

Developed by:
Royal Education Council
Paro Bhutan

VALUES AND CITIZENSHIP EDUCATION

Class III

Teachers' Handbook

Class III Teachers' Handbook

VALUES AND CITIZENSHIP EDUCATION



© Copyright: Royal Education Council
ISBN 978-99936-0-432-8

Printed at United Printing Press, Thimphu

VALUES AND CITIZENSHIP EDUCATION

CLASS III

TEACHERS' HAND BOOK

Royal Education Council (2017)

Published by:

Royal Education Council, Paro, Bhutan.

Tel: + 975 - 8 - 271226, Fax: + 975 - 8 - 271991

Website: <http://rec.gov.bt>

Copyright © 2017 Royal Education Council (REC), Paro

No section or chapter of this book be copied or reproduced, unless for school uses, without the prior written permission from the REC, Paro.

Acknowledgment

Royal Education Council, Paro, acknowledges the contribution of the following individuals involved in designing the values education lesson activities for grades PP-III.

Principal drafting group

1. Wangpo Tenzin, Curriculum Specialist, Dean, CDC, REC
2. Wangda Dorji, Curriculum Specialist, CDC, REC
3. Dr. Dawa Gyaltshen (PhD), Offtg. Chief, Research Division, REC
4. Yuden, Dy. Chief Research Officer, Research Division, REC

Drafting group (2015)

1. Deki Gyalmo, Jigme Losel Primary School
2. Pema Tshomo, Bjishong Central School Sangay
3. Ohm Gyaltshen, Early Learning Center, Thimphu
4. Sangay Tenzin, Shari HSS, Paro
5. Chimi Lhaden, Wangdue PS
6. Tshewang Dema, Wochu LSS, Paro
7. Jigme Tshewang, Wochu LSS, Paro
8. Sonam Choden, Wangsel Institute, Paro
9. Tenzin Dema Jigme Losel PS
10. Pema Choden, Pelrithang MSS, Sarpang

Copy editing

1. Dr. Dawa Gyaltshen (PhD), Offtg. Chief, Research Division, REC
2. Yuden, Dy. Chief Research Officer, Research Division, REC
3. Wangpo Tenzin, Curriculum Specialist, Dean, CDC, REC
4. Dr. Sonam Chuki (PhD), Curriculum Developer I, REC

Layout & design:

1. Sangay Dorji, Adm. Asst, CDC, REC
2. Karma Wangmo, IMD, REC

Illustration by:

1. Ugyen Namdrel, Lecturer, Paro College of Education

Provisional Edition 2017

ISBN: 978-99936-0-432-8

Table of content

Acknowledgement	ii
Introduction	iv
Lesson Activities	
Core value 1: Respect	1
1.1 Courtesy : Let us be good mannered.....	2
1.2 Respect : Learn respect to earn respect.....	7
Core value 2: Responsibility	11
2.1 Punctuality: Doing things on time.....	12
2.2 Determination: Itsy bitsy spider.....	15
2.3 Duty: Right conduct.....	19
Core value 3: Compassion	24
3.1 Generosity: Sharing readily.....	25
3.2 Care: Evening dinner with a father.....	30
3.3 Kindness: Be kind.....	35
3.4 Helpfulness: Helping hands.....	39
Core value 4: Integrity	42
4.1 Honesty: Speak truthful.....	43
4.2 Trustworthiness: The big mouth fox.....	47
4.3 Honour: Honouring teachers.....	52
Core value 5: Loyalty	55
5.1 Obedience: Obey parents and elders.....	56

Introduction

The values education is one of the core aspects of education and the philosophy of Gross National Happiness (GNH), because values define self-beliefs that guide and motivate one's actions and behaviours (Gilligan, 1993) including thoughts and speech, and can determine the expression of the ultimate ends, goals or purposes of social actions (Schwartz, 1994). The type and the extent to which values are promoted in schools lay a foundation to the quality outcomes of balanced education of head, hands and heart that corresponds to the balanced growth and development with morality, the key driving force in GNH philosophy.

Therefore, Values and Citizenship Education is important for promoting responsible and productive citizens for harmonious and peaceful nation.

Although, there are different values such as moral, educational, aesthetic, social, political and religious values (R.Fyffe, 2006), this VE lesson activity books focus on moral values which is considered as the overarching and the most important values (Aspin, 2002) that is universal and absolute (Piaget, 1965; Cavanagh, 2001).

Content focus of the Values and Citizenship Education for grades PP-III

The values education for PP-III is based on the fundamental buddhist principle of Tha-Dam-Tse Ley-Judy promoted with focus on the five core moral values and twenty sub-values

The five core values and the twenty sub values are provided below.

Five core values	Twenty sub-values
Respect	<i>courtesy, gratitude, respect</i>
Responsibility	<i>punctuality, determination, duty</i>
Compassion	<i>love, kindness, generosity, sharing, care, friendliness, helpfulness, cooperation</i>
Integrity	<i>honesty, trustworthiness, honour</i>
Loyalty	<i>patriotism, obedience, unity</i>

Values and Citizenship Education is considered to be effective when learners are able to internalize and demonstrate values in their daily life experiences. The internalization and demonstration of values in the forms of right thought, right speech and right conduct can be promoted through providing right information, right understanding, and right attitude of values, which can be facilitated by emphasizing the four key elements of effective values education.

The four core elements of effective Values and Citizenship Education are:

1. *Teaching (T):*

- important for promoting right information on value terms and concepts
- promoted through separate VE instructional lessons and cross-curricular/ integrated lessons

2. *Education (E):*

- important for promoting right understanding on the importance and rationales of different values, and important for acquiring and practising values skills
- promoted through separate VE instructional lessons and cross-curricular/ integrated lessons

3. *Application (A):*

- important for providing practices in terms of actual application of values in daily life activities
- promoted through classroom environment, in-school activities (curricular, extracurricular and co-curricular activities), homes, and public places

4. *Values modelling (M):*

- promoted through conscious values modelling practices by peers, school staff, parents, and caregivers: “walk the talk” are imperative for positive reinforcement and confirmation of values learned in values education lessons.
- Promoted through strengthened school culture and policies on values practices of students, school staff, parents, and caregivers.
- supported through strengthened holistic approach: whole school approach; school community approach.

In the context of TEAM approach, the teaching component includes facilitating students to understand concepts of different values and values skills put into practice, while, the education component focuses on facilitating student to understand importance and rationales for valuing and practising different values (e.g. compassion, loyalty, and honesty). However, teaching and educating about values through structured curriculum alone cannot guarantee that students will eventually value, practise, and liveby individual, family, social, and international values system. From this perspective, providing ample opportunities for students to apply and practise values in schools, and promoting appropriate value modelling practices through a comprehensive approach such as whole school-approach, school-parent partnership, and school-community collaboration are deemed indispensable elements of effective approaches to enriching Values and Citizenship Education in schools.

The Values and Citizenship Education lesson activity books for grades PP-III

Of the four core elements of effective values education, the suggested lessons in the activities book are intended to promote teaching and education elements of effective Values and Citizenship Education in schools. Each lesson activity is intended to promote right understanding about value terms and concepts, importance, and practices of moral values identified for each grade level in the context of Bhutanese value principles, ethos, culture and national value priorities.

Each suggested activity for each value theme for PP-III contains five parts: lesson objectives (concepts, importance and rationale for practising the value); information for teachers; teaching learning materials; lesson procedure and the activity; and values practice and facilitation.

The details of the sub-value themes and suggested activities are provided in the activity books. The activities in the books are linked with student workbooks to facilitate application and practice of values learned in classrooms to real life situations.

Respect

Respect is a basic moral value. Respect involves being polite in speech and behaviour and treating self and others with a sense of humanity and dignity, regardless of gender and socio-economic status.

Respect can be practiced by being courteous towards others such as saying thank you and welcome, avoiding harmful behaviour, showing gratitude to parents, teachers and elders, listening carefully to others in class, admiring people of integrity and courage, and showing reverence for national symbols, religious monuments and objects, and country's etiquette.

