

Printed at United Printing Press, Thimphu

Class III

Student Workbook



VALUES AND CITIZENSHIP EDUCATION

CLASS III

STUDENT WORK 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>

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Provisional Edition 2017

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Introduction

The workbook is intended mainly to facilitate and promote values practices of students beyond classrooms. The information and activities in the workbook will help students reflect on values learned during instructional lessons, plan and practise the values in their daily lives at homes and in schools. Further, students can use the information given in the workbook during values lessons conducted by class teachers in schools.

The workbook provides at least an activity each for each value under five core value themes. The student will carry out each activity for a week so that they get enough time to value practices in their daily lives.

However, to carry out the activities in the workbook, individual students will need an active support of teachers, parents, peers, siblings and caregivers. The teachers and elders at homes will need to explain and guide them on the process of carrying out each value activity or activities for at least a week.

1.1 Courtesy: Let us be good mannered





Good Manners

We say 'thank you'.

We say 'please'.

We don't interrupt or tease.

We don't argue.

We don't fuss.

We listen when people talk to us.

We share our toys and take turn to play.

Good manners aren't too hard to learn.

It's really easy, when you find

Good manners means, just being kind.

[Anonymous]

Part I

Put (✓) against the statements that show courteous behaviours.


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 III

Draw a "I am Sorry!" card for someone whom you had been rude with in the box given below.

**Value Practice and Facilitation**

In the space provided, rewrite the sentences which you think need to be changed to express good manners.

	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

1.2 Respect: Learn respect to earn respect



Part I

Draw diagram of respectful behaviours in the boxes.

<p>1</p> 	
<p>2</p> 	
<p>3</p> 	
<p>4</p> 	
<p>5</p> 	

Part III

Complete the table by writing **two** ways of showing respect to different people.

	How will you respect them?
Parents	Not talking back to parents. 1. 2.
Teachers	1. 2.
Friends	1. 2.
Grandparents	1. 2.
Guests	1. 2.

Value Practice and Facilitation

Your teacher will read out the following for you.

Put a (✓) in the box that shows your current practice.

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.

2.1 Punctuality: Doing things on time



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. There was a bus to catch in two minutes and she already got 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.

Part III

Write **three** changes you want to make to your habit to improve your punctuality.

For example: Set alarm to get up on time in the morning.

1.
2.
3.

