



HEM *harmonize*

Maths
Grade II

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

Maths

Grade II

IDEA conceived and executed by

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Preface



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



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

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

Thank You,

Mahendra

Mahendra Kabra
Managing Trustee

Anita

Anita Maheshwari
Trustee & Creative Director

Acknowledgement

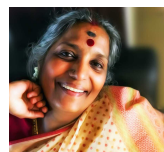
Welcome to HEMA Foundation's "Teacher Manual for Value Integration". I take this opportunity to thank each one of those who participated in it. At the outset I thank the Management of HEMA Foundation, its Managing Trustee Shri Mahendra Kabra and the Trustee and Creative Director, Smt. Anita Maheswari 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, swachchhata, satya, nishkam karma, shanti, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity) will be developed in all students.”

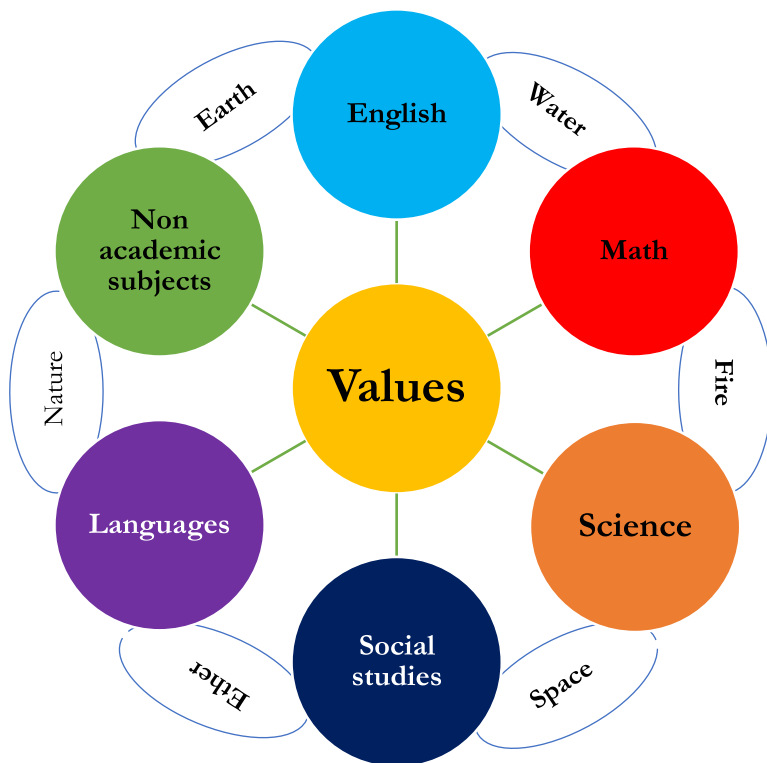
The new NEP and therein the NCERT insist on integration of values with essential subjects. Nature is the mother of all knowledge- Every learning that takes place with human beings is connected through the mind and intellect. While giving food for thought at the intellectual level, teachers have to supplement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

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

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

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

Whom does this manual serve?



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

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

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

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

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

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

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

Organization of the manual-How to read the manual?

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

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

It has two parts:

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

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

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

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

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

Conclusion:

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

Jai Hind

Conceived and presented by

Vijayam Ravi, PhD

Academic Director

HEMA Foundation

"वसुधैव कुटुंबकम्"

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



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

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



Vision

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



Mission

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



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Topic	Values / Life skills integrated & imbibed	Activities
What is Long: What is Round	<p>Core Values considered : Diversity, Respect & Harmony</p> <p>OtherSubValues: Peace, empathy, unity,equality, inclusivity, collaboration,cooperation</p> <p>Life skills: Listening, Thinking, creative& social-emotional skills.</p>	<p>Value integration Activities:-</p> <ol style="list-style-type: none"> 1.By interactions by the game 'what shape do you choose' elicits and revise knowledge of concepts learned previously. 2. Play video to explain cooperation and collaboration 3. Story Narration & Discussion for harmony in diversity 4. Conduct drawing competition as diversity in harmony theme 5. Preparation of harmony in diversity Quotes poster for class room & school

Materials / Resources needed

Value Integration:-

Solid shapes - cubes, cuboids, cone, cylinders and spheres.

Real objects - scale, pencil box, book, marbles, balls, empty containers, perfumes, match box, ice sticks, old batteries, lemon, boiled egg

Small size slide (short benches may be used as a slide when raised at one end)

Worksheets

Building blocks kit (comprising of all the solid shapes, mentioned above)

Facilities and Equipment to show videos

BB, Pen

Ncert Text Book, Reference books,(R.D Sharma , R.S.Aggarwal)

Description (of the points of discussion)

Value Integration:-

In this chapter the activities and games are incorporated in such a manner that children learn the ability to recognize and interpret objects in the surrounding environment helps one to realize harmony & diversity in every living and non-living thing. Different community of people live happily without any misunderstanding is an example of harmony within diversity. Teachers play a crucial role to make sure their students are able to accept and appreciate that in diversity there is beauty and there is strength at an early age. Children should be exposed to different cultures and emphasize the importance of harmony within diversity so that they learn to live in a harmonious society. Only when there is happiness in the mind, there will be a harmony or peace and peace in mind allows coexistence'

The key discussions are:

1.By playing Game "What shape do you choose " and by interactions and demonstrations teacher shall revise the previous knowledge of students

2. By playing Video , explain cooperation and collaboration and its significance

3.Story Narration & Discussion on harmony in diversity which help students to appreciate unity in diversity and harmony in variety.

4. Conducting Drawing competition as diversity in harmony theme to inculcate that in order to maintain balance and lead a peaceful & happy life one should always strive to achieve harmony in every field of life.

5. Assignment: Preparation of harmony in diversity Quotes poster to display class room & school bulletin board

Unit I**What is Long, What is Round?****Diversity, Respect & Harmony****I. Introduction**

The lesson **“What is long What is round”** is an extension of shapes and spaces of std I Which discusses regarding the similarities, differences of different shaped objects their properties, physical features like edges, corners, & surfaces etc.? This lesson helps students experience objects of different shapes, sizes, structure, they learn to interpret and organise it into different shapes and spatial relationships. Students who develop a strong sense of spatial relationships are better equipped to learn mathematics well.

The ability to recognize and interpret objects in the surrounding environment helps one to realize harmony & diversity in every living and non-living thing. We all live in a place where each one is different. Different community of people live happily without any misunderstanding is an example of harmony within diversity. Teachers play a crucial role to make sure their students are able to accept and appreciate that in diversity there is beauty and there is strength at an early age. Children should be exposed to different cultures and emphasize the importance of harmony within diversity so that they learn to live in a harmonious society. Only when there is happiness in the mind, there will be a harmony or peace and peace in mind allows coexistence

II. Learning Objectives / Outcomes

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

- Learn the properties of solid shapes, Classify, sort and describe the shapes on the basis of their physical features such as edges, corners, faces, smooth or rough surfaces etc.
- Identify the basic 3-D shapes in the environment by their geometrical attributes
- Observe and describe the way shapes affects the movements like rolling and sliding & stacking, Classify the solid shapes into rolling, sliding or both
- Solve simple problems based on the properties of the solid

- Incorporate the value of maintaining peace with our surrounding environment and develop a harmonious relationship with diversity with the world.
- Inculcate the value of inclusivity and its importance and showing respect in ensuring harmony in relationships.

III. Process & Action Plan

“Diversity leads to perfect harmony.” Heraclitus of Ephesus

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. 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 next page:

**A. Introduce the context activity:
Game: What shape do you choose? Refer-A1**



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



1.

Video link to
demonstrate
cooperation&
collaboration
Refer-B1

2.

Story:
Three Cats
to instil unity
diversity
Refer-B2

3.

Drawing
competition
to instil
harmony in
diversity
Refer-B3



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



1.

Prepare Harmony in diversity
quotes poster
Refer-C1

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 *Diversity, Respect & Harmony*

Along with other sub-values like *peace, empathy, unity, equality, inclusivity, collaboration, cooperation, Happiness, co-existence, cooperation.*

The unit also provides the scope to develop the following life skills in the students: Listening, thinking, and creative skills

IV. Activities & Related Discussion

A. Context Activity for the teacher to start

Teacher can start the lesson by a **Game: What Shape do you choose?** Teacher shall put different shapes which they have studied in previous class in different places of the class room before the lecture. Teacher starts the game. The teacher will be the first catcher. The students in chorus ask teacher 'Shape, shape what shape do you choose?' The teacher tells the name of any one of the shapes, say for example 'circle'. Then all the students will go around the classroom and look for any circular shape and pick it. If someone does not get hold of a circle means that he/she is 'out' and they will become the catcher and the game continues this way. This would help children recalling the shapes they have learnt in previous classes. Teacher can introduce the lesson by using the blind fold game "Guess its Name" which is mentioned in the text book. This game helps children observe and describe shapes of different objects in a very playful manner.

Discuss the various shapes and the properties of these shapes and how they relate to the principle of co-existence in our life. We can find different basic shapes such as the square, rectangle, and oval or the rectangular prism, cylinder, and sphere in the objects we see around us. These geometric shapes appear in objects we see as ATM cards, rupees and coins, rings, photo frames, houses, schools, windows, towers, flowerpots, toys, buses trains, balloons etc. Through this topic shapes and spaces, students learn about the existence of diversity and harmony in environment

B. Value Based Activities

Activity 1: Teacher can show the below video and explain to students that cooperation and collaboration of different people from diverse back grounds bring beauty and harmony in life and makes life interesting.

Being Different is Beautiful - <https://youtu.be/KJ1ygFknjYo>

Picture source:



<https://in.pinterest.com/pin/407505466284593595/>

<http://www.planetpals.com/IKC/1kids.html>

Activity 2: Teacher can guide students to find Harmony in diversity in relationship by telling the following story of Three Cats

Three cats lived in neighboring houses. They were close friends and used to meet to discuss matters of common interest. One of them was white in colour. Another one was black. The third was brown. One day the black cat argued that his colour was the best as he could hide in dim light and pounce on the prey without getting noticed. He added that the white colour of his friend was a terrible disadvantage in catching a prey in dim light.

The white cat retorted that white was a superior colour as it was a combination of all colours and a symbol of purity. He added that black was the absence of any colour. When the argument became uncontrollable, the brown cat intervened. He said, "I will tell a story. Listen carefully and then decide which the better colour is." He narrated a novel story:

"Before the creation of cats, God made models of cats using clay. Then he put them one by one in the fire to strengthen and harden them before instilling life into them. When he introduced the first model in the furnace, he had no idea about the optimum time for

hardening. He kept it for a long time and it got charred and over burnt. That was how the first 'black' cat was created. He learned a lesson but brought the black model to life. All black cats are his descendants. The next time, God was very cautious to avoid overheating. So he removed the model from the furnace a bit early to avoid overheating. The model was under burnt and white in color. The white cats descended from him. Now God became proficient in the art and science of hardening the models. So the third experiment was successful and the model was removed after correct heating. It was perfect and had a beautiful brown colour. All brown cats, including me, are his descendants. We were heated and hardened correctly for the optimum time and temperature. Now you know who the result of a perfect creation is."

The story amused the black and white cats though they knew that it was fictitious. They stopped their fight and became friends again, realizing that external appearance is insignificant and that nobody wins by an argument.

Man has fought thoughtlessly, throughout human history, arguing about the superiority of one race over others. Men may differ in characteristics and qualities such as calibre, caste, character, charm, cognition, colour, community, complexion, costume, courage, creed, culture and customs. But he is the roof and crown of creations and a noble work of God. We must appreciate unity in diversity and harmony in variety.

"God created man in His image; in the divine image He created him; male and female He created them" {Genesis 1: 27}.

Reference: <http://christian.moral-stories.com/2012/01/unity-in-diversity-three-cats-lived.html>

Discussion

1. What are the three different colours of cats mentioned in the story?
2. What was their point of argument?
3. As per black cat why black colour is best?
4. As per white cat why white colour is best?
5. Why did the cat stop their fight?

Similarly, the teacher can ask different questions from the story and engage students.

Through this lesson the teacher should also explain the moral of the story that just like all different coloured cats became friends, the students should also treat everyone as friends irrespective of their differences.

Activity 3: Conduct a drawing competition in the class by giving the Theme “Harmony in diversity”.

E.g. (Compassion, respect, inclusiveness, diversity, belonging, unity, empathy, care, culture, equality, nation, world etc.)

Here, the teacher can encourage students to draw their idea of harmony, diversity and respect. Children come out with great creative ideas. Drawing /art helps the creative process and sparks the imagination and ideas. This is the best way to inculcate values in them. There is a need to teach our younger generation early that in diversity there is harmony and in harmony there is beauty and strength. Teacher can display the best drawings in the classroom after discussing about the drawings and appreciating the student.

From all the above examples teacher can explain how each one of us should apply this lesson in our lives. The teacher should emphasize that in order to maintain balance and lead a peaceful & happy life one should always strive to achieve harmony in every field of life. Teacher can cite examples like academics or relationships with parents, friends, and relatives.

V.C: Assignments

1. Prepare harmony in diversity Quotes poster for class room & school

Resources

References:

1. <http://christian.moral-stories.com/2012/01/unity-in-diversity-three-cats-lived.html>
2. <https://www.youtube.com/watch?v=D2YtEIKIVFM->

Resources for Teachers:

3. <https://docs.aglasem.com/view/58e92204-54a2-11ea-8889-02f21f5619c4>
4. <https://www.azimpremjiifoundationpuducherry.org/lesson-plans/which-long-which-round>
5. <https://www.youtube.com/watch?v=b2reZGadaho>

Unit 2

Topic	Values / Life skills integrated & imbibed	Activities
Counting In Groups	<p>Core Values considered : Teamwork, cooperation and Helping others</p> <p>Other Sub-Values: unity, kindness</p> <p>Life skills: Listening, counting skill, listening, communication skills problem solving & social-emotional skills.</p>	<p>Value integration Activities:-</p> <p>By interactions, story and discussions, games and activities register values team work, cooperation and helping others</p> <ol style="list-style-type: none"> 1. Conduct Counting Games for revision of previous Knowledge ,Conduct an activity by forming Groups for introduction of lesson 2. Story narration: 'Unity is strength' for inculcating team work 3. Conduct sneak a peak Game for improvement of communication in teamwork 4. Discussion of the story given in textbook for together we can do any impossible task 5. Assignment: Preparation of photo collage

Materials / Resources needed

Value Integration:

1.BB, Pen, blocks, Tins

2.Facilities and Equipment to show videos.

NCERT Text books, reference books (R.D.Sharma, R.S Agarwal) pen, board, Duster.

Description (of the points of discussion)

Value Integration:-

In this chapter the activities and games are incorporated to encourage students to know the arrangement of objects and use the strategy of counting in groups. Through this topic the teacher should inculcate the value of teamwork, cooperation and helping others.

Teamwork is a life skill, and one of the most important skills that every child needs to develop. When we teach students how to work with others, we are teaching them to succeed. Several studies suggest that teamwork is one of the core skills required for success in a classroom and workplace. When people work together, every member of the team brings their skills, talents and experience and focuses on achieving a common goal, their communication, cooperation and combined efforts make things happen and give a better result.

The key discussions are:

1. Conduct Counting Games & interactions and discussions of students for revision of previous Knowledge .

2. Story narration: 'Unity is strength' for inculcating team work, helping others & leadership among students. Teacher should emphasize on the importance of teamwork, diversity and the importance to get along with each other to overcome challenges

3. Conduct sneak a peak Game for improvement of communication in teamwork

4. Discussion of the story given in textbook for together we can do any impossible task Teacher should emphasize how together they can make an impossible task possible; it does not matter how big or small your contribution to the team is important, but if you work together any big task can be achieved

5. Assignment:

a. Preparation of photo collage of helping deed

preparation of photo collage of group activity

in practice the values of team work ,helping others and cooperation.

Unit II**Counting in Groups****Teamwork, Cooperation and Helping others****I. Introduction**

The lesson **counting in groups** teaches the child to put things of similar things together. It is essentially the concept of combining collections together where focus is on the number of objects in the collection. The idea here is to encourage students to know the arrangement of objects and use the strategy of counting in groups.

Through this topic the teacher should inculcate the value of teamwork, cooperation and helping others. The above values can be explained as combining of strengths by creating a team of individuals with different expertise. Teamwork is a life skill, and one of the most important skills that every child need to develop. When we teach students how to work with others, we are teaching them to succeed. Several studies suggest that teamwork is one of the core skills required for success in a classroom and workplace. When people work together, every member of the team brings their skills, talents and experience and focuses on achieving a common goal, their communication, cooperation and combined efforts make things happen and give a better result.

II. Learning Objectives / Outcomes

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

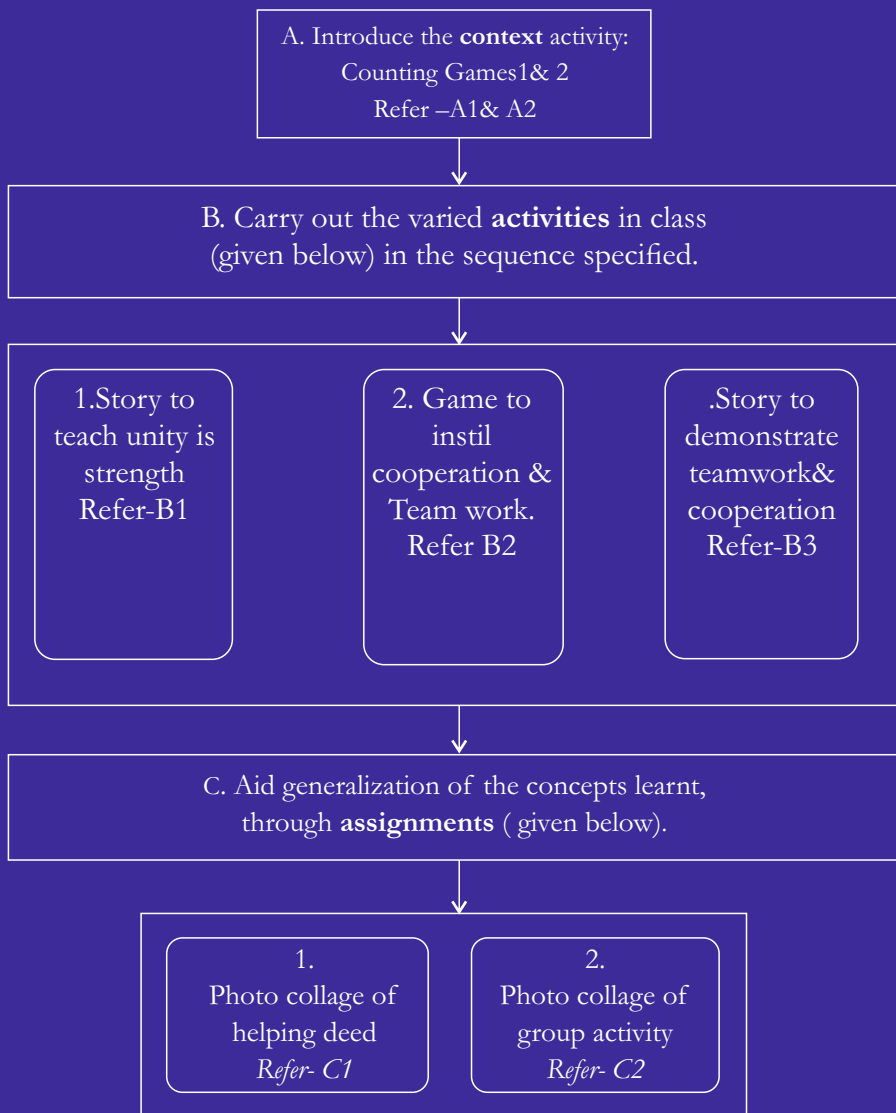
- Count the objects in groups
- Understand the concept of ‘more’ or ‘less’, begin to understand ‘before and after numbers.
- Identify ordinal numbers
- Work as a team, & Cooperate and help each other
- Inculcate the value of relationships & Be kind to everyone

III. Process & Action Plan

“I can do things which you cannot, you can do things which I cannot; together we can do great things.” Mother Theresa

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. 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 next page:



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 *Teamwork, Cooperation and Helping others* along with other sub-values like *unity, kindness*

The unit also provides the scope to develop the following life skills in the students: *counting skill, listening, problem solving, communication skills*

IV. Activities & Related Discussion

A. Context Activity: For the teacher to start

Teacher can introduce the lesson by taking a game/activity in the class to revise their number sense.

1. Distribute flash cards with numbers 0 to 5
2. Instruct students having cards of the same number to form: -
 - a. Circle
 - b. Square
 - c. And so on as per the teachers choice
3. Now by different combinations teacher can take and revise all the concepts they have learned by this fun activity.

Counting game 1 (Revision for making groups of ten.)

Put some beads, or other objects onto a table. Ask the group - I children to make groups of ten beads. Then ask each member of a group to count the groups of ten and the individual ones, using “four-tens and six” or “seven-tens and one”, etc.

For e.g. if there are 55 beads/seeds/chalk etc. teacher will call group 1 students or students from shape circle. The students will be asked to divide the 55 beads into groups of tens. On doing so the students will make 5 groups of 10 and remaining 5 beads/seeds/ etc will be stand alone.

Now when the teacher asks students of circle group to announce the count of groups and stand alone beads the students will say, “five-tens and five”. Depending on the number of objects used the count can change to, “seven-tens and two”.

Repeat with a different number of objects with group – II and so on...

Counting game 2.

Teacher requires counting items, such as sticks, beads, or beans, marbles. Small bags or bowls, rubber bands if using sticks. Place 10 of the items in the middle, and the rest in a pile on the side before the game

Play: At his/her turn, each player adds one more item to the middle pile on the table, and names the number that is formed. Whenever a whole ten is fulfilled, those ten items are grouped together with a rubber band or by placing them in a small bag or bowl. Only use words one to ten when counting in this game. Words like eleven, thirteen, twenty, fifty etc. are not allowed. For example, eleven is said as “ten and one”, twelve is “ten and two”, twenty is “two tens”, twenty-five is “two tens and five”, etc.

Variation: Each player adds two (or some other quantity) matches to the pile instead of one.

This way by taking different activities teacher shall take revision which is needed for the lesson

https://www.homeschoolmath.net/teaching/pv/ten_groups.php

B. Value Based Activities: Activity 1: Story “Unity is Strength”

Once upon a time, there was a flock of doves that flew in search of food led by their king. One day, they had flown a long distance and were very tired. The dove king encouraged them to fly a little further. The smallest dove picked up speed and found some rice scattered beneath a banyan tree. So all the doves landed and began to eat.

Suddenly a net fell over them and they were all trapped. They saw a hunter approaching carrying a huge club. The doves desperately fluttered their wings trying to get out, but to no avail. The king had an idea. He advised all the doves to fly up together carrying the net with them. He said that there was strength in unity.

Each dove picked up a portion of the net and together they flew off carrying the net with them. The hunter looked up in astonishment. He tried to follow them, but they were flying high over hills and valleys. They flew to a hill near a city of temples where there lived a mouse who could help them. He was a faithful friend of the dove king.