1.1 Courtesy: Let us be good mannered



Objectives

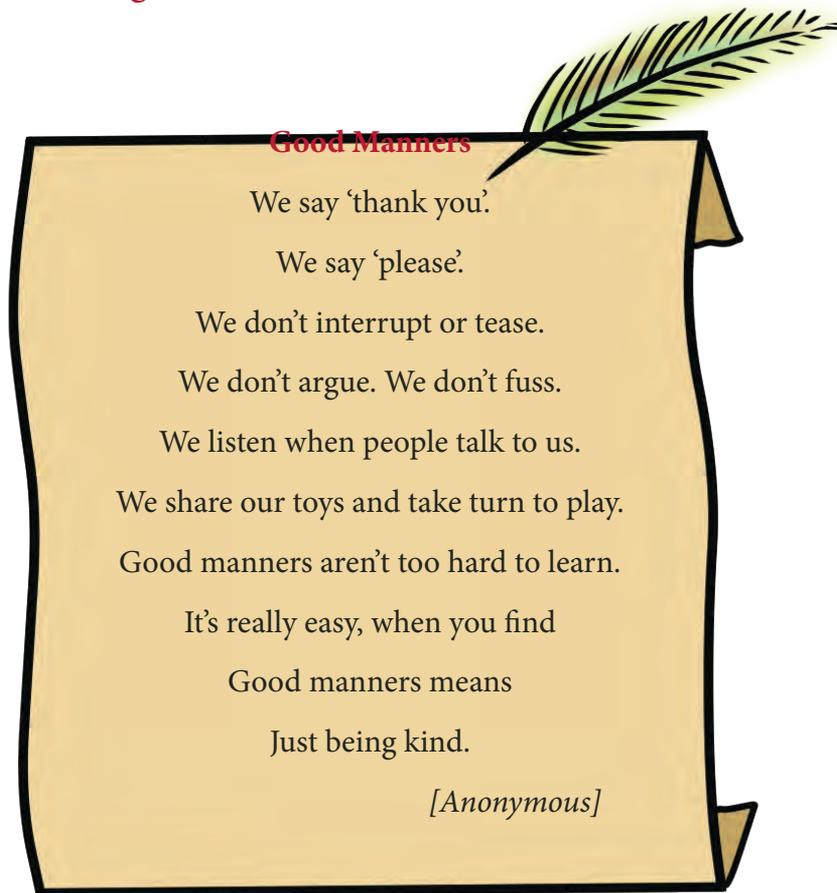
At the end of the lesson, the child will be able to:

- i. describe courtesy in their own words,*
- ii. interpret that courtesy means being good mannered,*
- iii. show courtesy in the class and outside the class every time.*

Information for Teachers

Courtesy means; “polite words, kind ways!” It is showing kindness, respect and consideration for others. We can show courtesy through actions like opening the door for someone who has his/her hands full, speaking politely, asking permission, and listening to what others have to say.

This activity enables children to understand the meaning of courtesy and ways to show courtesy. Children can interpret courtesy as behaving well and being kind to others. The poem will also teach children how to behave and be good mannered.

Teaching Learning Materials: Poem 'Good Manners' worksheets.**Lesson Activities****Part I**

The teacher reads aloud the poem to the class. The teacher then pairs children up to read the poem for each other.

1. What are some courteous words that you find in the poem?
2. What do you think is the poem about?
3. Do you think learning manners is difficult?
4. If good manners is about just being kind, how do you think you can be a kind person?
5. What do you mean by courtesy?

After reading the poem, let children read the statements given in the table and respond with tick marks (✓) against the courtesy statements that they practise.

1	I say "thank you" when someone gives me something or helps me.	
2	I greet my friends when I meet them.	
3	I don't interrupt when other people talk.	
4	I listen to my teachers and parents when they advise me.	
5	I say "sorry" if I hurt someone.	
6	I share my toys with my friends.	
7	I smile and talk politely with my friends.	
8	I say "excuse me" when I sneeze or burp.	
9	I cover my mouth when I sneeze or burp.	
10	I say "please" while asking for something or seeking help.	

Part II

The teacher asks the suggested questions to help children understand the importance of good manners:

1. What are good manners?
2. Do you think you become friends with others when you are good mannered?
3. Do you think it is important to be well mannered?
4. Do you remember to thank those who are helpful to you?
5. Do you remember to say "sorry" when you hurt someone?
6. How do you feel when you meet people with good manners?

Part III

Let children draw "I am Sorry" card for someone whom you had been rude with in the box.

Value Practice and Facilitation

The teacher instructs children to read the comic provided in the workbook. The task for the children is to rephrase the sentences to express good manners.

<p>Huh!</p> <p>Give me your pencil, I have to draw.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>Angay! Stand up, this is my chair</p>	<hr/> <hr/> <hr/> <hr/> <hr/>

<p>You little skinny girl, move out of my way.</p> <p>Oh, Sorry!</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>Mother, I don't like this food. take it away.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>

1.2 Respect: Learn respect to earn respect



Objectives

At the end of the lesson, the child will be able to:

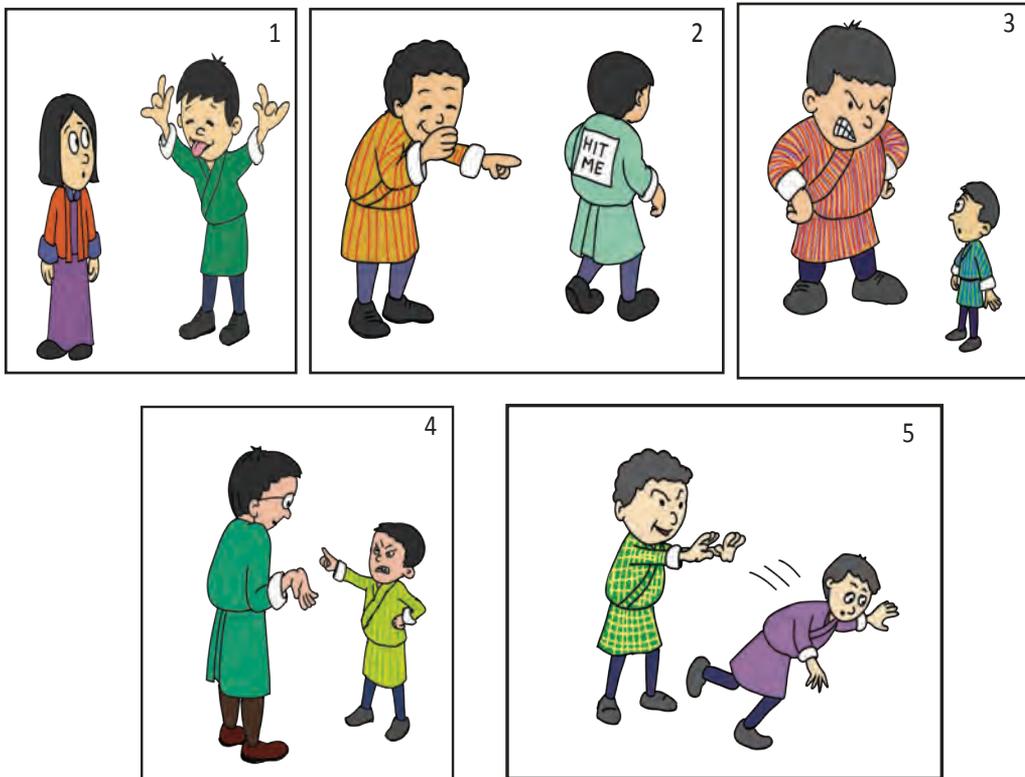
- i. express the need to value and appreciate respect for other people,*
- ii. express the importance of respecting elders, parents, teachers and other people,*
- iii. provide examples of speech, acts and behaviours of respect to teachers, parents, elders, siblings and people.*

Information for Teachers

Respect is the expression of feeling of relationship between people in the family and society. It is the basis of admiration for other people, people's abilities, qualities and achievements. We can respect people's views, opinions, and skills. We respect our parents for their quality of taking care of us, we respect our teachers for their abilities to teach us, and we respect the school cleaner for his/her contribution in keeping our school clean.

This activity helps children explore the importance of respect in regards to themselves, others, society, and the environment. This activity is about treating people with respect at home, in public place, in the community and in schools. The activity helps children realize and treat people the way they like to be treated.

Teaching Learning Materials: Chart papers, colour pencils, picture cards



Lesson Activities

Part I

The teacher instructs children to study the images provided in their workbook and to draw a new picture with the same characters in the card showing respectful actions.

The teacher uses the suggested questions to warm up the class:

1. What does respect mean?
2. What do you mean when you say you respect your teachers?

The teacher then guides children with the following activity to substantiate on children's understanding of respect.

1. Look at the picture card carefully and discuss about what is happening in the picture.
2. Discuss how you can change the picture to show respect.
3. Draw a new picture that shows respectful action.
4. Show and explain your drawing to the class.

Part II

The teacher uses the suggested questions to help children learn the importance of respecting people.

1. Why should you respect your teachers?
2. Why should you respect your parents?
3. Why should you respect your friends?
4. Why should you respect your neighbour?
5. Do you like other people to respect you?