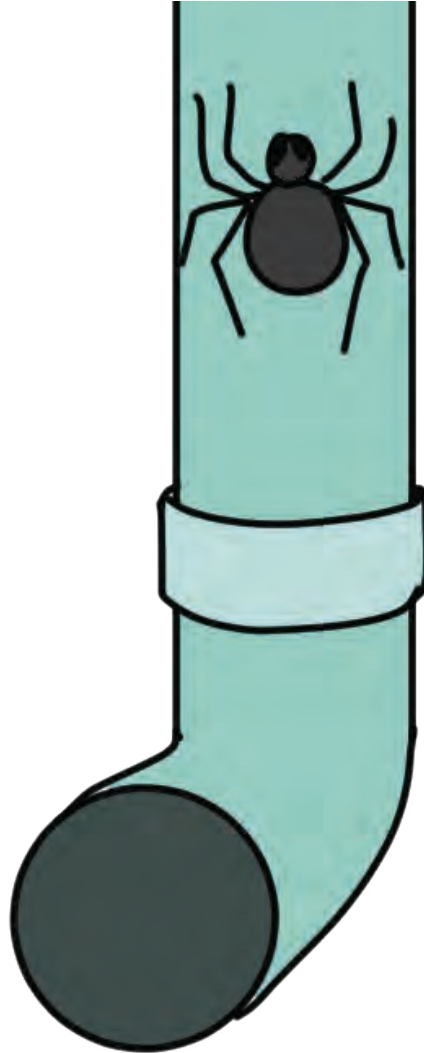
Value Practice and Facilitation

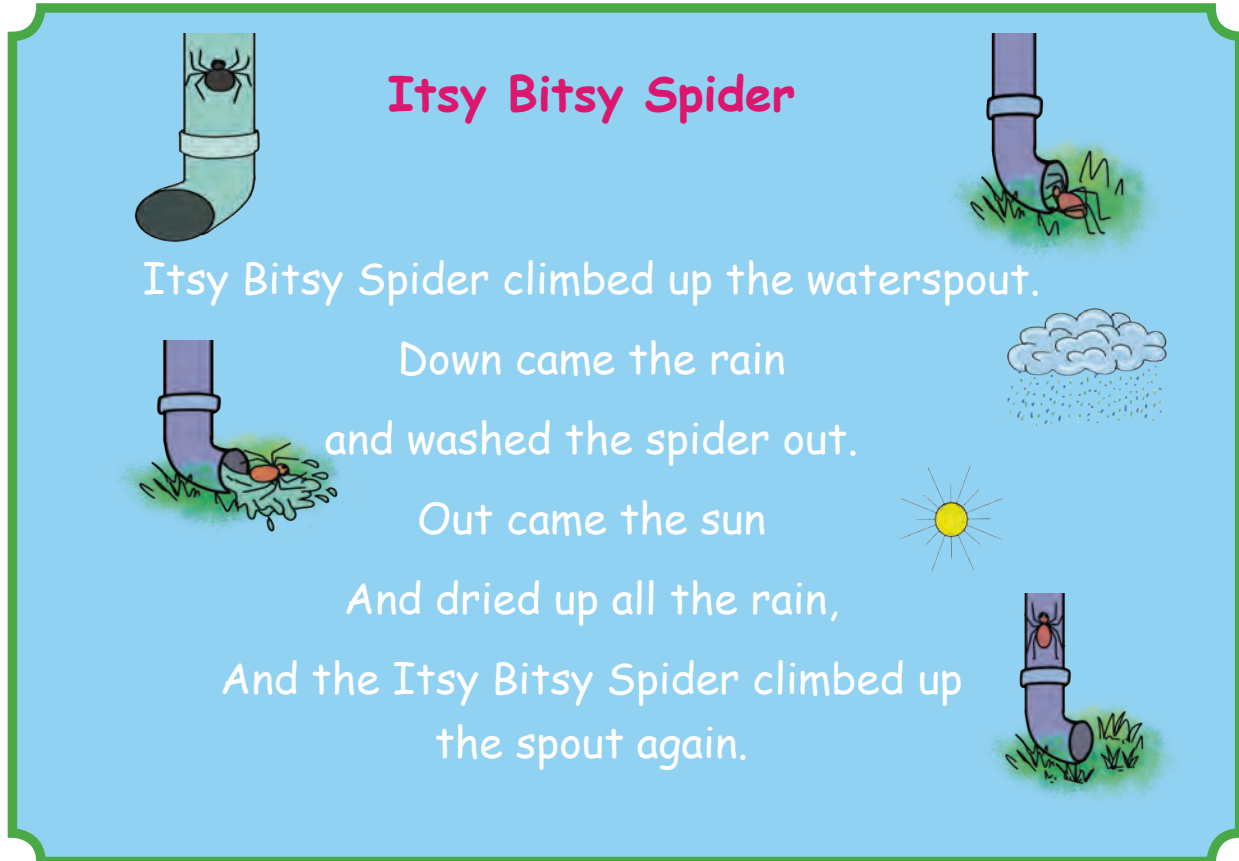
With the help of your parents make a timetable of activities that you will do at home to practice punctuality.

Follow the timetable every day.

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

2.2 Determination: Itsy bitsy spider





Part III

Write answers for the following 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

Put (✓) against the task/s that you did 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 work 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



Sonam's summer vacation



Sonam had a great time all through his summer vacation 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.