When the mouse heard the loud noise of their approach, he went into hiding. The dove king gently called out to him and then the mouse was happy to see him. The dove king explained that they had been caught in a trap and needed the mouse's help to gnaw at the net with his teeth and set them free.

The mouse agreed saying that he would set the king free first. The king insisted that he first free his subjects and the king last. The mouse understood the king's feelings and complied with his wishes. He began to cut the net and one by one all the doves were freed including the dove king. They all thanked the mouse and flew away together, united in

their strength.

Moral: When you work together, you are stronger.

Reference: <https://www.moralstories.org/unity-is-strength/>

Discussion.

1. Why did the flock of doves fly?
2. Why did the doves land under the banyan tree?
3. What did fall on them while eating seeds?
4. How did they escape?
5. What did the king dove say?
6. Who helped them to come out of the net?
7. What were the lessons learned from this story?

Through this story the teacher should emphasize on the importance of teamwork, diversity and the importance to get along with each other to overcome challenges. When faced with a problem, the doves worked together in unison and harmony similarly students should also work together.

Activity 2: Sneak a peak

Game- description: The game focuses on communication between team members. It also teaches them to be open to other people's perception.

Instructions:

- The students should be divided into groups and given sets of building blocks for each team
- Ensure enough space for students to work
- Create a structure using building blocks, without the knowledge of students
- Give each team one set of blocks. Show the structure you have created.
- One person from each team comes and takes a peek at the structure – they have ten seconds to look at it and memorize it.
- The team member will have to explain the structure to the others so that they can recreate it.
- If they don't get it right, another member from the team can go and take a peek at the structure and go back to helping the others.
- Create a simple and easy figure for the students to understand and replicate

by observation and comprehension of design.

- This game is about memory, communication and recreation of something as a team

Teacher shall discuss with students regarding the importance of teamwork, communication and overcoming challenges. Encourage students to help each other and be supportive always. When they work together to achieve a common goal, they will achieve success.

Reference: https://www.momjunction.com/articles/team-building-activities-will-keep-kids-busy-summer_0074763/

Activity 3: Story of **Big Carrot**

Story of **Big Carrot** which is mentioned in the text book to teach ordinal numbers also can be used for explaining the importance of team work and cooperation and helping others with this small funny story

“An old man planted a carrot seed, the carrot grew big and sweet. It grew very big! He tried to pull out the carrot but it did not come out. He quickly called his wife. The old man pulled the carrot leaves and the old woman pulled him. But they could not pull it out. The old woman called her granddaughter. The Old man, the old woman and the granddaughter tried but could not pull the carrot out. The granddaughter called the dog. The old man, his wife, the granddaughter and the dog could not pull the carrot out. Then the dog called the cat. Everyone pulled and the cat held on to the dog's tail. The carrot did not move. The Cat called the mouse. They all pulled hard together and the carrot out. BOOM! They all fell down!

They were so excited! So they all went to the kitchen to make gajar ka halwa and ate it up.”

Discussion

- a) What did old man plant?
- b) Why did the old man call his wife?
- c) Did the old man and his wife together pull the carrot out?
- d) Whom did old man's wife called for help?
- e) Did the old man, his wife and granddaughter together pull the carrot out?
- f) Whom did Granddaughter called for help?
- g) Did the old man, his wife, granddaughter and the dog together pull the carrot out?
- h) Whom did dog called for help?
- i) Did the old man, his wife, granddaughter, dog and cat

Discussion

- a) What did old man plant?
- b) Why did the old man call his wife?
- c) Did the old man and his wife together pull the carrot out?
- d) Whom did old man's wife called for help?
- e) Did the old man, his wife and granddaughter together pull the carrot out?
- f) Whom did Granddaughter called for help?
- g) Did the old man, his wife, granddaughter and the dog together pull the carrot out?
- h) Whom did dog called for help?
- i) Did the old man, his wife, granddaughter, dog and cat together pull the carrot out?
- j) Who did cat called for help?
- k) Did the old man, his wife, granddaughter, dog, cat and mouse together pull the carrot out?
- l) What did you learn from the story?
- m) How they celebrated the victory?

This story in excellent example of teamwork, cooperation and helping others. Teacher should emphasize how together they can make an impossible task possible; it does not matter how big or small your contribution to the team is important, but if you work together any big task can be achieved

1. NCERT Textbook of Grade II

V. C:Assignments

1. Prepare a photo collage of students performing a helping deed. (Example, feeding animals, helping with household chores-Folding clothes, washing utensils, etc.)
2. Prepare a photo collage of students performing a group activity. (Example, playing sports, playing games with friends.)

Teacher/parents can share age appropriate responsibilities to enable children to learn how we work together to reach a goal.

Resources

References:

1. NCERT Textbook of Grade I

4.<https://www.ukessays.com/essays/>

Resources for Teachers:

2.<https://in.pinterest.com/>

3.<https://www.azimpremjiifoundationpuducherry.org/content/number-games-%E2%80%93-dominos/>

Unit 3

Topic	Values / Life skills integrated & imbibed	Activities
How Much Can You Carry	<p>Core Values considered : teaches Self Esteem, Self Confidence & Self-acceptance</p> <p>Other Sub-Values: self-respect, Introspection</p> <p>Life skills: Listening, observation Thinking, creative& social-emotional skills.</p>	<p>Value integration Activities:- By interactions, story and discussions, games and activities register values team work, cooperation and helping others</p> <ol style="list-style-type: none"> 1. Play video and narrate story and use concrete objects for revision & introducing new concept 2. Story narration: About Being Yourself for inculcating self acceptance 3. Conduct Garden of Greatness activity for experiencing self esteem 4. Conduct activity "Magic Box tp boost self esteem 5. Assignment: <ol style="list-style-type: none"> 1. Preparation "Marvellous me collage to know about one's uniqueness 2. Preparation of cards of 5 positive qualities of each student

Materials / Resources needed

Value Integration:-

- 1.BB, Pen, blocks, Tins
- 2.Magic box with mirror & card board
- 2.Facilities and Equipment to show videos. NCERT Text books, reference books (R.D.Sharma, R.S Agarwal) pen, board, Duster.

Description (of the points of discussion)

Value Integration:-

In this chapter the activities and games are incorporated to encourage students to recognize and interpret objects as per the weight in the surrounding environment helps one to realize that how much they can carry or lift. One can always take up any work as per the ability. This is an essential quality which can be embraced in life. The child should feel confident in his/her ability to meet the challenges in his/her life. This sense of personal power or self-esteem evolves from having successful life experiences in solving problems independently, being creative and getting results for their efforts. We all have strengths and flaws. It is important that we learn to accept our 'flaws' or imperfections and love ourselves, because they are what make us unique. Having healthy self-esteem is really important as it helps you make positive choices in your everyday life, gives you the courage to be your own person, have good relationships and helps you deal with difficult situations

The key discussions are:

By interactions, story and discussions ,games and activities register values Self Esteem, Self Confidence& Self-acceptance

1.Play video and narrate the story of donkey from text book and use some concrete objects for revision and introduction of new concept. At this age students will have confusion with size and weight and structure

2.Story narration: About Being Yourself for inculcating self acceptance, You can be only yourself. It is impossible for you to become someone else

3.Conduct Garden of Greatness activity for experiencing self esteem, The objective of this activity is to recognize the talents of students in the class and make them aware that a healthy self-esteem is a personal feeling of importance and value

4.Conduct activity "Magic Box to boost self esteem, each of us is special and then discuss with students what makes each one special. Teacher can discuss the unique positive quality of each student. This activity will boost the self –esteem of each student and they will feel good about themselves

5.Assignment:

1.Preparation"Marvellous me collage to know about one's uniqueness

2.Preparation of cards of 5 positive qualities of each student

This assignments are to practice and apply and make it a habit what students have learned in their life through this lesson.

Unit III**How Much Can You Carry?****Self Esteem, Self Confidence & Self-acceptance****I. Introduction**

The lesson “How Much Can You Carry” aims to teach the concept of heavy vs light. Students learn to compare the objects as per their weight, usually children experience confusion with size and weight, they think bigger objects are heavier, the lesson help students to experience objects of different shapes, sizes, structure, they learn to interpret and organize it into different shapes and sizes and spatial relationships. They will have hands on experience on the objects which are heavy & light where size or shape does not matter. This lesson teaches children weight is what makes things heavy or light. The heavier it gets the harder to carry and the lighter it gets the easier to carry

The ability to recognize and interpret objects as per the weight in the surrounding environment helps one to realize that how much they can carry or lift. One can always take up any work as per the ability. This is an essential quality which can be embraced in life. The child should feel confident in his/her ability to meet the challenges in his/her life. This sense of personal power or self-esteem evolves from having successful life experiences in solving problems independently, being creative and getting results for their efforts. Setting appropriate expectations, not too low and not too high is critical to developing competence and confidence. Each and every one of us has self-esteem. Self-esteem is made up of the thoughts we have about ourselves and plays a role in almost everything we do. Having healthy self-esteem is really important as it helps you make positive choices in your everyday life, gives you the courage to be your own person, have good relationships and helps you deal with difficult situations. Nobody is perfect. We all have strengths and flaws. It is important that we learn to accept our ‘flaws’ or imperfections and love ourselves, because they are what make us unique. Self-acceptance is the key to feeling confident. When people pay you compliments, simply say ‘thanks’ rather than brushing them aside.

II. Learning Objectives / Outcomes

Through this unit, the students will achieve the following grade appropriate academic and

value based goals:

- Compare weight of different things
- Understand the concept of heavy vs light
- Incorporate the value Self-esteem ,Self-confidence & self-acceptance

III. Process & Action Plan

“If you have a dream, don’t just sit there. Gather courage to believe that you can succeed and leave no stone unturned to make it a reality.” — Dr Roopleen

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. 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 next page:

**A. Introduce the context activity:
Video & Discussion
Refer - A1**



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



**1.
Story to
teach Self-
acceptance
Refer-B1**

**2.
Combination
activities to
teach
cooperation**

**3.
The Magic
Box to instil
self
confidence
Refer- B3**



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



**1.
Make a “Marvellous
Me Refer-C1**

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

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

The *core values* being considered are *Self Esteem, Self Confidence & Self-acceptance* along with other sub-values like *self –respect, introspection*

The unit also provides the scope to develop the following life skills in the students: *observation, listening,*

IV. Activities & Related Discussion

A. Context for the teacher to start:

Teacher can start the lesson by showing a video: Heavier **objects and lighter objects?** <https://youtu.be/SQmI21BB8mA> (**video for heavy & light**)

Discuss the various shapes and size of the objects after pausing the video on each time the properties of these objects and how they are connected as per their weight. Teacher can introduce the topic by telling /or showing the video of the story “the Clever Donkey and His Heavy Sack” from the textbook.

At this age students will have confusion with size and weight and structure - they may think bigger objects are heavier and smaller objects are lighter. Therefore they need some more hands on experience and discussion. We can find different objects around us but we should not evaluate as per size of the object it is heavy or light. Weight is what makes things heavy or light. The heavier it gets the harder to carry and the lighter it gets the easier to carry.

B. Value Based activities

Activity 1: Story About Being Yourself

One day King came to his garden and saw withering and dying trees, bushes and flowers.

An oak said it dies because it can't be as high as a pine. A pine tree was falling down because it could not give grapes like a grapevine. Meanwhile the grapevine was dying because it couldn't blossom like a rose. But soon the King found a single plant, pleasing heart, bloomy and fresh.

The king asked: All the trees and flowers here are withering, and you are flourishing, why?

The plant answered: I think it comes naturally; you have planted me, because it was your wish and your choice. If you would like to grow an oak, grapes or rose, you would plant them. And I cannot be anything else than what I am. So I try to develop my best qualities.

Discussion:

1. What did the king see when he came to his garden?
2. Why does an oak tree die?
3. Why was the pine tree falling?
4. Why the grapevine was dying?
5. What was answer of the single plant that is bloomy & fresh to the king?
6. What moral do you learned from this story?

Teacher shall tell them one should have self-acceptance and should be happy. Look at yourself. You can be only yourself. It is impossible for you to become someone else. You can enjoy life and blossom, or you wither if you do not accept yourself.

Reference : <https://www.inspirationalstories.eu/stories-about-being-yourself/>

Activity 2: Garden of Greatness

The objective of this activity is to recognize the talents of students in the class and make them aware that a healthy self-esteem is a personal feeling of importance and value

Activity:

Teacher shall ask the following questions to them and makes them realise their talents.

- What are you good at doing?
- Playing a certain game?
- Making your bed?
- Making your mom smile?

Things that you are good at doing are called your talents. What are your talents? For example, you might be talented in the way you take good care of your pet. Knowing that you have a talent or are good at doing something makes you feel good.

That good feeling is part of your **self-esteem**, or the way you feel about yourself. A talent can help improve your self-esteem and it can give you courage to try new things and to make good choices.

Now teacher can instruct them to make their own personal flower to add to a classroom display called the Garden of Greatness. This display will showcase everyone's talents! Using art and drawing supplies, make a flower that has pictures of each student and all their talents.

1. Trace a large circle on a sheet of construction paper for the head of a flower.
2. Draw and colour a picture of you inside the flower and cut it out.
3. Then, draw or trace leaves and petals for the flower.
4. On each leaf and petal, draw and colour a talent you have.
5. Cut out those pieces, make a green construction paper stem, and glue all the flower parts together.
6. Finally, attach your flower on a bulletin board to stand with your friends' flowers and talents.

Referee; https://classroom.kidshealth.org/prekto2/personal/growing/self_esteem.pdf

Activity 3: The Magic Box

This is an excellent activity for students to teach about self-esteem in continuation with activity-3

Teacher need to prepare a “magic box “which can be any kind of a box with a mirror placed so that to reflect the face of anyone who looks inside. Teacher can start the activity by asking, Who do you think is the most special person in the whole world/class? Allow the children to respond different ways. You may continue by saying,” well, I have a magic box with me today and you can look inside and discover the most special person in this world. “Give chance to everyone in the class to look into the box. Don’t allow them to speak each other. Teacher can pass following comments like (Are you surprised? How do you feel? Are you happy to see the special person?)

After showing all the children the special person, teacher shall explain that this box is valuable because it shows that each of us is special and then discuss with them what makes each one special. Teacher can discuss the unique positive quality of each student. This activity will boost the self –esteem of each student and they will feel good about themselves.

From all the above examples and activities teacher can explain how each one of us should apply this lesson in our lives. The teacher should emphasize that in order to maintain balance and lead a peaceful & happy life one should always have self-confidence, self –respect and self –esteem. Teacher can advise them make sure to look after

themselves and find people who make them feel good and happy. Challenge any bad thoughts that come into their head. Understand the things triggering these bad thoughts and make changes to deal with them

V. C: Assignments

C1 . Make a “Marvelous Me” collage to celebrate being you! Look through old magazines and newspapers and cut out pictures and words that describe you. Paste them on a sheet of paper to make a collage.

Resources

References:

1.https://classroom.kidshealth.org/prekto2/personal/growing/self_esteem.pdf

2.<https://www.inspirationalstories.eu/stories-about-being-yourself/>

Resources for Teachers:

<https://youtu.be/SQmI21BB8mA3>

4 [Ncert Mathematics textbook GradeII](#)

Topic	Values / Life skills integrated & imbibed	Activities
Counting In Tens	<p>Core Values considered : Teamwork, cooperation and Helping others</p> <p>Other Sub-Values: unity, kindness, respect, empathy</p> <p>Life skills: Listening, counting skill, listening, communication skills problem solving & social-emotional skills, patience, tolerance</p>	<p>Value integration Activities:-</p> <ol style="list-style-type: none"> 1. By interactions, story and discussions, games and activities register values team work, cooperation and helping others 2. Play Video to revise the previous concepts learned which helps for new topic. 3. Play a game Bingo to check/revise the knowledge of concepts learned. 4. Story narration: 'Let's make a team' for inculcating team work 5. Conduct Fun Exercise activity for inculcating the importance of team work& cooperation. 6. Conduct an activity Salt & Pepper for supporting each other <p>Assignment:</p> <ol style="list-style-type: none"> 1. Preparation of poster of benefits of Team work 2. List of activity at home to help Parents

Materials / Resources needed

Value Integration:-

1. Blocks, Tins, videos, Chart, Flash cards of tens & ones, Beads, soda cap, play money/flash card, Bottle caps, fake notes & coins
2. Facilities and Equipment to show videos.
3. NCERT Text books, reference books (R.D.Sharma, R.S Agarwal) pen, board, Duster.

Description (of the points of discussion)

Value Integration:-

In this chapter the activities and games are incorporated to encourage students to promote an atmosphere that fosters friendship and loyalty in the classroom. The idea of grouping of objects as a bundle of ten makes counting easy. Similarly, when a group of people come together and work in unison any difficult work gets achieved easily. Through this topic the teacher should inculcate the value of teamwork, cooperation. The above values can be simply explained as combining of strengths by creating a team of individuals with complementary skill sets. The different styles of each person allow for more creativity and innovation in the work process. If we inculcate this quality at a young age, it will have a lasting effect in the life of children for the years to come. Learning to work as part of a team will help children to hone many social skills, such as patience, empathy, communication, respect for others, and compromise and tolerance. It also helps them develop confidence in themselves and trust in other people.

The key discussions are:

1.By interactions, story and discussions, games and activities register values team work, cooperation and helping others

2.Play Video & Game Bingo to revise the previous concepts learned which helps to introduce the new topic.

3.Story narration: 'Let's make a team', through this teacher can inculcate the importance of teamwork, being good, kind & helping others, listening others will help them to be successful in the entire task they take by asking different similar more questions.

4.Conduct Fun Exercise activity Human Shapes for inculcating the importance of team work & cooperation. Here all team members needed to plan together listen and respect each other's suggestions, this activity requires coordination, and everyone needed to help each other to take positions. This game also required students to manage time effectively and that is how the final word was formed.

5.Conduct an activity Salt & Pepper which teaches students the importance working together, helping each other and being supportive.

6. Assignment:

1. Preparation of poster of benefits of Team work

2. List of activity at home to help Parents

These activities help students practice the values learned through the lesson and make it a habit to lead a successful life.

Unit 4**Counting in Groups****Teamwork, Cooperation and Helping others****I. Introduction**

The lesson **counting in groups** teaches the child to put things of similar things together. It is essentially the concept of combining collections together where focus is on the number of objects in the collection. The idea here is to encourage students to know the arrangement of objects and use the strategy of counting in groups.

Through this topic the teacher should inculcate the value of teamwork, cooperation and helping others. The above values can be explained as combining of strengths by creating a team of individuals with different expertise. Teamwork is a life skill, and one of the most important skills that every child need to develop. When we teach students how to work with others, we are teaching them to succeed. Several studies suggest that teamwork is one of the core skills required for success in a classroom and workplace. When people work together, every member of the team brings their skills, talents and experience and focuses on achieving a common goal, their communication, cooperation and combined efforts make things happen and give a better result.

II. Learning Objectives / Outcomes

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

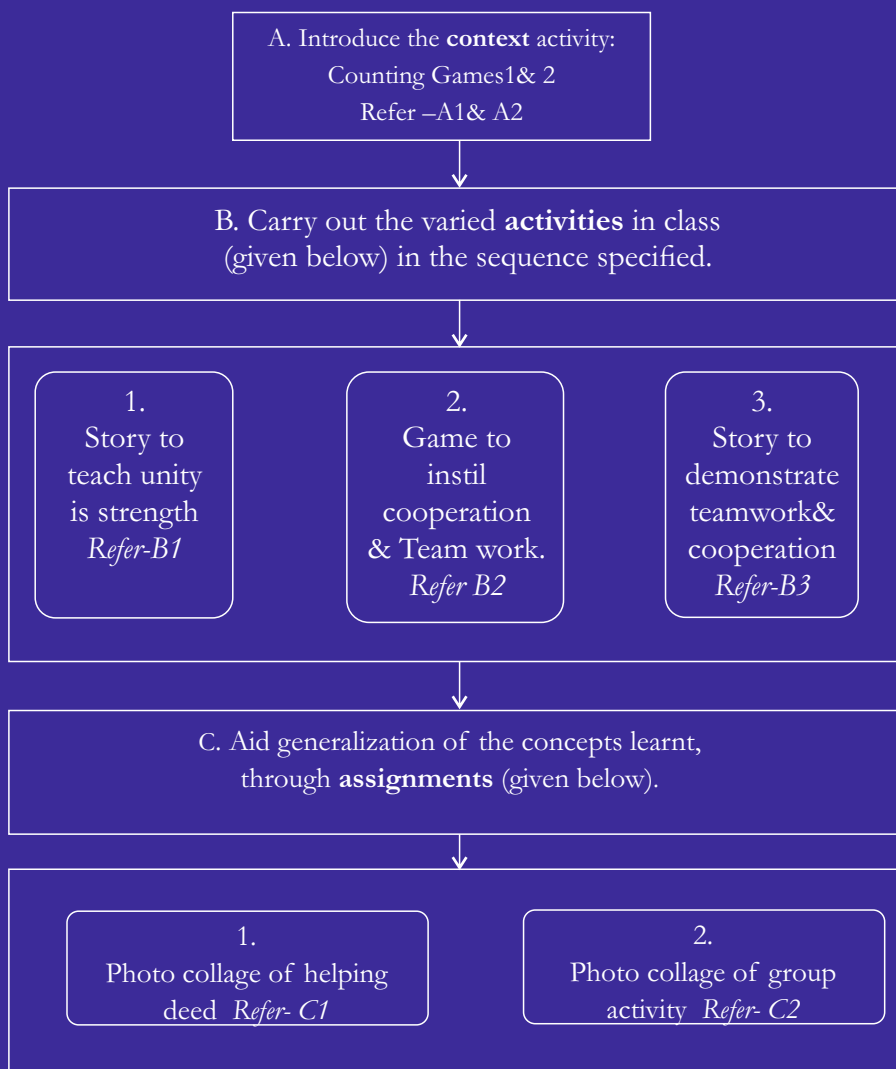
- Expands a number with respect to place values.
- Counts and regroups objects into tens and ones.
- Uses the concept of place value in the comparison of numbers.
- Counts in various ways like starting from any number and group counting, etc
- Work as a team & Cooperate and help each other
- Inculcate the value of relationships & Be kind to everyone

III. Process & Action Plan

“I can do things which you cannot, you can do things which I cannot; together we can do great things.” Mother Theresa

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. 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 next page:



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 Teamwork, Cooperation and Helping others along with other sub-values like Kindness, unity respect, empathy,

The unit also provides the scope to develop the following life skills in the students: Listening, counting, problem solving, socio-emotional skills, patience, tolerance

IV. Activities & Related Discussion

A. Context for the teacher to start:

Teacher can introduce the lesson by showing a video in the class to revise their number sense. <https://www.youtube.com/watch?v=uedvwH6Ay18>; After showing the video teacher shall discuss about counting numbers, additions etc. to students so that the introduction of the new concept becomes smooth flow.