Part III

The teacher engages children to complete the table. Write two ways to respect. The activity encourages children to think about ways of showing respect to different people.

	How will you respect them?
Parents
Teachers
Friends
Grandparents
Guests

Value Practice and Facilitation

The teacher seeks support of parents/guardians to help children practise respectful behaviours.

Instruct children to work on the activity 'Am I doing this?' on their own. The teacher engages children to tick (✓) the right boxes depending on their current practises.

Am I Doing this?



Yes, I help old people. I will continue doing it.

No, I don't help at home. I will now start helping my parents at home.



Yes, I help my parents to do things at home. I will continue doing it.

No, I don't help old people. I will now start helping old people.



Yes, I listen to my teachers and learn. I will continue doing it.

No, I don't listen to my teachers. I will now start listening to my teachers to learn.

Responsibility

Responsibility is performing duty or task that we are required or expected to do. It is something that we should do because it is morally right, legally required etc. Responsibility means accepting the consequences of your actions.

A responsible individual will know about their action and consequences (ley judrey). Thus, they will follow rules, work to the best of their ability and be punctual. A responsible person is mindful and always aware of thoughts, words and deeds. Being responsible is a sign of good character, maturity and reliability, and it is a desirable personality trait for anyone to possess.

Responsibility can be improved through small acts like keeping oneself and one's surroundings clean and safe, participate in group and voluntary works. Responsible individuals make use of earth's resources sparingly to safeguard their inheritance for future generations, co-operating and collaborating for the common good. Thus, it eventually leads to preparing responsible citizens.

2.1 Punctuality: Doing things on time



Objectives

At the end of the lesson, the child will be able to:

- i. explain the meaning of punctuality,*
- ii. state the importance of punctuality in life,*
- iii. practise punctuality at home and at school.*

Information for Teachers

Punctuality means always being on time. Being a punctual person benefits a lot all through the life in different ways. Without punctuality everything becomes disordered and life never goes smooth. It is necessary for everyone to be on time.

Through this activity the child understands the meaning of punctuality, its importance and consequences of not being punctual.

Teaching Learning Materials: The story 'Missing the Bus'

Missing the Bus



Pema heard her alarm buzz but she snoozed off for another five minutes. When she suddenly woke up she had slept in for another 30 minutes. She got out of her bed, tied her hair very quickly and rushed to wash herself. But there was no time for her. She had to catch the school bus in two minutes and she was already late.

This was not the first time she was late. As she rushed to get dressed and thought of some breakfast, she heard the bus zoom, she missed the bus! Many times she regretted it for putting off her alarm clock and going back to sleep.

Lesson Activities

Part I

Read the story aloud to children. Children in groups are engaged in discussion on the questions given below.

1. Why was Pema always late?
2. Why did she put off the alarm?
3. What happened to Pema for getting up late?
4. Why did she regret for putting off the alarm?
5. What advice would you give Pema?
6. What is the important message in this story?

The teacher summarises what it means to be punctual by talking on punctuality with examples.

A punctual child never misses any class or work. Being punctual helps a person complete work on time.

Part II

The teacher uses the suggested questions to teach children the importance of being on time.

1. Think of time when you were late, how did you feel?
2. How do you feel when you are on time?
3. How will you make sure that you are always on time?
4. Is it important to be on time? Why?

Part III

The teacher involves children to list down some changes that they would like to make to their habit to improve punctuality.

For example:

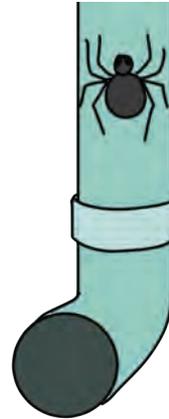
1. Set alarm to get up on time in the morning.
2. Set your time 10 minutes earlier in your watch.
3. Get your clothes and other necessary things ready the night before.
4.
5.

Value Practice and Facilitation

The teacher helps children in planning their activities in their workbook. The teacher seeks support from parents/guardians to ensure that children practice punctuality.

Activity	Time
My wake up time	6:30 am
My breakfast time
Getting ready for school	

2.2 Determination: Itsy bitsy spider



Objectives

At the end of the lesson, the child will be able to:

- i. explain determination citing some examples,*
- ii. state the importance of determination in one's life,*
- iii. identify ways to be determined in achieving their ambitions in life.*

Information for Teachers

Determination means the quality of continuing to do something and achieving it. When you try a math problem repeatedly with guidance from your teacher and parents till you get the solution, it is determination.

Using the rhyme “Itsy Bitsy Spider” the teacher teaches the meaning and importance of determination in children’s daily life.

Teaching Learning Material: Itsy Bitsy Spider



Source: <https://www.google.bt>, and <https://www.youtube.com>

Lesson Activity

Part I

The teacher asks the following questions to draw children's attention on understanding the concept and importance of determination in one's life. Explain how the spider will remain at the bottom of the water spout if it has not climbed up the spout repeatedly with determination.

1. Was the spider able to climb up the water spout in its first try?
2. What does the spider do next?
3. How do you think the spider manages to reach its goal?
4. What did you learn from the rhyme?
5. What do you do when you have something difficult to do?

Part II

Through these questions children are made to realize the importance of determination and hard work to succeed. Children are taught the importance of self-belief and discipline of determination to be successful in life.

1. Did you give up doing something because it was difficult?
2. Is it good to give up because you find the task difficult to do? Why?

Part III

The teacher facilitates children to work on the following activity. Let children write answers to the questions.

- i.. What do you want to become when you grow up?
I want to become a
- ii. Mention three things that you will do in order to realize your dream.
 - a.
 - b.
 - c.

Value Practice and Facilitation

The teacher seeks parent's/guardian's support in completing the activity.

Children are instructed to put (√) depending they performed each day.

Tasks at school	Mon	Tue	Wed	Thur	Fri	Sat	Sun
1. Was attentive in the class.	√						
2. Clarified my doubts with my teacher.							
3. Did my class wor sincerely.							
4. Corrected my work when I get it wrong.							
5.							
Tasks at home							
1. Woke up on time.							
2. Ate my meals regularly on time.							
3. Did my homework by myself.	√						
4. Spent less time watching TV.							
5.							

2.3 Duty: Right conduct



Objectives

At the end of the lesson, the child will be able to:

- i. define responsibility in their own words,
- ii. State some importance of carrying out their responsibilities in life,
- iii. Identify their responsibilities and carry out in their life at school and at home.

Information for Teachers

Responsibility means a duty required of a person to perform sincerely to live in harmony with family and society. There is nothing called big or small responsibilities, all responsibilities are equally important.

Through this activity the child understands the concept of responsibility. It is important to carry out one's own responsibility without having someone to remind. The scenario also enables children to apply some of their responsibilities and understand the benefits they derive from shouldering it without fail.

Teaching Learning Materials: Story 'Sonam's summer vacation'**Sonam's summer holiday**

Sonam had a great time all through his summer holidays staying and playing with his cousins in Bumthang. Sonam returned home just a week before the school reopened. Sonam had not completed his summer holiday assignments. After reaching home, he spent the last few days with his friends. He shared how he had fun in Bumthang.

On the last day he remembered his assignments and he became nervous. But he tried to start and knew that it was impossible to complete everything in one day. Next day when he went to the school and saw his friends submitting their assignments, he felt ashamed and sad.



Sonam tried to make up some excuses, but the teacher was very strict and would not listen. However, after much request, the teacher gave Sonam two days to submit his assignments which otherwise was meant for two weeks.

Sonam felt embarrassed about his carelessness and not taking his responsibility seriously. He regretted his irresponsible action. He realized the importance of being dutiful.

Part I

The teacher reads aloud the Sonam's summer holiday to children at least twice. The teacher uses the suggested questions to teach the meaning to children.

1. Why did Sonam not do his assignment?
2. How did he spend his summer holidays?
3. What did he feel when he saw his friends submitting their assignments?
4. What did Sonam feel for not working on his assignment?
5. What was Sonam like as a student?