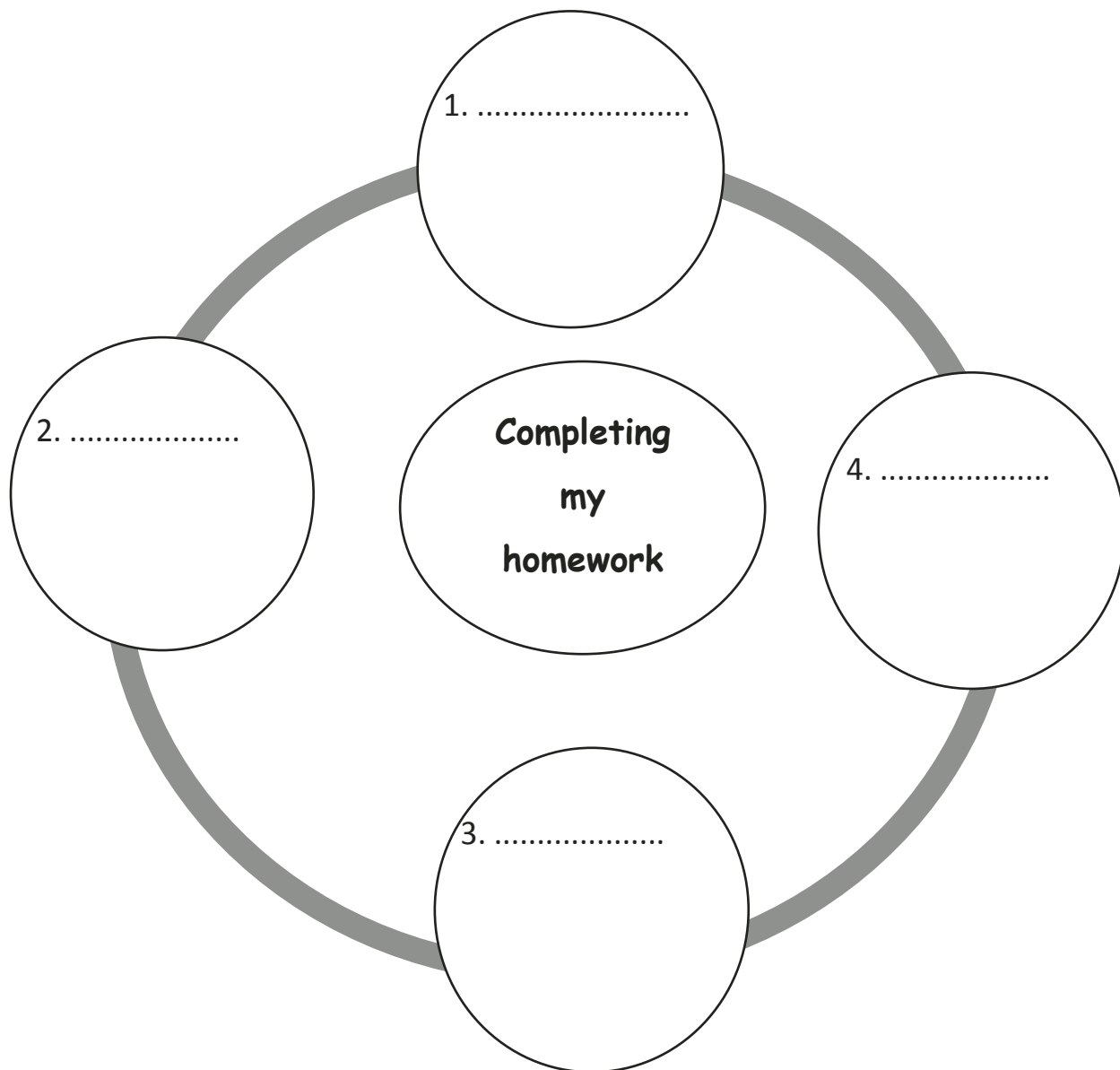
Sonam tried to make up some excuses, but the teacher was very strict and would not listen. However, after much request

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 III

Write **four** responsibilities that you will bear in mind to complete your homework.