Teacher shall conduct a revision of the concepts by using a Bingo Game of place Value Steps to follow:

1. Each student should be given a card (handout printed copies of set of cards were tens and one's pictures are printed)
2. Begin to call two-digit numbers by randomly pulling the numbers from a container such as an envelope.
3. Students need to look at their Bingo Card and find the Picture of tens & ones being called out
4. The Goal of Bingo is to get five in a row.

2nd std students are quite young, teacher needs to take proper care and remind them basic rules of Bingo as this game can be used by teachers often to make sure students understand the concepts. If the teacher finds that getting 5 in a row becomes too easy, you can change the BINGO game to be a "Cover All" game, where students have to cover the whole card instead of getting five in a row.

Once students have five in a row, they call out "BINGO!" When a student gets BINGO, they read the winning row of numbers and the teacher checks to make sure that she/he have them all in their collection. Teacher can make them play number of times, depending upon the time allotted for the lesson. Students will enjoy the activity and they

learn the concept in a fun way.

(Refer Appendix for the game work sheet)

B. Value Based Activities:

Activity 1: Story: Let's make a team (working together to achieve a result) Team work

Once upon a time there was a little drop of water who dreamed of becoming a snowflake and turning the landscape white. Years passed, and then there was a great drought which evaporated the little drop from the lake where he lived. When he reached the sky, he became part of a small cloud. As soon as the weather turned cold, the little drop looked for a nice bit of countryside where he could fall, and help cover the place in snow. But only a little bit of snow fell, and as soon as it touched the ground, it melted. And there the little drop had to remain, waiting for the sun's rays to shine again, and send him back up to the clouds. When the sun shone, the little drop ascended once more, turned to snow again, and down he fell. Again, just after landing, he melted.

This happened several times. Finally, the little drop went and joined a great big cloud, where millions of other drops had crowded together. Despite being gigantic, conditions in that cloud were rather uncomfortable. A few of the drops were ordering everyone else around, making them squash up together, amid a great racket. "Biggest drops at the bottom! Smallest drops at the top! Come on, come on! There's no time to waste..." Our little drop wasn't keen on all this, and he considered falling down to Earth again, but a nice, friendly drop next to him managed to talk him out of it. "Where are you going?! You don't want to take part?" "Seeing how surprised our little drop looked, the friendly drop explained they were preparing for a big snowfall." "All of us here love being snow, and covering the land for days; that's why we've all gathered together here. Years ago I would try doing it on my own, but I learned I couldn't manage it without help. I found this nice cloud, where we all help each other a little. And thanks to our teamwork, we've made some of the best snowfalls ever!" "A little later, both drops were flying down through the sky as snowflakes, surrounded by millions and millions of other flakes, turning the green fields white. And with great joy, our little drop realized that when everyone worked together they could achieve what had at first seemed impossible.

Reference: <https://freestoriesforkids.com/children/stories-and-tales/raindrop-snowflake>

Discussion.

1. What was the dream of the little drop?
2. Where did he live?
3. When did the little drop get the chance to evaporate?

4. What happened when the little drop of snow touches the ground first time?
5. What did the friendly drop explain to little drop?
6. How did the green field turn into white?
7. What was the lesson learned?

Teacher can inculcate the importance of teamwork, being good, kind & helping others, listening others will help them to be successful in the entire task they take by asking different similar more questions.

Activity 2: Human Shapes

Human Shapes is a fun and creative exercise that encourages kids to work with each other physically and intellectually. This activity encourages creative thinking and allows them to use the given space in a smart way. Students need Soft mat or Blanket.

Instructions

- Ask the participants to spread out in the area.
- Start with individual letters like B, C, T, etc., and ask the participants to form them using their bodies. Two or more kids can come together to form one letter if needed. Other team members can help to form numbers.
- Then, the teacher gives the team a word – it should be at least six letters long.
- Ask the participants to quickly form letters of the word using their bodies. They can try forming the letters by standing or they can lie down on the ground – it is up to them to decide. The objective is for the kids to make use of nothing else but their bodies to make letters of the word.
- This could also be a competition between teams if you have a very large group and area.
- Students may lie down on the floor to form shapes that they cannot make while standing.
- Make sure that the space you choose for the activity is free from dirt and any obstacles that can be harmful to the kids.

Teacher can decide the winner by seeing time and perfection of the letters.

Discussion:

After games teacher shall discuss with the class what they required to win the game. All team members needed to plan together listen and respect each other's suggestions, this activity requires coordination, and everyone needed to help each other to take positions. This game also required students to manage time effectively and that is how the final word was formed.

Reference: https://www.momjunction.com/articles/team-building-activities-will-keep-kids-busy-summer_0074763/

Activity 3: Salt & Pepper

Instructions

- Take a piece of paper for each Student and write a pair of things (ex: salt on one piece and pepper on another)
- Teacher shall make different combinations (Pen & Paper, Table & Chair, Shoes & Lace, Chalk & Duster, Pink & Blue, Bread & Butter, Bed & Pillow...)
- Tape one piece of paper on the back of each student, making sure they cannot see it.
- When the game starts, students then must walk around asking yes or no questions to find out the word taped to their backs. For e.g. "is it something we eat?" or "is it a colour?" or "Do we use it for sleeping?" etc.
- Once they figure that out, they need to find their other pair
- When they find each other, have them sit down and find three things they have in common, while the rest of the students continue the game.

Reference: <https://blog.bit.ai/team-building-activities/>

Discussion

After discussing the answers, teacher can explain to students the importance working together, helping each other and being supportive. This can be done by encouraging all students to help when any student does not know or is facing difficulty while answering. The teacher should also encourage students to identify different combinations for answering.

V. C:Assignments

1. Prepare the Five benefits of teamwork for classroom after discussing with their groups (Teacher can assign this work after dividing the class into groups)

2. Instruct students to help parents to pack their tiffins, fold their clothes, organise their bag as per time table every day and make a list of activity they have done to ease the work of parents.

Teacher/parents can share age appropriate responsibilities to enable children to learn how we work together to reach a goal.

Resources

References:

- 1...https://www.momjunction.com/articles/team-building-activities-will-keep-kids-busy-summer_0074763/
2. <https://blog.bit.ai/team-building-activities/>
3. <https://freestoriesforkids.com/children/stories-and-tales/raindrop-snowflake>

Resources for Teachers:

1. NCERT Textbook of Grade II
- 5..<https://www.youtube.com/watch?v=uedvwH6Ay18>

Topic	Values / Life skills integrated & imbibed	Activities
Patterns	<p>Core Values considered: Harmony and Confidence & Curiosity</p> <p>Other Sub-Values: discipline& orderliness</p> <p>Life skills: Observation skills, prediction, cognitive skills, decision making, problem solving</p>	<p>Value integration Activities:-</p> <ol style="list-style-type: none"> 1. By songs and games teacher elicits different types of patterns or identifies the next pattern through playing games as mentioned in the text book/other innovative games. 2. Play Video of Patterns for revision of the concept studied in previous classes 3. Combination activity to instill curiosity& confidence among students. 4. Play video/Explanation and discussion on Fibonacci sequence to instill curiosity in students 5. Nature walk to show the harmony in environment 6. Poster of 5 Fibonacci sequence observed in surroundings, draw/collect the picture and write small explanation in a poster paper

Materials / Resources needed

Value Integration:-

Blocks, cards, Matchsticks, Ice-cream sticks, beads, leaves to make patterns leafs, flowers, Blocks, Cut out of different shapes, seeds, beads, flowerers, leaves, numbers, letters

Facilities and Equipment to show videos

NCERT Text Book, Reference books,(R.D Sharma , R.S.Aggarwal)

Description (of the points of discussion)

Value Integration:-

In this chapter the activities and games are incorporated in such a manner that children develop curiosity when they will be showed wonders of patterns in nature. We find patterns in math, but we also find patterns in nature, art, music, and literature. Patterns provide a sense of order in what might otherwise appear chaotic. Patterns help us organize thoughts and establish order to our lives. As we begin to connect patterns in nature and life, they bring a sense of harmony to our minds. Realisation of patterns exist in the nature and surroundings instill curiosity among the students which will pave way to the wonders of the world. Learn to identify 'patterns' and make correct predictions based on observations which will help them to move forward with confidence

Knowledge of patterns help for more discoveries in science field, understanding of animal patterns has been used to help endangered species. Understanding weather patterns not only allows one to predict the weather and impact of weather which can help to take proper action on emergency situations

The key discussions are:

1.By Videos and games teacher elicits different types of patterns or identifies the next pattern through playing games as mentioned in the text book/other innovative games.

2.Play Video and show picture of different Patterns for revision of the concept studied in previous classes which help the introduction of new concept

3.Combination activity to teach confidence& Curiosity. By doing this activity on their own and getting validation from the teacher helps them improve their confidence.

4.Play video/Explanation and discussion on Fibonacci sequence to instill curiosity in students. This activity helps them to work as team and create patterns confidently. Patterns establish order and sequence for students. They learn predictability and develop confidence when they understand patterns.

5.Nature walk to show the harmony in environment. Children will benefit from the activity and learn that nature and the surrounding of school has some interesting life lessons to teach them through patterns

6.Assignments

.Poster of 5 Fibonacci sequence observed in surroundings, draw/collect the picture and write small explanation in a poster paper .this help students to increase curiosity which is very significant for them.

Unit 5**Patterns****Harmony and Confidence & Curiosity****I. Introduction**

The lesson patterns help children in learning to observe relationships to find connections, and to make deductions, generalisations and predictions. A pattern is a series or a sequence that repeats. Understanding patterns nurtures the kind of mathematical thinking that helps children become problem-solvers and thinkers. It is used as a problem-solving tool.

Through the topic **Patterns** the teacher can inculcate the value of curiosity, confidence & harmony. Patterns balance our view of life and add to its beauty. There is a certain symmetrical **harmony** that comes from understanding how patterns bring a natural order to our lives. Patterns help us organize thoughts and establish order to our lives. As we begin to connect patterns in nature and life, they bring a sense of **harmony** to our minds

Students will develop **curiosity** when they will be showed wonders of patterns in nature. Knowledge of patterns help for more discoveries in science field, understanding of animal patterns has been used to help endangered species. Understanding weather patterns not only allows one to predict the weather and impact of weather which can help to take proper action on emergency situations

Patterns enable easy understanding of difficult concepts such as math, vocabulary and cognitive skills. This helps one to **build confidence** and helps in making wise decisions

II. Learning Objectives / Outcomes

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

- Identify and extend pattern, learn the rule behind its and construct new pattern..
- Create block patterns by stamping thumb prints, leaf prints, vegetable prints, etc.

- Identify the presence of patterns in day-to-day life ,construct simple number patterns and AB pattern
- Learn Harmony & maintaining peace with the surroundings.
- Maintaining order and thereby gain confidence
- Gaining curiosity to find more usefulness of patterns

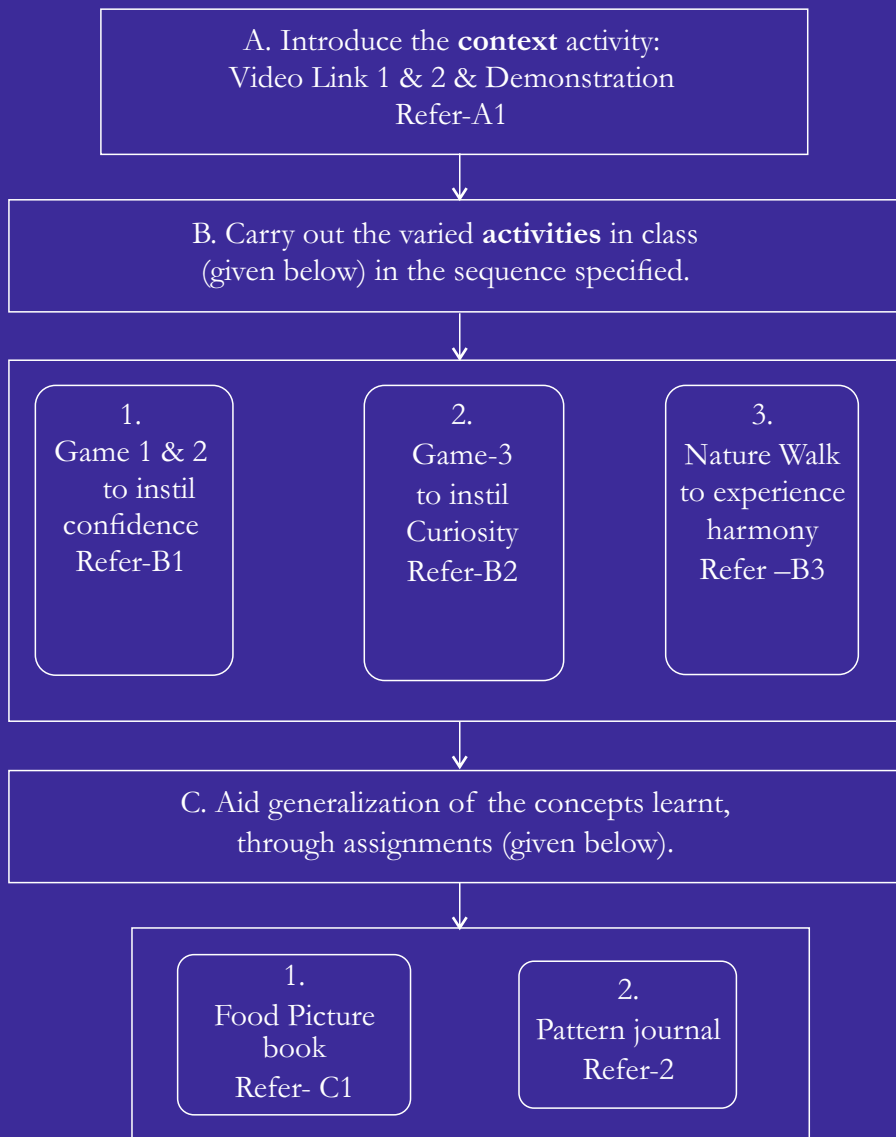
III. Process & Action Plan

Teachers are the backbone of any country, the pillar upon which all aspirations are converted into realities”

-Dr. APJ Abdul Kalam

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. 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 next page:



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 *Harmony and Confidence & Curiosity* along with other sub-values like *discipline & orderliness*

The unit also provides the scope to develop the following life skills in the students: *Observation skills, prediction, cognitive skills, decision making, problem solving*

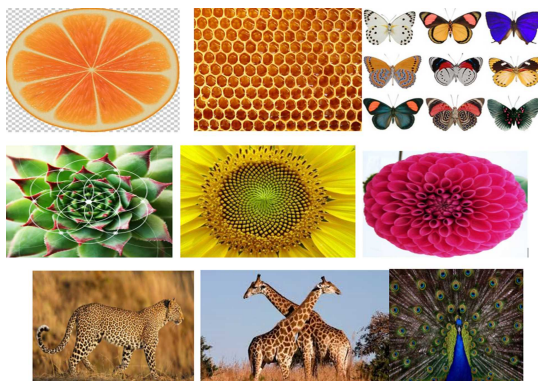
IV. Activities & Related Discussion

A. Context for the teacher to start:

Teacher shall show videos to revise previous knowledge regarding patterns which they have studied in the previous class so that they will be able to understand the topic more easily.

1. <https://www.youtube.com/watch?v=UuAYp6O8GwU>
2. <https://www.youtube.com/watch?v=a4f8NrJOCw8>

Connect with students prior knowledge by displaying images of everyday patterns they are familiar with (e.g., trees, flowers, blocks, clothing designs, activities at home etc.) show those flowers and ask them to get the pattern as well. Pine cone, sunflower seed arrangement etc. choose such flowers where clear pattern in Nature is shown. Mountains have a pattern; rivers follow a pattern flow of water follows a pattern



Picture source: Pinterest.com, google.com

B. Value Based Activity

Combination Activity: 1

Call a few students to the front of the classroom. Demonstrate how to make a pattern by positioning students in various patterns.

- Such as boy, girl, boy, girl,
- Standing, bending, standing,
- Hands up, hands down, hands up.

Encourage students to say what comes next in the pattern. Teacher can ask them to say the answer loudly. This is a very important to develop self confidence in them

Discussion:

Through this activity, the teacher teaches them the concept of Pattern. Once the concept is understood, the teacher can show examples of real-life patterns with people such as march-past or sports day shapes that students make and explain that when people work in harmony it produces beautiful results.

Combination Activity: 2

Teacher can give a guided practice as follows.

Place students in small groups. Give groups blocks in two colours, Ice-cream sticks or match sticks. Instruct them to work together to make an alternate pattern (AB Pattern). Discuss the patterns each group made. Reward them with praise if they complete the activity correctly.

Discussion:

This lesson teaches students to make patterns of their own and iron out any concept related issues. By doing this activity on their own and getting validation from the teacher helps them improve their confidence.

Activity 3: Fibonacci sequence Video

Teacher can try teaching patterns with the concept of Fibonacci sequence; (Depending on the grasping capability of students) Video/Pictures or teacher can prepare presentation of Fibonacci sequence in flowers, animals, etc. and introduce them so that teachers can give a spark on their curiosity. 0, 1, 1, 2, 3, 5, 8, 13, 21, 34...

The next number is found by adding up the two numbers before it:

- the 2 is found by adding the two numbers before it ($1+1$),
- the 3 is found by adding the two numbers before it ($1+2$),
- the 5 is ($2+3$),
- and so on.

This activity teaches students to create patterns with shapes and colours, letters, numbers, and variables on a piece of paper. This activity helps them to work as team and create patterns confidently. Patterns establish order and sequence for students. They learn predictability and develop confidence when they understand patterns.

Activity 4: Nature Walk:

Teacher can organize a nature walk by taking children outside the classroom around the school. Children will benefit from the activity and learn that nature and the surrounding of school has some interesting *life lessons* to teach them through patterns

- Instruct children to take colour pencils or crayons and drawing book along with them
- As students explore the patterns around the surroundings ask them to draw on paper.
- Teacher can point out some examples
 1. The number of petals on flowers
 2. The tree rings
 3. The pattern on leaves
 4. The pattern of bricks on a building
 5. The pattern of houses (Shapes, size, colour)
 6. The shadow of trees / building

Teacher shall customize the pattern as per need of the availability of surroundings. Students will enjoy this outdoor activity and a natural teaching platform, and they learn important life lessons from patterns. One will be amazed at what they will find! Later, you can talk with them about their discoveries and display them somewhere for added emphasis. Students will benefit from the activity and learn that nature has some interesting life lessons to teach them through patterns.

V. C:Assignments

1. Identify 5 patterns observed in nature draw the picture
2. Find out 5 patterns observed in daily life/ at home/ school and make/ List pattern

Resources

References:

Resources for Teachers:

1. <https://www.youtube.com/watch?v=UuAYp6O8GwU>
2. <https://www.youtube.com/watch?v=a4f8NrJOCw8>

Topic	Values / Life skills integrated & imbibed	Activities
Foot Prints	<p>Core Values considered: Diversity, Respect & Harmony</p> <p>Other Sub-Values: Peace, empathy, unity, equality, inclusivity, collaboration, cooperation</p> <p>Life skills: Listening, Thinking, creative & social-emotional skills. .This is very essential for peaceful co-existence with everyone.</p>	<p>Value integration Activities:-</p> <ol style="list-style-type: none"> 1. By interactions, videos, stories and activities teacher elicits the concepts of Foot Prints 2. Conduct an activity Identify handspans as academic introduction 3. Conduct a poster making activity as diversity in harmony theme 4. Conduct a craft activity as diversity in harmony theme espousing their ideas of cultural diversity and harmony. 5. Story Narration & Discussion for respecting others with their limitation. 6. Preparation of harmony in diversity poster for class room & school

Materials / Resources needed

Value Integration:-

Solid shapes - cubes, cuboids, cone, cylinders and spheres.

Real objects - scale, pencil box, book, marbles, balls, bangles, erasers, paper card paper, tracing papers, cut out of different shapes of different sizes,

A4 Size papers

Worksheets

Building blocks kit (comprising of all the solid shapes, mentioned above)

Facilities and Equipment to show videos

BB, Pen

Ncert Text Book, Reference books, (R.D Sharma , R.S.Aggarwal)

Description (of the points of discussion)

Value Integration:

In this chapter the activities and games are incorporated in such a manner that children learn the ability to recognize and interpret objects in the surrounding environment helps one to realize harmony & diversity in every living and non-living thing. The spirit of appreciating and respecting the diversity in culture and religion must always be fostered among the students specifically those who are in school. Diversity is a concept that considers the many ways we are alike while respecting the ways we are different. When we value the diversity we do not try to make all of us the same instead we embrace the differences that make each one of us unique. Diversity celebrates difference between individuals; inclusion joins the diverse members into a cohesive whole

The key discussions are:

1.By Showing a video and playing Game 'Identifying Hand spans and by interactions and demonstrations teacher shall revise the previous knowledge of students. The activity not only helps children to develop eye and hand co-ordination but also to realize that each one is different in the same class.

2.Conduct a poster making activity as diversity in harmony theme, Through this fun activity teacher inculcates everyone respect each other, accept each other and enjoy the company of each other.

3.Conduct a craft activity as diversity in harmony theme espousing their ideas of cultural diversity and harmony and instill the importance of inclusion and being respectful of diverse cultural and personal boundaries.

4.Story Narration & Discussion for respecting others with their limitation. Story that everyone should be able respect and treat everyone as friends irrespective of their differences and limitations.

5.Preparation of harmony in diversity poster for class room & school .This activity helps students not only to practice for them also spread the values to others in the community

Unit VI**Foot Prints****Diversity, Respect & Harmony****I. Introduction**

The lesson “Foot Prints” discuss about different shapes. By hands on experience and by observation students will be able to identify shapes, analyse the similarities, differences of different shaped objects. This lesson helps students experience different shapes, will be able to trace and draw different shapes, they learn to name the objects of different shapes.