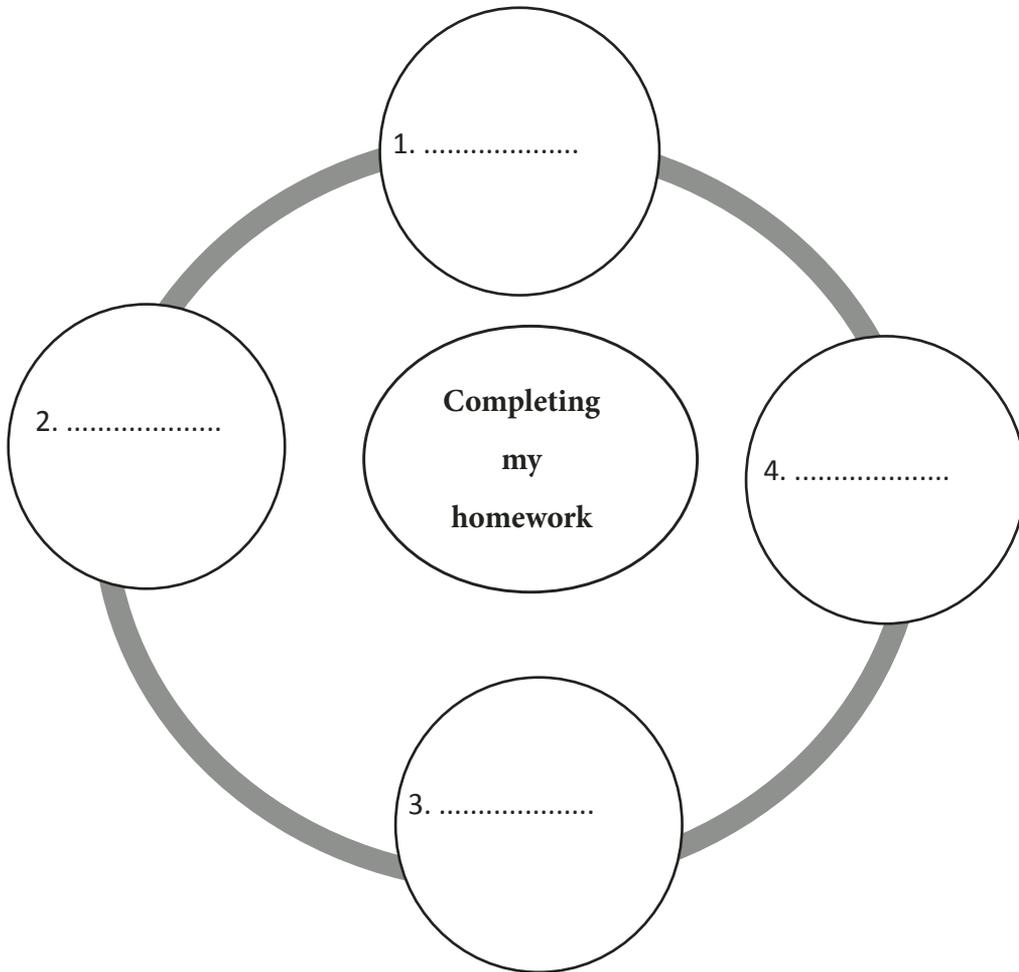
Part II

The teacher uses the suggested questions to teach the importance of being responsible.

1. If you were Sonam, how would you have spent your summer holiday?
2. What are the rewards for being a responsible person?
3. What does it mean when someone is described as a "responsible" person?
4. What did Sonam learn from his experience?

Part III

The teacher instructs children to write four responsibilities that children need to bear in mind to complete homework.



Value Practice and Facilitation

The teacher seeks parent's/guardian's support in ensuring that children fulfil their responsibilities in school and at home.

	My Responsibility
Cleaning the house	Example, I swept the floor
Keeping the classroom clean	Cleaned the board
Cleaning the environment	Picked rubbish and put in the trash bin

Compassion

Compassion is an understanding of the emotional state of others, and is often combined with a desire to ease or reduce the suffering. Compassion is also to empathize with others who are in not so fortunate situations. It is a feeling of wanting to help others who are sick, hungry, in trouble etc.

It is of utmost importance that compassion be cultivated in our lives and practised in every day through small acts of kindness and reflection. The development of compassion in individuals can promote care, love and harmony in the society, which, eventually would contribute to leading happier lives in the society. Practising compassion early in life can lead to becoming more confident, trusting, empathetic, intellectually inquisitive, communicative and capable of relating well to others. The key to developing compassion in life is to make it a daily practice.

Value of compassion can be practised through kindness, generosity, helpfulness, and care at school and home. Compassion can be exhibited through love and kindness towards themselves and others, care and concern for their family, teachers and friends, generosity and a willingness to share with others, being helpful, learning and playing co-operatively, care for animals, plants and the environment.

3.1 Generosity: Sharing readily



Objectives

At the end of the lesson, the child will be able to:

- i. explain the meaning of generous sharing in their own words,*
- ii. state the importance of generosity in our daily life,*
- iii. describe the characteristics of a generous person.*

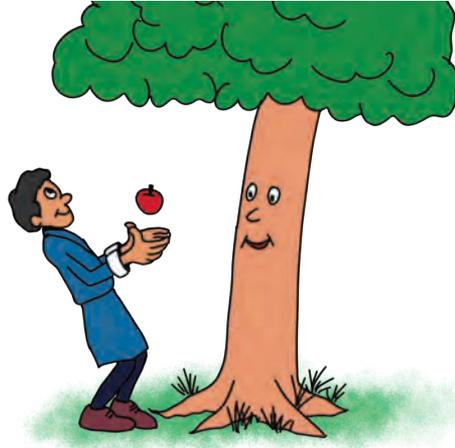
Information for Teachers

Generosity is the act of being kind to other and showing readiness to share things. This will make children less self centred. They will enjoy giving selflessly to people in need. Therefore such actions will teach children the experience of being a generous person.

From the activities in this lesson, children will be able to relate to sharing generously and learn the qualities of being selfless and sharing.

Teaching Learning Materials: (Adapted from the story, “The Giving Tree” by Shel Silverstein, worksheet, crayons)**The Giving Tree**

Once there was a tree. Who loved a little boy. Every day the boy would come, gather her leaves, and make them into crowns to play king of the forest. He would climb up her trunk and swing from her branches. When he was tired he would sleep in her shade. The boy loved the tree very much and the tree was happy.



But time went by, and the boy grew older. The tree was often alone. Then one day the boy came to the tree and the tree said, “Come, Boy, come and climb up my trunk and swing from my branches and eat apples and play in my shade and be happy.”

“I am too big to climb and play”, said the boy. “I want to buy things and have fun. I want some money. Can you give me some money?”

“I’m sorry”, said the tree, “but I have no money. I have only leaves and apples. Take my apples, Boy, and sell them in the city. Then you will have money and you’ll be happy.”

So the boy climbed up the tree, gathered her apples and carried them away. The tree was happy.

But the boy stayed away for a long time and the tree was sad. Then one day the boy came back and the tree shook with joy, and she said, “Come, Boy come, climb up my trunk and swing from my branches and eat apples and play in my shade and be happy.”

“I am too busy to climb trees”, said the boy. “I want a house to keep me warm”, he said. “I want a wife and I want children, and so I need a house. Can you give me a house?”

“I have no house”, said the tree. “The forest is my house”, said the tree “but you may cut off my branches and build a house. Then you will be happy.” So the boy cut off her branches and carried them away to build a house. The tree was happy.



But the boy stayed away for a long time and the tree was sad. And when he came back, the tree was so happy she could hardly speak. “Come, Boy” she whispered, “Come and play.”

“I am too old and sad to play”, said the boy. “I want a boat that will take me away from here. Can you give me a boat?” “Cut down my trunk and make a boat”, said the tree. “Then you can sail away and be happy.”

So the boy cut down her trunk and made a boat and sailed away. The tree was happy but not really. After a long time the boy came back again. “I am sorry, Boy,” said the tree, “but I have nothing left to give you - My apples are gone.”

“My teeth are too weak for apple”, said the boy.

“My branches are gone,” said the tree. “You cannot swing on them —”

“I am too old to swing on branches”, said the boy.

“My trunk is gone”, said the tree. “You cannot climb.”

“I am too tired to climb”, said the boy.



“I am sorry”, sighed the tree. “I wish that I could give you something, but I have nothing left. I am just an old stump. I am sorry.”

“I don’t need very much now”, said the boy “just a quiet place to sit and rest. I am very tired”

“Well”, said the tree, straightening herself up as much as she could, “well, an old stump is good for sitting and resting. Come, Boy, sit down and rest.” And the tree was happy.

Learning Activities

Part I

The teacher reads aloud the story at least twice to make children understand. The teacher asks the suggested questions to enhance children's understanding on sharing generously.

1. What did the boy ask for from the tree? Make a list.
2. How did the tree give?
3. How did the tree feel each time it gave away something to the boy?
4. How did the boy feel each time he got what he asked from the tree?
5. What was the last gift that the tree shared with the boy?
6. When the tree became an old stump, how did it share itself with the boy?
7. What do you understand by sharing generously?