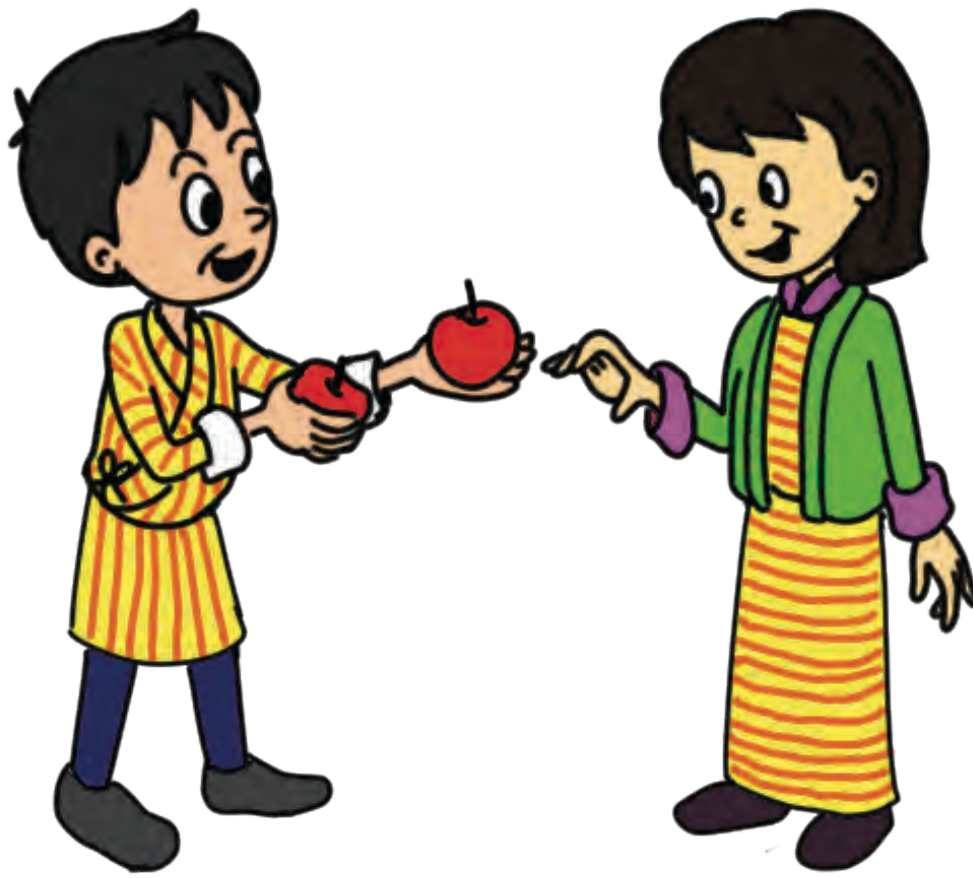


Value Practice and Facilitation

Write down the responsibilities that you carried out in school and at home.

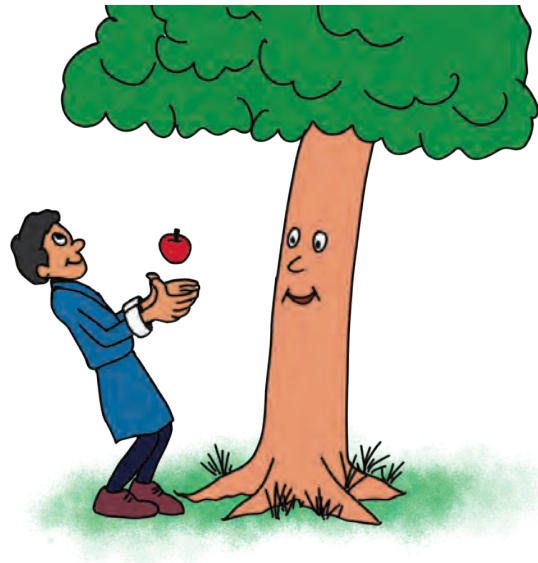
	My Responsibility
Cleaning the house	Example, I swept the floor.
Keeping the classroom clean	Cleaned the board.
Cleaning the environment	Picked rubbish and put in the trash bin.