The ability to recognize and interpret objects in the surrounding environment helps one to realize harmony & diversity in every living and non-living thing. The spirit of appreciating and respecting the diversity in culture and religion must always be fostered among the students specifically those who are in school. Diversity is a concept that considers the many ways we are alike while respecting the ways we are different. When we value the diversity we do not try to make all of us the same instead we embrace the differences that make each one of us unique. Diversity celebrates difference between individuals; inclusion joins the diverse members into a cohesive whole

II. Learning Objectives / Outcomes

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

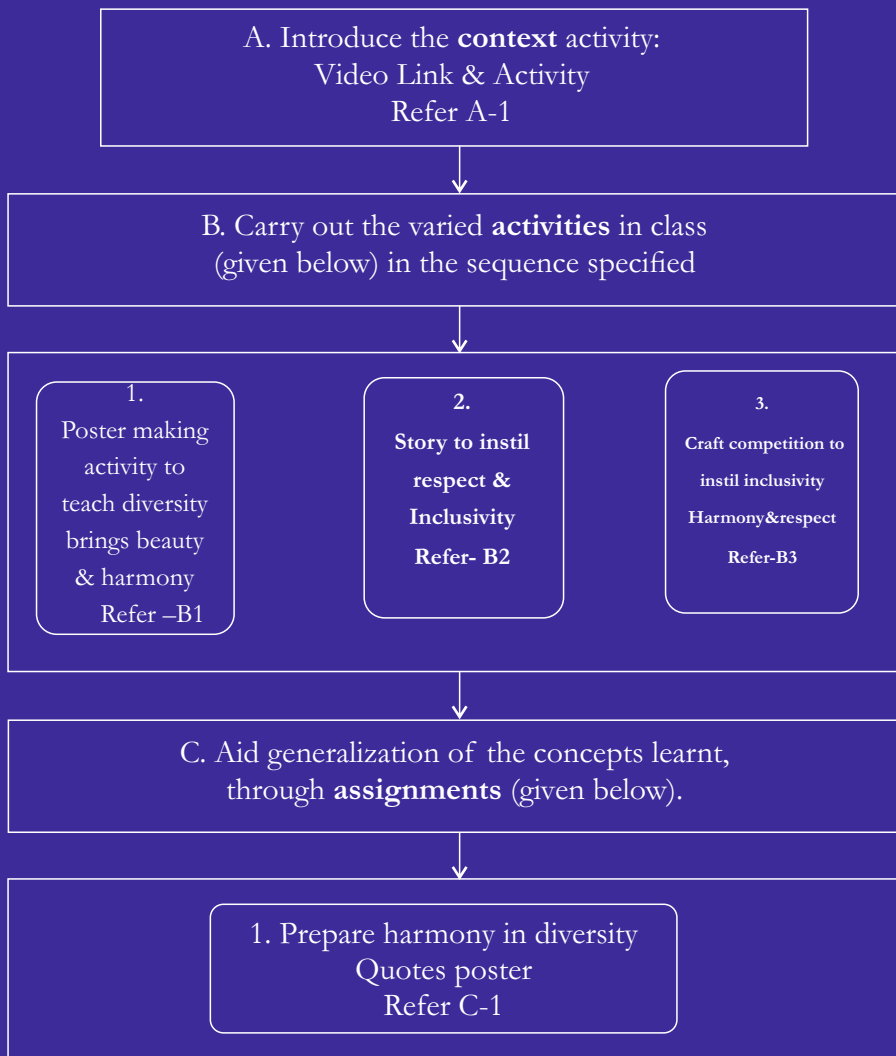
- Learn and identify different Foot Prints, Trace and draw different shapes
- Identify the basic shapes in the environment by their geometrical attributes
- Distinguish similarity & differences in shapes
- Learn to use the name of different shapes thereby increase math vocabulary
- Incorporate the value of maintaining peace with our surrounding environment and develop a harmonious relationship with diversity with the world.
- Inculcate the value of inclusivity and its importance and showing respect in ensuring harmony in relationships

III. Process & Action Plan

“We may have different religions, different languages, different coloured skin, but we all belong to One Human Race.” - Kofi Annan

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. 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 next page:



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 *Diversity, Respect & Harmony* along with other sub-values like *inclusivity, Joyfulness*

The unit also provides the scope to develop the following life skills in the students: *listening skills, drawing & craft skills*

IV. Activities & Related Discussion

A. Context Activity for the teacher to start: By showing a video on Foot Prints teacher can start the lesson <https://www.youtube.com/watch?v=R8075dW15ic>

Teacher can introduce the lesson by conducting an activity with the whole class

Activity 1: Identifying Hand spans

Teacher shall ask students to draw their hand spans on a sheet of paper. Teacher shall provide help to students who were facing difficulty to draw on paper. After they finish the activity, collect all the sheets then shuffle and ask students to identify the handspan of other students. The students will be able to identify their friends' handspans despite the shuffling.

Through this activity, the students realise that hand spans vary from person to person. The students will enjoy taking part in this activity a lot. The activity not only helps children to develop eye and hand co-ordination but also to realise that each one is different in the same class.

B. Value Based Activities

Activity 1: Poster Making

- Teacher shall divide students into different group.
- Provide them colours and A4 sheet of white card paper
- Ask them to make a poster given below with proper instructions and supervision
- This activity will make them realise being different is beautiful
- Teacher shall display the poster on the class soft board till the lesson finishes.

Picture source: <https://in.pinterest.com/284593595/>

Teacher can discuss with students spans and feet. Through this activity additionally this activity will include life. Therefore everyone should company of each other.



colours, different sizes of hand prints shapes in a fun manner, it brings harmony & beauty in accept each other and enjoy the

Activity2: Craft Competition

- Teacher shall divide the students in 4 to five groups
- Provide each group a paper doll chain template.
- Instruct each group to decorate the paper dolls in multicultural clothes & ornaments of different shapes.
- Instruct them to prepare small message of inclusion, diversity & harmony
- Refer the example given below

Picture Source <https://www.cockburnlibraries.com.au/wp-content/uploads/2018/03/harmony-craft.jpg>



Through this activity teacher instill the importance of inclusion and being respectful of diverse cultural and personal boundaries.

Activity5: Story: The Fox and the Crane

Teacher can guide students to find Harmony in diversity in relationship by telling/showing the video the following very popular story

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

In a big forest, there was a big pond .A flock of cranes lived in the pond, All the cranes lived on the fishes in the pond and spent their life happily. In the same forest their lived a cunning fox named Tricky. Tricky too visited the pond and used to catch fishes. A crane called Whitey everyday helped Tricky. Slowly they became friends One day; Tricky invited Whitey for dinner at his house. The crane was happy to receive the invitation and agreed readily. When she went over, the fox welcomed the crane inside. They sat together and talked and talked and soon it was time for dinner.

When Tricky came out of the kitchen, he carried two flat dishes with soup. He served and sat down to enjoy the soup. The crane could not drink the soup because of its long beak. Whitey with the empty stomach retuned back home. He was very upset and decided to teach a lesson to Tricky and thought of a plan.

The next day, the crane invited the fox to dinner. The fox readily agreed. When the fox reached the crane's house, the crane welcomed him warmly. Soon it was time for dinner and the fox could smell something lovely brewing in the kitchenTricky's mouth watered.

The crane came out with two jugs full of soup. The jugs had a long narrow neck. Neither could, the fox get his snout in the jug, nor could his tongue reach the bottom. This irritated the fox a lot. The fox returned home hungry. Now he realized that he had been repaid for his behaviour with the crane.

Moral: One should not try to make fun of others limitations

Reference: <https://www.bedtimeshortstories.com/fox-and-crane-story>

Discussion

1. What is the name of crane?
2. What is the name of Fox?
3. How did the crane and Fox become friends?
4. How the Fox (Tricky) did serve the dinner?
5. Did whitey the Crane could have dinner? Why
6. How the crane (Whitey) did served dinner?
7. Did Tricky the fox could have the dinner? Why?
8. What lesson did you learn from this story

Similarly, the teacher can ask different questions from the story and engage students.

Through this lesson the teacher should also explain the moral of the story that everyone should be able to respect and treat everyone as friends irrespective of their differences and limitations.

From all the above examples teacher can explain how each one of us should apply this lesson in our lives. Teacher should emphasize the point that one should always respect friends and family members irrespective of their limitations. The teacher should emphasize that in order to maintain balance and lead a peaceful & happy life one should always strive to achieve harmony in every field of life.

V. C:Assignments

1. Prepare harmony in diversity Quotes poster for class room & school

Resources

References:

1. <https://www.bedtimeshortstories.com/fox-and-crane-story>
2. <https://www.cockburnlibraries.com.au/wp-content/uploads/2018/03/harmony-craft.jpg>

Resources for Teachers:

3.Ncert Text book Mathematics GradeII

4.<https://www.youtube.com/watch?v=R8075dW15ic>

5.<https://in.pinterest.com/pin/407505466284593595/>

Topic	Values / Life skills integrated & imbibed	Activities
Jugs& Mugs	<p>Core Values considered: Curiosity, self-acceptance& Confidence</p> <p>Other Sub-Values: hard work, goal setting</p> <p>Life skills: Counting, observation, measuring, listening, problem solving, decision making, comparison problem-solving skills& critical reasoning skills .</p>	<p>Value integration Activities:-</p> <ol style="list-style-type: none"> 1.By display of concrete objects and interactive questions& answer s teacher elicits different types of vessels or make students to identify big & small through playing games as mentioned in the text book/other innovative games. 2.Play Video of measurement by using different type of vessels & quantity for making it familiar with real life 3.Combination activity to instill curiosity& confidence ,& self acceptance among students. 6.Narration of story to inculcate logical thinking 7.Narration of story to inculcate confidence& self Acceptance 8.Assignment <ol style="list-style-type: none"> 1.Measurement of water used for bath 2.Read auto biography & write an essay on a famous personality.

Materials / Resources needed

Value Integration:-

Plastic 1 or 2 Cup, Measuring Container, Plastic Pitcher of Water, Funnel, Food Coloring, Variety of Containers in Different Sizes and Shapes, Tray and Paper/cloth Towels

papers of different colors, scissors and tapes, marbles, stones of same size, sand, blocks

graph paper/square grid ruled paper

Facilities and Equipment to show videos

NCERT Text Book, Reference books,(R.D Sharma , R.S.Aggarwal) P

Description (of the points of discussion)

Value Integration:-

In this chapter the activities and games are incorporated in such a manner that inculcate the value of curiosity, confidence & self-acceptance. Curiosity is inherent within every one of us and to be a learner in anything, you need to be curious. Curiosity is fundamental because it is the base of learning. It is what drives children in the Early Years to explore, do, and think for themselves and the key to fostering that curiosity is curious mindful teachers. It's about an environment that provokes and prompts inquisitive, moments and opportunities for children

The key discussions are:

1. By display of concrete objects and interactive questions & answers teacher elicits different types of vessels or make students to identify big & small through playing games as mentioned in the text book/other innovative games.

2. Play Video of measurement by using different type of vessels & quantity for making it familiar with real life

3. Combination activities to instill curiosity & confidence among students. Hand on experience encourage them to do more and develop self acceptance among students.

4. Narration of story to inculcate logical thinking and always be curious to learn new things and use their knowledge to overcome challenges intelligently.

5. Narration of story to inculcate the values of confidence and self-belief. Students should accept and learn from mistakes and never give up. One should be confident in their abilities and take action to achieve their goals. The teacher can take examples of other famous personalities who overcame challenging circumstances and came out victorious.

6. Assignment

1. Measurement of water used for bath

2. Read auto biography & write an essay on a famous personality.

This help them the application of values learned

Unit VII**Jugs And Mugs****Curiosity, Self-Acceptance & Confidence****I. Introduction**

The lesson **Jugs and Mugs** teaches the children the concept of volume. When measure volume, we measure the amount of space a three-dimensional (solid) shape takes up. Students get an opportunity to build on their understanding of area and volume. Understanding regarding volume that is spatial skill, which is crucial for development of problem solving skills and critical reasoning skills among children. Spatial reasoning is intricately linked with geometry and visualization skills. In the same way, Math is linked to spatial abilities. Math abilities are much beyond numbers and their manipulation.

Through the topic **Jugs and Mugs** the teacher can inculcate the value of **curiosity, confidence & self-acceptance**. Curiosity is inherent within every one of us and to be a learner in anything, you need to be curious. Curiosity is fundamental because it is the base of learning. It is what drives children in the Early Years to explore, do, and think for themselves and the key to fostering that curiosity is curious mindful teachers. It's about an environment that provokes and prompts inquisitive, moments and opportunities for children

II. Learning Objectives / Outcomes

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

- Measures capacities of everyday objects using nonstandard units
- Estimates and measures length /distances and capacities of containers using uniform non-standard units like a rod /pencil, cup / spoon /bucket etc.
- Compares capacities of everyday objects and orders them using nonstandard units
- Appreciate the principle of volume conservation (liquids) , Estimates capacities of different everyday objects as well as water consumption in daily activities
- Measure capacity of a container in terms of other containers using terms such as glassful, bucketful, half, twice, thrice, four times etc.

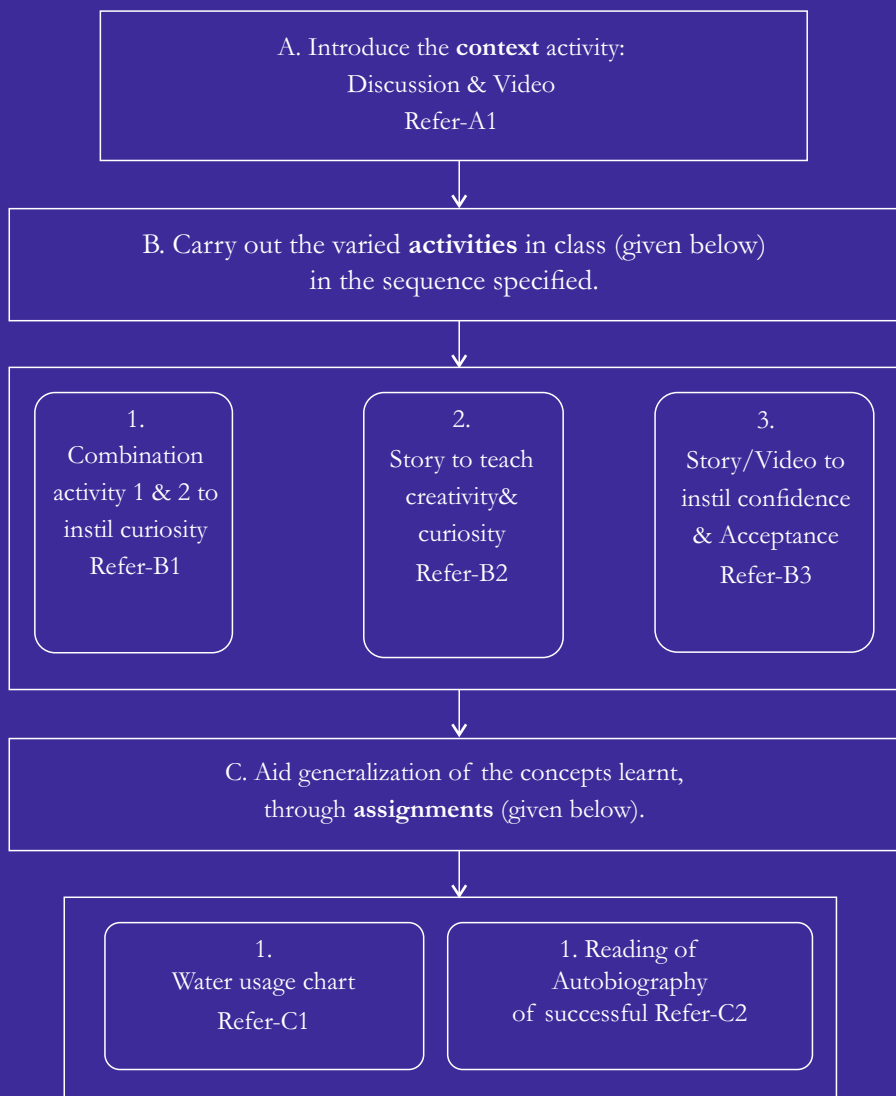
- Gain curiosity to find more usefulness in volumes.
- Gain self-acceptance and confidence on account of a hands-on experience

III. Process & Action Plan

"The future belongs to the curious. The ones, who are not afraid to try it, explore it, poke at it, question it and turn it inside out." Albert Einstein

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. 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 next page:



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 *Curiosity, Self-Acceptance & Confidence* along with other sub-values like *hard work, goal setting*

The unit also provides the scope to develop the following life skills in the students: *Counting, observation, measuring, listening, problem solving, decision making, comparison, problem-solving skills & critical reasoning skills.*

IV. Activities & Related Discussion

A. Context Activity: Discussion & Fun Activity

A. Context for the teacher to start:

Teacher shall bring some vessels in the classroom which generally children use daily to take liquids (cups, glass, tumbler, mugs, jugs, bottles, spoons etc.) A discussion can be carried out with the children about the capacity of different vessels. The teacher shall ask the following questions.

- How many cups of milk do you drink in the morning?
- Do you drink milk a cup full or half?
- How many glasses of water do you drink in a day?
- Do you like juices? What type of vessel do you use for serving juice?
- How many cups of tea your mothers prepare at home in the morning?
- What type of vessel is used for storing drinking water at home?
- How many glasses of water do you carry in your water bottle?

Teacher can encourage students to ask more questions related to their daily routine among each other. Teacher can show this video (optional)

<https://www.youtube.com/watch?v=TkXxn0bJ4r0>

B. Value Based Activities

Combination Activity: 1 Teacher shall divide students into 4-5 groups

Step 1: Provide each group papers of different colours, scissors and tapes, marbles, stones of same size, sand, blocks etc.

Step 2: Teacher asks each group student to create paper cylinders there are different size of cylinders

Step 3: Teacher shall provide different items to different group to fill the cylinder and ask them to fill the paper cylinder prepared by them with the material provided to them. (stones, marbles, blocks, sand.)

Step 4: Ask them to empty the cylinder and count the number of stones, marbles, blocks etc. sand they can measure with spoon or small cup

Step 5: Ask them to prepare a table and write the capacity/volume of the cylinder in terms of the material given to them and compare the number of materials provided to them. Are they equal or unequal?



Reference: <https://www.azimpremjifoundationpuducherry.org/lesson-plans/jugs-and-mugs>

Combination Activity: 2

Step 1: Teacher shall provide graph paper/square grid ruled paper to all students

Step 2: Instruct them to draw towers or cylinders of different size

Step 3: Count the number of blocks/squares fit inside the cylinder

Step 4: Note down the volume/capacity of different cylinder/tower in terms of blocks

Students may come with many queries like what to do if only some part of the square is inside the cylinder and some part is outside. Encourage them and satisfy them with proper answers so that their curiosity keeps increasing.



Reference: <http://www.teachingmathswithmeaning.com/2013/07/volume-and-capacityweek.html>

Activity 3: Discussion of the story of Thirsty Crow

Chirpy crow was very thirsty. It looked everywhere but could not find water. Suddenly it saw a pitcher (Matka).when it tried to drink water, it found there was very little water in the pitcher. It saw pebbles lying nearby. The crow got an Idea. (I have an idea!) It put the pebbles into the pitcher one by one. The water came up .Chirpy drank water and flew away.

Discussion:

The teacher can engage with the students with the following questions:

1. What was the crow looking for?
2. Why was the crow looking for it?
3. What did the crow do to drink the water?
4. What happens when u fill a container more than its capacity?

Through this lesson, the teacher should tell students to not only study from textbooks but to also apply the knowledge to real world. Teacher should explain to students to always be curious to learn new things and use their knowledge to overcome challenges intelligently.

Activity 4: <https://in.pinterest.com/pin/406379566361555120/> Story on confidence

John, Rishi & Sameer are best friend from 1st std, and they love playing sports. They practised every day and are good at sports. Their coach Mr. Wilson is proud of them and always encouraged them and praised them for their performance. Then the inter school rugby competition was announced. So, the coach decided to select members for the final team. John was chosen as the captain of the team. Everyone in the team worked very hard. Everyone was confident about the team; The three friends had become the hope of the school. On the day of the competition all the team members gave their best to win. However the other teams prepared much better than them. They lost the competition and awarded only a consolation prize. Everyone at the school was disappointed with their performance. They criticised their performance and their overconfidence. They called them losers and failures. Some even began to predict that they will not be the part of next competition. This was a blow to their confidence. All of them were sad and confused. Oneday, coach called them to the ground. The boys were worried that they will be removed from the team. The coach said “It is sad and disappointing to see you boys lose the match. Tomorrow, I want you to submit an essay of 100 words on any of these personalities, Albert Einstein, Walt Disney or Henry Ford.” The boys looked each other confused. But followed the coach’s order, Next day all of them gathered at the Gym with their essays. Each boy was called to read his essay on their chosen personality. The coach

said “Now think about this famous people and tell me what the one thing common between them is

John Said, They were all famous and rich”

Coach: Said, “Yes but what else that was a significant part of their lives”

No One was able to come up with anything. After some time

Rishi Said,” Sir All of them were famous, but there was a time when they had to go through failure. Henry Ford failed and broke five times but finally succeeded”

Sameer said, “Yes, Albert Einstein’s teacher said he couldn’t learn anything but he went on to become great scientist.”

John Said,” Walt Disney had fired from his job for lack of ideas, but later on he built Disneyland”

Then The coach said, “Yes dear students, all of them had been rejected and criticised by everyone. But their years of hard work paid off and they had the most successful lives in the world. You are right. All of the greatest people have faced failure and disappointments in their lives. But they got up and worked harder for their weak points. They did not allow anyone to bring them down.”

The boys felt encouraged and the coach told them about the upcoming championship. They began to discuss their weak points and how to improve them. They worked harder than before for the weeks and on the day of the championship they ended up winning the match, The boys had learned to learn from their mistakes and bounce back with confidence

Discussion:

The teacher can engage with the students by having a discussion with the students on the story, the teacher can start by asking questions on the plot of the story:

1. What were they preparing for?
2. Did they win?
3. What did their coach ask of them?
4. What lessons did they learn?

Through this story, the teacher should emphasize on the values of confidence and self-belief. Students should accept and learn from mistakes and never give up. One should be confident in their abilities and take action to achieve their goals. The teacher can take examples of other famous personalities who overcame challenging circumstances and came out victorious.

V. C:Assignments

1. Ask them to make a chart that how much water they use to take bath
(Measure by using a standard vessel for the whole class) teacher can make students aware that they should not waste water
2. Read a famous/successful person's auto biography and discuss in the class (Teacher shall give the name of the personality Group wise as per their age and understanding level)

Resources

References:

1. https://www.youtube.com/watch?v=EsNRVm3YR_I&feature=share
2. <https://www.azimpremjifoundationpuducherry.org/lesson-plans/jugs-and-mugs>
3. <https://in.pinterest.com/pin/406379566361555120/>
4. <http://www.teachingmathswithmeaning.com/2013/07/volume-and-capacity-week.html>

Resources for Teachers:

1. <https://www.youtube.com/watch?v=AAlhym7Vyf4> volume basics
2. <https://www.youtube.com/watch?v=TkXxn0bJ4r0>

Topic	Values / Life skills integrated & imbibed	Activities
Tens And Ones	<p>Core Values considered: Teamwork & Cooperation</p> <p>Other Sub-Values: Respect. Positive attitude, Trust</p> <p>Life skills:, Listening skill, communication skill, problem solving and critical thinking</p>	<p>Value integration Activities:- By interactions, story and discussions, games and activities register values team work, cooperation and helping others</p> <ol style="list-style-type: none"> 1.Narrate the story of Grandmother for the recollection of previous knowledge 2.Conduct an activity by drawing and joining the picture pieces 3.Conduct Hot Seat Game for bonding an communication in teamwork 4.Conduct Tug of war game to inculcate team spirit, communication listening and thinking skill.. <p>Assignment: Tree plantation & book contribution to school library.</p>

Materials / Resources needed

Value Integration:

1. BB, Pen, Long Jump Ropes, Scarfs Picture of leaders ,cartoons, India map, scissor, cryons, pencil, drawing paper, tape
2. Facilities and Equipment to show videos. NCERT Text books, reference books (R.D.Sharma, R.S Agarwal) pen, board, Duster.