Part II

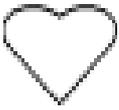
The teacher guides children in completing the sentences.

For example: I am a generous person because I play with my neighbour's son using my new toys.

1. My mother is a generous person because she
2. My friend Sonam is generous because
3. Our school gardener is a generous person because
4. My teacher is a generous person because

Value Practice and Facilitation

The teacher makes the children shade the heart where the sentence indicates an action of generosity.

1.	I will only share old broken toys with my brother. I will play with the new toys all by myself.	
2.	My favourite cartoon is coming on TV and I want to watch it but since my grandmother wants to watch BBS, I will watch another time.	
3.	The puppy is hungry but I do not want to give my lunch, as I am hungry too.	
4.	Sangay's school bag is all torn. I will buy her a new bag using my pocket money.	

3.2 Care: Evening dinner with a father



Objectives

At the end of the lesson, the child will be able to:

- i. explain the concept of care or caring in a few words,*
- ii. state the benefits of caring for others and oneself,*
- iii. write ways children care for parents.*

Information for Teachers

Care is the act of giving attention, feeling concern or interest, looking after, providing for the need or support of all beings and things around one. For example, people taking care of parents, elders, family, friends, animals, and homes. They also use things around them with care and love.

Through the story in this lesson, the children will be able to understand the concept of caring for parents and develop a sense of responsibility of taking care.

Teaching Learning Materials: Adapted from <http://www.moralstories.org/evening-dinner-father>, “Evening Dinner with a Father”, worksheet, chart

Evening dinner with a father



A son took his old father to a restaurant for an evening dinner. The father being very old and weak, dropped food on his *gho* and shoes while eating. Other diners watched him in disgust while his son was calm.

After they finished eating, the son who was not at all embarrassed, quietly took his father to the wash room, wiped the food particles, removed the stains, and fitted his spectacles firmly.

When they came out, the diners in the restaurant were watching them in dead silence, not able to grasp how someone could embarrass themselves publicly like that.

The son settled the bill and started walking out with his father.

At that time, an old man amongst the diners called out to the son and asked him, “Don’t you think you have left something behind?”

The son replied, “No sir, I haven’t”.

The old man replied loudly, “Yes, you have! You left a lesson for every son and hope for every father”. The restaurant went silent.

Learning Activities

Part I

The teacher uses the suggested questions to enable understanding of the concept of care in children.

1. How did the son take care of his father?
2. What did the other diners think of the son and the father?
3. Which part of the story did you like the most? Why?
4. What did you learn from the story?
5. How will you care for your parents?

Part II

The teacher allows the children to read and draw 😊 against the answer of their choice.

1. I care for my parents because they
 - a) are rich. _____
 - b) are beautiful. _____
 - c) love me. _____
2. I can show my care for my parents by
 - a) obeying them when they ask me to do something. _____
 - b) talking back at them when they say something to me. _____
 - c) showing my temper when I disagree with them. _____
3. I want to show that I care for my parents by
 - a) helping them even when they do not ask me. _____
 - b) helping them when they ask me. _____
 - c) helping them after they request me many times. _____

4. I should care for my parents
- a) when they give me something. _____
 - a) when they are sick. _____
 - b) always no matter what. _____

Part III

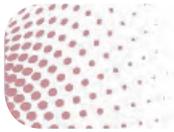
The teacher instructs children to complete the worksheet.

	Care for my self	Care for my family
1	Example: I will always eat on time.	I will wash dishes.
2		
3		
4		

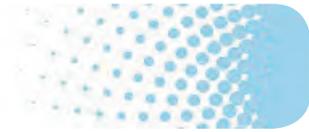
Value Practice and Facilitation

The teacher instructed children to write two caring acts that they performed daily.

Days	Caring Actions
Monday	Example: Helped a friend carry her heavy bag. 1..... 2.....
Tuesday	1..... 2.....
Wednesday	1..... 2.....
Thursday	1..... 2.....
Friday	1..... 2.....
Saturday	1..... 2.....
Sunday	1..... 2.....



3.3 Kindness: Be kind



Objectives

At the end of the lesson, the child will be able to:

- i. share the meaning of kindness after hearing the story,*
- ii. explain why we need to be a kind person in our life,*
- iii share how they can be kind to friends, animals, and nature.*

Information for Teachers

Kindness is being concerned about the wellbeing of other people and animals. Kind people think about another person's feelings and not just their own, they help people or animals in need. Acts performed out of kindness do not expect any favour in any form in return. They just treat people kindly because they want to help make someone's life better.

This activity brings awareness in children about how kindness can be shown through actions of sharing, helping, and lending things.

Teaching Learning Materials: Work sheet for qualities of a kind child, kindness tree**Lesson Activities****Part I**

The teacher introduces the word “kindness” using the suggested questions on Pema.

Pema is a kind girl. She helps her mother in the kitchen and looks after her small brother. She shares her sweets with her friends. She is helpful to old people. She speaks politely to everyone. She takes care of her pet dogs.

1. How do you know that Pema is a kind girl?
2. How are you different from Pema?
3. How are you similar to Pema?
4. What can you learn from Pema?
5. How do you express your kindness to your family and friends?

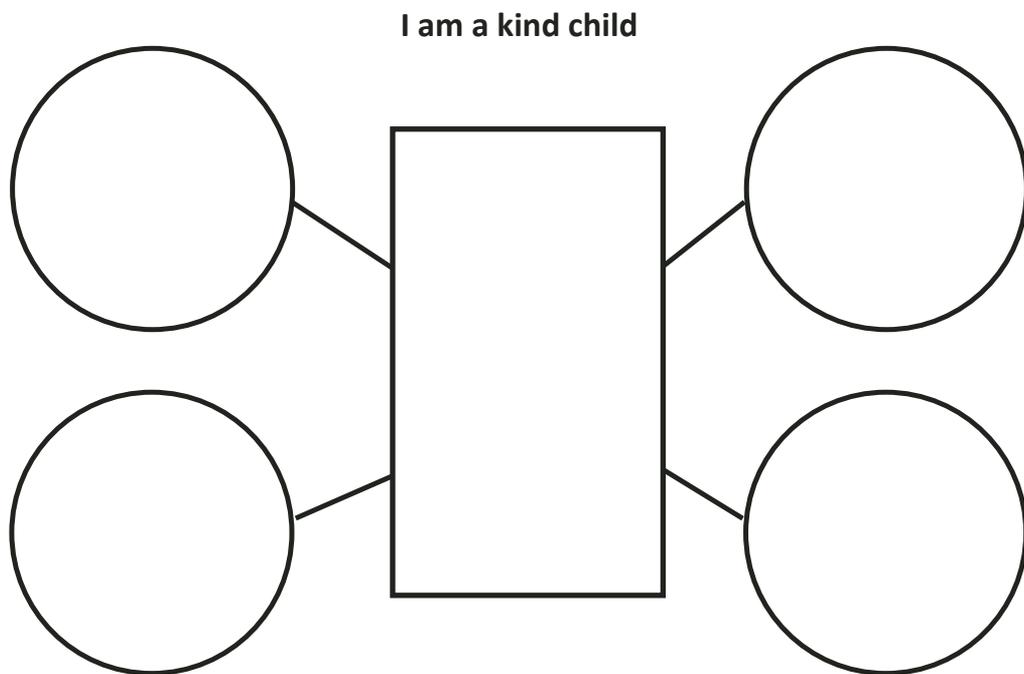
Part II

The teacher provides “Think Time” for children to answer the suggested questions.

1. Do you think you are a kind person?
2. Give two examples when you were kind to someone.
3. How do you feel when someone is kind to you?