3.1 Generosity: Sharing readily



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.

Part II

Complete the following sentences.

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

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 it 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



Evening dinner with a father



A son took his old father to a restaurant for a 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 believe 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.

Part II

Draw a 😊 against the choice of your answer to complete the following sentences.

1. I care for my parents because they
 - a) are rich. _____
 - b) are beautiful. _____
 - c) love me. _____

2. I 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. _____
 - b) when they are sick. _____
 - c) always no matter what. _____

Part III

Write how you will care for yourself and your family in the two columns.

	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

Every day, write **two** caring acts that you performed during the day.

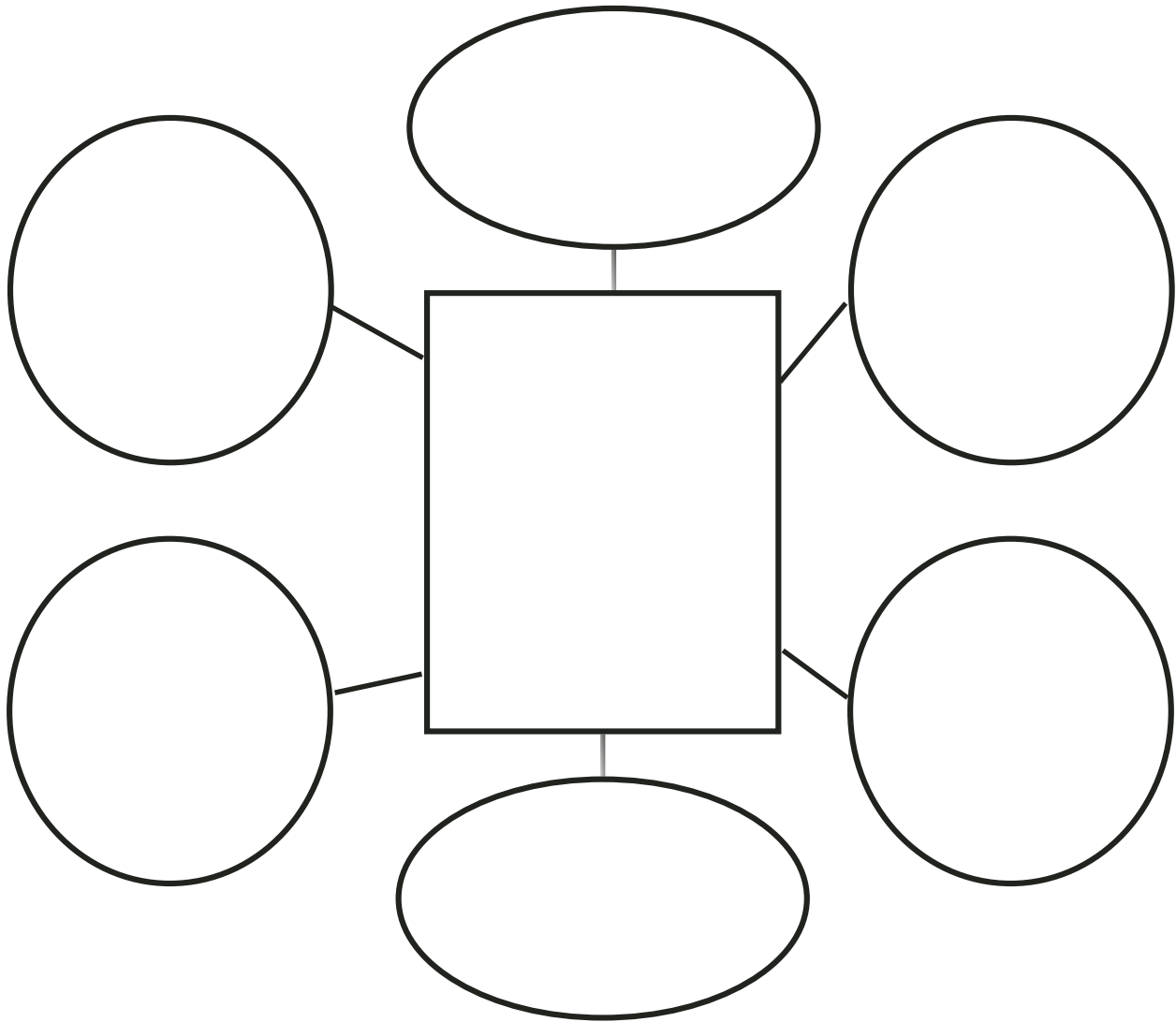
Days	Caring Actions
Monday	Example: Helped a friend carry her heavy bag. 1..... 2.....
Tuesday	1..... 2.....
Wednesday	1..... 2.....
Thursday	1..... 2.....
Friday	1..... 2.....
Saturday	1..... 2.....
Sunday	1..... 2.....