Description (of the points of discussion)

Value Integration:-

In this chapter the activities and games are incorporated to inculcate the strength of grouping, the value of regrouping. When you regroup numbers the value increases and when you expand the value reduces. Therefore, when you are in a group or a team and work together with cooperation achieve better results. “Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results.” –Andrew Carnegie.

The key discussions are:

1. In this chapter Tens and Ones teaches children to work together towards a common goal with the help of stories and activities and discussions so that it register in them and can be applied for the success of their life.

2. Through the story of grandmother the previous knowledge can be revised to introduce the new concept smoothly

3. Through the picture & pieces activity They learn how to respect each other's point of view, interact in a positive manner and work together towards a common objective.

4. Through the game of Hot Seat students learn to realize & express their strengths and weaknesses, and help learn to communicate with each other and build a bond among them

5. Through the game of Tug of war is a great tool for helping students learn to work together, listen carefully, communicate clearly, and think creatively They build trust as a community and enjoy each other's company which makes class room a happy place

6. Assignment: Tree plantation & book contribution to school library.

Through this lesson children learn the strength of group, working together, as a team yields better result

Unit 8
Tens and Ones
Team work and Cooperation

I. Introduction

Place value is a critical feature of our number system, which is a base-ten system. Familiarity with this system is the basis for children's future success in all areas of mathematics. Counting and writing numbers, adding and subtracting numbers, and multiplying and dividing numbers all require understanding of this base-ten system. While making a ten to add, they had the chance to see how 10 ones may be exchanged for 1 ten and how 1 ten relates to the digit in the tens place of a two-digit number. They learned how the extra ones, or ones outside of the ten frames, relate to the digit in the ones place of a two-digit number.

Through this lesson teacher shall inculcate the strength of grouping, the value of regrouping. When you regroup numbers the value increases and when you expand the value reduces. Therefore, when you are in a group or a team and work together with cooperation achieve better results. “Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results.”
–Andrew Carnegie

II. Learning Objectives / Outcomes

"If everyone is moving forward together, then success takes care of itself." – Henry Ford

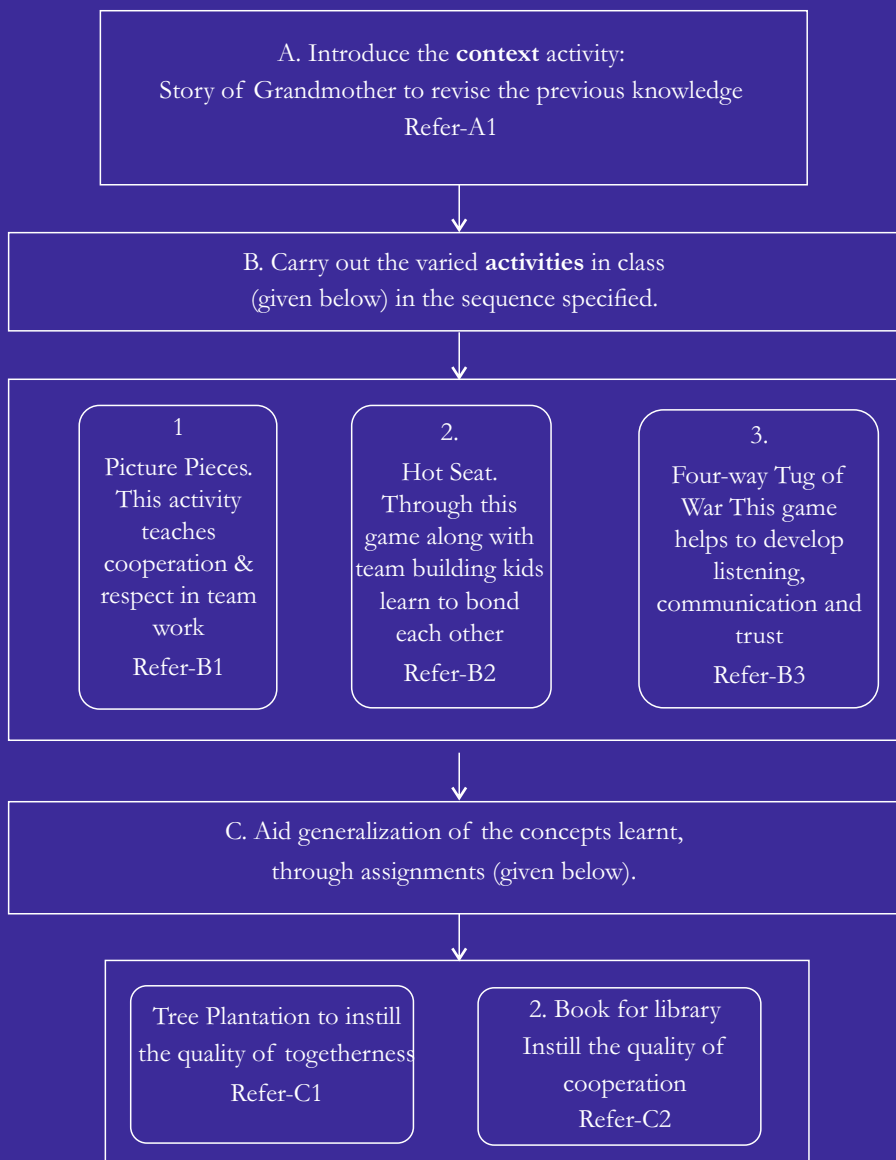
Through this unit, the students will achieve the following grade appropriate academic and value based goals:

1. Expands a number with respect to place values.
2. Counts and regroups objects into tens and ones.
3. Uses the concept of place value in the comparison of numbers.
4. Counts in various ways like starting from any number and group counting, etc.
5. Identify that team work always yield better results
6. Learn to cooperate and help others

III. Process & Action Plan

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. 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 next page:



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 *Team work & Co-operation* along with other sub-values like *Trust, respect, positive attitude* ...

The unit also provides the scope to develop the following **life skills** in the students: *problem solving and critical thinking* *Listening and communication skills*

IV. Activities & Related Discussion

Context Activity: “Mathematics in Sweets” Pramod Kandpal

As students have already learned “Counting in Tens” & “Counting in Groups” teacher can take a proper revision by narrating this story and asking questions.

A granny and her granddaughter lived in a village. Granny had a sweetmeat shop where she used to prepare silai binai mithai and sell them. Those were the days when the sweets were counted and sold. For example if someone asked granny to give 25 silai binai mithai then she had to count each sweet one by one. It used to be a big problem if somebody wanted 65 or 85 sweets because then granny had to count starting from 1, 2, and 3 till 65 or 85. Granny used to be very upset with this. Deepavali festival was round the corner. A big crowd was expected to come to granny’s shop and buy sweets. So granny took her granddaughter to the shop with her to help her out and to get some respite. The Grand daughter had vacation for Deepavali. So from next day, both granddaughter and granny started going to the shop. Granny made her granddaughter to sit in the shop and sell sweets while she got busy in preparing sweets. But do you know something? The granddaughter did not sell the sweets the way her granny used to sell them. She made many bundles of silai binai mithai having 10 sweets in each bundle. If somebody wanted 25 sweets then the granddaughter would give 2 bundles and 5 loose

sweets. Similarly, if somebody wanted 45 sweets then the granddaughter would give 4 bundles and 5 loose sweets. Granny was watching this transaction from inside and felt that her granddaughter was counting sweets in haste and was so quick in her dealings that something might go wrong and perhaps it was a wrong decision to bring her along to the shop. She thought that the granddaughter had messed up things. However, granny

continued to prepare sweets with a disturbed mind. By evening granny had finished preparing sweets. She was upset that granddaughter had muddled up everything. She was sure that they would not have earned the expected amount of money. She thought that she used to earn well during Deepavali festival which was also about to get over. Anyway, granny came to the cash counter and saw a lot of money there. She was stunned! She could not believe that so much of money was earned. She was also puzzled about the fact that her granddaughter could count so many sweets in such a short time. How could she be so quick? She was dumbfounded. She went to her granddaughter and asked how she could manage to sell so many sweets in such a short time because the cash box was full of money. The granddaughter was bombarded with many questions like how you did this or how did you count and sell so many sweets in such a short time etc. The granddaughter heard these questions and laughed and then started explaining. She said that she counted silai binai mithai as soon as she came to the shop and made several bundles of them having 10 sweets in each bundle. When a customer came asking for 26 sweets, she would give him 2 bundles and 6 pieces separately. Similarly, if the customers wanted 45, 79, 47 or 87 sweets then I would give them the bundle/bundles of sweets and separate sweets on the basis of the number they wanted. Granny was amazed to hear this and thought that she could neither do nor think of such a thing ever. Granny asked her granddaughter how and where she learnt these things. Granddaughter said that in their school they play these kinds of games in mathematics class. Granny was extremely happy to hear this. She hugged her granddaughter and said jokingly – Madam ji, you have eased my work. Now I will also sell sweets like this every day.

After the revision of the previous knowledge the teacher shall introduce the lesson “Tens and Ones” with the activities mentioned in the textbook.

Discussion:

Through this story the teacher can explain how large numbers become easy by counting in groups instead of one by one, the students also learn the importance of teamwork and cooperation through this story. Just like how the grandmother and her granddaughter teamed up to sell sweets to all the satisfied customers swiftly, just like that students should also be encouraged to work in teams together to achieve their goals.

Activity I: Picture Pieces

(Picture Pieces combines the fun of drawing and working together as a team)

Instructions:

- Teacher shall divide the class into 4-5 teams as per the strength of the class
- Teacher shall show a popular picture (Leaders, India, Cartoons, Monuments ...) that children can reproduce, and the complexity of the diagram should depend on the age group of students

- Teacher should instruct students to bring drawing Materials (Pencil, Paper crayons.)
- Cut the picture you have selected into six or eight equal squares (Depends upon the number of students in the team). Cut the image in such a way that when you join the pieces, the entire picture is in place.
- Give each child a picture and ask him or her to reproduce a copy of the image.
- Give the children papers with squares of the same sizes to draw on each. Ask the children to draw the piece of their puzzle within the box. This will ensure that the images are consistent in size.
- After 20 minutes, ask the children to bring their drawings together and join them to see if they are able to recreate the picture.
- Allow students to sit together discuss and make changes to their work if needed, for a final reproduction as accurate as the original one.

Teacher shall see all the groups work and appreciate most appropriate one with some reward and discuss with them the importance of teamwork. This activity teaches children how important teamwork is to achieve the desired result. Group games on teamwork teach kids how to cooperate with each other. They learn how to respect each other's point of view, interact in a positive manner and work together towards a common objective.

Activity II: Hot Seat

Instructions:

- Teacher shall split the class into two teams (can increase depends upon the strength)
- Each team sits together facing the board
- Then take an empty chair—one for each team—and put it at the front of the class, facing the team members.
- These chairs are the “hot seats.” Choose one volunteer from each team to come up and sit in the “hot seat,” facing their teammates with their back to the board.
- Instruct each team to prepare a set of questions (GK Quiz, Maths Expansion & grouping, English words...) to use for the game
- Teacher can choose one and write it clearly on the board.
- Each team will take turns trying to get their teammate in the hot seat to guess the answer, using actions or synonyms, antonyms, definitions, some code word etc Make sure team members work together so that each member has a chance to provide clues.
- The student in the hot seat listens to their teammates and tries to guess the answer.
- The first hot seat student to say the answer wins a point for their team.
- Once the answer is successfully guessed, a new student from each team sits in the hot seat, and a new round begins with a different question.

Team building exercises can be a great way for students to bond. Expressing their strengths and weaknesses can help them learn to communicate with each other. The benefits of it are astounding and really help a team to bond and relax.

Activity III: Four Way Tug of War (This fun outdoor activity is double the fun of the traditional tug of war)



Instructions:

- Tie two long jump ropes together at their center points, creating an X shape.
- Tie a scarf around the center point.
- Next, use cones to form a circle that fits around the X.
- Form four equal teams and have each team stand at one of the four ends of the ropes.
- At your signal, each team begins pulling.
- The objective is to be the first team to pull the others in their direction far enough for the scarf to cross to the outside of the circle of cones.
- Students who feel nervous about participating can serve as referees, making sure everyone is safe.

Teacher shall call the winning team to discuss the strategy used by them and convey to the whole class their winning formula. Team-building games and activities are a great tool for helping students learn to work together, listen carefully, communicate clearly, and think creatively. They build trust as a community and enjoy each other's company which makes class room a happy place.

<https://www.weareteachers.com/team-building-games-and-activities/>

V.C: Assignments

1. Teacher shall divide the class into 4 or 5 teams and assign each team to take care of a plant. (In a team :one student can bring pot, one student can get plant, one student can get clay/sand, one student can get manure, Together they can plant in the pot ,Together they shall take care of plant. Teacher should ensure the availability of place in school)
2. Teacher can assign each team to donate a book for library (They shall contribute small amount of money and buy a book)

Resources

References:

1. <https://www.weareteachers.com/team-building-games-and-activities/>
2. https://www.momjunction.com/articles/team-building-activities-will-keep-kids-busy-summer_0074763/
3. <https://azimpremjiuniversity.edu.in/SitePages/pdf/Publications/Learning-Curve/LCIssue29-Eng.pdf>

Resources for Teachers:

Topic	Values / Life skills integrated & imbibed	Activities
My Funday	<p>Core Values considered : Hope & Optimism</p> <p>Other Sub-Values: Happiness, Confidence, Self-esteem & Acceptance of change</p> <p>Life skills: Listening, Thinking, creative & social-emotional skills.</p>	<p>Value integration Activities:-</p> <ol style="list-style-type: none"> 1. By discussion and by interactions and demonstrations teacher shall revise the previous knowledge of students 2. Story Narration & Discussion to teach that everything has a positive side 3. Practicing positive affirmations to develop a strong and confident personality. 4. Role play makes children understand the effect of positive and negative thinking 5. Assignment: Journaling about a positive experience daily

Materials / Resources needed

Value Integration:-

Real objects - Pictures cards of numbers, calendar, Index Cards, script for Role Play Facilities and Equipment to show videos

BB, Pen

Ncert Text Book, Reference books, (R.D Sharma, R.S. Aggarwal)

Description (of the points of discussion)

Value Integration:-

In this chapter the activities and games are incorporated in such a manner that children learn about hope, happiness of celebrations. Change is inevitable like change of seasons, change of days, and change of month, change of availability of fruits & vegetables.

Children are born with different temperaments; optimism and pessimism are learned rather than in-born. Therefore, inculcating optimism & hope among children will help them to have the confidence to deal with situations. The ability to feel hopeful and look forward to something is the key to overall happiness and well-being.

The key discussions are:

1.By discussion and by interactions and demonstrations teacher shall revise the previous knowledge of students

2.Story Narration & Discussion to teach that everything has a positive side as well and students should focus on the positive and hopeful side of everything. This will help one to overcome difficult challenges in life and will help one to prosper into a successful person.

3.Practicing positive affirmation develop an inherent mechanism in the children to provide positive feedback to the self. Such positive re-affirmations will encourage students to develop a strong and confident personality.

4.Role play makes children understand the effect of positive and negative thinking and how it will help them all future endeavors. Optimism means expecting that everything will turn out well. Optimists tend to see themselves as active participants in the future. They make real differences in their communities.

5. Assignment: Journaling about a positive experience which help them to develop a habit of finding positive in everything.

Unit 9**My Funday****Hope & Optimism****I. Introduction**

“My Fun days” is a chapter on the days of the week and months of the year. While teaching it introduces the seasons that a year has, it also teaches about the festivals that a student celebrates. This lesson specifies the order of days, order of the month specialty of each month and specialty of each season.

In this lesson teacher shall discuss about hope, happiness of celebrations. Change is inevitable like change of seasons, change of days, and change of month, change of availability of fruits & vegetables.

Hope & Optimism for a better tomorrow is the core value can be taught through this lesson. Children are born with different temperaments; optimism and pessimism are learned rather than in-born. Therefore, inculcating optimism & hope among children will help them to have the confidence to deal with situations. The ability to feel hopeful and look forward to something is the key to overall happiness and well-being.

II. Learning Objectives / Outcomes

- Through this unit, the students will achieve the following grade appropriate academic and value-based goals:
 1. To make the students aware of the days of the week and their sequence.
 2. To make the students aware of the months of the year number of days that each month has, and their sequence.
 3. To make the students aware of the seasons of the year and their sequence
 4. To inculcate the value of hope & positivity, optimism for a better tomorrow
 5. To instill value of happiness and acceptance of change as it is inevitable in life

III. Process & Action Plan

*“Optimism is essential to achievement and it is also the foundation of courage and true progress.”—
Nicholas M. Butler*

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. 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 next page

A. Introduce the context activity:
Discussion(Question& Answer)
Refer-A1



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



1.
Story
The Cracked Pot
to demonstrate
hope &
Optimism
Refer-B1

2.
Practicing positive
affirmations to
increase self-
esteem, promote
positive thinking,
Refer-B2

3.
Role Play to
instill positive
attitude
Refer-B3



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



1.
Positive Experience
Journal
Refer-C1

2.
Conversion of
statements
Refer-C2

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 Hope & Optimism along with other sub-values like Happiness, Confidence, Self -esteem& Acceptance of change

The unit also provides the scope to develop the following life skills in the students:

Thinking skills

IV. Activities & Related Discussion

Context Activity: Discussion

Teacher is introducing a new concept about days, months, seasons and celebrations through the chapter “My Funday” teacher shall introduce days of the week through picture cards that contained the names of the week in sequence. This also helps students to spell words - Sunday, Monday, Tuesday, and today, tomorrow, yesterday etc. After introducing the days, teacher shall revise the concept by asking questions associated with those days.

For example,

Which day you do not come to school?

Which is the first day of the week?

Which day is a holiday for everyone?

Which day will come after Sunday?

As the students are aware of the name of the days, they will be active and answer the questions with full enthusiasm.

Similar exercise can be done with months & seasons by using textbook activities /or teacher’s innovative ideas.

Further teacher shall discuss with them regarding the word tomorrow, tomorrow always give us hope. And we always think tomorrow will be a good day .Think about tomorrow hope for a best tomorrow is always give you confidence. Teacher advises children that being positive will help you to find solution for every obstacles /difficulties in your life.

Activity 1: Story: The Cracked Pot

A young woman worked for a merchant who lived on top of a hill. She worked as the merchant's laundress and every day she had to walk down the hill to collect water from a stream. She had two pots to carry water, which she hung upon a pole she could carry over her shoulders. With time one of her pot got a slender crack along its side. She observed the cracks on the pot and decided she could still use it. Every day, the woman carried those pots down the hill to the stream, filled them to the brim, and walked back up the hill, balancing the pole across her shoulders. By the time she reached the house, the cracked pot would be only half full while the other pot delivered a full portion of water.

The cracked pot glanced at the other pot and saw water filled to the top, and it began to feel desolate. The full pot was proud of its accomplishment while the cracked pot felt ashamed and miserable that it was able to accomplish only half of what it was meant to. After few years of what the cracked pot perceived to be a failure, it spoke to the lady. "I apologize for my flaws. The crack on my side has made me useless. I spill half of the water. I'm of no good!" the pot said.

The lady felt sorry for the old cracked pot, and she said, "But pot, you don't understand, you haven't been paying attention. Look around you. As we return to the master's house, I want you to look at the path we traverse".

The next time when the lady carried the water up to the hill, the pot carefully observed the path up the hill. For the first time the pot stopped looking inward and instead looked out. On his side of the trail the pot noticed beautiful flowers growing in abundance. While the other side was still dry.

As the women reached the top of the hill, she asked "Did you notice the beautiful flowers on the path? They are only on your side of the path. I had always known about your cracks and I took advantage of it to water those beautiful flowers along the way. Without you being just the way you are, the path uphill would not have this beauty"

The cracked pot was overjoyed. All its sadness was gone. He understood that the very thing he thought to be his flaws turned out to be a blessing for the flowers along the path.

Every one of us is unique and we have our own flaws. And it is our little quirks and faults that make us and the world so interesting

"Butterflies don't know the color of their wings but the human eyes know how beautiful it is. Likewise you don't know how good you are, but others can see that you are special.

<https://alltimeshortstories.com/life-the-cracked-pot/>

Discussion: Teacher ask the following questions

1. What was the young woman doing?
2. Why was the pot so sad?

3. What did the pot see?
4. What lesson do we learn from this story?

Through this lesson we learn that everything has a positive side as well and students should focus on the positive and hopeful side of everything. This will help one to overcome difficult challenges in life and will help one to prosper into a successful person.

Activity: 2: Statements & Affirmations - Practicing Positive Affirmations.

Positive affirmations are belief systems rooted in the universal truth. They are positive statements that children or adults can repeat to themselves in order to increase self-esteem, promote positive thinking, and change negative self-talk.

Affirmations are most effective if you let your child come up with her own. This is because the healing power of affirmation comes not from saying the positive words aloud, but from internalizing them. Your child will also take ownership of the process and be more committed to her affirmations.

Guide your child to come up with affirmations that are short, positive, and present tense. Examples include:

1. I am kind.
2. I am brave.
3. I am a good friend.
4. I am unique
5. I learn from my mistakes
6. I strive to do my best
7. I get better at things when I practice
8. I cheer myself up when it gets hard

Teacher shall encourage students to come up with more affirmations and make them to write in their not books and make them a habit to say it loudly every day in front of mirror and in the class before starting math period.

Through this activity, we develop in an inherent mechanism in the children to provide positive feedback to the self. Such positive re-affirmations will encourage students to develop a strong and confident personality.

<https://biglifejournal.com/blogs/blog/children-positive-attitude>

Activity 3: Role play

Before starting Role play teacher shall have a discussion with students. It is important that teacher need makes children understand the effect of positive and negative thinking.

- What do you mean by positive thinking?
- What do you mean by Negative thinking?

Positive thinkers tend to do better in school and social situations than negative thinkers. They tend to be healthier, too. Why do you think this is so? Let's do a role play to know the difference.

Instructions to teacher:

1. Prepare six index cards as noted in the procedure below
2. Invite two children to stand at the front of the room. (Say: "Optimists usually think of difficult events as being temporary (for the time being)." Ask the students to read aloud a card on which you have written)

Negative Thinker: "Nobody likes me."

Positive Thinker: "Sometimes it takes a while to find a friend."

Teacher Asks: "Which one of these two statements was more likely said by someone who is an optimist?"

Discuss with students and convey to them students need to be positive and talk, think and do nice things always. Each one of you are unique and special. Difficult situations are always temporary

3. Invite two other children to stand at the front of the room. (Say "Optimists usually think of difficult situations as being specific (or limited to that situation) Ask the students to read aloud a card on which you have written)

Positive Thinker "I need to sharpen my painting skills."

Negative Thinker: "I can't do art."

Teacher Asks: "Which one of these two statements was more likely said by someone who is an optimist?"

Discuss with students and convey to them students need to be positive and understand that difficult situations are limited to that situation)

4. Invite two other children to stand at the front of the room. (Say: "Optimists usually understand their roles in situations and can take responsibility for their actions) .Ask the students to read aloud a card on which you have written)

Positive Thinker: "I got a D on my test because I didn't study."

Negative Thinker: "I got a D on my test because I'm stupid."

Teacher Asks: "Which one of these two statements was more likely said by someone who is an optimist?"