Part III

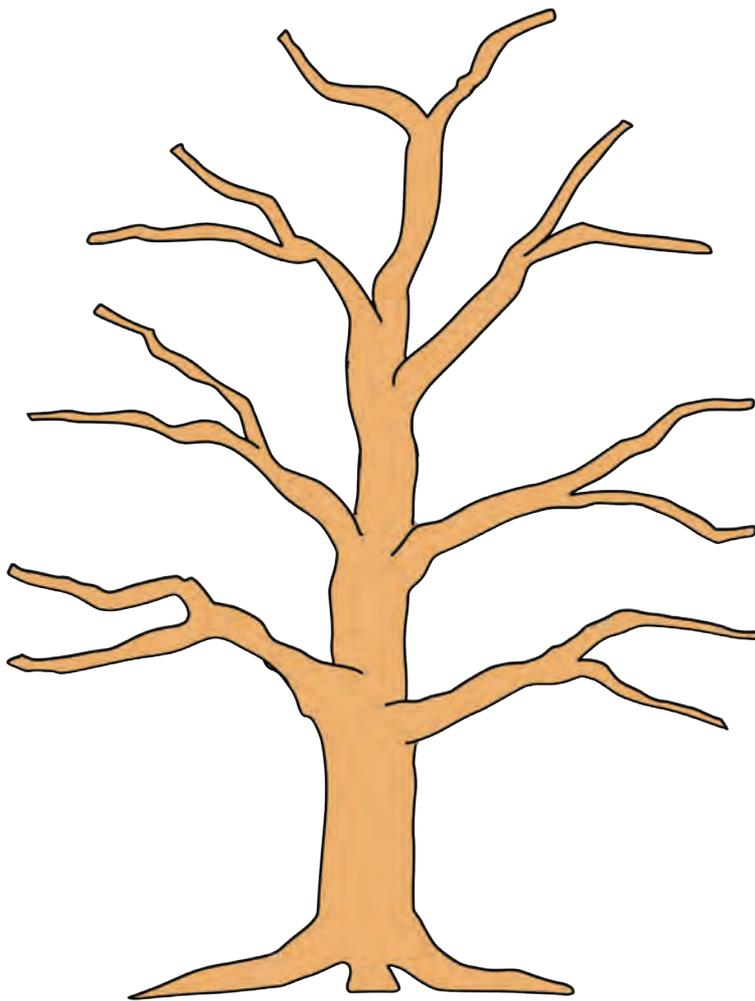
The teacher instructs children to complete the worksheet on their own filling the circles with descriptions of a kind child:



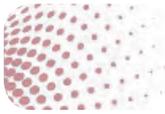
Value Practice and Facilitation

The teacher involves parents/guardians to provide support to the child to engage in kind actions at home and at play. The teacher informs parents/guardians about the activity using the Kindness Tree.

Instruct children to carry out as many kind acts as they can for a week. With every kind action, the child will be given a leaf to stick on the Kindness Tree. The teacher needs to prepare leaves and fruits/flowers. When the child gets at least three leaves, the child will get to make a fruit for the tree.



Kindness Tree



3.4 Helpfulness: Helping hands



Objectives

At the end of the lesson, the child will be able to:

- i. define helpfulness after the discussion,*
- ii. explain in simple words the importance of being helpful to each other,*
- iii. help one's parents, family members and others.*

Information for Teachers

Helpfulness is willingness to cooperate with someone to do something, by doing part of the work yourself or by providing support. Helping other people is one of the best ways we can serve. When we are helpful, we look for ways to help others to achieve something good, rather than waiting to be asked. We do things for others just because we care, and we do not expect anything in return. Children should be supported in learning to be helpful so that they internalize the value. At home children may be assigned to help their grandparents and parents.

The activity involves children to analyze the saying to help understand helpfulness and how it is important to family and society.

Teaching Learning Materials: Worksheets



Mother Teresa

It doesn't matter who it is that you are helping, and that will help you to grow up in greater love for each other."

Lesson Activities

The teacher begins the lesson by asking the suggested questions to prepare children to learn about the topic.

1. What do you do when we see a puppy crying in the drain?
2. What do we do when we see an old man trying to cross a road?
3. What do you do when your brother is not able to open his water bottle?

Part I

The teacher displays and reads aloud the quotation for the whole class to see.

1. What is the quotation about?
2. Should we help only our family members and people we know?
3. Do you choose who you help? Is it good to do so?
4. Give some example how you helped somebody not related to you?

Part II

The teacher links the meaning of the quotation to children's daily lives using the suggested questions:

1. Who do you help?
2. Is it important to know who you are helping?
3. Did you help somebody expecting something in return?
4. How do you feel when you help someone?

Part III

Having understood the meaning and importance of helpfulness, children describe how they can be helpful in the following events.

	How can you help?
Example, when you see a sick dog.	I will give it food and water.
A blind old man wants to cross the road.
A little boy at the park wants to play the slide.
If you see someone trying to snatch your friend's pencil.
If you see something fall from someone's hands.

Value Practice and Facilitation

The teacher involves parents in engaging their children in helpful activities at home.

As and when a help is rendered parent, mark * in the box against the help.

Help yourself	*	Help family	*
Wear your socks and shoes		Clean the floor	
Wash your own hands		Empty trash bin	
Put dishes in the sink		Switch off light	
Polish your shoes		Turn off the water tap	
Wash your handkerchief		Arrange clothes	
Wash your lunch box		Arrange shoes on shoe rack	

Integrity

Integrity is the foundation to soundness in moral character and an adherence to moral and ethical principles such as being sincere and honest in our thoughts, speech, and actions. Integrity involves congruence of mind, speech and actions. Integrity is making decisions, and thinking, speaking, and doing things consistently according to conscience and certain values and life principles. The extent of integrity in a person is determined by how well one lives up to the values that are most important to the person and the society.

An individual having integrity is considered to be of a strong moral character. Integrity is manifested in willingness to adhere to and practise the values that are important in life. Integrity can be practised by being honest, truthful, and trustworthy and by honouring things, which in long run can lead to developing strong moral principles. People with integrity admit their mistakes even when it hurts them and do what they can to right the wrong, thus, contributing to promoting an honest and harmonious society.

4.1 Honesty: Speak truthfully



Objectives

At the end of the lesson, the child will be able to:

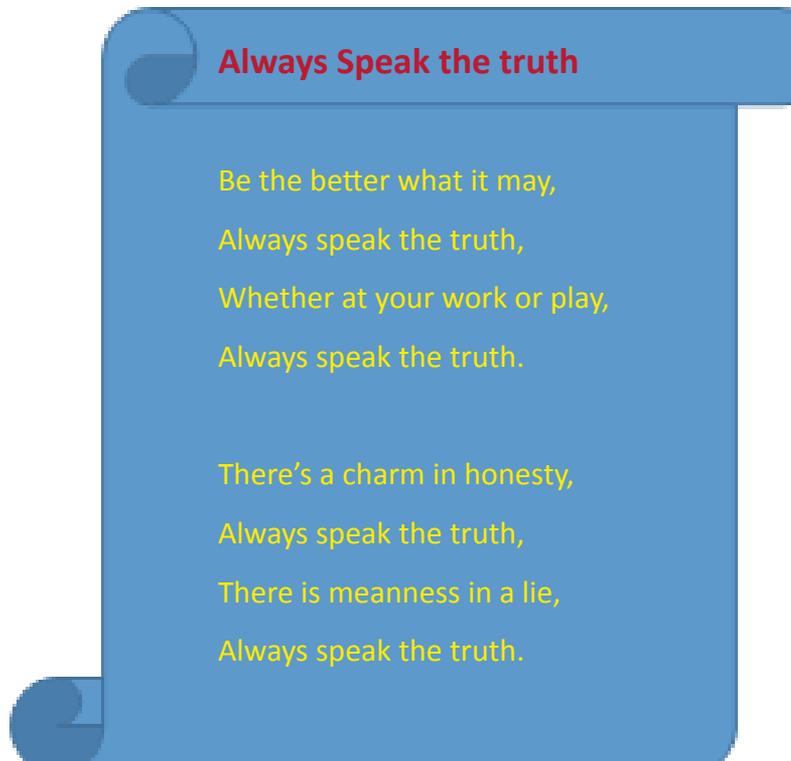
- i. draw the meaning of honesty from the song,*
- ii. explain the importance of honesty,*
- iii. practice honesty in their daily lives.*

Information for Teachers

Honesty is speaking the truth and being fair. It is doing and saying what is right truthfully. It is also not breaking the rules to gain advantage nor taking something that is not yours. Honesty includes admitting one's mistakes. If one is honest, everybody trusts one's deeds and speeches. As a result, honest people are blessed with peace of mind and self-respect.

In this activity, a song is used to convey the meaning of honesty. The discussions make children realize that truth makes oneself happy and confident.

Teaching Learning Materials: Always speak the truth, secret code, worksheet.



Source: Frank Bros & Co. Ltd (2014.p 55). Adapted from Joy of Living; life skills and value education text for students, 3,

Lesson Activities

Part I

The teacher reads aloud “Always speak the truth” explains the essence of each of the stanza in a simple language.

After the explanation, the teacher used the suggested questions to make children understand meaning of honesty.

1. What do you mean by truth?
2. When should you speak the truth?
3. Why should you speak the truth?
4. If you tell a lie, what can people call you?
5. Why would you like to speak the truth?