3.3 Kindness: Be kind



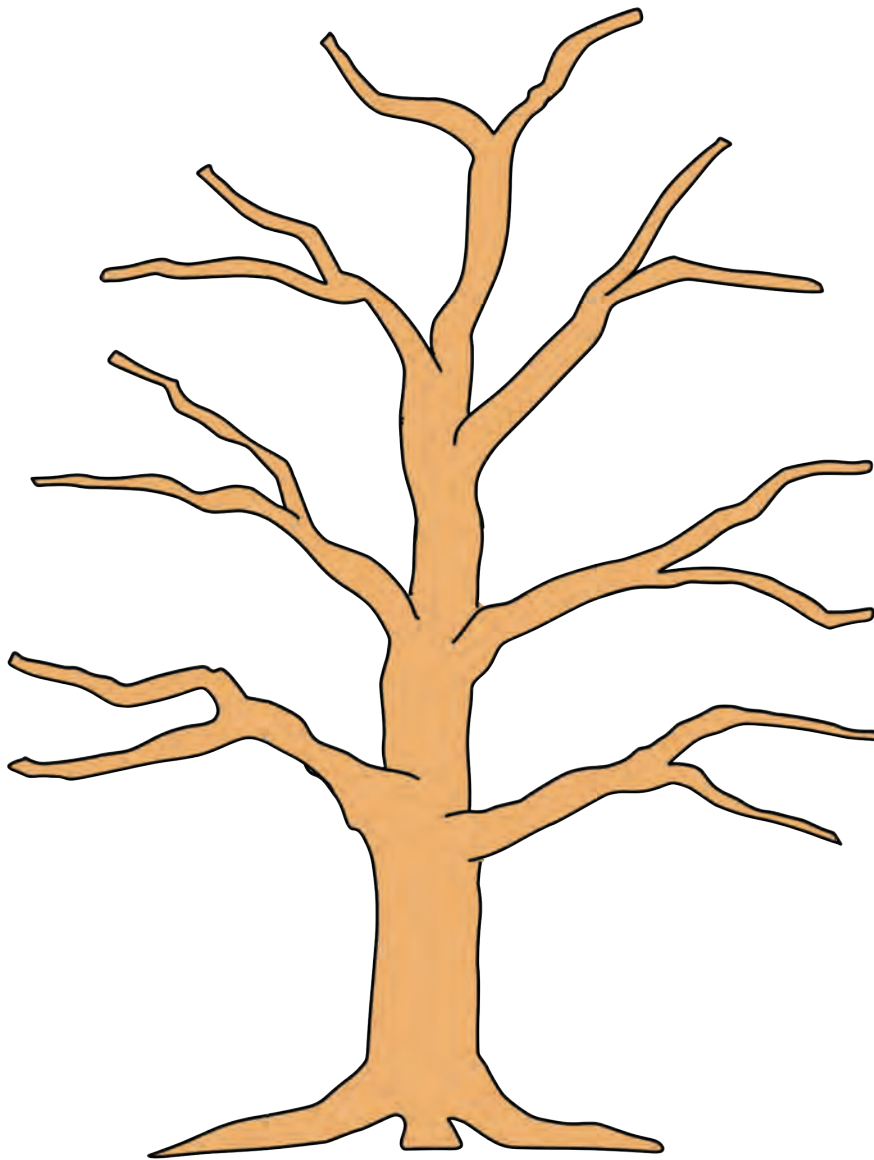
Part III

1. Draw your diagram in the centre space.
2. Write a sentence each in the circles to describe how you are a kind child.



Value Practice and Facilitation

1. Carry out as many kind acts during the week.
2. For every kind act, you will get a leaf from your teacher too stick on the Kindness Tree.
3. When you get at least three leaves, you will get to make a fruit on the Kindness Tree.



Kindness Tree

