoming the challenges thrown our way, we cannot be weak and give in to our more reactive emotions. We must use mindfulness, as a way to stay grounded in the present moment, manage our emotions/stay emotionally regulated, so that we are able to think calmly, clearly and objectively, and be able to come up with workable plans and solutions. We must thus learn to manage and control the extent to which we may be on the edge of losing our mental fortitude to emotions such as fear, anger, frustration or even excitement. Moreover, our attitude will determine whether we’d be able to cope with an adversity or not. Relentless optimism, hopeful thinking, is the only way through. Attitude is everything, and is a direct result of the thoughts we allow to run through our mind. Focusing on problems would only create more problems, so the answer is to stay positive and solution-focused.

1b. A Lesson in Fortitude

<https://www.youtube.com/watch?v=SxQ7O5W4FoI> 4 min 40 sec

Encourage the children to reflect upon the video and share their thoughts, feelings and opinions. Guide them to connect the learning to their own lives.

Then give them a worksheet with a word search grid... You may include words from the following list:

Synonyms for fortitude : backbone, constancy, fiber, grit, grittiness, guts, intestinal, fortitude, pluck, spunk

Words Related to fortitude: determination, purposefulness, resoluteness, resolution, bravery, courage, courageousness, daring, dauntlessness, doughtiness, fearlessness, gallantry, great-heartedness, intrepidity, intrepidness, nerve, stoutness, valor, endurance, forbearance, stamina, sufferance, tolerance, heart, mettle, spirit, audacity, boldness, brass, cheek,chutzpah (also chutzpa or hutzpah or hutzpa), effrontery, gall, hardihood, nerve, nerviness, temerity

(Source: <https://www.merriam-webster.com/thesaurus/fortitude>)

Ask the children to find as many synonyms or related words to fortitude as they can in 2 minutes. Once the time is up, call out the words in the grid and let them check how many they got. Discuss the meaning of words they may be unfamiliar with.

V. Assignment

1. Creative Expression

Ask the children to write a story or poem based on the value of fortitude. Those who wish may instead attempt poster making on the same.

2. Reflections (Worksheet)

Give the children a worksheet with the following questions:

- Reflect on an experience in your past, where fortitude would have been a great asset to you....
- Identify one person in your life that best exemplifies fortitude to you....

Resources

References:

YouTube videos – Links given under the respective activities

English
Grade IX

Integration of Values

Teacher's Manual

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