Discuss with students and convey to them students need to be positive and understand that their roles in situations and can take responsibility for their actions.

(Ask students to return to their seats.)

5. Say: “Let’s brainstorm a list of some real-life challenges that might be handled differently by optimists and pessimists. I’ll start. Someone started a rumour about you.” (Record this and the other suggestions on the board.)
6. Divide the class into pairs. Ask each pair to determine which child will play the role of optimist, and which will play the role of pessimist? Assign each pair a situation from the board. Have the pairs role play possible responses to the situation.
7. Have each pair share its “skit” with the class. Follow each with a discussion, allowing the class to evaluate the effectiveness of the responses to the problem and to make suggestions for other optimistic responses.

Discuss with students the true meaning of optimism and how it will help them all future endeavors

Optimism means expecting that everything will turn out well. Optimists tend to see themselves as active participants in the future. They make real differences in their communities.

V. C: Assignments

1. Journaling about a positive experience

Simply spending 5-10 minutes a day writing about something positive also focuses the brain on what is positive rather than what is negative. By putting attention on positive aspects of life, it places greater weight on them in your mind and makes them more real.

2. List 10 negative statements and convert them into positive statements

Resources

References:

1. <https://teachers.schooldatebooks.com/wp-content/uploads/2017/08/Optimism.pdf>
2. <https://biglifejournal.com/blogs/blog/children-positive-attitude>
3. <https://alltimeshortstories.com/life-the-cracked-pot/>

Resources for Teachers:

“The Karate Kid” or “The Lion King.”

Topic	Values / Life skills integrated & imbibed	Activities
Add Our Points	<p>Core Values considered : Unity & Team work</p> <p>Other Sub-Values: co-operation, self-belief and confidence</p> <p>Life skills: Listening, problem -solving, Thinking, concentration & patience</p>	<p>Value integration Activities:-</p> <ol style="list-style-type: none"> 1.By playing Card Game and by interactions and demonstrations teacher shall revise the previous knowledge of students. 2.Story Narration & Discussion talk about the importance of being united and working as a team to achieve success. 3. Conducting the game Bounce in the Bucket teaches that encouragement or cheering to help other students score a point, teams play with proper coordination, concentration and patience to win the game. 4.Playing Jigsaw Puzzle game teaches them coordination and collaboration is necessary to finish a task successfully. 5. Assignment: <ol style="list-style-type: none"> a. Voluntary team Activity b. Family unity picture with tag line c. Non family unity with Tag line

Materials / Resources needed

Value Integration:-

1. Pack of cards, buckets, balls for conducting games
2. Worksheets & pictures required for puzzle ,Drawing papers
3. Facilities and Equipment to show videos
4. Facilities to conduct games

BB, Pen

Ncert Text Book, Reference books,(R.D Sharma , R.S.Aggarwal)

Description (of the points of discussion)

Value Integration:-

In this chapter the activities and games are incorporated in such a manner that children learn real-world mathematical skills that students will use throughout their entire life, therefore it is crucial to invest time and energy into effective teaching of double-digit addition. Addition stands for engaging more, being together, creating a team with individuals having complimenting values, cooperation with others. Addition denoted by the symbol +, it also stands for a positive behaviour. When you keep on adding the total value increases and when your value increases your confidence, belief in self and strength increases. With increase in these values one will be able to achieve success with ease.. In short the lesson “Add Our Points” teaches the value ‘Unity is strength’ and that team work to leads success

The key discussions are:

1.By playing Card Game and by interactions and demonstrations teacher shall revise the previous knowledge of students. This fun activity also horns their patience &concentration skill

2.Story Narration & Discussion talk about the importance of being united and working as a team to achieve success.

3.Conducting the game Bounce in the Bucket teaches that encouragement or cheering to help other students score a point, teams play with proper coordination, concentration and patience to win the game.

4.Playing Jigsaw Puzzle game teaches them coordination and collaboration is necessary to finish a task successfully.

5. Assignment:

- a. Voluntary team Activity
- b. Family unity picture with tag line
- c. Non family unity with Tag line

This activities help students to realize that we all are part of a big family.

Unit X
Add Our Points
Teamwork & Cooperation

I. Introduction

The lesson “**Add Our Points**” deals with the operation Addition. Addition is one of the basic operations of math; more precisely whole of mathematics is based on addition. Addition involves combining two or more small groups of items together to make one big group. When we add, we usually start out with two or more numbers and then we combine them into one big number. Two-digit addition without regrouping is just one of the many steps that students must do to become skilled mathematicians. In the early years of schooling, math is fundamental in the development of real-world mathematical skills that students will use throughout their entire life, therefore it is crucial to invest time and energy into effective teaching of double-digit addition.

Addition stands for engaging more, being together, creating a team with individuals having complimenting values, cooperation with others. Addition denoted by the symbol $+$, it also stands for a positive behaviour. In short the lesson “**Add Our Points**” teaches the value 'Unity is strength' and that team work leads success. When you keep on adding the total value increases and when your value increases your confidence, belief in self and strength increases. With increase in these values one will be able to achieve success with ease.

II. Learning Objectives / Outcomes

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

1. Ability to add different numbers together to find out total
2. Recognize addition of two or three numbers irrespective of the sequence/ order of numbers
3. Ability to perform addition of numbers mentally, including two -digit number
4. Ability to find missing numbers
5. Ability to realize that true strength lies in unity, being together and working as a team yields better results.

III. Process & Action Plan

"Coming together is a beginning, staying together is progress, and working together is success." - Henry Ford

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. 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 next page:

A. Introduce the **context** activity:
Game –Sum War
Refer-A1



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



1.
Story: Unity is
Strength to
instill team work
Refer-B1

2.
Bounce into
Buckets to
demonstrate
cooperation
Refer-B2

3.
Jigsaw Puzzle to
teach unity &
Collaboration
Refer-B3



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



1.
Voluntary Team
Activity Refer-C1

2.
Family Unity Picture
with Tag line
Refer-C2

3.
Non Family Unity with
Tag line Refer-C3

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

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

The *core values* being considered are *Unity & Team work* along with other sub-values like co-operation, self-belief and confidence.

The unit also provides the scope to develop the following life skills in the students' *concentration & patience*

IV. Activities & Related Discussion

A. Context activity

Teacher can start the class with a card game with their previous knowledge of number sense and simple addition.

Steps to follow

1. Teacher needs to instruct students to bring cards from home or can be provided
2. A deck of cards are used for two players in the same bench, remove joker from the deck of cards
3. Explain that all number cards have the same value as the number, additionally face cards have the value as follows J=11, Q=12, K=13.
4. Shuffle the deck of cards and deal it out between the two players.
5. Players begin with their decks facing down next to them. Both players take the first two cards from their deck and turn them over.
6. Players add their cards together and the player with the higher sum keeps all four cards.
7. If players get the same sum in any round, it's War! Each player takes the top three cards from their deck and puts them in the center, with two cards facing down and one facing up.
8. The player with the higher number keeps all six cards!
9. At the end of the game, the player with the most cards wins.

This game will clear all their addition concepts and teacher shall take the round and help children in case of difficulty. They will be doing addition mentally. Now it will be easy for the teacher to introduce the addition of bigger numbers and number of times. This fun activity horns their patience & concentration skill

Reference: <https://www.jumpstart.com/common/sum-war>

Activity 1–Story: Unity is strength.

Teacher shall narrate this popular story to make them realize the power of addition (Unity)

An old man lived with his four sons in a village. The old man was worried. His sons were always quarrelling with each other. He had tried telling them many times to avoid fighting. But his sons would not listen to him.

One day, he called his four sons. He gave them a small bundle of sticks, and asked them to break the bundle into two. The bundle was made of four sticks. “It’s child’s play,” said the eldest son. He took the bundle and tried to break it. He was surprised that the sticks in the bundle remained intact. He used more force. He tried again and again. He started panting for breath. The bundle would not break. He gave up. Then his brothers tried to break the bundle of four sticks without success.

Their father smiled and asked them to untie the bundle. He asked each brother to take one stick and try to break it. Each of the sons took a stick in hand. In no time, the sticks were bent and broken.

“A single stick is easily broken. If four sticks come together it is impossible to break them,” said the old man, giving his sons a meaningful look. This time the lesson went home. The brothers stopped fighting each other. They would work together as a team and succeed in doing whatever work was given to them.

The four boys had discovered that unity is strength.

Discussion

1. Why was the old man upset?
2. What did he ask his sons to do?
3. What did the sons learn?

Through this story, the teacher can talk about the concept of addition by emphasizing on the sticks. Here, the teacher can also talk about the importance of being united and working as a team to achieve success.

Activity 2: Bounce into the buckets. (Bouncing)

Materials needed: Balls, cones and buckets

Instructions:

1. Mark two side-lines 6 meters apart
2. Put the buckets in the middle
3. Divide the class into two teams and choose captain from each team

Rules of the game

4. Bounce the ball on the ground and into buckets
5. Try using left and right hand to put the ball in the bucket
6. Team get one point every time when a member bounce the ball in the bucket

Discussion:

Teacher shall encourage students to work as a team to win as many points as possible, students are to be encouraged to help other students score a point, the teacher would emphasize that discuss all teams play with proper coordination, concentration and patience to win the game.

Reference: <https://primecoachingsport.wordpress.com>

Activity 3: Jigsaw puzzle game

Instruction to teachers

1. Teachers shall get two or three sets a colorful map of the Indian subcontinent with state-wise divisions and cut out the states and union territories. (Need to be prepared)
2. Divide the class into 2- 3 teams
3. Mix the cut outs of the map and give to each team
4. Start the game.
5. Each group of children must collectively put the pieces together to form the whole country.
6. The Team who make India correctly and completes first will be the winners

Discussion: with teams, Teacher shall ask each captain of the team as to why they won or lost

the game? (Teacher shall help them to identify)

Team I: Explains the winning formula (Unity, Patience & Coordination and work in team spirit)

Team II: Explains why they lost?

Team III: Explain why they lost?

This exercise teaches them an important lesson unity and collaboration is necessary to finish a task successfully.

<https://www.parentcircle.com/article/7-activities-to-teach-children-about-unity/>

V. C:Assignments

1. A team activity that involves volunteering strengthens a team's unity immensely. Teacher shall guide them to volunteering as a group and supporting the community to bond and develop leadership skills, as well as build team spirit. Plus, it always feels good to help other people.(Collect money to help any NGO who works for children education)
2. Draw/Paste a picture of your family together and write on the page “Our family enjoys living, working, and playing together.
3. Illustrate a picture of people outside of their family helping them (such as a teacher, grocery seller, doctor, neighbour, or grandparent. Write one line of gratitude about them)

Discuss how humans are all part of one big family, and we should treat each other as such

.

Resources

References:

1. <https://www.jumpstart.com/common/sum-war>
2. <https://primecoachingsport.wordpress.com>
3. <https://www.parentcircle.com/article/7-activities-to-teach-children-about-unity/>

Resources for Teachers:

Topic	Values / Life skills integrated & imbibed	Activities
Lines and Lines	<p>Core Values considered : Self-discipline & Self - control</p> <p>Other Sub-Values: empathy and respect</p> <p>Life skills: Listening, Thinking attention, ,creative& social-emotional skills.attention, drawing, observation, problem solving skills</p>	<p>Value integration Activities:-</p> <ol style="list-style-type: none"> 1.By demonstrating concrete objects from the class room and conducting a drawing activity and by interactions teacher shall revise the general knowledge of students regarding their geometrical understanding 2. By Playing Freeze game children learn to control their action as per instruction given in the beginning of the game. 3. Spot light game help children control their emotions and reinforce the benefits of self-control 4. Worksheet activity in the class room to give them an idea of importance of self-control 5. Story Narration & Discussion how different people will have different point of views on the same topic, Therefore, it is important to be respectful to others 6.Assignment: Self-Reflection journal which help students to identify the positive and negative qualities and work on negative qualities to make it positive.

Materials / Resources needed

Value Integration:-

- 1.Drawing Papers(Students can draw in their note book)
- 2.Worksheets
- 3.Facilities and Equipment to show videos
- 4.BB, Pen
- 5.Ncert Text Book, Reference books,(R.D Sharma , R.S.Aggarwal)

Description (of the points of discussion)

Value Integration:-

In this chapter the activities and games are incorporated in such a manner that children learn addition & subtraction with regrouping is a very systematic concept and without a solid understanding of place value, there's no point in going any further with instruction. In the early years of schooling, math is fundamental in the development of real-world mathematical skills that students will use throughout their entire life. This lesson emphasize the value of sharing, so that those in need can be happy and the giver feel pleasure of giving. It may mean a reduction in quantity while you give but it gives multi-fold addition of happiness. Here teacher can relate giving is generosity taking away to sharing or removing the extra or asking for help when one is in need. Together giving and taking is cooperation. These are all important life skills we need to empower in children in younger ages.

The key discussions are:

1.By playing Game "Snake and Ladder " and by interactions and demonstrations teacher shall revise the previous knowledge of students

2.Story Narration & Discussion of the Ant and the Dove make them realize that every good deed we do for others will come back to us. Good actions give strength to ourselves and inspire good actions in others

4. Round Robin - Combination activity will teach them not only academic part but along with cooperation, sharing ideas, supporting each other.

5.By conducting Joy of giving day:- This activity make children feel the empathy and understand the concept, as teacher taking items which is surplus from students and giving to the needy which give them happiness. Students can give many ways a hug, some help, a smile, praise, prayers to our family, friends and community; cheer up people when they are sad. The more we give, the more we feel happy. These activities and acts of kindness will help children interact and engage with the world around them in a compassionate and empathetic way:

6. Assignment: Write a note of expressing gratitude to family member/Teacher (Habit of sharing /expressing feeling to others need to be encouraged)

Unit XI**Lines and Lines****Self-discipline & Self - control****I. Introduction**

The lesson '**Lines and Lines**' help students to experience different types of lines. They observe that every object around them irrespective of their shapes and size has comprised of lines, either straight line, or curved line. More observation reveals that the line controls the object. Line put a limitation on everything whether it is the edge or sides of any furniture, vehicles, roads, railway tracks, etc. Lines play a major role in every walk of life.

Through this lesson teacher shall explain the importance of control and discipline exist in nature and our surroundings. We need to have a control on our every activity. Playing time, study time, office time Similarly for us Self-control is a critical skill that helps us manage our thoughts, words, actions, and emotions. Teaching self-control can help kids and young adults learn to stop and think before making a decision. Moreover, this helps learners to make better choices for now and in the future. Students can easily become [distracted](#), but teaching self-control activities for children will encourage them to focus on their work and make better choices. They will become more responsible people, and you will achieve more successful learning outcomes. A child with self-discipline has internalized set of rules so that even when no parent no, teacher is around, they will act in a thoughtful and reflective manner. It is important to develop and harness self-discipline at an early age, as it effectively paves a successful road to adulthood.”

II. Learning Objectives / Outcomes

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

- Identifies and draws straight lines in different orientations (Vertical, Horizontal, Slanting)
- Differentiates between straight lines and curved lines and recognizes shapes with straight and curved lines

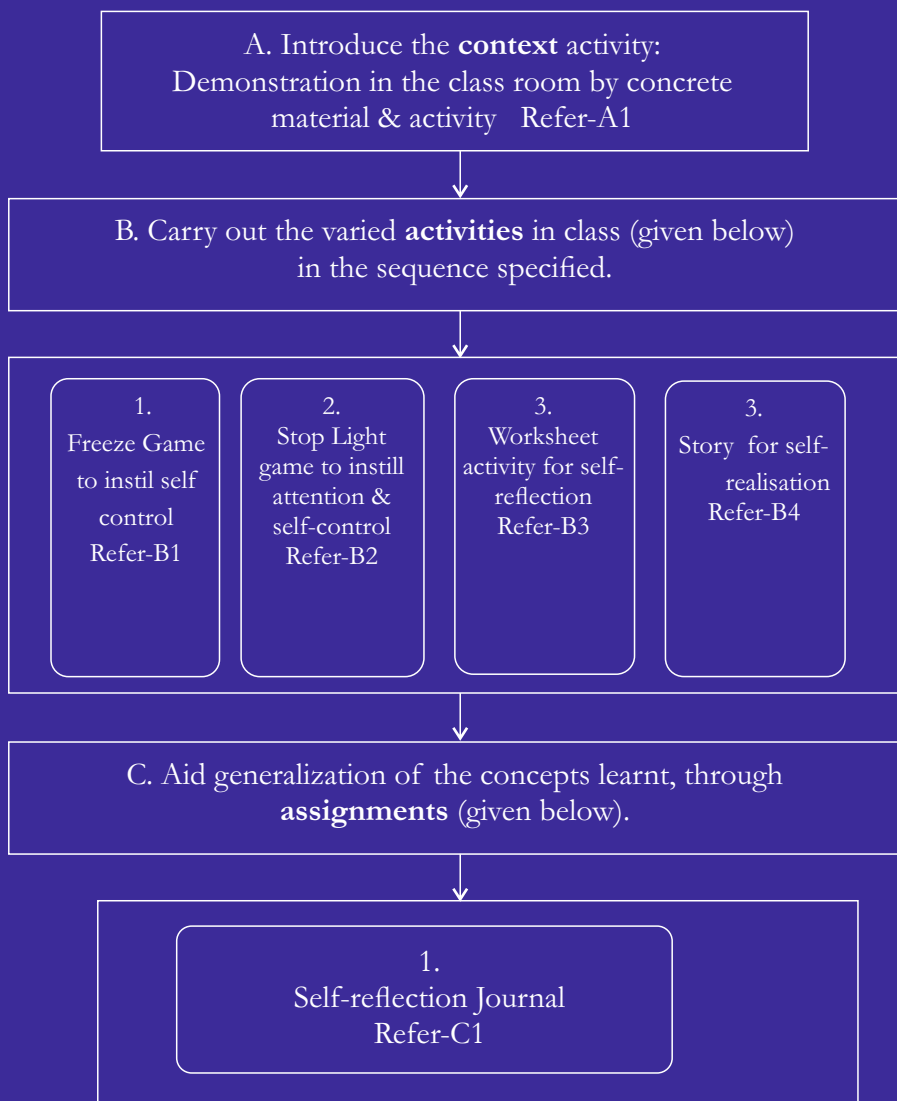
- Creates shapes and images using straight lines and curved lines(concrete, pictorial)
- Describes basic 3D & 2D shapes with their observable characteristics and Identifies basic 3d shapes such as cuboid, cylinder, cone and sphere by their names
- Learn discipline, self-control, ,faith, respect

III. Process & Action Plan

“Self-discipline is about controlling your desires and impulses while staying focused on what needs to get done to achieve your goal.” – Adam Sicinski

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. 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 next page:



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

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

The *core values* being considered are *Self-discipline & self-Control* along with other sub-values like *empathy and problem-solving skills*

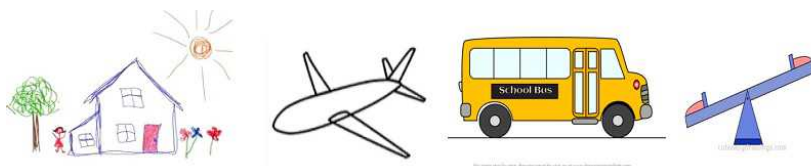
The unit also provides the scope to develop the following life skills in the students: *attention,*

IV. Activities & Related Discussion

A. Context for the teacher to start: Quiz and discussion

Teacher shall conduct a drawing activity for all students. Divide students in to four groups Instruct

One group to draw picture of a house, second group to draw picture of a school bus, third group to draw aeroplane and fourth group to draw see-saw (Teacher shall the select any topic where there are different type of combinations of lines) After the activity teacher shall discuss regarding different types of lines in their picture and ask



them to write number of each type of lines.

Picture source: Google.com

B. Value based Activities

Activity 1: Freeze Game

This game incorporates movement, play, and self-control all in one. Just play some music and let kids dance, wiggle, and walk around. Have one person be the leader (a teacher to start) and yell “Freeze!” at any time. As soon as someone shouts it, everyone should freeze in place, with the music still playing. This can be challenging with the music still going, because you might have the urge to keep dancing. This is a great game to practice at the end of the week for some added fun. Those who don't freeze as per command will be out

of the game. The game shall continue as per time allotment

Through this game children learn to control their action as per instruction given in the beginning of the game.

<https://www.thepathway2success.com/12-games-to-practice-self-control/>

Activity 2: Stoplight

This is also a fun game to help kids work on self-control.

Start by shouting out, “Green Light”. Let students walk around the classroom, talk, and mingle. You can even let them dance if you want to! Then, after a few seconds or minutes, say, “Yellow Light.” At this time, students have to slow down and go at a snail's pace. They can still move, but it has to be slow! Finally, end with “Red Light,” and have students completely stop in their tracks. The students make mistakes while doing the action will be out. You can continue over and over with as much time as you have. Through this game children learn attention skills and self-control.

<https://www.thepathway2success.com/12-games-to-practice-self-control/>

Self-control lessons aren't about lecturing students on what they should and shouldn't do. Make your learning outcomes more successful by creating and incorporating self-control activities for children that encourage self-discipline in your classroom. These games can help children control their emotions and reinforce the benefits of self-control

Teacher shall say after above mentioned activity they need to have self-control on every action they do. They need to think properly before doing any work. This will avoid problems in future.

Activity: 3: Work Sheet

Work sheet activity in the class room to give them an idea of importance of self-control

Guide students to write as many as consequences irrespective of positive or negative for each action. Teacher shall add more actions as per need of students.

Name of the student :	
Self-Control Work sheet	
Actions	Consequences
You stay up by playing video games	
You study regularly	
You get angry on your friends	
You say “I’m sorry” if you hurt a	
Friend unknowingly	
You love junk food all the time	

Activity 4: Story: A Lion without a Roar

There was once a lion without a roar. The lion had always been this way; he had never been able to roar. But no one on the plains knew this. Since from an early age he realized he could not roar, he had learnt to talk softly with everyone, and to listen to them. He learned to convince others of his point of view without having to raise the volume levels. This won him the affection and trust of all the inhabitants of the plain. But one day the lion spoke to a pig who was so stupid and stubborn, that the lion could not find a way to make the pig be sensible. He felt a strong urge to roar at the pig, but the fact that he could not made the lion feel at some disadvantage. To try to solve this problem, he spent a few months inventing a roaring machine which he could use whenever he might need it. A short while after completing the roaring machine, the stupid and stubborn pig turned up. He annoyed the lion so much that the lion used the machine. It sent out a truly terrifying roar.

“GRRRRRRRRRRROAUUUUUUUURRRR!!!”

Not only did this give the pig a terrible fright, it also shocked all the animals on the plain. So much so that for months none of them dared to come out. The lion became sad and lonely, and had plenty of time to realize that he didn't need to roar in order get others to pay attention to him. Without knowing it, his lack of a roar had made him good at talking to others and convincing them.

So, little by little, using his kind and cordial tone of voice he managed to restore the animals trust in him, and never again did he consider returning to roaring or shouting.