3.4 Helpfulness: Helping hands





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."

Part III

Write down how you can be helpful in the following events.

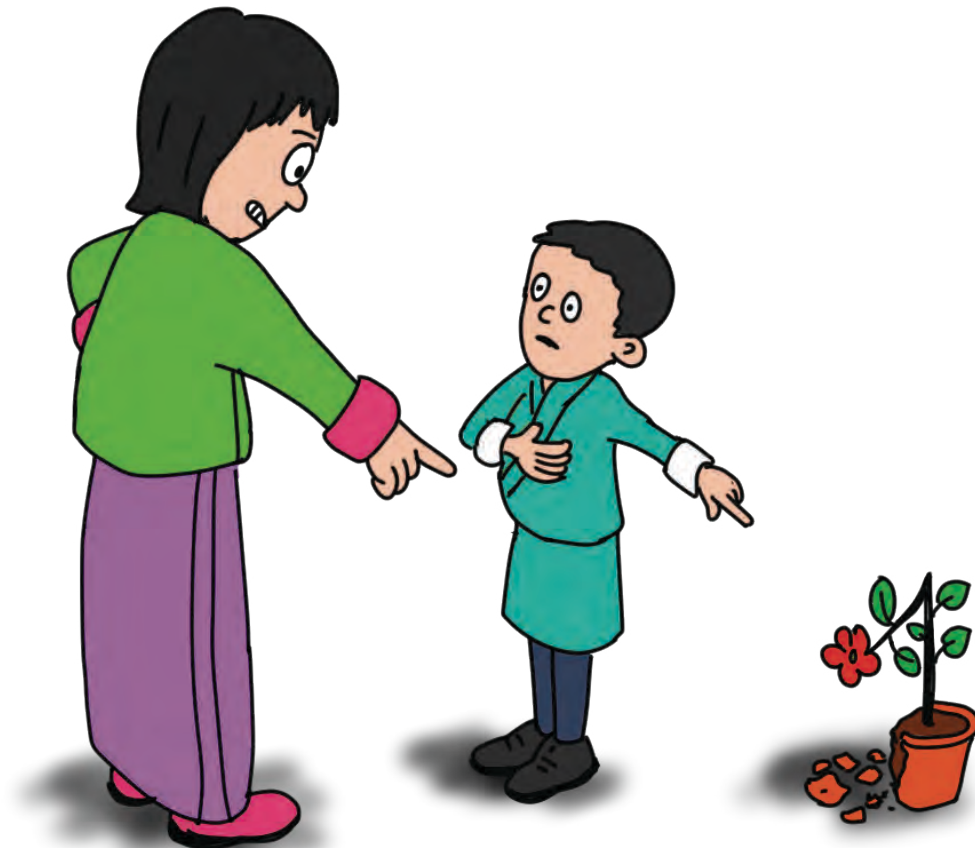
	How can you help?
Example, when you see a sick dog.	I will give it food and water.
A blind old man wants to cross the road.
A little boy at the park wants to play the slide.
If you see someone trying to snatch your friend's pencil.
If you see something fall from someone's hands.