Part II

The teacher demonstrates with an example on decoding the value in the Worksheet using the Secret code in Table 1.

Table 1: Secret codes

A	B	C	D	E	F	G	H	I	J
1	2	3	4	5	6	7	8	9	10
K	L	M	N	O	P	Q	R	S	T
11	12	13	14	15	16	17	18	19	20
		U	V	W	X	Y	Z		
		21	22	23	24	25	26		

Worksheet

Write letter below each number to discover what each item, I to IV, say about values. Do not write in the shaded boxes. Allow children to write the decoded words in the space provided.

I	20	18	21	20	8		23	9	14	19
II	8	15	14	5	19	20	25		9	19
	20	8	5		2	5	19	20		
	16	15	12	9	3	25				
III	20	18	21	20	8		23	9	12	12
	19	5	20		25	15	21			
	6	18	5	5						
IV	1	12	23	1	25	19				
	19	16	5	1	11		20	8	5	
	20	18	21	20	8					

Value Practice and Facilitation

The teacher seeks support of parents/guardians to share stories about honesty to children. The teacher gives children selected story books that have themes related to honesty to read. The children are instructed to complete write the story in their own words.

After you read or listened to the story, write the story in your own words with an illustration of the main character.

.....



4.2 Trustworthiness: The big mouth fox



Objectives

At the end of the lesson, the child will be able to:

- i. tell the meaning of trustworthiness in a simple language,*
- ii. identify some of the ways to gain trust from parents, teachers and friends,*
- iii. write characteristic of trust worthy people.*

Information for Teachers

Trust is a belief that someone or something is reliable, good, and effective. By being trustworthy people can count on you to do the right thing and to speak truth. It is a powerful and essential character trait that can build every relationship. Trustworthiness starts with you. It starts with the words you say, the everyday actions you do, and the promises you keep.

Through this activity children learn the meaning of trustworthiness and how important it is for them to be trustworthy and how one can be trusted.

Teaching Learning Materials:

The Big Mouth Fox from <http://freestoriesforkids.com/tales-for-kids/values-and-virtues/stories-about-trust, worksheets>.

The big mouth fox

Penguin, Reindeer and Fox were great friends. One day, Penguin and Reindeer found a load of fruits, and decided to keep it a secret.



On the way, they met Fox, who seeing them so happy, asked them why. They told him they could not say, because it was a secret, but Fox asked them to trust him, so they told him about the fruits.



When they arrived at the village, Fox forgot about his promise, and told everyone. When Penguin and Reindeer returned to the place where they had found the fruits, the animals of the village had already been there and eaten it all.

That same day, Penguin and Reindeer found another place full of food, and the same thing happened again with Fox. Angered by these betrayals, they decided to teach Fox a lesson. The next day they told Fox that they had found a lake so full of fish that no effort was needed to catch them. Fox again told everyone in the village about this.

The next day, Fox came by, covered in cuts and bruises. After telling all the animals about the lake full of fish, everyone, including even the polar bears, had gone there. But, not finding anything, they felt deceived, and had given Fox a good beating.



Fox learned that keeping someone's trust is very important, and that to get it in the first place you have to earn it with loyalty and always keep your word.

Penguin and Reindeer devised another trick for Fox but, as he was no longer a bigmouth, he did not betray them, and Penguin and Reindeer regained their faith in Fox, thus forgiving him.

Lesson Activities

Part I

The teacher reads aloud the story to the children. The teacher discusses the suggested questions to enhance understanding of trustworthiness in children.

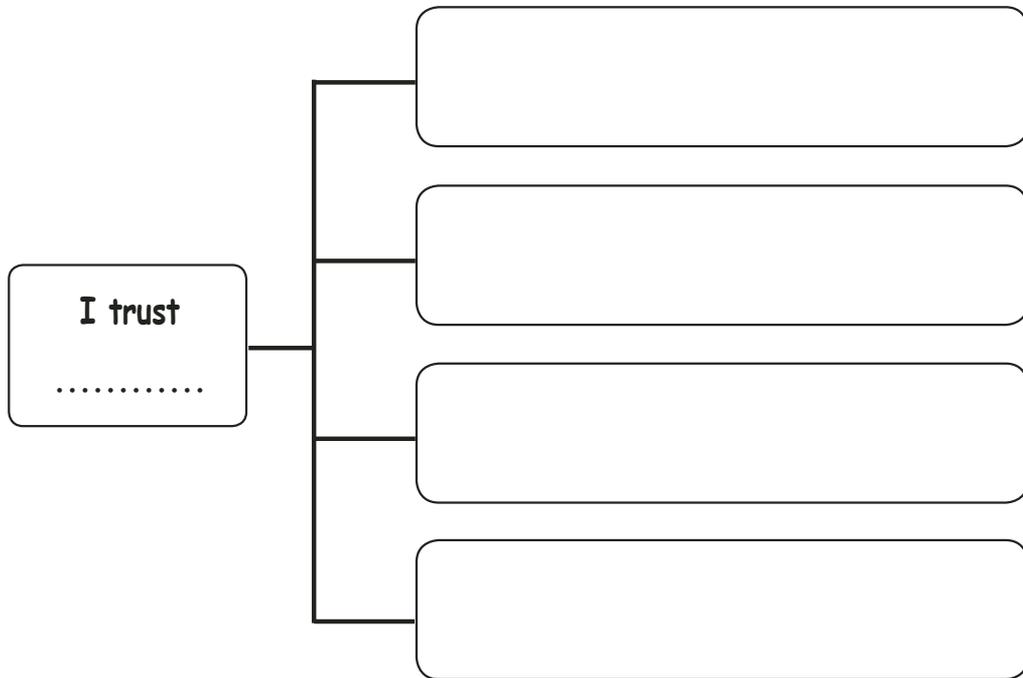
1. In the beginning why did Penguin and Reindeer share their secret to Fox?
2. What did Fox do that hurt Penguin and Reindeer?
3. What did Penguin and Reindeer do after Fox betrayed their trust?
4. What lesson did Fox learn?
5. Why is Fox a big mouth?
6. How else can you describe Fox?
7. What did you learn from the story?

Part II

1. Why did Penguin and Reindeer forgive Fox at the end?
2. Do you think it is good to tell lies to people?
3. Why do you think you should not tell lies?
4. Why is it important to be a trustworthy person?
5. Is it good to keep a promise?
6. Who is your most trusted person? Why?

Part III

The teacher gives an example of writing a description of a person he/she trusts. Allow children to complete the activity.



Value Practice and Facilitation

Over the week the teacher engages children in completing the following task on how they will gain trust from their parents, teachers and friends.



Parents

.....

.....



Teacher

.....

.....



Friends

.....

.....

4.3 Honour: Honouring teachers



Objectives

At the end of the lesson, the child will be able to:

- i. define honour in a simple sentence,*
- ii. explain why it is important to celebrate Teachers' Day,*
- iii. design an activity to honour their teachers and parents to show how much they appreciate and respect them.*

Information for Teachers

Honour is to hold a person in respect or esteem. It is respect that is given to someone who is admired and appreciated for their noble services. Our Kings will always be honoured for their great service to our nation. Our teachers and parents will always be honoured for their kindness and generosity in taking care of us and teaching us.

In Bhutan, we celebrate the National Teacher's Day on May 2 coinciding with the birth anniversary of our third Druk Gyalpo Jigme Dorji Wangchuck, the Father of Modern Bhutan. On the National Teachers' Day we honour our teachers for

their dedication and noble services. Children make the day most memorable for teachers staging a variety of entertainment programmes and offering good wishes.

In this activity, children in groups reflect on how they celebrate teachers' day in the school. At the end they share their opinions to the class. This activity provides children the opportunity to understand the importance of honouring teachers.

Teaching Learning Materials: Worksheets

Lesson Activities

Part I

The teacher divides children into groups of four to discuss about the National Teachers' Day. The groups are invited to share their work with the class.

1. In your group discuss about you celebrated the National Teachers' Day.
2. Write about the National Teachers' Day celebration in the chart provided.
3. Your group will share your work with the rest of the class.
4. They also discuss how they can make the next teachers' day celebration much more memorable for the teacher and interesting for children.

Part II

The teacher asks the suggested questions to make children understand the importance of the National Teachers' Day.

1. When do you celebrate the National Teachers' Day?
2. Why do you think the National Teachers' Day is celebrated every year?
3. Why is it important to honour your teachers?

Part III

The teacher asks children to write five sentences about a person whom they honour. They will also be asked to draw diagram of the person.

In the space provided, draw a diagram of the person whom you honour. Write five sentences to describe the person.