Reference: <https://www.teachstarter.com/au/blog/classroom-mindfulness-activities-for-children/>

Author. Pedro Pablo Sacristan

Reference: <http://freestoriesforkids.com/children/stories-and-tales/lion-without-roar>

Discussion:

1. Why did Lion feel a strong urge of roar?
2. What did lion do to roar?
3. What did happen when lion roar?
4. What did lion learn after the roaring
5. How did lion restore the trust of animals?
6. What did you all learned from this lesson?

Through this story the teacher can discuss how different people will have different point of views on the same topic, for e.g. if you like vanilla it does not mean your friends should like it as well. Therefore, it is important to be respectful to others even when they do not agree with you and one should always try to remain calm and not let

V. C:Assignments

Self-Reflection journal (Teacher need to guide students how to write the journal about their positive qualities and negative qualities so that teacher and parents can work on them)

Resources

References:

- 1.<https://www.thepathway2success.com/12-games-to-practice-self-control/>
- 2.<http://freestoriesforkids.com/children/stories-and-tales/lion-without-roar>

Resources for Teachers:

- 3.https://www.youtube.com/watch?v=UTTCYeyxG_I "The Wolf Who Learned Self-Control"

Topic	Values / Life skills integrated & imbibed	Activities
Give and Take	<p>Core Values considered : Cooperation, Generosity& Sharing</p> <p>Other Sub-Values: kindness, empathy, teamwork</p> <p>Life skills: Listening, Thinking, creative& social-emotional skills. listening,observation, problem solving</p>	<p>Value integration Activities:-</p> <p>1.By playing Game "Snake and Ladder " and by interactions and demonstrations teacher shall revise the previous knowledge of students</p> <p>2.Story Narration & Discussion of the Ant and the Dove make them realize that every good deed we do for others will come back to us.</p> <p>4. Round Robin - Combination activity will teach them not only academic part but along with cooperation, sharing ideas, supporting each other.</p> <p>5.By conducting Joy of giving day:- This activity make children feel the empathy and understand the concept, as teacher taking items which is surplus from students and giving to the needy which give them happiness.</p> <p>6. Assignment: Write a note of expressing gratitude to family member/Teacher (Habit of sharing /expressing feeling to others need to be encouraged)</p>

Materials / Resources needed

Value Integration:-

- 1.Snake & ladder sets
- 2.Worksheets problems groupwise
- 3.Facilities and Equipment to show videos & conducting games
- 4.BB, Pen
- 5.Ncert Text Book, Reference books,(R.D Sharma , R.S.Aggarwal)

Description (of the points of discussion)

Value Integration:-

In this chapter the activities and games are incorporated in such a manner that children observe that every object around them irrespective of their shapes and size has comprised of lines, either straight line, or curved line. More observation reveals that the line controls the object. Line put a limitation on everything whether it is the edge or sides of any furniture, vehicles, roads, railway tracks, etc. Which A child with self-discipline has internalized set of rules so that even when no parent no, teacher is around, they will act in a thoughtful and reflective manner. It is important to develop and harness self-discipline at an early age, as it effectively paves a successful road to adulthood.” explain the importance of control and discipline exist in nature and our surroundings.

The key discussions are:

1. **By demonstrating concrete objects** from the class room and conducting a drawing activity and by interactions teacher shall revise the general knowledge of students regarding their geometrical understanding
2. **By Playing Freeze game** children learn to control their action as per instruction given in the beginning of the game.
3. **Spot light game** help children control their emotions and reinforce the benefits of self-control. Students need to think properly before doing any work. This will avoid problems in future.
4. **Worksheet activity** in the class room to give them an idea of importance of self-control
5. **Story Narration & Discussion** how different people will have different point of views on the same topic, Therefore, it is important to be respectful to others even when they do not agree with you and one should always try to remain calm and not let their emotions get the best of them when dealing with a unruly situation.
6. **Assignment: Self-Reflection journal** which help students to identify the positive and negative qualities and work on negative qualities to make it positive.
4. **Conducting Drawing competition** as diversity in harmony theme to inculcate that in order to maintain balance and lead a peaceful & happy life one should always strive to achieve harmony in every field of life.
5. **Assignment:** Preparation of harmony in diversity Quotes poster to display class room & school bulletin board

Unit XII
Give and Take
Cooperation & Sharing

I. Introduction

The chapter “Give and Take” discuss about addition and subtraction. Addition teaches combining by adding but subtraction is taking something away from the collection. When you add the group becomes bigger and when you subtract the group becomes less. This chapter deals with addition and subtraction operations with and without regrouping. Without re grouping concept has been studied in previous classes Addition & subtraction with regrouping is a very systematic concept for students to learn and without a solid understanding of place value, it will be difficult for students to understand this concept. In the early years of schooling, math is fundamental in the development of real-world mathematical skills that students will use throughout their entire life, therefore it is crucial to invest time and energy into effective teaching of double-digit addition and subtraction

Through this lesson **cooperation, generosity and sharing can be inculcate among students.** Whenever we have anything extra or surplus, we need to develop a habit of give-away to less fortunate and needy ones. Similarly when one doesn't have enough with us one should not feel sad there is always help that comes from generous people .Teacher should emphasize the value of sharing, so that those in need can be happy and the giver can feel the pleasure of giving. It may mean a reduction in quantity while you give but it gives multi-fold addition of happiness. Here teacher can relate giving is generosity and taking away to sharing or removing the extra or asking for help when one is in need. Together giving and taking is cooperation. These are all important life skills we need to empower in children in younger ages.

II. Learning Objectives / Outcomes

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

- Add and subtract 2 digit numbers vertically and horizontally with and without regrouping (with concrete and pictorial support), (sum not exceeding 99)

- Use addition & Subtraction of two digit numbers with and without regrouping to solve problems in a day to day life.
- Represent an amount up to Rs 100 using 3-4 notes and coins of same /different denominations of play money)
- Develop the habit of cooperation, generosity and sharing

III. Process & Action Plan

“Teamwork divides the task and multiplies the success.” Unknown

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. 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 next page:

A. Introduce the **context** activity:
Game of Snakes & Ladders Refer-A1



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



1.
Story to instil
cooperation
Refer-B1

2.
Combination
activity to
teach
cooperation &
sharing.Refer
B2

3.
Joy of giving
to inculcate
kindness &
empathy
Refer B3



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



1.
Food Picture book
Refer- C1

2.
Pattern journal
Refer-C2

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 **cooperation**, *generosity and sharing*. Along with other sub-values like *kindness, empathy, teamwork*

The unit also provides the scope to develop the following life skills in the students: *listening, observation, problem solving*

IV. Activities & Related Discussion

A.Context Activity: 'Snakes and Ladders'

The teacher forms groups of 4 students and asks them to play the game of snakes and ladders. While playing the game, she relates the forward move (ladder) to addition and backward move (snake) to subtraction.

Assessment: Teacher visits the groups at random and asks children to explain one or two moves using dices

B. Value based Activity:

B1- Activity: Story: The Ant and the Dove

One day an ant came to the bank of the river to drink water. The river current seemed to be high that afternoon and ant suddenly slipped and fell into the river. The ant was being swept away by the stream. The ant feared that it might be its last. Thankfully, a kind dove saw the struggling ant. The dove dropped a leaf into the water, so that the ant could climb into it. The ant climbed onto the leaf, the dove then carefully pulled the leaf out of the stream to the shore. The ant's life was saved by the kind dove.

After few days, a fierce hunter came to the forest. The hunter saw the beautiful dove on the tree and aimed to shoot his arrow at it. The ant, which saved by the kindness of the dove, saw the hunter aiming at his savior. Before the hunter could release his arrow, the ant bit the hunter on the foot. The hunter shouted due to the pain from the ant's bite. The dove was alarmed by the noise created by the hunter and flew to a safer place

Discussion:

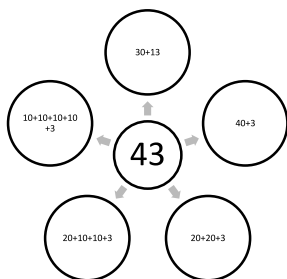
Teacher shall tell students - Every good deed we do for others will come back to us. Good actions give strength to ourselves and inspire good actions in others

Activity 2: Round Robin-Combination activity

Students are sitting with groups (3-4 students), and the teacher asks them a question or gives them a problem to solve. The questions or problems are deliberately chosen, in that there are multiple ways to solve the problem and multiple points for discussion. Students in their groups take turns answer and sharing their ideas with each other, working together to come up with an answer that they all agree on

This strategy is important because it gives students the opportunity to work together to solve a goal or come to a joint understanding. It requires the participation of each student in the group, and ensures that students are sharing their ideas. During this activity, students work on taking turns, supporting one another, and sharing their ideas

: -Decompose number 43 in different ways by using addition



Problem 2 & 3 Additions puzzle game: Fill in the grids: Number Decompose into three numbers

Number	Decompose into three numbers-add and verify		
75	30		5
47	10		
84	20	60	
26	10		

Number	Decompose into three numbers add and verify		
45			5
37		20	
26		10	
72	50		

Problem 4

Harsha decided to buy the following items from her pocket money for her maids' daughter. 2 pencils, 3 erasers and 2 note book and 2 chocolates. She has 92 rupees with her. (one 50 rupee note, three 10-rupee notes and 12 one-rupee coins). The cost of two pencils is 12 rupees, three erasers is 15 rupees, two note book is 30 rupees and two

chocolate is 24 rupees. Ask one group to help Harsha to buy the items and pay the amount to the shop keeper and what will be the balance with her?

Teacher shall prepare more sums on any topic so that cooperation, sharing discussion and at the same time practice of academic concepts also will happen along with values

Activity 3: Conducting a Joy of giving Day

Teacher shall discuss with students and collect items like

1. New/used toys
2. New/used story books
3. New / used any items which is useful for kids ...

And donate to those who are in need (Street kids, Orphanage, NGOs). If possible, take children and let them feel empathy and understand the concept of teacher taking items from students which is surplus from students and giving to the needy and let the children feel the happiness.

Teacher shall tell students that we can give in many ways such as a hug, some help, a smile, praise, prayers to our family, friends and community; we should cheer up people when they are sad. The more we give, the more we feel happy. These activities and acts of kindness will help children interact and engage with the world around them in a compassionate and empathetic way:

V. C:Assignments

1. Write a kind note for a family member/Teacher (Habit of sharing /expressing feeling to others need to be encouraged)

Resources

References& Resources for Teachers:

1. <https://scsdbehaviormatters.weebly.com/blog/best-practice-classroom-activities-for-improving-students-cooperative-skills>
2. <https://www.azimpremjifoundationpuducherry.org/lesson-plans/give-and-take>
3. <https://scsdbehaviormatters.weebly.com/blog/best-practice-classroom-activities-for-improving-students-cooperative-skills>

Topic	Values / Life skills integrated & imbibed	Activities
The Longest Step	<p>Core Values considered : Diversity, Respect & Harmony</p> <p>Other Sub-Values: inclusivity, empathy, hardwork</p> <p>Life skills: observation, measuring skill, interpretation skill, thinking skill, listening skill</p>	<p>Value integration Activities:-</p> <ol style="list-style-type: none"> 1.By playing a video and hands on activities and by interactions and demonstrations teacher shall revise the previous knowledge of students and introduce the new concept. 2. By doing role play in the class explain how other friend take a decision of inclusivity and respect by understanding their friends limitations 3.Story Narration & Discussion on respect the diversity and inclusion 4. Egg Activity :This activity introducing the idea of diversity and cultural differences 5. Assignment: Preparation of book of diversity (Different countries culture,flag,language,currency,food& festivals)

Materials / Resources needed

Value Integration:-

- 1.Real objects: Eggs of white color& brown color /Same vegetable or fruits of different outside doorplates
- 2.Facilities and Equipment to show videos and space for conducting activities
- 3.BB, Pen
- 4.Ncert Text Book, Reference books,(R.D Sharma , R.S.Aggarwal)

Description (of the points of discussion)

Value Integration:-

In this chapter the activities, stories and games are incorporated in such a manner that children learn the ability to recognize different non standard units for measuring same item. Through this lesson students learn the value of respect of diversity, and inclusiveness. This promotes harmonious relationship between family, friends and people around them in a broader outlook. Promoting inclusiveness and diversity in a class room is one of the important responsibilities of a teacher which foster open-mindedness in children and helps to understand classmates. It makes them understand that they all are differently unique and each one of them has certain weak and strong points. Teachers must create a classroom culture where all children, regardless of their cultural or linguistic backgrounds are welcomed and supported and provided with the best learning opportunity.

1. By playing a video and hands on activities and by interactions and demonstrations teacher shall revise the previous knowledge of students and introduce the new concept.

2. By doing role play in the class explain how other friend take a decision of inclusivity and respect by understanding their friends limitations

3. Story Narration & Discussion on respect the diversity and inclusion which help students to appreciate hard work of everyone irrespective of the size of the contribution.

4. Egg Activity: This activity introducing the idea of diversity and cultural differences Diversity in harmony inculcate that in order to maintain balance and lead a peaceful & happy life one should always strive to achieve harmony in every field of life.

5. Assignment: Preparation of book of diversity (Different countries culture, flag, language, currency, food & festivals) which make students realize how each one is different, what should hold us together not the color of our skin, celebrating the differences is a way of life. This will not only have a lasting impression on their own life but impact the world as well..

Unit XIII
The Longest Step
Diversity, Harmony & Respect

I. Introduction

The lesson 'The Longest Step 'discusses regarding different but uniform nonstandard measurements.

Measurement of same object with different nonstandard things varies is a significant information they are identifying while doing hands on experiments.

Teacher can inculcate **the value of Respect of Diversity, Harmony in diversity, and inclusiveness among** students. This promotes harmonious relationship between family, friends and people around them in a broader outlook. Promoting inclusiveness and diversity in a class room is one of the important responsibilities of a teacher which foster open- mindedness in children and helps to understand classmates. It makes them understand that they all are differently unique and each one of them has certain weak and strong points. Teachers must create a classroom culture where all children, regardless of their cultural or linguistic backgrounds are welcomed and supported and provided with the best learning opportunity.

II. Learning Objectives / Outcomes

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

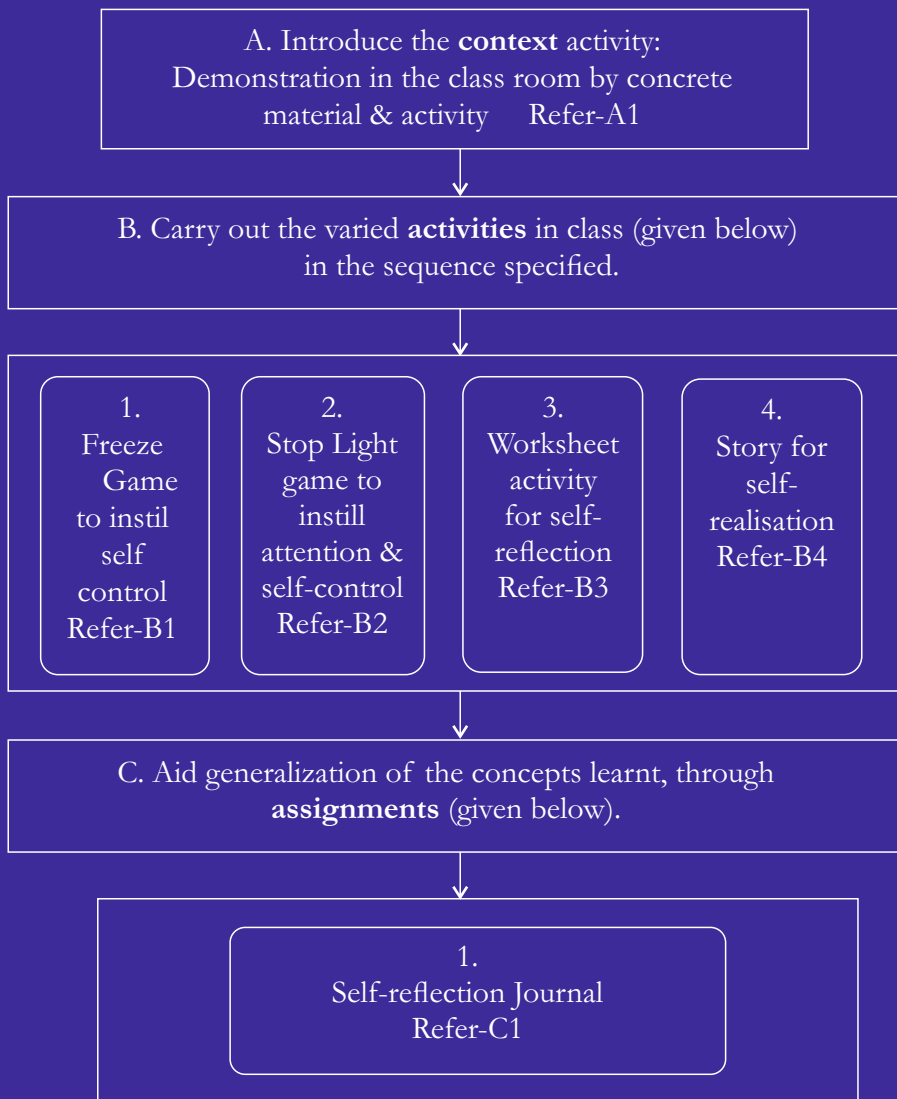
- Measures and compares length/distance using non standard units
- Begins to appreciate that length of objects remains same when moved (length conservation)
- Compares and states the difference in length/distance using nonstandard units.
- Estimate and measures length /distances and capacities of containers using uniform non-standard units like rod/pencil, cup, spoon/bucket etc
- Experience diversity in harmony in everything around them
- Inculcate the value of inclusivity and its importance and showing respect in ensuring harmony in relationships.

III. Process & Action Plan

“Diversity : the art of thinking independently together” Malcolm Forbes

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. 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 next page:



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 Diversity, Harmony & Respect along with other sub-values like inclusivity, empathy, hard work

The unit also provides the scope to develop the following life skills in the students: observation, measuring skill, interpretation skill, thinking skill, listening skill

IV. Activities & Related Discussion

A.Context Activity to the teacher to start

<https://www.youtube.com/watch?v=4tjhTPpoqJc>- Teacher shall show the video to students.

Teacher shall ask students to measure the length and breadth and height of their desk to measure with pencil, and side of one of their note book or teacher can give straw, ice-cream stick etc. let them note it down in their book.(If the desk is shared by two students teacher shall make them as team) After they finish the activity, ask students to observe that when they change the non-standard object used for measurement the no of units of the measurement of desk also changes.

Ask questions such as:

Was your second nonstandard unit longer or shorter than the first unit used?

Did you use more or fewer of the second units?

As you record some of the students' findings, you can ask them if they see a pattern. Once they determine that if you use a smaller unit, the number of units required is more and, conversely, if you use a larger unit, the number of units required is fewer, you can ask them to watch out for any measurements they make for which this is not the case or challenge them to find an example for which this is not true.

Through this activity, the students realize that the even if the length remains same; the no of units varies as per nonstandard units. The students will enjoy taking part in this activity a lot. This hand on activity helps them to realize that each one's measurement about the length, breadth and height of the desk is different in the same class. By taking examples from textbook /from daily life by eliciting responses from students by asking different questions or some innovative activities designed by teachers. (Songs, Games, Coloring, Matching, worksheets etc.) the topic can be introduced. The aim here is to help students to teach the concept of measurement of objects with different nonstandard units.

B. Value based Activity

Activity 1: Teacher shall take the Role Play of three friends –a rabbit, an elephant and a deer

Three friends - a rabbit, an elephant and a deer were playing together in a park.

Rabbit: Let us see who crosses the stone bridge first!

Elephant: But both of you run fast and I move slowly. I know that one of you would cross the bridge first. I don't want to play the game.

Deer: Don't worry, let's make a rule – we will not run, we will walk

Rabbit: It will be fun

They started the game, surprisingly, at the end, the elephant one

Discussion:

1. Why did elephant not want to play the game?
2. What was the decision made by deer?
3. Who won the game?
4. What lessons did you learn from this lesson

Teacher shall tell them how other friend take a decision of inclusivity and respect by understanding their friend's limitations. Even if three animals are from diverse capacities, they help each other, At the end elephant won the game as he was not aware of his capability that he is able to take long steps. So irrespective of the distance being same your way of covering the distance matters (speed, steps). Like how deer and rabbit help his friends, teacher shall advise children to respect their friend's limitations and diversity.

Teacher should emphasize that irrespective of the differences, everyone is unique and gifted in their own beautiful way. Hence all students should be accepting of each other, furthermore they should be encouraging and supportive of their friends and family members.

Activity 2: The story of a squirrel This is one of the interesting short stories from Ramayana for children).

Teacher can teach children that even the tiniest person can make a difference by showing a video/Narration from the Hindu Mythology Ramayana the story of squirrel-
[Link](#)

<https://www.youtube.com/watch?v=uLtvqfQZ4mw>

After the abduction of Sita, Lord Rama along with this army of monkey and bears, started making a bridge of stones over the sea that would lead them to Lanka. He was very happy to see the passion, dedication and energy levels of his army towards the construction of the bridge.

A little squirrel was picking up pebbles in her mouth and putting them near the boulders. Sometimes, it rolled in the beach sand and then ran to the end of the bridge to shake off the sand from its back (chanting Lord Rama's name all along). She did this repeatedly and with great enthusiasm.

Just then, a monkey noticed her and started making fun of her. He told her to stay away lest a boulder crush her. Hearing this, everyone started making fun of her. The squirrel was in tears. Lord Rama was noticing all this from a distance.

Upset, the squirrel went to Lord Rama and complained about everyone to him. Lord Rama then demonstrated to the army how the pebble thrown by the squirrel has worked as the connector between two boulders. Even her contribution is as valuable as that of the other members of the army.

Acknowledging the squirrel's effort, Lord Rama stroked the squirrel's back. The stroking left the marks of his finger on the body of the squirrel. Since then, squirrels in India have carried white stripes on their body.

Discussion

1. What is the name of the 10 headed wicked Demon who lived in ancient India?
2. Who was Seeta?
3. Who was lakshmana?
4. Who offered to help to Prince Rama?
5. Why Rama decided to build a bridge across the river
6. Why Vanaras were laughing at the squirrel?
7. What was the reaction of squirrel?
8. Why did King Rama catch hold of squirrel?
9. What did King Rama say to all vanaras?
10. What did Vanaras feel after hearing King Ram's speech?
11. What did King Rama say to Squirrel?
12. What did Rama do on the back of Squirrel?
13. What is the moral of the story?

Through the above story and discussion, the teacher should explain to the children that no matter the size of the contribution, help or assistance; it is important to reach the goal. One day your hard work will get appreciated. One should learn to respect the diversity and inclusion. Those who help others will always be happy and they will earn the blessings of all the people they help

Activity 3: We are all the same on the inside-egg activity

Through This activity introducing the idea of diversity and cultural differences to your children. It will be easy to start with this really great egg activity. Teacher shall use any other item of different colour fruits or vegetable instead of egg).

Material required

- 1 white egg, 1 brown egg, plate

Talk to your child about the two eggs. What is the main difference in these two eggs? Do you think the brown egg is brown on the inside or the white is white on the inside?