Value Practice and Facilitation

Your parents will give you (*) against the help that you rendered them and against what you did for yourself.

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	

4.1 Honesty: Speak truthfully



Always Speak the truth

Be the better what it may,
Always speak the truth,
Whether at your work or play,
Always speak the truth.

There's a charm in honesty,
Always speak the truth,
There is meanness in a lie,
Always speak the truth.

Part II

Your teacher will demonstrate how to find the values in the Worksheet using the secret codes 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 a letter below each number to discover what each item, I to IV, say about Value. Do not write in the shaded boxes.

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					

Write down the values that you discovered from the worksheet in the space provided below:

I.

II.

III.

IV.

Value Practice and Facilitation

Read the stories selected by your teacher or listen to stories about honesty shared by your parents.

Write the story in your own words with a diagram of the main character.

The form consists of a large outer rectangle. The top portion of this rectangle contains five horizontal dotted lines, providing space for writing the story. The bottom portion of the large rectangle contains a smaller, empty rectangular box, intended for drawing a diagram of the main character.

4.2 Trustworthiness: The big mouth fox

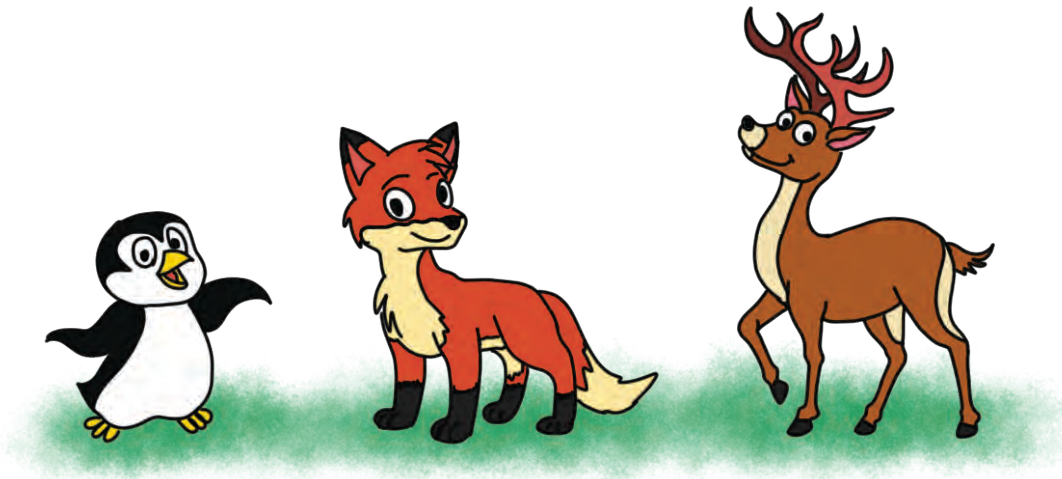


The big mouth fox

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.

Part III

Write the name of the person whom you trust.

Write **four** sentences about the person in the boxes.

I trust

Value Practice and Facilitation

Write **one** sentence stating how you will gain the trust of your:



Parents

.....

.....



Teachers

.....

.....



Friends

.....

.....

4.3 Honour: Honouring teachers



Part III

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

1. _____

2. _____

3. _____

4. _____

5. _____

Value Practice and Facilitation

Complete the “Honouring Table” given below by writing about five occasions that you participated in.

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

5.1 Obedience: Obey parents and elders



Little Red Riding Hood

(NARRATOR: Once upon a time there was a 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 take her this 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. 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 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 basket on 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 girl, 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! 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.



Part III

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.

Value Practice and Facilitation:

Write three "Obedience pledges" to your teacher and parents.

<p>Dear Teacher</p> 	<p>Dear Parents</p> 
<p>I will:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 	<p>I will:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____