The Person I Honour	
Name:	1.
	2.
	3.
	4.
	5.

Value Practice and Facilitation

The teacher encourages children to honour important days and national events, and people. The children are instructed to complete the “Honouring Table”.

What occasion did you celebrate? How did you participate? Complete the “Honouring Table”.

Honouring Table

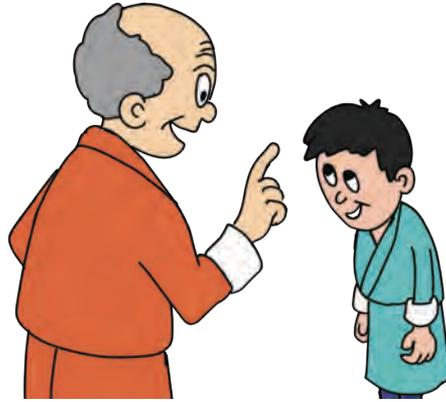
Occasion Celebrated	How did you celebrate the day?
Example: Friend's Birthday	
1.	
2.	
3.	
4.	
5.	

Loyalty

Loyalty means the quality or state of being loyal; a feeling of strong support for someone or something. It is about accepting the bonds that our relationships with others involve, and acting in a way that protects and reinforces the attachment inherent in these relationships. Loyalty is one virtue that can bring sacrifices, develops virtues like trueness, allegiance, devotion, and the traditional values of *Tha Damtshig* or mutual trust.

It can be practiced through taking pleasure in the achievements of others, showing affection for king, country and people (*Tsawa Sum*), knowing that king, country and people are fundamental to Bhutanese identity, appreciating Bhutan's unique concept of Gross National Happiness, understanding the history and current significance of king, country and people, and taking pride in their country within a global context.

5.1 Obedience: Obey parents and elders



Objectives

At the end of the lesson, the child will be able to:

- i. tell the meaning of obedience,*
- ii. share the importance of being obedient,*
- iii. write an obedience note to teacher, parents.*

Information for Teachers

Obedience is listening and following instructions given by parents, teachers and elders. It is a behaviour that shows respect for people, rules, and laws. Obedience does not mean listening to someone blindly without actually knowing what is told to do. It is important for children to be able to say “no” if they are expected to obey a wrong thing.

The lesson focuses on developing obedience in children to obey rules, listen to instructions from elders and teachers. The story “Little Red Riding Hood” teaches the importance of obedience.

Teaching Learning Materials: The story, "Little Red Riding Hood", costumes, flowers, and obedience note worksheet.

Little Red Riding Hood

Note: Characters in this story are narrator, little Red Riding Hood, Mother, Wolf, Grandmother, and Woodsman (<http://www.kidsinco.com>)

(**NARRATOR:** Once upon a time there was a very beautiful girl who lived in a village near the forest with her mother. One day her grandmother gave her a very nice red riding coat which is why everybody in the village called her Little Red Riding Hood. One day...)

LITTLE RED RIDING HOOD: Did you call me, mother?

MOTHER: Yes, darling. Your grandmother is very sick. I want you to go to take her this little basket with some bread and honey.

LITTLE RED RIDING HOOD: Yes, mother.

MOTHER: But don't stop in the forest, and don't talk to strangers. Do get soon as I say, and get soon to your grandmother's house.

LITTLE RED RIDING HOOD: Yes, mother.

(**NARRATOR:** And Little Red Riding Hood went through the forest with the little basket for her grandmother who lived in a nearby village. Along the way, she saw many beautiful flowers in the forest.)

LITTLE RED RIDING HOOD: Oh, what beautiful flowers! I will take some to my grandmother.

NARRATOR: She left the little basket in the ground to pick up some flowers, when suddenly...

WOLF: Good morning Little Red Riding Hood! Ha, ha, ha, ha, ha.

LITTLE RED RIDING HOOD: Good morning, Mr Wolf.

WOLF: Where are you going so early?



LITTLE RED RIDING HOOD: I am going to my grandmother's house to take her some bread and honey.

WOLF: Ha-ha, ha, ha, ha, and does your grandmother live far from here?

LITTLE RED RIDING HOOD: Oh no, Mr Wolf, she lives just across the forest in the first little house in the village; the one with the white door.

WOLF: Good-bye, Little Red Riding Hood. I hope she gets better.

Ha, ha, ha, ha ha!

(**NARRATOR:** Little Red Riding Hood kept looking for flowers disobeying her mother who told her not to stop in the forest and to get soon to her grandmother's house. Meanwhile, the wolf knocked at Little Red Riding Hood's grandmother's door.)

GRANDMOTHER: Who's there?

WOLF: It's me, Little Red Riding Hood, and I brought you some bread and honey.

GRANDMOTHER: Come in my little daughter, push the door.

NARRATOR: As soon as the wolf entered he gobbled up Little Red Riding Hood's grandmother. Then he put on a nightgown, jumped into bed and waited for the little girl. A few minutes later Little Red Riding Hood arrived at her grandmother's house. She knocked at the door.

WOLF: Who's there?

LITTLE RED RIDING HOOD: Grandmother, it's me, your granddaughter, Little Red Riding Hood. I came to bring you some bread and honey.

WOLF: Come in my little daughter, push the door.

NARRATOR: Little Red Riding Hood entered the little house. She went straight to her grandmother's room, and in the bed there was the Wolf dressed in her grandmother's clothes.

WOLF: Come in, my little girl. Rest for a while



NARRATOR: Little Red Riding Hood sat in a chair, and looked at her grandmother.

LITTLE RED RIDING HOOD: Oh grandmother. How large arms you have!

WOLF: They are to hug you better, darling.

LITTLE RED RIDING HOOD: Oh grandmother, how big legs you have!

WOLF: They are to run faster, sweetie.

LITTLE RED RIDING HOOD: Oh, how big ears you have, grandmother!

WOLF: They are to hear you better, honey.

LITTLE RED RIDING HOOD: And how big eyes you have!

WOLF: To see you better, Little Red Riding Hood.

LITTLE RED RIDING HOOD: Oh grandmother, and why do you have those big teeth and that big mouth?

WOLF: They are to eat you better! Ha, ha, ha, ha, ha!

NARRATOR: And the Wolf gobbled up Little Red Riding Hood. Then the wolf fell asleep. Meanwhile a woodsman was passing by the little house, when he saw the door opened. He entered, looked for the old lady, and then he saw the wolf.

WOODSMAN: The wolf is sleeping! And he's so fat! I hope I am on time!

NARRATOR: Then he took the wolf by the neck and made him spit out the poor Grandmother and Little Red Riding Hood who were still in one piece.

LITTLE RED RIDING HOOD: Thank you, good woodsman.

GRANDMOTHER: This will be a lesson for you, Little Red Riding Hood. Now you will never disobey your mother again.

Lesson Activities

Part I

The teacher can either narrate the story or initiate a role play by children.

1. If a role-play is initiated the teacher is suggested to:
 - i. prepare costumes, such as a hat, basket, scarf, and character name card.
 - ii. Explain the characters to the children,
2. After the narration or role-play of the story, the teacher leads a discussion using the suggested questions.
 - i. What did the mother tell Little Red Riding Hood?
 - ii. Did Little Red Riding Hood obey her mother?
 - iii. What happened to Little Red Riding Hood after she talked to a stranger?
 - iv. Did Little Red Riding Hood meet her grandmother in her house?
 - v. Who did Little Red Riding Hood meet in grandmother's house?
 - vi. What did you learn from the story?
 - vii. What lesson did Little Red Riding Hood learn from her grandmother?

Part II

The teacher uses the suggested questions to enable children understand the importance of obedience.

1. Why did Little Red Riding Hood get in trouble?
2. Who helped Little Red Riding Hood and the grandmother?
3. If were Little Red Riding Hood would you have picked flowers?
4. If you were Little Red Riding Hood would you have talked to the wolf?
5. Sometimes, like Little Red Riding Hood do you not obey your parents?
6. Why should you obey your parents?
7. Why should you obey your teachers?

Part III

The teacher engages children to complete the following sentences.

Complete the sentences in your own words.

1. To obey means
2. Yesterday, I obeyed my teacher
3. Yesterday, I obeyed my mother
4. Children should obey the in the school.
5. We should obey rules while driving.

Values Practice and Facilitation:

The teacher instructs children to write "Obedience" pledges to their teacher and parents.

Write three pledges each to your teacher and parents.

<p>Dear Teacher</p> 	<p>Dear Parents</p> 
<p>I will</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>I will</p> <p>1.</p> <p>2.</p> <p>3.</p>