Discuss

Let's find out. Crack the two eggs. Are they different on the inside? Nope, they pretty much are the same on the inside. Teacher can explore this topic more in depth.



Teacher shall share with children on how God created us different and that is what makes us unique with different hair type, body type, colour, language, culture and interest. But the beautiful thing is we are all human with a heart that beats, with emotions of laughter, joy, sadness and love and this is what should hold us together not the colour of our skin, celebrating the differences is a way of life. This will not only have a lasting impression on their own life but impact the world as well.

Teacher shall discuss more incidents from daily life with children in the class room

- When you see someone in a wheelchair, using sign, dressed in their cultural attire, blind....
- Read books that discuss different cultures, languages, colors

.Reference: <https://kidsactivitiesblog.com/23747/what-is-diversity>

V. C: Assignments

1. A book of diversity (Teacher shall instruct them that each one will collect information about two countries and write in the book like (flag, language, currency, food & festival) write description in one or two sentences.

Resources

References:

<https://mrprintables.com/printable-world-flags.html>

<https://kidsactivitiesblog.com/23747/what-is-diversity>

http://dgtory.com/mythological_stories/R_Ramayana_Squirrel.aspx

<http://www.momentsaday.com/10-ways-to-help-kids-appreciate-diversity/>

Resources for Teachers:

Topic	Values / Life skills integrated & imbibed	Activities
Birds Come, Birds Go	<p>Core Values considered : Cooperation, Sharing & teamwork</p> <p>Other Sub-Values: kindness, compassion, helping, leadership, trust, empathy.</p> <p>Life skills: Listening, : problem solving, Thinking, listening, observation, decision making.</p>	<p>Value integration Activities:-</p> <ol style="list-style-type: none"> 1. By playing Game of numbers" Bingo " and by interactions and demonstrations teacher shall revise the previous knowledge of students 3. Play video or narrate the story & Discussion instill the significance of team work and helping each other. 4. Carosel - problem solving activity teach students to work together in a group 5. Protection of castle game is a fun activity which inculcate team spirit, cooperation and coordination 5. Assignment: <ol style="list-style-type: none"> a. Preparation of Kindness & cooperation Quotes poster to display class room & school bulletin board b.Preparation of Bingo Game

Materials / Resources needed

Value Integration:-

- 1.Work sheets & Dice to play Bingo Game
- 2.Chat Paper poster with different problems to save
- 3.Balls and cones/objects for game
- 4.Facilities and Equipment to show videos and conduct activities & games
- 5.BB, Pen
- 6.Ncert Text Book, Reference books,(R.D Sharma , R.S.Aggarwal)

Description (of the points of discussion)

Value Integration:-

In this chapter the activities and games are incorporated in such a manner that children learn along with academic concepts the values of sharing, cooperation and being kind. These values when exhibited with the world helps in building trust, eases conflict, encourages communication, improves relationships and cooperation. Learning to work as part of a team will help children to hone many social skills, such as patience, empathy, communication, respect for others, and compromise and tolerance. It also helps them develop confidence in themselves and trust in other people.

The key discussions are:

1.By playing Game of numbers" Bingo " and by interactions and demonstrations teacher shall revise the previous knowledge of students in a fun way

3.Play video or narrate the story & Discussion instill the significance of team work and helping each other.

4.Carosel - problem solving activity teach students to work together in a group and think differently in a creative way to solve a problem at their hand

5.Protection of castle game is a fun activity which inculcate team spirit, cooperation and coordination and encouraging or motivating team members.

5. Assignment:

a. Preparation of Kindness & cooperation Quotes poster to display class room & school bulletin board

b.Preparation of Bingo Game

This will help them learn the significance of kindness & cooperation in their future life.

Unit 14**Birds Come, Birds Go****Cooperation, Sharing & teamwork****I. Introduction**

This chapter discuss about addition and subtraction of numbers with regrouping. Generally, subtraction facts are harder for children to learn than addition facts. Children need to understand that there is an inverse relationship between addition and subtraction. If children learn the important inverse relationship between addition and subtraction, subtraction facts will become much easier.

Through this lesson the along with academic concepts teacher can inculcate the values of sharing, cooperation and being kind. These values when exhibited with the world helps in building trust, eases conflict, encourages communication, improves relationships and cooperation. Learning to work as part of a team will help children to hone many social skills, such as patience, empathy, [communication](#), respect for others, and compromise and [tolerance](#). It also helps them develop [confidence](#) in themselves and trust in other people.

II. Learning Objectives / Outcomes

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

- Add and subtract 2 digit numbers vertically and horizontally with and without regrouping (with concrete and pictorial support), (sum not exceeding 99)
- Use addition & Subtraction of two digit numbers with and without regrouping to solve problems in a day to day life.
- Represent an amount up to Rs 100 using 3-4 notes and coins of same /different denominations of play money)
- Develop the habit of cooperation, generosity and sharing

III. Process & Action Plan

“None of us, including me, ever do great things, But we can all do small things, with great love, and together we can do something wonderful” *Mother Teresa*

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. 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 next page:

A. Introduce the **context** activity:
Game to revise addition & subtraction concepts.
Refer-A1



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



1.
Story V-shape
flying style of
birds to teach
team work
Refer-B1

2.
Carousel-
Problem solving
to instill
cooperation and
empathy
Refer-B2.

3.
Protection of
castle Game to
inculcate team
spirit,
cooperation and
coordination,
Refer-B3



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



1.
C. Aid generalization
of the concepts learnt,
through **assignments**
(given below).

2.
Bingo Game
preparation
based on Values.
Refer-C2

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 *Cooperation, Sharing & teamwork* along with other sub-values like *kindness, compassion, helping, leadership, trust, empathy*.

The unit also provides the scope to develop the following life skills in the students: *problem solving, thinking, listening, observation, decision making*.

IV. Activities & Related Discussion

1.Context Activity: Teacher shall either give a sheet of numbers or instruct children to write it in their notebook in the pattern given below what makes 20 is an addition game to help with number sense. Teacher shall instruct to play this game between two players/ Roll 2 dice. Find the sum of the 2 dice. What number can be added to the sum to make 20? Cover the number below. The first player to cover 4 numbers in a row is a winner

10	14	13	16	12
16	9	8	15	11
12	15	10	17	14
13	11	16	14	15
14	18	12	11	13

Instructions

- Teacher shall provide two dice to each team
- Decide who will play first
- Player 1 rolls the 2 dice and announces it sum. Player 1 think what number needs to be added to the sum to equal 20.
- Example: - Player one rolls 4 & 3. The sum of 4 and 3 is 7. Player 1 thinks $7 + \text{----} = 20$ and player 1 knows that $7 + 13 = 20$ and player 1 circles that number 13 on the game sheet.

- Player 2 takes a turn and continues in the same manner.
- The 1st player to have 4 numbers in a row (diagonal, horizontal, vertical) is the winner
- The skill of the game is not only winning, but blocking their opponent from making 4 in a row too

Teacher shall make this type of game with subtraction or subtraction and addition to revise to introduce the topic. Students will revise the previous knowledge in a fun way. Which help the teacher to introduce the topic easily?

2.Value Based activities.

Activity I: Story of V shaped birds for teamwork.

<https://www.youtube.com/watch?v=-TBwdLG4ljc>

When you see geese flying along in "V" formation, you might consider what science has discovered as to why they fly that way. As each bird flaps its wings, it creates uplift for the bird immediately following. By flying in "V" formation, the whole flock adds at least 71 percent greater flying range than if each bird flew on its own. People who share a common direction and sense of community can get where they are going more quickly and easily because they are traveling on the thrust of one another. When a goose falls out of formation, it suddenly feels the drag and resistance of trying to go it alone — and quickly gets back into formation to take advantage of the lifting power of the bird in front. If we have as much sense as a goose, we will stay in formation with those people who are headed the same way we are. When the head goose gets tired, it rotates back in the wing and another goose flies point. It is sensible to take turns doing demanding jobs, whether with people or with geese flying south. Geese honk from behind to encourage those up front to keep up their speed. What messages do we give when we honk from behind? Finally — and this is important — when a goose gets sick or is wounded, and falls out of formation, two other geese fall out with that goose and follow it down to lend help and protection. They stay with the fallen goose until it is able to fly or until it dies, and only then do they launch out on their own, or with another formation to catch up with their group. If we have the sense of a goose, we will stand by each other like that

Discussion

Through the above information, the teach should emphasize on the importance of working together as a team. The teacher should also point out that like how geese help those in need even children should help each other out in times of need and/or difficulties. The intention is to create a strong bonding and cohesive team spirit in the children.

Refrence

: <https://www.bridgewayrehab.org/pubs/The%20Goose%20Story.pdf>

Activity 2: Carousel (problems solving)

In this activity, students are divided into groups of 3-4 and the teacher places chart paper around the room with different questions on them, related to a certain topic. This lesson can be done before starting a new unit to activate prior knowledge, during the unit, or at the end of review. Each group starts at a different poster and is given a different color marker to write with. The marker travels with the groups around the rooms, and each group has 1-2 minutes to answer the question on the chart paper. They then rotate around the room to the next poster and repeat the process. You may want to try to get each group member to write their ideas down on the paper so that each student's ideas are evident on the paper. When every group has written on each piece of paper, the class comes together for a whole class discussion and shares what is written on the posters.

This strategy is useful because it causes students to work together in their groups but also within the whole class. Students have to ensure they are reading what other students wrote and coming up with new ideas, rather than copying what is already there. It helps to hold all students accountable because they have to write their ideas down, and help their group members who are struggling to come up with something to write down.

Example: Maya would like to visit an old age home and would like to offer some help to them. But she doesn't have enough money or kinds. How can you (all students) help her in fulfilling her wish.

Teacher can guide students to come up with solutions by team and/or individually

Example: Maya would like to visit an old age home and would like to offer some help to them. But she doesn't have enough money or kinds. How can you (all students) help her in fulfilling her wish.

Teacher can guide students to come up with solutions by team and/or individually

Reference: <https://scsdbehaviormatters.weebly.com/blog/best-practice-classroom-activities-for-improving-students-cooperative-skills>

Activity 3: Protection of castle

Instructions to teacher:

- Make a large circle with cones or mark a big circle and put targets in the middle. (targets such as cones, bottles, other classroom items that can stand by themselves so that they can be toppled by a ball)
- Choose one team inside the circle to protect the targets and another team outside the circle
- The outside team throws balls to knock over the targets. The inside team try to catch and block the balls that are thrown
- Make sure that students throw the ball from outside of the circle

- When all the targets are knocked over ,switch the players or after 4-5 minutes
- Decide the winning team. Depend upon the space teacher shall divide students into number of teams.
- Teacher shall guide students for different types of throw
 - I. Chest pass-Hold the ball against your chest and push the ball
 - II. Under arm throw-Point to your target, then step and swing
 - III. Overarm Throw-Step and throw the ball over your head



Discussion: Teacher shall discuss with the team regarding winning strategy of the teams. Teacher also share the observations with students like all good points like their team spirit, cooperation and coordination, cheering and encouraging the team members leads success.

Reference: <https://primecoachingsport.wordpress.com/2016/12/15/60-awesome-pe-sport-station-activities>

V.C: Assignments

1. Preparation of Bingo game on the basis of different values (teacher shall guide students)
2. Preparation of the poster kindness & cooperation quotes for school display

Resources

References:

1. <https://www.bridgewayrehab.org/pubs/The%20Goose%20Story.pdf>
2. <https://scsdbehaviormatters.weebly.com/blog/best-practice-classroom-activities-for-improving-students-cooperative-skills>
3. <https://primecoachingsport.wordpress.com/2016/12/15/60-awesome-pe-sport-station-activities>
4. <https://www.youtube.com/watch?v=-TBwdLG4ljc>

Topic	Values / Life skills integrated & imbibed	Activities
How Many Ponytails	<p>Core Values considered : Honesty, Discipline& Responsibility</p> <p>Other Sub-Values: Team work, discipline, good manners helping each other, leadership, politeness</p> <p>Life skills: Listening, Communication, listening, observation, Analysis, interpretation, observation skills</p>	<p>Value integration Activities:-</p> <ol style="list-style-type: none"> 1.By playing Game Preparation of birthday charts and by interactions and demonstrations teacher shall revise the previous knowledge 2. By conducting a combination activity students learn team work, discipline, good manners& communication, helping each other, listening to others, everyone becomes leader 3.Story Narration & Discussion on students learn the significance they need to nurture this quality for ever. 4. Discussion in the class room regarding responsibility make them realize their roles at different places . 5. Assignment: Preparation of individual responsibility card to display in class room & home

Materials / Resources needed

Value Integration:-

- 1.Worksheets for birthday calendar activity combination activity/Or teacher shall tell them to make it in class note book.
- 2.Facilities and Equipment to show videos and for conducting activities
- 3.BB, Pen
- 4.Ncert Text Book, Reference books,(R.D Sharma , R.S.Aggarwal)

Description (of the points of discussion)

Value Integration:-

In this chapter the activities and games are incorporated in such a manner that children learn real world situations and develop qualities like collection, organization and interpretation, presentation of information and enhanced critical thinking abilities in them. While doing these hands on activities or by interaction they will learn honesty, discipline and become responsible for the work assigned to them. It makes a person confident and courageous. One should be organized, focused and complete any given task with honesty, responsibility in a systematic and disciplined manner. This should be the mantra for children and it should be taught at younger age which will take them a long way and have a lasting effect in the development children.

The key discussions are:

1. By playing Game Preparation of birthday charts and by interactions and demonstrations teacher shall revise the previous knowledge of students

2. By conducting a combination activity students learn team work, discipline, good manners & communication, helping each other, listening to others, everyone becomes leader

3. Story Narration & Discussion on students learn the significance they need to nurture this quality for ever.

4. Discussion in the class room regarding responsibility make them realize their roles at different places. By preparing notes for the same will give a good impact on them

5. Assignment: Preparation of individual responsibility card to display in class room & home will be reminder for them to follow what is written.

Unit 15**How Many Ponytails****Honesty, Discipline & Responsibility****I. Introduction**

This lesson 'How Many Ponytails' targets to teach children the real world situations and develop qualities like collection, organization and interpretation and presentation of information and boost critical thinking abilities in them. Students will be enabled to explore the importance and need for collecting different data and learn to take decisions on the type of information needed, how it can be gathered, organized and ways to display and communicate the information to others. This exploration starts in an informal way in class and students learn to use tables and pictures to organize data in basic problem-solving strategies. While doing these hands on activities or by interaction they will learn honesty, discipline and become responsible for the work assigned to them

Honesty entails being truthful. It makes a person confident and courageous. An honest person is adored, has status, respect and trust among the people. Just like the sun is for eternal light and unlimited energy, an honest person will be known for his truthfulness and his moral character. One should be organized, focused and complete any given task with honesty, responsibility in a systematic and disciplined manner. This should be the mantra for children and it should be taught at younger age which will take them a long way and have a lasting effect on the development children.

II. Learning Objectives / Outcomes

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

- Records data using tally marks, simple tables and pictographs
- Interpret data and answers questions on simple tables and pictographs.
- Learn to be honest and responsible in all work assigned
- Follow discipline and systematic and organised in all work

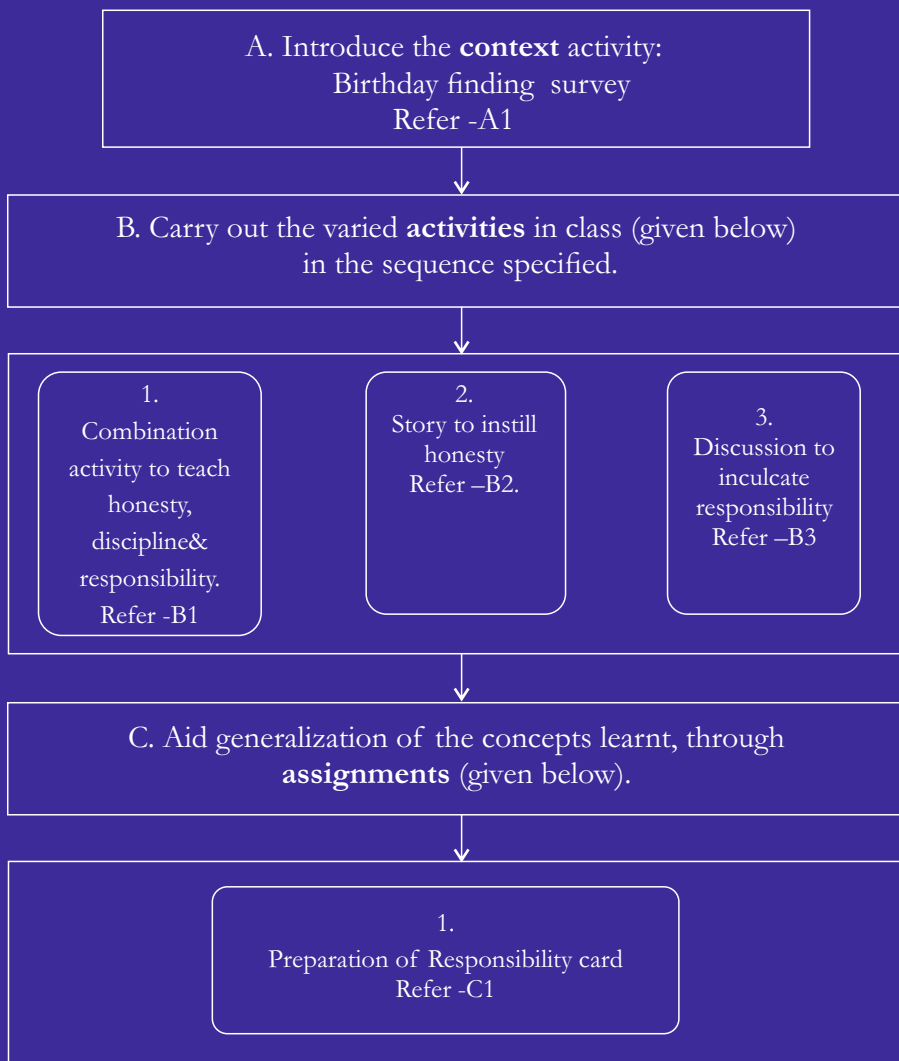
III. Process & Action Plan

“Be honest in your life it creates positive energy.”

Fathima Bibi Joosab

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. 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 next page:



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 *Honesty, Discipline & Responsibility*

along with other sub-values like *team work, discipline, good manners helping each other, leadership, politeness*

The unit also provides the scope to develop the following life skills in the students Communication, listening, observation, Analysis, interpretation, observation skills

IV. Activities & Related Discussion

A.Context Activity: Preparation of birthday Chart

Teacher shall demonstrate how to fill the table by interactive method. Here teacher shall insist students to answer the questions honestly

Months	How many students have birthdays in this month
January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	

After filling the table Teacher shall ask the following question

1. Which month has the maximum number of birthday celebrations?
2. How many birthdays are celebrated in the month of January?
3. How many students have their birthdays during the summer vacation?

Teacher shall add more questions depend upon the need of the situation.

And present the data to students as they are going to do the survey and present in front of the class.

B.Value based Activity

Activity1: Combination activity:

Teacher shall divide the class into 3-4 groups depends upon the size.

Assign each group different type of information to collect and prepare table as given below (Teacher shall use information from text book like

- Favourite colour of students (Limit to seven colours)
- Favourite food items of student (Students will say from the listed items)
- Favourite game of students. (Students will say from the listed items)
- Favourite subject of students (list the subjects students have in 2nd standard)

Subject	How many children in the group like
English	
Hindi	
Maths	
EVS	

While presenting they students can specify the following points/For each case the points need to be changed

1. The most liked subject
2. Number of students liked Maths...
3. The subject liked the least (Teacher can work on this)
4. Number of students like English and Maths
5. Number of students like Maths and EVS

Guide students how to collect information as within the group they will assign the job. Teacher shall instruct student should collect information from each student in a disciplined way note it down properly in their note book in a systematic manner. Each student should ask politely and answer honestly. After collecting the information the team will sit together and organize the information with honesty and responsibly. Then each group will present the information to the whole class. Through this activity students learn team work, discipline, good manners & communication, helping each other, listening to others, everyone becomes leader

Activit:-3:On Honesty Is The Best Policy

Once upon a time, there lived a poor woodcutter named Ram. He lived in a small hut on the outskirts of the village. Ram would go in the forest every day and chop trees for wood. He sold this wood to a rich merchant and earned his livelihood. Though

poor, the woodcutter was sincere and honest.

One day, while chopping a tree near the river, the axe slipped out of his hand and fell into the river. The river was very deep and since that was his only axe, he worried. How would he cut wood and earn his livelihood now?

He prayed to God for his axe. He prayed so sincerely that God actually appeared! When He asked Ram what the problem was, he told Him the whole episode. God, then put his hand into the river and took out a silver axe. The woodcutter said it wasn't his. God continued looking and then found a golden ax.

The woodcutter refused to accept it too! What good is a golden axe to a poor woodcutter? He needed his iron axe. God finally smiled and pulled out his iron axe. The woodcutter was extremely happy and thanked God for finding his axe. God was very happy with his honesty. So, he rewarded him by giving him the silver and the golden axe too! The woodcutter was overwhelmed and jumped with joy!

Answers can be like the following

At Home	At Class	To the Environment	To Myself
Speak politely to everyone at home	Listen & obey your teacher	Do not waste water/Save water	Be punctual
Study regularly at home	Speak politely to everyone in the class	Don't throw waste here & there	Eat healthy
Don't make excuses or blame others	Complete homework in time	Switch of lights whenever it is not necessary	Play everyday
Clean own room	Returns things you borrow in time	Reduce use of plastics	Make wise choices
Feed your pet	Do not fight in the class	Plant trees & take care	Reduce screen time
Accept mistakes and learn from mistakes. Always do your best...Others are counting on you			

Teacher shall add more answers as per discussion and need

Teacher shall instruct students to make a poster and divide it into 4 squares. Label each section (At home, At School, To the Environment, To Myself) put it on class display board and send with students at home.

V. C:Assignments

1. Prepare Individual responsibility card as per discussion done in class

Resources

References:

1.<https://www.thinkright.me/en/think-right/a-very-short-story-on-honesty-is-the-best-policy>

2.Ncert Mathematics Textbook –Grade II

Resources for Teachers:

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II. Learning Objectives / Outcomes	1
III. Process & Action Plan	3
IV. Activities & Related Discussion	4
V. Assignments	7
VI. Resources	8

05 Unit 5

I. Introduction	1
II. Learning Objectives / Outcomes	1
III. Process & Action Plan	3
IV. Activities & Related Discussion	4
V. Assignments	6
VI. Resources	6

06 Unit 6

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

07 Unit 7

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

08 Unit 8

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

09 Unit 9

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

10 Unit 10

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

11 Unit 11

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

12 Unit 12

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

13 Unit 13

I. Introduction	1
II. Learning Objectives / Outcomes	1
III. Process & Action Plan	3
IV. Activities & Related Discussion	4
V. Assignments	6
VI. Resources	6

14 Unit 14

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

14 Unit 15

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

Maths

Grade II

Integration of Values

Teacher's Manual

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